



आ नो भद्राः क्रतवो यन्तु विश्वतः

“ आ नो भद्राः
क्रतवो यन्तु विश्वतः
Let the noble thoughts
come from all directions ”

Class: 3 to 5

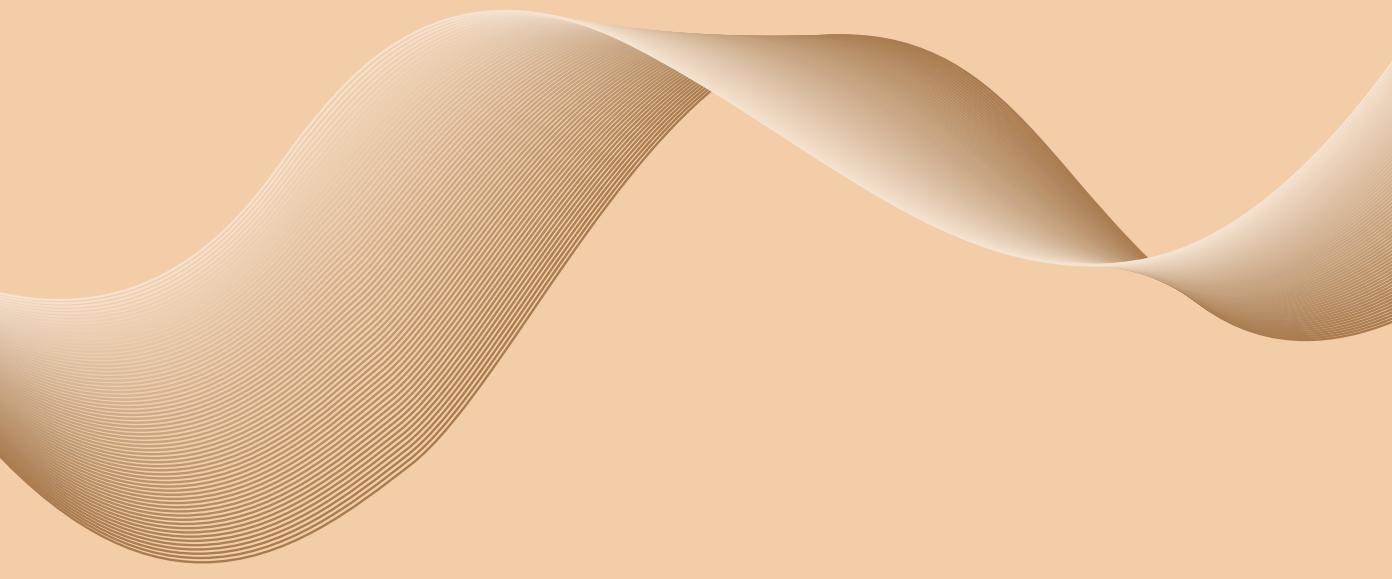


Hindi ★ English ★ Sanskrit ★ TWAU ★ Math ★ Computer

Our Vision

Bhartiya Shiksha Board (BSB) has developed a national education system that seamlessly integrates cutting-edge scientific research in brain development, child psychology, and learner-centric pedagogical approaches with the venerable traditions of our indigenous schooling model — the Guru Shishya Parampara. In doing so, the BSB curriculum embodies a balanced synthesis of wisdom from ancient Indian knowledge systems (IKS), and contemporary scientific advancements and technology.

Aligned with the guidelines of the National Curriculum Framework (NCF 2023), the Board lays significant emphasis on Competency Based Learning, and the cultivation of 21st-century skills among students, right from the Foundational Stage up to the Secondary Stage. This approach aims to nurture critical thinking and problem-solving abilities, essential for lifelong learning and success in a dynamic world. Moreover, the Board acknowledges the pivotal role of continuous professional development of educators, to ensure that they are equipped to transact the curriculum effectively and maximize student learning outcomes.



Swami Ramdev and Acharya Balkrishna envision an educational system that cultivates well-rounded individuals who are not only intellectually proficient, but also morally and spiritually grounded. Their perspective on education seamlessly integrates traditional Indian wisdom with contemporary educational practices, focusing on self-realization and holistic development. They emphasize the importance of instilling values such as discipline, respect, and moral integrity in students. According to them, education should help build the character and foster a sense of responsibility towards society and the nation. True education transcends textbooks and exams, nurturing the mind, body, and soul, and equipping individuals with the necessary 21st-century skills to positively impact society and the nation, in the modern world.

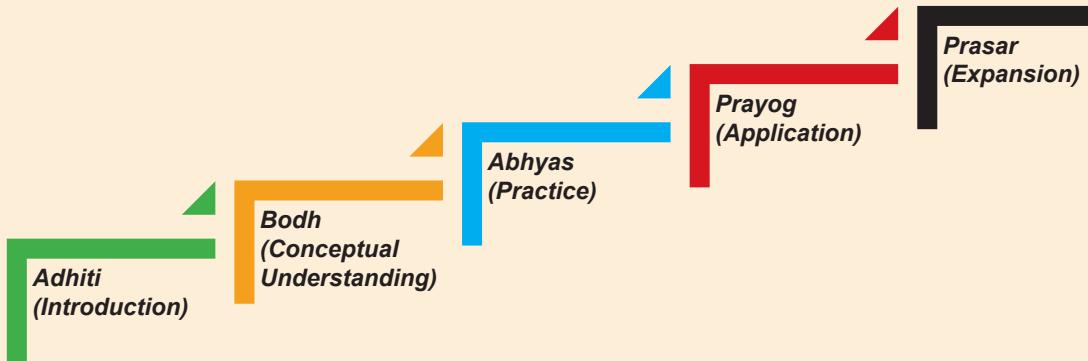


The vision of BSB regarding education aims to create a progressive, inclusive, and dynamic educational ecosystem, that empowers students to become responsible, innovative, and capable leaders of the future. In the contemporary educational landscape, there is a growing recognition of the need to integrate modern competencies with ancient wisdom and cultural heritage. This holistic approach aims to produce well-rounded individuals who are not only adept in contemporary skills, have the knowledge to prioritize economic growth, but also remain grounded in their cultural identity and ethical values. Education should foster scientific and technological advancements with environmental sustainability. It acts as a catalyst for promoting social justice and equality, shaping a society where every individual, regardless of their background, has the opportunity to thrive. Moreover, it encourages student participation and contribution, vital for shaping the economic, cultural, and democratic environment. Together, these elements forge a path towards a prosperous, progressive, and harmonious global community.

Dr N. P. Singh
I. A. S. (Retd)
Executive Chairman
Bhartiya Shiksha Board

Panchpadi

The Bhartiya Shiksha Board emphasises a five-step learning process called 'Panchpadi', which provides a useful framework for teachers to plan and organise classroom instructional practices.

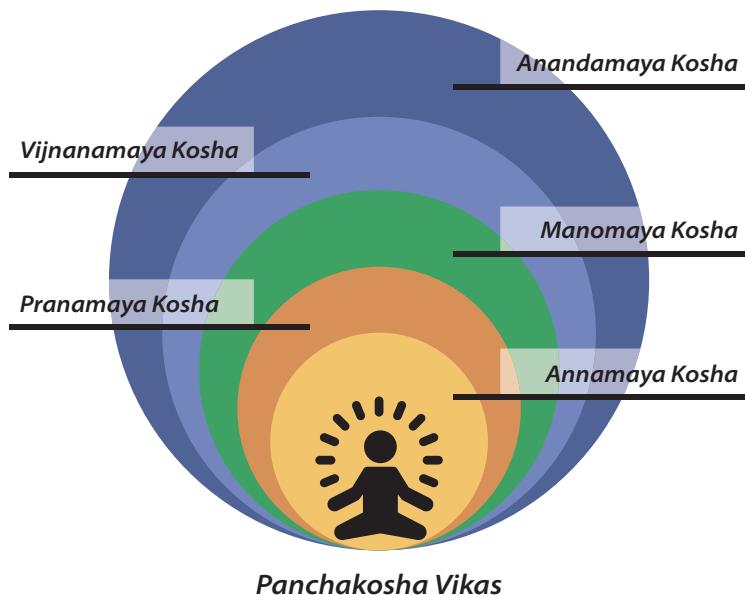


Panchakosha Vikas

Panchakosha Vikas (Five-fold Development) - A keystone in Indian tradition.

The child is a whole being with Panchakoshas or five sheaths. The layers are Annamaya Kosha (physical layer), Pranamaya Kosha (life force energy layer), Manomaya Kosha (mind layer), Vijnanamaya Kosha (intellectual layer) and Anandamaya Kosha (inner self). Each layer exhibits certain distinct characteristics. The holistic development of a child takes into account the nurturing and nourishment of these five layers.

Specific types of practices are designed to enable the development of each of these koshas. However, the practices are designed keeping in mind that the koshas are interconnected and so activities that focus primarily on one would also contribute to the development of the others.



अक्षरा

3 4 5

कक्षा 3, 4 एवं 5 के लिए हिंदी भाषा अधिगम हेतु पाठ्यपुस्तकों में निम्नलिखित बिंदुओं का समावेश किया गया है—

- कक्षा -3, 4 एवं 5 की हिंदी पाठ्यपुस्तक का शीर्षक अक्षरा है, जो विद्या की अधिष्ठात्री माँ सरस्वती का पर्यायवाची है।
- पाठ्यपुस्तक में भाषा अधिगम के विभिन्न आयामों के साथ ही इसमें तकनीकि आधारित (ऑडियो/विजुअल) अधिगम को समाहित किया गया है।



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अक्षरा हिंदी की पाठ्यपुस्तक-3, 4 एवं 5 का मूल उद्देश्य विद्यार्थियों में भारतीय जीवन मूल्यों का संवर्धन, भाषायी दक्षता, रचनात्मक तथा तर्कसंगत क्षमता का विकास करना है। भारतीय शिक्षा बोर्ड देश के समृद्ध ज्ञान, भाषायी एवं सांस्कृतिक विरासत पर गर्व करता है; साथ ही इक्कीसवीं सदी की राष्ट्रीय शिक्षा नीति 2020 के अनुरूप विद्यार्थियों को वैज्ञानिक दृष्टिकोण, रोजगारोन्मुख शिक्षा के लिए भाषायी कौशल एवं आधुनिक चेतना से संपृक्त करने के लिए प्रतिबद्ध है।

भाषा की उपादेयता

राष्ट्रीय पाठ्यचर्चा की रूपरेखा 2023 के अनुसार भाषा केवल संवाद का माध्यम भर नहीं है अपितु इसके द्वारा मनुष्य का उत्तरोत्तर विकास संभव होता है। यह विद्यार्थियों के संज्ञानात्मक, सामाजिक और सांस्कृतिक अनुभवों का केंद्र है।

भाषा विद्यार्थियों में 'स्व' की चेतना जागृत करने के साथ-साथ उनका समाज के साथ तादात्म्य स्थापित करने में सहायक होती है। साथ ही अपने परिवेश की बेहतर समझ के साथ, विद्यालयी पुस्तकों द्वारा प्राप्त मौखिक एवं लिखित रूपों में उपलब्ध ज्ञान तक पहुँचने, समझने और उसका विश्लेषण करने में दक्ष बनाती है।

यह पुस्तक राष्ट्रीय पाठ्यचर्चा 2023 के निर्धारित शिक्षण मानकों, पाठ्यक्रम, प्रारंभिक चरण के लिए सीखने के प्रतिफलों के अनुरूप तैयार की गई है। इसका उद्देश्य विद्यार्थियों में अपने परिवेश से प्राप्त अनुभवजन्य ज्ञान को व्यावहारिक दृष्टिकोण से जोड़ते हुए उनमें सामाजिक-सांस्कृतिक चेतना और उसके तार्किक पक्ष का विकास करना है। इसके लिए पाठ्यपुस्तक को रोचक एवं कलात्मक रखते हुए उसे विभिन्न गतिविधियों द्वारा अधिक प्रभावोत्पादक बनाने का प्रयास किया गया है। इससे विद्यार्थियों में भाषा के प्रति स्वाभाविक रुचि उत्पन्न होगी तथा उन्हें सीखने के लिए प्रेरित किया जा सकेगा।

राष्ट्रीय पाठ्यचर्चा की रूपरेखा 2023 के मुख्य बिंदु

- सामाजिक सहभागिता
- विवेक एवं विचारों की स्वायत्तता
- लोकतांत्रिक सहभागिता
- आत्म अभिव्यक्ति
- सांस्कृतिक भागीदारी



राष्ट्रीय पाठ्यचर्चा 2023 के अनुसार भाषा शिक्षा के उद्देश्य



विद्यालयी शिक्षा के उद्देश्य

- भाषा की समझ एवं अभिव्यक्ति का विकास
- तार्किक क्षमता एवं दक्षता का विकास
- जीवन मूल्यों का बोध एवं उनका अनुशीलन

विद्यार्थियों में भाषायी दक्षता और उनकी चिंतन शक्ति को विकसित करने के लिए पाठ्यसामग्री के निर्माण में निम्नलिखित तथ्यों को ध्यान में रखा गया है—

- पाठ में सम्मिलित संवाद की सहायता से विद्यार्थियों में मौखिक भाषा कौशल का विकास होता है जिससे वे विचारों को सुसंगत रूप से समझ और संप्रेषित कर सकें। इस उद्देश्य की प्राप्ति के लिए सभी पाठों में अभ्यास-कार्य हेतु मौखिक प्रश्न दिए गए हैं।
- यह विद्यार्थियों में पठन संस्कृति एवं पठन के बुनियादी बिंदुओं के आधार पर पाठों (जैसे—गद्य-पद्य के विभिन्न परिचित एवं अपरिचित रूपों) की समझ को विकसित करती है। पुस्तक में स्वतंत्र पठन हेतु कक्षा-3 में 'हिमालय', 'हिंद देश

के निवासी', कक्षा-4 में 'दादा और उनका पोता', 'हमारे हस्तशिल्प', कक्षा-5 में 'प्रजापति का उपदेश', 'मकर संक्रान्ति' आदि पाठ दिए गए हैं।

- यह विद्यार्थियों को सरल और मिश्रित वाक्य संरचनाएँ सीखने एवं लिखने की क्षमता को विकसित करती है। इस उद्देश्य की पूर्ति हेतु सभी पाठों में 'लिखित' एवं 'भाषा की समझ' आदि अभ्यास-कार्य दिए गए हैं। साथ ही राष्ट्रीय पाठ्यचर्या की रूपरेखा 2023 के मानकों के अनुसार बहुभाषिक संवाद हेतु एक विशेष अध्याय दिया गया है, जो भारत की भाषायी एवं सांस्कृतिक एकता की समझ विकसित करता है।
- विद्यार्थियों में शब्दों के अभिव्यक्ति कौशल के विकास हेतु कविता लेखन एवं वाचन, वाद-विवाद, परिचर्चा, नाट्य प्रस्तुति आदि गतिविधियों का इसमें समावेश किया गया है।

इस पाठ्यपुस्तक में भारत की बहुरंगी संस्कृति को प्रमुखता से समाहित किया गया है। जनजातीय समुदाय, भाषा की विविधता, स्त्रियों की सहभागिता, नैतिक एवं सांस्कृतिक मूल्य, इतिहास के पन्नों से वंचित जननायक, भारत की प्रमुख साहित्यिक भाषाओं का अनुवाद आदि से विद्यार्थियों को जोड़ते हेतु पाठों को तैयार किया गया है।

स्वामी विवेकानन्द के अनुसार—‘व्यक्ति के भीतर समस्त ज्ञान अवस्थित हैं, जिसे जागृत करने के लिए उपयुक्त वातावरण निर्मित करने एवं उसके व्यावहारिक क्रियान्वयन पर ध्यान देने की आवश्यकता है।’ इसी उद्देश्य की पूर्ति हेतु अक्षरा हिंदी पाठ्यपुस्तक-3,4 एवं 5 पंचपदी शिक्षण पद्धति-अधीति, बोध, अभ्यास, प्रयोग एवं प्रसार पर आधारित है। राष्ट्रीय पाठ्यचर्या की रूपरेखा 2023 के अनुसार यह शिक्षण पद्धति विद्यार्थियों में पाठ्यवस्तु की ग्राह्यता एवं उसके व्यावहारिक प्रयोग की समझ को विकसित करती है जिससे वे मौखिक एवं लिखित अभिव्यक्ति की दक्षता प्राप्त कर सकें।

अक्षरा हिंदी पाठ्यपुस्तक-3, 4 एवं 5 विषय की सैद्धांतिक समझ को निरंतर अभ्यास एवं व्यावहारिक क्रियान्वयन द्वारा विद्यार्थियों के अनुभवजन्य ज्ञान से जोड़कर उनमें भाषायी कौशल विकसित करने के उद्देश्य से निर्मित की गयी है।

भारतीय शिक्षा बोर्ड, राष्ट्रीय पाठ्यचर्या की रूपरेखा (एन.सी.एफ.) 2023 के दृष्टिकोण और उद्देश्यों के अनुरूप विद्यालयों में परिवर्तन लाने में सहायक होने हेतु प्रतिबद्ध है।

भाषायी कौशल का विकास

भारतीय शिक्षा बोर्ड की कक्षा-3, 4 एवं 5 हिंदी की पाठ्यपुस्तक विद्यार्थियों के भाषायी कौशलों के विकास को केन्द्र में रखते हुए निर्मित की गई है। इस पुस्तक में निम्न भाषागत कौशलों के विकास को समाहित किया गया है—

भाषायी कौशल

रचनात्मक मूल्यांकन	प्रयोगात्मक भाषा कौशल
भाषा की तकनीकि पूर्ण दृष्टि	शब्दकोश का संवर्धन
बहुभाषिकता का बोध	भारतीय ज्ञान परंपरा की समझ
विवेचनात्मक दृष्टि	भारतीय संस्कृति का मूल्यबोध
कल्पनाशीलता एवं रचनात्मक क्षमताएँ	श्रवण, वाचन, पठन एवं लेखन कौशल का विकास

पाठ्यपुस्तक के निर्माण हेतु पाठों के चयन का प्रारूप

भारतीय शिक्षा बोर्ड की हिंदी की पाठ्यपुस्तकों में पाठों के चयन में वेदों, उपनिषदों, गीता एवं भारतीय संस्कृति से ग्रहण किए गए मूल्य, भारतीय भाषाओं से अनूदित साहित्य, हिंदी भाषा की महत्वपूर्ण विधाओं के साथ-साथ (विद्यार्थी के आयु एवं मानसिक स्तर की) ऐसे महानायकों की जीवनियों का भी चयन किया गया है जिन्हें इतिहास के पन्नों में पर्याप्त स्थान नहीं मिला। अक्षरा-3, 4 एवं 5 के पाठों का विवरण निम्नलिखित है—

अक्षरा 3 अनुक्रम

क्र. सं.	पाठ	विधा	रचनाकार का नाम
1.	सरस्वती वंदना	कविता	ओम निश्चल
2.	मनु का रक्षक मत्स्य	आख्यान	शतपथ ब्राह्मण
3.	कंजूस और सोना	कहानी	सूर्यकांत त्रिपाठी 'निराला'
4.	हिमालय	कविता	सोहन लाल 'द्विवेदी'
5.	आहार-विहार	निबंध	विभागीय
6.	चाँद का कुर्ता	कविता	रामधारी सिंह 'दिनकर'
7.	भीमा नायक	चित्रकथा	विभागीय
8.	कबीर के दोहे	दोहे	कबीरदास
9.	हमारे राष्ट्रीय गौरव	निबंध	विभागीय
10.	हिंद देश के निवासी	गीत	विनय चंद मौदग्ल्य

11.	मिट्ठू	कहानी	मुंशी प्रेमचंद
12.	मनीषा बापट	जीवनी	विभागीय
13.	साहस और संकल्प का महापर्व : दशहरा	निबंध	विभागीय
14.	छोटी-सी हमारी नदी	कविता	रवींद्रनाथ 'टैगोर'
15.	किस्सा एक दाने का	लोककथा	गिजुभाई 'बधेका'
16.	कथा चण्डरव शृगाल की	चित्रकथा	विभागीय
17.	हमारे पूर्वज	ज्ञानवर्धन एवं क्रियाकलाप हेतु	विभागीय
18.	भारतीय सांस्कृतिक विरासत	ज्ञानवर्धन एवं क्रियाकलाप हेतु	विभागीय

अक्षरा 4 अनुक्रम

क्र. सं.	पाठ	विधा	रचनाकार का नाम
1.	हमारा देश	कविता	सुब्रह्मण्यम भारती
2.	सहेली	कहानी	उपासना
3.	बया	कविता	महादेवी वर्मा
4.	दादा और उनका पोता	कहानी	विभागीय

5.	दूध हरा क्यों नहीं ?	एकांकी	डॉ. रामकुमार वर्मा
6.	अब्दुल हमीद	जीवनी	विभागीय
7.	तुलसीदास के दोहे	दोहे	तुलसीदास
8.	हमारे हस्तशिल्प	निबंध	विभागीय

9.	बिरसा मुण्डा	चित्रकथा	विभागीय
10.	स्कूल के दिन	आत्मकथांश	महात्मा गांधी
11.	शक्ति परीक्षा	आख्यान	केनोपनिषद्, तृतीय खण्ड
12.	सुंदर है सृष्टि की हर रचना	कविता	सिद्धैर्या पुराणिक
13.	सानातोंबि ने राज्य सँभाला	लोककथा	विभागीय
14.	होली	कविता	सफदर हाशमी

15.	आखिर चुक्कू कहाँ गया ?	कहानी	स्वयं प्रकाश
16.	बया दंपति और बानर की कथा	चित्रकथा	पंचतंत्र पर आधारित
17.	हमारे पूर्वज	ज्ञानवर्धन एवं क्रियाकलाप हेतु	विभागीय
18.	भारतीय सांस्कृतिक विरासत	ज्ञानवर्धन एवं क्रियाकलाप हेतु	विभागीय

अक्षरा 5 अनुक्रम

क्र.सं.	पाठ	विधा	रचनाकार का नाम
1.	जय जन भारत	कविता	सुमित्रानंदन पंत
2.	वनदेवी	कहानी	रस्किन बॉन्ड
3.	चूहा और मैं	व्यंग्य	हरिशंकर परसाई
4.	प्रजापति का उपदेश	आख्यान	वृहदारण्यक उपनिषद् पर आधारित
5.	रहीम के दोहे	दोहे	रहीम
6.	मेघनाद साहा	जीवनी	देवेंद्र मेवाड़ी
7.	अष्टावक्र	आख्यान	महाभारत के बनपर्व की कथा पर आधारित
8.	शांति	आख्यान	महाभारत से प्रेरित
9.	नारियल का पेड़	कहानी	मूल लेखिका-जयती नायक अनुवाद-सरिता सैल
10.	रानी दुर्गावती	जीवनी	विभागीय

11.	छोड़ दो मुझे	कविता	बालमणि अम्मा
12.	मकर संक्रान्ति	निबंध	विभागीय
13.	पक्षियों का कवि सम्मेलन	गीत-कथा	निलय उपाध्याय
14.	हरे दोस्त	कहानी	अखिलेश श्रीवास्तव चमन
15.	मामी निशा	कविता	रामनरेश त्रिपाठी
16.	बानर-मकर कथा	चित्रकथा	विभागीय
17.	हमारे पूर्वज	ज्ञानवर्धन एवं क्रियाकलाप हेतु	विभागीय
18.	भारतीय सांस्कृतिक विरासत	ज्ञानवर्धन एवं क्रियाकलाप हेतु	विभागीय

पाठ्यपुस्तक की विशेषताएँ

सीखने का प्रतिफल

विद्यार्थी पाठों एवं गतिविधियों के लक्ष्य/उद्देश्य को समझने/जानने में सक्षम हो पाते हैं।

शब्दार्थ

पाठ में आए कठिन शब्दों के अर्थ जान पाते हैं। इससे पठन कार्य सहज होता है एवं शब्द संपदा का भी विकास होता है।

हम सब एक हैं...

अन्य भारतीय भाषाओं के शब्दों को सीखने से हिंदी के अतिरिक्त अन्य भाषाओं के प्रति रुचि जाग्रत होगी।

शिक्षण-संकेत

शिक्षक/शिक्षिकाओं को पाठ के अध्यापन कार्य हेतु शिक्षार्थियों की कक्षा के अनुकूल ही संकेत दिए गए हैं।

क्या आप जानते हैं ?

विद्यार्थी नवीन एवं अद्यतन सूचनाएँ प्राप्त कर ज्ञान में वृद्धि कर पाते हैं।

मौखिक

पाठ को शुद्ध ढंग से पढ़ने, कठिन शब्दों का उच्चारण करने, सोच-समझकर प्रश्नों के उत्तर देने, चित्र देखकर अपने विचार साझा करने आदि में सक्षम हो पाते हैं। यह राष्ट्रीय पाठ्यचर्चा की रूपरेखा 2023 के अनुसार वाचन कौशल की क्षमता को विकसित करता है।

सार्वनात्मक कौशल

विभिन्न प्रकार के कार्य यथा-कला, खेल और संगीत से सह-संबंध स्थापित करने, रंगों की पहचान करने, हस्त शिल्प सीखने आदि में सक्षम होंगे।

मूल्यबोध

इसके अंतर्गत पाठ के आधार पर विद्यार्थियों में विकसित होने वाले मूल्यों के प्रति ध्यानाकरण होता है।

हमारा ज्ञान वैभव

इसके अंतर्गत प्राचीन भारतीय साहित्य के विषय में जानकारी प्राप्त होती है। साथ ही भारतीय ज्ञान परंपरा के बारे में ज्ञान वर्धन होता है।

पठन-अभ्यास

विद्यार्थी शब्दों का स्पष्ट उच्चारण, आरोह-अवरोह के साथ पठन, कविताओं का लय के साथ गायन आदि करने में समर्थ हो पाते हैं।

लिखित

चिंतन-मनन कर सुंदर अक्षरों में शब्द एवं प्रश्नों के उत्तर लिखने से लेखन-कौशल विकसित होगा एवं पाठ में पढ़े गए विषय के प्रति उचित समझ विकसित होगी।

भाषा की समझ

शुद्ध भाषा सीखने और लिखने के उद्देश्य से व्याकरण बिन्दुओं की परिभाषा एवं उदाहरण सहित सरल एवं सुबोध तरीके से दी गई है। अधिकांश प्रश्नों का हल पुस्तक में ही लिखने के लिए पर्याप्त जगह दी गई है।

सुनने का आनंद

पाठ को, पठन के अतिरिक्त अन्य माध्यमों यथा-पाठ आधारित वाचन, कविता का स्स्वर पाठ, कहानी-श्रवण आदि से सीखना एवं आत्मसात करना रुचिकर होता है। यह राष्ट्रीय पाठ्यचर्चा की रूपरेखा 2023 के अंतर्गत वर्णित श्रवण कौशल को विकसित करता है।

सोचिए और कीजिए

इसके अंतर्गत दी गई गतिविधियों या प्रश्नों को हल करने से विद्यार्थियों में चिंतन एवं तर्क शक्ति का विकास होता है।

KRITTIKA-3

ROHINI-4

MRIGASHIRA-5

English language learning resources for class 3, 4 & 5 include the following:

- The textbooks titled *Krittika*, *Rohini* & *Mrigashira*
The titles of all the textbooks in English from Class I to V are based on the names of Constellations. The third in the series is named—*Krittika*.
- Digital learning content titled e-*Krittika*, e-*Rohini* & e-*Mrigashira*



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Based on NCF 2023

According to the National Curriculum Framework (NCF) 2023, language learning lies at the heart of the learners' cognitive, social and cultural experiences. Language enables the learners to access, understand and analyse the knowledge available in oral and written forms in their surroundings, and schoolbooks. By developing their linguistic competencies of discussion, dialogue, debate and negotiation, the learners may be guided to develop their unique identities.

Designed in accordance with **NCF 2023**, *Krittika, Rohini & Mrigashira* provide sustained practice in each of the five thematic units to be developed in the learners.

Oracy and Literacy Skills

Krittika, Rohini & Mrigashira aim to achieve oracy and literacy skills in its learners to develop fluency in expression and understanding of spoken language.

Literary and Creative Capacities

One of the main aims of NCF-2023 is to develop literary and creative capacities in learners. The content of *Krittika, Rohini & Mrigashira* have been designed, keeping in mind that they must foster the creative and imaginative faculties of learners.

The Four-Block Approach

They adopt a four-block approach to literary instruction that exposes the learners to reading and writing and also develops an active interest in language learning.

The four-block approach for language and literary instruction—speaking skills, listening skills, reading and writing skills—has been implemented in an integrated manner in each unit of the books so that learners can spend time working on each of the blocks regularly.

Linguistic Competency

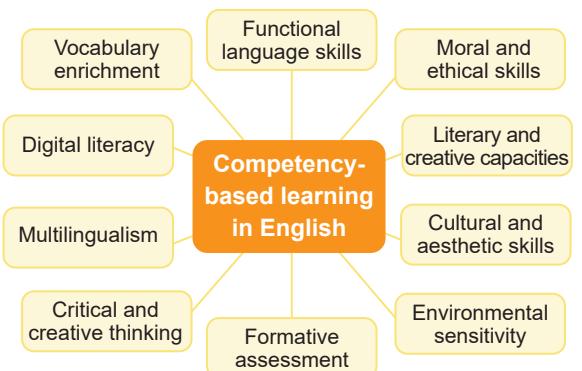
The textbooks aim to teach English as a linguistic competency and not a medium to carry forward the Western legacy. The emphasis is to make the learners aware of the Bhartiya ethos and also enabling them to face the challenges of the twenty-first century.

Multilingualism

Krittika, Rohini & Mrigashira adopts the three language formula of the National Education Policy (NEP 2020) that focuses on building the skills of the learners to read, speak and write in both the languages fluently.



Key Features of the Textbook



Book - 3 Contents

Units						Page No.
Unit 1: All Beings Are Created Equal					1–32	
Reading Skills	Writing Skills	Listening Skills	Speaking Skills	Grammar and Usage	Phonics	
Prose 1 : The Lion and the Mouse Poem : All Things Bright and Beautiful Prose 2 : Skippy The Porcupine	Story Writing	All Individuals Are Unique	Individual Work (Speech) Group Work (Discussion)	Vowels and Consonants Articles	/sk/, /st/, /sl/ Sounds	
Unit 2: Love for All Beings					33–62	
Prose 1 : Mithu and Tara Poem : Planting a Seed Prose 2 : Visiting Appamma	Thank You Note	Kavita Plans a Feast	Individual Work (Speech) Group Work (Discussion)	Sentence and Phrase Punctuation	/s/ and /sh/ Sounds	
Unit 3: Kindness Towards All					63–91	
Prose 1 : Siddharth and Devdutt Poem : A Simple Act of Kindness Prose 2 : Milk for Shiva	Descriptive Paragraph	My Grandpa and I	Individual Work (Conversation) Pair Work (Conversation)	Auxiliary Verbs	Short /u/ and Long /u:/ Sounds	
Unit 4: Hard Work Is the Key to Success					92–117	
Prose : Treasure in the Fields Poem : The Sparrow's Nest Drama : The Ants and the Grasshopper	Story Writing	A Road to Education	Pair Work (Conversation) Group Work (Drama)	Nouns and Adjectives	Long and Short /a/ Sounds: —/æ/ and /e/	
Unit 5: Fitness Is Important					118–144	
Prose 1 : Yoga and Good Health Poem : Hand Washing Prose 2 : The Unhappy Rooster	Guided Writing	Healthy Food versus Junk Food	Individual Work (Discussion) Group Work (Conversation)	Prepositions and Conjunctions	Hard and Soft 'th' Sound	
Our Ancestors					145–148	

Book - 4 Contents

Units						Page No.
Unit 1: Self-Discipline						1–34
Reading Skills	Writing Skills	Listening Skills	Speaking Skills	Grammar and Usage	Phonics	
Prose 1 : The Swans and the Turtle Poem : My Excuses Prose 2 : Panna Dhai: The Ultimate Sacrifice	Paragraph Writing	Rita Learns a Lesson	Individual Work (Speech) Group Work (Discussion)	Nouns	Long Vowel Sounds	
Unit 2: Peace and Harmony						35–64
Prose 1 : The Two-headed Bird Poem : The Quarrel Prose 2 : Ashoka Chose Peace over War	Narrative Paragraph	The Four Guests	Individual Work (Speech) Group Work (Discussion)	Pronouns	Long and Short Vowel Sounds /i/	
Unit 3: Positive Thinking						65–98
Prose 1 : The Farmer and His Donkey Poem : Don't Give Up Prose 2 : Kalpana's Cycle	Descriptive Paragraph	About Rana Punja	Individual Work (Speech) Group Work (Discussion)	Sentences and Phrases Punctuation Marks	Short and long /i/ sound	
Unit 4: Speaking the Truth						99–134
Prose : The Cowherd and the Tiger Poem : I'll Tell the Truth Drama : Raja Harishchandra	Letter Writing—Personal Letter	The Honest Woodcutter	Individual Work (Speech) Group Work (Drama)	Verbs and Tenses Apostrophe and Contractions	Combination of Two Vowel Sounds	
Unit 5: Gratitude						135–168
Prose 1 : The Ant and the Dove Poem : Gratitude Prose 2 : The Grumblers	Diary Entry	Shy Crawly Has Friends	Individual Work (Speech) Group Work (Role Play)	Articles Conjunctions	/v/ and /w/ sounds	
Our Ancestors						169–172

Book - 5 Contents

Units						Page No.
Unit 1: Stealing: A Wrongful Act					1–31	
Reading Skills	Writing Skills	Listening Skills	Speaking Skills	Grammar and Usage	Phonics	
Prose 1 : Tenali Raman and the Thieves Poem : Principle Put to Test Prose 2 : The Old Woman and the Thief	Informal or Personal Letter	A Young Girl and Her Mother	Individual Work (Conversation) Pair Work (Role play)	Nouns are Everywhere	Syllables	
Unit 2: Women in the Freedom Struggle					32–62	
Prose 1 : Jhalkari Bai Poem : Longings of a Flower Prose 2 : Ahilya Bai Holkar—A Great Bharatiya Queen	Bio-Sketch	Rani Avanti Bai	Individual Work (Discussion) Group Work (Discussion)	Adverbs	Consonant Digraphs	
Unit 3: Patience					63–89	
Prose 1 : The Man Who Carved a Mountain Poem : Patience Is a Flower That Grows Prose 2 : Varadraj—The Sanskrit Scholar	Informative Paragraph Writing	King Bruce of Scotland	Individual Work (Speech) Pair Work (Discussion)	Adjectives	Consonant Blend	
Unit 4: Charity					90–121	
Prose : Guru Nanak Dev and Charity Poem : Thoughts on Charity Drama : Hare Mark on the Moon	Diary Writing	The Fox and the Stork	Individual Work (Tongue Twisters) Group Work (Role Play)	Prepositions and Conjunctions	Silent /g/ and /w/ Sounds	
Unit 5: Inclusiveness and Teamwork					122–159	
Prose 1 : The Tiffin Gang Poem : The One World Prose 2 : The Sage and the She-Mouse	Graphic Story Writing	A Special Race	Individual Work (Discussion) Pair Work (Role Play)	Tenses	/s/ and /z/ Sounds	
Our Ancestors					160–163	

Highlights of the Textbook

Learning Outcomes

Define what learners are able to know, to do or to demonstrate at the end of each chapter helping them to understand the purpose of educational activities.

Are You Ready?

Introduces learners to the themes covered in the textbook and recapitulates their previous knowledge and vocabulary.

Value Learnt

Develops ethical and moral reasoning in learners through discussions, activities and real-life experiences.

Writing Skills

Improve learners' expression, critical thinking, and creativity through controlled guided writing, leading to independent writing.

Indian Knowledge Systems

Integrate the Indian Knowledge Systems into the curriculum to offer holistic education through a blend of traditional and modern knowledge.

Speaking Skills

Develop skills for better articulation, emotional intelligence and improved communication.

Our Ancestors

Focus on the heritage, culture, customs and history of Bharat, and provide a deeper understanding of our country.

Reading Skills

Enable learners to appreciate literature of various cultures and acquire knowledge.

Understanding the Text

Covers factual, creative, and extrapolative questions to strengthen comprehension of the learners.

Work with Words

Exercises in word building to help learners enrich their vocabulary for confident, effective and regular usage of English language.

Listening Skills

Develop active listening skills in learners by encouraging them to be attentive and ask questions for better comprehension.

Grammar and Usage

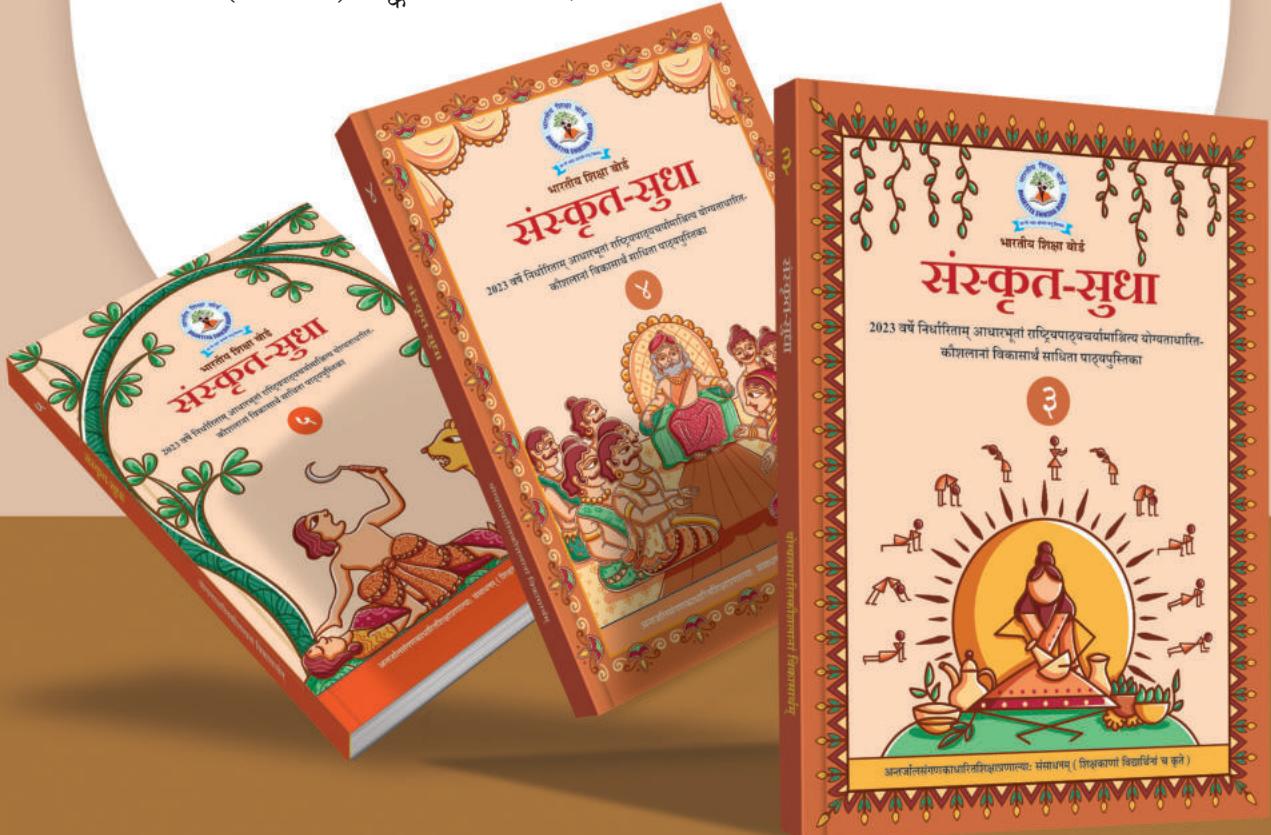
Aids in building understanding of grammar rules and syntax of the English language for their correct usage.

संस्कृत-सुधा

३ ४ ५

संस्कृतभाषाम् अधिगन्तुं संस्कृतसुधा-पुस्तिकासु अधोलिखिताः विषयाः समावृताः सन्ति—

- संस्कृत-सुधा- ३, ४, ५ पुस्तिकाः तृतीय-चतुर्थ-पञ्चमवर्गेषु अध्येतृणां छात्राणां कृते वर्तते।
- एतासु पुस्तिकासु संस्कृतभाषाध्ययनाय सर्वाङ्गीणविकासाय च विविधाः-शैक्षिकसामग्र्यः (डिजिटल) अङ्गीयसामग्र्यश्च प्रदत्ताः सन्ति।



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परिचायिका

भारतीय शिक्षा ज्ञान विज्ञान के साथ उन्नत आचार-विचार, उत्तम चरित्र त्याग, सत्य, शील, स्वेच्छा, अहिंसा, करुणा, दया आदि श्रेष्ठ मानवीय गुणों का सर्जन करने वाली निर्मल अजस्र धारा है। जिसका अवगाहन करने वाले भारतीय मनीषियों के विषय में कहा गया है कि उनके उत्तम चरित्र से इस धरा के मानव शिक्षा प्राप्तकर श्रेष्ठ आचारवान् होते हैं—

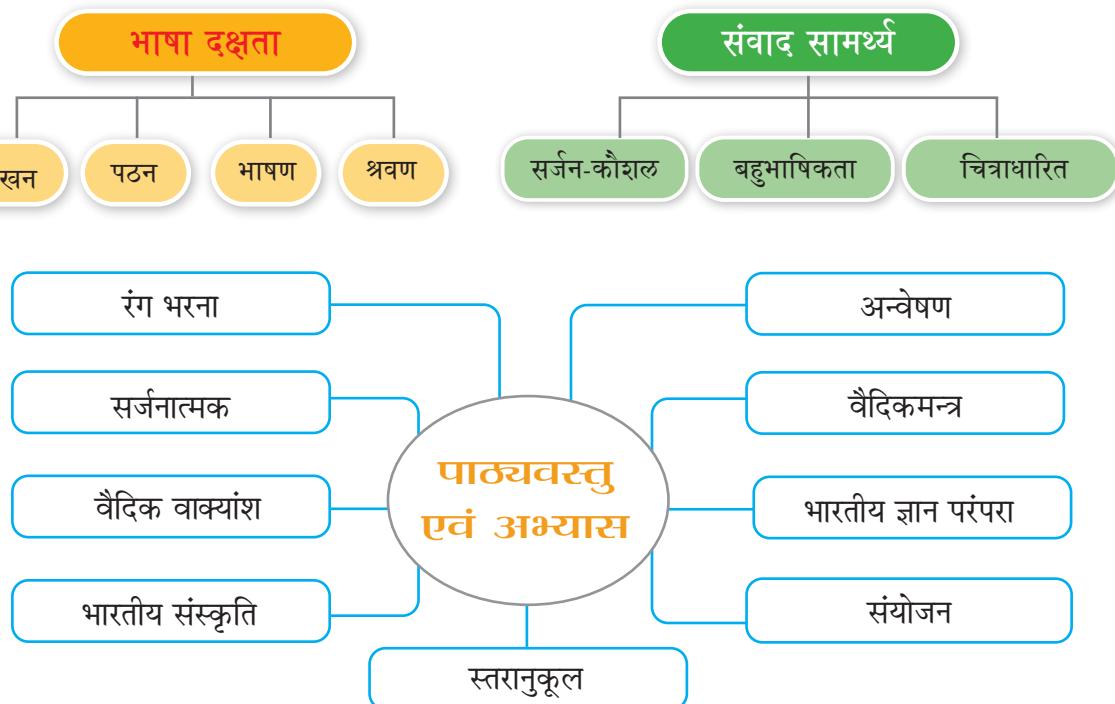
एतदेशप्रसूतस्य सकाशादग्रजन्मनः ।

स्वं स्वं चरित्रं शिक्षेरन् पृथिव्यां सर्वमानवाः ॥

यह शिक्षा व्यवस्था भारतीय गुरुकुलों एवं तक्षशिला आदि विश्वविद्यालयों में देशी विदेशी सभी जनों हेतु प्रदान की जाती थी, जिसके प्रायः समस्त ग्रन्थ संस्कृत भाषा तथा ब्राह्मी, शारदा, नेवारी, देवनागरी आदि लिपियों में लिखे गए। यह भाषा विश्व की सबसे प्राचीन एवं समृद्ध भाषा है जो भारतीय ज्ञान के असीमित प्रवाह का आधार है इसीलिए भारतीय शिक्षा बोर्ड पहली कक्षा से ही संस्कृत भाषा पढ़ाने की अनुसंशा करता है क्योंकि यह भारत परम्मरा प्राप्त की संस्कृति, इतिहास, दर्शन, आयुर्वेद और विभिन्न ज्ञान और विज्ञान को यथावत् शुद्ध रूप में व्यक्त करने का एक मात्र साधन है।

'संस्कृत-सुधा' तीसरी कक्षा के छात्रों के लिए संस्कृतभाषा सीखने हेतु एक सरल एवं वैविध्यपूर्ण नवीन पुस्तक है। यह पाठ्यपुस्तक राष्ट्रीय शिक्षा नीति- 2020 तथा राष्ट्रीय पाठ्यचर्चा 2023 में निर्दिष्ट भाषाओं के संवर्धन हेतु बहुभाषिकता आदि वैशिष्ट्य सम्पृक्त हैं। छात्रों द्वारा पाठ सीखते समय होने वाले अपेक्षित परिवर्तनों का परीक्षण करने के लिए प्रत्येक पाठ की शुरुआत में अधिगम प्रतिफल प्रदान किए गये हैं।

इस पुस्तक में विशेष...



पुस्तक में विद्यमान पाठ न केवल पढ़ने और मनोरंजन के लिए है, बल्कि ये सदाचरण, अच्छा व्यवहार और अच्छी जीवन शैली भी सिखाते हैं, जिससे अध्येता का चरित्र और जीवन परिष्कृत व उच्चत हो सके। पुस्तक में यथास्थान विभिन्न प्रसङ्गों पर पाठ्यविषयस्तु द्वारा ऐसी प्रेरणा प्रदान की गई है जिनसे बच्चों में अपने देश और अपनी संस्कृति पर गर्व की भावना जागृत हो सके।

इस पुस्तक को रुचिपूर्ण बनाने के लिए विविध क्रीडाविधियों का प्रयोग किया गया है। इसमें सूचना संचार प्रौद्योगिकी (आईसीटी) और खेल तकनीकों का उपयोग करके कराया गया भाषा का अभ्यास महत्वपूर्ण और आनंददायक है। इन विशेषताओं ने इस पुस्तक को और अधिक रोचक तथा सरल बना दिया है।

अध्यापन हेतु प्रदत्त शिक्षण निर्देश विषय के अध्यापन हेतु मार्गप्रसस्त करेगा साथ ही साथ-छोटे छात्रों को सरल ढंग से विषय बोध हेतु प्रभावी होगा। पुस्तक में पढ़ें और याद रखें अभ्यास में छोटे वाक्यांश और मंत्र शामिल हैं जो छात्रों को आजीवन प्रेरणा और मार्गदर्शन हेतु अत्यन्त उपयोगी हैं। ये आगे चलकर विद्यार्थियों के लिए भावी जीवन में पथप्रदर्शन हेतु नेत्र के समान होंगे। यथा—

अनुव्रतः पितुः पुत्रो मात्रा भवतु सम्मनाः ।

जाया पत्ये मधुमतीं वाचं वदतु शान्तिवाम् ॥ (अथर्ववेदः- ३.३०.२)

पुस्तक के अन्त में कुछ महत्वपूर्ण स्मरणीय अंश भी दिए गए हैं, जो छात्रों को भावी जीवन में अत्यन्त ही उपकारक होंगे। इन स्मरणीय अंशों में भारतीय ज्ञान की निधि के रूप में वेद, उपनिषद्, गीता, रामायण, महाभारत, योगसूत्र, आयुर्वेद, बौद्ध, जैन और गुरु ग्रन्थ के वचन शामिल हैं। अग्नि के पर्यायवाची शब्द, मुनि, मति और वारि शब्दों के रूप, पट्थातु का भविष्यकाल लृट लकार, भूतकाल लङ्घ लकार और वर्तमानकाल लट् लकार और एक से बीस तक संख्यात्मक शब्द दिये गये हैं। ये सभी पाठ्यविषयस्तुतुँ छात्रों के उज्ज्वल भविष्य तथा संस्कृति और परम्पराओं के संरक्षण हेतु आधारभूत तत्व के रूप में सन्तुष्टि होंगी।

भाषाकौशल-विकासाय आश्रयभूताः विषयाः

भारतीयशिक्षाबोर्ड इत्यस्या: संस्थाया: संस्कृतस्य पाठ्यपुस्तकानि छात्राणां भाषाकौशलविकासं केन्द्रीकृत्य रचितानि सन्ति । पुस्तकेषु भाषाकौशलविकासाय आश्रयभूताः अधोलिखितविषयाः समाहिताः सन्ति —



संस्कृत-सुधा-३, अस्यां पुस्तिकायाम्

- प्रार्थना
- १. रम्यं मम वातावरणम्
- २. चत्वारि मित्राणि
- ३. तदा वयं खेलामः
- ४. सूर्यनमस्कारः
 - भारतदर्शनम्
- ५. दुर्धनं पातुम् अवदत्
- ६. भलूकस्य विद्यालयः
 - महाभारतम्
- ७. श्लोकं श्रावय, वेणुं वादय
- ८. आयुर्वदः
- ९. वर्षासु आनन्दः
- १०. दीपावलीपर्व
- ११. पक्षिणां सभा
- १२. साधुस्वभावः
 - अस्माकं पूर्वजाः
 - भारतीय-सांस्कृतिकनिधिः

स्मरणीयभागः

- पर्यायशब्दाः
- भारतीय-ज्ञाननिधिः
- शब्दरूपाणि
- धातुरूपाणि
- संख्यापदानि

प्रकृति प्रेम
परस्पर सहयोग, मैत्री
दया, स्वाध्याय
योगासन
भारत के प्रमुख फल
पक्षियों का संवाद
पशुओं का संवादात्मक परिचय
महर्षि व्यास एवं गणेश संवाद
अभिप्रेरणा
उचित आहार-विहार
पारिवारिकता, सहभोज आदि
त्यौहार, सत्कर्म प्रवृत्ति
अभिमान त्याग
परोपकार, कर्तव्यनिष्ठा
आदर्श व्यक्तित्व (लाला लाजपत राय, रानी गाइदिन्ल्यु
महर्षि वेदव्यास, रानी चेन्नम्मा)
वेदाङ्ग परिचय



संस्कृत-सुधा-४, अस्यां पुस्तिकायाम्

- प्रार्थना
- मम माता देवता
- कपिलस्य मैत्रीफलम्
- वीरमाता विदुला
- अभ्यासेन किं न साध्यते
 - स्वास्थ्यप्रदः योगाभ्यासः
- वैशाखी
- वयं हि सर्वे वनवीराः
 - परमविदुषी गार्गी
- परोपकारार्थमिदं शरीरम्
- उपहारकण्डोले किमस्ति ?
 - आरोग्यसूत्राणि
 - भारतदर्शनम्

मातृभक्ति एवं कृतज्ञता
मित्रता, दान, सामूहिक भावना
अहिंसा, दया
दृढ़निश्चय
आसन एवं प्राणायाम
उत्सव एवं संस्कृति
जनजाति गौरव
स्त्री शिक्षा
परोपकार
जिज्ञासा
उत्तम आहार विहार
प्रसिद्ध मन्दिर



9. पलायितः व्याधः
10. मम नायकः
11. सत्यं वद
12. गुनीचाँददेव्याः वीरता
 - दानं कृतवान् बलिः
 - अस्माकं पूर्वजाः
 - भारतीय-सांस्कृतिकनिधिः

एकता एवं न्याय
पितृ-निष्ठा
सत्य
बाल शूरता
दान
आदर्श व्यक्तित्व (महामुनिपतञ्जलि, गुरुगोविन्दसिंह,
अहिल्यादेवी होल्कर, विनायक-दामोदर-सावरकर)
उपनिषद् परिचय



स्मरणीयभागः

1. पर्यायशब्दाः
2. भारतीय-ज्ञाननिधिः
3. शब्दरूपाणि
4. धातुरूपाणि
5. संख्यापदानि

वायु के पर्याय शब्द
शास्त्रीय तत्त्वबोध
नदी, बुद्धि और मधु
पट्ठातु लोट् लकार
1 से 50 पर्यंत संख्या

संस्कृत-सुधा-५ अस्यां पुस्तिकायाम्

● प्रार्थना

1. विद्यामर्थं च साधयेत्
2. प्रकृतेः अनुशासनम्
3. महात्मा बुद्धः
 - आधिव्याधिहरः योगः
4. वीरो विजयते सदा
5. विवेकशून्यः विनश्यति
6. वृक्षान् रक्षत
 - महादानी कर्णः
7. अभया गौरवं गता
 - भारतदर्शनम्
8. विचरसि वायो कुत्र?
9. अस्माकं खेलवीराः
10. प्रयत्नो विधेयः
11. शौर्यं श्रीः प्रतिवसति
12. चक्रवर्ती सम्राट् चन्द्रगुप्तः
 - हितानि भोजनद्रव्याणि
 - अस्माकं पूर्वजाः
 - भारतीय-सांस्कृतिकनिधिः

विद्या का महत्त्व
अनुशासन
अहिंसा, शान्ति एवं पर्व
योग एवं आसान
वीरता
अभिमान का अभाव
पर्यावरण रक्षा
दान
निर्भयता एवं साहस
प्रसिद्ध नदियाँ
वायु का समत्वभाव
खेल एवं परिश्रम
निरन्तर प्रयत्न
शौर्य
देशभक्ति
हितकारी आहार
आदर्श व्यक्तित्व (स्वामी विवेकानन्द, दुर्गा भाभी, महर्षि अष्टावक्र, डॉ. भीमराव अम्बेडकर)



स्मरणीयभागः

1. पर्यायशब्दाः
2. भारतीय-ज्ञाननिधिः
3. शब्दरूपाणि
4. धातुरूपाणि
5. संख्यापदानि

आकाश के पर्याय शब्द
शास्त्रीय तत्त्वबोध
पितृ, भ्रातु, मातृ और कर्तृ
पट्ठातु विधिलिङ् लकार
1 से 100 पर्यंत संख्या



पुस्तिकायाः वैशिष्ट्यम्

संस्कृतसुधा-पुस्तिकासु छात्राणां सतत-समग्रविकासार्थं सम्परीक्षणार्थं च राष्ट्रियशिक्षानीत्याधारेण अधोलिखिताः विशिष्टविषयाः संयोजिताः सन्ति ।

अधिगमप्रतिफलम्

अधिगमप्रतिफलं पाठस्य अध्ययनेन शिक्षार्थिषु जायमानं परिवर्तनं द्योतयति । एतत् अधीतविषयस्य सम्परीक्षणाय उपयुज्यते ।

पठनम्

छात्राः उचितारोहावरोहपूर्वकं पदानि उच्चार्य पाठं पठन्ति । अनेन तेषां भाषाकौशलम् आत्मविश्वासः च वर्धते ।

लेखनम्

लेखनाभ्यासेन छात्राणां दृढबोधः लेखनं च सुन्दरं भवति ।

चिन्तनम्

अनेन अभ्यासेन छात्राणां चिन्तनशक्तेः विकासो भवति ।

शब्दविस्तरः

अनेन छात्राः पाठे समागतानां शब्दानां पर्यायशब्दान् जानन्ति । तथा च हिन्दीभाषायाम् आङ्ग्लभाषया च शब्दार्थं जानन्ति । स्वमातृभाषयापि शब्दार्थं लिखन्ति । अनेन शब्दज्ञानस्य संवर्धनं भवति ।

चित्ररञ्जन-क्रियाभ्यासः

छात्राः प्रदत्ताभ्यासेषु विविधवर्णैः चित्राणां रङ्गनं कुर्वन्ति । अनेन तेषां कलाकौशलं वर्णानां संयोजनदक्षता च वर्धते ।

स्मरणीयभागः

स्मरणीयांशाः छात्राणां स्मरणशक्तिवर्धनाय सन्ति । भाषाबोधाय भारतीयज्ञानपरम्पराम् आत्मसात् कर्तुं च एते परमोपकारकाः सन्ति ।

क्रियाभ्यासः

क्रियाभ्यासेषु विविधाः रोचकक्रियाकलापाः प्रदत्ताः सन्ति । तैः छात्राणाम् अधिगमः दृढः भवति ।

भाषणम्

पदानां प्रतिपदपाठेन पद्यानां गानेन च भाषिकसामार्थ्यं वर्धते ।

भारतीयज्ञाननिधिः

अत्र विविधाः स्मरणीयांशाः प्रदत्ताः सन्ति । अनेन स्मरणीयांशेन छात्राणां धारणशक्तिः वर्धते ।

VASUDHAIVA KUTUMBAKAM

3

4

5

Environmental Education learning resources for
Preparatory Stage (3, 4 and 5) include the following:

- The textbooks titled *Vasudhaiva Kutumbakam*
- e-learning content embedded in QR codes



ISBN : 978-81-19157-99-0

ISBN : 978-81-19157-59-4

ISBN : 978-81-19157-66-2

Based on NCF 2023

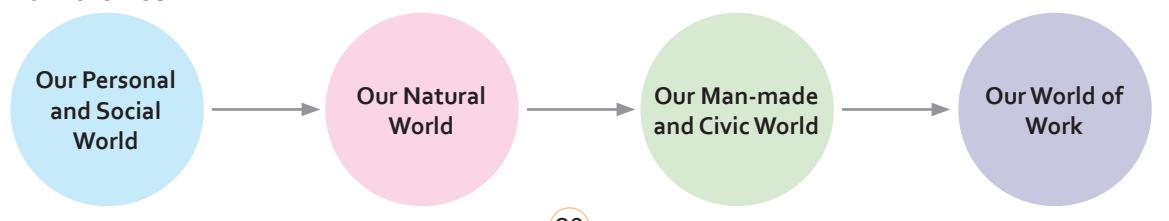
- Bhartiya Shiksha Board is pleased to present *Vasudhaiva Kutumbakam* for the newly introduced inter-disciplinary area-The World Around Us (TWAU) for classes 3, 4 and 5. The textbooks envisage exposing learners to real-life situations in their surroundings to help them connect, be aware of, appreciate and sensitize them towards prevailing environment.
- The textbooks are child centric which provide a lot of space for children to explore and learn. For exploring the world around them, each individual has the capacity of **rational reasoning** and **sufficient knowledge**. They make children aware of their health and help them acquire capacities that keep their bodies and minds healthy.
- The textbooks provide ample opportunities in the form of activities, questions, projects that develop the skill of **decision-making** and fosters a sense of responsibility toward their learning journey.
- A new idea of including **financial literacy** among learners help them to manage their finances responsibly, including budgeting, saving, investing, etc.
- The textbooks focus on art, music, drama and various other skills to build their aesthetic and cultural capacities.
- The textbooks take forward the vision of Bhartiya Shiksha Board to enhance **Indian rootedness** in the school curriculum by integrating **Bhartiya Gyan Parampara** with the learning approach, content, and pedagogy. They ensure the achievement of the curricular goals and competencies listed in NCF.
- The textbooks give a holistic view of text and illustrations altogether, rather than portraying it as two separate entities.

Philosophy of the Books

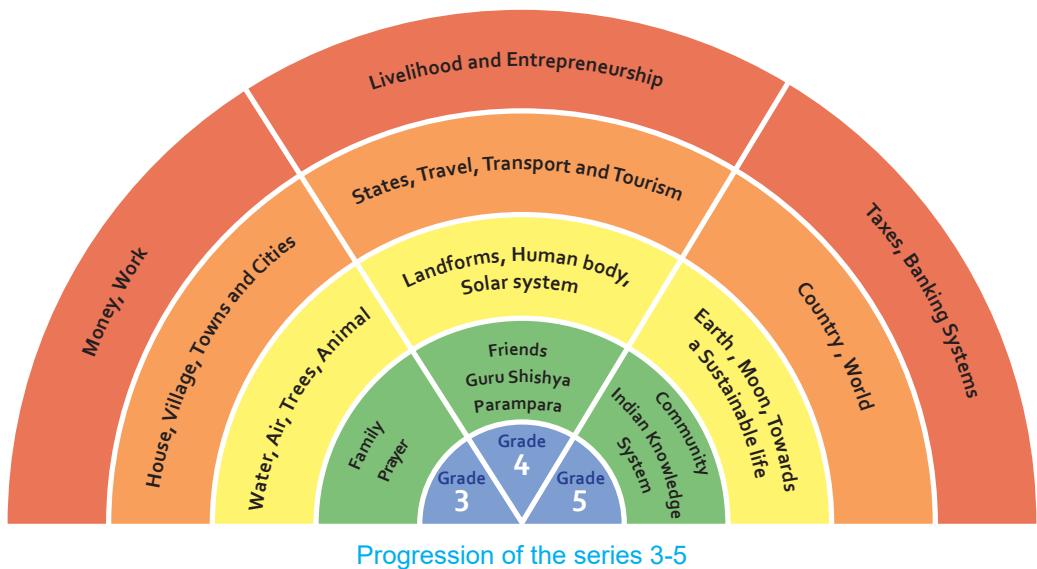
We all know that Nature has been an integral part of Indian life and traditions. The communities and the environment are interconnected. The environment includes both **Prakriti** (nature) and **Samaj** (socio-cultural life) of individuals and communities.

So, the textbooks aim to develop a holistic understanding of the inter-connectedness between the environment and human beings. They adopt a pedagogical approach that ensures the content takes the learners from **known to unknown**, **easy to complex**, and **near to far**, helping them develop an **incremental** understanding of the world around us.

When a child is born and enters into the world, the first interaction happens with the family, then with the neighbours and then with friends. Gradually, the child starts connecting with the nature. As the child becomes more aware, he/she learns to understand the society and finally interacts globally. Simultaneously, the child makes informed choices regarding their sources and the importance of planning for the future. With this philosophy as a framework, we have tuned the book into **four main themes** as shown:



Under these themes, the books are further divided into sub-themes in the progression for classes 3-5.



Curricular Goals

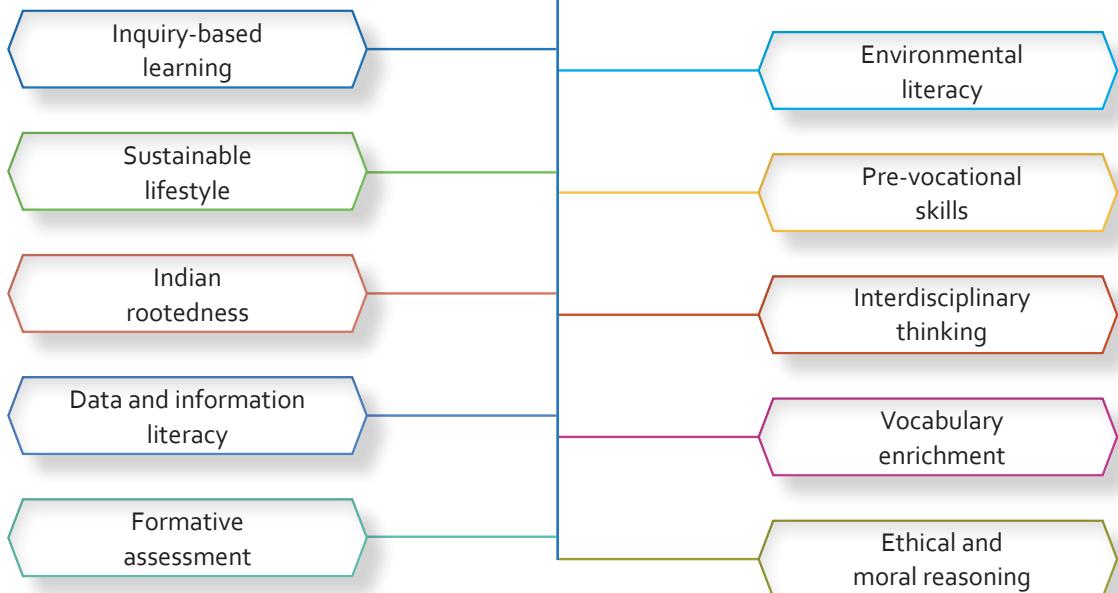
Vasudhaiva Kutumbakam caters to the curricular goals listed in the NCF 2023 by including the skills of **observation, exploration, critical thinking, experimentation** and **reflection** through active engagement with the learning content that will help them develop a holistic understanding of interconnectedness between the environment and human beings.

- CG-1 Explores and engages with the natural and socio-cultural environment in their surroundings
- CG-2 Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of 'Vasudhaiva Kutumbakam'
- CG-3 Explains how to ensure the safety of self and others in different (normal as well as emergency) situations
- CG-4 Develops sensitivity towards social and natural environment
- CG-5 Develops the ability to read and interpret simple maps
- CG-6 Uses data and information from various sources to investigate questions related to their immediate environment
- CG-7 Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and Earth and space sciences) and engineering

So, the curricular goals further tuned into the competencies that refer to the integrated set of knowledge, skills, attitude and behaviours that enable learners to effectively understand, analyze, address environmental issues and promote sustainability.

Competency in TWAU

Competency- based learning in TWAU



Key Features

1 Informative Content

6 Attractive Illustrations

2 Age-appropriate Language

7 Awareness of Nature

3 Scientific Literacy

8 Cultural Understanding

4 e-Learning Resources

9 Inter-disciplinary Approach

5 Teacher's Resource Book

10 Mapped with SDG goals

Book - 3 Contents

Theme 1: Our Personal and Social World

1. Prayer Lights up Our Life
2. Let Us Meditate
3. My Family
4. Safety: My Rights and Duties
5. My Neighbourhood
6. Our Food
7. Trees as Lungs of the Earth

Theme 2: Our Natural World

8. Water Is Life

9. Air We Need
10. The Wonderful World of Animals

Theme 3: Our Man-made and Civic World

11. My House
12. Our Villages, Towns and Cities

Theme 4: Our World of Work

13. Understanding Money
14. Importance of Work

Book - 4 Contents

Theme 1: Our Personal and Social World

1. Understanding the Idea of God
2. Guru Shishya Parampara—The Indian Way of Learning
3. Garden of Friendship
4. Being Safe
5. Food and Fitness
6. Caring for Elderly and Persons with Disabilities
7. Festivals of Bharat

Theme 2: Our Natural World

8. The Earth and Its Landforms

9. Knowing the Human Body

10. Movement and Eating Habits of Animals and Birds
11. Our Solar System

Theme 3: Our Man-made and Civic World

12. States of India
13. Travel, Transport and Tourism

Theme 4: Our World of Work

14. Livelihood and Entrepreneurship

Book - 5 Contents

Theme 1: Our Personal and Social World

1. Becoming a Good Bharatiya
2. Indian Knowledge Systems
3. Mindful Health
4. The Rural Community
5. The Urban Community
6. The Tribal Community

Theme 2: Our Natural World

7. The Earth and the Moon
8. The Earth: Our Green Home

9. Towards a Sustainable Life

10. World of Birds

Theme 3: Our Man-made and Civic World

11. My Country—Bharat
12. Our World

Theme 4: Our World of Work

13. Taxes
14. Banking Systems

Highlights of the Textbook

Learning Outcomes

Defines what learners are able to know, to do or to demonstrate at the end of each chapter helping them to understand the purpose of educational activities.

Learning by Doing

Helps learners acquire knowledge and skills through hands-on experiences, active participation and practical application in real-life situations

Know More

Enhances the knowledge of learners by providing more information about the themes covered in the textbook

Indian Knowledge Systems

Integrates the Indian Knowledge Systems into the curriculum to offer holistic education through a judicious blend of traditional and modern knowledge

Value Learnt

Nurtures ethical and moral values in the learners to ensure their holistic development

Understanding Built

Develops critical thinking by discussions, analysis and reasoning to reach an informed conclusion

Knowledge Gained

Refers to concepts learnt in the classroom using experiential learning

Our Glorious Heritage

Presents Bharat's rich history, traditions and achievements to develop a sense of pride, admiration and reverence in learners for the great contributions of our *Rishis* and *Rishikas*

Sustainable Development Goals

Fosters a sense of responsibility, critical thinking and values to prepare learners to contribute to a more sustainable and equitable world

Art Integration

Fosters creativity and innovation in the learners through various art forms to make education holistic and enjoyable

Project Work

Nurtures skills and competencies in the learners to explore and research on their immediate surroundings, leading to their overall growth and development

Case Study

Examples from real-life situations to develop problem-solving skills

Are You Ready?

Introduces learners to the themes covered in the textbook and recapitulates their previous knowledge

Apply Learning

Applies knowledge and twenty-first century skills through hands-on activities

Ganit Subodh

3

4

5

**Mathematics learning resources for Preparatory Stage
(3, 4 and 5) include the following:**

- The textbooks titled *Ganit Subodh*
- e-learning content embedded in QR codes



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ISBN : 978-81-19157-51-8

ISBN : 978-81-19157-98-3

Based on NEP 2020 and NCF 2023

We are pleased to introduce *Ganit Subodh*, the Mathematics textbooks by Bhartiya Shiksha Board (BSB) for classes 3, 4 and 5. Rooted in guiding principles of the National Education Policy 2020 (NEP) and the prescribed learning standards of mathematics, emphasizing active, collaborative, and joyful learning experiences at the Preparatory Stage. The series *Ganit Subodh* aims to help students understand Mathematics as a universal skill while being aware of India's rich mathematical heritage. It is based on the idea that Maths learning should build upon students' prior knowledge and cultural experiences. It focuses on higher and subject-specific objectives, using carefully designed exercises to develop students' thinking skills.

As stated by NCF, Mathematics textbooks by BSB emphasises that mathematics is a form of understanding the world through patterns, measurement and quantities, challenging the notion that only calculations and mechanical procedures form mathematical concepts. It also emphasizes the application of mathematical concepts to real-world challenges, promoting moral and ethical thinking. Textbooks align with the aims of Mathematics education outlined in the NCF. Attaining **basic numeracy**, having **Mathematical thinking**, developing **problem solving** capacity, developing **Mathematical intuition**, and nurturing a sense of **choice, curiosity, aesthetics, creativity, wonder and joy** in all the students are aims of Mathematics education in the school.

Contribution of Indian Mathematicians

The series *Ganit Subodh* integrates Indian knowledge into its curriculum to instil among learners a deep rooted pride in being Bharatiya. The decimal place-value system in use today was first recorded in Bharat, then it spread out to the Middle East, and eventually to Europe. We know that Aryabhatta was one of the greatest Bharatiya mathematicians. He used zero for the first time in the decimal system. He also discovered place value system. Facilitators and other stakeholders must educate learners on how these concepts originated and were subsequently disseminated from the West to the world.

Following approaches and methodologies as stated in NCF 2023 are mapped in the textbooks.

The book follows the ELPS approach:

E – Experience: Hands on learning gives children the experience of verification of concepts learnt.

L – Language: Math talk gives opportunity to children to express their learning and experience.

S – Symbols: Generalization of mathematical facts is done using symbols.

P – Pictures: Pictures enhance the flow of the discussion.



Four blocks of teaching Mathematics

The book follows 4 blocks of teaching Mathematics to build the conceptual understanding, procedural understanding, application, communication, reasoning and positive attitude towards mathematics.

Block 1

Oral math talk

At the beginning of class, children sing poem based on numbers or discuss math experiences for 5-10 minutes.

Block 2

Skill teaching

Teach math concepts and problem-solving through hands-on activities with guiding support.

Block 3

Skill practice

Provide various rich math tasks for skill practice through workbooks or teacher-created tasks.

Block 4

Math game

Use math games to reinforce learning and problem-solving, tailored to childrens' learning levels.

Preparatory Literacy and Numeracy

In the Preparatory Stage, while the focus is on to work on building conceptual understanding of numbers, operations (all four basic operations), shapes and spatial sense, measurement (standard tools and units) and data handling, the objective is to develop capacities in procedural fluency, and mathematical and computational thinking to solve problems from daily life.

Curricular Goals and Competencies

The concept of panchkosha and imagination also aligns with the different areas of development outlined in NCF which forms the basis of curricular goals. Derived from curricular goals, the 19 competencies are expected to be achieved by the end of a stage. Competencies are learning achievements that are observable and can be assessed systematically. They are attained over a period of time, so the teachers need learning outcomes to observe and track learning and continuously respond to the learners need. These learning outcomes are catered in the textbooks at the beginning of each concept.

CG-1 : Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognizes patterns in number sequences

C-1.1: Represents numbers using the place value structure of the Indian number system, compares whole numbers, knows and can read the names of very large numbers

C-1.2: Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers

C-1.3: Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (Pahade) and applies the four basic operations on whole numbers to solve daily life problems

C-1.4: Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers.

CG-2 : Analyses the characteristics and properties of two and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognizes and creates shapes that have symmetry.

C-2.1: Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties

C-2.2: Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (Najri Naksha)

C-2.3: Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes

C-2.4: Discovers, recognises, describes, and extends patterns in 2D and 3D shapes

CG-3 : Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using nonstandard and standard units.

C-3.1: Measures in non-standard and standard units and evaluates the need for standard units

C-3.2: Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured

C-3.3: Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement

C-3.4: Understands the definition and formula for the area of a square or rectangle as length times breadth

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

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

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

CG-4 : Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking.

C-4.1: Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)

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)

C-4.3: Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context

CG-5 : Knows and appreciates the decimal place value system that is used around the world today which is developed in India.

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

Book - 3 Contents

1. 3-digit numbers	(CG-1 and 5)	9. Capacity	(CG-3)
2. Addition	(CG-1)	10. Money	(CG-3)
3. Subtraction	(CG-1)	11. Time and Temperature	(CG-3)
4. Multiplication	(CG-1)	12. Shapes Around Us	(CG-2)
5. Division	(CG-1)	13. Patterns	(CG-2)
6. Fractions	(CG-1)	14. Data Handling	(CG-3)
7. Length	(CG-3)	15. Mathematical Puzzles and Computational Thinking	(CG-4)
8. Weight	(CG-3)		

Book - 4 Contents

1. 4-digit numbers	(CG-1 and 5)	8. Money	(CG-3)
2. Addition and Subtraction	(CG-1)	9. Time and Calender	(CG-3)
3. Multiplication and Division	(CG-1)	10. Geometry	(CG-2)
4. Fractions	(CG-1)	11. Perimeter and Area	(CG-3)
5. Length	(CG-3)	12. Symmetry	(CG-2)
6. Weight	(CG-3)	13. Data Handling	(CG-3)
7. Capacity	(CG-3)	14. Mathematical Puzzles and Computational Thinking	(CG-4)

Book - 5 Contents

1. 5 and 6-digit Numbers	(CG-1 and 5)	8. Time	(CG-3)
2. Addition and Subtraction	(CG-1)	9. Money	(CG-3)
3. Multiplication and Division	(CG-1)	10. Geometry	(CG-2)
4. Factors and Multiples	(CG-1)	11. Surface area and Volume	(CG-3)
5. Fractions	(CG-1)	12. Data Handling	(CG-3)
6. Decimals	(CG-1)	13. Symmetry	(CG-2)
7. Measurement	(CG-3)	14. Mathematical Puzzles and Computational Thinking	(CG-4)

Highlights of the Textbook

Learning Outcomes

Define what learners are able to know, to do or to demonstrate at the end of each chapter helping them to understand the purpose of educational activities.

Maths Talk

The learner expresses his/her understanding about a concept or a skill learnt. Develops communication skill as well as clarity.

Maths Around Us

The learner observes the application of concepts learnt in a lesson to the world around him/her.

Project

Learners collaborate to apply the concepts learnt in a chapter to their surroundings with guidance of the teachers.

Art Integration

Art can fix a concept in the mind. By including colouring, shading, cutting and pasting etc. learners can learn many concepts in a much easier way. Also they will be retained for long.

Let Us Recall

Help learners recall the previous learning and connect the new concepts to it. Warm-up activities also create a positive and motivating learning environment.

Fun in Maths

The learner revises concepts by play way method. This brings a sense of enjoyment while learning.

Value Education

Value-based questions in maths lessons develop the ability of ethical and moral reasoning in learners.

Our Heritage

Make children aware of our rich heritage in mathematics.

Hands-on Activity

All children prefer learning by doing. Activities help learners to reinforce the concepts learnt. Concepts learnt in this way can be retained for long.

PRASTAR-3

BRIHATI-4

JAGATI-5

- The titles of ICT textbooks for Preparatory Stage are *Prastar*, *Brihati* and *Jagati*
- The names of ICT textbook series (classes 3 to 5) are based on the names of the 'Vedic Chhandas'. The ancient Bharatiya Mathematician Acharya Pingala was the first to develop and use Binary number system based on Chhandas, in 3rd century BCE.
- e-learning content is embedded in QR codes
- The artwork on the cover page depicts a melange of traditional art form with modern-day technological devices.



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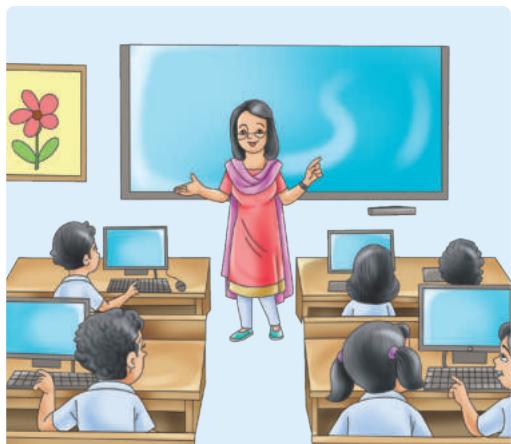
ISBN : 978-81-978610-9-3

Based on NCF 2023

Bhartiya Shiksha Board is pleased to present the textbooks for ICT for Preparatory Stage (3, 4 and 5).

The textbooks:

- equip the learners with the skills needed to leverage the power of computers and other digital tools.
- aim at **integrating ICT** into all subjects and languages, including Sanskrit, which is taught at the Foundational and Preparatory Stages in school.
- follow a **child-centered approach** and provide lot of opportunities for the young learners to explore and learn about the digital resources through chapters based on various applications.
- provide ample opportunities to attain **digital literacy** in the form of **hands-on activities** and projects that develop the **decision-making** and **problem solving** skills.



- are designed to cultivate **digitally literate** young minds. The students are encouraged to express themselves **artistically** in the digital realm by creating storyboards in Tux Paint and projects with three dimensional shapes and text, in **Paint 3D, MS Word, MS PowerPoint and MS Excel**.
- aim at developing the coding and logical reasoning skills of the learners through software like **Scratch 3.0**, and chapters on computational thinking, stepwise thinking, algorithm and flowcharts .
- equip the beginners with the skills to be **active creators** in the digital age by creating stories, games and animations.
- introduce Internet and its terminology with tips and tools to stay safe online.
- incorporate **responsible decision making** and **communication skills** by providing ample opportunities to the students to participate in discussions and debates about the **ethical use of technology**.
- give a holistic view of text, screen captures and illustrations in totality rather than portraying them as separate entities.

Philosophy of the Books

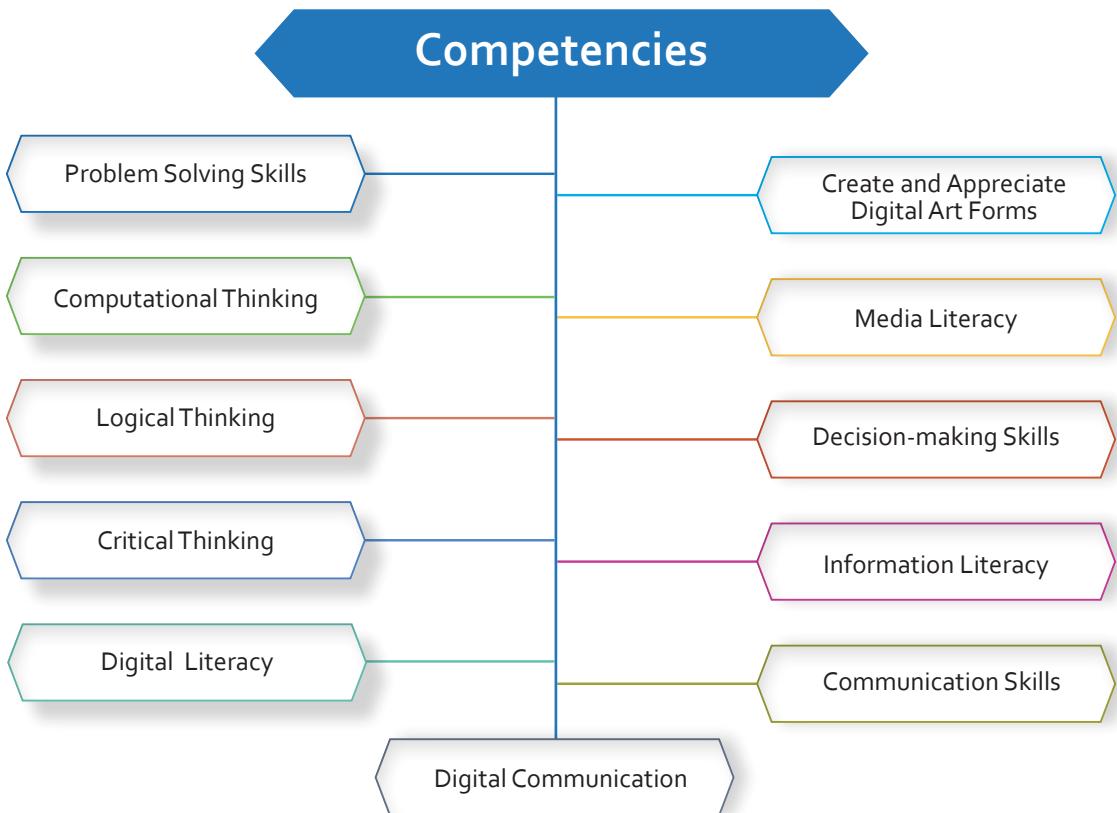
- With the increasing usage of computers in education and work nowadays, it is imperative that we equip the learners with the necessary skills to utilize the power of computers and other digital tools and technology for their academic, personal, and professional success.
- Early exposure to computer education lays a solid foundation for advanced learning in STEM disciplines, such as Science, Technology, Engineering, and Mathematics. ICT skills equip students with essential 21st century skills, such as digital literacy, critical thinking, and problem-solving, thus, preparing them to excel in an increasingly digital world. This cultivates lifelong learning through the active use of digital resources.
- Technology tools must be used with caution as they may sometimes make the users vulnerable to unethical behaviour and malpractices. The software as well as the topics in the textbook ensure that the students develop ethical digital habits by exploring and addressing malpractices and unethical behaviours to navigate digital resources responsibly and conscientiously all through their lives.
 - Age-appropriate comic strips with dialogues to connect the learners to the digital world.
 - Gamified and interdisciplinary learning.
 - Activities and exercises focus on constant involvement of the learners to develop fine motor skills, critical thinking skills, problem solving skills, decision making skills, social skills, communication skills and collaborative skills.
 - ICT integration of various subjects, such as, English, Maths, Environmental Education and Sanskrit, through open-source games and specially created hands-on activities.

Approach

As per the NCF, the relationship between technology and education is ‘bi-directional’, i.e. technology equips us with effective teaching tools and education equips the young learners to make them technically capable to develop more technologies. Therefore, in order to make the students technically capable, the textbooks aim at equipping them with the necessary skills required to do so at a very early age.



Competencies Acquired



Book - 3 Contents

1. Computer Hardware and Software
2. Introduction to Windows 10
- **Integrated Learning Task**
3. Creating Storyboard in Tux Paint
4. Introduction to Word 2016
- **Integrated Learning Task**
5. Using Scratch 3.0
6. An Introduction to Paint 3D
- **Integrated Learning Task**
7. Computational Thinking
- **Integrated Learning Task**

Book - 4 Contents

1. Types of Computers
2. Computer Memory
3. Working with Windows 10
- **Integrated Learning Task**
4. Editing in Word 2016
5. Formatting in Word 2016
- **Integrated Learning Task**
6. More on Scratch 3.0
7. Introduction to PowerPoint 2016
- **Integrated Learning Task**
8. Introduction to Internet
9. Stepwise Thinking
- **Integrated Learning Task**

Book - 5 Contents

1. Computer Software
2. Advanced Features of Windows 10
- **Integrated Learning Task**
3. Advanced Features of Word 2016
4. Objects in Word 2016
5. Algorithm and Flowchart
- **Integrated Learning Task**
6. Creating a Game in Scratch 3.0
7. Enhancing Slides
- **Integrated Learning Task**
8. Introduction to Excel 2016
9. Browsing the Internet
- **Integrated Learning Task**

Highlights of the Textbooks

Learning Outcomes

Define what learners are able to know, to do or to demonstrate at the end of each chapter helping them to understand the purpose of educational activities.

Fact Byte

Enhances the knowledge of learners by giving extra information related to the concept.

Fun Corner

Fun activities such as quiz, riddles, and puzzles to develop problem-solving and logical reasoning skills.

Word Wall

Provides a foundation for understanding complex term in simpler forms.

Value Based Learning

Nurtures ethical and moral reasoning to help them to become better, kind human beings and citizens.

Case Based Question

Examples from real life situations to develop problem solving skills.

Let's Practice

Help learners to discuss, or test their understanding of the concepts learned in the chapter.

Hands-on Time

Help learners convert abstract concepts into tangible practical learning experiences to solve real-life problems and become proficient in using various computing devices and software.

Let's Talk

Talking about their experiences help them to improve their observation, listening, and communication skills.

Let's Recall

Help learners to quickly recap the concepts studied in the chapter.

Creative Corner

Explores learners' creativity, imagination, and self-expression through related art and craft activities done collaboratively in the classroom.

Inter-disciplinary Assignment

Integrating ICT in all subjects help them to become more proficient with digital tools.

Answer to Frequently Asked Questions on BSB Textbooks

Q.1. How can a school get Affiliated/Associated with the Bhartiya Shiksha Board (BSB)?

Ans. Detailed instructions including Affiliation Bye-law are provided on our website. For more details, please contact via phone or WhatsApp the BSB Customer Support Number: 8954999000 Email: affiliation@bsb.org.in, BSB Office Hours: Daily from 6:00 AM to 10:00 PM

Q.2. What is the USP of Textbooks developed by Bhartiya Shiksha Board (BSB) and how the BSB Textbooks are distinct from others?

Ans. The BSB Textbooks have been developed meticulously, selecting the base for modern education. Appropriate references are given from ancient Indian Traditional Knowledge scriptures, traditional practices and ethos. The objective is to enable students to grow as global citizens with ‘Bharatiya’ orientation. The content material in the textbooks is consistent in curriculum and in alignment with national educational standards. The Textbooks reflect the emphasis on the Competency Based Learning - CBL through a balanced synthesis of wisdom from ancient Indian Knowledge Systems -IKS, and the 21st century skills.

Q.3. Where can I obtain a copy or set of the Textbooks?

Ans. Interested people can visit Bhartiya Shiksha Board website: <https://bsb.org.in> click on the “Availability of Books” section, select books and place an order. There are also local dealers of books to know list of these dealers or for any other assistance, you can contact at following no: Phone / WhatsApp: +91 89549 99000.

Q.4. Provide some details about the team behind the development of the textbooks?

Ans. The Textbooks are developed by experienced subject experts, under the mentorship and guidance of the leading luminaries in Education, i.e.:

- Science Text Books under the guidance of **Dr H C Verma**, (Former Professor, IIT Kanpur and renowned author of many books like ‘Concepts of Physics’).
- Mathematics Text Books under the guidance of **Dr Hukum Singh** (Former Professor & Dean, Academics & Head DESM, NCERT).
- Hindi Text Books under the guidance of **Dr Pramod Dube** (Former Professor, NCERT) and **Dr Ram Darash Mishr** (Former Professor, Delhi University and renowned author).
- Social Science Text Books under the guidance of **Prof. Madhav Govind** of JNU and **Prof. S.C. Rai** of DU alongwith **Prof. Dr Shri Prakash Singh**, DU-South Campus.
- Sanskrit Text Books under the guidance of **Prof. Radhavallabh Tripathi** (Ex-Vice Chancellor), **Prof. Shri Nivas Varkhedi** (Vice Chancellor), **Dr. Vijay Pal Shastri** (Ex-Professor) - Central Sanskrit University.
- English Text Books under the guidance of the professors of DU and subject experts working with the Directorate of Education.

Q.5. Can teachers or experts provide feedback or suggest improvements for the Text Books of Bhartiya Shiksha Board?

Ans. Bhartiya Shiksha Board is open to the feedbacks and suggestions for improvements from the experts, which, after deliberations by the “Text Books Development” teams, will be considered for incorporating in future editions.

Q.6. Can schools of other Boards like CBSE, ICSE and State Boards, use the Text Books of Bhartiya Shiksha Board?

Ans. The Text Books developed by Bhartiya Shiksha Board are in consonance with NEP-2020, NCF-FS 2022 and NCF-2023, and follow the national educational standards, hence, can be relevant for other Boards/Institutions, also.

Q.7. Which curriculum is followed by BSB and how is this different from NCERT pattern?

Ans. The BSB textbooks are distinct due to their core focus on integrating traditional ‘Bhartiya Gyan Parampara’ with modern learning approaches and synthesize a balanced approach emphasizing Competency Based Learning (CBL) aligned with NEP- 2020 & NCF-2023.

Q.8. Whether BSB textbooks are oriented to prepare students to different competences exam?

Ans. Students studying BSB books will be well-equipped for competitive exams because the BSB curriculum is entirely based on NEP 2020 and NCF 2023. These national frameworks focus on the same conceptual understanding and competency-based learning required performing well in exams like JEE and NEET etc, ensuring students receive the necessary foundation to excel.

Q.9. When are offline/online applications for all categories of affiliation generally permitted to be submitted according to the Bye-Laws.

Ans. Online/Offline applications for all categories within the scope of these Bye-laws shall generally open on 1st January and shall close by 31st December of a particular calendar year. For more details read chapter no.10, clause no. 10.4.3 of Affiliation bye-laws.

Q.10. What does Affiliation and Association mean?

Ans. **Affiliation means** – Schools that are recognized by the State Government up to Class 8 and wish to get affiliated with Bharatiya Shiksha Board upto Class 10 or 12, or those schools that are already affiliated with any other education board upto Class 10 or 12 and wish to switch over to Bharatiya Shiksha Board.

Association means – Schools that are recognised by the State Government up to Class 8 and are fully committed to ensuring 100% implementation of all textbooks published by Bharatiya Shiksha Board, participation in teacher training programmes organised by the Board, and compliance with the Board’s assessment process during examinations — such schools are associated with Bharatiya Shiksha Board up to Class 8.

Q.11. Can the school apply for affiliation even if the land is in two different campus?

Ans. If school is already running upto class 8th in one campus and want to take affiliation from 9th to 12th in other campus. In this scenario the school can still apply for affiliation but the land should be under the same local government authority and in the same revenue areas. However it has to be decided by the Board on case to case basis.

Q.12. Can the school use a common playground of a society or another school?

Ans. Yes the school can use another ground but should have a proper permission from the local authority. If more than one school uses the same play ground then the game period should not be the same. Secondly it has to be nearby so that student can use that particular playground.

Q.13. Are there any special provisions to take affiliation for Tribal area and Hilly area’s School?

Ans. Yes, there are some special provision for notified Hilly and Tribal areas on the basis of Regional Characteristics to give impetus to Geo- Economic traditions and Eco-friendly culture of the location and in notified Tribal areas where BSB has also provided 50% fee concession for school affiliation fees.

Q.14. Does BSB conduct teacher training?

Ans. Yes, every Affiliated/Associated school shall organise Annual Training & Triennial Training. For more details read chapter no.16, clause no. 16.1 & 16.2 of Affiliation bye-laws.

Q.15. What are the conditions under which a school’s affiliation with Bhartiya Shiksha Board may be revoked (Revocation of Affiliation)?

Ans. If a School is found violating the provisions of the Affiliation Bye Laws/Examinations Bye Laws of the Board or does not abide by the directions of the Board, the Board shall have the authority to revoke affiliation of that school. For more details read chapter no.13, clause no. 13.2 of Affiliation bye-laws.

Learning is the true imperishable wealth.

—Thiruvalluvar



The main aim of education is to create human awareness so that they can understand the difference between the truth and untruth.

— Maharishi Dayanand Saraswati



Education is the manifestation of perfection already in man.

—Swami Vivekananda

Awake, Arise and Educate.

—Savitribai Phule



The purpose of education is to make good human beings with skill and expertise.

—A.P.J. Abdul Kalam



Bhartiya Shiksha Board

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