



# Santoor

Textbook of English for Class 3



0332

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



**0332 – SANTOOR**

Textbook of English for Class 3

**ISBN 978-93-5292-991-7**

**First Edition**

*April 2024 Chaita 1946*

**Reprinted**

*March 2025 Phalguna 1946*

**PD 500T BS**

© **National Council of Educational  
Research and Training, 2024**

**₹ 65.00**

*Printed on 80 GSM paper with NCERT  
watermark*

Published at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training,  
Sri Aurobindo Marg, New Delhi 110 016  
and printed at Pankaj Printing Press, D-28,  
Industrial Area, Site-A, Mathura (U.P.)

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## Foreword

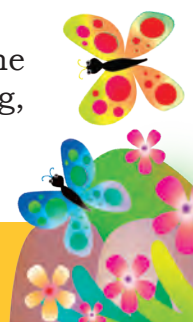
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The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable *samskaras* rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transition to the Middle Stage.

The textbook, *Santoor* for Grade 3 is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. The textbook emphasises conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage. It incorporates cross-cutting themes such as inclusion, multilingualism, gender equality, and cultural rootedness integrating appropriate ICT and school-based assessments. The engaging content and activities are designed to captivate students and encourage peer group learning, thus enriching the educational experience for students as well as teachers.

It is crucial to remember the pedagogical focus of the textbook emphasising understanding, critical thinking,



reasoning, and decision making. Children's innate curiosity at this stage should be nurtured by addressing their questions and designing activities based on core learning principles. While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction.

While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

DINESH PRASAD SAKLANI  
*Director*

New Delhi  
31 March 2024

National Council of Educational  
Research and Training



## About the Book

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Language lies at the centre of human cognitive, social, and cultural experiences. It enables effective communication, which is integral to the formation and functioning of societies and cultures National Curriculum Framework for School Education (NCF SE, p. 234). The present textbook is designed in alignment with the visionary framework of the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) for School Education 2023. In the preparatory stage, students develop proficiency in speaking and competencies in reading and writing in both languages — Reading in Language 1 (R1) and Reading in Language 2 (R2). While students achieve these faster in R1, they are expected to gain familiarity with R2, gradually progressing from basic communication skills to greater fluency and proficiency in speaking and writing.

To take children well beyond foundational literacy and develop a genuine interest in independent reading, the textbook draws from children's real-life experiences and reflects their cultural and social milieu. It is purposefully crafted to meet specific stage competencies and grade-based learning outcomes, ensuring alignment with core principles of the subject. It uses language appropriate for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. It incorporates digital elements and external references suitably within the material. Local context heavily influences content selection. The textbook aims to be engaging, striking a balance between visuals and text, leaning towards visually appealing material making it suitable for easy comprehension by young learners.

To foster oral skills, this textbook offers engaging learning materials that encourage students to converse with each other. The content features a range of activities such as reciting rhymes, singing songs, role-playing, etc., facilitating in-class practice. To enhance reading abilities, the textbook presents a diverse array of content, encompassing stories, poems, narratives and a comic strip. It maintains a balance between familiar and unfamiliar texts and contexts. With large font sizes, colourful illustrations, and captivating chapter titles, it captivates student interest. The text stimulates critical thinking





and sparks imagination, fostering curiosity. The content is structured to aid students in transitioning from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students engage in activities that encourage independent practice, such as constructing simple sentences, encouraging creative expression and skill development in writing.

All these are done through various sections, like 'Let us recite', 'Let us think', 'Let us speak', 'Let us learn', 'Let us listen', and 'Let us write', 'Let us do', and 'Let us explore'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

Curricular Goals (CG) lay the foundation of every learning-teaching material. In line with the textbooks for Classes 1 and 2, *Santoor* (Class 3) has been developed after careful consideration of the curricular goals. The curricular goals for language address the diverse needs of learners in a language classroom. Communication and comprehension are at the heart of every language and the same has been reiterated through CG1: Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas. The book provides ample opportunities for learners to engage with the text and share their input. Sections titled 'Let us speak' and 'Think and say' subsection of 'Let us think' present opportunities for students to be creative with replies and share with classmates allowing learners to engage with language in a meaningful way.

Similarly, CG 4: Develops a wide range of vocabulary in various contexts and through different sources has been addressed by incorporation of texts and activities that are not limited only to literature but also encompass content areas like mathematics and 'The World Around Us' activities and vocabulary pertaining to the same find a place in different units. For example, Unit 1 has activities related to shapes whereas, Unit 4 provides scope for learners and teachers to discuss ordinal numbers.

In Class 3, although guided writing is the main component, there is a gradual progress towards making learners independent writers. This is in alignment with the CG 3 that develops the ability to express their understanding, experiences, feelings, and ideas in writing.



Reading as a process is not limited to decoding, says CG 2 which aims to develop fluency in reading and the ability to read with comprehension. The activities in *Santoor* are designed to evoke responses by the learners' reflecting their understanding of the text through the 'Answer the following' subsection.

One of the major recommendations of NCF-SE 2023 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible way, for instance the passage on *Makar Sankranti* and its various manifestations.

The theme of Unit 1 is 'Fun with Friends'. This unit encourages language acquisition through friendly animals, and imaginative characters as a lens, allowing them to seamlessly integrate cross-curricular elements of Mathematics. Through engaging exercises, they learn that friendship may be between children as well as with the environment. It also kindles their imagination with whimsical characters of shapes to aid language learning through a joyful, play-driven process. This unit emphasises the value of friendship.

Unit 2 titled 'Toys and Games', takes the children into the world of indigenous toys and games. The chapters, 'Out in the Garden' and 'Talking Toys' give a glimpse of the world of toys taking the child into the imaginary world with emphasis on the joy of playing. Chapter 3, 'Paper Boats', emphasises on the joy of making and sharing simple toys.

Unit 3 titled 'Good Food' in Chapter 1, 'The Big Laddoo' steers us into the wondrous world of laddoos and sweets, while playfully introduces the concept of size. Chapter 2 'Madhu's Wish' identifies the significance of water in our lives with an equal importance to good and healthy food. Chapter 3 'Thank God' makes students delve into the vibrant world of an orchard. It not only imparts knowledge of fruits but also instills a sense of gratitude.

Unit 4, titled 'The Sky', begins with the Poem 'Night'. In the poem a young child wonders about his day and how it is shaped by the sunset and sunrise. The first prose piece of the Unit 'Chanda Mama Counts the Stars' is a story that introduces the concept of infinity through the characters of the Sun and the Moon. In the third text, 'Chandrayaan', siblings



Rani and Prateek try to get a glimpse into India's Lunar Mission 'Chandrayaan' with the help of their neighbour 'Nandini Aunty' who is a scientist.

Language and literacy, physical, socio-emotional, aesthetic and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya*, *Pranamaya*, *Manomaya*, and *Vignyanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teachers may also use the matter embedded in the QR code. Further, as suggested in 'Note to the teacher' section given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources. Children absorb a wealth of knowledge by observing their surroundings, interacting with peers, elders like grandparents, engaging in hands-on activities, watching TV, using mobile devices, playing with toys and games, listening to stories and poems, working on projects, visiting culturally significant places, and travelling. It is crucial to appreciate and align this diverse learning with the competencies and curricular goals set for this phase. Educating our children is a shared responsibility that extends beyond formal textbooks.

VARADA MOHAN NIKALJE  
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## Acknowledgements

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The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the esteemed Chairperson and members of Curricular Area Group (CAG): Preparatory Stage, and also of other concerned CAGs for their guidelines on cross-cutting themes in developing this textbook. The Council thanks Sudha Murty, author and copyright holder, for granting permission to include the story, 'Madhu's Wish'; State Council of Educational Research and Training (SCERT), Meghalaya for the poem 'Aachoo', and to Samvit Research Foundation, Bengaluru, for the story 'Best Friends' in this book.

The text 'Chanda Mama Counts the Stars' is inspired by the 'Uncle Moon Forgets Counting' published by the National Book Trust (NBT), and the text 'Paper Boats' is inspired by the English textbook published by the SCERT, Kerala, which the Council gratefully acknowledges.

The Council thanks Gajanan Londhe, *Director*, Samvit Research Foundation, Bengaluru; Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT; Anju Gandhi, *Senior Consultant*, Programme Office, NSTC and Saket Bahuguna, *Consultant*, Programme Office, NSTC for their continuous academic support.

The efforts of Vidhi Joon, *SRA* (contractual); Sonam Shree, *JPF* (contractual) and Vivek Mandal, *DTP Operator* (contractual), Department of Elementary Education, NCERT are appreciated for providing support in the development of the textbook.

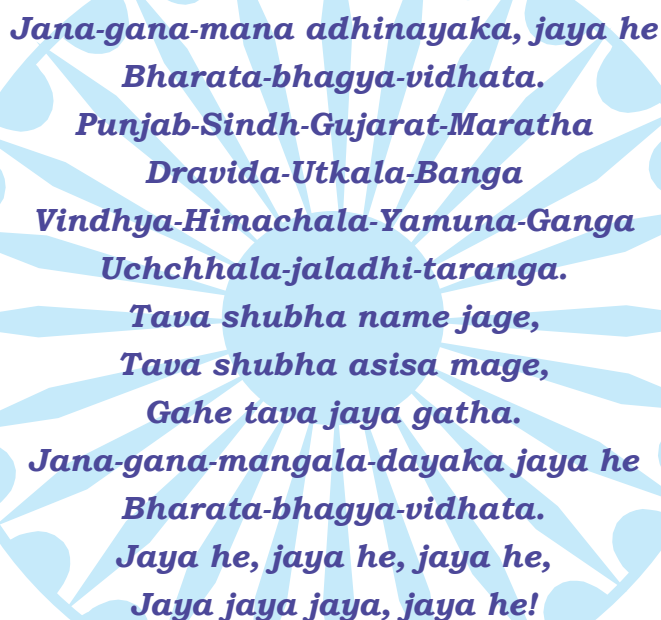
The Council acknowledges the efforts of Ilma Nasir, *Editor* (contractual), Publication Division, NCERT, for editing this textbook. The Council also appreciates the efforts of Mohan Singh and Ajay Kumar, *DTP Operator* (contractual), Pawan Kumar Barriar, *In charge*, DTP Cell; Sanjeev Kumar, *Copy Holder*, Publication Division, NCERT, for finalisation of this textbook.

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## Our National Anthem



*Jana-gana-mana adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!*

Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the national anthem of India on 24 January 1950.





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*If you are stressed, anxious, worried,  
sad or confused about ....*



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