

Our Wondrous World

Textbook for Class 3
The World Around Us



0335

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCEERT

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

First Edition

June 2024 Jyeshtha 1946

Reprinted

March 2025 Phalgunā 1946

PD 400T 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
Goyal Offset Works Pvt. Ltd., Plot
No. 370–371, 374–375, Phase-V,
Sector-56, Kundli, Sonipat (Haryana)

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

OFFICES OF THE PUBLICATION

DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 **Phone : 011-26562708**

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 **Phone : 080-26725740**

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 **Phone : 0361-2674869**

Publication Team

Head, Publication : *M.V. Srinivasan*

Division

Chief Editor : *Bijnan Sutar*

Chief Production Officer : *Jahan Lal*
(In charge)

Chief Business Manager : *Amitabh Kumar*

Assistant Production Officer : *Sayuraj A.R.*

Cover, Design and Artwork

Joel Gill

Illustration

*Silja Bansriyar, Susnata Paul,
Palak Sharma and Nanit BS*

—Azim Premji Foundation, Bengaluru

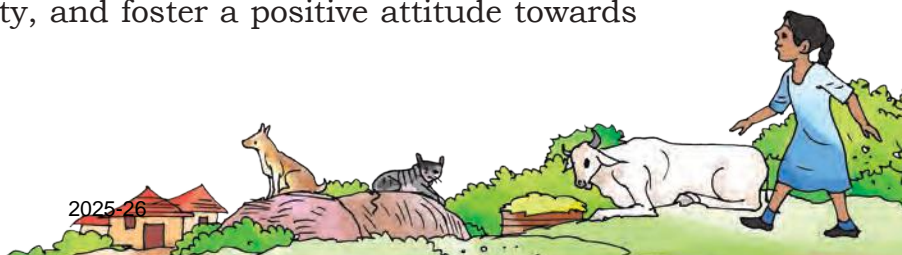
FOREWORD

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
Research and Training

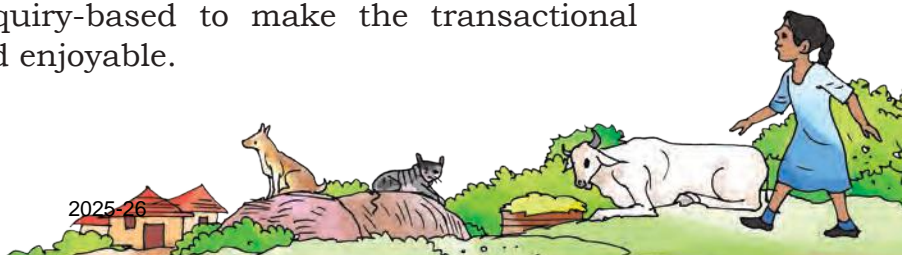


About the Textbook

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.

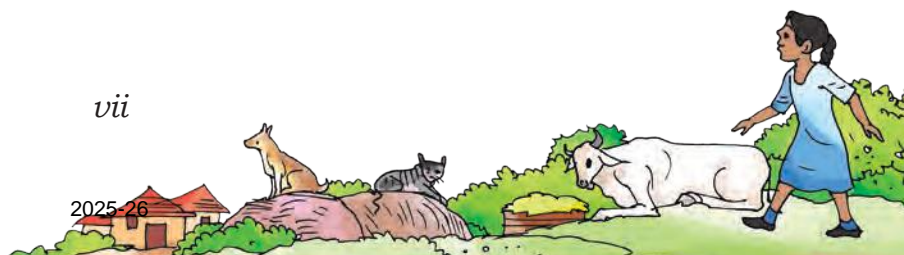
The language used in the book is simple and clear, ensuring that children can easily grasp the concepts given in all the four units. However, the book also incorporates some new vocabulary to offer a gentle challenge and expand children's language skills, e.g., by introducing terms like 'transparent', '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.



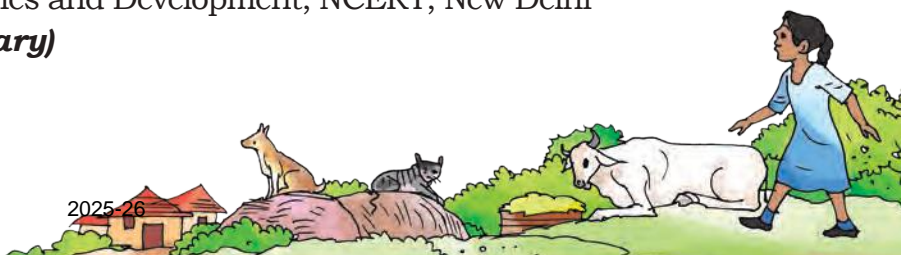
Our National Anthem

*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.

National Syllabus and Teaching Learning Material Committee (NSTC)

1. M. C. Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA) (**Chairperson**)
2. Manjul Bhargava, *Professor*, Princeton University (**Co-Chairperson**)
3. Sudha Murty, *Acclaimed Writer and Educationist*
4. Bibek Debroy, *Chairperson*, Economic Advisory Council –Prime Minister (EAC–PM)
5. Shekhar Mande, *Former DG*, CSIR, *Distinguished Professor*, Savitribai Phule Pune University, Pune
6. Sujatha Ramdorai, *Professor*, University of British Columbia, Canada
7. Shankar Mahadevan, *Music Maestro*, Mumbai
8. U. Vimal Kumar, *Director*, Prakash Padukone Badminton Academy, Bengaluru
9. Michel Danino, *Visiting Professor*, IIT–Gandhinagar
10. Surina Rajan, *IAS (Retd.)*, Haryana, *Former DG*, HIPA
11. Chamu Krishna Shastri, *Chairperson*, Bhartiya Bhasha Samiti, Ministry of Education
12. Sanjeev Sanyal, *Member*, Economic Advisory Council–Prime Minister (EAC–PM)
13. M. D. Srinivas, *Chairperson*, Centre for Policy Studies, Chennai
14. Gajanan Londhe, *Head*, NSTC Programme Office
15. Rabin Chhetri, *Director*, SCERT, Sikkim
16. Pratyusha Kumar Mandal, *Professor*, Department of Education in Social Sciences, NCERT, New Delhi
17. Dinesh Kumar, *Professor and Head*, Planning and Monitoring Division, NCERT, New Delhi
18. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT, New Delhi (**Member-Secretary**)



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)

Textbook Development Team

Guidance

Mahesh Chandra Pant, *Chairperson*, NSTC and *Member*, Coordination Committee, Curricular Area Group (CAG): Preparatory Stage

Manjul Bhargava, *Co-Chairperson*, NSTC and *Member*, Coordination Committee, CAG: Preparatory Stage

Suniti Sanwal, *Professor* and *Head*, Department of Elementary Education, NCERT, New Delhi and *Member-Convenor*, Coordination Committee, Curricular Area Group: Preparatory Stage

Chairperson, Sub-Group (TWAU)

Rabin Chhetri, *Director*, SCERT, Sikkim

Contributors

Anita Bhatnagar, Former *IAS* and Author of children's books

Archana Panicker, *Programme Director*, Center for Environment Education (CEE), Ahmedabad

Binay Pattanayak, *Chief Consultant*, NSTC Programme Office, NCERT, New Delhi

Chong Shimray, *Associate Professor*, Department of Elementary Education, NCERT, New Delhi

Deborah Dutta, *Research and Documentation Consultant*, Institute of Rural Management, Anand

Dhanya Krishnan, *Associate Professor*, Department of Elementary Education, NCERT

Dikila Lepcha, *Assistant Professor*, SCERT, Sikkim

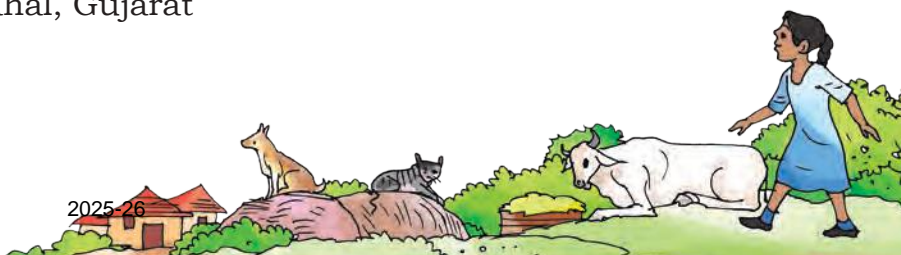
Gayatri Dave, *Programme Coordinator*, Center for Environment Education (CEE), Ahmedabad

Jayashree Ramadas, Retired *Professor* of Science Education, HBCSE and TIFR Hyderabad

Mahendrakumar Arjan Chotalia, Former *Dean*, Faculty of Education and *Head*, Post Graduate Department of Education, Sardar Patel University, Gujarat

Matrika Sharma, *PGT* (History), Government Sr. Secondary School, Dikling, Sikkim

Patel Rakesh Kumar Chandrakant, *Head Teacher*, Nava Nadisar Primary School, Panchamahar, Gujarat



Rama Jayasundar, *Head*, Department of NMR, All India Institute of Medical Sciences (AIIMS), New Delhi

Romila Bhatnagar, *Associate Professor*, Department of Elementary Education, NCERT, New Delhi

Sandeep Kumar, *Assistant Professor*, Department of Elementary Education, NCERT, New Delhi

Shamin Padalkar, *Assistant Professor*, Tata Institute of Social Sciences, Mumbai

Sridevi K. V., *Associate Professor*, Regional Institute of Education, Ajmer

Swati Shelar, *Senior Project Associate*, Center for Creative Learning, IIT Gandhinagar

Tarun Choubisa, *Director*, Pedagogy and Innovations (science) Seed2Sapling Education Foundation, Bengaluru

Tulika Dey, *Associate Professor*, North-Eastern Regional Institute of Education, Shillong.

Vena Kapoor, *Nature Education Consultant*, Nature Classrooms, Bengaluru

Vijay Datta, *Principal*, Modern School, Barakhamba road, New Delhi

V. Ramanathan, *Assistant Professor*, Tata Institute of Social Sciences (TISS), Mumbai

Reviewers

Manjul Bhargava, *Co-Chairperson*, NSTC and *Member*, Coordination Committee, CAG: Preparatory Stage

Anurag Behar, *Member*, National Oversight Committee (NOC)

Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT, New Delhi

Gajanan Londhe, *Head*, NSTC Programme Office

Member-coordinators, Sub-Group (TWAU)

Romila Bhatnagar, *Associate Professor*, Department of Elementary Education, NCERT, New Delhi

Kavita Sharma, *Professor*, Department of Elementary Education, NCERT, New Delhi

Sarla Verma, *Associate Professor (Co-Cordinator)*, Department of Teacher Education, NCERT, New Delhi



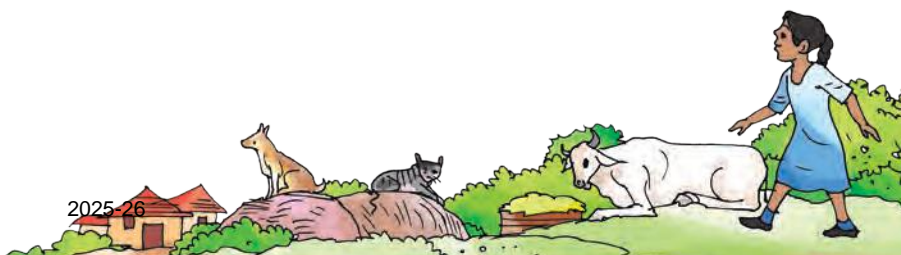
Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of esteemed Chairperson and members of the National Curriculum Frameworks Oversight Committee, 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 NCERT acknowledges the support of Varada Nikalje, *Professor*, Department of Elementary Education; Kirti Kapur, *Professor*, Department of Languages; Indrani Bhaduri, *Professor* and *Head*, Educational Survey Division, NCERT; Mona Yadav, *Professor*, Department of Gender Studies, NCERT; Vinay Singh, *Professor* and *Head*, Department of Education of Groups with Special Needs, NCERT; Milli Roy, *Professor* and *Head*, Department of Gender Studies, NCERT; and Jyotsna Tiwari, *Professor* and *Head*, Department of Education in Arts and Aesthetics, NCERT; for reviewing the cross-cutting themes such as integration of gender, inclusion, art education, etc., in this textbook.

Special thanks are due to Gajanan Londhe, *Head* and Binay Pattanayak, *Chief Consultant*, NSTC Programme Office, NCERT who played a significant role in coordinating for the content finalisation and designing aspects of this textbook.

The support from Aparna Joshi, Gargi College and Smriti Sharma, LSR from Delhi University in content editing is appreciated. Sushmita Malik, former *Consultant*, NCERT and *writer*; Manju Jain, former *Professor*, DEE, NCERT; Baljeet Kaur, *Principal* and *Coordinator* PEC Samagra Shiksha, Delhi; Sangeeta Arora, retired *Teacher*, Kendriya Vidyalaya Shalimar Bagh, New Delhi and Suparna Diwakar also assisted in editing and translation of content. Acknowledgements are also due to Vikas Chandra Roy, Tirang Luikang Rangsanamei, Arun Naik and Ronita Sharma from Azim Premji University, Bangalore for their academic contribution towards improvising content in the book.



Efforts of Sangeeta Mathur, Hargun Kaur, Rinky, Chanchal Dahiya, Tarandeep Kaur, Mamta and Manish are appreciated for providing technical support in formatting of the textbook.

The Council acknowledges the contribution of Pawan Kumar Barriar, *In-charge*, DTP Cell, Publication Division, NCERT; Ilma Nasir, *Editor* (Contractual), Vipin Kumar Sharma, Vivek Rajpoot and Bittu Kumar Mahato, *DTP Operators* (Contractual), Publication Division, NCERT for giving this document a final shape.

© NCERT
not to be republished



Contents



Foreword iii

About the Textbook v

Unit 1: Our Families and Communities

Chapter 1: Family and Friends 3

Chapter 2: Going to the Mela 19

Chapter 3: Celebrating Festivals 34

Unit 2: Life Around Us

Chapter 4: Getting to Know Plants 47

Chapter 5: Plants and Animals Live Together 62

Chapter 6: Living in Harmony 72

Unit 3: Gifts of Nature

Chapter 7: Water— A Precious Gift 86

Chapter 8: Food We Eat 100

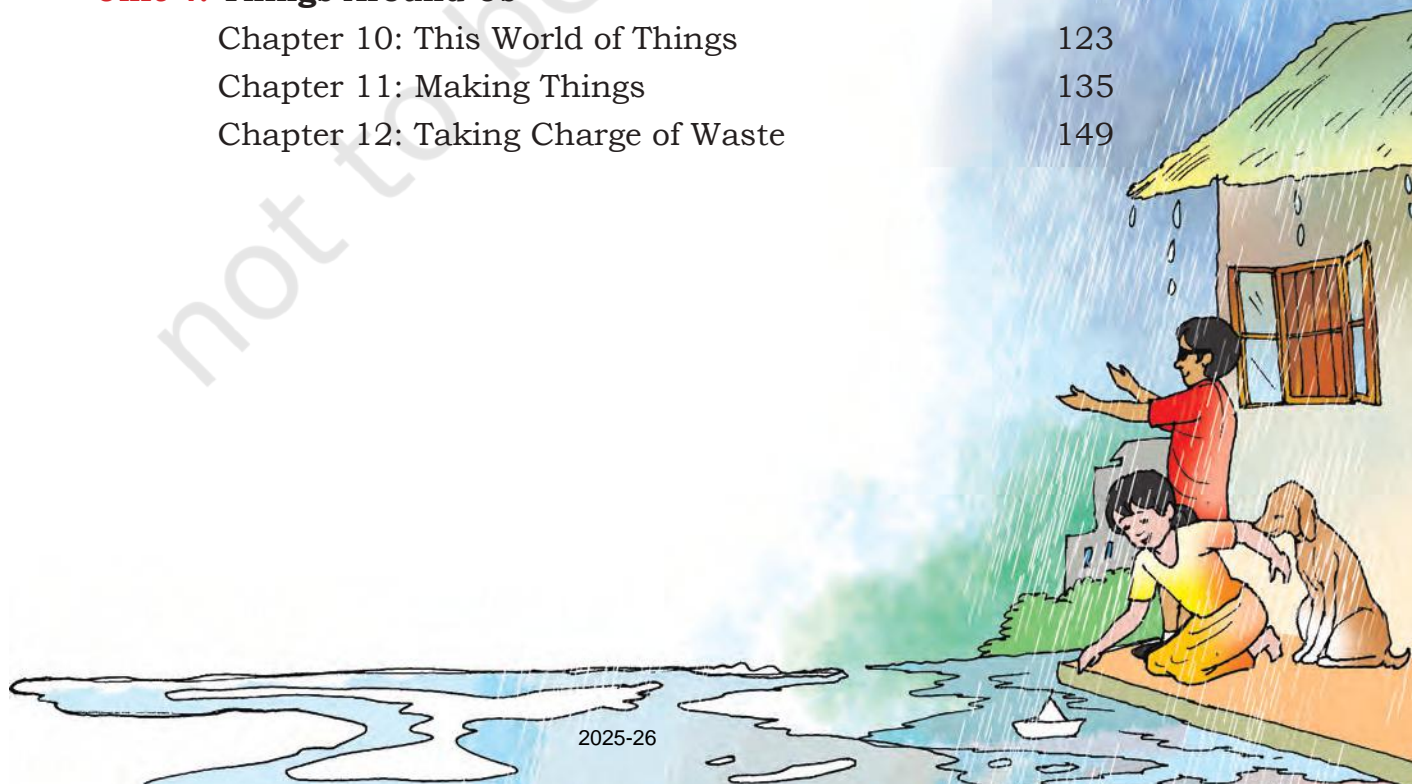
Chapter 9: Staying Healthy and Happy 109

Unit 4: Things Around Us

Chapter 10: This World of Things 123

Chapter 11: Making Things 135

Chapter 12: Taking Charge of Waste 149





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



Studies and Exams



Personal Relationships



Career Concerns



Peer Pressure

Seek Support of Counsellors



**Call
8448440632**

**National Toll-free
Counselling Tele-Helpline
8am to 8pm
All days of the week**

MANODARPAN

Psychosocial Support for Mental Health & Well-being of Students
during the COVID-19 Outbreak and beyond
(An initiative by Ministry of Education, Government of India, as part
of Atma Nirbhar Bharat Abhiyan)



[www.https://manodarpan.education.gov.in](https://manodarpan.education.gov.in)