

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

Subject-English						
Lesson	No of Periods	Skills	Activities	Learning Outcomes	TLM & RESOURCES	Pedagogy
School Readiness Programme	20	<ul style="list-style-type: none"> • Listening. • Speaking. • Conversation. • Singing Rhymes. 	1. Visiting the school building, garden, playground, toilet, drinking place. 2. Art & craft for modern development, drawing & colouring, cutting & pasting, dough modeling. 3. Story telling. 4. Singing rhymes. 5. Watching cartoon shows, film shows. 6. Playing in the school garden. 7. Activating prior knowledge : Recognising letters and their sounds A-Z , Use of This, That, These, Those and A-An.	<ul style="list-style-type: none"> • Make it sure that the students learn the concepts given. 	<ul style="list-style-type: none"> • SRP book. • CDs on rhymes & value based stories, phonics. • Charts on alphabets, numbers, flowers, fruits, vegetables, animals & birds. 	<ul style="list-style-type: none"> • Activating prior knowledge by oral questioning , blackboard test
1-A happy child Theme: Home and Family	10-15	<ul style="list-style-type: none"> • Listening. • Speaking. • Writing. • Thinking skill • Attentiveness 	1. Recite the poem with proper action, rhyme & rhythm. 2. Identify the colours & things around them. 3. Reciting poems on colours like – Roses are red, My red balloon. 4. Speak about their family members. 5. Drawing and colouring various smileys. 6. Pasting pictures of different types of houses, animals & their young ones. 7. Drawing a house & colouring. 8. Opposite words : Happy – sad. 9. Making a model of housing using straw, sticks.	<ul style="list-style-type: none"> • Make it sure that the students can recite poems , respond orally to comprehension questions related to poems, and reading the text book 	<ul style="list-style-type: none"> • Flash cards. • Charts of different colours. • Mode of different homes. • Pictures on emotions. • Charts of animals & their young ones. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings . • Listen to the poems and singing collectively with action. • Respond to simple questions in English or home language to know what he/she has understood. • Read the book individually (with the help of teacher if needed). • Taking oral/ written (on the blackboard/ in copy) dictation. • Develop knowledge

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						about animals and their babies and his/her family members.
2-Three Little Pigs.	10-15	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	1. Reciting poems on numbers: One little, Two little, Three little. 2. Identification & Classification of animals: wild, land, water. 3. Singing songs : old Mac Donald had a family. 4. Use of rhyming words : bad – sad, Bed – red, big-dig. 5. Role play on animals. 6. Read aloud with correct pronunciation. 7. Use of two letter words am, he, is, me. 8. Hand writing practice with proper spacing.	<ul style="list-style-type: none"> • Reading stories, respond orally to comprehension questions related to the stories and identifies characters and sequence of a story . 	<ul style="list-style-type: none"> • Charts on animals. • Number charts. • Flash cards of two letter & 3 letter words. • Video on sounds of animals. • PPT on three little pigs. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story , incident that he/ she likes in the story.
3-After a bath	6	<ul style="list-style-type: none"> • Listening. • Speaking. • Writing. 	1. Reciting rhymes on body parts. Input your right hand in. You put your right hand out. 2. Matching the right pain needle – thread Bat Bowl. 3. Paste picture / drawing object which help to clean our body. 4. Rhyming words. 5. Speaking of cleanliness of body parts. 6. Tracing of letters. E, f, u, v, w.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Flash cards of new words, chart on body parts. Materials used to clean body parts. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings . • Listen to the poems and singing collectively with action. • Respond to simple questions in English or home language to know what he/she has understood. • Read the book individually (with the help of teacher if needed).

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						<ul style="list-style-type: none"> • Taking oral/ written (on the blackboard/ in copy)dictation.
4-The Bubble The straw and the shoe.	7	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Role play of bubbles, straw & soap. 2.Experiment on the objects that sink or float on water by dropping them in tub water. 3.Story sequencing with the help of picture cards. 4.Stickering pictures on sources of water & labeling them. 5.Flaming meaning sentence with doing words. 6. Music & action songs to elicit the words. 7.Ask questions having “Did” to elicit the past tense form of the verb. 8. Reading the word with correct pronunciation. 9.Tracing alphabets a to j. 10. Counting & matching objects with numbers. 11. Making bubble with soap & water. 	•	<ul style="list-style-type: none"> • Floating & sinking objects. • Flash cards of doing word. • Value save water. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story , incident that he/ she likes in the story.
5-One little kitten. Theme : Animals	6	<ul style="list-style-type: none"> • Listening. • Speaking. • Writing.. 	<ol style="list-style-type: none"> 1. Recite the poem with proper actions & gestures. 2. Role play & recitation with modes of animals. 3. Exact emotions, sad, happy, draw smileys for each of the emotions. 4. Making masks of animals with old news paper. 5. Oral questioning for comprehensive. 6.A talk of animals & their young ones. 7. Oral exercise for vowel sounds with alphabet syllable cards. 8.Tracing alphabets. 	•	<ul style="list-style-type: none"> • Pictures of smileys showing emotions sad, happy, • Charts of animals & their young ones. • Picture of masks of animals. • PPT on animals & their young ones. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings . • Listen to the poems and singing collectively with action. • Respond to simple questions in English or home language to know what he/she has understood. • Read the book individually(with the help of teacher if needed). • Taking oral/ written

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						(on the blackboard/ in copy)dictation. • Write the numbers and different animals.
6Lalu & Peelu Theme : Animals & Birds.	7	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Role play, move the story using expression. 2. Narrating the story with picture card. 3. Analysing the story in sequential order. 4. Word making using a, e, l, o, u. 5. Learning new words with the help of picture cards. 6. Sorting & grouping objects as per their colours. 7. Stretching the coloured beads according to the instructions given- one blue bead bead, two red beads. 8. PPT of the story. 	•	<ul style="list-style-type: none"> • Story picture cards • Flash cards of new words. • PPT. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story , incident that he/ she likes in the story.
Mother hen & chicks Theme: Animals & their young ones.	2	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. 	<ol style="list-style-type: none"> 1. Enact the story in the class. 2. Narrating value based story (obedience). Similar stories can be narrated in Hindi. 3. Reading aloud with proper pronunciation. 4. Story sequencing. 	•	<ul style="list-style-type: none"> • Flash cards of new words. • Pictures of mother hen & chickens. • PPT. 	•
7-Once I saw a little bird Theme: Birds.	7	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Rewrite the poem with proper rhyme & rhythm. 2. Pick out the rhyming words. 3. Picture study on birds. 4. Make sounds of birds. 5. Speak about the national bird. 6. Find out the names of birds that living in desert, in cold countries, smallest bird. 	•	<ul style="list-style-type: none"> • Flash cards of rhyming words & new words. • Charts of birds. • PPT on birds. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings . • Listen to the poems and singing collectively with action. • Respond to simple questions in English

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						<p>or home language to know what he/she has understood.</p> <ul style="list-style-type: none"> • Read the book individually (with the help of teacher if needed). • Taking oral/ written (on the blackboard/ in copy) dictation.
8-Mittu & the yellow mango	10	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Narrates the story with the help of picture cards. 2. Questions with Will & How, conversations, rhymes that include How & Why, use classroom situations to elicit the answer. 3. Read the story with proper pronunciation. 4. Common trees & fruits. 5. Describe story through role play. 6. Naming common fruits & vegetables. 7. Drawing & pasting pictures of birds. 8. Birds – sounds they make, food they eat. 9. PPT on birds & their sounds. 10. Completing a word using a, e, i, o, u. 11. Making a bird with clay / dough. 	•	<ul style="list-style-type: none"> • Charts on birds, trees, fruits, vegetables. • Models of fruits & vegetables. • Flash cards of words. • PPT, CD. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story, incident that he/ she likes in the story.
9-Merry Go Round Theme: Shape.	7	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Games related to go sound. <ol style="list-style-type: none"> a) Farmers in the den. b) Ring – a ring – a roses. c) Fire in the mountain. d) Here we go round the mulberry birds. 2. Listen & enjoy the poem. 3. Identifying objects of different shapes, drawing & colouring. 4. Talk about fair – Bali Yatra, Sital Sasthi. 5. Discuss on things associated with fair – snacks, toys, balloons, many things. 	•	<ul style="list-style-type: none"> • Flash cards of opposite words. • Model of Merry go round. • Models of different shapes. • Charts on indoor & outdoor games. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings. • Listen to the poems and singing collectively with action. • Respond to simple questions in English or home language

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			6. Opposite words. 7. Save sounding words – Pound, Bound, Sound. 8. Learn to use preposition through rhymes, class room situation. 9. Making a Merry go round. 10. Drawing & colouring round objects – Balloon. 11. Finding eatables – fruits, vegetables that have a round shape. 12. Tracing words & alphabets.			to know what he/she has understood. • Read the book individually (with the help of teacher if needed). • Taking oral/ written (on the blackboard/ in copy) dictation.
Lesson		COMPETENCY	SUGGESTED ACTIVITIES		TLM & RESOURCES	
10-Circle Theme : shape Cycle - 4	8	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	1. Read with understanding. 2. Collects objects of different shapes. 3. Recite the poem on balloon, my red balloon. 4. Speak on the topic 'My Ball'. 5. Draw circle & other shapes. 6. Forms letters uniformly between lines. 7. Draw objects of different shapes – tree, train, sun, mountain. 8. Draw a face on the balloon & colour. 9. Paste pictures of different shapes. 10. Read the words loudly, pronouncing it correctly, brown, down, gown, sound, found, bound. 11. Writing words correctly with the help of picture clues.	•	<ul style="list-style-type: none"> • Flash cards of new words. • Objects which are round shape. • Models of shapes. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories Asking simple questions like names and characters from the story , incident that he/ she likes in the story.
11-If I were an Apple Theme: Shape	6	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	1. Listen & comprehend. 2. Comprehend & answer questions. 3. Pick out rhyming words. 4. Riddles on fruits – Role Play. 5. Draw / paste & colour fruits. 6. Make models of fruits. 7. Imagine to be a bird & speak. 8. Spell cards to write the names of fruits. 9. PPT on fruits & veg. 10. Cross word puzzle with picture clues. 11. Speak on my favourite fruit/	•	<ul style="list-style-type: none"> • Flash cards of new words / rhyming words. • Fruits & vegetable charts. • Models of fruits & veg. • PPT, CD. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings . • Listen to the poems and singing collectively with action. • Respond to simple questions in English or home language to know what

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						he/she has understood. • Read the book individually (with the help of teacher if needed). • Taking oral/ written (on the blackboard/ in copy) dictation.
12-Our Tree Theme: plants & trees.	8	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. A visit to the school garden to observe different types of trees. 2. Rhyming words. 3. Speaks about usefulness of trees. 4. Products of trees. 5. Discovering facts about trees – How a seed grows into a planet. 6. Cross word puzzle with picture clues. 7. Riddles on trees. 8. Find out things we find on a tree. 9. Vegetable / fruit market in class 10. Tracing alphabets w, x, y, z. 	•	<ul style="list-style-type: none"> • Fruit / tree chart • Flash cards of rhyming new words. • Pictures of products of trees. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story, incident that he/ she likes in the story.
13-Muralli's mango Tree Theme: Trees	4	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Listens to the story & comprehends. 2. Reads the story with proper pronunciation & modulation of story. 3. Speak about mango – Trees our friend, tree, 4. Fill in the blanks with picture clues. 5. Name some trees you have seen. 	•	<ul style="list-style-type: none"> • Flash cards of new words, charts of trees, PPT on trees. 	•
14-A Kite Theme: sky	6	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Recitation of the Poem. 2. Draw and pasting and colouring flying objects. 3. Making a kite and Flying it. 4. Drawing pictures of day sky and night sky. 5. Name of pictures /clues. 	•	<ul style="list-style-type: none"> • Picture of kite, • Pictures Of objects flying in the sky. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings . • Listen to the poems and singing collectively with

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						action. • Respond to simple questions in English or home language to know what he/she has understood. • Read the book individually (with the help of teacher if needed). • Taking oral/ written (on the blackboard/ in copy) dictation. • write rhyming words
15-Sundari	10	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Listening to the story. 2. Story sequencing with picture cards. 3. Reading with proper pronunciation. 4. Saying aloud the new words. 5. Learn about the materials used for making a kite. 6. Going to the school garden and flying a kite. 7. Practice stroke writing. 8. Narrating the story with picture clues. 9. Writing capital letters from A to Z. 	•	<ul style="list-style-type: none"> • Flash cards of new words. • Materials to make a kite. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story, incident that he/she likes in the story.
16-A little turtle Theme: shelled animals.	8	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Listening to the poem. 2. Recitation of the poem with proper pronunciation. 3. Story about Hare and Tortoise. 4. Role play of turtle. 5. Writing new words. 6. Pasting pictures of crawling animals and shelled 	•	<ul style="list-style-type: none"> • Picture of shelled and crawling animals. • Flashcards, PPT. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings. • Listen to the poems and singing

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			animals.			<p>collectively with action.</p> <ul style="list-style-type: none"> • Respond to simple questions in English or home language to know what he/she has understood. • Read the book individually(with the help of teacher if needed). • Taking oral/ written (on the blackboard/ in copy)dictation.
17-The Tiger and Mosquito	7	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Enjoying & understanding the story. 2. Narrating the story with picture clues. 3. Practice answering 'Why' questions. 4. Pasting pictures of cat family. 5. Tracing sentences with the help of pictures. 6. Word making – new words starting with m, n, p, t. 	•	<ul style="list-style-type: none"> • Charts of wild animals. • Story cards • Value based stories on animals (video). 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story , incident that he/ she likes in the story.
18-Clouds Theme: sky	7	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Listening to the poem. 2. Reciting the poem with proper actions and gestures. 3. Drawing a rainbow and coloring. 4. Paste pictures relating to rain. 5. Making paper boats and playing. 6. Answering 'What' questions. 	•	<ul style="list-style-type: none"> • Picture of rainbow cloud, picture cards of season. 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings . • Listen to the poems and singing collectively with

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			<ol style="list-style-type: none"> 7. Speaking about self. 8. Practice of same sounding words. 9. Matching pictures with words. 			<p>action.</p> <ul style="list-style-type: none"> • Respond to simple questions in English or home language to know what he/she has understood. • Read the book individually (with the help of teacher if needed). • Taking oral/ written (on the blackboard/ in copy) dictation. • Develop knowledge about day and night sky
Anandi's Rainbow	8	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Listening and reading the story. 2. Identifying the seasons with the help of picture clues. 3. A talk on the clouds & rainbow. 4. Drawing & colouring of rainbow. 5. Drawing flowers & colouring. 6. Complete the riddle using 'am' & 'have'. 7. Joining dots to make a picture. 8. Sing related poems on rain. 9. Picture study on rain. 10. Opposite words – inside. 11. Describing words – bright, huge. 	•	<ul style="list-style-type: none"> • Flash cards of new words. • Pictures on rain. • Story on rain. • Model of rainbow. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story, incident that he/ she likes in the story.
Flying man Theme: Flight	6	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Listening & recitation of the poem. 2. Rhyming words. 3. Reading aloud words beginning with m, v, w, n. 4. Practice writing A to Z (small & capital). 	•	<ul style="list-style-type: none"> • Flash cards of rhyming words / new words. • Pictures of flying man- Spiderman, 	<ul style="list-style-type: none"> • Develop phonemic awareness through focusing on different spellings. • Listen to the poems

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					Shaktiman	<p>and singing collectively with action.</p> <ul style="list-style-type: none"> • Respond to simple questions in English or home language to know what he/she has understood. • Read the book individually (with the help of teacher if needed). • Taking oral/ written (on the blackboard/ in copy) dictation.
Tailor & his friends	10	<ul style="list-style-type: none"> • Listening. • Speaking. • Reading. • Writing. 	<ol style="list-style-type: none"> 1. Listening to the story & answering questions. 2. Role play – people who help us. 3. Sing a poem on helpers. 4. Picture cards for story narration. 5. Picture dictionary (A to Z) 6. Making a friendship band. 7. Story sequencing. 8. Mining the story. 	•	<ul style="list-style-type: none"> • Picture cards for story narration. • Charts on people of different occupation. • Flash cards of new words. 	<ul style="list-style-type: none"> • Activating some of their prior knowledge by asking questions. • Listen to stories and interact with English or home language. • Reading the stories • Asking simple questions like names and characters from the story, incident that he/ she likes in the story.

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Class-I, Subject-Hindi						
Sl No	TOPIC	NO. OF PERIODS	OBJECTIVE (CONCEPT & SKILLS)	LEARNING OUTCOMES	TLM	PEDAGOGY
१	झूला	५	झूला सभी को झूलना अच्छा लगता है । बच्चे झूला झूलते समय जोर - जोर से पेंगे लेते हैं ताकि ज्यादा ऊपर जा सकें ।	१ छोटे -छोटे प्रश्न पूछना । २ अलग - अलग झूला का चित्र बनाकर उनका नाम लिखवाना जैसे - पैर वाला झूला , फाटक वाला झूला , टायर वाला झूला और डाली वाला झूला ।	NCERT , RIMJHI , BOOK . श्यामपट्ट , चॉक।	१ कविता को शिक्षक से सुनकर बोलने की योग्यता का विकास । २ बच्चे कविता सुनकर उसी लय , सुर में कविता को गाएँगे । ३ बच्चों को पार्क ले जाकर झूला झूलना फिर झूले के बारे में बताना । ४ झूला चित्र दिखाकर उसके बारे में पाँच वाक्य लिखना और बोलना । ५ फ्लैश कार्ड के द्वारा नए शब्द , जैसे - अम्मा , आसमान , डाली आदि को दिखाकर शुद्ध उच्चारण करवाना ।
२	आम की कहानी	५	छोटे बच्चें आम तोड़ने के लिए पत्थर का या गुलेल का इस्तमाल करते हैं । क्योंकि बच्चों को आम खाना बहुत पसंद है ।	१ छोटे - छोटे प्रश्न पूछना । २ आम के बारे में पाँच वाक्य लिखना । ३ आम किस मौसम में मिलता है ।	NCERT ,RIMJHIM , BOOK . श्यामपट्ट , चॉक आम , गुलेल ।	१ आम की म्कहनी को शिक्षक सुना - एंगे । २ चित्र दिखाकर कहानी बोलने के लिए बोलेंगे । ३ आम का चित्र बनाना और दो वाक्य लिखना । ४ फ्लैश कार्ड दिखाकर नए एसएचबीडी जैसे कौआ , छाता घोंसला , गुलेल । गिलहरी , पगड़ी का उच्चारण करके लिखेंगे ।
३	आम की टोकरी	५	आम फलों का राजा है । बच्चे आम को देखकर लुभा जाते हैं और कोई भी उन्हें दें तो वो लेते हैं ।	१ छोटे - छोटे प्रश्न पूछना । २ क से शुरू होने वाले एसएचबीडी जनेगे । ३ आ , ई और ओ की मात्रावाले शब्द जनेगे ।	NCERT ,RIMJHIM , BOOK .	१ कविता का स्वर के साथ पाठ । २ आम गर्मी के मौसम में मिलता है । गरमियों में मिलने वाले दूसरे फलों के नाम लिखो और चित्र बनाओ । ३ बच्चों से फल के रंगों के नाम पूछना ।

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४	पत्ते ही पत्ते	५	पत्ते पेड़ का हिस्सा है , उसके बिना पेड़ अधूरा है । कुछ पत्ते तो ऐसे होते हैं जो हमारे बहुत कम आते हैं । हर पत्ते का आकार और वो छुने में अलग होता है ।	१ छोटे - छोटे प्रश्न पूछना । २ कठिन शब्दों को पाँच - पाँच बार लिखकर अभ्यास करना । ३ पेड़ से हमें क्या लाभ मिलता है।	NCERT , RIMJHIM , BOOK . श्यामपट्ट , चॉक , तरह -तरह के पत्ते ।	१ शुद्ध उच्चारण के साथ पाठ को पढ़ना । २ तरह - तरह के पत्ते का चित्र बनाकर नाम लिखना । ३ तरह - तरह के पत्तों को इकट्ठा करना। ४ फ्लैश कार्ड दिखाकर नए शब्दों का उच्चारण । जैसे - बंदनवार , खुरदरा , मुलायम , झालावाला , कटरीला आदि ।
५	पकौड़ी	४	पकौड़ी एक खाने की चीज़ है , जो सबको खाना बहुत पसंद है ।	१ पाठ से जुड़े छोटे - छोटे प्रश्न पूछना । २ कठिन शब्दों का सही उच्चारण करना । ३ मीठा , कड़वा , खट्टा और तीखा खाने की चीजों के नाम पूछना ।	NCERT , RIMJHIM BOOK . श्यामपट्ट , चॉक ,	१ कविता का सस्वर पाठ करना । २ पकौड़ी बनाने के लिए क्या - क्या सामग्री चाहिए बच्चों से पूछना । ३ फ्लाशकार्ड दिखाकर नए शब्दों का उच्चारण करना । ४ माँ पकौड़ी कैसे बनाती है देखो और बोलो ।
६	छुक - छुक गाड़ी	४	छुक - छुक गाड़ी का मतलब राइलगाड़ी । रेलगाड़ी में बैठना बच्चों को बहुत अच्छा लगता है ।	१ प्रश्न पूछना । २ चित्र देखकर नाम लिखना । जैसे - बंदर दादा , हाथी , मौसी , बिल्ली , मामा ।	NCERT , RIMJHIM BOOK . रेलगाड़ी का चार्ट ।	१ कविता को हाव - भाव के साथ सुनकर बोलना । २ बच्चों को कतार में खड़े करके हम छुक - छुक गाड़ी बनाना सिखाएँ । ३ कठिन शब्दों का उच्चारण करवाना ।

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७	रसोईघर	५	रसोईघर और रसोईघर की चीजों से बच्चों को अवगत करना। रसोईघर हमारे घर का एक अहम हिस्सा है उसके बिना हमारा घर अधूरा है।	<ol style="list-style-type: none"> छोटे - छोटे प्रश्न पूछना। रसोईघर के बारे में पाँच वाक्य लिखना। रसोईघर के बर्तन के बारे में पूछना। ई की मात्रा वाले शब्द लिखवाना जैसे - खीर, चील, बकरी और नदी। 	NCERT, RIMJHIM, BOOK. रसोईघर का चार्ट।	<ol style="list-style-type: none"> कविता को पहले शिक्षक के द्वारा वाचन, फिर बच्चों के अनुकरण समूह और एकक वाचन। कविता को हाव - भाव के साथ सुनकर बोलना नए शब्दों को पाँच बार लिखना। जैसे- अंदर, चाकू, छलनी, चकला, सब्जी चाँद झटपट आदि। चकला - बेलन, चाकू, छलनी, थाली का चित्र बनाकर उस पर दो वाक्य लिखना। बच्चों को रसोईघर लेकर दिखाना।
८	मकड़ी ककड़ी लकड़ी	४	टूक वाले शब्दों लेकर ये कविता लिखी गई है। इसे पढ़कर बच्चे तुकात्मक शब्द के बारे में जानेंगे।	<ol style="list-style-type: none"> पाठ से जुड़े प्रश्न पूछना। कविता में आए कठिन एवं तुक वाले शब्द लिखना। मकड़ी, ककड़ी और लकड़ी का चित्र बनाकर दो-दो वाक्य लिखना। 	NCERT, RIMJHIM BOOK. ककड़ी और लकड़ी।	<ol style="list-style-type: none"> कविता को पहले शिक्षक बोलेंगे फिर बच्चों के द्वारा अनुकरण। कविता को हाव - भाव के साथ सुनना और बोलना। मकड़ी, ककड़ी और लकड़ी बच्चों को दिखाकर पूछना।
९	बंदर और गिलहरी	५	अगर हमें सही चीज़ के बारे में पता न हो तो हम गलती कर बैठते हैं।	<ol style="list-style-type: none"> पाठ से जुड़े प्रश्न पूछना। उछल - कूद करने वाले जानवरों के नाम लिखना। लंबी पूँछ वाले जानवरों के नाम लिखेंगे। 	NCERT, RIMJHIM BOOK. बंदर और गिलहरी।	<ol style="list-style-type: none"> कहानी को शुद्ध उच्चारण के साथ पठन और पाठन। बंदर और गिलहरी का चित्र बनाकर उनके बारे में दो वाक्य लिखना। फ्लाशकार्ड की सहायता से नए शब्दों का उच्चारण।

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10	पगड़ी	४	किसी - किसी धर्म में पगड़ी उनकी शान होती है ,ये हमें बच्चों को बताना चाहिए ।	१ पाठ से जुड़े प्रश्न पूछना । २ कविता में आए कठिन शब्दों को लिखवाना ।	NCERT , RIMJHIM BOOK .	१ कविता को पहले शिक्षक पढ़ेंगे , फिर बच्चे उसका अनुकरण करेंगे । २ बच्चों को तरह - तरह की पगड़ी दिखाना । ३ पगड़ी सिर पर बांधा जाता है और सिर पर क्या - क्या पहनते हैं ।
११	पतंग	४	पतंग का खेल एक ऐसा खेल है जिसे सभी बच्चे बड़े चाव से खेलना चाहते हैं।	१ पाठ से जुड़े प्रश्न पूछना । २ कविता में आए कठिन शब्दों को लिखवाना । ३ पतंग का चित्र बनाकर चार वाक्य लिखना ।	NCERT , RIMJHIM BOOK . पतंग ।	१ कविता को उचित हाव - भाव के साथ सुनना और बोलना । २ पतंग बनाने के लिए सामग्री -रंगीन कागज़ , गोंद ,टेप , झाड़ू की तीलियाँ ।
१२	गेंद - बल्ला	५	अगर हमें कोई मारता है तो हमें चोट लगती है और हम रोने लगते हैं । पर जो निर्जीव है अगर उन्हें चोट लगे तो वो कैसे अपनी मन की बात को दूसरों को बताएँगे ।	१ पाठ से जुड़े प्रश्न पूछना । २ कठिन शब्दों को लिखवाना । ३ गेंद - बल्ला का चित्र बनाकर दो वाक्य लिखना । ४ क्रिकेट के बारे में तीन वाक्य लिखना ।	NCERT , RIMJHIM BOOK . गेंद - बल्ला ।	१ शिक्षक पाठ को आरोह - अवरोह के साथ कहानी के रूप में बोलेंगे । २ पाठ का शिक्षक और बच्चों के द्वारा आदर्श पठन । ३ फ्लैशकार्ड की सहायता से नए शब्दों का उच्चारण ।
१३	बंदर गया खेत में भाग	४	इन कविताओं में तुकवाले शब्दों का प्रयोग हुआ है । इससे बच्चे तुकवाले शब्दों को जान पाएँगे ।	१ पाठ से जुड़े प्रश्न पूछना । २ बंदर के बारे में तीन वाक्य लिखना ।	NCERT , RIMJHIM BOOK मटर , सूप दूब इत्यादि ।	१ कविता को हाव - भाव के साथ सुनना और बोलना । २ कठिन शब्दों का उच्चारण करवाना ।

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१४	एक बुढ़िया	४	इस कविता में महाराष्ट्र की वरली शैली में बना है। इस चित्र के बारे में बताएं और चित्र बनाएं।	१ पाठ से जुड़े प्रश्न पूछना। २ ड / ढ वाले शब्द लिखवाना।	NCERT ,RIMJHIM BOOK .	१ कविता को सुनकर हाव – भाव के साथ बोलना। २ कुत्ता , बिल्ली , चूहा का चित्र बनाकर वाक्य लिखना। ३ कठिन शब्दों का उच्चारण।
१५	मैं भी ...	५	हमें कभी भी दूसरों की नकल नहीं करनी चाहिए। नकल करना बुरी बात है।	१ पाठ से जुड़े प्रश्न पूछना। २ पशुओं के बच्चों के नाम लिख-वाना। ३ बत्तख और चूड़ा के बारे में दो – दो वाक्य लिखना।	NCERT , RIMJHIM BOOK. श्यामपट्ट , चॉक।	१ पहले शिक्षक पाठ को कहानी के हिसाब से सुनाएँगे और बच्चे बोलेंगे। २ फ्लैशकार्ड की सहायता से नए शब्दों का उच्चारण। ३ चित्र दिखाकर नाम लिखो। जैसे चूड़ा , मुर्गा बत्तख , केंचुआ , गड्डा।
१६	लालू और पीलू	५	किसी भी चीज़ को खाने से पहले हमें उसके बारे में जान लेना चाहिए। बिना सोचे समझे हमें कोई भी चीज़ नहीं खाना चाहिए।	१ पाठ से जुड़े प्रश्न पूछना। २ इ की मात्रा से शब्द लिखवाना। दिन , सिर , तिल , दिल , गिलास , किसान आदि।	NCERT , RIMJHIM BOOK . मुर्गी का चित्र।	१ शुद्ध उच्चारण के साथ पाठ का वाचन। २ बच्चों को अलग – अलग चीज़ें खिलाकर स्वाद के बारे में जानकारी देंगे और खिलाएँगे। जैसे – मीठा जलेबी , लड्डू , खट्टा – नींबू , इमली। ३ फ्लैशकार्ड दिखाकर नए शब्दों को पाँच बार लिखवाना।
१७	चकई के चकदुम	५	ये कविता में चित्र बना है वो महाराष्ट्र की वरली शैली में बनी है। बच्चों को देखकर बताना है कि ये कौन सा चित्र है।	१ पाठ से जुड़े प्रश्न पूछना। २ कविता में आए नए शब्द जैसे ग्वाला , नैया , बगिया , फुलवा , मडैया आदि का चित्र बनाकर नाम लिखना।	NCERT , RIMJHIM BOOK . श्यामपट्ट , चॉक	१ कविता को सुनकर हाव – भाव के साथ बोलना। २ फ्लैशकार्ड की सहायता से नए शब्दों का उच्चारण।

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१८	चोटी का कमाल	५	तुकवाले शब्दों का प्रयोग बच्चों को बहलाने के लिए बहुत सारी खेल खेलने के साधनों का प्रयोग किया गया है।	१ छोटे - छोटे प्रश्न पूछना। २ तुकवाले शब्द लिखवाना। ३ चित्र देखकर नाम लिखेंगे।	NCERT, RIMJHIM BOOK. पार्क में ले जाकर बच्चों को खेल की चीजें दिखाना।	१ कविता को हाव - भाव के साथ सुनना और बोलना। २ कविता में आए कठिन शब्द लिखवाना जैसे - अकड़ते, पराँठा, तगड़ा, पटसन, कच्ची, सुतली, चोटी, घेरा।
१९	चार चने	४	ये कविता में पशुओं की बोली के बारे में जानकारी दी गई है।	१ छोटे - छोटे प्रश्न पूछना। २ सही और शुद्ध लिखने की योग्यता का विकास। ३ चित्र देखकर नाम लिखना। ४ आ की मात्रा लगाकर शब्द को पूरा करना चन, पैस, गात, चर, मज़, पस	NCERT, RIMJHIM BOOK. चना।	१ कविता को ध्यान के साथ सुनना और बोलना। २ जानवरों की बोलियाँ बोलना। ३ तुकवाले शब्द लिखवाना। ४ कठिन शब्दों का उच्चारण।
२०	भगदड़	५	ये कविता में दिये गए चित्र बिहार की मधुबनी शैली में बनी है।	१ छोटे - छोटे प्रश्न पूछना। २ चित्र देखकर नाम लिखना। ३ मक्खी, बिल्ली, बकरा, कुत्ता चूहा का चित्र बनाकर नाम लिखना।	NCERT, RIMJHIM BOOK.	१ कविता को ध्यान के साथ सुनना और बोलना। २ कठिन शब्दों का उच्चारण। ३ तुकवाले शब्द लिखवाना। जैसे - पक्की, चक्की, दौड़ी, पकौड़ी, आदि।
२१	हलیم चला चंद पर	५	बच्चे जो चाहते हैं अगर वो मिल जाए तो क्या बात है ? बच्चे की मन की बात को हमें समझना चाहिए।	१ छोटे - छोटे प्रश्न पूछना। २ ऋ - की मात्रा लगाकर शब्द लिखना। जैसे - गृह, तृण, कृपा, मृग, नृप आदि।	NCERT, RIMJHIM BOOK. चाँद का चार्ट।	१ पाठ का शिक्षक और के द्वारा आदर्श पठन। २ नए शब्दों को पाँच बार लिखवाना। ३ शब्दों का उच्चारण। ४ श्रुतलेख।

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२२	हाथी चल्लम चल्लम	४	कविता में हाथी के चलने से कैसे आवाज़ होती है उस का वर्णन किया गया है ।	१ पाठ से जुड़े प्रश्न पूछना । २ हाथी के अंगों के नाम बोलना । ३ तुक वाले शब्द लिखना ।	NCERT , RIMJHIM BOOK .	१ कविता का नीरव पठन । २ नए और कठिन शब्दों का उच्चारण । ३ हाथी का चित्र बनाकर उसके अंगों का नाम लिखवाना ।
२३	सात पूंछ का चूहा	५	किसी की बात सुनकर अपनी सुंदरता को नष्ट नहीं करना चाहिए और न ही अपने शरीर के अंगों को कष्ट देना चाहिए ।	१ पाठ से जुड़े प्रश्न पूछना । २ चूहा और नई के बारे में दो - दो वाक्य लिखकर बोलना ।	NCERT , RIMJHIM BOOK . श्यामपट्ट , चॉक चूहा और नई का चार्ट ।	१ कहानी को हाव - भाव के साथ सुनना और बोलना । २ नए शब्दों का उच्चारण । ३ अनुस्वार और चंद्रबिन्दु लगाकर शब्द लिखवाना । जैसे - पराँठा , मूँछ चाँद , चंद्र , गेहूँ , वंश , बंदर आदि ।

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Subject-Odia								
Chapter No.	Name of The chapter	Objective (Concept and Skills) ଦୁମ୍ପା	Insrtuational tools and References	Pedagogy	Teaching Method	Assessment Tools	Learning Outcomes	Tentative No. of periods
1	ଛବି ଦେଖେ ଓ କହ	ମୌଳିକ ଲକ୍ଷଣ - ଶରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତିପରିବେଶ ତଥା ବୃକ୍ଷ କୁ ସମ୍ମାନ ପ୍ରଦର୍ଶନ । ପ୍ରାଚୀନ ସାହିତ୍ୟ ପ୍ରତି ସମ୍ମାନ, ପ୍ରାଚୀନ ସମାଜର ମୂଲ୍ୟବୋଧ ବିଷୟରେ ଅବଧାରଣ ଓ ପ୍ରାଚୀନ ସଂସ୍କୃତିର ପରିଚୟ ପ୍ରାପ୍ତି ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚ୍ଛେଦ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ମୌଖିକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି, ଉପକରଣ ର ବ୍ୟବହାର	ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	୫
2	ତୁନା ତୁନି	ମୌଳିକ ଲକ୍ଷଣ - ଶରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ନୂତନତାର ସନ୍ଦେଶ ଆଗନ୍ତୁକ ଅତିଥି ମାନଙ୍କୁ ସ୍ୱାଗତ, ଉତ୍ତମ ବ୍ୟବହାର	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚ୍ଛେଦ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥୋପକଥନ ପଦ୍ଧତି, ମୌଖିକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି, ଉପକରଣ ର ବ୍ୟବହାର	ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	୫
3	ଛଳେ ଡରେ ପାଣିକି	ମୌଳିକ ଲକ୍ଷଣ - ଶରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ନୂତନତାର ସନ୍ଦେଶ ପାଣି ଭିତରେ ବାସ କରୁଥିବା ଜୀବଜନ୍ତୁ ଡକ ନାମା	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚ୍ଛେଦ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଗଳ୍ପ କଥନ ପଦ୍ଧତି, ମୌଖିକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି, ଉପକରଣ ର ବ୍ୟବହାର	ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦର୍ଶନଦିନ ଜୀବନରେ ଜଳ ର ଆବଶ୍ୟକ ଜଳ ରେ ବାସ କରୁଥିବା ଜୀବ ମାନଙ୍କର ନାମା	୪
4	ବାଉଁଶରାଣୀ	ମୌଳିକ ଲକ୍ଷଣ - ଶରବଣ, କଥନ	ପାଠ୍ୟପୁସ୍ତକ,	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ	କଥୋପକଥନ	ମୌଖିକ ପ୍ରଶ୍ନ	ଦର୍ଶନଦିନ ଜୀବନରେ	୩

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		, ପଠନ , ଲିଖନ । ଏକ ସର୍କସ ଯଥେର୍ଥରେ କି ଶରୀରର ସମତୁଳନ ରକ୍ଷା ହେଉଥାଏ।	ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଶୁଦ୍ଧ କରମ ପ୍ରଦାନ	ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି	ଉତ୍ତର , ଶ୍ରେଣୀ ଆଲୋଚନା, ବେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଖଳେର ଆବଶ୍ୟକତା	
5	06-1 06-1	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନ । ତାଳି ମାରିଲେ ଯଥେର୍ଥ ହାତର ଶବ୍ଦ ଜଣାପଡ଼େ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିଚ୍ଛତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଶୁଦ୍ଧ କରମ ପ୍ରଦାନ	କଥା-ପକଥନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରେଣୀ ଆଲୋଚନା, ବେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦୁଇଟି ବଲ୍ଲୁନ ଫାଟିବାର ଶବ୍ଦ ।	୪
6	କହିଲ ଦଣ୍ଡି	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନ। ହାତରେ କଣ ସବୁ ମିଳେ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିଚ୍ଛତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଶୁଦ୍ଧ କରମ ପ୍ରଦାନ	କଥା-ପକଥନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରେଣୀ ଆଲୋଚନା, ବେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦନେନଦିନ ଜୀବନରେ ପାରିବାରିକ ଓ ସାମାଜିକ ସମ୍ପର୍କ।	୪
7	ମୁନି ଯାଇଥିଲା ହାଟକୁ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନ। ହାତରେ କଣ ସବୁ ମିଳେ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିଚ୍ଛତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଶୁଦ୍ଧ କରମ ପ୍ରଦାନ	କଥା-ପକଥନ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରେଣୀ ଆଲୋଚନା, ବେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦନେନଦିନ ଜୀବନରେ ନୂତନ ତଥ୍ୟ ର ପ୍ରସ୍ତୋଗ ।	୪

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8	ରାଜାତ୍ମକ ଭେଦି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ। ଭେଦିର ଖାଦ୍ୟ ର ଆବଶ୍ୟକତା	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	ଗଳ୍ପ କଥନ ପ୍ରଣାଳୀ	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦୈନିକ ଜୀବନରେ ନୂତନ ସ୍ୱାଦ ।	9
9	ସପନ ଅନ୍ତର୍ଦ୍ଧ ସପନ ଦେଖା	ମୌଳିକ ଲକ୍ଷ୍ୟ- ଶ୍ରବଣ, କଥନ, ପଠନ ଓ ଲିଖନ ର ଅଭ୍ୟାସ। ଚେତନ ଅବଚେତନ ମନ ର ଏକ ବିକଳ୍ପ ରୂପ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	ଗଳ୍ପ କଥନ ପ୍ରଣାଳୀ	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦୈନିକ ଜୀବନରେ ଅବାସ୍ତବ ମନ କଳ୍ପନାର ଭାସି ବୁଲିବା	9
୧୦	ଉଇ	ମୌଳିକ ଲକ୍ଷ୍ୟ- ଶ୍ରବଣ, କଥନ, ପଠନ ଓ ଲିଖନ ର ଅଭ୍ୟାସ। କୀଟ ମାନଙ୍କର ନିର୍ଦ୍ଦିଷ୍ଟ ଚିହ୍ନାଧାରା	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	ଅଭିନୟ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦୈନିକ ଜୀବନରେ କୀଟ ମାନଙ୍କର ଭୂମିକା	8
୧୧	କିଟିରି ମିଟିରି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ ର ବିକାଶ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	ଅଭିନୟ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦୈନିକ ଜୀବନରେ ପଶୁପକ୍ଷୀ ମାନଙ୍କର ସ୍ୱର ଶ୍ରବଣ	8
୧୨	ବୀପାବଳୀ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନର ବିକାଶ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରବନ୍ଧ	ବିଭିନ୍ନ ଉତ୍ସବର ନୀତି ନିୟମ	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦୈନିକ ଜୀବନରେ ଉତ୍ସବର ମହତ୍ତ୍ୱ	8

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୧୩	ମନ ବଦଳିଲା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ଘଠନ, ଲିଖନର ବିକାଶ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଗଳ୍ପ କଥନ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଗଳ୍ପ କଥନ ପ୍ରଣାଳୀ। ସମ୍ପର୍କ ମାଧ୍ୟମରେ ମନ ବଦଳିବାର ଅନୁଭୂତି	୫
୧୪	ଶତ୍ଵି ବିଲଭେ ର ଶତ୍ଵା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ଘଠନ, ଲିଖନର ବିକାଶ। ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ। ଲୁଚି ଲୁଚି ପଟେ ଶତ୍ଵା ନଭେଯିବାର ଉଦ୍ଦେଶ୍ୟ	ପାଠ୍ୟପୁସ୍ତକ, ଧଳାଶତ୍ଵା ଓ ନାଲିଶତ୍ଵା ପ୍ରଦର୍ଶିତ କରିବା	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଗଳ୍ପ କଥନ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଗଳ୍ପ କଥନ ପ୍ରଣାଳୀ। ଗୃହପାଳିତ ପଶୁ ମାନଙ୍କର ଗୁଣାବଳୀ	୫
୧୫	ନଈବଳି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ଘଠନ, ଲିଖନର ବିକାଶ। ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ। ନଈବଳି ର ଏକ ଦୃଶ୍ୟର ଚିତ୍ର	ପାଠ୍ୟପୁସ୍ତକ, ନଈବଳି ର ଏକ ଦୃଶ୍ୟ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଗଳ୍ପ କଥନ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଗଳ୍ପ କଥନ ପ୍ରଣାଳୀ। ନଈବଳି ର ଦୃଶ୍ୟ	୫
୧୬	ନଈକର ଘର ତଟାଳା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ଘଠନ, ଲିଖନର ବିକାଶ। ଘର ତିଆରି ପାଇଁ ଆବଶ୍ୟକ ଉପକରଣ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଦଳଗତ କାର୍ଯ୍ୟ	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦୈନିକ ଜୀବନରେ ଗୃହ ନିର୍ମାଣ ର ଅନୁଭୂତି	୫
୧୭	ବରଷା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ଘଠନ, ଲିଖନର ବିକାଶ। କଣ୍ଠେ ରିତୁ ରେ ବରଷା ହୁଏ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର	ରିତୁ ମାନଙ୍କର ଏକ କବିତା ଆବୃତ୍ତି	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା,	ବରଷା ପଶୁପକ୍ଷୀ, ପ୍ରାଣୀ ଜଗତ ପାଇଁ ଅତ୍ୟନ୍ତ ଦରକାର	୫

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				ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ		ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା		
୧୮	ହନୁର କଦଳି ଖିଆ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ , ପଠନ, ଲିଖନର ବିକାଶ। ବାତି ବର୍ଗିତା ରେ କଣ୍ଠେ ଫଳ ମିଳେ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	ଏ ଗଛ ରୁ ସେ ଗଛ କୁ ଡଳେ ବୁଲୁ ଥିବା ପ୍ରାଣୀ ମାନଙ୍କର ନାମ	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ପଶୁ ମାନଙ୍କର ଖାଦ୍ୟ ପ୍ରତି ଶ୍ରଦ୍ଧା	୪
୧୯	ମୂଷିକ ରାଜା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ , ପଠନ, ଲିଖନର ବିକାଶ। ଜିନିଷ ପତ୍ର ନଷ୍ଟ କରି କାଟି ଦେଖିବା ଜୀବ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	ଅଭିନୟ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଦୈନିକ ଜୀବନରେ ପୂଜା ପଦ୍ଧତି	୫
୨୦	ପଳା ପଳା ପୃଥିବୀ ଫାଟିଗଲା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ , ପଠନ, ଲିଖନର ବିକାଶ। ଲୋକ କଥା ବା ତୁଣ୍ଡ ବାଳଦ ସହସ୍ର କବିତା	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	ଗଳ୍ପ କଥନ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	କାହାରି କଥା ଶୁଣି କାର୍ଯ୍ୟ କରିବ ନାହିଁ	୫
		ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ , ପଠନ, ଲିଖନର ବିକାଶ। ଲୋକ କଥା ବା ତୁଣ୍ଡ ବାଳଦ ସହସ୍ର କବିତା						

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୨୧	ଠିକଟେ ଉଡିଗଲା	ମଟୌଳିକ ଲକ୍ଷ୍ମସ୍ତ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନର ବିକାଶ। କ୍ରିକଟେ ଖଳେ ଉପରଟେ ଯଥକ୍ଷେତ୍ର ଜ୍ଞାନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପିରିୟଡ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରଶନ, ବିଷୟ ପ୍ରବଣେ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	ଖଳେ ବିଷୟରେ ଶିକ୍ଷା	ମଟୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲଟେନା, ବଟେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଖଳେ ବିଷୟରେ ଶିକ୍ଷା	୫
୨୨	କାଷ୍ଠନ ର ପାଷ୍ଟ କଥା	ମଟୌଳିକ ଲକ୍ଷ୍ମସ୍ତ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନର ବିକାଶ। ପାଷ୍ଟଟି ଭଲ କଥାର ଉଦାହରଣ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପିରିୟଡ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରଶନ, ବିଷୟ ପ୍ରବଣେ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	ଗଳପ କଥନ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମଟୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲଟେନା, ବଟେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଲଟେକକଥା	୫
୨୩	ଏଡେଏଡେ ବଡ	ମଟୌଳିକ ଲକ୍ଷ୍ମସ୍ତ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନର ବିକାଶ। ହାଟୀ ଭଳି ବଡ ଜୀବଟିର ଉଦାହରଣ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପିରିୟଡ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରଶନ, ବିଷୟ ପ୍ରବଣେ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	ଗଳପ କଥନ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମଟୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲଟେନା, ବଟେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଲଟେକକଥା	୫
୨୪	ଖଣ୍ଡଜଣି ବଜା ର ମଜା	ମଟୌଳିକ ଲକ୍ଷ୍ମସ୍ତ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନର ବିକାଶ। ବାଦ୍ମ୍ ଦ୍ଵାରା ଆନନ୍ଦ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପିରିୟଡ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରଶନ, ବିଷୟ ପ୍ରବଣେ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	ଅଭିନୟ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମଟୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲଟେନା, ବଟେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଗୀତ ଆବୁଟି	୫
୨୫	ତଣ୍ଡି ରଟେ ଲାଗିଟି କଣ୍ଡା	ମଟୌଳିକ ଲକ୍ଷ୍ମସ୍ତ - ଶ୍ରବଣ, କଥନ , ପଠନ , ଲିଖନର ବିକାଶ। ତଣ୍ଡି ରଟେ କଣ୍ଡା ଲାଗିବାର ସମୟ	ପାଠ୍ୟପୁସ୍ତକ ସହାୟକ ଚିତ୍ର	ପୂର୍ବ ପିରିୟଡ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରଶନ, ବିଷୟ ପ୍ରବଣେ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କରମ ପ୍ରଦାନ	ଶରୀର ର ଅଙ୍ଗ ଚିହ୍ନଟ। କଣ ଖାଲଲଟେ ତଣ୍ଡି ରଟେ କଣ୍ଡା ଲାଗଟେ	ମଟୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲଟେନା, ବଟେଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ତଣ୍ଡି ଦ୍ଵାରା କି କି କାର୍ଯ୍ୟ ହୁଏ	୫

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Chapter No.	Name of The chapter	Objective (Concept and Skills)	Insrtuational tools and References	Pedagogy		Assessment Tools		Tentative No. of periods
୨୬	ଝିଅ ହବ ତ ଏମିତି	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନର ବିକାଶ। ଭଲ ଗୁଣାବଳୀ ବିଷୟ ରେ ଆଲୋଚନା	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିଚ୍ଛନ୍ନ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚ୍ଛନ୍ନ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଗଳ୍ପ କଥନ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଝିଅଟି ନିରବିକାର ଭାବରେ ନିଜ ଭାଇର ସବୋ କରିଛି	୫
୨୭	ରତ୍ନାକର ର ଜନ୍ମଦିନ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନର ବିକାଶ। ଜନ୍ମ ଦିନର ପୂଜା ପର୍ବ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଚିତ୍ରକାର୍ତ୍ତ	ପୂର୍ବ ପରିଚ୍ଛନ୍ନ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚ୍ଛନ୍ନ ଭିତ୍ତିକ ପ୍ରଶ୍ନନ, ବିଷୟ ପ୍ରବେଶ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଗଳ୍ପ କଥନ ମାଧ୍ୟମରେ ଶିକ୍ଷା	ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା	ଜନ୍ମଦିନ କିପରି ପାଳନ କରାଯାଉଛି ତାର ଏକ ନମୁନା	୫

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Subject-Math						
MONTH	NO. OF PERIODS& CHAPTERS NAME	OBJECTIVES (CONCPT AND SKILLS)	LEARNING OUTCOMES	INSTRUCTIO NAL TOOLS AND REFERENCES	PEDAGOGY	ACTIVITY/TLM ASSESSMENT
1. APRIL/ JUNE	Shapes and space (10p)	<ul style="list-style-type: none"> Identifying rea world shapes Understanding basic concepts. Skill:- problem solving <ul style="list-style-type: none"> Thinking Identification, shapes 	Identifying object in different shapes from environment.	Test book- NCERT. Reference book-Viva	Class room introduction. Joint the shapes brain storming, asking questions about prior knowledge.	<ul style="list-style-type: none"> ❖ Singing shape song and drawing. ❖ Colour the shapes.
2. June/ July	Number(9p)	<ul style="list-style-type: none"> To enable them to count forward and backward numbers. To enable them to compare and find after before between bigger numbers and to keep them in order, smaller to bigger. 	Compare numbers. Counting. Identifying numbers (Bigger or Smaller).	Test book- NCERT. Reference book-Viva	Flash card. Number games. Verbal counting. Asking different questions and blackboard.	<ul style="list-style-type: none"> ❖ Walking on number to know backward counting. ❖ Role paly for the concept of zero.
June/ July	Addition subtraction(20p)	<ul style="list-style-type: none"> To make them understand to concept of addition in play way method. Skill:- <ul style="list-style-type: none"> Problem solving Thinking 		Test book- NCERT. Reference book-Viva	Poem, object counting, combining object and count	<ul style="list-style-type: none"> ❖ Playing with number cards & charts to tell before. ❖ Nile Gagan Ki tale for bigger and smaller number and ordering
3. July/ Sept.	Number time(10p)	<ul style="list-style-type: none"> Concept tens and one's understanding basic concept AC. To understand the different periods of the day. Skill:- problem solving	Two digits numbers to expose students. Rhymes on daily routine. Counting time taken from one place to another.	Test book- NCERT. Reference book-Viva	Counting with object clock, drawing of various activities class discussion. Using hand span log brain storming asking different types of questions.	<ul style="list-style-type: none"> ❖ Rhymes on daily routine. ❖ Prepare a cha ❖ Role play etc.

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		<ul style="list-style-type: none"> Thinking 	Time duration school days.			
July/ Sept.	Measure ment.(7p)	<ul style="list-style-type: none"> Ordering objects according to length, weight to compare between heavy and light objects by direct handling. Skill:- <ul style="list-style-type: none"> Problem solving Thinking 	Introducing longer-shorter. Measuring of objects Ordering of objects PPT on measurement.	Test book-NCERT. Reference book-Viva	Using abacus number places. Play way method walking in numbers.	<ul style="list-style-type: none"> ❖ Sticks, pleads, brads. ❖ Abacus. ❖ Computer. ❖ Picture
1. October/ Nov.	Number from 20 to 50(10p)	<ul style="list-style-type: none"> Concept of tens and ones to enable them to count forward and backward numbers. To enable them bigger and smaller. Ascending or descending. Tens or ones. Word problem. Skill:- <ul style="list-style-type: none"> Problem solving Thinking 	Concept on tens and ones backward and forward counting. Before, after and between compare 21 to 50 use of abast to teach place value.	Test book-NCERT. Reference book-Viva	Different types of game with children. Collection of some objects.	<ul style="list-style-type: none"> ❖ 10 use sticks and bundle of 10 sticks. ❖ Brads and marbles. ❖ Ice cream sticks and match sticks. ❖ Abacus. ❖ Number card.
2. Nov./ Dec.	Data handling (10p)	<ul style="list-style-type: none"> Concept of using pictures and symbols. Skill:- <ul style="list-style-type: none"> Problem solving Thinking 	Enable to know the symbols, pictures, using beads, strips	Test book-NCERT. Reference book-Viva	Blocks of different colours, name so the children, oral drill, games.	<ul style="list-style-type: none"> ❖ Some objects and picture. ❖ Playing games.
Nov./Dec.	Money(10p)	Concept of using money and coins.(currency and notes) Skill:-	They know the coins and notes, their uses and	Test book-NCERT. Reference	Playing games, brain storming, asking questions.	<ul style="list-style-type: none"> ❖ Playing game with coins and notes. ❖ Different types of

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		<ul style="list-style-type: none"> • Problem solving • Thinking 	prices of the things.	book-Viva		price tag.
Nov./Dec.	Number 50 to 100(10p)	<ul style="list-style-type: none"> • Concept of tens and ones to enable them to count forward and backward numbers. • To enable them bigger and smaller. • Ascending or descending. • Tens or ones. • Word problem. Skill:- <ul style="list-style-type: none"> • Problem solving • Thinking 	Concept on tens and ones backward and forward counting. Before, after and between comparison	Maths Test book-NCERT. Reference book-Viva	Different types of game with children. Collection of some objects.	<ul style="list-style-type: none"> ❖ 10 use sticks and bundle of 10 sticks. ❖ Brads and marbles. ❖ Ice cream sticks and match sticks. ❖ Abacus. ❖ Number card. ❖ Some objects and picture.
1. Jan./ Feb	Pattens. (10)	Relation to find connections, make deduction, generalisations and predictions. Problem solver thinker. Skill:- <ul style="list-style-type: none"> • Problem solving • Thinking 	Learn number of pattern, shape pattern Sequence, etc.	Test book-NCERT. Reference book-Viva	Games, leaves, missing numbers, asking different types of question.	<ul style="list-style-type: none"> ❖ Games, puzzles, number cards, etc.
Jan./Feb	How many? (10)	Counting, before, after numbers, story pictures reading, etc. Skill:- <ul style="list-style-type: none"> • Problem solving • Thinking 	Counting different numbers, arrange those sequences.	Test book-NCERT. Reference book-Viva	Different types of games, object counting, brain storming, questions.	<ul style="list-style-type: none"> ❖ Objects, leaves, storytelling. ❖ Games

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Subject-EVS						
MONTH	TOPIC & SUB TOPIC	OBJECTIVES (CONCEPT & SKILLS)	LEARNING OUT COMES	INSTRUCTIONAL TOOLS AND REFERENCES	PEDAGOGY	ACTIVITIES/TLM ASSESMENT
April/June	About myself and my body(24)	<ul style="list-style-type: none"> To build up confidence and to enhance speaking. To identify body parts and to remember the names 	Enhance confidence. Learn body parts name.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	Oral drill body parts picture. Poem on body parts.	<ul style="list-style-type: none"> ❖ To self-introduction. ❖ Pasting picture of self and writing about self. ❖ Reading poems ❖ Drawing body parts picture.
April/June	Festivals	<ul style="list-style-type: none"> Our celebrations festival celebrate by people religion. Know about national festival. Skills:- <ul style="list-style-type: none"> Observation Identification Thinking attitude. 	Different types of celebration names, importance of celebration.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	Role play, picture of different types of festivals, PPT	<ul style="list-style-type: none"> ❖ Dramatization of celebration of different festival. ❖ Paste pictures of different festivals. ❖ Draw picture of national flags and colour. ❖ Poem about festival. ❖ Name about places of worship of different people.
July/ August/Sep.	My Family(8)	Be thankful to each and every one family, respect them and help them in all the way. Skills:- <ul style="list-style-type: none"> Observation Identification Thinking attitude. 	Importance of family, carrying sharing of family, family members and their work.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	Family tree family poem etc.	<ul style="list-style-type: none"> ❖ Make family albums with name in the scrap book. ❖ Write about each one god quality.
July/ August/Sep.	Sense Organ (6)	<ul style="list-style-type: none"> To identify body parts and their functions. To make them aware 	Body parts name and their functions,	Text book, impression environmental studies, Reference book Frank CCE environmental	Warm up drill with poem.	<ul style="list-style-type: none"> ❖ Warm up activity using body parts. ❖ Solving body parts riddles.

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		about the five senses and healthy habits. Skills:- <ul style="list-style-type: none">• Observation• Identification		studies.		❖ Activity with live examples to know the sense organs.
July/ August/Sep.	Clothes(8)	<ul style="list-style-type: none">• Important of clothes.• Seasonal clothes.• People in uniforms. Skills:- <ul style="list-style-type: none">• Observation• Identification	Caring of clothes, habits.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	To make them learn new words to enhance vocabulary. To develop sensitivity. Towards needy people and to know the value of clothes.	❖ Clothes search game, drawing or coloring seasonal clothes, identifying picture of people in uniform.
October/Nov. Dec.	Rooms in my house(8)	Concept of different types of houses, importance of house, rooms in the house. Skills:- <ul style="list-style-type: none">• Observation• Identification	Names of houses, rooms name, etc.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	Previous knowledge texts, visit some rooms, pictures, etc.	❖ Drawing pictures of different houses and rooms. PPT
October/Nov. Dec.	People who help us (8)	Learn about different occupation and people who help us value. Skills:- <ul style="list-style-type: none">• Observation• Identification	Different types of jobs, and their works.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	Games, pictures, asking questions.	❖ Prepare a thank you card for people who help us every day.
Jan./Feb.	Plants(8)	Learn to save plants. Types of plant. Learning eco-friendly manner. <u>Value</u> Gifting plants on birthday save and care plants Skills:- <ul style="list-style-type: none">• Observation.• Identification.	Different types of plant, plant name, importance of plant, save of plants.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	Visit outside, different types of plants, part of plants, class discussion.	<ul style="list-style-type: none">❖ Rhymes on mango tree.❖ Poster making on grow more trees.❖ Planting saplings of medicinal value.
Jan./Feb.	Animals(9)	Animal's habit. Animal's homes.	Animals homes, pet animals, birds	Text book, impression environmental studies,	Poems, sounds of animals.	❖ Pictures, posters of animals, games, etc.

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		Wild animals, domestic animals, insects and birds. Skills:- <ul style="list-style-type: none"> • Observation • Identification 	homes, etc.	Reference book Frank CCE environmental studies.		
Jan./Feb.	Vehicles.(8)	Different modes of transports. Land transport, water transport, air transport, special vehicles. Skills:- <ul style="list-style-type: none"> • Observation • Identification 	Different types of transport, vehicles names, etc.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	Vehicles sounds, games, transports modes, poem.	❖ Poem, posters of vehicles, drawing of some transports pictures.
Jan./Feb.	Up in the sky.(7)	Concept of Sun, moon clouds, rainbow, stars. Skills:- <ul style="list-style-type: none"> • Observation. • Identification. 	Identification of day sky and night sky.	Text book, impression environmental studies, Reference book Frank CCE environmental studies.	Poems, sun pictures, clouds pictures, etc.	❖ Poems drawing of sun, moon, and stars, clouds, etc.

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Subject-Physical Education					
Month	No of period	Activity and contain	Objectives	Tools	Pedagogy
April to June	16 each class	Human body Athletic Games Drill Marching Yoga sana	<ul style="list-style-type: none"> • Identification of body parts. • Sense organs. • Cleanliness • Basic understanding of breathing pattern & body sounds. • Role of hereditary environment. • Walk & HOP. • Run zig zag. • Run & skip. • On your mark set go. • Imitation like elephant, lion, frog. • Story play. • Attention, stand at ease. • Life turn, right turn about turn. • Mass PT- table-1 1 to 5 exercises. <ul style="list-style-type: none"> • Padmasana • Tadasana • Vrikshyasana • Breathing exercise in & out. • Vajrasana. 	Lime powder Whistle Rope mat	To help in identifying the various parts of the body and to know their function To develop motor skill To remove stuttering and stammering. To get recreation and fun. Neuro muscular co-ordination Manage body weight. Breathing exercise for controlling breathe.
July & August	16 each class	Body movement Athletic Game Drill/ Marching Yoga	<ul style="list-style-type: none"> • Relationship between different body parts and sports & sports equipment. • Neuromuscular coordination. • Good for health and fitness. • Ball throw • Shuttle run • Chasing • Dodging • Catching • Split jump. • Mimetic house dog, cat, bird fly, bear, camel, lamb. • Mass PT- Table-1 Exercise-6 to 10. Left turn Right turn. <ul style="list-style-type: none"> • Omm chanting Padmasana 	Open space Charts Whistles Lime powder Stopwatch or dacee. Ball	To make oneself aware of the need to take care of the minutest parts of the body. Strengthening muscles. Develop running skill. Development of imagination imitation and mimic. Development of concentration. Breathe observation. Development of sitting posture.

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			<ul style="list-style-type: none"> • Meditation • Pranayama Long deep breathing • Sukhasana <ul style="list-style-type: none"> • Virasana • Vajrasana • Mudra 		
Sept.& Oct.	12 each class	Food& Nutrition. Athletic Games Drill/Marching Yogasana	<ul style="list-style-type: none"> • Food that we eat. • Sources of food. • Habit of appreciation of food. • Wholesome food & Junk food. <ul style="list-style-type: none"> • Mal Nutrition • Standing broad jump. • 50 mts run • Signal game • Kabaddi • Mass PT-Table-2 • 1 to 5 exercises • Open order march. • Bhramari Pranayama. • Sidhasana • Trikonasana • Sasangasana • Bhajangasana • Singhasana 	Chart picture. Posters Models Magazines Whistle Lime powder. Stopwatch.	Observatin of food items. Identification of the colour of foods. Observation of practises. To know the importance of food. Development running skill. To aware about signal. To development of team spirit. To develop coordination between body parts and command. To develop a sense of balance and focus within them. Mental development. Development of respiratory system.
Nov.& Dec.	12 each class	Safety& Security Athletic Game Drill/Marching. Yogasanana	<ul style="list-style-type: none"> • Safety rules. • Getting help during emergency. • Social safety. • Road safety. • Annual sports materials. • Running • Throwing • Jumping • Touch game • Mass PT-Table-1 6 to 10. <ul style="list-style-type: none"> • Kadam Tal • Suryanamaskar • Birabhadrasana • Pachimoutansasna 	Picture Posture Blackboard chart First Aid materials. Models. Lime powder. Whistle Clapper Ball Jump bar Mat Charts Poster Blackboard	To identify play area in the surrounding for the safe place. To make students aware of various issuers related to safety in homes and play field in day to day life. Developing the sporting skill. Touching, feeling and identifying shapes, utility and purpose of the sports equipment. Changing body movement with music. The aim is to teach the young ones simple

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			<ul style="list-style-type: none"> • Padahastasana • Utanapadasana 		breathing exercise which are like a (Mahtra) to a healthy living.
Jan & Feb	14 each class	<p>We and our environment</p> <p>Social Health Athletic</p> <p>Game Drill Marching</p> <p>Yogasana</p>	<ul style="list-style-type: none"> • Proper use of toilet. • Cleanliness (self and environment) • Healthy habit. • Social relation:- Home, neighbourhood society. • Run and Take up. • Jump a huddle • Different type of Relay. • Relay game, kho-kho. • Mass PT-Table-3. Sitting Exercise 1 to 5. • Pranayama, vastrika • Alulom bilom • Naukasana • Sarbangasana • Dhanurasana 	<p>Charts</p> <p>Soap towel</p> <p>Whistle</p> <p>Cones</p> <p>clapper</p> <p>Lime powder</p> <p>Mat</p>	<p>Children learn good personal hygiene practices and toilet habits.</p> <p>Interactive activities and focus on experiential learning.</p> <p>Develop running skill.</p> <p>Jumping skill.</p> <p>Development of cooperation and co-ordination.</p> <p>To develop dry mind coordination.</p> <p>To make the student mentally and physically strong.</p> <p>Memory power strong.</p>

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Subject-Dance						
LESSON NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgý	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájue Kùf	PEDAGOGY ùgâYú Kle Kù~ðýúakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ùR^û
1. Zùk	ZlýcòK - 4	icù^Zù elú Keòau	icùdù^êa³òðZù gòlù	Zùk elú Keòau _ùAñ Zùk aùWò l _Uue @ùagýK	jÉ \ßueù @wêkò MY^ù Keò Zùke a%òð^ù	gòlù lò@ù~ùA[òau Zùke @býùi
2. ^cÄàòdù ùgæùK		bMaù^ gòae eì_ a%òð^ù	bqò bùae gòlù	^òR geúee jÉ, _le áyájue	bMaù^ gòae eì_ _eò _ùUò _òfùcù^uê gòlù	ùgæùKUòe @býùi
3. cêlâù		g±e @[ð _âKùg Keòau	aòbò^Ü _âKùe bùa _âKùg	^òR geúee jÉ l @wêkò MêWòKe áyájue	@wêkòe ^ùcùakú \ßueù @wêkò MêWòK áyájue Keò cêlâue gòlù lò@ùMfù	cêlâù MêWòKe @býùi
4. gòeùb\		cÉKe ^òcòkZù	iÚòeZù _eò _âKùg Keòau	^òRe gòe aù cÉKKê áyájue Keòau	cÉK \ßeù aòbò^Ü Pùk^ue gòlù l @býùi	gòeùble @býùi
5. bìcò _âYúc	KàòùcòK - 8	bìcòKê i'ù^ RYùAaù	aiêcùZùuê cù' ùaùfò RYùA lò@ùMfù Gaõ bqò_êZ bùaùe i'ù^ ùlaù _ùAñ KêjùMfù	Zùk áyájue Keòau _ùAñ Zùk aùWò l _Uue áyájue KeùMfù	^òR geúe jÉ \ßueù ^e MY^ù Keò bìcò _âYúce gòlù	bìcò _âYúc @býùi
6. ùa÷Vù ùPù÷K		geúee IR^e icù^Zù elú Keòau	geúee iêiÚZù l P-kZù elú Keòau _ùAñ	^òR geúe icÉ @we áyájue Keòau	_ùlùb\ \ßueù Gaõ bwò \ßueù ùa÷Vù Gaõ ùPù÷Ke gòlù KeùMfù	ùa÷Vù ùPù÷K l bwòUòe @býùi
7. iõ~êq jÉcêlâù		g±e @[ð _âKùg Gaõ c^e bùa _âKùg	RúaR«êue eì _âKùg gòlù ~[ù _âùYú RMZ RúaRMZ @^ýù^ý	jÉ MêWòKe @wêkò \ßueù	@iõ~êq cêlâùKê iõ~ùM Keò Kòbkò bùaùe iõ~êq cêlâue iéÁò Zùjù gòlù KeùMfù	23Uò iõ~êq cêlâue @býùi
8. c- _âùage gòlù		i'ù^, gâjù, bqò icÉ MâjY Keò ZùjùKê icdù^êa³òðZù \ßueù _eòPùk^ù Keòau	iÚù^Kùk_ùZàùe gù«ò elú Keòau	_êze áyájue	Kácù^ßdùe c- _âùage jùeù aòaeYúe gòlù	gòlù lò@ù ~ùA[òau c- _âùage _ê%òð @býùi

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Subject-Music						
LESSION NO. & NAME ^e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLôuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y aýajûe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. i- Êe PòjÜòaû l gòlY	Z[yûcòK - 4	KYx iû]^û	i- ÊeKê RûYòaû	jûeùcû^òdcp	@wêkò Pûk^û Keò iûùe Mûcû gòLôaû	ùgâYú gòlûe @býûi
2. @kuûe gòlû		KYx iû]^û iê\Éx	@kuûe i{òKeY Keò MûAaû	Z[yûcòK ajò	@kuûe Zûk iûjû~ýùe Mûd^	_iað _ûVýKâce @býûi
3. Zûke _eòPd		Zûk \ßûeû MúZe Pk^ icû^ ejòaû	jûZùe @wêkò ù\LûA gòLôaû	gûÈ _eòPd ajò, K_ò, PKp, Kkû _Uû	Zûkò _KûA @wêkò Pûk^û	_ê^aðûe @býûi
4. fd gòlY		fd \ßûeû icde icû^ MZò	jÊùe _âlgð^ Keòaû	gûÈ _eòPd ajò, Kkû_Uû, K_ò, PKp	@ûwêkò cûpcùe icde MZò PòjÜòaû	ùgâYú Klùe Zûk @býûi
5. Êe iû]^û	KâòûcòK - 8	cû^iòK iÚòe ijòZ Êee ÆÁZû	aýajûeòK iõdcZû l ^câZû	jûeùcû^òdcp	iû ùe Mû cû _û jû ^ò AZýùlò RûYòaû	@býûi
6. bqò iwúZ		bMaû^uê _âû[ð^û Keòaû	@ûpcòKZûe gòlû	jûeùcû^òdcp	_âû[ð^ûKê Mûd^ Keòaû	ùgâYú @býûi _âû[ð^û Mûd^
7. @^ýû^ý iwúZ		@ûcò C^ÚZò ijòZ iûcûRòK _eòa³ð^	_âûù\gòK iwúZ aòhdùe @aMZ	jûeùcû^òdcp	iwúZ Mûd^	ùgâYú @býûi

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Subject-Tabla						
LESSION NO. & NAME ^'e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLôuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyajûe Kuf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. agòaaue ^òdc	Z[yôK - 4	_âue,òK gòlû	iek ùjaû, icÉu c^ue ij ùlaû	Zafû áydû	LûZûue ùaûf ùfLôaû	@býûi
2. _ue,òK @x^		ùZùZùKùU gòLôaû	bf _òfû ùjaûue gòlû	LûZû Kfce áyajûe	ùaûf MêWòK jûZùe Zùkò ù\A _ûUòue Kjòaû	_âue,òK ZùkUòe @býûi
3. jû e _eòPd		jû e iéÁò	Zû + M = jû e gòlû	LûZû Kfcùe ùfLô l Zafûe áyajûe	A%ò MêWòK afûue gòLûAaue _âYûkú \\ßûeû g±e iéÁò	jû e @býûi
4. ^òjûðeòZ Zafû gòlû		Aûly ^òeê_Y Keòaaû	bMaû^u Kû~ðýue aògßûi eLôaû	aûdûñ Zafû	Zafûue KòeY \\ßûeû g±e gòlû	Zafûe @býûi
5. ZâòZûf Zûk	Kâòduc òK - 8	ùVKûe áyajûe	iwúZùe ZâòZûfe áyajûe	aûdûñ Zafû	Zû l ^û e gòlû	ZâòZûf Zûk @býûi
6. Zafû		g±e iéÁò	C_KeYe gòlû	aûdûñ Zafû	aúc jÉùe K l	gòlû lò@û~ûA[ôaû Zafû

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aRûAaûe ^òdc					ùõK I \\òY jÉùe Zû I ^û e g± iéÁò jêG	MêWòKe @býûi
7. fle _âKâòdû		iõLýûe MYòau	Zûke icû^Zû elû Keòau	aûdûñ Zafû	MêYZe fdùe gòlû	fdKûeòZûe @býûi

Subject-Art & Craft						
LESSION NO & NAME	NO OF PERIODS	OBJECTIVE(CONCEPTS & SKILLS)	LEARNING OUTCOMES	INSTRUCTIONAL TOOLS & REFERENCES	PEDAGOGY	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT
Chapter-1 Play & Colour book page no- (1-12)	Theory=6 Practical=12	a. Basic concept about colour picture book. b. All the picture how to joint the dots & pat the colour.	Students are doing different types of pictures & joint the dots & doing colour properly.	a. Pencil, Black sketch pen, plastic cryons colour. b. References are colour picture books.	a. Developing the colouringthe picture book. b. They are learning joint the dots & colouring differ.	Childrens are doing different types pictures.
Chapter-2 Free hand drawing , Scenery	Practical=12	a. Basic concept about scenery of different types.	They are doing the pictures of different types scenery.	a. Drawing paper colour, pencil, black sketch pen.	a. Developing the different types doing picture.	Childrens are doing project different types of painting.

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<u>Chapter-3</u> Alphabate shape A to C	Practical=12	a. Basic concept about the picture of alphabate A to C different type of picture skill thinking application & skill.	Students are doing different types of pictures A- Joker B- Bird C- Fish	a. Drawing paper , Colour Pencil	a. They are learning different types pictures using alphabates A to C.	Given the proposed to the students.
<u>Chapter-4</u> Craft paper folding, Cutting & pasting work	Theory=4 Practical=18	a. Basic concept about different types of craft work.	Students are doing different types of craft work.	a. Colour paper, gum, drawing copy, colour sketch pen, stick.	a. developing the different types of craft work.	Childrens are doing different types craft work.
<u>Chapter-5</u> Free hand drawing animal, bird & different type of scenery.	Theory=6 Practical=18	a. Basic concept about the different types of animal & brds, scenery drawing & painting.	a. Doing the different types of drawing & painting. b. They have got idea different types painting.	a. Drawing paper, colour sketch pen, plastic croyens colour.	a. They are learning the student different types of picture. b. Developing the painting idea.	a. They are doing different types pictures.
<u>Chapter-6</u> Alphabate D to F	Theory=2 Practical=8	a. Basic concept about the picture of Alphabate D to F different types of picture.	a. Students are doing different types of pictures D to F. D – Dog E – Engine F- Fan	a. Drawing paper, colour pencil, colour sketch pen.	a. They are learning different types pictures will alphabate D to D.	a. Given the project to the students.

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<u>Chapter-7</u> Number 4 to 6	Theory=2 Practical=8	a. Basic concept about the picture of number picture.	a. Students are doing different types of pictures of using number 4 to 6. 4 – King face 5 – Dog 6 – Rabbit	a. Drawing paper, colour pencil, colour sketch pen.	a. They are learning different types pictures using number drawing.	a. They are doing the number pictures.
<u>Chapter-8</u> Craft	Theory=2 Practical=12	a. Basic concept about the craft work skill thinking Application & Skill.	a. Students are doing different types of craft work.	a. Colour paper, gum sticks, Drawing copy, waste material.	a. Developing different types of craft works.	a. Childrens are doing different types of craft work.