

EAST POINT SCHOOL
CLASS-VII
ONLINE CLASSES WORK PLAN (NOVEMBER WEEK-3)

ENGLISH

Story Writing

Video Link:- <https://www.youtube.com/watch?v=R1ahI0K22Hs>

Learning Objective:-

- To develop **writing** skills in the context of **writing** a **story**.
- To develop the ability to identify and use **narrative** tenses when **writing**.

A story is basically a narrating of real or imaginary events, involving real or imaginary people. A story needs to be represented in words necessarily. Even images or moving pictures (movies) can narrate a story. A story is generally designed to entertain, and/or send a message across.

Structure/Format of a Story

- **Introduction:** The beginning or the introduction of a story is of essential importance. This is the part where you can hook the reader and capture their attention. You must have come across some often used beginnings to stories like, “Once upon a time” or “A long time ago”. However, you can get more creative and begin your story with intrigue. Your story will depend heavily on how well you write your characters.



To develop your characters, you can use **dialogues** as well. But you want to keep the dialogues limited in the shorter format. Also, do not include unnecessary secondary characters; every character of the story must have a purpose.

- **Plot:** Here is where the actual narration of the story will happen. The events that occur or the description of the situation will be written in the plot. A plot must always have a conflict, which is the focus of any story.
- **Climax/Conclusion:** And this is where the story will come to its logical conclusion. If there is a plot twist, this is where you will include it. Always end your story in an interesting manner. Also, it is not necessary to give your story a definite ending. A cliffhanger is another effective tactic.

Value Points

- Make sure you give your story an exciting and appropriate title. A title is the first impression you made on the reader.
- Make sure that the facts you include in your story are accurate.
- The story must flow in an order, if there is a series of events taking place; make sure the flow has some order. The reader must not be confused.
- Do not overuse complicated words. The best stories are written in uncomplicated verse, so as not to distract from the plot.

SAMPLE QUESTIONS

You are Ajay. You have forgotten to do your homework and without a legitimate excuse, you're sure to get punished by the teacher. In an attempt to make an excuse, you have decided to come up with an elaborate story to make the teacher believe your excuse or at the very least have a good laugh. Use any of the words prompts given in the box below to help you write your ruse. Write the story in about 150-200 words.

Answer:

I'm sorry ma'am, I couldn't do my homework because ... I was on my way back from school yesterday thinking about all the chores and homework I have to do. Then suddenly, my bicycle got a flat tire and skidded down a slope. I was lucky I didn't have a bad fall. So I was dragging my bicycle along and on the way, I saw two elephants and their mahout's training. It was exciting to see them and somehow these elephants looked special.

The first elephant started flapping his ears and before you know it, it got bigger and bigger and he started flying. I asked them if they could drop me, they agreed to make me ride the flying elephant but with one condition, I had to feed the elephant the next day. Feeling ecstatic, I just said, 'Yes'.

I was over the moon when the elephant started flying. It buzzed through all the traffic and I reached home within minutes. I thanked the mahouts and dashed into the house to tell my story. After dinner, I completed my homework and decided to hit the sack.

In the morning, a loud trumpet woke me up. I saw that the elephant was back and remembering what the mahout said, I got a couple of snacks from the fridge. The elephant wouldn't eat anything. Then all of a sudden, the elephant raised his trunk and started sucking in air like a vacuum and all the leaves in the garden and the paper from all the books in our library flew straight into the elephant's mouth. The mahout mentioned that his elephant liked the paper. After eating it flew off with the mahout.

I went back in to get ready for school and I realised that my homework was gone and I couldn't write a new one because the elephant ate all the paper in our house!

Assignment:

Q-1 Complete the story in 120-150/words and give an appropriate title.

Pam and Sam, two brothers, studied in a village school. One day they were returning from the school. On the way there was a forest. _____ (5 M)

Q-2) Write a story in 150 - 200 words based on the jumble sentences given below:

Enjoyed - not fully trained - learning to swim-started drowning-pushed inside -..... (5 M)

Q-3) Complete the given story in 150-200 words based on the text given below-

It was cold, foggy morning. The dog snobby reluctant to come out of his bed- just then suddenly..... (5 M)

HINDI

Video links: <https://www.youtube.com/watch?v=VsijnhbTyqmQ>

<https://www.youtube.com/watch?v=aK3g-waOlll>

अधिगम बिंदु

- विद्यार्थी क्रिया - विशेषण के बारे में जान पाएंगे।
- विद्यार्थी क्रिया - विशेषण शब्दों को पहचान पाएंगे।

जिन शब्दों से क्रिया की विशेषता का बोध होता है उन्हें **क्रियाविशेषण** कहते हैं। जैसे - वह धीरे-धीरे चलता है। इस वाक्य में 'चलता' क्रिया है और 'धीरे-धीरे' उसकी विशेषता बता रहा है। अतः 'धीरे-धीरे' क्रियाविशेषण है।

इसके 4 प्रकार हैं : 1. रीतिवाचक 2. कालवाचक 3. स्थानवाचक 4. परिणामवाचक

स्थानवाचक

जो शब्द हमें क्रिया के होने का **स्थान** का **ज्ञान** कराते हैं उन्हें स्थानवाचक क्रिया विशेषण कहते हैं।

शब्द-ऊपर, नीचे, इधर, उधर, दाएं, बाएं, अंदर, बाहर यहां, वहां, कहां, जहां, दूर, पास, भीतर

1. बच्चे मैदान में खेल रहे हैं।
2. पिताजी कमरे के अंदर बैठे हैं।
3. माता जी छत पर हैं।
4. तुम बाहर जाओ।

कालवाचक

वाक्य में जिस शब्द से क्रिया के होने का **समय** का ज्ञान होता है कालवाचक क्रिया विशेषण कहते हैं।

शब्द-आज, कल, परसो सप्ताह, महीना, वर्ष, सुबह दोपहर, शाम, रात

1. मैं 1 सप्ताह बाद मुंबई से आऊंगा।

2. मैं सुबह पढ़ता हूँ।

3. तुम कल रात जाओगे।

4. राम शाम को खिलता है।

परिमाणवाचक

वाक्य में जो शब्द **परिमाण**, **संख्या** या **मात्रा** का ज्ञान कराते हैं उसे परिमाणवाचक क्रिया विशेषण कहते हैं।

शब्द-कम, ज्यादा, भारी, हल्का, बहुत, अल्प, तेज धीमा, बराबर, इतना, उतना आदि

1. श्याम अधिक बोलता है।

2. रवि तेज दौड़ता है।

3. मैं ज्यादा पानी पीता हूँ।

4. मैं कम खेलता हूँ।

रीतिवाचक

वाक्य में जिन शब्दों से क्रिया करने का **तरीके** का ज्ञान हो उसे रीतिवाचक क्रिया विशेषण कहते हैं।

शब्द- धीरे-धीरे, फटाफट, हमेशा, ध्यानपूर्वक, सच झूठ, सही, गलत, सचमुच, ठीक, अवश्य, ऐसा, वैसा

1. वह अपना काम ध्यान से करता है।

2. तुम धीरे-धीरे चलते हो।

3. तुम अपना काम फटाफट करो।

4. राम हमेशा सच बोलता है।

अभ्यास कार्य

1. निम्नलिखित क्रिया विशेषण से दो- दो वाक्य लिखें ।

क- काल वाचक

ख- स्थान वाचक

ग- परिमाण वाचक

घ- रीतिवाचक

2. निम्नलिखित क्रिया विशेषण की पहचान करें व भेद का नाम भी लिखें ।

क- संजय ज्यादा पढ़ता है ।

ख- बच्चा दिन भर रोता है ।

ग- सुन्दरता चारों ओर फैली है ।

घ- वह धीरे-धीरे मुस्कराने लगा ।

इस कहानी को पढ़कर क्रिया - विशेषण शब्दों को ढूँढ़कर लिखें एवं उनके सामने उनके भेद लिखें।

पंडित दीनदयाल उपाध्याय

कोलकाता के भीड़ भरी सड़क पर एक महिला कुछ बड़ - बड़ाते हुए तेज कदमों से चली जा रही थी। एक सज्जन व्यक्ति महिला के इस प्रकार के कृत्य और परेशानी को देखकर महिला के सामने आए , और परेशानी का कारण पूछा। महिला अनमने ढंग से उसे वहां से जाने के लिए कहती है , किंतु काफी अनुनय विनय और विश्वास दिलाने के बाद महिला ने अपनी परेशानी सज्जन पुरुष के सामने रखी। मेरा पति काफी समय से बीमार है , उसके इलाज में सारा धन समाप्त हो गया है , यहां तक कि घर को गिरवी रखना पड़ा , किंतु पैसे की पूर्ति नहीं हुई।

अब समझ में नहीं आ रहा है कि मैं अपने पति का इलाज कैसे करवाऊं ?

कोई मुझे कर्ज भी नहीं दे रहा है।

सज्जन काफी देर तक धैर्यपूर्वक महिला की बात सुनते रहे और कुछ समय ठहरे और कहा - “जितना धन / पैसा आपको इलाज के लिए चाहिए वह मैं दे सकता हूं।”

जब आपके पास पैसे हो जाएं तो मुझे लौटा देना। ‘

महिला पैसा लेने के लिए मना करती रही किंतु सज्जन के आग्रह पर महिला पैसे को लेने से इनकार नहीं कर पाती।

दो महीने तक महिला ने अपने पति का इलाज करवाया , महिला का पति दो महीने में स्वस्थ और चलने - फिरने लायक हो गया।

महिला अपने पति के साथ उस सज्जन के बताए पते पर राशि लौटाने पहुंचे।

महिला और उसके पति को स्वस्थ देखकर उस सज्जन व्यक्ति को अपार प्रसन्नता हुई।

यह देख कर सज्जन काफी प्रसन्न हुए , उन्हें लगा आज उनका जीवन सफल हो गया। उन्होंने किसी मनुष्य की सहायता की , जिससे उसके प्राण बचे ऐसा महसूस करते हुए वह दिव्य अनुभूति को प्राप्त हो रहे थे।

महिला और उसके पति ने सज्जन व्यक्ति के पैरों को स्पर्श करते हुए उन्हें खूब धन्यवाद कहा और जीवन में सफल होने का आशीर्वाद दिया साथ ही पूरे पैसे सज्जन व्यक्ति के हाथों में सुपुर्द किया और कहा आप जैसे देवता इस समाज में हो तो समाज कभी दुखी ना हो।

बाद में दोनों को पता चला वह व्यक्ति कोई और नहीं वह स्वयं पंडित दीनदयाल उपाध्याय थे।

गद्यांश को ध्यानपूर्वक पढ़कर पूछे गए प्रश्नों के उत्तर लिखिए।

आदमियों की तिजारत करना मूर्यों का काम है। सोने और लोहे के बदले मनुष्य को बेचना मना है। आजकल भाप की कलों का दाम तो हजारों रूपया है; परंतु मनुष्य कौड़ी के सौ-सौ बिकते हैं! सोने और चाँदी की प्राप्ति से जीवन का आनंद नहीं मिल सकता। सच्चा आनंद तो मुझे मेरे काम से मिलता है। मुझे अपना काम मिल जाए तो फिर स्वर्गप्राप्ति की इच्छा नहीं, मनुष्य-पूजा ही सच्ची ईश्वर-पूजा है। आज से हम अपने ईश्वर की तलाश किसी वस्तु, स्थान या तीर्थ में नहीं करेंगे। अब तो यही इरादा है कि मनुष्य की अनमोल आत्मा में ईश्वर के दर्शन करेंगे यही आर्ट है - यही धर्म है। मनुष्य के हाथ से ही ईश्वर के दर्शन कराने वाले निकलते हैं। बिना काम, बिना मजदूरी, बिना हाथ के कला-कौशल के विचार और चिंतन किस काम के! जिन देशों में हाथ और मुँह पर मजदूरी की धूल नहीं पड़ने पाती वे धर्म और कला-कौशल में कभी उन्नति नहीं कर सकते। पद्मासन निकम्मे सिद्ध हो चुके हैं। वही आसन ईश्वर-प्राप्ति करा सकते हैं जिनसे जोतने, बोने, काटने और मजदूरी का काम लिया जाता है। लकड़ी, ईंट और पत्थर को मूर्तिमान करने वाले लुहार, बढ़ई, मेमार तथा किसान आदि वैसे ही पुरुष हैं जैसे कवि, महात्मा और योगी आदि। उत्तम से उत्तम और नीच से नीच काम, सबके सब प्रेमरूपी शरीर के अंग हैं।

- (क) आदमियों की तिजारत से आप क्या समझते हैं? [2]
- (ख) मनुष्य-पूजा को ही सच्ची ईश्वर-पूजा क्यों कहा गया है ? [2]
- (ग) लेखक के अनुसार धर्म क्या है ? [2]
- (घ) लुहार, बढ़ई और किसान की तुलना कवि, महात्मा और योगी से क्यों की गई है? [2]
- (ङ) लेखक को सच्चा आनंद किससे मिलता है ? [1]
- (च) गद्यांश का उचित शीर्षक लिखिए। [1]

MATHS

CHAPTER- PERIMETER AND AREA (CONTINUED)

GENERAL OBJECTIVES

- 1.Students will be able to apply the application of area and perimeter in day to day life.
- 2.Students will be able to find the line of symmetry of figures.
- 3.Students will be able to get the order of rotational symmetry of the figures.

Conversion of Units

Unit	Conversion
1 cm	10 mm

1 m	100 cm
1 km	1000 m
1 hectare(ha)	100 × 100 m
Unit	Conversion
1 cm ²	100 mm ²
1 m ²	10000 cm ²
1 km ²	1000000 m ² (1e + 6)
1 ha	10000 m ²

Example: 1

Convert 70 cm² in mm²

Solution:

$$1 \text{ cm} = 10 \text{ mm}$$

$$1 \text{ cm}^2 = 10 \times 10$$

$$1 \text{ cm}^2 = 100 \text{ mm}^2$$

$$70 \text{ cm}^2 = 700 \text{ mm}^2$$

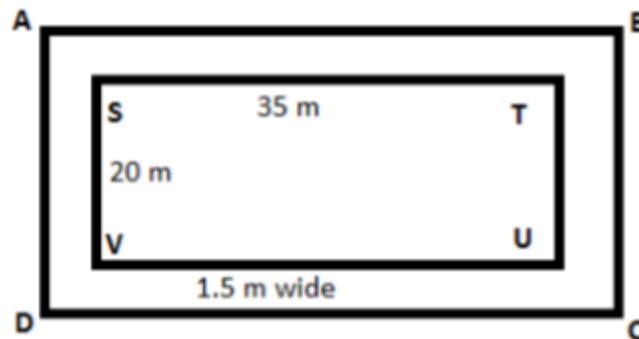
Applications

We can use these concepts of area and perimeter of plane figures in our day to day life.

- If we have a rectangular field and want to calculate that how long will be the length of the fence required to cover that field, then we will use the perimeter.
- If a child has to decorate a circular card with the lace then he can calculate the length of the lace required by calculating the circumference of the card, etc.

Example:

A rectangular park is 35 m long and 20 m wide. A path 1.5 m wide is constructed outside the park. Find the area of the path.



Solution

Area of rectangle ABCD – Area of rectangle STUV

$$AB = 35 + 2.5 + 2.5$$

$$= 40 \text{ m}$$

$$AD = 20 + 2.5 + 2.5$$

$$= 25 \text{ m}$$

$$\text{Area of ABCD} = 40 \times 25$$

$$= 1000 \text{ m}^2$$

$$\text{Area of STUV} = 35 \times 20$$

$$= 700 \text{ m}^2$$

$$\text{Area of path} = \text{Area of rectangle ABCD} - \text{Area of rectangle STUV}$$

$$= 1000 - 700$$

$$= 300 \text{ m}^2$$

Kindly go through the following link of the video to get the idea of line of symmetry and rotational symmetry

<https://www.bing.com/videos/search?q=VIDEOS+ON+CHAPTER---SYMMETRY+CLASS+7&&view=detail&mid=DDCFDDFDE853033F9CDDCFDDFDE853033F9C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DVIDEOS%2BON%2BCHAPTER---SYMMETRY%2BCLASS%2B7%26FORM%3DHDRSC4>

CHAPTER- SYMMETRY

Lines of Symmetry for Regular Polygons

Regular polygons have equal sides and equal angles. They have multiple (i.e., more than one) lines of symmetry. Each regular polygon has as many lines of symmetry as it has sides.

Regular Polygon	Regular Hexagon	Regular Pentagon	Square	Equilateral Triangle
Number of Lines of Symmetry	6	5	4	3

Rotational Symmetry

Rotation, like the movement of the hands of a clock, is called a clockwise rotation; otherwise, it is said

to be anticlockwise.

When an object rotates, its shape and size do not change. The rotation turns an object about a fixed point. This fixed point is called the **centre of rotation**. The angle by which the object rotates is called the **angle of rotation**.

A half-turn means rotation by 180° ; a quarter-turn means rotation by 90° .

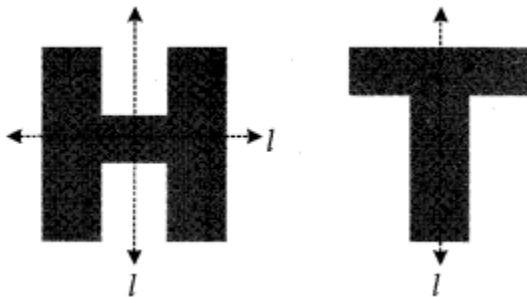
Rotation may be clockwise or anticlockwise.

If, after a rotation, an object looks exactly the same, we say that it has rotational symmetry.

In a complete turn (of 360°), the number of times an object looks exactly the same is called the order of rotational symmetry. For example, the order of symmetry of a square is 4 while, for an equilateral triangle, it is 3.

A figure is said to be symmetrical about a line l if it is identical on either side of l . In the adjoining figure, l is the line of symmetry or axis of symmetry.

e.g.



Regular polygons have equal sides and equal angles. They have multiple (i.e. more than one) lines of symmetry.

Each regular polygon has as many lines of symmetry as it has sides.

Lines of Symmetry of some Irregular Polygons.

Name of Polygon	Figure	Number of lines of Symmetry
Isosceles triangle		1
Rectangle		2
Kite		1
Trapezium		1
Circle		Infinite
Semi-circle		1

Each of the following capital letters of the English alphabet is symmetrical about the dotted line or lines as shown:

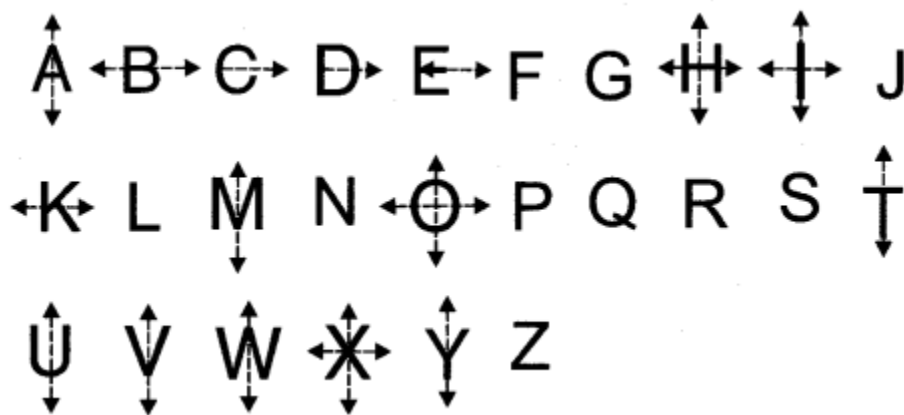


Figure Name	Line of Symmetry	Number of Symmetry	Rotational Symmetry	Centre of Rotation	Order of Rotational Symmetry
Square	Yes	4	Yes	Point of intersection of diagonals	4

Rectangle	Yes	2	Yes	Intersection of diagonals	2
Equilateral triangle	Yes	3	Yes	Centroid	3
Regular Hexagon	Yes	6	Yes	Centre of the Hexagon	6
Circle	Yes	Infinite	Yes	Centre	Infinite
Parallelogram	No	0	Yes	Intersection of diagonals	2
Rhombus	Yes	2	Yes	Intersection of diagonals	2

WORKSHEET

Q1. The floor of a room is in the shape of a square of side 4.8 m. The floor is to be covered with square tiles of perimeter 1.2 m. Find the cost of covering the floor if each tile costs Rs.27. (1)

Q2. A rectangular plot of land is 50 m wide. The cost of fencing the plot at the rate of Rs. 18 per metre is Rs.4680. Find

- (i) The length of the plot.
- (ii) The cost of levelling the plot at the rate of Rs. 7.6 square metre. (2)

Q3. A rectangular park is 45m long and 30 m wide. A path 2.5m wide is constructed outside the park. Find the area of the path. (1)

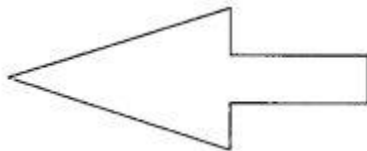
Q4. The rectangular frame of a picture is 24.5 cm and 36.6 cm high. The border is 3.4 cm wide. Calculate the perimeter of the picture. (1)

Q5. A path 1m wide is built along the border and inside a square garden of side 30m. Find

- (i) The area of the path.
- (ii) The cost of planting grass in the remaining portion of the garden at the rate of Rs 40 square meter. (2)

Q6. How many lines of symmetry are there in the following figure? (2)

(i)

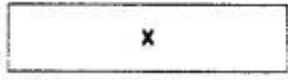


(ii)



Q7. What is the order of rotational symmetry of an equilateral triangle ? (2)

Q8. What is the order of the rotational symmetry of the following figure about the point marked x



(2)

Q9. Which of the following letters of English alphabet has reflectional symmetry about a horizontal mirror? (2)

- (a) H
- (b) K
- (c) M
- (d) W

(HOTS)

Q1. The area enclosed between the concentric circles is 770 cm^2 . If the radius of the outer circle is 21 cm. Calculate the radius of the inner circle. (3)

Q2. Find the circumference of the circle whose area is 16 times the area of the circle with diameter 7 cm. (3)

Q3. In the given figure, ABCD is a square of side 14 cm. Find the area of the shaded region. (Take $\pi = 22/7$) (3)

Q4. From a square cardboard, a circle of biggest area was cut out. If the area of the circle is 154 square cm, Calculate the original area of the cardboard. (3)

ACTIVITY :1 To find the area of the circle by paper cutting and pasting method.

ACTIVITY :2 To find the rotational symmetry of a parallelogram by using drawing sheet and tracing sheet.

SCIENCE

CHAPTER 10- RESPIRATION IN ORGANISMS

OBJECTIVES:

- Define the terms: respiration, breathing, exhalation and inhalation
- Compare respiration and breathing. They can also compare different modes of respiration
- Find out the breathing rate.

VIDEO LINK: <https://youtu.be/mOKmjYwfdGU>

Why do we Respire?

The food has stored energy, which is released during respiration. Therefore, all living organisms respire to get energy from food.

The process of respiration in humans

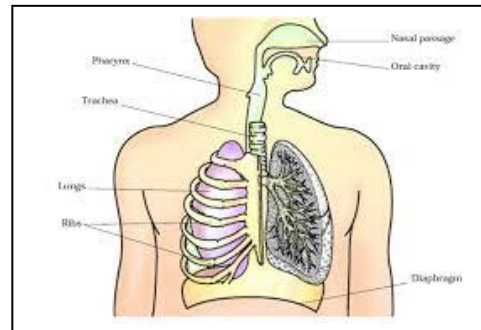
- Respiration in humans starts with the breathing of air through the nose leading to the oxygen to be transferred into the bloodstream by the lungs.

This oxygen is delivered to all the cells, which uses them to burn glucose and generate energy

Components of the respiratory system in humans

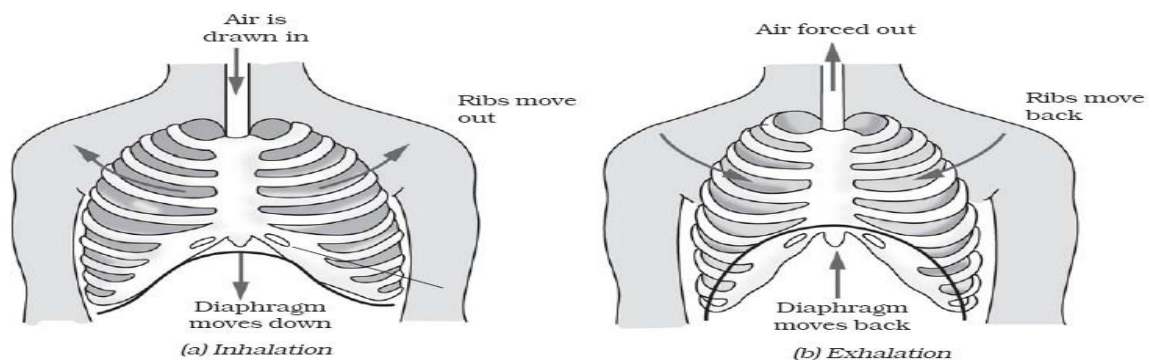
The respiratory system of the humans have several parts;

Nasal chamber, pharynx, larynx, trachea, bronchi, lungs, diaphragm.



The process of breathing

- This process is carried out through the respiratory system of the body.
- The air rich in oxygen is inhaled through the nostrils and is passed onto the nasal cavity. The tiny hairs filter out dust and other particles present in the air
- The air then passes through the windpipe also known as trachea
- The trachea further divides into bronchi.
- Bronchi refers to two air tubes that carry the atmospheric air directly into the lungs.
- Lungs are the pair of main organ of the respiratory system where oxygen is taken into and carbon dioxide is expelled out
- This gaseous exchange takes place in a tiny sac like structure present in the lungs and is known as Alveolus.
- Muscular sheets called diaphragm are also present in the chest cavity.
- The process of breathing is accompanied by the movement of diaphragm and the rib cage.



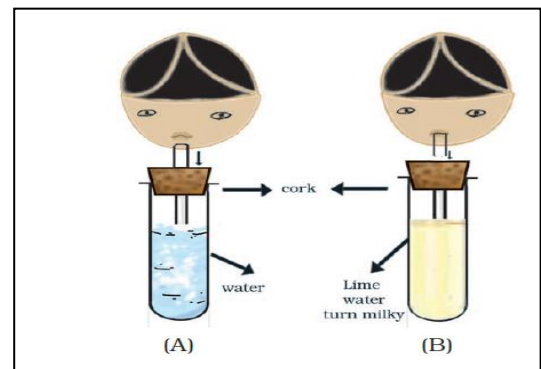
- During breathing in oxygen rich air the rib cage moves up and outwards whereas the diaphragm moves down.
- During breathing out air rich in carbon-dioxide the rib cage moves down and inwards whereas the diaphragm moves up.

Assignment

- Which are the gases involved in breathing? (1M)
(a) O_2 and NO_2 (b) O_2 and SO_2 (c) O_2 and O_3 (d) O_2 and CO_2
- During the process of exhalation, the ribs move (1M)
(a) down and inwards(b) up and inward(c) down and outwards(d) up and outward
- Name the organ of the body in which the blood is oxygenated. (1M)
(a) Heart(b) Lungs(c) Liver(d) Pancreas
- Breathing rate in human beings in normal condition is (1M)
(a) 12-15 times in a minute(b) 15-18 times in a minute
(c) 18-22 times in a minute(d) 22-25 times in a minute
- On average, an adult human being at rest breathes 15–18 times per minute. The breathing rate, however, may differ under different conditions. Arrange the following activities given in the box in order of increasing breathing rates and give a reason for your answer. (2M)**

sleeping, cycling, brisk walk, watching T.V.

- Why does an athlete breathe faster and deeper than usual after finishing the race? (2M)
- Observe the figure carefully and answer the following questions. (3M)
 - Which process is being tested in the activity?
 - What is the result of the activity? Give reasons.



Activity

Generally we are not aware that we are breathing. However, if you try you can count your rate of breathing. Breathe in and out normally. Find out how many times you breathe in and breathe out in a minute? Did you inhale the same number of times as you exhaled? Now count your breathing rate (number of breaths/minute) after brisk walk and after rest. Record your breathing rate.

SOCIAL STUDIES

Rulers and Buildings

Video Link: <https://www.youtube.com/watch?v=8exeIGt2c2k>

Objectives

- convey a sense of the range of materials, skills, and styles used to build waterworks, places of worship, palaces and havelis, forts, gardens.
- understand the engineering and construction skills, artisanal organisation, and resources required for construction works
- illustrate how contemporary documents, inscriptions, and actual buildings can be used to reconstruct history

Destruction of Temples

- When kings attacked each other, they targeted temples as they were a symbol of the king's wealth and devotion.
- In the ninth century, Pandyan king *ShrimaraShrivallabha* invaded Sri Lanka and defeated king *Sena I* and took with him jewels, gold, and precious wealth of temples, especially a huge golden statue of Buddha.
- But later, the next Sinhalese ruler *Sena II* attacked the Pandyan capital, *Madurai* and took the Buddha statue back home.
- In the eleventh century the Chola king, *Rajendra I* built a Shiva temple and filled it with things he seized from defeated rulers. The list included, a Sun-pedestal from the Chalukyas, a statue of Ganesha and Durga, a Nandi statue from the Eastern Chalukyas, an image of Bhairava from the Kalingas of Orissa, and a statue of Kali from the Palas of Bengal.
- Sultan Mahmud of Ghazni raided India during the eleventh century and looted many temples, out of which the most famous loot is of the temple of Somnath in Gujarat.

Gardens, Tombs and Forts

- In Babur's autobiography, he describes his interest in planned and laid out gardens, within rectangular walls and divided into four quarters by artificial water channels. These gardens were called '*chaharbagh*', and were built by the successive Mughal kings also in Kashmir, Delhi, and Agra.
- Akbar's architects used Timur's tomb as their inspiration and built central towering domes and tall gateways (*pishtaq*) in their structures.
- Humayun's tomb was placed in the centre of a *chaharbagh*, and inside the tomb was a central room surrounded by eight other rooms. This arrangement was called *hashtbihisht* (eight paradises). The building was constructed in red sandstone, with white marble.
- Under Shah Jahan the architecture in Agra and Delhi flourished, as the *diwan-i-khaas o am* (public and private halls) were built carefully within a large courtyard with forty pillars (*chihilsutun*) as support.

- His halls were built in the form of mosques and the throne was often called the *qibla* (the direction faced by Muslims at prayer), since all courtiers faced him during court sessions.
- Behind Shah Jahan's throne at the Red Fort in Delhi, were *pietra dura* inlays that depicted the Greek God Orpheus playing the lute, as legend says that his lute can silence the fiercest of beasts and make them peacefully co-exist with humans.
- During the early reign of Shah Jahan in Agra, nobility built their homes near the river Yamuna and the chaharbaghs constructed here were also known as river front chaharbaghs as the homes were built on the edge of the garden, near the river, instead of the centre of the garden.
- Shah Jahan adopted this technique when he built the Taj Mahal, where a mausoleum was placed on a terrace by the edge of the river and the garden to its south.
- In his new city Shahjahanabad, he built his palace on the banks of the river and allowed only special nobles to access the river. All others had to build their homes in the city, far from the river.

Region and Empire

- As architecture prospered between the eighth and eighteenth century, many ideas were exchanged between different kingdoms. For example, the Vijayanagara elephant stables were highly influenced by the architecture of the neighbouring Sultanates of Bijapur and Golconda.
- In Vrindavan, near Mathura, temples were highly influenced by the Mughal palaces in Fatehpur Sikri.
- As large empires were created, cultures and artistic styles, cross-fertilised to create a fusion of art and architecture.
- For example, the local rulers in Bengal built a thatched roof that was used later in Mughal architecture as the 'Bangla dome'.
- Although by the eighteenth century the Mughal Empire declined, their architecture still inspires many buildings and constructions even today.

Activity: Make a Booklet on any Building built by Mughal Emperors.

WORKSHEET

1. How is the “trabeate” principle of architecture different from the “arcuate”? (2)
2. Define the following: (2)
 - a) Shikhara
 - b) Pietra-dura
3. Describe the elements of a Mughal chaharbagh garden. (4)
4. Why was limestone cement used in the construction of large structures? (1)
5. Name the reserve built by Iltutmish just outside Delhi-i-kuhna. (1)
6. When was Humayun’s tomb built? What are its special features? (5)
7. Who were involved in the building of the Qutb Minor? (3)

8. How can you say that Mughal rulers adapted regional architectural styles in the construction of their buildings? Explain with examples.

(3)

9. Describe the pattern, designs of QutbMinar. (2)

10. Who constructed kandariyamahadeva temple and when? (2)

11. Fill in the blanks:

(3)

1. The inscriptions under the first balcony of QutbMinar are in _____ Language.
2. _____ won universal respect for constructing a large reservoir just outside Dehli-i-Kuhna.
3. Important aspects of Mughal architecture like the central dome and the tall gateway (pishtaq) were first visible in _____ reign.

विषय - संस्कृत

Link-<https://youtu.be/HnUdzTPUrv4>

समवायो हि दुर्जयः पाठ में हम लोग एकता की शक्ति के बारे में पढ़ेंगे कि

एकता अजय होती है। एकता को कभी आसानी से हराया नहीं जा सकता है इसलिए एकता दुर्जय है।

पुरा एकस्मिन् वृक्षे एका चटका प्रतिवसति स्म। कालेन तस्याः सन्ततिः जाता। एकदा कश्चित् प्रमत्तः गजः तस्य वृक्षस्य अधः आगत्य तस्य शाखां शुण्डेन अत्रोटयत्। चटकायाः नीडं भुवि अपतत्। तेन अण्डानि विशीर्णानि। अथ सा चटका व्यलपत्। तस्याः विलापं श्रुत्वा काष्ठकूटः नाम खगः दुःखेन ताम् अपृच्छत्-“भद्रे, किमर्थं विलपसि?” इति।

चटकावदत्-“दुष्टेनैकेन गजेन मम सन्ततिः नाशिता। तस्य गजस्य वधेनैव मम दुःखम् अपसरेत्।” ततः काष्ठकूटः तां वीणारवा-नाम्न्याः मक्षिकायाः समीपम् अनयत्। तयोः वार्तां श्रुत्वा मक्षिकावदत्-“ममापि मित्रं मण्डूकः मेघनादः अस्ति। शीघ्रं तमुपेत्य यथोचितं करिष्यामः।” तदानीं तौ मक्षिकया सह गत्वा मेघनादस्य पुरः सर्वं वृत्तान्तं न्यवेदयताम्।

मेघनादः अवदत्-
 “यथाहं कथयामि तथा कुरुतम्। मक्षिके! प्रथमं त्वं मध्याह्ने तस्य गजस्य कर्णे शब्दं कुरु, येन सः नयने निमील्य स्थास्यति। तदा काष्ठकूटः चञ्च्वा तस्य नयने स्फोटयिष्यति। एवं सः गजः अन्धः भविष्यति। तृषार्तः सः जलाशयं गमिष्यति। मार्गे महान् गर्तः अस्ति। तस्य



अन्तिके अहं स्थास्यामि शब्दं च करिष्यामि। मम शब्देन तं गर्तं जलाशयं मत्वा स तस्मिन्नेव गर्ते पतिष्यति मरिष्यति च।" अथ तथा कृते सः गजः मध्याह्ने मण्डूकस्य शब्दम् अनुसृत्य महतः गर्तस्य अन्तः पतितः मृतः च। तथा चोक्तम्-

‘बहूनामप्यसाराणां समवायो हि दुर्जयः’।

◆ शब्दार्थः ◆

पुरा	-	पहले, पुराने समय में	ago
शुण्डेन	-	सूँड से	by trunk
नीडम्	-	घोंसले को	nest
विशीर्णानि	-	नष्ट हो गए	destroyed
तमुपेत्य (तम्+उपेत्य)	-	उसके पास जाकर	approaching him
मध्याह्ने	-	दोपहर में	at noon
निमील्य	-	बन्द करके	closing
स्थास्यति	-	रुक जाएगा	will stay
स्फोटयिष्यति	-	फोड़ देगा	will spoil
तृषार्तः (तृषा + आर्तः)	-	प्यास से पीड़ित	thirsty
गर्तः	-	गड्ढा	pit
तथा कृते	-	वैसा करने पर	doing so
अनुसृत्य	-	अनुसरण करके	following
पतितः	-	गिर गया	fell down
मृतः	-	मर गया	died
चोक्तम् (च + उक्तम्)	-	और कहा गया है	and said
दुर्जयः	-	कठिनता से जीतने योग्य	difficult to win
बहूनामप्यसाराणाम् (बहूनाम्+अपि+असाराणाम्)	-	अनेक निर्बलों का	several weak ones
समवायः	-	समूह, संगठन	group



प्रश्नानाम् उत्तराणि एकवाक्येन लिखत-

- (क) चटकायाः विलापं श्रुत्वा काष्ठकूटः तां किम् अपृच्छत्?
(ख) चटकायाः काष्ठकूटस्य च वार्तां श्रुत्वा मक्षिका किम् अवदत्?
(ग) मेघनादः मक्षिकां किम् अवदत्?
(घ) चटका काष्ठकूटं किम् अवदत्?

2.

उदाहरणमनुसृत्य रिक्तस्थानानि पूरयत-

(क)	पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा-	प्रथमपुरुषः	पठिष्यति	पठिष्यतः	पठिष्यन्ति
	प्रथमपुरुषः	.....	पतिष्यतः	.....
	प्रथमपुरुषः	.....	.....	मरिष्यन्ति
(ख)	पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा-	मध्यमपुरुषः	गमिष्यसि	गमिष्यथः	गमिष्यथ
	मध्यमपुरुषः	.....	धाविष्यथः	.....
	मध्यमपुरुषः	.....	.....	क्रीडिष्यथ
(ग)	पुरुषः	एकवचनम्	द्विवचनम्	बहुवचनम्
यथा-	उत्तमपुरुषः	लेखिष्यामि	लेखिष्यावः	लेखिष्यामः
	उत्तमपुरुषः	.....	हसिष्यावः	.....
	उत्तमपुरुषः	.....	.....	द्रक्ष्यामः

3.

उदाहरणानुसारं 'स्म' शब्दं योजयित्वा भूतकालिकक्रियां रचयत-

यथा-अवसत्	-	वसति स्म।
अपठत्	-।
अत्रोटयत्	-।
अपतत्	-।
अपृच्छत्	-।
अवदत्	-।
अनयत्	-।

4.

कोष्ठकात् उचितं पदं चित्वा रिक्तस्थानानि पूरयत-

- (क) बालिका मधुरं गायति। (एकम्, एका, एकः)
- (ख) कृषकाः कृषिकर्माणि कुर्वन्ति। (चत्वारः, चतस्रः, चत्वारि)
- (ग) पत्राणि सुन्दराणि सन्ति। (ते, ताः, तानि)
- (घ) धेनवः दुग्धं । (ददाति, ददति, ददन्ति)
- (ङ) वयं संस्कृतम् । (अपठम्, अपठन्, अपठाम)

6. उदाहरणानुसारं 'स्म' शब्दं योजयित्वा भूतकालिकक्रियां रचयत-

यथा-अवसत्	-	वसति स्म।
अपठत्	-।
अत्रोटयत्	-।
अपतत्	-।
अपृच्छत्	-।
अवदत्	-।
अनयत्	-।

7. कोष्ठकात् उचितं पदं चित्वा रिक्तस्थानानि पूरयत-

- (क) बालिका मधुरं गायति। (एकम्, एका, एकः)
- (ख) कृषकाः कृषिकर्माणि कुर्वन्ति। (चत्वारः, चतस्रः, चत्वारि)
- (ग) पत्राणि सुन्दराणि सन्ति। (ते, ताः, तानि)
- (घ) धेनवः दुग्धं । (ददाति, ददति, ददन्ति)
- (ङ) वयं संस्कृतम् । (अपठम्, अपठन्, अपठाम)