

CLASS XII C**HOLIDAY HOMEWORK 2024-25**

ENGLISH

General Instructions:

1. Read the newspaper daily with special emphasis on school based reports, notices, posters and articles. Pay attention to the language used.
2. Attempt the following questions in English Registers.
3. Date of submission is **19 June,2024**.

READING

Q1. Read the passage and on the basis of your understanding of the passage answer the questions given below:

1. Ghost nets aren't supernatural, but they are legitimately scary. A ghost net is a fishing net that's been lost or abandoned in the ocean. They are one particularly appalling part of the global ghost fishing problem, which includes fishing gear abandoned in the water. Any net or line left in the ocean can pose a threat to marine life. Just because a net is no longer used by fishers doesn't mean it stops working. These nets continue to trap everything in their path, presenting a major problem for the health of our oceans and marine life.
2. Ghost nets entangle sea turtles, dolphins and porpoises, birds, sharks, seals and more, apart from catching fish. The nets keep animals from moving freely, cause injuries and keep mammals and birds from rising to the surface for air. Since hundreds of animals can be caught in a single net, this threat is monumental. The ghost nets harm coral reefs too—breaking corals, exposing them to disease and even blocking the reefs from needed sunlight.
3. Ghost nets are also a major contributor to the ocean plastics' crisis. Most modern nets are made of nylon or other plastic compounds that can last for centuries. According to a 2018 study in Scientific Reports, ghost nets make up at least 46 percent of the Great Pacific Garbage Patch. Those abandoned fishing lines and nets that do breakdown never go away; they just become smaller pieces of plastic. Marine animals mistake this microplastic for food and eat it, which can harm internal organs, keep them from eating and expose them to toxic chemicals.
4. Exorcising ghost nets from our oceans will require commitment, cooperation and innovation. Many groups are working to remove ghost nets from the sea and are collaborating with local fishers and governments around the world to identify target areas and remove as many nets as possible. In 2015, a single World Wildlife Fund for Nature (WWF)-led mission in the Baltic Sea hauled up 268 tons of nets, ropes and other material.
5. To stop these nets from becoming ghosts in the first place, conservation organisations advocate for fishing gear that can be traced to its owner so anyone dumping nets can be fined and refundable deposits on nets to encourage returning or recycling rather than littering. Tools like sonar reflectors that can make ghost nets easier to find and working with small-scale fisheries to develop more

sustainable fishing gear and practices are other suggestions. It is only by attacking this problem from all sides, together with conservation partners, fishers and supporters, can we banish ghost nets and protect our oceans.

Based on your understanding of the passage, answer the questions given below.

i Complete the sentence by choosing an appropriate option.

Ghost nets have been named so because they

- a. cause much harm to the marine life.
- b. are functional though not in use by fishers.
- c. are not owned by anyone.
- d. act as a snare for all animals in oceans.

ii Comment on the writer's reference to the ghost nets in paragraph one, as a health problem for the oceans.

iii List the two ways being entangled in a ghost net is likely to impact a walrus.

iv Select the option that conveys the opposite of 'negligible', from words used in paragraph two.

- a. Unimpressive
- b. Monumental
- c. Exposing
- d. threat

v The writer would agree with the given statements based on paragraph three, EXCEPT:

- a. Most ghost nets take a few years to completely disintegrate.
- b. Ghost nets contribute to the Great Pacific Garbage Patch.
- c. Most ghost nets provide nutrition to marine animals, upon disintegration.
- d. Ghost nets can curtail freedom of marine animals.

vi Some records share that fishing nets used to be made of common rope using natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times.

vii Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets?

viii Complete the given sentence with an appropriate inference, with respect to the following:

The writer quotes the example of the WWF-led mission in the Baltic Sea (Paragraph 4), in order to.....

ix How can the solutions, suggested in paragraph five, best be described?

- a. practical
- b. presentable
- c. popular
- d. prejudiced

x Select the most suitable title for the above passage.

- a. The Scary Side of Ghost Nets
- b. Ghost Nets – A Result of Human Dominance
- c. Ghost Nets – A Menace to Marine Life
- d. Ways to Tackle the Problem of Ghost Nets

Q2. Read the passage and on the basis of your understanding of the passage answer the questions given below:

1. India has never subscribed to the doctrine of militarism and war in its history. Here war was never treated as an ideal. It was only tolerated as unavoidable and inevitable, and all attempts were made to check it and bring it under control. In spite of the frequency of wars in ancient India, in spite of highly developed military organization, techniques of war and imperialism, and in spite of the open justification of war as national policy, the heart of India loved pacifisms as an ideal capable of realization. India's symbolic role was that of a peacemaker and it sincerely pinned its faith on the principle of 'Live and let live'. At least philosophically, India supported the cause of peace not only in national affairs but in international affairs also. All the great seers of the yore visualized the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars.
2. This doctrine of philosophical pacifisms which was practiced by ancient Aryans is, no doubt, a question of controversial nature. Certainly, the great Indian teachers and savants stuck to this doctrine tenaciously and in their personal life they translated it into practice and preached it to masses.
3. Another culture of those times, the existence of which has been proved by the excavations of Mohanjo-Daro, also enunciated the doctrine of pacifism and friendship to all. Strangely enough, the Indus Valley civilization has revealed no fortification and very few weapons.
4. Ahinsa or the doctrine of non-violence in thought, speech and action assumed a gigantic importance in the Buddhist and Jain period. By a constant practice of this virtue, man becomes unassailable by even wild beasts, who forget their ferocity the moment they enter the circumference of his magnetic influence. The monks and nuns of these churches were apostles of peace, who reached every nook and corner of the world and delivered the message of love to war-weary humanity. The greatest votary was the royal monk Ashoka, who in reality was responsible for transforming Ahimsa as an act of personal virtue, to Ahimsa as an act of national virtue.
5. Many historians recounting the causes of the downfall of the Mauryas, hold the pacific policy of Ashoka which had eschewed the aggressive militarism of his predecessors, responsible for an early decay of the military strength of the state and its consequent disintegration, leading to the rise of Sungas, Kanvas and Andhras. But, in reality the fault lies with the weak successors of Ashoka, who could not wield the weapon of non-violence with a skill and efficiency which required the strength of a spiritual giant like Ashoka. They failed due to their subjective weakness. Pacifism itself was no cause of their failure.
6. Besides the foregoing philosophical and religious school of thought, even many political authorities gave their unqualified support to the cause of pacifisms. They recognized the right of rivals to exist, not mainly as enemies, but as collaborators in the building of a civilization operation. Thus, for centuries, in the pre-Mauryan India, scores of small independent republics existed and flourished without coming in clash with each other.
7. With regard to Kautilya, the much-maligned militarist and the so-called Machiavelli of India, He thinks that the object of diplomacy is to avoid war.

8. The Mahabharata observes in the connection, “A wise man should be content with what can be obtained by the expedients of conciliation, gift and dissention.” It denounces the warring world of men by comparing it to a dog-kennel. “First there comes the wagging of tails, then turning of one round to other, then the show of teeth, then the roaring and then comes the commencement of the fights. It is the same with men; there is no difference whatever.” Yajnavalkya adds, “War is the last expedient to be used when all others have failed.” Likewise, Sri Krishna whose Bhagwat Gita has been styled by some as ‘a song of the battle’, should not be considered out and out militarist. When all the three expedients were exhausted, then alone the fourth was resorted to.
9. All possible avenues of peace such as negotiation, conciliation through conference, meditation and so on, were explored before the war was resorted to. This proves that the heart of ancient India was sound and it longed for peace, although war also was not treated as an anathema, which was to be avoided as far as possible.

2.1 Answer the following questions in 20-30 words:

- (i) How was war treated in India?
- (ii) How did the Aryans practice the Doctrine of Pacifism?
- (iii) What is the meaning of co-existence with rivals?
- (iv) Why should Bhagavat Gita not be considered as ‘A song of the battle’?

2.2 Answer any three of the following questions in 30-40 words:

- (i) What kind of unity did all the seers visualize?
- (ii) By some, Ashoka was considered as the cause of the downfall of the Mauryas. Do you agree? Give reasons for your answer.
- (iii) Which options were explored by Sri Krishna before resorting to war?
- (iv) Throw some light on the thinking of Kautilya regarding war.

2.3 Pick out the words/phrases from the passage which are similar in meaning to the following:

- (i) defensive wall (para 3)
- (ii) the beginning (para 8)

- Q3.** Choose a significant topic (Social /Environmental issues) that directly pertains to our current circumstances for the project work to be done in Term 2. Listen to podcasts/interviews/ radio or T.V documentary on the same topic.

WRITING

- Q4.** Choose your favourite scene from any one of the chapters given below and make a comic strip on the same, on A3 size sheet:
- The last Lesson
 - Lost Spring
 - My Mother at Sixty-Six
 - The Third Level
- Q5.** Prepare an attractive poster in not more than 50 words highlighting the importance and ways of rainwater harvesting.
- Q6.** You are Josely Mathew, the President of the school book club. The club is organising a drive for

promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause

Q7. You are Raman/ Ritu studying in Bharat School, Delhi. The road leading to your school is very congested and full of potholes. Students and parents are often caught in traffic jam. In spite of several representations, the government has not done anything to improve the condition of the road. Write a letter to the Editor of Times of India drawing the attention of the government towards this problem. (120-150 words).

Q8. Taking selfies has become a rage and is a global phenomenon. It has cost us several lives and also immortalised several moments. Write an article for a National Daily on the trend of taking selfies and its impact on people. You are Aditi/ Aditya. (150-200 words).

LITERATURE

Q9. Attempt the questions given below in 120-150 words each.

- a) Justify the title 'The Last Lesson'
- b) How is Mukesh's attitude towards his situation different from that of Saheb? Why?
- c) 'Imagination is a temporary refuge from reality'. Explain with reference to the chapter 'The Third Level'.
- d) In today's fast paced life, sometimes children are forced to neglect their ageing parents. With reference to 'My Mother at Sixty-Six', what do you think children can do to have an involved and inclusive relationship with their elderly parents?

ECONOMICS

Date of submission: 20 June, 2024

Make a project to analyse and evaluate real World Economic Scenarios using theoretical constructs and arguments. The project should be of 3,500-4,000 words (excluding diagrams & graphs) and should be hand-written. It will be an independent, self-directed piece of study.

Scope of the project:

Learners may work upon the following lines as suggested below:

- A. Choose a title/topic.
- B. Collection of the research material/data (questionnaire/ or case study) as instructed by the teacher
- C. Organization of material/data
- D. Present material/data
- E. Analysing the material/data for conclusion
- F. Draw the relevant conclusion.
- G. Presentation of the Project Work

Expected Checklist:

- Introduction of topic/title
- Identifying the causes, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified.
- Short-term and long-term implications of economic strategies suggested during research.
- Validity, reliability, appropriateness, and relevance of data used for research work and for presentation in the project file.
- Presentation and writing that is succinct and coherent in project file.
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

Assignment

Complete the following assignment in Economics notebook.

1. What was the motive behind deindustrialization by the colonial govt. in India?
2. How did the introduction of the railway system change the Indian Economy?
3. What do you mean by economic drain during British India?
4. The traditional handicrafts industries were ruined under British rule. Do you agree with this view? Give reasons in support of your answer.
5. What is meant by import substitution in Indian economy?

GEOGRAPHY

Date of submission: 21 June, 2024

1. Complete your Practical file of Geography.

Each student has to make a practical file representing various types of data representation techniques.

Instructions –

- a) Use only A3 Size white one side ruled one side plain sheets (Note A3 size is more the double the size of regular sheets).
- b) Use only thin tip black gel pen to write your practical. (Note blue pen is not allowed)
- c) Write in neat and clean legible hand writing.

2. Map Assignment

Complete the map activity given in the Geography register only.

(Fundamentals of Human Geography)-

Unit-3 Ch. 5 to 7

CH 5

- Areas of subsistence gathering (Fig 4.2)
- Major areas of nomadic herding of the world (4.4)
- Major areas of commercial livestock rearing (4.6)
- Major areas of extensive commercial grain farming (4.12)

- Major areas of mixed farming of the World (4.14)

CH 7-Transport, Communication and Trade- Terminal Stations of Transcontinental Railways– Trans-Siberian, Trans Canadian, Trans-Australian Railways.

Major Sea Ports

- Europe: North Cape, London, Hamburg
- North America: Vancouver, San Francisco, New Orleans
- South America: Rio De Janeiro, Colon, Valparaiso
- Africa: Suez and Cape Town • Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata.
- Australia: Perth, Sydney, Melbourne
- Major Airports
- Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden
- Africa: Johannesburg & Nairobi
- Europe: Moscow, London, Paris, Berlin and Rome
- North America: Chicago, New Orleans, Mexico City
- South America: Buenos Aires, Santiago
- Australia: Darwin and Wellington
- Inland Waterways
- Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways.

(India - People and Economy)

Ch. 1 to 4

State with highest population density & state with lowest population density (2011)

Leading producing states of the following crops: (a) Rice (b) Wheat (c) Cotton (d) Jute (e) Sugarcane (f) Tea and (g) Coffee.

CH 5 Mines:

- Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary
- Manganese mines: Balaghat, Shimoga
- Copper mines: Hazaribagh, Singhbhum, Khetari
- Bauxite mines: Katni, Bilaspur and Koraput
- Coal mines: Jharia, Bokaro, Raniganj, Neyveli
- Oil Refineries: Mathura, Jamnager, Barauni

Mark and label the major seaports and airports on an outline map of India.

CH 8-

- Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia.
- International Airports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.

3. Assignment – Questions

Complete the following assignment in Geography notebook.

- Q.1. State some examples of metaphors used to describe the physical and human phenomena.
- Q.2. Describe the fields and sub-fields of Geography and its inter-relationship with other fields.
- Q.3. Differentiate between Determinism and Possibilism.
- Q.4. Differentiate between Humanistic or Welfare School of Thought and Behavioural School of Thought.
- Q.5. Differentiate between Nomothetic and Ideographic Dualism.

- Q.6. What is the new concept of Griffith Taylor in the field of Human geography? Describe this concept with examples.
- Q.7. Which are the factors that influence the distribution of population in the world?
- Q.8. What are the three components of population change?
- Q.9. Distinguish between Push factors and pull factors of migration.
- Q.10. Discuss the three stages of demographic transition.
- Q.11. Explain the trends in population growth of the world with special reference to the help of science and technology.
- Q.12. What are footloose industries?
- Q.13. Discuss the major trends of modern industrial activities especially in the developed countries of the world.
- Q.14. Describe the factors that affect the location of industries.
- Q.15. Distinguish between small scale & large scale manufacturing industry.
- Q.16. What is cooperative farming? Explain few of its advantages.
- Q.17. "Dairy farming is the most advanced and efficient type of rearing of milch animal in the world". Analyse the statement with proper examples.
- Q.18. What are two different methods of mining? Explain the factors affecting mining activities in the world.
- Q.19. Explain any five significant characteristics of collective farming.
- Q.20. "Mediterranean Agriculture is highly specialized commercial agriculture." Discuss the statement by giving suitable arguments.

PSYCHOLOGY

Date of submission: 22 June, 2024

1. Writing a case profile for a Class 12 psychology project involves conducting a psychological assessment of an individual and summarizing your findings and recommendations. This project can help you apply your theoretical knowledge in a practical way and gain insights into psychological assessment. Here is a step-by-step guide on how to write a case profile for your psychology project:

Step 1: Select an Individual

Choose an individual to assess (with their consent and permission if needed, such as from parents or guardians for minors).

The individual can be a peer, family member, or acquaintance.

Step 2: Plan the Assessment

Determine the Scope: Decide what aspects of the individual's behavior, thoughts, or feelings you want to examine.

Choose Assessment Tools: Plan to use methods such as interviews, questionnaires, or behavioral observations.

Step 3: Conduct the Assessment

Collect Background Information: Gather data on the individual's background, including personal history, education, social relationships, and any medical or psychological history.

Administer Assessment Tools: Conduct interviews or use questionnaires to gather information on the individual's current situation and psychological functioning.

Observe Behavior: Take notes on the individual's behavior, emotions, and interactions during the assessment.

Step 4: Analyze the Data

Summarize Findings: Compile the data from your interviews, questionnaires, and observations.

Identify Patterns: Look for patterns in the data that provide insights into the individual's psychological functioning.

Consider Possible Diagnoses: Based on your findings, consider any possible diagnoses or interpretations.

Step 5: Write the Case Profile

Introduction: Provide a brief introduction to the case, including the individual's basic information (use a pseudonym for privacy) and the purpose of the assessment.

Presenting Issues: Describe the main issues or problems the individual is facing.

Background Information: Summarize the individual's background, including personal, educational, and social history.

Assessment Methods: Describe the assessment tools and methods used.

Observations: Share your observations of the individual's behavior, emotions, and interactions.

Assessment Results: Present the results of your assessment, including any patterns or insights.

Possible Diagnosis: Provide your interpretation of the data, including any possible diagnosis.

Recommendations: Offer suggestions for interventions, strategies, or support based on your findings.

Conclusion: Summarize the key points and your overall interpretation of the case.

Reflection: Reflect on your experience and what you learned from conducting the assessment.

Step 6: Maintain Ethical Standards

Confidentiality: Use pseudonyms and protect the individual's identity throughout the case profile.

Informed Consent: Ensure you have consent from the individual and, if applicable, their parents or guardians.

Step 7: Review and Finalize

Proofread: Check your case profile for spelling, grammar, and clarity.

Organize: Ensure the information is presented logically and coherently.

Revise: Make any necessary changes to improve the case profile.

By following these steps, you can create a comprehensive and ethical case profile for your Class 12 psychology project. This experience will help you develop critical thinking and assessment skills while applying psychological concepts to real-life situations.

2. Introductory content for practical to be written in the practical file along with practical 1 and 2.

POLITICAL SCIENCE

Date of submission: 21 June, 2024

1. Complete the Project work consisting of following parts:

- INTRODUCTION/OVERVIEW
- TABLE OF CONTENTS
- PRESENTATION
- CONCLUSION
- BIBLIOGRAPHY

Suggested Topics:

1. NAM- 1961 to present times.
2. Division of Germany with special focus on the construction and dismantling of the Berlin Wall.
3. CIS-Central Asian Republics
4. Disintegration of USSR with special focus on Gorbachev.

5. Arab Spring

6. Cover the negative as well as positive aspects of relationship between India and the following countries. Focus on any one of the following (current updates should be highlighted):

- a) Relationship between India and Russia
- b) Relationship between India and China
- c) Relationship between India and Pakistan
- d) Relationship between India and Bangladesh

7. ASEAN

8. European Union and BREXIT

9. BRICS

10. SAARC

11. India's Nuclear Policy

12. United Nations with focus on India's candidature in Security Council.

13. UN Agencies – UNICEF, UNESCO, WHO

15. Partition of India-Theory behind it and its legacy

2. Assignment Questions

Complete the following assignment in your Political Science notebook.

- Q.1 Analyze the role of diversity in India's nation-building process. How does diversity pose challenges and opportunities?
- Q.2 Discuss the challenges posed by regionalism to the idea of national integration in India. What measures can be taken to address regional aspirations while maintaining national unity?
- Q.3 Explain the concept of communalism and its impact on India's nation-building process. How can communal harmony be promoted in a diverse society like India?
- Q.4 Critically evaluate the role of language in nation-building in India. How has language been a source of both unity and division?
- Q.5 "Discuss the features of the era of one-party dominance in India after Independence. How did the dominance of the Congress party shape the political landscape of India during this period? What were the challenges and advantages of one-party dominance for democracy in India?"
- Q.6 Analyze the impact of the Congress party's dominance on the opposition parties in India during the post-Independence period. How did the Congress party's hegemony affect the functioning of a multi-party democracy?
- Q.7 Analyze the factors that led to the decline of the Congress system in India after the 1960s. How did internal and external challenges contribute to this decline?
- Q.8 Discuss the impact of the 1967 general elections on the Congress party and Indian politics. How did the emergence of non-Congress governments at the state level reshape the political landscape?
- Q.9 Evaluate the role of regional parties in challenging the dominance of the Congress party during the 1970s and 1980s. How did regionalism influence Indian politics during this period?
- Q.10 Assess the legacy of the challenges and restoration of the Congress system in India. How did this period influence the evolution of the Indian party system and democratic politics in the country?
- Q.11 Discuss the factors that led to the end of the Cold War and the emergence of a unipolar world order. How did the collapse of the Soviet Union reshape global politics?
- Q.12 Analyze the role of Mikhail Gorbachev in the end of the Cold War. How did his policies of

glasnost and perestroika contribute to the transformation of the international system?

Q.13 Evaluate the impact of the end of bipolarity on India's foreign policy. How did India navigate the changing global dynamics and reposition itself in the post-Cold War world?

Q.14 Discuss the implications of the Gulf War of 1990-91 for the international order. How did the conflict reflect the changing power dynamics in the post-Cold War era?

Q.15 Assess the legacy of the end of bipolarity on contemporary world politics.

PHYSICAL EDUCATION

Date of submission: 25 June 2024

To be done in Record/Practical File.

1. Practical-1: Fitness test administration for all items.
 2. Practical-2: Procedure for Asanas, benefits & contraindication for any two Asanas for each lifestyle disease.
 3. Practical-3: Procedure for administering Senior Citizen Fitness Test for 5 elderly family members.
 4. Practical-4: Any one game of the student's choice from the list below. Labelled diagram of field & equipment (Rules, Terminologies & Skills) of the same game.
Basketball, Football, Kabaddi, Kho-Kho, Volleyball, Handball, Hockey, Cricket, Bocce & Unified Basketball (CWSN).
- Record File should be of the new pattern.

Assignment

Complete the following assignment in P.ED notebook.

1. Write about the objectives of intramural tournaments.
2. Discuss a method you would choose to spread health awareness and harmony in your area.
Support your answer with reasons.
3. Describe corrective measures for some common spinal postural deformities.
4. Write down the procedure and contraindications of Matsyasana in detail.
5. Discuss different types of tournaments.
6. Explain various benefits of Women's participation in Sports.