

HARI VIDYA BHAWAN

Subject: English

Class- X

Work sheet - 2

The Dust of Snow

Date:-17/04/2021

Q1. How did the crow change the poet's mood?

Answer: The poet was going somewhere in a snowy morning. He was upset. All the trees were covered with snow dust. A crow sitting on a hemlock tree shook the tree in such a way that some dust of snow fell on the poet. This changed his mood and he became happy and relaxed.

Q 2. What was the reaction of the poet when the dust of snow fell on him?

Answer: Normally, people thought both crow and hemlock tree are auspicious. But when the dust of snow from hemlock tree fell on poet, he took it in other way. He was depressed and sorrowful but the moment the crow shook the hemlock tree and dust of snow fell on him, he felt unburdened and relieved.

Q 3.How does the poet react to crow and hemlock tree?

Answer: Crow and hemlock tree are considered inauspicious in the west. They are generally taken /is bad omen. But the poet did not take them in negative way. They saved his day. His negative outlook changed to the positive one.

Q 4. Why does the poet feel that he has saved some part of the day?

Answer: Crow shook down the dust of snow on the poet. Both crow and Hemlock tree are considered inauspicious. The falling of dust of snow from hemlock tree is bad omen. But the poet took it in a positive way. He found himself relieved from sorrow after this incident. Now he could use his entire day in a fruitful way.

Q5. Simple moment proves to be very significant and saves rest of the day of poet from being wasted. Explain on the basis of the poem 'Dust of Snow'.

Answer: 'Dust of Snow' is a beautiful poem written by Robert Frost. This poem conveys that even a simple moment has a large significance. The poet

mentioned crow and hemlock tree in this poem. Crow signifies his depressive and sorrowful mood and hemlock tree is a poisonous tree. Both these signify that the poet was not in a good mood and so he describes the dark, depressive and bitter side of nature to present his similar mood.

The poet says that once he was in a sad, depressive mood and was sitting under a hemlock tree. A crow, sitting on the same tree, shook off the dust of snow, small particles of snow that remained on the surface after the snowfall, on the poet. This simple action changed the poet's mood. He realised that he had just wasted a part of his day repenting and being lost in sorrow. But the change in his mood made him realise that he should utilize the rest of the day in some useful activity. His sorrow was washed away by the light shower of dust of snow. His spirit was revived and he got ready to utilize the rest of the day.

Q6. The poet was sad and depressed. But one comical incident lifts his spirits. He is full of joy and happiness again. Based on your reading of the poem, write a paragraph on the topic – Happiness is relative.

Answer: No one is always happy. It is just a passing phase of one's life. It varies from time to time and place to place. It depends on certain people who you are close to. There are times when we are extremely happy or sorrowful. In most circumstances, our happiness is decided by certain moments in our life. Some light moments can really enliven our mood. The actions of our friends can make us happy or sometimes sorrowful. We must also realize that on every cloud there is a silver lining. This means that every sorrowful moment is followed by a period of joy and happiness.

Q7. What do the 'Hemlock' tree and 'Crow' represent? What does the dust of snow metaphorically stand for?

Answer: The poet was going somewhere in a snowy morning. He was upset. All the trees were covered with snow dust. A crow sitting on a hemlock tree shook the tree in such a way that some dust of snow fell on the poet. This changed his mood and he became happy and relaxed.

Q8. What is a "Dust of Snow"? What does the poet say has changed his mood? How has the poet's mood changed?

Ans: A 'Dust of Snow' means the fine particles of snow. This 'Dust of Snow' changed the poet's mood. The poet's mood changed from that of dismay to joy. He was holding the day in regret when this dust of snow fell on him and this simple little thing brought him some joy.

Q9. What does the presence of a hemlock tree tell you about the setting of the poem?

Ans: Hemlock tree is a poisonous tree that symbolises a bad omen. Its presence shows that the poem is set in a scene where the poet is in a bad mood.

Q10. 'Dust of Snow' is one of Frost's most loved poems. Elaborate why you think this is so.

Ans: The poem describes a very simple happening in very simple words. It tells us that sometimes even a small incident may prove to be of a larger significance. If one looks beyond the prejudices, he/she will get to know that nature can heal anything and everything.

Q11. The poem evokes a sense of black and white. Justify.

Ans: The poem is set in all white surrounding; everything is covered with snow. Amidst this white surrounding, a black crow appears and does something that clears the blackness from the poet's mind and heart. Hence, we can say that crow and sorrow depict 'black' and snow and the happiness of the poet signify white colour in the poem.

Q12. The crow and hemlock are usually used as negative references in literature. How is this different in this poem?

Ans: The poet Robert Frost is trying to break the stereotypes that consider a crow and a hemlock tree as inauspicious. The poet has represented nature in quite an unconventional manner. He is trying to emphasise that even a crow and a hemlock tree can bring about positive change in a person's life.

Q13. 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?

(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?

(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?

Ans: Robert Frost has represented nature in quite an unconventional manner. While in other nature poems we come across birds such as nightingales or sparrows, Frost has used a crow in this poem. A crow can be associated with something dark, black, and foreboding. That is why, other poets usually mention singing nightingales or beautiful white doves in their poems.

Also, the poet has written about a hemlock tree, which is a poisonous tree. He has not written about a more beautiful tree such as a maple, an oak or a pine tree because these trees symbolize beauty and happiness. Robert Frost wanted to symbolize the feelings of sadness and regret, which is why he has used a hemlock tree.

The crow and the hemlock tree represent sorrow. The dust of snow that is shaken off the hemlock tree by the crow stands for joy that Robert Frost experiences. He has, therefore, used an unconventional tree and bird in order to contrast them with joy in the form of snow.

Read the stanza and answer the questions that follow:

Question 1.

The way a crow

Shook down on me

The dust of snow

From a hemlock tree.

- (i) Name the poem and poet.
- (ii) Where was the crow?
- (iii) What did the crow do?
- (iv) What does a “hemlock tree” represent?

Answer:

- (i) These lines have been taken from the poem “Dust of Snow” composed by Robert Frost.
- (ii) The crow was on the hemlock tree.
- (iii) The crow shook the tree in such a way that the dust of snow fell on the poet.
- (iv) A hemlock tree is a poisonous tree. It is not considered auspicious. It represents sorrow.

Question 2.

Has given my heart

A change of mood

*And saved some part
Of a day I had rued.*

- (i) Who is 'I' in these lines
- (ii) What changed the mood of the poet?
- (iii) What did the poet decide?
- (iv) What was the mood of the poet before and after the incident?

Answer:

- (i) 'I' is the poet himself here.
- (ii) The poet's mood changed when the dust of snow from the hemlock tree fell down on the poet.
- (iii) The poet decided to save rest of the day so that there is no harm or sorrow for him.
- (iv) The poet was in depressive mood before the incident and after the incident the poet was in enjoyable mood.

YouTube link for reference

<https://www.youtube.com/watch?v=vGNFMZmpVW8>

हरि विद्या भवन
कक्षा- दसवीं
विषय -हिंदी
वर्कशीट -2

तारीख-17.4.21

समास (व्याकरण)

सामान्य निर्देश-दिया गया कार्य अपने व्याकरण की कॉपी में करिए। नीचे दिए गए समस्त नोट सहित अपनी कॉपी में ये कार्य कीजिएगा।



समास का तात्पर्य है 'संक्षिप्तीकरण'। दो या दो से अधिक शब्दों से मिलकर बने हुए एक नवीन एवं सार्थक शब्द को समास कहते हैं। जैसे - 'रसोई के लिए घर' इसे हम 'रसोईघर' भी कह सकते हैं।
'घोड़ों के लिए दौड़' 'घुड़दौड़'।

समास के भेद

समास के छः भेद हैं:

1. अव्ययीभाव
2. तत्पुरुष
3. द्विगु
4. द्वन्द्व
5. बहुव्रीहि
6. कर्मधारय

अव्ययीभाव समास

जिस समास का पहला पद(पूर्व पद) प्रधान हो और वह अव्यय हो उसे अव्ययीभाव समास कहते हैं। जैसे - यथामति (मति के अनुसार), आमरण (मृत्यु कर) इनमें यथा और आ अव्यय हैं। प्रतिदिन अर्थात् प्रत्येक दिन।

तत्पुरुष समास

जिस समास का उत्तरपद प्रधान हो और पूर्वपद गौण हो उसे तत्पुरुष समास कहते हैं। जैसे - तुलसीदासकृत तुलसीदास द्वारा कृत (रचित)

ज्ञातव्य- विग्रह में जो कारक प्रकट हो उसी कारक वाला वह समास होता है।

विभक्तियों के नाम के अनुसार तत्पुरुष समास के छह भेद हैं-

कर्म तत्पुरुष (को)

करण तत्पुरुष (से, के द्वारा)

संप्रदान तत्पुरुष (के लिए)

अपादान तत्पुरुष (से पृथक होकर)

संबंध तत्पुरुष (का, के,की)

अधिकरण तत्पुरुष(में,पर)

- ग्रामगत : ग्राम को गया हुआ।
- यशप्राप्त : यश को प्राप्त।
- करुणापूर्ण : करुणा से पूर्ण
- वाल्मीकिरचित : वाल्मीकि द्वारा रचित
- प्रयोगशाला : प्रयोग के लिए शाला
- डाकगाड़ी : डाक के लिए गाड़ी
- ऋणमुक्त : ऋण से मुक्त
- धनहीन : धन से हीन
- राष्ट्रगौरव : राष्ट्र का गौरव
- देशरक्षा : देश की रक्षा
- गृहप्रवेश : गृह में प्रवेश
- पर्वतारोहण : पर्वत पर आरोहण

द्विगु समास

जिस समास का पूर्वपद संख्यावाचक विशेषण हो उसे द्विगु समास कहते हैं। इससे समूह अथवा समाहार का बोध होता है। जैसे :-

समास-विग्रह	समस्त पद
नवग्रह	नौ ग्रहों का समूह
नवरात्रि	नौ रात्रियों का समूह
सप्त ऋषि	सात ऋषियों का समूह

द्वन्द्व समास

जिस समास के दोनों पद प्रधान होते हैं तथा विग्रह करने पर 'और', अथवा, 'या', एवं लगता है, वह द्वन्द्व समास कहलाता है।

समस्त पद	समास-विग्रह
पाप-पुण्य	पाप और पुण्य
माता -पिता	माता और पिता
दिन- रात	दिन और रात

बहुव्रीहि समास

जिस समास के दोनों पद अप्रधान हों और समस्त पद के अर्थ के अतिरिक्त कोई सांकेतिक अर्थ प्रधान हो उसे बहुव्रीहि समास कहते हैं। जैसे -

समस्त पद	समास-विग्रह
नीलकंठ	नीला है कंठ जिसका (शिव)
पीतांबर	पीला है वस्त्र जिसका (विष्णु जी)
दशानन	दस है आनन जिसके (रावण)

कर्मधारय समास

जिस समास का उत्तरपद प्रधान हो और पूर्वपद व उत्तरपद में विशेषण-विशेष्य अथवा उपमान-उपमेय का संबंध हो वह कर्मधारय समास कहलाता है। जैसे -

समस्त पद	समास-विग्रह
चंद्रमुख	चंद्र जैसा मुख
नीलकमल	नीला है जो कमल
काली मिर्च	काली है जो मिर्च

HARI VIDYA BHAWAN

Subject: Information Technology

Class- X

Work sheet-2

Chapter 2 -Communication Skills - II

Date:-17/04/2021

Q1. Describe communication cycle.

Ans. Communication process can be defined as a procedure that is used to transmit a message or information from one person to another person or community. For communication to establish there are always two parties first a Sender and second a Receiver.

Communication Cycle

In the communication process cycle, there are five concepts involved. The aim of the process is to send a message, that is, a piece of information being transmitted from sender to receiver.

- 1) Source – Sender is the source of the message. It's in the mind of the sender that a thought, an idea or a feeling is formulated as a result of an external or internal stimulus or motivation.
- 2) Encoding – This is a process through which the message is symbolized. It involves giving the message a communicable form.
- 3) Channel – It's the medium through which message is being sent. Sender selects the most affective and appropriate medium of sending a message. There are different channels of communication such as face to face communication (verbal communication) , written communication such as email, text, What's app, letter. Visual communication such as graphs, maps, videos, photos and illustrations.
- 4) Decoding - It's the process of translating a message and generating a meaning out of the message.
- 5) Receiver – It's a person or entity who receives the decoded message. The message is interpreted differently by different people.

Q2. What is feedback? What is the importance of feedback?

Ans. The message or response sent back to the source is called feedback. This could be in oral or written or in both forms. It could also be in form of demonstration such as body movement, para-language, gesture, posture, etc. Feedback tells the sender many things such as the message received successfully or not, if the medium of communication was appropriate or not etc.

In this cycle a sender sends a message to the receiver, the receiver decodes the received message and sends a response/feedback to the sender and thus establishing a flow of communication.

Importance of feedback

Feedback plays an important role in communication because it tells both the source and receiver, how their message are being understood or interpreted. Feedback makes communication meaningful. It's the end result of an idea and makes communication a continuous process.

Further we can say that affective feedback helps in:-

- Completion of entire communication process
- Measuring the effectiveness of communication
- Getting reactions of the receiver
- Improving communication and coordination amongst departments

Q3. Discuss Descriptive feedback.

Ans. We will discuss three types of feedback.

Descriptive feedback - Descriptive feedback is specific information, in the form of written comments or verbal conversations that help the learner understand what she or he needs to do in order to improve. It is the most powerful tool for improving student learning. Descriptive feedback helps students to learn by providing information about their current achievement (Where am I now?) with respect to a goal (Where am I going?) and identifying appropriate next steps (How can I close the gap?). The main purpose of descriptive feedback is to improve learning by indicating what needs to be done to be improved. An

effective feedback provides students with detailed, specific information about improving their learning.

Descriptive feedback could be in two ways:-

- 1) Oral feedback is usually given during a lesson while written feedback tends to be given after a task. Oral feedback is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way
- 2) Written feedback is given after the completion of the task. Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Effective written feedback also needs to be timely, written in a manner that is understandable to the student and actionable so that the student can make revisions

Q3. Discuss Specific and Non Specific feedback.

Ans. Specific feedback provides detailed, or specific information on what the employee did well or poorly. For example "You did a great job in cracking this new business deal for us".

Quality feedback that addresses specific behaviors rather than the individual's identity, given with the intention of improving performance, can help increase an individual's confidence and self-belief. This is especially true when it focuses on something that the person has done well.

Non Specific feedback is a generic form of feedback. It's non-specific in nature. It is a not very affective form of feedback as it is not focused on any particular effort or talent of the person and generally it is vague in nature.

YouTube link for reference <https://www.youtube.com/watch?v=Xx-0HjHPoZ8>

WORKSHEET-02

SUBJECT – MATHEMATICS

CLASS – X

CHAPTER-02 (POLYNOMIALS)

SESSION - (2021-22)

IMPORTANT POINTS TO REMEMBER

- **Degree of Polynomial:** if $p(x)$ is a polynomial in x , the highest power of x in $p(x)$ is called the degree of the polynomial $p(x)$.
- A polynomial of degree 2 is called a quadratic polynomial.
- If $p(x)$ is a polynomial in x , and if k is any real number, then the value obtained by replacing x by k in $p(x)$, is called the value of $p(x)$ at $x = k$, and is denoted by $p(k)$.
- Relationship between Zeroes and Coefficients of a Polynomial.
- For Quadratic Polynomial.

$$\text{sum of zeroes} = \alpha + \beta = -\frac{b}{a} = \frac{-(\text{Coefficient of } x)}{\text{Coefficient of } x^2},$$

$$\text{product of zeroes} = \alpha\beta = \frac{c}{a} = \frac{\text{Constant term}}{\text{Coefficient of } x^2}.$$

- For Cubic Polynomial.

$$\alpha + \beta + \gamma = \frac{-b}{a},$$

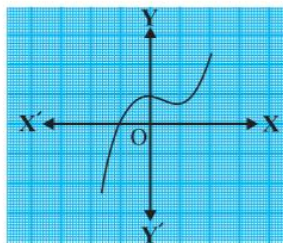
$$\alpha\beta + \beta\gamma + \gamma\alpha = \frac{c}{a},$$

$$\alpha\beta\gamma = \frac{-d}{a}.$$

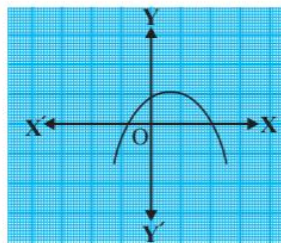
- The Division Algorithm for polynomials.
If $p(x)$ and $g(x)$ are any two polynomials with $g(x) \neq 0$, then we can find polynomials $q(x)$ and $r(x)$ such that $p(x) = g(x) \times q(x) + r(x)$, where $r(x) = 0$ or degree of $r(x) <$ degree of $g(x)$.

Related Questions

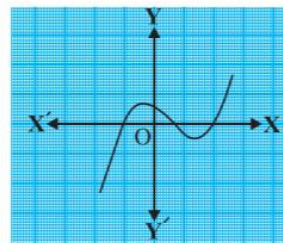
Q1. Look at the graphs in Figure given below. Each is the graph of $y = p(x)$, where $p(x)$ is a polynomial. For each of the graphs, find the number of zeroes of $p(x)$.



(i)

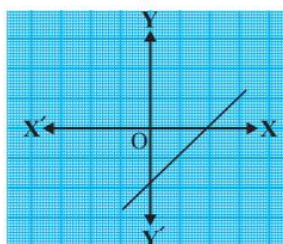


(ii)

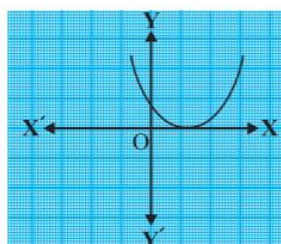


(iii)

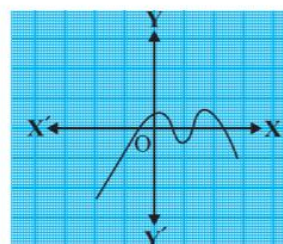
Q2. Find a quadratic polynomial, the sum and product of whose zeroes are -3 and 2 , respectively (Example 4)



(iv)



(v)



(vi)

Q3. Verify that 3, -1, $\frac{1}{3}$ are the zeroes of the cubic polynomial $p(x) = 3x^3 - 5x^2 - 11x - 3$, and then verify the relationship between the zeroes and the coefficients. (Example 5)

Q4. Divide $2x^2 + 3x + 1$ by $x + 2$.

Q5. Divide $3x^2 - x^3 - 3x + 5$ by $x - 1 - x^2$, and verify the division algorithm. (Example 8)

Q6. Divide $3x^3 + x^2 + 2x + 5$ by $1 + 2x + x^2$

Q7. Find all the zeroes of $2x^4 - 3x^3 - 3x^2 + 6x - 2$, if you know that two of its zeroes are $\sqrt{2}$ and $-\sqrt{2}$.

Q8. Find a cubic polynomial with the sum, sum of the product of its zeroes taken two at a time, and the product of its zeroes as 2, -7, -14 respectively. (Optional)

Q9. Give examples of polynomials $p(x)$, $g(x)$, $q(x)$ and $r(x)$, which satisfy the division algorithm and

(i) $\deg p(x) = \deg q(x)$

(ii) $\deg q(x) = \deg r(x)$

(iii) $\deg r(x) = 0$

Q10. On dividing $x^3 - 3x^2 + x + 2$ by a polynomial $g(x)$, the quotient and remainder were $x - 2$ and $-2x + 4$, respectively. Find $g(x)$.

Note: Solve above given questions and note down important points in Math's fair notebook.

HARI VIDYA BHAWAN

Worksheet-2

Class-X

Subject-Science

Session-2021-22

Ch-12: Electricity

Date: 17/04/2021

❖ Ohm's Law:

- **Ohm's Law** states that electric current flowing through an ideal conductor is directly proportional to the potential difference across its ends when temperature remains constant.
- $V \propto I$

$V = IR$, R – Resistance ,

V- potential difference,

I- electric current

- Resistance is a property of conductor to resist flow of charge through it. Its SI unit is Ohm (Ω).
- $R = V/I$, 1 Ohm = 1 Volt/ 1 Ampere
- $I = V/R$ denotes that **Current is inversely proportional to Resistance**. Hence, greater the resistance lesser will be the flow of current and vice-versa.
- A rheostat or a variable resistor is a device or a component which allows changing of resistance in a circuit keeping the voltage same.
- In a conductor, electrons are attracted by the atoms. This is a resistive force which is lower for a good conductor but very high for an insulator. A conductor having some resistance is called a **Resistor**.

❖ Factors On Which The Resistance Of A Conductor Depends

Resistance of a conductor depends on the following factors:

(i) Length of the conductor: Resistance of a conductor is directly proportional to its length. So, when length of the wire is doubled, its resistance also gets doubled; and if length of the wire is halved its resistance also gets halved.
Thus a long wire has more resistance than a short wire.

(ii) Area of cross -section: Resistance of a conductor is inversely proportional to its area of cross-section. So, when the area of cross-section of a wire is doubled, its

resistance gets halved; and if the area of cross-section of wire is halved then its resistance will get doubled.

Thus a thick wire has less resistance and a thin wire has more resistance.

(iii) Nature of material: Resistance of a conductor also depends on the nature of the material of which it is made. For example a copper wire has less resistance than a nichrome wire of same length and area of cross-section.\

(iv) Effect of temperature: Resistance of a conductor is directly proportional to The temperature.

Resistance of a uniform metallic conductor is directly proportional to its length and inversely proportional to the area of cross-section (A). That is,

$$R \propto l \text{ and } R \propto \frac{1}{A}$$

Or,

$$R \propto \frac{l}{A}$$

Or,

$$R = \rho \frac{l}{A}$$

- Where ρ is the constant of proportionality and is called the electrical **resistivity** of the material of the conductor.
- **The SI unit of resistivity is ohm-metre ($\Omega \text{ m}$).** It is a characteristic property of the material.
- Resistivity does not change with change in length or area but it changes with change in temperature.
- **Coils of electric toaster and irons made of an alloy rather than a pure metal** because the resistivity of an alloy is much higher than that of pure metal and an alloy does not undergo oxidation easily even at high temperature.
- **Resistivity of conductors is very low whereas the insulators have a very high resistivity.**
- Copper and aluminium are used for electrical transmission lines due to low resistivities.
- **Tungsten is used in filament of electric bulbs** because tungsten has high resistivity and high melting point (nearly 3000°C)
- **Resistivity of Conductors < Resistivity of Alloys < Resistivity of Insulators**

Answer the following questions:

- Q.1. Calculate the number of electrons constituting one coulomb of charge.
- Q.2. Name a device that helps to maintain a potential difference across a conductor.
- Q.3. What is meant by saying that the potential difference between two points is IV?
- Q.4. How much energy is given to each coulomb of charge passing through a 6 V battery ?
- Q.5. On what factors does the resistance of a conductor depend ?
- Q.6. Will current flow more easily through a thick wire or a thin wire of the same material, when Connected to the same source ? Why ?
- Q.7. Let the resistance of an electrical component remains constant while the potential difference across the two ends of the component decreases to half of its former value. What change will occur in the current through it ?
- Q.8. Why are coils of electric toasters and electric irons are made of an-alloy rather than a pure metal ?

NOTE:

- ❖ **Above questions are given from NCERT books (blue box questions) and worksheet. (page no 200 , 202 and 209).**

For solution check the NCERT solution app & worksheet notes.

- **Click over the link to get the knowledge about ohm's law :**

<https://www.youtube.com/watch?v=oFTj9LWkmm8>

<https://www.youtube.com/watch?v=ldNPl67x-E8>

- **Click over the link to get the knowledge about resistance :**

<https://www.youtube.com/watch?v=r8-RAjL0mrl>

HARI VIDYA BHAWAN

SUBJECT- SOCIAL SCIENCE

SESSION – 2021 – 22

CLASS – X

WORKSHEET - 2

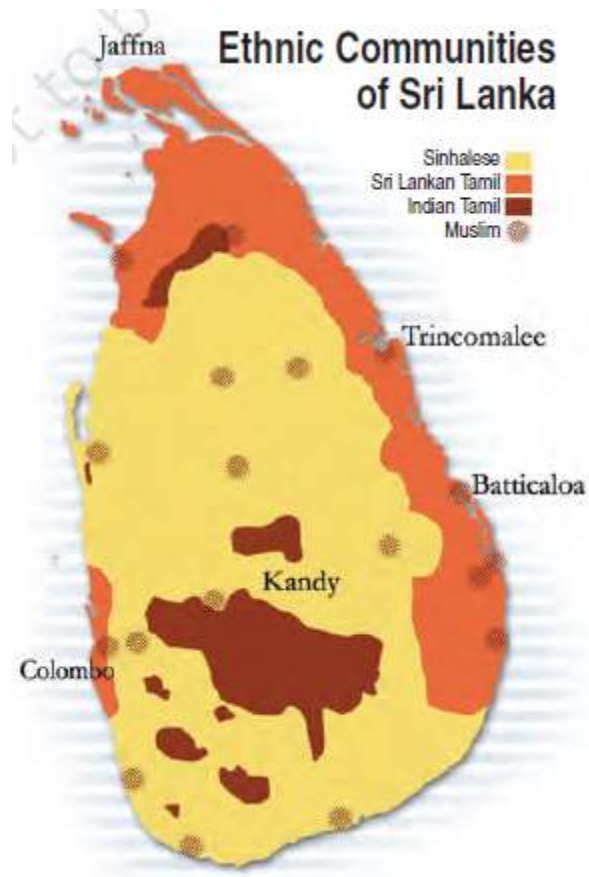
Date – 17-04-2021

Pol.Sci- Ch-1 (Power Sharing)

Note: - All notes and questions do in your notebook

Case Study of Sri Lanka

It is an island nation having a population of 2 crores, about the same as in Haryana. Sri Lanka has a diverse population. The major social groups are the Sinhala-speakers (74%) and the Tamil-speakers (18%). Among Tamils, there are two subgroups, “Sri Lankan Tamils” and “Indian Tamils”.



In Sri Lanka, the Sinhala community enjoyed the bigger majority and imposed its will on the entire country.

Majoritarianism in Sri Lanka

Sri Lanka emerged as an independent country in 1948. The Sinhala community was in the majority so they had formed the government. They also followed preferential policies that favoured Sinhala applicants for university positions and government jobs. These measures taken by the government gradually increased the feeling of alienation among the Sri Lankan Tamils. Sri Lankan Tamils felt that constitution and government policies denied them equal political rights, discriminated against them in getting jobs and other opportunities and ignored their interests. Due to this, the relationship between the Sinhala and Tamil communities become poor. Sri Lankan Tamils launched parties and struggles for the recognition of Tamil as an official language, for regional autonomy and equality of opportunity in securing education and jobs. But their demand was repeatedly denied by the government. The distrust between the two communities turned into widespread conflict and turned into a CIVIL WAR. As a result, thousands of people of both the communities have been killed. Many families were forced to leave the country as refugees and many more lost their livelihoods. The civil war ended in 2009 and caused a terrible setback to the social, cultural and economic life of the country.

What have you learned from the Stories of Belgium and Sri Lanka?

- Both countries are democracies but they dealt differently with the concept of power sharing.
- In Belgium, the leaders have realised that the unity of the country is possible only by respecting the feelings and interests of different communities and regions. This resulted in mutually acceptable arrangements for sharing power.
- Sri Lanka shows that, if a majority community wants to force its dominance over others and refuses to share power, it can undermine the unity of the country.

Why is power sharing desirable?

You will find the answer to this question in the points below.

1. Power sharing is good because it helps to reduce the possibility of conflict between social groups.
2. The second reason is that, a democratic rule involves sharing power with those affected by its exercise, and who have to live with its effects. People have a right to be consulted on how they are to be governed.

Let us call the first set of reasons *Prudential* and the second moral. The prudential reasons stress that power sharing will bring out better outcomes, whereas the moral reasons emphasise the act of power sharing as valuable.

Form of Power Sharing

Most of you must think that Sharing power = dividing power = weakening the country. A similar thing was believed in the past. It was assumed that all the power of a government must reside in one person or group of persons located at one place. Otherwise, it would be very difficult to make quick decisions and to enforce them. But these notions have changed with the emergence of democracy. In a democracy, people rule themselves through institutions of self-government. Everyone has a voice in the shaping of public policies. Therefore, in a democratic country, political power should be distributed among citizens.

In modern democracies, power sharing can take many forms, as mentioned below:

1. **Power is shared among different organs of government, such as the legislature, executive and judiciary.** This is called horizontal distribution of power because it allows

different organs of government placed at the same level to exercise different powers. Such separation ensures that none of the organs can exercise unlimited power. Each organ checks the others. This arrangement is called a system of checks and balances.

2. **Power can be shared among governments at different levels** – a general government for the entire country and governments at the provincial or regional level which is called federal government.
3. **Power may also be shared among different social groups** such as the religious and linguistic groups. 'Community government' in Belgium is a good example of this arrangement. This method is used to give minority communities a fair share in power.
4. **Power sharing arrangements can also be seen in the way political parties, pressure groups and movements** control or influence those in power. When two or more parties form an alliance to contest elections and if they get elected, they form a coalition government and thus share power.

QUESTIONS

Q1. State one prudential reason and one moral reason for power sharing with an example from the Indian context.

Q2. What are the different forms of power sharing in modern democracies? Give an example of each of these.

Q3. Why is power sharing desirable?

Q4. Consider the following two statements on power sharing and select the answer using the codes given below:

- A. Power sharing is good for democracy.
- B. It helps reduce the possibility of conflict between social groups.

Which of these statements are true and false?

(a)	A is true but B is false.
(b)	Both A and B are true.
(c)	Both A and B are false.
(d)	A is false but B is true.

Q5. Match list I (forms of power sharing) with List II (forms of government) and select the correct answer using the codes given in the lists:

List I

List II

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Power shared among different Organs of government. 2. Power shared among governments At different levels. 3. Power shared by different social | <ol style="list-style-type: none"> A. Community Government. B. Separation of powers C. Coalition |
|--|---|

Groups.
4. Power shared by two or more
Political parties.

government
D. Federal
Government

	1	2	3	4
(a)	D	A	B	C
(b)	B	C	D	A
(c)	B	D	A	C
(d)	C	D	A	B

ACTIVITY:- Give a comparative study of the ways in which the Belgian and Sri Lankan governments dealt with the problem of cultural diversities. What lessons do we learnt from the principles of majoritarianism and accommodation followed in Sri Lanka and Belgium respectively?

NOTE:-

- To understand the topic "Why is power sharing is desirable" and "forms of power sharing".

Watch the video <https://youtu.be/sZdM7wyzjNI>
<https://youtu.be/0k4ttymJ4i8>

- To understand the whole chapter and activity watch the video <https://youtu.be/0k4ttymJ4i8>
- Q1 and Q2 from NCERT book. Do answers from NCERT app : <http://play.google.com/store/apps/details?id=latest.ncertbooks>
- Q3 do from above notes.
- Q4 and Q5 from NCERT book. Do answers from NCERT app: <http://play.google.com/store/apps/details?id=latest.ncertbooks>

HARI VIDYA BHAWAN

Worksheet - 1

Subject- Value Education

Session- 2021-22

Ch- 1 Rani Laxmi Bai

Date-17/04/2021

Exercise:-

A. Fill in the blanks:-

1. The great heroine of the Indian History, _____ of Jhansi was like Joan of Arc of _____.
2. Manu later became the wife of _____, Maharaj of Jhansi, in 1842.
3. Rani of Jhansi began to strengthen her _____.

B. Answer the following questions:-

1. Who was Manu Bai? How did Manu become Maharani Laxmi Bai?

Ans. Manu Bai was the daughter of Moropant and Bhagirathi. Manu become Maharani laxmi Bai after marriage with Gangadhar Rao, Maharaj of Jhansi, in 1842.

2. What did happen when British Government Claimed that it cannot recognise the right of the adopted boy?

Ans. The Lord Dalhousie decided to seize the state of Jhansi. The British government rejected her plea and passed the order for asking to leave Jhansi and move to Rani Mahal in Jhansi.

3. Explain the attack by British in 1858 in Jhansi.

Ans. In 1858 British attacked on Jhansi. The war continued for about two weeks. After fierce war Rani departed to Gwalior and a fierce battle fought between British and Rani's army. On 17 June 1858 this great warrior martyred her life for india's freedom.