

LAKSHMIPAT SINGHANIA ACADEMY
PROJECT PLAN – TERM 2 (2023-24)
CLASS IX

ENGLISH

FULL MARKS: 20

TWO PROJECTS HAVE BEEN DESIGNED BELOW. STUDENTS MAY CHOOSE ANY ONE OF THE FOLLOWING. PLEASE ADHERE TO THE INSTRUCTIONS GIVEN AGAINST EACH PROJECT.

The Indian states of West Bengal and Tamil Nadu boast of a rich tapestry of culture, language and tradition. The diversity of these states is reflected in their rich culinary traditions, ingredients and flavours. Their cuisines have evolved over the years through trade, invasions and interaction with various cultures, and now serve as a medium to celebrate and preserve the cultural heritage of the states.

Students are to design **a cook book**, consisting 2 recipes each, of significant food items of both the states. Briefly mention the cultural significance of the particular dishes.

- This will be an individual activity.
- It should be presented in a channel file.
- Should consist of 10 pages, with relevant data, illustration, statistical representation, index and bibliography.

LEARNING OBJECTIVE:

- Students have learnt to compose with clarity, coherence and precision.

LEARNING OUTCOME:

- Students will be made aware of the various cuisines of the states and their historical, religious and cultural significance keeping in mind the diversity in soil, climate and ethnicity.
- Students will develop a collaborative approach and learn to work as a team and value time.
- Students will learn to appreciate each other's emotions and feelings.

OR

West Bengal and Tamil Nadu, two culturally diverse states of India, are united by their literary heritage and the immense contribution of writers. The rich tapestry of Bengali literature and the ancient Tamil literary tradition have shaped the cultural consciousness of these regions. While both regions boast a plethora of artistic achievements, the role of writers holds particular significance in shaping the cultural fabric of these states.

Students will prepare a **comparative study** highlighting 2 eminent literary figures each from both the states, from different genres of writing. Eg. classical and contemporary.

- The project will be an individual project
- Should be done in a shoelace file
- Must be attractively decorated
- Should consist of 10 pages including index, acknowledgement and bibliography and relevant illustrations.

LEARNING OBJECTIVE:

- Students have learnt to compose with clarity, coherence and precision.

LEARNING OUTCOME:

- Students will be made aware of the cultural differences between West Bengal and Tamil Nadu, highlighting the influential role of writers in both regions.
- Students will develop a collaborative approach and learn to work as a team and value time.
- Students will learn to appreciate each other's emotions and feelings.

RUBRICS FOR EVALUATION

PARAMATERS	5	4	3
Authenticity of the contents and appropriate expression (5)	Content is unique and proper research done and concepts properly explained but lacks expression	Not Unique but the concepts are well explained	Neither unique nor well explained
Timely submission demonstrates concise knowledge and understanding of the theme (5)	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 (5)	Accesses suggested sites and employed technologies fluently	Accesses suggested sites and employed technologies adequately with support	Struggled while using technology. Struggled with teacher-provide strategies and resources
Creativity and Art Integration (5)	The concept and presentation 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

SUBJECT: MATHEMATICS

FULL MARKS: 20

Tamil Nadu – Population

Tamil Nadu is in the southern region of India. The tenth largest Indian state by area and the sixth largest by population.

Give an Introduction on Location, Area, Population, Languages spoken in Tamil Nadu.

Make a comparative study on the POPULATION of Tamil Nadu for the years **2005, 2015** and **2022**. Make a table including the following: Approximate Population; Actual Population; Male-Female Population; Population Growth; Gender Ratio for the above said years.

1) Represent the Actual Population in the form of a Bar Graph.

2) Male Female Population in the form of a Double Bar Graph

4) Gender Ratio in the form of a Line Graph.

https://youtu.be/dKx_KECMWOY?si=FEp24iQL1Hs-Hzm5

LEARNING OBJECTIVE:

- Students will work in teams to research on Population of one of the states of our country.
- They will be able to interpret data and represent them in graphs.

LEARNING OUTCOME:

- Students will be made aware of the population of Tamil Nadu over a number of years.
- Students will develop a collaborative approach and learn to work as a team and value time.
- Students will learn to appreciate each other's emotions and feelings.

RUBRICS FOR EVALUATION-

Category	5	4	3
Authenticity of the content- (5)	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- (5)	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 – (5)	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- (5)	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

PHYSICS:

Total Marks: 06 Marks

Learning Objectives:

Students will get to know

- The working principle of Green Firecrackers.
- Make a Flyer to curb bursting of crackers to reduce noise and air pollution.
- Present a Nukkad-Natak to spread awareness among the masses against the use of firecrackers.

Although firecrackers have been banned in many cities across the country for the past few years they are still the first thing that comes to mind of many when we talk about Diwali. While the courts , governments , activists keep advocating the downside of firecrackers claiming they cause pollution, Diwali lovers continue to seek an alternative to that quick light and sound show

Divide yourselves into 6 groups and work as follows:

Group 1 and 2: Make a flyer to curb bursting of crackers to reduce noise and air pollution

Group 3 and 4: Research on how do 'Green firecrackers' work? Explain along with relevant pictures.

Group 5 and 6: Demonstrate a 'Nukkad Natak' on this tragic incident given below to spread awareness against the use of firecrackers.

A blast happened in firecrackers factory in Krishnagiri district of Tamil Nadu on Saturday. A total of eight deaths have been reported so far after due to an explosion in firecrackers factory in Krishnagiri district of Tamil Nadu, said SP Krishnagiri Saroj Kumar Thakur.

Learning Outcome:

- The working principle of Green Firecrackers.
- Making a Flyer to curb bursting of crackers to reduce noise and air pollution.
- Present a Nukkad-Natak to spread awareness among the masses against the use of firecrackers.

Rubrics for assessing the project:

	2	1.5	1	0.5
Content- 2	Content is unique and proper research done and concepts properly demonstrated	Not unique but the concepts are well demonstrated	Neither unique nor well demonstrated	-----
Presentation- 1.5	-----	The Nukkad Natak conveys the information to the masses. The message conveyed to the people is of moral values.	The Nukkad Natak presented does not convey the message properly	The Nukkad Natak presented is not up to the mark.
Team work - 1	-----	-----	Contribution of all members	Contribution of all members are not equal, though all contributed
Creativity and Art Integration- 1.5	-----	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

FULL MARKS: 06

Indian Fireworks Industry ranks second in the world, in terms of volume of production next to China. Tamil Nadu produces a major share of the total all India cracker production.

In the last five years, the domestic fire cracker industry has been badly affected by illegal import of Chinese crackers. However, the latest order of Supreme Court has further affected domestic fire cracker industry. In its order the Supreme Court has banned the use of barium salts in fireworks to reduce pollution and noise and also allowed small window of two hours for bursting crackers on Diwali and that too for green crackers only.

Learning Objective: Students will:

- Understand the importance of the related topics on which they researched.

- Gain knowledge about the harmful effects of fire crackers and its replacement with green crackers.
- Represent phenomena, and physical processes in a logical and objective way.

INSTRUCTIONS: Class will be divided into SIX groups and the following questions will be answered in a project file.

1. Why was the use of barium salts in fire crackers banned by the Supreme Court?
2. Name 2 other chemicals used in fire crackers and write about their side effects on the environment.
3. What are 'green crackers'? Are they actually safe? Why is their manufacture and sale still low in India?

Emphasis should be given on content, pictures and presentation.

Related links:

<https://www.businessinsider.in/india/news/how-green-are-green-crackers/articleshow/95039145.cms#:~:text=Green%20crackers%20use%20nitrate%20as,Kumar%20T%20from%20Crackers%20Mela.>

<https://www.outlookindia.com/national/explained-what-are-green-crackers-have-your-eco-friendly-crackers-simply-been-greenwashed--news-232122>

LEARNING OUTCOMES: Students have:

- Understood the importance of the related topics on which they researched.
- Gain knowledge about the harmful effects of fire crackers and its replacement with green crackers.
- Represent the different processes in a logical and objective way.

RUBRICS FOR EVALUATION:

Category	2	1.5	1	0.5
Content- 2	Content is unique and proper research done and concepts properly demonstrated	Not unique but the concepts are well demonstrated	Neither unique nor well demonstrated	-----

Presentation- 1.5	-----	The related pictures conveys the required information.	The related pictures does not convey the information properly	The related pictures are not up to the mark.
Team work - 1	-----	-----	Contribution of all members	Contribution of all members are not equal, though all contributed
Creativity and Art Integration- 1.5	-----	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

FULL MARKS: 08

1. a. Explain the Blanket Ban on fire crackers in West Bengal.
 b. How has the Tamil Nadu government implemented restrictions on bursting fire crackers. 1M
2. Compare the AQI (air quality index) after Diwali in two major cities of Tamil Nadu and West Bengal for last three years. 1M
3. a) Explain the symptoms of chronic obstructive pulmonary disorder (COPD). 1M
 b) Compare the population strength in both states who suffer from COPD. 1M
 c) Make a model showing the condition of lungs during COPD. 4M

EVALUATION RUBRICS:

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
Model making–(2)	Perfectly made model.	Well-made model	Average
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.

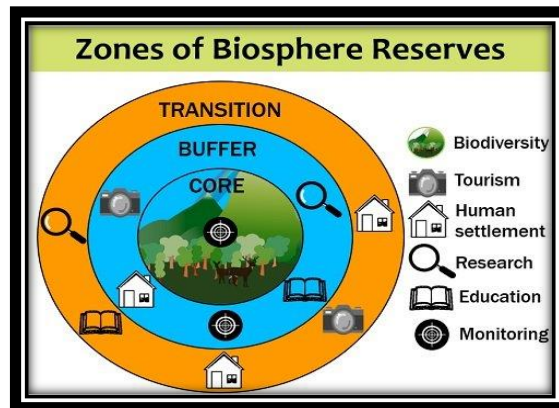
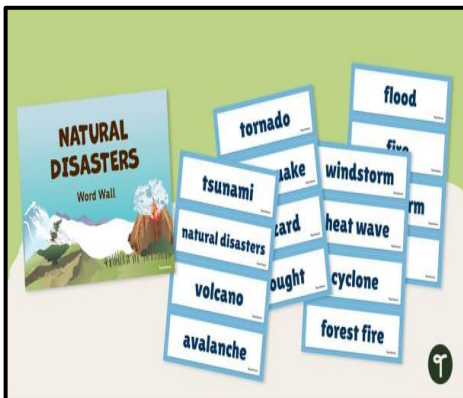
GEOGRAPHY

FULL MARKS: 10

TOPIC: NATURAL VEGETATION AND WILDLIFE ALONG WITH DISASTER MANAGEMENT IN TAMIL NADU

Natural vegetation means the plants that grow naturally without human interference. Natural vegetation can be categorised into three categories namely; forest, grassland and desert. The change in the type of natural vegetation occurs mainly because of the changes of climatic conditions. Biosphere reserves are 'learning places for sustainable development'. They are sites for testing interdisciplinary approaches to understanding and managing changes and interactions between social and ecological systems, including conflict prevention and management of biodiversity.

A sudden natural catastrophe that causes great damage or loss to lives and properties is called as disaster. According to United Nations office for Disaster Risk Reduction, Disaster Risk Reduction (UNDRR) is the concept and practice of reducing disaster risks through systematic efforts to analyse and reduce the causal factors of disasters. This includes reducing exposure to hazards, lessening the vulnerability of people and property, wise management of land and environment, and improving preparedness and early warning for adverse events. Here we will discuss about the natural disasters in Tamil Nadu and the measures to be adopted before, during and after different disasters.



GROUP – 1, & 3: Case study on “Tsunami in Tamil Nadu.”

GROUP – 2, & 5: Any one “Biosphere Reserve in Tamil Nadu.”

GROUP – 4 & 6: Case study on “Earthquake in Tamil Nadu.”

PROJECT FORMAT:

- ✓ Projects need to be done in groups.

- ✓ **GROUP 1 & 3**, will make the project in form of a chart (Full chart paper).
- ✓ **GROUP 2 & 5**, will make the project in form of a model.
- ✓ **GROUP 4 & 6** will make the project in form of a chart (Full chart paper).
- ✓ Support the project with relevant pictures.
- ✓ For **model making**, use of thermocol or styrofoam should be avoided.
- ✓ **3D** illustration can be used in **chart making**.
- ✓ Every group must select one case study except group no 2 & 5.
- ✓ Demonstration of case study is compulsory for all groups.

Following questions to be answered by all the groups:

Content

Q1. What is the Disaster Management Act of 2005 in Tamil Nadu?

Q2. What are the aims and objectives of Tamil Nadu Disaster Management Policy?

Q3. Map work on Natural Vegetation of India.

SUBJECT INTEGRATION: History, Life-skills, Installation Art, Political Science, Economics, Mathematics, and English.

LEARNING OBJECTIVE:

- ✓ **Creating awareness:** This is an important objective, as it can help to reduce the number of people who are affected by disasters. By raising awareness about the different types of disasters, their consequences, and how to prepare for them, we can help people to make informed decisions about their safety.
- ✓ **Preparing in advance:** This is another important objective, as it can help people to be more resilient in the event of a disaster. By having a plan in place, people can be more prepared to respond to a disaster and to minimize the damage that it causes.
- ✓ **Ensuring participation in disaster mitigation plans:** This is an important objective, as it can help to build a more resilient community. By ensuring that everyone is involved in disaster mitigation plans, we can help to reduce the risk of a disaster and to minimize the impact of a disaster that does occur.

- ✓ **Enabling students to create awareness and preparedness among the community:** This is a great objective, as it can help to spread the message of disaster preparedness to a wider audience. By enabling students to create awareness and preparedness in their communities, we can help to make our communities safer for everyone.

LEARNING OUTCOME: The learning outcome will include –

- ✓ Independent research work.
- ✓ Collaboration.
- ✓ Awareness and awakening among all.

LINKS:

https://en.wikipedia.org/wiki/Nilgiri_Biosphere_Reserve

<https://www.pmfias.com/tamil-nadu-national-parks/>

<https://timesofindia.indiatimes.com/india/tsunami-2004-tamil-nadu-remembers-victims-on-18th-anniversary/articleshow/96511791.cms>

<https://www.mapsofindia.com/maps/tsunami-in-india/earthquake/tamilnadu.html>

<https://earthquakelist.org/india/tamil-nadu/>

https://www.researchgate.net/figure/Details-of-Earthquakes-Earth-tremors-in-Tamilnadu-state-since-1807_tbl1_271188242

https://tnsdma.tn.gov.in/app/webroot/img/document/dm_policy_2023.pdf

<https://www.thehindubusinessline.com/news/tn-releases-disaster-management-policy-2023/article66656564.ece>

Rubrics for Evaluation: GEOGRAPHY

Category	5	4	3	2	1
Content (4)	-	Applicable to Theoretical knowledge and all facts are correct.	Applicable to Theoretical knowledge and all facts are correct. One or two factual errors.	Applicable to Theoretical knowledge and all facts are correct. Few factual errors. Map	Applicable to theoretical knowledge and all facts are not at all relevant to the topic. Map is missing.

		Map work done perfectly.	Map work done but not shaded/colored correctly.	work not shaded correctly. All states are not marked.	
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)	-	-	Presentation includes relevant photographs/charts/ Maps/ model/diagrams are correct/relevant to the topics. Independent research work and collaboration shown by the team members. Tried to adapt the new technology.	Presentation includes relevant photographs/ charts/ Maps/ model/diagrams are partially correct/relevant to the topics. Team work shows communication gap.	Graphics / Chart /models are not clear. They are irrelevant to the topic. No group coordination shown.

SUBJECT- HISTORY ALIGNED WITH CBSE PROJECT TOPIC ON Forest Society and Colonialism **FULL MARKS: 10**

PROJECT ON----- FOREST SOCIETY AND ITS CHALLENGES:

In India, the connection among tribal groups and forests was defined by coexistence, and these populations were seen as essential to the natural system's survival and

sustenance. This mutualistic interdependence was recognized, and customary rights over natural forests were established. However, during the colonial era and in Indian independence, the administration did not acknowledge or register these rights when combining state forests. Tribal groups were evicted from their traditional forest resources as a consequence of the ensuing uncertainty of tenancy and danger of eviction. The [Wildlife \(Protection\) Act of 1972](#) (the 'WPA') and the [Forest Conservation Act of 1980](#) (the 'FCA') continued this historical injustice by identifying protection of the environment and indigenous rights acknowledgment as fundamentally contradictory goals. Other post-independence legislative and executive policies have only served to exacerbate these divisions.

Learning Objective -Students through their project learn about the forest management in India, which is based on 'co-management' and a 'give and take' relationship, Sustainable forest management (SFM) is defined as a "dynamic and evolving concept, which aims to maintain and enhance the economic, social and environmental values of all types of forests.

METHODOLOGY: There should be 5 groups in each class, each group will handle only 2 questions according to the instructions given and follow the rubrics given. Projects should be supported by photographs, relevant articles from newspaper and magazines, graphics, videos, drawing etc.

Presentation of project will be intimated later.

Group A

1A) How are the environmental situation, in the forests handled in India today?

1B)With more than a fifth of population dependent on forest for livelihood and the rich ecological, economic and development value it produces. there is an urgent need to redefine India's 'forests. Given the critical state of India's forest, it is imperative to move beyond compensatory afforestation and adopt meaningful strategies for creating serious impact on the ground. Discuss about strategies India has adopted so far?

Group B

2A) Discuss in your project What are the avenues of Joint Forest Management in India,?

<https://www.sciencedirect.com/science/article/abs/pii/S0921344909002274>

2B)What are the present challenges in Joint Forest Management in India?

Group C

3A)

The Sustainable **forest management in India** is a success story. Justify.

Make a story board and high light the role of emerging digital technology can transform forestry and its management in INDIA

3B) Trace and discuss the role of the Community Involvement in Forest Management in INDIA today?

How was the forest managed during the colonial period? A Power presentation will be made by the group to answer this question.

World Resources Institute

http://pdf.wri.org/ref/nayak_02_com-based_forest.pdf

Group D

4A) Research on the FOREST SURVEY REPORT OF 2021 and make charts, graphs, map presentation to highlight the report of the survey.

pib.gov.in

<https://static.pib.gov.in/WriteReadData/specificdocs/document> (reference)

4B)Give An analysis of statusof the participatory forest in India with special reference to the state of West Bengal and Tamil Nadu?

https://www.academia.edu/1211300/status_of_participatory_forest.

https://www.iges.or.jp/.../pub/policyreport/180/07_India.pdf · Springer

<https://link.springer.com/chapter/10.1007/978-3-030-80706-1>

researchGate

https://www.researchgate.net/publication/318876793_Managing_forests...

searchGate

<https://www.researchgate.net/publication/35326...>

FOREST COVERS OF WEST BENGAL: A DISTRICT-WISE

https://cms.tn.gov.in/sites/default/files/documents/forests_e_p...

[forests_e_pn_2023_24.pdf](https://cms.tn.gov.in/sites/default/files/documents/forests_e_pn_2023_24.pdf) (tn.gov.in)(Tamil nadu)

ENVIRONMENT, CLIMATE CHANGE AND FORESTS DEPARTMENT- TAMILNADU

<https://spc.tn.gov.in/annualplan/ap2011->

[12/chapter.3.2.pdf#:~:text=Forest%20management%20in%20Tamil%20Nadu%20is%20mainly%20conservation,Nadu%20also%20has%20](https://spc.tn.gov.in/annualplan/ap2011-12/chapter.3.2.pdf#:~:text=Forest%20management%20in%20Tamil%20Nadu%20is%20mainly%20conservation,Nadu%20also%20has%20)

Group E

5 A) What is the purpose of the Forest Rights Act OF 2006?

5B) What are the kinds of Rights granted to forest dwellers and the Mechanisms in place to ensure that rights are respected?

Write slogans, make posters, other creative presentation on awareness drive on forest conservation in India.

Example

Even in the age of liberalization and globalization it has to be understood that there can be no financial assets if there are no ecological assets. Sustainable livelihood is increasingly linked to environmental conservation. Here, it is apt to quote a Tribal Chief who said:

Only after the last tree has been cut down

Only after the last river has been poisoned

Only after the last fish has been caught

Only then will you find that money cannot be eaten

the Indian Forest Rights Act 2006: A critical appraisal

[//www.researchgate.net/publication/265000880_The_Indian_Forest_Rights_Act_2006_A_critical_appraisal](https://www.researchgate.net/publication/265000880_The_Indian_Forest_Rights_Act_2006_A_critical_appraisal)

[All about the Forest Rights Act in India \(ipleaders.in\)](https://www.ipleaders.in/all-about-the-forest-rights-act-in-india)

[Ministry of Tribal Affairs - Government of India](https://www.ministryoftribalaffairs.gov.in/)- ministry of tribal affairs – govt. of India

Other References

- <https://www.lawteacher.net/free-law-essays/land-law/law-forest-dwellers.php>
- <https://blog.ipleaders.in/all-about-the-forest-rights-act-in-india/>
- https://www.researchgate.net/publication/265000880_The_Indian_Forest_Rights_Act_2006_A_critical_appraisal
- <https://migrate.theleaflet.in/validity-of-the-forest-rights-act-supreme-court-directing-eviction-of-almost-two-million-tribal-peoples-is-a-gross-travesty-of-justice/>
- <https://www.scobserver.in/court-case/eviction-of-forest-dwellers>
- <https://blog.ipleaders.in/forest-rights-act-2006-advantages-disadvantages-environment-conservation/amp/>
- <https://www.scconline.com/blog/post/2019/02/20/sc-orders-forced-eviction-of-more-than-1000000-tribals-from-forestlands-across-16-states/>
- <https://www.scconline.com/blog/post/tag/forest-dwellers/>
- https://www.researchgate.net/publication/332107497_Understanding_India's_Forest_Land_Rights_through_Spatial_Justice_Framework_-_A_Policy_Analysis_of_the_Forest_Rights_Act_2006

Learning Outcome - Protection of forests will help to conserve our rich biodiversity, promote wildlife and ensure the welfare of the Scheduled Tribes and other forest dwellers. The promotion of tree cover outside forest areas will help to increase green cover, provide raw materials for industries and control pollution.

Forest projects which researched on participatory forest management will highlight on most successful aspect of the Indian economy that is -balancing poverty reduction, livelihoods and creating employment.

Rubrics for Evaluation: HISTORY

Category	5	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/colored 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)	-	-	Presentation includes relevant photographs/charts/ Maps/ model/diagrams are correct/relevant to the topics. Independent research work and collaboration shown by the team members. Tried to adapt the new technology.	Presentation includes relevant photographs/ charts/ Maps/ model/diagrams are partially correct/relevant to the topics. Team work shows communication gap.	Graphics / Chart /models are not clear. They are irrelevant to the topic. No group coordination shown.

Subject:-Artificial Intelligence

Full Marks-20

TOPIC: - Famous Tamil Nadu and its AI policy

Learning Objective:-

- Foster a deeper understanding of AI-policy taken up by other state government
- Enable them to acquire knowledge about the culture and tradition of Tamil Nadu
- Enrich their presentation skill

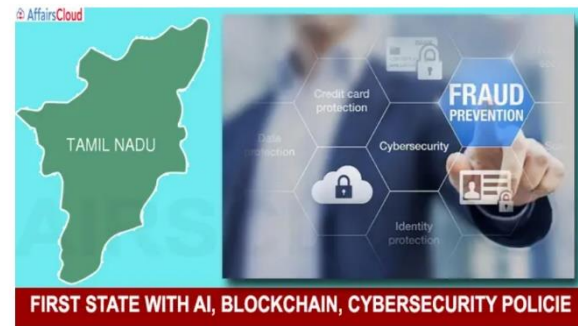
Learning outcome:

- They will be able to acquire knowledge about different culture and tradition.
- They worked with a new presentation software.
- They learned about other state's AI policy.
- They enhanced with their presentation skill.

General instructions:

- It is a group project. Two consecutive roll numbers will form a group.
- You can use any suitable presentation software.
- Select a presentation style.
- Format your presentation with different formatting tools.
- Do not use pro style if you are using canva for the presentation.
- Both member should have equal contribution for the project.
- Save your PowerPoint file on desktop.
- If you are using canva copy the link and paste in a word file. Save the save on desktop.
- Submission process will be guided by your CE teacher

For many others, the long coastline and the fabulous hill stations make Tamil Nadu famous. There are some places and things which make Tamil Nadu unique. Believed to be the descendants of one of the oldest civilizations in the world, Tamilians have a lot to show for in terms of unique culture and tradition. Its unique artistic developments over the years make for a storehouse of treasures that bring tourists from afar. A multitude of factors exists that have long influenced the culture of the state. In addition to their culture and tradition, Government of Tamil Nadu has taken a lot of initiative based on AI.



You act like a news reporter and create an interactive presentation on famous Tamil Nadu using any software like ppt /canva etc. Mention the following topic in your presentation.

- Famous places to visit (best two places)
- Famous cuisine of that state.
- Traditional dress
- How to reach to the state from Kolkata.
- AI policy and cybersecurity of that state-Mention any 2 policy taken by the government

To Do

- Create a presentation and save as Name1Name2_Roll1Roll2_PR2
- Mention both the partner's name on the first slide of the presentation
- Design 6 to 8 slides to complete your presentation
- Insert relevant picture to support your data.
- Any one of the slide will present your opinion and motivate people to visit the place
- Mention bibliography on the last slide.
- Format your presentation according to your choice.

Resource link:-

<https://indiaai.gov.in/government/government-of-tamil-nadu>

<https://www.indianholiday.com/tamil-nadu/culture-of-tamil-nadu.html>

Rubrics for Evaluation:-

Criteria	5	3	1
Appropriate use of ICT Skill - (5)	Presentation reflects maximum use of suggested tools to get the desired output	Presentation reflects the use of some suggested tools to show acceptable understanding	Presentation hardly reflects any use of suggested tools to get the desired output
Content alignment with Topic- (5)	The content effectively demonstrates adaptability to the theme provided	The content somewhat demonstrates adaptability to the theme provided	The content did not demonstrate any adaptability to the theme provided
Collaboration - (5)	Consistently stays focused on task. Effectively encourages and supports the efforts of the group as a whole	Focuses on the task, most of the time. Usually encourages and supports the efforts of the group as a whole	Rarely focuses on the task. Let's others do the work and rarely supports the efforts of the group as a whole.
Creativity and presentation Skill - (5)	Was able to demonstrate maximum originality in the project and presented a well formatted document.	Was able to demonstrate originality in the project and presented a well formatted document.	Was able to portray the theme without any creativity and originality.

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN (TERM-2)

SESSION- (2023-24)

HINDI

CLASS-IX

विषय - तामिलनाडु और पश्चिम बंगाल

तामिलनाडु और पश्चिम बंगाल में समय-समय पर आयोजित होने वाले ग्रामीण मेले और उत्सव अपनी-अपनी परंपराओं, संस्कृतियों और मानसिकताओं का प्रतीक हैं। दोनों प्रदेश इनके द्वारा धार्मिक रीति-रिवाज, उत्सव, पारंपरिक कला(सांस्कृतिक प्रदर्शन एवं स्थानीय हस्तशिल्प) का प्रदर्शन करता है जो उनकी विशिष्ट पहचान को दर्शाती है। ऐसे ही दोनों प्रदेशों के किन्हीं चार ग्रामीण मेले और उत्सवों का सचित्र वर्णन करते हुए एक पत्रिका तैयार करें, जिसमें तामिलनाडु के महान गणितज्ञ रामानुजन आचार्य के गाँव में होने वाले उत्सवों एवं मेलों का भी समावेश हो।

Learning Objectives

- तामिलनाडु एवं पश्चिम बंगाल में होने वाले ग्रामीण मेलों या उत्सवों के विशेषताओं की विस्तृत जानकारी प्राप्त करना ।
- दोनों प्रदेशों की सांस्कृतिक विभिन्नताओं के प्रति जागरूक होना।
- मेलों एवं उत्सवों के विधि-विधानों के प्रति सजग एवं सचेत होना।
- ग्रामीण मेलों एवं उत्सवों के उद्देश्यों की परख तथा उपयुक्त भाषा-कौशल का विकास।

Learning Outcomes

- समसामयिक विषयों के प्रति जानकार हुए।
- मेलों एवं उत्सवों के उपयुक्त विविध विधि-विधानों की उपयोगिता एवं आवश्यकता के प्रति जानकार हुए ।
- सृजनात्मकता का विकास हुआ।
- स्थितियों की परख तथा उपयुक्त भाषा-कौशल का विकास हुआ।

RUBRICS FOR EVALUATION (CLASS-IX) HINDI

मानदंड	5	4	3	2
विषय वस्तु की प्रभावी एवं सटीक जानकारी (5)	विषय सामग्री से जुड़े तथ्य प्रयुक्त लेखों में सटीक एवं विषयानुरूप है।	एक या दो तथ्यात्मक त्रुटियों के अलावा अधिकांश तथ्य सही एवं विषयानुरूप है।	कुछ तथ्य विषयानुरूप है पर तीन से अधिक त्रुटियाँ पाई गई हैं।	प्रयुक्त लेखों में विषय सामग्री स्पष्ट नहीं है।
सचित्र प्रस्तुतिकरण (5)	अच्छे ढंग की तैयारी, टीम के सदस्यों का समन्वय सराहनीय, प्रस्तुतिकरण स्पष्ट एवं प्रभावी	पर्याप्त तैयारी, टीम के सदस्यों का परस्पर सहयोग देखा गया। प्रस्तुति के दौरान स्पष्टता पाई गई पर प्रभावी नहीं हो पाई।	कुछ विद्यार्थी ही लिखित विषय में सहयोग देने के लिए तैयार, टीम के सदस्यों में परस्पर सहयोग का अभाव देखा गया। लिखित अभिव्यक्ति में आत्मविश्वास की कमी पाई गई।	छात्र तैयार नहीं, टीम वर्क का अभाव एवं लिखित प्रस्तुति अस्पष्ट एवं विषयानुरूप नहीं।
तकनीक एवं इंटरनेट संसाधनों का रचनात्मक उपयोग, विषयानुरूप चित्र संकलन (5)	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए इंटरनेट से संकलित तथ्यों एवं तस्वीरों का अच्छा उपयोग।	परियोजना के विषय की अभिव्यक्ति के लिए इंटरनेट से संकलित तथ्यों एवं तस्वीरों का कुछ उपयोग।	इंटरनेट से संकलित तथ्यों एवं तस्वीरों, का उपयोग कम होने के कारण विषय की अभिव्यक्ति स्पष्ट तौर पर नहीं हो पाई।	इंटरनेट से संकलित तथ्यों एवं तस्वीरों का उपयोग नहीं होने के कारण विषयानुरूप अभिव्यक्ति नहीं हो पाई।
भाषा की उपयुक्तता समग्र प्रस्तुति (5)	प्रस्तुतिकरण में वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी त्रुटियों का न होना। सहज एवं बोधगम्य भाषा का उपयुक्त प्रयोग परियोजना का समग्र प्रभाव दर्शकों के लिए रोचक और आकर्षक।	प्रस्तुतिकरण में वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी कुछ त्रुटियों का ही होना। विषय की सहज अभिव्यक्ति। परियोजना का समग्र प्रभाव दर्शकों का ध्यान आकर्षण करने के लिए पर्याप्त।	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 प्रयास किया गया।	वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी अत्यधिक त्रुटियों के कारण विषयानुरूप भाषा का प्रयोग न हो पाना। समग्र प्रस्तुति को रोचक बनाने के लिए विद्यार्थियों के प्रयास में अभाव।

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN (TERM-II)

2023-24

THEME – পশ্চিমবঙ্গ ও তামিলনাড়ুর গ্রামীণ মেলা ও উৎসব

CLASS-IX

SUBJECT- BENGALI

পরিয়ोजना কার্যের উদ্দেশ্য :

- বাংলা ও তামিলনাড়ুর বিভিন্ন গ্রামীণ মেলা ও উৎসবের সাথে পরিচিত হওয়া
- দুই রাজ্যের সংস্কৃতিকে জানা ও তার ইতিহাস সম্পর্কে সচেতন হওয়া
- দুই রাজ্যের রীতিনীতি ও সাংস্কৃতিক মনোভাবের সাথে পরিচিত হওয়া
- দুই রাজ্যের বিভিন্ন স্থানীয় শিল্পের নিদর্শনগুলি সম্পর্কে অবহিত হওয়া।
- সৃজনশীলতার বিকাশ
- ভাষাশৈলির বিকাশ
- ব্যবহারিক প্রয়োগক্ষমতার বিকাশ
- ভাষার বহুবিধ ও বিচারশক্তির বিকাশ

পশ্চিমবঙ্গ ও তামিলনাড়ুতে বিভিন্ন সময়ে আয়োজিত নানা গ্রামীণ মেলা ও উৎসব রাজ্য দুটির পরম্পরা, সংস্কৃতি ও মানসিকতার পরিচায়ক। এই উৎসব ও গ্রামীণ মেলার মধ্য দিয়ে রাজ্য দুটির ধর্মীয় রীতি নীতি, সাংস্কৃতিক মনোভাব ও স্থানীয় নানারকম শিল্পের নিদর্শন প্রদর্শিত হয়। এইরকম দুটি রাজ্যের যে কোন চারটি গ্রামীণ মেলা ও উৎসবের বিস্তারিত পরিচয় দিয়ে একটি সচিত্র পত্রিকা তৈরি কর। যাতে থাকবে

- দুটি রাজ্যের যে কোন চারটি গ্রামীণ মেলা ও উৎসবের উল্লেখ।
- গ্রামীণ মেলা ও উৎসবগুলির ইতিহাস
- কোন সময়ে, কী উপলক্ষে এইগুলি অনুষ্ঠিত হব তার বিস্তারিত বিবরণ
- প্রাসঙ্গিক ছবি
- উপযুক্ত প্রচ্ছদ
- যে কোন একটি উৎসবকে কেন্দ্র করে মডেল তৈরি ও তার উপস্থাপনা।

পরিয়ोजना কার্যের কাঙ্ক্ষিত ফলাফল:

পরিয়ोजना কার্যের দ্বারা শিক্ষার্থীরা পশ্চিমবঙ্গ ও তামিলনাড়ুর ঐতিহ্য, সংস্কৃতি ও তার প্রাচীন ইতিহাস সম্পর্কে অবহিত হতে পারবে। ভবিষ্যতের নাগরিক হিসাবে তাদের দায়িত্ব কর্তব্য পালনের বিষয়ে সচেতন হবে। এছাড়াও বাংলা ও তামিলনাড়ুর বিভিন্ন গ্রামীণ মেলা ও উৎসব সম্পর্কে আরো বিস্তারিতভাবে ধারণা লাভ করবে।

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 বাহুল্য