

EAST POINT SCHOOL

CLASS IX

ENGLISH ASSIGNMENT

Reach for the Top

Part I. Santosh Yadav (Summary)

Santosh's family background and birth Santosh Yadav has twice climbed Mount Everest. She is the only woman in the world to do so. She was born in a society where the birth of a son was regarded as a blessing. Daughter was not welcome. A holy man blessed Santosh's mother thinking that she wanted a son. But Santosh's grandmother Haryana as the sixth child. She is a sister to five brothers.

Non-traditional Santosh

She was named 'Santosh' meaning contentment. Santosh began living life on her own terms. Other girls wore traditional Indian dresses. But she wore shorts. She said that she was determined to choose a correct path. Others were to change themselves, not she.

Santosh's great desire for education

Santosh's parents were rich landowners. They could send her for education to nearby Delhi, the Capital. But they sent her to the village school. Santosh decided to fight the system. When she turned sixteen, she refused to marry. Most of the girls in her village used to get married at that age. She warned her parents that she would never marry if she did not get a proper education. So, she got admission in a school in Delhi. Her parents refused to pay her fees. But she told them that she would work part time to earn money. They agreed to pay for her education. Santosh passed the high school. She went to Jaipur to join Maharani College. She got a room in Kasturba Hostel. It faced the Aravalli Hills. She used to see the villagers going up the hill and disappearing.

Takes to climbing

One day she decided to check herself why the climbers disappeared. She went there. She found nobody except a few climbers. They encouraged her to take to climbing. Then there was no looking back.

Joins Institute of Mountaineering

Santosh saved money. She enrolled herself in a course at Uttarkashi's Nehru Institute of Mountaineering. She went there directly from Jaipur. She wrote a letter to her father from there. In it she apologised for taking admission in Uttarkashi.

A remarkable climber

There Santosh went on an expedition every year. She developed a remarkable resistance to cold and the altitude. She had an iron will, physical endurance and mental toughness. Her efforts started bearing fruits.

Conquers Mount Everest

In 1988 she had asked the Aravalli Mountaineers if she could join them. 1992 became the year of her grand success. She conquered Mt. Everest when she was barely twenty years old. She thus became the youngest woman in the world to achieve it. She proved equally helpful to the fellow-climbers.

The other side of Santosh as a climber

During the 1992 Everest mission, Santosh Yadav provided special care to a climber. He lay dying at the South Col. She could not save him. But she managed to save another climber, Mohan Singh. He would have died if Santosh had not shared her oxygen with him.

Conquers Everest the second time

Within twelve months, Santosh was invited by Indo-Nepalese Women's Expedition. She became its member. She then conquered the Everest a second time. She set a record as the

only woman to have climbed the Everest twice.

Honoured by the Government

The Indian Government recognised her achievement. She was honoured with the Padmashri.

It is one of the nation's top honours.

Indescribable moments at the top

Santosh described her feelings when she was on the top of the world. She said that it took her some time for that moment to be understood. She unfurled the Indian tricolour. She can't describe that moment. She saw the Indian flag flying on the top of the world. It was a spiritual moment for her. She felt proud lift to be an Indian. Santosh acted as an environmentalist also. She brought down 500 kilograms of rubbish from the Himalayas.

Part II. Maria Sharapova (Summary)

Maria Sharapova's number one position in world tennis

There is something at odds with Maria Sharapova with her smile and dress. This lifted her on 22 August 2005 to the world number one position in women's tennis. She is a Siberian teenager. It took her four years to achieve the top position.

Maria's trip to US

Maria's climb upwards started nine years before. She was not yet 10 when she was sent to train in America. That trip to Florida with her father Yuri put her on the line to success and stardom. But it meant a separation also of two years from her mother Yelena. Yelena had to live in Siberia due to visa restrictions.

Maria's stay and training in the US

Maria recalls that she felt lonely in the US. She missed her mother greatly. Her father also couldn't see her mother. He earned only as much as to keep her tennis-training going. She was young. She used to tidy up the room and clean it. The seniors would make her do so.

Maria's toughness

This made her determined and mentally tough. She also learnt how to take care of herself.

She never thought of quitting. She knew what she wanted. This toughness is still there in her.

Her mantra for success

She bagged the ladies' single crown at Wimbledon in 2004. She became world's number one

in 2005. Maria has journeyed from Siberia to the top of women's tennis. It has touched the

hearts of tennis fans. She looks straight and answers clearly. These tell that her sacrifices

were worth it. She says that she works hard at what she does. This is her mantra for success.

Maria on her Russian roots

Maria speaks with an American accent. She shows her pride to be a Russian. She says that

her blood is Russian. However, the US is a big part of her life. She will play the Olympics for

Russia if they wanted her to play.

Sharapova's hobbies

Sharapova's hobbies are fashion, singing and dancing. She loves reading the novels of Arthur

Canan Doyle. She is fond of evening gowns. She loves pancakes with chocolate spread and

orange drinks.

Sharapova's thoughts on tennis

Sharapova can't be put in a category. She has talent, a desire to succeed and readiness to

sacrifice. These qualities have lifted her to the top of the world. She finds money as

motivation. Tennis is a business and a sport. But the most important thing is to become

number one in the world. This dream has kept her going.

A. Answer the following questions in 30 – 40 words (2M)

1. Why did Santosh have to write a letter of apology to her father?

2. What does Maria declare to be her 'mantra for success'?

3. Why does Maria call tennis a business and a sport?

B. Answer the following questions in 60 – 80 words (3M)

1. “If I chose a correct and a rational path, the others around me had to change, not me”, said Santosh Yadav. How does her life justify her words?

2. Santosh is not only a good mountaineer but also a genuinely good human being.

Discuss.

3. Describe Maria’s struggle to reach at the top of the world in the field of the women tennis.

C. Answer the following questions in 60 – 80 words (5

M)

1. The lives of Santosh Yadav and Maria Sharapova have much in common to prove that determined and consistent hard work paves the way to success. Identify the points of comparison and contrast in the lives of these two greatVideo Links

https://www.youtube.com/watch?v=fMW4uwS707g&t=246s&ab_channel=EMEEducationM
adeEasier (Part 1)

https://www.youtube.com/watch?v=aTDHhEYyC1I&t=216s&ab_channel=EMEEducationM

असाइनमेंट-21 कक्षा9विषय-व

िंदीपाठयसामग्री(उपलब्धकरााःवमससुजार्ापरमार)पाठः

खुशबूरचतेहैंहाथ(कविता), कविः श्रीअरुणकमल

(https://youtu.be/_K9OaDh5ggE)पाठ व्याख्या -(खुशबूरचते हैं हाथ)नईगलिय
ोंकेबीचकईनािोंकेपारकू डेकरकटकेढेरोंकेबादबदबूसेफटतेजातेइसट
िेकेअोंदरखुशबूरचतेहैंहाथखुशबूरचतेहैंहाथ!शब्दाथथ -नािों-घरोंऔरसडक
ोंकेलकनारेगोंदेपानीकेबहावकेलिएबनायागयारास्ताकू डा-करकट-रद्दी, कचराटिे-छ
टीबस्तव्याख्या-कवि कहता है वक अगरबत्ती का इस्तेमाल लगभग हर व्यक्ति करता है।
अगरबत्ती हालाँवक पूजा पाठ में इस्तेमाल होती है लेवकन इसकी खुशबू ही शायद
िह िजह होती है वक लोग इसे प्रवतवदन इस्तेमाल करते हैं। इस कविता में कवि ने उन
खुशबूदार अगरबत्ती बनाने िालोों के बारे में बताया है जो खुशबू से कोसों दूर है।
ऐसा कवि ने इसवले कहा है क्ोंवक अगरबत्ती का कारखाना अकसर वकसी तोंग
गली में, घरों और सड़कों के वकनारे गोंदे पानी के बहाि के वले बनाए गए
रास्ता के पार और बदबूदार कू डे के ढेर के समीप होता है। ऐसे स्थानों पर कई कारीगर
अपने हाथों से अगरबत्ती को बनाते हैं।उभरी नसोंिाले हाथलघसेनाखून
ोंवािेहाथपीपिकेपत्तेसेनएनएहाथजूहीकीडािसेखुशबूदारहाथगोंदेकटेलपटेहाथ
जखमसेफटेहुएहाथखुशबूरचतेहैंहाथखुशबूरचतेहैंहाथ!शब्दाथथ -शखम-घाव, च टव्याख्या -
कवि कहता है वक अगरबत्ती बनाने िाले कारीगरों के हाथ तरह-तरह के होते हैं।
वकसी के हाथों में उभरी हुई नसें होती हैं। वकसी के हाथों के नाखून वघसे हुए होते
हैं। कु छ बच्चे भी काम करते हैं वजनके हाथ पीपल के नये पत्तों की तरह कोमल होते
हैं। कु छ कम उम्र की लड़कयाँ भी होती हैं वजनके हाथ जूही के फूल की डाल की
तरह खुशबूदार होते हैं। कु छ कारीगरों के हाथ गोंदे, कटे-वपटे और चोट के कारण फटे

हुए भी होते हैं। कवि कहता है वक दूसरोों के वलए खुशबू बनाने िाले खुद न जाने वकतनी और कै सी तकलीफोों का सामना करते हैं। यहीोों इस गली में बनती हैं मुल्ककी मशहूर अगर बलत्तयााँ इन्ीोों गोंदे मुहल् ोों के गोंदे ि गबनाते हैं के वडा गुिा बखस और रातरानी अगर बलत्तयााँ दुलनया की सारी गोंदगी के बीच दुलनया की सारी खुशबूर चते रहते हैं हाथ खुशबूर चते हैं हाथ खुशबूर चते हैं हाथ। शब्दाथथ -मुल्क-देशके वडा- एकछ टावृक्षलजसकेफू ि अपनी सुगोंधके लिए प्रलसद्ध हैं खस-प स्तारातरानी- एक सुगोंलधतफू ि मशहूर-प्रलसद्ध व्याख्या -कवि कहता है वक इसी तोंग गली में पूरे देश की प्रवसद्ध अगर बवत्तयााँ बनती हैं। उस गोंदे मुहल्ले के गोंदे लोग (गरीब लोग) ही के िडा, गुलाब, खस और रातरानी की खुशबू िाली अगर बवत्तयााँ बनाते हैं। यह एक विडोंबना ही है वक दुवनया की सारी खुशबू उन गवलयोों में बनती है जहााँ दुवनया भर की गोंदगी समाई होती है।

कविताकी व्याख्या समझकर पूछे गए प्रश्ोों के उत्तर दें--

अलतलघु उत्तरीय प्रश्ोत्तर (1 अोंक) 1)

प्रस्तुत कविता में समाजके वकसि गथका िणथन वकया गया है? 2)

सुगोंवित अगर बवत्तयोों का वनमाथण कहााँ होता है? 3) गोंदे मोहल्ले में कौन कौन सी अगर

बवत्तयाोों बनाई जाती हैं? 4) 'उभरीन सोोों िाले हाथ' कहकर वकनकी ओर साँके

तवकया गया है? लघु उत्तरीय प्रश्ोत्तर (2

अोंक) 1) पीपलके पत्तोों औरजूहीकी डालकी तुलनावकससे औरक्ोोंकी गई है? 2) प्र

स्तुत कविताका मूलभा िसमझाएँ? 3)

वजसस्थान पर अगर बवत्तयाोों बनाने िाले रहते हैं उसस्थानका िणथन करें। 4)

कविता में वकतने प्रकारके हाथोोंका िणथन वकया गया है? दीघथ उत्तरीय प्रश्ोत्तर (5

अोंक) 1) खुशबूर चते हाथ कविता में समाजकी वकस विसोंगवतका बो ितित है? 2)

अगर बवत्तयाोों बनाने िाले लोग अभा िग्रस्त जी िन जीनेके वलए क्ोों मजबूर हैं? 3)

वकस वकस तरहके हाथ खुशबूर चते हैं,

तुलनात्मक उदाहरण सवहत बताएँ। मूल्य आररत प्रश् (5 अोंक) 1)

समाजमे सौोंदयथकी सृविकरने िाले लोग ही उपेविति पीवड़त क्ोों हैं?

इनकी दशा सु िरनेके वलए आप कौन कौनसे सुझा ि देसकते हैं? 2)

खुशबूर चतेहाथकवितामेंकविनेकौनसीसमस्याउठाईहै,
अगरआपइसतरहकेलोगोोंकेसोंपकथमेंआएहैंतोअपनेअनुभिकेआारपरउनकीव्यथाकाि
णथनकरें।रचनात्मकगवतविवि:

दीगईगवतविवियााँपूणथकरें।1)सोंिादलेखन:दीपािलीकात्योहारवनकटहै,
इसअिसरपरपटाखोोंकाप्रयोगक्ोोंनहीकरनाहैइसविषयपरअध्यावपकाएिमछात्रकी
बातचीत10 िाक्ोोंमेंवलखें।30 शब्दोोंमेंदीपािलीशुभकामनासोंदेशवलखें।2)
नारालेखन: पटाखारवहतदीपािलीमनानेिप्रदूषणन्फै लानेकीअपीलकरतेहुए2
पौक्तियोोंकीतुकबोंदीकरतेहुएनारालेखनगवतविविकरें।

Please watch these video:

<https://www.youtube.com/watch?v=DkK8TAhWrEU>

https://www.youtube.com/watch?v=HE1ZwSUFw_E

MATHEMATICS – CONS

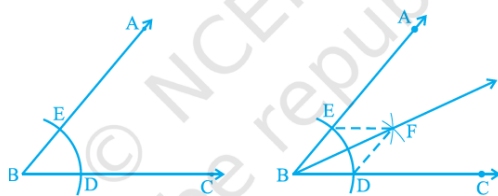
TRUCTION

To construct the bisector of a given angle.

Given an angle ABC, we want to construct its bisector.

Steps of Construction :

1. Taking B as centre and any radius, draw an arc to intersect the rays BA and BC, say at E and D respectively
2. Next, taking D and E as centres and with the radius more than $\frac{1}{2} DE$, draw arcs to intersect each other, say at F.
3. Draw the ray BF. This ray BF is the required bisector of the angle ABC.



Some Constructions of Triangles

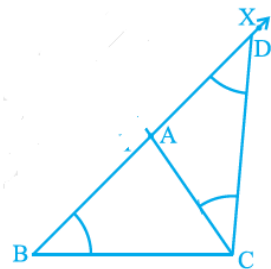
To construct a triangle, given its base, a base angle and sum of other two sides.

Given the base BC, a base angle, say $\angle B$ and the sum $AB + AC$ of the other two sides of a triangle ABC, you are required to construct it.

Steps of Construction :

1. Draw the base BC and at the point B make an angle, say $\angle XBC$ equal to the given angle.
2. Cut a line segment BD equal to $AB + AC$ from the ray BX.
3. Join DC and make an angle $\angle DCY$ equal to $\angle BDC$.
4. Let CY intersect BX at A

Then, ABC is the required triangle.



Let us see how you get the required triangle.

Base BC and $\angle B$ are drawn as given. Next in triangle ACD, $\angle ACD = \angle ADC$ (By construction)

Therefore, $AC = AD$ and then
 $AB = BD - AD = BD - AC$
 $AB + AC = BD$

To construct a triangle given its base, a base angle and the difference of the other two sides.

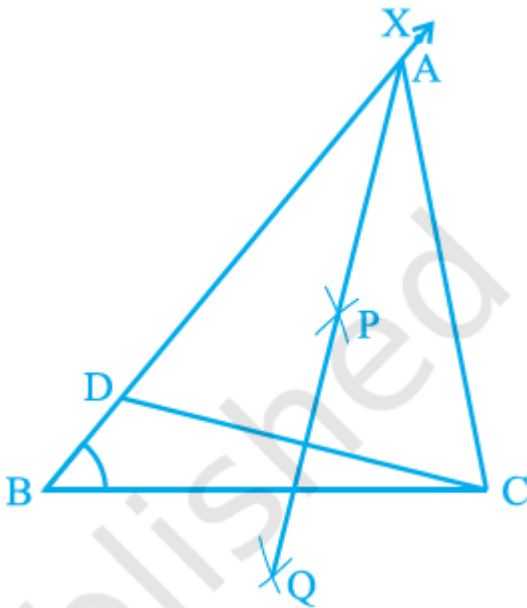
Given the base BC , a base angle, say $\angle B$ and the difference of other two sides $AB - AC$ or $AC - AB$, you have to construct the triangle ABC . Clearly there are following two cases:

Case (i) : Let $AB > AC$ that is $AB - AC$ is given.

Steps of Construction :

1. Draw the base BC and at point B make an angle say $\angle XBC$ equal to the given angle.
2. Cut the line segment BD equal to $AB - AC$ from ray BX .
3. Join DC and draw the perpendicular bisector, say PQ of DC .
4. Let it intersect BX at a point A . Join AC

Then ABC is the required triangle.



Let us now see how you have obtained the required triangle ABC .

Base BC and $\angle B$ are drawn as given. The point A lies on the perpendicular bisector of DC . Therefore,
 $AD = AC$

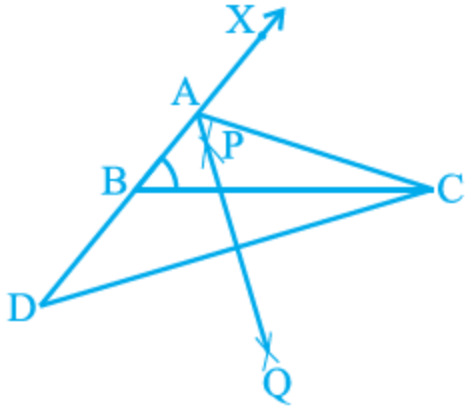
So, $BD = AB - AD = AB - AC$.

Case (ii) : Let $AB < AC$ that is $AC - AB$ is given.

Steps of Construction :

1. Same as in case (i).
2. Cut line segment BD equal to $AC - AB$ from the line BX extended on opposite side of line segment BC .
3. Join DC and draw the perpendicular bisector, say PQ of DC .
4. Let PQ intersect BX at A . Join AC (see Fig. 11.7).

Then, ABC is the required triangle.



Solve the following:

Q-1) Which of the following angles can be constructed using ruler and compasses?

- i. 35
- ii. 45
- iii. 95
- iv. 55

Q-2) If a, b and c are the lengths of three sides of a triangle, then:

- i. $a+b > c$
- ii. $a-b > c$
- iii. $a+b = c$
- iv. $a-b = c$

Q-3) Construct a $\triangle ABC$ with $BC = 8$ cm, $\angle B = 45^\circ$ and $AB - AC = 3.1$ cm.

Q-4) Construct a $\triangle ABC$ such that $BC = 3.2$ cm, $\angle B = 45^\circ$ and $AC - AB = 2.1$ cm.

Q-5) Construct a triangle ABC in which $BC = 4.7$ cm, $AB + AC = 8.2$ cm and $\angle C = 60^\circ$.

Q-6) Construct an isosceles triangle whose two equal sides measure 6 cm each and whose base is 5 cm. Draw the perpendicular bisector of its base.

Q-7) Construct an angle of 135° using protractor.

Structure of atom

Chemistry

Assertion and Reason Questions:

- i) Both A and R are true and R is correct explanation of the assertion.
 - ii) Both A and R are true but R is not the correct explanation of the assertion.
 - iii) A is true but R is false.
 - iv) A is false but R is true.
1. Assertion: Rutherford used gold foil for his alpha particle scattering experiment.
Reason: Alpha particles are fast moving positively charged particles.
 2. Assertion: Rutherford's model of atom was unstable.
Reason: Charged electrons undergoing acceleration will lose energy and collapse in the nucleus.
 3. Assertion: James Chadwick discovered the nucleus of an atom .
Reason: All the mass of an atom is concentrated in the nucleus.
 4. Assertion: Calcium and Argon are two examples of Isobars.
Reason: Isobars are elements with same mass number but different atomic number.
 5. Assertion: Most alpha particles passed without deflecting through the gold foil.
Reason: Nucleus of an atom is positively charged.
 6. Assertion: Hydrogen have three isotopes ${}^1_1\text{H}$, ${}^2_1\text{H}$ and ${}^3_1\text{H}$.

<https://www.youtube.com/watch?v=Mow8eAIAUtA>

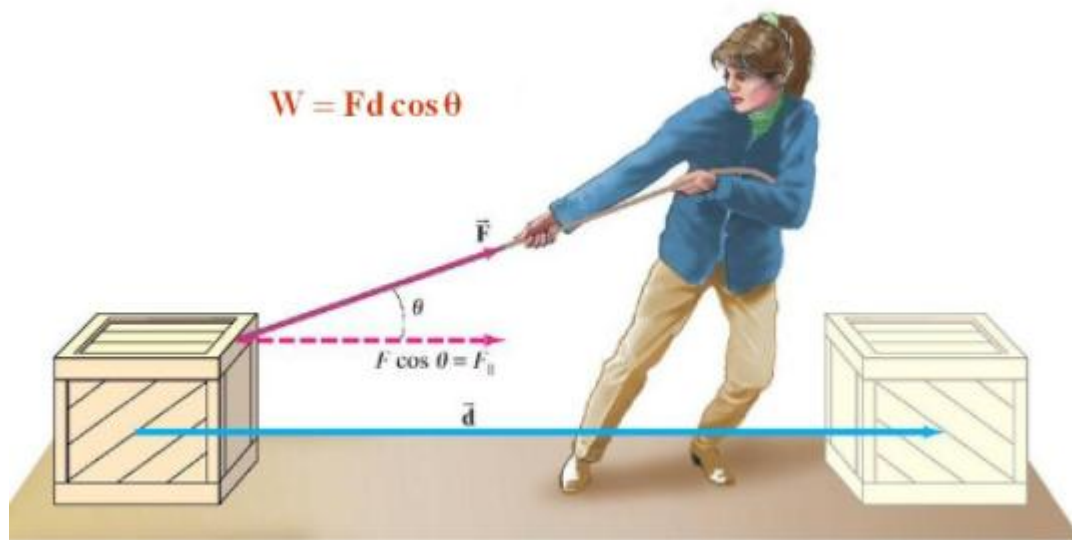
SUBJECT –PHYSICS
CHAPTER –WORK AND ENERGY

Link-<https://youtu.be/AGNR2uLblio>

Work Done

Work done on an object is defined as the product of the magnitude of the force acting on the body and the displacement in the direction of the force. $W = F \cdot s$

If a force acting on a body causes no displacement, the work done is 0. For example, pushing a wall.



Energy

Energy is defined as the ability to do work. Its unit is the same as that of work.

SI unit of energy or work = Joule (Nm) or $\text{Kgm}^2\text{s}^{-2}$.

Energy has different forms: Light, heat, chemical, electrical or mechanical.

Mechanical energy is the sum of:

- (i) Kinetic energy (K.E)
- (ii) Potential energy (P.E)

Kinetic Energy

Objects in motion possess energy and can do work. This energy is called Kinetic Energy.

$F = ma$.

Also $W = F \cdot s$

⇒ From the 2nd equation of motion $v^2 - u^2 = 2as$,

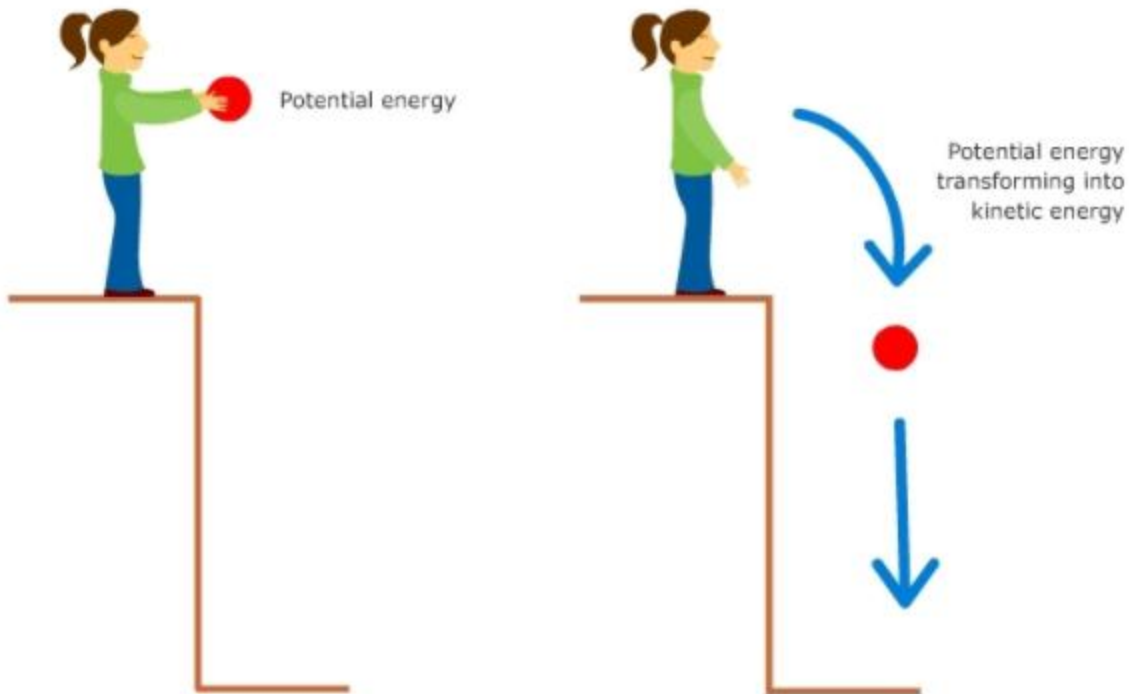
⇒ we get $s = \frac{v^2 - u^2}{2a}$ ⇒ Substituting equation for work done by a moving body,

⇒ we get $W = m \cdot a \cdot \frac{v^2 - u^2}{2a}$

Or

⇒ Kinetic Energy = K.E = $\frac{1}{2}mv^2$ (taking initial velocity $u=0$)

When two identical bodies are in motion, the body with a higher velocity has more K.E.



[visit](#)

Work-energy theorem

The work-energy theorem states that the net work done by a moving body can be calculated by finding the change in KE.

$$\Rightarrow W_{\text{net}} = KE_{\text{final}} - KE_{\text{initial}}$$

$$\Rightarrow W_{\text{net}} = \frac{1}{2}m[v^2 - u^2]$$

Factors affecting kinetic energy

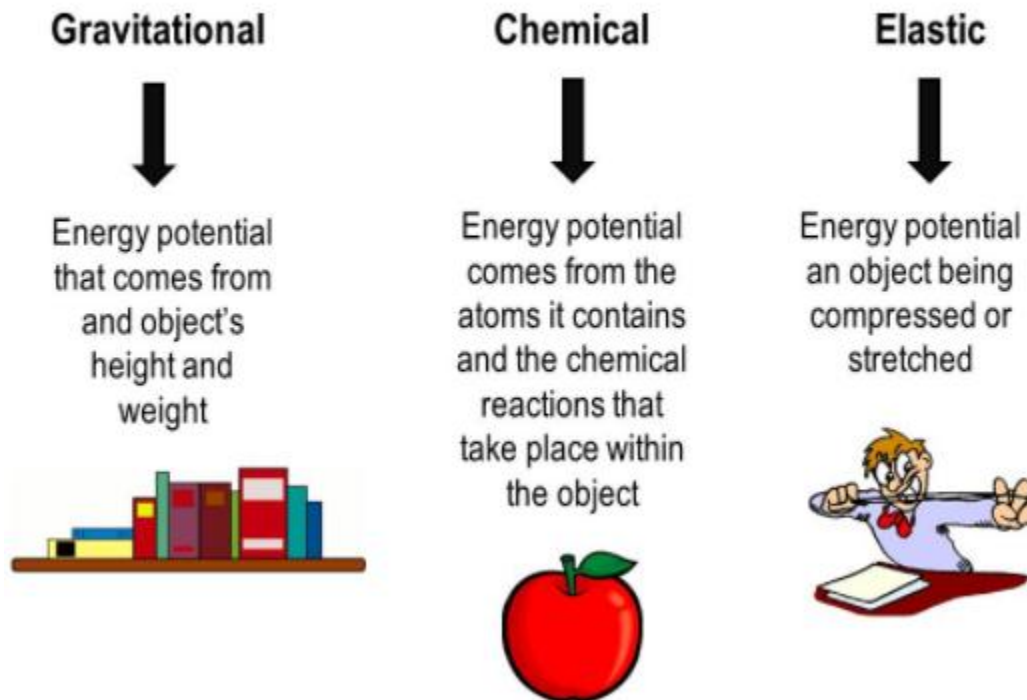
- Mass
- Velocity
- Momentum.

Potential Energy

Energy can get stored in an object when work is done on it.

For example, stretching a rubber string. The energy that is possessed by a body by virtue of its configuration or change in position is known as Potential Energy.

Three types of potential energy:



The potential energy of an object at a height.

When an object is raised to a certain height, work is done against gravity to change its position. This energy is stored as Potential Energy.

$$\Rightarrow W = F \cdot s$$

$$\Rightarrow F = ma$$

In the case of increasing the height, $F = mg$

Therefore $W \text{ (P.E)} = mgh$

$$\Rightarrow \Delta PE = mg(h_{\text{final}} - h_{\text{initial}})$$

Law of Conservation of Energy

Law of conservation of energy states that energy can neither be created nor destroyed, but can be transferred from one form to another. The total energy before and after the transformation remains constant.

$$\text{Total energy} = \text{KE} + \text{PE}$$

For example: consider a ball falling freely from a height. At height h , it has only $PE = mgh$.

By the time it is about to hit the ground, it has a velocity and therefore has $KE = \frac{1}{2}mv^2$.

Therefore, energy gets transferred from PE to KE, while the total energy remains the same.

Power

The rate of doing work or the rate of transfer of energy is called power. It is denoted by P

$$\Rightarrow P = W/t$$

SI unit is Watt (Js^{-1}).

Average power = Total energy consumed/Total time taken

The commercial unit of power is kWh i.e. energy used in 1 hour at 1000 Joules/second.

$$1\text{kWh}=3.6\times 10^6\text{J}$$

ACTIVITY-1

Take a rubber band. • Hold it at one end and pull from the other. The band stretches. • Release the band at one of the ends. • What happens? • The band will tend to regain its original length. Obviously the band had acquired energy in its stretched position. • How did it acquire energy when stretched?

ACTIVITY -2

Take a slinky • Ask a friend to hold one of its ends. You hold the other end and move away from your friend. Now you release the slinky.

What happened? • How did the slinky acquire energy when stretched? • Would the slinky acquire energy when it is compressed?

- | | | |
|-----|---|---|
| Q1 | Which of the following quantities have same units?
(a) Power and energy
(b) Power and work
(c) work and energy
(d) None of the above | 1 |
| Q2 | Define average power. | 1 |
| Q3 | The potential energy of a freely falling object decreases progressively. Does this violate the law of conservation of energy? Why? | 2 |
| Q4 | An object of mass 15 kg is moving with a uniform velocity of 4 m s^{-1} . What is the kinetic energy possessed by the object. | |
| Q5 | If there is no atmosphere around the Earth, what will happen to its temperature? | 2 |
| Q6 | State the difference between Kinetic energy and potential and energy? | 3 |
| Q 7 | An object of mass 40 kg is raised to a height of 5m above the ground. What is its potential energy? If the object is allowed to fall, find its kinetic energy when it is half way down. | 3 |

HOTS

- Q1. Can any object have momentum even if its mechanical energy is zero? Explain.
- Q2. The velocity of a body moving in a straight line is increased by applying a constant force F, for some distance in the direction of the motion. Prove that the increase in the kinetic energy of the body is equal to the work done by the force on the body.
- Q3. A girl having a mass of 35 kg sits on a trolley of mass 5 kg. The trolley is given an initial velocity of 4 m s^{-1} by applying a force. The trolley comes to rest after traversing a distance of 16 m. (a) How much work is done on the trolley? (b) How much work is done by the girl?
- Q4. Four men lift a 250 kg box to a height of 1 m and hold it without raising or

lowering it.

(a) How much work is done by the men in lifting the box?

(b) How much work do they do in just holding it?

(c) Why do they get tired while holding it? ($g = 10 \text{ m s}^{-2}$)

Q5. What is power? How do you differentiate kilowatt from kilowatt-hour? The Jog Falls in Karnataka state are nearly 20 m high. 2000 tonnes of waterfalls from it in a minute. Calculate the equivalent power if all this energy can be utilized? ($g = 10 \text{ m s}^{-2}$)

BIOLOGY

Assignment- Chp- WHY DO WE FALL ILL

ASSERTION AND REASON

The following questions consist of two sentences -Assertion (A) and Reason (R). Answer these questions selecting appropriate option given below:

- (a) Both A and R are true and R is the correct explanation of A
- (b) Both A and R are true and R is not the correct explanation of A
- (c) A is true but R is false
- (d) A is false but R is true

1.

Assertion (A): Always wash your hands before and after a meal.

Reason (R): It is better to prevent a disease than to find a cure for it.

2. Assertion (A): Some communicable diseases

spread through droplets.

Reason (R): The droplets of saliva and nasopharyngeal secretions may contain millions of bacteria and viruses.

3. Assertion (A): The type of treatment to be followed is the same for all types of pathogens. Reason (R): Immunisation can prevent many infectious diseases.

MULTIPLE CHOICE QUESTION

1 1.Which of the following statements regarding

vaccination?

- (a) It develops resistance against pathogen attack.
- (b) It kills pathogen causing disease.
- (c) It blocks the food supplied to the pathogens.
- (d) It does not allow the pathogen to multiply in the host.

2 2.Vectors can be defined as:

- (a)Animals carrying the infecting agents from sick person to another healthy person
- (b) Microorganisms which cause many diseases
- (c) Infected person
- (d) Diseased plants

3 3. Which one of the following has a long term effect on the health of an individual?

(a) Common cold

(b) Chickenpox

(d) Stress

YOU TUBE LINK :- <https://www.youtube.com/watch?v=yIMsCTYBQ2U>

Subject-History

Sub teacher-Poonam Pathak

Topic:- Chapter 3– Nazism and the Rise of Hitler

Sub Topic 5: The racial Utopia, Youth in Nazi Germany, The nazi Cult of Motherhood

Learning Objectives:- To make children aware about The Racial Utopia, Youth in nazi Germany and role of the women.

Methodology:-PPT, Video and word file

You tube link:- <https://youtu.be/Gr8- uShMIE>

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

The Racial Utopia

Genocide and war became two sides of the same coin. Occupied Poland was divided. Poles were forced to leave their homes and properties behind to be occupied by the ethnic Germans brought in from occupied Europe.

Youth in Nazi Germany

Hitler felt that a strong Nazi society could be established by teaching Nazi ideology to children.

All schools were given German teachers. Children were divided into two groups- desirable and undesirable.

Textbooks were rewritten, functions of sports in schools was to nurture the spirit of violence and aggression. Ten-year-olds had to enter Jungvolk. At 14, all boys joined ‘Hitler Youth’, they joined the Labour Service at 18.

The Nazi Cult of Motherhood – Women were told to be good mothers and rear pure-blooded Aryan children. They were encouraged to produce many children.

The Art of Propaganda – The Nazi regime used language and media with care and often to great effect. They used films, pictures, radio, posters, etc., to spread hatred for Jews.

Crimes Against Humanity – People saw the world through Nazi eyes and spoke the Nazi language. At times even the Jews began to believe in the Nazi stereotypes about them.

Knowledge about the Holocaust – It was only after the war ended that people came to know about what had happened. The Jews wanted the world to know about the atrocities and sufferings they had endured during the Nazi killing operations. They just wanted to live, even if it was for a few hours, to tell the world about the Holocaust.

Assignment:-

1. Nazi youth groups for children below 14 years of age were called _____ .
2. What was Auschwitz ?
3. What was the original name of Nazi party ?
4. The gas chambers that looked like bathrooms, equipped with fake shower heads, were labelled as _____ .
5. When was the Enabling Act passed in Germany ?
6. What do you know about 'Nazi schooling' ?
7. What was the Nazis ideology regarding motherhood ?
8. What was the Nazis ideology regarding motherhood ?

Geography

Study Notes

Chapter 5 Natural vegetation and Wildlife

Wildlife

India is rich in its fauna.

1. Elephants are found in the hot wet forests of Assam, Karnataka and Kerala.
2. One-horned rhinoceroses are found in Assam and West Bengal.
3. Rann of Kachchh is the habitat for wild ass whereas the Thar Desert is the habitat for camels.
4. The natural habitat of the Indian lion is the Gir forest in Gujarat.
5. Tigers are found in the forests of Madhya Pradesh, the Sundarbans of West Bengal and the Himalayan region.
6. Ladakh's freezing high altitudes are home to yak, the shaggy horned wild ox, the Tibetan antelope, the bharal (blue sheep), wild sheep, and the kiang (Tibetan wild ass).
7. In the rivers, lakes and coastal areas, turtles, crocodiles and gharials are found.
8. Peacocks, pheasants, ducks, parakeets, cranes and pigeons are some of the birds inhabiting the forests and wetlands of the country.

Cause of Major Threat to flora and fauna

Every species has an important role in the ecosystem. Hence, conservation of flora and fauna is essential. About 1,300 plant species are endangered and 20 species are extinct. The main causes of this major threat to nature are:

1. Hunting for commercial purposes
2. Pollution due to chemical and industrial waste
3. Rapidly cutting of the forests for cultivation and habitation

Government Initiative to Protect Flora and Fauna

The government has taken many steps to protect the flora and fauna of our country.

1. 18 biosphere reserves have been set up in India to protect flora and fauna. 10 out of these have been included in the world network of biosphere reserves.
2. Financial and technical assistance has been provided to many botanical gardens by the government since 1992.
3. Project Tiger, Project Rhino, Project Great Indian Bustard and many other eco-developmental projects have been introduced by the government.
4. 103 National Parks, 535 Wildlife Sanctuaries and Zoological gardens are set up to take care of natural heritage.

ASSIGNMENT

VERY SHORT ANSWER TYPE QUESTIONS(1 mark each)

- 1.Name any two useful trees of the thorn forests.
- 2.Mention the height at which coniferous forests are found.
- 3.Name any two states where Tigers are found.
4. In which regions are mangrove forests found?
- 5.What are the three forms of Natural vegetation ?
6. Which type of forests does Sundari trees belongs to?
7. Where do flamingo migrate in large numbers in India?
- 8.Where is the project rhino being implemented?

SHORT ANSWER TYPE QUESTIONS(3 marks each)

- 1.Suggest some ways to control exploitation of the plant and animal resources by human beings.
- 2.'India is one of the 12 mega biodiversity countries of the world'.Explain.
- 3.Write a short note on mangrove forests.
4. Distinguish between the moist and dry deciduous forests.
5. Why is conservation of wildlife very essential?

LONG ANSWER TYPE QUESTIONS(5 marks each)

- 1.What are the different steps taken by the government to protect flora and fauna?
- 2.Name any five medicinal plants found in India and give their uses.

HOTS QUESTIONS

- 1.What will happen if plants and animals disappear from the earth's surface?
- 2.Explain briefly the different zones of biosphere reserves.

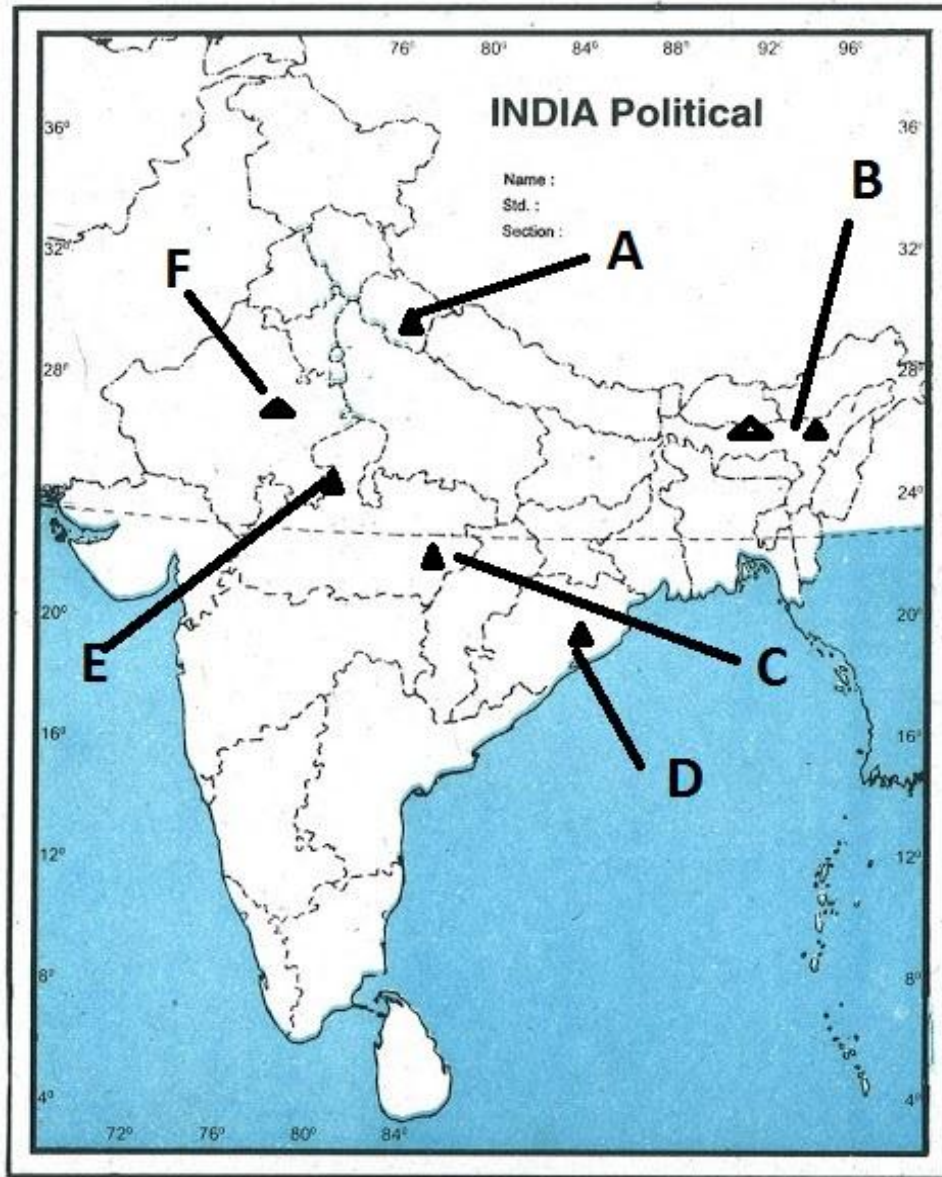
Video Links:-

<https://www.youtube.com/watch?v=Vn0h1YthN4c&feature=youtu.be>

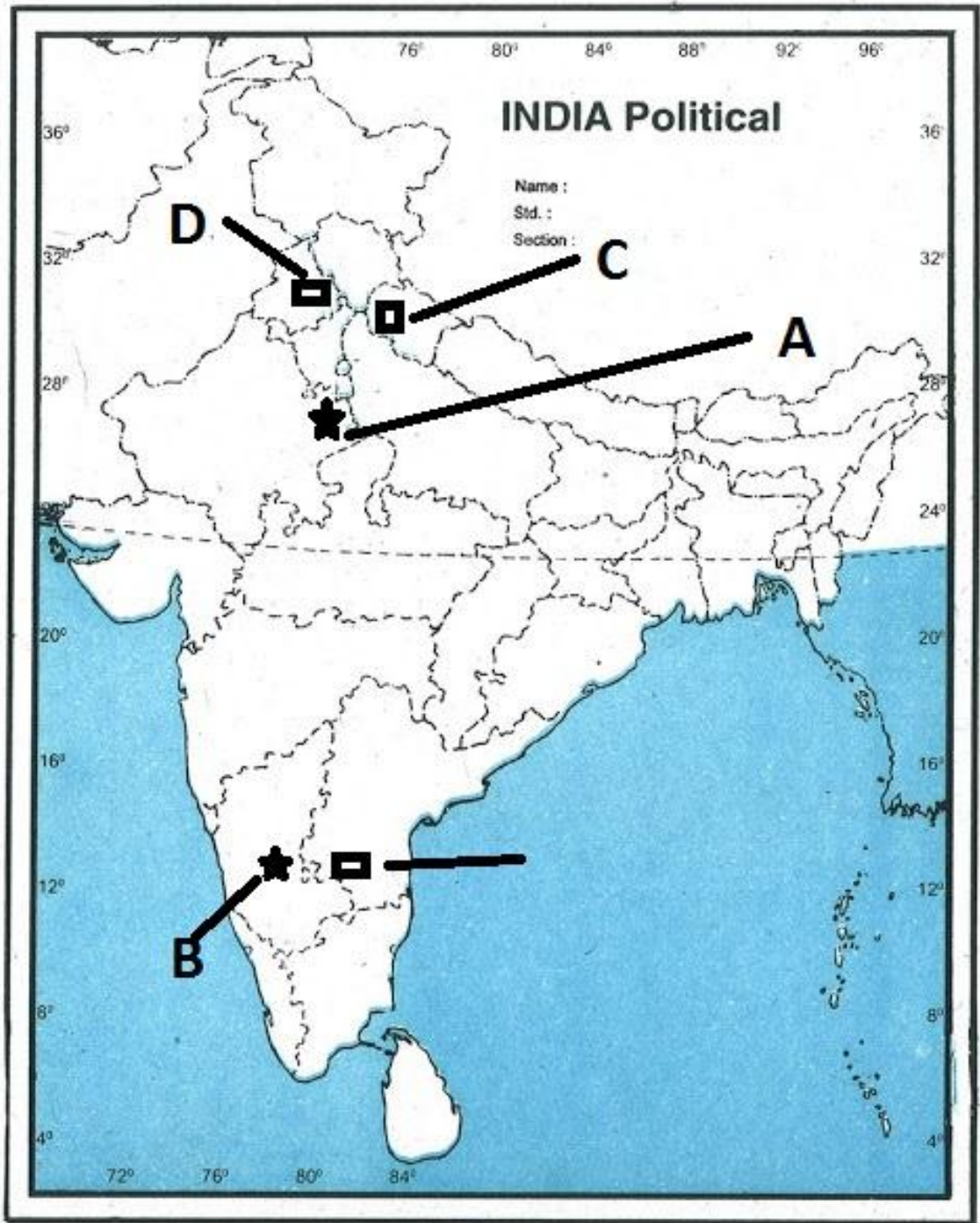
<https://www.youtube.com/watch?v=4zHRdHvAyM0&feature=youtu.be>

ACTIVITY:-

- Identify the National Park marked on the given political map of India



- Identify the bird centuries (A)& (B) ,& wild life centuries (C) ,(D).



Chapter 3: Poverty as a Challenge

STUDY NOTES

❖ **Inter-State Disparities:**

- Uneven distribution of poverty is due to social and economic infrastructure in different states. The proportion of poor people is not the same in every state.
- In 20 states and union territories the poverty ratio is less than the national average.
- Orissa is the poorest followed by Bihar, Madhya Pradesh, while states such as Punjab, Haryana have less number of poor people. Kerala has developed its human resources.
- Lowest incidence of poverty is found in Kerala with poverty ratio of just 7.1 per cent.

❖ **Global Poverty Scenario:**

- The proportion of people in developing countries living in extreme economic poverty- defined by the World Bank as living on less than \$1 per day-has fallen from 28 per cent in 1990 to 21 per cent in 2001.
- There has been substantial reduction in global poverty. However, it is marked with great regional differences. Poverty has declined more in China and South-East Asian countries.

Assignment

- 1) **Which states of India are the poorest?** (1)
- 2) **Which states of India have seen a significant decline in poverty?** (1)
- 3) **How have Kerala and West Bengal reduced their poverty?** (1)
- 4) **How has poverty reduced in Andhra Pradesh and Tamil Nadu?** (1)
- 5) **What is the call of “Sustainable development Goals” of the United Nations?** (1)
- 6) **How are China and South-East Asian countries able to control poverty?** (1)
- 7) **Give an account of interstate disparities of poverty in India. Or Which states report a significant decline in poverty?** (5)
- 8) **Describe global poverty trends.** (5)
- 9) **Which states are most vulnerable to poverty in India?** (3)

Video Link

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

<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

POLITICAL SCIENCE

The President is the nominal head in India. He is not directly elected by the people as in USA. The elected members of parliament (MP) and MLA s elect the President.

- All the Members of Parliament and Members of the State Legislatures elect him. Since he is elected indirectly, he does not have the same powers as the Prime Minister.
- The President exercises all his legislative, executive, financial, judicial, military powers only on the advice of the Prime Minister and his Council of Ministers.
- The President can only delay a bill. If the Parliament passes it again, he has to sign it.
- President has the power to appoint the leaders when there is a coalition on his own discretion.
- In countries like USA, France have powerful President ship.

The Judiciary: India has one of the most powerful judiciaries.

- The Judiciary is independent of both the Executive and the Legislature.
- The Chief Justice of the Supreme Court is appointed by the President on the advice of the Prime Minister and his Council of Ministers.
- The other judges of the Supreme Court and the State High Courts are appointed in the same way but on the advice of the Chief Justice.
- Once appointed, the Judges can be removed only by impeachment.
- The Judiciary is the custodian of the Constitution, and the Supreme Court and the High Courts have the power to interpret the Constitution.
- It can declare any law passed by the Legislature as invalid, if it violates the Constitution.
- It safeguards the Fundamental Rights of the people of India, and checks malpractice and misuse of power by the Executive or the Legislature.

Q1 Discuss the powers of the president.

Q2 Why do we need an independent judiciary?

Q3 Explain judicial review

Q4 Who appoints the chief justice?


Q5 Describe the system of public interest litigation.

<https://youtu.be/yXmk2vZsFEK>

चित्र वर्णनम्

<https://youtu.be/cQLCxcZxtSw>


13.



मञ्जूषा

समारोहस्य, आरम्भः, उद्घाटनम्,
दीपप्रज्वालयन्ति, जनाः, प्रसन्नाः, मोमवर्तिका,
कार्यक्रमस्य आयोजनम्

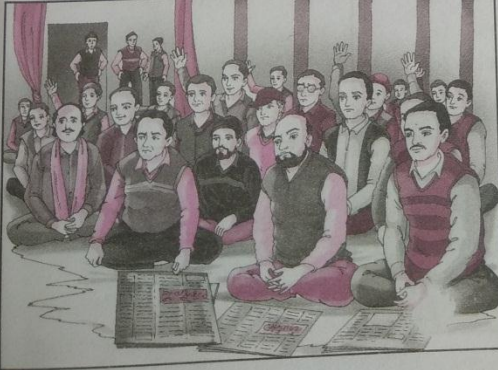
14.



मञ्जूषा

हरितान्दोलनं, जनाः, कुर्वन्ति, अनेके,
हस्तेषु, जयघोषपट्टिकाः, सन्ति, जयघोषम्,
उत्साहिता, हरितपट्टिकाः

15.



मञ्जूषा

सभायाः दृश्यम्, अनेके, जनाः, उपतिष्ठन्ति,
आन्दोलनम्, हस्तमुत्थाय, सज्जिता, जयघोषम्,
उद्देश्यम्