



MDP - TO BE MADE IN A4 SHEET

MULTI DISCIPLINARY PROJECT



CLASS : VI

SUBJECT : SOCIAL SCIENCE

TOPIC : FAMILY AND SOCIETY

ACTIVITY : VALUE TREE

Make a creative Value Tree to show how family values help in building a better society.

GENERAL INSTRUCTIONS

- Project must be done on an A4 size sheet.
- Use neat handwriting and proper labeling.
- Make it colourful, creative and well-presented.
- Use headings and borders.
- Write in your own words.

WRITTEN WORK (COMPULSORY)

Write a paragraph (6-8 lines):

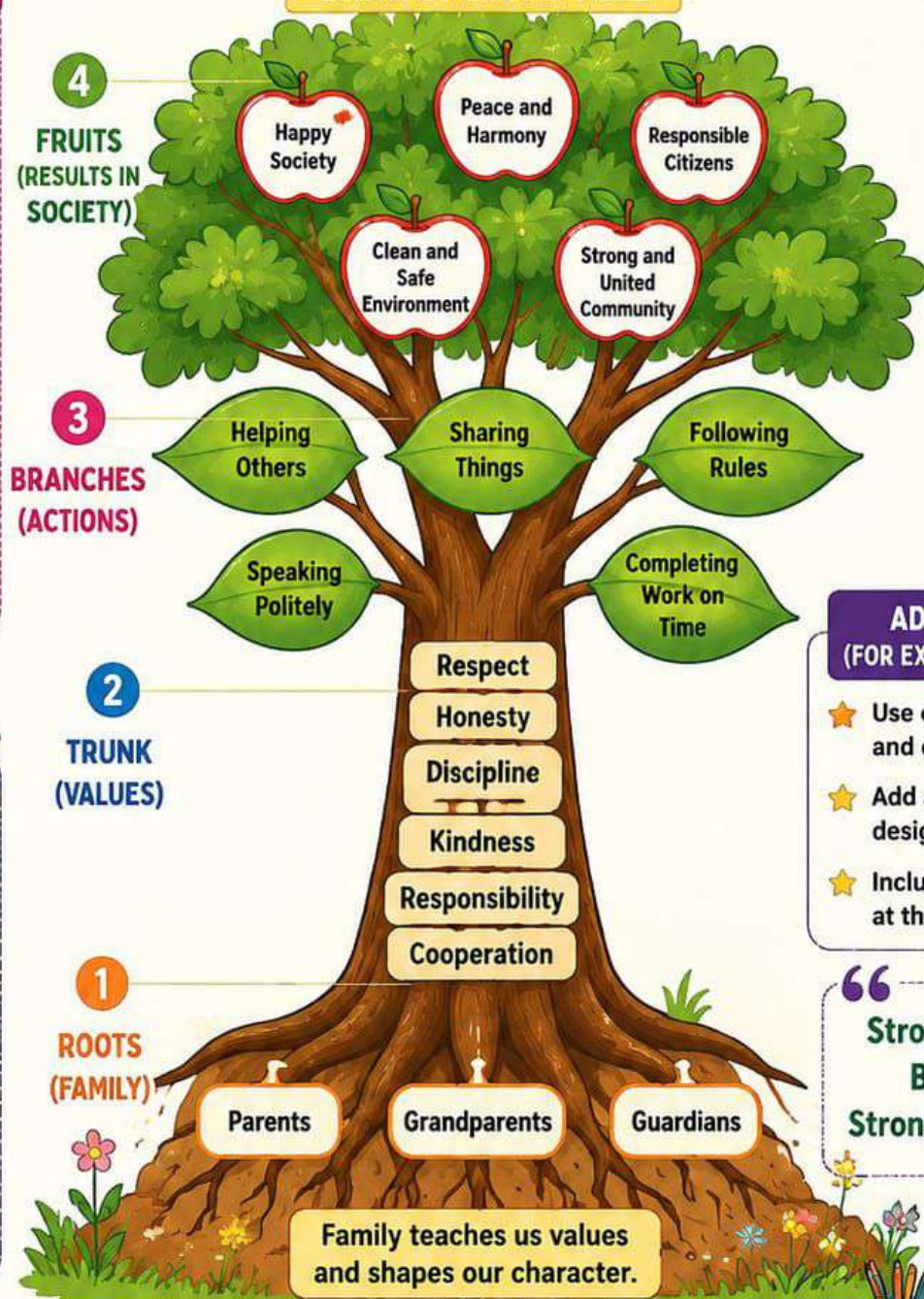
"How your family helps you become a good member of society."



ASSESSMENT CRITERIA

- Creativity & Presentation
- Neatness
- Understanding of Concept
- Proper Labeling
- Written Explanation

DRAW A VALUE TREE



ADD-ONS (FOR EXTRA MARKS)

- Use colours and creativity.
- Add a border/design.
- Include a quote at the bottom.

“Strong Roots Build a Strong Society”

LEARNING OUTCOME

Students will understand how family values shape society and develop creative thinking skills.



ACTIVITY

Value Tree

Following
Rules

Completing
Work on
Time

Selfish
Help
Kindness

Grading
Things
Speaking
Politely

The family is
the first
essential
cell of
Human Society.

Society
is Unity in
Diversity.

Respect
and
Dignity

Freedom
and
Rights

Community
and
Cooperation

Peace
and
Harmony

Justice
and
Fairness

Responsible
Authority

Honesty

Discipline

Kindness

Respect

Parents

Siblings

Grandparents

"The foundation of family - that's where it all begins."

ACTIVITY VALUE TREE

④

FRUITS
[RESULT
IN SOCIETY]

③

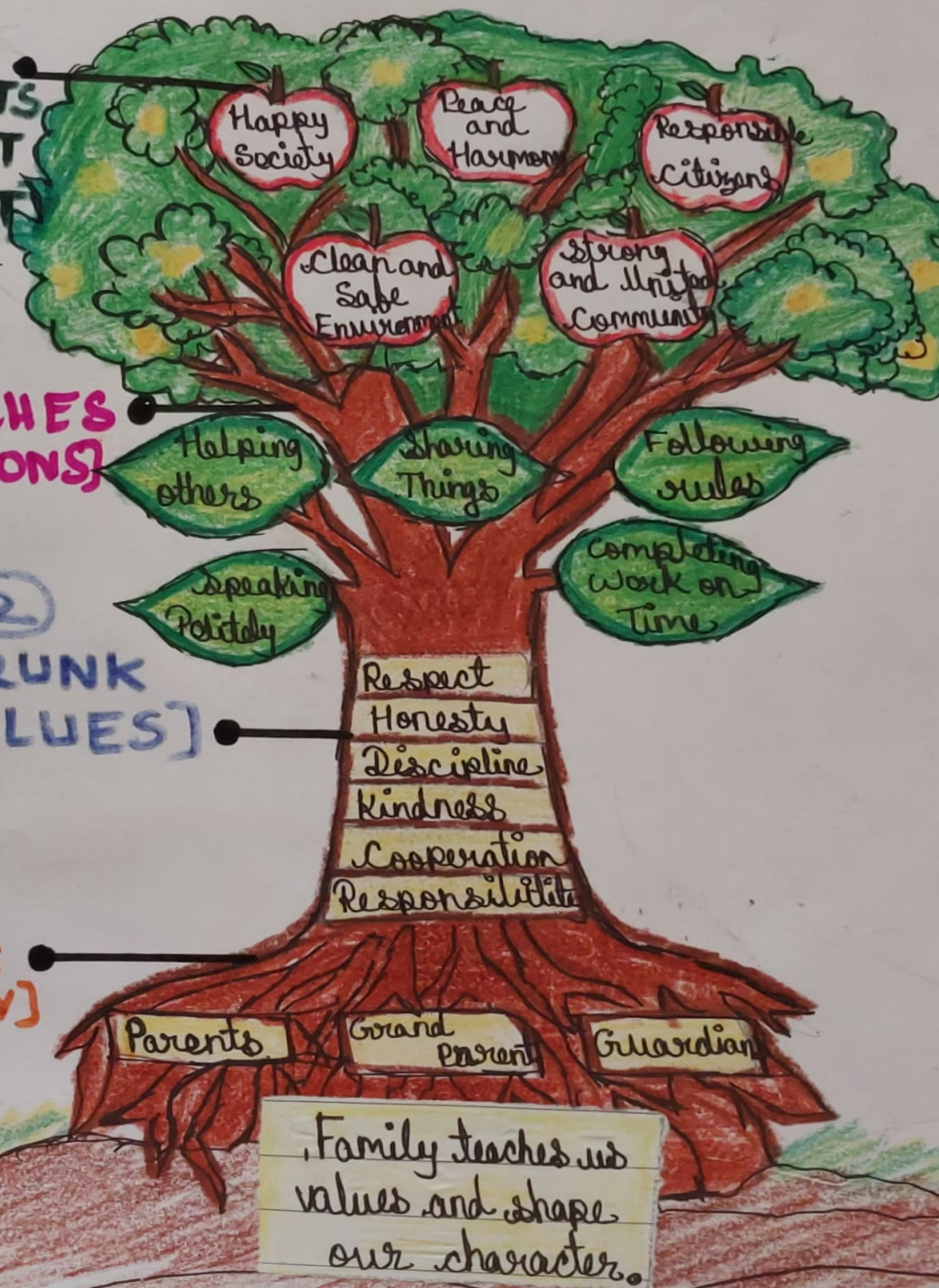
BRANCHES
[ACTIONS]

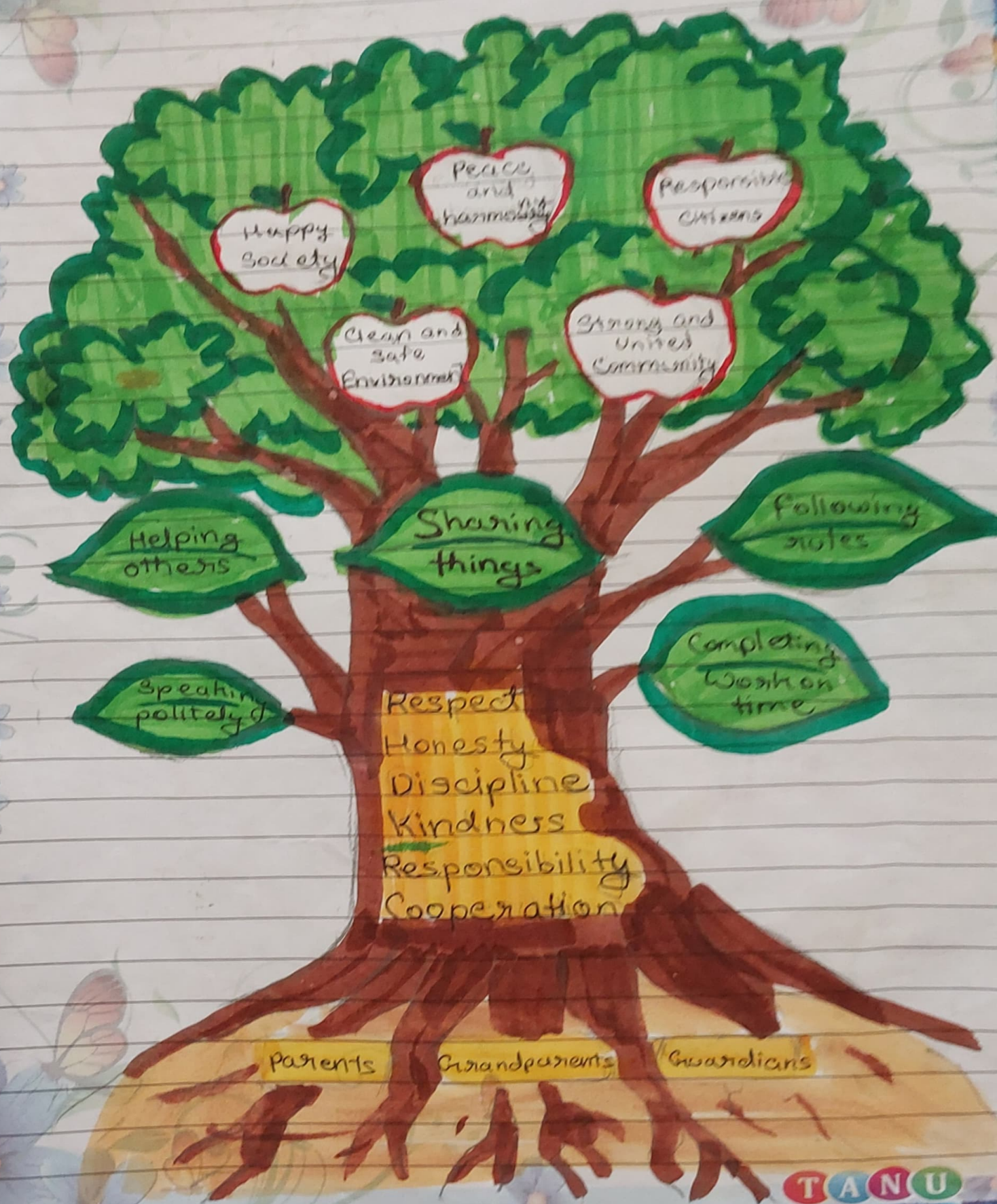
②

TRUNK
[VALUES]

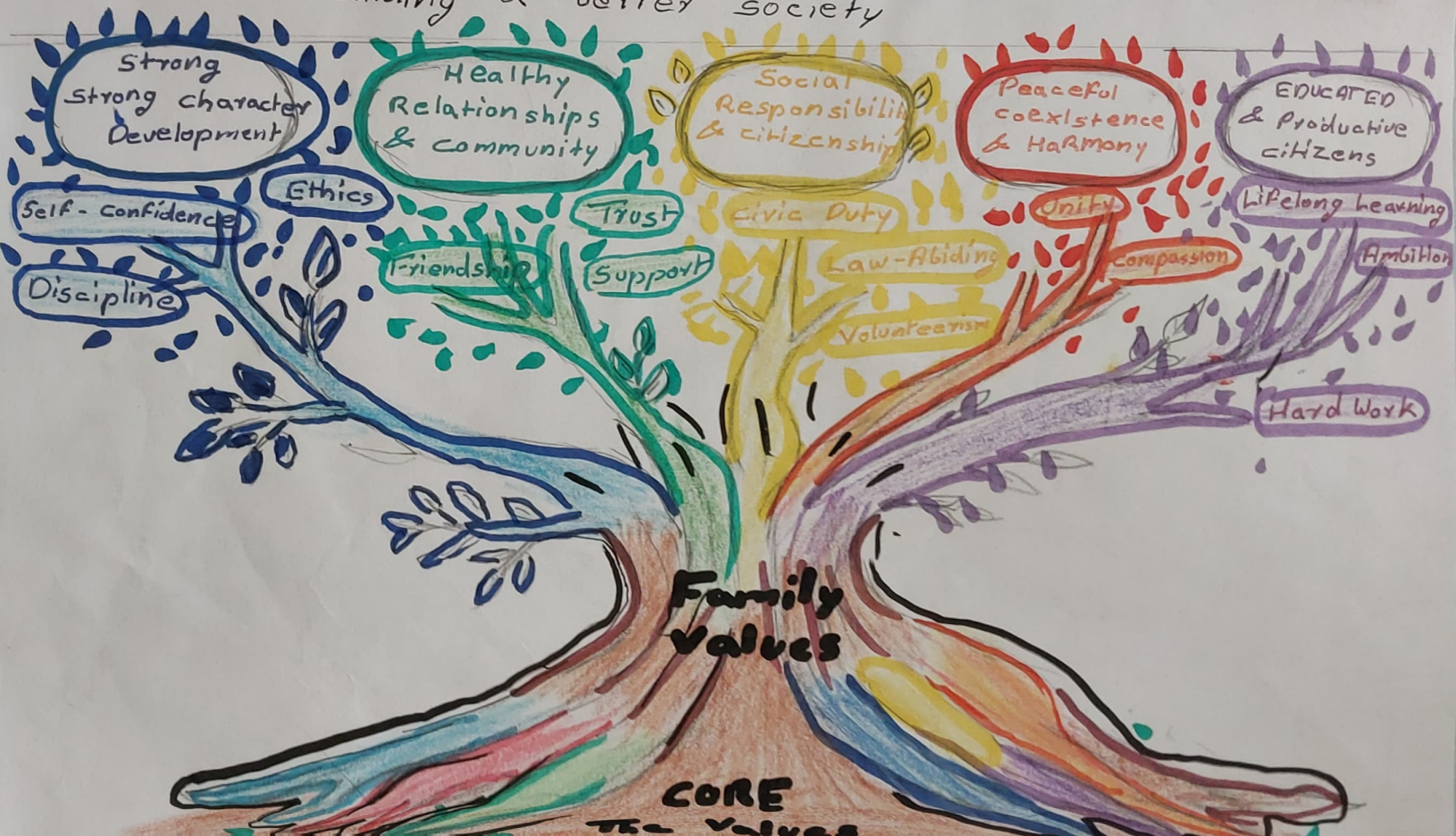
①

ROOTS
[FAMILY]



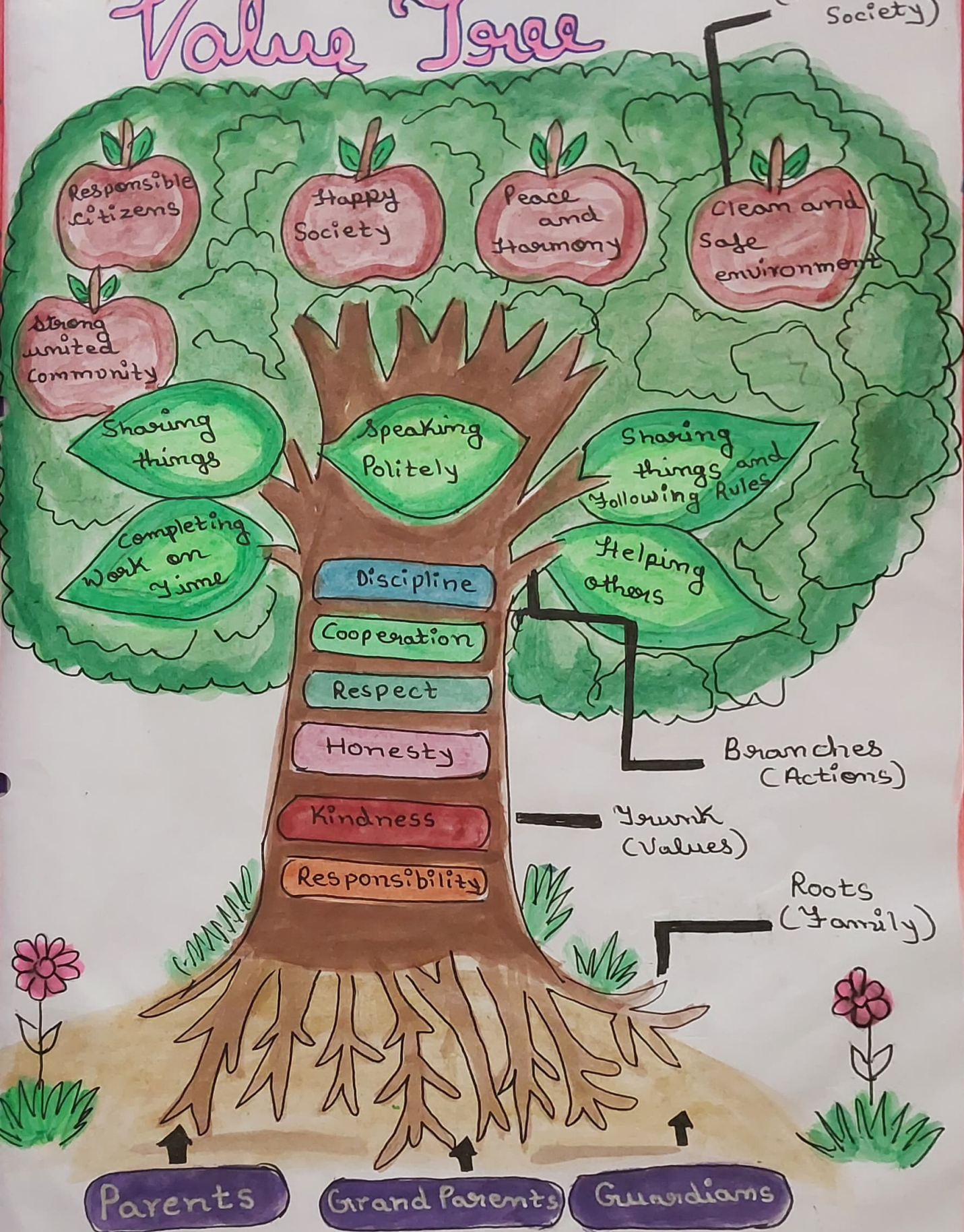


Make a creative Value Tree to show how family values help in building a better society

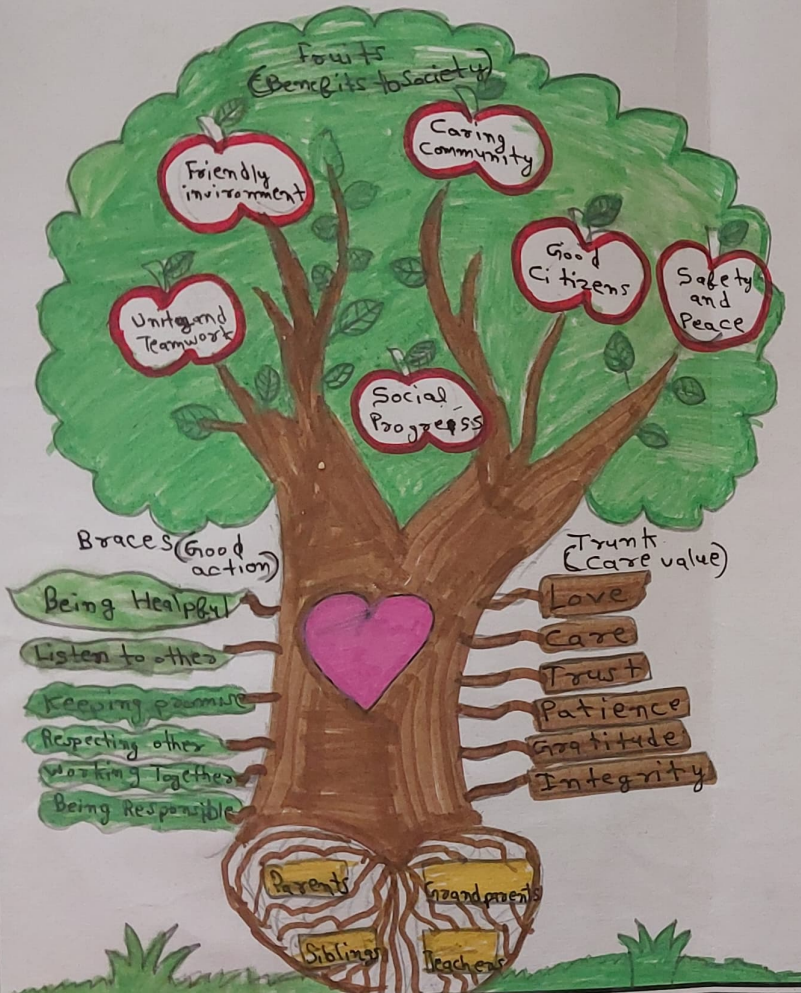


Value Tree

Fruits
(Results in
Society)

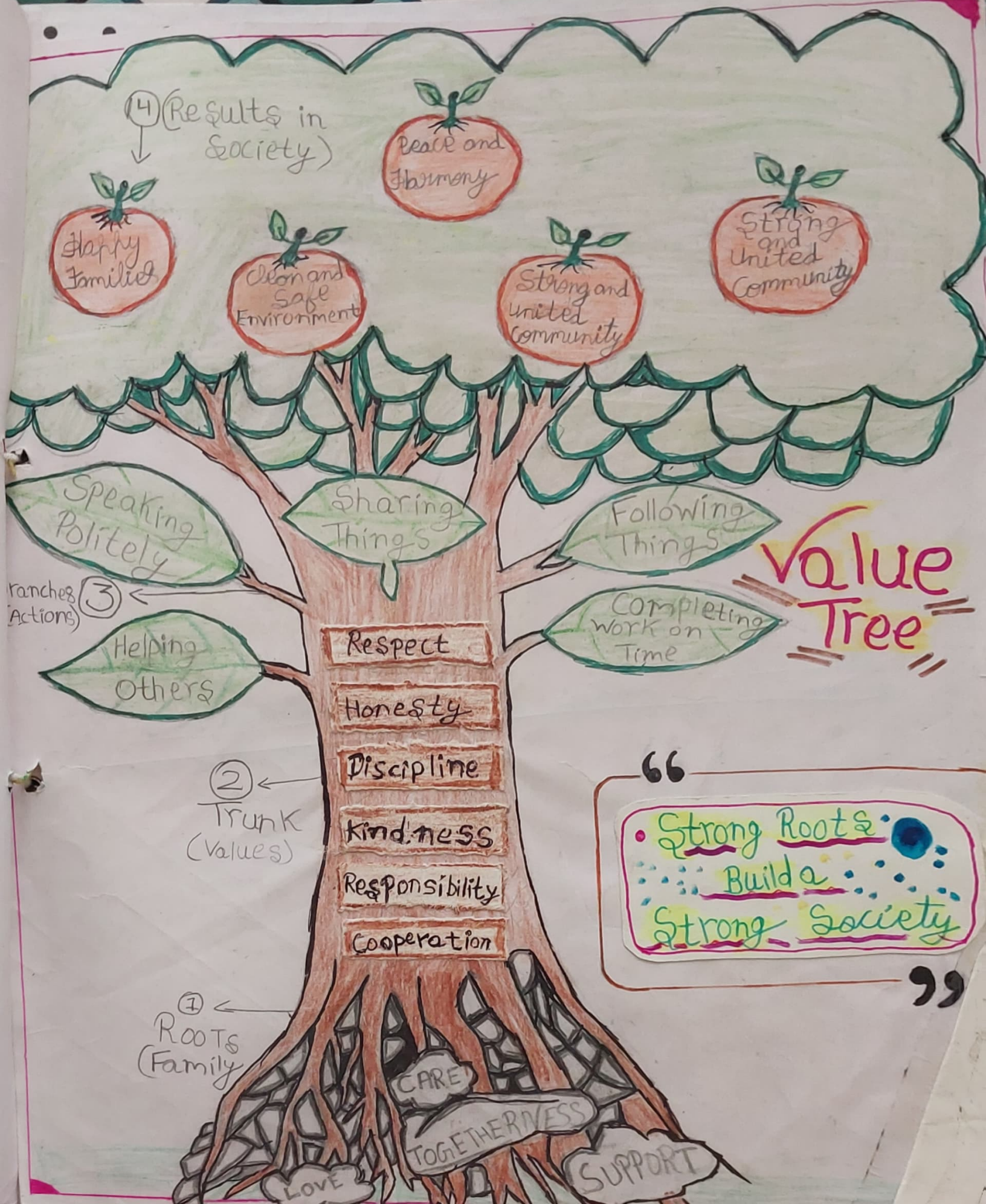


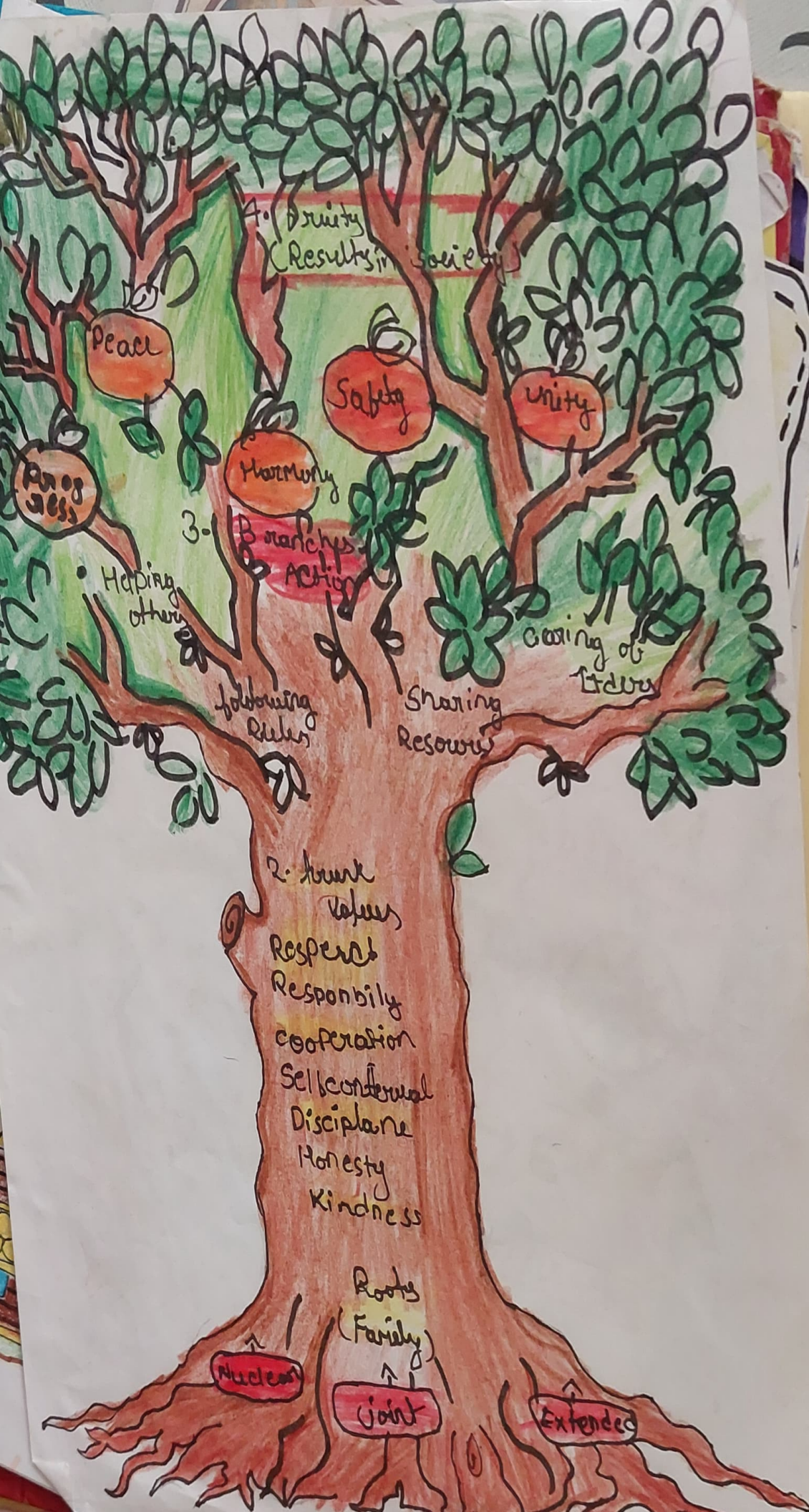
VALUE TREE



Writing Work (6-8 Lines)

My family is the first place where I learn important values. They teach me to be kind, honest, and caring. I learn to respect elders and help people in need. My family encourages me to work hard and be responsible. They teach me to cooperate with others and solve problems peacefully. These lessons help me become a better person and a responsible member of society.





VALUE TREE

FRUITS

Caring Community

Friendly environment

Safety and Peace

Good Citizens

Unity and teamwork

Social Progress

BRANCHES

↳ Being helpful

Listening to others

Keeping promise

Respecting everyone

Working together

Being Responsible

← TRUNK

Love

Care

Trust

Patience

Gratitude

Integrity

Parents

Grandparents

Siblings

Teachers

Written Work

My family is the first place where I learn important value. They teach me to be kind, honest and caring. I learn to respect elders and help people in need. My family encourages me to work hard and be responsible. They teach me to work hard and be responsible. They teach me to cooperate with others and solve problems peacefully.

BEST PRACTICE REPORT

PM SHRI KENDRIYA VIDYALAYA ,SIDHI (JABALPUR REGION)

1. Title of the Best Practice

“Guess the Sound Around Us” – A Listening & Sound Discrimination Activity

2. Kendriya Vidyalaya Details

Name of KV: PM SHRI Kendriya Vidyalaya Sidhi

Region: Jabalpur Region

3. Name and Designation of the Contributor(s)

Name(s): DIVYANGI

Designation: Primary Teacher (PRT)

4. Target Group

Class(es): Class 2, Section B

Subject(s): English

Number of Students Benefited: 40+ Students

5. Theme / Area (as per NCF-FS & NEP 2020)

Listening Skills, Auditory Discrimination, Vocabulary Enrichment, Environmental Sound Awareness, and Activity-Based Interactive Learning.

This best practice strengthens young learners’ ability to listen attentively and identify everyday sounds around them, building on the concept of ‘sounds produced by objects’ introduced in the NCERT English textbook for Class 2 and extends it into a lively, whole-class listening and speaking activity.

6. Context / Need

At the primary stage, listening with understanding is one of the earliest and most important language skills a child must develop, yet it is often the least practised in the classroom. Learners are usually asked to read and write, but rarely trained to listen carefully, discriminate between sounds, and respond to them meaningfully.

To address this gap, the activity ‘Guess the Sound Around Us’ was designed for Class 2. Children were introduced to the sounds made by everyday things and creatures – the rustle of a leaf, the crumple of paper, the cluck of a hen, the caw of a crow, the chatter of a monkey – and asked to identify, name, and act out these sounds using word cards and simple props. This grounded abstract vocabulary in real, familiar experiences and made listening an active, enjoyable classroom skill.

7. Description of the Practice

Objectives:

- Develop careful listening and auditory discrimination among Class 2 learners.
- Help children connect everyday sounds with the correct sound-word (e.g., rustle, crumple, cluck, caw, chatter).
- Build oral vocabulary and confident speaking through individual and group presentation.
- Encourage observation of the sounds around us in daily life, at home, in school, and in nature.
- Promote joyful, activity-based learning using picture cards, props, and the interactive digital display.

Implementation Process – Step-wise:

Step 1: Introduction on the Digital Display: The teacher displayed the topic ‘Guess the Sound Around Us’ on the smart board and led a short discussion on the many sounds children hear around them every day.

Step 2: Sound Word Cards & Props: Learners were given picture and word cards for sounds such as Rustle, Crumple, Cluck, Caw, Chatter, Ring, Tap-Tap, Trin and Clash, along with simple props – a real leaf, a sheet of paper, and picture cards of a hen, a crow, and a monkey.

Step 3: Listen, Guess and Match: The teacher produced or described a sound (crumpling paper, rustling a leaf, an animal call), and students guessed and matched it with the correct word card placed on the activity table.

Step 4: Group Presentation & Peer Learning: Students stood together in front of the class holding their sound-word cards and props, naming the sound, imitating it, and telling the class which thing or creature makes it.

Step 5: Reinforcement & Reflection: The teacher reviewed each sound-word with the class, encouraging children to think of one more sound they hear at home, reinforcing the concept through repetition and peer correction.

Resources / Materials Used:

- Sound-Word Picture Cards (Rustle, Crumple, Cluck, Caw, Chatter, Ring, Tap-Tap, Drip-Drop, Clash, etc.)
- Interactive Digital Display / Smart Board
- Simple Classroom Props – leaf, paper, animal picture cards
- Activity Table for Sound-Word Matching
- Colour Charts and Handmade Learning Aids

Duration & Frequency: 2 Classroom Periods (Period 1–2), conducted as part of regular English classroom activity.

8. Innovation & Uniqueness

The activity moves listening practice beyond the textbook by turning everyday sounds into a hands-on guessing game. Instead of merely naming sounds from a page, children heard, imitated and acted them out using real objects and picture props, linking the abstract sound-word directly to a concrete experience. This Visual + Auditory + Kinesthetic approach made an ordinarily overlooked skill – listening – the centre of an engaging, child-led classroom activity.

9. Outcomes and Impact

Learning Outcomes:

- Full participation of Class 2, Section B learners with visible enthusiasm and confidence.

- Students could correctly identify and name common everyday sounds and their sources.
- Improved listening attention and auditory discrimination among learners.
- Enriched oral vocabulary of sound-words (rustle, crumple, cluck, caw, chatter, etc.).

Skill Development: Listening comprehension, auditory discrimination, oral vocabulary, observation skill, and public speaking confidence.

10. Scalability and Replicability

This activity requires no special equipment and can be conducted in any primary classroom using locally available objects. It is easily replicable across Kendriya Vidyalayas and other primary schools, and can be adapted for Hindi sound-words, Environmental(sounds in nature), and early science concepts in other foundational classes.

11. Supporting Evidence & Classroom Photo

Classroom Activity Photo – Guess the Sound Around Us (Class 2-B):



Video https://drive.google.com/file/d/1ZBw5Laa9h_IgVJHG3JM6XrXdHtdsqOyq/view?usp=drivesdk

1. Title of the Best Practice

“Letter Sound Association – Phonics Class 1”

2. Kendriya Vidyalaya Details

Name of KV: PM SHRI Kendriya Vidyalaya Sidhi

Region: Jabalpur Region

3. Name and Designation of the Contributor(s)

Name(s): SHASHI KIRAN SHUKLA

Designation: Primary Teacher (PRT)

4. Target Group

Class(es): Class 1

Subject(s): English / Foundational Literacy & Numeracy (FLN)

Number of Students Benefited: 40+ Students

5. Theme / Area (as per NCF-FS & NEP 2020)

Foundational Literacy & Numeracy (FLN), Activity-Based Learning, Phonemic Awareness, Interactive Classroom Engagement, and Art-Integrated Learning.

This best practice focuses on developing strong early reading foundation by connecting letters with their corresponding phonetic sounds, visual picture cards, and hands-on chart activities.

6. Context / Need

At the foundational stage (Class 1), young learners often struggle to transition from mechanical alphabet memorization to active reading. Traditional rote learning of the alphabet does not build phonemic awareness, which is essential for decoding words and developing early reading comprehension skills.

To bridge this gap, an interactive and visual 'Letter Sound Association' activity was designed. Students are engaged in matching letters with their primary phonics sounds, identifying image flashcards (A for

Apple, B for Bat, C for Cat, D for Dog, E for Elephant, F for Fish, G for Grapes, H for House, etc.), and actively presenting their cards in front of an interactive digital display. This multi-sensory approach ensures joyful, inclusive, and long-lasting learning.

7. Description of the Practice

Objectives:

- Develop foundational phonemic awareness and sound recognition in Class 1 students.
- Enable children to correctly associate individual letters (A–Z) with their corresponding sound-producing objects.
- Enhance listening, speaking, and pronunciation skills through active peer presentation.
- Promote interactive, joyful learning using visual flashcards and digital classroom tools.
- Build confidence and vocabulary through group participation and hands-on activities.

Implementation Process – Step-wise:

Step 1: Introduction to Phonetic Sounds: The teacher introduces letter sounds using interactive digital audio-visual charts on the smart board, demonstrating correct mouth formation and pronunciation for each letter.

Step 2: Flashcard Distribution & Association: Students are provided with individual alphabet and picture flashcards (e.g., Letter 'A' with Apple image, 'B' with Bat, 'C' with Cat, 'E' with Elephant, 'F' with Fish, 'G' with Grapes, 'H' with Hat/House).

Step 3: Interactive Sound Matching: A central activity table is arranged with a master alphabet grid. Students take turns matching their handheld flashcards with the master chart on the table.

Step 4: Group Presentation & Peer Learning: Students stand together in front of the smart display presenting their assigned letter flashcards (A to H) while reciting the letter name, sound, and associated object aloud to the class.

Step 5: Reinforcement & Reflection: The teacher reviews each letter sound with the class, encouraging peer correction and collaborative repetition to reinforce learning.

Resources / Materials Used:

- Alphabet & Picture Flashcards (A–Z)
- Interactive Digital Display / Smart Board
- Master Phonics Table Grid Chart
- Phonics Worksheets for Practice
- Color Markers and Audio-Visual Learning Aids

Duration & Frequency: 2 Classroom Periods (Conducted as part of daily FLN/English learning activities).

8. Innovation & Uniqueness

The innovation lies in combining physical hands-on flashcards with interactive digital displays and peer-led presentations. Rather than passively listening, every child physically holds a letter card, associates it with a real-life object image, and presents it to the class. This multi-sensory (Visual + Auditory + Kinesthetic) approach ensures high engagement and rapid phonics acquisition for Class 1 learners.

9. Outcomes and Impact

Learning Outcomes:

- 100% participation of Class 1 students with high enthusiasm and confidence.
- Students successfully identify and pronounce letters A through Z along with their phonetic sounds.
- Improved word recognition, oral vocabulary, and early reading accuracy.
- Enhanced phonemic blending capacity preparing students for two-letter and three-letter word reading.

Skill Development: Phonemic awareness, listening & speaking skills, visual discrimination, motor coordination, and public speaking confidence.

10. Scalability and Replicability

This best practice is highly cost-effective, adaptable, and easily replicable in all Kendriya Vidyalayas and primary schools. It can be seamlessly adapted for Hindi Varnamala, basic numeracy, and environmental awareness concepts across foundational classes.

11. Supporting Evidence & Classroom Photo

Classroom Activity Photo – Letter Sound Association (Class 1):



Video <https://drive.google.com/file/d/1SYNLrqEyHEcbKPS71l9hHAmWeXieLf4W/view?usp=drivesdk>

PM SHRI KENDRIYA VIDYALAYA No. 1 REWA

MULTIDISCIPLINARY

PROJECT Class:5

THEME: Water- Every Drop

Counts TERM- II

Learning Outcomes:

Recognise and describe different sources of water and their uses.

Understand the importance of clean water and identify common causes of water pollution.

Suggest practical ways to conserve water in everyday life.

Conduct simple surveys/interviews and present observations in a clear and organised manner.

TWAU

[Competency: Identification & Classification | Format: Written]

Q1. Water: Where Does It Come From? — Identify 5 sources of water. Classify them as surface water or groundwater, wherever appropriate, and write one use of each.

[Competency: Observation and Problem solving| Format: Project]

Q2. Clean or Polluted? — Observe pictures/examples of different water sources. Identify 3 causes of water pollution and suggest one solution for each.

[Competency: Observation and reporting | Format: Survey]

Q3. Water Conservation Mission — Observe your school or neighbourhood. Find 5 places where water may be wasted. Record your observations and suggest practical solutions in a table.

[Competency: Observation and Problem solving | Format: Writing]

Q4. Importance of Dams- Write the benefits of Dams and what problems can arise after a dam is built?

4 Activities × 5 marks = 20 Marks

ENGLISH

[Competency: Creative Writing | Format: Written]

Q.1 A Day Without Water — Imagine that there is no water in your home for one whole day. Write 8–10 sentences describing the problems people would face.

[Competency: Creativity & Expression | Format: Poster + Writing]

Q2. Water Conservation Poster — Design a poster on “Save Water, Save Life.” Include a catchy slogan and at least 4 ways to save water.

[Competency: Interview & Reporting | Format: Project Based]

Q3 . Water-Wise Family Survey — Ask 5 questions to an adult about how your family saves water. Record the answers and write one suggestion for saving more water.

[Competency: Grammar | Format: Creative Writing]

Q4. Use of Adjectives– Write 5 sentences using ajectives to express ideas related to water.

4 Activities × 5 marks = 20 Marks

हिंदी:

[Competency: रचनात्मक लेखन | Format: कल्पना एवं अभिव्यक्ति]

Q1. पानी की एक बूँद की कहानी – कल्पना कीजिए कि आप पानी की एक बूँद हैं। अपनी यात्रा के बारे में 8-10 वाक्य लिखिए।

[Competency: सृजनात्मकता | Format: पोस्टर लेखन]

Q2. जल संरक्षण का पोस्टर – “जल है तो कल है” विषय पर पोस्टर बनाइए। इसमें एक नारा और पानी बचाने के 4 उपाय लिखिए।

[Competency: लेखन | Format: अवलोकन + लेखन]

Q3 . जल की बचत का सर्वेक्षण – अपने घर में एक दिन में पानी किन-किन कार्यों में उपयोग होता है, इसकी जानकारी प्राप्त कीजिए। कम-से-कम 5 उपयोग लिखिए और एक ऐसा कार्य बताइए जिसमें पानी बचाया जा सकता है।

[Competency: सृजनात्मक अभिव्यक्ति | Format: रचनात्मक लेखन]

Q4. जल पर कविता – पानी के महत्व पर 6-8 पंक्तियों की एक छोटी कविता लिखिए और उसे आकर्षक चित्र से सजाइए।

4 Activities × 5 marks = 20 Marks

MATHS

[Competency: Problem solving | Format: Written]

Q1. Water Tank Problem — A tank contains 750 litres of water. A family uses 285 litres. How much water is left? If another 150 litres is added, how much water is there now?

[Competency: Mathematical Computation | Format: Writing]

Q2. Capacity Challenge — A bucket holds 15 L, a bottle holds 1 L and a mug holds 250 mL. How much water is needed to fill 2 buckets, 4 bottles and 4 mugs?

[Competency: Data handling| Format: Project Based]

Q3. Water Usage Bar Graph — Record the approximate amount of water used for five different household activities. Represent the information using a bar graph and answer 3 questions based on your graph.

[Competency: Reasoning & Computation | Format: Writing]

Q4. The Leaking Tap — A tap wastes 3 litres of water every hour. How much water is wasted in 8 hours? How much will be wasted in 5 days if the tap continues leaking for 8 hours each day?

4 Activities × 5 marks = 20 Marks

