

3rd January 2026

Class 12th Arts

Subject wise

Sub: History

Instructions for Students-

Quiz is based on 1st Chapter.

The quiz will be based only on the prescribed chapter covered in class.

Students must read the chapter thoroughly before participating.

Students should read carefully to the question before answering.

I am sending you assignment of 2 questions. You have to solve this work in your notebook in a neat and clean way. You have to submit this work after the opening of school to me.

1. In 1851 Governor General Lord Dalhousie described the kingdom of Awadh as “a cherry that will drop into our mouth one day”. Five years later, in 1856, the kingdom was formally annexed to the British Empire. The conquest happened in stages. The Subsidiary Alliance had been imposed on Awadh in 1801. By the terms of this alliance the Nawab had to disband his military force, allow the British to position their troops within the kingdom, and act in accordance with the advice of the British Resident who was now to be attached to the court. Deprived of his armed forces, the Nawab became increasingly dependent on the British to maintain law and order within the kingdom. He could no longer assert control over the rebellious chiefs and taluqdars. In the meantime the British became increasingly interested in acquiring the territory of Awadh. They felt that the soil there was good for producing indigo and cotton, and the region was ideally located to be developed into the principal market of Upper India. By the early 1850s, moreover, all the major areas of India had been conquered: the Maratha lands, the Doab, the Carnatic, the Punjab and Bengal. The takeover of Awadh in 1856 was expected to complete a process of territorial annexation that had begun with the conquest of Bengal almost a century earlier.
2. Lord Dalhousie’s annexations created disaffection in all the areas and principalities that were annexed but nowhere more so than in the kingdom of Awadh in the heart of North India. Here, Nawab Wajid Ali Shah was dethroned and exiled to Calcutta on the plea that the region was being misgoverned. The British government also wrongly assumed that Wajid Ali Shah was an unpopular ruler. On the contrary, he was widely loved, and when he left his beloved Lucknow, there were many who followed him all the way to Kanpur singing songs of lament. The annexation displaced not just the Nawab. It also dispossessed the taluqdars of the region. The countryside of Awadh was dotted with the estate and forts of taluqdars who for many generations had controlled land and power in the countryside. Before the coming of the British, taluqdars maintained armed retainers, built forts, and enjoyed a degree of autonomy, as long as they accepted the suzerainty of the Nawab and paid the revenue of their taluqs. Some of the bigger taluqdars had as many as 12,000-foot soldiers and even the smaller ones had about 200. The British were unwilling to tolerate the power of the taluqdars. Immediately after the annexation, the taluqdars were disarmed and their forts destroyed.
 1. “A cherry that will drop into our mouth one day”, who made this remark? Explain the series of events that eventually led the cherry to fall into the mouth of the British.
 2. “The annexation of Awadh displaced not just the Nawab, but also dispossessed the talukdars of the region, causing breakdown of an entire social order.” Critically examine the statement.
3. Link of quiz

<https://wayground.com/join?gc=38994534>

Sub : English

the key points of the chapter “Poets and Pancakes” (Class 12 English – Flamingo) by Asokamitran:

- The chapter is a **humorous and satirical account** of the author’s experiences at **Gemini Studios**, a famous film studio in Madras (Chennai).
- The title refers to a **make-up brand called “Pancake”**, which was excessively used on actors, symbolizing artificiality in the film world.
- The **make-up department** was powerful and feared; actors were often turned unnaturally dark or shiny under heavy layers of make-up.
- Gemini Studios had a strict **hierarchical working culture**, where most workers did not clearly understand their roles.

- The studio was influenced by **leftist (Communist) ideology**, though many employees barely understood what communism actually meant.
- The author describes the **office boy**, who believed he was a failed poet and blamed the author for his unfulfilled dreams.
- A group of writers called the **“Story Department”** worked at the studio, but their creative freedom was limited.
- The studio often hosted **visiting poets and speakers**, whose lectures were usually confusing and irrelevant to the staff.
- One such visitor was an **English poet (Stephen Spender)**, whose purpose and lecture were largely misunderstood at the time.
- Years later, the author realized the identity and significance of the visiting poet after reading an article in *The Encounter*.
- The chapter highlights the **gap between art and commerce**, and the lack of genuine appreciation for literature in the film industry.
- Overall, the lesson offers a **critique of the film industry**, bureaucracy, and pretentious intellectualism, using irony and gentle humor
- Link of Quiz
- <https://forms.gle/qzQrMeGS1SzT5JHAA>

Sub: Economics

Dear students

Read all the key details of chapter carefully and at the end there is quiz related to topic. It is mandatory to solve all quiz questions.

Chapter - Government Budget

Meaning

Government Budget is an annual statement of estimated receipts and expenditures of the government for a financial year.

Objectives

- Allocation of Resources
- Redistribution of Income
- Economic Stability
- Management of Public Enterprises
- Economic Growth

Receipts (Income of Government)

1. Revenue Receipts

✓ No asset creation

✓ No liability

Tax Revenue:

- Direct Tax (Income Tax)
- Indirect Tax (GST)

Non-Tax Revenue:

- Fees, fines, interest, dividends

2. Capital Receipts

✓ Create liability or reduce assets

- **Borrowings**
- Recovery of loans
- Disinvestment

Expenditure (Spending)

1. Revenue Expenditure

✓ No asset creation

Examples: salaries, pensions, interest payment

2. Capital Expenditure

✓ Asset creation / reduction of liability

Examples: roads, schools, loan repayment

Types of Budget

- *Balanced Budget: Receipts = Expenditure*
- *Surplus Budget: Receipts > Expenditure*
- *Deficit Budget: Expenditure > Receipts*

Measures of Deficit

- **Revenue Deficit = Revenue Expenditure – Revenue Receipts**
- **Fiscal Deficit = Total Expenditure – (Revenue Receipts + Non-Debt Capital Receipts)**
- **Primary Deficit = Fiscal Deficit – Interest Payments**

Importance

- *Promotes growth*
- *Reduces inequality*
- *Maintains price stability*
- *Ensures welfare*

Students you have to use the following link to start the quiz. After completion of quiz you will get the certificate of participation and grade marks. You have to save it for further assessment in future.

<https://docs.google.com/forms/d/1YB63Lh36Vmn35n12iNet424KW1XXNPUB3XsSkbgLQ2M/edit>

Sub: Political Science

Instructions

1. Solve all the questions on sheets.
2. write answers according to marks mention above the question

Questions

1. Mention any four features that distinguish the Soviet economy from that of a capitalist country like the US.
2. In what manner was the Garbachevs reforms protested? Who took the command during these events?
3. Critically examine the consequences of disintegration of the Soviet union
4. Explain any our issues of tension and conflicts in the former Soviet republic.
5. Link for quiz

<https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu1ndgymwnkvh>

Sub: Maths

General Instructions:

- (i) Do all questions neatly in the fair notebook.
- (ii) Mention Date, and Day on each day's work.
- (iii) All steps must be shown clearly.
- (iv) Each question carrying 3 marks.

Part A: Learning Work

Random Experiment

An experiment whose outcome cannot be predicted with certainty.

Example: Tossing a coin, rolling a die.

Sample Space (S)

The set of all possible outcomes of a random experiment.

Example: Tossing a coin $\rightarrow S = \{H, T\}$

Event

Any subset of the sample space.

Impossible event: Cannot occur (\emptyset)

Sure event: Always occurs (S)

Simple event: Only one outcome

Compound event: More than one outcome

Exhaustive Events

Events whose union is the sample space.

Part B : Written Work

1. Three boxes contain balls as follows:

Box I: 2 white, 1 red

Box II: 3 white, 2 red

Box III: 1 white, 3 red

One box is selected at random and one ball is drawn. If the ball drawn is white, find the probability that it was drawn from Box I.

2. A factory has three machines A, B and C producing 25%, 35% and 40% of the total output respectively. Their defect rates are 5%, 4% and 2%. A product is found defective. Find the probability that it was produced by machine C.

3. Two coins are tossed simultaneously. Find the probability of getting

(i) exactly one head

(ii) at least one head