

VASISHTHA GENESIS SCHOOL, BABEN, BARDOLI

11 Commerce

DIWALI HOLIDAY ASSIGNMENT- 2025-26

1) ACCOUNTANCY

(A) Each student must complete **one of the following tasks** based on their interest. Choose **any one** from the list below and Pass journal entries for all transactions, post them into ledger accounts and prepare a trial balance on A4 sheets

Task 1: Diwali Diyas Shop

Imagine you own a small shop selling diyas and candles during Diwali. Record **10 hypothetical transactions** related to purchases, sales, expenses, and capital introduced.

Task 2: Diwali Sweets Vendor

You run a sweets stall for Diwali festivities. During the Diwali week, record **10 business transactions** including buying raw materials, selling sweets, paying wages, and receiving cash from customers.

Task 3: Diwali Decoration Business

Imagine you have a small decoration business for Diwali, providing lighting and rangoli services. Record **10 business transactions** involving purchase of decorative items, sales on credit, payment of rent, etc.

Task 4: Diwali Fireworks Business

You manage a small business selling fireworks during Diwali.

Record **10 transactions** involving cash sales, purchases, capital introduction, payments, etc.

(B) Solve **any 2** of the **80-mark Accountancy papers** sent on the class WhatsApp group.

Write answers neatly in notebook and show all workings.

2) BUSINESS STUDIES

COMPLETION OF PROJECT WORK

(A) Make a project report by selecting any one of the following topic undermentioned.

- 1) Field visit (Handicraft unit / Industry / Wholesale market / Departmental Store / Mall)
- 2) Case Study on a product having seasonal growth and regular demand (Ex: Apples from HP / Tea from Assam, etc.)
- 3) Aids to trade (Bank / Insurance / Warehousing / Transport / Communication)

(B) Record a video of approx. 3-4 minutes while taking an interview of an entrepreneur of your choice or video explaining any topic of your choice related to subject. The video should be edited with special effects as shown in the class and should be shared with the subject teacher.(Also to bring it in a pen drive on the re-opening date)

TASK ASSIGNED

- ❖ The Project must contain the details as discussed in the class by Subject teacher
- ❖ The project should be handwritten on thick project papers and compiled in a decorated spring file.(Min 30-35 pg)
- ❖ The project must contain images and graphs wherever necessary.

3) ECONOMICS

COMPLETION OF PROJECT WORK

Objective: To understand the relationship between Price Demand and supply.

Choose one product

Continue the survey and find the mean, median and mode.

Collect price and quantity data from different sources or shops.

Plot the Demand and supply curves

Interpret the point of equilibrium.

Record a video while you find the details of the project

TASK

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4) ENGLISH

The **CBSE ALS Project-Portfolio/Project Report** as given in the class. Kindly make the project on the basis of Guidelines provided by your subject teacher. Submit your projects by 8th November 2025 to your respective subject teacher.

PROJECT-PORTFOLIO / PROJECT REPORT – 10 MARKS (5 PROJECT + 5 VIVA)

The Project - Portfolio may include the following:

- Cover page, with the project's title, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Acknowledgement
- Index
- Action plan for the completion of assigned tasks.
- The 800-1000 words Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography.

THE FOLLOWING POINTS MUST BE KEPT FOR CONSIDERATION WHILE ASSESSING THE PROJECT PORTFOLIOS:

- | | |
|--|-----------------------------------|
| • Quality of content of the project | • Clarity of thoughts and ideas |
| • Accuracy of information | • Creativity |
| • Adherence to the specified timeline | • Contributions by group members |
| • Content in respect of (spelling, grammar, punctuation) | • Knowledge and experience gained |

IMPORTANT NOTE:

- The project is to be prepared on A4 size Coloured Project Papers (hand written). Use Spring File.
- Make use of photos.
- The project should be completed within 20-25 pages.
- **Photos are to be attested as evidence and references – Related to findings during research, Pie Charts, Graphs.**
- **The entire project should be Handwritten only.**

Topic- Analyze the themes of the given chapters and answer the related questions.

(Topics will be given Roll No. wise by the subject teacher(s) in class)

1. *The Portrait of a Lady* & *A Photograph*

- Both texts are **meditations on memory, loss, and transience**. Compare how Khushwant Singh and Shirley Toulson portray **the fragile continuity between generations through the lens of mortality**.
- Evaluate how **tone and perspective** evolve in both works — from affectionate observation to philosophical detachment.
- How do the grandmother's presence and the mother's absence become **symbols of emotional endurance amid impermanence**?

2. *Discovering Tut: The Saga Continues* & *The Adventure*

- Both texts blend **history and science to question the nature of time and truth**. Compare how A.R. Williams and Jayant Narlikar reconstruct **the past to comment on modern curiosity and scientific ethics**.
- Evaluate how both stories explore the tension between **empirical evidence and imaginative interpretation** in understanding history.
- How do Tut's rediscovery and Professor Gaitonde's time-shift reveal **different facets of humanity's obsession with rewriting the past**?

3. *The Laburnum Top* & *The Voice of the Rain*

- Both poems explore the **cycle of renewal in nature**. Compare how Ted Hughes and Walt Whitman use imagery and sound to illustrate **the mutual relationship between vitality and decay**.
- Evaluate how both poets transform ordinary natural processes — a bird's return and rain's descent — into **metaphors for regeneration and creative energy**.
- How do rhythm and tone contribute to the **philosophical vision of continuity in life**?

4. *The Adventure & The Portrait of a Lady*

- Both texts address **the intersection of history and personal belief**. Compare how Jayant Narlikar's scientific imagination contrasts with Khushwant Singh's humanist realism in exploring **change and continuity across generations**.
- Evaluate how both protagonists — Professor Gaitonde and the narrator — grapple with **the instability of perceived reality**.
- How do memory and knowledge serve as **tools for bridging the past and the present** in both stories?

5. *Discovering Tut: The Saga Continues & A Photograph*

- Both works engage with **the preservation of memory through objects and images**. Compare how science and poetry differently attempt to **immortalize the dead**.
- Evaluate how both authors suggest that **time transforms reverence into reflection** rather than resolution.
- How does the juxtaposition of **artifact and emotion** reveal the limitations of human attempts to conquer mortality?

6. *We're Not Afraid to Die... & Childhood*

- Both texts mark **moments of awakening and self-realization**. Compare how survival in one and disillusionment in the other reveal **different stages of human growth and awareness**.
- Evaluate how both narratives suggest that **maturity emerges from confrontation — with nature or with truth**.
- How do courage and curiosity become **measures of human resilience** in both contexts?

7. *The Summer of the Beautiful White Horse* vs *The Address*

- Both stories explore *trust and morality* in post-war contexts. How do Aram's innocence and the narrator's disillusionment reflect contrasting human responses to loss and values?
- Compare how Da-Metz and Marga Minco use the idea of *possession*—of a horse and of household objects—to question what truly belongs to us.
- In both stories, memory acts as a moral compass. How do personal memories shape ethical choices in *The Summer of the Beautiful White Horse* and *The Address*?

8. *The Summer of the Beautiful White Horse* vs *Mother's Day*

- Both highlight *the correction of human behaviour*—Aram learns honesty while George and Doris learn empathy. Discuss how humour and simplicity serve as tools for moral transformation.
- Compare how the writers portray *family relationships* as a means to restore social or moral order.
- How do both stories challenge traditional perceptions of *weakness and strength* through the characters of Aram, Mourad, and Mrs. Pearson?

9. *The Address* vs *Birth*

- Both stories deal with *hope emerging from despair*. How do the settings of war and medical crisis become symbols of renewal?
- Compare the protagonists' journeys—one to reclaim her mother's belongings, the other to save a newborn—as reflections of human resilience.
- Both stories end with *restoration*—emotional in one, physical in the other. Discuss how this parallel resolution emphasizes the triumph of life and spirit.

10. *Mother's Day* vs *Birth*

- Both present *women as agents of change*—Mrs. Fitzgerald empowers Mrs. Pearson; Joe's wife encourages responsibility. Compare how each portrays the evolving role of women in society.
- Contrast the domestic conflict in *Mother's Day* with the professional crisis in *Birth* to highlight differing manifestations of *duty and care*.
- How do empathy and practical wisdom become transformative forces in both narratives?

11. *The Summer of the Beautiful White Horse* vs *Birth*

- Both Aram and Andrew face moral dilemmas that define their character. Compare how their responses reflect integrity and compassion as universal values.

- Contrast *innocence* in Aram with *maturity* in Andrew. How do these traits drive the theme of redemption in both stories?
 - How do both narratives uphold the idea that *ethical action restores balance*—whether in personal conscience or in the miracle of birth?
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5) INFORMATICS PRACTICES

Practical file (30 SQL queries) : Sample Internet link : <https://sultan-chand.com/ws/ipp11/#p=20>

Data Management: (Suggested SQL Commands)

1. To create a database
2. To create student table with the student id, class, section, gender, name, dob, and marks as attributes where the student id is the primary key.
3. To insert the details of at least 10 students in the above table.
4. To display the entire content of table.
5. To display Rno, Name and Marks of those students who are scoring marks more than 50.
6. Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
7. Insert the details of a new student in the above table.
8. Delete the details of a student in the above table.
9. Use the select command to get the details of the students with marks more than 80.
10. Find the min, max, sum, and average of the marks in a student marks table.
11. Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.

Write a SQL query to order the (student ID, marks) table in descending order of the marks.

6) PHYSICAL EDUCATION

- Draw labeled diagram of 6 lane international athletics track with starting and finishing line with all the track events.
- Prepare a project on kriya yoga.
 - (a) Neti
 - (b) Dhouti
 - (c) Basti
 - (d) Nauli kriya
 - (e) Tratak kriya
 - (f) Kapalbhathi

Explain its procedure, importance, benefits to the mankind and draw or paste a suitable diagram.

7) APPLIED MATHEMATICS

Prepare a brief overview of the following chapters –

Permutations and Combinations, Compound Interest and Annuity

The Overview should include:

- Relevant formulas that are essential for understanding and solving problems.
- Identify key concepts, definitions or principles related to the topic.
- Include examples / diagrams / mind maps to clarify concepts.

Present your homework in a clear and organized manner in your Class Notebook using headings, bullet points are numbered lists to structure your content.
