

O.P. JINDAL SCHOOL, SAVITRI NAGAR

SUMMER VACATION HOLIDAY HOMEWORK  
(SESSION -2026-2027)  
CLASS IX

Sl no.	Subject	Topics
1.	English	<p><b>(INTEGRATED PROJECT)</b></p> <p>Theme: Ek Bharat Shreshtha Bharat (EBSB) State Pairing: Chhattisgarh &amp; Gujarat “Unity in diversity is not just India’s identity, it is its strength.” The <i>Ek Bharat Shreshtha Bharat</i> programme celebrates the rich cultural diversity of our nation and strengthens the spirit of national integration. This year, Chhattisgarh is paired with Gujarat, giving students an opportunity to explore, compare and appreciate the heritage, traditions and lifestyle of both states.</p> <p>This holiday homework is designed to help students research, write creatively, think critically and present innovatively.</p> <p><b>LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"><li>• By the end of this project, students will be able to:</li><li>• develop awareness about India’s cultural diversity</li><li>• compare traditions, languages and lifestyles of two states</li><li>• enhance research and factual writing skills</li><li>• improve creative writing skills</li><li>• strengthen descriptive and narrative expression</li><li>• develop presentation and organisation skills</li><li>• foster values of unity, respect and national integration</li></ul> <p><b>RESOURCES TO BE USED</b></p> <p>Students may use:</p> <ul style="list-style-type: none"><li>• NCERT textbooks</li><li>• library books / magazines</li><li>• newspaper articles</li><li>• credible educational websites</li><li>• atlas / political map of India</li><li>• Encyclopedia</li><li>• photographs / drawings / hand-made illustrations</li></ul> <p><b>MODE OF SUBMISSION</b></p> <ul style="list-style-type: none"><li>• Prepare in an A4 scrapbook / project file</li><li>• Use neat handwriting</li><li>• Include pictures, borders, maps, headings and subheadings</li><li>• Cover page must include:<ul style="list-style-type: none"><li>➤ Name of the school at the top</li><li>➤ Title of the project</li><li>➤ Session</li><li>➤ Subject</li><li>➤ An appropriate design/layout with pictures &amp; illustrations</li><li>➤ Name of student (left bottom)</li><li>➤ Class &amp; Section (left bottom)</li><li>➤ Roll Number (left bottom)</li></ul></li></ul>

Submit on the first working day after vacations.

### PROJECT TASKS

#### **PART A: FACTUAL DESCRIPTION (100–120 words)**

Write a factual description of Gujarat or Chhattisgarh on “*A Glimpse of Gujarat*” / “*Exploring Chhattisgarh*” including:

location - capital - language - famous festivals - food - dance forms - tourist attractions - important industries / resources

#### **PART B: MAGAZINE ARTICLE (120–150 words)**

Write a magazine article on: “*Ek Bharat Shreshtha Bharat: Celebrating India’s Unity*” focusing on:

- purpose of the programme
- importance of cultural exchange
- what students can learn from it
- why unity matters in a diverse country
- Give a suitable heading, byline and attractive presentation.

#### **PART C: DESCRIPTIVE ESSAY (200–250 words)**

Write a descriptive essay on “*A Festival Celebration in Gujarat or Chhattisgarh*” describing atmosphere - decorations - costumes - music and dance - food - emotions and excitement

Examples:

- Garba during Navratri
- Bastar Dussehra
- Makar Sankranti celebrations

Make it vivid and sensory using pictures & illustrations.

#### **PART D: NARRATIVE ESSAY (200–250 words)**

Write a narrative essay on “*My Imaginary Journey to Gujarat / Chhattisgarh*” including: places visited - people met - food tasted - local culture - one memorable incident - what you learnt from the journey

Imagine that you visited the paired state during your holidays. Use first-person narration to make it engaging.

#### **PART E: FUN ACTIVITY – CULTURE CORNER**

**Choose any one:**

Option 1: Poster Making - “Unity in Diversity”

**OR**

Option 2: Slogan Writing - Write 5 catchy slogans on national unity/harmony.

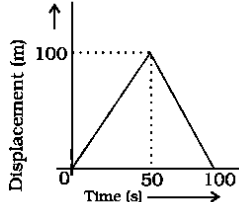
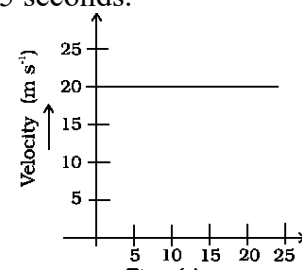
**OR**

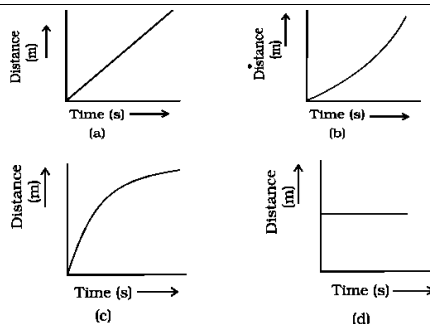
Option 3: Quiz Frame - Prepare 10 quiz questions with answers based on Gujarat and Chhattisgarh (include recent advancements in infrastructure, politics, literature, art & craft / sports, etc.).

#### **PART F: REFLECTION**

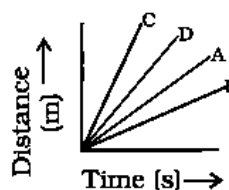
Write in 60–80 words: “What did this project teach me about India?”

		<p>Make it brief &amp; catchy.</p> <p><b>RUBRICS / ASSESSMENT CRITERIA</b></p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Content accuracy</td> <td>5</td> </tr> <tr> <td>2. Creativity &amp; originality</td> <td>5</td> </tr> <tr> <td>3. Writing skills</td> <td>5</td> </tr> <tr> <td>4. Presentation &amp; neatness</td> <td>5</td> </tr> <tr> <td>5. Timely submission</td> <td>5</td> </tr> <tr> <td>Total</td> <td>25</td> </tr> </tbody> </table>	Criteria	Marks	1. Content accuracy	5	2. Creativity & originality	5	3. Writing skills	5	4. Presentation & neatness	5	5. Timely submission	5	Total	25
Criteria	Marks															
1. Content accuracy	5															
2. Creativity & originality	5															
3. Writing skills	5															
4. Presentation & neatness	5															
5. Timely submission	5															
Total	25															
2.	<b>Hindi</b>	<ol style="list-style-type: none"> <li>संत कवि रसखान और रैदास जी की कविताओं का वाचन करके वीडियो बनाकर मेल कीजिए।</li> <li>ग्रीष्मावकाश में की गई यात्रा का विवरण देते हुए उन स्थलों का वीडियो मेल कीजिए। <b>अथवा</b> तिब्बत समाज की सांस्कृतिक झाँकी (वेशभूषा, खानपान, नृत्य, दर्शनीय स्थल आदि का) वीडियो के रूप में मेल कीजिए।</li> <li>दिए गए फारमेट में अपना पोर्टफोलियो बनाकर मेल कीजिए। <ol style="list-style-type: none"> <li>अनुक्रमणिका</li> <li>छात्र/छात्रा का परिचय</li> <li>रुचि/अरुचि</li> <li>आत्म जीवन परिचय</li> <li>पारिवारिक सदस्य</li> <li>मेरा सबसे अच्छा मित्र</li> <li>मेरे आदर्श व्यक्ति</li> <li>मेरे जीवन का लक्ष्य</li> </ol> </li> </ol> <p>Email id- Kshitijclass9@gmail.com</p>														
3.	<b>Sanskrit</b>	<ol style="list-style-type: none"> <li>सं. व्या. पाठ - 6, ( शब्दरूप - प्रकरणम् ) बालकः, कविः, साधुः, पितृ, अस्मद् और ( किम् शब्दरूप, तीनों लिंगों में )</li> <li>सं. व्या. पाठ - 7, ( धातुरूप - प्रकरणम् ) पठ्, गम्, वद्, भू, क्रीड्, नी, दृश्, अस्, और सेव् धातु ( सभी धातुओं को पाँचों लकारों में )</li> <li>सं. व्या. पाठ - 10, ( संख्या: ज्ञानम् ) ( 1 - 100 ) कंठस्थ करना है। # उपरोक्त सभी कार्य संस्कृत कॉपी में लिखकर कंठस्थ करना है।</li> <li>शारदा पाठ्यपुस्तक से पाठ - 6 ( मनः पूतं समाचरेत् ) के श्लोकों को कंठस्थ करना है।</li> <li>अभ्यासार्थ- अपठित गद्यांशः, पत्रलेखनम् और चित्रवर्णनम् के लिए कार्य-पत्रक दिया जाएगा।</li> </ol>														

4.	<b>Mathematics</b>	<p>Every day, solve 5 maths questions from the chapters listed below in your previous class book, using a separate notebook.</p> <p>(i) Exponents and Powers  (ii) Linear equations in one variable  (iii) Algebraic Expressions  (iv) Factorisations</p>
5.	<b>I.T</b>	<p><b>Q1.</b> Write a short note (100–150 words each) on:</p> <ul style="list-style-type: none"> <li>• Cyber Safety &amp; Security</li> <li>• Digital Footprint</li> <li>• Importance of IT in daily life</li> </ul> <p><b>Q2.</b> Differentiate between:</p> <ul style="list-style-type: none"> <li>• Hardware vs Software</li> <li>• System Software vs Application Software</li> </ul> <p><b>Q3.</b> Practice typing (minimum <b>10 minutes daily</b>)</p>
6.	<b>Science</b>	<p><b>Physics:</b></p> <p><b>Q1.</b> The displacement of a moving object in a given interval of time is zero.</p> <p><b>Q2.</b> Rest and motion is a relative term. Justify your answer with a suitable answer.</p> <p><b>Q3.</b> A girl walks along a straight path to drop a letter in the letterbox and comes back to her initial position. Her displacement–time graph is shown in figure. Plot a velocity–time graph for the same.</p> <div style="text-align: center;">  </div> <p><b>Q4.</b> The velocity time graph shows the motion of a cyclist. Find (i) its acceleration (ii) its velocity and (iii) the distance covered by the cyclist in 15 seconds.</p> <div style="text-align: center;">  </div> <p><b>Q5.</b> A motorcyclist drives from A to B with a uniform speed of 30 km h<sup>-1</sup> and returns back with a speed of 20 km h<sup>-1</sup>. Find its average speed.</p> <p><b>Q6.</b> Which of the following figures represents uniform motion of a moving object correctly?</p>



**Q7.** Four cars A, B, C and D are moving on a levelled road. Their distance versus time graphs are shown in figure. Choose the correct statement.



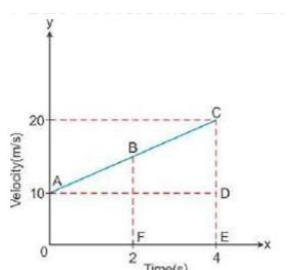
- (a) Car A is faster than car D.
- (b) Car B is the slowest.
- (c) Car D is faster than car C.
- (d) Car C is the slowest.

**Q8.** What does the speedometer of an automobile measure?

**Q9.** What is difference between displacement and distance.

**Q10.** Draw the graph for stationary or rest object between velocity and time.

**Q11.** The velocity time graph AC of a moving particle is shown in the figure below. Find the acceleration of the particle.



**Q12.** A car travels 3km of distance in 10 minutes to reach the destination. On the return journey, the car travels the same distance in 15 minutes. What is the average speed of car in entire journey?

**Q13.** A car travels along a straight road and covers distances of 50km, 60km, and 70km at speeds of 40km/h, 60km/h, and 80km/h, respectively.

- (i) Calculate the total time taken by the car to cover the entire journey.
- (ii) Determine the average speed of the car for the whole journey.
- (iii) If the car had travelled the entire distance at its average speed, how much time would it have taken?

**Chemistry:**

**Section A : Model Making (Activity)**

Make any one model and paste a photo/drawing in your notebook:

		<ul style="list-style-type: none"> <li>• J. J. Thomson’s Plum Pudding Model OR</li> <li>• Ernest Rutherford’s Nuclear Model OR</li> <li>• Niels Bohr’s Bohr Model</li> </ul> <p><b>Write (80–100 words):</b></p> <p>(i) Features of the model</p> <p>(ii) One limitation of the model</p> <p><b>Section B : Questions</b></p> <p><b>Q.1</b> Why is most of the atom empty space? (Refer to Rutherford’s experiment)</p> <p><b>Q.2</b> Why do electrons not fall into the nucleus? (Bohr’s explanation)</p> <p><b>Q.3</b> Why are atoms electrically neutral?</p> <p><b>Q.4</b> Which subatomic particle decides the identity of an element? Why?</p> <p><b>Q.5</b> Define valency.</p> <p><b>Q.6</b> What is the valency of Hydrogen and Oxygen? Which shell is responsible for valency?</p> <p><b>Q.7</b> What is the valency of a noble gas like Neon?</p> <p><b>Q.8</b> Why do atoms combine with each other?</p> <p><b>Q.9</b> What is the relation between valency and valence electrons?</p> <p><b>Q.10</b> Find the valency of:</p> <p>(i) Sodium (11)</p> <p>(ii) Magnesium (12)</p> <p><b>Q.11</b> Why is the valency of Aluminum 3?</p> <p><b>Q.12</b> Explain why Chlorine has valency 1.</p> <p><b>Biology:</b></p> <p>Q1. Define cell theory.</p> <p>Q2. Differentiate between prokaryotic and eukaryotic cells.</p> <p>Q3. What is the function of the cell membrane?</p> <p>Q4. Write two differences between plant and animal cells.</p> <p>Q5. What is cytoplasm?</p> <p>Q6. Explain the structure of a cell with diagram.</p> <p>Q7. Describe the functions of different cell organelles.</p> <p>Q8. Explain osmosis and diffusion with examples.</p> <p>Q9. Compare plant cell and animal cell in detail.</p> <p>Q10. Why are cells called the building blocks of life?</p> <p>Q11. What will happen if the nucleus is removed from a cell?</p> <p>Q12. Why are plant cells larger than animal cells?</p> <p>Q13. How does the structure of a cell help it perform its function?</p>
7.	<b>Social science</b>	<p><b>Economics:</b></p> <p>Project 1</p> <p>Opportunity Cost in Real Life</p> <p>Title: “Every Choice Has a Cost”</p> <p>Tasks:</p> <p>(i) Observe your daily routine for 3 days and list at least 5 decisions you</p>

	<p>make.</p> <p>(ii) Identify the next best alternative foregone in each case.</p> <p>Interview 3 people (student, teacher, and parent) and ask:</p> <p>(i) What major decision did you take recently?</p> <p>(ii) What did you give up?</p> <p>Analysis Questions:</p> <p>(a) How does opportunity cost differ for different individuals?</p> <p>(b) Is opportunity cost always measurable in money?</p> <p>(c) Which decision had the highest opportunity cost and why?</p> <p>Outcome:</p> <p>Prepare a chart / PPT / report with examples, tables, and conclusions.</p> <p><b>Project 2: Scarcity and Resource Allocation</b></p> <p>Title: “Limited Resources, Unlimited Wants”</p> <p>Tasks:</p> <p>Identify 5 scarce resources in your locality (e.g., water, electricity, land).</p> <p>Collect data from:</p> <p>Household usage</p> <p>Local shops or community members</p> <p>Suggest methods to reduce scarcity.</p> <p>Analytical Questions:</p> <p>(a) Why does scarcity exist even in developed areas?</p> <p>(b) Scarcity natural or man-made?</p> <p>(c) How can efficient management reduce scarcity?</p> <p>Outcome:</p> <p>Create a case study report + pie chart/graph representation</p> <p>Prepare a project on any topic given above as per your choice.</p> <p><b>COMPETENCY-BASED QUESTIONS</b></p> <p>Case Study 1: Opportunity Cost</p> <p>Rita has ₹500. She can either buy a book or go to a movie.</p> <p>Questions:-</p> <p>What is the opportunity cost if she chooses the movie?</p> <p>If she values education more, what should she choose? Why?</p>
--	--

	<p>Can opportunity cost be zero? Explain.</p> <p>Case Study 2: Scarcity</p> <p>A village has limited water supply but an increasing population.</p> <p>Questions:</p> <p>Identify the economic problem faced.</p> <p>Suggest two solutions to manage scarcity.</p> <p>What role can the government play?</p> <p>Newspaper Reading &amp; Economics Journal</p> <p>Read a newspaper (such as The Hindu, The Times of India, or any other) for at least 15–20 minutes daily.</p> <p>While reading, identify economic terms or concepts related to topics such as:</p> <p>Prices, inflation, unemployment, Government schemes, Production, business, trade, or resources</p> <p>Select any 10–15 news articles during the holidays and prepare short notes in a notebook or file.</p> <p>For each article, write:</p> <ol style="list-style-type: none"> <li>1. Date and headline of the news</li> <li>2. Economic term/concept identified</li> <li>3. Meaning of the term in your own words</li> <li>4. How it is connected to real life (2–3 lines)</li> </ol> <p>Make your work neat and presentable. You may also add cuttings, pictures, or charts to make it more creative.</p> <p>Select any five famous Indian entrepreneurs, such as Dhirubhai Ambani, Ratan Tata, Narayana Murthy, Kiran Mazumdar-Shaw, or Vijay Shekhar Sharma (or any others of your choice).</p> <p>For each entrepreneur, prepare a short note (80–100 words) including:</p> <ol style="list-style-type: none"> <li>(a) Name of the entrepreneur</li> <li>(b) Name and type of business/company</li> <li>(c) How they started their business (initial struggles or ideas)</li> <li>(d) Key reasons for their success</li> <li>(e) One lesson you learned from their journey</li> </ol> <p>Present your work neatly in a notebook or project file.</p>
--	---

	<p>You may add pictures, newspaper cuttings, or logos of their companies to make your project more attractive.</p> <p>Write in your own words and keep the content simple and clear.</p> <p><b>Geography:</b>  Theme: “Exploring Earth – From My Home to the World”</p> <ol style="list-style-type: none"> <li>1. My Local Geography Project (Creative + Practical)  Study your surroundings like a geographer.  Task: Draw a map of your locality (village/town/city)  Mark: Roads, Water sources, Green areas, important places (school, market, hospital)  Add: A short description (100–150 words):  “How geography affects life in my area”</li> <li>2. Weather Reporter Activity (Fun + Observation)  Become a mini meteorologist for 7 days.  Task:-Record daily:  Temperature, Weather condition Wind (calm/strong)  Creative twist: Present it as a weather news report  Example: “Welcome to today’s weather update...”</li> <li>3. Model Making (Hands-on Learning)  Choose ONE: Option A:  Make a Volcano Model (show eruption)  Option B: Make a Layers of Earth Model  Write: 1-page explanation of your model</li> <li>4. Travel Brochure (Art + Geography Combo)  Pretend you are a travel company.  Task: Create a colorful brochure on any one place:  Desert / Mountain / Forest / Any country  Include: Climate, Landforms, Culture  Why tourists should visit ➔</li> <li>5. Case Study: Natural Disaster  Choose ONE: Earthquake, Flood, Cyclone  Write: Causes, Effects, Safety measures.</li> </ol> <p><b>Political Science:</b>  “Be a Young Citizen: Experience Democracy”</p>
--	---

Theme: Democracy is not only a chapter. It is something you practice.  
Complete ANY 5 tasks (*At least 1 from each section. Section D compulsory*)

Use A4 sheets, blue/black pen, file/folder submission.

Word limit:

- Short tasks: 100–150 words
- Analytical tasks: 150–200 words

---

## **SECTION A: EXPERIENCE ELECTIONS**

(Choose at least 1)

### **1. Family Election Simulation**

Conduct a mini election at home.

Example issues:

- Best family outing plan
- Weekend menu
- Home rule to improve

Do the full process:

- Nomination
- Campaign
- Secret voting
- Counting
- Result

Write:

- Who won and why?
- Was election fair?
- What did you learn?

---

### **2. Create Your Own Model Code of Conduct**

Imagine you are the  
Election Commission of India

Create **10 rules** for fair student elections.

Example:

- No bribing
- No fake promises
- No hate speech

Then answer: Which rule is most important and why?

---

### **3. Make an Election Manifesto**

Imagine you are contesting for school representative.

Create manifesto:

- 5 promises
- Which are realistic?
- Which are impossible?

Then reflect: How is a good promise different from populism?

(Excellent political literacy task)

---

## **SECTION B: DEMOCRACY IN REAL LIFE (Choose at least 1)**

### **4. Interview Two Voters**

Ask two adults:

- Why do you vote?
- What makes a good leader?
- Have you ever seen unfair election practices?

Write 5 insights.

---

### **5. Election News Detective**

Follow election-related news for 3 days.

Find examples of:

- Good democratic practice
- Bad democratic practice

What did you observe?

---

### **6. Rights vs Responsibility Activity**

Write:

As citizens we ask for rights.

What 5 responsibilities should voters have?

---

**SECTION C: THINK LIKE A DEMOCRAT (Choose at least 1)**

**7. Spot the Violation**

Suppose in an election:

- Money is distributed
- Religious hate used
- False rumours spread

Identify:

- Which violate Model Code of Conduct?
- What should happen?

---

**8. Debate at Home**

Discuss:

**“Should voting be compulsory?”**

Write arguments for and against.  
Give your own opinion.

---

**9. Case Study:**

“What if elections did not exist?”

Imagine a country without elections.

Write:

- What dangers may arise?
- What can happen to freedom?

---

**SECTION D (COMPULSORY)**

**10. Letter to Future India**

Write:

		<p><b>Dear India in 2047...</b></p> <p>What kind of democracy do you want:</p> <ul style="list-style-type: none"><li>● Honest politics?</li><li>● Inclusive society?</li><li>● Responsible citizens?</li></ul> <p>What role will YOU play?</p>
--	--	--