

KENDRIYA VIDYALAYA GUNUPUR

SUBJECT: MATHEMATICS
AUTUN BREAK HOLIDAY HOME WORK

CLASS: VIII
SESSION: 2026-27

Complete your Homework Note-Book and Do the Activity-works in A4 paper only.

Activity 1: Explore square and cubic measurements.

1. Find three square-shaped objects and two cubical or cube-shaped objects at home.
2. Measure the side of one square object and calculate its area.
3. Measure the edge of a cube-shaped object and calculate its volume.
4. If the edge of the cube were doubled, calculate its new volume and compare it with the original volume.

Submit: Draw and label the objects, record measurements, and show all calculations.

Activity 2: Investigate large numbers and powers.

1. Find five large numbers from a newspaper, product label, bill or book.
2. Express suitable numbers using powers of 10.
3. Choose two numbers and compare their magnitudes.
4. Write three examples of where powers are useful in representing large or small quantities.

Submit: A table showing each number, its representation using powers of 10 where possible, and its real-life context.

Activity 3: Explore number systems and number patterns.

1. Research one historical number system, such as Roman numerals or the ancient Indian place-value system.
2. Write the numbers 1 to 20 in the selected system wherever applicable.
3. Explain two advantages of the Hindu-Arabic decimal system.
4. Create a number puzzle or pattern and explain the rule used.

Submit: A comparison chart with examples and your original number puzzle.

Activity 4: Identify and classify quadrilaterals.

1. Identify five quadrilateral-shaped objects at home or school.
2. Draw their approximate shapes and measure their sides and angles where possible.
3. Classify each as a square, rectangle, parallelogram, rhombus or trapezium, as appropriate.
4. Verify that the sum of the interior angles of a quadrilateral is 360° using a suitable drawing or paper-cutting activity.

Submit: A labelled chart with object names, sketches, classifications and observations.

Activity: Discover and explain numerical patterns.

1. Select any three consecutive whole numbers and calculate their sum.
2. Repeat with five different sets of consecutive numbers. Look for a pattern.
3. Investigate a divisibility or digit-based number puzzle from the chapter.
4. Create one original number puzzle for a classmate and provide its solution with reasoning.

Submit: Your calculations, the pattern you observed, an explanation of why it works, and your original puzzle.

केंद्रीयविद्यालयगुणपुर(Kendriya Vidyalaya Gunupur)

शरदकालीनअवकाशगृहकार्य (Autumn Break Homework)

कक्षा 8 – हिंदी (पाठ्यपुस्तक: मल्हार) | सत्र: 2026-27

मुख्य विषय (Theme): सामाजिक सरोकार, लोक जीवन एवं रचनात्मक लेखन

सामान्य निर्देश (General Instructions):

- सभी कार्य साफ़, सुंदर और स्पष्ट लिखावट में करें।
- गतिविधियाँ (Activities) चित्र, क्राफ्ट या रंगीन स्केच पेन की सहायता से आकर्षक बनाएँ।
- A4 साइज़ शीट / स्क्रेप बुक का उपयोग करें।
- यह कार्य आपकी रचनात्मकता (Creativity), विषय-समझ और प्रयोगात्मक अधिगम पर आधारित है।

गतिविधि 1: 'प्रकृति और मानव' – माइंड मैप एवं ब्लॉग/लेख

NCERT पाठ्यपुस्तक 'मल्हार' के पाठों के आधार पर 'पर्यावरण संरक्षण और मानव जीवन' विषय पर एक सुंदर माइंड मैप (Mind Map) तैयार करें। इसके साथ ही 150-200 शब्दों का एक सुंदर 'लघु-ब्लॉग' A4 शीट पर लिखें।

गतिविधि 2: 'मेरी प्रिय पुस्तक/ कहानी समीक्षा' (Book Review)

'मल्हार' या किसी अन्य बाल-साहित्य पुस्तक की अपनी पसंदीदा कहानी को चुनें। उसका निम्नलिखित बिंदुओं पर समीक्षात्मक कार्ड (Book Review Card) बनाएँ: (1) कहानी का नाम व लेखक, (2) मुख्य पात्र, (3) कहानी का सार, (4) आपको कहानी क्यों पसंद आई।

गतिविधि 3: 'शरदकालीन अनुभव संवाद-लेखन' (Comic Strip/ Comic Dialogue)

दो मित्रों के बीच शरदकालीन अवकाश की योजनाओं और त्योहारों की तैयारियों को लेकर हुए संवाद को 4-5 बॉक्स वाले 'कॉमिक स्ट्रिप' (Comic Strip) के रूप में चित्रों के साथ प्रदर्शित करें।

केंद्रीयविद्यालयगुणपुर- आपकी शरदकालीन छुट्टियाँ अनंदमय और ज्ञानवर्धक हों!

KENDRIYA VIDYALAYA GUNUPUR
Autumn Break Holiday Homework – English

CLASS-VIII

Session 2026–27

Theme: Explore • Research • Create • Write • Communicate

Dear Students,

The autumn break is an opportunity to learn English beyond textbooks. This holiday homework is designed to develop your reading, writing, vocabulary, grammar, research and creative thinking skills through enjoyable, real-life activities.

- Daily time: 15–20 minutes
- Duration: 10 days of guided activities, followed by project completion and revision as needed.
- Materials: English notebook or scrapbook, pencil, colours and age-appropriate books or trusted online resources with adult guidance.
- Important: Write in your own words. Do not copy entire paragraphs from the internet. Interview family members, observe your surroundings and use your imagination.

Common daily activity: Learn your verbs!

- Every day you must practice 5 daily-use verbs each day for 10 days. Learn their meanings, three forms and one original sentence for each verb.

Example: go – went – gone – I go to school every day.

Reflective Journal

Write 150 words on “A Skill I Want to Develop”. Explain why it matters and how you will practice it.

Vocabulary Research

Collect 15 advanced but useful English words from a dictionary or newspaper. Record meanings, parts of speech, synonyms and original sentences.

Oral History Project

Interview an older person about how education or communication has changed over time. Write 8 questions and a 150-word summary.

Literary Analysis

Read a short story or poem. Analyse its theme, tone, message and two literary devices, supporting your ideas with examples.

Media Literacy

Compare two reports about the same topic, if available. Note differences in headlines, facts and language. Explain why sources should be checked.

Community Solution

Identify one problem in your neighbourhood or school. Suggest three realistic solutions in a 150-word proposal.

Podcast on Paper

Write a script for a 2–3-minute English podcast on a person, book, invention or social issue. Include an introduction, 3 key points and a conclusion.

Final creative project: Prepare a research scrapbook titled “Young Minds, Real Solutions”, combining your local research, community proposal, article and vocabulary pages.

SCIENCE PRACTICE WORKSHEET

Topics: Pressure, Wind, Storm, Cyclones & Particulate Nature of Matter

Student Name: _____

Roll No: _____

Class & Section: _____

Max. Marks: 40 | Time: 45 Min

SECTION A: MULTIPLE CHOICE QUESTIONS (10 MARKS | 1 MARK EACH)

1. High-speed winds are always accompanied by:
(a) Increased air pressure (b) Reduced air pressure
(c) No change in air pressure (d) Constant temperature
2. Which of the following instruments is used to measure wind speed?
(a) Barometer (b) Anemometer
(c) Rain gauge (d) Thermometer
3. The central calm area of a tropical cyclone is known as the:
(a) Vortex (b) Eye
(c) Core (d) Centerpiece
4. The intermixing of particles of two different types of matter on their own is called:
(a) Osmosis (b) Diffusion
(c) Fusion (d) Sublimation
5. Which state of matter has maximum inter-particle space and minimum force of attraction?
(a) Solid (b) Liquid
(c) Gas (d) Plasma
6. Air exerts pressure in:
(a) Downward direction only (b) Upward direction only
(c) Lateral direction only (d) All directions
7. A violent, dark, funnel-shaped cloud that reaches from the sky to the ground is called a:
(a) Cyclone (b) Tornado
(c) Hurricane (d) Typhoon
8. Which of the following phenomena demonstrates that particles of matter are continuously moving?
(a) Evaporation (b) Diffusion
(c) Both (a) and (b) (d) Melting
9. The SI unit of pressure is:
(a) Newton (b) Pascal
(c) Joule (d) Watt
10. A tropical cyclone in the American continent is specifically known as a:
(a) Typhoon (b) Hurricane
(c) Tornado (d) Willy-willy

SECTION B: FILL IN THE BLANKS (10 MARKS | 1 MARK EACH)

1. Warm air is _____ than cold air because it expands and becomes less dense.

2. Pressure is defined as force acting per unit _____.
3. The random and rapid motion of microscopic particles in a fluid is known as _____ motion.
4. The conversion of a solid directly into gas without changing into a liquid state is called _____.
5. A rapid decrease in air pressure creates favorable conditions for the formation of _____.
6. Wind is defined as _____ air.
7. The tiny particles constituting matter possess kinetic energy, which increases with an increase in _____.
8. The smell of hot sizzling food reaches us several meters away instantly due to the high rate of _____.
9. High-speed winds create a low-pressure region, which often lifts roofs off buildings due to the _____ pressure underneath.
10. Liquids have a fixed volume, but they do not have a fixed _____.

SECTION C: ONE WORD / VERY SHORT ANSWER (10 MARKS | 1 MARK EACH)

1. What name is given to the phenomenon of change of liquid into vapour at any temperature below its boiling point?
Ans: _____
2. Name the instrument used to measure atmospheric pressure.
Ans: _____
3. What type of force is exerted by fluids (both liquids and gases) on the walls of their containers?
Ans: _____
4. State the term for the rigid form of matter having a definite shape and distinct boundaries.
Ans: _____
5. Which property of gas particles allows them to be compressed easily?
Ans: _____
6. What do we call a tropical cyclone occurring in the region of the Philippines and Japan?
Ans: _____
7. In which direction does wind generally flow in terms of pressure zones?
Ans: _____
8. What term is used to describe the invisible spaces present between the constituent particles of matter?
Ans: _____
9. Name the state of matter that is characterized by neither a fixed volume nor a fixed shape.
Ans: _____
10. What natural phenomenon is caused by the uneven heating between the equator and the poles?
Ans: _____

SECTION D: MATCH THE FOLLOWING (10 MARKS | 2 MARKS EACH)

Match the terms in **Column A** with their correct descriptions in **Column B**:

Column A	Column B
31. Anemometer	(A) Intermixing of particles of two types of matter on their own
32. Sublimation	(B) Characteristic property of gases due to large empty spaces
33. Eye of a cyclone	(C) Calm, clear area at the center of a severe storm
34. Diffusion	(D) **Device used for measuring wind speed
35. Compressibility	(E) Direct conversion of solid camphor into gas

31 -> _____

32 -> _____

33 -> _____

34 -> _____

35 -> _____

KENDRIYA VIDYALAYA GUNUPUR

Ministry of Education, Government of India

SCIENCE PROJECT FILE

Topic: Cyclone Disaster Management & IMD Tracking

Student

Name: _____

Class &

Section:

Class 8 - Science

Roll

Number: _____

Submitted

To:

Mrs. Priyanka Dash (TGT Science)

Academic

Year:

2026 - 2027

"Prepared as part of the Class 8 Subject Enrichment & Disaster Management Curriculum"

SECTION 1: CASE STUDY & CYCLONE FORMATION

1. Introduction to Tropical Cyclones

Cyclones are massive, revolving storm systems characterized by inward spiraling winds rotating around a low-pressure center. Originating over warm tropical oceans, they bring catastrophic winds, torrential rainfall, and devastating storm surges to coastal regions worldwide, particularly along the Indian coastline.

2. Case Study: Extremely Severe Cyclonic Storm Fani (2019)

Cyclone Fani was one of the strongest tropical cyclones to strike the eastern coast of India in recent decades, making landfall near Puri in Odisha on May 3, 2019. With sustained wind speeds reaching up to 215 km/h, Fani caused massive structural devastation, uprooted millions of trees, and disrupted power and communication networks across multiple districts.

Despite its immense destructive potential, the fatality count was kept remarkably low due to proactive early tracking, timely evacuation of over 1.2 million people, and coordinated disaster management operations.

3. How a Cyclone Forms Over Warm Oceans

The life cycle and intensification of a cyclone depend heavily on thermal energy and atmospheric dynamics:

- **Warm Ocean Surface:** Cyclones develop over oceans where sea surface temperatures exceed 26.5°C. Warm water heats the moist air directly above it, causing it to expand, become lighter, and rise rapidly.
- **Low-Pressure Core:** As the warm, moist air rises, it leaves behind an area of very low pressure near the ocean surface. Cooler air rushes in from the surrounding high-pressure regions to fill the void.
- **Coriolis Force & Rotation:** Due to the rotation of the Earth (Coriolis force), this incoming wind begins to spiral inward and rotate rapidly around the central low-pressure zone.
- **Condensation & Latent Heat:** As the rising air cools, moisture condenses into clouds and rain, releasing massive amounts of latent heat into the atmosphere. This heat warms the surrounding air, forcing it to rise further and intensifying the storm system.

The "Eye" Concept: The central calm region of a tropical cyclone is known as the **eye**. It is typically 10 to 30 km wide, characterized by light winds, clear skies, or broken clouds, and the lowest barometric pressure. However, it is abruptly surrounded by the "eyewall"—the most violent section of the storm with maximum wind speeds and torrential rainfall.

SECTION 2: ROLE OF THE INDIA METEOROLOGICAL DEPARTMENT (IMD)

1. Mandate and Significance of IMD

Established in 1875, the **India Meteorological Department (IMD)** is the national meteorological service of India and the principal agency responsible for meteorological observations, weather forecasting, and seismology. For a cyclone-prone country like India, IMD acts as the frontline defense against natural disasters.

2. Advanced Tracking Technologies

IMD utilizes cutting-edge scientific infrastructure to monitor weather disturbances across the Bay of Bengal and the Arabian Sea:

- **INSAT Satellites:** High-resolution geostationary satellites (such as INSAT-3D and INSAT-3DR) continuously track cloud patterns, sea surface temperatures, and storm movement from space in real-time.
- **Coastal Radar Network:** A sophisticated network of Doppler Weather Radars (DWR) installed along the Indian coastline measures wind velocity, rainfall intensity, and the exact distance and trajectory of approaching cyclones.
- **Numerical Weather Prediction (NWP) Models:** Advanced supercomputers simulate atmospheric conditions to predict the exact landfall point, wind speed, and timing up to several days in advance.

3. Warning Dissemination & Disaster Response

Once a depression intensifies into a cyclonic storm, IMD issues multi-stage warnings to central and state disaster management authorities, fishermen, ports, and the general public:

Warning Stage	Timing / Issuance	Action Taken
Pre-Cyclone Watch	72 hours in advance	Alerts sent to state governments; monitoring begins.
Cyclone Alert	48 hours before landfall	Warnings broadcasted via radio/TV; ports put on alert.
Cyclone Warning	24 hours before landfall	Evacuation initiated in vulnerable low-lying coastal zones.
Landfall Outlook	12 hours before impact	Final emergency mobilization and rescue services deployed.

Thanks to IMD's precise forecasting during Cyclone Fani, accurate early warnings allowed authorities to execute one of the largest peacetime evacuations in history, saving countless lives.

SECTION 3: CYCLONE SAFETY GUIDELINES (DOS & DON'TS)

Preparedness and awareness are crucial for minimizing loss of life and property during a cyclone emergency. Below are essential safety guidelines categorized by the timeline of the storm:

BEFORE A CYCLONE	DURING A CYCLONE	AFTER A CYCLONE
• Listen to radio/TV weather updates regularly. • Keep an emergency kit ready (torch, batteries, dry food, first aid). • Store clean drinking water in covered containers. • Secure loose outdoor items (tin roofs, pots, garden tools). • Keep important documents in waterproof bags.	• Stay indoors; keep windows and doors firmly shut. • Disconnect all electrical appliances and gadgets. • Take shelter in the strongest inner room of the house. • Avoid touching dangling or snapped electric wires. • Do not venture out during the brief calm "eye" period.	• Watch out for broken power lines and damaged structures. • Drink boiled or purified water to prevent waterborne diseases. • Stay away from flooded roads and damaged buildings. • Cooperate with emergency rescue teams and officials. • Report gas leaks or structural hazards immediately.

Conclusion: Understanding the science of air pressure, respecting meteorological warnings issued by the IMD, and following systematic disaster management protocols transform vulnerable communities into resilient ones. Preparedness is our best defense against nature's fury.



तव त्वं पूषन अपावृषु
केन्द्रीय विद्यालय संगठन

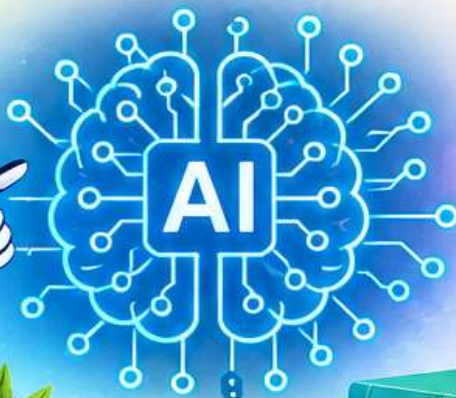
KENDRIYA VIDYALAYA GUNUPUR



Autumn Break Holiday Home Work

Subject :
ARTIFICIAL INTELLIGENCE

Subject Teacher :
Chandra Sekhar Sahu



Machine
Learning



Robotics



Data
Science



Automation



KENDRIYA VIDYALAYA GUNUPUR
ACTIVITY-BASED WORKSHEET
SUBJECT: ARTIFICIAL INTELLIGENCE (AI)

ACTIVITY 1: AI AROUND ME

Observe and Identify

Look around your home or school and identify **5 devices/apps/services that use AI**.

S.No.	AI Application/Device	Where do you use it?	What does AI do?
1			
2			
3			
4			
5			

Think & Answer

Which AI application do you use most often? Why?

● **ACTIVITY 2: AI OR NOT AI?**

Write **AI** if the example involves Artificial Intelligence and **N** if it does not.

1. ☐ A calculator adding $25 + 35$
2. ☐ Face unlock on a smartphone
3. ☐ A voice assistant recognising your speech
4. ☐ A traditional wall clock
5. ☐ YouTube recommending videos
6. ☐ A washing machine following a fixed timer
7. ☐ Google Maps predicting traffic
8. ☐ A smart camera detecting a person

Challenge

Choose **one answer marked AI** and explain how AI helps in it.

ACTIVITY 3: HUMAN BRAIN VS AI

Complete the table.

Human Intelligence	Artificial Intelligence
Can understand emotions	
Learns from experiences	
Can use common sense	
	Can process large amounts of data
	Can perform repetitive tasks quickly

Think!

Can AI completely replace human intelligence? Give one reason.

ACTIVITY 4: THE AI LEARNING GAME

Imagine you are training an AI to identify animals.

Give the AI some examples:

Training Data

Animal	Features
Dog	Four legs, tail, fur, barks
Cat	Four legs, tail, fur, meows
Cow	Four legs, large body, gives milk
Bird	Two legs, wings, feathers

Now identify the animal:

Case 1

- Four legs
- Fur
- Tail
- Says "Meow"

Answer: _____

Case 2

- Two legs
- Wings
- Feathers
- Can fly

Answer: _____

Case 3

- Four legs
- Large body
- Gives milk

Answer: _____

Think!

What did the AI use to identify the animals?

- ☐ Guessing
 - ☐ Training data/features
 - ☐ Magic
 - ☐ Random choice
-

ACTIVITY 5: DATA DETECTIVE

AI needs **data** to learn.

Imagine you are designing an AI system that recommends books to students.

Write **5 pieces of data** that could help the system recommend a suitable book.

1. _____
2. _____
3. _____
4. _____
5. _____

Challenge

Why should the data given to an AI system be **accurate and useful**?

● ACTIVITY 6: FIND THE BIAS

Two students apply for a school activity.

An AI system gives preference to students from one particular group because most previous selected students belonged to that group.

Answer the following:

1. Is this fair?

☐ Yes ☐ No

2. What problem can occur?

3. How can we make the AI system fairer?

Remember 💡

AI should be designed and used fairly.

ACTIVITY 7: AI PROBLEM SOLVER

Choose one problem from your school or community.

Examples:

- Wasting electricity
- Traffic management
- Waste segregation
- Water conservation
- School attendance
- Finding lost objects
- Library management

My Problem

Problem: _____

My AI Solution

What data will the AI need?

Who will benefit from your solution?

● **ACTIVITY 8: DESIGN YOUR OWN AI**

Imagine you are an **AI inventor!**

Draw or describe your own AI-based device/app.

Name of my AI:

What problem does it solve?

How does it work?

Who will use it?

Draw your AI below:

DRAW HERE

ACTIVITY 9: AI ETHICS – RIGHT OR WRONG?

Write **R** for Responsible and **W** for Wrong/Irresponsible.

1. ___ Using AI to learn a difficult topic.
2. ___ Using AI to spread fake information.
3. ___ Checking AI-generated information before using it.
4. ___ Sharing someone's private information with an AI tool.
5. ___ Using AI to generate ideas for a project.
6. ___ Using AI to cheat in an examination.
7. ___ Giving credit when AI-generated material is used.
8. ___ Using AI to create harmful content.

My Rule for Responsible AI Use

I will always _____

ACTIVITY 10: CREATE AN AI POSTER

Create a colourful poster on **“AI for a Better Future.”**

Your poster should contain:

- ☐ A suitable title
- ☐ At least 3 applications of AI
- ☐ One benefit of AI
- ☐ One responsible-use message
- ☐ Drawing/pictures
- ☐ A slogan

Suggested Slogans

- **“Use AI Wisely, Build the Future Brightly!”**
- **“AI is Powerful – Use It Responsibly!”**
- **“Smart Technology, Responsible Humanity!”**

REFLECTION CORNER

Complete the sentences:

Today I learned:

The most interesting activity was:

One thing I did not know about AI was:

One responsible way I will use AI is:

MINI AI QUIZ

1. What does AI stand for?

2. Give two examples of AI applications.

3. Why is data important for AI?

4. What is AI bias?

5. Write one advantage and one limitation of AI.

Advantage: _____

Limitation: _____

अधः प्रदत्तानि ल्यप्-प्रत्ययान्तानि पदानि ध्यानेन पठत अवगच्छत च —

लट्- लकारक्रिया	प्रकृति- प्रत्ययविभागः	ल्यबन्तरूपम्	विवरणार्थः	ल्यप्रत्यय-पदघटितानि वाक्यानि
आगच्छति	आ + गम् + ल्यप्	आगत्य/आगम्य	आगमनं कृत्वा	छात्रः विद्यालयम् आगत्य संस्कृतं पठति।
आनयति	आ + नी + ल्यप्	आनीय	आनयनं कृत्वा	सः ग्रन्थालयात् ग्रन्थम् आनीय पठति।
उत्तिष्ठति	उत् + स्था + ल्यप्	उत्थाय	उत्थानं कृत्वा	सुरेशः प्रातः उत्थाय मातापितरौ नमति।
प्रणमति	प्र + नम् + ल्यप्	प्रणम्य/ प्रणत्य	प्रणामं कृत्वा	शिष्यः गुरुं प्रणम्य ग्रन्थं पठति।
उपकरोति	उप + कृ + ल्यप्	उपकृत्य	उपकारं कृत्वा	सज्जनः दुःखितजनान् उपकृत्य मोदते।
निर्दिशति	निर् + दिश् + ल्यप्	निर्दिश्य	निर्देशं कृत्वा	अध्यापकः चित्रं निर्दिश्य पाठयति।
निश्चिनोति	निस् + चि + ल्यप्	निश्चित्य	निश्चयं कृत्वा	छात्रः ध्येयं निश्चित्य अध्ययनं करोति।
विस्मरति	वि + स्मृ + ल्यप्	विस्मृत्य	विस्मरणं कृत्वा	अहं पुस्तकं विस्मृत्य आगतवान्।
परिष्करोति	परि + कृ + ल्यप्	परिष्कृत्य	परिष्कारं कृत्वा	छात्रः व्याकरणेन भाषां परिष्कृत्य वदति।
आरभते	आ + रभ् + ल्यप्	आरभ्य	आरम्भं कृत्वा	श्वः आरभ्य अहं योगासनानि करिष्यामि।
स्वीकरोति	स्वी + कृ + ल्यप्	स्वीकृत्य	स्वीकारं कृत्वा	माता वस्तूनि स्वीकृत्य आगच्छति।
विलिखति	वि + लिख् + ल्यप्	विलिख्य	लेखनं कृत्वा	शिक्षकः सुधाखण्डेन श्लोकं विलिख्य पाठयति।
प्रक्षालयति	प्र + क्षल (क्षालि) ल्यप्	प्रक्षाल्य	प्रक्षालनं कृत्वा	माता वस्त्रं प्रक्षाल्य आपणं गच्छति।
अपकरोति	अप + कृ + ल्यप्	अपकृत्य	अपकारं कृत्वा	दुर्जनः सज्जनम् अपकृत्य गच्छति।

५. समुचितं विकल्पं चिनुत —

(क) “गायन्ति देवाः किल गीतकानि” – इत्यस्य श्लोकस्य मुख्यविषयः कः ?

- | | |
|-------------------------|-----------------------|
| (i) वसन्तस्य सौन्दर्यम् | (ii) भारतभूमेः गौरवम् |
| (iii) कर्मणां फलम् | (iv) दानस्य प्रभावः |

उत्तरम्

(ख) “गुणी गुणं वेत्ति” – इत्यत्र कः गुणं न जानाति ?

- | | |
|------------|---------------|
| (i) गुणी | (ii) निर्गुणः |
| (iii) पिकः | (iv) बली |

उत्तरम्

(ग) “पिको वसन्तस्य गुणं न वायसः” – इत्यस्य तात्पर्यं किम् ?

- | | |
|---------------------------------|----------------------------|
| (i) पिकः मधुरं गायति न वायसः | (ii) सुजन एव गुणं जानाति |
| (iii) वायसः अपि सरसं गानं करोति | (iv) वसन्तः निर्गुणः अस्ति |

उत्तरम्

(घ) “भवन्ति नम्राः तरवः फलोद्गमैः” – इत्यस्य अर्थः कः ?

- | | |
|---------------------------------------|----------------------------|
| (i) वृक्षाणां कठोरता | (ii) सत्पुरुषाणाम् उन्नतिः |
| (iii) फलयुक्ताः वृक्षाः नम्राः भवन्ति | (iv) परोपकारिणां दुर्बलता |

उत्तरम्

(ङ) “न सा सभा यत्र न सन्ति वृद्धाः” – इत्यत्र सभायाः महत्त्वं किम् ?

- | |
|--|
| (i) सभा मनोरञ्जनाय भवति |
| (ii) सभा धनसम्पत्तिं प्रदातुं शक्नोति |
| (iii) धर्मोपदेशाय ज्ञानवृद्धाः जनाः आवश्यकाः |
| (iv) सभा केवलं राजकार्यार्थं भवति |

उत्तरम्

३. कोष्ठके दत्तानि पदानि उपयुज्य वाक्यानि रचयत —

सेवाम्, सुस्वादूनि, सहायताम्, स्वदेशवस्त्राणि, अन्यतमः

(क)

(ख)

(ग)

(घ)

(ङ)

४. चित्रं दृष्ट्वा पञ्च वाक्यानि रचयत —

(क)

(ख)

(ग)

(घ)

(ङ)



५. समुचितेन पदेन श्लोकं पूरयत —

(क) मम लीयतां तनुः

(ख) उत्कलमणिरित्याख्यः प्रसिद्धो

(ग) स्वदेशलोकास्तदनु नु

(घ) स्वराज्यमार्गे यदि

(ङ) परिपूरितास्तु सा

३. कोष्ठके दत्तानि पदानि उपयुज्य वाक्यानि रचयत —

सेवया, स्मृतिविभ्रमः, योगी, वाङ्मयं, स्थितधीः

- (क) अनुद्वेगकरं सत्यं प्रियहितं च वाक्यं तपः उच्यते।
(ख) सततं सन्तुष्टः दृढनिश्चयः च भवति।
(ग) अनुद्विग्नमनाः मुनिः उच्यते।
(घ) तद् आत्मज्ञानं प्रणिपातेन परिप्रश्नेन च विद्धि।
(ङ) सम्मोहात् भवति।

४. अधोलिखितानि पदानि उपयुज्य वाक्यानि रचयत —

- (क) उच्यते -
(ख) च -
(ग) न -
(ङ) लब्ध्वा -
(ड) कुर्यात् -

५. पाठानुसारं समुचितेन पदेन श्लोकं पूरयत —

- (क) श्रद्धावाँल्लभते ज्ञानं तत्परः।
(ख) चैव वाङ्मयं तप उच्यते।
(ग) सन्तुष्टः सततं योगी यतात्मा।
(घ) भवति सम्मोहः सम्मोहात्स्मृतिविभ्रमः।
(ङ) तद्विद्धि परिप्रश्नेन सेवया।

६. उदाहरणानुसारं पदानि स्त्रीलिङ्गे परिवर्तयत —



लोट्-लकार: (आज्ञार्थकः)

'भू'-धातुः				'गम्'-धातुः			
पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्	पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमपुरुषः	भवतु	भवताम्	भवन्तु	प्रथमपुरुषः	गच्छतु	गच्छताम्	गच्छन्तु
मध्यमपुरुषः	भव	भवतम्	भवत	मध्यमपुरुषः	गच्छ	गच्छतम्	गच्छत
उत्तमपुरुषः	भवानि	भवाव	भवाम	उत्तमपुरुषः	गच्छानि	गच्छाव	गच्छाम

'पा'-धातुः				'नी'-धातुः			
पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्	पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमपुरुषः	पिबतु	पिबताम्	पिबन्तु	प्रथमपुरुषः	नयतु	नयताम्	नयन्तु
मध्यमपुरुषः	पिब	पिबतम्	पिबत	मध्यमपुरुषः	नय	नयतम्	नयत
उत्तमपुरुषः	पिबानि	पिबाव	पिबाम	उत्तमपुरुषः	नयानि	नयाव	नयाम

'स्था'-धातुः				'दृश्'-धातुः			
पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्	पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमपुरुषः	तिष्ठतु	तिष्ठताम्	तिष्ठन्तु	प्रथमपुरुषः	पश्यतु	पश्यताम्	पश्यन्तु
मध्यमपुरुषः	तिष्ठ	तिष्ठतम्	तिष्ठत	मध्यमपुरुषः	पश्य	पश्यतम्	पश्यत
उत्तमपुरुषः	तिष्ठानि	तिष्ठाव	तिष्ठाम	उत्तमपुरुषः	पश्यानि	पश्याव	पश्याम

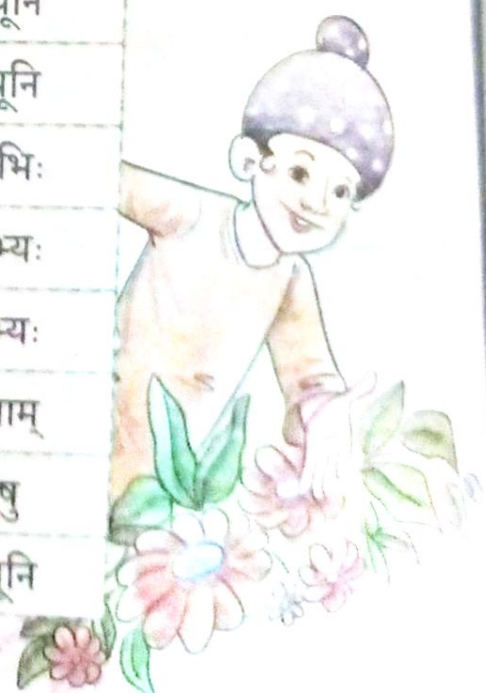
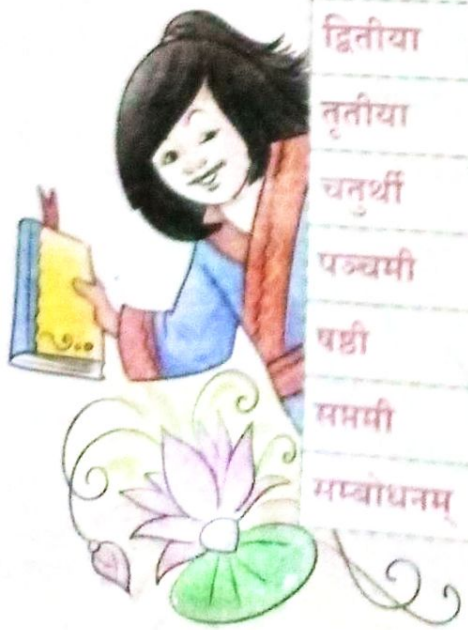


शब्दरूपाणि



दधि — इकारान्तः नपुंसकलिङ्गः				वारि — इकारान्तः नपुंसकलिङ्गः			
विभक्तिः	एकवचनम्	द्विवचनम्	बहुवचनम्	विभक्तिः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमा	दधि	दधिनी	दधीनि	प्रथमा	वारि	वारिणी	वारीणि
द्वितीया	दधि	दधिनी	दधीनि	द्वितीया	वारि	वारिणी	वारीणि
तृतीया	दध्ना	दधिभ्याम्	दधिभिः	तृतीया	वारिणा	वारिभ्याम्	वारिभिः
चतुर्थी	दध्ने	दधिभ्याम्	दधिभ्यः	चतुर्थी	वारिणे	वारिभ्याम्	वारिभ्यः
पञ्चमी	दध्नः	दधिभ्याम्	दधिभ्यः	पञ्चमी	वारिणः	वारिभ्याम्	वारिभ्यः
षष्ठी	दध्नः	दध्नोः	दध्नाम्	षष्ठी	वारिणः	वारिणोः	वारीणाम्
सप्तमी	दध्नि, दधनि	दध्नोः	दधिषु	सप्तमी	वारिणि	वारिणोः	वारिषु
सम्बोधनम्	हे दधि, हे दधे	हे दधिनी	हे दधीनि	सम्बोधनम्	हे वारि, हे वारे	हे वारिणी	हे वारीणि

मधु — उकारान्तः नपुंसकलिङ्गः			
विभक्तिः	एकवचनम्	द्विवचनम्	बहुवचनम्
प्रथमा	मधु	मधुनी	मधूनि
द्वितीया	मधु	मधुनी	मधूनि
तृतीया	मधुना	मधुभ्याम्	मधुभिः
चतुर्थी	मधुने	मधुभ्याम्	मधुभ्यः
पञ्चमी	मधुनः	मधुभ्याम्	मधुभ्यः
षष्ठी	मधुनः	मधुनोः	मधूनाम्
सप्तमी	मधुनि	मधुनोः	मधुषु
सम्बोधनम्	हे मधु, हे मधो	हे मधुनी	हे मधूनि



कृत्वत्

‘कृत्वत्’-प्रत्ययः भूतकालार्थे भवति । विशेषणत्वेन कृत्वत्-प्रत्ययान्तपदानां प्रयोगः भवति । एतानि क्रियापदानि न चेदपि, क्रियापदस्य अर्थम् एव सूचयन्ति ।

यथा - सः कार्यम् अकरोत् ।

सः कार्यं कृतवान् ।

कृत्वत्-प्रत्ययान्तपदानां रूपाणि त्रिषु लिङ्गेषु भवन्ति —

पुलिङ्गः

सीलिङ्गः

नप्सकलिङ्गः

हस् + कृत्वत् = हसितवान्

हसितवती

हसितवत्

श्रु + कृत्वत् = श्रुतवान्

श्रुतवती

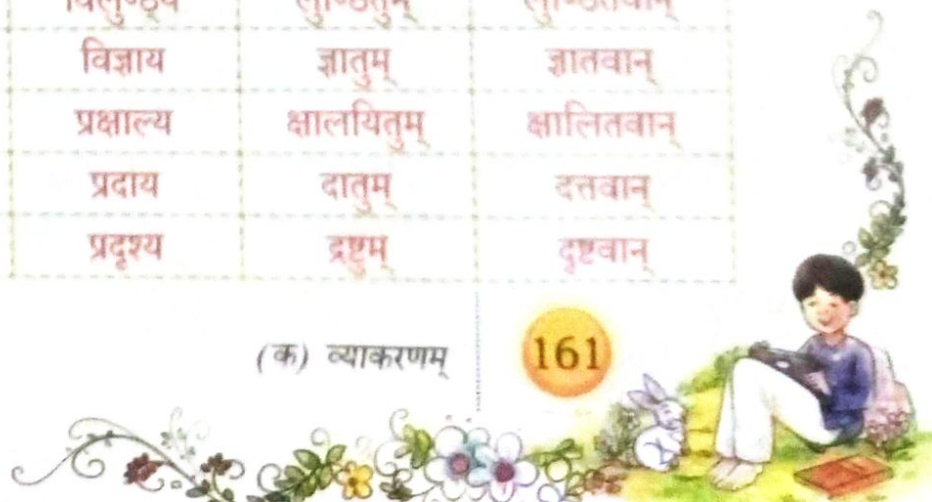
श्रुतवत्

स्था + कृत्वत् = स्थितवान्

स्थितवती

स्थितवत्

धातुः	लट्-लकारः	कृत्वा	ल्यप्	तुमुन्	कृत्वत् (पुलिङ्गः)
पठ्	पठति	पठित्वा	सम्पठ्य	पठितुम्	पठितवान्
खाद्	खादति	खादित्वा	प्रखाद्य	खादितुम्	खादितवान्
हस्	हसति	हसित्वा	विहस्य	हसितुम्	हसितवान्
लिख्	लिखति	लिखित्वा	विलिख्य	लेखितुम्	लिखितवान्
पा	पिबति	पीत्वा	निपाय	पातुम्	पीतवान्
गम्	गच्छति	गत्वा	आगत्य	गन्तुम्	गतवान्
त्यज्	त्यजति	त्यक्त्वा	परित्यज्य	त्यक्तुम्	त्यक्तवान्
नी	नयति	नीत्वा	आनीय	नेतुम्	नीतवान्
कृ	करोति	कृत्वा	अनुकृत्य	कर्तुम्	कृतवान्
घ्रा	जिघ्रति	घ्रात्वा	आघ्राय	घ्रातुम्	घ्रातवान्
स्था	तिष्ठति	स्थित्वा	प्रस्थाय	स्थातुम्	स्थितवान्
नम्	नमति	नत्वा	प्रणम्य	नन्तुम्	नतवान्
स्मृ	स्मरति	स्मृत्वा	संस्मृत्य	स्मर्तुम्	स्मृतवान्
लुण्ठ्	लुण्ठति	लुण्ठित्वा	विलुण्ठ्य	लुण्ठितुम्	लुण्ठितवान्
ज्ञा	जानाति	ज्ञात्वा	विज्ञाय	ज्ञातुम्	ज्ञातवान्
क्षाल्	क्षालयति	क्षालयित्वा	प्रक्षाल्य	क्षालयितुम्	क्षालितवान्
दा	ददाति	दत्त्वा	प्रदाय	दातुम्	दत्तवान्
दृश्	पश्यति	दृष्ट्वा	प्रदृश्य	द्रष्टुम्	दृष्टवान्





अभ्यासात् जायते सिद्धिः

१. अधोलिखितानां प्रश्नानाम् एकपदेन उत्तरं लिखत —

(क) श्रद्धावान् जनः किं लभते ?

(ख) कस्मात् सम्मोहः जायते ?

(ग) सम्मोहात् किं जायते ?

(घ) अर्जुनाय गीतां कः उपदिष्टवान् ?

(ङ) हर्षामर्षभयोद्वेगैः मुक्तः नरः कस्य प्रियः भवति ?

२. पूर्णवाक्येन उत्तरं लिखत —

(क) कीदृशं वाक्यं वाङ्मयं तपः उच्यते ?

(ख) कीदृशः जनः स्थितधीः उच्यते ?

(ग) जनः कथं प्रणश्यति ?

(घ) जनः कथम् उत्तमां शान्तिं प्राप्नोति ?

(ङ) उपदेशप्राप्तये त्रयः उपायाः के भवन्ति ?



५. पाठे प्रयुक्तेन उपयुक्तपदेन रिक्तस्थानं पूरयत —

- (क) सर्वैः एकचितीभूय उड्डीयताम्।
 (ख) जालापहारकान् तान् पश्चाद् अधावत्।
 (ग) अस्माकं मित्रं नाम मूषकराजः गण्डकीतीरे चित्रवने निवसति।
 (घ) हिरण्यकः कपोतानाम् चकितस्तूष्णीं स्थितः।
 (ङ) यतोहि विपत्काले एव कापुरुषलक्षणम्।

६. पाठे प्रयुक्तेन ल्यप्प्रत्ययान्तपदेन सह उपयुक्तं पदं योजयत —

- (क) विकीर्य जालम्
 (ख) विस्तीर्य जालापहारकान्
 (ग) अवतीर्य उड्डीयताम्
 (घ) अवलोक्य तद्वचनम्
 (ङ) एकचितीभूय भूमौ
 (च) प्रत्यभिज्ञाय तण्डुलकणान्



७. समासयुक्तपदेन रिक्तस्थानं पूरयत —

- (क) गण्डक्याः तीरम् = ... गण्डकीतीरम् तस्मिन् = ... गण्डकीतीरे
 (ख) तण्डुलानां कणाः = ... तान् = ...
 (ग) जालस्य अपहारकाः = ... तान् = ...
 (घ) अवपाताद् भयम् = ... तस्मात् = ...
 (ङ) कापुरुषाणां लक्षणम् = ... तस्मिन् = ...

८. सार्थकपदं ज्ञात्वा सन्धिविच्छेदं कुरुत —

- (क) इत्याकर्ण्य = ... इति + ... आकर्ण्य।
 (ख) चित्रग्रीवोऽवदत् = ... चित्रग्रीवः + ... अवदत्।
 (ग) बालकोऽत्र = ... + ...
 (घ) धैर्यमथाभ्युदये = ... + ... + ...
 (ङ) भोजनेऽप्यप्रवर्तनम् = ... + ... + ...

Class 8 (SST)
KV GUNUPUR (Winter homework)

1. Visit a Local Market

- *Visit a nearby market with your parents and observe how goods are bought and sold.**
- *Identify five goods sold in the market.**
- *Find out where any three goods come from.**
- *Choose two goods and record their prices.**
- *Identify the people involved in bringing these goods to consumers.**
- *Suggest three ways to reduce waste and conserve resources.**

2. Chapter-Natural Resources and Their Use

1. What are natural resources? Explain the difference between renewable and non-renewable resources with examples.
2. Describe the importance of soil, water and forests as vital natural resources.
3. Explain sustainable development. Why is it important for the conservation of natural resources?

3. Chapter-The Rise of the Marathas

1. Describe the role of Shivaji Maharaj in the rise of the Maratha Empire.
2. Explain the administrative system introduced by Shivaji, especially the Ashtapradhan.
3. Discuss the military strategies used by the Marathas in building their empire.

4. Chapter -The Colonial Era of India

1. Explain the main features of colonialism. How did it affect India?
2. Describe the economic policies of the British and their impact on Indian industries.
3. Discuss the changes brought by the British in agriculture, such as commercial farming.

5. Chapter-Universal Franchise and India's Electoral System

1. What is universal franchise? Explain its importance in a democratic country like India.
2. Describe how elections are conducted in India from nomination to declaration of results.
3. Explain the role and powers of the Election Commission of India.
4. Why is universal adult suffrage a landmark achievement for India?

6. Chapter-The Parliamentary System: Legislature and Executive

1. Describe the structure of the Indian Parliament. Explain the role of both Houses.
2. How does a bill become a law in India? Explain the complete process.
3. Explain the powers and functions of the Lok Sabha in detail.