

LAKSHMIPAT SINGHANIA ACADEMY

SESSION (2022-23)

PROJECT PLAN

CLASS- VII

SCIENCE



Natural fibers are fibers that are made out of natural materials that come from plants, animals or minerals. The raw natural materials are spun into threads and yarns that are then woven or knit into natural fabrics. There are two general categories of natural fibers: animal-based or plant-based.

On the other hand, synthetic fibers are made of synthetic materials, usually formed through chemical processes. The fibers are generally extracted during the chemical process using a spinneret, which is a device that takes polymers to form fibers.

Students to be divided into 6 groups (of 5) and prepare a PowerPoint based on the following questions.

Groups 1, 2 and 3

1. List the steps depicting preparation of wool from fleece. 5
2. Compare synthetic and natural fibre based on the following points: 6
 - i) Durability
 - ii) Cost factor
 - iii) Comfort
3. Individually make a mask of any natural fibre/product. 4
4. Prepare a skit based on the topic – “Symbiotic relationship”. 5

Groups 4, 5 and 6

1. List the steps depicting preparation of silk fibre from silk worm. 5

- | | |
|--|---|
| 2. Compare synthetic and natural fibre based on the following points: | 6 |
| iv) Durability | |
| v) Cost factor | |
| vi) Comfort | |
| 3. Individually make a mask of any natural fibre/product. | 4 |
| 4. Prepare a skit based on the topic -
“Silk, though attractive involves animal cruelty”. | 5 |

Learning Objectives: students will be able to :-

- Learn the steps of preparation of wool and silk from their respective fibres
- Explain the properties of wool and silk
- Differentiate between natural and artificial fibres

Learning Outcome: students are be able to:-

- Differentiate between natural and artificial fibres
- Enumerate the steps of making silk and wool
- Explain the properties of wool and silk

ENGLISH

THEME- DIGITAL LITERACY

INTEGRATED WITH INFORMATION TECHNOLOGY, SOCIAL STUDIES & ART

Travel writing is a genre that is becoming increasingly popular. It has often become a trend with people to check reviews about a place before they travel there. It seems, each week a new travel book gets published and every day more writers are interested in writing one.

What exactly is a travelogue?

A travelogue is a truthful account of an individual’s experiences while traveling, usually told in the past tense and in the first person. As a travelogue aims to be a true account of an individual’s experiences, descriptions of what the traveller sees, hears, tastes, smells, and feels in the external world while traveling are essential components.

Of course, thoughts, feelings, and reflections are important parts of our experience of travel. So, descriptions of a traveller’s inner world are not out-of-place in the travelogue. Likewise, notes and observations on history, society, and culture are also common features of travelogues, as we certainly learn about the world when we travel.

THE PROJECT-

With reference to the links given below and the sample provided, write a travelogue of a recent place that you have visited. Illustrate appropriately. You must include pictures as well. Present it as an E brochure in the form of a PDF (A4/ A3 size paper). All the members of the group must take turns to present it in the class.

Links for reference:

1. <https://www.onmycanvas.com/creative-writing-about-travel/>
2. <https://youtu.be/joCL4l80nfw>
3. <https://owlcation.com/humanities/How-to-Write-a-Travelogue>

Lesson Objectives:

To enable students to

- *understand the importance of writing a travelogue*
- *present a truthful account of their recent travel in the prescribed format.*
- *Present their work creatively and innovatively.*

Learning Outcome:

The students will have learnt to-

- think logically and arrange their ideas sequentially.
- sift information and apply only the relevant matter to the project.
- present their work creatively and innovatively.
- work collaboratively as a team.

Marking scheme-

Research and content- 10, Verbal presentation- 5, innovation and creativity - 5.

Total – 20

MATHEMATICS

Graphical methods used to present data is very efficient in organizing the data and understand them. There are various graphical methods which are mentioned below:

Bar graph
Line graph
Pie chart
Pictograph
Scatter plot
Stem and leaf plot

A **bar graph** is used to show **comparison** among two or more different categories. **Parallel vertical bars** (rectangular in shape) are used to represent the data on a bar graph.

Groups 1.2 and 3 will do research work on **synthetic fibre production in India** and present the data in a vertical bar graph with the help of digital mode like word, excel etc.

Groups 4, 5 and 6 will do research work on **natural fibre production in India** and present the data in a vertical bar graph with the help of digital mode like word, excel etc.

Research work should include the following points:

- ❖ Comparison of production of fibres (synthetic/natural) in India with that of the world.
- ❖ Comparison of production of fibres (synthetic/natural) in India with that of Asia.
- ❖ Percentage of increase/decrease in production of fibres (synthetic/natural) in India in last 10 years.
- ❖ Distribution of fibre industries in India – statewise.

Research Work: 10

Bar Graph: 10

Learning Objectives:

Students will be able to present the production figures of synthetic and natural fibres in a Bar Graph.

Learning Outcome:

Students will be able to interpret and convey relational information quickly as the bars display the quantity for a particular category.

HINDI 2ND LANGUAGE

कोरोना काल में शैक्षिक गतिविधि का संचालन

कोरोना काल में शैक्षिक गतिविधि को बनाए रखना एक चुनौती थी पर डिजिटल शिक्षा ने उस परिदृश्य को बदल दिया और हम शिक्षा के अनंत प्रवाह का हिस्सा बने। डिजिटल शिक्षा का अर्थ समझाते हुए स्पष्ट करें कि हमारे विद्यालय की ऐसी परिस्थितियों में क्या भूमिका रही, विद्यालय में ऐसे कौनकौन से प्रयोग किए गए -, जिससे आपकी शिक्षा बाधित नहीं हुई चित्र सहित किन्हीं पाँच प्रयोगों का उल्लेख करते हुए हस्तलिखित पत्रिका बनाइए।

Learning Objective

- डिजिटल शिक्षा के प्रति जानकारी रखना ।
- समसामयिक विषयों के प्रति जानकारी रखना।
- सृजनात्मकता का विकास।
- स्थितियों की परख तथा उपयुक्त भाषा-कौशल का विकास।

Learning Outcomes

- समसामयिक विषयों के प्रति जानकार हुए।
- डिजिटल शिक्षा के प्रति जानकार हुए ।
- सृजनात्मकता का विकास हुआ।
- स्थितियों की परख तथा उपयुक्त भाषा-कौशल का विकास हुआ।

Marks distribution (अंक विभाजन) :

सचित्र पत्रिका के प्रभावी एवं प्रयोगात्मक वर्णन पर -10

विषय वस्तु की परख पर - 5

भाषा की उपयुक्तता पर - 5

HISTORY

THEME: DIGITAL LITERACY

TOPIC: Creating and designing a Digital Book On Architecture.

LEARNING OBJECTIVE-

To enable the students to develop the skills and confidence in the appropriate and effective use of digital technology.

METHODOLOGY

The class will be divided into 7 groups of 5 students each and every group will select **one monument** of the period under the Delhi Sultanate, 12th century to 16th century. (Refer to CH 3 Delhi Sultans)

Each group will design an **Interactive Board** that contains texts, images, audios, videos, and interactive exercises on the monument.

Your digital book must include Location of the Monument (Use **Google Earth** to find the location), How to reach the place from the nearest station/ airport (Use a **Google Map**), Period of time when it was constructed, Name of the Ruler who built it, Floor Plan Layout, Architectural Style, Material used for its construction.

CREATE your DIGITAL BOOK using Adobe Acrobat DC software in PDF format and integrate it with concept maps, learning videos, recordings, photos, drawings/paintings, short stories/storyboards newspaper reports. Add links or videos to your digital book.

Write your content and then pick a template that fits your manuscript. Customize your cover and your template's fonts, colours, images, and charts. Download your digital book as a PDF.

Marks Distribution: -

Content – 5 marks.

Presentation – 3 marks.

Teamwork- 2 marks.

Subjects Interrelated: -

- Geography
- ART
- IT

LEARNING OUTCOME

Digital learning **will empower the efficiency and productivity of students.**

Digital learning tools and technology will increase critical thinking skills. Students will develop the confidence to learn **new things**, adapting to new technology.

References:

<https://taftschool.libguides.com/c.php?g=909245&p=8194205>

<https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta>
<https://www.india.gov.in/spotlight/national-digital-repository-museums-india>

<http://www.salarjungmuseum.in/>

GEOGRAPHY

Theme: Digital Literacy

Topic: Digital Revolution to tackle Climate Change

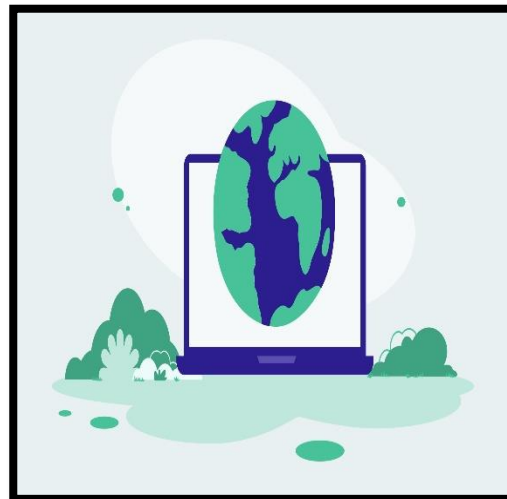
Digital literacy is the ability to navigate various digital platforms and understand, assess and communicate through them. Digital literacy encompasses a wide range of “new” technology, even the technology you’re using to access the lesson. Some signs of a digitally literate individual include being able to find the right tools to consume information and to share and create content for others.

Digital literacy is important because we live in a tech-dependent world. Today, you can buy movie tickets from your smartphone, read the news on a mobile tablet or take books with you to the beach on a digital e-reader.

- **Students will do the research on climate change of the metropolitan cities on various parameters.**

- **Projects need to be done in groups. Students can submit in the form of Power Point Presentation / Word Document / A4 size paper hard copy converted into a PDF.**

Climate change is commonly understood to be one of the drivers of extinction, affecting biodiversity in nearly every corner of the planet. But few realize that the loss of biodiversity is also exacerbating climate change, and shifting global weather patterns.



Data for the analysis should be presented in Tabular form

Group 1: To mark the increasing Air pollution levels of any 5 metropolitan cities from year 2020- 2021. [Bar Graph]

Group 2: To mark the increasing Water pollution levels of any 5 metropolitan cities from year 2020- 2021. [Column Graph]

Group 3: To mark the increasing Noise pollution levels of any 5 metropolitan cities from year 2020- 2021. [Bar Graph]

Group 4: To mark the increasing Land pollution levels of any 5 metropolitan cities from year 2020- 2021. [Column Graph]

Group 5: To mark the increasing Thermal pollution levels of any 5 metropolitan cities from year 2020- 2021. [Bar Graph]

PROJECT FORMAT:

PPT (Maximum 8 slides including index, introduction, reference and bibliography) or Word Document maximum 6 pages.

1. Content: Causes and Effects to control the referred pollution. [2+2=4]
2. Bar graph or Column graph to present the data analysis of year 2020-2021. [2]
3. Action Plan proposed by the group. (Suggestions to improve the adverse conditions in India) [2]
4. Presentation. [2]

Students will be using a digital platform (For example, MS Excel) to depict the data analysis through Bar Graphs or Column Graphs on the concerned parameters.

LEARNING OBJECTIVE: The learning objectives include –

- To provide education in the use of Information and Communication Technology or ICT.
- To encourage higher-level thinking and creativity through ICT.
- To promote computer-based educational resources.
- To determine the practical use of technology integration.

LEARNING OUTCOME: The learning outcome will include –

- Demonstrate knowledge, attitudes, and skills of digital age work and learning.
- Plan, design, and assess effective learning environments and experiences. Implement curriculum methods and strategies that use technology to maximize student learning.
- Develop technology-enabled assessment and evaluation

Subjects Interrelated:-

- IT
- Mathematics

Links to Refer:-

https://youtu.be/_Txfyn4ipI [How to create Bar graphs in Ms.Excel]

<https://youtu.be/QR50IP0NcNU>[How to create Column Graphs in Ms. Excel]

<https://www.youtube.com/watch?v=N1arGW6ZxSE>

Group 1:

<https://link.springer.com/article/10.1007/BF02041735>

https://en.m.wikipedia.org/wiki/Air_pollution_in_India

<https://www.orfonline.org/expert-speak/indian-cities-and-air-pollution-51628/>

Group 2:

[https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/article/a-water-pollution-of-metropolitan-cities-in-india/Mjk2/?is=1&b1=21&k=6](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/article/a-water-pollution-of-metropolitan-cities-in-india/Mjk2/?is=1&b1=21&k=6)

<https://www.livemint.com/Politics/r8bIEXdbvNDhWmoyIH7b5K/High-air-and-water-pollution-in-Indias-41-tierII-cities.html>

https://en.m.wikipedia.org/wiki/Water_pollution_in_India

Group 3:

<https://www.thehindu.com/news/cities/Delhi/noise-pollution-exceeds-limits-in-7-cities-centre/article17915352.ece>

<https://www.indiastat.com/data/environment-and-pollution/noise-pollution>

<https://www.nationalheraldindia.com/videos/indian-cities-rank-high-on-noise-pollution>

Group 4:

<https://www.downtoearth.org.in/news/environment/chennai-s-soil-and-delhi-s-air-most-contaminated-due-to-pcb-concentration-study-57217>

<https://link.springer.com/article/10.1007/BF02041735>

Group 5:-

<https://www.downtoearth.org.in/gallery/these-6-thermal-power-plants-are-polluting-indian-rivers-50499>

<https://indianexpress.com/article/cities/mumbai/nagpur-thermal-power-plants-water-pollution-7630039/>

COMPUTER EDUCATION

Topic : Creating Newsletter of Digital World

Learning Objectives:

Will enable students to -

- Acquire knowledge about the components of Digital Literacy.
- Understand how to implement the components of a newsletter
- Enhance the search skill identify the right and the fake news.
- Implement artistic skills to design the newsletter

Learning Outcome

Students will be able to :

- Gain knowledge about the usage of various components of Digital Literacy.
- Know about the ways of implementing various components of newsletter
- Apply their creative and artistic skills to prepare the fun corner of the newsletter
- Improve the skill of working as a teams.

Ministry Of Education launched the National Digital Literacy Programme (NDLP) in March 2020 to help students strengthen their digital literacies. Through the NDLP, all secondary school students will own a school-prescribed Personal Learning Device (PLD). The use of the personal learning device for teaching and learning aims to

- support the development of digital literacies
- support self-directed and collaborative learning
- enhance teaching and learning

It enables our students to acquire the digital skills required to navigate the digital age through four components in the “Find, Think, Apply and Create” framework.



So let us use the above four components to create a news letter which will make others aware of the happenings of digital world. The newsletter will consist of 4 parts. Fun Corner, Young achievers, Fake VS Real , About Collaborative Tools. Let know in details about the four parts.

Fun Corner – It is the most interesting part of a newsletter consisting of sodokus, crossword puzzles, quiz time, cartoon strips providing a social message, jumble words and many more fun activities. You have to take up words or terms related to digital literacy already done in class and prepare any 4 activities. Each member will think of an activity and provide the idea to the team member working on this part.

Young achievers – You have to prepare an article on any young achiever who have created sensation in the digital world with his/her creativity. For example : Saket Modi an average ex-student of LSA who is now an entrepreneur, co-founder and CEO of Safe Security, a cybersecurity and digital business risk quantification company, based out of Palo Alto, California.

Fake Vs Real – You have to identify and write about a news which was considered real and became viral and later on it was found that it was fake. You will have to provide tips to prove the authenticity of any information posted on the net.

Collaborative Tools: Identify and write about any 2 online collaborative and safe online tools which will prove beneficial for the readers of your newsletter.

To do for you:

- A Team of 4-member team will be created. Roll 1- 4 as Team 1, Roll 5-8 as Team 2 etc.
- Each team has to prepare a newsletter which will consist of the 4 parts as mentioned above.
- The team must think of a name for their newsletters.
- Each individual member of the team will work on any one of the components of the newsletter in an A4 size Fabiano paper.
- Must attach appropriate illustrations to support your articles.
- These works which will be compiled as one newsletter on a chart paper on the first day of the CE class in school after the summer vacation.
- Marks would be deducted if not submitted on time.

Subject Integration: English, Art

Marking Scheme:

Content	- 5
Team work	- 5
Final layout	- 5
Creativity & art integration	- 5

Resources :

<https://www.dellaarambh.com/post/3-indian-young-achievers-in-tech-you-need-to-know>

<https://www.indiatoday.in/education-today/gk-current-affairs/story/forbes-list-tycoons-tomorrow-young-achievers-1349889-2018-09-26>

FRENCH (3RD LANGUAGE)

THEME - LITTÉRATIE NUMÉRIQUE (Digital literacy)

Integration with Science and social science

Digital Literacy is important because we live tech dependent world. Today we can buy movie tickets from our smart phones, read the news on a mobile tablet take books with you to the beach on digital e-reader.

Project:

1. Give the name of five online apps with pictures
2. Give the name of two books which you have purchased using online apps.
3. What your experience about those apps.

Use as many French words as possible.

Make the presentation attractive and clear .Use as many French words as possible.

Should be group project with maximum 5 in a group .

Marks Distribution :

1. Contents – 10
2. Presentation - 5
3. Research work – 3
4. Neatness -2

Learning objectives :

The digital literacy can help individuals to gain digital skills necessary to engage in a digital economy and improved livelihoods.

Learning outcomes :

1. They will be able to apply different apps
2. The creativity will be developed.

SANSKRIT - 3RD LANGUAGE

Theme: Digital Literacy

Integration: Bengali 3rd Language, Bengali 2nd Language, Hindi 2nd Language

Digital literacy is the ability to navigate our digital world using reading, writing, technical skills, and critical thinking. It's using technology—like a smartphone, PC, e-reader, and more—to find, evaluate, and communicate information. During the pandemic even the educational institute started using the platform of digital literacy to continue the process of teaching-learning.

As a part of your Sanskrit Project

- Make a list of some Digital Platforms opted by your school to continue the process of educating students(minimum 5)
- Mention at least 3 platforms you use for your study during this period
- Use proper Title and Pictures
- Label all the pictures properly
- Make a proper Cover

Marks Distribution:

Content- 8

Title and Cover: 2+2

Presentation: 3

Research: 5

Learning Objectives:

- Creativity Skill enhancement
- Writing Skill enhancement
- Use of Language
- Application of Language
- Knowing about Digital Literacy and the application

Learning Outcomes:

- Student will learn to use Digital Media safely
- Use of different apps
- Use of Language
- Application of Language skill will enhance

- Knowing about Digital Literacy and the application
- Creative skill will enhance

HINDI - 3rd Language

INTEGRATION : BENGALI 3rd LANG, SOCIAL SCIENCE, SANSKRIT

विश्व-व्यापी अतिमारी में हम विपरीत परिस्थितियों में जीने की कला सीख गए। सामाजिक दूरी, गृहबंदी-जीवन अब हमारे लिए चुनौतीपूर्ण शब्द न होकर हमारे जीवन का पर्याय बन गया है। जब सभी विद्यालय बंद थे तब विद्यार्थियों के घर-घर शिक्षा-सेवा सेवाएँ डिजिटल-साक्षरता के माध्यम से पहुँचाई जा रही थीं, परीक्षाएँ लीं जा रही थीं। ऐसे विकट परिस्थिति में आपके विद्यालय ने किस प्रकार अपनी भूमिका निभाई ? इसका विवरण एक सचित्र-पुस्तिका के माध्यम से प्रस्तुत कीजिए।

- आपके विद्यालय द्वारा डिजिटल-साक्षरता के लिए अपनाए गए तरीकों की जानकारी
- आपके द्वारा किए गए प्रयास
- आपके अभिभावकों के विचार

समूह-कार्य

LEARNING OBJECTIVES-

डिजिटल-व्यवस्था की जानकारी
समसामयिक विषयों के प्रति जानकारी
भाषा-कौशल का विकास
सृजनशीलता का विकास

LEARNING OUTCOMES-

विद्यार्थी नई डिजिटल-व्यवस्था की जानकारी प्राप्त करेंगे
विभिन्न एप को किस प्रकार व्यवहार में लाया जाय, इससे परिचित होंगे
समसामयिक विषयों के प्रति जानकारी प्राप्त करने में सक्षम होंगे
भाषा-कौशल का विकास का विकास होगा
सृजनशीलता का विकास होगा

अंक विभाजन - सचित्र पत्रिका के प्रभावी वर्णन पर - 10
उपयुक्त भाषा के प्रयोग पर - 5
प्रस्तुतीकरण - 5

Name: _____ Sec: _____ Roll No: _____ ClassVII/Bengali2L/2022-23

LAKSHMIPAT SINGHANIA ACADEMY
OPEN BOOK PROJECT
2022-23

Theme: Digital Literacy

Integration: Hindi 2nd Language, Sanskrit 3rd Language, Bengali 3rd Language

Class: VII

Total: 20 Marks

Subject: Bengali 2nd Language

করোনা নামক অতিমারি আমাদের শিখিয়েছে পরিবর্তিত পরিস্থিতিতে বেঁচে থাকার উপায়। সামাজিক দূরত্ব, গৃহবন্দী জীবন এই সব নতুন শব্দ আজ আমাদের জীবনের অঙ্গ হয়ে দাঁড়িয়েছে। বিদ্যালয় ভবন যখন বন্ধ তখন বিদ্যালয়ের শিক্ষা এসে উপস্থিত হয়েছিল ছাত্র ছাত্রীদের বাড়িতে ডিজিটাল সাক্ষরতার মাধ্যমে।

শিক্ষাপদ্ধতিকে সচল রাখতে কিভাবে তোমার বিদ্যালয় তার পদ্ধতির পরিবর্তন করেছে এবং ডিজিটাল সাক্ষরতার মাধ্যম অবলম্বন করেছে সেই বিষয়ে একটি সচিত্র পুস্তিকা প্রস্তুত কর।

বিষয়বস্তু:

- বিদ্যালয় শিক্ষাদানের জন্য কি কি পদ্ধতি অবলম্বন করেছে ডিজিটাল লিটারেসির মাধ্যম ব্যবহার করে?
- এই বিষয়ে তোমার নিজস্ব যোগদান কি ছিল এবং তুমি কি কি মাধ্যম ব্যবহার করেছ?
- এই সম্পূর্ণ বিষয়ে তোমার বাবা মায়ের মতামত
- উপযুক্ত প্রচ্ছদ (Cover) ও শিরোনাম (title)
- প্রাসঙ্গিক চিত্র(হাতে আঁকা বা প্রিন্টেড)

নম্বর বিভাজন:

বিষয়বস্তু—৭

উপস্থাপনা- ৩

সৃজনশীলতা- ৫

ভাষা- ৩

শিরোনাম- ২

LEARNING OBJECTIVES :

- ভারতীয় ঐতিহ্যকে জানা
- বর্তমান ভারতকে চেনা
- আধুনিক পদ্ধতির বিষয়ে জানা ও তার ব্যবহার
- সৃজনশীলতার বিকাশ
- ভাষাশৈলীর বিকাশ

LEARNING OUTCOMES :

- শিক্ষার্থীরা বিভিন্ন প্রয়োজনীয় অনলাইন অ্যাপ সম্পর্কে অবহিত হবে।
- বিভিন্ন অ্যাপের ব্যবহার শিখবে।
- অনলাইন অ্যাপ ব্যবহারে সতর্কতা অবলম্বন করতে শিখবে।
- ভাষা প্রয়োগের দক্ষতা বৃদ্ধি পাবে।
- সৃজনশীলতার বিকাশ ঘটবে।

LAKSHMIPAT SINGHANIA ACADEMY

OPEN BOOK PROJECT

TERM -I

2022-23

Theme: Digital Literacy

Integration: Hindi 2nd Language, Social Science, Sanskrit

Class: VII

Total: 20 Marks

Subject: Bengali 3rd Language

করোনা নামক অতিমারি আমাদের শিখিয়েছে বদলে যাওয়া সময়ে বেঁচে থাকার উপায়। সামাজিক দূরত্ব, গৃহবন্দী জীবন এই সব নতুন শব্দ আজ আমাদের জীবনের অঙ্গ হয়ে দাঁড়িয়েছে। বিদ্যালয় ভবন যখন বন্ধ তখন বিদ্যালয়ের শিক্ষা এসে উপস্থিত হয়েছিল ছাত্র ছাত্রীদের বাড়িতে ডিজিটাল সাক্ষরতার মাধ্যমে।

শিক্ষাপদ্ধতিকে সচল রাখতে কিভাবে তোমার বিদ্যালয় তার পদ্ধতির পরিবর্তন করেছে এবং ডিজিটাল সাক্ষরতার মাধ্যম অবলম্বন করেছে সেই বিষয়ে একটি সচিত্র পুস্তিকা প্রস্তুত কর।

বিষয়বস্তুঃ

- ❖ বিদ্যালয় শিক্ষাদানের জন্য কি কি পদ্ধতি অবলম্বন করেছে ডিজিটাল লিটারেসির মাধ্যম ব্যবহার করে?
- ❖ এই বিষয়ে তোমার নিজস্ব যোগদান কি ছিল এবং তুমি কি কি মাধ্যম ব্যবহার করেছ?
- ❖ এই সম্পূর্ণ বিষয়ে তোমার বাবা মায়ের মতামত
- ❖ উপযুক্ত শিরোনাম (title)
- ❖ প্রাসঙ্গিক চিত্র(হাতে আঁকা বা প্রিন্টেড)

নম্বর বিভাজনঃ

বিষয়বস্তু- ১০

উপস্থাপনা- -৪

বাবা মায়ের মতামত -৫

শিরোনাম- -১

LEARNING OBJECTIVES :

- ❖ নতুন টেকনলজির ব্যবহার সম্পর্কে সম্পর্কে জ্ঞান অর্জন করা
- ❖ বর্তমান টেকনলজির যুগে সঠিকভাবে যোগাযোগ বজায় রাখা।
- ❖ প্রয়োজনীয় বিভিন্ন অ্যাপ সম্পর্কে ধারণা স্বচ্ছ করা।
- ❖ ভাষার প্রয়োগ সম্পর্কে ধারণা লাভ করা।
- ❖ সৃজনশীলতার বিকাশ ঘটানো।

LEARNING OUTCOMES :

- ❖ শিক্ষার্থীরা বিভিন্ন প্রয়োজনীয় অনলাইন অ্যাপ সম্পর্কে অবহিত হবে।
- ❖ বিভিন্ন অ্যাপের ব্যবহার শিখবে।
- ❖ অনলাইন অ্যাপ ব্যবহারে সতর্কতা অবলম্বন করতে শিখবে।
- ❖ ভাষা প্রয়োগের দক্ষতা বৃদ্ধি পাবে।
- ❖ সৃজনশীলতার বিকাশ ঘটবে।