



**DELHI PUBLIC SCHOOL, DWARKA**  
**CLASS : IX (2025-2026)**  
**ART INTEGRATED PROJECT**  
**STATE: LAKSHADWEEP, ANDAMAN & NICOBAR ISLANDS**

➤ **ENGLISH** (Annexure No.1.5 ; 1.4)

**Activity: Bridging Worlds: A Cultural Mosaic**

**Topic:** Explore and depict the vibrant panorama of life in Delhi and the unique connection to nature in the Andaman and Nicobar Islands through art and factual description.

**Instructions:**

Each student will create a combined visual and written project focusing on a specific aspect of life in Delhi and a corresponding element in the Andaman and Nicobar Islands.

**TASK 1: Visual Representation (Creative Work - Art/Craft)**

Each student will choose ANY ONE of the following pairings to represent visually through a drawing, sketch, painting, collage, or a simple craft model:

**Pairing 1: Markets and Trade:**

**Delhi:** A bustling scene from a traditional Delhi market (e.g., Chandni Chowk, Dilli Haat), focusing on the variety of goods, people, and activities.

**Andaman & Nicobar:** A depiction of local trade or the exchange of goods in a tribal community or a local market, emphasizing natural resources or unique crafts.

**Pairing 2: Festivals and Celebrations:**

**Delhi:** A visual representation of a significant festival celebrated in Delhi (e.g., Diwali, Holi, Eid), showcasing the colors, rituals, and community participation.

**Andaman & Nicobar:** An artistic portrayal of a traditional festival or celebration of one of the indigenous tribes, highlighting their unique customs, attire, and rituals (students will need to research respectful and appropriate representations).

### **Pairing 3: Natural Environment and Daily Life:**

**Delhi:** A sketch or drawing of a common scene in Delhi that showcases the interaction between people and the environment (e.g., a park, a riverbank, a community garden).

**Andaman & Nicobar:** An artwork depicting the natural beauty of the islands and how people interact with it in their daily lives (e.g., fishing, gathering resources sustainably, a coastal village).

### **Pairing 4: Traditional Art Forms:**

**Delhi:** An artistic representation inspired by a traditional Delhi art form (e.g., Madhubani painting influences, Mughal miniature style elements, intricate henna patterns).

**Andaman & Nicobar:** An artwork inspired by the traditional art or craft of one of the indigenous tribes (students will have to research respectful and appropriate representations of patterns, motifs, or crafts).

### **TASK 2: Factual Description (Writing Work)**

Alongside the artwork, each student will write two brief factual descriptions (approximately 80-100 words each):

**Description 1 (Delhi):** A factual description of the chosen market, festival, environment, or art form in Delhi. This should highlight its unique characteristics, significance, and any interesting details.

**Description 2 (Andaman & Nicobar):** A factual description of the corresponding element in the Andaman and Nicobar Islands. This should focus on its unique cultural or environmental aspects, traditional practices (if applicable), and any significant differences or similarities compared to the Delhi representation. Students must ensure their description of the indigenous tribes is respectful, factually accurate, and avoids any stereotypes or misrepresentations.

**Note:** This activity is to be done in the English Fair Notebook.

### **Rubrics:**

- Content
- Creativity
- Accuracy and Fluency
- Presentation

### ➤ **HINDI (Annexure No.1.6.1)**

दिल्ली और अंडमान-निकोबार दोनों ही भारत की विविधता के प्रतीक हैं। हमें अपनी संस्कृति और प्रकृति की रक्षा करनी चाहिए। इस परियोजना के माध्यम से हम राष्ट्रीय एकता, पर्यावरणीय चेतना और सांस्कृतिक गर्व की अनुभूति करेंगे।

गतिविधि – पोस्टर निर्माण

शीर्षक – “संस्कृति और वन-संपदा का महत्व – दिल्ली व अंडमान-निकोबार”

मूल्यांकन बिंदु –

- सृजनात्मकता
- विषयवस्तु
- भाषा
- प्रस्तुतीकरण

**पोस्टर कैसे बनाएँ – आसान निर्देश**

1. शीर्षक लिखें – संस्कृति और वन-संपदा का महत्व – दिल्ली व अंडमान-निकोबार
2. पोस्टर को दो भागों में बाँटें –
  - बाईं ओर – दिल्ली
  - दाईं ओर – अंडमान-निकोबार
3. हर भाग में दो बातें दर्शाएँ –
  - संस्कृति का महत्व (जैसे – त्योहार, भोजन, पहनावा, ऐतिहासिक धरोहरें)
  - वन-संपदा का महत्व (जैसे – पेड़-पौधे, जैव विविधता, प्राकृतिक संसाधन)
4. चित्र बनाएँ या चिपकाएँ –
  - दिल्ली – लाल किला, पराठा, भांगड़ा, नीम का पेड़
  - अंडमान – जनजातीय नृत्य, नारियल पेड़, समुद्र, मूंगा (कोरल)
5. स्लोगन या कविता नीचे लिखें –
6. सजावट और प्रस्तुति –
  - पोस्टर को रंगीन, साफ और कलात्मक बनाएँ
  - बॉर्डर बनाएँ, रंगों का तालमेल रखें
  - चाहें तो ;इनससमज चवपदजेद्ध का प्रयोग करें
7. पेपर का चयन – चार्ट पेपर

➤ **SANSKRIT (Annexure No.1.6.1)**

अंडमान-निकोबार में प्रचलित किसी लोककथा की अभिव्यक्ति संवादों एवं चित्रों की सहायता से चित्रकथा (Comic Book) के रूप में कीजिए।

मूल्यांकन बिंदु –

- सृजनात्मकता
- विषयवस्तु
- भाषा
- प्रस्तुतीकरण

➤ **SPANISH/GERMAN/FRENCH (Annexure No.1.1.4)**

Technology has brought people closer. In this era, it is important to establish cultural exchanges between people of different regions or countries. Make a collage depicting the similarities and differences between the famous places of Andaman Nicobar Islands and any one state/ city of your respective foreign language Country.

Students can paste the pictures with Captions and submit in form of scrapbook.

**Rubrics:**

- Content
- Creativity
- Cultural awareness
- Vocabulary

➤ **MATHEMATICS (Annexure No.1.2.2 ; 1.2.4 ; 1.5.1)**

Lighthouses are vital navigational aids that have guided ships for centuries, warning them of dangerous coastlines and helping them navigate into harbors. The Andaman and Nicobar Islands, with their strategic location and numerous islands, are home to several important lighthouses. Some of the most well-known lighthouses in and around Andaman Islands are those on North Point in Port Blair and the lighthouse on Ross Island.

**Task 1: Lighthouse Model Creation:**

Students will design and construct a 3D model of a lighthouse.

They can use various materials such as:

- Cardboard
- Paper
- Thermocol
- Clay
- Recycled materials

The model should accurately represent the basic structure of a lighthouse, including a base, a tower, and a lantern room at the top.

**Task 2: Identification of 3D Shapes:**

Students will identify and label the different 3D geometric shapes used in their lighthouse model.

Common shapes that might be used include:

- Cylinders (for the tower)
- Cones or Frustums (for the roof of the lantern room)
- Cuboids or Prisms (for the base)

**Task 3: Surface Area and Volume Calculation:**

Students will calculate the surface area and volume of the individual 3D shapes used in their model.

Students should show their calculations clearly on a separate A4 sheet and state the units of measurement.

**Rubrics:**

- Content
- Creativity / Presentation
- Accuracy

**➤ SCIENCE (Annexure No. 1.1.1)**

Study and make a report on natural energy sources available in Andaman and Nicobar Islands and suggest innovative ways to harness them most efficiently.

**Rubrics:**

- Creativity
- Research
- Presentation

**➤ SOCIAL SCIENCE (Annexure No.1.3.1)**

**Social Science Interdisciplinary Project covering the following chapters -**

- History Chapter IV - Forest Society and Colonialism
- Geography Chapter V - Natural Vegetation and Wildlife

**Activity: Mural Making**

Students will design a mural of any turtle species found in the Lakshadweep or Andaman Islands.

The mural should also depict some facts about the habitat of the turtles and the symbiotic relationship they have with the local tribal population.

**Rubrics:**

- Creativity
- Research
- Presentation

**Sd/-  
Principal**