ABOUT THE POET  

Robert Frost was born on March 26, 1874, in San Francisco. He lived and taught for many years in Massachusetts and Vermont, and died in Boston on January 29, 1963. Though his work is principally associated with the life and landscape of New England—and he was a poet of traditional verse forms and metrics who remained steadfastly aloof from the poetic movements and fashions of his time—Frost is anything but merely a regional poet. The author of searching and often dark meditations on universal themes, he is a quintessentially modern poet in his adherence to language as it is actually spoken, in the psychological complexity of his portraits, and in the degree to which his work is infused with layers of ambiguity and irony.

POETIC DEVICES:

Alliteration: e.g. Has given my heart Saved some soul  
Symbolism: Crow symbolises fear, sorrow, bad omen, death etc. Hemlock is a poisonous tree with white evergreen throughout the winter. Both symbolise the dark, depressive, sorrowful and bitter side of nature.

Irony: The black crow is a symbol of fear and death. It is ironic that in this poem it is doing a good deed by shaking off the snow.

Enjambment: The continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.

Synecdoche: (Suh-nek-duh-kee) - a figure of speech in which a part is made to represent the whole or vice versa, as in England lost by six wickets (meaning ‘the English cricket team’).

Dust of Snow Summary

The short poem by Robert Frost throws light upon the unimaginable healing power of nature and tiny things. From a bad mood to ill-health, there is nothing that can’t be cured by nature. The author was experiencing one such bad day when a crow’s movement near a hemlock tree dusted snow upon him. The snow instantly makes him happier. His day gets a lot better. Thus, the supremacy of nature as a whole made him realise how petty his problem was. The fact that hemlock tree is poisonous combined with crow being the indicator of doom and fear are used in the poem as the carriers of happiness in the life of narrator is ironical. The poet, through these objects has tried to highlight that sometimes creatures linked with negative aspects of life can be the bringer of change and happiness. Being outdoors in nature, with all it’s unpredictability can benefit anyone, anywhere at any time.

Dust of Snow Question and Answers

Q1. What is a “dust of snow”? What does the poet say has changed his mood? How has the poet’s mood changed?
A. “Dust of snow” refers to the tiny particles of snow. The particles are so small that poet referred to them as “dust”. The poet was in an awful mood when particles of snow had fallen on him. This changed the poet’s frame of mind instantly and his day got a lot better.

Q 2. How does Frost present nature in this poem? The following questions may help you to think of an answer.

(i) What are the birds that are usually named in poems? Do you think a crow is often mentioned in poems? What images come to your mind when you think of a crow?

A. Birds like sparrow, nightingale and peacock are more than often named in poems. Unlike these birds, crows are often seen as the indicators of doom and fear. They are often used for negative references.

(ii) Again, what is “a hemlock tree”? Why doesn’t the poet write about a more ‘beautiful’ tree such as a maple, or an oak, or a pine?

A. Trees are also seen as mighty creatures imparting wisdom as they’re too old. They give out oxygen and absorb the carbon dioxide which is connected with absorbing all the negative energy. But there are trees that are poisonous too, like a hemlock tree. The poet does not mention a more ‘beautiful’ tree such as maple, oak or pine because he wants to indicate a sad scene. Being poisonous, a hemlock tree is considered bad and so, he refers to it.

(iii) What do the ‘crow’ and ‘hemlock’ represent — joy or sorrow? What does the dust of snow that the crow shakes off a hemlock tree stand for?

A. Both crow and the hemlock tree represent sorrow. Frost has used both the negative creatures (crow and the hemlock tree) as the carriers of positivism and strength that transformed his day for the better. By not using birds like sparrow and nightingale and trees like maple, oak or a pine, the poet has tried to break down all the preconceived notions we have about certain agents of nature. He has tried to make us understand that we see the world not as how it is, but as how we want to see it. Thus, the crow sitting and a hemlock tree together made his day better. The dust of snow stands for joy.

Extra questions

Question 1.
The way a crow
Shook down on me The dust of snow From a hemlock tree Has given my heart

A change of mood And saved some part Of a day I had rued
(a) Where was the crow?
(b) What did it shake on the poet?
(c) What does the word, ‘rued’ mean?
(d) What is the poet’s state of mind?

Answer:
(a) The crow was on a hemlock tree.
(b) It shook dust of snow on the poet.
(c) The word ‘rued’ means held in regret.
(d) The poet was in a sad, depressive and hopeless mood that time.

(or)
(a) a crow
(b) dust of snow
(c) the poet

Question 2.
The way a crow
Shook down on me
The dust of snow
From a hemlock tree
(a) Where did the crow sit?
(b) We can say that the poet was ……
(c) How did the crow change the poet’s mood?
(d) What fell off from a hemlock tree?

Answer:
(a) The crow sat on a branch of hemlock tree.
(b) …….. in a sad mood.
(c) The crow changed the poet’s mood by shaking down the dust of snow from a hemlock tree.
(d) Dust of snow fell from a hemlock tree.

Question 3.
Has given my heart \((1 \times 3 = 3)\)
A change of mood And saved some part Of a day I had rued.
1. (a) Of what change does the poet mention here?
(b) Whose part of the day has been saved?
(c) What is the rhyme scheme of the passage?
(d) Who is the poet?

OR
2. (a) What had given the poet ‘a change of mood’?
(b) What did the poet think of that day?
(c) What did the crow do to the hemlock tree?
(d) Name the poet of the poem.

Answer:
1. (a) The poet mentions the change of mood here.
(b) The poet’s part of the day has been saved.
(c) The rhyme scheme of the passage is ab ab.
(d) Robert Frost is the poet.

OR
2. (a) The falling of dust of snow gave the poet ‘a change of mood’.
(b) The poet earlier wasted that day, but later revived the spirit to realize the rest of the day.
(c) The crow shook the hemlock tree.
(d) The poet is ‘Robert Frost’.
English Worksheet Solution Of  
Class X

Short Answer Type Question (30-40 words & 2 marks)

**Question 1.**
What is the underlying message for us in our hectic life with reference to the poem, ‘Dust of Snow’?

**Answer:**
The underlying message for us in our hectic life with reference to the poem ‘Dust of Snow’ is that we should enjoy nature utmost and we should have a positive outlook even towards simple acts because they can lead to the learning of greater lessons of enjoying life.

Long Answer Type Question (100-120 words & 8 marks each)

**Question 1.**
No matter how ordinary or unimportant an incident may be, it’s the reaction or the response that matters. Taking inspiration from the poet’s reaction write how inherent values can be picked up and learnt. Mention any two lessons for students like you that could be useful. (Dust of Snow)

**Answer:**
Yes, response matters a lot. Inherent values can be picked up by adopting a positive attitude towards nature. Because nature is a great teacher each little thing in nature can teach us some important lessons at times and even a small flake of snow has its own significance. We should not judge anything by its appearance even crow and hemlock tree known as bad omen can bring cheerfulness in upliftment in poet’s mood. So nothing is useless in nature. Nature is very beautiful. One should live his present cheerfully. Students like me can pick these qualities from nature.

Answer the following questions in 30-40 words: [2x5=10]

1. What is the underlying message for us in our hectic life with reference to the poem, „Dust of Snow”? / What is the central idea of the poem „Dust of Snow”?

   **Answer:** In the poem „Dust of Snow”, the poet wants to convey that sometimes certain moments or actions which are simple have larger significance. They can change the mood or life of a person. The way a crow shakes down dust of snow on the poet inspires and gives him the idea to shake off his depressive thoughts, become cheerful and do something useful.

2. Which side of nature do „crow” and „hemlock” represent?

   **Answer:** Crow’ is a black, harsh-voiced bird and „hemlock’ is a tree with poisonous bitter fruit. Both are not beautiful. They represent the dark, depressive, sorrowful and bitter side of nature.
3. Why does the poet use such poetically uncommon bird and tree? What does it reflect?
   Answer. The poet seems to be in a depressive and sorrowful mood. In such a mood, one cannot think of a sweet and beautiful side of nature. The harsh, bitter and poisonous images come to his mind. That is why he uses an uncommon, harsh, ugly crow and poisonous tree like hemlock.

4. Justify the role of the crow in the poem “Dust of Snow” in changing the poet’s mood.
   Answer. I think, ‘the way snow dust was shaken off’ changed his mood. Perhaps it gave the poet inspiration/idea to behave in the same manner—shake off his depressive thoughts and revive his cheerful mood.

5. How does Frost present nature in this poem? [CBSE-2011]
   Answer: Frost presents nature in a very different manner in the poem. Generally poets take the birds and trees which are known for their beauty and good qualities like peacock, parrot, cuckoo, mynah and trees full of beautiful flowers and fruits etc. But here Frost has taken a totally different line, he chooses crow, a bird which is black in colour with very harsh voice and believed to be the symbol of bad omen. Likewise, hemlock tree is a poisonous plant with white flowers. It means he has left all the beautiful colours present in the world and has chosen black and white. Actually the poet has done so to present his mood and feelings. The crow and hemlock tree represent sorrow and depression felt by him in this materialistic world. On the other hand the dust of snow is the symbol of natural joy and energy. It means passing through the sad and depressing moments the poet is entering into the time full of joy and optimism.

Answer the following questions in 100-120 words: [8]

1. Positive attitude in life can make the world a better place to live in. Do you agree or disagree with reference to the poem „Dust of Snow”? Express your views bringing out the inherent values.
   Answer. I completely agree with the statement that positive attitude can make the world a better place to live in Robert Frost, in „Dust of Snow”, talks of how an otherwise bad day altered into a not so bad one, due to the action of a crow. It was a seemingly disconnected occurrence that brought about a change of mood in the poet. One lesson that can be learnt from the poet, is to see the brightness amidst the gloom. The crow, the hemlock and the snow are all dark images, and yet, the poet sees the colour of happiness. Another lesson is that life is made up of small joys. It is through them that one can always manage to see positivity in negativity.

2. Our attitude towards a situation evokes both negative and positive response. Analyse this with reference to the poem, „Dust of Snow” to bring out the inherent valuable lessons.
Answer. Whatever situation life throws at us, it evokes both positive and negative responses. The poet, in the poem ‘Dust of Snow,’ was in a sorrowful mood. However, when a crow shook down the ‘dust of snow’ on him, his bitter mood changed into a more optimistic one. Now, being in a sorrowful or bad mood already, the poet could have got angry at the crow also. However, the dust of snow becomes a positive medium of change for him. It made him cheerful to some extent and helped him forget his sadness, at least for a few moments. Thus, we see that instead of seeing the negative aspect of a happening, one should see the positive aspect, and one’s response may greatly affect the outcome of incidents. Today, when all of us live in stressful atmospheres, the poem teaches us to gain happiness from little things.
Life Processes

1. carbon dioxide, water, photosynthesis
2. Nitrogen
3. xylem
4. There are five steps in the process of nutrition in animals.
   - Ingestion: The process of taking food into the body is called ingestion.
   - Digestion: The process in which the food containing large, insoluble molecules is broken down into small, water soluble molecules is called digestion.
   - Absorption: The process in which the digested food passes through the intestinal wall into blood stream is called absorption.
   - Assimilation: The process in which the absorbed food is taken in by the body cells and used for energy, growth and repair is called assimilation.
   - Egestion: The process in which the undigested food is removed from the body is called egestion.
5. Amoeba eats tiny plants and animals as food which floats in water in which it lives.
   The mode of nutrition in Amoeba is holozoic.
   The process of obtaining food by Amoeba is called phagocytosis.
6. Ingestion:
   Amoeba ingests food by forming temporary finger-like projections called pseudopodia around it.
   The food is engulfed with a little surrounding water to form a food vacuole (‘temporary stomach’) inside the Amoeba.
   - Digestion:
     In Amoeba, food is digested in the food vacuole by digestive enzymes which break down the food into small and soluble molecules by chemical reactions.
7. The conditions necessary for photosynthesis to take place are:
   - Sunlight
   - Chlorophyll
   - Carbon dioxide
   - water
8. There are a large number of tiny pores called stomata on the surface of the leaves of plants.
   The carbon dioxide gas enters the leaves of the plant through the stomata present on their surface.
Each stomatal pore is surrounded by a pair of guard cells. The opening and closing of stomatal pores is controlled by the guard cells. When water flows into the guard cells, they swell, become curved and cause the pore to open. On the other hand, when guard cells lose water, they shrink, become straight and close the stomatal pores.

9. The site of photosynthesis in a cell of the leaf are chloroplasts which contain chlorophyll. Chloroplasts are present in the photosynthetic cells (mesophyll cells) of green plants. These cells contain more chlorophyll than other plant cells.

10. nitrogen, phosphorus, iron, magnesium
SOLVE THE FOLLOWING QUESTIONS

1. If there is no flow of charge between two charged bodies when they are connected to each other:
   (a) they have the same quantity of charge
   (b) they have the same capacity
   (c) they have the same potential
   (d) none of the above
   Ans. c

2. If a charged body attracts another body, then charge on the other body
   (a) must be negative
   (b) must be positive
   (c) must be zero
   (d) may be negative or positive or zero
   Ans. d

3. An object can not have a charge of -
   (a) $3.2 \times 10^{-19}$ C (b) $8.0 \times 10^{-19}$ C
   (c) $4.5 \times 10^{-19}$ C (d) $9.6 \times 10^{-19}$ C
   Ans. c

4. Electric charge is expressed in:
   (a) volt
   (b) joule
   (c) coulomb
   (d) ohm
   Ans. c

5. If $10^{10}$ electrons are removed from a neutral body, the charge acquired by the body is:
   (a) $+1.6 \times 10^{-29}$ C
   (b) $+1.6 \times 10^{-9}$ C
   (c) $-1.6 \times 10^{-9}$ C
   (d) $+10^{10}$ C
   Ans. b

6. The minimum value of charge on an object cannot be less than:
   (a) $1.6 \times 10^{-19}$ C (b) $3.2 \times 10^{-19}$ C
   (c) 1 C (d) $3 \times 10^9$ C
   Ans. a

7. Which of the following charge is not possible?
(a) $1.6 \times 10^{-19}$ C  (b) $3.2 \times 10^{-19}$ C  
(c) $6.4 \times 10^{-19}$ C  (d) $0.8 \times 10^{-19}$ C  
Ans. d

8. A voltmeter is used for measuring: 
(a) Electric current  (b) Resistance  
(c) Potential difference  (d) Electric Power  
Ans. c

9. What is charge? write the properties of charge.

Ans. charge is an intrinsic property of any fundamental particle due to which they can show electric and magnetic effects. the properties of charge are:

i. like charges repel each other and unlike charges attract each other.  
ii. charge is a scalar quantity.  
iii. charge is always quantised  
iv. charge is conserved  
V. charge is always associated with mass.

10. Explain the term quantization.

Ans. Quantization means some fix value. charge has some fixed value in the integral multiple of $1.6 \times 10^{-19}$ because as we know that electron is the smallest particle of an atom so it can not be further divided.

11. How charge is associated with mass?

Ans. charge is associated with mass as whenever electrons are added the mass of the object increases and whenever the electrons are removed the mass of the body decreases.
WORKSHEET-2
CLASS-10
HISTORY
CH-1-THE RISE OF NATIONALISM IN EUROPE
ANSWER KEY
1. Who was Frederic Sorrieu?
Answer
Frederic Sorrieu was a French artist who painted a series of four prints visualising his dream of a world made up of democratic and social Republics.
(Para – 1, Page No. 3)
2. What was the main aim of the French revolutionaries?
Answer
The main aim of the French revolutionaries was to create a sense of collective identity among the French people.
3. What does Nation-State mean?
A nation-state was one in which the majority of its citizens, and not only its rulers, came to develop a sense of common identity and shared history or descent.
4. What is meant by Absolutist?
Answer
Absolutist is a government or system of rule that has no restraints on the power exercised. In history, the term refers to a form of monarchical government that was centralised, militarised and repressive.
5. What major changes occurred in the political and constitutional scenario due to French Revolution in Europe?
The French revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
6. What is meant by Modern state?
Modern state is a state in which a centralised power exercised sovereign control over a clearly defined territory.
7. What is meant by Nationalism?
Nationalism is a sense of identity with the nation.
8. What do the ideas of la Patrie and le Citoyen emphasize?
The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasised the notion of a united community enjoying equal rights under a constitution.
9. Which revolution was the first clear expression of nationalism?
French Revolution
10. When did Napoleonic war begin?
The Napoleonic war began in 1797 when Napoleon invaded Italy

TOGETHER WE CAN MAKE THE LEARNING BETTER
Multiple choice questions

(i) Which one of the following type of resource is iron ore? (a) Renewable (b) Biotic (c) Flow (d) Non-renewable

► (d) Non-renewable

(ii) Under which of the following type of resource can tidal energy be put? (a) Replenishable (b) Human-made (c) Abiotic (d) Non-recyclable

► (a) Replenishable

(iii) Which one of the following is the main cause of land degradation in Punjab? (a) Intensive cultivation (b) Deforestation (c) Over irrigation (d) Overgrazing

► (c) Over irrigation

(iv) In which one of the following states is terrace cultivation practised? (a) Punjab (b) Plains of Uttar Pradesh (c) Haryana (d) Uttarakhand

► (d) Uttarakhand

(v) In which of the following states is black soil found? (a) Jammu and Kashmir (b) Gujarat (c) Rajasthan (d) Jharkhand
2. **Answer the following questions in about 30 words.**

(i) Name three states having black soil and the crop which is mainly grown in it.
(ii) What type of soil is found in the river deltas of the eastern coast? Give three main features of this type of soil.
(iii) What steps can be taken to control soil erosion in the hilly areas?
(iv) What are the biotic and abiotic resources? Give some examples.

**Answer**

(i) Maharashtra, Madhya Pradesh and Chhattisgarh are states having black soil. 
Cotton is mainly grown in black soil.
(ii) Alluvial Soil is found in the river deltas of the eastern coast.
Three features of alluvial soil:
→ Alluvial soils are very fertile.
→ They are ideal for growing sugarcane, wheat and paddy.
→ The regions of alluvial soils are intensively cultivated and densely populated.
(iii) In hilly areas, soil erosion can be controlled by ploughing
across contour-lines, making use of terrace farming techniques and using strips of grasses to check soil erosion by wind and water.

(iv) **Biotic Resources**: The resources which are obtained from the biosphere and have life are called Biotic Resources. For example, animals and plants including human beings. **Abiotic Resources**: The resources which are composed of non-living things are called Abiotic Resources. For example, water, minerals, metals, wind, solar energy etc.

3. **Answer the following questions in about 120 words.**
   (i) Explain land use pattern in India and why has the land under forest not increased much since 1960-61?
   (ii) How have technical and economic development led to more consumption of resources?

**Answer**

(i) Land resources in India are primarily divided into agricultural land, forest land, land meant for pasture and grazing, and waste land. Waste land includes rocky, arid and desert areas, and land used for other non-agricultural purposes such as housing, roads and industry. According to the recent data, about 54% of the total land area is cultivable or fallow, 22.5% is covered by forests, and 3.45% is used for grazing. The rest is waste land, with traces of miscellaneous cultivation. The land under forest has not increased since 1960–61 because
in the post-independence era demand for more land to expand agriculture, mainly after Green Revolution, developmental works and infrastructural facilities, led to clearance of forests areas. Industrialisation and urbanisation also decreased the forest area. Thus, land under forest has increased by only about 4% since 1960-61.

(ii) Technical and economic development have led to more consumption of resources on account of various factors such as:
→ Technological development provides sophisticated equipments. As a result, production increases ultimately leading to consumption of more resources.
→ Technological development also leads to economic development. When the economic condition of a country rises, the needs of people also rise. It again results into more consumption of resources.
→ Economic development provides favourable environment for the development of latest technologies. It helps to make or convert various materials found around us into resources. Finally, it results into the consumption of new available resources too.
4. Solve the puzzle by following your search horizontally and vertically to find the hidden answers.

(i) Natural endowments in the form of land, water, vegetation and minerals.
(ii) A type of non-renewable resource.
(iii) Soil with high water retaining capacity.
(iv) Intensively leached soils of the monsoon climate.
(v) Plantation of trees on a large scale to check soil erosion.
(vi) The Great Plains of India are made up of these soils.
Answer

(i) Resources
(ii) Minerals
(iii) Black
(iv) Laterite
(v) Afforestation
(vi) Alluvia
1. अधोलिखितानां प्रश्नानाम् उत्तराणि संस्कृतभाष्या लिखत-

• (क) कवि: किमर्थ प्रकृते: शरणम् इच्छति?
  धरातले दुर्बलरं जीवितं जातम् अत: कवि: प्रकृते: शरणम् इच्छति।

• (ख) कस्मात् कारणात् महानगरेषु संसरणं कठिनं वर्तते?
  मार्गेषु यानानां अनन्तता: पड्कत्य: सन्ति अत: महानगरेषु संसरणं कठिनं वर्तते।

• (ग) अस्माकं पर्यावरणे किं किं दूषितम् अस्ति?
  अस्माकं पर्यावरणे वायुमण्डलं, जलं, भक्ष्यं, धरातलं च दूषितम् अस्ति।
1. अधोलिखितानां प्रश्नानां उत्तराणी सन्स्कृतभाषा लिखतः

• (घ) कवि: कुन्त्र सन्याचरण कर्तुम् इच्छति?
  कवि: नगरात् बहुदूरं ग्रामान्ते एकान्ते वने सन्याचरण कर्तुम् इच्छति।

• (ड) स्वास्थ्यजीवनाय कीद्वे वातावरणे भ्रमणीयम्?
  स्वास्थ्यजीवनाय खंगकुलकलर्वृ-गुज्जितवनदेशे वातावरणे भ्रमणीयम्।

• (च) अन्तिमे पद्यांशे कवे: का कामना अस्ति?
  अन्तिमे पद्यांशे कवे: कामना अस्ति यत् पाषाणी संबंध्यता निसर्गे समाविष्टा
  स्थाय भाषावयं च जीवनस्य कामना अस्ति।
2. सन्धिः/सन्धिविच्छेदं करुतः-

• (क) प्रकृति: + एव = प्रकृतिरेव
• (ख) स्यात् + न + एव = स्यानेव
• (ग) हि + अनन्ता: = हणन्ततः
• (घ) बहि: + अन्त: + जगति = बहिर्न्तर्जगति
• (ङ) अस्मात् + नगरात् = अस्मान्नगरात्
• (च) सम् + चरणम् = सम्चरणम्
• (छ) धूमम् + मुँच्छिति = धूमम्मुँच्छिति
3. अधोलिखितानाम् अव्ययाना सहायतया रिक्तस्थानानि पूरयत-

• भृशम्, यत्र, तत्र, अत्र, अपि, एव, सदा, बहि:

• (क) इदारी वायुमण्डलं भृशम् प्रदूषितमस्ति।

• (ख) अत्र जीवनं दुर्वहम् अस्ति।

• (ग) प्राकृतिक-वातावरणे क्षण सन्धरणम् अपि लाभदायकं भवति।

• (घ) पर्यावरणस्य संरक्षणम् एव प्रकृते: आराधना।

• (ङ) सदा समयस्य सद्द्वयोगः करणीयः।

• (च) भूकम्पित-समये बहि: गमनमेव उचितं भवति।

• (छ) यत्र हरितिमा तत्र शुचि पर्यावरणम्।
4. उदाहरणमनुसूत्य अधोलिखित-पदेष्ठ प्रकृतिप्रत्ययविभागं/संयोगं क्रूर-त

| यथा-जन + क्त   | = जातम्
| (क) प्र + कृ + कितन् | = प्रकृति
| (ख) नि + सू + क्त + टप | = निसृता
| (ग) दृष्ट + क्त | = दृष्टिम्
| (घ) कृ + अनीयर् | = करणीयम्
| (ड) भक्स् + यत् | = भक्ष्यम्
| (च) रम् + अनीयर् + टप | = रमणीयम्
| (छ) वृ + अनीयर् + टप | = वरणीया
| (ज) पिष्ट + | = पिष्टा:
5. (आ) अधोलिखितानां पदानं विलोमपदनि पाठात् चित्वा लिखत-  

- (क) सुकरम् → दुर्वहम्  
- (ख) दूषितम् → शुद्धम्  
- (ग) गृहणिति → मुज्जचति  
- (घ) निर्मलम् → समलम्  
- (ङ) दानवाय → मानवाय  
- (च) सान्ता:
| 6. उदाहरणमनुसूत्य पाठात् चित्वा च समस्तपदानि लिखत- |  |
|---|---|---|
| • यथा-विग्रह पदानि | समस्तपद | समासनाम |
| • (क) मलेन सहितम् | समलम् | अच्ययीभाव |
| • (ख) हरिता: च ये तरव: (तेषां) | हरिततरुणाम् | कर्मधारय |
| • (ग) ललिता: च या: लता: (तासाम) | ललितलतानाम् | कर्मधारय |
| • (घ) नवा मालिका | नवमालिका | कर्मधारय |
| • (ङ) धृत: सुखसन्देश: येन (तम) | धृतसुखसंदेशम् | बहुब्रीहि |
| • (च) कज्जलम् इव मलिनम् | कज्जलमलिनम् | कर्मधारय |
| • (छ) दुर्दैन्: दशनेन: | दुर्दैन्तदशनेन: | कर्मधारय |
7. रेखाइकित-पदमाधृत्य प्रश्ननिर्माणं कुरुत-

- (क) शकटीयानम् कीदशम् धूमं मुन्यचति
- (ख) उद्याने केषाम् कलरवं चेतः प्रसादयति
- (ग) पाषाणीसभ्यतायाः का: प्रस्तरतले पिण्डाः सन्निति
- (घ) कुत्र वाहनानाम् अनन्ता: पड़क्तयः धावनित
- (ञ) कस्या: सन्निधान्वास्तविकं सुखं विद्यते।
I. उदाहरणम् अनुसूचित अध्योपधेष्य संस्कृत कृपा—

बिष्णु + आगते = गुरु + आपि + आगते = गुरावागते

(i) ह्र + अपि = 
(ii) शिशिरवस्ती + ह्र = 
(iii) ते + आसन् = 
(iv) के + आंगचन् = 
(v) हरे + ह्र =

उत्तराधिकृत—

(i) दुर + आपि + ह्र = द्वारविधि
(ii) शिशिरवस्ती + आपि + ह्र = शिशिरवस्तीविधि
(iii) ते + आसन् + तयासन् = 
(iv) के + आपि + आंगचन् = कमांगचन्
(v) हर + आपि + ह्र = वाहिका।

II. संस्कृत विचिच्छेद कृपा। (संस्कृत विचिच्छेद कौषिके) —

बिष्णु - राजतावलयापूर्व = गुरु + आपि + आंगतायाम् = राजी + आंगतायाम्

(i) उभावित = 
(ii) तावत्र = ते + आपि + अत्र = 
(iii) दारविधि = दृष्ट + आपि + ह्र = 
(iv) कंघ्यायसायनम् = कन्यै + आपि + आसन् = 
(v) मुलवासीने = मुल् + आपि + आसीने =

उत्तराधिकृत—

(i) उभ + अपि = उभ + आपि + अपि = 
(ii) ते + आप + अत्र = 
(iii) ह्र + अपि = 
(iv) कन्याय + आसृतम् = 
(v) मुल + आसीने =

III. अध्योपधेष्य संस्कृत कृपा। (निम्नलिखित की संधि कौषिके) —

(i) उभ + अपि = उभ + आ + अपि = 
(ii) ते + अत्र = ते + आ + अत्र = 
(iii) के + आंगचन् = के + आ + आंगचन् = 
(iv) हरे + ह्र = हरे + आ + ह्र = 
(v) विष्णु + ह्र = विष्णु + ओ + ह्र =

उत्तराधिकृत—

(i) उभावित, (ii) तावत्र, (iii) कमांगचन्, (iv) हरविह, (v) विष्णविह।
IV. सचिव विच्छेदं कुरुत। (सचिव विच्छेद कीजिए) –

(i) रत्रमागते/रत्रा आगले = ........................................ + ........................................
(ii) स्वारिक/स्वा अपि = ........................................ + ........................................
(iii) मुनि आसीने/मुना आसीने = ........................................ + ........................................
(iv) कबरिक/कब एहि = कबे + ........................................
(v) नाव्यतु/ना अवतु = नौ + ........................................

उत्तराणि – (i) रात्रि + आगले (ii) ही + अपि (iii) मुनि + आसीने
(v) कबे + इह (v) नौ + अवतु।

V. अध्यभिषितानाथं सचिवं कृतं ‘या/वा’ वर्णं: लोपमं विकल्पमें प्रवर्तयत। (अध्यभिषित को सचिव करके
‘या/वा’ वर्णं का लोप विकल्प रूप में प्रदर्शित कीजिए) –

(i) ही + अपि = ........................................ + ........................................
(ii) कस्मै + इति = ........................................ + ........................................
(iii) नबी + इह = ........................................ + ........................................
(iv) कबे + इह = ........................................ + ........................................
(v) हरे + इह = ........................................ + ........................................
(vi) प्रभो + एहि = ........................................ + ........................................

उत्तराणि – (i) स्वारिक/स्वा अपि (ii) कस्मादिति/कस्मा इति (iii) नद्याविह/नदा इह
g (iv) कबरिक/कब इह (v) हारिक/हर इह (vi) प्रभाविक/प्रभ एहि
ICT Worksheet for class 10th

1. Define the following:

(a) Bandwidth - Bandwidth is measured as the amount of data that can be transferred from one point to another within a network in a specific amount of time. Typically, bandwidth is expressed as a bitrate and measured in bits per second (bps).

(b) ISP - An Internet service provider (ISP) is an organization that provides services for accessing, using, or participating in the Internet.

(c) Protocols - It refers to a set of rules that co-ordinates the exchange of information. Both the sender and the receiver should follow the same protocol to communicate data.

(d) URL - URL stands for Uniform Resource Locator. A URL is nothing more than the address of a given unique resource on the Web. In theory, each valid URL points to a unique resource. Such resources can be an HTML page, a CSS document, an image, etc.

3. What are Web Browsers? Name some commonly used Web Browsers?

Ans. A web browser, or simply "browser," is an application used to access and view websites. Common web browsers include Microsoft Internet Explorer, Google Chrome, Mozilla Firefox, and Apple Safari.

4. What are the advantages of Internet?

Ans. Advantages of Internet are:

1. Greater access to information reduces research time.
2. Allows you to easily communicate with other people.
3. Global reach enables one to connect everyone on the Internet.
5. A valuable resource for companies to advertise and conduct business.

5. Fill in the blanks.

i. The ARPANET project was funded by USA, (DOD) Department of Defense in 1969.
ii. Internet is a network of networks.
iii. Network Gateway allows different networks to communicate with each other.
iv. The commonly used internet protocols are TCP/IP.
v. Internet is used for sending and receiving mails.
vi. The term Homepage refers to the start page of a website.
vii. Modem is computer peripheral that connects a computer to a telephone network.