



Textbook of Mathematics for Grade 5



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

0533 – MATHS MELA

Textbook of Mathematics for Grade 5

ISBN 978-93-5729-818-6

First Edition

June 2025 Ashadha 1947

PD 700T SM

© **National Council of Educational
Research and Training, 2025**

₹ **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 110016
and printed at Universal Offsets, B-3,
Sector-67, Noida (U.P.) 201301

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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy (NEP) 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, physical, and *pranic* (emotional) levels to effortlessly transition to the Middle Stage.

The textbook, *Maths Mela* for Grade 5 Mathematics 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
23 June 2025

National Council of Educational
Research and Training

About the Book

The textbook *Maths Mela* for Grade 5, has been developed based on the recent documents—National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023. They aim to ensure that all children achieve basic numerical skills and abilities to think mathematically and logically, solve problems, develop intuitions regarding quantities and reasoning, and feel a sense of joy, wonder, and curiosity. The Preparatory Stage specifically focuses on the development of conceptual ideas about numbers, shapes, and spatial relationships, measurement and data handling, procedural skills and fluency, and computational thinking.

In light of this, the book for Grade 5 is designed to support learners in consolidating their learnings in the Foundational Stage and making progress towards dealing with more abstract ideas. The chapters of the book cover the foundational ideas of Mathematics: whole numbers and operations, fractions, shapes and spatial relationships, measurement (length, weight, capacity, time), and data handling. Chapters are woven around certain themes so as to engage children with the ideas and their applications. Ideas will keep recurring throughout the book, building deeper engagement and complexity to suit the interest and curiosity of the growing child.

We firmly believe that young learners are capable of reasoning, thinking, and problem-solving in different ways. Therefore, the book provides several occasions for identifying and noticing ideas and relationships across ideas, giving examples and counter-examples to statements, creating objects using mathematical ideas, measuring and quantifying, estimating, and solving problems. There are also opportunities to hone one's arithmetic skills through bare exercises, games, and puzzles. At some places in the chapters, such opportunities have been provided under the section 'Let us Play'. Another important purpose behind games and puzzles is to provide learners a stress-free and joyful learning. Most of these need not be assessed. Some tasks are aimed towards 'computational thinking' where learners are expected to observe and articulate patterns and find exhaustive solutions and solutions under different constraints.

We also believe that learners should develop a liking for Mathematics. The chapters of this textbook provide several enjoyable activities, tasks, games, and puzzles that build on children's intuitions and tap into their experiences in the world around them. These have been given under the section 'Let Us Do' at many places in the chapters. These are sometimes used for making an entry to the concept and at other times provide opportunities to consolidate the ideas. The narrative in the chapters is supported through vivid illustrations, which are also integral to the tasks. We hope that this will allow learners to read pictures and use them for developing important mathematical ideas. Mathematical vocabulary and ways of communicating about mathematics have been emphasised throughout the chapters. We continue to provide instructions and explanation with as little use of language as possible.

Mathematics is an integrated body of knowledge, with a connected and coherent set of ideas. It can be built logically on commonly shared assumptions. Mathematical thinking and reasoning are an important part of learning mathematics. The book attempts to move away from rote memorisation of rules and procedures which kill learners' curiosity and burden them. It rather pushes learners to explore and discover important mathematical ideas. The sections named 'Let Us Think', 'Let Us Explore', and 'Let Us Discuss', included at various places, aim at keeping learners curious to reason out their thinking. These will give them reasons and insights that can be used to remember ideas and apply ideas flexibly and creatively, making further learning easier. It is important to engage with these processes of Mathematics so that learners can go beyond routine mathematical problems confidently and without fear and anxiety. We hope that the carefully chosen learning activities will help them make sense of the ideas, develop capacities to solve problems, experience wonder and joy in the process, and be curious about the world of mathematics. In addition to all of these, with growing capacities of children we have introduced a section called "Let Us Solve". This is aimed to help children hone their skills of using procedures, solving routine problems, and word problems.

We believe that the time available for children to work on problems and share their solutions and ideas will be crucial to achieve the objectives of NEP 2020 and NCF-SE 2023. The book carries several suggestions for appropriate activities and experiences (in class and in and around the home) to develop mathematical ideas.

Teachers' and parents' support in changing conditions of learning for our children will be very important to achieve the dreams of a better and more confident nation.

The book also advises on the making of simple inexpensive concrete materials for learners to work with, and to develop and communicate their thinking. A few perforated sheets for some of the tasks in the chapters are provided at the end of the book. There are some more ideas in the 'Note for the Teachers' for activities and materials. The chapters also show a gradual movement from the use of materials to the use of pictures and making schematic diagrams to make sense of the situation and identify better strategy. The book tries to build models for the ideas using materials and pictures so that learners can use them to develop independent thinking. We would sincerely urge teachers and parents to use the sequence of ideas suggested in the book for teaching and gradually arrive at more formal rules and procedures. When children develop a better understanding, they will be in a better position to appreciate the rules and procedures. Similar care is also to be taken by parents and elder siblings who may help their wards in learning through this book. 'Note for the Teachers' may help teachers and parents in appropriately enhancing the child's learning.

Several activities and tasks in the book also require that children talk and discuss their ideas. Learning will significantly improve in a classroom that welcomes and respects learners' ideas. They will see different ways of thinking and using ideas, and alternative solutions leading to better and independent solutions over a period of time. They will get opportunities to scrutinise each other's solutions and develop fluency with mathematical language, symbols, and procedures. These will also serve as good assessments of learning for the teacher and also provide feedback to them. The exercises given in the book are also examples of how learners can be assessed.

Assessment should be done in multiple forms—using materials and pictures, problem situations and bare problems, activities, creating objects, and sharing and explaining solutions. The book provides enough opportunities for adaptive assessment, assessment for learning, and assessment as learning while the child is engaged in different activities. Teachers can note down their observations while the learners discuss their ideas, replying to the questions asked, and explaining the reasoning for their answer. Such records can be included in the learner's portfolio.

Chapters have more paper and pen tasks in Grade 5 (questions, word problems, and projects) that a child can complete in the classroom or at home. Such tasks provide opportunities to practice writing and present their thinking on paper.

In the times to come, we will provide more resources to the teachers and learners in the form of videos, worksheets for practice, and links to online resources.

We hope that the book will be enjoyable to all and will lead to better teaching-learning conditions.

ANUP KUMAR RAJPUT

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, and wildlife, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- * (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 S.11 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 S.4 (with effect from 1 April 2010).

Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the esteemed Chairperson and members of the National Curriculum Framework Oversight Committee for their invaluable contributions in overseeing the translation of NCF-SE perspectives into the textbook. NCERT is also deeply grateful to the *Chairperson*, *Co-Chairperson*, and members of the National Syllabus and Teaching-Learning Material Development Committee for their continuous guidance and thorough review of the textbook. Furthermore, NCERT extends its heartfelt thanks to the *Chairpersons* and Members of the Sub-Group: Mathematics of the Curricular Area Group (CAG) for their support and guidelines on the cross-cutting themes.

The Council acknowledges the support of Amarendra Behera, *Professor*, CIET; Pratyusha Kumar Mandal, *Professor* and *Head*, DESS; Sunita Farkya, *Professor* and *Head*, DESM; Indrani Bhaduri, *Professor* and *Head*, ESD; Vinay Singh, *Professor* and *Head*, DEGSN; Milli Roy, *Professor* and *Head*, DGS; and Jyotsna Tiwari, *Professor* and *Head*, DEAA, along with their teams, for their meticulous efforts in ensuring the seamless integration of cross-curricular aspects throughout the textbook and linkages with other curricular areas.

The efforts of Tarannum Khursheed, *Junior Project Fellow*, DEE, NCERT are appreciated for providing support in the development of this textbook. The Council also acknowledges the efforts of Nidhi M Shashtri, *Academic Consultant*, Program Office, NCERT, Vijay Shukla, *DTP*, Ayaz Ahmad Ansari, *DTP*, Pawan Kumar, *DTP*, and Gandharv, *DTP* for editing and typesetting of this textbook.

The Council acknowledges the efforts of Pawan Kumar Barriar, *Incharge*, DTP Cell; Sadiq Saeed and Sachin Tanwar, *DTP Operators* (Contractual); Keshav Kumar and Rajat Subhra Roy, *Proofreaders* (Contractual), Publication Division, NCERT, for their meticulous attention to detail in finalising this textbook. We sincerely thank Fatma Nasir, the artist, for her valuable contribution to the finalisation of the cover.

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in certain educational institutions.

Cultural and Educational Rights

- for protection of interests of minorities;
- for minorities to establish and administer educational institutions;
- saving of certain Laws 31A–31D.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.




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Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:



Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?



Then you will find your doubts and your self melting away.

MK Gandhi