

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

Subject: English						
LESSON	No of Periods	SKILLS	OBJECTIVES	PEDAGOGY	TLM	LEARNING OUTCOMES
1 . First day at school	9	<ul style="list-style-type: none"> <li>• Listening.</li> <li>• Speaking.</li> <li>• Conversation.</li> <li>• Singing Rhymes.</li> </ul>	1.To recite the poem in the proper pronunciation and modulation tone. 2.To learn new words. 3.To develop the speaking skill. 4.To know about pet animals. 5.To act out the first day of school. 6.To know about different emotions. 7.To know some doing words. 8.To develop cursive handwriting	1. Welcoming the students to the new class self introduction. 2. Recitation of the poem. 3. Drilling of sentences using I wonder... 4. Speaking about their first day in school. 5. Knowing about their friends. 6. Pasting pictures of pet animals. 7. Acting of feelings(angry, happy shy, sad). 8. Making new words from the given word. 9. Acting out their first day in school. 10. Singing rhyme Brush Brush Brush... 11. Knowing, Naming the things to be carried in their school bag. 12. See the picture and write the doing words.	<ul style="list-style-type: none"> <li>• Flash cards of new words.</li> <li>• Picture cards of doing words.</li> <li>• Pictures of pet animals.</li> <li>• Faces showing different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuality</li> <li>• Cleanliness</li> <li>• Love for animals</li> <li>• Friendship</li> <li>• Reciting/singing poems with action.</li> <li>• Respond orally to comprehension questions related to the poem/ stories.</li> <li>• writing simple words and new words.</li> </ul>
2. Haldi's adventure		<ul style="list-style-type: none"> <li>• Listening.</li> <li>• Speaking.</li> <li>• Writing.</li> </ul>	1. To listen to the story. 2. To be able to read the text with proper pronun. 3. To learn the use of new words. 4. To know the use of before and after. 5. To know the sounds of different bells.	1. Drilling of new words. 2. Listening with understanding of the story read. 3. Reading the text and answering textual questions. 4. Collecting pictures of animals on which you can take a slide. 5. Knowing the use of similar sounding words through sentences. 6. Finding the skyies from the pictures and coloring shapes from the picture. 7. Learning and reciting the poem 'The paddling pool and Bells ' 8.Making words using the flatters of the pictures given. 9.What do you do before going to school-tick the pictures.	1. Flash cards of new words. 2. Picture cards. 3. Pictures of animals.	1. Love for animals. 2. Work done by animals. 3. Fun and enjoyment.  Reading stories  Respond to comprehension questions related to the stories.  Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.  Draws or write few

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3. I am lucky		Listening. Speaking. Writing.	1.Able to recite the poem with proper gesture and posture. 2.Able to recognize the arrivals and backs. 3.Able to know the different parts of animals. 4.To know the use of If I were.. 5.To know about sea animals.	10.Inviting the sounds of different bells. 11. Dramatize different emotions  .  1.Recitation of the poem. 2.Identification of body parts of animals. 3.Naming the sea animals. 4.Matching animals with their movements. 5.Completing the sentence using If I were.... 6.Making compound words. 7.Riddles on animals. 8.Making new words –addingfull. 9.Using can and cannot and pouncing sentences. 10.Speaking sentences about what you are.... 11.Practising cursive hand writing.	1.Charts on animals and buds. 2.Word cards.(compound words) 3.Flash cards of new words. 4.PPT on buds and animals.	words or short sentence in response to the stories. Composing sentences.  1.Love and care for animals. 2.Friendship 3.Grateful to God.  Reciting poems with action.  Respond orally to comprehension questions related to the poem/ stories.  writing simple words and new words.
4. I want		Listening. Speaking. Writing.	1.To able to read with correct and modulation 2.2.Importance of different parts of the animals.	1.Read the text with understanding. 2.Drawing an imaginary animals taking special features of other animals. 3.Speaking and about them favourite animals 4.Pasting them favourite animal or bird and writing above them. 5.Knowing about a collection a herd cows, a flock of sheeps. 6.Drilling of singular/plural using 's'	<ul style="list-style-type: none"> <li>Flash cards.</li> <li>Charts of different colours.</li> <li>Mode of different homes.</li> <li>Pictures on emotions.</li> <li>Charts of animals &amp; their young ones.</li> </ul>	<ul style="list-style-type: none"> <li>Reading stories</li> </ul> <p>Respond to comprehension questions related to the stories.</p> <p>Expresses his/ her opinion verbally and asks questions about</p>

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				, 'es'. 7. Word building using 'at' cat, bat, pot, hot. 8. Drilling of a sentence what would you do- 'If I had a magic word....' 9. Drawing different faces 10. Annual puzzle.		the characters of the stories in English or home language.  Draws or write few words or short sentence in response to the stories.  Composing sentences.
5. Smile	•	<ul style="list-style-type: none"> <li>• Listening.</li> <li>• Speaking.</li> <li>• Reading.</li> <li>• Writing.</li> </ul>	1. Able to recite the poem with proper gesture. 2. To listen and enjoy. 3. Identifying the doing words. 4. Able to pronounce some words keeping a letter silent.	1. Recitation of the poem with proper pronunciation. 2. Feeling a joke and make everyone laugh (mother tongue can be used) 3. Save sounding words. 4. Finding out the silent letter in the words. 5. Playing words game. 6. Sing the poem if you are happy and you know it...	<ul style="list-style-type: none"> <li>• Jokes</li> <li>• Word game</li> <li>• PPT</li> <li>• Video</li> <li>• Flashcards</li> </ul> Of new words same sounding words.	<ul style="list-style-type: none"> <li>• Laughter is the base medicine</li> </ul> Reciting poems with action.  Respond orally to comprehension questions related to the poem/ stories.  writing simple words and new words
6. The wind and sun			1. able to read the lesson with proper pronunciation 2. learn opposite words.	1. Listening the story with understanding 2. Answering questions related to the text. 3. Dramatization of story	1. Picture land on sun, wind, man	1. love for nature  Reading stories  Respond to comprehension questions related to the stories.  Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.

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7.Rain			<p>1.Learning poems on rain.</p> <p>2. Reciting poems</p>			<p>Draws or write few words or short sentence in response to the stories.</p> <p>Reciting poems with action.</p> <p>Respond orally to comprehension questions related to the poem/ stories.</p> <p>writing simple words and new words</p>
8.Storm in the garden		<ul style="list-style-type: none"> <li>• Listening.</li> <li>• Speaking.</li> <li>• Conversation.</li> <li>• Singing Rhymes.</li> </ul>	<p>1. To listen to the story.</p> <p>2. To be able to read the text with proper pronoun.</p> <p>3. To learn the use of new words.</p> <p>4. To know the use of before and after.</p> <p>5. To know the sounds of different bells.</p>	<p>1. Drilling of new words.</p> <p>2. Listening with understanding of the story read.</p> <p>3. Reading the text and answering textual questions.</p> <p>4. Collecting pictures of animals on which you can take a slide.</p> <p>5. Knowing the use of similar sounding words through sentences.</p> <p>6. Finding the skyes from the pictures and coloring shapes from the picture.</p> <p>7. Learning and reciting the poem ‘ The paddling pool and Bells ‘.</p>	<p>1.Flash cards of new words</p> <p>2.Recorded sound of storm.</p> <p>3.picture of garden</p> <p>4.PPT</p>	<p>1.Love for nature.</p> <p>2.Importance of Discipline.</p> <p>Reading stories</p> <p>Respond to comprehension questions related to the stories.</p> <p>Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.</p> <p>Draws or write few words or short sentence in response to the stories.</p> <p>Composing sentence</p> <p>Reciting poems with action.</p>
			1.Able to recite the poem.	1.Reading and listening the poem.		

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9. Zoo manners			2. Able to make their own story. 3. Able to name some zoo animals.	2. A visit Zoo		Respond orally to comprehension questions related to the poem/ stories.  writing simple words and new words
10. Funny Bunny		Reading Listening Speaking Writing	Able to speak correct sentences. Able to use past sentences correctly. Able to write story by seeing picture The story funny bunny by the audio visual aid used in the class room.	Individual loud reading Dramatization the story in the class. Reading another story from panchatantra. Rhyming words like Henny -penny, Lake - make Look the pictures and write story. Computer aided teaching.	Mask of animal & birds. C D Panchatantra story book.	Unity is str Reading stories  Respond to comprehension questions related to the stories.  Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.  Draws or write few words or short sentence in response to the stories.  Composing sentences.
11. Mr- no -body		Listening Singing Writing	To learn the poem completely. Use of Mr & Mrs Correct use of a and on To develop cursive handwriting Learning poem "the zigzag boy".	Individual poem reading. Group wise poem reciting with correct gesture and modulation. Use of "Mr" and "Mrs". Say some riddles with action.	Happiness & honesty	Reciting poems with action.  Respond orally to comprehension questions related to the poem/ stories.  writing simple words and new words
12 Curly Locks and		Reading Writing Listening	To learn some pair of words and their uses -tale -tail.	Dramatization of the lesson by the students group wise. Drawing of all bear's.	Sincerity Humbleness	Reading stories  Respond to

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three bears		Spelling Speaking Hand writing	To know the concept of big, middle and tiny.	Collecting picture of family & name of the family members. Paragraph writing "my family ".		comprehension questions related to the stories.  Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.  Draws or write few words or short sentence in response to the stories.  Composing sentences.
<b>13</b> On my black board I can draw		Listening Singing Speaking Writing	Able to understand the command and act accordingly. Able to draw neatly Learning some opposite words.	Drawing and painting of a house according to the poem. Drilling of new words through flash cards. Using class doors students will be asked to demonstrate wide-open, half -shut , and full-shut . Demonstration - singulars and plural.	Respect for all Importance of nature	Reciting poems with action.  Respond orally to comprehension questions related to the poem/ stories.  writing simple words and new words
<b>14</b> Make it shorter		Reading Listening Speaking Writing	Able to narrate small stories. Able to use of comparative degrees. Able to narrate the story by seeing the picture	Read the story with emphasis on the new words. The teacher will show the story or jokes of Akber and Birbal through computer. Demonstration by some objects Big Bigger biggest	Flash card. CD, Akber & Birbal	Presence of Mind Team spirit in work Reading stories  Respond to comprehension questions related to the stories.  Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.  Draws or write few

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						words or short sentence in response to the stories.  Composing sentences.
The mouse and the pencil.		Reading Listening Speaking Writing	To able to read and enjoy. To develop cursive handwriting. Able to draw different pictures.	Individual reading with correct pronunciation. Drawing the picture of a cat and writing of few lines on it. Cat and rat game among the children. Conversation between pencil & mouse. Making sound cat, rat	Colour pencil. Mask cat and mouse.	Fear lessness. Creative thinking
<b>15</b> I am the Music Man		Listening Singing Writing	Able to differentiate the musical instrument. Able to utter V sound word and B sound words. Co-relation with EVS	Group wise poem reciting. Making a list of musical instrument available in the school. Poem recitation with action individually in the class. Some new words should be drilled in the class through flash cards.	Flash cards. Musical instruments.	Love to music.  Reciting poems with action.  Respond orally to comprehension questions related to the poem/ stories.  writing simple words and new words
16.The Mumbai musician		Reading Listening Spelling Writing	1. To listen to the story & enjoy. 2. To create love for the old & weak. 3. Know about singular / plural 4. Know about community helpers. 5. Long / short words. 6. Identify different types of musical instruments.	1. Listening & reading the story with proper pronunciation. 2. Learning about short / long words. 3. Playing the game of Bingo. 4. Pasting musical instruments. Making compound words.	1. Pictures of our helpers. 2. PPT on musical instruments.	Love for Music  Love for the profession Reading stories  Respond to comprehension questions related to the stories.  Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.

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						<p>Draws or write few words or short sentence in response to the stories.</p> <p>Composing sentences.</p>
17 Granny Granny please comb my hair.		<p>Singing Listening Speaking Writing</p>	<p>Able to speak about family members &amp; grand parents. Able to recite the poem completely and correctly. To know about A, AN, THE</p>	<p>To talk about family members and grandparents. Pasting photograph in the note book. Make a list of different things of grand parents. Prepare greeting cards to wish grand parents.</p>	<p>Family photo graph. Glasses, stick, moustache, hat, tie.</p>	<p>Respect to elders Politeness Helping others.</p> <p>Reciting poems with action.</p> <p>Respond orally to comprehension questions related to the poem/ stories.</p> <p>writing simple words and new words</p>
18 The magic Porridge Pot		<p>Reading Listening Speaking Writing</p>	<p>Able to understand the story. Individual reading with correct pronunciation. Able to use articles appropriately Able to realize human values.</p>	<p>Student will read the lesson one by one. The story will be dramatized in the class. Value based quotations must be displayed on the class room. Some sound word - cook, book, hook. Paragraph writing - Grandfather or grand mother</p>	<p>CD cassette. Materials Pot porridge.</p>	<p>Saving food. Saving water Reading stories</p> <p>Respond to comprehension questions related to the stories.</p> <p>Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.</p> <p>Draws or write few words or short sentence in response to the stories.</p> <p>Composing sentences.</p>



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19 Strange Talk		Singing Listening Speaking Spelling Writing	Able to present the rhyme with proper voice modulation. Able to recognize the sound of animals. Develop ability to answer simple questions.	Group wise recitation of the poem. Questions making with what, now, where etc. Sentence making. Conversation - where do you play? What do you like? Draw the picture of pet animal.	Picture of Kennel duck frogsty. CD Animals Story	Love animals. Self help Politeness.  Reciting poems with action.  Respond orally to comprehension questions related to the poem/ stories.  writing simple words and new words
20 The grass Hopper and the ant.		Reading Listening Speaking Spelling Writing	Able to answer small questions. Can work independently. Meaning of some different words. Able to express doing words.	Reading with correct pronunciation and emphasis on the meaning of new words. Dramatization in the class. Discussion about the disciplined life of ants. Small pharases will be given to frame sentences. Value based sentences will be given to improve hand writing.	Mask of grass hopper	Hard Labour. Self confidence Reading stories  Respond to comprehension questions related to the stories.  Expresses his/ her opinion verbally and asks questions about the characters of the stories in English or home language.  Draws or write few words or short sentence in response to the stories.  Composing sentences.

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## Subject-Hindi

S. NO	TOPIC	NO. OF PERIODS	OBJECTIVE (CONCEPT & SKILLS)	LEARNING OUTCOMES	TLM	PEDAGOGY
१	ऊँट चला	५	जानवरों से काम करना उचित नहीं है । जानवर भी हमारे तरह सजीव हैं । सुनना बोलना लिखना और पढ़ना।	१ पाठ से जुड़े छोटे - छोटे प्रश्न पृष्ठना । २ ऊँट पर पाँच वाक्य लिखना । ३ जंगली जानवरों के नाम बोलना।	NCERT , RIMJHIM BOOK .श्यामपट्ट , चॉक जानवरों का चार्ट ।	१ कविता का सस्वर पाठ । २ दिये गए चित्रों को देखकर नाम पढ़ना । जैसे -ऊँट , कूबड़ , कान ,गर्दन , पूंछ , भालू और फुटबॉल आदि । २ जंगल में रहने वाले जानवर तथा बोझ उठाने वाले जानवर के नाम लिखो । ३ श्रुतलेख । ५ ऊँट का चित्र बनाना ।
२	भालू ने खेती फुटबॉल	५	सर्दियों के मौसम में अत्यधिक कोहरा छाया हुआ रहता है जिससे दुर्घटना घट जाती है । क्योंकि कुछ दिखाई नहीं पड़ता है । हमें सावधान रहना चाहिए ।	१ पाठ से जुड़े छोटे -छोटे प्रश्न पृष्ठना । २ वर्तनी की शुद्धता सहित सही लिखने की योग्यता का विकास । ३ गंदों से खेती जाने वाले खेलों के नाम बोलना।	NCERT , RIMJHIM BOOK . श्यामपट्ट , चॉक और फुटबॉल ।	१ शुद्ध उच्चारण के साथ पाठ का वाचन । २ श्रुतलेख । ३ कठिन शब्द लिखना । ४ सर्दी के मौसम में तुम कैसे कपड़े पहनना पसंद करोगे उनके नाम लिखो ।

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३	म्याऊँ - म्याऊँ	४	चूहा एक छोटा - जीव है , हमें छोटी चीज़ों को छोटा नहीं समझना चाहिए । सुनना , बोलना लिखना और पढ़ना।	१ पाठ से जुड़े छोटे -छोटे प्रश्न पूछना । २ पाठ में आए कठिन शब्दों का शुद्ध उच्चारण करना । ३ चूहा और बिल्ली पर पाँच वाक्य लिखना और बोलना ।	NCERT ,RIMJHIM BOOK . श्यामपट्ट ,चोंक, और बिल्ली और चूहा का चार्ट ।	१ कविता को उचित अंगभंगी के साथ सुनकर उसे दोहराना । २ ताल , लय ,स्वर को ध्यान में रखकर कविता बोलना । ३ बिल्ली की आवाज के साथ कुछ अन्य जानवरों के आवाज़ निकालना । ४ बिल्ली और चूहा का चित्र बनाना ।
४	अधिक बलवान कौन ?	५	हमें अपने अच्छे गुणों पर घमंड या झगड़ा नहीं करना चाहिए । ये सब भगवान की देन है।	१ पाठ से जुड़े प्रश्न पूछना । २ सूरज और हवा पर पाँच वाक्य लिखना । ३ निम्नलिखित शब्दों वाक्य में प्रयोग करो । जैसे -बलवान , ताकत और नमस्कार ।	NCERT ,RIMJHIM BOOK .श्यामपट्ट , चोंक	१ कहानी को उचित उच्चारण के साथ वाचन । २ कहानी सुनकर फिर से बोलने की प्रयास करना । ३ श्रुतलेख । ४ जानवरों की बोलियाँ लिखना । ५ पढ़ी गई बातें तथा देखि गई कहानी समझकर अपने शब्दों में बोल पाना ।

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५	दोस्त की मदद	५	सच्चा दोस्त वही होता है जो अपनी दोस्त की मदद सुख - दुख या मुसीबत पड़ने पर करता है ।	१ पाठ से जुड़े छोटे -छोटे प्रश्न पूछना । २ पाठ में आए नए तथा कठिन शब्दों को पाँच - पाँच बार पढ़कर लिखना । ३ समान अर्थ वाले शब्दों को फूल में से छाँट कर लिखना ।	NCERT , RIMJHIM BOOK . श्यामपट्ट , चॉक ।	१ शिक्षक के साथ विद्यार्थी पाठ का वाचन करें । २ कछुआ , लोमड़ी और तेंदुए के बारे में बोलना । ३ मुसीबत में अपनी दोस्त की मदद कैसे करते हो -बोलना ।
६	बहुत हुआ	४	कोई चीज़ अत्यधिक हो जाए तो अच्छा नहीं लगता । अगर बारिश ज़्यादा हो तो बच्चे घर में बैठे हो जाते हैं । सुनना, बोलना लिखना और पढ़ना।	१ पाठ से जुड़े प्रश्न पूछना । २ बारिश पर पाँच वाक्य लिखना । ३ इंद्रधनुष का चित्र देखकर उस पर पाँच वाक्य लिखना ।	NCERT , RIMJHIM , BOOK . श्यामपट्ट , चॉक और इंद्रधनुष का चार्ट ।	१ शुद्ध उच्चारण के साथ कविता का सस्वर पाठ । २ बारिश में तुम्हें क्या - क्या करने को मन करता है बताओ । ३ श्रुतलेख । ४ इंद्रधनुष का चित्र देखकर रंगों के नाम बताना ।
७	मेरी किताब	५	बच्चें हमेशा पतली और सुंदर चित्र वाली किताब पढ़ना चाहते हैं ।	१ छोटे - छोटे प्रश्न पूछना । २ ह्रस्व इ एवं दीर्घ स्वर वाले शब्दों को पठन करना । ३ किताब पर पाँच वाक्य लिखना ।		१ शुद्ध उच्चारण के साथ पाठ का वाचन । २ फ्लैश कार्ड के माध्यम से पढ़ना । जैसे -कुर्ता , वीरू , बहुत , मालूम , संदेश ।

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८	तितली और कली	५	तितली अपना भोजन फूल में ढूँढती है । इसलिए जैसे ही फूल खिलते हैं तितली उड़कर उस पर बैठ जाती है और उसका रस पीकर अपना पेट भरती है ।	१ पाठ से जुड़े प्रश्न पूछना । २ तितली का चित्र बनाकर उसके बारे में पाँच वाक्य लिखना । ३ पाँच महकने वाली फूलों के नाम लिखना ।	NCERT , RIMJHIM BOOK . श्यामपट्ट , चॉक।	१ कविता हाव – भाव के साथ सुनें और सुनाएंगे । २ फूलों का चित्र बनाकर नाम बोलना । ३ फूलों और तितलियों को फ्लैश कार्ड के माध्यम से दिखाना ।
९	बुलबुल	५	हर चीज़ की एक अपनी सुंदरता होती है । जैसे बुलबुल देखने में जितनी सुंदर है उसकी आवाज़ उतनी अच्छी नहीं है ।	१ पाठ से जुड़े प्रश्न पूछना । २ पाठ में कठिन शब्दों को उच्च स्वर में उच्चारण करना । ३ बुलबुल के बारे में पाँच वाक्य लिखना ।	NCERT , RIMJHIM , BOOK . श्यामपट्ट , चॉक बुलबुल के चित्र का चार्ट ।	१ अध्यापक चिड़ियों का चार्ट दिखाकर उनके नाम बोलेंगे । विद्यार्थी चिड़ियों को देखेंगे और साथ – साथ नाम सुनेंगे तथा दोहराएंगे । २ बुलबुल के बारे में पाँच वाक्य बोलेंगे । ३ अपने मन पसंद चिड़िया पर पाँच वाक्य बोलेंगे । ४ मात्राओं की पहचान सही रूप में करके उच्च स्वर में पढ़ना ।
१०	मीठी सारंगी	५	जो बात हम बोलते हैं , अगर उसे सही ढंग से बोले तो सभी को समझने में आसानी होगी । सुनना , बोलना , लिखना और पढ़ना ।	१ पाठ से जुड़े प्रश्न पूछना । २ वाद्यन्त्रों का चित्र बनाकर नाम लिखना । ३ मीठी , खट्टी चीज़ों के बारे में लिखो ।	NCERT , RIMJHIM BOOK .	१ शुद्ध उच्चारण के साथ पाठ का वाचन । २ अध्यापक बच्चों को संगीत कक्ष में ले जायें और सभी वाद्यन्त्रों को दिखाएँ । ३ विद्यार्थी तार वाले , थाप वाले और अन्य यंत्रों को देखकर नाम बोलें । ४ तरह – तरह के वाद्यन्त्रों के आवाज़ सुनकर नाम बोलें ।

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११	टेसू राजा बीच बाजार	४	यह एक बिहार राज्य की ग्रामीण पर्व है। इस पाठ में जो चित्र है व मधुबनी शैली में बनी है। इस पर बच्चों से चर्चा करें।	<p>१ छोटे - छोटे प्रश्न पूछना।</p> <p>२ शब्दों को पढ़ना और लिखना।</p> <p>३ टेसू राजा का चित्र बनाना।</p>	NCERT , RIMJHIM , BOOK .	<p>१ उचित स्वर लय के साथ कविता का वाचन करेंगे (शिक्षक और बच्चे उसका अनुकरण करेंगे)।</p> <p>३ अध्यापक फ्लैश कार्ड पर दिखाएँ नए शब्द और उच्चारण करें बच्चे उसे अनुकरण करेंगे।</p> <p>४ निम्नलिखित शब्दों को जोर देकर पढ़ेंगे। जैसे - बाज़ार , हज़ार , चीज़ और आवाज़।</p>
१२	बस के नीचे बाघ	४	जंगल में पेड़ काटने के कारण जंगली जानवर अब सड़क पर आ जा रहे हैं।	<p>१ छोटे - छोटे प्रश्न पूछना।</p> <p>२ चित्र देखकर नाम लिखना।</p> <p>३ बाघ और बस पर पाँच वाक्य लिखना।</p> <p>४ गाड़ियों के पहिये को देखकर बताना कि ये कितनी पहिये वाली गाड़ी है।</p>	NCERT , RIMJHIM , BOOK .	<p>१ बच्चों को बस के नीचे की कहानी सुनना।</p> <p>२ जंगली जानवरों का आवाज़ निकालना।</p> <p>३ कठिन शब्दों को फ्लैश कार्ड के माध्यम से बोलना।</p> <p>४ शिक्षक के द्वारा पाठ का वाचन। बच्चे अनुकरण वाचन करेंगे और एकक वाचन करेंगे।</p>

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१३	सूरज जल्दी आना जी	४	जब सूरज नहीं निकलता है तो सारे लोग परेशान हो जाते हैं चाहे व मनुष्य हो या पशु - पक्षी धूप सबको चाहिए ।	१ प्रश्न पूछना । २ सूरज के बारे में पाँच वाक्य लिखना और बोलना । ३ तीन मौसम के बारे में लिखना और बोलना ।	NCERT , RIMJHIM BOOK.	१ शिक्षक कविता का वाचन पूरी हाव - भाव के साथ एवं सही अंगभंगी के साथ करेंगे । सभी विद्यार्थी उस प्रक्रिया को दोहराएंगे । २ सूरज का चित्र बनाना और सूरज के बारे में बोलना । ३ आपको कौन - सा ऋतु सबसे अच्छा लगता है ? बताओ ३ कोई भी छोटी - सी कहानी हाव - भाव के साथ सुनना ।
१४	नटखट चूहा	६	जिस तरह कद में छोटा इंसान बहुत चालाक होता है उसी तरह जीवों में सबसे छोटा जीव बहुत चालाक होता है । हमें किसी को छोटा नहीं समझना चाहिए , नहीं तो मुसीबत में पड़ सकते हो ।	१ प्रश्न पूछना । २ चूहा के बारे में पाँच वाक्य लिखना । ३ अनेक शब्दों के लिए एकशब्द लिखना ।	NCERT , RIMJHIM BOOK . श्यामपट्ट , चॉक , सितारा , रेशमी कपड़े ।	१ बच्चे शिक्षक के साथ - साथ पाठ को पढ़ेंगे । २ पाठ में आए नए शब्दों को बच्चे , शिक्षक के साथ बोलेंगे । ३ कोई भी छोटी - सी कहानी हाव - भाव के साथ सुनना । ४ श्रुतलेख । ५ चूहा का चित्र बनाना ।

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१५	एक्की दोक्की	६	हमें अपनी किसी भी अच्छे गुणों पर घमंड नहीं करना चाहिए । जो घमंड करता है वो नष्ट हो जाता है ।	१ छोटे - छोटे प्रश्न पूछना । २ चित्रों को देख - कर नाम लिखना। ३ एक्की और दोक्की पर पाँच वाक्य लिखना । ४ पाठ में से पाँच नाम वाले शब्द लिखिए ।	NCERT , RIMJHIM , BOOK . श्यामपट्ट , चॉक मेहँदी ।	१ शुद्ध उच्चारण के साथ पाठ का वाचन । २ पाठ में आए नए शब्द तथा कठिन शब्दों को ढंग से उच्चारण करना । ३ छोटी - छोटी कहानी बच्चे बोलेंगे । ४ इन शब्दों को पाँच बार लिखेंगे । जैसे - एक्की , दोक्की , अन्न , सन्नाटा, प्याज़ और बिल्ली । ५ हथेली कॉपी पर रखकर चित्र बनाना और उस पर अपना मन पसंद डिज़ाइन बनाना । ६ इन चित्रों को बनाकर नाम लिखिए । बॉल (लाल ) पपीता , पतंग और छतरी ।
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Subject-Odia								
Chapter No.	Name of the Chapter	Objective Concept and Skill	Instructional Tools & References	Pedagogy	Teaching Methods	Assignment	Learning Questions	Tentative No. of Period



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1	PòZâ ù\ Lô Pû Kêj	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÝòðÁ flý, cû^aòK cîfýùau] _âZò C_iÚòZ aêjò _ßûeû @ûi^Üaò_Kê ^òRe Rúa^Kê elû Keòaû	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûõge fab] mû^_eúlû, aòhd_eòPd, aòhd bò³òK _âgÜ, aòhd _âuag _iaðmû^ _eúlû MéjKcð	Kù[û_K[^_jZò ùcû÷LòK_jZò @ûùfûP^ûcòK _jZò, C_KeYe áyajûe	ùcû÷LòK_âgÜ ùgâYúùe @ûùfûP^û_uaû] mû^_eòcû_K _âgÜ f² mû^ _eòcû_K_âgÜ	ù\÷^!ò^ Rúa^ùe _âùdûM, cû^aòK iûcûRòK cîfýùau]e gòlû	4
2	Kjòf ù\ Lô(_ly)	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÝòðÁ flý, ^ìZ^Zûe iù!g,Méj_ûkòZ _gê_lú cû^u Vûeê KòQò gòlYúd ^ìZ^ Z[y Rúa^Kê MXòaûùe iùjû~ý KeêQò	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûõge fab] mû^_eúlû, aòhd_eòPd, aòhd bò³òK _âgÜ, aòhd _âuag _iaðmû^ _eúlû MéjKcð	_âùgÜûZe _jZò, ùcû÷LòK _jZò, @ûùfûP^ûcòK _jZò, C_KeYe áyajûe	ùcû÷LòK_âgÜ ùgâYúùe @ûùfûP^û_uaû] mû^_eòcû_K _âgÜ f² mû^ _eòcû_K_âgÜ	^ìZ^ Z[y ùgâYúùe @ûùfûP^û _uaû]mû^ _eòcû_K_âgÜ f²mû^_eòcû_K _âgÜ	5
3	Pûf Ne Keòaû	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÝòðÁ flý, ^ìZ^Zûe iù!g,_eòuagKê elû, aél jó Rúa^ eúZòùe MQKê a-ûAaû MXòaûùe iùjû~ý KeêQò	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûõge fab] mû^_eúlû, aòhd_eòPd, aòhd bò³òK _âgÜ, aòhd _âuag _iaðmû^ _eúlû	_âùgÜûZe _jZò, ùcû÷LòK _jZò, @ûùfûP^ûcòK _jZò, C_KeYe áyajûe	ùcû÷LòK_âgÜ ùgâYúùe @ûùfûP^û_uaû] mû^_eòcû_K _âgÜ f² mû^ _eòcû_K_âgÜ	ù\÷^!ò^ Rúa^ùe _âùdûM, cû^aòK iûcûRòK cîfýùau]e gòlû	6
4	jA I icêlò	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^ ^òÝòðÁ flý, cû^aòK cîfýùau] _âZò C_iÚòZ aêjò _ßûeû ^òRKê ùeûMcêq Keòaû	_ûVý_êÉK, ijûdK_êÉK, PòZâKûWð	_iað Kûkûõge fab] mû^_eúlû, aòhd_eòPd, aòhd bò³òK _âgÜ, aòhd _âuag _iaðmû^ _eúlû, f²mû^ _eúlû	\kMZ Kû~ðý	ùcû÷LòK_âgÜ ùgâYúùe @ûùfûP^û_uaû] mû^_eòcû_K _âgÜ f² mû^ _eòcû_K_âgÜ	ipKð LûlýKê aògêj Keò LûAaû	4
5	KòâuKU	ùcû÷kòK flý –	_ûVý_êÉK,	_iað Kûkûõge	\kMZ Kû~ðý	ùcû÷LòK_âgÜ	ùLke ^òdc	6

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	p ùLk	gâaY, K[ <sup>^</sup> , <sup>_</sup> V <sup>^</sup> , fòL <sup>^</sup> ^òYòðÁ flý, cû^aòK cîfýùau] _âZò C_iÚòZ aêjò \\Bûeû ^òRKê iêiÚ iak Keòau _ûAñ ùLke @ûagyKZû	ijûdK _êÉK, PòZâKûWð	fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÜ, aòhd _âùag _iaðmû^ _eúlû, f²mû^ _eúlû		ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÜ f² mû^ _eòcû_K _âgÜ	ÊzZû	
6	jûZú cû^òfû GŞê@ K[û(_ly)	ùcû÷kòK flý – gâaY, K[ <sup>^</sup> , <sup>_</sup> V <sup>^</sup> , fòL <sup>^</sup> ^òYòðÁ flý, cû^aòK cîfýùau] _âZò iù <sup>^</sup> _eòùag _âZò iùPZ^û	_ûVý _êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÜ, aòhd _âùag _iaðmû^ _eúlû, f²mû^ _eúlû	jûZú _eòùagKê \\hòZ Keê[ôaûeê Rúa^ _âZò aò_\ iéÁò	ùcû÷LòK _âgÜ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÜ f² mû^ _eòcû_K _âgÜ	ÊzZû	
7	@ûi aêfò~òau û b...ûeòK û	ùcû÷kòK flý – gâaY, K[ <sup>^</sup> , <sup>_</sup> V <sup>^</sup> , fòL <sup>^</sup> ^òYòðÁ flý, cû^aòK cîfýùau] _âZò C_iÚòZ aêjò \\Bûeû bâcY \\Bûeû _â Zýl @^êbìZò	_ûVý _êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÜ, aòhd _âùag _iaðmû^ _eúlû, f²mû^ _eúlû MéjKcð	Kù[û_K[ <sup>^</sup> _jZò, ùc÷LòK _jZò aêfò~òau \\Bûeû _âZýl @^êbìZò C_KeYe áyajûe	ùcû÷LòK _âgÜ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÜ f² mû^ _eòcû_K _âgÜ	bâcY \\Bûeû _âZýl mû^ fûb, iêlà ^òeúlY Mbúe Bgße aògßûi	8
8	iêle @ûc Ne (_ly)	ùcû÷kòK flý – gâaY, K[ <sup>^</sup> , <sup>_</sup> V <sup>^</sup> , fòL <sup>^</sup> ^òYòðÁ flý, cû^aòK cîfýùau] _âZò C_iÚòZ aêjò LUûA ^òRe NeKê iêle bûaùe MXò ùZûkòau\\Bûeû bâcY \\Bûeû _â Zýl @^êbìZò	_ûVý _êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÜ, aòhd _âùag _iaðmû^ _eúlû, f²mû^ _eúlû MéjKcð	KaòZû @ûaé³@ûùeûj _jZò NeKê iêiû bûaùe iRûWò eLòùf c^ @û^! ejòa	ùcû÷LòK _âgÜ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÜ f² mû^ _eòcû_K _âgÜ	_aòZâ aûZúaeYùe Nee _eòùag iêle bûua ÊzZû, aûZúaeYKê _eòÁue eLòa	8
9	e_û ^ì@û RûMû ùLòfû	ùcû÷kòK flý – gâaY, K[ <sup>^</sup> , <sup>_</sup> V <sup>^</sup> , fòL <sup>^</sup> ^òYòðÁ flý, cû^aòK cîfýùau] _âZò C_iÚòZ aêjò LUûA ^òRe NeKê iêle bûaùe MXò ùZûkòau\\Bûeû bâcY \\Bûeû _â Zýl @^êbìZò	_ûVý _êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÜ, aòhd _âùag _iaðmû^ _eúlû, f²mû^ _eúlû MéjKcð	bâcY \\Bûeû mû^ fûb aòbò^Ü	ùcû÷LòK _âgÜ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÜ f² mû^ _eòcû_K _âgÜ	bâcY \\Bûeû ^ìZ^ RûMû aòhdùe	

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		cû^aòK cifyùau] _âZò ^ìZ^ RûMû ù\Lo @ûMâj R^àòau, ^ìZ^Zß fûb Keòau		aòhd bò³òK _âgÛ, aòhd _âuag _iaðmû^ _eúlû, f²mû^ _eúlû MéjKcð	iûcûRòK @^êÂû^ aòhdùe mûZ ùjaù ijòZ Zùjûe Kû~ðý aòhdùe RûYòau	mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	RûYòau, _âZýl mû^ fûb	
10	Mûñ aêfû	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òYòðÁ fly, cû^aòK cifyùau] _âZò C_iÚòZ aêjò ßûeû ^òR _âZýlmû^ ßûeû Mûñ Kê Mûñ Kê aêfòau	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûðge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âuag _iaðmû^ _eúlû, f²mû^ _eúlû	]cúðd ùPZ^û aâU	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	]cúðd ùPZ^û ìpâùdòK cùZ cù^ûbûa	10
11	GKZûe ak	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òYòðÁ fly, cû^aòK cifyùau] _âZò C_iÚòZ aêjò ßûeû ^òRKê aêjò ßûeû aêj³ Kû~ðýKê iù]^	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûðge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âuag _iaðmû^ _eúlû, f²mû^ _eúlû	ljû~ûMùe aòeûU Kûc	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	GKZû ßûeû lêâ aòeûUKê jó Rd Keòau	8
12	@ûc Mû@ûñ	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òYòðÁ fly, cû^aòK cifyùau] _âZò C_iÚòZ aêjò ßûeû ^òRKê Mûñe icÉ @]ôaûiùu ijòZ iêipKð	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûðge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âuag _iaðmû^ _eúlû, f²mû^ _eúlû	Kù[û_K[^ _jZò	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	KòG ùKCñ Kûc Ke«ò	
13	ùawêfò KeêQò ùK KUe	ùcû÷kòK fly – gâaY, K[^, _V^, fòL^ ^òYòðÁ fl. g±	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_iað Kûkûðge fab] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd	Kù[û_K[^ ùg÷kú ùcû÷LòK _jZò	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùau] mû^ _eòcû_K _âgÛ f² mû^	gúZ ù~ûMêñ ùaw cù^ue KYxùeû]	

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				_âùag _ìaðmû^ _eúlû, f²mû^ _eúlû MéjKcð		_eòcû_K _âgÛ		
14	Leû ahðû gúZ	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^, g±	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_ìað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _ìaðmû^ _eúlû,	Kù[û_K[^ ùg÷kú ùcû÷LòK _ìZò	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû] mû^ _eòcû_K _âgÛ f² mû^ _eòcû_K _âgÛ	aòbò^Û EZê \ò@	
15	@ûc @-ke bìcò eì_	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^, ^òÿòðÁ flý	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_ìað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _ìaðmû^ _eúlû,	Kù[û_K[^ ùg÷kú ùcû÷LòK _ìZò	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û	aòbò^Û _âKûe	
16	@ûce _að_aðû Yú	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^, ^òÿòðÁ flý, cû^aòK cìfýùaû]	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_ìað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag _ìaðmû^ _eúlû, f²mû^ _eúlû	Kù[û_K[^ _ìZò, ùcû÷LòK _ìZò _að_aðûYú _ûk^ Keòau \ßûeû ìpKð	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû]mû^ _eòcû_K _âgÛ	_að_aðûYú _ûk^ \ßûeû ìpKð	
17	Êû]ú^Zû \òai	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^, ^òÿòðÁ flý, cû^aòK cìfýùaû]	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_ìað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag	Kù[û_K[^ _ìZò, ùcû÷LòK _ìZò _að_aðûYú _ûk^ Keòau \ßûeû ìpKð	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû]mû^ _eòcû_K _âgÛ	Êû]ú^Zû \òai ^òRe @]ú^Zûùe Êûaf´ú ù\a	
18	cû@û _eò ùcûe KòG ùja	ùcû÷kòK flý – gâaY, K[^, _V^, fòL^, ^òÿòðÁ flý, cû^aòK cìfýùaû]	_ûVý_êÉK, ijûdK _êÉK, PòZâKûWð	_ìað Kûkûõge fap] mû^ _eúlû, aòhd _eòPd, aòhd bò³òK _âgÛ, aòhd _âùag	_lyûae³ò _ìZò, ùcû÷LòK _ìZò, c@û _eò ùcûe KòG ùja	ùcû÷LòK _âgÛ ùgâYúùe @ûùfûP^û ùaû]mû^ _eòcû_K _âgÛ	R^^ú R^àbìcò Vûeê cjú^	

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Subject-Math						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
<b>Chapter-1 Number from 100 to 200</b>	8	To develop the observation skills And conceptual understanding	Children will able to know number names, face value and place value , expanded form, comparing numbers , even and odd numbers and word problem	Reference book Smart class Number chart Abacus etc	Questioning Problem solving etc.	By asking questions By giving some questions What is the place value of 8 in 790?
<b>Chapter-2 Numbers up to 999</b>	9	Conceptual understanding Thinking skills	Children will able to know Numbers from 200 to 999 Before number and after number , comparing number, Ascending and descending etc	Reference book Smart class Number kit	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
<b>Chapter-3 Addition</b>	7	Group activity, team spirit Conceptual understanding	Children will able to know about addition facts , addition of 2 digit numbers , 3 digits numbers, 4 digit numbers, word problems based on addition and uses of addition in our life.	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
<b>Chapter-4 Subtraction</b>	8	Application of concepts, Observation skills	Children will able to know about addition and subtraction facts , subtraction of 2 digits, 3 digit numbers , how to subtract and check your answer , missing digits, word problems based on subtraction and use s of subtraction in our life.	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
<b>Chapter-5 multiplication</b>	5	Application of concepts Observation skills Group activity to develop team spirit	Children will able to know about multiplication facts vertical multiplication of 2 digit numbers by 2 digit numbers, 3 digit by 1 digit numbers, multiplication by	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions

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			zero, word problem based on multiplication and use of multiplication in our life.			
<b>Chapter-6 Division</b>	7	Application of concept Group activity to develop team spirit	Children will able to know about division facts and division of 1 digit by 1digit , 2digit by single digit, word problem, based on division and uses of divisions.	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
<b>Chapter-7 Measurement</b>	6	Observation skills Thinking skills	Children will able to know about measurement using cubit, hand span, c.m, metre, measurement using ruler gm, kg, Idea about capacity, etc.	Reference book Smart class	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
<b>Chapter-8 Basic geometry</b>	4	Observation skills Thinking skills	Children will able to know about different types of shapes , solid shapes , Straight line and curved lines etc.	Reference book Smart class Geometrical shape kit	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
<b>Chapter-9 Time</b>	4	Application of concept Thinking skills	Children will able to know about <ul style="list-style-type: none"> <li>• Reading the minute hand</li> <li>• Quarter past</li> <li>• Half past</li> <li>• Calender</li> <li>• Year &amp; leap year etc.</li> <li>• Word problem based on time</li> </ul>	Reference book Smart class Demo clock Calender	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
<b>Chapter-10 Money</b>	5	Application of concept Observation skills	Children will able to know about <ul style="list-style-type: none"> <li>• Currency</li> <li>• Addition and subtraction of rupees</li> <li>• Subtraction of Rupees and paise</li> <li>• Word problem</li> </ul>	Reference book Smart class Fake currency	Questioning Problem solving etc Math lab activity	By asking questions By giving some questions
<b>Chapter-11 Patterns</b>	4	Observation skills Thinking skills	Children will able to know about	Reference book	Questioning Problem solving	By asking questions By giving some

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			<ul style="list-style-type: none"><li>• Figure pattern</li><li>• Number pattern</li><li>• Letter pattern</li></ul>	Smart class By letter block	etc Math lab activity	questions
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Subject-EVS						
MOHTH	NO. OF PERIODS& CHAP. NAME	OBJECTIVE (CONCEPT& SKILLS)	LEARNING OUTCOMES	INSTRUCTIONAL TOOLS AND REFERENCES	PEDAGOGY	ACKTIVITY/TLM ASSESMENT
April/ June	About myself (7)	<ul style="list-style-type: none"> <li>❖ To be independent in daily activities and to be smart.</li> <li>❖ Hobbies,</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>• Taking care of one self and of other/ like or dislikes.</li> </ul>	Develop awareness and understand about the persOonal well-being.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Oral drill, asking different types of questions about hobbies.	<ul style="list-style-type: none"> <li>❖ Wearing uniform, buttoning, and shirt, and shoe, lace, packing of school bag hobbies, helping parents at home paste five pictures or drawing.</li> </ul>
April/ June	Our Body(9)	<ul style="list-style-type: none"> <li>❖ Learning about one self.</li> <li>❖ Sense organs and internal organs in our body</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>❖ Learn about good touch and bad touch to take care of own body.</li> </ul>	Related cleanness. Their functions identifying of body parts and sense organs.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Previous knowledge texts. Poems. Drill body parts.	<ul style="list-style-type: none"> <li>❖ Five picture of internal organs and write one line in each.</li> <li>❖ Showing models/videos on internal organs.</li> </ul>
April/ June	Food(8)	<ul style="list-style-type: none"> <li>• Learn good food habits and good eating habits.</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>• Learn to save food and share food with others.</li> </ul>	Learn good habits of eating food, safe of food, importance of food.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Different types of food, names, previous knowledge texts, eating manner.	<ul style="list-style-type: none"> <li>❖ Performing asanas (yoga) for healthy body.</li> <li>❖ Video on food.</li> <li>❖ Drawing of different types of foods.</li> <li>❖ Smart Class</li> </ul>
July/Aug Sep.	Clothes (8)	<ul style="list-style-type: none"> <li>• Observe and understand the change in weather condition every day in different seasons.</li> <li>• Need of clothes.</li> </ul> <u>value</u>	Enable to learn different types of regional clothes. Make it habits. Seasonal dresses.	Impression environmental studies (textbooks)  Reference books.	Show them different types of clothes, seasonal clothes, PPT.	<ul style="list-style-type: none"> <li>❖ Chart of different weather report from newspaper for 15 days and display in the class.</li> <li>❖ Cloud formation.</li> <li>❖ Experiment can be</li> </ul>



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		<ul style="list-style-type: none"> <li>• Taking care of clothes.</li> <li>• Washing dirty clothes.</li> <li>• Wearing clean clothes.</li> </ul>		Frank CCE environmental studies.		shown.
July/Aug Sep.	Types of houses (9)	Observe and understand different types of houses. <ul style="list-style-type: none"> <li>• Various rooms in houses.</li> <li>• Cleaning of houses.</li> <li>• Important of houses</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>• Cleaning of house.</li> <li>• Importance of house.</li> </ul>	Different types of houses. We should keep our house clean. Special name of rooms.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Previous knowledge texts, identification of some places pictures.	<ul style="list-style-type: none"> <li>❖ Paste different types of pictures.</li> <li>❖ Draw rooms of the houses.</li> <li>❖ PPT.</li> </ul>
July/Aug Sep.	My Neighbourhood(9)	<ul style="list-style-type: none"> <li>• Know our neighbourhood better with their importance and work.</li> <li>• Know emergency phone no.</li> </ul> <u>Value</u> Respecting every one's work.	Identification of different places and their names. About their works.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Taking outdoors like playground, road, etc.	<ul style="list-style-type: none"> <li>❖ Visit different types of places.</li> <li>❖ Paste pictures of different Neighbourhood places.</li> <li>❖ Learn about important phone no.</li> </ul>
July/Aug Sep.	Be safe(9)	<ul style="list-style-type: none"> <li>• Enables to follow safety rules, home, road, playground</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>• How to safe from sharp objects, things.</li> <li>• Playground manner, etc.</li> </ul>	Know about safety rules at home while travelling on road.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Taking outdoors like playground, road, etc.	<ul style="list-style-type: none"> <li>❖ Show them different types of sharp objectives, road manners, PPT, Poem.</li> </ul>
Oct./Nov/ Dec.	Plants and uses of plants.(14)	<ul style="list-style-type: none"> <li>• Learn to save plants.</li> <li>• Types of plant.</li> <li>• Learning eco-friendly manner.</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>• Plants our best friend.</li> </ul>	Names of the animals houses. Safe jungles. Man-made homes.	Impression environmental studies (textbooks)  Reference books. Frank CCE	Poems. Taking outsiders for observing different types of plant.	<ul style="list-style-type: none"> <li>❖ Rhymes on mango tree.</li> <li>❖ Poster making on grow more trees.</li> <li>❖ Planting saplings of medicinal value.</li> <li>❖ Poems.</li> </ul>

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		<ul style="list-style-type: none"> <li>Gifting plants on birthday save and care plants.</li> </ul>		environmental studies.		
Oct./Nov/Dec.	Where animals live?(8)	<ul style="list-style-type: none"> <li>Houses of animals.</li> <li>Importance of animal's house.</li> <li>Man-made house natural house.</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>Safe animal's house.</li> <li>Protect animals.</li> <li>Do not animals house like birds animals?</li> </ul>	Names of the animals houses. Safe jungles. Man-made homes.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Different types of animal's pictures, and their homes.	<ul style="list-style-type: none"> <li>❖ Drawing animal's houses.</li> <li>❖ PPT.</li> </ul>
Oct./Nov/Dec.	Let us communicate. (8)	<ul style="list-style-type: none"> <li>Different types of communication systems.</li> <li>Mass communication like TV, Radio, etc.</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>Identification types of communication systems.</li> <li>Personal communication, mass communication.</li> </ul>	Sharing information, ideas, feelings, etc.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Oral drill. Communication system	<ul style="list-style-type: none"> <li>❖ Playing games.</li> <li>❖ PPT, drawing different types of communication pictures.</li> </ul>
Jan./Feb	Air and water.(6)	Importance of water. <ul style="list-style-type: none"> <li>Importance of air.</li> </ul> <u>Value</u> <ul style="list-style-type: none"> <li>Safe water and air.</li> <li>Safe tree.</li> </ul>	Use of water. Sources of water. Carrying of water. Uses of air.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Different types of puzzle, poem, games, about air.	<ul style="list-style-type: none"> <li>❖ Games, puzzles, safe water poster.</li> </ul>
Jan./Feb	Weather. (7)	<ul style="list-style-type: none"> <li>Concept of seasons.</li> <li>Summer season, Rainy season, autumn season, winter season, and spring season.</li> </ul>	Identification, Seasons names, food items, clothes.	Impression environmental studies (textbooks)  Reference books.	Poems, pictures, asking different questions about their feelings.	<ul style="list-style-type: none"> <li>❖ Poems, things, food items, pictures, etc.</li> </ul>

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				Frank CCE environmental studies.		
Jan./Feb	The Earth our home land(7)	<ul style="list-style-type: none"> <li>• Concept of the Earth, land forms, planes and plateau, valley, hills, mountains, water bodies, etc.</li> </ul>	Population control, planets, water bodies names, land forms names.	Impression environmental studies (textbooks)  Reference books. Frank CCE environmental studies.	Globe, map, brain storming questions, etc.	❖ Globes, maps, water body's pictures, drawing of some land forms, PPT.

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

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"> <li>• Identification of body parts.</li> <li>• Sense organs.</li> <li>• Cleanliness</li> <li>• Basic understanding of breathing pattern &amp; body sounds.</li> <li>• Role of hereditary environment.</li> <li>• Walk &amp; HOP.</li> <li>• Run zig zag.</li> <li>• Run &amp; skip.</li> <li>• On your mark set go.</li> <li>• Imitation like elephant, lion, frog.</li> <li>• Story play.</li> <li>• Attention, stand at ease.</li> <li>• Life turn, right turn about turn.</li> <li>• Mass PT- table-1 1 to 5 exercises.                             <ul style="list-style-type: none"> <li>• Padmasana</li> <li>• Tadasana</li> <li>• Vrikshyasana</li> <li>• Breathing exercise in &amp; out.</li> <li>• Vajrasana.</li> </ul> </li> </ul>	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"> <li>• Relationship between different body parts and sports &amp; sports equipment.</li> <li>• Neuromuscular coordination.</li> <li>• Good for health and fitness.</li> <li>• Ball throw</li> <li>• Shuttle run</li> <li>• Chasing</li> <li>• Dodging</li> <li>• Catching</li> <li>• Split jump.</li> <li>• Mimetic house dog, cat, bird fly, bear, camel, lamb.</li> <li>• Mass PT- Table-1 Exercise-6 to 10.</li> <li>• Left turn</li> <li>• Right turn.</li> <li>• Omm chanting Padmasana</li> </ul>	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"> <li>• Meditation</li> <li>• Pranayama</li> <li>Long deep breathing</li> <li>• Sukhasana                             <ul style="list-style-type: none"> <li>• Virasana</li> <li>• Vajrasana</li> <li>• Mudra</li> </ul> </li> </ul>		
Sept.& Oct.	12 each class	Food& Nutrition.  Athletic  Games  Drill/Marching   Yogasana	<ul style="list-style-type: none"> <li>• Food that we eat.</li> <li>• Sources of food.</li> <li>• Habit of appreciation of food.</li> <li>• Wholesome food &amp; Junk food.                             <ul style="list-style-type: none"> <li>• Mal Nutrition</li> </ul> </li> <li>• Standing broad jump.</li> <li>• 50 mts run</li> <li>• Signal game</li> <li>• Kabaddi</li> <li>• Mass PT-Table-2</li> <li>• 1 to 5 exercises</li> <li>• Open order march.</li> <li>• Bhramari Pranayama.</li> <li>• Sidhasana</li> <li>• Trikonasana</li> <li>• Sasangasana</li> <li>• Bhajangasana</li> <li>• Singhasana</li> </ul>	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"> <li>• Safety rules.</li> <li>• Getting help during emergency.</li> <li>• Social safety.</li> <li>• Road safety.</li> <li>• Annual sports materials.</li> <li>• Running</li> <li>• Throwing</li> <li>• Jumping</li> <li>• Touch game</li> <li>• Mass PT-Table-1</li> <li>6 to 10.                             <ul style="list-style-type: none"> <li>• Kadam Tal</li> <li>• Suryanamaskar</li> <li>• Birabhadrasana</li> <li>• Pachimoutansasna</li> </ul> </li> </ul>	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"> <li>• Padahastasana</li> <li>• Utanapadasana</li> </ul>		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"> <li>• Proper use of toilet.</li> <li>• Cleanliness (self and environment)</li> <li>• Healthy habit.</li> <li>• Social relation:- Home, neighbourhood society.</li> <li>• Run and Take up.</li> <li>• Jump a huddle</li> <li>• Different type of Relay.</li> <li>• Relay game, kho-kho.</li> <li>• Mass PT-Table-3. Sitting Exercise 1 to 5.</li> <li>• Pranayama, vastrika</li> <li>• Alulom bilom</li> <li>• Naukasana</li> <li>• Sarbangasana</li> <li>• Dhanurasana</li> </ul>	<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						
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 áyájue Kùf	PEDAGOGY ùgâYú Kle Kù~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. ^éZýe _âKùeùb\	ZlýcòK - 4	ùlaùùlaùu klY PòjÛòaù	bùabqò eie _âùdùM	ùU _ ùeKWðe, ù _ ^p WýûAbp I Nêwêe	Zùk, fd, Q! \Bùeù jÉ_ \ geúeùe bwú iéAò Keòaù	gòlù lò @û~ûA[ôaù ^éZýMêWòKe @býûi
2. cwkùPeY ^éZý		icÉue gêbKùc^û Keòaù	\dù I Icùe gòlù	_ê_ I P!^e áyájue	_Pùk^ue júe fùkòZ MZòùe icÉue cwk Kùc^û ijòZ ^éZýe gòlù	cwkùPeY ^éZýe @býûi Gaõ RM^Ûù[ cê³òð Zò@ùeò
3. eì_K Xùk		iõLýû MY^ùùe iUòeZù	icdù^êa³òðZùe gòlù	\êA jÉe icÉ @wêkòKê ù^A Zùue gòlù	ZùkUòe _ì%ð _eòPd ij MêYZùk fdùe Zùkòe iõ _ì%ðZù gòlù	Zùke @býûi
4. Q@w I Q_âZýw		geúee @w _âKùg	@we iêelù ùaù I ^ùce gòlù	Zùk I g±	^òR geúee @w \Bùeù ^ùcKeY Keò _òfùcù^ue @w _âZýw PòjÛùMfù	Q@w I _âZýu MêWòKe @býûi
5. ùla ai^û	KàòùcòK - 8	bMaù^ue _âù[ð^û	^câbùa I bqòbùa	iwúZ, aùly I Zùke _âùdùM	iwúZe Zùke @^êiùùe jÉ_ \ Pùk^ue Keò ^éZý gòlù	A!^ue @býûi
6. Mâúaùùb\		Mâúaùe iUòeZù elù Keòaù	@ùagyK iUùk áyájue	Zùk aùWò I _Uùe áyájue	Zùk \Bùeù MêYZe fdùe Mâúaù Pùk^ue gòlù	Mâúaùùb\le @býûi
7. bR^ I ùlgùZàùaù] ^éZý		bMaù^ue _âù[ð^û I cùZégqò ù_êeYù	bqòe iùcòK bùa I RùZùdZùùaù]e gòlù	ù _ ^p WâùAbpùe iwúZ Nêwêee áyájue	iwúZe g±e @[ðùe @wPùk^ù Keò ^éZýe gòlù	^éZýe @býûi
8. @bò^d		bMaù^u eì a%ð^û	bqò bùa^ù RùMeY Keòaù	iwúZe áyájue	bùa_êq bùaùe iwúZe fdùe ^éZý gòlù	@bò^de @býûi

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

Subject-Music						
LESSION NO. & NAME ^'e l aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgý	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. iwúZ l i K	Z[ýcòK - 4	ciâ, cª l Zûe Cy ^òy l ÊbûaòKp bûa	iwúZKê Cy ^òy Keò MûAaûe _âKòâdû	iwúZ, gûÊ _êÉK Gaõ K_ò	cªciâ l Zûe ClûjeY ùA gòlû Keòau	ùgâYú Klùe @býûi
2. Zûke iõmû		Zûk \ßûeû MúZe Pk^ûe ic^ßdZû elû	jÊùe @wêkò ùLûA gòLòau	jÊùe MY^û _âlgð^ Keòau	Zûkò _KûA @wêkò Pûk^û	_ûVýKâcùe @býûi
3. eûM iwúZ gòlû		bûae _i%òðZû Gaõ ij^gúkZûe _âlgð^	iwúZ gòlûùe c^e _aòZâZû	jûeùcû^òdcp l Zû^p \ßûeû	eûM iwúZe a%òð^û Mûd^ Gaõ KâúdûKkû_	_ûVýKâcùe @býûi
4. 7 gêj Êe 5 aòKéZ Êee mû^		iû]ûeYùe Êe Mûd^e \IZû	aòKéZ Êee iûjû~ðýùe aòbò^Û Êe iwúZ	iwúZ gûÊ _eòPd	gêj Êe 7 @aMZ 5 aòKéZ Êe @aMZ	_iað _ûVýKâce @býûi
5.iû]ûeY bR^ Z[û bqò MúZ	KàòùcòK - 8	bMaû^uê _âû[ð^û Keòau	@û¤ûcòòK _eòùag iéÁò Keòau	jûeùcû^òdcp	_âû[ð^û, Mûd^, Zûka j _âKâòdû	@býûi
6. ùlgûcòùau ] iwúZ		ùlge iûcýbûZé bûae _âlgð^	ùlge HKýZûKê ^Á ^ Keòau	jûeùcû^òdcp	ùlgûcò iwúZ gòlû	@býûi
7. @^ýû^ý iwúZ		@û-kòK MúZ cû¤cùe ùlge HgýZûKê GK iêZâùe aû§òau	ùlge bûZîZß bûa	jûeùcû^òdcp	iwúZ gòlû	_iað _ûVýe @ûùfûP^û



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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 gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyajûe Kùf	PEDAGOGY ùgâYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. ZâòZûk Zûk	Z[ýcòK - 4	jò!êÉû^ú iõwúZùe aû^ Keòau	bqòeiùe icÉuê Lêiò Keòau	Zafû aûdûñe áyajûe	LûZûùe ùVKûKê cûZâû ù]A ùfLòau	ùVKûe @býûi
2. Kûdly		iõwúZùe áyajûe	~ûjû gòlû Kùf Zûjûe áyajûe	Zafûe áyajûe	jÉ \ßûeû ùaûf UòKê MY^û Keò gòlû Keòau	Kûdlye @býûi
3. Zûkò		eû g±e flyY	\êA jûZeê g±e iéÁò	^òR jÉe áyajûe	Zûkòe iõmû ùfLòauKê \ò@ûMfû Gaõ jÉ \ßûeû gòlû \ò@ûMfû	Zûkòe @býûi
4. ùaûf		iõwúZùe áyajûe ùjC[òau g±	ZûkKê @^êKeY Keòau	Zafû \ßûeû iéÁò jêG	ùaûf UòKê MêYZe fdùe gòlû	ùaûfe @býûi
5.aòbûM	Kàòd ùcòK	Zûke áyajûe	Zafûe _â]û^ @w	LûZû, Kfce áyajûe	Zûke aòbûM MêWòKê gòlû	aúbûM MêWòKe @býûi
6. a%òð		Zafûe a%òð	a%òðe flyY	Zafûe áyajûe	a%òðûakú	a%òðûakúe @býûi

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		<b>MêWòKê RûYòàû</b>			<b>MêWòKe gòlû</b>	
<b>7. @wêkò Pûk^û</b>		<b>Zafû gòlûe iûjû~ý</b>	<b>@wêkòeê g±</b>	<b>Zafûe áyájûe</b>	<b>@wêkò MêWòKeê Kò_eò g± iéÁò gòlû lò@ûMfû</b>	<b>@býûi</b>

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> Free hand drawing two mangoes without cartoon tree with house scenery	Theory=10 Practical=20	a. Basic concept about the all types of drawing paint& composition. Exa:- Tree with house cartoon. Fruits, Animal & Scenery.	a. They are doing the different types of drawing painting & composition.	a. Drawing paper, plastic cryons colour, colour sketches, black sketcj pen. b. Reference to the colour picture.	a. Activity on prior knowledge easy doing drawing painting & any composition.	a. Different of drawing doing the children. b. All the project doing in this class room.

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<b><u>Chapter-2</u></b> Craft paper folding paper plastic paper collage.	Theory=11 Practical=20	a. Basic concept about the craft work knowledge. b. Skill thinking application & skill.	a. Doing the different types of craft work using waste material. b. Paper folding. c. Paper collage. d. Paper pasting	a. Waste material gum, colour paper, black cellotape, sissior, cotton. b. Different types craft colour picture books.	a. Children are doing different types craft work. b. Development the all types of craft works.	a. Given all the craft project. b. All the project display an Art exhibitor.
<b><u>Chapter-3</u></b> Bind & animal composition vegetable scenery	Theory=4 Practical=8	a. Basic concept about the animal & bird different types scenery.	a. They are doing the different types animal & bind composition.	a. Drawing paper, pencil, black board, chalk, plastic cryons colour black sketch pen.	a. Development thw innovative idea. b. Cjchildren are doing the all types animal & bird composition.	a. Many types of drawing animal bind doing children. b. Display all the project display bond.
<b><u>Chapter-4</u></b> Craft stencil cutting	Theory=4 Practical=10	a. Basic concept about the stencil cutting	a. They are doing the different types stencil cutting. b.They doing the different decorative design use the process.	a. Drawing paper, black colour paper cutter, Sponze – Sparay massion.	a. The idea of stencil cutting & spray. b. Ask few questions – what do you mean by stencil cutting.	a. Project are all the doing utencil & spray.
<b><u>Chapter-5</u></b> Sand painting	Theory=4 Practical=12	a. Basic concept about the sand painting.	a. They are doing the different sand painting.	a. Drawing bond, pencil, sand zink powder gum	a. Development the innovative idea. b. Children are doing the all types sand painting.	a. They are doing all the project..
<b><u>Chapter-6</u></b> Mask making	Theory=2 Practical=8	a. Basic concept about the mask making.	a. They are doing the different types of mask making.	a. Drawing paper, pencil, colour sketch pen, gum	a. Developing the different types of mask making	a. They are doing mask project. b. Display the all mask project.