

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

**ENGLISH**

**UNIT-5**

**SECTION-2**

**TOO MANY PROFESSORS**

**BY NORMAN HUNTER**

The extract is taken from the Incredible Adventure of Professor Branestawn by Norman Hunter. The story is about an absent –minded professor and his inventions, which land him, his housekeeper Mrs Flittersnoop and sometimes his best friend, Colonel Dedshott, in trouble.

**GLOSSARY:**

- 1) Cannoned: rushed into
- 2) Wobbly: shaky
- 3) Pagwell: the town where the great professor lived
- 4) Larder: a cupboard used for storing food
- 5) Awkward: clumsy

## Section 2

### The Too-Many Professors

Read about an imaginative professor who invented a marvellous mixture that could bring to life any picture to which it was applied.

"Lord, whatever can that awful smell be?" gasped Mrs Flittersnoop, coming out of the kitchen, with a smudge of flour on her nose because she was making cakes. "Can't be the drains, they were cleaned only yesterday. Can't be something gone bad, for I turned out the larder<sup>1</sup> this very morning."

"It's the Professor I'm sure," said Mrs Flittersnoop.

And it certainly was the Professor. But before Mrs Flittersnoop had time to get to the door of his 'inventory', out he burst with a little bottle in one hand, a garden syringe in the other and his clothes stained.

"Amazing!" he shouted, "Listen," gasped the Professor, getting his five pairs of spectacles so mixed up that he could see four Mrs Flittersnoops, all different sizes. He always wore at least five pairs since they each had a special function. Some were just for reading and writing, but others had a specific job, such as the pair of 'look-at-you-over-the-top-of' spectacles and the pair to wear when looking for the others if they were lost. "The world will resound with discovery! I never knew I was as clever as this."

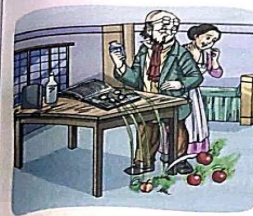
The Professor then uncorked the bottle and the simply awful smelling odour immediately became so bad that Mrs Flittersnoop had to bury her nose in her apron. "This liquid," said the Professor with excitement, "will bring to life any picture to which it is applied. Look at this."

He drew the liquid up in the syringe and squirted it over a picture of some apples on the cover of a book. Nothing happened, except that the picture got wet.

"Very good, Sir, I'm sure," said Mrs Flittersnoop, moving back into the kitchen. But the Professor dragged her back.



<sup>1</sup>larder = cupboard used for storing food



"Wait," he shouted excitedly. "It takes time. Look!" He pointed with a quivering finger at the picture.

"Oo...er," said his housekeeper. The apples began to swell up, the picture went all wobbly<sup>2</sup>. Green smoke rose from the paper. The smell would have got worse, only it couldn't. Then suddenly, four lovely rosy apples rolled out of the picture.

"Oh my!" exclaimed Mrs Flittersnoop.

Together, both of them munched the apples. It was like eating an apple except for a rather papery flavour.

"It is rather a pity!" said the Professor, spraying a picture of a box of chocolates to life, "that it costs more to make the liquid for doing this than it would cost to buy the things."

"You don't say!" said Mrs Flittersnoop, taking a handful of the chocolates.

"But," said the Professor, "there are certain limitations to the power of the liquid. The things it brings to life go back as they were when the liquid dries off."

The Professor was now pulling out a book with a picture of a cat in it. "Let me try this," he said. "I don't know yet whether it will work with animals and people."

He filled the syringe again, while Mrs Flittersnoop hid behind the door because most of the Professor's books were about wildish kinds of animals.

"Phiz-z-z-z-z," went the spray. They waited, the paper bulged, the picture smoked and the smell just as before. Then—"Meow!"—out jumped the cat.

But goodness gracious, the next minute the whole room was full of an elephant!

"Amazing!" gasped the Professor, struggling out of the waste-paper basket where the elephant had knocked him. Mrs Flittersnoop slammed the door and rushed screaming all the way to her sister Aggie's in Lower Pagwell<sup>3</sup> without even stopping to wipe the floor off her nose.

The cat jumped out of the window and followed her, still meowing because the picture of it had showed it meowing and it didn't seem to be able to stop. But most definitely of all, the elephant squeezed its big self awkward<sup>4</sup> through the French windows and followed her too.

<sup>2</sup>wobbly = shaky • <sup>3</sup>Pagwell = the town where the great Professor lived • <sup>4</sup>awkward = clumsy

"Heavens!" gasped the Professor. And he dashed after the elephant, dropping his glasses all over the place and holding his handkerchief hoping to be able to catch the beast and dry the wonderful liquid off it and make it go back into a picture.

Now the Professor was chasing the elephant who was running after the cat who seemed to want to catch up with Mrs Flittersnoop, who definitely did want to go to her sister Aggie's. When the elephant had come out of the picture so suddenly, he'd upset the jar of the wonderful liquid all over the Professor's photograph album. What a thing to do! The liquid would make ALL things come to life!

Soon the Professor, out of breath, went back. The first thing he noticed was himself opening the door to himself.

"Good afternoon," said the Professor, not recognizing himself.

"Don't take it for a moment, the sun's in my eyes," said the other one of him.

The Professor was just wondering what the answer to that was when two more of himself, one at sixteen and one at twenty-two, came out of the study, followed by three of Mrs Flittersnoop in different hats of her sister Aggie's and two of Colonel Dedshott.

"Heavens!" cried the Professor. He dashed up the stairs, nearly falling over three more of himself aged eighteen months and cannoned<sup>5</sup> into another Mrs Flittersnoop at fifteen, in fancy dress as Bo-peep. Feverishly he searched the rooms. Everywhere were more and more of himself, at all ages and in all sorts of clothes, including one of him very young with nothing on at all but a big smile.

Everywhere there were duplicates of various friends and relations. And they were all saying the same things over and over again—repeating whatever they were saying when the photograph was taken. "Don't take it for a moment, the sun's in my eyes," and "Had I better take my hat off first?" and "Hurry up and take it, I must go in and get tea," and "Smile into the...!" and "Goo goo". But as they were all speaking together, it began to get awful. Worst of all, there was half of a policeman who had got taken in one of the photos, by mistake, and he kept hopping about on his one leg saying in a half sort of voice "Pass along p..."

"Terrible!" gasped the Professor, "supposing I get mixed up with all these come-to-life photos and forget which one is really me?"

<sup>5</sup>cannonned = rushed into



Just then there was a loud bang from the 'inventory' where one of the Professors aged sixteen had been fiddling about trying to invent something and done an explosion instead. Out dashed the Professor, nearly in time to be hit by a piece of roof. But immediately, a loud wowing from inside the house made him dash back. Three of him, aged eighteen months, had fallen down the stairs together. A thing he had done himself just after those particular photographs were taken.

"Ploof woo woo muffin plith a woogie," shouted the out-of-focus hazy Mrs Flittersnoop, rushing down the stairs. "Pass along p... Pass along p...", cried the half policeman, hopping along from the kitchen.

Then the doorbell rang and in came the "real Colonel Dedshott".

"Hullo, Branestawm!" he said to one of the photo Professors aged twenty.

"Hold it perfectly still while you press the lever," said the photo Professor, who had been telling someone how to take the photo.

"Hal Yes, of course," said the Colonel, not understanding a bit of course, but thinking the Professor was talking some of his professorish stuff which he wouldn't have understood anyway. "Been for a holiday? You're looking ten years younger."

"Hold it perfectly still while you press the lever," retorted the photo Professor, who of course, looked very much more than ten years younger than the real Professor.

"Ploof woo woo muffin plith a woogie," said the hazy Mrs Flittersnoop, bustling up.

"Goo, goo," said the very young Professor, trying to climb up the Colonel's trousers.

"How will my uniform come out?" said one of the photo Colonels, clanking out the dining room. "What's this?" roared the real Colonel, catching sight of him. "Impostor! That is not me at all, I'm me here," he shouted and chased his photograph up the stairs. "Wait till I catch you. Police!"

"Pass along please... Pass along p..." "Goo goo." "Ploof woo woo muffin plith a woogie."

It was more awful than ever. The real Professor dashed into the real Colonel and each of them thought the other wasn't him at all. All the while, they were explaining to each other, three of the Mrs Flittersnoops changed hats, which probably made things no worse.

"Quick," gasped the Professor after he had told the Colonel what had happened so rapidly that the Colonel's head was nearly as fuzzy. "Must get blotting-paper, dry the liquid off the photos, then they will go back into the album."

Round the house they dashed, brandishing blotters. The little Professors were caught and blotted up quite easily; but Colonel Dedshott got away from himself three times and the Mrs Flittersnoop in fancy dress kept dodging the Professor round the banisters. Round and round the house, up and down the stairs, the real Professor and Colonel caught each other eight times. The half policeman was hopping about like a canary shouting at the top of his voice.

Some of the Professors had got hold of the blotting paper and were joining in the chase. Then a window blew open and the draught from the open front door blew them all out of it and down the road. Now the effect of the liquid was wearing off.

Out on the road were clouds of Professors and Mrs Flittersnoops. A real policeman stopped and gaped at the half policeman, who shouted "Pass along please ..." for the last time and then went zzzzzzzp back into the photograph he had come from, with the Professor aged twenty.

"Hurray!" roared the Colonel. "Victory! The enemy is routed ..."

And so they were, for the sun had come out and quickly dried the wonderful liquid. Soon the road was strewn with photographs which the Colonel and the Professor carefully burned, making an awful smoke all over the place.

The Professor wrote a book about his wonderful liquid but nobody believed him.

*Norman Hunter*

The extract is taken from the *Incredible Adventure of Professor Branestawm* by Norman Hunter. The story is about an absent-minded professor and his inventions, which land him, his housekeeper Mrs Flittersnoop and sometimes his best friend, Colonel Dedshott, in trouble.

On the basis of your reading of the story, tick the most suitable option: (1x3=3)

1) The second thing that the Professor Branestawm brings to life is

\_\_\_\_\_.

- a) A cat
- b) Apples
- c) Chocolates
- d) An elephant

2) The confusion at the end of the story clears when

\_\_\_\_\_.

- a) All the photographs are burned
- b) The magic liquid dries up
- c) Mrs. Flittersnoop comes back
- d) Professor Branestawm's book gets published

3) The second thing that Professor Branestawm brings to life is: \_\_\_\_\_.

- a) A cat

- b) Apples
- c) Chocolates
- d) An elephant
- 4) What started the confusion in the Professor's house?
- 5) What was the one regret that the Professor had about his invention?
- 6) Think about one word each to describe Professor Branestawm, Mrs Flittersnoop and Colonel Dedshott. Give reasons for choosing the words.
- 7) The writer calls professor Branestawm's laboratory his inventory. Check the dictionary to see what the word 'inventory' means and then explain why the writer calls the laboratory an 'inventory'?

### **ACTIVITY:**

**If you had a small bottle of Professor Branestawm's magic liquid, which one photograph would you like to bring to life? Give reasons for your choice.**

### **HINDI**

#### **पुनरावृत्ति अभ्यास कार्य**

#### **VIDEO LINKS:-**

<https://www.youtube.com/watch?v=WXDvYKHn4xk>

#### **अधिगम बिंदु**

विद्यार्थी अपठित गद्यांश को सीख पाएंगे।

विद्यार्थी बहुवैकल्पिक प्रश्नों के उत्तर दे सकेंगे।

#### **अपठित गद्यांश को पढ़कर नीचे दिए गए प्रश्नों के उत्तर दीजिए**

आगाखँ महल में खाने-पीने की कोई तकलीफ नहीं थी। हवा की दृष्टि से भी स्थान अच्छा था।

महात्मा जी का साथ भी था। किंतु कस्तूरबा के लिए यह विचार ही असह्य हुआ कि 'मैं कैद में हूँ।'

उन्होंने कई बार कहा- "मुझे यहाँ का वैभव कतई नहीं चाहिए,

मुझे तो सेवाग्राम की कुटिया ही पसंद है।" सरकार ने उनके शरीर को कैद रखा किंतु उनकी आत्मा को वह कैद सहन नहीं हुई।

जिस प्रकार पिंजड़े का पक्षी प्राणों का त्याग करके बंधन मुक्त हो जाता है उसी प्रकार कस्तूरबा ने सरकार की कैद में अप

नाशरीर छोड़ा और वह स्वतंत्र हुई।

उनके इस मूक किंतु तेजस्वी बलिदान के कारण अंग्रेजी साम्राज्य की नींव ढीली हुई और हिंदुस्तान पर उनकी हुकूमत कमजोर हुई।

कस्तूर बाने अपनी कृति निष्ठा के द्वारा यह दिखा दिया कि शुद्ध और रोचक साहित्य के पहाड़ों की अपेक्षा कृति का एक कण अधिक मूल्यवान और आबदार होता है। शब्दशास्त्र में जो लोग निपुण होते हैं, उनको कर्तव्य-अकर्तव्य की हमेशा ही विचिकित्सा करनी पड़ती है। कृति निष्ठ लोगों को ऐसी दुविधा कभी परेशान नहीं कर पाती। कस्तूर बाके सामने उनका कर्तव्य कि सी दीये के समान स्पष्ट था। कभी कोई चर्चा शुरू हो जाती तब 'मुझसे यह होगा' और 'यह नहीं होगा'-इन दो वाक्यों में अपना ही फैसला सुना देती।

प्रश्न: 1. सुविधाओं के बीच भी कैदी होने का विचार किससे नहीं सहाजारहा था?

प्रश्न: 2. वे अपनी स्पष्ट वादिता किस तरह प्रकट कर देती थीं?

प्रश्न: 3. आगाख़ाँमहल में क्या सुविधाएँ थीं, पर इनके बजाय कैदी को क्या पसंद था?

प्रश्न: 4. वह किस तरह अंग्रेजों की कैद से मुक्त हुई ? उनकी मुक्ति का अंग्रेजी शासन पर क्या असर पड़ा?

प्रश्न: 5. कृतिनिष्ठ और शब्दशास्त्र में निपुण लोगों में अंतर गद्यांश के आधार पर स्पष्ट कीजिए।

## MCQ

1. 'खानपान की बदलती तसवीर' नामक पाठ के लेखक के नाम बताएँ।

- (a) रामचंद्रशुक्ल
- (b) शिवप्रसादसिंह
- (c) प्रयागशुक्ल
- (d) विजयतेंदुलकर।

2. खानपान की संस्कृति में बड़ा बदलाव कब से आया?

- (a) पाँच-सात वर्षों में
- (b) आठ-दस वर्षों में

- (c) दस-पंद्रहवर्षोंमें
- (d) पंद्रह-बीसवर्षोंमें

3. युवापीढ़ीइनमेंसेकिसकेबारेमेंबहुतअधिकजानतीहै?

- (a) स्थानीयव्यंजन
- (b) नएव्यंजन
- (c) खानपानकीसंस्कृति
- (d) इनमेंसेकोईनहीं।

4. ढाबासंस्कृतिकहाँतकफैलचुकीहै?

- (a) दक्षिणभारत
- (b) उत्तरभारततक
- (c) पूरेदेशमें
- (d) कहींनहीं।

5. पाव-भाजीकिसप्रांतकास्थानीयव्यंजनहै?

- (a) राजस्थान
- (b) महाराष्ट्र
- (c) गुजरात
- (d) मध्यप्रदेश।

6. किसीस्थानकाखान-पानभिन्नक्योंहोताहै?

- (a) मौसमकेअनुसार, मिलनेवालेखाद्यपदार्थ
- (b) रुचिकेआधारपर
- (c) आसानीसेवस्तुओंकीउपलब्धता
- (d) उपर्युक्तसभी

7. इनमें से किसे फास्ट फूड के नाम से जाना जाता है।

- (a) सेव
- (b) रोटी
- (c) दाल
- (d) बर्गर

बंबई की पाव-भाजी और दिल्ली के छोले-कुलचाँ की दुनिया पहले की तुलना में बड़ी ज़रूर है, पर अन्य स्थानीय व्यंजनों की दुनिया में छोटी हुई है। जानकार ये भी बताते हैं कि मथुरा के पेड़ों और आगरा के पेठे-नमकीन में अब वह बात कहर रही! यानी जो चीजें बची भी हुई हैं, उनकी गुणवत्ता में फर्क पड़ा है। फिर मौसम और ऋतुओं के अनुसार फलों-खाद्यान्नों से जो व्यंजन और पकवान बनाकर तेथे, उन्हें बनाने की फुरसत भी अब कितने लोगों को रह गई है। अब गृहिणियों या कामकाजी महिलाओं के लिए खरबूज के बीच सुखाना-छीलना और फिर उनसे व्यंजन तैयार करना सचमुच दुस्साध्य है?

1. वस्तुओं की गुणवत्ता में क्या और कैसे फर्क आया है?
2. आज की गृहिणियों और कामकाजी महिलाओं के लिए क्या दुस्साध्य है?
3. मौसमी फलों और खाद्यान्नों से बनाए जाने वाले कई व्यंजन अब नहीं बनाए जाते हैं, क्यों?
4. स्थानीय व्यंजनों की दुनिया सीमित होती जा रही है? इसके क्या कारण हैं ?
5. इस गद्यांश के माध्यम से लेखक क्या कहना चाहते हैं और क्यों?

### पत्रलेखन

आपके जन्मदिन पर आपके मामा जी ने आपको एक सुंदर उपहार भेजा है। इस उपहार के लिए धन्यवाद एवं कृतज्ञता के लिए पत्र लिखिए | ( 5)

## MATHS

### ( COMPARING QUANTITIES)(CONTINUED)

#### GENERAL OBJECTIVES

1. Students will be able to find out the profit % and loss% of any item.
2. Students will be able to find out the amount and the interest.

**Cost Price:** The buying price of an item is known as its cost price written in short as CP.

**Selling Price:** The price at which we sell an item is known as the selling price or in short SP. Naturally, it is better if we sell the item at a higher price than our buying price.

**Profit or Loss:** We can decide whether the sale was profitable or not depending on the CP and SP.

If  $CP < SP$  then we have gained some amount, that is, we made a profit,  $\text{profit} = SP - CP$

If  $CP = SP$  then we are in a **no profit no loss situation**

If  $CP > SP$  then we have lost some amount,  $\text{Loss} = CP - SP$ .

The profit or loss we find can be converted to a percentage. It is always calculated on the CP. Charge has given on Borrowed Money or Simple Interest

**Principal:** The money borrowed is known as **sum borrowed or principal**.

**Interest:** We have to pay some extra money (or charge) to the bank for the money being used by us for some time. This is known as **interest**.

**Amount:** We can find the amount we have to pay at the end of the year by adding the above two. That is.

$$\text{Amount} = \text{Principal} + \text{Interest} = P + I$$

$$\text{Profit \%} = \text{Profit} / CP \times 100$$

$$\text{Loss \%} = \text{Loss} / CP \times 100$$

$$\text{Simple Interest} = \frac{\text{Principal} \times \text{Rate} \times \text{Time}}{100}$$

$$\text{Amount} = \text{Principal} + \text{Interest}$$

$$\text{Percentage Change} = \frac{\text{Amount of change}}{\text{Original Amount or Base}} \times 100$$

#### WORKSHEET

Q1. Find the ratio of:

- (a) 5 km to 400 m
- (b) 2 hours to 160 minutes

Q2. State whether the following ratios are equivalent or not?

- (a) 2 : 3 and 4 : 5



(b) 1 : 3 and 2 : 6

Q3. Compare the following ratios:

3 : 4, 5 : 6 and 3 : 8

Q4. State whether the following ratios are proportional or not:

(i) 20 : 45 and 4 : 9

(ii) 9 : 27 and 33 : 11

Q5. Find the mean proportional between 9 and 16.

Q6. Find:

(i) 36% of 400

(ii)  $16\frac{2}{3}\%$  of 32

Q7. What per cent of 40 kg is 440 g?

Q8. Convert each of the following into the decimal form:

(a) 25.2%

(b) 0.15%

(c) 25%

Q9. What per cent of

(a) 64 is 148.48?

(b) 75 is 1225?

Q10. A machine costs ₹ 7500. Its value decreases by 5% every year due to usage. What will be its price after one year?

Q11. What sum of money lent out at 12 per cent p.a. simple interest would produce ₹ 9000 as interest in 2 years?.

Q12. Rashmi obtains 480 marks out of 600. Rajan obtains 560 marks out of 700. Whose performance is better?

Q13. ₹ 9000 becomes ₹ 18000 at simple interest in 8 years. Find the rate per cent per annum.

Q14. The cost of an object is increased by 12%. If the current cost is ₹ 896, what was its original cost

### **REAL LIFE EXAMPLES**

Q15. Radhika borrowed ₹ 12000 from her friends. Out of which ₹ 4000 were borrowed at 18% and the remaining at 15% rate of interest per annum. What is the total interest after 3 years?

Q16. Bhavya earns ₹ 50,000 per month and spends 80% of it. Due to pay revision, her monthly income increases by 20% but due to price rise, she has to spend 20% more. Find her new savings.

### **HOTS**

Q17. The simple interest on a certain sum at 5% per annum for 3 years and 4 years differ by ₹ 82. Find the sum.

Q18. Rajan's monthly income is 20% more than the monthly income of Sarita. What per cent of Sarita's income is less than Rajan's monthly income?

## SCIENCE

### CHAPTER- 14 Electric Current and Its Effects

#### Objectives:

- To understand the magnetic effects of electric current.
- To learn about the working of an electric bell
- To know the applications of magnetic effect of electric current

#### Magnetic Effect of Electric Current

- When electric current flows through a current carrying conductor, it produces a magnetic field around it. This can be seen with the help of a magnetic needle, which shows deflection. The more the current, the higher the deflection.
- If the direction of current in the circuit is reversed, the direction of deflection of the magnetic needle is also reversed.

The magnetic needle experiences deflection only if there is an electric current flowing through the wire.

#### **Electromagnets**

- An electromagnet is an artificial magnet, which produces a magnetic field around a conductor due to the passage of electric current through it.
- This magnetic field disappears when there is no current flowing through the conductor.
- There are differences between electromagnets and permanent magnets.

#### **Difference between electromagnets and permanent magnets**

- Permanent magnets maintain their magnetism for long periods of time
- Electromagnets have their own magnetic field as long as current is flowing through them. Once the circuit is broken, they lose their magnetism.

#### **Applications of electromagnet:**

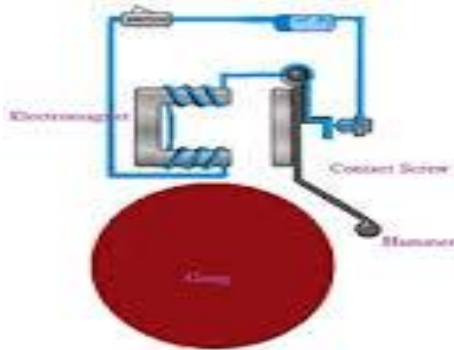
Electromagnets have a variety of applications in industries and in our daily life. Some of these are listed below:

- In electric cranes to lift scrap iron
- As armature of electric motors
- In electronic devices such as television, radio and tape recorder

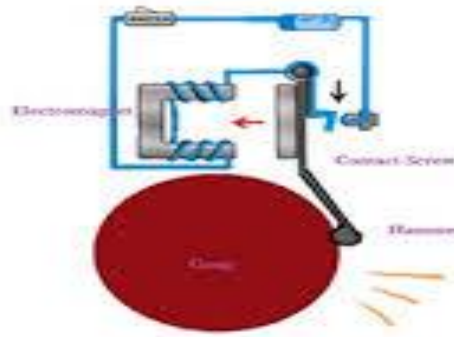
- In electric bells
- In CT/ MRI scanning for medical diagnosis.

### Electric bell

- An electric bell consists of an electromagnet. The switch we press is used to make the circuit complete.
- The working of the bell is illustrated below When the switch (**K**) is pressed, current flows through the circuit
- The electromagnet (**E**) is powered and generates a magnetic field that attracts the iron strip towards it
- The striker strikes the gong or bell (**B**).
- When the striking arm (**A**) strikes the gong, the contact at (**T**) is broken and current stops flowing through the circuit
- This causes the electromagnet to lose its magnetic field
- The connected spring arm returns the striker to its original rest position
- The contact is restored and current flows through the circuit (provided the main switch is still pressed)
- The process is repeated again until the switch (**K**) is made open.



Situation – 1. Hammer is away from Gong. No Sound.

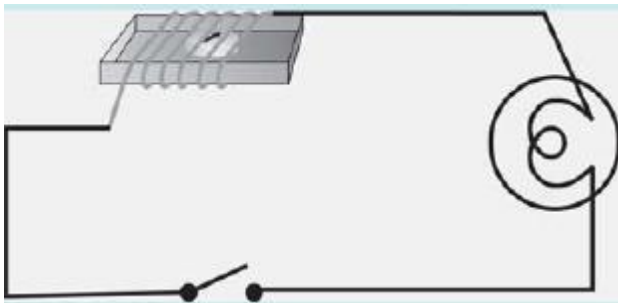


Situation – 2. Hammer is hitting Gong resulting in sound.

### ASSIGNMENT:

1. Electromagnets are used in
  - a) Electric motor
  - b) Separation of iron ores from the earthly substances
  - c) Both a and b.
  - d) None of the above
2. The circuit is incomplete when the switch is
  - a. ON
  - b. Closed
  - c. Off
  - d. All of the above
3. Which wire is used to make electric iron?
  - a. Nichrome wire
  - b. Tungsten

- c. Green wire.
  - d. Silver
4. The magnetic effect of electric current was first observed by
    - a. Daniel Christian
    - b. Rutherford
    - c. Henry Christian Oersted
    - d. Einstein
  4. Full form of MCB is
    - a. Miniature circuit-breaker
    - b. Miniature circuit builder
    - c. Minimum circuit breaker
    - d. Minimum circuit builder
  5. Name any two effects of electric current?
  6. When the current is switched on through a wire, a compass needle kept nearby gets deflected from its north-south position. Explain.
  7. Will the compass needle show deflection when the switch in the circuit shown by following figure is closed?



8. Do you think an electromagnet can be used for separating plastic bags from a garbage heap? Explain.

**ACTIVITY;**

These days Miniature circuit breakers (MCBs) are increasingly being used in place of fuses.. Research about the advantage of MCB over electric fuse and discuss in class.

**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

## Overview

- The Mughals were descendants of Genghis Khan and Timur the Lame.
- The founder of the empire was Babur, and the last great Mughal emperor was Aurangzeb.
- AbulFazl wrote the Akbar Nama and Ain-i-Akbari, books on Akbar and his administration.
- Mansabdars were Mughal government officials with mansabs (land/authority) and were paid according to their zat (rank).
- Todar Mal, Akbar's revenue minister, introduced the tax revenue system called zabt that was used all over the Mughal Empire.
- There were frequent fights among Mughal princes for the title and power of the emperor.

## The Mughals

- **The Mughals descended from two great lineages; maternally, they descended from the house of Mongol emperor *Genghis Khan*, and paternally from the *Turco-Mongol* emperor *Timur*.**
- Although they were **known as Mughals** because of their **Mongolian descent**, they **did not like** being referred to as **Mughals** because the **name of the Mongols** has been **marred by massacres and bloodshed**.
- **Because the word Mughal was connected with Mongols and Genghis Khan** who killed many people, the ***Mughals did not like being called that***.
- But the **Mughals** were very **proud of their** **Timurid ancestry** because **Timur had captured Delhi in 1398**.

## Mughal Emperors

### Babur

- **Babur** ascended the throne of *Ferghana* in **1494** when he was only **12 years old**. But he soon **fled** because of the ***invasion of the Uzbeks***.
- He **captured Kabul in 1504** and took over **Delhi in 1526** by ***defeating Ibrahim Lodi at Panipat***.

## Humayun

- **Humayun** became king after **Babur**, but **internal problems** and his **defeat to Sher Khan** at **Chausa** and **Kanauj** forced him to **flee to Iran** where he **received the help** of the **Safavid Shah** and **recaptured Delhi** in **1555**.
- But he **died soon after**, in an **accident** at **his palace**.

## Akbar

- He was **13 years old** when he **became the king**. And as he **attained full power** he **relieved his regent Bairam Khan** of his **duties** and then **began conquests** against the **Suris**, the **Afghans**, the kingdoms of **Malwa** and **Gondwana**, and the **Sisodiyas**. He also **crushed the revolt** of his **brother Mirza Hakim** and the **Uzbegs**.
- He then **launched military campaigns** in **Gujarat**, eastern **Bihar**, **West Bengal**, and **Orissa**, and **suppressed** another **revolt** by **Mirza Hakim**.
- Next, he **launched campaigns** in the **north-west** where he **seized Kandahar** from the **Safavid Shah**, and **Kashmir** and **Kabul** after the **death** of **Mirza Hakim**.
- He also **launched expeditions** in the **Deccan**, and annexed parts of **Berar**, **Khandesh**, and **Ahmednagar**.
- In his **final years** as **emperor** he **faced a rebellion** from his **son** and **future emperor**, **Prince Salim**.

## Jahangir

- He **continued the campaigns** started by his **father**, and also **won total control** over the **Sisodiyas**.
- But he was also **under a lot of pressure** due the **rebellions** by his **son, Prince Khurram**, and by **Nur Jahan's attempts** to **marginalise** him.

## Shah Jahan

- After **Shah Jahan** took the **throne**, the **Afghan noble Khan Jahan Lodi** was **defeated**, **campaigns** against **Ahmednagar** began, the **Bundelas** were **defeated**, and **Orchha** was **seized**.
- But in the **north-west**, **Shah Jahan** **faced losses** as the **Balkh region** was **lost** to the **Uzbegs** and the **Kandahar region** was **lost** to the **Safavids**.
- **Finally**, in the **Deccan**, he annexed **Ahmednagar** and became an **ally** of the kingdom of **Bijapur**.
- But in his **final years** as **emperor** a **battle** began between his **sons** for the **throne**.

## Aurangzeb

- Aurangzeb temporarily **defeated** the **Ahoms**, the **Sikhs**, and the **Rajputs**, and also the **Maratha chieftain Shivaji**. *But* when Aurangzeb insulted him, **Shivaji declared himself an independent king** at war with the **Mughal Empire**.

- **Prince Akbar rebelled** against Aurangzeb under the **guidance** of the **Deccan sultanate**, but he **lost** and **fled** to **Safavid Iran**.
- **Aurangzeb** then **launched** **campaigns** against the **Deccan sultanate** and **annexed** **Bijapur** and **Golconda**.
- He **faced another rebellion** by the **Sikhs**, the **Ahoms**, the **Marathas**, the **Rajputs**, and the **Jats**, and **died soon after**.

## Mughal Succession

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- The **Mughals** did **not follow** the system of **primogeniture** (where the **eldest son** gets the throne).
- They **followed coparcenary inheritance** (where the empire is **equally divided** among the sons).
- But **this system resulted** in many **conflicts** and **rebellions** within the family.

## 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 AbulFazl 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 *ibadatkhana* at FatehpurSikri 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- 1

#### Very Short Answer Questions

1. Why was it a difficult task for rulers of the Middle Ages to rule the Indian subcontinent? (1)
2. Who was Genghis Khan? (1)
3. Name the founder of the Mughal Empire. (1)
4. Name the battlefield where Ibrahim Lodi was defeated by Babur? (1)
5. What forced Humayun to flee to Iran? (1)
6. What do you mean by the rule of primogeniture? (1)
7. What was the Timurid custom of coparcenary inheritance? (1)

#### True/False

- i. Babur used canons effectively in the first battle of Panipat.
- ii. Babur defeated Ibrahim Lodi in 1530.
- iii. In Iran Humayun received help from the Safavid Shah.
- iv. Akbar was 33 years old when he became emperor.

### WORKSHEET - 2

#### 1. Match the following:

<b>mansab</b>	– <b>Marwar</b>
<b>Mongol</b>	– <b>governor</b>
<b>Sisodiya Rajput</b>	– <b>Uzbek</b>
<b>Rathor Rajput</b>	– <b>Mewar</b>
<b>Nur Jahan</b>	– <b>rank</b>
<b>subadar</b>	– <b>Jahangir</b>

#### 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) Name any two central provinces under the control of the Mughals. (1)
- 2) What were the relationships between the mansabdar and the jagir? (4)
- 3) What was the role of the zamindar in Mughal administration? (3)
- 4) Why did the Mughals emphasise their Timurid and not their Mongol descent? (1)
- 5) Who were mansabdars? What were their responsibilities? (5)
- 6) Describe Akbar's administrative policies in details. (5)
- 7) Explain TodarMal's revenue system- zabt. (3)

### **ACTIVITY**

Make a detailed research about the administrative policies of Akbar.

विषय - संस्कृत

[पुनरावृत्ति \(पाठ -6, 8,11\)](#)

Link-

<https://youtu.be/ThfzBgOhDY>, <https://youtu.be/9gJVpJCGAXY> <https://youtu.be/HnUdzTPUrv>

4

आलस्यं हि मनुष्याणां शरीरस्थो महान् रिपुः ।

नास्त्युद्यमसमो बन्धुः कृत्वा यं नावसीदति ॥१॥

मनुष्य के शरीर में रहने वाला आलस्य ही मनुष्य का सबसे महान शत्रु होता है, तथा परिश्रम जैसा कोई मित्र नहीं होता, क्योंकि परिश्रम करने वाला व्यक्ति कभी दुखी नहीं होता, जबकि आलस्य करने वाला व्यक्ति सदैव दुखी रहता है।

श्वः कार्यमद्य कुर्वीत पूर्वाह्ने चापराह्निकम् ।

नहि प्रतीक्षते मृत्युः कृतमस्य न वा कृतम् ॥2॥

शब्दार्थ → श्वः → कल (काल), कार्यमद्य → कार्यम् + अद्य → कार्य को आज  
कुर्वीत → करें, पूर्वाह्ने → दोपहर से पहले, चापराह्निकम् → च + अपराह्निकम्  
→ और दोपहर का, न → नहीं, हि → निश्चित रूप से, प्रतीक्षते → प्रतीक्षा  
करती है। कृतम् → किया गया, अस्थ → यह, वा → अथवा

अन्वयः → श्वः कार्यम् अद्य कुर्वीत, अपराह्निकं च पूर्वाह्ने (कुर्वीत) । मृत्युः  
न हि प्रतीक्षते । अस्थ कृतं न वा कृतम् ।

अर्थात् → आने वाले कल का कार्य आज करें तथा दोपहर का कार्य  
सुबह (करें) । मृत्यु निश्चित रूप से प्रतीक्षा नहीं करती है।  
कार्य किया गया अथवा नहीं ।

सत्यं ब्रूयात् प्रियं ब्रूयात् न ब्रूयात् सत्यमप्रियम् ।

प्रियं च नानृतं ब्रूयात् एष धर्मः सनातनः ॥3॥

प्रिय च नानृतं ब्रूयात् सत्यं च अप्रियं न ब्रूयात् ॥३॥

शब्दार्थ → ब्रूयात् → बोलना चाहिए, सत्यमप्रियम् → सत्यम् + अप्रियम् →  
अप्रिय सत्य, च → और, नानृतं → न + अनृतं → असत्य (झूठ) नहीं,  
एषः → यह, सनातनः → शाश्वत, सदा से चला आ रहा है।

अन्वयः → सत्यं ब्रूयात्, प्रियं ब्रूयात्। अप्रियं सत्यं न ब्रूयात्। प्रियं च अनृतं  
न ब्रूयात्। एषः सनातनः धर्मः (अस्ति)।

सरलार्थ → सत्य बोलना चाहिए, प्रिय बोलना चाहिए। अप्रिय सत्य  
नहीं बोलना चाहिए। और प्रिय असत्य नहीं बोलना चाहिए।  
यह (ही) सनातन धर्म है।

सर्वदा व्यवहारे स्यात् औदार्यं सत्यता तथा।

ऋजुता मृदुता चापि कौटिल्यं न कदाचन ॥४॥

शब्दार्थ → सर्वदा → हमेशा, स्यात् → हो, औदार्यम् → उदारता, तथा → वैसे, अस प्रच्छ  
ऋजुता → सरलता, मृदुता → कोमलता, च → और, अपि → भी,  
कौटिल्यं → टेढ़ापन (wickedness), कदाचन → कभी नहीं, न → नहीं

अन्वयः → व्यवहारे सर्वदा औदार्यं सत्यता तथा ऋजुता मृदुता च अपि  
स्यात्, कदाचन कौटिल्यं न स्यात्।

सरलार्थ → (मनुष्य के) व्यवहार में हमेशा उदारता, सत्यता (उसी प्रकार)  
सरलता और कोमलता भी हों। कुटिलता कभी नहीं हो।

श्रेष्ठं जनं गुरुं चापि मातरं पितरं तथा।

मनसा कर्मणा वाचा सेवेत सततं सदा ॥५॥

शब्दार्थ → श्रेष्ठं → सज्जन, जन → लोग, गुरुं → गुरु, चापि → (च + अपि)  
और भी, तथा → उस प्रकार, मनसा → मन से, कर्मणा → कर्म से,  
वाचा → वाणी से, सततं → निरंतर (लागतार)

अन्वयः → श्रेष्ठं जनं गुरुं मातरं पितरं च अपि सदा मनसा  
कर्मणा तथा वाचा सततं सेवेत ।

सरलार्थ → सज्जन, गुरुजन और माता-पिता की भी  
हमेशा मन से, कर्म से उसी प्रकार वाणी से निरंतर सेवा करनी  
चाहिए ।

मित्रेण कलहं कृत्वा न कदापि सुखी जनः ।

इति ज्ञात्वा प्रयासेन तदेव परिवर्जयेत् ॥6॥

शब्दार्थ → मित्रेण → मित्र के साथ, कलहं → झगड़ा, कृत्वा → करके, न → नहीं,  
कदापि → कभी-भी, ज्ञात्वा → जानकर, तदेव → तद् + एव → वह ही, उसे  
परिवर्जयेत् → टाल दें ।

अन्वयः → मित्रेण (सह) कलहं कृत्वा जनः कदापि सुखी न भवति ।  
इति ज्ञात्वा तदेव प्रयासेन परिवर्जयेत् ।

सरलार्थ → मित्र के साथ झगड़ा करके (कोई) व्यक्ति कभी भी  
सुखी नहीं होता है । यह जानकर उसे (झगड़े को) प्रयास  
करने से टाल (छोड़) दें ।

1.

**एकपदेन उत्तरत-**

- (क) अस्माकं ध्वजे कति वर्णाः सन्ति?  
(ख) त्रिवर्णे ध्वजे शक्त्याः सूचकः कः वर्णः?  
(ग) अशोकचक्रं कस्य द्योतकम् अस्ति?  
(घ) त्रिवर्णः ध्वजः कस्य प्रतीकः?

2.

**समुचितमेलनं कृत्वा लिखत-**

क	ख
केशरवर्णः	प्रगतेः न्यायस्य च प्रवर्तकम्।
हरितवर्णः	22 जुलाई 1947 तमे वर्षे जातम्।
अशोकचक्रम्	शौर्यस्य त्यागस्य च सूचकः।
त्रिवर्णः ध्वजः	सुषमायाः उर्वरतायाः च सूचकः।
त्रिवर्णध्वजस्य स्वीकरणं	स्वाधीनतायाः राष्ट्रगौरवस्य च प्रतीकः।

3.

**प्रश्नानाम् उत्तराणि एकपदेन लिखत-**

- (क) वृक्षे का प्रतिवसति स्म?  
(ख) वृक्षस्य अधः कः आगतः?  
(ग) गजः केन शाखाम् अत्रोटयत्?  
(घ) काष्ठकूटः चटकां कस्याः समीपम् अनयत्?  
(ङ) मक्षिकायाः मित्रं कः आसीत्?

4.

**मञ्जूषातः क्रियापदानि चित्वा रिक्तस्थानानि पूरयत-**

करिष्यामि    गमिष्यति    अनयत्    पतिष्यति    स्फोटयिष्यति    त्रोटयति

- (क) काष्ठकूटः चञ्च्वा गजस्य नयने ..... ।  
(ख) मार्गे स्थितः अहमपि शब्दं ..... ।  
(ग) तृषार्तः गजः जलाशयं ..... ।  
(घ) गजः गर्ते ..... ।  
(ङ) काष्ठकूटः तां मक्षिकायाः समीपं ..... ।  
(च) गजः शुण्डेन वृक्षशाखाः ..... ।

5.

**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)