

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

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	First flight	A letter to God	4	<ul style="list-style-type: none"> Understanding theme of the text Man – Nature conflict Character of a farmer 	<ul style="list-style-type: none"> A few components of LSRW New words Meaning of the text Man-nature conflict Textual grammar 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
	First Fight	The Dust of Snow	2	<ul style="list-style-type: none"> Meaning of the text Understanding a different nature poem 	(i) New words (ii) Theme of the text (iii) Importance of so called small elements of nature. (iv) Textual grammar (v) A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
		Fire and Ice	2	Theme of the poem Understanding the meaning Philosophical traits of greed and hatred	A few words and expressions, Meaning of the text 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
	Footprint without feet	A triumph of surgery	2	Meaning of the text Natural treatment for pets	Understand the meaning Satire and humour of the story A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Classwork, practice Assessment tool: class test
	Grammar	Integrated	3	Grammar practice	Grammar exercise	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Writing	Letter writing	5	Writing of formal letter	Students will be able to write different	Blackboard	Class work,

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					types of formal letter	chalk , duster	writing Assessment tool: class test
	First flight	Nelson Mandela: Long way to Freedom	4	To understand concept of apartheid Concept of love and hatred Sacrifice of Martyrs Concept of twin obligation	Understanding the meaning of the text Concept of Apartheid Character of Mandela 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
	First flight	A tiger in the zoo	3	To understand the concept of wild life conservation	New words Meaning of the text Importance of wild life conservation 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
	Footprint without feet	A Thief's story	3	Nature of human being Transformation of a man from bad to good through the path of knowledge	Meaning of the text New words Characters Human values as reflected in the story 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	First Flight	Two story of flying	5	<ul style="list-style-type: none"> ➤ How to overcome fear ➤ Concept of magical realism ➤ Narration of events 	Meaning of the text Word meaning How to overcome fear Magical realism 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
	First Flight	How to tell wild Animals	2	Concept of conservation of different animals Different characteristics of animals	Meaning of the poem Words	Textbook, chalk , blackboard,	Interaction discussion ,lecture etc Assessment

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					Problem of wildlife animals and how they are to be preserved Textual grammar A few skills of LSRW	pictures given in the book, digital board	tool: class test
	Footprint without feet	The midnight visitor	3	Spy fiction Meaning of the story	New word meaning Spy fiction Instant work of first rated mind A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	First flight	From the diary of Anne frank	4	Time of second world war The young mind A chronicle in an informal way	Meaning of the text Importance of interaction in a class Character of Anne Frank Textual grammar A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
		The ball poem	2	Importance of possession Epistemology of loss Human values regarding the loss of possession	Meaning of the poem Word meaning Philosophy in the poem Practical use in their life 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
	ASL	-	5	-	A few skills of LSRW -	Audio visual board	Class work Assessment tool: class test
	Footprint without	A question	3	Fun in the story Use of presence of mind	Meaning of the story	Textbook,	Interaction

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	feet	of trust			Word meaning Humour in the story Textual grammar A few skills of LSRW	chalk , blackboard, pictures given in the book, digital board	discussion ,lecture etc Assessment tool: class test
3) August	First Flight	The hundred dresses-I	4	Understanding the text Understanding the characters Understanding different psychological point of bullying Understanding of realisation of truth	The meaning of the text New words Identity crisis in diasporic society Realisation of truth 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
	First Flight	The hundred dresses-II	4	Understanding the text Understanding the characters Understanding different psychological point of bullying Understanding of realisation of truth	The meaning of the text New words Identity crisis in diasporic society Realisation of truth 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 Assessment tool: class test
	Footprint	Footprints without feet	3	Understanding the text Understanding the theme of the text Understanding misuse of science	Meaning of the text New words Characters Misuse of science 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
	ASL	-	4	-	Speaking and listening	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	Grammar	Story writing	8	Method of writing story	Writing of story	Blackboard	Class work,

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	& writing	& integrated				chalk , duster	writing Assessment tool: class test
4) September	Revision	-	7	Revision	Revision	Blackboard chalk , duster	Class work, writing Assessment tool: class test
	First flight	Glimpses of India	6	Understanding the text Understanding natural, ethnical diversity of India	Understanding he meaning of the text New words Understanding natural and ethnical diversity in India 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
	First flight	Animals	2	Meaning of the poem Absence of human values	Meaning of the poem The philosophical importance of human values New words 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
	Footprints without feet	The making of a scientist	3	Understanding the mind of a scientist Importance of never-ending probe for knowledge	Understanding the text New words A few skills of LSRW Character of a scientist	Textbook, chalk, blackboard, pictures given in the book, digital board	Interaction discussion, lecture etc Assessment tool: class test
	Grammar	Integrated	1	----	Accuracy in grammar	Blackboard chalk , duster	Class work, writing Assessment tool: class test
5) October	First flight	Mijbil the offer	4	New species of otter About behaviour of otter	Meaning of the text New words Funny behaviour of otter 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

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	First flight	The trees	2	The importance of preservation of forest The poem	New words Importance of preservation of nature Man-nature conflict 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
	Footprint without feet	The necklace	3	Fatal of larger than life thinking Meaning of the text Fatal of desire	Meaning of the text New words Fatal of excessive desire Human values 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
	Footprint without feet	The hack Driver	3	Humour of the story Meaning of the story	Humour and presence of mind in the story Meaning of the text Word meaning 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
	First flight	Madam rides the bus	4	Meaning of the story Death through the eyes of a young girl	Meaning of the story New words Experience of death from the point of view of a young girl 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
November	First Flight	The sermon at Banaras	4	Philosophical thought of Buddha Meaning of the text Moral values	Meaning of the text New words Philosophy of desire and sadness in Buddhism Moral values for life 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
		Fog	2	Meaning of the poem	New words Meaning of the poem Textual grammar A few skills of LSRW	Textbook, chalk, blackboard, pictures given in the book,	Interaction discussion, lecture etc Assessment tool: class test

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						digital board	
		Tale of custard the dragon	3	Meaning of the poem Understanding ballad Understanding poet's intention to satire	Understanding the meaning of the poem Understanding new words Enjoy the humour catered in the poem A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Footprint	Bholi	3	Understanding social deprivation against the woman Understanding the power of knowledge Understanding the main character	Understanding the text New words Understanding the character Understanding the fight against social injustice A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	First Flight	The proposal	5	Understanding the play Meaning Understanding the characters	Understanding the meaning New words Characters of the play Values 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
		For Anne Gregory	2	Meaning of the poem Importance of inner beauty of human beings	Meaning of the poem New words Textual grammar Importance of inner beauty A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test
	Footprint	The book that saved the earth	3	Understanding the importance of book Meaning of the play Humour	Meaning of the play Humour New words Importance of book A few skills of LSRW	Textbook, chalk , blackboard, pictures given in the book, digital board	Interaction discussion ,lecture etc Assessment tool: class test

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Sl No	Chapter No	No. of Periods	Objective concept	Learning Outcome	TLM /Reference Book	Pedagogy
1	कबीर की साखी	6	वाणी भक्ति और ईश्वर के बारे में जानकारी	मीठी वाणी के लाभ कस्तूर की जानकारी अहंकार न करना निंदक को पास रखना प्रेम का महत्व	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
2	बड़े भाई साहब	8	शिक्षा व्यवस्था और सामाजिक ताने बाने को सुधारना	बड़ों का सम्मान करना खेलना अनिवार्य मन लगाकर पढ़ना बड़ों की बात मानना	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
3	मीरा पद	6	ईश्वर के प्रति आस्थावान होना	मीरा के बारे में जानकारी कृष्ण के बारे में द्रौपदी और प्रहलाद की कहानी मीरा की भक्ति भावना	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
4	हरिहर काका	7	हमें परिवार में निःस्वार्थ भाव से प्रेम भाव से रहना चाहिए और आज समाज में रिश्तों की हालात क्या है	मीडिया की ताकत पुलिस की आवश्यकता साधु और बाबाओं पर विश्वास नहीं निःस्वार्थ पूर्ण जीवन जीना चाहिए	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि नाटक विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
5	डायरी का एक पन्ना	6	स्वतन्त्रता में कलकतावासियों का योगदान	स्वतन्त्रता में कलकता का योगदान स्त्रियों की भूमिका देश की स्वतन्त्रता अनिवार्य	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि नाटक विधि का प्रयोग प्रश्नोत्तर विधि भाषण विधि कहानी विधि
6	बिहारी - दोहे	6	जीवन में दोहों की उपयोगिता	ईश्वर को पाने के लिए ढोंग नहीं गोपियों का कृष्ण के प्रति प्रेम जेठ महीने की विशेषता	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
7	ततारा-वामीरों कथा	7	समाज की कुरीतियाँ कितनी घातक हो सकती हैं	लोककथा की जानकारी निःस्वार्थ भाव से प्रेम हमें किसी को ताने नहीं मारना चाहिए अंडमान और निकोबार की कहानी की जानकारी	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि का प्रयोग
8	मनुष्यता	7	मनुष्य को कैसा होना चाहिए	मृत्यु से न डरने का संदेश	पाठ्यपुस्तक	पठन विधि

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				एकता भाव का संचार परोपकार भाव सहायता की भावना दानी पुरुष के बारे में	श्यामपट्ट चित्र वीडियो	सस्वर गायन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
9	सपनों के से दिन	7	जाति क्षेत्र और भाषा का खेल में कोई महत्व नहीं है वह बाधा नहीं बनती है	क्षेत्र कोई माने नहीं रखता खेलना जीवन के लिए बहुत अनिवार्य हमें कोई भेद-भाव नहीं करना चाहिए	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि संपर्क विधि वाद-विवाद प्रतियोगिता
10	अब कहाँ दूसरे के दुख से दुखी होने वाले	7	सभी जीवों पर दया करनी चाहिए	सभी जीवों पर दया करना चाहिए मिट्टी सबसे ताकतवर है पृथ्वी पर सबका हक है पानी पहाड़ नदी पशु पक्षी आदि मुस्लिम परंपरा से अवगत	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि
11	पर्वत प्रदेश में पावस ऋतु	5	प्रकृतिक सुंदरता से अवगत कराना	प्रकृति की सुंदरता को नदी पहाड़ झरना के बारे में पर्वतीय प्रदूष की सुंदरता	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
12	पतझर में टूटी पत्तियाँ 1 गिन्नी का सोना 2 झेन की देन	6	समाज में आदर्श और व्यवहार से जीना चाहिए और वर्तमान में जीना चाहिए	सोने के बारे में जानकारी जीने की कला मालूम होना जापान और अमेरिका के विकास के बारे में जानकारी होना	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
13	तोप	6	गुलामी की याद दिलाती है कि हमारी कोई चूक हुई है	अपनी गलती के बारे में कंपनी बाग के बारे में तोप की विशेषता तोप गोला किसी समस्या का समाधान नहीं हो सकता है	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
14	कर चले हम फिदा	7	देश के सैनिकों के वालिदान और देश के प्रति भावना	भारत चीन युद्ध की जानकारी सैनिकों का जीवन देश के प्रति भावना शत्रु से सावधान	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
15	टोपी शुक्ला	8	समाज में हिन्दू-मुस्लिम का कोई महत्व नहीं है बल्कि प्रेम और सद्भाव का महत्व होता है	हिन्दू - मुस्लिम एकता रीति-रिवाज की जानकारी	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि

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16	आत्मत्राण	7	संघर्षशील बनने की कोशिश करना	संघर्षशील होना ईश्वर में विश्वास करना ईश्वर से दुख सहन करने की प्रार्थना करना	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	नाटक विधि पठन विधि सस्वर गायन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि
17	कारतूस	7	बहादुरी का वर्णन किया गया है हमें भी कोशिश करना चाहिए	साहसी बनने की कोशिश गुलामी के प्रति आंदोलन इतिहास के पुरुषों के बारे में जानकारी भारत में अंग्रेजों की नीति की जानकारी	पाठ्यपुस्तक श्यामपट्ट चित्र वीडियो	पठन विधि प्रश्नोत्तर विधि भाषण विधि कहानी विधि नाटक विधि

Subject-Odia

Chapter No.	Name of The chapter	Objective (Concept and Skills)	Instructional tools and References	Pedagogy	Teaching Method	Assessment Tools	Learning Outcomes	No of Period
1	ମାନ ଗର୍ବ ବିନା ଓ ଶ୍ରଦ୍ଧା ମହାନତା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତି ସମ୍ମାନ ପ୍ରଦର୍ଶନ । ପ୍ରାଚୀନ ସାହିତ୍ୟ ପ୍ରତି ସମ୍ମାନ , ପ୍ରାଚୀନ ସମାଜର ମୂଲ୍ୟବୋଧ ବିଷୟରେ ଅଧ୍ୟୟନ ଓ ପ୍ରାଚୀନ ସଂସ୍କୃତିର ପରିଚୟ ପ୍ରାପ୍ତି ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର ଅନୁବାଦ କୃତି, ମହାଭାରତ ଯୁଦ୍ଧ ଓ ଏହି ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁଡ଼ କର୍ମ ପ୍ରଦାନ	କଥନାବଳୀ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	6
2	ରାଜବଂଶ ଲଙ୍କା ଯାତ୍ରାକୁଳ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ପ୍ରାଚୀନ ସାହିତ୍ୟରୁ ରୂପ, କର୍ତ୍ତବ୍ୟ ପାଇଁ ତଥା କୃତଜ୍ଞତା ପରି ମାନବିକ ମୂଲ୍ୟବୋଧ ପ୍ରତି ବିଶ୍ୱାସ ତଥା ସାମାଜିକ ମୂଲ୍ୟବୋଧ ଶିକ୍ଷଣ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର ଅନୁବାଦ କୃତି, ରାମାୟଣର ଏହି ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବର୍ତ୍ତନ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୁଡ଼ କର୍ମ ପ୍ରଦାନ	କଥନାବଳୀ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବୋଧ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ଏକତା ହିଁ ବଳ - ଏହି ଭାବର ପ୍ରସାର ।	6
3	ଚିଲିକାର ସାମୁଦ୍ର	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଆଧୁନିକ ଓଡ଼ିଆ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତାକର	ପୂର୍ବ ପରିଚ୍ଛେଦ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ	କଥନାବଳୀ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର	6

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		ସାହିତ୍ୟ ର ପରିଚୟ, ପ୍ରକୃତି ପ୍ରମେ, ଜୀବନ ଦର୍ଶନ ପ୍ରତି ଶାଶ୍ଵତ ବାରତ୍ତା ଲାଭ ତଥା ଜାତୀୟ ଭାବନା ବୃଦ୍ଧି ।	ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ଚିଲିକାର ମାନଚିତ୍ର ତଥା ଫଟୋ-ଚିତ୍ର ।	ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	ପଢ଼ି, ଆଲୋଚନାତ୍ମକ ପଢ଼ି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ି	ଆଲୋଚନା, ବେଧାନ୍ତ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ତଥା ପ୍ରକୃତି ପ୍ରମେ ।	
4	ମଙ୍ଗଳ ଉଷା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ ର ପରିଚୟ, ପ୍ରକୃତି ପ୍ରମେ, ପ୍ରାଚୀନ କାବ୍ୟ ଓ ପୁରାଣ ଆଦି ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ରାମାୟଣରେ ଏହି ସମ୍ପର୍କିତ ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦକଥନ ପଢ଼ି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ି, ଆଲୋଚନାତ୍ମକ ପଢ଼ି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧାନ୍ତ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ପରିବେଶ ପ୍ରତି ଶିକ୍ଷଣ ।	6
5	ଜାଗ ବନ୍ଧନହରା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଶେଷଶତାବ୍ଦୀର ଶ୍ରବଣୋଦ୍ଧାର ସାମାଜିକ ତଥା ସଂସ୍କୃତିକ ବ୍ୟବସ୍ଥା ପ୍ରଚଳନ କୁ ଗୁରୁତ୍ଵ ଓ ମାନବ ବାଦର ଜନ୍ମଗାନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ସମାଜସର୍ବୋପାଦେୟ କାର୍ଯ୍ୟ ଓ ଜୀବନୀ ଆଧାରିତ ଚିତ୍ର ।	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦକଥନ ପଢ଼ି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ି, ଆଲୋଚନାତ୍ମକ ପଢ଼ି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧାନ୍ତ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେଧର ପ୍ରସ୍ତୋତ	4
6	ସର୍ବସ୍ଵା ମାଟି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ନାରୀ କବି ମାନବିକ ସ୍ଥାନ ଓ ଭୂମିକା ନିରୂପଣ । ଦେଶପ୍ରମେ ସହନଶୀଳତା କୁ ଆଦରଣ କରି ଜୀବନ ଯାପନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, କବିତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ଓ ବିଭିନ୍ନ ପ୍ରକୃତିକ ଦୃଶ୍ୟର ଚିତ୍ର ।	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦକଥନ ପଢ଼ି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ି, ଆଲୋଚନାତ୍ମକ ପଢ଼ି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧାନ୍ତ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାଟି ମା କୁ ସମ୍ମାନ ପ୍ରଦର୍ଶନ ।	5
7	ଜନ୍ମଭୂମି	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଦେଶପ୍ରମେ ବସୁଧାକୁ କୁଟୁମ୍ବ ଆଦରଣ କରି ଜନ୍ମ ଭୂମିର ପ୍ରକୃତ ଅର୍ଥ ସନ୍ଧାନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ତଥା ପଲ୍ଲୀ , ଓଡ଼ିଶା , ଭରତ , ଏସିଆ , ଓ ପୃଥିବୀ ମାନଚିତ୍ର ।	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦକଥନ ପଢ଼ି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ି, ଆଲୋଚନାତ୍ମକ ପଢ଼ି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧାନ୍ତ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବେଧର ପ୍ରସ୍ତୋତ	6
8	ସତ୍ତ୍ଵତା ଓ ବିଜ୍ଞାନ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ସତ୍ତ୍ଵତା ଅନୁକୂଳରେ ପଥ ପ୍ରଦର୍ଶନ ହୋଇଥିବା ବିଜ୍ଞାନ କୁ ଅବଲମ୍ବନ କରି ମଣିଷ ସମାଜର ଉନ୍ନତି ବିଧାନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ଵକର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ଵ, ବିଭିନ୍ନ ପ୍ରାଚୀନ ସତ୍ତ୍ଵତା ଓ ବିଜ୍ଞାନ ଭିତ୍ତିକ ଚିତ୍ର ବା ଚିତ୍ରଚିତ୍ର ।	ପୂର୍ବ ପରିଚୟ ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମୋଚନ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପଦକଥନ ପଢ଼ି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ି, ଆଲୋଚନାତ୍ମକ ପଢ଼ି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧାନ୍ତ ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ବିଜ୍ଞାନ ମନସ୍ତତ୍ତ୍ଵ ବୃଦ୍ଧି ।	6

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9	ମାତୃଭାଷା ଓ ଲଙ୍ଘିକାଶିକ୍ଷା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମାତୃଭାଷା ର ଉପଦେଶ ଓ ଲଙ୍ଘିକାଶିକ୍ଷା ପାଇଁ ତାହା କିଭଳି ଉପଯୋଗୀ ସହେ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ତ୍ୱର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ବିଷୟ ଭିତ୍ତିକ ଅନ୍ୟାନ୍ୟ ଉପସ୍ଥାପନା ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବହାରର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବ୍ୟାଖ୍ୟା ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	6
10	ନବନେତ୍ର ବିବେଚନା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଭାରତବର୍ଷର ଜଣେ ପ୍ରଖ୍ୟାତ ସନ୍ଥାସୀ ତଥା ସନ୍ଥ ବିବେଚନାତ୍ମକ ଜୀବନୀର କିଛି ଉପାୟ ବିଶେଷରେ ଜ୍ଞାନ ଅର୍ଜନ ତଥା ନିଜ ଜୀବନରେ ଏହାର ପ୍ରୟୋଗ	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ତ୍ୱର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ବିବେଚନାତ୍ମକ ଫଟୋ ଏବଂ ଜୀବନୀ ପୁସ୍ତକ ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବହାରର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବ୍ୟାଖ୍ୟା ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର ।	6
11	ଓଡ଼ିଆସାହିତ୍ୟ କଥା	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଓଡ଼ିଆ ଭାଷା ସାହିତ୍ୟ କ୍ରମ ବିକାଶ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଅନ୍ୟାନ୍ୟ ଲେଖକତ୍ତ୍ୱର ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ ଆଧାରିତ ପୁସ୍ତକ ପଠନ ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବହାରର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବ୍ୟାଖ୍ୟା ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ସାହିତ୍ୟ ଜ୍ଞାନ ବୃଦ୍ଧି ।	6
12	କଳିଯୁଗର ସମୀକ୍ଷା ଓ ମିଶ୍ରବାସ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ପ୍ରାଣୀ ଜଗତର ମାନବତେର ପ୍ରାଣୀମାନଙ୍କ ପ୍ରତି ମଣିଷର ଶ୍ରଦ୍ଧା ଓ ମାନବ ଜୀବନ ର ଉତ୍ସାହକୁ ବୁଝିବା ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ତ୍ୱର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, ଯୁଦ୍ଧର ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବହାରର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବ୍ୟାଖ୍ୟା ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରସାର	8
13	କାଳର କପଟାଳ ତଳେ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - କିମ୍ବଦନ୍ତୀ ଓ ଇତିହାସ ର ଆଧାର ରେ କଳିଙ୍ଗ ର ଜାତୀୟତାବୋଧ, ନାରୀର ସ୍ୱାଧୀନତା, ବୀରତ୍ୱ ଓ ଦଶେ ପାଇଁ ଆତ୍ମ ସମର୍ଥନକୁ ସମ୍ମାନ ପ୍ରଦର୍ଶନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ତ୍ୱର ଅନ୍ୟାନ୍ୟ କୃତିତ୍ରା, କଳିଙ୍ଗ ଯୁଦ୍ଧର ଚିତ୍ର ବର୍ଣ୍ଣନା ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବହାରର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପରୀକ୍ଷା, ବିଷୟ ପରୀକ୍ଷା, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କରମ ପ୍ରଦାନ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଦ୍ଧତି, ଆଲୋଚନାତ୍ମକ ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ ଆଲୋଚନା, ବ୍ୟାଖ୍ୟା ଜ୍ଞାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ଜାତୀୟତାବୋଧର ପ୍ରସାର	4
14	ବଳେ, ଅଶ୍ରୁ ଓ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ମାତା, ମାତୃଭୂମି	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ତ୍ୱର	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବହାରର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ	କୁଇଜ୍, ମୌଖିକ ପ୍ରଶ୍ନ ଉତ୍ତର, ଶ୍ରବଣୀ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର	4

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

	ବଟବୁକ୍ଷ(ଗଳ୍ପ)	ପୁରୀ ଆକରଣ, ପରିବେଶ ପୁରୀ ସରକାରୀ , ଓ ସାଂସ୍କୃତିକ ଜୀବନ ଭୂମି ର ବାସ୍ତବତା ର ଆଧାରରେ ବାସ୍ତବିକ ଓ ମାତୃତ୍ୱ ର ମହାନତା ହୃଦୟଙ୍ଗମ ।	ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ମହାଭାରତ ଯୁଦ୍ଧ ର ଏହି ଘଟଣାର ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୁରାଣ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	ପଢ଼ିତ, ଆଲୋଚନାତ୍ମକ ପଢ଼ିତ ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ିତ	ଆଲୋଚନା, ବେଧ ଉପାଦାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	
15	ସୁର ସୁନ୍ଦରୀ (ଏକାଂଶିକା)	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ନାରୀ ର ସ୍ୱାଧୀନତା ଓ ଆତ୍ମ ମର୍ଯ୍ୟାଦାବୋଧ କୁ ସମ୍ମାନ ପ୍ରଦର୍ଶନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ମକ ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, ଓ ବିଭିନ୍ନ ଦେଶୀ ଓ ବିଦେଶୀ ଚିତ୍ର ବର୍ଣ୍ଣନା ।	ପୁରା ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥାପଠନ ପଢ଼ିତ, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ିତ, ଆଲୋଚନାତ୍ମକ ପଢ଼ିତ ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ିତ	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧ ଉପାଦାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାତୃ ଶିଳ୍ପ ସମ୍ମାନ ପ୍ରଦର୍ଶନ ।	4
16	କଟାଶାଳ (ଏକାଂଶିକା)	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଜାତି ପାଇଁ ଆତ୍ମୋତ୍ସର୍ଗ ଓ ଜାତୀୟତାବୋଧ ଶିକ୍ଷଣ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ଲେଖକତ୍ମକ ଅନ୍ୟାନ୍ୟ କୃତିତ୍ୱ, କଟାଶାଳ ମନ୍ଦିର ଓ ତତ ସମ୍ପର୍କିତ ଘଟଣା ଚିତ୍ର ବର୍ଣ୍ଣନା	ପୁରା ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥାପଠନ ପଢ଼ିତ, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ିତ, ଆଲୋଚନାତ୍ମକ ପଢ଼ିତ ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ିତ	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧ ଉପାଦାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ଜାତି ପ୍ରତି କୁ କରତବ୍ୟ ଜ୍ଞାନ ।	4
17	ବାକ୍ସ ବିଚାର (ବ୍ୟାକରଣ)	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଶୁଦ୍ଧ ବାକ୍ସର ଗଠନ ଓ ବିଭିନ୍ନ ପ୍ରକାରର ବାକ୍ସର ପ୍ରୟୋଗ ବିଷୟ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ରଚନା ଉପସ୍ଥାପନ ।	ପୁରା ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥାପଠନ ପଢ଼ିତ, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ିତ, ଆଲୋଚନାତ୍ମକ ପଢ଼ିତ ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ିତ	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧ ଉପାଦାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	8
18	ଶ' ଚିତ୍ର ବିଧି ଓ ଚିତ୍ର ବିଧି ଓ ସାଧାରଣ ଅଶୁଦ୍ଧ (ବ୍ୟାକରଣ)	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ପ୍ରସଙ୍ଗ ସମ୍ପର୍କିତ ଶୁଦ୍ଧ ଶବ୍ଦ ଗଠନ ଓ ପ୍ରୟୋଗ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ରଚନା ଉପସ୍ଥାପନ ।	ପୁରା ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥାପଠନ ପଢ଼ିତ, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ିତ, ଆଲୋଚନାତ୍ମକ ପଢ଼ିତ ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ିତ	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧ ଉପାଦାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ମାନବିକ ଏବଂ ସାମାଜିକ ମୂଲ୍ୟବୋଧର ପ୍ରୟୋଗ	4
19	ରୁଚି ଓ ଲୋକବାଣୀ	ମୌଳିକ ଲକ୍ଷଣ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷଣ - ଦୈନିକ ଜୀବନରେ ରୁଚି ଓ ଲୋକବାଣୀରୁ ଯାହା ଯାହା ପ୍ରୟୋଗ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ରଚନା ଉପସ୍ଥାପନ ।	ପୁରା ପରିସ୍ଥିତି ର ଲ ବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବେଶ, ବ୍ୟାଖ୍ୟା, ସନ୍ଦେହ ମତାମତ, ଲବ୍ଧ ଜ୍ଞାନ ର ପରୀକ୍ଷା, ଗୃହ କର୍ମ ପ୍ରଦାନ	କଥାପଠନ ପଢ଼ିତ, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାତ୍ମକ ପଢ଼ିତ, ଆଲୋଚନାତ୍ମକ ପଢ଼ିତ ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଢ଼ିତ	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣ ଆଲୋଚନା, ବେଧ ଉପାଦାନ ପରୀକ୍ଷା, ଲବ୍ଧ ଜ୍ଞାନ ପରୀକ୍ଷା ଶ୍ରବଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଯୋଜନା କାର୍ଯ୍ୟ	ଦୈନିକ ଜୀବନରେ ଶୁଦ୍ଧ ଭାଷା ର ବ୍ୟବହାର ତଥା ରୁଚି ଓ ଲୋକବାଣୀର ପ୍ରୟୋଗ ଓ ଭାଷାକୁ ସରସ ସୁନ୍ଦର ଭାବେ ବ୍ୟବହାର କରିବା ।	4

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20	ଅନୁବାଦ ପ୍ରକରଣ	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ଇଂରାଜୀ ଭାଷାରୁ ଓଡ଼ିଆ ଭାଷାକୁ ଅନୁବାଦ ଶିକ୍ଷଣ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବହାର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବଣେ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ୟ ଉଦାହରଣ ପରୀକ୍ଷା, ଗ୍ରହଣ କରାଯିବ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାପଦ୍ଧତି, ଆଲୋଚନାପଦ୍ଧତି, ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବ୍ୟାଖ୍ୟା ଉଦାହରଣ ପରୀକ୍ଷା, ଲବ୍ୟ ଉଦାହରଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଚାଳନା କାର୍ଯ୍ୟ	ଦୈନିକ ଲିଖନ ଶୁଭ୍ର ଭାଷା ର ବ୍ୟବହାର ତଥା ଅନୁବାଦ ପଦ୍ଧତିର ମାଧ୍ୟମରେ ଉଦାହରଣ ପରିସର ବୁଝି ।	2
21	ଛନ୍ଦ ଓ ଅଳଙ୍କାର (ବ୍ୟାକରଣ)	ମୌଳିକ ଲକ୍ଷ୍ୟ - ଶ୍ରବଣ , କଥନ , ପଠନ , ଲିଖନ । ନିର୍ଦ୍ଦିଷ୍ଟ ଲକ୍ଷ୍ୟ - ପ୍ରାଚୀନ ସାହିତ୍ୟରେ ଛନ୍ଦ ଓ ଅଳଙ୍କାରର ପ୍ରୟୋଗ ବିଷୟକ ଜ୍ଞାନ ଅର୍ଜନ ।	ପାଠ୍ୟପୁସ୍ତକ, ସହାୟକ ପୁସ୍ତକ, ଅଭିଧାନ, ବିଷୟ ଭିତ୍ତିକ ଗଣିତ ଉପସ୍ଥାପନ ।	ପୂର୍ବ ପରିସ୍ଥିତି ର ଲ ବ୍ୟବହାର ପରୀକ୍ଷା ବା ବିଷୟ ପରିଚୟ ଭିତ୍ତିକ ପ୍ରଶ୍ନ, ବିଷୟ ପ୍ରବଣେ, ବ୍ୟାଖ୍ୟା, ସମ୍ବନ୍ଧେ ମତାମତ, ଲବ୍ୟ ଉଦାହରଣ ପରୀକ୍ଷା, ଗ୍ରହଣ କରାଯିବ	କଥାପାଠକଥନ ପଦ୍ଧତି, ବର୍ଣ୍ଣନା ଓ ବ୍ୟାଖ୍ୟାପଦ୍ଧତି, ଆଲୋଚନାପଦ୍ଧତି, ପଦ୍ଧତି ଏବଂ ମାନସ ମନଥନ, କାର୍ଯ୍ୟକ୍ରମ ପଦ୍ଧତି	କୁଳଜ, ମୌଳିକ ପ୍ରଶ୍ନ ଉତ୍ତର , ଶ୍ରବଣୀ ଆଲୋଚନା, ବ୍ୟାଖ୍ୟା ଉଦାହରଣ ପରୀକ୍ଷା, ଲବ୍ୟ ଉଦାହରଣ-କଥନ ପରୀକ୍ଷା ଓ ପରିଚାଳନା କାର୍ଯ୍ୟ	ଦୈନିକ ଲିଖନ ଶୁଭ୍ର ଭାଷା ର ବ୍ୟବହାର ତଥା କାର୍ଯ୍ୟ କବିତାଦ୍ୱାରା ରସ ଅର୍ଥାଦାନ ।	5

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Subject-Physics						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
Chapter-I Light, Reflection and refraction	10 activity(3)	<ul style="list-style-type: none"> ➤ Reflection of light by curved surfaces; ➤ Images formed by spherical mirrors, ➤ centre of curvature, principal axis, principal focus, focal length, ➤ mirror formula (Derivation not required), ➤ magnification. ➤ Refraction; Laws of refraction, refractive index. ➤ Refraction of light by the spherical lens; ➤ Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. ➤ Power of a lens. 	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> ➤ The brief idea of reflection of light. ➤ Writing formula for mirror and lens and also the magnification. ➤ Identification of various types of mirror and lens. ➤ Identifying the rule for ray diagram for mirror and lens 	<ul style="list-style-type: none"> ➤ Text Book ➤ Reference book ➤ Models ➤ Ray diagrams ➤ Pictures ➤ and other TLM if any 	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
Chapter- 2 Human eye and colorful world	8 activity(2)	<ul style="list-style-type: none"> ➤ Functioning of a lens in the human eye, ➤ defects of vision and their corrections, ➤ applications of spherical mirrors and lenses. ➤ Refraction of light through a prism, ➤ dispersion of light, scattering of light, ➤ applications in daily life. 	<p>Make it sure that the student learns the concepts given:</p> <ul style="list-style-type: none"> ➤ The brief idea of mechanism of parts of eye. ➤ Writing formula for finding image distance . ➤ Identification of defects of vision. ➤ Identifying the cause and its correction 	<ul style="list-style-type: none"> ➤ Text Book ➤ Reference book ➤ Models ➤ Pictures ➤ and other TLM if any 	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
Chapter-3	12	<ul style="list-style-type: none"> ➤ Electric current, 	Make it sure that the student	➤ Text Book	Activating prior	➤ Class work

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Electricity	activity(2)	<ul style="list-style-type: none"> ➤ potential difference and electric current. ➤ Ohm's law; Resistance, Resistivity, ➤ Factors on which the resistance of a conductor depends. ➤ Series combination of resistors, parallel combination of resistors and its applications in daily life. ➤ Heating effect of electric current and its applications in daily life. ➤ Electric power, Interrelation between P, V, I and R. 	learns the concepts given: <ul style="list-style-type: none"> ➤ The brief idea of electric current and its effect. ➤ Writing formula for current, voltage, resistance (series and parallel), power. ➤ Identification of phenomena due to current. ➤ Application of heating effect of current 	<ul style="list-style-type: none"> ➤ Reference book ➤ Models ➤ Graph ➤ Pictures ➤ and other TLM if any 	knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question 	<ul style="list-style-type: none"> ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
Chapter-4 Magnetic Effects Of Current:	8 Activity(2)	<ul style="list-style-type: none"> ➤ Magnetic field ➤ , field lines, ➤ field due to a current-carrying conductor ➤ , field due to current carrying coil or solenoid; ➤ Force on current-carrying conductor, ➤ Fleming's Left Hand Rule, Electric Motor, Electromagnetic induction. Induced potential difference, Induced current. ➤ Fleming's Right Hand Rule, Electric Generator, ➤ Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits. 	Make it sure that the student learns the concepts given: <ul style="list-style-type: none"> ➤ The brief idea of effect of electric current. . ➤ Identification of magnetic field due to straight and loop. ➤ Application of magnetic field produced by current(motor ,generator, electric induction etc) 	<ul style="list-style-type: none"> ➤ Text Book ➤ Reference book ➤ Models ➤ Graph ➤ Pictures ➤ and other TLM if any 	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
Chapter-5 Sources Of Energy:	8 Activity(2)	<ul style="list-style-type: none"> ➤ Different forms of energy, conventional and non-conventional sources of energy: Fossil fuels, 	Make it sure that the student learns the concepts given: <ul style="list-style-type: none"> ➤ The brief idea of natural resource 	<ul style="list-style-type: none"> ➤ Text Book ➤ Reference book 	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion

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		<ul style="list-style-type: none"> ➤ solar energy; ➤ biogas; ➤ wind, water and tidal energy; Nuclear energy. Renewable versus non-renewable sources of Energy. ➤ Eco-system, Environmental problems, ➤ Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances. ➤ Conservation and judicious use of natural resources. ➤ Forest and wildlife; Coal and Petroleum conservation. Examples of people's participation for conservation of natural resources. ➤ Big dams: advantages and limitations; alternatives, if any. Water harvesting. Sustainability of natural resources. 	<ul style="list-style-type: none"> ➤ Identification of various types of natural resources. ➤ Identifying the biodegradable and non biodegradable substance 	<ul style="list-style-type: none"> ➤ Models ➤ Pictures and other TLM if any 	<p>topic to be taught after getting the expected response from the students.</p> <ul style="list-style-type: none"> ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question 	<ul style="list-style-type: none"> ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
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HARIHARANANDA BALSAHRAM, ARUA, KENDRAPARA, PEDAGOGICAL PLAN FOR THE SESSION-2019-20 (Class-X)

Subject-Chemistry

Lesson No & Name	No of Periods	Objective (Concepts and skills)	Learning Outcomes	Instructional Tools/References	Pedagogy	Activity/Assignment/Project/ Assessment
Chapter:1 Chemical reactions and equations	Theory= 11 Practical= 2	Concepts: <ul style="list-style-type: none"> ❖ Basic concept about chemical reactions and equations. ❖ Concept of existence of chemical reactions. ❖ Concept about how we balance the chemical reaction by hit and trial method. ❖ Concept about types of chemical reactions e.g combined, decomposition, displacement and double displacement reaction. ❖ Comparative study about various chemical reactions ❖ Concept about oxidation and reduction processes. ❖ Identify the reaction that undergoes oxidation and reduction processes in everyday life ❖ Textbook problems related to the topic Skills: The teacher will keep the following skills in view: <ul style="list-style-type: none"> ❖ Scientific Aptitude ❖ Thinking skills ❖ Reasoning Skills ❖ Attentiveness ❖ Listening Skills 	Make it sure that the student learns the concepts given: <ul style="list-style-type: none"> ❖ The brief idea of various chemical reactions. ❖ Writing a chemical equation and balance the same. ❖ Identification of various chemical reactions. ❖ Identifying the substance oxidised, reduced, Oxidising agent and reducing agent 	In addition to general teaching tools including blackboard and chalk, etc, the teacher will use demonstration method showing reactions between different compounds and their preparation. Text Book: NCERT Reference: Chemistry books by Pradeep Publication	<ul style="list-style-type: none"> ❖ Activating prior knowledge by random questioning ❖ Introducing the topic to be taught after getting the expected response from the students. ❖ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Questions 	<ul style="list-style-type: none"> ❖ The teacher will give Home Assignments and the areas of assessment will be Content of Knowledge, Presentation, Correctness, Time management and Thinking skills ❖ Divide the students in the class in four groups and ask them to give examples of different types of reactions, ❖ Remind the students about the physical and chemical changes. ❖ Group Discussion related to corrosion and rusting. ❖ In Text Questions
		Concepts: <ul style="list-style-type: none"> ❖ Concept of acids and bases ❖ Classification of acids and bases on the basis of their source and 	<ul style="list-style-type: none"> ❖ Make it sure that the student learns the concepts of acids, bases and salts given. 	In addition to general teaching tools including blackboard and chalk, etc, the	<ul style="list-style-type: none"> ❖ Activating Prior Knowledge by Random Questioning 	<ul style="list-style-type: none"> ❖ The teacher will give Home Assignments and the areas of assessment will be

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<p>Chapter:2</p> <p>Acids, Bases and Salts</p>	<ul style="list-style-type: none"> ❖ solubility ❖ Chemical properties of acids and bases ❖ Reaction of acids and bases with metals ❖ Reaction of metal carbonates, and bicarbonates with acids ❖ Different acid base reactions ❖ Dilution of acids and bases ❖ Concept about pH ❖ Concept of pH in daily life ❖ Concept of Classification of salts on the basis of pH ❖ Concept of common salt as a raw material for other chemicals ❖ Concept of bleaching powder ❖ Concept of washing soda ❖ Concept of baking soda and baking powder ❖ Concept of plaster of Paris and gypsum. <p>Skills: The teacher will keep the following skills in view:</p> <ul style="list-style-type: none"> ❖ Scientific Aptitude ❖ Thinking skills ❖ Reasoning Skills ❖ Attentiveness ❖ Listening Skills 	<ul style="list-style-type: none"> ❖ Application of pH in day to day life ❖ Different properties of salts. ❖ Use of washing soda baking soda, bleaching powder and plaster of Paris. 	<p>teacher will use</p> <ul style="list-style-type: none"> ❖ Demonstration method showing reactions between different acids and bases ❖ Different tests for acids and bases ❖ Demonstration for water of crystallization <p>Text Book: NCERT Reference: Chemistry books by Pradeep Publication</p>	<ul style="list-style-type: none"> ❖ Introducing the topic to be taught after getting the expected response from the students. ❖ Developing hypothesis by (a) Brainstorming (b) Lecture , (c) Discussion and (d) In Text Questions 	<p>Content of Knowledge, Presentation, Correctness, Time management and Thinking skills</p> <ul style="list-style-type: none"> ❖ Divide the students in the class in four groups and ask them to give examples of different types of acids, bases and salts ❖ Remind the students about the reactions of acids, bases and salts, ❖ Students will observe the change in color of pH paper for hydrochloric acid(dil), ethanoic acid, water, sodium hydroxide, lemon juice etc ❖ Group Discussion related to use of baking soda, baking powder, bleaching powder ❖ A quiz related to plaster of paris, Gypsum, water of crystallization. ❖ In Text Questions
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<p>Chapter:3 Metals and Non-metals</p>	<p>Theory= 10 Practical= 1</p>	<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Concept of Physical and chemical properties of metals, non-metals and metalloids ❖ Concept about burning of metals in air. ❖ Comparative study of metals and non metals ❖ Concept of reaction of metals with water ❖ Concept of reaction of metal with acid ❖ Concept about how do metals react with solution of other metal salts ❖ Concept about reactivity series and their application. ❖ Concept of Ionic bond and the properties of ionic compounds ❖ Concept of metallurgy ❖ Concept of extraction of metals low in the activity series ❖ Concept of extraction of metals in the middle and high of the activity series ❖ Concept of refining of metals ❖ Concept of corrosion and its prevention <p>Skills:</p> <ul style="list-style-type: none"> ❖ Scientific Aptitude ❖ Thinking skills ❖ Reasoning Skills ❖ Attentiveness ❖ Listening Skills 	<ul style="list-style-type: none"> ❖ Practical application of the properties of metals in everyday life ❖ To make sure nature of metals and non-metals when burnt in air ❖ To enable the students to know nature of metals when react with water. ❖ To ensure practical application of reactivity series in day to day life ❖ To know how to prevent corrosion of metals 	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <ul style="list-style-type: none"> ❖ Demonstration method showing chart of periodic table ❖ Showing how metals conduct heat ❖ Demonstrating the corrosion of metals <p>Text Book: NCERT Reference: Chemistry books by Pradeep Publication</p>	<ul style="list-style-type: none"> ❖ Activating Prior Knowledge by Random Questioning ❖ Introducing the topic to be taught after getting the expected response from the students. ❖ Developing hypothesis by (a) Brainstorming (b) Lecture (c) Discussion and (d) In Text Questions 	<ul style="list-style-type: none"> ❖ The teacher will give Home Assignments. The areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills ❖ Divide the students in the class in four groups and ask them to draw diagrammatic sketch of various processes involved for extraction of metals. ❖ Student's presentation about different processes for different metals from reactivity series. ❖ Remind the students to write day to day impacts of corrosion. ❖ Group Discussion related to studying the trends in physiochemical properties shown by metals and non-metals. ❖ In Text Questions
		<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Concept of the versatile nature of 	<p>Make sure that the students learn</p> <ul style="list-style-type: none"> ❖ The formation of 	<p>In addition to general teaching tools like black board and chalk,</p>	<ul style="list-style-type: none"> ❖ Activating Prior Knowledge by 	<ul style="list-style-type: none"> ❖ The teacher will give Home Assignments.

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Chapter:4 Carbon and its compounds	Theory= 8 Practical= 2	<p>carbon atom</p> <ul style="list-style-type: none"> ❖ Concept of covalent bond and the properties of covalent compounds ❖ Concept of saturated and un-saturated carbon compounds ❖ Concept of chain, ring and branched carbon compounds ❖ Nomenclature of carbon compounds ❖ Concept of Homologous series ❖ Chemical properties of carbon compounds ❖ Properties of ethanol ❖ Properties of ethanoic acid ❖ Concept of soap and detergents <p>Skills:</p> <ul style="list-style-type: none"> ❖ Scientific Aptitude ❖ Thinking skills ❖ Reasoning Skills ❖ Attentiveness ❖ Listening Skills 	<p>covalent compounds and their nature</p> <ul style="list-style-type: none"> ❖ The formation of single, double and triple bonds by carbon atom ❖ Naming organic compounds of different functional group ❖ Importance of Ethanol and ethanoic acid as carbon compounds in our daily life ❖ To ensure practical application of reactivity series in day to day life ❖ Cleansing action of soap and detergents 	<p>etc, the teacher will use</p> <ul style="list-style-type: none"> ❖ Molecular models (ball/stick) of carbon compounds ❖ Demonstration of the reaction between ethanol and sodium ❖ Demonstration of saponification reaction ❖ Demonstration of reaction of ethanoic acid with sodium bicarbonate ❖ Comparing the cleansing action of soap in soft and hard water <p>Text Book: NCERT Reference: Chemistry books by Pradeep Publication</p>	<p>Random Questioning</p> <ul style="list-style-type: none"> ❖ Introducing the topic to be taught after getting the expected response from the students. ❖ Developing hypothesis by (a) Brainstorming (b) Lecture (c) Discussion and (d) In Text Questions 	<p>The areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management and Thinking skills</p> <ul style="list-style-type: none"> ❖ Divide the students in the class in four groups and ask them to compare ionic and covalent compounds. ❖ Student's presentation about ethanol ❖ Student's presentation about ethanoic acid ❖ Group Discussion related to soap and detergent ❖ In Text Questions
Lesson No & Name	No of Periods	Objective (Concepts and skills)	Learning Outcomes	Instructional Tools/References	Pedagogy	Activity/Assignment/Project
Chapter:5 Periodic classification of elements		<p>Concepts:</p> <ul style="list-style-type: none"> ❖ Basic knowledge of periodic table ❖ Concept of early classifications ❖ Concept of Modern Periodic Table ❖ Concept of valency, atomic size, metallic and non-metallic properties and their variation along group and periods 	<p>Make sure that the students learn</p> <ul style="list-style-type: none"> ❖ Doberneir triads and Newland's octave ❖ Mendeleev's periodic Table ❖ Modern periodic Table 	<p>In addition to general teaching tools like black board and chalk, etc, the teacher will use</p> <ul style="list-style-type: none"> ❖ Demonstration method showing chart of 	<ul style="list-style-type: none"> ❖ Activating Prior Knowledge by Random Questioning ❖ Introducing the topic to be taught after getting the expected response from the students. 	<ul style="list-style-type: none"> ❖ The teacher will give Home Assignments. The areas of assessment will be Content of Knowledge, Presentation, Correctness, Time Management and

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	Theory= 9	<p>Skills:</p> <ul style="list-style-type: none"> ❖ Scientific Aptitude ❖ Thinking skills ❖ Reasoning Skills ❖ Attentiveness ❖ Listening Skills 	<ul style="list-style-type: none"> ❖ Variation of the periodic properties along the group and periods 	<p>periodic table</p> <p>Text Book: NCERT Reference: Chemistry books by Pradeep Publication</p>	<ul style="list-style-type: none"> ❖ Developing hypothesis by (a) Brainstorming (b) Lecture (c) Discussion and ❖ (d) In Text Questions 	<p>Thinking skills</p> <ul style="list-style-type: none"> ❖ Divide the students in the class in four groups and ask them to compare Mendeleev's periodic Table and Modern Periodic Table ❖ Quiz on the trends in the Modern Periodic Table ❖ Drawing the Modern Periodic Table ❖ Group Discussion on Modern Periodic Table ❖ In Text Questions
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Subject: Science (Biology)						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
Chapter-I LIFE PROCESS	20	Basic concept about – <ul style="list-style-type: none"> • Nutrition in organisms • Respiration in plants and animals • Transport in plants and animals • Excretion in plants and animals Skill <ul style="list-style-type: none"> • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	Students are able to - <ul style="list-style-type: none"> • Know different mode of nutrition in living organisms. • Able to draw label diagram of human digestive ,respiratory, excretory system and their function. • Mechanism of breathing,heart beat and kidney function. 	Text Book, Models, chart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
CHAPTER-2 CONTROL AND COORDINATION IN ANIMALS AND PLANTS	10	Basic concept about – <ul style="list-style-type: none"> • Tropic movement in plants • Chemical control and coordination in plants and animals. • Nervous control and coordination in animals Skill <ul style="list-style-type: none"> • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	Students are able to- <ul style="list-style-type: none"> • Know about growth and non growth movement in plants. • Human nervous system and its function • Human endocrine glands, their position, number and function 	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	I. <ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Unit Text
CHAPTER -3	10	Basic concept about –	It make sure about-	Text Book,		➤ Class work

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REPRODUCTION		<ul style="list-style-type: none"> • Reproduction in plants and animals • Human reproduction • Reproductive health <p>Skill</p> <ul style="list-style-type: none"> • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	<ul style="list-style-type: none"> • Asexual and sexual mode of reproduction. • Human reproductive system and its function • Pre fertilization ,fertilization and post fertilization events in sexual reproduction in plants. • Need of reproductive health and family planning. 	Models, chart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work <p>Unit Text</p>
CHAPTER-4 HEREDITY AND EVOLUTION	10	<p>Basic concept about –</p> <ul style="list-style-type: none"> • Heredity and variation. • Mendel's contribution-Laws of inheritance of traits. • Sex determination. • Causes of evolution. • Evidences of evolution. • Evolution and classification. <p>Skill</p> <ul style="list-style-type: none"> • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	<p>It makes sure about-</p> <ul style="list-style-type: none"> • Techniques of Mendel's mono and dihybrid experiment. • Derivation of laws of Mendel. • Environmental and chromosomal factors of sex determination. • Basic concepts and causes of evolution. • Human evolution. 	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work <p>Unit Text</p>
CHAPTER-5 OUR ENVIRONMENT	6	<p>Basic concept about –</p> <ul style="list-style-type: none"> • Ecosystem • Biodegradable and non biodegradable substances. • Environmental problems • Ozone depletion • Solid waste management 	<p>It makes sure about-</p> <ul style="list-style-type: none"> • Components of ecosystem • Energy flow in an ecosystem • Food chain, food web and ecological 	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work

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		<p>Skill</p> <ul style="list-style-type: none"> • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	<p>pyramid.</p> <p>Human activities affect the environment.</p>		<p>method</p> <ul style="list-style-type: none"> • Lecture method • Problem solving method • Demonstration method 	Unit Text
CHAPTER -6 MANAGEMENT OF NATURAL RESOURCES	7	<p>Basic concept about –</p> <ul style="list-style-type: none"> • Management of natural resources like Forest and wild life, coal and petroleum • Peoples participation for conservation of natural resources. • Sustainability of natural resources. <p>Skill</p> <ul style="list-style-type: none"> • Scientific Skill • Thinking Skill • Reasoning Skill • Attentiveness Skill • Problem solving Skills 	<p>It makes sure about-</p> <ul style="list-style-type: none"> • Conservation and judicious use of natural resources. • Advantages and disadvantages of construction of dams. • Water harvesting techniques. 	Text Book, Models, Flowchart, Graph, Pictures and other TLM if any	<ul style="list-style-type: none"> • Question and Answer method • Field trips • Discussion methods • Project method • Lecture method • Problem solving method • Demonstration method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work <p>Unit Text</p>

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Subject-Mathematics						
Sl. No.	Name of the Chapter	No of Period	Learning Out comes	Internal tools/ References	Pedagogy/Teaching Methodology	Assessment
1	REAL NUMBERS	15	<ol style="list-style-type: none"> To revisit number system from Natural number to Real Numbers. To recall Euclid's division lemma and Euclid's division algorithm To apply Euclid's division algorithm to calculate HCF of two or three positive integers. To understand the fundamental theorem of Arithmetic and to find HCF and LCM of two or three numbers. Verifying when a number expressed in the exponential form can end with digit zero(eg: can 6^n end with digit 0). To understand, for any two positive integers a, b $HCF(a, b) \times LCM(a, b) = a \times b$. To understand that if p is prime number and p divides a^2, $a > 0$ then p divides a. To prove irrationality of numbers- Proof by contradiction.. To revisit decimal expansion of real numbers To verify that the decimal expansion of every rational number is terminating or Non-terminating repeating. 	Black Board,Chalk, NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> • Class work • Home work • Group Discussion • MCQ Texts • Verbal Text • Activity Work • Unit Text
2	POLYNOMIALS	7	<ol style="list-style-type: none"> To recall and review polynomial ,degree, coefficients, constants, zeroes ,factors To identify linear, quadratic and cubic polynomial. To remember general form of a quadratic polynomial in x as $ax^2 + bx + c$, a,b and c To analyze that the zeroes of a polynomial are the x-coordinate of the point where the graph of $y = p(x)$ intersects the x- 	Black Board,Chalk, NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, 	<ul style="list-style-type: none"> • Class work • Home work • Group Discussion • MCQ Texts • Verbal Text • Activity Work

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			<p>axis.</p> <p>5. To interpret and understand that a quadratic polynomial can have at most two zeroes and a cubic polynomial can have three zeroes.</p> <p>6. To review and recall splitting middle term of a quadratic polynomial.</p> <p>7. To remember and interpret that if are the roots of the quadratic polynomial then ,</p> <p>8. To Solve problems based on the relation between zeroes and the coefficient of the polynomial.</p> <p>9. To Find the remaining zeroes of a bi quadratic polynomial if two of its zeroes are given.</p>		<p>(b) Lecture ,</p> <p>(c) Discussion and</p> <p>(d) In Text Question Answer discussion</p>	<ul style="list-style-type: none"> Unit Text
3	PAIR OF LINEAR EQUATIONS IN TWO VARIABLES	15	<p>1. To identify and to understand the general form of a pair of linear equations in two variables.</p> <p>2. To represent and to solve a pair of linear equations in two variables graphically and algebraically.</p> <p>3. To differentiate from the graph of a system of linear equations as consistent or inconsistent.</p> <p>4. To solve a pair of linear equations in two variables using substitution method, elimination method and cross-multiplication method.</p> <p>5. To understand the condition for consistency and inconsistency of a pair of linear equations in two variables.</p> <p>6. To interpret and to solve the word problems to a pair of linear equations in two variables</p> <p>7. To identify and to solve the equations</p>	Black Board, Chalk, NCERT Book	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Activity Work ➤ Unit Text

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			reducible to a pair of linear equations in two variables.			
4	QUADRATIC EQUATIONS	15	<ol style="list-style-type: none"> To identify the general form of a Quadratic Equation. To understand the meaning of roots of a quadratic equation. To understand the methods of solving quadratic equation. <ol style="list-style-type: none"> Factorisation method Completing the square method Using quadratic formula. To understand the nature of roots of a quadratic equation. Framing quadratic equation from a given word problem and solving it. 	Black Board, Chalk, NCERT Book	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture, (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Activity Work ➤ Unit Text
5	ARITHMETIC PROGRESSIONS	8	<ol style="list-style-type: none"> To understand the concept of an Arithmetic progression. To identify terms and common difference in an A.P. To find the n^{th} term of an A.P. a_n <ol style="list-style-type: none"> To find number of terms n To find the common difference d To find the first term a To check whether a number is a term of given A.P. To find the A.P. when two terms are given. To find the sum of n terms of an A.P. To find a_n when the general term S_n is given. To form an A.P. from a given situational problem and solve. 	Black Board, Chalk, NCERT Book	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture, (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Activity Work ➤ Unit Text

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6	TRIANGLES	15	<ol style="list-style-type: none"> To identify two similar triangles. To understand the Basic Proportionality Theorem & its converse To identify the Criteria of Similarity of triangles <ol style="list-style-type: none"> AA or AAA similarity criterion . SAS similarity criterion SSS similarity criterion. To prove Areas of Similar triangles are equal. To identify the right triangle and its properties To prove Pythagoras theorem & its Converse To solve sums by using the above said theorems. 	Black Board, Chalk, NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Activity Work ➤ Unit Text
7	COORDINATE GEOMETRY	14		Black Board,Chalk, NCERT Book Graph paper Ruler Pencil	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Activity Work ➤ Unit Text
8	INTRODUCTION TO TRIGONOMETRY	10	To know about Trigonometric Ratios of a right angled triangle Sin , Cos , tan Cosec , Sec	Black Board,Chalk, NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture , 	

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					(c) Discussion and (d) In Text Question Answer discussion	
9	TRIGONOMETRIC IDENTITIES	15	<ol style="list-style-type: none"> To identify the relationship between different trigonometric ratios. To understand the common trigonometric identities To understand about Trigonometric ratios of complementary angles: <ol style="list-style-type: none"> $\sin(90^\circ - \theta) = \cos \theta$ $\cos(90^\circ - \theta) = \sin \theta$ $\tan(90^\circ - \theta) = \cot \theta$ $\operatorname{cosec}(90^\circ - \theta) = \sec \theta$ $\sec(90^\circ - \theta) = \operatorname{cosec} \theta$ $\cot(90^\circ - \theta) = \tan \theta$. To know about Trigonometric Ratios of some specific angles and to use for solving sums. To prove and verify trigonometric identities 	Black Board,Chalk, NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> Class work Home work Group Discussion MCQ Texts Verbal Text Activity Work Unit Text
10	APPLICATIONS OF TRIGONOMETRY	8	<ol style="list-style-type: none"> To understand the use of studying trigonometry and the occupations in which this concept is used. The basic knowledge of trigonometric ratios. To know the trigonometric ratios of some specific angles. To understand the concept and differentiate between line of sight, angle of elevation and angle of depression. To understand that when the observer moves towards the perpendicular distance the angle of elevation increases and moves away the angle of 	Black Board,Chalk, NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> Introducing the topic to be taught after getting the expected response from the students. Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> Class work Home work Group Discussion MCQ Texts Verbal Text Activity Work Unit Text

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			<p>elevation decreases.</p> <p>6. To understand that the angle of elevation and angle of depression is always acute angles.</p> <p>7. To draw correct and appropriate figures to the verbal sums given.</p> <p>8. To solve correctly by applying trigonometric ratios in right triangles which are formed by the given information.</p> <p>9. To solve verbal sums based on</p> <ul style="list-style-type: none"> (a) Finding angle of a right triangle when two sides are given. (b) Finding one side of a right triangle when an acute angle and one of the other two sides are given. (c) Two right triangles having common base or perpendicular. (d) Use of two right triangles when length of one side of each triangle is equal or a relation between them is known. (e) Right angled triangles formed by angle of depression. <p>10. The skill of drawing accurate figures, skill of interpretation and skill of solving with appropriate method.</p>			
11	CIRCLES	8	<ol style="list-style-type: none"> To recognize and define a circle To identify the different elements of a circle and also show by illustrations 	Black Board, Chalk, NCERT Book	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group

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			<p>3. Differentiate between sector and segment of a circle</p> <p>4. To understand the meaning and difference between a secant and a tangent</p> <p>5. To understand and illustrate pictorially the properties of a circle and use them appropriately while solving sums</p> <p>(a) The perpendicular from the centre of a circle to a chord bisects the Chord</p> <p>(b) Angle in a semicircle is a right angle</p> <p>(c) Angle subtended by an arc at the centre is double the angle subtended at any other part of a circle</p> <p>(d) Angles in the same segment are equal</p> <p>(e) If two circles intersect at two points, then the line through the centre is the perpendicular bisector of the common chord</p> <p>(f) Equal chords of a circle are equidistant from the centre</p> <p>6. To understand, draw correct figures and prove the theorems related to tangents stepwise and with appropriate reasoning</p> <p>(a) A tangent at any point on a circle is perpendicular to the radius at the point of contact.</p> <p>(b) The length of the tangents drawn from an external point to a circle are equal.</p> <p>7. To solve problems based on (a) Finding length of the tangent</p> <p>(b) Finding length of the tangent from an external point to a circle To use appropriate theorems or properties</p> <p>8. To draw neat and correct figures for the</p>		<p>getting the expected response from the students.</p> <p>➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion</p>	<p>Discussion</p> <p>➤ MCQ Texts</p> <p>➤ Verbal Text</p> <p>➤ Activity Work</p> <p>➤ Unit Text</p>
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			<p>given verbal sums</p> <p>9. To improve the skill of drawing, reasoning and select appropriate method for solving</p>			
12	CONSTRUCTIONS	8	<ol style="list-style-type: none"> 1. Correct use of Mathematical instruments 2. Drawing a line segment and an angle as per the given data 3. To divide the given line segment in the given ratio accurately. 4. Neatness and accuracy in drawing 5. The concept of similar triangles. 6. To Construct a triangle as per the criteria conditions given 7. To construct similar triangle for a given triangle as per the given ratio. 8. To know that when the ratio is a proper fraction then the similar triangle lies inside the given triangle and when improper then the similar triangles lie outside the given triangle. 9. To construct tangents to a circle from an external point given. 10. To read and to understand the verbal sum given to construct and draw rough figures 	Black Board, Chalk, Ruler, Pencil, Compass NCERT Book	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture, (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Activity Work ➤ Unit Text
13	AREAS RELATED TO CIRCLES	12	<ol style="list-style-type: none"> 1. To calculate the area of a circle. 2. To calculate the circumference of a circle. 3. To calculate the length of an arc of a sector of a circle. 4. To calculate the area of a sector of a circle. 5. To calculate the area of a segment of a circle <p>To calculate the area of combinations of plane figures</p>	Black Board, Chalk, NCERT Book	<p>Activating prior knowledge by random questioning</p> <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture, (c) Discussion and (d) In Text Question 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Activity Work ➤ Unit Text

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					Answer discussion	
14	SURFACE AREA AND VOLUMES	15	<ol style="list-style-type: none"> To determine the surface area of an object formed by combining any two of the basic solids, namely, cuboid, cone, cylinder, sphere and hemisphere. To find the volume of objects formed by combining any two of the following namely cuboid, cone, cylinder, sphere and hemisphere. To understand that the volume of a solid remains same after its conversion into another shape. To identify objects in the shape of frustum of a cone. To find the surface area (curved and total) of a frustum of a cone. To find the volume of a frustum of a cone. 	Black Board, Chalk, NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture, (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> • Class work • Home work • Group Discussion • MCQ Texts • Verbal Text • Activity Work • Unit Text
15	STATISTICS	15	<ol style="list-style-type: none"> To understand about the raw data, grouped data and ungrouped data. To know about measures of central tendency. To know how to calculate mean by <ol style="list-style-type: none"> Direct Method Assumed Mean Method Step Deviation Method. To compute the median of a given data and to plot the graphs of less than Ogive and More than Ogive. To compute mode of the given data 	Black Board, Chalk, Graph paper Ruler Pencil NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after getting the expected response from the students. ➤ Developing hypothesis by (a) Brain storming, (b) Lecture, (c) Discussion and (d) In Text Question Answer discussion 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Activity Work ➤ Unit Text
16	PROBABILITY	10	<ol style="list-style-type: none"> To differentiate between experimental probability and theoretical probability To understand the terms-experiment, random experiment, sample space, and an 	Black Board, Chalk, NCERT Book	Activating prior knowledge by random questioning <ul style="list-style-type: none"> ➤ Introducing the topic to be taught after 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion

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			<p>event.</p> <p>3. To identify a sure event and an impossible event.</p> <p>4. To find the sample space of a random experiment like tossing of coins, throwing a die/dice, drawing a card/cards from a pack of cards etc.</p> <p>5. To find the probability of a given event using the theoretical probability formula</p> <p>6. To find the sample space when Probability of the event and favorable outcomes are given.</p>		<p>getting the expected response from the students.</p> <p>➤ Developing hypothesis by (a) Brain storming, (b) Lecture , (c) Discussion and (d) In Text Question Answer discussion</p>	<p>➤ MCQ Texts</p> <p>➤ Verbal Text</p> <p>➤ Activity Work</p> <p>➤ Unit Text</p>
	Total	190				

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Subject: Social Science						
Lesson no & Name	No of Periods	Objectives (Concepts and Skills)	Learning Outcomes	Teaching Aids	Pedagogy/Teaching Methodology	Assessment
Chapter1 The Rise of Nationalism in Europe	15	<ul style="list-style-type: none"> ❖ Basic Concept about the French Revolution and the Ideas of the nation ❖ Making of the Nationalism in Europe ❖ The Age of Revolution:1830-1848 ❖ The Making of Germany and Italy ❖ Visualizing the Nation ❖ Nationalism and Imperialism <p>Skill</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. • Establish the relationship and bring out the relationship and European nationalism and anti-colonial nationalisms. • Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other TLM if any 	<ul style="list-style-type: none"> 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-2 Nationalism in India	14	<ul style="list-style-type: none"> ❖ Basic concept on Nationalism in India ❖ First world War, Khilapat movement and Non-cooperation movement ❖ Differing Strands within the movement ❖ Towards Civil Disobedience movement ❖ The Sense of Collective Belonging <p>SKILLS</p>	<ul style="list-style-type: none"> • Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement • Analyze the nature of the diverse social movements of the time. • Familiarize with the writings and ideals of 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other TLM if any 	<ul style="list-style-type: none"> 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

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		I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	different political groups and individuals. • Appreciate the ideas promoting Pan Indian belongingness.			
Chapter-3 The Making of a Global world	7	❖ Basic concepts on Pre-modern world ❖ The 19 th century (1815-1914) ❖ The Inter-war Economy ❖ Rebuilding a World Economy : The Post-war Era SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill v. Problem solving Skills	• Show that globalization has a long history and point to the shifts within the process. • Analyze the implication of globalization for economies. • Discuss how globalization is experienced differently by different social groups.	•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 II. Dramatization method	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit Text
Chapter-4 Print culture and the Modern World	11	❖ Basic concept on the Frist Printed Books ❖ Print comes to Europe ❖ The Print Revolution and its Impact ❖ The Reading Mania ❖ The 19 th century ❖ India and the world of Print ❖ Religious Reform and Public debates ❖ New forms of Publication ❖ Print and Sensor ship SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	• Identify the link between print culture and the circulation of ideas. • Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.	•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

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Pol- Science						
Chapter-1 Power sharing	6	<ul style="list-style-type: none"> ❖ Basic concept on Case study on Belgium and Sri Lanka ❖ Accommodation of Belgium ❖ Forms of power-sharing SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Familiarize with the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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-2 Federalism	8	<ul style="list-style-type: none"> ❖ Basic concept on What is Federalism? ❖ What makes India a Federal Country? ❖ How is Federalism Practiced? ❖ Decentralization in India SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Analyze federal provisions and institutions. • Explain decentralization in rural and urban areas. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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-3 Gender, Religion and Caste	9	<ul style="list-style-type: none"> ❖ Basic concept on Gender and Politics ❖ Women political Representation ❖ Religion, communalism and Politics ❖ Caste in Politics SKILLS <ul style="list-style-type: none"> I. Scientific Skill 	<ul style="list-style-type: none"> • Identify and analyze the challenges posed by communalism to Indian democracy. • Recognize the enabling and disabling effects of caste and ethnicity in politics. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study ➤ Unit Text

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		II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill Problem solving Skills	<ul style="list-style-type: none"> Develop a gender perspective on politics 		method	
Chapter-4 Political Parties	10	<ul style="list-style-type: none"> ❖ Basic concept on why do we need political parties ❖ Meaning of Political parties ❖ It's necessity ❖ How many party should we have ❖ Challenges to political parties ❖ How can parties Reformed? SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> Analyze party system in democracies. Introduction to major political parties, challenges faced by them and reforms in the country. 	<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-5 Outcomes of Democracy	5	<ul style="list-style-type: none"> ❖ Basic concept on how we assess democracy's outcomes? ❖ How government should maintain accountable, responsive and legitimate ❖ Economic growth and development ❖ Reduction of inequality and poverty SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill Problem solving Skills	<ul style="list-style-type: none"> Evaluate the functioning of democracies in comparison to alternative forms of governments. Understand the causes for continuation of democracy in India. Distinguish between sources of strengths and weaknesses of Indian democracy. 	<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

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Chapter-1 Resources and Development	10	<ul style="list-style-type: none"> ❖ Basic concept on types of resources ❖ Development of resources ❖ Land resources ❖ Land utilization ❖ Soil as a resources <p>SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilization and conservation. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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-2 Agriculture	10	<ul style="list-style-type: none"> ❖ Basic concept on types of farming ❖ Cropping Pattern ❖ Major Crops ❖ Technological and institutional Reforms ❖ Impact of Globalization on agriculture <p>SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem Solving skills 	<ul style="list-style-type: none"> • Explain the importance of agriculture in national economy. • Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern • Explain various government policies for institutional as well as technological reforms since independence. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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

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	12	<ul style="list-style-type: none"> ❖ Basic concept on what is minerals? ❖ Models of occurrence of minerals ❖ Ferrons and Non-Ferron minerals ❖ Non-Metallic minerals ❖ Rock minerals ❖ Conservation of minerals ❖ Energy Resources <p>SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill v. Problem solving Skills 	<ul style="list-style-type: none"> • Identify different types of minerals and energy resources • Feel the need for their judicious utilization 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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-4 Manufacturing Industries	10	<ul style="list-style-type: none"> ❖ Basic concept on important of manufacturing ❖ Contribution o industry to National Economy ❖ Industrial Location ❖ Classification of industries <p>SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. • Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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

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Chapter-5 Life lines of National Economy	12	<ul style="list-style-type: none"> ❖ Basic concept on communication ❖ International trade ❖ Tourism as a trade SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Explain the importance of transport and communication in the ever-shrinking world. • Understand the role of trade and tourism in the economic development of a country. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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
Economics						
Chapter-1 Development	15	<ul style="list-style-type: none"> ❖ Basic concept on what development promises ❖ Incomes and other goals ❖ National Development SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Familiarize with concepts of macroeconomics • Understand the importance of quality of life and sustainable development 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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-2 Sectors of the Indian Economy	6	<ul style="list-style-type: none"> ❖ Basic concept on Sectors of Economic Activities ❖ Primary, Secondary and Tertiary sectors in India SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Identify major employment generating sectors. • Reason out the government investment in different sectors of economy 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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

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Chapter-3 Money and Credit	8	<ul style="list-style-type: none"> ❖ Basic concept on money as a medium of exchange ❖ Modern forms of money ❖ Terms of credit SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Understand money as an economic concept. • Understand the role of financial institutions from the point of view of day-to-day life. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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-4 Globalization and the Indian Economy	9	<ul style="list-style-type: none"> ❖ Basic concept on production across countries ❖ Interlinking production across countries SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Explain the working of the Global Economic phenomenon. 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> 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

Subject: Social Science (History)

Chapter-1 The French Revolution	11	<ul style="list-style-type: none"> ❖ Basic concept on French Society During the Late 18th Century ❖ The outbreak of the Revolution ❖ French Abolishes Monarchy and becomes a Republic ❖ Did women have a Revolution SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill 	<ul style="list-style-type: none"> • Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Know the use of written, oral and 	<ul style="list-style-type: none"> •Text Book •Models •Flowchart •Graph •Pictures •and other •TLM if any 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem solving method 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project
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		IV. Attentiveness Skill V. Problem solving Skills	visual material to recover the history of revolutions.		VII. Dramatization method	Work ➤ Map Study Unit text
Chapter-2 Socialism in Europe and the Russian Revolution	12	<ul style="list-style-type: none"> ❖ Basic concept on the age of Social Change ❖ The Russian Revolution ❖ The February Revolution in Petrograd SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<ul style="list-style-type: none"> 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-3 Nazism and the Rise of Hitler	11	<ul style="list-style-type: none"> ❖ Basic concept on birth of the Weimar Republic ❖ Hitler's Rise to Power ❖ The Nazi Worldview ❖ Youth in Nazi Germany SKILLS <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the Speeches and writings of Nazi Leaders. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<ul style="list-style-type: none"> 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-4 Forest society and Colonialism	9	<ul style="list-style-type: none"> ❖ Basic concept on why deforestation? ❖ The Rise of Commercial Forestry ❖ Rebellion in the Forest ❖ Forest Transformations in Java SKILLS	<ul style="list-style-type: none"> • Discuss the social and cultural world of forest communities through the study of specific revolts. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ

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		I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> Understand how oral traditions can be used to explore tribal revolts. 	<ul style="list-style-type: none"> and other TLM if any 	IV. Project method V. Lecture method VI. Problem solving method VII. Dramatization method	Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Political Science						
Chapter-1 What is Democracy? Why Democracy?	8	<ul style="list-style-type: none"> ❖ Basic concept on what is Democracy? ❖ Feature of Democracy. ❖ Why Democracy? SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> Develop conceptual skills of defining democracy. Understand how different historical processes and forces have promoted democracy. Develop a sophisticated defense of democracy against common prejudices. 	<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	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text
Chapter-2 Constitutional Design	10	<ul style="list-style-type: none"> ❖ Basic concept on democratic constitution in South Africa ❖ Why do we need a Constitution? ❖ Making of the Indian Constitution ❖ Guiding Values of the Indian Constitution. SKILLS I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills	<ul style="list-style-type: none"> Understand the process of Constitution making. Develop respect for the Constitution and appreciation for Constitutional values 	<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	➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text ➤ Project Work ➤ Map Study Unit text

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Chapter-3 Electoral Politics	12	<ul style="list-style-type: none"> ❖ Basic concepts on why elections? ❖ What is our System of Election? ❖ What makes elections in India Democratic? <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<ul style="list-style-type: none"> 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-4 Working of Institutions	11	<ul style="list-style-type: none"> ❖ Basic concepts on how is the major policy decision taken? ❖ Parliament ❖ Political executive ❖ Judiciary <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill V. Problem solving Skills 	<ul style="list-style-type: none"> • Get an overview of central government structures. • Identify the role of Parliament and its procedures. • Distinguish Between political and permanent executive authorities and functions. 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other • TLM if any 	<ul style="list-style-type: none"> 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-5 Democratic Rights	11	<ul style="list-style-type: none"> ❖ Basic concept on life without Rights ❖ Rights in a Democracy ❖ Rights in the Indian Constitution <p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> I. Scientific Skill II. Thinking Skill III. Reasoning Skill IV. Attentiveness Skill 	<ul style="list-style-type: none"> • Recognize the need for rights in one's life. • Understand the availability/ access of rights in a democratic system/ government 	<ul style="list-style-type: none"> • Text Book • Models • Flowchart • Graph • Pictures • and other 	<ul style="list-style-type: none"> I. Question and Answer method II. Field trips III. Discussion methods IV. Project method V. Lecture method VI. Problem 	<ul style="list-style-type: none"> ➤ Class work ➤ Home work ➤ Group Discussion ➤ MCQ Texts ➤ Verbal Text

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

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

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Subject- Health and Physical Education

Month	No of period	content	Activities and Objectives	Tools	Pedagogy
April to June	16 each class	Human body Conditioning Games Drill/Marching Yoga	<ul style="list-style-type: none"> • Illness and diseases. • System of human body. • Growth and development. • To achieve and maintain a level of physical fitness. • Kabaddi • Kho-Kho • Football • Mass PT-Table-1 1 to 5 exercise. • Attention, stand at easy, left turn, right turn, about turn. • Birabhadrasana • Paschimouttanasana • Vastrika • Kapalabhati 	<ul style="list-style-type: none"> ○ Reference books ○ Charts ○ Models ○ Benches of different heights ○ Stair climbing ○ Playground ○ Cone ○ Lime powder ○ Medicine ball ○ Skipping ○ Whistle ○ Football ○ Pole ○ Drum ○ Whistle ○ Mat 	<ul style="list-style-type: none"> ❖ Health consciousness. ❖ To know about diseases and its causes. ❖ Know about the process of growing up hormonal changes. ❖ To develop muscular strength, flexibility cardio respiratory endurance. ❖ To know the rules and regulations of the game. ❖ Development of motor skill. ❖ Physically and mentally healthy and possess strength speed and stamina. ❖ They develop neuromuscular skills that promote the ability to perform work with ease and grace. ❖ Helps the student to relieve the symptoms of menopause and menstrual discomfort. ❖ Calms the brain and helps relieve stress and mild depression.
July & August	16 each class	Physical education and sports education. Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> • What is physical education? • Physical fitness • Sports training • Fatigue • Tournament • Throw • Volleyball • Rugby • Mass PT-Team-1 6 to 10 exercises, open order march. 	<ul style="list-style-type: none"> ○ Lime powder ○ Whistle ○ Short put ○ Discus ○ Javelin ○ Volleyball ○ Rugby ○ Drum ○ Mat 	<ul style="list-style-type: none"> ❖ To develop awareness regarding the importance of physical fitness in individual and social life including life skills. ❖ To bring the overall awareness of values with regard to personal health and fitness and to inculcate among students the desired habits and attitudes towards health to raise their health status. ❖ To participate in events that

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

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					<ul style="list-style-type: none"> ❖ Development of concentration power. ❖ Increase memory. ❖ To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression.
Nov.& Dec.	12 each class	Food & Nutrition. Sports Diet. Mal Nutrition. Athletic Game Drill/Marching Yoga	<ul style="list-style-type: none"> • Students will develop an attitude to be selective about their food habits and also develop awareness about their right as a consumer in order to lead a healthy life. • Annual sports practise. • Basket ball • Table Tennis • Swimming • Mass PT-Table-2 6 to 10 exercise. • Suryanamaskar • Bhramari • Kapalabhati 	<ul style="list-style-type: none"> ○ Lime powder. ○ Clapper ○ Whistle ○ Throwing event apparatus. ○ Jumping event apparatus. ○ Net ○ Thais board ○ Basket ball ○ Drum ○ Whistle ○ Mat 	<ul style="list-style-type: none"> ❖ Nutrition can be defined as the procurement of substance through food, necessary for growth, development, maintenance and activities of ❖ To develop more positive attitude towards challenges, winning & losing, thus preparing students for life and for the workplace. ❖ Swimming is an individual or team sport that requires the use of one's arms and legs to move the body through water. ❖ To develop cardiovascular endurance. ❖ To develop organic fitness, formal sense organs and efficient organic systems. ❖ Students learn to stay peaceful and promoting health and vitality and treating many diseases.
January & February	14 each class	Safety security and social health. Athletic Games Drill/Marching	<ul style="list-style-type: none"> • Protection of self and others. • Sexual harassment. • First Aid • Running • Huddles • Long run • Foot ball 	<ul style="list-style-type: none"> ○ Chart posture ○ First Aid box ○ Foot ball ○ Rugby ball ○ Volley ball ○ Drum ○ Mat 	<ul style="list-style-type: none"> ❖ To train the students to evacuate the building in case of fire, flood or earthquake. ❖ To developing a sense of discipline and urgency during emergency. ❖ Students know the endurance. ❖ The learners develop a scientific

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		Yoga Sana	<ul style="list-style-type: none"> • Rugby • Volley ball • Mass PT-Table-3 <p>1 to 5 exercise</p> <ul style="list-style-type: none"> • March past • Suryanamaskar • Kukutasana • Mayarasana • Bakasana • Suptabajasana 		<p>point of view of health and physical education.</p> <ul style="list-style-type: none"> ❖ To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie. ❖ The game develop motor planning skills, helping children to create and carry out ideas, motor actions and activities. ❖ To bring the overall awareness of value with regard to personal health and fitness and to inculcate among students the desired habits and attitudes to aware health to rise their health status. ❖ Strengthen the wrists, abdomen pelvic region, arm, leg muscles.
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