

A Reflective Analysis of the Grade III NCERT Textbook ‘Our Wondrous World- The World Around Us’ in Context of NEP-2020

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Abstract:

The paper presents a reflective analysis of the Grade III NCERT textbook, ‘*Our Wondrous World – The World Around Us*,’ within the framework of the National Education Policy (NEP)-2020. The analysis examines the alignment of textbook with the objectives outlined in NEP-2020, particularly focusing on its role in fostering critical thinking, creativity, and holistic development among young learners. It investigates the pedagogical approaches, content, and teaching strategies employed in the textbook, exploring their relevance to the goals of NEP-2020, which emphasizes experiential learning, inclusive education, and the development of 21st-century skills. The paper also highlights the strengths and potential areas of improvement in supporting the diverse needs of children and enhancing their learning experiences. Through qualitative content analysis and a comparison with NEP-2020 guidelines, the paper aims to offer constructive insights and suggestions for future curriculum reforms, ensuring that textbooks contribute effectively to the overarching vision of the policy. Ultimately, the paper seeks to encourage a deeper understanding of how curricular materials can be reimagined to align with progressive educational reforms in India.

Key Words: NEP-2020, NCFSE-2023, TWAU-Textbook Analysis

Introduction:

National Education Policy-2020 (NEP-2020) is the first education policy of 21st century. It is transformative and progressive in nature. Following the mandate of the policy, NCERT has released National Curriculum Framework for the Foundation Stage (NCFFS-2022), National Curriculum Framework for the School Education (NCFSE-2023). At preparatory stage, a new interdisciplinary area of study ‘The World Around Us’ has been introduced and its textbook for class three has been published in June 2024. At present, the book is in the process of implementation in schools.

This is a well-known fact that textbooks are an integral part of the overall educational experience of children and act as a catalyst in the knowledge acquisition, processing and new knowledge generation. They facilitate the development of required knowledge, skills, values and dispositions among the learners. It has also been found through various researches that “a good textbook is a steady companion of students and enhances their interest towards studies”. (Li & Wang, 2024) “It relieves students from stress, increases their memory power and analytical skills, develops their vocabulary and assist in the learning of different

languages. Textbooks provide a basic framework in which many classroom activities take place. They give every child the best learning opportunity and helps them develop many skills.” (Desinguraj, 2018)

This is also important to understand that the structure of a textbook is a physical manifestation of the education system and the structure of knowledge itself. (Cambridge assessment.org., retrieved on 29.1.2025). These are the basic teaching and learning material which enable students to acquire the necessary knowledge and develop critical, creative, dialectical thinking, along with the development of their mental skills.” (Poljak, 1983) It has also been found through research studies that usage of textbooks by teachers leads to higher achievement in students. (Pavesic & Cankar, 2022) Therefore, it is equally important to analyse the importance of textbooks and their educational implications to provide ample scope for spontaneous and creative interaction in the classrooms.

At present, when India is standing at the crossroads of immense educational-curricular reforms and textbook writing, it is crucial to assess the social, cultural, linguistic, cognitive, epistemological, educational and functional values of textbooks through their reflective analysis and suggest measures to enrich, equip and empower the pre-service and in-service teachers for their effective usage in the classrooms. This will optimally ensure the effective policy implementation for the quality education in our schools.

Policy Pragmatics-Insights from NEP-2020 & NCFSE-2023

NEP-2020

The policy very lucidly recommends the preparation of high-quality textbooks at the preparatory stage building on the play, discovery, and activity-based pedagogical and curricular style of the foundational stage. It calls for the inclusion of some light text books as well as aspects of more formal but interactive classroom learning, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. It calls for the reduction of extra content in textbooks, lighter school bags and increased flexibility of school curriculum with renewed emphasis on constructivism to be accompanied by parallel changes in school textbooks. Also, all textbooks should have essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level with desired nuances and supplementary material as per local context and needs.

NCFSE-2023

The National Curriculum Framework for School Education (NCFSE) 2023 has introduced 'The World Around Us' (TWAU) as a core subject area for Classes 3 to 5, aiming to provide environmental education through experiential learning. This approach connects children's everyday experiences with fundamental concepts across science, social sciences, and environmental studies; and emphasizes on a holistic, interdisciplinary, and experiential learning framework, encouraging students to actively engage with their surroundings and develop a well-rounded understanding of the world. For preparatory stage, it suggests that content should be presented slightly more through textbooks while concrete materials and experiences

should form the core of content presentation. The book, The World Around Us (TWAU), in particular, should rely more on activities and experiences, rather than presented as inert facts in textbooks.

It guides that certain key capacities, values, and dispositions, which include ‘21st century skills’ should be acquired by all students across subject areas to become good, fulfilled, and productive human beings in today’s rapidly changing world. These capacities, values, and dispositions include scientific temper and evidence based critical thinking, creativity and innovativeness, sense of aesthetics and art, oral and written communication, multilingualism, health and nutrition, mental and physical fitness and well-being, collaboration and teamwork, problem solving and logical reasoning, ethical and moral reasoning, digital literacy, coding, and computational thinking, knowledge and practice of human and constitutional values, empathy, inclusion, and pluralism, fundamental duties, citizenship skills and values, environmental awareness and sensitivity, cleanliness, sanitation and hygiene, cultural literacy and identity, rootedness and pride in India while being a productive global citizen, and knowledge of current affairs and critical issues facing local communities, states, the country, and the world. The framework gives clear directions w.r.t. the role, key principles, important elements and process of textbook development. Some important considerations among many include the aspect that textbooks should be high in quality and low in cost.

Context Principle: The local context and environment are important considerations for the choice of content in textbooks for the Foundational and Preparatory Stages. Moving from the familiar to the unfamiliar is an important aspect of learning.

Presentation Principle: The textbooks should be so well designed that they grab the attention of students. The balance between visual material and text should be tilted towards visual materials. The colour schemes and design themes should be attractive and consistent.

Diversity and Inclusion: It is important to maintain the principles of diversity and inclusion in the choice of content for textbooks. Even within States, there are regional variations and these need to find adequate representation in textbooks.

Reference to Additional Materials: It is emphasized that textbooks are not the only source of content. Textbook writers should also play the role of curators and provide references to additional materials available freely on the internet through QR codes, provided that they have verified the genuineness and relevance of such materials.

Grade III NCERT Textbook ‘Our Wondrous World- The World Around Us’

The context

The book has been designed to help children connect their day-to-day learning about their world to the basic concepts of various subject areas including science, social sciences, environmental education, physical education, art education, languages and mathematics. It claims to emphasize the conceptual understanding, critical thinking, creativity, and the values and dispositions essential for this developmental

stage and incorporates cross-cutting themes such as inclusion, multilingualism, gender equality, and cultural rootedness, integrating appropriate ICT tools and school-based assessments.

The title, 'Our Wondrous World', evokes curiosity and promotes experiential learning, exploration, investigation, discovery, and critical thinking through hands-on activities and open-ended inquiries. 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 memorization and encourages children to actively engage with their surroundings, inculcating 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.

I. General features

1. **Title of the book:** Our Wondrous World- The World Around Us
2. **Class:** III
3. **School curricular stage (foundational/preparatory/middle/secondary):** Preparatory
4. **Name of the publisher/organisation:** National Council of Educational Research and Training (NCERT)
5. **Year of publication:** June 2024
6. **Total no. of pages:** 162
7. **Front cover page:** It is a beautiful cover page showing the families and friends playing and enjoying in the nature. The front cover page is also inclusive in nature and showcases old age, adults and children along with the child with visual impairment sitting and enjoying as well. People are involved in diverse activities such as pot making, doing yoga, writing, eating, walking and playing the flute. Water spring and birds' have also been shown to reflect our close relationship with nature. Though, the picture of a tiger sitting on the tree where a family is having picnic and a visually challenged child is sitting just beneath that tree, could have been avoided.
8. **Back cover page:** On the back inner cover page, the details of Manodarpan- an initiative by Ministry of Education and coordinated by NCERT for the students' mental health and well-being have been given. Back cover page also has visuals related to the environment.
9. **Price:** Rs. 65/-
10. **Quality of paper:** 80 GSM paper
11. **Quality of binding:** soft bound
12. **Text font size and its appropriateness for the learners:** Appropriate to the age of learners
13. **Layout and display of the book:** The book is organized in four thematic units, each comprising three chapters. The layout is designed to help young learners explore their environment, understand interrelationships, and develop a sense of responsibility towards nature and society. The book is child friendly, age appropriate and visually attractive.

II. Organisation of the book

The 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 approaches 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. It is widely known that children learn immensely 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. At the beginning of each unit, a concept scheme along with a note for the teacher has been given with the clear listing of key concepts covered in each chapter. This gives focus to the teacher and facilitates them for lesson planning and teaching targeted to the development of desired competencies and expected learning outcomes among the students.

III. Details of Units and Chapters

There are four units in the book with three chapters in each unit. The chapters feature a variety of stories, poems, and activities, carefully curated to develop reading, writing, and comprehension skills in children while also introducing them with various life skills, values, and cultures. The details of units and chapters are given below:

1. Our families and communities
 - i. Family and Friends
 - i. Going to the Mela
 - ii. Celebrating Festivals
2. Life Around Us
 - i. Getting to know Plants
 - ii. Plants and Animals Live Together
 - iii. Living in Harmony
3. Gifts of Nature
 - i. Water- A Precious Gift
 - ii. Food We Eat
 - iii. Staying Healthy and Happy
4. Things Around Us
 - i. This World of Things
 - ii. Making Things
 - iii. Taking Charge of Waste

Each chapter is designed to engage students with real-life scenarios, interactive activities, and thought-provoking questions, fostering a deeper understanding of their surroundings and encouraging active participation in learning.

IV. Key themes of analysis:

The book 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. Some of the key themes have been discussed with examples:

1. **Content and Approach:** The book focuses on simplifying the key concepts for young learners by using engaging language and easy-to-understand illustrations. Topics have been discussed in a way that sparks curiosity and encourages exploration. It also includes sections that teach students about the importance of preserving nature and respecting the environment and emphasises on conceptual understanding. Accuracy and objectivity of the content has been ensured throughout the book and the information given is latest and up-to-date. The content has been given in a conceptually logical manner. For example, in chapter-04, 'Getting to know Plants', page no. 52, the discussion of herbs, shrubs and trees has been given with many examples from the daily lives of children and discussion unfolds in a logical manner.
2. **Child centred pedagogy:** The book is child centred in nature. It follows the constructivist approach of learning and builds up the concepts in a simple and logical manner. Many poems and narrations involving children doing various activities in their surrounding and enjoying themselves, have been given in the book. Chapter-01, 'Family and Friends', page no.7 gives a paragraph of Bela sharing her experience of playing games with her Dadaji which he used to play in his childhood. This narration has been given in the first-person language representing Bela sharing her experiences with readers of her age. This gives children a sense of belonging and identification and promotes child centred learning. The book also promotes joyful learning through the activities such as a poem on 'Spring' given in chapter-03, 'Celebrating Festivals', page no. 39. It increases the children's knowledge on seasons in a joyful manner by making children recite the poem and enjoying themselves. This way, nature of many activities in the book involves the development of psychomotor skills. They promote self-exploration through games & joyful learning. The activities are relevant, practical and related to their daily lives. They are interactive and dialogic in nature. Style of writing is simple, engaging and appropriate to the age of the learners. The activities given in the book are related with the daily lives of children, hence they will be able to relate with the content of the book up to a great extent.
3. **Activities through Experiential Learning, Art-integrated Learning and Sports-integrated Learning:** The policy lays strong emphasis on learners' Experiential learning, Art-integration, and Sports -integration. The NEP para 4.6 states that the experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy and para 4.29 states that the stories, arts, games, sports, examples, problems, etc. will be chosen as much as possible to be rooted in the Indian and local geographic context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted. The book integrates all these three dimensions in the content and is very interactive in nature. It includes various activities and exercises, such as colouring, drawing, and simple problem-solving tasks, fill-in-the-blanks, matching exercises, and short-answer questions, to more creative ones like drawing and acting out certain scenes. This helps to keep children engaged and active in their learning.

Various fun games have been given in the book to make learners enjoy themselves and learn the concepts while playing. An activity of ‘Guess Who I am?’ has been given in chapter-06 ‘Living in Harmony’, page no.80. The activity asks children to sit in the pairs and think of the name of an animal, bird, insect or tree and whisper it in the ear of his/her partner. The activity then unfolds in exciting steps and promotes fun and experiential learning among students. Similarly, in chapter-01 ‘Family and Friends’, page no.09, students are asked to colour the images that relate to their daily lives. Students enjoy doing such activities and learn many related skills as well. Many folk poems have also been given for the students’ enjoyment, learning and enhancement of recitation skills. These activities promote critical thinking and creativity, helping students connect concepts with real-life examples.

4. **Formation of close bond with family, community and surroundings:**

The preparatory stage is very crucial stage for the students to understand themselves, their families and surroundings and the book provides many activities showing an ideal family set-up with harmonious relationships with the surroundings. The families spending their time together in the natural environment without any gadgets is displayed and the values of love, care, friendship and a warm, close relationship with animals have been promoted. Chapter-01, ‘Family and Friends’ emphasizes the importance of familial and social bonds, highlighting the support and companionship provided by the family members and friends. It encourages students to appreciate and nurture these relationships, fostering emotional well-being and a sense of belonging.

There is a case on page no.07 where Dada ji teaches games to Banku and their dog together. Here, dog also becomes a member in the family, learning everything with children. A very good exercise of showing the process of learning from elders from the family, neighbourhood and community, has been given on page no.11 and 12. The exercise encourages children to reflect on diverse ways in which all the members of the family help and support each other. It also highlights the need to help old age members and small children. Thereby, creating the values of help and support towards each other. Similarly, in Chapter-05 ‘Plants and Animals Live Together’ also explores the interdependence between plants and animals, highlighting how they coexist and support each other’s survival. It provides insights into ecosystems and the balance of nature, promoting environmental awareness,

5. **Principles of Panchkosh framework of Holistic Development:**

The principals of Panchkosh vikas have been integrated across the chapters in the book. In the Unit-03 ‘Gifts of Nature’, the themes of ‘water’, ‘Food’ and ‘Staying Healthy and Happy’ have been given. These themes strive to include various domains of Panchkosh development. For example, in chapter-08, ‘Food we Eat’, importance of healthy food along with different types of cereals and fruits has been discussed which informs children about the importance of healthy food in their daily

lives. Similarly, in chapter-09, 'Stay Healthy and Happy', the message of remaining healthy including the health of our body and mind has been given. These concepts are well aligned with Panchkosh framework of holistic development.

6. **Emphasis on developing stage appropriate key competencies and 21st century skills:**

The chapter end exercises in the book promote critical thinking, reflection, discussion and imagination along with the development of writing and data organisation skills among learners. For example, in chapter-01, 'Family and Friends', students have been asked to talk about the family members of Bela and what do they do when it rains. They are encouraged to think of a rain song and sing it with their friend during the rain time. A dedicated segment of 'Write' promotes writing in an organised manner in the table form. This enhances students' thought and data organisation skills.

Discussion exercise at the end, promotes speaking, thinking, reflection, expression and situating their experiences in their immediate personal, cultural, daily life context. Imagination and planning skills are promoted through interactive questions given in chapter-02, 'Going to Mela', page no.21. Science process skills of communication through diagrams have been promoted in chapter-05, 'Plants and Animals Live Together', page no.71. Similarly, activities given on page no. 64, 68, 69, 70, 73 and 74 promote investigation, exploration, experiment, observation, discussion and communication. Page no. 78, 82, 87 and 126 promote creativity and critical thinking. Similarly, chapter-10, 'The World of Things' introduces students with everyday objects, discussing their uses and the materials they are made up of. It encourages observation and inquiry, fostering a deeper understanding of the world around them. Chapter-11, 'Making Things' delves into the processes involved in creating objects and educate students about different materials and their usage. It fosters creativity and an understanding of craftsmanship, encouraging hands-on learning and innovation. Decision making and problem-solving skills have been promoted among students through various activities such as cross word puzzles given in chapter-01, 'Family and Friends', page no.18.

7. **Multidisciplinary and holistic education:** The book follows the multidisciplinary approach. It integrates science, social sciences and environmental education conceptually and is experiential based in nature. Chapter one – 'Our Families and Communities', chapter two- 'Going to Mela' and Chapter three- 'Celebrating the festivals' very beautifully describes the importance of our family and communities. In its segment, the chapter reflects that we all come from different families that live close to one another in supportive and cooperative communities In the chapter - 02, 'Going to the Mela, social relations with our surroundings including neighbours, friends, city bus, autorickshaw, are discussed. In the Mela, students are introduced about the Mela ground with various stalls and their respective locations. An ambulance, police jeep and fire engine have also

been included in the chapter. In the chapter-03, there is a discussion about various festivals and their importance. The process of celebration of various Indian festivals such as Kashmir ‘Tulip spring festival’ and ‘Vishu’ festival of Kerala has been discussed. There are many chapters such as chapter 07, ‘Water— A Precious Gift’, Chapter-10, ‘This World of Things’ & ‘Chapter 12: Taking Charge of Waste’ are related to science. The focus is on developing the abilities of children to think logically, to contemplate, to find things, to observe them and to relate them to their environment. Examples of organic integration of science, social science and environment education concepts may also be seen on page no. 34, 38, 43, 48, 50, 52, 54 and 55.

8. **Integration of Indian Knowledge System (IKS):** Indian Knowledge System includes Indian culture, philosophy, Ayurveda, yoga, meditation, Indian languages and arts. it’s all about Bhartiya Drishti. The book tries to include the “Bhartiya Drishti” in its content including chapter-01, ‘Family and Friends’ and chapter-02, ‘Going to Mela’, where family values and belonging to mutual relationships have been reflected. Cultural integration of Kumbh mela has been done on Page no. 28 and examples of cultural rootedness have been given on page no. 07 and 16. Indian local games like chhupan-chhupai (hide and seek) and peek-a-boo have been given in chapter-01. Similarly, many Indian festivals like Bihu, Chhath Puja, Holi, Onam and Ugadi have been discussed in chapter-02 and various types of foods like Thekua, Pitha, Seviyan, Sadya have been discussed in chapter-03.

9. **Digital integration:** A QR code is given in the beginning of the books which provides access to e-pathshala platform with entire book content available in e-copy format. This method increases the access to the content through online method and takes learners to additional digital resources including various sign language videos.

10. **Visuals and Illustrations:** The book is rich in illustrations, making the reading experience visually appealing and helpful for the children. The colourful pictures are designed to grab attention, especially in young readers who may be new to reading textbooks. These images also support comprehension by providing visual cues that connect with the narrative. The visuals are age and stage appropriate and relate with the daily lives of the students. This promotes context based, situated learning among students. Pictures of animals, plants, landscapes, and people from around the world make learning more interesting and relatable for young readers. These visuals help students understand geographical concepts, different cultures, and the diversity of life on Earth.

11. **Multilingualism:** The language used in the book is simple, direct, and easy to understand for early readers. The sentences are short and simple, avoiding complex vocabulary. The gradual introduction of new words ensures that children don’t feel overwhelmed. The tone of the text is friendly, encouraging, and geared towards developing both language skills and personal values. In every chapter, the names of the children’s, parents and other family members have been given from local context such as Rohit, Tara and Nikku (page no.-16). The language of the introduction of units may be made simpler.

12. **Diversity and inclusion:** The book promotes inclusion by portraying a variety of characters from diverse backgrounds, fostering an appreciation for diversity. The stories also present different perspectives and encourage empathy crucial in developing young minds to be thoughtful and respectful. Inclusion of socio-cultural diversity may be seen through the examples given in chapter-02. 'Going to the Mela', page no. 29, 39 and 41 where the cultural significance of fairs has been emphasised and insights into community gatherings and promotion of an understanding of cultural diversity and communal harmony have been given. The examples of inclusion of children with special needs (CWSN) have also been given in chapter-04, 'Getting to Know Plants', page no. 57.
13. **Gender equality:** The book is gender inclusive and represents people from different genders. In the beginning of the book, an image of girl along with a message 'Educate her, as She will Spread the Light of knowledge', has been given, it encourages girls' education and hence her important role and contribution in the society. The book has also tried to break the gender stereotypes at many places. For example, in chapter-01, 'Family and Friends', page no.03, a division of labour by all the family members has been shown in doing the household chores.
14. **Health and well-being:** Relevant discussion of the themes of health, well-being and safety measures has been included in the book. In the beginning of the book, after content page, the details of Manodarpan cell, NCERT, an initiative by Ministry of Education (MoE), for the Psycho-social support for Mental Health & Well-being of Students has been given. This encourages the students to seek help and support in case of need. The chapter-08, 'Food We Eat' explores various types of food, their nutritional values, and the importance of a balanced diet and encourages healthy eating habits among learners. Similarly, chapter-09, 'Staying Healthy and Happy' focuses on health and hygiene and provides guidelines on maintaining cleanliness, personal hygiene, and practices that contribute to physical and mental well-being. It promotes a holistic approach to health.
15. **Environmental preservation and Sustainable development:** Sustainable practices and environmental protection has been dealt with students in detail. The Chapter-06, 'Living in Harmony' encourages peaceful coexistence and living harmony with nature and fellow beings. It instils values of empathy, respect, and responsibility towards the environment and society. Chapter-07, 'Water – A Precious Gift', highlights the significance of water and educates students about its essential role in sustaining life and the necessity of conserving this vital resource. It also promotes environmental stewardship and responsible usage. Similarly, chapter-12. 'Taking Charge of Waste' addresses waste management, emphasizing the importance of proper waste disposal, recycling, and maintaining cleanliness in surroundings. It instils a sense of responsibility towards the environment and promotes sustainable practices.
16. **Ethics and Values:** The book emphasizes various ethical values and principles aimed at fostering social responsibility, empathy, and environmental stewardship among young learners. Chapter-06, 'Living in Harmony' emphasises the importance of peaceful coexistence among humans, animals, and the nature. It teaches students to respect all living beings and to understand

the interconnectedness of life. The experiences promote empathy, kindness, and the significance of maintaining balance in the environment. Overall, the textbook aims to nurture well-rounded individuals who are compassionate, respectful, and conscientious about their role in society and the environment.

17. **Notes for Teachers:** A note to the teacher has been given in the beginning of every unit. It discusses the key subthemes covered in each chapter and guides to collect suitable learning-teaching material along with organization of educational visits to different places. Various community workers such as police persons, fire fighters, doctors, parents, grandparents etc. are advised to be invited as resource persons in the classrooms. This segment may also suggest the age and stage appropriate related books and study material for the school library and classroom study corner. Teachers' notes have also been given in different chapters. For example, in chapter-01, 'Family and Friends', page no.12, a note to the teachers suggests her/him to discuss about the variety of Rangoli making materials and methods and encourages her/him to conduct this activity with students in the classroom/school. Such notes are helpful for teachers to organise diverse additional activities with learners thereby enrich the classroom learning for students.

Conclusion:

The Grade III NCERT textbook "Our Wondrous World - The World Around Us" aligns well with the principles and goals outlined in the NEP-2020. The textbook supports the vision of a well-rounded, child-centric education system. The content provided in the book is authentic and encourages curiosity, critical thinking, interdisciplinary learning, and holistic development. While there are areas where the integration of technology can be enhanced, the textbook successfully lays a strong foundation for a more inclusive, creative, and engaging learning experience. As NEP-2020 continues to shape educational practices, textbooks like "Our Wondrous World" will play a pivotal role in fostering the next generation of learners. This book is highly recommended to every child of the country.

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