

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

Subject-English							
Sl No & Month	Name & Details of the book	Name & Details of the lesson	No of Class	Learning Objective	Learning Outcome (What the students will learn in the end of the Lesson)	TLM Used	Pedagogical Method and Assessment Tool
1) Apr-May	Honeysuckle	L1- Who did Patrick's homework	4	(i) To negotiate their own learning goals (ii) Fun while Learn (iii) To make them to be friendly with everyone	(i) A few components of LSRW (ii) Glossary words (iii) Vocabulary (iv) Few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture, role play etc Assessment tool: class test
	Honeysuckle	P1- A house A home	2	(i) Theme of the poem and importance family	(i) Importance of family (ii) a few new words (iii) A few grammatical components (iv) A few rhyming words	Textbook, chalk , blackboard, pictures given in the book,	Interaction discussion ,lecture etc Assessment tool: class test
				(ii) A few new		digital board	

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				words and phrases			
	A pact with the sun	A story of two birds	4	Importance of good friend in our life	A few words and expressions, meaning of the story and character of the two birds. A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Adjective	5	Concept of adjective	Concept and its use in writing as well as use in integrated grammar exercise	Textbook, chalk , blackboard, pictures given in the book, digital board	Classwork, practice Assessment tool: class test
	Honeysuckle	How the dog found himself a new master	6	(i) Importance of choosing good master (ii) To make the students to understand about the dog.	(i) A few new words (ii) Meaning of the text (iii) Integrated grammar (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book,	Interaction discussion ,lecture etc Assessment tool: class test

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						digital board	
		The kite	3	To understand the reality of the nature as well as the world.	(i) Meaning of the poem (ii) New words (iii) Translation work (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Writing	Notice Writing	5	To express their feelings and emotions through the forms of notice	Structure and method of notice writing	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	A pact with the sun	The friendly mangoose	3	Understanding the pets as our most trusted animal	(i) Nature of a pet (ii) Meaning of the text (iii) Enjoy the humour catered with the meaning (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
2) June-July	Honeysuckle	Taro's Reward	4	Understanding the importance of parents	(i) A few new words (ii) Understating the meaning (iii) A few components of LSRW Integrated grammar	Textbook, chalk , blackboard, pictures given in the	Interaction discussion ,lecture etc Assessment tool: class

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					A few skills of LSRW	book,	test
						digital board	
	Honeysuckle	The Quarrel	3	Emotions and feelings towards our siblings	(i) New words (ii) Meaning of the poem (iii) The message given by the poet (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	A Pact with the sun	The shepherd's treasure	3	Meaning of the text and art of story telling	(i) New words (ii) Meaning of the text (iii) Character of shepherd (iv) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Article	8	Concept of Article	Concept and its use in Integrated grammar.	Blackboard chalk , duster	Class work, writing Assessment tool: class test
3. August	Honeysuckle	An Indian-American woman in space	4	Life and Character of Kalpana Chawla	(i) New words (ii) Life and character of Kalpana	Textbook, chalk ,	Interaction discussion

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					(iii) Grammar : textual (Integrated) (iv) A few skills of LSRW	blackboard, pictures given in the	,lecture etc Assessment
						book, digital board	tool: class test
	A pact with the sun	The old clock shop	4	Conceptualise a folktale	(i) New words and phrases (ii) Translation text (iii) Meaning of the text (iv) Importance of Logic and reason in life (v) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeysuckle	Beauty	3	Meaning of the poem and description of natural beauty	i) Meaning of the poem ii) New words iii) Importance of peace of mind A few skills of LSRW iv)	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture et Assessment tool: class test
	Grammar	Conjunction	10	Transformation of sentences By using conjunction	Apply the concept in integrated grammar and writing	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Honeysuckle	A different kind of school	5	To understand the meaning of the story and imagination	Meaning of the text New words	Textbook, chalk ,	Interaction discussion

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				power of a human being	Grammar	blackboard, pictures	,lecture etc Assessment
					Enjoy the humour catered in meaning A few skills of LSRW	given in the book, digital board	tool: class test
4. September	A Pact with the sun	Tansen	3	The life of Tansen	(i) life story of Tansen (ii) meaning of the poem (iii) moral values given in the poem (iv) new words (v) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	writing	Story writing	5	Method of writing story	Students will able to write story	Blackboard chalk , duster	Class work, writing Assessment tool: class test
5. October	Honeysuckle	Where do all teachers go?	5	Meaning of the story, enjoy the humour and satire given in the story, importance of seriousness in life	New words Meaning of the story Enjoy humour Integrated grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test

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	Honeysuckle	Who I am?	3	Meaning and thoughtful moral of the story	New words Meaning of the poem Concept of nature	Textbook, chalk , blackboard,	Interaction discussion ,lecture etc
						pictures given in the book, digital board	Assessment tool: class test
	Honeysuckle	The wonderful words	3	Integrated Grammar Exercise	Integrated Grammar Exercise	Blackboard chalk , duster	Class work, writing Assessment tool: class test
6. November	A pact with the sun	The monkey and the crocodile	6	Understanding the text To understand importance of Presence of mind	New words Understanding the meaning of the text Importance of friendship Textual grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeysuckle	Fair play	2	Understanding the genre of writing, meaning	New words Meaning of the text Humour in the meaning A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the	Interaction discussion ,lecture etc Assessment tool: class

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						book, digital board	test
7. December	A pact with the sun	The wonder called sleep	4	Understanding the struggle of the parents for their children	New words Glossary words A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeysuckle	A game of chance	3	Understanding the Our as a game	New words Meaning of the story Problems of Adolescents A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeysuckle	Vocation	4	Understanding the importance of time in vacation	New words Theme of the poem Humanitarian Zeal of mankind A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test

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	A pact with the sun	A pact with the sun	2	Understanding the importance of ecological balance Understanding the specific meaning of the poem	New words Importance of reverse psychology in awareness programme A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the	Interaction discussion ,lecture etc Assessment
						book, digital board	tool: class test
	Honeysuckle	Desert animals	4	Understanding travelogue Understanding meaning and lively description of city Understanding language	New words Enjoy a travelogue Understand the meaning Integrate textual grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	A Pact with the sun	What happened to the reptiles	4	Understanding the problems of the animals Understanding the concept of non harmful animals of the world	Understanding the meaning Understanding the harmful nature of human beings New words A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital	Interaction discussion ,lecture etc Assessment tool: class test

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						board	
January	Honeysuckle	Whatif	2	Understanding of a one act play Suddenness of the event Characters	New words Meaning of the text Study of the characters Integrated grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Honeysuckle	The banyan tree	3	Understanding of nature story Meaning of the story	New words meaning of morbidity and nature Meaning of the story Human values A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	A pact with the sun	A strange wrestling match	3	Understanding the text Human values Need of strictness in life	Meaning of the text Word meaning Importance of hard work A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test

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		Paragraph Writing	3	Improve the writing skill	Structure and method of paragraph writing	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Grammar	Writing	5	Method of letter writing	Students will able to write formal letters	Blackboard chalk , duster	Class work, writing Assessment
							tool: class test
	Grammar	Preposition & Determines	5	Concept of the topic	Students will be able to understand the topic and use that in grammar	Blackboard chalk , duster	Class work, writing Assessment tool: class test
9) February	Grammar	Textual & integrated	10	Integrated	Grammar Practice	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Revision	-	10	Exam Preparation	Preparation	Blackboard chalk , duster	Class work, writing Assessment tool: class test

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Class-VI (Hindi)						
No.	Lesson Name	No. of Periods	Objective concept	Learning Outcome	TLM /Reference Book	Pedagogy
1	वह चिड़िया जो	7	चिड़िया के माध्यम से प्रकृति को प्रदूषण मुक्त बनाने का सन्देश	° अन्न , जल और आवास के बारे में जानकारी प्रदूषण की जानकारी	पाठ्यपुस्तक , श्यामपट्ट , प्राकृतिक दृश्य वीडियो	कविता पठन , सामूहिक गायन , स्वर उच्चारण विधि , कहानी विधि आदि
2	बचपन अवधपुरी में राम	8	बच्चे अपना काम खुद करे , किसी पर निर्भर न रहे राम के बारे में जानना	परिजनों की देखभाल कैसे करें समाज में वृद्ध लोगों का दायित्व जीवन कौशल – हमें अपना काम खुद करना चाहिए	पाठ्यपुस्तक , श्यामपट्ट , संग्रहालय , चित्र , फ्लेनेल बोर्ड	कहानी कथन विधि , प्रश्नोत्तर विधि पाठ पठन विधि , व्याकरण , भाषण विधि
3	नादान दोस्त जंगल और जनक पुर	7	बाल सुलभ जिज्ञासा व उनको शांत कराना राम के वन गमन की जानकारी	चिड़िया के बारे में जानकारी प्राप्त करना अंडे नहीं छूना चाहिए बड़ों से झूठ नहीं बोलना चाहिए जीवन कौशल – जीव-जंतुओं की देखभाल का अनुभव प्राप्त करना	पाठ्यपुस्तक , श्यामपट्ट , पुस्तकालय , स्मार्ट क्लास , चार्ट ,	पाठ पठन विधि , कहानी विधि प्रश्नोत्तर विधि लेखन विधि
4	चाँद से थोड़ी-सी गप्पें	6	चाँद को देखकर बाल मन में आने वाली नई-नई कल्पनाओं की अभिव्यक्ति	चाँद के बारे में जानकारी प्राप्त करना	पाठ्यपुस्तक , श्यामपट्ट चित्र चार्ट	पाठ पठन विधि परिचर्चा विधि प्रश्नोत्तर विधि
5	अक्षरों का महत्व दो वरदान	7	अक्षरों के बारे में जानकारी प्राप्त करना मानव जाति के विकास में अक्षरों का महत्व कैकेयी द्वारा मांगा गया वरदान	अक्षरों के विकास के बारे में जानकारी प्राप्त अक्षरों से पहले मानव का जीवन	पाठ्यपुस्तक श्यामपट्ट चित्र पुस्तकालय स्मार्ट क्लास	वाचन विधि चित्रात्मक विधि कहानी कथन प्रश्नोत्तर विधि
6	पार नजर के राम वन गमन	7	मंगल ग्रह के बारे में जानकारी प्राकृतिक असंतुलन के कारण दूसरे ग्रह पर जीवन की खोज की जानकारी	नासा की जानकारी मंगल ग्रह के बारे में पारिवारिक जानकारी असंतुलन के कारण जीवन कौशल –	पाठ्यपुस्तक श्यामपट्ट चार्ट वीडियो आदि	पठन विधि कहानी विधि वाद-विवाद विधि प्रश्नोत्तर विधि
7	साथी हाथ बढ़ाना	7	एक दूसरे की सहायता करके आगे बढ़ना	सहायता करना परिश्रम की आदत अपना काम स्वयं करना	पाठ्यपुस्तक श्यामपट्ट चार्ट वीडियो या चलचित्र	सस्वर वाचन विधि प्रश्नोत्तर विधि कहानी विधि

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				मिलकर काम करना	आदि	
8	ऐसे-ऐसे चित्रकूट में भरत	7	झूठ नहीं बोलना चाहिए समय का उपयोग	झूठ नहीं बोलना चाहिए समय का उपयोग करना धन की हानि संकट में पड़ना	पाठ्यपुस्तक श्यामपट्ट चार्ट वीडियो कहानी बुक	कहानी विधि नाटक विधि भाषण वाचन विधि
9	टिकट अलबम	7	किसी से नफरत नहीं करना चाहिए	ईर्ष्या नहीं करना चाहिए काम करने का प्रयास करना चाहिए सहयोग की भावना	पाठ्यपुस्तक श्यामपट्ट टिकट चार्ट स्मार्ट क्लास	वाचन विधि कहानी विधि नाटक विधि प्रश्नोत्तर विधि
10	झाँसी की रानी दंडक वन में दस वर्ष	8	इतिहास की वीर महिलाओं की जानकारी	झाँसी की रानी की जानकारी प्राप्त करना देश की रक्षा के बारे में अंग्रेजों की क्रूरता की जानकारी	पाठ्यपुस्तक श्यामपट्ट चार्ट वीडियो चित्र	सस्वर वाचन विधि प्रश्नोत्तर विधि कहानी विधि चित्रात्मक विधि नाटक विधि
11	जो देखकर भी नहीं देखते	6	दृष्टिहीन द्वारा प्राकृतिक सौंदर्य का अनुभव करना राम के वन जाने की कथा	बिना आँख के जीवन कैसे जीना सुखद अनुभव प्राप्त करना प्राकृतिक रहस्यों को जानना	पाठ्यपुस्तक श्यामपट्ट वीडियो हेलेन केलर की पुस्तक	कहानी विधि प्रश्नोत्तर विधि खेल विधि लेखन विधि
12	संसार पुस्तक है सोने का हिरण	7	संसार और समाज के बारे में जानकारी प्राप्त करना संसार की हर वस्तु ज्ञान देती है	नेहरू और इन्दिरा के बारे में जानकारी प्रकृति के हर वस्तु से सीख लेना	पाठ्यपुस्तक श्यामपट्ट पिता का पत्र पुत्री के नाम पुस्तक चित्र आदि	चित्रात्मक विधि पठन विधि कहानी विधि प्रश्नोत्तर विधि वाचन विधि
13	मैं सबसे छोटी होऊँ सीता की खोज	6	बाल जिज्ञासा छोटे होने की	छोटे होने के लाभ माँ का प्यार धूल और मिट्टी में खेलने का मजा	पाठ्यपुस्तक श्यामपट्ट चित्र स्मार्ट क्लास	सस्वर वाचन विधि वार्तालाप विधि नाटक विधि प्रश्नोत्तर विधि
14	लोकगीत राम और सुग्रीव	7	भारतीय लोकगीतों की जानकारी वन के दस वर्ष का वर्णन	भारतीय लोकगीत की जानकारी जीवन में लोकगीत का महत्व	पाठ्यपुस्तक श्यामपट्ट रेडियो चलचित्र	पठन कौशल प्रश्नोत्तर विधि गायन विधि लेखन विधि
15	नौकर लंका में हनुमान	7	गांधी जी के माध्यम से परिश्रम के महत्व और जन समानता की प्रेरणा	नौकर को नौकर नहीं समझना चाहिए अपना काम स्वयं करना चाहिए	पाठ्यपुस्तक श्यामपट्ट कहानी बुक	वाचन विधि कहानी विधि प्रश्नोत्तर विधि

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					चित्र	भाषण विधि
16	वन के मार्ग में राम का राज्याभिषेक	6	मुसीबत में धैर्य रखना	मुसीबत में धैर्य रखना रामायण कथा की जानकारी अमीरी और गरीबी में अंतर शारीरिक दशा की जानकारी	पाठ्यपुस्तक श्यामपट्ट वीडियो चित्र	पठन विधि प्रश्नोत्तर विधि कहानी विधि गायन विधि
17	साँस साँस में बाँस	7	बाँस से होने वाले उत्पाद की जानकारी देना	भारत में बाँस कहाँ होता है बाँस से बनाने वाली वस्तु बाँस का जीवन में महत्व	पाठ्यपुस्तक श्यामपट्ट चित्र वास्तविक वस्तु वीडियो	प्रश्नोत्तर विधि पठन विधि लेखन विधि चित्र वर्णन विधि

Subject-Odia								
Chapter No.	Name of The chapter	Objective (Concept and Skills)	Instructional tools and References	Pedagogy	Teaching Method	Assessment Tools	Learning Outcomes	No of Period
1	ବରଷା	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ପରିବେଶକୁ ସମ୍ପାଦନ ପ୍ରଦର୍ଶନ । ପ୍ରାଚୀନ ସାହିତ୍ୟ ପ୍ରତି ସମ୍ପାଦନ ,ପରିବେଶ ବିଷୟରେ ଅବଧାରଣା ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବକର ଅନୁସାନ୍ୟ କୃତିତ୍ବ, ବରଷାଋତୁର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚ୍ଛତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚ୍ଛତ ଉତ୍ତର ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଂଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କର୍ର ପ୍ରବାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବଂଧୁ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବଂଧୁର ପ୍ରୟୋଗ	6
2	ପ୍ରଭାତ ଅବକାଶ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଆଧ୍ୟାତ୍ମିକ ସାହିତ୍ୟାନୁରାଗ ବୃଦ୍ଧି, କର୍ତ୍ତବ୍ୟ ପାଳନ ତଥା କୃତଜ୍ଞତା ପରି ମାନବିକ ମୂଲ୍ୟବଂଧୁର ପ୍ରତି ବର୍ଣ୍ଣାସ ଶିକ୍ଷଣ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବକର ଅନୁସାନ୍ୟ କୃତିତ୍ବ, କୃଷ୍ଣଲୀଳାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚ୍ଛତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚ୍ଛତ ଉତ୍ତର ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଂଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁହ କର୍ର ପ୍ରବାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବଂଧୁ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ଆଧ୍ୟାତ୍ମିକତାର ପ୍ରୟୋଗ	6

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3	ଜନ୍ମପତ୍ର	ମୌଳିକ ଲକ୍ଷଣ - ଶରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିତ ଲକ୍ଷଣ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପରିଚୟ, ପ୍ରକୃତି ପ୍ରମେ, ଜୀବନ ଦର୍ଶନ ପ୍ରତି ଶାଶ୍ଵତ ବାରତ୍ତା ଲାଭ ତଥା ଜାତୀୟ ଭାବନା ବୃଦ୍ଧି ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ଗ୍ରାମ୍ୟ ଗୁଣ୍ଠ ଓ ଭାରତ ମାନଚିତ୍ର ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିତ୍ଵାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	6
4	ଶରତ - ନଈ-କୁଳ	ମୌଳିକ ଲକ୍ଷଣ - ଶରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିତ ଲକ୍ଷଣ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରକୃତି କବିତାର ପରିଚୟ, ପ୍ରକୃତି ବନ୍ଦନା ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ଏହି ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିତ୍ଵାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	6
5	ଧୂଳି	ମୌଳିକ ଲକ୍ଷଣ - ଶରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିତ ଲକ୍ଷଣ - ବାରିତ୍ଵିକ ମହାନତାକୁ ଗୁରୁତ୍ଵ ଓ ମାନବ ବାବର ଜୟଗାନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, କବିତା ଆଧାରିତ ଚିତ୍ର ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିତ୍ଵାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ପୂଜ୍ୟ ପୂଜା।	4
6	ବନବାଣୀ	ମୌଳିକ ଲକ୍ଷଣ - ଶରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିତ ଲକ୍ଷଣ - ପରିବେଶପ୍ରମେ, ତଥା ପୁରାଣକୁ ଆଦର୍ଶ କରି ଜୀବନ ଯାପନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ଓ ବିଭିନ୍ନ ଯୁଦ୍ଧ ଗୁଣ୍ଠର ଚିତ୍ର ।	ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିତ୍ଵାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର ନାଟି କାଳ୍ପନିକ ସମ୍ପାଦନ ।	4

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						ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ		
7	ମଂଜୁଳା କଥା	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷଣ - ମାନବବାଦକୁ ଆବରଣ କରି ଜୀବନର ପ୍ରକୃତ ଅର୍ଥ ସନ୍ଧାନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତି, ଟିପ୍ପଣୀ, ଓଡ଼ିଶା ଓ ପୃଥିବୀ ମାନଚିତ୍ର ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଂଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥା-ପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	5
8	କଣ ଶିଖିବା	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷଣ - ଭ୍ରମଣର ଉପଦେଶ ଓ ଲୋକଶିକ୍ଷା ପାଇଁ ତାହା କିଭଳି ଉପଯୋଗୀ ସହେ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତି, ବିଷୟ ଭିତ୍ତିକ ଅନ୍ୟାନ୍ୟ ଉପୁତାଂଶ ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଂଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥା-ପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	6
9	ଦଶପ୍ରସାଦୀ କାବ୍ୟ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷଣ - ଦଶପ୍ରସାଦୀ ଜୀବନୀର କିଛି ଉପଦେଶ ଦିଗ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତି, ଏବଂ ଜୀବନୀ ପୁସ୍ତକ ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଂଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥା-ପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	6
10	କିଏ ଭାସେ କିଏ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ ,	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର	କଥା-ପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ	6

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	ରୁଡ଼େ	ପଠନ , ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - ବିଜ୍ଞାନ ବିଷୟ ଉପରେ ଆଧାରିତ ପୁସ୍ତକ ପଠନ ।	ପୁସ୍ତକ, ଅଭିଧାନ, ଅନୁସନ୍ଧାନ ଲକ୍ଷ୍ୟକ୍ରମର ସମୀକ୍ଷା ଆଧାରିତ ପୁସ୍ତକ ପଠନ ।	ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉପରେ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ଓ ବ୍ୟବହାରମାନଙ୍କ ପ୍ରତି, ଆଲୋଚନାତ୍ମକ ପ୍ରତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପ୍ରତି	ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	
11	ବିଶ୍ୱ ବିଜ୍ଞାନ ବିବରଣ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - ମହାପୁରୁଷଙ୍କ ଜୀବନର ଅନୁଭୂତିକୁ ଅବଲମ୍ବନ କରି ମଣିଷ ସମାଜର ଉନ୍ନତି ବିଧାନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନୁସନ୍ଧାନ ଲକ୍ଷ୍ୟକ୍ରମର ଅନୁସନ୍ଧାନ କୃତିତ୍ୱ, ଯୁକ୍ତିର ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା ।	ପୂର୍ବ ପରିଚୟର ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉପରେ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥା-ପାଠ୍ୟ ପ୍ରତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟବହାରମାନଙ୍କ ପ୍ରତି, ଆଲୋଚନାତ୍ମକ ପ୍ରତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପ୍ରତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	6
12	ବୃକ୍ଷଲତା ଆମର ବନ୍ଧୁ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - ପରିବେଶ ବିଷୟ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନୁସନ୍ଧାନ ଲକ୍ଷ୍ୟକ୍ରମର ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ ଆଧାରିତ ପୁସ୍ତକ ପଠନ ।	ପୂର୍ବ ପରିଚୟର ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉପରେ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥା-ପାଠ୍ୟ ପ୍ରତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟବହାରମାନଙ୍କ ପ୍ରତି, ଆଲୋଚନାତ୍ମକ ପ୍ରତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପ୍ରତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ପ୍ରଶ୍ନର ଉତ୍ତର , ପରିବେଶଜ୍ଞାନକୁ ସାମାଜିକ ତଥା ବ୍ୟବହାରିକ କ୍ଷେତ୍ରରେ ପ୍ରସାର	6
13	ଅଲିମ୍ପିକ କ୍ରୀଡ଼ା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - କ୍ରୀଡ଼ା ପ୍ରତି ସଚ୍ଚେତନତା , ଓ ସାଂସ୍କୃତିକ ଜୀବନର ବାସ୍ତବତା ର ଆଧାରରେ ଶାରୀରିକ ବିକାଶର ଉପଦେଶ ଦେବା ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନୁସନ୍ଧାନ ଲକ୍ଷ୍ୟକ୍ରମର ଓଡ଼ିଆ ତଥାସହି ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚୟର ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଉପରେ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରଶ୍ନ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥା-ପାଠ୍ୟ ପ୍ରତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟବହାରମାନଙ୍କ ପ୍ରତି, ଆଲୋଚନାତ୍ମକ ପ୍ରତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପ୍ରତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ବୈଜ୍ଞାନିକ ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	5
14	ଓଡ଼ିଶାର ସଂସ୍କୃତି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ ,	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ	ପୂର୍ବ ପରିଚୟର ଲବ୍ଧ ଜ୍ଞାନର	କଥା-ପାଠ୍ୟ ପ୍ରତି, ବର୍ଣ୍ଣନା	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ	ଦୈନିକ ଜୀବନରେ ଦେଶ	5

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		ପଠନ , ଲିଖନ । ନିରବଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଓଡ଼ିଶାର ସଂସ୍କୃତିର କିଛି ଉପଦାୟ ବିଶେଷର ଉଦ୍ଧାର ଅରଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ ।	ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନୁମତି କୃତିତ୍ୱ, ଓ ବିଭିନ୍ନ ଜାତୀୟ ପତାକାର ଚିତ୍ର ।	ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୁରୁ କରମ ପ୍ରଦାନ	ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଭକ୍ତି ତଥା ସଂସ୍କୃତିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	
15	ନିୟମ ବିଚାର	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରବଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମାତାପିତାଙ୍କର ସନ୍ତାନ ବ୍ୟବହାର ଓ ସାଂପ୍ରତିକ ଜୀବନ ଭୂମିର ବାସ୍ତବତା ର ଆଧାରରେ ବାସ୍ତବିକତା ମହାନତା ହୃଦୟଙ୍ଗମ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ୍ତ୍ୱପ୍ରସଙ୍ଗ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚୟର ଲ ବ୍ୟ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୁରୁ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	5
16	ରାଜ୍ୟାଚାର ବ୍ୟବହାର	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିରବଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମଣିଷ ପ୍ରତି ମଣିଷର ଶ୍ରବଣ , ଜାତିପ୍ରଭେଦ ଓ ମାନବ ଜୀବନର ରହସ୍ୟକୁ ବୁଝିବା ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ ଓ ତତ୍ତ୍ୱପ୍ରସଙ୍ଗ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚୟର ଲ ବ୍ୟ ଜ୍ଞାନର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନର ପରୀକ୍ଷା, ଗୁରୁ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଦେଖି ଭକ୍ତି ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	4

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Subject-Math						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
1. Knowing Our Numbers	12	a. Comparison of Numbers b. Large Number in practice c. Estimation d. Roman Numerals	<ul style="list-style-type: none"> Understands Indian and International System of Numeration and Large Numbers Constructs and Solves word problems based on basic Operations Links word problems which combine two or more basic operations. Understands different numeral system and differentiate between Number and Numerals 	<ul style="list-style-type: none"> Individual Task Group Activity ICT Mental Math's 	I. Discussion methods II. Project method III. Problem solving method Critical Thinking Creative Thinking	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz
2. Whole Numbers	08	a. Number Line b. Properties of	<ul style="list-style-type: none"> Understands and extends concept of Natural Numbers to Whole Numbers 	<ul style="list-style-type: none"> Individual Task Classroom 	I. Discussion methods II. Project	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group

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		Whole Numbers c. Patterns in Whole Numbers	<ul style="list-style-type: none"> Visualizes the numbers from Concrete –Pictorial to Abstract. Understands and applies the properties of Whole numbers to solve problems Constructs and Solves word problems based on basic Operations on Whole Numbers <p>Applies operations with and without regrouping</p>	Activity <ul style="list-style-type: none"> Group Activity ICT Mental Maths Oral Test 	III. method Problem solving method Critical Thinking Creative Thinking	Discussion ➤ Quiz
3.Playing with Numbers	20	a. Factors and Multiples b. Prime and Composite Numbers c. Tests for	<ul style="list-style-type: none"> Understands different types of classification of Numbers Visualizes the factors and Multiples of a number, similarity and difference between them (factor Tree) Uses different divisibility rules to find factors of a 	<ul style="list-style-type: none"> Individual Task Classroom Activity (Dimensions of rooms, Race) Group Activity 	I. Discussion methods II. Project method III. Problem solving method	➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz

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		Divisibility of Numbers d. HCF and LCM	number. <ul style="list-style-type: none"> Understands the concept and use of LCM and HCF of numbers Develops his own strategy to identify appropriate situation to use the concepts of LCM and HCF. 	<ul style="list-style-type: none"> ICT Practical with LCM Machine Memory Test (Prime Numbers upto 100 within 15 to 20 seconds) 	Critical Thinking Creative Thinking	
4.Basic Geometrical	15	<ul style="list-style-type: none"> Understanding Basic Concepts of Geometry Analyzing Skill (Differentiate between figures based on shape, size and structure) Referencing (Linking to real life) Correlation to other subjects and Enhancement of Maths terminology) 	<ul style="list-style-type: none"> Understands the basics of geometry and defines them. Visualizes the geometrical ideas and explains the properties. Understands about the shapes and generalizes that a closed figure divides the surface into three parts. Links the shapes available in the nature to the classroom learning and differentiates them.	<ul style="list-style-type: none"> Individual Task Demonstration Practical Work Paper Activity Excel MCQ Quiz 	I. Discussion methods II. Project method III. Problem solving method Critical Thinking Creative Thinking	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz
5.Understanding Elementary Shapes	18	a. Measuring Line segments b. Angles c. Perpendicular Lines	<ul style="list-style-type: none"> Understands the measuring techniques and measures accordingly. Understands the elementary shapes and defines them. 	<ul style="list-style-type: none"> Individual Task Demonstration Practical Work- Grid Paper activity Excel MCQ 	I. Discussion methods II. Project method III. Problem solving method	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz

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		d. Classification of triangles e. Quadrilaterals	<ul style="list-style-type: none"> Visualizes the elementary shapes and explains the properties. Links plane shapes to solid shapes or 2-D to 3-D	Quiz	Critical Thinking Creative Thinking	
6.Integers	12	<ul style="list-style-type: none"> Understanding Basic Concepts (Extension of Number Family) Computation (Operation on Integers) Reflective and Visualizing (Properties of integers) Application 	<ul style="list-style-type: none"> Understands and extends the number family from Natural numbers to Integers through whole Numbers Learns the importance and necessity of Integers to solve problems Applies the properties of integers and solves related problems. Visualizes the number line (Integer) and uses that for operations Visualizes the operation on Integers in a pictorial view.	<ul style="list-style-type: none"> Individual Task Group Activity Paper Strip Activity ICT Mental Strategy for computation 	I. Discussion methods II. Project method III. Problem solving method Critical Thinking Creative Thinking	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz
7.Fractions	18	a. Proper and improper fractions b. Equivalent Line Fractions c. Addition and subtraction of fractions	<ul style="list-style-type: none"> Understands and extends the number family from Natural numbers to Fractions through Integers and whole Numbers Links the fractions to the situations outside the class. Applies the basic operations on the Fractions to find sum and difference of fractions and enhances computational skill 	<ul style="list-style-type: none"> Individual Task Classroom Group Activity Paper Strip Activity Lab Activity Flash cards activity 	I. Discussion methods II. Project method III. Problem solving method Critical Thinking Creative Thinking	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz

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			<ul style="list-style-type: none"> Visualizes the fractions and operations on fractions , converts mixed into improper and vice-versa <p>Solves word problems or real life problems using fractions</p>			
8.Decimals	16	<ul style="list-style-type: none"> Understanding the concepts of Decimals and Extending the place value system. Comparing and converting fractions into decimals and vice-versa.(smaller unit into larger) Computation (Operation on Decimal Numbers) Reflective and Visualizing (decimals' concrete and pictorial view) <p>Application to real life word problems to find proper solution.</p>	<ul style="list-style-type: none"> Extends and includes decimals in the number family and understands place value system Represents decimals on the number line and visualizes decimals. Converts fractions into decimals and vice-versa and smaller units into larger using decimals. Applies basic operations on decimals and computes properly. <p>Links with day to day basis word problems and finds solutions.</p>	<ul style="list-style-type: none"> Individual Task Demonstration Colored Grid activity 	<p>I. Discussion methods</p> <p>II. Project method</p> <p>III. Problem solving method</p> <p>Critical Thinking</p> <p>Creative Thinking</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz
9.Data Handling	14	<ul style="list-style-type: none"> Understanding the meaning and use of Data Organization Drawing and Comparing Representation and Referencing Analyzing, Visualizing and Interpretations Appreciating the aesthetic value of Maths 	<ul style="list-style-type: none"> Learns why and how data should be organized Makes his own way of organizing data using tally marks in Picture and Numbers. Skilled to Explore, Identify and Represent data as Pictograph and Bar Graph. <p>Capable of analyzing and interpreting pictorial form of</p>	<ul style="list-style-type: none"> Individual Task Graphical Method Project Work School Survey ICT 	<p>I. Discussion methods</p> <p>II. Project method</p> <p>III. Problem solving method</p> <p>Critical Thinking</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz

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			data and find answers		Creative Thinking	
10.Mensuration	15	<ul style="list-style-type: none"> Understanding the concept of Perimeter Knowledge of terminology related to Mensuration, Units of measurement Deriving formulae (Formula formation) and Comparing Computational and Drawing skill Verifying the result Applying formulae to solve different real life problems <p>Analyzing and Appreciating the beauty of Maths</p>	<ul style="list-style-type: none"> Understands concept of Perimeter and Area Skilled to derive formula for Perimeter and Area of Rectangle and Square Feels competent to find his own way and strategies for calculating perimeter and area Gets ready to apply the concept for solving day to day based problems. Capable to explain the relationship between the perimeter and area of a geometrical figures. 	<ul style="list-style-type: none"> Individual Task Lab activity Classroom Group Activity Geo Board Activity (Using Rubber Bands) Graphical and Tracing the figures 	<p>I. Discussion methods</p> <p>II. Project method</p> <p>III. Problem solving method</p> <p>Critical Thinking</p> <p>Creative Thinking</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz
11.Algebra	18	<p>a. Variable</p> <p>b. Equation</p>	<p>Dividing students into groups of five and asking them to prepare one situation which can be represented as an equation.</p>		<p>I. Discussion methods</p> <p>II. Project method</p> <p>III. Problem solving method</p> <p>Critical Thinking</p> <p>Creative Thinking</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz
12.Ratio and Proportions	15	<ul style="list-style-type: none"> Understanding the meaning and importance of Ratio and Proportion Comparing the quantities, analyzing and 	<ul style="list-style-type: none"> Understands Ratio and Proportions and describe relationship using ratios. 	<ul style="list-style-type: none"> Individual Task Discussion 	<p>I. Discussion methods</p> <p>II. Project</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work

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		<ul style="list-style-type: none"> concluding Computing using different and appropriate methods <p>Understanding and applying Unitary Method to solve problems</p>	<ul style="list-style-type: none"> Skilled to compare quantities using proper units of measurement Competent to find his own way and strategies to apply unitary method to solve day today's real problems. <p>Skilled to compute accurately and timely.</p>	<ul style="list-style-type: none"> Flash cards Group Activity 	<p>III. method Problem solving method</p> <p>Critical Thinking</p> <p>Creative Thinking</p>	<ul style="list-style-type: none"> ➤ Group Discussion ➤ quiz
13.Symmetry	9	<ul style="list-style-type: none"> Understanding the meaning and existence of symmetry in our life Knowledge of basic of symmetry, its types and role Drawing , Comparing and tracing ability to find and make symmetrical diagrams <p>Developing aesthetic sense and appreciating beauty of Maths</p>	<ul style="list-style-type: none"> Finds symmetry in the surrounding and nature Competent to justify the symmetry in shapes Skilled to draw symmetrical shapes and lines of symmetry <p>Capable of completing the figure to show symmetry in his own way</p>	<ul style="list-style-type: none"> Paper Folding activity Mirror Show Demonstration Individual Task ICT Short Visit outside the class 	<p>I. Discussion methods</p> <p>II. Project method</p> <p>III. Problem solving method</p> <p>Critical Thinking</p> <p>Creative Thinking</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz
14.Practical Geometry	12	<ul style="list-style-type: none"> Knowledge of Geometrical apparatus Handling and using apparatus properly Drawing and constructing angles, Lines , Circle etc Understanding the terminology and language for construction <p>Maintaining neatness and accuracy</p>	<ul style="list-style-type: none"> Gets familiar with geometrical apparatus Skilled to draw, construct and verify the parallel lines, angles , bisectors etc Feels competent to draw and construct circles with and without compasses. Capable to make 	<ul style="list-style-type: none"> Black Board Activity Group Activity(Practical) Tracing activity for verification 	<p>I. Discussion methods</p> <p>II. Project method</p> <p>III. Problem solving method</p> <p>Critical Thinking</p> <p>Creative Thinking</p>	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ quiz

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			copy of lines and angles without tracing.			
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Subject-Science						
Lesson no and name	No of period	Objective concepts and skill	Instructional tools/Resources	Learning outcomes	Pedagogy	Assesment
1. Food Where does it comes from	7	Plant parts and animal products as sources of food; herbivores, carnivores, omnivores.	<ul style="list-style-type: none"> Reference Book Smart class Examples of food from different parts of plants and of food from animal's sources. 	Germination of seeds such as mung, chickpea etc.; preparing a chart on food habits of animals and food culture of different regions of India.	Observation skill Lab activity Questioning Explanation Classroom discussion	What are the various sources of our food? What do other animals eat?
2. Components of food	6	Carbohydrates, fats, proteins, vitamins, minerals, fibers, their sources	Mid-Day Meal; Charts,		Observation skill	By asking questions

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		and significance for human health; balanced diet; diseases and disabilities due to food deficiencies.	pictures/films of children suffering from food deficiencies and disabilities.		Lab activity Questioning Explanation Classroom discussion	What is our food made up of? Why do we eat a variety of food?
3. Separation of substances	7	Threshing, winnowing, hand picking, sedimentation, filtration.	Talking to some elders about practices after harvesting the crop; kit materials.	Discussion on threshing, winnowing, hand picking; experiments on sedimentation, filtration. Separating mixture of salt and sand.	Observation skill Lab activity Questioning Explanation Classroom discussion	By asking question How do we separate the grains after harvesting the wheat /rice crop?
4. Fibers to fabric	7	Different types of cloth			Observation skill	What are our clothes made up?

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		Materials – cotton, wool, silk	Sharing of prior knowledge with parents and		Lab activity Questioning Explanation Classroom discussion	How did people manage when there were no clothes
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		and synthetics. Development of clothing materials	community. Archaeological and historical accounts	Simple activities to distinguish among different types of cloth.		
Are some of our clothes made of materials obtained from plants? In what kinds of places do these plants grow? Which parts of the plants are used for making clothes?		Plant fiber, especially cotton and jute; production of cotton, jute and other locally available plant fibers; types of soil required for the growth of different fibrous plants.				

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			Sharing of prior knowledge with parents and community.	Whole class discussion. Field survey/ collecting information on locally available plant fibres (coconut, silk cotton, etc.)		
5.Sorting of materials into groups	6	Grouping things on the basis of common properties	Materials, kit items.	Collecting and grouping things on the basis of gross properties e.g. roughness, luster, transparency, solubility, sinking/floating using prior knowledge, through experiments.	Observation skill Lab activity Questioning Explanation Classroom discussion	Whatkindsofthings do we see around us?
6.Changes around	7			Experiments involving heating ofair,wax,paper,metal,water tohighlighteffectslikeburning, expansion/compression, change of state. Discussion on other changes which cannot be reversed – growing up, opening of a bud, ripening offruit,	Observation skill Lab activity Questioning	By asking questions In what ways the Things change

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		Some changes can be reversed and others cannot be reversed.	Prior knowledge, kit items.		Explanation Classroom discussion	On being heated? Do they change Back on being Cooled?
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		<p>Solubility, saturated solutions. Amount of substance dissolving varies with temperature. At the same temperature amounts of different substances that dissolve varies.</p>	<p>Salt, sugar and other common substances, kit items.</p>	<p>Experiments for testing the solubility of commonly available substances.</p>	<p>By asking questions</p> <p>How much salt can be dissolved in a cup of water?</p>
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				Experiments on the effect of heating and cooling on solubility. Comparison of solubility's of different substances using nonstandard units (eg. spoon, paper cone).		
7.Getting to know plants	7	Living/non-living characteristics; habitat; biotic, abiotic (light, temperature, water, air, soil, fire)	Recollection of diversity of living organisms and the habitat where they live.	Listing of things around us, listing of characteristics after making observations say on size, color, shape etc., categorization; observations on habitat; observing germination of seeds, also observing under dark conditions; growth and development of domestic animals, hatching of birds' eggs etc., developing drawing skills.	Observation skill Lab activity	By asking question Do all living things
		Habitat varies – aquatic, deserts,		Listing the diverse set of living	Questioning Explanation Classroom discussion	Move? What is the difference between living and non-living things?

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8.Living organisms and their surroundings.	7	mountains etc. – plants and animals show adaptation; other plant part modifications like tendrils,	Potted plants or seeds, pots, etc.; thermometer, any water plants, any xerophytic plants, Information on desert and aquatic	organisms around us; prepare herbarium specimens of different leaves, plants; studying modifications in plants and animals; observing how different environmental factors (water availability,	Observation skill	How does habitat affect plants and animals? How do fish live in water?
		thorns etc. Animals in deserts and water.	plants and animals.	temperature) affect living organisms;	Lab activity Questioning Explanation Classroom discussion	
9.Body movements						
	6				Observation skill Lab activity	By asking questions

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		Structure and functions of the animal body; Human skeletal system, some other animals e.g. fish, bird, cockroach, snail.	Observation of nature; model of skeleton, X-rays of arms or legs, chest, hips, jaws, vertebral column (could be given in the textbook).	Activities to study X-rays, find out the direction in which joints bend, feel the ribs, backbone etc. Observation/ discussion on movement and skeletal system in other animals.	Questioning Explanation Classroom discussion	Do all animals have bones in their bodies? How do fishes move
10.Motion and measurements How did they know how far they had travelled? How do we know that something is moving? How do we know how far it has moved?	6			Measuring lengths and distances. Observation of different types of moving objects on land, in air, water and space. Identification and discrimination of various types of motion. Demonstrating objects having more than one type of movement (screw motion, bicycle wheel, fan, top etc.) Observing the periodic motion in hands of a clock / watch, sun, moon, earth.	Observation skill Lab activity	BY asking questions How did

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			Everyday experience; equipment (scale etc.) to measure length. Stories for developing contexts for measuring distances.		Questioning Explanation Classroom discussion	people travel from one place to another place earlier times
11. Electricity and circuits How does a torch work?	6	Electric current: Electric circuit (current flows only when a cell and other components are connected in an unbroken loop)		Activity using a bulb, cell and key and connecting wire to show flow of current and identify closed and open circuits. Making a switch. Opening up a dry cell.	Observation skill Lab activity Questioning	By questions and Answer discussion.

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			Torch: cell, bulb, led, wires, key.		Explanation Classroom discussion	
		Conductor, Insulator.	Mica, paper, rubber, plastic, wood, glass metal clip, water, pencil (graphite), etc.	Experiment to show that some objects (conductors) allow current to flow and others (insulators) do not.		Do all materials allow current to flow through them?
12. Fun with Magnets	6		Magnet, iron	Demonstrating how things are attracted by a magnet.		By questions and Answer discussion
Where on a magnet do things stick?		Poles of a magnet.	Magnet, iron pieces, iron filings, paper	Activity to locate poles of a magnet; activity with iron filings and paper.		
		A freely suspended magnet always aligns in a particular direction. North and South poles.				

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How is amagnet used to find direction?			Bar magnet, stand, thread, compass.	Activities with suspended bar magnet and with compass needle.		
How do two magnets behave when brought close to each other?		Like poles repel and unlike poles attract each other.	Two barmagnets, thread, stand.	Activities to show that like poles repel and unlike poles attract.		
13.Light shadow and reflection Which are the things we cansee through?	10	Classification of various materials in terms of transparent, translucent and opaque.	Previous experience, candle/torch/lamp , white paper, cardboard box, black paper.	observation; looking across different materialsatasourceoflight.	Observation skill Lab activity Questionin g Explanation Classroom discussion	BY asking questions
		A shadow is formed only		Discussion; observing shadow		

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When are shadows formed? Do you get a shadow at night – when there is no light in the room, no moonlight or other source of light?		when there is a source of light and an opaque material obstructs a source of light. A shadow is black irrespective of the colour of the object.	Child's own experience, candle/torch/lamp, white paper, black paper, coloured objects.	formation of various objects of different shapes, and of same shape and different colours; playing and forming shadows with the hands in sunlight, in candle light, and in a well lit region during daytime; making a pinhole camera and observing static and moving objects.		BY asking questions
What colour is a shadow?						
On what kinds of surfaces can we see images?		Reflecting surfaces; images are different from shadows.	Experience, objects with polished surfaces, mirror etc.	Observing differences between the image and the shadow of the same object.		
14. Water	6			Estimation of water used by a family in one day, one month, one year. Difference between need and availability.	Observation skill Lab activity	BY asking questions
animals, rivers, ponds and plants and animals if it does not rain this		Importance of water, dependence of the living on		Discussion. Activity: plant growth in normal, deficient and excess water conditions.	Questioning Explanation Classroom discussion	

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year?		water. Droughts and floods.	Experience, newspaper reports.			
What will happen to soil, people, domestic animals, plants and animals living in rivers and ponds, if it rains heavily?						
		Some animals				
15. Air around us. Importance of air Why do earthworms come out of the soil when it rains?	6	and plants live in water; some live on land and some live in upper layers of soil; but all need air to breathe/to respire.	Experience.	Discussion.	Observation skill Lab activity Questioning Explanation Classroom discussion	BY asking questions
16. Garbage in garbage out.	5					

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<p>Waste</p> <p>Do you throw away fruit and vegetable peels and cuttings?</p> <p>Can these be reused? If we dump them anywhere, will it harm the surroundings? What if we throw them in plastic bags?</p>		<p>Waste; recycling of waste products; things that rot and things that don't. Rotting is supported by animals/animal and plant products.</p>	<p>Observation and experience.</p>	<p>Survey of solid waste generation by households; estimation of waste accumulated (by a house/ village/ colony etc.) in a day, in a year; discussion on 'what is waste'; Activity to show that materials rot in soil, this is affected by wrapping in plastics.</p>	<p>Observation skill Lab activity Questioning Explanation Classroom discussion</p>	<p>BY asking questions</p>
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Subject-Social Science					
S. NO.	Topic	Subtopic	Attitude/Values-Linkage	Life skill Linkage	Extended Activity

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01	What, Where, How and When?	Studying Our Past	An ability to access and utilize relevant information. A spirit of team work among the students. Refer Value card on Collaboration or. Values education handbook, page 144.	<input type="checkbox"/> <input type="checkbox"/> Critical and creative thinking <input type="checkbox"/> <input type="checkbox"/> Problem solving Refer to page 94, the Life Skills Manual	The teacher can hide a few things in a sand pit and ask the students to find them without damaging any of the items and record their findings. A visit to the ASI museum and understand the importance of Archaeology.
02	On the Trail of the Earliest People	a) The earliest people- why were they on the move. b) Rock Paintings and what do they tell us.	Bonding, Importance of each individual in the team. Refer to page 154, of the Values Education Handbook.	Communication Skills and Thinking Skills Refer to page 114-115 of the Life Skills Manual.	We now know that people were aware of the uses of fire. It could have been used for a lot of things. Make a list of the various uses of fire now-a-days. Paleolithic people living in France and Altamira painted on cave walls too. Prepare a brief project on these paintings in context with its geographical location, colours used, main themes, approximate number of cave paintings found and a few photographs.
03	From Gathering Food to Growing Food	a) A new way of life. b) Towards a settled life.	Value of Collaboration.	Critical thinking and Problem Solving. Refer to page 222 of the Life Skills Manual.	Imagine you have moved to a new place where you do not know anyone. How will you try to adjust in that place? Share with your friends. Visit the nearest agriculture facility centre and find out the latest techniques farmers are using to enhance the growth of their crops. Discuss in class.

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04	In the Earliest Cities	What was special about these cities? Houses, Drains and Streets.	Help students to understand Interdependence. Refer to Page 147 of the Values Education Handbook.	Creative thinking Decision making. Refer to pages 225-226 of the life Skills Manual.	Imagine you are on a time travelling machine and have been transported to Mohenjodaro. Develop a play around the day spent in Mohenjodaro with special emphasis on its town planning. Discuss the other cities you know about, which have been similarly planned.
05	What Books and Burials tell Us	Finding about social differences. A special burial at Inamgaon.	Tolerance, Respect, Acceptance of others. Refer the Value cards activity.	Social Skills- Communication, Understanding Refer to page 193 of the Life Skills Manual	Different communities have different kinds of burials. It is a serious affair and a solemn occasion. Find out about these burials and analyze why these methods must have been chosen. Discuss and might in class.
06	Kingdoms, Kings and Early Republics	a) Varna System b) Magadha, the Mahajanapada with resources: a controlled use of environmental resources for a better future. c) How some men become rulers.	Sharing, compassion and respect. Sensitivity to the environment, nurture the nature, sustainable development. Refer Page 163 of the Values Education Handbook. Responsibility and Leadership.	Empathy: Refer to Life Skills Manual, page 175 Critical Thinking: Refer to page 187, the Life Skills Manual. Interpersonal Relationships: Refer Activity on page 134 of the Life Skills Manual.	Theatrical depiction of the different varnas - a role play to show the interchange of varnas and the professions breaking away its rigidity. Carry out an audit on the resources that are available in our locality and how are they being utilized. Recycling of resources can also be studied. Discussion: Best qualities that a leader possesses.

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07	New Questions and Ideas	Story of Buddha and Mahavira	To sensitize students towards other people and be compassionate and develop a feeling of empathy.	Empathy and Interpersonal Relationship Refer page 172, the Life Skills Manual for Sample situation 1 and 2.	1. Find out about other great men who have promoted peace and harmony in the world. 2. List ways to be empathetic and kind to others- especially who are neglected, unfortunate and discriminated.
08	Ashoka, The Emperor Who Gave Up War	a) Ashoka's Dhamma b) Ashoka's goal in life was to spread Dhamma. Can you determine your goals?	Kindness, Compassion. Refer to Page 159 of Values Education Handbook. Tolerance, Peace. Refer to Value Cards (VI-VIII). Doing your Best, Integrity. Refer Page 156 of Values Education Manual.	Empathy. Refer to page 171 of the Life Skills Manual. Self Awareness. Wishes and Goals. Refer to page 77 of the Life Skills Manual.	Do a role play depicting the emotions of Ashoka during and after the Kalinga War. Link it up to the present issues of relevance. Imagine that you are Ashoka's Ambassador sent to a school. Give a speech on what you would like to share with the students in the morning assembly.

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09	Vital Villages, Thieving Towns	Flourishing Villages and Agriculture	Collaboration. Refer to Value Cards (VI-VIII)	Critical Thinking. Refer to page 90 of the Life Skills Manual.	Look around and trace the places that were agricultural fields and now over a decade have become centres of urbanization. Also list down people who were marginalized.
10	Traders, Kings and Pilgrims	a) The Bodhisattvas did not live in isolation but stayed in the world to help and teach others. Now put yourself in their place. How assertive can you be in helping and respecting others? b) The Chinese Accounts and Us: The Chinese pilgrims perceived India through their travel.	Acceptance of others, good behavior in Human interaction. Refer to Value Cards (VI-VIII). Doing your best, Learning from people, events and stories. Refer to page 156 of Value Education Manual.	Effective Communication: Assertive Behaviour. Refer to Activity on page 125, the Life Skills Manual. Self Awareness: Understanding My Inner self. Refer to page 69, the Life Skills Manual.	Picture Identification: Look at the picture on page 103. (Class VI History Book NCERT) Write a small paragraph on what you understand out of it. Write down a diary entry of a day when you had a conflict with your friends and analyze how you tried to solve it.

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11	New Empires and Kingdoms	a) Genealogy b) Harsha means happiness. What is your quotient of happiness and cheerfulness?	Respect, Acceptance of others. Refer to Value Cards (VI-VIII). Courtesy. Refer to Value Cards (VI-VIII).	Interpersonal Relationships. Refer to page 135 of the Life Skills Manual. Effective Communication: Being Cheerful. Refer to page 132, the Life Skills Manual.	If you had to make a genealogy for yourself, who are the people you would include in it? How many generations would you like to show? Make a chart and fill it. Collect poems or compose your own poems on the similar topics of happiness, enjoyment and cheerfulness.
12	Buildings, Paintings and Books	a) Temple Building: Collaboration and Team building. b) Popular Stories from Sanskrit Epics: Problems faced and solved in the epics	Collaboration, Team-Work, Doing your Best. Refer to Value Cards (VIVIII) Conflict Resolution. Refer to Value Cards (VI-VIII)	Creative thinking. Refer to page 105 of the Life Skills Manual. Creative thinking. Refer to page 109 of the Life Skills Manual.	Make a diagram to show the various stages in temple making. Role Play any popular incident from the Sanskrit Epics.

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SOCIAL SCIENCE – GEOGRAPHY

S. NO.	Topic	Subtopic	Attitude/Values-Linkage	Life skill Linkage	Extended Activity
01	The Earth in the Solar System	Earth, our home planet, is the only planet in our solar system known to harbour life - life that is incredibly diverse. The solar system is filled with amazing sights, including an avalanche beneath a Martian ice cap, the surface of Saturn's big moon Titan, and Saturn's bright rings.	Learning from People, Events and Stories.	Interpersonal Relationships	1. Split the class into small groups; each group researches one planet. Students in the group make a list showing the planet's atmosphere, size, mass, distance from the Sun, geology and surface features, surface temperature, and moons. 2. They also write a sentence describing something unique or striking about their planet - an impression, interview each other to exchange information and impressions.
02	Globe : Latitudes and Longitudes	Latitude and longitude are angles that uniquely define points on a sphere. Together, the angles comprise a coordinate scheme that can locate or identify geographic positions on the surfaces of planets such as the earth.	Control over thoughts and actions. Values Education Handbook.	Critical Thinking: The Life Skills Manual.	Calculate the longitude of the position of a ship whose navigation officer observes that GMT is 17.15 hours when the local time is noon. Show your working.
03	Motions of the Earth	If the Earth is the moving thing, its rotation and its revolution are allowed to be separate quantities, which could explain the vastly different timescales for days (the period of Earth's rotation) and years (the period of Earth's revolution).	Control over thoughts and actions. Values Education Handbook.	Appropriate Decision Making: the Life Skills Manual.	Draw the diagram to show the position of the Earth on 21 June. Name the Equator, The Arctic Circle and Antarctic circle. Shade the area that will have 24 hours of darkness.

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04	Maps	This unit focuses on the introduction of maps and globes and why they are important. The students will become familiar with what is represented on maps and globes, and how they are used. Students will explore using cardinal directions, locating North and South Poles, Atlantic and Pacific Oceans and northern and southern hemispheres. knowledge.	Be Compassionate. Refer to Values Education Handbook.	Empathy: Refer to the Life Skills Manual.	Draw signs and symbols used to represent the following on Topographic maps: 1. Un metalled road 2. Tank and bund 3. Fort 4. Spring 5. Board gauge railway line single track with station 6. Lighthouse 7. Camping ground 8. Triangulation
05	Major Domains of the Earth	The surface of the earth is a complex zone in which three main components of the environment meet, overlap and interact. The Lithosphere , Atmosphere , Hydrosphere . Biosphere is the narrow zone where we find land, water and air together, which contains all forms of life.	Be Compassionate. Refer to Values Education Handbook.	Empathy: The Life Skills Manual.	1. Collect rocks when you go out on trips. Try to differentiate between the rocks you collect. Which is the main type of rock that you find in your neighbourhood? 2. Draw a sketch showing how four domains of earth interact with each other to make life possible.
06	Major Landforms of the Earth	The surface of the earth is not the same everywhere. The Earth has an infinite variety of landforms.	Ability to access and utilize relevant information. Values Education Handbook.	Problem Solving: Refer to Life Skills Manual.	Help save our planet. List the kind of things you can do to recycle paper, save water, electricity, gas, etc. Make the list individually and then share in a group of five or six and decide on five to six

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		Some parts of the lithosphere may be rugged and some flat. These landforms are a result of two processes.			points.
07	Our Country – India	India is a country of vast geographical expanse. In the north, it is bound by the lofty Himalayas. The Arabian Sea in the west, the Bay of Bengal in the east and the Indian Ocean in the south, wash the shores of the Indian peninsula.	Caring, Respect. Refer to Value Cards (VI-VIII).	Managing Emotions: The Life Skills Manual.	1. On the outline map of India show five chief physical divisions of India and the three Himalayan range. 2. Make a collage to show global cooperation of India through UN and its agencies. You can draw or cut pictures and paste.
08	India: Climate, Vegetation and Wildlife	The climate of India is described as Tropical Monsoon Climate. This classification is characteristic of this climatic unity of the country as there is otherwise great climatic variation.	Caring, Respect. Refer to Value Cards (VI-VIII).	Empathy: The Life Skills Manual	Watch CNN and BBC. Make pairs of places with one from North America and another from Europe which are influenced by the same factors of temperature and have similar climates. Prepare a map of the region where you are living. Show wildlife sanctuaries, zoos and other measures taken for conservation of forest.

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Subject- Social Science (Political Science)					
S. NO.	Topic	Subtopic	Attitude/Values-Linkage	Life skill Linkage	Extended Activity
01	Understanding Diversity	Learning Diversity from peers.	Learning from People, Events and Stories. Refer to page 156, Values Education Handbook.	Interpersonal Relationships: Refer to page 128 of the Life Skills Manual.	Make a chart showing examples of Unity in Diversity in India.
02	Diversity and Discrimination	Striving for equality	Together We Can. Refer to page 160, Values Education Handbook.	Empathy: Refer to page 181, the Life Skills Manual.	Compose Poems on the topic "Equality to All".
03	What is Government?	Democracy: A key to Success?	Cooperative Problem Solving. Refer to Page 154, Values Education Handbook.	Appropriate Decision Making: Refer to page 206, the Life Skills Manual.	For one day manage your home by taking up the role of your mother or father.
04	Key Elements of a Democratic Government	Need to Resolve Conflicts	Making Cohesive Community, Team work, cooperation. Refer to 143-4 of Values Education Handbook.	Problem Solving: Refer to page 218, the Life Skills Manual.	Prepare a play in class. The theme is Democracy. Include the following: Benefits of living in a democracy, problems during elections, issues of price rise, increasing gap between rich and poor etc.
05	Panchayati Raj	Role of each individual in Society.	Social Responsibility. Refer to page 127, Values Education Handbook.	Appropriate Decision Making: Refer to page 206, the Life Skills Manual.	Write down a pledge stating that once you achieve voting age you would vote every time and encourage others to vote as well.
06	Rural Administration	The role of police	Doing your Best. Refer to Value Education Cards (VIVIII).	Problem Solving: Refer to page 222 of the Life Skills Manual.	You are the inspector of your area. What would you do in case of a theft in your area?
07	Urban Administration	Individual Contribution to Cleanliness.	Social Responsibility. Refer to page 127, Values Education Handbook.	Empathy: Refer to page 187 of the Life Skills Manual.	On Sundays and other holidays help your parents in cleaning the house.
08	Rural Livelihoods	Story of Indian Peasants: The vicious cycle of debt, poverty and suicide.	Caring, Respect. Refer to Value Cards (VI-VIII).	Empathy: Refer to Activity on page 180 of the Life Skills Manual.	Watch the movie 'Peepli Live' and write a movie preview on it.
09	Urban Livelihoods	Coping with our busy lives.	Self Discovery. Refer to page 145 of Values Education Handbook.	Coping With Stress: Refer to page 161, the Life Skills Manual.	Visit an orphanage and spend some time with them. Share your old books and toys with them.

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Subject: Computer					
Lesson No & Name	No of Period	Objective (Concepts and skills)	Learning Outcomes	Instructional Tools/ References	Pedagogy
Chapter:1 Microsoft word	Theory-05 Practical-12	Concepts: <ul style="list-style-type: none"> ❖ Introduction ❖ Why we use Ms word ❖ Different ta used in Ms word. ❖ How to design a document by using some font name nad size. ❖ Creating table and chart . ❖ Uploading picture and screenshot. Skills: The teacher will keep the following skills in view: <ul style="list-style-type: none"> ❖ Thinking skills ❖ Understanding Skill. 	Make it sure that the student learns the concepts given: <ul style="list-style-type: none"> ❖ In this chapter the student get a basic idea that how they use the Microsoft word. 	In addition to general teaching tools including blackboard and chalk, etc, the teacher will use Reference book: Log on To computer Madhubun Publication	<ul style="list-style-type: none"> ❖ In this chapter the student learn different tab present in ms word and their functionality.
Chapter:2 Microsoft Excel	Theory-05 Practical-15	Concepts: <ul style="list-style-type: none"> ❖ Introduction ❖ Why we use Excel . ❖ Different tab present in Microsoft excel. ❖ How to perform different calculation. Skills: The teacher will keep the following skills in view: <ul style="list-style-type: none"> ❖ Thinking skills ❖ Attentiveness ❖ Listening Skills 	<ul style="list-style-type: none"> ❖ In this chapter the student learn how to use the excel and all the formula related to Microsoft excel. 	In addition to general teaching tools including blackboard and chalk, etc, the teacher will use Reference book: Log on to computer Technology Madhubun Publication.	<ul style="list-style-type: none"> ❖ In this chapter the pedagogical learning the student has a curious ness to know the new thing.

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<p><i>Chapter:3</i> Working with windows</p>	<p>Theory-12 Practical-05</p>	<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Introduction to windows. ❖ Working with mouse. ❖ Opening and closing windows. ❖ Basic components of GUI. ❖ Window ❖ Desktop. ❖ Components of a window. ❖ Minimize, restore down and close button. ❖ Files and folders. ❖ Windows explorer. ❖ Opening a file. <p>Skills:</p> <ul style="list-style-type: none"> ❖ Thinking skills ❖ Understanding skill. 	<ul style="list-style-type: none"> ❖ In this chapter the student learn different concept of windows and Files. ❖ How to use the Windows operating system and file explorer. 	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p>Reference book: Foundation of information Technology Madhubun Publication</p>	<ul style="list-style-type: none"> ❖ In this chapter the pedagogical learning is the student learn different concepts of file explorer and windows. ❖ How to open a file and how to close a file.
<p><i>Chapter:4</i> <i>Microsoft paint</i></p>	<p>Theory-08 Practical-05</p>	<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Introduction ❖ What is paint and why we use paint ❖ Two tab present in paint ❖ Home ❖ View 	<p>Make sure that the students learn Make sure that the students learn</p> <ul style="list-style-type: none"> ❖ In this chapter the student learn how to draw different figure by using paint. 	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p>Reference book: Logon to computer Madhubun Publication</p>	<ul style="list-style-type: none"> ❖ In this chapter the pedagogical learning is how to draw good picture by using two tab present in paint.

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<p><i>Chapter:5</i> <i>Microsoft</i> <i>Powerpoint</i></p>	<p>Theory-07 Practical-12</p>	<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Introduction to presentation graphics power point. ❖ Understanding the concept of slide shows. ❖ Basic elements of a power point window. ❖ Title bar ❖ Quick access tool bar. ❖ Ribbon. ❖ Slide pane. ❖ Headers , footers, Numbering slides. 	<p>Make sure that the students learn</p> <ul style="list-style-type: none"> ❖ Different concept of power point. ❖ How to use different to make one slide. 	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <p>Reference book: Foundation of information Technology Madhubun Publication</p>	<ul style="list-style-type: none"> ❖ In this chapter the pedagogical learning how to make a good presentation y using power point in windows operating system.
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HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VI)

Subject-Physical Education					
Month	No of period	content	Activities and Objectives	Tools	Pedagogy
April & June	16 each class	Human body Athletic Game Drill/ Marching Yoga	<ul style="list-style-type: none"> ● Meaning of growth and development. ● Body consciousness ● Concept mental health and mental illness. ● General awareness about physical maturation. ● Running <ul style="list-style-type: none"> ● Carom& Chase ● Kabaddi ● Mass PT- Table-1 & 1 to 5 exercise. ● Attention ● Stand at easy ● Dismiss ● Padmasana ● Badhapadamasana ● Ardhakati ● Chakrasana ● Vastrika ● Alulombilom 	<ul style="list-style-type: none"> ○ Chart ○ Posture ○ Models ○ Height measuring equipment ○ Weighing machine ○ Whistle lime powder ○ Mat 	<ul style="list-style-type: none"> ❖ Unpredictable & worrisome middle school students will be able to come out of the confused state by understanding that. ❖ Every individual has to pass through this phase in his/her life. ❖ Hormones are responsible for the changes. ❖ Changes are gradual. ❖ Physical, mental and emotional development. ❖ Development of running skill. ❖ Mental development of young ones. ❖ Neuromuscular coordination. ❖ Development of body and mind co-ordination. ❖ Mental development. ❖ Development of reparatory system and breathing control. ❖

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		Pranayama			
July & August	16 each class	Physical fitness and sports skills Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> • Concept of physical fitness • Learning of basic sports skill. • Fundamental skills of any two major games as per the ability of facilities. • Strength, endurance, flexibility. • Putting the short, sprint. • Kabaddi. • Kho-Kho. • Mass PT- Table-1 <p>6 to 10 exercise</p> <p>Left turn, Right turn, and about turn.</p> <ul style="list-style-type: none"> • Parswakonasana • Trikonasana • Paribhuta • Trikonasana • Meditation • Puraka • Rechaka • Kumbhaka 	<ul style="list-style-type: none"> ○ Chart ○ Sports record making and breaking ○ Playground ○ Whistle ○ Lime powder ○ Gymnastic beams and benches, mattresses ○ Lime powder. ○ Clapper. ○ Whistle ○ Mat 	<ul style="list-style-type: none"> ❖ To achieve and maintain a level of physical fitness. ❖ To develop spirit of sportsmanship. ❖ To develop a firm, lean body, a strong heart, a slower heart rate, normal blood pressure muscle strength, muscle endurance and flexibility. ❖ Throwing and running skill development. ❖ Develop team spirit. ❖ Development of physical ability. ❖ Development of efficiency confidence, self-discipline. ❖ Good posture. ❖ Positive attitudes towards health. ❖ Make the student understand the importance of Pranayama.
Sept. & Octo.	12 each class	We and Environment Athletic	<ul style="list-style-type: none"> • Personal hygiene • Diseases • Pollution • Water management. 	<ul style="list-style-type: none"> ○ Chart ○ Models ○ Plastic articles. ○ Video clip. 	<ul style="list-style-type: none"> ❖ Children will be provided with toilet facilities that are environment friendly age & need specific and children will also be trained for clean toilet habit.

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		<p>Game</p> <p>Drill/Marching</p> <p>Yoga Sana</p>	<ul style="list-style-type: none"> • Jumping, Long jump, High jump, Triple jump. • Foot ball • Volley ball <ul style="list-style-type: none"> • Mass PT-Table-2 1 to 5, Kadamtal • Garudasana • Gomukhasana • Matsyasana • Ujayi (without kumhaka). • sabasana 	<ul style="list-style-type: none"> ○ Whistle ○ Take up board. ○ Lime powder. <ul style="list-style-type: none"> ○ Foot ball ○ Volley ball 	<ul style="list-style-type: none"> ❖ To enhance environment conscious. ❖ Learn use of water. ❖ Develop jumping skill. ❖ Participation in exercise schedules for improving different motor components, namely speed, strength, endurance flexibility and coordinative abilities. ❖ Develop the skill of passing dribbling, smashing etc. ❖ Develop team spirit. ❖ Skill of agility, balance and coordination and speed. ❖ For healthful living. ❖ Flexibility. ❖ Static contraction muscles. ❖ Concentration.
Nov.& Dec.	12 each class	<p>Food & Nutrition</p> <p>Athletic</p> <p>Game</p> <p>Drill/Marching</p> <p>Yoga</p>	<ul style="list-style-type: none"> • Purchasing consuming and preserving nutrition food • Preparing foods • Value of nutritive food. • Annual sports practises. • Jumping • Running • Throwing • Bad Minton • Rugby • Hand ball • Mass PT-Table-2 6 to 10 exercises • March past • Alulom bilomm • Chin mudra 	<ul style="list-style-type: none"> ○ Posters ○ Charts ○ Cooking materials ○ Whistle ○ Clapper ○ Discuss ○ Javelin ○ Short put ○ Jumping bar ○ Lime powder ○ Ball ○ Rackets ○ Cocks ○ Handball ○ Whistle ○ Drum ○ Mat 	<ul style="list-style-type: none"> ❖ To make nutritive food available to students. ❖ To make students know the nutritive value of what they are eating. ❖ Students develop collaborative operative spirit by working as a team. ❖ Development of running, jumping, throwing skills. ❖ Individual sports ability development. ❖ Showing individual performance ❖ Development strength, judgement and decision making. ❖ To aware the student about the rules of the game. ❖ To play techniqueally.

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			<ul style="list-style-type: none"> • Gyanamudra • Salvasana • Yoganidra • Halasana • 		<ul style="list-style-type: none"> ❖ Motor skill and rhythm. ❖ Flexibility. ❖ Spiritual development. ❖ Positive thinking development.
January & Feb	14 each class	Safety security Social health Athletics Game Drill/ Marching Yoga	<ul style="list-style-type: none"> • Prevention and principle of safety. • Gender sensitivity. • Community health • Listening to other, solving problem, being confident, and caring for nature. • Running short run and long run. • Hand ball • Basket ball • Throw ball • Neuromuscular coordination. • Suryanamaskar • Mayurasana • Padmamayurasana • Pawanmuktasana 	<ul style="list-style-type: none"> ○ Chart ○ Posters ○ Bandage ○ Cotton ○ Newspaper cuttings ○ Clapper ○ Whistles ○ First Aids ○ Net ball ○ Drum Music ○ Mattress 	<ul style="list-style-type: none"> ❖ Make the student aware about First Aid. ❖ Sharing of work responsibility. ❖ Aware about role of men and women. ❖ Development of social responsibility. ❖ Development leadership skill. ❖ To achieve and maintain a level of physical fitness. ❖ Develop neuromuscular coordination n, which enables the player to make swift movements efficiently. ❖ To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life. ❖ To help children improve their neuromuscular coordination. ❖ Through participation in a variety of physical activities in order to physical fitness. ❖ To develop awareness of god posture so that one may strive to maintain a good posture.

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Subject-Dance						
LESSION NO. & NAME ^e I aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgý	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájúe Kùf	PEDAGOGY ùgâYú Kle Kù~ðýúakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ùR^ù
1. _fäaú	ZlýcòK - 4	Lèiò I cqe _âKùg	Rúa^e MV^ _âYùkú	ùU_p ùeKWeb, iòMúZe, ù_ ^p WâùAbp, Zùk aùWòe áyájúe	_fäaúe ùaùfùe Zùk aùlý \ßùeù Qù!ùe ^éZý	_fäaúe @býúi
2. eùM @ù]ùeòZ		eòZêe _eòà³ð^e búaè @ùù^ _âù^	ei ~êq I búa~êq ^òdcùakú	aùlye CKêU I ai« eùMe iwúZ	_fäaúe gòlù ij búa I eie gòlù	Ai« _fäaúe @býúi
3. IWògú ^éZýe 2d bûM aUê aù iUùdú		iUùdúe @[ð aùe ^ue ~ùjù c^ue _eòà³ð^ _iaðeè iZKòZù @ùùY	^éZý \ßùeù ùag _eò_ùUe gòlù	Zùke CKêU @^èiùùe gòlù	cÝðk aùYúe]ùeù bwúe gòlù	aUê^éZýùe, iUùdú bwúe @býúi
4. ^éZýùe cêlàùe _âùdùM		bùhù @ùù^ _âù^	^òjðùeòZ iUù^ùe aù³ðù ^ Keò cêlàùùe aù³ðùe búa_âKùg	^òR geúe @wêkòe áyájúe	ùfùKcùù^ ^éZýùe Kò_eò búaùe g±e @[ð _âKùg Keòùf ùjñ g± I aÈèùe ùKCñ cêlàù _âùdùM ùja Zùjùe gòlù	cêlàù aò^òù~ùMe @býúi
5. _ùlùble MZò_âKùg	KàòdùcòK - 8	^éZýùe P-k MZòe _âKùg	^òdc a] Rúa^ùe P-kZùe ÆÁòKZù	^òR geúee _ùl ij @bò^d P!àòKù ajòe _ù^Zàe gòlù	^éZýùe Kò_eò _ùle Pùk^ù ij ^éZýùe Zùjùe _âùdùMe gòlù	icÈ _ùlùble @býúi
6. _iað _ùVýKâc		gòlù aòlýùe _ê^èèjùe	@býúi fIY	_iað _ùVýKâcè áyájúe	gòlù lò@ù~ùC[òàù icÈ Z[ùcòKe _Wòàù I ùfLòàùe @býúi KeùMfù	@býúi
7. ùKùWQ! @bò^d		Kaòue búa^ùe gâùKé¾ue fúkù RùYòau	bMaù^ue R^à fúkùe gòlù	iòMúZùe ù_ ^p WâùAbp, ùU_p ùeKWeb, LùZù, Kfc, LWò I Kkù_Uùe áyájúe	icÈ _le búa@[ð aèSòau _ùe ^éZýe gòlù @ùe, KeùMfù _òfùcùù^ @bò^dUò gòlù Kùf	@bò^de gòlù lò@ù~ùA[òau _le @býúi

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Subject-Music						
LESSION NO. & NAME ^e I aòhd	NO. OF PERIOD D	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. aòKéZ Êe, ùKûck Êee _eòPd	ZlÿcòK - 4	eûM eP^ûue ijûdK ùjûA[ûG	Êe gòlû \ûueû GK iKûeûcòK cù^ûbûa iéÁò	iwúZ gûÊ _eòPd	ùKûck Êe I 5 aòKéZ Êe aòhdùe aêSûAaû I _âgÛ _Pûeòau	@býûi
2. Kì^û iwúZ aûlú imûlú I RûZò		icêPòZ imì%òð aòÊûe Kâòdû \ûueû Kì^û iwúZ iéÁò	cù^û KìòZ iûwúZòK eP^ûakú	iwúZ gûÊ _eòPd	_êvû^ê _êv @ûûfûP^û I _âgÛ C³e	_ûVýKâce @býûi
3. ^òðûeòZ Zûke mû^ I aMúðKeY		Zûk gòlûe cjZß C_ùe iwúZe bûeiûcý ic^ßòZ	Êe aò^ýûiùe Zûkòe cjZß @Zúa MêeêZß_ì%òð	iwúZ I gûÊ _eòPd _êÉK	Zûk ~Zòe gûÊ _eòPd ijòZ @wêkò MY^ûe gòlY	_ìað _ûVýKâce _ì^eûae³ò
4. eûM iwúZ		eûM iwúZ ùjCQò icûRe iõNUòZ iwúZe ùceê\Š	icêPòZ mû^ @ûjeY	jûeùcû^òdcp I Zû^p_êeû	gûÊ _eòPd, Êe aòÊûe, aaşògp Mûd^e _âKûeû« KeY	_ûVýKâce @býûi
5. bqò iwúZ	Kâòdû	_eùcgßeu ÊêZò Mû^ Keû~ûG	bûae _âû]û^ý I cêqò cûMðe _[_âlgðK	jûeùcû^òdcp	bR^ Mûd^ Zûka; bûua	_ûVýKâce @býûi

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6. iù]ûeY ieMcp MúZe _âKâòdû		bûM iwúZ Múd^ue Êe ijòZ RWòZ	KYx iêfbòZ I iêfbòZ	jûeùcû^òdcp I Zû^p_êeû	Zûkò _KûA ieMcp MúZ 1 MêY 3 MêY fdùe Múd^	_ûVýKâce @býûi
7. ù\gbqò iwúZ I ùMûÁú iwúZ		ù\g _âZò @^êeq ejòau I _âPûe _âiûe Keòau	aòbò^Ü _âù\gùe _âPkòZ bûhûe MúZ Múd^	jûeùcû^òdcp	ù\gbqò aòhdùe aêSûAaû Gaõ Múd^ _âKâòdûKeY	_ûVýKâce @býûi
Subject-Tabla						
LESSON NO. & NAME ^e I aòhd	NO. OF PERIOD	OBJECTIVE CONCEPT & SKILL CùYgy	LEARNING OUTCOMES ù^÷ZòK K'Y gòLòuf	INSTRUCTIONAL TOOLS & REFERENCES K'Y áyájue Kùf	PEDAGOGY ùgáYú Kle Kû~ðýûakú	ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û
1. Zûk _âKâòdû	ZlýcòK - 4	icdû^êa³òðZû	icÉ iÚû^ue icû^ áyájue	aúdûñ Zafû	iwúZùe aòbò^Ü iÚû^ue aùlyùe gòlû	aòbò^Ü Zûke _âKâòdû @býûi
2. Zûke aòbûR^		bûM cû^ue aòbq	Q'ie iéÁò gòlû	Kkû _Uû, PKp, WÁee áyájue	Zûk cû^ue bûM ^òeì_Y gòlû	Zûke @býûi
3. _LûCRe aù\^_epeû		_âûPû^ ~êae Mêeê ùMûaò:ieûRu Rúa^ú RûYòau	Zûu ùg÷kùùe ^òRKê @^êKeY Keòau	_LûCR	_òfûcû^ue _LûCRe aùYú _LûCRe gòlû lò@ûMfû	_Lûe ùaûfe @býûi
4. aòbò^Ü aùlye ~^		aòbò^Ü aùlye _âKeY	ùa÷\òK ~êMe aùly PòjÜòau	Zafû \ßûeû PòjÜûMfû	aòbò^Ü aùly ~^e PòZâ ù\LûA PòjÜûMfû	5Uò I 6Uò aùlye PòZâ KeòauKê lò@ûMfû
5. 16 cûZâue Zûk	KâòdûcòK - 6	cûZâue áyájue	iwúZùe Q'ie iéÁò	LûZû, Kfc, Kkû _Uûe áyájue	ZâòZûf I ZòfòlßûWû Zûke gòlû	Zûk cû^ue @býûi
6. Zafûe aòbò^Ü Zûk		Zûk aùlyeê icdû^êa³òðZû	Zûke _âù\ I fIY	LûZû, Kfc, Kkû _Uûe áyájue	Zafûùe aRû ~ûC[òau aòbò^Ü	@býûi

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					Zûke gòlû	
7. MZpe cjZß		aò^û aòÉûeùe ùâûfb aû\^	iwúZùe áyájûe	aûdûñ Zafûe áyájûe	MZpe iõRTû ij áyájûee gòlû	MZpe @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 Sketching Geometrical shapes forms. & designs	Theory=2 Practical=8	a. Concept of different Geometrical shapes & applying those in drawing b. Rangoli c. Cartoon d. Decoration design	a. Drawing cartoons & decorating.	a. Drawing paper, colour scale, colour sketch pen.	a. Application of previous knowledge giving & following instructions.	a. Children are doing the project, cartoon all the shapes using designing. b. Given p photo many types of geometrical forms & designs. .

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<u>Chapter-2</u> Print making Block printing	Practical=	a. Concept of block printing applying those in drawing paper, lenins.	a. Drawing block printing in printing lenins.	a. Drawing paper, colour clothes, fevric, colour brush.	a. Application of previous knowledge giving & following instructions. b. Analytic & synthetic method	a. Given project different types of block printing. b. Display the all project.
<u>Chapter-3</u> Paper collage	Theory=2 Practical=8	a. Concept of different paper collage & applying those in drawing. b. Knowledge of theory.	a. Doing the different types of collage painting by colour magazine. b. references :- different books.	a. Drawing paper, pencil, different magazine, colour paper, gum. b. References :- different books.	a. Application of previous knowledge giving & following instructions. b. Analytic & synthetic method. c. Children are doing different types collage.	a. Collage painting doing the project.

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<p><u>Chapter-4</u></p> <p>Paper mask 2D</p>	<p>Practical=6</p>	<p>a. Basic concept about the paper mask & 2D applying those in drawing paper.</p>	<p>a. They are doing the mask making using colour paper.</p> <p>b. They have got idea different types of paper mask doing.</p>	<p>a. Colour drawing paper, colour brush, black sketch pen.</p>	<p>a. They got the idea different tyoes of mask.</p> <p>b. Developing the different tyoes of paper mask & 2D.</p>	<p>a. First drawing.</p> <p>b. Colour use.</p> <p>c. Doing the different types of face drawing & cutting paper.</p> <p>d. Display all the project.</p>
<p><u>Chapter-5</u></p> <p>Drawing & painting</p>	<p>Theory=4</p> <p>Practical=8</p>	<p>a. Concept about the knowledge at drawing & painting.</p> <p>b. Applying the different types of drawing.</p> <p>Examples :- Animal, Bird, Human figure.</p>	<p>a. They are doing the different types of drawing & painting.</p>	<p>a. Drawing paper, water colour, brush, oil pastel colour, plastic colour, black sketch pen.</p>	<p>a. Developing basic drawing knowledge of painting</p> <p>b. They are got idea.</p> <p>c. They are learning the students different tyoes of painting.</p>	<p>a. Given the project different types of drawing & painting.</p> <p>b. All the project doing children.</p> <p>c. Display the all the project.</p>

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<u>Chapter-6</u> Clay modelling free hand clay modelling	Theory-2 Practical=8	a. Students will develop knowledge about clay modelling. b. Basic concept about the clay modelling. c. Skill:- Thinking application & Skill.	a. Verify knowledge about clay free hand modelling. b. Human structure. c. Animal.	a. Clay, bamboo, stick, water sand.	a. Student will learn modelling structure preparing free hand model by using clay. b. Developing the different types of clay work	a. They are doing the clay modelling to different types of work. b. Children are doing free hand clay work different project. c. Display of clay work.
<u>Chapter-7</u> Calligraphy Basic Strokes	Theory=1 Practical=6	a. Students will develop knowledge about the basic strokes. b. Knowledge of calligraphy.	a. they are doing different types basic strokes. b. Applying the different types strokes.	a. Drawing copy, pencil, pen, eraser.	a. Application of previous knowledge giving & following instruction. b. Analytic & synthetic method.	a. Children are doing the project line strokes.
<u>Chapter-8</u> Design geometrical design	Practical=6	a. Concept of different Geometrical shapes & applying those in drawing b. Rangoli c. Creative art. d. Decorative design.	a. Drawing geometrical & Decorative.	a. Drawing paper, colour scale, colour sketch pen.	a. Application of previous knowledge giving & following instructions. b. Analytic & synthetic method.	a. Children are doing the geometrical design different types of work.