

# EAST POINT SCHOOL

## CLASS-VIII (OCTOBER-WEEK-1)

### ENGLISH

#### The Diamond Maker - A Dedicated Man

#### VIDEO LINK

[https://www.youtube.com/watch?v=gMiJwl41k\\_w&ab\\_channel=HolyCrossHrSecSchoolDimapur](https://www.youtube.com/watch?v=gMiJwl41k_w&ab_channel=HolyCrossHrSecSchoolDimapur)  
E-Learning

#### Learning Outcomes

**Knowledge:** To know about the central idea of the chapter 'THE DIAMOND MAKER'

**Understanding:** To understand the meaning of the difficult words.

**Application:** To analyze and use critical thinking to read between the lines.

**Skill:** To summarize the chapter in their own words and answer the questions based on the chapter.

#### Summary

In 'The Diamond Maker' by H.G. Wells we have the theme of dedication, desperation, sacrifice, regret, appearance and isolation. Narrated in the first person by an unnamed man the reader realises after reading the story that Wells may be exploring the theme of dedication. The diamond maker has spent the last fifteen years of his life trying to perfect the art of making diamonds. This has resulted in him living in poverty at times yet the diamond maker has never given up. There is also a sense that the diamond maker is desperate to succeed. He wants to see results for all the work that he has done. Something he eventually manages to achieve when he produces some diamonds. Though unfortunately for the diamond maker people are suspicious of him and he can't sell the diamonds. The narrator is also suspicious of the diamond maker and at first considers the diamond maker, due to his appearance, to be a tramp. This may be important as it may highlight the destitution that the diamond maker has succumbed to as he dedicated his life to the making of diamonds. If anything, the diamond maker is so driven. Possibly due to the fact that the rewards for his efforts are so high. That he commits himself completely to making diamonds.

#### Sacrifices for No Reward

The diamond maker does not have any other life. His sole purpose is to make diamonds and sell them. Though the reality is very much different. Nobody trusts the diamond maker due to his appearance and as such he cannot sell the diamonds he has produced. As to whether the diamond maker is telling the truth is left to each individual reader to decide. Some may suggest he is a con man while others will believe his story. The important thing to remember is that the narrator had an opportunity to buy one of the diamonds and was hesitant because of the circumstances of the sale. It is also possible that Wells is suggesting that an individual can dedicate their lives to something and receive no reward. Something which is very much the case when it comes to the diamond maker. He has made sacrifices for no reward. He has given up everything apart from his pursuit of making diamonds and has gained nothing.

#### Misery due to Obsession

If anything, the diamond maker has been obsessed with was discovering how to make diamonds. His life has also been lived in isolation and shrouded in secrecy due to his fears that others might discover what he is attempting to do and as such steal his idea. In reality the diamond maker has lived an unhealthy life in the pursuit of his dream. Which appears to be financial gain. Something that might leave some readers to suggest that the diamond maker is driven not by discovering how to make diamonds but the financial reward that comes with the discovery. It is as though the diamond maker has sacrificed everything including happiness to merely be rich. Rather than enjoying the journey that is life. The diamond maker is looking at the final destination and assuming he will be happy because he is rich. Which may be the point that Wells is attempting to make. He may be suggesting that should an individual blindly follow one goal in life, as the diamond maker has, they will miss out on other things. The diamond maker has achieved what he set out to achieve, make diamonds. However, he is far from happy. If anything, he is living a miserable life one in

which he has very little control of.

### Feeling of Regret

The end of the story is also interesting as Wells may be exploring the theme of regret. There is a sense that the narrator regrets not having bought the diamond from the diamond maker. Be it for five pounds or a hundred pounds. It is as though he feels he may have missed an opportunity. Though the reality may be that the narrator is being driven by greed. He knows that he could have profited from the diamond. Just as the diamond maker could have. It might also be a case that Wells is suggesting that with opportunity comes risk. As it can't be said for certain if the diamond maker's story is true or not. However, if it is true the diamond maker has sacrificed everything in the pursuit of his dreams. While the narrator only has to live with the fact that he missed an opportunity to further increase his wealth. Something that the narrator will be able to live with. Whereas the diamond maker if he is still alive is most likely living a life of destitution. Though, he does still have his diamonds. Even if they ironically may be worthless to him due to the fact that people are judging him by his appearance and he is wanted by the police.

### **QUESTION BANK (WORK TO BE DONE IN NOTEBOOK)**

**Answer the following questions in 30 – 40 words (2 Marks)**

1. Where did the narrator meet the mysterious man?
2. Why is the narrator shocked when the man talks about throwing away name, wealth and position doing a small business?
3. Why was narrator not keen on buying diamonds from him?

**Answer the following questions in 60 – 80 words (3 Marks)**

1. Why did the man want to keep his diamond making business a secret?
2. How does the man prove that he was not lying about himself?
3. Why was the man unable to sell his diamonds?

**HOTS (3 Marks each)**

1. What do you think happened to the man in the end?
2. What would you have done if you were in the narrator's place?

**DO IT YOURSELF**

### **ACTIVITY**

#### **1. JUSTIFY THE THEMES**

H.G. Wells brings out the following themes in the story. Justify each of these. The first has been done for you.

### **HINDI**

<https://www.youtube.com/watch?v=-73ebrbpbgQ>

**अधिगम बिंदु:**

- विद्यार्थी कारक के परसर्ग के बारे में जान पाएंगे।

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कारक

संज्ञा या सर्वनाम के जिस रूप से उसका संबंध वाक्य की क्रिया से जाना जाए, उसे कारक कहते हैं। कारक को प्रकट करने के लिए जिन जिहनों का प्रयोग किया जाता है, उसे कारक की विभक्तियाँ या परसर्ग कहते हैं। 'पर' का अर्थ है- बाद। कारक चिह्न संज्ञा या सर्वनाम के बाद लगते हैं; जैसे

1. मनोज **ने** सेब खाया।
2. **पेड़ से** पत्ते गिर रहे हैं।
3. शिक्षक छात्रों **को** पढ़ा रहे हैं।
4. पिता जी बच्चों **के लिए** फल लाए।
5. तोता डाल **पर** बैठा है।

इन वाक्यों में आए ने, को, से, के लिए तथा पर परसर्ग संज्ञा तथा क्रिया के संबंध को प्रकट कर रहे हैं। यदि हम वाक्यों से इन कारक चिह्नों को हटाकर पढ़ें तो हमें वाक्य में प्रयुक्त संज्ञा तथा क्रिया शब्दों को आपस में संबंध समझ में नहीं आएगा और वाक्यों का अर्थ स्पष्ट नहीं होगा। अतः वाक्यों का अर्थ समझने के लिए इन कारक चिह्नों का प्रयोग आवश्यक है।

### कारक के भेद

कारक के निम्नलिखित आठ भेद हैं

कारक	विभक्ति चिह्न	लक्षण
1. कर्ता कारक	ने	क्रिया करने वाला
2. कर्म कारक	को	जिस पर क्रिया पड़े।
3. करण कारक	से (के द्वारा)	जिस साधन से क्रिया की जाए।
4. संप्रदान कारक	को, के लिए	जिसके लिए क्रिया हो।
5. अपादान कारक	से (पृथकता का भाव)	जहाँ अलक होने का भाव हो
6. संबंध कारक	का, की, के, /रा, री, रे	जिससे संज्ञा का अन्य पदों से संबंध ज्ञात हो
7. अधिकरण कारक	में, पर	क्रिया होने का आधार या स्थान

8. संबोधन कारक	हे ! अरे !	जिससे संबोधित किया जाए।
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**1. कर्ता कारक** – कर्ता का अर्थ है-**काम करने वाला।**

संज्ञा या सर्वनाम के जिस रूप से क्रिया करने वाले का बोध हो, उसे कर्ता कारक कहते हैं; जैसे ओजस्व ने पाठ पढ़ा।

**2. कर्म कारक** – संज्ञा या सर्वनाम द्वारा दी गई क्रिया का फल या प्रभाव जिस पर पड़ता है, उसे **कर्म कारक** कहते हैं। जैसे-

- माँ ने **बालक को** सुलाया।
- अध्यापक ने **छात्रों को** पढ़ाया।

**3. करण कारक** – जिसकी सहायता से कोई कार्य हो वह संज्ञा या सर्वनाम शब्द, करण कारक कहलाता है; जैसे

- कंस कृष्ण **के द्वारा** मारा गया।
- बढ़ई ने आरी से लकड़ी काटी।

**4. संप्रदान कारक** – ‘संप्रदान’ का शाब्दिक अर्थ है-देना। जिसके लिए कोई कार्य किया जाए या जिसे कुछ दिया जाए, वह संज्ञा या सर्वनाम पद संप्रदान कारक होता है। जैसे-

- आयुष **ने रोहन को** पुस्तक दी।
- महिला **ने भूखे को** भोजन दिया।

**5. अपादान कारक** – संज्ञा या सर्वनाम के जिस रूप से अलग होने का भाव प्रकट हो, वहाँ अपादान कारक होता है। इसका ‘परसर्ग’ से होता है। जैसे-

- चिड़िया पेड़ **से** उड़ गई।
- पहाड़ों **पे** झरना बहा।

**6. संबंध कारक** – संज्ञा के जिस रूप से किसी वस्तु का दूसरी वस्तु से संबंध प्रकट हो, उसे संबंध कारक कहते हैं। जैसे-

- यह मेरा कंप्यूटर है।
- वह नेहा का घर है।

**7. अधिकरण कारक** – संज्ञा या सर्वनाम के जिस रूप से क्रिया के आधार या उसके होने के स्थान का या समय का बोध होता है; उसे अधिकरण कारक कहते हैं। जैसे-

- **डाल पर** तोता बैठा है।
- बच्चे **कक्षा में** बैठे हैं।

**8. संबोधन कारक** – शब्द के जिस रूप में किसी को बुलाने या पुकारने का भाव प्रकट हो, उसे संबोधन कारक कहते हैं। संबोधन का अर्थ पुकारना। जैसे-

- अरे बबीत! इधर आओ।
- हे ईश्वर ! सबकी रक्षा करो।

## बहुविकल्पी प्रश्न

### सही विकल्प चुनिए

1. संज्ञा या सर्वनाम को क्रिया से जोड़ने वाले चिह्न कहलाते हैं

- (i) संज्ञा
- (ii) सर्वनाम
- (iii) क्रिया
- (iv) कारक

2. कारक के भेद हैं

- (i) चार
- (ii) पाँच
- (iii) सात
- (iv) आठ

3. कारक चिह्न को कहा जाता है?

- (i) रूप चिह्न
- (ii) संसर्ग चिह्न
- (iii) पद चिह्न
- (iv) विभक्ति चिह्न

4. 'संबोधन कारक' के रूप में किस चिह्न का प्रयोग किया जाता है?

- (i) |
- (ii) !
- (iii) ;
- (iv) ?

5. 'का' के, की चिह्न है?

- (i) संबंध कारक
- (ii) अपादान कारक
- (iii) अधिकरण कारक

## **MATHEMATICS**

### **Practical Geometry**

Video Link:

[https://www.youtube.com/watch?v=goeDn9\\_0HGU](https://www.youtube.com/watch?v=goeDn9_0HGU)

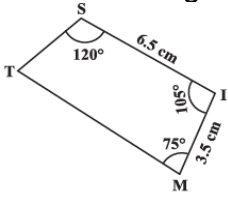
### **Learning Outcomes:**

- i. Students will be able to construct Quadrilaterals when two adjacent sides and three angles are known.
- ii. Students will be able to construct Quadrilaterals when three sides and two included angles are known.

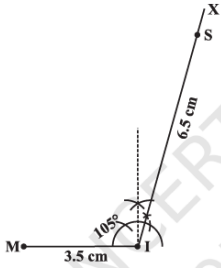
### When two adjacent sides and three angles are known

**Example 3:** Construct a quadrilateral MIST where  $MI = 3.5$  cm,  $IS = 6.5$  cm,  $\angle M = 75^\circ$ ,  $\angle I = 105^\circ$  and  $\angle S = 120^\circ$ .

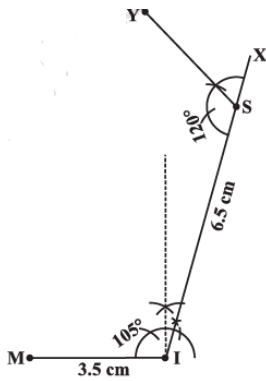
Here is a rough sketch that would help us in deciding our steps of construction.



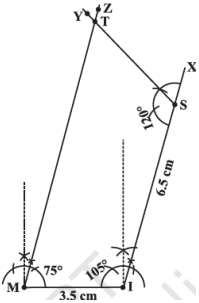
Step 1: Make a line segment MI of 3.5 cm. Make angle MIX =  $105^\circ$ .



Step 2 Make angle ISY =  $120^\circ$  at S



Step 3 Make angle IMZ =  $75^\circ$  at M. Mark that point as T.

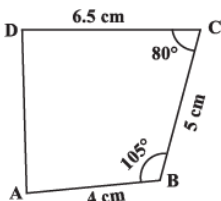


We get the required quadrilateral MIST.

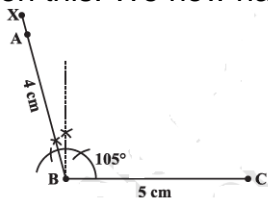
### When three sides and two included angles are given

**Example:** Construct a quadrilateral ABCD, where  $AB = 4$  cm,  $BC = 5$  cm,  $CD = 6.5$  cm and angle  $B = 105^\circ$  and angle  $C = 80^\circ$ .

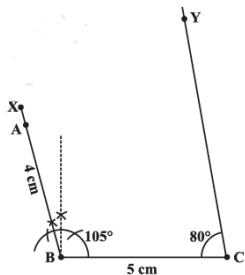
We draw a rough figure



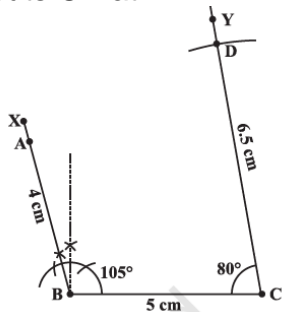
Step 1 Start with taking  $BC = 5$  cm on B. Draw an angle of  $105^\circ$  along BX. Locate A 4 cm away on this. We now have B, C and A



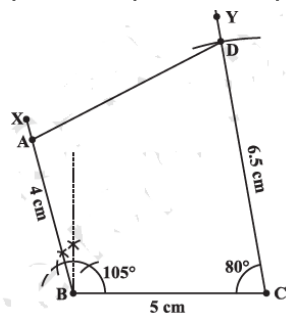
Step 2 The fourth point D is on CY which is inclined at  $80^\circ$  to BC. So make angle  $BCY = 80^\circ$  at C on BC.



Step 3: D is at a distance of 6.5 cm on CY. With C as centre, draw an arc of length 6.5 cm. It cuts CY at D.



Step 4 Complete the quadrilateral ABCD. ABCD is the required quadrilateral.



### Activities

Q-1) Construct a quadrilateral ABCD given that  $AB = 4$  cm,  $BC = 3$  cm,  $\angle A = 75^\circ$ ,  $\angle B = 80^\circ$  and  $\angle C = 120^\circ$ .

Q-2) Construct a kite ABCD in which  $AB = 4$  cm,  $BC = 4.9$  cm,  $AC = 7.2$  cm.

### Solve The Following Questions:

Q-1) If two diagonals are given, then we can construct a:

[1 Mark]

- A. Rhombus
- B. Rectangle
- C. Kite

#### D. Parallelogram

Q-2) Construct a Quadrilateral PLAN [2 mark]

PL = 4 cm

LA = 6.5 cm

Angle P =  $90^\circ$

Angle A =  $110^\circ$

Angle N =  $85^\circ$

Q-3) Can you construct the quadrilateral PLAN if PL = 6 cm, LA = 9.5 cm, Angle P =  $75^\circ$ , Angle L =  $150^\circ$  and Angle A =  $140^\circ$ ? [2 mark]

Q-4) Construct a quadrilateral ABCD given AD = 3.5 cm, BC = 2.5 cm, CD = 4.1 cm, AC = 7.3 cm and BD = 3.2 cm. [3 mark]

Q-5) Construct a quadrilateral TRUE [3 Mark]

TR = 3.5 cm

RU = 3 cm

UE = 4 cm

Angle R =  $75^\circ$

Angle U =  $120^\circ$

#### HOTS

Q-1) A parallelogram OKAY where OK = 5.5 cm and KA = 4.2 cm.

Q-2) A rectangle with adjacent sides of lengths 7 cm and 6 cm.

Q-3) Construct a rhombus with side 6 cm and one diagonal 8 cm. Measure the other diagonal.

Q-4) Construct a rhombus BEND where BN = 5.6 cm and DE = 6.5 cm

### SCIENCE

#### Chapter-Sound

**Learning objective** –The students will know about the different parts of instruments which produce sound.

Link -<https://youtu.be/IDajPn0ypiU>

- A sound is a form of energy that is produced when air molecules vibrate in a particular pattern called waves. Hence, the sound is a wave.
- Vibration can be described as a back and forth motion of an object.
- Depending upon the vibrations, a sound is produced. Sound cannot be produced without any vibration.

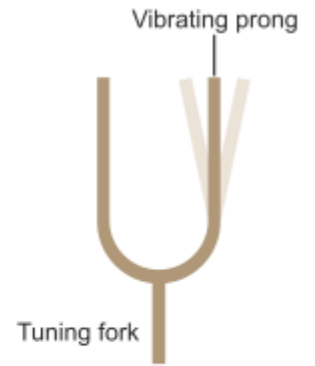




When we hit the drum, membrane of drum vibrates producing sound.



When we play a guitar, the string on it makes to and fro motion and produces sound.



Sound produced by vibrating prong of tuning fork.

Figure 1 Production of Sound through Vibrations



Figure 2 Different instruments produce different sounds

**How do humans produce sound?**

1. Human beings have a voice box or larynx which is present in their throat on the upper side of the windpipe.
2. The larynx has two vocal cords which have a narrow slit between them so that air can pass through it.
3. As the lungs throw the air out of the windpipe, it passes through the slit and hence allows the production of sound as the vocal cords start vibrating.
4. The vocal cord muscles also play a role in the production of sound.
5. Their thickness and tightness describe the quality or type of the voice a person has.
6. The vocal cords in males are of length 20 mm and females have 15mm long vocal cords. Children, on the other hand, have very short length vocal cords. Hence, the voices, their quality and their type are always different in women, men and children.

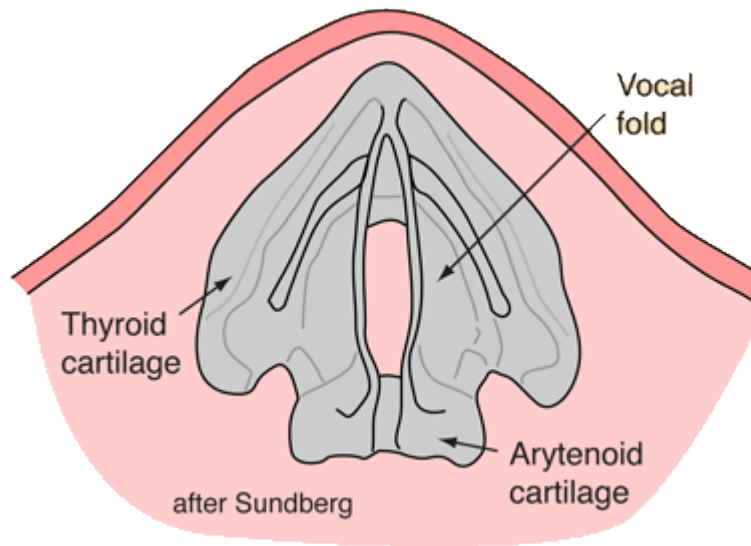


Figure 3 Larynx or Voice box

**Propagation of sound through a medium**

- Sound always requires a medium to travel from the source of its production to the receiver end. Different mediums of propagation of sound are air, liquid and solids.
- Sound cannot travel through a vacuum as it lacks any medium of transmission.

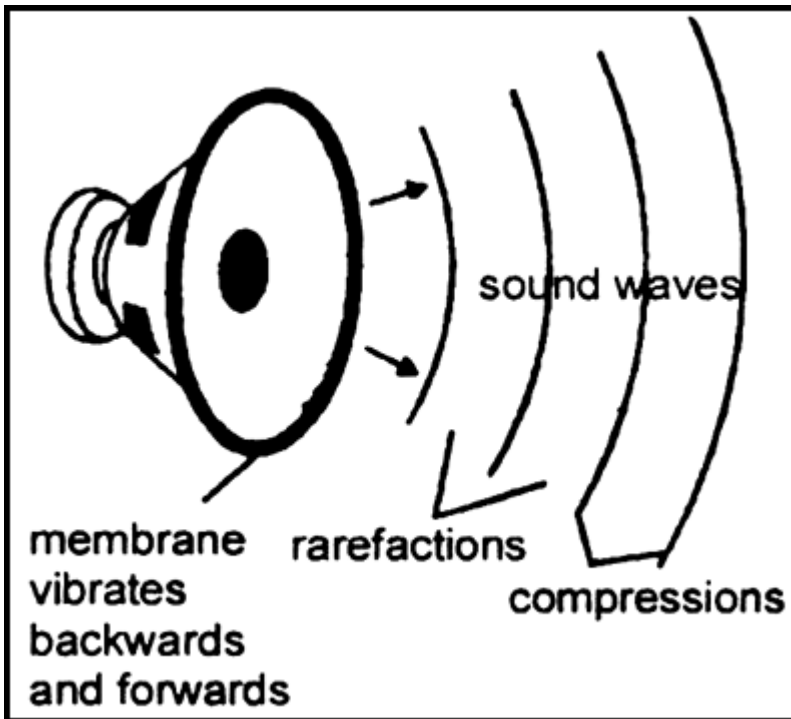


Figure 4 Sound Waves

**How sound travels in a medium?**

- Sound needs some vibration of molecules to travel.
- Solids, liquids and gases all have molecules present in them which allow the propagation of sound.
- These molecules or particles in solids, liquids and gases are packed in varied ways.

- Solids have tightly packed particles in them and hence they allow fast propagation of sound through them as the vibrations can be carried easily from one particle to another.
- Liquids have slightly loosely packed particles and hence it takes a little time for sound to travel in water or through a liquid.
- Gases have completely loosely packed particles and hence sound takes the most time in travelling through the air.

**Sound through water travels 4 times faster than through the air.  
Sound through solids travels 13 times faster than through the air.**

#### How do we hear?

- We know that sounds are produced as waves in the air or any other medium.
- As these sound waves travel to our ears they convert them into electrical signals or messages that our brain can understand.
- Our ears have a special structure that allows this function.
- There are three major parts of the human ear:

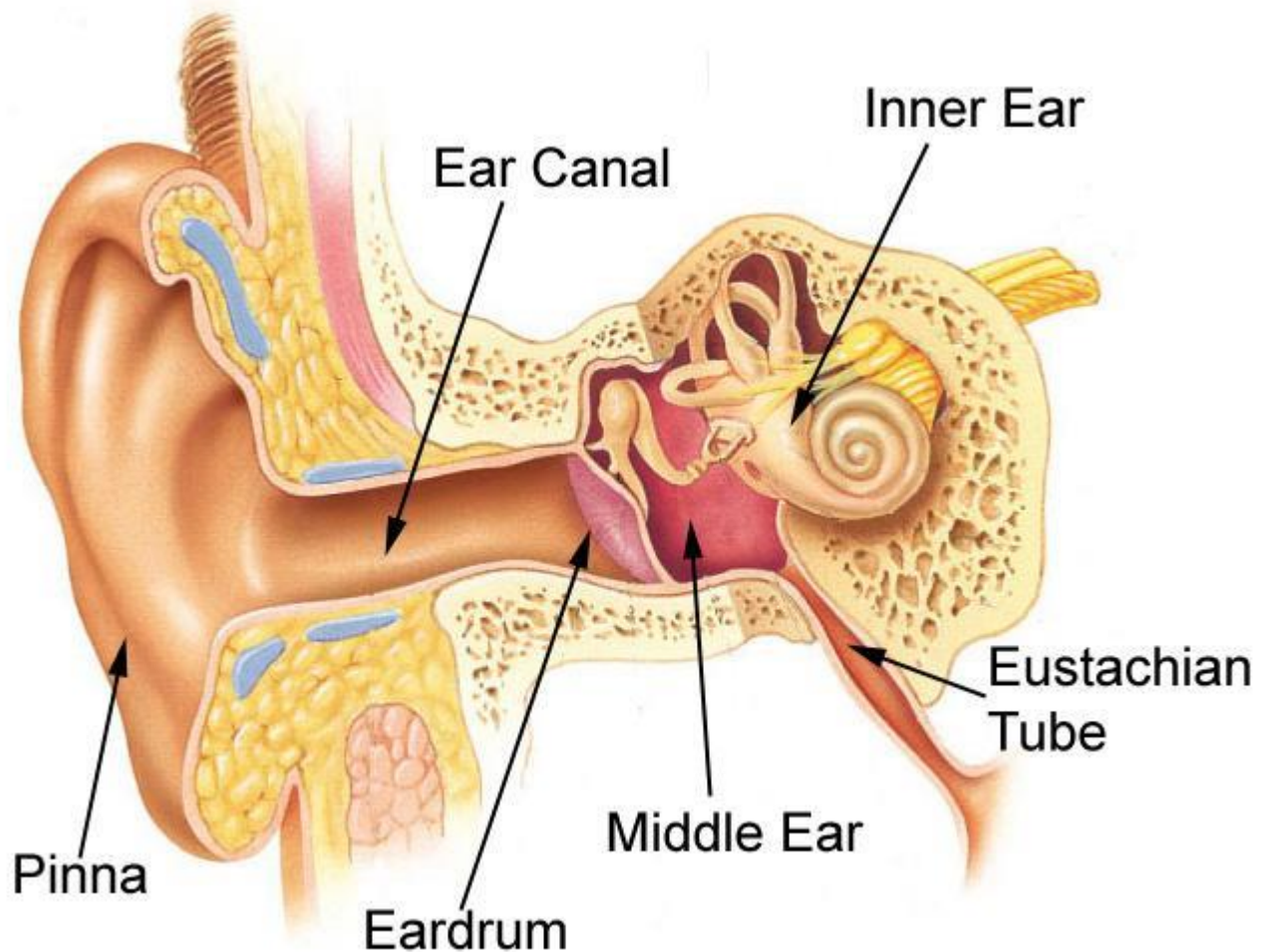
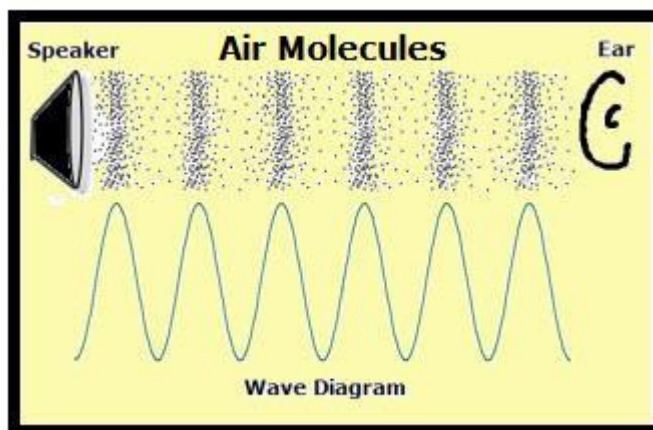


Figure 5 The Human Ear

1. **The outer ear (Pinna):** It catches the sound waves and forwards them to the next part of the ear, that is, the middle ear.

2. **The middle ear:** It converts the sound waves into vibrations that then travel to the inner ear. It can do this with the help of the eardrum. The eardrum is a thin rubber-like sheet present in the Middle ear. As the sound waves reach the eardrum, it vibrates and these vibrations propagate to the inner ear.
3. **The inner ear (cochlea):** It receives the vibrations sent by the eardrum. It contains a liquid substance and the vibrations that enter the inner ear moves through this liquid. There are tiny hairs present inside the inner ear that turn these vibrations into signals for the brain and pass them to the brain through the hearing nerve. As the brain receives the signal it interprets the sound. However, this whole process is so quick that we cannot notice it.

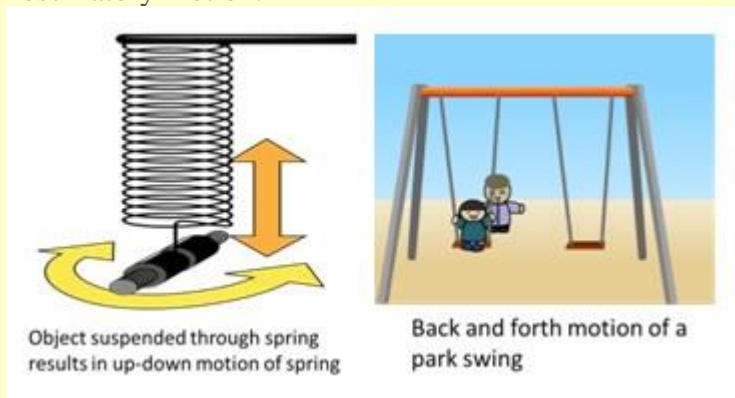
**Frequency, Time Period and Amplitude of a Sound**



**Figure 6 Displacement of Particles by Production of Sound and Representation of A Sound Wave**

**Oscillatory motion**

When an object travels in a 'to and fro' motion, that is, when an object vibrates it is said to have an oscillatory motion.

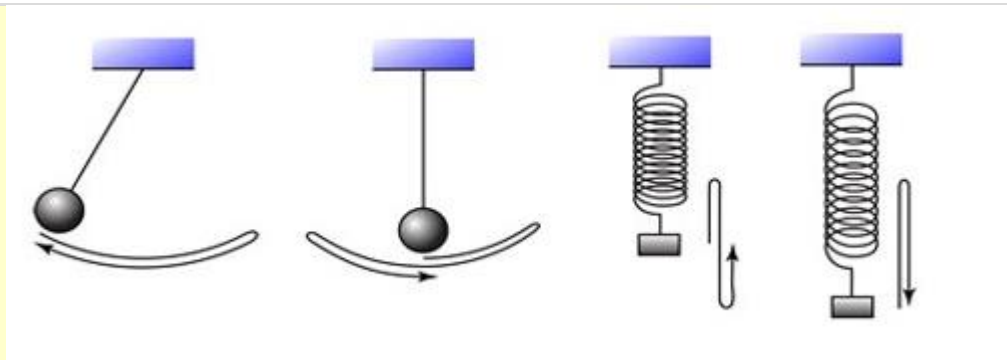


**Figure 7 Examples of Oscillatory Motion**

**Oscillation**

An oscillation is said to be the movement of the object from one point to another in a periodic time.

One oscillation is said to be the movement between the two endpoints or extreme points of the motion of the object.



**Figure 8 Example of Oscillation**

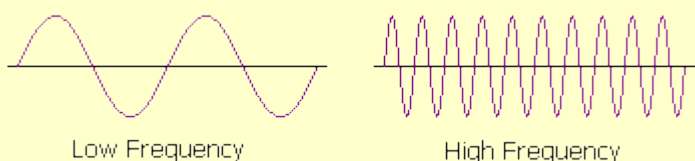
**Frequency**

The number of oscillations an object takes per second is called its frequency.

The SI unit of frequency is Hertz (Hz).

1 Hz = 1 oscillation per second

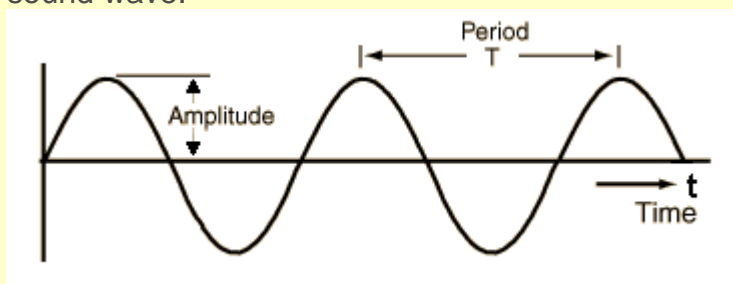
20 Hz = 20 oscillations per second



**Figure 9 Frequency of a sound wave**

**Time Period**

The time taken for one complete oscillation of a sound wave is called the time period of the sound wave.

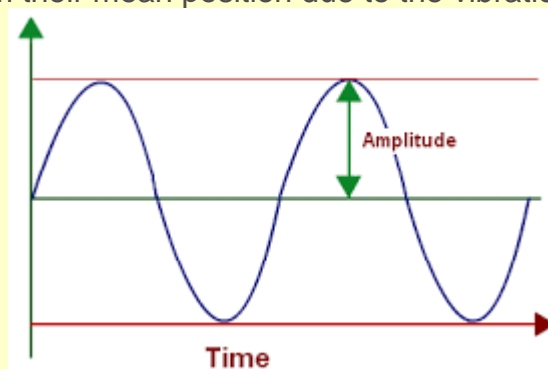


**Figure 10 Time Period of a Sound Wave**

**Amplitude**

The number of molecules that a sound wave displaces from the mean position creates the amplitude of the sound wave.

The amplitude of a sound wave can be defined as the maximum displacement of the particles from their mean position due to the vibrations.



**Figure 11 Amplitude of a Sound Wave**

**The loudness of a sound**

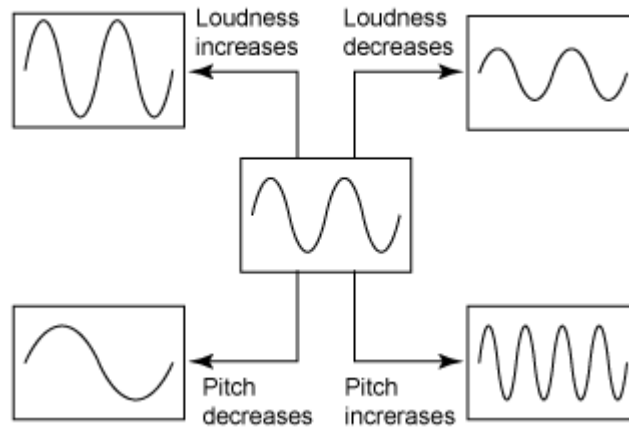
- The loudness of a sound depends upon the amplitude of the sound.
- The higher the amplitude, the higher is the displacement of the particles and the higher is the loudness of the sound.
- The loudness of the sound is directly proportional to the square of its amplitude.
- The SI unit for measuring the loudness of a sound in decibels (dB).

**Pitch of the sound**

- Every person has a different sound quality.
- Also, every musical instrument vibrates to produce a different kind of sound. This quality of sound is characterized by its Different quality of sounds may have same pitch and loudness.
- The pitch of a sound depends upon the frequency of the sound wave.
- The pitch would be higher if the frequency of the sound is high.

**Different organisms and objects have different type of sound because of varied pitch:**

Sound produced by	Pitch of the Sound
Drum	Low
Bird	High
Lion	Low
Man	Low
Woman	High



**Figure 12 Loudness and Pitch of a Sound**

**How Loudness and Pitch are different from each other?**

**Audible and Inaudible sounds**

Pitch	Loudness
It depends upon the frequency of the sound.	The loudness of a sound depends upon the amplitude of the sound wave.
Pitch of a sound is how our ears react to the frequency of a sound.	The loudness of sound also depends upon the energy of the sound wave.

Pitch of the sound helps in recognizing whether the sound is shriller or flatter.

The loudness of a sound helps in recognizing whether a sound is loud or feeble.

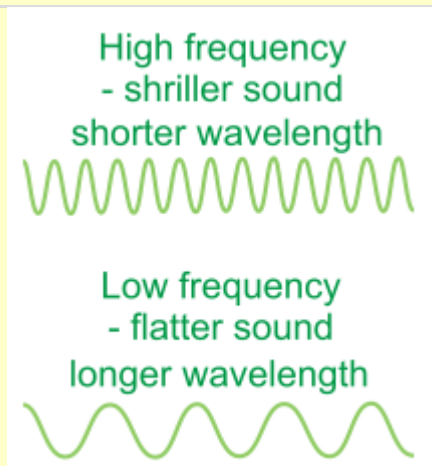


Figure 13 Pitch

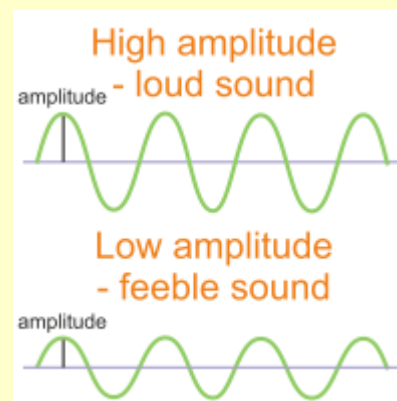


Figure 14 Loudness

- Sounds that can be heard by human ears are called **audible sounds**. The range of audible sounds is from 20 Hz to 20 KHz.
- Sounds that cannot be heard by human ears are called **inaudible sound**. Any sounds having a frequency less than 20 Hz or greater than 20 KHz are categorized as inaudible sounds.

### Multiple Choice Questions

1. A list of mediums is given below.

- (i) wood
- (ii) water
- (iii) air
- (iv) vacuum

In which of these mediums can sound travel?

- (a) i & ii only
- (b) i, ii & iii only
- (c) iii & iv only
- (d) ii, iii & iv only

2. The loudness of a sound depends on:

- (a) its amplitude.
- (b) its frequency.
- (c) its time period.
- (d) its speed.

3. Which of the following statements are correct?

- (i) Sound is produced by vibrations.
- (ii) Sound requires a medium for propagation.

(iii) Light and sound both require a medium for propagation.

(iv) Sound travels slower than light.

(a) i & ii only

(b) i, ii & iii only

(c) ii, iii & iv only

(d) i, ii & iv only

4. An object is vibrating at 50 hertz. What is its time period?

(a) 0.02 s

(b) 2 s

(c) 0.2 s

(d) 20.0 s

5. In order to reduce the loudness of a sound, we have to

(a) decrease its frequency of vibration of the sound.

(b) increase its frequency of vibration of the sound.

(c) decrease its amplitude of vibration of the sound.

(d) increase its amplitude of vibration of the sound.

6. The loudness of sound is measured in units of

(a) Decibel (dB)

(b) Hertz (Hz)

(c) Metre (m)

(d) Metre/Second (m/s)

7. The loudness of sound is determined by the

(a) amplitude of vibration

(b) the ratio of amplitude and frequency of vibration

(c) frequency of vibration

(d) product of amplitude and frequency of vibration

8. 1 hertz is equal to

(a) 1 vibration per minute

(b) 10 vibrations per minute

(c) 60 vibrations per minute

(d) 600 vibrations per minute

9. Pitch of sound is determined by its

(a) frequency

(b) amplitude



- (c) speed
  - (d) loudness
10. Ultrasound has a frequency of vibration
- (a) between 20 and 20,000 Hz
  - (b) below 20 Hz
  - (c) above 20,000 Hz
  - (d) between 500 and 10,000 Hz

## **SOCIAL STUDIES**

### **CIVICS**

**Topic:-** Chapter 4 – Understanding Our Criminal Justice System

**Sub Topic :-** Criminal Justice System

**Learning Objectives:-** To make Students aware about the Judiciary System and division of Laws

**Methodology:-**PPT, Video and word file

**You tube link:-**<https://youtu.be/Gr8-uShMIE>

**Activity 1:-** Find out about the level of the courts in India

#### **Understanding Our Criminal Justice System**

**Criminal justice is the system of practices and institutions of governments directed at upholding social control, deterring and mitigating crime, or sanctioning those who violate laws with criminal penalties and rehabilitation efforts.**

**There are four people who play a key role in our criminal justice system. They are- Police, Public Prosecutor, the defence lawyer, and the Judge.**

**According to the Constitution, every individual charged of a crime has to be given a fair trial.**

**Key terms :-**

**Witness:** It refers to the person who is called upon in court to give a first-hand account of what he/she has seen, heard or knows.

**Detention:** It refers to the situation when the police forcibly keeps someone in custody.

**Offence:** Any act that is defined by the law as a crime.

**Investigation:** It refers to an official examination of the facts about a crime.

**Memo:** It refers to an official note.

**Cognizable:** It refers to an offence for which the police may arrest a person without the court's permission.

**Cross-examine:** To question the witness carefully who has already been examined by the opposite side to determine the truth of his/her testimony.

**Evidence:** It refers to the facts or signs that make you believe that something is true.

**Confession:** Acceptance of an offence.

### **Assignments:**

1. Describe the criminal justice system in India?
2. State four key players in criminal justice system.
3. Define:-
  - a. Detention
  - b. Cognizable
  - c. Cross-examine
  - d. Offence
  - e. Detention

## SANSKRIT

गृहं शून्यं सुतां विना

प्राचीन भारत में स्त्रियों को अत्यधिक सम्मान प्राप्त था। उनकी स्थिति उन्नत तथा सुदृढ थी। स्त्रियाँ सुशिक्षित होती थीं। स्त्रियों को शास्त्र का ज्ञान होता था। इतिहास में ब्रह्मवादिनी गार्गी, मैत्रेयी आदि का नाम विशेष उल्लेखनीय है। वैदिक युग में पुरुषों और स्त्रियों में कोई विभेद नहीं है। कालान्तर में स्त्रियों की दशा दयनीय होती गई। उनकी सामाजिक, शैक्षणिक दशा में न्यूनता आती गई। इसके अतिरिक्त भ्रूणहत्या, सतीप्रथा जैसी कुत्सित प्रथाओं का आविर्भाव हो गया। ये प्रथाएँ अमानवीय हैं। समय समय पर महापुरुषों ने ऐसी प्रथाओं का घोर विरोध किया।

• यह पाठ कन्याओं की गर्भ में हत्या पर रोक लगाने और उनकी शिक्षा को सुनिश्चित करने की दिशा में एक प्रशंसनीय कदम है। आज भी पुत्र और पुत्री में भेदभाव की भावना कार्यरत है। समाज में कन्या जन्म को आज के युग में भी तिरस्कार की दृष्टि से देखा जाता है। इसके निवारण की नितान्त आवश्यकता है। प्रस्तुत पाठ में संवादात्मक शैली में इन बातों को सुगमता से समझाया गया है।

• (क) "शालिनी ग्रीष्मावकाशे पितृगृहम् आगच्छति। सर्वे प्रसन्नमनसा तस्याः स्वागतं कुर्वन्ति परं तस्याः भ्रातृजाया उदासीना इव दृश्यते"।

शालिनी – भ्रातृजाय! चिन्तिता इव प्रतीयसे, सर्वं कुशलं खलु?

माला – आम् शालिनि। कुशलिनी अहम्। त्वदर्थं किम् आनयानि, शीतलपेयं चायं वा?

शालिनी – अधुना तु किमपि न वाञ्छामि। रात्रौ सर्वैः सह भोजनमेव करिष्यामि।

शब्दार्थ-

पितृगृहम्-पिता के घर।

कुर्वन्ति-करते हैं।

भ्रातृजाया-भाभी।

दृश्यते-दिखाई पड़ती है।

प्रतीयसे-प्रतीत होती हो।

त्वदर्थम्-तुम्हारे लिए।

अधुना-अब।

वाञ्छामि-चाहती हूँ (Want)।

रात्रौ-रात में।

सर्वैः-सभी।

सरलार्थ-

शालिनी गर्मी की छुट्टियों में पिता के घर आती है। सभी प्रसन्नमन होकर उसका स्वागत करते हैं, परन्तु उसकी भाभी उदासीन-सी दिखाई पड़ती है।

शालिनी – भाभी, (तुम) चिन्तित-सी प्रतीत होती हो। सभी कुशल तो हैं?

माला – मैं कुशल हूँ। तुम्हारे लिए क्या लाऊँ? चाय या ठण्डा?

शालिनी – इस समय मैं कुछ नहीं चाहती। रात में सभी के साथ भोजन ही कर लूंगी।

(ख) (भोजनकालेऽपि मालायाः मनोदशा स्वस्था न प्रतीयते स्म, परं सा मुखेन किमपि नोक्तवती)

राकेशः – भगिनि शालिनि! दिष्ट्या त्वं समागता। अद्य मम कार्यालये एका महत्त्वपूर्णा गोष्ठी सहस्रैव निश्चिता। अद्यैव मालायाः चिकित्सिकया सह मेलनस्य समयः निर्धारितः त्वं मालया सह चिकित्सिकां प्रति गच्छ, तस्याः परामर्शानुसारं यद्विधेयं तद् सम्पादय।

शालिनी – किमभवत्? भ्रातृजायायाः स्वास्थ्यं समीचीनं नास्ति? अहं तु ह्यः प्रभृति पश्यामि सा स्वस्था न प्रतिभाति इति प्रतीयते स्म।

शब्दार्थ-

मुखेन-मुख से।

नोक्तम्-नहीं कहा।

भगिनि-हे बहन।

सहस्रैव-अचानक ही।

दिष्ट्या-भाग्य से।

चिकित्सिकया-डाक्टर के साथ।

निर्धारितः-निर्धारित।

समीचीनम्-उचित।

प्रतिभाति-लगता है।

सरलार्थ-

(भोजन के समय भी माला की मनोदशा स्वस्थ प्रतीत नहीं होती थी, परन्तु मुख से कुछ नहीं कहा।)

राकेश – बहन शालिनी, भाग्य से तुम आ गई हो। आज मेरे कार्यालय में अचानक एक बैठक निश्चित की गई है। आज ही माला का डॉक्टर के साथ मिलने का समय निर्धारित है। तुम माला के साथ डॉक्टर के पास जाओ। उसकी सलाह के अनुसार जो करने योग्य है, वह करो।

शालिनी – क्या हुआ? (क्या) भाभी का स्वास्थ्य ठीक नहीं है? मैं तो कल से ही देख रही हूँ कि वह स्वस्थ नहीं लगती है, ऐसा प्रतीत होता था।