JAGAT TARAN GOLDEN JUBILEE SCHOOL PRAYAGRAJ

SESSION: 2020-21
CLASS: VII
SUBJECT: COMPUTER
ASSIGNMENT: 04

STUDY MATERIAL

Dear Parents/Students
Kindly follow these instructions.

- Tap on the following link for explanation.
  https://www.youtube.com/watch?v=uMIjPKUXEEE

- This assignment content has chapter-06 'INTRODUCTION TO HTML5' along with its answer key which is to be done in your computer copy.

CHAPTER 6

INTRODUCTION TO HTML5

IN THE CHAPTER

- Brief History of HTML
- Introduction to HTML
- Writing HTML Documents
- HTML Elements
- HTML Document Structure
- HTML Editors
- Basic Tags of HTML
- Creating an HTML Document
- Viewing an HTML Document
- Elements in HTML

Today, Internet has become an integral part of everyone's life. It is a huge source to get information that can be accessed and shared by millions of Internet users. The information on the Internet is displayed through websites and within websites on different pages, called web pages.

Every web page is actually a HTML file. It may contain text, images, sound, videos and links. Each HTML file is just a plain-text file, but with a .html file extension instead of .txt, and is made up of many HTML tags as well as the content for a web page. The HTML document can be viewed in any web browser.

Brief History of HTML

In 1980, IBM developed GML (General Markup Language). It helps in creating documents in which one can mark headings, title, font and much more. In 1986, this language was standardised and modified, which defined the Standardized Generalized Markup Language (SGML). An extension of GML, SGML was intended to be a language that could be used to define all other markup languages. SGML formed the basis for the development of HTML.

In 1989, Tim Berners-Lee invented HTML. The standard version of it came into existence when HTML 2.0 was announced in 1995.

HTML 3.0 came into existence after two years and then after two years HTML 4.0 was announced. Around 2008, HTML5 came into existence. HTML5 is the latest version of HTML.

The following are features which make it different from the previous versions:

- HTML5 offers new elements for better document structure.
- It is capable of handling incorrect syntax.
- It can contain embedded videos and audio without using external software support or plugins, like Flash Player.
- With Canvas feature, you can also draw images directly into web page.
- It uses structure such as drag and drop which allows to drag and drop the items from one location to another location on the same web page.

Introduction to HTML

HTML stands for **H**yper**t**ext **M**arkup **L**anguage. **Hyper** is the opposite of linear. Old-fashioned computer programs were necessarily linear - that is, they had a specific order. But with a "hyper" language such as HTML, the user can go anywhere on the web page at any time and not just move linearly. Hypertext is the method by which you move around on the web by clicking on special text called hyperlinks which bring you to the next page. **Text** is just what you are looking at now - English characters used to make up ordinary words. **Markup** is what is done to the text to change its appearance. For instance, text can be displayed in different colors. **Language** is the way of communication between web pages, which has its own syntax and rules. HTML is the language that computers read in order to understand web pages.

HTML is not a programming language; it is a markup language that defines the structure of your content. HTML consists of a series of elements, which you use to enclose, or wrap, different parts of the content to make it appear a certain way, or act a certain way. The enclosing tags can make a word or image hyperlink to somewhere else, can italicise words and can make font bigger or smaller and so on.

HTML coding is what makes your website look like a website, rather than just plain text. With HTML, you can:

- Create titles, headings and subheadings
- Make a bulleted or numbered list
- Insert audios and videos (using HTML5)
- Put text in bold or italics
- Add pictures and links to your site, etc.

Writing HTML Documents

HTML is written with normal text and works in a very simple, logical format. It is a tag based language. The instructions or commands are written in the form of text character called tags or markups. Tags instruct a browser to retrieve and display information or graphics on a page.

They are surrounded by two characters < (less than) and > (greater than), which are called angular brackets. The tags make up the entire structure of the document.

HTML tags normally come in pair like <HTML> and </HTML>. The first tag in a pair is the opening tag or the ON tag and the second tag is the closing tag or the OFF tag. The text between the opening tag and closing tag is the element content.

HTML Elements

There are various HTML elements that can be used to construct web pages. HTML tags are predefined and are not case sensitive. This implies that HTML tag can be written in small letters as well as capital letters. For example, <HEAD> or <head> both are correct and will have the same effect. Some tags are accompanied by an attribute. An attribute is a keyword associated with any type of tag and provides extra functionality to a tag. The HTML elements can be categorized as:

- **Container Element:** This element contains an opening as well as a closing tag. It contains some text within it. Example of these tags are <HTML>….</HTML>, <HEAD>….</HEAD>,<TITLE>….</TITLE> and <BODY>……</BODY>.
- **Empty Element:** This element contains only an opening tag. It does not contain any text within it. Example of these tags are
and <HR>.

HTML Document Structure

An HTML document has two main parts: the head and the body.

The head of an HTML document is that part where information such as the document's title, can be placed. All the information in head section deals with internal working of the document.

The body of an HTML document is that part where all the information you wish to view appears. All the tags related to formatting, tables, tests, hyperlinks, etc. are specified in this part of HTML document. But firstly, every HTML document should start by declaring that it is an HTML document. These tags are of the form:

<html>: It should appear at the beginning of your document.

</html>: It should appear at the end of your document.

In HTML documents, structure is very important. An incorrect document structure will result in a broken web page. So, remember the following points while writing the HTML code:

- The tag name and attributes are not case sensitive. For example, <BODY> is same as <body>.
- The values of the attributes can be case sensitive.
- The tag names should have no space before, after or in between. For example, < body>, <head >, < t i t l e> are incorrect.
- The element that is opened first is closed later. For example: <u>Educare</u> is correct whereas <u>Educare</u> is incorrect.

- Values given to attributes should be enclosed within the quotes especially if the value contains any blank space.
- If any attributes are there with the tag, each attribute is separated by a tab, space, or return characters.
- The order of attributes in the tag can be anything. There is no rule for it.
- The attribute's value can be given after the attribute name by giving an equal to (=) sign before it.

HTML Editors

An HTML editor is a program for editing HTML, the markup of a web page. To create an HTML document, you need an HTML editor. There are two types of HTML editors: Text and WYSIWYG.

Text Editors

Text editors use HTML tags to create a web page. If you are using text editors it is required that you have proper knowledge of the HTML commands. Example of text editors are: Notepad, WordPad, Notepad ++, etc.

WYSIWYG Editors

WYSIWYG stands for What You See Is What You Get. This type of editor allows you to create a web page without the use of HTML tags. The content seen during the editing phase closely resembles the final web page. Example of such type of editors are: Microsoft FrontPage, Adobe Dreamweaver, etc.

Basic Tags of HTML

HTML tags are the hidden keywords within a web page that define how the browser must format and display the content, that is why HTML is called a tag based language.

There are four sets of HTML tags that form the basic structure needed for every HTML file:

<html> </html>

<head> </head>

<title> </title>

<body> </body>

Tag	Description
<!DOCTYPE...>	The <!DOCTYPE> declaration tag is used by the web browser to understand the version of the HTML used in the document. Current version of HTML is 5 and it makes use of the following declaration: **<!DOCTYPE html>**
<html>	This tag encloses the complete HTML document and mainly comprises of document header which is represented by **<head>... </head>** and document body which is represented by **<body>... </body>** tags.
<head>	This tag contains information that is important about the web page, but will not appear on the browser window. It can keep other HTML tags like <title>, <link>, etc.
<title>	The title tag defines the title that will appear in the title bar of the web browser. The <title> tag is used inside the <head> tag to mention the document title.
<body>	The body tag contains all the information and other visible contents on the page. All the images, links and plain text must go within the body tag. This tag represents HTML tags like <h1>, <p>, etc.

Creating an HTML Document

The basic tool required for creating an HTML document is a text editor, such as WordPad and Notepad. The text is typed in the word processor and the page can be created. The HTML files have an extension of .html or .htm. Let us see how to open and create a document using Notepad.

Step 1: Open Notepad by clicking on **Start > All Programs > Notepad**.

Step 2: In the Notepad, type the following program:

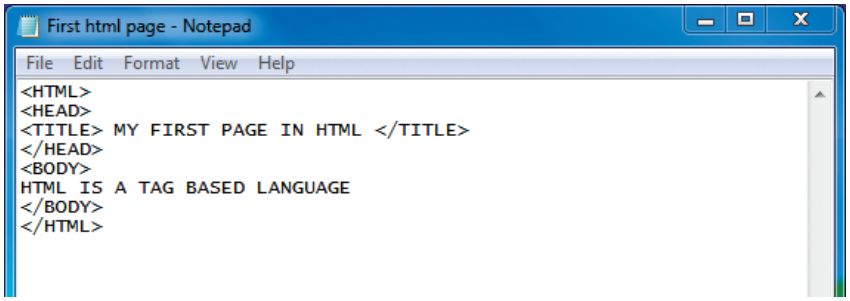


Fig 6.1: Typing simple HTML Program

Step 3: Click on **File > Save**.

Step 4: The **Save As** dialog box will appear. Select the folder where you want to save it.

Step 5: Select **All Files** in **Save as type** option.

Step 6: Type the name in **File name** text box with an extension **.html** or **.htm**.

Step 7: Click on **Save** button.

Viewing an HTML Document

To view an HTML document, you need a web browser, such as Internet Explorer, Microsoft Edge or Google Chrome.

Step 1: Double-click on **Internet Explorer** icon on the desktop to open the browser.

Step 2: Press **Ctrl + O** to access the **Open** dialog box or enter the letter for the drive, in which your HTML file is present, in the address bar.

Step 3: Press **Enter** key. The directories and files on that particular drive will be displayed. Now, navigate the directory that contains the file you want to open.

Step 4: Click on the HTML file. The browser will display the page.

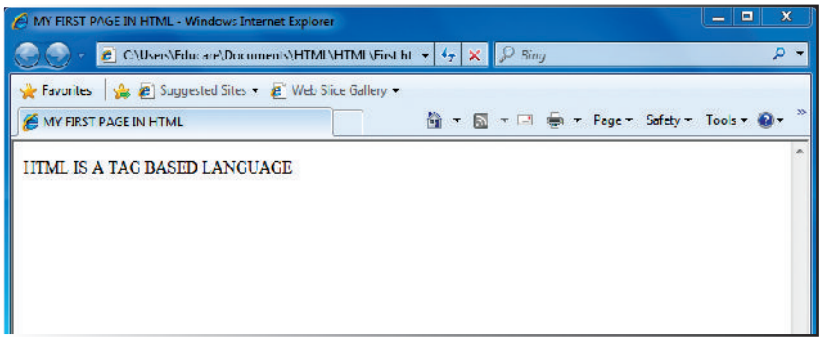


Fig 6.2: Viewing an HTML document in Internet Explorer

Elements in HTML

Heading Elements

Heading elements are used to break up large areas of text, announce topics to follow and all range of information according to a logical hierarchy. Page headings are created with the <hn> tag, in which n is a number between 1 and 6. For example:

Syntax: <hn>Heading</hn>

Unless otherwise specified, headings are displayed using a larger size of the default font. There are six levels of heading, each using a slightly smaller font size. <h1> is the highest level and the largest level of all headings and <h6> is the lowest level and the smallest lavel of all headings.

Heading tags can have following attributes:

Attributes	Effect
ALIGN = LEFT	Aligns the heading on the left.
ALIGN = RIGHT	Aligns the heading on the right.
ALIGN = CENTER	Aligns the heading in the center.
ALIGN = JUSTIFY	Aligns the heading between the two margins.

Syntax: <Hn Align= Right> Right Aligned Heading </Hn>.

By default, all browsers align headings on the left.

```
<HTML>
<HEAD>
<TITLE> HEADINGS IN HTML </TITLE>
</HEAD>
<BODY>
<H1 Align= Left> First Level Heading </H1>
<H2 Align= Center> Second Level Heading </H2>
<H3> Third Level Heading </H3>
<H4 Align =Right> Fourth Level Heading </H4>
<H5 Align = Justify> Fifth Level Heading </H5>
<H6> Sixth Level Heading </H6>
</Body>
</HTML>
```

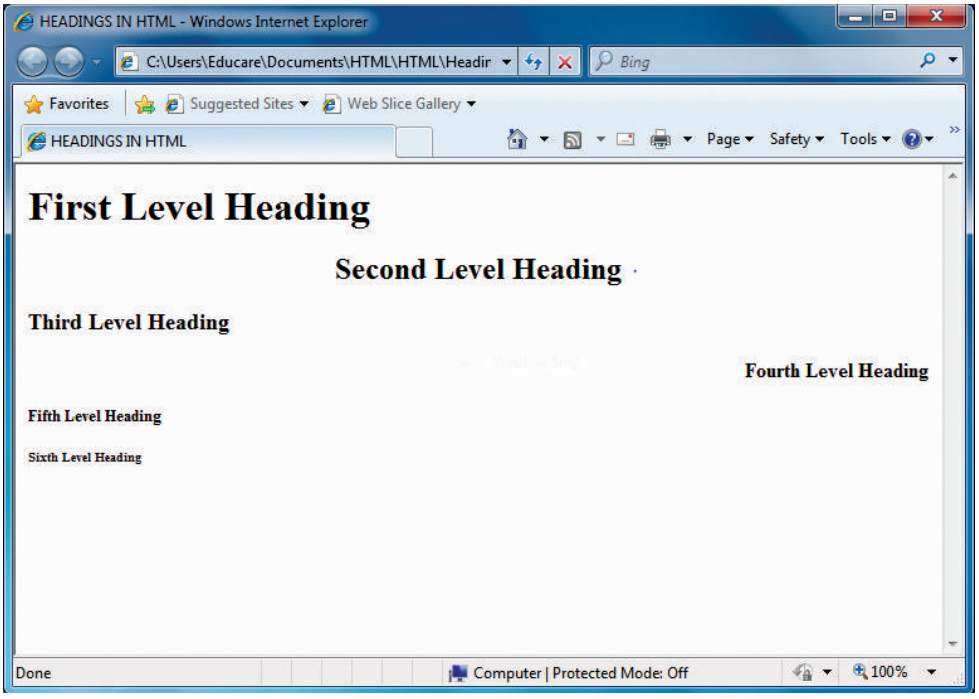


Fig 6.3: Displaying different levels of headings with different alignments

Body Tag

The Body tag encloses whatever we see on the Web page. This tag and its attributes affect the look and appearance of a Web page. For example, the font, font size and font color, etc. can be changed by using the attributes within <BODY> and </BODY> tag.

The following table describes all the attributes that can be used with <BODY> tag.

Attribute	Syntax	Description
BACKGROUND	**<BODY BACKGROUND = "URL of the image">**	This attribute is used to set an image as a background for the page. For example to set an image named flower.jpg which is in any folder of your computer, type **<BODY BACKGROUND = "flower.jpg">**.
BGCOLOR	**<BODY BGCOLOR = "color name">**	This attribute sets the colour of the background. Suppose to set colour of the background as blue, type **<BODY BGCOLOR = "blue">**.
TEXT	**<BODY TEXT = "color name">**	This attribute sets the color of the text on the Web page. Suppose to set color of the text as red, type **<BODY TEXT = "red">**.
LEFTMARGIN, RIGHTMARGIN, TOPMARGIN, BOTTOMMARGIN	**<BODY LEFTMARGIN = "value">** **BODY RIGHTMARGIN = "value">** **BODY TOPMARGIN = "value">** **BODY BOTTOM MARGIN= "value">**	Left margin refers to the empty space to the left of the Web page. The value of the margin is defined in pixels. Suppose, if you want to set left margin to 70 pixels, type **<BODY LEFTMARGIN = "70">**. Similarly, you can set other three margins on webpage.

```
<HTML>
<HEAD>
<TITLE> HAPPINESS </TITLE>
</HEAD>
<BODY TEXT="GREEN" LEFTMARGIN="100" TOPMARGIN="100">
HAPPINESS IS BY CHOICE NOT BY CHANCE
</BODY>
</HTML>
```

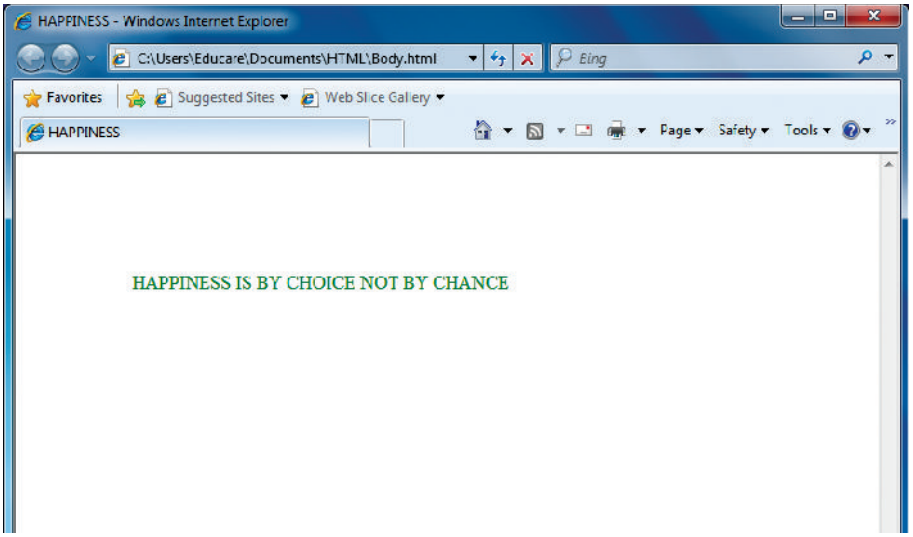


Fig 6.4: Displaying use of attributes of the Body tag

Paragraph Formatting Tags

Usually, a new paragraph is created in a document by pressing the Enter key. But in case of HTML document, the paragraph created by the Enter key is not understood by the browser. A web browser ignores all the blank spaces or carriage returns typed into the text editor. In HTML, you can separate your text into different paragraphs and as well as display the text with all the blank lines and tabs as you enter the code using <P> and <PRE> tag.

a) The <P> tag: It is used in the HTML for inserting a paragraph break at the given place in the text. It is used to separate the text into different paragraphs. The alignment of the paragraph can be set using the ALIGN attribute. There are three types of alignment- left, right and center.

b) The <PRE> tag: It stands for preformatted text, which means that the text in the browser will be displayed in a fixed-width font with all the blank lines and tabs. This tag displays the text in the same way as you have typed in the code. The default font style used with PRE tag is the Courier font.

```
<HTML>
<HEAD>
<TITLE> Water Cycle </TITLE>
</HEAD>
<BODY>
<P Align=center> What is Water Cycle? </P>
<P>The water cycle, also known as the hydrological cycle. </P>
It describes the continuous movement of water on, above and below the
surface of the Earth.
<PRE>
```

```
<B> Make every drop of water count!!!!  </B>
</PRE>
</BODY>
</HTML>
```

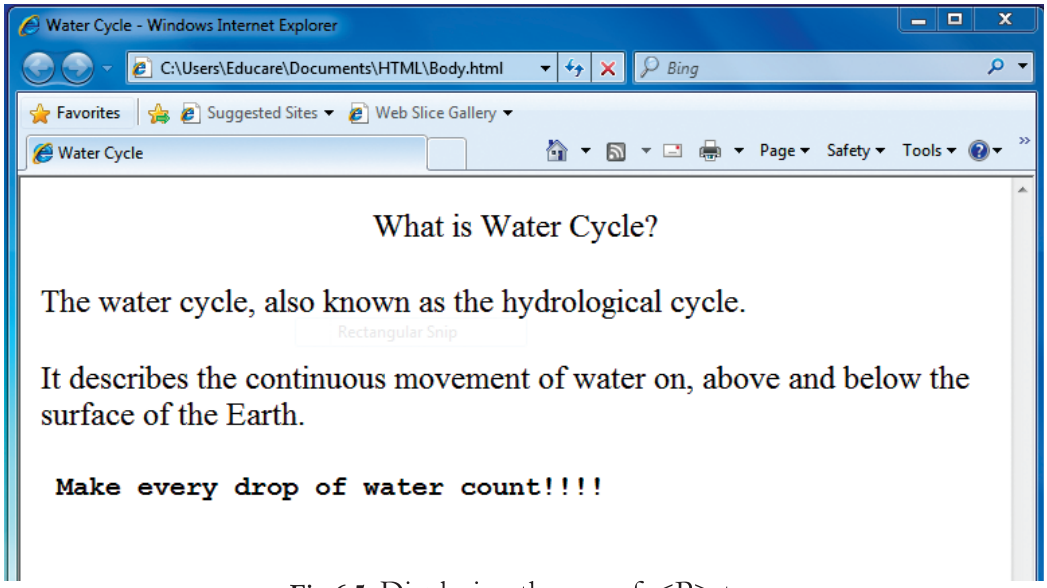


Fig 6.5: Displaying the use of <P> tag

The <FONT> Tag

The <FONT> tag element is used to change the font size, font style and color of the text that is to be displayed on a Web page. This element has three attributes –SIZE, COLOR and FACE. These attributes are used to make the text more attractive and eye-catchy for the user. The FONT tag is used within BODY tag.

Attribute	Syntax	Description
SIZE	**<FONT SIZE = "font size">**	This attribute specifies the size of the font. The value lies between 1(smallest) to 7 (largest). The default browser size is 3. For example, to set the font of any text to 5, type **<FONT size ="5" text </FONT>**.
FACE	**<FONT FACE= "font style">**	This attribute specifies the style of the font. For example, to set the font style of any text to Comic Sans MS, type **<FONT face = "Comic Sans MS" text </FONT>**.
COLOR	**<FONT COLOR= "font colour name">**	This attribute specifies the colour of the font. The default font colour is black. For example, to set the font colour of any text to blue, type **<FONTcolor = "blue" text </FONT>**

Apply IT

Write the following HTML code and view the output in the browser:

```
<HTML>
<HEAD>
<TITLE> SUCCESS </TITLE>
</HEAD>
<BODY>
<FONT size="5" color="red" face="Algerian">
Success is the sum of repeated efforts Day In and Day Out.
</FONT>
</BODY>
</HTML>
```

Line Break
 Tag

The <BR> tag is used to insert or provide blank lines. Therefore, whenever you want to provide breaks in the text or want the text to appear as a new separate line, you need to use the <BR> tag. The text which is enclosed between the <BR> tag will appear as a separate line in the web browser. It is an empty element, which means it does not have a closing tag.

Horizontal Rule <HR> Tag

In HTML, you can create a horizontal rule using the <HR> tag. This tag is used to insert a horizontal line, which can be used to separate paragraphs or sections in a web page. The horizontal line is started from a new line and any text after this tag is displayed in a new line.

The <HR> tag is an empty tag. It has the following attributes:

Attribute	Syntax	Description
Align	**<HR Align="alignment">**	Sets the alignment of the line in the web page. There are three alignments left, right and center. For example, **<HR Align= "right">**.
Size	**<HR Size="value">**	Sets the size / length of the horizontal line in web page. For example, **<HR size= "40">**.
Width	**<HR Width="value">**	Sets the width of the horizontal line. The value has to be specified in percentage. For example, **<HR width="30%">**.
Color	**<HR Co lor="colour name">**	Sets the colour of the horizontal line. For example, **<HR color= "green">**.
No shade	**<HR NOSHADE>**	Sets the horizontal line in a solid no shade colour. This is a Boolean attribute and does not contain any value.

Apply IT

Write the following codes for using horizontal rule and observe the output.

- <hr size= "5" color="orange" width = "50%" align="center">
- <hr size= "12" color="green">

Physical Tag

A physical character tag controls how the characters are formatted. These tags are used inside the <BODY> tag. These are used to change the physical appearance of the character. For instance, you might display some characters as bold or italic. These are container tags. Listing below displays some common physical character tags.

Physical Text Style Tag	Used For
<B>	Defining text in bold letters
<I>	Defining text in italics
<U>	Underlining the text
<BIG>	Defining text in a big font
<SMALL>	Defining text in a small font
<S> or <STRIKE>	Striking the text
<TT>	Displaying text as typewriter font
<SUB>	Displaying text below the normal text
<SUP>	Displaying text above the normal text

```
<HEAD>
<TITLE> SCIENCE FORMULA </TITLE>
</HEAD>
<BODY>
<B> The chemical formula for <U>Carbon Dioxide </U></B> - <I> CO<SUB>
2</SUB> </I>
</BODY>
</HTML>
```

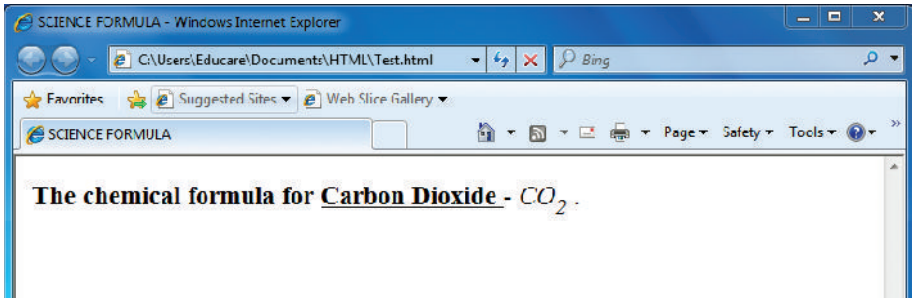


Fig 6.6: Displaying use of <B>, <U>, <I> and <Sub> tags

Apply IT

Write the following code to try different physical tags.

```
<HTML>
<HEAD>
<TITLE> Physical Tags </TITLE>
</HEAD>
<BODY>
<PRE>
<U> <TT>ALGEBRAIC</TT> IDENTITY</U>
<B>(a + b)<SUP>2</SUP>= a<SUP>2 </SUP> + b<SUP> 2</SUP> + 2ab </B>
 </PRE>
</BODY>
</HTML>
```

RECAP

- HTML stands for Hypertext Markup Language.
- Tags are surrounded by two characters < (less than) and > (greater than), which are called angular brackets.
- HTML tags are not case sensitive.
- There are various HTML elements that can be used to construct web page.
- HTML elements are of two types: Container Element and Empty Element.
- Container element contains an opening as well as a closing tag.
- Empty element contains only an opening tag.
- An HTML editor is a program for editing HTML, the markup of a web page.
- The <FONT> tag element is used to change the size, font style and color of the text that is to be displayed on a web page.
- The <BR> tag is used to insert or provide blank lines.
- You can create a horizontal rule using the <HR> tag.

Chapter 6

INTRODUCTION TO HTML5

EXERCISE

A. Tick (✓) the correct answer.

1. Which of the following is not an example of text editor?
   a) NotePad b) WordPad ✓c) Adobe Dreamweaver
2. This is the first tag in the HTML file.
   a) <title> b) <head> ✓c) <html>
3. The HTML tags are closed within _____.
   ✓a) <> b) # & # c) ? & !
4. The opening tag is _____ tag.
   ✓a) ON b) OFF c) First
5. Background, Bgcolor, Text are attributes of _____ tag.
   ✓a) Body b) Paragraph c) Font
6. This contains some extra information about a particular tag.
   a) Head tag ✓b) Attribute c) Body tag
7. In HTML, M stands for _____.
   a) Main b) Mark ✓c) Markup

B. Fill in the blanks.

1. In HTML5, Canvas feature helps in drawing images directly in the web page.
2. Web browsers are used to view HTML documents.
3. The <br> tag is used to insert line breaks.
4. The <html> tag marks the beginning of a new project.
5. The largest level of all heading is H1.
6. HTML is used for designing web pages.

C. Write True (T) or False (F).

1. <B>, <I>, <U> are empty tags. F
2. The tag name and attributes are case sensitive. F
3. The <Body> ……. </Body> tag is used to display the title. F
4. NotePad is a text editor. T

5. The <HR> tag is used to insert a straight horizontal line across the web page. T
6. Physical tags are used to change the physical appearance of the character. T

D. Read the following statements and write the related HTML tag with its attributes.

1. To begin a new paragraph. <P>
2. To change the font style of a particular paragraph. <FONT FACE>
3. To underline the heading of a web page. <U>
4. To set the color of the background. <BODY BGCOLOR>
5. To display some text to appear below the normal text. <SUB>
6. To display the text in the same way as it is typed in the code. <PRE>

E. Write the HTML codes or tags for the following statements.

1. To set an image 'Butterfly.jpg' as background image of the webpage.

A. <BODY BACKGROUND = "Butterfly.jpg">

2. To create horizontal rule of blue color with thickness of 5.

A. <HR COLOR = "BLUE" SIZE="5">

3. A webpage with yellow color background and green text on it.

A. <BODY BGCOLOR= "YELLOW" TEXT= "GREEN">

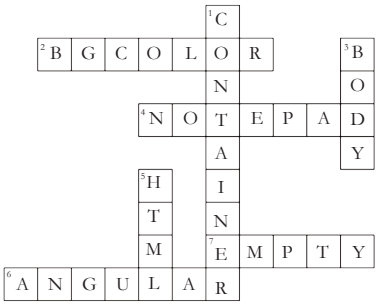
4. To display the chemical formula of water – H2O.

A. <BODY> H ₂ O </BODY>

5. To set the text font style of a paragraph to 'Comic Sans MS', color to 'green' and size to 5.

A. <FONT FACE= "Comic Sans MS" COLOR = "GREEN" SIZE="5">

F. Solve the puzzle.



G. Short answer type questions.

1. What is HTML?

A. HTML stands for Hyper Text Markup Language.It is a markup language that defines the structure of contents on a web page.

2. How many types of headings can we have in HTML document?

A. There are six levels of headings in HTML. <h1> is the highest and the largest level of all headings and <h6> is the lowest and the smallest level.

3. What are container elements?

A. Container elements contain an opening as well as a closing tag. It contains some text within it. Example of these tags are <HTML>....</HTML>, <HEAD>....</HEAD>.

H. Long answer type questions.

1. What do you understand by HTML tags? Give examples.

A. HTML tags are the hidden keywords within a web page that define how the browser must format and display the content that is why HTML is called a tag-based language.

For example: <html> tag encloses the complete HTML document and mainly comprises of document header which is represented by <head>...</head> and document body which is represented by <body>...</body> tags.

2. What is <BR> tag? How do you use it?

A.
 tag is used to insert or provide blank lines. It is used to provide breaks in the text. The text which is enclosed between the <BR> tag will appear as a separate line in the Web browser. It is an empty element, which means it does not have a closing tag.

3. List the attributes of <HR> tag.

A.

ATTRIBUTES	SYNTAX	DESCRIPTION
Align	<HR Align= "alignment">	Sets the alignment of the line in the Web page.
Size	<HR Size="value">	Sets the size / length of the horizontal line in Web page.
Width	<HR Width="value">	Sets the width of the horizontal line. The value has to be specified in percentage.
Color	<HR Color="color name">	Sets the color of the horizontal line.
NoShade	<HR NOSHADE>	Sets the horizontal line in a solid noshade color. This is a Boolean attribute and does not contain any value.

4. What is the difference between the container tag and the empty tag? Give example.

A. Container Tag: This element contains an opening as well as a closing tag. It contains some text within it. Example of these tags are <HTML>....</HTML>, <HEAD>....</HEAD>.

Empty Tag: This element contains only an opening tag. It does not contain any text within it. Example of these tags are
and <HR>.

I. Application based questions.

1. Shilpa wants to create a website for her school. She wants to create an online enquiry form in it. Shilpa also wants to display the images and videos of the school events. Which language she should use to create the website?

A. HTML

2. Ram wants to know the name of the text editors that can be used to write the code for an HTML webpage. Which editors can he use?

A. NOTEPAD or WORDPAD

3. Rahul has encountered an error while writing the HTML code. Kindly write the correct code for him.

<HEAD> My File <TITLE>Shopping made easy online </HEAD> </TITLE>

A. <HTML> <HEAD> My File <TITLE>Shopping made easy online </TITLE> </HEAD></HTML>

Jagat Taran Golden Jubilee School

Class 7

Subject- Mathematics

Assignment-4

Read Chapter 5 : Lines and Angles

Link for the chapter=>

https://diksha.gov.in/play/content/do_31299112229806899212 01

link for the video=>

https://diksha.gov.in/play/content/do_31290683094402662413264?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31304485372202188815108%26utm_campaign%3Dshare_content

Do in your maths copy ;

- Write important definitions and draw(Line segment, ray, angle, complementary angles, supplementary angle, adjacent angles, linear pair, vertically opposite angles ,intersecting lines and point of intersection ,transversal ,parallel lines) .
  Link for 2 video =>
  https://diksha.gov.in/play/content/do_31274791695056076814813?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31274791695056076814813%26utm_campaign%3Dshare_content
- Do questions from Exercise 5.1
- If a line is a transversal to two lines draw the 8 angles formed and write their special names.
- Write the conditions that will result ,if two parallel lines are cut by a transversal ,also draw the figure .
  Link for 3 video=>
  https://diksha.gov.in/play/content/do_31274791698214912014815?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31274791698214912014815%26utm_campaign%3Dshare_content
- Do questions from Exercise 5.2.

JAGAT TARAN GOLDEN JUBILEE SCHOOL

Class – 7

Subject :- science

(2020 – 21)

Assignment – 4

1) Read chapter 4 (Heat) properly from NCERT science text book Or NCERT e – book from the link given below.
2) Do the following questions in your assignment copy :-
    (a) Explain land breeze and sea breeze with help of diagrams.
    (b) Explain why Mercury is chosen as the thermometric liquid?
    (c) Explain why more layers of clothes keep us warmer during winters?
    (d) State the precautions to be taken while using clinical thermometer.
3) Link for NCERT e – book 👇
   https://diksha.gov.in/play/content/do_31299112249602867212 02
4) Link for the assignment 👇
   https://diksha.gov.in/play/content/do_3127985862586286081 7312
5) Link for the video tutorial 👇
   https://diksha.gov.in/play/content/do_3127957064735047681 11656

   https://diksha.gov.in/play/content/do_3127957064213708801 10390

Teacher – snigdha bhattacharya

प्रेषक - विषय अध्यापिका स्तुति गर्ग

जगत तारन गोल्डेन जुबली विद्यालय

कक्षा - ७

(सत्र - २०२०-२१)

विषय - संस्कृत कार्यपत्रक संख्या - ४

पाठ संख्या - ४ गृध्रमार्जारकथा

निर्देश- प्रदत्त कार्य-पत्रक संख्या - ४ के समस्त प्रश्नों के उत्तर संस्कृत उत्तरपुस्तिका में लिखो -

प्रश्न संख्या - १.निम्नलिखित शब्दों में 'क्तवतु' प्रत्यय का प्रयोग दिए गए वीडियो को देखकर लिखो-

https://youtu.be/dhIOvyZ8PJM

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग

	पुल्लिंग	स्त्रीलिंग
(क) चल्+क्तवतु =	_____	_____
(ख) कृ +क्तवतु =	_____	_____

प्रश्न संख्या - २. नीचे दिए गए शब्दों में सन्धि करो-

(क) स्व +आहारात् = _____

(ख) सः+अवदत् = _____

प्रश्न संख्या - ३.नीचे दिए गए शब्दों से संस्कृत में वाक्य बनाओ -

मार्जारः , बालिका

प्रश्न संख्या - ४.निम्नलिखित वाक्यों का संस्कृत में अनुवाद करो -

(क) मैनें चाँद को देखा।

(ख) पक्षियों के बच्चे शोर करने लगे।

प्रश्न संख्या - ५.निम्नलिखित वाक्यों का हिन्दी में अनुवाद करो -

(क) अहिंसा परमो धर्मः।

(ख) एकः वृद्धः गृध्रः वसति स्म।

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग

पाठ संख्या - ४ गृध्रमार्जारकथा

गृध्रमार्जारकथा

एकस्मिन् पर्वते एकः विशालः शाल्मलीवृक्षः आसीत्। तत्र जरद्गवो नाम वृद्धः गृध्रः वसति स्म। अन्ये खगाः तस्मै जरद्गवाय स्वाहारात् किञ्चित् किञ्चित् यच्छन्ति स्म। सोऽपि खगशिशूनां रक्षणं करोति स्म।

एकदा दीर्घकर्णो नाम एकः मार्जारः खगशिशून् खादितुं तत्रागतवान्। तं दृष्ट्वा शिशवः भयेन कोलाहलं कृतवन्तः। तत् श्रुत्वा जरद्गवः मार्जारं पृष्टवान्—"कः त्वम्? अत्र कथम् आगतवान्?" सोऽवदत्—"अहं मार्जारः।"

गृध्रोऽवदत्—"मार्जाराः मांसप्रियाः भवन्ति। अत्र पक्षिशावकाः निवसन्ति। अतः दूरं गच्छ, अन्यथा त्वां मारयिष्यामि।"

मार्जारोऽवदत्—"अहं गङ्गायां नित्यं स्नात्वा अहिंसाव्रतम् आचरामि। भवान् अतीव धर्मपरायणः इति जानामि। अतोऽत्र धर्मवार्तां श्रोतुम् आगतवान् अस्मि। अस्ति मम विचारः—अहिंसा परमो धर्मः।"

गृध्रस्य मनसि विश्वासः जातः। ततः सः मार्जारः प्रतिदिनं खगशिशून् कोटरं नीत्वा खादति स्म। क्रमशः शिशूनाम् अभावेन चिन्तिताः खगाः इतस्ततः अन्वेषणं कृतवन्तः। ते वृक्षकोटरे अस्थीनि दृष्टवन्तः। ते चिन्तितवन्तः यत् जरद्गवः एव शिशून् खादितवान्। अतः मिलित्वा ते तं जरद्गवं हतवन्तः। अत एव कथ्यते—

अज्ञातकुलशीलस्य वासो देयो न कस्यचित्।

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग

शब्द-संग्रह (Word List)

गृध्रमार्जारकथा = गीध और बिलाव की कथा (the story of a vulture and a male cat)
शाल्मली वृक्षः = सेमल का पेड़ (silk-cotton tree)
स्वाहारात् (स्व + आहारात्) = अपने भोजन से (from their own food)
यच्छन्ति स्म (दाण्/यच्छ्) = देते थे (used to give)
सोऽपि (सः + अपि) = वह भी (he also)
खगशिशूनाम् = पक्षियों के बच्चों की (of the young of birds)
रक्षणम् = बचाव (protection)
मार्जारः = बिलाव (male cat)
खादितुम् = खाने के लिए (to cat)
तत्रागतवान् (तत्र + आगतवान् [आ-गम्]) = वहाँ आया (came there)
कोलाहलम् = शोरगुल (commotion)
कृतवन्तः (कृ) = किया (did)
पृष्टवान् (प्रच्छ्) = पूछा (asked)
मांसप्रियाः = मांसप्रेमी (fond of meat)
मारयिष्यामि (मार्) = मारूँगा ([I] shall kill)
स्नात्वा = नहाकर (having taken a bath)
अहिंसाव्रतम् = अहिंसा का संकल्प (pledge of nonviolence)
अतीव (अति + इव) = बहुत अधिक (extremely)
धर्मपरायणः = धार्मिक (religious)
श्रोतुम् = सुनने के लिए (to listen)
विचारः = विचार (opinion)
मनसि = मन में (in [his] mind)
जातः (जन्) = जागा, जन्मा (arose, was born)
कोटरम् = खोह (hollow)
नीत्वा = ले जाकर (having brought)
अभावेन = अभाव के कारण (owing to the absence)
चिन्तिताः = परेशान (worried)
इतस्ततः (इतः + ततः) = इधर-उधर (here and there)
अन्वेषणम् (अनु + एषणम्) = खोज (search)
अस्थीनि = हड्डियाँ (bones)
दृष्टवन्तः (दृश्) = देखा (saw)
खादितवान् = खाया (ate)
हतवन्तः (हन्) = मारा (killed)
अज्ञातकुलशीलस्य = अनजान वंश और स्वभाव वाला (one whose family and behaviour are not known)
वासो देयो न (वासः + देयः + न) = आश्रय नहीं दिया जाना चाहिए (shelter should not be given)
कस्यचित् = किसी (anyone)

• **पढ़ें और समझें (Read and understand)**

◊ *विसर्ग सन्धि*— स्वर या व्यञ्जन वर्णों के संयोग से विसर्ग में जो विकार होता है, उसे विसर्ग सन्धि कहते हैं। यथा—

सः + अवदत् = सोऽवदत्
वासः + देयः + न = वासो देयो न
मार्जारः + च = मार्जारश्च
अतः + अत्र = अतोऽत्र

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग

◊ 'क्तवतु' प्रत्यय— भूतकाल (past tense) की क्रियाएँ धातु में 'क्तवतु' प्रत्यय जोड़कर भी बनाई जाती हैं। इनका प्रयोग लङ् लकार के रूपों की अपेक्षा सरल है। पुरुष-भेद से इनमें भिन्नता नहीं आती है। यथा— अहं गतवान् (उत्तम पुरुष), त्वम् गतवान् (मध्यम पुरुष) और बालकः गतवान् (प्रथम पुरुष)। किन्तु लिङ्ग और वचन के भेद से इनके रूप बदल जाते हैं। 'क्तवतु' प्रत्यय वाले शब्दों के अंत में पुँलिङ्ग में तवान्, तवन्तौ, तवन्तः और स्त्रीलिङ्ग में तवती, तवत्यौ, तवत्यः जुड़ते हैं।

भूतकाल (Past Tense)

लिङ्ग	वचन	लङ् लकार का प्रयोग	'क्तवतु' प्रत्यय का प्रयोग
पुँ॰	एक॰	रामः अगच्छत्।	रामः गतवान्।
स्त्री॰	एक॰	सीता अगच्छत्।	सीता गतवती।
पुँ॰	एक॰	त्वम् अलिखः।	त्वं लिखितवान्।
स्त्री॰	एक॰	त्वम् अपश्यः।	त्वं दृष्टवती।
पुँ॰	बहु॰	वयम् अपठाम।	वयं पठितवन्तः।
स्त्री॰	बहु॰	वयम् अखादाम।	वयं खादितवत्यः।

◊ पाठ में आपने उकारान्त पुँलिङ्ग शब्द 'शिशु' का प्रयोग देखा। 'शिशु' जैसे सभी उकारान्त पुँलिङ्ग शब्दों के रूप 'साधु' के समान चलते हैं। (रूप के लिए परिशिष्ट देखें।)

अभ्यास

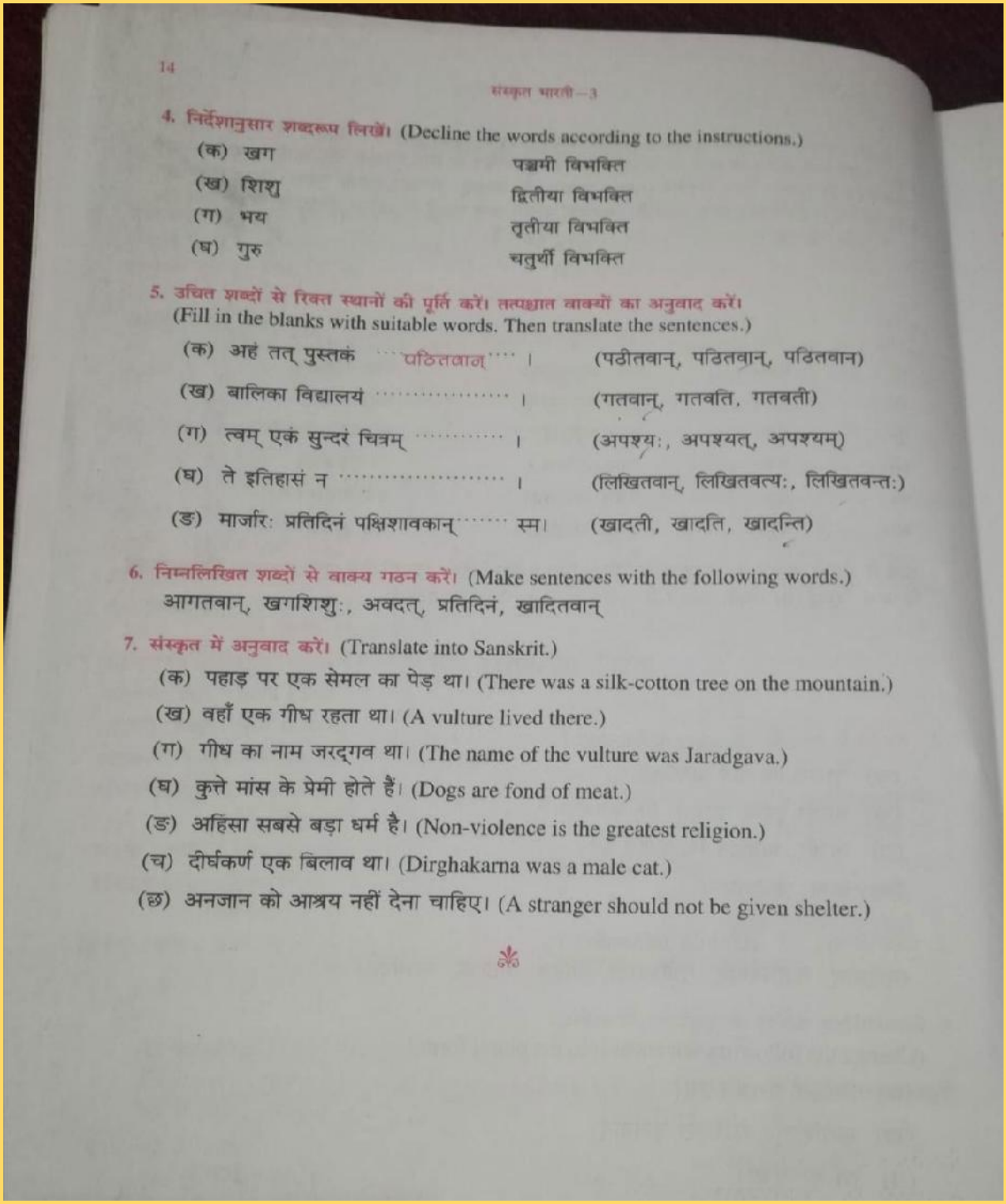
1. संस्कृत में उत्तर दें। (Answer in Sanskrit.)
   (क) गृध्रस्य किं नाम आसीत्?
   (ख) मार्जारं दृष्ट्वा शिशवः किं कृतवन्तः?
   (ग) मार्जारः प्रतिदिनं किं करोति स्म?
   (घ) खगाः कं हतवन्तः?

2. सन्धि-विच्छेद करें। (Disjoin the sandhis.)
   स्वाहारात्, तत्रागतवान्, गृध्रोऽवदत्, अतीव, अतोऽत्र, सोऽवदत्।

3. निम्नलिखित वाक्यों को बहुवचन में बदलें।
   (Change the following sentences into the plural form.)
   (क) किञ्चित् यच्छति स्म। किञ्चित् यच्छन्ति स्म।
   (ख) खगशिशुः कोलाहलं कृतवान्।
   (ग) त्वं दूरं गच्छ।
   (घ) सः अवदत्— 'अहं मार्जारः'।
   (ङ) अहं चन्द्रं दृष्टवान्।

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग



14

संस्कृत भारती—3

4. निर्देशानुसार शब्दरूप लिखें। (Decline the words according to the instructions.)

(क) खग	पञ्चमी विभक्ति
(ख) शिशु	द्वितीया विभक्ति
(ग) भय	तृतीया विभक्ति
(घ) गुरु	चतुर्थी विभक्ति

5. उचित शब्दों से रिक्त स्थानों की पूर्ति करें। तत्पश्चात वाक्यों का अनुवाद करें।
(Fill in the blanks with suitable words. Then translate the sentences.)

(क) अहं तत् पुस्तकं ....पठितवान्.... । (पठीतवान्, पठितवान्, पठितवान)

(ख) बालिका विद्यालयं ..... । (गतवान्, गतवति, गतवती)

(ग) त्वम् एकं सुन्दरं चित्रम् ..... । (अपश्यः, अपश्यत्, अपश्यम्)

(घ) ते इतिहासं न ..... । (लिखितवान्, लिखितवत्यः, लिखितवन्तः)

(ङ) मार्जारः प्रतिदिनं पक्षिशावकान् ..... स्म। (खादती, खादति, खादन्ति)

6. निम्नलिखित शब्दों से वाक्य गठन करें। (Make sentences with the following words.)
आगतवान्, खगशिशुः, अवदत्, प्रतिदिनं, खादितवान्

7. संस्कृत में अनुवाद करें। (Translate into Sanskrit.)

(क) पहाड़ पर एक सेमल का पेड़ था। (There was a silk-cotton tree on the mountain.)

(ख) वहाँ एक गीध रहता था। (A vulture lived there.)

(ग) गीध का नाम जरद्गव था। (The name of the vulture was Jaradgava.)

(घ) कुत्ते मांस के प्रेमी होते हैं। (Dogs are fond of meat.)

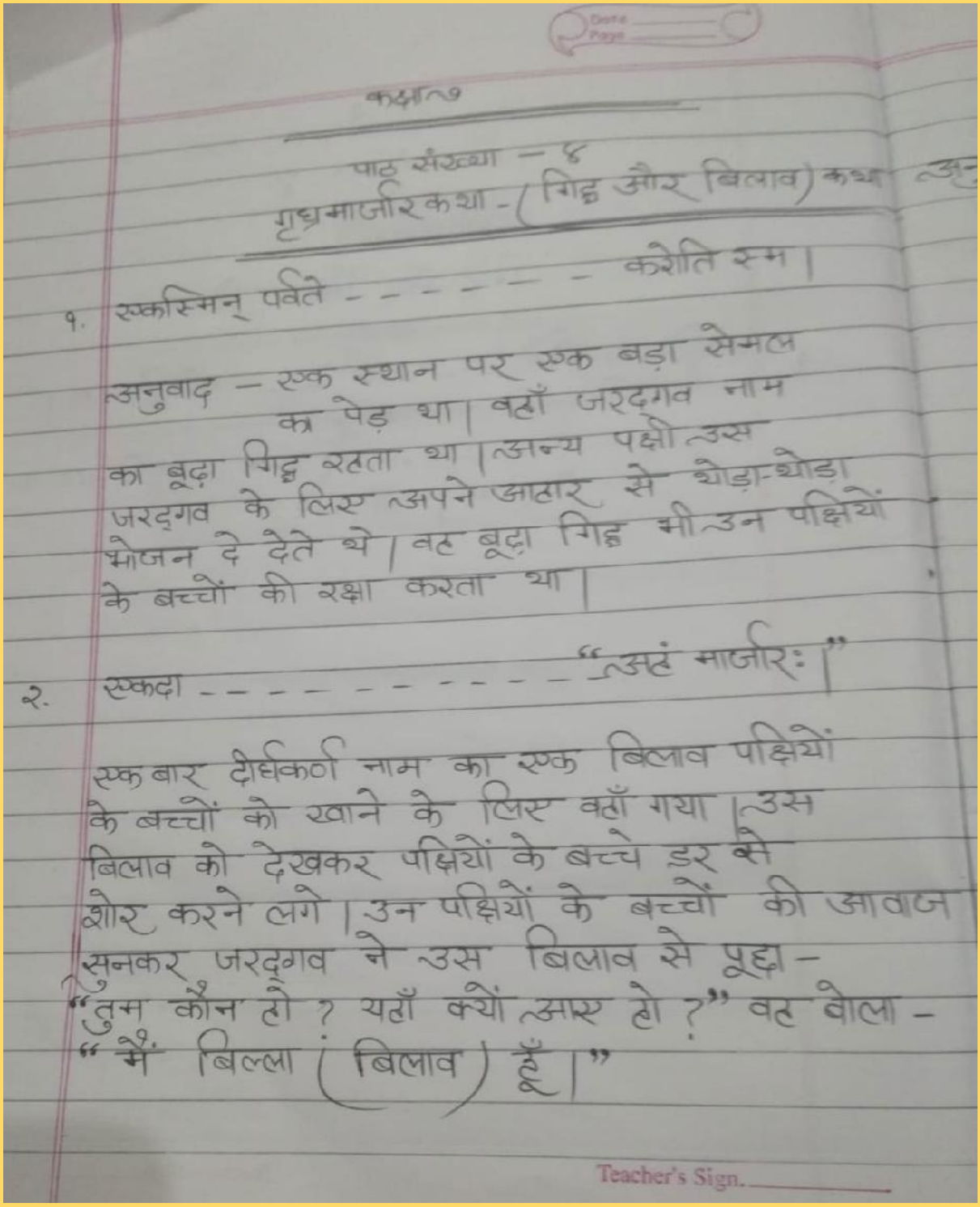
(ङ) अहिंसा सबसे बड़ा धर्म है। (Non-violence is the greatest religion.)

(च) दीर्घकर्ण एक बिलाव था। (Dirghakarna was a male cat.)

(छ) अनजान को आश्रय नहीं देना चाहिए। (A stranger should not be given shelter.)

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग



कक्षा ७

पाठ संख्या – ४

गृध्रमार्जारकथा - (गिद्ध और बिलाव) कथा

१. एकस्मिन् पर्वते ------- करोति स्म।

अनुवाद – एक स्थान पर एक बड़ा सेमल का पेड़ था। वहाँ जरद्गव नाम का बूढ़ा गिद्ध रहता था। अन्य पक्षी उस जरद्गव के लिए अपने आहार से थोड़ा-थोड़ा भोजन दे देते थे। वह बूढ़ा गिद्ध भी उन पक्षियों के बच्चों की रक्षा करता था।

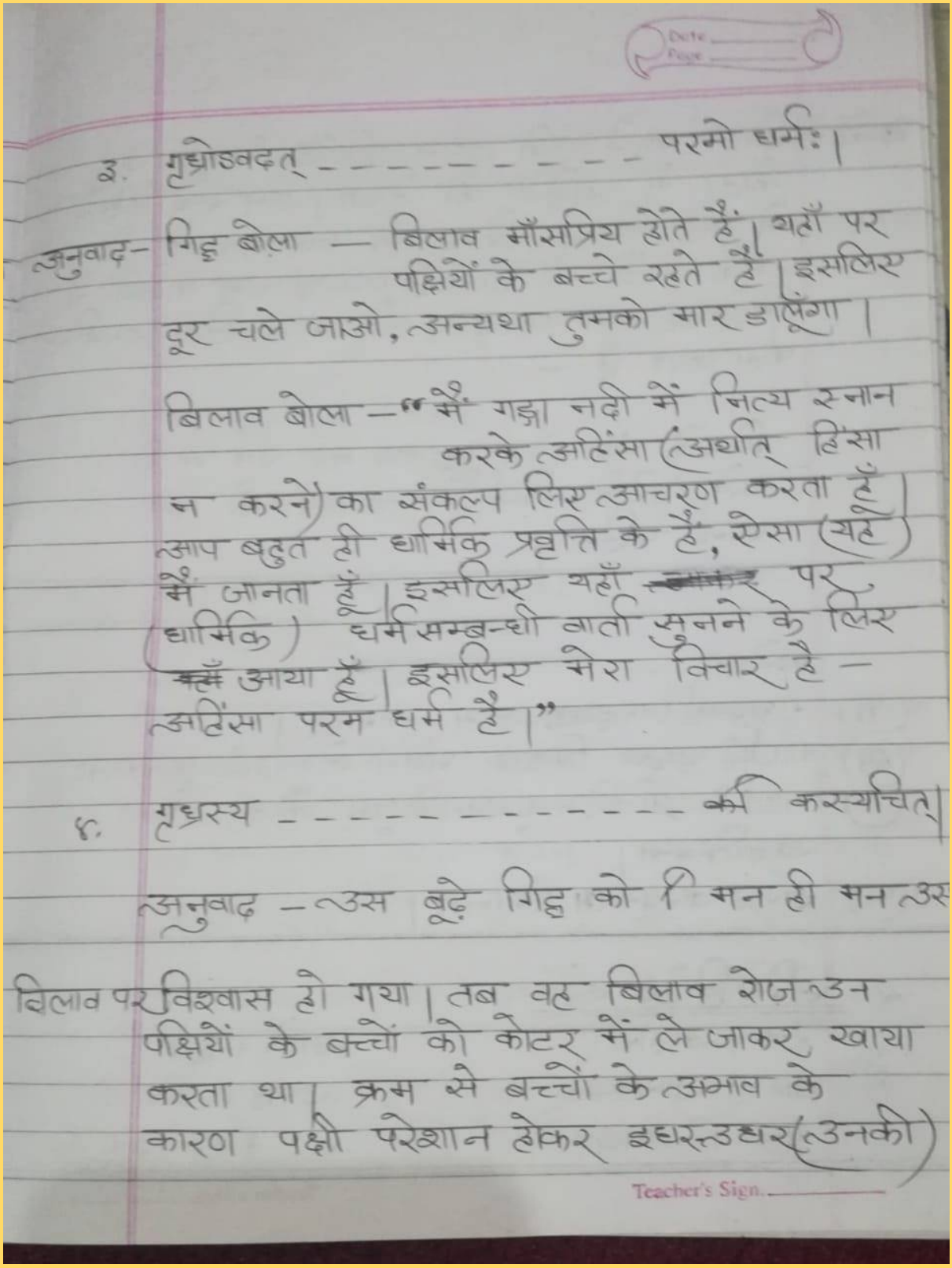
२. एकदा ---------- "अहं मार्जारः।"

एक बार दीर्घकर्ण नाम का एक बिलाव पक्षियों के बच्चों को खाने के लिए वहाँ गया। उस बिलाव को देखकर पक्षियों के बच्चे डर से शोर करने लगे। उन पक्षियों के बच्चों की आवाज सुनकर जरद्गव ने उस बिलाव से पूछा - "तुम कौन हो? यहाँ क्यों आए हो?" वह बोला - "मैं बिल्ला (बिलाव) हूँ।"

Teacher's Sign.

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग



३. गृध्रोऽवदत् ---------- परमो धर्मः।

अनुवाद- गिद्ध बोला — बिलाव माँसप्रिय होते हैं। यहाँ पर पक्षियों के बच्चे रहते हैं। इसलिए दूर चले जाओ, अन्यथा तुमको मार डालूँगा।

बिलाव बोला — "मैं गङ्गा नदी में नित्य स्नान करके अहिंसा (अर्थात् हिंसा न करने) का संकल्प लिए आचरण करता हूँ। आप बहुत ही धार्मिक प्रवृत्ति के हैं, ऐसा (यह) मैं जानता हूँ। इसलिए यहाँ ~~[illegible]~~ पर (धार्मिक) धर्मसम्बन्धी वार्ता सुनने के लिए ~~मैं~~ आया हूँ। इसलिए मेरा विचार है — अहिंसा परम धर्म है।"

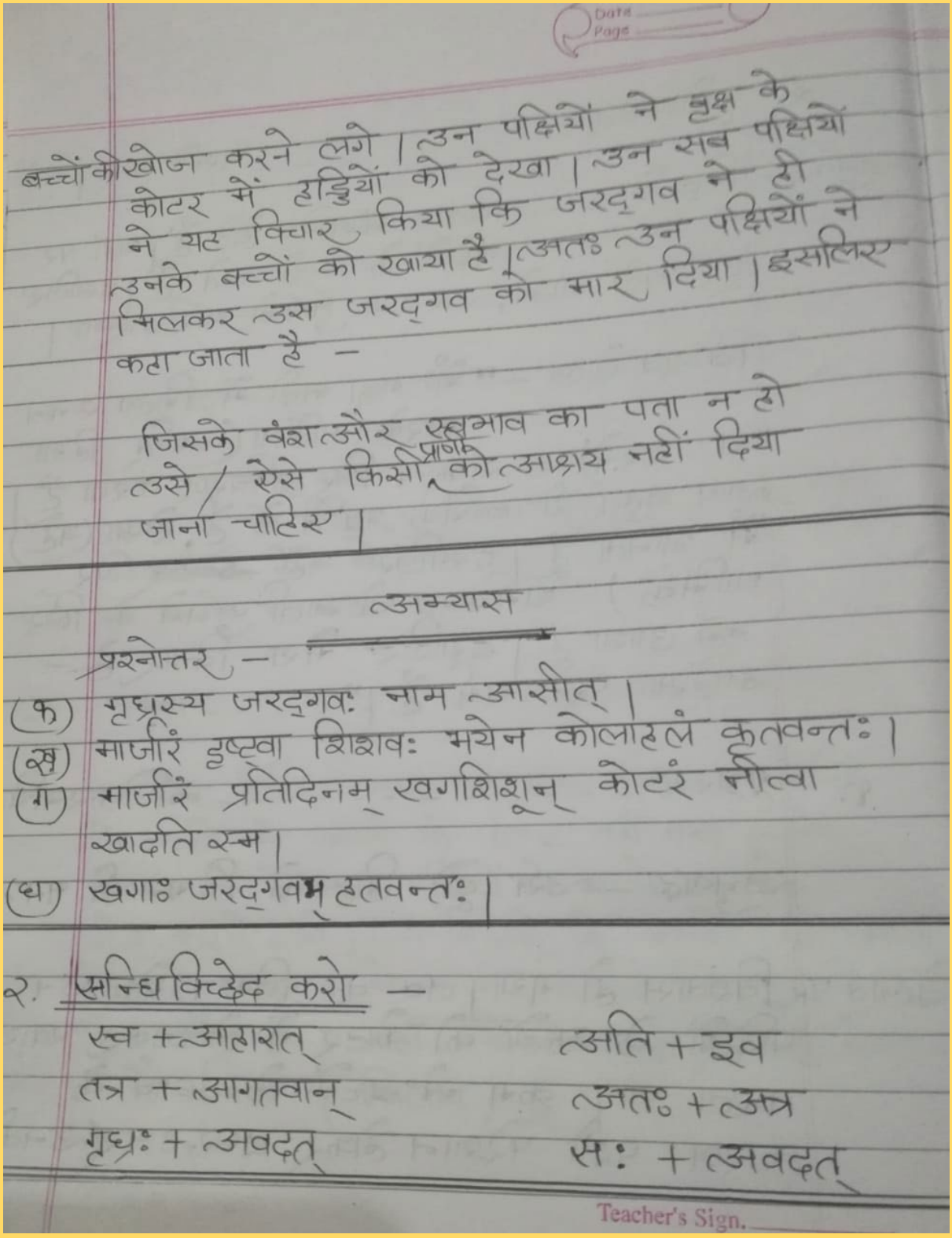
४. गृध्रस्य ---------- कं कस्यचित्।

अनुवाद — उस बूढ़े गिद्ध को (मन ही मन उस बिलाव पर विश्वास हो गया। तब वह बिलाव रोज उन पक्षियों के बच्चों को कोटर में ले जाकर खाया करता था। क्रम से बच्चों के अभाव के कारण पक्षी परेशान होकर इधर-उधर (उनको)

Teacher's Sign.

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग



बच्चों की खोज करने लगे। उन पक्षियों ने वृक्ष के कोटर में हड्डियों को देखा। उन सब पक्षियों ने यह विचार किया कि जरद्गव ने ही उनके बच्चों को खाया है। अतः उन पक्षियों ने मिलकर उस जरद्गव को मार दिया। इसलिए कहा जाता है –

जिसके वंश और स्वभाव का पता न हो उसे / ऐसे किसी प्राणी को आश्रय नहीं दिया जाना चाहिए।

अभ्यास

प्रश्नोत्तर –

(क) गृध्रस्य जरद्गवः नाम आसीत्।
(ख) मार्जारं दृष्ट्वा शिशवः भयेन कोलाहलं कृतवन्तः।
(ग) मार्जारं प्रतिदिनम् खगशिशून् कोटरं नीत्वा खादति स्म।
(घ) खगाः जरद्गवम् हतवन्तः।

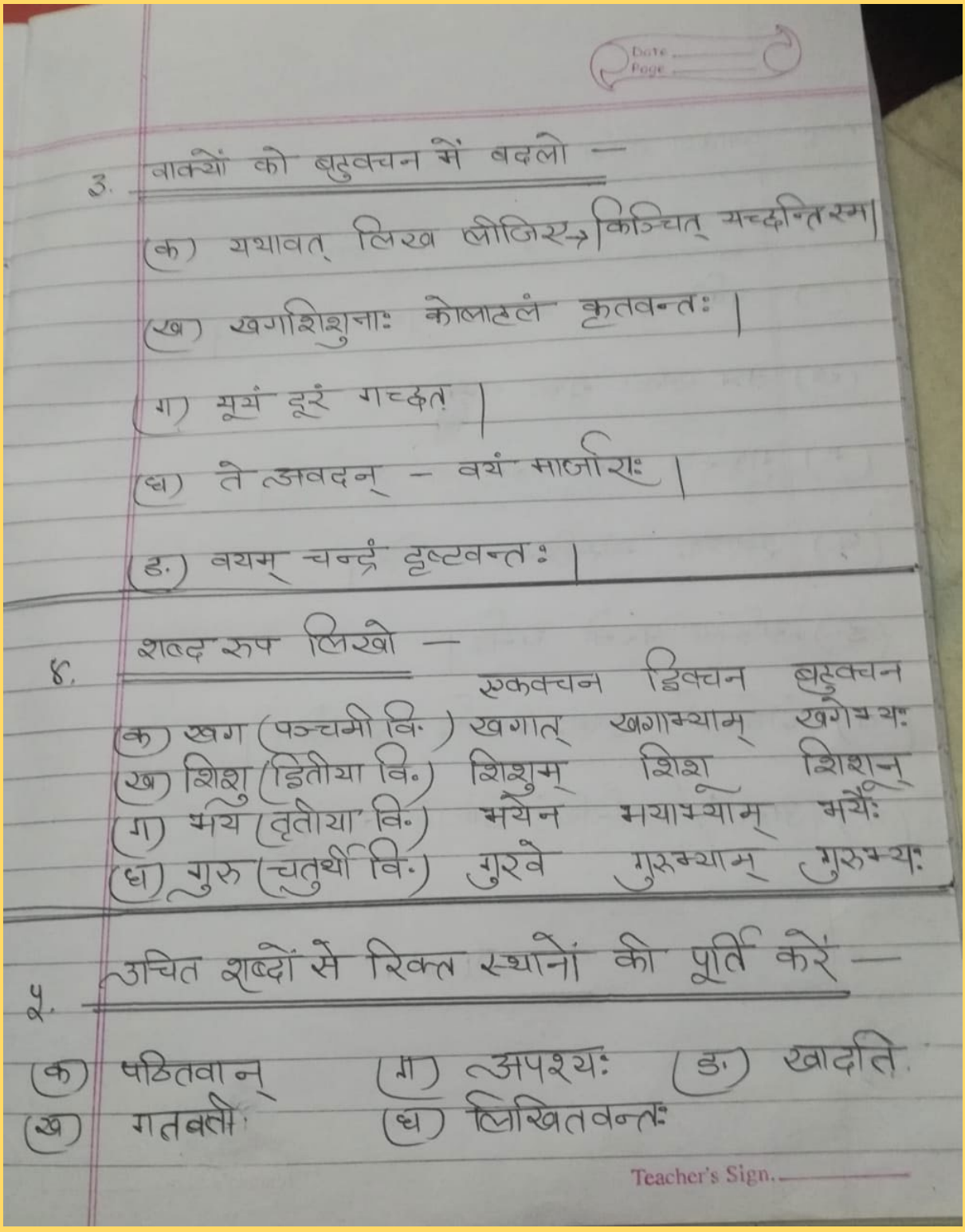
२. सन्धिविच्छेद करो –

स्व + आहारात्
तत्र + आगतवान्
गृध्रः + अवदत्
अति + इव
अतः + अत्र
सः + अवदत्

Teacher's Sign.

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग



3. वाक्यों को बहुवचन में बदलो —

(क) यथावत् लिख लीजिए → किञ्चित् यच्छन्तिस्म।

(ख) खगशिशुनाः कोलाहलं कृतवन्तः।

(ग) सूर्यं दूरं गच्छत।

(घ) ते अवदन् - वयं मार्जाराः।

(ङ) वयम् चन्द्रं दृष्टवन्तः।

4. शब्द रूप लिखो —

	एकवचन	द्विवचन	बहुवचन
(क) खग (पञ्चमी वि.)	खगात्	खगाभ्याम्	खगेभ्यः
(ख) शिशु (द्वितीया वि.)	शिशुम्	शिशू	शिशून्
(ग) भय (तृतीया वि.)	भयेन	भयाभ्याम्	भयैः
(घ) गुरु (चतुर्थी वि.)	गुरवे	गुरुभ्याम्	गुरुभ्यः

5. उचित शब्दों से रिक्त स्थानों की पूर्ति करें —

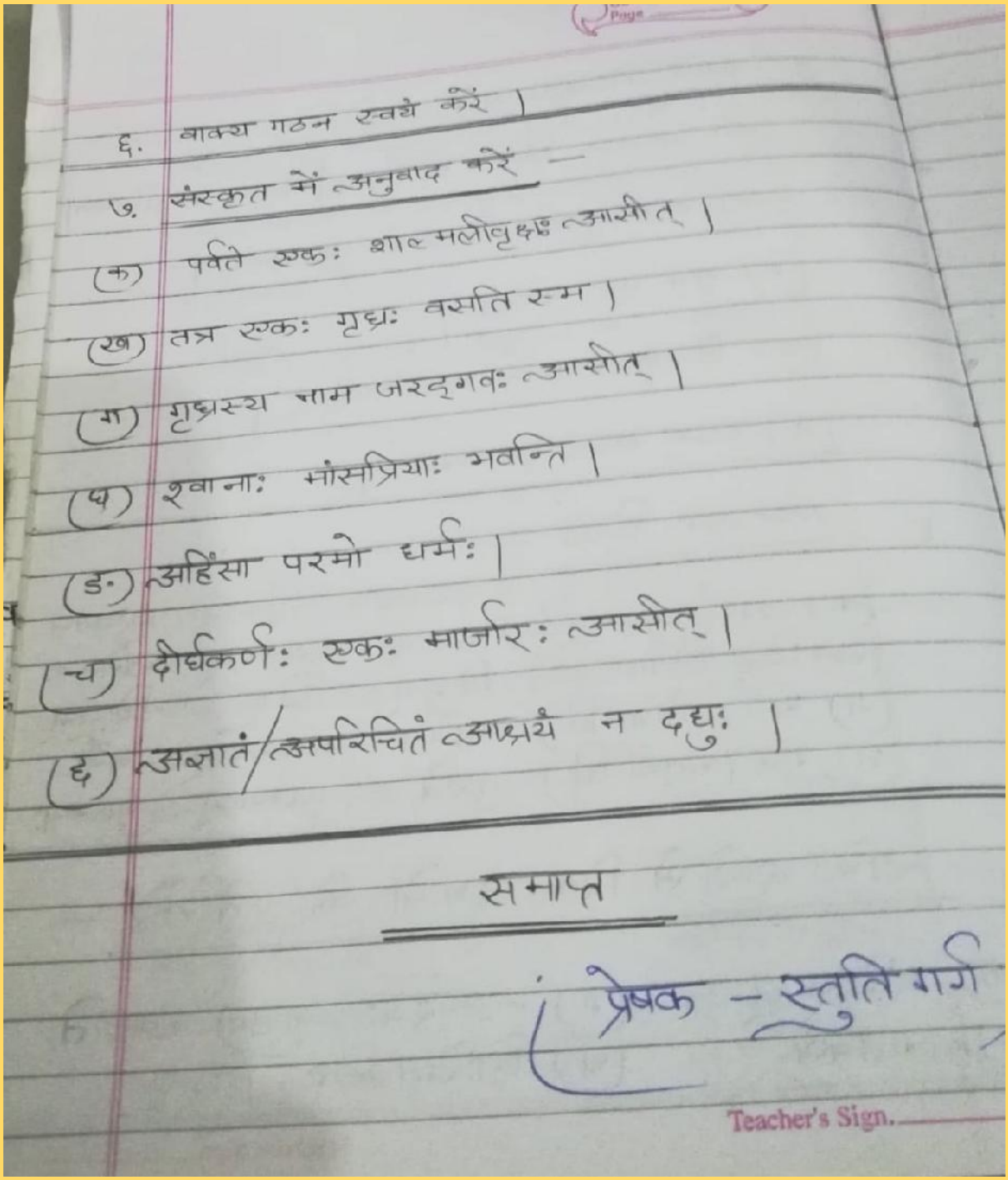
(क) पठितवान् (ग) अपश्यः (ङ) खादति

(ख) गतवती (घ) लिखितवन्तः

Teacher's Sign.

प्रेषक - विषय अध्यापिका स्तुति गर्ग

प्रेषक - विषय अध्यापिका स्तुति गर्ग



६. वाक्य गठन स्वयं करें ।

७. संस्कृत में अनुवाद करें —

(क) पर्वते एकः शाल्मलीवृक्षः आसीत् ।

(ख) तत्र एकः गृध्रः वसति स्म ।

(ग) गृध्रस्य नाम जरद्गवः आसीत् ।

(घ) श्वानाः मांसप्रियाः भवन्ति ।

(ङ) अहिंसा परमो धर्मः ।

(च) दीर्घकर्णः एकः मार्जारः आसीत् ।

(छ) अज्ञातं/अपरिचितं आश्रयं न ददुः ।

समाप्त

प्रेषक - स्तुति गर्ग

Teacher's Sign.

प्रेषक - विषय अध्यापिका स्तुति गर्ग

JAGAT TARAN GOLDEN JUBILEE SCHOOL, PRAYAGRAJ

ASSIGNMENT- 4

SESSION- 2020-21

CLASS-7

SUBJECT- ENGLISH

BOOK PRESCRIBED- ORIENT BLACKSWAN-GULMOHAR 9TH EDITION

TEACHER- SUGANDHA BANERJEE

CONTENT- Literature- Chapter 2- The Master Artist

The following study material is given below:-

- The pdf of the chapter is given separately.
- The summary of the chapter.
- The video link of the chapter is- https://youtu.be/F6tGie1Rngo
- The answers of exercises.

INSTRUCTIONS FOR STUDENTS

- Go through the text of the chapter.
- Go through the summary of the chapter.
- Click the video link to see the chapter in animated form.
- Go through the answers given.

WORK TO BE DONE IN THE COPY

Note:- All the written work to be done in the English Literature Register Copy neatly.

Following work is to be done in the English copy:-

- Pick out 20 difficult words from the chapter and write them three times in your literature copies.
- Write the word meanings given in the chapter neatly.
- Make sentences with the following words- glint, apprentice, endeavor, enraged, absurd, pigment.

Do the following exercises in your copies-

✧ **Understanding the text**- A. Complete this table

B. Answer these questions

C. Complete this map

✧ **Grammar and usage-** A and B

✧ **Words in use**- A and B

The Master Artist- Summary

Carol Moore

This is the story of Monsieur Signy l'Abbaye, a master painter of the fourteenth century. He is due to retire from the guild that hired out painters to paint portraits for payment when a man called Guiliano Bartoli asks him to paint his portrait on the huge dining hall of his house. Initially, l'Abbaye is reluctant—he is not eager to take on such a big assignment at the end of his career. But then he has an idea. He could use this opportunity to paint as he wished and not according to the accepted styles of his time, as he had been forced to, through his career. He asks to be allowed to paint his version of the portrait. He also insists that Bartoli should not pose for his portrait and should not ask to see the work in progress. Bartoli finds the demands strange, but he trusts the reputation of the artist and accepts the terms.

l'Abbaye puts up a screen in front of the twenty-foot wall and sets to work behind it. Bartoli tries to peep and ask questions, but in vain. l'Abbaye only assures him of his training at the hand of a great artist, of his knowledge of a true fresco and of the permanence of the fresco. Finally, after six months, the curtain is drawn aside.

Bartoli sets eyes on his portrait. And he hates it.

l'Abbaye cannot understand why Bartoli is so furious. Bartoli cannot understand why l'Abbaye would draw such an absurd thing. So what went wrong? Nothing

except l'Abbaye's timing. He had painted the portrait in a style which would later be known as Cubism, but five hundred years later, when Pablo Picasso would make it famous. That is the great irony of the story.

This story uses suspense, but not in a way as it is used in mystery stories. Through the story, the reader feels curious to know what is the style that l'Abbaye wishes to employ; how is the portrait shaping up; why is it so secret. Finally, Bartoli's reaction takes the suspense to a peak: what is so terrible about the portrait on which l'Abbaye worked for so long? Then we learn that it looks so absurd to Bartoli because it is so new that it is revolutionary. As readers, we are both amused at Bartoli's state and impressed with l'Abbaye's visionary skills.

Answers

CLASS-7-LITERATURE-CHAPTER-2-THE MASTER ARTIST-ANSWERS

Understanding the Text

A. 2. Monsieur Signy l'Abbaye had been a master artist of his day. ...he also thought about how highly the artist had been recommended.

3. ...for all of his career of forty-five years, Monsieur l'Abbaye had longed to paint in his own way. ...Monsieur Signy l'Abbaye had hungered to break free of restraints. But the guild, his craft and livelihood, would never have allowed it. So he followed their rules...

4. Perhaps his patron could not tolerate his Cubist expression, but Pablo Picasso would have been proud of him! If truth be told, Monsieur l'Abbaye wasn't crazy, not at all. He'd simply been born five hundred years too early!

B. 1. Yes, there was another reason why l'Abbaye told Bartoli that he did not have to pose for him. l'Abbaye had planned to finally paint the way he had always wanted to, but had never got the chance to. He did not want Bartoli to see how he was painting the portrait, as it was going to be in a new and different style.

2. According to l'Abbaye, the painting was taking so long because his teacher Ambrogio Lorenzetti had taught him how to grind pigment and lay plaster slowly and quickly, and had taught him not to hurry. He also said that the painting was going to be a buon fresco, which needed four coats of lime plaster and was time-consuming work.

3. The masterpiece took six months to finish. It took so long not only because it was a twenty-foottall buon fresco which needed four coats of lime plaster, but also because l'Abbaye had fussed over it and worked on it for a long time.

4. At this point, Bartoli was astonished. He also felt furious and disappointed. His mouth fell open, his eyes turned red and his eyebrows twisted as if he was under a spell. He grabbed the few hairs on his head, did a little hop and a twitch.

5. When Bartoli looked at the picture, he felt that l'Abbaye was not an artist because l'Abbaye had painted the portrait in a completely new and different style from what was popular at that time. Bartoli could not appreciate the style at all. He called him a thief because he thought l'Abbaye was trying to take his money without painting a proper portrait. He called him a madman because his style was so different from what Bartoli was used to that he could not understand why l'Abbaye had painted that way.

C. 2. Bartoli agreed to the terms set down by l'Abbaye although he found the terms strange.

3. He had no idea how or in what style l'Abbaye was painting his portrait and could not stop or influence l'Abbaye.

4. He did not like l'Abbaye's work at all, and l'Abbaye's unique talent could not be appreciated. Free response.

Grammar and Usage

A. 2. After, for

3. behind

4. in / after

5. at, towards

6. in, till

7. over

8. from, with

B. 2. Taxi drivers locate places easily by means of GPS.

3. She paid Rs 100 as service charges at the restaurant in addition to the bill.

4. Instead of Kodaikanal—if it is too far—we can go to Ooty.

5. On account of the severe heat, the school will remain closed for a week.

Words in Use

A. 1. Retire

2. continued

3. longed

4. reveal

5. withdrew

6. tolerate

B. 1. give his imagination wings

2. If truth be told

3. my heart’s content

4. sighing deeply

5. No matter what

6. to break free

7. last forever

Unit 2

The Master Artist

Carol Moore is an author and the creator of the site 'Children's Storybooks Online'. She created the site to fulfil her lifelong dream of writing stories for children. She also illustrates stories for children.

1. Monsieur* Signy l'Abbaye** had been a master artist of his day, and in 1392, was ready to retire when, in the month of May, Guiliano*** Bartoli, a rich Italian patron, sent for him. On his arrival, Bartoli said, "I'd like a portrait of myself on the wall of my dining hall, where everyone can see it. Could you paint it? The wall is twenty feet tall."

2. Monsieur l'Abbaye looked thoughtful for a moment and then shook his head. "I'm sorry, but I don't think so. I'm ready to retire, so I'm not available for hire." However, seeing the disappointment in Signor**** Bartoli's eyes, he continued, "Well, there's a possibility if you think you can allow me to use my abilities to the fullest—if you let me find out how far I can go as an artist. Not for money, mind you, but for food and a bed instead. You need not even pose, because my memory's excellent. Already I can 'see' your portrait in my mind. But I insist, Signor Bartoli, that while I work, your portrait must remain hidden—even from you!"

3. 'How strange,' thought the patron, but he also thought about how highly the artist had been recommended. "Of course," he said, "anything you wish, but I insist at least upon paying you something for your effort. Let's draw up a contract."

4. Now a glint came to Monsieur l'Abbaye's eyes as he gazed upon that twenty-foot-tall wall and thought of all that space—such a wonderful space to give his imagination wings. Because, unknown to Signor Bartoli—or indeed anyone else—for all of his career of forty-five years, Monsieur l'Abbaye had longed to paint in his own way. And what way was that? Certainly not the popular styles of the time. No. Monsieur Signy l' Abbaye had hungered to break free of restraints. But the guild, his craft and livelihood, would never have allowed it. So he followed their rules although he was never proud of it. Of course, he didn't reveal this to Signor Bartoli.

5. Signing the contract, they sealed the agreement.

Monsieur: (French) Mr

patron: a person who supports artists and writers

Signor: (Italian) Mr

glint: sudden brightness in the eyes, showing happiness or excitement

give his imagination wings: allow his imagination to work freely so that he could paint the portrait the way he liked

hungered to break free of restraints: wanted badly to break free from traditional art forms

guild: a professional union of artists or craftsmen which was quite powerful

Q

How does the writer show in para 4 that l'Abbaye was also forming a different—and secret—plan?

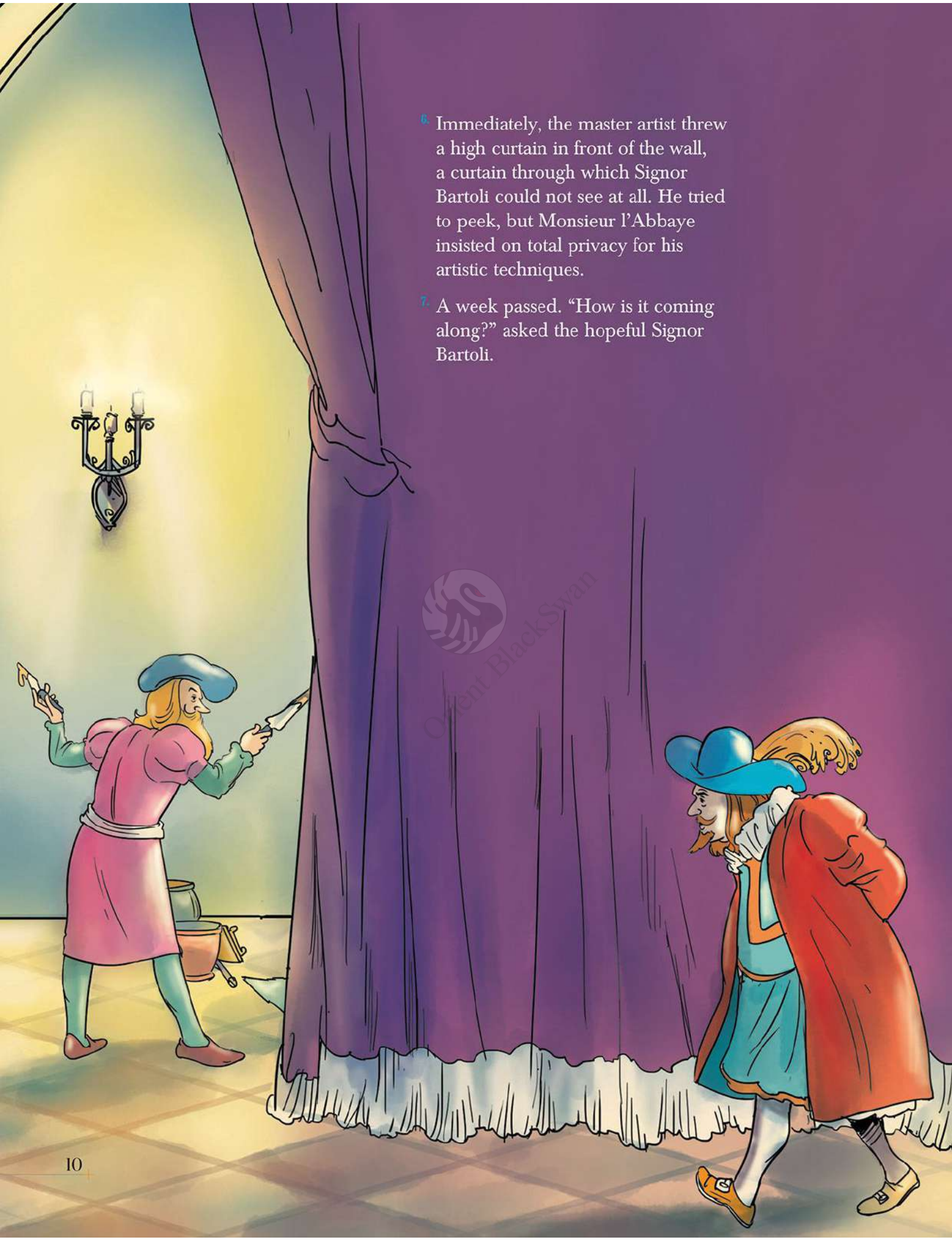
*muh-syuh

**sin-nyi la-BAY

***ju-lee-AH-no

****sin-YOR

Orient Black Swan



6. Immediately, the master artist threw a high curtain in front of the wall, a curtain through which Signor Bartoli could not see at all. He tried to peek, but Monsieur l'Abbaye insisted on total privacy for his artistic techniques.

7. A week passed. "How is it coming along?" asked the hopeful Signor Bartoli.

Orient BlackSwan

apprentice: a person who works for an employer mainly to learn the skills required for a particular job

Ambrogio Lorenzetti: an Italian painter who worked in the fourteenth century and was one of the most important painters of his time

pigment: coloured powder that is mixed with liquid to produce paint

plaster: a mixture of sand and cement put on walls and ceilings to give them a smooth surface

buon fresco: an Italian expression for true fresco (Fresco is a technique of painting in which a picture is painted on a wall or ceiling while the plaster is still wet so that the colours blend with the plaster and become fixed as the plaster dries.)

endeavour: effort, activity

a twitch: a brief, sudden movement that showed his anger

enraged: furious

absurd: ridiculous

8. Answering him from behind the curtain, Monsieur l'Abbaye said, "It's coming along quite well. You know, at the age of eight I was apprentice to the great Ambrogio Lorenzetti. I could never dishonour his name. He taught me the art of grinding pigment, laying plaster, sometimes slowly, sometimes faster. He taught me how to draw and, most importantly, not to hurry. Signor Bartoli, a masterpiece takes a while at least."

9. Reluctantly, Signor Bartoli withdrew.

10. A month passed. "How is it coming along?" Signor Bartoli asked.

11. "It's coming along nicely," said Monsieur l'Abbaye, again from behind the curtain. Along with his words came the strange sounds of swooshing, clanking and slapping. "You know you're fortunate that I am painting your portrait. Only buon fresco will need four coats of lime plaster. It's the best plaster process I ever saw. Signor Bartoli, it will last forever, but it's a time-consuming endeavour."

12. Sighing deeply, the patron withdrew again. Just how long would this take?

13. Another three, four months passed and finally half a year went by. One day, Signor Bartoli marched in, demanding to see his portrait. "You *must* be finished by now and today I will see it!" He exclaimed, shaking with frustration.

14. Stepping out from behind the cloth as though surprised by such anger, Monsieur l'Abbaye said calmly, "That's fine. You needed only to request it." And he pulled aside the twenty-foot-tall curtain.

15. Guiliano Bartoli stood for a minute. Then his mouth fell open, his eyes turned red and he grabbed what few hairs he had left on his head. He did a little hop, and then a twitch, and his eyebrows twisted as though he was under a spell. Guiliano Bartoli obviously did not like his portrait, not a bit. Guiliano Bartoli was enraged.

16. "How absurd, how disgusting! What does this mean? You'll not receive any money, do you hear? None. You're not an artist—maybe a thief or a madman. Get out of my sight! You'll leave my house tonight or I'll have you thrown out!"

Q

Go back to para 11 and read the last line. What did the writer add to l'Abbaye's speech that might make Bartoli feel even worse now?

fussed and fixed: thought and worked on it before finalising

Cubist: belonging to a style called Cubism—a form of modern art which uses geometric shapes, and was developed and made famous by Pablo Picasso in the early twentieth century (This story tells us that an artist who lived five centuries earlier had discovered the same style—and received no recognition for doing so.)

17. So what had Monsieur l'Abbaye drawn that was so wrong? He couldn't see it–he'd fussed and fixed for so long. It was his twenty-foot-tall masterpiece. He wasn't sorry that he had drawn to his heart's content–his way–no matter what anybody could say. Perhaps his patron couldn't tolerate his Cubist expression, but Pablo Picasso would have been proud of him!

18. If truth be told, Monsieur l'Abbaye wasn't crazy, not at all. He'd simply been born five hundred years too early!

Adapted from 'The Master Artist' by **Carol Moore**

Understanding the Text

A. Complete this table.

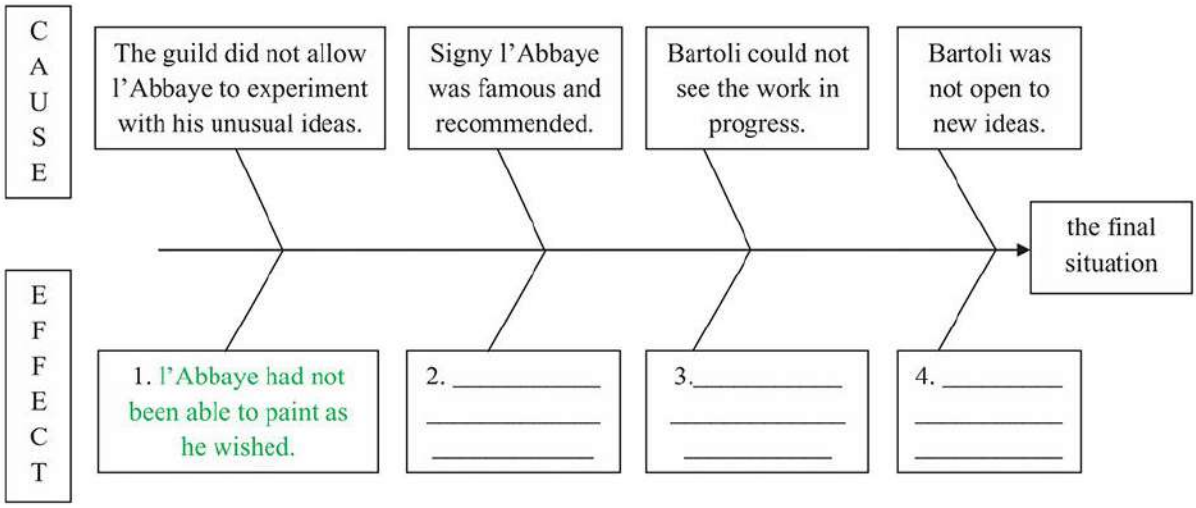
what we know about Signy l'Abbaye	how we know it
1. From a very young age, Signy l'Abbaye had trained under a famous teacher and felt he had a duty to his teacher. (para 8)	at the age of eight I was apprentice to the great Ambrogio Lorenzetti. I could never dishonour his name.
2. l'Abbaye was himself a famous and respected figure. (paras 1 and 3)	
3. l'Abbaye was a famous artist, but was yet to paint exactly as he wished. (para 4)	
4. l'Abbaye was ahead of his time—he had imagined and appreciated what would become popular much later. (paras 17–18)	

Orient Blackswan

B. Answer these questions.

1. "You need not even pose, because my memory's excellent." Do you think there was another reason, other than that he had a good memory, why l'Abbaye told Bartoli that he did not have to pose for him? (paras 2 and 4)
2. Why, according to l'Abbaye, was the painting taking so long? (paras 8 and 11)
3. How long did the masterpiece take? Do you know why? (paras 13 and 17)
4. Guiliano Bartoli stood for a minute. (para 15) How was Bartoli feeling at this point? How did he express his feelings?
5. "You're not an artist—maybe a thief or a madman." (para 16) Why did Bartoli look at the picture and feel that l'Abbaye was not an artist? Why did he call him a thief or a madman instead of any other name?

C. Complete this map of the causes and effects in this story.



Do you think that if the guild and Bartoli had reacted differently to l'Abbaye's ideas, l'Abbaye would have been more famous and admired?

Appreciating the Text

Suspense is the excitement or anxiety that we feel when we wait to know something or for something to happen. How does this story feature suspense? Does the suspense end with a feeling of shock, relief or amusement? Explain.

This story features suspense as we have to wait to find out...

At the end, when we understand what happened and why, we feel...

Grammar and Usage

▸ simple and complex prepositions

Read these sentences and notice the highlighted words.

- I'd like a portrait of myself on that wall.
- The artist was ready to retire in 1392.

We have learned that these words are prepositions. They show the relationship between a noun or a pronoun and other words in a phrase or a sentence. These are the most common uses of prepositions within a phrase.

- to indicate place or position (in, on, at, behind, over, under)
- to indicate time and duration (at, in, after, till, for)
- to indicate purpose (for)
- to indicate direction (into, towards, around, along, up, down)
- to indicate the source (from)
- to indicate the means (by, with)

A. Complete these sentences with the correct prepositions.

1. Jessie waited for half an hour. Then he called me.
2. _____ we finish dinner and clear the dishes, we can go out _____ an ice cream.
3. The stranger stood _____ the tall trees so nobody would notice him.
4. The counter will open _____ ten minutes. We can buy the tickets then.
5. We heard the fire alarm _____ four this afternoon and ran _____ the exit.
6. My sister worked _____ Singapore _____ last year.
7. Both the boys jumped _____ the wall and escaped with the mangoes.
8. The participants _____ the other schools came _____ their teachers.

Read these sentences.

- Along with his words came some strange sounds.
- Because of the high curtain, no one could see the work in progress.

Notice the highlighted words. These phrases are also prepositions—they are called complex prepositions because they are fixed phrases and are not single words.

Orient BlackSwan

B. Write sentences as instructed.

1. Use except for to say that in class 7B, only Jatin did not go on the excursion.
   All students of class 7B except for Jatin went on the excursion.
2. Use by means of to say taxi drivers locate places easily with GPS.
3. Use in addition to to say that she paid ₹100 extra at the restaurant as service charges.
4. Use instead of to suggest we can go to Ooty if Kodaikanal is too far.
5. Use on account of to announce that the school will remain closed for a week because the heat is severe.

Words in Use

verbs in context

A. Complete these sentences with the correct words from the text.

1. My uncle wants to _____ from the post of secretary of his club. (para 1)
2. The speaker _____ even after the buzzer went off. (para 2)

3. Pritha was excited because she was going to Antarctica, something she had _____ to do all her life. (para 4)
4. The policeman will _____ his identity only after the thieves are caught. (para 4)
5. The guards _____ from their posts after the president had safely reached his office. (para 9)
6. Mother could not _____ the squeaky noise the old fan was making, so she switched it off. (para 17)

› phrases in context

B. **Choose the correct phrases from the box to complete these sentences.**

if truth be told (para 18)	last forever (para 11)
sighing deeply (para 12)	give (my / his / her) imagination wings (para 4)
to break free (para 4)	(my / his / her) heart's content (para 17)
no matter what (para 17)	

1. My brother, who is a painter, spends all his free time under the mango tree in our backyard. He says it is the right place to _____ as no one disturbs him there.
2. _____ , working night shifts is not easy.
3. Now that the exams are over, I can read storybooks to _____ .
4. Just when Suraj thought he was done with his chores, he remembered the dishes. _____ , he went back to the kitchen.
5. "_____ the result, I'm proud of you for doing your best," said Mother.
6. The architect wants _____ from the old style. He is searching for a new design for his next project.
7. The great ruler may have thought that his empire would _____ , but nothing remains of his kingdom now.

Orient Black Swan

Listening

› while-listening: instructions

Listen to some instructions on how to use plaster-of-Paris for craft purposes. As you listen, number these steps in the correct order.

a. Mix plaster-of-Paris in water. ☐
b. Paint the mould. ☐
c. Wipe mixing bowls and spoons. ☐
d. Seal with gloss or matte paint. ☐
e. Check mixing ratio on package. 1
f. Wait for mould to dry. ☐

Writing

diary entry

Diary entry is personal writing. It is more than a record of events. It describes your feelings and opinions about the events recorded. Diary entries may include incomplete sentences as they are for personal reading only.

Imagine that Signy l'Abbaye was in the habit of keeping a diary. He must have written about his special project—Bartoli's portrait—as he was working on it. What would he write in his diary the day Bartoli saw his portrait? Write a diary entry imagining yourself in l'Abbaye's position. You may include these points.

- how you felt as you finally finished the portrait
- how you expected Bartoli to react
- how you felt when you saw his reaction
- if you will paint any more pictures and in what style

Orient BlackSwan

ज्ञात तारा गोल्डेन जुबिली विद्यालय
प्रयागराज
सत्र : 2020-21
कक्षा : 7
विषय : हिन्दी पाठ - 4 कठपुतली
पुस्तक : वसंत भाग(2) (N.C.E.R.T)

पाठ संख्या (4) Assignment No. 4

प्रश्नों के उत्तर हिन्दी उत्तर-पुस्तिका में क्रमानुसार लिखो।

(1.) पाठ 'चार' कविता का नाम कवि के नाम सहित लिखो।
(2.) कविता में किसके विषय में बताया गया है?
(3.) स्वतंत्रता की इच्छा कितने व्यक्त की है?
(4.) कठपुतली के गुस्से का कारण क्या था?
(5.) 'पराधीन' शब्द का अर्थ लिखो एवम् वाक्य में प्रयोग क
(6.) स्वतंत्रता-प्राप्ति के लिए एक कठपुतली ने क्या किया?
(7.) क्या सभी कठपुतलियाँ स्वतंत्रता प्राप्त करना चाहती थीं?
(8.) 'दृढ़' शब्द का अर्थ लिखो।
(9.) 'इच्छा' शब्द के दो पर्यायवाची शब्द लिखो।
(10.) गतिविधि - नीचे दो स्वतंत्रता आंदोलनों के वर्ष दिए ग
इन दोनों आंदोलनों के दो-दो स्वतंत्रता सेनानियों के
चित्र सहित लिखो।
(क) सन् 1857 - (i) (ii)
(ख) सन् 1942 - (i) (ii)

मन्यु वि

J.T. GOLDEN JUBILEE SCHOOL, PRAYAGRAJ

ASSIGNMENT- 4

Session- 2020-21

Class- **7**

Subject- Social Science **(HISTORY)**

Chapter- 2

NEW KINGS AND KINGDOMS

Publication- Prachi (India) Pvt. Ltd.

STUDY MATERIAL

Dear Parents/ Students

Kindly follow these instructions: -

Tap on the following link

https://youtu.be/XzjIdWeiDe8

for explanation.

Watch the video related to the chapter of HISTORY Lesson- 2 and try to comprehend.

Complete the given assignment in your History Notebook.

ASSIGNMENT-4

Chapter 2: NEW KINGS AND KINGDOMS

a)Define the following terms:

i)Vellangagai ii)Brahmadeva iii)Shalabhoga

iv)Devadana v)Pallichchhandam

b)Give one word answer:

1.Name the ritual which was performed by the Brahmanas.

2.Class of people following old customs and traditions.

3.Name the regional landlords or warrior chiefs.

4.Name the land gifted to other religious communities in the south.

c)Answer the following questions:

a. Who were the parties involved in the “Tripartite Struggle” for Kanauj? Give reasons why this war took place.

b. How did the Rashtrakutas become powerful?

c. What were the activities associated with the Chola Temple?

d. Discuss the irrigation works that were developed in the Tamil region.

d) Map Skill

On an outline map of India, locate and label the rulers who involved in “Tripartite Struggle”.

2 New Kings and Kingdoms

The post Gupta Age in Northern India was mainly an age of small kingdoms. After the death of Harsha in AD 647, his empire broke up into a number of small kingdoms. In the period between AD 750 to 1000, three dynasties came into prominence in the northern and Deccan parts of India. These were the Gurjara-Pratiharas, Palas and Rashtrakutas. They continually fought and tried to gain control over each other's land. But, none of them succeeded for any length of time.

Around the end of the 10th century AD, the power of these kingdoms declined simultaneously. Most of these areas were controlled by the Rajputs. These Rajput rulers were not on friendly terms with each other. Turkish invaders benefitted from their conflicts. Ultimately, Shahabuddin Muhammad Ghori laid the foundation of the Sultanate of Delhi.

In South India, the Cholas started emerging again as a great power from around 8th century AD. They defeated the Pallava kings and other local rulers. They ruled most of South India till 12th century AD.

In this chapter, we shall study about these new kings and kingdoms in detail.

THE EMERGENCE OF NEW DYNASTIES

By the 7th century AD, big landlords or warrior chiefs gained great importance in the kingdoms. The kings acknowledged them as their subordinates or Samantas. These Samantas collected taxes and controlled over regions. They brought gifts and provided military support to their kings. As these Samantas gained power and wealth, they declared themselves as Maha-Samantas, Maha-mandaleshvaras and sometimes as independent rulers. For example, the Rashtrakutas in Deccan were initially subordinate to the Chalukyas of Karnataka. In other cases, men used their military skills to establish kingdoms. *For example,* Kadamba Mayurasharman and the Gurjara-Pratihara Hari Chandra.

Let us study these great dynasties of Northern India and Deccan.

THE GURJARA-PRATIHARA (AD 725-1018)

In AD 725, the Gurjara-Pratiharas rose to power in the area of Avanti or Rajasthan and Gujarat under Nagabhatta-I. He ruled from AD 725 to 750. In AD 738, he defeated the Arab Muslims of Sindh and pushed them back. Bhoja-I was the most famous ruler of this dynasty. He ruled from AD 836 to 885. His empire stretched from Kashmir to Narmada and from Gujarat to Bengal. He captured Kanauj and made it his capital. He was a devotee of Lord Vishnu and adopted the title of **Adivaraha**. The last Pratihara ruler was Rajyapala. He was attacked and defeated by Mahmud of Ghazni in AD 1018. In this way, the Pratihara dynasty came to an end.

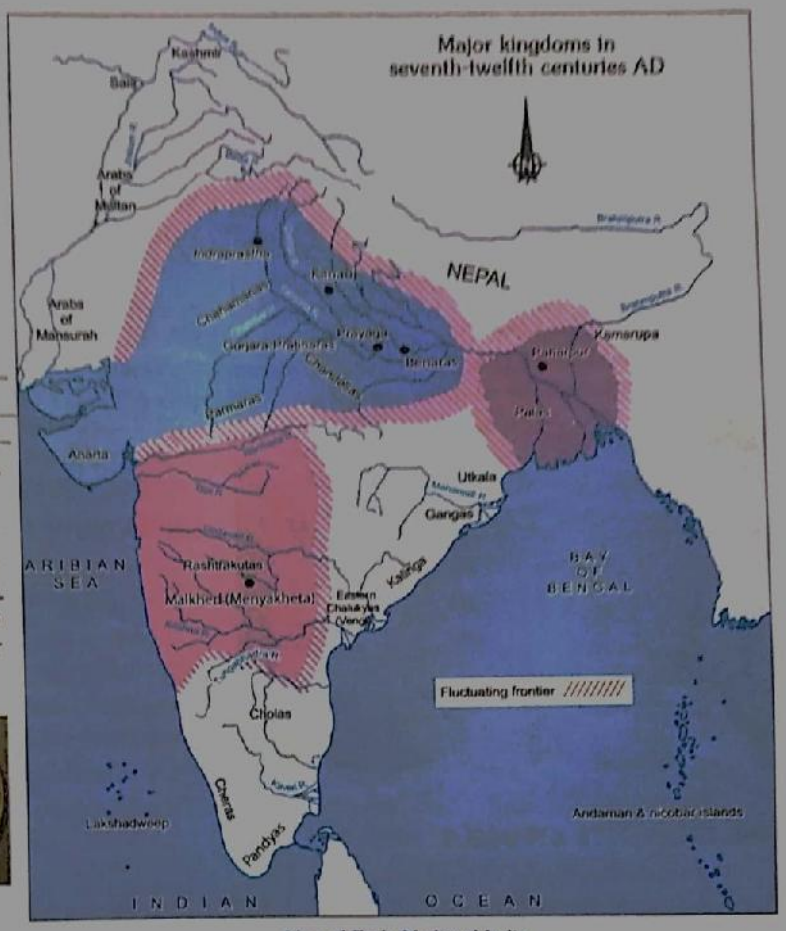
Coins of Bhoja Adivaraha

The Pratihara rulers were great patrons of art, craft, learning and literature. They built magnificent temples and buildings in Kanauj.

THE PALAS

The Pala dynasty was founded by Gopala. He was elected as a king by the nobles because the previous ruler had died issueless. His capital was at Pataliputra. **Dharamapala** and **Devapala** were the most famous rulers of this dynasty. They extended and consolidated the Pala empire. They ruled over Bihar, Bengal and parts of Orissa and Assam with many ups and downs for over four centuries.

Gold coins of Dharamapala



Map of Early Medieval India

The Palas were great patrons of learning and religion. **Dharamapala** found the famous Buddhist monastery at Vikramshila. Vikramshila University became second only to Nalanda University in fame as a centre for higher learning. During the Pala reign, the fame of Nalanda University spread all over the world.

Vikramshila University

THE RASHTRAKUTAS (AD 753-973)

When the Gurjara-Pratiharas were ruling over northern and western India, and the Palas over eastern India, the Deccan was being ruled by the Rashtrakutas. They were initially subordinate to the Chalukyas of Karnataka. In AD 753 Dantidurga, a Rashtrakuta chief, declared independence from his Chalukyan overlord. He performed a ritual, called **Hiranya-garbha (the golden womb)** with the help of Brahmanas to become a Kshatriya king. In

this way, Dantivarman, also known as Dantidurga became the founder of this dynasty. His capital was at Manyakhet or Malkhed, near modern Sholapur in Maharashtra.

The Rashtrakutas were overthrown in AD 973 by a Chalukyan noble, Tailapa or Taila.

The Rashtrakuta rulers not only patronised Saivism and Vaishnavism, but also Jainism, Buddhism and Islam. In the field of literature, they gave equal patronage to Sanskrit, Prakrit and Kannada language. The Kailash temple at Ellora built by Krishna-I in 9th century AD is an unrivalled and magnificent piece of art.

Kailash Temple at Ellora

THE TRIPARTITE STRUGGLE

The rulers belonging to the Gurjara-Pratihara, Pala and Rashtrakuta dynasties often fought for control over Kanauj. Kanauj was then, a symbol of sovereignty. It was well-situated in the northern plains therefore, whoever captured Kanauj, had control over Ganga Valley. Since there were three parties in this long drawn conflict, historians describe it as the *tripartite* struggle. These three kingdoms were almost equal in strength. So, the victory of one king over the other did not last very long.

These kingdoms were so busy in fighting among themselves that they did not realise how weak they had all become. Around the end of 10th century AD these powers declined almost simultaneously. Other dynasties came into existence over their territories. Most of these dynasties were Rajputs.

Do You Know ?

The new dynasties performed a ritual, called **Hiranya-garbha** to gain acceptance. Hiranya-garbha literally means the 'golden womb'. This ritual was performed with the help of Brahmanas. It was thought that the sacrifice would lead to the 'rebirth' of the person (sacrificer) as a Kshatriya, even if he was not one by birth.

Hiranya-garbha golden womb

THE RAJPUTS

Rajputs are well-known for their bravery, honour and prestige in Indian history.

Some of the famous Rajput dynasties which ruled during this period were :

- The Gahadavalas of Kanauj
- Paramaras of Malwa
- Chandellas of Khajuraho
- Chauhans of Ajmer
- Kalachuris of Tripuri
- Chalukyas of Gujarat and
- Tomars of Delhi

THE CHAHAMANAS OR CHAUHANS

The Chahamanas were later known as the Chauhans. This dynasty was found by Guvkut in the 11th century AD. The Chauhans ruled over the region around Delhi and Ajmer.

Prithviraja-III (AD 1168-1192) was the greatest ruler of this dynasty. He ascended the throne of Ajmer at the age of 14 and made

Prithviraja Chauhan

Coins of Prithviraja Chauhan

many conquests. He conquered many small states of Rajasthan and Bundelkhand. His achievements and exploits have been described by his court poet, Chander Bardai in his famous book, 'Prithvirajraso'. In AD 1191, he defeated an Afghan ruler, Sultan Muhammad Ghori in the First Battle of Tarain. But in the Second Battle of Tarain in AD 1192, he lost to him. This defeat resulted in the foundation of Islam rule in India.

We have already mentioned that there were many famous Rajput kingdoms during this period. They were always fighting with each other for supremacy. These battles made them weak. That is why, they could neither defend themselves individually nor unite against the Turkish invasions.

THE TURKISH INVASIONS

Mahmud of Ghazni (AD 997-1030)

The first of these invaders was Sultan Mahmud of Ghazni from Afghanistan. He ruled from AD 997 to 1030. He extended his control over parts of Central Asia, Iran and the north-western part of the subcontinent. In order to bring wealth and build a large army, he raided the Indian subcontinent seventeen times between AD 1000 and 1027. He mainly attacked the temple towns in northern India. This was because, he had heard that there was a lot of gold and jewellery kept in the big temples of India. Destroying temples had another advantage. He obtained religious merit by destroying images. That is why, he is called 'idol breaker'. He destroyed the temples and took away gold and jewellery. Some of his famous campaigns were against Nagarkot, Thaneshwar, Mathura and Kanauj. His fifteenth invasion against the temple of Somnath in Gujarat was the most disastrous one. He died in AD 1030, and the people of northern India felt relieved.

Mahmud of Ghazni

Mahmud was very interested to know about India and the condition of its people. So, in one of his campaigns, Mahmud was accompanied by a great Persian scholar **Al-Baruni. Al-Baruni** lived for many years in India, learnt Sanskrit and wrote an excellent book on India named 'Kitab-ul-Hind' which save a source of history.

Muhammad Ghori (AD 1175-1206)

Shihab-ud-Din Muhammad Ghori was also the ruler of a small kingdom in Afghanistan. He invaded India not just to plunder it's wealth but also to establish Islam rule over India. Prithviraj Chauhan was a contemporary of Ghori. In AD 1191, Prithviraj Chauhan defeated Muhammad Ghori in the First Battle of Tarain. In this battle, Ghori had to flee from the battle field with bleeding wounds. But the very next year in AD 1192, he defeated Prithviraj in the Second Battle of Tarain. Prithviraj was captured and ultimately executed. This defeat is regarded as a turning point in Indian history. This is because, it resulted in the foundation of Turkish rule in India.

Muhammad Ghori

In AD 1206, Muhammad Ghori was murdered. His territory in northern India was left under control of his general Qutb-ud-din-Aibak.

ADMINISTRATION IN THE KINGDOMS

- The kings had supreme power. They adopted great titles of Maharaja adhiraj, Tribhuvana-chakravartin (lord of the three world).

- Kings also shared power with their Samantas as well as with associations of peasants, traders and Brahmanas.
- High posts in the army were filled by the people from influential families and the close relatives of the king. The positions were often hereditary.

REVENUE COLLECTION

- The producers like peasants, artisans, cattle-keepers had to surrender some part of their produce as tax.
- Sometimes, a part of the produce was claimed as rent because land was the property of a Lord.
- Revenue was also collected from traders.
- There was expansion of trade across the seas and the frontiers of the kingdoms. Thus, revenue collection was broad-based.
- Generally, people from the influential families and close relatives of the king collected revenue for the king. These positions were often hereditary.

USES OF REVENUE

In these kingdoms, resources were used for the following purposes :

- To finance the king's establishment.
- To construct temples and forts.
- To fight wars.

Remarkably, kings expected that the wars would lead to the acquisition of wealth in the form of gold, jewellery, land as well as trade routes.

PRASHASTIS

Prashastis were often written in praise of the king. They mentioned the king as valiant, victorious warriors, *etc.* They described the king's achievements. These Prashastis were composed by learned Brahmanas.

CRITICAL WRITINGS

In contrast to the writers of Prashastis, a twelfth century author named Kalhana was often critical about rulers and their policies. He composed a long Sanskrit poem that contains a history of the kings of Kashmir. He took the help of a variety of sources such as inscriptions, documents, earlier histories, eye witnesses accounts, *etc.* to complete his work.

LAND GRANTS

Kings often rewarded Brahmanas by grants of land. The grants were recorded on copper plates. These recorded plates were given to those who received the land. A person who received the land could collect taxes from it.

A set of copper plates recording a grant of land partly in Sanskrit and partly in Tamil. The ring holding the plates together is secured with the royal seal to indicate that this is an authentic document.

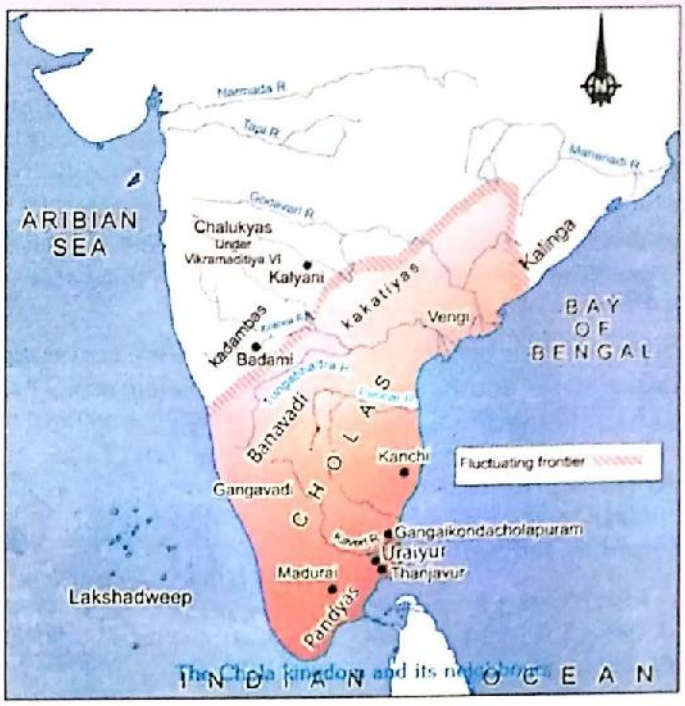
CASE STUDY

THE CHOLAS

The most prominent dynasty of the South Indian plains was the **Chola** dynasty. The Cholas were contemporaries of the Chalukyas, the Pallavas, the Pandyas and the Rashtrakutas.

The Cholas were earlier subordinate to the Pallava kings of Kanchipuram. **Vijayalaya Chola**, was related to the ancient ruling family of Cholas. He belonged to Uraiyur and had captured the Kaveri delta region from Muttaraiyar in the middle of the ninth century. The new dynasty was founded by him which ruled from AD 846 to 871. Vijayalaya built the town of Thanjavur and made it the capital of his kingdom. He also built a temple for goddess Nishumbhasudini there.

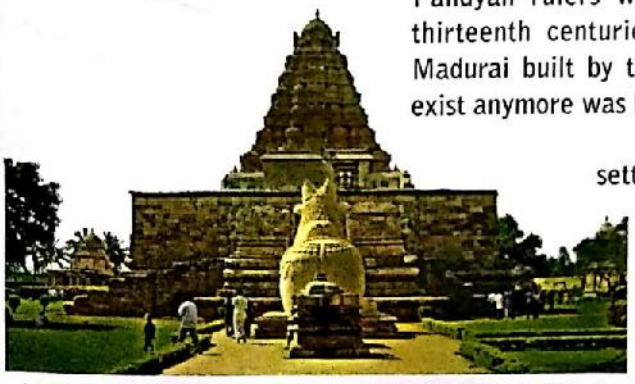
The most prominent rulers of the Chola dynasty were Rajaraja I (AD 985–1016) and Rajendra Chola (AD 1016–1044). They conquered the neighbouring kingdoms and annexed the Pandayan and Pallava Territories that were to the south and north of the Chola Empire. Rajaraja I is considered the most powerful ruler. He also reorganized the administration of the empire. Rajendra I continued his policies and raided the Ganga valley, Sri Lanka and the countries of South-east Asia. He developed a powerful navy for these expeditions.



Art and Architecture

The Cholas made great contribution to art and architecture. They built temples according to a basic plan that drew some distinction from the North Indian style. They placed the temples in an enclosed courtyard. The temples also had huge gateways called *gopurams*. The image of the deity was placed inside the sanctum-sanctorum. The best examples of these temples are at Thanjavur and Gangaikondacholapuram. They were built by Rajaraja and Rajendra Chola. They are architectural marvels. The Cholas are also best known for their metal images and stone sculptures.

However, the South Indian style of temple architecture is best represented by the Pandyan rulers who ruled between the seventh to thirteenth centuries AD. The Meenakshi Temple at Madurai built by the Pandyan rulers, which does not exist anymore was known for its distinctive features.



A Temple at Gangaikondacholapuram built by Rajendra Chola

Around the Chola temples, grew settlements of craftsmen and traders. An image of Nataraja made in bronze under the Chola dynasty in the tenth century AD, has been found. It continues to be reproduced in metal, stone and other materials even today. The

CASE STUDY

Chola Nataraja is often said to be the supreme statement of Hindu art. The temples were cultural centres and the centres of craft production. They were given devdana or land grants by the members of the royal family. These lands were provided with irrigation systems and were very productive. The produce of the land went into maintaining the temples and to the specialists who worked at the temples. They very often lived near the temples. The settlements around the temples also consisted of garland makers, cooks, sweepers, musicians, dancers etc. The South Indian temples were not only places of worship but also served as cultural centres and as hub of economic and social activity.

The bronze image of Nataraja belonging to the Chola Period

Agriculture

The Cholas had become powerful on account of trade and agricultural prosperity. They used their money for initiating agricultural reforms. These reforms helped in building a strong agrarian landscape adorning their economy. Notice on the map of the Chola kingdom, how river Kaveri branches off into several small channels before emptying into the Bay of Bengal. These channels renewed the soils of vast flood plains year after year. The fertile soils were responsible for agricultural prosperity of the region. Besides rice, many other crops were also cultivated. The existence of large number in tanks of this period also points towards agricultural prosperity. The agricultural reforms spread far and wide especially from the fifth and sixth century AD onwards. During this period, forests were cleared in some regions to provide land for agriculture. This land was levelled and special agricultural tools were used. In the delta regions, embankments were built to prevent floods. Canals were also constructed for irrigating the lands. With long periods of sunshine, two agricultural crops in a year had become possible in some areas.

A variety of methods to irrigate the fields were put to practise. These included canals in the delta region, wells in some areas and tanks in others. These irrigation works required planning, organised labour and resources, maintenance of work and decisions on sharing of water. There were associations, officers appointed by the rulers and leaders of people living in the area who took an active interest in these matters. The trading associations had also built extensive networks of irrigation which had enabled agriculture to be carried out in the region. The agrarian reforms of the Cholas considerably influenced irrigation in other countries of South-East Asia. The trading associations had closer ties with these countries. The enterprising farmers grew spices and sandalwood for export to China and some other South-East Asian countries. The remains of a tank belonging to some members of Manigramam guild have also been found. From China they imported ceramics and glass-ware. The Cholas had also sent an emissary to China in AD 1077 to further these trading contacts. Some historians have found evidences of trade with Arabia from where Cholas imported horses.

Administration

Under the Chola rule, the villages were made self-governing units. These administrative units were known as Kurram, Nadu or Kottram depending on the size of the village. A number of Kurrams constituted a valanadu. The villages were governed by local assemblies known as the Ur, the Sabha and the Nagaram. The village councils and the nadu performed several administrative functions including dispensing justice and collecting taxes.

The Cholas had a well-organised resource mobilization policy. The resource mobilisation was also one of the main goals of administration.

Do You Know ?

There were several categories of land during the Chola Period.

Vellangagai : Land given to non-Brahmin peasant proprietors

Brahmadeva : Land gifted to Brahmins

Shalabhoga : Land for establishment of a school

Devadana : Land gifted to temples.

Pallichchhandam : Land donated to Jaina institutions

The main features of the Chola administration were as under :

Centralised Administration : The rich peasants of the Vellala caste exercised control over the affairs of the nadu (agrarian unit). It comprised many villages. A nadu was directly under the supervision of the Central government.

Revenue : Productive cultivated land during the time of Rajaraja constituted a major source of land revenue for the upkeep of the Chola mandalam.

Role of landowners : The landowners were given titles like **muvendavelan** (a velan or a peasant serving three kings, araiyar (chiefs) etc. as a mark of respect. They held important office at the centre.

- The villages were grouped into several types like (*i*) Brahmadevas (Brahmin villages), (*ii*) Vellala (farmer villages), (*iii*) Taniyur (those who did some commendable work) (*iv*) Devadana (land gifted to temples).
- A village was an area that had wet lands, dry lands, ur (cultivators), village site, houses, house gardens, manram(meeting place), wastelands for grazing cattle, tanks, cow pens, hedges, forest lands, barren lands, brackish lands, streams, channels, rivers, arable land near rivers, pits of water and trees.
- The assembly of Brahmins was known as the *Sabha*. It was a very powerful institution. It looked after the land gifted to Brahmins. The assemblies were well-organised and functioned efficiently. The main features of the organisation of the Sabha were the following :

(*i*) **Committees :** There were separate committees to look after each different aspect of land gifted to Brahmins. One of the committees looked after irrigation works, another after gardens, still another after temples and so on.

(*ii*) **Membership :** The names of eligible members written on palm leaves were put in an earthen pot. A boy was asked to take out a specific number for each committee. In this way, the committees were constituted.

CASE STUDY

THE TANG DYNASTY OF CHINA

The Tang Dynasty of China lasted from AD 618 to 907. The founder of this dynasty was a military warrior. During the Tang rule, the Chinese empire expanded its borders to include new territories. The Tangs introduced civil service examination for obtaining high positions in the government administration. The historians call this system of examinations **meritocracy**. Under this system, people were chosen to high government positions according to merit. The system remained in place till AD 1911.

Emperor Xuanzong of Tang

The Tang capital Xi'an was then the largest city of the world. It was visited by Indians, Japanese, Koreans, Turks and Iranians. To make travelling easy they had constructed roads and waterways. This helped in increasing the wealth of the empire through trade.

In your opinion, what goods did China export ?

Inscriptions and Texts

Who could be a member of a sabha ? The Uttaramerur inscription lays down :

All those who wish to become members of the sabha should be owners of land from which land revenue is collected.

They should have their own homes.

They should be between 35 and 70 years of age.

They should have knowledge of the Vedas.

They should be well-versed in administrative matters and honest.

If anyone has been a member of any committee in the last three years, he cannot become a member of another committee.

Anyone who has not submitted his accounts, and those of his relatives, cannot contest the elections.

While inscriptions tell us about kings and powerful men, here is an excerpt from the Periyapuranam, a twelfth century Tamil work, which informs us about the lives of ordinary men and women.

On the outskirts of Adanur was a small hamlet of Pulaiyas (a name used for a social group considered "outcastes" by Brahmanas and Vellalas), studded with small huts under old thatches and inhabited by agrarian labourers engaged in menial occupations. In the thresholds of the huts covered with strips of leather, little chickens moved about in groups; dark children who wore bracelets of black iron were prancing about, carrying little puppies ... In the shade of the marudu (arjuna) trees, a female labourer put her baby to sleep on a sheet of leather; there were mango trees from whose branches drums were hanging; and under the coconut palms, in little hollows on the ground, tiny-headed bitches lay after whelping. The red-crested cocks crowed before dawn calling the brawny Pulaiyar (plural) to their day's work; and by day, under the shade of the kanji tree spread the voice of the wavy-haired Pulaiya women singing as they were husking paddy ...

IMPORTANT WORDS

- **Samantas :** Regional landlords or warrior chiefs.
- **Warrior class :** People belonging to brave and experienced soldier class.
- **Chronicle :** A written account of historical events in the order in which they took place.
- **Hiranya-garbha :** A ritual, which was performed by the Brahmanas, to lead to the 'rebirth' of the sacrificer as a kshatriya, even of the was not one by birth.
- **Tribal :** A class of people following old customs and traditions.
- **Maharaja-adhiraja :** A title used by kings meaning 'the great king' or overlord of kings.
- **Devadana :** Land gifted to other religious communities in the south.
- **Tarain :** An extensive plain in present day Haryana famous for many battles of Medieval India.
- **Brahmadeva :** The land gifted to Brahmins in the south.
- **Tripartite struggle :** The struggle between Pratihara, Rashtrakutas and Palas for possession of Kanauj.
- **Sultan :** An Arabic term meaning ruler.
- **Ghaznavis :** The Turkish tribes of Central Asia who also invaded India in the eleventh and twelfth centuries AD.

IMPORTANT DATES

- **AD 846 :** The Chola dynasty was found by Vijayalaya.
- **AD 973 :** The Rashtrakuta rule ended and their capital Malkhed destroyed.
- **AD 1001–1025 :** Mahmud of ghazni invaded India 17 times in this period.
- **AD 1030 :** Sultan Mahmud of Ghazni died.
- **AD 1060 :** Tomars, the first Rajput rulers, built Lal Kot (Red Fortress)
- **AD 1077 :** Cholas send an emissary to China.
- **AD 1175 :** Muhammad Ghori launched his first campaign to attack India.
- **AD 1179 :** Prithviraj Chahamana a Rajput king ascends the throne and ruled over Delhi and Ajmer.
- **AD 1191 :** Prithviraj defeats Muhammad Ghori in the First Battle of Tarain.
- **AD 1192 :** Muhammad Ghori defeats Prithviraj Chahamana in the Second Battle of Tarain.

IMPORTANT POINTS

- In the medieval period, big landlords or warrior chiefs in different regions of the subcontinent were called **samantas** because of their military skills and knowledge of warfare.
- Dantidurga, son of a Gujarat princess defeated the 'Karnatakabala' of the Chalukyas and captured Badami. He performed **Hiranya-garbha** (the golden womb).
- The prominent warrior classes who carved out small kingdoms, were the Kadambas, Gurjara-Pratiharas and others.
- The titles of kings suggested that they were either all too powerful or controlled several geographic regions.
- The powerful landlords asserted the ownership of land and collected land revenue which was considered as 'rent' or a part of the share of the landlord.
- The main features of the revenue policy of the Cholas were expansion of trade, merchant association or guilds and separate functionaries for collecting taxes.
- Under the influence of Brahmins, the Cholas made large endowments to temples.
- Many of the tribals had enrolled themselves in the ranks of the army maintained by the lords on feudal lines. They had warrior like virtues and tried to control many small kingdoms.

- Sultan Mahmud of Ghazni invaded India seventeen times from around CE 1001 to about CE 1025.
- Prithviraj Chahamana defeated Muhammad Ghori in the First Battle of Tarain in AD 1191. But Ghori invaded India again and defeated Prithiviraj in the Second Battle of Tarain in AD 1192.
- The prominent Chola dynasty was a contemporary of the Chalukyas, the Pallavas, the Pandyas and the Rashtrakutas. The Cholas earlier subordinates of Pallavas before rising to power and ruled from Kanchi.
- The most prominent rulers of the Chola dynasty were Rajaraja I and Rajendra Chola who built splendid temples and bronze sculptures.
- They used a variety of methods to irrigate the fields like canals and tanks. These required planning, organising labour and resources, maintaining the works and decisions on sharing of water.
- The main features of Chola administration were centralized administration, land revenue linked to productivity and appointment of landowners.
- The assembly of Brahmins was known as the Sabha. Its main features were separate committees and recorded membership. Sometimes instead of land, Sabha only managed trees.