

# SCIENCE

TEXTBOOK FOR CLASS VII



0758



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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## FOREWORD

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the Textbook Development Committee responsible for this book. We wish to thank the Chairperson of the advisory group in Science and Mathematics, Professor J.V. Narlikar and the Chief Advisor for this book, Prof. V.B. Bhatia for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee,

appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, the NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi  
20 November 2006

*Director*  
National Council of Educational  
Research and Training

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## PREFACE

This book is the outcome of the efforts of the Textbook Development Committee appointed by the NCERT. The committee met a few times to interact with one another to improve the draft. Then there was a review meeting in which many experts and practicing school teachers were invited to review the draft and suggest improvements.

By and large we have stuck to the format of the Class VI book. By now, famous characters, Boojho and Paheli, have been used to make the text interactive. Attempt has been made to recall children's own experiences and build concepts around them. This is designed to connect science that they study in the school with their every-day life.

Many activities have been suggested to clarify concepts. Some of these activities are so simple that children can perform them on their own. The requirement of the apparatus required for the activities is minimal. We performed all the activities ourselves to ensure that there was no difficulty in performing them in the school situation. The activities should also help children in developing skills such as presentation of data in tabular and graphical forms, reasoning and drawing inference from the given data.

The language of the book has been kept as simple as possible. A large number of photographs, illustrations, cartoons, etc. have been included to make the book attractive. To help teachers evaluate children effectively, a large number of exercises have been given at the end of each chapter. The teachers are encouraged to frame additional exercises to test children's understanding. Some challenging exercises have also been devised for those children who would like to appear for the National Talent Search Examination conducted by the NCERT.

We are conscious of the fact that there is a paucity of additional reading material for children. We have tried to address this problem by providing **non-evaluative boxes**. These boxes, in blue, contain additional information, anecdotes, stories, strange facts and other such interesting materials.

We all know that children are mischievous and playful by nature. Therefore, in order to prevent any untoward incident during the performance of the activities in the school or outside, necessary cautions, in red, have been inserted at various places in the book.

To prepare children to assume their roles as responsible citizens of tomorrow, attempt has been made to sensitise them to the issues concerning gender, religion, environment, health and hygiene, water scarcity and energy conservation. We have sought to weave into the text the value of cooperation and the importance of peer learning.

An important feature of the book is what we call '**Extended Learning**'. These are totally **non-evaluative**, and purely voluntary activities and projects. Some of the projects in this section have been designed to enhance children's interaction with the experts, teachers, even parents, and society at large. The children are required to collect information of various kind and draw conclusions of their own.

My request to teachers and parents is to use the book in the spirit in which it has been written. Encourage children to perform activities and learn by doing, rather than by rote.

You can supplement, or even replace, the activities given here. If you feel that you have better alternatives, especially with your local/regional flavour, please write to us so that these activities could be used in the future editions of the book.

We have been able to include only a small subset of children's experiences. You have a better knowledge of their experiences because you are in touch with them. Use them to illustrate the concepts being taught. Above all, please do not stifle children's natural curiosity. Encourage them to ask questions, even if sometimes you feel uncomfortable. If you do not know the answer to a question on the spot, do not feel embarrassed. You can promise them to find the answer and deal with it later. Make a genuine attempt to get the answer from whatever resources are within your reach, such as senior school or college teachers, experts, libraries, internet, etc. If, in spite of your efforts, you cannot get the answer to some question, you could write to NCERT.

I must thank the NCERT for enabling us to talk to children through the medium of this book. Every member of the NCERT has been courteous and helpful to us. If you find this book useful and enjoy teaching/learning science through this book, the Editing Team and I shall consider ourselves well-rewarded.

V.B. BHATIA  
*Chief Advisor*  
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# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



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