

LAKSHMIPAT SINGHANIA ACADEMY

OPEN BOOK PROJECT

SESSION: 2025 – 2026

TERM: 2

CLASS - III

THEME: WEST BENGAL – TAMIL NADU

- + All projects to be done in school.
- + Instructions given by each subject teacher to be read carefully.
- + Only research work required for the projects to be done at home.
- + No written work to be done at home for the projects.
- + Materials required for the projects to be brought by the group members.
- + All group members must participate actively in the execution of the projects.

SUBJECT - ENGLISH**CLASS: III****FULL MARKS: 20****INSTRUCTIONS**

- Use light coloured fabriano sheets for your project.
- Include suitable illustrations/photographs to enhance your overall presentation.
- Refer to the internet to gather information but the matter must be written in your own words.

THEME: WEST BENGAL AND TAMIL NADU**LEARNING OBJECTIVES:**

After the completion of the project, students will be able to:

- Learn about the culture and tradition of Tamil Nadu
- Learn about the language, cuisine, tourist spots and festivals of Tamil Nadu
- Do a comparative study about the culture of Tamil Nadu and West Bengal
- express themselves in grammatically correct sentences
- enhance their creative and artistic skills
- Art integration: Make a doodle art on the cultural aspects of Tamil Nadu and West Bengal

India is a country with many different cultures and each state has its own traditions and way of life. Tamil Nadu and West Bengal are two states that are known for their rich culture. Both states have special languages, cuisine, arts, music and festivals that make them unique. The people of these states take pride in their history and customs, which are passed down from one generation to another. By learning about Tamil Nadu and West Bengal, we can understand how diverse and colourful Indian culture is, and how each state adds to the beauty of our country.

**WHAT YOU NEED TO DO:**

The students will be divided into 5 groups. Each group will have to do the following:

1. You got the opportunity to go on a school excursion to Tamil Nadu. Your visit helped you to learn about the unique culture and traditions of the state. Now, write an article for the school magazine narrating your experience. Use A4 size sheets (white or light coloured) and staple them together. Your article should include the following:
 - Introduction
 - The dialect of the state
 - Food items did you enjoyed and how it was different from the cuisine of West Bengal
 - Tourist spots you visited
 - The festivals of Tamil Nadu
 - Some similarities or differences that you noticed between the dance forms, cuisine and festivals of Tamil Nadu and West Bengal
 - Conclusion
 - Add relevant photographs (at least 4)
2. Draw a creative doodle for the cover page of the magazine. Include the cultural aspects of both Tamil Nadu and West Bengal in your doodle.

LEARNING OUTCOME:

- At the end of the project, the students will be able to learn about the culture and tradition of Tamil Nadu, gain knowledge about the language, cuisine, tourist spots and festivals of Tamil Nadu, do a comparative study about the culture of Tamil Nadu and West Bengal and write an article about their experience. They will also be able to create a doodle art on the cultural aspects of Tamil Nadu and West Bengal.

SOME USEFUL LINKS

- <https://www.eurokidsindia.com/blog/cultural-f%D0%B5stivals-of-tamil-nadu-colors-and-c%D0%B5l%D0%B5brations.php>
- <https://testbook.com/tamil-nadu-gk/culture-of-tamil-nadu>
- <https://www.westbengalonline.in/guide/culture-of-west-bengal>

RUBRICS

	4	3	2	1
Accuracy of the content	The project addresses the requirement in a meaningful and relevant way. The information is accurate and demonstrates proper research work.	The project addresses the requirement partially in a meaningful and relevant way. The information is accurate and demonstrates partial research work.	The project addresses the requirement. The information is presented but not in a cohesive manner and has scope for more research work.	The project somewhat addresses the requirement, but not in a cohesive or concise manner. Lacks proper research work.
Writing Skills – vocabulary, grammar and spellings	Used grammatically correct sentences with little to no error. Used proper and related vocabulary with negligible spelling errors.	Used sentences with partial grammatical errors. Used related vocabulary with one to two spelling errors.	Used sentences with quite a few grammatical errors. Limited use of vocabulary with three or more spelling errors.	Sentences are grammatically incorrect. Did not use related vocabulary and has plenty of spelling errors.
Art Integration	The illustrations were exceptionally done and shows creative and artistic expertise. The pictures used are absolutely relevant to the theme.	The illustrations were quite exceptionally done and shows some creative and artistic expertise. The pictures are moderately relevant to the theme.	The illustrations were average in its creative and artistic approach. The pictures are to some extent relevant to the theme.	The illustrations lack creative and artistic approach. The pictures are not relevant to the theme.
Creativity and Presentation	The project shows a large amount of creativity. Is exceptionally neat in presentation and the layout of the project is remarkably done.	The project shows a good amount of creativity. Is neatly presented and the layout of the project is more or less remarkably done.	The project shows a limited amount of creativity. Is somewhat neat in layout and overall presentation.	The project shows lack of creativity. Is untidy and lacks a proper layout of the project.

Individual Participation	Always contributed to the project.	Contributed to the project most of the time.	Sometimes contributed to the project.	Did not contribute to the project.

Class-III

F.M. 20

Subject-Hindi 2nd Language

TOPIC- तमिलनाडु और पश्चिम बंगाल

उद्देश्य (Objectives)

- कल्पनाशीलता का विकास
- रचनात्मकता का विकास
- भाषा शैली का विकास
- व्यावहारिक ज्ञान का विकास
- भाषिक क्षमता और वैचारिक क्षमता का विकास
- विद्यार्थी भारत देश के दो प्रमुख राज्यों से बेहतर तरीके से परिचित हो पाएँगे
- विभिन्न संस्कृतियों के ज्ञान मिल पाएगा



- प्रिय बच्चों, हम सभी भारतवासी भारत जैसे एक महान तथा बड़े देश का हिस्सा हैं। भारत देश में कुल 28 राज्य हैं। ये सभी राज्य स्वयं में बहुत विशाल तथा विविधताओं से पूर्ण हैं। हमारे देश के ऐसे ही दो प्रसिद्ध राज्य तमिलनाडु और पश्चिम बंगाल हैं। पश्चिम बंगाल और तमिलनाडु की संस्कृतियों, वेशभूषा, कला, खेलों आदि में हमें कई प्रकार की विविधताओं के दर्शन होते हैं। इस देश के सजग नागरिक होने के नाते हम सभी को इन राज्यों के विषय में कुछ-न-कुछ ज्ञान होना चाहिए।

अपनी खोजों द्वारा इन दोनों राज्यों पर आधारित परियोजना कार्य को पूर्ण करें।

सामूहिक परियोजना कार्य

सहायता हेतु निम्नलिखित लिंक्स को देख सकते हैं-

i) https://youtu.be/q4jECcrkr_0?si=up4j8kwaEjbzG-pM (तमिलनाडु)

ii) https://youtu.be/h8etph5Xk_4?si=KPePg9ZD8zxLhWQo

(पश्चिम बंगाल)

अ) 1) पोस्टर और नारा लेखन में निम्नलिखित बिंदुओं का समावेश अवश्य हो -

क) विद्यार्थी अपना एक पोस्टर और नारा बनाएँगे और उसको एक नाम देंगे।

ख) दोनों राज्यों के प्रमुख पर्यटन स्थल(कोई दो) के नाम व चित्र।

ग) दोनों राज्यों के कोई दो प्रसिद्ध भोजन के नाम(चित्र) तथा किसी एक को बनाने की विधि लिखिए।

घ) इन दोनों राज्यों के दो स्वतंत्रता सेनानी के नाम(चित्र) तथा उनके योगदान (दो से तीन बुलेट पॉइंट्स में) लिखें।

ङ) इन दोनों राज्यों के दो मंदिरों के नाम(चित्र) तथा उनकी विशेषता (दो से तीन बुलेट पॉइंट्स में) लिखें।

च) प्रस्तुति एवं भाषा पर विशेष ध्यान दें।

ब) सांस्कृतिक झाँकी की प्रस्तुति-विद्यार्थी पश्चिम बंगाल और तमिलनाडु राज्यों की एक सांस्कृतिक व कलात्मक झाँकी को समूह में प्रस्तुत करेंगे। इस प्रस्तुति में समूह के सभी सदस्यों की भागीदारी अनिवार्य है।

झाँकी में निम्नलिखित विषयों का समावेश अवश्य हो-

क) राज्य का नाम, स्थानीय भाषा एवं वेशभूषा

ख) रंगारंग कार्यक्रम-विद्यार्थी उस राज्य के पारंपरिक नृत्य अथवा गीत को प्रदर्शित करें

घ) उस राज्य की कौन-सी दो बातें पसंद आईं तथा क्यों?

LEARNING OUTCOMES (अधिगम प्रतिफल)

इस परियोजना कार्य के माध्यम से विद्यार्थी दोनों राज्यों की मुख्य विशेषताओं से परिचित हो पाएँगे तथा इनकी एक तुलनात्मक प्रस्तुति कर अपनी कला कौशल को भी और समृद्ध कर पाएँगे। बच्चों को अपने देश की अनेकता में एकता के गुण का भी ज्ञान मिल पाएगा।

RUBRICS FOR CLASS 3 HINDI PROJECT(UT_3)

मानदंड	4	3	2	1
विषय-वस्तु का प्रभावी और सृजनात्मक वर्णन	विषय सामाग्री से जुड़े तथ्यों पर गहरा शोध और लेख में सटीक एवं विषयानुरूप वर्णन है।	एक या दो तथ्यात्मक त्रुटियों के अलावा अधिकांश तथ्य सही एवं विषयानुरूप हैं।	कुछ तथ्य विषयानुरूप हैं पर तीन से अधिक त्रुटियाँ पाई गई हैं।	प्रयुक्त लेखों में विषय सामाग्री स्पष्ट नहीं है।
कलात्मक क्षमता एवं चित्र संकलन	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए रंगों तस्वीरों का अच्छा उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए रंगों तस्वीरों का कुछ उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए रंगों तस्वीरों का कम उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए रंगों तस्वीरों का उपयोग नहीं किया गया।

भाषा का प्रयोग	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण—विन्यास एवं विराम चिह्न संबंधी त्रुटियाँ न होना। सहज एवं बोधगम्य भाषा का उपयुक्त प्रयोग।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण—विन्यास एवं विराम चिह्न संबंधी कुछ ही त्रुटियाँ का होना।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण—विन्यास एवं विराम चिह्न संबंधी त्रुटियाँ के कारण भाषा की उपयुक्तता का अभाव पाया जाना।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण—विन्यास एवं विराम चिह्न संबंधी त्रुटियाँ के कारण विषयानुसार भाषा का प्रयोग न हो पाना।
व्यक्तिगत स्तर पर दिशा निर्देशों का पालन/ समयनिष्ठता	व्यक्तिगत स्तर पर दिशा निर्देशों का कड़ाई से पालन एवं समयानुसार कार्य सम्पन्न होना ।	व्यक्तिगत स्तर पर अधिकांश निर्देशों का पालन एवं समयानुसार कार्य सम्पन्न होना।	व्यक्तिगत स्तर पर बहुत कम दिशा निर्देशों का पालन एवं अतिरिक्त समय देने के पश्चात कार्य सम्पन्न होना।	व्यक्तिगत स्तर पर दिशा निर्देशों का पालन एवं समयानुसार कार्य सम्पन्न न हो पाना।
समग्र प्रस्तुति	परियोजना का समग्र प्रभाव रोचक और आकर्षक।	परियोजना का समग्र प्रभाव ध्यान आकर्षण के लिए पर्याप्त।	परियोजना की समग्र प्रस्तुति को आकर्षक बनाने के लिए कुछ ही प्रयास किया गया।	समग्र प्रस्तुति को रोचक बनाने के लिए विद्यार्थी ने किसी प्रकार का प्रयास नहीं किया।

BENGALI 2nd LANGUAGE

Class-III

F.M. 20

TOPIC- তামিলনাড়ু এবং পশ্চিমবঙ্গের সঙ্গীত পরিচালক

উদ্দেশ্য (Objectives)

- কল্পনাশক্তির বিকাশ
- সৃজনশীলতার বিকাশ
- ভাষাশৈলীর বিকাশ
- ব্যবহারিক জ্ঞানের বিকাশ
- নৈতিক মূল্যবোধের বিকাশ
- আদর্শিক দক্ষতার বিকাশ
- ব্যবহারিক জ্ঞান
- দেশের উজ্জ্বল ও গৌরবময় ব্যক্তিত্বদের সাথে পরিচয় করিয়ে দেওয়া



তামিলনাড়ু এবং পশ্চিমবঙ্গ উভয় রাজ্যই বিভিন্ন ক্ষেত্রে তাদের ছাপ ফেলেছে কিন্তু লক্ষ্য একই ছিল - ভারতের অগ্রগতি এবং সামাজিক সংস্কার। তামিলনাড়ু এবং পশ্চিমবঙ্গ - দুটি ভিন্ন মাটি, কিন্তু মহত্বের একই শিকড়। তামিলনাড়ু এবং পশ্চিমবঙ্গ উভয়ই রাজনীতি, সাহিত্য, বিজ্ঞান, শিল্প এবং সমাজ সংস্কারে ভারতে বিরাট অবদান রেখেছে। তামিলনাড়ু প্রযুক্তি ও সাংস্কৃতিক গর্বকে শক্তিশালী করার পাশাপাশি, বাংলা বৌদ্ধিক ও সাহিত্যিক ধারাকে দিকনির্দেশনা দিয়েছে। উভয় রাজ্যের মহান ব্যক্তিত্বরা এখনও ভারতের যুবসমাজকে অনুপ্রাণিত করেন।

দলীয় প্রকল্পের কাজ

1) পোস্টার তৈরি এবং স্লোগান লেখা

শিক্ষার্থীরা পশ্চিমবঙ্গের বিখ্যাত সঙ্গীতজ্ঞ সলিল চৌধুরী এবং তামিলনাড়ুর এ আর রহমানের সঙ্গীতের ক্ষেত্রে কৃতিত্বের চিত্র তুলে ধরে একটি পোস্টার তৈরি করবে। এতে নিম্নলিখিত বিষয়গুলি অন্তর্ভুক্ত থাকবে।-

ক) পোস্টারের একটি উপযুক্ত শিরোনাম দাও।

খ) শিক্ষার্থীরা উভয় সঙ্গীত পরিচালকের অবদানের সাথে সম্পর্কিত ছবিগুলি আটকে দেবে।

গ) শিক্ষার্থীরা উভয় সঙ্গীত পরিচালকের অবদানের চিত্র তুলে ধরে দুটি স্লোগান লিখবে।

ঘ) তাদের ছবিগুলি আটকানোর পর, শিক্ষার্থীরা চার থেকে পাঁচটি পয়েন্টে তাদের সঙ্গীত চর্চার যাত্রা সম্পর্কে লিখবে।

2) সংগীত পরিবেশনা

দলটি পশ্চিমবঙ্গের বিখ্যাত সঙ্গীতশিল্পী সলিল চৌধুরী এবং তামিলনাড়ুর সঙ্গীতশিল্পী এ আর রহমানের যেকোনো একটি বিখ্যাত গান গাইবে। এই পরিবেশনায় দলের সকল সদস্যের অংশগ্রহণ বাধ্যতামূলক। গানের শেষে, তারা জানাবে কেন তারা এই সঙ্গীতশিল্পীদের পছন্দ করে।

LEARNING OUTCOMES:

- এই পরিযোজনা কার্যের মাধ্যমে শিক্ষার্থীরা তামিলনাড়ু এবং পশ্চিমবঙ্গ উভয় রাজ্যই যে শিল্প এবং সমাজ সংস্কারে ভারতে বিরাট অবদান রেখেছে সে সম্পর্কে পরিচিত হবে।

Evaluation Rubric (2025-2026)

Skills দক্ষতা	Competency যোগ্যতা			
	4	3	2	1
বিষয়বস্তুর কার্যকরী এবং সৃজনশীল বর্ণনা	বিষয়ের সাথে সম্পর্কিত তথ্যগুলির উপর গভীর গবেষণা রয়েছে এবং নিবন্ধে বর্ণনাটি বিষয়ের সাথে সঠিক এবং প্রাসঙ্গিক।	দু-একটি তথ্যগত ভুল বাদে অধিকাংশ তথ্যই সঠিক এবং বিষয়ের সাথে সঙ্গতিপূর্ণ।	বিষয় অনুযায়ী কিছু তথ্য কিন্তু তিনটির বেশি ত্রুটি পাওয়া গেছে।	ব্যবহৃত নিবন্ধগুলির বিষয়বস্তু স্পষ্ট নয়।
শৈল্পিক ক্ষমতা এবং ছবি সংগ্রহ	প্রজেক্টের থিমকে কার্যকরভাবে বোঝাতে রং, সাজসজ্জা এবং ছবির ভালো ব্যবহার।	প্রকল্পের থিমের কার্যকরী প্রকাশের জন্য রঙ এবং ছবির কিছু ব্যবহার।	প্রকল্পের থিমের কার্যকরী প্রকাশের জন্য রঙ, সজ্জা এবং ফটোগ্রাফের ন্যূনতম ব্যবহার।	প্রজেক্টের থিমের কার্যকরী প্রকাশের জন্য রং, সাজসজ্জা এবং ছবির ভালো ব্যবহার করা হয়নি।
ভাষার ব্যবহার	উপস্থাপনায় বাক্য-বিন্যাস, বানান এবং বিরাম চিহ্নে কোনো ত্রুটি থাকা উচিত নয়। সহজ ও বোধগম্য ভাষার যথাযথ ব্যবহার।	উপস্থাপনায় বাক্য-বিন্যাস, বানান এবং বিরাম চিহ্নের কয়েকটি ত্রুটি রয়েছে।	উপস্থাপনায় বাক্য গঠন, বানান এবং বিরাম চিহ্নের ত্রুটির কারণে ভাষার উপযুক্ততার অভাব।	উপস্থাপনায় বাক্য গঠন, বানান এবং বিরাম চিহ্নের ত্রুটির কারণে বিষয় অনুযায়ী ভাষা ব্যবহার করতে না পারা।
নির্দেশিকা/সময়ানুবর্তিতা অনুসরণ করুন	নির্দেশিকাগুলি কঠোরভাবে মেনে চলা এবং সময়মতো কাজ শেষ করা।	বেশিরভাগ নির্দেশনা অনুসরণ করা এবং সময়মতো কাজ শেষ করা।	খুব কম নির্দেশনা অনুসরণ করে এবং অতিরিক্ত সময় নিয়ে কাজটি সম্পন্ন করা হয়।	নির্দেশিকা অনুসরণ এবং সময়মতো কাজ সম্পূর্ণ করতে ব্যর্থতা।
সামগ্রিক উপস্থাপনা	প্রকল্পের সামগ্রিক ছাপ প্রশংসনীয় এবং আকর্ষণীয়।	প্রকল্পের সামগ্রিক প্রভাব মনোযোগ আকর্ষণ করার জন্য যথেষ্ট।	প্রকল্পের সামগ্রিক উপস্থাপনা আকর্ষণীয় করার জন্য সামান্য প্রচেষ্টা করা হয়েছিল।	শিক্ষার্থী সার্বিক উপস্থাপনাকে আকর্ষণীয় করে তোলার কোনো চেষ্টাই করেনি।

MATHEMATICS**CLASS – III****F. M. - 20**

- ❖ The project will be done in groups.
- ❖ Kindly paste or draw minimum 2 pictures for each of the 4 question to enhance the presentation of your project. You may use the pictures given in the question paper.
- ❖ You may use colours wherever required.
- ❖ Make a cover page of your project mentioning the subject, topic, names of all group members and class.
- ❖ Each question should be done on a separate Fabriano paper.
- ❖ All sheets to be attached behind the cover page and to be submitted together in a channel file.

WEST BENGAL AND TAMIL NADU**LEARNING OBJECTIVES:**

Through this project, students will be able to:

- Learn more about the culture and tradition of the beautiful states of Tamil Nadu and West Bengal.
- Gain knowledge about the coastlines of these states.
- Revise and apply the concepts of division, multiplication, estimation, fractions and data study.
- Apply their creativity and imagination to complete the art work.
- Make a simple bar graph.
- Develop critical thinking and problem-solving skills.

WEST BENGAL AND TAMIL NADU

India is a land of many different cultures, foods, and traditions. Two very important states are **Tamil Nadu** in the south and **West Bengal** in the east. Both are near the Bay of Bengal and are famous for their art, food, coastline, and culture.

Tamil Nadu is known for its **long coastline** with beautiful beaches like Marina Beach in Chennai. The state has many **ancient temples** with tall towers, which show amazing **Dravidian art and architecture**. People here enjoy classical dance like *Bharatanatyam* and music like *Carnatic music*. The food of Tamil Nadu is very popular—people eat dosa, idli, sambar, curd rice, and spicy curries. Festivals like *Pongal* are celebrated with joy.

West Bengal also has a **long coastline**, including the famous **Sundarbans mangrove forest**, home of the Royal Bengal Tiger. The state is rich in **art and literature**, as many great poets and artists came from here, including Rabindranath Tagore. People in West Bengal celebrate grand festivals like *Durga Puja* with lights, decorations, and cultural programs. The food is very tasty too—*machher jhol* (fish curry), *mishti doi* (sweet curd), and sweets like *rasgulla* and *sandesh* are loved by all. Bengali paintings, music, and dances also show the rich culture of the state.



- I. **Tamil Nadu** has a very long coastline, the second longest in India. It has many beaches, like **Marina Beach in Chennai**, which is one of the longest beaches in the world. **West Bengal** also touches the Bay of Bengal. Its coastline is smaller but very special because it has the **Sundarbans mangrove forest**, home to many animals like the Royal Bengal Tiger.

The coastline of Tamil Nadu is approximately **1,068 km** long, while the coastline of West Bengal is approximately **721 km** long, according to data from the Ministry of Ports, Shipping, and Waterways as of 2025.

With respect to the information given above, questions will be given on the day of the project based on basic operations.

- II. Food in West Bengal is important as a cornerstone of culture, identity, and social connection, with deep ties to its geography and heritage. Food is central to festivities like Durga Puja and serves as a way to strengthen bonds, foster hospitality, and celebrate community. Traditional Bengali recipes are passed down through generations, preserving a rich culinary heritage and forming a core part of the region's cultural identity.

One such traditional Bengali dish is **Aloo Posto**. This Aloo Posto is a classic example of how just a few ingredients can yield a creamy, spiced potato dish.

A recipe will be given for the above dish. However, the quantities for the ingredients will be jumbled. Students will need to estimate the correct quantities and rewrite the recipe.



- III. **Tanjore** (or Thanjavur) paintings of Tamil Nadu are special for their use of gold foil, glass beads, and semi-precious stones in an embossed gesso-work style to create a three-dimensional, rich, and glittery effect, predominantly featuring Hindu deities with iconic, rounded faces and bright, vivid colours.



An outline image of a Tanjore painting is given below. Students will imagine themselves as artists and complete the painting using decorative stones/sequins. Follow the instructions given below while completing the painting:

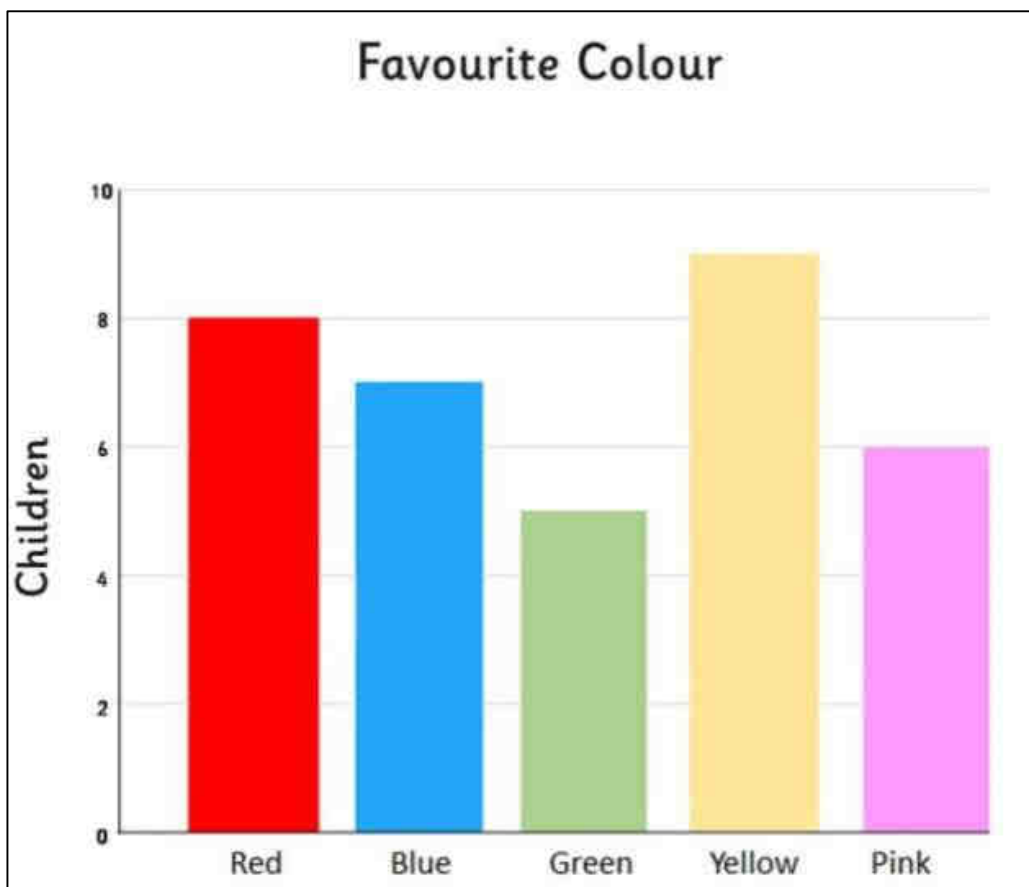
- Students will bring print out of the outline image.
- Use at least 4 different types/colours of decorative stones, sequins to complete the painting (Use at least 20 stones in total).
- Students will answer questions based on the painting using concepts of fractions and coding/decoding.



IV. A table with data will be given showing 5 famous Durga Puja pandals in Kolkata and the number of visitors during Panchami per hour.

- A bar graph outline will be provided below with the axis and values mentioned. Take a print out of the graph.
- Bring 5 different coloured strips of paper of approximately 1 cm width.
- Students will answer questions based on data interpretation on the day of the project.

Sample image of bar graph:



Outline of bar graph to be made:

Number of visitors	85					
	80					
	75					
	70					
	65					
	60					
	55					
	50					
	45					
	40					
	35					
	30					
	25					
	20					
	15					
	10					
	5					
	0					
		Bagbazar Sarbojanin	Kumartuli Park	Suruchi Sangha	Santosh Mitra Square	Chetla Agrani
		DURGA PUJA PANDAL				

LEARNING OUTCOME:

At the end of the project, students will know about the culture and tradition of the beautiful states of West Bengal and Tamil Nadu. They should be able to use the concepts of division, multiplication, estimation, fractions and data analysis to solve the sums given. They should understand and appreciate the use of simple bar graph to represent data as well as enhance their creativity by designing a Tanjore painting using mathematical concepts.

MATHEMATICS PROJECT GRADING RUBRICS**UNIT TEST 3****Class III**

	5	4	3	2	1
Maths content and accuracy	Shows a clear knowledge and application of math skills.	Shows a general knowledge and application of math skills.	Shows a limited knowledge and application of math skills.	Shows little knowledge and application of math skills.	Shows no knowledge and application of math skills.
Bar Graph	All bars are drawn correctly and data applied correctly to answer questions.	Bars are mostly drawn correctly and data applied correctly to answer questions.	Some bars are correct but most are incorrect but data applied somewhat correctly to answer questions.	Most bars are incorrect but data applied somewhat correctly to answer questions.	All bars are incorrect and some questions answered correctly.
Art and craft Integration	The concept in the submission is exceptionally creative and well-integrated with art and craft.	The concept in the submission is creative and well-integrated with art and craft.	The concept in the submission is somewhat creative and integrated with art and craft.	The concept in the submission shows little creativity and integration with art and craft.	The concept in the submission lacks creativity and integration with art and craft.
Teamwork and individual contribution	Excellent participation in the project. Supports teammates with innovative ideas.	Very good participation in the project. Helps teammates and provide ideas.	Adequate participation in the project. Helps teammates and provides ideas.	Little participation and involvement in the project.	Lack of participation and involvement in the project.

THEME: WEST BENGAL AND TAMIL NADU**LEARNING OBJECTIVES:**

Through this project, the students will be able to –

- **Research** – Find and share information about the traditional attire, heritage, important industries language and famous religious places of the two states and organise facts.
 - **Map Skills** – Mark the states of West Bengal and Tamil Nadu on the map of India.
 - **Art Integration** – Draw or paste pictures, make stick figures, models etc to present their research work.
 - **Creativity** - Express ideas about West Bengal and Tamil Nadu in their imaginative ways by using colours, drawings etc to make the project visually engaging and creative.
 - **Critical Thinking** - Compare and understand the differences between West Bengal and Tamil Nadu.
 - **Group Work** - Work together, share tasks, help each other and build communication skills, cooperation and responsibility within a team.
-

West Bengal is a vibrant state in the eastern part of India. Its capital is Kolkata, known as the '**City of Joy**'. The holy river Ganga, flows through this state, giving it fertile land. People here mostly speak Bengali and they are known for their love of art, music, dance and literature. Festivals like Durga Puja bring the whole state together in joy and celebration. West Bengal is also famous for its tasty sweets such as rasogulla, sandesh, and mishti doi, and for the cultural works of Rabindranath Tagore.



On the contrary,



Tamil Nadu lies in the southern part of India. Its capital is Chennai. The people here speak Tamil, one of the world's oldest and richest languages. Tamil Nadu is known for its grand temples, Bharatanatyam dance, Carnatic music and ancient traditions. The state celebrates Pongal, the harvest festival, with great joy and colourful decorations. The food here is mostly rice-based, with dishes like idli, dosa, sambar, and rasam being popular all over India. Tamil Nadu is also called the '**Land of Temples**' because of its beautiful

Dravidian-style architecture.

By studying about West Bengal and Tamil Nadu, we will learn how different states have their own food, clothes, festivals and lifestyle. At the same time, we will see, how the two states weave the colourful fabric of India's unity in diversity.



WHAT YOU NEED TO DO:

Imagine you are a travel lover, who has travelled to the states of West Bengal and Tamil Nadu. On your visit to these two states, you have gathered some information based on their traditional attire, heritage, industries, language and religious places.

- Each group will collect information and may use the links provided to do a research work on the two states.
- Each group will **design a 3D board to show a clear comparison** between West Bengal and Tamil Nadu **based on their traditional attire** (men and women from both the states), **heritage** (any 2 historical monuments from both the states), **industries** (any 2 important industries from both the states), **language** (greetings - **Hello and Thank you** - as spoken in the language of both the states – to be written in Bengali and English for West Bengal and in Tamil and English for Tamil Nadu) and **famous religious places** (temple / church / mosque / gurudwara - any 2 from any religion from both the states)

The 3D board will contain the following:

- A catchy heading.
 - The names of both the states.
 - A map of West Bengal and Tamil Nadu.
 - Pictures / Stick figures / 3D models used to show the creative display of traditional attire, heritage, industries, greetings and famous religious places.
 - Everything must be labelled clearly and properly.
- Two members from each group will present the model in front of the class and speak about all the aspects (1 point each) mentioned above of both the states showing comparison.
 - **Materials required for making the 3D board / stick figures / models in the school –**
 - ✓ A cardboard / mount board / any reuseable material for a hard base measuring 20"x20"
 - ✓ clay dough – 2 or 3 types of different colours (to be carried by all group members)
 - ✓ ice-cream sticks – 30 pieces
 - ✓ cotton balls
 - ✓ fabric / clothes
 - ✓ doll models

- ✓ Map of West Bengal and Tamil Nadu
- ✓ Fabriano / origami sheets
- ✓ Any other materials required

LEARNING OUTCOME:

At the end of the project, the students will understand the diversity of West Bengal and Tamil Nadu. They will develop map skills, research abilities and critical thinking by marking the states, collecting information and comparing them. Students will also enhance their creativity and art skills through drawings, crafts and 3D models, while learning to work together in a team and communicate their ideas clearly.

SOME USEFUL LINKS:

<https://youtu.be/w-QZBGyqe6g?si=NZAqZr5F9M6K7NZ7>
https://youtu.be/hIn6GUNzMkw?si=Pk1_hJPrf8fPQ3Q8
<https://youtu.be/UYxqsEGNkfw?si=61dEsLRWyARajQJX>
<https://youtu.be/f6rFN0QRZJw?si=7I3uuRhWS31CwzN8>
<https://youtu.be/EO7th3xJj-l?si=pbyK9hD1vMjmV3z->
<https://youtu.be/dHY8i-UfMA4?si=1EDi3WnjaRqlqQgx>
https://youtu.be/070YjVWwdFU?si=GRL_gz3SHGGMK8Xg
<https://youtu.be/FOVC9JP3OZs?si=-XrWq20O-R2CMGm2>
<https://youtu.be/F8G7kD5fWxk?si=XwuLYcZfRWm-cRWm>

Idea for 3D models of dolls with attire



EVS RUBRICS

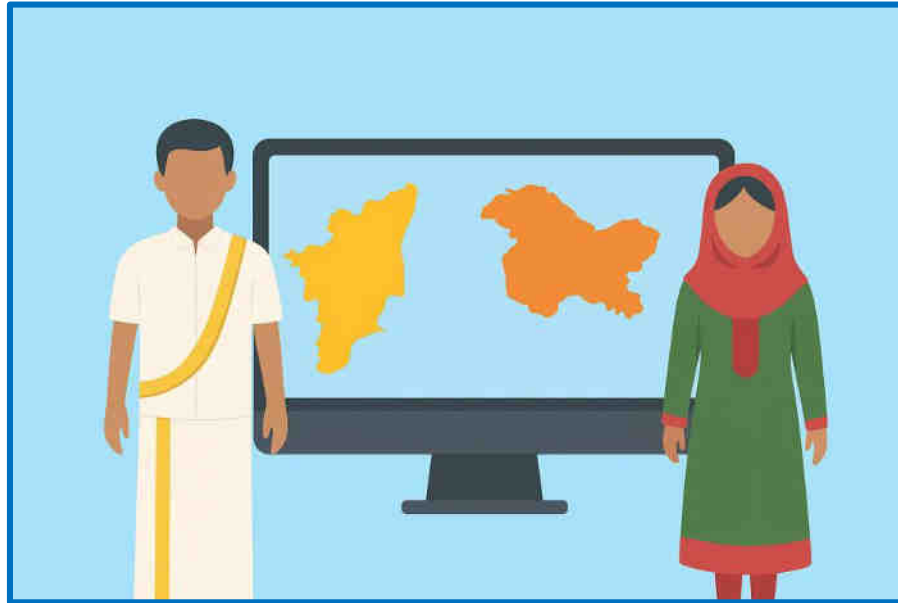
	4	3	2	1
Content - Accuracy and understanding of the theme	Demonstrates a clear understanding of the theme. The content is concise and accurate.	Demonstrates an adequate understanding of the theme. The content is adequately concise and accurate.	Demonstrates limited understanding of the theme. The content is somewhat accurate.	Demonstrates no understanding of the theme. The content lacks accuracy.
Creativity and Originality - Art integration	The submission reflects originality and is exceptionally creative and well-integrated with Art.	The submission reflects originality to some extent and is adequately creative and integrated with Art.	The submission is somewhat creative and displays little integration with Art. Shows little originality.	The submission lacks creativity and integration with Art. Originality is lacking.
Research Work – Use of technology and media (links provided)	Accessed suggested media and employed technology exceptionally for research work.	Accessed suggested media and employed technology adequately for research work.	Suggested media was somewhat accessed. Research work was inadequate.	Suggested media was not accessed at all. Research work is lacking.
Guidelines followed - Collaboration and Contribution	Guidelines have been strictly followed. Every member has contributed effectively. The group displayed excellent collaboration.	Most of the instructions have been followed. Most of the members have contributed effectively. The group displayed good collaboration.	Followed very few guidelines. Very few members have contributed. The group displayed inadequate collaboration.	Guidelines have not been followed. Only one or two members contributed. There was lack of collaboration.
Overall Presentation – Layout of the project and oral presentation	Presentation includes relevant pictures/drawings to support the content. The presentation is exceptionally attractive and appealing in terms of design, layout and neatness. Oral presentation was exceptionally good.	Graphics used in the presentation support the content to some extent. The presentation is quite attractive in terms of design, layout and neatness. Oral presentation was good.	Graphics are somewhat related to the content. Some attempt has been made to make the presentation somewhat attractive. Oral presentation was somewhat good.	Graphics are not related to the content at all. Little or no effort has been made to make the presentation attractive. Oral presentation was inadequate.

Subject : Computer Education

Class – III

Full Marks – 10

Topic: West Bengal & Tamil Nadu



Learning Objective

- To know about the traditional costumes of Tamil Nadu and West Bengal.
- To understand the idea of switching screens using Scratch-style coding.
- To apply creativity and logical thinking in making a model.
- To develop teamwork and presentation skills.

Introduction

India is a land of diversity, and every state has its own culture, food, language, and clothing. Tamil Nadu, located in the south, is famous for its temples, dance, music, and Pongal festival. The people wear traditional costumes such as dhoti with Angavastram for men and silk saree or pattu pavadai for women.

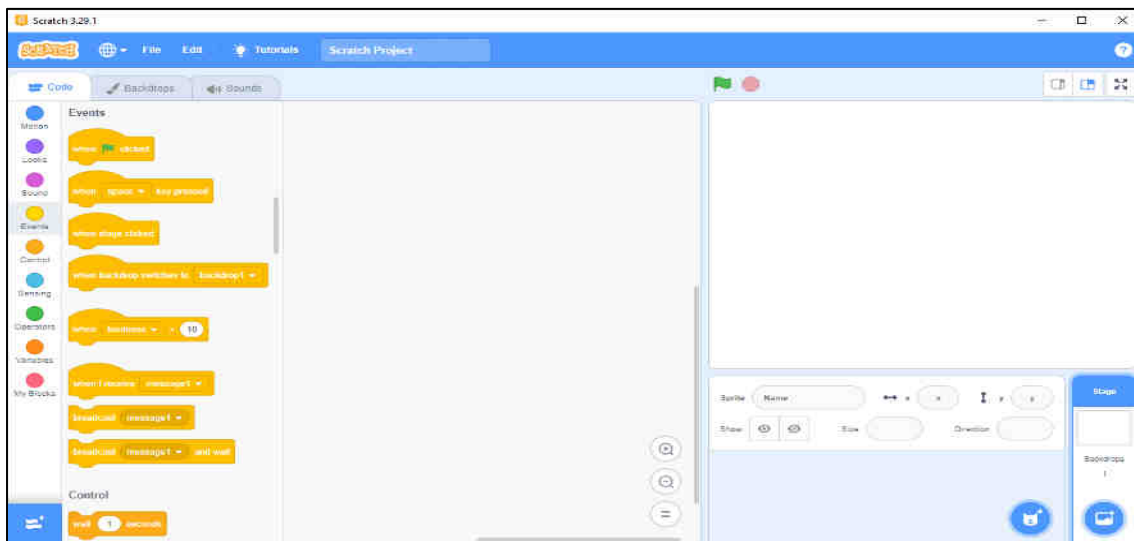
West Bengal, in the eastern part of India, is known for Durga Puja, sweets, music, and literature. The traditional costumes here are dhoti and kurta for men

and the famous white saree with red border (Laal Paar Saree) for women.

Through this project, students will create a Scratch-style model that shows these costumes and switches between the two states.

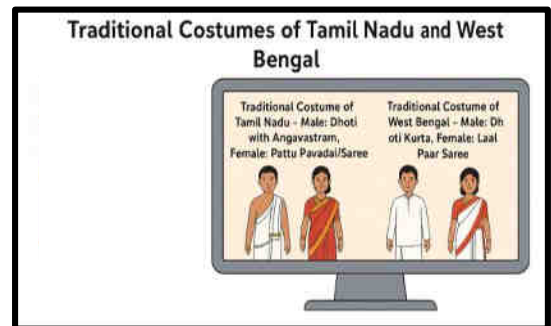
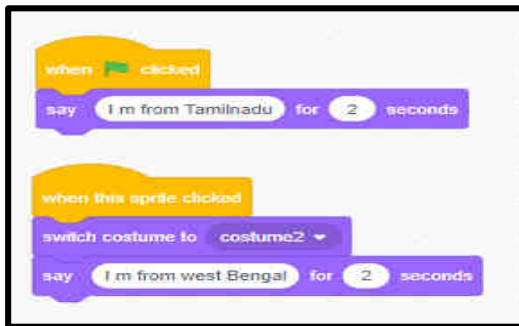
TO DO

1. Design a model of a computer monitor showing interface of a Scratch project as per the sample given below.



2. Use two A4 sheets to create a Scratch project that visually represents the output. Design sheets where changing the sheet makes it look like the character is changing clothes, like what happens when you run code.
3. Cover the monitor screen with cellophane paper, such that it's set up in a way that allows you to slide in and replace A4-sized sheets. This setup should make it look like the screen changes every time you run the code.
4. Present the necessary code blocks required to complete the project. For example:
 - a) When the green flag is clicked → Switch to the Tamil Nadu costume and display the message 'I am from Tamil Nadu'.

- b) When any sprite is clicked → Change to the West Bengal costume and display the message 'I am from West Bengal' On the stage area, display the male and female costumes of Tamil Nadu first, along with a short description.
5. You may use drawings, stick puppets, or paper cut-outs to create your costumes. Be creative with your design.
 6. Draw the coding block on the code area of the scratch screen.



Learning Outcome

- Students will understand the cultural costumes of two Indian states.
- Students will be able to show simple coding logic in a visual form.
- Students will use art and creativity to design costumes.
- Students will work in groups and present their models confidently.

Rubric

Criteria	2.5 Marks	1.5 Marks	1 Mark
Creating Model	Complete and excellent representation of Scratch screen with costumes and switching	Moderate representation with some details	Minimum representation with limited details
Creativity & Originality	Well-designed, colorful, and innovative costumes	Satisfactory design with basic effort	Limited creativity shown
Use of Scratch Concept	Coding blocks shown clearly and correctly	Coding blocks mostly correct	Limited or incorrect coding blocks
Collaboration	Group works together effectively and shares roles	Group works together most of the time	Limited teamwork