



ENGLISH HOLIDAY HOMEWORK

1. Collect the data related to covid-19 cases in Delhi. Create a newsletter 'Corona Times'.

Write News articles, create headlines, symptoms & precautions taken, initiatives by the govt., efforts of corona warriors, experiences and difficulties of common man, online classes etc.

2. Enjoy reading the first five chapters of the book - Footprints without feet and draft character sketches of two characters each from every chapter.

Support the character sketch with drawing of how you assume the character would have looked like.

For example-

From the first chapter 'Triumph of Surgery' you can write the character sketch of Mrs. Pumphrey and one more character and draw their pictures also, giving wings to your imagination.

3. Write a letter to your friend in other city of India discussing with her/him how life has changed during the Pandemic and telling her/him what you have planned to deal with the situation. Also draw a picture showcasing the contrast in your lifestyle before and after the lockdown to be enclosed with the letter.

4. Write the recipe of any new dish prepared by you during the holidays using passive voice. Record a video preparing it, with audio of procedure in English and upload on YouTube. Mention the link and paste pictures too.

5. Guide to bust boredom during lockdown - Prepare 5 videos, each showcasing five activities being undertaken by you during summer vacation. Choose one activity each from each of the following categories :

- DIY (Do it Yourself) art and craft project
- Cookery
- Gardening
- Physical Fitness
- Instrumental/Music/Dance

The following points must be covered in the video:

- a) Your introduction- Name, Class and section
- b) Name of your activity
- c) Proof of the activity done by you (while doing the activity in the video/ showing the projects made by you in the video)
- d) Explain its procedure/process of doing the activity (how it is done using passive voice)
- e) Advantages or benefits of the activity for the students
- f) How it is helping you to erase boredom during lockdown

हिंदी ग्रीष्मावकाश गृहकार्य (2020–21)

परियोजना कार्य

शीर्षक – कोरोना की कहानी : मेरी जुबानी (कवर पेज)

अनुच्छेद लेखन – 'कोरोना का कहर : बना जहर'

संपादक को पत्र – कोरोना से बचाव के लिए अपने क्षेत्र के लोगों द्वारा किए गए प्रयासों के बारे में बताते हुए।

सूचना लेखन – अपने क्षेत्र के निगम पार्षद होने के नाते दी गई सुविधाओं के विषय में लोगों के लिए।

संवाद लेखन – लापरवाह व्यक्ति तथा सभ्य व्यक्ति के मध्य कोरोना विषय पर बातचीत।

कथा लेखन – कोरोना की कहानी : मेरी जुबानी (अपना अनुभव)

निर्देश –

बच्चे सारा कार्य ए-4 सफेद रंग के कागज़ पर ही करेंगे। चित्र भी बनाएँगे अथवा चिपकाएँगे। प्रस्तुतिकरण, रचनात्मकता तथा मौलिकता के अंक अलग से होंगे।

संस्कृत –

- 1 चित्रसहितम् पंचदश दिनानां समाचारान् लिखत।
- 2 स्कैपपुस्तके त्रयाणां कवीनां जीवनपरिचयं लिखत।

SCIENCE

1. Prepare a science game on any one topic:
 - a. Chemical Reactions
 - b. Acid, Bases & Salts

2. Who am I ?

Students will make 4 riddles on any one topic and pen down the same on A3 sheet.

- a. Parts of brain
- b. Endocrine Glands
- c. Hormones (Plants / Animals)

NOTE : Do the assignments provided and prepare all the topics done in the class.

SOCIAL SCIENCE PROJECT

ECONOMICS

Prepare posters demonstrating the economic impact of the disaster COVID - 19 on the vulnerable groups .

OR

Prepare posters / painting of the changes that they see in the environment after the lockdown .

OR

Develop project on the socio-economic issues that can arise due to the pandemic COVID19 locally and globally.

Hints : Disasters have adverse consequences on the economic growth and development of the country. It affects different individuals, societies and countries in different manners. Hunger and poverty will also be on the rise, which effects mostly the vulnerable groups. The negative impacts are not inevitable, but these can be reduced by the way of creative solutions. This pandemic which has affected the whole world has its impacts on the economy of the country in various sectors, including health, transportation, agriculture, industry, banking tourism, etc. The inter connectedness of the modern economies, mainly due to globalization , will have an impact on trade, both domestic and international. This can affect the production of various commodities. The rapid urbanization , globalisation of the whole world has resulted in making an epidemic outbreak in one country turn into a global pandemic. The outbreaks are not simply a local phenomenon and therefore measures to counter the threat and reduce its impact need to be taken at a local as well as global level.

Ponder over the following and prepare the project.

- How will the disaster effect the economic growth and development of various countries?
- What are the factors that have led to the spread of this pandemic which is said to have originated in Wuhan, China to all over the world?
- Who are the most vulnerable sections of the society during disasters?
- What are the factors determining vulnerability?

- Which are the sectors that will be affected more by the disaster? Classify it into primary, secondary and tertiary sectors.
- How will it affect people who have taken loans especially from the non-formal sources of credit?
- What steps has the government undertaken in response to the disaster?
- What are the creative solutions that can be taken up to reduce the impact?
- When disaster strikes, what can we do?

HISTORY

CH-1 - Rise of Nationalism in Europe

Read chapter thoroughly and tick the right option:

Multiple Choice Questions

1. Which one of the following was not a part of the concept of nation-state?

- (a) Clearly defined boundary
- (b) National identity based on culture and history
- (c) Sovereignty
- (d) Freedom from monarchy

2. Which of the following were not introduced by French revolution?

- (a) Universal right of a man
- (b) Constitution and equality before law
- (c) Participative administration and election
- (d) Democracy and universal Suffrage

3. On the pretext of helping people of Europe to become nations, France plundered neighboring territories. Which of the following faced French aggression during 1790?

- (a) Holland, Switzerland, Brussels, Mainz, Milan and Warsaw
- (b) Holland, Switzerland, Austria, Prussia, Macedonia, Croatia
- (c) Switzerland, Poland, Macedonia, Croatia, Sardinia
- (d) Spain, Holland, Switzerland, Poland, Prussia, Austria

4. Civil code of 1804, enforced throughout the French territories

- (a) Abolished privileges based on birth
- (b) Established equality before law
- (c) Secured right to property
- (d) All the above

5. Napoleon's invasions were resented in several countries due to

- (a) Increased taxes, censorship and forced conscription into army
- (b) Poor administration, restricted trade, language issues
- (c) Dominance of aristocracy and army in administration
- (d) Growth of the feeling of nationalism

6. Which of the following were parts of Hapsburg Empire?

- (a) Austria-Hungary, Bohemia, Lombardy, Venetia
- (b) Galicia, Carniola, Bohemia, Lombardy, Venetia
- (c) Sudetenland, Austria-Hungary, Lombardy, Venetia
- (d) Croatia, Sardinia, Greece, Poland, Austria-Hungary

7. During Eighteenth century which language was spoken by the aristocrats in Europe?

- (a) English
- (b) French
- (c) Greek
- (d) Dutch

8. Liberal nationalism, which dominated Europe in early nineteenth century supported

- (a) Personal freedom
- (b) Abolishing privileges of aristocracy and clergy
- (c) Demand for constitution
- (d) All of these

9. Which of the following was not a demand of the liberals?

- (a) Representative Government
- (b) Universal suffrage
- (c) Inviolability of private property
- (d) Freedom of Markets

10. Zollverein, formed by Prussia and joined by many of the German states was a

- (a) German army
- (b) German police
- (c) Custom union
- (d) Trade union

11. Which of the following statements about economic nationalism are true?

- (a) It was promoted by liberal nationalists
- (b) It was supported by the middle class
- (c) It was supported by Napoleon
- (d) None of these

12. The conservatives were of the opinion that

- (a) Pre-revolution administration should be re-established
- (b) Monarchy and churches should be preserved
- (c) Feudalism should be restored
- (d) Monarchies were dangerous for nation-state

13. The European powers that defeated Napoleon included

- (a) Britain and Russia
- (b) Prussia and Austria
- (c) France and Netherlands
- (d) Both (a) and (b)

14. After the defeat of Napoleon a congress was held in Vienna in which Russia, Britain, Prussia and Austria participated. Who hosted this meet?

- (a) Metternich
- (b) Bismarck
- (c) Garibaldi
- (d) Mazzini

15. After the defeat of Napoleon, which dynasty was restored in France?

- (a) Hapsburg

- (b) Ottoman
- (c) Bourbon
- (d) None of these

16. Johan Gottfried, a German philosopher, believed that the true German culture was to be discovered

- (a) In classical German literature
- (b) Among the common people
- (c) In fairy tales
- (d) In Indian literature

17. After Napoleon's defeat, the territories of Poland were distributed among

- (a) Russia, Prussia and Austria
- (b) Austria, England and Prussia
- (c) France, England and Prussia
- (d) England, Prussia and Russia

18. After the Vienna Congress, a number of Polish priests were sent to Siberia by the Russian authorities for

- (a) Bringing religious reform in Siberia
- (b) Not preaching in Russian language
- (c) Opposing constitutional reforms
- (d) Holding secret meetings

19. Paris witnessed an upheaval in 1848 which forced monarch Louis Philippe to leave the city. The unrest was caused by

- (a) Tax rise
- (b) Food shortage and unemployment
- (c) Industrial crisis
- (d) Drain of wealth

20. Freidrich Wilhelm IV, King of Prussia rejected the terms of the Frankfurt Parliament because

- (a) The constitution made by the parliament wanted the monarch to become a subject to a parliament
- (b) The parliament did not have the support of the aristocracy and military heads
- (c) The members of the parliament were not elected representatives of German people
- (d) The parliament did not have women representatives

21. During the Frankfurt Parliament held in St. Paul church on 18 May 1848, women were allowed to

- (a) Vote
- (b) Participate in drafting constitution
- (c) Stand in the visitor's gallery
- (d) They were not allowed to enter the premises

22. The unification of Germany took place in 1871 under the leadership of

- (a) Kaiser William I and his chief minister Otto von Bismarck
- (b) Monarch Weilhelm IV and his chief minister Garibaldi
- (c) Bismarck and Garibaldi
- (d) Mazzini and Garibaldi

23. Who formed Young Italy for unification of his country?

- (a) Giuseppe Garibaldi
- (b) Count Cavour
- (c) Giuseppe Mazzini
- (d) Victor Emmanuel

24. Who succeeded in gathering French support for Italy for defeating Austria in 1859?

- (a) Victor Emmanuel II
- (b) Count Cavour
- (c) Giuseppe Mazzini
- (d) Giuseppe Garibaldi

25. Who led the Italian army against the Spanish rulers of the kingdom of two Sicillies in 1960?

- (a) Bismarck
- (b) Cavour
- (c) Garibaldi
- (d) Mazzini

26. Which among the following is known as the Glorious Revolution in the history of Europe?

- (a) The British Revolution of 1688
- (b) The unification of Germany in 1871
- (c) The unification of Italy in 1860
- (d) The Greek struggle for independence, 1821

27. Who was the king of England during the Glorious Revolution?

- (a) James II
- (b) William IV
- (c) Charles I
- (d) Henry III

28. The convention parliament of England decided the following after the Glorious Revolution

- (a) James's daughter Marry II and her husband William III would jointly rule the country
- (b) That the parliament would set out the Bill of Rights
- (c) The Monarch would be a subject to a parliament
- (d) All of these

29. United Kingdom of Great Britain came into existence in 1770 after

- (a) Scotland was merged into England
- (b) Ireland was merged into England
- (c) The Welch population was given voting rights
- (d) The Union Jack was introduced

30. Ireland was forcibly incorporated into the United Kingdom in

- (a) 1717
- (b) 1801
- (c) 1866
- (d) 1896

31. Who was Frederic Sorrieu?

- (a) A Philosopher
- (b) A Painter
- (c) A Politician
- (d) A Revolutionary

32. Which of the following is true with reference to Romanticism?

- (a) Concept of government by consent
- (b) Freedom for the individual
- (c) Cultural movement
- (d) Freedom of markets

33. What was the basic philosophy of the conservatives?

- (a) They opposed monarchical forms.
- (b) They were the supporters of democracy
- (c) They wanted to glorify folk art and vernacular language
- (d) They stressed the importance of tradition and established institutions and customs.

34. Who was count Cavour?

- (a) The chief Minister of Italy
- (b) Revolutionary of Germany
- (c) A catholic missionary
- (d) The chancellor of Germany

35. Which of the following state lead the unification of Germany?

- (a) Bavaria
- (b) Prussia
- (c) Rhineland
- (d) Hanover

ASSIGNMENT- POWER SHARING

Q1. What is the linguistic composition of Belgium ?

Q2. Describe the tension that existed between Dutch and French speaking people in Belgium .

Q3. Describe the diverse population of Sri Lanka.

Q4. Which majoritarian measures were taken by the Sri Lankan government to establish Sinhala supremacy?

Q5. What were the advantages enjoyed by the Sinhala community in Sri Lanka? Describe the consequences .

Q6. How many times was the Constitution of Belgium amended between 1970 and 1993 ? What was the objective behind it ?

Q7. What is Community government?

Q8. How did Belgium recognise the existence of regional differences and cultural diversities among various social groups ?

OR

What steps did Belgian leaders take to accommodate all the social groups in its system of governance ?

Q9. Discuss any three **prudential reasons** and three **moral reasons** for power sharing.

Q10. What notions of power sharing existed prior to the emergence of democracy ?

- Q11.** Describe the different forms of power sharing in modern democracies with examples .
- Q12.** What do we learn from the stories of Belgium and Sri Lanka?
- Q13.** How is the political system in Belgium innovative and different from the other countries of the world ?
- Q14.** Compare the different ways in which the Belgians and the Sri Lankans have dealt with the problem of cultural diversity.

ASSIGNMENT- FEDERALISM

- Q1.** What fundamental change was brought about in the Belgian system of governance in 1993 ? Contrast it with that of Sri Lanka ?
- Q2.** What is federalism?
- Q3.** Contrast a **Federal** system of government with a **Unitary** set up with examples .
- Q4.** Discuss the key features of federalism.
- Q5.** Give the dual objectives of the federal system .
- Q6.** Which aspects / values are crucial for the institutions and practice of federalism ?
- Q7.** Mention the two kinds of routes through which the federation was formed . Give examples.
- Q8.** Write the differences between **Coming together federations** and **Holding together federations**.
- Q9.** Mention two tiers of Indian federalism . Which is the third tier ?
- Q10.** Explain the distribution of legislative powers between the **Union government** and the **State governments**.
- Q11.** Who has the power to legislate on residuary subjects ?
- Q12.** What is the role of courts in the federal set up of the government ?
- Q13.** What are the factors behind the success of federalism in India ?
- Q14.** How is federalism practiced in India?
- Q15.** Why were the boundaries of several old states changed in 1947 ?
- Q16.** What was the fear of the national leaders when the demand for the formation of states on language was raised ?
- Q17.** Discuss the language policy of India .
- Q18.** 'The flexibility of language in India paved the way for peaceful co-existence of different languages within a unified political system.' Give your arguments in support of the given statement.
- Q19.** Is it possible to change power sharing system between Centre and State? If yes, then how?
- Q20.** 'Judiciary has played an important role in the success of Indian Federalism.' Explain the statement.
- Q21.** What happened to the centre –state relations when different parties ruled at the centre and state levels till 1990 ?
- Q22.** How has the emergence of regional parties and coalition government changed the centre-state relations?
- Q23.** What is the popular name for rural local self government ?
- Q24.** What is the basic idea behind decentralisation ?

- Q25.**What is decentralisation? What is the need for decentralisation /Local government?
- Q26.** Which major steps were taken in 1992 to make the third –tier of democracy more powerful and effective?
- Q27.** Explain the structure of rural local government.
- Q28.** How are local bodies organised in cities ? Explain.
- Q29.** Discuss the success and failure of local government.

1. **Every student** has to compulsorily undertake **any one project** on the following topics:

Consumer Awareness
OR
Social Issues
OR
Sustainable Development

2. **Objective:** The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.

Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.

If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.

3. The distribution of marks over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a.	Content accuracy, originality and analysis	2
b.	Presentation and creativity	2
c.	Viva Voce	1

4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

7. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

8. The Project Report should be handwritten by the students themselves.

9. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

MATHS

NUMBERS SPEAK TOO

Understanding Positives and Negatives of COVID-19 Pandemic Statistically

The lockdown due to this worldwide COVID-19 pandemic has affected each one of us, irrespective of caste, creed, culture, religion etc. We can fight it if we know it. **Complete the following tasks:**

Task 1: Collect data of the world using a reliable source (Like W.H.O. website) for the following Weeks as per the given table for Globally and six regions (Africa, America, Eastern Mediterranean, Europe, South- East Asia and Western Pacific):-

Note:- (You can note the data on the first day of each week.)

Week 1: 23rd March, 2020 to 29th March, 2020

Week 2: 30th March, 2020 to 5th April, 2020

Week 3: 6th April, 2020 to 12th April, 2020

Week 4: 13th April, 2020 to 19th April, 2020

Week 5: 20th April, 2020 to 26th April, 2020

Week 6: 27th April, 2020 to 3rd May, 2020

Week 7: 4th May, 2020 to 10th May, 2020

Week 8: 11th May, 2020 to 17th May, 2020

Following table for globally and each of the six regions is to be made.

Weeks	Total Number of new Cases	Number of new Deaths
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		

Task 2: Represent the above data (region-wise) graphically through “Less Than Type” Cumulative Frequency Ogive. (Seven cumulative graphs are to be made)

Also, find median from the graphs. Identify the median week. (If possible date also.)

Task 3: For India, collect data of number of recovered cases (in each of the weeks mentioned above) and number of deaths (grouped frequency distribution table) as per the following tables:

<https://www.mohfw.gov.in/>

Whole Period (23rd March, 2020 to 17th May, 2020)

Age (in years)	Number of Deaths	Percentage of Deaths
Below 10		
10-18		
18-25		
25-45		
45-60		
60-75		
Above 75		

Weekly

Week	Total Number of Cases	Number of Recovered Cases	% of cases recovered
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			

Task 4: Find average age of deaths and represent the percentage of recovered cases by line-graph.

Unknowingly this forced lockdown has given some positive impacts on our environment also. We will consider the positive impacts. Pollution levels (Water as well as Air) have gone down.



Yamuna on 21st March, 2020



Yamuna on 8th April, 2020



India Gate on 17th October, 2019



India Gate on 8th April, 2020

Task 5: For Delhi only, collect data about PM 10 and PM 2.5 Levels for these weeks mentioned above.

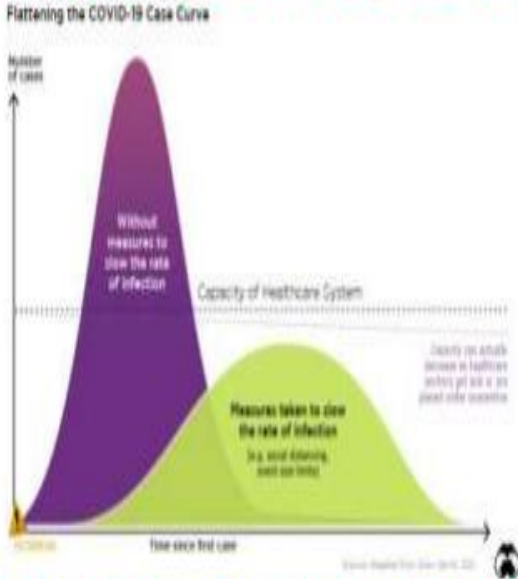
Write NORMAL PERMISSIBLE LEVELS of PM 10 and PM 2.5

Week	PM 10		PM 2.5	
	Level (in ppm)	± normal permissible	Level (in ppm)	± normal permissible
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				

Represent the data of these levels by a Double Bar Graph.

Analyze the data above and give a few concluding statements, like, when was it worst/improving.

STAYING HOME FLATTENS THE CURVE



STAY SAFE, STAY HEALTHY AND ABIDE BY THE RULES. HAPPY GRAPHING!