

**DELHI PUBLIC SCHOOL ROURKELA**

**HOLIDAY HOMEWORK**

**CLASS:** XII  
**SUBJECT:** ENGLISH  
**ACADEMIC SESSION:** 2025-2026

**Forgotten Bonds – Ageing Parents and the Rise of Old Age Homes**

**1. Introduction to the Poem**

- Poem: My Mother at Sixty-six by Kamala Das
- The poem is a poignant reflection on ageing, mortality, and emotional detachment.
- The speaker (Kamala Das herself) notices her mother's pale, worn-out face while driving to the airport — a powerful visual of her advancing age.
- It captures the deep emotional pain and helplessness of the daughter as she confronts the inevitable truth of separation and death.
- A simple goodbye hides a world of suppressed fear, unspoken love, and an aching vulnerability.
- Key lines:  
“...her face ashen like that of a corpse”  
“...I felt that old familiar ache, my childhood's fear...”

**2. Link to Real Life**

- In India, the number of old age homes has been rising significantly over the past few decades.
- The traditional joint family system is rapidly being replaced by nuclear families.
- Current Situation of Elderly in India (2025 Stats):
  - - Over 140 million elderly people in India.
  - - More than 1,000 old age homes nationwide, with increasing occupancy.
  - - A significant percentage (30% or more) of elderly report feeling neglected or lonely.

**3. Causes of the Trend**

- Changing Family Structures:
  - - Migration to cities and abroad for work separates children from parents.
  - - Rise of nuclear families reduces space and time for the elderly.
- Emotional Disconnection:
  - - Fast-paced lives lead to less emotional bonding and caregiving.
  - - Technology bridges communication but often widens emotional gaps.
- Financial/Practical Challenges:
  - - Cost of healthcare and caretaking burdens many families.
  - - Some children see old age homes as practical solutions, not emotional failures.

#### 4. Comparison: Poem vs. Reality

- In the poem:
- - The daughter doesn't express love through words but through worried glances, silent prayers, and an aching heart.
- - She respects her mother's dignity and doesn't try to 'solve' ageing — she simply feels and fears.
- Today's reality:
- - Many youngsters struggle to emotionally connect with ageing parents.
- - Practical decisions often take precedence over emotional ties.
- - While some act out of helplessness, others may act out of neglect or indifference.

#### 5. Emotional Impact on Ageing Parents

- - Feelings of abandonment, loneliness, invisibility are common.
- - Many elderly parents feel like a burden instead of a blessing.
- From the poem:  
“...smile and smile and smile...” — The daughter's forced smile is a mask to hide her pain, echoing how many elderly hide their own.
- - This subtle line reflects the depth of unspoken emotions in ageing relationships.

#### 6. Conclusion

- What can today's generation learn?
- - Empathy over convenience.
- - Presence over presents.
- - Ageing is not a burden but a phase that demands patience, understanding, and deep compassion.
- Building empathy:
- - Spend time with your elders.
- - Share stories, listen, be present.
- - Create multi-generational connections even in nuclear families.
- Real-life link:
- - Community centers, family counseling, and awareness programs can bridge gaps.
- - Schools and colleges can integrate programs for intergenerational bonding.

**DELHI PUBLIC SCHOOL ROURKELA**

**HOLIDAY HOMEWORK**

**CLASS: XII F (HUMANITIES)**  
**SUBJECT: HISTORY & POLITICAL SCIENCE**  
**ACADEMIC SESSION: 2025-2026**

- ☒ **All students of class XII are informed and the assignments were sent for the subjects of HISTORY & POLITICAL SCIENCE.**

**TASK – 1:** The class has been divided into 4 GROUPS with a LEADER for each. Each group consists of 4-5 STUDENTS. The assignment includes –75 MCQ's from 1<sup>st</sup> CHAPTER of (POLITICAL SCIENCE) and 122 MCQ's from 1<sup>st</sup> CHAPTER of (HISTORY). The students are expected to complete the above task diligently and SUBMIT them ON THE DAY OF REOPENING AFTER SUMMER BREAK.

**TASK - 2:** The students are supposed to prepare a PROJECT each on the following.

**PART - 1 (HISTORY)**

- ☒ **INDUS VALLY CIVILISATION – EXCAVATION AND ARCHEOLOGISTS**
- ☒ **MAHABHARAT – THE GREAT EPIC**
- ☒ **HISTORY AND CULTURE OF VEDIC PERIOD AND ..... ETC.**

**PART – 2 (POLITICAL SCIENCE)**

- ☒ **DISINTEGRATION OF USSR**
- ☒ **ALTERNATIVE CENTERS OF POWER**
- ☒ **UN AGENCIES**

**TASK - 3:** Previous years BOARD QUESTIONS related to the topics already covered in class.

**TASK - 4:** For CAREER COUNSELLING – a separate notebbok for solving previous years CUET/CLAT QUESTIONS or PRACTICE PAPERS must be maintained.

The question paper will be forwarded fortnightly TO THE STUDENTS WHO ARE THE TOP 10 SCORES IN THE CORRESPONDING STREAMS IN THE ANNUAL EXAMINATION -2025.

**SIGN OF SUBJECT TEACHER:**

**DATE:**

# DELHI PUBLIC SCHOOL ROURKELA

## Holiday Assignment

**Class:** XII  
**Subject:** Economics  
**Session:** 2024-25

### 1. Model on Chart Paper ( $\frac{1}{4}$ size)

Create a neat and colourful model using **diagrams, short notes, and flowcharts**. Here's how you can structure it:

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#### a. Circular Flow of Income

- **Real Flow:** Show flow of goods and services between households and firms.
- **Money Flow:** Show flow of income and payments (wages, rent, interest, profit).

*Use arrows and label clearly. You can draw two circular loops – one for real flow and one for money flow.*

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#### b. Related Aggregates of National Income

- **GDP at Market Price (GDPMP)**
- **GDP at Factor Cost (GDPFC)**
- **Net Domestic Product (NDPMP, NDPFC)**
- **GNP and NNP (at MP and FC)**

*Create a chart, showing relationships using a formula tree (like a mind map).*

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#### c. Methods of Measurement

1. **Income Method** ( $W + R + I + P$ )
2. **Expenditure Method** ( $C + I + G + (X - M)$ )
3. **Product Method** (GVA at FC)

*List components and write one line each about when each method is used.*

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**d. Basic Concepts (Definitions + Examples)**

Make 8 mini boxes, each explaining one pair:

- i. **Domestic vs. Economic Territory**
- ii. **Citizenship vs. Residency**
- iii. **Factor Income vs. Non-Factor Income**
- iv. **Intermediate vs. Final Goods**
- v. **Consumer vs. Capital Goods**
- vi. **Gross vs. Net Product (include Depreciation)**
- vii. **Market Price vs. Factor Cost (include NIT)**
- viii. **Domestic vs. National Product (include NFIA)**

*Use small diagrams or flow arrows wherever possible. Keep each definition short and simple.*

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**2. 10 Numerical from Each Method**

Create 3 sections in your notebook or file:

- **Income Method** – 10 questions solved step-by-step.
- **Expenditure Method** – 10 questions with formulas used.
- **Production Method** – 10 questions showing value-added clearly.

*Show all formulas and calculations clearly. Use pencil for neatness.*

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**3. 30 Statement Questions**

Each question:

- **Write the Statement**
- **Include/Not Include in NI?**
- **Reason** (mention factor income, domestic/abroad, etc.)

*Use a table format for clarity:*

<u>S.No</u>	<u>Statement</u>	<u>Included? (Yes/No)</u>	<u>Reason</u>

**DELHI PUBLIC SCHOOL, SECTOR-14, ROURKELA**

**Holiday Homework-2025**



**Class: XII**

**Subject: Legal Studies (074)**

All the students will prepare the project which is the part of your final board paper. This is 20-marks component. Follow the instructions given below for writing the project.

**INTRODUCTION:-**

The student is required to do a project on 'Understanding Case Laws' OBJECTIVES:

The project work aims to enable students to:

- Identify a legal problem and provide its remedy
- Select relevant legal sources and conduct research
- Analyse and distinguish between types of cases
- Apply case laws and relevant statutory laws

**METHODOLOGY:-**

The student is required to select any 3 decided cases (Indian case) related to the curriculum where one must be *civil in nature, one criminal and one constitutional in character*.

The research on the cases must include the following points:

- Name of the case
- Parties to the case
- Citation to the case
- Bench
- Nature of the case (Civil, Criminal or Constitutional)
- Facts of the case and issues involved

Issues Raised

Contentions of the Petitioner

Contentions of the Respondents

- Decision of the case including Ratio Decidendi and Obiter Dicta

**Last Date of the submission of the draft copy of the project is the first day of opening of the school after summer break. Before writing the case study, first you let me know by 15<sup>th</sup> May'2025 about the name of the case study, then start writing. (I will not accept the case study, if you have not informed by this date.**

**If you have any doubt, then come to school in between 9.00am to 11.00am in all working days. All the case study should be from your text book and no one will copy the case study from others.**

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