

**LAKSHMIPAT SINGHANIA ACADEMY**

**PROJECT PLAN FOR TERM-2**

**SESSION: (2025-2026)**

**CLASS- IX**

**ENGLISH**

**TOPIC: Indian Folk Music: A cultural journey through the states of West Bengal, Tamil Nadu and Jammu and Kashmir**

**SUBJECTS INTEGRATED WITH: Hindi, Bengali, History, Geography**

**INTRODUCTION**

India, with its vast cultural diversity, is a land where music has always been more than entertainment—it is a way of life, a reflection of heritage, and a bridge between communities. Among the many forms of Indian music, folk music stands out as the voice of the people. Rooted in local traditions, daily life, and rituals, these melodies capture the essence of different regions, celebrating joy, sorrow, devotion, and storytelling.

The Indian states of West Bengal, Tamil Nadu, Jammu and Kashmir boast of a rich tapestry of culture, language and tradition. The diversity of these states is reflected in their rich musical culture.



**STUDENT ACTIVITY**

Students will prepare an album file showcasing 3 traditional folk music forms or instruments each from 3 Indian states (West Bengal, Tamil Nadu and Jammu and Kashmir).

They will:

- ✚ Trace the origin and cultural background of each folk music form.
- ✚ Identify the occasions where these are performed (festivals, rituals, daily life, community gatherings).
- ✚ Describe the instruments involved in creating these musical traditions.
- ✚ Explain the significance in society—spiritual, social, or cultural roles.
- ✚ Include illustrations (drawings/pictures of instruments, performers, festivals).
- ✚ Add audio QR codes (optional) linking to folk performances.
- ✚ Present charts/statistics (e.g., reach, decline, or preservation efforts of folk music).

### **GROUP WORK GUIDELINES**

- ✚ This will be a group activity.
- ✚ The class will be divided into 6 groups.
- ✚ Group 1,2 & 3 would do a comparative study of the cultural journey of West Bengal and Tamil Nadu
- ✚ Group 4, 5 & 6 would do a comparative study of the cultural journey of West Bengal and Jammu and Kashmir.

### **MEMBER RESPONSIBILITIES (GROUP 1,2,3)**

Member 1 & 2 – Research and write about 3 folk music forms/instruments each from West Bengal, Tamil Nadu, trace their origin, cultural background

Member 3 & 4 – Explain their social, spiritual, and cultural significance, occasions where they are performed, collect/draw illustrations of instruments, performers, festivals.

Member 5 & 6 – Design the cover page, index, bibliography, and acknowledgment, compile all materials into the album file (10–12 pages), oral presentation in class.

### **MEMBER RESPONSIBILITIES (GROUP 4,5,6)**

Member 1 & 2 – Research and write about 3 folk music forms/instruments each from West Bengal, Jammu and Kashmir, trace their origin, cultural background

Member 3 & 4 – Explain their social, spiritual, and cultural significance, occasions where they are performed, collect/draw illustrations of instruments, performers, festivals.

Member 5 & 6 – Design the cover page, index, bibliography, and acknowledgment, compile all materials into the album file (10–12 pages), oral presentation in class.

### **PROJECT DETAILS:**

- ✚ It should be presented in a channel file.
- ✚ Should consist of 10-12 pages, with:
- ✚ Cover Page
- ✚ Index
- ✚ Content (comparative study of the epics)
- ✚ Illustrations / charts
- ✚ Bibliography
- ✚ Acknowledgment

### **LINKS:**

- <https://testbook.com/west-bengal-gk/folk-songs-of-west-bengal>
- <https://ftcc.wbicad.in/folk-forms/>
- <https://indianationfirst.in/folk-music-of-jammu-and-kashmir-history-types-and-tradition/>
- <https://indianationfirst.in/famous-traditional-music-instruments-of-jammu-and-kashmir/>
- <https://scope-journal.com/assets/uploads/doc/86ebd-152-171.202317920.pdf>
- <https://www.stranger-fiction.com/the-music-box/the-folk-songs-of-tamil-fishing-communities>
- <https://www.eambalam.com/samaagama/know.php?id=3&subid=26&subsubid=41>
- <https://tamilnadutours.net/tamil-nadu-music-instruments.html>

### **LEARNING OBJECTIVE:**

- ✚ To explore the musical heritage of India and its social and cultural contexts.
- ✚ To practice clarity, coherence, and creativity in composing information.
- ✚ To encourage interdisciplinary learning by integrating music, history, and art.

### **LEARNING OUTCOME:**

- ✚ Awareness of the diversity of Indian folk music traditions and their cultural, social, and religious roles.
- ✚ Development of analytical skills through comparative study of regions.
- ✚ Encouragement of creative documentation (illustrations, music links, statistics).

 Appreciation of India's intangible heritage and its preservation in the modern

### **RUBRICS FOR EVALUATION CLASS IX**

<b>PARAMETERS</b>	<b>5</b>	<b>4</b>	<b>3</b>
<b>Content and Cultural Relevance (5)</b>	Research on folk music forms/ instruments is comprehensive, accurate, and culturally rooted. Origins, occasions, instruments, and significance are well explained with clarity.	Research on folk music forms/ instruments is correct and relevant but lacks depth in cultural background or detail.	Information is superficial, with limited or unclear explanation of origins, instruments, or cultural significance.
<b>Clarity of Thought, Language and Comparative Study (5)</b>	The submission explains similarities and differences between states' folk traditions meaningfully. Information is concise, accurate, and uses clear comparative analysis.	The submission provides comparison and description of folk traditions but with less clarity or limited detail.	The submission attempts comparison but is vague, not well-structured, or lacks accuracy in explaining traditions.
<b>Neatness, Visual Appeal and Folk Illustrations (5)</b>	Album file is well-organized with neat presentation, colorful folk illustrations, charts/statistics, and effective use of QR codes or pictures.	Album file is neat with some illustrations/charts but limited creativity or use of resources.	Album file lacks neatness, contains minimal illustrations, and does not effectively use visuals or charts.
<b>Creativity, Art Integration and Musical Heritage (5)</b>	Presentation integrates art (illustrations, folk motifs, diagrams of instruments) and shows originality in representing musical heritage.	Presentation includes some creativity and art integration but not fully developed.	Presentation lacks creativity and does not integrate art or cultural representation effectively.

#### **MATHEMATICS**

**TOPIC: IMPLEMENTATION OF GREEN ENERGY – WEST BENGAL, TAMIL NADU, JAMMU AND KASHMIR**

**Learning Objectives:**

The implementation of green energy involves replacing traditional fossil fuels with renewable resources like solar, wind, and hydro to generate power, thereby reducing pollution and mitigating climate change. Key steps include developing policies, investing

in renewable technologies, improving infrastructure, and reforming market structures to promote competition and large-scale adoption, thereby resulting in sustainable living.

Students will be divided into six groups. They will work on the study of production of wind energy in West Bengal and Tamil Nadu (Groups 1, 3, 5) and production of hydroelectric power in West Bengal and Jammu and Kashmir (Groups 2, 4, 6).

The following points must be used for the project.

- 1) **Define the Project:** Introduction to green energy and conditions for a place to be suitable for production of Wind Energy or Hydroelectric Power.
- 2) **Mathematical Calculation:** Write the formula to calculate production of wind energy or hydroelectric power. Calculation of production in 2024 using the formula (From the given link).
- 3) **Data Collection and Detailed study:**

Collect data on any one of the major wind energy producing farms in Tamil Nadu and West Bengal and graphical representation of the production over last 5 years.

Members of the group will work according to the following:

- Member 1:** Deciding a major wind energy producing farm from West Bengal and writing the formula to calculate production of wind energy.
- Member 2:** Calculating the production of that farm of West Bengal in 2024 using the formula.
- Member 3:** Graphical representation of its production over last 5 years for West Bengal.
- Member 4:** Deciding a major wind energy producing farm from Tamil Nadu and writing the formula to calculate production of wind energy.
- Member 5:** Calculating the production of that farm of Tamil Nadu in 2024 using the Formula.
- Member 6:** Graphical representation of its production over last 5 years for Tamil Nadu.

OR

Collect data on any one of the major hydroelectric power producing farms in Jammu and Kashmir and West Bengal and graphical representation of the production over last 5 years.

Members of the group will work according to the following:

- Member 1:** Deciding a major hydroelectric power producing farm from West Bengal and writing the formula to calculate production of hydroelectric power.

- Member 2:** Calculating the production of that farm of West Bengal in 2024 using the formula.
- Member 3:** Graphical representation of its production over last 5 years for West Bengal.
- Member 4:** Deciding a major hydroelectric power producing farm from Jammu and Kashmir and writing the formula to calculate production of hydroelectric power.
- Member 5:** Calculating the production of that farm of Jammu and Kashmir in 2024 using the Formula.
- Member 6:** Graphical representation of its production over last 5 years for Jammu and Kashmir.

### Learning Outcome:

Students will be able to research on the present scenario of production of two important green energies in two states of the country.

1)

[https://www.google.com/search?q=wind+energy+production+in+tamil+nadu&rlz=1C1CHZN\\_enIN1082IN1108&oq=wind+energy+production+in+tamil+nadu&gs\\_lcrp=EgZjaHJvbWUqBggAEEUYOziGCAAQRRg7MgsIARAAGA0YExiABDIMCAIQABqFGA0YExgeMgoIAxAAGIAEGKIEMqclBBAAGO8F0gEKMTQwMjlqMGoxNaqCCLACafEFYuMX6HJMsAjxBWLjF-hyTLAI&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=wind+energy+production+in+tamil+nadu&rlz=1C1CHZN_enIN1082IN1108&oq=wind+energy+production+in+tamil+nadu&gs_lcrp=EgZjaHJvbWUqBggAEEUYOziGCAAQRRg7MgsIARAAGA0YExiABDIMCAIQABqFGA0YExgeMgoIAxAAGIAEGKIEMqclBBAAGO8F0gEKMTQwMjlqMGoxNaqCCLACafEFYuMX6HJMsAjxBWLjF-hyTLAI&sourceid=chrome&ie=UTF-8)

<https://www.tasma.in/wind>

<https://www.wbreds.org/wind-energy/>

2)

[https://indiawris.gov.in/wiki/doku.php?id=hydro\\_electric\\_projects\\_in\\_jammu\\_and\\_kashmir](https://indiawris.gov.in/wiki/doku.php?id=hydro_electric_projects_in_jammu_and_kashmir)

[https://indiawris.gov.in/wiki/doku.php?id=hydro\\_electric\\_projects\\_in\\_west\\_bengal](https://indiawris.gov.in/wiki/doku.php?id=hydro_electric_projects_in_west_bengal)

### RUBRICS FOR EVALUATION

CATEGORY	GREAT WORK (4)	GOOD WORK (3)	SATISFACTORY (2)	COULD BE BETTER (1)
TOPIC CONTENT – ACCURACY (4)	Content regarding green energy production well explained. All facts are accurate	Content regarding green energy production 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 AND FORMULAE (4)	Use of mathematical terms and formulae in the proper way. Presentation is free from grammatical errors	Use of few mathematical terms and formulae in the proper way. The presentation may have one or two grammatical errors	Less use of mathematical terms and formulae in the proper way. The presentation may have few grammatical errors	No Use of mathematical terms and formulae in the proper way. There are many grammatical errors
	GRAPHICS-FORMULAE (4)	Tables, Graphs go well with the text calculations are correct and there is good mix of text and graphics	Tables, Graphs go well with the text, calculations are correct but they are inappropriately sized, too small or hard to read	Tables, Graphs go well with the text, but calculations are incorrect they are too few and the project seems text heavy	There are no Tables or 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
	USE OF PROPER FORMULA AND CALCULATIONS (4)	Calculations are properly done with the correct formulae	Calculations are properly done with the correct formulae but all steps are not shown	Calculations are not properly done and all steps are not shown	Calculations are not properly done and all steps are not shown. Needs a lot of improvement in terms of presentation and neatness.

## PHYSICS

### LEARNING OBJECTIVES –

Students will know about Green energy mission taken up by West Bengal and Tamil Nadu. Tamil Nadu is a pioneer in India's green energy sector, leading in wind and solar power, while West Bengal is in the early stages of transitioning its coal-reliant energy mix, focusing on solar, wind, and other renewable sources through various initiatives. The class will be divided into 6 groups. Group 1 to 5 will do a comparative study on the development of green energy sector between West Bengal and Tamil Nadu.

Group 1 on Solar

Group 2 on Wind

Group 3 on Thermal power production

Group 4 on Biogas production

Group 5 on Other Renewable Sources

Group 6 to do the same comparative study between **West Bengal** and **Jammu Kashmir** on any two areas mentioned above.

Mention the names of the pioneer companies in this field with relevant pictures on their working areas.

#### **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.

Project presentation ON FILE PAPERS.

Learning Outcomes - Students will learn about Green energy mission taken by West Bengal and Tamil Nadu.



**RUBRICS FOR EVALUATION**

CATEGORY	1	0.5	0.5
Authenticity of the contents (2)	Content is Unique and proper research done on the energy sector assigned to the group towards Green Energy mission	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. The information is concise and accurate	The submission addresses the requirement. The information is presented accurately and in a concise manner	The submission somewhat addresses the requirement, but not in a cohesive or concise manner
Use of Technology and media (2)	Accesses suggested media and employed technologies accurately	Accesses suggested media and employed technologies adequately with support	Struggled with media and technologies. Struggled with teacher-provide strategies and resources
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

**CHEMISTRY****Food Adulteration in West Bengal and Tamil Nadu: A Comparative Study of Local Foods****LEARNING OBJECTIVES:**

Students will

- Gain knowledge about various food adulterants and their health impacts
- Compare adulterants in food of West Bengal and Tamil Nadu
- Perform experiments to identify food adulterants and write a report

Food Adulteration is a serious issue in both West Bengal and Tamil Nadu, though the \*types of foods\* commonly adulterated differ because of local diets, industries, and cultural habits.

1. Name some staple foods in West Bengal and Tamil Nadu and state the adulterants that are commonly used in these food items.

2. Why do you think food adulteration has become common in these states and list some health impacts due to adulteration?

3. Simple Chemistry Tests to identify adulterants:

1.	Milk adulteration (starch)	Add 2 drops of iodine solution → blue colour indicates starch
2.	Turmeric adulteration (metanil yellow)	Add few drops of concentrated HCl → pink/red colour shows adulteration
3.	Mustard oil adulteration (argemone oil)	Add nitric acid → reddish brown colour indicates presence
4.	Tea:(Sometimes mixed with iron filings)	With magnet
5.	Sugar	With Benedict solution/iodine solution
6.	Coffee (heavy insoluble residue)	Mixing with water

Class will be divided into 6 groups. Each group will test one food item in the laboratory for adulteration and write a report under the following headings:

- Aim
- Materials Required
- Procedure
- Observation
- Conclusion

### **RESPONSIBILITIES FOR MEMBERS OF EACH GROUP**

Member 1– Research on staple foods in West Bengal and Tamil Nadu and the adulterants that are commonly used in these food items

Member 2 – List some health impacts due to adulteration and explain the reason for adulteration of food to become common in the states of West Bengal and Tamil Nadu.

Member 3 and 4- Perform the experiment assigned for their group in the chemistry lab

Member 5 & 6 – Design the cover page, index, bibliography, and acknowledgment, compile all materials into the album file, oral presentation of the project.

**LEARNING OUTCOMES:**

Students were able to:

- Gain knowledge about various food adulterants and their health impacts
- Compare adulterants in food of West Bengal and Tamil Nadu
- Perform experiments to identify food adulterants and write a report

**RUBRICS FOR EVALUATION**

CATEGORY	2	1.5	1
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

**BIOLOGY**

West Bengal's fauna includes different animals in diverse ecosystems. In contrast, Jammu and Kashmir's wildlife features species adapted to high altitudes with many unique species found in its mountains and coniferous forests.

**LEARNING OBJECTIVES:**

Students will

- Gain knowledge about various climatic effect of Kashmir and West Bengal.
- Compare ecological adaptation of West Bengal and Jammu and Kashmir.
- Create a mind map to compare fauna of two. Write a report.

1. How does the contrasting climate of the two states Kashmir and West Bengal affect the fauna?
2. Give the ecological adaptation of any two wildlife species in each of the two states.

3. Design a pictorial mind map on the fauna of West Bengal (Groups 1,2 and 3) and Jammu and Kashmir (Groups 4,5 and 6)

**LEARNING OUTCOMES:**

Students were able to:

- Gain knowledge about various climatic adversity of the two states Jammu and Kashmir and West Bengal.
- Compare the ecological adaptations of the two states
- Applying the knowledge to make a mind map on fauna of the two states.

**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.

**RUBRICS FOR EVALUATION**

	CATEGORY	2	1.5	1
	Authenticity of the contents (2)	Content is Unique and proper research done on the fauna of West Bengal and Jammu and Kashmir	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

## **SOCIAL SCIENCE**

### **ALIGNED WITH CBSE PROJECT TOPIC**

### **SUBJECT – ECONOMICS**

### **TOPIC – FOOD SECURITY AND ITS CHALLENGES**

Food security is crucial for India as it ensures access to sufficient, safe, and nutritious food for all citizens, impacting public health, economic stability, and social equity. Food security is the availability of food and the access to it by people. It means that people have enough food to eat all year round and that the food is safe and nutritious. This SURVEY aims to provide a comprehensive overview of the Food Security in India (specifically in **WEST BENGAL, TAMIL NADU and JAMMU & KASHMIR**) and its challenges and opportunities because according to the World Food Programme, 195 million people in India are undernourished and 43% of children in India are chronically undernourished. India ranks 68 out of 113 major countries in terms of the Global food security index 2022.

**LEARNING OBJECTIVE:** At a time when the West Bengal government has started a major public outreach campaign, Duare Sarkar, a survey on the issue of hunger and food security by the Right to Food Campaign will be conducted to measure the food situation in the State. Through this project, students will gain not just theoretical knowledge of food security but also firsthand insight into its impact on people's lives. They will learn to link government initiatives with lived experiences, develop empathy for families facing hunger,

value the role of community and public support systems and reflect critically on how access to food influences dignity, equality, and overall well-being.

**METHODOLOGY- For this project/survey, students will work in groups of 6 to 7 and each team member will take each set of questions to compile and conduct survey for FIVE households. Each group must contain six to seven students.**

They will conduct surveys using the provided questionnaire in selected households or communities, record responses, and then compile the data systematically. **The surveys will be conducted within WEST BENGAL, and the Case Studies will be taken either from TAMIL NADU OR JAMMU AND KASHMIR.** The collected information will be coded into numerical form, analysed to calculate food insecurity and dietary diversity scores, and represented through charts and graphs. Finally, groups will present their findings in class.

All students should participate in the field survey and contribute to data collection, analysis, and presentation. The entire project must be handwritten in a shoelace file. Filled in survey sheets with the following questionnaire must be attached in the file.

#### QUESTIONNAIRE:

##### **Household Demographics**

- How many people live in your household?
- What is the primary source of income for your household? How much income per person?
- Do you own or rent your home?

##### **Food Access & Availability**

- In the past 30 days, did your household worry about not having enough food?
- Have you had to skip meals or reduce portion sizes due to lack of food?
- How often do you purchase food from local markets versus grow your own?

##### ☐ **Dietary Diversity**

- In the past 7 days, how many days did your household consume:
  - Vegetables?
  - Pulses or legumes?
  - Dairy products?
  - Meat or fish?
  - Fruits?
- Do you feel your household consumes a balanced diet?

##### **Coping Strategies**

- What do you do when there is not enough food? (Select all that apply)
  - Borrow food or money
  - Reduce meal size
  - Skip meals

- Send household members to eat elsewhere
- Rely on less preferred or cheaper foods

### **Food Stability**

- Have you experienced seasonal food shortages in the past year?
- Has your household been affected by drought, flood, or other climate-related events that impacted food availability?

### ☐ **Child & Maternal Nutrition (if applicable)**

- Has any child under 5 in your household experienced weight loss or stunting?
- Do pregnant or lactating women in your household receive any nutritional supplements?

### ☐ **Government & NGO Support**

- Are you enrolled in any food assistance programs (e.g., PDS, ICDS, Mid-Day Meal Scheme)?
- How often do you receive rations or benefits?
- Are the provided quantities and quality sufficient?

## **Food Security Survey – India**

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_ **Enumerator Name:** \_\_\_\_\_

### **Section A: Household Information**

1. Name of Respondent: \_\_\_\_\_
2. Age: \_\_\_\_\_ Gender: ☐ Male ☐ Female ☐ Other
3. Number of household members: \_\_\_\_\_
4. Primary source of income: ☐ Agriculture ☐ Daily wage ☐ Salaried job ☐ Business ☐ Other: \_\_\_\_\_
5. Monthly household income (approx.): ₹ \_\_\_\_\_
6. Type of dwelling: ☐ Owned ☐ Rented ☐ Temporary ☐ Other: \_\_\_\_\_

### **Section B: Food Access & Availability**

7. In the past 30 days, did your household worry about not having enough food? ☐ Never ☐ Rarely ☐ Sometimes ☐ Often
8. Did you or any member skip meals due to lack of food? ☐ Yes ☐ No
9. How often do you purchase food from the market? ☐ Daily ☐ Weekly ☐ Monthly ☐ Rarely

10. Do you grow any food at home or on farmland? ☐ Yes ☐ No If yes, what type:

\_\_\_\_\_

### Section C: Dietary Diversity (Past 7 Days)

11. How many days did your household consume the following?

Food Group	Days Consumed (0–7)
Rice/Wheat	_____
Vegetables	_____
Pulses/Legumes	_____
Dairy (Milk, Curd)	_____
Meat/Fish/Eggs	_____
Fruits	_____

### Section D: Coping Strategies

12. When food is scarce, what does your household do? (Tick all that apply) ☐  
Reduce meal size ☐ Skip meals ☐ Borrow food or money ☐ Eat less preferred foods ☐ Send children to eat elsewhere ☐ Other: \_\_\_\_\_

### Section E: Stability & Shocks

13. Has your household faced food shortages due to: ☐ Drought ☐ Flood ☐ Job loss ☐ Price hike ☐ Other: \_\_\_\_\_

14. Do you receive any government food support (e.g., PDS, ICDS)? ☐ Yes ☐ No  
If yes, specify: \_\_\_\_\_

### Section F: Child & Maternal Nutrition (If Applicable)

15. Number of children under 5: \_\_\_\_\_

16. Any signs of undernutrition (e.g., thinness, stunting)? ☐ Yes ☐ No ☐ Don't know

17. Do pregnant/lactating women receive supplements? ☐ Yes ☐ No ☐ Not applicable

### QUESTIONS TO BE ASKED DURING SURVEY

#### ☐ Food Access & Availability

- In the past 30 days, did you worry about not having enough food?
- Was there ever no food at all in your household due to lack of resources?
- Did you or any household member go to sleep hungry because there wasn't enough food?
- How often do you buy food from the market versus grow your own?

#### ☐ Dietary Diversity



- In the past 7 days, how many days did your household consume:
  - Cereals (rice, wheat)
  - Pulses (dal, beans)
  - Vegetables
  - Fruits
  - Dairy (milk, curd)
  - Meat, fish, or eggs
- Do you feel your household consumes a balanced diet?

#### ☐ **Coping Strategies**

- When food is scarce, what do you do? (Tick all that apply)
  - Reduce meal size
  - Skip meals
  - Borrow food or money
  - Eat less preferred foods
  - Send children to eat elsewhere

#### **Economic & Environmental Shocks**

- Has your household faced food shortages due to:
  - Drought or flood
  - Job loss
  - Price hikes
  - Illness or death of a breadwinner

#### ☐ **Child & Maternal Nutrition**

- Are there children under 5 in your household?
- Have they experienced weight loss or stunting?
- Do pregnant or lactating women receive supplements or special foods?

#### ☐ **Government & NGO Support**

- Are you enrolled in any food assistance programs (e.g., PDS, ICDS, Mid-Day Meal)?
- How often do you receive rations or benefits?
- Are the provided quantities and quality sufficient?

### **How Survey Responses Will Become Statistical Data in the survey report -**

#### **Examples**

##### **1. Quantify Responses**

- Convert qualitative answers into numerical codes. Example:
  - “Never” = 0
  - “Rarely” = 1
  - “Sometimes” = 2

- “Often” = 3
- Dietary diversity scores can be calculated by counting the number of food groups consumed over 7 days.

## 2. Create Indicators

- **Food Insecurity Score:** Based on frequency of worry, meal skipping, and hunger.
- **Dietary Diversity Index:** Number of different food groups consumed.
- **Coping Strategy Index:** Weighted score based on severity and frequency of coping behaviors.

## 3. Analyze Trends

Calculate averages, medians, and standard deviations.

- Compare regions, income groups, or seasons.
- Identify correlations (e.g., between income and food access).

## 4. Visualize the Data

- Charts, graphs, and heat maps can show:
  - Which areas are most food insecure?
  - Which coping strategies are most common?
  - How dietary diversity changes over time.

## 5. Inform Policy & Action

- Statistical summaries help NGOs, governments, and researchers:
  - Target interventions.
  - Allocate resources.
  - Monitor progress over time.

### ☐ Example Insight

“In West Bengal, 42% of surveyed households reported skipping meals at least once in the past month, with rural areas showing higher rates than urban zones.”

### Food Security Survey Data Template

Household ID	Location	Income (₹)	HH Size	Worried About Food (0–3)	Skipped Meals (Y/N)	Diet Diversity Score (0–7)	Coping Score (0–10)	Govt Support (Y/N)	Child Undernutrition (Y/N)
HH001	Rajarhat	8500	5	2	Y	4	6	Y	N
HH002	Rajarhat	12000	3	1	N	6	2	N	Y
HH003	Rajarhat	6000	6	3	Y	2	8	Y	Y

## 🔍 How to Use This Format

- **Household ID:** Assign a unique code to each household.
- **Location:** Village, block, or district name.
- **Income:** Monthly household income.
- **HH Size:** Number of people in the household.
- **Worried About Food:** Use a scale (0 = Never, 3 = Often).
- **Skipped Meals:** Yes or No.
- **Diet Diversity Score:** Count of food groups consumed in past 7 days.
- **Coping Score:** Assign weights to coping strategies and total them.
- **Govt Support:** Whether they receive food aid (Yes/No).
- **Child Undernutrition:** Based on observation or reported signs.

**LEARNING OUTCOME:** This project will teach students how to conduct field-based research, work collaboratively, and analyse real-world issues. They will develop skills in data collection, interpretation, and presentation while also gaining a deeper understanding of the challenges of food security in India. By connecting survey findings with government schemes, students will understand both the strengths and gaps in public outreach. The process will help them develop analytical and communication skills, but more importantly, it will encourage them to reflect on dignity, equality, and social justice, inspiring them to think as responsible citizens who can contribute to change.

**DISTRIBUTION OF MARKS/RUBRICS FOR EVALUATION** (As per CBSE guidelines):

1. Content, accuracy and originality – 10 marks
2. Competencies exhibited – 5 marks
3. Presentation – 5 marks

## **ALIGNED WITH CBSE PROJECT TOPIC**

### **SUBJECT : GEOGRAPHY**

**TOPIC: “Natural Vegetation and Wildlife”**

**SUB TOPIC: Wildlife**



The wildlife in India consists of the variety of plants (flora) and animals (fauna) living in a geographic area and working together to form a chain of life. In India nearly 7-8% of all plant and animal species are found. The only country in the world that has both lions and tigers in India. Some species of deer such as Indian Bison, Nilgai, Chausingha, and Gazel are found in India has a variety of species and living things because of its different and favorable geographical factors. India is the home to about 7.6% of mammals, 14.7% of amphibians, 6% of birds, 6.2% of reptiles, and 6.0% of flowering plant species. India's forest lands nurture about 500 species of mammals and 2000+ bird species.. India hosts 4 biodiversity hotspots: the Himalayas, the Western Ghats, the Indo-Burma region and the Sundaland. These hotspots have numerous endemic species. As India is home to many rare and vulnerable animal species, a wildlife sanctuary in India has been set up to keep the animals safe and to protect them from any harm.

**PROJECT FORMAT:**

- ✓ Projects need to be done in groups.
- ✓ Support the project with relevant pictures.
- ✓ Students will create a **lap-book**.

The class will be divided into 6 groups.

Each group is assigned a specific case study related to wildlife conservation, flora and fauna, and government initiatives.

Students will provide a brief report on the **CASE STUDY** assigned to them. **(80 Words)**.

**The CASE STUDY must include –**

Location & Background.  
Causes of Threat.  
Consequences of the Threats.  
Role of Local Community.  
Governmental Mitigation Measures.  
Conclusion / Way Forward.

In an outline political map of India, mark any two National park/Biosphere reserve/Wildlife reserves of - Tamil Nadu and West Bengal (Group 1, 2, 3), Jammu & Kashmir and West Bengal (4, 5, 6).

**Group 1: Mudumalai Tiger Reserve\*\* – Part of the Nilgiri Biosphere Reserve**

**Group 2: Gulf of Mannar Marine National Park**

**Group 3: Vedanthangal Bird Sanctuary**

**Group 4: Dachigam National Park.**

**Group 5: Hemis National Park (Ladakh region).**

**Group 6: Overa-Aru Wildlife Sanctuary.**

**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 **WRITTEN** and **MAP WORK**.
- Member 5 of each group will contribute the **RELEVANT PICTURES** and **PRESENTATION. (Lap Book)**
- Member 6 (if any) will assist member 5.

**Note: If any group has 6 or more members, they will assist member 5.**

**Subject Integration:** Biology, Environmental Science, Art, English, Statistics, Zoology, and Mathematics.

**LEARNING OBJECTIVES:**

- \* To create awareness about the rich biodiversity of India.
- \* To understand the importance of wildlife conservation in sustaining life.
- \* To realize our moral responsibility in preserving the ecosystem.
- \* To research India's wildlife and natural habitats in depth.
- \* To study government initiatives and protection measures for conservation.
- \* To learn the value of coexisting with nature harmoniously.
- \* To recognize the need for maintaining ecological balance for the well-being of all species, including humans.

**LEARNING OUTCOMES:**

1. Knowledge of India's Biodiversity and awareness of conservation Efforts.
2. Students will develop moral values related to environmental ethics, understanding their role in preventing the destruction of nature.
3. Students will enhance their ability to work in teams, research case studies, and present findings effectively.
4. Students will improve their geographical knowledge by identifying and marking key wildlife habitats and conservation areas on the map.
5. Critical Thinking- Students will analyze the impact of human activities on ecosystems and suggest solutions for better environmental protection.

6. By embodying these moral values, students will not only become better environmental stewards but also grow into responsible global citizens with a deep sense of compassion, respect, and responsibility for the world around them.

**LINKS:**

- <https://data-flair.training/blogs/natural-vegetation-and-wildlife-of-india/>
- <https://en.wikipedia.org/wiki/Wildlife#:~:text=Wildlife%20refers%20to%20undomesticated%20animal,be%20found%20in%20all%20ecosystems.>
- NCERT BOOK

**RUBRICS FOR EVALUATION**

CATEGORY	4	3	2	1
Content (4)	Applicable to Theoretical knowledge and all facts are correct.  Map work done perfectly.	Applicable to Theoretical knowledge and all facts are correct. One or two factual errors.  Map work done but not shaded/coloured correctly.	Applicable to Theoretical knowledge and all facts are correct. Few factual errors.  Map work not shaded correctly. All states are not marked.	Applicable to theoretical knowledge and all facts are not at all relevant to the topic.  Map is missing.
Presentation (3)	-	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.

	Graphics/Photographs/Charts/Relevance to the topic and Team Work (3)	-	<p>Presentation includes relevant photographs/ charts/ Maps/ model/diagrams are correct/relevant to the topics.</p> <p>Independent research work and collaboration shown by the team members. Tried to adapt the new technology.</p>	<p>Presentation includes relevant photographs/ charts/ Maps/ model/diagrams are partially correct/relevant to the topics. Team work shows communication gap.</p>	<p>Graphics / Chart /models are not clear. They are irrelevant to the topic. No group coordination shown.</p>	
--	---	---	--	--	---	--

ARTIFICIAL INTELLIGENCE	<p><b><u>Topic- Generative Artificial Intelligence</u></b></p> <p><b><u>LEARNING OBJECTIVES:</u></b></p> <p>Students will learn to:</p> <ol style="list-style-type: none"> <li>Define Generative Artificial Intelligence (AI)</li> <li>Identify and describe different types of Generative AI</li> <li>Analyze the historical development (timeline) of Generative AI</li> <li>Demonstrate the use of at least two Generative AI tools</li> <li>Critically evaluate the ethical considerations</li> </ol> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p>After completing the tutorial, students will be able to:</p> <ol style="list-style-type: none"> <li>Explain the core concept of Generative AI</li> <li>List and describe major types of Generative AI</li> <li>Illustrate the evolution of Generative AI</li> <li>Use at least one Generative AI tool to create content</li> <li>Discuss the ethical implications of Generative AI</li> </ol> <p><b><u>To Do:-</u></b></p> <p>Make a digital tutorial on the topic <u>Generative Artificial Intelligence</u>. The tutorial must the cover the following in brief:-</p> <ol style="list-style-type: none"> <li>Introduction of Generative AI</li> <li>Differentiate between Generative AI vs Conventional AI</li> <li>Types of Generative AI.</li> <li>Timeline of Generative AI</li> <li>Benefits of Generative AI</li> <li>Limitations of Generative AI</li> </ol>					
-------------------------	--	--	--	--	--	--

- vii. TWO popular Free Generative AI tools each under various fields (text, video, audio and so on). Use at least one or two of these tools and give screen shots.
- viii. Add a digital poster/ mind map on Responsible Use of Generative AI - to sensitize about the ethical considerations of using Generative AI and potential negative impact on society. (take help of Generative tools)
- ix. Q and A section to summarise the tutorial
- x. Each team will be presenting their project in class, after the submission date is over.

### **General Instructions:-**

- i. Form a team of two members roll number wise. (Same team as you work in lab)
- ii. Use a free collaborative digital application, so that working simultaneously becomes seamless.
- iii. Bring your email, id and password if you have to for logging into your application. (Avoid two step verification)
- iv. Add a title page - topic, members names, subject, class sec etc.
- v. Save the project as Names\_GenAI in any readable format and submit to the location as asked by your teacher.
- vi. This is a chapter from your text book, hence content is preferably to be used from text book.
- vii. This project will also be added in Part C section of your portfolio.

### **Source:**

[https://cbseacademic.nic.in/web\\_material/Curriculum25/publication/secondary/417\\_AI\\_Handbook\\_Class9.pdf](https://cbseacademic.nic.in/web_material/Curriculum25/publication/secondary/417_AI_Handbook_Class9.pdf)  
[www.canva.com/dream-lab](https://www.canva.com/dream-lab)  
<https://gemini.google.com/>  
<https://chatgpt.com/>  
<https://www.artbreeder.com/>

### **RUBRICS FOR EVALUATION**

Criteria	5 - Excellent	4 - Good	3 - Satisfactory	2 - Needs Improvement	1 - Incomplete
1. Content Coverage (5)	Covers all 10 required sections clearly, including examples, tools, and poster/mind map. Information is accurate and concise.	Covers most sections with clear and mostly accurate content. Minor details missing.	Covers some sections but lacks detail or clarity in parts. Some inaccuracies.	Covers few sections; lacks depth, clarity, or relevance. Many errors present.	Very minimal or missing content. Most sections not addressed.
2. Use of Tools & Screenshots (5)	At least 2 Generative AI tools are used	At least 1–2 tools are used with	Only 1 tool used or screenshots	Tool usage is minimal,	No use of tools or evidence of their usage.



		and documented with relevant screenshots. Tools are applied meaningfully.	screenshots. Demonstrates good understanding.	are unclear/misleading. Moderate application.	poorly explained, or lacks screenshots.	
	3. Creativity & Visual Appeal (5)	Highly creative tutorial with strong visuals, design elements, and clear organization. Mind map/poster is visually engaging.	Visually clear and organized. Poster/mind map is included and relevant.	Average layout and visuals. Poster or mind map included but basic.	Minimal effort in design or visual structure. Poster/mind map lacks clarity.	No creativity or visual elements. Poster/mind map missing.
	4. Ethical Considerations (5)	Responsible use of AI is well explained with insightful points on societal impact.	Ethical use is discussed with some relevant considerations.	Ethical points are touched upon but not developed in depth.	Ethics mentioned vaguely or briefly.	No discussion on ethical considerations.

## **SUBJECT- HINDI**

### **CLASS - IX**

**विषय- बंगाल, कश्मीर और तमिलनाडु के संगीत: विविधता में एकता का प्रतीक**

बंगाल, कश्मीर और तमिलनाडु- ये तीनों क्षेत्र संगीत की विविध विधाओं में समृद्ध हैं। यद्यपि इनकी शैलियाँ भिन्न हैं, फिर भी इन सभी में भक्ति, आध्यात्म, प्रेम और मानवता का साझा संदेश मिलता है। कश्मीर की वाख और सूफी संगीत, बंगाल का बाउल और कीर्तन, तथा तमिलनाडु के भक्ति पद - ये सभी न केवल मनोरंजन करते हैं, बल्कि आध्यात्मिक जागरण और सामाजिक एकता को भी प्रोत्साहित करते हैं। इन क्षेत्रों के संगीत में शास्त्रीय राग-रागिनियों का सुंदर समावेश और गहन सांस्कृतिक विरासत झलकती है। साहित्यकारों और संगीतज्ञों ने इन परंपराओं को जीवित रखने में महत्वपूर्ण भूमिका निभाई है। वाख, बाउल, और भक्ति पदों में क्रमशः सूफी संतों, लोक साधुओं और आलवार-नयनार संतों की रचनाएँ शामिल हैं, जो भाषा और संस्कृति के अनुरूप ढलकर भी प्रेम, भक्ति और मानवता का संदेश देती हैं।

अतः बंगाल के साथ कश्मीर या तमिलनाडु की साहित्य एवं संगीत साधना पर एक सचित्र पत्रिका तैयार करें, जिसमें इन क्षेत्रों की प्रमुख संगीत परंपराओं, योगदानकर्ताओं और उनके सांस्कृतिक महत्व का अवश्य उल्लेख हो।

### **आवश्यक निर्देश:**

**प्रत्येक कक्षा को 6 समूहों में विभाजित किया जाएगा।**

**समूह- 1,2,3 - पश्चिम बंगाल और तमिलनाडु विषय पर काम करेंगे ।**

**समूह- 4,5,6 - पश्चिम बंगाल और जम्मू कश्मीर विषय पर काम करेंगे ।**

### **छात्र गतिविधि (Student Activity)**

**छात्रों को एक सचित्र पत्रिका तैयार करनी होगी, जिसमें बंगाल, कश्मीर और तमिलनाडु के संगीत को दर्शाया जाएगा।**

**छात्रों को निम्नलिखित बिंदुओं पर कार्य करना होगा:**

1. प्रत्येक क्षेत्र की प्रमुख संगीत परंपराओं का परिचय दें:

- कश्मीर – वाख, सूफी संगीत
- बंगाल – बाउल, कीर्तन
- तमिलनाडु – भक्ति-पद, तेवरम्, कर्नाटक संगीत

2. संगीत की सांस्कृतिक और आध्यात्मिक पृष्ठभूमि समझाएँ –
  - संगीत किस भावना से जुड़ा है: भक्ति, प्रेम, सूफीवाद या सामाजिक संदेश
3. भाषा और शैली की क्षेत्रीय विशेषताएँ दर्शाएँ –
  - किस भाषा में गीत लिखी गई है?
  - गीतों की शैली क्या है? (लय, गायन पद्धति, वाद्ययंत्र आदि)
  - किन परंपराओं से जुड़े हैं? (जैसे लोक संगीत, मंदिर संगीत, दरबारी संगीत आदि)
4. प्रमुख रचनाकारों और संतों की जानकारी दें –
  - जैसे: लल्लुद (कश्मीर), रवींद्रनाथ टैगोर / बाउल साधु (बंगाल), नम्मालवार (तमिलनाडु)
5. यह समझाएँ कि इन परंपराओं को किस प्रकार जीवित रखा गया –
  - मौखिक परंपरा, लोक गायन, उत्सव, मंदिरों या सूफी दरगाहों में संगीत कार्यक्रमों के माध्यम से
6. चित्र और दृश्य सामग्री शामिल करें-जैसे कि:
  - संगीत प्रस्तुति की तस्वीरें
  - वाद्य यंत्रों के चित्र
  - लोक गायकों, मंदिर गायक, सूफी कलाकारों के चित्र
  - पारंपरिक वेशभूषा या नृत्य-रूप से संबंधित चित्र
7. 'विविधता में एकता' का संदेश स्पष्ट करें:
  - यह दिखाएँ कि भले ही भाषा, शैली और परंपरा अलग हो, फिर भी इन सभी संगीत विधाओं में भक्ति, प्रेम और मानवता का समान संदेश है।

### **परियोजना विवरण (Project Details):**

1. परियोजना को **चैनल फाइल** (Channel File) में प्रस्तुत किया जाए।
2. इसमें **10 से 12 पृष्ठ** होने चाहिए, जिनमें निम्नलिखित भाग शामिल हों:
  - **आवरण पृष्ठ (Cover Page)**
  - **अनुक्रमणिका (Index)**
  - **विषयवस्तु (Content)**

बंगाल, कश्मीर और तमिलनाडु के संगीत का तुलनात्मक अध्ययन

- **चित्रण / चार्ट (Illustrations / Charts)**

संबंधित चित्र, रेखांकन, समयरेखा

- **ग्रंथ सूची (Bibliography)**

जिन स्रोतों से जानकारी ली गई हो, उनका उल्लेख

- **आभार प्रकट (Acknowledgment)**

जिन व्यक्तियों या स्रोतों से सहायता प्राप्त हुई हो, उनका धन्यवाद

### **प्रत्येक समूह का कार्य-विभाजन (6 छात्र- छात्राओं का समूह)**

#### **1. शोधकर्ता (Researcher)**

- इंटरनेट, पुस्तकें, पत्र-पत्रिकाएँ आदि स्रोतों से विश्वसनीय जानकारी एकत्र करेंगे ।
- बंगाल: बाउल, कीर्तन, रवीन्द्र संगीत
- कश्मीर: वाख, सूफी संगीत (ललद्यद, अमीर खुसरो, आदि)
- तमिलनाडु: आलवार-नयनार संतों के भक्ति पद
- इन क्षेत्रों के प्रमुख संगीतज्ञ/संत और उनकी सांस्कृतिक भूमिका

#### **2. लेखक (Writer)**

- शोधकर्ता द्वारा दी गई जानकारी को सरल, स्पष्ट और आकर्षक भाषा में प्रस्तुत करेंगे ।
- विषयवस्तु को 1-2 पन्नों के लेख में रूपांतरित करेंगे ।
- भाषा में भावनात्मकता व तथ्यों का संतुलन बनाए रखेंगे।

#### **3. चित्र/फोटो संग्राहक (Photo Collector)**

- वाद्ययंत्र, कलाकार, संत, गायन चित्र आदि
- इंटरनेट से डाउनलोड या पत्रिकाओं से कटआउट
- फोटो स्रोतों का ध्यान
- पत्रिका की विषयवस्तु से मेल खाते चित्रों का चयन करेंगे।

#### **4. रेखाचित्रकार/डिज़ाइनर (Illustrator/Designer)**

- बॉर्डर डिज़ाइन, शीर्षक सजावट, रंग संयोजन आदि का कार्य करेंगे।
- संपूर्ण पत्रिका को आकर्षक और सुंदर रूप देने में सहयोग करेंगे ।

## **5. प्रस्तुतकर्ता / संपादक (Presenter / Editor)**

- तैयार की गई सामग्री को स्वच्छ व सुंदर लेखन में कॉपी करेंगे
- व्याकरण, वर्तनी व भाषा की अशुद्धियों को सुधार कर अंतिम रूप देंगे।
- पूरे प्रोजेक्ट की गुणवत्ता की अंतिम जाँच करेंगे।

## **6. संयोजक (Coordinator)**

- समूह के सभी सदस्यों के कार्यों को समन्वयित करेंगे।
- समय-सीमा के अनुसार कार्यों का वितरण और निगरानी करेंगे।
- पूरी पत्रिका को क्रमवार रूप से संयोजित कर फाइल में प्रस्तुत करेंगे।

## **संदर्भ सूची**

1. भारतीय संगीत का इतिहास – डॉ. रघुवीर पाठक
2. बाउल संगीत और बंगाल की लोक परंपरा – संदीप चौधरी
3. तमिल भक्ति आंदोलन और कर्नाटिक संगीत – डॉ. एस. रामनाथन
4. कश्मीर का सूफी साहित्य और वाख परंपरा – प्रो. गुलाम नबी खयाल

## **LEARNING OBJECTIVE: (अधिगम उद्देश्य)**

- भारत की क्षेत्रीय संगीत परंपराओं की विविधता को समझेंगे, विशेषकर बंगाल, कश्मीर और तमिलनाडु के संदर्भ में।
- संगीत, भक्ति और साहित्य के आपसी संबंध को पहचान सकेंगे।
- सूफी, भक्ति और लोक परंपराओं की सांस्कृतिक, ऐतिहासिक और सामाजिक भूमिका का अध्ययन करेंगे।
- भाषा, शैली और अभिव्यक्ति के क्षेत्रीय भेदों को समझकर उनकी तुलना कर सकेंगे।
- रचनात्मक कार्य, जैसे लेखन, चित्रांकन, और प्रस्तुतिकरण में भाग लेंगे, जिससे उनकी अभिव्यक्ति क्षमता विकसित होगी।

## **LEARNING OUTCOME:** (अधिगम परिणाम)

- कश्मीर की वाख, बंगाल के बाउल और तमिलनाडु के भक्ति पदों की प्रमुख विशेषताओं का वर्णन कर सकेंगे।
- यह स्पष्ट कर सकेंगे कि इन संगीत विधाओं में भक्ति, प्रेम और मानवता का साझा संदेश कैसे समाहित है।
- यह पहचान सकेंगे कि विभिन्न क्षेत्रों की भाषाएँ, संस्कृति और संगीत शैलियाँ किस प्रकार आपसी एकता को प्रोत्साहित करती हैं।
- संगीत परंपराओं को संरक्षित रखने में संतों, साधकों, साहित्यकारों और लोक कलाकारों की भूमिका को समझ पाएँगे।
- एक सचित्र पत्रिका के रूप में अपनी रचनात्मकता को अभिव्यक्त कर सकेंगे, जिसमें जानकारी, चित्र और सजावट समाहित हो।
- कक्षा या समूह के सामने आत्मविश्वास से अपनी प्रस्तुति दे सकेंगे और साथियों के विचारों को भी सम्मानपूर्वक सुन सकेंगे।

### **RUBRICS FOR CLASS- IX**

मानदंड	5	4	3	2
विषय की गहराई एवं प्रासंगिकता (5)	विषय का पूर्ण विश्लेषण; सभी क्षेत्रीय संगीत विधाओं का सटीक और गहन विवरण।	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 स्पष्ट नहीं है।
संगीत परंपराओं का वर्णन (5)	वाख, बाउल, कीर्तन, भक्ति पद आदि का स्पष्टीकरण एवं तुलनात्मक विश्लेषण।	प्रमुख परंपराओं का वर्णन सटीक एवं स्पष्ट है।	कुछ संगीत परंपराओं का सतही उल्लेख किया गया है।	संगीत परंपराओं का उल्लेख न के बराबर है।
चित्र संकलन एवं तकनीक इंटरनेट संसाधनों का रचनात्मक प्रयोग	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए ग्राफिक्स, इंटरनेट	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए ग्राफिक्स, इंटरनेट	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए ग्राफिक्स, इंटरनेट	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए ग्राफिक्स, इंटरनेट संसाधनों,

(5)	संसाधनों, तस्वीरों का अच्छा उपयोग।	संसाधनों, तस्वीरों का कुछ उपयोग।	संसाधनों, तस्वीरों का कम उपयोग।	तस्वीरों का उपयोग नहीं किया गया।
भाषा का प्रयोग/ समग्र प्रस्तुति (5)	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण-विन्यास एवं विराम चिह्न संबंधी त्रुटियाँ न होना। सहज एवं बोधगम्य भाषा का उपयुक्त प्रयोग। परियोजना का समग्र प्रभाव रोचक और आकर्षक।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण-विन्यास एवं विराम चिह्न संबंधी कुछ ही त्रुटियों के अलावा परियोजना का समग्र प्रभाव रोचक और आकर्षक।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण-विन्यास एवं विराम चिह्न संबंधी त्रुटियों के कारण भाषा की उपयुक्तता का अभाव पाया जाना। परियोजना की समग्र प्रस्तुति को आकर्षक बनाने के लिए कुछ ही प्रयास किया गया।	प्रस्तुतीकरण में वाक्य-विन्यास, वर्ण-विन्यास एवं विराम चिह्न संबंधी त्रुटियों के कारण विषयानुसार भाषा का प्रयोग न हो पाना। समग्र प्रस्तुति को रोचक बनाने के लिए विद्यार्थी ने किसी प्रकार का प्रयास नहीं किया।

## LAKSHMIPAT SINGHANIA ACADEMY

### PROJECT PLAN ( TERM - II)

2025-26

**TOPIC : Traditional Music of West Bengali & Tamil Nadu**

**Integrated with Hindi & English**

**CLASS- IX**

**SUBJECT : BENGALI 2ND LANGUAGE**

**FULL MARKS -20**

**পরিয়ोजनाকার্যের উদ্দেশ্য:**

- পশ্চিমবঙ্গের প্রচলিত লোকসঙ্গীত সম্পর্কে ধারণা লাভ করা।
- তামিলনাড়ুর প্রচলিত লোকসঙ্গীত সম্পর্কে ধারণা লাভ করা।
- উভয় রাজ্যের লোকসঙ্গীতের মধ্যকার মিল ও অমিল সম্পর্কে ধারণা লাভ করা।
- লোকসঙ্গীতের মধ্য দিয়ে উভয়রাজ্যের ঐতিহ্য, পরম্পরা ও ভৌগোলিক বৈশিষ্ট্য সম্পর্কে অবহিত হওয়া।

সঙ্গীত শুধুমাত্র অনুভূতির প্রকাশই নয়। বিভিন্ন রাজ্যে প্রচলিত বিভিন্ন সঙ্গীত সেখানকার স্থানীয় লোক সংস্কৃতি, পরম্পরা, ভৌগোলিক বৈশিষ্ট্যের পরিচয় বহন করে। পশ্চিমবঙ্গের বিভিন্ন লোকসঙ্গীত যেমন এরাজ্যের পরিচয় বহন করে ঠিক তেমনি তামিলনাড়ুর প্রচলিত লোকসঙ্গীতও সেই রাজ্যের সংস্কৃতি, পরম্পরা ও ঐতিহ্যের পরিচায়ক। পশ্চিমবঙ্গ ও তামিল নাড়ু এই দুই রাজ্যের লোকসঙ্গীত ও তার তথ্যগত পরিচয় সম্বলিত একটি সচিত্র পত্রিকা তৈরি কর যাতে থাকবে

- পশ্চিমবঙ্গের চারটি লোকসঙ্গীতের পরিচয়
- তামিলনাড়ুর চারটি লোকসঙ্গীতের পরিচয়
- উভয়রাজ্যের লোকসঙ্গীতের মধ্যে মিল ও অমিল
- লোকসঙ্গীতের গুরুত্ব
  - ❖ ১ নং সদস্য পশ্চিমবঙ্গের চারটি লোকসঙ্গীতের বিষয়ে লিখবে।
  - ❖ ২নং সদস্য তামিলনাড়ুর চারটি লোকসঙ্গীতের বিষয়ে লিখবে।
  - ❖ ৩নং সদস্য উভয়রাজ্যের লোকসঙ্গীতের মধ্যে মিল ও অমিল সম্পর্কে লিখবে।
  - ❖ ৪নং সদস্য লোকসঙ্গীতের গুরুত্ব সম্পর্কে লিখবে।



### পরিয়োজনা কার্যের কাঙ্ক্ষিত ফলাফল:

প্রকল্পটি সম্পন্ন করার মধ্য দিয়ে শিক্ষার্থীরা পশ্চিমবঙ্গ ও তামিলনাড়ু এই দুই রাজ্যের লোকসঙ্গীত সম্পর্কে ধারণা লাভ করবে। লোকসঙ্গীতের মধ্য দিয়ে ফুটে ওঠা দুই রাজ্যের সংস্কৃতি, পরম্পরা, ঐতিহ্য ও ভৌগোলিক বৈশিষ্ট্যের পরিচয় লাভ করবে। উভয় রাজ্যের লোকসঙ্গীতের তুলনামূলক ব্যাখ্যা বিশ্লেষণ শিক্ষার্থীদের যুক্তি, বিশ্লেষণ ক্ষমতা ও সর্বোপরি সৃজনশীলতার বিকাশে সহায়তা করবে।

### RUBRIC:

দক্ষতা	4	3	2	1
বিষয়বস্তু ( 4 Marks )	সকল বিষয়ে সঠিকভাবে লেখা হবে এবং প্রতিটি ক্ষেত্র পৃথকভাবে উল্লেখিত হবে।	প্রতিটি বিষয়ের উল্লেখ থাকলেও তথ্যের অপ্রতুলতা	প্রয়োজনীয় প্রতিটি ক্ষেত্রের উল্লেখের অভাব।	অসম্পূর্ণ কাজ।
গবেষণা ( 4 Marks )	প্রতিটি ক্ষেত্রের যথাযথ তথ্যের উল্লেখ।	কোন একটি বা দুটি ক্ষেত্রে তথ্যের অপ্রতুলতা।	প্রতিটি ক্ষেত্রেই তথ্যের অভাব।	ভুল তথ্য প্রদান
সৃজনশীলতা ( 4 Marks )	বিষয়বস্তুর সাথে সমতা বজায় রেখে মৌলিক চিন্তার প্রকাশ	বিষয়বস্তুর সাথে সমতা থাকলেও মৌলিকতার অভাব।	বিষয়বস্তুর সাথে সামঞ্জস্যহীন	শিরোনামের অনুপস্থিতি
শিল্পকলার প্রয়োগ ( 4 Marks )	পরিচ্ছন্ন ও উপযুক্ত প্রচ্ছদ, উপযুক্ত শিল্প ভাবনা	উপযুক্ত প্রচ্ছদ থাকলেও সৃজনশীলতার অভাব	উপযুক্ত প্রচ্ছদের অভাব	প্রচ্ছদের অনুপস্থিতি
উপস্থাপনা ( 4 Marks )	নিখুঁত, উপযুক্ত উপস্থাপনা	উপস্থাপনা কার্যে আত্মবিশ্বাসের অভাব	উপস্থাপনা কার্যে উপযুক্ত শব্দ চয়নের অভাব	উপস্থাপনা কার্যে ভুলের বাহ্যিক