ENGLISH   FULL MARKS: 20

TOPIC: RECREATING ROWLING

"Harry Potter" is a beloved fantasy book series written by British author J.K. Rowling. The series consists of seven books, which were published between 1997 and 2007. It has since become one of the most popular and successful literary franchises in history, enchanting readers of all ages around the world.

Recreate the ambience of an interesting episode of the Harry Potter book assigned, which includes:

1. Harry Potter and the Chamber of Secrets

2. Harry Potter and the Prisoner of Azkaban

3. Harry Potter and the Goblet of Fire

4. Harry Potter and the Order of the Phoenix

5. Harry Potter and the Half-Blood Prince

6. Harry Potter and the Deathly Hallows

LEARNING OBJECTIVE: The learning objectives includes:

a) To enhance the skills of reading and speaking
b) To acquire more information about Harry Potter
c) To learn to appreciate literature and the use of literary devices
d) To comprehend the importance of values of courage and loyalty, predominant themes highlighted in the books

LEARNING OUTCOME: The learning outcomes will include:

a) Independent research work.
b) Collaboration.
c) Awareness and awakening among all.

PROJECT FORMAT

- The project will be done in groups
- Each group to perform a scene of their choice from the book assigned by the teacher
- Students will do a role play to recreate the ambience
- Every group will be given 10 minutes to perform
- Relevant costumes, props, posters, placards may be used
- Script of the performance has to be written and submitted in a channel file

RUBRICS FOR EVALUATION

CATEGORY	PERFECT- 5	GOOD- 4	SATISFACTORY- 3	COULD BE BETTER- 2 OR 1
CONTENT & RESEARCH - 5 MARKS	- Directly relevant - Facts are sequentially arranged - Supported with details specific to the topic - Ideas are original	- Somewhat relevant - Slightly disordered arrangement of facts - Some details are supported with data specific to the topic - Some ideas are original	- 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	- Totally unrelated - Poorly organised arrangement of facts - No logical progression - Vague beginning and ending - No original ideas
VERBAL PRESENTATION- - 5 MARKS	All the members presented a specific portion of the presentation and role play with immaculate articulation, pronunciation and diction.	Most of the members presented a portion of the project with good articulation and somewhat good pronunciation and diction.	A few members presented a portion of the project with somewhat good articulation, pronunciation and diction.	Only 1 member/ nobody presented a portion of the project with poor articulation and erroneous pronunciation and diction.
LANGUAGE & ACCURACY- - 5 MARKS	- No grammatical errors - Appropriate use of vocabulary (in both script and role play)	- No grammatical errors, a few punctuation or spelling errors - Most of the vocabulary is appropriate (in both script and role play)	- Some grammatical errors, but the idea is conveyed successfully - Some of the vocabulary is appropriate (in both script and role play)	- A lot of grammatical errors - Inappropriate use of vocabulary (in both script and role play)

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.

MATHEMATICS   FULL MARKS: 20

Geometrical-optical illusions are visual illusions, also optical illusions, in which the geometrical properties of what is seen differ from those of the corresponding objects in the visual field.

Visual or Optical Illusions can be categorized according to the nature of the difference between objects and percepts. For example, these can be in brightness or color, called *intensive* properties of targets, e.g. Mach bands. Or they can be in their location, size, orientation or depth, called *extensive*. When an illusion involves properties that fall within the purview of geometry it is *geometrical-optical*

Illusion art is the depiction of an object on a flat, two-dimensional surface. The rendering of the object, still life, or scene is in a three-dimensional manner, which makes it appear real to the viewer.

LEARNING OBJECTIVES:

Students will be able to: •

Define the term optical illusion.

Describe different types of optical illusions.

Gain knowledge about 3D shapes and their representation on paper

Create their own optical illusion.

INSTRUCTIONS: Class will be divided into SIX groups and the project will be presented on a chart paper

1. Give 4 examples of geometrical optical illusion with suitable illustration and explanation. [Use a half chart paper for illustration and explanation].

2. Make models of 4 different 3D shapes using 3D net.

3. Draw two different 3D Geometric Square Optical Illusion.
4. What are the different types of 3D illusion?

The following links can be used for reference. But originality and innovation will be given extra credit.

https://www.google.com/search?sca_esv=567513126&rlz=1C1OKWM_enIN1048IN1048&q=What+are+the+different+types+of+3D+illusions%3F&sa=X&ved=2ahUKEwiGsuadyL2BAxWhSWwGHfjdD9UQzmd6BAhWEAY

3D floating cube : https://www.youtube.com/shorts/d3Dz4z-EzoA?feature=share
3D nets: https://www.skillsyouneed.com/num/3d-shapes-nets.html
How To Draw Geometric Square Optical Illusion Art: https://youtu.be/0wEUhpGtW18

Learning Outcome:

 Students will:

Learn about optical illusion

Understand 3D shapes and their representation

MATHEMATICS PROJECT GRADING RUBRIC

CATEGORY	GREAT WORK (4)	GOOD WORK (3)	SATISFACTORY (2)	COULD BE BETTER (1)
TOPIC CONTENT – ACCURACY (4)	Content regarding Optical illusions and 3-D shapes well explained. All facts are accurate	Content regarding Optical illusions and 3-D shapes 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
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
GRAPHICS- FORMULAE (4)	Images and pictures go well with the text and there is good mix of text and graphics	Images and pictures go well with the text , but they are inappropriately sized, too small or hard to read	Images and pictures go well with the text , but they are too few and the project seems text heavy.	There are no Images and pictures or they do not go with the topic.
OVERALL PRESENTATION (4)	The presentation is exceptionally	The presentation is attractive, in terms of design,	The presentation is acceptably attractive, though it may be a bit	The project is distractingly messy or very poorly designed

	attractive, in terms of design, layout and neatness.	layout and neatness.	messy.	
USE OF IMAGES AND COLOURS (4)	Diagrams are properly done with the correct choice of colours	Diagrams are done with the colours. Combination of colours could have been better.	Diagrams are not done neatly with the correct choice of colours	Diagrams are not done neatly with the correct choice of colours. Needs a lot of improvement in terms of presentation and neatness.

SCIENCE   FULL MARKS: 20

Learning Science becomes more interesting through activities. Let us join hands this term to create few models based on few topics which we have already studied.

Learning Objective:

- Gain knowledge on the principle of the models.
- Importance of the related topics on which they researched.

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

Group 1and 2 – 3D Model of COMPLETE FLOWER

Group 3 and 4 –3D Model of FOOD PYRAMID

Group 5 and 6 – 3D MODEL of DIFFERENT ECOSYSTEMS

(aquatic – aquarium, desert/ forest)

Learning Outcome:

Students will:

- Learn the theories of the models made.
- Importance of the related topics on which they researched.

Evaluation Rubrics:

Category	5	4.5	4
Details of Research on the topic - 5 MARKS	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- 5 MARKS	Perfectly made model.	Well-made model	Average
Presentation- 5 MARKS	Well presented	Average	Sketchy
Creativity and Art Integration- 5 MARKS	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

Indian architecture showcases a breath taking blend of spirituality, culture, and craftsmanship, with stupas and temples serving as magnificent examples. Stupas like the Great Stupa of Sanchi and Amravati Stupa, with their ancient stone structures and intricate carvings, stand as testaments to early Buddhist architecture. Hindu temples, whether in the Nagara style of North India with curvilinear spires or the Dravidian style of South India with towering Gopurams, exude grandeur and devotion. Jain temples like the Dilwara Temples exhibit stunning marble craftsmanship. Over the centuries, Islamic influences have woven into this tapestry, most notably in structures like the Taj Mahal. From rock-cut caves to modern marvels like the Akshardham Temple, India's architectural heritage is a testament to its rich history and diverse cultural influences.

➢ Each group will choose any **one** of the given piece of architectural wonder and prepare a research presentation on paper that will be placed at the entrance of the architecture.

❖ **Sanchi Stupa**
❖ **Amravati Stupa**
❖ **Dhamek Stupa**
❖ **Ratnagiri Stupa**
❖ **The Saraswati Temple in Kashmir**
❖ **The Jakhu Temple , Shimla**

Information to be included are:
1. When the construction took place (time period).

2. During which dynasty the construction took place.

3. The special feature used in the construction.

➢ Each group will prepare a **3-D model** of one special feature/aspect of the chosen architecture.

PROJECT FORMAT:

• Projects need to be done in groups.

• Students will do the project with pen and paper.

• Support the project with relevant pictures.

• A 3D model has to be made (instructions will be given in class).

SUBJECT INTEGRATION: Social Science, Life skills, Political Science, English.

LEARNING OBJECTIVE: The learning objectives include –

a) To learn about the Indian heritage in architecture

b) To promote digital research

c) To be able to prepare a model.

LEARNING OUTCOME: The learning outcome will include –

• Capability to extract relevant information and present the same in simple style.

• Independent research work.

• Collaboration.

Rubrics for Evaluation:

Category	3	2	1
Content – 3 marks	All facts are correct.	All facts are not correct, 1 factual errors.	All facts are not at all relevant to the topic.
Model – 3 marks a) Represents the form correctly b) Environment friendly items used	All criteria met	Criteria 1 met	Criteria 2 not met
Team Work – 2 marks	-	Independent research work and collaboration.	Independent research work missing and lack of collaboration.

Graphics/Photographs are relevant to the topic- 2 marks	-	Presentation includes relevant photographs and diagrams	Irrelevant photograph used

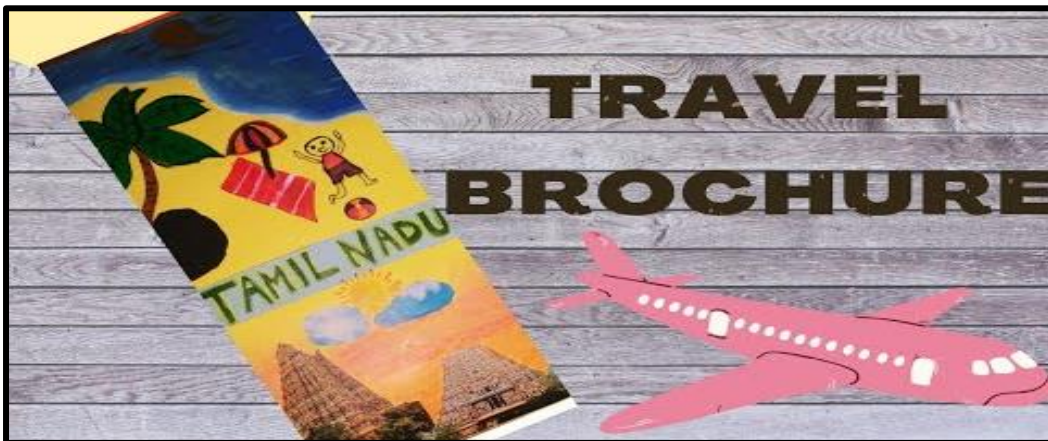## GEOGRAPHY   FULL MARKS: 10

TOPIC: PHYSIOGRAPHIC TOUR OF TAMIL NADU

Tamil Nadu has a unique physiography. The hills of the Eastern and Western Ghats surround Tamil Nadu to the Northwest and West, the Bay of Bengal is found to the East and the Indian Ocean to the South. In general, the physiography of Tamil Nadu is a high land which has uneroded, Western Ghats on the west and low lying coastal and river plains on the east.

With a land size of 130,058 square kilometres (50,216 square miles), Tamil Nadu is the ninth largest state in India. It is surrounded by the Indian Ocean to the south, the Bay of Bengal to the east, Andhra Pradesh to the north, Kerala to the west, and Karnataka to the northwest. Tamil Nadu is home to Cape Comorin (Kanyakumari), the Indian Peninsula's southernmost tip and the location of the intersection of the Arabian Sea, Bay of Bengal, and Indian Ocean.

In view of Tamil Nadu:-

GROUP – 1 & 2: Hilly Terrain (Western Ghats and Eastern Ghats.)

GROUP – 3 & 4: Peninsular Plateau.

GROUP – 5 & 6: Coastal Plains.

PROJECT FORMAT:

- ✓ Every group should make **Innovative travel brochure**. Avoid the use of channel file.
- ✓ Projects need to be done in groups.
- ✓ Demonstration of the project is compulsory for all groups.
- ✓ **Following questions to be answered by all the groups:**
  Content :-

Q1. How is the climate influenced by the physiographic division of a region?

Q2. How does the livelihood of people get affected by the physiographic division?

SUBJECT INTEGRATION: Geomorphology, Life-skills, Art, Economics, Sociology, and English.

LEARNING OBJECTIVE:

- ✓ To describe the location of India in terms of latitude and longitude.
- ✓ To describe the importance of the location of India in terms of neighbouring countries, continents, hemispheres and the Indian Ocean.
- ✓ To describe the main characteristics of the major physiographic divisions.
- ✓ To give a description of the major relief features and rivers of India.
- ✓ To compare the Himalayan rivers with those of the peninsular India.

LEARNING OUTCOME: The learning outcome will include –

- ✓ Relate the importance of relief features in terms of economic development of the country.
- ✓ Analyse the productive and protective role of Himalaya.
- ✓ Identify the role of natural forces causing changes in the earth landforms.

LINKS: **https://www.winmeen.com/physiography-of-tamil-nadu-notes/**

https://www.andedge.com/tnpsc-geography-of-tamil-nadu/#gsc.tab=0

https://en.m.wikipedia.org/wiki/Geography_of_Tamil_Nadu

https://youtu.be/p_RrPFk_VGU?si=sG6bQg-JRyP7S6Og

https://youtu.be/ByeosyfMh8Y?si=4pvT-sbMlQgNcLxU

https://youtu.be/jcUTEL3rr8s?si=f6KUnojtASKRsvxn

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.	Overall impact of the project is quite appealing to the viewers. Students are well prepared. Teamwork is visible.	Some attempt has been made to make the presentation appealing to the viewers. Students are well prepared. Teamwork is visible.

			Project is compiled up to the mark.	Project is fairly compiled.	Project is not compiled up to the mark.
Graphics/Photo graphs/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

Indian Advancement in Technology in the eyes of SciIndia

Learning Objectives:

Students will be able to:

- Understand the how India has advanced in technology.
- Be aware of the various issues of advancement of technology in India.
- Develop technical skills while using MS PowerPoint tools to prepare the presentation.
- Apply new features of the software for creating interactive presentation.
- Develop creative and artistic skill for creating or drawing their own robot.

Learning Outcome:

They will:

- Rate the advancement of technology in various sectors
- Be aware of the various issues related to technology in India.
- Develop technical skills while using MS PowerPoint tools to prepare the presentation.
- Develop creative and artistic skill for creating or drawing their own robot

Hello Children!

I am SciIndia – a unique Robot designed exclusively for Indians. I have taken a pledge to make India digitally equipped in various sectors like Education, Entertainment, Agriculture and Communication. I will be…….. (and the story continues)

What you have to do?

- Imagine yourself to be SciIndia. You may draw or select your own avatar of SciIndia.
- Create a digital autobiography using MS PowerPoint software within 5-8 slides on the topic mentioned below section wise.
- Class 6A – Education
- Class 6B – Agriculture
- Class 6C – Entertainment

- Class 6D – Communications
- You may add relevant <u>free images and text judiciously</u> from the internet but must provide a bibliography on the last slide of all the downloaded images and other resources.
- After completion of the presentation, convert the same into video through the following steps:
  File → Save As → Choose the location to be saved → Choose MPEG-4 video from the Save as type. (Save the file as classSec_CEProj2_Topic)
- It is a group project to be done in Computer Lab with 2 students roll number wise. If class has odd number of students like 33 or 35 students, then the last roll number will join the previous group.
- The presentation must contain Title slide with member details and last slide with bibliography.
- Maximum usage of different features will help in fetching more marks.

Resource:

- https://www.thehighereducationreview.com/opinion/mentors-opinion/5-ways-newage-technology-is-changing-the-education-landscape-in-india-fid-392.html
- https://www.tractorjunction.com/blog/the-latest-trends-in-agriculture-in-india/
- https://www.smsfoundation.org/role-of-modern-technology-in-agriculture/
- https://www.sparxitsolutions.com/blog/impact-of-technology-on-entertainment-and-media-industry/
- https://www.communicationstoday.co.in/latest-technology-trends-in-telecom-industry/

RUBRICS FOR EVALUATION:

Criteria	Marks - 4	Marks - 3	Marks - 2	Marks - 1
Originality and creativity (Max Marks – 4)	Fresh, distinctive approach. It is highly imaginative or creative.	Conveys some creative, imaginative, or insightful ideas beyond the common thought process	Reflects few creative, substantive, or imaginative ideas out of the ordinary thought process	Communicates no substantive or imaginative ideas and is unremarkable
Presentation (Max Marks – 4)	Presentation is highly impressive and the content is very well organized	Fluent Presentation and the content is well organized	Message is sometimes difficult to follow and content is fairly well organized	Message cannot be understood and the content is poorly organize
Appropriate use of different features of PowerPoint (Max Marks – 4)	Animated video reflects the maximum use of suggested tools to get the desired output	Animated video reflects the use of some suggested tools to show acceptable understanding	Animated video reflects the use of few suggested tools to show acceptable understanding	Animated video hardly reflects any use of suggested tools to get the desired output
Relevance to the topic with bibliography and title slide (Max Marks – 4)	Storyboard is very much as per the topic with appropriate bibliography and title slide	Storyboard is somewhat as per the topic with appropriate bibliography and title slide	Storyboard has some information irrelevant to the topic without appropriate bibliography and title slide	Storyboard is completely irrelevant to the topic without appropriate bibliography and title slide

Collaboration (Max Marks – 4)	Effectively encourages and supports the efforts of the group as a whole	Usually encourages and supports the efforts of the group as a whole	Let's others do the work and rarely supports the efforts of the group as a whole.	Worked independently without any collaboration.

GERMAN- 3RD LANGUAGE   FULL MARKS: 20

Learning objective: Finanzpraktiken in Indien und Deutschland
 (Financial practices in India and Germany)

Learning Outcome: Kulturelles Bewusstsein, Finanzkompetenz und Verständnis für die unterschiedlichen Finanzpraktiken in diesen beiden Ländern
(Cultural awareness, financial literacy, and an understanding of the different financial practices in these two countries.)

Theme: **Geldgewohnheit** (Money Habits)

Integrated with Social Science

Instructions: -

- **Mach eine Präsentation über Geldgewohnheit**
  (Make a presentation about money habits)
- **Die folgenden Informationen enthalten**
  (include the following information)
- **Welche verschiedenen Wörter sind mit dem Wort „Geld" verbunden? erstell bitte eine Mindmap**
  (What are the different words related to the word "Money" make a mind map)
- **Bildet ihr zwei Gruppen dieser Wörter: Eine bezieht sich auf Sparen und Verdienen, die andere auf Ausgaben**
  (Make two groups of these words: one refers to saving and earning, the other to spending)
- **Führ eine vergleichende Studie zum Thema „Wie Kinder in Deutschland und Indien Geld nutzen und sparen" durch**.
  (Do a comparative study on "how children in Germany and India use and save money")

- **Erstellt ein Diagramm, um die Geldgewohnheiten in beiden Ländern zu vergleichen und gegenüberzustellen!**

  (Create chart to compare and contrast money habits in both countries)

- **Was ihr über Geldgewohnheiten und -kulturen gelernt habt und wie ihr dieses Wissen auf eurem eigenes Leben anwenden könntet.**

  (What you have learnt about money habits and cultures and how this knowledge can be applied to your own lives.)

- **Die Präsentation kann in Englisch / Deutsch erfolgen**

  (The presentation can be made in English / Deutsch)

- **Erwähnt die Websites/Bücher, die zum Sammeln von Daten verwendet wurden!**

  (Mention the websites which has been used for acquiring data)

- **Einreichen**

  (Submit)

Rubrics for Evaluation:

	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 all the information	Not all the information asked for is provided	Incomplete 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

FRENCH- 3RD LANGUAGE   FULL MARKS: 20

Topic: France is a global icon

Learning objective: To have a broader knowledge about the cultural dominant of the global icon.

Project:

List out the important facts about France.

Give description why it is unique.

Support the presentation with suitable pictures and drawing, paper cuttings to make it attractive.

Project should be submitted in groups.

Learning outcomes: At the end of the project the students should be able to design the poster to spread the knowledge of France as global icon.

Rubrics for Evaluation:

	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 all the information	Not all the information asked for is provided	Incomplete 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. The Epic of India "Mahabharata" has

also been written in this Language. For this epic it is being said that "whatever is not in the Mahabharata or All that remains unsaid in the Mahabharata, does not exist in India".

As a part of your Sanskrit Project,

- Make a 3D model to portrait any of the Parva (पर्व) of Mahabharata (Mentioned below)
- Label the characters and the Parva (पर्व) properly.
- Use a chart paper to mention the Writer of the famous Epic and mention any three other literatures along with the name of the writers which has a clear influence of Mahabharata.
- Use proper Title & Pictures
- Label all the pictures properly
- Make a proper Cover

Mahabharata (18 Parvas)

- आदि पर्व
- सभा पर्व
- वन पर्व
- विराट पर्व
- उद्योग पर्व
- भीष्म पर्व
- द्रोण पर्व
- अश्वमेधिक पर्व
- महाप्रस्थानिक पर्व
- सौप्तिक पर्व
- स्त्री पर्व
- शान्ति पर्व
- अनुशासन पर्व
- मौसल पर्व
- कर्ण पर्व
- शल्य पर्व
- स्वर्गरोहण पर्व
- आश्रम्वासिक पर्व

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.

Evaluation Rubrics

Skills	Competency			
	4	3	2	1
Content (4 marks)	All the parameters of the project must be met	Distribution of information in each parameter is not balanced	Not every area of the required subject is mentioned	Incomplete work
Research (4 marks)	The literatures, culture of Mahabharata reflected properly	Cultural information is missing	The information is not supported by authentic document	Project gone in wrong direction
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 innovative Design, appropriate cover ideas	appropriate cover ideas, nice design, inappropriate pictures	appropriate cover ideas missing , model work is not neat	No Cover page or incomplete art presentation
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 VI   FULL MARKS: 20

विषय : यायावरों की दुनिया (पर्यटन) और उनसे जुड़े नारे

'उड़ता फिरता मस्त परिंदा मेरा मन तो यायावर है।'

प्रकृति के मनोरम दृश्य का मजा यायावर ही ले सकते हैं। अपने अंदर के उस यायावर को तलाशते हुए, किसी एक सुंदर पर्यटन प्रदेश के अनुभव को सचित्र कॉमिक आर्ट द्वारा चार्ट पर प्रस्तुत कीजिए तथा पर्यटकों को प्रोत्साहित करते हुए पर्यटन संबंधी नारों को लिखिए।

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	कुछ तथ्य विषयानुरूप है पर तीन से अधिक त्रुटियाँ पाई गई हैं।	प्रयुक्त लेखों में विषय सामग्री स्पष्ट नहीं है।

		सही एवं विषयानुरूप है।		
सचित्र प्रस्तुतीकरण (5)	अच्छे ढंग की तैयारी,टीम के सदस्यों का समन्वय सराहनीय, प्रस्तुतीकरण 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।
कलात्मकता का प्रयोग करते हुए विषयानुरूप चित्र संकलन (5)	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का अच्छा उपयोग ।	परियोजना के विषय की अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का कुछ उपयोग ।	कलात्मकता, संकलित तथ्यों एवं तस्वीरों का उपयोग कम होने के कारण विषय की अभिव्यक्ति स्पष्ट तौर पर नहीं हो पाई।	कलात्मकता की कमी के कारण संकलित तथ्यों एवं तस्वीरों का प्रयोग प्रभावी नहीं रहा।
भाषा की उपयुक्तता समग्र प्रस्तुति (5)	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।	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।	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: Heritage of Old Bengal

 Class: VI **Total: 20 Marks**

Subject: Bengali 2ⁿᵈ Language

পরিযোজনা কার্যের উদ্দেশ্যঃ

- বাংলার সংস্কৃতিকে জানা ও তার পূর্ব ইতিহাস বিষয়ে সচেতন হওয়া
- সৃজনশীলতার বিকাশ
- ভাষাশৈলীর বিকাশ
- ব্যবহারিক প্রয়োগক্ষমতার বৃদ্ধি
- ভাষার ব্যবহার ও বিচারশক্তির বিকাশ

বাংলাদেশ শব্দটির সাথে বাংলার মানুষের অনেক স্মৃতি ও আবেগ জড়িয়ে আছে। কারণ বাংলা বা পশ্চিমবঙ্গ কেবল একটি নাম বা ভারতীয় মানচিত্রের কোন ভূখন্ড নয়, তা ভারতের শিল্প ও সংস্কৃতির এক পরিচয়। তাই কলকাতাকে ভারতের সাংস্কৃতিক রাজধানী বলা হয়।

বাংলা পরিযোজন কার্যের অংশ হিসাবে বাংলার প্রাচীনত্ব ও ঐতিহ্যকে তুলে ধরার চেষ্টা করা হয়েছে।

- বাংলার ঐতিহ্য হিসাবে শিল্পকার্য প্রস্তুতিকরণ (হাতপাখা, আলপনা কার্য ইত্যাদি)
- বেছে নেওয়া শিল্পকার্যের ইতিহাস, ব্যবহারিক শ্রেত্রের বর্ণনা
- উপযুক্ত প্রচ্ছদ (Cover) ও শিরোনাম (title)
- প্রাসঙ্গিক চিত্র

নির্দেশাবলীঃ
(যে কোন একটি প্রস্তুত করতে হবে)

- ➤ **হাতপাখা বানানোর সময় Handmade Paper/ তালপাতা/ অন্য কোন মাধ্যম ব্যবহার করা যেতে পারে যা বাংলার ঐতিহ্যের প্রতিফলন হবে। পাখাটি সাজাতে হবে।**
- ➤ **আলপনা কার্যের জন্য কালো চার্ট পেপারে সাদা রং ব্যবহার করতে হবে।**
- ➤ **টোপর তৈরির ক্ষেত্রে নিজস্বতার পরিচয় থাকতে হবে এবং কোন এক বাংলার বধূর ছবিতে চন্দন পড়াতে হবে।**
- ➤ **পটচিত্রের ক্ষেত্রে বাংলার ব্রতকথার ব্যবহার করতে হবে।**

> ➤ **নকশিকাঁথার ক্ষেত্রে জসীমুদ্দিনের "নকশিকাঁথার মাঠ" কাব্যের ব্যবহার করা যেতে পারে।**

পরিযোজনা কার্যের কাঙ্ক্ষিত ফলাফলঃ

পরিযোজনা কার্যের দ্বারা শিক্ষার্থীরা বাংলার ঐতিহ্য, সংস্কৃতি ও তার প্রাচীন ইতিহাস সম্পর্কে পরিচিত হতে পারবে। ভবিষ্যতের ভারতীয় নাগরিক হিসাবে তাদের দায়িত্ব, কর্তব্যপালনের বিষয়ে আরও বেশি সচেতন হবে। এছাড়াও হাতে কলমে কাজ করার মাধ্যমে বাংলার আবেগকে আরও ভালভাবে উপলব্ধি করতে পারবে।

<u>Evaluation Rubrics</u>

Skills- দক্ষতা	Competency – যোগ্যতা			
	4	3	2	1
Content(4 marks)	সকল বিষয় ও প্রতিটি ক্ষেত্র সঠিক ভাবে এবং আলাদা ভাবে প্রতিফলিত হবে	ঐতিহ্যের ইতিহাসের উল্লেখ থাকলেও বিধি নিষেধের উল্লেখে অপ্রতুলতা	প্রয়োজনীয় বিষয়ের প্রতিটি ক্ষেত্রের উল্লেখ নেই	অসম্পূর্ণ কাজ
Research(4 marks)	ঐতিহ্যের ইতিহাসের স্পষ্ট ও যথাযথ উল্লেখ	উপযোগী দ্রব্যাদির অসম উল্লেখ	উপযোগী দ্রব্যাদির অনুপস্থিতি	ভুল পদ্ধতি বেছে নেওয়া
Creativity(4 marks)	বিষয়বস্তুর সাথে সমতা বজায় রেখে মৌলিক চিন্তাশীলতা	বিষয়বস্তুর সাথে সমতা বজায় থাকলেও মৌলিকতার অভাব	বিষয়বস্তু ও নামকরণে সমতার অভাব	নামকরণের অনুপস্থিতি
Art Integration(4 marks)	পরিচ্ছন্ন কাজ, উপযুক্ত প্রচ্ছদ ভাবনা	উপযুক্ত প্রচ্ছদ কার্যের অপ্রতুলতা	উপযুক্ত প্রচ্ছদের অভাব	প্রচ্ছদের অনুপস্থিতি
Overall Presentation (4 marks)	সুন্দর, পরিচ্ছন্ন উপস্থাপনা	সুন্দর, পরিচ্ছন্ন উপস্থাপনা, কার্যে আত্মবিশ্বাসের অভাব	কার্যে পরিচ্ছন্নতার অভাব	বানান ভুলের বাহুল্য

CLASS VI   FULL MARKS: 20

विषय : भक्तिकालीन कविताओं की कलात्मक अभिव्यक्ति

हिंदी साहित्य के भक्ति काल से भारत का जनमानस आज भी जुड़ा हुआ है। सूर, मीरा और तुलसी की दृष्टि से कृष्ण और राम आज भी जीवंत लगते हैं। इसी परंपरा को दर्शाते हुए भक्तिकालीन कविताओं के आधार पर कृष्ण की बाल चेष्टाओं, राम का वन गमन आदि का सचित्र प्रस्तुतीकरण चार्ट के माध्यम से 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	कुछ तथ्य विषयानुरूप है पर तीन से अधिक त्रुटियाँ पाई गई हैं।	प्रयुक्त लेखों में विषय सामग्री स्पष्ट नहीं है।

		सही एवं विषयानुरूप है।		
सचित्र प्रस्तुतीकरण (5)	अच्छे ढंग की तैयारी,टीम के सदस्यों का समन्वय सराहनीय, प्रस्तुतीकरण 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।
कलात्मकता का प्रयोग करते हुए विषयानुरूप चित्र संकलन (5)	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का अच्छा उपयोग ।	परियोजना के विषय की अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का कुछ उपयोग ।	कलात्मकता, संकलित तथ्यों एवं तस्वीरों का उपयोग कम होने के कारण विषय की अभिव्यक्ति स्पष्ट तौर पर नहीं हो पाई।	कलात्मकता की कमी के कारण संकलित तथ्यों एवं तस्वीरों का प्रयोग प्रभावी नहीं रहा।
भाषा की उपयुक्तता समग्र प्रस्तुति (5)	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।	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।	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)

2023-2024

THEME: বাংলার টেরাকোটা শিল্প (মৃৎ শিল্প)
CLASS - VI
Subject – Bengali 3rd Language

Learning Objectives:

- কল্পনার বিকাশ
- সৃজনশীলতার বিকাশ
- ভাষাশৈলীর বিকাশ
- ব্যবহারিক জ্ঞানের বিকাশ
- বাংলার শিল্প ও সংস্কৃতির পরিচিতি এবং এর গুরুত্বের বিকাশ।
- ভাষাগত ক্ষমতা এবং ধারণাগত ক্ষমতার বিকাশ

বাংলার প্রাচীনত্ব ছড়িয়ে আছে বাংলার বিভিন্ন জেলার সাজসজ্জা, পোশাক, মন্দিরের শিল্পকলার মধ্যে।

এমনই এক শিল্প হলো টেরাকোটা (মৃৎ শিল্প) । আধুনিক কালেও বাঁকুড়া ও বিষ্ণুপুরের টেরাকোটার বিভিন্ন রকম গয়না, মূর্তি খুবই জনপ্রিয়। এই তথ্যের আধারে বাংলা পরিযোজনা কার্যকে সাজিয়ে তোলা হয়েছে।

প্রয়োজনীয় উপকরণ

- পাঁচটি টেরাকোটার গয়নার ছবি (আঁকাও হতে পারে)
- পাঁচটি টেরাকোটার মূর্তি বা পুতুলের ছবি (আঁকাও হতে পারে)
- কোন জেলায় তৈরি হয়
- উপযুক্ত শিরোনাম

LEARNING OUTCOME:
এই প্রকল্পের কাজ করার পর শিক্ষার্থীরা বাংলার শিল্প-সংস্কৃতি এবং অন্যান্য বৈশিষ্ট্যের সাথে পরিচিত হবে। তারা তাদের ভাষাগত ক্ষমতা এবং ধারণাগত ক্ষমতাও বিকাশ লাভ করবে।

RUBRICS :

SKILLS	COMPETENCY			
	4	3	2	1
CONTENT (4 Marks)	সমস্ত বিষয় সঠিকভাবে লেখা হবে এবং প্রতিটি ক্ষেত্র আলাদা ভাবে প্রতিফলিত হবে	ঐতিহ্যের উল্লেখ থাকলেও অন্যান্য বৈশিষ্ট্যের পর্যাপ্ত উল্লেখ নেই	প্রতিটির বিষয়ে সঠিক উল্লেখ নেই	অসম্পূর্ণ কাজ
RESEARCH (4 Marks)	ঐতিহ্যের ইতিহাস স্পষ্ট ও উপযুক্ত উল্লেখ	ঐতিহ্যের ইতিহাস স্পষ্ট ও অনুপযুক্ত উল্লেখ	গয়না ও মূর্তির কাজ অসম্পূর্ণ	ইতিহাসের ভুল উপস্থাপন
CREATIVITY (4 Marks)	বিষয়বস্তুর সাথে সামঞ্জস্য রেখে মৌলিক চিন্তা	বিষয়বস্তু সমান হলেও মৌলিকতার অভাব রয়েছে	বিষয়বস্তু ও নামকরণে অভিনতার অভাব	কোনো শিরোনাম নেই
ART INTEGRATION (4 Marks)	পরিষ্কার হাতের লেখা ও প্রচ্ছদ ভাবনা	উপযুক্ত প্রচ্ছদ ধারণা, অনুপযুক্ত গয়না, মূর্তি	উপযুক্ত প্রচ্ছদ ধারণা অনুপস্থিত	কোনো প্রচ্ছদ নেই
OVER ALL PRESENTATION (4 Marks)	সুন্দর বিষয়বস্তু ও পরিষ্কার উপস্থাপনা	সুন্দর পরিষ্কার উপস্থাপনা কিন্তু আত্মবিশ্বাসের অভাব	অপরিষ্কার উপস্থাপনা	ভুল বানান