



# Our Wondrous World

Textbook for Grade 4  
THE WORLD AROUND US



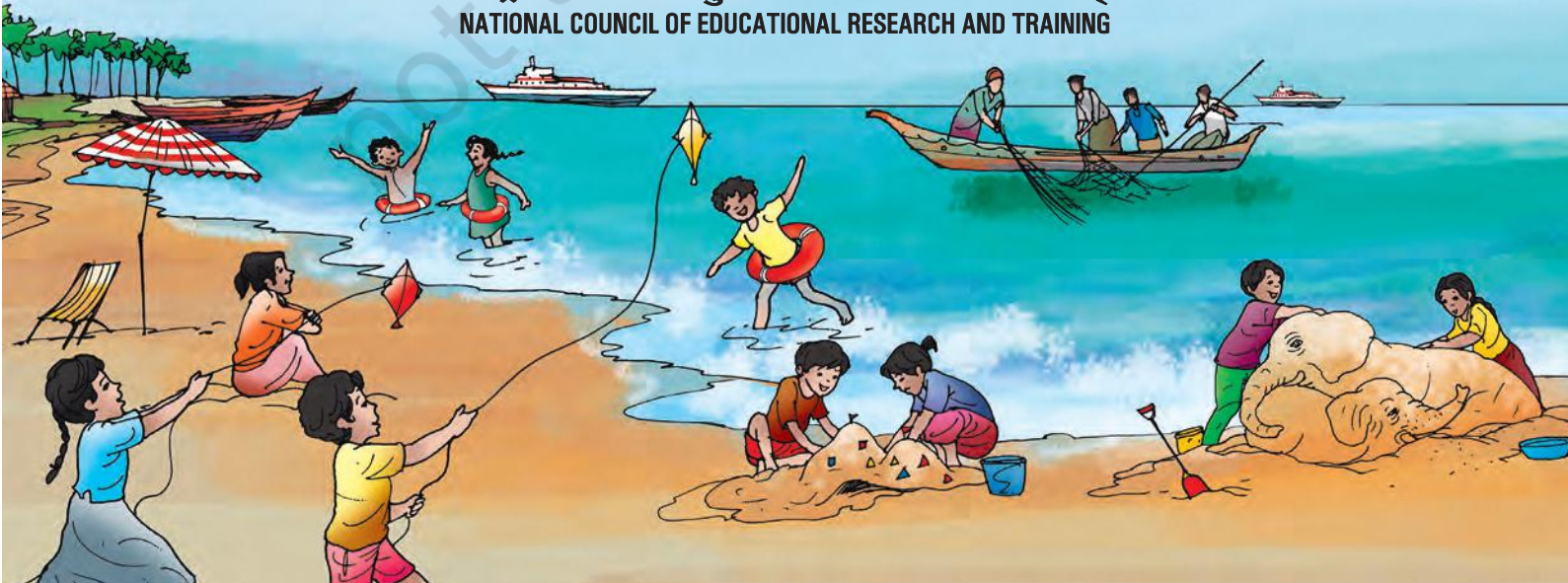
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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



**0435 – OUR WONDROUS WORLD—TEXTBOOK FOR GRADE 4**  
**The World Around Us**

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## Foreword

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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 students 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 the activity-based learning methods continue, children are also introduced to textbooks and formal classroom settings. This introduction aims to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, thinking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science and social sciences. This comprehensive approach also ensures children are well-prepared both at the cognitive-sensitive and physical-emotional levels to effortlessly transition to the middle stage.

Adhering to the recommendations of the National Curriculum Framework for School Education (NCF-SE) 2023, brought out as a follow-up to the NEP 2020, a new subject area called 'The World Around Us' at the preparatory stage is introduced. 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.

In Grade 3, students were familiarised with four broad units, which included Our Families and Communities, Life Around Us, Gifts of Nature and Things Around Us. This textbook for Grade 4 centres on five broad units, including Our Community, Life Around Us, Health and Well-Being, Things Around Us, and Our Environment. The content and processes have been designed by keeping in view the age, experiences, interests and diversity of children everywhere.

Children's innate curiosity at this stage needs to be nurtured by addressing their questions and designing activities based on the 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 contents of this textbook.

New Delhi  
25 March 2025

DINESH PRASAD SAKLANI  
*Director*  
National Council of Educational  
Research and Training



## About the Textbook

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The National Education Policy (NEP) 2020 envisions a transformative education system that is deeply rooted in the Indian values and culture. By creating engaging, experiential and exploratory learning experiences, we can turn this vision into reality. The National Curriculum Framework for School Education (NCF-SE) 2023 has introduced The World Around Us as a core curricular area at the Preparatory Stage of School Education for Grades 3–5. The World Around Us helps children discover and connect with their surroundings, fostering a sense of belonging and responsibility. By exploring their physical, social and natural environments, children develop awareness, sensitivity, and a deeper appreciation for the world around them. Encouraging curiosity, hands-on exploration, and connecting with people and objects help children develop a more holistic understanding of the world. Hence, this curricular area is designed to be integrated and interdisciplinary.

Guided by the NEP 2020, the Grade 4 textbook *Our Wondrous World* has been carefully designed to spark curiosity and encourage experiential learning. Through hands-on activities and open-ended inquiries, students explore, investigate, and discover the world around them. By integrating science, social sciences, and environmental education, the book connects learning to real-life experiences, to enhance problem-solving skills and fostering critical thinking. Ultimately, the goal is to empower students with essential competencies—including skills, knowledge, values and dispositions that foster a deeper understanding and connection with their environment. Through joyful and curious engagement with their surroundings, children deepen their learning and develop a lifelong appreciation for the world around them.

Building on the foundational concepts introduced in the textbook of Grade 3, this book offers developmentally progressive activities and discussion around five units—Our Community, Life Around Us, Health and Well-being, Things Around Us, and Our Environment. Each unit follows a consistent and engaging structure, carefully designed to captivate young learners. Every chapter within the units includes; an interactive dialogue or narrative, observation and inference activities, experiments, field visits and exploration. For



instance, in Unit 4—Things Around Us, the chapters begin with interactive dialogues. These dialogues spark curiosity and encourage children to explore, and investigate the phenomenon further. By changing conditions and drawing inferences, students develop a deeper understanding the scientific processes. Similarly, the 'Nature Trail ' in Unit 2 helps children to understand the importance of conserving resources for a balanced and harmonious way of life.

Each chapter presents content in a child friendly manner and encourages active participation of the children in the learning process. Engaging puzzles and riddles spark curiosity in children, bringing a smile to their faces and making learning a joyful experience. The self-explanatory illustrations are designed to foster observation and critical-thinking skills in children. The language and concepts presented in the book are carefully crafted to be age-appropriate, reflecting the diversity of our country. To promote diversity and inclusivity, the book incorporates varied activities and discussions. Additionally, the rich Indian Knowledge System is integrated into the content and illustrations, enabling children to appreciate and connect with vibrant culture, and heritage of our country. Indigenous practices are highlighted through case studies, illustrations and activities. Social phenomena are explored through diverse experiences such as interaction with family members, neighbourhood surveys, and peer conversations. The development of essential values and dispositions is fostered through activities emphasising care, concern, and respect for nature. By empowering children to make responsible choices, this approach aligns with the noble vision of 'Vasudhaiva Kutumbakam'—a world united as one family.

Each unit begins with a concept scheme, outlining the desired competencies and expected learning outcomes for each chapter. The content is presented in an interactive and engaging manner. Employing the developmentally appropriate pedagogical approaches, including play-based, theme-based, toy-based and inquiry-based methods, ensures that the learning process remains child-centric, engaging, and enjoyable. To support teachers, the 'Notes to the Teachers' provide additional clarity and guidance for facilitating activities. Each chapter also features intriguing facts in the 'Do you know' section, encouraging children to think critically and explore the topics more deeply.

Efforts were made to celebrate the linguistic diversity of our country by providing context-specific examples and activities that encourage children to explore equivalent terms in various Indian languages. The integrated approach is evident throughout the



book. For instance, the Chapter 9—Different Lands, Different Lives revolves around the central theme of various landforms—plains, deserts, coastal regions and mountains—and their influence on socio-cultural aspects such as food, clothing, art, and housing. Through an example of a visit to four states of our country, the chapter captures the essence of diversity and emphasises the importance of appreciating the rich cultural diversity around us. It also highlights how we successfully overcome challenges, showcasing resilience in the process. Exploration of things around us is planned for children to get hands-on experience of the scientific process, but without introducing scientific terms. The chapters have a seamless blend of tradition and modernity. While the book provides opportunities for students to explore India’s rich heritage, it also highlights the significance of technology in daily life.

The book adopts an integrated assessment approach, where assessment strategies are flawlessly integrated with pedagogical methods. By avoiding the burden of assessment, learning activities are assessed through multiple modes. This includes, creating art forms, discussion and writing activities, open-ended inquiries, field-based projects, conducting simple experiments, etc.

The ‘Let us reflect’ section provides students with an opportunity to summarise their learning from the chapter. The activities in the book serve as suggestions, allowing teachers the flexibility to design additional activities as needed.

With *Our Wondrous World*, we strive to provide children with dynamic and engaging learning experiences. We aspire for this book to spark curiosity in children and enrich their learning experience of the world around us.

DHANYA KRISHNAN

*Associate Professor and Member-Coordinator*  
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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.



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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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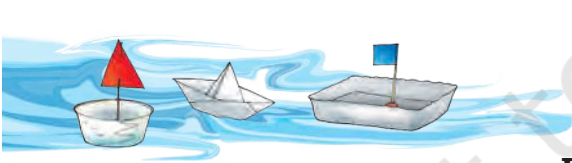
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# THE CONSTITUTION OF INDIA

## 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)