# PM SHRI KENDRIYA VIDYALAYA KEYLONG

**MULTI-DISCIPLINARY PROJECT (MDP)**

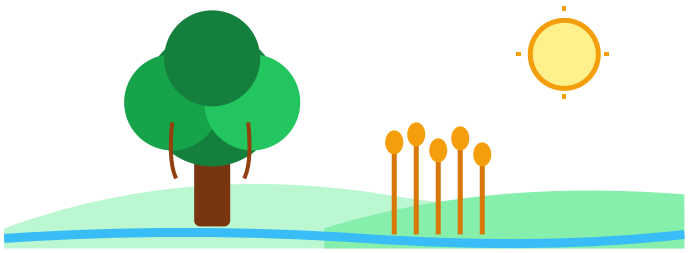
ACADEMIC SESSION: 2026–27 • TERM – II • CLASS: 4

🌳 INTERDISCIPLINARY PROJECT THEME 🌳

## OUR LIVING ENVIRONMENT: TREES, CROPS & SUSTAINABLE LIVING

### हमारा पर्यावरण : वृक्ष, कृषि और प्रकृति का संरक्षण

TWAU: Our Wondrous World | ENGLISH: Santoor | MATHEMATICS: Maths Mela | हिंदी: वीणा (Veena)



### 👤 STUDENT PROFILE & SUBMISSION RECORD

Name of Student: _____ Class & Sec: _____ Roll No: _____

Class Teacher Name: _____ English Teacher: _____

Maths Teacher: _____ TWAU Teacher: _____

Hindi Teacher Name: _____ Date of Submission: _____

Signature of Student: _____ Parent's Signature: _____

## GENERAL GUIDELINES & CERTIFICATION

# Project Guidelines & Assessment Sheet

📝 **Important Notes for Students & Parents:**

1. All 5 competency codes in each subject carry **4 marks each** (Total: 20 marks per subject, Grand Total: 80 marks).
2. Questions are strictly based on the **New NCERT Class 4 Textbooks**: *Santoor* (English), *Veena* (Hindi), *Maths Mela* (Mathematics), and *Our Wondrous World* (TWAU).
3. Simple activity-based questions encourage inquiry, estimation, creativity, and love for nature.

### CERTIFICATE OF COMPLETION

This is to certify that Master / Miss _____, a student of Class 4, Section _____, Roll No. _____ has successfully completed and submitted the Multi-Disciplinary Project (MDP) on the theme *"Our Living Environment: Trees, Crops & Sustainable Living"* for **Term – II** during academic session **2026–27** under the mentorship of all subject teachers.

**Date:** _____ **Place: Keylong** **Class Teacher's Signature:** _____

### 👏 ACKNOWLEDGEMENT 👏

I express my sincere gratitude to our respected Principal and my beloved Subject Teachers for guiding me throughout this project. I also thank my parents and grandparents for sharing their invaluable life experiences, which helped me complete this workbook happily and understand our environment deeply.

**Student's Signature:** _____ **Date:** _____

**Class 4 MDP – Competency Codes and Descriptions (Assessment Rubric)**

| Subject | Competency Code | Competency Description | Max | Obtained |
|---|---|---|---|---|
| English (Santoor) | C-1.2 | Comprehends narrated/read out stories and identifies characters, storyline, and key aspects. | 4M | |
| | C-2.5 | Demonstrates interest in picking up and reading a variety of children's books. | 4M | |
| | C-3.2 | Creates simple posters, invites, and instructions with appropriate information and purpose. | 4M | |
| | C-3.3 | Writes stories, poems, and conversations based on imagination and experiences. | 4M | |
| | C-4.1 | Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas. | 4M | |
| हिंदी (वीणा - Veena) | C-2.2 | पढ़ी गई सामग्री के मुख्य विचारों को समझता/समझती है और आवश्यक निष्कर्ष निकालता/निकालती है। | 4M | |
| | C-3.2 | स्पष्ट और सुसंगत अनुच्छेद लिखता/लिखती है, जो किसी दिए गए विषय/अवधारणा या पाठ के पठन से प्राप्त उसकी समझ को व्यक्त करते हैं। | 4M | |
| | C-3.3 | उपयुक्त जानकारी और उद्देश्य के साथ पोस्टर, निमंत्रण-पत्र, सरल कविताएँ, कहानियाँ और संवाद तैयार करता/करती है। | 4M | |
| | C-4.2 | विभिन्न प्रकार के पाठों या अन्य विषय-क्षेत्रों की सामग्री को सुनकर और पढ़कर शब्दों के अर्थ पर चर्चा करता/करती है तथा शब्दावली विकसित करता/करती है। | 4M | |
| | C-5.2 | पुस्तकालय की पुस्तकें पढ़ने में रुचि प्रदर्शित करता/करती है। | 4M | |
| Mathematics (Maths Mela) | C-3.5 | Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume and verifies the same using standard units. | 4M | |
| | C-3.6 | Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas. | 4M | |
| | C-3.7 | Evaluates the conservation of attributes like length and volume and solves daily-life problems related to them. | 4M | |
| | C-4.2 | Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people). | 4M | |
| | C-5.1 | Understands the development of zero in India and the Indian place value system for writing numerals, the history of its transmission to the world, and its modern impact on our lives and in all technology. | 4M | |
| TWAU (Our Wondrous World) | C-1.5 | Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes. | 4M | |
| | C-2.3 | Connects changes in the environment and the lives of family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication). | 4M | |
| | C-4.4 | Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets). | 4M | |
| | C-6.1 | Performs simple inquiry related to specific questions independently or in groups. | 4M | |
| | C-7.2 | Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades. | 4M | |
| | | **GRAND TOTAL (80 MARKS) & OVERALL GRADE:** | **80M** | |

**Source:** Uploaded Holistic Progress Card – Preparatory Stage, Classes 3–5, pages 7–14. HPC_PreparatoryReport25 (3).pdf
*Note:* The Hindi descriptions are Hindi translations of the English competency statements in the PDF, not verbatim Hindi text from the source. The same competency codes have been retained for Class 4 as requested.

**ENGLISH (SANTOOR) • WORKSHEET 1**

# Reading Comprehension, Vocabulary & Library Corner

NCERT English Grade 4: Santoor • Codes: C-1.2 [4M], C-4.1 [4M], C-2.5 [4M] **Marks: 12**

## 1 Story Comprehension: Read the story and answer the questions

[Competency: C-1.2 • 4 Marks]

**Competency C-1.2:** Comprehends narrated/read out stories and identifies characters, storyline, and key aspects.

### 📖 Story: The Old Banyan Tree's Gift (NCERT Santoor Theme)



In a peaceful village, an ancient Banyan tree stood tall near the school field. It gave cool shade to tired farmers, sweet red figs to chirping sparrows, and sturdy hanging roots for children to swing upon. One dry summer, when the well ran low, the tree's deep roots held the soil moist and sheltered thirsty birds. Rohit and Ananya watered its sapling and promised, *"Trees give us clean air, cool shade, and sweet fruit without asking for anything in return. We must protect our green friends!"*

- ☐ The Banyan tree gave cool shade to farmers.
- ☐ The tree asked for money from the children.
- ☐ Birds ate sweet figs from the tree.
- ☐ Rohit and Ananya promised to protect trees.

**Key Message: What lesson does the Banyan tree teach us about selfless giving?**

## 2 Vocabulary & Word Power: Discuss meanings and develop word sense

[Competency: C-4.1 • 4 Marks]

**Competency C-4.1:** Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.

| Word & Visual | Meaning from Context | Sentence Making |
|---|---|---|
| **1. Ancient** 🌳 | Belonging to a time long ago; very old | The banyan tree is very ancient. |
| **2. Shelter** 🏡 | A safe place protecting from sun or rain | Trees give _____ to birds. |
| **3. Moisture** 💧 | Tiny drops of water in air or soil | Soil needs _____ for seeds to grow. |

**Word Building: Write the opposite (antonym) of 'Selfish' •** _____

## 3 My Library Book Corner: Reading and exploring children's books

[Competency: C-2.5 • 4 Marks]

**Competency C-2.5:** Demonstrates interest in picking up and reading a variety of children's books.

**Book Title 📚 :** _____ **Author / Illustrator:** _____

**Main Characters:** _____ My Rating: ★★★★★

**Why I recommend this book to my classmates:** _____

ENGLISH (SANTOOR) • WORKSHEET 2

# Creative Poster Making, Invitations & Conversations

NCERT English Grade 4: Santoor • Codes: C-3.2 [4M], C-3.3 [4M] **Marks: 8**

## 1 Poster & Invite: Create a poster or invitation for "Tree Plantation Day" [Competency: C-3.2 • 4 Marks]

**Competency C-3.2:** Creates simple posters, invites, and instructions with appropriate information and purpose.

🎨 Draw & Colour Here

(Design an attractive invitation poster for "Tree Plantation Day": draw green saplings, students watering trees, flowers, or a clean school garden)

Catchy Slogan: _____

**Checklist:** ☐ Date & Event Name ☐ Meaningful drawing ☐ Clear invitation slogan

## 2 Imagination & Dialogue: Write a conversation between a Tree and a Bird [Competency: C-3.3 • 4 Marks]

**Competency C-3.3:** Writes stories, poems, and conversations based on imagination and experiences.

**Bird:** "Hello Old Tree! Thank you for letting me build my nest in your branches."
**Tree:** "You are always welcome! How do you help our forest in return?"
**Bird:** "I eat ripe fruits and _____ (spread seeds / sing songs)"
**Tree:** "Together we make our earth _____!"

**Creative Thought: If you could talk to a tree, what one question would you ask?** _____

# पठन-बोध, शब्दावली विकास एवं पुस्तकालय कोना

NCERT हिंदी कक्षा 4: वीणा (Veena) • दक्षता कोड : C-2.2 [4M], C-4.2 [4M], C-5.2 [4M] | पूर्णांक : 12 अंक

## 1 पठन एवं बोध : कहानी पढ़कर मुख्य विचार व निष्कर्ष समझिए

[दक्षता कोड : C-2.2 • 4 अंक]

**दक्षता C-2.2:** पढ़ी गई सामग्री के मुख्य विचारों को समझता/समझती है और आवश्यक निष्कर्ष निकालता/निकालती है।

**📖 प्रेरक प्रसंग : खेजड़ली के अमर वृक्ष और अमृता (NCERT वीणा संदर्भ)**



राजस्थान के खेजड़ली गाँव में अमृता और ग्रामीण पेड़ों से गहरा प्रेम करते थे। जब राजा के सैनिक लकड़ी काटने आए, तो ग्रामीणों ने पेड़ों को बाहों में भरकर उनकी रक्षा की। अमृता ने कहा, *"अगर पेड़ हैं तो हम हैं!"* राजा ने लोगों का त्याग देखकर पेड़ों को काटने पर रोक लगा दी। आज भी भारत के चिपको आंदोलन और पर्यावरण प्रेमी इस त्याग से प्रेरणा लेते हैं। पेड़ हमें शुद्ध वायु, वर्षा और जीवन देते हैं।

- ☐ अमृता पेड़ों से गहरा प्रेम करती थी।
- ☐ राजा ने पूरे जंगल को कटवा दिया।
- ☐ "पेड़ हैं तो हम हैं" अमृता का नारा था।
- ☐ पेड़ हमें शुद्ध वायु और वर्षा देते हैं।

**कहानी से मुख्य सीख:** _____

_____

_____

_____

## 2 शब्द-संसार : शब्दों के अर्थ समझकर वाक्य प्रयोग कीजिए

[दक्षता कोड : C-4.2 • 4 अंक]

**दक्षता C-4.2:** विभिन्न प्रकार के पाठों या अन्य विषय-क्षेत्रों की सामग्री को सुनकर और पढ़कर शब्दों के अर्थ पर चर्चा करता/करती है तथा शब्दावली विकसित करता/करती है।

| शब्द | अर्थ | सार्थक वाक्य निर्माण |
|---|---|---|
| **1. संरक्षण** 🛡️ | सुरक्षा / बचाकर रखना | हमें वनों का संरक्षण करना चाहिए। |
| **2. परोपकार** 🌱 | दूसरों की भलाई करना | पेड़ फल देकर _____ करते हैं। |
| **3. हरियाली** 🌿 | चारों ओर हरे-भरे पौधे | वर्षा ऋतु में चारों ओर _____ छा जाती है। |

**समानार्थी शब्द: 'वृक्ष' का पर्यायवाची :** _____ **विलोम शब्द: 'परोपकार' का विलोम :** _____

## 3 पुस्तकालय कोना : अपनी प्रिय ज्ञानवर्धक बाल-पुस्तक का परिचय

[दक्षता कोड : C-5.2 • 4 अंक]

**दक्षता C-5.2:** पुस्तकालय की पुस्तकें पढ़ने में रुचि प्रदर्शित करता/करती है।

**पुस्तक का नाम :** _____ **मुख्य पात्र :** _____

**पुस्तक की सबसे अच्छी बात :** _____

**यह पुस्तक पढ़कर मुझे क्या नई जानकारी मिली :** _____

_____

_____

_____

# सुसंगत अनुच्छेद, पोस्टर एवं पर्यावरण संवाद

NCERT हिंदी कक्षा 4: वीणा (Veena) • दक्षता कोड : C-3.2 [4M], C-3.3 [4M] | पूर्णांक : 8 अंक

## 1 सुसंगत अनुच्छेद लेखन : "पेड़ हमारे सच्चे मित्र हैं"

[दक्षता कोड : C-3.2 • 4 अंक]

**दक्षता C-3.2:** स्पष्ट और सुसंगत अनुच्छेद लिखता/लिखती है, जो किसी दिए गए विषय/अवधारणा या पाठ के पठन से प्राप्त उसकी समझ को व्यक्त करते हैं।

संकेत बिंदु: ऑक्सीजन, छाया, फल-फूल, पक्षियों का बसेरा, मिट्टी की सुरक्षा। 6-7 स्पष्ट पंक्तियों में लिखिए:

## 2 रचनात्मक पोस्टर व संवाद : उपयुक्त उद्देश्य के साथ सुंदर प्रस्तुति

[दक्षता कोड : C-3.3 • 4 अंक]

**दक्षता C-3.3:** उपयुक्त जानकारी और उद्देश्य के साथ पोस्टर, निमंत्रण-पत्र, सरल कविताएँ, कहानियाँ और संवाद तैयार करता/करती है।

🎨 यहाँ पर्यावरण पोस्टर बनाइए

(पेड़ लगाओ, हरियाली लाओ अथवा अन्न व जल बचाओ का सुंदर रंगीन चित्र बनाइए)

**मेरा पर्यावरण नारा (Slogan) :** _____

**संवाद (रोहन और आरव):**

**रोहन :** "आरव, तुमने अपने जन्मदिन पर क्या संकल्प लिया?"

**आरव : "मैंने संकल्प लिया है कि मैं अपने घर के पास एक _____ लगाऊँगा।"**

**MATHEMATICS (MATHS MELA) • WORKSHEET 1**

# Estimation of Measures & Equal Area / Perimeter of Fields

NCERT Mathematics Grade 4: Maths Mela • Codes: C-3.5 [4M], C-3.6 [4M] **Marks: 8**

## 1 Estimation & Standard Units : Farm Map (नज़री नक्शा) & Measurements

[Competency: C-3.5 • 4 Marks]

**Competency C-3.5:** Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume and verifies the same using standard units.

Study Basva's Farm Map below (NCERT Maths Mela theme) showing distances and plots:




**(a) In which direction is Farm Well from Onion Field? Direction:** **(b) Which crop field is longer: Wheat Plot (30m) or Onion Field (**

**(c) Estimation: If walking around Mango Orchard takes 4 minutes, walking around twice takes:** _____ minutes (4 min × 2)

| Item to Measure | My Estimated Value | Standard Unit | Tool Used |
|---|---|---|---|
| Length of Farm Canal | 50 metres | Metre (m) | Measuring Tape |
| Weight of 1 Sack of Onions | _____ | Kilogram (kg) | Weighing Scale |
| Capacity of Water Tank | _____ | Litre (L) | Measuring Can |
| Walkway boundary around Orchard | _____ | Metre (m) | Trundle Wheel |

## 2 Equal Area & Different Perimeter (खेत और बाड़ - NCERT Maths Mela)

[Competency: C-3.6 • 4 Marks]

**Competency C-3.6:** Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas.

**Field A**
**6m × 6m**

**Field B**
**9m × 4m**

Both farm plots have the **SAME Area = 36 square metres**.
- Perimeter of Field A (Square) = 6 + 6 + 6 + 6 = **24 metres** of wire fencing.
- Perimeter of Field B (Rectangle) = 9 + 4 + 9 + 4 = **26 metres** of wire fencing.

**Deduction:** Can shapes with equal area have different perimeters? **[✓] YES [ ] NO**

**Practical Application (Wire Cost Calculation):**

If fencing wire costs **₹ 10 per metre**: Cost for Field A (24 m × ₹ 10) = ₹ _____ Cost for Field B (26 m × ₹ 10) = ₹ _____ Which field saves money? _____

**Money Saved: How much money does Field A save compared to Field B? (₹ 260 - ₹ 240) =** _____

**Challenge Question:** Can a rectangle of Area = 36 sq m have a perimeter of 40 metres? (18m × 2m, P = 18+2+18+2 = 40m) • **[✓] YES [ ] NO**

# Conservation of Volume, Permutations & India's Gift of Zero

NCERT Mathematics Grade 4: Maths Mela • Codes: C-3.7 [4M], C-4.2 [4M], C-5.1 [4M] **Marks: 12**

## 1 Conservation of Volume & Attributes (NCERT Maths Mela: Capacity)

[Competency: C-3.7 • 4 Marks]

**Competency C-3.7:** Evaluates the conservation of attributes like length and volume and solves daily-life problems related to them.




A farmer pours **1 Litre (1000 ml)** of herbal plant spray into two 500 ml sprayers.
• Total liquid in two 500 ml sprayers = 500 + 500 = **1000 ml = 1 Litre**.
**Evaluation:** Does dividing the liquid into two smaller bottles change its total volume?
**[✓] Remained the Same (Conserved)  [ ] Changed**

## 2 Systematic Counting & Combinations : Planting Pairs

[Competency: C-4.2 • 4 Marks]

**Competency C-4.2:** Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people).

A student has 4 saplings: **Neem (N), Peepal (P), Mango (M), and Banyan (B)**. They must choose a pair of **2 different trees** to plant side by side. List all possible combinations systematically:

| Pair No. | Combination of Two Saplings | Symbolic Code |
|---|---|---|
| 1. | Neem and Peepal | (N, P) |
| 2. | Neem and Mango | (N, M) |
| 3. | Neem and Banyan | (N, B) |
| 4. | Peepal and Mango | (P, M) |
| 5. | Peepal and Banyan | (P, B) |
| 6. | Mango and Banyan | (M, B) |

Total Unique 2-Tree Combinations Possible: **6 Pairs**  Did any pair repeat? _____

## 3 India's Gift of Zero (शून्य) & Place Value in Large Agricultural Counts

[Competency: C-5.1 • 4 Marks]

**Competency C-5.1:** Understands the development of zero in India and the Indian place value system for writing numerals, the history of its transmission to the world, and its modern impact on our lives and in all technology.

🍀 **Indian Mathematical Heritage:** Indian mathematicians (Aryabhata & Brahmagupta) developed **ZERO (0)** and the decimal place-value system. It spread across the world and powers modern computer technology (binary 0 & 1).

| Harvest Count | Ten Thousands (T-Th) | Thousands (Th) | Hundreds (H) | Tens (T) | Ones (O) | Number Name |
|---|---|---|---|---|---|---|
| **5,040 kg** | 0 | 5 | 0 | 4 | 0 | Five thousand forty |
| **12,005 kg** | 1 | 2 | 0 | 0 | 5 | Twelve thousand five |
| **30,700 kg** | 3 | 0 | 7 | 0 | 0 | Thirty thousand seven hundred |

Why is Zero crucial when writing 5,040 vs 54? _____

**THE WORLD AROUND US (TWAU) • WORKSHEET 1**

# Eco-Craft, Conservation of Trees & Millets, and Soil Inquiry

NCERT TWAU Grade 4: Our Wondrous World • Codes: C-1.5 [4M], C-4.4 [4M], C-6.1 [4M] **Marks: 12**

## 1 Eco-Craft with Local Materials : Seed Envelope or Leaf Art

[Competency: C-1.5 • 4 Marks]

**Competency C-1.5:** Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes.

Use recycled local paper, dry fallen leaves, or seeds to create a seed preservation envelope or an origami farm animal (like a bullock or bird):

**Sample Idea:** ✉️ (Seed Envelope / Leaf Collage)

🧺 **Paste Your Craft Here**

(Paste your folded seed preservation envelope or dry leaf art in this space)

**Local Eco-materials used:** _____ **Use in Classroom:** _____

## 2 Natural Resources Conservation : Trees, Rainwater & Superfood Millets

[Competency: C-4.4 • 4 Marks]

**Competency C-4.4:** Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets).

**Part A • Quick Match: Match each natural resource to its conservation benefit (Write A, B, or C in the box):**

| | |
|---|---|
| 1. 🌳 **Trees** → [ ] | **A.** Store in buckets & tanks to water plants and save drinking water. |
| 2. 🌧️ **Rainwater** → [ ] | **B.** Nutritious grains (Ragi/Bajra) that need very little water to grow. |
| 3. 🌾 **Millets (श्री अन्न)** → [ ] | **C.** Give cool shade, pure oxygen, and prevent soil from washing away. |

**Part B • Easy Action Choice (Tick [✓] the right eco-friendly choice):**

- At school, we should share stored rainwater to:
  **[ ] Water garden flowers & plants [ ] Waste it down the drain**
- Eating traditional millets (Ragi rotis/porridge) is:
  **[ ] Healthy for us and saves farm water [ ] Bad for health**

## 3 Simple Inquiry : Water Absorption in Different Soils

[Competency: C-6.1 • 4 Marks]

**Competency C-6.1:** Performs simple inquiry related to specific questions independently or in groups.

1. Sandy Soil  2. Garden Loam  3. Clayey Soil

| Soil Type | Water Poured | Water Drained Out | Observation on Moisture Holding |
|---|---|---|---|
| Sandy Soil | 100 ml | 85 ml (Quick drain) | Holds very little moisture; dry |
| Garden Loam | 100 ml | 45 ml (Balanced) | Holds ideal moisture for plant roots |

**Inquiry Conclusion: Which soil is best suited for growing healthy crops?** _____

THE WORLD AROUND US (TWAU) • WORKSHEET 2

# Elders' Oral History & Core Ideas in Science and Technology

NCERT TWAU Grade 4: Our Wondrous World • Codes: C-2.3 [4M], C-7.2 [4M] **Marks: 8**

## 1 Oral History with Elders : Changes in Farming, Food & Community Life

[Competency: C-2.3 • 4 Marks]

**Competency C-2.3:** Connects changes in the environment and the lives of family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication).

🧑‍🎓 Interview a grandparent or village elder about environmental & lifestyle changes over the years:

| Area of Change | In the Elder's Childhood | In Today's Times |
|---|---|---|
| **Farming & Tools** | Bullock plows, local seeds, cow dung compost | Tractors, tube-wells, packaged seeds |
| **Food & Millets** | Daily Bajra, Kodra, Ragi rotis and fresh jaggery | Fast food, refined wheat flour, market snacks |
| **Water Sources** | Village ponds, clean open wells, natural springs | Piped tap water, submersible pumps |

**Elder's Golden Advice: What traditional practice should we bring back?** _____

## 2 Science & Engineering Applications : Drip Irrigation & Composting

[Competency: C-7.2 • 4 Marks]

**Competency C-7.2:** Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades.



**Core Science Idea:** Traditional farmers in Meghalaya and Himachal used *Bamboo Drip Irrigation* to guide spring water directly to plant roots drop-by-drop with **ZERO wastage**.
**Scientific Principle:** Delivering water directly to roots reduces evaporation under the hot sun!

**Bio-Technology in Village: How does converting kitchen waste into compost help the soil?** _____

**✨ My Eco-Promise to Earth (मेरा पर्यावरण संकल्प):**

- I will plant and adopt at least one native tree sapling this year.
- I will not waste food or water, and will promote traditional climate-smart millets.
- I will respect the ecological wisdom of our elders.

**Student's Signature:** _____ **Teacher's Remarks:** _____