

SANSKRIT- ASSIGNMENT

CLASS - IX

NOV- 4TH WEEK

https://youtu.be/Ps5uCvRc_hc

अनुवाद

- 1 वह जा रहा है।
- 2 लुम पढ़ रहे हैं।
- 3 मैं लिख रहा हूँ।
- 4 वे दो चित्रों को देख रहे हैं।
- 5 मैं नगर में रहता हूँ।
- 6 लुम सब क्या कर रहे हैं ?
- 7 आयुष फल खा रहा है।
- 8 आदित्य ने लेख लिखा।
- 9 प्रियांशी ने चित्रों को किताब दी।
- 10 दक्ष पित्रुष का दोस्त है।
- 11 ~~क्यों~~ क्यों लुम नहीं पढ़ रहे हैं ?
- 12 बालक पिता को सम्स्कार करता है।
- 13 वह कल दिल्ली नगर जायेगा।
- 14 आज शुक्रवार है।
- 15 कल बृहस्पतिवार था।

EAST POINT SCHOOL
CLASS- IX SUBJECT –PHYSICS
CHAPTER –WORK AND ENERGY

Link-<https://youtu.be/SQyQGgy1MxU>

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)

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(Work-energy theorem)

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

$F = ma$.

Also $W = F.s$

⇒ 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 $W = m.a * \frac{v^2 - u^2}{2a}$

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

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.

⇒ $W_{net} = KE_{final} - KE_{initial}$

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

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.

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.

$$\Rightarrow W = F.s$$

$$\Rightarrow F = ma$$

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

Therefore W (P.E) = mgh

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

Law of Conservation of Energy

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.

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

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 ($J s^{-1}$).

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.

$$1kWh = 3.6 \times 10^6 J$$

ACTIVITY -1

- Lift an object through a certain height.
- The object can now do work. It begins to fall when released.
- This implies that it has acquired some energy. If raised to a greater height it can do more work and hence possesses more energy.
- From where did it get the energy? Think and discuss.

ACTIVITY -2

- Take a bamboo stick and make a bow as shown in Fig. 11.6.
- Place an arrow made of a light stick on it with one end supported by the stretched string.
- Now stretch the string and release the arrow.

- Notice the arrow flying off the bow. Notice the change in the shape of the bow.
- The potential energy stored in the bow due to the change of shape is thus used in the form of kinetic energy in throwing off the arrow. An arrow and the stretched string.

Q1	Name the two common forms of mechanical energy.	1
	State the law of conservation of energy	
Q2	Define 1 watt of power.	1
	What is negative work.	
Q3	If the body starts from rest, then change in its kinetic energy is (a) positive (b) Negative (c) Zero (d) May be Positive or negative depending upon the mass of the body	1
Q4	Identify the energy possessed by a running athlete	1
Q5	A ball of mass 2kg is dropped from a height. What is the work done by its weight in two seconds after the ball is dropped?	2
Q6	Differentiate between Potential and kinetic energy.	2
Q7	A mass of 10 kg is at a point A on a table. It is moved to a point B. If the line joining A and B is horizontal, what is the work done on the object by the gravitational force? Explain your answer.	2
Q8	In each of the following a force, F is acting on an object of mass, m . The direction of displacement is from west to east shown by the longer arrow. Observe the diagrams carefully and state whether the work done by the force is negative, positive or zero.	3
Q9		3
Q10	The kinetic energy of an object of mass, m moving with a velocity of 5ms^{-1} is 25J. What will be its kinetic energy when its velocity is doubled? What will be its kinetic energy when its velocity is increased three times?	3
Q11	Define potential energy? What are different types of potential energy?	3

East Point School

Class-9- BIOLOGY

Assignment- why do we fall ill?

Q1. Differentiate between carrier and vector.

3

Q2. Write short note on organ-specific and tissue-specific manifestations of disease.3

Q3. Explain how does the body react after the entry of microbe in the body. 3

Q4, We can treat an infectious disease by killing microbe". Justify the statement with suitable examples.

3

Q5. Why a person suffering from AIDS cannot fight even very small infections?3

Q6. "Prevention is better than cure". Explain.

3..

You tube link :- "<https://www.youtube.com/watch?v=AaXn8GiwU60>

East point school
Structure of atom
Chemistry
Class 9

1. Q. The description of atomic particles of two elements X and Y is given below

	Protons	neutrons	electrons
X	8	8	8
Y	8	9	8

- (i) What is the atomic number of Y?
- (ii) What is the mass number of X?
- (iii) What is the relation between X and Y?
- (iv) Which element/elements do they represent?
- (v) Write the electronic configuration of X?
- (vi) Write the cation/anion formed by the element

Ans: (i) Atomic number of Y = 8

(ii) Mass number of X = 16

(iii) X and Y are isotopes

(iv) X and Y represent – oxygen

(v) 2, 6

(vi) It will form an anion – O^{2-}

2. Q. Which of the following are isotopes and which are isobars?

Argon, Protium, Calcium, Deuterium. Explain why the isotopes have similar chemical properties but they differ in physical properties?

Ans: Isotopes – Protium, Deuterium

Isobars – Argon and calcium

Since isotopes have identical electronic configuration containing same number of valence electrons they have similar chemical properties.

Since the masses are slightly different the physical properties (density, melting pt, boiling pt, etc) are different

3. Q. (a) Explain Bohr and Bury rules for distribution of electrons into different shells. (b) Draw the electronic structure of element X with atomic number 17 and element Y with atomic number 16 ?

Ans: (a) Bohr Bury Rules

(i) The maximum no. of electrons present in a shell is given by the formula $2n^2$ (where n is shell no.)

- (ii) The maximum no. of electrons that can be accommodated in the outer most orbit is 8.
 (iii) Electron are not accommodated in a given shell, unless the inner shells are filled.

(b) (i) X at No. 17, E.C.= 2 , 8, 7 (ii) Y At No. 16, E.C = 2, 8, 6

4. Q. The atomic number and mass number of an element are 16 and 32 respectively. Find the number of protons, electrons and neutrons in it. State its valency. Is this element a metal or a non – metal. Justify your answer.

Ans: (a) No. of protons = 16

No. of electrons = 16

No. of neutrons = 16

(b) Electronic configuration 2, 8, 6

Valency = 8-6 = 2

(c) It is a non-metal because it has 6 valence electrons

5. Q. (a) The composition of nuclei of two atomic species X and Y are given below

	X	Y
Protons	17	17
Neutrons	18	20

Find the mass number of X and Y. State the relationship between X and Y (b) The K and L shells of an atom are completely filled. Find the number of electrons present in it. State the name of this element.

Ans: (a) Mass number of X = 35 Mass number of Y = 37

Relationship between the two species since number of protons is same (same atomic number) they are isotopes of same element

(b) Numbers of electrons = 10 Name of the element = Neon K L 2 8

6. Q. State the observations in a - particle scattering experiment which led Rutherford to make the following conclusions

(i) Most of the space in an atom is empty.

(ii) Whole mass of an atom is concentrated in its centre.

(iii) Centre is positively charged.

Ans:

(i) Most of the alpha particles passed through gold foil with getting deflected.

(ii) Very few particles were deflected from their path by 180° indicating that whole mass of the atom is present in its centre.

(iii) Few particles deflected at small and large angle from their path indicating that centre is positively charged.

7. Q.(i) State the limitations of J.J. Thomson's model of an atom.

(ii) Define valency by taking the examples of magnesium (At. no = 12) and oxygen (At. no=8)

(iii) S⁻² has completely filled K,L and M shells. Find its atomic number.

Ans: (i) The results of experiments carried out by other scientists could not be explained by J.J. Thomson's model of atom.

(ii) The combining capacity of an element is called its valency. Magnesium has atomic number 12 and electronic configuration is 2,8,2. It can lose 2 electrons to get octet configuration thus its valency is 2. Oxygen has atomic number 8 and its electronic configuration is 2, 6. It can gain 2 electrons to get octet configuration thus its valency is $8-6=2$

(iii) The atomic number is equal to number of protons thus atomic number of S^{-2} ion is 16.

8. Q. State one use each of an isotope of (i) Uranium (ii) Iodine.

Ans: Isotope of uranium is used in nuclear reactions and Isotope of iodine is used in treatment of goiter

9. Q. Is it possible for the atom of an element to have one electron, one proton and no neutron? If so, name the element.

Ans: Yes, it is true for hydrogen atom which is represented as ${}^1\text{H}_1$

10. Q. Why did Rutherford select a gold foil in his α -ray scattering experiment?

Ans it is because gold has high malleability can be hammered into thin sheet

11. Q. Will Cl-35 and Cl-37 have different valences?

Ans: No, It is because these are isotopes of chlorine that have same atomic number but different mass number

12. Q. Calculate the number of neutrons present in the nucleus of an element X which is represented as ${}^{31}\text{X}_{15}$.

Ans: ${}^{31}\text{X}_{15}$.indicate that No. of proton=15 and mass number =31

Mass number = No. of protons + No. of neutrons = 31

Number of neutrons = 31– number of protons = 31–15 = 16

13. Q. The atomic number of calcium and argon are 20 and 18 respectively, but the mass number of both these elements is 40. What is the name given to such a pair of elements?

Ans: Isobars

14. Q. Why do Helium, Neon and Argon have a zero valency?

Ans: Helium, Neon and Argon have 2, 8 and 8 electron in outermost cell so they are having no need to gain or loss electrons. Hence they have zero valency.

15.Q. In what way the Rutherford proposed atomic model?

Ans: Rutherford proposed a model in which electrons revolve around the nucleus in well-defined orbits. There is a positively charged centre in an atom called the nucleus. He also proposed that the size of the nucleus is very small as compared to the size of the atom and nearly all the mass of an atom is centered in the nucleus.

https://www.youtube.com/watch?v=qgJW1g0nCxQ&feature=youtu.be&ab_channel=Don%27tMemorise

EAST POINT SCHOOL
CLASS IX
ENGLISH ASSIGNMENT
ON KILLING A TREE

ABOUT THE AUTHOR: Gieve Patel (1940-) is a famous Indian poet and playwright. Patel belongs to a group of writers who have subscribed themselves to the 'Green Movement' which is involved in an effort to protect the environment. His poems speak of deep concerns for nature and expose man's cruelty to it. Patel's works include Poems which was launched by Nisim Ezekiel in 1966, How Do You Withstand, Body (1976) and Mirrored Mirroring (1991). He has also written three plays titled Princes, Savaska, and Mr Behram. He currently resides in Mumbai and practices medicine. He is also a painter. As one of the contemporary Indian artists, he has been part of exhibitions around the world.

SUMMARY

On Killing a Tree paints a vivid and brutal picture of what is involved in killing a tree. The poet tells us that killing a tree is a difficult and time-consuming process. Simply stabbing it with a knife is not enough to kill it. A tree grows straight out the earth, getting its nourishment from the nutrients found in the earth, along with years of sunlight, water, and air. The leaves and branches of the tree sprout from its bark which looks diseased because it is irregular and scaly.

Hacking a tree with a knife or an axe or chopping off a bough may inflict pain on the tree but it is not enough to bring a tree down. The 'bleeding bark' – the wound in the bark from where the sap flows out or where a bough has been chopped off – will heal with time. New green twigs will grow again; boughs that were chopped off will be replaced by new boughs, which will grow to their former size.

The poet then goes on to give instructions how a tree could be killed. He says to kill a tree its root has to be pulled out of the earth. The term 'anchoring earth' implies that the trees are held secure with the help of the roots in the earth. So long as the roots are firmly held by the earth, the tree is safe and cannot be killed by a simple jab of a knife. To kill the tree, it is essential that the root, which is the source of a tree's life, must be pulled out of its deep hole in the earth. By 'earth-cave' the poet suggests the space created in the earth by uprooting a tree. Once the centre, the life source – the root – is exposed, the tree becomes vulnerable. The source is described as white and wet, probably alluding to tree sap which is a white liquid.

If it is exposed to the sun and air, this life source will be scorched. Slowly, it will start to become brown, with all the softness fading out. With time, it will wither, become dry and bent out of shape, leaving a corpse where a tree used to be. In short, the exposure will leave the root vulnerable to all vagaries of weather, which will ultimately weaken the tree and kill it.

THEME

In On Killing a Tree, Gieve Patel gives us a graphic picture of man's killing of the tree. He says that hacking a tree with a knife or an axe will not harm it. The bleeding bark will heal and the tree will grow again to its former size. To be killed a tree must be uprooted completely. The poet hints at rampant deforestation and through the very visual representation of the murder of a tree wishes to communicate to the readers the dangers of deforestation. The poet considers the tree as a living organism which has the right to live like any other creatures on earth. But man is killing trees with utmost cruelty and callousness. The tree represents Nature and the poem also

suggests that nature is indestructible. The tree could also be a symbol of mankind. Despite wars and other destructive activities, human kind will not easily come to end.

TO NE

In *On Killing a Tree*, the poet, Gieve Patel adopts a sarcastic tone to make us aware of the vulnerability of human lives, and how proper care of environment can keep one safe from harm. Man is presented as a killer who thinks of all possible ways to get rid of the tree, which represents Nature. The poet, ironically, suggests how to completely kill a tree. For years, the tree, like a parasite, has consumed the earth's crust and absorbed sunlight, air and water to grow up like a giant. So, the tree must be killed. But it is not an easy task. A simple jab of the knife will not do it. From close to the ground it will rise up again and grow to its former size. It will again become a threat to man. So, the tree should be tied with a rope and pulled out entirely. Its white, bleeding root should be exposed. Then it should be browned and hardened and twisted and withered and it is done.

MESSAGE

Gieve Patel gives a very important message in his poem *On Killing a Tree*. Trees feel pain, grief, suffering, sorrows and joys as sensitively as human beings do. So we should never hurt them. The poet reminds us that we have not inherited these green trees for our use; they are held by us in trust for our future generations. It is, therefore, our sacred duty to conserve trees as a legacy for future.

TITLE

In the poem *On Killing a Tree* Gieve Patel, from its beginning to the end, describes in detail the process and consequences of killing a tree. In the first two stanzas the poet talks about Nature's resilience. He feels one cannot kill a tree with just a stab of a knife. The tree has grown slowly consuming the earth and absorbing years of sunlight, air and water. So the tree cannot be killed easily. The bleeding bark will quickly heal and the tree will produce curled green twigs, which will soon expand to their former size. In the following two stanzas he gives a detailed process of killing a tree. The root of the tree must be entirely pulled out of the earth into which it had been anchored and then left exposed to wither and die. Then only will the killing process be over. In this way the poet highlights man's systematic destruction of the environment. Hence the title is appropriate and it drives the poet's point home in a superb way.

SETTING

The setting of the poem is the modern world. The world is facing rapid deforestation for urbanisation and industrialisation. This world where trees are being killed is the setting of the poem.

LITERARY DEVICES

Imagery

Imagery is a poetic device wherein the author uses words or phrases that appeal to any of the senses or any combination of senses to create "mental images" for the reader. Imagery helps the reader to visualize more realistically the author's writings.

Examples: Slowly consuming the earth, /Rising out of it, feeding
Upon its crust, absorbing/Years of sunlight, air, water,
And out of its leperous hide/Spouting leaves ' –

The imagery used here is strong and it depicts the growth of the tree by consuming nutrients from the earth and absorbing sunlight, air and water from nature.

The language through the poem is simple, remarkable and vivid. Every word in the poem has a remarkable evocative power and is accurate and suggestive. Expression such as "bleeding bark"

“leprous hide” and “anchoring earth” present memorable visual images. The poem powerfully portrays man’s callousness in killing a tree. It is a telling commentary on one of the major environmental issues that encounters modern man.

Irony

The term irony refers to a discrepancy, or disagreement, of some sort. The discrepancy can be between what someone says and what he or she really means or verbal irony. The discrepancy can be between a situation that one would logically anticipate or that would seem appropriate and the situation that actually develops or situational irony.

The poet describes the cruelty of man in annihilating the tree with irony and detachment. He tells the man how hacking the tree with an axe will only injure it, and not kill it. To kill the tree, it must be uprooted and its roots exposed to the sun. Only then will the tree wither and die. But the poet’s own sympathy is with the tree.

Personification

A figure of speech which endows animals, ideas, or inanimate objects with human traits or abilities. Personification is the poetic practice of attributing human qualities, a character or personality to inanimate or non-human beings such that they appear to be living human beings. In the poem the tree has been personified. The poet speaks of trees as human beings, when he says that one cannot kill a tree with a jab of a knife or by hacking it, like they would kill any human being, ‘bleeding bark’— this is an example of personification. The tree is portrayed as a human being throughout the poem, and thus, the part of the bark where it is wounded is represented as bleeding.

Rhyme Scheme

There is no particular rhyme scheme followed in this poem. The poem is divided into 4 stanzas. Each stanza comprises varying lines. The poem is then written in free verse.

Video Link

https://www.youtube.com/watch?v=rC9uE_dKvMA

THE SNAKE TRYING

ABOUT THE POET:

William Wrightson Eustace Ross (1894-1966) was a Canadian geophysicist and poet. He was the first published poet in Canada to write Imagist poetry, and later the first to write surrealist verse, both of which have led some to call him “the first modern Canadian poet.” Ross’s passion for the natural world is evident in his poetry through its focus on Canada’s physical environment. He published only two collections during his lifetime: *Laconics* (1930) and *Sonnets* (1932). After 1930 the majority of Ross’s work was published in anthologies and LITERARY MAGAZINES at the behest of editors. Though now considered to be Canada’s first Imagist poet, Ross remained relatively unrecognized during his lifetime.

SUMMARY

In *The Snake Trying* the poet describes how a snake is trying to get away from a man who is chasing him with a stick.

The snake, who has been lying on the sandy bank of a water body – a pond or a stream – is trying to escape from the man pursuing it with a stick. As it gracefully glides away, curving its thin long body, the snake looks very beautiful. It glides through the water trying to escape from

the stroke. The poet exhorts the person attacking the snake to let it go over the water into the reeds to hide, and not hurt it. He adds it is a small, green snake, completely harmless even to small children. The snake lies on the sand until it is observed and is chased away. In the end, it disappears in the ripples in the green reeds.

THEME

The theme of the poem *The Snake Trying* is man's relationship with nature. The narrator offers us two possible ways we can relate to the natural world. The first way is to admire the beauty and grace of the snake. The small green snake is harmless, even to children. We can simply stand by and appreciate its grace and beauty. The second way to relate to nature is through fear and try to eliminate the cause of fear – the snake. Most people perceive the snake as being dangerous and attack it before it can harm them, even if it is lying peacefully until it is disturbed. It is a harmless snake, who is lying on the sand till he is chased by a human being with a stick. Yet, despite being attacked, the snake makes good its escape, rather than retaliate. The snake is in that case a victim.

MESSAGE

In the poem the poet tries to say that human beings react to snakes based on their own fears. He points out that not all snakes are poisonous; in fact, some of them are quite harmless. It is cruel to attack a snake as soon as we see it. Even if a snake is poisonous, it will do us no harm if it doesn't see any danger from us because a snake only bites in self-protection. Otherwise, it is as harmless as any other creature. Sadly human beings are the ones who attack a snake without provocation.

TOPE

The poet's mood is that of fear as he sees the man pursue the snake with a snake. The snake's beauty and grace fill movements arouse awe and fascination in the poet. His tone is filled with admiration for this beautiful creation of nature. He takes on a pleading tone as he begs the man to let the snake go because it is harmless. As he thinks of man attacking the snake, his mind is filled with regret at man's cruelty.

SETTING

The setting of the poem is the sandy bank of a water body – a pond or a stream with reeds growing on the banks.

POETIC DEVICES

1. Transferred Epithet
2. Alliteration
3. Imagery

A. Read the extracts and answer the questions that follow.(4 M)

1. The snake trying

*to escape the pursuing stick,
with sudden curvings of thin
long body. flow beautiful
and graceful are his shapes!
He glides through the water away
front the stroke.*

- What is the snake trying to escape from?
- Why does he take sudden curvings of his body?
- What looks beautiful and graceful?
- Where does the snake go and why?

*2. So hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.*

- What 'pain' does the poet refer to?
- What does 'bleeding bark' mean?
- What happens if one doesn't check the chopped tree?
- Identify the poetic device.

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

- Where does the snake start moving to avoid being killed?
- What is the poet's request to the person chasing the snake?
- How is the tree dependent on the earth?
- Explain the following terms: -
 - Leprous hide
 - Miniature boughs

Writing Skill Activity

Read the prompt and weave a story in 120- 150 words. Give a suitable title to the story. (5M)

A farmer walked through his field one cold winter morning. On the ground laid a Snake, stiff and frozen with the cold. The farmer knew how deadly the snake could be, and yet he picked it up and...

Class: IXth

Subject: Social Science (Economics)

Chapter 1: The Story of Village Palampur

STUDY NOTES

❖ **Production**

- The main activity of Palampur village is farming. Other activities include small-scale manufacturing, dairy and transport.
- Palampur has a well-developed system of roads, transport, electricity, irrigation, schools and a health centre.
- Let us understand how these production activities are undertaken with the various resources available in this village.
- There are four **main factors of production** of goods and services. These are land, labour, capital and enterprise/human capital.
- First, **land** is required to produce goods. Second, **labour** is involved to execute production activities. Third, **physical capital**, which is classified into **fixed** and **working** capital, is required at every stage of production. Finally, **enterprise and knowledge** are able to form all the inputs together to produce goods for self-use or to sell in the market.

❖ **Farming in Palampur**

- **Land is fixed**
 - Nearly 75% of the working people depend on farming.
 - Land area under cultivation is basically fixed.
 - There is no scope for expansion of production with new cultivable land.
- **To grow more from the same land**
 - Kinds of crops grown and facilities available to Palampur village would resemble the western part of the state of Uttar Pradesh.
 - All the land is cultivated and nothing is left unused.
- **Rainy season (Kharif):** Jowar and Bajra are grown in this season. Potato is cultivated between October and December.
- **Winter season (Rabi):** Wheat is produced. Sugarcane is harvested once in a year.
- Wheat is used for self-consumption as well as sold in the market at Raiganj.
- A part of the sugarcane crop is sold in the raw form, while the remaining is sold as jaggery to traders in Shahpur.
- Due to a well-developed system of irrigation in Palampur, farmers are able to grow three different crops in a year.
- Electricity came early to Palampur. They used electric-run tube wells to irrigate the land effectively. By mid-1970s, the entire cultivated area of 200 hectares was irrigated.
- Multiple cropping: To increase production, more than one crop is grown on a piece of land during the year. At least two main crops are grown in Palampur,

and they have been growing potato as the third crop in the past fifteen to twenty years.

- Modern farming methods are used for higher yields. The **yield** is measured as crop is produced on a given piece of land during a single season.
- **High-yielding variety (HYV)** seeds produce greater amounts of grain on a single plant. Higher yields were possible only from a combination of HYV seeds, irrigation, chemical fertilisers, pesticides etc.
- Through the traditional method, the yield of wheat grown was 1300 kg per hectare. With HYV seeds, the yield went up to 3200 kg per hectare.

Assignment

- 1) **What is the main production activity in villages across India?** (1)
- 2) **Name any three non-farming activities in Palampur village.** (1)
- 3) **Who owns the majority of land in Palampur village?** (1)
- 4) **What health facilities are available in Palampur village?** (1)
- 5) **What is called 'Working Capital'?** (1)
- 6) **What does "Human Capital" mean?** (1)
- 7) **Name the states that benefited the most from Green Revolution.** (1)
- 8) **Which mechanical devices were used after Green Revolution?** (1)
- 9) **How did the spread of electricity help farmers in Palampur?** (3)
- 10) **What is the main aim of production? Explain the four essential requirements for production?** (5)

Video Link

<https://www.youtube.com/watch?v=qPDeIGpElg0>
<https://www.youtube.com/watch?v=2ZQbjraZfPI>
<https://www.youtube.com/watch?v=k-iWtZelgYY>
<https://www.youtube.com/watch?v=NT89K-NQNYo>
<https://www.youtube.com/watch?v=cUoTuu1regE&t=16s>
<https://www.youtube.com/watch?v=qPDeIGpElg0>
<https://www.youtube.com/watch?v=2ZQbjraZfPI&t=143s>
<https://www.youtube.com/watch?v=k-iWtZelgYY&t=161s>
<https://www.youtube.com/watch?v=XXxZzWoNa>
<https://www.youtube.com/watch?v=Qk2yfGiB1pY&t=185s>
<https://www.youtube.com/watch?v=VtW3I3r0xj4>

East point school
Class IX-Geography
Chapter 4 climate
Revision

Multiple choice questions

1. Decrease in rainfall from ----- in Northern plains.
 - a. East to west
 - b. West to east
 - c. North to south
 - d. South to north
2. Almost half of the country lying south of the tropic of cancer belongs to the -----
 - a. Subtropical area
 - b. Polar region
 - c. Tropical area
 - d. Temperate area
3. An easterly jet stream ,blows over peninsular India, approximately over----- during the summer months.
 - a. 20°N
 - b. 14°N
 - c. 24°S
 - d. 14°S
4. In which places of India there is very little difference between day and night temperatures?
 - (a) Bihar
 - (b) Bangalore
 - (c) Thiruvananthapuram
 - (d) All of these
5. Which of the following is a component of westerly flow?
 - (a) North-easterlies

(b) Jet stream

(c) South-west monsoon

(d) Kal Baishakhi

6. In which season does the heat belt shift northwards?

a. southwards

b. westwards

c. eastwards

d. northward

7. How much rainfall occurs during a rainy day?

a. 75% and 90%

b. 65 % and 80%

c. 20% and 50%

d. none of these

8. In which months does the Tamil Nadu coast get maximum rainfall?

a. November and December

b. October and November

c. December and January

d. January and February

9. Which prevents the southwest monsoon winds from escaping from India?

(a) The Indian deserts

- (b) The Himalayas
- (c) Low pressure over Central Asia
- (d) None of these

10. Which winds brings widespread rainfall over the mainland of India?

- (a) Sea breeze
- (b) North easterly
- (c) Southwest monsoon winds
- (d) None of these

SHORT ANSWER TYPE QUESTIONS

1. When does withdrawal of the monsoon take place in different parts of the country?
2. How will you differentiate between the summer and winter monsoons?
3. India's climate has characteristics of tropical as well as subtropical climates. Justify.

LONG ANSWER TYPE QUESTIONS

1. What values are associated with the India monsoon?
2. Chennai has got more rainfall in winter than in summer ? Give reason.

ACTIVITY: On a political map of India locate the following cities

- Shillong
- Thiruvananthapuram
- Nagpur

- Kolkata
- Jodhpur
- Chennai

VIDEO LINK

<https://youtu.be/9kqU6T95zbU>

<https://youtu.be/B8N7lRXGCiY>

LESSON PLAN / Assignment (November)4 week

Subject-History

Sub teacher-Poonam Pathak

Topic:-Chapter 5–Forest society and colonialism

Sub Topic :- Land to be improved, Sleepers on the track

Learning Objectives:-To make Students understand about the forest societies and their livelihood.

Methodology:-PPT, Video and word file

You tube link:-https://youtu.be/GH_cVPAbRJ4

Activity 1:-list the commercial crops which was introduced by the Britishers and for what purpose they increase the production of commercial crops

Land to be improved-

- As population increased over the centuries and the demand for food went up, peasants extended the boundaries of cultivation by clearing forests.
- The British encouraged the production of commercial crops like jute, sugar, wheat and cotton for their industries as raw material.
- The British thought that forests were unproductive land as they yielded no revenue nor agricultural produce. Cultivation was viewed as a sign of progress.
- Oak forests in England were disappearing. There was no timber supply for the ship building industry. Forest resources of India were used to make ships for the Royal Navy.

Sleepers on the track

- Spread of railways required two things :
 - land to be cleared to lay railway tracks
 - wood as fuel for locomotives and for railway line sleepers.

Assignments:-

Choose the correct answer:-

1mark

1. The railway network expanded rapidly in India from the

- (a) 1820s
 - (b) 1830s
 - © 1850s
 - (d) 1860s
- How many key players are in the criminal justice system

2. Baigas are a forest community of

- (a) Central India
- (b) North India
- © South India
- (d) North-east India

3. Wooden planks lay across railway tracks to hold these tracks in a position are called:

(a Beams)

- (b) Sleepers
- © Rail fasteners
- (d) none of these

4. Which of the following is a commercial crop?

- (a) Rice
- (b) Wheat
- © Cotton
- (d) Maize

5. Forests consisting of which type of trees were preferred by the Forest Department?

- (a) Forests having trees which provided fuel, fodder and leaves
- (b) Forests having soft wood
- © Forests having trees suitable for building ships and railways

3 marks:-)

1. Which new trade was created due to the introduction of new forest laws ?
2. What was the effect of Forest Act on the people living nearby ?
3. What steps were taken under the new scheme of scientific forestry ?
4. What was the main cause of worry for the people of Bastar ?

5 marks:-

1. What is deforestation ? Why is it considered harmful ?
2. What are the new developments in forestry ?

(**Critical thinking based question/HOTS**)

1. Why did commercial forestry become important during the British rule ?

Please watch these video:

<https://www.youtube.com/watch?v=m9dpeG2rKdY>

EAST POINT SCHOOL
CLASS IX
MATHEMATICS – CIRCLES

Definition: The collection of all the points in a plane, which are at a fixed distance from a fixed point in the plane, is called a circle.

The fixed point is called the centre of the circle and the fixed distance is called the radius of the circle.

If you take two points P and Q on a circle, then the line segment PQ is called a chord of the circle.

The chord, which passes through the centre of the circle, is called a diameter of the circle.

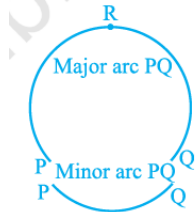
diameter is

The longest chord and all diameters have the same length, which is equal to two times the radius.

A piece of a circle between two points is called an arc.

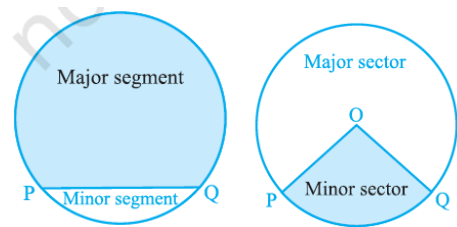
The longer one is called the major arc PQ and the shorter one is called the minor arc PQ. The minor arc

PQ is also denoted by $\overset{\frown}{PQ}$ and the major arc PQ by $\overset{\frown}{PRQ}$ where R is some point on the arc between P and Q.



The length of the complete circle is called its circumference. The region between a chord and either of its arcs is called a segment of the circular region or simply a segment of the circle. There are two types of segments also, which are the major segment and the minor segment

The region between an arc and the two radii, joining the centre to the end points of the arc is called a sector. Like segments, you find that the minor arc corresponds to the minor sector and the major arc corresponds to the major sector.



THEOREMS

- Equal chords of a circle subtend equal angles at the centre.

- If the angles subtended by the chords of a circle at the centre are equal, then the chords are equal.
- The perpendicular from the centre of a circle to a chord bisects the chord.
- The line drawn through the centre of a circle to bisect a chord is perpendicular to the chord.
- Equal chords of a circle (or of congruent circles) are equidistant from the centre (or centres).
- Chords equidistant from the centre of a circle are equal in length.

Solve the following questions:

Q-1) The radius of the circle is 13 cm. and the length of one of its chords is 24 cm. Find the distance of the chord from the centre.

Q-2) Determine the length of the chord which is at a distance of 5cm from the centre of the circle of radius 13 cm.

Q- 3) If two circles intersect at two points, prove that their centres lie on the perpendicular bisector of the common chord.

Q-4) Prove that if chords of congruent circles subtend equal angles at their centres, then the chords are equal.

Q-5) Prove that the Equal chords of a circle subtend equal angles at the centre.

असाइनमेंट -23

कक्षा 9

विषय - "वाक्य" पाठय सामग्री
(उपलब्धकर्ता: मिस सुजाता परमार)

https://youtu.be/QOsnfOAM_Kc

अर्थ के आधार पर वाक्य भेद

वाक्य:

शब्दों के सार्थक समूह को वाक्य कहते हैं।

जैसे मैं एक सच्चा राष्ट्र भक्त हूँ।
मेरा देश सबसे अच्छा है।

अर्थ के आधार पर वाक्य के 8 भेद एवं प्रत्येक भेद के उदाहरण:

- 1-विधान वाचक वाक्य,
- 2- निषेधवाचक वाक्य,
- 3- प्रश्नवाचक वाक्य,
- 4- विस्मयादिबोधक वाक्य,
- 5- आज्ञावाचक वाक्य,
- 6- इच्छावाचक वाक्य,
- 7-संकेतवाचक वाक्य,
- 8-संदेहवाचक वाक्य।

विधानवाचक वाक्य -

वह वाक्य जिससे सामान्य कथन का पता चले, **विधानवाचक वाक्य** कहलाता है।

जैसे -

हरियाणा एक राज्य है।
सुरेश एक अच्छा खिलाड़ी है।
सोहन पुस्तक पढ़ता है।

निषेधवाचक वाक्य :

जिन वाक्यों से नकारात्मकता का भाव प्रकट हो, वे **निषेधवाचक वाक्य** कहलाते हैं।

जैसे-

सोहन पुस्तक नहीं पढ़ता है।
वह इस काम को नहीं करेगा।

प्रश्नवाचक वाक्य -

जिन वाक्यों से प्रश्न होने का भाव प्रकट हो, वे **प्रश्नवाचक वाक्य** कहलाते हैं।

जैसे -

आपका क्या नाम है?
तुम्हारा जन्म कब हुआ था?
राम के पिता का नाम क्या है?

आज्ञावाचक वाक्य -

जिन वाक्यों में आज्ञा प्रकट की जाए अथवा आदेश दिया जाए वे वाक्य **आज्ञावाचक वाक्य** कहलाते हैं

जैसे -

यह कार्य करिए।
इस पाठ को पढ़ो।
चुप रहो।
बाहर जाओ।
तुम्हें कल इस पुस्तक को देना है।

विस्मयादिवाचक वाक्य -

वे वाक्य जिनमें हर्ष, शोक, घृणा आदि का भाव प्रकट हो, उन्हें **विस्मयादिबोधक वाक्य** कहते हैं।

जैसे -

वाह! क्या बात है।
हाय! कितना गलत हुआ।
ओह! जानकर दुख हुआ।

इच्छावाचक वाक्य -

जिन वाक्यों में किसी इच्छा अथवा आशीर्वाद का बोध होता है, वे **इच्छावाचक वाक्य** कहलाते हैं।

जैसे-

ईश्वर तुम्हारी लंबी आयु करें।
तुम्हारा नव वर्ष अच्छा गुजरे।

संकेतवाचक वाक्य-

जब कोई बात दूसरी बात पर आश्रित हो अथवा संकेत करें उन्हें **संकेतवाचक वाक्य अथवा शर्तबोधक वाक्य** कहते हैं।

जैसे-

यदि तुम अच्छी मेहनत करते तो प्रथम आते।
तुम दिल्ली चलोगे तो मैं चलूंगा।

संदेहवाचक वाक्य -

जिन वाक्यों में शक उत्पन्न सोने का भाव हो अथवा सन्देह हो उन्हें **संदेहवाचक वाक्य** कहते हैं।

जैसे-

रितिक पढ़ रहा होगा।
शायद मैं कल

अर्थ के आधार पर वाक्य भेद अभ्यास गतिविधि

अर्थ के आधार पर निम्नलिखित वाक्य किस वाक्य भेद के अन्तर्गत आते हैं? सोचकर लिखिए--

- क) कल बाज़ार बंद रहेगा।
- ख) आज तुम खेलने नहीं जाओगे।
- ग) तुम दादाजी को डॉक्टर के पास क्यों नहीं ले गए?
- घ) ईश्वर तुम्हारी मनोकामना पूरी करे।
- ड) चुपचाप उधर जाकर बैठो।
- च) हाय! मार डाला रे।
- छ) आज पिताजी के दफ्तर में छुट्टी है।
- ज) हो सकता है कि सबकुछ ठीक हो जाए।

नेम्नलिखित वाक्यों का निर्देशानुसार जो रूप उचित है, उसे चुनकर लिखिए।

1. पत्र का उत्तर शीघ्र दें। (निषेधवाचक)

(क) शायद पत्र का उत्तर दें।

(ग) पत्र का उत्तर शीघ्र मत दें।

(ख) हो सकता है पत्र का उत्तर शीघ्र दें।

(घ) आप पत्र का उत्तर शीघ्र दें।

उत्तर

2. वाह! क्या सुंदर घड़ी है। (विधानवाचक)

(क) यह घड़ी सुंदर नहीं है।

(ग) यह घड़ी सुंदर है।

(ख) शायद यह घड़ी सुंदर है।

(घ) क्या घड़ी सुंदर है?

उत्तर

3. तुम्हारा कल्याण हो। (संदेहवाचक)

(क) तुम्हारा कल्याण न हो।

(ग) वाह! तुम्हारा कल्याण हो।

(ख) शायद, तुम्हारा कल्याण हो।

(घ) अगर तुम्हारा कल्याण हो तो अच्छा है।

उत्तर

4. शांतनु नहीं पढ़ता। (आज्ञावाचक)

(क) शांतनु पढ़ता है।

(ग) शांतनु पढ़ो।

(ख) शायद शांतनु पढ़े।

(घ) अगर शांतनु पढ़ता तो पास होता।

उत्तर

5. श्याम, बैठ कर पढ़ो। (विस्मयादिवाचक)

(क) श्याम बैठ कर पढ़ो।

(ग) मेरी इच्छा है श्याम पढ़े।

(ख) श्याम बैठ कर मत पढ़ो।

(घ) अरे! श्याम बैठकर पढ़ रहा है।

उत्तर

6. मुदित बाज़ार जाता है। (प्रश्नवाचक)

(क) मुदित बाज़ार जाओ।

(ग) क्या मुदित बाज़ार जाता है?

(ख) मुदित बाज़ार मत जाओ।

(घ) शायद मुदित बाज़ार जाए।

उत्तर

7. सच बोलने पर उसकी यह हालत न होती। (संकेतवाचक)

(क) यदि वह सच बोलता तो उसकी यह हालत न होती।

(घ) अरे! उसने सच बोला होता तो उसकी यह हालत न होती।

(ख) सच बोलने पर ऐसा न होता।

(ग) शायद वह सच न बोले।

उत्तर

8. माता जी आज ही लौट आएँ। (संदेहवाचक)

(क) अरे! माता जी आज लौट आईं।

(ग) मेरी इच्छा है माता जी आज लौट आएँ।

(ख) माता जी आज नहीं लौटीं।

(घ) शायद, माता जी आज लौट आएँ।

उत्तर

9. ज्योति विद्यालय जाती है। (इच्छावाचक)

(क) ज्योति विद्यालय नहीं जाती है।

(ग) शायद ज्योति विद्यालय जाए।

(ख) काश, ज्योति विद्यालय जाए।

(घ) क्या ज्योति विद्यालय जाती है?

उत्तर

10. इंदिरा गांधी का नाम किसने नहीं सुना। (विधानवाचक)

(क) इंदिरा गांधी का नाम सबने सुना होगा।

(ग) अरे! इंदिरा गांधी का नाम सबने सुना है।

(ख) शायद इंदिरा गांधी का नाम सबने सुना है।

(घ) इंदिरा गांधी का नाम सबने सुना है।

उत्तर

रचनात्मक गतिविधि:

1) नारा लेखन: दिल्ली में बढ़ते स्मॉग से बचने के लिए 2 पंक्तियों का नारा लिखें।

5

2) संवाद लेखन: 'दिये जल उठे' पाठ को पढ़ने के बाद आपके मन में स्वतंत्रता आंदोलन व स्वतंत्रता सेनानियों के लिए जो भी भाव आए उन्हें दो छात्रों के मध्य संवाद के रूप में लिखें। (10 वाक्य)

5