

EAST POINT SCHOOL

CLASS- IX

WORKSHEET- 1

CHAPTER- Why do we fall ill?(BIOLOGY)

Choose the correct option.

1. Dengue is characterised by

- a. Chills & fever
- b. Swelling of legs
- c. Headache & fever
- d. Joint pains

2. In mosquito life cycle,two hosts are

- a. Dog and cat
- b. Mosquito and dog
- c. Man and mosquito
- d. Mosquito and pig

3. A minor infection can change into a severe disease in case of

- a. AIDS b. Diarrhoea
- c. Pneumonia
- d. Cancer

4. Jaundice can be prevented by

- a. Hepatitis-A vaccination
- b. Painkillers
- c. Eating good food
- d. Wearing clean clothes

5. The target cells of HIV virus in body are

- a. White blood cells
- b. Red blood cells
- c. Cardiac cells
- d. Nerve cells

6. Which of the following can make you ill if you come in contact with an infected person

- a. High blood pressure
- b. Genetic abnormalities
- c. Sneezing
- d. Blood cancer

7. Transmission of AIDS can happen through

- a. Shaking hands
- b. Hugging
- c. Transfusion of infected blood
- d. Playing soccer together

8. Which is a bacterial disease?

- a. Diphtheria
- b. Pneumonia
- c. Tetanus
- d. All of these

9. Ascariasis is caused by

- a. Roundworm
- b. Hookworm
- c. Pinworms
- d. Mosquitos

10. Which of these use the biochemical machinery of their host cells?

- a. H1N1 virus
- b. Protozoans
- c. COVID-19
- d. Both a & c

E. Higher order Think

YOU TUBE- <https://youtu.be/yIMsCTYBQ2U>

EAST POINT SCHOOL
CHEMISTRY
CLASS IX
ATOMS AND MOLECULES

1. State:

(a) Law of Conservation of mass

(b) Law of constant proportion

2. What do you mean by atomicity? What is the atomicity of ozone?

3. Write the Dalton's Atomic Theory

Fill In The Blanks

1. During a chemical reaction, the sum of the _____ of the reactants and products remain unchanged.
2. In a pure chemical compound, elements are always present in a _____ proportion by mass.
3. Clusters of atoms that act as an ion are called _____ ions.
4. In ionic compounds, the charge on each ion is used to determine the _____ of type compound.
5. The abbreviation used for length names of elements are termed as their _____.
6. A chemical formula is also known as a _____.
7. Those ions which are formed from single atoms are called _____.
8. Ionic compounds are formed by the combination between _____ an _____.
9. The valency of an ion is _____ to the charge on the ion.

VIEO LINK:



[How to write Chemical Formula for Compounds - Easy Method - CBSE Class 9](#)

असाइनमेंट -21
कक्षा 9
विषय – हिंदी पाठ्य सामग्री
(उपलब्धकर्ता मिस सुजाता परमार)

कविता : एक फूल की चाह पाठ्य सामग्री (कवि: सियाराम शरण गुप्त)

https://youtu.be/uY8_O0sba-I भाग 1

https://youtu.be/uY8_O0sba-I भाग 2

'एक फूल की चाह' रामशरण गुप्त जी की एक कथात्मक कविता है। इस कविता में कवि ने तत्कालीन समाज में व्याप्त छुआ-छूत की भावना के बारे में बताया है। कवि की पुत्री रमा का देहांत असमय ही हो गया और इस घटना ने उन्हें बहुत हद तक दुःख वेदना और करुणा का कवि बना दिया। इस कविता में हम उनकी पुत्री के प्रति उनके प्रेम को भी देख सकते हैं।

समाज में व्याप्त बुराइयों को जनमानस तक लाने के लिए, उन्होंने अपनी कविताओं को छंदों और अलंकारों से सजाने के बजाय, सरल भाषा का उपयोग किया। प्रस्तुत कविता में कवि ने बताया है कि किस प्रकार मौत के बिछौने में लेटी हुई छोटी-सी लड़की की आखिरी इच्छा तक उसका पिता पूरी नहीं कर पाता। वह भी सिर्फ इसलिए क्योंकि समाज उसे यह करने की आज्ञा नहीं देता और उल्टा उसे दंड भोगना पड़ता है। यहाँ तक कि वह अपनी बेटी के आखिरी वक्त में उसके साथ भी नहीं रह पाता और न ही उसे अपनी गोद में उठा पाता है। यह सबकुछ समाज में व्याप्त त्रुटियों के कारण होता है।

कविता का भावार्थ –

उद्वेलित कर अश्रु-राशियाँ,
हृदय-चिताएँ धधकाकर,
महा महामारी प्रचंड हो
फैल रही थी इधर-उधर।
क्षीण-कंठ मृतवत्साओं का
करुण रुदन दुर्दांत नितांत,
भरे हुए था निज कृश रव में
हाहाकार अपार अशांत।

भावार्थ : कवि ने एक फूल की चाह कविता में उस वक्त फैली हुई महामारी के बारे में बताया है। इस महामारी की चपेट में ना जाने कितने मासूम बच्चे आ चुके थे। जिन माताओं ने अपने बच्चों को इस महामारी के कारण खोया था, उनके आँसू रुक ही नहीं रहे थे। रोते-रोते उनकी आवाज़ कमजोर पड़ चुकी थी, पर उस कमजोर पड़ चुके करुणा से भरे स्वर में भी अपार अशांति सुनाई दे रही थी।

बहुत रोकता था सुखिया को,
'न जा खेलने को बाहर',
नहीं खेलना रुकता उसका
नहीं ठहरती वह पल-भर।
मेरा हृदय काँप उठता था,
बाहर गई निहार उसे;
यही मनाता था कि बचा लूँ
किसी भाँति इस बार उसे।

एक फूल की चाह भावार्थ : प्रस्तुत पंक्ति में एक पिता द्वारा अपने पुत्री को इस महामारी से बचाने के लिए किये जा रहे प्रयासों का वर्णन है। पिता अपनी पुत्री को महामारी से बचाने के लिए, हर बार बाहर खेलने जाने से रोकता था। पर पिता के हर बार मना करने पर भी, पुत्री सुखिया बाहर खेलने चली जाती थी। जब भी पिता सुखिया को बाहर खेलते हुए देखता था, तो डर से उसका हृदय काँप उठता था। वह सोचता था कि किसी भी तरह वह इस बार अपनी पुत्री को इस महामारी से बचा ले।

भीतर जो डर रहा छिपाए,
हाय! वही बाहर आया।
एक दिवस सुखिया के तनु को
ताप-तप्त मैंने पाया।
ज्वर में विह्वल हो बोली वह,
क्या जानूँ किस डर से डर,
मुझको देवी के प्रसाद का
एक फूल ही दो लाकर।

एक फूल की चाह भावार्थ : इन पंक्तियों मर कवि बता रहे हैं कि आखिरकार पिता को जिस बात का डर था वही हुआ। सुखिया एक दिन बुखार से बुरी तरह तड़प रही थी। उसका शरीर आग की तरह जल रहा था। इस बुखार से विचलित होकर सुखिया बोल रही है कि वह किस बात से डरे और किस बात से नहीं, उसे कुछ समझ नहीं आ रहा। बुखार से तड़पते हुए स्वर में वह अपने पिता से देवी माँ के प्रसाद का एक फूल उसे लाकर देने के लिए बोलती है।

क्रमशः कंठ क्षीण हो आया,
शिथिल हुए अवयव सारे,
बैठा था नव-नव उपाय की
चिंता में मैं मनमारे।
जान सका न प्रभात सजग से
हुई अलस कब दोपहरी,
स्वर्ण घनों में कब रवि डूबा,
कब आई संध्या गहरी।

भावार्थ : तेज बुखार के कारण सुखिया का गला सूख गया था। उसमें कुछ बोलने की शक्ति नहीं बची थी। उसके सारे अंग ढीले पड़ चुके थे। वहीं दूसरी ओर सुखिया के पिता ने तरह-तरह के उपाय करके देख लिए थे, लेकिन कोई भी काम नहीं आया था। इसी वजह से वह गहरी चिंता में मन मार के बैठा था। वह बेचैनी में हर पल यही सोच रहा था कि

कहीं से भी दूँढ के अपनी बेटी का इलाज ले आए। इसी चिंता में कब सुबह से दोपहर हुई, कब दोपहर खत्म हुई और निराशाजनक शाम आयी उसे पता ही नहीं चला।

सभी ओर दिखलाई दी बस,
अंधकार की ही छाया,
छोटी सी बच्ची को ग्रसने
कितना बड़ा तिमिर आया!
ऊपर विस्तृत महाकाश में
जलते-से अंगारों से,
झुलसी-सी जाती थी आँखें
जगमग जगते तारों से।

भावार्थ : इन पंक्तियों में कवि बता रहे हैं कि ऐसे निराशाजनक माहौल में अंधकार भी मानो डसने चला आ रहा है। पिता को ऐसा प्रतीत हो रहा है कि इतनी छोटी-सी बच्ची के लिए पूरा अंधकार ही दैत्य बनकर चला आया है। पिता इस बात से हताश हो चुका है कि वह अपनी बेटी को बचाने के लिए कुछ भी नहीं कर पाया। इसी निराशा में संध्या के समय आकाश में जगमगाते तारे भी पिता को अंगारों की तरह लग रहे हैं। जिससे उनकी आंखे झुलस-सी गई हैं।

देख रहा था-जो सुस्थिर हो
नहीं बैठती थी क्षण-भर,
हाय! वही चुपचाप पड़ी थी
अटल शांति सी धारण कर।
सुनना वही चाहता था मैं
उसे स्वयं ही उकसाकर-
मुझको देवी के प्रसाद का
एक फूल ही दो लाकर

भावार्थ : पिता को यह देखकर बहुत कष्ट हो रहा है कि उसकी बेटी जो एक पल के लिए भी कभी शांति से नहीं बैठती थी और हमेशा उछलकूद मचाती रहती थी, आज चुपचाप बिना किसी हरकत के लेटी हुई है। वो यहाँ से वहाँ शोर मचाकर मानो पूरे घर में जान फूंक देती थी, लेकिन अब उसके चुपचाप हो जाने से पूरे घर की ऊर्जा समाप्त हो गई है। पिता उसे बार-बार उकसा कर यही सुनना चाह रहा है कि उसे देवी माँ के प्रसाद का एक फूल चाहिए।

ऊँचे शैल-शिखर के ऊपर
मंदिर था विस्तीर्ण विशाल;
स्वर्ण-कलश सरसिज विहसित थे
पाकर समुदित रवि-कर-जाल।
दीप-धूप से आमोदित था
मंदिर का आँगन सारा;

गूँज रही थी भीतर-बाहर
मुखरित उत्सव की धारा।

भावार्थ : दूर किसी पहाड़ी की चोटी पर एक भव्य मंदिर था। जिसके आँगन में खिले कमल के फूल सूर्य की किरणों में ऐसे प्रतीत हो रहे हैं, मानो सोने के कलश हों। मंदिर पूरी तरह से दीपकों से सजा हुआ था और धूप से महक रहा था। मंदिर में चारों ओर मंत्रो एवं घंटियों की आवाज़ गूँज रही थी। ऐसा प्रतीत हो रहा था, मानो मंदिर में कोई उत्सव चल रहा हो।

भक्त-वृंद मृदु-मधुर कंठ से
गाते थे सभक्ति मुद -मय,-
'पतित-तारिणी पाप-हारिणी,
माता, तेरी जय-जय-जय!'
'पतित-तारिणी, तेरी जय जय'-
मेरे मुख से भी निकला,
बिना बढ़े ही मैं आगे को
जाने किस बल से ढिकला!

भावार्थ : भक्तों का एक बड़ा समूह पूरी श्रद्धा एवं भक्ति के साथ देवी माँ का जाप कर रहा था। सभी एक साथ एक स्वर में बोल रहे थे 'पतित तारिणी पाप हारिणी, माता तेरी जय जय जय।' यह सुनकर ना जाने उस अभागे पिता के अंदर भी कहाँ से ऊर्जा आ गई और उसके मुख से भी निकल पड़ा 'पतित तारिणी, तेरी जय जय'। वह बिना किसी प्रयास के, अपने-आप ही मंदिर के अंदर चला गया, मानो उसे किसी शक्ति ने मंदिर के अंदर धकेल दिया हो।

मेरे दीप-फूल लेकर वे
अंबा को अर्पित करके
दिया पुजारी ने प्रसाद जब
आगे को अंजलि भरके,
भूल गया उसका लेना झट,
परम लाभ-सा पाकर मैं।
सोचा, -बेटी को माँ के ये
पुण्य-पुष्प दूँ जाकर मैं।

एक फूल की चाह भावार्थ : इन पंक्तियों में कवि बताते हैं कि मंदिर में प्रवेश करने पर पिता पुजारी के पास जाकर अपने हाथों से पुष्प और दीप पुजारी को देता है। पुजारी उसे लेकर देवी माँ के चरणों में अर्पित करता है। पुजारी अपने हाथों में देवी माँ के प्रसाद को लेकर उसे देने के लिए हाथ आगे करता है। पिता इस आनंद में प्रसाद लेना भूल ही जाता है कि अब वह अपनी पुत्री को देवी माँ के प्रसाद का फूल दे पायेगा।

सिंह पौर तक भी आँगन से
नहीं पहुँचने मैं पाया,
सहसा यह सुन पड़ा कि – 'कैसे

यह अछूत भीतर आया?
पकड़ो देखो भाग न जावे,
बना धूर्त यह है कैसा;
साफ स्वच्छ परिधान किए है,
भले मानुषों के जैसा!

भावार्थ : सुखिया का पिता अभी आँगन तक भी नहीं पहुँच पाया था कि अचानक पीछे से आवाज़ आयी - 'अरे यह अछूत मंदिर में कैसे घुस गया। पकड़ो इसे कहीं भाग ना जाए। किस तरह इसने मंदिर में घुसकर चालाकी की है। देखो कैसे साफ़ सुथरे कपड़े पहनकर हमारी नक़ल कर रहा है। पकड़ो इस धूर्त को। कहीं भाग ना जाए।'

पापी ने मंदिर में घुसकर
किया अनर्थ बड़ा भारी;
कलुषित कर दी है मंदिर की
चिरकालिक शुचिता सारी।"
ऐं, क्या मेरा कलुष बड़ा है
देवी की गरिमा से भी;
किसी बात में हूँ मैं आगे
माता की महिमा के भी?

भावार्थ : फिर भीड़ से आवाज़ आयी कि इस पापी ने मंदिर में घुस कर बड़ा अनर्थ किया है। मंदिर की सालों-साल की गरिमा, पवित्रता को इसने नष्ट कर दिया। सब मिलकर चिल्लाने लग जाते हैं कि इस पापी ने मंदिर में घुस कर मंदिर को दूषित कर दिया। तब सुखिया का पिता यह सोचने पर विवश हो जाता है कि क्या मेरा अछूतपन देवी माँ की महिमा से भी बड़ा है? क्या मेरे इस अछूतपन में देवी माँ से भी ज्यादा शक्ति है, जिसने देवी माँ के रहते हुए भी इस पूरे मंदिर को अशुद्ध कर दिया?

माँ के भक्त हुए तुम कैसे,
करके यह विचार खोटा?
माँ के सम्मुख ही माँ का तुम
गौरव करते हो छोटा!
कुछ न सुना भक्तों ने, झट से
मुझे घेरकर पकड़ लिया;
मार मारकर मुक्के घूँसे
धम्म से नीचे गिरा दिया!

एक फूल की चाह भावार्थ : सुखिया के पिता ने भीड़ से कहा कि तुम माँ के कैसे भक्त हो, जो खुद माँ के गौरव को मेरी तुलना में छोटा कर दे रहे हो। अरे माँ के सामने तो छूत-अछूत सभी एक-समान हैं। परन्तु, सुखिया के पिता की इन बातों को किसी ने नहीं सुना और भीड़ ने उसे पकड़ कर खूब मारा, फिर मारते हुए उसे जमीन पर गिरा दिया।

मेरे हाथों से प्रसाद भी
बिखर गया हा! सबका सब,
हाय! अभागी बेटी तुझ तक
कैसे पहुँच सके यह अब।
न्यायालय ले गए मुझे वे,
सात दिवस का दंड-विधान
मुझको हुआ; हुआ था मुझसे
देवी का महान अपमान!

भावार्थ : भीड़ के इस तरह सुखिया के पिता को पकड़ के मारने के कारण, उसके हाथों से प्रसाद भी गिर गया। जिसमें देवी माँ के चरणों में चढ़ा हुआ फूल भी था। सुखिया के पिता मार खाते हुए, दर्द सहते हुए भी सिर्फ यही सोच रहे थे कि अब ये देवी माँ के प्रसाद का फूल उसकी बेटी सुखिया तक कैसे पहुँचेगा। भीड़ उसे पकड़ कर न्यायालय ले गयी। जहाँ पर उसे देवी माँ के अपमान जैसे भीषण अपराध के लिए सात दिन कारावास का दंड दिया गया।

मैंने स्वीकृत किया दंड वह
शीश झुकाकर चुप ही रह;
उस असीम अभियोग, दोष का
क्या उत्तर देता, क्या कह?
सात रोज ही रहा जेल में
या कि वहाँ सदियाँ बीतीं,
अविश्रांत बरसा करके भी
आँखें तनिक नहीं रीतीं।

एक फूल की चाह भावार्थ : सुखिया के पिता ने चुपचाप दंड को स्वीकार कर लिया। उसके पास कहने के लिए कुछ था ही नहीं। उसे पूरे सात दिन जेल में बिताने पड़े, जो उसे सात सदियों के बराबर प्रतीत हो रहे थे। पुत्री के वियोग में सदैव बहते आंसू भी रुक नहीं पा रहे थे। वह हर पल अपनी प्यारी पुत्री को याद करके रोता रहता था।

दंड भोगकर जब मैं छूटा,
पैर न उठते थे घर को;
पीछे ठेल रहा था कोई
भय-जर्जर तनु पंजर को।
पहले की-सी लेने मुझको
नहीं दौड़कर आई वह;
उलझी हुई खेल में ही हा!
अबकी दी न दिखाई वह।

भावार्थ : जेल से छूट कर वह भय के कारण घर नहीं जा पा रहा था। ऐसा प्रतीत हो रहा था कि उसके शरीर के अस्थि-पंजर को मानो कोई उसके घर की ओर धकेल रहा हो। जब वह घर पहुंचा, तो पहले की तरह उसकी बेटी दौड़ कर उसे लेने नहीं आयी और ना ही वह खेलती हुई बाहर कहीं दिखाई दी।

उसे देखने मरघट को ही
गया दौड़ता हुआ वहाँ,
मेरे परिचित बंधु प्रथम ही
फूँक चुके थे उसे जहाँ।
बुझी पड़ी थी चिता वहाँ पर
छाती धधक उठी मेरी,
हाय! फूल-सी कोमल बच्ची
हुई राख की थी ढेरी!

एक फूल की चाह भावार्थ : जब वह घर पर अपनी बेटी को नहीं देख पाता है, तो वह अपनी बेटी को देखने के लिए श्मशान की ओर दौड़ता है। परन्तु जब वह श्मशान पहुँचता है, तो उसके परिचित बंधु आदि संबंधी पहले ही उसकी पुत्री का अंतिम संस्कार कर चुके होते हैं। अब तो उसकी चिता भी बुझ चुकी थी। यह देख कर सुखिया के पिता की छाती धधक उठती है। उसकी फूलों की तरह कोमल-सी बच्ची आज राख का ढेर बन चुकी थी।

अंतिम बार गोद में बेटी,
तुझको ले न सका मैं हा!
एक फूल माँ का प्रसाद भी
तुझको दे न सका मैं हा!

भावार्थ : अंत में सुखिया के पिता के मन में बस यही मलाल शेष बचता है कि वह अपनी पुत्री को अंतिम बार गोद में भी नहीं ले पाया। वह इतना अभागा है कि अपनी बेटी की अंतिम इच्छा के रूप में, माँ के प्रसाद का एक फूल भी उसे लाकर नहीं दे पाया।

कविता से संबंधित प्रश्नों के उत्तर दें—

प्रश्न 1 कविता का केंद्रीय भाव विस्तार से उदाहरण सहित समझाएँ। (80 शब्द)

प्रश्न 2 कविता के अनुसार सुखिया को क्या हुआ था? तथा उसकी अंतिम इच्छा क्या थी ?

प्रश्न 3 सुखिया के पिता जेल क्यों जाना पड़ा ? क्या आप उनको मिली सज़ा से सहमत हैं? अपने विचार प्रकट करें?

प्रश्न 4 कविता में आए मंदिर के वातावरण व मंदिर परिसर का वर्णन करें।

प्रश्न 5 मंदिर परिसर में सुखिया के पिता के साथ कैसा व्यवहार किया गया, जिस पर सुखिया का पिता उच्च वर्ग के लोगों से क्या कहता है?

Chapter 3: Poverty as a Challenge

STUDY NOTES

- ❖ **Who are poor?** In our daily life we come across many poor people such as landless labourers in villages, people living in *jhuggis*, daily wage workers at construction sites, child labourers in *dhabas*, rickshaw-pullers, domestic servants, cobblers, beggars, etc.
- ❖ **Meaning of Poverty:** Usually the levels of income and consumption are used to define poverty. In India, Poverty is a situation in which one is unable to get even the minimum basic necessities of life such as food, clothing, and shelter for his or her sustenance. The official definition of poverty, however, captures only a limited part of what poverty really means to people. It is about a "**minimum**" subsistence level of living rather than a "**reasonable**" level of living. Many scholars advocate that we must broaden the concept into human poverty.
- ❖ **Social indicators of poverty / Dimensions of poverty:** Now poverty is looked through other indicators like illiteracy level, lack of access to health care, lack of job opportunities, lack of access to safe drinking water, sanitation, etc. Nowadays, the **concept of social exclusion** is becoming very common in the analysis of poverty.
- ❖ **Social exclusion**-living in bad conditions, surrounded by poor, does not enjoy social equality with better-off people in good surroundings. For example, certain castes in India still not have the basic facilities and equal opportunities.
- ❖ **Vulnerability to poverty** is a measure describing a situation in which some sections of the society such as people from the backward class, physically handicapped become or remain poor in the coming years.

Assignment

- 1) **When a person is considered poor?** (1)
- 2) **Who are poor in the rural areas?** (1)
- 3) **Who are poor in the urban sector?** (1)
- 4) **What is one of the biggest challenges of independent India?** (1)
- 5) **What kinds of people in India are considered poor?** (3)
- 6) **How would you define poverty? Or What are the dimensions of poverty?** (3)
- 7) **What are the social indicators of poverty as seen by social scientists?** (3)
- 8) **Social exclusion can be both a cause as well as consequence of poverty? Explain.** (5)
- 9) **What is the vulnerability of poverty? How it is measured?** (3)

Video Link

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

<https://www.youtube.com/watch?v=4vo6Q0beHyM>

<https://www.youtube.com/watch?v=E4wjP2sUUkY>

<https://www.youtube.com/watch?v=gHY3asP-bp4>

<https://www.youtube.com/watch?v=MUGQZU4nVoM>

https://www.youtube.com/watch?v=Hr1ifY_t8Xw

<https://www.youtube.com/watch?v=V8xzWqXzky8>

https://www.youtube.com/watch?v=Q8xam_3rMw8

English Assignment

Class IX

Q1. Read the following passage carefully and answer the questions given below.

A research conducted by SATHI says that it is a misconception that children living on platforms are abandoned or are wrecked from homes. In reality, most of the children are those that flee from their homes without a thought and cannot retract their actions, either because they have no money or are too frightened to go back. “We rescue 50 children daily from the platforms across the country. Some of these children get lost even as their parents search for them desperately,” said Anjali, project officer, SATHI.

Life on the platform is not easy. The longer a child lives on the platform, the more he falls prey to addictions, abuse, petty thefts and odd jobs for survival. There is no place like home for a child, therefore, in extreme cases of abuse and poverty the organization’s first course of action is ‘home placement’.

As SATHI’s secretary Pramod Kulkarni says, ‘A child on the platform never grows up, he just ages. Early intervention not only saves the child from the dangers of platform life but, also makes repatriation easier as the child is more willing to go back home’. But it is not an easy task. The organisation’s staff search the platforms across the country from morning till night. Children are rescued from the platforms and are placed within the safe limits of the SATHI shelters. They are counselled and those who are willing to go back home are taken to their families as soon as possible.

Others who are reluctant to go back home are enrolled in “home orientation camps”. Love, guidance and care provided, it paves the way for effective development of problem-solving and social skills needed to build self-esteem and renew family ties. Children addicted to substance abuse are sent to de-addiction camps.

Q. Answer the following questions:

1. What has the research conducted by SATHI revealed?
2. What does the phrase ‘Life on the platform is not easy’ mean?
3. What is the aim of the organization working for the welfare of these children?
4. Which is the most important step in saving the lives of children?

Q. Choose the correct alternatives:

1. Find the word from the passage which means the same as ‘exhausted’.
 1. abandoned
 2. wrecked
 3. addicted
 4. counselled
2. After the child is in the safe limits, how is he helped further?

1. counselled
 2. home placement
 3. home orientation camps
 4. rescued
- 3. The organization's first course of action is**
1. home orientation camps
 2. home placement
 3. SATHI shelters
 4. None of the above
- 4. How are the addicted children helped?**
1. counselled
 2. SATHI shelters
 3. de-addiction camps
 4. taken to their families

Q2. Given below is an outline of the story given in the form of phrases. Fill in the blanks to create the complete story.

A rich man had many servants..... purse with lot of money is stolen from rich man's drawer..... rich man files a complaint in the police station all the servants called stick of same length given to each servants told that stick of the thief will grow by one inch overnight the thief cuts his stick by one inch he is easily caught the next day.

03. Following passage has not been edited. There is an error in each line. Write the incorrect word and the correction.

The way you feel of yourself (1) _____
 your self-esteem affected your (2) _____
 happy level, and also can make (3) _____
 life more and less stressful for (4) _____
 you. For example, till you trust (5) _____
 your ability to handle what came (6) _____
 you will be more like to see (7) _____
 difficult situations like the challenge (8) _____
 instead of the threats.

Q5. In each of the following sentences, the underlined verb may be inappropriately used. Choose the correct form of the verb from the options.

1. I have scrutinising the area thoroughly. There is no mischievous thing here.
 - (a) scrutinise
 - (b) scrutinised
 - (c) was scrutinising
 - (d) was scrutinised
2. How does a butterfly gets its colour?
 - (a) got

- (b) is getting
(c) getting
(d) get
3. She thinking it would rather sound silly than defensive.
(a) think
(b) thought
(c) was thought
(d) has been thinking
4. This project has to work out very diligently.
(a) worked
(b) been worked
(c) is working
(d) working
5. Asha Bhonsle was give life Time Achievement Award in IFFA 2014 in Dubai.
(a) given
(b) gave
(c) been given
(d) giving
6. India winning the match against Pakistan by 76 runs.
(a) has winning
(b) had won
(c) won
(d) were winning
7. Their flight may taking of at around half an hour, weather permitted.
(a) took
(b) take
(c) is taking
(d) was taken
8. The entire audience bursting out in a hilarious laughter as she said the punchline.
(a) burst
(b) had burst
(c) is bursting
(d) were bursting

East point school
Class IX-Geography
Study Notes
Chapter 4 Climate

The Seasons

4 main seasons can be identified in India:

1. The cold weather season (Winter)
2. The hot weather season (Summer)
3. The advancing monsoon (Rainy Season)
4. The retreating monsoon with some regional variations (Transition Season)

1. The Cold Weather Season (Winter)

- The cold weather season begins from mid-November and stays till February in Northern parts of India with December and January as the coldest months
- . The temperature decreases from South to North.
- For instance, the average temperature of Chennai, on the Eastern coast, is between 24°—25°C while in Northern plains, it ranges between 10°—15°C.
- During this season, days are warm and nights are cold. Frost occurs in the Northern plains and snow falls in the high mountainous regions of Himalayas.
- As the North-East trade winds blow during this period, most of the country remains dry as they blow from land towards sea.
- The only rain occurs in Tamil Nadu and Southern Andhra Pradesh due to these winds picking up moisture from the Bay of Bengal.
- This season is extremely important for the cultivation of 'rabi' crops.

2 The Hot Weather Season (Summer)

The hot weather season starts with the apparent movement of the sun towards the North. It leads to the Northward movement of global heat belt. The hot weather season starts in March and lasts upto the end of May.

- **Features of Hot Weather Season**
The temperature of the Northern part of India goes up and the atmospheric pressure comes down.
- The summer months experience rising temperature and falling air pressure.
- Towards the end of May, an elongated low-pressure area develops in the region extending from Thar Desert in North-West to Patna and Chotanagpur plateau in the East and South-East. This results into beginning of air circulation around this trough.

- A hot gusty and dry wind, locally known as Loo, blows during this season over the North and North-Western India and can cause even death if persons are exposed to it for a long time.
- Dust storms are very common in North India in the month of May. They bring temporary relief from the heat by lowering the temperature and may also cause light rain and cold breeze.
- Localised thunderstorms also occur during summer, which may have high speed winds and even precipitate hail. Such thunderstorms are called Kaal Baisakhi in West Bengal. Near the end of summer, there may be pre-monsoon showers. These are called Mango Showers in Kerala and Karnataka, as they help in the early ripening of the mango fruit.

Temperature Variation During Hot Weather

- The influence of the shifting of heat belt can be seen from temperature recordings taken during March to May at different latitudes.
- In March, the highest temperature is about 38°C, recorded in Deccan Plateau. Temperature in Gujarat and Madhya Pradesh is around 42°C in the month of April.
- In May, North-Western parts of the country experience temperature around 45°.
- Due to moderating influence of the oceans, temperature remains lower in peninsular India.

3. Advancing Monsoon (The Rainy Season)

- The low-pressure area over the Northern plains intensifies by mid-June and attracts the trade winds. These trade winds originate over the warm tropical ocean in the Southern hemisphere. After crossing equator, these blow in the South-West direction entering peninsula as South-West monsoon. They cover the entire subcontinent except extreme North-West in just over one month.
- Maximum rainfall due to these winds occurs in North-Eastern India (mainly Meghalaya and Assam) and the windward side of the Western Ghats (Thiruvananthapuram to Mumbai) as these winds bring abundant moisture to the sub-continent at a velocity of 30 kmph.

Rainfall in the Western Ghats and Deccan Plateau

- A total change in weather is brought up in India by the inflow of the South-West monsoon in India.
- The windward side of the Western Ghats receives very heavy rainfall, more than 250 cm in the early season.
- In spite of lying in the rain shadow area, the Deccan Plateau and parts of Madhya Pradesh also receive some amount of rainfall.

Areas of Maximum and Least Rainfall

- The maximum rainfall of this season is received by the North-Eastern part of the country.
- The highest average rainfall in the world falls at Mawsynram in the Southern ranges of the Khasi hills in Meghalaya.
- In the Northern plains precipitation decreases from East to West, with Western parts of Rajasthan and Northern parts of Gujarat getting the least rainfall.

- **Features of Advancing Monsoon**

- Wet and Dry Spells Monsoon in India does not bring continuous rainfall. It has wet and dry spells i.e. 'breaks' in rainfall. These breaks in monsoon are related to the movement of monsoon trough.
- The axis of the monsoon trough in the Northern plains keeps moving North to South and back, causing periodic breaks in rainfall. Due to this, it has wet and dry spells.
- Monsoon Trough and its axis keep on moving Northward or Southward which determines the spatial distribution of rainfall. When the axis of the trough lies over the plains, the region gets good rainfall. With the Northward movement of axis, the Himalayan region gets widespread rain which is the catchment area of various rivers. This causes devastating floods in the plains causing heavy damage to life and property.
- Tropical Depression Another phenomenon, which determines amount and duration of the monsoon, is the frequency and intensity of tropical depression which form at the head of the Bay of Bengal and cross over to mainland. These depressions follow the axis of the 'monsoon trough of low pressure'.

4. Retreating/Post Monsoon Season (The Transition Season)

- The sun starts shifting towards the South during October-November. During this time, the low pressure trough over the Northern plains weakens and is replaced gradually by a high-pressure system. This is followed by the South-West monsoon winds.
- By the beginning of October, the monsoon withdraws from the Northern plains. The months of October-November form a transition period from hot rainy to dry winter conditions.

Features of Retreating Monsoon

The characteristic features of retreating monsoon are

- The period is marked by clear skies and rise in temperature.
- The day temperatures are high but nights are cool and pleasant.
- Due to the temperature still remaining high and humidity not reducing, the heat is oppressive. This phenomenon is also called October heat.

VIDEO LINK:

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

<https://www.youtube.com/watch?v=cStq2ypccyc&feature=youtu.be>

<https://www.youtube.com/watch?v=ZQSzzh0gX0Q&feature=youtu.be>

ASSIGNMENT

VERY SHORT ANSWER TYPE QUESTIONS (1 Mark)

1. Which is the coldest place of India?
2. In which months does the Tamil Nadu coast get maximum rainfall?
3. When and Where does the monsoon arrive in India.
4. What are the thunderstorms called in the West Bengal
5. The weather of which parts of India is influenced by western cyclonic disturbances?
6. Which area receives the highest rainfall in the world?
7. What is the period of Transition?
8. What is known as 'October heat'?
9. In which season does the heat belt shift northwards?
10. Which is the influence area of the monsoon?

SHORT ANSWER TYPE QUESTIONS (3 Marks)

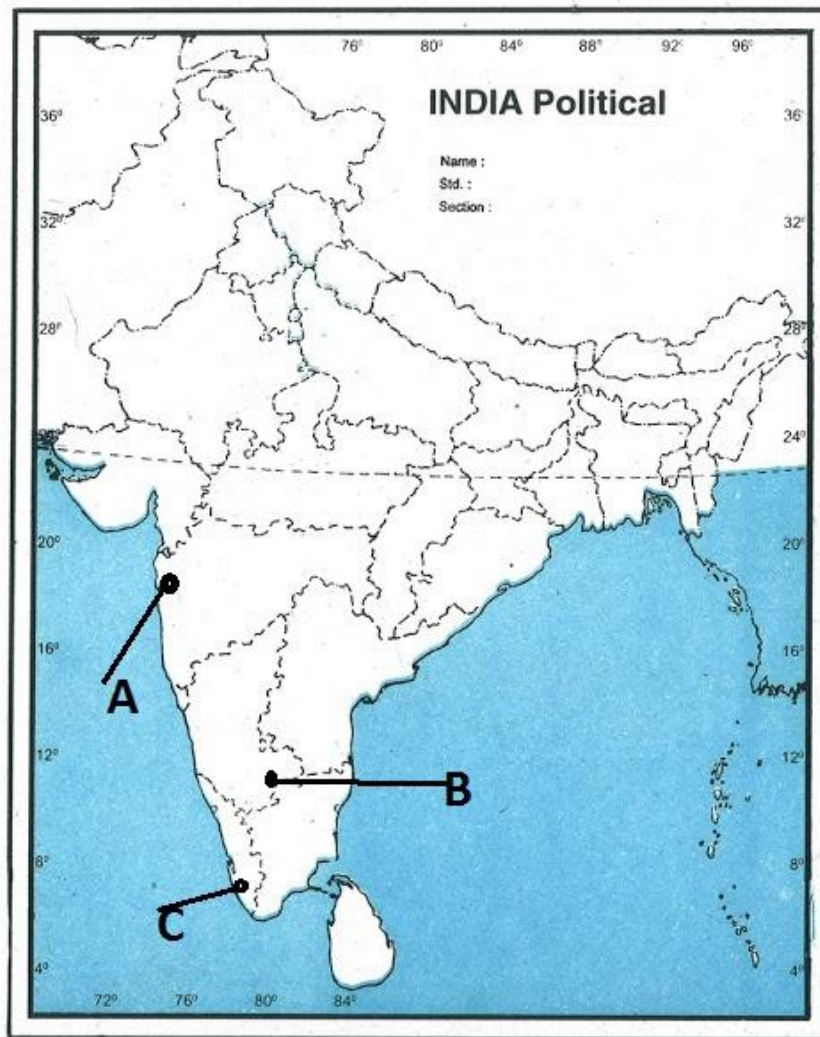
1. When does withdrawal of the monsoon take place in different parts of the country?
2. Write a short note on 'loo' and 'dust storms'.

LONG ANSWER TYPE QUESTIONS (5 Marks)

1. Describe the main features of the advancing monsoon under the following heads:
 - a. Duration
 - b. Pressure condition
 - c. Prevailing Winds
 - d. Rainfall
2. How do pressure and surface winds affect the climatic conditions of a particular place? What other factors contribute to it?

ACTIVITY:

Identify the following cities marked on the given political map of India.



LESSON PLAN (October)

Subject-History

Sub teacher-Poonam Pathak

Topic:-Chapter 3—**Nazism and the Rise of Hitler**

Sub Topic 2:The Years of Depression
Hitler's Rise to Power

Learning Objectives:-To make children aware about the Nazism and what were the circumstances for the rise of the Nazism.

Methodology:-PPT, Video and word file

You tube link:-<https://www.youtube.com/watch?v=CeBYUvIVuAY>

Activity 1:-Make a PPT on the topic 'Nazism and the rise of the Hitler'

The Years of Depression

1924-1928 saw some stability, yet it was built on sand. In 1924, with the introduction of the Dawes Plan by the Americans, Germany came out from the financial instability. Germany was totally dependent on short-term loans, largely from the USA. This support was withdrawn with the crash in 1929 of the Wall Street Exchange. The German economy was hit badly. The middle class and working population were filled with the fear of proletarianization.

The Weimer Republic had some inherent defects:

1. Proportional Representation
2. Article 48 which gave the President the powers to impose emergency, suspend civil rights and rule by decree.

Hitler's Rise to Power

<https://www.thoughtco.com/hitlers-rise-to-power-timeline-1221353> (FOR EXTRA INFORMATION AND FLOW CHART)



Hitler was born in Austria in 1889. He earned many medals for bravery in the First World War.

The German defeat horrified him. The Treaty of Versailles made him furious.

He joined the German Workers Party and renamed it National Socialist German Workers' Party. This later came to be known as the Nazi Party.

Nazism became a mass movement only during the Great Depression. The Nazi propaganda stirred hopes of a better future. Hitler was a powerful and effective speaker. He promised the people a strong nation where all would get employment.

Assignment:-

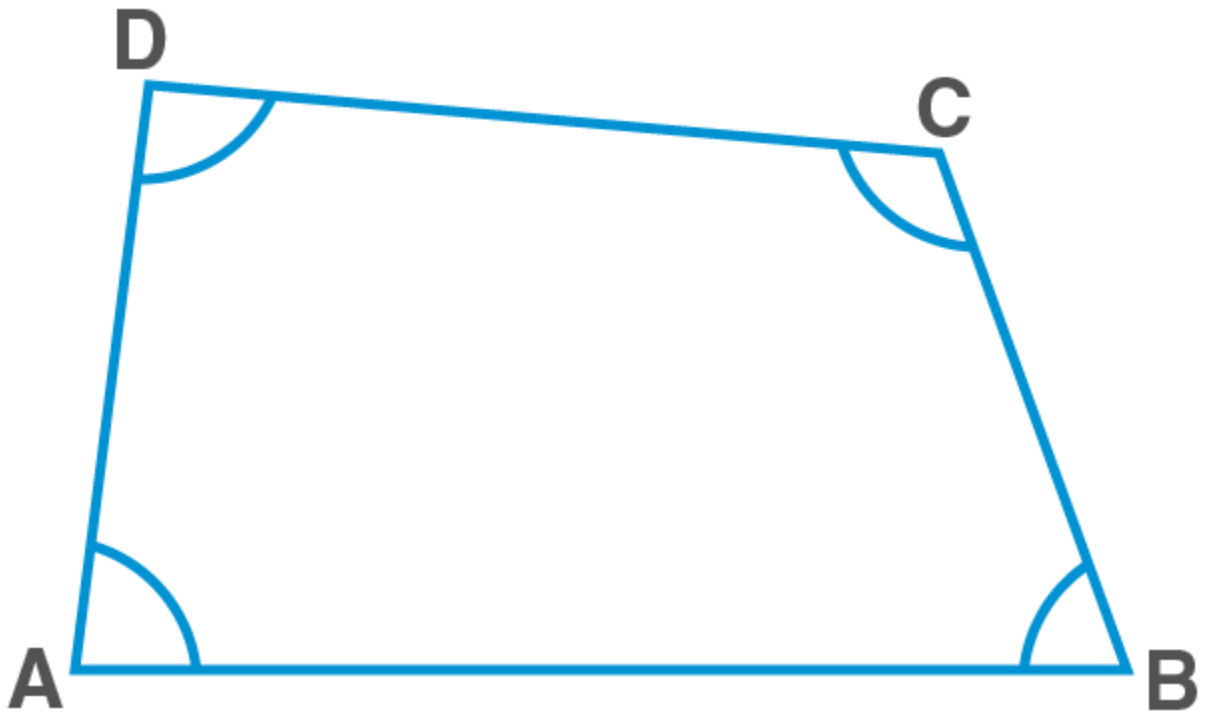
1. Describe the causes behind the rise of Hitler.
2. Write a short note on **The Years of Depression?**

MATHEMATICS

CHAPTER-8 QUADRILATERAL

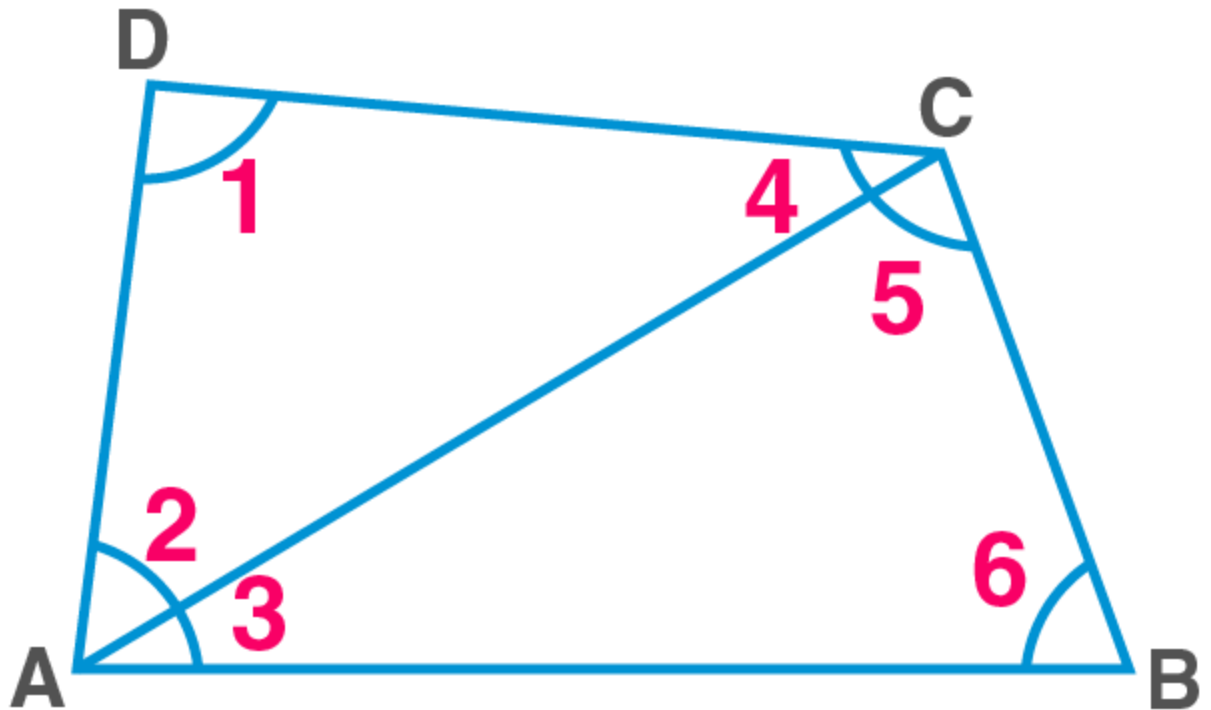
Quadrilaterals

Any four points in a plane, of which three are non-collinear are joined in order results into a four-sided closed figure called '**quadrilateral**'



Quadrilateral

Angle sum property of a quadrilateral



Angle sum property – Sum of angles in a quadrilateral is 360

In $\triangle ADC$,

$$\angle 1 + \angle 2 + \angle 4 = 180 \text{ (Angle sum property of triangle).....(1)}$$

In $\triangle ABC$,

$$\angle 3 + \angle 5 + \angle 6 = 180 \text{ (Angle sum property of triangle).....(2)}$$

(1) + (2):

$$\angle 1 + \angle 2 + \angle 3 + \angle 4 + \angle 5 + \angle 6 = 360$$

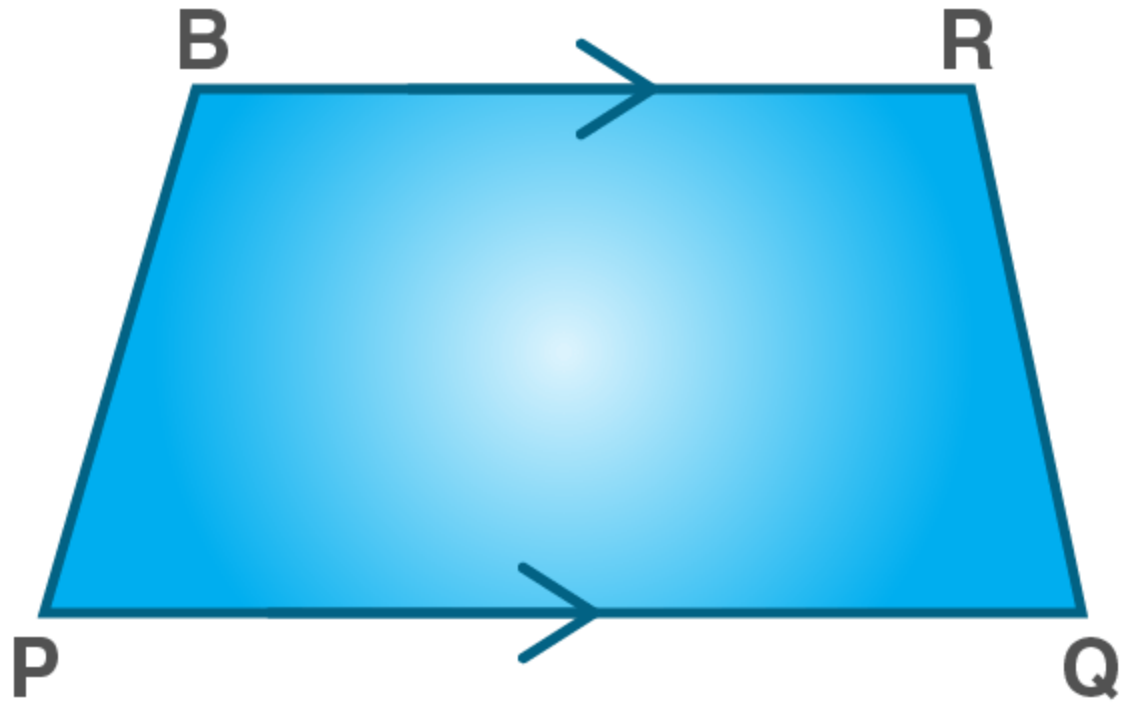
$$\text{i.e., } \angle A + \angle B + \angle C + \angle D = 360$$

Hence proved

Types of Quadrilaterals

Trapezium

A **trapezium** is a quadrilateral with any **one pair of opposite sides parallel**.

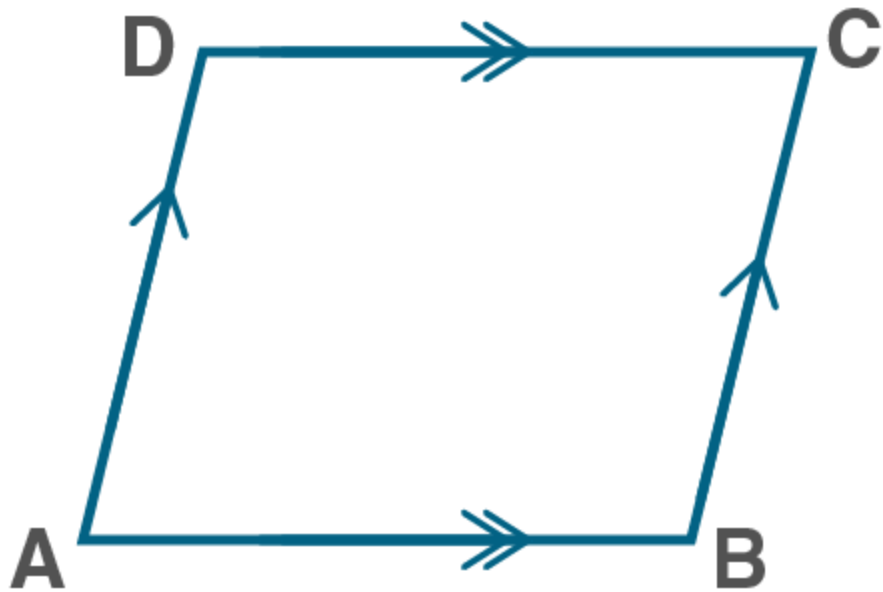


Trapezium

PQRS is a trapezium in which $PQ \parallel RS$

Parallelogram

A **parallelogram** is a quadrilateral, with both pair of **opposite sides parallel and equal**. In a parallelogram, diagonals bisect each other.

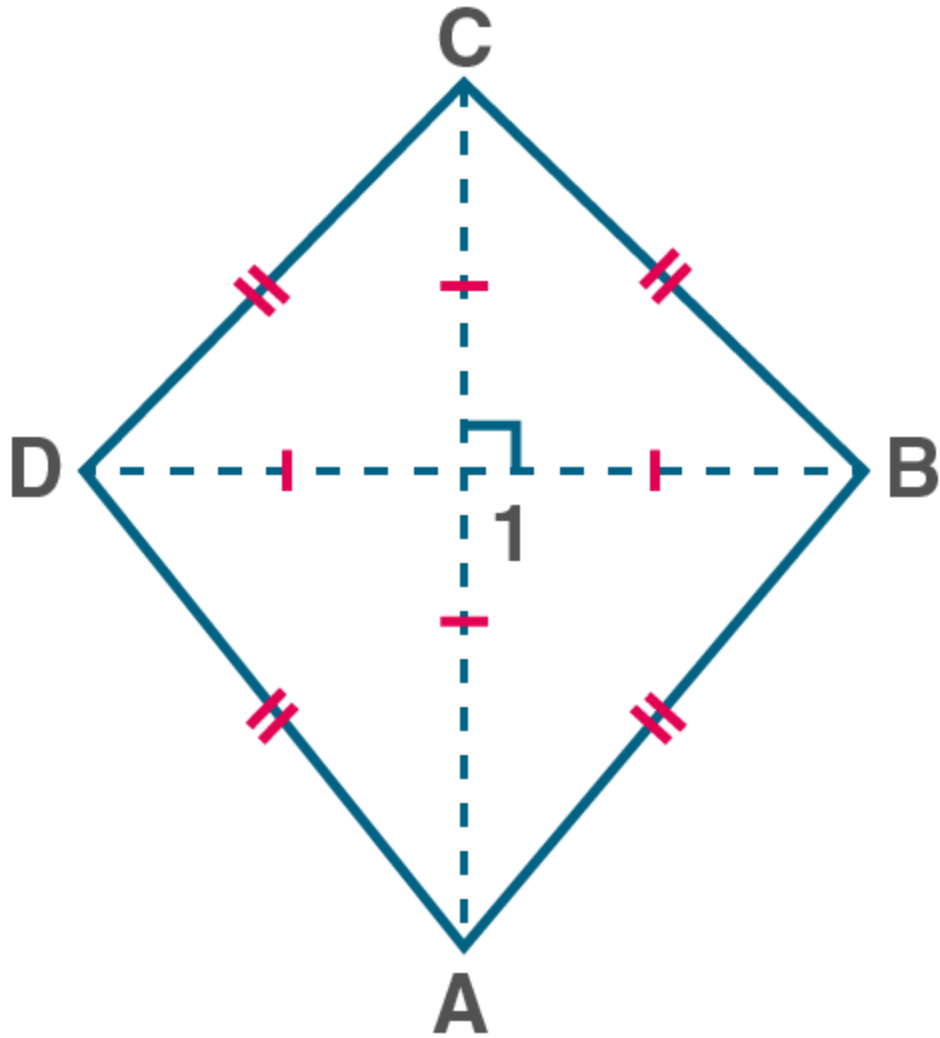


Parallelogram ABCD

Parallelogram ABCD in which $AB \parallel CD, BC \parallel AD$ and $AB=CD, BC=AD$

Rhombus

A **rhombus** is a parallelogram with **all sides equal**. In a rhombus, diagonals bisect each other perpendicularly

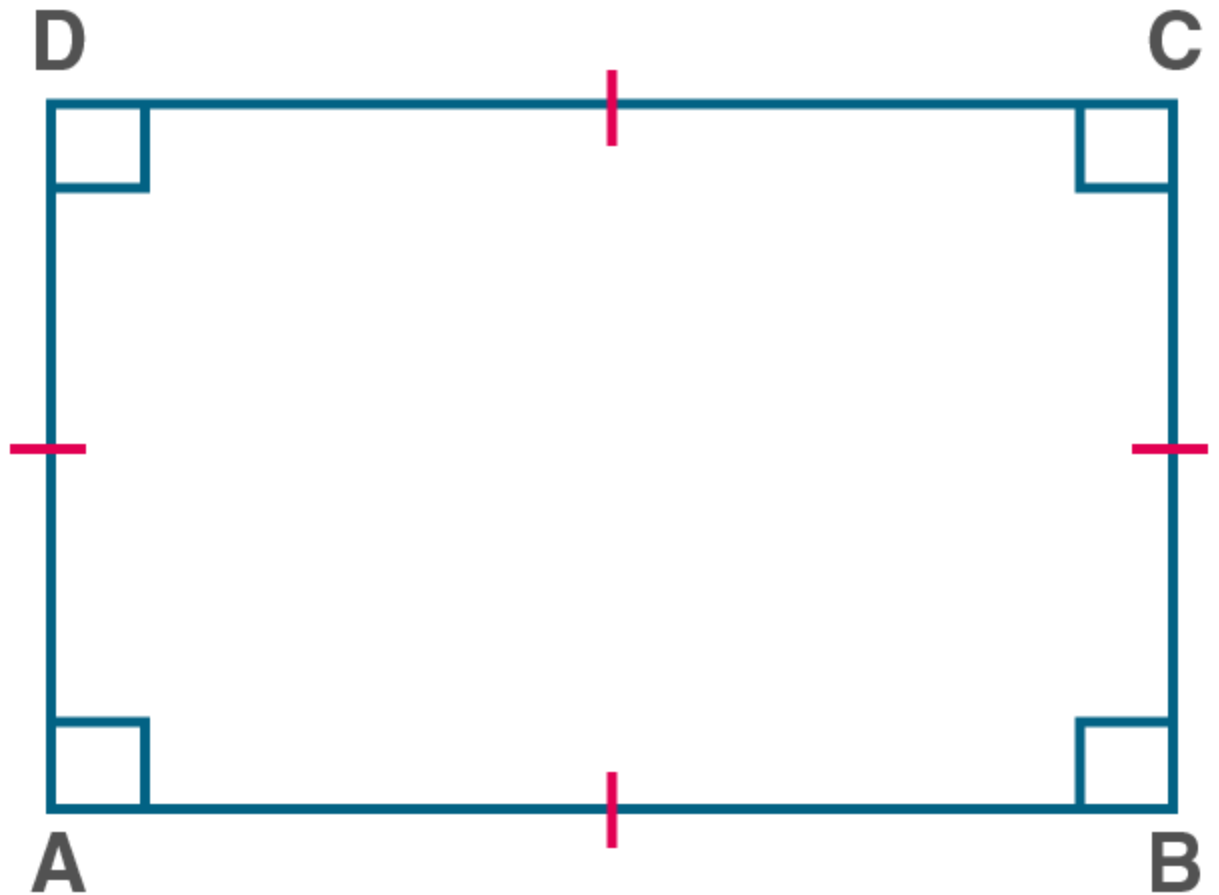


Rhombus ABCD

A rhombus ABCD in which $AB=BC=CD=AD$ and $AC \perp BD$

Rectangle

A **rectangle** is a parallelogram with **all angles as right angles**.

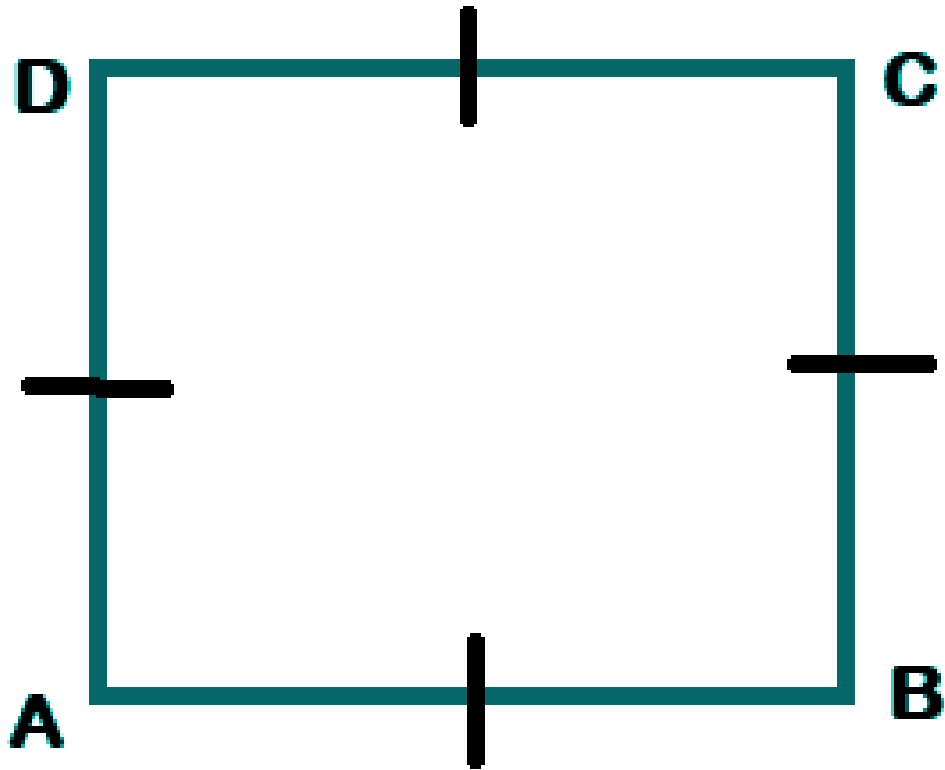


Rectangle ABCD

A rectangle ABCD in which, $\angle A = \angle B = \angle C = \angle D = 90^\circ$

Square

A **square** is a special case of a parallelogram with **all angles as right angles and all sides equal**.

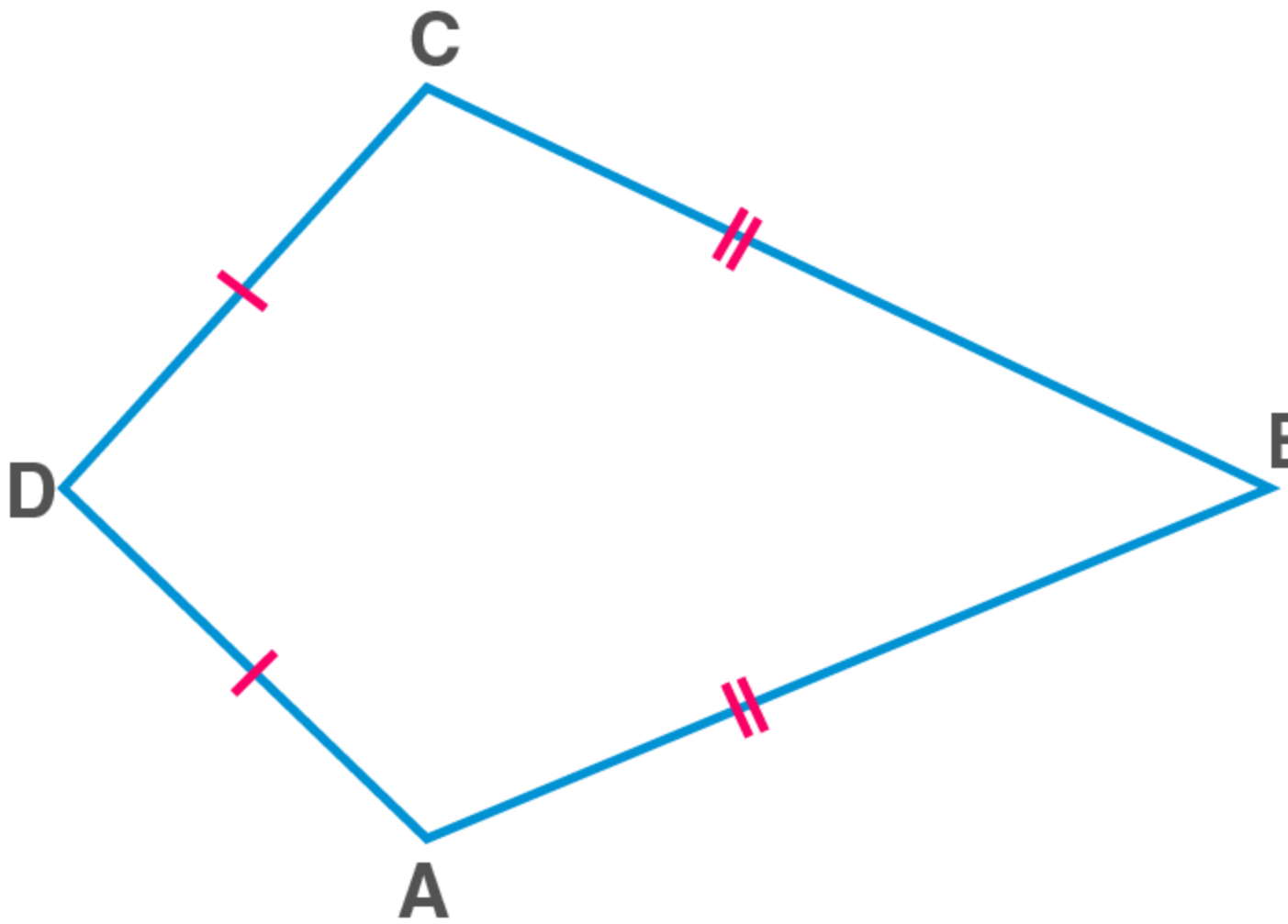


Square ABCD

A square ABCD in which $\angle A = \angle B = \angle C = \angle D = 90^\circ$ and $AB = BC = CD = AD$

Kite

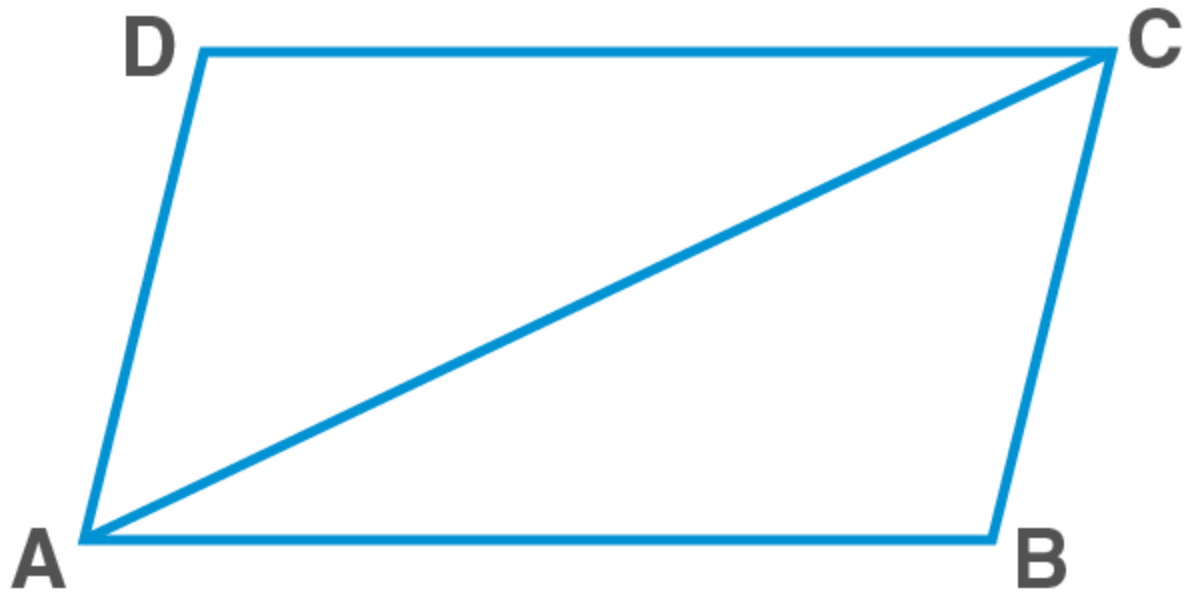
A **kite** is a quadrilateral with **adjacent sides equal**.



Kite ABCD

A kite ABCD in which $AB=BC$ and $AD=CD$

Parallelogram: Opposite sides of a parallelogram are equal



In $\triangle ABC$ and $\triangle CDA$

$AC=AC$ [Common / transversal]

$\angle BCA=\angle DAC$ [alternate angles]

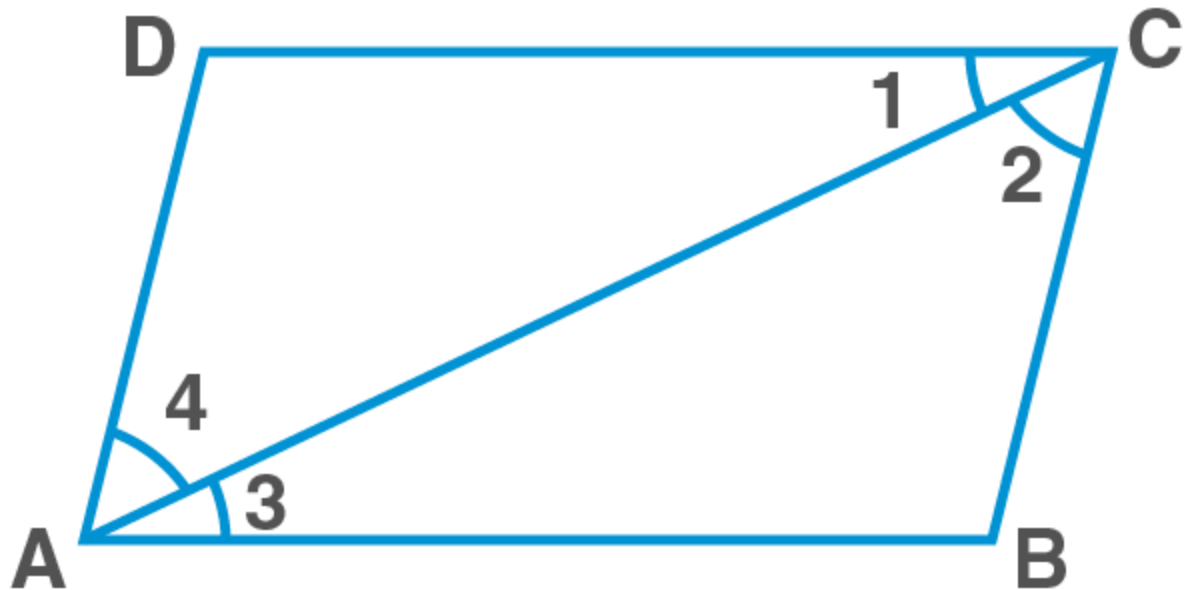
$\angle BAC=\angle DCA$ [alternate angles]

$\triangle ABC\cong\triangle CDA$ [ASA rule]

Hence,

$AB=DC$ and $AD=BC$ [C.P.C.T.C]

Opposite angles in a parallelogram are equal



In parallelogram ABCD

$AB \parallel CD$; and AC is the transversal

Hence, $\angle 1 = \angle 3 \dots (1)$ (alternate interior angles)

$BC \parallel DA$; and AC is the transversal

Hence, $\angle 2 = \angle 4 \dots (2)$ (alternate interior angles)

Adding (1) and (2)

$$\angle 1 + \angle 2 = \angle 3 + \angle 4$$

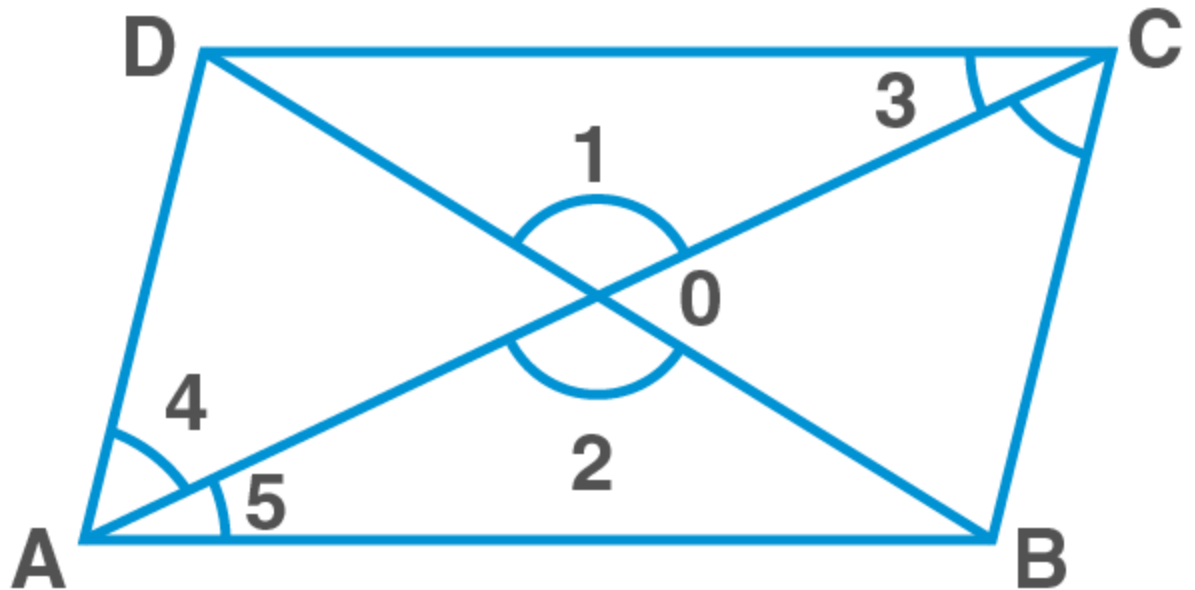
$$\angle BAD = \angle BCD$$

Similarly,

$$\angle ADC = \angle ABC$$

Properties of diagonal of a parallelogram

– **Diagonals of a parallelogram bisect each other.**



In $\triangle AOB$ and $\triangle COD$,

$\angle 3 = \angle 5$ [alternate interior angles]

$\angle 1 = \angle 2$ [vertically opposite angles]

$AB = CD$ [opp. Sides of parallelogram]

$\triangle AOB \cong \triangle COD$ [AAS rule]

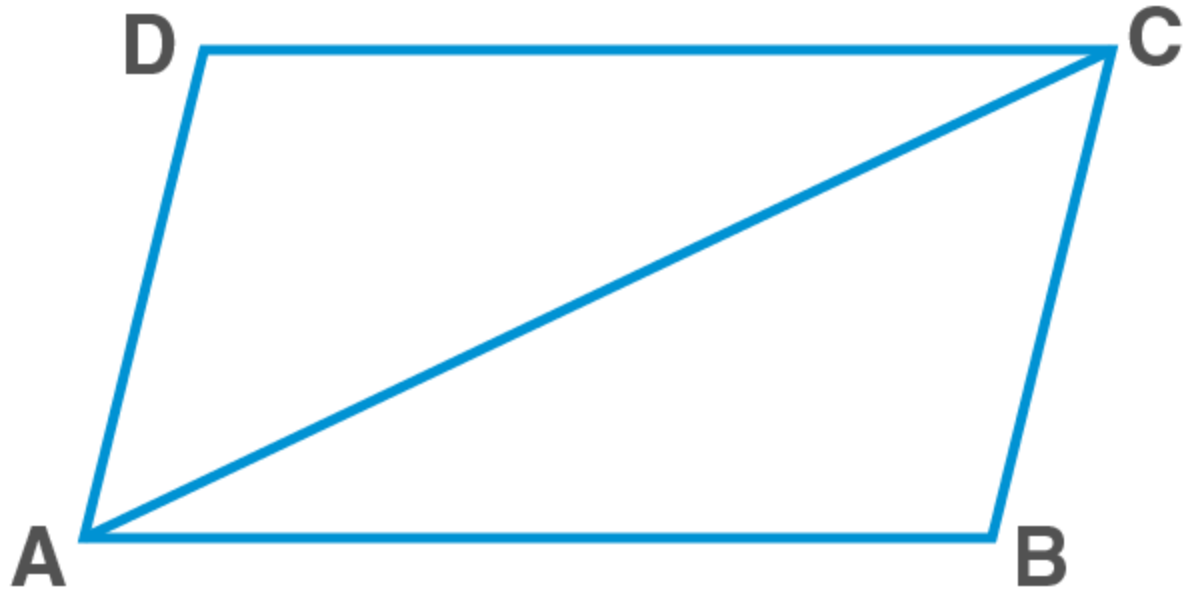
$OB = OD$ and $OA = OC$ [C.P.C.T]

Hence, proved

Conversely,

– **If the diagonals of a quadrilateral bisect each other, then it is a parallelogram.**

– **Diagonal of a parallelogram divides it into two congruent triangles.**



In $\triangle ABC$ and $\triangle CDA$,

$AB=CD$ [Opposite sides of parallelogram]

$BC=AD$ [Opposite sides of parallelogram]

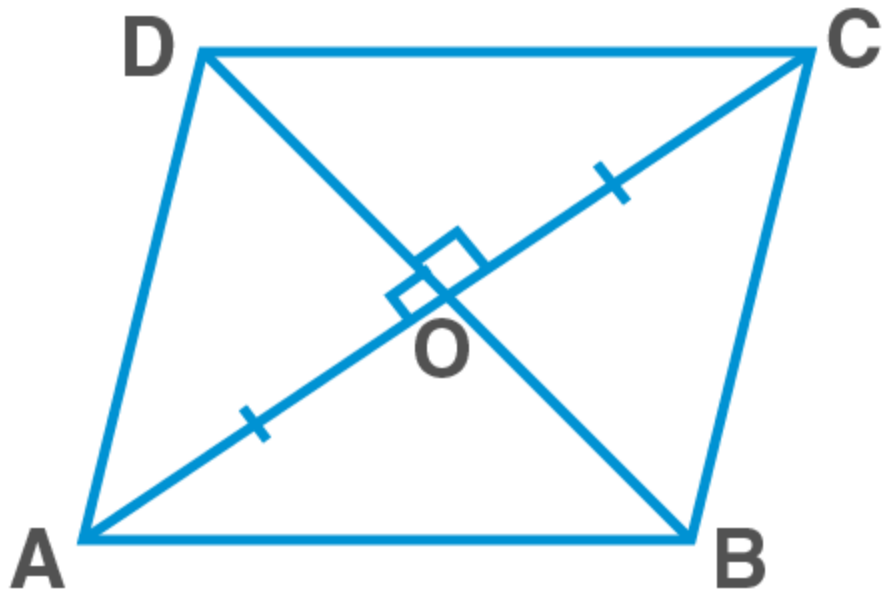
$AC=AC$ [Common side]

$\triangle ABC \cong \triangle CDA$ [by SSS rule]

Hence, proved.

Diagonals of a rhombus bisect each other at right angles

Diagonals of a rhombus bisect each – other at right angles



In $\triangle AOD$ and $\triangle COD$,

$OA=OC$ [Diagonals of parallelogram bisect each other]

$OD=OD$ [Common side]

$AD=CD$ [Adjacent sides of a rhombus]

$\triangle AOD \cong \triangle COD$ [SSS rule]

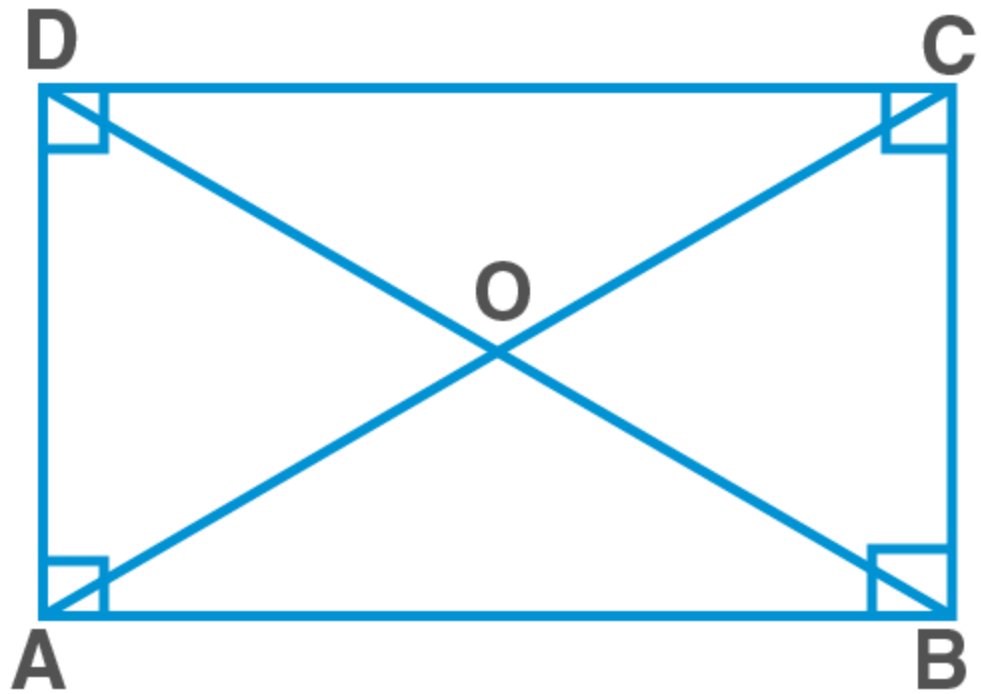
$\angle AOD = \angle DOC$ [C.P.C.T]

$\angle AOD + \angle DOC = 180$ [\because AOC is a straight line]

Hence, $\angle AOD = \angle DOC = 90$

Hence proved.

Diagonals of a rectangle bisect each other and are equal



Rectangle ABCD

In $\triangle ABC$ and $\triangle BAD$,

$AB=BA$ [Common side]

$BC=AD$ [Opposite sides of a rectangle]

$\angle ABC=\angle BAD$ [Each = $90^\circ \because ABCD$ is a Rectangle]

$\triangle ABC \cong \triangle BAD$ [SAS rule]

$\therefore AC=BD$ [C.P.C.T]

Consider $\triangle OAD$ and $\triangle OCB$,

$AD=CB$ [Opposite sides of a rectangle]

$\angle OAD=\angle OCB$ [$\because AD \parallel BC$ and transversal AC intersects them]

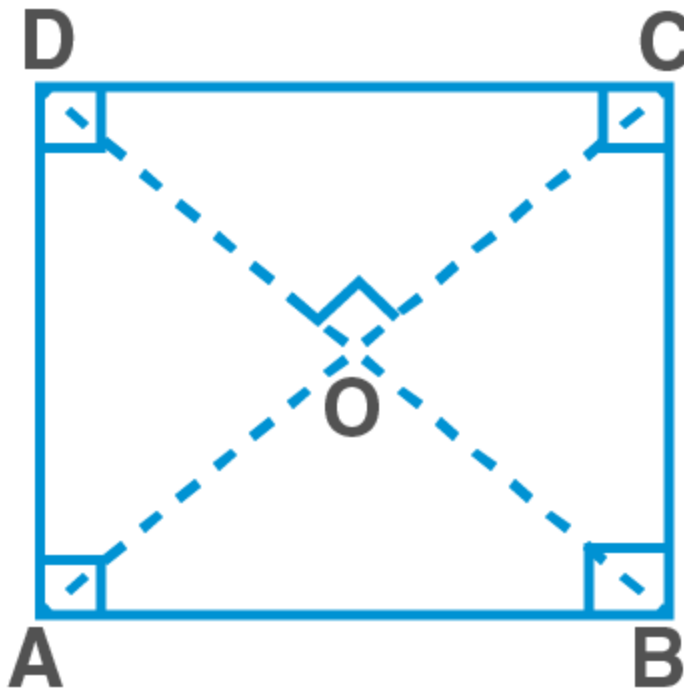
$\angle ODA=\angle OBC$ [$\because AD \parallel BC$ and transversal BD intersects them]

$\triangle OAD \cong \triangle OCB$ [ASA rule]

$\therefore OA=OC$ [C.P.C.T]

Similarly we can prove $OB=OD$

Diagonals of a square bisect each other at right angles and are equal



Square ABCD

In $\triangle ABC$ and $\triangle BAD$,

$AB=BA$ [Common side]

$BC=AD$ [Opposite sides of a Square]

$\angle ABC=\angle BAD$ [Each = $90^\circ \because ABCD$ is a Square]

$\triangle ABC \cong \triangle BAD$ [SAS rule]

$\therefore AC=BD$ [C.P.C.T]

Consider $\triangle OAD$ and $\triangle OCB$,

$AD=CB$ [Opposite sides of a Square]

$\angle OAD=\angle OCB$ [$\because AD \parallel BC$ and transversal AC intersects them]

$\angle ODA=\angle OBC$ [$\because AD \parallel BC$ and transversal BD intersects them]

$\triangle OAD \cong \triangle OCB$ [ASA rule]

$\therefore OA=OC$ [C.P.C.T]

Similarly we can prove $OB=OD$

In $\triangle OBA$ and $\triangle ODA$,

$OB=OD$ [proved above]

$BA=DA$ [Sides of a Square]

$OA=OA$ [Common side]

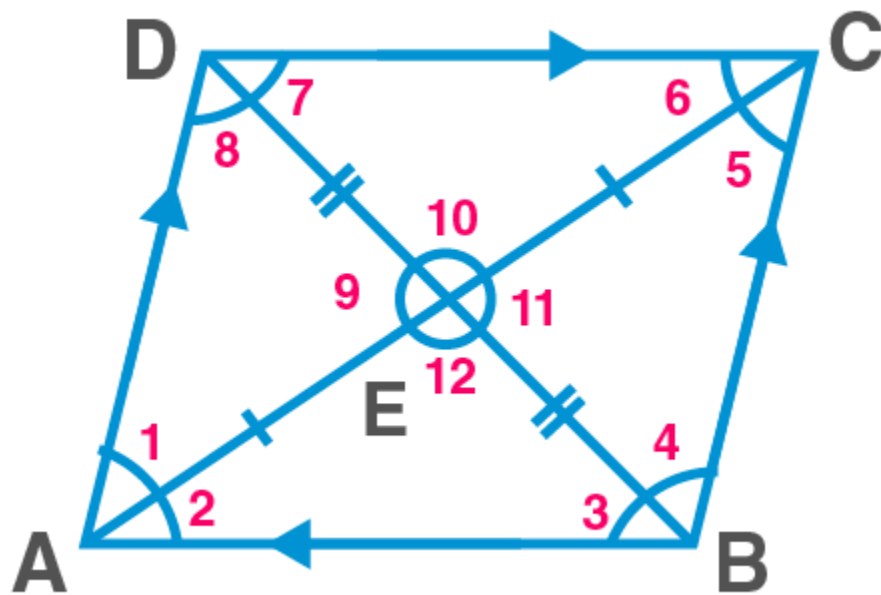
$\triangle OBA \cong \triangle ODA$, [SSS rule]

$\therefore \angle AOB = \angle AOD$ [C.P.C.T]

But, $\angle AOB + \angle AOD = 180^\circ$ [Linear pair]

$\therefore \angle AOB = \angle AOD = 90^\circ$

Important results related to parallelograms



Parallelogram ABCD

Opposite **sides** of a parallelogram are **parallel** and **equal**.

$AB \parallel CD, AD \parallel BC, AB = CD, AD = BC$

Opposite **angles** of a parallelogram are **equal** adjacent angles are **supplementary**.

$\angle A = \angle C, \angle B = \angle D,$

$\angle A + \angle B = 180^\circ, \angle B + \angle C = 180^\circ, \angle C + \angle D = 180^\circ, \angle D + \angle A = 180^\circ$

A **diagonal** of parallelogram divides it into **two congruent triangles**.

$\triangle ABC \cong \triangle CDA$ [With respect to AC as diagonal]

$\triangle ADB \cong \triangle CBD$ [With respect to BD as diagonal]

The diagonals of a parallelogram **bisect** each other.

$$AE=CE, BE=DE$$

$$\angle 1 = \angle 5 \text{ (alternate interior angles)}$$

$$\angle 2 = \angle 6 \text{ (alternate interior angles)}$$

$$\angle 3 = \angle 7 \text{ (alternate interior angles)}$$

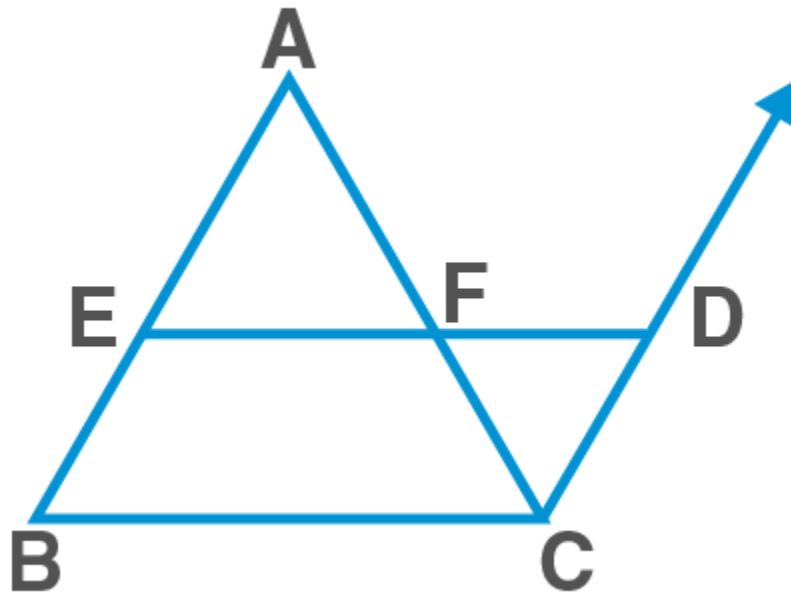
$$\angle 4 = \angle 8 \text{ (alternate interior angles)}$$

$$\angle 9 = \angle 11 \text{ (vertically opp. angles)}$$

$$\angle 10 = \angle 12 \text{ (vertically opp. angles)}$$

The Mid-Point Theorem

The line segment joining the midpoints of two sides of a triangle is parallel to the third side and is half of the third side



In $\triangle ABC$, E – the midpoint of AB; F – the midpoint of AC

Construction: Produce EF to D such that $EF=DF$.

In $\triangle AEF$ and $\triangle CDF$,

$$AF=CF \text{ [F is the midpoint of AC]}$$

$\angle AFE = \angle CFD$ [V.O.A]

$EF = DF$ [Construction]

$\therefore \triangle AEF \cong \triangle CDF$ [SAS rule]

Hence,

$\angle EAF = \angle DCF \dots (1)$

$DC = EA = EB$ [E is the midpoint of AB]

$DC \parallel EA \parallel AB$ [Since, (1), alternate interior angles]

$DC \parallel EB$

So EBCD is a parallelogram

Therefore, $BC = ED$ and $BC \parallel ED$

Since, $ED = EF + FD = 2EF = BC$ [$\because EF = FD$]

We have, $EF = \frac{1}{2}BC$ and $EF \parallel BC$

Hence proved

EAST POINT SCHOOL
CLASS IX SUBJECT- PHYSICS
CHAPTER- GRAVITATION (WORKSHEET)

Link-https://youtu.be/5y2JUQw_RAq

1. The mass of moon is about 0.012 times that of the earth and its diameter is about 0.25 times that of earth. The value of G on the moon will be:

- (a) Same as that on the earth
- (b) About one-fifth of that on the earth

- (c) About one-sixth of that on the earth

- (d) About one-fourth of that on the earth

Answer: (a) Same as that on the earth

2. An apple falls from a tree because of the gravitational attraction between the earth and the apple. If F_1 is the magnitude of the force exerted by the earth on the apple and F_2 is the magnitude of the force exerted by the apple on the earth, then

- (a) F_1 is very much greater than F_2

- (b) F_2 is very much greater than F_1

- (c) F_1 and F_2 are equal

- (d) F_1 is only a little greater than F_2

Answer: (c) F_1 and F_2 are equal

3. The earth and the moon are attracted to each other by gravitational force. The earth attracts the moon with a force that is:

- (a) More than that exerted by the moon

- (b) Same as that exerted by the moon

- (c) Less than that exerted by the moon

- (d) Not related to that exerted by the moon

Answer: (b) Same as that exerted by the moon

4. A stone is released from the top of a tower of height 19.6 m. Then its final velocity just before touching the ground will be:

(a) 384.16 m/ s

(b) 196 m/s

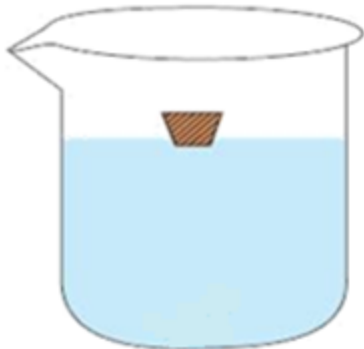
(c) 19.6 m/s

(d) 3841.4 m/s

(Take $g = 9.8 \text{ m/s}^2$)

Answer: (c) 19.6 m/s

5. When a piece of cork is put into the water it starts floating on the surface of water due to the upward buoyant force from water.



If the cork is pushed more inside the water by applying the force than the buoyant force:

(a) Will increase as the cork is immersed into the water

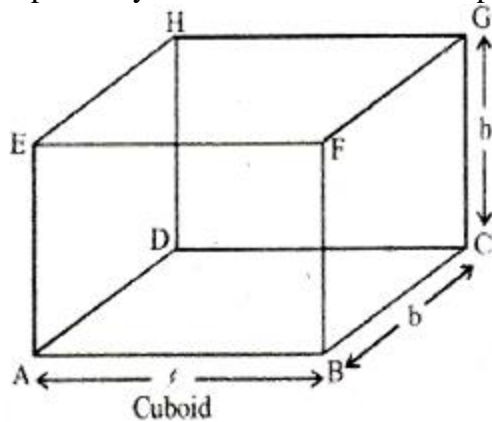
(b) Will decrease as the cork is immersed into the water

(c) Will first increase and then decrease as the cork is immersed more into the water

(d) Will remain the same as long as the cork is inside the water

Answer: (a) Will increase as the cork is immersed into the water

6. A rectangular wooden block has the length, breadth and height of 40 cm, 35 cm and 10 cm, respectively. This wooden block is kept on ground in three different ways, turn by turn.



Which of the following is the correct statement about the pressure exerted by this block on the ground?

- (a) The maximum pressure is exerted when the length and breadth form the base
- (b) The maximum pressure is exerted when the length and height form the base
- (c) The maximum pressure is exerted when the breadth and height form the base
- (d) The maximum pressure is exerted when the length and height form the base

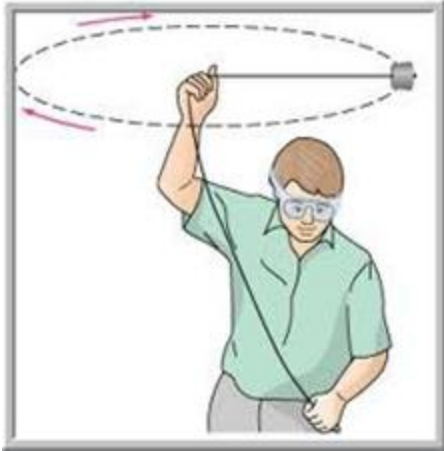
Answer: (c) The maximum pressure is exerted when the breadth and height form the base

7. Two particles are placed at some distance. If the mass of each of the two particles is doubled, keeping the distance between them unchanged, the value of gravitational force between them will be:

- (a) 1/4 times
- (b) 4 times
- (c) 1/2 times
- (d) Unchanged

Answer: (b) 4 times

8. A boy is whirling a stone tied with a string in a horizontal circular path as shown in the following figure:



If the string breaks the stone:

- (a) Will move along a straight line towards the centre of the circular path
- (b) Will move along a straight line the tangential to the circular path
- (c) Will move along a straight line perpendicular to the circular path away from the boy
- (d) Will continue to move in the circular path

Answer: (b) Will move along a straight line the tangential to the circular path

9. Following table represents the mass and volume data of the three liquids named A, B, C and D. Can you find which two liquids are identical?

Liquid	Mass (in g)	Volume (in cm ³)
A	80	100
B	100	100
C	80	80
D	100	80

- (a) A and C
- (b) B and C

(c) A and D

(d) B and D

Answer: (b) B and C

10. A ball weighing 4 kg of density 4000 kgm^{-3} is completely immersed in water of density 10^3 kgm^{-3} . What will be the buoyant force acting on it?

(a) 100 N

(b) 10 N

(c) 1600N

(d) 16 N

Answer: (b) 10 N

11. Choose the correct unit for the relative density among the following:

(a) kg/cm

(b) unitless

(c) kg/cm

(d) kg/m^3

Answer: (b) unitless

12. An object having mass equal to 350 g occupies 200 cm^3 of the space. When this object is thrown into a river what will be the condition of this object there? (Density of water = 1 g/ cm^3)

(a) It will float on the surface of water

(b) It will float fully submerged in the liquid

(c) It will sink in the liquid

(d) It will float partially submerged in the liquid

Answer: (c) It will sink in the liquid

13. An object is put in three liquids having different densities, one by one. The object floats with $1/9$, $2/11$ and $3/7$ parts of its volume outside the surface of liquids of densities d_1 , d_2 and d_3 respectively. Which of the following is the correct order of the densities of three liquids?

- (a) $d_1 > d_2 > d_3$
- (b) $d_2 > d_3 > d_1$
- (c) $d_1 < d_2 < d_3$
- (d) $d_3 > d_2 > d_1$

Answer: (c) $d_1 < d_2 < d_3$

14. The school bags are generally provided with the broad strips because:

- (a) It will spread the force of the bag over the large area of the shoulder of the child producing large pressure
- (b) It will spread the force of the bag over the large area of the shoulder of the child producing less pressure
- (c) It has become a trend among the students to carry the bags with wide strips
- (d) It will spread the force of the bag over the small area of the shoulder of the child producing less pressure

Answer: (b) It will spread the force of the bag over the large area of the shoulder of the child producing less pressure

15. Two objects of different masses falling freely near the surface of moon would:

- (a) Have different accelerations
- (b) Undergo a change in their inertia
- (c) Have same velocities at any instant
- (d) Experience forces of same magnitude

Answer: (c) Have same velocities at any instant

POLITICAL SCIENCE

Q1 Define institutions.

Q2 Explain the need of institutions.

Q3 What was the office memorandum of 1990?

Q4 Describe the Mandal commission.

Q5 Explain the functions of Parliament.

Q6 Differentiate between two houses of Parliament.

<https://youtu.be/yXmK2vZsFEk>

अयोत्तिष्ठितम् अनुच्छेदम् पठित्वा प्रश्नानाम् उत्तराणि प्रदत्तरथानेषु लिखत-

एकः टोपिकाविक्रेता अनेकवर्णाः टोपिकाः विक्रीणाति स्म । एकस्मिन् दिने श्रान्तः स एकस्य वृक्षस्य शीतलच्छायायाम् उपाविशत् । शनैः-शनैः निद्रा तं स्ववशे अकरोत् । सः पुटकं शिरस्तले निधाय अस्वपत् । वृक्षे स्थिताः वानराः विविधवर्णयुक्ताः टोपिकाः पुटके दृष्ट्वा अद्यः अवातरन् । शनैः-शनैः ते पुटकात् टोपिकाः निष्कास्य शिरसि धारयित्वा वृक्षम् आरोहन् । प्रबुद्धः टोपिकाविक्रेता यदा उपरि पश्यति तदा रक्तनीलवर्णाः टोपिकाः धारयतः वानरान् पश्यति । "हा देव! नष्टाः मे सर्वाः टोपिकाः!" इति विलपन् सः आत्मनः शिरसि धारितां टोपिकाम् अपि वेपेन भूमौ क्षिपति कश्चन च- "रे दुष्टाः! सर्वाः टोपिकाः तु गृहीताः । एताम् अपि नयत ।" प्रकृत्या अनुकरणशीलाः वानराः अपि स्व-स्वटोपिकाः भूमौ प्रक्षिप्तवन्तः । आश्चर्यचकितः सः सर्वाः टोपिकाः विधित्य स्वपुटके स्थापयित्वा प्रसन्नः सन् गृहं प्रति अचलत् ।

I. एकपदेन उत्तरत-

(i) टोपिकाविक्रेता काः विक्रीणाति स्म?

उत्तरम्

(ii) प्रकृत्या वानराः कीदृशाः भवन्ति?

उत्तरम्

II. पूर्णवाक्येन उत्तरत-

(i) प्रबुद्धः टोपिकाविक्रेता वृक्षे कान् अपश्यत्?

उत्तरम्

(ii) श्रान्तः टोपिकाविक्रेता किम् अकरोत्?

उत्तरम्

III. भाषिककार्यम्-

(i) 'अद्यः' इति पदस्य किं विपर्ययपदम् अनुच्छेदे प्रयुक्तम्?

उत्तरम्

(ii) 'क्षिपति' इति क्रियायाः कर्तृपदं किम्?

उत्तरम्

(iii) 'अनुकरणशीलाः' इति विशेषणपदस्य किं विशेष्यपदं अनुच्छेदे आगतम्?

उत्तरम्

IV. अस्य अनुच्छेदस्य समुचितं शीर्षकं लिखत ।

उत्तरम्