



BCM School, Pakhowal Road,
Basant City, Ludhiana

Holidays Homework

2023

STD. XI

SCIENCE

Yoga

Music

English Core

Science

Accountancy

Business Studies

Mathematics

Informatics Practices

Physical
Education

Economics

Fine Arts

ENGLISH CORE

(PROJECT WORK)

NOTE: - *This project work is to be done on landscape sheets then put in a beautiful file.

***It will be countable for your A. S. L marks.**

1. (a) You wish to sell your house, draft a classified advertisement for the same.
(b) Your school is looking for an efficient English PGT, draft a classified advertisement for the same.
2. (a) Make a poster on “G 20”.
(b) Make a poster on “Drug Abuse”.
3. Write a speech on “The Hazards of Global Warming” in about 150 to 200 words.
4. **Read this paragraph carefully and do note making and summary.**

There are a plethora of contributory factors that have led to the increase of violence among the youth in our society. Some of the most oft mentioned cases are associated with the increase in the violent content of movies, television, music, video games, etc. it is averred that these vehicles of entertainment have a desensitising effect upon the impressionable minds of the youth. Children observe the indiscriminate violence portrayed in a fictional sense, and have difficulty distinguishing the actual effects of its application in reality. Undoubtedly, this desensitisation process plays a role in the increase of violence. But, then, children have been witnessing violence in a fictional sense for decades, yet it has not had such an adverse effect to the degree that we see today. Why not, all of a sudden, has the witnessing of violence mystically desensitised the youth to its harmful effects? The root cause lies within the socialisation process our youth undergo as they develop, and we adults are largely responsible for it. We have adopted such an indifferent approach, collectively as a society, to the development of our children, and consequently, that has begun to start manifesting itself in their conduct. There are many ways in which we have contributed to the negative socialisation of our youth. For one, in living our lives and pursuing our goals, we have inculcated into our youth that life is about the pursuit of contentment, the acquisition of material goods and living comfortably. Parental involvement in their lives has drastically decreased. How much quality time can the parents spend with a child when they are busy pursuing this elusive and loosely defined goal? How often does a parent show genuine interest in the child's daily life? In their young eyes, life becomes about the struggle to gain more, as opposed to the respect for being alive. Another factor that contributes to the youths' negative socialisation is the lack of proper mentoring outside of the home. Schools used to be fertile grounds for instilling more than just educational lessons. Teachers were the significant others that influence the youth in ways that extended beyond academics. The school environment was a safe haven for their maturation. Now schools are just human warehouses and day care centres that provide little incentive for their growing minds. The community used to be as actively involved in raising the youth. Everyone was concerned about their growth and development. The lady down the street, the older boy across the street, the man who lived upstairs, everyone cared about their well-being. Now, their neighbourhoods have become impersonal playgrounds with adversities constantly lurking in the shadows. Even the extracurricular activities and youth programmes children participated in factor into this equation. They used to be prevalent, and were institutions that nurtured the socialisation process. Now, they are virtually non-existent. The scarcity of these programmes has caused the youth to seek camaraderie in gangs (which promotes a violent lifestyle). Finally, we have neglected to really teach our youth adequate problem solving skills, coping strategies, and conflict resolution techniques. Not only do we provide them with bad examples in how we deal with our own problems, but we don't teach them the necessary steps to take in solving a problem. The youth are bombarded with serious issues (i.e., identity crisis, peer pressure, being popular, fitting in). These issues create emotional problems that they don't know how to cope with. We don't provide them with conflict resolution techniques that produce positive results. Lacking these essential tools of healthy development, they resort to aggressive solutions. What can we do as a society to combat these damaging factors? What kinds of programs can we enact to help our children choose a non-violent lifestyle? Firstly, we need to recognise our own contribution to this problem. We may not be able to change their actions, but we can change ours.

We can start by paying more attention to our youth and becoming more active in their lives. Hopefully, through their interaction with us, they can begin to learn what is truly important in lifelife itself. We also

need to teach the youth about the harmful effects of violence. The impact of violence has far reaching ramifications (not just physically, but psychologically and emotionally as well). The youth need to be aware of these effects. In addition, we must teach them problem solving skills, coping strategies (like venting frustrations through constructive activities), and conflict resolution techniques (like negotiating win-win solutions). We need to impress these ideas and concepts upon them, and get them actively involved in participating in workshops where they can learn better ways to deal with conflict. Lastly, we need to get the government involved too. Impress upon them the significance of after school programs, mentoring programs, extracurricular activities, summer youth leagues, and other programmes geared toward the youth. Force them, through our votes, to reassess their budget plans to include these programs and activities. Make them use municipal funding to support these activities. We can even hold big businesses accountable to the fomenting of our youth. They can help by creating grant foundations (that's corporate welfare to them). Get them to commit, or take their dollars elsewhere.

CHEMISTRY

- 1) Revise ch -
 - some basic concepts of chemistry
 - atomic structure
- 2) Write down all NCERT questions (both Intext and Back-exercise) of both the chapters in your chemistry notebook.
- 3) Prepare any one project on the topic prescribed by CBSE, or the topic of your choice based on XI syllabus like -
 - rusting of iron (from ch- Redox Reaction)
 - electrochemical cell
 - Food adulteration

PHYSICS

- 1) Revise Chapter - Units and Measurement, Motion in a straight line
- 2) Write down all NCERT questions (both Intext and Back-exercise) of both the chapters in your physics notebook.
- 3) Complete practical notebook (ruled side)

BIOLOGY

- NOTE:-**
- * **Do this work on assignment sheets.**
 - * **Choice any one project from the given list.**
 - * **Paste pics and you can draw diagrams also.**
 - * **Project should be investigatory.**

❖ **LIST OF TOPICS: ----**

- BLOOD GROUPS
- MITOSIS/MEIOSIS
- DIGESTIVE DISORDERS
- NERVOUS DISORDERS
- CARDIC DISORDERS
- HUMAN EVOLUTION IN HEART
- DIFFERENT SPECIES UNDER ANIMAL KINGDOM
- DIFFERENT SPECIES UNDER PLANT KINGDOM
- VARIOUS HORMONES RELEASED IN THE BODY
- Make practical file also as per your syllabus issued by CBSE
- Do NCERT questions on revision notebook.
- Do assignment which is given to you.

MATHEMATICS

1. To find the number of subsets of a given set and verify that if a set has n number of elements, then total number of subsets is 2^n .
2. To verify distributive law for three given non-empty sets A, B and C this is $A \cup (B \cap C) = (A \cup B) \cap (A \cup C)$.
3. To distinguish between relation and a function.
4. To verify the relation between the degree measure and the radian measure of an angle.
5. To plot the graphs of $\sin x$, $2\sin x$ and $\sin 2x$ using same coordinate axes.
6. To interpret geometrically the meaning of $i = \sqrt{-1}$ and its integral powers.
7. To verify that the equation of a line passing through the point of intersection of two lines $a_1x + b_1y + c_1 = 0$ and $a_2x + b_2y + c_2 = 0$ is of the form $(a_1x + b_1y + c_1) + \lambda(a_2x + b_2y + c_2) = 0$.
8. To construct a parabola.
9. To explain the concept of octants by three mutually perpendicular planes in space.
10. To write the sample space, when a die is rolled once, twice and so on

PHYSICAL EDUCATION

Practical - 1: Fitness tests administration.

Practical - 2: Procedure for Asanas, Benefits & Contraindication for any five Asanas for each lifestyle disease.

Practical - 3: Any one game of your choice out of the list above. Labelled diagram of field & equipment (Rules, Terminologies & Skills).

Project file on One day international cricket World Cup

INFORMATICS PRACTICES

1. Explain Decision making statements. Write any 3 Python programs that are suitable examples for Decision making statements.
2. Explain iterative statements. Write any 2 Python programs that are suitable examples for iterative statements.
3. Learn the topics List and Dictionary

YOGA

- * Surya Namaskar
- * Asana (any 5)
- * Pranayama (any 2)
- * Bandh
- * Mudra (any 2)

FINE ARTS

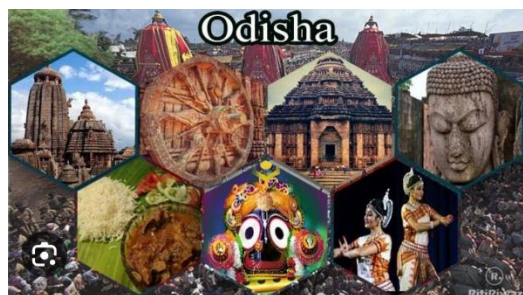
INSTRUCTIONS:

- ALL 3 Projects of Holidays H.W. are compulsory.
- Work should be Presentable and neat, only presentable work should be accepted.

PROJECT 1 - Make 1 Landscape on A2 sized sheet, 2 Still -Life sheets on A2 sized sheets.

PROJECT 2 - Make 1 A2 sized picture pasting collage on CULTURE AND HERITAGE OF PUNJAB AND ODISHA with heading on the top of sheet.

EXAMPLES:-



PROJECT 3 - Make 1 Handmade Best out of waste pot with flower.



MUSIC

Project work

- Students have to prepare the project file

Guidelines for preparing file

- Practical file should be handwritten.
- File should be presented neatly.

Contents for project will be

- 1) Talas along with single, double, tigon, chogun
 - i. Teen Tala
 - ii. Ek Tala
 - iii. Char Tala
- 2) Ragas: Full description and Notation
 - i. Bhairavi
 - ii. Bhimpalasi
 - iii. Bihag

(Paste pictures of musical instruments and musicians)