

**EAST POINT SCHOOL  
CLASS-VII  
ONLINE CLASSES WORK PLAN (JULY-WEEK-4)**

**ENGLISH**

**Unit-3 REAL LIFE HEROES**

**Section-1 The One Who Survived: Ada Blackjack**

**VIDEO LINK:** [https://www.youtube.com/watch?v=9F\\_2zpNxxY4](https://www.youtube.com/watch?v=9F_2zpNxxY4)

**Learning Objective:-**

- 1) The students will be able to understand the traits required to become a hero in their personal lives.**
- 2) They will be able to understand the meaning of difficult words and will learn sentence construction.**

**Explanation of the Chapter:**

**Setting** – Somewhere in the Arctic region, where Ada was born and brought up, and Wrangel Island where she went with the explorers.

**Main character** – Ada Blackjack

**Supporting characters** - Lorne Knight, Milton Galle, Fred Maurer, Allan Crawford, Vilhjalmur Stefansson, Ada's grandmother and Ada's son Bennet

**SUMMARY**

- Ada was born in the year 1898. Curiously, she avoided going out to play with other children preferring to stay indoors to do household chores to help her grandma.
- Ada had married, and become a mother, but sadly had lost two of her babies. The five-year-old Bennett lay in bed, suffering from TUBERCULOSIS.
- At this point of time, entered Stefansson, the leader of the expedition. He made a proposal to Ada. He would make arrangements for Bennett's comprehensive medical care if she joins the expedition.

- On 21st September, the group set out for Wrangel Island. Initially, the other members of the group felt Ada was too frail to survive the cold hazardous journey, but Ada showed remarkable determination.
- Lorne's condition deteriorated fast. Leaving him to the care of Ada, the three other crew members left the camp for their onward journey.
- She managed to kill a few animals, and could deal with starvation but Lorne passed away, leaving Ada heart-broken, and alone
- On August 23, 1923, a merchant ship named Donaldson laid anchor in the shore. The sailors took good care of Ada, by then half-starved and battered by the cold.
- Ada narrated her learning experience – how she studied maps, and how she hunted foxes with the help of traps. Her story became an inspiring story of struggle and survival.

**Crisis in the story** – Lorne Knight falls sick and they get no news of any help. Their food supply had depleted and they were almost starving as winter set in. Leaving Ada with Lorne, the three other explorers went out in search of help never to return. Lorne dies and Ada is left all alone to survive the Arctic.

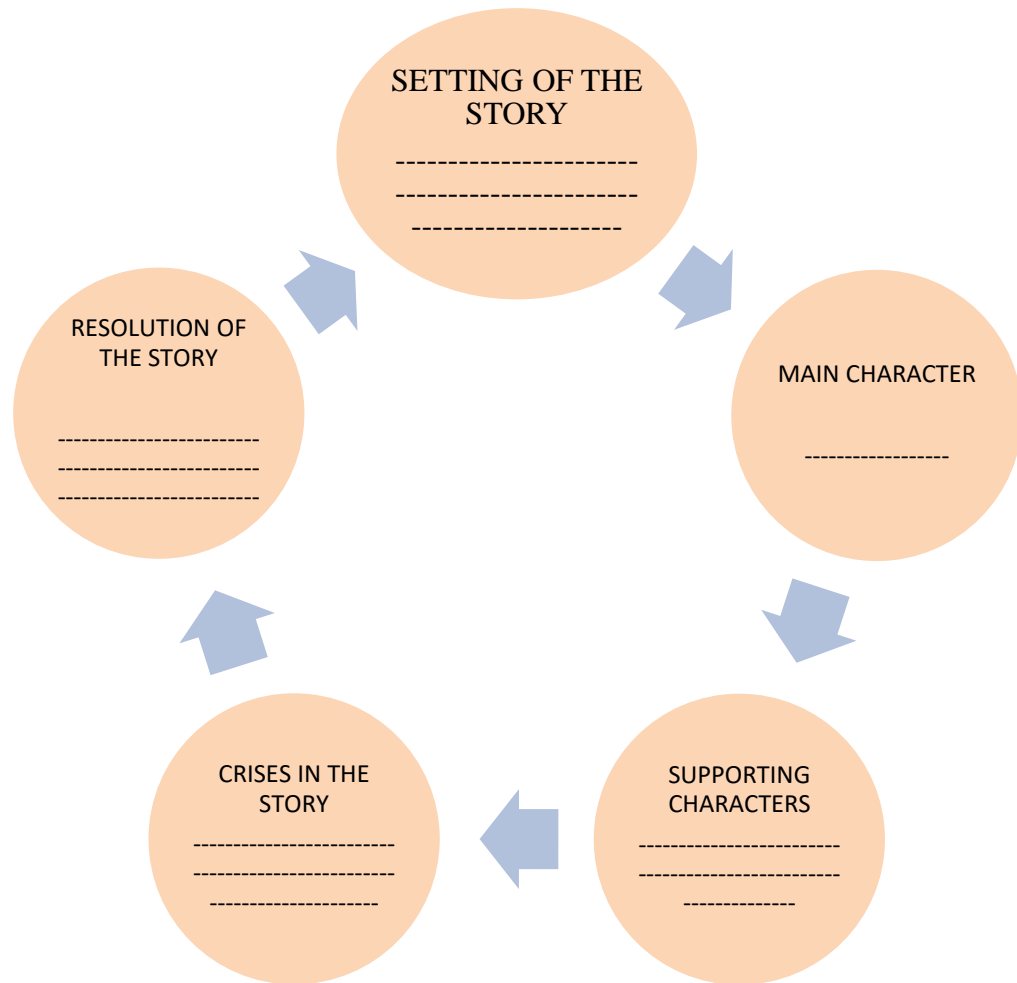
**Resolution of the crisis** – Ada learns how to hunt animals using a rifle. She kills animals and birds like ducks, foxes and seals. She survives the island and comes back to her family finally.

## **WORKSHEET**

**I. Answer the following questions:**

- 1. Why did Ada agree to join the expedition?**
- 2. Why did Lorne knight not traverse the icy sea with other explorers?**
- 3. Write down the character sketch of “Ada Blackjack”.**
- 4. What happened to son of Ada Blackjack?**
- 5. How was Ada Blackjack rescued in the end from the isolated island?**

**ACTIVITY:- Complete the graphic organiser given below:**



**ROLE PLAY ACTIVITY:** The students will enact full story by taking up the roles of the characters of the story.

HINDI

( अधिन्यास लेखन -12 )

पापा खो गए ( एकांकी )

लेखक : विजय तेंदुलकर



निर्देश : दिए गए लिंक को ओपन करके व् पाठ को पढ़कर समझें व् सभी प्रश्नों के उत्तर दीजिये एवं बहुवैकल्पिक प्रश्नों के उत्तर भी दीजिये

<https://www.youtube.com/watch?v=v9goViBITw4>

<https://www.youtube.com/watch?v=4Qy4e8cSNLw>

अधिगम बिंदु :

- विद्यार्थी निर्जीव वस्तुओं की पीड़ा का सजीव चित्रण से अवगत होंगे

- विद्यार्थी इस पाठ के द्वारा बच्चों के अपहरण के बढ़ते वारदातों के बारे में जान सकेंगे
- विद्यार्थी जान सकेंगे कि वर्तमान युग में किस तरह मानवता खत्म होती जा रही है, मानव पूरी तरह से स्वार्थी हो गया है

## पाठ का सारांश

विजय तेंदुलकर द्वारा लिखित इस एकांकी में निर्जीव वस्तुओं को सजीव रूप में प्रस्तुत किया गया है और उनमें संवेदना भी दर्शाई गयी है। वहीं एक आदमी जो बच्चे उठाने का काम करता है, उसके हृदय में संवेदना का कोई स्थान नहीं है।

समुद्र के सामने एक फुटपाथ पर एक बिजली का खंभा, एक पेड़ और एक लेटरबॉक्स है। वहीं एक दीवार पर एक सिनेमा का पोस्टर लगा है जिस पर नृत्य की भंगिमा में एक औरत की आकृति है। पेड़ सबसे पहले से वहाँ खड़ा है। बाद में खंभा, लेटरबॉक्स और पोस्टर उस स्थान पर लगाए गए। शुरू-शुरू में खंभा पेड़ से बातें नहीं करता था, लेकिन एक बार आँधी-तूफान की रात में पेड़ खंभे को गिरने से बचाता है और उसे अपने ऊपर रोक लेता है। तभी से दोनों की दोस्ती हो जाती है।

यह एकांकी एक रात की घटना का वर्णन कर रही है। रात में हवा तेज थी, जिससे कभी-कभी पोस्टर पर बनी महिला का संतुलन बिगड़ जाता है और उसके घुँघरू बज उठते हैं। रात के अँधेरे में पेड़ और खंभा बातें कर रहे हैं। लेटरबॉक्स रह-रह कर कुछ भजन गुनगुनाता है, जिससे वहीं सोया हुआ कौआ झुँझला उठता है। अतः समय बिताने के लिए लेटरबॉक्स अपने पेट में चिट्ठियाँ निकाल कर पढ़ने लगता है। उसी समय किसी के आने की आहट सुन सभी चुप्पी साध लेते हैं। एक दुष्ट व्यक्ति एक छोटी बच्ची को अपने कंधे पर उठाकर लाता है और उसे पेड़ की ओट में डाल देता है। वह बच्चे उठानेवाला था। वह उस छोटी लड़की को सोते हुए ही उसके घर से उठा लाया था। उसने उसे बेहोशी की दवा दी थी, जिससे वह अभी तक सो रही थी। उस आदमी को भूख लगी थी। वह बच्ची के ऊपर अपना कोट फैला देता है और भोजन की खोज में चला जाता है।

पेड़, खंभा, लेटरबॉक्स और कौआ यह देखकर चिंतित हो जाते हैं। बच्ची अत्यंत भोली और प्यारी थी। सब घबरा जाते हैं कि वह आदमी न जाने इस बच्ची के साथ क्या करेगा। वे उसकी रक्षा के सम्बंध में विचार-विमर्श करने लगते हैं। उनकी बातचीत सुनकर लड़की जाग जाती है। उसे लगता है जैसे वह कोई सपना देख रही हो। वह हैरान होती है कि वे आवाज़ें कहाँ से आ रही थीं। लेटरबॉक्स उसे बताता है कि वे सभी निर्जीव होते हुए भी बोल सकते हैं। लड़की यह जानकर बहुत खुश होती है। सभी उससे उसके घर का पता पूछते हैं पर वह लड़की उन्हें कुछ ठीक ठीक बता नहीं पाती।

थोड़ी देर में वह दुष्ट आदमी वापस आ जाता है। सभी चुप खड़े हो जाते हैं और बच्ची भी कहीं छुप जाती है। वह आदमी बच्ची को न पाकर क्रोधित हो जाता है और उसे ढूँढने लगता है। पेड़, खंभा और लेटरबॉक्स अपनी जगह से खिसक-खिसक कर बच्ची को छिपाने का प्रयास करते हैं। अचानक कौआ भूत-भूत चिल्लाने लगता है। उसके साथ-साथ सभी चिल्ला पड़ते हैं और वह आदमी डरकर भाग जाता है। उसके जाने के बाद सभी लड़की को ढूँढते हैं तो वह पोस्टर वाली औरत के पीछे से निकलकर आती है। सभी खुश होते हैं। लड़की थककर सो जाती है।

## कठिन शब्दों के अर्थ

भंगिमा - मुद्रा

आफ़त - मुसीबत

थर- थर काँपना -डर से काँपना

झेलना - सेहन करना  
गरूर - घमंड  
फोकट - मुफ्त में  
गशत लगाना - चारों ओर घूमना  
प्रेक्षक - दर्शक  
चकमा देना - धोखा देना  
गौर से देखना - ध्यान से देखना  
दाल में काला होना - कुछ गड़बड़ होना

## I. बहुविकल्पीय प्रश्न

- (i) 'पापा खो गए' नामक पाठ किस विधा पर आधारित है?  
(क) कहानी (ख) संस्मरण  
(ग) नाटक (घ) जीवनी।
- (ii) खंभा, पेड़, लैटरबक्स सभी एक साथ कहाँ थे?  
(क) नदी के किनारे (ख) झील के किनारे  
(ग) सड़क से बहुत दूर (घ) समुद्र के किनारे।
- (iii) 'दिन तो कैसे न कैसे हड़बड़ी में बीत जाता है' वाक्य से किस ऋतु का संकेत मिलता है?  
(क) वसंत ऋतु (ख) शिशिर ऋतु  
(ग) वर्षा ऋतु (घ) ग्रीष्म ऋतु।
- (iv) खंभे को कौन-सी रातें अच्छी नहीं लगती हैं?  
(क) बरसात की रातें (ख) गर्मी की रातें  
(ग) शरद ऋतु की रातें (घ) वसंत ऋतु की रातें।
- (v) आसमान से गड़गड़ाती बिजली किस पर आ गिरी थी?  
(क) खंभे पर (ख) पेड़ पर  
(ग) लैटरबक्स पर (घ) पोस्टर पर।

- (vi) इनमें से किसकी तवीयत लोहे की है?  
(क) लैटरबक्स की (ख) पेड़ की  
(ग) पोस्टर की (घ) खंभे की।
- (vii) बहुत ज़ोर की आँधी में जब खंभा गिर गया तब क्या हुआ?  
(क) पेड़ ने सहारा दिया (ख) खंभे का घमंड खत्म हो गया  
(ग) दोनों की दोस्ती हो गई (घ) उपर्युक्त सभी।
- (viii) 'इस परीक्षित के होश तब मैं अच्छी तरह ठिकाने लगाता'—ऐसा किसने कहा था?  
(क) खंभे ने (ख) परीक्षित के पिता ने  
(ग) लैटरबक्स ने (घ) परीक्षित के अध्यापक ने।

### **पाठ्यपुस्तक के प्रश्नोत्तर --**

**प्रश्न 1.** नाटक में आपको सबसे बुद्धिमान पात्र कौन लगा और क्यों?

**प्रश्न 2.** पेड़ और खंभे में दोस्ती कैसे हुई?

**प्रश्न 3.** लैटरबक्स को सभी लाल ताऊ कहकर क्यों पुकारते थे?

**प्रश्न 4.** लाल ताऊ किस प्रकार बाकी पात्रों से भिन्न है?

**प्रश्न 5.** नाटक में बच्ची को बचानेवाले पात्रों में एक ही सजीव पात्र है। उसकी कौन-कौन सी बातें आपको मजेदार लगीं? लिखिए।

**प्रश्न 6.** क्या वजह थी कि सभी पात्र मिलकर भी लड़की को उसके घर नहीं पहुँचा पा रहे थे?

**प्रश्न 7.** क्या आप बच्ची के पापा को खोजने का नाटक से अलग कोई और तरीका बता सकते हैं?

**प्रश्न 8.** नाटक में दिखाई गई घटना को ध्यान में रखते हुए यह भी बताइए कि अपनी सुरक्षा के लिए आजकल बच्चे क्या-क्या कर सकते हैं। संकेत के रूप में नीचे कुछ उपाय सुझाए जा रहे हैं। आप इससे अलग कुछ और उपाय लिखिए।

• समूह में चलना।

- एकजुट होकर बच्चा उठानेवालों या ऐसी घटनाओं का विरोध करना।
- अनजान व्यक्तियों से सावधानीपूर्वक मिलना।

### रचनात्मक गतिविधि

- अपने-अपने घर का पता लिखिए तथा चित्र बनाकर वहाँ पहुँचने का रास्ता भी बताइए।

## MATHS

### CHAPTER- DATA HANDLING ( NOTES AND WORKSHEET )

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VIDEO LINK: <https://www.youtube.com/watch?v=4Hkz7Fc5zTM>

### LEARNING OBJECTIVES

1. Students will be able to formulate the data in tabular form.
  2. They will be able to find out the mean, mode of the given data
  3. They will be able to represent the data either in ascending order or descending order to find out the median.
- 

We need to collect, organize and represent that data to draw inferences from it. This is called **Data Handling**.

### Collecting Data

Collection of data depends upon the further requirement of the data. Before collecting any data we must know that what will be the use of data.

If we have to compare the marks of the toppers in different classes then we need the data of all the classes not only one class having any topper.



## Organization of Data

Before using any data, first, we need to organize it in a systematic manner so that it could be understood easily. Generally, data is organized in tabular form as it is easy to read and understand

Marks	Number of Students = Frequency	Tally Marks
1	1	
2	4	
3	2	
4	5	
5	7	
6	4	
7	4	
8	6	
9	1	
10	1	
Total	35	

In this tabular form, we can easily understand that how many students get how much mark.

## Representative Values

There must be a particular value which represents the complete data. This is the average of the data. The average lies between the smallest and the largest number of data so it is called Central tendency of the group of data.

There are **three types of central tendency of data-**

### 1. Arithmetic Mean

The mean is the average of the number of observations. To calculate mean we have to divide the sum of the values of the observations by the total number of observations.

### Example

The score of 8 students in science is given. Find the average score of the students.

25, 28, 23, 24, 29, 35, 42, 48

### Solution

$$\begin{aligned} \text{A. M.} &= \frac{\text{sum of observations}}{\text{number of observations}} \\ &= \frac{25 + 28 + 23 + 24 + 29 + 35 + 42 + 48}{8} \\ &= \frac{254}{8} = 31.75 \end{aligned}$$

**Remark:** This is not necessary that the value of mean will be from one of the observations.

### Range

Arithmetic mean lies between the smallest and the largest observation. A range is a difference between the largest and the smallest observation.

**Range = Largest Observation – Smallest Observation**

### Example

If the age of the students in a class is given then what will be the range of the given students?

## AGES OF STUDENTS

13,13,14,14,14,15,15,15,15,16,16,16

$$\begin{aligned}\text{Range} &= \text{highest} - \text{lowest} \\ &= 16 - 13\end{aligned}$$

$$\text{Range} = 3$$

### 2. Mode

Mode tells us the number of observation which occurs more frequently. The observation which occurs most of the time is called the Mode of that group.

#### **Example**

If we have the observation of average temperature in New Delhi for 12 months then find the month in which it has the maximum average temperature? What is the mode of the given observation?

Month	Average Temperature
January	18
February	22
March	24
April	25
May	25
June	29

July	27
August	27
September	27
October	25
November	21
December	19

### **Solution**

As you can see that the maximum average temperature is in the month of June.

Its mode will be 27 as it occurs more frequently i.e. three times.

### **Mode of a Large Number of Observations**

If the number of observations is very large then we can convert the data in the tabular form using frequencies and tally marks. Then it will be easy to find the mode of the given data.

### **Example**

Find the mode of the data of scores obtained by students of class 7 in Sanskrit given below.

Score	Number of Students
2	4
4	2
8	3
9	2
11	5
13	4

15	6
18	8

### Solution

The mode is the 18 as the maximum number of students i.e. 8 students score 18.

### 3. Median

The middle value of the given number of the observations which divides it into exactly two parts is called Median.

**To find the median, we have to arrange the data in ascending or descending order then find the middle value of the given number of observations that is the median of that group.**

#### a. If the number of observation is odd

$$\text{Median} = \left(\frac{n+1}{2}\right)^{\text{th}} \text{ observation}$$

#### b. If the number of observation is even

$$\text{Median} = \frac{1}{2} \left\{ \left(\frac{n}{2}\right)^{\text{th}} \text{ observations} \left(\frac{n}{2} + 1\right)^{\text{th}} \text{ observation} \right\}$$

### Example

1, 3, 3, **6**, 7, 8, 9

$$\text{Median} = \underline{\underline{6}}$$

1, 2, 3, **4**, **5**, 6, 8, 9

$$\begin{aligned} \text{Median} &= (4 + 5) \div 2 \\ &= \underline{\underline{4.5}} \end{aligned}$$

Kindly go through the below link to solve the worksheet

<https://www.bing.com/videos/search?q=Data+Handling+Class+7&&view=detail&mid=6A11785A7D6FBAA554326A11785A7D6FBAA55432&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3DData%2BHandling%2BClass%2B7%26FORM%3DRESTAB>

## WORKSHEET

Q1. If the average of the given data 6, 10, 12, x, 16 is 14, find the value of x.

Q2. Find the mean of the first 5 multiples of 3.

Q3. The marks obtained (out of 10) by 80 students in a class test are given below:

<b>Marks obtained</b>	1	2	3	4	5	6	7	8	9	10
<b>Number of students</b>	3	5	8	10	9	15	20	16	12	2

Find the mode of the above data.

Q4. The data given below shows the production of motorbikes in a factory for some months of two consecutive years.

<b>Months</b>	<b>2008</b>	<b>2007</b>
February	2700	2800
May	3200	4500
August	6000	4800
October	5000	4800
December	4200	5200

Study the table given above and answer the following questions:

- In which year was the total output maximum?
- Find the mean production for the year 2007.
- For which month was the difference between the production for the two years is the maximum?

- (d) In which month for the year 2008, the production was the maximum?  
(e) In which month for the year 2007, the production was the least?

Q5. Find the mode of the following data:

24, 26, 23, 26, 22, 25, 26, 28

Q6. Find the median of the following data:

20, 14, 6, 25, 18, 13, 19, 10, 9, 12

Q7. The mean of 5 numbers is 25. If the four numbers 16, 26, 31, 32. Find the fifth numbers.

Q8. Given below are the heights of 15 boys of a class measured in cm:

128, 144, 146, 143, 136, 142, 138, 129, 140, 152, 144, 140, 150, 142, 154

Find

- (a) The height of the tallest boy
- (b) The height of the Shortest boy
- (c) The range of the given data.
- (d) The median height of the boys

Q9. Find the median of the data if the mean is 4.5

5, 7, 7, 8, x, 5, 4, 3, 1, 2

Q10. Calculate the mean, median and mode of the following data:

5, 10, 10, 12, 13

Are these three equal ?

### **ACTIVITY**

**AIM:** To collect data on number of members in different families

### **PROCEDURE:**

- Ask 20 of your classmates one by one about the number of members in their families

- For every answer put a tally marks in the correct column.

NUMBER OF MEMBERS	TALLY MARKS	NUMBER OF STUDENTS

- Add the tally bars in each row and write the total in the number of students column
- Then convert it into the bar graph.

**OBSERVATION:** 1.The tallest bar is for .....members

2. The shortest bar is for.....members.

**CONCLUSION:** Bar graphs can be drawn to represent the data pictorially

## SCIENCE

### NUTRITION IN ANIMALS

**VIDEO LINK:-** <https://www.youtube.com/watch?v=bFczvJp0bpU>

**Learning Outcome-** 1) Students will understand how digestion is started in human body and proceed further .

2) They will come to know about the secretion and importance of digestive juices through different organs involve in digestion.

Steps involved in digestion

1)The food that we eat passes through a Canal inside our body.

2)The food is processed and utilized in the body and unused food is collected inside the canal only.

3)This Canal is often called as the **Alimentary Canal** or the **Digestive Tract**.

4)The canal is divided into different parts:

The Mouth or Buccal Cavity ,Food Pipe or Oesophagus, Stomach, Small Intestine ,Large Intestine, Anus



There are three glands associated with the alimentary canal that secrete digestive juices that are used to convert the complex food substances into simpler substances.

liver

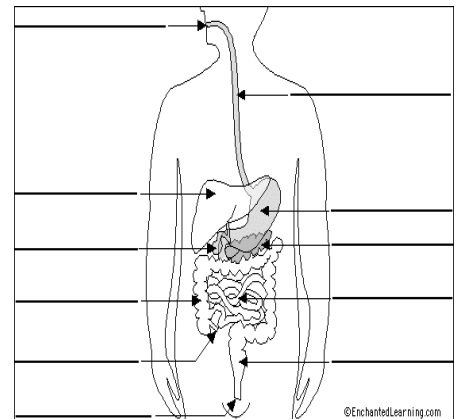
pancreas

salivary glands

**The Digestive System** - The alimentary canal and the digestive glands together form a system in the human body which is responsible for the digestion of food in the body. This system is called the **Digestive System**.

### ACTIVITY – ROLE PLAY

Students will play the role of different organs and digestive juices, involved in the process of digestion.



### LIST OF DIGESTIVE JUICES

Digestive juices and enzymes	Substance digested	Product formed
<b>Saliva</b> Amylase	Starch	Maltose
<b>Gastric juice</b> Protease (pepsin) and hydrochloric acid	Proteins	Partly digested proteins
<b>Pancreatic juice</b> Proteases (trypsin) Lipases Amylase	Proteins Fats emulsified by bile Starch	Peptides and amino acids Fatty acids and glycerol Maltose
<b>Intestinal enzymes</b> Peptidases Sucrase Lactase Maltase	Peptides Sucrose (sugar) Lactose (milk sugar) Maltose	Amino acids Glucose and fructose Glucose and galactose Glucose
<b>Bile from the liver</b>	Fats globules	Fat droplets

**THINK AND ANSWER-**

- 1) Name the organs involved in these steps of digestion process in humans.
  - a) Taking of food
  - b) secreting bile juice
  - c) assimilation of food
- 2) Why it is important to get saliva mixed in food in mouth?
- 3) What will happen if gallbladder stops secreting bile juice?
- 4) How nutrients get assimilate in our blood?
- 5) Label the diagram
- 6) Complete the paragraph based on your activity performed.

I am \_\_\_\_\_. My role in process of digestion is to \_\_\_\_\_.

I come into action in \_\_\_\_\_ step of digestion. If I miss my action ,  
Consequences will be \_\_\_\_\_

**SOCIAL STUDIES**

**The Delhi Sultans**

**Learning Objective:** Students will learn about the political, social and economic life during Delhi Sultanate.

Video Link: [https://www.youtube.com/watch?v=nmgDUjoB\\_y0](https://www.youtube.com/watch?v=nmgDUjoB_y0)

- Delhi initially turned into the capital of a kingdom under the Tomara Rajputs, who were vanquished by Chuahans (additionally called Chahamanas) of Ajmer.
- The change of Delhi into a capital that controlled immense range of the subcontinent
- began with the establishment of the Delhi Sultanate in the start of the thirteenth century.

**SOURCES:**

- i. Inscriptions coins and engineering give a great deal of data.
- ii. Further important sources are 'histories', tarikh (particular)/tawarikh (plural), written in Persian, the dialect of organization under the Delhi Sultans.
- iii. The creators of tawarikh were scholarly men; secretaries' overseers, writers and subjects who both described occasions and prompted rulers on administration, stressing the significance of simply run the show.

**From Garrison Town to Empire:**

- i. In the mid thirteenth century the control of the Delhi Sultans once in a while went past vigorously strengthened towns involved by battalions.
- ii. Delhi's power was tested by Mongols and by governors who revolted at any indication of the Sultan's shortcoming.
- iii. The extension of Delhi Sultanate occurred under the rule of Balban, Alaudding Khalji and Muhammad Tughlaq.

### **Organization and Consolidation:**

- i. To have solid governors the early Delhi Sultans, particularly 'Iltutmish' favored their uncommon slaves bought for military administration called 'bandagan' in Persian.
- ii. The Khaljis and Tughluqs kept on utilizing bandagan and furthermore raised individuals of humble birth, who were their customers, to high positions like governors and commanders.
- iii. The Khaljis and Tughluqs delegated military leaders as governors of domains of fluctuating sizes.
- iv. These grounds were called iqta and their holder was called muqti or iqtadar. The obligation of muqtis was to lead military crusades and keep up lawfulness in their iqtas.
- v. consequently, muqtis gathered the incomes of their assignments as pay. They additionally paid their paid their troopers from this income.
- vi. Under Alaudding Khalji and Muhammad Tughluq bookkeepers were named to check the sum gathered by the muqtis.
- vii. As Delhi Sultans brought the hinterland of the urban communities under their control, they constrained the samants and the rich proprietors to acknowledge their power.
- viii. The assault of Mongols under Genghis Khan constrained Khaljis and Tughluqs to assemble an expansive standing armed force in Delhi.

### **The Sultanate in Fifteenth and Sixteenth Centuries:**

- i. The Tughluq, the Sayyid and Lodi lines ruled from Delhi and Agra until 1526.
- ii. By then Jaunpur, Bengal, Malwa, Gujarat, Rajasthan and the whole South India had Independent rulers who had set up thriving states and prosperous capitals.
- iii. New managing administrations like the Afghans and Rajputs additionally emerged amid the period.

- iv. In 1526, Mughals set up their realm; however, for a short period Suri Dynasty led in Delhi (1540-1555). This organization turned into the good example for Akbar, the Mughal Emperor.

## WORKSHEET

### Very Short Answer Questions

(1 Mark each)

1. Who defeated the Tomara Rajputs and when?
2. Define qibla.
3. Which ruler first established his or her capital at Delhi?
4. What was the language of administration under the Delhi Sultans?
5. In whose reign did the Sultanate reach its farthest extent?
6. From which country did Ibn Battuta travel to India?

### Short Answer Questions each)

(3 Marks

1. Name the five dynasties that together made the Delhi Sultanate.
2. Mention the sources that provide a lot of information about the Delhi Sultans.
3. Name the three types of taxes collected during the Sultanate period.
4. What is meant by the “internal” and “external” frontiers of the Sultanate?

### Long Answer Question

(5 Marks each)

1. What was the impact of the Mongol invasions on the Delhi Sultanate?
2. Describe the administrative measures taken by Ala-ud-din Khalji.
3. ‘Muhammad Tughluq’s administrative measures were a failure’. Explain with examples.

### Fill in the blanks

1. Delhi first became the capital of a kingdom under the \_\_\_\_\_.
2. Coins minted in Delhi called \_\_\_\_\_ had wide circulation.
3. Sultan \_\_\_\_\_ is Known for introducing market control mechanism.

### Objective type Questions

1. What is fortified settlement of soldiers is known as?
  - a. Hinterland

- b. Garrison town
- c. The Masjid
- d. None of these

2. Under whose leadership Mongols invaded the Delhi Sultanate?

- a. Akbar
- b. Alauddin Khalji
- c. Genghiz Khan
- d. None of these

3. What is the direction that the Muslims face during prayer?

- a. Khutba
- b. Ulema
- c. Kharaj
- d. Qibla

4. Who introduced token currency?

- a. Muhammad-bin-Tughluq
- b. Alauddin Khalji
- c. Raziyya
- d. Khizr Khan

5. Kharaj was a type of tax imposed on what?

- a. Houses
- b. Trade
- c. Cattle
- d. Cultivation

### **Activity**

**Make a booklet on any two Monuments built by Delhi Sultans with pictures.**

विषय - संस्कृत

# षष्ठः पाठः सदाचारः

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

## ◆ शब्दाथः ◆

रिपुः	-	शत्रु	enemy
उद्यमः	-	परिश्रम	hard work
शरीरस्थः	-	शरीर में स्थित	existing in the body
अवसीदति	-	दुःखी होता है।	become sorrow
श्वः	-	आने वाला कल	tomorrow
कुर्वीत	-	करना चाहिए	should do
पूर्वाह्ने	-	दोपहर से पहले	in the forenoon
आपराह्निकम्	-	दोपहर के बाद करने योग्य कार्य	work to be done in the afternoon
अनृतम्	-	झूठ	lie
सनातनः	-	सदा से चला आ रहा हो	eternal
स्यात्	-	हो	should be
औदार्यम्	-	उदारता	generosity
ऋजुता	-	सरलता	simplicity
मृदुता	-	कोमलता	softness
कौटिल्यम्	-	कुटिलता, टेढ़ापन	wickedness
सेवेत	-	सेवा करनी चाहिए	should serve
परिवर्जयेत्	-	बचना चाहिए	should avoid
वाचा	-	वाणी से	by speech



1. सर्वान् श्लोकान् सस्वरं गायत।

2. उपयुक्तकथनानां समक्षम् 'आम्' अनुपयुक्तकथनानां समक्षं 'न' इति लिखत-

(क) प्रातः काले ईश्वरं स्मरेत्।

(ख) अनृतं ब्रूयात्।

(ग) मनसा श्रेष्ठजनं सेवेत।

(घ) मित्रेण कलहं कृत्वा जनः सुखी भवति।

(ङ) श्वः कार्यम् अद्य कुर्वीत।

3. एकपदेन उत्तरत-

(क) कः न प्रतीक्षते?

(ख) सत्यता कदा व्यवहारे स्यात्?

(ग) किं ब्रूयात्?

(घ) केन सह कलहं कृत्वा नरः सुखी न भवेत्?

(ङ) कः महारिपुः अस्माक शरीरे तिष्ठति?

4. रेखाङ्कितपदानि आधृत्य प्रश्ननिर्माणं कुरुत-

- (क) मृत्युः न प्रतीक्षते।  
(ख) कलहं कृत्वा नरः दुःखी भवति।  
(ग) पितरं कर्मणा सेवेत।  
(घ) व्यवहारे मृदुता श्रेयसी।  
(ङ) सर्वदा व्यवहारे ऋजुता विधेया।

6. मञ्जूषातः अव्ययपदानि चित्वा रिक्तस्थानानि पूरयत-

तथा न कदाचन सदा च अपि

- (क) भक्तः ..... ईश्वरं स्मरति।  
(ख) असत्यं ..... वक्तव्यम्।  
(ग) प्रियं ..... सत्यं वदेत्।  
(घ) लता मेधा ..... विद्यालयं गच्छतः।  
(ङ) ..... कुशली भवान्?  
(च) महात्मागान्धी ..... अहिंसां न अत्यजत्।



7. चित्रं दृष्ट्वा मञ्जूषातः पदानि च प्रयुज्य वाक्यानि रचयत-



लिखति	कक्षायाम्	श्यामपट्टे	लिखन्ति	सः	पुस्तिकायाम्
शिक्षकः	छात्राः	उत्तराणि	प्रश्नम्	ते	

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