

**EAST POINT SCHOOL
CLASS-VIII
WEEKLY WORK PLAN-JUNE**

ENGLISH

**I Think I could Turn and Live with Animals
-Walt Whitman**

Learning Outcomes

Knowledge: To know about the central idea of the poem 'I Think I could Turn and Live with Animals' and use of poetic devices (Assonance, Repetition, Anaphora, Alliteration, Metaphor).

Understanding: To understand the meaning of the difficult words.

Application: To analyze and use critical thinking to read between the lines.

Skill: To summarize the poem in their own words and answer the questions based on the poem.

About the Poet

Walt Whitman (1819-1892) is a major figure in early American poetry. He was famous for writing a revolutionary new kind of poetry which was in free verse. The poem 'I Think I could Turn and Live with Animals' is an extract from his work 'Song of Myself'.

Summary

In the poem animals, the poet has described his will to become an animal because he thinks animals are far better than human beings. Human beings are greedy and full of jealousy against each other. But animals are calm and self-contained. The animals are happy with what they have. They never complain about miseries and sorrows. On the other hand, human beings complain about their miseries. They give more importance to the rich and strong people, stay restless because of their wrongdoings and run behind the luxurious things of this world. Whereas animals are honest about their relations and don't give importance to a particular class. They live a life which is full of honesty and less of greed and jealousy.

Word Meanings, Explanation and Literary Devices used in the Poem

**I think I could turn and live with animals, they are
so placid and self-contain'd,**

I stand and look at them long and long.

Placid: calm, peaceful

Contained: keeping up self control

The poet says that he wants to live in the world of animals. Here we can say that the poet finds the world of animals better than that of human beings. He further says that he finds animals more peaceful than humans. He says so because animals are not running after worldly things like human beings. They are calm and have no greed for worldly things or any kind of achievements. They are self contained means they are happy with life and never interfere in the lives of others. Humans have the habit of interfering in the lives of others. So, poet thinks that animals are better than humans for being calm and not interfering in the matters of others. The poet further says that these are the reasons why he stands still and looks at the animals for a very long time.

Literary Devices

- Repetition: use of the word 'long'

**They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,
Not one is dissatisfied, not one is demented with
the mania of owning things,**

Sweat: here it means complaint

Whine: cry

Sins: wrongdoing

Demented: mad, disturbed

The poet says that unlike humans, animals don't complain of any misery. They never cry out loud like humans do, to show what they have lost. They never stay awake in the night, crying in repentance for their wrongdoings. This means that animals are different from human beings because they don't show anger or grief if something wrong happens with them. He further says that animals are very truthful because they never boast of their good deeds done in the name of god. He says so because most of the human beings do this. They try to show their good deeds and religiousness to others. They do so in order to gain popularity among their fellows. So, the poet thinks that animals never irritate him by doing such things just to gain some praise from their fellow people. He feels that the animals are not dissatisfied like humans. They stay happy with whatever they have. They never run behind worldly things. They never try to possess things of comfort or luxury. He says that none of them is mad behind owning the worldly things.

Literary Devices

- Metaphor: sweat and whine refer to the cries and complaints of human beings
- Alliteration: make me (repetition of consonant sounds)

**Not one kneels to another, nor to his kind that
lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.
So they show their relations to me and I accept them,
They bring me tokens of myself, they evince
them plainly in their possession**

Kneels: bow down

Evince: show, reveal

Possession: ownership of something

Tokens: here, the qualities

Here the poet says that he has never seen any animal showing his devotion to anyone by bowing down in front of the person. They never do so even for their ancestors. They do not show devotion towards God like humans do. No one among them is more respectable or important as we have in human society. In human beings, rich people are generally given more importance and are treated with more respect as compared to the poor. But in the society of animals, they never do so. They never give more or less importance to any other animal. Everyone in the animal world is happy. They are not like human beings who find themselves the happiest or the saddest person on earth. Further the poet says that animals are more honest in showing their relations with other animals. Here he wants to say that animals use other animals as their food and they never try to hide this. Whereas human beings show that they have nice and friendly relations with others, though the reality is opposite. The poet says that he accepts the fact that animals are true towards showing their relation with other animals.

Literary Devices

- Metaphor: The inner qualities of humans are referred to as 'tokens'
- Repetition: Not one

**I wonder where they get those tokens,
Did I pass that way huge times ago and negligently drop them?**

Negligently: Carelessly

So at last the poet introspects himself and says that from where the animals got those good qualities. He further questions himself that where his own good qualities are gone? Did he left them or had carelessly lost them somewhere? The qualities that were found in human beings in the past, like innocence, kindness, truthfulness are now seen in animals. He wonders that humans gave up these qualities and they have been passed on to the animals.

Literary Devices

- Metaphor: The inner qualities of humans are referred to as ‘tokens’
- Alliteration: wonder where (repetition of consonant sounds)

WORK TO BE DONE IN NOTEBOOK

IMPORTANT POINTS

1. The poet feels more comfortable and at home with animals.
2. He doesn't feel comfortable with human beings.
3. He wants to move away from human beings and live with animals.
4. Animals are calm and contented.
5. They never weep over their miserable conditions as humans do.
6. They never worship God and weep for their sins.
7. They don't suffer from the mania or madness of owning and possessing things.
8. They don't fall down on knees to show respect to others.
9. Thousands of years ago, the ancestors of human beings possessed the qualities of love and kindness.
10. Men have lost those 'tokens' of love but animals still retain them.
11. Human beings are confused, greedy and overambitious while animals are not.

A. Answer the following questions.

1. What are the qualities that endear animals to him?
2. What problem in human beings does the poet notice?
3. How do the animals react to the poet?
4. What is the theme of the poem?

B. Read the extract given below and answer the questions that follows:

*1. I think I could turn and live with animals, they are
so placid and self-contain'd,*

I stand and look at them long and long.

- i. What is the poet's desire?**
- ii. What is the tone of the poet?**
- iii. What does he do there after?**

iv. Name the poem and the poet.

2. *So they show their relations to me and I accept them,*

They bring me tokens of myself, they evince

them plainly in their possession

- i. What are the 'tokens of myself'?**
- ii. What is the main point about animals here?**
- iii. What does the poet accept?**
- iv. Which figure of speech is used in the above lines?**

Activity

Make a bookmark with a picture of your favourite wild animal on it. The bookmark should include

- Fun fact about the animal
- Nature / Qualities of the animal

HINDI

पाठ 3 – बस की यात्रा

PLEASE WATCH HIS VIDEOS

<https://www.youtube.com/watch?v=fR2psF39w-o>

<https://www.youtube.com/watch?v=gObWUTx7POs>

अधिगम बिन्दु

विद्यार्थी बस की यात्रा के बारे में जानेगे।

विद्यार्थी की कल्पना शक्ति का विकास होगा।

पाठ 3 – बस की यात्रा

लेखक : हरिशंकर परसाई

जन्म : 22 अगस्त 1924

मृत्यु : 10 अगस्त 1995



बस की यात्रा पाठ प्रवेश

वे इस लेख के द्वारा, अपने व्यक्तिगत अनुभव का बखान करते हैं जोकि है "बस की यात्रा।" वे एक बार बस के द्वारा अपनी यात्रा करते हैं और किस तरह की परेशानियाँ इस यात्रा में आती हैं, इस सब का अनुभव इस रचना के द्वारा दर्शाया गया है। एक बार बस से पन्ना को जा रहे थे बस बहुत ही पुरानी थी जैसा कि दर्शाया गया है इस सफर में क्या-क्या अनुभव किया, क्या-क्या उनके साथ घटा, और उन्होंने परिवहन निगम की जो बसें होती हैं उनकी घसता हलात पर व्यंग किया है और ये भी दर्शाया गया है कि किस तरह से वे अपनी बसों की देख-भाल नहीं करते हैं और एक घसियत पद की तरह से इस रचना को

लिखा है जब हम इसको पढ़ते हैं तो बहुत सी घटनाएँ हास्यपद (हँसीपद) लगती हैं और बहुत ही रौचक हो गई है उनकी यह रचना। तो आइए हम भी चलते हैं उनकी इस यात्रा पर।

बस की यात्रा पाठ सार

एक बार लेखक अपने चार मित्रों के साथ बस से जबलपुर जाने वाली ट्रेन पकड़ने के लिए अपनी यात्रा बस से शुरू करने का फैसला लेते हैं। परन्तु कुछ लोग उसे इस बस से सफ़र न करने की सलाह देते हैं। उनकी सलाह न मानते हुए, वे उसी बस से जाते हैं किन्तु बस की हालत देखकर लेखक हंसी में कहते हैं कि बस पूजा के योग्य है।

नाजुक हालत देखकर लेखक की आँखों में बस के प्रति श्रद्धा के भाव आ जाते हैं। इंजन के स्टार्ट होते ही ऐसा लगता है की पूरी बस ही इंजन हो। सीट पर बैठ कर वह सोचता है वह सीट पर बैठा है या सीट उसपर। बस को देखकर वह कहता है ये बस जरूर गाँधी जी के असहयोग आंदोलन के समय की है क्योंकि बस के सारे पुर्जे एक-दूसरे को असहयोग कर रहे थे।

कुछ समय की यात्रा के बाद बस रुक गई और पता चला कि पेट्रोल की टंकी में छेद हो गया है। ऐसी दशा देखकर वह सोचने लगा न जाने कब ब्रेक फेल हो जाए या स्टेयरिंग टूट जाए। आगे पैड़ और झील को देख कर सोचता है न जाने कब टकरा जाए या गोता लगा ले। अचानक बस फिर रुक जाती है। आत्मग्लानि से मनभर उठता है और विचार आता है कि क्यों इस वृद्धा पर सवार हो गए।

इंजन ठीक हो जाने पर बस फिर चल पड़ती है किन्तु इस बार और धीरे चलती है। आगे पुलिया पर पहुँचते ही टायर पंचर हो जाता है। अब तो सब यात्री समय पर पहुँचने की उम्मीद छोड़ देते हैं तथा चिंता मुक्त होने के लिए हँसी-मजाक करने लगते हैं। अंत में लेखक डर का त्याग कर आनंद उठाने का प्रयास करते हैं तथा स्वयं को उस बस का एक हिस्सा स्वीकार कर सारे भय मन से निकाल देते हैं।



हाज़िर: उपस्थित

सफ़र: यात्रा

डाकिन: डराने वाली

श्रद्धा: किसी के प्रति आदर ए सम्मान और प्यार का भावद्व

उमड़: जमा होना

वयोवृद्ध: बूढ़ी या पुरानी

निशान: चिन्ह

वृद्धावस्था: बुढ़ापा

कष्ट: परेशानी

सवार: चढ़ा

विश्वसनीय (भरोसे वाली)

विदा: आखिरी सलाम
रकं: गरीब
कूच करने: जाना
निमित्त: कारण

सविनय अवज्ञा आंदोलनों: गाँधी जी द्वारा चलाया गया 1921 का आंदोलन

ट्रेनिंग: सीख
दौर: ज़माने
गुजर: चल

क्षीण: कमज़ोर
वृक्षों: पेड़
दयनीय: बेचारी

वृद्धा: बूढ़ी
ग्लानि: खेद

प्राणांत: मरना

बियाबान: सुनसान

अंत्येष्टि: अंतिम क्रिया

एक पुलिया: छोटा सा पुल
फिस्स: एक प्रकार की ध्वनि
थम: रूक
श्रद्धाभाव: सम्मान के साथ
जान हथेली पर लेकर: बहुत खतरा लेना
उत्सर्ग: बलिदान
दुर्लभ: जो कम मिलता हो।

बस की यात्रा प्रश्न अभ्यास (महत्वपूर्ण प्रश्न उत्तर) (1 x 3 = 3)

प्र०1 "मैंने उस कंपनी के हिस्सेदार की तरफ़ पहली बार श्रद्धाभाव से देखा।" लेखक के मन में हिस्सेदार साहब के लिए श्रद्धा क्यों जग गई?

प्र०2 "लोगों ने सलाह दी कि समझदार आदमी इस शाम वाली बस से सफर नहीं करते।" लोगों ने यह सलाह क्यों दी?

प्र०3 "ऐसा जैसे सारी बस ही इंजन है और हम इंजन के भीतर बैठे हैं।" लेखक को ऐसा क्यों लगा?

प्र०4 "गज़ब हो गया। ऐसी बस अपने आप चलती है।" लेखक को यह सुनकर हैरानी क्यों हुई?

प्र०5 "मैं हर पेड़ को अपना दुश्मन समझ रहा था।" लेखक पेड़ों को दुश्मन क्यों समझ रहा था?

MCQ

- कुल कितने लोग शाम की बस से यात्रा करने वाले थे?
 - तीन
 - चार
 - पाँच
 - छह

2. इस पाठ के लेखक कौन हैं?

- (a) भगवती चरण वर्मा
- (b) राम दरश मित्र
- (c) कामतानाथ
- (d) हरिशंकर परसाई

3. पन्ना से सतना के लिए बस कितनी देर बाद मिलती है?

- (a) आधा घंटा
- (b) एक घंटे बाद
- (c) दो घंटे बाद
- (d) प्रातः काल

4. यह बस कहाँ की ट्रेन मिला देती है?

- (a) सतना की
- (b) पन्ना की
- (c) जबलपुर की
- (d) भोपाल की

5. उस बस में कंपनी के कौन सवार थे?

- (a) चौकीदार
- (b) हिस्सेदार
- (c) दावेदार
- (d) इनमें से कोई नहीं

6. इस पाठ में गांधी जी के किस आंदोलन का उल्लेख है?

- (a) असहयोग आंदोलन
- (b) सविनय अवज्ञा आंदोलन
- (c) उपर्युक्त दोनों
- (d) इनमें से कोई नहीं

7. लेखक हरे-भरे पेड़ों को क्या समझता था?

- (a) जीवनदाता
- (b) मित्र
- (c) शत्रु
- (d) शुभचिंतक

8. 'समझदार आदमी' रेखांकित शब्द क्या है?

- (a) संज्ञा
- (b) सर्वनाम
- (c) क्रिया
- (d) विशेषण

9. 'उत्सर्ग' शब्द कैसा है?

- (a) तत्सम
- (b) तद्भव
- (c) देशज
- (d) विदेशी

10. 'फर्स्ट क्लास' शब्द निम्नलिखित में से किस प्रकार का शब्द है-

- (a) आगत
- (b) तत्सम
- (c) देशज
- (d) तद्भव

प्र०1 नीचे दिये गये गद्यांश को पढ़कर प्रश्नों के उत्तर दीजिये :

इंजन सचमुच स्टार्ट हो गया। ऐसा, जैसे सारी बस ही इंजन है और हम इंजन के भीतर बैठे हैं। काँच बहुत कम बचे थे। जो बचे थे, उनसे हमें बचना था। हम फ़ौरन खिड़की से दूर सरक गए। इंजन चल रहा था। हमें लग रहा था कि हमारी सीट के नीचे इंजन है। बस सचमुच चल पड़ी और हमें लगा कि यह गांधी जी के असहयोग और सविनय अवज्ञा आंदोलनों के वक्त अवश्य जवान रही होगी। उसे ट्रेनिंग मिल चुकी थी। हर हिस्सा दूसरे से असहयोग कर रहा था। पूरी बस सविनय अवज्ञा आंदोलन के दौर से गुजर रही थी। सीट का बाँड़ी से असहयोग चल रहा था। कभी लगता सीट बाँड़ी को छोड़कर आगे निकल गई है। कभी लगता कि सीट को छोड़कर बाड़ी आगे भागी जा रही है। आठ-दस मील चलने पर सारे भेदभाव मिट गए। यह समझ में नहीं आता था कि सीट पर हम बैठे हैं या सीट हम पर बैठी है।

1. इंजन सचमुच स्टार्ट हो गया वाक्य में लेखक का कहने का अभिप्राय क्या है?

- (a) बस की सुंदर स्थिति के कारण
- (b) ड्राइवर के दयनीय स्थिति को देखकर
- (c) बस की दशा और पहलीबार में ही स्टार्ट होने के कारण
- (d) बस की हालत को देखकर

2. लेखक को ऐसा क्यों लग रहा था कि हम इंजन के भीतर बैठे हैं?

- (a) सरदी के कारण
- (b) परेशानी के कारण
- (c) उनके उम्र के कारण
- (d) शोर और कंपन के कारण

3. उपरोक्त गद्यांश में गांधी जी के किस आंदोलन का वर्णन है?

- (a) असहयोग आंदोलन
- (b) सविनय अवज्ञा आंदोलन
- (c) उपर्युक्त दोनों
- (d) कोई नहीं

4. गद्यांश में बस की दशा के बारे में क्या पता चलता था?

- (a) बस अच्छी हालत में थी
- (b) बस की हालत दयनीय थी
- (c) बस खराब थी
- (d) पता नहीं

5. आठ-दस मील के बाद बस की चाल में क्या परिवर्तन आया?

- (a) बस का टायर खराब हो गया
- (b) बस खराब हो गई
- (c) बस सहज हो गई, बिलकुल आराम से चलने लगी
- (d) बस काफ़ी तेज़ी से चलने लगी।

गतिविधि

यदि बस बोल सकती बस की यात्रा के आधार पर 100 शब्दों में कहनी लिखिये

गतिविधि उद्देश्य:-

- कल्पना का चित्रण करने की क्षमता का विकास |
- लेखन कौशल का विकास |

MATHS

Algebraic Expressions and Identities

Please watch this video:

<https://www.youtube.com/watch?v=x0ybWNyc3vE>

Learning Outcomes:

- i) Students will be able to define the four standard identities.
- ii) Students will be able to apply four identities to solve problems

Standard Identities:

Identity I

$$(a + b)^2 = a^2 + 2ab + b^2$$

Example: $(x + 3)(x + 3)$
 $= (x + 3)^2$
 $= x^2 + 2 \times x \times 3 + 3^2$ Using $(a + b)^2 = a^2 + 2ab + b^2$
 $= x^2 + 6x + 9$

Identity II

$$(a - b)^2 = a^2 - 2ab + b^2$$

Example: $(2a - 7)(2a - 7)$
 $= (2a - 7)^2$
 $= (2a)^2 - 2 \times 2a \times 7 + 7^2$ Using $(a - b)^2 = a^2 - 2ab + b^2$
 $= 4a^2 - 28a + 49$

Identity III

$$a^2 - b^2 = (a + b)(a - b)$$

Example: $(1.1m - 0.4)(1.1m + 0.4)$
 $= (1.1m)^2 - 0.4^2$ using $(a - b)(a + b) = a^2 - b^2$
 $= 1.21m^2 - 0.16$

Identity IV

$$(x + a)(x + b) = x^2 + (a + b)x + ab$$

Example: $(4x + 5)(4x + 1)$

$$\begin{aligned}
&= (4x)^2 + (5+1)(4x) + 5 \times 1 \\
&= 16x^2 + 6 \times 4x + 5 \\
&= 16x^2 + 24x + 5
\end{aligned}$$

Solve the following:

Q-1) $(a - b)^2$ is equal to

i. $a^2 + b^2 - 2ab$

ii. $a^2 + b^2 + 2ab$

iii. $a^2 + b^2$

iv. $2ab$.

Q-2) What is the product of $(x+a)$ and $(x+b)$?

i. $x^2 + (a-b)x + ab$

ii. $x^2 + (a+b)x - ab$

iii. $x^2 + (a+b)x - a$

iv. $x^2 + (a+b)x + ab$

Q-3) $(x - y)(x + y) + (y - z)(y + z) + (z - x)(z + x)$ is equal to

i. 0

ii. $x^2 + y^2 + z^2$

iii. $xy + yz + zx$

iv. $x + y + z$.

Q- 4) Find using suitable identity:

i) $(x + 2)^2$

ii) $(x^2 - ay)^2$

iii) $(a + 2b)(a - 2b)$

iv) $(x - 11)(x + 4)$

Q-5) Evaluate the following:

(i) $(82)^2 - (18)^2$

(ii) $(1001)^2$

SCIENCE

Force and Pressure

Force:

- (i) Force is a push or a pull.
- (ii) Living and non- living things can apply force.
- (iii) To apply a force over an object interaction between object and source of force is necessary.
- (iv) Whenever force act two object are involved. One which applied force, the other which receive force.

Examples: To kick ball we need to push it, to pick the book we need to pull it, to hit the ball we need to push it and to lift the box we need to push it.



$F=ma$ where F = Force, m =mass, a =acceleration

SI unit of force is newton (N)

Direction and Magnitude of Force:

- (i) The measurement of strength and amount of force is called magnitude of force.
- (ii) Two or more forces on the same object can be applied in the same direction and opposite direction.

1. When two or more forces are applied over an object in the same direction:

When two or more forces are applied in the same direction, then the total or net force is the addition of magnitude of both the forces.

Example: When two persons push the box in the same direction with the magnitude of forces of each 2 N, then resultant force will be-

Net force:- $2N + 2N = 4N$ (In the direction of applied force)



2. When two forces are applied over an object in the opposite direction:

When two forces are applied over an object in the opposite directions, the total effective or net force is the difference of magnitude of two forces.

Example:

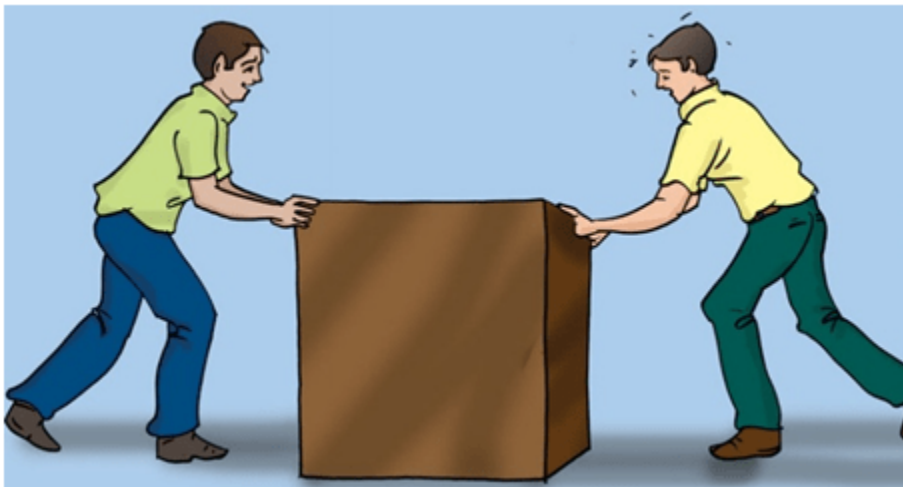
(i) When two persons push the box in the opposite direction with the magnitude of forces of each 2 N, then resultant force will be-

Net force:- $2\text{N} - 2\text{N} = 0\text{N}$ (Box will not move)

(ii) If one person is applying a force of 6 unit in one direction and another person is applying a force of 8 unit in opposite direction,

Then the resultant force: $8\text{N} - 6\text{N} = 2\text{N}$ (In the direction of higher magnitude force)

In this case, force will act in the direction of higher magnitude of force.



Effect of Forces:-

1. Force can change the state of motion: An Object can be in two states.

(a) *Rest State:* When an object is not moving. This means a stationary object is called in the state of rest. For example –A ball and book kept over the ground and not moving.

(b) *Motion State:* A moving object is called in the state of motion. For example – a moving car, a moving ball, etc.

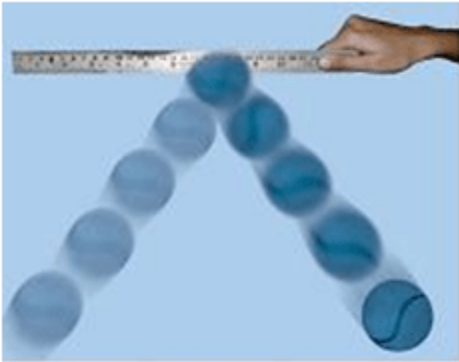
A Force can move a stationary object. A force can speed up, decrease the speed and change the direction of a moving object. Force can stop a moving object. Finally we can say that force can change the state of motion

Some examples:

(i) A boy want to move a tyre faster it has to be pushed repeatedly.



(ii) Change in the direction of moving ball after it strikes the ruler placed in its path.

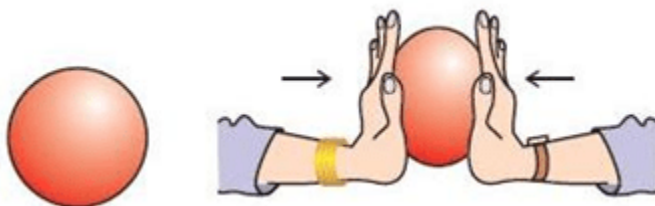


(iii) In the Football game, a goalkeeper stops the football going towards the goal post by applying a force by his hand.

(iv) In the cricket game, a batsman can push a fast moving ball in the same direction or opposite direction or change the direction of the movement of ball. Because of force being applied from his bat.

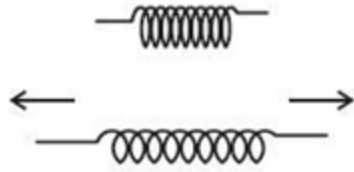
2. Force can change the shape of an object:

(i) When you apply force on an inflated balloon by pressing it using your hand from both sides, then the force of pressure changes the shape of balloon.



band and spring by stretching it in opposite direction.

(ii) You can change the shape of rubber



(iii) You can change the shape of dough into bread by applying force with a rolling pin.
So we can say that forces can change the shape of an object.

Types of Force:

1. Contact Force:

- (a) For contact force, interaction between objects is necessary. Force that comes into action after the interaction between objects is called contact force. Contact force works on the point of contact.
Example; pushing a car, hitting the ball, kicking a ball, etc.
- (b) Muscular force, friction force are types of contact force.

(a) Muscular force:

- (i) Force due to the action of muscles is called muscular force. We can say force resulting because of action of muscle is called muscular force.
- (ii) Muscular force is applied only after interaction with the object.

Examples:

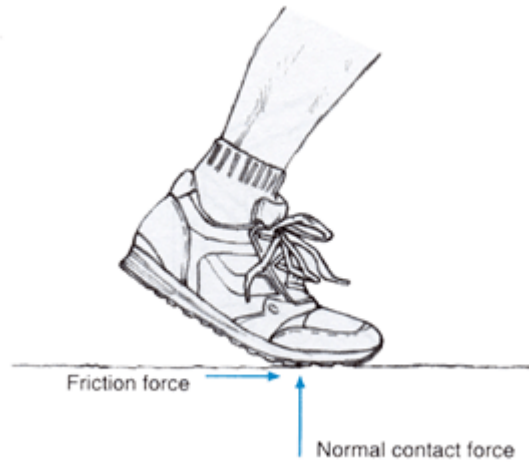
- (a) When we push the object like school bag or lift the bucket of water we use the muscular force.
- (b) Animals also use of muscular force to carry out their task.



Some Examples of Muscular Force

(b) Friction Force:

- (i) The forces of friction arises between the surfaces of two objects
- (ii) The force of friction always acts on all moving object and its direction is always opposite to the direction of motion.
- (iii) Force of friction comes into action only after interaction between two objects, thus, it is a type of



contact force.

Examples:

- (a) Due to force of friction between the surface of the ball and the ground that brings the moving ball to rest.
- (b) When we stop pedalling a bicycle, it gradually slow down and finally comes to a stop due to force of friction.

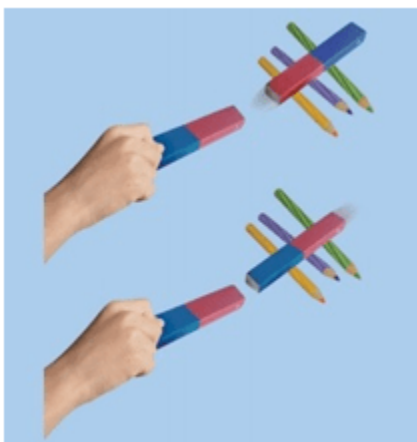
2. Non- Contacting Force:

- (i) Force due to without interaction between two objects is called non-contact force. For example; a magnet can pull an iron nail from a distance.
- (ii) Magnetic force, Electrostatic force and Gravitational force are examples of non-contact force.

(a) Magnetic Force:

- (i) A magnet can exert a force on another magnet without being in contact with it.
- (ii) The force exerted by a magnet is an example of a non-contact force.

Example: Opposite pole of two magnets attract each other and same pole repel each other.

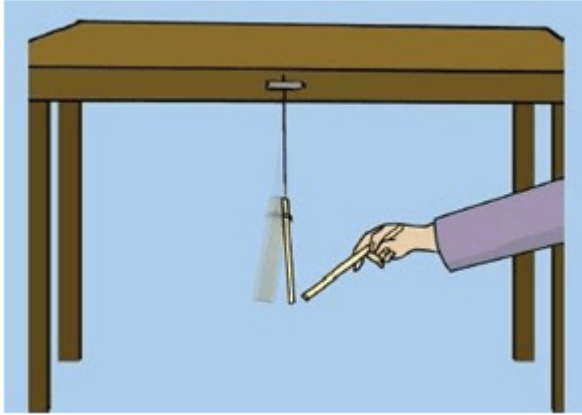


(b) Electrostatic Force:

- (i) When a charged body exerts a force on another charged or uncharged body is called electrostatic force.

A charged body attracts an uncharged body.

- (ii) A positively charged body attracts a negatively charged body and repels a positively charged body without coming in contact, thus it is a non-contact



force.

(c) Gravitational Force:

(i) Gravitation force is exerted by earth, moon, sun and other planets to others.

(ii) Earth and other planets attract all objects towards them. Since, earth attracts all objects even without coming in contact, thus gravitational force is a non-contact force.

Example: When we release an object from a height, it falls over the ground because of gravitational attraction of earth.

SOCIAL STUDIES

Topic:-Chapter 2 - Understanding Secularism

Sub Topic 1:- What is Secularism?

- **Why is it Important to Separate Religion from the State?**
- **What is Indian Secularism?**
- **Steps were taken by Indian State to Protect Secularism in India.**
- **In what way is Indian secularism different from that of other democratic countries?**

Learning Objectives:- Students learn the meaning of secularism ,why is it important to separate religion from State .

what is Indian secularism and the steps taken by the Indian State to protect Secularism in India

Methodology:-PPT, Video and word file

You tube link:-<https://www.youtube.com/watch?v=wkBG5rjQ50o>

Activity 1:- Find out how the Indian Secularism is different from American Secularism.

What is Secularism?

India adopted a strategy of separating the power of religion and the power of the State. **Secularism** refers to this separation of religion from the State. The Indian Constitution allows individuals the freedom to live by their religious beliefs and practice it.

Why is it Important to Separate Religion from the State?

The separation of the State and religion in democratic societies is important because of the following reasons:

1. It helps a country to function democratically.
2. The tyranny of the majority and the violation of Fundamental Rights can be very harmful to the people belonging to the minority. So, it protects people from any type of religious violence.
3. It protects the freedom of individuals to exit from their religion, embrace another religion. It gave people the freedom to interpret religious teachings differently.

What is Indian Secularism?

The Indian Constitution mandates that the Indian State be secular. Only a secular State can realise its objectives to ensure the following:

- One religious community does not dominate another.
- Some members do not dominate other members of the same religious community.

The State does not enforce any particular religion nor does it take away the religious freedom of individuals.

Steps were taken by Indian State to Protect Secularism in India

The Indian State works in various ways:

1. It uses a strategy of distancing itself from religion. In India, government spaces like law courts, police stations, government schools and offices are not supposed to display or promote anyone religion.
2. A strategy of non-interference. This means that in order to respect the sentiments of all religions and not interfere with religious practices, the State makes certain exceptions for particular religious communities.
3. A strategy of intervention. This means that to ensure the laws relating to equal inheritance rights are respected, the State can intervene in the religion-based 'personal laws' of communities.
4. The intervention of the State can also be in the form of support. For example, the Indian Constitution grants the right to religious communities to set up their own schools and colleges. It also gives them financial aid on a non-preferential basis.

In what way is Indian secularism different from that of other democratic countries?

There is one significant way in which Indian secularism differs from the dominant understanding of secularism as practised in the United States of America. In American secularism, there is a strict separation between religion and the State. Whereas in Indian secularism, the State can intervene in religious affairs.

Assignment:-

Question 1.

Will the government intervene if some religious group says that their religion allows them to practise infanticide? Give reasons for your answer.

Solution:

The government will intervene if some religious group says that their religion allows them to practise female infanticide.

In this instance, the State is intervening in religion in order to end a social practice that violates the Fundamental Rights of the female child to live on this earth.

2. What does the term 'secularism' refer to?

Answer:

The term 'secularism' refers to the separation of the power of religion from the power of the State.

3. Why cannot government schools celebrate religious festivals?

Answer:

Government schools cannot celebrate religious festivals because it will be a violation of government's policy of treating all religions equally.

4. Why is it important to separate religion from the State? Explain with examples.

Answer:

There are two main reasons why the separation of religion from the State is important:

1. The first is to prevent the domination of one religion over another. Example: Almost all countries of the world will have more than one religious groups living in them. Within these religious groups, there will most likely be one group that is in a majority. If this majority religious group has access to State power, then it could quite easily use this power and financial resources to discriminate against and persecute persons of other religions. This would violate Fundamental Rights.
2. The second is to protect the freedom of individuals to exit from their religion, embrace another religion or have the freedom to interpret religious teachings differently. Example: We can give example of untouchability in Hindu religious practice. If state power were in the hands of those Hindus who support untouchability, then it would be a difficult task for anyone to abolish this practice.

5. What are the three objectives of a secular State?

Answer:

The three objectives of a secular State are:

- One religious community does not dominate another.
- Some members do not dominate other members of the same religious community.
- The State does not enforce any particular religion nor does it take away the religious freedom of individuals.

SANSKRIT

सदैव पुरतो निधेहि चरणम्

2. अधोलिखितानां प्रश्नानाम् उत्तराणि एकपदेन लिखत –
(निम्नलिखित प्रश्नों के उत्तर एकपद में लिखो)

(क) स्वकीयं साधनं किं भवति?

उत्तराणि:

बलम्।

(ख) पथि के विषमाः प्रखराः?

उत्तराणि:

पाषाणाः।

(ग) सततं किं करणीयम्?

उत्तराणि:

ध्येयस्मरणम्।

(घ) एतस्य गीतस्य रचयिता कः?

उत्तराणि:

श्रीधरभास्कर वर्णेकरः।

(ङ) सः कीदृशः कविः मन्यते?

उत्तराणि:

राष्ट्रवादी।

3. मञ्जूषातः क्रियापदानि चित्वा रिक्तस्थानानि पूरयत
(मञ्जूषा से क्रियापदों का चयन करके रिक्तस्थानों की पूर्ति करो)

मञ्जूषा- निधेहि विधेहि जहीहि देहि भज चल कुरु

यथा-त्वं पुरतः चरणं निधेहि।

(क) त्वं विद्यालयं।

उत्तराणि:

त्वं विद्यालयं चल।

(ख) राष्ट्रं अनुरक्तिं।

उत्तराणि:

राष्ट्रं अनुरक्तिं विधेहि।

(ग) मह्यं जलं।

उत्तराणि:

मह्यं जलं देहि।

(घ) मूढ ! धनागमतृष्णाम्।

उत्तराणि:

मूढ ! जहीहि धनागमतृष्णाम्।

(ङ) गोविन्दम्।

उत्तराणि:

भज गोविन्दम्।

(च) सततं ध्येयस्मरणं।

उत्तराणि:

सततं ध्येयस्मरणं कुरु।

प्रश्न वाक्यरचनया अर्थभेदं स्पष्टीकुरुत

(वाक्य रचना के द्वारा अर्थ भेद स्पष्ट करो)

परितः – पुरतः

नगः – नागः

आरोहणम् – अवरोहणम्

विषमाः – समाः

उत्तराणि:

(क) परितः (चारों ओर) – ग्रामं परितः जलम् अस्ति।

पुरतः (सामने) – विद्यालयस्य पुरतः उद्यानम् अस्ति।

(ख) नगः (पर्वत) – हिमालयः महान् नगः अस्ति।

नागः (सर्प) – अत्र एकः नागः तिष्ठति।

(ग) आरोहणम् (चढ़ना) – पर्वतारोहणं दुष्करम् अस्ति।

अवरोहणम् (उतरना) – पर्वताद् अवरोहणं सुकरम् अस्ति।

(घ) विषमाः (असमान) – मार्गे विषमाः पाषाणाः तिष्ठन्ति/सन्ति।

समाः (समान) – राजमार्गाः प्रायः समाः भवन्ति।

5. मञ्जूषातः अव्ययपदानि चित्वा रिक्तस्थानानि पूरयत

(मञ्जूषा से अव्यय पदों का चयन करके रिक्तस्थानों को पूरा करो)

मञ्जूषा- एव खलु तथा परितः पुरतः सदा विना

(क) विद्यालयस्य एकम् उद्यानम् अस्ति।

उत्तराणि:

विद्यालयस्य पुरतः एकम् उद्यानम् अस्ति।

(ख) सत्यम् जयते।

उत्तराणि:

सत्यम् एव जयते।

(ग) किं भवान् स्नानं कृतवान्

उत्तराणि:

किं भवान् स्नानं कृतवान् खलु?

(घ) सः यथा चिन्तयति, आचरति।

उत्तराणि:

सः यथा चिन्तयति तथा आचरति ।

(ङ) ग्रामं, वृक्षाः सन्ति।

उत्तराणि:

ग्रामं परितः वृक्षाः सन्ति ।

(च) विद्यां ... जीवनं वृथा।

उत्तराणि:

विद्यां विना जीवनं वृथा।

(छ)..... भगवन्तं भज।

उत्तराणि:

सदा भगवन्तं भज।

6. विलोमपदानि योजयत

(विलोम पदों का मिलान करो)

पुरतः – विरक्तिः

स्वकीयम् – आगमनम्

भीतिः – पृष्ठतः

अनुरक्तिः – परकीयम्

गमनम् – साहसः

उत्तराणि:

शब्दः – विलोमशब्दः

पुरतः – पृष्ठतः।

स्वकीयम् – परकीयम्।

भीतिः – साहसः।

अनुरक्तिः – विरक्तिः।

गमनम् – आगमनम्।

(आ) अधोलिखितानि पदानि निर्देशानुसारं परिवर्तयत
(निम्नलिखित पदों में निर्देशानुसार परिवर्तन करो)

यथा- गिरिशिखर (सप्तमी-एकवचने) – गिरिशिखरे

पथिन् – (सप्तमी-एकवचने) –

राष्ट्र (चतुर्थी-एकवचने) –

पाषाण (सप्तमी-एकवचने) –

यान (द्वितीया-बहुवचने) –

शक्ति (प्रथमा-एकवचने) –

पशु (सप्तमी-बहुवचने) –

उत्तराणि:

(क) पथि/पथिनि

(ख) राष्ट्राय

(घ) यानानि

(ङ) शक्तिः

(ग) पाषाणे

(च) पशुषु।

अधोलिखितानां शब्दानां वाक्येषु प्रयोगं कुरुत –

पथि, परितः, घोरः

उत्तराणि:

(i) पथि = मार्गे।

पथि एकः सर्पः तिष्ठति।

(ii) परितः = सर्वतः।

ग्रामं परितः जलं वर्तते।

(iii) घोरः = भयानकः।

वने घोरः व्याघ्रः वसति।

अधोलिखितानां शब्दानां समक्षं दत्तैः अर्थैः सह मेलनं कुरुत –

शब्दाः – अर्थाः

(i) पथि – अवश्यम्

(ii) घोरः – पर्वतः

(iii) प्रखरः – भयम्

(iv) भीतिः – मार्गे

(v) ननु – तीक्ष्णः

उत्तराणि:

(i) पथि – मार्गे

(ii) घोरः – भयङ्करः

(iii) प्रखरः – तीक्ष्णः

(iv) भीतिः – भयम्

(v) ननु – अवश्यम्- पित्राणाम्