

**KERALA PUBLIC SCHOOLS
ACADEMIC YEAR 2020-21
HOME ASSIGNMENT**



**CLASS : VIII
DATE: 03.07.2020 to 17..07.2020**

SUBJECT	ASSIGNMENT										
MATHS	<ul style="list-style-type: none"> • CHAPTER 14 : POLYGONS. EX : 14(A) AND 14(B). • CHAPTER 18 : AREA OF TRAPEZIUM AND POLYGONS. EX : 18(A) AND 18(B). • CHAPTER 21 : DATA HANDLING. EX : 21(A) AND 21(B) 										
SCIENCE	<p>CHAPTER – 6, COMBUSTIONS AND FLAME</p> <ol style="list-style-type: none"> 1) Read the chapter thoroughly 2) Note down the difficult word 3) Write down the key terms in science note book. Page – 103 4) Do activity – <ol style="list-style-type: none"> i) To check whether a substance is combustible or not. Page – 94 ii) To show that air is necessary for combustions to take place. Page – 95 iii) To show that combustible substance cannot burn below its ignition temperature., Page-96 5) Learn all the NCERT text book questions. (Solved) 6) Do all the multiple choice questions. Page No. 106, 111 7) Do all the fill in the blank in the text book. Page No. 104, 107, 108, 111 8) Write very short answer type question and short answer type question in your science note book. 9) Write long answer type questions in science note book. 10) Learn all the objective and subjective question and answer. 										
HINDI	<p>खंड - क हिंदी साहित्ये पाठ(कन्याकुमारी में)</p> <p>३। निम्नलिखित शब्दों के अर्थ लिखें -</p> <table border="1" data-bbox="391 1703 1458 1787"> <tbody> <tr> <td>स्याह</td> <td>सैंडहिल</td> <td>श्रृंखला</td> <td>मद्धिम</td> <td>सुरमई</td> </tr> <tr> <td>अर्जियां</td> <td>अर्ध्या</td> <td>कडल(काक</td> <td>पर्यटक</td> <td>बाथ टैंक</td> </tr> </tbody> </table> <p>४। निम्न प्रश्नों के उत्तर संक्षेप में दें - के कन्याकुमारी कैसी भूमि हैरु</p>	स्याह	सैंडहिल	श्रृंखला	मद्धिम	सुरमई	अर्जियां	अर्ध्या	कडल(काक	पर्यटक	बाथ टैंक
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	<p>खे किस -किस के संगम -स्थल पर स्वामी विवेकानंद ने समाधि लगाई थी २</p> <p>गे किसके झुरमुट साफ नजर आ रहे थे २</p> <p>घे इस पाठ में किस होटल का नाम आया है २</p> <p>डे यह पाठ किस विधा में रचा गया है २</p> <p>घ। निम्न प्रश्नों के उत्तर विस्तारपूर्वक दें -</p> <p>के सूर्य के गोले ने पानी को कैसा रूप प्रदान कर दिया था २</p> <p>खे कन्याकुमारी में शिक्षित नवयुवको की क्या दशा बताई गई है २</p> <p>गे पाठ में वर्णित अंतिम दृश्य का वर्णन अपने शब्दों में कीजिए</p> <p>खंड(८) खे हिंदी भाषा</p> <p>झ। अनेक शब्दों के लिए एक शब्द(८) पेज न(झछद्,झछछ,झछटे,झ से ठउ तक के अपने मन से कोई द्छ अनेक शब्दों के लिए एक शब्द अपनी पाठ्य पुस्तिका से लिखें</p> <p>खे प्रश्न न(ट,ठ) उतर पुस्तिका ९लयतभ दययप० में करें</p> <p>द्। अनुच्छेद लेखन - 'किसी प्रदर्शनी का आँखों देखा वर्णन' ८ उ० से झ०० शब्दों में व्यक्त करें</p>
<p>ENGLISH</p>	<p>TOPIC: ACTIVE AND PASSIVE VOICE</p> <p>INSTRUCTIONS TO BE FOLLOWED:</p> <ol style="list-style-type: none"> 1.The given assignment is to be done in English Language notebook in in neat, beautiful handwriting. 2.Draw margins on three sides of the notebook and mention the date and the name of the chapter. 3.Read the chapter well before answering. 4.Notebook has to be submitted when the school reopens <p>VOICE :There are two special forms for verbs called voice.</p> <ul style="list-style-type: none"> ● Active voice ● Passive voice <p>Active voice:- the subject is the doer of the action. Ex.... The principal gave the trophy to Amit. In the above sentence the principal is the subject of the sentence and also the doer of the action.</p> <p>Passive voice:- the subject is the receiver of the action. Ex..... Amit was given the trophy by the principal. In the above sentence Amit is not doing any action, he is receiving the trophy.</p> <ul style="list-style-type: none"> ■ Go through the table given in page no.86 of your textbook carefully. ■ Mark the change in various tense form in Active and Passive voice. ■ Note that, verbs in the perfect continuous and future continuous tense cannot be changed into passive form. <p>Do exercise A & C in your Notebook.</p> <p>PRESENT TENSE</p> <p>ACTIVE: ROOT FORM OF THE VERB</p> <p>PASSIVE: IS/AM/ARE + V3 FORM OF THE VERB</p> <ul style="list-style-type: none"> • Do exercise D& E in your Notebook and textbook. <p>SIMPLE PAST TENSE:</p>

ACTIVE: PAST FORM OF THE VERB

PASSIVE: WAS/ WERE + V3 FORM OF THE VERB

- Do exercise **F&G** in your Notebook and textbook.

SIMPLE FUTURE TENSE:

ACTIVE: Will + ROOT FORM Of The VERB

PASSIVE : WILL +BE+ V3 FORM OF THE VERB

- Do exercise **H& I** in your Notebook and textbook.

PRESENT CONTINUOUS TENSE

ACTIVE: IS/AM/ARE + ING FORM OF THE VERB

PASSIVE: IS/ ARE/ AM BEING + V3 FORM OF THE VERB

- DO Exercise **J& K** in your Notebook and textbook.

PAST CONTINUOUS TENSE

ACTIVE: WAS/ WERE + V3 FORM OF VERB

PASSIVE : WAS/ WERE + BEING + V3 FORM OF THE VERB

- DO Exercise **L& M** in your Notebook and textbook.

PRESENT PERFECT TENSE:

ACTIVE: HAS/HAVE + V3 FORM OF VERB

PASSIVE: HAS/ HAVE +BEEN +V3 FORM OF THE VERB

- Do exercise **N& O** in your Notebook and textbook.

PAST PERFECT TENSE

ACTIVE: HAD+ V3 FORM Of THE VERB

PASSIVE: HAD+ BEEN +V3 FORM Of THE VERB

- Do exercise **P & Q** in your Notebook and textbook.

FUTURE PERFECT TENSE

ACTIVE: WILL HAVE + V3 FORM OF THE VERB

PASSIVE: WILL HAVE +BEEN + V3 FORM OF THE VERB

- Do exercise **R, S, T** in your Notebook and textbook.

CONVERSION OF INTERROGATIVE SENTENCES TO PASSIVE:

DO, DOES, DID changes to **IS, ARE, WERE** in PASSIVE.

- **HAVE, HAS** in ACTIVE Interrogatives change to **HAVE BEEN +V3 FORM OF THE VERB**

- **MODALS** like **can, must, should** no change.

IMPERATIVE SENTENCE INTO PASSIVE VOICE:

ACTIVE: COMMAND SENTENCE

PASSIVE: LET +BE+V3 FORM

MODALS

ACTIVE: MAY / MIGHT + ROOT FORM

PASSIVE: MAY/ MIGHT + BE+ V3 FORM

- Do exercise **U, V, W, X, Y** and **Z** in your Notebook and textbook.

NOTE: USE PENCIL TO WRITE THE ANSWERS IN YOUR TEXTBOOK.

PROSE: AN EDUCATION IN SCIENCE

INSTRUCTIONS TO BE FOLLOWED:

1. The given assignment is to be done in English Literature notebook in neat, beautiful handwriting.
2. Draw margins on three sides of the notebook and mention the date and the name of the chapter.
3. Read the chapter well before answering.
4. Notebook has to be submitted when the school reopens
5. Write the word bank and word meanings from the text book in your Notebook.

ABOUT THE POET:

STEPHEN WILLIAM HAWKING: (1942-2018) was an English theoretical physicist, cosmologist, author, and the director of research at the **Center for Theoretical Cosmology at the University of Cambridge.**

This is an extract from his **Black Holes and Baby Universes and Other Essays.**

ANTONYMS:

- a. relaxation × anxiety
- b. suppressed × encouraged
- c. succeed × failure
- d. majority × minority
- e. prevent × allow

FRAME SENTENCES OF YOUR OWN:

- a. decisions
- b. sufficient

ANSWER THE FOLLOWING QUESTIONS :

1. Why do some people wish to stop scientific progress ?

Ans. In our society, the public has a rather ambivalent attitude towards science. Some people wish to stop scientific progress because apart from new development science has also invited the subjects like Greenhouse Effect, Acid rain, nuclear weapons etc and brought a threat to human race.

2. What was life like before science advanced?

Ans. Life was far more purer, peaceful and simpler before the influence of technology and scientific advancement took place.

3. What would prevent further developments from taking place?

Ans. A global totalitarian state that suppressed anything new might prevent further developments from taking place.

4. Why would it be difficult to stop scientific development?

Ans. It would be really very difficult to prevent scientific development because of human initiative and ingenuity. The pace may slow down but it cannot be completely stopped.

5. What does the writer say about public's attitude towards science?

Ans. The writer emphasises that there are two categories of people regarding their attitude towards science. Some people have a negative view and wish to stop scientific progress. Whereas some public has a great interest in science, particularly astronomy such as cosmos and also for science fiction.

6. Why does the public distrust science?

Ans. Public distrust science because just they did not understand it. Their ignorance lead to lack of faith in science.

7. How is science taught in schools?

Ans. In schools, science is often presented in a dry and uninteresting manner. Children learn it by rote to pass examinations and they do not see its relevance to the world around them.

Moreover, science is often taught in terms of equations.

8. How would the writer like science to be taught?

Ans. The writer wishes that the common public should be provided with qualitative grasp of scientific concepts which can be conveyed by words and diagrams, without the use of equations. The writer also emphasises on the good science programs on television that can reach a Truly mass audience. He pleads the producers of such programs that to realise that they have a responsibility to educate the public, not just entertain it.

9. What is the writer's opinion about nuclear weapons?

Ans. The writer is really worried and concerned about the world stating that a nuclear war could mean the end of all human life on Earth within days. It would only take a computer error or a mutiny by some of those manning the weapons, to trigger a global war. It is very important that the public realise the danger and put pressure on all government to agree to all arm cuts.

10. Which science related problems will the public have to take decisions about? Which of these is the most urgent? Why?

Ans. The public needs to make informed decisions on subjects like acid rain, Food supply greenhouse effect, nuclear effects and genetic engineering.

It is very important that the Public realise the danger and put pressure on all governments to agree to all arm cuts. As the use of arms will invite the use of nuclear weapons which if not prevented may end up the whole human populations

11. Which 'sick joke's does the writer mention?

Ans. There is a sick joke that the reason we have not been contacted by an alien civilization is that civilisations tend to destroy themselves when they reach our stage.

12. On what note does the author end his essay?

Ans. The author ends his essay with an optimistic note. He urges the human race to lessen the dangers of nuclear weapons by reducing the number of weapons. He even has strong faith in the good sense of the public who can put pressure on all governments to agree to large arms cuts.

THE WHOLE ESSAY AT A GLANCE:

☆ life was purer and simpler in the past but the death rate was high due to lack of modern medicines.

☆ The only way to prevent further developments would be a global totalitarian State that suppressed anything new, but even this would not succeed.

- ☆ In a democratic Society, the Public needs to have a basic understanding of science.
- ☆ The public has a rather ambivalent attitude towards science. Some agree that it has increased the standard of living whereas some distrust science because of lack of understanding.
- ☆ subjects such as acid rain, green house effect, nuclear weapons and genetic engineering needs Public attention.
- ☆ in school children should be taught the relevance of science in the world.
- ☆ Scientists and engineers tend to Express their ideas, in the form of equations, but for the rest of us, a qualitative grasp of scientific concepts is sufficient.
- ☆ Only television can reach a Truly mass audience. Therefore the producers of television science programmes should realise the responsibility to educate the public.
- ☆ the most urgent science related issues is nuclear weapons the use of which may end up all human life.
- ☆☆ the public should put pressure on all governments to agree to large arms cuts.
- ☆ At last Stephen ends up his essay stating that he has enough faith in the good sense of the public.

REFERENCE TO THE CONTEXT :-

1. It has come to expect the steady increase in the standard of living that new developments in science and technology have brought to continue, but it also distrust science.
 - a. What does 'it's refer to?
Ans. ' It' refers to the public .
 - b. Why does it ' distrust science ' ?
Ans. ' It' distrust science because it does not understand science.
 - c. The television series Cosmos shows that the public is deeply interested in a particular subject. Which is this ' particular subject ' ?
Ans. Astronomy is this ' particular subject ' .

2. The major powers have behaved in a reasonably responsible way so far, but one cannot have such confidence in minor powers.
 - a. What have the major powers been responsible about?
Ans. The major powers have been responsible about not letting the spark of 3rd world war and forbid the use of nuclear weapons which may end the entire world population. Hence they have behaved in a reasonably responsible way so far.
 - b. Which minor powers does the writer refer to here?
Ans. The minor powers such as Libya or Iraq, Pakistan or even Azerbaijan.
 - c. Why does the author use the words' so far ' here?
Ans. The author uses the word ' so far' as future is uncertain. Till date the major powers has proved successful in avoiding the threat of nuclear weapons.

3. I included one equation, Einstein ' a famous equation, $E= mc^2$.
 - a. Where did the writer include ' one equation' ?
Ans. The writer included 'one equation' in one of his popular book wrote recently .
 - b. Why did he include just one equation?
Ans. He included just one equation because he was advised that each equation he included would half the sales.

c. What does he feel would have happened if he had not included this equation?
Ans. If he had not included this equation he would have sold twice as many copies of the book.

Chap.23- Punctuation and Capital Letters

What is a Punctuation mark?

A mark, such as a full stop, comma, or question mark, used in writing to separate sentences and their elements and to clarify meaning

Types of Punctuations:-

*** Full Stop/Period**

The full stop/period (.) is placed at the end of declarative sentences, statements thought to be complete and after many abbreviations.

As a sentence ender: Jane and Jack went to the market.

After an abbreviation: Her son, John Jones Jr., was born on Dec. 6, 2008.

*** Question Mark:-**

Use a question mark (?) to indicate a direct question when placed at the end of a sentence.

When did Jane leave for the market?

*** Exclamation Mark:-**

The exclamation point (!) is used when a person wants to express a sudden outcry or add emphasis.

Within dialogue: "Holy cow!" screamed Jane.

To emphasize a point: My mother-in-law's rants make me furious!

*** Comma, Semicolon, and Colon**

The comma, semicolon, and colon are often misused because they all can indicate a pause in a series.

* **Comma** is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in numbers, dates, and letter writing after the salutation and closing.

Direct address: Thanks for all your help, John.

Separation of two complete sentences: We went to the movies, and then we went out to lunch.

Separating lists or elements within sentences: Suzi wanted the black, green, and blue dress.

Whether to add a final comma before the conjunction in a list is a matter of debate. This final comma, known as an Oxford or serial comma, is useful in a complex series of elements or phrases but is often considered unnecessary in a simple series such as in the example above. It usually comes down to a style choice by the writer.

* **The semicolon (;)** is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.

John was hurt; he knew she only said it to upset him.

* **A colon (:)** has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

He was planning to study four subjects: politics, philosophy, sociology, and economics.

The second is between independent clauses when the second explains the first, similar to a semicolon:

I didn't have time to get changed: I was already late.

The third use of a colon is for emphasis:

There was one thing she loved more than any other: her dog.

A colon also has non-grammatical uses in time, ratio, business correspondence and references.

*** Dash and the Hyphen**

Two other common punctuation marks are the dash and hyphen. These marks are often confused with each other due to their appearance but they are very different.

*A **dash** is used to separate words into statements.

*A **hyphen** is used to join two or more words together into a compound term and is not separated by spaces. For example, part-time, back-to-back, well-known

***Apostrophe, Inverted Commas**

The other punctuation forms in English grammar are the apostrophe, quotation marks/inverted previously mentioned grammatical marks, they are not related to one another in any form.

***An apostrophe (')** is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:
Omission of letters from a word: I've seen that movie several times. She wasn't the only one who knew the answer.

Possessive case: Sara's dog bit the neighbor.

Plural for lowercase letters: Six people were told to mind their p's and q's.

It should be noted that, according to Purdue University, some teachers and editors enlarge the scope of the use of apostrophes, and prefer their use on symbols (&'s), numbers (7's) and capitalized letters (Q&A's), even though they are not necessary.

***Inverted Commas (" ")** are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

"Don't go outside," she said.

Single quotation marks (' ') are used most frequently for quotes within quotes.

told the teacher, "I saw Marc at the playground, and he said to me 'Bill started the fight,' and I believed him."

Exercise

***Use appropriate punctuation marks in the following sentences.**

1. we had a great time in France the kids really enjoyed it
2. some people work best in the mornings others do better in the evenings
3. what are you doing next weekend
4. mother had to go into hospital she had heart problems
5. Did you understand why I was upset
6. It is a fine idea let us hope that it is going to work
7. We will be arriving on Monday morning at least I think so
8. a textbook can be a wall between teacher and class
9. The girls father sat in a corner
10. in the words of Murphys Law Anything that can go wrong will go wrong

Homework:- Do all the exercises of the Chapter "Punctuation and Capital Letters in your E.language fair notebooks.

* **Note-**

- **Use a blue gel pen in your fair notebooks.**

-**Do not use black pens.**

-**Follow the letter formation and write neatly.**

INSTRUCTIONS TO BE FOLLOWED:

- 1.The given assignment is to be done in English Literature notebook in in neat, beautiful handwriting.
- 2.Draw margins on three sides of the notebook and mention the date and the name of the chapter.

3. Read the chapter well before answering.
4. Notebook has to be submitted when the school reopens
5. Write the poem and word meanings from the text book.

ABOUT THE POET:

Rabindranath Tagore (1861-1941) was a Bengali polymath, a poet, a musician and artist who reshaped Bengali literature and music, as well as Indian Art in the late 19th and early 20th century. In 1913 he became the first Non-European to win the Nobel prize in Literature. He is popularly known as 'The Bard Of Bengal'.

SUMMARY:

Where the mind is without fear and the head is held high;

In the very first line, the poet prays to the Almighty that his countrymen should be free from any fear of oppression or forced compulsion. He wishes that everyone in his country has his head held high in dignity. In other words, according to him, in a truly free country every person should be fearless and should have a sense of self dignity.

Where knowledge is free;

In the second line of Where the Mind is Without Fear the poet dreams of a nation where knowledge would be free. Education should not be restricted to the upper class only but everybody should be allowed to acquire knowledge. Not only that, the children should learn freely from the nature and the world around them. They should not be forced memorize some predetermined lessons. And this is Tagore's typical concept of education.

Where the world has not been broken up into fragments

By narrow domestic walls;

In the next two lines, the poet emphasizes the unity of not only of his countrymen but also of the entire world. He thinks there should be no division among people based on their caste, creed, colour, religion or other baseless superstitions. In other words, prejudices and superstitions should not divide the people in groups and break their unity.

Where words come out from the depth of truth;

In line 5 of Where the Mind is Without Fear, Tagore wants a nation where people are truthful. They should not be superficial and words should come out from the depth of their hearts.

Where tireless striving stretches its arms towards perfection;

In the sixth line of the poem, the poet wants everyone to work hard to reach their goal, and in the long run to reach perfection. . He thinks they should not be tired by working. People should not be lazy and ignoring their work.

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habits;

In line 7, the poet compares 'reason' or logical thinking to a "clear stream" and in the next line compares 'dead habits' or superstitious beliefs to a 'dreary desert'. He wants the stream of reason not to lose its way into the desert of prejudices. In short, people's thought should be monitored by rational thinking, not by superstition; logic should rule over old baseless beliefs.

Where the mind is led forward by thee

Into ever-widening thought and action;

In line 9 and 10 the poet wishes his countrymen to be progressive and broad-minded. He wants that their minds are "led forward" to "ever-widening thought and action" by the Almighty. In short, we should be open-minded and do something unusual or extraordinary, overcoming the narrowness of mind.

Into that heaven of freedom, my Father, let my country awake

In the final line of the poem, the poet addresses the God as 'Father'. He asks him to awaken his country into such a 'heaven of freedom' where the above conditions meet.

To make it clear, the poet prays to the Almighty (my Father) to raise or lift (awake) his country to such heights where freedom would be realised at its best (a heaven of freedom). In turn, he is

actually praying that God awakens his countrymen so that they come out from the darkness of ignorance, prejudices, disunity and all other evils

Rabindranath wants to awaken the God within us to free our mind from shackles and bondage. It is not invoking God but using it as metaphor for the higher self within us.

Message of the poem:

Finally, In the poem the poet's message is very clear. If all the people of a nation are not wise enough to lead a happy and peaceful life free from all evils, they cannot enjoy their freedom well.

So to the poet, only political freedom is not so important unless you are fearless, self dignified, knowledgeable, truthful, hard-working and broad-minded enough to enjoy it

POETIC DEVICES:

1. **Metaphor:** It is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. There are various examples metaphor in this poem. e.g. "narrow domestic walls" refers to various barriers,

"clear stream of reason" refers to a mind which is always guided by reason rather than superstitions, "dreary desert" symbolises superstitions.

3. **Alliteration:** It is the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. e.g. "*where the mind is without fear*",

"head is held high", "not been broken", "striving stretches", "dreary desert sand of dead habit".

4. **Symbolism:** The poet uses various symbols in the poem. e.g. "*depth of truth*", "*narrow domestic walls*", "*clear stream of reason*", "*the dreary desert sand*", "*heaven of freedom*".

5. **Visual Imagery:** There are various images or symbols which construct mental

image of the things. e.g. "domestic walls", "clear stream of reason", "the dreary desert sand", "heaven of freedom" etc.

ANSWER THE FOLLOWING QUESTIONS:

1. What does the poet mean by 'ever widening thought and action'?

Ans. The poet by the above phrase wishes his countrymen to awaken and come out from the darkness of ignorance, prejudices, overcome their narrow mindedness; broaden their thought and be progressive in nature. He wants them to do something unique that would last forever.

2. Describe the traits of character that the poet wishes to see in his countrymen?

Ans. The poet wishes his countrymen to be truthful, knowledgeable, industrious so as to reach perfection in the long run. They should build up their confidence, oneself dignified, should develop their logical and rational thinking, they should free their mind from any fear of oppression or bondage. They should have a

broader outlook and progressive attitude to live peacefully in unity.

3. What does the poet mean by 'let my country awake'?

Ans. The poem has been written when our country was under the British rule. By the phrase 'let my country awake' the poet prays the Almighty and urges his countrymen to awake from the darkness of ignorance and raise their voices for equal rights, struggle for their freedoms, strive to gain knowledge.

4. How would the poet like his countrymen to gain perfection?

Ans. The poet expects his countrymen to do rigorous hard work and keep on trying to achieve their goals (freedom). He says one can gain perfection only by struggling hard continuously.

5. What kinds of freedom does the poet mention in the poem?

Ans. The poet emphasizes on: the freedom to gain knowledge, freedom to be educated, freedom to hold their heads high in dignity, freedom to have a logical thinking, mentally free without any oppression or compulsion, no bondage. He wants his countrymen to be self dependent, confident and lead a respectful life

6. Describe the 'heaven' imagined by the poet?

Ans. The poet imagines his country to be a 'heaven' for humanity. He wishes for an independent nation where all countrymen are treated equally irrespective of their caste, creed, gender etc. He wishes for a nation where knowledge and education will be available for everyone. All countrymen should live peacefully in unity respecting each other.

ANTONYMS:

- a. knowledge × ignorance
- b. free × captive
- c. truth × falsity, dishonesty
- d. fragments × whole
- e. led × followed
- f. heaven × hell

FRAME SENTENCES OF YOUR OWN:

- Freedom -
- Knowledge -

REFERENCE TO THE CONTEXT:

1. where the mind is without fear and the head is held high;

a. What does 'without fear' mean?

Ans. The poet by the phrase 'without fear' means all his countrymen should live a fearless life; mentally free and confident in themselves.

	<p>b. Whose ‘ head’ is being referred to here? Ans. The heads of his (the poet’s) countrymen are being referred to her .</p> <p>c. What does the poet referred to when he uses the word ‘ where ‘? Ans. The poet by the use of the word ‘ where ‘refers particularly to that place or exactly there where all his expectations for his nation and his countrymen are fulfilled.</p> <p>2. Where the world has not been broken up into fragment.... a. What kind of ‘ fragments’ are being referred here? Ans. ‘ Fragments ‘ refers to the various regions of India and there people who are divided: territory wise and also bear differences in their hearts.</p> <p>b. Who breaks the world ? Ans. The whole human race is solely responsible to break the world. Their are supremacy and dominance gives a way to this.</p> <p>c. What causes these breaks to occur? Ans. Our greed, egos, racism, classism, malice, differences on the basis of color, sex, creed, region and other baseless superstitious beliefs breaks the world.</p> <p>3. Where the clear stream of reason has not lost it’s way Into the dreary desert sand of dead habit;</p> <p>a. Why has the word ‘ clear ‘ been used to describe the stream of reason? Ans. The word’s clear' has been used to describe the stream of reason because according to the poet reasoning should be as clear as steam water. Ignorance leads to superstitious and blind beliefs. The poet wants his countrymen to gain education and develop critical thinking.</p> <p>b. What causes reason to ‘ lose its way’? Ans. Lack of knowledge, education, ignorance deprives us from logical thinking causing reason to ‘ lose its way’.</p> <p>c. Why have habits been described as ‘ dead’? Ans. Habits have been described as ' dead' by the poet as the poem has been written pre-independence. When the Indians were uneducated, ignorant and blind followers to the prejudices. Their day- to- day activities were monotonous, dull. They were just like the herds of cattle with no creativity, no energy or enthusiasm to explore new things.</p>
<p>SOCIAL STUDIES</p>	<p><u>Chapter -3 British And Our Villages</u></p> <p>1. Read the chapter carefully ‘ ‘ British And Our Villages read it paragraph wise. Read again and again to understand the chapter</p> <p>2 . Turn to page no 31, 32, 33 , learn and write the three Revenue Collections (Permanent Settlement of Bengal, Ryotwari System and Mahalwari System), dates of Introduction like when it was introduced and by whom, Merits and demerits of Permanent System of Bengal . Turn to page no 34 learn and memorize the difference between Food Crops and Cash Crops , some examples of Food and Cash Crops. Turn to page no 35 write and learn Indigo Plantation and Method of Indigo Cultivations (The Nij system and Ryoti system) Attempt Quick Revision – 1. In the book itself. (Page No 34)</p> <p>3 Read thoroughly Blue Rebellion , quick revision 2, in the book itself(page no 38) Learn the KEYWORDS , Now Do the Exercise A, B, C in the book itself.</p> <p>4. Do the short Questions and Answers</p>

5. Do the Long questions and Answers

Short answer questions

1. What were the effects of Ryotwari system?

Ans. Ryotwari system was introduced by Thomas Munro in 1820 in Madras and Bombay presidencies , gradually extended to all over India .According to this system the farmer owned the land till the time he paid the revenue fixed for the land . In an attempt to increase the income earned from land, revenue officials fixed a high revenue demand . Peasants were unable to pay the revenue. They fled the countrysides and Villages soon became deserted in many regions.

2. Why did British East India Company start exporting indigo to England?

Ans. The British East India Company started exporting indigo to England's textile industries . Industrial Revolution gave an impetus to the textile mills in England. So they needed more of indigo dye to colour the clothes they had started to produce in their textile mills. The growth of textile industry and rising demand of printed clothes in Britain increased the demand of Indigo.

3. What were the disadvantages of the permanent settlement of Bengal?

Ans. The disadvantages are as follow. The zamindars were not interested in improving either the condition of land or the cultivation methods. The peasants were being forced to pay more revenue . Although the revenue was fixed the Zamindars still increased their dues.The rigid collection of land revenue forced peasants to take loans from moneylenders.

Long Question Answers

1. Explain in brief the two methods of indigo cultivation?

Ans. The two methods of indigo cultivation are as follow .

The nij system, within the system of nij cultivation the planter produced indigo in lands that he directly controlled. He either bought the land or rented it from other zamindars and produced indigo by directly employing hired labourers. Indigo could only be grown on fertile lands but these areas were already densely populated. At times the planters tried to lease these lands and evicts the peasants from there, but it led to conflicts.

The Ryoti System . Under this system, the planters forced the ryots to sign the contract on behalf of the ryots. Those who signed the contract got cash advances from the planters at low rates of interest to produce indigo. The peasants had to pay these loans by continually supplying indigo. Failing to do so would result in brutal beating , seizing of cattle , destruction of houses etc , by the planters.

2. What were the main features of the permanent settlements of bengal ?

	<p>Ans. The permanent settlement was introduced by Lord Cornwallis in 1793. It is also known as Zamindari system. The main features are as follows.</p> <p># Revenue was fixed for an area and would not be changed under any circumstances.</p> <p># The rajas and taluqdars were made zamindars. It was their duty to collect rent from peasants and pay revenue to the company regularly.</p> <p># Since the revenue was fixed, the zamindars could keep the surplus amount for himself.</p> <p>3. Write a short note on the Diwani rights of Bengal?</p> <p>Ans. After the battle of Buxar, the Mughal emperor Shah Alam II had to give the right to collect revenue of Bengal, Bihar, and Orissa to the British East India Company. As Diwan, the company became the chief financial controller. Farmers were forced to cultivate crops like poppy, cotton, and indigo which generated more income than the food crops like wheat and rice. Bengal became a permanent source of income for the company to finance all its conflicts and wars to maintain an army and to buy products for the purpose of exporting them, Artisans, Craftsmen, and Weavers started leaving Bengal as they were being forced to sell their products at a very low price to the company officials. Also, having to pay a high revenue made life miserable for the farmers.</p>
SANSKRIT	<p>पाठ(ढ समाचारपत्रस्य आत्मकथा शब्दार्थ (सचित्रम ,घटन्ते , भेद्विचार , तात्कालिक , नेतू , विचारयेयु मादृशस्य ,जागरुका ,भवेयु ,प्रशस्त अभ्यास(झ, द, ट</p>
DRAWING	<p>Topic- objects drawing (pencil shaped) Complete this drawing in your school drawing copy.</p>



When we shade the object, we have to be careful with light and shade effects. With light and shade medium you can recognize the object. The composition of the objects is arranged according to simple shapes.



Light strokes with 2B pencil.

Step-1

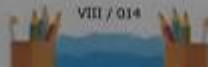
At first draw outline of the object with 2B pencil relatively light.

Step-2

: Now complete the drawing with 4B pencil making shades with light pressure on the pencil. Increase the pressure to draw deep and dark shadows. When you are shading the object your pencil should move in one direction only.



Light strokes with 4B pencil.





CHAPTER-5

Object Drawing (Pen and Ink)

Use irregular hatching, cross hatching and solid hatching patterns and complete the following unfinished composition of vegetables.

