



DELHI PUBLIC SCHOOL



STEEL TOWNSHIP, ROURKELA

Holiday Home Assignment

Stream – Humanities

Grade – XII

Academic session – 2026-27

ENGLISH CORE
POLITICAL SCIENCE
HISTORY
LEGAL STUDIES
ECONOMICS



Dear Students,

As part of your holiday assignment, you are required to prepare an innovative project on the chapter The Tiger King from your NCERT textbook. The project is designed as per CBSE guidelines to enhance your analytical, creative, and critical thinking skills.

Project Topic: Power, Prophecy and Irony: A Psychological and Political Exploration of 'The Tiger King'

NOTE: Project Guidelines (15 Pages)

1. Cover Page

- School's Name
- Title of the Project
- Student's Name, Class, Section, Roll Number

2. Acknowledgement

- Express gratitude to the principal, teachers, parents, and the school

3. Index

- List of contents with page numbers

4. Main Content

- a) A Brief Summary of the Chapter
- b) Character Sketch of the Tiger King
 - Personality traits
 - Strengths and flaws
- c) Theme analysis
 - Satire on authority
 - Fate vs free will
 - Irony
 - Symbolism in the story
- d) Creative Section
 - Criticism of monarchy OR
 - Blind exercise of power

4. Conclusion: Personal reflection and final thoughts

5. Bibliography

- NCERT textbook,
- Other references (if used)

Important Instructions:

- The project must be handwritten on project papers
- Maintain neatness and proper presentation
- Paste relevant pictures/images to enhance the content
- Use proper headings, margins, and creativity
- Use Stick File

NOTE: Submission Date: Reopening day after summer break



DELHI PUBLIC SCHOOL
SEC-14, ROURKELA

ENGLISH PROJECT

TOPIC:

NAME:

CLASS:

SECTION:

ROLL NO:

Literature Questions (Answers to be written in a separate notebook)

PART-1

A. Read the following extracts and answer the questions given below.

“My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson.”

- Why is this the “last lesson” for the children?
- What does M. Hamel’s tone reveal about his feelings?
- How does this announcement change Franz’s attitude towards school and French?

B. Answer the following questions.

- Why was Franz afraid to go to school that morning?
- What tempted Franz to stay away from school instead of going to class?
- Why were the village elders sitting in the classroom on the last day?
- What impression do you form of M. Hamel from his last lesson?
- How does the order from Berlin affect the villagers emotionally?
- How does Franz react when he realises it is the last French lesson?
- Why does Franz consider his books “old friends” by the end of the lesson?
- What does the line “Vive la France!” symbolise in the story?
- Why does the story end with M. Hamel standing motionless at the window?
- How does Daudet use the classroom setting to highlight the theme of loss?

C. Long Answer type questions.

- Describe how the people in the story suddenly realise the value of their language. Why does this realisation come only when it is on the verge of being taken away?
- Sketch the character of Franz, highlighting how his attitude changes from the beginning to the end of the story. What message does this transformation convey to the reader?

PART-2

A. Read the following extract and answer the questions given below

“Driving from my parents’ home to Cochin last Friday morning, I saw my mother, beside me, doze, open-mouthed, her face ashen like that of a corpse and felt that old familiar ache, my childhood’s fear...”

- Why is the poet’s mother described as “as white as a corpse”?
- What “old familiar ache” does the poet refer to?
- How does this opening image set the mood of the poem?

B. Answer the questions given below.

- Why does the poet compare her mother’s face to that of a corpse?
- What contrasting images does the poet use in the poem?
- What does the reference to “young trees sprinting” symbolise?
- Why does the poet say she is smiling and smiling at the time of parting?
- How does the poem present the theme of ageing and mortality?
- What train of thought disturbed the poet during the car journey?
- Why does the poet feel “familiar ache” at the sight of her mother?
- How does the poem shift from a personal emotional moment to a universal fear of death?
- What does the line “see you soon, Amma” reveal about the poet’s feelings?
- How does Kamala Das portray the conflict between love and fear in the poem?

C. Answer the following questions.

Q1. Discuss how Kamala Das, in the poem My Mother at Sixty-six, effectively uses contrasting images to express her inner conflict between fear and affection.

Q2. Bring out the poet's emotional journey from beginning to end, and comment on how the poem reflects the universal fear of losing a parent.

PART-3

Read the following passage carefully and answer the questions that follow:

The Balancing Act: Technology and Life

Modern life is deeply intertwined with technology. From the moment we wake up to the moment we go to sleep; we are surrounded by devices that make our lives faster and easier. Smartphones connect us instantly to friends and family across the world. Computers store and process vast amounts of information, while the internet provides answers to almost any question within seconds.

Technology has also transformed education. Online classes, e-books, and educational apps allow students to learn at their own pace, anytime and anywhere. Doctors use advanced machines and software to diagnose illnesses more accurately and quickly. In business, digital tools have made communication and collaboration global and almost instant.

However, this dependence on technology has its drawbacks. Many young people spend more time on social media and video games than on their studies or physical activity. Long hours in front of screens can cause eye strain, poor posture, and sleep problems. Some people feel anxious if they are without their phones for even a short time, a condition often called “nomophobia”.

Another major concern is the decline in face-to-face interaction. While people may have hundreds of online friends, they often lack deep, real-life relationships. Misinformation spreads rapidly online, and privacy is sometimes compromised as personal data is shared across platforms. Cyberbullying and online harassment are also growing problems, especially among teenagers.

Experts agree that the key is balance. Technology in itself is not harmful; it is our use of it that matters. Parents and teachers should guide students to use screens wisely—limiting unnecessary scrolling, encouraging outdoor play, and teaching digital literacy. When used responsibly, technology can open doors to learning, creativity, and connection. Otherwise, it can become a source of distraction, addiction, and isolation.

Answer the following questions.

Q1. What does the passage mainly discuss?

- (a) The history of technology
- (b) The benefits of smartphones
- (c) The impact of technology on modern life and the need for balance
- (d) The dangers of cyberbullying only

Q2. According to the passage, how does technology help education?

- (a) It makes studying longer and harder
- (b) It does not affect learning
- (c) It offers online classes, e-books, and apps for self-paced learning
- (d) It replaces teachers completely

Q3. What does “nomophobia” refer to in the passage?

- (a) Fear of nature
- (b) Fear of technology
- (c) Fear of being without a mobile phone
- (d) Fear of using the internet

Q4. Which health problem is mentioned as a result of long screen time?

- (a) Tooth decay
- (b) Eye strain
- (c) Hearing loss
- (d) Weight gain only

Q5. How does the passage describe online relationships?

- (a) Always deeper than real-life relationships
 (b) Often more meaningful than real-life friendships
 (c) Frequently lacking depth despite large numbers of online friends
 (d) Completely useless
- Q6. What is one negative effect of the rapid spread of information online?
 (a) Faster academic progress (b) Growth in misinformation
 (c) Better sleep (d) Decreased screen time
- Q7. Why is privacy a concern on digital platforms?
 (a) Because people never share personal data
 (b) Because personal data is often shared and may be misused
 (c) Because technology cannot store data
 (d) Because the internet is not advanced
- Q8. What role do parents and teachers play in managing technology use?
 (a) They should ban all devices
 (b) They should encourage unlimited screen time
 (c) They should guide students to use screens wisely and teach digital literacy
 (d) They should ignore the problem
- Q9. According to the passage, which of these is a benefit of technology in medicine?
 (a) Longer waiting times (b) More accurate and quicker diagnosis
 (c) No need for doctors (d) Removal of all diseases
- Q10. What does the passage say about outdoor activities?
 (a) They are outdated and unnecessary
 (b) They should be encouraged, along with limited screen time
 (c) They are only for children
 (d) They are more harmful than technology
- Q11. Which behaviour on social media is linked to anxiety in the passage?
 (a) Using phones occasionally (b) Being without a phone for a short time
 (c) Avoiding the internet (d) Sleeping early
- Q12. What term is used to describe the balance needed in technology use?
 (a) Overuse (b) Dependence (c) Balance (d) Addiction
- Q13. How does the passage describe the effect of technology on business?
 (a) It has slowed down communication
 (b) It has made global communication faster and easier
 (c) It has stopped collaboration
 (d) It has made business irrelevant
- Q14. Which group is particularly mentioned as facing cyberbullying and online harassment?
 (a) Elderly people only (b) Teenagers
 (c) Scientists (d) Animals
- Q15. What is the central message of the passage?
 (a) Technology should be completely avoided
 (b) Technology is always harmful
 (c) Technology is neutral; its impact depends on how humans use it
 (d) Only children should use technology



1. Project Work (20 Marks): Select a topic, conduct research, and begin preparing the project file (25-30 pages), incorporating components like acknowledgement, index, introduction, research findings, and bibliography.
2. (Map Work) Ch- 1,2,3,4 Contemporary World Politics
3. Complete the Board and Sample question and answers for Contemporary World Politics Ch-1,2,3, shared in class
4. Report Writing: Write an 800-word report on the evolution of India-Pakistan relations from 1948 to the present day.
5. Case Study: Assembly Elections in Bengal, Assam, Tamil Nadu, Kerala 2026. Maintain a file of news clippings also.

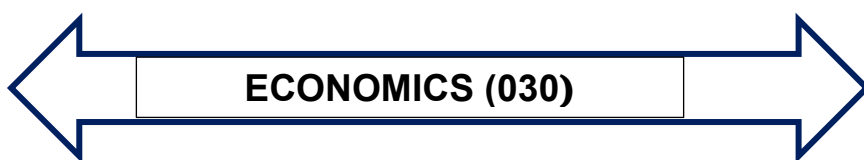


1. Project Work (As per CBSE Guidelines): Preparation of a detailed, handwritten project on a chosen topic from the curriculum, focusing on research, analysis, and visual presentation.
 - a. Complete the Synopsis of your selected Project Topic.
 - b. Mention the Need of the Study and the Objective of the Study
 - c. Hypothesis
 - d. Content -Timeline, Maps, Mind maps, Pictures, etc. (Organization of Material/Data Present Material/Data)
 - e. Analyzing the Material/Data for Conclusion
 - f. Draw the Relevant Conclusion
 - g. Bibliography
2. Case Studies/Source-Based Analysis: Analyzing primary sources (e.g., inscriptions, excerpts) or creating reports based on specific themes. (Book 1- Ch-1,2,3)
3. Map Work: Identifying key sites on an outline map of India
 - a. Indus Valley civilisation locations,
 - b. Mahajanapadas
 - c. Major Buddhist or Ashokan sites.
4. Completion of Board and Sample paper question answers shared in class for (Book-1) Ch-1,2,3.



Students you have to follow and complete the following homework/assignment during summer break.

1. Preparation of Project Report- It is the project component of the board (20 marks). The guidelines are available on the CBSE Academic web page. You have to prepare a rough project report, which is to be submitted on the day of the reopening of the school after summer break. A few case studies are available in Unit-1, for your ready reference.
2. Complete the answers to the Question of Unit-2, which was already completed, and submit it for correction.
3. Answer all the questions of Unit-2 available in the last three years' board paper, irrespective of marks.
4. Visit Rourkela Court premises as per your convenience and list out the different types of courts available for resolving disputes.
 - i. Meet an Advocate and collect the information about the procedure of registration of a case.



Topics: Government Budget, Money & Banking, National Income

SECTION A (1 MARK)
(Very Short Answer Questions)

Government Budget (1–15)

- | | |
|--------------------------------------|-----------------------------------|
| 1. Define government budget. | 9. What is a deficit budget? |
| 2. What is a fiscal deficit? | 10. Define revenue deficit. |
| 3. Define revenue receipts. | 11. What is primary deficit? |
| 4. What are capital receipts? | 12. What is disinvestment? |
| 5. Give one example of direct tax. | 13. Define public expenditure. |
| 6. Give one example of indirect tax. | 14. What is plan expenditure? |
| 7. What is a balanced budget? | 15. What is non-plan expenditure? |
| 8. What is a surplus budget? | |

Money & Banking (16–30)

- | | |
|-------------------------------------|---|
| 16. Define money. | 24. Define CRR (Cash Reserve Ratio). |
| 17. What is legal tender? | 25. Define SLR (Statutory Liquidity Ratio). |
| 18. What is demand deposit? | 26. What is bank rate? |
| 19. What is time deposit? | 27. Define credit creation. |
| 20. Define central bank. | 28. What is inflation? |
| 21. Name the central bank of India. | 29. What is deflation? |
| 22. What is repo rate? | 30. What is liquidity? |
| 23. What is reverse repo rate? | |

National Income (31–40)

- | | |
|-----------------------------|---------------------------|
| 31. Define national income. | 34. Define NNP. |
| 32. What is GDP? | 35. What is depreciation? |
| 33. What is GNP? | 36. Define value added. |

- | | | | |
|-----|----------------------------|-----|---------------------------|
| 37. | What is intermediate good? | 39. | Define per capita income. |
| 38. | What is final good? | 40. | What is real GDP? |

SECTION B (3 MARKS)
(Short Answer Questions)

Government Budget (1–10)

1. Explain objectives of government budget.
2. Differentiate between revenue and capital receipts.
3. Explain revenue deficit with formula.
4. Distinguish between fiscal deficit and primary deficit.
5. Explain direct and indirect taxes.
6. What are components of government expenditure?
7. Explain public debt.
8. What is deficit financing?
9. Explain the role of budget in economic stability.
10. Distinguish between developmental and non-developmental expenditure.

Money & Banking (11–20)

11. Explain functions of money.
12. Explain primary functions of central bank.
13. Explain credit creation process.
14. Distinguish between commercial bank and central bank.
15. Explain quantitative tools of monetary policy.
16. Explain qualitative tools of monetary policy.
17. What is money supply?
18. Explain high-powered money.
19. Distinguish between repo rate and bank rate.
20. Explain inflation and its causes.

National Income (21–30)

21. Explain circular flow of income.
22. Distinguish between GDP and GNP.
23. Explain value added method.
24. Explain income method.
25. Explain expenditure method.
26. What are precautions in value added method?
27. Define nominal vs real GDP.
28. What is double counting?
29. Explain factors affecting national income.
30. What are limitations of national income as welfare measure?

SECTION C (6 MARKS)
(Long Answer + Numerical Questions)

Government Budget (1–10)

1. Explain components of government budget in detail.
2. Explain types of deficits with formulas and diagrams.

3. Discuss objectives of fiscal policy.
4. Explain impact of fiscal deficit on economy.
5. Distinguish between revenue and capital expenditure.
6. Explain role of government budget in income redistribution.
7. Explain public debt and its types.
8. Discuss taxation policy in India.
9. Explain budgetary policy during inflation.
10. Explain budget as an instrument of economic growth.

Money & Banking (11–20)

11. Explain functions of central bank in detail.
12. Explain process of credit creation with example.
13. Discuss tools of monetary policy in detail.
14. Explain role of RBI in economic development.
15. Distinguish between narrow money and broad money.
16. Explain inflation and its control measures.
17. Explain banking system in India.
18. Explain role of commercial banks.
19. Explain liquidity trap.
20. Explain monetary policy during recession.

National Income (21–30) (Includes Numericals)

21. Theory
22. Explain methods of calculating national income.
23. Compare value added, income and expenditure methods.
24. Explain difficulties in measuring national income.
25. Explain concept of economic welfare.
26. Explain circular flow in two-sector and three-sector models.

NUMERICAL QUESTIONS:

1. Calculate GDP:

Consumption = 500; Investment = 200; Government Expenditure = 300; Net Exports = (-50)

Calculate NNP:

GNP = 1000; Depreciation = 100

2. Calculate National Income:

NNP at market price = 900; Indirect taxes = 100; Subsidies = 50

3. Calculate Value Added:

Output = 500; Intermediate Consumption = 200

4. Calculate Personal Income:

National Income = 1000; Corporate tax = 100; Undistributed profits = 50; Transfer payments = 80

5. GDP Calculation (Expenditure Method)

Consumption = 800; Investment = 300; Government Expenditure = 400; Net Exports = -100

Calculate GDP.

6. GNP from GDP

GDP = 1200; Net Factor Income from Abroad (NFIA) = 50

Calculate GNP.

7. NNP at Market Price

GNP = 1500; Depreciation = 200; Find NNP (MP).

8. National Income (NNP at FC)

NNP at MP = 1300; Indirect Taxes = 200; Subsidies = 50

Calculate National Income.

9. Personal Income

National Income = 2000; Corporate Tax = 200; Undistributed Profits = 100;

Transfer Payments = 150

Calculate Personal Income.

10. Disposable Income

Personal Income = 1800; Personal Taxes = 300; Find Disposable Income.

11. Value Added Method

Output = 1000; Intermediate Consumption = 400

Calculate Value Added.

12. Net Value Added at Factor Cost

Gross Value Added = 900; Depreciation = 100; Indirect Taxes = 80; Subsidies = 20

Find Net Value Added at FC.

13. Income Method

Compensation of Employees = 600; Rent = 200; Interest = 150; Profit = 250

Calculate National Income.

14. Expenditure Method with Adjustment

C = 700; I = 300; G = 200; Exports = 150; Imports = 100

Find GDP.

B. Advanced National Income Numericals

15. Mixed Calculation

GDP = 2000; NFIA = -100; Depreciation = 200; Indirect Taxes = 150; Subsidies = 50

Find National Income.

16. Per Capita Income

National Income = 5000; Population = 100

Calculate Per Capita Income.

17. Real GDP

Nominal GDP = 2000; Price Index = 125

Find Real GDP.

18. Double Counting Adjustment

Total Output = 2000; Intermediate Consumption = 800

Find GDP.

19. Personal Disposable Income

Personal Income = 2500; Personal Taxes = 400

Find Disposable Income.

C. Money & Banking Numericals

20. Credit Creation

Initial Deposit = 1000; CRR = 10%

☞ Calculate total credit creation.

21. Money Multiplier

CRR = 20%

☞ Find Money Multiplier.

22. Total Money Supply

High Powered Money = 500; Money Multiplier = 4

☞ Find Money Supply.

23. Deposit Expansion

Initial Deposit = 2000; CRR = 10%

☞ Calculate total deposits created.

24. Currency Deposit Ratio

Currency = 400; Demand Deposits = 600

☞ Find ratio.

D. Government Budget Numericals

25. Fiscal Deficit

Total Expenditure = 2000; Total Receipts (excluding borrowings) = 1500

☞ Calculate Fiscal Deficit.

26. Revenue Deficit

Revenue Expenditure = 1200; Revenue Receipts = 900

☞ Find Revenue Deficit.

27. Primary Deficit

Fiscal Deficit = 600; Interest Payments = 200

☞ Calculate Primary Deficit.

28. Budget Deficit

Total Expenditure = 1800; Total Receipts = 1500

☞ Find Budget Deficit.

29. Tax Revenue Ratio

Tax Revenue = 800; GDP = 4000

☞ Calculate Tax-GDP ratio.