

CLASS - III
Environmental Studies (EVS – I)

Sr. No.	Time Frame	Topic/ Theme	Subject Matter	Activities / TLM	Evaluation
1	Introduction & stage syllabus revision. 1 hr. 8 hrs. Time frame including teaching of subject matter & the exercise done by students .	Environment & surroundings	Plants, animals, flowers & fruits, birds & insects, etc. Knowledge about school, home, village environment	By showing different charts of animals, plants, birds, insects & flowers. To make the students aware of the surroundings of school and home environment	By asking questions from text. Students can prepare chart of flowers, animals, birds, etc.
2.	3 hrs.	Soil.	<ul style="list-style-type: none"> • Meaning of soil. • How soil is formed? Types of soils, e.g.red, Black laterite, 	<ul style="list-style-type: none"> • Students can collect soil from their respective surroundings (fields). 	<p>Questions based on text.</p> <p>Ask types of soil based on colour.</p> <p>Ask types of soil based on</p>

			<p>alluvial soil, loam, sand, etc. (Soil based on colour & texture, both).</p> <ul style="list-style-type: none"> • Soil erosion. • Soil Conservation • Importance of soil in our life. 		size of soil practicles.
3	5 hrs.	Water and its sources.	<ul style="list-style-type: none"> • Clean & dirty water. • Sources of water. • Uses of water in our daily life. • Soluble & insoluble material. • Water harvesting. • Water pollution. • Conservation of water. • Water for plants & animals. 	<ul style="list-style-type: none"> • Distinguish between clean & dirty water by showing them both type of water in different glasses. • Show them nearby water resources, e.g. well, canal, river, stream, reservoir, Bawari, springs, etc. 	<ul style="list-style-type: none"> • Questions based on text. • To prepare a list of different source of water. • How they avoid misuse of water at home & school. • How water-pollution can be prevented /checked.
4	2 hrs.	Pollution	<ul style="list-style-type: none"> • Meaning of pollution. • Types of 	Celebrate Environment Day in the	<ul style="list-style-type: none"> • Ask oral & written questions.

			<p>pollution (soil, water, air & sound Pollution.).</p> <ul style="list-style-type: none"> • How to check different types of pollution. 	<p>school / home & every child will be asked to plant at least one plant & take care of it.</p> <p>To avoid use of polythene bags.</p>	<ul style="list-style-type: none"> • Make a list of factors helpful in increasing the pollution.
5	3 hrs.	Shelter Forest	<p>Definition/ meaning</p> <ul style="list-style-type: none"> • types of forests. • uses of forests. • Uses of forestation. • Deforestation • Conservation of forests. 	<ul style="list-style-type: none"> • To prepare the charts showing the advantages from the forests. • Make a list of things made of wood at their home & school. 	<ul style="list-style-type: none"> • Question based on text. • Fill ups & matching. • Think what will happen when there are no forests.
6	5 hrs.	<p>Means of transportation & communication.</p> <p>Rules of the road. (Traffic rules).</p>	<ul style="list-style-type: none"> • Meaning of transportation & communication. • Different types of transports (Land, air, water and space). • Old & new 	<ul style="list-style-type: none"> • Through pictures identify the different means of transport & communication. • Arrange a trip for the knowledge of rules of 	<ul style="list-style-type: none"> • Ask questions based on text. • Classification of means of transportation & communication. • How will

			<p>means of transportation & communication.</p> <ul style="list-style-type: none"> • Types of communication. • Knowledge of internet, E-mail, mobile, teleconferencing, etc. • Knowledge of communication without speaking (sign language & dance mudra) . • Rules of the road. • Traffic symbols. 	<p>the road.</p> <ul style="list-style-type: none"> • To make a model of traffic signals. 	<p>you cross a railway crossing without gateman?</p> <ul style="list-style-type: none"> • What is zebra crossing?
7	3 hrs.	Population Explosion.	<ul style="list-style-type: none"> • Meaning of population. • Meaning of increasing population. • Factors affecting 	<ul style="list-style-type: none"> • Difference between small & big family. • Benefits of small family can be 	<ul style="list-style-type: none"> • Ask them to draw big and small family tree. • How is the quality of life affected

			<p>poverty, etc.</p> <ul style="list-style-type: none"> • Difference between big & small family. 	<p>dramatized & bad impacts of big family can also be dramatized.</p>	<p>by population explosion?</p>
8	8 hrs.	Our state - (Himachal Pradesh)	<p>Profile of Himachal Pradesh, organization, location/ situation, total number of districts, neighbouring states, climate, festivals, temples, Gurudwaras, churches, mosques, etc. fairs, rivers, lakes, tourist places, crops, industries, minerals, etc.</p>	<ul style="list-style-type: none"> • Students can trace the map of Himachal Pradesh & locate the position of different districts, temples, rivers, tourist places, crops, minerals, etc. • to make a freehand map of respective village showing school, temple, panchayat ghar etc. 	<p>Ask questions based on text.</p> <ul style="list-style-type: none"> • locate different districts headquarters on the map. • locate important tourist places on the map.
9	5 hrs.	Local	<ul style="list-style-type: none"> • Origin of 	<ul style="list-style-type: none"> • By activity 	<ul style="list-style-type: none"> • make a

		administra- tion.	<p>Panchayati Raj. (Introductory).</p> <ul style="list-style-type: none"> • Village Panchayat (meaning, constitution & work). • Zila Parishad (meaning, constitution & work). • Municipal Committee. (meaning, constitution & work). 	<p>students can understand the role of local bodies in classroom environment .</p> <ul style="list-style-type: none"> • To ask the panchayat pradhan & members of the panchayat to come to the school & give first-hand knowledge about village panchayat. • To make a list of works completed by village panchayat. 	<p>chart of works done by panchayat.</p> <ul style="list-style-type: none"> • Ask the class to nominate/ select a monitor of the class. • make a list of local body members. Who contributed for the development of village (different facilities provided by them)?
10	3 hrs.	The Story of Early Man.	Life of early man, food , clothing, invention of fire, cultivation, pottery, wheel & weapons etc.	<ul style="list-style-type: none"> • Model of weapons used by early man. • Drawing of early man on a chart. 	Stages of development of early man.

EVS – II

Unit – I

Family & Environment

11	4 hrs.	1. Living & non-living things.	<ul style="list-style-type: none">• Meaning.• Difference between living & non-living things.• Characteristics of living & non-living things.• Knowledge of man-made & natural things.	<ul style="list-style-type: none">• Make a list of living & non-living things of their surroundings• Make a list of man-made things & natural things.• Take a plant, grow it in a pot & observe its changes day by day.	<ul style="list-style-type: none">• Questions , fillups, true/ false based on text.• Write any five man-made things.
12	4 hrs.	2. Plants.	<ul style="list-style-type: none">• Different types of plants, e.g. herbs, shrubs, trees.• Parts of Plants.• Uses of plants.• Functions of different parts of plants.	<ul style="list-style-type: none">• Ask students to bring different plants based on size.• Show them different parts of plants with the help of real plant.	<ul style="list-style-type: none">• Questions, Fillups, true/ false based on text.• Draw a diagram of plant & identify various parts of plant.

			<ul style="list-style-type: none"> • Relation of plants & animals with environment. 	<ul style="list-style-type: none"> • They can take leaf prints. • To plant small trees in school campus & take care of them. 	
13	4 hrs.	3. Animals	<ul style="list-style-type: none"> • Domestic animals:- cow, buffalo, goat, sheep, horse, mule, yak, cat, dog, camel, etc. • Wild animals:- Lion, tiger, panther, elephant, jackal, bear, fox, etc. • Conservation of wild life. • Uses\Benefits of domestic animals. 	<ul style="list-style-type: none"> • Visit to a Zoo (in collaboration with Forest Department) • Visit to a surrounding area. • Make clay models of various animals/ draw pictures of different animals. 	<ul style="list-style-type: none"> • Objective questions & fill in the blanks based on text. • Name some wild animals you have seen & where. • Names of domestic animals at your home. • Why can't we keep wild animals at home? • How can wild-life can be conserved? • What are

					the uses of domestic animals?
		Unit - II Food			
14	4 hrs.	Food	<p>What is food?</p> <ul style="list-style-type: none"> • Importance of food. • Different components of food : carbohydrates, fats, vitamins, minerals, roughage, water, etc. • Balanced diet. (meaning, importance). • Food habits. • Malnutrition & its impact on the body. 	<ul style="list-style-type: none"> • Make a list of raw & cooked vegetables we eat. • Make a list of food contents taken by you in a week. • Collect information from your parents or teachers what the drawbacks of taking junk food are? 	<ul style="list-style-type: none"> • How many calories in balanced diet are required to a child of this age-group? • Questions based on text. • What are the deficiency diseases caused due to malnutrition? • Make a list of five things rich in proteins & carbohydrates each.
15	4 hrs.	Shelter	Different types of houses, Boat-house, House-on-wheels, sloping roof, rain shelter.	Make different model & charts showing different types of houses.	<p>Ask questions based on text.</p> <ul style="list-style-type: none"> • What do you mean by garbage? • Why house

			<ul style="list-style-type: none"> • Need for shelter. • Need to share house. • Garbage disposal. 		should be kept clean?
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Unit – IV

16	4 hrs.	Parts of the body - Dental hygiene.	<ul style="list-style-type: none"> • Healthy body. • Knowledge of different parts of the body. • Functions of different parts of the body. • Importance of teeth, their cleanliness & its functions. 	<ul style="list-style-type: none"> • Demonstration of different body parts by indicating body parts of a student before the class. • With the help of charts/ flash cards different parts can be demonstrated. • Tell them about oral hygiene. 	<ul style="list-style-type: none"> • Ask about different parts of the body & their functions. • Make a list of students in your class having tooth decay. • Suggest preventive measures for tooth decay.
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Unit – V

17	120 hrs.	Physical education & Yoga. PHYSICAL &	Meaning of physical education. Meaning of	To give demonstration to students of (Anulom,	By asking students the meaning & importance of
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		MENTAL HEALTH.	yoga. Benefits in relation to our daily life. How can you keep fit yourself? Some yogic-exercises.	Vilom & Bhramri).	yoga in life, when & how the yoga should be started & demonstration by students.
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