

ENGLISH

FULL MARKS: 20

TOPIC- Showcasing Shakespeare

William Shakespeare, often regarded as one of the greatest playwrights and poets in the English Language, lived during the late 16th and early 17th centuries. His prolific career produced a remarkable collection of work including 39 plays and over 150 sonnets. His plays and sonnets continue to captivate audiences worldwide.

Shakespeare's plays are characterized by their originality, variety and richness of language. Shakespeare is unrivalled in literature when his characterization is concerned. From king to clown, from lunatic and demi devil to saint and seer – all are revealed with the hand of the master storyteller. He made Hamlet assert- "What a piece of work is man!"

Research and analyse on any one of the Shakespearean characters given below and make an effort to bring out the objectivity that each character portrays by delving deeper into the speeches.

1. Prospero

Speech: "Our revels now are ended. These our actors,
As I foretold you, were all spirits.....
Is rounded with a sleep."

2. Caliban

Speech: "Be not afeared. The isle is full of noises,..
I cried to dream again."

3. King Lear

Speech: "Nor rain, wind, thunder, fire are my daughters.
I tax not you, you elements, with unkindness;....
A poor, infirm, weak and despised old man"

4. Julius Caesar

Speech: "Cowards die many times before their deaths....
Will come when it will come.

5. Macbeth

Speech: "Out, out brief candle!
Life's but a walking shadow, a poor player.....
Signifying nothing."

6. Portia

Speech: "The quality of mercy is not strained.....

When mercy seasons justice."

PROJECT FORMAT:

- ✓ Projects need to be done in groups.
- ✓ Each group shall prepare the speech that is assigned by the teacher.
- ✓ Time allotted for each group – **10 mins**
- ✓ Support the project with relevant **pictures** and **props**.
- ✓ Every group needs to present it in the class.
- ✓ Each group must write down the entire speech. Marks will be deducted for not writing the entire speech.
- ✓ Mention the play from which your selected speech has been excerpted.
- ✓ For Role play each group **must remember the following points:**
 - **Appropriate attire**
 - **Correct intonation while delivering the speech.**
 - **Appropriate props (as required)**

LEARNING OBJECTIVE: The learning objectives include –

- a) Get a primary insight into the craftsmanship of William Shakespeare.
- b) To learn about various protagonists created by Shakespeare.
- c) To create models.
- d) to learn about stage settings and directions.
- e) targeted skills to be developed- Reading and Speaking

LEARNING OUTCOME: The learning outcome will include –

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

LINKS

https://teachers.yale.edu/curriculum/viewer/initiative_08.01.04_u

<https://youtu.be/ms5wRzOmQG8?si=50FOe7zm1d7Qfvaf>

https://youtu.be/Pdn07wgUrno?si=8CpfK7mR_3xQIGaf

https://youtu.be/qjG_Huf7tZw?si=AIEe3L40RFXUvqDi

PROJECT RUBRICS FOR MARKING

CATEGORY	PERFECT- 5	GOOD- 4	SATISFACTORY- 3	COULD BE BETTER- 2 OR 1
CONTENT & RESEARCH- 5 MARKS	<ul style="list-style-type: none"> • Directly relevant • Facts are sequentially arranged • Supported with details specific to the topic • Ideas are original 	<ul style="list-style-type: none"> • Somewhat relevant • Slightly disordered arrangement of facts • Some details are supported with data specific to the topic • Some ideas are original 	<ul style="list-style-type: none"> • remotely relevant • Some organization, points are scattered around, beginning and ending are unclear. • Sketchy details, hardly specific to the topic • Most of the ideas are not original 	<ul style="list-style-type: none"> • Totally unrelated • Poorly organised arrangement of facts • No logical progression • Vague beginning and ending • No original ideas
VERBAL PRESENTATION- 5 MARKS	<p>All the members presented a specific portion of the presentation and role play with immaculate articulation, pronunciation and diction.</p>	<p>Most of the members presented a portion of the project with good articulation and somewhat good pronunciation and diction.</p>	<p>A few members presented a portion of the project with somewhat good articulation, pronunciation and diction.</p>	<p>Only 1 member/ nobody presented a portion of the project with poor articulation and erroneous pronunciation and diction.</p>
LANGUAGE & ACCURACY - 5 MARKS	<p>No grammatical errors</p> <p>Appropriate use of vocabulary (in both script and role play)</p>	<p>No grammatical errors, a few punctuation or spelling errors</p> <p>Most of the vocabulary is appropriate (in both script and role play)</p>	<p>Some grammatical errors, but the idea is conveyed successfully</p> <p>Some of the vocabulary is appropriate (in both script and role play)</p>	<p>A lot of grammatical errors</p> <p>Inappropriate use of vocabulary (in both script and role play)</p>

NEATNESS & OVERALL PRESENTATION - 5 MARKS	Makes excellent use of costumes, props, posters, placards and space.	Makes good use of costumes, props, posters, placards and space.	Makes some use of costumes, props, posters, placards and space.	Makes minimal use of costumes, props, posters, placards and space.
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MATHEMATICS

FULL MARKS: 20

Number system and Calendar Pattern

NUMBER SYSTEM

Number system is defined as a system of writing to express numbers. It is the mathematical notation for representing numbers of a given set by using digits or other symbols in a consistent manner. It provides a unique representation of every number and represents the arithmetic and algebraic structure of the figures.

Students are to divide themselves in 5 groups and study about the various properties of number system and calendar pattern.

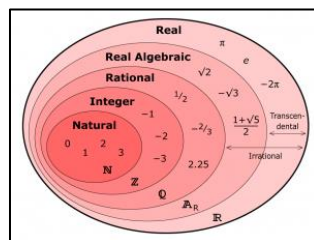
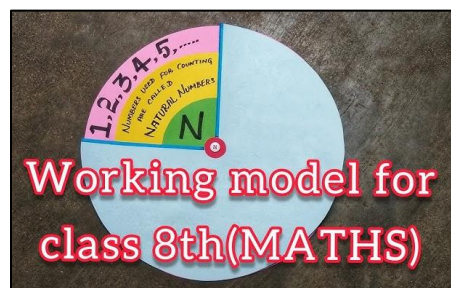
LEARNING OBJECTIVES:

Students will be able to:

- ❖ Define and explain with examples the different levels of number system.
- ❖ Explore and gain knowledge about the different properties of different categories of numbers.
- ❖ Make models which will explain the laws and operations of rational numbers.
- ❖ Identify and explain the pattern present in a calendar.

GROUP - 1 (Different Numbers)

There are different categories of numbers in mathematics like Rational Numbers, Whole numbers, Integers etc.



1. Prepare a chart containing Hierarchy of number system, Definitions of different hierarchy levels of numbers along with their features.

<https://images.app.goo.gl/TiWST3T3qj9hikk7A>

GROUP - 2 (Properties of Rational Numbers)

Number system follows different properties like Closure property, Commutative property, Associative property, Additive inverse and identity, Multiplicative inverse and identity.

1. Prepare a working model shown as above on different properties of rational numbers.
2. Prepare a chart explaining details about all properties satisfied by rational numbers with examples.



https://youtu.be/9QzjQuQ_sJk?si=I2vRNDC5hA3_6Bv4

Group - 3 (Operations of Rational Numbers)

There are four main operations followed by the number systems i.e. Addition, Subtraction, Multiplication and Division.

1. Prepare a model as shown below on different operations on number system with their examples.
2. Prepare a chart depicting different operations on Rational numbers



https://youtu.be/9QzjQuQ_sJk?si=I2vRNDC5hA3_6Bv4

CALENDAR PATTERN

A Calendar is a systematic arrangement of days, weeks, and months in a defined pattern with which we can easily recognize the required date, month, or week of a particular day. A calendar has many hidden patterns in it. Let us see some interesting patterns through this project.

Group – 4 (Calendar pattern)

Choose a block of 9 numbers from any month of a calendar and find out the different patterns in them. Write them on a chart and explain them.

December						2019
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

<https://youtu.be/7VMsMtk3Qdl?si=UpmfxHdTzZ5u4Kg->

Group – 5 (Calendar pattern)

Choose a row of 7 numbers from any month of a calendar and find out the different patterns in them. Write them on a chart and explain them.

2015 JANUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

<https://youtu.be/q6BGROT90eE?si=deuIWDP1NHPe2kXT>

LEARNING OUTCOME:

- ❖ It will help the students to understand the various properties and operations of number system.
- ❖ Students will be able to identify the different calendar patterns.

MATHEMATICS PROJECT GRADING RUBRIC

CATEGORY	GREAT WORK (4)	GOOD WORK (3)	SATISFACTORY (2)	COULD BE BETTER (1)
TOPIC CONTENT – ACCURACY (4)	Content regarding hierarchy of numbers and calendar pattern well explained and proper images are included All facts are accurate	Content regarding hierarchy of numbers and calendar pattern well explained But proper images are not included 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
WRITING- VOCABULARY EDITING- LANGUAGE (4)	Use of mathematical terms in the proper way Presentation is free from grammatical errors	Use of few mathematical terms in the proper way The presentation may have one or two grammatical errors	Less use of mathematical terms in the proper way The presentation may have few grammatical errors	No Use of mathematical terms in the proper way There are many grammatical errors
WORKING MODELS (4)	Models go well with the text and there is good mix of text and graphics	Models go well with the text , but they are inappropriately sized, too small or hard to read	Models go well with the text , but they are too few and the project seems text heavy.	There are no models, 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
INNOVATION AND EXPLANATION (4)	Innovative Models and explanation given with examples.	Models are correct, but proper explanation and examples not given.	Models may have one or two errors.	Models are not made correctly.

PHYSICS

FULL MARKS: 06

An optical illusion is something that plays tricks on our vision. It teaches us how our eyes and brain work together to see. We live in a 3 – dimensional world, so our brain gets clues about depth, shading, lighting, position to help you interpret what you see.

Divide yourselves into 6 groups and work as follows:

Group 1: Make a black and white chart on optical illusions

Group 2: Make a chart with colours on optical illusions

Group 3 and 4: Make a chart with cut outs which follows optical illusions:

Group 5 and 6: Make a simple model to demonstrate optical illusions.

RUBRICS FOR EVALUATION:

	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 presentation is concise and accurate	The presentation is concise and not very accurate	The presentation is not up to the mark neither, not very accurate
Team work- (1)	-----	-----	Contribution of all members	Cohesiveness and coordination are not there among the members
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

Let us join hands this term to rekindle our creative skills to enhance the scientific acumen. Uncover the inner workings of reactions, mixtures, and chemical phenomena through exciting models.

Learning Objective: Students will:

- Gain knowledge on the principle of the models / activities.
- Understand the importance of the related topics on which they researched.
- Represent empirical objects, phenomena, and physical processes in a logical and objective way.

INSTRUCTIONS: Class will be divided into SIX groups to work on the models assigned.

Group 1 – Water purification system

Group 2 – Acid rain

Group 3 – Air pollution

Group 4 – Periodic table

Group 5 – Structure of carbon compounds (benzene, acetylene, ethane)

Group 6 – Global warming

Each group will also explain the activity in a chart paper for display along with the model.

You can use the following links for reference. But original ideas will be given more credit.

Periodic table: <https://youtu.be/sAr7mvBjWq8?si=YPYBaORokcCOt95N>

Air Pollution: <https://youtu.be/XagTWTx-cfg?si=nRrWoKwqUyA6wBI>

Water purification system: <https://youtu.be/LNbpZwtUW4>

Structure of carbon compounds: <https://youtu.be/5ktvN4Uv11Y>

Global warming: <https://youtu.be/W3eN4ti6utw?si=RVkRpH6KUNvZpw5b>

Acid rain: https://youtu.be/R_J1twu_Ylw?si=xFTzr6JoC1ecMbZE

Learning Outcome:

Students will:

- Learn the principles of the models made / activities performed.
- Importance of the related topics on which they researched.

EVALUATION RUBRICS:

	1.5	1	0.5
Details of Research on the topic –(1.5)	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-(1.5)	Perfectly made model.	Well-made model	Average
Presentation-(1.5)	Well presented	Average	Sketchy
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

Over centuries, the growth of agriculture supported the development of cities. Between 10,000 and 12,000 years ago, people gradually learned how to grow cereal and root crops, and settled down to a life based on farming.

Learning Objective:

- Acquire knowledge on the traditional and modern farming techniques.
- Importance of the related topics on which they have prepared the models.

INSTRUCTIONS: Class will be divided into SIX groups to work on the models assigned.

Group 1 and 2 – Model on **Modern Irrigation Practices (Drip/Sprinkler) and traditional irrigation practices (pulley/dhekli)**

Group 3 and 4 – Model to **show shift in sowing practices (Broadcasting and seed drill)**

Group 5 and 6 – Models of **evolution of agricultural equipments.**

Learning Outcome:-

Students will:

- Gain knowledge on different agricultural tools and practices.
- Analyze the differences between modern and traditional agricultural practices.

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

HISTORY

FULL MARKS: 10

During the time of British rule in India, some of the Indian cities went through major changes. One of the things we cherish presently is the buildings that were built in British style architecture. Colonial architecture in India is proof of a time gone by, presenting a slice of British India in current times. Some of these buildings today are used as important government offices, while others are unfortunately perishing with time. Cities such as Kolkata, Chennai, and Mumbai have fair share of British colonial architecture still present, so let us take a look at all such buildings, and their significance.

Kolkata

Known as Calcutta, it was the most important city during the British rule. The city of Kolkata was also the capital city of British India, and several colonial architecture is still clearly visible. One of the most beautiful examples of British colonial architecture in the city is the famed Victoria Memorial, which is today a museum. It was built in the memory of Queen Victoria. Yet another one that is close to the Victoria Memorial is St. Paul's Cathedral built in 1847. Yet another old building is the Metropolitan Building, which was then known as Whiteway Laidlaw department store, and was built in 1905. Other than these there are numerous examples of British architecture, and, or European architecture all throughout the older parts of the city.

Chennai

Erstwhile known as Madras, Chennai is yet another major city of India that was one of British India's prime cities. In fact, Madras Presidency was an administrative subdivision of the British Raj. Chennai predominantly has Indo-Saracenic style of architecture, and the city is known to host a large number of heritage structures in the country. The Madras High Court is perhaps one of the most important structures in the city that still stands to this day; it was in fact bombed by a German warship during the British era. The Town Hall is yet another important colonial structure, which was built in 1887 in Romanesque style in honour of Queen Victoria's golden jubilee. Fort St George is another structure that was built in 1653,

while St. Mary's Church was built in 1680.

Mumbai

Another city with major iconic buildings, Mumbai was then known as Bombay. One of the most prominent structures in the city is the Rajabai Clock Tower, which was modeled after the Big Ben in London. Built in Venetian and Gothic styles, it was completed in 1878, and still stands to this day. One of the oldest post offices in India is also in Mumbai, called the General Post Office, which was built using black basalt. David Sassoon Library is a heritage library that dates back to 1870. There is a rare collection of books here that you can explore. The Brihanmumbai Municipal Corporation is also a colonial era building, and has been inducted in the UNESCO World Heritage Site List. Chhatrapati Shivaji Terminus was built way back in 1888, and is a prominent example of Victorian Gothic style. Finally, the Gateway of India, the most prominent structure in Mumbai, was built to commemorate the visit of King George V, and was completed in 1924.

INSTRUCTIONS FOR STUDENTS:

- Project needs to be done in groups.
- Each group will prepare a photo gallery of the architecture of the three Presidency cities: Bombay, Madras and Calcutta built during the colonial period.
- Students must go around Kolkata and click photos of the colonial architectures. The photos and the description of the architectures will be displayed in the exhibition.
- Students must prepare a PPT on the architectures of Bombay and Madras along with the description which they will present during the exhibition.
- Students must also bring photos/replica of letters, stamps, coins, artifacts, models, cut outs etc. of the colonial period along with a brief history of these items for display in the exhibition.
- Information to be included in the description are:
 - a. Time/Date/Year of construction must be present in the photos and PPT
 - b. Source of funding of the monument/building
 - c. Architect and the Company which built the monument/building
 - d. Materials used for construction
 - e. Each group brings a laptop

The visitors will move through the place and view the PPT presentation and photo gallery of the architectures.

Group division:

Group 1 and 2: PPT and Research on Madras; Click photos of Architectures of East Calcutta and take print out. (Minimum 5 photos)

Group 3 and 4: PPT and Research on Bombay; Click photos and take print out of Architectures of South Calcutta. (Minimum 5 photos)

Group 5 and 6: PPT and Research on Calcutta; Click photos and take print out of Architectures of North Calcutta. (Minimum 5 photos)

SUBJECT INTEGRATION: Social Science, Art, Photography, Computer, English, Life Skill

LEARNING OBJECTIVE: The learning objectives include –

- a) To learn about the colonial style architecture
- b) To visit various colonial buildings and have a real life experience of what they learn in their textbook
- c) To promote digital research
- d) To develop skills of photography, research and presentation before an audience

LEARNING OUTCOME: The learning outcome will include –

- Capability to extract relevant information and present the same in simple style.
- Independent research work.
- Collaboration.

Links:-

<https://theculturetrip.com/asia/india/articles/kolkatas-colonial-architecture-in-6-impressive-buildings>

<https://www.trodly.com/blog/article/history-colonial-architecture-in-mumbai>

<https://wanderwisdom.com/travel-destinations/heritage-buildings-and-structures-in-chennai-with-a-colonial-touch>

RUBRICS FOR EVALUATION

Category	3	2	1
Research -3 Correct description	All facts are correct.	All facts are not correct, factual errors.	All facts are not at all relevant to the topic.
Presentation -3 Clear photos of correct dimension suitable for a photo gallery presentation	All criteria met	All criteria not met-some errors present	All criteria not met-several errors present
Team Work -2	-	Independent research work and collaboration.	Independent research work missing and lack of collaboration

Relevance-2 Photographs and description are relevant to the topic	-	Presentation includes relevant photographs and description	Irrelevant photograph/description
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GEOGRAPHY

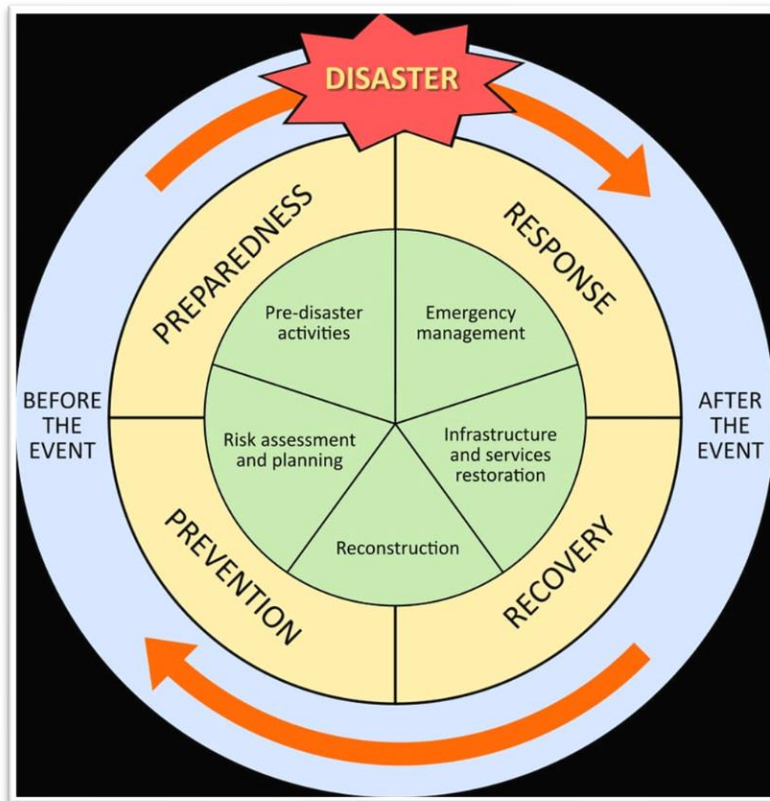
FULL MARKS: 10

TOPIC: DISASTER MANAGEMENT IN TAMIL NADU

The Tamil Nadu State Disaster Management Plan, 2023 released by Chief Minister M.K. Stalin lists out action plans to undertake in case of various natural and human-made disasters.

At an event in the Secretariat on Friday, the Chief Minister also released the Tamil Nadu State Disaster Management Policy, 2023.

The Plan lists out elaborate action plans to deal with disasters such as earthquake, cyclone, tsunami, flood, urban flood, industrial and chemical disasters, biological and public health emergency, nuclear and radiological disasters, and fire.



GROUP – 1, 3, & 5: Case study on “Flood in Tamil Nadu.”

GROUP – 2, 4 & 6: Case study on “Tropical cyclone in Tamil Nadu.”

PROJECT FORMAT:

- ✓ Projects need to be done in groups.
- ✓ **GROUP 1, 3 & 5**, will make the project in form of a model.
- ✓ **GROUP 2, 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.
- ✓ Demonstration of case study is compulsory for all groups.

Following questions to be answered by all the groups

- ✓ **Content -**

Q1. What technology has been used by Tamil Nadu government to combat disaster?

Q2. What is the common alert protocol system of Tamil Nadu? What is the socio-economic impact of the disaster on common people living along the coastal region?

SUBJECT INTEGRATION: History, Life-skills, Installation Art, Political Science, Economics, Mathematics, A.I. 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.
- ✓ **Ensuring participation in disaster mitigation plans:** This is an important objective, as it can help to build a more resilient community.
- ✓ **Enabling students to create awareness and preparedness among the community**

LEARNING OUTCOME: The learning outcome will include –

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

LINKS:

https://youtu.be/VGV_HJhbths?si=zvljGGwYtrbqJ0oj

<https://youtu.be/BLJoDe1E9eQ?si=C8TndiAg7M47k0Yy>

https://youtu.be/6bYzLRR6kMQ?si=qFUgstk2_pkBeluc

https://youtu.be/2ARoFhXEVhE?si=VG8AShm_YEAkYncM

Rubrics for Evaluation

Parameters	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.	Applicable to theoretical knowledge and all facts are not at all relevant to the topic.
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 (2)	–	–	–	Presentation includes relevant photographs/charts/ diagrams.	Graphics & Chart are not clear. They are irrelevant to the topic.
Team Work (1)	–	–	–	–	Independent research work and collaboration. Tried to adapt the new technology.

COMPUTER EDUCATION

FULL MARKS: 20

Learning Objective:

Students will be able to:

Understand the concept of networking, its type and topologies.

Create a model/cut out/ in order to implement their researched data

Implement performing art on the various topics of networking

Learning Outcome

- In this project-based learning assignment, students will explore the concept of network communication, its importance, and practical applications.

- Students will delve into the world of network devices, their functions, and practical applications.
- This project will empower students to understand the importance of networking and its relevance in our digital age

Computer Network (Group Project)

A computer network is a group of computers that use a set of common communication protocols over digital interconnections for the purpose of sharing resources located on or provided by the network nodes. Networking allows sharing data and resources among various computers. A computer network is mainly classified into three types: Local Area Network (LAN), Metropolitan Area Network (MAN) and Wide Area Network (WAN).



The sharing of data can occur through the two feasible ways:

- Physical cable media, such as fiber-optical cable, twisted pair etc.
- Wireless methods such as Wi-Fi, radio communication, and microwave transmission.

Network devices: Network devices, also known as networking hardware, are physical devices that allow hardware on a computer network to communicate and interact with one another. For example Repeater, Hub, Bridge, Switch, Routers, Gateway, Router, and NIC, etc.

Topologies: A network topology is the physical and logical arrangement of nodes and connections in a network. Nodes usually include devices such as switches, routers and software with switch and router features. Network topologies are often represented as a graph.

THEME (section wise) :

- Transmission media.(8A):- Preparing costumes and head gears of various transmission medias.
- Network topologies.(8B):- Preparing model for different topologies with materials , easily available.
- Networking Devices (8C):-Preparing model OR Costumes and head gears of different networking devices

- Types of Network. (8D) : students will be presenting the topic through performing art.

TO DO:

- Students need to prepare their project on the basis of the category mentioned above.
- Student will form a group house wise. Each house should prepare the project along with the self-explanatory chart. You are allowed to decide before hand which members will do what.
- Student of 8D need to prepare a script/jingle/song etc. for presentation.
- Group members need to bring their materials on the day of project (As per schedule).
- Each output to be preserved safely till the exhibition.
- Avoid to bring non-bio degradable material.

Materials to bring:

8A	8B	8C	8D
Mount board (15 inch/22 inch)/ Packing box Chart paper for head gear Scissor, glue, fevicol/ Decorative items, paint brush Colour pen, marker.	Base board/ Packing box (1 ft to 1.5 ft) Chart paper Empty match boxes/ Similar materials Scissor, glue, fevicol/ Decorative items, paint brush Colour pen, marker	Base board/ Packing box (1 ft to 1.5 ft) Chart paper Empty match box for model Scissor, glue, fevicol/ Decorative items, paint brush Colour pen, marker.	Costumes as per the themes provided

Sample project:



Resource link

<https://www.geeksforgeeks.org/computer-network-tutorials/>

<https://www.guru99.com/data-communication-computer-network-tutorial.html>

RUBRICS FOR EVALUATION

Category	Excellent (4)	Proficient (3)	Developing (2)	Limited (1)
Understanding of Network Types / Topologies / Network Devices (4)	The student demonstrates a comprehensive understanding of <i>the project</i> , including their	The student shows a good understanding of <i>the project</i> , but may have minor	The student demonstrates a basic understanding of <i>the project</i> , but	The student has a limited understanding <i>the project</i> , their features.

	features/functions and advantages/significance	gaps in knowledge.	lacks depth in knowledge.	
Research and Information Gathering (4)	The student's research is thorough, well-organized, and includes a variety of credible sources.	The student's research is good, but there may be minor omissions or limitations in source variety.	The student's research is limited and may lack depth or variety of sources.	The student's research is insufficient, and important information is missing.
Presentation and Communication (4)	The student's presentation is clear, engaging, and effectively communicates key points with appropriate visuals.	The presentation is clear but may lack engagement or visuals.	The presentation is somewhat clear but lacks engagement and may be disorganized.	The presentation is unclear, disorganized, or difficult to follow.
Collaboration and Teamwork (4)	The student actively collaborates with team members, contributes ideas, and cooperates effectively.	The student collaborates with the team and contributes, but there may be occasional conflicts or lack of participation.	The student participates minimally in the team's work and may hinder progress.	The student does not collaborate effectively and may hinder the team's progress.
Critical Thinking and Reflection (4)	The student demonstrates critical thinking skills by analyzing <i>the project topic</i> , its real-world applications and reflecting on their learning.	The student shows some critical thinking but may have limited reflection on their learning.	The student's critical thinking and reflection are minimal.	The student lacks critical thinking and reflection on their learning.

FRENCH-3rd LANGUAGE

FULL MARKS: 20

Topic: 25th Anniversary of the India – France strategic partnership.

Learning objective: To know how is the India- France relationship in the political, economic domain and its impact in global era.

Project:

Give a brief description of the India France strategic partnership. Describe some major decisions through this.

Support the presentation with suitable pictures and drawings, paper cutting, print out etc. to have the project more attractive.

Project should be submitted in groups.

Learning outcomes: At the end of the project the students should be able to design poster to spread the knowledge about the 25th anniversary of India – France strategic partnership.

RUBRICS FOR EVALUATION:

Category	8	6	4	2
Research work (6)	-	Dependent on quality of information	Dependent on quality of information	Dependent on quality of information
Quality of information (6)	-	Met with the most important information	Not all the information are very important	Incomplete or irrelevant information
Overall presentation (8)	Proper presentation with the links used for research, Relevant decoration, properly furnished with the presenter's name class section and roll number	Presentation with the links used for research, Relevant decoration, not properly furnished with the presenter's name class section and roll number.	Presentation with the links used for research, Not so relevant decoration, properly furnished with the presenter's name class section and roll number	Presentation without the links used for research, not so relevant decoration, not properly furnished with the presenter's name class section and roll number

SANSKRIT -3rd LANGUAGE

FULL MARKS: 20

Learning Objectives:

- Knowing the cultural history of India
- Understand the ancient Language
- Creative skill enhancement
- Writing Skill development

Sanskrit is known to be the oldest Indian Language. Moreover Sanskrit is also one of the ancient languages of Indo-Aryan Language Family. Many Indian and Western languages is originated from Sanskrit. Various literatures found in this language attest to the antiquity of this language and its influence on Indian culture and heritage.

As a part of your Sanskrit Project,

- Make a replica of Manuscript using handmade papers and hard covers in landscape orientation. Use Red ribbons to tie the Manuscript.
 - Provide information such as the literature works, time of arrival etc. about at least 5 Sanskrit Poets/ Novelists (except Ramayana, Mahabharata and Vedas)
- or
- Write 5 slokas in Sanskrit extracted from Veda/ Upanisada / Arthashastra/ Samhitas. Do not forget to mention the source of the sloka.
 - Make a proper Cover Page.

Learning Outcome

At the end of the project, students should be able to understand the values and history of India as well as understand the values to respect and uphold their culture and heritage. Students will also understand the core concept and importance of Sanskrit.

RUBRICS FOR EVALUATION:

Skills	Competency			
	4	3	2	1
Content (4 marks)	All subjects will be correctly written and each field will be reflected separately	Although the manuscript work is there but information is missing	Not every area of the required subject is mentioned	Incomplete work
Research (4 marks)	Clear and appropriate reference to the core concept	Clear but inappropriate reference to the subject	Core points are missing	Wrong representation of the project
Creativity (4 marks)	Fundamental thinking in keeping with content	Lacks originality even though content is on par	Lack of uniformity in content and nomenclature	No Title
Art Integration (4 marks)	Clean and appropriate cover ideas, unique designs	appropriate cover ideas, inappropriate Design	appropriate cover ideas missing	No Cover page
Overall Presentation (4 marks)	Nice, clean presentation	Nice, clean presentation, lack of confidence	Untidy presentation	Spelling errors

LAKSHMIPAT SINGHANIA ACADEMY
PROJECT PLAN – TERM 2 (2023-24)
HINDI-2ND LANGUAGE

CLASS VIII

FULL MARKS: 20

विषय : भारतीय संस्कृति में रचा बसा रामचरितमानस

तुलसी का मानस जन-जन के हृदय में बसा हुआ है। मानस के प्रत्येक कांड तथा पात्र का अध्ययन हमारे जीवन के कई प्रश्नों के उत्तर बन जाते हैं। अपनी कल्पना शक्ति का प्रयोग करते हुए मानस के चयनित कांड से चुने हुए दोहों और चौपाइयों का सचित्र संकलन कीजिए।

Learning Objectives

- संस्कृतियों और परंपराओं की जानकारी रखना।
- शोधात्मक कार्य द्वारा समसामायिक विषयों के प्रति जानकारी रखना।
- सृजनात्मकता का विकास।
- कलात्मकता का विकास
- स्थितियों की परख और भाषा कौशल का विकास।

Learning Outcomes

- संस्कृतियों और परंपराओं के प्रति जानकार हुए।
- शोधात्मक कार्य द्वारा समसामायिक विषयों के प्रति जानकारी प्राप्त करने में सक्षम हुए।
- सृजनात्मकता का विकास हुआ।
- कलात्मकता का विकास हुआ।
- स्थितियों की परख और भाषा कौशल का विकास हुआ।

RUBRICS FOR PROJECT EVALUATION - HINDI

मानदंड	5	4	3	2
विषय वस्तु की प्रभावी एवं सटीक जानकारी (5)	विषय सामग्री से जुड़े शोधात्मक कार्य 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।

<p>सचित्र प्रस्तुतीकरण (5)</p>	<p>अच्छे ढंग की तैयारी,टीम के सदस्यों का समन्वय सराहनीय, प्रस्तुतीकरण स्पष्ट एवं प्रभावी।</p>	<p>पर्याप्त तैयारी,टीम के सदस्यों का परस्पर सहयोग देखा गया। प्रस्तुति के दौरान स्पष्टता पाई गई पर प्रभावी नहीं हो पाई।</p>	<p>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।</p>	<p>छात्र तैयार नहीं ,टीम वर्क का अभाव एवं लिखित प्रस्तुति अस्पष्ट एवं विषयानुरूप नहीं।</p>
<p>कलात्मकता का प्रयोग करते हुए विषयानुरूप चित्र संकलन (5)</p>	<p>परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का अच्छा उपयोग ।</p>	<p>परियोजना के विषय की अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का कुछ उपयोग ।</p>	<p>कलात्मकता, संकलित तथ्यों एवं तस्वीरों का उपयोग कम होने के कारण विषय की अभिव्यक्ति स्पष्ट तौर पर नहीं हो पाई।</p>	<p>कलात्मकता की कमी के कारण संकलित तथ्यों एवं तस्वीरों का प्रयोग प्रभावी नहीं रहा।</p>
<p>भाषा की उपयुक्तता समग्र प्रस्तुति (5)</p>	<p>प्रस्तुतीकरण 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।</p>	<p>प्रस्तुतीकरण 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।</p>	<p>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।</p>	<p>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।</p>

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN (TERM-II)

2023-24

THEME – নানা ভাষা নানামত, নানা পরিধান

CLASS- VIII

SUBJECT- BENGALI 2ND LANGUAGE

পরিযোজনা কার্যের উদ্দেশ্য :

- ভারতবর্ষের বিভিন্ন রাজ্যের পরম্পরা, সংস্কৃতি ও ঐতিহ্য সম্পর্কে অবহিত হওয়া।
- ভারতবর্ষের বিভিন্ন রাজ্যের ভাষা, পরিধান সম্পর্কে ধারণা লাভ করা।
- বিভিন্ন রাজ্যের ধর্মীয়, সামাজিক রীতিনীতি ও বৈশিষ্ট্য সম্পর্কে অবহিত হওয়া
- সৃজনশীলতার বিকাশ
- ভাষাশৈলির বিকাশ
- ব্যবহারিক প্রয়োগক্ষমতার বিকাশ
- ভাষার ব্যবহার ও বিচারশক্তির বিকাশ

“নানা ভাষা নানা মত নানা পরিধান

বিবিধের মাঝে দেখ মিলন মহান। ”

ভারতবর্ষে নানা জাতি, ধর্ম, ভাষার মানুষের বাস। এই ধর্মনিরপেক্ষ গনতান্ত্রিক দেশে প্রত্যেক মানুষ নিজস্ব ধর্ম, মত অনুসারে স্বাধীনভাবে বসবাস করে। এটাই এদেশের উল্লেখযোগ্য বৈশিষ্ট্য। এদেশের বিভিন্ন রাজ্য বিভিন্ন সংস্কৃতি, পরম্পরা ও ঐতিহ্যের ধারক ও বাহক। সেই পরম্পরা, ঐতিহ্য প্রকাশ পায় সেখানকার মানুষের ভাষা, রীতিনীতি ও পরিধানের মধ্য দিয়ে। এই বৈচিত্রের মাঝে ও ভারতবাসী কিন্তু এক এবং অভিন্ন। এক আত্মিক বন্ধনে আবদ্ধ। বিভিন্ন রাজ্যের এই সংস্কৃতিক, ঐতিহ্যগত বৈচিত্রকে কেন্দ্র করে একটি সচিত্র পত্রিকা রচনা কর, যাতে থাকবে

- অন্তত চারটি রাজ্যের পোশাকের বৈশিষ্ট্য
- সেই রাজ্যগুলির ভাষা ও সংস্কৃতির পরিচয়
- প্রসঙ্গিক ছবি
- উপযুক্ত প্রচ্ছদ
- শিরোনাম
- যে কোন একটি রাজ্যের পোশাক ও ভাষার উপস্থাপনা।

পরিয়ोजना কার্যের কাঙ্ক্ষিত ফলাফল:

পরিয়ोजना কার্যটি দ্বারা শিক্ষার্থীরা ভারতের বিভিন্ন রাজ্যের রীতিনীতি, পরম্পরা ও ঐতিহ্য সম্পর্কে অবহিত হবে। বিভিন্ন রাজ্যের পোশাক কীভাবে তাদের বৈচিত্রময় করে তোলে সে বিষয়ে ধারণা লাভ করবে। সর্বোপরি বৈচিত্রের মাঝে যে ঐক্য লুকিয়ে আছে তা অনুধাবন করতে সহায়তা করবে।

RUBRICS :

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
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LAKSHMIPAT SINGHANIA ACADEMY
PROJECT PLAN – TERM 2 (2023-24)
HINDI -3rd LANGUAGE

CLASS VIII

FULL MARKS: 20

विषय : महाकाव्यों में मित्रता चित्र कथा के आधार पर

मित्रता मानव जीवन की संजीवनी है। महाकाव्य की परंपरा में मित्रता का सुंदर रूप अनेक प्रसंगों में नजर आया है। महाकाव्य में मित्रता की इसी विस्तृत परंपरा का सुंदर, सचित्र प्रस्तुतीकरण चार्ट के माध्यम से कीजिए।

उदाहरण- कृष्ण-सुदामा, अर्जुन-कृष्ण, राम-सुग्रीव आदि।

Learning Objectives

- संस्कृतियों और परंपराओं की जानकारी रखना।
- शोधात्मक कार्य द्वारा समसामायिक विषयों के प्रति जानकारी रखना।
- सृजनात्मकता का विकास।
- कलात्मकता का विकास
- स्थितियों की परख और भाषा कौशल का विकास।

Learning Outcomes

- संस्कृतियों और परंपराओं के प्रति जानकार हुए।
- शोधात्मक कार्य द्वारा समसामायिक विषयों के प्रति जानकारी प्राप्त करने में सक्षम हुए।
- सृजनात्मकता का विकास हुआ।
- कलात्मकता का विकास हुआ।
- स्थितियों की परख और भाषा कौशल का विकास हुआ।

RUBRICS FOR PROJECT EVALUATION – HINDI

मानदंड	5	4	3	2
विषय वस्तु की प्रभावी एवं सटीक जानकारी (5)	विषय सामग्री से जुड़े शोधात्मक कार्य सटीक एवं विषयानुरूप है।	एक या दो तथ्यात्मक त्रुटियों के अलावा अधिकांश तथ्य सही एवं विषयानुरूप है।	कुछ तथ्य विषयानुरूप हैं पर तीन से अधिक त्रुटियाँ पाई गई हैं।	प्रयुक्त लेखों में विषय सामग्री स्पष्ट नहीं है।

<p>सचित्र प्रस्तुतीकरण (5)</p>	<p>अच्छे ढंग की तैयारी,टीम के सदस्यों का समन्वय सराहनीय, प्रस्तुतीकरण स्पष्ट एवं प्रभावी।</p>	<p>पर्याप्त तैयारी,टीम के सदस्यों का परस्पर सहयोग देखा गया। प्रस्तुति के दौरान स्पष्टता पाई गई पर प्रभावी नहीं हो पाई।</p>	<p>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।</p>	<p>छात्र तैयार नहीं ,टीम वर्क का अभाव एवं लिखित प्रस्तुति अस्पष्ट एवं विषयानुरूप नहीं।</p>
<p>कलात्मकता का प्रयोग करते हुए विषयानुरूप चित्र संकलन (5)</p>	<p>परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का अच्छा उपयोग ।</p>	<p>परियोजना के विषय की अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का कुछ उपयोग ।</p>	<p>कलात्मकता, संकलित तथ्यों एवं तस्वीरों का उपयोग कम होने के कारण विषय की अभिव्यक्ति स्पष्ट तौर पर नहीं हो पाई।</p>	<p>कलात्मकता की कमी के कारण संकलित तथ्यों एवं तस्वीरों का प्रयोग प्रभावी नहीं रहा।</p>
<p>भाषा की उपयुक्तता समग्र प्रस्तुति (5)</p>	<p>प्रस्तुतीकरण 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।</p>	<p>प्रस्तुतीकरण 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।</p>	<p>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।</p>	<p>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।</p>

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN (TERM-II)

2023-24

THEME – বাংলার পটচিত্র

CLASS- VIII

SUBJECT- BENGALI 3rd LANGUAGE

পরিয়ोजना কার্যের উদ্দেশ্য :

- বাংলার একটি প্রাচীন ঐতিহ্যবাহী শিল্পের সাথে পরিচিত হওয়া
- পটশিল্পের ইতিহাস সম্পর্কে অবহিত হওয়া
- বিভিন্ন প্রকার পটচিত্রের রূপভেদ সম্পর্কে ধারণা লাভ করা
- পটশিল্পী অর্থাৎ পটুয়াদের সম্পর্কে সম্যক ধারণা লাভ করা।
- সৃজনশীলতার বিকাশ
- ভাষাশৈলির বিকাশ
- ব্যবহারিক প্রয়োগক্ষমতার বিকাশ
- ভাষার ব্যবহার ও বিচারশক্তির বিকাশ

বাংলার পটচিত্র পট বা বস্তুর উপর আঁকা একপ্রকার লোকচিত্র। এটি প্রাচীন বাংলার অন্যতম সাংস্কৃতিক ঐতিহ্য। প্রাচীনকালে যখন কোন রীতিসিদ্ধ শিল্পকলার অস্তিত্ব ছিল না তখন এই পটশিল্পই বাংলার শিল্পকলার ঐতিহ্যের ধারক ও বাহক ছিল বলা যায়। যারা পটচিত্র অঙ্কন করেন তাদের পটুয়া বলা হয়। বাংলার ঐতিহ্য এই পটচিত্রের ইতিহাস, অঙ্কনপদ্ধতি, প্রকারভেদ ইত্যাদির পরিচয় দিয়ে একটি সচিত্র পত্রিকা তৈরি কর এবং যে কোন একপ্রকার পটচিত্র অঙ্কন করে রীতি অনুসারে তার উপস্থাপন কর। সচিত্র পত্রিকায় থাকবে

- কোন কোন জায়গায় এই শিল্পের প্রচলন দেখা যায়
- এই শিল্পের বিশেষত্ব কী

- পটচিত্র অঙ্কনের জন্য কীভাবে রঙ প্রস্তুত করা হয়, কোন কোন জিনিস দিয়ে কোন রঙ প্রস্তুত করা হয়।
- পটচিত্রের প্রকারভেদ --- কোন কোন কাহিনি অবলম্বন করে পটচিত্র অঙ্কন ও পরিবেশন করা হয়
- প্রাসঙ্গিক ছবি
- উপযুক্ত প্রচ্ছদ

পরিয়ोजना কার্যের কাঙ্ক্ষিত ফলাফল :

এই পরিয়ोजना কার্য দ্বারা শিক্ষার্থীরা বাংলার প্রচীন শিল্পকলার নিদর্শন পটচিত্র সম্পর্কে সম্যক ধারণা লাভ করবে। পটচিত্রের ইতিহাস, অঙ্কন পদ্ধতি, প্রকারভেদ ও পটুয়াদের সম্পর্কে অবহিত হবে। বাংলার ঐতিহ্য সম্পর্কে সচেতনতা বৃদ্ধি পাবে।

RUBRICS :

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 চিত্তার 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