ClASS –IX   Subject:- Computer Sc.
Learn and Prepare Lesson-1& 6
Project:-
Make a project using MS-Word on the given topics
Roll no.   Topic
1 – 10   News Letter (Front Page of News Paper in Column style)
11-20   Advertisement (Cosmetics Item / Any Electronic Items))
21-30   Brochures
31 -40   Bio- Data
40 Onwards   Posters (Save Environment, Clean & Green Delhi, Save Water,
Do not use Plastic Bags,Save Electricity)
Learning outcomes:

1. Students know the present era of our country.
2. Show their creativity and thoughts with open platform in presentation.
3. Practical practices enhance their skills.
4. Students will be self dependent.
5. Students must be aware of present problem of COVID-19.
   Through which on the other hand they will also learn some humanity.

Compulsory English Homework.

A. Read the passage and answer the questions that follow.

I. We are all seekers of happiness. Everything we do in life is in pursuit of happiness. But, of course, our idea of happiness may vary. When joy is near, can sorrow be far? In life, visitation by this duo is a continuing story. You can't unpair them. Like shadows, they follow each other. Even the wealthy and prosperous have their share of troubles.

II. Sorrow doesn't reside only with the poor. It is heartening to know that at any given point in time, the good moments surpass the bad. We feel the sting of sorrow exceedingly, though it is few and far between. Reasons being, the negative is of a deeper dye and our native tendency to cling. Attachment is the known spoiler on the spiritual path. Rather, we should embrace the ease of going with the flow.

III. We make the same mistake with happiness. We dare not let it go! In reality, our vice-like grip yields nothing; both joy and sorrow are in the passing. At whichever turn you meet either, experience the emotion and move on. You have to train yourself to 'rise above' both joy and sorrow. This requires practice, detachment and balance.

IV. As we have a longer lease of happiness in life, this is the best time to train the mind. If you can handle the bounties of happiness without losing your head then when the storms of sorrow strike with gale force you will retain your composure.
Try to understand how joy and sorrow affect you. Witness and experience each; allow them to freely transit in your life. But neither should have the power to make or break you. At all times, keep your balance. Practice detachment. It's a lifelong exercise to develop equipoise.

1. Now answer these questions.

1.1 Complete the statements.
   a. We all look for _____
   b. The duo that always go together are _____

1.2 Answer these questions.
   a. What does the writer say about sorrow? What are the possible reasons?
   b. What should we train ourselves in?
   c. How can one keep a balance, according to the writer?

1.3 Find words which mean the same.
   a. Wealthy(para I)
   b. Disconnection(para III)

B. Read the passage and answer the questions that follow.

I. Seeds for independent thinking are already there in you
    For experiencing the knowledge, joy and beauty of life, a young mind is
    required. The body is bound to become old, but not the mind; mind can
    always remain young, and only such a mind can know the mysteries of life
    and death. Only such a mind is a religious mind. But the present education
    makes the mind old. It does not awaken the mind but fills it, and so it
    becomes old. By being filled with all sorts of thoughts, the mind becomes
    old, burdened and tired. Feeding thoughts means feeding the memory. It
    does not spark thinking or intelligence. Memory is not intelligence. Memory
    is mechanical. Intelligence is consciousness.

II. Thoughts are not to be given to you but to be awakened in you. Where
     thinking is awakened, the mind is always young. Where the mind is young,
     life is a constant challenge. There the doors of consciousness are, and the
     fresh morning breeze comes in, the light of the rising sun comes in. When a
     person becomes imprisoned by the thoughts and words of others, his own
     ability to fly in the sky of truth is destroyed.

III. There is no other power that makes one alive than the power of original
     thinking. And nothing makes one more lifeless and rigid than just learning
     others' thoughts. Accumulation of others' thoughts brings idiocy. By
     accumulation of thoughts, original thinking and intelligence are not born.
     Too much emphasis on mechanical memory is fatal in the birth of thinking
     and intelligence. Enough opportunities for thinking and use of intelligence
     should be made available if they are to grow.

IV. Doubt, instead of belief, is to be taught if thinking and intelligence are to
     grow.
     Belief and trust bind you, whereas doubt liberates. But by doubt I do not
     mean distrust. Distrust is only the negative form of trust or belief. Neither
     trust nor distrust but doubt is required. And where there is no liberating
     intensity of doubt, there is neither any search for the truth nor its attainment.
     The intensity of doubt becomes the search. Doubt is thirst, doubt is longing.
     It is in the fire of doubt that the life force is stirred and thinking is born. The
     pain of doubt is the birth- pain of thinking. One who escapes that pain is
     deprived of the birth of thinking.

V. The politician has never liked that people should have any ability to think, because where there is thinking there are seeds of rebellion. It cannot be made a blind follower. Education should provide such an understanding that the mind does not become a slave to conditionings and also so that independent thinking ability can arise. If proper attention is given, this can definitely be done. Seeds for independent thinking are already there in every person. In the proper climate, these seeds can sprout.

2. Now answer these questions.
a. How does education affect the mind?
b. What does the writer say about doubt? Why does he stress on doubts?
c. Why is accumulation of thought negated?
d. What according to the writer should education strive for?

3. Vocabulary
    a. Find a word which is same as ***loaded***(para I).
    b. Find a word which is the opposite of ***prevent***. (para IV)
    c. Write the adjectival form of ***intelligence.***
    d. Write the verb form of ***attentive.***
    e. Write the noun form of ***required***.

C. Read the prompt and weave a story in 120-150 words.
    a. *You are snooping around your backyard, its very dingy and dry, you suddenly find a disturbing photograph...*

    b. *Jayden recently moved into a new house. He had to buy new furniture so he went to the antique store to pick some antique furniture. He comes across an old and rusty vase, he admires the designs on it. He decided to buy it. When he returns home he places it on his night stand. But in the night......*

D. Complete the passage given below by choosing the correct alternatives from the ones that follow:

As a small boy, I used to play cricket with my mother. She used to bowl (a) …………….. me in a small room in our house. There was (b) …………. space so she would kneel and throw the ball gently to (c) ……………. Once I hit hard and hit her (d) ………….. the nose. It started bleeding and I was frightened.

(a) i) for; ii) at; iii) over; iv) to

(b) i) few; ii) little; iii) hardly; iv) any

(c) i) her; ii) me; iii) us; iv) them

(d) i) in; ii) for; iii) on; iv) into

E. The following passage has not been edited. There is one error in each line. Identify the error and write it along with the correction in the answer sheet. The first one has been done for you as an example.

	INCORRECT	CORRECT
During a summer holidays I accompanied my	a	the
friend from his village. It was a small place consisting		_____
of about 200 houses. The villagers are simple people		_____
and very hospitable. The natural scenery or fresh		_____
air were very soothing. I stayed here for three days		_____
and enjoyed myself in the lap of nature.		

F. Read the dialogue given below and complete the paragraph.

a. *Soumya: Where have you been all these days?*

 Kirthi: I went to Pune to attend a seminar on environmental pollution.

 Soumya: How was the seminar?

 Kirthi: Quite informative and worth attending.

Soumya asked……………………………………. all those days. Kirthi

………………………………… on environmental pollution. Soumya wanted to know

……………………………….. Kirthi told …………………………………

b. *Pratyaksh: When will you go to Pune?*

 Sanskar: I will leave once the offer letter comes?

 Pratyaksh: Where will you be living?

 Sanskar: I am going to stay at the company accommodation.

Pratyaksh asked _____. Sanskar said that_____. Pratyaksh further asked _____, to which he replied that_____.

HINDI HOLIDAY HOMEWORK

कक्षा 9 ग्रीष्मावकाश कार्य

प्रश्न 1 रचनात्मक अभिव्यक्ति: वर्तमान युग और महामारी का प्रकोप, 100 शब्दों में नीचे दिए संकेतों की सहायता से चित्र सहित अभिव्यक्ति दें।

• क्या है महामारी

• आधुनिक स्वास्थ्य सुविधाओं के उपरांत भी कोई उपचार नहीं

" बचाव और सुझाव ।

प्रश्न 2 कोरोना संक्रमण एवं लॉक डाउन से हतोत्साहित होते लोगों के लिए चित्र सहित कोई 2 उत्साहवर्धक स्लोगन लिखो।

जैसे स्लोगन लेखन के विषय–

1. कोरोना योद्धाओं का मनोबल बढ़ानेके लिए

2. जनता से घर पर रहने की अपील के लिए

3. इस मुश्किल दौर में ज़रूरतमंदों की सहायता की अपील के लिए

प्रश्न 3 वर्तमान स्थिति में न् केवल मनुष्य जाति संकट में है बल्कि पशु - पक्षी भी इसी का एक हिस्सा हैं। पशु - पक्षियों की संवेदनशीलता दर्शाने तथा उनकी देखभाल करने का संदेश देते हुए 10 पंक्तियों एक स्वरचित कविता लिखें।

CLASS-IX
MATHEMATICS ASSIGNMENT
HOLIDAY HOMEWORK

SECTION-A

1. Find an irrational number between $\frac{1}{7}$ and $\frac{2}{7}$. Given that $\frac{1}{7}$ =0.$\overline{0.142857}$.

2. Simplify $\sqrt{72} + \sqrt{800}$ - $\sqrt{18}$.

3. Simplify $64^{\frac{-1}{3}}[64^{\frac{1}{3}} - 64^{\frac{2}{3}}]$

4. In the following equations , examine whether *x, y* and *z* represents rational or irrational number:

      i) $x^3 = 27$ ii) $y^2 = 7$ iii) $z^2 = 0.16$

5. If $2^x \times 4^x = 8^{\frac{1}{3}} \times 32^{\frac{1}{5}}$,then find the value of *x*.

6. Write the degree of the given polynomials :
    i) $(2x + 4)^3$
    ii) $(t^3 + 4) (t^3 + 9)$

7. Write the coefficient of x^4 and x in $4x^3 -5x^4 +2x^2 + 3$.

8. Find the zeroes of $z^2 - 2z$.

9. Find the product using suitable identities: (4 +5x)(4-5x).

10. What is the value of polynomial $x^2 + 8x + k$, if -1 is a zero of the polynomial?

11. While writing the coordinates of a point, which comes first : y- coordinate or x-coordinate?

12. The point P(a,b) lies in the fourth quadrant. Which is greater: a or b?

13. The point (-3,5) lies in which quadrant?

14. Which of the following points lie on the x-axis and which on the y-axis?

(1,1) , (0,-3) , (-2,0) , (-1,1) , (0,5) , (0,6)

15. A policeman and a thief are equidistant from the jewel box . Upon considering jewel box as origin, the position of policemen is (0,5). If the ordinate of the position of thief is zero, then write the coordinates of the position of thief.

SECTION-B

16. Represent on number line: i) $\sqrt{2}$ ii) $\sqrt{17}$

17. If $x = 3+2\sqrt{2}$, then find whether $x + \frac{1}{x}$ is rational or irrational.

18. Express the following in the form of $\frac{p}{q}$, where p and q integers and $q \neq 0$:

i) $3.\overline{2}$ ii) $18.\overline{48}$

19. Visualise the representation of $6.4\overline{7}$ on the number line up to 5 decimal places, which is up to 6.47777. Draw figure only.

20. A point is at a distance of 4 units from the x- axis and 5 units from the y-axis. Represent the position of the point in the Cartesian plane and also write its coordinates.

21. If the coordinates of 2 points are P(-2,3) and Q(-3,5), the find (abscissa of P)-(abscissa of Q).

22. i) Plot the points A(0,4) , B(-3,0) , C(0,-4) , D(3,0). (ii) Name the figure obtained by joining them

 iii) Also, name the quadrants in which sides AB and AD lie.

23. Write the coordinates of the following points:

i) lying on neither axes at a distance of 3 units from the x-axis and 5 units from the y-axis.

ii) lying on y-axis with the y-coordinate (-3).

iii) lying on the x-axis with the x-coordinate 4.

SECTION-C

24. Find the value of a and b, if $\frac{\sqrt{3}-1}{\sqrt{3}+1} = a + b\sqrt{3}$

25. Represent $\sqrt{10.5}$ on then number line.

26. Mark the points (3,3) , (3,-3) , (-3,-3) and (-3,3) on a graph paper and join these points. Name the figure that you obtain. Also, find its area.

27. $x = \frac{\sqrt{2}+1}{\sqrt{2}-1}$ and $y = \frac{\sqrt{2}-1}{\sqrt{2}+1}$, find the value of $x^2 + y^2 + xy$.

28.   Prove that $\frac{1}{3-\sqrt{8}} - \frac{1}{\sqrt{8}-\sqrt{7}} + \frac{1}{\sqrt{7}-\sqrt{6}} - \frac{1}{\sqrt{6}-\sqrt{5}} + \frac{1}{\sqrt{5}-2} = 5$

29. By remainder theorem, find the remainder when p(y) is divided by g(y)

   i) $p(y) = 4y^3 - 12y^2 + 5y - 4$ and $g(y) = 2y - 1$

   ii) $p(y) = y^3 - 4y^2 - 2y + 6$ and $g(y) = 1 - \frac{3}{4}y$.

30. Factorise each of the following polynomials:

   i) $x^3 + 13x^2 + 31x - 45$ given that x + 9 is a factor.

   ii) $4x^3 + 20x^2 + 33x + 18$ given that 2x + 3 is a factor.

31. Let R_1 & R_2 are the remainders when the polynomials $f(x) = 4x^3 + 3x^2 - 12ax - 5$
    and $g(x) = 2x^3 + ax^2 - 6x - 2$ are divided by $(x-1)$ and $(x-2)$ respectively.
    If $3R_1 + R_2 - 28 = 0$, find the value of a.

32. If $2x + 3y = 12$ and $xy = 6$, find the value of $8x^3 + 27y^3$.

33. i) Simplify: $\dfrac{1}{1+ x^{b-a}+ x^{c-a}} + \dfrac{1}{1+ x^{a-b}+ x^{c-b}} + \dfrac{1}{1+ x^{a-c}+ x^{b-c}}$

    ii) Factorise: a) $25x^2 + 16y^2 + 4z^2 - 40xy + 16yz - 20xz$.

    b) $2\sqrt{2}a^3 + 8b^3 - 27c^3 + 18\sqrt{2}abc$.

---------------------------*******************************---------------------------

ग्रीष्मवकाश गृहकार्यम्

पोर्टफोलियो(संस्कृत)   कक्षा नवमी

==

खण्ड क

प्र .१   अधोलिखित वाक्यानां अनुवादं कृत्वा लिखत - ५

१ वह कब जायेगा ?

२ नगर   के चारों और पेड है I

३ पिता ने पुत्र को किताब दी I

४ बालक घोडे गिरता है I

५ गङ्गा हिमालय से निकलती है I

प्र २ स्वकक्षाध्यापकस्य विषये मित्रं प्रति लिखिते पत्रे उचितपदैः रिक्तस्थानानि पूरयत- ५

<div align="center">

परीक्षाभवनम्

तिथिः ....
</div>

प्रियः मित्र i

सप्रेम ....

अत्र कुशलं ....Iअस्मिन् पत्रे अहं .... विषये   लिखामि i मम ....स्वविषये निपुणः अस्ति सः अस्मान् ....पाठयाति सः अतीव ....अस्ति I सः ....वदति प्रार्थयामि यत् ....तस्य आयुः दीर्घः कुर्यात् I

भवतः...........

दीपकः

(मजुषा – मित्रम् ,तत्रास्तु ,ईश्वरः ,गणित , विनम् ,, कक्षाध्यापक,नमस्कारम्,स्नेहेन सदेवप्रियः , स्वकक्षाध्यापकस्य)

प्र ३ शब्दानां वर्ण विच्छेदम् लिखत -   २

१ उत्सवम्   २ पूर्वम्

प्र ४ (क) अधोलिखितशब्देषु संधि -विच्छेदम् लिखत -
२

१ देवालयं

२ जगदीशः

(ख) १ सु +आगतम्   २

२ यदि +अपि

प्र ५ अधोलिखितशब्देषुप्रत्ययम् संयोज्य – विभाज्यं लिखत -
४

१ सः गम् +क्त्वा ....खेलति I

२ देवः पठ+तुमुन् ....विद्यालयं गच्छति I

३ देवःगुरुं प्रणम्य.......+........पाठं पठति I

प्र ६ उचितं पदं चित्वा लिखत -   ४

१ सः ....माता अस्त I (मात्रे , माता , मात्रा)

२ बालकाः.............. गच्छन्ति I (गृहं ,गृहे ,गृहाणि)

३ ....नमःI (देवाय ,देवस्य ,देवं)

४ सः ....हीनः अस्तिI (धनेन ,धनात् धनस्य)

प्र ७ उचितक्रियां पुरयत-   ४

१ त्वं कुत्र ....?(गम् लट् लकार)

२ ह्यः सोमवासरः ......I.(अस् लङ्ग लकार)

३ वयम् दिल्ली नगरे ....I(.वस् लट् लकार)

४ सः एकं चित्रम् ....I(दृश् लृट लकार)

प्र ८ उपसर्गम् पृथक् कृत्वा लिखत –   २

    (अभाव ,विवेकः, अनुभवः, निर्विघ्नम्)

<u>खण्ड ख</u>

प्र महाकवि कालिदासस्य जीवनवृतम् अलिखत् यस्मिन् निम्निलिखितविषयाणां वर्णनं कुरु ;-
    (क) जीवन परिचयम्
    (ख) रचना परिचयम्

(ग) भाषा शैली

(घ) संस्कृत वाङ्ग्मये महत्त्वम्

(ङ) सीखने के परिणाम

१ १ छात्रों में व्याकरण कौशल का विकास होगा I

२ महाकवि कालिदास के जीवन एवं रचनाओं की जानकारी प्राप्त होगी I

३ संस्कृत साहित्य का ज्ञान प्राप्त होगा I

४ विषय के प्रति रुचि उत्पन्न होगी I

CLASS 9- Science
HOLIDAY HOMEWORK

Instructions:
This homework is to be done on A4 size sheets.

Learning outcome:
The student will be able to classify colloid and can apply in daily life to understand properties of matter.

Chemistry

1.Take 3 samples each of true solution, colloidal solution and suspension. Write their
name and mention the basis on which you have identified and classified them.
Do the activity of tyndall effect on the three types of solutions.
Click the photograph of the solutions while you do the activity on the solutions and paste the photos.

2. Prepare a report on 4th & 5th state of matter.

3. Give one word for the following
   a. The force of attraction between the particles
   b. The rigid form of matter
   c. A solid which can be compressed easily
   d. The tendency to flow and change shape
   e. Mixing of substances on their own

4. Give the full form of CNG and LPG. What is common between the two? Give explanation for the same.

5. Draw a diagram to show the arrangement of particles in a solid, a liquid and a gas.
    What can be interpreted from the distance between the constituent particles?

6. Draw a flow diagram showing the Interconversion of states of matter. Label the diagram properly.

Physics

Learning outcome:
The students will be able to understand the concept Inertia and Newton's first law of motion. The students will also be to apply these concepts in their day-today life.

1. A bus starts from rest and attains a velocity of 36 km/h in 5 seconds. Find theacceleration produced and the distance travelled by the bus in these 5 seconds.

2. A ball thrown up vertically returns to the thrower in 6 seconds. Calculate:

   a) The velocity with which it was thrown

   b) The maximum height it reaches

   c)The position after 4 seconds

3. For pulling a wooden block placed over a table with the help of a spring balance, which

   of these is correct?

   a) Block should be rough

   b) Table should be rough

   c)Both block and table should be rough

   d)Both block and table should be smooth

4. Explain why:

   a)If we kick a football it flies away but if we kick a stone of the same size with a n

   equal force, it hardly moves.

   b)It is advised to wear seat belts while driving.

   c)If we hit a hard surface with our hand, we also feel hurt.

5. The position-time graphs of two objects A and B in three different situations for a particular duration are shown asbelow:
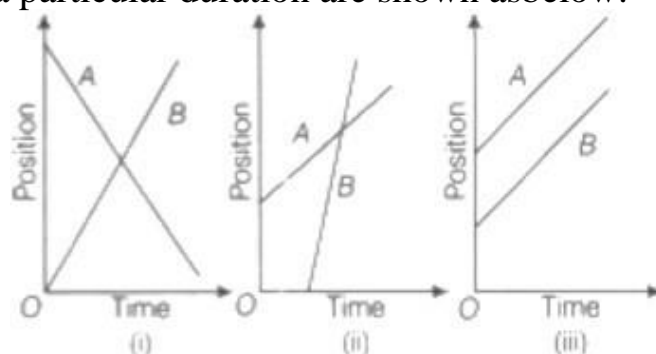
In which situation the distance between them will remain same?
   a) In which situation they are moving in opposite directions?
   b) Is the velocity of object A positive or negative in situation (ii)?
   c) Are they crossing each other in any situation(s)? If so, why?

6   Do two activity to show the law of inertia.

Penny
Index card
Thum here
Cup

FIGURE 3.1. Law of Inertia
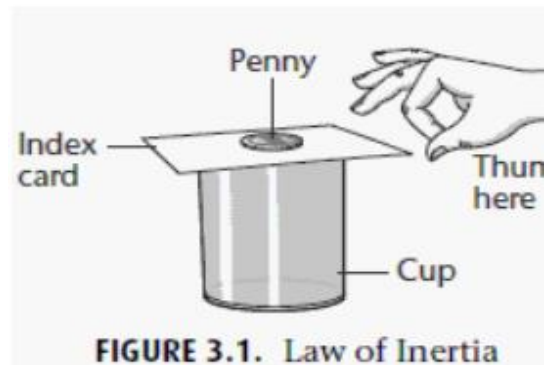
BIOLOGY

Learning outcome:

The students will be able to understand tissue and its types in plant and will also be to understand the role of meristematic tissue in growth of plant and its importance for the plant by doing the activity

1   (a) Give reason for the following:

(i) The cells of meristematic tissue have dense cytoplasm, thin walls and prominent nuclei.
(ii) Vacuoles are absent in the cells of this tissue.

(b) Identify the type of meristem present in the following:

(i) At the base of leaves.
(ii) Girth of stem increase due to this.
(iii) Increase the length of the stem.

c) Draw the diagram showing different location of meristematic tissue in plant.

2   Based upon cell shape, cell wall and intercellular spaces, prepare a comparative study table between parenchyma, collenchyma's and sclerenchyma. Which of these tissues is dead?

3   Draw the diagram of the following tissue -
a. Tissue found in All parts of plant
b. Provide Mechanical Support and flexibility
c. Is Dead tissue and provides hardness and stiffness

4   Usually shrubs and herbs grow in open places and are exposed to forceful winds, but they do not break. Why?

5   Tissue A and Tissue B Constitute Tissue C . A carries water while B carries food for the plants . Identify A , B , C. Draw diagram to understand the labellings.

6   If the tip of a sugarcane plant is removed from the field, even then it keeps on growing in length . Why?

7

ACTIVITY

• Take two glass jars and fill them with water.
• Now, take two onion bulbs and place one on each jar, as shown in fig.
• Observe the growth of roots in both the bulbs for a few days.
• Measure the length of roots on day 1,2 and 3.
• On day 4, cut the root tips of the onion bulb in jar 2 by about 1 cm. After this observe the growth of roots in both the jars and measure their lengths each day for five more days and record the observations in tables
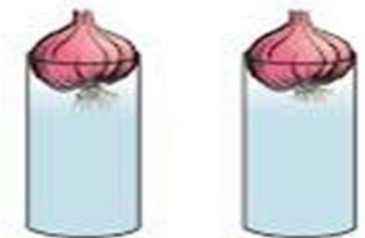
Perform the givenactivity :- Note the observation

Length of the root of an onion bulb

Length	Day1	Day2	Day3	Day4	Day5
JAR-1					

JAR-2					

** Root tip removed on day - 4

Class IX
Social Studies Project
(To be forwarded to CBSE as internal assessment)

Learning outcomes

Students will be able to:

a.Understand the meaning and different types of disasters

b. create awareness among themselves about different disasters, their consequences

and management

c. prepare them in advance to face such situations

d.understand the role of government , international organisation during a disaster.

The Topic for the project is Disaster Management (Do any one of the following)

a. Earthquake
b. Flood
c. Drought
d. Landslide
e. Cyclone

Guidelines for the project

Explain the meaning of a disaster.

List the different types of disasters.

- Collect information from various sources like newspapers, photographs, article from magazine,internet, eye witness, accountsetc, Regarding the event and the problems faced by the disaster victims.
- Collect information on immediate response of various government agencies like police, hospitals,district administration etc.
- Discuss the role of authorities, Indianand international agencies (CRY, WHO, UNO) in the rehabilitation process.
- In conclusion highlights the mitigation process to include identification of risk zones, community awareness and individual response.
- A case study of supplement and build up on the project shall be appreciated.
- Criteria for evaluating project work include content accuracy, originality, presentation and creativity.
- The project should be hand written. Print outs will not be accepted. □ All the photographs should be labeled and acknowledged. **Project should be developed and presented in this order**
- Cover page showing project title ,schools name, studentsname, class and section and academic session(year)

- List of contents with page number (approx...15 pages)
- **Acknowledgements**: Acknowledging institution, offices and libraries visited and people who have helped.
- **Project Overview**: Purpose ,aim, methodology and experience while doing the project □ **Chapters** with relevant headings.
- **Summary and conclusions** based on findings.
- **Bibliography** should have the title, pages referred, author, publisher ,year of publication and if a website, the name of the website with a specific link which have been used.
- **Teachers evaluation report**
  NOTE: Only ecofriendly material to be used
- Total marks allotted for the project are 10, which includes theory as well as viva or written test for content assimilation.
  PROJECT EVALUATION PR0FORMA
  The proforma should be attached on the last page of the project.
  School's Name
  Address
  Student's Name
  Roll. No
  Class
  Section
  Teacher Assessment
  1. Content accuracy and originality
  2. Presentation and creativity
  3. Process of project competition
  4. Viva –voce
  5. Overall remarks:
  6. Teacher signature: Date:
  7. School stamp: