

R.K.MEMORIAL SR. SEC. SCHOOL

HOLIDAY HOMEWORK (2016 – 17)

CLASS XI – B

NOTE: Do the Holiday Homework in your subjective class work notebook.

MATHS:

1. If $B \cap CA$, show that ACB .
2. In an examination, 80% students passed in mathematics, 72% passed in Science and 13% failed in both the subjects. Find the total number of students who appeared in the examination.
3. Write all subsets of set $A = \{\emptyset, 1\}$.
4. "Difference of set A and B, $A - B$, is same as complement of set B". Comment.
5. What is the nature of the set $A = \{x \in \mathbb{Z} \mid x > 6\}$?
6. Let U be the set of all boys and girls in a school, G be the set of all girls in the school, B be the set of all boys in the school and S be the set of all students in the school who take swimming. Some, but not all, students in the school take swimming. Draw a venn diagram showing one of the possible interrelationship among sets U, G, B and S.
7. Find the domain and the range of $f(x) = \frac{1}{\sqrt{a-x^2}}$.
8. The function f is defined by

$$f(x) = \begin{cases} 1 - x, & x < 0 \\ 1, & x = 0 \\ x + 1, & x > 0 \end{cases} \text{ draw the graph of } f(x).$$

9. Find the domain and range of the function $F(x) = \frac{x}{1+x^2}$
10. Let $f : \mathbb{R} \rightarrow \mathbb{R}$ be such that $f(x) = 2^x$
Determine :- (i) $\{x : f(x) = 1\}$ (ii) whether $f(x+y) = f(x) f(y)$ holds
11. In a survey of 25 students, it was found that 15 had taken mathematics, 12 had taken physics and 11 had taken chemistry, 5 had taken mathematics and chemistry, 9 had taken mathematics and physics and 4 had taken physics and chemistry and 3 had taken all the three subjects. Find the number of students that had taken none of the subject.

English:

1. Read S.A – 1 syllabus completely.
2. Write word meanings of all the taught and untaught chapters and learn them.
3. Write summary of all the poems.
4. Write summary of all the stories.
5. Write five SMq's of each chapters of S.A – 1.
6. Give at least one specimen of all the sections given in your writing section(On the topics of your choice).
7. Read both the novels prescribed by the CBSE.
8. Write twenty questions – answers of the novel 'Canterville Ghost'.
9. Write an essay in 500 words on ' Utility of summer vacation in students life'.
10. Write a letter the editor of a national daily on the success of 'Digital India'.

ECONOMICS:

Project work:- Topics

1. Rural development
2. Rising price in India
3. Poverty in India
4. Economic reforms since 1991
5. Inflation
6. Unemployment
7. Poor infrastructure

[Indian Economic Development]

1. What is poverty and who are the poor? Discuss the causes of poverty.
2. Explain the importance and objectives of education. Discuss about education as an essential element of Human Resource Development.
3. Who is unemployed? Discuss the various forms of unemployment in India.
4. What is inflation? Discuss the causes of inflation.
5. Discuss the principal components of industrial policy Resolution, 1956.
6. Discuss the need for economic reforms.
7. Explain the elements of NEP(New Economic Policy)
LPG:- 1. Liberalization 2. Privatization 3. Globalization
8. State the period of different plans and its principal objectives.
9. Discuss the state Indian economy on the eve of independence.

ACCOUNTANCY:

1. **Project Work:-** Prepare a financial statement of company.
2. **Notes:-** Prepare notes of chapter – 1 to 8 (and learn)
3. **Ques – Ans:-** Ch – 6, 15 Questions
Ch – 8, 20 Questions
4. **Read & Learn:-** Theory of Ch – 1, 2, 3, 4

BUSINESS STUDIES:

You have to make the project on the following given topic:- One student, One project

“ Project works makes a person more creative”

1. Project One :- Field Visit

The objective of introducing this project among the students is to give a first hand experience to them regarding the different types of business units operating in their surrounding, to observe their features and activities and relate them to the theoretical knowledge given in their text books. The students should select a place of field visit from the following:- (Add more as per local area availability)

- (i) Visit to a handicraft unit.

- (ii) Visit to an Industry.
- (iii) Visit to a whole sale market. (Vegetables, fruits, flowers, grains, garments)
- (iv) Visit to departmental store.
- (v) Visit to a mall.

The following points should be kept in mind while preparing this visit.

- (i) Select a suitable day free from rush/crowd with lean business hours.
- (ii) The teacher must visit the place first and check out on logistics. Its better to seek permission from the concerned business in charge.
- (iii) Visit to be discussed with the students in advance. They should be encouraged to prepare a worksheet containing points of observation and reporting.
- (iv) Students may carry their cameras (at their own risk) with prior permission for collecting evidence of their observations.

1. **Visit to a Handicraft Unit**

The purpose of visiting a handicraft unit is to understand nature and scope of its business stake holders involved and other aspects as outlined below

- (a) The raw material and the processes used in the business: people/parties/firm from which they obtain their raw material.
- (b) The market, the buyers, the middlemen and the areas covered.
- (c) The countries to which exports are made.
- (d) Mode of payment to workers, purchasers etc.
- (e) Working conditions.
- (f) Modernization of the process over a period of time.
- (g) Facilities, security and training for the staff and workers.
- (h) Subsidies available/availed.
- (i) Any other aspect that the teachers deem fit.

2. **Visit to an Industry**

The students are required to observe the following:-

- (a) Nature of the business organization
- (b) Determinants for location of business unit.
- (c) Form of business enterprise:- sole proprietorship, partnership, undivided Hindu family, Joint stock company (a multinational company)
- (d) Different stage of production/ process.
- (e) Auxiliaries involved in the process.
- (f) Workers employed, method of wage payment, training programs and facilities available.
- (g) Social responsibilities discharged towards workers, investors, society, environment and government.
- (h) Level of management.
- (i) Code of conduct for employers and employees.
- (j) Capital structure employed borrowed v/s owned.
- (k) Quality control, recycling of defective goods.
- (l) Subsidies available/availed.
- (m) Safety measures Employed.
- (n) Working conditions for labour in observation of labour law.
- (o) Storage of raw material and finished goods.
- (p) Transport management for employees, raw material and finished goods.

(q) Functioning of various departments and coordination among them (production, Human Resource, Finance and Marketing)

(r) Waste management.

(s) Any other observation.

3. Visit to a whole sale market:- Vegetable/fruits/flower/grains/garments etc.

The students are required to observe the following:-

(a) Source of merchandise.

(b) Local market practices.

(c) Any linked up business like transporters, packagers, money lenders, agents etc.

(d) Nature of the goods dealt in.

(e) Types of buyers and sellers.

(f) Mode of the goods dispersed, minimum quantity sold, types of packaging employed.

(g) Factors determining the price fluctuations.

(h) Seasonal factors (if any) affecting the business.

(i) Weekly/monthly non working days.

(j) Strikes, if any causes thereof.

(k) Mode of payment.

(l) Wastage and disposal of dead stock.

(m) Nature of price fluctuations, reason thereof.

(n) Warehousing facilities available/availed.

(o) Any other aspect.

4. Visit to a Departmental store

The students are required to observe the following:-

(a) Different departments and their layout.

(b) Nature of products offered for sale.

(c) Display of fresh arrivals.

(d) Promotional campaigns.

(e) Space and advertisement.

(f) Assistance by sales personnel.

(g) Billing counter at store – cash, credit/debit card, swipe facility. Added attractions and facilities at the counter.

(h) Additional facilities offered to customers.

(i) Any other relevant aspect.

5. Visit to a mall

The students are required to observe the following:-

(a) Number of floors, shops occupied and unoccupied.

(b) Nature of shops, their ownership status

(c) Nature of goods dealt in: local brands, international brands.

(d) Service business shops – spas, gym, saloons etc.

(e) Rented spaces, owned spaces.

(f) Different types of promotional schemes.

(g) Most visited shops.

(h) Special attraction of the mall food court, gaming zone or cinema etc.

(i) Innovative facilities.

(j) Parking facilities.

2. **Project two : Case study on product**

Take a product having seasonal growth and regular demand with which students can relate for e .g.

- Apple from Himachal Pradesh, Kashmir.
- Oranges from Nagpur, Mangoes from Maharashtra/V.P/Bihar/Andhra Pradesh etc.
- Strawberry from Panchgani.
- Alivora from Rajasthan.
- Walnuts/ Almond from Kashmir.
- Jackfruit form South.
- Guavas from Allahabad.
- Fishes from coastal areas.

Students may develop a case study on the following lines:-

- (a) Research for change in price of the products. For e.g.:- Apples in Himachal Pradesh during plucking and non plucking season.
- (b) Effect on prices in the absence of effective transport system.
- (c) Effect on prices in the absence of suitable warehouse facilities.
- (d) Duties performed by the warehouses.
- (e) Demand and supply situation of the product during harvesting season, prices near the place of processed items along with the roles of Transport, Warehousing, Advertising, Banking, Insurance, Packaging, Wholesale selling, Retailing etc.

The teacher may develop the points for the other projects on the similar lines for students to work on.

The teacher may assign this project as 'group' project and may give different products to different groups. It could conclude in the form of exhibition.

3. **Project three : Aids to trade.**

Taking any one Aids to trade for example Insurance and gathering information on following aspects:-

- (a) History of Insurance Lloyd's contribution.
- (b) Development of regularity mechanism.
- (c) Insurance companies in India.
- (d) Principles of Insurance.
- (e) Types of Insurance. Importance of insurance to the businessmen.
- (f) Benefits of crop, orchards, animal and poultry insurance to the farmers.
- (g) Terminologies used (premium, face value, market value, maturity value, surrender value) and their meanings.
- (h) Anecdotes and interesting cases of insurance. Reference of films depicting people committing fraudulent acts with insurance companies.
- (i) Careers in Insurance.

Teachers to develop such aspects for other aids to trade.

4. **Project four : Import procedure**

Anyone from the following:-

The students should identify a product of their city/country which needs to be imported/exported. They are required to find the detail of the actual import/export producer. They may take help from the chambers of commerce, Banker, existing Importers/exporters etc.

They should find details of the procedure and link with their text knowledge.

The specimen of documents collected should be pasted in the project file with brief description of each.

They may also visit railway godown /dockyards/transport agencies and may collect pictures of the same.

- **Presentation and submission of the project report**

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled format, consisting of the recordings of the value of shares and graphs.

2. The project will be handwritten.

3. The project will be presented in a neat folder.

4. The project report will be developed in the following sequence: _

- Cover page should project the title, student information, school and year.
- List of contents.
- Introduction.
- Topic with suitable heading.
- Planning and activities done during the project if any.
- Observation and findings while conduction the project.
- News paper clipping to reflect the changes of share price.
- Conclusions (summarized suggestion or findings, future scope of study)
- Appendix.(if needed)
- Teachers report.

हिन्दी

नोट:— (1) कार्य स्वच्छ लेख में हो ।

(2) सभी प्रश्न अनिवार्य है ।

प्र.1 अपनी कक्षा की निर्धारित पाठ्यपुस्तकों में से (Unit Test – 1) समस्त पाठों से 30–30 कठिन शब्द लिखें ।

प्र.2 'संचार के साधन' पाठ में से अति लघु 30 प्रश्न बनाकर लिखें ।

प्र.3 माननीय प्रधानमंत्री नरेन्द्र मोदी द्वारा चलाए गए 'स्वच्छ भारत अभियान' पर एक क्रिया कलाप तैयार करें ।

प्र.4 भक्ति कालीन 2 कवियों का जीवन वृत्त 4 बिन्दुओं में लिखकर याद करें ।

प्र.5 'कला—संकाय' (Arts) लेने के पीछे अपने जीवन के लक्ष्य को 200 शब्दों में लिखें ।

प्र.6 लता मंगेशकर के कोई 2 राष्ट्र भक्ति पर आधारित गाने एकत्र कर एक A4 आकार की शीट पर लिखें एवं याद करें ।

प्र.7 संचार के साधनों ने मानव जीवन में क्या उथल-पुथल मचा दी है । कल्पना करें कि यदि संचार के साधन न होते तो क्या होता ? एक लेख लिखें ।

प्र.8 ग्रामीण व शहरी खाने में क्या अन्तर है लिखें ।

प्र.9 भारत में व्याप्त रूढ़िवादिताओं पर प्रकाश डालें ।

प्र.10 किसी भी समाचार पत्र के सम्पादक को किसी भी समस्या का निराकरण हेतु पत्र लिखो ।

PHYSICAL EDUCATION:

1. Write biography of "Yogeshwar Dutt" (5 pages) in colourful sheets of project file.
2. Make a chart of either of the two – "Cricket Ground" OR "Badminton Ground".