

TEACHER'S MANUAL

Subject: EVS	Topic: India-Political Features	
Grade: III	Periods: 4	Duration: 30 min per period

Lesson Overview			
Period	Sub Topic/Content	Methodology	Teaching Aid
1.	Location of India Peninsular part of India States and union territories	Questioning, Discussion,	PPT, Flash card
2, 3	Northern states Western states Eastern states Southern states Sikkim and North Eastern states Central States	Questioning, Explanation, Discussion, Activity Observational Learning	PPT, Activity Sheet, Students – colours
4.	Exercises	Written work	Worksheet

TEACHER'S MANUAL

Period 1

Sub Topic/Content:

- Location of India
- peninsular part of India
- States and union territories

Learning Outcomes: The student will be able to...

- state the location of India
- recognize India's neighbouring regions
- identify the Indian states and Union Territories

Introduction: Questioning, Discussion (5 mins)

Ask

- Where is your class located in the school? (Elicit answers) (accept all answers)
- Arrange their answers in proper sequence and write it in the corner of the class board.
- For example, class/room no. 4, 1st floor, Building no. 1, Podar International School
- Write the complete address of the school on the other corner of the class board and ask students to identify, village/town /city, district, state and country in the address. (Elicit answers)

Methodology: PPT, Discussion, Questioning (20 mins)

NOTE: View PPT in SLIDESHOW option only. (press key-F5)

Show **PPT slides 2 – 7** to discuss and explain:

- location of India with respect to neighbouring countries in the different directions
- peninsular part of India
- 29 states and 7 union territories-(students to also identify and locate their own state)
- Highlight that Delhi is the National capital

Show **flash card** and revise the content.

Show Video 1 to reinforce the names of states and union territories.

Closure: Verification (5 mins)

- How is Sri Lanka separated from India? (**channel of Palk Strait and Gulf of Mannar**)
- Name the water bodies around India.
(**Bay of Bengal, Indian Ocean, Arabian Sea**)
- How many states and union territories does India have? (**29 states, 7 union territories**)
- Which city is the capital of India? (**Delhi**)

Home Assignment:

TB – Q 1, Q.4

(Complete the below questions in EVS notebook)

- Name some neighbouring countries of India.
- Name the water bodies around India.
- How is Sri Lanka separated from India?

Things required before the next period (2 and 3):

For Teacher - Print outs of activity sheets – blank political map of India. (one per student)

For Students – colours, black or blue pen

TEACHER'S MANUAL

Period 2 and 3

Sub Topic/Content:

- Northern states
- Western states
- Eastern states
- Southern states
- North-eastern states
- Central states

Learning Outcomes: The student will be able to...

- locate the states in the different cardinal directions of India
- name the states in the specific direction

Introduction: Recapitulation (5 mins)

- Name the countries that share their land boundary with India. (**Bangladesh, Nepal, China, Bhutan, Pakistan, Afghanistan, Myanmar, Sri Lanka**)
- How many states and Union territories does India have?
- Name the water bodies around India.
- How is Sri Lanka separated from India?

Methodology: Questioning, Explanation, Activity(45 mins)

- In which state do we stay?
- Which is the capital of our state?
- How is the capital city different from other cities? – **Explain after accepting relevant answers.**

The capital city is the one from where the government of a country/state functions. All important offices like parliament or the high court for justice are situated in the capital. All leaders, ministers and officials work and reside in the capital city.

Northern and Western states:

- Instruct the class to open the text book and observe the political map given on page 100.
- Let them locate the **northern states** and tell their names. Guide them to observe the **capitals of Northern states** and name them. Simultaneously, write the names of northern states and their capitals on the class board. Highlight that Punjab and Haryana share the common capital – Chandigarh.
- Follow the above steps for the **Western states**.

Map Activity: (Notebook)

- Distribute the blank political map (activity sheet) of India. Let students paste it in their note books.
- Instruct them to number the northern states 1 to 6 on the map with the black or blue pen.
- Let them colour the northern states with pink colour.
- Instruct students to make/write the key in the note book as follows.

Northern states -  and their capitals.

1. Jammu and Kashmir – Srinagar
2. Himachal Pradesh- Shimla

TEACHER'S MANUAL

3. Uttar Pradesh- Lucknow
 4. Uttarakhand - Dehradun
 5. Punjab – Chandigarh
 6. Haryana - Chandigarh
- Let them do the same exercise for **Western states** (blue colour).

Display PPT slides 8-14 to assist in map marking.

Follow the same above method to complete:

- **Southern and Eastern states**
- **Sikkim and North-Eastern states, Central states.** (State that North eastern states are together known as seven sisters)
- **Union territories** can be labelled as UT -1, UT-2..... UT-7. Students to list the union territories and their capitals too in their notebooks.

(The numbers should match the numbering they put on the map. for example – if student numbered Jammu and Kashmir as 1. it should be 1 in their list in the notebook too. They have to number the next set of states from 7 and so on so as to get 29 for the last state coloured and numbered. Use different colours for set of states in different directions.)

Note: TB Q 3.A – to do orally only with help of the map – for map reading practice – not for assessment.

Closure: Verification(10 mins)

Ask students to give names of states in the different directions and their capitals.

Home Assignment:

TB Q. 2 and Q.3 – B and C

Things required before the next period:

Students to get a small amount of wheat, rice, toor dal and moong dal for pasting on map in worksheet.

Period 4

Sub Topic/Content:

- Worksheet

Learning Outcomes: The student will be able to...

- recall the concepts done in the chapter

Introduction: Recapitulation (5 mins)

Discuss the questions given in the worksheet.

Methodology: Class Assignment: (20 mins)

Let students complete the worksheet independently.

Closure:

Collect the worksheets.



Since 1927

PODAR
INNOVATION CENTRE
REDEFINING LEARNING

TEACHER'S MANUAL

Home Assignment:

Read and revise the content done.