

6th Jan, 2025
Class : 12th Arts
Subject Wise work

Sub: Punjabi

(ਪ੍ਰੀ ਬੋਰਡ) ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸਹੀ ਉੱਤਰ ਚੁਣੋ-

1 ਕਸ਼ਮੀਰ ਦੀ ਧਰਤੀ ਤੇ ਕਿਹੜੀ ਰਮਜ਼ ਚਮਕ ਰਹੀ ਹੈ ?

1 ਅਰਸ਼ੀ 2 ਰੇਤਲੀ 3 ਬਰਫੀਲੀ 4 ਮੈਦਾਨੀ

2 ਤਾਜ ਮਹਿਲ ਕਵਿਤਾ ਵਿੱਚ ਕਿਹੜੇ ਸਮੇਂ ਦਾ ਖੂਬਸੂਰਤ ਦ੍ਰਿਸ਼ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਹੈ।

1 ਮੱਸਿਆ ਦਾ 2 ਸਵੇਰ ਦਾ 3 ਪੂਰਨਮਾਸ਼ੀ ਦਾ 4 ਬਰਸਾਤ ਦਾ

3 ਚੁੰਮ ਚੁੰਮ ਰੱਖੋ ਕਵਿਤਾ ਵਿੱਚ ਕਿਸ ਨੂੰ ਭੁੱਬਾ ਮਾਰਦੇ ਵਿਖਾਇਆ ਗਿਆ ਹੈ?

1 ਪਿਤਾ ਨੂੰ 2 ਦਾਦੀ ਨੂੰ 3 ਮਾਂ ਨੂੰ 4 ਘੋੜੀ ਨੂੰ

4 ਮਜ਼ਦੂਰ ਤਾਜ ਮਹਿਲ ਬਣਾਉਣ ਸਮੇਂ ਕਿਵੇਂ ਕੰਮ ਕਰਦੇ ਸਨ?

1 ਠੇਕੇ ਤੇ 2 ਵਗਾਰ ਵਜੋਂ 3 ਦਿਹਾੜੀਦਾਰ 4 ਤਨਖਾਹ ਤੇ

ਪ੍ਰਸ਼ਨ -ਸਾਂਝ ਕਹਾਣੀ ਦਾ ਸਾਰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖੋ ? 2 ਨੀਲੀ ਕਹਾਣੀ ਵਿਚਲੇ ਪਾਤਰ ਗੁਆਲੇ ਦਾ ਪਾਤਰ ਚਿਤਰਨ ਕਰੋ ?

Sub: History

Instructions for Students-

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. The Buddha's teachings have been reconstructed from stories, found mainly in the Sutta Pitaka. Although some stories describe his miraculous powers, others suggest that the Buddha tried to convince people through reason and persuasion rather than through displays of supernatural power. For instance, when a grief-stricken woman whose child had died came to the Buddha, he gently convinced her about the inevitability of death rather than bring her son back to life. These stories were narrated in the language spoken by ordinary people so that these could be easily understood. According to Buddhist philosophy, the world is transient (anicca) and constantly changing; it is also soulless (anatta) as there is nothing permanent or eternal in it. Within this transient world, sorrow (dukkha) is intrinsic to human existence. It is by following the path of moderation between severe penance and self-indulgence that human beings can rise above these worldly troubles. In the earliest forms of Buddhism, whether or not god existed was irrelevant.
 2. There were other places too that were regarded as sacred. This was because relics of the Buddha such as his bodily remains or objects used by him were buried there. These were mounds known as stupas. The tradition of erecting stupas may have been pre-Buddhist, but they came to be associated with Buddhism. Since they contained relics regarded as sacred, the entire stupa came to be venerated as an emblem of both the Buddha and Buddhism. According to a Buddhist text known as the Ashoka vada, Asoka distributed portions of the Buddha's relics to every important town and ordered the construction of stupas over them. By the second century BCE a number of stupas, including those at Bharhut, Sanchi and Sarnath (Map 1), had been built. Inscriptions found on the railings and pillars of stupas record donations made for building and decorating them. Some donations were made by kings such as the Satavahanas; others were made by guilds, such as that of the ivory workers who financed part of one of the gateways at Sanchi. Hundreds of donations were made by women and men who mention their names, sometimes adding the name of the place from where they came, as well as their occupations and names of their relatives. Bhikkhus and bhikkhunis also contributed towards building these monuments.
- The stupa (a Sanskrit word meaning a heap) originated as a simple semi-circular mound of earth, later called *anda*. Gradually, it evolved into a more complex structure, balancing round and square shapes. Above the *anda* was the *harmika*, a balconylike structure that represented the abode of the gods.
1. "The Buddha's teachings have been reconstructed from stories, found mainly in the Sutta Pitaka." Reference of this statement explain the teachings of Buddha.
 2. Explain why were stupas built, how were stupas built and the structure of the stupa?
 3. Link for quiz

<https://wayground.com/join?gc=58261094>

Sub: English
Central Idea

- The poem highlights the suffering and exploitation of poor rural people.
- It contrasts the comfort of city people with the misery of villagers.
- The roadside stand represents hope, poverty, and helplessness.

Key Points

- Poor villagers set up a small roadside stand to earn a little money.
- They hope passing city people will stop and buy something.
- City people are selfish and insensitive; they rarely stop.
- Instead of helping, they complain about:
 - The stand being ugly
 - The signboards blocking their view
- The villagers' dream of prosperity is shattered.
- The poet criticizes false promises made by the government to help villagers.
- The poet feels deep sympathy for the villagers.
- He wishes to end their suffering, even imagining death as a release (without glorifying it).
- The poem ends with the villagers still waiting hopelessly.

Themes / Messages

- Rich–poor divide
- Exploitation of the rural poor
- Insensitivity of modern society
- False hopes given to villagers
- Need for social justice and empathy

Poetic Devices (Important for Exams)

- Alliteration: “*pathetic sound*”
- Metaphor: Roadside stand as symbol of rural poverty
- Irony: Help promised but never given
- Imagery: Clear picture of the rural setting

Tone of the Poem

- Sympathetic
- Critical
- Sad and thoughtful

Why is the poem relevant today?

- Even today, rural people struggle for fair opportunities.
- Development often ignores the poor

Competency-Based Questions

Poem: *The Roadside Stand*

- 1. Case-Based Question
- The villagers set up a roadside stand to earn money from city travellers.

Question:

If the government truly wanted to improve the villagers' condition, what two practical steps should it take instead of making false promises?

Competency Tested: *Problem-solving & real-life application*

2. Analytical Question

- City people complain about the roadside stand spoiling the view.

Question:

What does this complaint reveal about the attitude of urban people towards rural poverty?

Competency Tested: *Analysis & interpretation*

3. Inference-Based Question

- The poet says that “greedy good-doers” plan to help villagers.

Question:

Why does the poet use this ironic phrase? What can you infer about such helpers?

Competency Tested: *Inference & critical thinking*

4. Value-Based Question

- The poet feels disturbed by the villagers' suffering.

Question:

What values does the poem promote that students should follow in their daily lives? Mention any two.

Competency Tested: *Values & life skills*

5. Cause-and-Effect Question

- The roadside stand fails to attract customers.

- Question:
Identify two causes and two effects of the failure of the roadside stand.
Competency Tested: *Logical reasoning*
- 6. Assertion–Reason Question
- Assertion (A): The poet criticizes modern development in the poem.
Reason (R): Development often benefits the rich while ignoring the rural poor.
- a) Both A and R are true and R is the correct explanation
b) Both A and R are true but R is not the correct explanation
c) A is true and R is false
d) A is false and R is true
- Competency Tested: *Reasoning*
- 7. Creative Competency Question
- Imagine a city traveller who finally understands the villagers’ pain.
- Question:
What change in attitude or action should such a traveller show after reading the poem?
Competency Tested: *Creative & empathetic thinking*
- 8. Comparison Question
- Compare the dreams of the villagers with the lifestyle of city people.
- Question:
How does this contrast strengthen the central message of the poem?
Competency Tested: *Comparison & interpretation*
- 9. Life-Skill Based Question
- Question:
How can students contribute to reducing the rural–urban divide highlighted in the poem?
Competency Tested: *Life skills & social responsibility*
- 10. Extract-Based Competency Question
- “*The polished traffic passed with a mind ahead*”
- Question:
What does this line suggest about the priorities of city people?
Competency Tested: *Textual interpretation*

Sub : Political Science

- Learning Work

1. After the Cold War, the world became multi-polar, not dominated by a single power.
2. The European Union (EU) emerged as an important economic and political centre of power.
3. The EU has a common currency called the Euro (used by most member states).
4. The EU has its own flag, anthem, and parliament, showing political unity.
5. The United States remains a major military power but is not the only centre of power.
6. China has emerged as a powerful economic centre due to rapid growth and reforms.
7. China followed a policy of economic reforms without political liberalisation.
8. ASEAN (Association of South-East Asian Nations) is an important regional organisation.
9. ASEAN promotes economic cooperation, political stability, and regional peace.
10. The rise of new centres of power has reduced the dominance of any single country.
11. International relations today involve cooperation, competition, and interdependence.
12. Regional organisations play a key role in global governance.

***Doing work**

2 Mark Questions

1. Mention any two objectives of ASEAN.
2. Why is China considered an emerging power?
3. Name any two institutions of the European Union.
4. Explain any three features of the European Union.
5. How has ASEAN contributed to regional peace?
6. Give three reasons for China’s economic growth.

*** 4 Mark Questions**

1. Describe the political influence of the European Union.
2. Explain the role of ASEAN as a centre of power.
3. How did China rise as an economic power after 1978?

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.

RURAL DEVELOPMENT

◆ **Meaning**

Rural development refers to the overall economic and social development of rural areas with the aim of improving the quality of life of rural people.

It includes development of agriculture, allied activities, non-farm activities and infrastructure.

◆ **Major Issues in Rural Areas**

- Low agricultural productivity
- Poverty and unemployment
- Disguised and seasonal unemployment
- Illiteracy and lack of skills
- Poor infrastructure (roads, power, irrigation)

◆ **Rural Credit**

Need for Credit:

- Purchase of seeds, fertilizers, machinery
- Agricultural and non-farm activities
- Consumption needs during lean seasons

Sources of Rural Credit:

i. Institutional Sources

- Commercial Banks
- Cooperative Societies
- Regional Rural Banks
- NABARD

ii. Non-Institutional Sources

- Moneylenders
- Traders
- Relatives

Problems:

- High interest rates
- Indebtedness of farmers
- Exploitation by moneylenders

◆ **Agricultural Development**

- Land reforms
- Use of modern technology
- Green Revolution
- Diversification of crops
- Organic farming

◆ **Non-Farm Activities**

- Cottage and village industries
- Handicrafts
- Transport services
- Small-scale processing units

👉 Reduce pressure on agriculture and create employment

◆ **Employment in Rural Areas**

- Disguised unemployment
- Seasonal unemployment
- Migration to urban areas

Solution: Employment generation programmes

◆ **Infrastructure Development**

- Roads and transport
- Irrigation facilities
- Electricity and power
- Storage and marketing facilities

◆ **Poverty Alleviation & Government Programmes**

- **MGNREGA** – Guaranteed employment
- **NRLM (SHGs)** – Self-employment & women empowerment
- **PMGSY** – Rural roads
- **MSP** – Assured prices to farmers

◆ Sustainable Rural Development

- Protection of environment
- Use of renewable resources
- Organic farming
- Balanced growth for future generations

□ Important points to remember

- ✓ Rural development is multi-dimensional
- ✓ Institutional credit is safer than moneylenders
- ✓ SHGs play a key role in credit & empowerment
- ✓ Non-farm activities are crucial for employment

Now attempt the quiz using the following link:

<https://forms.gle/vfDhfxDHnMctvYEJ6>

Subject : Math

General Instructions:

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

Part A: Learning Work

A relation is a connection or association between elements of two sets.

Formally:

If A and B are two sets, a relation R from A to B is a subset of the Cartesian product $A \times B$.

Key Points

Ordered Pair: The relation is made of ordered pairs (a,b) showing a connection from a to b.

Subset of Cartesian Product: Not all pairs need to be included; only the connected ones.

Types of Relations

- Reflexive
- Symmetric
- Transitive

Equivalence Relation: Relation that is reflexive, symmetric, and transitive.

Part B : Written Work

- Check whether the relation R defined on the set $A = \{1, 2, 3, 4, 5, 6\}$ as $R = \{(a, b): b = a + 1\}$ is reflexive, symmetric or transitive.
- If Z is the set of all integers and R is the relation on Z defined as $R = \{(a, b): a, b \in Z \text{ and } a - b \text{ is divisible by } 5\}$. Prove that R is an equivalence relation.
- Give an example of relation which is reflexive, symmetric but not transitive.