PM SHRI KENDRIYA VIDYALAYA KEYLONG

MULTI-DISCIPLINARY PROJECT (MDP)

ACADEMIC SESSION: 2026–27 • TERM – II • CLASS: 3

🌱 INTERDISCIPLINARY PROJECT THEME 🌱

FOOD — THE SOURCE OF LIFE & HEALTH

हमारा भोजन : पोषण, स्वास्थ्य और प्रकृति की देन

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 3 Textbooks**: *Santoor* (English), *Veena* (Hindi), *Maths Mela* (Mathematics), and *Our Wondrous World* (TWAU).
3. All activities are child-centered and simple activity-based questions encouraging healthy habits, estimation, inquiry, and love for nature.

CERTIFICATE OF COMPLETION

This is to certify that Master / Miss _____, a student of Class 3, Section _____, Roll No. _____ has successfully completed and submitted the Multi-Disciplinary Project (MDP) on the theme *"FOOD — The Source of Life & Health"* 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 heartfelt gratitude to our respected Principal and my beloved Subject Teachers for providing me this wonderful opportunity to learn through this project. Their encouraging guidance helped me understand the importance of food, health, and nature. I also thank my parents and grandparents for helping me complete this workbook happily.

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

MDP Class 3 – 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-2.2	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha).	4M	
	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-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: Holistic Progress Card – Preparatory Stage, Classes 3–5 (CBSE, adapted from NCERT PARAKH). The descriptions below are extracted from the uploaded PDF, retaining the original wording. HPC_PreparatoryReport25 (3).pdf

ENGLISH (SANTOOR) • WORKSHEET 1

Read & Comprehend, Food Vocabulary & Book Corner

NCERT English Grade 3: Santoor • Codes: C-1.2 [4M], C-4.1 [4M], C-2.5 [4M] **Marks: 12**

1 Story Comprehension: Read the narrative 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: Mili's Magical Millet Garden (NCERT Santoor Theme)



One sunny morning, Mili and her brother Kabir helped their grandmother in the kitchen garden. Dadi showed them a small bowl of golden bajra (millet) seeds. She said, *"These tiny seeds are nature's treasure. They need very little water, grow happily in dry soil, and give us energy to play and study!"* Together, they sowed the seeds in loose soil and watered them gently. In a few days, bright green shoots danced in the breeze. Mili clapped with joy, *"Our healthy food is growing!"*

- ☐ Mili helped her grandmother in the garden.
- ☐ Millet seeds need lots and lots of water.
- ☐ Dadi called the seeds nature's treasure.
- ☐ Green shoots danced happily in the breeze.

Key Message: Why are millets healthy supergrains for children?

2 Food Vocabulary Match: Discuss word meanings and sentence usage

[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.

Food Word & Visual	Meaning / Description	My Match
1. Sprout 🌱	(A) A single hard seed of a food plant like wheat or bajra	1 matches [ ]
2. Grain 🌾	(B) Full of vitamins and minerals that keep us fit and active	2 matches [ ]
3. Nutritious 🍎	(C) A tiny young shoot growing out from a soaked seed	3 matches [ ]

Sentence Making: Write one sentence using the word 'Nutritious':

3 My Library Book Corner: Exploring Children's Storybooks

[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 Character: _____ **My Rating:** ★★★★★

What I loved most about this story:

ENGLISH (SANTOOR) • WORKSHEET 2

Healthy Food Poster, Slogans & Imaginative Poem

NCERT English Grade 3: Santoor • Codes: C-3.2 [4M], C-3.3 [4M] **Marks: 8**

1 Healthy Food Poster: Create a colourful poster for fresh fruits and millets! [Competency: C-3.2 • 4 Marks]

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

🎨 Draw & Colour Here

(Draw fresh fruits, crunchy vegetables, a glass of warm milk, or healthy millet roti here)

My Catchy Slogan: _____

Poster Checklist: ☐ Bright drawings ☐ Clear message ☐ Neat handwriting

2 Imagine & Express: "If I were a juicy red apple hanging on a tree..." [Competency: C-3.3 • 4 Marks]

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

Write 3 short lines about how you grow under the warm sun and bring good health and happiness to a child:

_____

_____

_____



Rhyme Time: Write two words that rhyme with 'Sweet': _____ (e.g., Eat, Treat)

कहानी पठन-बोध, शब्द-संसार एवं पुस्तकालय कोना

NCERT हिंदी कक्षा 3: वीणा (Veena) • 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 आवश्यक 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।

📖 कहानी : दादी की सेहतमंद थाली (NCERT वीणा)



रोहन और उसकी बहन मीठी बाज़ार का तला-भुना खाना खाने की ज़िद कर रहे थे। दादी जी ने उन्हें प्यार से समझाया और दोपहर में गरम-गरम बाजरे की रोटी, ताज़ा पालक का साग, घर का बना सफेद मक्खन और गुड़ की डली परोसी। रोहन ने एक निवाला खाया और बोला, *"अरे वाह! यह तो बहुत स्वादिष्ट है!"* दादी ने मुस्कुराकर कहा, *"बाजरा, ज्वार और रागी हमारे देश के प्राचीन 'श्री अन्न' (मोटे अनाज) हैं। इन्हें खाने से हड्डियाँ मज़बूत होती हैं और हम कभी बीमार नहीं पड़ते।"* दोनों बच्चों ने अब रोज़ पौष्टिक घर का खाना खाने का वादा किया।

- ☐ दादी ने बच्चों को बाजरे की रोटी और साग खिलाया।
- ☐ बाज़ार का तला-भुना खाना सेहत के लिए उत्तम है।
- ☐ बाजरा और रागी हमारे देश के 'श्री अन्न' हैं।
- ☐ पौष्टिक भोजन खाने से शरीर मज़बूत बनता है।

कहानी का मुख्य संदेश: हमें घर का बना ताजा भोजन क्यों खाना चाहिए?

2 शब्द-संसार : शब्दों के अर्थ समझकर वाक्य निर्माण 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	मेरा बनाया वाक्य
1. पौष्टिक 🍎	ताकत देने वाला / गुणकारी	दूध और फल बहुत पौष्टिक होते हैं।
2. अनाज 🌾	गेहूँ, बाजरा, चावल आदि	किसान खेतों में _____ उगाते हैं।
3. सेहत 💪	स्वास्थ्य / तंदुरुस्ती	हरी सब्ज़ियाँ खाने से _____ अच्छी रहती है।

विलोम शब्द: 'स्वस्थ' का विलोम शब्द लिखिए : _____ **समानार्थी शब्द: 'भोजन' का पर्यायवाची :** _____

3 पुस्तकालय कोना : पुस्तकालय से पढ़ी गई अपनी प्रिय बाल-पुस्तक का विवरण

[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 :** _____

कहानी की सबसे अच्छी बात : _____

इस कहानी से मुझे क्या सीख मिली : _____

सुसंगत अनुच्छेद, पोस्टर एवं टिफिन संवाद

NCERT हिंदी कक्षा 3: वीणा (Veena) • कोड : C-3.2 [4M], C-3.3 [4M] | पूर्णांक : 8 अंक

1 सुसंगत अनुच्छेद लेखन : "मेरा सबसे पसंदीदा फल अथवा सब्ज़ी"

[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: रंग, स्वाद, कब मिलता है, इसे खाने से क्या लाभ होता है। 6-7 स्पष्ट पंक्तियों में लिखिए:

2 रचनात्मक पोस्टर व संवाद : "पौष्टिक भोजन — खुशहाल जीवन"

[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 सुंदर चित्र बनाइए

(यहाँ ताज़ा फल, हरी सब्ज़ियाँ, भोजन की सुंदर थाली अथवा किसान का चित्र बनाकर रंग भरिए)

मेरा सुंदर नारा (Slogan) : _____

संवाद (अमन और सीमा):

अमन : "अरे वाह सीमा! आज तुम्हारे टिफिन में बहुत अच्छी खुशबू आ रही है, क्या लाई हो?"

सीमा : "आज मैं घर की बनी गरमा-गरम _____ **लाई हूँ।"**

MATHEMATICS (MATHS MELA) • WORKSHEET 1

Kitchen Garden Map & Food Weight Estimation

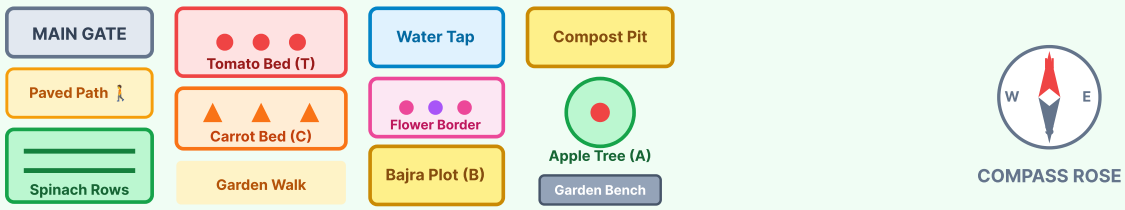
NCERT Mathematics Grade 3: Maths Mela • Codes: C-2.2 [4M], C-3.5 [4M] **Marks: 8**

1 Najri Naksha (नज़री नक्शा) : My Illustrated Kitchen Garden Map

[Competency: C-2.2 • 4 Marks]

Competency C-2.2: Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha).

Look at the illustrated garden map below. Study the locations, symbols, and compass directions to answer the questions:



(a) In which direction is the Apple Tree from the Gate? Direction: **(b) Which vegetable patch is located directly South of Tomat**

(c) If you walk from the Water Tap to the Bajra Plot, which direction do you go? _____ (North / South)

(d) Shortest Path: To reach Tomato Bed from MAIN GATE, walk along Paved Path and turn: _____ (Left / Right)

2 Weight Estimation of Food & Grocery Items

[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.

S.No.	Food Item & Visual	My Estimate (g/kg)	Standard Unit
1.	Watermelon / Pumpkin 🍉	_____	Kilogram (kg)
2.	One Fresh Apple 🍎	_____	Gram (g)
3.	Bag of Wheat / Atta 🛍️	_____	Kilogram (kg)
4.	A Juicy Yellow Lemon 🍋	_____	Gram (g)
5.	A Sack of Fresh Potatoes 🥔	_____	Kilogram (kg)

(a) Which food item in the table is the heaviest? Heaviest Item: _____

(b) How many grams (g) make 1 kilogram (kg)? **1 kg = _____ g**

(c) Calculation: If 1 pumpkin weighs 4 kg and 1 watermelon weighs 3 kg, total weight (4 kg + 3 kg) = _____ kg

⚖️ **Mathematics in Daily Life:** "When we buy vegetables, estimating their weight helps us verify the bill and avoid buying too much food that might spoil!"

Why is a weighing scale better than guessing weight by hand? _____

_____

_____

MATHEMATICS (MATHS MELA) • WORKSHEET 2

Shapes, Equal Area, Volume & India's Gift of Zero

NCERT Mathematics Grade 3: Maths Mela • Codes: C-3.6 [4M], C-3.7 [4M], C-5.1 [4M] **Marks: 12**

1 Food Tray Shapes: Equal Area but Different Perimeter! [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.

Tray A (4 × 4) Tray B (8 × 2)

Both snack trays hold exactly **16 square snack pieces (Area = 16 sq units)**.
- Perimeter of Tray A (Square) = 4 + 4 + 4 + 4 = **16 units**.
- Perimeter of Tray B (Rectangle) = 8 + 2 + 8 + 2 = **20 units**.

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

Calculation: How much longer is Tray B's boundary than Tray A? _____ units (20 - 16 = 4)

- **Think & Deduce:** Which shape needs less decorative ribbon to border its edges: Tray A or Tray B? **Tray _____**

2 Conservation of Volume: The Magic Mango Shake [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.



Aman poured **1 full tall glass of mango milk (250 ml)** into a wide flat bowl.
- **(a)** Did the actual volume of milk change? **[ ] Changed [✓] Remained Same (250 ml)**
- **(b)** Why does it look different? Because container shapes differ, but amount is **conserved**!

Daily Life Problem: If 1 bottle holds 1 Litre (1000 ml), how many 250 ml glasses can it fill? _____ glasses (1000 ÷ 250)

Show your step: 250 ml + 250 ml + 250 ml + 250 ml = _____ ml = 1 Litre

- **Everyday Estimation:** Why is it helpful to know that 1000 ml = 1 Litre when measuring milk or cooking soup?

3 India's Gift of Zero (शून्य) & Place Value in Food Counting [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.

🍀 **Proud Indian Heritage:** Ancient Indian scholars (like Aryabhata) gifted **ZERO (0)** and place value to the world! Without zero, counting hundreds of bags of grain and modern computer codes would never exist.

Grain Bags	Hundreds (H)	Tens (T)	Ones (O)	Number Name
305	3	0	5	Three hundred five
520	5	2	0	Five hundred twenty
708	7	0	8	Seven hundred eight
640	6	4	0	Six hundred forty
900	9	0	0	Nine hundred

Why is Zero acting as an essential placeholder in 505? _____

THE WORLD AROUND US (TWAU) • WORKSHEET 1

Superfood Millets, Nature Craft & Sprouting Inquiry

NCERT TWAU Grade 3: Our Wondrous World • Codes: C-1.5 [4M], C-4.4 [4M], C-6.1 [4M] **Marks: 12**

1 Craft with Nature: Seed Art or Origami Animal

[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 local materials (millets, dried lentils, fallen dry leaves, or origami folded paper) to make an animal or bird (like a sparrow or butterfly) that helps farmers:

Sample Idea: (Seed Mosaic / Leaf Bird)

🧺 Paste Craft / Draw Here

(Paste your seed mosaic, dry leaf art, or origami folded animal here)

Local 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 benefit (Write A, B, or C in the box):

1. 🌳 **Trees** → [ ]
2. 🌧️ **Rainwater** → [ ]
3. 🌾 **Millets (श्री अन्न)** → [ ]

A. Store in buckets to water vegetable gardens and save drinking water.

B. Nutritious grains (Ragi/Bajra) that need very little water to grow.

C. Give sweet fruits & cool shade, and protect fertile farm soil.

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

• At school, we should share stored rainwater to:
[ ] Water garden plants & vegetables [ ] Waste it down the drain

• Eating traditional millets (Ragi rotis/porridge) is:
[ ] Healthy for our body and saves farm water [ ] Bad for health

3 Science Inquiry: My 3-Day Seed Sprouting Observation

[Competency: C-6.1 • 4 Marks]

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

1. Dry Moong → **2. Soaked in Water** → **3. Sprouted Shoot!**

Stage	What I Did	What Happened (Observation)
Day 1: Dry Seed	Looked at dry moong/gram seed	Hard, dry, and small seed
Day 2: Soaked Seed	Soaked in a bowl of water overnight	Seed absorbed water, swelled, and grew softer
Day 3: Damp Cloth	Tied loosely in a wet cotton cloth	A tiny white baby root (sprout) emerged!

Inquiry Conclusion: Seeds need moisture (water), warmth and _____ to sprout! (air / soil)

THE WORLD AROUND US (TWAU) • WORKSHEET 2

Elders' Food Wisdom & Applications of Science

NCERT TWAU Grade 3: Our Wondrous World • Codes: C-2.3 [4M], C-7.2 [4M] **Marks: 8**

1 Interview an Elder / Grandparent about Food Habits in the Past

[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).

👨‍🎓 Ask an elder at home about how food was grown, preserved, and celebrated long ago:

S.No.	Questions I Asked the Elder	Answers Given by the Elder
1.	What grain rotis did you eat most in your childhood?	Daily Bajra, Kodra, Ragi rotis and jaggery
2.	How was milk & food kept fresh without a fridge?	Boiling repeatedly, cool clay pots & cellar
3.	Which sweet was cooked during local festivals?	Pure wheat halwa, kheer with nuts & dates
4.	What is your golden advice for children about food?	Eat freshly cooked food and never waste grains

Elder's Golden Advice: What traditional healthy food habit should we practice daily? _____

2 Science & Applications : Stop Food Waste & Food Preservation

[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.

Where Food is Wasted?	Why is it Wasted?	How Science & Care Saves Food?
During school lunch break	Taking too much in tiffin box	Take only what we can finish happily
In family weddings / parties	Leaving food on paper plates	Serve small portions; share extra food
Vegetables at home	Spoiling due to moisture/heat	Sun-drying, pickling & cool storage

Food Science: Why does sun-drying (dehydration) keep fruits and vegetables fresh for months? _____

✨ **My Personal Promise to Nature and Farmers (मेरा संकल्प):**

- I will never leave uneaten food on my plate.
- I will gladly eat seasonal vegetables, fruits, and millets.
- I will always thank God and the hardworking farmers before every meal.

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