

Santoor

Textbook of English for Grade 4



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NCERT

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

0432—SANTOOR

Textbook of English for Grade 4

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Foreword

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 that children are well-prepared at both the cognitive-sensitive and physical-pranic (emotional) levels to effortlessly transition to the Middle Stage.

The textbook, *Santoor* for Grade 4, 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

12 March 2025

National Council of Educational

Research and Training





About the Book

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 as emphasised in the 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. At 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. Additionally, it incorporates digital elements and external references suitably within the material. The 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 read', 'Let us recite', 'Let us think', 'Let us speak', 'Let us learn', 'Let us listen', 'Let us write', 'Let us do', and 'Let us explore'. They not only help 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 Grades 1,2 and 3, Santoor (Grade 4) 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 answer' 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 only limited 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.

In Grade 4, 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 chapter on Maheshwar brings into light the rich cultural heritage, architectural magnificence, and the legacy of Ahilya Bai, inspiring appreciation for the history and traditions of Bharat.

The theme of the Unit 1 is 'My Land'. This unit encourages students to understand the importance of togetherness, honesty and road safety in building a strong, harmonious, and responsible nation. It begins with the poem 'Together We Can', which talks about the joy of togetherness, helping each other in times of need, and the power of teamwork.

Chapter 2, 'The Tinkling Bells', inculcates the value of honesty and a bond of love between Chinna and his pet. It introduces the young learners to the fact that one should treat other's belongings with respect, just as one would want their own to be respected.

Chapter 3, 'Be Smart, Be Safe: Road Safety Tips for Little Feet', is a guideline-based letter from the Traffic Police of Bharat to young students on learning traffic rules in a fun and effective way.

Unit 2, titled 'My Beautiful World', takes the children into the world of focus, wisdom and perseverance. It encourages them to pursue one goal at a time, gather insights from the timeless tales of Panchatantra, and be inspired by those who brought hope and light into the lives of others.

Chapter 4, 'One Thing at a Time', encourages children to focus on a single goal at a time enabling them to complete their tasks faster with better results. This approach also makes learning easier and more enjoyable.

Chapter 5, adapted from The Panchatantra, titled 'The Old Stag', teaches an important lesson about wisdom, love, and gratitude. It brings into light the fact that nature provides abundantly for all creatures, offering shelter and food equally, if used wisely.

Chapter 6, 'Braille', is about the life of 'Louis Braille', a Frenchman who lost his sight as a child. His invention of a special code using small dots made the world accessible for the visually impaired which brought new hope and possibilities for them.

Unit 3, titled 'Fun With Games', steers us into the world of health and fitness.

It begins with a poem, 'Fit Body, Fit Mind, Fit Nation', which is about children involved in various activities like hockey, skating, playing musical instruments, cycling, and singing. Balancing studies with fun activities helps them relax and unwind. A happy and active child grows with confidence and shine!



Chapter 8, 'The Lagori Champions', is about an intense Lagori match between the Sunderban Tigers and the Green Warriors. Both teams give their best performances. Read the story to find out which team wins.

Chapter 9, 'Hekko', allows readers to peep into the golden history of Nagaland, where this sport originated. Read on to discover more about this game of strength and power.

Unit 4 titled 'Up High' takes the readers on a journey of wonder, adventure, and heritage. It begins with the poem 'The Swing' which talks about the most pleasant things a child can ever do— enjoying the view while playing on a swing from a height. What fun it is!

Chapter 11, 'Journey to the Magical Mountains', tells the story of the bond of love and adventure shared by Minam and her grandfather, who was once a Sherpa. He takes her on an unforgettable journey.

Chapter 12 of this unit takes the readers to the majestic fort 'Maheshwar' built by Ahilya Bai of Holkar dynasty. Read to find out what else is interesting about the place.

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 Vijnanamaya koshas 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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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, 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 (with effect from 3 January 1977).

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





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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;

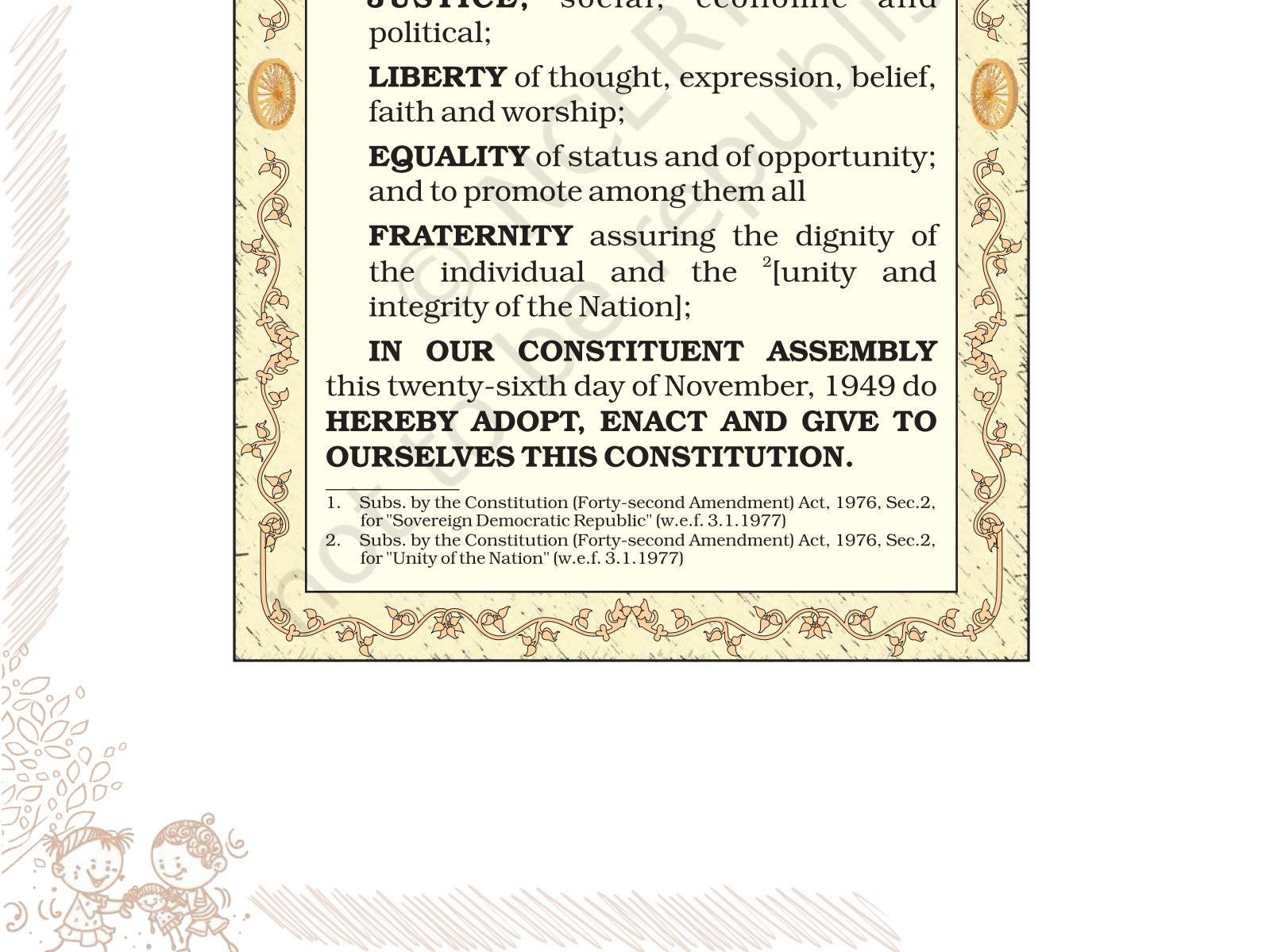
EQUALITY of status and of opportunity; and to promote among them all

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 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 educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

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.

