

## AUTUMN BREAK HOLIDAY HOMEWORK

### SUBJECT: ENGLISH

#### English Project for Class 11- Related to The Portrait of a Lady by Khushwant Singh

When assembling the project portfolio, students should include the following sections in order:

1. **Cover Page:** Title, Student Name, Roll Number, Class & Section, Academic Session.
2. **Certificate of Authenticity:** Standard CBSE teacher approval template.
3. **Acknowledgement:** Expressing gratitude to teacher, school, and respondents.
4. **Index / Table of Contents**
5. **Statement of Purpose (Objectives):** Why this topic was selected.
6. **Main Body / Report (Excluding Questionnaire, 500 words):**
  - Theoretical Background / Literature Review
  - Primary Research (Surveys, Questionnaires, Interviews, Data Charts)
  - Detailed Analysis & Case Studies
7. **Conclusion / Reflection:** Key learnings and personal insights.
8. **Bibliography & References:** APA/MLA citation of books, websites, and articles used.

**Questionnaire on the next page, everyone should take out 12 copies of the questionnaire and interview 12 elderly people. Please wear your School Uniform while interviewing the individuals and click photos with them (at least 5)**

## SURVEY QUESTIONNAIRE

**Title:** Bridging the Generational Chasm: Analysing the Evolution of Grandparent–Grandchild Dynamics from Khushwant Singh’s Era to the Digital Age

**Target Respondents:** Senior Citizens (Grandparents / Elderly Family Members)

**Objective:** To understand changes in family structure, communication patterns, and elder emotional well-being across generations.

*Instructions: Please tick (✓) the option that best reflects your opinion or personal experience.*

### Part A: Family Structure & Daily Interaction

#### 1. What is your current living arrangement?

- ☐ (a) Joint family setup (Living with adult children and grandchildren under one roof)
- ☐ (b) Nuclear family setup (Living only with spouse or independently, while grandchildren live elsewhere)
- ☐ (c) Assisted living / Senior living community

#### 2. Compared to your own childhood memories with your grandparents, how would you describe the amount of time today’s youth spends with their grandparents?

- ☐ (a) Significantly less time due to busy academic/professional schedules and gadgets
- ☐ (b) About the same amount of time, with active daily involvement
- ☐ (c) More time, enabled by digital connectivity and flexible schedules

#### 3. What is the primary mode of interaction between you and your grandchildren on a regular basis?

- ☐ (a) Direct, face-to-face conversations and shared daily chores/meals
- ☐ (b) Digital communication (Phone calls, video calls, messaging apps)
- ☐ (c) Minimal interaction due to contrasting routines and hectic lifestyles

#### 4. How often do you and your grandchildren engage in shared leisure activities (e.g., storytelling, walks, playing board games, watching television)?

- ☐ (a) Daily or multiple times a week
- ☐ (b) Occasionally (On weekends or special occasions)
- ☐ (c) Rarely or never

### Part B: Technology & Communication Gaps

#### 5. How do you view the impact of smartphones and digital devices on your relationship with your grandchildren?

- ☐ (a) Negative: They create a barrier, causing distraction and lack of meaningful conversation
- ☐ (b) Positive: They serve as a bridge, keeping us connected across distances
- ☐ (c) Neutral: They have not noticeably altered our relationship dynamics

#### 6. How receptive are your grandchildren when you share moral lessons, cultural traditions, or personal life experiences?

- ☐ (a) Receptive, respectful, and eager to listen
- ☐ (b) Polite but indifferent (Listen out of courtesy but rarely implement the advice)
- ☐ (c) Dismissive (View traditional values as outdated or impractical)

**7. Have your grandchildren ever taken the initiative to teach or assist you in using digital devices (e.g., WhatsApp, online banking, smartphones)?**

- ☐ (a) Frequently and patiently (Reverse-mentorship)
- ☐ (b) Occasionally, but only when explicitly asked
- ☐ (c) Rarely or never; they lack the patience to guide elderly family members

**8. What is the primary obstacle you experience when trying to communicate deeply with the younger generation?**

- ☐ (a) Differences in language, modern slang, and communication styles
- ☐ (b) Conflicting core values, mindsets, and lifestyle choices
- ☐ (c) Lack of free time and short attention spans among youth

### **Part C: Emotional Well-being, Solace & Cultural Preservation**

**9. How frequently do you experience feelings of loneliness, isolation, or being sidelined in day-to-day household decisions?**

- ☐ (a) Rarely or never; I feel central, included, and deeply valued
- ☐ (b) Occasionally, particularly during peak work or school hours
- ☐ (c) Frequently; I feel disconnected from the family's daily routine

**10. In *The Portrait of a Lady*, the grandmother turns to feeding sparrows as human company recedes. What primary activity gives you the greatest sense of purpose and peace today?**

- ☐ (a) Spending direct time with family members and grandchildren
- ☐ (b) Engaging in religious, spiritual, or devotional practices
- ☐ (c) Pursuing personal hobbies, reading, social work, or gardening

**11. Which traditional family value do you feel is slipping away most rapidly in modern, fast-paced society?**

- ☐ (a) Respect for elders and seeking parental guidance in key decisions
- ☐ (b) Shared family mealtimes and collective festival celebrations
- ☐ (c) Patience, tolerance, and the willingness to compromise in relationships

**12. What step do you believe is most essential for today's students to strengthen family ties with their grandparents?**

- ☐ (a) Dedicating a fixed, gadget-free time daily for face-to-face conversation
- ☐ (b) Actively involving grandparents in personal achievements and daily events
- ☐ (c) Learning about family heritage, local traditions, and cultural history from them

### **RESPONDENT DETAILS**

*Please fill in the details below:*

- **Full Name of Respondent:** \_\_\_\_\_
- **Age:** \_\_\_\_\_ years
- **Gender:** ☐ Male ☐ Female ☐ Prefer not to say
- **Profession / Former Occupation:** \_\_\_\_\_
- **Contact No. / Email (Optional):** \_\_\_\_\_

**Signature of Respondent:** \_\_\_\_\_

**Date:** \_\_\_\_ / \_\_\_\_ / 2026

**SUBJECT: HINDI**

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2. Discuss the distinctions between the major players in European feudalism and Indian feudalism.
3. Why is feudalism important to understand?
4. Can we trace feudal structures in present-day society? How do they affect contemporary society?
5. Draw flowcharts and maps.

## **SUBJECT: GEOGRAPHY**

**Book: Practical Work in Geography**

**Chapter Names:**

**1: Introduction to Maps**

**2: Map Scale**

**3: Latitude, Longitude and Time**

**Complete this homework in your Geography practical file**

## **POLITICAL SCIENCE**

**Project topics:**

1. Making of the Constitution.
2. Elections in India.
3. Working of the Indian Judiciary System.
4. Social Justice: Are ethics followed in Indian Politics
5. Human Rights Act and its gratification in India.
6. Political impact on Indian Legislation.

All students should do the project in groups (6-7 students in each group). All students should submit the project individually after Autumn Break.

## **SUBJECT: ECONOMICS**

### **GENERAL INSTRUCTIONS**

- Complete the work neatly in your Economics notebook.

- Show formulas and all calculation steps in numerical questions.
- Draw clear, properly labelled diagrams wherever required.
- Use economic reasoning and examples from daily life in application questions.
- For the project activity, use genuine data and do not record respondents' names or sensitive personal details.

## PART A: STATISTICS FOR ECONOMICS

### I. Arithmetic Mean – 10 Questions

1. Define arithmetic mean and write its formula for an individual series.
2. Calculate the mean of: 12, 15, 18, 20, 25.
3. Find the arithmetic mean of: 8, 10, 12, 14, 16, 18.
4. Calculate the mean from the following discrete series:

|               |    |    |    |    |    |
|---------------|----|----|----|----|----|
| Value (x)     | 10 | 20 | 30 | 40 | 50 |
| Frequency (f) | 2  | 4  | 6  | 5  | 3  |

5. The average marks of 6 students are 18. Five students scored 12, 15, 17, 20 and 22. Find the marks of the sixth student.
6. Calculate the mean daily expenditure from the following data:

|                 |     |     |     |     |     |
|-----------------|-----|-----|-----|-----|-----|
| Expenditure (₹) | 100 | 150 | 200 | 250 | 300 |
| Families        | 4   | 6   | 10  | 5   | 5   |

7. The mean of 10 observations is 24. If one observation 18 is replaced by 28, calculate the new mean.
8. State two merits and two limitations of arithmetic mean.
9. Explain the assumed mean method of calculating arithmetic mean.
10. The mean of 5 numbers is 16. Four numbers are 10, 12, 18 and 20. Find the fifth number.

### II. Median – 10 Questions

1. Define median. Why should observations be arranged in order before finding it?
2. Find the median of: 8, 12, 15, 17, 20.
3. Find the median of: 14, 8, 12, 18, 10, 16.
4. Calculate the median from the following discrete series:

|               |   |    |    |    |    |
|---------------|---|----|----|----|----|
| Value (x)     | 5 | 10 | 15 | 20 | 25 |
| Frequency (f) | 3 | 5  | 8  | 6  | 2  |

5. Find the median of daily wages (₹): 450, 500, 480, 600, 520, 490, 700.
6. Calculate the median from the following continuous series:

|                |      |       |       |       |       |
|----------------|------|-------|-------|-------|-------|
| Class interval | 0–10 | 10–20 | 20–30 | 30–40 | 40–50 |
|----------------|------|-------|-------|-------|-------|

|           |   |   |    |   |   |
|-----------|---|---|----|---|---|
| Frequency | 4 | 7 | 12 | 9 | 3 |
|-----------|---|---|----|---|---|

7. State two merits and two limitations of median.

8. Explain how the median is located in an individual series with an even number of observations.

9. Why may median be more representative than mean when income distribution has extreme values?

10. The median of 7 observations is 18. When arranged in ascending order, the first three observations are 5, 12 and 15, and the last three are 20, 22 and 30. Write the missing observation.

### I. Mode – 10 Questions

1. Define mode and state one practical use of mode.

2. Find the mode of: 12, 15, 18, 15, 20, 15, 22, 18, 15.

3. Find the mode of: 4, 7, 9, 7, 5, 7, 10, 9, 7, 12.

4. Identify the modal value from the following discrete series:

|          |   |   |    |   |   |
|----------|---|---|----|---|---|
| Size     | 5 | 6 | 7  | 8 | 9 |
| Students | 4 | 8 | 12 | 7 | 3 |

5. Calculate mode from the following continuous series:

|                |      |       |       |       |       |
|----------------|------|-------|-------|-------|-------|
| Class interval | 0–10 | 10–20 | 20–30 | 30–40 | 40–50 |
| Frequency      | 5    | 9     | 15    | 11    | 4     |

6. State two merits and two limitations of mode.

7. Give one example where a shopkeeper may use mode for decision-making.

8. Can a series have more than one mode? Explain briefly.

9. Distinguish between mean and mode.

Explain the empirical relationship among mean, median and mode, where applicable

## **PART B: INTRODUCTORY MICROECONOMICS**

### **I. Production Possibility Curve (PPC) – 5 Questions**

1. Define PPC and explain the problem of choice using a PPC diagram.
2. Why is a PPC generally concave to the origin? Explain increasing opportunity cost.
3. Differentiate between a point on the PPC, inside the PPC and outside the PPC.
4. Explain how an improvement in technology or an increase in resources shifts the PPC. Draw a diagram.
5. A country can produce consumer goods and capital goods. Explain opportunity cost with the help of a PPC schedule and diagram.

### **II. Consumer Equilibrium – 5 Questions**

1. What is consumer equilibrium? State the meaning of utility.
2. Explain the law of diminishing marginal utility with a suitable example.
3. State the condition of consumer equilibrium under the utility approach for a single commodity.
4. A consumer's marginal utility from a good falls as more units are consumed. Explain how this helps the consumer decide the quantity to buy.
5. Differentiate between total utility and marginal utility, using a small table or example.

### **III. Demand – 5 Questions**

#### *I. Demand – 5 Questions*

1. Define demand and distinguish between demand and quantity demanded.
2. State and explain the law of demand with a demand schedule and diagram.
3. Explain any four factors that can cause a change in demand.
4. Differentiate between movement along a demand curve and shift of a demand curve.
5. The price of tea rises and demand for coffee increases. Explain the relationship between tea and coffee.

## **PART C: COMPETENCY-BASED / APPLICATION QUESTIONS**

1. A school wants to identify the most common shoe size among students before placing an order. Which measure of central tendency is most useful? Give a reason.
2. A student's marks are 10, 12, 12, 14 and 42. Calculate mean and mode. Which better reflects the most frequently occurring mark?
3. A country produces only wheat and cloth. Explain what happens to the quantity of cloth that can be produced when more resources are shifted to wheat production, using the concept of opportunity cost.
4. When the price of a product falls, its quantity demanded usually rises, other things remaining constant. Explain this with a demand curve.
5. A consumer continues buying units of a good while marginal utility exceeds its price in utility terms. Explain how the consumer approaches equilibrium.
6. A firm employs more workers while machinery remains fixed. Explain why marginal product may eventually decline.
7. If total product rises from 25 units to 34 units when labour increases from 3 workers to 4 workers, calculate the marginal product of the fourth worker.

## **PART D: PROJECT / HOLIDAY ACTIVITY – CHOOSE ANY ONE**

### 1. Statistical Survey

Collect non-sensitive data from 15–20 people on daily study hours, travel time to school, or number of books read. Organise it in a table and calculate mean, median and mode wherever appropriate.

### 2. Local Market Survey

Record the price of one common product in five shops. Present the prices in a table and identify the most frequently quoted price. Explain how statistics can help a consumer.

### 3. PPC and Choice

Prepare a hypothetical production possibility schedule for two goods, draw a PPC, and explain scarcity, choice and opportunity cost.

### 4. Production in Daily Life

Choose a bakery, farm or handicraft unit. Identify inputs, fixed and variable factors, and prepare a hypothetical TP–AP–MP table.

### Suggested Project Format

1. Cover page and title
2. Objective
3. Methodology / data source
4. Data table, schedule or diagram
5. Calculations and interpretation
6. Findings and conclusion

### FINAL INSTRUCTIONS

- Statistics section: complete 10 questions each on Mean, Median and Mode.
- Microeconomics section: complete 5 questions each on PPC, Consumer Equilibrium, Demand and Production Function.
- Write answers in your own words and show all calculation steps.
- Label all diagrams and submit the completed work on the date announced by the subject teacher.

**Teacher's Note:** This revised assignment covers PPC, Consumer Equilibrium, Demand and Production Function in Microeconomics, along with 10 questions each on Arithmetic Mean, Median and Mode in Statistics for Economics.

## COMPUTER SCIENCE HOLIDAY HOMEWORK

**1. DO ATLEAST 15 PYHTON PROGRAMMING QUESTIONS IMPORTANT FROM EXAM POINT OF VIEW INCLUDING ALL THE FUNCTIONS MENTINED IN THE SYLLABUS.**