

## **SGJ DAV SEN. SEC. PUBLIC SCHOOL, HARIPURA**

### **Class – 9th (Revisional Assignment)**

**Date-10.01.2026**

**Instructions to Attempt Quiz & Send Certificate Screenshot to class in charge.**

**Click on the quiz link shared by your teacher.**

**Enter your Name, last name and email id correctly then start quiz.**

**Select the correct answer and submit the quiz.**

**Take a clear screenshot of the certificate and send to class in charge.**

**Do all assignment work on fair notebook.**

**Subject : Math**

**General Instructions:**

**\*Do all questions neatly in the fair notebook.**

**\*Mention Date, and Day on each day's work.**

**\*All steps must be shown clearly.**

**\*Each question carrying 3 marks.**

**Part A: Learning Work**

**Definition:**

A mathematical identity is a statement that remains true no matter what values the variables take (within their domain).

$$(a+b)^2=a^2+b^2+2ab$$

**For Example :**  $(x+3)^2=x^2+6x+9$

$$(a-b)^2=a^2+b^2-2ab$$

**For Example:**  $(x-3)^2=x^2-6x+9$

**Part B: Written Work**

Use Identity solve the following questions:

1. $(2x+3)^2$

2. $(4x-3)^2$

3. $(x+6)^2$

4. $(5x-7)^2$

$$5.(6x+7)^2$$

Quiz link

[https://docs.google.com/forms/d/e/1FAIpQLSf0WIMt9Z6eT\\_7jMfe4W3Ptzn00ilFu5JxeoGTqvrJngjfXnQ/viewform?usp=publish-editor](https://docs.google.com/forms/d/e/1FAIpQLSf0WIMt9Z6eT_7jMfe4W3Ptzn00ilFu5JxeoGTqvrJngjfXnQ/viewform?usp=publish-editor)

### **Subject -Science**

Dear students please read carefully all the key details of chapter and at the end there is quiz related to topic . it is must to solve all quiz questions .

#### **Chapter: Atoms and Molecules**

##### **Introduction**

All matter is made up of tiny particles called atoms and molecules.

The chapter explains laws of chemical combination, concept of atoms, molecules, and chemical calculations.

##### **Laws of Chemical Combination**

###### **Law of Conservation of Mass**

Mass is neither created nor destroyed in a chemical reaction.

Total mass of reactants = Total mass of products.

###### **Law of Constant Proportions**

A pure chemical compound always contains the same elements in a fixed ratio by mass.

##### **Atoms**

Atoms are the smallest particles of an element that take part in chemical reactions.

Represented by symbols (H, O, Na, etc.).

##### **Molecules**

A molecule is the smallest particle of a substance that can exist independently.

##### **Types:**

Molecules of elements (O<sub>2</sub>, N<sub>2</sub>)

Molecules of compounds (H<sub>2</sub>O, CO<sub>2</sub>)

##### **Atomic Mass**

Atomic mass is the relative mass of an atom compared to 1/12th mass of a carbon-12 atom.

Expressed in atomic mass unit (u).

##### **Mole Concept**

A mole is the amount of substance containing  $6.022 \times 10^{23}$  particles (Avogadro number).

Used to count atoms, molecules, or ions.

### Molar Mass

Mass of one mole of a substance.

Unit: gram per mole (g mol<sup>-1</sup>).

### Chemical Formula

Shows the types and number of atoms in a molecule.

Example:

$\text{H}_2\text{O} \rightarrow 2$  hydrogen + 1 oxygen atom

### Writing Chemical Equations

Word equations → Symbol equations

Balanced equations follow the law of conservation of mass.

### Key Points for Exams

Atoms combine in simple whole-number ratios.

Mole concept helps in chemical calculations.

Molar mass = sum of atomic masses of all atoms in a molecule.

Balancing equations is compulsory.

### Instructions

**It is must to solve quiz.**

**Students you have to follow the link to start the quiz. After completion of quiz you will get the certificate of participation and grade marks .you have to save it for further assessment in future .**

**Quiz Link - <https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu2mze0nglze1>**

**Subject Social science**

**Case Study Questions**

**The French Revolution**

**Read the source given below and answer the questions that follow:**

In 1774, Louis XVI ascended the throne of France. He was 20 years old and married to the Austrian princess Marie Antoinette.Upon his accession, the new king found an empty treasury. Long years of war had drained the financial resources of France.Added to this was the cost of maintaining an extravagant court at the immense palace of Versailles. Under Louis XVI, France

helped the thirteen American colonies to gain their independence from the common enemy, Britain. The war added more than a billion lives to a debt that had already risen to more than 2 billion lives. Lenders who gave the state credit now began to charge 10 percent interest on loans. So the French government was obliged to spend an increasing percentage of its budget on interest payments alone. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities, the state was forced to increase taxes. Yet even this measure would not have sufficed. The population of France rose from about 23 million in 1715 to 28 million in 1789. This led to a rapid increase in the demand for foodgrains. Production of grains could not keep pace with the demand. So the price of bread which was the staple diet of the majority rose rapidly. Most workers were employed as labourers in workshops whose owner fixed their wages. But wages did not keep pace with the rise in prices. So the gap between the poor and the rich widened. Things became worse whenever drought or hail reduced the harvest. This led to a subsistence crisis, something that occurred frequently in France during the Old Regime.

**Answer the following MCQs by choosing the most appropriate option:**

i. Which of the following is incorrect regarding the subsistence crisis?

- a. Things became worse due to a severe winter which reduced the harvest.
- b. Production of grains could not keep pace with the growing demand.
- c. The poverty of France rose dramatically in 1789.
- d. Price of bread rose rapidly.

ii. \_\_\_\_\_ crisis is an extreme situation where the \_\_\_\_\_ means of livelihood are endangered

- a. Financial, basic
- b. Subsistence, luxurious
- c. Financial, luxurious
- d. Subsistence, basic

iii. Identify the cause of empty treasury at the time of Louis XVI.

- a. Rapid increase in the demand for foodgrains
- b. Cost of maintaining an extravagant court
- c. Long years of droughts
- d. Poor production of food grains

iv. Read the given figure relating to the course of subsistence crises. Fill in the blank boxes with appropriate terms.

- a. A - Rising food price, B - Increased number of deaths
- b. A - Rising wages, B - Increased number of population
- c. A - Rising unemployment, B - Increased number of wars
- d. A - Rising incomes, B - Increased number of army

**Answer Key:**

i. (c) The poverty of France rose dramatically in 1789. [Explanation: The population of France rose dramatically in 1789.]

ii. (d) Subsistence, basic

iii. (b) Cost of maintaining an extravagant court

iv. (a) A - Rising food price, B - Increased number of deaths

Quiz <https://wayground.com/join?gc=60810214&source=liveDashboard>

Code 60810214

Subject -English

#### Key Points: The Road Not Taken

- The poem is written by **Robert Frost**.
- It is about a **traveler standing at a fork in a yellow wood**, symbolizing choices in life.
- The two roads represent **different life options or decisions**.
- The traveler carefully examines both roads before choosing.
- He chooses the road that **seems less travelled**, though both are actually similar.
- The choice shows the importance of **individual decision-making**.
- The traveler knows that once a path is chosen, **it is unlikely he will return** to try the other.
- The poem highlights **uncertainty and doubt** in life decisions.
- In the future, the traveler will look back and say his choice **made all the difference**.
- The poem suggests that **our choices shape our destiny**.
- The tone of the poem is **reflective and thoughtful**.
- Major theme: **Choices, individuality, and consequences**.
- The poem uses **symbolism** (roads = life choices).
- It is written in **four stanzas**, each having **five lines** (quintains).
- 1. The traveller says both roads were “really about the same.”  
**What does this tell us about how people perceive choices while making decisions?**
- 2. The poet knows he may never come back to try the other road.  
**How does this reflect real-life decision-making and its consequences?**
- 3. The traveller chooses the road “less travelled by.”  
**What does this choice reveal about individuality and courage in life?**
- 4. The poet imagines narrating his choice in the future with a “sigh.”  
**What emotions does this suggest, and why do people often reflect this way on past decisions?**
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- 5. If the traveller had chosen the other road, how might his life have been different?  
**What does this question teach us about responsibility for our choices?**

### Subject -Hindi

कैदी और कोकिला कविता का भाव- माखनलाल चतुर्वेदी द्वारा लिखित एक प्रसिद्ध कविता है, जो भारतीय स्वतंत्रता संग्राम के दौरान जेल जीवन की कठिनाइयों और स्वतंत्रता सेनानियों के उच्च मनोबल को दर्शाती है।

कविता का संक्षिप्त सारः

\*जेल का वातावरण: कवि (स्वतंत्रता सेनानी) जेल की काली अंधेरी कोठरी में बंद हैं और वहाँ के अमानवीय अत्याचारों, भूख और अकेलेपन को महसूस कर रहे हैं।

\*कोकिला का आगमन: आधी रात के सन्नाटे में एक कोयल की कूक सुनाई देती है। कवि कोयल के इस तरह अचानक गाने पर हैरान होते हैं।

\*संवाद और पीड़ा: कवि कोयल से पूछते हैं कि वह इस शांत और अंधकार भरे समय में क्यों रो रही है या किसे संदेश देना चाहती है? वे अपनी तुलना कोयल से करते हैं: कोयल स्वतंत्र है, खुले आसमान में उड़ सकती है, जबकि कवि जेल की दस फुट की कोठरी में कैद हैं।

\*प्रतीकात्मक संदेश: कवि कोयल की आवाज में ब्रिटिश हुकूमत के खिलाफ विद्रोह के बीज बोने या सोए हुए लोगों में आज़ादी की आशा जगाने का संदेश देखते हैं। कोयल की मधुर आवाज़ कैदी के मन में आशा और प्रेरणा का संचार करती है।

\*मुख्य भाव: कविता का मुख्य संदेश स्वतंत्रता का महत्व, अन्याय के विरुद्ध आवाज़ उठाना और देशभक्ति की भावना जागृत करना है।

### Quiz link

[https://docs.google.com/forms/d/e/1FAIpQLSeMB1m9tUzR-ugm3iiNpq\\_Hgy1jmoJdXY2bkAVhJULF6mZ8dA/viewform?usp=publish-editor](https://docs.google.com/forms/d/e/1FAIpQLSeMB1m9tUzR-ugm3iiNpq_Hgy1jmoJdXY2bkAVhJULF6mZ8dA/viewform?usp=publish-editor)

### Subject -Punjabi

**ਪ੍ਰਸ਼ਨ 10. 'ਮੈਨਯਾਰੀ' ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ ਕੀ ਹੈ?**

ਉੱਤਰ: 'ਮੈਨਯਾਰੀ' ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ ਭਿਸਟਾਚਾਰ, ਲਾਲਚ, ਸਮਾਜਕ ਸਮੱਸਿਆਵਾਂ, ਵਹਿਮ-ਭਰਮ, ਪਖੰਡੀ ਸਾਧੂਆਂ ਦੇ ਕਿਰਦਾਰ ਤੇ ਲੋਕਾਂ ਦੀ ਮਾਨਸਕਤਾ ਨੂੰ ਪੇਸ਼ ਕਰਨਾ ਹੈ, ਜੋ ਵੱਖ-ਵੱਖ ਪਾਤਰਾਂ ਦੇ ਕਿਰਦਾਰ ਰਾਹੀਂ ਬਾਖੂਬੀ ਨਿਭਾਇਆ ਗਿਆ ਹੈ। ਮਦਨ ਲਾਲਚ ਵੱਸ ਭਿਸ਼ਟ ਸੋਚ ਵਾਲੇ ਕਲਰਕ ਨਾਲ ਮਿਲ ਜਾਂਦਾ ਹੈ। ਪੁਲਿਸ ਉਸ ਨੂੰ ਲੱਭਦੀ ਹੈ। ਪੁਲਿਸ ਵਾਲੇ ਭੇਸ ਵਟਾ ਕੇ ਪਖੰਡੀ ਸਾਧੂ ਬਣ ਜਾਂਦੇ ਹਨ ਤੇ ਸਫਲ ਵੀ ਹੋ ਜਾਂਦੇ ਹਨ। ਹਰੀ ਚੰਦ ਤੇ ਰਾਮ ਪਿਆਰੀ ਦੁਖੀ, ਵਹਿਮ-ਭਰਮਾਂ 'ਚ ਪਏ ਤੇ ਕਿਸੇ ਅਗਾਂਹ-ਵਧੂ ਸੋਚ ਵਾਲਾ ਹੈ।

**ਪ੍ਰਸ਼ਨ 2. 'ਮੈਨਯਾਰੀ' ਇਕਾਂਗੀ ਵਿੱਚੋਂ ਕੀ ਸਿੱਖਿਆ ਮਿਲਦੀ ਹੈ ?**

ਉੱਤਰ:'ਮੈਨਧਾਰੀ' ਇਕਾਂਗੀ ਵਿੱਚੋਂ ਇਹ ਸਿੱਖਿਆ ਮਿਲਦੀ ਹੈ ਕਿ ਸਾਨੂੰ ਕਦੇ ਵੀ ਮਦਨ ਵਾਂਗ ਕਲਰਕ ਵਰਗਿਆਂ ਦੀਆਂ ਗੱਲਾਂ 'ਚ ਆ ਕੇ ਲਾਲਚ ਨਹੀਂ ਕਰਨਾ ਚਾਹੀਦਾ। ਸਾਨੂੰ ਹਰੀ ਚੰਦ ਤੇ ਰਾਮ ਪਿਆਰੀ ਵਾਂਗ ਪਖੰਡੀ ਸਾਧੂਆਂ ਨੂੰ ਘਰ ਬਿਠਾ ਕੇ ਉਨ੍ਹਾਂ ਦੀਆਂ ਗੱਲਾਂ 'ਚ ਵੀ ਨਹੀਂ ਆਉਣਾ ਚਾਹੀਦਾ। ਕਿਉਂਕਿ ਅਜਿਹੇ ਭੇਖਧਾਰੀ ਸਾਧੂ ਮੁਜਰਮ, ਲੇਟੂ, ਚੋਰ, ਆਦਿ ਵੀ ਹੋ ਸਕਦੇ ਹਨ, ਜੋ ਕਈ ਵਾਰ ਦੂਜਿਆਂ ਦਾ ਨੁਕਸਾਨ ਹੀ ਕਰਦੇ ਹਨ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਮਦਨ ਵਰਗੇ ਅਪਰਾਧੀ ਰਿਸ਼ਤੇਦਾਰਾਂ ਦੀ ਵੀ ਮਦਦ ਨਹੀਂ ਕਰਨੀ ਚਾਹੀਦੀ।

### **Doing work**

ਸ਼ਹਿਰ ਵਿੱਚ ਥਾਂ-ਥਾਂ ਤੇ ਅਵਾਰਾ ਪਸੂਆਂ ਦੇ ਘੁੰਮਣ ਕਾਰਨ ਆ ਰਹੀਆਂ ਸਮੱਸਿਆਵਾਂ ਸੰਬੰਧੀ ਕਿਸੇ ਪੰਜਾਬੀ ਅਖਬਾਰ ਦੇ ਸੰਪਾਦਕ ਨੂੰ ਪੱਤਰ ਲਿਖੋ।