



SESSION
2024-2025

VACATION ASSIGNMENT CLASS VIII





Dear Students,

As you embark on your well-deserved summer break, I encourage each of you to embrace this time with joy, relaxation, and exploration. Use this break to rejuvenate yourselves, spend quality time with family and friends, and engage in activities that bring you happiness and fulfillment.

Additionally, I want to remind you about the vacation assignments that have been thoughtfully prepared for your holistic development. Completing these assignments will not only reinforce your learning but also help you sharpen your skills and expand your knowledge beyond the classroom.

So, strike a balance between enjoyment and responsibility during this break. Take time to relax and have fun, but also dedicate some time each day to work on your assignments. Your commitment to learning even during vacations reflects your dedication and sets a positive tone for your academic journey.

Wishing you a memorable and fulfilling summer break!

Warm regards,

Sadhana Singh

Sr. Mistress- MW



DAY 1

SECTION A: Reading

Question A -Read the following passage and answer the questions that follow:

A 92-year-old lady, who is fully dressed each morning by eight o'clock with perfect makeup, even though she is blind, moved to an old age home. Her husband recently passed away. She didn't even have children. After many hours of patiently waiting in the lobby, she smiled sweetly when she was ready. She was provided with a visual description of her tiny room.

"I love it," she stated with the enthusiasm of an eight-year-old who had just been presented with a new puppy. "But... but Mrs. Jones, you haven't seen the room," said the attendant.

"That doesn't have anything to do with it," she replied. "Happiness is something you decide. I have already decided to love it. It's a decision I make every morning when I wake up. I can spend the day in bed, recounting the difficulties I have with the parts of my body that don't work, or I can get out of bed and be thankful for the ones that do. Each day is a gift, and as long as I am alive, I'll focus on the new day and all the happy memories I've stored away, just for this time in my life."

The attendant was touched by the elderly woman's sense of cheer and boundless enthusiasm.

Q 1) Why did the old woman move to an old age home?

Q 2) How did she react when the attendant gave a description of the room she had to live in?

Q 3) What does the story tell about the old woman?

Q4) Go through the given sentences from the passage and identify the part of speech of the underlined words.

- Happiness is something you decide.
- She was provided with a visual description of her tiny room.

Q5) Give the antonym of the following words from the passage:

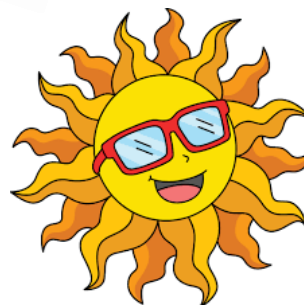
1) enthusiasm

2) blind

Question B -Read the poem given below and answer the questions that follow:

The Snail

*Leaving the safety of a rocky ledge
The snail sets out
On his long journey
Across a busy path.
The grass is greener on the other side!
For tender leaf or juicy stem
He'll brave the hazards of the road.
Not made to dodge or weave or run,
He must await each threatening step
Chancing his luck
Keeping his tentacles crossed!
Though all unaware
Of the dangers of being squashed,
He does not pause or flinch-
A cartwheel misses by an inch!-
But slithers on,
Intent on dinner.
He's there at last, his prize-
Rich leaf-mould where the grass grows tall
I salute you, Snail.
Somehow, you've made me feel quite small.
-Ruskin Bond*



1. What is the poet's attitude towards the snail?
2. Why does the snail set out of the safe rocky ledge?
3. What does "Not made to dodge or weave or run" mean?
4. What does the poet convey by the line "keeping his tentacles crossed"?
5. Pick out a word from the poem that means the same as "dangers".
6. What is the rhyme scheme of the poem? Name any two literary devices used in the poem.

Section B: Grammar

Question1 -Choose the most appropriate option from the list to complete the following passage. Write the answers in your classwork copy. Do not copy the whole passage.

Legend tells us that in about three thousand years B.C. a Chinese Empress, (a) _____ taking her tea, out of curiosity, dipped the cocoon of a silk worm (b) _____ it and learnt to (c) _____ the fine thread of silk of which it was composed. It was nearly five thousand years later (d) _____ a French man, experimenting with crushed leaves of the mulberry tree, (e) _____ which the silk worm feeds, (f) _____ out how to produce a silk filament which we now call artificial silk.

(a) (i) while (ii) when (iii) as (iv) on

- (b) (i) in (ii) on (iii) to (iv) into
- (c) (i) unwinding (ii) unwound (iii) unwind (iv) unwinds
- (d) (i) when (ii) that (iii) which (iv) while
- (e) (i) of (ii) with (iii) by (iv) on
- (f) (i) found (ii) find (iii) fond (iv) finds

Question 2- Fill in the blanks with the correct form of verbs in the brackets given below-

1. The students _____ (complete) their assignments before the deadline.
2. By this time next month, she _____ (finish) her exams.
3. The detective carefully _____ (examine) the evidence at the crime scene yesterday.
4. The workers _____ (build) a new bridge across the river next year.
5. Before the invention of smartphones, people _____ (communicate) mainly through letters.
6. By next summer, they _____ (move) to a new city for better opportunities.
7. The scientist _____ (dedicate) his life to researching climate change for decades.
8. The athletes _____ (train) intensely for the upcoming championship match next week.
9. She recently _____ (discover) a new species of plant in the rainforest last month.
10. Despite the challenges, the team _____ (triumph) in winning the competition last year.

Question 3 - Choose the correct option-

1. The group of students (is/are) preparing for their final exams.
2. Neither of the options (seems/seem) suitable for the project.
3. Each of the books in the series (has/have) its own unique storyline.
4. The team of researchers (is/are) conducting experiments in the laboratory.
5. The collection of rare coins (was/were) displayed at the museum.
6. One of the keys to success (lie/lies) in perseverance and dedication.
7. The variety of colours in the garden (adds/add) to its beauty.
8. The committee (has/have) decided to postpone the meeting until next week.
9. A pair of shoes (is/are) missing from the rack.
10. The number of participants in the competition (was/were) higher than expected.



Learning outcome:

Enhance critical thinking skills and improve reading comprehension and inference ability.

DAY 2



Multiple Assessment Activity -

Make a collage on Wildlife and their conservation projects in the states of Chhattisgarh and Gujarat.

- ✚ *Research wildlife species and conservation projects in Chhattisgarh and Gujarat.*
- ✚ *Gather visuals and information.*
- ✚ *Organize content into categories.*
- ✚ *Add captions for context.*
- ✚ *Include personal reflections on conservation.*

Learning outcome:

Better understanding about wildlife conservation initiatives taken by the state government.

OR

Collect some of your childhood pictures taken with your family and friends and paste it in your notebook. Add a few lines about the picture and the memory associated with it.

- ❖ *Gather Photos: Collect childhood pictures with family and friends.*
- ❖ *Organize: Arrange pictures chronologically.*
- ❖ *Paste: Glue pictures into the notebook.*
- ❖ *Caption: Add brief descriptions under each picture.*
- ❖ *Personalize: Write reflections or anecdotes.*
- ❖ *Review: Double-check layout and captions.*

Learning outcome:

Construction of clear and coherent sentences to describe memories.

DAY 3



NEWSPAPER ACTIVITY: THE JINDAL TIMES



Instructions






- ✚ Use one chart paper and fold it to make four sides of a newspaper.



- ✚ With reference to the newspaper that you read every day, prepare a newspaper of your own.
- ✚ Name of the newspaper will be 'The Jindal Times'
- ✚ Refer the image given below for the same:



- ✚ The newspaper should be of any one day, example June 19th, 2029.
- ✚ The news can be both fictional and real.
- ✚ You may include political, social, national, international, sports news. (At least 4).
- ✚ Include weather forecast

Tonight	Tuesday	Wednesday	Thursday	Friday
				
Mostly Cloudy Winds N 3-6	Partly Cloudy Winds E/SE 3-7	Chance of Showers/Storms Winds S 4-8	Showers/Storms Likely Winds E 4-9	Mostly Cloudy Winds NE 5-12
Low 51° Feels Like: 50°	High 75° Low 54° Feels Like: 75°	High 76° Low 58° Feels Like: 76°	High 74° Low 58° Feels Like: 74°	High 71° Low 53° Feels Like: 71°

- You can use your own creativity to enhance the presentation of your newspaper.
- Include at least one advertisement.
- A format has been attached below for your reference:



Find a layout for your reference.



Learning outcome:

Understanding of a newspaper layout and structure & application of critical thinking skills in news curation and developing writing and communication abilities.

You may also include Editorial cartoons as given below:



OR

RIDS – PROJECT SIX

Collect information on the origin, usage and changes in currency from ancient times to modern day. Collect currencies of different countries: India, France, the United States of America and Australia. Prepare a PPT or Scrapbook (information and pictures) on comparative study of the currencies of mentioned countries. Present the information in the class.

Learning outcome:

Broaden their outlook for currency and the changes brought about and build money saving approach.

DAY 4



Spelling is the ability to arrange letters in the correct order to make words that are communally understood. Spelling is considered one aspect of literacy (reading, writing and spelling).

Complete the table on spellings. Write as many words as you can.

Words with ei	Words with ie	Words with ence	Words with ance	Words with le	Words with el

Learning outcome:

1. Learn spellings of confusing words.
2. Use them in creative writing.

DAY 5



Design a creative and an attractive visiting card or Business card.
Mention your profession, address, timings and other details.
Card can be designed in A3 size paper or in soft.

Learning outcome:

1. explore the options in career
2. enhance creativity

OR

OPJS DIRECTOR'S CUT



Welcome to our fairytale video project! Get ready to reimagine classic tales or craft your own enchanting story. We'll be storytellers, directors, and actors, infusing our videos with transitions and our own voiceover narration. Let's bring magic to life on screen!

Make a group of at least 5 students of your own choice and make a 5 minutes video.

1. **Choose Your Story:** Select a classic fairytale or create your own. Consider tales like "Cinderella" or "Little Red Riding Hood." You may create a parody of the same.
2. **Write Your Script:** Adapt the fairytale into a concise and engaging script, focusing on key plot points and character development.
3. **Storyboard Your Scenes:** Sketch out each scene to plan the visual sequence, including camera angles and transitions.
4. **Gather Your Resources:** Collect props, costumes, and digital assets needed for filming, ensuring you have everything ready. You may also create an animation video.
5. **Lights, Camera, Action:** Set up your filming area and record your scenes, paying attention to lighting and framing.
6. **Edit Your Footage:** Use video editing software to compile and edit your footage, adding transitions for smooth storytelling.

7. **Record Your Voiceover:** Add your own voiceover narration by reading the script with emotion and expression.
8. **Enhance the Audio:** Edit the voiceover recordings and add background music or sound effects to enhance the movie.
9. **Final Touches:** Review and refine your video, adding titles, credits, and other text elements as needed.
10. **Share Your Creation:** Once satisfied, share your fairytale video with your English teacher, your video will further be shared in the class group.

Learning outcome:

Collaboration to create captivating fairytale videos, developing storytelling and technical skills while fostering creativity and confidence through sharing with peers and teachers.



DAY 1

अ) सही विकल्प चुनिये:

- 1) बस की दशा किसके समान लग रही थी?
 - क) पुरानी बस्ती
 - ख) पुराने मकान
 - ग) वयोवृद्ध
 - घ) इनमें से कोई नहीं
- 2) लेखक की यात्रा में उसके कितने मित्र थे?
 - क) पाँच
 - ख) तीन
 - ग) चार
 - घ) छः
- 3) 'बस की यात्रा' पाठ किस प्रकार की विधा है?
 - क) एकांकी
 - ख) व्यंग्य
 - ग) कहानी
 - घ) निबंध
- 4) 'अवज्ञा' का विलोम शब्द क्या है?
 - क) आज्ञा
 - ख) अनुज्ञा
 - ग) अविज्ञा
 - घ) सवज्ञा
- 5) 'दुर्लभ' में कौन-सा उपसर्ग है?
 - क) दुल्
 - ख) दुः
 - ग) दुर्
 - घ) दूर्
- 6) 'बस की यात्रा' पाठ में गाँधीजी के किस आंदोलन की बात की गई है?
 - क) असहयोग आंदोलन की
 - ख) सविनय अवज्ञा आंदोलन की
 - ग) 'क' और 'ख' दोनों
 - घ) इनमें से कोई नहीं

7) 'बस की यात्रा' पाठ के लेखक का क्या नाम है?

- क) रामधारी सिंह 'दिनकर'
- ख) शिवमंगल सिंह 'सुमन'
- ग) हरिशंकर परसाई
- घ) कामतानाथ

8) लेखक और उसके मित्रों को कहाँ जाना था?

- क) सतना
- ख) जबलपुर
- ग) पन्ना
- घ) रायगढ़

9) बस कहाँ खराब हो गई?

- क) झील के पास
- ख) एक गाँव में
- ग) पुलिया पर
- घ) पुल के नीचे

10) 'फर्स्ट क्लास' शब्द निम्नलिखित में से किस प्रकार शब्द है?

- क) आगत
- ख) तत्सम
- ग) तद्भव
- घ) देशज

शिक्षण अधिगम -----

- 1 त्वरित मूल्यांकन क्षमता, बोधगम्यता तथा अधिग्रहण शक्ति का विकास ।
- 2 रचनात्मक मौलिकता तथा उच्च संज्ञानात्मक क्षमता का विकास ।

DAY 2

ब) निम्नलिखित प्रश्नों के उत्तर संक्षेप में लिखिए?

1. लोग इस बस से सफ़र क्यों नहीं करना चाहते थे?
2. बस के खराब हो जाने पर ड्राइवर ने उसे कहाँ रोका ?
3. लोग उस बस को क्या कहते थे?
4. पन्ना के लिए बस कितनी देर बाद मिलती है?
5. लेखक हरे-भरे पेड़ों को क्या समझता था?
6. लेखक को ऐसा क्यों लग रहा था कि वो इंजन के भीतर बैठा है ?
7. किसके साहस और बलिदान का दुरुपयोग हो रहा था?

स) निम्नलिखित प्रश्नों के उत्तर विस्तार से लिखें-

1. "गजब हो गया । ऐसी बस अपने आप चलती है।" लेखक को यह सुनकर हैरानी क्यों हुई?
2. 'बस की यात्रा' पाठ से आपको क्या संदेश मिलता है ?
3. आप अपनी किसी यात्रा के खट्टे-मीठे अनुभव को याद करते हुए एक लेख लिखिए

- 1 मनोभावों की वैचारिक अभिव्यक्ति तथा तार्किक चिंतन कौशल का विकास ।
- 2 वैचारिक चिंतन तथा लेखन कौशल तथा भाषायी कौशल का विकास ।

DAY 3

द) ऐसे शब्दांश जो मूल शब्दों से पहले जुड़कर उनके अर्थ में परिवर्तन ला देते हैं, उन्हें उपसर्ग कहते हैं।

अब कुछ करने को-

1, दिए गए शब्दों के उपसर्ग और मूलशब्द को चुनिए-

क) संवाद

अ) सम + वाद ब) सम् + वाद स) सम्म + वाद द) साम + वाद

ख) प्रतिकूल

अ) प्र + कूल ब) प्रती + कूल स) प्रति + कूल द) प्रत + कूल

ग) खुशखबरी

अ) खु + शखबरी ब) खुश् + खबरी स) खुशी + खबरी द) खुश + खबरी

घ) सब-स्टेशन

अ) स + स्टेशन ब) सब + स्टेशन स) दोनों सही है द) दोनों गलत

2. नीचे लिखे उपसर्गों से दो-दो शब्द बनाइये-

अ) सह- _____, _____

ब) अ - _____, _____

स) अध- _____, _____

द) स्व - _____, _____

3. सही उपसर्ग लगाकर रिक्त स्थान भरिए-

अ) _____ + हार = _____

ब) _____ + मान = _____

स) _____ + सूरत = _____

द) _____ + आत्मा = _____

देखें आप कितना जानते हैं-

क) इनमें से अल्प विराम चिह्न कौन-सा है?

अ) ; ब) , स) : द) !

ख) विराम का क्या अर्थ है ?

अ) रुकना ब) चलना स) स्वर द) व्यंजन

ग) : इस चिह्न को कहा जाता है-

अ) विस्मय सूचक ब) उद्धरण चिह्न स) विवरण चिह्न द) योजक चिह्न

कुछ खास-

- 'वृक्ष रहेंगे तो हम रहेंगे' आप इस बात से कहाँ तक सहमत हैं। अपने विचार अनुच्छेद के माध्यम से लिखिए।
- प्रतिवर्ष 5 जून को विश्व पर्यावरण दिवस मनाया जाता है। आप इस दिन क्या करना चाहेंगे ।

कुछ लिखने को

- अपने पिता को पत्र लिखकर बताइए कि आपने अपनी गर्मी की छुट्टियों का सदुपयोग किस प्रकार किया।

शिक्षण अधिगम -----

- 1 विषय तथा प्रसंग के अनुरूप भाषा शैली का प्रयोग एवं विचारों के लिए उपयुक्त विधा का चयन ।
- 2 व्याकरण सम्मत भाषा का प्रयोग अधिगम ।

DAY 4

खेल -खेल में

1. नीचे दी गई वर्ग पहेली में से आगे दिए गए शब्दों के निर्देशानुसार शब्द ढूँढकर लिखिए -

सं	ख्या	बि	कि	ना	रा	ध	ना	स्ति	क
वा	ल	ज	ध			तू	सो	गो	स
ण	क्ष्मी	ली	न			रा	ना	द	रो
स	लि	ला	ज	वं	ती	रं	दा	ज़	ज
रि	पा	ठ	शा	ला	र	त्ना	क	र	ल
ता	अ	र	बिं	द	या	लु	हा	र	धि

- (क) 'नदी' शब्द के दो पर्यायवाची
 (ख) जो बहुत लजाती है -
 (ग) जो तीर चलाने में कुशल हो। -
 (घ) 'विद्यालय' शब्द का पर्यायवाची -
 (ङ.) 'सागर' शब्द के दो पर्यायवाची -
 (च) 'कमल' शब्दके दो पर्यायवाची -

1. वाक्य के रेखांकित शब्द का पर्यायवाची लिखकर वाक्य दोबारा लिखिए-

(क) मेरी इच्छा है कि मैं देश की सेवा करूँ।

(ख) शीतल हवा के झोंकों ने सारी थकान मिटा दी।

(ग) तालाब में पक्षी किलोल कर रहे थे।

(घ) हमें धन का अपमान नहीं करना चाहिए।

(ड.) वसंत ऋतु में चारों ओर प्रकृति पर नवयौवन छा जाता है।

शिक्षण अधिगम -----

- 1 शब्द-भंडार का विकास ।
- 2 स्मरण शक्ति का आकलन ।

DAY 5

2. सही विलोम शब्दों को रेखा खींचकर मिलाइए-

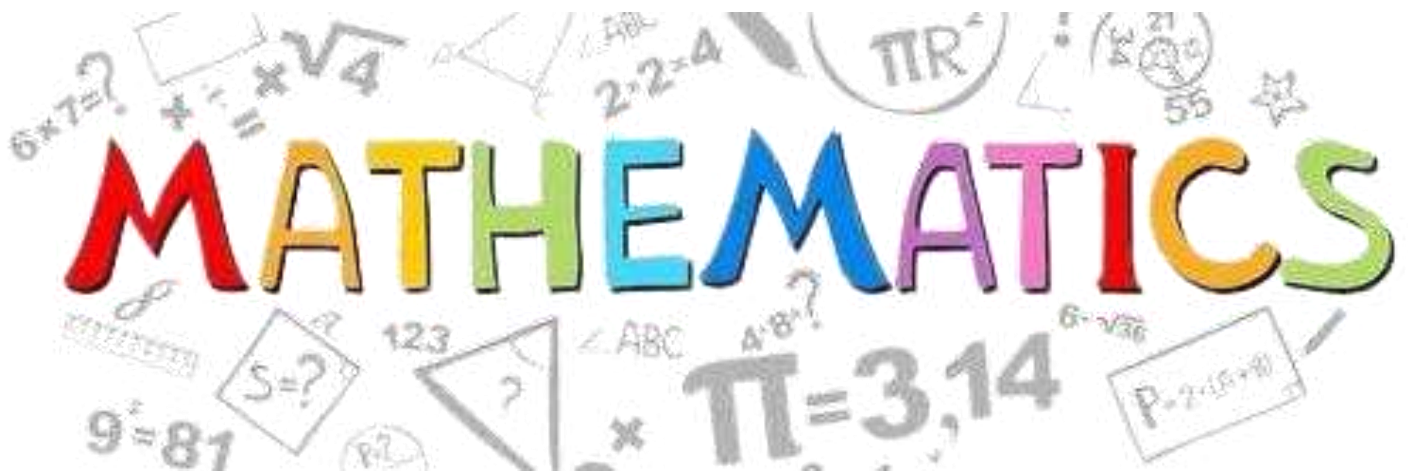
(क) अनुकूल	(i) सीत
(ख) निर्यात	(ii) ऐच्छिक
(ग) अग्रज।	(iii) स्तुति
(घ) अनिवार्य	(iv) प्रतिकूल
(ड.) उष्ण	(v) नीरोग
(च) मूर्ख	(vi) आयात
(ज) रुग्ण	(vii) अनुज
(झ) निंदा	(viii) विद्वान

3. हम अपने जीवन में ऐसे अनेक शब्दों का प्रयोग करते हैं, जिनमें विलोम शब्द शब्द युग्म के रूप में प्रयुक्त होते हैं ऐसे पाँच वाक्यों को खोजकर लिखिए।

- (क) -----
(ख) -----
(ग) -----
(घ) -----
(ड.) -----

शिक्षण अधिगम -----

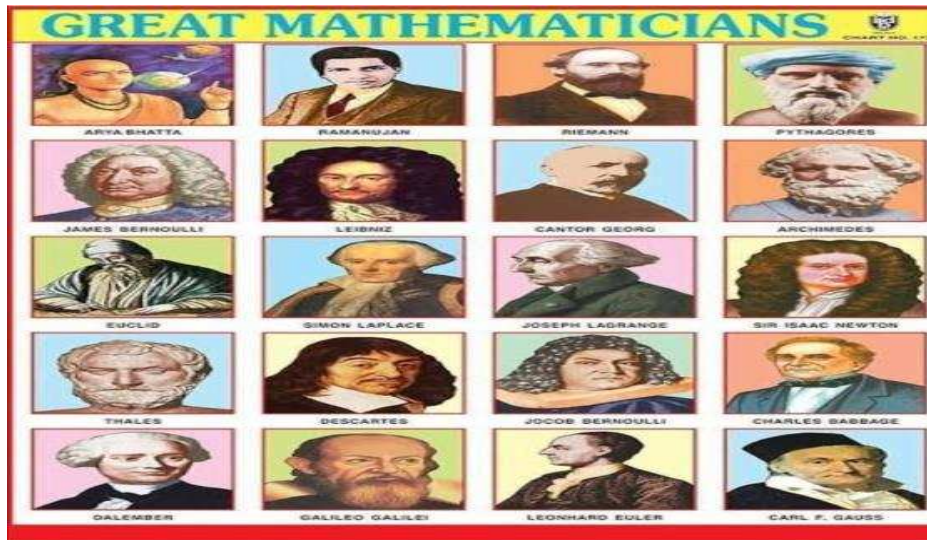
- 1 युग्म एवं विलोम शब्द का उचित ज्ञान ।
- 2 वाक्यांशों के लिए एक शब्दों के महत्त्व का आकलन ।



DAY 1

GROUP ACTIVITY:

To make a PowerPoint presentation on the life history of prominent Mathematicians, their life and contributions to the field of Mathematics.



METHODOLOGY:

- Each group comprises of 7-8 students.
- FOUR - FIVE students will prepare the slides. Each student is to prepare TWO slides in each group.
- One child will compile all the slides.
- TWO students will present them in class.

ASPECTS:

The slides will contain –

- the photograph or sketch
- year of birth year and death (if not alive)
- birth place

- the nature of work
- important incidents of their lives and important contribution to the world of mathematics

Learning Outcomes:

Students are encouraged to research more on the lives of the above mathematicians and their contribution to the field of mathematics.

DAY 2

HANDBOOK ON FORMULA

INDIVIDUAL ACTIVITY:

Creating a personalized HANDBOOK with all the useful formulae and concepts of Mathematics is a fantastic idea for mastering them. You could organize it by mnemonic devices that help you to remember better. Creating something new enriches you with EXPLORING attitude and makes you feel REWARDING.

TOPICS TO BE TAKEN:

1. LAWS OF EXPONENTS
2. SQUARES UPTO 30
3. CUBES UPTO 20
4. RELATED ANGLES IN TWO PARALLEL LINES INTERSECTED BY A TRANSVERSAL
5. FORMULAE FOR AREA AND PERIMETER OF 2D SHAPES
6. SURFACE AREA AND VOLUME OF 3D SHAPES

Learning Outcomes:

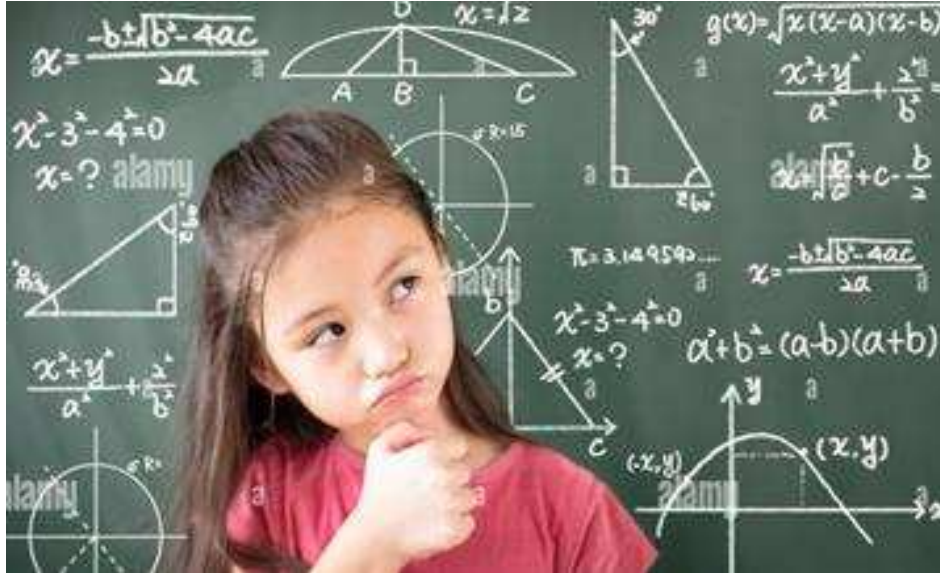
1. Understand the importance of organizing study materials
2. Summarize key formulae and concepts.
3. Enhance engagement through creativity.
4. Develop ownership of study materials.

DAY 3

LET MY BRAIN EXERCISE:

INDIVIDUAL ACTIVITY:

WORKSHEET (MENTAL ABILITY):



- A is B's sister. C is B's mother. D is C's father. E is D's mother. Then how is A related to D?
 - Grandfather
 - Grandmother
 - Daughter
 - Granddaughter
- Find the missing number in the series 4, 18, ?, 100, 180, 294, 448
 - 48
 - 50
 - 58
 - 60
- Which group of letters is different from others?
 - CBAED
 - IJHGK
 - SRQPT
 - TVWYZ
- Find the next number in the sequence 0, 2, 24, 252, ____
 - 620
 - 1040
 - 3120
 - 5430

5. Amongst five friends, Lata, Alka, Rani, Asha and Sanya, Lata is older than only three of her friends. Alka is younger to Asha and Lata. Rani is older than only Sanya. Who amongst them is the eldest?
- Asha
 - Lata
 - Alka
 - Sanya
6. A, B, C, D and E are sitting on a bench. A is sitting next to B. C is sitting next to D. D is not sitting next to E, who is sitting on the left end of the bench. C is on the second position from the right. A is to the right of B and E. Counting from the left, in which position is A sitting?
- 2
 - 3
 - 5
 - Cannot be determined
7. In a certain code language, '134' means 'good and tasty'; '478' means 'see good pictures' and '729' means 'pictures are faint'. Which of the following digits stand for 'see'?
- 9
 - 2
 - 1
 - 8
8. How many 4's are there preceded by 7 but not followed by 3?
5 9 3 2 1 7 4 2 6 9 7 4 6 1 3 2 8 7 4 1 3 8 3 2 5 6 7 4 3 9 5 8 2 0 1 8 7 4 6 3
- Four
 - Three
 - Six
 - Five
9. If South-East becomes North, North -East becomes West and so on. What will West become?
- North east
 - North west
 - South east
 - South west
10. What should come next in the following letter sequence? AABABCABCDABCDEABCD
- A
 - E
 - C
 - B
11. A girl introduced a boy as the son of the daughter of the father of her uncle. The boy is girls's
- Brother
 - Son
 - Uncle
 - Son-in-law

12. Four of the following five are alike in a certain way and so form a group. Which one does not belong to that group?
- Tooth
 - Chin
 - Nose
 - Ear
 - Eye
13. Q 2 3 B 9 V 5 L S R F P
If one is subtracted from each of the following numbers, which of the following will be the fourth to the right of the tenth from the right?
- 4
 - 8
 - 2
 - 1
14. Which can not be formed using the letters of the given word? CONCEPTUALIZATION
- Actual
 - Petrol
 - Total
 - Petal
15. If $Z = 52$ and $ACT = 48$, then BAT will be equal to
- 39
 - 41
 - 44
 - 46

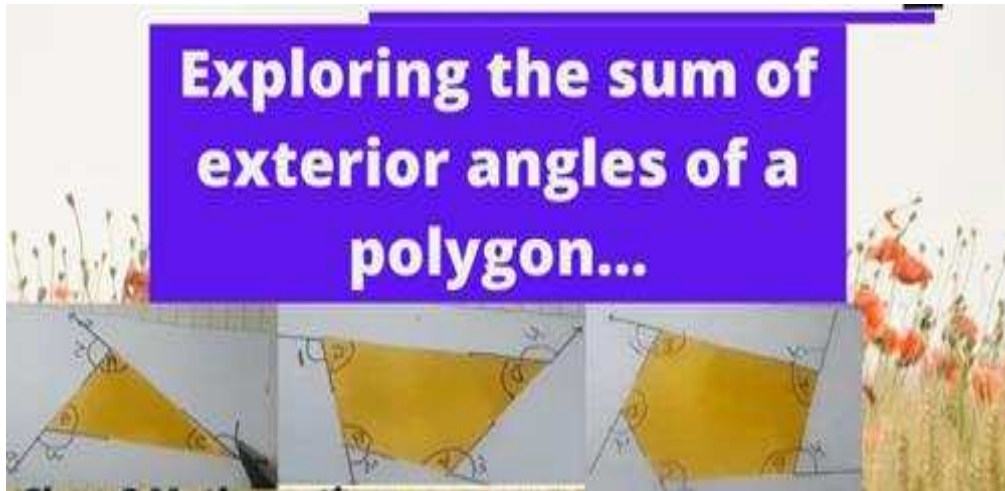
****Kindly solve it in your R.S.AGRAWAL NOTEBOOK****

Learning Outcomes:

Students will develop the ability to analyse and solve complex problems, think critically and creatively, and apply logical reasoning and mental ability to various real- world situations.

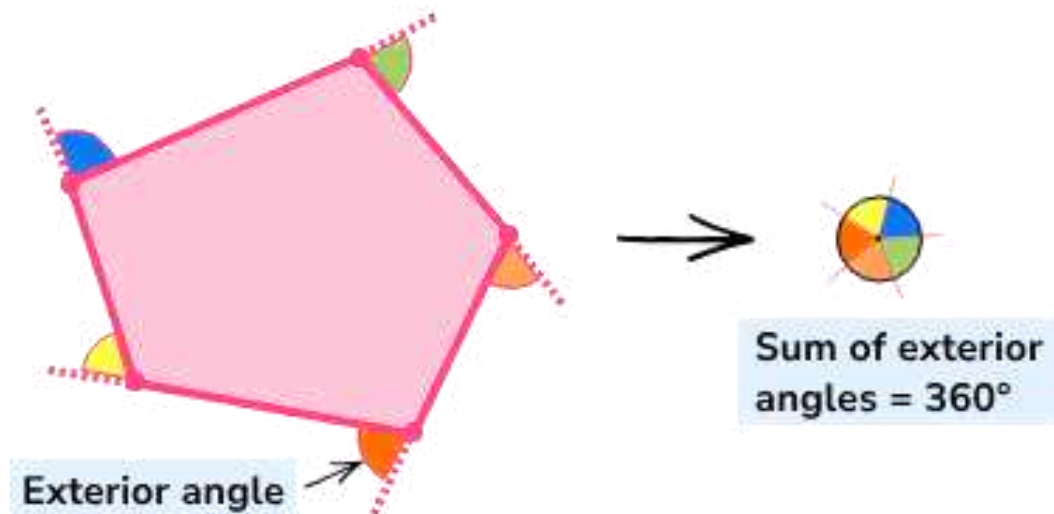
DAY 4

INDIVIDUAL ACTIVITY:



To Prove - “Sum of exterior angles of any polygon is 360° ”

REFERENCE:



****Kindly solve it in your Maths NCERT Notebook.****

Learning Outcomes:

Apply reasoning through activities such as constructing different Polygons and measuring exterior angles in order to verify properties related to polygons.

DAY 5

WORKSHEET (BASED ON CH – 1 & 3):

INDIVIDUAL ACTIVITY:

Ch.1 Rational Numbers (Objective Questions)

Q.1	A rational number can be represented in the form of:			
	A $\frac{p}{q}$	B $p \times q$	C $p+q$	D $p-q$
Q.2	The value of $(\frac{1}{2}) \div (\frac{3}{5})$ is equal to:			
	A $\frac{3}{10}$	B $\frac{3}{5}$	C $\frac{6}{5}$	D $\frac{5}{6}$
Q.3	The associative property of rational numbers is applicable to:			
	A Addition and subtraction	B Multiplication and division	C Addition and Multiplication	D Subtraction and Division
Q.4	The additive identity of rational numbers is::			
	A 0	B 1	C 2	D -1
Q.5	The value of $5/4 - 8/3$ is:			
	A $17/12$	B $-17/12$	C $12/17$	D $-12/17$
Q.6	Which of the following rational numbers is in the standard form?			
	A $9/28$	B $26/78$	C $-14/16$	D $48/-96$
Q.7	In a school of 6,422 students, ratio of girls to boys 5:8, $\frac{1}{5}$ th of the girls and $\frac{1}{8}$ th of the boys took part in a school camp. Fraction of the total strength took part in the camp is			
	A $\frac{2}{13}$	B $\frac{2}{7}$	C $\frac{3}{11}$	D $\frac{2}{9}$
Q.8	$1 + \frac{1}{1 + \frac{1}{2 + \frac{1}{3}}}$ is equal to			
	A $\frac{1}{6}$	B $\frac{3}{10}$	C $1 \frac{7}{10}$	D $\frac{5}{6}$
Q.9	What should be added to $-7/3$ to get $3/7$?			
	A $\frac{21}{58}$	B $\frac{58}{21}$	C $\frac{47}{21}$	D $\frac{50}{21}$
Q.10.	Which of the following lies in the middle of $3/4$ and $7/4$?			
	A 5.0	B 3.0	C 2.5	D 1.25

Subjective Questions

- Q1 Using appropriate properties find the value of $\frac{-2}{3} \times \frac{3}{5} + \frac{5}{2} - \frac{3}{5} \times \frac{1}{6}$
- Q2 Is $\frac{8}{9}$ the multiplicative inverse of $-1\frac{1}{8}$? Why or Why not?
- Q3. Represent these rational numbers on number line- (i) $\frac{7}{4}$ (ii) $-\frac{5}{6}$

- Q4. Ram donated $\frac{1}{10}$ of his salary to an orphanage, $\frac{1}{3}$ of his salary spent on food, $\frac{1}{4}$ of salary on rent and electricity and $\frac{1}{20}$ of his salary on telephone. This month he donated ₹ 5000 in Prime Minister relief fund for Uttarakhand victims. He was left with ₹ 3000 with him, find his monthly salary. Should we donate the money for needy people? What values are being promoted?

Q5.

Activity

Building blocks with rational numbers (to be done individually)

Method: In block *a*, write a rational number between $\frac{-6}{7}$ and $-\frac{4}{5}$.

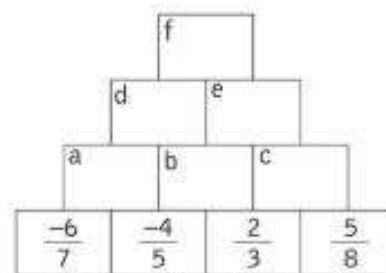
In block *b*, write a rational number between $-\frac{4}{5}$ and $\frac{2}{3}$. In block

c, write a rational number between $\frac{2}{3}$ and $\frac{5}{8}$.

In block *d*, write a rational number between the numbers written

in *a* and *b* and in block *e*, write a rational number between the numbers written in *b* and *c*. Finally in *f*, write a rational number between the numbers written in blocks *d* and *e*.

Does *f* lies between $\frac{-6}{7}$ and $\frac{5}{8}$?



Rational Number Blocks

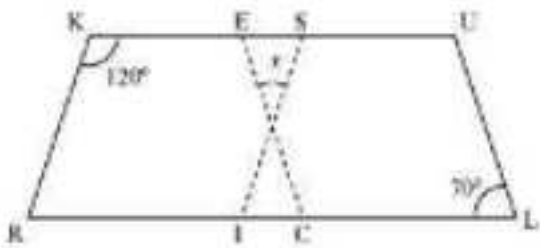
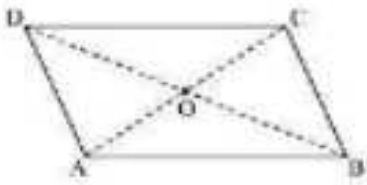
Ch.3 Understanding Quadrilaterals

Objective Questions

Q.1	Which of the following is not a quadrilateral?			
	A Square	B Rectangle	C Triangle	D Parallelogram
Q.2	Which of the following quadrilaterals have two pairs of adjacent sides equal and its diagonals intersect at 90 degrees?			
	A Square	B Kite	C Rhombus	D Rectangle
Q.3	If AB and CD are two parallel sides of a parallelogram, then:			
	A $AB > CD$	B $AB < CD$	C $AB = CD$	D None of the above
Q.4	The perimeter of a parallelogram whose parallel sides have lengths equal to 12 cm and 7 cm is:			
	A 21 cm	B 42 cm	C 19 cm	D 38 cm

Q.5	If $\angle A$ and $\angle C$ are two opposite angles of a parallelogram, then:			
	A $\angle A > \angle C$	B $\angle A = \angle C$	C $\angle A < \angle C$	D None of the above
Q.6	Each of the angles of a square is:			
	A Acute angle	B Right angle	C Obtuse angle	D 180 degrees
Q.7	The quadrilateral whose diagonals are perpendicular to each other is:			
	A Parallelogram	B Rectangle	C Trapezium	D Rhombus
Q.8	Which of the following quadrilaterals has a pair of opposite sides parallel?			
	A rhombus	B trapezium	C kite	D rectangle.
Q.9	Which of the quadrilaterals has all angles as right angles, only opposite sides equal and diagonals bisect each other?			
	A rectangle	B rhombus	C square	D none of these.
Q.10.	If $\angle A$ and $\angle B$ are two adjacent angles of a parallelogram. If $\angle A = 70^\circ$, then $\angle B = ?$			
	A 70°	B 90°	C 110°	D 180°

SUBJECTIVE QUESTIONS

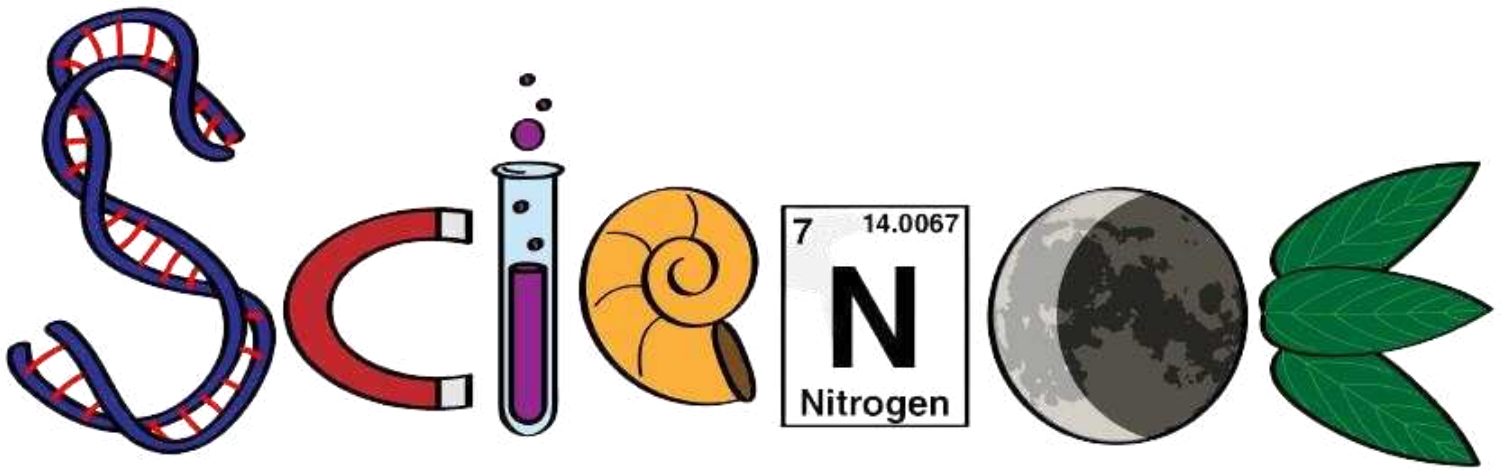
Q.1	How many sides does a regular polygon have if each of its interior angles is 165° ?
Q.2	 <p>In the above figure both RISK and CLUE are parallelograms. Find the value of x.</p>
Q.3	<p>Given a parallelogram ABCD. Complete each statement along with the definition or property used.</p>  <p>(i) $AD = \dots$ (ii) $\angle DCB = \dots$ (iii) $OC = \dots$ (iv) $m\angle DAB + m\angle CDA = \dots$</p>

Q4.	(a) What is the minimum interior angle possible for a regular polygon? Why? (b) What is the maximum exterior angle possible for a regular polygon?
Q5.	ABC is a right-angled triangle, and O is the mid-point of the side opposite to the right angle. Explain why O is equidistant from A, B and C.

****Kindly solve it in your R.S.AGRAWAL NOTEBOOK****

Learning Outcomes:

- Explores patterns in arithmetic operations in order to generalize properties of addition, subtraction, multiplication and division for rational numbers.
- Apply reasoning through activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles in order to verify properties of parallelograms



DAY 1

ACTIVITIES

Prepare notes on the following topics in your class work notebook.

Ch-1- Crop production

- Rabi & kharif crops with examples.
- Animal husbandry

Ch- 5- Conservation of plants & animals.

- Consequences of Deforestation.
- Migration.
- Red data book



LEARNING OUTCOME

Students will be able to –

- Understand and analyze the current events & issues that are occurring in agriculture and how they affect your future in agriculture.
- Know about Consequences of Deforestation.
- Understand how the environment influences plant growth & crop yields, and ways to improve the environment & plant growth.

DAY 2

Ch- 1- Crop production

Ch- 2- Microorganisms

Instruction-

To be solved in print out / cw notebook.

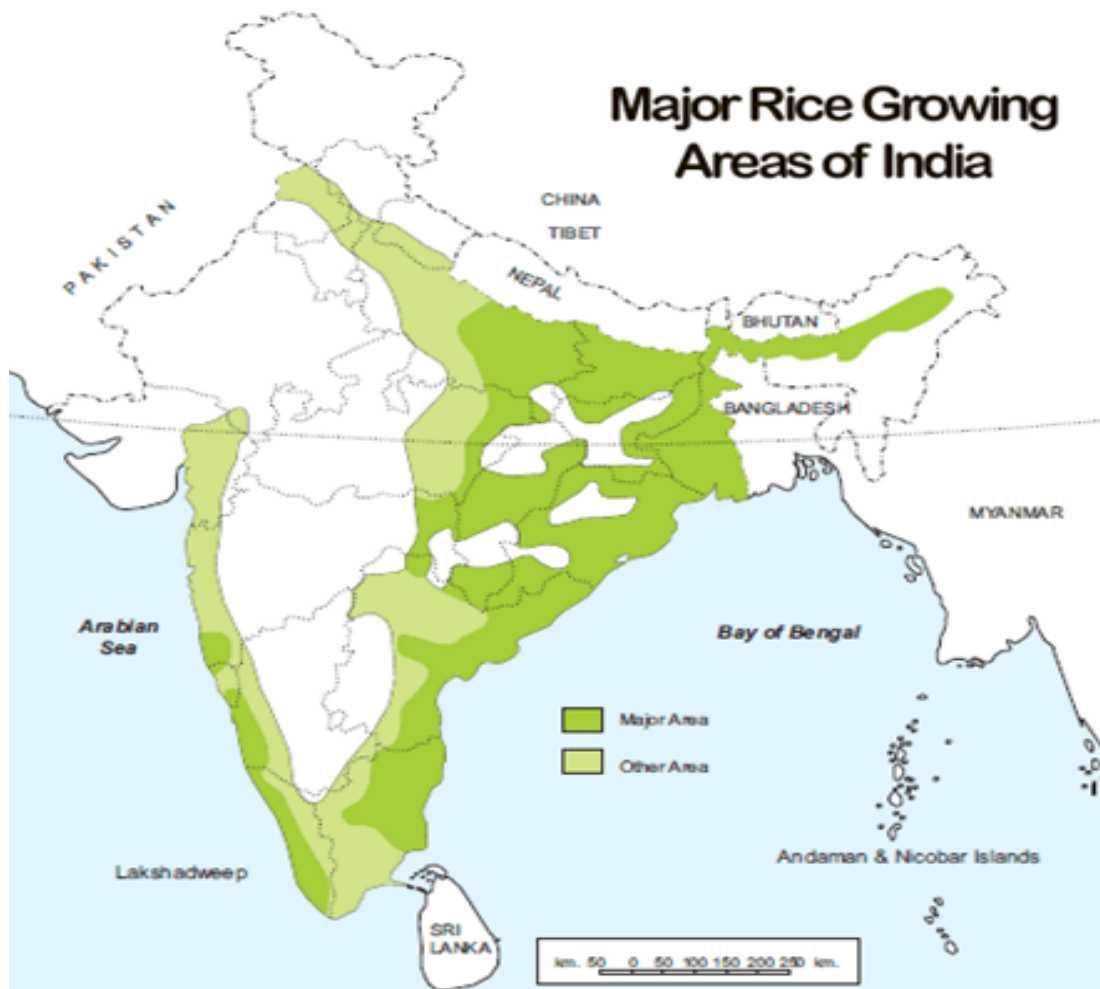
COMPETENCY BASED WORKSHEET

1. Identify the given diagram and answer the given questions-



Type of irrigation	
Two advantages	1.
	2.

2. Observe the map and write the answer-



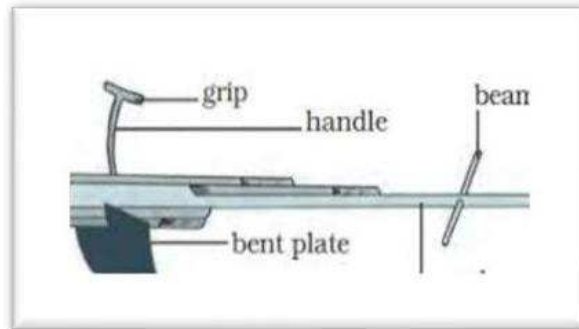
Why do rice growing areas are restricted in a few states only? (Comment on it)

3. Identify the following instruments used in agriculture and write their name and advantages –

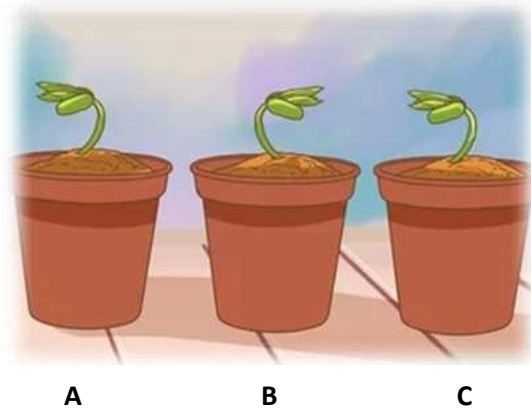
A



B



4. Three students labelled following pots as A, B, and C. They germinated seeds into seedlings by using different cultivation methods.



Pot A- manure is added

Pot B- Fertilizer is added

Pot C- Neither manure nor fertilizer is added

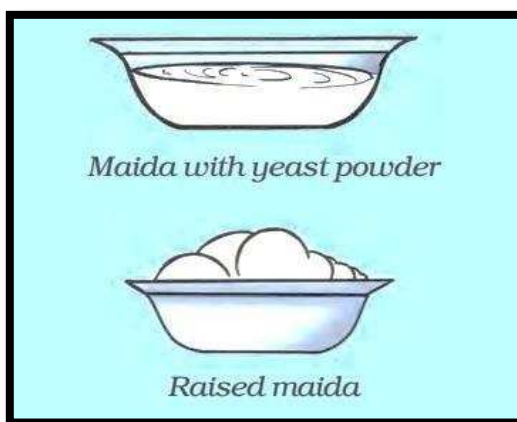
1. Which one shows the least growth and why?
2. We should use the product of which pot and why?
3. What will happen if we grow legume plants and enrich the soil with rhizobium bacteria?

5. Identify the state by name of festivals of harvesting –

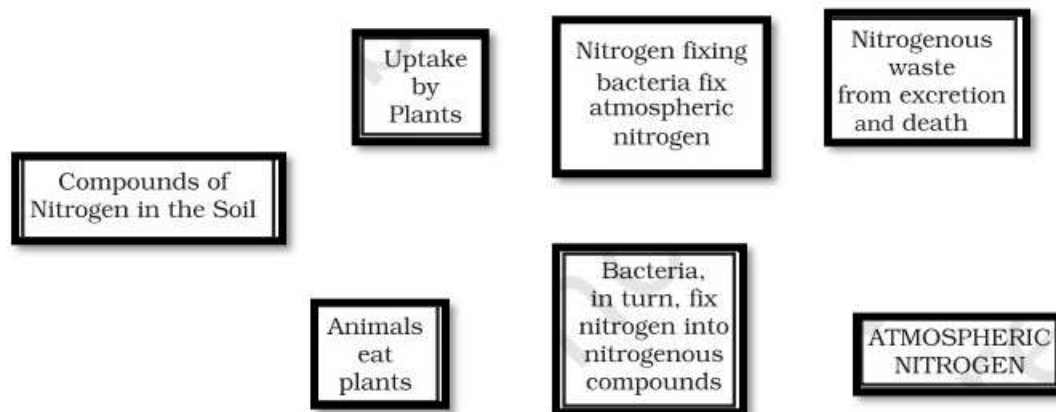
Festival	State
Pongal	
Baisakhi	
Bihu	
Hareli	

6. Observe the diagram and comment on the followings-

- Process involved
- Microorganism involved
- Reason for the process



7. Arrange the following boxes in the correct sequence to make complete nitrogen cycle-



8. Preservatives are used to protect our foodstuff for a longer time. Answer as per questions asked in different boxes.

- A. Identify the type of preservative used in our kitchen
- B. Write the mechanism
- C. Define the process

Pickle	Preservative name	
Jam and Jellies	Preservative name	
Milk	Name of process	Definition of process
Sugar	How act as a preservative?	
Chemical preservative	Example 1	Example 2

9. Identify the disease/ diseases categorized as a communicable disease-

Flu	Foot and mouth disease	Malaria
Typhoid	Wheat rust	Chicken pox

Also name the micro-organism causing each disease.

LEARNING OUTCOME

The learners will be able to develop

- Problem solving skill
- Scientific temperament
- Application of knowledge & understanding
- Draw conclusions from the learned concepts.

DAY 3

Ch- 5-Conservation of Plants and animals.

MA activity- COLLAGE MAKING

Prepare collage on chart paper/ A-3 size paper on any one of the topics.

- Deforestation
- Extinct & Endangered animals.
- Climate change.
- Flora & Fauna
- Wild life protection act.



LEARNING OUTCOME

Learners will be able to-

- Articulate creativity in their work.
- Develop respect for nature.
- Identify species, characteristics, habitat requirements and life cycles of birds, fish and or mammalian wildlife species.

DAY 4

Instruction- To be solved in print out / cw notebook.

Ch-1- Crop production

1. Rajeev is a farmer. He has ploughed the field but needs to level it. Which one of the following can he use to level the field?

- A. Leveller B. Harvester
C. Cultivator D. Seed drill

2. Before sowing the seeds, it is necessary to break soil to the size of grains to get better yield. The main tools used for such purpose are –

- A. Tractor, Hoe, Seed drill
B. Bullock, tiller, tractor

C. Plough, Hoe, Cultivator

D. Plough, Seed Drill, Tractor

3. Which of the following is not true for fertilisers?

- (a) They increase the yield.
- (b) Their excessive use disturbs the balance of nutrients in the soil.
- (c) They are generally used in small quantity.
- (d) They are environment-friendly.

4. Kharif crops are sown in

- (a) March, April
- (b) June, July
- (c) October, November
- (d) Any time.

5. 2-4D is a-

- (a) Pesticides
- (b) Insecticides
- (c) Fungicides
- (d) Weedicides.

6. Identify the given diagram & write two advantages of the process shown.



Short answer questions

1. If a handful of seeds are given to you, how will you separate healthy seeds from damaged ones?
2. If you are given a dry piece of land for cultivation what will you do before sowing the seeds?
3. Beera wants to practice crop rotation in his field. Suggest a Rabi crop and a Kharif crop which will replenish his field with nitrogen. Which crop replenishes nitrogen and why?

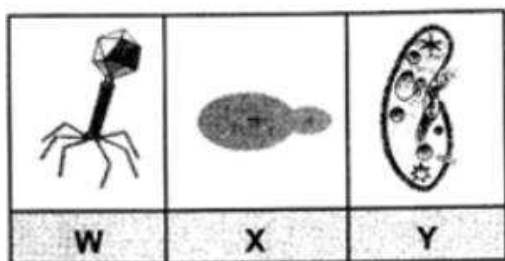
Ch- 2- Microorganisms

1. This is a picture of a scientist who discovered the vaccine for small pox. Identify the scientist.

- a) Alexander Fleming
- b) Louis Pasteur
- c) Edward Jenner
- d) Robert Koch



2. Identify W, X and Y –



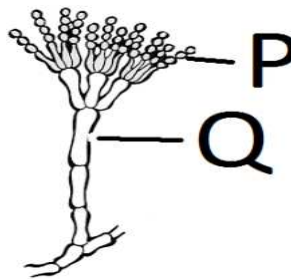
- | | | | |
|----|------------|---------------|---------------|
| A. | W – Virus | X – Protozoa | Y – Fungus |
| B. | W – Algae | X – Bacterium | Y – Virus |
| C. | W – Fungus | X – Algae | Y – Bacterium |
| D. | W- Virus | X-Fungus | Y- Protozoan |

3. There is a process for the preservation of milk. It involves the process of heating milk to about X for 15- 30 sec & then cooling it quickly to a very low temperature. This process is called Y & is discovered by Z . What is X, Y, & Z?

S. No.	X	Y	Z
A	30°C	Fermentation	Louis Pasteur
B	70°C	Dehydration	Edward Jenner
C	100°C	Pasteurization	Alexander Flemming
D	70°C	Pasteurization	Louis Pasteur

4. Label the parts P & Q in the given diagram

- A) P- Mycelium, Q- Spores
- B) P- Nucleus, Q – Spores
- C) P- chloroplast, Q- Nucleus
- D) P- spores, Q- Mycelium



5. _____ & _____ are the commonly used chemical preservative?

- A) Sodium carbonate & Sodium benzoate
- B) Sodium benzoate & Sodium metabisulphite
- C) Sodium metabisulphite & potassium carbonate
- D) Potassium hydroxide & sodium hydroxide

Short answer questions

1. Explain why antibiotics do not work against flu or any infection caused by viruses.
2. Polio drops are not given to children suffering from diarrhoea. Why?
3. Classify the following into friendly and harmful microorganisms.

Yeast, malarial parasite, *Lactobacillus*, bread mould, *Rhizobium*, *Bacillus anthracis*

4. What will happen to 'pooris' and 'unused kneaded flour' if they are left in the open for a day or two?
5. While returning from the school, Riddhi ate chaat from a street hawker. When he reached home, he felt ill and complained of stomach ache and fell ill. What could be the reason?

LEARNING OUTCOME

The learners will be able to develop

- Problem solving skill
- Scientific temperament
- Application of knowledge & understanding
- Draw conclusions

DAY 5

Read and learn following topics from the textbook-

- Nitrogen cycle
- Food preservation
- Methods of irrigation
- Agricultural tools
- Animal & plant diseases



Ch-1- Crop production-

Write and learn answers of following NCERT exercise questions in your notebook.

Q 1 to Q 5, Q10

LEARNING OUTCOME

The learners will be able to-

- Comprehend the meaning of given topics.
- Differentiate between agricultural tools and their uses.
- Relate daily life experiences with learned topics.
- Study the growth and control of microbes as well as different plant & animal diseases.



DAY 1

Note: 1) Solve all the worksheets in your Activity Notebook.

2) Do not use social science note book.

Geography Chapter 1- Resources

1. Read the passage given below and answer the questions that follow.

Resources are vital for any developmental activity. But irrational consumption and over-utilisation of resources may lead to socio-economic and environmental problems. To overcome these problems, resource conservation at various levels is important. This had been the main concern of the leaders and thinkers in the past. For example, Gandhiji was very apt in voicing his concern about resource conservation in these words: “There is enough for everybody’s need and not for any body’s greed.” He placed the greedy and selfish individuals and exploitative nature of modern technology as the root cause for resource depletion at the global level. He was against mass production and wanted to replace it with the production by the masses.

Answer the following questions:

1. Why is it important to conserve resources?
2. What was Gandhiji’s view regarding resource conservation?
3. How can you conserve resources?

2. Answer the following questions according to the given instructions:

- i. List four ways in which you can save resources at home and school.
- ii. The stock of non-renewable resources are depleting very fast. Suggest some remedial measures to conserve them.
- iii. Some resources have economic value, while some do not, but still they are indispensable for us. iv. Explain the statement with some examples.
- iv. Make a list of five human-made resources that you can observe around you.

v. What do you mean by Sustainable Development? Explain some principles of sustainable development

3. The following sentences have one error in each line. Correct the statement and rewrite.

- i. Non-renewable resources have unlimited stock.
- ii. Resources are equally distributed all over the earth.
- iii. Soil is a non-renewable resource.
- iv. Technology is a human resource.
- v. School Building is a natural resource.

4. Write one word for the following sentences.

- i. Resources found everywhere.
- ii. Exclusive right over any idea or invention.
- iii. Resources drawn from the nature without much modifications.
- iv. Using resources carefully and giving them time to get renewed.
- v. Anything which has utility to satisfy human needs.

5. Look at the pictures given below. Classify them as renewable and non-renewable resources. Also write which type of resources should we use more and why?





TOPIC- CH- 2 TRADE TO TERRITORY (SUBJECT - HISTORY)

1. Choose the correct option:

1. Assertion (A): Delhi could no longer function as an effective center after the death of Aurungzeb.

Reason(R): Many regional powerful kingdoms emerged in various parts asserting their authorities.

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

2. Assertion (A): The Company wanted a puppet ruler.

Reason(R): A puppet ruler would willingly give it trade concessions and other privileges.

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

3. Assertion (A): Tipu Sultan develop a close relationship with the French in India.

Reason(R): In order to modernise his army with their help.

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

**4. Assertion (A): European trading companies were attracted to India.
Reason(R): Cheap and fine quality of silk and cotton.**

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

5. Match the items given in Column A correctly with those given in Column B and choose the correct option

Column A	Column B
(i) <i>Trained soldiers on horseback</i>	(a) <i>Diwani adalat</i>
(ii) <i>Training in archery</i>	(b) <i>Sawars</i>
(iii) <i>A heavy gun used by infantry soldiers</i>	(c) <i>Seringapatam</i>
(iv) <i>Civil court</i>	(d) <i>Teerandazi</i>
(v) <i>Tipu Sultan</i>	(e) <i>Portuguese explorer</i>
(vi) <i>Vasco da Gama</i>	(f) <i>Musket</i>

- a. i-b, ii-d, iii-f, iv-a, v-c, vi-e
- b. i-d, ii-b, iii-f, iv-c, v-a, vi-e
- c. i-b, ii-d, iii-f, iv-c, v-a, vi-e
- d. i-b, ii-e, iii-f, iv-c, v-d, vi-a

2. Read the following extract and answer the questions that follow.

The Nawab complains

In 1733 the Nawab of Bengal said this about the English traders:

When they first came into the country they petitioned the then government in a humble manner for liberty to purchase a spot of ground to build a factory house upon, which was no sooner granted but they built a strong fort, surrounded it with a ditch which has communication with the river and mounted a great number of guns upon the walls. They have enticed several merchants and others to go and take protection under them

and they collect a revenue which amounts to Rs 100,000 ... they rob and plunder and carry great number of the king's subjects of both sexes into slavery into their own country...

They have enticed several merchants and others to go and take protection under them.

Questions:

- (i) What intention did the English traders show initially?
- (ii) How did their activities divert later on?

3. Answer the questions briefly:

- 1. Give a brief description of all the three Anglo-Maratha Wars. Also, write the main consequences.
- 2. What were the grievances of the Company regarding the Nawabs of Bengal?
- 3. Collect stories, poems, and information about any of the following Personalities– the Rani of Jhansi, Mahadji Sindhia, Haidar Ali, Maharaja Ranjit Singh and write a paragraph of 350-360 words or make a PPT.

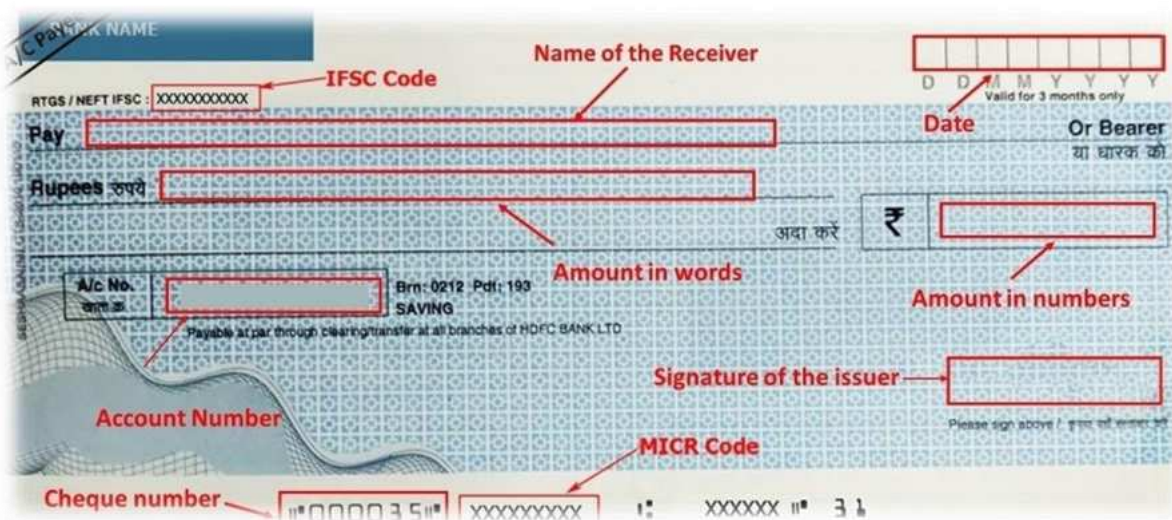
LEARNING OUTCOME

- 1. Classify various resources
- 2. Develop problem solving and analytical skill.
- 3. Enhance research skill.
- 4. Learn and understand about the transformation of territories.

DAY 2

Banking instruments:

1) Cheque :



2) Demand Deposits:

A demand deposit is money deposited into a bank account with funds that can be withdrawn on-demand at any time. The depositor will typically use demand deposit funds to pay for everyday expenses. For funds in the account, the bank or financial institution may pay either a low or zero interest rate on the deposit.

3) Voucher: A voucher is a bond of the redeemable transaction type which is worth a certain monetary value and which may be spent only for specific reasons or on specific goods. Examples include housing, travel, and food vouchers.

4) Debit card: A debit card, also known as a check card or bank card, is a payment card that can be used in place of cash to make purchases. The card usually consists of the bank's name, a card number, the cardholder's name, and an expiration date, on either the front or the back.

5) Credit card: A **credit card** is a payment card, usually issued by a bank, allowing its users to purchase goods or services or withdraw cash on credit.

6) ATM : An **automated teller machine (ATM)** is an electronic telecommunications device that enables customers of financial institutions to perform financial transactions, such as cash withdrawals, deposits, funds transfers, balance inquiries or account information inquiries, at any time and without the need for direct interaction with bank staff.

7) White Label ATM : ATMs set up, owned and operated by non-banks are called White Label ATMs. Non bank ATM operators are authorized under Payment & Settlement Systems Act, 2007 by Reserve Bank of India.

8) NEFT : NEFT stands for National Electronic Funds Transfer. It is an electronic payment system in India that enables individuals, companies, and organizations to transfer funds from one bank account to another. NEFT transactions are processed in batches and settled in hourly intervals throughout the day.

9) RTGS: The term "real-time gross settlement (RTGS)" refers to a funds transfer system that allows for the instantaneous transfer of money and/or securities. RTGS is the continuous process of settling payments on an individual order basis without netting debits with credits across the books of a central bank.

Q.1) Visit a nearby bank and find out how an account can be opened in a bank. Also take a format from the bank for deposition and withdrawal of money, fill it and paste it in your activity copy of SSC. Write the steps of opening an account. If you find any other alternative way of opening an account, write the steps of this alternative method also.

Learning outcome:

- 1) The students will understand the basic instruments of bank and method of opening a bank account.
- 2) This activity will help them enhance their social and economical skills.

DAY 3

Q.1) Identify the terms from the puzzles given below with the help of the clues and write your answer in the activity copy of SSC.

THE INDIAN CONSTITUTION

1. The cruel and unjust use of power or authority.
2. The state does not officially promote any one religion as the state religion.
3. This refers to the existence of more than one level of government in the country
4. A written document in which we find rules and regulations.
5. A society that has an organized political structure.

S	Q	W	A	S	D	F	G	H	J	K	L	M	N
P	E	O	I	U	Y	T	R	E	Z	X	C	V	B
F	P	C	O	N	S	T	I	T	U	T	I	O	N
E	D	F	U	G	H	J	K	L	I	Y	U	Y	T
D	A	S	D	L	G	J	H	K	L	R	M	B	A
E	Q	W	E	R	A	T	Y	U	I	A	O	P	A
R	A	S	D	F	G	R	H	J	K	N	L	M	B
A	Z	X	C	V	B	N	I	M	L	N	K	J	H
L	W	E	R	F	G	C	V	S	B	Y	N	M	C
I	S	A	F	D	H	G	J	N	M	B	C	V	X
S	Z	X	D	F	G	H	J	U	Y	T	R	E	W
M	Q	A	P	O	L	I	T	Y	Z	X	D	F	G
S	D	F	G	H	J	K	L	O	I	U	Y	T	R

PARLIAMENT AND THE MAKING OF LAWS

1. A temporary alliance of groups or parties. it refers to the alliance formed by political parties after elections when no party has been able to get adequate seats to form a clear majority
2. The supreme law-making institution.
3. One of the most important functions of the Lok Sabha is to select the.....
4. Situations in which there are no easy solutions to problems.
5. This applies to anything that the government might consider as stirring up resistance or rebellion against it.

Q	A	Z	W	S	X	E	D	C	P	R	F	V	T	G	B	U
P	O	I	U	Y	T	R	E	W	A	A	S	D	F	G	H	N
Z	X	C	V	B	N	M	L	K	R	J	H	G	F	D	S	R
S	D	F	R	T	Y	U	G	H	L	U	I	J	K	N	M	E
A	F	G	C	S	E	G	S	X	I	S	F	H	J	R	W	S
C	O	A	L	I	T	I	O	N	A	S	D	G	R	G	F	O
W	E	F	C	G	G	H	H	J	M	T	D	S	A	T	H	L
F	D	S	V	B	Z	C	E	X	E	C	U	T	I	V	E	V
S	E	D	I	T	I	O	N	W	N	P	O	K	J	H	H	E
E	R	F	G	H	J	K	K	G	T	N	B	V	G	H	U	D
I	U	Y	T	R	R	E	D	F	F	R	F	G	R	B	G	V
A	S	D	F	G	H	J	K	L	M	N	B	V	X	C	Z	S

HISTORY

Ruling the country side

1. In British revenue records, it is a revenue estate which may be a village or a group of villages.
2. A large farm operated by a planter employing various forms of forced labour. They are associated with the production of coffee, sugarcane, tobacco, tea and cotton.
3. A unit of measurement of land.
4. A person who is owned by someone else, they have no freedom and is compelled to work for the master.
5. The blue colour that is produced from this plant is called-
6. In this system the planters forced the ryots to sign a contract or an agreement.
7. This movement was against Indigo cultivation.

S	Q	E	R	T	Y	U	I	O	P	L	K	J	H	G	F	D	S
A	P	S	D	F	G	H	J	K	L	P	O	I	U	Y	T	T	R
Z	L	X	C	V	B	N	M	N	B	D	F	H	J	K	L	O	P
X	A	V	B	N	M	K	J	H	I	N	D	I	G	O	J	K	L
I	N	O	I	U	Y	T	R	E	G	W	S	D	F	G	H	J	K
E	T	G	H	J	K	L	P	C	H	A	M	P	A	R	A	N	G
X	A	S	F	G	H	M	A	H	A	L	K	L	J	H	G	F	D
C	T	D	F	G	H	J	K	L	D	X	C	V	B	N	M	K	G
V	I	Q	W	E	R	T	Y	U	I	O	P	L	K	J	H	G	F
B	O	Z	X	C	V	B	N	M	K	J	H	H	G	F	D	S	A
N	N	B	V	C	X	Z	S	D	F	G	H	J	K	L	O	P	U
M	A	S	D	F	G	H	J	K	L	P	O	I	U	Y	T	R	E
K	Z	S	D	F	G	H	J	K	L	O	I	U	Y	T	F	E	D
R	Y	O	T	I	S	Y	S	T	E	M	W	Q	A	Z	W	X	D
H	K	J	H	G	F	D	S	A	Q	W	Y	R	T	H	B	V	C

LEARNING OUTCOME

- Provide students with an opportunity to evaluate their knowledge and require students to pay attention to terminology as they need to spell each word correctly.
- Build up a vocabulary of exciting new words.

DAY 4

INDIAN CONSTITUTION- Fundamental rights and duties

- 1) Mention any two Fundamental Duties of the Indian citizen.
- 2) Study the picture given below and answer the questions that follow:



- a) Name the fundamental right whose violation is depicted in this picture.
b) Explain the constitutional provisions of this Right?

3) Study the statements given below and identify the fundamental rights violated here.



At least 60 million girls lack access to primary education in India.



Mummy does not permit you to write an article to the local newspaper expressing your displeasure over homework.



Parents do not allow your sister to apply for a job in the Army.



The Government is considering a proposal that there will be industrial sectors where workers will not be allowed to go on strikes.



LEARNING OUTCOME

- The students will be able to define and express the fundamental rights.
- They will be able to apply their rights in their daily lives.

DAY 5

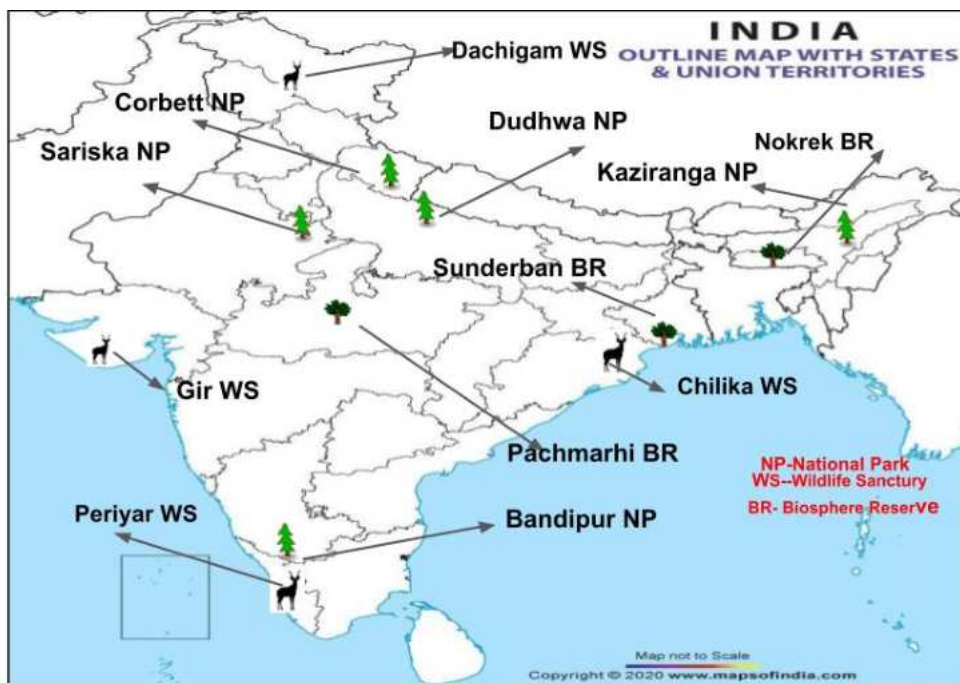
IDENTIFY AND LOCATE THE FOLLOWING PLACES ON A POLITICAL MAP OF INDIA

Trade To Territory-

1. The place where Sirajuddaulah was defeated by Robert Clive in 1757
2. First Indian State to accept the Subsidiary Alliance
3. The place where the last Anglo-Mysore war took place
4. The place where the Supreme court was established by British under The Regulating Act of 1773
5. The place which was annexed by the British Government on the Ground of misgovernment in 1856

Land ,Soil, Water, Natural Vegetation and Wildlife Resource-

Study the following map of Important National Parks, sanctuaries and Biosphere Reserves of India and practice locating it.



Multiple Assessment

Note: Choose anyone activity from the following

ACTIVITY 1

- a) Students will collect information about the changes happened between the following topics. They can choose anyone topic from the following .For example: If I choose Education system(NEP 1835 and NEP 2020),I will

find out about the changes happened between the education system of 1835 and 2020. I will use various sources of history to find information about the changes in these systems. Also I will find the history behind the making of these systems.

Topics for the activity:

- 1) -Health system(18th century and 21st century)
- 2) -Education system(NEP1835 and 2020)
- 3) -Monuments-13th century monuments and 20th century
- 4) -Temple architectures-(10th century and 19th century) Brihadeshwar and Akshardham

b) After collecting the information the students will write an analytical paragraph/comparative paragraph in tabular form about the changes happened in architectural work, systems etc. They will also list the sources which they have used to find the information about these changes.

OR

ACTIVITY 2

Description - As a historian find out how agriculture/steel plants (JSPL, Raigarh) changed in your locality after independence. List the different ways in which you find information. Following questionnaires are suggested to be used while interacting with people to find the history of transformation of this plant.

Questionnaire-

1. How long have you been working in this (JSPL) plant?
2. What type of land it was?
3. Approximate number of buildings, departments.
4. Total occupied area earlier and at present.
5. Change in population.
6. Transformation from agricultural land to industrial land.

After collecting the information they will present the data in graphical form /pie chart etc. They can add their own creativity like images or drawings depicting the above changes. They will also list all the sources used by them to find the history of this plant. A classroom discussion will be followed in the month of June about the positive and negative impacts of these changes.



LEARNING OUTCOME-





- Describe and explain historical events and their contexts.
- Analyze historical trends and significance.
- Apply the reading, writing, analytical and research skills into other areas of social and academic activities.
- Will improve communication and problem-solving skills.

संस्कृतम्

Note:-

This assignment will be considered as your MA and SEA activity. Please write in your Manika copy.

Day	Assignment	Learning outcome
1	रुचिरा पाठ्य- पुस्तक से "सुभाषितानि" के सभी श्लोकोंके सस्वर गायन का अभ्यास करें व श्लोकों को कंठस्थ करें।	श्लोक गायन में दक्षता , सस्वर गायन
	*दिए गए वाक्यों का संस्कृत भाषा में अनुवाद करें- 1 यह बगीचा है। 2 यहां बच्चे खेलते हैं। 3 बगीचे में वृक्ष हैं। 4 वे सब विद्यालय से घर जाती हैं। 5 गुरु छात्र को पुस्तक देते हैं।	वाक्य निर्माण
2	अधोलिखितानि चित्राणि दृष्ट्वा समुचितानि वाक्यानि चिनुत - 1	धातुरूपों का ज्ञान
	 <p>क) त्वम् विद्यालयं गच्छति। ख) त्वम् विद्यालयं गच्छसि। ग) युवाम् विद्यालयं गच्छथः। घ) युवाम् पठथः।</p>	2
	 <p>क) त्वम् सैनिकः असि। ख) युवाम् सैनिकौ स्थः। ग) युवाम् सैनिकानि स्थः। घ) त्वम् सैनिकाः असि।</p>	

<p style="text-align: center;">3</p>  <p>क) त्वम् क्रीडथः। ख) युवाम् क्रीडथः। ग) युवाम् क्रीडसि। घ) त्वम् नृत्यसि।</p>	<p style="text-align: center;">4</p>  <p>क) त्वम् धावति। ख) युवाम् धावसि। ग) युवाम् प्रातः धावथः। घ) त्वम् प्रातः धावसि।</p>	
<p style="text-align: center;">5</p>  <p>क) त्वम् मित्रे स्थ। ख) युवाम् मित्राणि असि। ग) युवाम् मित्रे स्थः। घ) युवाम् पठथः।</p>		
<p>3</p> <p>“स्वपरिचय” (संस्कृत भाषा में) लिखें। *अपने बारे में संस्कृत में 5 वाक्य लिखें। यथा- 1- मम नाम.....अस्ति। 2-मम पितुः नाम श्री.....अस्ति। 3-अहम्.....नगरे वसामि। 4-मम विद्यालयस्य नामअस्ति। 5-अहम् प्रातः.....उत्तिष्ठामि।</p>		<p>वाक्य रचना</p>
<p>4.</p> <p>वार्तालाप- *दो मित्रों के बीच (सचित्र वार्तालाप) मणिका कॉपी में लिखें। यथा- अहम् काव्या, तव नाम किम् अस्ति ? *मम नाम श्रेया अस्ति। त्वम् कुत्र गच्छसि? *अहम् गृहं गच्छामि। त्वम् कुत्र गच्छसि?</p>		<p>वाक्य निर्माण</p>

Happy Time

LEARNING

LEARNING