

Dear students in 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 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

Q1 Two coins are tossed simultaneously. Find the probability of getting:

(a) two heads (b) at least one head (c) no head

Q2 A die is thrown twice. Find the probability that:

(a) the sum of numbers on top is 8 (b) the sum is a prime number

Q3 From a well-shuffled pack of 52 cards, one card is drawn at random. Find the probability that the card drawn is: (a) a face card (b) not a face card

Quiz Link - <https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu1ndc5nq35xj>

Science

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

Chapter- Electricity

1. Electric Current

Electric current is the rate of flow of electric charge through a conductor.

SI unit: ampere (A)

2. Electric Charge

Electric charge is the basic property of matter responsible for electric effects.

SI unit: coulomb (C)

3. Potential Difference

Potential difference between two points is the work done per unit charge to move a charge from one point to another.

SI unit: volt (V)

4. One Volt

One volt is the potential difference when 1 joule of work is done to move 1 coulomb of charge.

$$1V = 1J/C$$

5. Electric Circuit

A closed conducting path through which electric current flows is called an electric circuit.

6. Ohm's Law

At constant temperature, the current flowing through a conductor is directly proportional to the potential difference across its ends.

$$V \propto I$$

7. Resistance

Resistance is the property of a conductor to oppose the flow of electric current.

SI unit: ohm (Ω)

8. One Ohm

A conductor has resistance of 1 ohm if 1 ampere current flows when 1 volt is applied.

9. Factors Affecting Resistance

Length of conductor

Area of cross-section

Nature of material

Temperature

10. Electric Power

Electric power is the rate at which electrical energy is consumed or work is done.

SI unit: watt (W)

IMPORTANT FORMULAS

Electric Current

$$I = \frac{Q}{t}$$

Potential Difference

$$V = \frac{W}{Q}$$

Ohm's Law

$$V = IR$$

Resistance of a Conductor

$$R = \rho \frac{L}{A}$$

Where

ρ = resistivity

L = length

A = area of cross-section

Series Combination of Resistors

$$R_s = R_1 + R_2 + R_3$$

Parallel Combination of Resistors

$$\frac{1}{R_p} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$$

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 .

<https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu1ndgzma4vvl>

Social Science

The Rise of Nationalism in Europe Test 01

1. What was the major change that occurred in the political and constitutional scenario due to French Revolution in Europe?
2. What does a blind-folded woman carrying a pair of weighing scales, symbolise?
3. How did the Balkan region become a source of Nationalist tension in Europe after 1871?

4. How did the local people in the areas conquered by Napoleon react to French rule? Explain.
5. Compare the views of liberals and conservatives.
6. "The decade of 1830 had brought great economic hardship in Europe." Support the statement with arguments.
7. Choose three examples to show the contribution of culture to the growth of nationalism in Europe.
8. Write a note on Giuseppe Mazzini.

Solution

1. The French Revolution resulted in the transfer of sovereignty from the monarchy under King Louis XVI of the Bourbon monarchy to a body of French citizens, thus turning the nation into a Republic.
2. The blindfold represents impartiality, the idea that justice should be applied without regard to wealth, power or another status.
3.
 - i. The Balkan was a region of geographical and ethnic variations comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro. The inhabitants of these regions were known as Slavs.
 - ii. A large part of the Balkans was under the control of the Ottoman Empire.
 - iii. As the different Slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict.
 - iv. The Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of others.
 - v. The breaking away of each of these nationalist group one by one from control of the Ottoman Empire was another cause of conflict.
 - vi. The Balkan peoples based their claims for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign powers. Each of these regions attempted to gain more territory at the expense of the others.
4.
 - i. At the very beginning, the artisans, businessmen and peasants enjoyed the newly-found freedom.
 - ii. They welcomed the standardised weights and measures, uniform laws and a common currency for the entire nation as they realised that these would be more helpful in trade and in facilitating the movement and exchange of goods and capital from one area to another.
 - iii. An outweighing of the advantages of administrative changes were witnessed in the Increase in taxes, censorship and forced conscription in French armies.
5. The 1830s were years of great economic hardship in Europe.
 - i. **Enormous increase in population:** The first half of the nineteenth century saw an enormous increase in population all over Europe.
 - ii. **Unemployment and Migration:** In most countries, there were more job seekers than employment. Population from rural areas migrated to the cities to live in overcrowded slums.
 - iii. **Stiff competition from imports:** Small producers in towns were often faced with stiff competition from imports of cheap machine made goods from England, where industrialisation was more advanced than on the continent.
 - iv. **Widespread pauperism:** The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.
6. Apart from wars and territorial expansion, culture also played a crucial role in the development of nationalism.
 - i. **Romanticism** was a European cultural movement aimed at developing national unity by creating a sense of shared heritage and common history. The Romantic artists' emphasis on emotions, intuition and mystical feelings gave shape and expression to nationalist sentiments. role played by European poets and artists in mobilising public opinion to support the Greeks in their struggle to establish their national identity.
 - ii. **Folk songs, dances and poetry** contributed to popularising the spirit of nationalism and patriotic fervour in Europe.

German philosopher Johann Gottfried claimed that the German culture was to be discovered among the common people through folk songs, folk poetry and folk dances. So collecting and recording these forms of folk culture was essential to the project of nation-building.

- iii. **Language** also played a distinctive role in developing nationalist feelings in Europe. An example of this is how during Russian occupation, the use of Polish came to be seen as a symbol of struggle against Russian dominance. During this period, Polish language was forced out of schools and Russian language was imposed everywhere. Following the defeat of an armed rebellion against Russian rule in 1831, many members of the clergy in Poland began using language as a weapon of national resistance. They did so by refusing to preach in Russian, and by using Polish for Church gatherings and religious instruction. The emphasis on the use of vernacular language, the language of the masses, helped spread the message of national unity.

Giuseppe Mazzini was an Italian revolutionary, born in Genoa on June 22, 1807, in a middle class family. He was a patriot, political activist, writer, founder of young Italy and played a very important role in liberal nationalism. He was an Italian journalist and politician who lived back in the 19th century. He was sent into exile at the age of 24 in 1831 for attempting a revolution in Liguria. He founded underground societies named 'Young Italy' in Marseilles and 'Young Europe' in Berne, whose members were like-minded young men from Poland, France, Italy and the German States. He was one among many who supported free democratic Italy rather than its monarch. Chancellor Duke Metternich once described him as 'the most dangerous enemy of our social order'.

Quiz Link - <https://padlet.com/davhrpaman/expanding-access-to-loans-in-the-formal-sector-is-important--ms5vdcqctn5wtlnl9>

English

1. Imagine that the mariner hears of Mrs. Packletide's hunt and decides to share some advice with her, about the impact of wilfully killing creatures. As the mariner, write this letter, in about 150 words, to Mrs. Packletide, based on the consequences following your own experience of having killed a creature intentionally. (Rime of the Ancient Mariner and Mrs Packletide's Tiger)
2. Even though both, the frog from Vikram Seth's poem, The Frog and the Nightingale and Abel's children from the play, The Dear Departed, display greed, there are differences. Elaborate, in about 150 words, how the greed of the frog and that of Abel's children differ in motivation, actions, relationship, and consequences.
3. What is Stanley Houghton's primary purpose in employing irony in the play 'The Dear Departed'?

Solution

The advice might include the following points: § The mariner would advise Mrs. Packletide to consider the consequences of her actions. In the poem, the mariner kills an albatross and brings a curse upon himself and his crew. He learns the hard way that there are often unintended consequences to our actions. § He would also advise Mrs. Packletide to respect the creatures she encounters. In the poem, the mariner does appreciate the beauty of the albatross. He might encourage Mrs. Packletide to see the tiger as a majestic creature that deserves to be appreciated and respected, rather than simply a trophy to be mounted on her wall. § Additionally, the mariner might encourage Mrs. Packletide to think about the value of life. He might caution Mrs. Packletide against taking life lightly, and encourage her to consider the value of the tiger's life before taking it. § Finally, the mariner might advise Mrs. Packletide to be mindful of her impact on the world around her. In the poem, the mariner's actions have far-reaching consequences, affecting not just himself and his crew. He might encourage Mrs. Packletide to think about how her actions affect the world around her, and to strive to make a positive impact rather than a negative one.

Their greed can be distinguished: § Motivation: The frog's greed is motivated by a desire for personal gain and success, whereas Abel's children are motivated by a desire for material possessions and inheritance. § Actions: The frog takes advantage of the nightingale's talent and exploits her, while Abel's children scheme to acquire their father's belongings through deception. § Relationship: The frog and the nightingale have a business relationship,

while Abel's children have a familial relationship with their father. § Consequences: The consequences of the frog's greed result in the nightingale's demise, while the consequences of Abel's children's greed result in a family dispute and moral dilemma

(Answer can be woven using a couple of the given points) Stanley Houghton's primary purpose in employing irony in The Dear Departed is- § to satirize the societal values and behaviours of his time, particularly the greed and materialism of the middle class § expose the hypocrisy and moral bankruptcy of characters like the Slaters and the Jordans, who prioritize money and possessions over family and morality. § allow the audience to see the absurdity and superficiality of these characters' values and beliefs, and to question the larger societal values that have led to such behaviour. § criticize the materialistic and self-centred attitudes that were prevalent in his time, and to call for a return to more genuine and compassionate values

Quiz link - <https://wayground.com/join?gc=36895846>

Hindi

प्रश्न 1. प्रस्तुत पाठ के आधार पर यह कहा जा सकता है कि बच्चे का अपने पिता से अधिक जुड़ाव था, फिर भी विपदा के समय वह पिता के पास न जाकर माँ की शरण लेता है। आपकी समझ से इसकी क्या वजह हो सकती है?

उत्तर-यह बात सच है कि बच्चे (लेखक) को अपने पिता से अधिक लगाव था। उसके पिता उसका लालन-पालन ही नहीं करते थे, उसके संग दोस्तों जैसा व्यवहार भी करते थे। परंतु विपदा के समय उसे लाड़ की जरूरत थी, अत्यधिक ममता और माँ की गोदी की जरूरत थी। उसे अपनी माँ से जितनी कोमलता मिल सकती थी, उतनी पिता से नहीं। यही कारण है कि संकट में बच्चे को माँ या नानी याद आती है, बाप या नाना नहीं। माँ का लाड़ घाव को भरने वाले मरहम का काम करता है।

प्रश्न 2. आपके विचार से भोलानाथ अपने साथियों को देखकर सिसकना क्यों भूल जाता है?

उत्तर

शिशु अपनी स्वाभाविक आदत के अनुसार अपनी उम्र के बच्चों के साथ खेलने में रुचि लेता है। उनके साथ खेलना अच्छा लगता है। अपनी उम्र के साथ जिस रुचि से खेलता है वह रुचि बड़ों के साथ नहीं होती है। दूसरा कारण मनोवैज्ञानिक भी है-बच्चे को अपने साथियों के बीच सिसकने या रोने में हीनता का अनुभव होता है। यही कारण है कि भोलानाथ अपने साथियों को देखकर सिसकना भूल जाता है।

Quiz Link - <https://www.propofs.com/quiz-school/ugc/story.php?title=ndu1ndgxoqscvi>

Punjabi

ਸ਼੍ਰੋਤ 1 : 'ਸੇ ਕਿਉ ਮੰਦਾ ਆਖੀਐ' ਰਚਨਾ ਦਾ ਸਾਰ ਲਿਖੋ।

ਉੱਤਰ : 'ਸੇ ਕਿਉ ਮੰਦਾ ਆਖੀਐ' ਰਚਨਾ ਗੁਰਮਤਿ ਕਾਵਿ-ਧਾਰਾ ਦੇ ਮੋਢੀ ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਰਚਨਾ ਹੈ। ਇਸ ਰਚਨਾ ਵਿੱਚ ਉਹਨਾਂ ਨੇ ਸਮਾਜ ਵਿੱਚ ਔਰਤ ਦਾ ਸਤਿਕਾਰ ਕਰਨ ਦੀ ਪ੍ਰੇਰਨਾ ਦਿੱਤੀ ਹੈ। ਗੁਰੂ ਜੀ ਆਖਦੇ ਹਨ ਕਿ ਇਸਤਰੀ ਹੀ ਮਨੁੱਖ ਦੀ ਜਨਮਦਾਤੀ ਹੈ ਤੇ ਇਸ ਨਾਲ ਹੀ ਸੰਸਾਰ ਚੱਲਦਾ ਹੈ। ਇਹ ਔਰਤ ਹੀ ਵੱਡੇ ਮਨੁੱਖਾਂ, ਭਾਵ ਰਾਜਿਆਂ ਨੂੰ ਜਨਮ ਦੇਂਦੀ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਗੁਰੂ ਜੀ ਸਪਸ਼ਟ ਆਖਦੇ ਹਨ ਕਿ ਸੰਸਾਰ ਵਿੱਚ ਮਨੁੱਖੀ ਹੋਂਦ ਦਾ ਆਧਾਰ ਇਸਤਰੀ ਹੀ ਹੈ। ਇਸਤਰੀ ਕੇਵਲ ਪਰਮਾਤਮਾ ਨੂੰ ਹੀ ਜਨਮ ਨਹੀਂ ਦੇਂਦੀ, ਅਰਥਾਤ ਉਹ ਪਰਮਾਤਮਾ ਹੀ ਹੈ, ਜੋ ਔਰਤ ਦੀ ਕੁੱਖੋਂ ਪੈਦਾ ਨਹੀਂ ਹੁੰਦਾ। ਇੰਜ, ਜਿਹੜੇ ਵੀ ਜੀਵ ਉਸ ਪਰਮਾਤਮਾ ਦੀ ਮਹਿਮਾ ਦਾ ਗੁਣ-ਗਾਇਣ ਕਰਦੇ ਹਨ, ਉਹ ਸੁਹਣੇ ਤੇ ਭਾਗਾਂ ਵਾਲੇ ਹੁੰਦੇ ਹਨ ਤੇ ਉਹ ਪਰਮਾਤਮਾ ਦੇ ਦਰਬਾਰ ਵਿੱਚ ਸਤਿਕਾਰ ਦੇ ਪਾਤਰ ਹੁੰਦੇ ਹਨ। ਇੰਜ, ਇਸ ਰਚਨਾ ਵਿੱਚ ਗੁਰੂ ਜੀ ਨੇ ਇਸਤਰੀ ਦੀ ਪ੍ਰਸ਼ੰਸਾ ਕੀਤੀ ਹੈ।

ਪ੍ਰਸ਼ਨ 2. 'ਕਿਰਪਾ ਕਰਿ ਕੈ ਬਖਸਿ ਲੈਹੁ' ਸ਼ਬਦ/ਰਚਨਾ ਵਿੱਚ ਆਏ ਵਿਚਾਰਾਂ ਦਾ ਸਾਰ ਲਿਖੋ।

ਉੱਤਰ : ਇਸ ਸ਼ਬਦ ਵਿੱਚ ਗੁਰੂ ਜੀ ਪਰਮਾਤਮਾ ਅੱਗੇ ਅਰਦਾਸ ਕਰਦੇ ਹੋਏ ਕਹਿੰਦੇ ਹਨ ਕਿ ਅਸੀਂ ਜੀਵ ਬੇਅੰਤ ਗ਼ਲਤੀਆਂ ਕਰਦੇ ਹਾਂ, ਪਾਪੀ ਤੇ ਬਹੁਤ ਵੱਡੇ ਗੁਨਾਹਗਾਰ ਹਾਂ, ਪਰਮਾਤਮਾ ਤੂੰ ਤਾਂ ਬਖ਼ਸ਼ਣਹਾਰ ਹੈਂ। ਇਸ ਲਈ ਕਿਰਪਾ ਕਰ ਕੇ ਸਾਡੇ ਗੁਨਾਹ ਬਖ਼ਸ਼ ਦੇ। ਸਾਡੇ ਗੁਨਾਹ ਏਨੇ ਜ਼ਿਆਦਾ ਹਨ ਕਿ ਸਾਡੇ ਕਰਮਾਂ ਦੇ ਹਿਸਾਬ ਨਾਲ ਤਾਂ ਸਾਡੀ ਵਾਰੀ ਆ ਹੀ ਨਹੀਂ ਸਕਦੀ, ਪਰ ਜੇਕਰ ਪਰਮਾਤਮਾ ਦੀ ਮਿਹਰ ਹੋਵੇ ਤਾਂ ਬਖ਼ਸ਼ ਸਕਦਾ ਹੈ। ਜਿਸ 'ਤੇ ਪਰਮਾਤਮਾ ਦੀ ਮਿਹਰ ਹੋ ਜਾਂਦੀ ਹੈ, ਉਸ ਦੇ ਪਾਪ, ਵਿਕਾਰ, ਆਦਿ ਸਭ ਦੂਰ ਹੋ ਜਾਂਦੇ ਹਨ। ਇਸ ਲਈ ਪਰਮਾਤਮਾ ਦਾ ਨਾਮ ਸਿਮਰਨ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ, ਤਾਂ ਹੀ ਲੋਕ-ਪਰਲੋਕ ਵਿੱਚ ਜੈ-ਜੈਕਾਰ ਹੁੰਦੀ ਹੈ।

Quiz Link-

<https://docs.google.com/forms/d/1I9i1YHTJ9uHpZ7C2tzo4BrU8czG4ZJimNI2lc2MwOVk/edit?chromeless=1>