

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN FOR TERM-2

SESSION: (2025-2026)

CLASS- X

ENGLISH

TOPIC: Regional Retellings of the Ramayana: A Comparative Study of Kashmiri, Tamil, and Bengali Traditions.

SUBJECTS INTEGRATED WITH: Hindi, Bengali, History, Geography, Sociology, Psychology



INTRODUCTION

India's cultural canvas is enriched not only by its diverse languages and art forms but also by its epic traditions. Among these, the Ramayana has traveled across regions, being retold, reimagined, and adapted to reflect local cultures and values. The Ramavatar Charitra of Kashmir, the Kamba Ramayanam of Tamil Nadu, and the Krittibasi Ramayan of Bengal are shining examples of how a single narrative becomes many voices while retaining its soul. These regional versions celebrate devotion, morality, and heroism while weaving in local linguistic, cultural, and social nuances.

STUDENT ACTIVITY

Students will prepare an album file showcasing the retellings of the Ramayana—Ramavatar Charitra (Kashmir), Kamba Ramayanam (Tamil Nadu), and Krittibasi Ramayan (West Bengal).

They will:

- ✚ Trace the origin, authorship, and cultural background of each text.
- ✚ Identify the regional flavor—language, style, and local traditions woven into the epic.
- ✚ Describe how these retellings were preserved—oral storytelling, devotional singing, manuscripts, or performances.
- ✚ Present similarities and differences in portrayal of key characters/events.
- ✚ Highlight the role of oral tradition in keeping these texts alive among

communities.

- ✚ Include illustrations (drawings/pictures of manuscripts, performances, storytellers), charts/diagrams (e.g., comparative timelines, themes)
- ✚ Add audio QR codes (optional) linking to folk performances.

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, retelling the Ramayana of West Bengal and Tamil Nadu
- ✚ Group 4, 5 & 6 would do a comparative study, retelling the Ramayana of West Bengal and Jammu and Kashmir.

MEMBER RESPONSIBILITIES (GROUP 1,2,3)

- Member 1 & 2– Research on Kamba Ramayanam (Tamil Nadu) Origin, author, cultural background, regional flavor, preservation, illustrations.
- Member 3 & 4 – Research on Krittibasi Ramayan (Bengal): Origin, author, cultural background, regional flavor, preservation, illustrations.
- Member 5 & 6 – Comparative & Creative Work: Similarities/differences, timeline, charts/diagrams, final album design

MEMBER RESPONSIBILITIES (GROUP 4,5,6)

- Member 1 & 2– Research on Ramavatar Charitra (Kashmir): Origin, author, cultural background, regional flavor, preservation, illustrations.
- Member 3 & 4 – Research on Krittibasi Ramayan (Bengal): Origin, author, cultural background, regional flavor, preservation, illustrations.
- Member 5 & 6 – Comparative & Creative Work: Similarities/differences, timeline, charts/diagrams, final album design

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://monidipa.net/2020/08/10/3952/>
- <https://www.brainwareuniversity.ac.in/brainwave/archive/pdf/Vol-3-Issue-2-June-2022/TheUniquenessOfJagadramiRamayana.pdf>

- <https://www.poojn.in/post/34665/kamba-ramayanams-structure-and-composition-a-detailed-analysis?srltid=AfmBOormhRGdePew-sT9bmuM7Tona-qK44v3bFtZjDklp45smTTHeJtm>
- https://en.wikipedia.org/wiki/Versions_of_the_Ramayana
- <https://en.wikipedia.org/wiki/Ramavataram>
- <https://www.shremaya.org.au/board/post/valmiki-and-kamban-the-ramayanam-differences>

LEARNING OBJECTIVES

- ✚ To explore how a single epic adapts and evolves in different cultural contexts.
- ✚ To understand the role of language, faith, and tradition in shaping epic narratives.
- ✚ To develop skills of comparative analysis, documentation, and creative presentation.

LEARNING OUTCOMES

- ✚ Students will gain awareness of the plurality of Indian epic traditions.
- ✚ They will appreciate the oral storytelling heritage and its continuing relevance.
- ✚ They will develop analytical and presentation skills by comparing texts across regions.
- ✚ They will cultivate a deeper appreciation of India's intangible cultural heritage and its preservation in a modern, globalized world.

RUBRICS FOR EVALUATION (CLASS 10)

PARAMETERS	5	4	3
Content and Epic Relevance (5)	Research is comprehensive and accurate. Origins, authorship, and cultural background clearly explained.	Research on the texts is relevant but lacks depth in cultural or historical details.	Information is superficial, with limited or unclear explanation of origins, authorship, or background.
Clarity of Thought, Language, and Comparative Study (5)	Comparative analysis is concise, accurate, and meaningful.	Provides some comparison, but lacks depth or misses nuances of regional traditions.	Attempts comparison but is vague, weakly structured, or factually inaccurate.

	Neatness, Visual Appeal, and Illustrations (5)	Album is well-organized with neat presentation, detailed illustrations and comparative charts/timelines.	Album is neat with some illustrations/charts but limited clarity or depth.	Album lacks neatness, has minimal visuals, and does not use charts or illustrations effectively.
	Creativity, Art Integration, and Oral Tradition (5)	Presentation creatively integrates art (drawings, folk motifs, performance depictions)	Includes some creativity and art integration but minimal cultural/performance references.	Lacks creativity, art integration, and reference to oral tradition or cultural practices.
MATHEMATICS	<p>TOPIC: PROJECT GREEN PRINT – WEST BENGAL, TAMIL NADU AND JAMMU & KASHMIR.</p> <p><u>Learning Objectives:</u></p> <p>In today's world, environmental sustainability has become a major concern, and mathematics plays a vital role in understanding, analysing, and solving ecological issues. Project Green Print – West Bengal, Tamil Nadu and Jammu & Kashmir, explores the concept of a green environment through a mathematical lens. The objective of this project is to highlight how math can be used to measure and support eco-friendly practices in our surroundings between the states. By collecting data, performing calculations, analysing patterns, and interpreting graphs, we can gain deeper insights into the impact of human activities on the environment.</p> <p>Students will be divided into six groups. They will work on the Estimation of Solar Panel Angle in West Bengal and Tamil Nadu (Groups 1, 3, 5) and Estimation of Carbon Absorption by an Eucalyptus tree which is common in West Bengal and Jammu and Kashmir (Groups 2, 4, 6).</p> <p>The following points must be used for the project.</p> <ol style="list-style-type: none"> 1) Define the Project: Introduction to green measures taken for a sustainable living in our surroundings. 2) Mathematical Calculation: <ul style="list-style-type: none"> • Formula to calculate solar panel angle for a specific latitude in West Bengal and Tamil Nadu. The formula from the link is to be used. https://sinovoltaics.com/learning-center/system-design/solar-panel-angle-tilt-calculation/ 			

OR

- Formula to calculate Carbon Absorption for an Eucalyptus tree which is a common type of tree present in both West Bengal and Jammu & Kashmir.

The formulae in the web-link are to be used to estimate the total carbon absorption of the tree.

<https://www.ecomatcher.com/how-to-calculate-co2-sequestration/>

3) Data Collection and Detailed Study:

- On deciding a place (one from each state) its latitude is to be taken and put in the formula to calculate the solar panel angle of one place in Tamil Nadu and another in West Bengal for both summer and winter.

Members of the group will work according to the following:

Member 1: Deciding a place from West Bengal

Member 2: Finding the latitude of the place in West Bengal.

Member 3: Calculating the solar panel angle of the place in West Bengal.

Member 4: Deciding a place from Tamil Nadu.

Member 5: Finding the latitude of the place in Tamil Nadu.

Member 6: Calculating the solar panel angle of the place in Tamil Nadu.

OR

- An Eucalyptus tree is to be selected from surrounding. Initially, Clinometer app on mobile phone is to be used to estimate the angle of elevation of the top of the tree followed by using Tangent formula to estimate the height. This height of the tree is to be used to calculate the total carbon absorption using the step-wise formulae.

Members of the group will work according to the following:

Member 1: Selection of an Eucalyptus tree and estimating the angle of elevation of the top of the tree and the perimeter of the base of the trunk.

Member 2: Calculation of the height of the tree and its diameter.

Member 3: Calculation of Above Ground Bio-mass (AGB).

Member 4: Calculation of Below Ground Bio-mass (BGB) and Total Bio-mass (TB).

Member 5: Calculation of Total Dry Waste (TW) and Total Carbon (TC).

Member 6: Calculation of Carbon Weight absorbed or sequestered.

Learning Outcome:

Students will be able to estimate the solar panel angle of different places or carbon absorption in trees.

RUBRICS FOR EVALUATION

CATEGORY	GREAT WORK (4)	GOOD WORK (3)	SATISFACTORY (2)	COULD BE BETTER (1)
TOPIC CONTENT – ACCURACY (4)	Content regarding Project Green Print – West Bengal, Tamil Nadu and Jammu & Kashmir well explained. All facts are accurate	Content regarding Project Green Print – West Bengal, Tamil Nadu and Jammu & Kashmir 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
FORMULAE & STEPS (4)	Steps of Calculations go well with the text calculations are correct and there is good mix of text and graphics	Steps of Calculations go well with the text, calculations are correct but they are inappropriately sized, too small or hard to read	Steps of Calculations go well with the text, but calculations are incorrect they are too few and the project seems text heavy	There are no Steps of Calculations 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.
SCIENCE	<p>PHYSICS</p> <p>Efforts of the government and People to make West Bengal and Tamil Nadu as Smart Cities</p> <p>Learning Objectives : Students will know about the</p> <ul style="list-style-type: none"> • Application of Smart Technologies • Role of Government in making Smart Cities <p>The class will be divided into 5 groups. Each group will make a comparative study of the Smart technologies in West Bengal and Tamil Nadu</p> <p>Group 1 - Promotion of Green Automobiles in West Bengal and Tamil Nadu</p> <p>Group 2 – Smart Equipments used in Waste Management</p> <p>Group 3 - Conservation of Natural Resources</p> <p>Group 4 – Safety Smart Devices used</p> <p>Group 5 – Need for Developing Smart Cities</p> <p>Distribution of responsibility:</p> <p>Member 1 and 2 of each group will contribute towards the research and framing the content</p> <p>Member 3 and 4 of each group will take the responsibility for project representation(written work)</p> <p>Member 5 of each group will contribute the relevant pictures and</p> <p>Member 6 of each group will explain the project to the class.</p> <p>Project presentation ON FILE PAPERS.</p> <p>Learning Outcome - Students will be able to learn about :</p> <ul style="list-style-type: none"> • Application of Smart Technologies • Role of Government in making Smart Cities 				

RUBRICS FOR EVALUATION

CATEGORY	1	0.5	0.5
Authenticity of the contents (2)	Content is Unique and proper research done and concepts properly explained	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. 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 fluently	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 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.

CHEMISTRY

“Environmental and health perspectives of industrial solvents - A Regional analysis of West Bengal and Tamil Nadu.”

LEARNING OBJECTIVES:

Students will

- Gain knowledge about various industrial solvents and their role in industries
- Compare industrial solvents used in West Bengal and Tamil Nadu
- Make 3D model of hydrocarbons

1. What do you mean by industrial solvents? Why are they crucial for the industries?
2. Do a comparative study in a tabular form between the industrial solvents used in different industries of West Bengal and Tamil Nadu.
3. The main components in industrial solvents are various hydrocarbons. The class will be divided into 6 groups. Each group will make a 3D model of one of the following hydrocarbons, write its properties and use

Group 1-Benzene

Group 2-Ethane

Group 3-Acetylene

Group 4-Ethene

Group 5-Ethanol

Group 6-Acetic acid

RESPONSIBILITIES FOR MEMBERS OF EACH GROUP

Member 1– Research on industrial solvents and explain their importance in Industries.

Member 2 – Give a comparative study of industrial solvents used in West Bengal and Tamil Nadu

Member 3 and 4- Prepare the 3D model of the hydrocarbon, assigned for their group

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 will be able to:

- Gain knowledge about various industrial solvents and their role in industries
- Compare industrial solvents used in West Bengal and Tamil Nadu
- Make 3D model of hydrocarbons

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

Tamil Nadu, especially Chennai, is known as the "Health Capital of India" for its high concentration of multi-specialty hospitals and international patient traffic, attracting visitors for its advanced treatments and affordability.

West Bengal, with Kolkata as its "Healthcare Capital," also has a well-established medical ecosystem, boasting historical government institutions like the Medical College and Hospital and the SSKM Hospital, catering to the ailing and the needful.

1. What challenges are faced by the health care facilities in Tamil Nadu and West Bengal?
2. What are the improved health care outcomes which Tamil Nadu and West Bengal has attained in past few years?
3. Prepare a public health model to cater the needs of health care in Tamil Nadu (Group 1, 2 and 3) and West Bengal (4, 5 and 6).

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.

LEARNING OBJECTIVES:

Students will

- Gain knowledge about various health care challenges faced by common man of West Bengal and Tamil Nadu
- Compare the health care outcomes of common man of West Bengal and Tamil Nadu
- Make 2Dmodel of Public Health

LEARNING OUTCOMES:-

Students will be able to:

- Gain knowledge about various health facilities of Tamil Nadu and West Bengal.
- Compare Health care outcomes of the two states
- Make 2D model of Public Health

	<u>RUBRICS FOR EVALUATION</u>			
	CATEGORY	2	1.5	1
	Authenticity of the contents (2)	Content is Unique and proper research done on the health care challenges and facilities available to the common man of West Bengal and Tamil Nadu	Not Unique but the concepts are well explained	Neither unique nor well explained
	Submission demonstrates a concise knowledge and understanding of the theme (2)	The submission addresses the requirement in meaningful and relevant way in a compiled project file. Content is well researched, genuine with detailed explanation	The submission addresses the requirement. The information is presented accurately and in a concise manner	The submission somewhat addresses the topic, but not in a cohesive or concise manner
	Presentation (2)	Well presented	Average	Sketchy
	Creativity and Art Integration (2)	The project presentation and submission is creative, especially as compared with other submissions	The concept in the submission is somewhat creative	The concepts in the submission lacks creativity
SOCIAL SCIENCE HISTORY/ ECONOMICS	<u>ALIGNED WITH CBSE PROJECT TOPIC</u> Consumer Rights in India are legal and ethical protections granted to individuals who purchase goods or services. These rights ensure that consumers are treated fairly, receive quality products, and are safeguarded against exploitation and unfair trade practices. This project blends legal understanding, field research, and awareness-building. <input type="checkbox"/> Project Title: CBSE PROJECT IN ECONOMICS ALIGNED WITH CHAPTER CONSUMER RIGHTS.			

"Empowering the Indian Consumer: Rights, Remedies, and Realities"

🎯 Objectives:

- Understand the **Consumer Protection Act, 2019** and its implications.
- Analyze the effectiveness of **Consumer Commissions** and grievance redressal mechanisms.
- Evaluate consumer awareness and behavior in urban / rural settings.
- Promote consumer rights through outreach and education.

📁 Project Components: Methodology

Project/ survey to be done individually, 5 survey reports to be filed in a shoe lace file

Project should be handwritten, all documents to be attached in the file - questions, survey report, charts, photographs etc.

Project research should focus on reports specifically – on states of WEST BENGAL, TAMILNADU AND JAMMU AND KASHMIR.(Case Study Compilation) This is a compulsory section (1) and (3) of procedure

Project should be handed over to the respective teachers by 31st October 2025.

Procedures to be followed :

1. Legal Framework Analysis

- Study the **Consumer Protection Act, 2019**: key provisions, rights, and penalties.
- Explore the role of the **Central Consumer Protection Authority (CCPA)** and **Consumer Commissions** at district, state, and national levels.
- Examine recent amendments and digital consumer protection (e-commerce, product liability, etc.).

2. Field Research

- Conduct surveys in urban and rural areas to assess:
 - Awareness of consumer rights
 - Experience with grievance redressal
 - Trust in product quality and service guarantees
- Interview officials from **Consumer Commissions**, legal experts, and affected consumers.

3. Case Study Compilation

- Document real-life cases from the **National Consumer Helpline** and court verdicts.
- Analyze outcomes, timelines, and compensation awarded.
- Highlight landmark judgments and their impact.

4. Digital Tools & Platforms

- Explore platforms like:
 - National Consumer Helpline
 - INGRAM Portal for grievance redressal
 - e-Jagriti Portal for awareness and education

5. Awareness Campaign

- Design posters, infographics, and short videos explaining consumer rights.
- Host workshops in schools, colleges, and community centers.
- Create a social media campaign using hashtags like #KnowYourRights and #SmartConsumer.

Expected Outcomes:

- A detailed report on consumer protection mechanisms and gaps.
- Recommendations for policy improvements and better outreach.
- Increased awareness among target communities.
- A toolkit for consumers to navigate complaints and legal remedies.

☐ Bonus Ideas: / optional.

- Create a mobile app prototype for consumer complaint tracking.
- Collaborate with local NGOs or legal aid clinics.
- Organize a mock Consumer Court simulation for students.

Structured Questionnaire Format (Quantitative)

Best used for: Large-scale data collection, statistical analysis

Example Layout:

Question No.	Question	Response Type	Options
1	Are you aware of the Consumer Protection Act, 2019?	Multiple Choice	Yes / No / Heard of it / Not sure
2	Have you ever filed a consumer complaint?	Multiple Choice	Yes, resolved / Yes, unresolved / No / Wanted to but didn't know how

3	How satisfied were you with the resolution process?		Very Unsatisfied → Very Satisfied (1–5)
4	What platform did you use to file the complaint?	Multiple Choice	Consumer Court / Helpline / Social Media / Other
5	Do you check product certifications before buying?	Multiple Choice	Always / Sometimes / Rarely / Never

□ 2. Semi-Structured Interview Format (Qualitative)

Best for: In-depth understanding, personal experiences

Example Prompts:

- Can you describe a situation where you felt your consumer rights were violated?
- What challenges did you face while trying to resolve the issue?
- How do you think consumer protection can be improved in your area?

Tip: Record responses verbatim for thematic analysis.

■ 3. Survey Format (Typeform Style)

Sections:

- **Demographics:** Age, Gender, Location, Education
- **Awareness:** Knowledge of consumer rights, laws
- **Behavior:** Complaint history, purchasing habits
- **Perception:** Trust in brands, satisfaction with grievance redressal
- **Suggestions:** Open-ended feedback

Primary Outcome of Your Consumer Awareness Survey should be

1. Gauge Awareness of Consumer Rights

- Understand how familiar people are with laws like the Consumer Protection Act, 2019.
- Identify gaps in public knowledge about their rights as buyers.

2. Assess Consumer Behavior

- Learn how often people check for product certifications (e.g., ISI, FSSAI, AGMARK).
- Discover what factors influence purchasing decisions—price, brand, safety, etc.

	<p>3. Evaluate Grievance Redressal Experience</p> <ul style="list-style-type: none"> Find out how many people have filed complaints and whether those were resolved. Identify barriers to filing complaints (e.g., lack of knowledge, access, trust). <p>4. Identify Preferred Complaint Channels</p> <ul style="list-style-type: none"> Determine which platforms consumers trust or use to raise issues (e.g., helplines, courts, social media). Explore awareness of official complaint mechanisms like the National Consumer Helpline. <p>5. Inform Policy or Outreach Efforts</p> <ul style="list-style-type: none"> Use the data to guide educational campaigns, improve complaint systems, or shape consumer protection policies. Highlight areas where government or NGOs can intervene to improve consumer literacy. <p>Distribution of Marks/ Rubrics For Evaluation as Per CBSE Guidelines. Content, Accuracy,Originality.-10 marks. Competencies Exhibited - 5 marks Presentation 5 marks. Ref-https://consumeraffairs.gov.in/pages/consumer-rights https://socialwelfare.vikaspedia.in/viewcontent/social-welfare/social-awareness/consumer-education/consumer-rights-and-responsibilities?lgn=en</p>
GEOGRAPHY	<p><u>ALIGNED WITH CBSE PROJECT TOPIC</u> TOPIC: LIFELINES OF NATIONAL ECONOMY</p> <p>SUB TOPIC: Exploring India's Communication Systems, International Trade, and Tourism.</p>



Transport and communication are the backbone of India's growth and development. An extensive network of railways, roads, airways, and waterways connects cities, towns, and villages, enabling trade, travel, and cultural exchange. Equally, communication systems—ranging from postal services to mobile networks and the internet—bridge distances and link people across the nation. Together, transport and communication not only support economic activities but also promote social unity, faster information flow, and accessibility, making them essential for India's progress in a globalized world.

PROJECT FORMAT:

- ✓ Projects need to be done in groups.
- ✓ Support the project with relevant pictures.
- ✓ Students will do it on **full-size** chart paper.

The class will be divided into 6 groups.

Each group will work on a different aspect of communication, international trade, and tourism. They will conduct research, complete a case study, and present their findings along with map work.

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

Group 1: Case study - Rural v/s Urban communication pattern in Tamil Nadu and West Bengal.

Map Work – Highlight major communication hubs in India. (Any 4)

Group 2: Case study - Evolution of communication networks in Tamil Nadu and West Bengal (postal, telegraph, digital).

Map Work – Locate major radio and television stations across India. (Any 4)

Group 3: Case study - Chennai and Kolkata ports: gateways of international trade.

Map Work – Major trading ports of West Bengal and Tamil Nadu. (Any 4)

Group 4: Case study - Export goods: textiles, leather, spices (Tamil Nadu); jute, tea, rice, handicrafts (West Bengal).

Map Work – Locate international tourist influx points and destinations in Tamil Nadu and West Bengal. (Any 4)

Group 5: Case study - Cross-border and international communication links.

Map Work – Cable landing station in Chennai and West Bengal. (Any 4)

Group 6: Case study - Growth of digital communication in Tamil Nadu and West Bengal.

Map Work – Major tourist destinations and UNESCO world heritage sites of Tamil Nadu and West Bengal. (Any 4)

Research Links:

- https://www.trai.gov.in/sites/default/files/2024-09/PIR_12032024_0.pdf?utm_source=chatgpt.com
- https://usof.gov.in/en/bharatnet-project?utm_source=chatgpt.com
- https://eservices.dot.gov.in/sites/default/files/circular-notifications/Right_of_Way-IMC2023_IT_Secretary1.pdf?utm_source=chatgpt.com
- https://www.pib.gov.in/PressReleasePage.aspx?PRID=2086009&utm_source=chatgpt.com

Reference: NCERT BOOK

SUBJECT INTEGRATION: Economics, Artificial Intelligence, Environmental Science, Art, English, Political Science, History and Mathematics.

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/GRAPH/BAR ETC** and **PRESENTATION**.
- Member 6 (if any) will assist member 5.

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

Learning Objective:

- * To understand the importance of communication systems, international trade, and tourism in India.
- * To explore how these sectors contribute to national development and global interaction.
- * To recognize the role of these sectors in fostering unity and responsibility among citizens.
- * To appreciate the diversity of India and develop respect for different cultures.
- * To build awareness of how these systems shape India's growth and international presence.

Learning Outcomes:

- How communication has transformed in India and its importance for national unity and economic growth.
- The significance of India's exports and imports and how trade contributes to its economic strength.
- The role of tourism in fostering international understanding, cultural respect, and national integration.
- Recognizing the importance of responsible communication, trade, and tourism for sustainable development.

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/color ed 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 style="text-align: center;"><u>Topic- Natural Language Processing</u></p> <p><u>Learning Objectives</u></p> <p>By the end of this project, students will be able to:</p> <ol style="list-style-type: none"> i. Understand the concept of Sentiment Analysis as an application of Natural Language Processing (NLP). ii. Explore and analyze real-world text data (IMDB reviews) to derive insights. 				

Note: IMDb stands for "Internet Movie Database." It is a comprehensive online platform that provides information about films, television shows, video games, and the individuals involved in their creation. The database includes details such as cast lists, crew information, plot summaries, ratings, and user reviews.

- iii. Apply the AI Project Cycle (Problem Scoping, Data Acquisition, Data Exploration, Modelling, Evaluation, Deployment) using a no-code tool (Orange Data Mining).
- iv. Develop critical thinking and problem-solving skills while working with unstructured text data.
- v. Interpret results meaningfully and connect them to real-world use cases like movie reviews, product feedback, or social media analysis.
- vi. Collaborate effectively and present findings in a professional manner.

Learning Outcomes

After completing the project, students will be able to:

- i. Identify and define a real-world problem that can be solved using NLP.
- ii. Preprocess textual data (cleaning, tokenization, stopword removal, lemmatization) with the help of Orange widgets.
- iii. Build a sentiment analysis model and generate outputs such as positive, negative, neutral, and compound scores.
- iv. Visualize results through word clouds, bar charts, and confusion matrices.
- v. Evaluate the model's performance using accuracy and other metrics.
- vi. Draw meaningful insights about audience sentiment from the IMDB reviews dataset.
- vii. Present their findings in a structured format (report, screenshots, and presentation).

To do:

Using Orange Data Mining, apply Natural Language Processing to the IMDB movie reviews dataset and predict the sentiment of each review. The analysis should output Positive, Negative, Neutral, and Compound scores and provide an overall interpretation of audience sentiment towards movies.

To do

Students must complete the project in Orange Data Mining and submit the following:

- i. Orange Workflow File (.ows)
- ii. A presentation will act as the **project report and the final presentation**. It must include:
 - a) **Title Slide** → Project title, students name, class, roll number.
 - b) **Objective / Problem Statement** → What the project aims to achieve.
 - c) **Dataset Description** → Details of the IMDB dataset used.
 - d) **Workflow Design** → *Insert a screenshot of your Orange workflow here*. Briefly explain the widgets used.
 - e) **Text Preprocessing** → Steps taken (tokenization, stopword removal, lemmatization). *Insert relevant screenshots*.
 - f) **Model Building & Prediction** → Algorithm/model used and how sentiments were classified. *Insert workflow/output screenshots*.
 - g) **Results** → Show screenshots of:
 - a. Sentiment distribution graph (Positive, Negative, Neutral).
 - b. Accuracy scores.
 - c. Confusion matrix.
 - h) **Visuals** → Word clouds, bar charts, or other visualizations generated in Orange (with screenshots).
 - i) **Conclusion** → Insights drawn from the analysis (e.g., overall audience sentiment in IMDB reviews).

General Instructions:-

- i. Work in pairs (two members) according to roll number sequence (same as lab partners).
- ii. Use a free collaborative digital platform to prepare your report.
- iii. Ensure both members can work simultaneously and save progress in real time.
- iv. Carry your email ID and password (if required to log into the chosen application).
- v. Disable two-step verification to avoid login delays during class work.

- vi. Save the project with the file name format:
Name1_Name2_NLP_Project
- vii. Submit your PPT file and Orange workflow (.ows) to the location/platform specified by your teacher.
- viii. Since this project is based on a chapter from your textbook (CBSE Class 10 AI), you must use textbook knowledge as your primary reference while preparing the project.
- ix. This project will also form part of your AI Portfolio (Part C: Project Work) as required in the curriculum.

Source:

- i. https://cbseacademic.nic.in/web_material/Curriculum26/publication/secondary/AI_Facilitators_Handbook_X.pdf
- ii. www.canva.com/dream-lab
- iii. <https://gemini.google.com/>
- iv. <https://chatgpt.com/>
- v. <https://www.kaggle.com/>

RUBRICS FOR EVALUATION

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (2)	Poor (1)
Problem Understanding & Objective (5)	Problem very well-defined, strong real-world relevance to NLP & sentiment analysis	Clear and relevant	Somewhat clear, lacks depth	Vague but attempts basic scope	No clear objective or irrelevant
Workflow & Data Handling (5)	Complete workflow, correct widget selection, well-documented with screenshots	Mostly correct workflow, minor errors	Basic workflow, limited clarity	Incomplete workflow with missing steps	Incorrect or missing workflow
Results & Analysis (5)	All results shown (distribution, accuracy,	Most results included, interpreta	Limited results or weak	Few results, screenshots missing	No results or screenshots

		confusion matrix, word clouds) with strong interpretation	tion present	interpretation		
	PPT Presentation & Communication (5)	Professional, well-structured, visually appealing slides with explanations	Organized and clear slides	Basic presentation, lacks polish	Poorly structured, minimal visuals	Incomplete or no presentation

SUBJECT- HINDI

CLASS - X

विषय- पश्चिम बंगाल, तमिलनाडु और जम्मू-कश्मीर: स्वतंत्रता संग्राम के शूरवीर

भारत की स्वतंत्रता कोई एक दिन की घटना नहीं थी, बल्कि यह वर्षों की तपस्या, त्याग और बलिदान का अमूल्य परिणाम है। यह केवल कुछ गिने-चुने नेताओं का प्रयास नहीं, बल्कि संपूर्ण राष्ट्र की आत्मा का जागरण था। देश के कोने-कोने से उठी आवाज़ों ने, हर भाषा, हर क्षेत्र, और हर वर्ग के असंख्य वीरों ने अपने रक्त, पसीने और आत्मबल से इस महान संघर्ष को सींचा। भारत के स्वतंत्रता संग्राम में प्रत्येक राज्य ने अपनी अनूठी भूमिका निभाई - कहीं क्रांति की ज्वाला धधकी, तो कहीं समाज-सुधार की शंखध्वनि सुनाई दी।

पश्चिम बंगाल, तमिलनाडु और जम्मू-कश्मीर इन राज्यों ने न केवल रणभूमि में क्रांतिकारी विचारों की अग्नि प्रज्वलित की, बल्कि साहित्य, संस्कृति और जनचेतना के माध्यम से स्वतंत्रता की अलख भी जगाई। इनकी भूमिका के साथ-साथ भारतीय स्वतंत्रता संग्राम के स्वर्णिम इतिहास में इनके योगदान का उल्लेख करते हुए सचित्र पत्रिका तैयार करें।

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 पश्चिम बंगाल, तमिलनाडु और जम्मू-कश्मीर: स्वतंत्रता संग्राम के शूरवीर को दर्शाया जाएगा।

छात्रों को निम्नलिखित बिंदुओं पर कार्य करना होगा:

- प्रत्येक राज्य के प्रमुख स्वतंत्रता सेनानियों का परिचय दें — जैसे- नेताजी सुभाष चंद्र बोस (पश्चिम बंगाल), वी. ओ. चिदंबरम पिल्लै (तमिलनाडु), और शेख अब्दुल्ला (जम्मू-कश्मीर)।
- उनके जीवन, संघर्ष, और स्वतंत्रता संग्राम में योगदान का विवरण प्रस्तुत करें।
- राज्यों की सांस्कृतिक, सामाजिक और राजनीतिक विशेषताओं को उजागर करें, जो स्वतंत्रता आंदोलन को प्रभावित करती थीं।

- इन राज्यों में हुए महत्वपूर्ण आंदोलनों, घटनाओं, और क्रांतियों का वर्णन करें- जैसे बंगाल विभाजन का विरोध, दक्षिण भारत का स्वदेशी आंदोलन, जम्मू-कश्मीर की राजनीतिक सक्रियता।
- साहित्य, संगीत, और कला के माध्यम से इन राज्यों ने स्वतंत्रता संग्राम में किस तरह योगदान दिया।
- इन राज्यों की जनचेतना और सामूहिक संघर्ष की भूमिका पर चर्चा करें।
- संबंधित प्रमुख स्वतंत्रता सेनानियों और आंदोलन की तस्वीरें, घटनाओं के चित्र, और ऐतिहासिक दस्तावेज़ शामिल करें।
- इन्हें संरक्षित रखने के लिए किन-किन तरीकों का उपयोग किया गया - जैसे पुस्तकों, लोकगीतों, नाटकों, और मौखिक परंपराओं का वर्णन करें।

परियोजना विवरण (Project Details):

1. परियोजना को एक सचित्र पत्रिका के रूप में तैयार किया जाए।
2. पत्रिका में कुल 10 से 12 पृष्ठ होने चाहिए, जिनमें निम्नलिखित भाग शामिल हों:
 - **आवरण पृष्ठ (Cover Page)**
प्रोजेक्ट का शीर्षक, छात्र/छात्राओं के नाम, कक्षा, विद्यालय का नाम आदि।
 - **अनुक्रमणिका (Index)**
प्रमुख विषय और उनके पृष्ठ संख्या।
 - **विषयवस्तु (Content)**
तीन राज्यों के स्वतंत्रता संग्राम में योगदान का विस्तृत वर्णन।
प्रमुख नेताओं के जीवन परिचय और कार्य।
ऐतिहासिक घटनाओं का वर्णन।
सांस्कृतिक योगदान और जनचेतना।
 - **चित्रण (Illustrations)**
स्वतंत्रता सेनानियों के चित्र।
स्वतंत्रता संग्राम की घटनाओं की टाइमलाइन।
सांस्कृतिक प्रतीक और आंदोलन के चित्र।
 - **ग्रंथ सूची (Bibliography)**
जिन स्रोतों से जानकारी ली गई है उनका उल्लेख।
 - **आभार प्रकट (Acknowledgment)**
जिन व्यक्तियों या स्रोतों से सहायता मिली, 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।
- ऐतिहासिक तथ्य, स्वतंत्रता सेनानियों के जीवन-वृत्त, घटनाएँ व सांस्कृतिक जानकारी एकत्र करेंगे।

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)

- स्वतंत्रता सेनानियों, ऐतिहासिक घटनाओं, सांस्कृतिक प्रतीकों से संबंधित चित्र का चयन करेंगे।
- फोटो स्रोतों का ध्यान रखेंगे।
- पत्रिका की विषयवस्तु से मेल खाते चित्रों का चयन करेंगे।

4. रेखाचित्रकार/डिज़ाइनर (Illustrator/Designer)

- जहाँ चित्र उपलब्ध न हों, वहाँ स्वयं रेखाचित्र बनायेंगे।
- 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. एन.सी.ई.आर.टी. (NCERT) इतिहास की पाठ्यपुस्तकें – कक्षा 8, 9 और 10
2. भारत का स्वतंत्रता संग्राम – बिपिन चंद्र
3. Modern India – शेखर बंद्योपाध्याय
4. भारतीय स्वतंत्रता संग्राम (1857–1947) – अर्विंद कुमार
5. <https://www.culturalindia.net/> – भारत की सांस्कृतिक और ऐतिहासिक जानकारी
6. <https://amritmahotsav.nic.in/> – "आजादी का अमृत महोत्सव" सरकारी पोर्टल
7. <https://indianculture.gov.in/> – भारत सरकार द्वारा संकलित सांस्कृतिक सामग्री

LEARNING OBJECTIVE: (अधिगम उद्देश्य)

- भारतीय स्वतंत्रता संग्राम की क्षेत्रीय विविधताओं को समझना।
- पश्चिम बंगाल, तमिलनाडु और जम्मू-कश्मीर की ऐतिहासिक, सामाजिक और सांस्कृतिक पृष्ठभूमि का अध्ययन करना।
- स्वतंत्रता संग्राम में विभिन्न स्वतंत्रता सेनानियों और आंदोलनों की भूमिका को जानना।
- इन राज्यों के साहित्यिक, सांस्कृतिक और जनचेतना संबंधी योगदान का विश्लेषण करना।
- शोध, प्रस्तुति और टीम वर्क जैसे कौशलों का विकास करना।
- ऐतिहासिक घटनाओं को चित्रों, पांडुलिपियों और मौखिक परंपराओं के माध्यम से अभिव्यक्त करना।

LEARNING OUTCOME: (अधिगम परिणाम)

- छात्र स्वतंत्रता संग्राम के बहु-आयामी दृष्टिकोण को समझने में सक्षम हुए।
- वे तीनों राज्यों के प्रमुख नेताओं और आंदोलनों के बारे में जानकारी प्राप्त करने में सक्षम हुए।
- छात्र तुलनात्मक अध्ययन करना सीखेंगे — जैसे कि विचारधाराओं, आंदोलनों और सांस्कृतिक योगदानों में अंतर और समानता।
- छात्र ऐतिहासिक तथ्यों को शोधपूर्ण और रचनात्मक तरीके से प्रस्तुत करने में सक्षम हुए।
- परियोजना निर्माण के माध्यम से संचार, प्रस्तुति और दस्तावेज़ीकरण के कौशल विकसित हुए।

RUBRICS FOR CLASS- X HINDI

मानदंड	5	4	3	2
विषय की गहराई एवं प्रासंगिकता (5)	स्वतंत्रता संग्राम की घटनाओं का गहन विश्लेषण; तीनों राज्यों की भूमिका का संतुलित और तथ्यपूर्ण विवरण।	अधिकांश विवरण सही हैं; एक राज्य की भूमिका अपेक्षाकृत कम है।	कुछ जानकारी सतही है; दो राज्यों की भूमिका अधूरी या असंतुलित रूप से प्रस्तुत की गई है।	स्वतंत्रता संग्राम या राज्यों की भूमिका स्पष्ट नहीं है; विवरण अधूरा या भ्रामक है।
राज्यों का विश्लेषणात्मक वर्णन (5)	पश्चिम बंगाल, तमिलनाडु और जम्मू-कश्मीर की स्वतंत्रता में भूमिका का विश्लेषण ऐतिहासिक तथ्यों और उदाहरणों सहित।	प्रत्येक राज्य का वर्णन किया गया है परंतु विश्लेषण में थोड़ी कमी है।	दो राज्यों का सतही वर्णन किया गया है, विश्लेषण कमजोर है।	राज्यों का नाम मात्र उल्लेख है, योगदान स्पष्ट नहीं।
चित्र संकलन एवं तकनीक इंटरनेट संसाधनों का रचनात्मक प्रयोग (5)	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए ग्राफिक्स, इंटरनेट संसाधनों, तस्वीरों का अच्छा उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए ग्राफिक्स, इंटरनेट संसाधनों, तस्वीरों का कुछ उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए ग्राफिक्स, इंटरनेट संसाधनों, तस्वीरों का कम उपयोग।	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए ग्राफिक्स, इंटरनेट संसाधनों, 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।
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LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN (TERM - II)

2025-26

TOPIC : Ramayan in West Bengal & Tamil Nadu /Kashmir

Integrated with Hindi & English

CLASS- X

SUBJECT : BENGALI 2ND LANGUAGE

FULL MARKS -20

পরিয়ोजनाকার্যের উদ্দেশ্য:

- ❖ বাঙ্গালীকি রচিত মূল রামায়ণ সম্পর্কে ধারণা লাভ করা।
- ❖ পশ্চিমবঙ্গ ও তামিলনাড়ু (কাশ্মীর) এ প্রচলিত রামায়ণ ও তার বৈশিষ্ট্য সম্পর্কে অবহিত হওয়া।
- ❖ উভয় রাজ্যে প্রচলিত রামায়ণের কাহিনি, চরিত্রগত মিল ও অমিল সম্পর্কে ধারণা লাভ করা।
- ❖ রাজ্যভেদে রামায়ণের কাহিনির উপর ভৌগোলিক প্রভাব সম্পর্কে অবহিত হওয়া।

জাত মহাকাব্য বাঙ্গালীকি রচিত রামায়ণ রচিত হয়েছিল সংস্কৃত ভাষায়। পরবর্তীকালে আলঙ্কারিক মহাকাব্য সাহিত্যজগতে বিশেষ মর্যাদা পেলেও রামায়ণ, মহাকাব্যের মত জাত মহাকাব্যের গুরুত্ব চিরকালীন। এর কাহিনি সমগ্র জাতির কাহিনি। এর অস্তিত্ব জাতির মজ্জায়। মধ্যযুগে নানাবিধ কারণে এই মহাকাব্যের অনুবাদ হয়েছিল নানা ভাষায়। তার মধ্যে অন্যতম কৃতিবাস ওঝার “রামায়ণ পাঁচালি।” পশ্চিমবঙ্গে রামায়ণ বলতে এই কৃতিবাসী রামায়ণকেই বোঝান হয়। আবার তামিলনাড়ুতে রামায়ণ বলতে তামিল কবি কাশ্বান রচিত “কাশ্বারামায়ণম” বিশেষ পরিচিত। কাশ্মীরে রামায়ণ বলতে পরিচিত পণ্ডিত প্রকাশরাম রচিত “রামাবতার চরিত্রা” একই মহাকাব্য বিভিন্ন রাজ্যে, বিভিন্ন নামে নজ নিজ বৈশিষ্ট্য নিয়ে বিরাজমান। স্থানীয় কাহিনি, সংস্কৃতি, পরম্পরায় এইসব রচনা গুলি এক অনন্য মহিমায় মহিমান্বিত। পশ্চিমবঙ্গ ও তামিলনাড়ুর (কাশ্মীরের) প্রচলিত রামায়ণের বিভিন্ন বৈশিষ্ট্যগত দিকগুলি নিয়ে একটি সচিত্র পত্রিকা তৈরি কর যাতে থাকবে

- ❖ পশ্চিমবঙ্গ ও তামিলনাড়ুতে প্রচলিত রামায়ণ এর রচয়িতা, কাহিনি ইত্যাদির তথ্য

- ❖ কাহিনিতে স্থানীয় প্রভাব
- ❖ উভয়ের মধ্যে মিল ও অমিল
- ❖ উভয়ের মধ্যে ঐতিহ্যের সমন্বয়।

GROUP -1

- ১নং সদস্য পশ্চিমবঙ্গ ও তামিলনাড়ুতে প্রচলিত রামায়ণ এর রচয়িতা, কাহিনি ইত্যাদির তথ্য সংগ্রহ করে লিখবে।
- ২নং সদস্য পশ্চিমবঙ্গ ও তামিলনাড়ুতে প্রচলিত রামায়ণ এর কাহিনিতে স্থানীয় প্রভাব সম্পর্কে লিখবে।
- ৩নং সদস্য পশ্চিমবঙ্গ ও তামিলনাড়ুতে প্রচলিত রামায়ণ এর মধ্যে মিল ও অমিল সম্পর্কে তথ্য সংগ্রহ করে লিখবে।
- ৪নং সদস্য উভয়ের মধ্যে ঐতিহ্যের সমন্বয় সম্পর্কে তথ্য সংগ্রহ করে লিখবে।

GROUP -2

- ১নং সদস্য পশ্চিমবঙ্গ ও কাশ্মীরে প্রচলিত রামায়ণ এর রচয়িতা, কাহিনি ইত্যাদির তথ্য সংগ্রহ করে লিখবে।
- ২নং সদস্য পশ্চিমবঙ্গ ও কাশ্মীরে প্রচলিত রামায়ণ এর কাহিনিতে স্থানীয় প্রভাব সম্পর্কে লিখবে।
- ৩নং সদস্য পশ্চিমবঙ্গ ও তামিলনাড়ুতে প্রচলিত রামায়ণ এর মধ্যে মিল ও অমিল সম্পর্কে তথ্য সংগ্রহ করে লিখবে।
- ৪নং সদস্য উভয়ের মধ্যে ঐতিহ্যের সমন্বয় সম্পর্কে তথ্য সংগ্রহ করে লিখবে।

পরিয়ोजना কার্যের কাঙ্ক্ষিত ফলাফল:

প্রকল্পটি সম্পন্ন করার মধ্য দিয়ে শিক্ষার্থীরা পশ্চিমবঙ্গ ও তামিলনাড়ু এই দুই রাজ্যে প্রচলিত রামায়ণ সম্পর্কে ধারণা লাভ করবে। মহাকাব্যের মধ্য দিয়ে ফুটে ওঠা দুই রাজ্যের সংস্কৃতি, পরম্পরা, ঐতিহ্য ও ভৌগোলিক বৈশিষ্ট্যের পরিচয় লাভ করবে। উভয় রাজ্যের রামায়ণের 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	পূর্ণ উপযুক্ত প্রচ্ছদের অভাব	প্রচ্ছদের অনুপস্থিতি
উপস্থাপনা (4 Marks)	নিখুঁত , উপযুক্ত উপস্থাপনা	উপস্থাপনা কার্যে আত্মবিশ্বাসের অভাব	উপস্থাপনা কার্যে উপযুক্ত শব্দ চয়নের অভাব	পূর্ণ উপস্থাপনা কার্যে ভুলের বাহ্যিক