

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN – TERM 1

(2024-25)

CLASS VI

ENGLISH

TOPIC: LANDFORMS IN INDIA

India, a land of diverse geographical features, boasts a myriad of landforms that captivate the eye and tell the tale of its geological history. From the towering peaks of the Himalayas in the north, home to the world's highest mountain, Mount Everest, to the vast fertile plains of the Indo-Gangetic region, where agriculture thrives, India's landscape is as varied as it is stunning. The Western and Eastern Ghats, rugged mountain ranges flanking the peninsula, offer breathtaking vistas and harbor unique biodiversity. The Thar Desert in the west contrasts sharply with the lush greenery of the Western Ghats, showcasing India's extremes in climate and terrain. Along its extensive coastline lie sandy beaches, rocky cliffs, and mangrove forests, each contributing to India's rich tapestry of landforms, shaping its culture, economy, and biodiversity.

THE PROJECT- (PRITHVI AND AGNI HOUSE)

Write the script of a play with reference to the topic assigned. The central character of the play for PRITHVI house will be a MOUNTAIN and the central character of the play for AGNI house will be a SEA. The play must contain a strong relevant message. Provide a hard copy of the script in a channel file and present the play.

LEARNING OBJECTIVE: The learning objectives includes:

- a) To enhance the skills of reading, writing and critical thinking
- b) To acquire more information about the landforms of India
- c) To learn to create story concepts with relevant message

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 present their play in the class.
- Each play to have at least 3 more characters, apart from main character.
- The play must have a narrator.
- Every group will be given 10 minutes to present the play
- To submit the script in a channel file on the reopening day.

RUBRICS FOR EVALUATION

CATEGORY	PERFECT- 5	GOOD- 4	SATISFACTORY- 3	COULD BE BETTER- 2 OR 1
CONTENT & RESEARCH - 5 MARKS	<p>Directly relevant</p> <p>Facts are sequentially arranged</p> <p>Supported with details specific to the topic</p> <p>Ideas are original</p>	<p>Somewhat relevant</p> <p>Slightly disordered arrangement of facts</p> <p>Some details are supported with specific to the topic</p> <p>Some ideas are original</p>	<p>Remotely relevant</p> <p>Some organization, points are scattered around, beginning and ending are unclear.</p> <p>Sketchy details, hardly specific to the topic</p> <p>Most of the ideas are not original</p>	<p>Totally unrelated</p> <p>Poorly organised arrangement of facts</p> <p>No logical progression</p> <p>Vague beginning and ending</p> <p>No original ideas</p>
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 presentation)</p>	<p>No grammatical errors, a few punctuation or spelling errors</p> <p>Most of the vocabulary is appropriate (in both script and presentation)</p>	<p>Some grammatical errors, but the idea is conveyed successfully</p> <p>Some of the vocabulary is appropriate (in both script and presentation)</p>	<p>A lot of grammatical errors</p> <p>Inappropriate use of vocabulary (in both script and presentation)</p>

NEATNESS & OVERALL PRESENTA TION- - 5 MARKS	Makes excellent use of technical expertise, colour combinations and eloquent verbal presentations.	Makes good use of technical expertise, colour combinations and eloquent verbal presentations	Makes Some use of technical expertise, colour combinations and eloquent verbal presentations	Makes minimal use of technical expertise, colour combinations and eloquent verbal presentations.
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TOPIC: FOOD AND NUTRITION

Food and nutrition play a pivotal role in sustaining life and promoting well-being. Beyond mere sustenance, they are the cornerstone of human health, growth, and development. Adequate nutrition is essential for optimal physical and cognitive function, supporting the body's immune system, and reducing the risk of chronic diseases. Additionally, food serves as a cultural bridge, connecting communities through shared meals and traditions. Access to nutritious food is not only a basic human right but also a critical factor in socioeconomic development, influencing productivity and educational attainment. Furthermore, sustainable and balanced food systems are imperative for environmental conservation and mitigating the impacts of climate change. In essence, food and nutrition are fundamental pillars of human existence, shaping our health, society, and planet.

THE PROJECT- (JAL AND VAYU HOUSE)

Present a comic uptake on 'The Impact of Following an Imbalanced Diet' in the form of a script. The message of the play must be strong and relevant. Provide a hard copy of the script in a channel file and present the play.

LEARNING OBJECTIVE: The learning objectives includes:

- a) To enhance the skills of reading, writing and critical thinking.
- b) To acquire more information about the importance of balanced diet and nutrition.
- c) To learn to create story concepts with relevant message.

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 present their play in the class.
- Every group will be given 10 minutes to present the play.
- Each play must have at least 4 characters.
- Each play must have a narrator.
- To submit the script in a channel file on the reopening day.

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 presentation)	No grammatical errors, a few punctuation or spelling errors Most of the vocabulary is appropriate (in both script and presentation)	Some grammatical errors, but the idea is conveyed successfully Some of the vocabulary is appropriate (in both script and presentation)	A lot of grammatical errors Inappropriate use of vocabulary (in both script and presentation)

NEATNESS & OVERALL PRESENTATION- 5 MARKS	Makes excellent use of technical expertise, colour combinations and eloquent verbal presentations.	Makes good use of technical expertise, colour combinations and eloquent verbal presentations	Makes Some use of technical expertise, colour combinations and eloquent verbal presentations	Makes minimal use of technical expertise, colour combinations and eloquent verbal presentations.
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SUBJECT - MATHEMATICS

LANDFORMS AND TOPOGRAPHY OF INDIA –

HOUSE - PRITHVI AND AGNI

There are many different geographical features that can be found within India's vast area. These geographical features include mountains, bodies of water, rivers, wetlands, plateaus, plains, deserts, coasts, and islands.

LEARNING OBJECTIVES:

Students will be able to:

- Recognize the numbers by their place value and face value.
- Describe and apply the various number systems.
- Define Population density and apply the formula to calculate it.

India covers an area of 'X' sq km, extending from the snow-covered Himalayan heights to the tropical rain forests of the south.

- a) Find the value of 'X'.
- b) Express the numerical value of 'X' in
 - i) Indian system of measurement
 - ii) International system of measurement.
- c) Write the number name of 'X' in
 - i) Indian system of measurement
 - ii) International system of measurement
- d) Express 'X' in Roman numerals with a brief explanation.

The density of population is the ratio between the numbers of people to the size of land. It is usually measured in **persons per sq.km**. For example, the area of Region X is 100 sq km and the population is 1,50,000 persons. The density of population is calculated by dividing 1,50,000 by 100.

$$\text{Population Density} = \frac{\text{Number of People}}{\text{Land Area}}$$

<https://byjus.com/free-ias-prep/factors-affecting-distribution-of-population/>

Calculate the population density of the following regions:

- 1) Kinnaur 2) Howrah 3) Kulu 4) Barmer 5) Puri 6) kanya kumari 7) Jaisalmer
- 8) Thiruvallur

Present your data in a tabular form with appropriate pictures (if any).

Comment on the difference in the data obtained by you.

<https://www.deccanherald.com/opinion/why-the-south-outshines-the-north-1157967.html>

LEARNING OUTCOMES:

Students will

- Interpret the meaning of the carrying capacity of a population's environment.
- Population density data can be used to quantify demographic information and to assess relationships with ecosystems, human health and infrastructure.
- Relate mathematics with geography

MATHEMATICS PROJECT GRADING RUBRIC

CATEGORY	GREAT WORK (4)	GOOD WORK (3)	SATISFACTORY (2)	COULD BE BETTER (1)
TOPIC CONTENT – ACCURACY (4)	Content regarding Roman numerals and population density well explained. All facts are accurate	Content regarding Roman numerals and population density 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	The presentation	The presentation is attractive, in	The presentation is acceptably	The project is

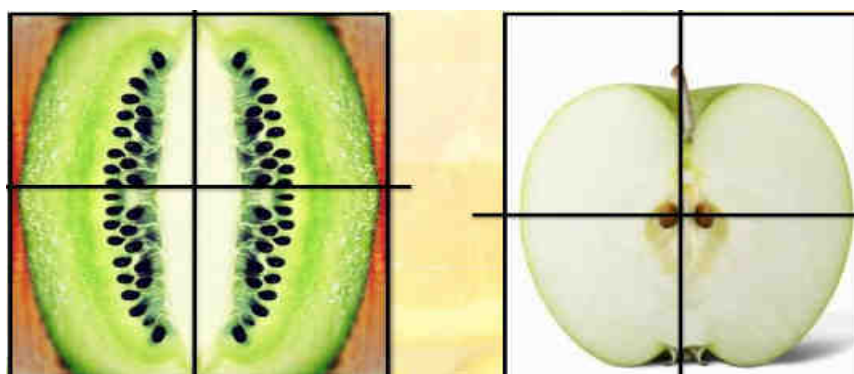
(4)	Is exceptionally attractive, in terms of design, layout and neatness.	terms of design, layout and neatness.	attractive, though it may be a bit messy.	distractingly messy or very poorly designed.
USE OF IMAGES AND COLOURS (4)	Diagrams are properly done with the correct choice of colours	Diagrams are 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.

TOPIC- FOOD AND NUTRITION –

HOUSE- VAYU AND JAL



In geometry, symmetry is defined as a balanced and proportionate similarity that is found in two halves of an object. It means one-half is the mirror image of the other half. The imaginary line or axis along which you can fold a figure to obtain the symmetrical halves is called the line of symmetry.



LEARNING OBJECTIVES:

Students will be able to:

- name and recognize the three different types of symmetry: reflection, rotational, and point.
- identify a shape's line of symmetry.

- Explain the purpose of calories
- Calculate caloric intake.
- Define the BMI or Body Mass Index.
- Describe what the BMI measures.
- Calculate a person's BMI.

1. Give four examples along with pictures of fruits /vegetables which shows symmetrical pattern.

<https://kidminds.org/symmetry-in-nature-for-kids-fun-with-fruits-and-vegetables/>

An ideal daily intake of calories varies depending on age, metabolism and levels of physical activity, among other things. Generally, the recommended daily calorie intake is 2,000 calories a day for women and 2500 for men. Calculating calories in a single-ingredient dish like a roti, a cup of cooked rice, or roasted chicken breast is pretty straightforward. Use an online tool like MyFitnessPal or fatsecret to count calories.

2. Follow the given steps to find out the total calorie intake during lunch time.

- ❖ List out all the ingredients that a dish contains.
- ❖ Write the amount of each ingredient that goes in the dish.
- ❖ Now use the online tools mentioned above to know the calories of each ingredient.
- ❖ Adjust the calories in each ingredient based on the amount used in the recipe.
- ❖ Add up all the calories to calculate the total calories in the recipe.

3. Give 4 examples each of i) ingredients having high calorie content
ii) low calorie snacks items which can be added in our daily diet

Body Mass Index (BMI) is a measure that relates body weight to height. BMI is sometimes used to measure total body fat and whether a person is a healthy weight. Excess body fat is linked to an increased risk of some diseases including heart disease and some cancers.

Body mass index (BMI) is a person's weight in kilograms divided by the square of height in meters.

4. a) *Present the BMI Index chart according to different age groups for both males and females.*

b) *Calculate the weight and height of your family members and calculate their BMI. Present the data in a tabular form with proper conclusions.*

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

LEARNING OUTCOMES:

Students will

- identify symmetrical objects
- Understand the Calorie as a unit of food energy.
- Explain the processes that allow a calorimeter to measure the energy stored in food.
- Use a homemade calorimeter to measure and calculate the energy content of a food item.

MATHEMATICS PROJECT GRADING RUBRIC

CATEGORY	GREAT WORK (4)	GOOD WORK (3)	SATISFACTORY (2)	COULD BE BETTER (1)
TOPIC CONTENT – ACCURACY (4)	Content regarding Symmetry, calories and BMI well explained. All facts are accurate	Content regarding Symmetry, calories and BMI 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 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 mess or very poorly designed.
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.

SUBJECT- SCIENCE

HOUSE- PRITHVI AND AGNI

TOPIC: Landforms and topography of India

Learning objectives:-

Students will be able to –

- Understand the physical features of different water bodies land forms
- Relate the adaptations related to different habitats
- Make models with knowledge gained through the research work.

The surface of the Earth is uneven and not smooth if you observe carefully. It is mainly covered with water, land and ice with different shapes and sizes. There are hills, valleys, lakes, rivers and large areas with little or no plants or trees in them. Let us find out the features present in different land and water bodies that are there on the surface of the Earth.

1. Differentiate between landforms and waterbodies. Give two examples of each.

For Agni House

2. Identify the features of River and Desert landform.
3. Name the plants and animals (two each) dwelling in these two places.
4. State three adaptations found in such plants and animals. Describe how these adaptations help them to survive in these landform and waterbody. Give relevant diagrams.
5. Make a model of a desert landform.

For Prithvi House

2. Identify the features of Ocean and Mountain landform.
3. Name the plants and animals (two each) dwelling these two places.
4. State three adaptations found in such plants and animals. Describe how these adaptations help them to survive in these landform and waterbody. Give relevant diagrams.
5. Make a model of a mountain landform.

Learning outcome:-

Students are able to –

- Explain the topography of different water bodies and land forms
- Correlate the adaptations with different habitats
- Make models of different land forms.

HOUSE- JAL_AND VAYU

TOPIC – FOOD and NUTRITION

Learning objectives:-

Students will be able to –

- Explain the endeavor of FSSAI
- Differentiate between healthy and unhealthy food.
- Correlate local cuisine and weather

The effective management of food intake and nutrition are both key to good health. Understanding good nutrition and paying attention to what you eat can help you maintain or improve your health. To ensure that healthy and nutritious foods are accessible to all, Ministry of Health and Family Welfare of the Indian Government aims to establish scientific standards for the control, inspection and regulation of the production, storage, selling, distribution and import of food

For JAL HOUSE

1. What is the full form of FSSAI? State three of its objectives.
2. Weather plays a crucial role in shaping the culinary traditions of different regions. Throw light on the above statement by selecting a Northern and a Southern state our country.
3. Find the cause, effect and remedy of one common mineral deficiency disease observed in children
4. When is the World Food Day celebrated? Make a poster (hand drawn – to be done in class) to spread awareness against food wastage.
5. List five food items you would like to offer your friend in your birthday party. Classify each item as healthy/ unhealthy.

FOR VAYU HOUSE

1. Weather plays a crucial role in shaping the culinary traditions of different regions. Throw light on the above statement by selecting an Eastern and a Western/ Central state our country.

2. Find the cause, effect and remedy of one common vitamin deficiency disease observed in children.

3. When is the World Food Day celebrated? Make a poster (hand drawn – to be done in class) to spread awareness against obesity.

4. List five food items you were offered by your friend on his birthday party. Classify each item as healthy/ unhealthy.

Learning outcome:-

Students are able to –

- Explain the endeavor of FSSAI
- To make healthy food choices.
- Correlate local cuisine and weather

RUBRICS FOR CORRECTIONS:

PARAMETERS	3	3.5	4	4.5	5
INNOVATIVE PRACTICES /CREATIVITY (5)	The students have developed innovative practices, but all of those have not been employed for conducting activities on life skills development.	The students have planned and conducted innovative activities focused on life skill development, but not on the sensitive issues involving the concerns of this age group	The students have planned and conducted innovative activities focused on life skill development as well as sensitive concern of this age group.	The innovative practices have been developed and employed in activities for teachers and parents besides students.	The students have been organising innovative activities focused on critical as well as sensitive concerns which are monitored.
CONTENT- ACCURACY AND ORIGINALITY (5)	The content is confusing and relevant information is missing	Some of the content is correct. The sequence is not followed. There are more than 3 factual errors.	Most of the content is correct. There are two factual errors.	Most of the content is correct. There is one factual error.	The data / facts presented are accurate.
TEAM WORK (5)	Students are not prepared. There is no teamwork visible in the presentation	Few students are prepared. Team members do not seem to co-operate.	Students are fairly prepared. All the members have contributed, exhibiting	Students are well prepared. All the members have contributed, exhibiting good teamwork.	Flawless presentation; the message conveyed with good teamwork

			fairly good teamwork.		
OVER ALL PRESENTATION (5)	Little or no attempt has been made to make the presentation appealing to the viewers. Presentation does not include any relevant data/ photographs to explain and reinforce the theme	Some attempt has been made to make the presentation appealing to the viewers. Presentation includes very few relevant data/ photographs to explain and reinforce the theme	Overall impact of the play is quite appealing to the viewers. Presentation includes some relevant data/ photographs to explain and reinforce the theme	Overall impact of the play is effective and appealing to the viewers. Presentation includes most relevant data/ photographs to explain and reinforce the theme	The play was very well-researched and presented, to almost near-perfection. Presentation includes all relevant data/ photographs to explain and reinforce the theme.

<https://byjus.com/full-form/fssai-full-form/#:~:text=The%20full%20form%20of%20FSSAI%20is%20the%20Food%20Safety%20and,Welfare%20of%20the%20Indian%20Government.>

<https://www.linkedin.com/pulse/weather-food-how-nature-influences-our-choices-shimlahills#:~:text=Weather%20plays%20a%20crucial%20role,provide%20sustenance%20during%20long%20winters.>

SUBJECT: GEOGRAPHY

TOPIC: Food and Nutrition.

Nutrition begins with food. Nutrition is the process by which the body nourishes itself by transforming food into energy and body tissues. The science of nutrition concerns everything the body does with food to carry on its functions. Food provides essential substances called nutrients.



Food and nutrition are the way that we get fuel, providing energy for our bodies. We need to replace nutrients in our bodies with a new supply every day. Water is an important component of nutrition. Fats, proteins, and carbohydrates are all required. Maintaining key vitamins and minerals are also important to maintaining good health. For pregnant women and adults over 50, vitamins such as vitamin D and minerals such as calcium and iron are important to consider when choosing foods to eat, as well as possible dietary supplements.

VAYU HOUSE: Carbohydrates, Proteins.

JAL HOUSE: Vitamins, Minerals.

- **Students will write about the nutrients present in the healthy food and support it with relevant pictures.**
- **Students will attach an outline India political map (showing the nutrients of the crops grown) mentioned above for each house.(Any two states)**

PROJECT FORMAT:

- ✓ Projects need to be done in groups. (House wise)
- ✓ Support the project with relevant pictures.
- ✓ Students will make Power Point presentation (maximum 8 slides including cover page, content, and bibliography)

Following questions to be answered by all the houses

Content –

Q1.What does a healthy diet look like to you?

Q2. How can you influence others to make healthy choices?

SUBJECT INTEGRATION: History, Life-skills, Science, Mathematics, A.I. and English.

LEARNING OBJECTIVE:

- Students will be able to interpret and apply nutrition concepts to evaluate and improve the nutritional health of communities.
- Students will be able to integrate knowledge and skills in food and nutrition with professional issues affecting the nutrition and dietetics fields.

LEARNING OUTCOME: The learning outcome will include –

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

LINKS:

<https://www.healthline.com/health/food-nutrition>

<https://kids.britannica.com/students/article/food-and-nutrition/274373>

<https://foodandnutritionresearch.net/>

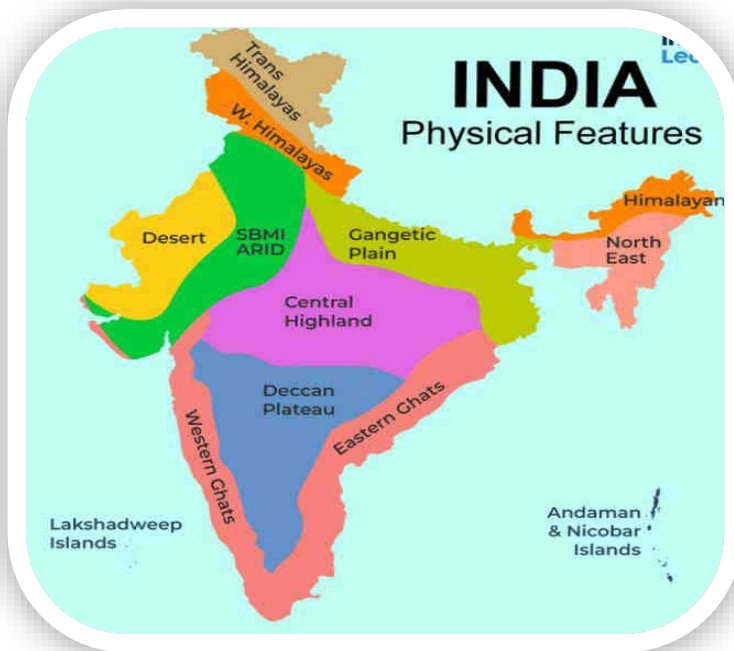
<https://familydoctor.org/changing-your-diet-choosing-nutrient-rich-foods/>

<https://www.health.harvard.edu/topics/nutrition>

TOPIC: Landforms and Topography of India

There are many different geographical features that can be found within India's vast area. These geographical features include mountains, bodies of water, rivers, wetlands, plateaus, plains, deserts, coasts, and islands. India's landscape is a mosaic of diverse landforms, each contributing to the country's unique geographical identity. From the towering mountains to the expansive plains, the arid Thar Desert, and the coastal peninsulas, these natural features are integral to India's charm as a tourist destination. Notably, major landforms of India like the southern peninsula.

PRITHVI HOUSE: Himalayas and Plains



AGNI HOUSE: Desert and Islands

- Students will have to research on any one case based study on the landform allotted to their house .Shade the area depicting the landform in an outline political map of India.
- Students will write about the topography of the landform and support with any two relevant pictures.

PROJECT FORMAT:

- ✓ Projects need to be done in groups.
- ✓ Support the project with relevant pictures.
- ✓ Students will make PowerPoint presentation (maximum 8 slides including cover page, content and bibliography)

Following questions to be answered by all the groups. **(House wise)**

Content –

Q1. Which are the two processes that lead to formation and development of landforms?

Q2. How do landforms change over time?

SUBJECT INTEGRATION: History, Life-skills, Political Science, Economics, Mathematics, A.I. and English.

LEARNING OBJECTIVE:

- Students will be able to discover how features on Earth's surface.
- Students will be able to understand the processes and agents that create landforms as they learn about weathering and erosion.
- Students will be able to compare and contrast folded, upwarped, fault-blocked, and volcanic mountains.

LEARNING OUTCOME: The learning outcome will include –

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

LINKS:

<https://study.com/academy/lesson/what-is-the-physical-geography-of-india.html>

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

<https://www.geographyandyou.com/magazine/landforms-in-india>

<https://link.springer.com/book/10.1007/978-94-017-8029-2>

<https://www.internetgeography.net/igcse-geography/population-and-settlement-igcse-geography/a-case-study-of-a-sparsely-populated-area-himalayan-mountains/>

https://www.researchgate.net/publication/356441144_Assessment_of_agrobiodiversity_in_the_intensive_agriculture_a_case_study_of_the_Indo-Gangetic_Plains_of_India

<https://www.jstor.org/stable/24701174>

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.

SUBJECT- HISTORY & CIVICS

HOUSE- (PRITHVI AND AGNI)

Topic: LANDFORMS AND TOPOGRAPHY OF INDIA

India, the seventh largest country in the world, is home to some of the most breathtaking sights and views. There is just so much to explore and experience that perhaps one lifetime may not be enough!

Where we've read about travel itineraries for the gastronomical capitals within India, the famous temple trails and even the most popular road trips- the one we don't read

about so often, is an itinerary that guides you to discover India through its most famous landforms.

India has five prominent landforms or relief features (as you might recall from your geography books!). They are:

1. The Great Mountains
2. The Thar Desert
3. The Great Plains of North and Middle India
4. Peninsular Plateau
5. The Coastal Areas and Islands

You're going to explore **any one** landform of India and study the diversity in

- a) Food habits
- b) Festivals
- c) Crops grown
- d) Tribal population

The activity must be supported by logical, descriptive and accurate analysis with relevant pictures and images correctly labelled.

LEARNING OBJECTIVE:

- a) To discover India's diversity through its most famous landforms
- b) To promote digital research
- c) To prepare a report that is logical, descriptive and contains accurate analysis

LEARNING OUTCOME:

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

Rubrics for Evaluation

	6	4	2	1
Content	The activity explores correct analysis of all 4 domains of diversity of the selected landform	The activity explores correct analysis of 3 domains of diversity of the selected	The activity explores correct analysis of all 2 domains of diversity of the selected landform	The activity explores correct analysis of all 1 domain of diversity of the selected landform under study with

	under study with accurate descriptions	landform under study with accurate descriptions.	under study with accurate descriptions	accurate descriptions
Presentation & Team Work	-	-	Presentation of pictures and images is commendable and labelled appropriately. Teamwork is visible.	Poor attempt has been made to make the presentation activity. Teamwork is not visible.
Bibliography	-	-	Independent research work by all students is evident. Correct recording of all research sources mentioned.	Not very clear proof of research. All research sources have not been recorded.

HOUSE- (VAYU & JAL)

Topic: Food and nutrition

It's the 21st century and "junk food" has gone global. For better or for worse (mostly worse), junk food is now available all over the world. We see it everywhere we go - in grocery and convenience stores, fast-food restaurants, on television -- usually looking very appealing. But just what are the facts about junk food? "Junk food" generally refers to food that contributes lots of calories but little nutritional value. One problem with junk foods is that they're low in satiation value -- that is, people don't tend to feel as full when they eat them - - which can lead to overeating.

To put the magnitude of the health burden into perspective, an Indian Council of Medical Research (ICMR) study published in 2023 estimates that in India the prevalence of metabolic disorders is glaringly high where 11% has diabetes, 35% is hypertensive and almost 40% are suffering from abdominal obesity

This problem needs immediate and strong action.

The junk food available in the market have Front of Pack Labelling that mentions the mathematical nutritional table in small print which most of us fail to understand. As a concerned and responsible citizen, be a whistleblower to this grave problem.

Activity 1

Identify 2 packets of any junk food and create a "warning label" that states – "high in salt"/ "high in sugar"/ "high in saturated fat"/"high in preservatives

Activity 2

You are a child right activist. On behalf of National Commission for Protection of Child Rights, create a leaflet to spread awareness of the ill effects of junk food for your age group.

The language and presentation of the leaflet must be age appropriate and motivating.

LEARNING OBJECTIVE:

- a) To be able to identify health hazards in junk food.
- b) To promote digital research
- c) To be able to make logical, analytical and objective study of the problems under study.

LEARNING OUTCOME:

- Capability to take the right decision regarding nutritive hazards of a particular food type.
- Capability to identify the correct pulse of the target audience and be able to reach out to them through use of attractive, easy, enjoyable, fun filled and effective language.
- Independent research work.
- Collaboration.

Rubrics for Evaluation

	6	4	2	1
Content	a) 'Warning label' contains correct information, potential hazards and best before date and instructions. b) Leaflet spreads awareness of the ill effects of junk food clearly. Age appropriate, attractive and motivating	a) Warning label' contains correct information, potential hazards , best before use. b) Leaflet spreads awareness of the ill effects of junk food obliquely. Age appropriate and attractive.	a) Warning label' contains correct information and potential hazards. b) Leaflet does not spread awareness of the ill effects of junk food clearly. Not age appropriate but motivating.	a) Warning label' contains correct information. b) Leaflet does not spread awareness of the ill effects of junk food. Not age appropriate and not motivating
Presentation & Team Work	-	-	The language and presentation of the leaflet and the 'warning label' is appropriate, attractive and motivating. Project is compiled up to the mark	Poor attempt has been made to make the presentation of leaflet and the 'warning label'. Project is not compiled up to the mark.
Bibliography	-	-	Teamwork is visible	Teamwork is not visible.

SUBJECT: COMPUTER EDUCATION

Name of the application: Google Slide Presentation

TOPIC: Landforms and Topography of India-

HOUSE- PRITHVI AND AGNI

Learning objective

- Understand the Landforms and Topography of India
- Will be involved in a collaborative presentation
- Design a presentation with their creativity skill.
- Learn a new application and enhance their concept.

Learning Outcome:

Students will be able to:

- Develop 21st century's design thinking skill.
- Handle New application with collaborative approach
- Use various tools of the application to represent data

Introduction

India is a vast country blessed with varied land forms. It is home to some of the most breathtaking sights and views. This beautiful country boasts of ice capped mountains, glaciers, fertile plains, enormous desert, islands etc. There are six major landforms of India including plain , Plateau ,island desert etc.

India's land can be categorized into 3 types. Mountains covers 30% of the land, while plains and plateau regions constitute 43% and 27% of the land respectively.

To Do:

Each member will prepare one slide after choosing any one of the slides given below. House prefect/ any one member will prepare the title slide which will include Name of the topic, Class and Section, Name of the house. House prefect / the member will share the google slide presentation amongst the group members. All members to complete their work and mention their name at the bottom of the slide which they have prepared. Your presentation must include the following:

1. Introduction Slide: Brief introduction to the topic and its importance.
2. Category slide: Different categories of Landforms of India. (maximum 2 pictures).

3. Topography Slide: Different Topographies present in India along with maximum 2 pictures.
4. Interesting facts slide: Some interesting(4-6) facts about Himalayas or Northern Plains or any other landforms
5. Landform percentage Slide: Include table that display the percentage of landforms in India.
6. Landform chart Slide : Insert a Pie chart the represent the above table.
7. Our states topography slide: Mention any 3 states of India (One of them should be Tamil Nadu) and write one line about the topography of that state.(Insert 1 relevant picture)
8. Bibliography slide (every one need to update and add the bibliography in this slide as per their research work)

TOPIC: Food and nutrition –

HOUSE- VAYU & JAL

Learning objective

- Understand the food and nutrition
- They will be involved in a collaborative presentation
- Design a presentation with their creativity skill .
- Learn a new application and enhance their concept.

Learning Outcome:

Students will be able to:

- Develop 21st century's design thinking skill.
- Handle New application with collaborative
- Use different tools of the application to represent data

Introduction

Most people know good nutrition and physical activity can help maintain a healthy weight. But the benefits of good nutrition go beyond weight. A good diet will extend and improve your life. It will allow your body to properly care for your organs — from your heart to your brain to your skin.

To Do:-

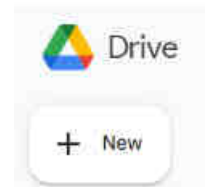
Each member will prepare one slide after choosing any one of the slides given below. House prefect/ any one member will prepare the title slide which will include Name of the topic, Class and Section, Name of the house. House prefect / the member will share the google slide presentation amongst the group members. All members to complete their work and mention their name at the bottom of the slide which they have prepared. Your presentation must include the following along with 2 relevant images in each slide:

1. Introduction Slide: Brief introduction to the topic and its importance.
2. Overview of Food Groups: Explain food groups
3. Nutritional Value: Nutritional Importance of Each Food Group
4. Healthy Eating Habits: Tips for Healthy Eating Habits
5. My Plate Guide: Mention different foods that should be taken by an adult for a day as breakfast, mid-day snack, lunch, evening snack and dinner respectively. Include an image for the MyPlate Guide.
6. Interactive Quiz on Food and Nutrition: **Use 2 slides** to present 2 MCQ on nutrient value of a food. Mention 4 options for each question.
7. Bibliography: Each member to update this slide as per their research work

Use of google slide application:-

Access Google Slides:

- Open your web browser and go to Google Drive (drive.google.com).
- Log in with your Google account.(You can use your parents account as well)
- Once logged in, click on the "+ New" button on the left-hand side and select "Google Slides" from the dropdown menu.



Choose a Presentation Template:

Google Slides offers a variety of templates to choose from. Start with a blank presentation.

Add Slides:

Click on the "+" button in the toolbar to add new slides. You can choose from different slide layouts such as title slide, title and content, blank, etc.



Add Text:

Click on the text box on the slide and start typing to add text. You can customize the font, size, and color using the toolbar at the top.



Insert Images:

- Click on "Insert" in the menu bar and select "Image."
- Choose the image you want to insert from your computer.
- Once inserted, you can resize and reposition the image as needed.

Add Shapes:

- Click on "Insert" in the menu bar and select "Shape."
- Choose the shape you want to insert (e.g., rectangle, circle, arrow).
- Click and drag to draw the shape on the slide.
- Customize the shape's fill color, outline color, and other properties using the toolbar.

Create Graphs:

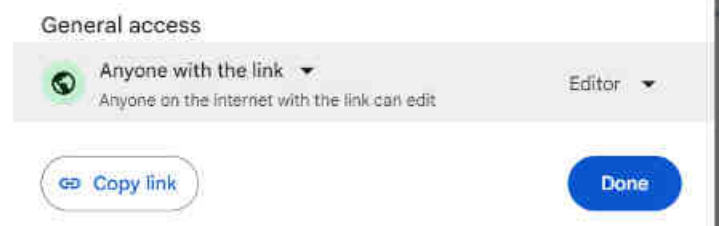
- If you want to add a graph or chart, click on "Insert" and select "Chart."
- Choose the pie chart.
- Input your data into the spreadsheet that appears, and Google Slides will automatically generate the chart for you.



Format Slides:

Customize the design of your slides by changing the background color, applying themes, or adding animations/transitions.

- Share Presentation:
- Click on the "Share" button in the top right corner.
- Enter the email addresses of the people you want to share the presentation with.
- Choose their permissions (e.g., edit, comment, view).
- Click "Send" to share the presentation with your partners.
- OR select anyone with the link and share with the next partner.



Collaborate with Partners:

Your partners will receive an email notification with a link to access the presentation.

They can open the presentation in their own Google Drive and collaborate in real-time by making edits.

Submission:

Once the presentation is completed, House prefect to download the presentation and save as housename_CClassSec_CEProject and upload on teams.

Resources:-

<https://www.mapsofindia.com/maps/india/topographic-map.htm>

<https://entri.app/blog/major-landforms-of-india/>

Marking Rubrics:-

Criteria	Marks: 5	Marks: 3	Mark: 1
Originality of the google presentation (4)	Fresh, distinctive approach. It is highly imaginative or creative <i>presentation</i>	Conveys some creative, imaginative, or insightful ideas in the <i>presentation</i>	Reflects few creative, substantive, or imaginative ideas out of the ordinary <i>presentation</i>
Content alignment with Topic (4)	The content effectively demonstrates adaptability to the topic provided	The content somewhat demonstrates adaptability to the topic provided	The content did not demonstrate any adaptability to the topic provided
<i>Appropriate use of ICT Skill</i> (4)	The <i>presentation</i> reflects the maximum use of suggested tools to get the desired output	The <i>presentation</i> reflects the use of some suggested tools to show acceptable understanding	The <i>presentation</i> reflects the use of few suggested tools to show acceptable understanding
Collaboration(4)	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.

SUBJECT: BENGALI 2ND LANGUAGE

THEME: LANDFORMS AND TOPOGRAPHY OF INDIA HOUSE- PRITHVI & AGNI

পরিয়ोजना কার্যের উদ্দেশ্যঃ

- ভারতের ভৌগলিক বৈচিত্রকে জানা ও তার নানা ভূমিরূপ বিষয়ে সচেতন হওয়া
- সৃজনশীলতার বিকাশ
- ভাষাশৈলীর বিকাশ
- ব্যবহারিক প্রয়োগক্ষমতার বৃদ্ধি
- ভাষার ব্যবহার ও বিচারশক্তির বিকাশ

ভারত নদীমাতৃক দেশ। এর নানা স্থানে আছে নানা ধরণের ভৌগলিক বৈশিষ্ট্য ও নানা প্রকারের ভূমিরূপ। কোথাও পাহাড়, কোথাও মালভূমি, সমতলভূমি, কোথাও বা সমুদ্রতট। এই বৈচিত্রকে স্বরণে রেখেই কবি দ্বিজেন্দ্রলাল রায় লিখেছেন,
এত স্নিগ্ধ নদী কাহার,
কোথায় এমন ধুম্র পাহাড়,
কোথায় এমন হরিত ক্ষেত্র আকাশ তলে মেশে
এমন ধানের উপর চেউ খেলে যায়,
বাতাস কাহার দেশে।

ভারতের এই ভৌগলিক বৈচিত্রের প্রতি দৃষ্টি রেখেই বাংলা পরियोजना কার্য রূপে ভারতীয় ভ্রমণ ব্যবসাকে আকর্ষণীয় করার উদ্দেশ্যে একটি "Travel Blog" (Digital) প্রস্তুত কর যার বিষয়বস্তুতে থাকবে,

- ভারতের কোন একটি মালভূমি, সমতলভূমি, পাহাড় ও সমুদ্রতটের ভ্রমণ বিষয়ক বৃত্তান্ত, তার ইতিহাস, সংস্কৃতি, সেই স্থানে যাওয়ার উপায়, সেই অঞ্চলের দর্শনীয় স্থান, সেখানকার বিশেষত্ব
- উপযুক্ত প্রচ্ছদের (Cover) স্লাইড ও শিরোনাম (title)
- প্রাসঙ্গিক চিত্র

নির্দেশাবলী:

- ট্রাভেল ব্লগটি পিপিটির মাধ্যমে teams এ আপলোড করতে হবে।
- প্রতিটি গ্রুপ একটি করে ভিডিও এবং পিপিটি প্রস্তুত করবে।
- ভিডিও এবং পিপিটির বিষয়বস্তু উপরে উল্লেখ করা আছে।

পরিয়ोजना কার্যের কাঙ্ক্ষিত ফলাফল:

পরিয়ोजना কার্যের দ্বারা শিক্ষার্থীরা ভারতের ভৌগলিক বৈচিত্র, ঐতিহ্য, সংস্কৃতি ও তার প্রাচীন ইতিহাস সম্পর্কে পরিচিত হতে পারবে। ভবিষ্যতের ভারতীয় নাগরিক হিসাবে তাদের দায়িত্ব, কর্তব্যপালনের বিষয়ে আরও বেশি সচেতন হবে।

Evaluation Rubrics

Skills- দক্ষতা	Competency – যোগ্যতা			
	4	3	2	1
Content(4 marks)	সকল বিষয় ও প্রতিটি ক্ষেত্র সঠিক ভাবে এবং আলাদা ভাবে প্রতিফলিত হবে	ভৌগলিক ইতিহাসের উল্লেখ থাকলেও তথ্য উল্লেখে অপ্রতুলতা	প্রয়োজনীয় বিষয়ের প্রতিটি ক্ষেত্রের উল্লেখ নেই	অসম্পূর্ণ কাজ
Research(4 marks)	নানা ভূমিক্রপের 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
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THEME: FOOD AND NUTRITION **HOUSE- VAYU AND JAL**

পরিয়োজনা কার্যের উদ্দেশ্যঃ

- সুস্বাদু খাদ্যাভ্যাস ও পৌষ্টিক ভারতকে চেনা
- সৃজনশীলতার বিকাশ
- ভাষাশৈলীর বিকাশ
- ব্যবহারিক প্রয়োগক্ষমতার বৃদ্ধি
- ভাষার ব্যবহার ও বিচারশক্তির বিকাশ

“Eat Right India” আন্দোলন হল ভারত সরকার এবং ফুড সফটি অ্যান্ড স্ট্যান্ডার্ড অথরিটি অফ ইন্ডিয়া (FSSAI) এর একটি উদ্যোগ যাতে সমস্ত ভারতীয়দের জন্য নিরাপদ, স্বাস্থ্যকর এবং টেকসই খাদ্য নিশ্চিত করার জন্য দেশের খাদ্য ব্যবস্থাকে রূপান্তরিত করা যায়। দ্য ইট রাইট ইন্ডিয়া তিনটি মূল থিমের উপর ভিত্তি করে- নিরাপদ খান, স্বাস্থ্যকর খান এবং টেকসই খান। ইট রাইট ইন্ডিয়া লোগো একটি স্বাস্থ্যকর 'ভারতীয় থালি' (প্লেট) প্রতিনিধিত্ব করে যাতে সুস্বাস্থ্যের জন্য সঠিক পরিমাণে সমস্ত খাদ্য গোষ্ঠী সমন্বিত একটি সুস্বাদু এবং স্বাস্থ্যকর খাদ্য নিশ্চিত করা যায়। লোগোর প্রতিটি রঙ একটি খাদ্য গোষ্ঠী এবং এর সংশ্লিষ্ট পুষ্টির বিভাগকে প্রতিনিধিত্ব করে যা শরীরের জন্য প্রয়োজনীয়।

সঠিক আহার মানে কি?



স্বাস্থ্যকর ওজনে থাকার জন্য এবং শক্তির ভারসাম্য বজায় রাখার জন্য, আমরা যা খাই এবং পান করি তাতে ক্যালোরির ভারসাম্য এবং নড়াচড়া করার সময় আমরা যে ক্যালোরি পোড়াই তার মধ্যে ভারসাম্য বজায় রাখার জন্য সঠিক খাওয়া গুরুত্বপূর্ণ। একই পরিমাণ ENERGY IN (ক্যালোরি খরচ) এবং ENERGY OUT। (ক্যালোরি পোড়া) সময়ের সাথে = ওজন একই থাকে।

ভারতে জনস্বাস্থ্যের উন্নতি করতে এবং লাইফস্টাইল রোগের বিরুদ্ধে লড়াই করার জন্য নেতিবাচক পুষ্টির প্রবণতা মোকাবেলা করতে, FSSAI 10ই জুলাই, 2018-এ 'দ্য ইট রাইট মুভমেন্ট' চালু করেছে।

এই সকল তথ্য মাথায় রেখেই বাংলা পরियोजना কাজের অংশ হিসাবে **পিপিটি** প্রস্তুত করার বিষয়বস্তুতে থাকবে,

- উপযুক্ত সুস্বাদু আহারের তালিকা (Diet Chart)
- তালিকা থেকে তোমার পছন্দের দুটি খাদ্য বেছে নিয়ে সেই খাদ্য প্রস্তুতের প্রয়োজনীয় উপকরণ সহ রন্ধন প্রণালী ও তার খাদ্যগুণ
- উপযুক্ত প্রচ্ছদের (Cover) স্লাইড ও শিরোনাম (title)
- প্রাসঙ্গিক চিত্র

পরিয়ोजना কার্যের কাঙ্ক্ষিত ফলাফলঃ

পরিয়ोजना কার্যের দ্বারা শিক্ষার্থীরা ভারতীয় খাদ্যাভ্যাস ও তাকে সঠিক পথে চালনা করার বিষয়ে সচেতন হবে। ভারতীয় জনজীবনের ঐতিহ্যকে সংরক্ষণ করার উপায় ও প্রয়োজনীয়তা সম্পর্কে অবহিত হবার পাশাপাশি ভারতীয় নাগরিকদের দায়িত্ব, কর্তব্যপালনের বিষয়ে আরও বেশি সচেতন হবে।

Evaluation Rubrics

Skills- দক্ষতা	Competency – যোগ্যতা			
	4	3	2	1
Content (4 marks)	সকল বিষয় সঠিক ভাবে লেখা হবে এবং প্রতিটি ক্ষেত্র আলাদা ভাবে প্রতিফলিত হবে	দুটি রন্ধন প্রণালীর উল্লেখ থাকলেও আহার তালিকায় সঙ্গতির অভাব	প্রয়োজনীয় বিষয়ের প্রতিটি ক্ষেত্রের উল্লেখ নেই	অসম্পূর্ণ কাজ (একটি রন্ধন প্রণালীর উল্লেখ)
Research (4 marks)	আহারের খাদ্যগুণের স্পষ্ট উল্লেখ	রন্ধন উপযোগী দ্রব্যাদির অসম উল্লেখ	রন্ধন উপযোগী দ্রব্যাদির অনুপস্থিতি	ভুল খাদ্য 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 ও উপযুক্ত প্রচ্ছদ ভাবনা	উপযুক্ত প্রচ্ছদ ও ছবির অপ্রতুলতা	উপযুক্ত প্রচ্ছদের অভাব	প্রচ্ছদের অনুপস্থিতি
Overall Presentation (4 marks)	সুন্দর, পরিচ্ছন্ন উপস্থাপনা	সুন্দর, পরিচ্ছন্ন উপস্থাপনা, কিন্তু আত্মবিশ্বাসের অভাব	কার্যে পরিচ্ছন্নতার অভাব	বানান ভুলের বাহুল্য

SUBJECT: HINDI- 2ND LANGUAGE

House – Jal and Vayu

विषय - भोजन और पौष्टिकता

भारत विभिन्नताओं से युक्त देश है जो अपनी संस्कृति, विरासत और खान-पान के लिए प्रसिद्ध है। देश की चारों दिशाओं को ध्यान में रखते हुए प्रत्येक दिशा का प्रसिद्ध भोजन तथा उसकी विधि और गुणवत्ता को दर्शाता एक चित्रात्मक पीपीटी तैयार कीजिए।

Learning Objectives

- भारत की संस्कृति के प्रति विद्यार्थियों को जागरूक करना ।
- भोजन की विशिष्टताओं के प्रति सजग होना ।
- भोजन में पौष्टिकता के तत्वों से परिचित होना।
- मौलिकता ,रचनात्मकता तथा उपयुक्त भाषा-कौशल का विकास।

Learning Outcomes

- भारत की संस्कृति के प्रति जानकार हुए।
- भोजन की विशिष्टताओं के प्रति सजग हुए ।
- भोजन में पौष्टिकता के तत्वों से परिचित हुए ।
- सृजनात्मकता का विकास हुआ।

House – Agni and Prithvi

विषय - देश की भौगोलिक परिस्थितियाँ

हमारे देश के विभिन्न प्रदेशों की अपनी-अपनी भौगोलिक विशेषता है। इसी बात को ध्यान में रखते हुए एक सचित्र प्रस्तुतीकरण (PPT) तैयार कीजिए जिसमें इन सभी विशेषताओं (पर्वतीय, मरुस्थलीय, मैदानी) प्रदेशों के प्राकृतिक सौन्दर्य और संस्कृति का चित्रण हो।

Learning Objectives

- देश की भौगोलिक स्थिति के प्रति सचेत करना ।
- पर्वतीय, मरुस्थलीय, मैदानी इलाकों के प्रति सचेत करना।
- देश के प्राकृतिक सौन्दर्य और संस्कृति के प्रति सजग एवं सचेत करना।
- उपयुक्त भाषा-कौशल का विकास।

Learning Outcomes

- देश की भौगोलिक स्थिति के प्रति जानकार हुए।
- पर्वतीय, मरुस्थलीय, मैदानी इलाकों के प्रति सचेत हुए ।
- देश के प्राकृतिक सौन्दर्य और संस्कृति के प्रति सजग एवं सचेत हुए ।
- स्थितियों की परख तथा उपयुक्त भाषा-कौशल का विकास हुआ।

RUBRICS FOR EVALUATION (CLASS-VI) 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	छात्र तैयार नहीं , टीम वर्क का अभाव एवं लिखित प्रस्तुति अस्पष्ट एवं विषयानुरूप नहीं।

			आत्मविश्वास की कमी पाई गई।	
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)	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।

Name: _____ Sec: ___ Roll No: _____ Class VIBENGALI 3L/2024-25

LAKSHMIPAT SINGHANIA ACADEMY
PROJECT PLAN-TERM I
2024-25

Theme: Landforms and topography of India

House: Prithvi , Agni

Integration: Sanskrit, IT, Bengali 2nd Language, Art, Geography

Class: VI

Subject: BENGALI 3rd Language

Total Marks: 20

Learning Objectives:

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

India is a riverine country. It has different types of geographical features and different types of landforms in different places. Somewhere mountains, somewhere plateau, plains, somewhere or seashore. India's topography is dominated by the Himalayas in the north, the Gangetic Plain in central India, and the Peninsular Plateau in the south. India's major landforms include: Himalayan Mountain Range, Thar Desert, Fertile Plains of North and Central India, Peninsular Plateau, Coastal Areas and Islands.

As a part of your Bengali 3rd Language Project prepare a PowerPoint presentation which will include,

- Travel information of any four major landforms of India
- History of those places in brief, famous tourist spots
- Flow chart on transportation to describe the ways to get there
- Use proper Title & Pictures
- Label all the pictures properly
- Make a proper Cover Slide

ভারত একটি নদীমাতৃক দেশ। এর বিভিন্ন ধরনের ভৌগলিক বৈশিষ্ট্য এবং বিভিন্ন স্থানে বিভিন্ন ধরনের ভূমিরূপ রয়েছে। কোথাও পাহাড়, কোথাও মালভূমি, কোথাও সমতল, কোথাও বা সমুদ্রতীর। ভারতের ভূসংস্থান উত্তরে হিমালয়, মধ্য ভারতের গাঙ্গেয় সমভূমি এবং দক্ষিণে উপদ্বীপ মালভূমি দ্বারা প্রভাবিত। ভারতের প্রধান ভূমিরূপের মধ্যে

রয়েছে: হিমালয় পর্বতমালা, থর মরুভূমি, উত্তর ও মধ্য ভারতের উর্বর সমভূমি, উপদ্বীপ মালভূমি, উপকূলীয় এলাকা এবং দ্বীপপুঞ্জ।

আপনার বাংলা ৩য় ভাষা প্রকল্পের অংশ হিসাবে একটি পাওয়ারপয়েন্ট প্রেজেন্টেশন প্রস্তুত করো যার মধ্যে থাকবে,

- ভারতের যে কোন চারটি প্রধান ভূমিরূপের ভ্রমণ তথ্য
- সংক্ষেপে সেই জায়গাগুলির ইতিহাস, বিখ্যাত পর্যটন স্পট
- সেখানে যাওয়ার উপায় বর্ণনা করতে পরিবহনের ফ্লো চার্ট
- সঠিক শিরোনাম এবং ছবি ব্যবহার করো
- সমস্ত ছবিকে সঠিকভাবে নামকরণ করো
- একটি সঠিক কভার স্লাইড তৈরি করো

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 of the landforms of India.

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 history, culture of India reflected properly	The history of India present but 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 cover ideas	appropriate cover ideas, inappropriate pictures	appropriate cover ideas missing ,	No Cover page or incomplete art presentation
Overall Presentation (4 marks)	Nice, clean presentation	Nice, clean presentation, lack of confidence	Untidy presentation	Spelling errors

Name: _____ Sec: ___ Roll No: _____ Class VIBENGALI 3L/2024-25

LAKSHMIPAT SINGHANIA ACADEMY
PROJECT PLAN-TERM I
2024-25

Theme: Food and nutrition

House: - Vayu, Jal

Integration: Sanskrit, Science, Bengali 2nd Language, Art

Class: VI

Subject: Bengali 3rd Language

Total: 20 Marks

Learning Objectives:

- Know the balanced diet and nutritional India
- Development of creativity
- Language development
- Increase in practical applicability
- Development of language use and judgment

To stay at a healthy weight and maintain energy balance, it's important to eat right to balance the calories in what we eat and drink and the calories we burn when we move. Same amount of ENERGY IN (caloric expenditure) and ENERGY OUT. (calories burned) over time = weight stays the same.

To improve public health and combat lifestyle diseases in India, FSSAI launched 'The Eat Right Movement' on 10th July, 2018 to address negative nutritional trends.

As a part of your Bengali 3rd Language Project prepare a PowerPoint presentation which will include,

- History and details of any four authentic Indian Food
- Nutrition values of the food
- Prepare a platter of the food and click a photograph
- Use proper Title & Pictures
- Label all the pictures properly
- Make a proper Cover Slide

স্বাস্থ্যকর ওজনে থাকতে এবং শক্তির ভারসাম্য বজায় রাখতে, আমরা যা খাই এবং পান করি এবং যখন আমরা নড়াচড়া করি তখন আমরা যে ক্যালোরি পোড়াই তাতে ক্যালোরির ভারসাম্য বজায় রাখতে সঠিক খাওয়া গুরুত্বপূর্ণ।

একই পরিমাণ এনার্জি ইন (ক্যালরি খরচ) এবং এনার্জি আউট। (ক্যালোরি পোড়া) সময়ের সাথে = ওজন একই থাকে।

ভারতে জনস্বাস্থ্যের উন্নতি এবং জীবনধারার রোগের বিরুদ্ধে লড়াই করার জন্য, FSSAI নেতিবাচক পুষ্টির প্রবণতা মোকাবেলার জন্য 10ই জুলাই, 2018-এ 'দ্য ইট রাইট মুভমেন্ট' চালু করেছে।

তোমরা বাংলা ৩য় ভাষা প্রকল্পের অংশ হিসাবে একটি পাওয়ারপয়েন্ট প্রেজেন্টেশন প্রস্তুত করো যার মধ্যে থাকবে,

- ইতিহাস এবং যে কোনো চারটি খাঁটি ভারতীয় খাবারের বিবরণ
- খাদ্যের পুষ্টির মান
- খাবারের একটি থালা প্রস্তুত করুন এবং একটি ছবি ক্লিক করো
- সঠিক শিরোনাম ও ছবি ব্যবহার করো
- সমস্ত ছবিকে সঠিকভাবে লেবেল করো
- একটি সঠিক কভার স্লাইড তৈরি করো

Learning Outcome

At the end of the project, students should be able to understand the values and importance of healthy diet and lifestyle modification. Students will also recognize the way to improve their quality of life.

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 history, culture of Indian food reflected properly	The history of Indian is present but nutritional values are 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 cover ideas	appropriate cover ideas, inappropriate pictures	appropriate cover ideas missing ,	No Cover page or incomplete art presentation
Overall Presentation (4 marks)	Nice, clean presentation	Nice, clean presentation, lack of confidence	Untidy presentation	Spelling errors

SUBJECT: SANSKRIT 3RD LANGUAGE

Theme: Landforms and topography of India

House: PRITHVI & AGNI

Learning Objectives:

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

India is a riverine country. It has different types of geographical features and different types of landforms in different places. Somewhere mountains, somewhere plateau, plains, somewhere or seashore. India's topography is dominated by the Himalayas in the north, the Gangetic Plain in central India, and the Peninsular Plateau in the south. India's major landforms include: Himalayan Mountain Range, Thar Desert, Fertile Plains of North and Central India, Peninsular Plateau, Coastal Areas and Islands.

As a part of your Sanskrit Project prepare a PowerPoint presentation which will include,

- Travel information of any four major landforms of India
- History of those places in brief, famous tourist spots
- Flow chart on transportation to describe the ways to get there
- Use proper Title & Pictures
- Label all the pictures properly
- Make a proper Cover Slide

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 of the landforms of India.

EVALUATION RUBRICS

Skills	Competency			
	4	3	2	1
Content (4 marks)	All the parameters of the project is met	Distribution of information in each parameter is balanced	Not every area of the required subject is mentioned	Incomplete work
Research (4 marks)	The history, culture of India reflected properly	The history of India present but 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 cover ideas	appropriate cover ideas, inappropriate pictures	appropriate cover ideas missing ,	No Cover page Or incomplete art presentation
Overall Presentation (4 marks)	Visual appeal enhances understanding significantly.	Visual appeal is decent, contributing to understanding.	Visuals are somewhat relevant but could be improved for better understanding.	Visuals are minimal and do not aid understanding.

Theme: Food and Nutrition

House: - Vayu & Jal

Learning Objectives:

- Know the balanced diet and nutritional India
- Development of creativity
- Language development
- Increase in practical applicability
- Development of language use and judgment

To stay at a healthy weight and maintain energy balance, it's important to eat right to balance the calories in what we eat and drink and the calories we burn when we move.

Same amount of ENERGY IN (caloric expenditure) and ENERGY OUT. (Calories burned) over time = weight stays the same.

To improve public health and combat lifestyle diseases in India, FSSAI launched 'The Eat Right Movement' on 10th July, 2018 to address negative nutritional trends.

As a part of your Sanskrit Project prepare a PowerPoint presentation which will include,

- History and details of any four authentic Indian Food
- Nutrition values of the food
- Prepare a platter of the food and click a photograph
- Use proper Title & Pictures
- Label all the pictures properly
- Make a proper Cover Slide

Learning Outcome

At the end of the project, students should be able to understand the values and importance of healthy diet and lifestyle modification. Students will also recognize the way to improve their quality of life.

Evaluation Rubrics

Skills	Competency			
	4	3	2	1
Content (4 marks)	All the parameters of the project is met	Distribution of information in each parameter is balanced	Not every area of the required subject is mentioned	Incomplete work
Research (4 marks)	The history, culture of Indian food reflected properly	The history of Indian is present but nutritional values are 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 cover ideas	appropriate cover ideas, inappropriate pictures	appropriate cover ideas missing ,	No Cover page or incomplete art presentation
Overall Presentation (4 marks)	Visual appeal enhances understanding significantly.	Visual appeal is decent, contributing to understanding.	Visuals are somewhat relevant but could be improved for better understanding.	Visuals are minimal and do not aid understanding.

CLASS -VI

SUBJECT: HINDI-3rd LANGUAGE

विषय - भोजन और पौष्टिकता

भारत विभिन्नताओं को अपने में समेटे ऐसा देश है जिसने अपनी संस्कृति, विरासत और खान-पान से सभी को आकर्षित किया है। देश के चार प्रदेश - बंगाल, बिहार, पंजाब, दक्षिण भारत के प्रसिद्ध व्यंजन तथा उसकी विधि और गुणवत्ता को दर्शाता एक चित्रात्मक पीपीटी तैयार कीजिए।

Learning Objectives

- भारत की संस्कृति के प्रति विद्यार्थियों को जागरूक करना।
- भोजन की विशिष्टताओं के प्रति सजग होना।
- भोजन में पौष्टिकता के तत्वों से परिचित होना।
- मौलिकता, रचनात्मकता तथा उपयुक्त भाषा-कौशल का विकास।

Learning Outcomes

- भारत की संस्कृति के प्रति जानकार हुए।
- भोजन की विशिष्टताओं के प्रति सजग हुए।
- भोजन में पौष्टिकता के तत्वों से परिचित हुए।
- सृजनात्मकता का विकास हुआ।

RUBRICS FOR EVALUATION (CLASS-VI) 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 है।	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।
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HINDI-3rd Language

Topic: Food and Nutrition

India is a country that embraces diversity and attracts everyone with its proud culture, heritage, and food. Make a pictorial PPT that focuses on the famous dishes of the four states of the country—West Bengal, Bihar, Punjab, and South India— and their recipes and nutritional value.

Learning Objectives

- To make students aware about the culture of India.
- To be aware of the specialties of food.
- To be familiar with the nutritional elements in food.
- Development of originality, creativity and appropriate language skills.

Learning Outcomes:-

- Became knowledgeable about Indian culture.
- Became aware of the specialties of food.
- Got acquainted with the nutritional elements in food.
- Creativity developed.

RUBRICS FOR EVALUATION (CLASS-VI) HINDI

Category	5	4	3	2
Effective and accurate information about the subject matter (5)	The facts related to the subject matter, used in the articles, are accurate and relevant to the topic.	Apart from one or two factual errors, most of the facts are correct and in accordance with the subject.	Some facts are as per the subject but more than three errors have been found.	The content of the articles used is not clear.
Illustrated Presentation (5)	Good preparation, coordination of team members is commendable, presentation is clear and effective.	Adequate preparation and mutual cooperation among the team members was seen. There was clarity during the presentation but it was not effective.	Only a few students were ready to cooperate in the written subject, lack of mutual cooperation was seen among the team members. Lack of confidence in written	Students are not prepared; lack of team work and written presentation is unclear and not according to the topic.

			expression was found.	
Creative use of technology and internet resources, use of subject wise photo (5)	Good use of facts and photographs collected from the internet for effective expression of the topic of the project.	Some use of facts and photographs collected from the internet to express the topic of the project.	Due to less use of facts and photographs collected from the internet, the topic could not be expressed clearly.	Due to non-use of facts and photographs collected from the internet, the subject matter could not be expressed.
Appropriateness of language overall presentation (5)	There should be no errors in syntax, alphabet and punctuation in the presentation. Appropriate use of simple and understandable language. The overall impact of the project is interesting and attractive to the audience.	There should be only a few errors related to syntax, alphabet and punctuation in the presentation. Simple expression of the subject. The overall impact of the project is enough to attract the attention of the audience.	Lack of appropriateness of language due to errors in syntax, alphabet and punctuation. Some effort was made to make the overall presentation of the project attractive.	Due to excessive errors related to syntax, alphabet and punctuation inability to use language as per the subject. Lack of effort by students to make the overall presentation interesting.