DOON INTERNATIONAL SCHOOL,SRINAGAR

SUBJECT: ENGLISH

Assignment:I

Grade:IX

Chapter no.3: The Little Girl.

Instructions:

- Students are to read in between the lines and understand the chapter on their own before initiating to respond to the given assignment.
- The objective of this assignment is to make the students acquainted with the following ideas:
- The bond of love that an individual shares with his/her parents.
- We should not judge people by their appearance.

About the Author:

Kathleen Mansfield Murry was a prominent New Zealand modernist short story writer and poet who was born and brought up in colonial New Zealand and wrote under the pen name of Katherine Mansfield. At the age of 19, she left New Zealand and settled in England, where she became a friend of writers such as D. H. Lawrence and Virginia Woolf. Mansfield was diagnosed with extra pulmonary tuberculosis in 1917; the disease claimed her life at the age of 34.

Plot Summary:

In the story, there is a little girl named Kezia. She lives with her father, her mother, and her grandmother. She is afraid of her father and tries to avoid him all the time. Moreover, she feels comforted on seeing her father leaving for office.

She is so afraid of her father that she mumbles in front of him. He appears to her as rude, critical, and harsh. Further, her grandmother sought her to understand her parents better and she would encourage her to go to the drawing-room to do chatting with her parents. But Keziafinds them cold towards her.

So, one fine day her grandmother suggested Keziato prepare a pin cushion for her father on his birthday.Consequently, Kezia stitches the three sides of the pincushion casing. But after that, she needs to stuff the cushion with something. Then she goes to her mother's room and near the bed table, she finds many sheets of fine paper.

Then she tear those papers into small pieces and fills the pincushion and sew up the forth side. However, she does not know that those papers contain her father's very important speech for the Port Authority. Although she accepted her mistake and tries to explain the reason why she has done this.But her father is too angry to listen to her reason and punishes her with a ruler on her palm. However, she fails to understand why she got the punishment even after she has accepted her mistake. Terribly she says, "What did God make father for?"

However, one evening she sees Mr McDonalds, playing with his 5 children, laughing and enjoying with them. This event influences Kezia about the fact that all fathers are not similar. She concludes, that some fathers are caring and loving like Mr McDonald and some are harsh like her father.

However, her attitude towards her father changes.When oneday, her mother needs to be hospitalized and her grandmother goes with her. Then, Kezia stays alone in the house with the cook. In the middle of the night, she wakes up of fear, screaming and weeping as she had seen a terrible nightmare. When Kezia opened her eyes she saw her father right next to her. Her father carried her to his bedroom and made her comfortable and warm on his bed. She spends the night with him feeling comfortable and safe.

After that, she realizes that her father was not a bad person. And her father lovesher and cares for her in his own way.

Additional questions:

These questions should be done by the students themselves.

Q1: Every father has a love for his child whether he expresses his love or not. Comment on the basis of the story "The Little Girl".

Q2: Father who seems hard from outside is not so from within. Comment on this statement with the reference to Kezia's father in the story "The Little Girl".

Q3:Why did Kezia feel drawn toward her grandmother?

Q4: Write a short note on the relationship between Kezia and her father.

Q5: Write down the character sketch of the following characters: (100-150 words each)

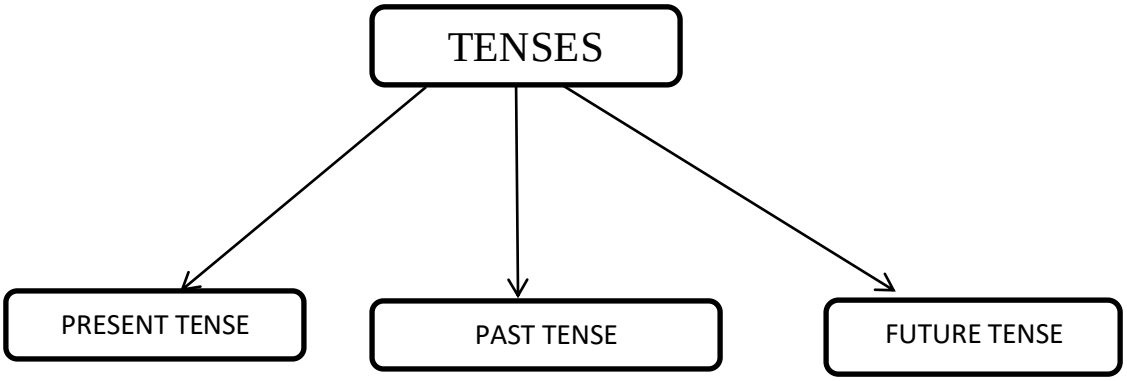
a. Kezia
b. Kezia's father

NOTE: Do all the textual as well as additional questions on your fair notebook.

GRAMMAR

Tenses

The word 'tense' comes from Latin word tempus, which means 'time'. The tense of a verb shows the time of an action or event. There are three dimensions in which actions at a particulars time can be expressed- Present, Past, Future.



1. **PRESENT TENSE.**
   a. **Simple Present Tense:**

. It expresses a habitual action, a general truth, a narration.

. It is used to present live commentary of a sporting event.

Example: Sachin throws the ball to Raj.

   b. **Present Continuous Tense:**

. It denotes an action happening at the same time of speaking.

Example: The actors are performing on the stage.

   c. **Present Perfect Tense:**

. It expresses recently completed activities.

Example: She has just finished working.

   d. **Present Prefect Continuous Tense:**

. It expresses an action that began earlier and is still continuing.

Examples: She has been cooking for two hours.

2. **PAST TENSE.**
   a. **Simple Past Tense:**

. It expresses an action that happened in past and bears no relation to the present time.

Example: The play started at 1 pm.

   b. **Past continuous Tense:**

. It denotes an action that was going on at a given period in past.

Example: The teacher was teaching in the class.

   c. **Past Perfect Tense:**

. It indicates an action that had been completed before some other action started in the past.

Example: The patient had died when the doctor arrived.

   d. **Past Continuous Tense:**

. It indicates an action that started in the past, continued for some time and was finished in the past.

Example: She had been crying with pain all night but no one came to help her.

3. **FUTURE TENSE.**
   a. **Simple Future Tense:**

. It expresses an action will happen in future.

Example: I will go by bus.

   b. **Future Continuous Tense:**

. It indicates an action which will be in progress at some given time in future.

Example: I will be taking my dinner at 9 pm.

   c. **Future Prefect Tense:**

. It denotes an action that will be completed by a certain time in the immediate future.

Example: By the time you arrive, they will have left for Mumbai.

   d. **Future Perfect Continuous Tense:**

. It indicates how long some action will have continued at a specific time in future.

Example: The gardener will have been plucking the flowers for one hour.

Exercise:

Q1: Fill in the blanks with the correct tense form to complete the passage.

In 2012, Nik Wallenda _____ (becomes, become, has become) the first person to cross the Niagara Falls by tightrope in 116 years. He _____ (did, does, had done) so after _____(received, been received, receiving) permission from both the Canadian and United States governments, although he _____ (is, was had been) required to carry his passport and _____(present, presents, presenting) it on entry to the Canadian side of the falls.

DOON INTERNATIONAL SCHOOL,SRINAGAR

SUBJECT: PHYSICS

Assignment:I

Grade:IX

Instructions:

- Students are to read and understand the chapter on their own before initiating to respond to the given assignment.
- The objective of this assignment is to make the students acquainted with;
    - The understanding of the graphical way of motion of the bodies.
    - Reading the graph more correctly.
    - Representing the motion of bodies graphically.
    - How to use the equation of motion in solving numerical.

Graphical Representation of Motion.

Physics is an experimental science. In physics, we deal with a large number of physical quantities like length, speed, velocity and acceleration. These quantities can give us a clear understanding only if we can measure them. For this reason, physics is sometimes called the science of measurement.

Lets us see now what a graph is. Graphs are a convent means of presenting basic information about a number of events. When a set of data of measurements is presented on a graph paper, it is called a graph.

Distance-Time Graph

A graph showing the change in the position of an object (distance covered) with time is called its distance-time graph. From the distance time graph we can describe the nature of motion of a body; we can determine the location of a moving at any time and we can calculate the speed of the moving body by knowing its slope. Following are different graphs with their nature of motion of the bodies.

Case-I. When body is at rest:

Suppose the body is stationary (or at rest) at a distance of 10 meters from the origin. The position of the body is not changing with time. Its distance from the origin continues to be same (i.e. 10m) at instant s of time. Therefore its distance time graph will be a straight line parallel to time axis at a distance of 10m from the time axis.

Case-II. When body has uniform motion.

When the body is travelling equal distances in equal intervals of time, then it is said to have uniform motion and its distance time graph will be a straight line passing through origin.

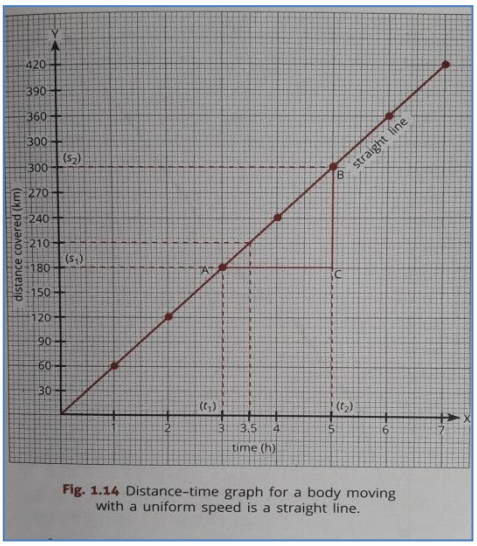
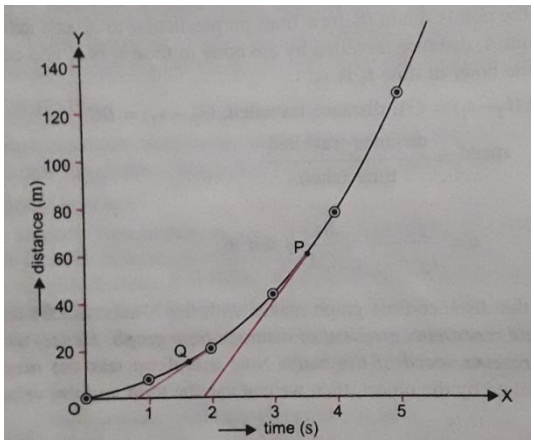
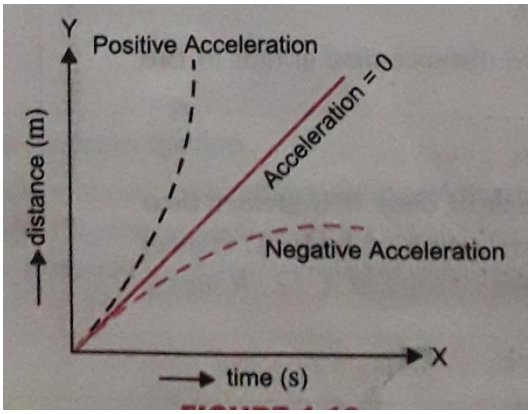


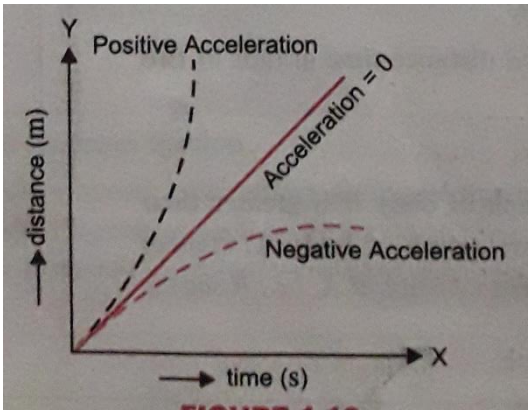
Fig. 1.14 Distance–time graph for a body moving with a uniform speed is a straight line.

Case-III. When body has non-uniform motion.

Suppose the body is covering unequal distances in equal intervals of time, it is said to have non-uniform motion. On plotting its distance time graph it comes out an upward curve if body is accelerated and a downward curve if it has negative acceleration. On drawing tangent at any point of the curve gives speed of the body.





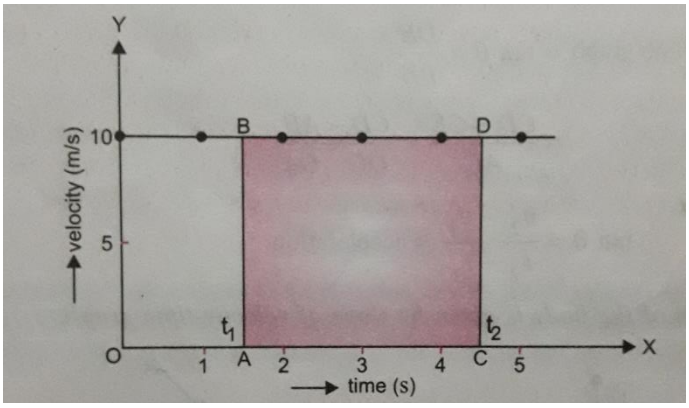


Velocity Time Graph:

For the moving bodies along the straight line, variation of velocity with time is represented by a velocity time graph. In this graph, we take time along the x-axis and velocity along the y-axis. The following three cases arise:

Case-I. When body is moving with uniform/constant velocity.

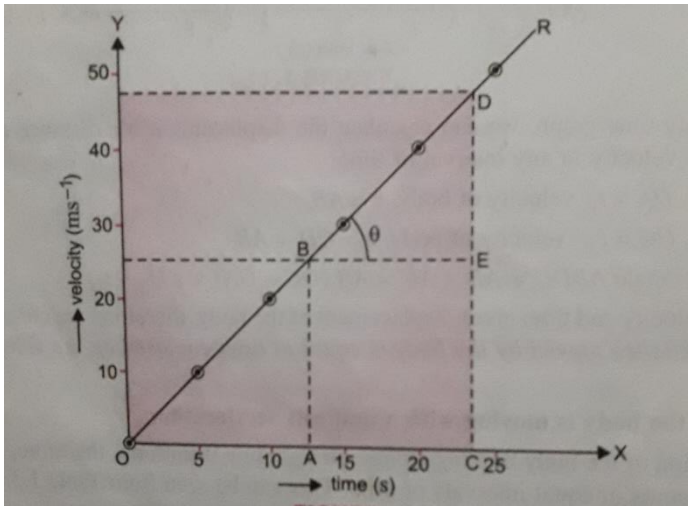
When the body travels equal displacements in equal intervals of time, it is said to have constant velocity or uniform velocity. It means it has same velocity at any instant of time. Hence velocity time graph comes out a straight line parallel to time axis.



Note: Area under velocity time graph gives the displacement travelled by the body.

Case-II. When the body is moving with uniform acceleration.

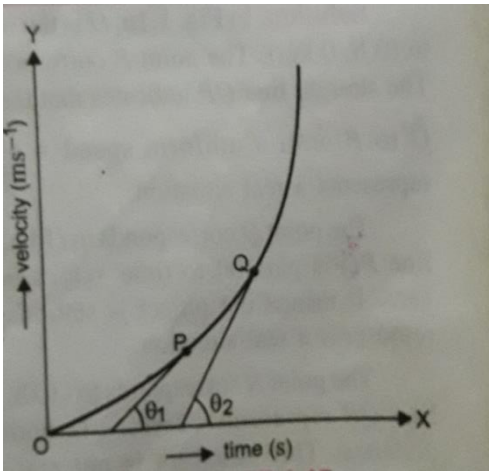
If the body changes its velocity by equal amounts in equal intervals of time, it is said to have uniform acceleration. On plotting a graph for such bodies, it comes out a straight line passing through origin.



Note: On calculating the slope (Tan Θ = Perpendicular/base) of right triangle BED in V-T graph it gives acceleration of the body.

Case-III. When body is moving with a variable acceleration.

If the body changes its velocity by unequal amounts in equal intervals of time, it is said to have variable acceleration or non uniform acceleration. On plotting a graph for such bodies it comes out a curve. Drawing tangent at any point of the curve gives acceleration at that instant of time.



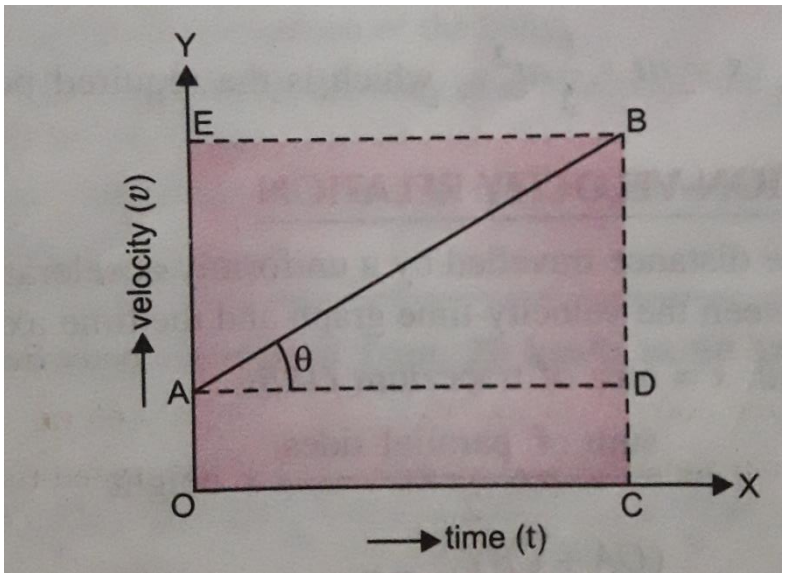
Derivation of equations of motion by graphical method.

When a body is moving along a straight line with uniform acceleration, we can establish relation between velocity, acceleration and distance travelled by the body in a particular time by set of equations. These equations are called equations of motion. In all, there are three equations of motion represented as:

1. V = u + at velocity-time relation
2. $s = ut + \frac{1}{2} a\, t^2$ position-time relation
3. $v^2 - u^2 = 2as$ position-velocity relation

1. V = u + at

Lets consider a body with initial velocity 'u' moving along a straight line with uniform acceleration 'a'. After time 't' suppose the body attains a final velocity 'V' covering a displacement 's'.



Draw AD perpendicular on BC and BE perpendicular on OY. Let ∟BAD = Θ

It is known that acceleration of the body = slope of V-T graph

i.e. acceleration = tanΘ = BD/AD

but BD = BC – CD = BC – OA

= v – u = change in velocity

And AD = OC = t = the time

Therefore $a = \frac{v-u}{t}$

Or v – u = at

Or **v = u + at**

2. $s = ut + \frac{1}{2} a\, t^2$

Supposition for the body will remain same. Here the body has some initial velocity 'u' as it is shown in figure, moving with uniform acceleration 'a' body attains a final velocity 'v' after time 't'. Here body travels a displacement 's'.

Distance = area of figure OABC

= area of rectangle OADC + area of triangle ABD

= OA × AC +1/2 BD × AD

= u × t + ½ (BC – CD) × OC

= ut + ½ (v – u)t

As $a = \frac{v-u}{t}$ therefore v –u = at

S = ut + ½ at × t

$S = ut + ½ at^2$

3. $v^2 - u^2 = 2as$

Here again supposition for the body remains same.

Distance travelled = area of trapezium OABC

= $\frac{sum\ of\ parallel\ sides}{2} \times height$

$$= \frac{OA+CB}{2} \times OC$$

$$= \frac{u+v}{2} \times t$$

$$= \frac{u+v}{2} \times (v-u)/a$$

$$S = (v^2 - u^2)/2a$$

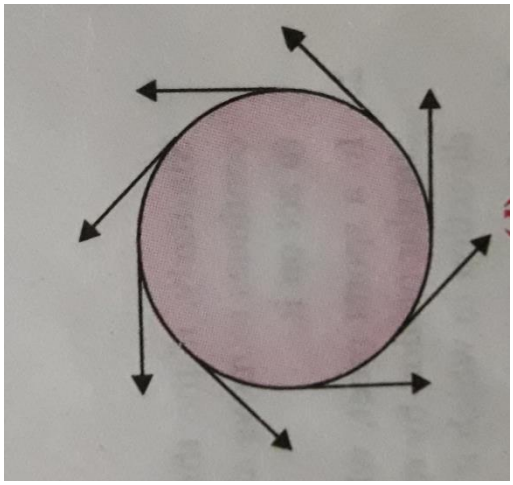
Or $\boldsymbol{v^2 - u^2 = 2as}$

Circular motion:

The body is said to have circular motion when it moves along a circular path. On moving along a circular path, body remains under the effect of centripetal force. Therefore due to centripetal force body can have circular motion.

When body travels equal distances in equal intervals of time, it is said to have uniform circular motion. Uniform circular motion is also an accelerated motion as every point body changes its direction. The actual direction of motion at a point can be drawn by drawing tangent at that point.

Motion of tip of hands of a watch is an example of circular/uniform circular motion. When a stone is tied to one end of the string and other end in your hand and whirled, it forms a circular motion.



Assignment questions to be done on fair note book:

Q1. A body is accelerating at a constant rate of $10m/s^2$. If the body starts from rest, how much distance will it cover in 2 seconds?

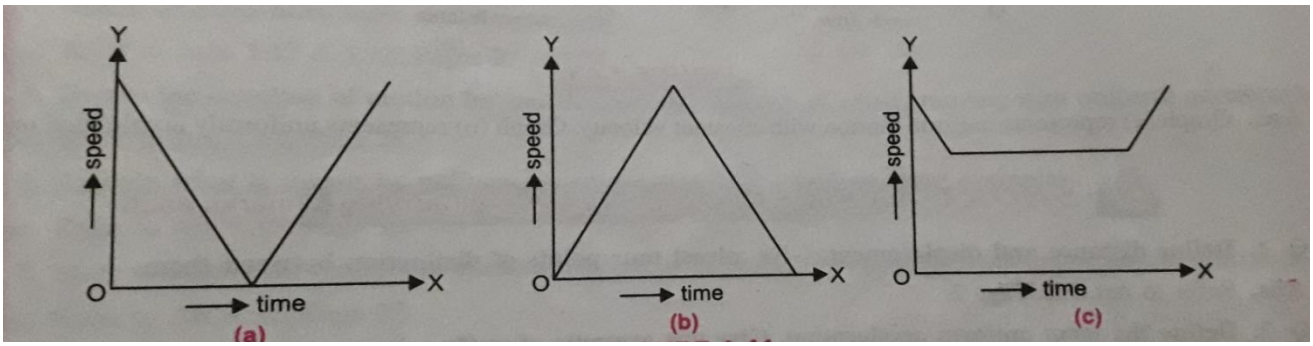
Q2. The brakes are applied to a car produces an acceleration of $6m/s^2$ in the opposite direction to the motion. If the car takes 2 seconds to stop after brakes are applied, calculate the distance it travels during this time.

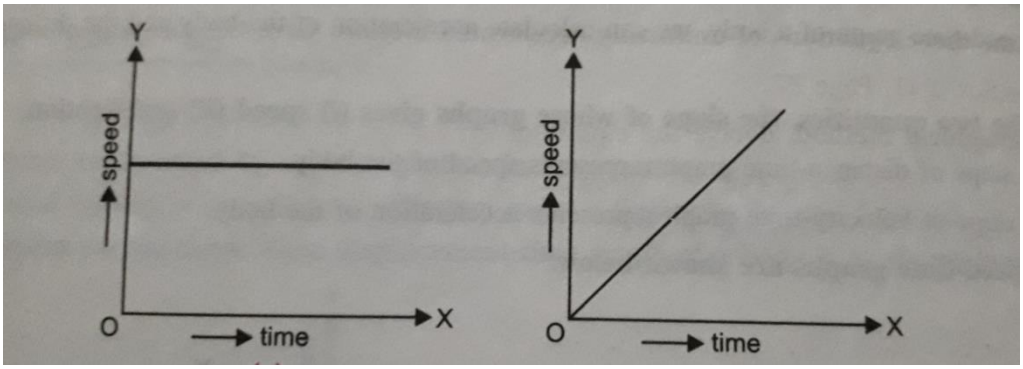
Q3. A motor cycle moving with the speed of 5 m/s is subjected to an acceleration of $0.2m/s^2$. Calculate the speed of the motor cycle after 10 seconds, and the distance travelled in this time.

Q4. Give some examples in which the body has uniform and non-uniform acceleration.

Q5. If the acceleration of a body is zero, then what can be the nature of motion of the body?

Q6. The graphs of some bodies are shown below; write their nature of motion.





DOON INTERNATIONAL SCHOOL, SRINAGAR

SUBJECT: S.ST

ASSIGNMENT: I

GRADE: IX

CHAPTER: Physical Features of India.

Instructions:

- Students are to read and understand the chapter on their own before initiating to respond to the given assignment.
- The objective of this assignment is to make the students acquainted with;
  1. Himalayan Mountains.
  2. Northern Plains.
  3. Coastal Areas.
  4. Indian Desert.
  5. Islands group of India (Andaman & Nicobar and Lakshadweep Islands).

TERMS TO KNOW

1: RELIEF: The variations in elevation of an area of the Earth's surface.

2: WEATHERING: The mechanical & chemical breakdown of rocks by the action of rain, snow, wind etc.

3: EROSION: It is the natural process of weathering and transport of solids (sediment, soil, rock & other particles) in the natural environment from their source to elsewhere, where they are deposited.

4: DEPOSITION: It is the geological process by which material is added to a landform or landmass.

5: GONDWANA LAND: It is the southern part of the ancient super continent Pangaea with Angara land in the Northern part.

MAJOR PHYSIOGRAPHIC DIVISIONS

The physical features of India can be grouped under the following physiographic divisions:

1: The Himalayan Mountains.
2: The Northern Plains.
3: The Peninsular plateau.
4: The Indian Desert.
5: The Coastal Plains.
6: The Islands.

The Himalayan Mountains: The Himalayas are geologically young and structurally fold mountains. They stretch over the northern borders of India. They form an arc, covering a distance about 2400km. Their width varies from 400km in Kashmir to 150km in Arunachal Pradesh. These mountain ranges run in West-East directions from the Indus to the Brahmaputra rivers.

- **The Indian Desert:** This lies on the Western margins of the Aravalli hills. It consists of wave like sandy plain with various types of sand dunes. It receives less than 150mm rainfall annually. It has arid climate with low vegetation. Luni is the only large river in this region.

  Crescent shaped sand dunes called Barchans cover most of this desert, but **longitudinal dunes** are also seen on the western edge of this region near the **Indo-Pakistan border**. This desert is known as the **Thar desert.**

- **The Coastal Plains:**The Peninsular plateau is bordered by narrow coastal strips running along the Arabian sea on the West & the Bay of Bengal on the East. The Western coast which lies b/w the Western Ghats & The Arabian sea, is a narrow plain. It consists of three sections:

1: Northern part of the coast is called the Konkan (Mumbai-Goa).

2: Central stretch is called the Kannad plain.

3: Southern stretch is called as Malabar coast.

In Northern part, it is known as Northern Circar & in Southern part, it is called as Coromandel coast.

Mahanadi, Godavari, Krishna & Kaveri have formed deltas on this coast. Lake Chilika is the largest salt water lake on the eastern coast(Odisha). It is famous as a winter home for migratory birds. It lies on the South of Mahanadi Delta.

- **The Northern Plains:** This plain is formed by three river systems, The Indus, The Ganga and The Brahmaputra along with their tributaries. This plain is formed with alluvial soils. That is the reason Northern plains are suitable for cultivating crops.

Answer these questions.

Q1: What are the three parts of northern Plains?

Q2: Ghaggar river flows in which state?

Q3: In which year were Laccadive, Minicoy & Amindive named as Lakshadweep?

Q4: Which region of India is characterized by Barchans?

Q5: Lakshadweep island is which type of coral island?

Q6: Which islands group enjoys equatorial climatic condition?

Q7: What do you understand by the term 'Submarine'?

Q8: On an outline map of India, show the following.

(I) Mountain & hill ranges-the Karakoram, the Zanskar, the Patkai Bum, The Jaintia, the Vindhya range,

the Aravalli & the Cardamom hills.

(II) Peaks-K2, Kanchenjunga, Nanga Parbat & the Anai Mudi.

(III) Plateaus-Chotanagpur and Malwa.

(IV) The Indian Desert, western Ghats, Lakshadweep islands.

Write down the answers of these questions on your fair notebook.

Note: For more knowledge & information go through references of Arihant, S. Chand & Dr. Agarwal.

DOON INTERNATIONAL SCHOOL SRINAGAR

SUBJECT: MATHEMATICS

Assignment:I

Grade:IX

Chapter:Coordinate geometry

Instructions:

- Students are to read and understand the chapter on their own before initiating to respond to the given assignment.
- The objective of this assignment is to make the students acquainted with Cartesian coordinate system. In addition, they will also be able to write the coordinates of points given on the Cartesian plane.

INTRODUCTION:

In the previous classes we had come across with the concept of locating different points on the number line whether rational or irrational numbers. But question arises by how we can locate or describe the position of a point in plane. The above said type of problems is dealt in the very important branch of mathematics called coordinate geometry.

Coordinate geometry is the branch of geometry where the position of a point in the plane is defined with the help of an ordered pair of numbers known as coordinates.

What are coordinates?

Take a look at the following figure.

	A	B	C	D	E
1					
2					
3				X	
4					

Now, consider the grid on the right. The columns of the grid are labeled as A, B, C, D, E, etc. on the other hand, the rows are numbered as 1, 2, 3, 4, and so on. You can see that the letter X is located in the box D3 i.e. column D and row 3. Here, D and 3 are the coordinates of this box.

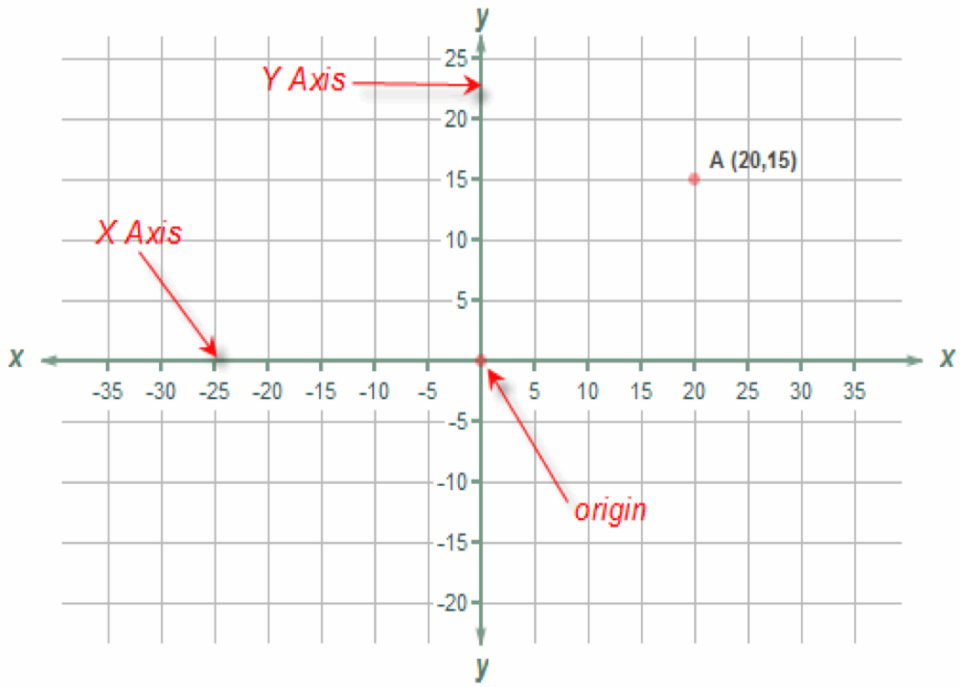
The box has two parts – one is the row and the other is the column. You need to understand that there are several boxes in the every row and column. So, when you have both of them, you can find one single box that is the point where the rows and the columns intersect each other.

Cartesian system

If we had to locate or describe the position of any point in the plane, we draw two lines perpendicular to each other on the plane, and locate the points on the plane by referring them to these lines.

Take two number lines, calling them X/X and Y/Y. Place X/X horizontal and write the numbers on it just as written on the number line and do the same on the line Y/Y except that Y/Y is vertical, not horizontal.

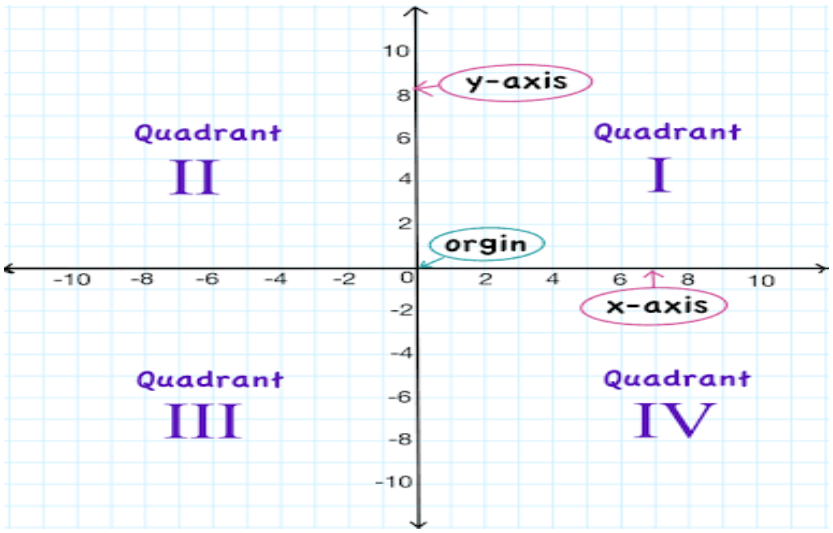
Combine both the lines in such a way that the two lines cross each other at their zeroes, or origins. The horizontal line X/X is called the x – axis and the vertical line Y/Y is called the y-axis. The point where X/X and Y/Y cross is called the origin, and is denoted by O.



On the x-axis, values to the right are positive and those to the left are negative.On the y-axis, values above the origin are positive and those below are negative. A point's location on the plane is given by two numbers,the first tells where it is on the x-axis and the second which tells where it is on the y-axis. Together, they define a single, unique position on the plane. So in the diagram above, the point A has an x value of 20 and a y value of 15. These are the coordinates of the point A, sometimes referred to as its "rectangular coordinates". Note that the order is important; the x coordinate is always the first one of the pair.

Quadrants

The two axes divide the plane into four areas called quadrants. The first quadrant, by convention, is the top right, and then they go around counter-clockwise. It is conventional to label them with numerals but we talk about them as "first, second, third, and fourth quadrant". They are also sometimes labelled with Roman numerals: I, II, III and IV.



Coordinates of a point

A pair of numbers defining the position of a point on a two-dimensional plane.The coordinates of a point are a pair of numbers that define its exact location on a two-dimensional plane. Recall that the coordinate plane has two axes at right angles to each other, called the x and y axis. The coordinates of a given point represent how far along each axis the point is located.

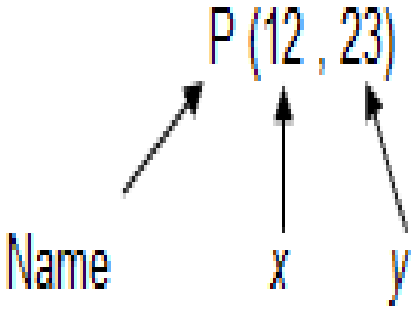
History

The method of describing the location of points in this way was proposed by the French mathematician René Descartes (1596 - 1650). (Pronounced "day CART"). He proposed further that curves and lines could be described by equations using this technique, thus being the first to link algebra and geometry.

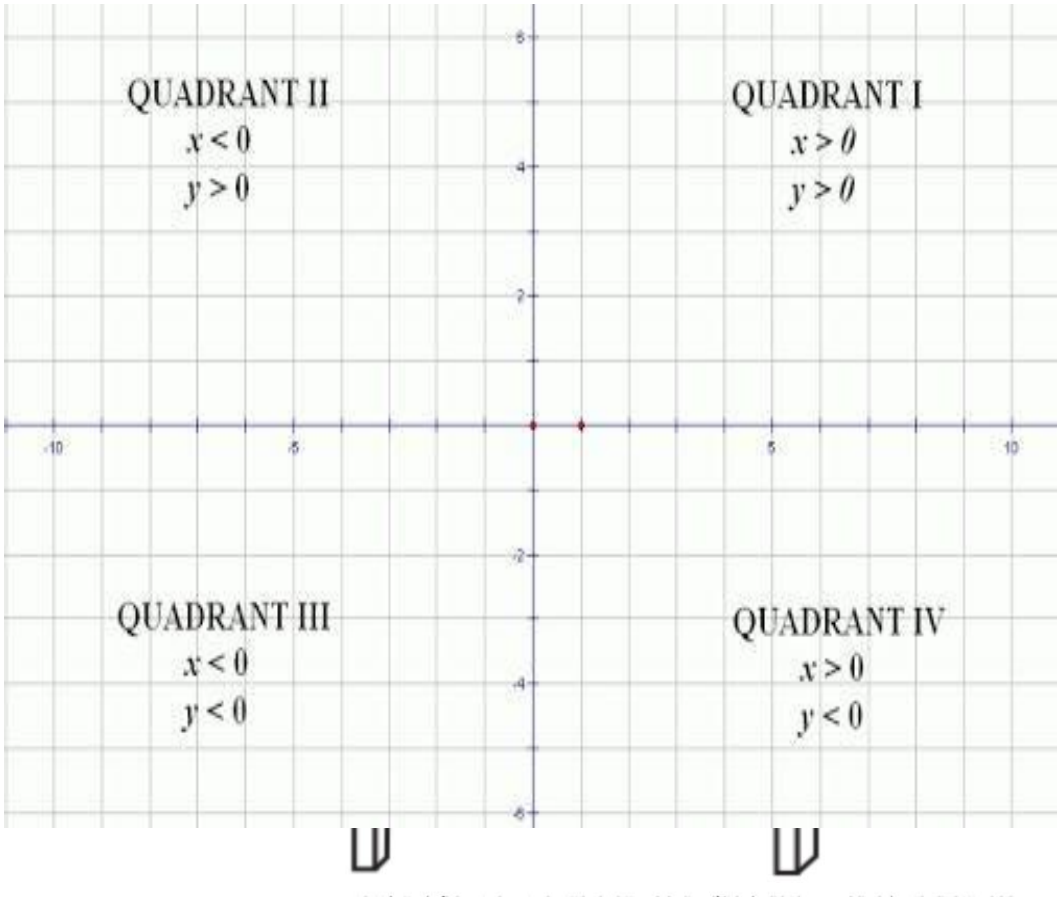
Ordered Pair

The coordinates are written as an "ordered pair" as shown below. The letter P is simply the name of the point and is used to distinguish it from others.

Ordered pair showing coo



eses are the x and y coordinate of the point. The first num axis the point is or perpendicular distance of nate and specifies how far up or down the y axis to go or p t is called an ordered pair because the order of the t orizontal) coordinate.



Abscissa

The abscissa is another name for the x (horizontal) coordinate of a point. Pronounced "ab-SISS-ah" (the 'c;' is silent). Not used very much. Most commonly, the term "x-coordinate" is used.

Ordinate

The ordinate is another name for the y (vertical) coordinate of a point. Pronounced "ORD-inet". Not used very much. Most commonly, the term "y-coordinate" is used.

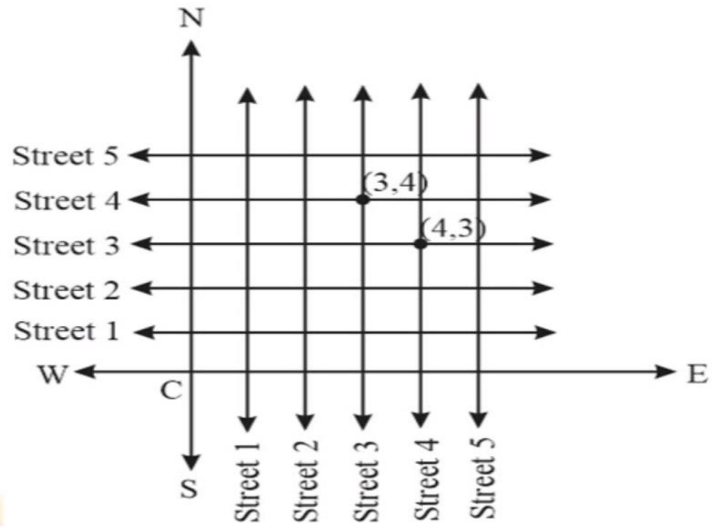
Question/Answer

Q. How will you describe the position of a table lamp on study table to another person?

Solution:

Since, there are two dimensions of the surface of a table (length and breadth), so two references will be required to accurately describe position of the object on the table. As a reference we can take DC and DA as a pair of perpendicular edges with common point D. Now, any point on the table can be uniquely determined by its distances from both the edges DC and DA. In the shown figure, the lamp is at a distance of 25 cm from AD and 30 cm from DC.

Q. (Street Plan): A city has two main roads which cross each other at the centre of the city. These two roads are along the North-South direction and East-West Direction. All the other streets of the city run parallel to these roads and are 200 m apart. There are 5 streets in each direction. Using 1 cm = 200 m, draw a model of the city on your notebook. Represent the roads/streets by single lines. There are many cross-streets in your model. A particular cross-street is made by two streets, one running in the North-South direction and another in the East-West direction. Each cross street is referred to in the following manner: If the 2nd street running in the North-South direction and 5th in the East-West direction meet at



some crossing, then we will call this cross-street (2, 5). Using this convention, find:

(i) How many cross - streets can be referred to as (4, 3).
(ii) How many cross - streets can be referred to as (3, 4).

Solution:

(i) The given cross street is marked in the figure and it can be observed that there is only one street referred as (4, 3).

(ii) The given cross street is marked in the figure and it can be observed that there is only one street referred as (3, 4).

Q. Write the answer of each of the following questions:

(i) What is the name of horizontal and the vertical lines drawn to determine the position of any point in the Cartesian plane?

(ii) What is the name of each part of the plane formed by these two lines?

(iii) Write the name of point where these two lines intersect.

Solution:

(i) The Horizontal and vertical lines are called X axis and Y axis respectively.

(ii) The part of plane formed by the two lines are called quadrants.

(iii) The point where the two lines intersect is called origin.

Q. See the given figure, and write the following:

(i) The coordinates of B.

(ii) The coordinates of C.

(iii) The point identified by the coordinates $(-3, -5)$.

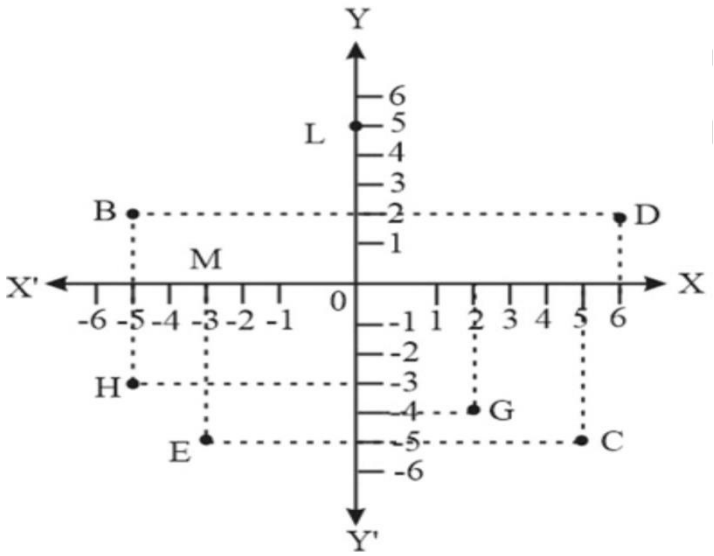
(iv) The point identified by the coordinates $(2, -4)$.

(v) The abscissa of the point D.

(vi) The ordinate of the point H.

(vii) The coordinates of the point L.

(viii) The coordinates of the point M.



Solution:

(i) The coordinates of point B is (−5, 2)

(ii) The coordinates of point C is (5, −5)

(iii) The point identified by the coordinates (−3, −5) is point E.

(iv) The point identified by the coordinates (2, −4) is point G.

(v) Abscissa of point D is 6

(vi) Ordinate of point H is −3

(vii) The coordinates of point L is (0, 5)

(viii) The coordinates of point M is (−3, 0)

Q. In which quadrant or on which axis do each of the points (−2,4),(3,−1),(−1,0),(1,2) and (−3,−5) lie? Verify your answer by locating them on the Cartesian plane.

Solution:

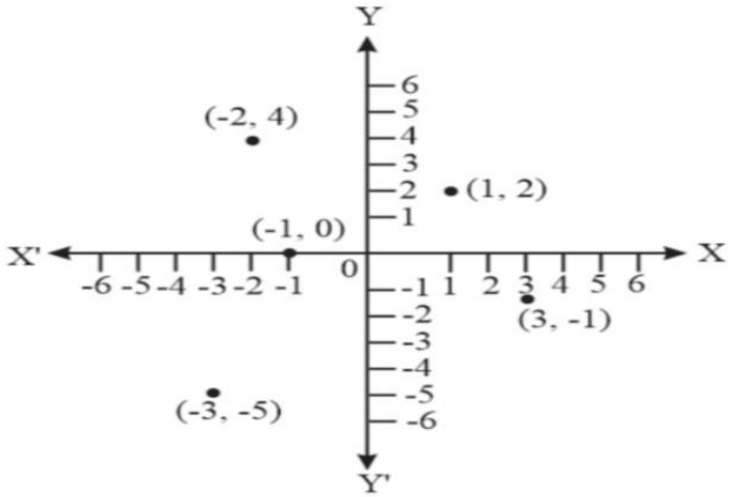
(i) (−2,4) lies on 2nd quadrant. X coordinate is negative and Y is positive

(ii) (3, −1) lies on 4th quadrant.X coordinate is positive and Y coordinate is negative.

(iii) The point (−1, 0) lies on the negative of X axis because Y is zero and X is negative.

(iv) (1, 2) lies on 1st quadrant. X and Y both coordinates are positive.

(v) (−3,−5) lies on 3rd quadrant. X and Y both are negative.



Assignment

Q. In which quadrant or on which axis do each of the points (2,-4),(-3,−1),(0,-10),(1,-7) and (4,−5) lie? Verify your answer by locating them on the Cartesian plane

Q. How will describe the location of your school from highway (as reference).

Q. If the abscissa of a point is zero. Could you say anything about its location on Cartesian plane.

Q. If the ordinate of a point is zero and its abscissa is negative integer, what can you say about is position in the Cartesian plane.

Q. Locate the points (12, -3) and (4, 0) on the Cartesian plane.

Q. In which quadrant or on axis do each of the points (4,-6), (0, 12), (-12, 3) and (-6,-8) lie?

DOON INTERNATIONAl SCHOOL,SRINAGAR

SUBJECT – Information technology

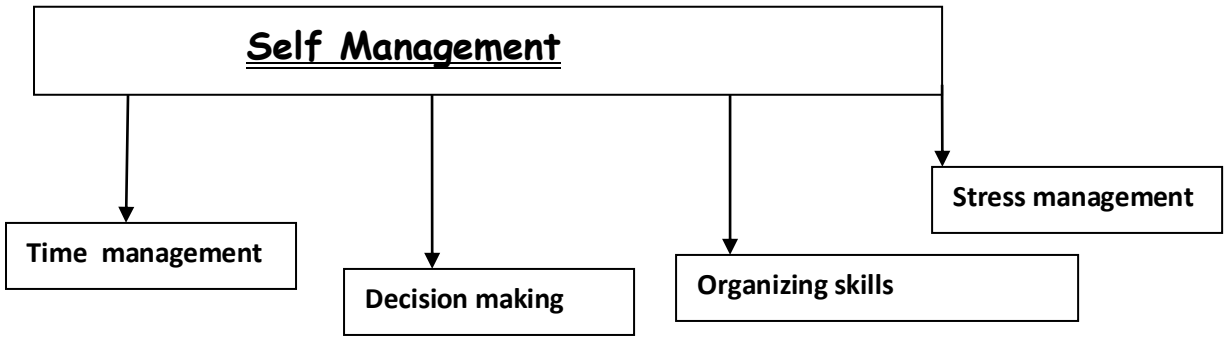
Assignment:I

Grade:IX

Chapter:-Self Management Skills -I

Instructions:

- Students are to read and understand the chapter on their own before initiating to respond to the given assignment.
- The objective of this assignment is to make students get acquainted with the factors that helps in building self confidence and also describing the meaning of self management.



Self Management:- Self-management can be defined as the application of skills and strategies that help an individual throughout his/her life to achieve goals and objectives and become more productive. Self-management skills are those skills that help an individual become more productive in his personal as well as professional lives. The following are some self-management skills:

Stress management: It is an individual's ability to control and manage any difficult and hard situation.

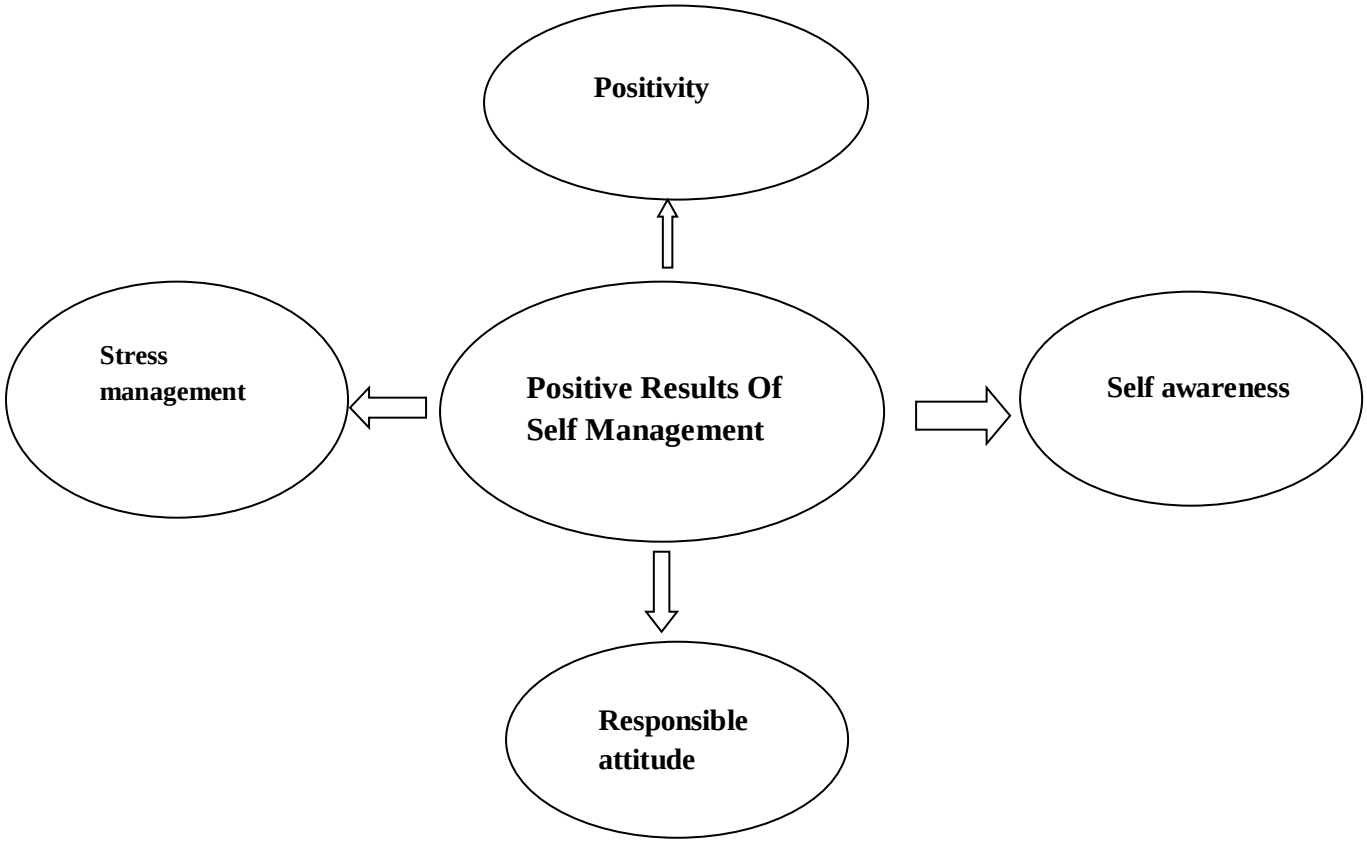
Time management: It is a process of planning and scheduling time among different tasks in order to maximize the productivity of an individual.

Decision-making: It is a process of making decisions between two or more things and actions.

Organizing skills: It is the combination of planning, prioritizing, motivating and time management skills. It helps an individual to develop a time table, arrange tasks, improve efficiency and set priorities.

Physical awareness: It helps an individual to increase his level of physical activity in order to improve his physical health, to make him more productive and to boost the power of the body and mind..

Positive Results Of Self Management



Positivity: People with positive attitude take every problem of their personal and professional lives positively and try to find out the solution with enthusiasm and confidence.

Self-awareness: It is the individual's ability to recognize and understand his/her strengths and weaknesses in order to enhance the credibility and leadership quality.

Stress management: It is an individual's ability to control and manage any difficult and hard situation.

Responsible attitude: It is associated with showing acceptable behavior in personal and professional lives as well in the society.

SELF CONFIDENCE

Self-confidence can be defined as a belief in one's personal abilities, potentials and strengths. An individual with self confidence attains personal and professional goals easily.

Some tips on how to build self-confidence:

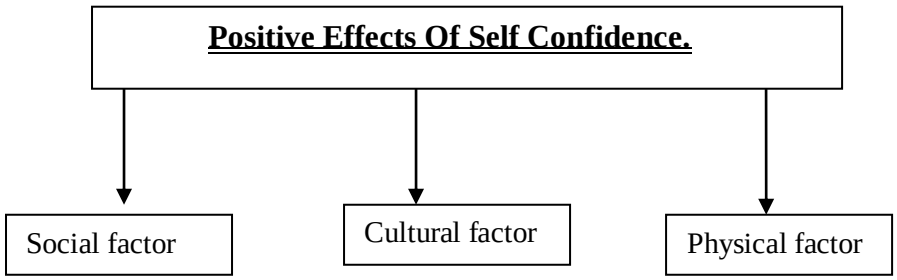
Remove negative thinking: In order to convert negative thoughts into positive ones, we have to believe in ourselves and need to come up with the possibilities of overcoming negative thoughts.

Positive thinking: Positive thinking helps to enhance your self-confidence because low self-confidence constantly brings you down and fills your mind with negative thoughts.

Staying happy with small things: Several small things can make you feel more confident, such as smiling, meditating, reading and going out.

Staying clean, hygienic and smart: Self-confidence can be improved by enhancing your personal appearance through simple steps like wearing clean clothes, shaving and bathing, and practicing good hygiene regularly.

Chatting with positive people: Chatting with positive people gives you an ability to regulate feelings and sentiments, boost confidence, eliminate negative thoughts, and stay positive.



Social factor:- Social factor is a feeling of affection, acceptance, belongingness and friendship in the society and family. Social factor also comprises social experiences which involve interaction among individuals to coordinate activities for the accomplishment of individual goals and objectives.

Cultural factor:- Cultural factor leads an individual to build his/her confidence level, self-esteem and self image.

Physical factor:- Physical factor refers to the physical health, personality and appearance that helps an individual to look more confident.

On the basis of understanding of chapter answer the following question

1. Differentiate between time management and stress management.
2. What is negative thinking? How can an individual get rid of negative thoughts?

3.Elaborate on self management and its importance in ones's life.

4.Write the significance of staying happy with small things in building self confidence?

5.Define Self awareness .What do you understand by physical awareness in self management?

Practical work :-

- ✓ Create a Power Point Presentation on Self management and its importance in individual's life .

DOON INTERNATIONAL SCHOOL, SRINAGAR

SUBJECT: Hindi

Assignment:I

Grade:IX

पाठ ;पद

१. व्याख्या करो ।

क. अब कैसे छूटै राम नाम रट ---------- भकित करे रैदसा ।

प्रसंग ;यह कविता हमारी पुस्तक 'स्पर्श' से ली गयी है ।इन पंक्तियों में कवि अपना प्रेम ईशवर की और जता रहें हैं ।

व्याख्या ; इन पंक्तियों में कवि कह रहे हैं कि उसे राम की भक्ति लग चुकी है ।वह कह रहे है कि ईशवर 'तुम चंदन हम पानी' "तुम घन हुम मोरा ' तुम दीपक हुम बाती'। इन पंक्तियों का यह अर्थ है कि जैसे चंदन पानी के बिना नहीं रह सकता जैसे दीपक बाती के बिना नहीं रह सकता उसी प्रकार कवि कह रहे की वह भी ईशवर के बिना नहीं रह सकते।

ख. ऐसी लाल तुझ ---------- तै सभै सरै ।

प्रसंग ;यह कविता हमारी पुस्तक 'स्पर्श' से ली गयी है । ईन पंक्तियो मे कवि ईशवर की महनता बता रहे है ।

व्याख्या ; इन पंक्तियों मे कवि कह रहें हैं कि ईशवर तुम्हारे बिना एसा चमत्कार कोई नहीं कर सकता ।कवि कह रहे है कि तू गरीबों पर दया करने वाला है, तूनें एक
छूत के सिर पर राजाओं जैसा मुकुट धारण कर दिया है । ईशवर 'तूने एक नीच जाती के इंसान को ऊपर उठा दिया है ।जिस पर भी तुमहारी नज़र पडी है वह सफ़ल हो गया है ।कवि अंत मे कह रहे है कि मेरे ईशवर जैसा महान कोई नहीं है।

२ . प्रशनों के उत्तर -

प्र०क . पहले पद में भगवान की ---------- ?
उत्तर पहले पद में भगवान और भक्त की तुलना कवि ने पानी , घन , दीपक , मोती और स्वामी से की है ।
प्र०ख. पहले पद की प्रत्येक पकित के अंत ---------- ?
उत्तर . पानी- समानी
मोरा - चकोरा
बाती - राती
धागा - सुहागा
दासा - रैदासा
प्र०ग. पहले पद में कुछ शब्द अर्थ को ---------- ?
उत्तर . चंदन - पानी
घन - मोरा
दीपक - बाती

मोती - घागा
स्वामी - दासा ।

प्र०घ. दूसरे पद में कवि ने गरीब नवाजु ---------- ?

उत्तर . दूसरे पद में कवि ने गरीब नवाजु आपने आप को कहा है क्योंकि वह बहुत ही गरीब और नीच ज़ात का होता है

प्र०ड. दूसरे पद की " जाकी छोति जगत ---------- " ?

उत्तर. इन पंकित में कवि ईशवर से यह कह रहे है । कि तुमने एक नीच ज़ाती के इंनसान को ऊपर उठ दिया ।

प्र०च. रैदास ने आपने स्वामी ---------- ?

उत्तर. रैदास ने आपने स्वामी को चंदन , घन , दीपक , मोती और स्वामी के नामों से पुकारा है ।

प्र०२ और ३ दी गई व्याख्या में से कीजिए ।

३. शब्दार्थ आपनी पुस्तुक में से कीजिए ।

(व्याकरण)

४. अपने विधालय के प्रधानाध्यापक को छुट्टी के लिए आवेदना - पत्र लिखिए ।

دون انٹرنیشنل اسکول، سرینگر

☆جماعت: نہم

☆ سبق: ایک دیہاتی لڑکی کا گیت

☆مفوضہ کام: حصہ اوّل

نظم کی تعریف:

نظم کے لغوی معنی ہے ترتیب دینا، انتظام یا آراستہ کرنا۔ نظم اشعار کا وہ مجموعہ جس میں کسی ایک خیال کو تسلسل کے ساتھ بیان کیا جائے۔ ہر نظم کا ایک مرکزی خیال ہوتا ہے۔ اس میں موضوع کی کوئی قید نہیں ہے۔ نظم شاعری کی ایک ایسی قسم ہے جو کسی ایک عنوان کے تحت کسی ایک موضوع پر لکھی جائے۔

مصنف کا تعارف:

یہ نظم اختر شیرانی نے لکھی ہے۔ اختر شیرانی ۱۹۰۵ میں راجستھان کے شہر ٹونک میں پیدا ہوئے۔ وہ ایک مشہور محقق اور ادیب گذرے ہیں۔ انھیں فطرت سے بڑا لگاتھا۔ اسی لیے ان کی نظموں میں قدرت کے نظارے جا بجا ملتے ہیں۔ ان کو رومانی شاعر بھی کہا جا تا ہے۔ نظم، گیت، اور سانیٹ (سانیٹ اُس نظم کو کہتے ہیں جو چودہ مصرعوں کی ہوتی ہے) ان کی پسندیدہ اصناف ہیں۔ انھوں نے نہ صرف قدرتی مناظر کو بیان کیا بلکہ ان کا موضوع حب الوطنی بھی رہا ہے۔ ان کے نظموں میں اپنے وطن کی تصویریں ہر جا نظر آتی ہے۔ ان کا انتقال عین جوانی میں ۱۹۴۸ میں ہوتا ہے۔

نظم کا خلاصہ:

اس نظم کا مصنف اختر شیرانی ہے اور یہ نظم گاؤں کے ماحول کی تصویر کشی کرتی ہے۔ ایک لڑکی جو کہ سریلی آواز میں گا رہی ہوتی ہے اور فضا میں، بستیوں پر اور بنوں میں ایک الگ قسم کی تبدیلی رونما ہو رہی ہے۔ مینہہ کے برسنے سے لگ رہا ہے کہ جیسے کوئی پری گا رہی ہو۔ ساتھ ہی ہوا بھی اپنی سرسراہٹ سے جیسے نغمے گا رہی ہو۔ شاعر فرماتے ہیں کہ شاید یہ اس لڑکی کا سسرال ہوگا اور اس کو ماں کی یاد آرہی ہو۔ ماں کی دوری کے سبب اس کے گیت غم سے بھرے ہیں اور ان کے گیتوں میں فریاد و زاری ہے۔ اردگرد کے ماحول کی تصویر کشی کرتے ہوئے کہتے ہیں کہ شومندر میں گھنٹی بج رہی ہے اس کی آواز سنائی دے رہی ہے۔ چڑیاں گھونسلے سے نکل کر جنگلوں میں چہچہا رہی ہے۔ کہیں سے بکری کے میں میں کی آواز آرہی تو کہیں سے گائے کے بچہ کی آواز کانوں میں گونج رہی ہے۔ لیکن ان سب بے پرواہ ہو کر لڑکی گیت گانے میں مشغول ہے اور اس پر آس پاس کے ماحول سے کچھ اثر نہیں پڑھ رہا ہے۔

مختصر جوابات لکھیے:

س ۱:۔اس نظم میں قافیہ الفاظ ڈھونڈ کر لکھیے۔ (قافیہ: ہم وزن الفاظ کو قافیہ کہتے ہیں جیسے رات، بات، سات، ملاقات، پات)

س ۲:۔ یہ نظم کس ماحول کو پیش کر رہی ہے؟

س ۳:۔لڑکی کے گیتوں میں غم کیوں ہے؟

س ۴:۔حرف عطف کسے کہا جاتا ہے؟اور اس کی کچھ مثالیں دیجیے۔

س ۵:۔لڑکی کے گاتے وقت کس طرح کا ماحول تھا؟

س ۶:۔ ''جبھی مصروف ہے آہ وفغاں میں جبھی غمگین لے میں گا رہی ہے'' اس کی تشریح لکھیے۔

س ۷:۔رومانی شاعری کسی کہتے ہیں؟

تفصیلی جوابات لکھیے:

س ۱:۔حب الوطنی سے کیا مراد ہے؟اپنے خیالات وطن سے متعلق قلمبند کیجیے۔

س ۲:۔اختر شیرانی کی شاعری کے بارے میں آپ کیا جانتے ہیں؟

س ۳:۔اپنے علاقے کی چند خوبیاں بیان کیجیے۔

س ۴:۔کشمیر پر کوئی نظم خود سے تحریر کیجیے۔()

﴿ اختتام ﴾