LAKSHMIPAT SINGHANIA ACADEMY

SESSION (2022-23)

PROJECT PLAN

CLASS- VIII

CHEMISTRY

Conservation and preservation are dual words on the priority list of all environmentalists as well as every aware citizen across the globe. Be it natural resources like water, fuel or living resources of wildlife including plants and animals, judicious usage of every resource is imperative.

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

1. Why do you think fuel conservation is one of our biggest concerns in current times? Give 2 reasons explaining the same with relevant pictures.   1

2. Interview any one person from your neighborhood /family based on the following questionnaire: 2
   i) Name the fuel and approximate amount consumed weekly for transport.
   ii) What step does he/she take to reduce consumption?
   iii) All governments around the world are making a big push for electric cars in an attempt to save precious fossil fuel.Do you think electric cars is a good alternative? Why?
3. Make a small video on: 3
   i) Groups 1,2,3 – Different types of fuels
   ii) Groups 4,5,6 – Conservation of fuels

Learning objectives: Students will be able to

- differentiate between conventional and non-conventional fuels
- know about the benefits of clean fuel
- know about the advantages of harnessing alternative sources of energy.

Learning outcome: Students become conscious about

- conservation of fuel
- harnessing non-conventional sources of energy
- characteristics of an ideal clean fuel.

PHYSICS

1. What do you mean by conventional and non-conventional fuels? Give two examples for each type. 2
2. Raise an awareness campaign through poster/ nukkad natak / puppet show / story board for the following and make a short video on it:
   i) Benefits of using clean fuel.
   ii) Usage of alternative sources of energy to conserve non-renewable sources of energy. 4

   Group 1, 2 and 3 will do the awareness campaign on kitchen fuels.

   Group 4, 5 and 6 will do the awareness campaign on automobile fuels.

Learning objectives: Students will be able to

- differentiate between conventional and non-conventional fuels
- know about the benefits of clean fuel
- know about the advantages of harnessing <u>alternative sources of energy.</u>

<u>Learning outcome:</u> Students become conscious about

- conservation of fuel
- harnessing non-conventional sources of energy
- characteristics of an ideal clean fuel.

<u>BIOLOGY</u>

1. Groups 1,2 and 3 will do an in-depth study on any one National Park/ Wildlife Sanctuary Groups 4,5 and 6 will do the research work on any one Biosphere Reserve to highlight the following :   4
   a) Importance of in-situ conservation
   b) Animals and Plants which are commonly found in the respective protected area and their position in Red Data book.
   c) Two Interesting facts about the studied National Park /Wildlife Sanctuary/ Biosphere Reserve
2. Make a small video on: 4
   iii)   Groups 1,2,3 – Conservation of biodiversity (fauna)
   iv)   Groups 4,5,6 – Conservation of biodiversity (flora)

<u>Learning objectives:</u> Students will be able to –

- Gain knowledge on National parks, Sanctuaries and Biosphere Reserves
- Understand the significance of the red Data Book
- State the importance of conservation

<u>Learning outcome:</u>

- Students become conscious about conservation of the environment
- They are able to differentiate between National parks and Sanctuaries
- Explain the importance of Red Data book.

ENGLISH

THEME- DIGITAL LITERACY

INTEGRATED WITH INFORMATION TECHNOLOGY & ART

Project: To prepare a report for an e-newspaper

A report is a concise piece of writing that uses facts and evidence to look at issues, situations, events or findings. They are informative texts that aim to analyse different topics with a specific purpose and audience in mind. Reports are a form of non-fiction and aim to be as objective as possible.

Task: Imagine yourself to be a reporter, working for the *Digital Times*, an e-newspaper. With reference to the research and presentation of a video done for the Chemistry project, write a report on the same to be published in the latest issue of the *Digital Times.*

The following points need to be kept in mind while compiling the report:

- It should be within 150 words.
- Give a suitable heading.
- Begin with an introductory line.
- Keep the language objective, concise and lucid.
- Sum up with a concluding line.
- Submit it in the form of a PDF.

Marking scheme:

Format: 5 marks,

Content: 10 marks,

Language and accuracy: 5 marks,

Total: 20 marks

Before working on the report, you may read this article to know more about the structure and language.

Method to reduce emissions

AgriCarbon, introduced in 2021, draws on farm-generated data to reward farmers who adopt better farming methods, such as reduced tilling

WENDELL ROELF

On South Africa's Lancewood dairy farm, a GPS-guided tractor spreads cow manure across defined areas where tilling is banned and fertiliser used at a minimum, if at all.

Some 2,500 Jersey cows graze on a selection of plants, from chicory to lucerne (alfalfa), that have been planted for feed variety while helping preserve the soil's nutrients.

Lancewood is among 40 dairy farms where South Africa's first internationally certified carbon programme for the agricultural sector — known as AgriCarbon — is being piloted by Climate Neutral Group (CNG) to help curb greenhouse gas emissions.

Dairy farms have borne the brunt of criticism from environmentalists in the agriculture sector for releasing large quantities of methane and nitrogen that drive climate change.

"That's how we've worked "doing minimal till and reducing our nitrogen on the soil for many, many years and that's how we've reduced our costs on the farm to make the dairy very profitable," Lancewood owner Mark Rubin said on his farm in the Sedgefield area of South Africa's southern Cape region.

Lancewood has, for example, more than halved its nitrogen use per hectare per year in 2022 from 2018, according to a research consultancy.

Nitrogen in fertiliser can convert into

Lancewood dairy farm in South Africa has got itself GPS-guided tractor to spread cow manure in defined areas

nitrous oxide, a harmful greenhouse gas that can linger in the atmosphere for decades and is a better heat trap than carbon dioxide (CO_2).

AgriCarbon, introduced in 2021, draws on farm-generated data to reward farmers who adopt better farming methods, such as reduced tilling. The first verified carbon credits will be sold later this year with a potential 230,000 tonnes up for grabs, targeting mainly European companies, CNG officials said.

The national treasury is eyeing a domestic carbon credit market of 10 to 20 million tonnes of CO2 a year, and has set a baseline price of between 115 rand ($7.97) to 120 rand per tonne for 2022, less than the $15 to $25 potentially on offer for AgriCarbon credits.

"They are attractive on the international market because they are nature-based sequestration credits," said Gray Maguire, carbon project manager at the CNG's South African unit.

CNG is considering similar type initiatives for an estimated 33 million smallholder crop and livestock farmers in sub-Saharan Africa, with potential projects eyed in Malawi, Morocco, Kenya and Zambia, Maguire added.

Poor regulatory frameworks, inadequate financing and technical expertise has seen Africa lagging in adopting Clean Development Mechanism (CDM) projects, with the region accounting for 2.9 per cent of the total number of CDM projects worldwide, United Nations Environmental Programme data shows.

But the tide might turn for Africa after a new global climate deal was clinched in November setting rules for carbon markets.

"There is a reason for optimism for the continent with a lot more focus now on other attributes of the credits (other) than emission reductions, namely sustainable development impacts," Karen Olsen, senior researcher at the UNEP's Copenhagen Climate Centre said.

REUTERS

Learning Objectives:

- think logically and present their ideas sequentially.
- understand the conventions of report writing and include necessary components
- frame their ideas in a concise and lucid manner.
- understand the effectiveness of a report
- present their work creatively

Learning outcome:

The students will have learnt to-

- think logically and present their ideas sequentially.
- understand the conventions of report writing and include necessary components
- frame their ideas in a concise and lucid manner.
- understand the effectiveness of a report
- present their work creatively.

- work in collaboration as a team.

MATHEMATICS

In our daily life we come across many types of data which need to be organised in a proper way. Organising data is also called Data Handling which involves the process of collecting, organizing and presenting the data in such a way that is helpful to analyse and make the conclusion.

The different types of graphical representation are:
Bar graph
Line graph
Pie chart
Pictograph
Scatter plot
Stem and leaf plot

Pie chart is the ideal method of comparing parts of a whole.

Fossil fuels are the largest sources of energy for generation of electricity. Different fossil fuels are used in different areas based on their availability.

Groups 1, 3, 5 will do a research work on **different fossil fuels used in generation of electricity**. Represent the data collected in a pie chart (Pie chart is to be done using digital mode like word, excel etc.).

Besides fossil fuel, renewable resources like Hydro power, solar, Wind, Geo thermal etc. are also used as the source of generation of electricity.

Groups 2, 4, 6 will do a research work on **different renewable sources of energy**. Represent the data collected in a pie chart (Pie chart is to be done using digital mode like word, excel etc.).

Pie charts should be presented with proper data in a tabular form.

Research work should include the following points:

- ❖ Comparison of generation of electricity in India with that of the world.
- ❖ Comparison of generation of electricity in India with that of Asia.
- ❖ Percentage of increase/decrease in generation of electricity in India in last 10 years.
- ❖ Distribution of electric power generation in India – statewise.
- ❖ Comparison of production of thermal electricity, hydro electricity and wind electricity in India.

MARKS DISTRIBUTION

Research work - 10 marks

Pie chart - 10 marks

Learning Objectives:

Students will be able to represent a part – to - whole relationship of a set of data.

<u>Learning Outcome:</u>

Students will learn how to critically read pie charts and use information to perform calculations and make predictions

<u>HINDI 2ND LANGUAGE</u>

<u>विषय :डिजिटल शिक्षा का जीवन में प्रयोग</u>

डिजिटल शिक्षा ने जीवन के नजरिए को पूरी तरह से बदल दिया है । भागदौड़ और व्यस्त रहने वाले जीवन में इसने संजीवनी का काम किया है । अतः विभिन्न आयु वर्ग के किन्हीं पाँच व्यक्तियों का चित्र सहित साक्षात्कार लेते हुए हस्तलिखित पत्रिका बनाएँ, जिन्होंने शिक्षा, बैंक, चिकित्सा, व्यवसाय, कृषि और अन्य किसी महत्वपूर्ण काम में डिजिटल शिक्षा को सहारा बनाया हो।

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 साक्षात्कार पर –10
विषय वस्तु की परख पर – 5

भाषा की उपयुक्तता पर – 5

HISTORY

THEME: DIGITAL LITERACY

TOPIC: DIGITALIZATION IN WOMEN EMPOWERMENT

Several years ago women did not enjoy the social, economic and political rights enjoyed by men in the society. From early nineteenth century, gradually with the effort of social reformers the situation began to change and women began to enjoy all rights in the society equally.

In the present situation, there has been a tremendous increase in use of ICT (Information and Communication Technology) from TV, mobile phones to internet-based technologies in the last two years of COVID-19 pandemic. India too has a vast potential in use of ICT with more than 940 million homes having TV, 1.19 billion people using mobile phones and 445 million having access to the internet.

In spite of this, women in large parts of our country continue to be at a disadvantage because of existing gender inequalities. Digital literacy, too, reflects the gender-gap in the society.

PROJECT FORMAT AND MARKS DISTRIBUTION:-

CONTENT

In the above context, answer the following questions:

1) What do you mean by digital literacy? Identify any two factors which hinder the growth of digital literacy among women in India. 2marks

2) Point out any two major initiatives taken by the government to enhance digital literacy among women. (2)

3) Can you cite any two instances where an Indian woman has made a mark in the field of digital literacy? Identify the state/region of India to which she/they belong. Can you identify which state/ region has the most number of digitally literate women? (2+1+1)

4) Presentation:

Students will be using a digital platform (For example, MS Excel) to depict/ highlight the status/percentage of women who are digitally literate in India/States of India.   (2)

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.

PPT (Maximum 10 slides including index, introduction, reference and bibliography) or Word Document maximum 6 pages.

<u>**LEARNING OBJECTIVE:**</u> Students will learn about

1) Who is a digitally literate person and what is need for being digitally literate?
2) Existing gender gap in the society which hinders digital literacy among women which in turn hinders their growth
3) Role of policy makers as well as citizen initiatives in bridging this gap for the betterment of the society

<u>**LEARNING OUTCOME**</u>: Students will be able to:

1) Develop awareness about a larger social problem which often goes unnoticed as most of them are exposed to the city life where most women around them are digitally literate. They understand that this is only a partial view of the society.
2) They learn how the initiatives by the government as well as the citizens, has brought about a change in the situation.

<u>**Subjects Interrelated: -**</u>

- Geography
- Mathematics

<u>References:</u>

https://wcd.nic.in/sites/default/files/Final%20Report%20Digital%20literacy%2C%20Institute%20of%20Home%20Economics.pdf
Assessing the Impact of Digital Literacy Training for

https://www.defindia.org › uploads › 2021/11 ›

Opportunities and **Challenges** in **Digital Literacy**: **Assessing** the **impact** of **Digital Literacy Training** for. **Empowering Urban Poor Women**. 2. Detailed Contents.

GEOGRAPHY

<mark>Topic: Digitalization in Land Use</mark>

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.

The land is used for agriculture, growing forests, grazing animals, mining, installing industries, and for construction of houses, roads, railways, etc. For sustainable development and prosperity of any country, the proper and wise use of the land is required. Land use depends on the kind of land, its depth, fertility, water retention capacity, available mineral contents, means of transportation, etc. The use of land for agriculture depends on soil type, irrigation facilities, and climate.

PROJECT FORMAT AND MARKS DISTRIBUTION:-

- Content – 1) Why is the land use pattern different in different parts of India? (2 Marks)
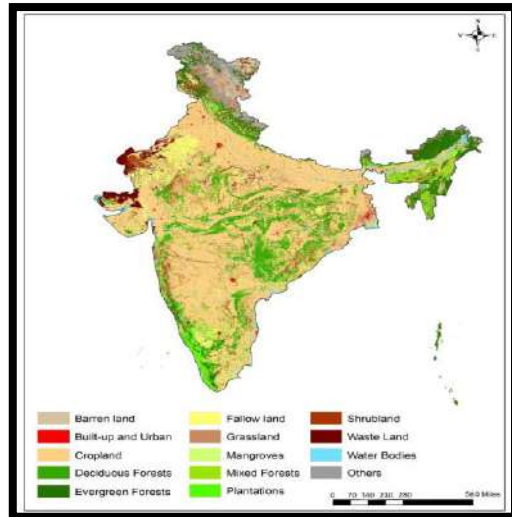
2) How barren land can be converted into cultivable land? Create a video of 2 Minutes to show inputs required for a cultivable land.   (3 marks)

3) Students will be using a digital platform (For example, MS Excel) to depict land Use Pattern in India through a pie chart.   (3 marks)

 Presentation –   (2 Marks)

- **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.**
- **PPT (Maximum 8 slides including index, introduction, reference and bibliography) or Word Document maximum 6 pages.**
- **Data and calculations for the analysis should be presented in Tabular form.**

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(for reference)

https://www.indiawaterportal.org/articles/land-use-map-india-national-institute-hydrology#:~:text=In%20India%2C%20about%2051.09%25%20of,of%20land%20comprises%20up%204.67%25.
http://desagri.gov.in/document-report-category/land-use-statistics-at-a-glance/
https://www.yourarticlelibrary.com/essay/changes-in-patterns-of-land-use-in-india-with-its-classification/42473
https://www.sciencedirect.com/topics/earth-and-planetary-sciences/land-use-change
https://youtu.be/yNIJRQUZnQ4
https://youtu.be/0WNJkBXywMU (How to create Pie charts in MS- Excel.)

COMPUTER EDUCATION

Topic: A research on collaborative digital tool

Learning Objectives:

Will enable students to -
- Acquire knowledge about the components of Digital Literacy.
- Understand how to implement the components through any collaborative digital tool.
- Enhance the creativity and collaborative skill.
- Enhance organizational skill by making a guidebook on digital tool.

Learning Outcome

Students will be able to :
- Gain knowledge about the usage of various components of Digital Literacy.
- Know about the ways of implementing any one digital collaborative skill.
- Apply their creative, collaborative skill and artistic skills to prepare the guidebook.
- Improve the skill of working as a teams.

Digital Literacy-

Digital literacy refers to an individual's ability to find, evaluate, and clearly communicate information through typing and other media on various digital platforms. It is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology.

Components of Digital Literacy -

There are 8 major components:-

   i.   Collaboration.
   ii.   Creativity.
   iii.   Critical thinking and evaluation.
   iv.   Cultural and social understanding.
   v.   Functional skills.
   vi.   Ability to find and select information.
   vii.   Effective communication.
   viii.   E-safety.

Let us consider the first two components, **collaboration and creativity** as our project topic. There are various applications like Google Slides, prezi, padlet, activelylearn etc with which we can work collaboratively and make creative outputs and learn proper use of language too

To Do:-

During vacation time you and your partners are requested to browse through and learn any one such FREE collaborative and creative tool which is best suited for school students of your age. Create an account/Signup to this tool. For testing purposes, to understand the working of this tool, create a shared platform and share your opinions on why digital literacy is needed in current scenario. Use your knowledge gained to do the further tasks.

You have to create a guidebook for that digital tool, so that others can also be benefitted from the same. The guidebook should have the following information.

   i.   Name and Developer of the digital tool you have used/ learnt. Web location of the same.
   ii.   A brief description of the tool. The link of your collaboration.
   iii.   Process of sign up/ creating account.
   iv.   Method of using the tool.
   v.   Two feature you liked about this tool.
   vi.   Two feature you disliked about this tool.

General Instructions:-

   i.   Do a well balanced division of work amongst each other.
   ii.   Add required images to enhance your presentation.
   iii.   Use six (two each) , A4 size white/ coloured sheets to create your guidebook.

iv.   The project will be finalized once the sheets will be stuck on full chart paper in School on the first CE class after vacation.

v.   A proper heading, name of the members, borders are components of your final chart paper.

Marks Distribution:-

Use of technology=4
Research for proper content= 4
Team work =4
Final layout=4
Creativity & Art Integration =4

Resource Links:-

https://read.activelylearn.com/
https://prezi.com/students/
https://en.wikipedia.org/wiki/Digital_literacy

Note: Each team will comprises of 3 consecutive roll numbers. Eg; members of group1 will be Roll number 1, 2, 3.

The last group might have an imbalance which will be adjusted by your subject teacher.

GERMAN 3RD LANGUAGE

Learning objective: Faktenbasierte Landeskunde
(Fact based Cultural studies)

Learning outcome: **Deutsche Geschichte nach dem Zweiten Weltkrieg**
(Post IInd world war, German history)

Theme: Digital Literacy

Integrated with English, History& IT

Instruction: -
• • **Halte einen Vortrag über die Geschichte Deutschlands!**

(Make a presentation on History of Germany).
• • **Zeitraum 1945-1990**

(Time period 1945-1990)
• • Sammel Informationen aus verschiedenen digitalen Medien!

(Collect information from different digital medium)
• • Dies sollte ein Gruppenprojekt sein

(This should be a group project)

- **• Stell die Informationen in einem Video/Film mit relevanten Bildern und Informationen mit Datum** .

(Compile the information in a video/film with relevant pictures and information with date) .

- • Die Präsentation sollte in deutscher Sprache erfolgen

(The presentation should be made in Deutsch)

- • Erwähn die Websites, die zum Sammeln von Daten verwendet wurden!

(Mention the websites which has been used for acquiring data)

- • Einreichen online ❼ **deutschlsa2021@gmail.com**

Marks distribution: -
Research work - 10
Quality of information: - 5
Presentation: - 5

FRENCH (3RD LANGUAGE)

Theme – Littérarie Numérique (Digital Literacy)

Integration with Science and social science

Digital literacy is the ability to navigate our digital world using reading, writing, technical skills and critical thinking. It's using technology like a smart phone, PC and more--- to find, evaluate and communicative information .

Project:

1. Give the name of apps used in online class in school .Give The pictures different apps you have used.
2. What is your experience about the apps you have used?

Use as many French words as possible.
Make the presentation attractive and clear.
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 to engage in a digital economy and improved livelihoods

<u>Learning outcomes</u> :

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

<u>SANSKRIT 3RD LANGUAGE</u>

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. Many individuals from different professions have opted the digital platform to make their life easier. People from different age group, different literacy level started using digital media and welcomed Digital Literacy with open arms.

As a part of your Sanskrit Project

- Mention 5 people from different age bracket whom you saw to use the digital platform in their profession
- Mention the platforms they use
- Take Interviews of any 2 of such personalities with at least 4 exchanges of questions
- Use proper title and pictures
- Label all the pictures properly
- Make a proper Cover

<u>Marks Distribution:</u>

Content- 8
Title and Cover: 2+2
Presentation: 3
Research: 5

<u>Learning Objectives:</u>

- 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

विषय : डिजिटल शिक्षा का जीवन में प्रयोग

डिजिटल साक्षरता वर्तमान परिदृश्य में एक आवश्यक जीवन कौशल है जो जीवन के सभी क्षेत्रों में एक महत्वपूर्ण भूमिका निभा रही है। यह समाज की माँग है। डिजिटल रूप से साक्षर व्यक्ति समाज की बदलती जरूरतों के साथ तालमेल बैठा सकता है।

कोविद महामारी ने हमें इसी डिजिटल साक्षरता के लिए अनुकूल अवसर प्रदान किया है, जिसका कई लोगों ने लाभ भी उठाया है। आप ऐसे किन्हीं तीन व्यक्तियों और उनके अनुभवों की जानकारी इकट्ठा करते हुए उसके आधार पर एक डिजिटल स्टोरीटेलिंग अर्थात् एक वीडियो तैयार कीजिए।

Learning Objective

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

Learning Outcomes

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

Marks distribution (अंक विभाजन (:

डिजिटल स्टोरीटेलिंग (video) के प्रभावी प्रस्तुतीकरण पर-10

विषयवस्तु की परख-5

भाषा की उपयुक्तता पर   - 5

Theme: Digital Literacy

Integration: Hindi 2nd Language, Social Science

Class: VIII   **Total: 20 Marks**

Subject: Bengali 3rd Language

করোনা অতিমারী প্রভাব ফেলেছে সকল মানুষের জীবনে । এর প্রভাবে বদলে গেছে মানুষের সাধারণ জীবন যাপন, কর্ম ধারা, কর্ম পদ্ধতি, শিক্ষা ব্যবস্থা , পঠন পাঠন সবকিছু। আর এই বদলে যাওয়া পরিস্থিতিতে একটি বিষয় আজ সকলের কাছেই অতি পরিচিত হয়ে উঠেছে তা হল ডিজিটাল সাক্ষরতা । কী এই ডিজিটাল সাক্ষরতা? ডিজিটাল সাক্ষরতা হল সেই দক্ষতা যামাদের এই বদলে যাওয়া পরিস্থিতিতে চলতে সাহায্য করে যেখানে প্রতি পদক্ষেপে আমাদের আধুনিক টেকনলজির দ্বারস্থ হতে হয়। এই ডিজিটাল সাক্ষরতা বিষয়টির নিয়ে একটি হাতে লেখা সচিত্র পত্রিকা প্রস্তুত কর , যেখানে থাকবে

❖ ডিজিটাল সাক্ষরতা কী ?
❖ এর কয়েকটি উদাহরণ
❖ শিক্ষাব্যবস্থায় এর ব্যবহার
❖ বর্তমান যুগে এর গুরুত্ব
❖ প্রাসঙ্গিক চিত্র
❖ উপযুক্ত শিরোনাম।

নম্বর বিভাজন :

বিষয়বস্তু – ১০

উপস্থাপনা–৫

সৃজনশীলতা – ৪

শিরোনাম –১

LEARNING OBJECTIVES :

- ❖ নতুন টেকনলজির ব্যবআর 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।

LAKSHMIPAT SINGHANIA ACADEMY

OPEN BOOK PROJECT

TERM -I

2022-23

Theme: Digital Literacy

Integration: Hindi 2nd Language, Social Science

Class: VI   **Total: 20 Marks**

Subject: Bengali 3rd Language

করোনা অতিমারীর প্রভাব থেকে মুক্তি পায় নি কেউ। প্রত্যেক মানুষ কোন না কোন ভাবে প্রভাবিত হয়েছে এই অতিমারীর কারণে। পরিবর্তিত হয়েছে মানুষের জীবন যাত্রা।সে ডাক্তার হোক বা স্বাস্থ্য সেবাকর্মী , সকলেরই পরিবর্তিত হয়েছে কর্ম ধারা, কর্ম পদ্ধতি। এরকম পাঁচটি পেশায় যুক্ত পাঁচজন মানুষের সাক্ষাৎকার নাও যেখানে তারা কিভাবে ডিজিটাল সাক্ষরতার মাধ্যমে তাদের কর্মকান্ড চালিয়ে গেছেন। এই সময় তারা কোন কোন সমস্যার সম্মুখীন হয়েছেন এবং কীভাবেই বা তার সমাধান করেছেন সে বিষয়ে তাদের মতামত রেকর্ড কর।

 ❖ পাঁচজন বিভিন্ন পেশার মানুষের সাক্ষাৎকার গ্রহন করতে হবে। (০.৫X৫=২.৫)
 ❖ সাক্ষাৎকার প্রশ্নোত্তর পদ্ধতিতে নিতে হবে।   (৫X১=৫)
 ❖ সম্পূর্ণ সাক্ষাৎকারটি বাংলা ভাষায় নেওয়া হবে।   (৫X২=১০)
 ❖ সাক্ষাৎকারটির অডিও রেকর্ডকরে জমা দিতে হবে।   (২.৫)

LEARNING OBJECTIVES :

 ❖ নতুন টেকনলজির ব্যবআর 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।