

SGJ DAV SEN. SEC. PUBLIC SCHOOL, HARIPURA

Class – 10th (Revisional Assignment)

Date- 10 Jan 2026

Dear students revisional assignment is divided into two parts

1. Study material of Topic\ chapter
2. Quiz related to topic

So students please read carefully all the key details \Questions of chapter and at the end there is quiz related to topic . it is must to solve all quiz questions .

Instructions to Attempt Quiz & Send Certificate Screenshot to class in charge.

- Open the Quiz Link
- Click on the quiz link shared by your teacher.
- Enter your Name, last name and email id correctly then start quiz.
- Select the correct answer and submit the quiz.
- Take a clear screenshot of the certificate and send to class in charge.
- Do all assignment work on fair notebook.

MATH

Pair of Linear Equations – Word Problems

Explanation / Hints:

To solve word problems:

1. Assume variables for unknown quantities.
2. Convert statements into equations.
3. Solve using substitution or elimination method.

Example (for understanding):

The sum of two numbers is 18 and their difference is 6. Find the numbers.

Hint: Let numbers be x and y.

$$X+Y=18$$

$$X-Y=6$$

Self-Practice Questions:

1. The sum of the digits of a two-digit number is 9. Also, nine times this number is twice the number obtained by reversing the order of the digits. Find the number.
2. Meena went to a bank to withdraw ` 2000. She asked the cashier to give her ` 50 and ` 100 notes only. Meena got 25 notes in all. Find how many notes of ` 50 and ` 100 she received.
3. A lending library has a fixed charge for the first three days and an additional charge for each day thereafter. Saritha paid ` 27 for a book kept for seven days, while Susy paid ` 21 for the book she kept for five days. Find the fixed charge and the charge for each extra day
4. The sum of a two-digit number and the number obtained by reversing the digits is 66. If the digits of the number differ by 2, find the number. How many such numbers are there?

Quiz <https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu2mjwmg3wvc>

SCIENCE

Topic- Refraction of Light through a Glass Slab

Introduction

- **Refraction of light** is the bending of light when it passes from one medium to another due to change in its speed.
- When light travels from **air to glass** or **glass to air**, refraction occurs.

Refraction Through a Glass Slab

- A glass slab has **two parallel refracting surfaces**.
- Light ray bends **towards the normal** when entering glass (denser medium).
- It bends **away from the normal** when coming out into air (rarer medium).

Important Observations

- The **emergent ray is parallel to the incident ray**.
- The emergent ray is **laterally displaced**.
- Angle of incidence (i) \neq Angle of refraction (r).
- Angle of incidence = Angle of emergence (e).

Laws of Refraction (Snell's Laws)

The incident ray, refracted ray, and normal lie in the same plane.

The ratio of sine of angle of incidence to sine of angle of refraction is constant:

$$\mu = \frac{\sin i}{\sin r}$$

Where μ is the **refractive index** of glass with respect to air.

Refractive Index

- It is the measure of **optical density** of a medium.
- Higher refractive index \rightarrow light travels slower.

$$\mu = \frac{c}{v}$$

Where:

- c = speed of light in vacuum
- v = speed of light in medium

Lateral Displacement

- The perpendicular distance between the **incident ray and emergent ray**.
- Depends on:
 - Thickness of the glass slab
 - Angle of incidence
 - Refractive index of glass

Key Points for Exams

- Refraction occurs due to change in speed of light
- Glass slab has parallel surfaces
- Emergent ray is parallel to incident ray
- Lateral displacement is always present
- Refractive index indicates optical density

Instructions

Students you have to follow 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 .

Quiz Link- <https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu2mzk2madova>

SOCIAL SCIENCE

Learning Work

1.Describe the great economic hardship that prevailed in Europe during the 1930s.

Solution:

The 1830s were years of great economic hardship in Europe:

Increase in population all over Europe.

More job seekers than employment.

Small producers in towns faced stiff competition from imports of cheap machine-made goods from England.

Rural population migrated to urban areas, overcrowded slums.

2.Describe any three measures that were introduced by the French revolutionaries to create a sense of collective identity amongst the French people

Solution:

The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasised the notion of a united community enjoying equal rights under a constitution.

The previous royal standard was changed to the new French flag, the tricolour.

The National Assembly replaced the Estates General as the body of elective citizens.

New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation.

A centralized administrative system was put in place and it formulated uniform laws for all citizens within its territory.

Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.

Regional dialects were discouraged and French became the common language of the nation.

3.Explain the role of Otto Von Bismark in the Unification of Germany

Solution:

Prussia took on the leadership of the movement for national unification. Its chief minister, Otto von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy.

Three wars over seven years with Austria, Denmark and France ended in Prussian victory and completed the process of unification.

In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

Describe the steps taken by French revolutionaries to create a sense of collective identity among the French people

Solution:

The steps are taken to create a sense of collective identity amongst French people by the French revolutionaries included:

The ideas of fatherland (la patrie) and citizen (le citoyen) were spread to bring the notion of a united community having equal rights and protected by a constitution.

A new flag was chosen of tricolour to represent the nation and the royal standard was removed.

New hymns, oaths and martyrs commemorated in the name of the nation.

The Estates General became the National Assembly and its members were elected by a body of active citizens.

Uniform system of weights, measures were adopted and the abolition of internal customs. Promoting French as a common language of the nation.

4. Describe the major outcomes of the French Revolution of 1789

Solution:

The major outcomes of the French Revolution of 1789 include the abolition of monarchy, the rise of the First French Republic, the implementation of revolutionary ideals such as liberty, equality, and fraternity, and the eventual emergence of Napoleon Bonaparte as a powerful leader.

5. Explain any three provisions of the Treaty of Vienna of 1815.

Solution:

The provisions of Treaty of Vienna were as follows:

There was restoration of the power of the Bourbon dynasty in France.

France lost all the territories that it had annexed while under the rule of Napoleon.

Genoa was added to Piedmont in the South and the kingdom of Netherlands was set-up in North.

New territories were added to Prussia on its western frontier.

Austria was granted control over Northern Italy.

Russia was given part of Poland and Prussia was given a part of Saxony.

6. Describe the spirit of conservatism in European governments brought after the defeat of Napoleon in 1815

Solution:

After the defeat of Napoleon in 1815, the spirit of conservatism in European governments emerged, advocating for the restoration of traditional institutions, monarchies, and social hierarchies, aiming to maintain stability, order, and resistance to revolutionary changes. Conservatives believed that established, traditional institutions of state and society – like the monarchy, the Church, social hierarchies, property and the family – should be preserved.

7. Define the term Romanticism. How did it facilitate the promotion of nationalist sentiment?

Solution:

Romanticism was a movement in literature and arts, that originated in the late 18th century, emphasizing subjectivity, inspiration and the supremacy of the individual.

Critical approach towards science and reason: Glorification of reason and science was criticised by the romantic artists, rather they favoured emotions, intuitions and mystical feelings.

Folk culture as the spirit of the nation: Romantics like the German philosopher Johann Gottfried Herder claimed that the true spirit of the nation could be popularised through folk songs, folk poetry and folk dances. He held the view that true German culture could be discovered only among the common people, the Das Volk.

Emphasis on vernacular language: They gave emphasis on vernacular language to carry the modern nationalist message to a large audience who were mostly illiterate and to recover the national spirit.

How did culture play an important role in creating the idea of the nation? 8. Explain in the context of European Romanticism of the nineteenth century.

Solution:

Culture played an important role in creating the idea of the nation: art and poetry, stories and music helped express and shape nationalist feelings:

Romanticism was a cultural movement which sought to develop a particular form of nationalist sentiment. Romantic artists and poets generally criticized the glorification of reason and science and focused instead of emotions, intuitions and mystical feelings.

Their effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.

Romantics like Johann Gottfried Herder claimed that German culture was to be discovered among the common people- das volk.

Language too played an important role in developing nationalist sentiments. For example, the use of polish came to be seen as a symbol of the struggle against Russian dominance.

ENGLISH

Class 10 - English Communicative (101)

Sentence Reordering

1. Rearrange the following words and phrases to form meaningful sentences.

- a. and/his/word/thoughtful/keeps/is/always/gentleman/true/a
- b. to keep/and hasten/promise/ii/will be/he/slow to/a/make
- c. friendship/a/you/broken/cost/promise/your/can.

2. Rearrange the following words and phrases to form meaningful sentences.

- a. is/means/as/a/of/transport/in/deserts/it/used
- b. is/useful/animal/this/to live/adapted/well/lands/in harsh
- c. can/the camel/take/100 litres/up to/of water/10 minutes/in

3. Rearrange the following words and phrases to form meaningful sentences.

- a. to/the/gym/after/my work/I finish/I will go
- b. listen/I will/at the gym,/to music/while/I am
- c. a shower/once/I will take/my workout/done with/I am

4. Rearrange the following words and phrases to form meaningful sentences.

- a. the/Indian/English/exploited/the/farmers
- b. pay/the/had to/poor farmers/high times/very
- c. natural disasters/farmers/share of taxes/even/pay/their/in times of/the/had to

5. Rearrange the following words and phrases to form meaningful sentences.

- a. Oliver Twist/workhouse/in/was/born/a
- b. knew/father/nobody/who/was/his
- c. died/mother/his birth/his/soon/after

Quiz :<https://wayground.com/join?gc=39326694&source=liveDashboard>

Quiz Code: 39326694

HINDI

Learning -Work

1. परशुराम के क्रोध करने पर लक्ष्मण ने धनुष के टूट जाने के लिए कौन-कौन से तर्क दिए ?

उत्तर:- परशुराम के क्रोध करने पर लक्ष्मण ने धनुष के टूट जाने पर निम्नलिखित तर्क दिए –

1. बचपन में तो हमने कितने ही धनुष तोड़ दिए परन्तु आपने कभी क्रोध नहीं किया इस धनुष से आपको विशेष लगाव क्यों हैं?

2. हमें तो यह असाधारण शिव धुनष साधारण धनुष की भाँति लगा।

3. श्री राम ने इसे तोड़ा नहीं बस उनके छूते ही धनुष स्वतः टूट गया।

4. इस धनुष को तोड़ते हुए उन्होंने किसी लाभ व हानि के विषय में नहीं सोचा था। इस पुराने धनुष को तोड़ने से हमें क्या मिलना था?

2. परशुराम के क्रोध करने पर राम और लक्ष्मण की जो प्रतिक्रियाएँ हुईं उनके आधार पर दोनों के स्वभाव की विशेषताएँ अपने शब्दों में लिखिए।

उत्तर:- राम स्वभाव से कोमल और विनयी हैं। परशुराम जी क्रोधी स्वभाव के थे। परशुराम के क्रोध करने पर श्री राम ने धीरज से काम लिया। उन्होंने स्वयं को उनका दास कहकर परशुराम के क्रोध को शांत करने का प्रयास किया एवं उनसे अपने लिए आज्ञा करने का निवेदन किया। लक्ष्मण राम से एक दम विपरीत हैं। लक्ष्मण क्रोधी स्वभाव के हैं।

उनकी जबानछुरी से भी अधिक तेज हैं। लक्ष्मण परशुराम जी के साथ व्यंग्यपूर्ण वचनों का सहारा लेकर अपनी बात को उनके समक्ष प्रस्तुत करते हैं। तानिक भी इस बात की परवाह किए बिना कि परशुराम कहीं और क्रोधित न हो जाएँ। राम अगर छाया हैं। तो लक्ष्मण धूप है। राम विनम्र, मृदुभाषी, धैर्यवान्, व बुद्धिमान व्यक्ति हैं वहीं दूसरी ओर लक्ष्मण निंदर, साहसी तथा क्रोधी स्वभाव के हैं।

3. लक्ष्मण और परशुराम के संवाद का जो अंश आपको सबसे अच्छा लगा उसे अपने शब्दों में संवाद शैली में लिखिए।

उत्तर:- लक्ष्मण – हे मुनि ! बचपन में तो हमने कितने ही धनुष तोड़ दिए परन्तु आपने कभी क्रोध नहीं किया इस धनुष से आपको विशेष लगाव क्यों हैं ? परशुराम – अरे, राजपुत्र ! तू काल के वश में आकर ऐसा बोल रहा है। तू क्यों अपने माता-पिता को सोचने पर विवश कर रहा है। यह शिव जी का धनुष है। चुप हो जा और मेरे इस फरसे को भली भाँति देखले। राजकुमार। मेरे इस फरसे की भयानकता गर्भ में पल रहे शिशुओं को भी नष्ट कर देती है।

Quiz link

<https://docs.google.com/forms/d/e/1FAIpQLSc3zh2rpyOQf2mt99p7k7bCGVBsKnRJrOwBwi5nkE8reYg9kw/viewform?usp=publish> editor link for Hindi Subject

PUNJABI

प्रूफ़न 1. 'ਜ਼ਫਰਨਾਮਾ' ਤੋਂ ਕੀ ਭਾਵ ਹੈ ?

ਉੱਤਰ : 'ਜ਼ਫਰਨਾਮਾ' ਦਾ ਅਰਥ ਹੈ; ਜਿੱਤ ਦਾ ਖਤ/ਪੱਤਰ । ਇਹ ਇੱਕ ਅਜਿਹਾ ਖਤ ਹੈ, ਜੋ 1705 ਈ: ਵਿੱਚ ਸ੍ਰੀ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ ਵੱਲੋਂ ਦੀਨਾ ਕਾਂਗੜ ਤੋਂ ਅੰਰੰਗਜ਼ੇਬ ਨੂੰ ਭਾਈ ਦਯਾ ਸਿੰਘ ਜੀ ਰਾਹੀਂ ਭੇਜਿਆ ਗਿਆ ਸੀ। ਇਸ ਵਿੱਚ ਅੰਰੰਗਜ਼ੇਬ ਦੇ ਕੁਕਰਮਾਂ 'ਤੇ ਉਸ ਨੂੰ ਲਾਹਨਤਾਂ ਪਾਈਆਂ ਗਈਆਂ ਹਨ। ਇਹ ਛਾਰਸੀ ਭਾਸ਼ਾ ਵਿੱਚ ਹੈ।

ਪ੍ਰੂਫ਼ਨ 2. 'ਜ਼ਫਰਨਾਮਾ' ਦਾ ਅੰਰੰਗਜ਼ੇਬ 'ਤੇ ਕੀ ਪ੍ਰਭਾਵ ਪਿਆ ?

ਉੱਤਰ : 'ਜ਼ਫਰਨਾਮਾ' ਦਾ ਅੰਰੰਗਜ਼ੇਬ 'ਤੇ ਐਸਾ ਫੂੰਘਾ ਅਸਰ ਹੋਇਆ ਕਿ ਉਸ ਦੀ ਅੰਤਰ-ਆਤਮਾ ਕੰਬ ਗਈ। ਉਹ ਬੇਚੈਨ ਹੋ ਗਿਆ, ਨੀਂਦ ਉੱਡ ਗਈ, ਬੁਰੇ-ਬੁਰੇ ਸੁਪਨੇ ਆਉਣ ਲਗ ਪਏ। ਉਸ ਦਾ ਇਨਸਾਨੀ ਜਜ਼ਬਾ ਹਲੂਣਿਆ ਗਿਆ।

Doing work

1. ਕਿਸੇ ਪੰਜਾਬੀ ਅਖਬਾਰ ਦੇ ਸੰਪਾਦਕ ਨੂੰ ਅਜੇਕੇ ਸਮੇਂ ਵਿੱਚ ਮੋਬਾਈਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਸੰਬੰਧੀ ਪੱਤਰ ਲਿਖੋ।