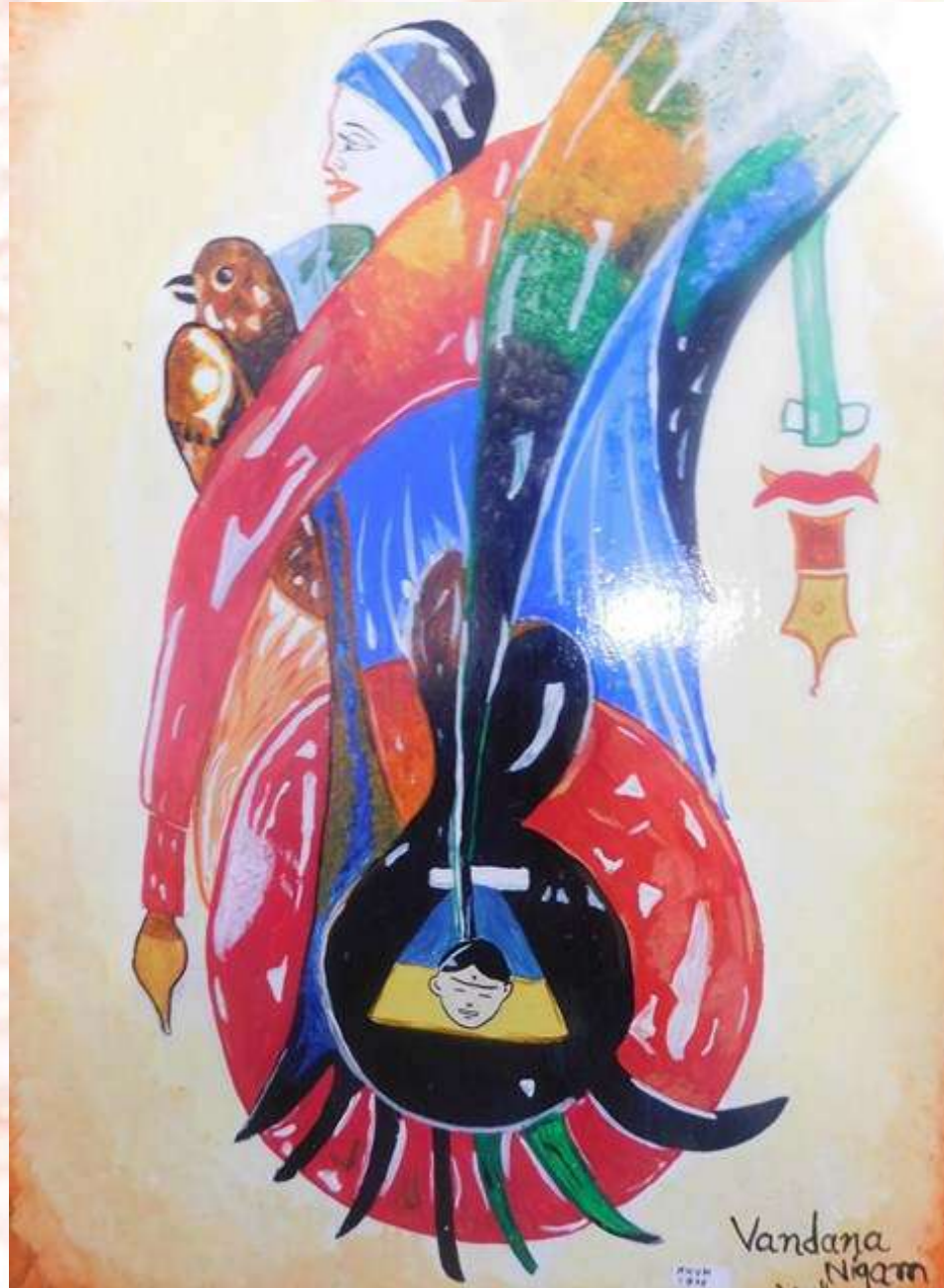


Drawing



Vandana Nigam
Class - XII (A)

Student's Article



WHAT IS THE FUTURE OF PYTHON

Python is, I think, a language that is close to peaking, but still rising a bit. It's a great language to learn the basics in, and it's also great for many programming tasks of modest size. And it has a massive set of libraries, the equal of almost anything out there save C/C++. (I'd say it's caught up to Java on average by now, though there are differences by domain.) Python is exquisite at being a glue language: you have one library that does complicated thing A, and another that does B, and you need to do A and feed the results in B. The theatrics you have to go to make this seemingly trivial thing work in some languages is almost unbelievable ("Wait, who is going to clean up the memory for the..."). In Python, it's usually exactly as simple as you'd hope.

But Python also is in a very vulnerable space. Some languages have a core position where they are far ahead of anything else--for instance, C++ for high-performance work where you need to control hardware. (Specialized? Um, kind of, but `_everything runs on hardware_`.) But Python doesn't have any core like that. To keep growing, it needs to move into new spaces while fending off other languages from every direction.

One source of weakness is that you can't trivially run Python on the browser (not quickly, anyway). If you're going to have to learn JavaScript anyway, why not just learn JavaScript and forget Python? Yes, Python is a nicer language--I won't argue there. But the activity in the mobile space is huge, and a lot of that is JavaScript.

Another is that Python is dynamically typed. That was a huge strength before the rise of languages with strong compile-time typing without the boilerplate. But with low-boilerplate languages like Scala and Haskell gaining ground, and increased focus on resiliency and uptime and so on, Python's slightly shorter and cleaner syntax comes at a cost that is higher than many programmers will wish to pay.

Furthermore, although Python has been very popular in the big data space, it's in an awkward position because in most cases it's a lot slower (even with Cython, save in important but limited special cases) than one would want--and speed is money when you have big data. So with Python, you're forced to always have a Python/C or similar split, while you could (hypothetically) do everything in Haskell or Scala or Rust or possibly even Julia. Furthermore, Python has great tools but it doesn't come close to the statistical breadth that R displays, and even though Python is a nicer language, R is growing immensely because it provides an enormous and enormously needed toolkit for working with big data.

One can go on with different areas, but it's more of the same: Python is great, but its greatness is assailable. The future for Python is assured, I think, because it's a lovely blend of elegance and flexibility and capability, but I would expect in the long run it won't really be more prominent than it is now.

Aishwary Bhalekar
Class - XII(B)

Student's
Article

WHAT IS THE FUTURE OF PYTHON



Aishwary Bhalekar
Class - XII(B)

Student's Article

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Drawing

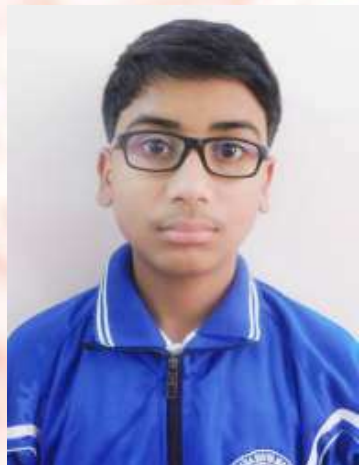


Priya Singh
XII-A

Student's Article



Time Travel



Sanskar Shrivastav
IX B

Student's Article

Time travel is the concept of movement between certain points in time, analogous to movement between different points in space by an object or a person, typically using a hypothetical device known as a time machine. Time travel is a widely-recognized concept in philosophy and fiction. The idea of a time machine was popularized by H. G. Wells' 1895 novel *The Time Machine*.

It is uncertain if time travel to the past is physically possible. Forward time travel, outside the usual sense of the perception of time, is an extensively-observed phenomenon and well-understood within the framework of special relativity and general relativity. However, making one body advance or delay more than a few milliseconds compared to another body is not feasible with current technology. As for backwards time travel, it is possible to find solutions in general relativity that allow for it, but the solutions require conditions that may not be physically possible. Traveling to an arbitrary point in space time has a very limited support in theoretical physics, and usually only connected with quantum mechanics or wormholes, also known as Einstein-Rosen bridges.

History of the time travel concept

Some ancient myths depict a character skipping forward in time. In Hindu mythology, the Mahabharata mentions the story of King Arviat Kakudmi, who travels to heaven to meet the creator Brahma and is surprised to learn when he returns to Earth that many ages have passed. The Buddhist P li Canon mentions the relativity of time. The Payasi Sutta tells of one of the Buddha's chief disciples, Kumara Kassapa, who explains to the skeptic Payasi that time in the Heavens passes differently than on Earth. The Japanese tale of "Urashima Taro", first described in the Nihongi (720) tells of a young fisherman named Urashima Tar who visits an undersea palace. After three days, he returns home to his village and finds himself 300 years in the future, where he has been forgotten, his house is in ruins, and his family has died. In Jewish tradition, the 1st-century BC scholar Honi ha-M'agel is said to have fallen asleep and slept for seventy years. When waking up he returned home but found none of the people he knew, and no one believed his claims of who he was.

Drawing



Kumkum Batham
XI-A

Student's Article

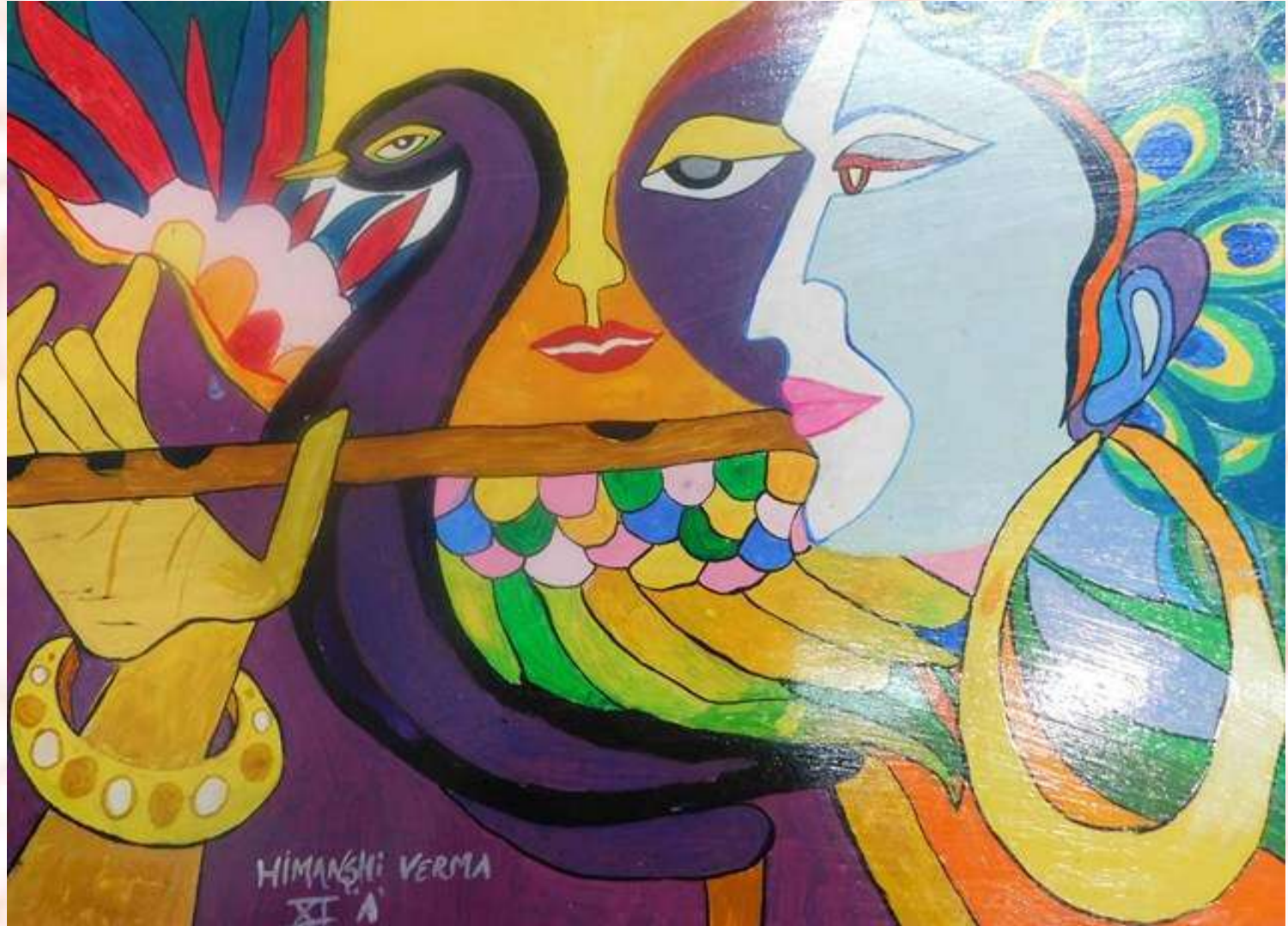


Drawing



Himanshi Verma
XI-A

Student's Article



Drawing



Bhumi Dhubkarya
XI-A

Student's Article



Time Travel



Divyanshu yadav
IX - C

Student's Article

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The Vibrant Culture of India

India is well known for its popular culture that includes a variety of traditions and customs. It has a rich cultural heritage which is found even in the remotest part of the country. Let us look at some of the famous cultural traditions of India.

Language: - India is a multilingual nation. We have 28 states and 9 union territories. Although Hindi is our official language, many other languages are used to communicate. English, Marathi, Bengali, Tamil, Telugu, Gujarati and Malayalam are some examples of languages used in India.
Festivals: - Our country celebrates various festivals. Diwali, Holi, Raksha Bandhan, Christmas, Eid, Dussehra, Durga Puja, Ganesh Chaturthi, Onam and Janmashtmi are some popular festivals. These festivals form an important part of the culture of India and depict the unity in diversity of the country. Every festival has a message or story behind it. The festivals are also specific to a region and are celebrated in different forms at different places in India.

Religion: - India is a secular country with many religions followed. India is the birthplace of Hinduism and Buddhism, but our nation respects all other religions as well. Hindus, Muslims, Sikhs, Christians, Buddhists and Jains—everybody is free to practice their own religion.

Customs: India is well known for its customs. Customs like touching the feet of elders, joining our hands while greeting, treating guests like God and high regards for religious places are some of the famous customs of the country.

Clothing: - The clothing in India varies from region to region depending on the geography and ethnicity of the region. The most popular traditional clothing of India is the sari for women and the dhoti for men. However, the clothing culture has undergone a massive change of late and has been influenced by the West to a great extent.

Art: - India is not only known for its customs and festivals but also for its art forms. There are a variety of folk songs and folk dances in the country. Dance forms like Bharatnatyam, Kathakali, Garba, Kuchipudi, Bhangra, Bihu, Manipuri and Odissi are some of the famous



Amit Katroliya
Class - X(C)

**Student's
Article**

The Vibrant Culture of India

dance forms. Apart from all this, we have a well-known Hindi film industry 'Bollywood', which not only provides entertainment but also depicts Indian culture to the world.

Architecture: Indian architecture has evolved since ancient times. Taj Mahal, Qutub Minar and Charminar are some examples of great architecture of the country. We also have a variety of temples that are fine examples of rich Indian architecture.

Food: - Indian cuisine is quite well known in the world. The use of herbs and spices in food is an important aspect of Indian cuisine. India is known for its agriculture and thus the food definitely has variety. Wheat, rice, pulses, vegetables and spices like ginger, coriander, cardamom, turmeric, dried hot peppers and cinnamon are extensively used in the country.

Paintings: - The art of paintings in India has a very long cultural history. Paintings have maintained continuity from early civilisations till today. Indian paintings can be classified as mural and miniature paintings. Mural paintings are done on the walls of solid structures like Ajanta Caves, while miniature paintings are executed on books, paper or cloth. The art of painting has undergone many changes, but it has always remained close to the Indian soul.

The Heritage Of India In Tradition

The Indian culture and tradition essay is a guideline to the vibrant cultures and traditions followed in India. People here have followed various religion, traditions, and customs. Although people are turning modern today, hold on to the moral values and celebrates the festivals according to customs.

India was home to many invasions and thus it only added to the present variety. Today, India stands as a powerful and multi-cultured society as it has absorbed many cultures and moved on. People here have followed various [religion](#), traditions, and customs.

Although people are turning modern today, hold on to the moral values and celebrates the festivals according to customs. So, we are still living and learning epic lessons from Ramayana and Mahabharata. Also, people still throng Gurudwaras, temples, churches, and mosques.

The culture in India is everything from people's living, rituals, values, beliefs, habits, care, knowledge, etc. Also, India is considered as the oldest civilization where people still follows their old habits of care and humanity.

Additionally, culture is a way through which we behave with others, how softly we react to different things, our understanding of ethics, values, and beliefs.

People from the old generation pass their beliefs and cultures to the upcoming generation. Thus, every child that behaves well with others has already learned about their culture from grandparents and parents.

Also, here we can see culture in everything like [fashion](#), [music](#), [dance](#), social norms, foods, etc. Thus, India is one big melting pot for having behaviors and beliefs which gave birth to different cultures.

Indian Culture and Religion

There are many religions that have found their origin in age-old methods that are five thousand years old. Also, it is considered because Hinduism was originated from Vedas. Thus, all the



Shubha Kulshreshtha
Class - VIII(B)

**Student's
Article**

The Heritage Of India In Tradition

Hindu scriptures that are considered holy have been scripted in the Sanskrit language. Also, it is believed that Jainism has ancient origin and existence in the Indus valley. [Buddhism](#) is the other religion that was originated in the country through the teachings of Gautam Buddha. There are many different eras that have come and gone but no era was very powerful to change the influence of the real culture. So, the culture of younger generations is still connected to the older generations. Also, our ethnic culture always teaches us to respect elders, behave well, care for helpless people, and help needy and poor people. Additionally, there is a great culture in our country that we should always welcome guest like gods. That is why we have a famous saying like 'Atithi Devo Bhava'. So, the basic roots in our culture are spiritual practices and humanity.

OUR INDIAN CULTURES ARE VERY BEAUTIFUL AND WE SHOULD ENJOY THEM.

SWAMI VIVEKANANDA- AN INNOVATOR OF INDIA

Born as Narendranath Dutta on 12th January 1863 in the holy and divine place of Kolkata, Swami Vivekananda was a great Indian saint. He was a figure with "high thinking and simple living". He was a great pious leader, a philosopher, and also a devout personality with great principles. His eminent philosophical works comprise of "Modern Vedanta" and "Raj Yoga". He was a principal disciple of "Ramkrishna Paramhansa" and was an initiator of Ramkrishna Math and Ramkrishna Mission. He, thus, spent his whole life in the dispersion of the values embedded in the great Indian culture.

Swami Vivekananda, the son of Shri Vishwanath and mother Bhuvneshwari Devi was called by the name "Narendranath Dutta" in the early days. Narendra was a child of unquestioned expertise and intellectual capability who used to take grasp of all his school teachings at first sight.

This excellence was recognized by his Gurus and thus was named "Shrutidhar" by them. He possessed manifold talents and skills comprising of swimming and wrestling which were a part of his schedule. Influenced by the teachings of Ramayana and Mahabharata, he had bottomless respect for religion. "Pavan Putra Hanuman" was his ideal for life.



Virat Dhama
Class - VIII(B)

Student's
Article

Swami Vivekananda- An Inspirational Personality



Jayendra Yadav
Class - X(C)

Student's Article

SWAMI VIVEKANAND'S inspiring personality has been well known in India and abroad for the past many decades. This unknown monk of India suddenly rose to fame at the Parliament of Religions held in Chicago (America) in 1893, representing Hinduism. His vast knowledge of Eastern and Western culture as well as his deep spiritual insight, brilliant conversational skills, empathy and colorful personality made a mark on the hearts of many. People who happened to see or hear Swami Vivekanand even once still cherish his memory after a lapse of more than half a century. Before leaving for abroad for the first time to preach Hinduism, Vivekanand's mother wanted to know whether he is all perfect for this mission or not, she invited him for dinner. Vivekanand enjoyed the food that had the additional flavor of his mother's special love and affection. After the delicious dinner, Vivekanand's mother offered Vivekanand a dish of fruits and a knife. Vivekanand cut the fruit, ate it and after that his mother said, "Son, can you please give me the knife, I need it." Vivekanand immediately responded by giving the knife. Vivekanand's mother calmly said, "Son, you have passed my test and I heartily bless you for going abroad." Vivekanand surprisingly asked, "Mother, how did you test me? I didn't understand." Vivekanand's mother calmly said, "Son, you have passed my test and I heartily bless you for going abroad." Vivekanand surprisingly asked, "Mother, how did you test me? I didn't understand." The person who thinks of others welfare rather than thinking about oneself has got the right of preaching the world and you have got that right. You have all my blessings." This was the most important mark he left in the hearts of many he met in his lifetime - to think of others before thinking for oneself

Moral: There are some qualities which draw the difference between a common man & an uncommon man. To think about the welfare of everyone falls under an extraordinary quality. The true noble person is the one who thinks of others' happiness even if it is in little matters to our day to day life. The one who thinks of himself alone is considered selfish & will not be valued by the world in the long run. It is the law of nature that as the bigger hearted & noble you become, best Kardathe more you will keep receiving & as the narrower minded you become, the less you will receive.

Good Habits are Needs of Life

Good habits play an important role in the life of a student. It helps a student to grow to its full potential. But in today's world we all praise bad habits. So every student should adopt some good habit as they play an important role in our life. Some of the good habits that a student must adopt are like we should not waste a lot of time in watching television and playing video games instead we should go to play out for 1 hour as it is good for our physical fitness and mental strength. We all should complete all work on time so to not get scolded. We should be attentive in Hindi class and listen to the teacher carefully. We should pray to God for at least half an hour everyday. We all should also do meditation for at least 10 minutes. We should be in discipline in school as well as in our surroundings. We should give respect to our teachers and all elders. So, these are some basic good habits that everyone should follow as good habits are a key to success in our life.

**Somnath Seth
Class**

**Student's
Article**

History of Mathematics



ARPIT SETH
Class - IX - B

Student's Article

Mathematics is primarily an investigation into the origin of discoveries in mathematics. Before the modern age and worldwide spread of knowledge, written examples of new mathematical development have come to light only in a few localities. From 3000 BC the Mesopotamia states of Sumer, Akkad and Assyria, together with the ancient Egypt and Ebla began using arithmetic, algebra and geometry for the purposes of taxation, trade astronomy and to formulate calendars. The most ancient mathematical text are available from Mesopotamia and Egypt like Plimpton 322, the Rhind mathematical papyrus and the Moscow mathematical papyrus. The study of mathematics as a "demonstrative discipline" begins in 6th century BC with the Pythagoreans who coined the term "mathematics" from the ancient Greek word meaning mathema which means "subject of instruction". Greek mathematics greatly defined mathematics and expanded subject matter of mathematics. Although they made virtually no contribution to the theoretical mathematics, Romans used Applied Mathematics in surveying structural engineering creation of lunar and solar calendars etc. Chinese mathematics made early contributions, including a place value system and the first use of negative numbers. Arabic numeral system and rules for the use of its operations, used throughout the world today over the course of the first millennium AD in India and were transmitted to the Western world by Islamic Mathematics to the work of Muhammad Ibn Musa al-Khwarizmi. Islamic mathematics, in turn, developed and expanded the mathematics known to the civilizations. Contemporaneous but independent of these editions were the mathematics developed by the Maya Civilization of Mexico and Central America, where the concept of zero was given by a standard symbol in Maya numerals. Many Greek and Arabic texts on mathematics were translated into Latin from the 12th century onwards, which led to the development of mathematics in mediaeval Europe. Through the middle ages, periods of mathematical discovery were often followed by centuries of stagnation. Beginning in Renaissance Italy in the 15th century, new mathematics and scientific discoveries were made at an increasing pace which continues through the present day. This includes their groundbreaking work of both Isaac Newton and Gottfried Wilhelm Leibniz in the development of infinitesimal calculus during the course of the 17th century. At the end of the 19th century the International Congress of Mathematicians was founded and continues to spread and advance in the field of mathematics.

Rabindranath Tagore

Rabindranath Tagore Born in May 7, 1861, Calcutta [now Kolkata], India—died August 7, 1941, Calcutta), Bengali poet, short-story writer, song composer, playwright, essayist, and painter who introduced new prose and verse forms and the use of colloquial language into Bengali literature, thereby freeing it from traditional models based on classical Sanskrit. He was highly influential in introducing Indian culture to the West and vice versa, and he is generally regarded as the outstanding creative artist of early 20th-century India. In 1913 he became the first non-European to receive the Nobel Prize for Literature. The son of the religious reformer Debendranath Tagore, he early began to write verses, and, after incomplete studies in England in the late 1870s, he returned to India. There he published several books of poetry in the 1880s and completed *Manasi* (1890), a collection that marks the maturing of his genius. It contains some of his best-known poems, including many in verse forms new to Bengali, as well as some social and political satire that was critical of his fellow Bengalis. Rabindranath Tagore published several poetry collections, notably *Manasi* (1890), *Sonar Tari* (1894; *The Golden Boat*), and *Gitanjali* (1910); plays, notably *Chitrangada* (1892; *Chitra*); and novels, including *Gora* (1910) and *Ghare-Baire* (1916). He also wrote some 2,000 songs, which achieved considerable popularity among all classes of Bengali society



Nitesh Baghal

**Student's
Article**

BE THE CHANGE

“Change Your Thoughts You Changes Your World”



Krishnam Sharma
IX - C

Who we are now is not who we were last year, last week, yesterday or even a minute ago. Life never stands still, no matter what we do. Change is the very nature of existence--our thoughts, feelings, beliefs, ideas, even our relationships are as changeable as rain and sunshine, or night and day. But, as much as change is inevitable, it is not always welcome or easy to deal with. It can upset our world and generate many conflicting feelings.

However, it is in those very moments when everything looks hopeless that we have a real chance to grow into something better: what the caterpillar calls the end of the world, we call a butterfly!

The journey to such transformation is smoother when we can step back from anger, fear or grief and take a breath, before emotion takes over. Then we can enable the issue to pass, for not even those feelings that seem so enormous, important or overwhelming stay the same. Given time, what is vital to us now will soon lose its relevance.

Knowing this means that we can be more at ease with change. As thoughts come and go, as we watch emotions rise and fall like waves, as physical, emotional or mental pain is felt and then gone, we see how this coming and going applies to everything, even our breath. This sense of rhythm informs us that, if we wait long enough, even the darkest of times will also pass.

Mahatma Gandhi famously said, "You must be the change you want to see in the world." In other words, although life changes are inevitable, we can also initiate personal change so we can rise to the challenge and become a bigger and better person as a result. How do we do this? We believe the best ways are to recognize that change is inevitable, that there is always the potential for positive change in every moment and to stay grounded and in touch with our peace.

1. All things are coming and going- Everything that is happening now will change into something else; every thought and feeling, no matter how intense or dramatic, will one day be immaterial. Without change in ourselves we become stifled and stagnant. As nothing lasts

BE THE CHANGE....

forever, we can appreciate every moment, fully and completely, knowing it will never happen again. Coming to a still place, gently breathe in and out, silently repeating.

2. Each day starts anew - We always have the opportunity to transform fear into courage, selfishness into kindness and loss into fresh beginnings, just as palm trees transform muddy rainwater into sweet coconut milk. Spring is here, with new life bursting forth, and in the same way we too are capable of creating a new life for ourselves in each and every moment. For surely, life is about not having answers and taking chances, all without knowing what is going to happen next. Sitting quietly, breathing deeply and joyfully, silently repeat: I open my mind and heart to new possibilities.

Nobody can go back and start a new beginning, but anyone can start today and make a new ending."

3. Being peace- The clue to transformation is being able move with the waves, to paddle in the dip so we are ready to ride the next crest. Meditation creates a space where times of pain, sadness, anger, fear, hurt, confusion, doubt and all our other conflicting emotions can come and be known and gently released. It enables us to be present with whatever is and to accept, honor and move with change. All kinds of thoughts may arise, or feelings, sensations and images. We watch, without denying, pushing away or holding on. We can comfortably rest in stillness, without any judgment or discrimination.

Just as the breath comes in and out, so it is like the coming and going of all change. Breathe in and out gently, and watch the natural rhythm of your breath. Silently repeat, May I be easeful, may I be peaceful, may I flow with the changes. And enjoy each moment, as it is a precious gift!

" Changes your life Today

Don't gamble on the future,

Act now, without delay."

Importance Of Education In Our Life



Himanshu Sharma

XI - B

**Student's
Article**

It is said that education is the key to success. Education plays a vital role in our life. Human life is full of challenges. Education reduces the stress and challenges of our life. Generally, education is a process of gaining knowledge. The knowledge a person gets through education helps him in coping with the challenges in his life. It opens the various ways of life that have been draped earlier.

The importance of education in life is immense. It strengthens the base of a society. Education plays a vital role in removing superstition from society. A child involves in the process of education from his tender age. A mother teaches her child how to speak, how to walk, how to eat etc. It is also a part of education. Gradually the child is admitted in school and starts to earn formal education. His success in life depends on how much education he/she gets in his career.

In our country, the government provides free education to students up to secondary level. A country can't be developed in a proper way if the citizens of the country are not well educated. Thus our government is trying to conduct different awareness programs in different remote areas of the country and trying to make the people aware about the importance of education.

CLONING



Divyanshu yadav

IX - C

Student's Article

Cloning is the method of reproduction also known as (asexual reproductive) method.

Clone was first derived by scientist (Herbert J. Webber) from ancient Greek word which means "twigs" cloning is a very complex method in which we prepare clone by preparing process i.e.

cloning. In this case we obtained donor cell from one organism, that is matured cell and by using (UV Ray's) we remove

the nucleus of donor cell and then we transmitted that nucleus to acceptor cell after removing of nucleus of that acceptor cell. Now after this fusion we transferred this fusion cell into the healthy matured (womb) where this cell gets nutrition and other life support ingredients after particular time the organism gets birth.

In 1997 the Scottish scientist performed an experiment in which they performed successful cloning of sheep whose name is (Dolly) sheep. Yet this method is not very effective to humans because it has some drawbacks that is the life of clone is much less than the life of their relative organism.

Today's scientist performing various experiments to give life again to those animals which are getting extinct nearly in some years their (DNA) can be easily found this would not be applied to dinosaurs because they live millions of years ago, their DNA not easily available and whether we found their is such organism or animal

present on earth that is relative to that. Whether in case of mammoth their relatives are Asian elephants which easily gave birth to him.

Natural cloning is also performed by bacteria, fungi ex- blueberry plants, coffee tree etc.

Indian scientist (Dr. H. Swarup) was first person who did successful cloning in the field of fish in Oxford University (London).

Atal Tinkering Laboratory



Bilal Khan
IX - C

Student's Article

ATL is an approach of Central government of India to create an environment of scientific temperament, innovation, creativity amongst Indian Students. It is a step towards a new India. Since the last few decades, our education system has seen a paradigm shift. Today, with this approach of inculcating Hands on Methodology in the current education scenario we have resolved the need of the hour. ATL lab would teach students essential 21st-century skills which will help them in developing their professional and personal skills. Skilled India is the need of the hour and each step taken this dream should be welcomed and we should work towards it together for a better India. it is a ideal platform for those students who thinks beyond books means practical A.T.L allow students to create, modify, invent something new that make India pride.

The Government of India has setup the Atal Innovation Mission (AIM) at NITI Aayog. Realizing the need to create scientific temper and cultivate the spirit of curiosity and innovation among young minds, AIM proposes to support the establishment of a network of Atal Tinkering Laboratories (ATL). ATL is a workspace where young minds can give shape to their ideas through hands-on do-it-yourself mode and learn innovation skills. The vision is to cultivate 1 Million children in India as Neoteric Innovators. The Government of India has setup the Atal Innovation Mission (AIM) at NITI Aayog. Realizing the need to create scientific temper and cultivate the spirit of curiosity and innovation among young minds, AIM proposes to support the establishment of a network of Atal Tinkering Laboratories (ATL)

It is our fulfillment that our school R.K.V.M (c.b.s.e) is only the school in madhya pradesh having that laboratory for student it have all the equipments included a 3D printer so in R.K.V.M student can openly expressed their ideas by this we can also create something new and think beyond our book in this you can also experience your job who wants to be a engineer or scientist that may be very helpful for the students so we thanks our school for this laboratory

Trouble and Interference Free Classrooms



Aishwarya Parashar
X - C

Presently, one of the dominating problems that of we tumble is that service wastage. In our homes, schools, colleges and industries, we see that fans and lights are regularly kept ON at some future time if nothing in the dine or aspect or passage. Modern day class rooms are equipped with electronic devices that have supporting software to improve and facilitate teaching methods. However, it is often seen that significant class time is wasted on taking attendance, or the class may face interruption due to late entries of students and disturbances such as the manual control of fan and light.

The rise in energy costs urged the need in minimizing the energy consumption. As significant amount of energy is used for illuminating in educational buildings such as lecture halls and lecture rooms, improvements is needed to avoid energy waste for unoccupied and daylight hour. The lighting will be controlled based on demand to save the energy costs Introduces the common existed problem that lights work in classroom with nobody, analyzes several traditional solutions and their deficiencies, then puts forward the energy-saving system for classroom and other rooms too.

The synopsis and idea of the intelligent classroom automation model depends on the control framework. In electrical outline, the functions and characteristics of the electrical segments are needed to decide the model prerequisite. The framework lessened numerous issues, for example, bypassing the chances of malpractices in the attendance entry record, helps to maintain the data of students entry to the lectures very accurately or in a proper manner, the encryption system includes more security so that there will be no mysterious unique mark which can mess around with the recorded information and which can save time in taking attendance and also the message transmission which can reduce the interruption of class, hence the system will facilitate the smooth running of the scheduled classes at our university, and minimize time loss. This project has presented design and development of classroom automation using microcontroller. We can save the electricity with our proposed work, where we have focused on energy saving with load control in classrooms and time management with the help of attendance monitoring which is based on fingerprint identification.

**Student's
Article**

Importance of Parents in Life



Aditi Rajawat
III - A

Student's Article

Father & mother both are the most important person in everyone's life. They equally play great role in child development. I think father is an inspiration for a kid. While mother is most faithful and reliable. Desires in our life very well supported by mother. While father allow us to do the things those are practical and within our reach. I tried but I can't compare mother and father. Personally both are as important like body and soul.

We are the combination of mother and father or you can say new version of our parent's qualities and features or configurations.

We can't be here without our parents. I can't able to write this without the blessings of my parents and their sanskar and lessons. I am nothing without them. Parents are God and we should care them before visiting temple.

It requires to dig deep to understand the importance of parents. It's impossible to cover the importance or explanation in one or two article or in thousands books. We can't measure the love parents do to their kids.

Parents and kids are not only important for humans but also for animals, birds and all living things. But in some case I see humans are doing very wrong things with animals & birds and you know that it hurt too much.

People become vagrant AWARA without the guidance and sanskar of parents. People who ignored the lessons and sanskar of parents will see more failures in life, career or business. There are thousands of examples. You can research that what happening with those people who ignored the mother and father.

Mother and father are our god, teachers and friends. They understand, treat and teach us from their best that help us to live happy and prosperous life in all stages.

The Future of Humanity



Nihal Gupta
X - B

Student's Article

What comes in your mind when you think about future, flying cars, robots, AR/VR and things like that, but there's a lot you need to know about and i am here to tell you what happened in next 100 years.

100 years from now:

Talking: People wouldn't be talking to each other anymore, they would be thinking to each other - Transmitting Thoughts wireless where you don't need an 4G or 5G for that, because every human would be transmitting signals and receiving as powerful as a satellite with the new advancement in communications.

Work: No physical work need to be done. No specific tasks need regularly to be done. It would be all done by Machines and Artificial Intelligence enabled machinery. So forget about the 40 hours a week.

Human body: With the advancement of implants and nano technology that connects to the tiniest part neuron in your body, we'll be half human half cyborgs. We would be remembering everything and have the option of deleting a thought. Imagine if really a bad memory or suffering that you can delete that thought. Yes we will be able to do that, its all a sequence of chemicals in our brains that keep our memories that can be rearranged or replicated.

Mortality: Sice you'll be half cyborg, you can downtown all your memories and data to a portal and back it up every night. So if you accidentally die by mistake you are still insight the disc and then you can upload yourself to a new connected cyborg

Space: Exploration of the outer space would much easier. since we can send AI's that work on batteries and solar and no need to breath and take much faster decisions through super calculations. We will understand much more and we'll discover new planets that will be good for half humans half cyborgs to live in, and we could travel

The Future of Humanity...

there after sleeping 20 years. This isn't movies, it will be a reality, so many advancements will be there in every aspect of our lives.

Emotions: Human's will be much and much less emotional, we will feel less pain, and we would understand more how everything affects us and counter that with different thoughts that are induced in our brains and with more understanding we'll be less emotional since most of the expectations will be met.

Classes and Population: With all the machines that don't need oxygen to breath and only solar power to function and they can repair themselves;, then you don't need working forces and billions of that one machine can do 1000 people's work. and Machines can replicate themselves and suddenly (in 20 years times 2050-2070)) billion aren't needed. Hence only the elite that can afford to be cyborgs and the gap of intelligence and power is even further than our current social life. There will be a lot of people outcasts that are living in villages or underground and they still die and eat normally, but they have better robots and better technology to help their lives, and they are rarely needed by the rich, only to do things that robots won't do like illegal things.

The average people would be mainly irrelevant if we ever survive the global warming and other wars. Global warming is going to have a major effect on food, and there might come a time that people would kill each other for a piece of bread within this century. Although this sound very far from happening now, but think about the oil reserves depleting and the changes in the weather, you will understand that there might be a black swan effect in the food supply.

"Poverty: An Economic Challenge For India"



Laxmi Jaiswal
English Teacher
RKVM (MPBSE)

Teacher's Article

We can define Poverty in our country as a situation where a section of the population fails to reach a certain minimum level of living rather than a reasonable level of living.

Poverty ridden families are not able to give proper nutrition, education and health to their children.

Certainly poverty is a serious challenge to India. There are lot many people dying due to hunger, inadequate medical facilities, malnutrition and financial problems.

In our country the main causes for poverty are lack of proper education and employment which ultimately leads to high level of illiteracy, poor health care facilities and lack of access to financial resources.

Further high population growth affects the per capita income resulting in to a hurdle in growth of India's economy at the required pace.

The root causes of poverty are not only lack of access to basic necessities of life like clean water, nutritious food, shelter, education, livelihoods or jobs, and health care but the poverty is also caused by inequalities including gender / ethnic discrimination, poor governance, conflict, exploitation and domestic violence.

The other causes of poverty are unequal distribution of land, lack of land resources and failure in the proper implementation of land reform policies in rural areas as well as lack of job security.

We can make direct attack on poverty by inducting Special Employment schemes for the poor, Public Distribution System, and by accelerating Economic Growth, Agricultural growth, Human Resources Development.

The poverty in India can be reduced by taking following steps:

Increasing productivity in Agriculture.

Poverty: An Economic Challenge for India

Create jobs

Raise minimum wages.

Make work schedules

Affordable high quality child care and education

Expand medical help.

Proper implementation of Government policies and program me.

Enhance economic growth with targeted action.

Measures to check population growth.

Increase the number of organizations which are working to reduce poverty by educating people.

Encouraging people who volunteer to provide facilities such as food, pure water, medicines etc.

I conclude with my views:

ॐ सर्वे भवन्तु सुखिनः
सर्वे सन्तु निरामयाः ।
सर्वे भद्राणि पश्यन्तु
मा कश्चिद्दुःखभागभवेत् ।

What Makes People Successful ?



Anjali Saxena
RKVM (MPBSE)

In order to answer this question we first need to define success. Everyone has a different definitions. Many of us place great value on performance on achievements, or on reaching various goals. Others associate success with material goods measuring it by how much one can acquire. Other measure success by how much they can contribute to the well-being of their families, or to the community and society in general. There are many other definitions but mostly success is associated with becoming rich famous and respected at work.

Yet, it doesn't have to be that way.

Being successful could means simply being satisfied with oneself and one's career.

For many people a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfaction.

It seems that successful people consistently do two things :--

1. They use their natural abilities in their work.
2. They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities or do what come naturally to them.

For example successful teachers are people who instinctively know how to help people learn, and the best doctor are those who know how to listen to people .

Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a Happy Family.

Importance Of Father And Mother In Our Life



Name
RKVM (MPBSE)

A person can expect unconditional love only from his mother and father in life. In most civilized societies, parents take great care in upbringing their children. They are the ones who help the child overcome his negative attributes and insufficiency. Parents are aware of the importance of education, so they are the first to make the child go to school. A child with good parenting rarely fails in life. Parents act as the first family of a child until he is married. In many people's success, the role of parents is the key. You can even notice many world leaders and philosophers describing the role of their parents in their life.

Parents give many things to their children and are directly involved in child development.

Without parents, it would be very tough for anyone to have a better life.

Besides, educated parents help their children in making the right career direction. They understand the child strengths and weaknesses and guide him on the right path. They also assist the kid in solving his homework and also encouraging extra-curricular skills in him. Hence we can see teachers and schools emphasize on parents role in the education of their children.

**Teacher's
Article**

VEHICULAR POLLUTION



Alka Tiwari
RKVM (MPBSE)

Increased vascular traffic, haphazard urban settlements and poor roads lead to frequent traffic snarls and road accidents as also vehicular pollution, which has assumed alarming proportions. It is estimated that nearly 40,000 people succumb to air pollution every year in major cities of India. High emissions of smoke and poisonous gases cause global warming and depletion of the ozone layer, affecting the weather pattern. Summers are warmer and prolonged. poisonous particulate matter in the air leads to respiratory and eye related problems. Even arise in caronary cases linked to and increase in pollution level, was reported the very first measure to counter and urgent steps need to be taken such as ban on buying of very old vehicles starting pooling system in private cars, adopting zero waste system does it is imperative that pollution controls norms implemented and defaulters book.

**Teacher's
Article**

Sports Psychology



Deepak Bedi
RKVM (CBSE)

People have many misconceptions about what sport psychology is and how it is applied. These Misconception stem from making assumptions based on limited understanding of psychology and how it is used in applied setting. In particular, misconceptions include thinking that sport psychology is for treating athletes with mental disorders or that it is simply focused on getting an athlete through a slump or that it is just fluff. There is also a great deal of confusion about the credentials of a sport psychologist primarily because there has been controversy within the field as to the appropriate credentials.

It is difficult for a relatively new field such as sport psychology to define itself especially in the minds of the public. First, the field has to demonstrate its unique contribution to both research and practice. If it is not shown to be unique, then it is subsumed under another part of the field. Sport psychology has met this criterion, in particular without additional education and specialized training a psychologist cannot ethically or legally be described as a " sport psychologist" a

A new field must also develop a research to contribute to the advancement of knowledge and practice within the field.

Sport and exercise science practitioner generally have a stronger background understanding issues directly related to a sports and understanding the physiology of the body and the sports both disciplines can be involved in research, teaching, and practicing within the field of the sport psychology.

Science workshop feedback



Alka Tiwari
RKVM (MPBSE)

A workshop for science teachers was organised on 19, 20, 21 November 2019. The resource persons were Shri Prashant Divekar ji, Shri Ravindra Godbole ji, and Jana Prabodhini, Pune. This training was totally hands-on, in which we learn simple principles in Physics by simple models. It is learnt that Science Students would benefit a lot through this very interesting workshop.

Lastly, I would say that this training was very good and we hope it will be organised on a frequent basis in the future.

**Teacher's
Article**

Words Worth English Language Lab



**Pushpa Mishra
RKVM (MPBSE)**

Words Worth English Language Labs assists students in learning English and developing communication skills — LSRW (Listening, Speaking, and Reading & Writing).

*Words Worth programme for School Education : The language lab programs have been developed to cater to the needs of school students and are available in eight levels to develop the right pronunciation, vocabulary and semantics of speech in an environment that is devoid of regional influences.

*Words Worth programme for Higher Education: This is designed to provide a winning edge to students and aspiring professionals. The programme consists of three progressive levels. They are designed keeping in mind the academic pattern and style of colleges and professional institutions. Each study level helps in developing essential skills from elementary to the advance level.

*Unique Features of Words Worth:

This program has been structured to develop pronunciation, vocabulary and semantics of speech in an environment that is devoid of regional influences.

*Communicating Skill : communicating effectively is the primary motive to learn any language. While all the four skills of language learning are challenging, learning to write and express well in the second language being learnt, is perceived to be the most difficult. This is true for English as well. Students do not generally welcome writing activity in class. The teacher has to ensure that the writing activities be so designed, so as to make it interesting and meaningful for the learners.

*Writing Skill : Also, for the writing skill to be inculcated well in the learners, it is imperative that the activities being done in class be pragmatic in nature and seem

**Teacher's
Article**

Words Worth English Language Lab

useful to the learners. Doing this will ensure a more involved participation by the learners; leading to a better outcome.

*Achievements : One important consideration to achieve this would be to make the learners involved in deciding the topic for the writing activity. Choose the task format depending upon any future intentions. This will motivate the learners as they will tend to view the activity as relevant to their needs. This is especially true for adult learners.

Teacher's view: The teacher will have to be very clear on the skill being developed through the writing activity and can include a concept to be practised through this writing activity, to make it academically meaningful too.

The Problem of Soaring Prices



Arpita Mukherjee
RKVM (MPBSE)

India is facing many serious problems now a days, but the problem of price rise is one of the most serious ones. The problem of rising prices has become very acute in India. This problem is very common in a developing country like India, but when it is out of control, it causes great difficulties for the masses. If the problem is not tackled properly, it may take a serious turn.

There are many causes of price rise. Some of them might be due to natural calamities like floods, earthquakes and famine and also wars. The other reason for the soaring prices may be bribery, corruption, black marketing, hoarding, smuggling, profiteering and many other anti-national and anti-social tendencies. The pressure of population growth is also one of its causes. The most important factor which is responsible for price rise is the mentality of people to become millionaire in a night.

High prices have very bad effect on the people. The rise in the price of necessary goods make it difficult for the masses to purchase it. The life of labourers and lower classes has become miserable. The price rise threatens the very existence of normal life as there is an enormous increase in the prices of various items like coal, petrol, diesel etc.

The price rise has affected the poor most. Enormous price rise in essential commodities like sugar, edible oils, pulses, kerosene etc has made difficult for them to make both ends meet.

The government is aware of this problem. Number of measures have been taken by the government. The distribution of goods has been made fair and effective. The burden of taxes on the middle class have been lessened. But price rise can be checked only when people co-operate with government. The hoarders and black marketers should be severely punished. Growth of population should be checked. Public sector should be encouraged.

Importance of sport in our life

Introduction

Taking Part in various Sports activities is important in ensuring that one is able to reap the benefits that comes with it. There are various sports activities that one can take part in to ensure that they are able to lead healthier and more active lives

Importance of sports

1. Sports helps to reduce the level of stress. They help want to divert away from other things that may be Stressing them in life they are able to focus on having fun playing their favourite sport for sometime.
2. Taking part in sports also help one to gain more tone muscle and healthier bone This helps one to reduce complication that are associated with weak muscle and bone.
3. Sports also help in improving one Social Skills .By playing one get to interact with various people who are engaging in the sport.
4. Taking part in sport activities regularly reduce the chance of one becoming Obese .playing helps one to get rid of excess fat and calories which have accumulated in the body.
- 5.sports also helps to improve the level of sleep The physical activity Involved enable one to get good rest and sleep which is important towards developing a healthier body.

Conclusion

Taking Part in sports is beneficial to everyone .

It is important for one to ensure that they become actively and regularly involved at least in the one sport to ensure that they are both physically and mentally fit.

VARSHA BEDI
RKVM (MPBSE)

Teacher's
Article

Artificial intelligence



Mamta Rattan
RKVM (MPBSE)

Teacher's Article

Artificial intelligence (AI) is the ability of a computer program or a machine to think and learn. It is also a field of study which tries to make computers "smart". They work on their own without being encoded with commands.

In general use, the term "artificial intelligence" means a programme which mimics human cognition. At least some of the things we associate with other minds, such as learning and problem solving can be done by computers, though not in the same way as we do. AI is a system's ability to correctly interpret external data, to learn from such data, and to use those learnings to achieve specific goals and tasks through flexible adaptation.

An ideal (perfect) intelligent machine is a flexible agent which perceives its environment and takes actions to maximize its chance of success at some goal or objective. As machines become increasingly capable, mental faculties once thought to require intelligence are removed from the definition. "artificial intelligence": it is just a routine technology.

At present we use the term AI for successfully understanding human speech, competing at a high level in strategic game systems (such as Chess and Go), self-driving cars, and interpreting complex data. An extreme goal of AI research is to create computer programs that can learn, solve problems, and think logically. In practice, however, most applications have picked on problems which computers can do well. Searching data bases and doing calculations are things computers do better than people.

Artificial Intelligence also involves many different types/kinds of fields. For example computer science, mathematics, linguistics, psychology, neuroscience, and philosophy. Eventually researchers hope to create a "general artificial intelligence" which can solve many problems instead of focusing on just one. Researchers are also trying to create creative and emotional AI which can possibly empathize or create art. Many approaches and tools have been tried.

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VARSHA BEDI
RKVM (MPBSE)

Teacher's
Article

DNA Fingerprinting in Forensic Science



Dr. Archana Sharma
RKVM MPBSE

Teacher's Article

DNA fingerprinting, one of the great discoveries of the late 20th century, has revolutionized forensic investigations. This technique used in forensic DNA analysis which helps to convict criminals, exonerate the wrongly accused, and identify victims of crime, disasters, and war. Current standard methods based on short tandem repeats (STRs) as well as lineage markers (Y chromosome, mitochondrial DNA) are covered and applications are illustrated by casework examples.

This technique is a new method that changed the forensic world

Rouge Alec Jeffreys at the University of Leicester, in UK, found extraordinarily variable and heritable patterns from repetitive DNA analyzed with multi-locus probes. Not being Holmes he refrained to call the method 'DNA fingerprinting'. Under this name his invention opened up a new area of science. The technique proved applicable in many biological disciplines, namely in diversity and conservation studies among species, and in clinical and anthropological studies. But the true political and social dimension of genetic fingerprinting became apparent far beyond academic circles when the first applications in civil and criminal cases were published. Forensic genetic fingerprinting can be defined as the comparison of the DNA in a person's nucleated cells with that identified in biological matter found at the scene of a crime or with the DNA of another person for the purpose of identification or exclusion. The application of these techniques introduces new factual evidence to criminal investigations and court cases. The first application of DNA fingerprinting saved a young boy from deportation and the method thus captured the public's sympathy. The forensic implications of genetic fingerprinting were nevertheless obvious, and improvements of the laboratory process led already in 1987 to the very first application in a forensic case. But it was around 1987 when companies such as Cellmark, the academic medico-legal institutions around the world, the national police, law enforcement agencies, and so on started to evaluate, improve upon, and employ the new tool. The years after the discovery of DNA fingerprinting were characterized by a mood of cooperation and interdisciplinary research. Genetic fingerprinting could of course not reduce the criminal rate in any of the many countries in the world, which employ this method. But DNA profiling adds hard scientific value to the evidence and strengthens thus (principally) the credibility of the legal system.

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रवीन्द्र कुमार त्रिपाठी

Teacher's Article

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समानन्द तिवारी

Teacher's Article

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Teacher's
Article

दीपिका भटजीवाले

Importance of Vedic Mathematics



Sweta Gupta
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The essence of mathematics is not to make simple things complicated, but to make complicated things simple.

Vedic Mathematics is one such division that involves thinking and mind is used at its best. In India most of the students studying the conventional mathematics can solve problems that are taught to them at school, but they are unable to solve the problems that are new and not taught to them. Reason for this is – lack of basic concept clarity. Hence, instead of conventional way such a method should be developed or accepted that provides basic clarity so that overall learning can be improved. But we need not to develop any such method because of our rich history and great mathematicians.

Benefits of learning Vedic Mathematics

1. 1500% faster than normal mathematics
2. Increases speed and accuracy;
3. Improved academic performance and instant calculator
4. Sharpens your mind, increases mental agility and intelligence;
5. Increases visualization and concentration in children;
6. Become a mental calculator.

I request to all that do more and more practice of vedic mathematics.

Social media is good or bad for our life

Social media remains the most talked about things these days. Many debates are going on regarding the fact that social media is good or bad. There are many views available to us.

Importance of Social Media

Social media platforms help its users to connect, share and give information and content to millions of others. The importance of social media cannot be ignored since it plays a very crucial role in our lives today.

Building a brand: Quality content, products and services are easily accessible online today. You can market your product online and build a brand.

Customer support: Before buying and product or service customers can read the reviews and feedback and hence make a smart choice.

Social media is a great education tool.

Through the use of social media platforms you can connect with your target audience.

It is also a great way to access quality information.

Social media can help you to get the news and happenings in just a click.

Social media also helps you connect with friends, relatives and helps you make new friends as well.

Advantages of Social Media: Social media comes with a lot of advantages in fact we can owe a substantial part of our society's growth to social media. We have witnessed a blast of information and content in last few years and cannot deny the power of social media in our lives.

Social media is widely used to create awareness for causes that are important for the society. Social media can also help many noble causes run by NGOs and other social welfare societies. Social media can also aid government in other agencies in spreading awareness and also fight crime. For many businesses social media is strong tool for business promotion and marketing. Many communities are built through social media platforms which are essential for our society's growth.



Hemant Dixit
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**Teacher's
Article**

Social media is good or bad for our life

Disadvantages of Social Media: Social media is considered as one of the most harmful elements that we have in our lives these days. Wrong use can lead to bad conclusion. There are many disadvantages of social media like:

Cyber bullying: many children have become the victims of cyber bullying that has caused them a lot of harm.

Hacking: The loss of personal data that can lead to security issues. There are crimes like identity theft and bank details theft that can harm any individual.

Addiction: Prolonged use of social media can lead to addiction in youth. Addiction causes to lose focus of other important things like studying etc. People get so absorbed that they get cut off from the society and harm their personal lives.

Scams: Many predators are looking for vulnerable users that they can scam and make profit off.

Relationship frauds: Honey traps and MMS porn are the most caused frauds online. People are lured in to relationships and love schemes and then they are cheated on.

Health issues: The excess use of social media can affect your physical and mental health in a big way. People often complaint of becoming lazy, fat, itchy eyes, loss of vision and stress issues after excessive use.

Loss of social and family life: Everyone busy on phone is one of the most common sites in a family gathering nowadays.

According to me millions of users around the world that use social media on day to day basis. There is a mixed bag of reactions regarding it. It does have a lot of importance and advantages but also brings with it some hazards also.

Good Manners



RKVM

Teacher's Article

Good manners are vital for success in life. Good manners make our life valuable, lovable and respectable in society. It costs nothing, but gives much. Practicing good manners is very important for all of us and it is good if we do it from childhood with the help of parents and guardians. Boys and girls are future of our country. They can serve their country in better way, only if, they are civilized citizens. Uncivilized people are dangerous for society. They always create nuisance in society, so good manners must be learnt by all. Every boy or girl should learn good manners. They should learn them from early childhood. Good manners always win people's heart. They can be cultivated by rich and poor alike. Good manners are appreciated everywhere. On the other hand, bad manners are disliked everywhere. Bad mannered people are criticized by all. They get no love and respect in any society.

Good manners consist of good conversation, a friendly attitude and a grace in gestures and movement. A good mannered person never shows any undue haste and irritation. His behaviour is marked by a capacity for patience. His patience shows his confidence. Bad mannered people cannot form a good society.

Good manners are reflected from the actions of a person. At every stage of life and in every sphere of life good manners are valuable for a man. Good manners must be genuine and spontaneous. They are essential for getting success and prosperity in life. They make our life worth living.

Practicing good manners is necessary to be a great and noble personality in the society. It maintains the positivity in our soul and mind. Our good behaviour shows our ideal force of character. We should show respect and reverence to people to create positive interaction.

Heron' Formula

Area of Triangle by Heron's Formula:

Heron was born in about 10 AD possibly in Alexandria. He worked in applied mathematics and wrote 03 books on mensuration.

Book I deals with the area of squares, rectangles, triangles, trapezia and various other specialized quadrilaterals, regular polygons, circles, surface of cylinders, cones and spheres etc. He derived the famous formula for finding the area of triangle in terms of its three sides.

The formula for finding the area of a triangle was given by Heron stated as below:

Area of a Triangle: $\sqrt{s(s-a)(s-b)(s-c)}$

Where a, b, and c are the sides of a triangle and s is the perimeter of a triangle i.e. $(a+b+c)/2$.

This formula is helpful where it is not possible to find the height of the triangle.



Shri B.B. Sharma
RKVM (MPBSE)

Teacher's
Article

Hkkj rh; 'kkL=h; Lkæhr ea?kj kus dk egRo



रामकृष्ण विद्या मंदिर

Teacher's Article

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; ॐ i q "k & Lokeh foodkum



रामकृष्ण विद्या मंदिर

Teacher's Article

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Teacher's Article

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t; fgm t; Hkkjr!

Modern Life Swinging Between Television & Mobile

No doubt, Mobile and Television have made our lives very smooth fast going and full of amusements. But on the other side, modern life is fully gripped in the trap of mobile network. It is carrying us away from Indian Culture, Philosophy, Life living system, Prosperity, Mankindness, human duty & regularity. It is departing our students from Character building, Loyalty, Patriotism, discipline & obedience.

Our Indian Philosophy, Culture and Methodology are the best complexion of humanity. This is the deepest Ocean of Silence and Happiness. Peace and Happiness is the main goal of our lives.

“ The Fruit of Silence is Prayer.
The Fruit of Prayer is Faith.
The Fruit of Faith is Love.
The Fruit of Love is Service.
The Fruit of Service is Peace and Happiness.”

We dislike foreign culture, policy and life system because:-

“Not gold but only men can make a nation great and strong. Men for truth and honour's sake stand fast and suffer long.”

Mobile and Television are nothing but a source to serve the Manmade Vision. John Logic Baird invented TV for the means of far vision with a true faith. Now it is serving vulgarity and impatience among the youths.

India is a country of rich and prosperous religious culture. Her culture is a great sermon and possession to the world. The sound of soul lies in its purified activities. It is immortal like an ever ringing violin of Heart. This is the land of Lord Ram, Krishna, Buddha, Gautama, Vivekananda and Gandhiji.



S.P.DIXIT
PGT (English)
RKVM CBSE

**Teacher's
Article**

Modern Life Swinging Between Television & Mobile

Now we are leading our lives as a mobile sick. Mobile among the students has become a gadget of glamour, dignity, fashion and false status. The excess use of mobile and watching Television is creating hazardous impact on life style and daily routine work. It is losing our health, reducing the mental status and weakening our eye sights. 'Simple living and High thinking' has become a stone of far vision from our society. Showing lustrous films, naked pictures and dreadful dangerous scenes have become common factors of the vision. Foreign channels play a very vital role in relaying dirty and corrupted scenes. Negativity of life leads to the untimely death among the students.

Our culture teaches us love, humanity, peace and brotherhoodship among the people. 'The whole world is our family' & 'Service to man is the service of God', are our principles.

Thus, we need to use these gadgets for the betterment & uplifting of life. Their use should be well-directed and purposive.

IMPORTANTANCE OF 3R's



Mankind has use the resources of the earth so lavishly and recklessly . that the whole life supporting system has been endangered. In the process of obtaining food and energy.large amount of solids ,liquid and gaseous waste has been produced. These waste accumulate as pollutants and poison our environment. Advances in science and technology have led to a very profitable utilization of wastes and several nations have taken steps in this field . this also lays stress on an urgent need for involvement of general public to live in a better environment and to keep in mind the welfare of our future generations , we have a moral responsibility to undertake efforts in the reduction of wastes

A new way of waste reduction is , creating systems that will sort waste as recyclables , compostables and . one of the best options is to reduce reuse and recycle the waste . now the time has come for a "Sustainable Society" instead of a "Throw Away Society".

We can do a few things on our part :

- find the materials that are recyclable.
- buy goods made from recyclable materials.
- Reject unnecessary packing.
- Reuse things instead of throwing them.

For stable economic growth resources must be carefully used and technologies for recycling , reusing and reducing waste must be evolved the choice is between one time use of materials , i.e. sustainable society .

Limited resources have to be used judiciously . if the current rate of utilization of resources continues , time will come when future generations will have no resources . Besides this , waste gwnration is also creating serious problems along with degradation

RKVM

Teacher's
Article

IMPORTANTANCE OF 3R's

of environment. Infact the solution to waste problem lies not in destroying waste but avoid making it in the first place .

Reduce

This is the reduction of waste at the source of its generation .it could be done either by changing process from which waste is generated or by changing the type of raw materials in use . reducing the quantity of waste at any stage further reduces the need of landfill sites for waste dumping and also use of incinerators, which produce some highly toxic gases.

Reuse

This refers to the use of any substance or item again and again , till it cannot be further used . people should op for Items which are durable and long lasting , so they are not required to be replaced after a short span of time. Reusing the same item is also beneficial for the environment . this removes and reduces the stress on resources , which are required for the production pf new items . it also reduces the quantity of waste generations.

Recycle

It is generally referred to as the conservation of resources. In recycling , a product at the end of the its service life is converted to another useful product. Recycling involves separating , collecting , processing , marketing and ultimately using the material that was once thrown away. Recycling conserves resources because it reduces the need of the raw materials. The process of creating new product from waste is extremely efficient and produces virtually no by product . for sustainable economic growth , resources must be used carefully and technology for waste recycling should be evolved.

Scientific Explanation of Various Natural Phenomenons

My mission is to share my view and passion for education with our future explorers help students to dream big and help get tools , so my students can make those dreams become a reality and help positively changed the world.

Sciences not only way of knowledge about ourselves and the world around us. Human gain understanding in many other ways. Such as through literature , art , religious experiences but these subject extend beyond science realm which is to obtain a better understanding of the natural world.

Scientific investigator seek to understand natural phenomena by observation and experimentation . Science has been greatly successful at explaining natural process. It also to major improvement in technology and public health and welfare.

Some qualities of good science teacher -

- 1) Engages students at high level.
- 2) Knows students learning styles.
- 3) Bring Science lesson with real world applications .

Science teacher not only helps to find answer and questions ,they inspire their students to seek out the answers for themselves.

Conclusion

Learning with observation and observation need experiments, for experiment we need unit and instruments then we find characters and prepare a checklist, develop our sense organs for observation is required .

All this work is possible only with the corporation of teacher and parents.



Nidhi Sharma
TGT
(Science Teacher)

**Teacher's
Article**

Role of Nutrition in human life

Nutrition has a very important role in human life. The physical structure of human is nutritional based. It takes nutrition like a person; the mental and physical development of the person is nourished. A balanced diet is required for every age group. The most important role of a balanced diet is in the growing age; the storage fills at the same time. They support lifetime body. It should not be ignored just as small plants need water and sunlight, and if he gets all this at the right time, he can become a fruit-bearing tree. Similarly, when human gets the right nutrition, his help grows in the right direction.



Nisha

**Teacher's
Article**

PHYSICS IN OUR DAILY LIFE

Physics also defined as application of mathematics in a daily physical life . To be precise each of our act that we do is somewhere directly or indirectly related to Physics

Absence of Physics may lead us to a great trouble as physics is medium through which we can listen see walk speak write etc

For example friction, the opposing force helps us to walk or helps cars to move on road its absence may cause slipping of cars etc

thermodynamics the study of thermal energy helps us identifying and observing The Heat Kinematics the study of motion helps us define the motion of an object

Ray optics helps us to observe vision and power of sight

Motion help us in daily life to the most for example if you hit a wall you hurt your hand . It is third law of motion which states each action has equal and opposite reaction . You don't touch a hot Pan because you have a basic knowledge of heat .While driving you don't apply sudden brake because you may .Fall here comes knowledge of kinematics and laws of motion and its application .

This all concludes that absence of Physics may cause disturbance to our day to day life Hence physics is very important in our day to day life



Bhumika Vaishampayan
(RKVM MPBSE)

**Teacher's
Article**

Polythene Bags A Great Nuisance



Ashok Sharma
RKVM MPBSE
PGT English

Something is made for trouble. Polythene is in like these. Polythene made with organic compound that can never destroy. Some people go to market and bring items in polythene bags because they feel shame in taking bag in their hand perhaps they don't know these polythene may be cause of many diseases. People think polythene bags are most convenient and inexpensive so some people do the business of polythene bags. I think government has banned polythene bags but implementation is not up to the level.

Polythene bags are extremely harmful because of being non-degradable. If we throw waste polythene in the open drains and gutters get choked. When drains and gutters choke it hampers flow of sewage, so this is harmful to our daily life. If any stray animal eats it, the intestine will be chocked and animal would die.

Using cloth shopping bags is one simple way to lessen your use of plastics. It is time when we all must contribute our bit to make this ban a success. Thus we the educated lot of society must take it as our responsibility to stop using plastic bags. In this way, we can support the government in this campaign.

**Teacher's
Article**

POVERTY: AN ECONOMIC CHALLENGE IN INDIA

India is one of the fastest-growing economies in the world; poverty has been on a decline in this country, with close to 44 Indians escaping extreme poverty every minute, as per the World Poverty Clock. India has been able to lift a significant percentage of its population out of poverty, but many still live in it. India had 73 million people living in extreme poverty which makes up 5.5% of its total population, according to the Brookings report. In May 2012, the World Bank reviewed and proposed revisions to their poverty calculation methodology and purchasing power parity basis for measuring poverty worldwide. It was a minimal 3.6% in terms of percentage. As of 2016, the incidence of multidimensional poverty has almost halved between 2005–06 and 2015–16, declining from 54.7 percent to 33.8 percent.

According to United Nations Development Program Administrator Achim Steiner, India lifted 271 million people out of poverty in just a 10-year time period from 2005/06 to 2015/16.

The World Bank has been revising its definition and benchmarks to measure poverty since 1990, with a \$2 per day income on purchasing power parity basis as the definition in use from 2005 to 2013. Some semi-economic and non-economic indices have also been proposed to measure poverty in India. For example, in order to determine if a person is poor or not, the Multi-dimensional Poverty Index places a 33% weight on the number of years that person spent in school or engaged in education and a 6.25% weight on the financial condition of that person.

The different definitions and underlying small sample surveys used to determine poverty in India have resulted in widely varying estimates of poverty from the 1950s to 2010s. In 2012, the Indian government stated that 22% of its population is below its official poverty limit. Based on 2005's PPPs International Comparison Program, in 2011, the World Bank estimated that 23.6% of Indian population, or about 276 million people, lived below \$1.25 per day on purchasing power parity. According to the United Nation's Millennium Development Goals (MDG) program, 270 million people out of 1.2 billion Indians, roughly equal to 21.9% of India's population, lived below the poverty line of \$1.25 in 2011-2012.

From the late 19th century through the early 20th century, under British colonial rule, poverty in India intensified, peaking in the 1920s. Famines and diseases killed millions each time. After India gained its independence in 1947, mass deaths from famines were prevented. Since 1991, rapid economic growth has led to a sharp reduction in extreme poverty in India. However, those above the poverty line live a fragile economic life.

Kousar Parveen
RKVM (MPBSE)
Sharda Balgram

**Teacher's
Article**

POVERTY: AN ECONOMIC CHALLENGE IN INDIA

Teacher's Article

The population below the poverty line in India was 354 million (29.6% of the population) in 2009-2010 and was 269 million (21.9% of the population) in 2011-2012. In 2014, the Rangarajan Committee said that the population below the poverty line was 454 million (38.2% of the population) in 2009-2010 and was 363 million (29.5% of the population) in 2011-2012. Deutsche Bank Research estimated that there are nearly 300 million people who are in the middle class. If these previous trends continue, India's share of world GDP will significantly increase from 7.3% in 2016 to 8.5% by 2020. In 2012, around 170 million people, or 12.4% of India's population, lived in poverty (defined as \$1.90 (Rs 123.5)), an improvement from 29.8% of India's population in 2009. In their paper, economists Sandhya Krishnan and Neeraj Hatekar conclude that 600 million people, or more than half of India's population, belong to the middle class.

The Asian Development Bank

estimates India's population to be at 1.28 billion with an average growth rate of 1.3% from 2010-2015. In 2014, 49.9% of the population aged 15 years and above were employed. However, 21.9% of the population still lives below the trends in India, which are based on the latest data, of the World Bank, among others. As per recent estimates, the country is well on its way of ending extreme poverty by meeting its sustainable development goals by 2030.

According to Oxfam, India's top 1% of the population now holds 73% of the wealth while 67 crore citizens, comprising the country's poorest half, saw their wealth rise by just 1%. The causes of poverty

- Landlessness
- Unemployment
- Size of families
- Illiteracy
- Malnutrition
- Child labour [children not able to go school]
- Helplessness

The Development Of Plasma Physics

Like a gas, plasma does not have definite shape or volume. Unlike gases, plasmas are electrically conductive, produce magnetic fields and electric currents, and respond strongly to electromagnetic forces. Positively charged nuclei swim in a "sea" of freely-moving disassociated electrons, similar to the way such charges exist in conductive metal, where this electron "sea" allows matter in the plasma state to conduct electricity.

A gas is usually converted to a plasma in one of two ways, e.g., either from a huge voltage difference between two points, or by exposing it to extremely high temperatures. Heating matter to high temperatures causes electrons to leave the atoms, resulting in the presence of free electrons. This creates a so-called partially ionised plasma. At very high temperatures, such as those present in stars, it is assumed that essentially all electrons are "free", and that a very high-energy plasma is essentially bare nuclei swimming in a sea of electrons. This forms the so-called fully ionised plasma.

The plasma state is often misunderstood, and although not freely existing under normal conditions on Earth, it is quite commonly generated by either lightning, electric sparks, fluorescent lights, neon lights or in plasma televisions. The Sun's corona, some types of flame, and stars are all examples of illuminated matter in the plasma state.

The modern concept of the plasma state is of recent origin, dating back only to the early 1950s. Its history is interwoven with many disciplines. Three basic fields of study made unique early contributions to the development of plasma physics as a discipline; electric discharges, magnetohydrodynamics (in which a conducting fluid such as mercury is studied), and kinetic theory.



Rajeev Saxena

**Teacher's
Article**

Fossil Fuel

Fossil fuel is very common now a days, but in starting days of using fossil fuel created more trouble for nature. Man synthesised many optional fuel to reduce the pollution of the environment but biofuel is one of the best option for substitute of fossil fuel. Bio fuel has great pros that it can be recreated has great attribute for natural disposal as well as disintegrate into biodegradable product and not harmful for the environment.

There is lot of biofuel like ethanol jetropa oil , algae lipid fuel that can be used as a substitute for fossil fuel but it's commercial manufacturing is still costly as compare to the fossil fuel. Research has been made in this direction but no significant work has been done for commercial use of biofuel and still science searching ways to find the evolution of cheaper and safer biofuel.

As my research has done for lipid oil extraction and it's use as a substitute for fossil fuel. I can proudly announce that some day India will surely find good cheaper and safe biofuel for our country's need.

**Teacher's
Article**

Dr. Shalini Shivhare

Century of Technology and Science



Shashi Raghav

All are living in the century of technology and Science. Physics governs our everyday lives and is involved in a number of activities perform. we use physics in our daily life things. By physics we deal the things like matter, force, energy and motion. These all are related to task everyday life, when we look around us, we can see number of things around us. A number of principles of Physics are involved in simple act of walking. It involves concepts of weight, friction, potential, gravitational force and kinetic energy. when we set foot on ground, we actually put weight that is $w=mg$ and apply backward force on ground. Heat, temperature and work is also branch of Physics, when we cut fruit and vegetables, we never realised that physics could be involved in this simple task, we have to exert pressure on knife. our body parts also working under of the law of Physics and Chemistry. Hence we have seen Limited example of Physics but over life is governed by science. Cars, refrigerators, Microwave and escalators made by human being for doing the work easily. Hence we can say that our life is ruled by physics.

**Teacher's
Article**

Sri Sri Sarada Devi and 'Ramkrishna Bhavdhara'



Ananya Das

Sri Sarada Devi known to millions as Sri Sri Maa or Holy mother, is the spiritual consort of Sri Ramkrishna Born on 22 December, 1854 in the village of Jayrambati. She was married to Sri Ramkrishna, according to the custom prevalent in India in those days at the age of six.

After the Master's passing away, she played a significant role as the spiral teacher and universal mother is the development of the Ramkrishna Movement. Sarada Devi is also reverentially addressed as the Holy Mother (Sri Sri Maa) by the followers of the Sri Ramkrishna monastic order. Sri Sarada Devi or Sri Sri Maa is one of the notable woman saints and mystics of the nineteenth century. She powed the way for the future generation of woman to take up monasticity as the means and end of life. In fact the Sri Sarada Math and Ramkrishna Sarada Mission situated at Dakshineswar is based on the ideals and life of Sri Sri Maa. Sri Sarada Devi played an important role in the growth of the Ramkrishna Movement. Sri Sri Maa also played an important role as the advisory head of a nascent organisation that became a monastic order devoted to social work ---- The Ramkrishna Mission.

She also initiated several prominent monks into the Ramkrishna order. Swami Nikhilanand, a previous freedom fighter inspired so much by Sri Sri Maa that he not only took diksha from her but also join the Ramkrishna order and became monk. He eventually founded Ramkrishna Vivekananda Centre in New York.

Though Sri Sri Maa uneducated herself but always advocated education for woman. She interested sister Nivedita - a girls' school. In 1954 Sri Sarada Math and Ramkrishna Sarada Mission a monastic order for woman was founded in the honour of Sri Sri Sarada Devi. Swami Vivekananda attended the Chicago Parliament of religions after receiving the blessing of holy mother. It still in present day if we follow her teachings and think thoroughly what she said or she think years before we find that she was a fortune teller. As she advocated girls' education and women education what we today advocated as Beti Bachao Beti Padao.

**Teacher's
Article**

Social Media use and its Perspectives on Education



Tripti Gupta

Among the Essentials of technology, the effect of social media on people has been an important issue which increases day by day. The aim of this study is to determine the purpose of students' social media use and also to determine their perspectives on education. According to the study findings, the students had an effective role on acquisition of information on social media and this provided effective learning which means easy sharing of information. Also; it has been reported that, the information that students get through the groups contributed to their lesson achievements and together with other multimedia tools this environment increased their motivation. This means that; the broadcasts through social media or the record of the lessons provide advantages in using the social media in education. So that, the students may repeat the lesson according to their pace. The social media improves the cooperative learning of the students and their communication with the teachers become easier which means, in terms of student centered education the use of social media is very essential.

**Teacher's
Article**

Bhagwat Gita - Solution of All Problems



Rekha Dixit

Teacher's Article

<p>ANGER Chapter 2 - text 56 Chapter 2 - text 62 Chapter 2 - text 63 Chapter 5 - text 26 Chapter 16 - text 1-3 Chapter 16 - text 21</p>	<p>DEMOTIVATED Chapter 11-text 33 Chapter 18-text 48 Chapter 18-text 78</p>	<p>LAZINESS Chapter 3-text 8 Chapter 3-text 20 Chapter 6-text 16 Chapter 18-text 39</p>
<p>विधिं नरकस्येदं द्वारं नाशनमात्मनः । कामः क्रोधस्तथा लोभस्तस्मादेतत्त्रयं त्यजेत् ॥ काम, क्रोध तथा लोभ-ये तीन प्रकारके नरकके द्वार * आत्माका नाश करनेवाले अर्थात् उसको अधोगतिमें ले जानेवाले हैं। अतएव इन तीनोंको त्याग देना चाहिये</p>	<p>तस्मात्स्वमुत्तिष्ठ यशो लभस्व जित्वा शत्रून् हव राज्ञं समृद्धम् । मयैवैते निहताः पूर्वमेव निमित्तमात्रं भव सत्यसाधिनः ॥ अतएव तू उठ । यश प्राप्त कर और शत्रुओंको जीतकर धन-पातकसे सम्पन्न राज्यको भोग । ये सब शत्रुवीर पहलेहीसे मेरे ही द्वारा मारे हुए । हे सत्यसाधिन !* तू तो केवल निमित्तमात्र बन जा ।</p>	<p>इष्टान्मोगान्नि वो देवा दास्यन्ते यश्चाविताः । तैर्देतानपदायैभ्यो यो भुङ्क्ते स्तेन एव सः ॥ यज्ञ के द्वारा बढ़ाये हुए देवता तुमलोगोंको बिना मांगे ही इच्छित भोग निश्चय ही देते रहेंगे। इस प्रकार उन देवताओं के द्वारा दिये हुए भोगोंको जो पुरुष उनको बिना दिये स्वयं भोगता वह चोर ही है। १२ ॥</p>
<p>CONFUSION Chapter 2-text 7 Chapter 3-text 2 Chapter 18-text 61</p>	<p>FEAR Chapter 4-text 10 Chapter 11-text 50 Chapter 18-text 30</p>	<p>PRIDE Chapter 16-text 4 Chapter 16-text 13-15 Chapter 18-text 26 Chapter 18-text 58</p>
<p>ईश्वरः सर्वभूतानां हृदयोऽर्जुन आस्यन्सर्वभूतानि यन्नास्वानि मायया ॥ हे अर्जुन ! शरीररूप यत्नमा आरूढ हुए सम्पूर्ण प्राणियों को अन्तर्दामी परमेश्वर अपनी माया से उनके कमक अनुसार भ्रमण कराता हुआ सब प्राणियों के हृदय में स्थित है ॥</p>	<p>पवृत्तिं च निवृत्तिं च कार्याकार्ये भवाभये । बन्धं मोक्षं च वा वेत्ति बुद्धिः सा पार्थ सात्त्विकी ॥ हे पार्थ ! जो बुद्धि पवृत्ति मार्ग और, निवृत्ति मार्ग को*, कर्तव्य और अकर्तव्यको, भय और अभयको तथा बन्धन और मोक्ष को यथायथ जानती है-वह बुद्धि सात्त्विकी है ॥ ३० ॥</p>	<p>दम्भो दोऽभिमानश्च क्रोधः पाकृष्यमेव च । अज्ञानं चाभिजातस्य पार्थ संपदमासुरीम् ॥ हे पार्थ ! दम्भ, घमण्ड और अभिमान तथा क्रोध, कठोरता और अज्ञान भी ये सब आसुरी-सम्पदाको लेकर उत्पन्न हुए पुरुष के लक्षण हैं ॥</p>
<p>DEPRESSION Chapter 2-text 3 Chapter 2-text 14 Chapter 5-text 21</p>	<p>UNCONTROLLED MIND Chapter 6-text 6 Chapter 6-text 6 Chapter 6-text 26 Chapter 6-text 35</p>	<p>TEMPTATION Chapter 2-text 60 Chapter 2-text 61 Chapter 2-text 70 Chapter 7-text 14</p>
<p>माश्रयस्पर्शस्तु कौन्तेय शीतोष्णसुखदुःखदाः । आगमापायितोऽनित्यास्तास्तितिसस्व भारत । हे कुन्तीपुत्र! सर्दी-गर्मी और सुख-दुःखको देनेवाले इन्द्रिय और विषयोंके संयोग तो उत्पत्ति-विनाशशील और अनित्य हैं; इसलिये हे भारत ! उनको तू सहन कर</p>	<p>असंशयं महाबाहो मनो दुर्निग्रहं चलम् । अभ्यासेन तु कौन्तेय वैराग्येण च गृह्यते ॥ श्री भगवान् बोलें हैं महाबाहो ! निःसन्देह मन चंचल और कठिनतासे वशमें होनेवाला है; परन्तु हे कुन्ती पुत्र अर्जुन ! यह अभ्यास* और वैराग्य से वश में होता है</p>	<p>यततो ह्यथि कौन्तेय पुरुषस्य विपरिधतः । इन्द्रियाणि प्रमाथानि हरन्ति प्रसभं मनः ॥ हे अर्जुन ! शक्ति का नाश ज हृदयके कारण ये प्रमथन स्वभाव वाली इन्द्रियां चंचल करते हुए बुद्धिमान् पुरुषके मनको भी बलात्कारसे हर लेती हैं। ६० ॥ तानि सर्वाणि संयम्य युक्त आसीत मत्परः । वशे हि यस्येन्द्रियाणि तस्य प्रजा प्रतिष्ठिता</p>

Swami Vivekananda

Kajal Nagouri

Teacher's Article

स्वामी विवेकानन्द(बांग्ला: স্বামী বিবেকানন্দ) (जन्म: 12 जनवरी, १८६३ - मृत्यु: ४ जुलाई, १९०२) वेदान्त के विख्यात और प्रभावशाली आध्यात्मिक गुरु थे। उनका वास्तविक नाम नरेन्द्र नाथ दत्त था। उन्होंने अमेरिका स्थित शिकागो में सन् १८९३ में आयोजित विश्व धर्म महासभा में भारत की ओर से सनातन धर्म का प्रतिनिधित्व किया था। भारत का आध्यात्मिकता से परिपूर्ण वेदान्त दर्शन अमेरिका और यूरोप के हर एक देश में स्वामी विवेकानन्द की वक्तृता के कारण ही पहुँचा। उन्होंने रामकृष्ण मिशन की स्थापना की थी जो आज भी अपना काम कर रहा है। वे रामकृष्ण परमहंस के सुयोग्य शिष्य थे। उन्हें प्रमुख रूप से उनके भाषण की शुरुआत "मेरे अमरीकी भाइयो एवं बहनो" के साथ करने के लिये जाना जाता है।^[5] उनके संबोधन के इस प्रथम वाक्य ने सबका दिल जीत लिया था।

कलकत्ता के एक कुलीन बंगाली परिवार में जन्मे विवेकानंद आध्यात्मिकता की ओर झुके हुए थे। वे अपने गुरु रामकृष्ण देव से काफी प्रभावित थे जिनसे उन्होंने सीखा कि सारे जीवों में स्वयं परमात्मा का ही अस्तित्व है; इसलिए मानव जाति की सेवा द्वारा परमात्मा की भी सेवा की जा सकती

Vedic Mathematics



Satyadev Sharma
TGT Mathematics
Rkvm mpbse

Vedic Mathematics is a collection of Techniques/Sutras to solve mathematical arithmetics in easy and faster way. It consists of 16 Sutras (Formulae) and 13 sub-sutras (Sub Formulae) which can be used for problems involved in arithmetic, algebra, geometry, calculus, conics.

Vedic math was rediscovered from the ancient Indian scriptures between 1911 and 1918 by Sri Bharati Krishna Tirthaji (1884-1960), a scholar of Sanskrit, Mathematics, History and Philosophy. He studied these ancient texts for years, and after careful investigation was able to reconstruct a series of mathematical formulae called.

Bharati Krishna Tirthaji, who was also the former Shankaracharya (major religious leader) of Puri, India, delved into the ancient Vedic texts and established the techniques of this system in his pioneering work -- Vedic Mathematics (1965), which is considered the starting point for all work on Vedic math. It is said that after Bharati Krishna's original 16 volumes of work expounding the Vedic system were lost, in his final years he wrote this single volume, which was published five years after his death.

Veda is a Sanskrit word which means 'Knowledge'.

Using regular mathematical steps, solving problems sometimes are complex and time consuming. But using Vedic Mathematic's General Techniques (applicable to all sets of given data) and Specific Techniques (applicable to specific sets of given data), numerical calculations can be done very fast.

**Teacher's
Article**

Bharat Ratan for Anant Pai

Pained at the alarming cultural illiteracy exhibited by students in a television quiz show and also impressed by the way imported comics with western themes like 'The Phantom' were winning the hearts of Indian children, Anant Pai launched 'Amar Chitra Katha' in 1969.

'The only comics books which were allowed inside the schools'-was one of the many phrases that defined the Amar Chitra Katha series today form an Encyclopaedia of Indian culture and history.

Anant Pai had wonderful team of illustrators who worked on each of the issues with different styles. He also had a team to research the subject that was chosen.

In a country like India with its infinite diversity Amar Chitra Katha became the means through which Indian children learnt of and experienced their cultural and spiritual unity in diversity.

It was in Amar Chitra Katha and not in any history books I learnt that Sant Guru Ravidas was the spiritual guide of the Saint Queen, Mirabai. Veer Shivaji and Doctor Ambedkar came alive on the pages of Amar Chitra Katha. The way Amar Chitra Katha presented Shakuntala's story marks a milestone in children's literature in the world.

Anant Pai was not content Merely with creating Amar Chitra Katha. He launched Tinkle, a magazine for children and Partha, a magazine for teenagers. Unfortunately the latter has stopped being published. He did not work with state support or any institutional backing. Such an effort to reassert and self-discover a nation is astonishing and stand alone in the history of our post-colonial world.

Today Amar Chitra Katha still carries the light lit by uncle Pai. It reaches out not only with new titles but also with name is in the social media, which go on illustrating the cultural heritage of India - particularly from lesser known aspects and forgotten pages. The recent publications of Sardar Patel, A P J Abdul Kalam uncle and Thanjavur show that Uncle Pai's mission continues in a sustained way.

Rightly Uncle Pai should be considered as one of the builders of modern India -- a very unique builder who connected the past with the present for the prosperity and inner richness of our future.

Such person should be honoured by India, not because it should glorify him, for he was a classical Sthitha Prajna Bhagvad Gita doing his work with dedication, love and without expecting any rewards. He should be honoured because that shall be a blessing on us and our children. In honouring Uncle Pai we honour all the memories of all our great men and women throughout the history from time immemorial.

Yes, "Bharat Ratna" surely deserves Uncle Pai.

Shiva Devi Rathore

**Teacher's
Article**

ekuo l ok gh i je /keZgS



Anjana Chauhan

Teacher's Article

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Disha Thapak

Teacher's Article

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Shobha Tiwari

Teacher's Article

egkHkjr dkyL; ?Kvuk , 'kk A i k.Mq e%; f/k' Bj%/krjk'Vf e%p nq kku%, r; k%e/; s; p jkt%d%Hkos-\, 'kk l eL; k A l eL; k; k% l ek/kkuadrē
l oš kae su el=h & fong & }kj k , dk i jh{k vk; kstrk A rL; kai jh{k; ka; f/k' Bj% nq kku% p i jh{k f k u s v k l r k e - A l o š l H k l n k % e f u = i f j ' k n }
U; k; "kL=L; fo"ks k k k % i z t k % p /krjk' V L; jkt l H k k; ke-mi f l F k r k % v k l u A l o š k a i g r % i j h { k v k j C / k A i j h { k d : i s k v k l h r - l E i w k z j k t l H k A
r f l e u ~ , o l e ; s d p u v k j { k d k % p r j % ; p d k u - c n / o k j k t l H k k e - v k u h r o l r % A u l f r K % f o n g % m H k s i j h { k f k u s m D r o k u - & ^ v = H k o l r k s } k s , o
i j h { k f k u s A , r s k e - v i j k / k u k e - m f p r a l ; k ; a d # r k e - A r d l x r & l e p r & U ; k ; s u , o H k o r k % d " p u , d % ; p j k t i n L ; N r s v g % H k f o ' ; f r
A**

, rr~Jp k n q k k u % v / k s k k v o n r - & ^ v = f d e - \ m p ; r k e } d % v i j k / k % , r s k e - \ f d a - r e ~ , r % ; p d % \ ** b f r A
c) ku-v i j k / k u % i f r l a r a N r o k u l f r K % f o n g % o n f r & ^ , r s p R o k j % , o v i j k / k u % , d L ; ; p d L ; g R ; k a N r o k r L ; / k u L ; v i g j . k a N r o l r % A
, r s k e - m i f j v i j k / k % f l) % t k r % A l E i f r , r s u ; k ; k f k e - v = m i f l F k r k % A H k o l r k s % ; f / k ' B j n q k k u s } k s , o ; p j k t i n a i k l r e - i R ; k f ' k u l s L r % A
, r s k a r d l x r a l e p r a l ; k ; a N r o k l o L ; U ; k ; f u i q k r k a n " k z r k e - A H k o r k % U ; k ; % , o v = i e k . k e - A ; s u , r s u ; k ; a i k l u p u r j H k o r k % v f i u l f r x r a
K k u a i d f v r a H k o r q A**

fongL; opuaJp k v u q k . k e o n q k k u % m ä o k u - & ^ , r s l o š ; p d k % i f j J e a d r e l e f k % A i f j J e e - v N r o k v f i , r s d e k x z e - v u d j f l u r] , r k u ~
n " V e k v l u ; s l k e f t d k % t u k % v f i d e k x z e - v k f J R ; 0 ; o g k j a d f j ' ; f l u r A v r % , r s t h f o r e ~ ; k k ; k % u s] v f i r q o / k L ; ; k k ; k A v r % " k f k e o , r s k a
l o š k a N r s e R ; m . M % n k r 0 ; % A v l e k d a u l f r " k L = s v f i m f y f [k r a ; r ~ ; % f u j i j k / k u % g R ; k a d j k r] r s k a / k u k i g j . k a p d j k r] u i % r L ;
v i j k / k u % N r s e R ; m . M a n U o k l e k t a j { k r - A**

l H k l n % n q k k u L ; U ; k ; a J p k d j r k M u s u r L ; m R l k g o / k u a N r o l r % A v u l r j a e g k R e k f o n g % m ä o k u - & ^ ; f / k ' B j ! H k o k u - v f i u l f r " k L = k u d k j a
, r s k a u ; k ; a d j k r j ; s u H k o r % v f i u l f r K r k i z d f v r k H k o s - A**

l o k u - l H k l n % i z k e ; ; f / k ' B j % i " V o k u - & ^ l o š E k e a v g e ~ , r s k e - v i j k / k u k a u e k f u o . k e p K k r e ~ b P N k e A v u l r j a U ; k ; a d r e i z R u a
d f j ' ; k e A

n q k k u % m i g k l i w z e - o n f r ^ v j s ! U ; k ; s u l g o . k L ; d % l E c u / k % \ , ' k % U ; k ; a d r e ~ , o u t k u f r v = l H k k ; k a h k e a t u ; f r A**
f i r k e g % H k h ' e % v o n r - & ^ o R l ! n q k k u ! d e f k e e / ; s 0 ; o / k u e - d j k r A l % ; r - d e f i o n f r r r - v o / k u i w z a J k r 0 ; e - A 1 / 4 ; f / k ' B j a i f r 1 / 2
v k e } o R l ! ; f / k ' B j ! ; F k H k o r % b P N k r F k i P N r q A**

H k h ' e % v k j { k d k u - i f r v o n r - & ^ ; f / k ' B j L ; i z u L ; m i k j a n h ; r k e - A** v k j { k d k % m ä o l r % & ^ , d % v i j k / k h " k m z k r h ; % d e z h k l % f } r h ; %
o s ; t k r h ; % i o h . k % r r h ; % { k f = ; t k r h ; % i F o h i k y f l g % p r j k % p c k ā . k t k r h ; % l o K d e k j % A**

v k j { k d k . k e - m i k j a J p k ; f / k ' B j s u U ; k ; % J k f o r % & ^ d e z h k l L ; N r s i p o ' k z k a l J e d k j k o k l % i o h . k L ; N r s n " k o ' k z k a d B k j d k j k o k l %
i F o h i k y f l g L ; N r s f o k f r o ' k z k a l J e d B k j & d k j k o k l % r F k p l o K d e k j L ; N r s l o š k a i g r % v | s v u q k . k e ~ , o v k p k ; z h s k %
d B k j n . M f u / k j . k a d f j ' ; f r ; r k g c k ā . k k ; n . M a n k r q e e v f / k d k j % u k f l r ** b f r A

^ g k g k g k d m " k % U ; k ; % A v i j k / k % l e k u % f d u r q n . M % f H k u % f H k u % A v = l e k u r k d e \ , ' k % r q l ; k ; " k L = L ; ^ d [k x * v f i u t k u f r A

Teacher's Article

v{kE; %ckã.k%

f/kd~, re} ; %o.kæi`VøkU; k; adjkŕA** , oang kãku%mi gkl i wãlai zyki adjkŕ A
`vya izyki s** A x#% nts kpk; % nq kãkua r tZ; Rok ; f/kf' Bj a i fr onfr & ^oRI] ; f/kf' Bj ! Hkor%U; k; L; foopuk vko"; dh A U; k; L;
foopu; k , o l okã ka"ka kuka l ek/kuaHko' ; fr A**
; f/kf' Bj % "kãr f pãku mäoku- & ^kãz tkrh; % deñkl % vf" k{kãkj . kkr~ l adkj ghurko" kkr~ p vKkuh vflr A vKkuo" kkr~, 'k% vij k/ka Ñroku~
vr% deñkl L; Ñrs ipo' kãkãl Jedkj kokl % nãk% A oš; tkrh; % i ðh. k% l k{kj % vflr] l oš kã i k s k. ke- vfi oš; L; dk; ±Hkofr] rL; Kkue- vfi
deñkl L; vi {k; k vf/ k de- A l % Kkrok , o vflou- dk; ð i ðãk% A rL; nãk% deñkl L; vi {k; k f} xq. kre- vr% rLeSn" ko' kãkã d Bkj &
dkj kokl % nãk% A {kf=; tkrh; % l okã- i kyuk; j {k; Sp Hkofr A {kf=; % jktul frai fBrok l oš kã tukukaj {kãdj kŕ fdUrq, 'k% i Fohi kyfl g% gr; k
& yq Bu k fndk; ð i ðãk% A dãk; kr- foef k% Hkrok fufur s dk; ð l yXu% vr%, rL; Ñrs foãk fro' kãkãl Jedkj & dkj kokl % nãk% A , 'k% ckã. k%
l oš kã tukuka x#% l oã; % dãk; kdãk; L; ckã kã dkj; fr] , rL; , o funãkusu l o±jkt dh; adk; ±i pyfr] , rL; glrs, o l okã jktul fr%
/keul fr% , 'k% , o Hkã g% vFkã- Hkãno% l Ei wã jktrã= e- vfi , rL; vKkuo kã i pyfr ; fn , 'k% , o vR; kpkj adfj' ; fr rfgZ l ekt% l lekã ð
dFlapfy' ; fr \; fn , 'k% onr- vga f" k{kr% ukLe pãfi , rL; , o nãk% Kkui kãr; Fkã~, rsu ik. ki . ku iz Ru% dj . kh; % A dkj . ke- Kkui kãr% , o
ckã. kroe} mäe- vfi & ^cã tkukfr bfr ckã. k% A*
^kãksnelri % "kãpã {kãr jktãeo p A
Kkuafo Kkue kãrD; acã deZ loHkote- AA*
ckã. kãkãk; ±"ke% ne% ri% "kãpã "kãr% vktã kãkã foKkue} vflrD; e- bR; rãku , o loHkõsu cã deZ. k Hkofur A , rãku deZ. k fogk;
, 'k% gr; kãyq Buap dj kŕ] , ran' Vøk , o l oš tuk% lodãk; L; fu/ kã. kãdãr A ; fn , 'k% ckã. k% , o de kã ð i fr' ; fr rfgZ l Ei wã jkã; au' Va
Hko' ; fr A ckã. kã; v/ kã fr% , rLe kr- dkj . kkr~, o tk; ekuk vflr A , 'k% l oš ke- vi {k; k vf/ kdnkã vflr vr%, rL; Ñrs v kpk; ð kã k%
l oš kã i g r% v | ð vuãk. ke~, o defi d Bkj rean. Ma pãr; rãã rnk , o l ekt% loaj f {kre- vuãkfo' ; fr** bfr A
; f/kf' Bj L; U; k; a Jãk l oš l Hkã n% mRI kãr k% i ð Uuk% p Hkãk rai zããl rollr% A
bfr "ke- A

tu l ok gh l Pph l ok gSA

vPNsyks ntl jkadsfy, thrsgatcfd ntlV yks ntl jkai j thrsgab

fi NysdbZI kykadsnkj ku ykxkaea [kpx thzdh Hkkouk cgr dj fn [kkbznh gSykd LokFkhzykyph vksj erych gksx, gshkh ntl jkadh ughaf l QZvi usgh LokFkzdh fparc djrsgavkt Hkh ; gh gkykr gSyks gj ckr eai thrsgabl l sepsD; k Ok; nk \ ; k bl l sepsD; k feyxx A yfdu , d kjos k gea [kq kh ughansx D; kfid jke—" .k i jega usl Pph [kq kh dk jkt crkrs gq dgk & yusl snuk /ku; AB

D; k okdbZI Pph [kq kh yusdsc tk; nusl sfeyrh gS th gkafcYdy A i jes oj dksgh yhft , A og pthou dk l krk gs ; kuh ml usgeaft mxh nh gsog geaog l c nrk gsf t l l sge [kq k vksj ; g cu l dsl pep] p gj , d vPNk ojnu vksj gj , d mUke nkuB ml h dh rjQ l svkrk gSA og vi usgkFk dh j puk ; kuh ba kukal scgr l; kj djrk gsvksj mudh [kq kh dsfy, dN Hkh nusl si hNsughagVrk th gkabz oj ges kk D; k jgrk gSbl fy, og pi je /ku; i jes ojB gSA vc tjk , d i fjokj dh fel ky yhft , vxj vki , d ekrk&fi rk rksvki c [kuch tkursgafd cPpsdh i jofj 'k djusefdrusR; kx djusi Mfsga dbZI kykard cPpkadksvki dsfd l h Hkh l; kj dk , gl kl ughagkrk fQj Hkh vki l snrsjgrsgam l dsfy, R; kx djrsga vksj tc vki ml sc<fsgq QyrsQyrsvksj rjDdh djrsgq ns[krsgarksvki dk l huk xozl spkBlk gks tkrk gSD; ka D; kfid vki ml scgn l; kj djrsgavksj ; g mUgansrjgrsgage bz oj vksj ckdh Hkkbzcgukal scgn l; kj djrsgabl fy, ge mudh l ok djuseavksj mudsfy, dkbZHkh R; kx djusea [kq kh feyrh gSyfdu vxj dkbZHkkbz; k cgU LokFkhzgstk, vksj dN i kusdh jkuh l si jes oj dh Hkfa djusyxrksml s [kq kh dHkh fey gh ughal drh yfdu tksfcuk fdl h LokFkzdsi jes oj dh l ok djrk gsvksj ykxkadh l ok djrk gsm l scgn [kq kh feyrh gSD; kfid ml si kuh l sT; knk ntl jkadsn usdh fparc gkrh gSbl hfy, fdl h usl p gh dgk gSP tu l ok gh l Pph l ok gSA



Nisha Dubey

Teacher's Article

dyk dk vFkZ



Dr. Jyoti Saxena
PGT
RKVM (CBSE)

Teacher's Article

Hkkj rh; fp=dyk dk mnxe çkxfrgkfl d dky l sgvyk gSA ekuo dsfodkl dsl kfk fp=dyk Hkh vi usmRd"kdksçklr djrh jgh A ekuoh; Hkkokadh vfHkO; fä gh dyk gSA bl dk ç; kx l oçFke onkaens[kusdksfeyk A f' kYi k vkj dyk nksuka' kCnkadk ç; kx dykdj gksuvyx&vyx : i eafd; k gSdykvkadk oxhZdj .k vyx&vyx ; çkaevyx vyx fof/k; kal sgkrk jgk gSfyr dyk ead[; : i l si kq dykvka dk o.ku gSl æhr] dkO;] fp=] efrZrFkk okLrqdyk A yfyr dyk l kn; Zçnku djrh gA çkphu l e; eayksx 64 dykvka l si fjfpr FkA l e; dsl kfk dykvkadk l a[; k ?kVrh xbA orZeku eadyk Ng Hkkxkaea l hfer gksxbA l æhr] uR;] dfork] efrZdyk] fp=dyk] vkj okLrqdyka çkphu l e; dh xQkvkaesf' kykvksi j vfidr çkphu ys[kkal sdyk /keZ, oaokLrqfuekZ.k dh tkudkj h gsrh gSvtark] , ykj k] cknkeh] l kj ukFk] vkfn txgkaeady—fr; kadsfo" k; eatkudkj h feyhA

çkxfrgkfl d dky eadegu tknMks, oagM+i k dh [kqkbZea çklr eksj ka i j i 'kqvk—fr; kadk vadu gS dyk dksfofHkUu vFkkZea i fjHkkf"kr dj l drsgdtS s& dyk l R; dh vuHkkir gS dyk çHkkokadh vfHkO; fä gS dyk vuqj .k gS jæ] /ofu] 'kCn vkfn ds}kj k Hkkoka dh vfHkO; fä dksHkh ge dyk dk uke nsl drsgadn fo}kukaushkh dyk dksvyx vyx vi usvi usfopkjkaeO; ä fd; k gS

çkphu xQk eaçklr gq fHkfÜk fp= , oaefrZdyk dsvk/kkj i j dyk dsfo | kffkZ, kadksf' kf{kr fd; k tkrk gSbl h dyk dks gekjsfo | ky; eaHkh fp=dyk dsvk/kkj i j fo | kffkZ, kadksf' kf{kr dj usdk l kkkX; çklr gvyk gSfo | kffkZ, kadksçkphu dky dsdykdj kafp=dkj kaefrZdkj kadsl aak eaf' kf{kr fd; k tk jgk gA

gekjsthou eadyk dk egroi wkZLFkku gSvFkkZr ge dg l drsgdfd thou thusdh , d dyk gSge vi usHkkokadksdyk dk eirZ: i

ndj fHkfÜk ; k Hkfe fp= eavfidr dj l drsgd

ç; kœkRed f' k{kk , oaf' k{kk eœuokleš'k



**Dr. Uma Pathak
Coordinator**

Teacher's Article

; g ckr v{kj 'k: l R; gš dh ' ; fn nš'k dksčnyuk gšRksf' k{kk dksčnykš & f' k{kk ç; kœkRed gksuh pkfg, vksj f' k{kk eœuokleš'k dk l nš Lokxr gksuk pkfg, A ; fn geavi usNk=kadh mlUfr djuh gšRksgeaf' k{k.k i)fr eajkp d i f jorLz ykuk gksœkA ft l çdkj vko' ; drk vkfo"dkj dh tuuh gkrh gš Bhd ml h çdkj vkt f' k{k.k i)fr eacnyko Nk=kadksfo | ky; ykusdsrjhdkaeykteh gš f' k{kdkadk e/kj crkš Nk=kadsçfr l çkn o l dkj kRed 0; ogkj 'kš{k d y{; kadh çkflr eš, d egroi wkZHkredk dk fuoŷu dj rsgš l ekt dh cgrjh dsfy, tksBkd dne mBk, tkrsgš tksuokpkj vi uk, tkrsgš vkjšk eadfbukb; kadk l keuk dj uk i Mfrk gš fdrq bl dk vk'k; drbzughafd ge ubzi)fr; kadksuk Lohdkj ŷuok pkj ea; k rksl Qyrk feyrh gš ugharksu; k vutko t: j feyrk gš vkt vko' ; drk gš i jã jkxr fof/k; kadksNkMdej uohu fof/k; kadksvi ukusdhA D; křd oržeku f' k{kk ç.kkyh dh t t j volFkk dks nš[kdj eu cMk œfor gks tkrk gš vkt dh f' k{kk 0; fã dkscMk vkneh rkscuk jgh gšyšdu , d cgrj bã ku ughacuk jgh ckyd ek= fdrkch dhMk cudj jg x; k gš vkt dk fo | kFkhZ l onughu gkrk tk jgk gšfnu & çfrfnu og fo | ky; dsçfr mnkl hu gksjgk gš ekuf l d nšçyrk dsdkj .k og vR; f/kd rukoxLr gksjgk gšml dh fnup; kZçHkkfor gksjgh gš tYnh l kœk vksj tYnh mBuk' okyh dgkor ek= fdrkckard gh l hfer jg xbzgã i fj .kke Lo: i fo | kFkhZcky vi jk/k dh vksj vxl j gksjgk gš ft l l sgekjs l ekt dk i ru fu'p; gã

bolLro eš; g fpru dk fo"k; gš & bl t fVy l eL; k dks/; ku eaj [krsgq] l ekt dsm)kj gšpLokē foodkum th dsvud kj bekuo fuekZk , oapfj = fuekZk f' k{kkš dksfo | kFkZ kard i gškusdsfy, jke—" .k fe'ku l lFkk dfVc) gš tks1897 l sydj vkt rd i jšns'k ea vi usHko çl kj ds}kj k f' k{kk ds{kš= eœu, ç; kœ djusdsfy, rRi j gšA bl fo'kky o{k dh , d 'kk [kk usvi uh 'khry Nk; k l šokfy; j okfl ; kadksvkPNkfnr dj j [kk gã jke—" .k fe'ku vkJe dk bfrgkl vR; r xkš'o'kkyh gš šokfy; j egkuxj eœoržeku eabl dh fofHku l lFkk, al pkfyr gksjgh gã

- jke—" .k fo | k efnj ¼ l hch, l b½
- jke—" .k fo | k efnj ¼, ei h ch, l l h ½
- 'kkjnk ukn efnj l œhr egkfo | ky;
- fn0; kœ cPpkadsfy, j kš kuh ?kj
- 'kkjnk ckyxke xjhc vksj vl gk; ckyd/ckfydkvkadsfy, Nk=kokl
- Hkkjrh; l l—fr dsl œ/kLz gšqj k [kky fxjh xkš kkyk
- Lokeh foodkum vk; ŷk vk; pšnd fpdfRl ky;

bl dsvfrfjã vksj Hkh l ekt mi ; kœh ; kstuk , oaxfrfof/k; ka; gkal pkfyr gksjgh gã jke—" .k fe'ku vkJe dsoržeku l pkyd l fpo Lokeh jk?koœ vkum th egkjkt i jh yxu vksj rle; rk l sl ekt dksubzfn'kk dh vksj vxl j dj rsgq fo | ky; eœuokleš'k dk ç; kl dj jgsgã gea, d sfodkl 'khy vksj Jfer 0; fã; kadk l knj vuœfgr gksuk pkfg, A f' k{kk dksçš xkRed cukusd fy, oržeku l = eaf0/kky; }kj k cPpkadsfodkl gšpHku fHku fp=kakš=kœœ...ã < f0; kdyki l Ei u dh x; h gã bu f0; kdyki kadksçççk fcmq/ka dsvarxš çLrç djusdk ç; kl fd; k x; k gã f' k{kk vksj eukfoKku& oržeku f' k{kk dsçHko l s'kl gšrsqg ušrd eW; kadks i ŷl Fkkfi r djusdsfy, jke—" .k fe'ku Ldny dsççãku us, d h vuks[kh i gy dh 'kœ#vkr dh gš ft l dk uke gš euksfpdRl k" ; g , d , d h çf0; k gš tksfcuk fd l h ykxr dsfo | kFkhZ dh thou/kkj k dksčnyuseal {ke gã d{k k eav/; ki u dsnšku i k; k x; k fd dŷ fo | kFkhZ, d sgš tksi <kbZœœu ughayxkrs; k Lohkko l smi M gš] ekrk& fi rk dk dguk ughækurš fo | ky; vkuseamnl hu gš dŷ , d s

ç; kœkRed f' k{kk , oaf' k{kk eauokleš'k

Hkh fo | kFkhZgš' tksi jh{kk dsl e; udy dj rsgš > B cksyrsgšbl dsvfrfj ä dñ vksj Hkh xyr gj dradj rsgš bu fo | kFFkz, kadsl qkkj grq çR; sd d{kk l sl sfo | kFFkz, kadh l ph cukbZxbZvkj eukšpfdRI dkads}kjk mudh dkmd fyæ 'kq dh xbj ftl ea; g rF; fudydj vk, fd ckyd tUetkr l eL; k eyd ughagšcfYd l fj fLFkfr tU; gš l cl s i gysml dh i fj fLFkfr dksl e>k x; k ml dsckn ml dk funku fd; k x; kA ckyd dsi kydkadksçykdj mul shk bl dk; ææenn dh vi hy dh xbj rFkk cPpkadksl rfyv vkgkj] mueal adkj dš smkys tk, avkfn i kydkadksçrk; k x; kA; ksx] vksj nhi T; kfr ds}kjk/; ku dñær djuk fl [kk; k x; kA i fj .kke; g vk; k fd tksckyd vi us ekr& fi rk dk dguk ughækurk Fkk i jh{kk ea' kml; vad yrk Fkka og fnu çfrfnu vi uh vknrkæal qkkj dj usyxkA cPpkadsl qkkj grq ; g , d cgr cMh mi yfc/k gšA

f' k{kk vksj rduhdh l e; dh ekæ dksns[krsgq] /; ku] ; ksx vksj vk/; kFRed f' k{kk dsi ' pkr fe' ku }kjk fo | kFFkz, kadksrduhdh {ks= eaHkh i kjær fd; k x; k gš tš & vVy fvafjæx yfc ds}kjk cPpkadksj kckšVd nfu; k l shk : c: dj k; k tkrk gš oMæ ofkz ds}kjk Nk=ka dksvæstheacksyuk vksj fy [kuk fl [kk; k tkrk gš] Yh , M vksj u l kd Zl , fVos j epbz}kjk cPpkadksl , fVos j d tkudkj nh x; h | pkšh l ?kš/s0gkVt , i ds}kjk f' k{kd vksj i kyd tMšjgrsgš fo | ky; dh xfrfof/k; kal si kydkadksl h/kk çl kj .k dj usdk Hkh ççak fd; k x; k gš ftl dsi fj .kke Lo: i ckydkadsvmj vçR; kf' kr i fj orZu nš[kuseavk; k gšvksj i kydkadh Hkh f' kdk; ranij gksxbZgš

f' k{k.k {ks=& f' k{kk ds{ks= eauokpkj dsfy,] fo | kFkhZ i kyd vksj f' k{kd , d , d k f=dksk gš ftl dk , d foi {k detkj i Mæsl sckyd dh f' k{kk , oaml dk fodkl l h/ksçHkkfor gkrk gš vr%bl dMh dks tkmæusdsfy, fo | ky; ççaku }kjk dñ uokpkj dj usdk ç; kl fd; k x; k ftl dk i fj .kke dkOh l dkj kRed jgk gš tš & fo | kFFkz, kadks}kjk fofHkUu çfr; kšxrk, al ä Uu djkdj mUgai çL—r djuk i çL—r cPpkj dsuke l puk i Vy i j vñdr djuk o0gkVt , i ds}kjk çl kfjr dj dsVU; ckydkadksçkRI kfgr fd; k x; k] 'kkyk ççaku l fefr dh rjQ l sf' k{kd rFkk i kydkadsl kFk çBd l ä Uu djuk] i kydkadh dkmd fyæ djokuk , oamUgaçkRI kfgr dj ukA fo | kFFkz, kadksMk; jh eanšud xfrfof/k , oaušrd vkpj .k dk fj d,MZj [kk tkrk gš var ea' k{kd }kjk i fV dh tkrh gš bl çdkj f' k{kk dks vkumnbZ cukdj cPpkšrd i gpkusdk dke fd; k tk jgk gš i ; kbj .k l ä {k.k& i ; kbj .k l ä {k.k grqekuuh; ç/kkuea=h th dk l i uk' LoPN Hkkj r vfHk; ku' dksl kdkj dj usdk dk; Zfo | ky; ççaku }kjk c [kuch fuHkk; k tk jgk gš ftl dsrgr çR; sd ekgdsvfire fnu fo | ky; dscPpsvi usf' k{kd vksj çkpk; ZLokeh l çnhlrkum th dsekxh' kZu ea' kgj dsfofHkUu LFkkukai j tkdj uxj okfl ; kadksLoPNrk dk l mš k nrsgšcfYd] ml LFkku dh l QkbZHkh dj rsgšA vksj l kFk ea ty l ä {k.k rFkk lykFLVd dk mi ; ksx u dj usdh vi hy Hkh dj rsgš i ; kbj .k dksl ä f{kr j [kusdsfy, fo | ky; i fj l j eau{k= okfVdk cukbZxbZgš fofHkUu çdkj dsvk; pñnd i kškkadk j kš .k fd; k x; k gš tksfl QZokroj .k dksgh 'kq ughadj rscfYd fo | kFFkz, kadksbu i kškka dsykHk dsckj seahkh tkudkj nh tk jgh gš bl rjg ds fØ; kdyki l scPpkæš i ; kbj .k dksl ä {k.k dj usvksj vi usns k dksLoPN j [kusdh Hkkouk ustUe fy; k gš f' k{kd çf' k{k.k& cPpkads l okšh.k fodkl grqvkø'; drk vuq kj f' k{kd kadksçf' kf{kr Hkh fd; k tkrk gš vodu fl Vhtu dk; Øe] tkuk Kku ççkš/kuh }kjk çR; sd o"kzf' k{kd kadksçf' k{k.k fn; k tk jgk gš vodu fl Vhtu dk; Øe dks fo | kFFkz, kadsi kBi Øe ea tkMædj 2017 l sfu; fer d{kk, a yxkbZ tk jgh gš i fj .kke Lo: i cPpkads0; ogkj ea vk' p; Ztud i fj orZu nš[kuseavk; k gš i gysdh rnyuk eaog vHkh vf/kd vuqkkfl r gksx, gš jke—" .k fe' ku vkJe dk ççaku dks ky bruk l 'kä gšch cMh l scMh l eL; k dksl gt rjhds l sl ek/kku dj usea l {ke gš vkJe ds}kjk xjhc vksj vl gk; cPpkadsfy, 'kkjnk ckyxke Nk=kokl dh 0; oLFkk dh xbzgš tgkayxHkx 150 cPpkads Lokcyach vksj vkRefuHkj cukusgrqç; kl fd; k tk jgk gš fo | kFFkz, kadsfodkl vksj l ekt dsm)kj grujke—" .k fe' ku vkJe dk ççaku l rr uokleš'k dsfy, rRi j gšvksj Hkfo"; eaHkh jgsxkA

ç<#k vol kn



Geeta Gupta
RKVM
Sharda Balgram

Teacher's Article

vol kn ; g fMçs ku , d , d h ekufI d fLFkfr gSftI ea0; fä geškk vçI Uu jgrk gSvkš ml usghu Hkkouk ?kj dj tkrh gš ml syxrk gSfd og gj rjg I sl cl sde gSckdh I c ml I sdghavf/kd vksš vksxsgš ml usdñ Hkh dj usdh {kerk ughagš I d kj dsl Hkh ykx I ç kh gšdoy og vdsyk gh I cl svf/kd nç kh gš bl rjg dh ekufI drk I sog bruk f?kj tkrk gSfd dHkh rksog fof{klr voLFkk eavk tkrk gš; k fQj og vkRegR; k dh vksš vxđ j gkrk gš

; g fMçs ku fdI h Hkh mezeagksI drk gšVH-0- dh fj i kšZdsvuđ kj oržeku I e; eayxHkx 35 djkm ykx vol kn ds f' kdkj gš

; fn eçI si nk tk, rksešdgkh dsfMçs ku dk eç; dkj .k I Ppsfe= dk ughagšuk gš fe= dh Jskh eagekj sekrk& fi rk] Hkkbz&cgu] fj ' rnkj] I gi kBh] I gdehZvFkok i fj fpr Hkh gksI drk gš , d , d k0; fä ftI I sge vi useu dh çR; d ckr 'ks j dj I dç rFkk I gh ekxh' kZu çklr dj I dš

oržeku I e; eacPpkadk , dkdhi u %ekrk fi rk dh bdykšh I rku gšuk½ ekrk&fi rk nksukadh gh ukđjh pyrscPpka dksi ; klr I e; u nsi kuk] /ke&deZI suk tçMçk] fj ' rnkj kavkš I ekt I snfij ; kacukuk mPp egRokdkç kh dsl kFk i jh rjg Hkkšrdoknh gšuk] vI Qyrk dksLohdkj uk dj i kuk] fMçs ku dsdkj .k gš

bl I sfutkr i kusdk I cl sl jy rjhdk gSfd bz oj dh 'kfä eaf0'okI j [krsgq drđ; fu"B cuš vI Qyrkvkadks I gt : i I sLohdkj djrsgq fQj I sy{; dh çklr dh vksš dk ç; kl djš egki ç#"kkadsth0u dk v/; ; u dj ds mudk vupj .k dj usdh dks' k' k djš rFkk thou eavi uk , d I Ppk vksš vPNk fe= vo' ; cuk, š

fo | kFkhZ thou



fo | kFkhZ thou Hkh 0; fä dsthou dk egRoi wkZdky o l e; gkrk gSbl h dky i j 0; fä dk l ä wkZthou fuHkj djrk
gS bl dk l nq ; kx djusokysfo | kFkhZvi us' kSk thou dksvkj kenk; d vksj l q[ke; cuk l drsg&A bl l e; dks0; FkZ
dsdk; kãeau"V djusokysfo | kFkhZvi usHkfo"; dksv&dkj eacuk nrsg&A fo | kFkhZthou eagh 0; fä dspfj = dh uha
i M+tkrh gSA vr%bl thou eafo | kFkhZdkscgr l kp l e>dj vi usdne mBkusdh t: jr gkrh gSA fo | kFkhZdksbl
vof/k eavi uh f'k{kk} LokLF;] [ksy dm vksj 0; k; ke i j vf/kd /; ku nsuk pkfg, A mUgai fj Jeh vksj yxu'khy cuuk
pkfg, A mUgagj çdkj dh l æfr l scpuk pkfg, A mUgaez cusjgdj fo | k xg.k djusdk ç; kl djuk pkfg, A bu
l Hkh ckrkadks/; ku eaj [kdj fo | kFkhZvi uk thou l Qy vksj l jf{kr cuk l drk gS

Alka Tiwari

**Teacher's
Article**

I 1dr&Hkk"kk; k%egUoe~

ukLrh-'k%dks fi tu%; %vkRekuaHkkj rh; e-rqdFk; r~i jYp I 1-rau Lohdq kRA I 1-r&Hkk"kk; k%egUoadL; kfi Hkkj rh; L; vfofnrau kFLrA I 1-rHkk"kk Hkkj rL; c.k.kHkk"kk vFLrA i jk Hkkj rsl 1-r&Hkk"kk I a d&Hkk"kk : i sk Loh-rkl hRA I kEcrefi Hkk"ks al eLraHkkj ra, dc)rkl w=sc)ql eFkkA

I 1-rHkk"kk fo'oL; I okl q Hkk"kkI q cKphurek] I okR-"V& I kfgR; & I eflork pkFLrA I 1-r&Hkk"kk I okl ka Hkkj rh; k.kke-vk; & Hkk"kk.kke-tuuh erkA vU; kl qHkkj rh; kl qHkk"kkI qvfi vL; k%' kCnk%cKpq k -'; UrA

Hkk"ks al jyk] e/kj k] I q a Uuk pkFLrAvL; k%0; kdj .kaI oFkk I e)a] I cyj fu; efuc)Yp 'kkkkrA b; aHkk"kk vrho oKkfudhA dpu dFk; fUr ; r-I 1-reo I 3x.kdL; -rsl oklkek Hkk"kkAfo'oL; cKphurek% xFkk% pRokjsonk% vL; keo Hkk"kk; kaI fUr] ; SkaegUoe | kfi I okl fj fo | ra

I 1-rl kfgR; L; k/; ; us I f}pkj k%Lo; eo mri | UrA Hkk"ks a/kecK.kk vL; ka/keL; foLr'r k 0; k[; k -rkFLrA

; fn o; aHkkj rj Hkkj rh; &I 1-fra] I ka-frde~v [kMRoYp I jf{kre~bgkegs rqHkkj rh; % tu% fo | kffkZHk% Nk=okZ I 1-rL; k/; ; ueo'; eo drk 0; EA I 1-rkuqkhyusub ekuo&thoual q'k'kkfire; aHkforq~'kD; ra maYp&

veral 1-rafe=!
I jI al jyaop%A
Hkk"kkI q eguh; a; n~
Kku&foKkui kSkde-AA

Madhvirani Mathur

**Teacher's
Article**

fo | kFkhZ thou eavud kkl u dk egRo



Mrudula Naik

fo | kFkhZ thou eavud kkl u dk egRo i wkZ ; ksnku gkrk gS| vuq kkl u l sgh fo | kFkhZ gj fdl h dh utjka ea curs
gS| vuq kkl u fç; fo | kFkhZ thou eages kk vxsc<rspys tkrsgSfo | kFkhZ thou eavxj fo | kFkhZ dksvuq kkl u ds
egRo dsckjseal e>k; k tk, rksml sthou ead hcrkadk l keuk ughadjuk i Mxk | vj fo | kFkhZ vuq kkl ughu
gksxk rksuk ml sdbzi l m djsxk vksj og thou eavfga k|vl R;] cMkadk vkj uk djuk] x# dk vkj u djuk] >B
cksyuk] xyr l xr eaQl uk vkfn 0; kf/k; kaeaQd dj vi usthou dksyxkrkj cckh djrk pyk tk, xk | eul; ds; s
cjsxqk eul; dkseul; ughaj gusnrsgS | ; sxqk mudksthou ea, d tkuoj dsl eku cuk nrsgSvksj ml dk thou
u"V gkrk tkrk gS|

tkNk= vuq kkl u fç; gkrsgSvksj ftudksf' k{k d vksj ek&acki vi usthou eavud kkl u vi ukusdk Kku nrsgSmUga
vuq kkl u dsjklrsl sughaHkVdusnrSokLro eaoksf | kFkhZ vxspydj cMscMsi nka j gkrsgSog M, DVj] bathfu; j]
odhy] dyDVj vksj ns k dkspykusokys, d l Qy jkturk cursgS | vuq kkl u fç; fo | kFkhZ cpi u eavi uk, x,
vi usvuq kkl u dkssthou Hkj cuk, j [kdj vi usi fjokj tukadk Hkjkd k thrrsgSvksj mudh ç' ka k dk gdnkj gkrsgS
| bl fy, gekjsthou eavud kkl u dk cgr T; knk egRo i wkZ ; ksnku gSfo | kFkZ, kadksfo' kSkdj vuq kkl u vi ukuk
pkfg, vksj thou eages kk vi usx# dh ekuuk pkfg, |

ge l Hkh tkursgS fd fo | kFkhZ gekj snt k dk Hkfo"; gkrsgSvksj vxj fo | kFkZ, kaevud kkl u gkrk gS rksokLro eaog
ns k dsfy, dk; Zdj rsgS | tksHkh mUgai n çnku fd; k tkrk gSog ml dk l gh rjg l sykHk mBkrsgSvksj l ekt dh vksj ns k
dh l ok dj rsgS | fo | kFkhZ dHkh Hkh ns k dksupl ku i gpusokyk dk; Zughadj rsog [kq Hkh dHkh HkZVkpj dsjklrsl j
ughapyrsvksj uk gh fdl h dkspyusnrsgSvksj ges kk ml jkadh enn dj rsgSvksj l R; dsekxzi j pydj ns k dksfodkl
dh ApkbZrd i gpk rsgS | okLro eavud kkl u; ç fo | kFkhZ thou eans k dksvxsc<krk gS |

v/; ki dka dks pkfg, fd og fo | kFkZ, kadksvuq kkl u; ç cukusdh dks' k' k djækacki dksHkh pkfg, fd vxj mudk
cPpk vuq kkl ughu gS rksmUgavud kkl u ; ç cukusdh dks' k' k dj aD; kf d tc fo | kFkZ, kaevud kkl u gksxk rHkh og
thou ea, d l Qy ba ku dh ftaxh th l drk gS | vxj dkbZfo | kFkhZ vuq kkl u rksMs; k fdl h Hkh rjg dh , d h dks' k' k
djarks; smudsthou dsfy, fcYdy Hkh l gh ugh gSD; kf d vuq kkl u dscxS fo | kFkhZ dk vxspydj i jk thou Hkh
cckh gksl drk gS | okLro eavud kkl u fo | kFkhZ thou eal cl sT; knk egRo i wkZ Hk fiedk fuHkkrk gS

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I 1dr Hkk"kk dk egRo



Sapna Ghate

tkudkjhgkfl y djuk euq; dk tUe I sgh LoHkko jgk gA ; gh dkj .k gSfd vkt gekjSl keusbrusvkfo"dkj gkspplsgA dh gekjk thou cgr I jyrk I sfudy jgk gA fcuk Hkk"kk dsgekjk dkbZHkh fd; k x; k dk; Zge nI jsdksugh crk I drAbI dsfy, Hkk"kk dk gksuk vko' ; d gA

I 1-r nfu; k dh I cl si g kuh Hkk"kk gS I 1-r 1/4 I 1-r E/2 Hkkjr dh , d 'kkL=h; Hkk"kk gSbl snook.kh vFkok I g Hkkjr rh Hkh dgk tkrk gSA bl Hkk"kk dso.kZ_f" k efu; ka)kjk xgjs/; ku dsckn bl nfu; k dkscklr gq A ; g nfu; k dh I cl si g kuh mfYyf [kr Hkk"kkvkaeal s, d gA I 1-r eafglunw/keZl sl af/kr yxHkx I Hkh /keZbJFk fy [ksx; sgAckS) , oatSu /keZdsHkh d; h egROI wkZxJFk I 1-r eafy [ksx; sgA

I 1-r dksfo'o dh vU; Hkk"kkvkafd tuuh ekuk tkrk gA ns k vks) nfu; k dh rjDdh eal 1-r Hkk"kk dk egROI wkZ ; ksxnku gA

I 1-r dsckjseaj kpd rF;

1/4 1/2 I 1-r fo'o dh I cl si g kuh i qrd __Xon dh Hkk"kk gA

1/4 2 1/2 ek= 3000 o"kZi wZrd Hkkjr eal 1-r ckyh tkrh FkhA bI k I s500 o"kZi wZi kf.kuh usnfu; k dk i gyk 0; kdj .k xfk fy [kk Fkk tksl 1-r dk Fkk A bl dk uke "v"Vk/; k; h "gA

1/4 3 1/2 I 1-r gh , d ek= I k/ku gStksDe' k%vaxfy; ka, oathHk dksyphyk cukrsgA

1/4 4 1/2 I 1-r eo.kkEkyk dksLojkadh vkokt i j dox]pox]Vox]rox]i ox]vax]Fk vks) m"e oxkkaeck/k x; k gSA

1/4 5 1/2 ukl k dsoKkfudkadsvuq kj Hkh varfj {k eal ns k Hkst usgsqI 1-r Hkk"kk gh I cl svf/kd mi ; q) vks) cHkkoI wkZgA

Teacher's Article

I 1dr Hkk"kk dk egRo



Sapna Ghate

tkudkjhgkfl y djuk euq; dk tUe I sgh LoHkko jgk gA ; gh dkj .k gSfd vkt gekjSl keusbrusvkfo"dkj gkspplsgA dh gekjk thou cgr I jyrk I sfudy jgk gA fcuk Hkk"kk dsgekjk dkbZHkh fd; k x; k dk; Zge nI jsdksugh crk I drAbI dsfy, Hkk"kk dk gksuk vko' ; d gA

I 1-r nfu; k dh I cl si g kuh Hkk"kk gS I 1-r 1/4 I 1-r E/2 Hkkjr dh , d 'kkL=h; Hkk"kk gSbl snook.kh vFkok I g Hkkjr rh Hkh dgk tkrk gSA bl Hkk"kk dso.kZ_f" k efu; ka)kjk xgjs/; ku dsckn bl nfu; k dkscklr gq A ; g nfu; k dh I cl si g kuh mfYyf [kr Hkk"kkvkaeal s, d gA I 1-r eafglunw/keZl sl af/kr yxHkx I Hkh /keZbJFk fy [ksx; sgAckS) , oatSu /keZdsHkh d; h egROI wkZxJFk I 1-r eafy [ksx; sgA

I 1-r dksfo'o dh vU; Hkk"kkvkafd tuuh ekuk tkrk gA ns k vks) nfu; k dh rjDdh eal 1-r Hkk"kk dk egROI wkZ ; ksxnku gA

I 1-r dsckjseaj kpd rF;

1/4 1/2 I 1-r fo'o dh I cl si g kuh i qrd __Xon dh Hkk"kk gA

1/4 2 1/2 ek= 3000 o"kZi wZrd Hkkjr eal 1-r ckyh tkrh FkhA bI k I s500 o"kZi wZi kf.kuh usnfu; k dk i gyk 0; kdj .k xfk fy [kk Fkk tksl 1-r dk Fkk A bl dk uke "v"Vk/; k; h "gA

1/4 3 1/2 I 1-r gh , d ek= I k/ku gStksDe' k%vaxfy; ka, oathHk dksyphyk cukrsgA

1/4 4 1/2 I 1-r eao.kEkyk dksLojkadh vkokt i j dox]pox]Vox]rox]i ox]vax]Fk vks) m"e oxkAeack/k x; k gSA

1/4 5 1/2 ukl k dsoKkfudkadsvuq kj Hkh varfj {k eal ns k Hkst usgsqI 1-r Hkk"kk gh I cl svf/kd mi ; qA vks) cHkkoI wkZgA

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