

### 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. Deep inequities on the basis of caste and other caste like distinctions meant that the cultivators were a highly heterogeneous group. Among those who tilled the land, there was a sizeable number who worked as menials or agricultural labourers (*majur*). The village panchayat was an assembly of elders, usually important people of the village with hereditary rights over their property. In mixed-caste villages, the panchayat was usually a heterogeneous body. An oligarchy, the panchayat represented various castes and communities in the village, though the village menial-cum-agricultural worker was unlikely to be represented there. The decisions made by these panchayats were binding on the members. Another interesting aspect of the village was the elaborate relationship of exchange between different producers. Marathi documents and village surveys made in the early years of British rule have revealed the existence of substantial numbers of artisans, sometimes as high as 25 per cent of the total households in the villages. How does one understand the significance of the village community? Some British officials in the nineteenth century saw the village as a “little republic” made up of fraternal partners sharing resources and labour in a collective. However, this was not a sign of rural egalitarianism.
2. Artisanal tasks such as spinning yarn, sifting and kneading clay for pottery, and embroidery were among the many aspects of production dependent on female labour. The more commercialised the product, the greater the demand on women’s labour to produce it. In fact, peasant and artisan women worked not only in the fields, but even went to the houses of their employers or to the markets if necessary. Women were considered an important resource in agrarian society also because they were child bearers in a society dependent on labour. At the same time, high mortality rates among women – owing to malnutrition, frequent pregnancies, death during childbirth often meant a shortage of wives. Amongst the landed gentry, women had the right to inherit property. Instances from the Punjab show that women, including widows, actively participated in the rural land market as sellers of property inherited by them. Hindu and Muslim women inherited zamindaris which they were free to sell or mortgage. Women zamindars were known in eighteenth-century Bengal. In fact, one of the biggest and most famous of the eighteenth-century zamindaris, that of Rajshahi, had a woman at the helm.
  1. “The social groups involved in agricultural expansion, and at their relationships and conflicts.” Explain the statement in the context of the village community.
  2. “As you may have observed in many different societies, the production process often involves men and women performing certain specified roles.” Explain the statement in the context of women in agrarian society.
  3. Link for quiz  
<https://wayground.com/join?gc=65721318>

### Sub: English

#### **Key Points: “Aunt Jennifer’s Tigers”**

1. Aunt Jennifer represents **oppressed women** trapped in patriarchal marriage.
2. The **tigers** she embroiders symbolize **strength, freedom, and confidence**.
3. The contrast between the **fearless tigers** and Aunt Jennifer’s **fearful life** highlights her suffering.
4. Aunt Jennifer’s **wedding band** symbolizes the burden and control of marriage.
5. Her trembling hands show **mental and emotional oppression**.
6. Art (embroidery) becomes a means of **expression and escape** from her unhappy life.
7. Even after Aunt Jennifer’s death, the **tigers will continue to live**, symbolizing the permanence of art and suppressed desires.

#### **Competency-Based Questions (Unsolved)**

1. How do the tigers embroidered by Aunt Jennifer reflect her inner desires and unfulfilled dreams?
2. Explain how the poet uses symbols to show the condition of women in a male-dominated society.
3. Why does Aunt Jennifer's wedding band feel heavy? What does it reveal about her marriage?
4. How does the poem contrast fear and confidence? What message does this convey?
5. In what ways does the poem remain relevant to women's lives in the modern world?

Sub: Political Science

Chapter: The Crisis of Democratic Order

\*Some Learning Points

1. The Crisis of Democratic Order refers mainly to the period of Emergency (1975–1977) in India.
2. Emergency was declared under Article 352 on the grounds of internal disturbance.
3. Fundamental Rights, especially Article 19, were suspended during the Emergency.
4. The role of the Judiciary became controversial due to judgments like the ADM Jabalpur case.
5. The press was censored and political opposition leaders were arrested.
6. The 42nd Constitutional Amendment Act (1976) made major changes to the Constitution.
7. The Emergency weakened democratic institutions but also strengthened awareness about civil liberties later.

\*Written Work

\*6marks questions

Q1. What were the causes behind the declaration of Emergency in 1975?

Answer:

1. Political instability after the 1971 elections.
2. Allahabad High Court judgment declaring Indira Gandhi's election invalid.
3. Economic problems like inflation, unemployment, and food shortages.
4. Mass protests led by Jayaprakash Narayan.
5. Government's fear of losing control over law and order.
6. Use of constitutional provision under Article 352.

Q2. Explain the consequences of the Emergency on democratic institutions.

Answer:

1. Suspension of Fundamental Rights.
2. Arrest of opposition leaders without trial.
3. Censorship of the press and media.
4. Reduced powers of the Judiciary.
5. Strengthening of executive authority.
6. Loss of public trust in democratic governance.

Q3. Discuss the role of the Judiciary during the Emergency.

Answer:

1. Judiciary faced pressure from the executive.
2. ADM Jabalpur case denied citizens the right to life and liberty.
3. Courts failed to protect Fundamental Rights effectively.
4. Judicial independence was questioned.
5. Some judges opposed government actions.
6. Later judgments restored democratic principles.

Q4. How did the Emergency period strengthen democracy in the long run?

Answer:

1. Increased awareness about civil liberties.
2. Defeat of the Congress in the 1977 elections.
3. Restoration of democratic rights.
4. Greater respect for Fundamental Rights.
5. Role of opposition parties strengthened.
6. Emergency became a warning against misuse of power.

Subject : Math

**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.

1. Find the particular solution of the following differential equation:

$$(x+1) \frac{dy}{dx} = 2e^{-y} - 1; y=0 \text{ when } x=0$$

2. Solve the following differential equation:

$$x \cos y dy - (x e^x \log x + e^x) dx = 0$$

3. Solve the differential equation :

$$(1+y^2)(1+\log x) dx + x dy = 0, \text{ given that when } x=1, y=1$$

$$4. \text{Find the general solution of the following: } (e^x + e^{-x})dy - (e^x - e^{-x})dx = 0$$

5. From the differential equation representing the family of curves:

$$y = A \cos 2x + B \sin 2x, \text{ where } A \text{ and } B \text{ are constants.}$$

### **Sub:Economics**

Dear students

Continuing with the same topic, read all the key details of chapter once again carefully and solve the following questions:

## **Human Capital Formation**

1. "Expenditure on education should be treated as an investment rather than consumption."

Justify the statement with logical reasoning.

2. How does investment in health contribute to both human capital formation and economic growth? Explain with two points.

3. Why is a large population not considered an asset unless it is adequately educated and healthy?

4. Distinguish between human capital and human development on the basis of:

Objective

Focus

5. Explain how human capital formation reduces unemployment in an economy.

6. A country invests heavily in physical capital but neglects education and healthcare. Analyse the long-term impact of this policy on economic development.

7. Why has the Indian government emphasised programmes related to:

- Skill development
- Health missions

in recent years?

8. "Human capital and economic growth are interdependent." Evaluate the statement using suitable arguments.

9. Despite increased government expenditure on education, the quality of human capital remains low in some developing countries. Suggest two reasons for this situation.

10. How does migration act as a source of human capital formation for both:

- Source country
- Destination country?

11. Explain any two sources of human capital formation and their role in improving labour productivity.

12. Education improves technical skills and efficiency of workers.

Explain how this contributes to:

- Higher income
- Faster economic growth

13. Why should a developing country prioritise spending on education and health over defence expenditure?

14. How does investment in digital education and training support human capital formation in the modern economy?

15. Explain the role of human capital formation in:

- Reducing income inequalities
- Promoting inclusive growth

### **Sub: Punjabi**

ਸ਼ਨੀਵਾਰ ਅਤੇ ਐਤਵਾਰ ਦਾ ਕੰਮ ਸਿਰਫ ਇਹ ਹੈ ਕਿ ਜੋ ਪ੍ਰੀ ਬੋਰਡ ਲਈ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਿੱਤਾ ਗਿਆ ਸੀ। ਉਸ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਪੁਰਾ ਕੀਤਾ ਜਾਵੇ ਕਿਉਂਕਿ ਜਿਸ ਦਿਨ ਸਕੂਲ ਲੱਗੇਗਾ ਉਹ ਹੱਲ ਕੀਤਾ ਹੋਇਆ ਪੇਪਰ ਲੈ ਕੇ ਆਉਣਾ ਹੈ ਕਿਉਂਕਿ ਇਹ ਵੀ ਫਾਈਨਲ ਅਸੈਸਮੈਂਟ ਦਾ ਹਿੱਸਾ ਹੋਵੇਗਾ।

