

Assignment DOI 29 Apr 2016 Date of submission 05 May 2016

7 Sc Food (Q 1-6 : 1 mark each question/part; 7-10 : 2 marks each; 11 – 12 : 3 marks each; 13-15 : 5 marks each;)

1. Fill in the blanks

- a. Nongreen plants are
- b. Plants which derive their food from the dead and decaying organic matter are called
- c. Plants which derive their food from the bodies of the host plants and animals are called
- d. The green plants which make their own food but depend on insects for nitrogenous food are called
- e. The two plants which live together as parts of the same plant and mutually help each other are called

2. Explain the mode of nutrition in the following

- | | | |
|-----------------|--------------|-------------------|
| a. Green plants | b. mushrooms | c. Lactobacillus, |
| d. Cuscuta | e. Mistletoe | f. Nepenthes |

- 3. Name the green pigment that helps the leaves to capture sunlight.
- 4. What is a lichen?
- 5. What is the stored form of carbohydrates in plants?
- 6. Why in the rainy season does a loaf of bread turn blue, brown or greenish? Q 6

- 7. Write the chemical equation representing the process of photosynthesis.
- 8. How are nutrients replenished in the soil?
- 9. What do you mean by heterotrophs?
- 10. What is Autotrophic nutrition? Give an example of autotrophs.
- 11. What is the difference between parasites and saprotrophs? Give an example for each.
- 12. How does Nitrogen replenish in the soil?
- 13. What is symbiosis? Explain this relationship with help of two examples.
- 14. What are insectivorous plants? Explain with example.
- 15. Draw the diagram of: (a) Stomata (b) Schematic diagram showing photosynthesis

1. Symposium Spoken English and Personality Development Programme (Activity level 1)

Speaker1 Roll No. 1, 6, 11, 16, 21, 26, 31, 36 Speaker2 Roll No. 2, 7, 12, 17, 22, 27, 32, 37 Speaker3 Roll No. 3, 8, 13, 18, 23, 28, 33, 38 Speaker4 Roll No. 4, 9, 14, 19, 24, 29, 34, 39..... Speaker5 Roll No. 5, 10, 15, 20, 25, 30, 35,40 and so on
7 Sym When, where and how?

Speaker 1. Good morning friends. We welcome you all for our presentation “When, where and how?”. The symposium will be covered

byand History is the study of events of the past. To make the study easier, it is divided into three periods--ancient, medieval and modern. Accordingly the Indian history is also divided into three periods. The ancient period is said to stretch from the time humans learnt to write to Emperor Harshavardhana's death in 647 CE. The medieval period of Indian history is taken to extend from 647 to 1700 CE, i.e., when the Mughal Empire started breaking up and the British began establishing their power in India. The medieval period in India is further divided into early medieval from 647-1200 CE and the later medieval period from 1200-1700 CE. The modern period of Indian history stretches from 1700 CE to date. Nowwill discuss about the impact of geography on history.

Speaker 2. Thank You, India is a vast land with a 5,422 km long coastline (excluding the islands). The Himalayan mountain ranges, which stretch for over 2,575 km along the north of India, cut off the Indian subcontinent from the rest of Asia. This has resulted in India being physically and culturally distinct from the rest of Asia. The term Indian subcontinent describes this area. It consists of the present-day countries of India, Pakistan, Bhutan, Nepal and Bangladesh. The Himalayas have posed a barrier for many who have wanted to conquer this land. But the passes, or points along the ranges which are lower than the surrounding peaks, have allowed travellers and invaders to enter India through the north-west. Many of these invaders, like the Turks and the Mongols, have had a powerful impact on the culture and society of India. The Northern Plains, comprising the basins of the rivers Indus and Ganga, was the seat of many great empires. This was also the region that was under constant threat from invaders. All these factors have made the history of medieval period of this region highly eventful. Now will discuss about, the Southern Peninsula.

Speaker 3. Thank You, Southern Peninsula faced fewer threats of invasion. The Vindhya and Satpura mountain ranges acted as a barrier, discouraging the southern movement of the Turks and the Mughals. Hence, the Deccan and the South evolved a unique culture and a history of their own. The kingdoms in the south, which had long coastlines, like the Cholas and the Pandyas, developed strong navies. These kingdoms were therefore, able to establish empires that extended across the Indian Ocean, including the islands of Sri Lanka and Indonesia. Now will highlight certain terms used to describe the subcontinent.

Speaker 4. Thank You, Through the thousands of years of its history, the Indian subcontinent has been known by various names. During the Vedic Age, India was called Sapta Sindhu or the Land of the Seven Rivers. These rivers were the Indus, Jhelum, Chenab, Ravi, Beas, Sutlej and the mythical Saraswati. Sindhu was the Sanskrit name for the Indus. The earliest reference to this name is in the Zend Avesta, the holy book of the ancient Persians. But there it is referred to as Hapt Hindu. In Sanskrit, the Persian 'H' gets replaced by 'S'. Another theory says that the word Hindu was derived from the Sanskrit word indu, another word for soma, the drink of the Vedic people. Hindus were the people who drank indu (soma) and were blessed by it; and the land where they lived was called Hindustan. After the coming of the Aryans and the spread of the Vedic culture, Northern India came to be known as Aryavarta, or the land of the Aryans. India was also known as Bharatavarsha, or the land of Bharat, the son of King Dushayanta. In all Arabic and Persian literature of the medieval period, the Indian subcontinent is referred to as Hind. The Greeks, however, called this land Indica. It is most probably from Indica that the subcontinent got its modern name 'India'. Now will discuss various sources of information for medieval history.

Speaker 5. Thank You, Historians rely on different sources while reconstructing history. By rechecking a fact from different sources, historians make sure that it is as accurate as possible. The different sources are as follows: (a) epigraphic evidence (inscriptions) (b) numismatic evidence (coins) (c) archaeological evidence (buildings, sculptures, etc.) (d) artistic evidence (paintings) (e) literary evidence (historical writings) With this we conclude our symposium. We will discuss various types of sources in our next presentation. Thank you.

Note for subject teachers, students and parents

The Quiz and e-test mentioned below are available on the school E-board (Smart class). The same is also available on the following link.

2. Quiz- <http://www.learnmyway.in> 07(04) DOI Apr 08 2016.Q.Sc Nutrition in plants

3. E-test- <http://www.learnmyway.in> 07(04) DOI Apr 08 2016.ET.Sc Nutrition in plants

Mobile version of e-test is also available online.

Path to find the above mentioned contents on the internet / smart phone (mobile) School website / www.learnmyway.in Click on your school folder (MSS School Patiala) Log on with the password. Please contact school authorities (Class teacher/Subject teacher) in case password is not known / communicated)

Help line : email Rajinder_k_sharma@yahoo.com Skype : [rajinder.sharma1958](https://www.skype.com/user/rajinder.sharma1958) Mob : 9357388588