



ASIAN INTERNATIONAL SCHOOL
SUMMER HOLIDAY HOMEWORK
CLASS XII SCIENCE
SESSION: 2022-2023

SUBJECT	TASK ASSIGNED	21st CENTURY SKILLS
ENGLISH	PROJECT- 1. Watch a movie that has been adapted from a novel/ play/ short story/ epic and write a review comparing the film with its original script, and analyse the changes made. (Do not summarize, do not cross 100 words) 2. Two comprehensions would be shared in the class whatsapp group as well as on ERP.	<ul style="list-style-type: none">● Cognitive skills● Creative and critical thinking skills● Reading and listening skills● Creative skills● Writing and analytical skills
PHYSICS	PROJECT- To Study various Factors on Which the Internal Resistance/EMF of a cell depends Reference links: 1. https://youtu.be/IYRog3vRCTU 2. https://www.slideshare.net/HarshSolanki22/factors-on-which-the-internal-resistanceemf-of-a-cell-depends Students are asked to do it in the hardcopy with either channel file or with spiral binding.	<ul style="list-style-type: none">● Problem Solving● Teamwork● Good Research skills● Communication● Self-Reliance
CHEMISTRY	INVESTIGATORY PROJECT- (<i>any one has to be written</i>) : 1) Comparative study of the rates of fermentation of the following fruit or vegetable juices (i) Gram flour (ii) Potato juice (iii) Carrot juice 2) Study of common food adulterants in fat, oil, butter, sugar, chilli powder, turmeric	<ul style="list-style-type: none">● Practical skills● Reasoning skills.● Complex problem-solving skills● Cognitive skills● Analytical thinking skills.

powder, chilli powder and pepper.

- 3) Study of the presence of oxalate ions in guava fruit at different stages of ripening.
- 4) Preparation of soyabean milk and its comparison with natural milk with respect to curd formation, the effect of temperature, etc.
- 5) Extraction of essential oils present in Saunf (aniseed), Ajwain (carum), Illaichi (cardamom).

GUIDELINES FOR THE PROJECT

- **GENERAL INSTRUCTIONS :**

1. STUDENTS SHOULD COMPLETE THE PROJECT WITHIN 15-20 A4 SIZE WHITE PAGES.
2. FIRST FOUR PAGES OF THE PROJECT (**COVER PAGE, CERTIFICATE, DECLARATION & ACKNOWLEDGEMENT**) SHOULD BE INSERTED IN THE PROJECT IN **PRINTED FORM**.
3. THE BODY OF THE PROJECT SHOULD BE **HANDWRITTEN ONLY**.
4. PHOTOGRAPHS, DIAGRAMS, CHARTS, TABLES, GRAPHS CAN BE DRAWN AS WELL AS CAN BE PASTED.
5. THE PROJECT HAS TO BE SUBMITTED WITHIN **CHANNEL FILE**.
6. EACH & EVERY PAGE SHOULD BE CONTAINING MARGIN IN ALL SIDES.
7. ALWAYS USE RIGHT HAND SIDE PAGE FOR WRITING & LEFT ONE CAN BE USED FOR PASTING OR DRAWING THE DIAGRAMS, GRAPHS, PICTURES, CHARTS, FLOW CHARTS & TABLES ETC.

- **PROJECT FILE FORMAT :**

1. Cover Page
2. Certificate

	<p>3. Declaration 4. Acknowledgement 5. Index 6. Introduction 7. Objective of the project 8. Materials and apparatus required 9. Procedure 10. Observation 11. Calculation (if any) 12. Conclusion / Result 13. Bibliography</p>	
<p>MATHEMATICS</p>	<p>PROJECT- Topic 1: To verify that the relation R in the set L of all lines in a plane, defined by $R = \{(l, m) : l \parallel m\}$ is an equivalence relation.</p> <p>Topic 2: To demonstrate a function which is not one-one but is onto.</p> <p><u>GUIDELINES FOR THE PROJECT</u></p> <ul style="list-style-type: none"> ● <u>GENERAL INSTRUCTIONS :</u> <ol style="list-style-type: none"> 1. STUDENTS SHOULD COMPLETE TWO PROJECTS WITHIN 10 PAGES. 2. FIRST FOUR PAGES OF THE PROJECT (COVER PAGE, CERTIFICATE, DECLARATION & ACKNOWLEDGEMENT) SHOULD BE INSERTED IN THE PROJECT IN PRINTED FORM. 3. THE BODY OF THE PROJECT SHOULD BE HANDWRITTEN ONLY. 4. PHOTOGRAPHS, DIAGRAMS, CHARTS, TABLES, GRAPHS CAN BE DRAWN ONLY. 5. THE PROJECT HAS TO BE SUBMITTED WITHIN CHANNEL FILE. 6. EACH & EVERY PAGE SHOULD BE CONTAINING MARGIN IN ALL SIDES. 7. ALWAYS USE RIGHT HAND SIDE PAGE FOR WRITING & LEFT ONE CAN BE USED FOR PASTING OR DRAWING THE DIAGRAMS, GRAPHS, 	<ul style="list-style-type: none"> ● Analytical Skills ● Problem solving skills ● quantitative reasoning ● Spatial and measurement skills

PICTURES, CHARTS, FLOW CHARTS & TABLES ETC.

● **PROJECT FILE FORMAT :**

1. Cover Page
2. Certificate
3. Declaration
4. Acknowledgement
5. Index
6. Objective of the project
7. Materials required
8. Method of construction
9. Demonstration
10. Observation
11. Applications
12. Bibliography

COMPUTER SCIENCE

PROJECT-
Management System
As per CBSE guidelines

- Practical skills
- Technical Expertise.
- Risk Management.
- Critical Thinking and Problem Solving

BIOLOGY

PROJECT -
(Choose any one topic)

- Study on Infertility and its causes and treatment
- Human Embryogenesis
- DNA fingerprinting
- Genetic Mutation types and its causes
- Pharmacogenomics of Anti-cancer drugs
- Recombinant DNA technology in today's medicine
- Designer Baby
- Genetically modified organisms impact on the Ecosystem

GENERAL INSTRUCTIONS FOR THE STUDENTS:

- STUDENTS SHOULD COMPLETE THE PROJECT WITHIN 20-25 PAGES.

- Excellent written communication skills.
- Logical thinking skills.
- Motor skills.
- Initiating skills
- Creativity skills

- FIRST FOUR PAGES OF THE PROJECT (COVER PAGE, CERTIFICATE, ACKNOWLEDGEMENT & CONTENT) SHOULD BE INSERTED IN THE PROJECT IN PRINTED FORM.
- THE BODY OF THE PROJECT SHOULD BE HAND WRITTEN ONLY.
- PHOTOGRAPHS, DIAGRAMS, CHARTS, TABLES, GRAPHS CAN BE DRAWN AS WELL AS CAN BE PASTED.
- HARDCOPY OF THE PROJECT NEED TO BE SUBMITTED WITHIN CHANNEL FILE AFTER REOPENING THE SCHOOL.
- EACH & EVERY PAGE SHOULD BE CONTAINING MARGIN IN ALL SIDES.NO DECORATION IS NEEDED FOR THIS PROJECT.
- ALWAYS USE RIGHT HAND SIDE PAGE FOR WRITING & LEFT ONE CAN BE USED FOR PASTING OR DRAWING THE DIAGRAMS, GRAPHS, PICTURES, CHARTS, FLOW CHARTS & TABLES ETC.
- **CASE STUDY** INCORPORATION IN THE PROJECT IS MANDATORY FOR EVERY PROJECT TOPIC.

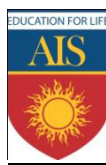
FORMAT FOR THE PROJECT

1. COVER PAGE :
2. CERTIFICATE OF APPROVAL:
3. ACKNOWLEDGEMENT:
5. INDEX/CONTENT:
6. BODY OF PROJECT: THIS MUST

	<p>VARY FROM TOPIC TO TOPIC.</p> <p>7. CASE STUDY: THIS POINT SHOULD BE WRITTEN WITHIN 3-4 PAGES.TRY TO GIVE REAL DATA/INFORMATION UNDER THIS POINT.</p> <p>8. REFERENCES: HERE YOU CAN WRITE THE BOOKS NAMES FROM WHERE YOU HAVE GATHERED INFORMATIONS AS WELL AS YOU CAN ADD WEBSITES/LINKS ALSO.</p>	
<p>WEB APPLICATION</p>	<p>PROJECT- Creating a grocery website using CSS and HTML</p> <p>Guidelines</p> <ul style="list-style-type: none"> ● All the codings should be printed. ● Colour screen shots need to be pasted. ● Project file should have a spiral binding. ● Project file should consist of a certificate as well as acknowledgement. 	<ul style="list-style-type: none"> ● Practical skills. ● Technical Expertise. ● Risk Management. <p>Critical Thinking and Problem Solving</p>
<p>PHYSICAL EDUCATION</p>	<p>PROJECT- Record File: -*</p> <p>*Record File shall include:</p> <p>❖ Practical-1: Fitness tests administration.</p> <ol style="list-style-type: none"> a) SAI Khelo India Fitness Test in school, b) Rikli & Jones - Senior Citizen Fitness Test <p>❖ Practical-2: Procedure for Asanas, Benefits & Contraindication for any two Asanas for four lifestyle disease(Obesity, Diabetes, Asthma, Hypertension).</p> <p>❖ Practical-3:Anyone IOA recognised Sport/Game(Football, Basketball, Volleyball, Cricket, Badminton)of your choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.</p>	<ul style="list-style-type: none"> ● Excellent verbal and writing communication skills. ● Motor ability skills. ● Leadership.

	Note: - Record file have to write in your own handwriting in a shoelace file.	
INFORMATI CS PRACTICES	PROJECT- Booking / Reservation System. As per CBSE guidelines	<ul style="list-style-type: none"> ● Practical skills ● Technical Expertise. ● Risk Management. Critical Thinking and Problem Solving

N.B: Details of the Projects have been uploaded on ERP as well as shared on the official class What'app group.



**ASIAN INTERNATIONAL SCHOOL
COMPREHENSION WORKSHEET
SESSION 2022-23
GRADE - XII**

CASE BASED COMPREHENSION

Too many parents these days can't say no. As a result, they find themselves raising children who respond greedily to the advertisements aimed right at them. Even getting what they want doesn't satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it's time to stop the madness and start teaching kids about what's really important: values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher – and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future: when given too much too soon, they grow up to be adults who have difficulty coping with life's disappointments. They also have a distorted sense of entitlement that gets in the way of success in the work place and in relationships.

Psychologists say that parents who overindulge their kids, set them up to be more vulnerable to future anxiety and depression. Today's parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where 'no' was a household word. Today's kids want much more, partly because there is so much more to want. The oldest members of this Generation Excess were born in the late 1980s, just as PCs and video games were making their assault on the family room. They think of MP3 players and flat-screen TVs as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave something new, most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say no find themselves reaching for their credit cards.

Today's parents aren't equipped to deal with the problem. Many of them, raised in the 1960s and '70s, swore they'd act differently from their parents and have closer relationships with their own children. Many even wear the same designer clothes as their kids and listen to the same music. They even work more hours; so at the end of a long week, it's tempting to buy peace with a 'yes' and not mar precious family time with conflict. Anxiety about the future is another factor. How do well-intentioned parents say no to all the sports gear and arts and language lessons they believe will help their kids thrive in an increasingly competitive world? Experts agree: too much love won't spoil a child. Too few limits will.

What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits because they feel better and more secure when they live within a secured structure. Older children learn self-control by watching how others, especially their parent's act. Learning how to overcome challenges, is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic pressures. Every individual

can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own.

Answer the following:

1. What values do parents and teachers want children to learn?
2. What are the results of giving the children too much too soon?
3. Why do today's children want more?
4. What is the balance which the parents need to have in today's world?
5. What is the necessity to set limits for children?
6. Pick out words from the passage that mean the same as the following:
 - A feeling of satisfaction (para 1)
 - Valuable (para 3)
 - Important (para 4)

DISCURSIVE PASSAGE

India has never subscribed to the doctrine of militarism and war in her history. Here, war was never treated as an ideal. It was only tolerated as unavoidable and inevitable, and all attempts were made to check it and bring it under control. In spite of the frequency of wars in ancient India, in spite of highly developed military organization, techniques of war and imperialism and in spite of the open justification of war as national policy, the heart of India loved pacifisms as an ideal capable of realization. India's symbolic role was that of a peacemaker and it sincerely pinned its faith on the principle of 'live and let live'. At least philosophically, India's intelligence supported the cause of peace not only in national affairs but in international affairs also. All the great seers of the yore visualized the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars.

This doctrine of philosophical pacifisms practiced by ancient Aryans is, no doubt, a question of controversial nature. Certainly, the great Indian teachers and savants stuck to this doctrine tenaciously and in their personal lives they translated it into practice and preached it to masses and even to princes of military classes.

Another culture of those times, the existence of which has been proved by the excavations of Mohenjodaro, also enunciated the doctrine of pacifism and friendship to all. Strangely enough, the Indus Valley civilization has revealed no fortification and very few weapons.

Ahimsa or the doctrine of non-violence in thought, speech and action assumed a gigantic importance in the Buddhist and Jain period. By a constant practice of this virtue, man becomes unassailable by even wild beasts, who forgot their ferocity the moment they entered the circumference of his magnetic influence. The monks and nuns of these churches were apostles of peace, who reached every nook and corner of the world and delivered the message of love to the war-weary humanity. The greatest votary was the royal monk Ashoka, who in reality was responsible for transforming Ahimsa as an act of personal virtue, to Ahimsa as an act of national virtue.

Many historians recounting the causes of the downfall of the Mauryas, hold the pacific policy of Ashoka which had eschewed the aggressive militarism of his predecessors, responsible for an early decay of the military strength of the state and its consequent disintegration, leading to the rise of Sungas, Kanvas and Andhras. However, in reality the fault lies in the weak successors of Ashoka, who could not wield the

weapon of non-violence with a skill and efficiency, which required the strength of a spiritual giant like Ashoka. They failed due to their subjective weakness: Pacifism itself was no cause of their failure.

Besides the foregoing philosophical and religious school of thought, even many political authorities gave their unflinching support to the cause of pacifisms. They recognized the right of rivals to exist, not mainly as enemies, but as collaborators in the building of a civilization operation. Thus, for centuries, in the pre-Mauryan India, scores of small independent republics existed and flourished without coming in clash with each other.

With regard to Kautilya, the much maligned militarist and the so called Machiavelli of India, he thinks that the object of diplomatic is to avoid war.

The Mahabharata observes in this connection: 'A wise man should be content with what can be obtained by the expedients of conciliation, gift and dissension'. It denounces the warring world of men by comparing it to a dog kennel. 'First there comes the wagging of tails, then turning of one round to other, then the showing of teeth, then the roaring and finally comes the commencement of the fights. It is the same with men; there is no difference whatsoever'. Yajnavalkya adds: 'War is the last expedient to be used when all others have failed'. Likewise, Sri Krishna whose Bhagwad Gita has been styled by some as 'a song of the battle', should not be considered out and out a militarist. When all the three expedients were exhausted, then alone the fourth was resorted to.

All possible avenues of peace such as negotiation, conciliation through conference, meditation and so on, were explored by before resorting to war. This proves that the heart of ancient India was sound and it longed for peace, although war also was not treated as an anathema and was to be avoided as far as possible.

(Extract from 'Culture India-Pacifism has been the Ideal' by Sri Indra)

Based on your understanding of the above passage, answer any five of the questions given below by choosing the most appropriate option:

1. The heart of India loved _____.
 - a. a highly developed military organization.
 - b. techniques of wars and imperialism.
 - c. loans.
 - d. pacifism.
2. Principle of 'live and let live' means:
 - a. imperialism.
 - b. militarism.
 - c. frequency of wars among nations.
 - d. role of peace makers.
3. What did Aryans preach and practice to the masses?
 - a. Non-violence
 - b. Freedom of speech and action
 - c. Philosophical Pacifism
 - d. Practice of Military organization
4. Mahabharata compares the warring world to:
 - a. wise men.
 - b. dog kennel.

- c. song of the battle.
- d. militarist.

5. Unearthing Mohenjo-daro reinforced the following regarding Pacifism:

- a. as there was no fortification and very few weapons.
- b. they delivered the message of love.
- c. as they were apostles of peace.
- d. thinks that the object of diplomatic is to avoid war.

6. Which is not the avenue of peace?

- a. Negotiation
- b. Conciliation through conference
- c. War
- d. Meditation

Answer the following questions briefly:

1. Which principle India had pinned its faith on?
2. How war has been treated by Indians?
3. What did assume a great importance in Buddhist and Jain period?
4. Whom did historians hold responsible for the downfall of Mauryas?
5. How could small independent republics exist and flourish in Pre- Mauryan India?

CHEMISTRY INVESTIGATORY PROJECT ADDITIONAL INFORMATION

- **FORMAT OF "COVER PAGE, CERTIFICATE OF APPROVAL PAGE", "DECLARATION PAGE", "ACKNOWLEDGEMENT PAGE AND INDEX PAGE" HAVE BEEN SHARED IN THE NEXT PAGES.**

EDUCATION FOR LIFE



ASIAN INTERNATIONAL SCHOOL

SESSION -2019-20

CHEMISTRY INVESTIGATORY PROJECT

TOPIC- ANALYSIS OF HONEY

TOPIC- ANALYSIS OF HONEY

NAME- JHA ANUJ ASHOKKUMAR

CLASS- 12th science

ROLL NO.-

GUIDED BY:- JEEL SIR

ASIAN INTERNATIONAL SCHOOL

DEPARTMENT OF CHEMISTRY

CERTIFICATE

THIS IS TO CERTIFY THAT _____ OF CLASS XII-[SECTION] HAS SUCCESSFULLY COMPLETED THE RESEARCH ON THE PROJECT _____ UNDER THE GUIDANCE OF MR.B.SREEDHAR [SUBJECT TEACHER] DURING THE YEAR 2018-19 IN PARTIAL FULFILLMENT OF CHEMISTRY PRACTICAL EXAMINATION CONDUCTED BY CBSE.

SIGNATURE (PRINCIPAL)

SIGNATURE (SUBJECT TEACHER)

SIGNATURE (EXAMINER)

DECLARATION

I do hereby declare that this project work has been originally carried under the guidance and supervision of teacher's name, Asian International School, Howrah.

SHAHBAN ALI

Class XII Science

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my chemistry teacher **MR.B.SREEDHAR** as well as our school principal **MR.NISHIKANT AGGARWAL** who gave the golden opportunity to do this wonderful project on the topic "**SETTING OF CEMENT**" which also helped me in doing a lot of research work and I came to know about so many new things. I am really thankful to them.

Last but not the least I would like to thank my parents and friends who have helped me with their valuable suggestions and guidance for completion of the project.

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<u>2.</u>	<u>Experiment</u> <i>Includes Aim of the experiment and Requirements.</i>	<u>08</u>
<u>3.</u>	<u>Theory</u>	<u>09-10</u>
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BIOLOGY PROJECT ADDITIONAL INFORMATIONS

- FORMAT OF “COVER PAGE, “CERTIFICATE OF APPROVAL PAGE”, “ACKNOWLEDGEMENT PAGE” AND “INDEX/CONTENT PAGE” HAVE BEEN SHARED IN THE NEXT PAGES

ASIAN INTERNATIONAL SCHOOL



BIOLOGY INVESTIGATORY PROJECT

“NAME OF THE PROJECT”

NAME OF THE STUDENT:

SUBJECT CODE: 044

REGISTRATION NUMBER:

BOARD ROLL NUMBER:

SCHOOL CODE: 15543

SESSION: 2022-2023

GUIDED BY:

CERTIFICATE OF APPROVAL

This is to certify that I,

Student of class section..... of Asian International School has
Successfully completed the investigatory project
.....As
prescribed by the **All India Senior secondary Certificate Examination (AISSCE)** for the
academic year 2022-2023.

Date:

.....

Principal's Signature

.....

Signature of External examiner

.....

Signature of Internal Examiner

ACKNOWLEDGEMENT

I express my special thanks to my principal

& my Biology teacher who always gave

me guidance and helped me to know about the project. I had made this project

and research work with utmost sincerity . I am very thankful to all those people

who helped me and guided me to make such a project. I also thank my parents

who have provided me all the resources required to make this project.

Student's name:

Class and section:

CONTENT/INDEX

SL NO.	POINTS OF THE PROJECT	PAGE NO.