

**EAST POINT SCHOOL
CLASS-VII
ONLINE CLASSES WORK PLAN (OCTOBER WEEK-2)**

ENGLISH

The Narayanpur Incident
By Shashi Deshpande

Video Link: <https://www.youtube.com/watch?v=0N8VtLvXPTU>

Learning Objective:

1. The students will be able to gather knowledge of the real heroes
2. Vocabulary enhancement

Introduction:

Published in 1982, The Narayanpur Incident is Shashi Deshpande's fourth novel for children. It has been variously established that Deshpande deals with a variety of issues even in her books for children including the didactic principle (not the conventional one) which is supposed to be a significant constituent of any children's book. This paper intends to analyze the underlying ideology in The Narayanpur Incident. Just like her other novel 3 Novels, it caters to the need of the society at large by offering a story that carries a moral. That children need a moralistic tale to evolve into virtuous adults is fairly established as one of the aims that books for children thrive to attain.

Synopsis:

The story is about ordinary citizens in a small town/village called Narayanpur performing extraordinary things during the Quit India movement call from Mahatma Gandhi. Mohan, Babu and Manju are youngsters who are caught up in the struggle for independence as their father gets arrested during a speech in a marketplace. Mohan, the oldest of the three kids goes underground to carry on the freedom struggle. The mother (mostly referred to as Amma) and the remaining children Babu and Manju are forced by circumstances to move over to Narayanpur and stay with a strict but benevolent friend of Amma's father, Annu-kaka.

Narayanpur, an otherwise sleepy town/village, erupts into action when the fervor of the Quit India movement slowly seeps in to engage its residents. The strong arm tactics of the police, especially the incident when small children are brutally beaten up and a little girl dies in a stampede, catalyzes the entire community to rise up and protest against the British occupation.

Questions and Answers

Q-1) The setting of the Narayanpur incident is_____.

Q-2) Narayanpur is seething within and it all comes to a head_____.

Q-3) The cyclostyling machine had to be smuggled into the house because_____.

Q-4) In the story, Amma and her children, Mohan, Babu, Manju, aged 18,13,11 respectively, are acutely aware of their role and duty towards their nation. Do you agree/disagree? Give reasons.

Q-5) A police officer was seen talking to the student leaders. Can you guess what the officer had been talking to them?

Q-6) Babu and Manju were a bit disappointed with the way the students were marching. What was the reason?

Q-7) Prepare a graphic organizer of the chapter highlighting setting, where, when, major characters, minor characters, Plot/ Problem, Event-1,Event-2, Event-3 and ending.

HINDI

रहीम के दोहे

VIDEOS LINKS : <https://www.youtube.com/watch?v=jclcWpVCwNU>

<https://www.youtube.com/watch?v=TEhm-c4fyYg>

अधिगम बिंदु:-

विद्यार्थी रहीम जी के बारे में जान सकेंगे।

विद्यार्थी जीवन की सच्चाई को जान सकेंगे।

रहीम दास, **मुगल** सम्राट अकबर के शासन काल के एक महान कवी थे। उनका पूरा नाम नवाब अब्दुल रहीम खान-ई-खाना था। वो अकबर की सभा के महत्वपूर्ण दीवान में से एक थे जिन्हें नवरत्न भी कहा जाता था। रहीम अपने दोहों और ज्योतिष पर लिखे गए किताबों के कारण मशहूर हैं। उनका जन्म 17 दिसम्बर 1556 को पाकिस्तान के लाहौर में हुआ था। रहीम दास जी ने अपने दोहों के माध्यम से जनता की नीति सम्बन्धी बातें बताई और उनका मार्ग दर्शन करने का भी प्रयास किया। उनको अवधी, ब्रज, अरबी, फ़ारसी, तुर्की, और हिंदी का अच्छा ज्ञान था। उनकी सभी कृतियाँ “रहीम ग्रंथावली” में समाहित हैं।

**1. कहि 'रहीम' संपति सगे, बनत बहुत बहु रीति।
बिपति-कसौटी जे कसे, सोई सांचे मीत॥**

प्रसंग:- रहीम दास जी के दोहे के माध्यम से सच्चे मित्र की परिभाषा को बताया है।

व्याख्या:- रहीम दास जी कहते हैं कि जब हमारे पास संपत्ति होती है तो लोग अपने आप हमारे सगे, रिश्तेदार और मित्र बनने की प्रयास करते हैं लेकिन सच्चे मित्र वो ही होते हैं, जो विपत्ति या विपदा आने पर भी हमारे साथ बने रहते हैं। वही हमारे सच्चे मित्र होते हैं उनका साथ हमें कभी नहीं छोड़ना चाहिए।

शब्दार्थ:- कहि – कहना, संपत्ति – धन, सगे – रिश्तेदार (अपने), बनत – बनते हैं, रीत – तरीका, बिपति – संकट (कठिनाई), कसौटी जे कसे – बुरे समय में जो साथ में, तेई – वे ही, साँचे – सच्चे, मीत – मित्र (अपने)।

।2. जाल परे जल जात बहि, तजि मीनन को मोह।

रहिमन मछरी नीर को, तऊ न छाँड़ति छोह ॥2॥

प्रसंग:- इस दोहे में रहीम दास जी ने जल के प्रति मछली के एक तरफा प्रेम को दर्शाया है।

व्याख्या:- रहीम दास जी कहते हैं कि जब मछली पकड़ने के लिए जल में जाल डाला जाता है तो जल बहकर बाहर निकल जाता है। वह मछली के प्रति अपना मोह त्याग देता है लेकिन मछली का प्रेम जल के प्रति इतना अधिक होता है कि वो जल से अलग होते ही अपने प्राण त्याग देती है, यही सच्चा प्रेम है।

शब्दार्थ:- परे- पड़ने पर, जल- पानी, जात- जाता, बहि- बहना, तजि- छोड़ना, मीनन- मछलियाँ, मोह- लगाव, मछरी- मछली, नीर- जल, तऊ- तब भी, न- नहीं, छाँड़ति- छोड़ती, छोह- प्रेम (प्यार)।

3. तरुवर फल नहिं खात है, सरवर पियत न पान।

कहि रहीम परकाज हित, संपति-सचहिं सुजान ॥३॥

प्रसंग:- रहीम दास जी ने इस दोहे में मनुष्य में पाए जाने वाले परोपकार की भाव को प्रकट किया है अथार्थ दूसरों की भलाई करना।

व्याख्या:- रहीम दास जी कहते हैं कि जिस प्रकार वृक्ष अपने फल कभी नहीं खाता सरोवर अपने द्वारा संचित किया गया जल कभी नहीं पीता उसी प्रकार सज्जन और विद्वान लोग अपने द्वारा संग्रह किए गए धन का उपयोग अपने लिए नहीं बल्कि दूसरों की भलाई में करते हैं।

शब्दार्थ:- तरुवर- वृक्ष, नहिं- नहीं, खात- खाना, सरवर- सरोवर (तालाब), पियत- पीते, पान- पानी, कहि- कहते, परकाज- दूसरो के लिए काम, हित- भलाई, सम्पति- धन (दौलत), सचहिं- संग्रह (बचत), सुजान- सज्जन/जानी।

4. थोथे बादर क्वार के, ज्याँ रहीम घहरात।

धनी पुरुष निर्धन भए, करें पाछिली बात ॥४॥

प्रसंग:- प्रेमदास जी इस दौरे के माध्यम से बताना चाहते हैं कि मनुष्य निर्धन होने के बाद भी पुराने दिनों के ऐश्वर्य की बातें करते रहते हैं।

व्याख्या:- रहीम दास जी कहते हैं कि जिस प्रकार आश्विन के महीने में जो बादल आते हैं वो थोथे होते हैं। वे केवल गरजते हैं लेकिन बरसते नहीं हैं उसी प्रकार धनी पुरुष निर्धन होने पर अपने सुख में बिताए हुए दिनों

की बातें करता रहता है जिसका वर्तमान में कोई मतलब नहीं होता है। वह अपने सुख में बिताए हुए पलों को याद करते रहते हैं लेकिन अपनी वर्तमान स्थिति में कोई सुधार नहीं करते हैं।

शब्दार्थ:- थोथे – खोखले, बादर – बादल, क्वार – आश्विन (सितंबर-अक्टूबर का महीना), ज्यों- जैसे, घहरात – गर्जना, धनी – धनवान, निर्धन – गरीब, भए – हो जाते हैं, पाछिली – पिछली (पुरानी)।

5. धरती की- सी रीत है, सीत घाम औ मेह।

जैसी परे सो सहि रहे, त्यों रहीम यह देह।।5।।

प्रसंग:- इस दोहे में रहीम दास जी ने मनुष्य के शरीर की तुलना धरती से की है।

व्याख्या:- रहीम दास जी कहते हैं कि जिस प्रकार हमारी धरती सर्दी, गर्मी, बरसात के मौसम को एक समान भाव से जेल लेती है। उसी प्रकार हमारे शरीर में भी वैसे ही क्षमता होनी चाहिए हम जीवन में आने वाले परिवर्तन और सुख-दुख को सहज रूप से स्वीकार कर सकें।

शब्दार्थ:- रीत- ढंग, सीत- सर्दी (ठंड), घाम – धूप, औ- और, मेह- बारिश, परे – पड़ना, सो- सारा, सहि- सहना, त्यों – वैसे, देह- शरीर।

प्रश्न 1: पाठ में दिए गए दोहों की कोई पंक्ति कथन है और कोई कथन को प्रमाणित करनेवाला उदाहरण। इन दोनों प्रकार की पंक्तियों को पहचान कर अलग-अलग लिखिए।

ये दोहे अपने आप में एक कथन हैं—

1.कहि रहीम संपति सगे, बनते बहुत बहु रीत।

बिपति कसौटी जे कसे, तेई साँचे मीत।।1।।

बुरे वक्त में जो व्यक्ति हमारी मदद करे, वही हमारा असली मित्र होता है।

2.जाल परे जल जात बहि, तजि मीनन को मोह।।

रहिमन मछरी नीर को, तऊ न छाँड़ति छोह।। 2।।

मछली पानी से सच्चा प्रेम करती है, इसी वजह से वो जल से अलग होते ही अपना शरीर त्याग देती है।

निम्न दोहे कथनों को प्रमाणित करने वाले उदाहरण हैं-

1. तरुवर फल नहिं खात है, सरवर पियत न पान।

कहि रहीम परकाज हित, संपति-सचहिं सुजान।।3।।

जिस तरह पेड़ अपने फल स्वयं नहीं खाते, नदी-तालाब अपना जल खुद नहीं पीते, उसी प्रकार सज्जन मनुष्य अपने लिए धन नहीं जोड़ते। वो उस धन से दूसरों का निस्वार्थ भला करते हैं।

2. थोथे बाद क्वार के, ज्यों रहीम घहरात।

धनी पुरुष निर्धन भए, करें पाछिली बात।।4।।

जैसे बारिश बीत जाने के बाद आने वाले बादल केवल गरजते हैं, बरसते नहीं। वैसे ही, कंगाल हो जाने के बाद कुछ अमीर लोग, अपनी अमीरी के दिनों की बातें करते रहते हैं, जो अब व्यर्थ हैं।

3. धरती की-सी रीत है, सीत घाम औ मेह।

जैसी परे सो सहि रहे, त्यों रहीम यह देह।।5।।

जिस तरह धरती हर तरह के मौसम को सहन कर लेती है, उसी तरह हमारा शरीर भी सुख-दुख-खुशी रूपी हर मौसम को एकसमान रूप से सह लेता है।

प्रश्न 2: रहीम ने क्वार के मास में गरजने वाले बादलों की तुलना ऐसे निर्धन व्यक्तियों से क्यों की है जो पहले कभी धनी थे और बीती बातों को बताकर दूसरों को प्रभावित करना चाहते हैं? दोहे के आधार पर आप सावन के बरसने और गरजनेवाले बादलों के विषय में क्या कहना चाहेंगे?

बहुविकल्पी प्रश्नोत्तर

(क) रहीम के दोहे' का मुख्य अभिप्राय है

- (i) ईश्वर की भक्ति
- (ii) नीति की बातें
- (iii) वीरता का वर्णन
- (iv) ईमानदारी की बातें

(ख) “संपति सगे’ में किस अलंकार का प्रयोग हुआ है?

- (i) श्लेष
- (ii) अनुप्रास
- (iii) पुनरुक्ति

(iv) यमक

(ग) साँचा मीत किसे कहा गया है?

- (i) विपत्ति की कसौटी पर खरा उतरनेवाला
- (ii) सच बोलनेवाला
- (iii) संपत्ति हड़पनेवाला
- (iv) मिलनेवाला

(घ) जाल पड़ने पर पानी क्यों बह जाता है?

- (i) आगे जाने के लिए
- (ii) मछलियों का साथ निभाने के लिए
- (iii) मछलियों से दूरी बनाने के लिए
- (iv) मछलियों से सच्चा प्रेम न करने के लिए

(ङ) क्या जल मछली से प्रेम करता है?

- (i) हाँ
- (ii) नहीं
- (iii) पता नहीं
- (iv) इनमें से कोई नहीं

(च) पेड़ अपना फल स्वयं क्यों नहीं खाते हैं।

- (i) क्योंकि उसे फल पसंद नहीं हैं।
- (ii) क्योंकि वह खाना नहीं चाहते
- (iii) क्योंकि वे परोपकारी होते हैं।
- (iv) क्योंकि वे फल नहीं खाते।

(छ) सज्जन संपत्ति क्यों जमा करते हैं?

- (i) बुढ़ापे के लिए।
- (ii) धनवान बनने के लिए
- (iii) दूसरों की मदद के लिए

(iv) अपने बाल-बच्चों के लिए

अतिलघु उत्तरीय प्रश्न

- (क) जीवन में मित्रों की अधिकता कब होती है?
- (ख) 'जल को मछलियों से कोई प्रेम नहीं होता' इसका क्या प्रमाण है?
- (ग) सज्जन और विद्वान के संपत्ति संचय का क्या उद्देश्य होता है?
- (घ) रहीम ने क्वार मास के बादलों को कैसा बताया है?

लघु उत्तरीय प्रश्न

- (क) वृक्ष और सरोवर किस प्रकार दूसरों की भलाई करते हैं?
उत्तर- वृक्ष और सरोवर अपने द्वारा संचित वस्तु का स्वयं उपयोग नहीं करते हैं, यानी वृक्ष असंख्य फल उत्पन्न करता है लेकिन वह स्वयं उसका उपयोग नहीं करता। वह फल दूसरों के लिए देते हैं। ठीक इसी प्रकार सरोवर भी अपना जल स्वयं न पीकर उसे समाज की भलाई के लिए संचित करता है।
- (ख) रहीम मनुष्य को धरती से क्या सीख देना चाहता है?
- (ग) रहीम ने क्वार के बादलों की तुलना किससे और क्यों की है?
- (घ) रहीम के दोहों से हमें क्या सीख मिलती है?

हिन्दी गतिविधि

हमें वृक्ष और सरोवर से क्या शिक्षा ग्रहण करनी चाहिए?

MATHS

CHAPTER- SIMPLE EQUATIONS)

OBJECTIVES:

1. Students will be able to write the equations into statement form.
2. Students will be able to solve the equation given in the statement form.
3. Students will be able to apply the simple equations into practical situations.

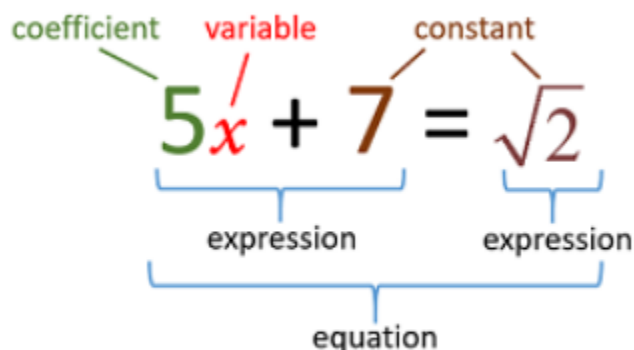
Variable

Variable is an unknown number which could have a different numerical value. It is called **Variable** as it can vary.

It is represented by different letters like x, y, a, b etc.

Equation

An equation is a condition on a variable. It says that two expressions are equal.



Terms: $5x, 7, \sqrt{2}$

Important Points Related to the Equation

- One of the expressions must have a variable.
- LHS of the equation is equal to the RHS of the equation.
- An expression does not have equality sign but an equation always has an equality sign.
- If we interchange the position of the expression from LHS to RHS or vice versa, the equation remains the same.

$$5x + 7 = 2$$

$$2 = 5x + 7$$

Both the above equations are same.

How to form equations using statements?

1. The sum of four times of x and 12 is equal to 35.

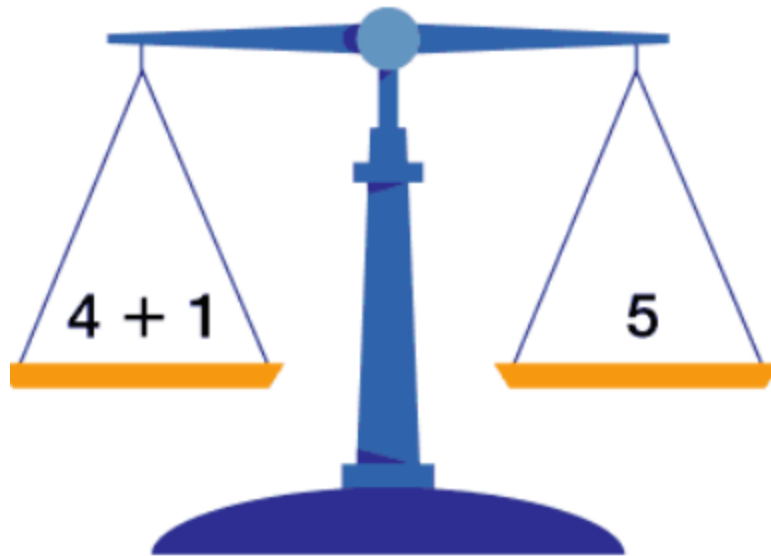
$$4x + 12 = 35$$

2. Half of a number is 3 more than 8.

$$\frac{1}{2}x - 8 = 3$$

Balanced Equation

When the LHS = RHS of an equation, then it is said to be a balanced equation.



- If we add , subtract , multiply or divide the same number to both the sides. Then the equation will remain the same.

Solution of an Equation

Any value of the variable which satisfies the equation is the solution of the equation.

There are **two methods** to solve an equation

Method:1 By adding or subtracting the same number to both the sides of the equation as we have above seen that the equation will remain the same.

Example: 1

$$x + 11 = 35$$

Solution:

Subtract 11 from both the sides.

$$x + 11 - 11 = 35 - 11$$

$$x = 24$$

Here, $x = 24$ is the solution of the given equation.

Example: 2

$$25y = 125$$

Solution:

Divide both the sides by 25.

$$\frac{25y}{25} = \frac{125}{25}$$

$$y = 5$$

Method:2 Transposing Method

In this method, we transpose the numbers from one side of the equation to the other side so that all the terms with variable come on one side and all the constants come on another side.

While transposing the numbers the sign of the terms will get changed. i.e. Negative will become positive and positive will become negative.

Example

$$x + 11 = 35$$

Solution

Now we will transfer 11 from LHS to RHS and its sign will get reversed.

$$x = 35 - 11$$

$$x = 24$$

Applications of Simple Equations to Practical Situations**Example: 1**

Radha's Mother's age is 5 years more than three times Shikha's age. Find Shikha's age, if her mother is 44 years old.

Solution:

Let Shikha's age = y years

Her mother's age is $3y + 5$ which is 44.

Hence, the equation for Shikha's age is $3y + 5 = 44$

$$3y + 5 = 44$$

$$3y = 44 - 5 \text{ (by transposing 5)}$$

$$3y = 39$$

$$y = 13 \text{ (by dividing both sides by 3)}$$

Hence, Shikha's age = 13 years

Kindly go through the below link to solve the given worksheet

<https://www.bing.com/videos/search?q=VIDEOS+ON+CHAPTER-4+SIMPLE+EQUATIONS+CLASS-VII&&view=detail&mid=2941ABEEF7F2F0F1F8B82941ABEEF7F2F0F1F8B8&&FORM=VRDGAR>

WORKSHEET.

Q1. Write the following statements in the form of equations.

- (a) The sum of four times a number and 5 gives a number five times of it.
(b) One-fourth of a number is 2 more than 5.

Q2. Convert the following equations in statement form:

- (a) $5x = 20$
(b) $3y + 7 = 1$

Q3. If $k + 7 = 10$, find the value of $9k - 50$.

Q4. Solve the following equations and check the answers.

(a) $\frac{5z + 1}{3} = 7$ (b) $\frac{5x}{3} + 3 = x + 7$

Q5. Solve the following equations:

$3(y - 2) = 2(y - 1) - 3$

Q6. If 5 is added to twice a number, the result is 29. Find the number.

Q7. The length of a rectangle is twice its breadth. If its perimeter is 60 cm, find the length and the breadth of the rectangle.

Q8. The present age of a son is half the present age of his father. Ten years ago, the father was thrice as old as his son. What are their present age?

Q9. The sum of three consecutive multiples of 2 is 18. Find the numbers.

Q10. Each of the 2 equal sides of an isosceles triangle is twice as large as the third side. If the perimeter of the triangle is 30 cm, find the length of each side of the triangle.

[NCERT Exemplar]

MULTIPLE CHOICE QUESTIONS

1. Write the following statement in the form of an equation:

If you subtract 3 from 6 times a number, you get 9

- (a) $3x - 6 = 9$
(b) $6x - 3 = 9$

(c) $6x + 3 = 9$

(d) $3x + 6 = 9$

2. Write the following statement in the form of an equation:

Taking away 5 from x gives 10

(a) $x - 5 = 10$

(b) $x + 5 = 10$

(c) $x - 10 = 5$

(d) none of these

3. The solution of the equation $x - 6 = 1$ is

(a) 1

(b) 6

(c) -7

(b) 7

4. Find the value of an unknown variable.

When I subtracted 11 from twice a number, the result was 15.

(a) 13

(b) 6

(c) -7

(b) 7

5. Raju's father's age is 5 years more than three times Raju's age. Find Raju's age, if his father is 44 years old.

(a) 13

(b) 9

(c) 7

(b) 5

6. Solve the equation $4 + 5(p - 1) = 34$

(a) 4

(b) 16

(c) 17

(b) 7

7. Solve the equation $2m + 18 = 28$

(a) 3

(b) 19

- (c) 7
- (b) 5

8. Write the equation for the following statement
If you add 3 to one third of z, you get 30.

(a) $\frac{1}{3}z + 3 = 3$

(b) $3z + 3 = 30$

(c) $\frac{1}{3} + 3 = 30$

(d) $z + 6 = 30$

9. The solution of the equation $7n + 5 = 12$ is

(a) 0

(b) -1

(c) 1

(d) 5

10. The solution of the equation $0 = 4 + 4(m + 1)$ is

(a) 1

(b) -1

(c) 2

(d) -2

SCIENCE

PHYSICAL AND CHEMICAL CHANGE

<https://www.youtube.com/watch?v=BpBLWhIrZ54>

Topic- Rusting of iron, galvanization and crystallisation

Learning Objectives – At the end of the topic students will be able to identify these processes around them as chemical changes.

Rusting of Iron

When an iron object is left exposed to moist air, it chemically reacts with oxygen and water in the air to form a red-brown flaky substance called rust. The process of rusting can be represented by the following equation:

Iron (Fe) + Oxygen (O₂) (From air) + Water (H₂O) → Rust (Iron oxide, Fe₂O₃)

Rusting occurs in the presence of both oxygen and water. The more humid the air, the faster the rusting occurs. The rust slowly eats away or corrodes the iron, leading to considerable loss. Since iron is used in making bridges, ships, * cars, truck bodies and many other articles, the monetary loss due to the rusting is huge.

Preventions of Rusting

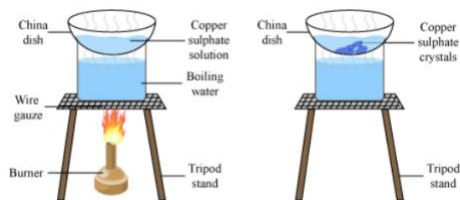
Rusting can be prevented by not allowing the iron to come in contact with moisture and air. The simplest method is to coat the iron with oil, grease or paint. These coats should be applied regularly to prevent rusting.

A more efficient method is to coat the iron with another metal such as zinc or chromium. The process of depositing a layer of zinc on iron is called **galvanisation**. The iron pipes we use in our homes to carry water are galvanised to prevent rusting.

Rusting of ships is a major problem in the shipping industry as the body of a ship is always in contact with water and the air around it is also very humid. The salt in water speeds up the process of rusting. This leads to huge monetary loss to the shipping industry. Rusting of iron can be prevented by allowing it to make stainless steel. Stainless steel is made by mixing iron with carbon and metals like chromium, nickel and manganese. It does not rust.

Crystallisation

Seawater contains salts dissolved in it which makes it salty. We have learnt in Class VI that salt can be obtained from seawater by the process of evaporation. The salt obtained in this manner is not pure and its crystals are small. The shape of the crystals cannot be seen clearly. Large crystals of pure substances can, however, be obtained from their solutions by the process of crystallisation. It is an example of a physical change. The process of cooling a hot concentrated solution of a substance to obtain crystals is called crystallisation. The process of crystallisation is used to obtain crystals of a pure solid substance from the impure solid substance.



Activity – Students will display some rusted objects and some galvanised objects .They will explain the reasons of rusting and also why objects are galvanised .

Think and Answer -

- 1) Why objects made of steel do not get rusted?
- 2) List any five objects you see around are protected getting rusted. State the method used for prevention.
- 3) How crystallization method ensures the purity of any substance?
- 4) State the disadvantages of rusting.
- 5) Define crystallization and galvanization.

SOCIAL STUDIES

The Mughal Empire

Video Link : - <https://www.youtube.com/watch?v=7fr7k7H0rqA>

Objectives

- trace the political history of the 16th and 17th centuries
- understand the impact of an imperial administration at the local and regional levels
- illustrate how the Akbarnama and the Ain-i-Akbari are used to reconstruct history

Relations with Other Rulers

- Many **Indian rulers started accepting Mughal supremacy**, and the *Mughals campaigned and fought against rulers who did not* obey them.
- The **Rajputs married their daughters into Mughal families** to *get high positions* in the Mughal Empire.
- The **Sisiodiya Rajputs did not** accept Mughal supremacy for a long time, but after they were defeated they were honourably **given their land back** and **made vassals** of the **Mughal Empire**.

- This **balance**, where the **Mughals defeated** but **did not humiliate** the **enemy** helped them **extend their rule** over many **parts of India**.

Mansabdars and Jagirdars

- **The Mughals enrolled people of all races and religions into government jobs**, and they were known as **mansabdars**.
- **Mansabdar means a man with a mansab** (a position or rank), and ***mansabdari*** was a **grading system** to decide the **rank, salary and military responsibilities** of government officials.
- The **rank and salary** of a ***mansabdar*** were **fixed** according to a **numerical value** called **zat**. So the **higher the zat** of a mansabdar is, the **higher is his position** in the court.
- **Mansabdars received specific numbers of sawars or cavalry men who were registered by the government, branded horses, and salaries for the sawars.**
- **Mansabdars received salaries as revenue assignments called jagirs.** And **unlike muqtis**, all mansabdars did not reside in their own ***jagirs*** but **used servants** to collect revenues there while **they themselves served in another part** of the empire.
- During Akbar's rule, a ***mansabdar's*** salary was **roughly equal** to the **revenue the Mughal Empire got from his jagir**.
- But **this changed during Aurangzeb**. As the **number of mansabdars increased** and the **number of jagirs decreased**, there was **more land revenue**.

Zabt and Zamindars

- The **main source of income** of the **Mughal Empire** was **tax on farm produce**, and **peasants paid taxes** to **headmen or local chieftains**.
- The **Mughals called all middle-men zamindars** (landlords), and **assigned to them** the task of **collecting taxes**.
- **Akbar's revenue minister Todar Mal** carried out a **survey of crop yields, prices, and areas cultivated** for a **10-year period**, and then **fixed taxes on each crop**.
- **Each province was divided into revenue circles** with its **own rates of revenue** for each **crop** and this **revenue system** was known as ***zabt***. And it was **prevalent in areas where Mughals could survey the land and keep regular accounts**.
- The **Mughal administrators exploited the peasants**, and **this started revolts which picked up speed later**, in the **end of the 17th century**.

Akbar's Policies

- Akbar's courtier Abul Fazl wrote two books on Akbar and his administration: The Akbar Nama and the Ain-i-Akbari.
- In these books, he describes that the empire was divided into subas governed by a subadar who carried out military and administrative functions.
- Each province had a diwan (financial officer), bakshis (military paymasters), sadr (minister for religion and charity), faujdars (military commanders), and kotwals (town policemen).
- In 1570, Akbar started religious discussions in the *ibadat khana* at Fatehpur Sikri where he invited ulama (learned religious men) such as Brahmans, Catholic priests, Zoroastrian priests, etc.
- Akbar's interaction with different faiths made him realise that religious scholars who emphasise rituals and dogmas are bigots.
- This eventually led to his idea of sulh-i-kul or universal peace and tolerance towards all religions.

Mughals in The 17th Century

- Mansabdars gained a lot of power and became highly corrupt under the rule of the later Mughal kings.
- The Mughals and their mansabdars spent a lot on salaries and goods which benefited the artisans and peasantry, but the large scale of revenue collection left very little for the artisans and peasantry in terms of savings.
- As the Mughal power declined, their servants slowly emerged as centres of power and money.
- They created new provinces such as Hyderabad and Awadh, but in theory they still considered the king in Delhi as their master and emperor.

WORKSHEET – 2

1. Match the following:

mansab	– Marwar
Mongol	– governor
Sisodiya Rajput	– Uzbek
Rathor Rajput	– Mewar
Nur Jahan	– rank
subadar	– Jahangir

2. Fill in the blanks:

1. The capital of Mirza Hakim, Akbar's half-bro: her, was
2. The five Deccan Sultanate were Berar, Khandesh, Ahmadnagar,
3. If zat determined a mansabdar's rank and salary, sewer indicated his.....
4. Abul Faze, Akbar's friend and counsellor, helped him frame the idea of so that he could govern a society composed of many religions, cultures, and castes.

Answer the following questions: -

- 1) What were the central provinces under the control of the Mughals?**
- 2) What were the relationships between the mansabdar and the jagir?**
- 3) What was the role of the zamindar in Mughal administration?**
- 4) How were the debates with religious scholars important in the formation of Akbar's ideas on governance?**
- 5) Why did the Mughals emphasise their Timurid and not their Mongol descent?**
- 6) Who were mansabdars? What were their responsibilities?**
- 7) Describe Akbar's administrative policies in details.**
- 8) Explain Todar Mal's revenue system- zabt.**

ACTIVITY: - Make a detailed research about the administrative policies of Akbar.

विषय - संस्कृत

नवमः पाठः

अहमपि विद्यालयं गमिष्यामि

Link - <https://youtu.be/X2yKdNUP1Do>



मालिनी - (प्रतिवेशिनीं प्रति) गिरिजे! मम पुत्रः मातुलगृहं प्रति प्रस्थितः काचिद्
अन्यां कामपि महिला कार्यार्थं जानासि तर्हि प्रेषय।

गिरिजा - आम् सखि! अद्य प्रातः एव मम सहायिका स्वसुतायाः कृते कर्मार्थं
पृच्छति स्म। श्वः प्रातः एव तया सह वार्तां करिष्यामि।

(अग्रिमदिने प्रातः काले षट्वादने एव मालिन्याः गृहघण्टिका आगन्तारं कमपि
सूचयति मालिनी द्वारमुदघाटयति पश्यति यत् गिरिजायाः सेविकया दर्शनया सह
एका अष्टवर्षदेशीय, बालिका तिष्ठति)



दर्शना - महोदये! भवती कार्यार्थं गिरिजामहोदयां पृच्छति स्म कृपया मम सुतायै
अवसरं प्रदाय अनुगृह्णातु भवती।

मालिनी - परमेषा तु अल्पवयस्का प्रतीयते। किं कार्यं करिष्यत्येषा?
अयं तु अस्याः अध्ययनस्य क्रीडनस्य च कालः।

दर्शना - एषा एकस्य गृहस्य संपूर्ण कार्यं करोति स्म। सः परिवारः अधुना विदेशं प्रति प्रस्थितः। कार्याभावे अहमेतस्यै कार्यमेवान्वेषयामि स्म येन भवत्सदृशानां कार्यं प्रचलेत् अस्मद्सदृशानां गृहसज्वालनाय च धनस्य व्यवस्था भवेत्।



मालिनी - परमेतत्तु सर्वथाऽनुचितम्। किं न जानासि यत् शिक्षा तु सर्वेषां बालकानां सर्वासां बालिकानां च मौलिकः अधिकारः।

दर्शना - महोदये! अस्मद् सदृशानां तु मौलिकाः अधिकाराः केवलं स्वोदरपूर्ति-रेवास्ति। एतस्य व्यवस्थायै एव अहं सर्वस्मिन् दिने पञ्च-षड्गृहाणां कार्यं करोमि। मम रुग्णः पतिः तु किञ्चिदपि कार्यं न करोति। अतः अहं मम पुत्री च मिलित्वा परिवारस्य भरण-पोषणं कुर्वः। अस्मिन् महार्घताकाले मूलभूतावश्यकतानां कृते एव धनं पर्याप्तं न भवति तर्हि कथं विद्यालयशुल्कं, गणवेषं पुस्तकान्यादीनि क्रेतुं धनमानेष्यामि।



मालिनी - अहो! अज्ञानं भवत्याः। किं न जानासि यत् नवोत्तर-द्वि-सहस्र (2009) तमे वर्षे सर्वकारेण सर्वेषां बालकानां, सर्वासां बालानां कृते शिक्षायाः मौलिकाधिकारस्य घोषणा कृता । यदनुसारं षड्वर्षेभ्यः आरभ्य चतुर्दशवर्षपर्यन्तं सर्वे बालाः समीपस्थं सर्वकारीयं विद्यालयं प्राप्य न केवलं निःशुल्कं शिक्षामेव प्राप्स्यन्ति अपितु निःशुल्कं गणवेषं पुस्तकानि, पुस्तकस्यूतम्, पादत्राणम्, माध्याह्नभोजनम्, छात्रवृत्तिम् इत्यादिकं सर्वमेव प्राप्स्यन्ति।

दर्शना - अप्येवम् (आश्चर्येण मालिनी पश्यति)

मालिनी - आम्। वस्तुतः एवमेव।

दर्शना - (कृतार्थतां प्रकटयन्ती) अनुगृहीताऽस्मि महोदये! एतद् बोधनाय। अहम् अद्यैवास्याः प्रवेशं समीपस्थे विद्यालये कारयिष्यामि।
दर्शनायाः - पुत्री- (उल्लासेन सह) अहं विद्यालयं गमिष्यामि! अहमपि पठिष्यामि! (इत्युक्त्वा करतलवादनसहितं नृत्यति मालिनीं प्रति च कृतज्ञतां ज्ञापयति)

◆ शब्दार्थः ◆

प्रतिवेशिनी	- पड़ोसन	neighbour
प्रेषय	- भिजवा दो	send
श्वः	- आने वाला कल	tomorrow
गृहघण्टिका	- घण्टी	bell
आष्टवर्षदेशीया	- लगभग आठ साल की	approximately eight years old

भवत्सदृशानाम्	- आप जैसों का	like yours
अस्मदसदृशानाम्	- हम जैसों का	people like us
स्वोदरपूर्तिरिव	- स्व+उदरपूर्ति+एव अपना पेट भरना ही	to arrange for food
मद्यपः	- शराब पीने वाला	drunker
महार्घताकाले	- महंगाई के समय में	in today's age of dearth?
पादत्राणम्	- जूते	shoes

1. उच्चारण कुरुत-

अग्रिमदिने, षड्वादने, अष्टवर्षदेशीया, अनुगृह्णातु, भवत्सदृशानाम्, गृहसञ्चालनाय, व्यवस्थायै, महार्घताकाले, अद्यैवास्याः, करतलवादसहितम्!

2. एकपदेन उत्तराणि लिखत-

- (क) गिरिजायाः गृहसेविकायाः नाम किमासीत्?
- (ख) दर्शनायाः पुत्री कति वर्षीया आसीत्?
- (ग) अद्यत्वे शिक्षा अस्माकं कीदृशः अधिकारः?
- (घ) दर्शनायाः पुत्री कथं नृत्यति?

3. पूर्णवाक्येन उत्तरत-

- (क) अष्टवर्षदेशीया दर्शनायाः पुत्री किं समर्थाऽसीत्?
- (ख) दर्शना कति गृहाणां कार्यं करोति स्म?
- (ग) मालिनी स्वप्रतिवेशिनीं प्रति किं कथयति?
- (घ) अद्यत्वे छात्राः विद्यालये किं किं निःशुल्कं प्राप्नुवन्ति?

4. रेखांकितपदमाधृत्य प्रश्ननिर्माणं कुरुत-

- (क) मालिनी द्वारमुद्घाटयति?
(ख) शिक्षा सर्वेषां बालानां मौलिकः अधिकारः।
(ग) दर्शना आश्चर्येण मालिनीं पश्यति।
(घ) दर्शना तस्याः पुत्री च मिलित्वा परिवारस्य भरणपोषणं कुरुतः स्म।

5. सन्धि विच्छेदं पूरयत-

- (क) ग्रामं प्रति - ग्रामम् + _____
(ख) कार्यार्थम् - _____ + अर्थम्
(ग) करिष्यत्येषा - करिष्यति + _____
(घ) स्वोदरपूर्तिः - _____ + उदरपूर्तिः
(ङ) अप्येवम् - अपि + _____

6. (अ) समानार्थकपदानि मेलयत-

- आश्चर्येण पठनस्य
उल्लासेन समयः
परिवारस्य प्रसन्नतया
अध्ययनस्य विस्मयेन
कालः कुटुम्बस्य

(आ) विलोमपदानि मेलयत-

- क्रेतुम् दूरस्थम्
श्वः कथयति
ग्रामम् विक्रेतुम्
समीपस्थम् ह्यः
पृच्छति नगरम्

7. विशेषणपदैः सह विशेष्यपदानि योजयत-

सर्वेषाम्	बालिकानाम्
मौलिकः	विद्यालयम्
एषा	बालकानाम्
सर्वकारीयम्	अधिकारः
समीपस्थे	गणवेशम्
सर्वासाम्	अल्पवयस्का
निःशुल्कम्	विद्यालये