

# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

Subject: English							
Sl No & Month	Name & Details of the book	Name & Details of the lesson	No of Classes	Learning Objective	Learning Outcome (What the students will learn in the end of the Lesson)	TLM Used	Pedagogical Method and Assessment Tool
1) Apr-May	Beehive	L1- The fun they had	4	(i) Competency in LSRW (ii) Fun while Learn (iii) To make them aware of Science fiction	(i) A few components of LSRW (ii) A few new words (iii) Fatal of fully dependent on technology and some other specific thematic things (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture, role play etc Assessment tool: class test
	Beehive	P1- The Road Not taken	2	(i) Theme of the poem and importance of decision making capacity in human beings, (ii) A few new words and phrases	(i) Importance of decision making (ii) a few new words (iii) A few grammatical components (integrated) (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Moments	The Lost Child	4	Global Comprehension: The behaviour of a child before and after losing of his parents	A few words and expressions, meaning of the story and character of the child  A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Tense	5	Concept of tense	Concept and its use in writing as well as use in integrated grammar exercise	Textbook, chalk , blackboard, pictures given in the book,	Classwork, practice Assessment tool: class test

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

						digital board	
	Beehive	The sound of music	6	Role of society on disable and Indianness itself is a value	(i) A few new words (ii) Meaning of the text (iii) Integrated grammar (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
		The wind	3	To understand how we should face natural forces	(i) Meaning of the poem (ii) New words (iii) Translation work (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Writing	Diary Entry	5	To express their feelings and emotions through the forms of diary	Structure and method of Diary entry	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Moments	The Adventure of Toto	3	Understanding about Pets	(i) Nature of different pets (ii) Meaning of the text (iii) Enjoy the humour catered with the meaning (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
2) June- July	Beehive	The Little girl	4	Father -daughter relationship	(i) A few new words (ii) Understating the meaning (iii) A few components of LSRW  Integrated grammar  A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Beehive	Rain on the Roof	3	Emotions and feelings of the poet while raining	(i) New words (ii) Meaning of the poem (iii) The message given by the	Textbook, chalk , blackboard,	Interaction discussion ,lecture etc

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

					poet (iv) A few skills of LSRW	pictures given in the book, digital board	Assessment tool: class test
	Moments	Iswaran the Storyteller	3	Meaning of the text and art of story telling	(i) New words (ii) Meaning of the text (iii) Character of Iswaran (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Active/Passive	8	Concept of Active Passive voice	Concept and its use in Integrated grammar.	Blackboard chalk , duster	Class work, writing Assessment tool: class test
3. August	Beehive	A truly beautiful Mind	4	Life and Character of Einstein	(i) New words (ii) Life and character of Einstein (iii) Grammar : textual (Integrated) (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Moments	In the Kingdom of fools	4	Conceptualise a folktale	(i) New words and phrases (ii) Translation text (iii) Meaning of the text (iv) Importance of Logic and reason in life (v) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Beehive	The Lake Isle of Innisfree	3	Meaning of the poem and description of natural beauty	i) Meaning of the poem ii) New words iii) Importance of peace of mind iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture et Assessment tool: class test
	Grammar	Reported	10	Transformation of sentences	Apply the concept in integrated grammar and	Blackboard	Class work,

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

	r	Speech		from direct to Indirect	writing	chalk , duster	writing Assessment tool: class test
	Beehive	The Snake and the Mirror	5	To understand the meaning of the story and imagination power of a human being	Meaning of the text New words Grammar Enjoy the humour catered in meaning A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
4. September	Beehive	The Legend of the Northland	3	The concept of legend and ballad and the moral message given in the poem	(i) concept of legend and ballad (ii) meaning of the poem (iii) moral values given in the poem (iv) new words (v) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	writing	Story writing	5	Method of writing story	Students will able to write story	Blackboard chalk , duster	Class work, writing Assessment tool: class test
5. October	Beehive	Packing	5	Meaning of the story, enjoy the humour and satire given in the story, importance of seriousness in life	New words Meaning of the story Enjoy humour Integrated grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Beehive	No men are foreign	3	Meaning and thoughtful moral of the poem	New words Meaning of the poem Concept of Universal Brotherhood	Textbook, chalk , blackboard, pictures given in the book,	Interaction discussion ,lecture etc Assessment tool: class test

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

						digital board	
	Grammar	Integrated	3	Integrated Grammar Exercise	Integrated Grammar Exercise	Blackboard chalk , duster	Class work, writing Assessment tool: class test
6. November	Beehive	Reach for the top	6	Understanding the text To understand importance of Hard work and Sacrifice	New words Understanding the meaning of the text Importance of hard work and sacrifice Textual grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
		The Duck and the Kangaroo	2	Understanding the genre of writing, meaning	New words Meaning of the text Humour in the meaning A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
7. December	Moments	Weathering the storm at Ersama	4	Understanding the nature of disaster and the concept of human leadership and brotherhood	New words Leadership quality Sacrifice of being a leader A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Moments	The last leaf	3	Understanding the importance of life over death	New words Meaning of the story Problems of Adolescents A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Beehive	The bond of love	4	Understanding the affection to a pet Human Values	New words Meaning of the story Humanitarian Zeal of mankind	Textbook, chalk , blackboard,	Interaction discussion ,lecture etc

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

					A few skills of LSRW	pictures given in the book, digital board	Assessment tool: class test
	Beehive	On Killing a Tree	2	Understanding the importance of ecological balance Understanding the specific meaning of the poem	New words Importance of reverse psychology in awareness programme A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
		KATHMAN DU	4	Understanding travelogue Understanding meaning and lively description of city Understanding language	New words Enjoy a travelogue Understand the meaning Integrate textual grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
		A snake Tagging	4	Understanding the ecological balance Understanding the concept of non harmful animals of the world	Understanding the meaning Understanding the harmful nature of human beings New words A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
January	Beehive	If I were you	5	Understanding of a one act play Suddenness of the event Characters	New words Meaning of the text Study of the characters Integrated grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Beehive	A slumber did my spirit seal	3	Understanding of nature poem Meaning of the poem	New words Theme of morbidity and nature Meaning of the poem Human values A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book,	Interaction discussion ,lecture etc Assessment tool: class test

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

						digital board	
	Moments	The beggar	3	Understanding the text Human values Need of strictness in life	Meaning of the text Word meaning Importance of hard work A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Moments	The Accidental Tourist	3	Understanding the text Meaning of the story Humour inverted in the text	Meaning and humour New words Importance of being careful A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Writing	5	Method of letter writing	Students will able to write formal letters	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Grammar	Preposition & Determines	5	Concept of the topic	Students will be able to understand the topic and use that in grammar	Blackboard chalk , duster	Class work, writing Assessment tool: class test
9) February	Grammar	Textual & integrated	10	Integrated	Grammar Practice	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Revision	-	10	Exam Preparation	Preparation	Blackboard chalk , duster	Class work, writing Assessment tool: class test

# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

Class-IX (Hindi)						
Sl No	Chapter No	No. of Periods	Objective concept	Learning Outcome	TLM /Reference Book	Pedagogy
1	दुख का अधिकार	6	हमें किसी की भावना को समझना चाहिए और मदद करनी चाहिए	गरीबी और अमीरी में अंतर परिवार का पालन कमाने वाले के न रहने पर क्या दशा होती है समाज की मानसिकता	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि
2	रैदास	6	भक्त और भगवान के बीच का संबंध	रैदास के बारे में भक्ति कैसी होनी चाहिए ऊंच नीच का भेद नहीं भगवान को प्राप्त करने का साधन	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि सस्वर गायन
3	गिल्लू	7	जीव जन्तुओं के प्रति सहानीभूति	लेखिका के स्वाभाव के बारे में गिलाहारी के बारे में जीव-जंतुओं के प्रति साहनुभूति जीव जन्तु संरक्षण	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि
4	एवरेस्ट मेरी शिखर यात्रा	7	परिश्रम सफलता की ओर ले जाता है	बचेंद्री पाल के जीवन से परिचित एवरेस्ट के बारे में जानकारी प्राप्त करना पर्वतारोही के लिए आवश्यक सामग्री पर्वतारोहण के नियम	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि
5	रहीम	6	जीवन के हर कदम पर उपयोगिता	हमें संबंध खराब नहीं करना चाहिए मन की बात किसी से नहीं कहना चाहिए जल बचाना चाहिए विपत्ति में धैर्य से काम लेना चाहिए	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि सस्वर गायन
6	स्मृति	6	बचपन की यादों के अनुसार वीरता का वर्णन	कुएँ में नहीं उतरना चाहिए झूठ नहीं बोलना चाहिए साहसिक बनना	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि
7	तुम कब जाओगे अतिथि	6	किसी के घर अधिक दिनों तक नहीं रहना चाहिए	अतिथि सत्कार करना अतिथि से बात करना	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास	पठन विधि प्रश्नोत्तर विधि



## HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

				पैसों का जीवन पर प्रभाव	वीडियो चार्ट	भाषण विधि कहानी विधि नाटक विधि
8	आदमी नामा	6	इंसान को कैसा होना चाहिए	हमें चोरी नहीं करना चाहिए इंसान में कोई फर्क नहीं होता है राजा और भिखारी सभी आदमी है हमें किसी को मारना नहीं चाहिए	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि गायन विधि
9	कीचड़ का काव्य	7	कीचड़ से जीवन है हमें घृणा नहीं करना चाहिए	कीचड़ से अन्न होता है मिट्टी से बर्तन बनाए जाते हैं कीचड़ नदियों के किनारे पाया जाता है कीचड़ भैसों के लिए मस्ती करने की जगह है	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि
10	एक फूल की चाह	7	छुआ - छूत की भावना को समाप्त करना	अछूत की भावना को समाप्त करना गरीबी का जीवन कितना कष्ट दायक होता है बीमारी का प्रकोप अंधविश्वास से बचना चाहिए गलत न्याय व्यवस्था	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि गायन विधि
11	हामिद खाँ	7	हिन्दू-मुस्लिम एकता कायम करना	हिन्दू मुस्लिम एकता कायम करना दंगे फसाद नहीं करना चाहिए किसी के साथ भेद-भाव नहीं करना चाहिए देश के लिए एकता का होना अनिवार्य	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि
12	धर्म की आड़	6	धर्म के नाम पर सावधान रहने की आवश्यकता	धर्म के नाम पर सावधान रहना शिक्षित होना अनिवार्य है ईश्वर से ज्यादा इंसान को महत्व देना चाहिए नेताओं के चक्कर में नहीं पड़ना चाहिए	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि
13	अग्नि पथ	6	जीवन अग्नि पथ के समान है	जीवन अग्नि पथ के समान है इसलिए हमेशा संघर्ष करना चाहिए जीवन में थकना नहीं चाहिए अपने पथ से कभी मुड़ना नहीं	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि

# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

				चाहिए जीवन में कभी किसी से कुछ मांगना नहीं चाहिए		नाटक विधि
14	नए इलाके में खुशबू रचते हाथ	6	रोज नए परिवर्तन की दुनिया में गरीबों के लिए सरकार की योजना की जरूरत	इस परिवर्तन में हमेशा सावधान की आवश्यकता गरीबी को समाप्त करने का प्रयास करना अगर बच्चियों की वास्तविकता को जानना सच्चाई का पता होना	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि पठन विधि
15	दिए जल उठे	7	स्वतन्त्रता आंदोलन में महात्मा गांधी का योगदान	गांधी के बारे में जानकारी आंदोलन के बारे में पता होना सहयोग की भावना होना सफलता के लिए लगातार प्रयास करना	पाठ्यपुस्तक श्यामपट्ट स्मार्ट क्लास वीडियो चार्ट	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि

## Subject-Odia

Chapter No.	Name of The chapter	Objective (Concept and Skills)	Insrtuctional tools and References	Pedagogy	Teaching Method	Assessment Tools	Learning Outcomes	No. of periods
1	କାହା ମୁଖ ଅନାଲ ବସ୍ତ୍ରବି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତି ସମ୍ମାନ ପ୍ରଦର୍ଶନ । ପ୍ରାଚୀନ ସାହିତ୍ୟ ପ୍ରତି ସମ୍ମାନ, ପ୍ରାଚୀନ ସମାଜର ମୂଲ୍ୟବୋଧ ବିଷୟରେ ଅଧ୍ୟୟନ ଓ ପ୍ରାଚୀନ ସଂସ୍କୃତିର ପରିଚୟ ପ୍ରାପ୍ତି ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର ଅନୁବାଦ କୃତିତ୍ର, କୃଷ୍ଣଲୀଳା ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଷ୍କୃତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	6
2	ପଦ୍ମ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଆଧ୍ୟାତ୍ମିକ ସାହିତ୍ୟାନ୍ତରାଳ ବୁଝି, କରତବ୍ୟ ପାଳନ ତଥା କୃତଜ୍ଞତା ପରି ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତି ବିଶ୍ୱାସ ତଥା ସାମାଜିକ ମୂଲ୍ୟବୋଧ ଶିକ୍ଷଣ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର ଅନୁବାଦ କୃତିତ୍ର, ପଦ୍ମର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଷ୍କୃତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ଆଧ୍ୟାତ୍ମିକତାର ପ୍ରୟୋଗ	6

# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

3	ହଠେ ମଠେଇ କଲମ	ମଠେଲିକ ଲକ୍ଷ୍ମ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପରିଚୟ, ପ୍ରକୃତି ପ୍ରମେ, ଜୀବନ ଦରଶନ ପ୍ରତି ଶାଶ୍ଵତ ବାସ୍ତବତା ଲାଭ ତଥା ଜାତୀୟ ଭାବନା ବୃଦ୍ଧି ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ବିଭିନ୍ନ ପ୍ରକାର କଲମ ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥଠେଇକଥନ ପଦ୍ଧତି, ବର୍ତ୍ତନା ଓ ବ୍ୟୁତ୍ପାଦନକ ପଦ୍ଧତି, ଆଲଠେଇନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମଠେଲିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣେ ଆଲଠେଇନା, ବଠେଇ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯଠେଇନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନର ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଠେଇର ପ୍ରୟଠେଇ	6
4	ମଣିଷ ଭାଭ	ମଠେଲିକ ଲକ୍ଷ୍ମ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ମ୍ୟ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ସମ୍ବଠେଇ କବିତାର ପରିଚୟ, ମାନବ ବନ୍ଦନା ତଥା ଜାତୀୟତା ଆଦି ବିଷୟର ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ଏହି ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ତ୍ତନା	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥଠେଇକଥନ ପଦ୍ଧତି, ବର୍ତ୍ତନା ଓ ବ୍ୟୁତ୍ପାଦନକ ପଦ୍ଧତି, ଆଲଠେଇନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମଠେଲିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣେ ଆଲଠେଇନା, ବଠେଇ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯଠେଇନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନର ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଠେଇର ପ୍ରୟଠେଇ	6
5	ଗଠେଇ ପ୍ରୟାଣ	ମଠେଲିକ ଲକ୍ଷ୍ମ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ମ୍ୟ - ଜାତିଜାତ, ଶ୍ରବଣେଇ ସାମାଜିକ ତଥା ସଂସ୍କୃତିକ ବ୍ୟବସ୍ଥାର ମହାମାନବର ମହାନତାକୁ ଗୁରୁତ୍ରା ଓ ମାନବ ବାବର ଜୟଗାନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ସାମାଜିକ ମାନବ କାର୍ଯ୍ୟ ଓ ଜୀବନୀ ଆଧାରିତ ଚିତ୍ର ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥଠେଇକଥନ ପଦ୍ଧତି, ବର୍ତ୍ତନା ଓ ବ୍ୟୁତ୍ପାଦନକ ପଦ୍ଧତି, ଆଲଠେଇନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମଠେଲିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣେ ଆଲଠେଇନା, ବଠେଇ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯଠେଇନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନର ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ପ୍ରୟ ପ୍ରାଣ	4
6	ପାଲକ ବଧୂର ଉବବଠେଇନ	ମଠେଲିକ ଲକ୍ଷ୍ମ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ମ୍ୟ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ନାରୀ କବି ମାନବିକ ସ୍ଥାନ ଓ ଭୂମିକା ନିରୂପଣ । ଦଶପ୍ରମେ ସହନଶୀଳତା କୁ ଆଦର୍ଶ କରି ଜୀବନ ଜାପାନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ଓ ବିଭିନ୍ନ ଯୁଦ୍ଧ ଦୃଶ୍ୟ ଚିତ୍ର ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥଠେଇକଥନ ପଦ୍ଧତି, ବର୍ତ୍ତନା ଓ ବ୍ୟୁତ୍ପାଦନକ ପଦ୍ଧତି, ଆଲଠେଇନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମଠେଲିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣେ ଆଲଠେଇନା, ବଠେଇ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯଠେଇନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନର ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଠେଇର ପ୍ରୟଠେଇ ନାରୀ ଜାତିକୁ ସମ୍ମାନ ।	4
7	ମାଟିର ମଣିଷ	ମଠେଲିକ ଲକ୍ଷ୍ମ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ମ୍ୟ - ଦଶପ୍ରମେ, ମାନବବାଦକୁ ଆଦର୍ଶ କରି ଜୀବନର ପ୍ରକୃତ ଅର୍ଥ ସନ୍ଧାନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲକ୍ଷ୍ୟକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ତଥା ପଲ୍ଲୀ, ଓଡ଼ିଶା ଓ ପୃଥିବୀ ମାନଚିତ୍ର ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥଠେଇକଥନ ପଦ୍ଧତି, ବର୍ତ୍ତନା ଓ ବ୍ୟୁତ୍ପାଦନକ ପଦ୍ଧତି, ଆଲଠେଇନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମଠେଲିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣେ ଆଲଠେଇନା, ବଠେଇ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯଠେଇନା କାର୍ଯ୍ୟ	ଦନେନ୍ଦ୍ରନ ଜୀବନର ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଠେଇର ପ୍ରୟଠେଇ	4
8	ଜାତୀୟ ଜୀବନ	ମଠେଲିକ ଲକ୍ଷ୍ମ୍ୟ - ଶ୍ରବଣ, କଥନ,	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ,	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ	କଥଠେଇକଥନ ପଦ୍ଧତି, ବର୍ତ୍ତନା ଓ	କୁଜ୍ଜ, ମଠେଲିକ ପ୍ରଶ୍ନ	ଦନେନ୍ଦ୍ରନ ଜୀବନର	6

# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		ପଠନ , ଲିଖନ । ନିରୂପିଷ୍ଟ ଲକ୍ଷ୍ୟ - ସଭ୍ୟତା ଅନୁଷ୍ଠାନରେ ପଥ ପ୍ରଦର୍ଶନକ ହେଉଥିବା ମହାପୁରୁଷଙ୍କୁ ଅବଲମ୍ବନ କରି ମଣିଷ ସମାଜର ଉନ୍ନତି ବିଧାନ	ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ତଥା ଦଶପ୍ରଗତି ମାନଙ୍କର କାର୍ଯ୍ୟର ବୃତ୍ତିତ୍ୱ	ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବେଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେଧର ପ୍ରୟୋଗ	
9	ଶିକ୍ଷା ଓ ଶାସନ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଶିକ୍ଷାର ଉପଦେଷ୍ଟା ଓ ଶାସନ ପାଇଁ ତାହା କିଭଳି ଉପଯୋଗୀ ସହେ ବିଷୟରେ ଦୃଷ୍ଟାନ ଅରଜନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ବିଷୟ ଭିତ୍ତିକ ଅନ୍ୟାନ୍ୟ ଉପୁତାଂଶ ।	ପୂର୍ବ ପରିଷ୍ଟର ଲ ବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବେଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେଧର ପ୍ରୟୋଗ	6
10	ବାମର ହାତ ଓ ଆକାଶର ଚନ୍ଦ୍ର	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ଜୀବନୀର ଉପଦେଷ୍ଟା ଓ ଲେଖକଙ୍କର ପାଇଁ ତାହା କିଭଳି ଉପଯୋଗୀ ସହେ ବିଷୟରେ ଦୃଷ୍ଟାନ ଅରଜନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ବିଷୟ ଭିତ୍ତିକ ଅନ୍ୟାନ୍ୟ ଉପୁତାଂଶ ।	ପୂର୍ବ ପରିଷ୍ଟର ଲ ବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବେଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେଧର ପ୍ରୟୋଗ	6
11	ପ୍ରକୃତ ବନ୍ଧୁ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଓଡ଼ିଶା ର ଜଣେ ଲେଖକ ଡ଼କ ଜୀବନୀର କିଛି ଉପଦେଷ୍ଟ ଦିଗ ବିଷୟରେ ଦୃଷ୍ଟାନ ଅରଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ଏବଂ ଜୀବନୀ ପୁସ୍ତକ ।	ପୂର୍ବ ପରିଷ୍ଟର ଲ ବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବେଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେଧର ପ୍ରୟୋଗ	6
12	ସମୂହ ଦୃଷ୍ଟି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିଷ୍ଟ ଲକ୍ଷ୍ୟ - ବିଶ୍ୱ ଜନନୀ ବିଷୟ ଦୃଷ୍ଟାନ ଅରଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନ୍ୟାନ୍ୟ ଲେଖକଙ୍କର ସମାଜବାଦ ଆଧାରିତ ପୁସ୍ତକ ପଠନ ।	ପୂର୍ବ ପରିଷ୍ଟର ଲ ବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଦୃଷ୍ଟାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜ୍ଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବେଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଦୃଷ୍ଟାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେଧର ପ୍ରୟୋଗ	6
13	ଶକ୍ତି ଓ ଦୃଷ୍ଟାନ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ ,	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ,	ପୂର୍ବ ପରିଷ୍ଟର ଲ ବ୍ଧ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ	କୁଜ୍ଜ, ମୌଖିକ ପ୍ରଶ୍ନ	ଦୈନିକ ଜୀବନରେ	6

# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		ପଠନ , ଲିଖନ । ନିରୁଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ସଭ୍ୟତା ଅନୁକୂଳରେ ପଥ ପ୍ରଦର୍ଶନ କରାଯିବା ବିଜ୍ଞାନ କୁ ଅବଲମ୍ବନ କରି ମଣିଷ ସମାଜର ଉନ୍ନତି ବିଧାନ	ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ପୁସ୍ତକ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା ।	ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶିରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	
14	ଓଡ଼ିଆ ସାହିତ୍ୟ କଥା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୁଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଓଡ଼ିଆ ଭାଷା ସାହିତ୍ୟ କରମ ବିକାଶ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନ୍ୟାନ୍ୟ ଲେଖକଙ୍କର ଆଧାରିତ ପୁସ୍ତକ ପଠନ ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶିରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଓଡ଼ିଆ ଭାଷା - ସାହିତ୍ୟ ର ଜ୍ଞାନ କୁ ସାମାଜିକ ତଥା ବ୍ୟବହାରିକ କ୍ଷେତ୍ରରେ ପ୍ରୟୋଗ	6
15	ବୁଦ୍ଧାଗତ୍ୟାରି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୁଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମାତା , ମାତୃଭୂମି ପ୍ରତି ଆକର୍ଷଣ, ପରିବେଶ ପ୍ରତି ସଚେତନତା , ଓ ସାଂପ୍ରତିକ ଜୀବନ ଭୂମି ର ବାସ୍ତବତା ର ଆଧାରରେ ବାସ୍ତବ୍ୟ ର ମହାନତା ହୃଦୟଙ୍ଗମ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ତଥାଏହି ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶିରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନର ଜୀବନରେ ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	5
16	ପତାକା ଉତ୍ତୋଳନ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୁଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ସ୍ୱାଧୀନତା ସଂଗ୍ରାମ ର କିଛି ଉପଦାୟ ବିଶୟରେ ଜ୍ଞାନ ଅର୍ଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ଓ ବିଭିନ୍ନ ଜାତୀୟ ପତାକାର ଚିତ୍ର ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶିରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନର ଜୀବନରେ ଦେଖି ଉକ୍ତି ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	5
17	ଡିମିରି ଫୁଲ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୁଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମାତାପିତାଙ୍କର ସମ୍ମାନ ବଞ୍ଚେଇବା ଓ ସାଂପ୍ରତିକ ଜୀବନ ଭୂମି ର ବାସ୍ତବତା ର ଆଧାରରେ ବାସ୍ତବ୍ୟ ର ମହାନତା ହୃଦୟଙ୍ଗମ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶିରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନର ଜୀବନରେ ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	8

# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

18	ଦଳ ବହେରୋ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷ୍ୟ - ମଣିଷ ପ୍ରତି ମଣିଷର ଶ୍ରବଣ, ଜାତିପ୍ରଭେଦ ଓ ମାନବ ଜୀବନର ରହସ୍ୟକୁ ବୁଝିବା ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିସ୍ଥିତିର ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତର ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ମଟ୍ଟ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥା-ପଦକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜୁଡ଼ି, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନର ଜୀବନରେ ଦେଖି ଉକ୍ତି ତଥା ମାନବ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	4
19	ଦୂର ପାହାଡ଼	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷ୍ୟ - ନାରୀର ସ୍ୱାଧୀନତା, ସମ୍ମାନ ଓ ପରିବାର ପାଇଁ ଆତ୍ମସମ୍ମାନକୁ ସମ୍ମାନ ପ୍ରଦର୍ଶନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିସ୍ଥିତିର ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତର ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ମଟ୍ଟ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥା-ପଦକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜୁଡ଼ି, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନର ଜୀବନରେ ଦେଖି ଉକ୍ତି ତଥା ମାନବ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	4
20	ଶବ୍ଦ ଗଠନ (ବ୍ୟାକରଣ)	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷ୍ୟ - ଶୁଦ୍ଧ ବାକ୍ୟର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ୟର ପ୍ରୟୋଗ ବିଷୟ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ଗଣିତ ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିସ୍ଥିତିର ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତର ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ମଟ୍ଟ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥା-ପଦକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜୁଡ଼ି, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନର ଜୀବନରେ ଦେଖି ଉକ୍ତି ତଥା ମାନବ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	8
21	ସନ୍ଧି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷ୍ୟ - ଶୁଦ୍ଧ ବାକ୍ୟର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ୟର ପ୍ରୟୋଗ ବିଷୟ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ଗଣିତ ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିସ୍ଥିତିର ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତର ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ମଟ୍ଟ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥା-ପଦକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜୁଡ଼ି, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନର ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ।	4
22	ସମାସ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷ୍ୟ - ଶୁଦ୍ଧ ବାକ୍ୟର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ୟର ପ୍ରୟୋଗ ବିଷୟ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ଗଣିତ ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିସ୍ଥିତିର ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉତ୍ତର ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ମଟ୍ଟ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥା-ପଦକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଜୁଡ଼ି, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦର୍ଶନର ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ।	4

# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

				ପ୍ରବନ୍ଧ				
23	ଉପସର	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷଣ - ଶୁଦ୍ଧ ବାକ୍ୟର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ୟର ପ୍ରୟୋଗ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ।	4
24	କୃତନ୍ତ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷଣ - ଶୁଦ୍ଧ ବାକ୍ୟର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ୟର ପ୍ରୟୋଗ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ରଚନା ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ।	5
25	ତତ୍ପତ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷଣ - ଶୁଦ୍ଧ ବାକ୍ୟର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ୟର ପ୍ରୟୋଗ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ରଚନା ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ।	5
26	କାରକ ଓ ବିଭକ୍ତି	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷଣ - ଶୁଦ୍ଧ ବାକ୍ୟର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ୟର ପ୍ରୟୋଗ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ରଚନା ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	କଥୋପକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ।	8

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

Subject: Physics						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
Chapter-I MOTION	12	<ul style="list-style-type: none"><li>➤ Distance and displacement,</li><li>➤ velocity;</li><li>➤ uniform and non-uniform motion</li></ul>	Make it sure that the student learns the concepts given:	<ul style="list-style-type: none"><li>➤ Text Book</li><li>➤ Reference book</li></ul>	Activating prior knowledge by random questioning	<ul style="list-style-type: none"><li>➤ Class work</li><li>➤ Home work</li><li>➤ Group</li></ul>



## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		<ul style="list-style-type: none"> <li>➤ along a straight line;</li> <li>➤ acceleration,</li> <li>➤ distance-time and velocity-time graphs for uniform motion and Uniformly accelerated motion, equations of motion by graphical method;</li> <li>➤ elementary idea of uniform circular motion..</li> </ul>	<ul style="list-style-type: none"> <li>➤ The brief idea of distance and displacement.</li> <li>➤ Write equation of motion and.</li> <li>➤ Identification of different types of graphs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Models</li> <li>➤ Flowchart</li> <li>➤ Graph</li> <li>➤ Pictures</li> <li>➤ and other TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> <li>➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>
<b>Chapter-2</b> FORCE & LAWS OF MOTION :	8	<ul style="list-style-type: none"> <li>➤ Force &amp; motion</li> <li>➤ , Newton's laws of motion</li> <li>➤ , Inertia of a body, inertia of mass, momentum,</li> <li>➤ force &amp; acceleration,</li> <li>➤ elementary idea of conservation of momentum,</li> <li>➤ action &amp; reaction forces.</li> </ul>	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> <li>➤ The brief idea of various forces and its effect.</li> <li>➤ Writing formula for force, momentum.</li> <li>➤ Identification of different numerical.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Text Book</li> <li>➤ Reference book</li> <li>➤ Models</li> <li>➤ Flowchart</li> <li>➤ Graph</li> <li>➤ Pictures</li> <li>➤ and other TLM if any</li> </ul>	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> <li>➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>
<b>Chapter-3</b> GRAVITATION :	8	<ul style="list-style-type: none"> <li>➤ Gravitation</li> <li>➤ ; universal law of gravitation,</li> <li>➤ force of gravitation of the earth (gravity),</li> <li>➤ acceleration due to gravity:</li> <li>➤ mass and weight;</li> <li>➤ free fall.</li> <li>➤ Thrust and Pressure.</li> <li>➤ Archimedes' Principle;</li> <li>➤ Buoyancy;</li> <li>➤ Elementary idea of Relative Density.</li> </ul>	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> <li>➤ The brief idea of gravitation, effect of gravitation.</li> <li>➤ Writing a equation for magnitude of gravitational force.</li> <li>➤ Identification of various phenomena due to gravitation.</li> <li>➤ Activity based on buoyancy force and Archimedes's</li> </ul>	<ul style="list-style-type: none"> <li>➤ Text Book</li> <li>➤ Reference book</li> <li>➤ Models</li> <li>➤ Flowchart</li> <li>➤ Graph</li> <li>➤ Pictures</li> <li>➤ and other TLM if any</li> </ul>	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> <li>➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<b>Chapter-4</b> <b>Work, energy and power:</b>	6	<ul style="list-style-type: none"> <li>➤ Work done by a Force</li> <li>➤ , Energy,</li> <li>➤ power;</li> <li>➤ Kinetic and Potential energy;</li> <li>➤ Law of conservation of energy</li> </ul>	<p>principle</p> <p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> <li>➤ The brief idea of work and energy.</li> <li>➤ Writing equation for work, kinetic and potential energy.</li> <li>➤ Identification of various types of energy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Text Book</li> <li>➤ Reference book</li> <li>➤ Models</li> <li>➤ Flowchart</li> <li>➤ Graph</li> <li>➤ Pictures</li> <li>➤ and other TLM if any</li> </ul>	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> <li>➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>
<b>Chapter-5</b> <b>Sound:</b>	8	<ul style="list-style-type: none"> <li>➤ Nature of sound and its propagation in various media,</li> <li>➤ speed of sound,</li> <li>➤ range of hearing in humans; ultrasound;</li> <li>➤ reflection of sound;</li> <li>➤ echo and SONAR.</li> <li>➤ Structure of the Human Ear (Auditory aspect only).</li> </ul>	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> <li>➤ The brief idea of sound.</li> <li>➤ Writing an equation for speed, displacement of sound.</li> <li>➤ Identification of various types of sound.</li> <li>➤ Identifying the phenomena where sound are formed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Text Book</li> <li>➤ reference book</li> <li>➤ Models</li> <li>➤ Flowchart</li> <li>➤ Graph</li> <li>➤ Pictures</li> <li>➤ and other TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>➤ Activating prior knowledge by random questioning</li> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> <li>➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>

Subject-Chemistry						
Lesson No & Name	No of Periods	Objective (Concepts and skills)	Learning Outcomes	Instructional Tools/References	Pedagogy	Activity/Assignment/Project/ Assessment

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<p><i>Chapter:1</i> <i>Matter in our surroundings</i></p>	<p><b>Theory= 14</b> <b>Practical= 2</b></p>	<p><b>Concepts:</b>  v concept of matter and physical nature of matter.  v Characteristics of particles of matters.  v Concept of states of matter.  v Concept of change of state,  v Comparative study on effect of change of pressure  v Concept on Factors affecting evaporation.  v Textbook problems related to the topic  <b>Skills:</b>  The teacher will keep the following skills in view:  v Scientific Aptitude  v Thinking skills  v Reasoning Skills  v Attentiveness  v Listening Skills</p>	<p>Make it sure that the student learns the concepts given:  v The brief idea of various states of matter.  v Identification of various chemical processes.  v Identifying the substance having melting point and boiling point</p>	<p>In addition to general teaching tools including blackboard and chalk, etc, the teacher will use demonstration method showing reactions between different compounds and their preparation.  <b>Text Book:</b> NCERT  Reference: Chemistry books by S chand Publication</p>	<p>v Activating prior knowledge by random questioning  v Introducing the topic to be taught after getting the expected response from the students.  v Developing hypothesis by  (a) Brain storming,  (b) Lecture  , (c) Discussion and (d) In Text Questions</p>	<p>v The teacher will give Home Assignments and the areas of assessment will be Content of Knowledge, Presentation, Correctness, Time management and Thinking skills  v Divide the students in the class in four groups and ask them to give examples of different types of reactions,  v Remind the students about the physical and chemical changes.  v Group Discussion related to corrosion and rusting.  v In Text Questions</p>
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## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<p><i>Chapter:2</i> <i>Is matter around us pure</i></p>	<p style="text-align: center;"><b>Theory= 14</b> <b>Practical= 3</b></p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>v Concept on mixture.</li> <li>v Classification of mixture on the basis of mixing capacity.</li> <li>v Concept on solution</li> <li>v Concept on types of solution.</li> <li>v Properties of solution and its measurement through concentration.</li> <li>v Idea about the suspension, colloidal solution</li> <li>v Properties of colloids with examples.</li> <li>v Concept on different separation technique and its application.</li> <li>v Concept of physical change and chemical change with some daily life example</li> <li>v Concept of plaster of Paris and gypsum.</li> </ul> <p><b>Skills:</b></p> <p>The teacher will keep the following skills in view:</p> <ul style="list-style-type: none"> <li>v Scientific Aptitude</li> <li>v Thinking skills</li> <li>v Reasoning Skills</li> <li>v Attentiveness</li> <li>v Listening Skills.</li> </ul>	<ul style="list-style-type: none"> <li>v Make it sure that the student learns the concepts of mixture and solution.</li> <li>v Different concentration for slution.</li> <li>v Different properties on suspension and cooloids.</li> <li>v Identification of physical change and chemical change of varrious daily life examples.</li> </ul>	<p>In addition to general teaching tools including blackboard and chalk, etc, the teacher will use</p> <ul style="list-style-type: none"> <li>v Demonstratio n method showing reactions between different acids and bases</li> <li>v Different tests for acids and bases</li> <li>v Demonstratio n for water of crystallization</li> </ul> <p><b>Text Book:</b> NCERT Reference: Refference book:S chand Chemistry books by Pradeep Publication</p>	<ul style="list-style-type: none"> <li>vActivating Prior Knowledge by Random Questioning</li> <li>vIntroducing the topic to be taught after getting the expected response from the students.</li> <li>vDeveloping hypothesis by (a) Brainstormin g (b) Lecture , (c) Discussion and (d) In Text Questions</li> </ul>	<ul style="list-style-type: none"> <li>v The teacher will give Home Assignments and the areas of assessment will be Content of Knowledge, Presentation, Correctness, Time management and Thinking skills</li> <li>v Divide the students in the class in four groups and ask them to give examples of different types of acids, bases and salts</li> <li>v Remind the students about the reactions of acids, bases and salts,</li> <li>v Students will observe the varrious concentration and identify the physical and chemical change, lemon juice etc</li> <li>v Group Discussion related to use of baking soda, baking powder, bleaching powder</li> <li>v A quiz related to plaster of paris, Gypsum, water of crystallization.</li> <li>v In Text Questions</li> </ul>
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## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<i>Chapter:3 Atoms and molecules</i>	<b>Theory= 16 Practical= 1</b>	<b>Concepts:</b> v Concept of atoms and molecules v Concept about laws of chemical combination. v Comparative on symbol. v Concept of radicals. v Concept on how to write the chemical formula of the molecules. v Concept for calculating molecular mass of the molecules. v Concept on mole concept.	v Practical application of the properties of atoms and molecules. v To make sure symbol and formula of the compound. v To enable the students to know the mole concept.	In addition to general teaching tools like black board and chalk, etc, the teacher will use v Demonstration method showing chart of periodic table v Showing how the law of conservation of mass is verified.	v Activating Prior Knowledge by Random Questioning v Introducing the topic to be taught after getting the expected response from the students. v Developing hypothesis by (a) Brainstorming (b) Lecture (c) Discussion and	v The teacher will give Home Assignments. The areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills. v Divide the students in the class in four groups and ask them to draw diagrammatic sketch of various processes involved for extraction of metals.
		<b>Skills:</b> v <b>Scientific Aptitude</b> v <b>Thinking skills</b> v <b>Reasoning Skills</b> v <b>Attentiveness</b> v <b>Listening Skills</b>	day life v To know how to prevent corrosion of metals	<b>Text Book:</b> NCERT Reference: Chemistry books by Pradeep Publication	v (d) In Text Questions	presentation about different processes for different metals from reactivity series. v Remind the students to write day to day impacts of corrosion. v Group Discussion related to studying the trends in physiochemical properties shown by metals and non- metals. v In Text Questions
<i>Chapter:4 structure of atoms</i>	<i>Theory = 12 Practical= 2</i>	<b>Concepts:</b> v Concept of the charged particles of matter. v Concept of structure of atoms.	Make sure that the students learn v The structure of atom. v The valency, various	In addition to general teaching tools like black board and chalk, etc.	v Activating Prior Knowledge by Random Questioning v Introducing the topic to be taught after getting the expected response from the	v The teacher will give Home Assignments. The areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		<ul style="list-style-type: none"> <li>v Concept of thompson model and rutherford atomic model.</li> <li>v Concept of Bohrs atomic model</li> <li>v Study about properties of electrons,protons,neutron</li> <li>v Concept of valency.</li> <li>v Concepts about isotopes isobars with examples.</li> </ul>	<ul style="list-style-type: none"> <li>experiment regarding structure of atom.</li> <li>v isotopes and isobars.</li> </ul>		<ul style="list-style-type: none"> <li>students.</li> <li>vDeveloping hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>and Thinking skills</li> <li>v Divide the students in the class in four groups and ask them</li> </ul>
		<p style="text-align: center;"><b>Skills:</b></p> <ul style="list-style-type: none"> <li>v Scientific Aptitude</li> <li>v Thinking skills</li> <li>v Reasoning Skills</li> <li>v Attentiveness</li> <li>v Listening Skills</li> </ul>		<p>Text Book: NCERT Reference: Chemistry books by Pradeep Publication</p>	<ul style="list-style-type: none"> <li>by (a) Brainstorming (b) Lecture (c) Discussion and</li> <li>v (d) In Text Questions</li> </ul>	<ul style="list-style-type: none"> <li>to compare ionic and covalent compounds.</li> <li>v Student's presentation about ethanol</li> <li>v Student's presentation about ethanoic acid</li> <li>v Group Discussion related to soap and detergent</li> <li>v In Text Questions</li> </ul>

# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

Subject: Biology						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
<b>Chapter-5</b> <b>The fundamental unit of life</b>	12	Basic concept about – <ul style="list-style-type: none"> <li>Cell as basic unit of life</li> <li>Prokaryotic and eukaryotic cell.</li> <li>Plant cell and animal cell –comparison</li> <li>Structure and function of cell.</li> <li>Cell organelles and its function</li> <li>Basic idea about history and discovery of cell.</li> <li>Shape size and structure of cell</li> <li>Cell theory and modified cell theory</li> </ul> Skill <ul style="list-style-type: none"> <li>Scientific Skill</li> <li>Thinking Skill</li> <li>Reasoning Skill</li> <li>Attentiveness Skill</li> <li>Problem solving Skills</li> </ul>	It makes sure about- <ul style="list-style-type: none"> <li>Cell as basic unit of life</li> <li>Prokaryotic and eukaryotic cell.</li> <li>Plant cell and animal cell –comparison</li> <li>Structure and function of cell.</li> <li>Cell organelles and its function</li> <li>Basic idea about history and discovery of cell.</li> <li>Shape size and structure of cell</li> <li>Cell theory and modified cell theory</li> </ul>	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> <li>Question and Answer method</li> <li>Field trips</li> <li>Discussion methods</li> <li>Project method</li> <li>Lecture method</li> <li>Problem solving method</li> <li>Demonstration method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>
<b>Chapter- 6</b> <b>Tissue</b>	11	Basic concept about – <ul style="list-style-type: none"> <li>Plant tissue and its type</li> <li>Position and function of different types of plant tissue</li> <li>Animal tissue and its type</li> </ul> Skill <ul style="list-style-type: none"> <li>Scientific Skill</li> <li>Thinking Skill</li> <li>Reasoning Skill</li> <li>Attentiveness Skill</li> <li>Problem solving Skills</li> </ul>	It makes sure about- <ul style="list-style-type: none"> <li>Meristematic tissue, its type and function</li> <li>Permanent tissue and its function</li> <li>Stomatal, epidermal cells and their function.</li> <li>Epithelial tissue –its type and function</li> <li>Muscular tissue –its type and function</li> <li>Connective tissue –its type and function</li> <li>Nervous tissue –its type and function</li> </ul>	M	<ul style="list-style-type: none"> <li>Question and Answer method</li> <li>Field trips</li> <li>Discussion methods</li> <li>Project method</li> <li>Lecture method</li> <li>Problem solving method</li> <li>Demonstration method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>
<b>Chapter-7</b>		Basic concept about –	It makes sure about-	Text Book,	<ul style="list-style-type: none"> <li>Question and</li> </ul>	➤ Class

# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<b>Diversity in living organisms</b>	10	<ul style="list-style-type: none"> <li>• Basis of two kingdoms classification</li> <li>• Identification, nomenclature and hierarchy of classification</li> <li>• Basis of five kingdoms classification</li> <li>• Characteristics of five Kingdoms.</li> <li>• Eight phylums of Invertebrata</li> <li>• Vertebrata and protochordata</li> <li>• Five classes of phylum vertebrata</li> </ul> <p>Skill</p> <ul style="list-style-type: none"> <li>• Scientific Skill</li> <li>• Thinking Skill</li> <li>• Reasoning Skill</li> <li>• Attentiveness Skill</li> <li>• Problem solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Binomial nomenclature system</li> <li>• Basis of two kingdoms classification</li> <li>• Basis of five kingdoms classification</li> <li>• Characteristics of five Kingdoms.</li> <li>• Eight phylums of Invertebrata</li> <li>• Vertebrata and protochordata</li> <li>• Five classes of phylum vertebrata</li> <li>•</li> </ul>	Models, Flowchart, Graph, Pictures and other TLM if any	<p>Answer method</p> <ul style="list-style-type: none"> <li>• Field trips</li> <li>• Discussion methods</li> <li>• Project method</li> <li>• Lecture method</li> <li>• Problem solving method</li> <li>• Demonstration method</li> </ul>	<p>work</p> <ul style="list-style-type: none"> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>
<b>Chapter-13 Why do we fall ill</b>	12	<p>Basic concept about –</p> <ul style="list-style-type: none"> <li>• Health: Personal and community health</li> <li>• Causes, signs and symptoms of disease</li> <li>• Types of disease and causative agents</li> <li>• Means and spread of disease</li> <li>• organ and tissue specific manifestation</li> <li>• Prevention is better than cure</li> <li>• Immunisation</li> <li>• Bacterial diseases and its prevention</li> <li>• Viral diseases and its prevention</li> <li>• Protozoan diseases and its prevention</li> </ul> <p>Skill</p> <ul style="list-style-type: none"> <li>• Scientific Skill</li> <li>• Thinking Skill</li> <li>• Reasoning Skill</li> <li>• Attentiveness Skill</li> <li>• Problem solving Skills</li> </ul>	<p>It makes sure about-</p> <ul style="list-style-type: none"> <li>• Causes, signs and symptoms of disease</li> <li>• Types of disease and causative agents</li> <li>• Means and spread of disease</li> <li>• organ and tissue specific manifestation</li> <li>• Prevention is better than cure</li> <li>• Immunisation</li> <li>• Bacterial diseases and its prevention</li> <li>• Viral diseases and its prevention</li> <li>• Protozoan diseases and its prevention</li> </ul>	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> <li>• Question and Answer method</li> <li>• Field trips</li> <li>• Discussion methods</li> <li>• Project method</li> <li>• Lecture method</li> <li>• Problem solving method</li> <li>• Demonstration method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>



## HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<b>Chapter-14</b> <b>Natural resources</b>	15	<p>Basic concept about –</p> <ul style="list-style-type: none"> <li>• Air and role of atmosphere</li> <li>• Wind(Sea breeze and land breeze)</li> <li>• Air pollution and its control</li> <li>• Water resource</li> <li>• Rain water harvesting</li> <li>• Water pollution and its control</li> <li>• Natural resource soil</li> <li>• Biogeochemical cycle</li> <li>• Carbon cycle</li> <li>• Oxygen cycle</li> <li>• Nitrogen cycle</li> <li>• Green house effect,Global warming</li> <li>• Ozone hole and its effect</li> </ul> <p>Skill</p> <ul style="list-style-type: none"> <li>• Scientific Skill</li> <li>• Thinking Skill</li> <li>• Reasoning Skill</li> <li>• Attentiveness Skill</li> <li>• Problem solving Skills</li> </ul>	<p>It makes sure about-</p> <ul style="list-style-type: none"> <li>• Air and role of atmosphere</li> <li>• Wind(Sea breeze and land breeze)</li> <li>• Air pollution and its control</li> <li>• Water resource</li> <li>• Rain water harvesting</li> <li>• Water pollution and its control</li> <li>• Natural resource soil</li> <li>• Biogeochemical cycle</li> <li>• Carbon cycle</li> <li>• Oxygen cycle</li> <li>• Nitrogen cycle</li> <li>• Green house effect,Global warming</li> <li>• Ozone hole and its effect</li> </ul>	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> <li>• Question and Answer method</li> <li>• Field trips</li> <li>• Discussion methods</li> <li>• Project method</li> <li>• Lecture method</li> <li>• Problem solving method</li> <li>• Demonstration method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>
<b>Chapter- 15</b> <b>Improvement in food resources</b>	10	<p>Basic concept about –</p> <ul style="list-style-type: none"> <li>• Types of crops and agricultural status of India</li> <li>• Crop variety improvement</li> <li>• Plant breeding technique</li> <li>• Crop production management</li> <li>• Nutrient management</li> <li>• Irrigation and cropping pattern</li> <li>• Crop protection management</li> <li>• Storage of grains</li> <li>• Cattlefarming</li> <li>• Poultry farming</li> <li>• Fish farming</li> <li>• Bee keeping</li> </ul>	<p>It makes sure about-</p> <ul style="list-style-type: none"> <li>• Types of crops and agricultural status of India</li> <li>• Crop variety improvement</li> <li>• Plant breeding technique</li> <li>• Crop production management</li> <li>• Nutrient management</li> <li>• Irrigation and cropping pattern</li> <li>• Crop protection</li> </ul>	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> <li>• Question and Answer method</li> <li>• Field trips</li> <li>• Discussion methods</li> <li>• Project method</li> <li>• Lecture method</li> <li>• Problem solving method</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Unit Text</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		<ul style="list-style-type: none"><li>• Advantages of animal husbandry</li></ul> <ul style="list-style-type: none"><li>• Skill</li><li>• Scientific Skill</li><li>• Thinking Skill</li><li>• Reasoning Skill</li><li>• Attentiveness Skill</li><li>• Problem solving Skills</li></ul>	<ul style="list-style-type: none"><li>• management</li><li>• Storage of grains</li><li>• Cattle farming</li><li>• Poultry farming</li><li>• Fish farming</li><li>• Bee keeping</li><li>• Advantages of animal husbandry</li></ul>		n method	
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# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

Subject-Mathematics						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
<b>Chapter 1:</b> Number System	9	Rational numbers. <input type="checkbox"/> Real numbers and their decimal representation. <input type="checkbox"/> Representing real number on the number line.	The students will be able to- <input type="checkbox"/> Understand the real number system and obtain the decimal representation of rational and irrational numbers. <input type="checkbox"/> Represent irrational numbers on number line and construct square root spiral. <input type="checkbox"/> Add / subtract/multiply/divide irrational numbers. <input type="checkbox"/> Identify degree of a polynomial and classify them. <input type="checkbox"/> Find remainder through remainder theorem and hence form factor theorem and apply it to factorise the polynomial. <input type="checkbox"/> Use various algebraic identities for expansion	Smart Class Module <input type="checkbox"/> Geometry Kit	Activating prior knowledge by random questioning ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text Unit Text</li> </ul>
<b>Chapter 2 :</b> Polynomials	12	Polynomials -its degree and types. <input type="checkbox"/> Zeros of polynomial. <input type="checkbox"/> Remainder theorem <input type="checkbox"/> Factor theorem.  Factorization using factor theorem of polynomials. <input type="checkbox"/> Algebraic identities. <input type="checkbox"/> Expansion using algebraic identities	The students will be able to- <input type="checkbox"/> Use various algebraic identities for factorization of polynomials. <input type="checkbox"/> Identify heron's formula. <input type="checkbox"/> Apply heron's formula to find formula for finding area of equilateral triangle. <input type="checkbox"/> find solutions of area of triangle using heron's formula.	Smart class module	Activating prior knowledge by random questioning ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>

# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

			<input type="checkbox"/> Apply Heron's formula in finding areas of polygon		hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	
<b>Chapter 3 : co-ordinate geometry</b>	6	Cartesian system Plotting a point in the plane Plotting a graph of an linear equation	recall Cartesian/ rectangular coordinate system <input type="checkbox"/> identify coordinate of a point in a Cartesian plane. <input type="checkbox"/> plot a point in the plane.	Roller chart consisting of Cartesian system. <input type="checkbox"/> Smart Class Module	Activating prior knowledge by random questioning ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>
<b>Chapter 4; linear equation in two variables</b>	8	Introduction of chapter Linear Equations in two variables. <input type="checkbox"/> Standard form of Linear equations in two variables. <input type="checkbox"/> Solutions of linear equation in two variables and graphical representation	The students will be able to - <input type="checkbox"/> To find solutions of linear equation in two variables. <input type="checkbox"/> To convert word problem into mathematical equation. <input type="checkbox"/> To represent an equation geometrically in one variable and two variable.	Smart Class Module	Activating prior knowledge by random questioning ➤ Introducing the topic to be taught after getting the expected	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		Equations of lines parallel to x – axis and y – axis.  Geometric representation of an equation in one variable and two variables			response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	Unit Text
<b>Chapter 5 :</b> Euclid's Geometry	7	<input type="checkbox"/> Euclid's definitions, axioms and postulates <input type="checkbox"/> Equivalent versions of Euclid's fifth postulates	The students will be able to - <input type="checkbox"/> know various axioms and postulates  Apply the axioms and postulates to understand its relevance.	Judo kit/teaching aid for explaining various pairs of angles and parallel lines. <input type="checkbox"/> Cut out of triangles to explain congruence of triangles. <input type="checkbox"/> Smart Class module	Activating prior knowledge by random questioning ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work</li> </ul> Unit Text
<b>Chapter 6:</b> Lines And Angles	12	<input type="checkbox"/> Type of angles and Pair of angles. <input type="checkbox"/> Parallel lines and pair of angles formed by transversal.	The students will be able to - <input type="checkbox"/> know various axioms and postulates  Recognize pair of angles and	Judo kit/teaching aid for explaining various pairs of		<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		<input type="checkbox"/> Angle sum property of a triangle. <input type="checkbox"/> Exterior angle sum property	classify them. <input type="checkbox"/> prove angle sum property and exterior angle sum property and use them to solve problems. <input type="checkbox"/> recall congruent figures and identify them. <input type="checkbox"/> recognize various rules to show two triangles congruent. <input type="checkbox"/> recall isosceles triangle property and apply it on given questions	angles and parallel lines. <input type="checkbox"/> Cut out of triangles to explain congruence of triangles. <input type="checkbox"/> Smart Class module		<ul style="list-style-type: none"> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>
<b>Chapter 7:</b> Triangles	10	Congruence of triangles <input type="checkbox"/> SAS Congruence criteria for congruence of triangles <input type="checkbox"/> ASA Congruence criteria for congruence of triangles.  Isosceles triangle property <input type="checkbox"/> Applications on isosceles triangle property. <input type="checkbox"/> SSS Congruence criteria for congruence of triangles RHS Congruence criteria for congruence of triangles	Recognize pair of angles and classify them. <input type="checkbox"/> prove angle sum property and exterior angle sum property and use them to solve problems. <input type="checkbox"/> recall congruent figures and identify them. <input type="checkbox"/> recognize various rules to show two triangles congruent. <input type="checkbox"/> recall isosceles triangle property and apply it on given questions.		Activating prior knowledge by random questioning ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>
<b>Chapter 8:</b> Quadrilateral	12	<input type="checkbox"/> Angle sum property of a quadrilateral <input type="checkbox"/> Types of quadrilateral and their properties <input type="checkbox"/> Conditions for a quadrilateral to be a	Identify types of quadrilateral and their properties. <input type="checkbox"/> Use the properties to form	Smart Class module <input type="checkbox"/> Cutout of	Activating prior knowledge by random questioning ➤ Introducing the	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		<p>parallelogram.</p> <p>Midpoint theorem and its converse</p> <p>Questions related to midpoint theorem and its converse.</p> <p>Conditions for a quadrilateral to be a rhombus, rectangle, square</p>	<p>conditions to prove a quadrilateral a parallelogram, rectangle, rhombus and square</p>	<p>various quadrilaterals/ Model for demonstration to find Area of quadrilateral.</p>	<p>topic to be taught after getting the expected response from the students.</p> <p>➤ Developing hypothesis by</p> <p>(a) Brain storming,</p> <p>(b) Lecture ,</p> <p>(c) Discussion and</p> <p>(d) In Text Question Answer discussion</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>
<p><b>Chapter 9 : Areas of Parallelogram &amp; Triangles</b></p>	10	<p>Figures on the same base and between the same parallels.</p> <p>Parallelograms on the same base and between same parallels.</p> <p>□ Triangle on the same base and between same parallels.</p> <p>Area of triangle and parallelogram having same base and between same parallels.</p> <p>□ Median of triangle divides the triangle into two parts equal in area</p>	<p>Identify figures on the same base and between the same parallels and properties related to their area.</p> <p>□ identify properties related to median of triangle and use it in other situations</p>		<p>Activating prior knowledge by random questioning</p> <p>➤ Introducing the topic to be taught after getting the expected response from the students.</p> <p>➤ Developing hypothesis by</p> <p>(a) Brain storming,</p> <p>(b) Lecture ,</p> <p>(c) Discussion and</p> <p>(d) In Text Question Answer discussion</p>	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<b>Chapter 10 :</b> Circles	15	<p>Circles and its related terms.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Angle subtended by a chord at a point.</li> <li><input type="checkbox"/> Perpendicular from the centre to a chord..</li> </ul> <p>Circles through three points</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equal chords and their distances from the centre.</li> <li><input type="checkbox"/> Angle subtended by an arc of a circle</li> </ul> <p>Degree measure theorem</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cyclic quadrilateral property</li> </ul>	<p>Identify various terms related to circles and properties of chord.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> apply various properties related to chord, arc and angle subtended by them at the centre and other part of circle.</li> </ul>	Use of Geometry Kit /Circular Geo board.	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> <li>➤ Developing hypothesis by               <ul style="list-style-type: none"> <li>(a) Brain storming,</li> <li>(b) Lecture ,</li> <li>(c) Discussion and</li> <li>(d) In Text Question Answer discussion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>
<b>Chapter 11 :</b> Constructions	6	<ul style="list-style-type: none"> <li><input type="checkbox"/> Construction of triangle when its base, one base angle and sum/ difference of other two sides are given.</li> <li><input type="checkbox"/> Construction of triangle when its perimeter and two base angles are given.</li> </ul>	<p>Make some basic constructions and justify them through theoretical proof.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Construct triangle when its base and one base angle and sum/difference of other two sides is given.</li> <li><input type="checkbox"/> Construct triangle when its perimeter and two base angles are given.</li> </ul>	Use of Geometry Kit	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> <li>➤ Developing hypothesis by               <ul style="list-style-type: none"> <li>(a) Brain storming,</li> <li>(b) Lecture ,</li> <li>(c) Discussion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>



# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

					and (d) In Text Question Answer discussion	
<b>Chapter 12:</b> Heron's Formula	5	<p>Heron's formula</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Area of equilateral triangle</li> <li><input type="checkbox"/> Area of triangle by Heron's formula</li> <li><input type="checkbox"/> Application of heron's formula in finding the areas of quadrilateral and polygon</li> </ul>	<p>Identify heron's formula.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply heron's formula to find formula for finding area of equilateral triangle.</li> <li><input type="checkbox"/> find solutions of area of triangle using heron's formula.</li> <li><input type="checkbox"/> Apply Heron's formula in finding areas of polygon.</li> </ul>	Smart class module	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> <li>➤ Developing hypothesis by               <ul style="list-style-type: none"> <li>(a) Brain storming,</li> <li>(b) Lecture ,</li> <li>(c) Discussion and</li> <li>(d) In Text Question Answer discussion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>
<b>Chapter 13 :</b> Surface Areas and Volumes	20	<p>Surface area of cuboids and cubes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Surface area of cuboid and cubes</li> </ul> <p>Surface area of Right circular cylinder</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Surface area of Right circular cone</li> <li><input type="checkbox"/> Surface area of sphere and hemisphere</li> </ul> <p>Volume of cuboid and cube.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Volume of Right circular cylinder</li> <li><input type="checkbox"/> Volume of Right circular cone.</li> <li><input type="checkbox"/> Volume of Sphere and hemisphere</li> </ul>	<p>The students will be able to-</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> find surface area of cube, cuboid, cylinder, right circular cone, sphere, hemisphere</li> <li><input type="checkbox"/> find volume of cube, cuboid, cylinder, right circular cone, sphere, and hemisphere.</li> <li><input type="checkbox"/> apply the concept of perimeter, area and volume in day to day life situations.</li> <li><input type="checkbox"/> apply the formula of</li> </ul>	Use of Geometry Kit /Circular Geo board.	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> <li>➤ Introducing the topic to be taught after getting the expected response from the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

			surface area and volume of 3 D shapes		➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	
<b>Chapter 14 :</b> Statistics	7	Collection of data □ Representation of data in tabular form (contd...) □ Graphical representation of data □ Measures of Central tendency.	The students will be able - □ Collect data and organize data in tabular form and from ungrouped and grouped frequency distribution table. □ Make graphical representation of data such as bar graph, histogram etc. □ To find mean, median, mode of raw data and discrete frequency table.	□ Smart Class module	Activating prior knowledge by random questioning ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>
<b>Chapter 15 :</b> Probability	4	Probability – an experimental approach. □ Experimental or empirical probability	define an event, identify type of events □ perform experiment and obtain all possible outcomes of the experiment.	Smart Class module □ Use of coins, dice, playing cards.	Activating prior knowledge by random questioning ➤ Introducing the topic to be	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Home work</li> <li>• Group Discussion</li> <li>• MCQ Texts</li> </ul>

# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

			<input type="checkbox"/> obtain data and process the data. <input type="checkbox"/> find experimental/ empirical probability from the collected data. <input type="checkbox"/> find uses of probability in day to day life situations.		taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion	<ul style="list-style-type: none"> <li>• Verbal Text</li> <li>• Activity Work Unit Text</li> </ul>
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# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

CLASS-IX (HISTORY)						
Chapter-1 The French Revolution	11	<ul style="list-style-type: none"> <li>❖ Basic concept on French Society During the Late 18<sup>th</sup> Century</li> <li>❖ The outbreak of the Revolution</li> <li>❖ French Abolishes Monarchy and becomes a Republic</li> <li>❖ Did women have a Revolution</li> </ul> <b>SKILLS</b> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> <li>V. Problem solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Know the use of written, oral and visual material to recover the history of revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>
Chapter-2 Socialism in Europe and the Russian Revolution	12	<ul style="list-style-type: none"> <li>❖ Basic concept on the age of Social Change</li> <li>❖ The Russian Revolution</li> <li>❖ The February Revolution in Petrograd</li> </ul> <b>SKILLS</b> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> <li>V. Problem solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the history of socialism through the study of Russian Revolution.</li> <li>• Familiarize with the different types of ideas that inspired the revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>
Chapter-3 Nazism and the Rise of Hitler	11	<ul style="list-style-type: none"> <li>❖ Basic concept on birth of the Weimar Republic</li> <li>❖ Hitler's Rise to Power</li> <li>❖ The Nazi Worldview</li> <li>❖ Youth in Nazi Germany</li> </ul> <b>SKILLS</b> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Get familiarized with the Speeches and writings of Nazi Leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>

## HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		V. Problem solving Skills			method	
Chapter-4 Forest society and Colonialism	9	<ul style="list-style-type: none"> <li>❖ Basic concept on why deforestation?</li> <li>❖ The Rise of Commercial Forestry</li> <li>❖ Rebellion in the Forest</li> <li>❖ Forest Transformations in Java</li> </ul> <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> <li>V. Problem solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>• Understand how oral traditions can be used to explore tribal revolts.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>
<b>Political Science</b>						
Chapter-1 What is Democracy? Why Democracy?	8	<ul style="list-style-type: none"> <li>❖ Basic concept on what is Democracy?</li> <li>❖ Feature of Democracy.</li> <li>❖ Why Democracy?</li> </ul> <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> <li>V. Problem solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy.</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Develop a sophisticated defense of democracy against common prejudices.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>
Chapter-2 Constitutional Design	10	<ul style="list-style-type: none"> <li>❖ Basic concept on democratic constitution in South Africa</li> <li>❖ Why do we need a Constitution?</li> <li>❖ Making of the Indian Constitution</li> <li>❖ Guiding Values of the Indian Constitution.</li> </ul> <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the process of Constitution making.</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills		• TLM if any	VI. Problem solving method VII. Dramatization method	Unit text
Chapter-3 Electoral Politics	12	❖ Basic concepts on why elections? ❖ What is our System of Election? ❖ What makes elections in India Democratic? SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	• Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System.	• Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-4 Working of Institutions	11	❖ Basic concepts on how is the major policy decision taken? ❖ Parliament ❖ Political executive ❖ Judiciary SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	• Get an overview of central government structures. • Identify the role of Parliament and its procedures. • Distinguish Between political and permanent executive authorities and functions.	• Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-5 Democratic Rights	11	❖ Basic concept on life without Rights ❖ Rights in a Democracy ❖ Rights in the Indian Constitution SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill	• Recognize the need for rights in one's life. • Understand the availability/ access of rights in a democratic system/ government	• Text Book • Models • Flowchart • Graph • Pictures • and other	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text

# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		V. Problem solving Skills		• TLM if any	VII. Dramatization method	
<b>Economics</b>						
Chapter-1 The Story of Village Palampur	6	<ul style="list-style-type: none"> <li>❖ Basic concept on organization of production</li> <li>❖ Farming in Palampur</li> <li>❖ Non-farm activities of Palampur</li> </ul> <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> <li>V. Problem solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with basic economic concepts through an imaginary story of a village.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>
Chapter-2 People as a Resource	7	<ul style="list-style-type: none"> <li>❖ Basic concept on economic activities by men and women</li> <li>❖ Quality of Population</li> <li>❖ Unemployment</li> </ul> <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> <li>V. Problem solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the demographic concepts.</li> <li>• Understand how population can be as asset or a liability for the nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>
Chapter-3 Poverty as a Challenge	8	<ul style="list-style-type: none"> <li>❖ Basic concept on the challenges Ahead</li> <li>❖ Anti-poverty measures</li> <li>❖ Causes of Poverty</li> <li>❖ Global Poverty Scenario</li> </ul> <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> </ul>	<ul style="list-style-type: none"> <li>• Understand poverty as a challenge.</li> <li>• Identify vulnerable group and interstate disparities</li> <li>• Appreciate the initiative of the government to alleviate poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

		V. Problem solving Skills			method	
Chapter-4 Food Security in India	6	<ul style="list-style-type: none"> <li>❖ Basic concept on what is food security?</li> <li>❖ Why Food Security?</li> <li>❖ Who are food insecure?</li> </ul> <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> <li>I. Scientific Skill</li> <li>II. Thinking Skill</li> <li>III. Reasoning Skill</li> <li>IV. Attentiveness Skill</li> <li>V. Problem solving Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of food Security.</li> <li>• Appreciate and analyse the role of government in ensuring food support</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Flowchart</li> <li>• Graph</li> <li>• Pictures</li> <li>• and other</li> <li>• TLM if any</li> </ul>	<ul style="list-style-type: none"> <li>I. Question and Answer method</li> <li>II. Field trips</li> <li>III. Discussion methods</li> <li>IV. Project method</li> <li>V. Lecture method</li> <li>VI. Problem solving method</li> <li>VII. Dramatization method</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit text</li> </ul>



# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

GEOGRAPHY			CLASS - IX		
Lesson no & Name	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
<b>01. India – Size and Location</b>	<ul style="list-style-type: none"> <li>Location &amp; Size</li> <li>India and the World</li> <li>India's Neighbours</li> </ul> <p>Skill</p> <p>I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill Problem solving Skills</p>	<ul style="list-style-type: none"> <li>Enable the learners to understand the location of India, Size of India and compare the size of India and the world.</li> <li>To learn about the strategic position of India in South Asia and its neighbours</li> </ul>	<ul style="list-style-type: none"> <li>Text Book</li> <li>Models</li> <li>Flowchart</li> <li>Graph</li> <li>Pictures</li> </ul> <p>and other TLM if any</p>	<p>I. Question and Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem solving method</p> <p>VII. Dramatization method</p>	<p>➤ Class work</p> <p>➤ Home work</p> <p>➤ Group Discussion</p> <p>➤ MCQ Texts</p> <p>➤ Verbal Text</p> <p>➤ Project Work</p> <p>➤ Map Study</p> <p>Unit Text</p>
<b>02. Physical Features of India</b>	<ul style="list-style-type: none"> <li>Plate Boundaries, Gondwana Land.</li> <li>Major physiographic divisions.</li> </ul> <p>Skill</p> <p>V. Scientific Skill VI. Thinking Skill VII. Reasoning Skill VIII. Attentiveness Skill</p> <p>• Problem solving Skills</p>	<ul style="list-style-type: none"> <li>Enable the learners to understand the folding, faulting and volcanic activity due to the movement of tectonic plates.</li> <li>Enables the learner to learn about the major physiographic division of India.</li> </ul>	<ul style="list-style-type: none"> <li>Text Book</li> <li>Models</li> <li>Atlas</li> <li>Pictures</li> </ul> <p>and other TLM if any</p>	<p>I. Question and Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem solving method</p> <p>VII. Dramatization method</p>	<p>➤ Class work</p> <p>➤ Home work</p> <p>➤ Group Discussion</p> <p>➤ MCQ Texts</p> <p>➤ Verbal Text</p> <p>➤ Project Work</p> <p>➤ Map Study</p> <p>Unit Text</p>
<b>03. Drainage</b>	<ul style="list-style-type: none"> <li>Water divide, drainage basin</li> <li>Drainage System in India</li> <li>Perennial and Non- Perennial</li> </ul>	<ul style="list-style-type: none"> <li>Enables the learners to learn about the Role of Rivers in the Economy.</li> <li>Enables the learners to</li> </ul>	<ul style="list-style-type: none"> <li>Text Book</li> <li>Models</li> <li>Atlas</li> <li>Pictures</li> </ul> <p>and other TLM if any</p>	<p>I. Question and Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem solving</p>	<p>➤ Class work</p> <p>➤ Home work</p> <p>➤ Group Discussion</p> <p>➤ MCQ Texts</p> <p>➤ Verbal Text</p> <p>➤ Project Work</p>

## HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

	<b>Rivers.</b> <ul style="list-style-type: none"> <li>• Drainage Patterns.</li> <li>• Peninsular Rivers and Himalayan Rivers.</li> </ul>	understand about difference between Himalayan Rivers and Perennial rivers.		method VII. Dramatization method	➤ Map Study Unit Text
<b>04. Climate</b>	<ul style="list-style-type: none"> <li>• Climate and Weathers.</li> <li>• Climatic controls.</li> <li>• Factors affecting India's Climate</li> <li>• Indian Monsoon.</li> <li>• Inter Tropical Convergence Zone</li> <li>• Distribution of Rainfall.</li> </ul>	<ul style="list-style-type: none"> <li>• Enables the learners to understand about the difference between weather and Climate.</li> <li>• Enables the learners to understand about Climatic controls and factors affecting India's Climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Atlas</li> <li>• Pictures</li> <li>• Maps and other TLM if any</li> </ul>	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit Text
<b>05. Natural vegetation and Wild life</b>	<ul style="list-style-type: none"> <li>• Flora and Fauna</li> <li>• Virgin Vegetation.</li> <li>• Factors affecting flora and fauna</li> <li>• Ecosystem</li> <li>• Types of vegetation.</li> <li>• Wild Life</li> </ul>	<ul style="list-style-type: none"> <li>• Enables the learner to understand about the flora and fauna.</li> <li>• Enables to understand the Ecosystem, Biodiversity in India.</li> <li>• Enables the learners to learn about the different types of Vegetation and Wild life.</li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Atlas</li> <li>• Pictures</li> <li>• Maps and other TLM if any</li> </ul>	I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit Text

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<b>06. Population</b>	<ul style="list-style-type: none"> <li>• <b>Population Size and Distribution</b></li> <li>• <b>India's Population Distribution by Density.</b></li> <li>• <b>Population Growth and processes of Population change</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Enables the learners to learn about Population size and distribution</b></li> <li>• <b>Enables the learners to understand about Population growth and processes of population change.</b></li> <li>• <b>Enables the learner to understand the characteristics or qualities of the population.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Text Book</li> <li>• Models</li> <li>• Atlas</li> <li>• Pictures</li> <li>• Pie- Chart</li> <li>• Maps</li> </ul> <p>and other TLM if any.</p>	<ol style="list-style-type: none"> <li>Question and Answer method</li> <li>Field trips</li> <li>Discussion methods</li> <li>Project method</li> <li>Lecture method</li> <li>Problem solving method</li> </ol> <p>Dramatization method</p>	<ul style="list-style-type: none"> <li>➤ Class work</li> <li>➤ Home work</li> <li>➤ Group Discussion</li> <li>➤ MCQ Texts</li> <li>➤ Verbal Text</li> <li>➤ Project Work</li> <li>➤ Map Study</li> <li>Unit Text</li> </ul>
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# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

## Subject: Computer

Lesson No & Name	Chapter	Objective (Concepts and skills)	Learning Outcomes	Instructional Tools/ References	Pedagogy
<p><i>Chapter:1</i></p> <p><b>Basics of information Technology</b></p>	<p><b>Theory-10</b> <b>Practical-11</b></p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>❖ What is computer?</li> <li>❖ Characteristics of computer.</li> <li>❖ Components of computer.</li> <li>❖ Memory concept in computer.</li> <li>❖ Different storage devices.</li> <li>❖ What is Software and hardware.</li> <li>❖ Types of Software</li> </ul> <p><b>Skills:</b> The teacher will keep the following skills in view:</p> <ul style="list-style-type: none"> <li>❖ Thinking skills</li> <li>❖ Understanding Skill.</li> </ul>	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> <li>❖ In this chapter the student learn different fundamental concept of computer.</li> </ul>	<p>In addition to general teaching tools including blackboard and chalk, etc, the teacher will use demonstration method showing reactions between different compounds and their preparation.</p> <p><b>Reference book:</b> Foundation of Information Technology Madhubun Publication</p>	<ul style="list-style-type: none"> <li>❖ In this chapter the pedagogical learning is the student learn different fundamental concept of computer.</li> </ul>
<p><i>Chapter:2</i></p> <p><b>Computer software concepts</b></p>	<p><b>Theory-12</b> <b>Practical-05</b></p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>❖ What software is.</li> <li>❖ What is system software.</li> <li>❖ Operating system.</li> <li>❖ Language processors.</li> <li>❖ Utility software.</li> <li>❖ Backup utilities.</li> <li>❖ Antivirus program.</li> <li>❖ File compression.</li> <li>❖ Disk cleanup.</li> </ul> <p><b>Skills:</b> The teacher will keep the following skills in view:</p> <ul style="list-style-type: none"> <li>❖ Thinking skills</li> <li>❖ Attentiveness</li> <li>❖ Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ In this chapter the student learn about software concept and different types of software.</li> <li>❖ In this chapter we describe about all the software.</li> </ul>	<p>In addition to general teaching tools including blackboard and chalk, etc, the teacher will use</p> <p><b>Reference book:</b> Foundation of information Technology Madhubun Publication.</p>	<ul style="list-style-type: none"> <li>❖ In this chapter the pedagogical learning the student know about different software concept that helps the students to know all the software.</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<p><i>Chapter:3</i> <b>Working with windows</b></p>	<p><b>Theory-15</b> <b>Practical-12</b></p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to windows.</li> <li>❖ Working with mouse.</li> <li>❖ Opening and closing windows.</li> <li>❖ Basic components of GUI.</li> <li>❖ Window</li> <li>❖ Desktop.</li> <li>❖ Components of a window.</li> <li>❖ Minimize, restore down and close button.</li> <li>❖ Files and folders.</li> <li>❖ Windows explorer.</li> <li>❖ Opening a file.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>❖ Thinking skills</li> <li>❖ Understanding skill.</li> </ul>	<ul style="list-style-type: none"> <li>❖ In this chapter the student learn different concept of windows and Files.</li> <li>❖ How to use the Windows operating system and file explorer.</li> </ul>	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p><b>Reference book:</b> Foundation of information Technology Madhubun Publication</p>	<ul style="list-style-type: none"> <li>❖ In this chapter the pedagogical learning is the student learn different concepts of file explorer and windows.</li> <li>❖ How to open a file and how to close a file.</li> </ul>
<p><i>Chapter:4</i> <i>Word processing tool</i></p>	<p><b>Theory-10</b> <b>Practical-11</b></p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to word processor.</li> <li>❖ Starting Microsoft word.</li> <li>❖ Document views.</li> <li>❖ Inputting text.</li> <li>❖ Creating and saving document.</li> <li>❖ Editing and formatting document.</li> <li>❖ Inserting tables.</li> </ul>	<p>Make sure that the students learn</p> <ul style="list-style-type: none"> <li>❖ In this chapter the student learn how to use Microsoft word and their different operations.</li> </ul>	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p><b>Reference book:</b> Foundation of information Technology Madhubun Publication</p>	<ul style="list-style-type: none"> <li>❖ In this chapter the Pedagogical learning is to use different technique to design a document.</li> </ul>
<p><i>Chapter:5</i> <i>Presentation Graphics</i></p>	<p><b>Theory-9</b> <b>Practical-5</b></p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to presentation graphics power point.</li> <li>❖ Understanding the concept of slide shows.</li> <li>❖ Basic elements of a power point window.</li> <li>❖ Title bar</li> <li>❖ Quick access tool bar.</li> <li>❖ Ribbon.</li> <li>❖ Slide pane.</li> <li>❖ Headers, footers, Numbering slides.</li> </ul>	<p>Make sure that the students learn</p> <ul style="list-style-type: none"> <li>❖ Different concept of power point.</li> <li>❖ How to use different to make one slide.</li> </ul>	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p><b>Reference book:</b> Foundation of information Technology Madhubun Publication</p>	<ul style="list-style-type: none"> <li>❖ In this chapter the pedagogical learning how to make a good presentation y using power point in windows operating system.</li> </ul>

# HARIHARANANDA BALSABHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

## Subject- Health and Physical Education

Month	No of period	content	Activities and Objectives	Tools	Pedagogy
April to June	16 each class	Human body Conditioning Games Drill/Marching Yoga	<ul style="list-style-type: none"> <li>• Illness and diseases.</li> <li>• System of human body.</li> <li>• Growth and development.</li> <li>• To achieve and maintain a level of physical fitness.</li> <li>• Kabaddi</li> <li>• Kho-Kho</li> <li>• Football</li> <li>• Mass PT-Table-1 1 to 5 exercise.</li> <li>• Attention, stand at easy, left turn, right turn, about turn.</li> <li>• Birabhadrasana</li> <li>• Paschimouttanasana</li> <li>• Vastrika</li> <li>• Kapalabhati</li> </ul>	<ul style="list-style-type: none"> <li>○ Reference books</li> <li>○ Charts</li> <li>○ Models</li> <li>○ Benches of different heights</li> <li>○ Stair climbing</li> <li>○ Playground</li> <li>○ Cone</li> <li>○ Lime powder</li> <li>○ Medicine ball</li> <li>○ Skipping</li> <li>○ Whistle</li> <li>○ Football</li> <li>○ Pole</li> <li>○ Drum</li> <li>○ Whistle</li> <li>○ Mat</li> </ul>	<ul style="list-style-type: none"> <li>❖ Health consciousness.</li> <li>❖ To know about diseases and its causes.</li> <li>❖ Know about the process of growing up hormonal changes.</li> <li>❖ To develop muscular strength, flexibility cardio respiratory endurance.</li> <li>❖ To know the rules and regulations of the game.</li> <li>❖ Development of motor skill.</li> <li>❖ Physically and mentally healthy and possess strength speed and stamina.</li> <li>❖ They develop neuromuscular skills that promote the ability to perform work with ease and grace.</li> <li>❖ Helps the student to relieve the symptoms of menopause and menstrual discomfort.</li> <li>❖ Calms the brain and helps relieve stress and mild depression.</li> </ul>
July & August	16 each class	Physical education and sports education. Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> <li>• What is physical education?</li> <li>• Physical fitness</li> <li>• Sports training</li> <li>• Fatigue</li> <li>• Tournament</li> <li>• Throw</li> <li>• Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>○ Lime powder</li> <li>○ Whistle</li> <li>○ Short put</li> <li>○ Discus</li> <li>○ Javelin</li> <li>○ Volleyball</li> <li>○ Rugby</li> <li>○ Drum</li> </ul>	<ul style="list-style-type: none"> <li>❖ To develop awareness regarding the importance of physical fitness in individual and social life including life skills.</li> <li>❖ To bring the overall awareness of values with regard to personal health and fitness and to inculcate among students the</li> </ul>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

			<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Mass PT-Team-1</li> </ul> <p>6 to 10 exercises, open order march.</p> <ul style="list-style-type: none"> <li>• Sarganamaskar</li> <li>• Halasana</li> <li>• Naukasana</li> <li>• Sinhasana</li> <li>• Ekapada Hastasana</li> </ul>	<ul style="list-style-type: none"> <li>○ Mat</li> </ul>	<p>desired habits and attitudes towards health to raise their health status.</p> <ul style="list-style-type: none"> <li>❖ To participate in events that require students to further higher and faster.</li> <li>❖ To enable an individual to enhance inner qualities- self-mastery, discipline, courage confidence and efficiency.</li> <li>❖ To co-operate with others individual and team skill and strategic to overcome the opposition.</li> <li>❖ To develop physical flexibility, mental balance and I increase the attention span.</li> <li>❖ To promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life.</li> </ul>
Sept.& Octo.	12 each class	We and Environment Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> <li>• Waste segregation and management.</li> <li>• Healthy community living.</li> <li>• Jumping</li> <li>• High jump</li> <li>• Long jump</li> <li>• Triple jump</li> <li>• Hand ball</li> <li>• Throw ball</li> <li>• Mass PT-Table-2</li> </ul> <p>1 to 5 exercises</p> <ul style="list-style-type: none"> <li>• Open order march.</li> <li>• Sasakasana</li> <li>• Mandukasana</li> <li>• Uttana Padasana</li> </ul>	<ul style="list-style-type: none"> <li>○ School compost pit.</li> <li>○ Outing.</li> <li>○ Jumping apparatus.</li> <li>○ Whistle.</li> <li>○ Hand ball</li> <li>○ Throw ball</li> <li>○ Whistle</li> <li>○ Drum</li> <li>○ Mat</li> </ul>	<ul style="list-style-type: none"> <li>❖ Environmental conditions in villages, towns and slums in relation to the health status of people, waste disposal practices, measures, to prevent pollution, compost pits, soaking pits, sanitary latrines, sources of life drinking water, municipal water supply system, housing.</li> <li>❖ To enable an individual to display a sense of responsibility, patriotism self-sacrifice and service to the community in a better way.</li> <li>❖ To enable an individual to enhance inner qualities, self-</li> </ul>

## HARIHARANANDA BALSABHARM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

			<ul style="list-style-type: none"> <li>• Suptabajrasana</li> <li>• Surya Namaskar</li> <li>• Trataka</li> </ul>		<p>mastery, discipline courage, confidence and efficiency.</p> <ul style="list-style-type: none"> <li>❖ To develop interest in exercise sports and games for self-satisfaction and make it a part of life.</li> <li>❖ Development of concentration power.</li> <li>❖ Increase memory.</li> <li>❖ To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression.</li> </ul>
Nov.& Dec.	12 each class	<p>Food &amp; Nutrition.</p> <p>Sports Diet.</p> <p>Mal Nutrition.</p> <p>Athletic</p> <p>Game</p> <p>Drill/Marching</p> <p>Yoga</p>	<ul style="list-style-type: none"> <li>• Students will develop an attitude to be selective about their food habits and also develop awareness about their right as a consumer in order to lead a healthy life.</li> <li>• Annual sports practise.</li> <li>• Basket ball</li> <li>• Table Tennis</li> <li>• Swimming</li> <li>• Mass PT-Table-2 6 to 10 exercise.</li> <li>• Suryanamaskar</li> <li>• Bhramari</li> <li>• Kapalabhati</li> </ul>	<ul style="list-style-type: none"> <li>○ Lime powder.</li> <li>○ Clapper</li> <li>○ Whistle</li> <li>○ Throwing event apparatus.</li> <li>○ Jumping event apparatus.</li> <li>○ Net</li> <li>○ Thais board</li> <li>○ Basket ball</li> <li>○ Drum</li> <li>○ Whistle</li> <li>○ Mat</li> </ul>	<ul style="list-style-type: none"> <li>❖ Nutrition can be defined as the procurement of substance through food, necessary for growth, development, maintenance and activities of</li> <li>❖ To develop more positive attitude towards challenges, winning &amp; losing, thus preparing students for life and for the workplace.</li> <li>❖ Swimming is an individual or team sport that requires the use of one's arms and legs to move the body through water.</li> <li>❖ To develop cardiovascular endurance.</li> <li>❖ To develop organic fitness, formal sense organs and efficient organic systems.</li> <li>❖ Students learn to stay peaceful and promoting health and vitality and treating many diseases.</li> </ul>



## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

January & February	14 each class	<p>Safety security and social health.</p> <p>Athletic</p> <p>Games</p> <p>Drill/Marching</p> <p>Yoga Sana</p>	<ul style="list-style-type: none"> <li>• Protection of self and others.</li> <li>• Sexual harassment.</li> <li>• First Aid</li> <li>• Running</li> <li>• Huddles</li> <li>• Long run</li> <li>• Foot ball</li> <li>• Rugby</li> <li>• Volley ball</li> <li>• Mass PT-Table-3</li> </ul> <p>1 to 5 exercise</p> <ul style="list-style-type: none"> <li>• March past</li> <li>• Suryanamaskar</li> <li>• Kukutasana</li> <li>• Mayarasana</li> <li>• Bakasana</li> <li>• Suptabajasana</li> </ul>	<ul style="list-style-type: none"> <li>○ Chart posture</li> <li>○ First Aid box</li> <li>○ Foot ball</li> <li>○ Rugby ball</li> <li>○ Volley ball</li> <li>○ Drum</li> <li>○ Mat</li> </ul>	<ul style="list-style-type: none"> <li>❖ To train the students to evacuate the building in case of fire, flood or earthquake.</li> <li>❖ To developing a sense of discipline and urgency during emergency.</li> <li>❖ Students know the endurance.</li> <li>❖ The learners develop a scientific point of view of health and physical education.</li> <li>❖ To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie.</li> <li>❖ The game develop motor planning skills, helping children to create and carry out ideas, motor actions and activities.</li> <li>❖ To bring the overall awareness of value with regard to personal health and fitness and to inculcate among students the desired habits and attitudes to aware health to rise their health status.</li> <li>❖ Strengthen the wrists, abdomen pelvic region, arm, leg muscles.</li> </ul>
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**HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)**

Subject-Dance						
LESSON NO. & NAME ^e I aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájue Kùf	PEDAGOGY ùgâYú Kle Kù~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. _ûepeòK ^éZý bwú	Z[ycòK - 4	^éZý Zò@ûeo Keòau	^éZýe áyájuee gòlù	PòZâ_U aòbò^Ü ^éZýbwúe	geúee @w_âZýw C_ûw áyájue Keò ^éZýe gòlù	^éZýbwú @býûi
2. @eiû cû^MWò		Zûke cjZB	^iZ^ ^ûce gòlù	cYðke aûYú I Méeêue ùau f áyájue	@eiû cû^MWòe _eòPd I iòmù ùfLòauKê lò@ûMfû	icÉ _âgÜC³e @býûi
3. ^éZýue iÚúú iòPûeú		bûae _âKûg	^òYðûeòZ iÚú^ue áyájue	eòlòcpe ijùdZú	_làZòZ @^ýû^ eòlòcpùe iÚúú I iòPûeú bûae _àuðM	^éZýe @býûi
4. bûeZe icÉ gûÉúð ^éZý		icÉ ^éZýe Kù~ðýKûeòZú	bûeZahðe gûÉúðZú C_ùe mù^ @ûjeY Keòau	bûeZ ^éZýKkù ajò:- ùfLK-]òùe!â ^ù[ ...^ùdK	icÉ ^éZýe iòlò- AZòjûi ùfLòauKê lò@ûMfû	gûÉúð ^éZýe @býûi
5. \lòY i Zûk	KâòùcòK - 8	Zûk, fde iò_ì%ð mù^	^éZýe áyájue	Q'icd ^éZýue Zûke áyájue	]é_, cV, S'û, Zâò_Vû, @..., @UV GK Zûke ùfLú lò@ûMfû	Zûk MêWòKe @býûi
6. IWògú i Zûk		^éZý Zò@ûeo Keòau _âKòâòdù	^éZýe áyájue	Q'icd ^éZýue Zûke áyájue	GK Zûkò, ùLcUû, eì_K, Sµû, Zâò_Uû, cVû, ~Zò @ùlò i Zûke gòlù	icÉ Zûke _ì%ð iòmù ij @býûi
7. IWògú _àu\ge ùfûK^éZý		_epeûe mù^	ùlaùùlaúue ai^û	^òYðòÁ _epeûe iòMúZ	eY_û, i'f_êeú, \Š^ûU, ùNûWû^ûU AZýùlòe gòlù	icÉ ùfûK^éZýe @býûi
8. IWògú ^éZýe 5 bùM		R^àeê céZêý	Rúa^ ijòZ ^éZýe i-cZú	cYðke aûYú Gað icÉ cý~òKp ijòZ iòMúZe áyájue	cwkùPeY, aUê, _fäaú, @bò^d ùcûle gòlù	icÉ ^éZýe @býûi

**Subject-Music**

# HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

LESSION NO. & NAME ^e I aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y aýajûe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. _âûPú^ I @ûjê^òK _iZò	ZjycòK - 4	@ûkû_ cùpcùe @^ýKê RúYòau	@ûkû_ \Bûeû aòÉêZ Êe _~ðýûd	iwúZ I gûÈ _eòPd _êÉK I K_ò	@ûùfûP^û cùpcùe _âgÛ I C³e	_ûVýKâce @býûi
2. ^ýûi aò^ýûi i^ýûi aò^ýûi I RúZò Mûd^e mû^		iwúZ Mûd^ue Êe icû~ e _âKâòdû	ijR I iek bûua iõMVòZ Êe	iwúZ gûÈ _eòPd _êÉK I K_ò	Zjý @ûùfûP^û I _âgÛ	_ûVâKâce @býûi
3. aòbò^Û fdKûeúue Zûke mû^		iwúZe _âûY Êei_	MúZe Pk^Kê ^òd^Y Keòau	iwúZ gûÈ _eòPd _êÉK I K_ò	ZûkKê jÉ @ûwêkò MY^û \Bûeû fd cû_ Kâòdû	_iað _ûVýKâce @býûi
4. eûM iwúZ		iûpâZòK gûÉúd iwúZe _âPûe	ùfûKcû^ue Pò³Kê eõRòZ Keòau	jûeùcû^òdcp	gûÈ _eòPd, Êe aòÉûe, Zû^p, aò!ògþ Mûd^ Gaõ ^òà§ @ûkû_	_iað _ûVýKâce @býûi
5. bqò iwúZ I MúZ ùMûaò!	KâòdûcòK - 8	Pò³ I ùP÷Z^ýKê iõ~cZû _iaðK	@ûpcùcòòK aûle _âZòÂû	jûeùcû^òdcp	bqò iwúZ Mûd^	_iað _ûVýKâce @býûi
6. iwúZùe aûlýe iÚû^		aûlý aò^û iwúZ I ^éZýe _eò_âKûg @i_a	Zûkaûlý _epeûe @^êei_ ÊûZ^ý	iwúZ gûÈ _eòPd _êÉK	@ûùfûP^û I a%òð^û	_iað _ûVýKâce @býûi
7. @ûjê^òK iwúZ I Gjûe baòhýZ		iwúZe ijR iêfd _eò_âKûg	^òZý ù^÷cò³òK búa^ _âaûje ÆÁ _eòPûdK	iwúZ gûÈ _êÉK Gaõ K_ò	@ûùfûP^û Gaõ _âgÛ _Pûeòau	_iað _ûVýKâce @býûi

**HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)**

Subject-Tabla						
LESSION NO. & NAME ^e I aòhd	NO. OF PERIO D	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájûe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNM ENT, PROJECT/ASSESS MENT _eòù~ûR^û
1. ùekû I KûA\û	Z\ycòK - 4	Zûk aòbûR^ I jÉe P-kZû	ìZe cjZß	aûdûñ I Zafûe áyájûe	MêYZe fdùe ùefû I Zûke aòbûR^ gòlû	ùefû I KûA\ûe @býûi
2. Zûk		aû\^e icû^Zû elû Keòau	iciÚû^ùe icfdùe _âKeY	Wêaò Zaf I cû³ðêf ij jÉ cû^ue áyájûe	jÉ Zûkò _KûA I _ùe Zafûùe gòlû	gòlû \ò@û~ûA[ôaû Zûke @býûi
3. aû\ýMêeêu _jZò		Mêeêu Rúa^úe cjZß _âKûg	ùg÷kúe @ûùeûjY Keòau	Zûk aòù^û\ ajò ùfLK : aòù^û\ aòjúeú eûCZ	Rúa^úeê iòlò~ AZòjúie ùfLûMfû	Mêeêu Rúa^úeê cêLÉ I ùfLû @býûi
4. Zafûe gòlû		Zafûe iéÁò I Zûe _âùdûM	HZòjKûke aû\ý _âùdûM	Zafû ij IWò@û a%ûðakú I ^òRe @wêkòe áyájûe	@wêkò \ßûeû a%ûðûakúe iûjú~ðý \ßûeû ùVKûe gòlû	Zafûe gòlû \ò@û~ûA[ôaû ùaufe @býûi
5. _LûCR	KàòùcòK - 8	_LûCR áyájûe ùKCñ Vùùe @ûe,	_âùPú^ icde KkûiöÄéZòe gòlû	_LûCRe Gaõ ^òRe jÉ @wêkò MêWòK	_LûCRe ùaufe iûcû^ý @^êKeYe gòlû	_âYûkú I _LûCRe iòmû @býûi
6. ZòjúA		@ûe, I ùghe Pò«^	aòbò^Ü Zýûjòe gòlû	Wêaò Zafû I cû³ðêfe áyájûe	MêYZe Zýûjò ùaufe gòlû	Zýûjò MêWòKê @býûi
7. iwúZùe iõwúZ		Zûk fdKê VòKp bûauè ^òd³Zû Keòau	ùVKûe eP^û Z[û _eòùagY ùg÷kú	Wêaò Zafû I cû³êðk ij ùVKûe	ùVKû MêWòKê MêYZe fdùe gòlû Gaõ ùKùZ MêYe _âùdûM	MêYZe fdùe @býûi

# HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

Subject-Art & Craft						
LESSION NO & NAME	NO OF PERIODS	OBJECTIVE(CONCEPTS & SKILLS)	LEARNING OUTCOMES	INSTRUCTIONAL TOOLS & REFERENCES	PEDAGOGY	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT
<b>Chapter-1</b> Sketching cartoons figure facial expression	Theory=4 Practical=10	a. Basic concept about the cartoon picture & human figure. b. Concept of facial expression. c. Identify which to the cartoon connector	a. Doing the different cartoon picture.	a. In addition to general teaching tool including black bond, chalk, drawing sheet, pencil, oil pastel, water column, brush & showing the same picture.	a. Activity on prior knowledge easy doing the potraict. b. Devlopign cartoon picture ask few questions : 1. Who is famous cartoon artist?	a. Cartoon picture doing the project. b. Converting natural figure. c. Identify the cartoon correction.
Line art		a. Basic concept anout the line art, horizontal, vertical & lining picture	a. They are doing the different line art.	a.Black sketch pen, colour drawing paper, brush	a. Without any line we can got idea ask questions:- 1. What is the line which process used it?	a. Manytypes of line children are doing the project. b. Lining sketching practice on paper. c. Children are do the own idea different types of the pictures.
Free hand drawing		a. Basic concept about the free hand drawing. b. Skill :- Thinking skills & Application skill.	a. They are doing the different types of pictures.	a. Pencil 2b, 6b, eraser, water colour, brush no- 5, 2	a. Children are developing innovative idea & doing all type of pictures.	a. Children are do the own idea different types of the pictures. .

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<b><u>Chapter-2</u></b> Print making  Stencil cutting & Sparay	Theory=4 Practical=8	a. Basic concept about the stencil cutting & spray. b. Skill- Thinking & Application skill	a. They are doing the different types of stencil cutting. 2. Doing different types of process.	a. Drawing sheet paper cutter, black colour, sponze.	a. The idea of stencil cutting & spray. b. The idea of easy process of decorative design. c. Ask questions:- 1. Which types of cutting on this paper?	a. Project are all the doing stencil cutting & spray.
<b><u>Chapter-3</u></b> Collage Mixed Collage	Practical=6	a. Basic concept about the collage painting. b. Basic concept about the colour paper pasting.	a. They are doing the different colour paper pasting. b. They are do the different composition of colour paper pasting.	a. White drawing sheet, gum, pencil, black sketch, pen, roop clothes, bangel, only use the waste material.	a. Children are idea using different colour paper & clothes, waste material used. b. Children got new different types collage painting.	a. The teacher will give project & do the activity in the classroom. b. Display the art collage work.
<b><u>Chapter-4</u></b> Mask making  Mixed material 2D 3D  Expression	Theory=2 Practical=8	a. Basic concepts about the mask making.  b. Basic concept about the 2D mask.  c. Basic concept about the 3D expressions.	a. They are doing the mask making using clay  b. They have got idea different types of mask doing. c. They are got idea how do the 3D expression.	a. Drawing copy, drawing sheet  b. Drawing sheet, pencil, eraser, colour brush, clay, waste paper, gum	a. Children are do the mask picture b. They got the idea different types of mask. c. Ask the questions 1. How to do mask.  d. Developing the different types of mask & 3D expression.	a. They are doing the mask project different types & way.  b. First to layout on drawing sheet. 1. Clay use 2. Different types of colour used.

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<p><b><u>Chapter-5</u></b> Drawing &amp; painting Composition</p> <p>Pictorial &amp; Illustration</p>	<p>Theory=4 Practical=10</p>	<p>a. Basic concept about the composition.</p> <p>b. Basic concept about the pictorial &amp; illustration skill- Thinking &amp; Application &amp; Skills.</p>	<p>a. They are doing the different types of picture. Ex:- Animal composition, human figure composition</p> <p>b. They are doing different types of story.</p> <p>c. Story to base Illustration.</p>	<p>a. Drawing sheets, pencil, colour, brush, oil pastel.</p> <p>b. drawing sheet pencil, black sketch pen, water colour brush no- 5, 2.</p>	<p>a. They are learning composition drawing. b. Children are developing many types of drawing. c. Ask few questions” 1. What is Composition? d. They are learning the student different types of story to base drawing.</p>	<p>a. They are doing the different types painting &amp; composition.</p> <p>b. Children are different types of illustration.</p>
<p><b><u>Chapter-6</u></b> Modelling Clay Modelling</p> <p>Clay relief</p>	<p>Theory=2 Practical=6</p>	<p>a. Students will develop knowledge about clay modelling.</p> <p>b. Students will develop knowledge about the clay relief.</p>	<p>a. Brief knowledge about paper mache &amp; the POP.</p> <p>b. Brief knowledge about the clay relief wall.</p>	<p>a. Clay, water, bucket, bamboo sticks, pencil, eraser, drawing paper.</p> <p>b. Clay, water, bucket, bamboo sticks, pencil, eraser, drawing paper.</p>	<p>a. Student will learn relief work prepare by clay.</p> <p>b. Student will learn relief work prepare by clay.</p>	<p>Giving projects to the students.</p> <p>a. They are doing the relief project in class room.</p> <p>b. Giving project the different types.</p>

## HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<p><b><u>Chapter-7</u></b> Calligraphy Poster designing</p> <p>Card design</p>	<p>Theory=2 Practical=6</p>	<p>a. Basic concept about the calligraphy poster design.</p> <p>b. Basic concept about the card designing.</p>	<p>a. They are doing the different types of poster designing.</p> <p>b. They are doing different types of card design.</p>	<p>a. Colour drawing paper, colour, brush, oil pastel, poster colour, fabric colour, black colour, sketch pen.</p> <p>b. Colour drawing sheet, poster colour, water colour, colour brush, oil pastel colour.</p>	<p>a. Students will learn to post designing.</p> <p>b. Calligraphy on the design card.</p> <p>c. Students will learn the postal design &amp; different designing.</p>	<p>a. They are doing the different types of calligraphy, poster designing.</p> <p>b. They are doing the different types of letter designing, card designing.</p>
<p><b><u>Chapter-8</u></b> Paper designs</p> <p>Thermocol design</p>	<p>Theory=8 Practical</p>	<p>a. Students will be developing about the paper designs.</p> <p>b. Students will developing about the thermocol design cutting.</p> <p>c. Developing new idea of thermocol design.</p>	<p>a. Students are doing of different types of paper cutting designs.</p> <p>b. Students are making of different types of thermocol design.</p>	<p>a. Sissor, gum, colour paper.</p> <p>b. Thermocol, gum, thermocol cutter, zink powder, different colour chunki.</p>	<p>a. Developing the designs paper cutting idea.</p> <p>d. Developing the thermocol by decorative gate design any types of model design.</p>	<p>a. Childrens are doing the project of different types of decorative thermocol design.</p> <p>b. Childrens are doing the project of different types of decorative thermocol design.</p>
<p><b><u>Chapter-9</u></b> Group Activity</p> <p>Mural painting</p>		<p>a. Basic concept about Mural painting.</p> <p>Skill – thinking skill.</p>	<p>a. They are doing the pictures of moral painting on paper.</p> <p>b. They are doing different types of mythology story.</p>	<p>a. Drawing sheets, water colour, brush, poster.</p>	<p>a. Developing the story knowledge of mythological.</p>	<p>a. Childrens are doing the project Mural painting on wall paper.</p> <p>b. Group painting, display of art wall.</p>



## HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-IX)

<b><u>Chapter-10</u></b> Memory Drawing	Practical-18	a. Students will develop knowledge about the memory drawing.  Skill – thinking application & skill.	a. They are doing the different types of painting & Drawing. b. Innovative idea.	a. Drawing sheets, oil pastel colour, plastic crayons colour, black sketch pen. Referencee: different types of colour picture book.	a. Students will learn different types of drawing. b. Developing the drawing knowledge. c. They are learning drawing.	a. Given the project to the students. b. They are doing the different types of drawing.
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