

**STUDY COURSE MATERIAL**

**ENGLISH**

**SESSION-2020-21**

**CLASS- VII**

**TOPIC: Friends and Flatterers, Night witches, Modals, Adverbs**

**DAY-1**

**Friends and Flatterers**

- **William Shakespeare**

**Summary**

This poem is about friends—false and true. False friends are easier to find than true friends. False friends flatter one by calling him generous and worthy of being a king, when one spends money recklessly. Such friends desert one once he loses his wealth. A true friend, on the other hand, stands by one in times of difficulty, grieves with him in times of sorrow and shares his burdens. It is easy to flatter someone, because all it requires is insincere praising and sharing his good fortune. It is much more difficult to be a true friend—a friend in deed—when one is going through hard times. So wide is the difference between a false friend and a true friend that a false

friend is as bad as an enemy. This poem uses contrasts in several levels.

The title mentions friends and flatterers—two very different groups of people. These two kinds of people can be further distinguished as givers and takers—true friends give companionship and support whereas false friends take advantages. The poet also uses the contrasting situations of wealth and poverty to make his point: whether a man is well off or hard up can determine what kinds of friends he draws to himself. Then there is also the idea of gains and losses: if one loses money, one also loses false friends, though that, in a way, is a gain, since a false friend is as bad as a foe, and it is misfortune that often shows us who our true friends are. William Shakespeare’s language is rich with literary devices like alliterations (‘Faithful friends’) and inversions (‘Bountiful they will him call’) and old-fashioned words like ‘thou’, ‘hast’ and ‘wherewith’. This is a philosophical poem, reflecting on a lesson that one usually learns the hard way, and it suggests that the writer himself was realising the difference between true and false friends by suffering losses and discovering the real natures of some of his friends.

### Understanding the Poem

#### **A. Complete this table**

#### Answer

1. a. ...be your friend
- b. ...bountiful
- c. ...saying that it’s a pity that you are not a king.
2. a. ...supply what you need.
- b. ...lessen.

c. ...no longer enjoy your company.

## **B. Answer these questions**

1. Words are easy, like the wind

a. Whose words are being referred to? In what sense are they easy?

The words of flatterers are being referred to here. These words are easy in the sense that they are spoken easily and freely, without attaching too much meaning or sincerity to them. They can change as easily as the wind, or disappear when the flatterer does not need the person anymore.

b. If words are 'easy', what is 'hard'?

Words are easy, but staying true to words of affection and friendship are harder. Praising someone is easy, but showing loyalty to that person and supporting that person when he or she needs it is difficult.

2. How can we distinguish between a true friend and a false friend?

True friends help us when we need them. They share our problems, worries and sorrows—they cry with us and stay awake with us in hard times. False friends, on the other hand, may flatter us with easy words. They act as friends only as long as we have enough money to spend; they do not help us in times of need. When we spend a lot, they flatter us by calling us generous and worthy of being a king, but if we fall upon hard times, they no longer remain with us.

3. Read the last line of the poem . How could a flatterer be a foe?

A flatterer is, in a sense, a foe or an enemy because a flatterer cheats us with false words of friendship and praise. A flatterer makes use of our resources when we have them, but does not help us when we face a loss. This way, a flatterer betrays our trust and can set us up for shocks or disappointments.

4. Which two of these words have meaning similar to 'flatter' and which to refer to the opposite of it? you can refer to a dictionary

Condemn charm fawn criticise

The words 'charm' and 'fawn' have similar meanings to 'flatter'. The words 'condemn' and 'criticise' mean the opposite.

5. The phrase faithful friend occurs twice in the poem can you find a similar phrase which stands for its opposite?

'flattering foe'

**DAY-2**

### **Appreciating the Poem**

#### **Answer**

1. Other examples of inversion in this poem are 'But if fortune once do frown', 'Use his company no more.' and 'He with thee doth bear a part'.

2. Other examples of alliteration in this poem are 'Whilst thou hast wherewith to spend', 'But if fortune once do frown' and 'Faithful friend from flattering foe.'

3. a. The speaker sounds disappointed and bitter—as if he has realised the dark side of human nature.

b. Accordingly, we can guess that the speaker had probably lost money and was being avoided by his friends.

### **Night Witches**

**- Megan Garber**

#### **Hard words**

1. Patrol
2. Regiment
3. Invade
4. Construction
5. Gliding
6. Whooshing
7. Combat
8. Commander
9. Navigate
10. Parachute

### **Word meaning**

1. Patrol – an act of going round an area to see that there is no trouble
2. Flimsiness - weakness and thinness
3. Manoeuvre - move or Turn in a skilful and controlled manner
4. Obituary - newspaper reports informing people of someone's death along with information about the person
5. Ammunition - bullets shells and so on which can be fired from a gun or Cannon

## **DAY-3**

### **Understanding the Text**

#### **A. Answer these questions**

1. What were the disadvantages of the type of aircraft used by the female fighter pilot ? what was the advantage?

The aircraft used by the female fighter pilots were built mainly of plywood and canvas. They were small and usually reserved for training and crop-dusting. These planes, if hit by bullets, could burst into flames. One plane could carry only two bombs at a time. A strong wind could toss the plane about. However, the advantage of these small and flimsy planes was that they could be manoeuvred quickly and

easily.

2. Nobody could understand by the brave Lad who had taken on an Nazi Squadron wouldn't drink Vodka. what mistake were the people in this situation making ? what does this say about female fighter Pilots – were they common or an uncommon figure at that time?

The people in this situation were making the mistake of thinking that the brave pilot must have been a man—a brave lad. This shows that the female fighter pilots were an uncommon figure at that time—the people did not immediately think that the pilot might be a woman.

3. How did the female fighter Pilots on the title 'Night witches'?

The female fighter pilots flew their planes at night, often quietly and secretly, running their engines slowly as they neared their targets, gliding their way to the bomb release points and then dropping the bombs. Because of this mode of operation, their planes only made soft whooshing noises as they flew by. This noise sounded like witches' broomsticks to the Germans. That is why they gave the title 'night witches' to the Soviet female fighter pilots.

4. Which factors made the Night witches' missions particularly dangerous?

Limited technology was available to the Night Witches; they had no radar to navigate their paths through the night skies—only maps and compasses. They flew only in the dark. They carried no parachutes. Their craft could burst into flames if hit by bullets. Frequently, they had to fly through a wall of enemy fire. Each plane flew multiple missions in a night, as the planes could only carry two bombs at a time. This increased the risk of being shot. The planes had open cockpits, so the women had to suffer freezing cold. A strong wind could toss their small planes. All these factors made their missions particularly dangerous.

5. "Katya, my dear we will live long"?

a. Who said this to whom?

Pilot Nadezhda Popova said this to her navigator.

b. What had happened just before this.

Just before this, Popova and her navigator had completed a flight. They had survived the flight, but forty-two bullet holes were studding their little plane, with bullet holes in Popova's map and helmet.

c. Why do you think the speaker said this what does this line say about her character?

The speaker must have said this because she had a lot of courage and a fine sense of humour. She meant that if they could survive such a flight where so many bullets struck their plane, maps and even their helmets without killing them, they were very lucky and would live a long life—they would not die easily.

6. And they did all that while decorating their planes with class and using their navigation pencils as lip colour.

a. What is referred to as 'all that'?

'All that' refers to the female fighter pilots' bravery and achievements—the thousands of missions they flew, the bombs they dropped and the challenges they overcame.

b. Why do you think they decorated their planes with flowers?

The female fighter pilots decorated their planes with flowers because along with courage they also had a sense of beauty and wanted to make the planes which they flew look as nice as possible.

c. Using their navigation pencils as lip colour does this indicate cleverness a sense of humour a sense of style or something else ? Explain.

This indicates a sense of humour. The Night Witches must have used their navigation pencils as lip colour as a good joke.

**B. Which sentences in the text tell you these?**

**Answer**

1. Their passage was on its way to being a routine patrol, until the pilots found themselves face to face with a collection of German bombers.

2. Other countries, the US among them, may have allowed women to fly as members of their early air forces; those women, however, served largely in support and transport roles.

3. And the obituaries that resulted, celebrations of a life and a legacy largely unknown to many of us around the world, serve as a reminder of the great things the female flyers accomplished.

4. The Witches (they took the name given by the Germans as a badge of honour) flew only in the dark.

5. The Night Bomber Regiment was one of three female fighter pilot units created by Stalin at the insistence of Marina Raskova—an aviation celebrity who was, essentially, 'the Soviet Amelia Earhart'.

6. She also prepared them for an environment that preferred to treat women as bombshells rather than bombers.

**Appreciating the Text**

**Answer**

1. a. The German soldiers hated and feared the Night Witches. It was they who gave the title of 'Night Witches' to the female fighter pilots. Any German pilot who could down one of these female fighter pilots was awarded an Iron Cross.

b. Soviet soldiers did not—at least at first—respect the Night Witches as much as they should have. A male general had initially complained of being sent a bunch of 'girlies' instead of proper soldiers. The lack of respect and trust from the Soviet

soldiers would be an extra challenge for the Night Witches because they were fighting on the same side. Just as the male soldiers were respected for their courage and work, the female fighter pilots should also have been respected for what they were doing for their country. If people from their own country or soldiers from their own side did not trust them or appreciate them, then it would be unfair and discouraging. Another example of how the Night Witches were considered inferior to male soldiers was that the Night Witches' uniforms were hand-me-downs from male pilots.

2. The Night Witches could be described as brave, young, skilled and resourceful. We know from the text that the Night Witches ranged in age from 17 to 26. They were skilled as they could manoeuvre their tiny planes quickly, easily and quietly. They were brave—they flew numerous missions without parachutes or radars through enemy fires, in freezing cold and despite discouraging attitudes of their brothers in arms. They were also resourceful—they used planes meant for training and crop-dusting to drop bombs. The last line tells us that they also used their navigation pencils as lip colours, meaning that these women were capable of using whatever was available to them to suit their purpose.

## DAY- 4

### Modals

#### What are modal verbs?

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the *function* of the main verb that follows it.

#### Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

#### List of modal verbs

Here is a list of modal verbs:

*can, could, may, might, will, would, shall, should, must*

The verbs or expressions **dare**, **ought to**, **had better**, and **need not** behave like modal auxiliaries to a large extent and may be added to the above list



## Use of modal verbs:

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. possibility
8. probability

## Examples of modal verbs

Here is a list of modals with examples:

Modal Verb	Expressing	Example
<b>must</b>	Strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
<b>must not</b>	prohibition	You must not smoke in the hospital.
<b>can</b>	ability	I can swim.
	permission	Can I use your phone please?
	possibility	Smoking can cause cancer.
<b>could</b>	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	possibility	It could rain tomorrow!
<b>may</b>	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
<b>might</b>	polite permission	Might I suggest an idea?

	possibility, probability	I might go on holiday to Australia next year.
<b>need not</b>	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
<b>should/ought to</b>	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
<b>had better</b>	advice	You 'd better revise your lessons

Fill in the blanks with a modal auxiliary verb.

1. .... *you mind posting this letter for me?*

Could

Would

Should

2. .... *you lend me your bicycle?*

Shall

Will

May

3. *You ..... not come to my door again.*

will

shall

would

**4. You ..... regret this.**

shall

may

can

**5. What ..... we do now?**

will

shall

can

**6. Parents ..... teach their children to be honest.**

shall

should

would

**7. He ..... take rest if he is tired.**

would

can

shall

**8. You ..... have told me before borrowing my car.**

would

should

might

**9. The students asked if they ..... go home early.**

would

could

can

10. I ..... run faster when I was younger.

would

should

could

## DAY- 5

### Adverbs

An adverb is a word/a set of words that modifies verbs, adjectives, and other adverbs. It tells when, where, and how an action is performed or indicates the quality or degree of the action.

Many adverbs end in *-ly* but some words which end in *-ly* (such as *friendly*) are not adverbs. Many words can be both adverbs and adjectives according to their activity in the sentence.

Example:

- o Robin is always hungry for success.
- o I love her very much.
- o He is running fast.

### **Types of Adverbs:**

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- Adverbs of Time (When?)
- Adverbs of Place/Direction (Where?)
- Adverbs of Degree (How Much?)
- Adverbs of Manner (How?)
- Adverbs of frequency
- Sentence Adverbs

### **Adverbs of Time (When?)**

**Adverbs of time/frequency** indicate time or frequency of the action in the sentence. They answer the question 'when/how frequently is the action performed?'

*Always, never, often, eventually, now, frequently, occasionally, once, forever, seldom, before, Sunday, Monday, 10 AM, 12 PM,* etc. are common adverbs of time/frequency.

**Example:**

- o I went to school a little late yesterday.

- o He always gets a good result.
- o I will leave Monday.
- o He smokes occasionally.

### **Adverbs of Place/Direction (Where?)**

**Adverbs of place/direction** that indicate place/direction of the action in the sentence. They answer the question 'where is the action performed?'

*Across, over, under, in, out, through, backward, there, around, here, sideways, upstairs, in the park, in the field, in that place, etc.* are some common adverbs of place/direction.

#### **Example:**

- o I went through the jungle.
- o He plays in the field.
- o Alex is going to school.
- o He is staying at my home.

### **Adverbs of Degree (How Much?)**

Adverbs that express the importance/degree/level of the action in the sentence are called **adverbs of degree**. They answer the question 'how much is the action performed?'

*Completely, nearly, entirely, less, mildly, most, thoroughly, somewhat, excessively, much, etc.* are common adverbs of degree.

#### **Example:**

- o She completely forgot about her anniversary.
- o I read the newspaper thoroughly.
- o I am so excited about the new job.
- o Robin hardly studies

### **Adverbs of Manner (How?)**

Adverbs that express the manner/approach/process of the action in the sentence are called **adverbs of manner**. They answer the question 'how is the action performed?'

*Beautifully, equally, thankfully, carefully, handily, quickly, coldly, hotly, resentfully, earnestly, nicely, tirelessly, etc.* are common adverbs of manner. These adverbs usually end in *-ly*.

#### **Example:**

- o Let's divide the prizes equally.
- o Please, handle the camera carefully.
- o Mike is walking slowly.

- o He is running fast.

## Adverbs of Frequency

Adverbs of frequency explain how often the verb occurs. They're often placed directly before the main verb of a sentence.

Examples of adverbs of frequency: never, always, rarely, sometimes, normally, seldom, usually, again

- I *rarely* eat fast food these days.
- Tom *usually* takes his dog for a walk before breakfast.
- They *always* go to the same restaurant every Friday.

## Sentence Adverbs:

A sentence adverb starts the sentence and modifies the whole sentence.

Example:

- o Hopefully, we will win the match.
- o Apparently, the sky is getting cloudy.
- o Certainly, I did not think of coming here.

## Degree of comparison of Adverbs

There are three degrees of comparison in adverbs – the Positive, the Comparative, and the Superlative. The adverbs form their comparatives and superlatives using –er and –est, and more and most. Adverbs that end in –ly use the words more and most to form their comparatives and superlatives.

The one-syllable adverbs use –er in the comparative form, and –est in the superlative form.

Absolute	Comparative	Superlative
early	earlier	earliest
fast	faster	fastest
hard	harder	hardest
high	higher	highest

late	later	latest
loud	louder	loudest
near	nearer	nearest
soon	sooner	soonest

Adverbs which end in -ly or have three or more syllables each form the comparative with more and the superlative with most.

Absolute	Comparative	Superlative
angrily	more angrily	most angrily
brightly	more brightly	most brightly
dimly	more dimly	most dimly
freely	more freely	most freely
gladly	more gladly	most gladly
heavily	more heavily	most heavily
loudly	more loudly	most loudly
quietly	more quietly	most quietly
sweetly	more sweetly	most sweetly
terribly	more terribly	most terribly

The comparative form is used to compare two things.

*Examples:*

- We must not reach there **later** than 7 o'clock.
- You speak **more loudly** than a loudspeaker.
- Sirius shines **more brightly** than all the other stars.

The superlative form is used to compare three or more things.

*Examples:*

- o He arrived **the earliest**, so he had to wait for the others.
- o Why do you have to speak the **most loudly** of all at the meeting?
- o Of all the girls, your sister sang the **most sweetly**.

It is not correct to use -er and more together, or -est and most together.

*Examples:*

- **Incorrect:** The tree is **more taller** than the giraffe.
- **Correct:** The tree is **taller** than the giraffe.
  
- o **Incorrect:** This turkey is **the most oldest** in the farm.
- o **Correct:** This turkey is **the oldest** in the farm.

Some adverbs form the comparative and the superlative irregularly.

Absolute	Comparative	Superlative
badly	worse (than)	worst (the)
far	farther	farthest
far	further	furthest
little	less	least
much/many	more	most
well	better	best

*Examples:*

- o Of the two teddy bears, which do you like **better**?
- o This has to be the **farthest** I have ever walked in my life.



## ONLINE STUDY MATERIAL

### SUBJECT --Hindi

SESSION-2020-21

CLASS-7

## CHAPTER No-10

### TOPIC: सत्साहस

## DAY-1

#### ❖ हमारे रचनाकार:-गणेश शंकर विद्यार्थी

गणेश शंकर विद्यार्थी का जन्म सन् 1890 में ग्वालियर (मध्य प्रदेश) में हुआ था। वे मूलतः पत्रकार थे और उन्होंने भारतीय स्वतंत्रता आंदोलन में बढ़-चढ़कर हिस्सा लिया था। हिंदी समाचारपत्र 'प्रताप' के संस्थापक-संपादक के रूप में उन्हें हिंदी जगत में सम्मान मिला था। समाचारपत्रों के लेखन के माध्यम से वे क्रांतिकारियों को लगातार उद्वेलित तथा उत्प्रेरित करते रहते थे।

#### ❖ पाठ की भूमिका:- यों तो मनुष्य स्वयं को बहुत साहसी मानता है परंतु इस साहस की भी भिन्न-भिन्न श्रेणियां होती हैं। सही अर्थों में सच्चा साहसी वही है जो बाहुबल के स्थान पर अपनी निःस्वार्थ उदारता और कर्तव्य-परायणता के बल पर लोगों के हृदय में सम्मान और स्थान पा जाए।

#### ❖ निहित जीवन-मूल्य :-

- \*साहस
- \*उदारता
- \*कर्तव्यबोध
- \*दृढ़ता

#### ❖ शब्दार्थ:-

- ❖ अभीष्ट=जिसकी इच्छा की जाए
- ❖ क्रोधांध=क्रोध में अच्छे-बुरे का ध्यान न होना
- ❖ प्रशंसनीय=प्रशंसा, तारीफ़ के योग्य
- ❖ कुत्सित=बुरा, नीच

- ❖ अभिलाषा=इच्छा, कामना
- ❖ शूरवीर=बहादुर, वीर पुरुष
- ❖ बेपरवाही=परवाह नहीं करने का भाव
- ❖ स्वार्थहीनता=स्वार्थ का न होना
- ❖ मरणासन्न=मृत्यु का समीप होना
- ❖ निस्संदेह=बिना किसी शक या संदेह के
- ❖ निस्तेज=जिसमें तेज न हो
- ❖ सर्वोच्च=सबसे श्रेष्ठ, उत्तम
- ❖ बलिष्ठता=बलवान होने का भाव
- ❖ सम्मिलित=शामिल
- ❖ कर्तव्य- परायणता=अपने कर्तव्यों या जिम्मेदारियों को पूरा करने का भाव
- ❖ अदृश्य=जो दिखाई न दे
- ❖ अपितु=बल्कि
- ❖ लेशमात्र=ज़रा-सा भी

## DAY-2

### मौखिक कौशल:-

1. इस पाठ में कितने प्रकार के साहस का वर्णन किया गया है?  
उत्तर- इस पाठ में तीन प्रकार के साहस का वर्णन किया गया है।
2. बादशाह अकबर ने शूरवीरों से क्या पूछा?  
उत्तर-बादशाह अकबर ने शूरवीरों से यह पूछा कि ,” तुम क्या काम करते हो?”
3. मारवाड़ क्षेत्र की महिलाएं किसकी वीरता के गीत गाती हैं?  
उत्तर-मारवाड़ क्षेत्र की महिलाएं आज भी बुद्धन और उनके वीर साथियों की वीरता के गीत गाती हैं।

### लिखित कौशल:-

1. किस प्रकार के साहस को प्रशंसनीय नहीं कहा जा सकता?  
उत्तर-क्रोधांध होकर स्वार्थवश साहस करने को किसी प्रकार प्रशंसनीय नहीं कहा जा सकता। इस प्रकार का साहस चोर और डाकू कभी-कभी कर गुजरते हैं। राजा -महाराजा भी अपनी कुत्सित अभिलाषाओं को पूर्ण करने के लिए कभी- कभी इससे भी बढ़कर साहसिक कार्य कर डालते हैं। ऐसा साहस निम्न श्रेणी का साहस है।
2. मध्यम श्रेणी का साहस किनमें पाया जाता है?

उत्तर-मध्यम श्रेणी का साहस प्रायः शूरवीरों में पाया जाता है। वह उनके उच्च विचार और निर्भीकता को भलीभांति प्रकट करता है।

3. बादशाह की आज्ञा पर शूरवीरों ने क्या किया?

उत्तर-बादशाह की आज्ञा पर उन शूरवीरों ने घोड़ों पर सवार होकर अपने-अपने बरछे संभाले और अकबर के सामने ही एक-दूसरे पर वार करने लगे। बादशाह के देखते-देखते दोनों घोड़े से नीचे आ गिरे और मरणासन्न हो गए।

4. सर्वोच्च श्रेणी के साहस में कौन-से गुण होने आवश्यक हैं?

उत्तर-सर्वोच्च श्रेणी के साहस में 'कर्तव्य-परायणता' का सम्मिलित होना अत्यंत आवश्यक है।

5. बुद्धन सिंह की वीरता से संबंधित घटना का वर्णन अपने शब्दों में कीजिए?

उत्तर-मारवाड़ के मौरुदा गांव के ज़मींदार बुद्धन सिंह किसी झगड़े के कारण स्वदेश छोड़कर जयपुर चले गए और वहीं बस गए। थोड़े ही दिनों बाद मराठों ने मारवाड़ पर आक्रमण कर दिया। यद्यपि बुद्धन मारवाड़ को हमेशा के लिए ही छोड़ चुके थे तथापि शत्रुओं के आक्रमण का समाचार पाकर और मातृभूमि को संकट में पड़ा हुआ जानकर उनका रक्त उबल पड़ा। वे अपने संग डेढ़ सौ साथियों को लेकर, बिना किसी के पूछे जयपुर से तुरंत चल पड़े। समय पर अपने देश और राजा की सेवा करने के लिए बुद्धन सिंह मौरुदा गांव पहुंच गए।

6. सत्साहसी व्यक्ति के बारे में लेखक ने क्या कहा है?

उत्तर- सत्साहसी व्यक्ति में एक अदृश्य शक्ति रहती है जिसके बल पर वह दूसरे मनुष्य को कष्ट से उबारने के लिए प्राण तक देने को प्रस्तुत हो जाता है। अपने देश या परिवारवालों के लिए ही नहीं, अपितु संकट में पड़े हुए अपरिचित व्यक्ति की सहायतार्थ भी उसी शक्ति की प्रेरणा से वह संकट का सामना करने के लिए तैयार हो जाता है। अपने प्राणों की वह लेशमात्र भी परवाह नहीं करता। वह हर प्रकार की कठिनाइयों को प्रसन्नतापूर्वक सहता है और स्वार्थ के विचारों को अपने पास फटकने तक नहीं देता।

## DAY 3 7. निम्नलिखित पंक्तियों का आशय स्पष्ट कीजिए--

(क) बादशाह के देखते-देखते दोनों घोड़ों से नीचे आ गिरे और मरणासन्न हो गए। इस प्रकार का साहस निस्संदेह प्रशंसनीय है परंतु ज्ञान की आभा की कमी के कारण निस्तेज-सा प्रतीत होता है। उत्तर-प्रस्तुत पंक्तियां हमारे पाठ्य पुस्तक 'शिखर' के पाठ 10 'सत्साहस' से ली गई हैं। इन पंक्तियों के माध्यम से लेखक यह बताना चाहते हैं कि दोनों शूरवीरों में साहस की कोई कमी न थी। वे निर्भीकता पूर्वक अपने प्राणों की चिंता किए बिना बादशाह के समक्ष अपने साहस का प्रदर्शन करते रहे लेकिन सच्चा साहस हाथ पैर की बलिष्ठता नहीं बल्कि अपने कर्तव्य का ज्ञान होना है। उन शूरवीरों को बल का प्रदर्शन कर साहस दिखाना तो आता था परंतु उन्हें अपने कर्तव्य का बोध नहीं होने के कारण उनका साहस व्यर्थ था।

(ख) कर्तव्य-परायण व्यक्ति के हृदय में यह बात अवश्य उत्पन्न होनी चाहिए कि जो कुछ मैंने किया, वह मेरा कर्तव्य था।

उत्तर-प्रस्तुत पंक्तियां हमारे पाठ्यपुस्तक 'शिखर' के पाठ 10 'सत्साहस' से ली गई हैं। इन पंक्तियों के माध्यम से लेखक यह स्पष्ट करना चाहते हैं कि सत्साहसी व्यक्ति को केवल देश, काल और कर्तव्य पर विचार करना चाहिए। साहसी व्यक्ति हर प्रकार की कठिनाइयों को प्रसन्नतापूर्वक सहता है और स्वार्थ के विचारों को अपने पास फटकने तक नहीं देता। साहसी व्यक्ति वह है जो अपने कर्तव्यों का निर्वहन भली-भांति करता हो एवं उसके हृदय में किसी की सहायता का भाव अपना कर्तव्य जानकर उत्पन्न होना कि स्वार्थवश।

## DAY-4 पाठ 13. गिरिधर की कुंडलियां

हमारे रचनाकार:-गिरिधर कविराय

ऐसा माना जाता है कि कवि गिरिधर का जन्म सन् 1800 के आस-पास पंजाब में हुआ था। उनके नीतिपरक दोहों को 'कुंडलियां' के नाम से जाना जाता है। जन-मानस में पैठ बनाने वाली उन की कुंडलियां अवधि और पंजाबी भाषा में रचित हैं। 'गिरिधर कविराय ग्रंथावली' में इनकी पांच सौ से अधिक कुंडलियां संकलित हैं।

पाठ की भूमिका:-मनुष्य में दूसरों का हित करने की भावना होनी चाहिए तथा उसे अपना प्रत्येक काम सोच-विचारकर करना चाहिए अन्यथा पछताने के सिवाय कोई और रास्ता नहीं रहता। गिरिधर कविराय की प्रस्तुत कुंडलियां हमें इन्हीं सद्गुणों से संबंधित सीख दे रही हैं।

निहित जीवन-मूल्य:-

\*परोपकार

\*संयम

\*सोच-विचारकर काम करना

शब्दार्थ:-

उलीचिए=पानी निकालकर फेंकिए

सुमिरन=स्मरण, याद

परस्वारथ=दूसरों की भलाई

काज=काम

सुचाल=अच्छी चाल

सनमान=सम्मान

टरत=टालना

खटकत=खटकना

जिय=हृदय

## DAY-5

### मौखिक कौशल:-

1. नाव में पानी भर जाए तो क्या करना चाहिए?

उत्तर-नाव में पानी भर जाए तो हमें पानी को दोनों हाथों से निकालकर फेंकना चाहिए।

2. काम बिगड़ने के बाद किसे पछताना पड़ता है?

उत्तर-काम बिगड़ने के बाद बिना सोच-विचारकर काम करने वाले को पछताना पड़ता है।

### लिखित कौशल:-

1. कवि ने परमार्थ के कार्य के लिए क्या करने को कहा है?

उत्तर-कवि ने परमार्थ के कार्य के लिए यह करने को कहा है कि यदि आपके घर में धन-संपदा अधिक हो तो जरूरतमंद व्यक्ति की धन देकर सहायता करनी चाहिए एवं दूसरों की मदद के लिए हमेशा आगे बढ़ना चाहिए।

2. किसी काम को प्रारंभ करने से पहले क्या करना चाहिए?

उत्तर- किसी काम को प्रारंभ करने से पूर्व हमें सोच-विचार अवश्य कर लेना चाहिए।

3. निम्नलिखित पंक्तियों के भावार्थ लिखिए--

(क) कह गिरिधर कविराय बड़न की याही बानी।

चलिए चाल सुचाल , राखिए अपनों पानी।।

उत्तर-प्रस्तुत पंक्तियां हमारे पाठ्यपुस्तक 'शिखर' के पाठ 13 'गिरिधर की कुंडलियां' से ली गई हैं। इन पंक्तियों के माध्यम से कवि यह कहना चाहते हैं कि बड़े बुजुर्गों का भी यही कहना है कि व्यक्ति को अपना व्यवहार या चाल-चलन अच्छा रखना चाहिए। अच्छे चाल-चलन वाले सज्जन पुरुष का समाज में सम्मान बना रहता है।

(ख)कह गिरिधर कविराय दुख कछु टरत न टारे

खटकत है जिय मांहि ,कियो जो बिना विचारे।।

प्रस्तुत पंक्तियां हमारे पाठ्यपुस्तक 'शिखर' के पाठ 13 'गिरिधर की कुंडलियां' से ली गई हैं। इन पंक्तियों के माध्यम से कवि यह कहना चाहते हैं कि यदि कोई कार्य हम बिना सोच-विचारकर करते हैं तो काम बिगड़ जाने पर पछताने के सिवाय कोई और रास्ता नहीं रहता एवं काम बिगड़ जाने का दुख कोई भी कम नहीं कर सकता। बिगड़ा हुआ कार्य देखकर हमेशा हमारे हृदय को कष्ट पहुंचता रहता है।



## **STUDY COURSE MATERIAL**

### **SCIENCE**

**SESSION-2020-21**

**CLASS-VII**

## **CHAPTER -14 MOTION AND TIME**

### **DAY-1**

#### **❖ NCERT MATERIAL**

<https://www.learnbse.in/ncert-class-7-science-book-pdf-free-download/>

<https://byjus.com/ncert-books-for-class-7-science/>

#### **❖ TEACHING MATERIAL**

### **WHAT IS MEASUREMENT**



**Measurement** is very important in our life; from amount of sugar we add to a cup of tea to the clothes we wear.

In order to measure the time, ancient people used some natural events which repeated regularly after fix time intervals, e.g. they found that the sun rises every day in the morning. So, the time between one sunrise and the next I was known as a day. In a similar manner, time from one full moon to the next full moon was. called a month.

## POINTS TO REMEMBER

✓ Measurement of time.

I. For measuring time our ancestor used sundials, water clocks and sand clocks.



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

**Sundial** - It uses the position of the sun to depict time



**Sand Clock (hourglass)** - It uses sand to measure time



**Water Clock** - It uses water to measure time





**Pendulum Clock - It uses a pendulum to measure time**



The SI unit for mass, length, time and temperature are as follows:

- (i) Mass = Kilogram (kg)
- (ii) Length = meter (m)
- (iii) Time = second (s)
- (iv) Temperature = Kelvin (K)

### **MUST WATCH**

[https://youtu.be/sYZ3ETjK8\\_Y](https://youtu.be/sYZ3ETjK8_Y)

### **ASSIGNMENT**

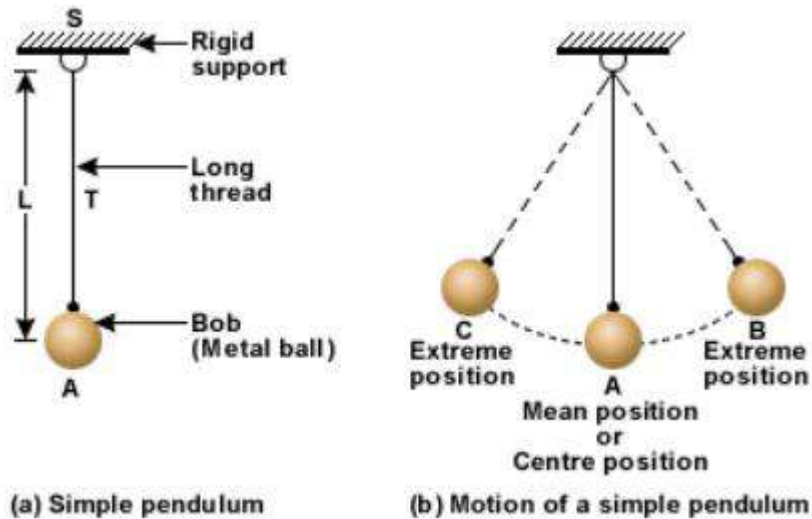
1. Measuring time is more difficult than measuring length. Do you agree? Give reasons.
2. In the SI system, standard units for length, mass, time and temperature are fixed. What are these units?

## **DAY-2**

### **❖ TOPIC- Simple Pendulum**

### **STUDY MATERIAL**

### **Periodic Motion of a 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.

## POINTS TO REMEMBER

### ✓ Simple pendulum.

- I. A simple pendulum consists of a small metallic ball called bob, suspended from a rigid stand by a thread.
- II. When the bob of the pendulum is released after taking it slightly to one side it begins to move to and fro. The to and fro motion of a simple pendulum is an example of an oscillatory or a periodic motion.

## 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)

## Basics of Standard Units

### Units and their standardization

- The standard unit of distance is in metres.
- The standard unit of time is in seconds (s).
- The standard unit of speed is in metre per second (m/s).

There are four categories of systems of units as described below:

- The CGS (centimeter, gram, second) system: In the CGS system of measurement length is measured in centimeters, the mass...
- MKS (meter, kilogram, second) system: In MKS system or metric system, the unit of measurement for length is meter, for...
- FPS (foot, pound, second) system: In this system the unit of measurement for length is foot, for mass it is pound and...
- SI system: The SI system or the International system of standards has now replaced all the...

### EXPERIMENTAL INVESTIGATION

<https://youtu.be/7KJXYYN5Z20>

### VIDEO LINK

<https://youtu.be/7KJXYYN5Z20>

### ASSIGNMENT

1. The time period of a pendulum varies with its length. If the length is increased how does the time period change?
2. Draw a simple pendulum.
3. Why are standard units used in measurements?

# DAY-3

## ❖ TOPIC - SPEED

### TEACHING NOTES

#### Units of Speed

- Speed = Distance travelled in the total time interval.
- Unit of speed is generally measured in metre per second (m/s) and km/h( kilometre per hour).

#### Speedometer and Odometer

- Speedometer records the speed of the vehicle directly in kilometre per hour (km/h).
- An odometer measures the distance moved by the vehicle directly in kilometres(km).

#### Speed

Speed is the rate of change of position of an object with time. The **average speed** of an object in an interval of time is the distance travelled by the object divided by the duration of the interval Hence,

$$\text{Speed} = \frac{\text{Total Distance Covered}}{\text{Total Time Taken}}$$

Unit of Distance is meter or Kilometer and that of time is second or hour. Common units of speed are therefore metre/second or **m/s** or Kilometer/Hour or **km/h**. Units are always written in singular, that is, km/h and not kms/hrs.



If a car takes 30 Mins to travel a Distance of 20 KM, Speed will be:  
Speed = Distance / Time  
Speed = 20 KM / 30 Min or 20 KM / (30/60) Hr  
Speed = 40 KM/Hr

## POINTS TO REMEMBER

✓ Speed. The movement of an object in a unit time is called its speed.

✓ Speed is the distance covered divided by the time taken.

$$\text{Speed} = \text{Distance covered} / \text{Time Taken}$$

## Graphs

- A graph is a **picture** or **diagram** that shows relation between two or more variable quantities.
- A simple graph usually shows the connection between two numbers or measurements in the form of a grid.
- A graph or a chart can be of different types based on number of quantities and representation method.



## VIDEO LINKS

[https://youtu.be/NXncbtPZ1\\_Q](https://youtu.be/NXncbtPZ1_Q)

## ASSIGNMENTS

1. Speed of a moving object depends on two factors—distance moved and time taken. What is the relation between the three quantities—speed, distance moved and time taken?
2. From the given video write all important points.

# DAY-4

## TOPIC : MOTION

### Non-Uniform and Uniform Motions

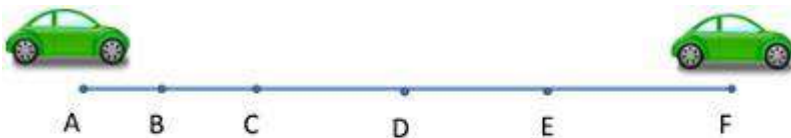
In everyday life, we seldom find objects moving with a constant speed over long distances or for Long duration of time. If the speed of an object moving along a straight line keeps changing, its motion is said to be non-uniform motion.

On the other hand, an object moving along a straight line with a constant speed is said to be in uniform motion. In this case, the average speed is the same as the actual speed.

### Distance-Time Graph

This is usually drawn as a line graph as it taken two variable quantities – Distance and Time. In a Distance-Time graph, Distance is considered on the Y-axis (Vertical) and Time is considered on the X-axis (Horizontal).

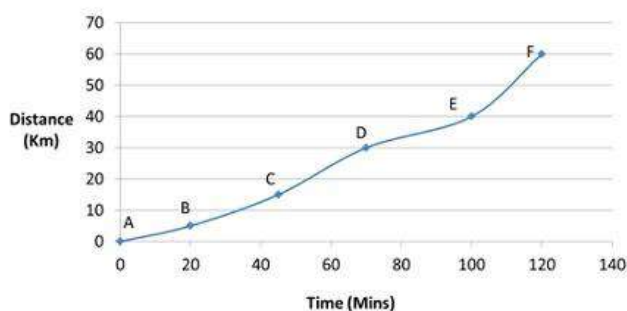
Below is an example of how to prepare a Distance-Time graph based on data



Car moving from point A to Point F through B,C,D and E

Points	Distance (Km)	Time (Mins)	Speed (Km/Hr)
A	0	0	0
B	5	20	15
C	15	45	20
D	30	70	25.7
E	40	100	24
F	60	120	30

Table showing the distance travelled by car to reach every point and the corresponding time taken. Speed shown is the average speed at that particular point.



Distance-Time or D-T Graph



## MUST WATCH

<https://youtu.be/VffF3F-G9Uk>

## ASSIGNMENT

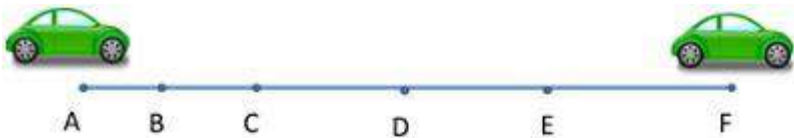
1. Watch the above given videos and note down all important points.

# DAY-5

## Distance-Time Graph

This is usually drawn as a line graph as it taken two variable quantities – Distance and Time. In a Distance-Time graph, Distance is considered on the Y-axis (Vertical) and Time is considered on the X-axis (Horizontal).

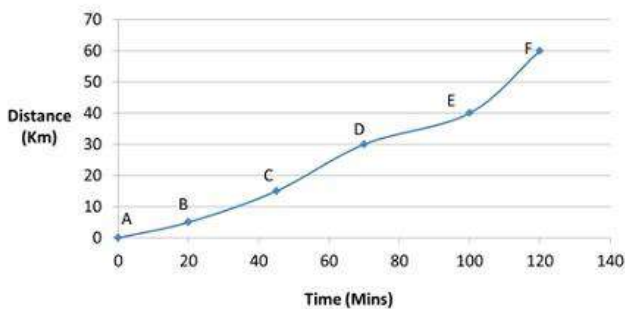
Below is an example of how to prepare a Distance-Time graph based on data



Car moving from point A to Point F through B,C,D and E

Points	Distance (Km)	Time (Mins)	Speed (Km/Hr)
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Table showing the distance travelled by car to reach every point and the corresponding time taken. Speed shown is the average speed at that particular point.



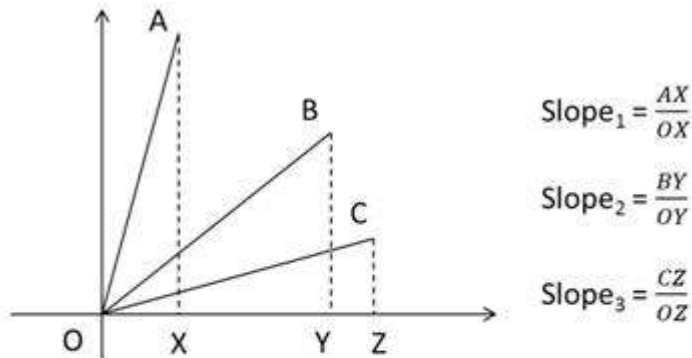
Distance-Time or D-T Graph

Some of the points to be kept in mind while choosing the most suitable scale for drawing a graph are:

- Determine the maximum quantity to be taken on each axis.

- Divide this maximum quantity in smaller equal parts, so that it is easy to mark the points. The number of equal parts to be taken depends upon the data available. For eg, in the above diagram, distance quantity is 10 whereas time quantity is 20.
- Try to draw the graph so that it covers maximum paper space which will make it look clean.

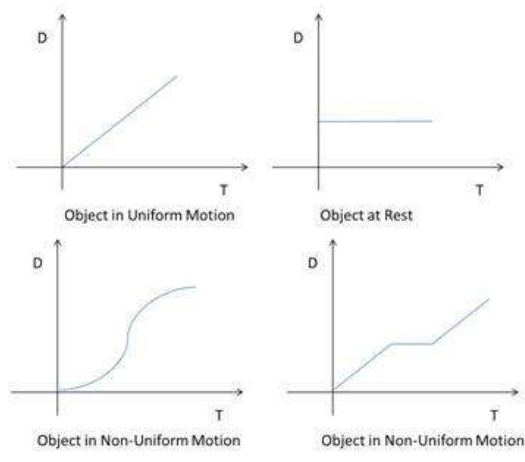
**Slope calculation using D-T Graph:** Slope of a Distance-Time graph (From point A to F) is also the speed at every instant. Higher the slope greater is the speed of that object. Below is a diagram to calculate



Slope/Speed of 3 objects A, B and C  
 Since,  $Slope_1 > Slope_2 > Slope_3$ ,  
 So,  $Speed_1 > Speed_2 > Speed_3$

slope.

### Types of Motions using D-T Graph



### MUST WATCH

<https://youtu.be/qb82WZeWN8g>

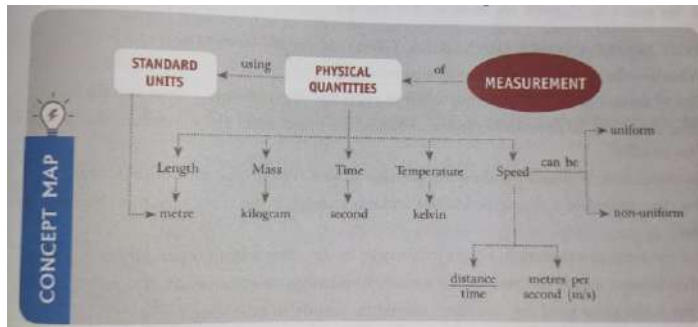
<https://youtu.be/aemCJKt1fG0>

### PPT LINK

<https://www.slideshare.net/subhashgaur100/motion-and-time-for-class-7th>



## CONCEPT MAP.



## ASSIGNMENT

1. For uniform motion, what kind of graph will you get if you plot distance vs time?
2. Watch the above given videos and note down all important points.

## TEXT BOOK EXERCISES

### VERY-SHORT -ANSWER TYPE QUESTION

1. What are the quantities that can be measured called?

The quantities which can be measured are called physical quantities.

For example, the length of an object can be determined by comparing it to an object of known length, such as a ruler.

2. The SI system is used all over the world in everyday measurements. True or false.

True.

The SI system or international system of units is the modern form of the metric system, and it is used all over the world in everyday measurements.

3. Time could not be accurately measured before the principle of the pendulum was discovered. True or false?

True.

Clocks that measure time accurately could be made only after the discovery of the simple pendulum.

4. An object moves to-and-fro about its position of rest. What type of motion is this?

When an object moves to and fro about its position of rest, the motion is known as the periodic motion.

5. The time period of a simple pendulum remains constant even if its length is changed. True or false?

False.

The time period of a simple pendulum changes if its length is changed because the time period is dependent on the length of a simple pendulum.

6. In a mechanical wristwatch, which part works in the same way as a pendulum in a clock?

In a mechanical wristwatch, the balance wheel works in the same way as a pendulum in a clock.

7. What kind of watch will you use to accurately measure short intervals of time?

We will use stopwatch for measuring short intervals of time accurately. This watch is designed to measure the amount of time elapsed from a particular time when activated to until it is deactivated.

8. What is the term used for 'distance covered by a body in unit time'?

The distance covered by a moving body in unit time is known as 'speed'.  
 $\text{speed} = \text{distance}/\text{time}$

9. The \_\_\_\_\_ in the vehicle gives the distance travelled in kilometres.

The odometer in the vehicle gives the distance travelled in kilometres.

10. If the direction of motion and the speed of a body do not change with time, what kind of motion does it have?

If the direction of motion and the speed of a body do not change with time, the body is said to be in uniform motion.

### **SHORT-ANSWER QUESTION**

1. Why are standard units used in measurements?

Standard units are used in measurements because these are reliable and can be uniformly used by everyone. Other units like the footstep and hand span are unreliable because they vary from person to person.

2. The discovery of which principle made the accurate measurement of time possible? What is the principle?

The discovery of the simple pendulum made the accurate measurement of time possible. According to the principle of simple pendulum, if a weight hung from a string is made to swing, it always completes one to and fro motion in exactly the same time.

3. What do you mean by 'time period' of a pendulum?

The time taken by a pendulum for one oscillation is known as its time period.

4. Give an example of a periodic change related to the earth that can be used to measure time.

Our earth completes one rotation on its axis in almost 24 hours. Due to this rotation, we can see sun rise, change its position during the day and finally sun set.

The time between one sunrise and the next is called one day. This concept can be used to measure time.

5. On what principle are modern electronic watches based?

Modern electronic watches are based on the vibrations of the crystals of substance 'quartz' present in it. These crystals can vibrate very fast and at a very precise rate. These vibrations are used to measure time accurately.

6. When is an object said to be in uniform motion?

A body is said to be in uniform motion if it travels in a straight line and covers equal distances in equal intervals of time.

### LONG-ANSWER TYPE QUESTION

1. What is the SI system of units? Name two other systems of units.

The SI system or international system of units is the modern form of the metric system and it is used all over the world in everyday measurements.

In this system, the following standard units are used:

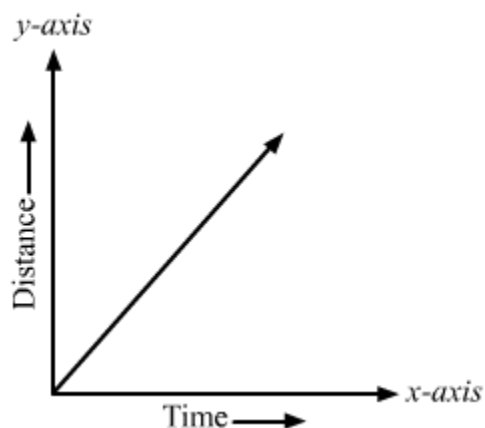
- (1) Metre (m) for length
- (2) Kilogram (kg) for mass
- (3) Second (s) for time
- (4) Ampere (A) for current
- (5) Kelvin (K) for temperature
- (6) Candela (cd) for luminance
- (7) Mole (mol) for number of atoms and molecules

Following are two other systems of units:

- (1) CGS system  
(centimetre, gram and second)
- (2) MKS system  
(metre, kilogram and second)

5. Draw a typical distance-time graph for uniform motion.

In uniform motion, the object covers equal distances in equal intervals of time. Distance-time graph in this case is a straight line.

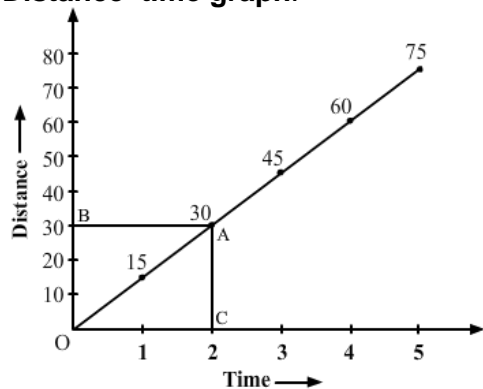


6. Draw a distance-time graph from the following data (Table 1) showing the distance covered by a racing car in fixed intervals of time. Calculate the speed of the car.

Time	Distance (in m)
------	-----------------

(s)	From start point
0	0
1	15
2	30
3	45
4	60
5	75

**Distance–time graph:**



To find the speed from the graph, we take any point A on the straight line graph, then

Speed = Distance travelled/Time taken

$$= OB/OC$$

$$= AC/OC$$

$$= 30/2$$

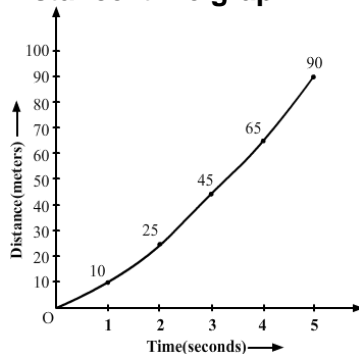
$$= 15 \text{ m/s}$$

7. Draw a distance-time graph from the above data (Table 2) showing the distance covered by a racing car.

Does the car have uniform motion?

Time (s)	Distance (in m) From start point
0	0
1	10
2	25
3	45
4	65
5	90

### Distance–time graph:



No, car does not have uniform motion. From the above graph, it is clear that the car travels unequal distances in equal intervals of time. So it is in non-uniform motion.

### 8. Distinguish between uniform and non-uniform motion

Uniform Motion	Non-uniform Motion
In uniform motion, the object covers equal distances in equal intervals of time.	In non-uniform motion, the object covers unequal distances in equal intervals of time.
In this motion, the speed of the object is constant.	In this motion, the speed of the object is not constant.
The distance–time graph for uniform motion of an object is a straight line.	The distance–time graph for non-uniform motion of an object is a curve.

### HOT-QUESTION ANSWER

1. Why do you think accurate measurements of time became possible much after accurate measurement of length and mass?

The earliest measurements made by us were length and mass. Time was measured in terms of length as distance and time.

Position of sun, moon and stars give idea of days, months and years. Later, mechanical clocks were used to measure time accurately up to minutes. These clocks are based on weights. Today, atomic clocks are used to measure time up to nanoseconds by measuring waves emitted by caesium clock.

Therefore, we think that, over the time, improvements in accuracy in measuring length and mass help in measuring time with more accuracy and precision.

2. You have made a pendulum by tying a stone to a string. Its time period is 1 second. You want to reduce the time period. How will you achieve this?

The time period (T) is directly proportional to the square root of the length (L) of the pendulum.

$$T \propto \sqrt{L} \quad \text{---} \quad \sqrt{T} \propto L$$

So, we can reduce the time period by reducing the length of the string.

3. A car travels along a circular racing track at a constant speed of 100 km/h. Does it have uniform motion?

Yes.

If a car travels in a circular path with constant speed, its motion is called uniform circular motion.

Figure 1 shows the distance-time graph for two racing cars A and B. Which one of them won the race?

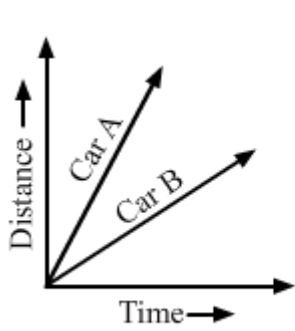


Figure 1

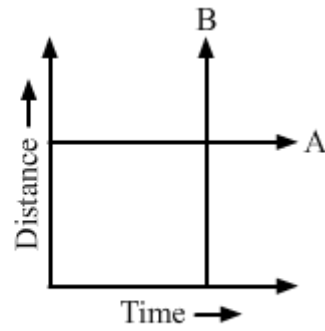
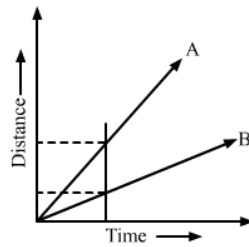


Figure 2

Speed is given by the expression,

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

It is clear from the above expression that the speed of a car is greater if it covers maximum distance in a given interval of time. To compare the distance, draw a line perpendicular to the time axis, as shown in the following distance-time graph.



From the graph, it is clear that for a given time  $t$ , the distance covered by car A is more than car B (i.e. car A is moving faster than car B). Therefore, car A won the race.











v



**STUDY COURSE MATERIAL**  
**SOCIAL SCIENCE**  
**SESSION**  
**2020-21**  
**CLASS -VII**

**TOPIC: State Government**

**DAY-1.**

In a federal form of government, the state government is the government of a country's subdivisions and shares political power with the national government.

In the Constitution of India, which is a sovereign socialist secular democratic republic, the country has three levels of governments: the Central, the States and the Union Territories, besides the third level of governments, comprising the panchayats in rural areas and municipalities in urban areas. In India, the state governments are the level of government below the central government. Each state of the country is governed by the state government. There are 29 state governments in our country, each of which is headed by the governor and the chief minister. The CM also heads the council of ministers.

Structure of the state government

Executive: State Executive comprises the governor and the chief minister with his council of Ministers. The Governor of each state is appointed by

the President for a period of five years. Executive power of the state is vested in the governor. But the actual powers for proper functioning of the state are vested in the CM and his council of ministers.



Video link

<https://youtu.be/foXJjRn8Qa4>

## DAY-2

Judiciary: State high courts have jurisdiction over the whole state. In the states, the judicial setup is headed by the chief justice. He manages and controls the entire judicial system of the state pertaining to criminal, civil and all other forms of litigation. State high courts have to, however, report to the Supreme Court of India, which may override the high court's

findings and judgements.

Legislature: Each state has a legislative assembly. It consists of the governor and one House or two Houses, as the case may be. In seven states, the state government's legislature is bicameral. These states are Bihar, Andhra Pradesh, Telangana, Jammu and Kashmir, Karnataka, Maharashtra and Uttar Pradesh. These states have two Houses known as legislative council and legislative assembly. The rest of the states are unicameral. There is only one House known as legislative assembly. State Legislature or State Assemblies are headed by the speaker

Legislature has two divisions Vidhan Parishad or Legislative Council

Not more than one-third of total number of members or 40 members in legislative assembly of the state, except in J&K with 36 members.

Elected members are called Member of Legislative Council (MLC)

Elected by Governor, MLAs, standing graduates etc.

Vidhan Sabha or Legislative Assembly

Not more than 500 and not less than 60 members (an exception is the Legislative Assembly of Sikkim. It has 32 members)

Fixed number of seats in every state.

Different number of seats for different states

Elected members are called Members of Legislative Assembly (MLA)

Elected by the people of that state

Roles and Responsibilities of the state governments

State governments have separate departments for proper functioning of

the state. States have jurisdiction over education, agriculture, public health, sanitation, hospitals and dispensaries and many other departments.

Internal security: The state governments have to maintain the internal security, law and order in the state. Internal security is managed through state police.

Video link

<https://youtu.be/foXJjRn8Qa4>

## DAY-3

Public order: States have jurisdiction over police and public order

Education: Providing a public education system, maintaining school buildings and colleges, employment of teachers, providing help to under privileged students all come under the education department of the state.

Agriculture: The state governments have to provide support for farmers, funds for best farming practices, disease prevention and aid during disasters such as floods or droughts.

Finances: State legislature handles the financial powers of the state, which include authorisation of all expenditure, taxation and borrowing by the state government. It has the power to originate money bills. It has control over taxes on entertainment and wealth, and sales tax.

Reservation of bills: The state governor may reserve any bill for the consideration of the President.

Transport: State government runs the rains, trams, bus and ferry services and other public transportation in the cities and towns of the States.

Water supply: Water supply to cities and towns for drinking, including irrigation for farmers, is the responsibility of the State governments.

Budget: State governments make budget for state.

Allocation of funds: It has the power to give funds to all its organizations like Zila Parishad, corporation, and other departments

**Powers and Functions of the Chief Minister:**

The Chief Minister holds a pivotal position in the working of the State Government. He has enormous powers and vast responsibilities.

1. To Aid and Advice the Governor:

The Chief Minister is the link between the Cabinet and the Governor. It is he who communicates to the Governor all decisions of the Council of Ministers. He has to furnish such information relating to the administration of the State as the Governor may call for.

The Governor can submit to the consideration of the Council of Ministers any matter on which decision has been taken by a Minister but which has not been considered by the Council of Ministers.

The Governor appoints a large number of top officials of the State. He also summons and prorogues the sessions of State Legislature. All such



powers are exercised by the Governor on the advice of the Chief Minister. The Chief Minister, however, has no right to give advice to the Governor in relation to the functions which he exercises in his discretion.

2. The Chief Minister is at the Head of the Council of Ministers:

As Head of the State Cabinet, the Chief Minister enjoys the following powers:

Video link

<https://youtu.be/foXJjRn8Qa4>

## DAY-4

(i) Formation of the Ministry:

The other Ministers are appointed by the Governor on the advice of the Chief Minister. The Chief Minister has a free hand in preparing the list of his colleagues. The Governor may suggest the names of the persons to be included in the Ministry, but he cannot insist upon any person to be included in the Ministry. Assigning departments or portfolios to the Ministers is done by the Governor on the advice of the Chief Minister.

(ii) Removal of Ministers:

The Ministers hold office during the pleasure of the Governor. This, however, does not mean that the Governor can dismiss his Ministers at

his will. The Government is in fact dependent on the Chief Minister. Therefore, the Chief Minister can reconstruct his Ministry as and when he likes. He may ask anyone of his colleagues to resign. If he declines, he will be dismissed by the Governor.

(iii) The Chief Minister Presides over the Meetings:

As Chairman of the Cabinet, the Chief Minister has a position which enables him to impose his decision. It is he who controls the agenda for the Cabinet meetings. It is for the Chief Minister to accept or reject proposals for Cabinet discussion.

(iv) Co-ordinates the Working of various Departments:

The Chief Minister supervises and co-ordinates policies of the several Ministers and Departments. Several ministries are involved in the formulation and implementation of a policy.

The Chief Minister must bring these activities into reasonable relationship with one-another. In matters of public order, roads and bridges agriculture, land revenue and production, supply and distribution of goods, he plays a special role in directing the policy of the Government.

3. The Chief Minister is the Leader of the House:

The Chief Minister is the leader of the State Legislative Assembly. All principal announcements of policy are made by him. The Chief Minister intervenes in debates of general importance. He can appease an angry House by promising immediate relief or concessions when needed.

Position of the Chief Minister:

The Chief Minister's position is pre-eminent in the State governmental system. In practice, his position will be imposing only when his party commands a clear majority in the State Legislature.

When it is a coalition government, it becomes difficult to safeguard the principle of collective responsibility also. Much of the time and energy of the Chief Minister will, in that case, be wasted on keeping his team united and sufficiently disciplined

**Important link**

<https://youtu.be/foXJjRn8Qa4>

## DAY-5

The powers of a Governor of a state

The governor is the constitutional head of the state. He or she does not have any actual say in the running of a government.

The governor appoints the leader of the party that gets the maximum seats in the assembly as the chief minister.

On the advice of the chief minister, the governor appoints the council of minister, certain high officials, etc.

It is the governor who begins and ends the assembly until session.

On the opening day the governor addresses the joint session of the legislature to brief them about the policies of the government.

The judicial power of the governor includes reducing judicial punishments. If the ruling government has lost the confidence of legislative assembly or the government machinery has broken down, the governor can recommend President's rule in state. In such cases the governor runs the state administration on the instructions of the President

The discretionary powers of the Governor

The governor also possess certain discretionary powers. She or he can make some decisions without consulting the council of ministers. Of the ruling government has lost the confidence of legislative assembly or the government machinery has broken down, the governor can recommend president's rule in the state. In such cases the governor runs the state administration on the instructions of the president.

Video link

<https://youtu.be/foXJjRn8Qa4>

## EXERCISES

- 1) What are the members of Legislative Assembly called?
- 2) What are the members of Legislative Council called?
- 3) What are the functions of the chief minister?
- 4) What are the functions of the governor?
- 5) What is the difference between unicameral and bicameral?

## ONLINE STUDY MATERIAL

### SUBJECT-sanskrit

SESSION-2020-21

CLASS-\_\_7

### CHAPTER No-

TOPIC: \_\_पाठ 8

Study material. 10

पाठ 8

इयं वाटिका मे ( कविता )

शब्दार्थाः

भूरिरम्या - अतिसुन्दर

सर्वकाम्या - सबको अच्छी लगने वाली

श्रिया - शोभा से

क्षुपाणाम् - झाडियों का

खनित्रम् - खुरपी

वातशुद्धि - हवा की शुद्धि

अवाप्ति -- प्राप्ति

प्रणालिम् --क्यारियों को

भवार्थाः

यह मेरी वाटिका है। यह अत्यन्त सुन्दर है, सबको अच्छी लगनेवाली है। मुझे सबसे प्रिय है, फूलों से सुसज्जित है। इसकी शोभा को बढ़ाने के लिए निरन्तर इसकी सेवा होती है, लोगों के द्वारा पूजित है यह मेरी वाटिका है, यह मेरी वाटिका है।

वृक्षों का समूह जल से सींचा जाता है, चिडिया समूह में आती हैं और जल आदि पीती हैं। यह मेरी वाटिका है, यह मेरी वाटिका है।

अपने मित्रों के साथ मैं प्रतिदिन भ्रमण करता हूँ, दौडता हूँ, खेलता हूँ, कूदता हूँ। प्रतिदिन सब मिलकर गाना गाते हैं। यह मेरी वाटिका है।

हम सब साथ मिलकर घूमते हैं, खुरपी लेकर क्यारियाँ बनाते हैं, फिर पानी डालते हैं। यह वाटिका है, यह मेरी वाटिका है।

वातावरण तथा हवा की शुद्धि के लिए हम वृक्ष लगाते हैं, इससे फूलों और फलों की भी प्राप्ति होती है और शोभा भी बढ़ती है। वृक्षों की सुरक्षा करने से पुण्य की प्राप्ति होती है। यह वाटिका है, यह मेरी वाटिका है।

प्रश्नोत्तर

एक पदेन उत्तरत

भ1 वयं कान रोपयामः ?

द्रुमान ।

2 पुष्पाणि कुत्र भवन्ति ?

वाटिकायाम् ।

3 त्वं वृक्षान् केन सिञ्चसि ?

जलेन ।

4 खगाः किं पिबन्ति ?

जलम् ।

5 मित्राणि कुत्र भ्रमन्ति ?

वाटिकायाम् ।

6 ते कुत्र क्रीडन्ति ?

वाटिकायाम् ।

पूर्ण वाक्येन उत्तरत

1 सर्वकाम्या का अस्ति ?

सर्वकाम्या वाटिका अस्ति ।

2 वाटिका कैः भूषिता अस्ति ?

वाटिकाः फलैः भूषिता अस्ति ।

3 केषाम् समूहः जलैः पूरितः अस्ति ?

क्षुपाणाम् समूहः जलैः पूरितः अस्ति ।

4 अहं कैः सह खेलामि ?

अहं मित्रैः सह खेलामि ।

5 वयं केन प्रणालिम् विरचामः ?

वयं खनित्रेण प्रणालिम् विरचामः ।

#### उपपदविभक्ति

उपपदविभक्ति --जो विभक्ति पद -विशेष के योग में आती है उसे उपपदविभक्ति कहते हैं ।

द्वितीया विभक्ति -- उभयतः ,परितः ,सर्वतः ,और प्रति के योग में द्वितीया विभक्ति होती है ।

ग्रामम् परितः मार्गाः सन्ति ।

मार्गम् उभयतः वृक्षाः सन्ति ।

नगरं सर्वतः प्रदूषणम् अस्ति ।

नरेन्द्रः गृहं प्रति गच्छति ।

तृतीया विभक्ति --सह (साथ) ,अलम् (व्यर्थ) के योग में तृतीया विभक्ति होती है ।

पुत्रः पित्रा सह गच्छति ।

कोलाहलेन अलम् ।

चतुर्थी विभक्ति -- नमः (नमस्कार) के योग में चतुर्थी विभक्ति होती है ।

नमः शिक्षकाय ।

नमः देवाय ।

शिवाय नमः ।