

Analysis of Grade 3 Textbook *Our Wondrous World* with Special Reference to NEP 2020 and NCF-SE 2023

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Abstract

This study concluded a content analysis of the NCERT Grade 3 Textbook 'Our Wondrous World', that is, 'The World Around Us'. Textbook promotes holistic development, incorporating indigenous culture to sustain Indian identities in our young learners. Through content analysis, it was evident that 'Our Wondrous World' employs a multidisciplinary approach, featuring vibrant illustrations and engaging exercises. Further, the content textbook fosters a deeper understanding of the Indian Knowledge System, aiming to acquire Indian rootedness and ideal character formation in learners. Content of the textbook has been presented using reflective, inquiry-based, theme-based, activity-based, toy-based, and play-based pedagogy by citing examples in the local context. The textbook acts as a learning resource in promoting an effective learning environment among learners. The present paper discusses about analysis of Grade 3 textbook 'Our Wondrous World' with special reference to NEP 2020 and NCF-SE 2023.

Keywords: NEP 2020, NCF-SE 2023, 'Our Wondrous World', Multidisciplinary, Toy-Based Pedagogy, Play-Based Pedagogy, Indian Knowledge System (IKS)

INTRODUCTION

The first step towards the implementation of the National Education Policy 2020 (NEP 2020) in the schools took place in the form of the development of the National

Curriculum Framework for the Foundational Stage in 2022 and the National Curriculum Framework for School Education in 2023. Based upon these frameworks, the next step was the development of textbooks.

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In line with the aforesaid NCERT textbook for Grade 3, *Our Wondrous World*, that is, 'The World Around Us', has been developed, which describes the need and importance of natural world in the context of Indian Knowledge System, along with adhering to the recommendations of the Policy and frameworks. It is also stated that this textbook places high prominence on conceptual understanding, critical thinking, and value addition for preparatory stage learners.

It is known to us that our NCERT textbooks are a great human enterprise, not only endless and faceless but also constant and variable. As an outcome of textbook interaction, the learner acquires a reservoir of knowledge as well as attitude, value inculcation, skills and thought processes which empower him to practice his comprehension to accommodate in a particular social system. Content analysis of a textbook is the systematic process to evaluate the text containing the structure, the futuristic thought, and special learning reinforcements. Also, content analysis helps curriculum planners and developers in determining learners' needs on a current and long-term basis. The present study deals with content analysis of the NCERT Grade 3 textbook *Our Wondrous World*. Indian Knowledge System is a vibrant traditional knowledge having a wide range of value-based legacy. It preserves the wisdom

which provides holistic solutions to current and emerging issues. It includes a variety of domains such as Indian Philosophy, Mathematics, Sciences, Agriculture, and Medicine. Our young mind needs to know the tradition, religion, philosophy, and ideology of India. Therefore, it is not at all possible to avoid the influence of the Indian Knowledge System in contemporary education.

This paper analyses the contents of the Grade 3 NCERT textbook *Our Wondrous World*, aligning them with the recommendations of NEP 2020 and NCF-SE 2023. The study, employing a qualitative approach to content analysis, aims to identify in what ways the textbook has tried to fulfil the objectives of NEP 2020 and NCF-SE 2023 in achieving holistic development of the learners.

The content analysis will help educators assess the quality and relevance of the chapters and structure of the textbook. It will help teachers to develop more effective teaching strategies and lesson plans.

This paper also adds to the existing body of research on textbook analysis, curriculum design, and educational policy implementation.

The paper has correctly depicted the pedagogical approaches to be adopted for the different chapters. It has also listed the different activities given in each chapter that will help teachers in planning their lessons.

The study has analysed the contents under 10 themes that are taken from the suggestions of

NEP 2020, like multidisciplinary, incorporating Indian Knowledge System (IKS), including different active learning methods, etc.

RATIONALE OF THIS STUDY

This study analyses *Our Wondrous World* to determine its configuration with NEP 2020 and NCF-SE 2023. Given the stress on experiential, competency-based, and multidisciplinary education, it is vital to assess whether the textbook inculcates holistic development. The study aims to identify in what ways the textbook has tried to fulfil the objectives of NEP 2020 and NCF-SE 2023 in achieving holistic development in the learners.

SIGNIFICANCE OF THE STUDY

Content analysis of *Our Wondrous World* textbook includes written, verbal, and visual information for better understanding of its subject matter. The National Education Policy 2020 has identified the Indian Knowledge System as a guiding principle for the current Indian Education System. The NEP 2020 transform the curriculum and develops students holistically through Indian Knowledge System-based content.

Hence, the present study analysed the NCERT Grade 3 textbook *Our Wondrous World* with special reference to NEP 2020 and NCF-SE 2023. This analysis benefits policy makers, writers, teachers, and students by providing feedback on

how well *Our Wondrous World* content material connected to the objectives of NEP 2020 NCF-SE 2023. It also helps to know that the level of content presented in the textbook is accurate, appropriate, and age-specific for the focused learners in the light of the Indian Knowledge System.

REVIEW OF LITERATURE

- Disha Nawani (2010) analysed the article “School Textbooks: Understanding Frameworks for Analysis,” about frameworks for assessing textbooks, highlighting the need and importance of supporting pedagogy and content along with national integration and educational aims.
- Gururaghavendran and Archana (2024) stated in their work, “Evaluation of Grade 10 English Textbooks: Case Study Based on NCF 2023,” relates English textbooks of CBSE and the Tamil Nadu Board. The study evaluates how good these textbooks align with the NCF-SE 2023, focusing on growing perspectives and teaching learning approaches.

RESEARCH QUESTIONS

- To what level does the content material of *Our Wondrous World* imitate the principles drawn in NEP 2020, mainly in fostering holistic progress, deeper understanding of the Indian Knowledge System, aiming to acquire Indian rootedness and

ideal character formation in learners?

- What pedagogical approaches are used in *Our Wondrous World* to endorse critical thinking, inclusive and interdisciplinary learning?
- How does the *Our Wondrous World* enable experiential learning and hands-on activities, as recommended in the NEP 2020 and NCF-SE 2023?

OBJECTIVE

The objective of the present study is to analyse the content Grade 3 textbook *Our Wondrous World*, that is, 'The World Around Us' and study the scope of the textbook with special reference to NEP 2020 and NCF-SE 2023.

METHODOLOGY

Research methodology details how a researcher intends to carry out their research and ascertain valid findings that satisfy their aims and objectives. The present paper followed a qualitative research method, and the NCERT Grade 3 textbook *Our Wondrous World*, that is, 'The World Around Us', was taken as a sample.

About the Textbook

This textbook discusses 'The World Around Us' as a core curricular area identified and recommended by the NCF-SE 2023 for the preparatory stage learners. The textbook focuses on experiential learning, exploration, and discovery needed for integrating

holistic development. The structuring of chapter content matter for each unit gives opportunities to link with Indian knowledge tradition and its Vedic culture. *Our Wondrous World* is made up of three broad components such as selection of content and skills, presentation of content, and assessment processes. The textbook comprises four units, and each unit consists of three chapters. The content and activities are very close to Indian philosophy and Indian nativity. It encourages play-based active participation to fulfil desired learning competencies for preparatory stage learners. The textbook promotes Yoga, meditation, Ayurveda, and indigenous culture in Grade 3 students.

The colour of the cover page of the textbook *Our Wondrous World* is more engaging and visually appealing, especially for Grade 3 learners. The cover page shows a complete family on an outing in the lap of nature, a house sparrow, pigeon, frog, river bank, yoga, preparation of mud pot, a music instrument as a flute, an Asiatic cheetah, living with nature, where plants and flowers are attracting our learners. Practising Yoga, preparation of mud pot, caring for elders, etc., are strongly connected to our Indian rootedness. A blind child sitting alone, and all aged people are present in the scenery, represents inclusiveness. On the back cover of the textbook, a dustbin is placed in at proper place for the disposal of waste and garbage. In the forest

ecosystem silence zone is mentioned by putting a crossed horn symbol, a tree with sweet mangoes, a pond ecosystem with a frog, and a flying

swan connects the learner to their natural ethos. A child is exploring an earthworm with curiosity, enhances the interest of young learners.

Textbook's Qualitative Analysis in the Table Form

Chapter	Content	Pedagogical Approaches	Total Activities	Assessments/Reflections
1	Family and Friends	Theme-based active learning	4	Writing, drawing some happy moments, discussions, other activities, and grid games.
2	Going to the Mela	Inquiry-, play and observation-based learning	1	Discussions in classes, match the pictures with words, drawing and role play.
3	Celebrating Festivals	Play- and theme-based learning	3	Discussions, writing about relatives and drawing signboards.
4	Getting to Know Plants	Inquiry-based active learning	7	Discussions about different plants, writing plant names, drawing types of leaves, and making Rangoli.
5	Plants and Animals Live Together	Theme-based active learning	3	Discussions about soil, writing name of plant and animals, drawing a plant friend, putting in order.
6	Living in Harmony	Inquiry- and play-based activity learning	3	Discussion about dependent on plants and animals, writing to complete sentences and also drawing some animals.
7	Water – A Precious Gift	Observation-, theme-, and play-based pedagogy	4	Writing about rain, drawing of bird bath, discussion about wastage of water etc.
8	Food We Eat	Interdisciplinary- and inquiry-based learning	2	Discussion on different kinds of food, writing about fruits and vegetables, drawing <i>Thalis</i> with various food items, etc.

9	Staying Healthy and Happy	Toy-, play-based active learning	2	Making weekly health table, drawing a circle of 24 hour related to time spending in activities, and discussion about stamina.
10	This World of Things	Observation-, theme- and inquiry-based active learning	6	Writing about materials present in surrounding, discussion about painted and shining metals, and match the pairs.
11	Making Things	Theme- and inquiry-based learning	6	Writing about making pot and houses, drawing and colouring different kinds of houses, discussion about different kind of houses and helmets, interview of craft and toy makers.
12	Taking Charge of Waste	Theme- and observation-based active learning	6	Discussion about waste, listing of activities to keep home and classroom clean, drawing of posters, enacting in pairs, think, reflect, and share.

FINDINGS

Relevance of the textbook according to the principles of NEP 2020 and NCF-SE 2023 (RQ-1) is as follows:

Language of the Textbook

The language used in *Our Wondrous World* was clear, straightforward, and accessible, ensuring that students could grasp the concepts presented in all twelve chapters without difficulty. However, the textbook also introduced some novel vocabulary to present gentle challenges and enhance students' language skills. For example, by incorporating words like transparent, opaque, and translucent in the text to learn about

materials and their properties. These kind of words have been described through illustrations and images to help the students appreciate these words in connection to actual world matters or things.

Interactive Activities

The NCERT Grade 3 textbook *Our Wondrous World* comprises twelve chapters divided into four units. The activities included in the textbook are suggestive, allowing teachers and students the flexibility to design their own activities in addition to those provided. These activities are designed to help learners connect with their local environment and

engage them in hands-on learning. Each chapter offers a variety of tasks to actively involve students in the learning process.

Indian Knowledge System

NCF-SE 2023 has identified 'The World Around Us' in the form of a textbook, *Our Wondrous World* core curricular sector for Grade 3. As per NEP 2020 and NCF-SE 2023 prominence, this textbook was focused on integrating a holistic and multidisciplinary approach. In this textbook chapters provide with values of Satya, Ahimsa, Aparigriha, Maitri, Karuna, Prem, Seva, and Tyaga. So content satisfied the immediate need of society to help our young learners acquire the right knowledge from the rich heritage of India. It incorporated cross-cutting themes such as inclusion, multilingualism, gender equality, and cultural rootedness, etc. This textbook created an effective learning environment which promoted learners' interest in the Indian Knowledge System.

Multidisciplinary Approach

The NEP 2020 and the NCF-SE 2023 focused on the need to integrate a holistic and multidisciplinary approach to learning, *Our Wondrous World*. This subject comprised a blend of Science, Social Sciences, and Environmental Education. This approach also promoted real-life experiences to deepen understanding and foster problem-solving through multiple disciplines of learning.

Teaching Methods

The teaching method of *Our Wondrous World* learner learner-centred. It included various age-appropriate pedagogical approaches, namely toy-based, play-based, inquiry-based, and theme-based based to make the teaching and learning effective and enjoyable. It encouraged active participation and critical thinking rather than rote learning and simply presenting the text. The textbook promoted a learning environment with curiosity to explore the learner's surroundings.

Cross-Cutting Theme

Our Wondrous World, incorporated with different kinds of cross-cutting themes, such as inclusion, multilingualism, gender equality, cultural rootedness, integrating appropriate information, and school-based assessments. The mentioned cross-cutting theme has promoted critical thinking, values, and dispositions for the preparatory stage.

Environmental Concerns

Every chapter of this textbook engages content and activities related to environmental conservation. *Our Wondrous World* provided opportunities to give direct learning experiences of nature, animals, birds, insects, flowers, and various plants. Here, learners found the need and importance of environmental conservation. In the textbook, Units 2 and 3, such as 'Life Around Us' and 'Gifts of Nature' highly focused on

protecting nature through sustainable practices.

Inclusive Education

Our Wondrous World, contents include all ages and different cultures. The activities of the textbook addressed empathy and respect for all without any conditional bonding. Inclusive messages in the contents, activities and pictures dealt with equality and empathy diversely.

Multilingualism and Assessment

The textbook preferred multilingualism, which was nothing but using more than one language in teaching and learning. For example, in the “Food We Eat” chapter, learners received information about some traditional delicious food dishes like *Haakh*, a kind of *Saag* famous in Srinagar and its vicinity. Many concepts and articles in activities were explained through vernacular languages to promote learners’ native language. Multilingualism encouraged the mother tongue to make concepts more understandable through explanations in the textbook. Textbook assessment work processed through discussions, riddles, puzzles, experimentations, expressing thoughts and learning experiences, writing, reading, and speaking, etc.

Diagrams and Pictures

In the textbook *Our Wondrous World*, the contents were expressed beautifully with the help of diagrams and pictures in every chapter to

simplify its illustrations. Pictures and diagrams were helping learners to put more focus on their attention rather than boredom. It formed a kind of bonding with the students to feel the situation more real in connection with their daily lives. It also encouraged learners to develop their concept verbally from diagrams and pictures, and narrate it in their own way. Diagrams and pictures in the textbook provided a strong visual impression to grab the learner’s attention for a long time in an enjoyable manner. Textbook pages had colourful pictures and diagrams that helped in providing more concrete information and removing abstractions to ensure retention of learning materials.

PEDAGOGICAL APPROACHES HIRED IN OUR WONDROUS WORLD

CHAPTER-WISE (RQ-2 AND 3)

Chapter 1: Family and Friends

This chapter dealt with family members, friends, neighbours, and relatives. Content had some key points such as playing together, singing together a rain song, laughing together, types of family, helping each other and fun with family and friends. There were melodious conversations among children and their grandparents (*Dadaji* and *Dadiji*) signify healthy bonding and great respect for the elders. The content began with Namaste by a little girl, Belawas a very classical

reflection of Bhartiya Parampara (page 3). A graphic showed traditional Indian joint family culture having fun together (page 4, 8). There were Indian games like Snakes and Ladders, Indian eatables, *Pakodas*, making paper boats by young children, dancing peacock during rainy season (page 5) stimulated learners towards indigenous thinking. A dog, Shiru, and a cow had a special place as family members, denoting love and care for animals (page 7, 9). Gardening and taking care of plants by *Dadaji* and the children expressed nature conservation (page 10). On page 11, Rangoli making with colours and flowers reflected Indian culture and tradition. A group of Children found playing a village game, *Pitthoo* presented on page no 16. The activities given in the chapter were effectively provoking the sharing and caring nature of our Indian oneness. The teacher could have explained the given content by providing ancient Vedic culture examples and relating them to modern family living styles. The teacher could have also illustrated about share and care tradition of the Indian family and society.

Chapter 2: Going to the Mela

This chapter was about the Mela, an Indian fair, where a large gathering that could be religious, cultural, or commercial. The Mela celebration included traditional dance, music, local arts, and craftsmanship. The chapter 'Going to the Mela' is expressed here as a religious or cultural

function—where a lot of excitement could be seen in family and society for all age groups (page 19). People were going towards the vehicle stand in line, handling their baggage and also taking care of each other (page 23). There was a detailed information centre, a first aid counter, a lost and found counter, and parking provided by the Mela committee reflected good management (page 24). There were different kinds of Mela stalls present, such as spinning tops, traditional puppets, *Phirkis*, and handmade dolls, which attracted young children to understand cultural tools of entertainment. They could also see many traditional, cultural games, and shops with numerous native eatables, which created curiosity in students (pages 26, 27, 28). The teacher could have co-related different activities of the Mela and their need and importance to the society and community. The teacher could have explained that the Mela is one of the sources through which our society promotes, preserves, and revives the traditional Indian Knowledge System.

Chapter 3: Celebrating Festivals

This chapter was about celebrating a festival with a special content on the festival of flowers. Himalayan scenery had beautiful hills covered with flowers excited our students about travelling (page 34). Flowers could make children cheerful and enhance their happiness, as they had cultural and aesthetic significance. Flowers were used as natural medicines and

provided food for insects and birds. Children could learn about different flowering plants and their respective blooming seasons (pages 38, 39). There was an auspicious ritual, *Vishu Kani*, celebrated in Kerala with lots of yellow Amaltas flowers (page 39). Jharkhand is a state in eastern India that celebrates the *Sarhul* festival during the spring season. People had traditional clothes and offered freshly germinated grains with Sakhua flowers to the Sun (page 44). The teacher could have explained and created curiosity among students about different kinds of seasonal flowers and their uses in worshipping. The teacher could have also promoted planting flowering plants in the students' surroundings for environmental and decoration purposes. The teacher must have created awareness among learners about different festivals, musical instruments, and traditional clothes belonging to different Indian states.

Chapter 4: Getting to Know Plants

This chapter was about getting to know plants, as plants played a very crucial role in managing the ecosystem of Mother Earth. The content of the chapter includes many kinds of plants, shrubs, herbs and grasses, climbers and creepers, parts of plants, etc. This chapter gave immense information about indigenous knowledge through different plants, their habitat, and contribution to food security. The Rigveda identified three categories of

plants, such as trees (*Vrksha*), herbs (*Osadhi*), and creepers/climbers (*Virudh*). The teacher must have encouraged the learners to plant more trees, as they give us oxygen to breathe. Gopu, Simmi, and Raj were walking to their school and saw the wonder of nature and appreciated flowers, mountains, and streams (page 47). Herbs are smaller plants without wood and grasses. (pages 50, 51). Climbers and creepers are thin plants with flexible stems that needed support to climb (page 53). Many climbers found their food from the plant on which they climb (53). Rangoli created different shapes using leaves and flowers (page 61). All six activities in this chapter reinforced learners to create a strong bond with plants to preserve and protect nature.

Chapter 5: Plants and Animals Live Together

This chapter was about getting to know, how plants and animals live together. There were many reasons because of which plants and animals are interdependent. Picture content reflected water, land, and forest ecosystem (page 62). Content exhibited elephant feeding with grass, a moth resting on a leaf, a caterpillar chewing a leaf, earthworms on leaves and soil, a tailorbird singing, a woodpecker on a tree trunk, ants building their nest using leaves, a colourful stink bug on a leaf, etc. (page 63). Here, all organisms were together and interconnected to accommodate their

survival. 'Life in the Soil' given in the form of activity no. 1 explained a lot about colour, smell, and suitability of soil for different organisms (page 64, 65). Activity no. 2 was given in the table form, providing understanding about the organism's habitat, food, and activities in the surroundings (page 66). There were animals, birds, and insects that made use of parts of plants to fulfil their need of food, shelter, and resting (page 67). The teacher could have promoted sustainable importance while organising activities. The teacher could have also helped the students understand the coexistence of humans, plants, and other animals. There was also some scope to add that plants have given us food to eat, air to breathe and medicine to cure at this stage of learning.

Chapter 6: Living in Harmony

This chapter informs us about living in harmony with our surroundings. The concept of cooperation, conservation and empathy stimulates the development of eco-friendly habits. Children observed different plants, animals, birds, and insects that may be found in their surroundings (page 72). There were discussions in the family regarding the sharing of space in the house with plants and animals (page 73). A story of a mango tree where Shambhu and his father were talking about how animals helped in disseminating seeds, which later grow into new plants (page 75). Learners are informed again to

understand companionship through the interdependency of plants and animals. Activity no.1 was to know and observe the action of animals (page 78). Activity no.2 was about busy and clever ants, where children gave food for animals and watched them go out (page 79). Activity no. 3 was to guess 'who I am', where a child acted like an animal, birds, and insects, and others guess it (page 80). This chapter reflected how we all depended on different plants and animals. The teacher could have developed empathy through a discussion on living organisms found in the desert, an extremely cold region, with their adaptation.

Chapter 7: Water — A Precious Gift

This chapter inform learners about water, a precious gift in our day-to-day life. A picture with rain in open nature, some homes, hills, and a flowing river created curiosity to know more about falling water drops from the sky (page 86, 87). Activity no.1 asked questions about heavy-light rain, rain directions, and size of raindrops to imagine and guess (page 88). Rain falling on the ground gets collected under the ground, in our wells and ponds (page 89). The teacher must have informed that this rain, recharged different water bodies during the rainy season. Surya and Barkha discussed more on water supply in their homes through pipes (page 90). This content and picture made students think that there

are many people who have to work hard for drinking water. Activity no.3 showcased an exhibition of vessel pictures in the classroom, and students were encouraged to know their patterns with names (page 94). The teacher could have explained how much water we use while brushing our teeth to promote conservation of water. Activity no. 4 was to take care of birds during the hot summer, providing water for drinking and managing a birdbath (page 97). They could create a caring bond for birds and other animals, too. The teacher could illustrate with need and importance of conservation of water, and also to stop wastage of water, as it is the most precious gift of nature.

Chapter 8: Food We Eat

In this chapter food we eat provides learning about the variety of food items we consume in the form of fruits, vegetables, rice, dal, roti, milk, milk products, and many more. It also reflected the need and importance of healthy eating habits, helping learners to know the value of nutrition for their growth and development. Learners were asked to draw their homemade favourite food and name it (page 100). Activity no. 1 asked learners to share their reasons for why they liked some food items (page 101). *Chhappan Bhog* are traditional Indian dishes usually prepared on auspicious occasions and festivals to honour family and relatives. There was a story of Shirin and a sports

champion who had suggested eating regularly balanced homemade food to become a good runner (pages 101,102). Activity no. 2, the picture shows a variety of food items and asks learners to tick the food items they eat every day (page 103). The teacher could ask learners to list vegetables and fruits available in different seasons. In different regions of our country, people have a variety of food styles that show the diverse food culture of India (page 104). The names of the drinks were asked in the learner's language by showing the picture of it (page 105). Textbook content helped learners to appreciate the different food components and how they contribute to our healthy diet. The teacher could emphasise the healthy and unhealthy food styles and encourage healthy food practices. Eating together and sharing food during the class interval may also give good character formation in young minds.

Chapter 9: Staying Healthy and Happy

In this chapter, 'Staying Healthy and Happy' explained learners were explained about habits to clean their body, daily routine, brushing teeth, playing outdoors and indoors games safely, etc. According to the IKS chapter, content inculcated hygiene practices, physical exercise, and a positive mindset towards a healthy lifestyle in the learners. Habits to keep the body clean and free from different diseases, with pictures of

some good habits (page 109) were also included. Daily routine activities with a checklist were given to compulsorily adopt good habits (page 110). Monya discussed with her *Dadu* about Neem and *Babool Datun*. *Dadu* explained how a twig of Neem/*Babool*/*Karanj* could be used as a *Datun* and its medicinal value for teeth and gums (page 111). The traditional treasure of Indian Ayurveda was being promoted in this content. Indian hygiene tradition of *Datun* was compared with the modern tooth brushing style (page 112). Natural cleaning choices, such as Shikakai and Reetha for the hair, could be safer. Activity no. 1 explained for making an eco-friendly cleaner using orange and lemon peels (page 112). Activity no. 2 promoted work out and playlike exercises in the form of hop, skip, and jump (page 114). Harpreet and his grandmother played chess, which denotes indoor games and also gives time to old parents (page 115). Pictures inculcated the importance of being safe while playing or having fun (page 117). The teacher could encourage a Yoga exercise habit in learners to keep them healthy and happy.

Chapter 10: This World of Things

Chapter ten, titled 'This World of Things', taught to observe things closely to see which things come from nature and which are manmade. Learners could have explored the diverse properties of daily life materials. According to the IKS chapter, content is inculcated in

students to appreciate the utility and significance of natural/manmade materials. It also prioritised to prepare learners for real-life challenges. The content focused on having a look around us, seeing through materials, things that bend, things that flow, natural-artificial, etc. Metals were extracted from certain rocks and sediments found inside our Mother Earth (page 124). Khushi could see and appreciate the flowers and trees through the glass-made windowpanes (page 125). Activity no.3 developed curiosity in learners to find more examples of transparent and opaque materials from their surroundings. Understanding transparent, opaque, and translucent materials helped learners to appreciate the unique experiences. The teacher could organise such activities where learners could learn the skills of separating artificial and natural things. IKS was effectively promoted through the sensitisation of sources of natural and people-made materials. The teacher may also tell the learners to be thankful to Almighty God who gave this world of things and made a beautiful place to live.

Chapter 11: Making Things

In this chapter, 'Making Things' children learnt about different materials and how they are used in making things like houses and other household things. The content focused on a potter family, patterns in nature, patterns in Indian pottery, 'brick by brick', and 'safety first', etc.

Learners must have seen a pot for water storage, a *Gullak*, a birdbath, and *Kulhad*, etc at home (page 135). Mini observed her family members making an earthen pot, which was one of the traditional processes since the ancient period (page 136, 137). Mini helped her grandfather in pattern making and colouring of pots. Her favourite clay-made article was *Kulhad*, and she used it to save money (page 138). IKS was inculcated to adopt the helping nature of learners towards grandparents, using clay-made *Kulhad* and saving money. There were some very attractive forms of pottery from different regions of India (page 141). The teacher could have added the rich heritage and lineage of IKS through the pottery concept. Safety rules while working with many safety articles promoted safety precautions among learners (page 146). Textbook content in this chapter encouraged traditional skills and knowledge of pottery to fix a bond with indigenous rootedness. The teacher had the scope to develop historical wisdom from nature, which could provide environment-friendly solutions to contemporary issues.

Chapter 12: Taking Charge of Waste

This chapter provides information about taking charge of waste as a responsibility to reduce the dangerous effects of waste on the surroundings. It had a scope to make our learners aware of the removal, destruction, reusing, and recycling of different

kinds of waste generated by domestic and agricultural products. National Cleanliness Day on 30th January is being celebrated every year to encourage hygiene and cleanliness in schools and surroundings (page 150). This cleanliness drive promoted the Swachh Bharat Abhiyan to stop littering. Activity no.1 recalled everyday actions, where we created waste by disposing plastic wrappers, thermocol, papers, old electronic gadgets, etc. (page 150,151). Picture and text promoted ways to waste management which saved plants, cattle, and human lives (page 152). The teacher must have helped young children identify articles that could be reused. The teacher must have given more emphasis on guiding learners on how they could reduce the waste. Donating old, useful materials was an eco-friendly practice that conserved natural resources, apart from reducing waste (pages 154, 155). There was no trash in villages like Silluk and Chhota Narena set the examples to motivate our children for waste management practices. The teacher could have encouraged their learners to participate in a cleanliness drive organised by schools or any other institutions.

SUGGESTIONS

The NCERT textbook for Grade 3, *Our Wondrous World* was structured to nurture curiosity and experiential learning among learners. After analysing the textbook, some constructive suggestions may

be considered in some of the chapters for deeper understanding and enhancement of pedagogical practices.

- In Chapter 1, 'Family and Friends', interactive activities may be introduced, such as role-play, to help learners appreciate varied family and friends relationships.
- In Chapter 3, 'Celebrating Festivals', may also have a comparative learning of festivals organised and celebrated in at least some states of the country to present unity in diversity.
- In Chapter 6, 'Living in Harmony', maybe add some activities to inspire teamwork and civic living, inculcating a sense of togetherness among learners.
- In the Chapter 9, 'Staying Healthy and Happy', may be added with mental health mindfulness and also the need for emotional well-being apart from physical fitness.

Above, some suggestions aim to provide the textbook with more collaboration, instruction, and alignment with current educational experiences for young learners.

CONCLUSION

It had concluded from the study that the analysis of the Grade 3 textbook *Our Wondrous World* that is, 'The World Around Us' with special reference to NEP 2020 and NCF-SE 2023, revealed that in most of the content of every chapter is laden with experiential learning,

discovery, self-exploration, and critical thinking through hands on activities and open ended enquiries. This textbook includes maxims like simple to complex, known to unknown, concrete to abstract, and local to global for the learning of new concepts and skills. *Our Wondrous World* puts more emphasis on multilingualism, interdisciplinary, creativity, conceptual learning, values, and dispositions for this stage learner. It adds cross-cutting themes like gender equality, cultural rootedness, inclusion, information and technology-based tools and also school-based learning assessments. Textbook also offers the art education, customs, moral and ethical values, folk wisdom, register inclusiveness, dialects with major values, and more over attitudes regarding regional cultures. Textbook content gives stress on providing opportunities to closely observe our intercultural knowledge in school and society. The goals of a textbook is to attain knowledge and skills along with the right attitude towards the Indian legacy in education. It also instils among the students a deep-rooted pride in being Indian along with a scientific attitude. *Our Wondrous World* engages activity-based learning experiences to avoid rote memorisation of content. Over all it is a textbook which fulfils the principles and recommendations of NEP 2020 and NCF-SE 2023 for the holistic development of the learners at the preparatory stage.

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