

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

| 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 | Honeycomb | L1- Three Questions | 4 | (i) Evaluate their own progress, edit, revise, review their own work. (ii) Fun while Learn (iii) To make them to be friendly with everyone | (i) A few components of LSRW (ii) Glossary words The students will understand the sufferings of the soldiers (iii) (iv) A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, digital board | Interaction discussion ,lecture, role play etc Assessment tool: class test |
| | Honeycomb | P1- The Squirrel | 2 | (i) Theme of the poem | (i) Importance of decision making (ii) a few new words A few grammatical components (iii) (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 words and | | digital board | |

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

| | | | | | | | |
|--|---------------|--------------------|---|---|--|---|--|
| | | | | phrases | | | |
| | An Alien Hand | The tiny teacher | 4 | The important of hard work of an ant. | A few words and expressions, meaning of the story and character of the ant. A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, digital board | Interaction discussion ,lecture etc Assessment tool: class test |
| | Grammar | Tense | 5 | Concept of tense | Concept and its use in writing as well as use in integrated grammar exercise | Textbook, chalk , blackboard, pictures given in the book, digital board | Classwork, practice Assessment tool: class test |
| | Honeycomb | A gift of chapples | 6 | (i) To create emotions with in the students (ii) To make the students to understand about the children | (i) A few new words (ii) Meaning of the text (iii) Integrated grammar (iv) A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, digital board | Interaction discussion ,lecture etc Assessment tool: class test |

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

| | | | | | | | |
|---------------|---------------|--------------------------|---|--|--|---|--|
| | | The Rebel | 3 | To understand the animals feelings 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 |
| | An Alien Hand | Bringing up Kari | 3 | Understanding the mischief of the animals | (i) Nature of the animals (ii) Meaning of the story (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 | Honeycomb | Gopal and the Hilsa fish | 4 | To recall our past and give the informations about the rulers | (i) A few new words (ii) Understating the meaning (iii) A few components of LSRW Integrated grammar A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, | Interaction discussion ,lecture etc Assessment tool: class test |
| | | | | | | digital | |

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

| | | | | | | | |
|-----------|---------------|---------------------------------|---|--|---|---|---|
| | | | | | | board | |
| | Honeycomb | The Shed | 3 | Emotions and feelings of the poet | (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 |
| | An Alien Hand | The Desert | 3 | Meaning of the text and art of story telling | (i) New words (ii) Meaning of the text (iii) Character of Desert animals (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 | Honeycomb | The ashes that made trees bloom | 4 | Life and Character of the old couple | (i) New words (ii) Life and character of the old couple (iii) Grammar : textual (Integrated) (iv) A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the | Interaction discussion ,lecture etc Assessment |
| | | | | | | book, digital | tool: class test |

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

| | | | | | | | |
|--|---------------|------------------------|----|--|--|---|---|
| | | | | | | board | |
| | An Alien Hand | The cop and the anthem | 4 | Understand the result of doing mistake | (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 |
| | Honeycomb | Quality | 3 | Meaning of the story | i) Meaning of the story ii) New words iii) Importance of peace of mind iv) A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, digital board | Interaction discussion ,lecture et Assessment tool: class test |
| | Grammar | Modal | 10 | Concept of modal | Apply the concept in integrated grammar and writing | Blackboard chalk , duster | Class work, writing Assessment tool: class test |
| | Honeycomb | Trees | 5 | To understand the importance of trees in the world | Meaning of the text New words Grammar | Textbook, chalk , blackboard, pictures | Interaction discussion ,lecture etc Assessment |
| | | | | | Enjoy the humour catered in meaning A few skills of LSRW | given in the book, digital | tool: class test |

HARIHARANANDA BALSARAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VII)

| | | | | | | | |
|--------------|---------------|----------------------------|---|--|--|---|--|
| | | | | | | board | |
| 4. September | An Alien Hand | Golu grows a nose | 3 | The concept of the story | (i) concept of the story (ii) meaning of the story (iii) moral values given in the story (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 | Honeycomb | Expert Detectives | 5 | Understand the duty of a detectives | 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 |
| | Honeycomb | Mystery of the talking fan | 3 | Meaning and thoughtful moral of the poem | New words Meaning of the poem Concept of Universal Brotherhood | Textbook, chalk , blackboard, | Interaction Discussion ,lecture etc |
| | | | | | | pictures given in the | Assessment tool: class |

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

| | | | | | | | |
|----------------|------------------|----------------------------------|---|---|--|--|--|
| | | | | | | book, digital board | Test |
| | Honeydew | The invention of Vita-wonk | 3 | Imrove the knowledge in science | Integrated Grammar Exercise | Blackboard chalk , duster | Class work, Writing Assessment tool: class Test |
| 6. November | Honeydew | Dad and the cat and the tree | 6 | Enjoy the poem Understand the poem | New words Understanding the meaning of the text Importance of hard work and sacrifice Few rhyming words A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, digital board | Interaction Discussion ,lecture etc Assessment tool: class Test |
| | An Alien Hand | I Want something in a cage | 2 | Understanding the concept of the story | New words Meaning of the story Humour in the meaning A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, digital board | Interaction Discussion ,lecture etc Assessment tool: class Test |
| 7. December | An Alien Hand | Chandini | 4 | Understanding the nature of the concept of a pet animals | New words Glossary words Meaning of the story | Textbook, chalk , blackboard, | Interaction Discussion ,lecture etc |

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

| | | | | | | | |
|--|---------------|----------------------|---|---|---|--|--|
| | | | | | A few skills of LSRW | pictures given in the book, digital board | Assessment tool: class Test |
| | Honeycomb | Fire: Friend and Foe | 3 | Understanding the importance of fire and its use | New words Meaning of the text 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 |
| | Honeycomb | Meadow surprises | 4 | Understanding the affection to a pet Human Values | New words Meaning of the story 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 |
| | An Alien Hand | The bear story | 2 | Understanding the character a bear Understanding the specific meaning of the story | New words Textual grammar programme A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the | Interaction Discussion ,lecture etc Assessment |

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

| | | | | | | | |
|---------|------------------|-----------------------------|---|---|--|--|--|
| | | | | | | book, digital board | tool: class Test |
| | Honeycom b | A Bicycle in good Repair | 4 | Understanding the meaning of true friendship | 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 |
| | An Alien Hand | A tiger in a house | 4 | Understanding the concept of non harmful animals of the world | Understanding the meaning Understanding the harmful nature of human beings New words A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, digital board | Interaction Discussion ,lecture etc Assessment tool: class Test |
| January | Honeyco mb | Garden Snake | 5 | Understanding of a one act play | New words Meaning of the poem Study of the characters Integrated grammar A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the | Interaction Discussion ,lecture etc Assessment tool: class |

HARIHARANANDA BALSARAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VII)

| | | | | | | | |
|--|---------------|----------------------|---|---|--|--|--|
| | | | | | | book, digital board | Test |
| | Honeycomb | The story of cricket | 3 | Understanding of nature poem Meaning of the story | New words Theme 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 |
| | An Alien Hand | An Alien hand | 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 |
| | | Paragraph Writing | 3 | Understanding the text Meaning of the story Humour inverted in the text | Meaning and humour New words Importance of being careful A few skills of LSRW | Textbook, chalk , blackboard, pictures given in the book, digital board | Interaction Discussion ,lecture etc Assessment tool: class Test |

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

| | | | | | | | |
|-------------|----------|-----------------------------|----|--------------------------|--|---------------------------------|---|
| | Grammar | Writing | 5 | Method of letter writing | Students will able to write formal letters | Blackboard chalk , duster | Class work, Writing Assessment |
| | | | | | | | tool: class Test |
| | Grammar | Preposition & Determines | 5 | Concept of the topic | Students will be able to understand the topic and use that in grammar | Blackboard chalk , duster | Class work, Writing Assessment tool: class Test |
| 9) February | Grammar | Textual & integrated | 10 | Integrated | Grammar Practice | Blackboard chalk , duster | Class work, Writing Assessment tool: class Test |
| | Revision | - | 10 | Exam Preparation | Preparation | Blackboard chalk , duster | Class work, Writing Assessment tool: class Test |

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

| Subject: Hindi | | | | | | |
|----------------|--|----------------|---|--|--|--|
| No. | Lesson Name | No. of Periods | Objective concept | Learning Outcome | TLM /Reference Book | Pedagogy |
| 1 | हम पंखी उन्मुक्त गगन के | 6 | परतंत्र भारतवासियों को पिजरे में बंद पंखी की आकांक्षा के माध्यम से स्वतन्त्रता की प्रेरणा | गुलामी से बाहर निकलने की कोशिश स्वतन्त्रता के महत्व को जान सकेंगे स्वतन्त्रता के आगे सब कुछ बेकार | पाठ्यपुस्तक श्यामपट्ट चित्र पिंजरा वीडियो | कहानी विधि सस्वर गायन प्रश्नोत्तर विधि नाटक विधि |
| 2 | दादी माँ (बाल महाभारत) देवव्रत | 7 | अपने बचपन की घटना और दादी माँ व्यक्तित्व के बारे में | अपने बचपन के बारे में जानने की कोशिश दादी का स्वभाव से परिचित पैसे का महत्व मौसम की जानकारी बीमारी की जानकारी | पाठ्यपुस्तक श्यामपट्ट दादी माँ चित्र वीडियो अन्य कहानी की पुस्तक | पठन विधि कहानी विधि प्रश्नोत्तर विधि वार्तालाप विधि |
| 3 | हिमालय की बेटियाँ (बाल महाभारत) भीष्म प्रतिज्ञा , अम्बा और भीष्म , विदुर , कुंती | 7 | नदियों के महत्व के बारे में | नदियाँ कहाँ से निकलती हैं कहाँ मिलती हैं नदियों से होने वाला लाभ जीवन के लिए उपयोगी | पाठ्यपुस्तक श्यामपट्ट मानचित्र स्मार्ट क्लास | पठन विधि प्रश्नोत्तर विधि चित्र वर्णन कहानी विधि |
| 4 | कठपुतली | 5 | स्वतन्त्रता की मांग और उसकी रक्षा कैसे की जाय | कठपुतली की जानकारी गुलामी के बारे में पता स्वतन्त्रता के लिए संघर्ष अपनी और देश की रक्षा | पाठ्यपुस्तक श्यामपट्ट कठपुतली वीडियो चित्र | पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि कहानी विधि |
| 5 | मिठाईवाला | 7 | आशावादी जीवन जीने की सीख दूसरों के प्रति स्नेह और प्रेम | फेरी वालों के बारे में स्वभाव बांसुरी के बारे में उसके जीवन के बारे में सच्चाई के बारे में मोलभाव कैसे किया जाता है | पाठ्यपुस्तक श्यामपट्ट वीडियो चित्र सूचनापट्ट वास्तविक पदार्थ | पठन विधि कहानी विधि प्रश्नोत्तर विधि भाषण विधि देखो और कहो विधि संपर्क विधि |
| 6 | रक्त और हमारा शरीर (बाल महाभारत) भीष्म , कर्ण , द्रोणाचार्य , लाख का घर | 7 | शरीर की संरचना होने वाले रोग और बचने के उपाय | शरीर के बारे में रक्त की जानकारी एनीमिया से बचने के उपाय रक्तदान करना गलत धरांदा से बचना | पाठ्यपुस्तक श्यामपट्ट शरीर संरचना चित्र वीडियो | पठन विधि प्रश्नोत्तर विधि कहानी विधि नाटक विधि |

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

| | | | | | | |
|----|--|---|---|---|--|--|
| 7 | पापा खो गए | 7 | नाटक के माध्यम से बुद्धिमानी का परिचय कराना | नाटक की जानकारी लेटर बाक्स के बारे में चोरों से सावधान के तरीके सहायता करने की प्रेरणा | पाठ्यपुस्तक श्यामपट्ट नाटक वीडियो चित्र मूक चित्र | पठन विधि नाटक मंच प्रश्नोत्तर पूछना लेखन विधि का प्रयोग |
| 8 | शाम –एक किसान (बाल महाभारत) पांडवों की रक्षा , द्रौपदी स्वयंवर , इंद्रपस्थ , जरासंध , शकुनि का प्रवेश | 5 | प्राकृतिक चित्रण के माध्यम से किसान का वर्णन | नदी की जानकारी पहाड़ के बारे में किसान के जीवन के बारे में शाम के समय की जानकारी | पाठ्यपुस्तक श्यामपट्ट प्राकृतिक दृश्य चित्र वीडियो | पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि कहानी कहना या सुनना लेखन के द्वारा |
| 9 | चिड़िया की बच्ची | 6 | स्वतन्त्रता के महत्व के आगे सब कुछ बेकार है | स्वतन्त्रता की जानकारी माँ की ममता जीवन में माँ का महत्व सम्पन्न जीवन के सुख प्रेम और सद्भाव सावधान रहना | पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो | पठन विधि का प्रयोग प्रश्नोत्तर पूछना नाटक विधि कहानी के माध्यम से |
| 10 | अपूर्व अनुभव | 7 | प्रयास से सब कुछ संभव है अपंगता किसी को रोक नहीं सकती | पोलियो के बारे में मित्रता के बारे में स्कूल के बारे में सहायता कैसे की जाय सूमों पहलवान के बारे में | पाठ्यपुस्तक श्यामपट्ट वीडियो चित्र | पठन विधि कहानी विधि भाषण विधि वाक्य विधि |
| 11 | रहीम के दोहे (बाल महाभारत) चौसर का खेल , भीम और हनुमान , मायावी सरोवर | 6 | दोहे के माध्यम से जीवन के बारे में जानकारी देना | सत्य की अभिव्यक्ति परोपकार का महत्व सच्चे मित्र के लक्षण पवित्र प्रेम के लक्षण अल्प ज्ञानी द्वारा विद्वता | पाठ्यपुस्तक श्यामपट्ट चित्र | पठन विधि गायन विधि का प्रयोग प्रश्नोत्तर विधि |
| 12 | कंचा | 7 | बाल जिज्ञासा के माध्यम से बचपन की यादें | स्कूल में दोस्त के बारे में खेल के बारे में स्कूल की पढ़ाई सड़क के नियम | पाठ्यपुस्तक श्यामपट्ट वीडियो चित्र खेल खेलना | पठन विधि खेल करवाना प्रश्नोत्तर विधि कहानी विधि परिचर्चा |
| 13 | एक तिनका (बाल महाभारत) | 6 | घमंड न करने का सन्देश और सभी का महत्व होता है | तिनका के बारे में घमंड नहीं करना | पाठ्यपुस्तक श्यामपट्ट | पठन विधि कहानी विधि |

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

| | | | | | | |
|----|--|---|---|--|---|---|
| | यक्ष प्रश्न , अज्ञातवास , प्रतिज्ञापूर्ति , विराट का भ्रम , | | | लोगों के साथ प्रेम से रहना जीवन में सबका महत्व | वीडियो चित्र नाटक | प्रश्नोत्तर विधि लेखन माध्यम |
| 14 | खान-पान की बदलती तस्वीर (बाल महाभारत) मंत्रणा , राजदूत संजय | 7 | भारत की संस्कृति और खान-पान जानकारी | खान-पान की जानकारी अलग प्रदेश के व्यंजन फास्ट-फूड के बारे में ढाबा संस्कृति के बारे में | पाठ्यपुस्तक श्यामपट्ट वीडियो व्यंजन चार्ट | पठन विधि शैक्षिक भ्रमण प्रश्नोत्तर विधि कहानी विधि वीडियो |
| 15 | नीलकंठ (बाल महाभारत) शांति दूत कृष्ण , पांडव और कौरव के सेनापति , पहला से लेकर नवां दिन तक | 7 | जीव-जन्तु से प्रेम | लेखिका का जीव जंतुओं के प्रति प्रेम पशु संरक्षण के बारे में पशुओं के शारीरिक अंगों के विभिन्न उपयोग व्यावसायिक जीवन में पशु का महत्व | पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो चार्ट | पठन विधि चिड़िया घर की सैर कहानी विधि वीडियो चित्र वर्णन |
| 16 | भोर और बरखा (बाल महाभारत) भीष्म शाइयपर , द्रोणाचार्य का अंत , युधिष्ठिर की वेदना , | 6 | माँ का बच्चे के प्रति प्रेम और गोकुल का वर्णन | भगवान कृष्ण और माँ यशोदा के बारे में गोकुल के बारे में कृष्ण के बारे में | पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो | पठन विधि सस्वर गायन विधि चित्र वर्णन प्रश्नोत्तर विधि |
| 17 | वीर कुँवर सिंह | 7 | स्वतन्त्रता सेनानी वीर कुँवर सिंह का परिचय और देश भावना | स्वतन्त्रता के बारे में कुँवर सिंह के बारे में देश के प्रति भावना अंग्रेजों का अत्याचार समाज के लिए काम करना | पाठ्यपुस्तक श्यामपट्ट सेनानी का चित्र वीडियो | पाठ्यपुस्तक विधि कहानी विधि प्रश्नोत्तर वीडियो |
| 18 | संघर्ष के कारण मैं तुनुकमिज़ाज | 7 | हाँकी खिलाड़ी धनराज से परिचित करना और जाने की गरीबी किसी चीज में बाधा नहीं बनती | धनराज के बारे में जानकारी सरकार द्वारा पुरस्कार खेल द्वारा सम्मान खेल के नियम लक्ष्य प्राप्ति में परिवार का महत्व | पाठ्यपुस्तक श्यामपट्ट खिलाड़ी का चित्र वीडियो किसी खिलाड़ी से मिलने का अवसर | पठन विधि प्रश्नोत्तर विधि कहानी विधि |
| 19 | आश्रम का अनुमानित व्यय (बाल महाभारत) पांडवों का धृतराष्ट्र के | 7 | जीवन में व्यय करने और समंजस्य करने की सीख | साबरमती आश्रम की जानकारी गांधी के जीवन से परिचय परिश्रम कैसे करें कोई भेद-भाव नहीं | पाठ्यपुस्तक श्यामपट्ट गांधी जी चित्र वीडियो | पठन विधि कहानी विधि प्रश्नोत्तर विधि वीडियो |

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

| | | | | | | |
|----|---|---|---|---|---|--|
| | प्रति व्यवहार , श्रीकृष्ण और युधिष्ठिर | | | | | चित्र वर्णन |
| 20 | विपलव गायन | 6 | विकास की गति को अवरुद्ध करने वाली कुरीतियाँ समाप्त करना | सामाजिक कुरीतियों के बारे में समाज का विखंडन विकास में अवरोधक | पाठ्यपुस्तक श्यामपट्ट रेडियो चलचित्र | पठन विधि सस्वर गायन प्रश्नोत्तर विधि |

| Subject- Odia | | | | | | | | |
|---------------|---------------------------|--|---|--|--|--|--|-----------------|
| Chapt er No. | Name of The chapter | Objective (Concept and Skills) | Instructional tools and References | Pedagogy | Teaching Method | Assessment Tools | Learning Outcomes | No. of period s |
| 1 | କଳାମାଣିକରଣ | ମୌଳିକ ଲକ୍ଷଣ - ଶୂରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷଣ - ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତିପରବେଶ ତଥା ବୁଦ୍ଧି କୁ ସମ୍ପ୍ରାପନ ପ୍ରଦର୍ଶନ । ପ୍ରାଚୀନ ସାହିତ୍ୟ ପ୍ରତି ସମ୍ପ୍ରାପନ , ପ୍ରାଚୀନ ସମାଜର ମୂଲ୍ୟବୋଧ ବିଷୟରେ ଅବଧାରଣ ଓ ପ୍ରାଚୀନ ସଂସ୍କୃତିର ପରିଚୟ ପ୍ରାପ୍ତି । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ର, କୃଷ୍ଣଲୀଳାର ଚିତ୍ର ବର୍ଣ୍ଣନା | ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ଟନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶୁଣଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶୁରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ବାସ୍ତବିକ ପ୍ରମେ ଓ ମାନବିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ | 6 |
| 2 | ତାରା - ପୁରୁଷ | ମୌଳିକ ଲକ୍ଷଣ - ଶୂରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷଣ - ଆଧୁନିକ ସାହିତ୍ୟରୁ ବୁଦ୍ଧି, କର୍ତ୍ତବ୍ୟ ପାଳନ ତଥା କୃତଜ୍ଞତା ପରି ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତି ବିଶ୍ୱାସ ତଥା ସାମାଜିକ ମୂଲ୍ୟବୋଧ ଶିକ୍ଷଣ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ର, ପଦ୍ମର ଚିତ୍ର ବର୍ଣ୍ଣନା | ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ଟନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶୁଣଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶୁରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ଆଧୁନିକତାର ପ୍ରୟୋଗ | 6 |
| 3 | ଦଶନାହିଁ କେତେବିନୁ ଖଣ୍ଡଗିରି | ମୌଳିକ ଲକ୍ଷଣ - ଶୂରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷଣ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପରିଚୟ, ପ୍ରକୃତି ପ୍ରମେ, ଜୀବନ ଦର୍ଶନ ପ୍ରତି ଶାଶ୍ୱତ ବାର୍ତ୍ତା ଲାଭ ତଥା ଜାତୀୟ ଭାବନା ବୁଦ୍ଧି । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ର, ବିଭିନ୍ନ ପ୍ରକାର କଲମ । | ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ଟନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶୁଣଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶୁରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ | 6 |
| 4 | କହିବି କଥାଟି | ମୌଳିକ ଲକ୍ଷଣ - ଶୂରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦେଷିତ ଲକ୍ଷଣ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଆଧୁନିକ କବିତାର ପରିଚୟ, ମାନବ ବନ୍ଦନା ତଥା ଜାତୀୟତା ଆଦି ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ବର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ର, ଏହି ସମ୍ପ୍ରଦାୟର ଘଟଣା ଚିତ୍ର ବର୍ଣ୍ଣନା | ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଟ୍ଟ-ଟନ, ଲବ୍ଧ ଜ୍ଞାନ ର | କଥନ-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟକ୍ତିଗତ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶୁଣଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶୁରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ | 6 |

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

| | | | | ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | ପଦ୍ଧତି | ଦୃଷ୍ଟାନୁମୋଦିତ ପରୀକ୍ଷା ଶୁଭାଶୀର୍ବାଦୀଙ୍କ ଦ୍ଵାରା ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | ପରୀକ୍ଷା | |
|---|-----------------|--|---|---|---|---|---|---|
| 5 | ଛୋଟ ମଠର ଗାଁଆଡ଼ି | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ସାମାଜିକ ତଥା ସଂସ୍କୃତିକ ବ୍ୟବସ୍ଥାରେ ଗାଁଆ ମାଟିର ମହାନତାକୁ ଗୁରୁତ୍ଵ ଓ ମାନବ ବାଦର ଜୟଗାନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ସମାଜସର୍ବୋପାୟକର କାର୍ଯ୍ୟ ଓ ଜୀବନୀ ଆଧାରିତ ଚିତ୍ର । | ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଷ୍ଠିତ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପରୀକ୍ଷା ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବେ-ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାତୃଭାଷା ପ୍ରଜ୍ଞା | 4 |
| 6 | ବାଲୁତ ବୀର ସତ | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଦଶପ୍ରମେ ସହନଶୀଳତା କୁ ଆଦର୍ଶ କରି ଜୀବନ ଯାପନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ଓ ବିଭିନ୍ନ ଯୁଦ୍ଧ ଦୃଶ୍ୟର ଚିତ୍ର । | ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଷ୍ଠିତ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପରୀକ୍ଷା ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବେ-ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେ-ଧର ପରୀକ୍ଷା ଓ ନାରୀ ଜାତିକୁ ସମ୍ମାନ । | 4 |
| 7 | ଛୋଟରୁ ବଡ଼ | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ -ମାନବବାଦକୁ ଆଦର୍ଶ କରି ଜୀବନର ପ୍ରକୃତ ଅର୍ଥ ସନ୍ଧାନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲକ୍ଷ୍ୟକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ତଥା ପଲ୍ଲୀ, ଓଡ଼ିଶା ଓ ପୃଥିବୀ ମାନଚିତ୍ର । | ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଷ୍ଠିତ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପରୀକ୍ଷା ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବେ-ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେ-ଧର ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | 5 |
| 8 | ତଟିନୀର ଖଦେ | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ -ପ୍ରକୃତିକୁ ଅବଲମ୍ବନ କରି ମଣିଷ ସମାଜର ଉନ୍ନତି ବିଧାନ | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲକ୍ଷ୍ୟକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ତଥା ଦଶପ୍ରମେ ମାନବର କାର୍ଯ୍ୟର ବୃତ୍ତି ଚିତ୍ର । | ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଷ୍ଠିତ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପରୀକ୍ଷା ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବେ-ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ମୂଲ୍ୟବେ-ଧର ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | 4 |
| 9 | ରାମାୟଣ କଥା | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ -ରାମାୟଣର ଉପଦେଶ ଓ ଲୋକଶିକ୍ଷା ପାଇଁ ତାହା କିଭଳି ଉପଯୋଗୀ ସହେ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲକ୍ଷ୍ୟକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ବିଷୟ ଭିତ୍ତିକ ଅନ୍ୟାନ୍ୟ ଉପାଦାନ । | ପୂର୍ବ ପରିଷ୍ଠିତ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଷ୍ଠିତ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମଠେଇନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପରୀକ୍ଷା ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବେ-ଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | ଦର୍ଶନଦିନ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେ-ଧର ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ | 6 |

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

| | | | | | | | | |
|----|--------------------------------------|--|--|--|---|---|--|---|
| 10 | ସତ୍ୟର ପୂଜାରୀ ଆଚାର୍ଯ୍ୟ ହରିହର | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଓଡ଼ିଶା ର ଜଣେ ଲେଖକ ଡ଼କ ଜୀବନୀର କିଛି ଉପଦେଶ ଦିଗ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ଏବଂ ଜୀବନୀ ପୁସ୍ତକ । | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବ୍ଥାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ | କଥା-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ | 6 |
| 11 | ମୃତ୍ୟୁବିଜୟୀ ବାଳକ | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ବିଶ୍ୱ ଜନନୀର ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନ୍ୟାନ୍ୟ ଲେଖକଙ୍କର ସମାବେଶ ଆଧାରିତ ପୁସ୍ତକ ପଠନ । | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବ୍ଥାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ | କଥା-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ | 6 |
| 12 | ସତ୍ୟ ନିରାପତ୍ତା | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ରାସ୍ତାର ନିୟମକୁ ଅବଲମ୍ବନ କରି ମଣିଷର ସାମାଜିକତାରେ ଉନ୍ନତି ବିଧାନ | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ଯୁଦ୍ଧର ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା । | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବ୍ଥାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ | କଥା-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ | 6 |
| 13 | କାଠରୁ ଭାତ, ଘାସରୁ ଦୁଧ, ବାୟୁରୁ ତିନି | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ପ୍ରଗତିର କ୍ରମ ବିକାଶ ତଥା ବିଜ୍ଞାନ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନ୍ୟାନ୍ୟ ଲେଖକଙ୍କର ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ ଆଧାରିତ ପୁସ୍ତକ ପଠନ । | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବ୍ଥାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ | କଥା-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ପ୍ରଗତିକୁ ସଂଗ୍ରହ, ବିଜ୍ଞାନ ର ଜ୍ଞାନ କୁ ସାମାଜିକ ତଥା ବ୍ୟବହାରିକ କ୍ଷେତ୍ରରେ ପ୍ରୟୋଗ | 6 |
| 14 | ମାତୃହାଣ୍ଡି କଥା | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ସାଂପ୍ରତିକ ଜୀବନରେ ରମ୍ୟତା ଓ ଜୀବନର ସାଫତା ର ପରିଚୟ ପ୍ରାପ୍ତି । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ତଥାଏହି ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବ୍ଥାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ | କଥା-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଚ୍ଛେଦନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ବୈଜ୍ଞାନିକ ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ | 5 |
| 15 | ଏ ମଣିଷକୁ ପଥର କଲା କିଏ | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ରାଜତନ୍ତ୍ରର କିଛି ଉପଦେଶ | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକଙ୍କର | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବ୍ଥାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ | କଥା-ପଦ୍ୟ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ | ଦୈନିକ ଜୀବନରେ ବଳେ ଉକ୍ତି ତଥା | 5 |

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

| | | | | | | | | |
|----|------------------------|---|--|---|---|--|--|---|
| | | ଦିଗ ବିଷୟରେ ଜ୍ଞାନ ଅରଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ | ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ଓ ବିଭିନ୍ନ ଜାତୀୟ ପତାକାର ଚିତ୍ର । | ପରଶନ, ବିଷୟ ପରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | ଆଲୋଚନା, ବେ-ଧ୍ୟ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯତେ-ଜନା କାର୍ଯ୍ୟ | ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେ-ଧ୍ୟର ପ୍ରୟୋଗ | |
| 16 | ବିପନ୍ନର ଉଦ୍ଧାର | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - ପରମ୍ପରା ଓ ସାଂସ୍କୃତିକ ଜୀବନ ଭୂମି ର ବାସ୍ତବତା ର ଆଧାରରେ ଏହାର ମାନନୀୟତା ହୃଦୟଙ୍ଗମ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରଶନ, ବିଷୟ ପରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ, ଆଲୋଚନା, ବେ-ଧ୍ୟ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯତେ-ଜନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେ-ଧ୍ୟର ପ୍ରୟୋଗ | 5 |
| 17 | ମନରେ ଆସୁ ମତେ- ଭଲ ଭାବନା | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - ମଣିଷ ପ୍ରତି ମଣିଷର ଶ୍ରଦ୍ଧା, ଜାତିପ୍ରଭେଦ ଓ ମାନବ ଜୀବନ ର ଉତ୍ସାହକୁ ବୁଝିବା । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ, ଆଲୋଚନା, ବେ-ଧ୍ୟ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯତେ-ଜନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଦଶ ଭକ୍ତି ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେ-ଧ୍ୟର ପ୍ରୟୋଗ | 4 |
| 18 | ମତେ-ପିଲାବେଳେ କଥା | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - ବ୍ୟକ୍ତିତ୍ୱ-ଭିମାନ, ସମ୍ପ୍ରଦାୟ ଓ ଦଶ ପାଇଁ ଆତ୍ମପରିଚୟକୁ ସମ୍ପ୍ରଦାୟ ପ୍ରଦର୍ଶନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ, ଆଲୋଚନା, ବେ-ଧ୍ୟ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯତେ-ଜନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଦଶ ଭକ୍ତି ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେ-ଧ୍ୟର ପ୍ରୟୋଗ | 4 |
| 19 | ବୀର ସ୍ତରନେତ୍ର ସାଏ | ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିରୂପିତ ଲକ୍ଷ୍ୟ - ବ୍ୟକ୍ତିତ୍ୱ-ଭିମାନ, ସମ୍ପ୍ରଦାୟ ଓ ଦଶ ପାଇଁ ଆତ୍ମପରିଚୟକୁ ସମ୍ପ୍ରଦାୟ ପ୍ରଦର୍ଶନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପରବର୍ତ୍ତେ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତେ-ତନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ | କଥନ-ପଦ୍ଧତି ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତମକ ପଦ୍ଧତି, ଆଲୋଚନାତମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣ, ଆଲୋଚନା, ବେ-ଧ୍ୟ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷଣ ଓ ପରିଯତେ-ଜନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଦଶ ଭକ୍ତି ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେ-ଧ୍ୟର ପ୍ରୟୋଗ | 4 |

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

| | | | | | | | | |
|----|-------------------------------|---|---|---|---|---|---|---|
| 20 | ମୁକ୍ତି ଯତ୍ନାଦି କ୍ଷୀରାଦିଗୁଣ | ମୌଳିକ ଲକ୍ଷଣ - ଶୂନ୍ୟ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷଣ - ବ୍ୟକ୍ତିତ୍ୱାତ୍ମକ, ସମ୍ପାଦନ ଓ ବର୍ଣ୍ଣନା ଆଦି ଆବଶ୍ୟକୀୟ ସମ୍ପାଦନ ପ୍ରଦର୍ଶନ । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ରଚନାତ୍ମକ ଉପସ୍ଥାପନ । | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ର ପରୀକ୍ଷା, ଗୁହ୍ୟ କରମ ପ୍ରଦାନ | କଥନାତ୍ମକ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶୂନ୍ୟ ଆଲୋଚନା, ବୋଧ ଲକ୍ଷଣ ପରୀକ୍ଷା, ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ପରୀକ୍ଷା ଶୂନ୍ୟ-କଥନ ପରୀକ୍ଷା ଓ ପରିସରାଜନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ବର୍ଣ୍ଣନାତ୍ମକ ଓ ପ୍ରାକ୍ତିକ ମୂଲ୍ୟବୋଧ ପ୍ରଦର୍ଶନ | 8 |
| 21 | ଆମେ ଧରଣୀ ଗୁଣ | ମୌଳିକ ଲକ୍ଷଣ - ଶୂନ୍ୟ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷଣ - ବ୍ୟକ୍ତିତ୍ୱାତ୍ମକ, ଜୀବନର ବାସ୍ତବିକ ସମ୍ପର୍କରେ ଲକ୍ଷଣ ଅବନତି । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ରଚନାତ୍ମକ ଉପସ୍ଥାପନ । | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ର ପରୀକ୍ଷା, ଗୁହ୍ୟ କରମ ପ୍ରଦାନ | କଥନାତ୍ମକ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶୂନ୍ୟ ଆଲୋଚନା, ବୋଧ ଲକ୍ଷଣ ପରୀକ୍ଷା, ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ପରୀକ୍ଷା ଶୂନ୍ୟ-କଥନ ପରୀକ୍ଷା ଓ ପରିସରାଜନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ବର୍ଣ୍ଣନାତ୍ମକ ଓ ପ୍ରାକ୍ତିକ ମୂଲ୍ୟବୋଧ ପ୍ରଦର୍ଶନ | 8 |
| 22 | ଦରଜା ଖୋଲିଦେବା | ମୌଳିକ ଲକ୍ଷଣ - ଶୂନ୍ୟ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦେଶିତ ଲକ୍ଷଣ - ଶୂନ୍ୟ ବାକ୍ୟର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ୟର ପ୍ରୟୋଗ ବିଷୟକ ଲକ୍ଷଣ ଅବନତି । | ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଓ ରଚନାତ୍ମକ ଉପସ୍ଥାପନ । | ପୂର୍ବ ପରିସ୍ଥିତି ର ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ର ପରୀକ୍ଷା, ଗୁହ୍ୟ କରମ ପ୍ରଦାନ | କଥନାତ୍ମକ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନ୍ଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି | କୁଳଜ, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶୂନ୍ୟ ଆଲୋଚନା, ବୋଧ ଲକ୍ଷଣ ପରୀକ୍ଷା, ଲକ୍ଷ୍ୟ ଲକ୍ଷଣ ପରୀକ୍ଷା ଶୂନ୍ୟ-କଥନ ପରୀକ୍ଷା ଓ ପରିସରାଜନା କାର୍ଯ୍ୟ | ଦୈନିକ ଜୀବନରେ ଶୂନ୍ୟ ଭାଷା ର ବ୍ୟବହାର । | 2 |

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

| No of working Days | Chapter | General Objective | Specific Objective | Activities | TLM | Method | Periods Required |
|--------------------|-----------------------------|--|---|---|---|---------------------------------|------------------|
| 23 | Integers | a. Properties of Addition and Subtraction b. Multiplication and Division of Integers and their Properties | Every number in the number system is unique as every individual is unique. Critical Thinking• Creative Thinking• Problem Solving• | Multiplication & Division , Properties ,Application of number operations ,BODMAS | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 18 |
| | Fractions & Decimal numbers | a. Concept of Fraction b. Multiplication of Fraction c. Division of Fraction d. Concept of Decimal e. Multiplication and Division of a Decimal | After framing the event calendar, each group can present what fraction and decimal of questions relate to 'what' etc Self Awareness• Critical Thinking,• Problem Solving Effective• Communication Creative Thinking• | Additions, subtraction , Multiplication, divisions , Fraction as an Operator Division of fractions & applications in problem solving. | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 5 |
| 2 | Data handling | a. Collection and Organization of Data b. Mean Median Mode c. Bar Graph d. Probability | Brain storm to understand the significance of being optimistic. Survey can be made for Q2 of the worksheet and presented through a bar graph. Interpersonal• Relationship Critical Thinking,• Creating Thinking | Collection &organisation , Mean ,median & mode, Bar graph, Case study, Probability | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 5 |

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

| | | | | | | | |
|----|----------------------------------|---|--|--|---|---------------------------------|----|
| 8 | Simple Equations | a. Concept of Equations b. Solving an Equation c. Application | Create situations to form Algebraic Equations and discuss how to begin with its solution. Self Awareness, • Critical Thinking Problem Solving • Interpersonal • Skills, Problem Solving, Decision Making | | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 8 |
| 24 | Introduction to rational numbers | a. Concept of Rational Numbers b. Comparison of Rational Numbers c. Operation of Rational Numbers | Self Awareness Critical Thinking • Effective • Communication. Every number in the number system is unique as every individual is unique. Therefore, each Rational number has a unique place on a number line. | Introduction, Operations, Representation of rational numbers as decimal & on the number line, Applications in problem solving | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 15 |
| | Exponents and Powers | a. Concept b. Laws of Exponents c. Expressing large numbers in standard form | Brainstorming on having determination/ Never say die attitude to achieve the impossible. Self Awareness • Problem Solving, • Critical Thinking, Effective Communication | Exponents, Laws of exponents ,Applications of laws | *text book. *reference book. * activity cards. *question papers. *home work | | 10 |
| 23 | Algebra | a. Monomial, Binomial, Polynomial b. Addition and Subtraction of Algebraic Expression c. | Any questionnaire related to the topic of Algebraic expressions and identities may be framed and may be conducted in the class. Ask the students to take | Formations of algebraic expressions, Like & unlike terms, Operations on algebraic expressions, Define & distinguish between various terms used, Linear equations | *text book. *reference book. * activity cards. *question | Activity based inductive method | 18 |

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

| | | | | | | | |
|----|--------------------------------|--|---|--|---|---------------------------------|----|
| | | Multiplication of Algebraic Expression d. Standard Identities and heir Application | their imagination to the variables. Effective● Communication Problem Solving● Critical Thinking● Decision Making,● Creative Thinking● | | papers. *home work | | |
| | Lines and Angles | a. Various Types of Angles b. Transversal, Parallel Lines | Students' reasoning and analytical skills to represent problems with different kinds of lines and reason out why do they feel so. Self Awareness● Creative● Thinking Critical Thinking,● Problem Solving Problem Solving● | | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 5 |
| 23 | Ratio & proportions | a. Ratio b. Proportion c. Unitary Method | Discussion on qualities that are needed to be a successful mathematician. Calculate ratio of the statements of Wishes/Goals. Critical Thinking● Creative● Thinking Problem Solving● | . Ratios and percentage. Introduction to the concept , | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 10 |
| | Geometry: Understanding shapes | a. construction of a quadrilateral in various situations | Give dimensions of different kinds of quadrilaterals and students construct a quadrilateral of their choice and write one good quality of his/her | Angels , Parallel lines, Triangles ,Pythagoras Theorem. Introduction to the concept , Properties in Congruence , Constructions, construction of quadrilaterals, rhombus and | *text book. *reference book. * activity cards. *question papers. | Activity based inductive method | 16 |

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

| | | | | | | | |
|--|--|--|---|---|---|---------------------------------|----|
| | | | friend explaining why was a particular kind of quadrilateral chosen. | parallelogram. | *home work | | |
| | Symmetry | | | Definition , Introduction , Rotational symmetry, Examples of reflection & rotational symmetry | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 10 |
| | Comparing of Quantities | . Ratios and percentage b. Discount, profit and loss, compound interest c. Application | Brain storm on being attentive and relaxed- spreading the message to general public. The teacher observes three kinds of students given in the activity and the students calculate the percentage of each kind of students. Self-Awareness• Interpersonal• skills Problem Solving• Critical Thinking• Decision Making• | Percentage Conversions Into/from Percentage, Applications in problem solving | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 13 |
| | Congruence of Triangles (With constructions) | a. Various criteria of congruency of triangle | They can write their symptoms on triangles and the solution to each one of them can be written on its congruent triangle indicating that each symptom has equal positive solution. Critical | Introduction to the concept , Properties in Congruence , Constructions | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 17 |

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

| | | | | | | | |
|--|----------------------------------|---|---|---|---|---------------------------------|----|
| | | | Thinking• Problem Solving,• Creative Thinking | | | | |
| | Perimeter and Area | a. Area of Basic Geometrical Shapes b. Area of Trapezium, Some Special Quadrilaterals c. Solid shapes - surface area and volume of cube, cuboids and cylinder | Three ideas to be written on three different shapes with same perimeter. Problem Solving,• Critical Thinking Effective• Communication Self Awareness,• Interpersonal Skills, Problem Solving | Perimeter , area, area bounded between two figures | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 22 |
| | Visualizing solid shapes | a. Concept of basic solid shapes b. Mapping shapes around c. Faces, Edges and Vertices | develop the attitude of perseverance and determination by placing the 3 -D objects differently and observing them from different faces. Interpersonal• Self Awareness • skills, Effective• Critical Thinking • Communication Problem Solving• | 2D & 3D figures , Identification of 3D figures , Components of 3D figures | *text book. *reference book. * activity cards. *question papers. *home work | Activity based inductive method | 12 |
| | The Triangle and Its' Properties | a. Median and Altitude of a Triangle b. Exterior Angle of a Triangle and Its' Properties c. Angle Sum Property of a | Discussion on living in harmony with mutual respect. Outputs can be presented in different kinds of triangles. Creative• Thinking, Problem Solving Effective• | Introduction to the concept , Properties in Congruence , Constructions, construction triangles. | *text book. *reference book. * activity cards. *question papers. | Activity based inductive method | 15 |

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

| | | | | | | | |
|--|--|--|----------------------------------|--|------------|--|--|
| | | | Communication Critical Thinking• | | *home work | | |
|--|--|--|----------------------------------|--|------------|--|--|

| Subject: Social Science (History) | | | | | | | |
|-----------------------------------|---|--------------------------------------|-------------------------|------------|-----------------|--------------|--|
| Chapter-1 | 6 | Basic concept on historian and their | To aware about thinking | •Text Book | I. Question and | ➤ Class work | |

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

| | | | | | | |
|--------------------------------------|---|---|---|--|--|---|
| Tracing changes | | <p>sources. Reason and empire.</p> <p style="text-align: center;">SKILLS</p> <p>I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills</p> | time and historical period. | <ul style="list-style-type: none"> • Models • Flowchart • Graph • Pictures • and other • TLM if any | <p>Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem solving method</p> <p>VII. Dramatization method</p> | <ul style="list-style-type: none"> ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-2 New things and Kingdoms | 7 | <p>Basic concept on administration in the kingdom. Emergency of new dynasty.</p> <p style="text-align: center;">SKILLS</p> <p>I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills</p> | To aware about administration of empire. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any | <p>I. Question and Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem solving method</p> <p>VII. Dramatization method</p> | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-3 The Delhi Sultan | 6 | <p>Basic concept on rulers of Delhi. Sultani administration.</p> <p style="text-align: center;">SKILLS</p> <p>I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills</p> | To aware about Sultani administration in Delhi. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any | <p>I. Question and Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem solving method</p> <p>VII. Dramatization method</p> | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |

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

| | | | | | | |
|--|----|--|--|---|--|---|
| Chapter-4 The Mugal empire | 8 | <p>Basic concept on who were Mughals. Mugal administration. Mughal policy.</p> <p style="text-align: center;">SKILLS</p> <p>I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills</p> | To aware about Mughal administrative policy and Mughal tradition of succession. | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | <p>I. Question and Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem solving method</p> <p>VII. Dramatization method</p> | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-5 Rulers and Buildings | 7 | <p>Basic concept on engineering skills and constructions in 7th century.</p> <p style="text-align: center;">SKILLS</p> <p>I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills</p> | To aware about design and engineering skills of garden, buildings, and tombs in 7 th century. | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | <p>I. Question and Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem solving method</p> <p>VII. Dramatization method</p> | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-6 Town, Traders and Craft persons | 10 | <p>Basic concept on a new network of small town. New towns and traders.</p> <p style="text-align: center;">SKILLS</p> <p>I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills</p> | To aware about types of town and it's position for nation building. | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | <p>I. Question and Answer method</p> <p>II. Field trips</p> <p>III. Discussion methods</p> <p>IV. Project method</p> <p>V. Lecture method</p> <p>VI. Problem</p> | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |

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

| | | | | | | |
|---|----|--|--|---|--|---|
| | | | | | VII. solving method Dramatization method | |
| Chapter-7 Tribes, Nomads and settled communities | 8 | Basic concept on life style tribals. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about tribals communities and their life style. | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-8 Development paths to the divine | 10 | Basic concept on Nayanars and Alvars. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about the idea of a supreme god. Philosophy and bhakti. | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-9 18 th century political formation | 11 | Basic concept on emergency of new states. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill | To aware about Watan Jagirs of the Rajputs. | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures | I. Question and Answer method II. Field trips III. Discussion methods | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text |

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

| | | | | | | |
|---------------------------------|---|---|--|---|--|---|
| | | IV. Attentiveness Skill V. Problem solving Skills | | •and other •TLM if any | IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method | ➤ Project Work ➤ Map Study Unit text |
| Geography | | | | | | |
| Chapter-1 Environment | 6 | Basic concept on environment and eco-system. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about human environment and it's balance. | •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method | ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-2 Inside our Earth | 5 | Basic concept on interior of the Earth. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about rocks and minerals and their position. | •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method/ | ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-3 Our changing Earth | 6 | Basic concept on Earth movement and major land forms. SKILLS | To aware about earthquake, it's reason and major land forms. | •Text Book •Models | VIII. Question and Answer method | ➤ Class work ➤ Home work ➤ Group |

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

| | | | | | | |
|---|---|---|---|--|--|---|
| | | I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | | <ul style="list-style-type: none"> • Flowchart • Graph • Pictures • and other • TLM if any | IX. Field trips X. Discussion methods XI. Project method XII. Lecture method XIII. Problem solving method XIV. Dramatization method | Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-4 Air | 6 | Basic concept on structure and composition of atmosphere. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about water climate, wind and others. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-5 Water | 4 | Basic concept on distribution of water bodies and ocean circulation. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about waves and tides and importance of water. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-6 Natural vegetation and Wild life | 4 | Basic concept on forest and its type. SKILLS I. Scientific Skill II. Thinking Skill | To aware about forest and grass land. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart | I. Question and Answer method II. Field trips | ➤ Class work ➤ Home work ➤ Group Discussion |

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

| | | | | | | |
|---|---|--|--|--|--|---|
| | | III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | | <ul style="list-style-type: none"> • Graph • Pictures • and other • TLM if any | III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-7 Human Environment | 5 | Basic concept on transport and communication. <div style="text-align: center;">SKILLS</div> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about human environment and surroundings. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-8 Human Environment Phase-II | 6 | Basic concept about live in various regions. <div style="text-align: center;">SKILLS</div> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about human environment and interaction with other regions. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-9 Live in the Temperate Grass land | 5 | Basic concept of Flora and Fauna. <div style="text-align: center;">SKILLS</div> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about temperate grass land. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work |

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

| | | | | | | |
|---|---|---|--|---|--|---|
| | | | | •TLM if any | V. Lecture method VI. Problem solving method Dramatization method | ➤ Map Study Unit text |
| Chapter-10 Life in the Desert | 5 | Basic concept about life in the desert. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about Hot and Cold desert. | •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Political Science | | | | | | |
| Chapter-1 On equality | 7 | Basic concept on equality. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about equality in Indian democracy. | •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-2 Role of a Government in Health | 8 | Basic concept about government role in health. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about health and healthcare in India. | •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem | ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |

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

| | | | | | solving method Dramatization method | |
|---|---|--|--|---|--|---|
| Chapter-3 How the State Government Works | 6 | Basic concept about the government function. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about working of government. | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-4 Growing up Boys and Girls | 6 | Basic concept about Growing of Boys and Girls. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about valuing house work and lives of domestic workers. | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-5 Women Change the World | 8 | Basic concept on learning for change. Schooling and education today. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about women's movement. How Schooling & education helps today's life | <ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-6 | 6 | Basic concept on Media and Money. | To aware about | •Text Book | I. Question and | ➤ Class work |

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

| | | | | | | |
|--|---|--|--|--|--|---|
| Understand Media | | Media and Democracy. Media and Setting Agenda. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | understanding media. It's role to uphold the Democracy. | <ul style="list-style-type: none"> • Models • Flowchart • Graph • Pictures • and other • TLM if any | Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-7 Understanding Advertisement | 7 | Basic concept on Building brands and brands values. How does advertisement get made? SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about advertisement democracy. To aware about understand advertisement. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |
| Chapter-8 Markets around us | 6 | Basic concept on market. Types of markets. Shopping complex and malls. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills | To aware about market, it's type, market everywhere and role of market in day-to-day life. | <ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any | I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method Dramatization method | <ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text |

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

| Skill focused | Target Learning Outcomes | Suggested strategies |
|--|---|---------------------------|
| <ul style="list-style-type: none">• Observation• Analysis• Critical thinking• Inquiring | Explores surrounding and shares experience with others – Understands the requirements of photosynthesis | Individual/ Group Task |

Sample Activity -1

| | |
|-------------------------|---|
| Target Learning Outcome | Learns and understands - <ul style="list-style-type: none">• About process of photosynthesis• The raw materials needed for the process |
|-------------------------|---|

1. What do you understand by Nutrition?
2. Name the raw materials used by the plants in photosynthesis.
3. Which gas is the waste product of photosynthesis?
4. What is the source of water for the plants for photosynthesis?
5. Which part of the plant helps it to absorb water and minerals?

Sample Activity -2

| | |
|-------------------------|--|
| Target Learning Outcome | Understands - <ul style="list-style-type: none">• About process of photosynthesis• Presents logical explanations• Mode of Nutrition• Stomata, Guard Cell, chlorophyll |
|-------------------------|--|

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

| | |
|----------|--|
| Activity | <ul style="list-style-type: none">• Fill in the blanks.• Evaluation Test. |
|----------|--|

1. The green pigment present in leaves is called _____.
2. The function of chlorophyll is to capture _____ in the process of photosynthesis.
3. _____ is called the ultimate source of energy.
4. Water and minerals are absorbed by the roots from the _____.
5. Stomata are surrounded by _____ cells.

Evaluation test for learning indicators-

I. Multiple Choice questions:-

1. Which of these are necessary for photosynthesis to take place?

- i) Carbon dioxide ii) Chlorophyll. iii) Water iv) All of these

II. Give scientific reasons-

- i) Photosynthesis cannot take place in night.
- ii) Algae are green in colour.

III. i) What is autotrophic mode of nutrition?

- ii) Why is sun called the ultimate source of energy?
- iii) What is the function of stomata,

IV. Fill in the blanks-

1. Tiny pores on the surface of leaves are called _____.

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

2. Photo means _____ and synthesis means _____.
3. _____ and _____ are the two raw materials needed for photosynthesis.
4. Carbon dioxide is taken in from the _____ by the leaves for photosynthesis
5. Water and minerals are transported to the leaves by the _____ which run like pipes throughout the root, the stem, the branches and the leaves.

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

Subject: Science(VII)

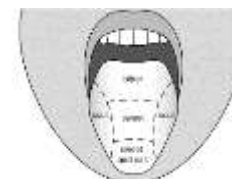
Chapter 2:- Nutrition in animals

| Skill focused | Target Learning Outcomes | Suggested strategies |
|--|---|----------------------|
| <ul style="list-style-type: none">• Observation• Analysis• Critical thinking | Explores surrounding and shares experience with others – Identifies various parts of human digestive system | Individual |

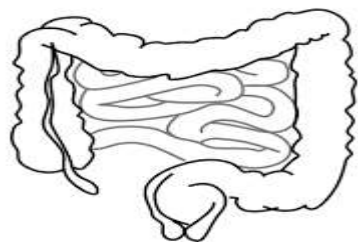
Sample Activity -1

| | |
|-------------------------|---|
| Target Learning Outcome | Understands - <ul style="list-style-type: none">• About process of digestion in human beings |
| Activity | <ul style="list-style-type: none">• Study the given picture and answer the questions based on it. |

- Picture activity- Write the names of the organs of the digestive system and arrange them in correct order by drawing arrows



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



Sample Activity -2

| | |
|-------------------------|---|
| Target Learning Outcome | Understands - <ul style="list-style-type: none">About the various concepts about nutrition in animals |
| Activity | <ul style="list-style-type: none">Evaluation Test.Question & Answer.Picture Activity. |

Evaluation test for learning indicators-

I) Match the following

Column A

- Ingestion
- Absorption
- Egestion

Column B

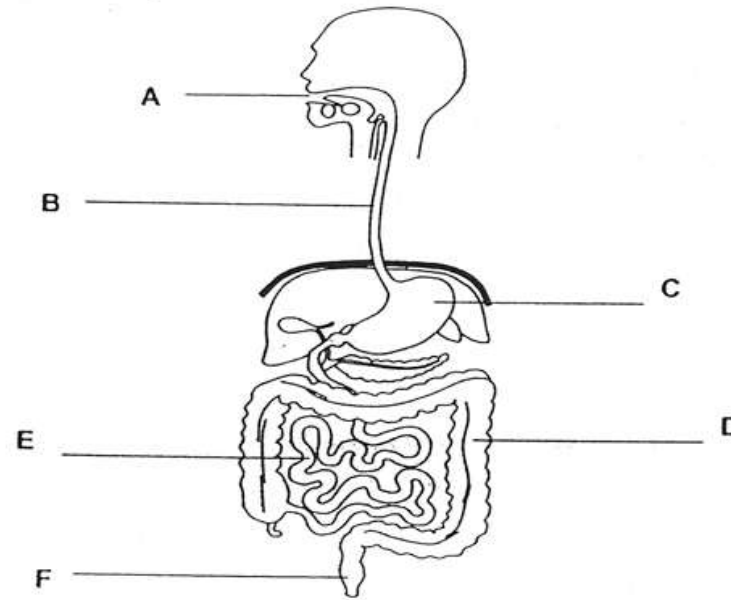
- large intestine
- mouth
- small intestine

II) Name the following

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

- i. Largest gland present in human body
 - ii. Food pipe through which food passes from the mouth to stomach
 - iii. The acid present in the stomach
 - iv. The sac like structure in which bile is stored
 - v. The finger like projections present in the inner lining of small intestine
- III) Draw a neat diagram of the tongue and show the different regions of taste present on it

- IV) Label the diagram of human digestive system



HARIHARANANDA BALSARAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VII)

Subject: Science(VII)

Chapter 3:- Fibre to Fabric

| Skill focused | Target Learning Outcomes | Suggested strategies |
|--|--|----------------------|
| <ul style="list-style-type: none">• Observation• Analysis• Critical thinking | Explores surrounding and shares experience with others – understands about the different types of wool | Individual |

Sample Activity -1

| | |
|-------------------------|--|
| Target Learning Outcome | <ul style="list-style-type: none">• Acquires knowledge about types of wool and the states where they are found |
| Activity | <ul style="list-style-type: none">• Map work |

In the table, names of some Indian breeds of sheep and the states where they are found. Mark the information on a political map of India

| S.No. | Name of breed | Quality of wool | State where found |
|-------|----------------|--------------------|---------------------------------|
| 1 | Lohi | Good quality wool | Rajasthan, Punjab |
| 2 | Rampur bushair | Brown fleece | Uttar Pradesh, Himachal Pradesh |
| 3 | Nali | Carpet wool | Rajasthan, Haryana, Punjab |
| 4 | Bakharwal | For woollen shawls | Jammu and Kashmir |
| 5 | Marwari | Coarse wool | Gujarat |
| 6 | Patanwadi | For hosiery | Gujarat |

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

Sample Activity -2

| | |
|-------------------------|---|
| Target Learning Outcome | <ul style="list-style-type: none">• Learns about the Processing fibres into wool.• Sericulture,• Life history of Silk moth. |
| Activity | <ul style="list-style-type: none">• Diagram based activity |

Study the diagram given and label it.

Suggested activities for other learning outcomes- Different steps of Processing fibres into wool.

Evaluation test for learning indicators-

1. Name some animals other than sheep which yield wool.
2. Shearing does not hurt the sheep. Why?
3. Why is 'Sericulture'?
4. Which is the most common silk worm?
5. Name the region in India where angora goats are found.
6. Name any two kinds of silk produced in India.
7. What is fleece, Shearing And Scouring?
8. What is reeling of silk?

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

Subject: Science(VII)

Chapter 4:- **HEAT**

| Skill focused | Target Learning Outcome | Suggested strategies |
|---|---|-----------------------|
| 1.Experimentation 2. observation 3.conclusion | Performs activity to understand and critically examines | Individual/group Task |

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

| | | |
|--|--|--|
| | | |
|--|--|--|

Sample Activity

| | |
|--------------------------|--|
| Target Learning Outcomes | Understands the modes of transfer of heat. |
| ACTIVITY | <ul style="list-style-type: none">• To study the modes of transfer of heat.• Understanding the types of thermometer i.e., Clinical thermometer and Laboratory thermometer.• Precautions to be observed while reading a clinical thermometer.• Understanding Sea Breeze and Land Breeze. |

Conduction: Heat a metal strip

Convection: Movement of rice grain in hot boiling water

Radiation: Heat from the sun

Some other activities to identify the materials as good conductors of heat and poor conductors of heat may demonstrated to achieve the other learning outcomes.

EVALUATING THE LEARNING OUTCOME:

1. Define the terms with example:- i) Conduction ii) Convection iii) Radiation

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

2. Name the instrument which is use to measure temperature.
3. If hot air rises because it expands, what does cold air do?
4. Why can't sun's heat reach the earth through conduction or convection?

Fill in the blanks:-

1. The hotness of an object is determined by its_____.
2. Temperature of boiling water cannot be measured by a _____ thermometer.
3. Temperature is measured in degree_____.
4. No medium is required for transfer of heat by the process of _____.
5. Clothes of _____ color absorb heat better than clothes of light colors.

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

Subject: Science(VII)

Chapter 5 :- Acids, Bases and Salts

| Skill focused | Target Learning Outcomes | Suggested strategies |
|----------------------------------|--|---------------------------|
| Gathering data Classification | Explores surrounding and shares experience with others –Identifies presence of acid or base in different edible substances | Individual/ Group Task |

Sample Activity -1

| | |
|-------------------------|---|
| Target Learning Outcome | <ul style="list-style-type: none">• Learns the properties of acids and bases.• Understanding Natural Indicators.• Understanding Neutralisation and Neutralisations in Everyday life.• Understanding Acid rain. |
| Activity | <ul style="list-style-type: none">• Draw a beautiful diagram of flower using soap solution with the help of cotton bud and turmeric paste as a natural indicator.• Evaluation Test. |

Evaluation test for learning indicators

I. Fill in the blanks:

- 1) Acids are-----in taste.
- 2) Bases are-----to touch.
- 3) ____is used as window cleaner.
- 4) ____ is used as an antacid.

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

II. Match the items given in column A with that in column B

| | Column A | Column B |
|---|-------------|-------------------|
| 1 | Litmus | Methanoic acid |
| 2 | Common salt | Natural indicator |
| 3 | Ant bite | Hydrochloric acid |
| 4 | Stomach | Neutral |

III. Mark True or False:

- 1) Tamarind contains base.
- 2) Acids are bitter in taste.
- 3) Vinegar contains acetic acid
- 4) Toothpaste is basic

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

| | |
|-----------------------|---|
| Subject: Science(VII) | Chapter 6:- Physical and Chemical Changes |
|-----------------------|---|

| Skill focused | Target Learning Outcomes | Suggested strategies |
|---|--|--------------------------|
| Experiment Observation Conclusion | Understands that Physical changes are reversible and chemical changes are irreversible | Individual Group Task |

Sample Activity -1

| Target Learning Outcome | Understands Physical and Chemical changes |
|-------------------------|---|
| Activity | Origami to study Physical change Vermicomposting vegetable peels and studying the change |

Suggested activities for other learning outcomes – Burning Candles and studying changes, rusting of iron, Displacement reactions

Pedagogical tools for achieving learning indicators- Choose the right answer, Quiz, Experiments

Evaluation test for learning indicators

I) Fill in the blanks:

- 1) Burning of Paper is a _____ change.
- 2) Physical change is _____.
- 3) Filling air in a balloon is a _____ change.
- 4) Formation of crystals is a _____ change.
- 5) Rotting is a _____ change.

II) True or False :

- 1) Cutting of vegetables is a Physical change. ()

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

- 2) Rusting can be prevented by Painting. ()
- 3) Brown color on a slice of apple is an Irreversible change. ()
- 4) Lime water turns milky is an example of physical change.()
- 5) Depositing a layer of silver on iron is called galvanization. ()

Achievement test based on Chapters 4, 5, 6

I. Answer the following question:

- 1) Why does a tile feel cold when we touch it?
- 2) How does the heat of the Sun reach the Earth?
- 3) How will you clean a table if some acid has fallen on it?
- 4) Why is Baking soda Basic?
- 5) Why is drying of clothes a physical change?
- 6) Why does a clinical thermometer have a kink?
- 7) Why are handles of metal kettles made of Bakelite or Wood?
- 8) Why should you brush your teeth after eating food?
- 9) Heating of a frying pan is a physical or a chemical change?
- 10) Why should you not store pickle in a metal container?

II. State whether True or False :

- 1) Beating silver into silver foil is a chemical change. ()
- 2) Water gets heated faster than land.()

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

3) Using two blankets joined together will give you more warmth.()

4) Litmus is obtained from hibiscus.()

5) Green colour on copper vessels is a chemical change. ()

III. Differentiate between

1) clinical thermometer and laboratory thermometer

2)land breeze and sea breeze

3)acid and base

4)physical and chemical change

| |
|--|
| Subject: Science(VII) Chapter 7:- Weather Climate and adaptations of animals to climate |
|--|

| Skill focused | Target Learning Outcomes | Suggested strategies |
|--|---|--------------------------|
| Gathering data Classification Analysis Conclusion | Records , reports and analyses the findings- learns about the different factors affecting weather | Individual Group Task |

Sample Activity -1

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

| | |
|--------------------------------|---|
| Target Learning Outcome | Learns to identify different factors affecting weather. |
| Activity | Measuring humidity , temperature , wind speed etc. over a period of 1 month and comparing it with a collection of weather reports from the newspaper. |

Suggested activities for other learning outcomes-Making Cobalt Chloride flowers. PPT on adaptation of animals to different climatic conditions, PPT on Migratory birds. Marking the regions of different climates on map of India.

Pedagogical tools for achieving learning indicators- Surveys, field studies, observation, data collection etc.

Evaluation test for learning indicators

I. Fill in the blanks:

- 1) Red eyed frog has _____ pads on its feet.
- 2) Polar bear has a layer of _____ under its skin to keep it warm.
- 3) The bird Toucan has a _____ beak to reach fruits on branches.
- 4) Tropical rainforests are found in _____ and _____ in India.
- 5) Reindeers are found in _____ region.

II. Differentiate between:

- 1) Climate and weather
- 2) Animals of Polar and Desert region.

III. List the adaptations of:

- 1) Red eyed tree frog
- 2) Lion tailed Macaque
- 3) Polar bear
- 4) Toucan

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



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

| | |
|-----------------------|---|
| Subject: Science(VII) | Chapter 8:- Winds , Storms and Cyclones |
|-----------------------|---|

| Skill focused | Target Learning Outcomes | Suggested strategies |
|--|---|--------------------------|
| Records findings Organizes concludes | Records, reports and analyses the findings – Activities to show properties of air and formation of Tornado | Individual Group Task |

Sample Activity -1

| Target Learning Outcome | Identifies relationships in the findings |
|-------------------------|---|
| Activity | To show air exerts pressure : 1) Take an empty tin, make one hole on the lid & many holes in the bottom 2) Keep this in a bowl of water, put one finger on the top hole and lift it. Water will not fall through the holes at the bottom due to the upward air pressure 3) Remove the finger from the top hole, water will fall down in the form of shower since the downward air pressure is equal to the upward air pressure & water falls due to its weight |

Suggested activities for other learning outcomes-

i) Tornado in a jar

Take 3 cups of tap water in a jar

Add 1 tsp of dish soap

1 tsp of Vinegar and some glitter

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

Swirl the mixture, a Vortex is formed which appears like a tornado

ii) Making a cloud in a jar using chalk powder and water

Pedagogical tools for achieving learning indicators- Activities given in the book, pictures of cyclones, storms etc. ; Video of these Natural disasters.

Evaluation test for learning indicators

I) Fill in the blanks :

1. _____ heating causes wind movement.
2. High speed winds and air pressure difference cause _____.
3. Air exerts _____.
4. Moving air is called _____.
5. Air _____ on heating.

II) Chose the Right answer:

1. Winds flow from land towards ocean in summer/ winter.
2. This is used to measure wind speed : hygrometer/anemometer.
3. A cyclone is called hurricane/ typhoon in Japan.
4. The calm central area of a cyclone is called eye / hole.
5. Increased windspeed is accompanied by increased/reduced air pressure.

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

Subject: Science(VII)

Chapter 9:- Soil

| Skill focused | Target Learning Outcomes | Suggested strategies |
|--|---|-----------------------------|
| Explores surroundings and shares experiences with others | Explores surrounding and shares experience with others – finds out about the different layers of soil and the different types of soil | Individual Group Task |

Sample Activity -1

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

| | |
|--------------------------------|---|
| Target Learning Outcome | Learns more about soil and its types |
| Activity | Taking pot A having “sandy soil”, pot B “clayey soil” and pot C with “loamy soil” Growing plants in all the three pots and studying the water retaining capacities |

Suggested activities for other learning outcomes-

Making a bottle Terrarium, making pots out of soil, marking the different types of soil found in India on a map and also the crops grown in different regions

Pedagogical tools for achieving learning indicators- Field studies, group activities, essay on soil pollution and erosion.

Evaluation tests for Learning indicators:

I) define the terms:

1) Humus 2) Weathering 3) Soil profile 4) Percolation 5) Soil erosion

II) Fill in the blanks :

1) Pulses requires _____ soil.

2) Wheat is grown in _____ soil.

3) Top soil is rich in _____.

4) Grass prevents soil _____.

5) Soil is formed by the _____ of rocks.

III) Draw and label the zones of the soil profile

Achievement test based on chapters 7, 8 & 9

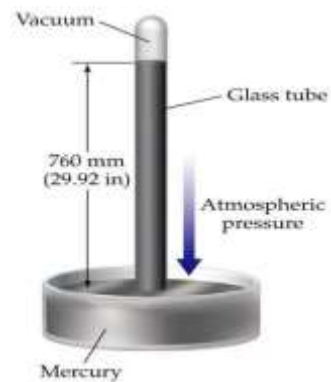
I) answer the following questions:

1) What is the difference between climate and weather?

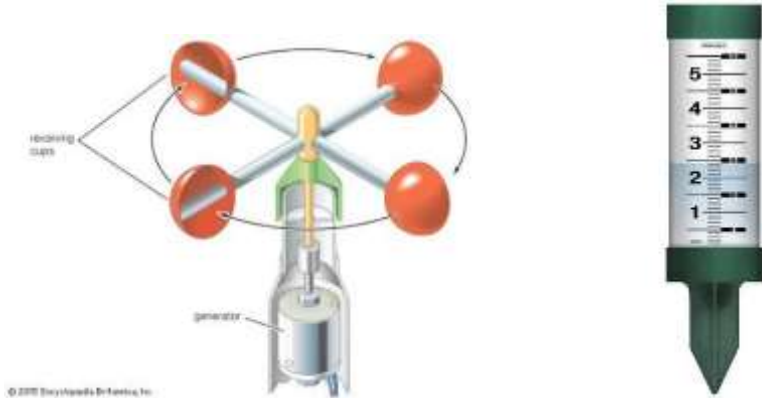
HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VII)

- 2) Name the headquarter of the meteorological observatories of India.
- 3) Where are the tropical rainforests found in India?
- 4) What is a thunderstorm?
- 5) Give some safety measures to be followed during a cyclone.
- 6) Name the crops grown in loamy soil and clayey soil.

II) Identify the pictures



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



III) Fill in the blanks :

- 1) Temperature and humidity are called _____ of the weather.
- 2) Maximum temperature of the day occurs in the _____.
- 3) Minimum temperature of the day occurs in the _____.
- 4) The word monsoon is derived from the Arabic word _____.
- 5) Warm air is _____ than cold air.

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

| | |
|------------------------------|--|
| Subject: Science(VII) | Chapter 10:- Respiration in Organisms |
|------------------------------|--|

| | | |
|---------------|--------------------------|----------------------|
| Skill focused | Target Learning Outcomes | Suggested strategies |
|---------------|--------------------------|----------------------|

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

| | | |
|---|---|------------------|
| <ul style="list-style-type: none"> • Experimentation • Observation • Analysis • Critical thinking | <ul style="list-style-type: none"> • Performs activities- makes hypothesis and plans activities to test it • Understands the process of Anaerobic respiration in yeast • Records. Reports and analyses and analyses the findings | Individual/Group |
|---|---|------------------|

Activity 1 - Fermentation in Yeast to show anaerobic respiration

Take some dry yeast powder used for making bread in a bowl and add some warm water to it. Also add some sugar to this mixture and record your observations

| Materials used | Any bubbles right at the beginning? | Observations After 10 minutes. | Depth of Foam Layer (mm) at 15 minutes |
|-----------------------------|-------------------------------------|--------------------------------|--|
| Living yeast in plain water | | | |
| Living yeast in sugar water | | | |

If yeast cells carry out alcoholic fermentation, would you expect CO₂ to be produced by:

- yeast cells in sugar water? yes___ no ___
- yeast cells in plain water (without sugar)? yes___ no ___

Explain your reasoning

Suggested activities for other learning outcomes- activities like quiz, breathing rate, diagram based activities, class room discussion on 'harmful effects of smoking', respiratory organs of other organisms.

Pedagogical tools for achieving learning indicators- Experimentation, Discussion, Analysis of observations.

Evaluation test for learning indicators-

1. Differentiate between Aerobic and Anaerobic respiration.
2. What are the organisms that breathe without Oxygen called?

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

3. Which gas present in air is essential for aerobic respiration? What is the role of oxygen during respiration?
4. After a 1000 m race an athlete had mixed had cramps in her leg muscles. After a massage she was relieved of the pain.

Answer the following questions related to the situation.

- (i) What can be the possible reasons for the pain in her legs?
- (ii) Why did she feel comfortable after a massage?
5. A food stall owner was preparing dough for making bhaturas . He added a pinch of yeast and sugar to the dough and left it in a warm place. After few hours, the dough had risen. There was a sour smell too.
- (i) Why did the dough rise?
- (ii) Why did the dough smell sour?
- (iii) Why was sugar added to the dough?
- (iv) What would have happened if the dough was kept in the refrigerator, soon after it was prepared?

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

| | |
|-----------------------|---|
| Subject: Science(VII) | Chapter 11:- Transportation in Animals and Plants |
|-----------------------|---|

| Skill focused | TARGET LEARNING OUTCOME | SUGGESTED STRATEGIES |
|--|--|----------------------------|
| 1. Questions. 2.Experimentation 3.Analysis 4. Drawing and labeling. | Asks questions and investigates and experiments. | Individual Task/group task |

Sample Activity 1

| | |
|-----|----------------|
| TLO | Asks questions |
|-----|----------------|

Students answer the following questions:

- ★ Why do you need to have a heart? Why do you need to have blood circulate to all the parts of your body?
- ★How does your heart pump blood? What is a heart beat?
- ★Does your heart always beat at the same rate?
- ★List some activities or stimuli that you think may increase a person's heart rate. An activity is something a person does, and a stimulus is an input from the environment around a person.

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

★ Why would it be useful for the heart to beat faster during these activities or in response to these stimuli?

★ Are there any activities or stimuli that you think may decrease a person's heart rate?

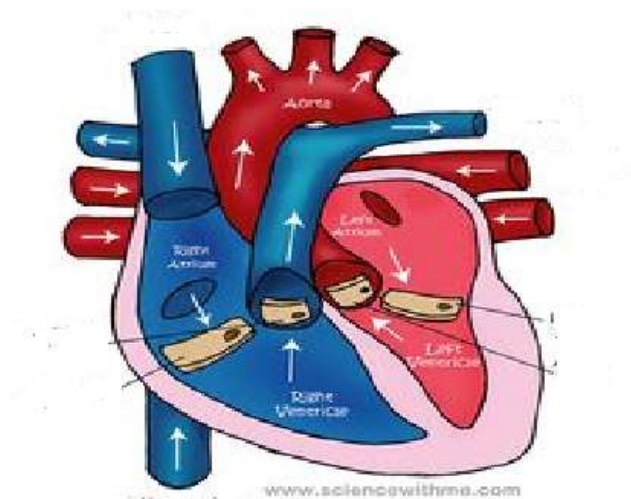
After this perform the activity of measuring the pulse rate or heart beat. they may also make a model of a stethoscope.

Other activities like keeping a wilted plant in water and seeing it rejuvenate or labeling a diagram of human heart can be performed to learn the other learning outcomes.

Pedagogical tools for achieving learning indicators : . Class room discussion , experimenting and PowerPoint presentations.

EVALUATING THE LEARNING OUTCOME:

1. Label the given diagram of heart.



2. Write the functions of Aorta and Vena cava.

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

3. When you go to a path lab for a blood test, do you know the technician takes blood from artery or vein? What are the differences between the two.

Subject: Science(VII)

Chapter 12:- Reproduction in Plants

| Skill focused | TARGET LEARNING OUTCOME | SUGGESTED STRATEGIES |
|--|---|----------------------------|
| 1.Observation 2.Experimentation 3. Drawing and labeling. | Explores the surrounding in and shares experience with others | Individual Task/group task |

Sample Activity 1

| | |
|-----|---|
| TLO | Understands plants reproduce through asexual methods too. |
|-----|---|

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

Students collect various samples of asexually reproducing plants like potato tuber, onion bulb, ginger rhizome, runners of mint and stolons of grass or strawberry and identify these pictures.



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



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



Other activities like dissecting a flower, collecting fruits to study the seeds can be conducted to test the learning outcomes like asking questions leading to investigations and analysis of findings.

Pedagogical tools for achieving learning indicators : . Class room discussion , experimenting and powerpoint presentations.

EVALUATING THE LEARNING OUTCOME:

Take a potato tuber and keep it in water in a plastic cup with the help of toothpicks. Let the roots and shoots grow and keep changing the water if required. Once the roots are long enough transfer it to the flower pot and let it grow. Similar activity may be given with onion bulbs too.

Subject: Science(VII)

Chapter 13:- Motion and Time

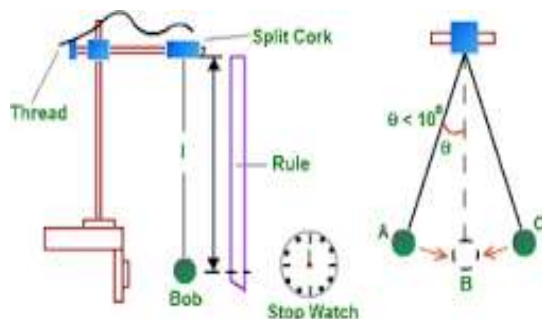
| Skill focused | Target Learning Outcome | Suggested strategies |
|---|---|-----------------------|
| 1.Experimentation 2. observation 3.conclusion | Performs activity to understand and records, reports and analyses the findings. | Individual/group Task |

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

| | | |
|--|--|--|
| | | |
|--|--|--|

Sample Activity

| | |
|----------|---|
| TLO | Understands the time period of a simple pendulum. |
| ACTIVITY | To measure the time period of a simple pendulum |



Students will perform the activity and note the time period for different effective lengths of pendulum.

other activities like to measure the speed of a ball ,plot distance-time graph may demonstrated to achieve the other learning outcomes.

Pedagogical tools for achieving learning indicators: to prove the hypothesis by performing activities, experiments.

EVALUATING THE LEARNING OUTCOME:

1. A simple pendulum takes 40 s to complete 20 oscillations. Calculate the time period of the pendulum.
2. Does the time period of the simple pendulum depend mass of the bob?
3. What type of motion a simple pendulum execute?

Subject: Science (VII)

Chapter 14:- Electric Current and its Effects

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

| Skill focused | Target Learning Outcome | Suggested strategies |
|---|---|-----------------------|
| 1.Experimentation 2. observation 3.conclusion | Performs activity to understand and records, reports and analyses the findings, provides justification in support of evidences, makes efforts to acquire further knowledge. | Individual/group Task |

Sample Activity

| | |
|----------|--|
| TLO | Understands the heating effect of electric current |
| ACTIVITY | To study the heating effect of electric current |

A simple electric circuit comprises a battery, nails, a key and a piece of metallic wire can be constructed. Switch on the current for some time. Heating effect due to the application of current can be observed.

other activities like observation of heating effect in electric hot plate, electric iron ,glowing filament of an electric bulb ,fuse used in buildings, miniature circuit breaker to achieve the other learning outcomes.

Pedagogical tools for achieving learning indicators: to prove the hypothesis by performing activities, experiments.

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

EVALUATING THE LEARNING OUTCOME:

1. An electric wire connected in a circuit gets heated up when current is allowed to flow through it . This is due to

- a. Heating effect of current
- b. Electrical effect of current
- c. Musical effect of current
- d. Optical effect of current

2. A glowing filament will be

- a. At a low temperature
- b. At a high temperature
- c. At atmospheric temperature
- d. At the temperature of ice

3. The heat energy produced by a glowing bulb can be minimised by using in place of ordinary electric bulbs

- a. A candle
- b. CFL bulbs
- c. Torch
- d. Kerosene lamp

4. Electric fuse works on the principle ----- effect of electric current.

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

| | |
|-----------------------|--------------------|
| Subject: Science(VII) | Chapter 15:- Light |
|-----------------------|--------------------|

| Skill focused | Target Learning Outcome | Suggested strategies |
|---|---|-----------------------|
| 1.Experimentation 2. observation 3.conclusion | Explores the surroundings, Performs activity, connects scientific concepts to everyday life | Individual/group Task |

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

| | | |
|--|--|--|
| | | |
|--|--|--|

Sample Activity

| | |
|----------|---|
| TLO | Understands the light phenomenon refraction |
| ACTIVITY | To study the formation of images using convex and concave lens. |

Using a candle, lens stand and a metre scale images formed by a convex lens at different Positions of the object and also the image formed by a concave lens can be studied.

other activities like formation of images by plane and spherical mirrors, observation of white light using a prism, observation of a rainbow may be conducted to achieve the other learning outcomes.

,

Pedagogical tools for achieving learning indicators: to prove the hypothesis by performing activities, experiments.

EVALUATING THE LEARNING OUTCOME:

Fill in the blanks:

1. The image formed by a concave lens is -----.
2. An image that cannot be obtained on a screen is called -----.
3. Convex lens is a ----- lens.
4. In a magnifying glass ----- lens is used.
5. The light phenomenon in lens is -----.

LEARNER'S ACHIEVEMENT TEST

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

1. You are travelling in a bus which moves with constant speed. Draw a position time graph for this..

2. Calculate 2 km/h in m/s.

3. Name the meter that measures the distance moved by a vehicle.

4. A truck travels 540 km in 4.5 hrs. Find the speed of truck.

5. What type of energy conversion takes place in an electric bell?

6. Match the following:

Column A

a. Switch

b. Electric cell

c. Rubber

d. Copper

e. Electric heater

Column B

i. Heating effect

ii. Insulator

iii. Produce electricity

iv. Close and open the circuit.

v. Conductor

7. You use an electric heater. Identify the nature of material of the wire used in it.

8. You are going to a market with your father in a bike. What type of mirror is used as a rear view mirror in the bike?

9. Rearrange the letters to form meaning full words related to light.

a. LETCREFION

b. MAIEG

c. CAVECON

d. TPECSTRMU

e. SENCL

10. How does focal length of a mirror vary with curvature?

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

Subject: Science(VII) Chapter 16:- Water: A Precious Resource

| Skill focused | TARGET LEARNING OUTCOME | SUGGESTED STRATEGIES |
|--|---|----------------------------|
| 1. Questions. 2.Experimentation 3.Analysis 4. Drawing and labeling. | Explores, asks questions and investigates and experiments, interest in environmental issues | Individual Task/group task |

Sample Activity 1

| | |
|-----------------|---|
| TLO | Understands the water cycle and its significance. |
| Activity | WATER CYCLE |

Put a tumbler inside a mixing bowl and pour in a small amount of boiling water (the tumbler must be in centre and not float). Cover the mixing bowl completely with cling film and place small pebble in the centre to create a slight slope to drain any condensation into the tumbler.

As the water evaporates children can see it condensing on the cling film and collecting in the tumbler. Students can measure total quantities of water involved, use sea/salty water to create pure water etc.

Other activities like studying 1. the water distribution map of India, 2.amount of water usage in various states ,poster and slogan writing related to water conservation can be done to achieve the other learning outcomes.

Pedagogical tools : . Class room discussion , experimenting and making models and chart.

EVALUATING THE LEARNING OUTCOME:

Answer the following.

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

A. How do we use water everyday?

1. _____
2. _____
3. _____

B. In the uses given above how might we waste water sometimes? Write for each use.

Subject: Science(VII)

Chapter 17:- Forests: Our Lifeline

| Skill focused | TARGET LEARNING OUTCOME | SUGGESTED STRATEGIES |
|--|---|----------------------------|
| 1. Questions. 2.Experimentation 3.Analysis 4. Drawing and labeling. | Explores, asks questions demonstrates values. | Individual Task/group task |

Sample Activity 1

| | |
|-----------------|--|
| TLO | Understands that forest and its products are being used everyday |
| Activity | From the Forest to Your House |

We use many things from trees that may surprise you. With an adult, search around your home to find out how many items you use that come from trees. Place a check mark next to the items that you find. Have fun searching!

- ___ cherries (fruit)
- ___ cinnamon
- ___ toilet paper
- ___ charcoal
- ___ rolling pin
- ___ wrapping paper

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

- ___ almonds (nut)
- ___ bay leaves
- ___ newspaper
- ___ nutmeg (fruit)
- ___ chewing gum (sap)
- ___ clothes made with rayon
- ___ couch
- ___ apples (fruit)
- ___ suntan lotion
- ___ crayons (sap)



Some images of forest.

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

Other activities like identifying producers, consumers and decomposers in a forest can be done to achieve the other learning outcomes.

Pedagogical tools: . Class room discussion, ppts and crossword can be used.

EVALUATING THE LEARNING OUTCOME:

- A. Say true or false. and if false correct the statement
- Forest protect the soil from erosion.
 - The plants and animals in a forest are not dependent on another.
 - Forest influence the climate and watercycle.
 - Soil does not help forest to grow and regenerate.

| | |
|-----------------------|-------------------------------|
| Subject: Science(VII) | Chapter 18:- Wastewater Story |
|-----------------------|-------------------------------|

| Skill focused | TARGET LEARNING OUTCOME | SUGGESTED STRATEGIES |
|--|--|----------------------------|
| 1. Questions. 2. Discusses 3. Concludes 4. communicates | Explores, asks questions demonstrates values, applying scientific concepts in day to day life. | Individual Task/group task |

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

Sample Activity 1

| | |
|-----------------|--|
| TLO | Understands the significance of waste water treatment. |
| Activity | Visiting a waste water plant. |

Visit a sewage treatment plant. It could be as exciting and enriching as a visit to a zoo, a museum, or a park. To guide your observation here are a few suggestions.

Record in your notepad:

Place _____ Date _____ Time _____

Name of the official at the plant _____ Guide/Teacher _____.

- (a) The location of the sewage plant.
- (b) Treatment capacity.
- (c) The purpose of screening as the initial process.
- (d) How is air bubbled through the aeration tank?
- (e) How safe is the water at the end of the treatment? How is it tested?
- (f) Where is the water discharged after treatment?
- (g) What happens to the plant during heavy rains?
- (h) Is biogas consumed within the plant or sold to other consumers?
- (i) What happens to the treated sludge?
- (j) Is there any special effort to protect nearby houses from the plant?
- (k) Other observations.

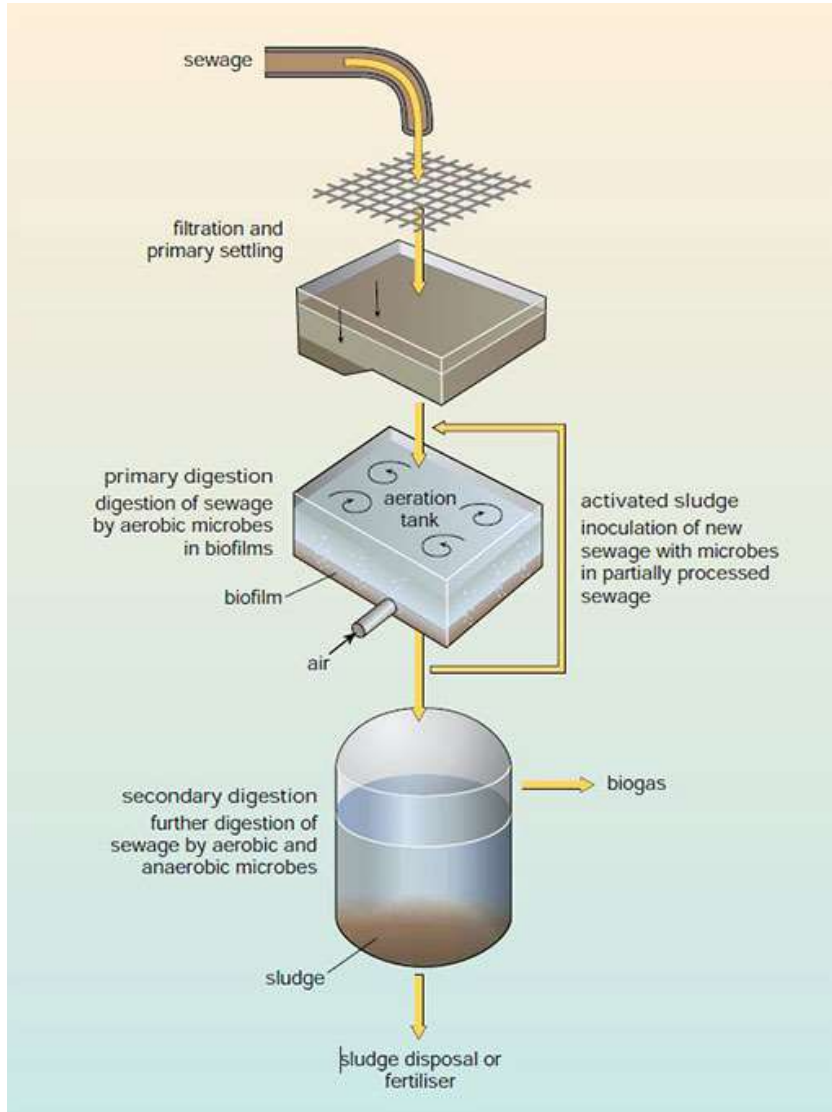
HARIHARANANDA BALSABRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VII)

Other activities like identifying wastes which are being thrown in water and should not be and identifying better sanitation practices can be conducted to achieve other outcomes.

Pedagogical tools : . Class room discussion,ppts and crossword can be used.

EVALUATING THE LEARNING OUTCOME:

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



Identify the different steps studied by you in this diagram.

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

Learner achievement test for chapter 16 ,17 and 18

1. Why forests are called green lungs?
2. How much water is recommended by UN per person per day?
3. A forest officer checks the footprints and droppings in a forest. What can he know by checking them?
4. Forests are the lifeline for forest dwelling communities. What does this mean?
5. Arrange the following components of a food chain in proper sequence—grass, frog, eagle, insects, snake.
6. You have been asked to maintain a garden. How will you minimize the use of water?
7. Why should the oils and fats used in kitchen be not thrown in the drain?
8. What is your role in maintaining sanitation and cleanliness and how can you contribute to our Prime Minister's "Swatcha Bharata Mission".
9. Differentiate between sewage and sewerage.
10. Name the gas obtained in a WWTP which can be used as a fuel.

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

| 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 tab used in Ms word. ❖ How to design a document by using some font name and 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 | ❖ In this chapter the student learn different tab present in ms word and their functionality. |
| Chapter:2 Microsoft Excel | Theory-08 Practical-13 | 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. | ❖ In this chapter the pedagogical learning the student has a curious ness to know the new thing. |

HARIHARANANDA BALSARAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-VII)

| | | | | | |
|---|---|--|---|--|---|
| <p><i>Chapter:3</i> Working with windows</p> | <p>Theory-10 Practical-08</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> ICT in computer</p> | <p>Theory-10 Practical-05</p> | <p>Concepts:</p> <ul style="list-style-type: none"> ❖ Introduction to ICT. ❖ ICT stands for information and Communication Technology. ❖ Various services available on the internet. ❖ How to use different internet based application. ❖ How to know different concept of science by using ict.. | <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 different internet based real world application that help them to connect with real world. | <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> | <p>In this chapter the pedagogical learning is that the student will know the realworld through ict or internet based application</p> |

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

| | | | | | |
|--|---|---|---|--|---|
| <p style="text-align: center;"><i>Chapter:5</i> <i>Microsoft</i> <i>Powerpoint</i></p> | <p>Theory-06 Practical-15</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. |
|--|---|---|---|--|---|

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

| 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 Pranayama | <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. ❖ |

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

| | | | | | |
|---------------|---------------|--|--|---|--|
| 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 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 Game Drill/Marching Yoga Sana | <ul style="list-style-type: none"> • Personal hygiene • Diseases • Pollution • Water management. • Jumping, Long jump, High jump, Triple jump. • Foot ball • Volley ball <p>• Mass PT-Table-2 1 to 5, Kadamtal</p> | <ul style="list-style-type: none"> ○ Chart ○ Models ○ Plastic articles. ○ Video clip. ○ Whistle ○ Take up board. ○ Lime powder. ○ Foot ball ○ Volley ball | <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. ❖ 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. |

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

| | | | | | |
|---------------|---------------|--|--|---|---|
| | | | <ul style="list-style-type: none"> • Garudasana • Gomukhasana • Matsyasana • Ujayi (without kumhaka). • sabasana | | <ul style="list-style-type: none"> ❖ Develop team spirit. ❖ Skill of agility, balance and coordination and speed. ❖ For healthful living. ❖ Flexibility. ❖ Static contraction muscles. ❖ Concentration. |
| Nov.& Dec. | 12 each class | Food & Nutrition Athletic Game Drill/Marching Yoga | <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 <p>6 to 10 exercises</p> <ul style="list-style-type: none"> • March past • Alulom bilomm • Chin mudra • Gyanamudra • Salvasana • Yoganidra • Halasana • | <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. ❖ 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 | <ul style="list-style-type: none"> ○ Chart ○ Posters ○ Bandage ○ Cotton ○ Newspaper cuttings ○ Clapper ○ Whistles ○ First Aids ○ Net ball | <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 |

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

| | | | | | |
|--|--|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Basket ball • Throw ball • Neuromuscular coordination. • Suryanamaskar • Mayurasana • Padmamayurasana • Pawanmuktasana | <ul style="list-style-type: none"> ○ Drum Music ○ Mattress | <p>physical fitness.</p> <ul style="list-style-type: none"> ❖ Develop neuromuscular coordination, 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 good posture so that one may strive to maintain a good posture. |
|--|--|--|--|--|---|

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

| 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 ùgáYú Kle Kù~ðýúakú | ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ùR^ù |
| 1. IWògú ^éZýe ùagbìhù | Z[ýcòK - 4 | iê!eZû | iùRìRû I eì_iRûe gòlû | iRe áyájúeòK \âáycû^e áyájúe | aòbò^Ü _âKûe ^éZýùe aòbò^Ü _âKûe iRe gòlû \ò@ûMfû | eì_iRûe @býûi |
| 2. ei | | Zé^-ò_âû^-ò | iek bûa]úeúe gòlû | ajò bûeZúd ^éZý Kkû áyájúe | ei C_ùe iù]úeY mû^e gòlû \ò@ûMfû I _òfûcû^ue ùfLû \ò@ûMfû | eie iù]úeY mû^e @býûi |
| 3. bûa | | _eòa³ð^gúk | bûa^ùùe ^éZý MV^ ij aûjý _epeúe MV^ | bûeZúduê ^éZý Kkû ajòe áyájúe | bûa C_ùe iòlò^- Uò_Yúe ùfLûMfû | ùfLû ~ûA[ôaû bûae _âKûe akúe @býûi |
| 4. cYò_êeú ^éZý | | cYò_êee ùfûKcû^ue]cð ijòZ RWòZ ùjaû | ùa÷¾a _epeúe ^éZýùe @uwú bûua RWòZ ùjaúe gòlû | IWògú ^éZý ajòe áyájúe PKp I Kkû_Uúe cª áyájúe | cYò_êeú ^éZýùe _epeúe MZgkúùe ù^ùUp ùfLûMfû | Z[úcòK _âgÜ C³ee @býûi |
| 5. \êMûðÉêZò | KâòùcòK - 8 | ù\au\êMûðu iàeY I bûa^ù | \êÁ^ùgò gû«ò_ùk^ gòlû | cÝðk I iwúZe áyájúe | ^a\êMûð ÉêZòe _cû^ Keò ^éZýùe gòlû | ^a\êMûð @býûi Keòau |
| 6. ai«_fäaú fò_òKeY | | _ì%ð gòlû MâjY | ^éZýe bûa]úeúe ùg÷kú | LWò, Kkû_Uû WÁe áyájúe | _KZûke MûZâû ij ai«_fäaúe ùfLû | ùfLûe @býûi |
| 7. cwkû PeY fò_òKeY | | aòbûMe cjZß RûYòau | ù\azû, Mêeê, aâùjàYue i¹û^ elû | Kkû_Uû, PKpe áyájúe | _òfûcûù^ cwkûPeY ^éZý ùgh bûM _~ðý« gòlû Kùf | @býûi KeòauKê \ò@ûMfû |

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

| Subject-Music | | | | | | |
|---|---------------|--|---|--|--|---|
| LESSION NO. & NAME ^'e l aòhd | NO. OF PERIOD | OBJECTIVE CONCEPT & SKILL CùŸgy | 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. @ûgâd eûM ùck aû [ûUpe a%òð^û | ZŸcòK - 4 | ùckeê eûMe iéÁò i,a | bûeZúd iwúZùe ùcke _âPk^ | iwúZ gûÊ _eòPd | ùck KY l ùck \ßûeû KY jêG @ûùfûP^û | _âgÛ l C³e _ûVýKâc @býûi |
| 2. gîZò l Êee @«e | | gîZòùe Êe iûû _^û | 12 ùMûUò gîZòe a%òð^û | iwúZ gûÊ _eòPd | @ûùfûP^û l _âgÛ l C³e | _âgÛ l C³e _ûVýKâc @býûi |
| 3. Zûk l fd cæùe [ôaû @«e | | iwúZ cûæcùe _âlgð^ | Mûd^ Pk^ùe fde N^Òâ ipKð | iwúZ gûÊ _eòPd | Zûk eì_K Gaõ Sµû jûZùe @wêkò MYò _âlgð^ Keòau | _ûVýKâcùe Zûke @býûi |
| 4. eûMiwúZe _eòKì^û | | Êe icìje C_ò³òùe eûM Kì^û | eûMKê ùKùZ MêWòG Êe \ßûeû Kì^û | iwúZ gûÊ _eòPd _êÉK | _âgÛ _Pûeòau Gaõ eûM iwúZ Mûd^ | _ìað _ûVýKâc @býûi |
| 5. bûZLùŠ Êe fò_ò _ìZò | KàòùcòK - 8 | iwúZ Êe fò_òùe áyajéZ iûùuZòK PòjÛ | MúZ ùfLôaû l Êe fò_ò ùfLôaûùe iûjû~ðý | iwúZ gûÊ _eòPd _êÉK | Êefò_òe, Kkû_Uûùe _âlgð^ | _ìað _ûVýKâc @býûi |
| 6. ùMûÂú iwúZ bqò iwúZ | | ùMûÂú iwúZ gòlûe _âPûe l _âiûe | aòbò^Û _âùlgùe _âPkòZ bûhûe MúZMûd^ | jûeùcû^òdcþ | ùMûÂú iwúZ Mûd^ | _ûVýKâc @býûi |
| 7. iwúZmu Rúa^ _eòPd | | icû^ _ûAñ iwúZ cûæcùe aû³ðû ùlaû | iûcûRòK ùPZ^û RûMâZ Keòau | iwúZ gûÊ _eòPd _êÉK | _âgÛ _Pûeòau Gaõ @ûùfûP^û | _ûVýKâc @býûi |

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

| 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 áyájue Kùf | PEDAGOGY ùgâYú Kle Kù~ðýúakú | ACTIVITY/ASIGNMENT, PROJECT/ASSESSMENT _eòù~ûR^û |
| 1. Zùk _âKòâdû | Z[ycòK - 4 | icdû^êa³òðZû | iwúZùe icd | Kkû _Uû, PKp, WÁe | Zùke \g _âûYe gòlû | Zùk _âòKâòdûe @býûi |
| 2. Zafûe C_ò³ò | | jò!èiÚû^ú aûlý~ªe gòlû | ùLdûfp iwúZ | Kûdûñ Zafû l Zùk aòù^û\ ajòe áyájue | Zafûe C_ò³òe iòlò~ AZòjúie _âgÜ C³e ùfLûMfû | C_ò³òe @býûi |
| 3. _LûCR | | IWògûe GK aûlý~ª | _âûPú^ icde Kkû iõÄéZòe gòlû | _LûCR | _LûCRe iû]ûeY mû^e ùfLû | @býûi |
| 4. SûµZûfp | | iwúZùe áyájue | icÉ aûlýe áyájue | Kkû _Uû, PKp, LûZû, Kfc | Sûµ Zûfpe _eòPd l ùVKû ùfLûMfû | SûµZûfpe @býûi |
| 5. ZâòZûfp | KâòdûcòK - 8 | gûÈòdZû l RYûYe áyájue | Aûlýue bMaZ _âû òe CùYgy | aûdûñ Zafû | ZâòZûfpe ùVKû l _eòPd ij gòlû | ZâòZûfpe @býûi |
| 6. GKZûfp | | jò!èiÚû^ú Zùke gòlû | jò!èiÚû^ú iwúZùe áyájue | aûdûñ Zafû | GKZûfpue _eòPd ij gòlû | GKZûfpe @býûi |
| 7. bûZpLùŠu Rúa^ú | | Rúa^ue cjZß _âKûg | ùg÷kúKê @^êKeY Keòau | Zùkaòù^û\ ajòe áyájue | bûZLùŠu Rúa^ue _eòPd ùfLû | bûZLùŠu Rúa^ú @býûi |

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

| 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 free hand sketch indoor outdoor | Theory=2 Practical=8 | a. Basic concept about free hand sketch. b. Students will develop knowledge about the indoor & outdoor painting. | a. They are doing the different types of picture. Ex:- Composition, Sketching b. Brief knowledge about the indoor outdoor sketching. | a. Drawing sheet, black colour, pencil, eraser, black pen | a. Student will learn indoor, outdoor, free hand sketching. b. Ask questions 1. What is Sketch? | a. Giving projects to the students indoor & outdoor. |

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

| | | | | | | |
|--|--------------------------|---|---|---|--|---|
| <u>Chapter-2</u> Hand painting Finger painting | Theory=2 Practical=8 | a. Basic concept about hand painting. b. Basic concept about finger painting. c. Skill- Thinking applicate skills | a. They are doing the different printing by hand. Ex:- many types of designs.ng b. They are doing the different types of painting finger painting finger painting Ex:- Swan, Elephant etc. | a. Poster colour ink, sponze, drawing sheet our hand. b. Water solour, poster colour, our finger, drawing sheet. | a. Devloping the hand print & they got different types hand print idea. b. Students will learn different tyoes of finger prints. c. Ask question which process use the prints. | a. Giving project different types of fingers print. |
| <u>Chapter-3</u> Mixed collage | Practical=6 | a. Basic concept about the collage painting & colour paper pasting. Skill – Thinking & application & skills. | a. Doing the different types of collage painting by colour magazine, colour paper. | a. Drawing paper, pencil, gum, collecting the different types of magazine colour paper. | a. Childrens are doing the different types of collage painting. | a. Collage paint doing the project & display the collage work. |
| <u>Chapter-4</u> Mask making mixed material 2D, 3D outdoor | Practical=8 | a. Basic concept about the mask making mixed material 2D & 3D | a. They have got idea different types of mask doing 2D & 3D. | a. Drawing sheet, colour theread brush black sketch pan, sissior, gum | a. Devloping the different types of mask idea. | a. They are doing mask project display the mask 2D & 3D work. |
| <u>Chapter-5</u> Drawing & Painting | Theory=3 Practical=10 | a. basic concept about the drawing. b. basic concept about the theory. c. Skills :- Thinking application & skill. | a. They are doing the drawing different types of colour picture. b. They are got idea theory knowledge. | a. Drawing sheet brush, black sketch, Oil pastel | a. They are learning the student different tyoes of picture & theory knowledge. b. Ask the write the primary colour & secondary colour. | a. First so sketching out line. b. Draw & colouring. c. They are know the colour knowledge. |

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

| | | | | | | |
|---|-------------------------|---|--|--|--|---|
| <u>Chapter-6</u> Clay modelling coil technique | Theory=2 Practical=8 | a. Basic concept about the clay modelling/. b. Student will developing about coil technique. | a. Brief knowledge about clay coil technique. | a. Clay, bamboo, stick, water. | a. Student will modelling coil technique by preparing model figure of the materials. | a. Giving projects to the students. |
| <u>Chapter-7</u> Colliagraphy lettering card making | Theory=2 Practical=8 | a. Basic concept about the calligraphy lettering. b. Basic concept about the card making. | a. They are doing the different types of calligraphy letter design. b. They are doing the different types of card design. | a. White paper, colour drawing paper. Water colour, oil pastel, brush, zink powder, gum. | a. Student will learn the calligrapgy letter design. b. Students will learn the different types card making. | a. They are doing the different tyoes of letter design. b. Giving the project to the students different types of card makng. |
| <u>Chapter-8</u> Design decorative motif | Theory=2 Practical=6 | a. Basic concept about decorative design & motif. b. Skil :- Thinking application & skill. | a. They are doing the different types of designing & logo. Ex:- Composition, Sketching b. Brife knowledge about the indoor outdoor sketching. | a. Drawing sheet, poster colour, brush, black sketch pen. | a. Children are doing different tyoes designing & motif. b. Applying colours & different shades with hand & head co-ordination. | a. Giving the project to students. |
| <u>Chapter-9</u> Memory Drawing Topic based | Practical=10 | a. Students will develop knowledge. b. Skill- Thinking application & skill. | a. Improve the inomotive idea. | a. Drawing sheet, colour brush, pencil, colour sketch pen. | a. Childrens will draw the different tyoes of pictures. b. Applying colours & different shades with hand & head co-ordianation. | a. Given the project different types of painting. b. Display all the painting works |