

**PROJECT WORK – FA3 (2025–26)**

**Class: VI | Subject: English**

**Unit: 6**

**Lesson: Who I Am**

**Theme: How Childhood Interests Shape Identity and Future Success**

**Marks: 5**

**Introduction (0.5 mark)**

The lesson *Who I Am* teaches that every person has unique interests that shape who they become. To explore this theme in real life, this project studies famous people and their childhood interests. It shows how early talents, hobbies, and passions influence future achievements.

**Data Collection (0.5 mark)**

I collected information from books, newspapers, the internet, videos, and discussions with teachers. I selected four famous personalities:

- A.P.J. Abdul Kalam
- Mary Kom
- Lata Mangeshkar
- Sudha Murthy

I studied their childhood backgrounds, early interests, and how these interests later shaped their careers.

**Assumptions**

I assume that:

- Most successful people show their interests at a young age.
- Encouragement from family and teachers helps children grow.
- A person's identity starts developing from childhood hobbies and strengths.

**Hypothesis**

If childhood interests are supported, the person achieves great success in the future.

If children are discouraged or denied opportunities, their talent gets suppressed and society loses valuable potential.

**Analysis (0.5 mark)**

1. **A.P.J. Abdul Kalam** – Loved science, mathematics, and flying kites; grew into a world-famous scientist and President of India.
2. **Mary Kom** – Showed interest in sports and physical strength; became a world champion boxer.
3. **Lata Mangeshkar** – Sang from a very young age; became India's legendary playback singer.
4. **Sudha Murthy** – Loved reading and helping people; became an engineer, writer, and social worker.

Their early interests matched their later achievements. Determination + encouragement + opportunity = success.

**Report / Findings (0.5 mark)**

From this project, I found that childhood interests are powerful indicators of future identity.

- Kalam's curiosity created a scientist.
- Mary Kom's discipline created a world champion.
- Lata Mangeshkar's passion created a melody queen.
- Sudha Murthy's compassion created a humanitarian.

This proves that interests shape thinking, behaviour, dreams, and personality.

**Conclusion (0.5 mark)**

Childhood interests are the roots of future identity. When children follow what they love, they become confident and successful. Encouraging skills and passions helps society grow, while discouraging them leads to loss of talent. Success is strongest when interest and hard work combine.

**Reflection (0.5 mark)**

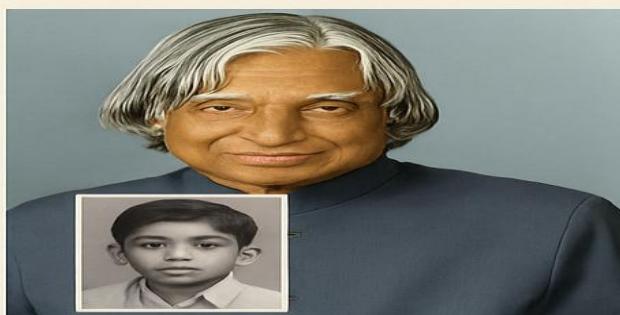
I learned that knowing my own interests is important for understanding who I am. Famous people became great because they followed their passions confidently. This project motivates me to discover my strengths and develop them with dedication.

**Submitted by: \_\_\_\_\_**

**Class VI**

**Academic Year: 2025–26**

## Famous People and Their Childhood Interests



**A.P.J. Abdul Kalam**



**Mary Kom**



**Lata Mangeshkar**



**Sudha Murthy**

### PROJECT WORK – FA (2025–26)

Class: VII | Subject: English

Unit: 6 – Expert Detectives

**Project Title: Understanding Investigation – Interview Findings**

**Marks: 5**

#### Introduction (0.5 mark)

The lesson *Expert Detectives* shows how Maya and Nishad try to think like detectives by observing people, asking questions, and forming opinions. To understand real investigation methods, I interviewed a police officer (or constable/security guard/elder) to learn how trained people identify suspicious behaviour and solve small cases. This project compares real investigation skills with those shown by the children in the lesson.

#### Data Collection (0.5 mark)

I met and interviewed a **local police officer / constable / security guard**.

I prepared a set of questions and recorded their answers in my notebook.

I also referred to newspapers, safety guides, and discussions with teachers to understand basic investigation skills such as observation, questioning, evidence collection, and verification.

#### Assumptions

Before the interview, I assumed:

- Detectives and police officers mainly rely on strong observation.
- Suspicious behaviour is identified through body language and unusual actions.
- Investigation requires patience and logical thinking.
- Real detectives do not jump to conclusions like Maya sometimes does.

#### Hypothesis

If investigators follow a systematic method—observe, question, verify—then they can solve cases correctly.

If they make assumptions without evidence, wrong conclusions will be drawn, just like Maya misjudged Mr. Nath in the story.

#### Interview Questions Asked (0.5 mark)

1. How do you identify whether a person is behaving suspiciously?
2. What is the first thing you look for at a scene where something wrong has happened?
3. How important is observation in your work?
4. Do you rely more on evidence or assumptions? Why?
5. How do you question people without frightening them?
6. What methods help you confirm whether a suspect is innocent or guilty?
7. Have you ever faced a situation where the real story was different from initial assumptions?
8. What advice do you give students who want to be good observers like detectives?

#### Analysis (0.5 mark)

From the officer's answers, I understood:

- Detectives depend heavily on **small clues**—appearance, behaviour, timing, and movement.
- Real investigation focuses on **facts, not imagination**.
- They always **cross-check information** before deciding anything.
- They remain calm and speak politely while questioning people.
- Many cases look suspicious at first but turn out to be simple misunderstandings, similar to how Nishad believes Mr. Nath is a gentle, lonely man, not a criminal.

#### Findings / Report (0.5 mark)

The interview showed that:

- Investigation is systematic, not dramatic.
- Evidence, witness statements, and careful reasoning are more important than opinions.
- Good investigators avoid judging people quickly.
- Maya's behaviour in the story represents a common mistake: assuming without facts.
- Nishad's approach is closer to real detective work—observing kindly and trying to understand the truth.

#### Conclusion (0.5 mark)

Real detectives depend on **observation, patience, evidence, and verification**.

The lesson *Expert Detectives* teaches the same idea: never jump to conclusions.

Investigation becomes successful only when detectives check facts carefully and think logically.

#### Reflection (0.5 mark)

This project helped me understand that detective work is not guessing—it is a science of careful observation and reasoning. I learned that we should treat people respectfully and avoid labelling them without proof. The interview taught me real-life skills: how to ask questions politely, how to listen, and how to think like a responsible investigator.

Submitted by: \_\_\_\_\_

Class VII

Academic Year: 2025–26



## PROJECT WORK – FA (2025–26)

Class: VIII | Subject: English

Unit: 6 – This is Jody's Fawn

Project Title: How Children Show Responsibility – A Case Study

Marks: 5

**Introduction (0.5 mark)**

The lesson *This is Jody's Fawn* shows how a young boy, Jody, takes responsibility for the orphaned fawn. Although he is a child, he shows maturity, compassion, and commitment. This project studies how children today also take responsibility in their homes and compares their actions with Jody's sense of duty.

**Data Collection (0.5 mark)**

I interviewed **10 classmates** to understand the responsibilities they handle at home.

Some examples of responsibilities:

- Helping parents with household chores
- Taking care of younger siblings
- Feeding pets
- Watering plants
- Doing homework without being reminded
- Keeping their room clean

I recorded their answers, classified the duties, and analysed how these responsibilities show their maturity.

**Assumptions**

I assumed that:

- Every child has some form of responsibility, even small ones.
- Children learn responsibility from family and school.
- Not all responsibilities require physical strength; some require emotional maturity like Jody shows.

**Hypothesis**

If children handle responsibilities regularly, they become more mature, disciplined, and caring—just like Jody.

If children avoid responsibilities, they may become dependent, careless, and less confident.

**Survey Table (0.5 mark)**

Student	Home Responsibility	Frequency	Shows Responsibility By...
1	Feeding a pet	Daily	Caring for another living being
2	Washing dishes	Twice daily	Helping family
3	Babysitting sibling	Evenings	Protecting and guiding
4	Watering plants	Daily	Taking care of nature
5	Buying groceries	Weekly	Managing small tasks
6	Preparing school bag	Daily	Being organized
7	Cleaning room	Daily	Self-discipline
8	Helping in kitchen	Evening	Cooperation
9	Completing homework	Daily	Self-responsibility
10	Feeding cattle (village)	Morning	Commitment & care

**Analysis (0.5 mark)**

- Most students perform at least **one daily responsibility**.
- Many responsibilities involve **care**, such as feeding pets, plants, or siblings.
- Some responsibilities involve **self-management**, such as homework and bag preparation.
- Like Jody, children show **concern, commitment, and willingness** to help.
- Jody's responsibility is towards a living creature, which requires **empathy**, the same quality seen in students who care for pets or younger family members.

**Findings / Report (0.5 mark)**

From the survey, I found that:

- Children take responsibility seriously when they understand its importance.
- Responsibility helps build **discipline, kindness, confidence, and independence**.
- The willingness shown by Jody is also seen in many children today.
- Children who take care of animals or siblings show higher emotional maturity.
- Responsibility is not about age but about attitude.

**Conclusion (0.5 mark)**

Responsibility makes children grow into better human beings. Jody's decision to care for the fawn proves that even young children can be thoughtful and dependable. My survey shows that modern children also handle responsibilities that help their families and themselves. Responsibility builds character and prepares children for future challenges.

**Reflection (0.5 mark)**

This project taught me that responsibility is a valuable quality. I realised that, like Jody, children today can show courage, empathy, and commitment. I also understood that taking small responsibilities every day helps us become confident and independent. I will now take my responsibilities more seriously.

**Submitted by:** \_\_\_\_\_

**Class VIII**

**Academic Year: 2025–26**

**PROJECT WORK – FA (2025–26)**

**Class: IX | Subject: English**

**Unit: 6 – My Childhood**

**Project Title: Role of Teachers in Shaping Students**

**Marks: 5**

**Introduction (0.5 mark)**

The lesson *My Childhood* shows how A.P.J. Abdul Kalam was deeply influenced by his teacher, **Sivasubramania Iyer**, who taught him science and also encouraged him to break social barriers. This project studies how real teachers shape students' lives even today. It includes interviews with five teachers and examines the values, motivation, and guidance that teachers offer to help students grow.

**Data Collection (0.5 mark)**

I interviewed **five teachers** from different departments in my school.

The interview focused on:

- Values they try to teach students
- How they motivate or inspire
- Qualities of a good teacher
- Examples of times they helped students solve problems

I also referred to books and articles on great Indian teachers such as **Dr. S. Radhakrishnan, Savitribai Phule, Swami Vivekananda (as a teacher of youth), and A.P.J. Abdul Kalam himself.**

**Assumptions**

Before starting the project, I assumed that:

- Teachers influence more than academic learning—they shape character.
- Every teacher inspires in a different way.
- A good teacher can positively change a student's future, like Iyer changed Kalam's thinking.

**Hypothesis**

If teachers provide students with strong values, motivation, and guidance, then students become confident, responsible, and successful.

If teachers are ignored or undervalued, students may miss opportunities for moral and personal growth.

### Interview Summary Table (0.5 mark)

Teacher	Main Values Taught	Special Guidance Given	Impact on Students
Teacher 1	Honesty & hard work	Helps weak learners after school	Builds confidence
Teacher 2	Respect & discipline	Encourages group activities	Improves teamwork
Teacher 3	Curiosity in science	Gives simple experiments	Develops scientific thinking
Teacher 4	Kindness & empathy	Resolves conflicts peacefully	Teaches emotional maturity
Teacher 5	Time management	Provides study plans	Improves exam performance

### Analysis (0.5 mark)

- All teachers focus on **values**, not just lessons—similar to how Iyer taught Kalam beyond textbooks.
- Each teacher supports students differently: extra classes, counselling, motivating speeches, or practical examples.
- Teachers believe learning becomes meaningful only when students develop **character, confidence, and good habits**.
- Strong teacher-student relationships help students overcome fear, doubt, and discrimination—just like Iyer helped Kalam face social barriers.
- Modern teachers also encourage critical thinking and creativity, which prepares students for real-life challenges.

### Findings / Report (0.5 mark)

From the interviews, I found that:

- Teachers shape students' personalities through values like honesty, courage, discipline, empathy, and curiosity.
- A single good teacher can deeply influence a student's life trajectory.
- Today's teachers face many challenges, but they remain committed to guiding students.
- Teachers often become role models, exactly as Sivasubramania Iyer became a role model for Kalam.
- Education becomes powerful when teachers go beyond the classroom and teach life lessons.

### Conclusion (0.5 mark)

Teachers play a fundamental role in shaping attitudes, dreams, and the future of students. The lesson *My Childhood* and the interviews show that great teachers do not just teach—they **inspire, guide, support, and transform**. When students receive values and encouragement from teachers, they become confident individuals who contribute positively to society.

### Reflection (0.5 mark)

This project taught me to appreciate the role of teachers in my life. I realised that the values my teachers teach me—discipline, respect, curiosity, and kindness—are shaping who I am becoming. Just like Kalam remembered his teacher throughout his life, I believe students should remember and respect teachers who guide them in their journey.

Submitted by: \_\_\_\_\_

Class IX

Academic Year: 2025–26



## PROJECT WORK – ENGLISH (2025–26)

**Class: X**

**Subject: English**

**Lesson: 6 – *Mijbil the Otter***

**Project Title:**

**Loneliness and Companionship: Why Humans Bond With Animals**

### **Introduction**

The lesson *Mijbil the Otter* presents a touching relationship between the narrator and an otter. Beyond humour and affection, the story reveals a deeper emotional truth: animals often fill emotional gaps in human lives. This project explores why humans seek companionship from animals, how animals provide emotional support, and whether such bonds heal loneliness or replace human connections.

### **Objective of the Project**

- To understand psychological reasons behind human–animal bonding
- To study the role of therapy animals and emotional support pets
- To distinguish between healthy companionship and emotional dependency
- To reflect on whether animals heal humans or substitute human relationships

### **Data Collection**

Information for this project was collected from:

- Psychology articles on human–animal interaction
- Case studies on therapy and emotional support animals
- Newspapers and online research
- Observations from real-life pet owners
- Analysis of *Mijbil the Otter*

### **Assumptions**

- Humans experience loneliness due to stress, isolation, or lack of emotional connection.
- Animals provide unconditional affection without judgment.
- Emotional bonding with animals can improve mental well-being.
- Excessive dependence on animals may reduce human social interaction.

### **Hypothesis**

If humans maintain a balanced emotional bond with animals, it promotes mental health and emotional stability.

If humans replace human relationships entirely with animals, it may lead to emotional dependency and social isolation.

### **Analysis**

#### **1. Psychological Reasons Humans Bond With Animals**

- Animals offer **non-judgmental companionship**.
- They provide **routine, purpose, and emotional comfort**.
- Human brains release **oxytocin**, the “bonding hormone,” when interacting with animals.
- Animals respond through actions, not criticism, making them emotionally safe companions.

In *Mijbil the Otter*, the narrator’s bond with Mijbil fills an emotional emptiness, bringing joy and companionship.

#### **2. Therapy Animals and Emotional Support Pets**

- Therapy animals are used in hospitals, schools, and rehabilitation centres.
- Dogs, cats, horses, and even dolphins help reduce anxiety and depression.
- Emotional support animals help people with PTSD, autism, and loneliness.
- Unlike medical treatment, animal therapy works through **empathy and emotional presence**.

This shows that animals genuinely help humans emotionally, not just symbolically.

#### **3. Companionship vs Dependency**

##### **Companionship**

Emotional support alongside human bonds

Encourages positivity and responsibility

Balanced and healthy

Animal is a companion

##### **Dependency**

Replacement of human relationships

Causes social withdrawal

Excessive and harmful

Animal becomes emotional crutch

In the story, the narrator enjoys companionship, but the ethical question arises: did Mijbil suffer due to human needs? 8

### Findings

- Animals reduce loneliness and emotional stress in humans.
- Healthy bonding improves empathy and emotional intelligence.
- Therapy animals play a scientifically proven role in mental health care.
- Emotional dependency on animals can become unhealthy if it replaces human interaction.
- In *Mijbil the Otter*, companionship brings joy but also raises questions of animal welfare.

### Conclusion

Animals have a powerful ability to heal emotional wounds and reduce loneliness. They provide comfort, companionship, and emotional stability. However, animals should **support** human emotional life—not replace human relationships. True emotional health lies in balancing human bonds with animal companionship, respecting the animal's natural needs and freedom.

### Reflection

This project helped me understand that the bond between humans and animals is emotional and psychological, not merely affectionate. Animals can heal humans, but humans must also respect animals as living beings with instincts and needs. *Mijbil the Otter* taught me that companionship brings happiness, but responsibility and balance define true love.

### Reflective Question

**Do animals heal human loneliness—or are humans sometimes using animals to escape human relationships?**

**Submitted by:** \_\_\_\_\_

**Class:** X

**Academic Year:** 2025–26



## CLASS 6 – FA3 2025–2026 BOOK REVIEW

**Title of the Book:** *Tenali Rama and the Clever Thief*

**Author:** Indian Folktale

**Number of Pages:** 64

**Type of Book:** Moral Story

**Main Characters:**

Tenali Rama – clever and witty

The Thief – greedy and foolish

**Summary of the Book:**

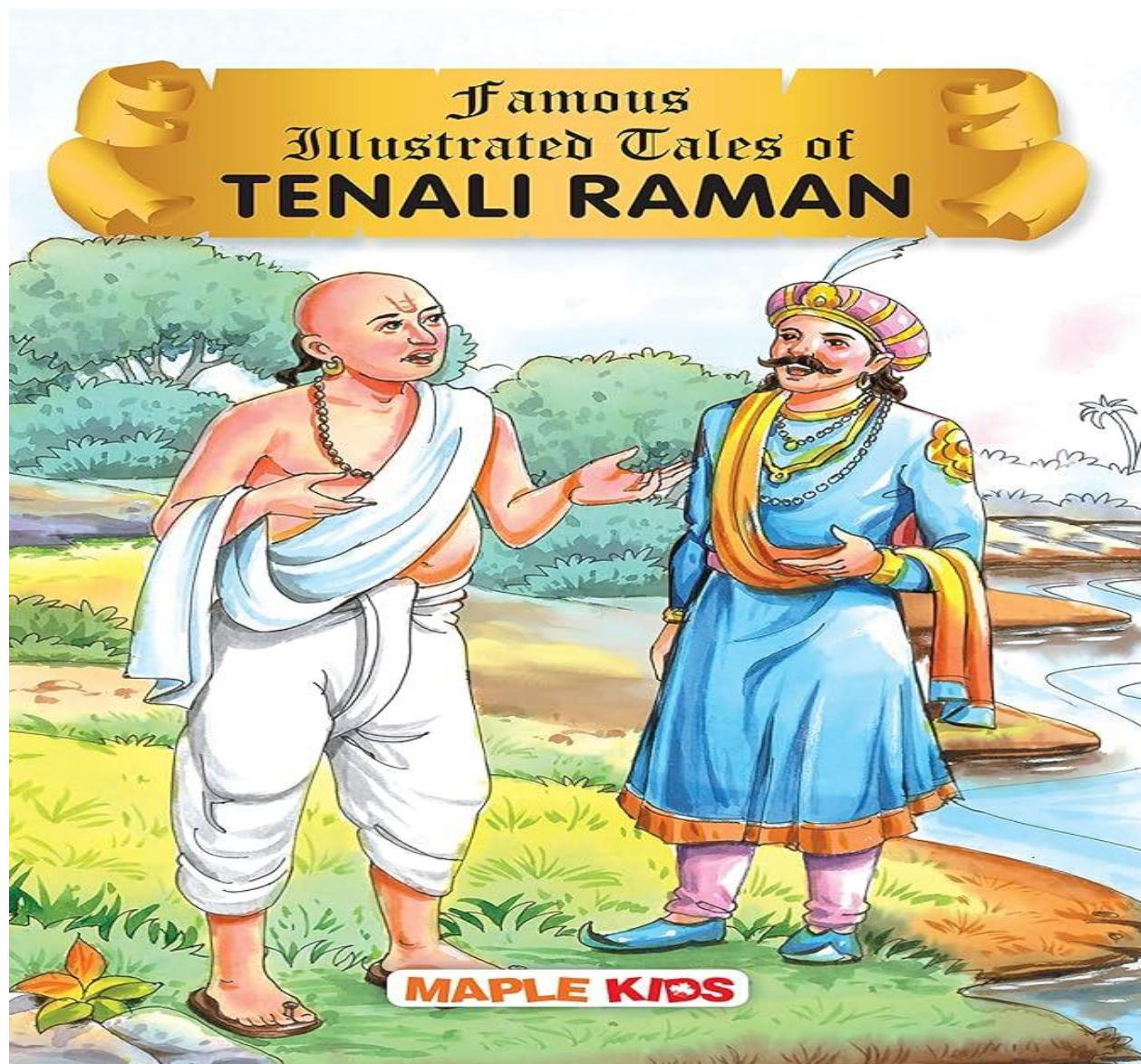
The story is about Tenali Rama, a wise and intelligent man. One night, a thief plans to steal from his house. Tenali overhears the plan and cleverly tricks the thief into working the whole night without getting anything. In the end, the thief realises his mistake and feels ashamed of his actions.

**Message / Moral:**

Intelligence and presence of mind are more powerful than strength.

**My Reflections:**

This book improved my interest in reading English stories. I learned new words and understood how clever thinking can solve problems. It helped me speak and write simple English sentences confidently.



## CLASS 7 – FA3 2025–2026 BOOK REVIEW

## **Title of the Book: *Panchatantra Tales***

**Author:** Vishnu Sharma

**Publisher & Pages:** Various editions, 150 pages

**Genre:** Moral / Fables

## Main Characters:

Animal characters like lions, rabbits, foxes, and kings with human qualities.

## Summary of the Book:

Panchatantra is a collection of ancient Indian stories written to teach life skills. Each story presents a problem related to friendship, danger, or wisdom. The characters solve problems using intelligence rather than physical power. The stories are short, interesting, and meaningful.

### Theme / Message:

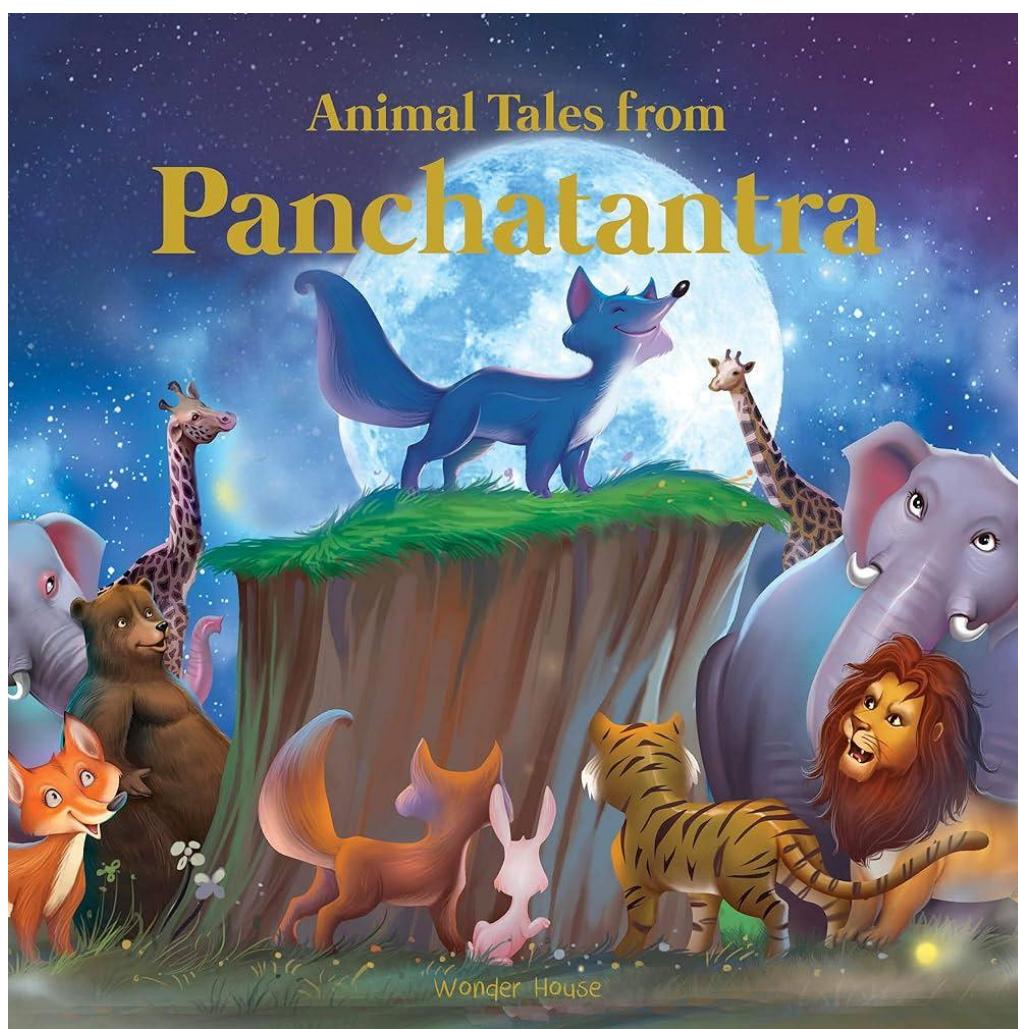
Wise thinking and correct decisions lead to success in life.

## Language and Style:

**Language and Style:** The language is simple and clear, suitable for young readers.

## My Reflections:

This book helped me improve my vocabulary and sentence formation. It encouraged me to think before acting and express ideas clearly in English.



## CLASS 8 – FA3 2025–2026 BOOK REVIEW

**Title of the Book:** *The Magic of the Lost Temple*

**Author:** Sudha Murty

**Year & Pages:** 2014, 144 pages

**Genre:** Adventure / Educational

### Main Characters:

Nooni – curious and observant

Her grandparents – wise and supportive

### Summary of the Book:

The story follows Nooni, a young girl who visits her grandparents' village during holidays. While exploring the village, she discovers an ancient stepwell. She learns about traditional Indian engineering, culture, and village life. The story encourages learning through observation and curiosity beyond textbooks.

### Theme / Message:

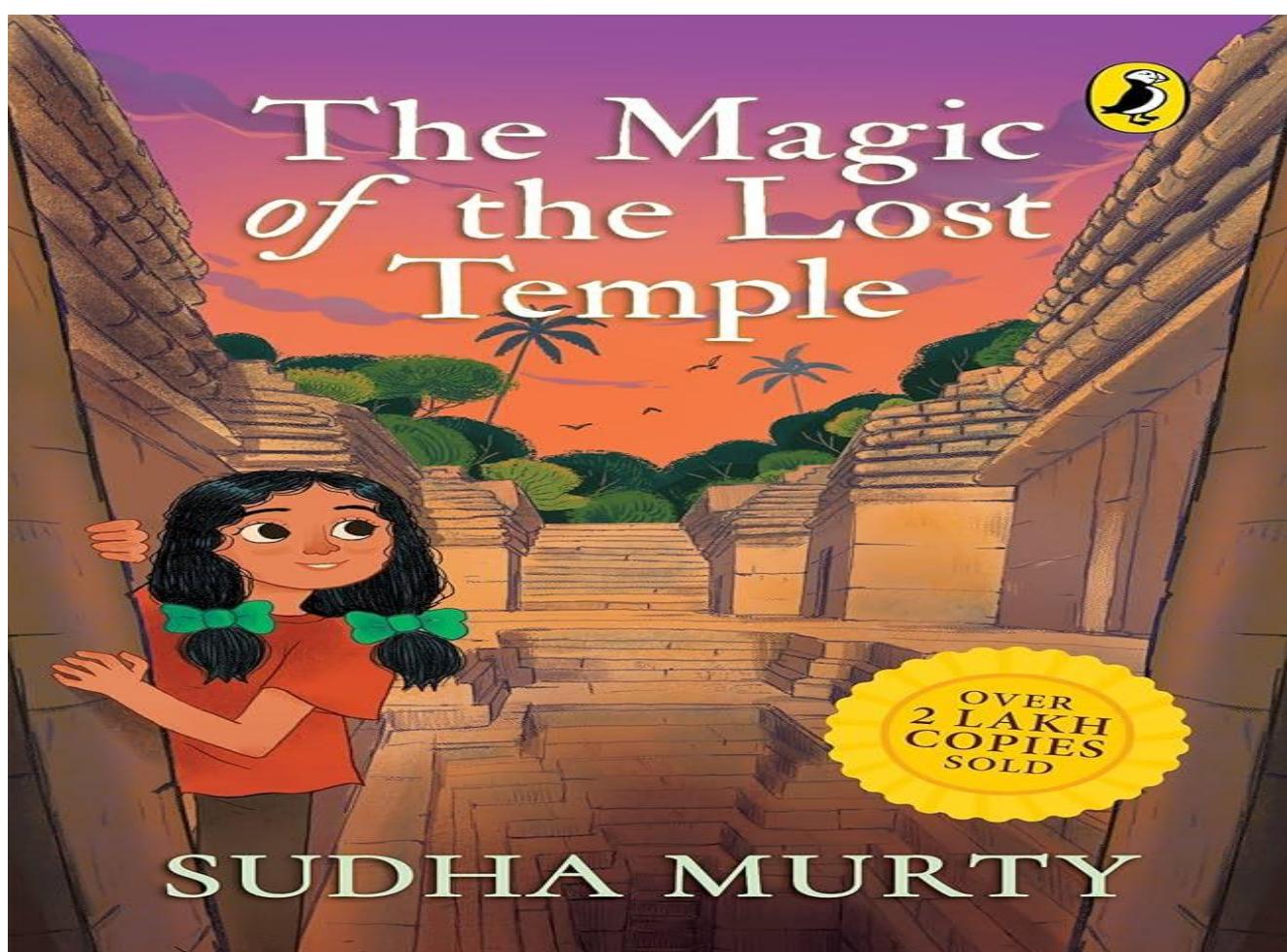
Curiosity, respect for heritage, and learning from real life.

### Language and Style:

The language is simple, descriptive, and engaging.

### My Reflections:

This book improved my paragraph writing skills. It helped me organise ideas logically and increased my interest in science and Indian heritage.



## CLASS 9 – FA3 2025–2026 BOOK REVIEW

**Title of the Book:** *Wings of Fire*

**Author:** Dr. A. P. J. Abdul Kalam

**Publisher, Year & Pages:** Universities Press, 1999, 180 pages

**Genre:** Autobiography / Inspirational

**Main Characters:**

Dr. Abdul Kalam, his parents, teachers, and fellow scientists.

**Summary of the Book:**

The book describes Dr. Kalam's journey from a humble childhood in Rameswaram to becoming a leading Indian scientist. It highlights his education, struggles, failures, and achievements in ISRO and DRDO. The narrative shows how discipline, perseverance, and teamwork shaped his success. The book inspires students to dream big and work hard.

**Theme / Message:**

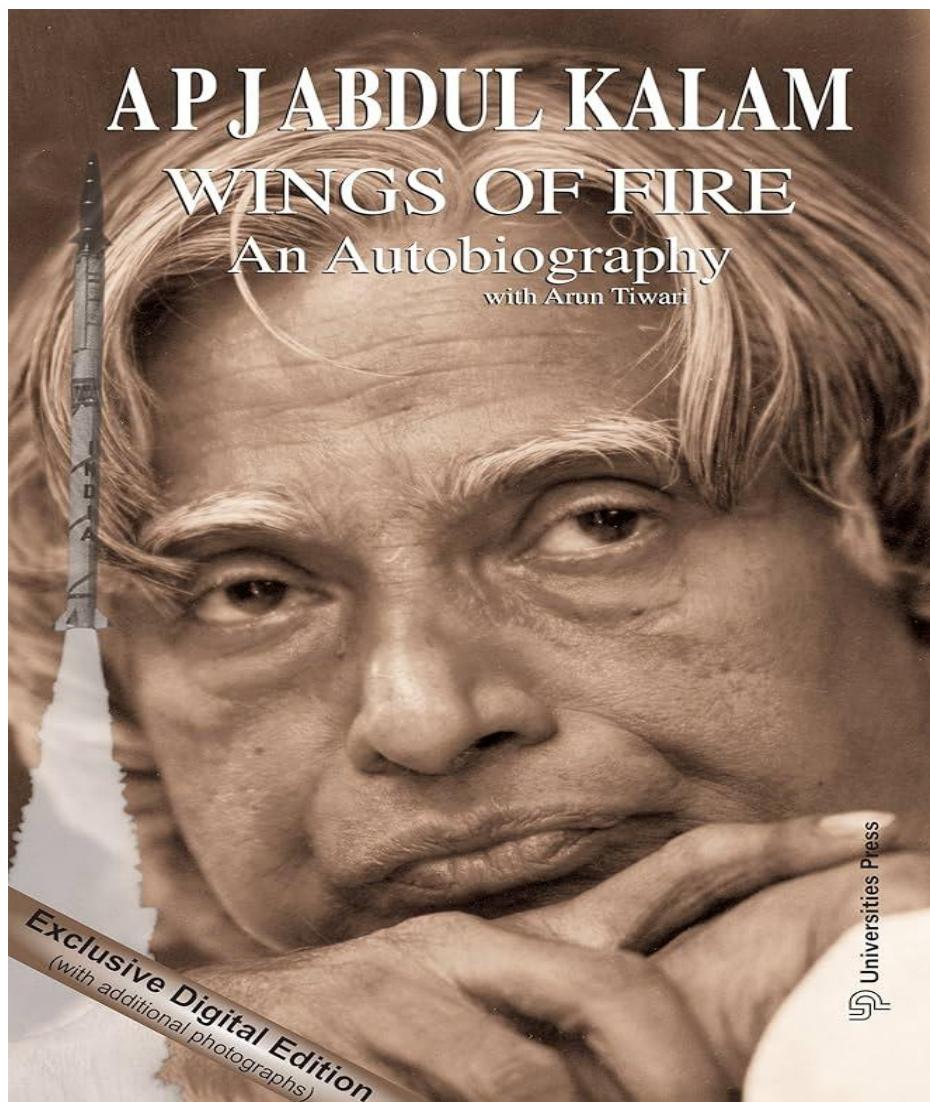
Hard work, self-belief, and dedication lead to success.

**Language and Style:**

The language is simple, sincere, and motivational.

**My Reflections:**

This book strengthened my analytical thinking and vocabulary. It helped me express opinions clearly and motivated me to set higher goals in life.



## CLASS 10 – FA3 2025–2026 BOOK REVIEW

**Title of the Book:** *My Experiments with Truth*

**Author:** Mahatma Gandhi

**Publication Details & Pages:** Navajivan Publishing, 250 pages

**Genre:** Autobiography / Inspirational

### Main Characters:

Mahatma Gandhi and people who influenced his life.

### Summary of the Book:

This autobiography presents Gandhiji's life experiences from childhood to adulthood. It explains how he practised truth, non-violence, and self-discipline in real situations. The book narrates his moral struggles, learning, and personal growth. It inspires readers to live an honest and principled life.

### Theme / Message:

Truth and non-violence are powerful forces for personal and social change.

### Language and Style:

The language is reflective, clear, and impactful.

### My Reflections:

This book enhanced my critical thinking and mature expression. It improved my vocabulary and helped me write thoughtful and meaningful answers in English.

