

**LAKSHMIPAT SINGHANIA ACADEMY**

**OPEN BOOK PROJECT**

**SESSION: 2025 – 2026**

**TERM: 2**

**CLASS - IV**

**THEME: WEST BENGAL – JAMMU AND KASHMIR**

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

**ENGLISH****CLASS: IV****FULL MARKS: 20****INSTRUCTIONS**

- Use light coloured fabriano sheets to make the project file.
- Refer to the internet for extra information, but write the matter in your own words.
- Include suitable pictures/ drawings wherever needed.

**THEME: West Bengal and Jammu and Kashmir****LEARNING OBJECTIVES:**

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

- gather relevant information about the two states and appreciate their rich and diverse cultural heritage that each of the two states takes pride in
- collate the most significant details needed to make a travel journal
- augment their creative writing and aesthetic skills
- enhance their collaborative skills while working in a group

India is a land of diverse cultures, traditions and customs. Each state has its own language, each city has its own monument, each town has its own method of recreation and each home has its own story. Wherever you travel in this vast country, there is always something new to discover and learn.

Jammu and Kashmir, often called the 'Paradise on Earth', is known for its breathtaking snow-capped mountains, lush valleys and sparkling lakes. Nestled amid the Himalayas, Jammu and Kashmir is not just a geographical marvel but also a haven of cultural treasures. Its culture is as multi-dimensional as that of West Bengal. Together, these two states reflect the diversity and richness of India's cultural heritage.



**WHAT YOU NEED TO DO:**

The class will be divided into 5 groups. Each group will do the project as given below.

**Imagine that you had visited Jammu and Kashmir during the summer holidays. After your return, you decide to write a Travel Journal.**

A travel journal is a written account of your travel experiences, a place to record what you want to remember and capture memories of your trips. It is like a little treasure box of memories which would help you to look back and reflect upon your experiences and relive some of the best moments of the trip.

Your **Travel Journal** must include the following aspects:

- ✓ A **cover page with a heading** of your choice.
- ✓ **Before the Trip:**
  - + Mention the duration of your trip to Jammu and Kashmir.
  - + Why were you looking forward to the trip?
- ✓ **During the Trip:**
  - + What kind of weather did you experience in Jammu and Kashmir?
  - + Write about at least 4 tourist spots that you visited there.
  - + Write about the people you met there – the dress they wear, the language they speak, the festivals they celebrate, etc.
  - + Write about any one local food and drink you tried during your visit.
- ✓ **Reflections about the Trip:**
  - + Which is your most favourite memory of your visit to Jammu and Kashmir?
  - + Mention any three aspects that make Jammu and Kashmir different from West Bengal. (You may write about the dress/ food habits/ festivals/ music and dance forms/ art and handicrafts, etc.)
- ✓ **Mini Pictionary:**
  - + Create a mini Pictionary of five Kashmiri words you have learnt, along with their meanings and suitable drawings.
- ✓ **Creative Representation:**
  - + Design a page dedicated to 'If I Could Speak...'. Think of any two things that are distinctly associated with Jammu and Kashmir. Imagine they have the power of speech. What would they want to tell us? Support it with suitable drawings.

You may refer to the links provided for your research.

<https://www.jkonline.in/guide/art-and-culture-of-jammu-kashmir>

<https://www.jkonline.in/guide/art-and-culture-of-jammu-kashmir>

<https://www.westbengalonline.in/guide/culture-of-west-bengal>

<https://caleidoscope.in/art-culture/culture-of-west-bengal-2>

**LEARNING OUTCOME**

At the end of the project, students should be able to create a travel journal based on their research, develop creative writing and aesthetic skills and express themselves in grammatically correct sentences.

**RUBRIC**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content – Accuracy and Research</b>	The travel journal is factually accurate and reflects exhaustive research work.	The travel journal meets the requirement partially and reflects considerable research work.	The travel journal is not too factually accurate. It reflects a fair amount of research work.	The travel journal lacks necessary details and shows little or no research work.
<b>Incorporation of all elements in the Travel Journal</b>	All necessary elements have been included meticulously, following the guidelines given.	Almost all necessary elements have been included, but one or two points have been left out.	Some necessary elements are missing and few details are incomplete.	Quite a few details are missing, thereby making the travel journal quite sketchy in nature.
<b>Writing Skill – use of vocabulary, grammar and spellings</b>	The writing matter is lucid displaying good use of vocabulary and almost negligible grammatical and spelling errors.	The writing matter is quite easy to read with more or less good use of vocabulary and a few grammatical and spelling errors.	The writing matter is flawed, with limited use of vocabulary and some grammatical and spelling errors.	The writing matter is totally incorrect, with extremely limited use of vocabulary and plenty of grammatical and spelling errors.
<b>Art Integration</b>	The travel journal is phenomenally creative and artistic in its appeal. The illustrations used are relevant.	The travel journal is quite creative and artistic in its appeal. The illustrations are moderately relevant.	The travel journal is average in its creative and artistic appeal. The illustrations are relevant to some extent.	The travel journal shows lack of creative and artistic appeal. The illustrations are not relevant at all.
<b>Individual Contribution and Overall Presentation</b>	All the team members have participated actively and contributed well. The project is exceptionally neat in its overall presentation.	All the team members have participated well but at times did not follow the suggestions of others. The project is neatly presented and the layout of the project is more or less fine.	All the team members have participated well but at times displayed disharmony amongst themselves. The project is somewhat neat in its presentation.	All the team members failed to work harmoniously. The project is untidy in its presentation and lacks a proper layout.

**Class-IV**  
**Subject-Hindi 2<sup>nd</sup> Language**

**F.M. 20**

**TOPIC-पश्चिम बंगाल एवं कश्मीर**

**उद्देश्य (OBJECTIVES)**

- कल्पनाशीलता का विकास
- रचनात्मकता का विकास
- भाषा शैली का विकास
- व्यावहारिक ज्ञान का विकास
- भाषिक क्षमता और वैचारिक क्षमता का विकास
- देश के उज्ज्वल व गौरवशाली अतीत से परिचय
- पत्रिका निर्माण की प्रक्रिया और महत्व से परिचय
- विद्यार्थी पश्चिम बंगाल एवं कश्मीर की कला एवं संस्कृति से परिचित होंगे।
- प्रस्तुति द्वारा मौखिक अभिव्यक्ति में सक्षम होंगे।



जम्मू कश्मीर और पश्चिम बंगाल दोनों भारत के समृद्ध कला और सांस्कृतिक विरासत के महत्वपूर्ण केंद्र हैं, हालांकि उनकी विशिष्टताएँ भिन्न हैं। कश्मीर की 'कश्मीरियत' संस्कृति में हिंदू, बौद्ध, सिख और मुस्लिम परंपराओं का मिश्रण है, जो अपनी सुंदर हस्तकलाओं जैसे पश्मीना शॉल, लकड़ी की नक्काशी, और कालीन बुनाई के लिए जानी जाती है। वहीं, पश्चिम बंगाल की संस्कृति साहित्य, संगीत, कला, और रंगमंच के लिए प्रसिद्ध है, जिसमें बंगाली भाषा, मछली और चावल आधारित भोजन, और त्योहारों का विशेष स्थान है। अतः इन्हीं विशिष्टताओं को दर्शाते हुए परियोजना कार्य को पूर्ण करें।

➤ **परियोजना कार्य से संबंधित सामान्य निर्देश - (सामूहिक कार्य)**

✓ परियोजना के लिए आवश्यकतानुसार A4 साइज पन्नों अथवा Fabriano sheet का इस्तेमाल करें।

✓ सहायता हेतु निम्नलिखित लिंक्स को देख सकते हैं-

I) [https://youtu.be/h8etph5Xk\\_4](https://youtu.be/h8etph5Xk_4)

II) <https://youtu.be/9266q51IRLk>

क) कल्पना करें कि आप एक पर्यटक हैं और आपको घूमना बेहद पसंद हैं। अपनी खोजों के आधार पर पश्चिम बंगाल और कश्मीर पर आधारित एक ऐसी पत्रिका (MAGAZINE) तैयार करें जिसमें दोनों राज्यों की कला एवं संस्कृति का दर्शन हो सके एवं दोनों के महत्व को समझा जा सके।

अ) पत्रिका (MAGAZINE) में निम्नलिखित बिंदुओं का समावेश अवश्य हो -

क) विद्यार्थी अपनी एक पत्रिका बनाएंगे और उसको एक नाम देंगे।

ख) प्रथम पृष्ठ की आकर्षक प्रस्तुति (COVER PAGE)

ग) प्रमुख पर्यटन स्थल(घूमने की जगह-कोई दो), स्थानीय भोजन(उस राज्य का मुख्य खाना- कोई दो), प्रमुख त्योहार(कोई दो)(चित्र सहित)

घ) कश्मीर के डल झील और कोलकाता के रवींद्र सरोवर झील की विशेषता चित्र सहित( 2 से 3 बुलेट्स पॉइंट्स में)

ङ) दार्जिलिंग के चाय बगान एवं कश्मीर के ट्यूलिप बगान की विशेषता को चार से पाँच बिंदुओं में लिखेंगे। (चित्र सहित)

च) दोनों राज्यों की विशेषता को दर्शाता दो नारा (स्लोगन) भी लिखेंगे।

छ) प्रस्तुति एवं भाषा पर विशेष ध्यान दें।

ब) सांस्कृतिक झाँकी की प्रस्तुति-विद्यार्थी पश्चिम बंगाल और जम्मू कश्मीर राज्य में से किसी एक राज्य की सांस्कृतिक झाँकी को समूह में प्रस्तुत करेंगे। इस प्रस्तुति में समूह के सभी सदस्यों की भागीदारी अनिवार्य है।

झाँकी में निम्नलिखित विषयों का समावेश अवश्य हो-

क) राज्य का नाम, स्थानीय भाषा एवं वेशभूषा

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

ग) कलात्मक विशेषताएँ(कोई दो)

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

#### LEARNING OUTCOMES (अधिगम प्रतिफल)

इस परियोजना कार्य के माध्यम से विद्यार्थी पश्चिम बंगाल एवं कश्मीर की कला एवं संस्कृति से परिचित हुए, उनके संरक्षण के प्रति जागरूक हुए, खोजों की महत्ता एवं प्रक्रिया को समझने में, मानव देश के विकास के लिए कला एवं संस्कृति की आवश्यकता तथा पत्रिका बनाने की प्रक्रिया को सीखने में सक्षम हुए।

#### RUBRICS FOR CLASS 4 HINDI PROJECT(UT\_3)

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

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



Class-IV  
Subject-Bengali 2<sup>nd</sup> Language

F.M. 20

## TOPIC- পশ্চিমবঙ্গ ও জম্মু ও কাশ্মীর

### উদ্দেশ্য (OBJECTIVES)

- কল্পনাশক্তির বিকাশ
- সৃজনশীলতার বিকাশ
- ভাষাশৈলীর বিকাশ
- ব্যবহারিক জ্ঞানের বিকাশ
- ভাষাগত দক্ষতা এবং আদর্শিক দক্ষতার বিকাশ
- দেশের উজ্জ্বল ও গৌরবময় অতীতের সাথে পরিচিতি
- পত্রিকা প্রকাশের প্রক্রিয়া এবং গুরুত্বের সাথে পরিচিতি
- শিক্ষার্থীরা পশ্চিমবঙ্গ এবং কাশ্মীরের শিল্প ও সংস্কৃতির সাথে পরিচিত হবে।
- উপস্থাপনার মাধ্যমে মৌখিকভাবে নিজেদের প্রকাশ করতে সক্ষম হবে।



কাশ্মীর এবং বাংলা উভয়ই ভারতের সমৃদ্ধ শিল্প ও সাংস্কৃতিক ঐতিহ্যের গুরুত্বপূর্ণ কেন্দ্র, যদিও তাদের বিশেষত্ব ভিন্ন। কাশ্মীরের 'কাশ্মীরিয়ত' সংস্কৃতি হিন্দু, বৌদ্ধ, শিখ এবং মুসলিম ঐতিহ্যের মিশ্রণ, এবং পশমিনা শাল, কাঠ খোদাই এবং কার্পেট বুননের মতো সুন্দর হস্তশিল্পের জন্য পরিচিত। অন্যদিকে, পশ্চিমবঙ্গের সংস্কৃতি সাহিত্য, সঙ্গীত, শিল্প এবং থিয়েটারের জন্য বিখ্যাত, যেখানে বাংলা ভাষা, মাছ এবং ভাত-ভিত্তিক খাবার এবং উৎসবগুলির একটি বিশেষ স্থান রয়েছে। তাই এই বিশেষত্বগুলি তুলে ধরে প্রকল্পের কাজটি সম্পূর্ণ করো।

➤ প্রকল্পের কাজের জন্য সাধারণ নির্দেশাবলী - (দলগত কাজ)

- ✓ প্রকল্পের জন্য প্রয়োজন অনুসারে A4 আকারের পৃষ্ঠা বা ফ্যাব্রিয়ানো শিট ব্যবহার করো।

কল্পনা করো যে তুমি একজন পর্যটক এবং ভ্রমণ করতে ভালোবাস। তোমার গবেষণার ভিত্তিতে, পশ্চিমবঙ্গ এবং কাশ্মীরের উপর ভিত্তি করে একটি ম্যাগাজিন তৈরি করো যেখানে উভয় রাজ্যের শিল্প ও সংস্কৃতি দেখা যাবে এবং উভয়ের গুরুত্ব বোঝা যাবে।

❖ পত্রিকা নির্মাণ (MAGAZINE) এতে নিম্নলিখিত বিষয়গুলি অন্তর্ভুক্ত থাকতে হবে -

ক) শিক্ষার্থীরা তাদের নিজস্ব পত্রিকা তৈরি করবে এবং এর একটি নাম দেবে। প্রথম পৃষ্ঠার আকর্ষণীয় উপস্থাপনা। (COVER PAGE)

খ) প্রধান পর্যটন স্থান (যেকোনো দুটি), স্থানীয় খাবার (যেকোনো দুটি), প্রধান উৎসব (যেকোনো দুটি), নাম এবং ছবি সহ।

গ) কাশ্মীরের ডাল হ্রদ এবং কলকাতার রবীন্দ্র সরোবর হ্রদ এবং দার্জিলিংয়ের চা বাগান এবং কাশ্মীরের টিউলিপ বাগানের নানা ছবি লাগাও।

ঘ) দার্জিলিংয়ের চা বাগান এবং কাশ্মীরের টিউলিপ বাগানের বিশেষত্ব চার থেকে পাঁচটি পয়েন্টে লিখবে। (ছবি সহ)

ঙ) দুটি স্লোগানও লিখবে যেখানে উভয় রাজ্যের বিশেষত্ব তুলে ধরা হবে।

চ) উপস্থাপনা এবং ভাষার প্রতি বিশেষ মনোযোগ দাও।

❖ সাংস্কৃতিক উপস্থাপনা

**নিম্নলিখিত বিষয়গুলি অন্তর্ভুক্ত করতে হবে-**

ক) রাজ্যের নাম, স্থানীয় ভাষা এবং পোশাক

খ) রঙিন অনুষ্ঠান- শিক্ষার্থীদের সেই রাজ্যের ঐতিহ্যবাহী নৃত্য বা গান পরিবেশন করতে হবে।

গ) শৈল্পিক বৈশিষ্ট্য (যেকোনো দুটি)

ঘ) সেই রাজ্যের কোন দুটি জিনিস পছন্দ হয়েছে এবং কেন ?

**LEARNING OUTCOMES (কাঙ্ক্ষিত ফলাফল)**

এই প্রকল্পের কাজের মাধ্যমে, শিক্ষার্থীরা পশ্চিমবঙ্গ ও কাশ্মীরের শিল্প ও সংস্কৃতির সাথে পরিচিত হবে, তাদের সংরক্ষণ সম্পর্কে সচেতন হবে, মানব জাতির উন্নয়নের জন্য শিল্প ও সংস্কৃতির প্রয়োজনীয়তা বুঝতে এবং একটি পত্রিকা তৈরির প্রক্রিয়া শিখতে সক্ষম হবে।

**Evaluation Rubric (2025-2026)**

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

**MATHEMATICS****CLASS – IV****F.M. 20**

**WEST BENGAL – JAMMU AND KASHMIR**  
**A MATH-ART JOURNEY THROUGH TWO STATES**

**LEARNING OBJECTIVES**

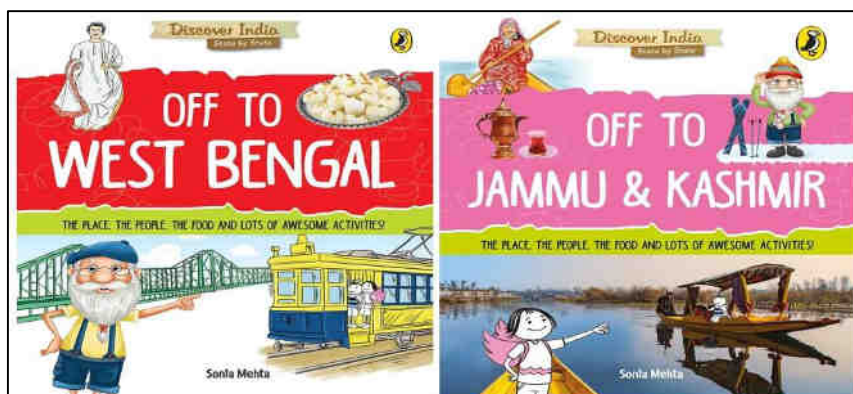
Through this project, students will be able to:

- Appreciate the art work in both the states.
- Identify and apply patterns in a weaving structure by correctly interlacing vertical and horizontal strips.
- Make connections between paper weaving and real-life craft traditions.
- Experiment with creative patterns and personal styles within the weaving structure.
- Explore cultural significance of weaving in traditional crafts from different parts of India or the world.
- Integrate vocabulary such as pattern and texture.
- Recognize symmetrical figures in both mathematical shapes and real-life objects.
- Apply symmetry in practical tasks (e.g., art, design, or patterns).
- Solve the sums on fractions based on the activity.

Materials needed for each group-

- a) Quarter of a chart paper – 1 (any dark colour)
- b) Strips of chart paper / fabriano sheet – yellow (4 strips), red (3 strips), blue (2 strips) size of each strip = 25 cm x 1.5 cm
- c) Poster colours
- d) Paint brush
- e) Water bowl
- f) Colour pencils and stationery

West Bengal, located in Eastern India, and Jammu and Kashmir, in Northern India, differ significantly in their geography, climate, and culture. West Bengal boasts fertile plains and a rich literary tradition, while Jammu and Kashmir features high altitudes, mountains, and a distinct culture centered on horticulture and traditional crafts. Economically, both states rely on agriculture and tourism, but the specific products differ, with West Bengal known for its diverse industries and Jammu and Kashmir for its temperate fruit and saffron cultivation.



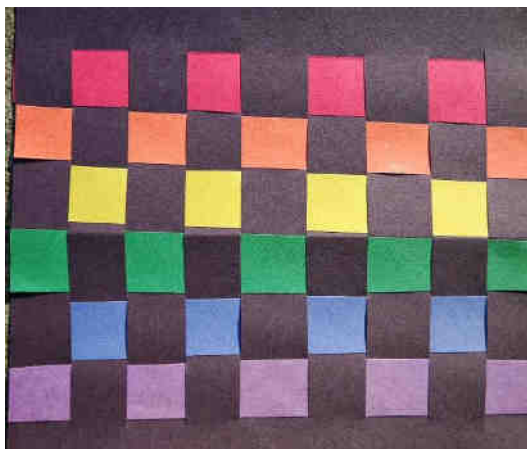
### Jammu and Kashmir

It is known for its breathtaking landscapes and rich cultural heritage, offers many opportunities to explore mathematical concepts in real-world scenarios. From analyzing population data to calculating distances across its mountainous terrain, this project aims to blend the beauty of this region with the power of mathematics.

Mat weaving is one of the traditional crafts in Kashmir, reflecting the region's rich cultural heritage. These woven mats have been used for a variety of purposes like prayer mats, floor coverings, bedding etc.

#### Q1) Weave a mat by following the instructions that will be given by the teacher during the project making time.

Note: Links are provided for your reference to know about mat weaving process. Sample images for the weaving activity is given below.



Mat weaving ideas

<https://www.youtube.com/watch?v=Xq1Pv8He2AM>

<https://www.youtube.com/watch?v=Dh10SehfV0s>

<https://www.youtube.com/watch?v=zwud64RR0uU>

#### Q2) Questions based on the mat weaving activity.

### West Bengal

Alpona is a traditional Indian folk art form that uses symmetrical and decorative patterns to beautify floors and walls during festivals and special occasions. Originating in Bengal, this beautiful art is usually made using rice paste and is known for its geometric shapes, floral patterns, curves, and symmetry.



### Q3) Activity on mathematical concept - symmetry.

#### Conclusion

This project fostered creativity, concentration, and fine motor skills, while also promoting an appreciation for India's rich cultural heritage. Most importantly, students experience how mathematics can be visual, meaningful and creative when integrated with art.

The Alpona project served as a reminder that learning can be both joyful and holistic — blending tradition, aesthetics, and academics into one engaging experience.

#### Learning outcome:

At the end of the project, students should be able to solve sums on fractions and use their fine motor skills and apply their critical thinking skills while learning about the project topic.



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

	5	4	3	2	1
<b>Maths content</b>	Shows a clear knowledge and application of math skills.	Shows a general knowledge and application of math skills.	Shows a limited knowledge and application of math skills.	Shows little knowledge and application of math skills.	Shows no knowledge and application of math skills.
<b>Understanding of symmetry</b>	Shows clear understanding; accurately applies symmetry in design	Mostly correct symmetry; minor mistakes present	Some understanding; symmetry attempted but not fully accurate	Little understanding of symmetry shown	No understanding of symmetry shown
<b>Art and craft Integration</b>	The concept in the submission is exceptionally creative and well-integrated with art and craft.	The concept in the submission is creative and well-integrated with art and craft.	The concept in the submission is somewhat creative and integrated with art and craft.	The concept in the submission shows little creativity and integration with art and craft.	The concept in the submission lacks creativity and integration with art and craft.
<b>Teamwork and individual contribution</b>	Excellent participation in the project. Supports teammates with innovative ideas.	Very good participation in the project. Helps teammates and provide ideas.	Adequate participation in the project. Helps teammates and provides ideas.	Little participation and involvement in the project.	Lack of participation and involvement in the project.



**LAKSHMIPAT SINGHANIA ACADEMY**  
**OPEN BOOK PROJECT (2025–2026)**  
**Subject – EVS**

Class – IV

Full Marks – 20

**THEME: West Bengal & Jammu & Kashmir**



**LEARNING OBJECTIVES**

Students will be able to:

- Understand how the environment influences people's food, clothing, houses, resources, and festivals.
- Identify similarities and differences between two Indian states.
- Recognize responsible ways of using and conserving resources in two different Indian states.
- Develop observation, comparison, and presentation skills.
- Apply EVS concepts through hands-on models, observation, and explanation.
- Collaborate effectively in groups to plan, build, present, and reflect.
- Integrate art and creativity into EVS learning.

India is a land of great diversity, and each state is unique in its own way. West Bengal, in the eastern part of India, is famous for its fertile soil, jute, tea gardens, rivers, and the mangroves of the Sunderbans. Jammu and Kashmir, in the northern part of India, is known for its snow-capped mountains, rich forests, apple orchards, saffron fields, and walnut wood.

Natural resources form the backbone of people's lives in both these states. People use these resources not only for food, clothing, and shelter but also for art, craft, festivals, and livelihood. By learning about these resources, we understand how humans are connected with nature and why we must use resources wisely.

**The Project is to be done in groups**, with the above information and a little research on your own:

### **A. Creative Use Of Natural Resources**

- You are to design a useful product by reusing or recycling natural and everyday materials.

Both West Bengal and Jammu & Kashmir are rich in resources. People of West Bengal use jute, clay, and rice husk to make useful things, while in Jammu & Kashmir, people use wood, walnut shells, and wool. We too can use simple resources around us to make something creative and eco-friendly.

- Choose any two or three simple materials like jute rope, cardboard, paper, walnut shells, cloth scraps, sticks, or dry leaves.
- Create a useful product such as a Kangri, basket, pen stand, wall hanging, mask or mat.
- Decorate it neatly to show how local resources can be reused in daily life.
- You can use natural materials like clay, walnut shells, jute rope, paper, cloth scraps, sticks, leaves, etc.



The links for making the model are:

<https://www.youtube.com/watch?v=JP9uwwND1WM>

<https://www.youtube.com/watch?v=W3GZHBHprJk>

<https://www.youtube.com/watch?v=ZljqZpRrOA8>

<https://m.youtube.com/watch?v=ql0DJzBrIAU&pp=ygUNI21pbmlqdXRIYmFncw%3D%3D>

- Along with this, **answer the following questions** in a Fabriano sheet with **relevant pictures**. Make your own cover page for the project.

1. Name one important resource from West Bengal and one from Jammu & Kashmir. How are they useful for people?
2. Why is it important for both states (and for us) to recycle or reuse resources? Give reasons
3. Imagine you could develop a new product using a mix of Bengal's and Kashmir's resources. What would it be, why would people need it, and how would it help the environment?

### **LEARNING OUTCOME**

By the end of this project, students will be able to:

- Identify natural resources of West Bengal and Jammu & Kashmir.
- Understand the importance of conserving and reusing natural resources.
- Compare and contrast the cultural and environmental practices of two states of India.
- Develop creativity and teamwork skills through model-making.
- Use eco-friendly and waste materials to design useful items.
- Reflect on how natural resources shape the lifestyle of people.
- Connected EVS concepts with real-life actions students can take.

**RUBRICS****EVS 4 – OPEN BOOK PROJECT – UT3 (2025-2026)**

Criteria	4	3	2	1
Understand the importance of conserving and reusing natural resources.	Understand the importance of conserving and reusing natural resources.	Understand the importance of conserving and reusing natural resources.	Understand the importance of conserving and reusing natural resources.	Understand the importance of conserving and reusing natural resources.
Creativity and Originality – Art Integration	The model and answers reflect originality and are exceptionally creative, with excellent integration of art (e.g., jute bag, papier-mâché mask, or crafts).	The model and answers reflect originality to some extent and are adequately creative and integrated with art.	The model is somewhat creative and displays little integration with art. Originality is limited.	The model lacks creativity and integration with art. Originality is missing.
Research Work – Use of Technology and Media (links provided)	Accessed suggested media and employed technology effectively for answering questions and designing the model.	Accessed suggested media and employed technology adequately for research work.	Suggested media was somewhat accessed. Research work was inadequate.	Suggested media was not accessed at all. Research work is missing.
Guidelines Followed – Collaboration and Contribution	All guidelines have been strictly followed. Every member has contributed effectively. The group displayed excellent collaboration.	Most of the instructions have been followed. Most of the members contributed effectively. The group displayed good collaboration.	Very few guidelines were followed. Only some members contributed. The group displayed inadequate collaboration.	Guidelines not followed. Only one or two members contributed. There was lack of collaboration.
Overall Presentation – Layout of the Project and Oral Presentation	Presentation includes relevant pictures/drawings to support answers. Models and Fabriano sheets are exceptionally attractive and neat. Oral presentation was excellent.	Graphics used and answers presented were neat to some extent. The presentation was good in design and layout. Oral presentation was good.	Presentation somewhat related to the content. Some attempt was made to make it attractive. Oral presentation was somewhat good.	Presentation not related to the content. Very little or no effort made. Oral presentation was inadequate.

**SUBJECT – SOCIAL SCIENCE**

**CLASS – IV**

**FULL MARKS – 20**

**Instructions**

- The project comprises research work, brochure designing, dressing up in traditional attire and preparing display boards.
  - Read the instructions carefully and do the research work using the links provided.
  - Refer to the links to gather information and write the matter in your own words creatively.
  - Stick relevant and colourful pictures downloaded from the internet.
  - Make sure your project is neat, creative, and interesting.
  - It is a group work.
- 

**THEME: WEST BENGAL- JAMMU AND KASHMIR**

**LEARNING OBJECTIVES:**

**After the completion of the project students will be able to -**

- ✓ know about the tradition and culture of both the states
  - ✓ know about the tourist attractions of both the states
  - ✓ know about the items having GI tags in both the states
  - ✓ design a brochure for travelling in both the states
- 

West Bengal, in eastern India, is the fourth most populous state and a cultural hub known for its diverse landscapes—from the Himalayas to the Bay of Bengal—and vibrant festivals like Durga Puja. Its capital, Kolkata, is famed for arts, literature, and film. Jammu and Kashmir, in northern India, is a union territory known for its stunning Himalayan scenery, rich culture, and historical significance. With Srinagar and Jammu as seasonal capitals, it's famous for horticulture, handicrafts, and tourism. Both the regions attract tourists year-round for their unique traditions, culture, and natural beauty.



### **WHAT YOU NEED TO DO:**

Students will be divided into five groups and each group will have to do the following.

#### **1.BROCHURE DESIGNING**

Imagine your friends and their family members are visiting India from abroad. They will stay in New Delhi and they want to travel to West Bengal and Jammu and Kashmir. Design a brochure for them which will help them to know about the selective tourist attractions of the place and their cuisine. (The brochure should have three folds.)

**Design a Brochure containing brief information about the important tourist attractions of West Bengal and Jammu and Kashmir as per the given instructions. Use A4 size papers (coloured / printed) and staple them together.**

Include the following:

- a) Name three important tourist destinations of both West Bengal and Jammu and Kashmir and write briefly about them.
- b) Attach pictures of each of these places.
- c) Your friend and his or her family members are staying in New Delhi and they would be travelling by train. On two different blank political maps of India, mark the states through which the train would pass when –
  - It travels from Delhi to Kolkata.
  - It travels from Delhi to Srinagar.

#### **2.DRESSING UP IS FUN!**

The traditional attire of Jammu and Kashmir is Phiran, a loose, full-length robe-like garment worn by both men and women. And, in West Bengal, women wear saree, draped in a unique Bengali style and men wear dhoti-kurta. Students will dress up as follows:

Groups 1, 3 and 5 - traditional attire of West Bengal

Groups 2 and 4 - traditional attire of Jammu and Kashmir

#### **3.EXPLORING THE ITEMS HAVING GI TAGS**

A Geographical Indication (GI) tag certifies that a product comes from a specific region and has unique qualities linked to that place. It protects traditional goods and promotes regional heritage. Examples include Darjeeling Tea, Mysore Silk, and Kashmiri Saffron.

Prepare one display board showcasing four items, two from each state/UT that received the GI tag. Mention their names, the name of the state/ UT they belong to and attach pictures of those items.

### **USEFUL LINKS FOR RESEARCH WORK:**

[https://en.wikipedia.org/wiki/List\\_of\\_geographical\\_indications\\_in\\_India](https://en.wikipedia.org/wiki/List_of_geographical_indications_in_India)

### **LEARNING OUTCOMES:**

**After the completion of the project students were able to -**

- ✓ know about the tradition and culture of both the states
- ✓ know about the tourist attractions of both the states
- ✓ know about the items having GI tags in both the states
- ✓ design a brochure for travelling in both the states

**RUBRIC**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b> - Accuracy and understanding of the theme	Demonstrates a clear understanding of the theme. The content is concise and accurate.	Demonstrates an adequate understanding of the theme. The content is adequately concise and accurate.	Demonstrates limited understanding of the theme. The content is somewhat accurate.	Demonstrates no understanding of the theme. The content lacks accuracy.
<b>Creativity and Originality</b> - Art integration	The submission reflects originality and is exceptionally creative and well-integrated with Art.	The submission reflects originality to some extent and is adequately creative and integrated with Art.	The submission is somewhat creative and displays little integration with Art. Shows little originality.	The submission lacks creativity and integration with Art. Originality is lacking.
<b>Research Work</b> – Use of technology and media (links provided)	Accessed suggested media and employed technology exceptionally for research work.	Accessed suggested media and employed technology adequately for research work.	Suggested media was somewhat accessed. Research work was inadequate.	Suggested media was not accessed at all. Research work is lacking.
<b>Individual Participation</b>	Always contributed to the project.	Contributed to the project most of the times.	Sometimes contributed to the project.	Did not contribute to the project.
<b>Overall Presentation</b> – Layout of the project	Presentation includes relevant pictures/drawings to support the content. The presentation is exceptionally attractive and appealing in terms of design, layout and neatness.	Pictures used in the presentation support the content to some extent. The presentation is quite attractive in terms of design, layout and neatness.	Pictures are somewhat related to the content. Some attempt has been made to make the presentation somewhat attractive.	Pictures are not related to the content at all. Little or no effort has been made to make the presentation attractive.

## **Subject: Computer Education**

**Class: IV**

**Full Marks: 10**

### **Topic: Brains & Bytes: A Comparative Study of Human and Computer Parts**

#### **Learning Objectives:**

1. **Identify and Compare:** To identify the main parts of the human body and computer systems and compare their functions accurately.
2. **Understand Functional Similarities:** Develop an understanding of how biological systems (human body) and technological systems (computer) perform similar tasks in different ways.
3. **Enhance Creativity and Presentation Skills:** Design charts or models creatively and present their comparisons in a neat, organized, and visually appealing manner.
4. **Promote Collaboration and Ethnicity:** Work collaboratively in groups and understand the difference in their attire.

**Introduction:** The human body and a computer system might look very different, but when we study them closely, we find that both have specialized parts performing specific functions. In the human body, organs like the brain, heart, and eyes work together to keep us alive and active. Similarly, in a computer, parts like the CPU, memory, and input/output devices work together to process data and perform tasks.

This project aims to compare the parts of a human being with those of a computer system, showing how each part of a computer has a similar role to certain human organs. For example, the brain can be compared to the CPU as both control and process information. Through this comparison, we will understand how both systems—biological and electronic—function efficiently in their own ways.



Human Body Part	Computer Part	Function Comparison
<b>Brain</b>	CPU (Processor)	Controls all activities and processes data
<b>Eyes</b>	Monitor/Camera	Helps to see or display visual information
<b>Ears</b>	Speakers/Microphone	Hearing and producing sounds
<b>Heart</b>	Power Supply Unit	Provides energy to run the system
<b>Hands /Feet</b>	Input Devices (Keyboard, Mouse)	Performs actions and inputs data
<b>Memory (Brain Cells)</b>	RAM / Hard Disk	Stores information temporarily/permanently
<b>Nervous System</b>	Motherboard & Cables	Connects all parts for communication
<b>Mouth</b>	Output Devices (Speakers)	Communicates or gives output information

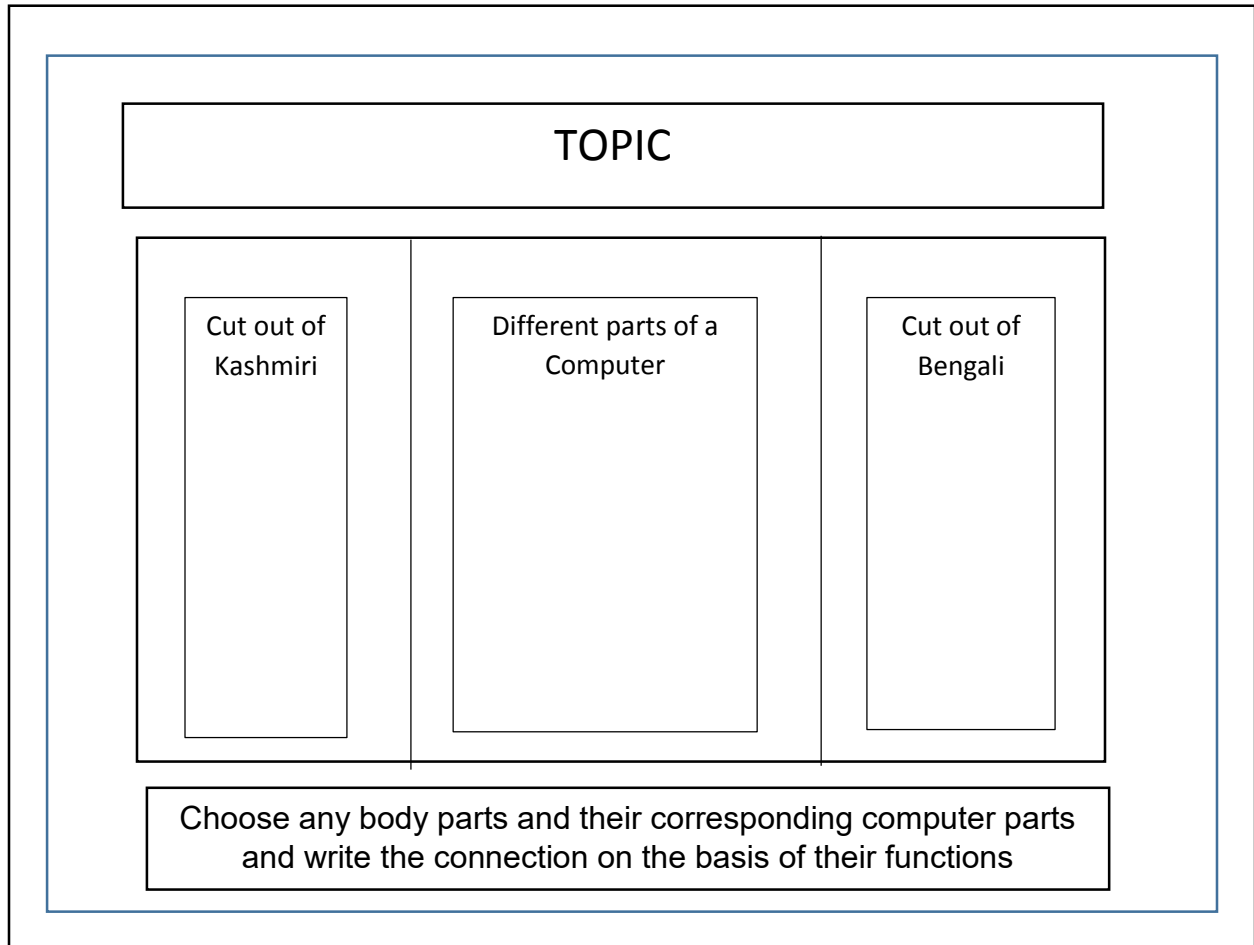
### **Materials to be brought by each group:**

1. 1 picture cutout of a Kashmiri and another of a Bengali of 30 cm each. They must have appropriate attire of their states.
2. 1 nicely bordered chart paper
3. 1 set of cutout of the various parts of the computer provided with the project
4. Stationeries including colour pencils, glue, coloured pens/ sketch pens etc.

### **To Do.**

1. Write the title of the project. Make it colourful.
2. Divide the chart paper into 3 equal parts.
3. Stick the cutouts of the Kashmiri and the Bengali on the columns on either sides and colour them.
4. Stick the computer parts at the center column.
5. Connect the computer parts with the Human body parts.
6. Use your own innovation for connecting the computer parts with the body parts. Can use raised stickers or pop-up to write the names of the various connections of both human beings and computer parts.

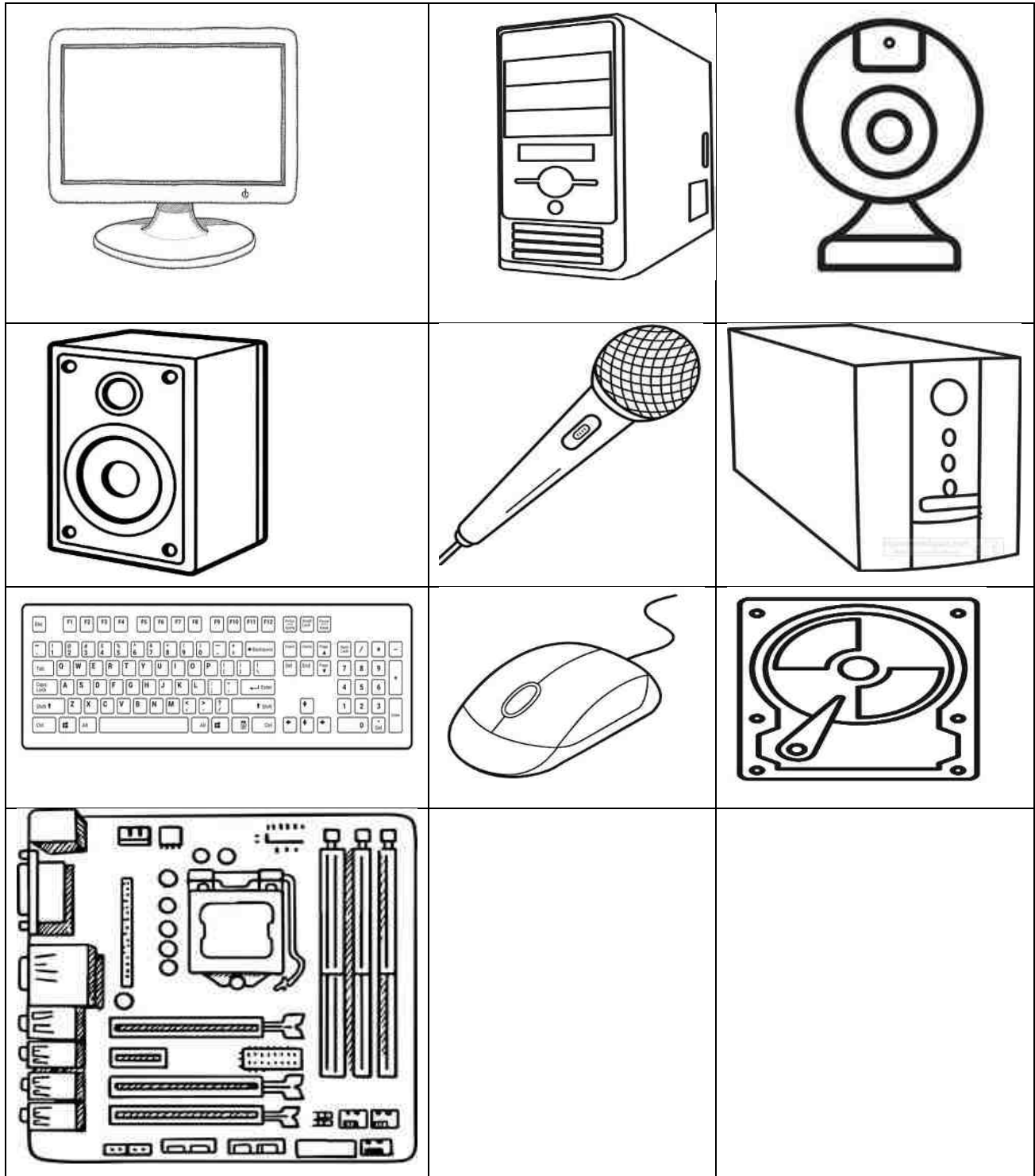
7. Choose any body parts and their corresponding computer parts and write the connection on the basis of their functions at the bottom of the chart paper in a tabular form.
8. A sample output is given below:



**Learning Outcomes: After completing this project, students will be able to:**

1. Identify and compare the main parts of the human body with the components of a computer system.
2. Understand the functional similarities between biological and technological systems.
3. Develop creativity by designing and presenting charts or models.
4. Enhance collaborative skills through group work and project discussions.
5. Improve communication skills while presenting their work to the class.

**PARTS OF THE COMPUTER SYSTEM**



**Rubrics**

<b>Criteria</b>	<b>Excellent (2.5)</b>	<b>Good (2)</b>	<b>Satisfactory (1.5)</b>	<b>Needs Improvement (1)</b>
<b>Content Knowledge</b>	Thorough understanding with accurate comparisons	Mostly correct with minor errors	Basic understanding, some inaccuracies	Limited understanding, many errors
<b>Creativity &amp; Innovation</b>	Highly creative and visually appealing design	Some creative elements included	Minimal creativity in design or layout	Lacks creativity and visual appeal
<b>Teamwork</b>	All members contribute equally and effectively	Most members contribute actively	Uneven participation among members	Minimal or no teamwork
<b>Presentation Skills</b>	Clear, confident, and well-organized presentation	Mostly clear and organized	Lacks clarity in some areas	Disorganized, unclear explanation