

KERALA PUBLIC SCHOOLS
ACADEMIC YEAR 2020-21
HOME ASSIGNMENT



CLASS:IX

DATE: 04.08.2020 to 16.08.2020

SUBJECT	ASSIGNMENT
MATHS	<p><u>Chapter -1</u> Number Systems</p> <ol style="list-style-type: none"> <p>a) Is zero a rational number? Justify.</p> <p>b) Find three rational number lying between $\frac{3}{5}$ and $\frac{7}{8}$.</p> <p>Express the following in $\frac{p}{q}$ form:</p> <p>a) 0.235235... b) 32.5333...</p> <p>Insert a rational and an irrational number between 2 and 2.5.</p> <p>Represent $\sqrt{3}$ and $\sqrt{5}$ on real line.</p> <p>Find the value of $\sqrt{8.7}$ geometrically.</p> <p>Rationalise the denominator of each of following:</p> <p>a) $\frac{4}{\sqrt{11}-\sqrt{7}}$ b) $\frac{3-2\sqrt{2}}{3+2\sqrt{2}}$</p> <p>If $x = \frac{\sqrt{2}-1}{\sqrt{2}+1}$ and $y = \frac{\sqrt{2}+1}{\sqrt{2}-1}$ find the value of $x^2 + y^2 + xy$.</p> <p>Simplify</p> <p>a) $\left(\frac{15^{\frac{1}{3}}}{9^{\frac{1}{4}}}\right)^{-6}$ b) $\left(\frac{7776}{243}\right)^{\frac{3}{5}}$</p> <p>Simplify the product $\sqrt[3]{2^4}\sqrt{2}^{\frac{1}{2}}\sqrt[3]{32}$.</p> <p>If $x = 3 - 2\sqrt{2}$, find the value of $x^2 - \frac{1}{x^2}$.</p> <p><u>CHAPTER-2</u> POLYNOMIALS</p> <ol style="list-style-type: none"> <p>Factorize: $x^3 + 13x^2 + 32x + 20$.</p> <p>Factorize:</p> <p>a) $x^8 - y^8$ b) $x^2 - 2 + \frac{1}{x^2} - y^2$</p> <p>Factorize:</p> <p>a) $40 + 3x - x^2$ b) $24x^2 - 41x + 12$</p> <p>a) Verify: $(x + y)^3 = x^3 + y^3 + 3xy(x+y)$</p> <p>b) Expand $(3a - 2b)^3$</p> <p>Factorize : $x^6 - y^6$</p> <p>Evaluate.</p> <p>a) $(99)^3$ b) 104×96</p> <p>Give the possible expression for length and breadth ,in which</p> <p>Area = $35y^2 + 13y - 12$</p> <p>Factorise: $2x^2 + y^2 + 8z^2 - 2\sqrt{2}xy + 4\sqrt{2}yz - 8xz$.</p> <p>Find the zeros of following:</p> <p>a) $f(x) = 3x + 1$ b) $f(x) = px + q$</p> <p>Verify that</p> <p>a) 1 and 2 are the zeros of polynomial, $p(x) = x^2 - 3x + 2$.</p> <p>b) 0 and 3 are the zeros of polynomial, $r(x) = x^2 - 3x$.</p>

SCIENCE

PHYSICS

Chapter 8 : MOTION

1. Solve In text and Exercise question – answer from NCERT.

Chapter 9: Force and laws of motion

1. Solve In text and Exercise question – answer from NCERT.

Chapter 10 : Gravitation

1 . Solve In text and Exercise question – answer from NCERT.

A. Very short answer type questions (1 mark each)

1. Write the symbols of the following quantities: Initial velocity, Final velocity, Distance, Acceleration.
2. Which of the following are vector quantities: speed, velocity, displacement, distance?
3. What is the unit of (a) speed (b) acceleration?
4. If u and v are the initial and final velocities of a moving object, then find out its average velocity.
5. A body has an acceleration of -2.5 m/s^2 . What is its retardation? [Ans. 2.5 m/s^2]
6. Write down the second equation of motion.
7. Draw distance – time graph of a body moving with a uniform speed.
8. What happens to the stepwise increasing speed – time graph when the size of each step is made very small?
9. Why is the motion of a particle along a circular path with a uniform speed said to be an accelerated motion?
10. How is the linear speed of a particle moving along a circular path related to its angular velocity?

B. Short answer type questions (2 marks each)

11. Illustrate the difference between distance travelled and displacement of a body with the help of a simple diagram.
12. Show the location of a point on a graph which is 5 m and 45° north of east.
13. Of speed and velocity, which can be negative? Give reasons.
14. Derive the equation, $v = u + a t$.
15. What can you conclude about the state of motion of an object if its displacement – time graph is parallel to the time axis?
16. Draw the speed – time graph of a train starting from station A, gradually picking up speed, then running at a uniform speed and finally slowing down to stop at station B.
17. What is the difference between uniform linear motion and uniform circular motion?
18. The distance–time values for a body moving along a straight line are given below:

Time, s	0	1	2	3
Distance, m	0	1	8	27

Is the acceleration constant, increasing or decreasing?

[Ans. increasing]

C. Short answer type questions (3 marks each)

19. Define: (a) Rectilinear motion, (b) Curvilinear motion, (c) Circular motion.
20. When is the displacement of a moving body negative? Illustrate it. Can the distance travelled by a body be negative?
21. Choosing an appropriate scale, draw the vector corresponding to a displacement of 30 m, 30° south of east.
22. Give two differences between speed and velocity.

A. Very short answer type questions (1 mark each)

1. Name the two effects that a force can produce.
2. A football is kicked. What kind of forces act on it at the time of kicking?
3. A force acting on a body does not produce motion in it, but causes a change in its shape. What kind of force is this?
4. Describe the inertia of rest by giving a suitable example.
5. Which has more inertia, a cricket ball or a rubber ball of the same size? Why?
6. Write expression describing the force acting on a body in terms of its momentum.
7. Which law of Newton defines the force?
8. Why is it easier to stop a tennis ball than a cricket ball moving with the same speed?
9. A person kicks a one-kg football to score a goal. When he kicks a one-kg brick, his foot gets hurt. Give a reason for it.

B. Short answer type questions (2 marks each)

10. Represent a force of 5 N acting along 45° north of east direction graphically.
11. Illustrate with the help of a suitable diagram,
(a) point of application of force, (b) line of action of force.
12. The unit of mass is kilogram, while that of weight is newton. Explain.
13. A small boy is trying to push a big rock. Show the various forces acting on the rock. What kinds of forces are acting on the rock?
14. An astronaut is drifting away from his spaceship. How can he return back to his spaceship using only an aerosol spray?
15. When you jump from a certain height, why do you bend your legs rather than keep them rigidly straight?
16. What is impulse? Illustrate the effect of impulse.
17. Why does a rider fall backwards when his horse starts running suddenly?

C. Short answer type questions (3 marks each)

18. What is the gravitational unit of force? Name the gravitational unit of force in the metric system.
19. Explain (a) inertia of rest, (b) inertia of motion.
20. When a person jumps out of a moving train/bus, keeping his face in the direction of the bus, he falls with his face down. Explain.
21. When you take a long jump on a hard surface, your feet get hurt, but not when you jump on a sandy surface. Explain.
22. On what factors does the inertia of a body depend? Which has more inertia, an empty tin or a tin of the same size filled with sand?
23. Firemen have to brace themselves when aiming a fire-hose on to a fire. Explain.
24. Derive the relationship, $F = m(v - u) / t$, where each symbol has its usual significance.
25. How can you explain flying of an aeroplane in terms of Newton's laws of motion?
26. Why does a fielder pull his arms back while trying to stop or catch a cricket ball?

A. Very short answer type questions (1 mark each)

1. Name the force which keeps various planets and satellites moving in their orbits.
2. Write down the formula for the force of gravitation between two bodies having masses m_1 and m_2 when placed at a distance R from each other.
3. Which force is responsible for tides in the sea?
4. Why does a stone dropped from a certain height fall on the earth?
5. What is the SI unit of the acceleration due to gravity? What is its value on the surface of the earth?
6. What is meant by a free fall of a body?
7. What is the ratio of the acceleration due to gravity on the earth to that on the moon?
8. Define weight of a body. What are the units of weight?
9. Under what conditions does a body appear weightless?
10. State the universal law of Gravitation.

[CBSE Sample paper 2010]

B. Short answer type questions (2 marks each)

11. State Newton's universal law of gravitation.
12. Which of the two, 'g' and 'G'
 - (a) is a vector?
 - (b) does not change with the location on the earth's surface?
13. The earth moves around the sun, but the sun does not revolve around the earth. Explain.
14. What happens to the weight of a person when he is
 - (a) at the top of a high mountain?
 - (b) deep inside the earth?
 - (c) at the centre of the earth?
15. Using Newton's law of gravitation, show that if the earth exerts equal force on the two bodies held near it, then their masses should be equal.
16. Mention two points of difference between mass and weight.
17. Show that the time taken by the two objects of different masses to fall through a certain height is equal.

[Delhi 1995, 1998]

C. Short answer type questions (3 marks each)

18. Explain the statement that the value of 'G' is $6.67 \times 10^{-11} \text{ N m}^2 \text{ kg}^{-2}$.
19. Mention three differences between 'g' and 'G'.
20. When will we see two objects moving towards each other due to the gravitational force of attraction between them?
21. Show that the acceleration of a body falling towards the earth is independent of the mass of the body.
22. When two objects in the two pans of a balance are such that the two pans remain stationary at the same height, why do we say that their masses are equal?
23. Differentiate between the mass and weight of a body.

CHEMISTRY

One/two words answers.

- Q 1. Name two metals which are both malleable and ductile.
- Q 2. To the already prepared solution of a solute 'A' prepared in water a small amount of 'A' is added. however it does not dissolve. What does this indicate?
- Q 3. What is the range of the size of the particles of dispersed phase in a colloidal solution?
- Q 4. What is the nature of the solution formed by mixing mustard oil with water?
- Q 5. Name two compounds which sublime on heating.

Short answer type questions

- Q 6. Two miscible liquids A and B are present in a solution. the boiling point of A is 60 degree Celsius while that of B is 90 degree Celsius. suggest a methods to separate them

Q 7. State one property in which the solution of sugar in water resembles a mixture of sugar and sand and one property in which it differs from it.

Q 8. All mixtures are homogeneous. Is this statement correct? Justify your answer Q 9. Why is the Tyndall effect not seen in a true solution?

Q 10. Water is a compound and not a mixture. Justify the statement giving two reasons.

What would you observe when;

Q 11.i) A saturated solution of potassium nitrate prepared at 60 degree Celsius is allowed to cool to room Temperature?

A colloidal solution of starch is passed through an ordinary filter paper?

An aqueous solution of sugar is heated to dryness.

Long answer type questions

Q12. On dissolving Chalk powder in water, a suspension is obtained. Give any four reasons to support the fact that the mixture so obtained is a suspension only.

Q 13. (a) Fog and cloud are both colloidal in nature. How do they differ?

(b) You are provided with two liquids, one is a mixture of two miscible liquids while the other is a pure compound. Suggest two ways to distinguish them from each other.

Q 14. (a) Why is the crystallization technique better than evaporation?

Write any two physical properties each of both metals and nonmetals.

Differentiate between a compound and a mixture. (only three points)

Activity based questions

Q15. (a) A housewife churned full cream with a milk churner;

i) What will she observe after churning the milk?

ii) What could be the possible reason for the observation?

Q 16. You are given a mixture of sand water and mustard oil. How will you separate the component of this Mixture? Explain with the help of different separation methods involved in it.

BIOLOGY

Revision : (The fundamental unit of life , The tissues)

Answer the following questions

1. Tabulate the major differences between plant cell and animal cell.

2. Among all the functions of plasma membrane, transport of substances across the cell is considered the most important. Explain, how does the transport of substances facilitated across this membrane occur in the cell?

3. Cutting of rose plant is done timely in gardens, but still it regains its length. Give reason.

4. Write down the differences between meristematic and permanent tissues based on their structure and function.

5. What are plastids, state its type And write the function of each type of plastid.

6. What are lysosomes? Why are they called suicidal bags of the cell?

7. Write down two similarities and one difference between mitochondria and plastid.

8. Draw a diagram of a Plant cell and an animal cell.

9. List the differences between striated, unstriated and cardiac muscles based on their structure location and function.

10. What is apical meristem? Where is it located and state its function?

11. Name the following tissues

a) Connective tissue found between skin and muscles.

b) tissue which connects two bones .

c) Epithelial tissue which forms lining of kidney tubules.

d) Tissue which is present in the veins of leaves.

	<p>12. Why do sclerenchyma cells have a narrow lumen. Where are these tissues present and why?</p> <p>13. Animal tissues are different from plant tissues . State reason.</p> <p>14. Name the type of epithelial tissue that lines</p> <p>i) Oesophagus</p> <p>ii) respiratory tract</p> <p>iii) kidney tubules</p> <p>iv) inner lining of intestine</p> <p>v) blood vessels</p> <p>vi) .ducts of salivary glands.</p>
<p>HINDI</p>	<p>साहित्य</p> <p>पाठ - कैदी और कोकिला</p> <p>छात्र पूरी कविता को ध्यान पूर्वक पढ़ें और सारगर्भित भाव को समझने की कोशिश करें।</p> <p>भावार्थ - कवि ने कारागार में बंद एक स्वतंत्रता सेनानी की मनोदशा को दर्शाया है। रात के घोर अंधकार में कारागृह के ऊपर जब वह एक कोयल को गाते हुए सुनता है, तो उसके मन में कई तरह के भाव एवं प्रश्न उत्पन्न होने लगते हैं। उसे ऐसा लगता है कि कोयल उसके लिए कोई संदेश लेकर आयी है, कोई प्रेरणा का स्रोत लेकर आयी है। उससे इन प्रश्नों का बोझ सहा नहीं जाता और वह एक-एक कर के कोयल से सारे प्रश्न पूछने लगता है। वह सर्वप्रथम कोयल से पूछता है कि तुम क्या गा रही हो? फिर गाते-गाते तुम बीच-बीच में चुप क्यों हो जाती हो। वो कोयल से कहता है – हे कोयल! ज़रा बताओ तो, क्या तुम मेरे लिए कोई संदेश लेकर आयी हो? अगर कोई संदेश लेकर आयी हो, तो उसे कहते-कहते चुप क्यों हो जा रही हो और यह संदेश तुम्हें कहाँ से मिला है, ज़रा मुझे बताओ।</p> <p>कवि ने अंग्रेजों के अत्याचार एवं उनके काले कारनामों को जनता के सामने प्रस्तुत किया है। पराधीन भारत में, जेल में बंद स्वतंत्रता सेनानी जेल के अंदर होने वाले अत्याचार एवं अपनी दयनीय स्थिति का वर्णन करते हुए कहता है कि उन्हें जेल के अंदर अंधकार में काली और ऊँची दीवारों के बीच डाकू, चोरों-उचककों के साथ रहना पड़ रहा है। जहाँ उसका कोई मान सम्मान नहीं है। जबकि स्वतंत्रता सेनानियों के साथ इस तरह का बर्ताव नहीं किया जाना चाहिए। उन्हें जीने के लिए पेट-भर खाना भी नहीं दिया जाता और ना ही उन्हें मरने दिया जाता है। यानि कि उन्हें तड़पा-तड़पा कर जीवित रखना ही प्रशासन का उद्देश्य है। इस प्रकार उनकी स्वतंत्रता पूरी तरह से छीन ली गई है और उनके ऊपर रात-दिन कड़ा पहरा लगा होता है। अंग्रेजी शासन उनके साथ घोर अन्याय कर रहा है और अंग्रेजों के राज में स्वतंत्रता सेनानी को आकाश में भी घोर अंधकार रूपी निराशा दिख रही है, जहाँ न्याय रूपी चंद्रमा का थोड़ा-सा भी प्रकाश नहीं है। इसलिए स्वतंत्रता सेनानी के माध्यम से कवि कोयल से पूछता है – हे कोयल! इतनी रात को तू क्यों जाग रही है और दूसरों को क्यों जगा रही है? क्या तू कोई संदेश लेकर आयी है?</p> <p>कवि ने कोयल के स्वर में निहित वेदना को बोझ के सामान बताकर, पराधीन भारतवासियों के मन में छुपी वेदना की तरफ इशारा किया है। जेल में बंद स्वतंत्रता सेनानी कोयल की आवाज़ में दर्द का अनुभव करता है। उसे ऐसा लगता है कि कोयल ने अंग्रेज सरकार द्वारा किये जाने वाले अत्याचार को देख लिया है। इसीलिए उसके कंठ से मीठी एवं मधुर ध्वनि के बजाय वेदना का स्वर सुनाई पड़ रहा है, जिसमें कोयल के दर्द की हूक शामिल है। कवि के अनुसार कोयल अपनी वेदना सुनाना चाहती है। इसीलिए कवि कोयल से पूछ रहा है – कोयल! बोलो तो तुम्हारा क्या लूट गया है, जो तुम्हारे कंठ से वेदना की ऐसी हूक सुनाई पड़ रही है? कोयल तो सबसे मीठी एवं सुरीली आवाज़ के लिए विख्यात है, जिसे गाते हुए सुनकर कोई भी मनुष्य प्रसन्न हो उठता है। लेकिन, जेल में बंद स्वतंत्रता सेनानी को कोयल की आवाज़ ना तो सुरीली लगी और न ही मीठी लगी, बल्कि उसे कोयल की आवाज़ में दुःख और वेदना की अनुभूति हुई। इसीलिए वह व्याकुल हो उठा और कोयल से बार-बार पूछने लगा कि बताओ कोयल तुम्हारे ऊपर क्या विपदा आई है?।</p> <p>स्वतंत्रता सेनानी को कोयल का इस तरह अंधकार से भरी आधी रात में गाना (चीखना), बड़ा ही अस्वाभाविक लगा। इसी वजह से उसने कोयल को बावली कहते हुए उससे पूछा है कि तुम्हें क्या हुआ है? तुम इस तरह आधी रात में क्यों चीख रही हो? क्या तुमने जंगल में लगी हुई आग देख ली है? यहाँ पर कवि ने जंगल की भयावह आग के रूप में अंग्रेजी सरकार की यातनाओं की तरफ इशारा किया है। उन्हें ऐसा लग रहा है कि कोयल ने अंग्रेजी सरकार की हैवानियत देख ली है, इसलिए वह चीख-चीख कर ये बात सबको बता रही है।</p> <p>कवि को यह लगता है कि कोयल उसे जंजीरों में बंधा हुआ देखकर यूँ चीख पड़ी है। इसलिए कैदी कोयल से कहता है – क्या तुम हमें इस तरह जंजीरों में लिपटे हुए नहीं देख सकती हो? अरे ये तो अंग्रेजी सरकार द्वारा हमें दिया गया गहना है। अब तो कोल्हू चलने की आवाज़ हमारे जीवन का प्रेरणा-गीत बन गया है। दिन-भर पत्थर तोड़ते-तोड़ते हम उन पत्थरों पर अपनी उंगलियों से भारत की स्वतंत्रता के गान लिख रहे हैं।</p>

हम अपने पेट पर रस्सी बांध कर कोल्हू का चरसा चला-चला कर, ब्रिटिश सरकार की अकड़ का कुआँ खाली कर रहे हैं। अर्थात् हम इतनी यातनाएं सहने और भूखे रहने के बाद भी अंग्रेजी शासन के सामने नहीं झुक रहे हैं, जिससे उनकी अकड़ जरूर कम हो जाएगी। इसी वजह से दिन में हमारे अंदर यातनाओं को सहने के लिए गजब का आत्मबल आ जाता है, शायद तुम्हें यह बात पता चल गई है, इसीलिए शायद तुम मुझे रात में सांत्वना देने आयी हो। परन्तु, तुम्हारे इस वेदना भरे स्वर ने मेरे मन को व्याकुल कर दिया है। इस आधी-रात्रि में तुम अँधेरे को चीरते हुए इस तरह क्यों रो रही हो? कोयल बोलो तो, क्या तुम हमारे अंदर अंग्रेजी सरकार के खिलाफ विद्रोह के बीज बोना चाहती हो? इस तरह कवि ने जेल में कैद एक स्वतंत्रता सेनानी के मन की दशा का वर्णन किया है कि किस प्रकार कोयल यह गीत गा-गा कर भारतीयों में देश-प्रेम एवं देशभक्ति की भावना को मजबूत बनाना चाहती है, ताकि वे अंग्रेजों की परतंत्रता से मुक्ति पा सकें।

कवि ने अंग्रेजी शासन-काल के दौरान जेलों में स्वतंत्रता सेनानियों के साथ हो रहे घोर अत्याचार का वर्णन किया है। काले रंग को हमारे समाज में फैले दुःख और अशांति का प्रतीक माना गया है। इसीलिए कवि ने यहाँ हर चीज को काला बताया है। कवि कैदी के माध्यम से कह रहा है कि कोयल तू खुद काली है, ये रात भी घोर काली है और ठीक इसी तरह अंग्रेजी सरकार द्वारा की जाने वाली सारी करतूतें भी काली है और जेल की काली चारदीवारी में चलने वाली हवा भी काली है। मैंने जो टोपी पहनी हुई है, वह भी काली है और जो कम्बल मैं ओढ़ता हूँ वह भी काला है। मैंने जो लोहे की जंजीरें पहन रखी हैं, वह भी काली है और इसी वजह से हमारे अंदर आने वाली कल्पनाएं भी काली हो गई हैं। इतनी यातनाओं को सहने के बाद, हमें हमारे ऊपर दिन-भर नजर रखने वाले पहरेदारों की हुंकार और गाली भी सुननी पड़ती है। जो किसी काले सांप की भाँति हमें डँसने को दौड़ती है। कवि यह नहीं समझ पा रहा है कि कोयल स्वतंत्र होने के बाद भी इस अँधेरी आधी रात में कारागार के ऊपर मंडराकर अपनी मधुर आवाज़ में गीत क्यों गा रही है। क्या वह इस संकट में खुद को इसलिए ले आयी है कि उसने मरने की ठान ली है। इसका कोई लाभ होने वाला नहीं है। इसलिए कैदी कोयल से पूछ रहा है – हे कोयल! बताओ तुम क्यों इस विपरीत परिस्थिति में आजादी की भावना जगाने वाले गीत गा रही हो?

कवि ने स्वतंत्र कोयल एवं बंदी कैदी की मनःस्थिति की तुलना बड़े ही मार्मिक ढंग से की है। जहाँ एक ओर कोयल पूरी तरह से स्वतंत्र, किसी भी पेड़ की डाली में जाकर बैठ सकती है। कहीं पर भी विचरण कर सकती है और अपने मनचाहे गीत गा सकती है। वहीं दूसरी ओर कैदी के लिए अंधकार से भरी 10 फुट की जेल की चारदीवारी है। जिसमें उसे अपना जीवन बिताना है, वह वहाँ अपनी इच्छानुसार कुछ भी नहीं कर सकता। कोयल के मधुर गान को सुनकर सब लोग वाह-वाह करते हैं। वहीं किसी कैदी के रोने को कोई सुनता तक नहीं है। इस प्रकार, कैदी और कोयल की परिस्थिति में ज़मीन-आसमान का फर्क है, मगर, फिर भी कोयल युद्ध का संगीत क्यों बजा रही है? कैदी कोयल से जानना चाहता है कि आखिर कोयल के इस तरह रहस्यमय ढंग से गाने का क्या मतलब है?

जहाँ कोयल अपने जोशीले गान से देशवासियों में विद्रोह को जागृत कर रही है, वहीं कैदी स्वतंत्रता के लिए लगातार अंग्रेजी सरकार की यातनायें सहन कर रहा है। इसीलिए कवि ने यहाँ कोयल की आवाज को कैदी के लिए आजादी का संदेश बताया है। जिसे सुनकर कैदी कुछ भी करने के लिए तैयार हो सकता है। इसलिए इन पंक्तियों में कैदी कोयल से पूछ रहा है कि हे कोयल! मुझे बता कि मैं गांधी जी द्वारा चलाये जा रहे इस स्वतंत्रता संग्राम में किस तरह अपने प्राण झोंक दूँ? मैं तुम्हारे संगीत को सुनकर अपनी रचनाओं के द्वारा क्रान्ति की ज्वाला भड़कानेवाली अग्नि तो पैदा कर रहा हूँ, लेकिन तुम मुझे बताओ कि मैं देश की आजादी के लिए और क्या कर सकता हूँ?

1. निम्नलिखित प्रश्नों के उत्तर दें -

- कोयल की कूक सुनकर कवि की क्या प्रतिक्रिया हुई थी ?
- कवि ने कोकिल के बोलने की किन कारणों की संभावना जताई है?
- किस शासन की तुलना तम के प्रभाव से की गई है और क्यों ?
- पराधीन भारत की जेलों में दी जाने वाली यंत्रनाओं का वर्णन कीजिए।
- अर्ध रात्रि में कोयल की चीख से कवि को क्या अंदेशा होता है ?
- कवि को कोयल से ईर्ष्या क्यों हो रही है ?
- कवि ने हथकड़ियों को गहना क्यों कहा है ?
- कवि के स्मृति पटल पर कोयल के गीतों की कौन सी मधुर स्मृतियाँ अंकित है जिन्हें वह नष्ट करने पर तुली है ?
- कवि किस-किस चीज को काली बताता है ? ये काली चीजें कैसा वातावरण निर्मित कर रही हैं ?
- कवि जेल के आसपास अन्य पक्षियों का चहकना भी सुनता होगा लेकिन उसने कोकिला की ही बात क्यों की ?

2. भाव स्पष्ट करें-

- " हूँ मोट खींचता लगा पेट पर जूआ , खाली करता हूँ ब्रिटिश अकड़ का कुआँ "
- " मृदुल वैभव की रखवाली-सी कोकिल बोलो तो !

3. काव्य सौंदर्य स्पष्ट कीजिए।

- किस दावानल की ज्वालाएं हैं दैखीं ?

	<p>ख) " तेरे गीत कहावे वाह ,रोना भी है मुझे गुनाह ! देख विषमता तेरी-मेरी, बजा रही तिस पर रणभेरी "</p> <p>भाषा -</p> <p>1. निम्नलिखित संकेतों के आधार पर एक लघु कथा (80-100 शब्दों में) लिखिए। उसका एक आकर्षक शीर्षक दें साथ ही कथा से प्राप्त होने वाली सीख को भी लिखें।</p> <p>क) एक गांव - एक किसान - उसके पास एक बतख थी। हर सुबह -- सोने का एक अंडा देती थी। किसान -- पैसा कमाने लगा। अमीर बन गया। धीरे धीरे --लालची बन गया। सोचने लगा कि -- एक सोने का अंडा देने वाली -- पेट में -- होंगे। काटकर --धनवान बनूंगा। बतख का पेट -- कुछ नहीं मिला। सिर पीटना --- सीख।</p> <p>ख) एक लालची आदमी--कड़ी तपस्या करना -- देवता का प्रसन्न होना -- वरदान देना -- दौड़कर जितनी जमीन घेरोगे उतनी तुम्हारी-- दौड़ते रहना -- थक कर गिरना -- मृत्यु --सीख।</p> <p>2. दिए गए संकेत बिंदुओं के आधार पर (शब्द सीमा -100 शब्दों में) अनुच्छेद लिखें।</p> <p>क) कंप्यूटर -आज के युग की जरूरत संकेत बिंदु - भूमिका, मानव मस्तिष्क से भी तेज, अनेक सुविधाएं, इंटरनेट, आज की आवश्यकता।</p> <p>ख) समय का महत्व संकेत बिंदु -- भूमिका , अमूल्य धन , विकास की कुंजी, किसी की प्रतीक्षा नहीं करता, हमारा कर्तव्य।</p>
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<p>ENGLISH</p>	<p style="text-align: center;"><u>My Childhood</u> By - APJ Abdul Kalam</p> <p>About the Author Avul Pakir Jainulabdeen Abdul Kalam was an Indian aerospace scientist and politician who served as the 11th President of India from 2002 to 2007. He was born and raised in Rameswaram, Tamil Nadu and studied physics and aerospace engineering. He is also known as the 'Missile Man of India'.</p> <p><u>Introduction</u> “My Childhood” is an extract from A.P.J. Abdul Kalam’s autobiography ‘Wings of Fire’. It describes the childhood days of Kalam in a very simple but vivid manner. Kalam talks about the people, the incidents and the experiences that he had during his childhood which shaped his adult life. Written in a very humble and a modest manner, the extract is very inspirational.</p> <p><u>Summary of the Chapter</u> In this chapter. Prof. A.P.J. Abdul Kalam tells us about his childhood. He was born in the town of Rameswaram. His father’s name was Jainulabdeen and his mother’s name was Ashiamma. Kalam’s father was neither educated nor rich. Yet he was wise and generous. His mother was also very kind. A number of outsiders daily ate with their family. Abdul Kalam had three brothers and one sister. They lived in their ancestral house in Mosque Street in Rameswaram. It was a large pucca house. His father avoided all luxuries. However, the house had all things of daily necessities. Abdul Kalam was eight years old when the Second World War broke out. Suddenly, there was a great demand for tamarind seeds. He would collect those seeds and sell them in the market. He got one anna (about six paise) for a day’s collection. It was a good amount in those days. His cousin, Samsuddin distributed papers in Rameswaram. He needed a helping hand and employed Abdul Kalam. Kalam still remembers the pride that he felt on earning his own money for the first time. Abdul Kalam was greatly influenced by his parents. He learnt honesty and self-discipline from his father. He inherited goodness and kindness from his mother. He had three close friends in his childhood. They were Ramanadha Sastry, Aravindan and Sivaprakasan. All these boys belonged to orthodox Hindu Brahmin families. As children, they never felt any</p>
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religious differences among themselves. During the annual Shri Sita Rama Kalyanam ceremony. Kalam's family arranged boats for carrying idols of the Lord. At bey time, his father and grandmother told the children stories from the Ramayana.

Once when Abdul Kalam was in the fifth standard, a new teacher came. Abdul Kalam was sitting with his close friend Ramanadha Sastry in the first row. The new teacher could not tolerate a Muslim boy sitting with a Hindu priest's son and asked Abdul Kalam to sit on the back bench. Both Abdul Kalam and Ramanadha Sastry became sad Later. Sastry's father rebuked the teacher and he realized his mistake.

Abdul Kalam's science teacher SivasubramaniaIyer was a high caste Brahmin. But he did not believe in social and religious barriers. One day, he invited Abdul Kalam to his home for a meal. His wife was very conservative. She refused to serve a Muslim boy in her kitchen. But Iyer served Abdul Kalam with his own hands and sat down beside him to eat his meal. After meals, his teacher invited him again for dinner the next week. When Kalam went to his teacher's house the next week, his wife took him inside her kitchen and served him food with her own hands.

Then the Second World War was over, and India's freedom was imminent. The whole country was filled with a mood of joy. Abdul Kalam asked his father's permission to go and study at Ramanathapuram. His father gladly allowed him to go.

I. Reference to context

1. In fact, I would say mine was a very secure childhood, both materially and emotionally.

(a) In what way was Kalam's childhood 'secure'?

Ans: Kalam was provided with all the necessities in terms of food, medicine and clothes. Apart from it, his parents loved him a lot and took good care of him. They also encouraged him to grow in life.

(b) What does Kalam mean by 'material security'?

Ans: By material security, Kalam means all the necessities of life that one needs while growing up.

(c) What is 'emotional security', according to Kalam?

Ans: 'Emotional security', according to Kalam, is the love and care that one needs to lead a stress-free life.

(d) Who provided Kalam with material and emotional security?

Ans: Kalam's parents provided him with material and emotional security. They gave him a relaxed environment at home and arranged all the necessities of life for him.

2. I felt very sad, and so did Ramanadha Sastry. He looked utterly downcast as I shifted to my seat in the last row.

(a) Who is 'I' in this extract? Why did he feel sad?

Ans: 'I' here is Kalam when he was in the fifth standard at the Rameswaram Elementary School. He felt sad because his new teacher did not let him sit with his Hindu friend in the front row of the class.

(b) Who looked utterly downcast?

Ans: It was Ramanadha Sastry, Kalam's close friend, who looked utterly downcast.

(c) Why did 'he' feel utterly downcast?

Ans: Ramanadha Sastry felt utterly downcast because he was separated from his dear friend Kalam. They always used to sit together and the difference in religion had never affected their friendship.

(d) Why was the seat shifted?

Ans: The new teacher had his own notion of social ranking. He could not tolerate seeing a Muslim boy sitting along with a Hindu Priest's son. So, he shifted the seat of Kalam to the last row.

II. Short answer questions

1. Where was Abdul Kalam's house?

Ans: Abdul Kalam's house was located on the Mosque Street in the town of Rameswaram in Tamil Nadu state.

2. What do you think Dinamani is the name of? Give a reason for your answer.

Ans: Dinamani is the name of a newspaper. It is a vernacular daily, printed in Tamil language. I think so because Kalam says that he traced the stories of the war in the headlines of the Dinamani.

3. Who were Abdul Kalam's school friends? What did they later become?

Ans: During his childhood, Abdul Kalam had three friends. Their names are Ramanadha Sastry, Aravindan and Sivaprakasan. When they grew up, Ramanadha Sastry became the priest of the Rameswaram temple, Aravindan started a business of transporting pilgrims to and from the Rameswaram temple and Sivaprakasan became a caterer for the railways.

4. How did Abdul Kalam earn his first wages?

Ans: Abdul Kalam earned his first wages by catching the bundle of newspapers thrown out of the moving train at the Rameswaram station. He helped his cousin in distributing newspapers in Rameswaram.

5. 'I felt very sad and so did Ramanadha Sastry'. What made Kalam and his friend feel sad?

Ans: Kalam and his friend Ramanadha Sastry became very sad when the new teacher ordered Kalam to go and sit on the back bench of the class. Ramanadha was crestfallen. While Kalam shifted his seat to the last row, there were tears in his eyes. Kalam could never forget his tears all his life.

6. Who was Sivasubramania Iyer?

Ans: Sivasubramania Iyer was Kalam's science teacher. Though an orthodox Brahmin, he was something of a rebel. A man of liberal views, he wanted to change the society that was rigid in terms of segregation of different social groups. He knew that if one wished to change the system, one was bound to confront many problems.

7. Why did Sivasubramanian's wife refuse to serve food to Kalam in her kitchen?

Ans: Sivasubramania Iyer's wife was an orthodox and conservative Brahmin. She had peculiar notions about the sanctity of her kitchen which she feared would be defiled if she served meals there to someone who belonged to a different faith. So, she refused to serve food to a Muslim boy in her kitchen.

8. What did Kalam's father mean to say when he quoted Khalil Gibran? Why do you think he spoke these words?

Ans: Kalam's father meant that every human being must be given the opportunity to build his life as per his wishes and parents should not hinder this effort. He spoke these words to convince Kalam's mother that her son's decision to leave home was right. She should allow him happily to shape his life according to his own ideas.

III. Value based Questions

Q. Teachers can either 'make' or 'break' their students' lives. Cite two incidents from "My Childhood" to prove the truth of this statement.

Ans: Abdul Kalam's life was influenced in a major way by some experiences that he had during his school days. They were instrumental in shaping his character and later his career. Once, when he was in the fifth standard, a new teacher came to his class. He did not like Kalam, a Muslim boy, sitting next to Ramanadha Sastry, a Brahmin. So, he shifted Kalam to the back seat simply because it was in accordance with the social ranking of that time. This was a heart-breaking experience for Kalam. This poison of social inequality and communal intolerance could have demoralized the young Kalam if his friend's father, Lakshmana Sastry had not intervened. He ensured that the teacher not only regretted his action but also

reformed himself.

Another experience that made Kalam a stronger and wiser person was when his science teacher Sivasubramania Iyer invited him to his house for a meal. During the meal Iyer noticed that Kalam was upset at his wife's attitude, so he invited Kalam to another dinner the following weekend saying, "Once you decide to change the system, such problems have to be confronted".

These two experiences could have had disastrous consequences for Kalam in particular and Rameswaram society in general, had they not been dealt with farsighted and wisdom by Kalam's teachers. Thus, from these incidents, teachers can 'make' or 'break' their students' lives.

IV. Multiple Choice Questions(Test your Knowledge)

1. When did Kalam become India's 11th President?

- A) 2000
- B) 2001
- C) 2003
- D) 2002

2. From where has this chapter 'My Childhood' been taken?

- A) from childhood memories
- B) from Prof A.P.J Kalam's book 'Wings on Fire'
- C) from famous writer Khushwant Singh's Book
- D) none

3. Which seeds did Kalam collect during the second world war?

- A) guava seeds
- B) tamarind seeds
- C) flax seeds
- D) mango seeds

4. How much money did Kalam earn after selling seeds?

- A) 2 anna
- B) 3 anna
- C) 1 anna
- D) 4 anna

5. What kind of a person was Kalam as a child?

- A) enterprising and hardworking
- B) naughty
- C) caring
- D) none

6. Who helped Kalam in getting his first wages?

- A) his neighbours
- B) his parents
- C) teachers
- D) his cousin Samsuddin

7. What kind of person was Sivasubramania?

- A) orthodox brahmin

- B) calm and generous
- C) believed in equality and wanted to bring reforms in the society
- D) all

8. Where was Kalam's house?

- A) near a cinema hall
- B) near a park
- C) on a mosque street
- D) none

Packing

By Jerome K Jerome

Introduction

“Packing” is an extract from Jerome K. Jerome’s novel ‘Three Men in a Boat’. This is a humorous extract about the confusion and mess created by people who are inexperienced in the art of packing. It exposes the utter clumsiness of the three friends – Jerome, George, and Harris. They consider themselves to be skilled in the art of packing but all of them have little knowledge about working in an organized manner. Hence, to the great amusement of the reader, the small job of packing is carried out by them with many a jerk and jolt.

Theme

“Packing” is based on the theme that routine tasks are not as easy as they seem to be. The humorous account amuses the readers with the chaotic and confusing situations created by the clumsiness of three friends, all of whom consider packing to be child’s play.

Summary

The author and his friends decided to go on holiday. The author thought he was an expert in packing. He told his friends, George and Harris that he would do the packing. They at once agreed to his suggestion. George put on a pipe and sat in an easy chair. Harris put his legs on a table and lit a cigar. The author had not intended this. He was unhappy with himself for having offered to pack. He had thought that Harris and George would pack, and he would boss over them. When he worked and the people around him relaxed, he was greatly irritated. At the same time, he could not sit still and see others working. He enjoyed getting up and supervising their work.

The narrator started packing. It seemed a longer job than he had thought it was going to be. At last, he finished packing. But Harris told him that he had not packed the boots. He opened the bag and packed the boots in. Then when he was going to close it, an idea came to him. He was not sure whether he had packed his toothbrush. So he unpacked the bag and took everything out but could not find the toothbrush. Then he shook everything one by one. At last, he found his toothbrush in a boot. He repacked once more. Now George asked him if he had packed the soap. He decided not to do the packing again. But he found that he had packed his tobacco pouch in it. So, he reopened the bag and repacked it. He was able to complete the packing at 10.05 p.m.

George and Harris said that they were not satisfied with the packing done by the author. So, they decided to do it themselves. But they created chaos while packing things. They started packing with breaking a cup. Then Harris packed the strawberry jam on top of a tomato and squashed it. George trod on the butter. They put things and could not find them when they wanted them. They packed the pies at the bottom and put heavy things on top and smashed the pies. Harris found butter sticking to the sole of George’s slipper. He got the butter off the slipper and put it on a chair. Harris sat on the butter and it stuck to him. They started looking for it all over the room. Then suddenly George saw it on the back of Harris. When

they finally found it, they packed it in the teapot. Their dog increased the confusion. He thought lemons to be rats and chased them. He put his leg in the jam and spoiled it. At last, the packing has completed the packing at 12.50 and the three friends went to sleep with the intention of getting up early the next morning.

Character Sketch

Jerome

Jerome is the narrator of the story and the entire gamut of events are depicted from his point of view. He is overconfident and rates his packing skills a bit too high. He is also arrogant and expects his friends to carry out the tedious part of packing while he sits back and passes orders. His friends, however, do not take him seriously and finally, he must struggle while trying to pack the bag. Jerome is both clumsy and forgetful. He first forgets to pack the shoes and they can't recall if he has put in his toothbrush or not. He unpacks the bag twice clumsily to accommodate the missing items. When his friends fumble while packing the hamper, he sits at the edge of the table and watches them because now it is his turn to have fun at their expense. However, he is an ordinary boy who ignores the shortcomings of his friends in the same way as he ignores his own.

George and Harris

George and Harris are the friends of the narrator, Jerome. Both are as clumsy, ill-organized, forgetful and casual as Jerome. They commit mistakes even while doing ordinary tasks and keep repeating their mistakes. Like Jerome, they too are mistaken about their talent to pack stuff and are over-confident about their performance. They damage or spoil many things like cups, pies, tomatoes, butter and lemons while packing the hamper. Their action amuses the readers, especially when they misplace the butter and search for it all over the place. Somehow, in spite of making a fool of themselves, while packing for the trip, they don't believe in any blame game and ignore each other's mistakes.

Montmorency – The Pet Dog

Montmorency is the pet dog of the three friends – Jerome, George and Harris. He is a pampered pet and knows no restraints on his behaviour. His animal instinct to probe everything creates a nuisance for his masters. He likes to be a part of all the activities going on in the house and gets excited to see the boys packing things. He doesn't mind being shouted at and does not even respond when they try to move him away from the packed stuff. He is a super energized pet and amount of scolding dampens his enthusiasm. He may be ill-trained, temperamental, destructive and meddlesome but he is loved by the readers as much as his masters.

I. Reference to Context

1. Harris said, 'I encouraged him. I didn't encourage him. A dog like that doesn't want any encouragement.'

(a) Whom does 'I' stand for in the extract?

Ans: In this extract, 'I' stands for Jerome, the narrator.

(b) Whom does 'him' refer to?

Ans: 'Him' refers to Montmorency, their pet dog.

(c) What sort of encouragement do you think Harris is referring to?

Ans: Harris believes that Jerome encourages Montmorency to get in people's way and be a perfect nuisance. He feels that it is Jerome who is responsible for the dog's irritating behaviour.

(d) What impression do you form about 'him' from this extract?

Ans: This extract suggests that Montmorency was a dog that had an inborn urge to trouble

the people and make them lose their temper. He didn't need anybody's support to behave in such a nasty manner.

2. They're taking it in the way they did irritate me. There is nothing does irritate me more than seeing other people sitting about doing nothing when I'm working.

(a) Who is the speaker here and whom is he talking about?

Ans: The speaker here is Jerome, the narrator of the story. He is talking about his friends, George and Harris.

(b) What does the speaker mean by 'it'?

Ans: By 'it', the speaker Jerome means the response of his friends to his suggestion for packing. Both at once left the entire task to him and stretched themselves comfortably while he struggled alone.

(c) What irritates the speaker the most?

Ans: The speaker is irritated the most when other people sit idle while he has to work.

(d) What work did the speaker have to do?

Ans: The speaker, Jerome had to pack the bag for the trip that the three friends had to go on the next morning.

II. Short Answer Questions

Q1. How many characters are there in the narrative? Name them.

A. There are four characters in the story. They are the narrator, Jerome, his friends George and Harris and a dog named Montmorency.

Q2. Why did the narrator (Jerome) volunteer to do the packing?

A. Jerome was proud of his packing skills and so, he offered to do the packing. He did not intend to do the packing work, but he wanted to supervise his friends and direct them to pack the right way.

Q3. How did George and Harris react to this? Did Jerome like their reaction?

A. George and Harris readily agreed to Jerome's plan. They sat on the sofa and the chair respectively, and watched Jerome do the packing.

Q4. What was Jerome's real intention when he offered to pack?

A. Jerome did not intend to do the packing work, but he wanted to supervise his friends and direct them to pack the right way.

Q5. What did Harris say after the bag was shut and strapped? Why do you think he waited till then to ask?

A. After the bag was shut and strapped, Harris pointed out that Jerome had forgotten to pack his boots. I think that he waited till then because he thought that Jerome would pack the boots in the end.

Q6. Why did Jerome have to reopen the packed bag?

A. Jerome had to reopen the packed bag because he kept forgetting things. First, he forgot to pack his boots and then couldn't remember having packed his toothbrush. After having spent a lot of time unpacking and packing all such things, he mistakenly packed his spectacles as well and had to reopen the bag yet again.

Q7. What did George and Harris offer to pack and why?

A. George and Harris offered to pack the hamper. They made this offer because Jerome had already consumed a lot of time packing the bag, and they were now left with less than twelve hours to leave.

III. Long Answer Questions

Q. Of the three, Jerome, George and Harris, who do you think is the best or the worst packer? Support your answer with details from the text

Ans: Jerome, George and Harris are equally clumsy and disorganised packers. Jerome takes a lot of time to pack the bag and George and Harris damage a lot of things while packing the hamper. Jerome works all by himself and his friends work together but the end results in both the cases remain the same – a terrible mess. Jerome first forgets to pack his boots and then forgets having packed his toothbrush. After unpacking twice, he again packs in his spectacles absentmindedly. George and Harris take upon themselves the task of packing the hamper with quite an elan but break a cup at the very outset. They falter many times while packing the huge pile of assorted things like cups, bottles, kettle, pies, tomatoes etc. They ‘misplace’ the butter and spread salt over everything. However, all three of them finally complete packing and leave the readers splitting with laughter at their clumsiness.

IV. Multiple Choice Questions (Test your Knowledge)

1. Why was Jerome willing to do packing?
 - A) because of his expert packing skills
 - B) he did not want to miss anything
 - C) he wanted to steal his friend's belongings
 - D) he liked doing it
2. Who was the best packer?
 - A) Jerome
 - B) Harris
 - C) George
 - D) None
3. What was Montmorency's contribution to the packing?
 - A) made packing easier
 - B) packing became quicker
 - C) packing was worsened
 - D) all
4. What does uncanny mean?
 - A) strange
 - B) mysterious
 - C) difficult to explain
 - D) all
5. What happened when George put butter on the chair?
 - A) Harris sat on the chair and butter was stuck to his back.
 - B) Montmorency ate it
 - C) Jerome ate it
 - D) George kept it in the fridge
6. What did Jerome often forget to pack?
 - A) his shirts
 - B) boots
 - C) toothbrush
 - D) all

7. What did Montmorency think the lemons to be?

- A) rats
- B) squirrels
- C) balls
- D) none

8. What horrible idea struck Jerome's mind after packing his bag?

- A) whether his toothbrush is packed or not
- B) boots are packed
- C) tobacco pouch is kept or not
- D) none

Grammar Assignment(Reading Skill)

Class 9

Q. Read the passage carefully and answer the questions that follows: -

It's not just about eating fewer calories but eating healthy. Nutritionists agree that brown rice is healthier than white because the latter loses its nutrients during the polishing process. Researchers at the Harvard School of Public Health found that eating five or more servings off white rice per week was linked to a higher risk of type 2 diabetes. Replacing 50 grams of white rice with Brown could lower the risk of the disease by 16 per cent.

White rice is produced in Mills after removing the bran and much of the germ from unpolished rice. The polishing removes the aleurone layer of the grain, which is rich in vitamins and minerals. When processed, the grain loses most of its nutritional value, as a major portion of it is contained in the bran, germ and aleurone layers.

Brown rice is low in sodium and richer in niacin and Vitamin B, which play a major role in reducing enzymes that convert food into energy. Research suggests that brown rice is high in selenium that aids the production of the thyroid hormone and antioxidant activity. The magnesium present in it is good for our bones. Lignans found in rice bran are converted to the phytoestrogen-enterolactone in the gut. They are also known for their anti-carcinogenic and cardioprotective properties.

The American Dietetic Association's 'guide to Better Digestion' suggests that brown rice contains 'resistant starch': a power nutrient, which amps your body's ability to burn fat, fills you up and curbs hunger pangs. Include this low glycaemic food to your diet to manage weight control cholesterol and tank up antioxidants.

Q.1 Based on the above passage, answer the following questions: -

1. Why is brown rice healthier than white rice?
2. Why is the polishing of rice harmful?
3. How is brown rice anti-carcinogenic?
4. Why is resistant starch a power nutrient?

Q.2 On the basis of your understanding of the above extract, answer the following: -

- (a) Which word in the passage is synonymous to 'method'?
(i) Course (ii) Process (iii) Procedure (iv) Technique
- (b) Which word in the passage is antonym to 'restricts' or 'restrains'?
(i) Hinders (ii) Hampers (iii) Constrains (iv) Curbs
- (c) Replacing 50g of weekly consumption of white rice with brown rice can lower the risk of _____ Diabetes.

(d) _____ are converted to phytoestrogen- enterolactone in the gut.

ENGLISH LITERATURE

TOPIC: IN THE KINGDOM OF FOOLS

INSTRUCTIONS :

The given assignment related to the chapter: “In The Kingdom of fools” is to be written systematically

In your English Literature notebook.

- * Please ensure that you have completed your previous assignments.
- * Read the chapter thoroughly before writing.
- * Draw margins on every page and headlines at the beginning.
- * Write the date and do your work neatly.

Introduction:

“In the Kingdom of Fools” is a folktale that brings to light the dangers posed by 2 foolish people. It also emphasizes the view that foolish people can be very difficult to manage. They can be dealt with only by the wise and calm people.

THEME

The story is based on the theme that foolish people are unpredictable and can be very dangerous. So, one must stay away from them even if they offer benefit for some time. The disciple got tempted by the availability of all items for one duddu each and stayed in the Kingdom of Fools in spite of warning by his wise guru. Had the guru not returned to rescue him, the disciple would have had to pay for this temptation through his life

SUMMARY

In the kingdom of fools is a Kannada folktale from A.K. Ramanujan’s Folk Tales from India. It is about a kingdom which was run by the foolish king. One day upon seeing that the people of the kingdom worked in the night and slept in the day, the saint and his disciple were astonished. The disciple being lured by the abundance of cheap food he refuses to leave the place with the saint. Saint finds it foolish to stay in that place.

One day while seeking justice, a man approached the king. The man stated that the wall of man's house fell upon his brother while they were committing his ancient trade of theft and he died. The king being foolish thinks for compensation for the criminal. Instead of analysing properly he tried upon everyone - The man who built the wall, the owner of the house- Rich merchant, because of which the builder built the weak wall- a Dancing girl and lastly the goldsmith because of whom in the street the dancing girl was roaming. Upon much thinking, the king decided the real culprit to be the merchant's father who is already dead. Now that the father is dead since the son inherited the property the king decided to punish the son. To be killed by the stake, the merchant thought that the merchant was too thin. Therefore, the king in foolishness asks his men to fin in place of the merchant a fat man. Therefore, the disciple who grows fat is taken to the king and the disciple pray to his guru. Guru upon visualizing the pray of disciple appears and traps the foolish king through his wisdom and intelligence. Finally, instead of the guru and the disciple being killed the king and his minister are killed by the stake. Therefore, the people of the kingdom pleases

the guru to be their king and that king accepts in a condition that the kingdom would function normally like the other kingdoms.

CHARACTERS:

KING

In the story, "In The Kingdom of fools" all the people in the kingdom are fools. They don't have any sense of time and discipline. The fooliest person in the kingdom is the "king". The king has an unusual way of solving cases. Whatever comes to his mind is deemed as a decision. The King is a fool but he is the powerful person. Such people can be very dangerous because they are senseless, and do not sense consequences of their decision. This is what happened with the disciple who decided to stay in the city of fools. He did not listen to his Guruji's decision to leave the kingdom immediately. Hence gets killed in the end as the king orders to punish the person who fits into the stake

GURU

The kingdom of fools is a funny story about a strange Kingdom and its weird rules.

The Guru comes across as a wise person not attracted by cheap foods and commodities in the kingdom.

Guru shows presence of mind and alertness when he decides to leave the kingdom of fools.

He has the capability of predicting the future when he advises his disciple that staying in this Kingdom would be dangerous.

He knew what could happen in a city like that and chose to stay away from it.

This clearly shows the vast knowledge he has and his ability to think and perceive a situation is splendid.

Question 1.

What are the two strange things the guru and his disciple find in the Kingdom of Fools?

Answer:

The Guru and the disciple found that in the Kingdom of Fools people used to work during nights and sleep during days. Everything was cheap and cost the same.

Question 2.

Why does the disciple decide to stay in the Kingdom of Fools? Is it a good idea?

Answer:

Everything was cheap in the Kingdom of Fools. The disciple had peculiarity of diet. He was tempted by the cheap food. So, he decided to stay in that kingdom. It was not a good idea to stay there for a long time as one could be in danger any time because of the unpredictable behaviour of fools.

Question 3:

Name all the people who are tried in the king's court, and give the reasons for their trial.

Answer:

The owner of the house i.e. the merchant, the bricklayer, the dancing girl and the goldsmith were tried in the king's court. They all were tried because the thief died when the wall of merchant's house had collapsed. The merchant was tried for building a weak wall. The bricklayer was tried for doing his work carelessly. The dancing girl was tried for disturbing the concentration of the bricklayer. The goldsmith was blamed for making the dancing girl walk up and down to his house a dozen times.

Question 4.

Who is the real culprit according to the king? Why does he escape punishment?

Answer:

The merchant's dead father was held responsible for making the wall weak. But according to the king the rich merchant was the real culprit because he had inherited both sins and riches of his father. He escaped the punishment because he was too thin to fit the stake.

Question 5.

What are the Guru's words of wisdom? When does the disciple remember them?

Answer:

The Guru was full of wisdom and knew well that the unpredictable behaviour of the fools could create danger anytime. The Guru's words were, "They are all fools. This won't last very long, and you can't tell what they'll do to you next". The disciple remembered them when he was arrested by the men of the king to execute merely because he fitted the stake. It was because of the Guru's words of wisdom that the execution was postponed.

Question 6.

How does the Guru manage to save his disciple's life?

Answer:

The Guru arrived on time to save his disciple and created a drama. He told the king that it was not an ordinary stake and whoever went to the stake first would become the king in next life. The second to die would become his minister. The king wanted to avail himself of the opportunity. The Guru and his disciple were released. Thus the Guru managed to save his disciple's life.

LONG QUESTIONS/ANSWERS :

Question 1:

Do you believe in the fact that our prayers are often heard and answered ? There are miracles which change the course of life. Which miracle took place in the story. 'In the Kingdom of Fools? What lesson do you learn from the Guru's word of wisdom ?

Answer:

It is often believed that our prayers are often heard and answered which was proved in the story. 'In the Kingdom of Fools'. The king had ordered to execute the disciple. He prayed to Guru to save him. It was a miracle that his Guru heard his prayer and came to rescue him. He whispered something in his ears and then asked the king to execute him first and then the disciple. The king released them both on knowing that whoever died first would be the king in his next birth. It was his Guru's advice and presence of mind that saved the disciple. The disciple realized his mistake for Guru's not listening to the Guru's words of wisdom.

Question:2

How did the Guru manage to save his disciple?

Answer:

The king ordered to execute the disciple. He prayed to his Guru to save him. The Guru heard his prayer in his vision and appeared to rescue his disciple. First, he whispered something in his disciple's ears and then asked the king to execute him first. And the disciple followed suit, which puzzled the king. Knowing the secret, the king fell into the trap of his temptation and wanted to be the king in his rebirth. He went into the prison at night and set the guru and disciple free. In their place, he and his minister disguised themselves as the guru and the disciple and got executed. Thus, the Guru managed to save his disciple.

EXTRA SHORT TYPE QUESTIONS:

Q 1. Why did the guru not want to stay on in the Kingdom of Fools?

Ans.

The guru did not want to stay on in the Kingdom of Fools because as a wise man he knew that fools are unpredictable and hence dangerous. In addition, he knew that the foolish system of governance and way of life would not last for long.

Q 2. How according to the king had justice come full circle?

Justice had come full circle, according to the king, as the blame of the crime had come back to the rich merchant after being passed on to the bricklayer, the dancing girl, the jeweller, and his own father.

Q3. Why was the disciple caught?

	<p>The servants of the foolish king caught the disciple because they wanted a fat man to replace the rich merchant who was very thin and did not fit the stake. The disciple had grown fat after feasting for months on bananas, rice, wheat, and ghee and fitted the stake properly.</p> <p>Questions to be solved by your own: ‘ Fools to be avoided as far as possible ‘ Justify the statement in the context of the story’s In the kingdom of fools ‘. 2.Do you think the judicial system followed by the king is justified? Why?</p> <p>MESSAGE: The story is a folktale and gives two messages. The first message is that one should stay away from foolish people; else one is bound to suffer. The second message is that in order to tackle foolish people one should employ wisdom and not logic. The guru does not argue or reason the innocence of his disciple. Rather he flatters the king and manages to convince him that the new stake was lucky. He not only saves the life of his disciple but also rids the kingdom of the foolish king and his silly minister. In addition, he becomes the next king and his disciple the next minister.</p> <p><u>REFERENCE To CONTEXT :</u> A “They are all fools. This won’t very long, and you can’t tell what they’ ll do to you next.” Q a. Who are ‘they’ referred to in the extract? Ans. ‘ They’ are referred to the king, his minister and the people In the kingdom of fools. Qb. what won’t last very long? Ans. The Guru and the disciple found everything cheaper in the kingdom of fools. To this the Guru stated that this thing won’t continue for longer term. Q c. Did the disciple listen to his Guru? No, the disciple did not listen to his Guru's wisdom, he continued to stay in the kingdom. B“ We people need a king and a minister.” Qa. Why the people need a new king and minister? Ans. They needed a newking and a minister because their old king and minister decided to go to the stake themselves and were promptly executed. They were panicked to see the dead bodies of their king and minister. Qb. Whom they chose to be their new king and minister? Ans. They begged the Guru and the disciple to be their new king and minister. Qc. On what condition they agreed to be their king and minister? Ans. On the condition that they could change all the old laws.</p>
<p>SOCIAL STUDIES</p>	<p><u>SUB: HISTORY</u> <u>CH- THE FRENCH REVOLUTION</u></p> <p>Read the entire chapter thoroughly and answer the following questions. Very Short answer type questions Answer the following questions: 1. What was livre? 2. What was taille known as?</p>

3. Who were active citizens?
4. When was France declared a republic?
5. Who wrote “The Spirit of the Laws”?
6. What was the main objective of the National Assembly?
7. Who was the leader of the Jacobin club?
8. Name the national anthem of France. Who composed it?
9. What did the Declaration of the Rights of Man and citizen proclaim?
10. Define “Sans-culottes”.

Short answer type questions

Answer the following questions in 40 words.

1. Describe all the three estates into which French Society was divided in the 18th century.
 2. What role did the philosophers play in the French Revolution?
 3. What were the main features of the constitution of 1791?
 4. What were the salient features of Robespierre’s government?
 5. What was the condition of women in France before the revolution?
 6. What was subsistence crisis? Mention two factors responsible for the crisis.
 7. Briefly describe about Napoleon’s rise and downfall in the history of France.
 8. What do the following symbols stand for?
 - a. The broken chain b. The bundle of rods c. Red Phrygian cap.
 1. Explain the main causes of The French Revolution?
 2. Mention any five values which are associated with Declaration of the Rights of Man and Citizen.
 3. Which period was known as reign of terror and why? Give reasons.
 4. Describe the legacy of the French Revolution for the people of the world during the nineteenth and twentieth century.
- IV. On an outline map of France locate and label the followings:-
 . Bordeaux, Nantes, Marseilles, Paris.

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