



ENGLISH TEXTBOOK

Veda Bhushan III Year / Prathama - III Year / Class VIII

MAHARSHI SANDIPANI RASHTRIYA VEDA SANSKRIT SHIKSHA BOARD

(Established and Recognized by the Ministry of Education, Government of India)

पुराण-न्याय-मीमांसा-धर्मशास्त्राङ्ग-विस्तराः ।

वेदाः स्थानानि विद्यानां धर्मस्य च चतुर्दश ॥

Purana, Logic, Hermeneutics,
Dharma-shastra, six Vedanga-s and four
Veda-s are fourteen vidya-s or knowledge.

Vedas are the source of all these
fourteen vidyas.



MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN (M.P.)

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PREFACE

The Ministry of Education (Department of Higher Education), Government of India established Rashtriya Veda Vidya Pratishthan in Delhi under the Chairmanship of Hon'ble Education Minister (then Minister of Human Resource Development) under the Societies Registration Act, 1860 (XXI of 1860) on 20th January, 1987. The Government of India notified the resolution in the Gazette of India vide no 6-3/85- SKT-IV dated 30-3-1987 for the establishment of the Pratishthan for preservation, conservation, propagation and development of oral tradition of Vedic studies with the interpretation of the Vedas in scientific lines. In the year 1993 the name of the organization was changed to Maharshi Sandipani Rashtriya Veda Vidya Pratishthan (MSRVVP) and it was shifted to Ujjain, Madhya Pradesh.

The National Education Policy of 1986 and Revised Policy Formulations of 1992 and also Programme of Action (PoA) 1992 have mandated Rashtriya Vedvidya Pratishthan for promoting Vedic Education. The importance of India's ancient fund of knowledge; oral tradition and employing traditional Guru's for such education was also emphasized in the PoA.

In accordance with the aspirations of the nation, national consensus and policy in favour of establishing a Board for the Veda and Sanskrit Education at national level, the General Body and Governing Council of MSRVVP under the Chairmanship of Hon'ble Education Minister, Government of India have set up "Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board" (MSRVSSB) in tune with the mandate of Pratishthan and its implementation strategies. The Board has been approved by the Ministry of Education, Government of India and recognized by Association of Indian Universities, New Delhi. The bye-laws of the Board have been vetted by Central Board of Secondary Education and the curriculum structure has been concurred by the National Council of Educational Research and Training, New Delhi.

It may also be mentioned here that the report of “Vision and Roadmap for the Development of Sanskrit - Ten-year perspective Plan,” under the Chairmanship of Shri N. Gopalaswamy Former CEC, constituted by the Ministry of Education, Govt. of India in 2015 recommended for establishment of a Board of Examination for standardization, affiliation, examination, recognition, authentication of the Veda Sanskrit education up to the secondary school level. It is also desirable to include subjects of modern education into Vedic and Sanskrit Pathashalas in a balanced manner. The committee observed that the examinations conducted by the Board should have legally valid recognition enjoying parity with modern Board system of education.

Veda Pathashala-s, GSP Units and Gurukula-s of MSRVVP, affiliated to the Board transact the curriculum primarily based on oral tradition of a particular complete Veda Shakha with perfect intonation (Swars) and memorization, with additional subsidiary modern subjects such as English, Sanskrit, Mathematics, Science, Social Science. Gradually, the Veda Pathashala-s will also introduce other skill and vocational subjects as per their resources.

Vedic education through establishment of board in compliance with National Education Policy-2020

The National Education Policy-2020 firmly recognizes the Indian Knowledge Systems (also known as 'Sanskrit Knowledge Systems'); their importance and their inclusion in the curriculum, and the flexible approach in combining various subjects and languages and Computer Applications. Phonetics and pronunciation prescriptions in NEP 2020 apply to the Vedas, the oral tradition of the Vedas and Vedic education, as they are founded upon phonetics and pronunciation.

The emphasis in NEP 2020 is on the development of a multi- disciplinary and holistic education among the sciences, social sciences, arts, humanities and sports for a multi-disciplinary world to ensure the unity and integrity of all knowledge. The NEP 2020 at point no. 4.27, states that ‘Knowledge of India’ will include Knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India’s future aspirations with regard to education, health, environment, etc., these elements will be incorporated in the text books.

The core Vedic Education of Pratishthan along with other essential modern subjects- Sanskrit, English, Mother tongue, Mathematics, Social Science,

Science, Computer Science, Philosophy, Yoga, Vedic Agriculture, Indian Art, SUPW etc., based on the IKS inputs are the foundations/sources of texts books of Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board. These inputs are in tune with the National Education Policy 2020. The draft books are made available in digital form keeping in view the NEP 2020 stipulations, requirements of MSRVSSB students and the advice of educational thinkers, authorities and policy of Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain. These books will be updated in line with NCFSE in future and finally will be made available in printed form.

The Teachers of Veda, Sanskrit and Modern subjects in Rashtriya Adarsha Veda Vidyalaya, Ujjain and many teachers of Sanskrit and modern subjects in aided Veda Pathashalas of Pratishthan have worked for last four years tirelessly to prepare and present Sanskrit and modern subject text books in this form. I thank all of them from the bottom of my heart. Many eminent experts of the national level Institutes have helped in bringing quality in the textbooks by going through the texts from time to time. I thank all those experts and teachers of the schools. I extend my heartfelt gratitude to all my co-workers who have worked for DTP, drawing the sketches, art work and page setting.

All suggestions including constructive criticism are welcome for the improvement of the quality of the text books.

आ परितोषाद्विदुषां न साधु मन्ये प्रयोगविज्ञानम् ।

बलवदपि शिक्षितानामात्मन्यप्रत्ययं चेतः ॥ (Abhijanashakuntalam 1.02)

Until the scholars are fully satisfied about the content, presentation, attainment of objective, I do not consider this effort to be successful, because truly learned scholars are not fully confident in the presentation without the feedback from the stakeholders

Prof. Viroopaksha V Jaddipal

Secretary

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain

Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board

On the Text Book

The textbook in English for Veda Bhushan-III, 8th standard in general education set up is inspired on the approaches to curriculum construction in English, which is based on the NEP 2020 and NCFSE. The English curriculum focuses on providing a variety in contents to make it interesting and knowledgeable and helpful for confidence building in communication. MSRVVP/Board's curriculum is Veda centric along with essential NEP 2020 inputs for language and modern subjects' learning. Herein the book an effort has been made to blend these contents along with Indian Knowledge System inputs.

This implies considerable change in Veda Pathashala / Vidyalaya / GSP Units / Sanskrit Pathashala / Vidyalaya routines and mode of functioning. Flexibility in the daily time-table is as necessary as implementing the annual calendar prescribed by MSRVVP/Board so that the required number of teaching days are actually devoted to teaching and learning. The methods used for teaching and evaluation will also be vital for desirable outcome. Syllabus designers have tried to address the problem of curricular burden and by restructuring and reorienting knowledge at different stages and making it active and opening opportunities for contemplation, wondering and group discussions with greater consideration on child psychology.

The book includes the Vedic translation, mythological stories, biographies and foreign writings. India's cultural setting in time and space, are here presented with value drawn from IKS text.

The units in the book have been generally structured in the following way:

An introductory section, with a scope to add more to enrich the Listening Skills. Text with clear and correct reading. Vedic students can be guided to discuss and orally answer the Questions to develop the Speaking Skill. The Questions in the section have been placed to develop the speaking, reading, writing, thinking and creative skills. Grammar with

Language Skill based exercises have been provided along with the vocabulary task. It is said in the Vedas about the poem- Pashya Devasya Kavyam, na mamara, na jeeryati (see the God's poetry, never dies, never erodes). Students are expected to enjoy the reading of the presented poem and understand the essence of it. Some background information has been provided about the poet and the poem required for emotional bonding with the poet for crystal clarity about the poetic sense- kavyartha. Therefore, all teachers are requested to make the poetry enjoyable by teaching the real intent of the poet.

The book has gone through various stages like draft, correction, deletion, modification, review and addition in the span of last two years. Finally, an effort has been to bring out this text book, in this form which is focusing on Indian thinking with global outlook for learning English.

Many Teachers Shri Pawan Singh, Shri Vijay Trivedi, Shri Pankaj Dubey, Shri P. Rajeev Kumar etc. helped to prepare the draft of the text book at various stages and scholars like Shri Keshav Prasad Tripathy, Shri Ram Niwas Bairagi and Prof. S. V. Ramana Murthy have reviewed the book at various stages. Hope the book will be received on the basis of its content for English Language learning.

We welcome suggestions including corrections for the improvement of the quality of the text book in its entirety.

(Ms. Pushpita Chakraborty)

(Ms. Monalisa Mishra)

Content

Selection from the Vedas

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Basics of English Language and Grammar

Revision of previous lessons

1. Use of Preposition
2. Use of Conjunction
3. Articles – “A,” “An,” “The”
4. Tenses- Present, Past and Future
5. Verb Forms
6. Sentence and its kinds
7. Phrasal verbs
8. Simple Sentence Framing
9. Translation

- *Practice each of the above grammar parts by forming 5 sentences/5 usages*
- *Model Question Paper*

Reference

- *English Grammar and Composition - By Wren and Martin
Revised by Dr. NDV Prasad Rao*
- *English Alphabets Copy Book available in Stationery Shop*

Lesson - 1

For The Sovereign Nation

- (Rik.10. 173.; Atharva.6. 88)

- ❖ *This prayer is from Rig Veda and Atharva Veda that wishes the stability and strength for the Nation. The blessing of natural entities and the planets are wished for the Nation to empower it. It is teaching us the strength and the virtues of nature to inspire us.*



The sky is firm, the earth is firm,
The universe is firm, the world is firm,
All these mountains are firm
The king of people in nature is firm.¹

1 ध्रुवा द्यौर्ध्रुवा पृथिवी ध्रुवं विश्वमिदं जगत्।
ध्रुवासः पर्वता इमे ध्रुवो राजा विश्वमयम्॥ Atharva.6. 88-4



Let King Varuna bestow eternal rule to you (your kingdom)

Lord Brihaspati bless eternal rule to you (your kingdom)

May even Indra and Agni also hold it steadfastly.²

Word - Meaning

Divine	-	like God or of God
Thee	-	archaic or dialect of 'you'
Maintain	-	enable a condition to continue

Sentences

Divine	-	Vedas have <u>divine</u> essence in them.
Thee	-	'Austin, how are <u>thee</u> ?' asked Robin.
Maintain	-	We should <u>maintain</u> good relation with everyone.

Learning Outcomes

- ❖ *We must understand that firmness is real strength.*
- ❖ *We should learn to embrace the qualities of various natural entities as Nature is full of virtues.*
- ❖ *We should learn to be steadfast and develop a strong personality.*
- ❖ *We must always be humble and benevolent in nature.*
- ❖ *We must be righteous in our deeds and religious in our conduct.*
- ❖ *We should always have faith in God and must never forget to offer our prayers to God.*

2 ध्रुवं ते राजा वरुणो ध्रुवं देवो बृहस्पतिः।

ध्रुवं त इन्द्रश्चाग्निश्च राष्ट्रं धारयतां ध्रुवम्॥ Rik.10. 173. 5; Atharva.6. 88-5



Exercise

Answer the following

1. Who are the Lords being mentioned here in the Shloka?
2. What are the natural things being mentioned in the above Shloka?
3. What is the wish and for whom it has been made?

Fill in the blanks

(Earth, Varuna, Brihaspati, Indra, Agni)

1. Let the sky are firm.
2. Let the bestow eternal bliss.
3. Let bless eternal rule.
4. May and hold it firmly.

Match the following

- | | |
|-------------|--------|
| 1. Sky | People |
| 2. Earth | Rain |
| 3. Mountain | Snow |
| 4. Nation | Land |

Write true or false

1. Varuna is the Lord of water.
2. Brihaspati is the planet Jupiter.
3. Indra is the king of Lords.
4. Everest is the name of a river.
5. Earth does not support life.



Grammar

Imperative sentences-Imperative sentences are the types of sentences which conveys any wish, request, order, warning or instructions.

Ex. "Please keep quiet"

"May you live long"

1.Now, make five imperative sentences.

Activity

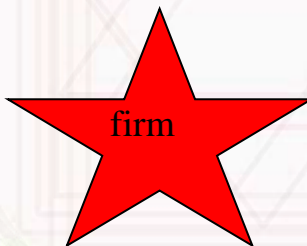
1.Recite the *shlokas* in your class

Language Learning Activity - LLA

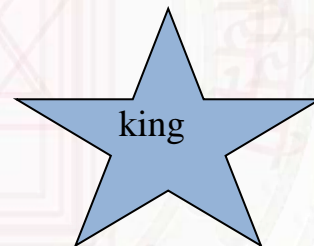
Question- Find words that rhyme with the following:



.....



.....



.....



.....



.....

Question- Identify the kind of sentence:

The sky is firm.

Do your work?



Oh! he fell.

Go and close the door.

Let King Varuna bestow eternal rule to you
.....

Question- A number has been given to each letter of the alphabet in the table below. Read the table and decode the message.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

21 1 9 22 5 18 19 5

20 1 11 5

21 16

.....

.....

.....

13 15 21 14 20 1 9 14

3 15 15 12

15 6

.....

.....

.....

Conversation

Conversation – 1

Rashmi – Good morning, Leena!

Leena- Good morning, Rashmi!

Rashmi- I saw a beautiful dream this morning.

Leena- What did you see?



Rashmi- I think, I saw an angel.

He was dressed in white clothes and had two beautiful wings.

Leena– What did he say?

Rashmi- He blessed me by touching me on my head and said to save the earth from pollution.

Leena– Wow! Seems so wonderful.

Conversation- 2

Tejas – Good evening!

Mani – Good evening Tejas.

Tejas- I need a help from you.

Mani- Tell me Tejas.

Tejas– Can you please explain the meaning of Gayatri mantra to me.

Mani- Sure Tejas.



Lesson-2

Vedic Literature and Other Ancillary Text Tradition

- ❖ *The lesson shows us the expansion of Vedas with the vast variety in their subject matter including almost all the topic related to this universe. The uniqueness in their literary style and their importance are felt by reading the lesson. This introduces us to the greatness of the Vedas both with respect to their significance and their form.*



Indian Knowledge System (IKS) notes fourteen (14) vidya-s thus;

पुराण-न्याय-मीमांसा-धर्मशास्त्राङ्ग-विस्तराः।

वेदाः स्थानानि विद्यानां धर्मस्य च चतुर्दश ॥

1. Purana, Logic, Mimamsa (Hermeneutics), Dharma-shastra, six Vedanga-s and four Veda-s are fourteen vidya-s or knowledge. Vedas are the source of all these fourteen vidyas.
2. We know that the Vedas are not human-made (Apaurusheya). The 'revealed literature,' i.e., Veda, has been divided into four parts and there are four Vedas, known as the Rig Veda, the Yajur Veda, the Sama Veda and the Atharva Veda.
3. The texts considered as Vedic are 'corollaries to the Vedic knowledge' passed on from one generation to the other, that was pre-existing even in the creation. Vedic literature is



infinite, so to know about it in the simplest manner we can view it in four parts, namely, the Samhita-s, the Brahmanas, the Aranyakas and the Upanishads.

4. Samhitas have Mantras which are source of knowledge and the Brahmana-s are the explanatory texts or mantras providing information about the application of Samhitas and the procedures to observe during the rituals. They provide the explanatory meaning of hymns, importance and justification of actions performed during each Yajna. Brahmana-s include history, legends, anecdotes and narration connected with Rishis, Kings and others. The Brahmana literature seems to be vast, but a number of Brahmana-s are lost.
5. The Rig Veda has two (2) Brahmana-s namely; Kaushitaki (Shamkhayana) which belongs to Shankhayana recension and Aitareya Brahmana which belongs to Shakala recension. The Aitareya Brahmana, also known as Ashvalayana Brahmana is highly significant due to the various Akhyana-s found in it.
6. The Shukla Yajurveda has Satapatha Brahmana which is a vital one in view of its contents like Gargi-Yajnavalkya disputation (shastrartha), rituals for Vedic Kings including ceremonies like Asvamedha and Rajasuyayajnas. The Krishna Yajurveda has four Brahmanas, namely, Taittiriya Brahmana and Kathaka Brahmana. These are connected to Agnihotra, Agnyadhana and Nakshatreshthi.
7. The Sama Veda has many Brahmana-s namely, Jaiminiya Brahmana, Tandya or Panchavimsa Brahmana, Sadvimsa Brahmana or Samavidhana Brahmana, Arseya Brahmana, Vamsa Brahmana, Devatadhyaya-Samhitopanisad Mantra Brahmana or Chandogya Brahmana.
8. The Atharva Veda has only one Brahmana named Gopatha



Brahmana.

9. The next class of literature is Aranyakas. As the Sanskrit name suggests Aaranyaka-s are forest texts explaining the subtleties of inner and esoteric meaning of Yajnas, their philosophy, mysticism, etc. Sometimes, these are the parts of Brahmana-s and Upanishad-s as in the case of the Brihadaranyaka Upanishad.
10. The Aitareya and Shamkhyana Aranyaka-s belong to Rigveda, where Aitareya has again been divided in five parts called Aranyaka. These have been further divided into chapters or segments.
11. Taittiriya Aranyaka belongs to the Taittiriya Shakha of the Krishna Yajurveda, Maitrayaniya Aranyaka belongs to the Maitrayaniya Shakha of the Krishna Yajurveda, Katha Aranyaka belongs to the (Caraka) Katha Shakha of the Krishna Yajurveda.
12. Brihad Aranyaka is in the Madhyandina and the Kanva versions of the Shukla Yajurveda. The major part of 14th kanda of Shatapatha Brahmana is Brihad Aranyakopanishad. Talavakara Aranyaka or Jaiminiya Upanishad Brahmana belongs to the Talavakara or Jaiminiya Shakha of the Samaveda. Aranyakas of the Atharva Veda are lost to us.
13. The Upanishads constitute the end part of Vedas (Vedanta). Sometimes the Upanishads are directly part of the text of the Samhitas or Brahmana-s or Aranyakas. They are in the form of narratives and conversation and they deal with the philosophical aspect of Veda and subjects like-Atman, Brahman, reality, knowledge, the four states of Consciousness, relation of Atman with creation, re-birth, mysticism etc.



14. Each Veda has its own set of Upanishads. Their number is 108 or more as per tradition but 10 are considered as very important upanishads. They are Isa, Kena, Katha, Prasna, Mundaka, Mandukya, Aitareya, Taittiriya, Chhandogya and Brihadaranyaka. Rig Veda has Aitareya and Kaustaki Upanishads. Sama Veda has Chhandogya and Kena Upanishads, Shukla Yajur Veda has Isavasya and Brihadaranyaka; Krishna Yajurveda has Taittiriya, Katha, Mahanarayana, Maitrayani, Shwetashwara Upanishads, Atharva Veda has Prasna, Mundaka and Mandukya Upanishads.
15. There are six limbs of Veda-s or Vedanga-s, which help to know the meaning of Vedas. They are Siksha (phonetics or pronunciation), Kalpa (explanation regarding rituals), Vyakarana (grammar), Nirukta, (etymology), Chhanda (metrics) and Jyotish (astronomy).
16. Vedic Knowledge is incomplete without understanding of Vedangas; hence, they are a vital part of Vedic Literature.
17. As per tradition, each Veda has one Upaveda. Upaveda means applied knowledge having culled the contents from the Veda. These Upavedas are great source of modern knowledge and their exploration might have led to knowledge explosion.
18. There are various texts on Upaveda-s, which are available in libraries in Manuscripts form. Dhanurveda (Archery) is the Upaveda of Yajurveda. Gandharvaveda is the Upaveda of Samveda. It is the science of dance and music. Sthapatya Veda (Architecture) is the Upaveda of Atharvaveda. It deals with architecture, building construction and various arts. Ayurveda (Medicine) is associated with Rigveda. Ayurveda is related to the wellbeing and the science of long and healthy life.



19. There are other Vidya-s under Dharma Shastra category. They are called Sutra-s or aphorisms. Sutras are brief-statements or guiding principles formed by Rishis or Acharyas on customs, auspicious ceremonies, domestic life etc.
20. They are of three classes - Srauta Sutra, Grihya Sutra and Dharma Sutra. These are basically Dharma Shastra-s and constitute Smriti literature. They are named after their composers, Gautama, Baudhayana Apastamba and Vashishta.
21. They act as guide to a righteous kind of human life suggested by Vedas. Manusmriti is the most important of all of them.
22. The Darsana-s are based on the Upanishads and Sutra-s or aphorisms were composed by Rishi-s for drawing the conclusion of Upanishads as a vision or point of view.
23. Darsana-s are of two types- Astika Darsana-s and Nastika Darsana-s. Astika Darsana-s are those which accept the authority and validity of Veda-s and Nastika Darsana-s are those which neither accept the Vedas, nor their authority, nor their validity.
24. Astika Darsana-s are Nyaya and Vaisheshika, Samkhya and Yoga and Purva-Mimamsa and Uttara Mimamsa or Vedanta. Each of them has long history or tradition of Acharya-s and an original literature in the form of Sutras and their commentaries (bhashya-s).
25. Nastika Darsana-s are also six. They are Charvaka, four types of Bauddha (Madhyamaka, Yogachara, Vaibhashika and Sautrantika) and Jaina.



Itihasa-s

26. The Itihasa-s or great epics of Bharata like Puranas, Ramayana and Mahabharata are also ancillaries to illustrate the meanings of the Vedas and human life.
27. The beauty of Vedic literature can be seen in the Atharva Veda mantra where the wishes have been also prayed in a lyrical and poetic manner, connecting various thoughts and using a meaningful diction. This shows the Vedic wisdom that is celestial.

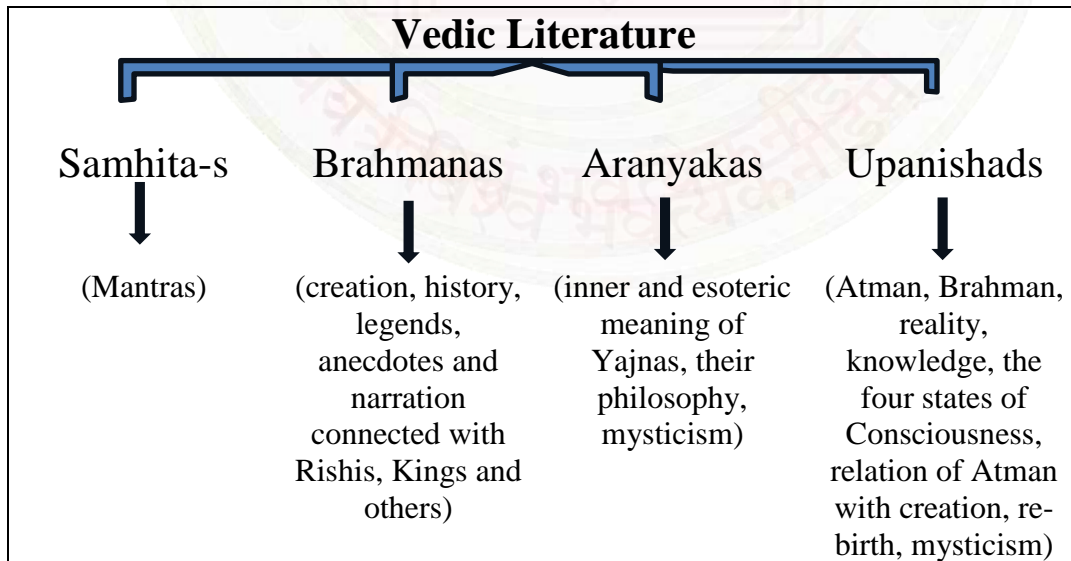
The Atharva Veda prays:

विमृग्वरीं पृथिवीमा वदामि क्षमां भूमिं ब्रह्मणा वावृधानाम्।

ऊर्जं पुष्टं विभ्रतीमन्नभागं घृतं त्वाभि नि षीदेम भूमे ! ॥ (अथर्ववेद 12.1.29)

Earth! I address you as the clean and patient Earth, ever enhancing through recitation of Vedic Chants. May we rest on you, the provider of food and nourishment and worship you, O! sacred Earth!

Key Points



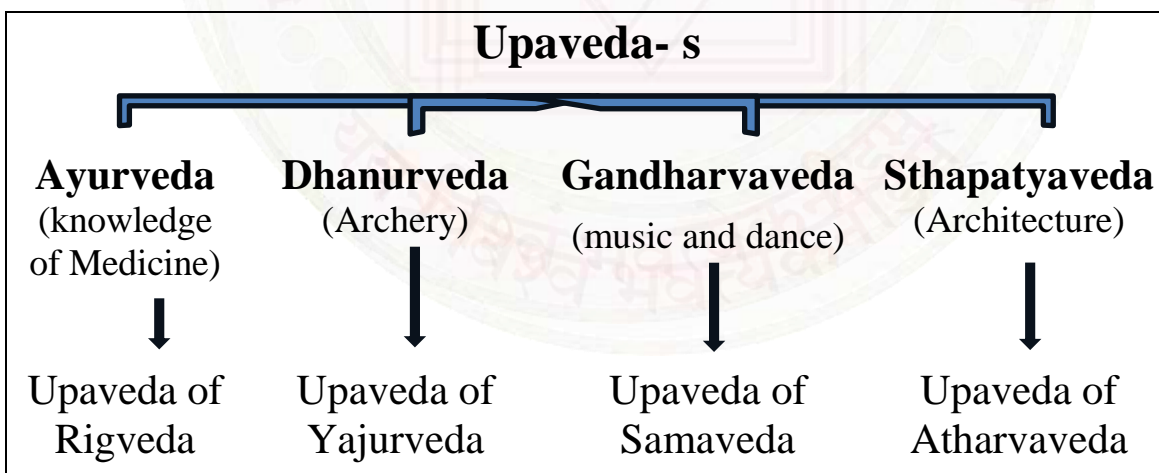
Brahmana-s	
Rigveda	Kaushitaki (Shankhayana) Brahmana, Aitareya Brahmana
Shukla Yajurveda	Satapatha Brahmana
Krishna Yajurveda	Taittiriya Brahmana, Kathaka Brahmana
Samaveda	Jaiminiya Brahmana, Tandya or Panchavimsa Brahmana, Sadvimsa Brahmana or Samavidhana Brahmana, Arseya Brahmana, Vamsa Brahmana, Devatadhyaya- Samhitopanisad Mantra Brahmana or Chandogya Brahmana
Atharvaveda	Gopatha Brahmana

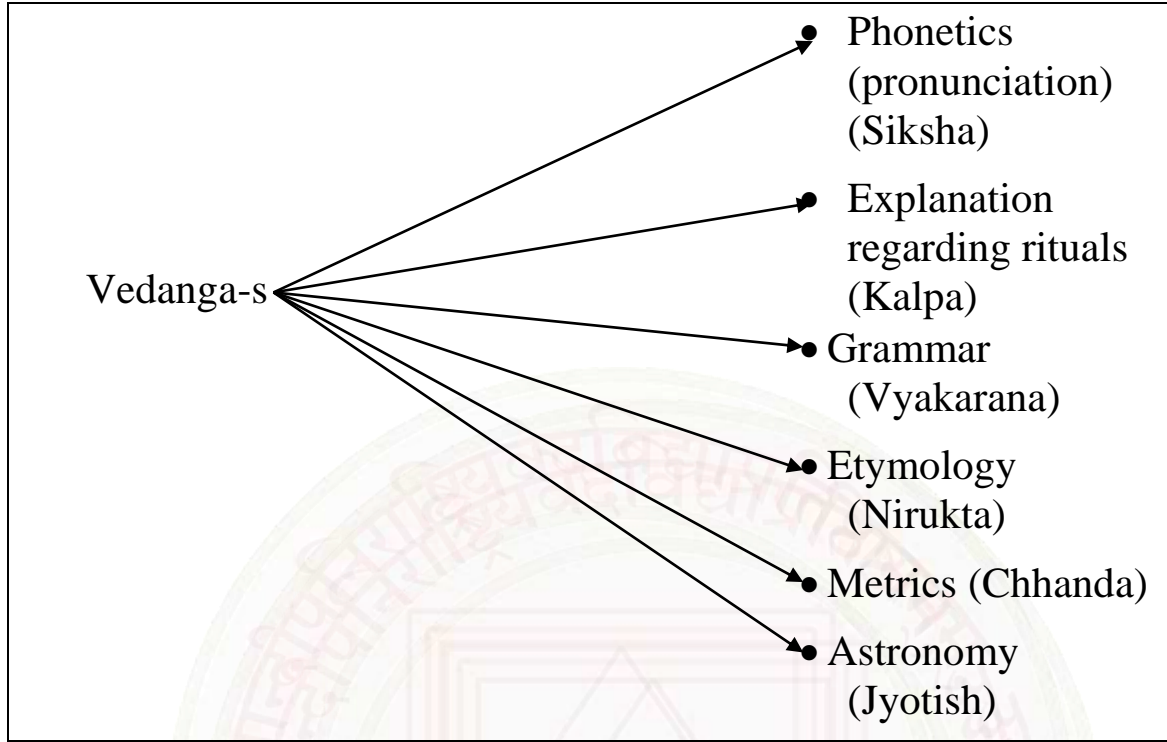
Aranyaka-s	
Rigveda	Aitareya and Shamkhyana Aranyaka-s
Shukla Yajurveda	Madhyandina Shakha and Kanva Shakha- Brihad Aranyaka
Krishna Yajurveda	Taittiriya Shakha- Taittiriya Aranyaka Maitrayaniya Shakha- Maitrayaniya Aranyaka Katha Shakha- Katha Aranyaka
Samaveda	Jaiminiya Shakha- Talavakara Aranyaka



Atharvaveda	Not available
--------------------	---------------

Upanishads	
(108 or more as per tradition but 10 are considered as very important Upanishads)	
Main 10 Upanishads- Isa, Kena, Katha, Prasna, Mundaka, Mandukya, Aitareya, Taittiriya, Chhandogya and Brihadaranyaka.	
Rigveda	Aitareya and Kaustaki Upanishads
Shukla Yajurveda	Isavasya and Brihadaranyaka
Krishna Yajurveda	Taittiriya, Katha, Mahanarayana, Maitrayani, Shwetashwara Upanishads
Samaveda	Chhandogya and Kena Upanishads
Atharvaveda	Prasna, Mundaka and Mandukya Upanishads





Darsana-s	Astika Darsana-s (which accept the authority and validity of Veda-s)	Nyaya and Vaisheshika, Samkhya and Yoga and Purva-Mimamsa and Uttara Mimamsa or Vedanta
	Nastika Darsana-s (which neither accept the Vedas, nor their authority, or their validity)	Charvaka- Bauddha (Madhyamaka, Yogachara, Vaibhashika and Sautrantika) and Jaina



Word - Meaning

- Hermeneutics - branch of knowledge that deals with interpretation of literary texts
- Infinite - limitless or endless
- Anecdotes - a short amusing story about a real person or event
- Vast - immense, of very great extent
- Significant - noteworthy
- Etymology - the study of history of words
- Explosion - a violent blowing apart of something
- Auspicious - conducive to action, favourable
- Conduct - the manner in which a person behaves

Sentences

- Infinite - The Vedas have infinite knowledge in them.
- Anecdotes - We have grown up listening to the anecdotes about Akbar and Birbal.
- Vast - We live in a vast universe.
- Significant - India has seen a significant social change in the last decade.
- Etymology - Ruchi studies etymology in the university.
- Explosion - There was a big explosion in the market last month.
- Auspicious - Some days are believed to be very auspicious for starting a new business
- Conduct - Our conduct tells a lot about our upbringing.



Learning Outcomes

- ❖ *We should understand that the Vedas are God gifted (APAURUSHEYA) most important for a righteous worldly life.*
- ❖ *We should know that the Vedas are no religious books rather they contain knowledge of all types including literature, music, art and skill related studies.*
- ❖ *We must remember that the Vedas have given various types of knowledge to make us self-sufficient and virtuous in all aspects of life.*
- ❖ *We must understand that the Vedas are of such liberal nature that they even speak about the non-believers of the Vedas called Nastik Darshana.*

Exercise

Answer the following

1. Name two epics or Itihasa of our nation.
2. What are the fourteen (14) Vidya-s or Indian Knowledge System?
3. What are the vital contents in Satapatha Brahmana of the Shukla Yajurveda?
4. What are Vedangas? Name them.
5. What are Upavedas? Name some Upaveda-s.
6. What are Sutras and how many classes of Sutra-s are there?
7. Give a brief introduction of Vedic Literature.

Fill in the blanks with the following

Two, Three, End, Upaveda, One



1. Darsana-s are of types.
2. There are classes of Sutra-s.
3. The Upanishads mark the of Vedas.
4. Dhanurveda is the of Rigveda.
5. Each Veda has Upaveda.

Match the following

- | | |
|----------------|--------------------|
| 1. Rigveda | Jayminiya Brahmana |
| 2. Yajurveda | Gopatha Brahmana |
| 3. Samaveda | Kaushitaki |
| 4. Atharvaveda | Satapatha Brahmana |

State whether the following statements are true or false

1. Ayurveda is the Upaveda of Rigveda.
2. Nyaya comes under the Itihasa-s.
3. Manusmriti is the most important of Dharma Shashtras.
4. Vedic Knowledge is incomplete without understanding of Vedangas.
5. Each Veda has its own sets of Upanishads.

Grammar

Assertive sentences-Assertive sentences are the types of sentences which states, asserts or declares a fact. There are simple statements also known as declarative sentences are mostly positive in nature like

"He is a good leader."

"Hanuman is the greatest devotee of Sri Ram."

1.Now, make ten sentences of your own.



Activity

1.Share in your class, which vidya you will choose to learn.

Language Learning Activity - LLA

Question- Read aloud and underline the adjectives the following

विमृग्वरीं पृथिवीमा वदामि क्षमांभूमिं ब्रह्मणा वावृधानाम्।
ऊर्जं पुष्टं विभ्रतीमन्नभागं घृतं त्वाभि नि षीदेम भूमे !॥ (अथर्ववेद 12.1.29)

Earth! I address you as the clean and patient Earth, ever enhancing through recitation of Vedic Chants. May we rest on you, the provider of food and nourishment and worship you, O! sacred earth!

Question- Write the compound words

Fire + wood = firewood

Land + slide = landslide

black, tooth, news, tea, note, rain, farm, fore, suit, bar	+	Pot, brush, coat, paper, board, book, head, graph, house,,,,
---------------------------------------------------------------------	---	----------------------------------------------------------------	-----------------------------------------------

Question- Complete the following, the words are related to Veda.

Find the words from the lesson:



T	A	M	J		O				H
					G				G
I		I		S			U		A
	Y	T							
T									
					A				
				N		S			A
Y	N		A	C			R	Y	
A		I	M			D			A

Conversation

Conversation - 1

Parth – Hello Ajay!

Ajay – Hello Parth!

Parth – Let us discuss today's Veda lesson

Ajay – Yes, let us start with Aranyakas.

Parth– Yes.



Ajay – Do you know why they are called Aranyakas.

Parth – Yes, they are called so because they were composed during the forest dwellings of the sages.

Ajay– That is correct.

Conversation – 2

Pradip – Hello Pranab! How are you.

Pranab – Hello! I am doing well. How are you?

Pradip– All good by the grace of God.

Pranab–Good to know that, Pradip.

Pradip Tell me something about Sthapatya Veda.

Pranab– It is all about architecture.

Pradip- Thank you for this information.



Lesson -3

Lal Bahadur Shastri

- ❖ *This is a short biography of Lal bahadur Shastri, the second Prime Minister of India. His life and his personality is worth learning about. It can serve as a role model to many of us.*



1. Lal Bahadur Shastri was born on October 2, 1904 at Mughalsarai. His parents were Sharada Prasad and Dulari Devi.
2. As a boy, Lal Bahadur was brave, kind and full of courage and vitality. Once he and his uncle went for a stroll. It was getting dark. An old man who was selling mangoes saw them. He said, “It is getting dark, I will sell these at one anna for a hundred mangoes.”
3. Lal Bahadur and his uncle agreed to buy. The vendor started counting fruits, ‘1, 2, 3, 4 ...’ When he reached 50, Lal Bahadur asked him to stop. He gave the vendor one anna. Later his uncle asked him, why he had done so. Lal Bahadur replied, ‘A hundred mangoes for an anna is too cheap.
4. He was prepared to suffer a loss because it was getting dark.



It was hard on him. Therefore, I gave him one anna instead of half an anna'. This shows how kind Lal Bahadur was.

5. After his school education, he went to Varanasi and joined Kashi Vidyapeetha and studied there for four years. As a student, he was very bright in subjects like Philosophy, Economics, Political Science and Social Science.
6. He had to walk eight miles each way. He was so poor that he could not buy a bicycle. He got the degree "Shastri" while he was studying at Kashi Vidyapeetha. He had to lead a hard life. His monthly expenditure was just two and a half rupees.
7. After his education, he joined the Indian National Congress and participated with Nehru and Sardar Patel in the Non-Co-operation Movement and Dandi March.
8. He served the country in various capacities as the Minister for Home and Transport in Uttar Pradesh, at the centre as Railway Minister, Home Minister and also the Prime Minister.
9. Once, before independence, Lal Bahadur's daughter contracted small pox. In those days it was a dreadful killer. The girl's condition caused anxiety. Lal Bahadur, who was in prison, got the message. He sought the permission of the prison authority to see his ailing daughter. The Government agreed to release on parole for 15 days on the condition that he should not take part in any political agitation.
10. Shastri said, "Release me on parole without any conditions, or else, I don't accept parole." The Government agreed to release him. He came to the house. Unfortunately, the girl died on the same day. He performed the obsequies. He still had three or four days of the parole left, but he decided to return to prison. His family pleaded with him. But Shastri



said, 'The parole is for the sake of my daughter. She is dead. It's not right that I should stay back.' He went back to prison.

11. When Lal Bahadur Shastri became the railway minister, there were four classes: first, second, intermediate and third. First Class compartments offered luxurious service. But the discomfort of passengers in the third-class compartments was beyond description. They did not have even minimum comfort.
12. Lal Bahadur made a lot of efforts to reduce this vast difference between the first and the last classes. The first class that offered royal comfort was abolished. The old second class came to be known as the first and the intermediate class as the second class.
13. His idea was to have only two classes of compartments, in course of time – the first and the second. He also provided more facilities to travelers in the third-class compartments.
14. It was during his time that electric fans were provided in the third-class compartments. He also worked hard to improve the management of Railways and to eliminate thefts on the trains.
15. Though Lal Bahadur Shastri was the Prime Minister, he lived a simple life. As the railway minister, he travelled by the second class. When he served as the Home Minister, he had no home of his own. After the Aerial Ur Railway accident, he accepted moral responsibility and resigned from the cabinet.
16. When there was scarcity of food in the country, he asked the people to eat less. He and his family members ate only one meal a day. Even as Prime Minister, he didn't have a car of his own. Just to please his wife and children, he bought a small car for his sons, taking a loan from the bank.



17. Even after becoming the Minister, he adopted austere living. One day, an old friend of his visited his house. Shastri was then the Home Minister. He told his friend that his wife was away and as such he could not offer him dinner. The friend was surprised to know that Shastri's wife was still engaged in cooking. He suggested Shastri to appoint a cook. Then Shastri told him that he had no money to pay for the cook.
18. Though Lal Bahadur Shastri looked physically short and weak, he was strong in mind and action. He was tactful and firm. He showed that he could take bold decisions.
19. He abolished the control on cement and steel. Violent agitations broke out in South India, because people thought that the Government was forcing Hindi on them and that it would be made the sole Official Language. Shastri announced that English would continue to be an associate official language of India.
20. When Pakistan attacked Jammu and Kashmir, Shastri declared in the Parliament: 'force will be met with force.' He gave freedom to the Army to take action against Pakistan and teach it a lesson. The Indian Army entered Pakistan and won the war. Pakistan learnt a lesson it could never forget.

Word - Meaning

Vitality	-	vigour, energy
Stroll	-	walk
Vendor	-	seller on the street
Facilities	-	favourable arrangements
Anxiety	-	concern
Scarcity	-	non-availability



Austere	-	simple
Abolished	-	did away with, stopped
Sole	-	only, single
Associate	-	additional
Tactful	-	intelligent in handling people
Obsequies	-	rites performed after death

Sentences

Vitality	-	Healthy food increases physical <u>vitality</u> .
Stroll	-	He went on a <u>stroll</u> in the evening.
Vendor	-	Rahul's father is a street <u>vendor</u> .
Facilities	-	Our health care <u>facilities</u> have improved recently.
Anxiety	-	I am in deep <u>anxiety</u> these days.
Scarcity	-	There is a <u>scarcity</u> of vegetables in the city nowadays.
Austere	-	He lived an <u>austere</u> life.
Abolished	-	Sati pratha was <u>abolished</u> by Raja RamMohan Roy.
Sole	-	Rohit is the <u>sole</u> dweller of the house.
Associate	-	Mohit is an <u>associate</u> worker in the project.
Tactful	-	Sumit is <u>tactful</u> with his office staff.
Obsequies	-	He performed the <u>obsequies</u> of his uncle.

Learning Outcomes

- ❖ *We must believe in simple living and high thinking.*
- ❖ *We must treat everyone equally.*



- ❖ *We must be kind to poor people and should help them in every possible way.*
- ❖ *We should be honest, sincere and trustworthy in our conduct.*
- ❖ *We must learn from his courage and patriotism.*

Exercise

Answer the following Questions

1. Why is October 2nd a special day in the history of India?
2. Where did Lal Bahadur have his higher education after his studies at school?
3. Name at least two positions that Lal Bahadur held as an administrator.
4. When did Lal Bahadur resign his post as the railway minister? What was the reason he gave for this act?
5. How did he respond to Pakistan's attack?
6. Narrate any one incident from Lal Bahadur's life which highlights his honesty.

State true or false

1. Lal Bahadur Shastri was the first Prime Minister of India.
2. Shastri ji was in charge of Railway ministry.
3. India won its independence in the year 1948
4. Gandhi ji is known as the father of the nation
5. Shastriji's daughter died of small pox.

Grammar

Phrasal Verbs

The verbs, when combined with an adverb or preposition



forms a phrase conveying a new meaning and is known as phrasal verbs.

Ex. - look into - to investigate
look after - take care

1. Make a list of the phrasal verbs we use in our daily life.

2. Fill in the blanks with the following Phrasal Verbs in suitable tenses

look for, look up, look over, look into, look after

1. Neelam to Sonam everywhere.
2. She her name in the list.
3. Teacher the answer paper carefully.
4. Police will the matter.
5. The girl the children well.

3. Match the Following

- | | |
|---------------------------|--------------------------------------------------------|
| 1. Assertive sentence | Wow! That is so beautiful. |
| 2. Interrogative sentence | Shastri ji did not agree to the conditions for parole. |
| 3. Negative sentence | What is your dream? |
| 4. Imperative sentence | Shastri was a great personality. |
| 5. Exclamatory sentence | Please keep quiet. |

Activity

1. Write briefly about the struggle of Indians for Independence.
2. Make a picture of your favourite National Leader and write a few lines about him.



Language Learning Activity - LLA

Question- Identify the kind of sentence:

1. Lal Bahadur was brave, kind and full of courage and vitality.
1. I don't accept parole.
2. Oh! She is dead.
3. Lal Bahadur Shastri looked physically short and weak.
4. Lal Bahadur Shastri was strong in mind and action.
5. What is your dream?

Question- Find out the hidden words from the given words and write in the given blank spaces.

Example-

1.Movement

2. Abolished

3. Railways

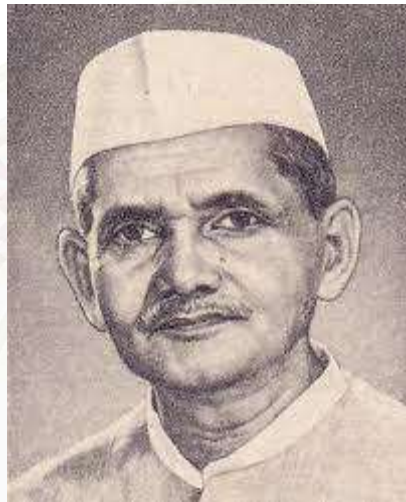
4. Parliament



Question- *Unscramble these Sentences*

1. became / railway / the / Lal Bahadur Shastri / minister
2. counting / the / vendor / fruits / started
3. vendor / one / the / he / gave / anna
4. daughter / Lal Bahadur's / small pox / contracted
5. austere / adopted / living / he

Question- Write five lines about Lal Bahadur Shastri.



Lal Bahadur Shastri

.....

.....

.....

.....

.....

.....

.....



Conversation

Conversation 1

Chintu – Good evening, Sujay!

Sujay- Good evening, Chintu

Chintu –There is something common between Gandhi ji and Shashtri ji.

Sujay – What is that common thing between them.

Chintu – Both of them share the same date of birth.

Sujay- Interesting!

Chintu – Both of them were great men.

Sujay – There is no doubt about it.

Conversation -2

Kaushik- Hello Tanisha!

Tanisha – Hello Kaushik.

Kaushik- What were you doing.

Tanisha – I was reading the works of Sarojini Naidu.

Kaushik –Wow! She is one of my favourite.

Tanisha – Is it?

Kaushik- Yes.



Lesson - 4

Sir Jagadish Chandra Bose

❖ *This lesson is about the famous scientist who discovered that plants have life too and they respond to light, heat and sound. His life, inventions and literary works can be read about in this lesson. This makes science an interesting topic to read and explore.*

1. Sir Jagadish Chandra Bose is the first Indian scientist who proved by experimentation that both animals and plants share much in common.
2. He demonstrated that plants are also sensitive to heat, cold, light, noise and various other external stimuli. Bose contrived a very sophisticated instrument called the Crescograph, which could record and observe plants' minute responses to external stimulants.
3. Bose authored two illustrious books; Response in the Living and Non-living (1902) and The Nervous Mechanism of Plants (1926).
4. Jagadish Chandra Bose was born on 30 November, 1858 at Mymensingh, now in Bangladesh. He received his elementary education from a vernacular school, because his father believed that Bose should learn his mother tongue,



Bengali, before studying a foreign language like English.

5. Later he attended St. Xavier's School at Kolkata and passed the Entrance Examination for Calcutta University. He returned to India in 1884 after completing his B.Sc. degree from Cambridge University.
6. In 1896, Bose wrote Niruddesh Kahini (The Story of the Missing One), a short story that was later expanded and added to Avyakta collection in 1921 with the new title Palatak Tuphan (Runaway Cyclone). It was one of the first works of **Bengali science fiction**. It has been translated into English by Bodhisattva Chattopadhyay.

Sir Jagadish Chandra Bose died aged 78, on 23 November in 1937, in Giridih, India.

Word - Meaning

Demonstrate	-	give a practical exhibition explanation
Elementary	-	primary
Experiment	-	scientific test or trial
Instrument	-	a tool used for a particular job
Prominent	-	famous
Sensitive	-	something that causes reaction
Stimulus	-	showing reaction or response
Various	-	several, different
Vernacular	-	the language spoken in a particular area, regional language
External	-	of outside

Sentence

Demonstrate - Students came to demonstrate their work in front



of the examiner.

Elementary - There are many elementary schools in our country now.

Sensitive - My eyes are sensitive to light.

Vernacular - All of us first learn our vernacular language.

External - We must save our country from external dangers.

Learning Outcomes

- ❖ *We must know that nothing is impossible.*
- ❖ *We should know that opportunities come to us when we focus on our work.*
- ❖ *We must remember that our country no less in respect of great talents and we should always be proud of scientists like Dr Bose.*
- ❖ *We must know that the Vedas are once again proved the source of all knowledge which already stated that plants have life.*
- ❖ *We must understand that interest towards any work is more effective than facilities provided to do that work.*

Exercise

Answer the following Questions

1. Who is Jagadish Chandra Bose?
2. Who share much in common with animals?
3. How are plants like animals?
4. What is Crescograph?
5. Name the English book Jagadish Chandra Bose wrote?



6. Write about life and education of Jagadish Chandra Bose?
7. Write about the Bengali fiction works of the scientist.

Fill in the blanks

1. Sir Jagadish Chandra Bose was a
2. Bose contrived a very sophisticated instrument called the
3. Jagadish Chandra Bose was born on, now in Bangladesh.
4. He returned to India
5. He died aged in Giridih, India.

Grammar

1. Match the following (opposite word)

- | | |
|------------|----------|
| 1. Above | presence |
| 2. Absence | below |
| 3. Before | small |
| 4. Big | dirty |
| 5. Clean | after |

2. Give the plural forms of the following words

Plant, Indian, Scientist, Language, Collection

3. Write the meaning of the following words in English and Sanskrit

- | | | |
|----------------|---------------|--------------|
| 1. Demonstrate | 2. Experiment | 3. Sensitive |
| 4. External | 5. Opposite | |



Note (Read aloud)

वृक्षेषु चैतन्यम्

वृक्षाणां पाञ्चभौतिकत्वं निषिध्यते भरद्वाजेन।

न शृण्वन्ति, न पश्यन्ति, ते कथं पाञ्चभौतिकाः ॥

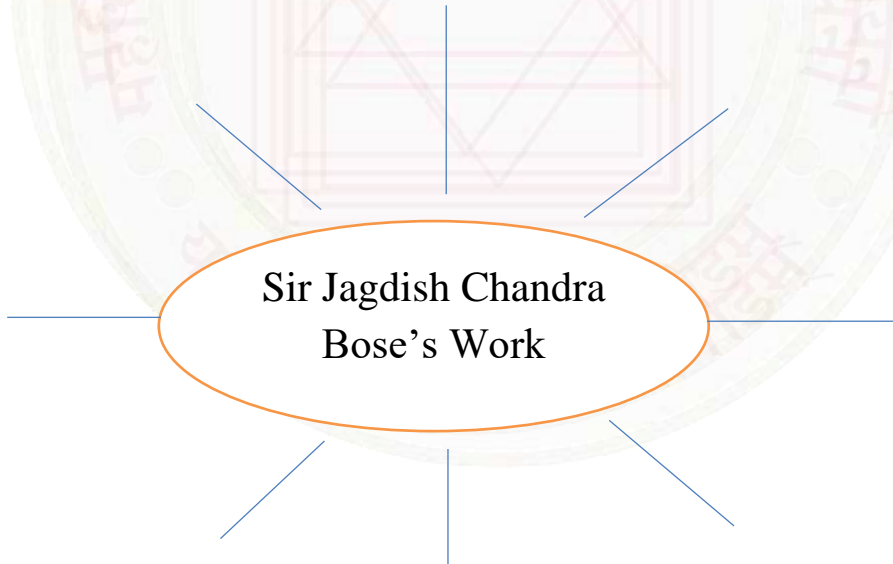
भृगुमहर्षिः कतिपयैः श्लोकैः वृक्षाणां स्पर्श-श्रवण-दर्शन-घ्राण-रसन-पान-चैतन्य-
वृद्धिप्रभृतयः चैतन्यगुणाः सन्तीति निरूपयति -

ग्रहणात्सुखदुःखस्य छिन्नस्य च विरोहणात्।

जीवं पश्यामि वृक्षाणामचैतन्यम् न विद्यते ॥ इति (महाभारतम्, शान्तिपर्व)

Language Learning Activity - LLA

Question- Complete the following chart about Sir Jagdish Chandra Bose work.



Question- Complete the following-

About Plants

1. To grow, a plant needs and
2. The on the plant helps to make seeds and fruit.
3. The absorb the water and hold the plant in the soil.
4. The use the sun and air to make food for the plant.
5. The brings water to the rest of the plant.

Leaves

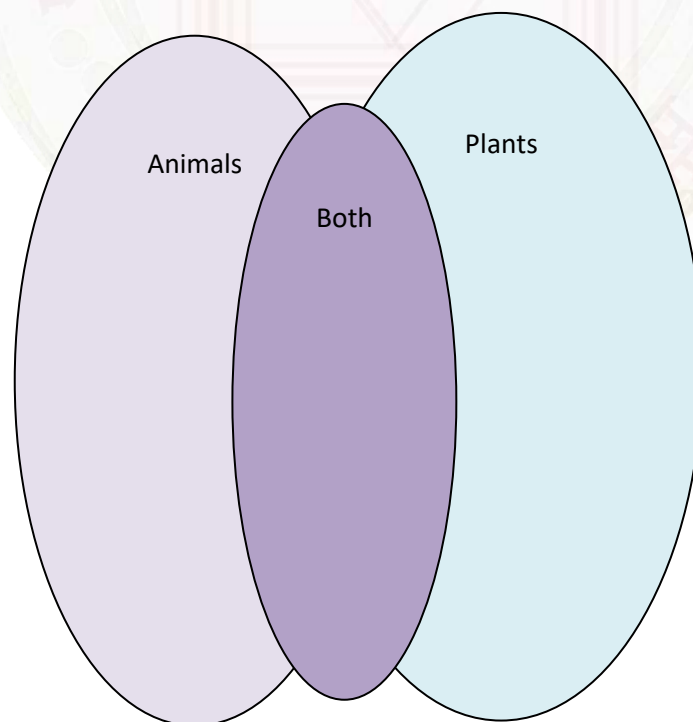
stem

roots

sun

water

Question- What animal or plant need?



Conversation

Conversation - 1

Sanjiv– Good evening, Sahil!

Sahil – Good evening.

Sanjiv- Have you made up your mind?

Sahil- About what?

Sanjiv- About botany, are you going to include botany in your studies?

Sahil – Yes.

Sanjiv- Very good Sahil.

Conversation – 2

Arindam- Mother why should we save trees?

Mother – There are many reasons to save trees.

Arindam – Tell me some of them.

Mother – The most important one is they give us oxygen.

Arindam– We must save trees mother.

Mother – Yes son.



Lesson -5

Shuka Deva and Janaka

- ❖ *This is the story about Shuka Deva, the son of Vyasa and Janaka, the king of Videha; how they became the teacher (Guru) and the student (Shishya) and what he learned from his Guru and how to live a knowledgeable and austere life along with serving the responsibilities of this world.*



1. Shri Shuka Deva decided to go in search of his Guru. His father Bhagwan Vyasa advised him to go to King Janaka, the ruler of Videha province.
2. As Shuka Deva entered the royal palace he saw the king sitting on an emerald and diamond-studded golden throne surrounded by courtiers fanning him with big palm leaf fan. Shri Shuka Deva thought how this type of worldly King could teach him spirituality. Therefore, he just started to go back.



3. King Janaka was both a king and a saint. He was in the world, but not of the world. Highly advanced in spiritually, he could telepathically sense the thoughts of the fleeing Shuka Deva.
4. The saint-king sent a messenger after the boy, commanding him to come back. Thus, the Master and the devotee met.
5. King Janaka put Shuka Deva through a process of discipline to teach him the art of living in the world without acquiring misery-making attachment to it.
6. One day the king gave his new disciple two cup-shaped lamps, filled to the brim with oil.
7. Janaka said, "O my disciple! Hold a lamp on the palm of each hand and enter all the gorgeously furnished rooms of the palace. Come back to me after you have seen everything, but remember, I will refuse to train you further if you spill a single drop of oil on the carpets."
8. King Janaka instructed two messengers to accompany Shuka Deva and to refill the two lamps with oil as room as they burned down. It was a hard test, but after two hours, Shuka Deva returned triumphantly without having dropped any oil from the lamps in his hands.
9. The king said, "Young Shuka Deva, tell me in detail what you saw in the chambers of my palace." To this Shuka Deva replied, "Royal Preceptor, my only accomplishment was that I did not spill any oil on your carpets. My mind was so concentrated on the thought of not dripping oil that I did not notice anything in the rooms."
10. King Janaka then declared, "I am disappointed! You have not completely passed my test. My injunctions were that you



should see everything in all the chambers of my palace and that you should not drip any oil from the lamps.

11. Go back with the lamps and remember, no spilling of the oil while you are looking carefully at everything about the palace."
12. After ten hours, Shuka Deva calmly returned. He had not allowed any oil to drip, nor was he sweating with excitement as before. He could answer all the king's Questions about the contents, however minute, of all the palace chambers.
13. King Janaka was pleased. "My son", he said gently, "attachment to possessions is the source of misery. In this world we do not own anything – we are only given the use of things. Some have more to use than others, but remember, the millionaire and the poor man alike have to leave everything, all possessions, when death comes.
14. One should not live a one-sided life thinking only of God and neglecting one's duties in the world – like you're concentrating on the oil lamps and not seeing my palace.
15. But on the second trip you kept your attention principally on the lamps without spilling oil and at the same time thoroughly and minutely saw everything in the palace. So should you keep your attention on God, not letting a drop of your desire slip away from the lamp of God-revealing wisdom and yet devote part of your attention to thoroughly performing the God-given duties of maintaining yourself and others given into your charge."

Moral of the Story

Indifference to spiritual matters leads to selfishness and unequal prosperity amidst plenty, misplaced priorities and finally



to widespread economic disasters, depression etc. Hence, those who want the unlimited divine power to work for them, ought to be as earnest about meditation as they are about earning money and doing business. He who makes it his business to have communion with God first, will find imperishable inner happiness as well as outer material comforts. We must not be too busy to try to realise the presence of God. If God stops our hearts from beating, we will not have any chance for business success. Since all our success depends upon powers borrowed from God, we should give enough time to God-communion.

Word - Meaning

Royal	-	having the status of a king or queen
Emerald	-	a bright precious stone
Studded	-	decorated with studs, containing a lot of something
Brim	-	the top edge of a cup or glass etc.
Furnished	-	to put furniture in a room
Accomplishment	-	the act of completing something successfully
Spill	-	accidentally come out of a container vessel
Injunctions	-	an official order from a court of law to do or not to do something
Excitement	-	the state of being excited because something interesting is happening or will happen
Imperishable	-	something that will last forever
Neglecting	-	giving little or no care to somebody or



	something
Minutely	- doing something with great attention to details

Sentences

Royal	- He seemed to be from a <u>royal</u> family.
Emerald	- She wears an <u>emerald</u> on her finger.
Studded	- The door was <u>studded</u> with nails.
Brim	- Your eyes <u>brim</u> with tears while you get punished.
Furnished	- We got a <u>furnished</u> room on rent
Accomplishment	- The credit for the job <u>accomplishment</u> goes to the employee.
Spill	- We should take care not to <u>spill</u> the milk while boiling it.
Injunctions	- This is an <u>injunction</u> from court to follow
Excitement	- The <u>excitement</u> to visit Zoo was visible on the face of the kids.
Imperishable	- The knowledge contained in the Vedas is <u>imperishable</u> .
Neglecting	- We cannot be successful if we go on <u>neglecting</u> our duties.
Minutely	- The Teacher checked the notebook <u>minutely</u> .

Learning Outcomes

- ❖ *We should never judge a book by its cover.*
- ❖ *We must go through the details of the matter to understand it*



properly.

- ❖ *We should learn not to make quick judgments without having proper knowledge of the subject.*
- ❖ *We should try to live a balanced life of spirituality and worldly duties.*
- ❖ *We should try to develop the alertness of mind and skills..*
- ❖ *We must make a balance between the attachment and detachment towards worldly possessions.*

Exercise

Answer the following

1. Who was Shuka Deva and what did he decide to do?
2. What did Shuka Deva's father advise him to do?
3. What did Shuka Deva see when he entered the royal palace?
4. Why did Shuka Deva decide to return back to his home?
5. How did King Janaka sense the thoughts of Shuka Deva and what did he do?
6. What was the task that was assigned to Shuka Deva?
7. How many times did he perform the task and what happened each time.
8. What is the moral of the story? Write in your own words.

Fill in the blanks in correct tenses

1. Janaka Shuka Deva about spirituality living a worldly life. (teach)
2. Shuka Deva the oil in the first time. (spill)
3. Shuka Deva the details of the palace well. (see)
4. Shuka Deva a lot from King Janaka. (learn)



5. Shuka Deva precious knowledge from King Janaka.
(gain)

Match the following

- | | |
|----------------|------------|
| 1. Janaka | Paippalada |
| 2. Dronacharya | Kahola |
| 3. Uddalaka | Shuka Deva |
| 4. Dadhichi | Ashwathama |

Grammar

Conjunction -

The words which are used to join words, phrases or sentences to each other are called conjunctions, like - and, or, but.

Ex. - Ravana was knowledgeable but cruel in nature.

Sita was wife of Sri Ram and mother of Luv-Kush.

1. Now join the sentences with suitable conjuncts.

(and, or, but)

1. Mohit wanted to play he was injured.
2. Shakuntala was young, poivre beautiful.
3. Duryodhan had to choose Narayan Narayanisena.
4. Bali Sugriv were brothers.
5. Karna Arjuna were brothers also rivals.

2. Group these under the heading of Positive & Negative traits respectively

Anger, Empathy, Greed, Compassion, Cruelty,

Kindness, Jealousy, honesty, Trustworthy.



Activity

1. Write about any one of your favourite teachers who has been your inspiration

Language Learning Activity - LLA

Question- Frame Questions to get the following answers.

Example: King Janaka was both a king and a saint.

Who was both a king and a saint?

1. Shri Shuka Deva decided to go in search of his Guru.

.....

2. One day the king gave his new disciple two cup-shaped lamps, filled to the brim with oil.

.....

3. After ten hours, Shuka Deva calmly returned.

.....

4. King Janaka instructed two messengers.

.....

5. King Janaka declared, "I am disappointed!"

.....

6. I'm chanting mantra at 7'o clock.

.....

7. You are going for Veda Parayana.

.....

8. Rudrabhishek will start from 8 a.m.

.....



Question-It is Sunday today and Shyam is out with her father. Let's look at their picture given below. Now, fill in the blanks using words in the box.

Student	him	vegetable
Paper	her	father



1. Shyam is a of VIII class.
2. His father is a vendor.
3. Shyam helps father sometimes.
4. He likes to go with on Sunday.
5. His father always uses bags to pack vegetables.
6. He is proud of her as he works hard.

Question- Complete the following (plural form)

work- works	study- studies	go- goes
eat-	cry-	wash-
play-	try-	watch-



swim-	spy-	mix-
write-	fly-	do-

Conversation

Conversation – 1

Aunt- Let us read Ramayana.

Shantanu – Yes aunt.

Aunt – Do you know who is Janaki.

Shantanu- Yes aunt it is the other name of Sita ji.

Aunt – Do you know how she got this name?

Shantanu– Yes aunt. She was called Janaki as she was the daughter of king Janaka.

Aunt –very well Son.

Conversation – 2

Aashu – Hello Gautam!

Gautam – Hello Aashu!

Aashu – I want to know your view on Gurudakshina.

Gautam – Gurudakshina is a form of love and respect towards our guru or teacher.

Aashu – Very well.

Gautam – It is a wonderful custom to show our teachers that how much we love and value them.

Aashu – Absolutely.



Lesson -6

Ashtavakra and his father Kahola

- ❖ *This the story of Ashtavakra who was a great scholar and was cursed by his father to get a deformed body while he was still unborn and then he lived a disciplined and enlightened life and also helped his father. This shows us the result of being unnecessarily proud and aggressive.*

The life of Ashtavakra is narrated in the Ramayana of Valmiki, the Vana Parva of the Mahabharata, the Ashtavakra Gita and Bhavabhuti's play Uttararamacarita.

1. Rishi Uddalaka, mentioned in the Chandogya Upanishad, had a disciple called Kahola. Uddalaka offered his daughter Sujata in marriage to Kahola and the newly-wed couple lived in an ashram in the forest.

2. After some years Sujata became pregnant. The child, while still in the womb, one day it told its father Kahola that he was making eight errors in each Vedic Mantra while reciting them at night.



3. Enraged, Kahola cursed the child to be born with eight body parts of him (feet-2, knees-2, hands-2, chest and head) deformed.
4. Meanwhile, there was a drought in the forest and Sujata sent Kahola to Mithila, the kingdom of king Janaka, to earn some



money.

A Brahmin's Challenge of Shastrarth

5. A brahmin from Varunaloka (loka of water bodies) challenged king Janaka to send anyone from Mithila, capable of defeating him in shastraartha (verbal duel on the meaning of scriptures), failing which the defeated learned ones would be taken to Varunaloka.
6. Everyone who accepted the brahmin's challenge was defeated. Kahola who considered himself as well-versed and correct in the Vedas, too accepted the challenge.
7. The brahmin Questioned the same mistakes which the baby in the womb had his father to correct and which he ignored and Kahola was eventually defeated.
8. All the defeated rishis were immersed under water using the Varunapasha. Uddalaka apprised Sujata of her husband's fate and asked her to keep the events secret from her child.
9. After a while an enlightened baby was born to Sujata with his body crooked in eight places and was named Ashtavakra (one with eight deformations) by Uddalaka.
10. At the same time a son was born to Uddalaka who was named Shvetaketu. Ashtavakra and Shvetaketu grew up like brothers and learnt the scriptures from Uddalaka. Ashtavakra considered Uddalaka to be his father and Shvetaketu his brother.

Ashtavakra Decides to Liberate Kahola

11. At the age of ten years, on learning that his real father was imprisoned by Vandi (Bandi), Ashtavakra decided to go to Mithila to free his father.
12. As Ashtavakra's body was much deformed, even with the



help of a walking stick, it took him thirty days to reach the King's court at Mithila, a journey which would have taken a normal bodied person only one day to walk.

13. Ashtavakra first faced the gatekeeper who tried to keep the young boy out. On convincing the gatekeeper that he was well versed in the scriptures and hence wise enough, he was let in.

Jeered at, Ashtavakra's Wisdom Shines Through

14. When Ashtavakra entered the king's court, everyone looked at him and started to laugh because of his physical deformities. Ashtavakra just looked about with silence and then broke into such laughter that everyone became shocked at the intensity of his laughter.
15. When Questioned about his identity by Janaka, Ashtavakra replied he was disappointed to find only shoemakers in the assembly instead of wise men.
16. Ashtavakra told the king that his counselors were only seeing skin. They did not see the atman. They have no realization of the Soul and the Supreme Soul. They were simply seeing the skin and they were making their judgements on this basis only. This was the occupation of the shoemakers; they only looked at skin. 'This skin is good; that skin is not good. This one is smooth; that one is rough.' Ashtavakra concluded he had wasted his time coming to the assembly.
17. Janaka and everyone in the assembly became deeply affected and very ashamed on hearing the words of Ashtavakra. So simple were his words, but so true.
18. Janaka bowed down to Ashtavakra and touched his lotus feet. He escorted Ashtavakra to his own throne and washed his



feet and begged his apologies.

Ashtavakra's Shashtraath with Vandin

19. Janaka decided to let Ashtavakra face Vandi. Vandi and Ashtavakra began the debate. They alternately composed six extempore verses on the numbers one to twelve.
20. Then Vandi could only compose the first half of a verse on the number thirteen. Ashtavakra completed the verse by composing the second half and thus won the shastraartha against Vandi.

Ashtavakra and Kahola Liberate One Another

21. The condition of the contest was that if Vandi were to lose, he would grant any wish of his vanquisher. Ashtavakra demanded that Vandi be drowned in water just as he had done his vanquished opponents.
22. Vandi then revealed that he was the son of Varuna (the Lord of all water bodies) and was sent incognito to land to get *Rishis* to conduct a ritual that Varuna wanted to perform.
23. By this time Varuna's ritual had been completed. On Vandi's request, Varuna bade the sages and *brahmins* be brought to the surface of the waters they had been held in.
24. Ashtavakra worshipped his father Kahola and was in turn praised by all the freed sages. Kahola was extremely pleased with his son.
25. On their way back home, Kahola made Ashtavakra bathe in the river Samanga and Ashtavakra was freed of the eight deformities in his body.
26. Much later, Ashtavakra, inspired by the sage Vashishtha, arrived at the court of Rama and was elated to be honoured in



the assembly of Ayodhya.

Ashtavakra, the Enlightened Master

27. Ashtavakra grew into a spiritually advanced Rishi and self-realised soul. He went again to Mithila and instructed King Janaka about the Self and showed him the path to enlightenment.
28. These teachings form the content of the Ashtavakra Gita or Ashtavakra Samhita, meaning the Song of Ashtavakra, which is a classical Advaita (non-dualistic) Vedanta scripture. It was composed as a dialogue between Ashtavakra and Janaka.

Ashtavakra Gita

29. There are 20 chapters in the Ashtavakra Gita. In a conversation between Janaka and Ashtavakra, pertaining to the deformity of his body, Ashtavakra explained that the greatness of a temple is not affected by how it is shaped and the shape of his own body does not affect himself or Atma the soul. The ignorant man's vision is shrouded by names and forms, but a wise man sees only himself.
30. This is the spiritual message from the very name of Ashtavakra and the Gita composed by him.

Word - Meaning

- Reciting - repeat aloud a poem or a passage from memory before listeners
- Enraged - in extreme anger
- Capable - having the ability to do some work
- Verbal - relating to or in form of words
- Immersed - to put something into liquid so that it is fully covered
- Assembly - a large group of people who came together for



	some purpose
Counselors	- a person trained to give advice or guidance in specific matters
Debate	- argument about a subject in a formal manner
Composed	- calm
Elated	- happy

Sentences

Reciting	- The children were <u>reciting</u> a poem in the class.
Enraged	- Sri Ram got <u>enraged</u> by the misconduct of Ravana.
Capable	- The small boy was <u>capable</u> of climbing the tall trees.
Verbal	- The two parties had a <u>verbal</u> agreement on the matter.
Immersed	- The mug was <u>immersed</u> in the bucket.
Assembly	- Sri Hanuman entered the <u>assembly</u> of Ravana tied in ropes.
Counselors	- The <u>counselors</u> of Ravana decided to set the tail of Hanuman on fire.
Debate	- Raman won the <u>debate</u> competition.
Composed	- We should be calm and <u>composed</u> during the time of trouble.
Elated	- Children were <u>elated</u> to visit the park.

Learning Outcomes

- ❖ *We should understand that true knowledge is the real beauty of a human being and not his physical appearance.*



- ❖ *Ego and anger are the enemies of wisdom.*
- ❖ *We should not to interfere or rectify any mistake made by elders until asked.*
- ❖ *We should be optimistic and confident with our decisions.*
- ❖ *We should always work towards the welfare of not one but many.*
- ❖ *We should remember that one who learns from his experience learns the best.*

Exercise

Answer the following

1. Where do you find the narration of the life of Ashtavakra?
2. Who was the disciple of Rishi Uddalaka and what was the name of Rishi's daughter?
3. What was the curse given by Kahola to his child and why?
4. Why did Kahola go to Mithila?
5. What was the challenge of shastraartha?
6. What mistakes did Kahola do and what happened to him?
7. Why did Askhtavakra remark the counselors of King's court as 'shoemakers'?
8. How did Ashtavakra defeat Vandī?
9. How did Ashtavakra get relief from all his deformities?
10. Write briefly about Ashtavakra Gita?

Fill in the blanks with suitable articles

1. There are 20 chapters in _____ Ashtavakra Gita.
2. _____ enlightened child was born to the couple



3. There was _____ competition of Shashtraartha.
4. We can never assume the vastness of _____ Vedas.
5. Our Vedic literature is _____ ocean of knowledge.

Grammar

Articles -

'a', 'an' and 'the' are called the articles. They are generally used before nouns to specify them.

Like- 'An apple, a day, keeps the doctor away'

'The dog with the red collar won the race.'

1. Now, put the articles as required

1. _____ cow moos in the morning.
2. Sri Krishna was _____ king of Dwarka.
3. Ashtavakra received _____ curse from his father.
4. Eklavya was _____ excellent archer.
5. Manu is known as _____ father of mankind.

2. Match the following Verb Forms

- | | |
|----------|-------|
| 1. Go | Wrote |
| 2. See | Met |
| 3. Do | Went |
| 4. Meet | Saw |
| 5. Write | Did |

3. Frame correct sentences with the following words

Knowledge, Distant, Furious, Blessed, Pleased

Activity



1. What did you learn from the story of Ashtavakra. Explain.

Language Learning Activity - LLA

Question- Some pictures of community helpers given below, write their name.



1. I'm a doctor. I give to help patients get well.
2. I'm a teacher. I give to students.
3. I'm a farmer. I
4. I'm a policeman. I
5. I'm a driver. I

Question- Pick the odd word and encircle it.

- a. Akbar, Gwalior, Elephant, Musician
- b. Sing, Dancer, song, singer
- c. Travellers, travel, truck, orange
- d. Veena, piano, bicycle, flute
- e. Emperor, school, king, throne

Conversation

Conversation-1

Akshay - Good morning, Grandfather!

Grandfather – Good morning, Akshay.

Akshay– I have a request to you Grandfather.

Grandfather – Tell me son.

Akshay- Tell me a story.

Grandfather- Which story would you like to listen to son?

Akshay- The story Sri Krishna.

Grandfather- Sure son.

Conversation – 2

Grandmother – Sunita do you know about Gandhari.

Sunita- Yes grandmother.



Grandmother- Who was she?

Sunita- She was the wife of Dhritarashtra and queen of Hastinapur.

Grandmother – You surprised me, Sunita.

Sunita-We should know about our great ancestors.

Grandmother- correct, I am proud of you Sunita.



Lesson -7

Tansen

- ❖ *This lesson briefly narrates the life of Tansen, where we come to know about Tansen's early training, his marriage and his talent as a musician. Tansen's daughter was also a good-singer and she saved Tansen's life by singing raga Megha. We can learn the devotion towards music and the power of Indian classical music.*



1. A singer called Mukund Misra and his wife lived in Behat near Gwalior. Tansen was their only child (The original name of Tansen is Ramtanu Pandey). It is said that he was a naughty child. Often, he ran away to play in the forest and soon learnt to imitate perfectly the calls of birds and animals.
2. A famous singer named Swami Haridas was once travelling through the forest with his disciples. Tired, the group settled down to rest in a shady grove. Tansen saw them.



3. ‘Strangers in the forest!’ he said to himself. ‘It will be fun to frighten them’. He hid behind a tree and roared like a tiger. The little group of travellers scattered in fear but Swami Haridas called them together. “Don’t be afraid,” he said. “Tigers are not always dangerous. Let us look for this one.”
4. Suddenly, one of his men saw a small boy hiding behind a tree. “There are no tigers here, master,” he said. “Only this naughty boy.”
5. Swami Haridas did not punish him. He went to Tansen’s father and said, “Your son is very naughty. He is also very talented. I think I can make him a good singer.”
6. Tansen was ten years old when he went away with Swami Haridas. He lived with him for eleven years, learning music and became a great singer.
7. At about this time, his parents died. Mukund Misra’s dying wish was that Tansen should visit Mohammad Ghaus of Gwalior.
8. Mohammad Ghaus was a holy man. Mukund Misra had long been devoted to him and often visited him. While living in Gwalior with Mohammed Ghaus, Tansen was often taken to the court of Rani Mrignaini, who was a great musician herself. There he met and married one of the ladies of the court. Her name was Hussaini.
9. Hussaini also became Swami Haridas’s disciple. Tansen and Hussaini had five children who were all very musical. Tansen had, by this time, become very famous.
10. Sometimes he sang before Emperor Akbar, who was so impressed by him that he insisted Tansen should join his court.



11. Tansen went to Akbar's court in 1556 and soon became a great favourite of the emperor. Akbar would call upon Tansen to sing at any time during the day or night.
12. Quite often he would just walk into Tansen's house to hear him practice. He also gave him many presents. Some of the courtiers became jealous of Tansen. "We shall never be able to rest till Tansen is ruined," they declared. One of the courtiers, Shaukat Mian, had a bright idea.
13. "Let us make him sing Raga Deepak," he said.
14. "How will that help us?" asked another man.
15. "If Raga Deepak is properly sung, it makes the air so hot that the singer is burnt to ashes. Tansen is a very good singer. If he sings Raga Deepak, he will die and we will be rid of him."
16. Shaukat Mian went to Akbar and said, "We don't think Tansen is a great singer. Let us test him. Tell him to sing Raga Deepak. Only the greatest singers can sing it properly."
17. "Of course he can sing it. Tansen can sing anything." Akbar said. Tansen was afraid, but could not disobey the king. "Very well, my lord," he said, "but give me time to prepare myself."
18. Tansen went home. He had never been more downcast and unhappy. "I can sing the Raga," he told his wife, "But the heat it gives off will not only set the lamps alight, it will also burn me to ashes."
19. Then he had an idea. "If someone sings Raga Megh Malhar at the same time and sings it properly, it will bring rain. Perhaps our daughter, Saraswati and her friend, Rupvati, could do it," he said.
20. He taught the two girls to sing Raga Megh Malhar. They



practiced night and day for two weeks. Tansen told them, “You must wait till the lamps start burning and then you start singing.”

21. The legend goes that on the appointed day the whole town assembled to hear Tansen sing Raga Deepak. When he began to sing, the air became warm. Soon people in the audience were bathed in perspiration. The leaves on the trees dried up and fell to the ground. As the music continued, birds fell dead because of the heat and the water in the rivers began to boil. People cried out in terror as flames shot up out of nowhere and lighted the lamps.
22. At once Saraswati and Rupvati began to sing Raga Megh Malhar. The sky clouded over and the rain came down. Tansen was saved.
23. The story goes that he was very ill after this and Akbar was sorry that he had caused him so much suffering. He punished Tansen’s enemies.
24. When Tansen got well, the entire city rejoiced. Tansen remained Akbar’s court singer till 1585 when he died. He composed several new ragas.
25. Tansen’s tomb is in Gwalior. It is a place of pilgrimage for musicians.

Word - Meaning

- | | | |
|-----------|---|------------------------------------------------------------|
| Disciple | - | a person who follows a teacher, especially a religious one |
| Scattered | - | covering a wide area |
| Devoted | - | very loving or loyal |
| Disobey | - | to refuse to do what you are told to do |



- Legend - myth
- Pilgrimage - a long journey that a person makes to visit a religious place
- Tomb - a large vault, typically an underground one, for burying the dead.

Sentences

- Disciples - Swami Vivekananda had so many disciples.
- Scattered - The things were scattered in the room.
- Devoted - Hanuman was fully devoted to Sri Rama.
- Disobey - Children should never disobey their parents.
- Legend - We have heard about many legends from our elders since childhood
- Pilgrimage - My grandmother went on a pilgrimage last month.
- Tomb - The tomb of Mumtaz Mahal is inside the Taj Mahal.

Learning Outcomes

- ❖ *We should understand that any form of Art is the part of God and to practice that art is the worship of God himself.*
- ❖ *We should know that work done with full dedication yields powerful results.*
- ❖ *We should never be jealous of anyone.*
- ❖ *We should wisely tackle the matters instead of getting angry or sacred.*
- ❖ *We should remember that an honest and dedicated man is always helped by God.*



- ❖ *We must know that Indian classical musical is not only powerful but also Godly and magical.*
- ❖ *We must remember that Tansen was blessed with true potential.*

Exercise

Answer the following Questions

1. Who was Tansen?
2. What were the distinctive qualities of Tansen as a child?
3. How did Tansen's life change?
4. Why did Akbar ask Tansen to join his court?
5. (i) What happens if Raga Deepak is sung properly?
(ii) Why did Tansen's enemies want him to sing the Raga?
6. Why did Tansen agree to sing Raga Deepak?
7. (i) What steps did he take to save himself?
(ii) Did his plan work? How?
8. Write character sketch of Tansen?

Choose the correct answer

1. Tansen learnt
 - (a) the voices of birds
 - (b) the tricks of birds and animals
 - (c) to imitate perfectly the calls
 - (d) to repeat the calls of birds and animals
2. Swami Haridas told Tansen's father
 - (a) to punish him
 - (b) that his son was only naughty
 - (c) that he was talented



- (d) that he could make him a good singer
3. Tansen became a good singer after
- (a) ten years (b) eleven years
(c) nine years (d) seven years
4. Mohammed Ghaus was a
- (a) Musician (b) holy man
(c) devotee (d) worshipper
5. Tansen married.
- (a) Rani Mrignaini (b) Princess Mrignaini
(c) Court lady Mrignaini (d) Court lady Hussaini
6. Swami Haridas
- (a) was Tansen's Guru (b) had hundred disciples
(c) was only Tansen's Guru (d) refused to Hussaini
7. Raga Deepak if sung perfectly
- (a) burns the singer (b) destroys the forest
(c) heals the singer (d) makes the air hot
8. Raga Megh Malhar was sung by
- (a) Tansen and his daughter (b) Saraswati and Hussaini
(c) Hussaini and Rupvati (d) Saraswati and Rupvati
9. Akbar asked Tansen to sing
- (a) Raga Megh Malhar (b) Raga Bhairav
(c) Raga Deepak (d) Raga Hindol
10. Tansen's tomb is
- (a) a tomb for musicians (b) visited by disciples annually
(c) a heaven (d) a place of pilgrimage for musicians



Grammar

Tenses

Tenses are the time of action and there are three verb forms past, present and future tense. The forms of the verb also change with the change of tense in a sentence.

Like - Verb 'go' changes to 'went' in past tense.

Ex. - Present tense- I 'go' to school.

Past tense - I 'went' to school.

1. Now change the forms (in past form) of the verbs

See, Sit, Stand, Put, Eat, Drink, Sleep, Write

2. Fill in the blanks with correct verb forms

1. Manav first in the class. (stand)
2. I up early this morning. (wake)
3. She rice in her breakfast. (eat)
4. Rony around 10 last night. (sleep)
5. Mohan asking the same Question since morning. (keep)

3. Write the meaning of the following words in English & Sanskrit

- | | |
|--------------|--------------|
| 1. Disciples | 2. Scattered |
| 3. Devoted | 4. Disobey |
| 5. Legend | 6. Tomb |

Activity

1. Write few lines about the great singer Tansen in your own words.



2. Sing your favourite devotional / patriotic song.

Language Learning Activity - LLA

Question- After reading the information about Tansen answer the following Questions.

Aspect	Information
Name	Tansen
Birthplace	Gwalior, India
Birth	Around 1506
Occupation	Musician, Composer, and Vocalist
Patron	Akbar
Contribution	Known for his exceptional singing ability
Legacy	Considered one of the greatest musicians in Indian history
Famous Composition	"Miyan ki Todi", "Miyan ki Malhar"

1. What was Tansen's occupation?
2. Who was Tansen's patron?
3. Where was Tansen born?
4. Name one of Tansen's famous compositions.
5. What is Tansen known for in Indian history?
6. What is the significance of Tansen's contribution to music?
7. What is one interesting fact about Tansen's life?

Question- Complete the following using “Wh” – Questions like "who," "what," "whose," "whom," etc.

1. is that person standing at the bus stop?



2. is the capital of India?
3. book is this on the table?
4. did you meet at the station last night?
5. won the race yesterday?
6. time does the lecture (Vyakhyan) start?
7. idea was it to go for Veda Parayana this weekend?
8. To did you lend your umbrella?
9. is your favourite colour?
10. turn is it to do the dishes?

Question- Use the prefix 'un' to write the new words and write their meanings.

Un	happy-	Unhappy	=	sad
	seen-	=
	sure-	=
	fair-	=
	kind-	=

Conversation

Conversation – 1

Teacher- Which is your favourite subject?

Nita – It is music.

Teacher – What do you like in music?

Nita– I like playing sitar.



Teacher – Who is your inspiration?

Nita- Pandit Ravi Shankarji.

Teacher – Very good Nita.

Conversation – 2

Tina – Hello Umesh!

Umesh– Hello Tina.

Tina–Will you teach me to play flute.

Umesh- Sure Tina.

Tina – I want to play melodious tunes on flute.

Umesh – You will be able to play soon.

Tina– Thank you Umesh.



Poem - 1

Modern Machinery

-Rudyard Kipling

- ❖ *This poem is a narrative of the new age machines where they are telling the process of their making and their abilities to serve humanity and they are also warning about their fatal nature. The poem ends up with a note stating the superiority of human beings over machines, reminding us the God gifted mental and physical strength we humans have to make anything possible in this universe.*

We were taken from the
ore-bed and the mine,

We were melted in the
furnace and the pit -

We were cast and wrought
and hammered to design,

We were cut and filed and
tooled and gauged to fit.

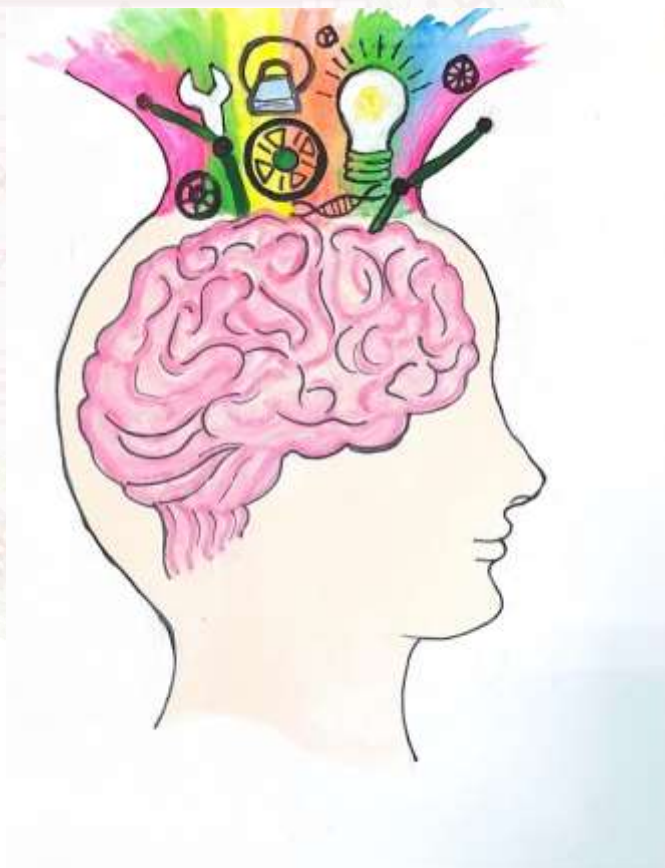
Some water, coal and oil
is all we ask,

And a thousandth of an
inch to give us play:

And now, if you will set
us to our task,

We will serve you four and twenty hours a day!

We can pull and haul and push and lift and drive,



We can print and plough and weave and heat and light,
We can run and race and swim and fly and dive,
We can see and hear and count and read and write!
But remember, please, the Law by which we live,
We are not built to comprehend a lie,
We can neither love nor pity nor forgive.
make a slip in handling us you die!
Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because for all our power and weight and size,
We are nothing more than children of your brain!

About the poet

Joseph Rudyard Kipling (1865-1936) was a British Indian. He was born in Mumbai, Maharashtra. He is well known as an English short story writer, poet and novelist. Kipling received the Nobel Prize for Literature in 1907. Kipling is best known for his works of fiction *The Jungle Book* (1894) and *Kim* (1901). He is regarded as the major “innovator in the art of the short story.”

Word - Meaning

Ore-bed	-	rock from which metal can be mined
Mine	-	place from where minerals are dug out
Furnace	-	enclosed space for heating materials at a very high temperature
Wrought	-	beaten (metal) to bring them into particular shape
File	-	to cut or shape something



Gauged	-	measured
Haul	-	pull or drag with a lot of force;
Comprehend	-	understand, grasp
Slip	-	slide, or skid
Vanish	-	disappear

Sentences

Ore-bed	-	There are many <u>ore-beds</u> in India.
Mine	-	There are many coal <u>mines</u> in Meghalaya.
Furnace	-	<u>Furnace</u> is a very hot place.
Wrought	-	Metals are <u>wrought</u> to give the required shape.
File	-	Girls <u>file</u> their nails to give desired shape.
Gauged	-	He <u>gauged</u> the risk of going out at 1 am in that dark night.
Haul	-	He was able to <u>haul</u> up the little boy hanging from the edge of a rock.
Comprehend	-	We must <u>comprehend</u> the concept of global warming.
Slip	-	We <u>slip</u> down on a wet floor.
Vanish	-	The fog will <u>vanish</u> once the sun is up.

Learning Outcomes

- ❖ *We must remember that machines are for men; men are not for machines.*
- ❖ *We must learn to differentiate between needs and luxuries.*
- ❖ *We must practice a simple living with least necessities.*



- ❖ *We must set boundaries to our Questions for the best in life.*
- ❖ *We must be hard working to keep our physical health intact.*
- ❖ *We must not give away our control of life in the hands of machine for the sake of mere rest and comfort.*
- ❖ *We should know that human brain has got enormous power which must be channelized for the good of mankind*
- ❖ *We should know that machines and tools are made after lot of toil and they help us a lot by saving our time and energy in our work*
- ❖ *We should know that humans are always superior to machines as machines lack emotions and empathy.*

Exercise

Answer the following Questions in a sentence or two each

1. In the poem “We” refers to _____
2. How are the machines made?
3. What do the machines ask for their survival?
4. How long will the machines serve us?
5. Pick out the action words from the poem.
6. What is the “Law” the machines have to abide by?
7. What can the human beings do that machines cannot?

Answer the following Questions in 4-5 sentences each

1. “The machines are merciless” – which lines suggest this?
2. “We are nothing more than children of your brain.” Why?
3. In this poem, the poet attributes one human quality to machines. What is it?



Grammar

1. Put the following conjuncts in the suitable places

But, Because, And

1. Suresh met Mohan on the way _____ then they both went to the market.
2. Monu could not go to the school _____ he was ill.
3. He wanted to go to the park _____ it was raining outside.
4. The boy is talented _____ poor.
5. The man is honest _____ hardworking.

2. Match the following machines with their uses

- | | |
|--------------------|-----------------|
| 1. Generator | Cooking |
| 2. Mixer grinder | Cooling |
| 3. Microwave oven | Food storage |
| 4. Refrigerator | Entertainment |
| 5. Air conditioner | Processing food |
| 6. Television | Power supply |
| 7. Computer | Official work |

Activity

1. Write about the machines that are used in our daily life
2. Give a speech in your class about the 'harmful effects of machines on our health'
3. Collect and exhibit the picture of the one of the most unique machines you have seen.



Language Learning Activity - LLA

Question- Write the rhyming words from the poem:

Example- mine- design, pit- fit

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Question- Write the name of the modern machines and their uses-



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Conversation

Conversation – 1

Mina– Machines have made our life much easier, isn't it Rita?

Rita – Yes, Mina.



Mina – At the same time, they have made life more costly. Do you agree?

Rita– Yes.

Mina– What should we call it good or bad?

Mina– Let us name it a necessary evil.

Rita- Perfect.

Conversation – 2

Rahul – My cell phone is not working.

Jatin –What happened?

Rahul-Please help me.

Jatin- Sure.

Rahul- I need to make an urgent call.

Jatin- Take my cell phone.

Rahul- Thank you Jatin.



Poem -2

The School Boy

-William Blake

- ❖ *This is a poem about a school going boy who dislikes going to the school and spending day under guard and discipline because he wants to play and be free and the same is compared to a singing bird which is caged and then the Question comes up if trees and birds can survive under restraint.*

I love to rise in a summer morn,
When the birds sing on every tree,
The distant huntsman winds his horn
And the skylark sings with me.
O! What sweet company!

But to go to school in a summer morn,
O! It drives all joy away,
Under a cruel eye outworn,
The little ones spend the day,
In sighing and dismay.

Ah! Then at times I drooping sit,
And spend many an anxious hour,
Nor in my book can I take delight,
Nor sit in learning's bower,
Worn through with the dreary shower.



How can the bird that is born for joy,
Sit in a cage and sing.
How can a child, when fears annoy,
But droop his tender wing,
And forget his youthful spring?



O! Father and Mother, if buds are nipped,
And blossoms blown away,
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and cares dismay,

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear.

About the Poet

William Blake (28 November 1757 – 12 August 1827) was an English poet, painter, and printmaker. He is an important figure of the Romantic age. Which was a time when artists and writers reacted to the massive changes happening in Europe, such as new machinery and big factories making cities much bigger and industrial. Romantic artists were excited by emotions and tried to reflect the awe and wonder of the natural world.



Word - Meaning

Huntsman	-	a person who hunts
Cruel	-	causing mental or physical pain or suffering to somebody
Dismay	-	a strong feeling of sadness
Anxious	-	worried and afraid
Delight	-	great pleasure, joy
Dreary	-	boring, not interesting
Annoy	-	to make somebody angry
Droop	-	a bend or hang downwards because of weakness
Tender	-	kind and loving

Sentence

Huntsman	-	<u>Huntsman</u> lives on his hunting.
Cruel	-	We must not be <u>cruel</u> to the animals.
Dismay	-	They watched the broken building with <u>dismay</u> .
Anxious	-	The students were <u>anxious</u> about their results.
Delight	-	The visit to the park added a <u>delight</u> to their joy.
Dreary	-	It was a <u>dreary</u> day at work.
Annoy	-	We must not <u>annoy</u> anyone.
Droop	-	The tree will <u>droop</u> down soon by the weight of the big mangoes.
Tender	-	Children are <u>tender</u> at heart.

Learning Outcomes

- ❖ *We should understand that freedom is precious.*
- ❖ *We should maintain a balance between studies and fun.*
- ❖ *We should wake up early in the morning.*



❖ *We must learn to respect the freedom of others.*

Exercise

Answer the following Questions

1. Who is the poet of the poem “The School Boy”?
2. What makes the school boy unhappy?
4. Why does the boy compare himself to a caged bird?
5. Why does the boy compare himself to a plant?
6. What happens in the morning when the child wakes up?
7. ‘A cruel eye outworn’ (stanza 2) refers to:
 - (i) The classroom which is shabby/noisy.
 - (ii) The lesson which are difficult/uninteresting.
 - (iii) The dull/uninspiring life at school with lots of work and no play.
8. ‘Nor sit in learning’s bower worn through, with the dreary shower’, which of the following is a close paraphrase of the lines above?
 - (i) Nor can I sit a roofless classroom when it is raining.
 - (ii) Nor can I learn anything at school though teachers go on lecturing and explaining.
 - (iii) Nor can I sit in the school garden for fear of getting wet in the rain.

Complete the sentence

1. I love to rise in a summer morn,
When the birds sing on every tree,
.....
.....



2. Ah! Then at times I drooping sit,
And spend many an anxious hour,

.....
.....
.....

Read the extract given below and answer the following Questions

I love to rise in a summer morn,
When the birds sing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me.
O! What sweet company.

1. What does the child love about summer morning?
2. What does the child speak about huntsman?
3. Explain 'what sweet company'.
4. Write the name of the poem?

Grammar

1. Make 10 words by adding prefix - 'un' and suffix - 'ly'

2. Match the following

- | | |
|------------|----------|
| 1. Summer | October |
| 2. Winter | July |
| 3. Monsoon | April |
| 4. Autumn | February |
| 5. Spring | December |



Activity

1. Write a paragraph on spring season.
2. Share your experience about how do you feel about ‘coming to school on winter days’ in your class.

Language Learning Activity - LLA

Question- Visualize and write the sentences related to the image.



Example- 1. This is the scene of a classroom.

.....
.....

Question- Here are some activities related to students:

1. Nature Walk: Take a walk in a park or countryside early in the morning during the summer. Observe and listen to the birds singing in the trees just like the school boy in the poem.
2. Bird Watching: Set up a bird watching session in your backyard or a nearby natural area. Try to identify different bird species and listen to their songs.



3. Morning Meditation: Practice mindfulness or meditation early in the morning. Sit quietly and listen to the sounds of nature around you, focusing on the beauty of the morning.

4. Artistic Expression: Create artwork inspired by the poem. Paint or draw a scene depicting a summer morning with birds singing and the sun rising.

5. Gardening: Spend time tending to a garden or plant flowers in pots. Enjoy the peacefulness of the morning while nurturing living plants and listening to the sounds of birds nearby.

Now, write your activities-

.....

Conversation

Conversation – 1

Akash- Do you know what is the colour of the sky?

Niru – It is blue.

Akash – No, it is not.

Niru– So what colour is it?

Akash– It is actually black.

Niru– Oh really!

Akash – Yes, it appears blue due to sunlight.

Niru- That is so surprising.

Conversation – 2

Anjali– Why do we go to school?

Gita- To learn new things and educate ourselves



Anjali– It is so boring to go to school.

Gita- Yes, but we make new friends in school.

Anjali – It is so strict in school.

Gita – It is for our own good.

Anjali- Yes, now I understand.



Poem- 3

Why God Made Teachers

-Kevin William Huff

- ❖ *This is a wonderful poem to show the relation between a child and his teacher and a teacher's importance in a student's life. We can learn the role of a teacher in a child's life and the bond they share.*

When God created teachers,
He gave us special friends
To help us understand his world
And truly comprehend
The beauty and the wonder
Of everything we see,
And become a better person
With each discovery.

When God created teachers,
He gave us special guides
To show us ways in which to grow
So we can all decide
How to live and how to do
What's right instead of wrong,
To lead us so that we can lead
And learn how to be strong.



Why God created teachers,
In His wisdom and His grace,
Was to help us learn to make our world
A better, wiser place.

About the Poet

Kevin William Huff Huff of Collin County, Texas was born in August 1969.

Word - Meaning

- Wonder - something that causes surprise or amazement
- Discovery - a fact or thing that someone learns or finds out for the first time
- Wisdom - good sense and judgement, knowledge
- Grace - the kindness that God shows to the human race.

Sentences

- Wonder - Taj Mahal is the seventh wonder of the world.
- Discovery - One discovery leads us to another discovery.
- Wisdom - King Ashoka was full of wisdom.
- Grace - God showed us grace by giving us variety of fruits to eat and survive.

Learning Outcomes

- ❖ *We should always respect and obey our teachers.*
- ❖ *We should know that teachers are both our friends and guides.*
- ❖ *We should know that teachers show us the right way and guide us to be strong so that we can face the world and live*



happily.

- ❖ *We are what the teachers make us, that is why the teachers are called a nation builders we must appreciate our teachers.*

Exercise

Answer the following Questions

1. Whom does the word 'His' refer to in the poem?
2. What do we become after discovering the beauty and the wonder of this world?
3. What should we do for our world with the help of our teachers?
4. How do the teachers help us by becoming our special friends?
5. How does God want teachers to guide us?

State whether the following are true or false

1. God is our special friend.
2. We cannot understand god's world.
3. Each discovery makes us a better person.
4. There is a beauty and wonder in god's creation.
5. Teachers are our guides and not our friends.
6. God does not teach how to live.
7. We know right and wrong from our teachers.
8. Teachers will not want us to be leaders.
9. The world is a wise place by itself.
10. We make the world a wiser and better place.



Grammar

1. Match the following

- | | |
|--------------|--------------------------------------|
| 1. Carpenter | One who works with gold |
| 2. Cobbler | One who cleans things |
| 3. Sweeper | One who mends shoes |
| 4. Goldsmith | One who works with wood |
| 5. Mason | One who repairs water pipes and taps |
| 6. Plumber | One who builds houses |

2. Fill in the blanks by using - with, by, beside, long, rise, under, in, over.

- 1) We see our eyes.
- 2) What is the time watch?
- 3) The river flows the house.
- 4) The walked for sometime.
- 5) The sun rose the hill.
- 6) I your building.
- 7) Here the parking.
- 8) We talked the phone.
- 9) The man jumped the train.
- 10) The boy walks the dog.

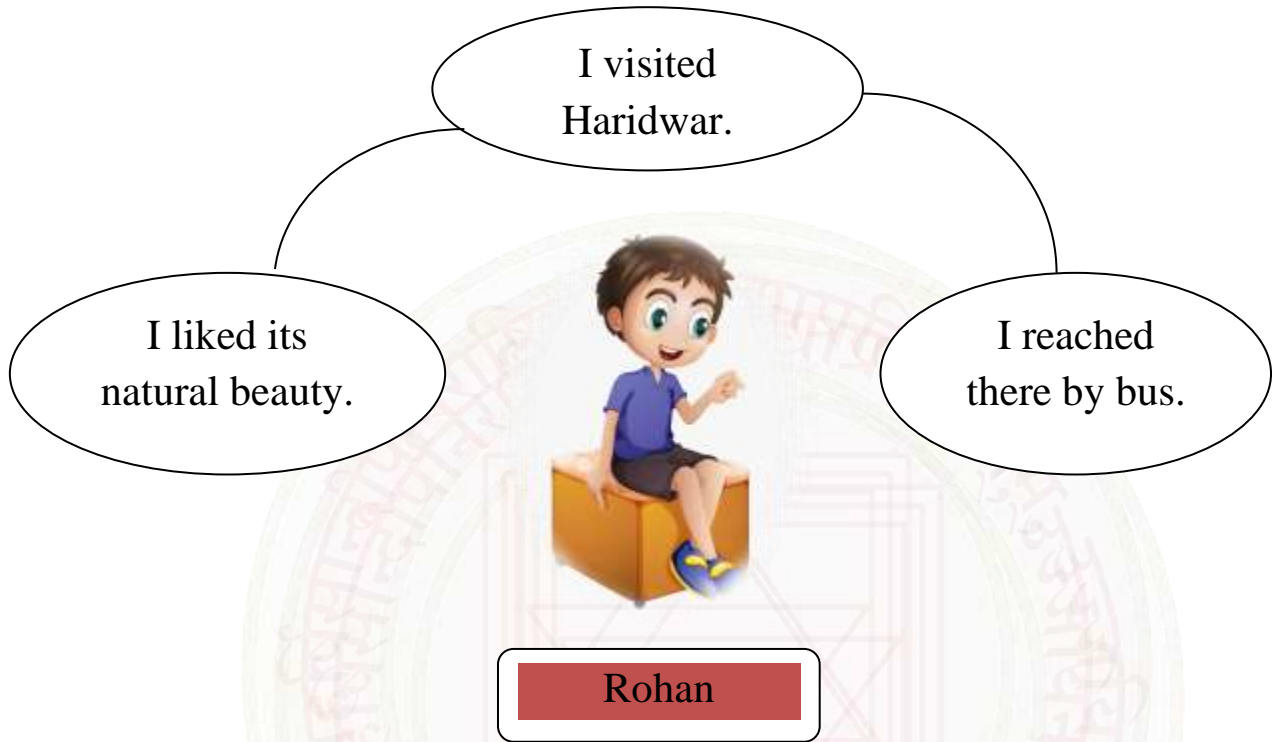
Activity

1. Speak about your best memory with your teacher in your class.
2. Write about your ambition in life.



Language Learning Activity - LLA

Question- Rohan is taking to his friend and telling him about his trip-



1.Rohan said that he visited Haridwar during the holidays.

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Question- Write something about 5 September- ‘Teachers Day’.

Ans- Example- The birthday of the second President of India, Dr. Sarvepalli Radhakrishnan is celebrated as Teacher’s Day of India.

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Conversation

Conversation – 1

Rishab– Hello Nitish!

Nitish- Hello Rishab!

Rishab– We are going to celebrate Teachers’ Day.

Nitish – Great!

Rishab – We need to inform everyone and plan out the celebration.

Nitish- Yes, correct.

Rishab- We need to divide responsibilities.

Nitish- Let us plan accordingly.

Conversation – 2

Mother – Who is your favourite teacher?

Daughter –My favourite is Mr. A. Gupta.

Mother- What does he teach you?

Daughter –Sanskrit.

Mother- Don’t you like other teachers?

Daughter- I like all of them but he is my favourite.

Mother- Alright.



Poem -4

Stopping by Woods on a Snowy Evening

-Robert Frost

- ❖ *A poem that shows the natural beauty of the winter season and the dense forest. At the same time, we can see the active spirit of the poet which teaches us to keep on going through the path of our life and to shoulder our responsibilities and duties on time.*

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods, fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.



He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.



About the Poet

Robert Frost, in full Robert Lee Frost, (born March 26, 1874, San Francisco, California, U.S. - died January 29, 1963, Boston, Massachusetts), American poet who was much admired for his depictions of the rural life of New England, his command of American colloquial speech, and his realistic verse portraying ordinary people in everyday situations.

Robert Frost's most famous poems included "The Gift Outright," "Stopping by Woods on a Snowy Evening," "Birches," "Mending Wall," "The Road Not Taken," and "Nothing Gold Can Stay."

Word - Meaning

Woods	-	an area of land, smaller than a forest, covered with plants and trees
Queer	-	strange; odd
Harness	-	a set of leather straps and metal parts that is put around a horse's head and body so that the horse can be controlled and fastened to the cart
Sweep	-	sudden and forceful movement of something
Downy	-	covered with fine, soft feather
Flake	-	a small, very thin layer or piece of something.

Sentences

Woods	-	The poor boy lived near the <u>woods</u> .
Queer	-	There was a <u>queer</u> house in the forest.
Harness	-	We must <u>harness</u> the horse properly in order to control it well.
Sweep	-	The <u>sweep</u> of wind cleared the path.



Downy - The place was covered with downy petals.

Flake - The paint is beginning to flake off.

Learning Outcomes

- ❖ *We should learn not to rest before our goal is accomplished.*
- ❖ *We must learn to appreciate and protect our mother nature.*
- ❖ *We should always keep our words given to someone and carry on with our duties and responsibilities.*

Exercise

Answer the following Questions

1. What does the speaker want to do near the woods?
2. “He gives his harness bells a shake. ...” Whom does “He” refer to here?
3. Which word in the poem indicates a change in the mood of the speaker?
4. What contrast do you find in the 3rd stanza?
5. What do the words “My little horse” signify?
6. Explain the meaning of the last two lines of the poem.
7. What is the central idea of the poem?

Read the extract given below & answer the following Questions

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods, fill up with snow.

1. Who is the speaker?
2. Why does the speaker stop by the woods?



3. Why does the speaker think he knows the owner?
4. To whom did the woods belong?
5. Do you think the speaker is happy standing in the woods

Choose the correct option

1. Does the house belong to a man or woman?
 - a. Man
 - b. Woman
2. Where is the house?
 - a. in the woods
 - b. in the village
 - c. by the road
 - d. there is no house
3. Why does the narrator stop by the woods?
 - a. to hear the harness bells
 - b. to see the stars twinkling
 - c. to see the fires burning
 - d. to see the woods fill up with snow
4. What must think it's queer to stop?
 - a. a little dog
 - b. a little horse
 - c. a little cat
 - d. a little fox
5. What isn't near?
 - a. farmhouse
 - b. the village
 - c. fire
 - d. the road
6. Insert the missing word: "Between the ---- and frozen lake"
 - a. Village
 - b. Road
 - c. Creek
 - d. Woods
7. Is this line correct: "The coldest evening of the year."?
 - a. Yes
 - b. No



8. Who/what gives his harness bells a shake?
- a. the little mule
 - b. the little pony
 - c. the little horse
 - d. the little cow
9. There is no other sound but the harness bells.
- a. Yes
 - b. No
10. What can be the reason that the narrator can't stay in the woods?
- a. because his little horse is getting impatient
 - b. because he still has miles to go
 - c. because he's getting cold
 - d. because he's tired of waiting in the woods

Grammar

1. Make positive sentences with the words

nature, must, hills, woods, chill, dark

2. Match the following

- | | |
|--------------|-----------------------------------------|
| 1. Hut | A small room on boat or ship |
| 2. Cottage | A small mud/wood house with one room |
| 3. Cabin | House on farm |
| 4. Farmhouse | Big house without stairs |
| 5. Bungalow | A small house especially in countryside |

Activity

1. Name the things used to have a ride on a horse.
2. Have you ever enjoyed a horse ride? Share your experience to your friends.



Language Learning Activity - LLA

Question- The articles are missing in the paragraph. Use appropriate articles to fill in the blanks.

My mother is English teacher. I am student. When I get home from school, I watch programs on TV.Programs I watch are for children. I am child, so I think they are funny.

One I usually watch is at 3:30. It's about animals. Also, I'm excited today because my mother is making rice for dinner.

Later, after eating dinner and doing my homework, I go to my room and read book for 30 minutes. Then I turn off light and go to bed.

Question- Write the name of the popular places of snowfall in India.



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Conversation

Conversation – 1

Sitara– I like hill stations.

Sohini- I like sea beaches.

Sitara-I like to play with snow.

Sohini – I like to play with sand.

Sitara – I like winter.

Sohini – I like summer.

Sitara – So we will not be able to decide.

Sohini- What?

Sitara- Our holiday destination.

Conversation – 2

Brother– Where is my walking jacket?

Sister – I have not seen it brother.

Brother – I need to wear it now.

Sister– Let me find it out for you.

Brother– Thank you dear but it will take time.

Sister– Yes

Brother- Let it be then. I will put on something else.



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