



DELHI PUBLIC SCHOOL
GREATER FARIDABAD, SEC-81

(Under the aegis of The DPS Society)

Dream • Persevere • Succeed

The Complete Schooling

Happy Holiday Tasks

2025-26

Relax, Recharge & Learn

Class - IX

KAIZEN *A commitment to continuous improvement in all aspects of learning and growth.*

Dear Dipsites

These holidays, we invite you to journey inward and outward not just to finish assignments but to discover ideas, express your voice, and engage with the world in new, meaningful ways.

This holiday homework isn't a checklist, it's a canvas. A space where art meets science, imagination meets logic, and curiosity leads the way. Designed in the spirit of the National Education Policy 2020, these tasks aim to develop not just your mind, but your heart and hands too.

The real purpose of education is not confined to exams or grades. It's about learning how to learn, how to wonder, how to live thoughtfully and joyfully. Through each reflection, model, sketch, or research, you're not just doing homework, you're becoming a lifelong learner.

So read with wonder. Create with courage. Question with confidence. This is your time to explore, to dream, and to grow into the most thoughtful version of yourself.

Regards

Delhi Public School Greater Faridabad

SUBJECT	HOMEWORK
ENGLISH	Title: “In Conversation with the Storytellers” Objective: To explore the thoughts, feelings, and decisions of literary characters through a creative, role-based interview format. Instructions: 1. Select any one character from your Literature/Poetry syllabus. 2. Imagine you are a journalist or talk show host. 3. Prepare a creative interview script based on their life, choices, emotions, and Values. 4. Write 6–8 questions with detailed, imaginative answers from the character. 5. It must be handwritten with illustrations on A4 Pastel Sheets. 6. Give your interview a title and include a short introduction. 7. Work must be original. 8. You can add/change the Interviewer questions. 9. The answers of the characters must be creatively written to highlight the traits of the character and the theme of the story. 10. Marks will be awarded on the following rubrics: ❖ Originality ❖ Creativity ❖ Adhering to the character sketch and story theme ❖ Neatness and presentation Choose ONE CHARACTER from any of the following stories or poems: <i>The Fun They Had</i> – Margie or Tommy <i>The Sound of Music</i> – Evelyn Glennie or Ustad Bismillah Khan <i>The Lost Child</i> – The child or the stranger who comforted the child <i>The Happy Prince</i> – The Swallow or the Prince <i>The Road Not Taken</i> – The narrator/poet <i>Adventures of Toto</i> -Grandfather or Toto <i>Iswaran- The Storyteller</i> – Mahendra or Iswaran <i>The Little Girl</i> – Kezia or her father (Interview Format) Title of Interview: _____ Name of Character: _____ Name of Interviewer (You): _____ Source Text (Story/Poem): _____ Short Introduction on the character and the story (50-60 words): (Example: “Today we have with us Margie from The Fun They Had. Let’s hear what she feels about learning, technology, and the future of education.”) Interview Script: Interviewer: Welcome, [Character’s Name]. It’s an honour to have you with us. How are you feeling today? Character:----- Interviewer: What was the most challenging moment in your story? Character:_____

	Interviewer: How did you feel when _____ (insert story event and ask about the event)? Character:----- Interviewer: What lesson or message would you want today's students to learn from your experience? Character:----- Interviewer: If you could change one thing about your story, what would it be? Character:----- Interviewer: How do you see the world today, compared to your time? Character:----- Interviewer: Who inspired you or helped you in your journey? Character:----- Interviewer: Any final words or a message for our readers or viewers? Character:----- Add a drawing /sketch of the character.
HINDI	दीवार पत्रिका (वॉल मैगज़ीन) एक प्रकार का प्रकाशन होता है जो दीवार या सूचना पट्ट (बुलेटिन बोर्ड) पर प्रदर्शित किया जाता है। यह आमतौर पर स्कूल, कॉलेज या सामुदायिक केंद्र में लगाया जाता है। इसमें विभिन्न प्रकार की सामग्री जैसे लेख, कविताएँ, चित्रकला, फोटोग्राफ, समाचार की कतरनें, और घोषणाएँ शामिल होती हैं। वॉल मैगज़ीन का उद्देश्य समुदाय को जानकारी देना, शिक्षित करना और जोड़ना होता है तथा उस स्थान की विशेषताओं को प्रदर्शित करना होता है। <u>मणिपुर के पर्यटन मंत्रालय में हाल ही में नियुक्त एक अधिकारी के रूप में, कृपया मणिपुर की राजधानी “इम्फाल - पूर्वोत्तर भारत का रत्न” पर आधारित एक वॉल मैगज़ीन तैयार करें।</u> आप नीचे दिए गए बिंदुओं को शामिल कर सकते हैं: • यात्रा मार्ग और पहुँच • दर्शनीय स्थल(कांगला किला,शहीद मीनार,इम्फाल युद्ध स्मारक) • मौसम की स्थिति • यात्रा के लिए वर्ष का सर्वोत्तम समय • इतिहास और धरोहर • पर्यटक आकर्षण • संस्कृति, परंपराएँ और प्रमुख त्योहार • स्थानीय भोजन, हस्तशिल्प आदि



निर्देश:

- एक A3 आकार की पेस्टल शीट का उपयोग करें।
- चित्रण / प्रामाणिक फ़ोटो लगाएँ, और इम्फाल के प्रसिद्ध स्थलों, सांस्कृतिक त्योहारों, स्थानीय व्यंजनों और पारंपरिक स्मृति चिह्नों की तस्वीरें खोजें।
- यह सुनिश्चित करें कि फ़ोटो इस स्थान की सुंदरता और विविधता को सही रूप से दर्शाएँ।
- वॉल मैगज़ीन को उस स्थान की सुंदरता से प्रेरित उद्धरणों से सुसज्जित करें।
- अपने अनुभव और खोजों को साझा करें तथा दूसरों को भी इम्फाल की अद्भुत सुंदरता को देखने के लिए प्रेरित करें।
- स्वनिर्मित एक वॉल मैगज़ीन 3 जुलाई, 2025 को अपने हिंदी शिक्षक को जमा करें।

MATHS

I. Complete the following activities in the Math Practical File.

1. To obtain a mirror image for a given figure with respect to x and y axis.
2. To obtain a linear equation in 2 variables and draw its graph.
3. To verify the identity : $(a + b)^2 = a^2 + 2ab + b^2$

II. Solve the revision assignment.

The activities & revision assignment will be shared on the Google Classroom.

SCIENCE

Complete the practical files of Physics , Biology & Chemistry from APC Lab Manual(Experiment 1,2,3 of each subject).

Create a 30 Marks Assessment Paper of 10 marks each of syllabus covered in PT 1.

Q1-Q3 = MCQ

Q4-Q5 = Assertion Reasoning

Q6 = 2 marker Questions (Application based)

Q7 = 3 marker (case study)

SOCIAL SCIENCE PROJECT WORK

**“You cannot prevent natural disasters, but you can be prepared for them.
Preparedness saves lives.”**

THEME: DISASTER MANAGEMENT

OBJECTIVE: To foster curiosity and awareness about disasters by encouraging students to explore, research, and analyze the causes and consequences of both natural and human-induced disasters. The project also aims to help students propose effective mitigation strategies based on their understanding.

India faces a wide range of natural and human-induced disasters due to its diverse geographical and climatic conditions. In such a setting, the role of teachers and students becomes crucial in spreading awareness, educating communities, and sharing vital information. As per **CBSE guidelines**, every student is required to undertake a project on **Disaster Management**. This initiative aims to empower students with knowledge and skills that can contribute to a safer and more prepared society.

TOPICS FOR THE PROJECT ARE:

Choose **any one** of the following topics (either I or II). You can support your written part with the help of diagrams, maps, articles, pictures, drawings, newspaper clippings, photographs and reference to statistical data.

I. SPECIFIC NATURAL HAZARDS AND MITIGATION: Choose any one hazard out of the following mentioned-

a. Floods b. Cyclones c. Earthquakes d. Landslides e. Drought

II. PREVENTING HUMAN INDUCED DISASTERS:

a. Nuclear b. Biological (Covid 19) c. Chemical d. Industrial accidents

(The children will make a report on the common human induced hazards and their prevention.)

GUIDELINES FOR SUBMITTING THE PROJECT:

Kindly note down the following points:

- The project report can be handwritten, typed, or presented as a PowerPoint presentation, prepared by the student himself/herself.
- It should not comprise of more than 15 foolscap pages(A4 size sheet).
- Credit will be awarded to original drawings, illustrations and creative use of materials.
- The project will be presented in a neatly bound simple folder.
- All the photographs and sketches should be labeled and acknowledged.

FOLLOW THE SEQUENCE OF PAGES AS GIVEN BELOW:

•The project report should be developed and presented in the following sequence:

? **Page 1: Cover Page** showing project title, student information, school and year.

? **Page 2: Contents-** List of contents with page numbers.

? **Page 3: Acknowledgements-** Acknowledging the teacher, institution and other other persons who have helped.

? **Page 4:Project overview-** Topic chosen, purpose and aim.

? **Pages 5-12: Subject matter-** Chapters with relevant headings and illustrations, such as, Definition, Classify it into a slow or a fast hazard, Warning time, Causes, Effects, mitigation strategies- Structural and Non- Structural (how to reduce the loss). **Maps** can be attached.

? **Pages 13-14: Conclusions-** Summary and Suggestions/Recommendations. Your role as a student in disaster management.

? **Page 15: Bibliography-** It should have the names of the references. Book-its author and if a website- the name of the website with the specific website link which has been used.

VALUES IMPARTED THROUGH THE ACTIVITY:

- Disaster education attempts to increase protective actions by students by presenting information about the hazard/disaster and the risk it poses.
- If planned effectively and well implemented, it will make, in the long run, student habituate safety practice in all forms of their action.
- This will help all the students who are the future citizens, volunteers and also disaster managers to be able to cope up with disasters and be better disaster managers and save many precious lives.
- Students should be able to practice basic precautionary and remedy measures by themselves leaving only specific and more detailed information to ask to experts and their mentors.

RUBRICS FOR ASSESSMENT:

The distribution of marks over different aspects relating to Project work is as follows:

S.NO.	ASPECTS	MARKS
1.	Content accuracy and originality	2
2.	Presentation and Creativity.	2
3.	Analysis and research	1

DATE OF SUBMISSION: The project has to be submitted to your respective Geography teacher by **15th July 2025**.

NOTE:-Refer to the textbook on Disaster Management for class IX “**Together Towards a safer India II**” (By CBSE) You can browse the link cbse.nic.in and go to the publications.

[http://cbse.nic.in/ePub/webcbse/webcbse/Disaster%20Management%20in%20Hindi%20\(Class%20IX\)/index.html](http://cbse.nic.in/ePub/webcbse/webcbse/Disaster%20Management%20in%20Hindi%20(Class%20IX)/index.html)

Other sites for reference:

<http://cbse.nic.in/Disastermgmt8th.pdf>

<http://cbse.nic.in/DM%20ENGLISH.pdf>

<https://www.ndmindia.nic.in/images/public-awareness/Towards%20A%20Safer%20India-CBSE.pdf>

<https://nidm.gov.in/PDF/pubs/ACTIVITY%20BOOK%20DM.pdf>

AI	Project work – Choose one real life problem around you and design a solution for the problem showing different stages of the AI Project Cycle. Take inspiration from the 17 Sustainable Development Goals. The project work has two stages- PRESENTATION DESIGNING and PITCHING. Refer the link given below for further details – https://drive.google.com/file/d/1UcutAmqIXMp4DkSGfX5eRQ7vml5ylQ3x/view?usp=sharing Complete the assigned project work in your respective G7 group. The pitching for the same will be in the month of July and the date for the same will be specified by your respective AI teacher.
GERMAN	Create Your Own German Summer Holiday Brochure Create a brochure that highlights an ideal summer vacation in Germany. This will help you practice your German language skills, enhance your creativity, and learn more about German culture, geography, and summer activities. Instructions: 1. Research: ○ Choose Your Destinations: Pick 3-5 popular places in Germany to feature in your brochure. ○ Summer Activities: Highlight fun summer activities, festivals, and events. ○ German Culture: Focus on aspects of German culture, food, and traditions 2. Write Content in German: ○ Your brochure should primarily be written in German. This will help you practice your vocabulary and sentence structure. ○ Include the following sections: ■ Introduction ■ Destinations and Activities ■ Travel Tips 3. Design and Layout: ○ Make your brochure visually appealing. You can use tools like Canva, Google Slides, or Microsoft Word. Follow these design tips: 4. Creative Element:
French	1. Une Carte Postale de France (A Postcard from France) What to Do: Students design and write a postcard from a French city. Include: • A drawing/photo of the place • A message (in French, 6–8 sentences) describing their imaginary visit

	Example: Chère maman, Je suis à Nice. Il fait beau et chaud. Je visite la plage et je mange une glace. C'est super ! Je t'embrasse, Julie. Ou 2.Ma Playlist Française (My French Playlist) What to Do: Explore 3–5 French songs suitable for learners (e.g., by Kids United, Stromae, or Louane). Create a mini project with: • Song title and artist • Link to lyrics or video • Your favorite line and its English meaning • A short paragraph: Pourquoi j'aime cette chanson ? Bonus: Try singing along and record yourself!
SANSKRIT	Sanskrit गतिविधि 1 हितोपदेश अथवा पंचतंत्र में से एक कथा का चयन करके चित्र सहित A 4 शीट पर लिखिए । कथा की नैतिक शिक्षा भी लिखिए । (कथा comic strips के रूप में भी लिख सकते हैं) गतिविधि 2 कोई पाँच श्लोक कंठस्थ करें । गतिविधि 3 https://youtu.be/NT7Qvi3f-zc ऊपर दिए गए you tube link में गाए गए संस्कृत गीत को ध्यानपूर्वक सुनें और उसे कंठस्थ करें।

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