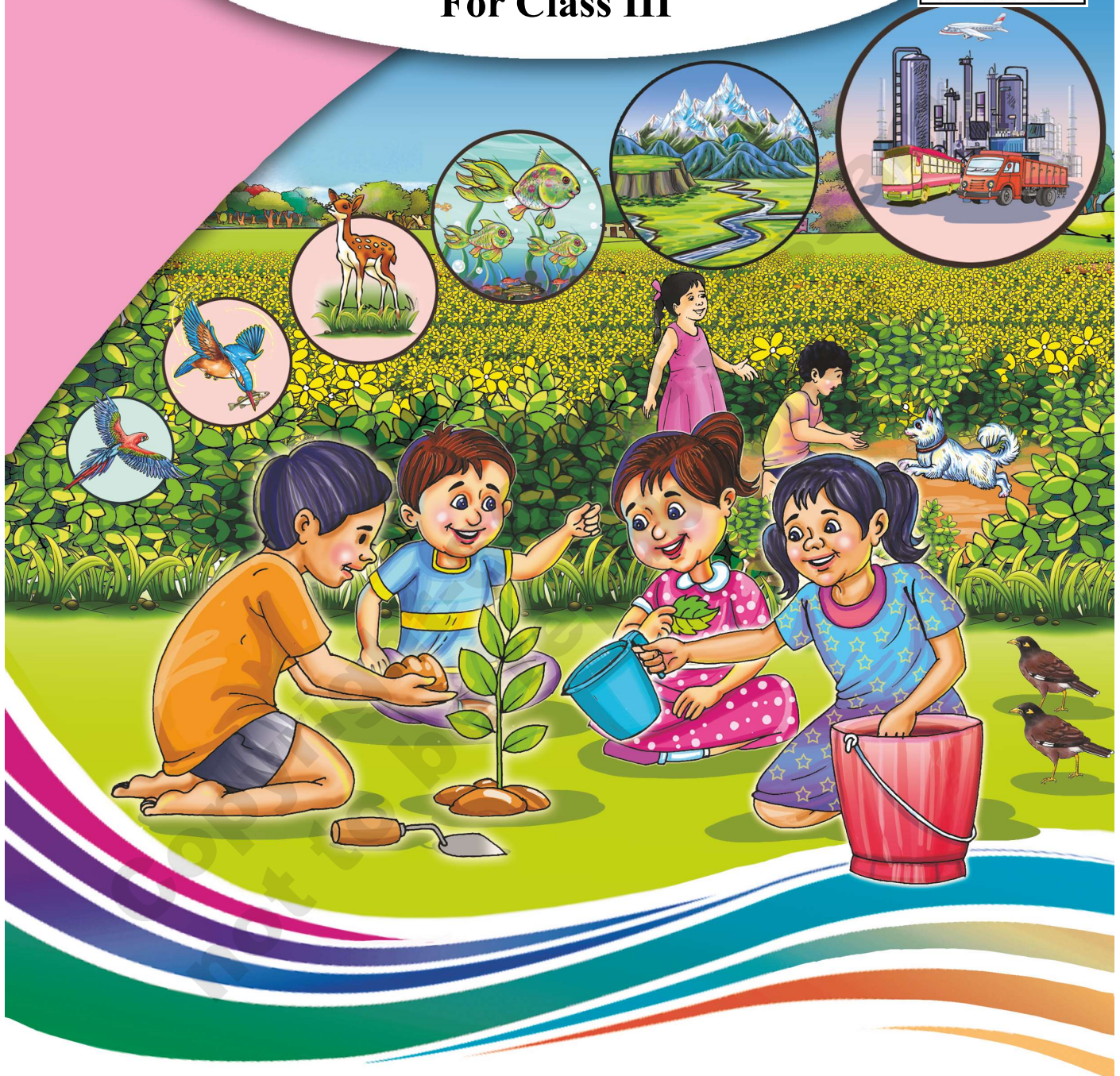


Free
Textbook

We and Our Environment

Part I

For Class III



Education (Elementary) Department
Government of Assam

Our Fundamental Duties as a citizen

- To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem.
- To cherish and follow the noble ideals which inspired our national struggle for freedom;
- To uphold and protect the sovereignty, unity, and integrity of India;
- To defend the country and render national service when called upon to do so;
- 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;
- To value and preserve the rich heritage of our composite culture;
- To protect and improve the natural environment including forests, lakes, rivers, wildlife, and to have compassion for living creatures;
- To develop the scientific temper, humanism, and the spirit of inquiry and reform;
- To safeguard public property and to abjure violence;
- 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;
- Parent or guardian, to provide opportunities for education to his/her child or ward between the age six and fourteen years.

Procedure for accessing digital content by using (QR Code) on Smartphone:

Download the (DIKSHA) App and click 'browse' as a (guest).

To continue as students, click on '(student)'.

Touch the QR Code (icon) and hold it over the QR Code of the textbook.

Hold the smartphone steadily and point on the QR Code.

After complete scanning, the content-related (link) will be available on the mobile screen.

Procedure for accessing digital content by using QR Code on Desktop:

As per the (QR Code) six-digit code will be available on the dial code.

Type diksha.gov.in/as/get on the browser.

Type the dial code on the search bar.

Observe the order of the contents available on the screen and select the desired item.



We and Our Environment

Part- I (Text-cum-activity book) For ClassIII



**Prepared by
State Council of Educational Research and Training, Assam**

Name :.....

Name of School :.....

Class :.....

Education (Elementary) Department Government of Assam

We and Our Environment : Part-I: A textbook cum workbook for class III in English medium developed by SCERT, Assam, through workshops and approved by the Government of Assam and published by the Assam State Textbook Production and Publication Corporation Limited, Guwahati on behalf of Government of Assam.

FREE TEXTBOOK

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MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

Foreword

Intending to improve the quality of education as per National Curriculum Framework (NCF) 2005, the State Council of Educational Research and Training, (SCERT) Assam has created the first, second, and third part of the textbooks for Environmental Studies 'We and Our Environment' for the students of class three, four and five of Elementary Schools from 2010 to 2012. These textbooks have been continued to be used in the Elementary schools of Assam even today. Many concerned citizens have brought to our notice that these textbooks have found wide acceptance amongst the students, teachers as well as guardians.

In the last years, the errors and mistakes have been corrected and published in the subsequent edited versions of the textbooks.

Taking into consideration the recent changes in the natural, socio-economic and political aspects of the environment, there has been an urgent need to incorporate various concepts or ideas in these textbooks to adapt to the changing time. Moreover, there has also been an urgency to review these textbooks as per the 'learner outcomes' identified by the National Council of Educational Research and Training, (NCERT) Delhi. In such crucial circumstances, within a very short period, some experienced academic officers of the education and training institutions and with the support of some teachers, drafts of the textbooks were prepared after a detailed review. There has been an immense contribution by Dr. Abani Kumar Bhagawati, Professor of Gauhati University, Dr. Joydeep Baruah, Assam Science Technology and Environment Council, and Dr. Simanta Kalita, Don Bosco University in the review of the drafts of these textbooks further developing them for the final stage. I take this opportunity to express my gratitude to them.

In the preparation of textbooks, along with academic officials experienced personalities from different areas are involved directly or indirectly. Without their support, the preparation of these textbooks would not have been possible. On behalf of the State Council of Educational Research and Training (SCERT), Assam, I convey my sincere thanks to them.

Finally, we welcome comments and suggestions from the concerned citizens in the near future to enable us to undertake further revision and refinements.



(Dr. Nirada Devi)
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For teachers and parents

The primary aim of elementary education is to achieve all-around development through quality education. To ensure that every child gets the utmost opportunity, it is very important to achieve quality learning for the students through a quality curriculum as well as textbooks and learning transactions in a healthy environment. For the proper functioning of the qualitative aspect of education, as per the order of the Ministry of Human Resource Development (MHRD, Govt. of India) the National Council of Educational Research and Training, (NCERT) has prepared the Learning Outcomes in context with the elementary level curriculum and teaching methodologies. These learning outcomes will not only help the teachers to carry on with the teaching-learning process in the right direction but will also help all the people associated with school education as well as parents by making them aware and responsible to ensure qualitative education.

Environmental education at the elementary level has emphasized familiarizing the students with their environment. Through environmental studies at the elementary level, students can learn starting from their familiar environment (including natural, social and, cultural aspects), their home, school, and family, and then should be taught in the order of relative to the distant environment. Environmental education does not only familiarize with the self, but it also helps to adapt the individual by keeping a balance with the environment. Creating a proper environment during the learning process based on the needs of the students is a very important function of environmental education. In this process, it is necessary to avoid direct knowledge, definition, and illustration and instead, the students should be able to form their own ideas through interaction with their peers, parents, and other experienced individuals.

Considering all these aspects, this textbook of Environmental Studies has been attempted to prepare in context with the “National Curriculum Framework, 2005”. It is hoped that through this textbook, learners will get the opportunity to learn about their environment, through their environment, and for their environment. Taking into view the inquisitive and creative nature of young children, all three aspects: child-centered, fun, and activity-based outlook have been tried to reflect in this textbook. With a motive to acquaint with the practical environment the students are encouraged to learn by doing themselves, ask some experienced elders, and to make them involved in the textbook the prose, poetries, stories, etc. have been included. Moreover, for the creative development of the students, several activities like drawing, model-making, writing by thinking, different experiments, etc. have been included in the textbook. With an aim for continuous evaluation, group activities, projects, writing with their own thoughts, etc. activities have also been proposed. For a better learning opportunity of environmental education, the main features of the textbook are discussed below—

Activities: To enable the students to easily capture the learning outcomes incorporated in the textbook, some group activities or individual tasks are given using the symbol “>” in the lessons. While doing these activities taking help from teachers and parents is necessary.

Apart from the tasks given under this heading, teachers and parents are required to include other activities as well in context with the lesson.

Let us know: In between the lessons “Let us know” heading has been incorporated. Under this heading, some relevant information and idea based on the lesson are provided. Through this, the concepts on the contents are cleared as well as some extra information is provided on the subject matter. This step is considered to play a significant role in the intellectual capacity building of the students.

Maps/Diagrams: Students learn many things by themselves from observation. Taking into consideration this psychological view, map, picture-study or drawing has been included in the textbook so that there is the development of the thoughts and ideas among the students.

In the map observation, students are encouraged to learn the symbols, cardinal directions, borders of the state and the country, District Head Quarter, etc. significant concepts. It is worth mentioning that the information and maps included in the textbook are not sufficient for learning for the students. Therefore, the teachers and parents must provide more opportunities for learning to students by presenting the maps of India, Assam, and different districts.

Exercise: To ensure whether the objectives in the lessons have been achieved and to convert the abstract knowledge to concrete, at the end of every chapter exercises are included.

Learning outcome: At the end of all the lessons, chapter-wise learning outcomes have been provided. It is hoped that these desired learning outcomes will be acquired by the students through proper classroom transactions and a fruitful teaching-learning process. For doing that, teachers, parents, and students- all must make certain of taking necessary care.

It is very necessary to ensure that there is the integration of all the learners, including the specially-abled and marginalised learners so that everyone gets equal opportunity to express themselves through self-inquiry, discussion, questioning, critical thinking, speaking or writing, analysis, etc.

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