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 housekepperMrsFlittersnoop 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[1] 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 Flittersnoop, 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."

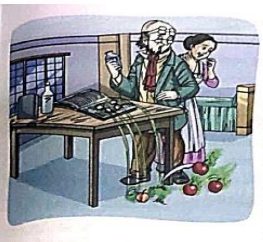
The Professor then uncorked the bottle and the simply awful smelling odour immediately became so bad that Mrs Flittersnoop had to bury her nose in her apron.

"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.

[1]larder a 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[2]. 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[3] without even stopping to wipe the flour 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 awkward[4] of all, the elephant squeezed its big self through the French windows and followed her too.

[2]wobbly shaky ● [3]Pagwell the town where the great Professor lived ● [4]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[5] 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?"

[5]cannoned 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 woogle," 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.

"Ha! 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 woogle," 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 woogle."

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 Branestawn 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, MrsFlittersnoop 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

पुनरावृति अभ्यास कार्य

VIDEO LINKS: https://www.youtube.com/watch?v=9SAGsw8VigY

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

अधिगम बिंदु

विद्यार्थी अपठित गद्यांश को सीख पाएंगे।

विद्यार्थी बहुवैकल्पिक प्रश्नों के उत्तर दे सकेंगे।

नीचे दिए गए गद्यांश को पढ़कर प्रश्नों के उत्तर विकल्पों के आधार पर दीजिए -

कैलाश को मृणालिनी की झेंपी हुई सूरत देखकर मालूम हुआ कि इस वक्त उसका इनकार वास्तव में उसे बुरा लगा है। ज्यों ही प्रीतिभोज समाप्त हुआ और गाना शुरू हुआ, उसने मृणालिनी और अन्य मित्रों को साँपों के दरबे के सामने ले जाकर महुअर बजाना शुरू किया।

फिर एक-एक खाना खोलकर एक-एक साँप को निकालने लगा। वाह! क्या कमाल था। ऐसा जान पड़ता था कि ये कीड़े उसकी एक-एक बात, उसके मन का एक-एक भाव समझते हैं।

किसी को उठा लिया, किसी को गरदन में डाल लिया, किसी को हाथ में लपेट लिया। मृणालिनी बार-बार मना करती कि इन्हें गरदन में न डालो, दूर ही से दिखा दो। बस जरा नचा दो। कैलाश की गरदन में साँपों को लिपटते देखकर उसकी जान निकली जाती थी। पछता रही थी कि मैंने व्यर्थ ही इनसे साँप दिखाने को कहा मगर कैलाश एक न सुनता था। प्रेमिका के सम्मुख अपने सर्प-कला-प्रदर्शन को ऐसा अवसर पाकर वह कब चूकता! एक मित्र ने टीका की - "दाँत-तोड़ डाले होंगे।"

प्रश्नः 1. मृणालिनी के उदास होने का कारण क्या था?
प्रश्नः 2. कैलाश ने मृणालिनी की उदासी दूर करने का प्रयास कब किया?
प्रश्नः 3. हर साँप कैलाश की बात मानता है। यह कैसे पता चलता है ?
प्रश्नः 4. मृणालिनी को अब किस बात का पछतावा हो रहा था और क्यों?
प्रश्नः 5. कैलाश किस अवसर को नहीं चूकना चाहता था और क्यों?

उपसर्ग (MCQ) (1X5=5)

प्रश्न=01. इनमें से किस शब्द में "परा" उपसर्ग नहीं है
(अ) पराधीन
(ब) पराभव
(स) परामर्श
(द) पराजय

प्रश्न=02. इनमें से किस शब्द में उपसर्ग नहीं है।
(अ) विवाद
(ब) विमल
(स) विभा
(द) विश्व

प्रश्न=03. उपसर्ग रहित शब्द है।
(अ) अध्यादेश

(ब) राहगीर

(स) प्राचार्य

(द) अनेक

प्रश्न=04. किस शब्द में “अभि” उपसर्ग नहीं है

(अ) अभेद्य

(ब) अभिजात

(स) अभियुक्त

(द) अभ्यास

प्रश्न=05. इनमें से किस शब्द में “ला” उपसर्ग नहीं है

(अ) लाइलाज

(ब) लापता

(स) लाजवाब

(द) लानत

प्रश्नः 2 निम्नलिखित शब्दों में संधि कीजिए - (1X10=10)

1. अनु + एषण , अभि + उदय
2. दुः + उपयोग , रमा + इंद्र
3. महा + उदधि , दिन + अंत
4. अति + आचार , प्रति + अंग
5. पीत + अंबर , जन्म + उत्सव
6. चरम + उत्कर्ष , महा + ईश्वर
7. कारा + आवास , काल + अंतर
8. अरुण + उदय , द्राक्ष + आसव
9. सर्व + अधिक , नील + ईष
10. परम + ईश्वर , अल्प + उक्ति

प्रश्नः 3. निम्नलिखित शब्दों में संधि-विच्छेद कीजिए -(1X10=10)

1. परमेश्वर , इत्यादि

2. शिवालय , गिरींद्र
3. विद्यार्थी , अनाथालय
4. यद्यपि , अत्याचार
5. वनौषधि , तल्लीन
6. पूर्वोक्ति , अन्यार्थ
7. परमौज , गजेंद्र
8. ज्ञानोदय , प्रत्यंग
9. आशीर्वाद , अभीष्ट
10. सूक्ति , सिंधूमि

प्रश्नः 4. निम्नलिखित शब्दों में संधि कीजिए- (1X10=10)

1. यदि + अपि = ...
2. मत + ऐक्य = ...
3. स्व + इच्छा = ...
4. महा + औषध = ...
5. वार्षिक + उत्सव = ...
6. वन + औषधि = ...
7. महा + उदय = ...
8. उदय + अंचल = ...
9. शब्द + अर्थ =. .....
10. मंत्र + आलय =.....

प्रश्नः 5. निम्नलिखित शब्दों में संधि-विच्छेद कीजिए - (1X10=10)

1. लोकेंद्र = ... + ...
2. यथार्थ = ... + ...
3. अधरौष्ठ = ... + ...
4. हिमांशु = ... + ...
5. सोमेंद्र = ... + ...
6. नवोदित = ... + ...
7. विस्मयादि = ... + ...
8. नवोदय = ... + ...

9. सर्वोदय = ... + ...

10. लघूत्तर = ... + ...

MATHS

VISUALISING SOLID SHAPES

GENERAL OBJECTIVES

1.Students will be able to draw nets of 3 D shapes.

2.They will be able to draw oblique and isometric sketches.

3.They will be able to view different shapes by cutting or slicing.

Video Link:

https://www.bing.com/videos/search?view=detail&mid=6E743B23FD3CBE9B10876E743B23FD3CBE9B1087&q=videos+on+chapter-+visualising+solid+shapes+animated+videos+class+7&shtp=GetUrl&shid=84b7502f-9ca8-4bdf-bc8b-twsAWezukdiktJKQlmW8aqjRI%3D&form=VDSHOT&shth=OSH.eEY4%252F9UIQ9RX0udfSclQWQ

PLANE FIGURES: The circle, the square, the rectangle, the quadrilateral and the triangle are examples of plane figures.

SOLID FIGURES:The cube, the cuboid, the sphere, the cylinder, the cone and the pyramid are examples of solid shapes.

Plane figures are of two-dimensions (2-D) and the solid shapes are of three dimensions (3-D).

Oblique Sketches

An oblique sketch does not have proportional lengths.

Isometric Sketches

An isometric sketch is drawn on an isometric dot paper. In an isometric sketch of the solid, the measurements are kept proportional.

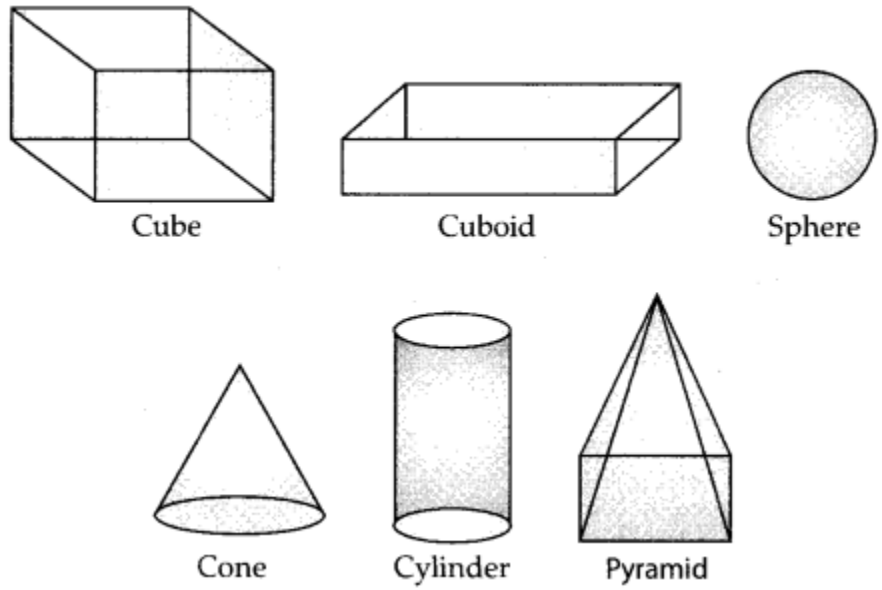
Viewing Different Solutions of a Solid

(a) Cutting or Slicing

(b) Shadow Play

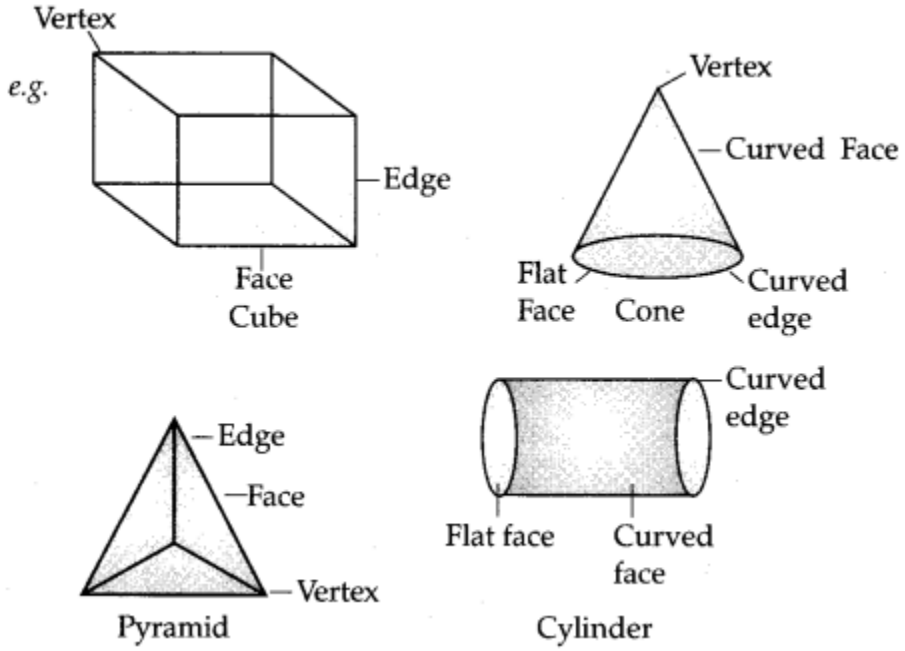
©A third way is to look at the shape from different angles; the front-view, the side-view and the top-view.

Cube, cuboid, sphere, cylinder, cone and the pyramid are examples of solid shapes.



Plane figures are two-dimensional while solid shapes are three-dimensional.

The corners of solid shape are called its vertices, the line segments of its skeleton are its edges, and its flat surfaces are its faces.

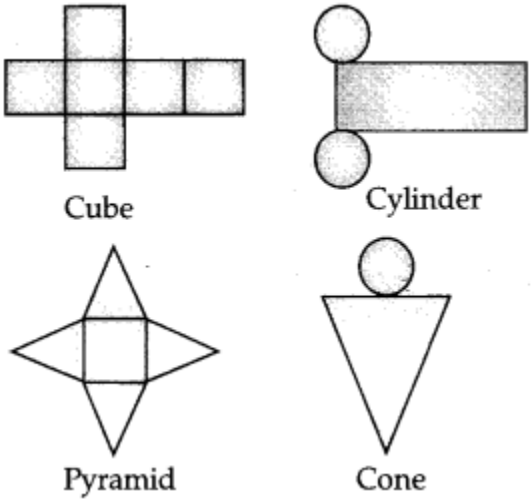


If F, E and V denote respectively the number of faces, edges and vertices of a polyhedron, then F – E + V = 2. This is called Euler's Formula.

Name of Solid	Number of Faces	Number of Vertices	Number of Edges
Cuboid	6	8	12
Cube	6	8	12
Cylinder	3	Nil	2
Cone	2	1	1
Sphere	1	Nil	Nil
Triangular Pyramid	4	4	6

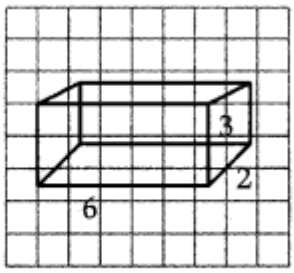
A net is a skeleton – **outline of a solid that can be folded to make it.**

e.g.



An oblique sketch does not have proportional lengths.

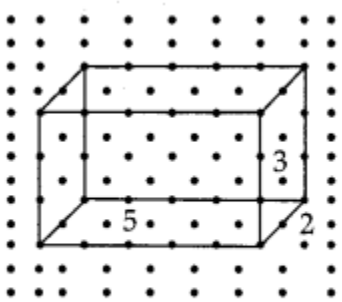
e.g.



Oblique Sketch of Cuboid

+

An isometric sketch is drawn on a isometric dot paper. In an isometric sketch, the measurements are kept proportional.

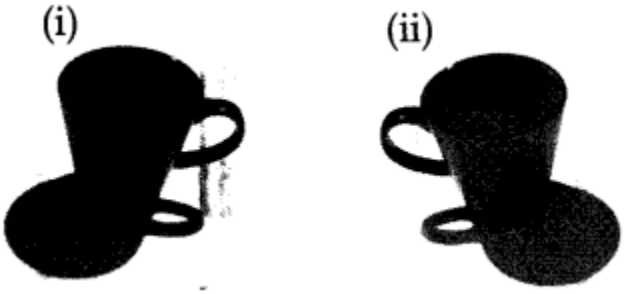


Isometric Sketch of Cuboid

We can view a three dimensional solid by different ways such as
(i) **Slicing:** When we give a 'cut' or 'slice', we get a plane face. This plane face is called a 'Cross – section' and its boundary is a plane curve.

Slicing of a bread

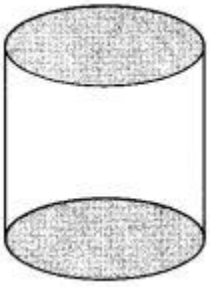
(ii) **Shadowing**: When a circular plate or cup is placed in the open and the sun at the noon, is just right above it. Whereas, during evening, it is just left above it. We will see the shadows of a cup.



(iii**) Looking a solid from Different Angles**: The front view and the top view which can provide a lots of information about the shape observed. We can see three views (i.e. front view, side view, and top view) of a house as follows:

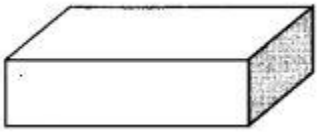
WORKSHEET

Question 1.
The name of the solid shape is



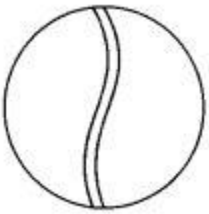
(a) cone
(b) cylinder
(c) sphere
(d) cube

Question 2.
The name of the solid shape is



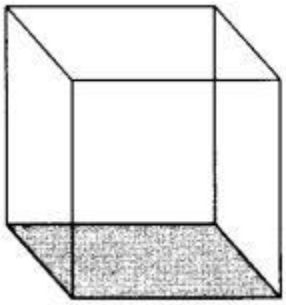
(a) cuboid
(b) cube
(c) pyramid
(d) cone

Question 3.
The name of the solid shape is



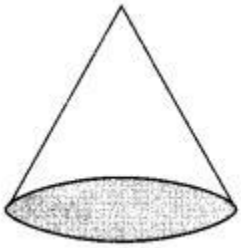
(a) cylinder
(b) cone
(c) sphere
(d) cube

Question 4.
The name of the solid shape is



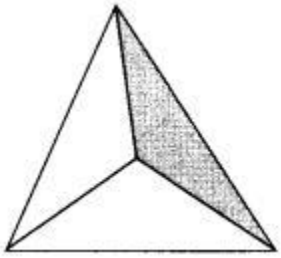
(a) cube
(b) cylinder
(c) cone
(d) sphere

Question 5.
The name of the solid shape is



(a) cylinder
(b) cone
(c) cuboid
(d) sphere

Question 6.
The name of the solid shape is



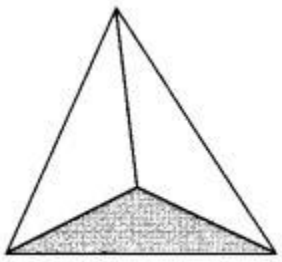
(a) cylinder
(b) cone
(c) sphere
(d) pyramid

Question 7.
The number of vertices of a cube is
(a) 8
(b) 12
(c) 6
(d) 3

Question 8.
The number of edges of a cube is
(a) 8
(b) 12
(c) 6
(d) 3

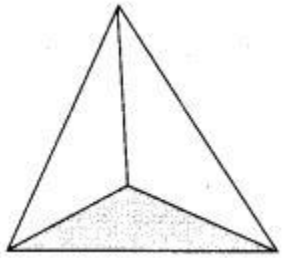
Question 9.
The number of faces of a cube is
(a) 8
(b) 12
(c) 6
(d) 3

Question 10.
The number of vertices of the solid shape is



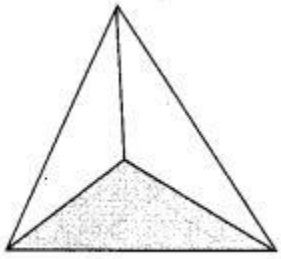
(a) 1
(b) 2
(c) 3
(d) 4

Question 11.
The number of faces of the solid shape is



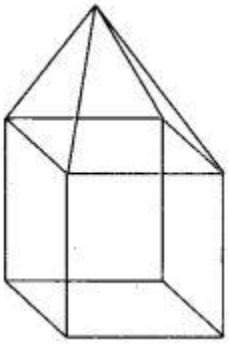
(a) 1
(b) 2
(c) 3
(d) 4

Question 12.
The number of edges of the solid shape is



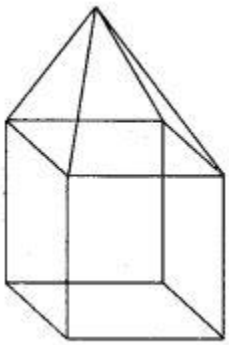
(a) 1
(b) 2
(c) 3
(d) 6

Question 13.
The number of vertices of the solid shape is



(a) 9
(b) 4
(c) 6
(d) 8

Question 14.
The number of faces of the solid shape is



(a) 4
(b) 6
(c) 9
(d) 8

Question 15.
Two cubes of edge length 2 cm are placed side by side. The length of the resulting cuboid is
(a) 2 cm
(b) 4 cm
(c) 1 cm
(d) none of these

Question 16.
What cross-section do you get when you give a horizontal cut to a die?
(a) Square
(b) Rectangle
(c) Triangle
(d) Circle

Question 17.
What cross-section do you get when you give a vertical cut to a brick?
(a) Square
(b) Rectangle
(c) Triangle
(d) Circle

Question 18.
What cross-section do you get when you give a vertical cut to a round apple?
(a) Circle
(b) Triangle
(c) Square
(d) Rectangle

Question 19.
What cross-section do you get when you give a horizontal cut to a round apple?
(a) Circle
(b) Square
(c) Rectangle
(d) Triangle

Question 20.
What cross-section do you get when you give a vertical cut to an ice-cream cone?
(a) Triangle
(b) Circle
(c) Rectangle
(d) Square

ACTIVITY:

1.Draw an isometric sketch of a cuboid of length 5 units , breadth 4 units and height 3 units.

2.To draw the net of cube and cuboid by paper folding method.

SCIENCE

CHAPTER -15LIGHT

Objectives:

- To understand the laws of Reflection
- To understand the different types of images
- To understand the formation of images by plane mirror

LIGHT

Does light travel in straight line?

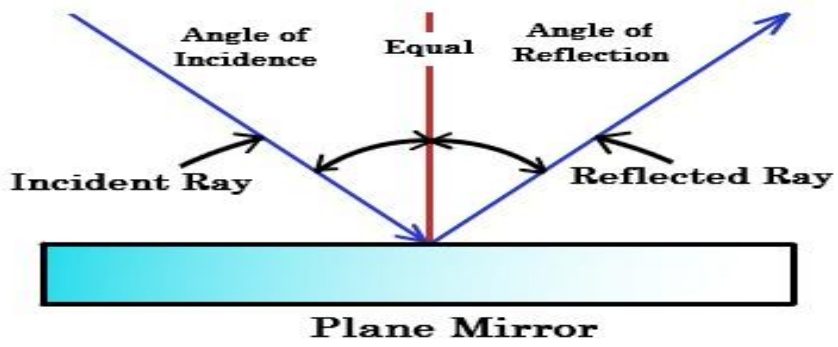
- The path of light gets blocked when an object covers the source of light.
- This proves that light travels in a straight line.

Reflection

When light is incident on a certain surface, it either gets reflected or bounces back. Such surfaces are really well polished and act like a mirror. The phenomenon of light bouncing off surfaces is called reflection.

Laws of reflection

- Law of Reflection states that the angle of incidence ∠i is always equal to the Angle of reflection ∠r **(∠i=∠r).**
- The angle of incidence, angle of reflection and the normal all lie on the same plane



Images

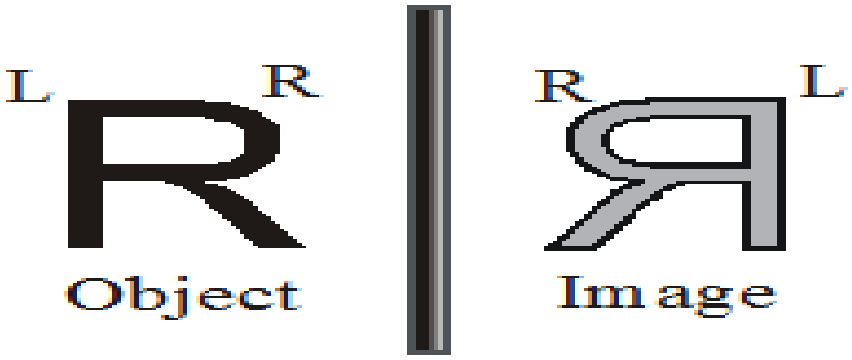
images are classified as real or virtual images.

- A **real image** is formed by the actual convergence of light rays after reflection. Real images can be viewed on a screen.
- A **virtual image** is the apparent convergence of diverging light rays after reflection. Virtual images cannot be viewed on a screen.

- The image formed by a plane mirror is erect, virtual and is of the same size as the object. The image is at the same distance behind the mirror as the object is in front of it.

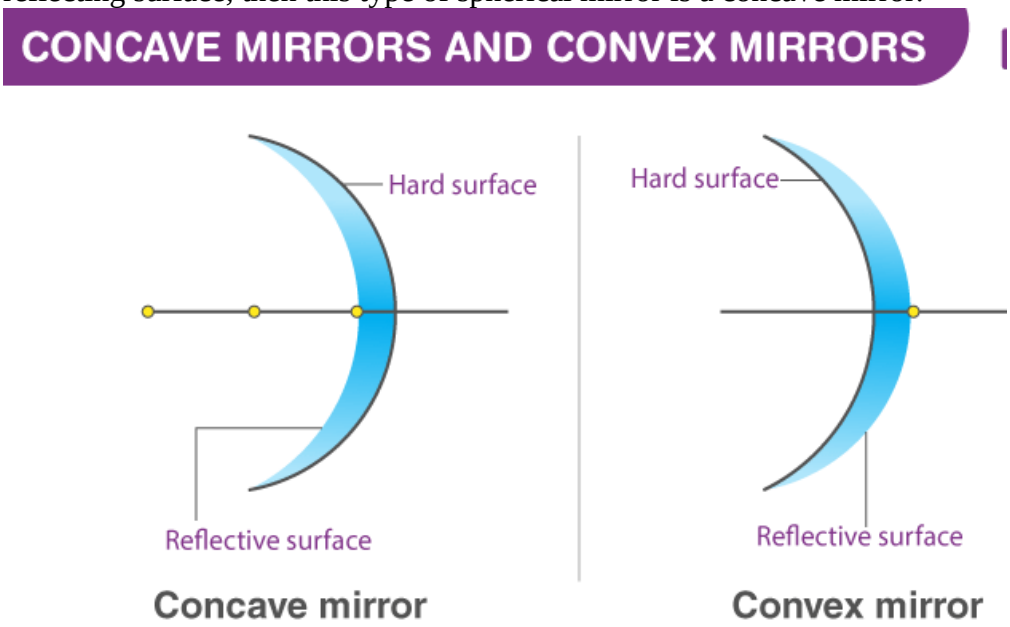
Lateral inversion

- An image formed by a plane mirror undergoes lateral inversion, i.e the right side of the object appears as the left side in the image.
- That is why the word “AMBULANCE” is written backwards on ambulance vans so that it appears in the correct order when viewed on a mirror.



Spherical mirrors

- A spherical mirror (or curved mirror) is a mirror which has the shape of a piece cut out of a spherical surface. They are of 2 types: Concave and Convex.
- **Concave mirror**: If the outer surface of the curved mirror is painted and its inner surface is a reflecting surface, then this type of spherical mirror is a concave mirror.
- **Convex mirror:**If the inner surface of the curved mirror is painted and its outer surface is a reflecting surface, then this type of spherical mirror is a concave mirror.



ASSIGNMENT:

1. The Image formed by a plane mirror is
   a) virtual, behind the mirror and enlarged
   b) virtual, behind the mirror and of the same size as the object
   c) real at the surface of the mirror and enlarged
   d) Real, behind the mirror and of the same size as the object
2. Angle of incidence is equal to the angle of reflection
   a) Always
   b) Sometimes

c) under special conditions
d) Never

3. A person is 1m in front of a plane mirror. He seems to be ------ metre away from his image
a) 1metre
b) 3 metre
c) 4 metre
d) 2 metre

4. We have seen that in the side mirror of a scooter or a car, the images of all the objects appear---------- than the objects themselves. The---------- mirror is used as side mirror in the vehicles.
a. Larger, concave mirror
b. smaller, concave mirror
c. larger, convex mirror
d. smaller, convex mirror

5. Differentiate between the following (3 points each)
a) Concave and convex mirror.
b) Real and virtual image.

6. Define
a) Mirror b) lens c) prism d) rainbow e) lateral inversion

7. Which mirror is used as rear views mirror and why?

ACTIVITY:
1. Find out the letters of English alphabet or any other language known to you in which the image formed in a plane mirror appears exactly like the letter itself. Discuss your findings
2.. You are given three mirrors of different types. How will you identify each one of them?

SOCIAL STUDIES

Chapter – 9 Civics

Struggles for Equality

OBJECTIVE: To help the children understand the true meaning ofequality.To understand the various problems faced bydifferent types of people.

VIDEO LINK : -
https://drive.google.com/file/d/1mL_IWb6pZlI_C5IjUnbNiit5ZyItdU7K/view?usp=sharing

• The Indian Constitution recognize all Indians are equal before the law such that no person is discrimination against because of their religion, sex, caste, or whether rich or poor.

• All adults in India have equal rights to vote during elections, and this 'power over the ballot box' has been used by people to elect or replace their representatives for many years.

• However, the feeling of equality on the basis of 'one vote one person' in reality does not extend to all. Poor people face negligence and these people do not get justice in matters of health, education, etc.

• Domestic helpers, small farmers and many others are forced to work in hardships due to poverty and shortage of resources.

• People also face inequality on grounds of religion, caste and gender in India.

• Struggles for Equality:

(i) Throughout the world, people are fighting for their rights and equality, trying to end the discrimination which they face.
(ii) Women's struggle and movements for equality was one such group fighting for equality.
(iii) The Tawa Matsya Sangh in Madhya Pradesh is also an example of people coming together to fight for an issue.
(iv) There are many other struggles such as those of beedi workers, fishfolk, agricultural labourers, slum dwellers, etc. who have been fighting for equality and justice.

• Tawa Matsya Sangh (TMS):

(i) It is a federation of fisher worker's cooperatives that fights for the rights of forest dwellers who have been displaced from Satpura forest located in Madhya Pradesh.
(ii) With the beginning of the construction of Tawa Dam in 1958 till its completion in 1978, large parts of the forest and agricultural areas were submerged. Thus, the forest dwellers had to suffer a setback as they earned very little.
(iii) To government gave rights for fishing in the Tawa reservoir but to only private contractors in 1994.
(iv) When the contractors started exploiting the poor villagers, they came together to form a union and set up an organization to protect their rights, which was called Tawa Matsya Sangh.
(v) Rallies and Chakka jam were organized time and again. In response, the government granted fishing, rights to the villagers in 1996.

• The Indian Constitution as a Living Document:

(i) The foundation of all movements for justice and the inspiration for all the poetry and songs on equality is the recognition that all people are equal.
(ii) Movements and struggle for equality in India promote equality.
(iii) Indian constitution is a living documents recognizing greater equality on existing and other issues.

(iv) It guarantees dignity, self-respect and equality, all of which are required in a democracy.

WORKSHEET

1. Why old Tehri town and many villages near that river were submerged? (1)
2. **Mention the benefits of dams.** **(3)**
3. **List the immediate drawbacks of the construction of dams.** **(3)**
4. Name the state where Tawa Matsya Sangh was started. (1)
5. What was the demand of Tawa Matsya Sangh? (3)
6. Why people are treated unequally in India? (3)
7. **Who got the fishing right in the Tawa reservoir by the government?** **(1)**
8. **Enlist the tasks that were taken care by the TMS.** **(2)**
9. How Indian Constitution justify rights to equality? (1)
10. **What is meant by the expression 'power over the box'?** **(1)**
11. What do you mean by "Constitution-the living document'? (1)

Fill in the blanks with appropriate words.

1. All Indians are equal before ……
2. Full form of TMS is ……. a federation of ……
3. Tawa river joins river …… in Hoshangabad.
4. Tawa dam began to be built in …….. and ……. was completed in the year.

MCQ

What makes people of India equal?
(a) Religion
(b) Sex
(c) Vote
(d) None of these

Mainly the domestic workers have to face
(a) love of owner
(b) insult of owner
(c) respect of owner
(d) none of these

What is/are the reason/s of inequality?
(a) Poverty
(b) Religion

(c) Casteism
(d) All of the above

Thousands of people are displaced, what is the reason behind it?
(a) Foundation of dams
(b) Forest areas are declared sanctuaries for animals
(c) Both (a) and (b)
(d) None of the above

What is central to Indian Democracy?
(a) Equality
(b) Discrimination
(c) Both of these
(d) None of these

Match the contents of Column A with that of Column B.

Column A	Column B
1. Constitution	(a) Rallies, chakka jam etc.
2. Tehri Dam	(b) Living document
3. Creative expressions	(c) Poems, songs, paintings etc.
4. Protest	(d) Uttarakhand

ACTIVITY:

Make a Booklet on Tawa Matsya Sangh and attach the images of your Booklet along with this worksheet on MS TEAMS.

विषय - संस्कृत

उपपद-विभक्तिः

Link - https://youtu.be/KWlkyBeI73Q

उपपद-विभक्तिः का अर्थ :-

जो विभक्ति किसी उपपद (पद-विशेष) के योग में लगती है, उसे उपपद-विभक्ति कहते हैं -

यथा-रामेण सह (तृतीया); परिश्रमं विना (द्वितीया); अलं चिन्तया (तृतीया)

द्वितीया- प्रति, विना, परितः, उभयतः, अभितः इत्यादि के योग में-

अर्णवः गृहं प्रति अगच्छत् ।

अहं मित्रं विना न क्रीडामि।

द्वीपम् परितः जलम् अस्ति।

मार्गम् उभयतः भवनानि सन्ति।

ग्रामम् अभितः वृक्षाः सन्ति।

तृतीया- अलम्, सह, विना इत्यादि के योग में-

अलं कोलाहलेन।

दीपिका भ्रात्रा सह गमिष्यति ।

रामेण विना सीता अयोध्यायां न वसति।

चतुर्थी – अलम्, नमः, स्वाहा, स्वस्ति इत्यादि के योग में

रामः रावणाय अलम्।।

देवेभ्य नमः।

अग्नये स्वाहा।

सर्वेभ्यः स्वस्ति।

पञ्चमी- पूर्वम्, अनन्तरम्, बहिः, ऋते, विना इत्यादि के योग में-

ग्रामात् बहिः देवालयः अस्ति।

भोजनात् अनन्तरं जनकः भ्रमणाय गच्छति।

भोजनात् पूर्वम् सः हस्तौ प्रक्षालयति।

अरविन्दात् ऋते सर्वे उत्तीर्णाः।

परिश्रमात् ऋते विना सफलता न लभ्यते।।

षष्ठी- उपरि, अधः, पश्चात्, पुरतः, पृष्ठतः इत्यादि के योग में-

भवनस्य उपरि राष्ट्रध्वजः शोभते ।

भूमेः अधः जलम् अस्ति।

भोजनस्य पश्चात् अहं विश्रामं करोमि।

गृहस्य पुरतः रम्या वाटिका ।

विद्यालयस्य पृष्ठतः उन्नताः वृक्षाः सन्ति।

सप्तमी - निपुण, कुशल, प्रवीण, विश्वास, स्नेह इत्यादि के योग में-

दीप्तिः नृत्यकलायां निपुणा।

राहुल: चित्रकलायां प्रवीणः ।

राहुले अध्यापकस्य विश्वासः अस्ति।

मातुः स्नेहः पुत्रे अस्ति।

संस्कृत भाषा में कुछ धातुएँ ऐसी हैं जिनके योग में विशेष विभक्ति के प्रयोग के लिए प्रावधान (नियम) है।

(क)

1. वानरः वृक्षम् आरोहति ।। (अ + रुह द्वितीया)

2. मनुः मोहनम् कलमं याचते। (याच्° - द्वितीया)

3. अध्यापिका अरविन्दं प्रश्नं पृच्छति। (प्रच्छ°- द्वितीया)

4. रावणः सीतां लङ्कां नयति । (नी°–द्वितीया)

5. सैनिकः देशम् रक्षति। (रक्ष्-द्वितीया)

6. भक्तः ईश्वरं भजति । (भज्-द्वितीया)

(ख)

1. पिता पुत्राय क्रुध्यति। (क्रुध्-चतुर्थी)

2. गुरु: शिष्येभ्यः कथां कथयति। (कथ्-चतुर्थी)

3. माता शिशवे क्रीडनकम् यच्छति। (दा-चतुर्थी)

4. बालकाय आम्रम् रोचते। (रुच्-चतुर्थी)

5. सा फलेभ्यः स्पृहयति । (स्पृह-चतुर्थी)

(ग)

1. गङ्गा हिमालयात् निर्गच्छति । (निः + गम् पञ्चमी)

2. बीजात् वृक्षः जायते । (जन्-पञ्चमी)

3. मूषकः बिडालात् बिभेति/त्रस्यति । (भी/त्रस्-पञ्चमी)

4. अरुणः अरविन्दात् योग्यतरः । (तुलनायां पञ्चमी)

5. वयम् अध्यापकात् संस्कृतम् पठामः । (पठनस्य स्रोतः-पञ्चमी)

(घ)

1. शिष्यः गुरौ विश्वसिति । (वि + श्वस्-सप्तमी)

2. श्रीरामः भ्रातरि स्निह्यति । (स्निह-सप्तमी)

3. दीनेषु दयस्व (दयां कुरु)। (दय् सप्तमी)

4. नदीषु गङ्गा श्रेष्ठा। (निर्धारणे* सप्तमी)

5. कविषु/कवीनां कालिदासः श्रेष्ठः। (निर्धारणे* सप्तमी/षष्ठी)

अभ्यासः (Exercise)

प्रश्न 1.(अंक - 1*10)

कोष्ठकात् शुद्धं विकल्पं चित्वा रिक्तस्थाने लिखत–(कोष्ठक से शुद्ध विकल्प चुनकर रिक्त स्थान में लिखिए-)

1. बालकः ..... आरोहति ।। (वृक्षे, वृक्षम्, वृक्षात्)

2. सः ..... अवतरति । (वृक्षेण, वृक्षात्, वृक्षस्य)

3. गुरु: ..... विश्वसिति। । (शिष्यम्, शिष्येन, शिष्ये)

4. माता ..... स्निह्यति। (पुत्रम्, पुत्रेण, पुत्रे)

5. अहं ..... कलमम् अयच्छम्। (मोहनं, मोहनात्, मोहनाय)

6. त्वम् ..... पृच्छ। (मित्रात्, मित्रम्, मित्रेण)

7. सः ..... किम् अवदत्। । (मित्रम्, मित्रेण, मित्राय)

8. छात्रा: ..... विज्ञानम् पठन्ति। (अध्यापिकया, अध्यापिकायाः, अध्यापिकाम्)

9. नद्यः ..... उत्पन्नाः भवति। (पर्वतैः, पर्वतेभ्यः, पर्वतानाम्)

10. निर्धन: ..... धनं याचते । (धनिकात्, धनिकम्, धनि