EAST POINT SCHOOL
CLASS- VII
STUDY MATERIAL
WEEK 1

ENGLISH

Transitive and Intransitive verbs
Video Link:- **https://www.youtube.com/watch?v=owCCnPNPzhw**

Learning Objective:-

- To be able to recognize whether a verb is used transitively or intransitively in a sentence.
- **To identify the direct object of the transitive verb in** a sentence.

A **transitive** verb is one that is used with an object: a noun, phrase, or pronoun that refers to the person or thing that is affected by the action of the verb. In the following sentences, *admire, maintain*, *face*, and *love* are transitive verbs:

*I **admire** your courage.*

*We need to **maintain** product quality.*

*I couldn't **face** him today.*

*She **loves** animals.*

Some transitive verbs can be used with a direct object and an indirect object:

Liz brought	***Her***	***a glass of water.***
	[indirect object]	[direct object]
He sent	***Her***	***a letter.***
	[indirect object]	[direct object]

Here is a short list of some common verbs that can take a direct and indirect object:

Verb	**Example**
Give	*Pat **gave** me a book for my birthday*.
Buy	*Can I **buy** you a drink?*
Pass	*Paul **passed** her a cup of coffee.*
Make	*Shall I **make** us some lunch?*
Sell	*Jenny was trying to **sell** me her car*.
Take	*We **took** Maria some flowers and wine*.
Show	***Show** me your holiday photos.*
Offer	*The company has **offered** me a job*.
Leave	***Leave** me a message and I'll get back to you*.
Wish	*Everyone **wished** us all the best for the future*.
Lend	*Could you **lend** me £20?*
Cost	*Ben's mistake **cost** him his job*.

Intransitive verbs

An **intransitive** verb does not have an object. In the following sentences, *cry, work*, *laugh*, and *talk* are intransitive verbs:

*The baby **was crying**.*

*I **work** for a large firm in Paris.*

*They **laughed** uncontrollably.*

*We **talked** for hours.*

Transitive and intransitive verbs

Many verbs can be transitive or intransitive. For example:

*The choir **sang** carols.* [transitive]

*Pete always **sings** in the bath.* [intransitive]

*She **left** London on June 6.* [transitive]

*I want to **leave** early.* [intransitive]

Here is a short list of some common verbs that can be transitive or intransitive:

Verb	**Transitive**	**Intransitive**
Move	*Could you **move** your car please?*	*The trees were **moving** in the breeze.*
Start	*Taylor was found guilty of **starting** the fire.*	*The match **starts** at 3 p.m.*
Change	*Marriage hasn't **changed** her.*	*The area's **changed** greatly in the last decade.*
Close	***Close** your eyes; I've got a surprise for you.*	*Most shops here **close** at 5.30 p.m.*
Open	***Open** the window; it's too hot in here!*	*The museum **opens** at 10 a.m.*
Stop	*Greg tried to **stop** her from leaving.*	*When the rain **stopped**, we went for a walk.*
Do	*Have you **done** your coursework?*	*Joe's **doing** well in his new job.*
Set	*Kate **set** a chair next to the bed.*	*The sun was **setting** and a red glow filled the sky.*
Run	*Michelle used to **run** a restaurant.*	*The path **ran** over the hill.*

Live	*Our cat **lived** till he was 10.*	*He was **living** a life of luxury abroad.*
Wash	*Have you **washed** your hands?*	*I **washed**, dressed, and went out.*
Write	***Write** your name here.*	*Kevin couldn't read or **write**.*

Choose the correct option and state the reason for selecting that option:-

1. She advised me to consult a doctor.

Transitive

Intransitive

2. Let's invite your cousins as well.

Transitive

Intransitive

3. I waited for an hour.

Transitive

Intransitive

4. I received your letter in the morning.

Transitive

Intransitive

5. I am going to send her some flowers.

Transitive

Intransitive

6. He has changed a lot since he got married.

Transitive

Intransitive

7. Suddenly the child woke up.

Transitive

Intransitive

8. The loud noise woke me.

Transitive

Intransitive

9. Let's discuss your plans.

Transitive

Intransitive

10. I heard a lovely song in the morning.

Transitive

Intransitive

HINDI

श्न 1.किन बातों से ज्ञात होता है कि माधवदास का जीवन संपन्नता से भरा था और किन बातों से ज्ञात होता है कि वह सुखी नहीं था?

प्रश्न 2.माधवदास क्यों बार-बार चिड़िया से कहता है कि यह बगीचा तुम्हारा ही है? क्या माधवदास निस्वार्थ मन से ऐसा कह रहा था? स्पष्ट कीजिए।

प्रश्न 3.माधवदास के बार-बार समझाने पर भी चिड़िया सोने के पिंजरे और सुख-सुविधाओं को कोई महत्त्व नहीं दे रही थी। दूसरी तरफ़ माधवदास की नज़र में चिड़िया की जिद का कोई तुक न था। माधवदास और चिड़िया के मनोभावों के अंतर क्या-क्या थे? अपने शब्दों में लिखिए।

प्रश्न 4.कहानी के अंत में नन्ही चिड़िया का सेठ के नौकर के पंजे से भाग निकलने की बात पढ़कर तुम्हें कैसा लेगा? चालीस-पचास या इससे कुछ अधिक शब्दों में अपनी प्रतिक्रिया लिखिए।

प्रश्न 5.'माँ मेरी बाट देखती होगी'-नन्ही चिड़िया बार-बार इसी बात को कहती है। आप अपने अनुभव के आधार पर बताइए कि हमारी जिंदगी में माँ का क्या महत्त्व है?

प्रश्न 6.इस कहानी का कोई और शीर्षक देना हो तो आप क्या देना चाहेंगे और क्यों?

मूल्यपरक प्रश्न

इस कहानी से आपको किस जीवन-मूल्य का बोध होता है?

अभ्यास कार्य

प्रश्न-1 "चिड़िया की बच्ची" के पाठ के लेखक का नाम क्या है?

प्रश्न-2 माधवदास कब प्रकृति की छटा निहारने के लिए बैठते थे?

प्रश्न-3 माधवदास के बगीचे में चिड़िया कहाँ आ कर बैठती है?

प्रश्न-4 चिड़िया माधवदास के बगीचे में क्यों आई थी?

प्रश्न-5 चिड़िया घर से क्यों उड़ आई थी?

प्रश्न-6 चिड़िया की गर्दन कैसी थी?

प्रश्न-7 किस समय माधवदास अपना सब - कुछ भूल गए?

प्रश्न-8 माधवदास चिड़िया को देखकर क्यों प्रसन्न थे?

प्रश्न-9 इस कहानी का कोई और शीर्षक देना हो तो आप क्या देना चाहेंगे और क्यों?

प्रश्न-10 "उन्हें जिंदगी में क्या स्वाद नहीं मिला है? पर जी भरकर भी कुछ खाली सा है रहता है।" इस कथन का तात्पर्य है?

बहुविकल्पी प्रश्नोत्तर

(क) 'चिड़िया की बच्ची' पाठ के लेखक कौन है?

(i) प्रयाग शुक्ल

(ii) बालकृष्ण शर्मा नवीन

(iii) भवानी प्रसाद मिश्र

(iv) जैनेंद्र कुमार

(ख) शाम के वातावरण में क्या-क्या परिवर्तन हो जाता है

(i) गरमी कम हो जाती है।

(ii) हवा चलने लगती है।

(iii) आसमान रंग-बिरंगा हो जाता है।

(iv) और (i) और (iii)

(ग) माधवदास चिड़िया से क्या चाहता था?

(i) वह वहाँ खूब गाए

(ii) वह पेड़ों पर झूमे

(iii) वह वहीं रह जाए

(iv) वह वहाँ से भाग जाए।

(घ) माधवदास चिड़िया को किसका प्रलोभन दे रहे थे।

(i) सोने के पिंजरे का

(ii) पेड़ की डालियों का

(iii) घोंसले का

(iv) अपने धन/दौलत का

(ङ) बगीचा में चिड़िया कहाँ आकर बैठी थी?

(i) जमीन पर

(ii) फव्वारे पर

(iii) गुलाब की टहनी पर

(iv) टीले के पास

(च) चिड़िया की गरदन का रंग कैसा था?

(i) लाल

(ii) पीली

(iii) हरी

(iv) काली

(छ) माधवदास के बगीचे में चिड़िया के आने का मकसद था

(i) बगीचा की सुंदरता देखने का

(ii) नई कोठी की सुंदरता देखने का

(iii) खिले हुए फूल देखने का

(iv) कुछ देर आराम करने का

हिंदी गतिविधि

क्या पक्षियों को प्रलोभन देकर पिजड़े में बन्द करना उचित है या अनुचित अपने घर के सदस्यों से पूछिए एवं एक सारणी तैयार करें।

PLEASE WATCH THIS VIDEO

https://www.youtube.com/watch?v=1LHFYKb3g1c

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

MATHS

Video link for the reference: Algebraic Expressions | Class 7 | Maths| CBSE | ICSE | FREE Tutorial - Bing video

Constant

Constant is a quantity which has a fixed value.

Terms of Expression

Parts of an expression which are formed separately first and then added are known as terms. They are added to form expressions.

Example: Terms 4x and 5 are added to form the expression (4x +5).

Coefficient of a term

The numerical factor of a term is called coefficient of the term.
Example: 10 is the coefficient of the term 10xy in the expression 10xy+4y.

Writing Number patterns and rules related to them

If a natural number is denoted by n, its successor is (n + 1).
Example: Successor of n=10 is n+1 =11.

If a natural number is denoted by n, 2n is an even number and (2n+1) an odd number.
Example: If n=10, then 2n = 20 is an even number and 2n+1 = 21 is an odd number.

Definition of Variables

Any algebraic expression can have any number of variables and constants.

Variable

A variable is a quantity that is prone to change with the context of the situation.

a,x,p,… are used to denote variables.

Constant

It is a quantity which has a fixed value.

In the expression 5x+4, the variable here is x and the constant is 4.

The value 5x and 4 are also called terms of expression.

In the term 5x, 5 is called the coefficient of x. Coefficients are any numerical factor of a term.

Factors of a term

Factors of a term are quantities which can not be further factorised. A term is a product of its factors.
Example: The term –3xy is a product of the factors –3, x and y.

Formation of Algebraic Expressions

Variables and numbers are used to construct terms.

These terms along with a combination of operators constitute an algebraic expression.

The algebraic expression has a value that depends on the values of the variables.

For example, let $6p^2-3p+5$ be an algebraic expression with variable p
The value of the expression when p=2 is,
$6(2)^2 - 3(2) + 5$
$\Rightarrow 6(4) - 6 + 5 = 23$
The value of the expression when p=1 is,
$6(1)^2 - 3(1) + 5$
$\Rightarrow 6 - 3 + 5 = 8$

Like and Unlike Terms

Like terms

Terms having same algebraic factors are like terms.
Example: 8xy and 3xy are like terms.

Unlike terms

Terms having different algebraic factors are unlike terms.
Example: 7xy and −3x are unlike terms.

Monomial, Binomial, Trinomial and Polynomial Terms

Types of expressions based on the number of terms

Based on the number of terms present, algebraic expressions are classified as:

Monomial: An expression with only one term.
Example: $7xy$, $-5m$, etc.

Binomial: An expression which contains two, unlike terms.
Example: $5mn+4$, $x+y$, etc

Trinomial: An expression which contains three terms.
Example: $x+y+5$, $a+b+ab$, etc.

Polynomials

An expression with one or more terms.
Example: $x+y$, $3xy+6+y$, etc.

Addition and Subtraction of Algebraic Equations

Mathematical operations like addition and subtraction can be applied to algebraic terms.

For adding or subtracting two or more algebraic expression, like terms of both the expressions are grouped together and unlike terms are retained as it is.

Sum of two or more like terms is a like term with a numerical coefficient equal to the sum of the numerical coefficients of all like terms.

Difference between two like terms is a like term with a numerical coefficient equal to the difference between the numerical coefficients of the two like terms.

For example, $2y + 3x - 2x + 4y$
$\Rightarrow x(3-2) + y(2+4)$
$\Rightarrow x+6y$

Summation of algebraic expressions can be done in two ways:
Consider the summation of the algebraic expressions $5a^2+7a+2ab$ and $7a^2+9a+11b$

Horizontal method
$5a^2+7a+2ab+7a^2+9a+11b$
$= (5+7)a^2+(7+9)a+2ab+11b$
$= 12a^2+16a+2ab+11b$

Vertical method
$5a^2+7a+2ab$
$7a^2+9a+11b$

$12a^2+16a+2ab+11b$

WORKSHEET

Q1.

Identify in the given expressions, terms which are not constants. Give their numerical coefficients.

(i) $5x - 3$

(ii) $11 - 2y^2$

(iii) $2x - 1$

(iv) $4x^2y + 3xy^2 - 5$

Q2.

Group the like terms together from the following expressions:

$-8x^2y$, $3x$, $4y$, $-32x$, $2x^2y$, $-y$

Q3.

Identify the pairs of like and unlike terms:

(i) $-32x$, y

(ii) -x, 3x

(iii) $-12y2x$, $32xy^2$

(iv) 1000, -2

Q4.

Classify the following into monomials, binomial and trinomials.

(i) -6

(ii) -5 + x

(iii) 32x – y

(iv) $6x^2 + 5x – 3$

(v) $z^2 + 2$

Q5.

Draw the tree diagram for the given expressions:

(i) -3xy + 10

(ii) $x^2 + y^2$

Q6.

Identify the constant terms in the following expressions:

(i) -3 + 32x

(ii) $32 – 5y + y^2$

(iii) $3x^2 + 2y – 1$

Q7.

Add:

(i) $3x^2y$, $-5x^2y$, $-x^2y$

(ii) a + b – 3, b + 2a – 1

Q8.

Subtract $3x^2 – x$ from $5x – x^2$.

Q9.

Simplify combining the like terms:

(i) $a – (a – b) – b – (b – a)$

(ii) $x^2 – 3x + y^2 – x – 2y^2$

Q10.

Subtract $24xy – 10y – 18x$ from $30xy + 12y – 14x$.

Q11.

From the sum of $2x^2 + 3xy – 5$ and $7 + 2xy – x^2$ subtract $3xy + x^2 – 2$.

Q12.

Subtract $3x^2 – 5y – 2$ from $5y – 3x^2 + xy$ and find the value of the result if $x = 2$, $y = -1$.

Q13.

Simplify the following expressions and then find the numerical values for $x = -2$.

(i) $3(2x – 4) + x^2 + 5$

(ii) $-2(-3x + 5) – 2(x + 4)$

Q14.

Find the value of t if the value of $3x^2 + 5x – 2t$ equals to 8, when $x = -1$.

Q15.

Subtract the sum of $-3x^3y^2 + 2x^2y^3$ and $-3x^2y^3 – 5y^4$ from $x^4 + x^3y^2 + x^2y^3 + y^4$

SCIENCE

Air pressure

- The air around us exerts pressure. This is seen in the following activity:

- A tin can is filled with water heated over a flame. As soon as the water comes to a boil, the lid is put and it is kept under running cold water. We find that the shape of the can gets distorted.
- Inference: When cold water is poured over the can, some of the steam in the can condenses, reducing the amount air inside the can. The air from outside compresses the can from outside, thereby distorting it. This shows that air exerts pressure.

Wind Currents

Wind

The natural motion of air, due to a current in a particular direction is called as wind.

Winds and pressure difference

- Increased wind speed is accompanied by reduced air pressure.
- Air moves from a region of high pressure to a region of low pressure.

Warm air and cool air

- On heating, air expands and rises up. Since it expands it takes up more space and therefore becomes lighter.
- Warm air is lighter than the cool air. That is why smoke always rises up.
- Once warm air rises up, air pressure is lowered. Then the cold air from the surroundings rushes in to fill its place.

Wind Currents

Wind current is a current of air, sometimes of considerable force, moving generally horizontally from areas of high pressure to areas of low pressure.

Wind currents due to uneven heating of land and water

- Land gains and loses heat much faster than water. During summer winds move from cooler seas towards the land which is hotter. These winds carry moisture and cause monsoons.
- During winter this direction of wind flow is reversed and it moves from land towards the oceans.

Rain

Rains are caused when winds from the oceans and seas flow towards land carrying moisture. The moisture in the clouds get saturated after a point and pour down as showers, which we call as monsoons.

Storms and Cyclones

Wind Currents Due to Uneven Heating between the Equator and the Poles

- The regions in the proximity to the equator receive the highest amount of heat from the sun, and the warm air rises up. The air from latitudes $0\text{-}30^0$ moves in from north and south to take its place.
- Similarly, the air at the poles is much cooler than the air around latitudes of 60^0 which is comparatively warmer. This warmer air rises up while the cool air from the poles races inside to occupy its place. Subsequently, wind currents move from poles to warmer latitudes due to uneven heating of the earth's surface.

Thunderstorms

Thunderstorms develop in areas that are very hot and humid like India. The high temperatures create strong upward currents that carry water vapour to high altitudes where they condense and fall down again. Due to such drastic pressure variations, they are accompanied by lightning and strong winds.

Thunderstorm to Cyclone Conversion

- During a thunderstorm, water releases heat when it changes from vapour to rain in the atmosphere. This warms the air around and creates a drop in pressure.
- This causes air to rush in towards the centre of the storm. This cycle causes large low-pressure systems accompanied by strong high-speed winds that swirl around it. This is the formation of a cyclone.

Cyclone

- A cyclone is a large mass of air that rotates violently about 1015 km high in the air.
- The centre of the cyclone is a calm area called as the eye of the storm.

Structure of a Cyclone

- The centre of a cyclone is a calm area called the eye. It has a diameter of about 10 – 30 km.
- Around the eye is a region of clouds of about 150 km. This also has winds with speeds of up to 150-250 km/hr.

- The speed of the wind gradually decreases as it moves away from the eye.

Types of Cyclones

Cyclones are given different names in different parts of the world. They are called as hurricanes in the American continent and as typhoons in Japan.

Tornado

- A tornado occurs within a cyclone. It is in shape of a rotating funnel that sucks in debris, dust and everything at the bottom and throws them out at the top.
- Its diameter ranges from a metre to a kilometre with speeds of up to 300 km/hr.

Coriolis Effect

The force due to earth's rotation that tries to deflect winds towards left or right is known as **Coriolis effect.**

Safety Measures and Role of Advanced Technology

Steps to follow if a storm is followed by lightning

- Avoid taking refuge under isolated trees.
- If in a forest, seek shelter under a small tree
- Do not lie on the ground
- Do not try taking cover under an umbrella
- Avoid sitting near metal sheds or open garages
- If in water, rush out and go inside a building
- A car or a bus is a safe place to take cover.

Measures of safety from tornados

- Cyclone forecast and warning system.
- Rapid warning systems to Governments and fishermen and people in prone zones.
- Construction of cyclone shelters and rapid evacuation schemes.
- Avoiding fallen power lines.
- Cooperation with others and rescue team

S.SCIENCE

How the State Government Works?

Learning Objective: Students will learn about the three levels of government and the works of State govt.

Video Link: https://www.youtube.com/watch?v=gsIR6Q4LR1U

Government works at three levels-national, states and nearby.

- In states, it is the MLA (Member of Legislature Assembly) who speaks to the general population.
- MLAs enter the gathering and shape the administration.
- Every MLA is chosen from one region. This region is known his body electorate.
- A political gathering whose MLA's won the greater part the quantity of bodies' electorate in the state get larger part. The political party is known as the decision party.
- All alternate individuals are called resistance.

Working of the Government:

i. the leader of the state is the Governor while the leader of the administration comprises of the committee of priests headed by the Chief Minister.
ii. The pioneer of decision party who frames the legislature is the Chief Minister.
iii. All the MLA's sit in a place called the Legislative Assembly.
iv. The authoritative gathering is where pioneers wrangle about and examine on critical issues and make essential bills.
v. Notwithstanding authoritative get together, question and answer session is likewise a method of comprehending what the administration improves the situation the general population.
vi. The administration works through different offices like open works division, farming, wellbeing and instruction.
vii. The administration has the ability to make new laws for the state with respect to wellbeing and sanitation.
viii. Laws for the state are made by the state administrative get together.
ix. Laws for the nation are made by the Union Parliament.

WORKSHEET

1. Who appoints the Governor of a state?
   (1)
2. Define the following terms: -
   (2)

a) Legislative Assembly
b) Constituency

3. The government works at three levels. Name them.
   (1)

4. What do you mean by an MLA? Is it necessary to become a member of any political party to become a MLA?
(3)
5. What is role of the party that does not form government?
(3)
6. Why should decisions taken by the Chief Minister and other ministers be debated in the Legislative Assembly?
(3)
7. How did some MLAs become Ministers? Explain.
(5)

Fill in the blanks

1. MLA stands for _____.
2. _____ is a particular area from where all the voters living there choose their representatives.
3. All MLAs (from the ruling party/opposition) meet and discuss things is the _____.
4. Each state is divided into different areas or _____.

Match Columns

Column I	Column II
(i) Chief Minister	(a) Head of State
(ii) Discussion of Issues	(b) Legislature
(iii) MLAs	(c) Press Conference
(iv) Governor	(d) Executive

Tick the correct answer: -

1. The overall head of the government in a state is the

    a. Prime Minister
    b. Governor
    c. Chief Minister
    d. President

2. _____ appoints the Chief Minister and other ministers

a. President
b. Former Chief Minister
c. Prime Minister
d. Governor

3. The Chief Minister is a part of the _____

a. Legislature
b. Executive
c. Judiciary
d. none of the above

SANSKRIT

पण्डिता रमाबाई
पाठ का परिचय

प्रस्तुत पाठ में विदुषी रमाबाई के जीवन और कार्यों पर प्रकाश डाला गया है। रमाबाई ने अपना सम्पूर्ण जी
शिक्षा के लिए अर्पित कर दिया था। इन्होंने असहाय महिलाओं के लिए पुणे नगर में आश्रम स्थापित किए।

रमाबाई, संस्कृत और वेदों की विदुषी थी। उनका जन्म 1858 सन् में अनन्तशास्त्री और लक्ष्मीबाई के यहाँ
प्राप्त थीं। रमाबाई ने अपनी माता से संस्कृत का अद्वितीय

उनके माता-पिता और बड़ी बहन की मृत्यु हो गई। रमाबाई ने समग्र देश की पैदल यात्रा की। वह ब्रह्मसमा
सन् में उन्होंने विपिन बिहारी दास से विवाह किया, परन्तु शीघ्र ही उनके पति का देहान्त हो गया।
•
ज्ञान प्राप्त किया।

उन्होंने स्त्रीशिक्षा और समाज सेवा के लिए अपना जीवन अर्पित कर दिया। रमाबाई ने कई देशों में भ्रमण
सहायता के लिए अमेरिका में धन एकत्रित किया। भारत आकर उन्होंने मुम्बई में शारदा-सदन की स्थापना
छपाई, टाइप तथा काष्ठ-कला आदि का प्रशिक्षण दिया जाता है। यहाँ बेसहारा स्त्रियाँ सम्मानपूर्वक जीवन-
का देहान्त हो गया। परन्तु समाज सेवा तथा स्त्रीशिक्षा के क्षेत्र में उनके योगदान को भुलाया नहीं जा सकता

(क) स्त्रीशिक्षाक्षेत्रे अग्रगण्या पण्डिता रमाबाई 1858 तमे ख्रिष्टाब्दे जन्म अलभत। तस्याः पिता अनन्तशास्त्री
तस्मिन् काले स्त्रीशिक्षायाः स्थितिः चिन्तनीया आसीत्। स्त्रीणां कृते संस्कृतशिक्षणं प्रायः प्रचलितं नासीत्। कि
स्वपत्नी संस्कृतमध्यापयत्। एतदर्थं सः समाजस्य प्रतारणाम् अपि असहत। अनन्तरं रमा अपि स्वमातुः संस्कृ

शब्दार्थाः (Word Meanings) :
चिन्तनीया-शोचनीय (pitiable), परित्यज्य-छोड़कर (giving up), अध्यापयत्-पढ़ाया (taught), प्रतारणाम
सहन किया (tolerated), स्वमातुः-अपनी माता से (from her mother), प्राप्तवती-प्राप्त की (received).

सरलार्थ :
स्त्री शिक्षा के क्षेत्र में अग्रगण्या पण्डिता रमाबाई ने 1858 ई० में जन्म लिया। उनके पिता अनन्त शास्त्री डों
समय में स्त्रियों की शिक्षा की दशा शोचनीय थी। स्त्रियों के लिए संस्कृत शिक्षा लगभग अप्रचलित थी। परन्
को छोड़कर अपनी पत्नी को संस्कृत की शिक्षा दी। इसके लिए उन्होंने समाज की ताड़ना को भी सहा। इस
संस्कृत की शिक्षा प्राप्त की।

(ख) कालक्रमेण रमायाः पिता विपन्नः सञ्जातः। तस्याः पितरौ ज्येष्ठा भगिनी च दुर्भिक्षपीडिताः दिवङ्गताः। तद
समग्रं भारतम् अभ्रमत्। भ्रमणक्रमे सा कोलकातां प्राप्ता। संस्कृतवैदुष्येण सा तत्र 'पण्डिता' 'सरस्वती' चेति
ब्रह्मसमाजेन प्रभाविता वेदाध्ययनम् अकरोत्। पश्चात् सा स्त्रीणां कृते वेदादीनां शास्त्राणां शिक्षायै आन्दोलनं
विपिनबिहारीदासेन सह बाकीपुर न्यायालये विवाहम् अकरोत् । साधैकवर्षात्अनन्तरं तस्याः पतिः दिवङ्गतः

शब्दार्थाः (Word Meanings) :
विपन्नः-निर्धन (poor), दुर्भिक्ष-अकाल (famine), कुर्वती करती हुई (while doing), आन्दोलनम्-आन्दोल
आरम्भ किया (started), दिवङ्गताः-मृत्यु को प्राप्त हो गए (passed away), सार्धैकवर्षात्-डेढ़ साल से (के)

सरलार्थ :
समय के बदलने से रमा के पिता निर्धन हो गए। उनके माता-पिता और बड़ी बहन अकाल से पीड़ित होक
रमा अपने बड़े भाई के साथ पैदल सारे भारत में घूमती हुई कोलकाता पहुँचीं। संस्कृतविद्वता के कारण उन
उपाधियों द्वारा विभूषित किया गया। वहाँ ही ब्रह्म-समाज से प्रभावित होकर उन्होंने वेदों का अध्ययन किया
स्त्रियों के लिए संस्कृत और वेद-शास्त्र आदि की शिक्षा के लिए आन्दोलन आरम्भ किया। सन् 1880 ई० में
न्यायालय में विवाह किया। डेढ़ वर्ष के बाद उनके पति की मृत्यु हो गयी।

(ग) तदनन्तरं । मनोरमया सह जन्मभूमिं महाराष्ट्र प्रत्यागच्छत्। नारीणां सम्मानाय शिक्षायै च सा स्वकीयं जी
आयोगस्य समक्षं रमाबाई नारीशिक्षाविषये स्वमतं प्रस्तुतवती।सा उच्चशिक्षार्थं इंग्लैण्डदेशं गतवती।तत्र ईसा
प्रभाविता जाता।

शब्दार्थाः (Word Meanings) :
प्रत्यागच्छत् (प्रति+आगच्छत्)-लौट आई (returned), प्रस्तुतवती प्रस्तुत किया (presented.) सरलार्थः इ
महाराष्ट्र लौट आईं। स्त्रियों के सम्मान और शिक्षा के लिए उन्होंने अपना जीवन अर्पित कर दिया। हण्टर-शि
महिला शिक्षा के विषय में अपना मत प्रस्तुत किया। वे उच्च शिक्षा के लिए इंग्लैण्ड गईं। वहाँ स्त्रियों के विष
प्रभावित हुईं।

(घ) इंग्लैण्डदेशात् रमाबाई अमरीकादेशम् अगच्छत्। तत्र सा भारतस्य विधवास्त्रीणां सहायतार्थम् अर्थसञ्च
मुम्बईनगरे सा 'शारदा-सदनम्' अस्थापयत्। अस्मिन् आश्रमे निस्सहायाः स्त्रियः निवसन्ति स्म। तत्र स्त्रियः मु
प्रशिक्षणमपि लभन्ते स्म।परम् इदं सदनं पुणेनगरे स्थानान्तरितं जातम्। ततः पुणेनगरस्य समीपे केडगाँव-न

तया स्थापितम्। अत्र अधुना अपि निराश्रिताः स्त्रियः ससम्मानं जीवनं यापयन्ति।

शब्दार्थाः (Word Meanings) :
अर्थसञ्चयम्-धन इकट्ठा करना (collect money), प्रत्यागत्य (प्रति+आगत्य)-लौटकर (after returning),
(destitute), मुद्रणम्-छपाई (printing), टङ्कणम्-टाइप (typing), काष्ठकला-लकड़ी पर कलाकारी (woo
(institution), निराश्रिताः (ब०व०)-बेसहारा (destitute), ससम्मानं आदर सहित (with honour), यापयन्

सरलार्थः
इंग्लैण्ड देश से रमाबाई अमरीका गईं। वहाँ उन्होंने भारत की विधवा महिलाओं की सहायता के लिए धन इ
नगर में उन्होंने 'शारदा-सदन' स्थापित किया। इस आश्रम में बेसहारा स्त्रियाँ रहती थीं। वहाँ महिलाएँ छपाइ
आदि का प्रशिक्षण भी लेती थीं। परन्तु इस सदन का पुणे नगर में स्थान परिवर्तन हो गया। इसके पश्चात् पुणे
स्थान पर इनके द्वारा 'मुक्ति मिशन' नामक संस्था स्थापित की गई। यहाँ अब भी बेसहारा महिलाएँ सम्मान

(ङ) 1922 तमे ख्रिष्टाब्दे रमाबाई-महोदयायाः निधनम् अभवत्। सा देश-विदेशानाम् अनेकासु भाषासु निपु
लेखनक्षेत्रे अपि तस्याः महत्त्वपूर्णम् अवदानम् अस्ति। 'स्त्रीधर्मनीति', 'हाई कास्ट हिन्दू विमेन' इति तस्याः प्र

शब्दार्थाः (Word Meanings):
निधनम्-मृत्यु (death), अवदानम्-योगदान (contribution), समाजसेवायाः-समाजसेवा का (of social se
works.) पण्डिता रमाबाई

सरलार्थ :
सन् 1922 ई० में रमाबाई जी की मृत्यु हो गई। वह देश-विदेश की अनेक भाषाओं में निपुण थीं। समाजसेव
उनका महत्त्वपूर्ण योगदान है। 'स्त्री धर्म नीति' और 'हाई कास्ट हिन्दू विमेन' ये उनकी प्रसिद्ध दो रचन