

**LAKSHMIPAT SINGHANIA ACADEMY**

**PROJECT PLAN FOR TERM-2**

**SESSION- 2025-26**

**CLASS – VIII**

**TOPIC- Courtroom Drama: “Pollution on Trial”.**

**Subjects Integrated: English, 2nd Language, 3<sup>rd</sup> Language, Chemistry and Geography**

This is a group project. Students will work together in groups specified by the HRT to **recreate a Court Room Drama** akin to the Trial scene of The Merchant of Venice. The students will draft a script to hold a trial on Pollution. Students may allocate roles for judges, lawyers, rivers, scientists, industrialists, farmers and so on pertaining to the states of Tamil Nadu and West Bengal. The script must include 3 figures of Speech that they have learnt. In the script, both the rivers must present their case at the beginning of the drama expressing their anguish in the form of a dramatic monologue (Naatkiya Ekalaap) in the 2<sup>nd</sup> Language. Posters and placards used in the drama must be made in the 3<sup>rd</sup> Language. At least 1 poster and 2 placards to be made for each 3<sup>rd</sup> Language. **The rest of the script will be in English. Submit the script in a channel file.**

**Each group will enact the script wearing appropriate costumes within 10 minutes.**

**The Plot:**

- The rivers Ganga / Cooum (3 groups each) to file a complaint against human beings. (Naatkiya Ekalaap)
- The scientists to explain the chemistry of pollutants as evidence. They may include pollutants in the form of industrial effluents, soap detergent pollution, fertilizers, organic sludge and the release of chromium by the tanneries.
- The Judge must pass a conclusive verdict providing plausible solutions and mitigation measures to the case.

### **Roles for 5 or 6 Members (Research + Creative Contribution)**

1. **Members 1 and 2 – Script and Direction** of the role-play.
2. **Members 3, 4 and 5 – Enactment.**
3. **Member 6 (if there are 6 members in a group) – To help in the role-play (either in script or enactment).**

Each student must also help with **writing, drawing, or decoration.**

### **LEARNING OBJECTIVES-**

- To recognize the impact of pollution on the human health and environment.
- To enhance the dramatic skills.
- To enhance logical thinking and presentation.
- To enhance script writing skills.
- To enhance empathy for the environment
- To adopt responsibility towards the environment
- To apply figures of speech in the script.

### **LEARNING OUTCOMES-**

- Improved understanding of concepts.
- Creativity, decision making and critical thinking skills are enhanced.
- Students learn to work in a team.
- Problem solving and collaboration skills.
- To enhance presentation and communication skills

### **RUBRICS FOR EVALUATION: ENGLISH, HINDI, BENGALI, SANSKRIT**

Parameters	5	4	3	1 or 2
<b>Content (5)</b>	Applicable to theoretical knowledge and all facts are correct.	Applicable to theoretical knowledge and all facts are correct. One or two factual	Applicable to theoretical knowledge and all facts are correct. Few factual errors.	Applicable to theoretical knowledge and no facts are relevant to the topic.

		errors		
<b>Presentation (5)</b>	Excellent document layout, with effective use of colors, text, formulae and images	Overall impact of the project is attractive and appealing.	Overall impact of the project is quite appealing.	Some attempt has been made to make the presentation appealing.
<b>Articulation/ pronunciation/ intonation/ diction /Relevance to the topic (5)</b>	Presentation includes Articulation/ pronunciation/ intonation/ diction /models/diagrams.	Adequate Articulation/ pronunciation/ intonation/ diction /models/diagrams missing	Presentation includes irrelevant Articulation/ pronunciation/ intonation/ diction /models/diagrams	Articulation/ pronunciation/ intonation/ diction /models/diagrams are not clear. They are irrelevant to the topic.
<b>Team Work (5)</b>	Excellent collaboration	Satisfactory collaboration	All participants did not collaborate	Independent research work with little collaboration.

### **RUBRICS FOR EVALUATION – RUBRICS FOR EVALUATION –GEOGRAPHY**

Parameters	3	2	1
<b>Content (3)</b>	Applicable to Theoretical knowledge and all facts are correct.	Applicable to Theoretical knowledge and all facts are correct. Few factual errors.	Applicable to theoretical knowledge and all facts are not at all relevant to the topic.
<b>Presentation (3)</b>	Overall impact of the project is attractive and appealing to the viewers. Students are well prepared. Teamwork is visible. Project is compiled up to the mark.	Overall impact of the project is quite appealing to the viewers. Students are well prepared. Teamwork is visible. Project is fairly compiled.	Some attempt has been made to make the presentation appealing to the viewers. Students are well prepared. Teamwork is visible.

			Project is not compiled up to the mark.
<b>Articulation/ pronunciation/ intonation/ diction /Relevance to the topic (2)</b>	-	Presentation includes relevant articulation/ pronunciation/ intonation/ props and costumes are well presented.	Presentation includes irrelevant articulation/ pronunciation/ intonation/inappropriate props and costumes
<b>Team Work (2)</b>	-	Students are well prepared. Teamwork is visible. Project is compiled up to the mark.	All participants did not collaborate

### **RUBRICS FOR EVALUATION – CHEMISTRY**

<b>Parameters</b>	<b>2</b>	<b>1.5</b>	<b>1</b>	<b>.5</b>
<b>Content (2)</b>	Applicable to Theoretical knowledge and all facts are correct.	Applicable to Theoretical knowledge and all facts are correct. One or two factual errors	Applicable to Theoretical knowledge and all facts are correct. Few factual errors.	Applicable to theoretical knowledge and all facts are not at all relevant to the topic.
<b>Presentation (2)</b>	Excellent document layout, with effective use of colors, text, and images	Overall impact of the project is attractive and appealing to the viewers. Students are well prepared. Teamwork is visible. Project is compiled up to the mark.	Overall impact of the project is somewhat appealing to the viewers. Students are well prepared. Teamwork is visible. Project is fairly compiled.	Some attempt has been made to make the presentation appealing to the viewers. Students are well prepared. Teamwork is visible. Project is not compiled up to the mark.

Articulation/ pronunciation/ intonation/ diction /Relevance to the topic (1)			Presentation includes Articulation/ pronunciation/ intonation/ diction /models/diagrams	Articulation/ pronunciation/ intonation/ diction /models/diagrams are not clear. They are irrelevant to the topic
Team Work (1)			Excellent collaboration.	Independent research work and no collaboration.  Tried to adapt the new technology.

## BIOLOGY

Tamil Nadu consistently shows higher industrial performance with stronger growth rates in manufacturing and the overall industrial sector, a larger industrial workforce, and a robust manufacturing base. West Bengal faces challenges related to industrial growth despite specific hubs like Durgapur and Haldia.

1. Highlight the major industrial health hazards in Tamil Nadu and West Bengal.
2. What are the impacts of the growing industrial sectors on the environment?
3. Design a chart by comparing the agricultural practices, soil type and agricultural problems faced by West Bengal and Tamil Nadu.

### **LEARNING OBJECTIVES: -**

Students will be able to:-

1. Understand and explain the health related problems associated with industrialization.
2. Become aware of industrial impact on environment.
3. Compare agricultural output of the above states comparing their industrial development.

**LEARNING OUTCOMES: -**

Students are able to:-

1. Enlist the health related problems associated with industrialization.
2. Become aware of industrial impact on environment.
3. Compare agricultural output of the above states comparing their industrial development.

**Distribution of Responsibility:**

Member 1 and 2 of each group will contribute towards the research and framing the content

Member 3 and 4 of each group will take the responsibility for project representation (written work)

Member 5 of each group will contribute the relevant pictures and

Member 6 of each group will explain the project to the class.

**EVALUATION RUBRICS FOR BIOLOGY:**

CATEGORY	2	1.5	1
Authenticity of the contents (2)	Content is Unique and proper research done on the health related problems associated with industrialization in West Bengal and Tamil Nadu.	Not Unique but the concepts are well explained	Neither unique nor well explained
Submission demonstrates a concise knowledge and understanding of the theme (2)	The submission addresses the requirement in meaningful and relevant way in a compiled project file. Content is well researched, genuine with detailed explanation	The submission addresses the requirement. The information is presented accurately and in a concise manner	The submission somewhat addresses the topic, but not in a cohesive or concise manner
Presentation (2)	Well presented	Average	Sketchy
Creativity and Art Integration (2)	The project presentation and submission is creative, especially as compared with other submissions	The concept in the submission is somewhat creative	The concepts in the submission lacks creativity

## **SUBJECT: MATHEMATICS**

### **TOPIC: COMPARATIVE DATA ANALYSIS OF INDUSTRIES**

#### **Learning Objectives:**

To understand that Mathematics plays a crucial role in industries enabling efficient analysis, modelling, and optimization to compare data between Tamil Nadu, Jammu & Kashmir and West Bengal. This process provides context and deeper insights, enabling informed decision-making, the discovery of hidden patterns, the identification of strengths and weaknesses, and the validation of claims in different industrial fields.

Students will be divided into six groups and each group will work on how mathematics plays an important role in Comparative Data Analysis of Industries between Tamil Nadu, Jammu & Kashmir and West Bengal. While it may seem like a practical or economic concept, there are several **mathematical ideas** that support its planning, modelling, and optimization.

<https://www.pib.gov.in/PressReleaselframePage.aspx?PRID=2003477>

- Bar Graphs comparing **GVA** of different industries of **Tamil Nadu and West Bengal** for different years:

The project has to be done as informed below for each member of the group

#### **1. (Member 1)**

Students can analyse data of the following years for the data of **Mining & Quarrying** and graph it in the form of **double bar** graph according to the following table: [4]

State	2018-2019 (% share of GVA)	2019-2020 (% share of GVA)	2020-2021 (% share of GVA)	2021-2022 (% share of GVA)	2022-2023 (% share of GVA)
Tamil Nadu					
West Bengal					

From the data analysis, which state had better GVA between 2018-2019 and 2022-2023 in the **Mining & Quarrying** Industrial Field? [1]

## 2. (Member 2)

Students can analyse data of the following years for the data of **Manufacturing** and graph it in the form of **double bar** graph according to the following table: [4]

State	2018-2019 (% share of GVA)	2019-2020 (% share of GVA)	2020-2021 (% share of GVA)	2021-2022 (% share of GVA)	2022-2023 (% share of GVA)
Tamil Nadu					
West Bengal					

From the data analysis, which state had better GVA between 2018-2019 and 2022-2023 in the **Manufacturing** Industrial Field? [1]

## 3. (Member 3)

Students can analyse data of the following years for the data of **Agriculture, Livestock, Forestry & Fishing** and graph it in the form of **double bar** graph according to the following table. [4]

State	2018-2019 (% share of GVA)	2019-2020 (% share of GVA)	2020-2021 (% share of GVA)	2021-2022 (% share of GVA)	2022-2023 (% share of GVA)
Jammu & Kashmir					
West Bengal					

From the data analysis, which state had better GVA between 2018-2019 and 2022-2023 in the **Agriculture, Livestock, Forestry & Fishing** Industrial Field. [1]

## 4. (Member 4)

Students can analyse data of the following years for the data of **Electricity, Gas, Water Supply & Other Utility Services** and graph it in the form of **double bar** graph according to the following table: [4]



State	2018-2019 (% share of GVA)	2019-2020 (% share of GVA)	2020-2021 (% share of GVA)	2021-2022 (% share of GVA)	2022-2023 (% share of GVA)
Jammu & Kashmir					
West Bengal					

From the data analysis, which state had better GVA between 2018-2019 and 2022-2023 in the **Electricity, Gas, Water Supply & Other Utility Services** Industrial Field.

#### 5. (Member 5)

Students can analyse data of the following years for the data of **Financial, Real Estate & Professional Services** and graph it in the form of **double bar** graph according to the following table: [4]

State	2018-2019 (% share of GVA)	2019-2020 (% share of GVA)	2020-2021 (% share of GVA)	2021-2022 (% share of GVA)	2022-2023 (% share of GVA)
Jammu & Kashmir					
West Bengal					

From the data analysis, which state had better GVA between 2018-2019 and 2022-2023 in the **Financial, Real Estate & Professional Services** Industrial Field. [1]

#### 6. (Member 6)

Students can analyse data of the following years for the data of **Public Administration, Defence & Other Services\*** and graph it in the form of **double bar** graph according to the following table: [4]

State	2018-2019 (% share of GVA)	2019-2020 (% share of GVA)	2020-2021 (% share of GVA)	2021-2022 (% share of GVA)	2022-2023 (% share of GVA)
Jammu & Kashmir					
West Bengal					

From the data analysis, which state had better GVA between 2018-2019 and 2022-2023 in the **Public Administration, Defence & Other Services\*** Industrial Field. [1]

### **LEARNING OUTCOME:**

While it may seem like a practical or economic concept, students will be able to understand how to plan and analyse sustainable ways of supporting Comparative Data Analysis of various industries between different states

### **RUBRICS FOR MATHEMATICS**

CATEGORY	GREAT WORK (4)	GOOD WORK (3)	SATISFACTORY (2)	COULD BE BETTER (1)
TOPIC CONTENT ACCURACY (4)	Content regarding Comparative Data Analysis of Industries being well explained. All facts are accurate	Content regarding Comparative Data Analysis of Industries well explained 90 – 95% of the facts are accurate	Explanation needs improvement 80 – 89% of the facts are accurate	More points need to be added Less than 80% of the facts are accurate
USE OF MATHEMATICAL TERMS (4)	Use of mathematical terms in the proper way Presentation is free from grammatical errors	Use of few mathematical terms in the proper way The presentation may have one or two grammatical errors	Less use of mathematical terms in the proper way The presentation may have few grammatical errors	No Use of mathematical terms in the proper way There are many grammatical errors
GRAPHICS- FORMULAE (4)	Tables and graphs go well with the text, calculations are correct and there is good mix of text and graphics	Tables and graphs go well with the text , calculations are correct but they are inappropriately sized, too small or hard to read	Tables and graphs go well with the text , but calculations are incorrect they are too few and the project seems text heavy.	There are no graphs or they do not go with the topic.
OVERALL PRESENTATION (4)	The presentation is exceptionally attractive, in terms of design, layout and neatness.	The presentation is attractive, in terms of design, layout and neatness.	The presentation is acceptably attractive, though it may be a bit messy.	The project is distractingly messy or very poorly designed

PROPER COMPARISON FOR ANALYSIS (4)	Comparisons are properly done with the correct formulae	Comparisons are properly done with the correct formulae but all steps are not shown	Comparisons are not properly done and all steps are not shown	Comparisons are not properly done and all steps are not shown. Needs a lot of improvement in terms of presentation and neatness.
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## **SUBJECT: PHYSICS**

### **LEARNING OBJECTIVES:**

To teach the students about the scientists from Tamil Nadu, Jammu Kashmir and West Bengal and their contributions to the advancement in research in Science and Technology since 1947.

The class will be divided into 6 six groups. Name your group serially after the name of some famous scientists given:

A J C Bose, S N Bose, C V Raman, Subrahmanyam Chandrashekar, Rameshwar Nath Koul Bamezai and Preshman Krishan Kaw

#### **For Groups A, B, C**

1. Brief introduction of the Scientist as the group name is assigned.
2. Do a brief research and prepare a collage on a full chart paper to show the contribution of scientists of West Bengal and Tamil Nadu in space technology (two from each state).
3. Show some recent achievement on space research by India through a series of pictures (minimum 5) on the same chart paper.

#### **For Groups D, E and F**

1. Brief introduction of the Scientist as the group name is assigned.
2. Do a brief research and prepare a collage with a full chart paper to show contribution of scientists of West Bengal and Jammu Kashmir in Science and Technology (two from each state).
3. Show some recent achievement on space research by India through a series of pictures (minimum 5) on the same chart paper.

### Distribution of Responsibility

Member 1 and 2 of each group will contribute towards the research and framing the content

Member 3 and 4 of each group will take the responsibility for project (presentation) written work

Member 5 from each group will contribute for relevant pictures

Member 6 will explain the project to the class

### **LEARNING OUTCOMES:**

Students learnt about some prominent scientists of West Bengal, Tamil Nadu and Jammu Kashmir and their contribution to research in science and technology.

### **RUBRICS FOR EVALUATION – Physics**

Parameters	2	1.5	1	0.5
<b>Content (2)</b>	Applicable to Theoretical knowledge and all facts are correct.	Applicable to Theoretical knowledge and all facts are correct. One or two factual errors	Applicable to Theoretical knowledge and all facts are correct. Few factual errors.	Applicable to theoretical knowledge and all facts are not at all relevant to the topic.
<b>Presentation (2)</b>	Excellent document layout, with effective use of colors, text, and images of the scientists	Overall impact of the project is attractive and appealing to the viewers. Students are well prepared. Teamwork is visible. Project is compiled up to the mark.	Overall impact of the project is somewhat appealing to the viewers. Students are well prepared. Teamwork is visible. Project is fairly compiled.	Some attempt has been made to make the presentation appealing to the viewers. Students are well prepared. Teamwork is visible. Project is not compiled up to the mark.

Art Integration- Graphics/ Photographs /Charts/ Relevance to the topic (1)			Presentation includes relevant photographs/ charts/ diagrams. Aesthetically appealing.	Graphics & Chart are not clear. They are irrelevant to the topic
Team Work (1)			Excellent collaboration.	Independent research work with little collaboration.

### **SUBJECT: BIOLOGY**

Tamil Nadu consistently shows higher industrial performance with stronger growth rates in manufacturing and the overall industrial sector, a larger industrial workforce, and a robust manufacturing base. West Bengal faces challenges related to industrial growth despite specific hubs like Durgapur and Haldia.

1. Highlight the major industrial health hazards in Tamil Nadu and West Bengal.
2. What are the impacts of the growing industrial sectors on the environment?
3. Design a chart by comparing the agricultural practices, soil type and agricultural problems faced by West Bengal and Tamil Nadu.

### **LEARNING OBJECTIVES: -**

Students will be able to

1. Understand and explain the health related problems associated with industrialization.
2. Become aware of industrial impact on environment.
3. Compare agricultural output of the above states comparing their industrial development.

### **LEARNING OUTCOMES: -**

Students are able to

1. Enlist the health related problems associated with industrialization.
2. Become aware of industrial impact on environment.
3. Compare agricultural output of the above states comparing their industrial development.

### **EVALUATION RUBRICS FOR BIOLOGY:**

	4x2	4x1.5	4x1
Details of Research on the topic [2]	Content is well researched ,genuine with detailed explanation	Not well researched , but the concepts are well explained	Neither well researched , nor well explained
Presentation [2]	Well presented	Average	Sketchy
Creativity and Art Integration [2]	The concept in submission is creative, especially as compared with other submissions	The concept in the submission is somewhat creative	The concepts in the submission lacks creativity
Ethical impact [2]	Concept well related to life problems	Concept is related to life problems is not well explained.	Lack of problem solving aspect.

### **SUBJECT – HISTORY & CIVICS**

#### **TOPIC – Public Facilities: Rights, Responsibilities and Reality**

**INTRODUCTION-** Public facilities are services provided by the government to ensure that every citizen can live with dignity and security. These include water supply, healthcare, education, transport, electricity, and sanitation. They are called “public” because they are meant for all, not just for those who can pay. However, the availability and quality of these facilities differ from state to state.

This project compares **West Bengal** with either **Tamil Nadu or Jammu and Kashmir**, to analyse how public facilities are provided by the government and accessed by people in the states given.

### **LEARNING OBJECTIVES-**

- To understand the importance of public facilities in everyday life.
- To compare how two states provide basic facilities like water, health, education, electricity, and transport.
- To identify the strengths and challenges in the delivery of these services.
- To reflect on the role of government and citizens in ensuring equal access.

### **METHODOLOGY-**

For this project, the class will be divided into groups. Each group must comprise of six students.

### **GENERAL RULES:**

- Each file must have the name of the project, group member's names and State names, class and section.
- Each student must mention their role in the file before bibliography page.
- Mandatory participation by all members.
- The project must be done in a shoelace file.

### **COMPONENTS OF THE PROJECT:**

- Importance of public facilities in everyday life
- Government Schemes (One from each state)
- Comparative study on any two public facilities (Compare how two states provide the same public facility)
- Collage/Poster on public facilities
- Challenges and solutions
- Short Skit
- Conclusion

### **ROLES OF 6 GROUP MEMBERS:**

Member 1 – Explains the importance of public facilities in everyday life with examples.

Member 2 – Researches and presents one government scheme from each state, explaining objectives and impact (Case study, if any).

Member 3 – Carries out a comparative study of any two facilities (e.g., water, healthcare, education).

Member 4 – Prepares the collage/poster to creatively represent public facilities.

Member 5 – Highlights challenges in access and proposes realistic solutions.

Member 6 – Writes a short skit or role-play showing real-life issues.

All members should equally contribute in writing, drawing, finding pictures and decoration of the file.

### **RESEARCH:**

Students may access government websites to know about the details of schemes introduced to increase accessibility of each facility.

<https://ncert.nic.in/textbook/pdf/hess307.pdf>

<https://swasthyasathi.gov.in/>

[https://cm.wb.gov.in/ncmo/Public/Scheme\\_Master.aspx](https://cm.wb.gov.in/ncmo/Public/Scheme_Master.aspx)

[https://www.tn.gov.in/scheme\\_beneficiary\\_list.php?id=MTk=](https://www.tn.gov.in/scheme_beneficiary_list.php?id=MTk=)

<https://jalshakti.jk.gov.in/jjm.html>

<https://www.myscheme.gov.in/schemes/mlgs>

<https://dhsjammu.jk.gov.in/schemes.php>

### **LEARNING OUTCOME:**

- Students understood how public facilities vary across states.
- They learned to compare data, analyse differences, and suggest improvements.
- They recognized that public facilities are linked to Fundamental Rights of citizens.

### **RUBRICS:**

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Content & Research (3)	Well-researched, accurate facts, clear state-wise examples; covers all public facilities	Mostly accurate, covers most facilities with some examples	Basic information, limited depth, few examples



Comparative Study and Skit (2)	-	Clear, logical comparison of 2 facilities; highlights strengths & challenges; clearly conveys message	Minimal comparison, vague points, limited clarity of message
Creativity & Presentation (2)	-	Neat, visually appealing, collage/poster innovative & well-integrated	Average presentation, lacks creativity
Participation (3)	Equal contribution from all members; roles clearly defined	Most members participated, some roles unclear	Few members active, uneven contribution

## **SUBJECT: COMPUTER EDUCATION**

### **Topic- Smart Tourism with AI: Connecting Tamil Nadu & Jammu & Kashmir**

#### **Learning Objectives**

- Understand how Artificial Intelligence (AI) can be applied in the field of travel and tourism.
- Explore and compare the cultural and geographical tourism features of Tamil Nadu and Jammu & Kashmir.
- Develop a basic understanding of ethical challenges and solutions in AI-assisted travel.
- Collaborate in groups to plan, design, and present an informative and creative project.
- Create a simple AI-powered travel brochure that reflects user preferences and real-world challenges.

#### **Learning Outcomes**

- Students will be able to **identify AI tools** used in travel and tourism.
- Students will be able to **explain tourism attractions** of Tamil Nadu and Jammu & Kashmir.
- Students will be able to **design a brochure** that uses AI concepts for personalized travel.
- Students will demonstrate **teamwork and communication** by working in groups effectively.

- Students will be able to **present challenges** faced by tourists and describe AI-based solutions.
- Students will show **creativity and organization** in arranging information visually on chart paper.

India is a land of diverse landscapes, and Tamil Nadu and Jammu & Kashmir are two shining examples of our cultural and geographical richness - from the serene backwaters and temples in the south to the snow-capped mountains and valleys in the north.

With the help of **Artificial Intelligence (AI)**, we can make travel and tourism smarter, more personalized, and easier for tourists. In this project, we explore how AI can enhance the travel experience between these two incredible states.

### **To-Do:**

The project will be conducted house-wise, with each house divided into two groups. Each group will create a travel brochure customized using AI. Take one chart paper, divide it into two halves, and use each half to design a brochure showcasing one state—Tamil Nadu and Jammu & Kashmir.

1. Front Page (Cover):
  - a) Give a suitable title for the brochure (for ex. AI-Powered Holiday Planner).
  - b) Draw/ Stick an imaginary company logo with name
  - c) Give an imaginary company name
  - d) Provide emergency number
2. Inside Left Panel: Your AI Travel Assistant
  - a) Virtual chatbot for tourist help in various language
  - b) Draw / stick your chatbot
3. Inside Center Panel: "Smart AI Planning"
  - a) Mention major tourist attractions and local food that the tourist will enjoy.
  - b) Mention about the native attires of the state.
4. Inside Right Panel: How Tourists Can Get Benefited Using AI during Travel
  - a) Mention how they can use AI to get recommendation for ideal travel seasons, compare flight fares, or create custom itineraries based on

user preferences.

b) Briefly describe ONE travel challenge that tourists commonly face.

Example: Language Barrier

c) Explain the AI based Solution.

5. Back cover: Mention group details

### **Brochure Task Instructions**

- Odd-numbered members (1, 3, 5) will complete the Front Page and Inside Left Panel, including the title, logo, company name, emergency number, and AI chatbot.
- Even-numbered members (2, 4, 6) will handle the Inside Center and Right Panels, covering tourist spots, food, attire, AI travel benefits, and solutions—while all members will complete the \*Back Cover with group details.

### **Source:**

<https://www.tamilnadutourism.tn.gov.in/>

<https://www.ekashmirtourism.com/>

<https://www.youtube.com/watch?app=desktop&v=pNf9LXwPvA4>

### **Rubrics for Assessment**

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (2)	Poor (1)
<b>1. Clarity of Topic &amp; Objective</b> (5)	Project theme is clearly defined and highly relevant to AI and tourism.	Topic is clear and relevant.	Somewhat clear but lacks strong AI connection.	Topic is vague or off-track from AI-tourism integration.	No clear topic or unrelated content.
<b>2. AI Application Understanding</b> (5)	Shows deep understanding of how AI helps in travel (smart planning, chatbot, etc.)	Shows good understanding with a few strong AI points.	Basic understanding with limited AI explanation.	Minimal understanding ; vague mention of AI.	No understanding of AI shown.

<b>3. Travel Brochure Design: Creativity &amp; Presentation</b> (5)	Extremely well-organized, creative, neat with excellent visuals/decor.	Neat and creative with relevant visuals.	Some visuals used, average layout.	Poor layout and minimal visuals.	Untidy or no creative effort.
<b>4. Teamwork &amp; Participation</b> (5)	All group members actively contributed and participated.	Most members contributed.	Uneven participation; few members active.	Very limited group collaboration.	One or two did all the work.