

# Our Wondrous World

**Textbook for Class 3**  
**The World Around Us**



0335

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

**राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्**  
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**0335 – OUR WONDROUS WORLD—TEXTBOOK FOR CLASS 3**  
**The World Around Us**

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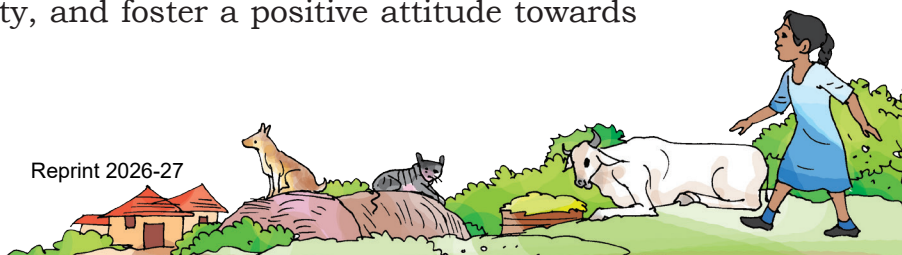
## FOREWORD

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 Class 3 to Class 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way and discovery, plus the activity-based learning methods continue, children are also introduced to textbooks and 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 sciences. 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.

Adhering to the recommendations of the National Curriculum Framework for School Education (NCF-SE), brought out, as a follow-up to the NEP 2020, a new subject area called 'The World Around Us' at the Preparatory Stage. This subject aims to provide environmental education through an experiential learning approach, connecting children's experiences with the basic concepts of different subject areas which they will study at the Middle Stage.

*Our Wondrous World*, the textbook for The World Around Us, has been designed to help children connect their day-to-day learning about their world to the basic concepts of various subject areas—science, social sciences and environmental education. It aims to enhance their sensitivity towards their environment, develop skills to work with the community, and foster a positive attitude towards various professions.



*Our Wondrous World* emphasises conceptual understanding, critical thinking, creativity, and the 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 tools and school-based assessments.

Children's innate curiosity at this stage needs to 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 also need to 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 children, keeping them engaged and fostering curiosity and wonder, vital for learning.

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

New Delhi  
25 May 2024

DINESH PRASAD SAKLANI  
*Director*  
National Council of Educational  
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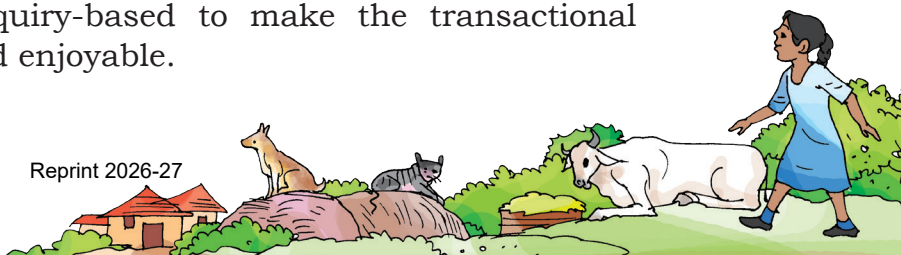


## About the Textbook

The National Curriculum Framework for School Education (NCF-SE) 2023 has identified The World Around Us (TWAU) as a core curricular area at the Preparatory Stage of School Education for Classes 3–5. The National Education Policy (NEP) 2020 and the NCF-SE 2023 emphasise the need for integrating a holistic and multidisciplinary approach to learning in this subject area. Thus, the nature of this subject area has been recommended as integrated and interdisciplinary. Both the above policy documents advocate experiential learning, exploration and discovery as an essential component of the Preparatory Stage curriculum.

Based on the above policy perspective, a textbook titled *Our Wondrous World* for Class 3 has been designed and developed. *Our Wondrous World*, as the title suggests, evokes curiosity and promotes experiential learning, exploration, investigation, discovery, and critical thinking through hands-on activities and open-ended inquiries. This subject integrates science, social sciences and environmental education. The book emphasises real life experiences to deepen understanding and foster problem solving and critical thinking skills as children explore their surroundings with joy and curiosity. The design of the chapters for each unit provides opportunities for the young minds to think independently, reflect on their observations and answer open-ended questions. This provides opportunities to children to do away with rote memorisation and encourages children to actively engage with their surroundings, fostering a sense of curiosity and inquiry. This approach follows a progression from known to unknown, local to global, simple to complex, concrete to abstract and familiar to unfamiliar in the development of concepts and skills.

This textbook has three broad components. The first component is the selection of content and skills for expected learning. The second component is the presentation of content in a manner that is interactive for children. It assists teachers in transacting concepts and skills. The presentation of the text includes various age-appropriate pedagogical approaches such as play-based, theme-based, toy-based and inquiry-based to make the transactional processes child-centric and enjoyable.



The third component is the selection of assessment processes and tracking the progress of children’s learning. We all know that children also learn through picture reading, discussion, experimentation, solving puzzles and riddles, sharing experiences, and expressing thoughts and ideas through drawing and writing. To lighten the burden of assessment, instructions have been given to assess learning through such activities. For effective and meaningful assessment, class-wise learning outcomes and competencies have been identified in each subject, and teachers should assess learning accordingly.

All the three components related to the approach of this textbook can be understood by this example—in the chapter ‘Food We Eat’, children learn about traditional cuisines like *haakh* (a kind of green *saag* which is popular in Srinagar). This instance arouses curiosity about the variety of foods in their own region and the different regions of our country. This exploration integrates various subjects as we try to understand the ingredients used to cook the particular food item, learn about the regions where these foods originated from and their cultural practices. Children examine how food reflects cultural practices across India. Such an interdisciplinary approach deepens children’s understanding, and helps them make rich connections across subjects, themes, and concepts.

*Our Wondrous World* is structured in four units concerning themes involving the world around children. The structure of each unit follows a coherent format designed to engage children effectively.

Each chapter of the units feature an interactive-cum-dialogue or story-cum-narrative approach to the concepts and skills being taught. For instance, in Unit 2, the theme ‘Getting to Know Plants’ presents an interactive dialogue between children who are exploring a garden and discovering different types of plants, parts of a plant, and the need to take care of the plants for balanced and harmonious living.

The presentation of the content in each chapter is child friendly, and encourages active participation of the children in the learning process. The self-explanatory illustrations aim in developing observation and critical-thinking skills of the children. An effort has been made that the level of language and concepts in the book are age-appropriate and relate to different regions of our country.



At the beginning of each unit, a concept scheme for each chapter is given that will help to target the desired competencies and expected learning outcomes.

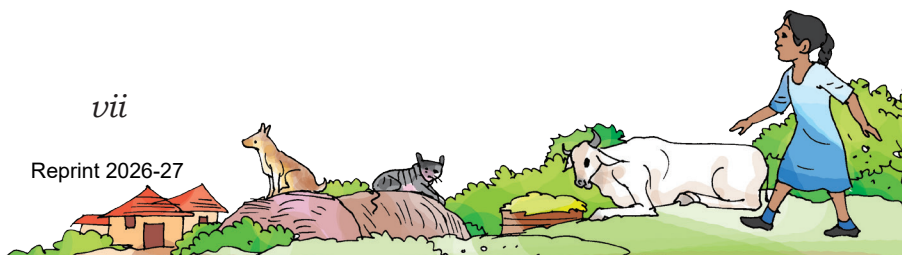
The language used in the book is simple and clear, ensuring that children can easily grasp the concepts given in all the four units. However, the book also incorporates some new vocabulary to offer a gentle challenge and expand children's language skills, e.g., by introducing terms like 'transparent', 'opaque' and 'translucent' within the context of learning about materials and their properties. It has been explained through illustrations and descriptions to help children understand these words in relation to real-world objects.

Furthermore, each chapter has an inbuilt assessment idea that helps in tracking the progress of children and tailoring learning-teaching strategies accordingly. These assessment ideas include activities like drawing a sketch from home to school, creating a *rangoli* using materials from nature, discussion points, matching traffic signs, labelling certain pictures, conducting simple experiments to observe plant growth, or answering open-ended questions about the functions of different parts of a plant.

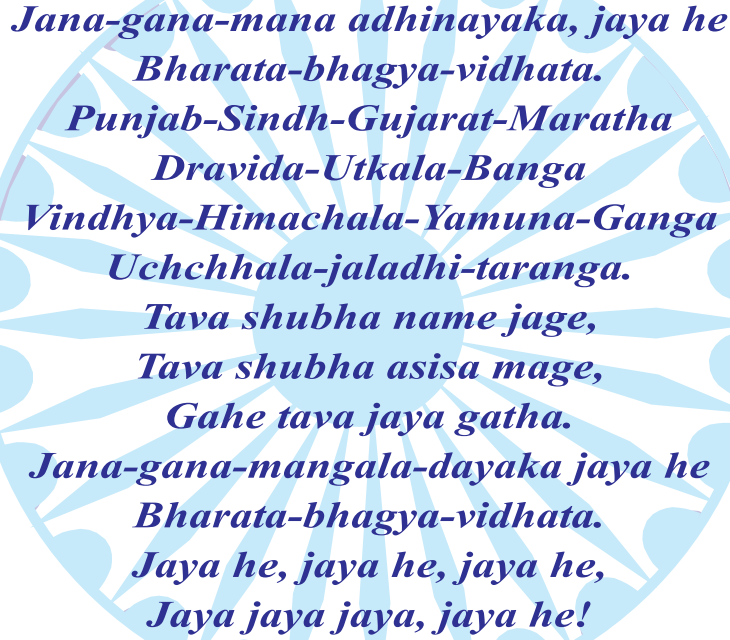
'Let us reflect' is a section in which children get an opportunity to summarise the learning from the chapter.

The activities given in the book are suggestive in nature. Teachers are free to create additional activities besides what is given in the book, without putting any kind of pressure on the children, and see that they connect the children with their local environment. Through *Our Wondrous World*, we have endeavoured to offer our children dynamic and engaging learning experiences.

We hope that this book will open doors to understanding the wonders of nature and lead to better learning-teaching of this important interdisciplinary subject.



## 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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# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[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 <sup>2</sup>[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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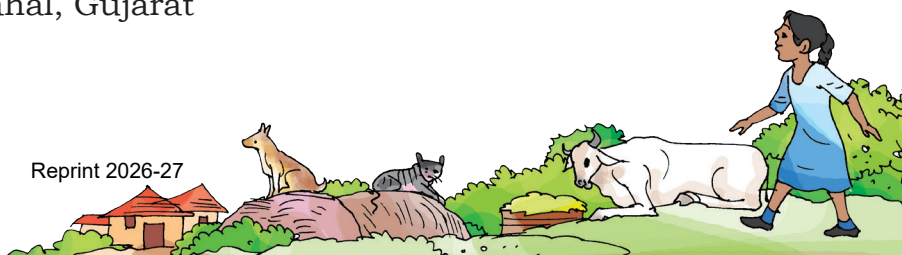
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*If you are stressed, anxious, worried,  
sad or confused about ....*



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