

EAST POINT SCHOOL

CLASS- VII

STUDY MATERIAL

ENGLISH

THE BALLAD OF MULAN


VIDEO LINK: -<https://www.youtube.com/watch?v=VTcNlbImPpw>

Learning Objective:

- The students will learn Chinese folktale, *The Ballad of Mulan*.
- The Students will determine the central message of the story and analyse Mulan's actions, thoughts, and feelings and how they contribute to the sequence of events and, ultimately, the moral of the story.

Section 3

The Ballad of Mulan

 *Tsiek tsiek* and again *tsiek tsiek*,
Mulan weaves, facing the door.
You don't hear the shuttle's sound,
You only hear Daughter's sighs.
They ask Daughter who's in her heart,
They ask Daughter who's on her mind.
"No one is in Daughter's heart,
No one is on Daughter's mind.
Last night I saw the draft posters¹,
The Khan² is calling many troops,
The army list is in twelve scrolls³,
On every scroll there's Father's name.
Father has no grown-up son,
Mulan has no elder brother.
I want to buy a saddle and horse,
And serve in the army in Father's place."



In the East Market she buys a spirited⁴ horse,
In the West Market she buys a saddle,
In the South Market she buys a bridle⁵,
In the North Market she buys a long whip.
At dawn she takes leave of Father and Mother,
In the evening camps on the Yellow
River's⁶ bank.
She doesn't hear the sound of Father and
Mother calling,
She only hears the Yellow River's flowing water
cry *tsien tsien*.

¹draft posters written orders * ²Khan the emperor * ³scrolls written orders on rolled paper or cloth * ⁴spirited energetic * ⁵bridle reins * ⁶Yellow River the second-longest river in China



At dawn she takes leave of the Yellow River,
 In the evening she arrives at Black Mountain⁷.
 She doesn't hear the sound of Father and Mother calling,
 She only hears Mount Yen's nomad horses cry *tsiu tsiu*.
 She goes ten thousand miles on the business of war,
 She crosses passes and mountains like flying.
 Northern gusts carry the rattle of army pots,
 Chilly light shines on iron armour.
 Generals die in a hundred battles,
 Stout soldiers return after ten years.
 On her return she sees the Son of Heaven⁸,
 The Son of Heaven sits in the Splendid Hall.
 He gives out promotions in twelve ranks
 And prizes of a hundred thousand and more.
 The Khan asks her what she desires.

"Mulan has no use for a minister's post.
 I wish to ride a swift mount
 To take me back to my home."
 When Father and Mother hear Daughter is coming
 They go outside the wall to meet her, leaning on each other.
 When Elder Sister hears Younger Sister is coming
 She fixes her rouge⁹, facing the door.
 When Little Brother hears Elder Sister is coming
 He whets the knife, quick quick, for pig and sheep.
 "I open the door to my east chamber,
 I sit on my couch in the west room,
 I take off my wartime gown
 And put on my old-time clothes."
 Facing the window she fixes her cloud-like hair,
 Hanging up a mirror she dabs on yellow flower powder
 She goes out the door and sees her comrades.
 Her comrades are all amazed and perplexed.
 Travelling together for twelve years
 They didn't know Mulan was a girl.

⁷Black Mountain: Mountain Sahu in Inner Mongolia * ⁸Son of Heaven: emperor or king *
⁹rouge: red powder used as a cosmetic on cheeks

An ancient Chinese ballad translated by Hans H. Franke

Introduction:

The Story of Mulan portrays the legendary Chinese warrior Hua Mulan and is mostly based on the information of her from the poem, 'The Ballad of Mulan'. This restating of the old Chinese folktale is about the story of the young Chinese maiden who learns that her wizened, old and frail father is to be called up into the army in order to fight the invading Huns

Announcement from the Chinese:

Announcement from the Chinese: When the Huns invade China, one man from every family is called to arms. She hears of the order that every family must send one man to the army. She discusses the same with her father who had also heard of it when he had gone to the town. Mulan's father, who is frail and aged decides to fight for his country and the honour of his family though it is clear that he will not survive an enemy encounter. He decides to go to war but is prevented by her daughter with her outrageous decision. Knowing that her father will never endure the rigours of war in his frail state, she decides to disguise herself and join in his place without second thoughts yet convincing him. Mulan's only brother who is a small child cannot pitch in.

Mulan's bravery and the acceptance of soldiers:

Mulan's final decision and the emperor's gift: The Emperor was glad that Mulan had ended the long war that he set aside the rule about being a woman. He wanted Mulan to stay with him in the palace and be an advisor but she chose to go to her family, thanking the emperor. The emperor gave her six horses and six fine swords so that her people will know that he thinks of her. Everyone cheered that she was safe and well honoured. Conclusion: The story depicts the daughter' love for her father. Father wanted the girl to be able to defend herself and thus taught her sword fight and Kung Fu. How this girl hails to become a commander of an army from learning the art of war from her father is narrated in a fine manner to readers delight.

Conclusion:

The story depicts the daughter' love for her father. Father wanted the girl to be able to defend herself and thus taught her sword fight and Kung Fu. How this girl hails to become a commander of an army from learning the art of war from her father is narrated in a fine manner to reader's delight.

QUESTION/ ANSWERS NOTEBOOK WORK

Answer the following questions in a sentence or two.

1. **What was the emperor's order?**
2. **Why couldn't Mulan's brother go to war?**
3. **Why did Mulan disguise herself as a man?**
4. **How did Mulan prepared herself for the war?**

5. Reference to Context

- 1) **“Tsiektsek and again Tsiektsek.....sigh”**
 - a) Name the poem-
 - b) **What is the form of the poem?**
 - c) **Why was Mulan upset?**
 - d) **Which poetic device is used?**

Onomatopoeia

Q-6) How was Mulan welcomed by her family?

HINDI

अभ्यास पत्रिका – शब्द विचार
(तत्सम, तद्भव, अनेक शब्दों के लिए एक शब्द, पर्यायवाची)

1. प्रस्तुत गद्यांश को पढ़िए और उचित विकल्पों का चयन करके उत्तर दीजिये –

राहे पर खड़ा है, सदा से ठूँठ नहीं है। दिन थे जब वह हरा भरा था और उस जनसंकुल चौराहे पर अपनी छतनार डालियों से बटोहियों की थकान अनजाने दूर करता था। पर मैंने उसे सदा ठूँठ ही देखा है। पत्रहीन, शाखाहीन, निरवलंब, जैसे पृथ्वी रूपी आकाश से सहसा निकलकर अधर में ही टंग गया हो। रात में वह काले भूतसा लगता है-, दिन में उसकी छाया इतनी गहरी नहीं हो पाती जितना काला उसका जिस्म है और अगर चितेरे को छायाचित्र बनाना हो तो शायद उसका-सा 'अभिप्राय' और न मिलेगा। प्रचंड धूप में भी उसका सूखा शरीर उतनी ही गहरी छाया ज़मीन पर डालता जैसे रात की उजियारी चांदनी में। जब से होश संभाला है, जब से आंख खोली है, देखने का अभ्यास किया है, तब से बराबर मुझे उसका निस्पंद, नीरस, अर्थहीन शरीर ही दिख पड़ा है।

पर पिछली पीढ़ी के जानकार कहते हैं कि एक जमाना था जब पीपल और बरगद भी उसके सामने शरमाते थे और उसके पत्तों से, उसकी टहनियों और डालों से टकराती हवा की सरसराहट दूर तक सुनाई पड़ती थी। पर आज वह नीरव है, उस चौराहे का जवाब जिस पर उत्तरदक्षिण-, पूरब-पश्चिम चारों और की राहें मिलती हैं और जिनके सहारे जीवन अविरल बहता है। जिसने कभी जल को जीवन की संज्ञा दी, उसने निश्चय जाना होगा की प्राणवान जीवन भी जल की ही भांति विकल, अविरल बहता है। सो प्राणवान जीवन, मानव संस्कृति का उल्लास उपहार लिए उन चारों राहों की संधि पर मिलता था जिसके एक कोण में उस प्रवाह से मिल एकांत शुष्क आज वह ठूँठ खड़ा है। उसके अभाग्यों परंपरा में संभवतः एक ही सुखद अपवाद है – उसके अंदर का स्नेहरस सूख जाने से संख्या का लोप हो जाना। संज्ञा लुप्त हो जाने से कष्ट की अनुभूति कम हो जाती है।

1. जनसंकुल का क्या आशय है?

- क) जनसंपर्क
- ख) भीड़भरा
- ग) जनसमूह
- घ) जनजीवन

2. आम की छतनार डालियों के कारण क्या होता था?

- क) यात्रियों को ठंडक मिलती थी
- ख) यात्रियों को विश्राम मिलता था
- ग) यात्रियों की थकान मिटती थी
- घ) यात्रियों को हवा मिलती थी

3. शाखाहीन, रसहीन, शुष्क वृक्ष को क्या कहा जाता है?

क) नीरस वृक्ष

ख) जड़ वृक्ष

ग) ठूँठ वृक्ष

घ) हीन वृक्ष

4. आम के वृक्ष के सामने पीपल और बरगद के शरमाने का क्या कारण था?

क) उसका अधिक हरा-भरा और सघन होना

ख) हवा की आवाज सुनाई देना

ग) अधिक फल फूल लगना

घ) अधिक ऊँचा होना

5. आम के अभागेपन में संभवतः एक ही सुखद अपवाद था –

क) उसका नीरस हो जाना

ख) संज्ञा लुप्त हो जाना

ग) सूख कर ठूँठ हो जाना

घ) अनुभूति कम हो जाना

तत्सम तद्भव –

प्रश्न 1) नीचे दिए गए प्रश्नों में उचित विकल्प छांटकर उत्तर दीजिए

1. खेत का तत्सम रूप होगा-

चावल

गोधूम

जोधा

क्षेत्र

2. “ओंठ” का तत्सम शब्द है-

होठ

ओट

ओघष्ट

ओष्ट

3. “बादल” का तत्सम शब्द है-

- (□)मेघ
- (□)घन
- (□)वारिद
- (□)वाष्प

4. “केला” का तत्सम शब्द है-

- (□)कला
- (□)ओलक
- (□)कदली
- (□)मेवा

5. “उलूक” का तद्भव शब्द है-

- (□)उलक
- (□)मूर्ख
- (□)रात्रिथ
- (□)उल्लू

अनेक शब्दों के लिए एक शब्द

प्रश्न 2) नीचे दिए गए अनेक शब्दों के लिए एक शब्द लिखिए ।

- i. जो क्षमा न किया जा सके – _____
- ii. जो दिखाई न दे – _____
- iii. अधः (नीचे) लिखा हुआ – _____
- iv. जो बहुत बोलता हो – _____
- v. जानने की इच्छा रखने वाला – _____
- vi. चार रास्तों का संगम स्थल – _____
- vii. जो आँखों के सामने हो – _____
- viii. जो मधुर बोलता हो – _____
- ix. अत्याचार करने वाला – _____
- x. जो कम बोलता हो – _____

पर्यायवाची

प्रश्न 3) नीमनलिखित शब्दों के दो-दो पर्यायवाची लिखिए ।

- i. अतिथि - _____
- ii. खग - _____
- iii. कंठ - _____

- iv. समीप - _____
- v. आभूषण - _____
- vi. तलवार- _____
- vii. अश्व- _____
- viii. पर्वत - _____
- ix. नदी - _____
- x. तालाब - _____

MATHEMATICS

Video Link: <https://youtu.be/dRWzfhZIEpg>

Objectives

1. Students will be able to find the ratio of two quantities.
2. Students will be able to convert the fractions in to percentages.
3. Students will be able to convert the decimal numbers **into** percentages.

Percentages

- Percentages are ratios expressed as a fraction of 100.
- Percentages are represented by the symbol '%’.
- Example: $20 / 100 = 20\%$ and $50 / 100 = 50\%$.

Comparing percentages when denominator is not 100

- When a ratio is not expressed in fraction of 100, then convert the fraction to an equivalent fraction with denominator 100.
- Example: Consider a fraction $3 / 5$. Multiply the numerator and denominator by 20.
 $\Rightarrow 3 \times 20 / 5 \times 20 = 60 / 100 = 60\%$

Converting fractions/decimals to percentages

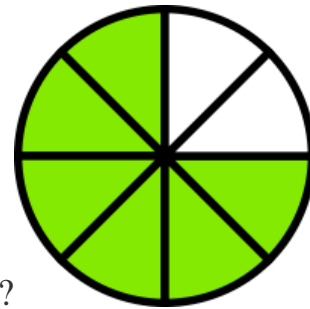
- **Converting Decimals to Percentages**
 Given decimal: 0.44
 $0.44 = 44 / 100 = 44 / 100 \times 100\% = 44\%$
- **Converting Fractions to Percentages**
 Given fraction: $3 / 5 \times 100\% = 3 \times 20\% = 60$

Converting percentages to fractions/decimals

- $0.25 = 25 / 100 = 14$
- $0.225 = 225 / 1000 = 940$

Estimation using percentages

- Estimation can be done using percentages.



- **Example:** What percentage of the given circle is shaded?
Solution: The given triangle consists of 8 regions, out of which 6 regions are shaded. So, the percentage of shaded regions will be $6 / 8 \times 100 = 3 / 4 \times 100 = 75\%$.

Interpreting percentage into usable data

- Percentages can be interpreted into useful data.
- Examples:
 - (i) 40% of Raghav's clothes are not washed.
⇒ Raghav's 40 clothes out of 100 clothes are not washed.
 - (ii) 30 % of students in class are infected by fever.
⇒ Out of 100 students in a class, 30 students are infected by fever.

Converting percentage to the form "how many"

- **Example:** 200 chocolates were distributed among two children: Joe and Tom. Joe got 60% and Tom got 40% of the chocolates. How many chocolates will each get?
Solution: Total number of chocolates = 200
Joe got 60% of the chocolates = $60 / 100 \times 200 = 120$ Tom got 40% of the chocolates = $40 / 100 \times 200 = 80$ ∴ Joe and Tom will get 120 and 80 chocolates, respectively.

Converting Ratios to percentages

- Ratios can be expressed as percentages to understand certain situations much better.
- Ratio is a relation between two quantities showing the number of times one value contains or is contained within the other.
- Example: If there are four girls and seven boys in a class, then the ratio of number of girls to number of boys is **4:7**.

Finding the percentage increase or decrease

- **Example:** Price of a book was changed from ₹20 to ₹25 in a week. Calculate the percentage increased.
Solution: Change in price = ₹25 – ₹20 = ₹5
Percentage Increased = $\text{Change in Price} / \text{Original Price} = 5 / 20 \times 100 = 25\%$

WORKSHEET

Q1. Find:

- (i) 36% of 400
- (ii) $16\frac{2}{3}$ % of 32

Q2.

Find a number whose $6\frac{1}{4}$ % is 12.

Q3.

Convert each of the following into the decimal form:

- (a) 25.2%
- (b) 0.15%
- (c) 25%

Q4.

What per cent of

- (a) 64 is 148.48?
- (b) 75 is 1225?

Q5. Express the following ratios in simplest form:

- (a) $6\frac{1}{5} : 2\frac{1}{3}$
- (b) 42 : 56

Q6. Find the ratio of:

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

Q7. Reena saves ₹ 5000 from her salary. If this is 10% of her salary. What is her salary?

Q8. A local cricket team played 20 matches in one season. It won 25% of them. How many matches did they win?

Q9. Population of Rajasthan = 570 lakhs and population of UP = 1660 lakhs.

Area of Rajasthan = 3 lakh km^2 and area of UP = 2 lakh km^2 .

- (i) How many people are there per km^2 in both these States?
- (ii) Which State is less populated?

Q10. Out of 15,000 voters in a constituency, 60% voted. Find the percentage of voters who did not vote. Can you now find how many actually did not vote?

TIME AND MOTION

What is Motion?

If an object keeps on changing its position with time, it is said to be moving or in **motion**. Motion can be of different types:

- **Linear or straight** in which the object travels in a straight line.
- **Circular** in which the object travels along a circular path.
- **Curvilinear** in which the object moves along a curve.

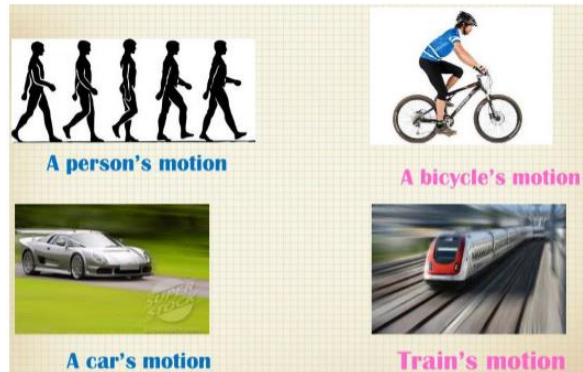


Figure 1: Examples of Motion

Slow and Fast Motion

If one object covers a particular distance in less time and another object covers the same distance in more time then the first object is said to be moving slowly while the second object is said to be moving faster.

The Speed of an object

The distance travelled by an object in unit time is called its **Speed**.

Types of Speed:

- **Uniform Speed** - When the object travels a fixed distance same time gaps, it is said to have a uniform speed.
- **Non-uniform speed** - When an object covers different distances in different time gaps, it is said to have a non-uniform speed.
- **Average speed** - The total distance travelled by an object divided by the total time taken by the object is called its average speed

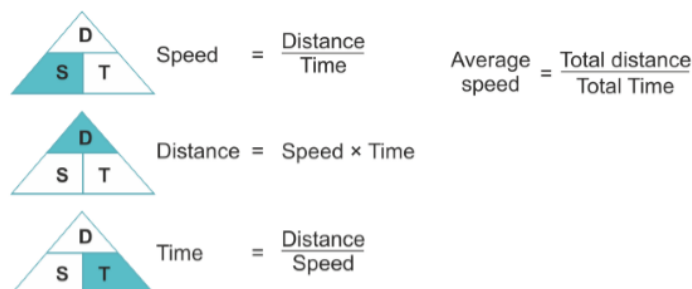







Figure 2: Finding Speed, Time and Distance

Measuring Time

There are many events in nature that repeat after a time interval:

- Morning – The rising of the sun
- Day and Night – The time between the sunrise and sunset
- Month – The time between two new moons
- Year – The time the earth takes to complete its one revolution around the sun

Time measuring devices or clocks - **Clocks** use the concept of **periodic motion** to measure time. It means that it uses motion that repeats itself in equal amounts of time. There are different types of time measuring devices.

<p>Sundial – It uses the position of the sun to depict time</p>	
<p>Sand Clock (hourglass) – It uses sand to measure time</p>	
<p>Water Clock – It uses water to measure time</p>	
<p>Pendulum Clock – It uses a pendulum to measure time</p>	
<p>Quartz Clocks – They have an electric circuit that works with the help of cells. They provide accurate time.</p>	

Periodic Motion of a Simple Pendulum

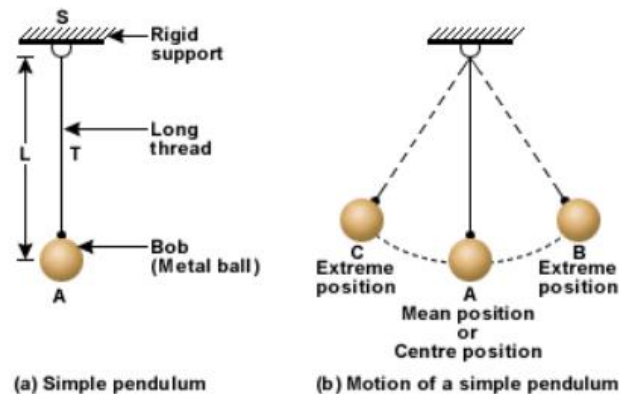


Figure 8: Simple Pendulum

- A simple pendulum contains a **Bob**. It is a metallic ball or a stone which is suspended from a rigid stand with the help of a thread.
- **Oscillatory motion** - The to and fro motion of the pendulum is called as **Oscillatory Motion**. The bob of the pendulum does move from the centre (mean position) of the pendulum to its extreme positions on the other side.
- **Oscillation** - When the bob moves from its centre (mean position) to its extreme ends it is said to complete one oscillation.
- **Time Period of a pendulum** - The time taken by the pendulum bob to complete one oscillation is called its **Time Period**.

Units to Measure Time Speed

Time	Second (s) Minutes (min) Hours (h)
Speed = Distance/time	Meter/Second (m/s) Meter/minute (m/min) Kilometer/hour (km/h)

To convert between m/s and km/h:

$$\frac{1 \text{ km}}{1 \text{ h}} = \frac{1000 \text{ m}}{1 \text{ h}} = \frac{1000 \text{ m}}{60 \text{ min}} = \frac{1000 \text{ m}}{3600 \text{ s}} = \frac{1}{3.6}$$

Divide by 3.6

$$\text{Km/h} \xrightarrow{\hspace{2cm}} \text{m/s}$$

← Multiply by 3.6

Figure 9: Conversion between km/hr and m/s

Speedometer - It is a device which is used in vehicles such as cars and trucks which measures the speed in kilometer per hour.

Odometer - It is a device which measures the distance travelled by a vehicle in meters or



The dashboard of a car

kilometers.

Figure 10: Measure of Distance and Speed of a car

Distance-time Graph

A graph which represents the distance travelled by an object with respect to time is called a distance-time graph.

Making a distance-time graph:

1. Mark the x-axis and y-axis and divide them in equal quantities.

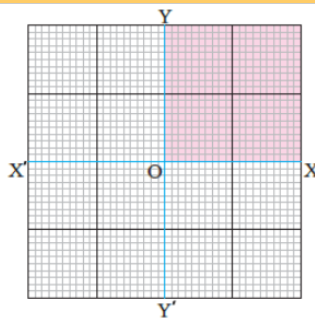


Figure 11: Take the first quadrant

2. Choose one scale to represent distance (for example, x-axis to represent distance where 1 km = 1 cm) and the other to represent time (for example, y-axis to represent the time where 1 min = 1 cm).

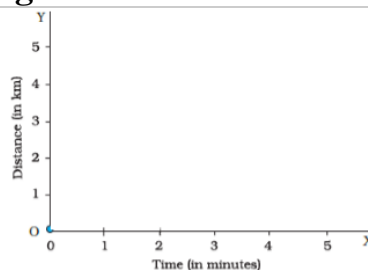


Figure 12: Choosing the scale

3. Mark the values of time and distance in the graph.

4. Mark the set of values of time taken and distance covered in that time by the object in the graph. For example, if 1 km is covered in 1 minute then mark 1 unit on both the x-axis and y-axis.

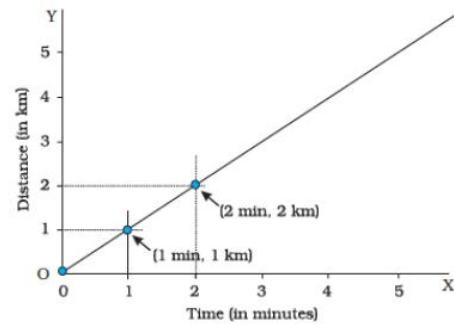


Figure 13: Marking the values for time and distance

5. Now draw lines parallel to x-axis and y-axis at the points that you have marked.
6. Mark the points where these lines intersect on the graph. These points show the position of the moving

7. Now join all the points of intersection and obtain a straight-line graph.

8. This is the distance-time graph of a moving object.

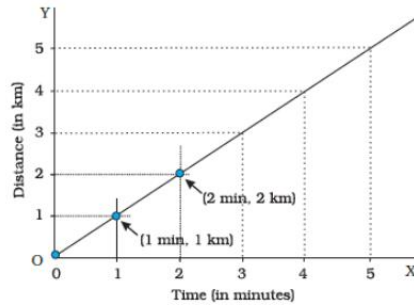


Figure 14: Obtaining a straight line graph

The shape of the distance-time graph can be the following:

Shape of Graph	Interpretation
Straight line	The object has a uniform or constant speed
Parallel to time-axis	It is a stationary object
Curve shape	The object has a non-uniform speed

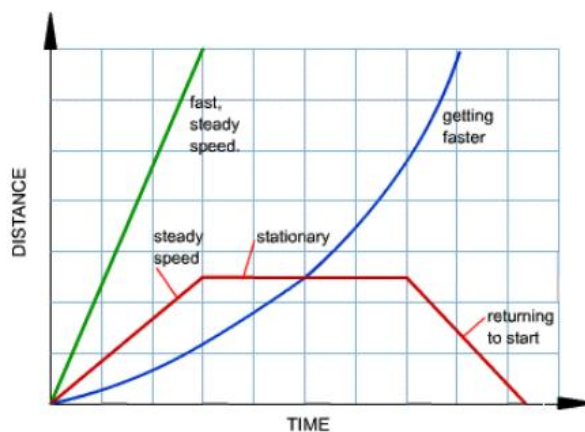


Figure 15 Distance-time Graphs

To find the speed of the distance-time graph

- $\text{Speed} = \frac{\text{distance}}{\text{time}} = \frac{(\text{final position of object} - \text{initial position of object})}{\text{time taken by object}}$

- Also, the speed of the distance-time graph can be calculated by the **Slope** of a graph. The steeper the slope of the graph, the more is the speed of the object. For example, in the graph given below object A has a steeper slope. This means that object A is moving at a higher speed than object B.

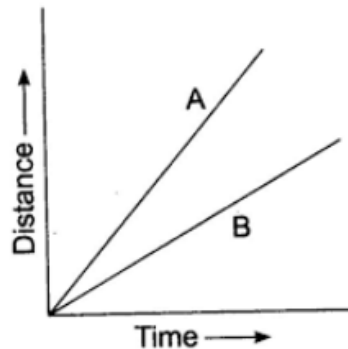


Figure 16 Distance-time graph of two objects

S.SCIENCE

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.
- Abul Fazl 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 **Uzbeks**.
- 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 **Uzbeks** 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

- 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 Abul Fazl wrote **two books** on **Akbar** and his **administration**: **The Akbar Nama** and the **Ain-i-Akbari**.

In these books, he **describes** that the **empire** was **divided into subas** **governed by** a **subadar** who **carried out military and administrative functions**.

Each province had a **diwan** (financial officer), **bakshis** (military paymasters), **sadr** (minister for religion and charity), **faujdars** (military commanders), and **kotwals** (town policemen). In **1570**, **Akbar** started **religious discussions** in the *ibadat khana* at **Fatehpur Sikri** where he invited ulama (learned religious men) such as **Brahmans, Catholic priests, Zoroastrian priests**, etc.

Akbar's interaction with **different faiths** made him realise that **religious scholars** who **emphasise rituals** and **dogmas** are **bigots**.

This eventually led to his **idea** of **sulh-i-kul** or **universal peace and tolerance towards all religions**.

Mughals in The 17th Century

Mansabdars gained a **lot of power** and **became highly corrupt under the rule of the later Mughal kings**.

The **Mughals** and their **mansabdars** spent a **lot on salaries and goods** which **benefited the artisans and peasantry**, *but the large scale of revenue collection left very little* for the *artisans and peasantry* in terms of savings.

As the **Mughal power declined**, their **servants slowly emerged as centres of power and money**.

They **created new provinces** such as **Hyderabad** and **Awadh**, but in theory they **still considered the king in Delhi** as their **master and emperor**.

WORKSHEET – 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.

1. Match the following:

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

2. Fill in the blanks:

1. The capital of Mirza Hakim, Akbar's half-brother, was
2. The five Deccan Sultanates 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 Todar Mal's revenue system- zabt. (3)

ACTIVITY

Collect Information on Mansabdari system introduced by Akbar.

SANSKRIT

सदाचारः

पाठ का परिचय

प्रस्तुत पाठ के श्लोकों के द्वारा मनुष्य के सद्ब्यवहार का ज्ञान दिया गया है। मनुष्य का आचरण समाज में, गुरुजन और माता-पिता एवं मित्रों के प्रति कैसा होना चाहिए, इसका उपदेश दिया गया है।

(क) आलस्यं हि मनुष्याणां शरीरस्थो महान् रिपूः।

नास्त्युद्यमसमो बन्धुः कृत्वा यं नावसीदति ॥

अर्थ: निश्चय से आलस्य मनुष्यों के शरीर में रहने वाला सबसे बड़ा दुश्मन (शत्रु) है। प्रयत्न (परिश्रम) के साथ उसका (मनुष्य का) कोई मित्र नहीं है जिसे करके वह दुःखी नहीं होता है।

(ख) श्वः कार्यमद्य कुर्वीत पूर्वाह्नि चापराह्निकम्।

नहि प्रतीक्षते मृत्युः कृतमस्य न वा कृतम् ॥2 ॥

सरलार्थ :

कल का काम आज कर लेना चाहिए और दोपहर का पूर्वाह्न में। मृत्यु प्रतीक्षा (इन्तज़ार) नहीं करती कि इसका काम हो गया या नहीं हुआ अर्थात् इसने काम पूरा कर लिया या नहीं। भाव यह है कि काम को कभी टालना नहीं चाहिए क्योंकि पता नहीं कब जीवन समाप्त हो जाए।

(ग) सत्यं ब्रूयात् प्रियं ब्रूयात् न ब्रूयात् सत्यमप्रियम्।

प्रियं च नानृतं ब्रूयात् एष धर्मः सनातनः ॥3 ॥

सरलार्थ :

सच बोलना चाहिए, प्रिय बोलना चाहिए, अप्रिय सच नहीं बोलना चाहिए और प्रिय झूठ भी नहीं बोलना चाहिए। यही शाश्वत (सदा से चला आ रहा) धर्म (आचार) है।

(घ) सर्वदा व्यवहारे स्यात् औदार्यं सत्यता तथा।
ऋजुता मृदुता चापि कौटिल्यं च न कदाचन ॥4॥

सरलार्थ :

व्यवहार में हमेशा (सदैव) उदारता, सच्चाई, सरलता और मधुरता हो (होनी चाहिए), (व्यवहार में) कभी भी टेढ़ापन नहीं हो (होना चाहिए)।

(ङ) श्रेष्ठं जनं गुरुं चापि मातरं पितरं तथा।
मनसा कर्मणा वाचा सेवेत सततं सदा ॥5॥

सरलार्थ :

सज्जन, गुरुजन और माता-पिता की भी हमेशा मन से, कर्म से और वाणी से निरन्तर सेवा करनी चाहिए।

(च) मित्रेण कलहं कृत्वा न कदापि सुखी जनः।
इति ज्ञात्वा प्रयासेन तदेव परिवर्जयेत् ॥6॥

सरलार्थ :

मित्र के साथ झगड़ा करके मनुष्य कभी भी सुखी नहीं रहता है। यह जानकर प्रयत्न से उसे (झगड़े को) ही छोड़ देना चाहिए।