



सत्यमेव जयते

प्रारंभिक शिक्षा विभाग – राजस्थान सरकार

सतत एवं व्यापक मूल्यांकन योजना के अन्तर्गत

# अध्यापक योजना डायरी

कक्षा-2 : अंग्रेजी

सत्र : .....

विद्यालय का नाम : .....

शिक्षक/शिक्षिका का नाम : .....



## अध्यापक योजना डायरी के बारे में

- दैनिक शिक्षण योजना, अवलोकन एवं सतत आकलन हेतु शिक्षक स्वयं की एक साधारण डायरी संधारित करें।
- प्रत्येक शिक्षक को विद्यालय समय-सारणी में निर्धारित विषय के अनुसार योजना डायरी संधारित करनी होगी। इस योजना डायरी में विद्यार्थी के नाम, पाठ्यक्रम, टर्मवार अधिगम उद्देश्य एवं सम्बन्धित पाठ, कक्षा के बच्चों के उपसमूहों का विवरण, योजना समीक्षा एवं रचनात्मक आकलन चैकलिस्ट सम्मिलित है। इनका क्रमवार विस्तारित विवरण आगामी बिन्दुओं में दिया गया है।
- सम्बन्धित कक्षा के विद्यार्थी के नाम एवं रोल नं. डायरी के तृतीय पृष्ठ पर लिखे जाएंगे। विद्यार्थी उपस्थिति रजिस्टर में लिखे गए क्रमानुसार यहां नाम लिखना है।
- **अधिगम स्तर के अनुसार उप समूहों की स्थिति एवं लक्ष्य** – हिन्दी, अंग्रेजी एवं गणित पढ़ाने वाले शिक्षकों को आधार रेखा आकलन या अन्तिम योगात्मक आकलन से प्राप्त सम्बन्धित कक्षा के विद्यार्थियों की शैक्षिक स्थिति एवं उसके अनुरूप लक्ष्य निर्धारित करके, दिए गए प्रपत्र में दर्ज करना है।
- **शिक्षण-आकलन योजना** – इस प्रारूप में क्रमशः पाठ/इकाई, अवधारणा/थीम, कक्षा समूह के लिए अधिगम उद्देश्य, शिक्षण कार्य (सामूहिक, उपसमूह एवं व्यक्तिगत कार्य) एवं सतत आकलन गतिविधियों से संबंधित बिन्दुओं को शामिल किया गया है। इनके तहत पाठ्यक्रम के अनुरूप योजना का निर्माण किया जाना अपेक्षित है। यहाँ सम्पूर्ण कक्षा के लिए “अधिगम उद्देश्य से तात्पर्य” पाठ या अवधारणा से संबंधित सभी विद्यार्थियों के लिए अधिगम उद्देश्यों को व्यापक रूप में लिखने से है।
- “उपसमूह-2 के लिए विशेष अधिगम उद्देश्य” से तात्पर्य संबंधित कक्षा में आरम्भिक लेखन, पठन एवं गणित से संबंधित बुनियादी दक्षताओं पर अध्ययनरत विद्यार्थियों के लिए योजना के तहत विशेष अधिगम उद्देश्य निर्धारित किए जाने से है।
- **मासिक समेकित रचनात्मक आकलन** – इसके अंतर्गत बच्चों के सीखने की स्थिति को प्रत्येक माह के अन्त में कक्षा-कक्षीय शिक्षण के दौरान संग्रहित विभिन्न स्रोतों से प्राप्त सूचनाओं को समेकित करते हुए आकलन सूचकों के सापेक्ष दर्ज करना है।
- चैकलिस्ट में दर्शाए गए प्रथम कॉलम में माह I, II एवं द्वितीय कॉलम में ‘कार्य किया’ लिखा गया है। इसका तात्पर्य है कि जिस माह में जिन-जिन अधिगम क्षेत्रों के लिए आकलन-सूचकों के सापेक्ष कार्य किया जाएगा उनके सामने सही (✓) का चिह्न दर्शाया जाएगा। यदि दोनों माहों में कार्य किया गया है तो दोनों में ही (✓) का चिह्न लगाया जाएगा।
- प्रथम टर्म के अधिगम उद्देश्यों के सापेक्ष निर्धारित आकलन सूचक आगे की टर्म की चैकलिस्ट में भी सम्मिलित किए गए हैं ताकि पूर्व की टर्म में बच्चे किन्हीं अधिगम उद्देश्यों पर अपेक्षित स्तर प्राप्त नहीं कर पाते हैं तो उनका आकलन आगे की टर्म में भी किया जा सकेगा।
- मासिक रचनात्मक समेकित आकलन के लिए दी गई चैकलिस्ट में अधिकतम 50 बच्चों का आकलन दर्ज किया जा सकता है। चैकलिस्ट की सबसे ऊपर की पंक्ति में बच्चों का क्रमांक लिखा गया है जो कि डायरी के तृतीय पृष्ठ पर लिखे गए बच्चों के नाम के क्रम में होगा।
- बुनियादी दक्षताओं से सम्बन्धित चैकलिस्ट में बच्चों का नाम- क्रमांक तृतीय पृष्ठ पर दिए नामों के क्रमांक के अनुसार लिखा जाएगा। (उदाहरण के तौर पर यदि क्रमांक 8, 10 व 15 के बच्चे निर्धारित कक्षा से पीछे हैं तो उन्हीं बच्चों का वही क्रमांक दर्ज किया जाएगा।)
- चैकलिस्ट में आकलन A, B एवं C ग्रेड द्वारा दर्ज किया जाएगा जिसका विवरण निम्नानुसार है – A= स्वतंत्र रूप से कार्य कर पाना या अपेक्षित स्तर की समझ/दक्षता होना; B= शिक्षक की सहायता से कार्य कर पाना या मध्यम स्तर की समझ/दक्षता होना तथा C= शिक्षक की विशेष सहायता से कार्य कर पाना या आरम्भिक स्तर की समझ/दक्षता होना है।
- इसमें आरंभिक लेखन-पठन एवं गणित की बुनियादी दक्षताओं से सम्बन्धित चैकलिस्ट को भी सम्मिलित किया गया है। जिसमें ऐसे विद्यार्थी जो नामांकित कक्षा-स्तर पर नहीं हैं उनका मासिक समेकित रचनात्मक आकलन दर्ज किया जाएगा। इसके लिए भी ऊपर वर्णित ग्रेड के अनुसार आकलन दर्ज करना होगा।

‘सतत एवं व्यापक मूल्यांकन योजना’ के विकास एवं कार्यान्वयन में सहभागी संस्थाएँ



राजस्थान प्रारम्भिक शिक्षा परिषद्



एस.आई.ई.आर.टी., उदयपुर



यूनिसेफ, जयपुर



बोध शिक्षा समिति

## विद्यार्थियों के नाम व रोल नम्बर

रो.नं.	छात्र/छात्रा का नाम	लिंग	रो.नं.	छात्र/छात्रा का नाम	लिंग	रो.नं.	छात्र/छात्रा का नाम	लिंग
1			18			35		
2			19			36		
3			20			37		
4			21			38		
5			22			39		
6			23			40		
7			24			41		
8			25			42		
9			26			43		
10			27			44		
11			28			45		
12			29			46		
13			30			47		
14			31			48		
15			32			49		
16			33			50		
17			34					

**GENERAL OBJECTIVES AT KEY STAGE - 1**

1. To familiarize children with the language primarily through spoken inputs in meaningful situations (mostly through teachers' talk, recorded materials, listening to radio and television news, if possible)
2. To provide spoken and spoken-and-written inputs (through various means: mother tongue, gestures, visuals, pictures, signs, sketches, single word questions/answers).
3. To help learners build a vocabulary of here-and-now words (also phrases, chunks of utterances, formulaic expressions such as ' May I come in?', 'Close the door'. )
4. To help learners build a working proficiency in the language, both listening with understanding and basic oral production.
5. To recite and sing rhymes and songs and enact small plays/skills.
6. To use drawing, painting and other such activities as precursors to writing.
7. To enable children to learn to write the letters of the English alphabet by using strokes and by understanding the mechanics of writing English. (letters of the alphabet are to be introduced through the teaching of mechanics of writing, not necessarily in sequence).
8. To become visually familiar with English text (to notice a 'word', what it means, and to notice its constituent letters and the sounds).
9. To associate meaning with written/printed language.
10. To be able to read with understanding words/phrases, short sentences in context.

**LEARNING PROCESS AND OUTCOMES**

**Listening with Understanding**

The child should be able

- To understand verbal instructions, requests and questions, and respond to them. (The child should be able to understand instructions/tasks which demand visible physical action in a here-and –now situation and respond to them, example ' open your bag and take out the English notebook.' Also, the child should be able to understand instructions/tasks that demand mental or linguistic action suitable to her age and demonstrate this fact, e.g. tell your friends to meet me).
- To understand a question intended for her and demonstrate the fact by answering/responding to it.
  - Which toy/book/shirt will you choose? This one with a cat or this one with a cricket bat? (intentions, interests or preferences)
  - Where did you go last Sunday? (past or present actions)
  - Rahul, are you happy? Rahim, have you hurt yourself? (feelings, moods)

- Answer with the help of gestures and line, curved and isolated figures to give a description of an event in her/his own life. (e.g. 'What happened to your leg? I was jumping from the wall and fell down. I got a fracture.')
- Talk about themselves, members of the family and the people and things in their surroundings.
- Enjoy doing tasks (including singing a rhyme or identifying a person, objects, or things) in English.

**Reading with comprehension**

The child should be able to

- Understand and apply/use the conventions relating to eye movement in reading a book. (How to hold the book and change eye directions - from left to right, top to bottom, looking at and appreciating the visuals, pictures, reading a picture sequence, etc.)
- Understanding the basic relationship between the formal aspects of spoken and written language (associating/ linking sounds and letters)

- Peter, where is the green bag? (situations, acts or objects in the concrete environment)
- To understand a bilingual verbal account of picture sequences, stories suitable for the age group. (The child should be able to follow and understand a story suitable for the age group by acting it out while the teacher narrates it, telling it again in her mother tongue or in English or drawing pictures based on the story).
- At the **morphological (lexical) level**, children should be able to understand and use the difference between singular and plural forms (girl-girls, boy-boys, book-books, (we may also include man-men, woman-women)) and understand elementary verbal conjugations (e.g. the difference between present and past forms and negations: such as , 'I am a singer. I am not a teacher'.)
- **At the sentence level** the child should be exposed to and understand (i) short simple sentences, (ii) interrogatory sentences (how, why, when, how many, how much), (iii) Constructions that indicate tasks and instruction which require action from the child ('Open the door.' 'Bring your notebook.' 'Tell your friend, Ravi, to meet me. ),negation (none, nothing, am/am not... ).
- **At the phonological level**, the child should be able to understand the significant differences in sound (e.g. contrastive pairs: pen-pin, tap-top).

### Speaking with Confidence

The child should be able to

- Answer questions/ queries about her own life in the context of here-and-now (e.g. 'what are the things you have in your pencil box? Two pencils, an eraser, a sharpener').
- Answer questions/ queries about her own life outside the context of here-and-now (e.g. 'where did you go last week? I went to my uncle's place.' 'What did you do last evening? I played cricket.')
- Answer questions about her feelings, intentions and interests (e.g. 'what do you like to eat? Apple or mango? Mango.')

- Recognize whole words or chunks of language.
- Recognize small and capital letters of the alphabet both in context and in isolation.
- Read simple words/short sentences with the help of pictures and understand them.
- Read with interest or feel happy about reading words/short sentences.
- 'Read', understand and appreciate picture books and cartoon strips.

At the end of Class II, children may not be able to read words which require prior familiarity with sound-letter connection or reading words or sentences.(e.g. some children may not be able to read 'know' as 'no'). This can be overcome by providing cyclical activities.

It is important that children (i) discover/understand that words are made up of letters and (ii) letters represent distinct sounds (phonemes).

### Writing

The child will be able to

- Set down or record her own messages (with the help of teachers) in a 'primitive written' version (drawing a scene she has seen, visited, or drawing animals, people, etc.).
- Understand the strokes of letters (pre-writing) and hold the pencil/chalk without much pressure.
- Learn to write the letters of the alphabet, not necessarily in isolation (the child should know how to hold the pencil/chalk and also how each letter of the alphabet is to be written).
- Write the missing letter in a word - (This will enable them to understand letters as sound sequences.)
- Write simple words/phrase/short sentences (looking at/or not looking at the printed text).
- Learn to make guesses and write the word as they hear it (guessing may result in making mistakes, which is acceptable).
- Recognize the sound patterns (sounds in rhyming words, repetition of words etc.)

**Learning Task / Expectation from the Chapter**

**Chapter 1 - My Body**

- To be able to speak the names of and functions of body parts
- To be able to sing rhymes with the help of the teacher or on their own with expressions and actions individually/in pairs/in groups
- To be able to recognize and differentiate the sounds of letters of the alphabet
- To be able to draw pictures
- To be able to know and differentiate between singular and plural forms
- To be able to write small and capital letters of the alphabet

**Chapter 2 - Keeping Myself Clean**

- To be able to recite the poem with actions
- To be able to recognize and differentiate the various written patterns of the letters of the alphabet
- To be able to learn new vocabulary given in the chapter and use them in sentences
- To be able to answer simple questions based on the chapter
- To be able to identify and use action words
- To be able to write small and capital letters of the alphabet

**Chapter 3- Wake Up**

- To be able to recite the poem with actions
- To be able to read the time in a clock

- To be able to recognize and differentiate the various written patterns of the letters of the alphabet
- To be able to learn new vocabulary given in the chapter and use them in sentences
- To be able to answer questions based on text
- To be able to identify and use action words
- To be able to write small and capital letters of the alphabet

**Chapter 4- Let's Do a Dance**

- To be able to listen to and sing a rhyme
- To be able to learn new vocabulary given in the chapter and use them in sentences
- To be able to answer simple comprehension questions
- To be able to join dots and trace pattern
- To be able to learn new vocabulary given in the chapter

**Chapter 5 - The Drum**

- To be able to make a drum according to steps and instructions given
- To be able to answer simple comprehension questions

**Chapter 6 - Marriage Celebrations**

- To be able to recognize the sounds and symbols of the vowel letters
- To be able to learn new vocabulary given in the chapter
- To be able to draw pictures on given topics

अधिगम स्तर एवं आवश्यकताओं के अनुसार कक्षा में विद्यार्थियों के उपसमूहों की स्थिति एवं लक्ष्य

उपसमूह – एक

(कक्षा के लिए निर्धारित पाठ्यक्रम के अध्ययन हेतु आवश्यक योग्यता/दक्षता स्तर के समकक्ष)

टर्म के आरम्भ में स्तर : .....

उपसमूह में सम्मिलित विद्यार्थियों का नाम :

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उपसमूह – दो

(कक्षा के लिए निर्धारित पाठ्यक्रम के अध्ययन हेतु आवश्यक योग्यता/दक्षता का अपेक्षित स्तर नहीं)

टर्म के आरम्भ में स्तर : .....

टर्म के अंत तक के लिए निर्धारित लक्ष्य : .....

उपसमूह में सम्मिलित विद्यार्थियों का नाम :

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नोट : हिन्दी, अंग्रेजी एवं गणित विषय में उपसमूह एक अथवा दो में पदस्थापन सत्रारंभ में किए गए आधार रेखा आकलन अथवा पूर्व कक्षा के योगात्मक आकलन के आधार पर किया जाएगा। जबकि पर्यावरण अध्ययन एवं कला शिक्षण में दैनिक शिक्षण प्रक्रिया के अनुसार बदलते हुए उपसमूह बनाए जा सकते हैं।

योजना क्रमांक : .....

## I. सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक ..... से ..... तक

पाठ/इकाई : ..... अवधारणा/थीम : .....

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य : .....

सम्पूर्ण कक्षा के लिए शिक्षण योजना  
(1. सामूहिक कार्य 2. समूह कार्य 3. व्यक्तिगत कार्य की योजना)

सतत आकलन योजना



उपसमूह-एक के लिए क्षमता संवर्धन हेतु योजना



बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल ..... से ..... तक	द्वितीय सप्ताह : समयान्तराल ..... से ..... तक
1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- ..... ..... .....	1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- ..... ..... .....
2. बच्चों को आ रही कठिनाई के बारे में :- ..... ..... .....	2. बच्चों को आ रही कठिनाई के बारे में :- ..... ..... .....
3. अनुभव एवं स्वआकलन :- ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	3. अनुभव एवं स्वआकलन :- ..... ..... ..... ..... ..... ..... ..... ..... ..... .....
4. योजना में किए गए बदलाव के बारे में :- ..... ..... ..... .....	4. बच्चों के अधिगम उपलब्धि के बारे में :- ..... ..... ..... .....

योजना क्रमांक : .....

I. सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक ..... से ..... तक

पाठ/इकाई : ..... अवधारणा/थीम : .....

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य : .....

सम्पूर्ण कक्षा के लिए शिक्षण योजना (1. सामूहिक कार्य 2. समूह कार्य 3. व्यक्तिगत कार्य की योजना)	सतत आकलन योजना
.....	.....

उपसमूह-एक के लिए क्षमता संवर्धन हेतु योजना



बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल ..... से ..... तक	द्वितीय सप्ताह : समयान्तराल ..... से ..... तक
1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- ..... ..... .....	1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- ..... ..... .....
2. बच्चों को आ रही कठिनाई के बारे में :- ..... ..... .....	2. बच्चों को आ रही कठिनाई के बारे में :- ..... ..... .....
3. अनुभव एवं स्वआकलन :- ..... ..... .....	3. अनुभव एवं स्वआकलन :- ..... ..... .....
4. योजना में किए गए बदलाव के बारे में :- ..... ..... .....	4. बच्चों के अधिगम उपलब्धि के बारे में :- ..... ..... .....

योजना क्रमांक : .....

### I. सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक ..... से ..... तक

पाठ/इकाई : ..... अवधारणा/थीम : .....

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य : .....

.....

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<p align="center"><b>सम्पूर्ण कक्षा के लिए शिक्षण योजना</b> (1. सामूहिक कार्य 2. समूह कार्य 3. व्यक्तिगत कार्य की योजना)</p>	<p align="center"><b>सतत आकलन योजना</b></p>
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उपसमूह-एक के लिए क्षमता संवर्धन हेतु योजना

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## II. उपसमूह-2 के लिए आवश्यकतानुसार अतिरिक्त शिक्षण-आकलन योजना

उपसमूह-2 के लिए विशेष अधिगम उद्देश्य :

शिक्षण योजना (1. सामूहिक कार्य 2. समूह कार्य 3. व्यक्तिगत कार्य की योजना)	सतत आकलन योजना
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बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल ..... से ..... तक	द्वितीय सप्ताह : समयान्तराल ..... से ..... तक
1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- ..... ..... .....	1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- ..... ..... .....
2. बच्चों को आ रही कठिनाई के बारे में :- ..... ..... .....	2. बच्चों को आ रही कठिनाई के बारे में :- ..... ..... .....
3. अनुभव एवं स्वआकलन :- ..... ..... .....	3. अनुभव एवं स्वआकलन :- ..... ..... .....
4. योजना में किए गए बदलाव के बारे में :- ..... ..... .....	4. बच्चों के अधिगम उपलब्धि के बारे में :- ..... ..... .....



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उपसमूह-एक के लिए क्षमता संवर्धन हेतु योजना

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बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल ..... से ..... तक	द्वितीय सप्ताह : समयान्तराल ..... से ..... तक
<p>1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- .....</p> <p>.....</p> <p>.....</p>	<p>1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- .....</p> <p>.....</p> <p>.....</p>
<p>2. बच्चों को आ रही कठिनाई के बारे में :- .....</p> <p>.....</p> <p>.....</p>	<p>2. बच्चों को आ रही कठिनाई के बारे में :- .....</p> <p>.....</p> <p>.....</p>
<p>3. अनुभव एवं स्वआकलन :- .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>3. अनुभव एवं स्वआकलन :- .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>4. योजना में किए गए बदलाव के बारे में :- .....</p> <p>.....</p> <p>.....</p>	<p>4. बच्चों के अधिगम उपलब्धि के बारे में :- .....</p> <p>.....</p> <p>.....</p>

## मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Listening with Understanding</b>																										
Can listen to and follow simple instructions given by the teacher	I																									
	II																									
Can listen to rhymes and recall important information	I																									
	II																									
Can recall information from the poem/story narrated by the teacher	I																									
	II																									
Can identify different ending sounds in words	I																									
	II																									
Can identify vowel sounds and silent letters in words	I																									
	II																									
Can identify the sounds of letters	I																									
	II																									
<b>Speaking with Confidence</b>																										
Can name the pictures in English words	I																									
	II																									
Can tell the English names of pictures shown to them and speak a few words about them (in mother tongue with key words in English)	I																									
	II																									
Can recite rhymes with expressions and actions	I																									
	II																									
Can speak different ending sounds in words	I																									
	II																									



अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Can associate the sounds with the letters of alphabet	I																										
	II																										
Can speak a few word/sentences in English with teacher's help	I																										
	II																										
<b>Reading with Comprehension</b>																											
Can read pictures and name them	I																										
	II																										
Can match pictures with names /numbers	I																										
	II																										
Can read rhymes with the teacher's help	I																										
	II																										
<b>Writing</b>																											
Can complete pictures and patterns by joining the dots	I																										
	II																										
Can draw pictures and colour them and speak a few words about them	I																										
	II																										
Can write small and capital letters of the alphabet	I																										
	II																										
<b>Functional Grammar</b>																											
Can identify and differentiate between singular and plural nouns	I																										
	II																										
Can identify action words and use them correctly in sentences	I																										
	II																										

## मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
<b>Listening with Understanding</b>																											
Can listen to and follow simple instructions given by the teacher	I																										
	II																										
Can listen to rhymes and recall important information	I																										
	II																										
Can recall information from the poem/story narrated by the teacher	I																										
	II																										
Can identify different ending sounds in words	I																										
	II																										
Can identify vowel sounds and silent letters in words	I																										
	II																										
Can identify the sounds of letters	I																										
	II																										
<b>Speaking with Confidence</b>																											
Can name the pictures in English words	I																										
	II																										
Can tell the English names of pictures shown to them and speak a few words about them (in mother tongue with key words in English)	I																										
	II																										
Can recite rhymes with expressions and actions	I																										
	II																										
Can speak different ending sounds in words	I																										
	II																										

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
Can associate the sounds with the letters of alphabet	I																										
	II																										
Can speak a few word/sentences in English with teacher's help	I																										
	II																										
<b>Reading with Comprehension</b>																											
Can read pictures and name them	I																										
	II																										
Can match pictures with names /numbers	I																										
	II																										
Can read rhymes with the teacher's help	I																										
	II																										
<b>Writing</b>																											
Can complete pictures and patterns by joining the dots	I																										
	II																										
Can draw pictures and colour them and speak a few words about them	I																										
	II																										
Can write small and capital letters of the alphabet	I																										
	II																										
<b>Functional Grammar</b>																											
Can identify and differentiate between singular and plural nouns	I																										
	II																										
Can identify action words and use them correctly in sentences	I																										
	II																										

# लेखन-पठन की बुनियादी क्षमताओं से सम्बन्धित मासिक समेकित रचनात्मक आकलन

(कक्षा-2 में नामांकित पीछे के स्तरों पर अध्ययनरत बच्चों के लिए)

कक्षा -1	विद्यार्थियों के रोल नम्बर →	माह																								
	* Reading with Comprehension ** Writing *** Vocabulary																									
* Can read small letters of the alphabet and the names of two objects beginning with the letters (imitative reading)	I																									
	II																									
Can read capital letters of the alphabet and the names of two objects beginning with the letters(imitative reading)	I																									
	II																									
Can read three letter words like cat, pin, tap etc.	I																									
	II																									
** Can trace patterns and draw pictures	I																									
	II																									
Can write the small letters of the alphabet	I																									
	II																									
Can write the capital letters of the alphabet	I																									
	II																									
Can write three letter words like cat, pin, tap etc.	I																									
	II																									
*** Sight words (names of objects beginning with the letters- apple, bat) names of fruits, vegetables, body parts, animals and birds	I																									
	II																									

योजना क्रमांक : .....

# I. सम्पूर्ण कक्षा के लिए शिक्षण-आकलन योजना

दिनांक ..... से ..... तक

पाठ/इकाई : ..... अवधारणा/थीम : .....

सम्पूर्ण कक्षा समूह के लिए अधिगम उद्देश्य : .....

.....

.....

सम्पूर्ण कक्षा के लिए शिक्षण योजना  
(1. सामूहिक कार्य 2. समूह कार्य 3. व्यक्तिगत कार्य की योजना)

सतत आकलन योजना

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उपसमूह-एक के लिए क्षमता संवर्धन हेतु योजना

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## II. उपसमूह-2 के लिए आवश्यकतानुसार अतिरिक्त शिक्षण-आकलन योजना

उपसमूह-2 के लिए विशेष अधिगम उद्देश्य : .....

शिक्षण योजना (1. सामूहिक कार्य 2. समूह कार्य 3. व्यक्तिगत कार्य की योजना)	सतत आकलन योजना
..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....

बच्चों के सीखने की प्रक्रिया एवं उपलब्धि के सन्दर्भ में शिक्षण योजना की समीक्षा

प्रथम सप्ताह : समयान्तराल ..... से ..... तक	द्वितीय सप्ताह : समयान्तराल ..... से ..... तक
<p>1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- .....</p> <p>.....</p> <p>.....</p>	<p>1. कार्य के दौरान बच्चों की सहभागिता की स्थिति के बारे में :- .....</p> <p>.....</p> <p>.....</p>
<p>2. बच्चों को आ रही कठिनाई के बारे में :- .....</p> <p>.....</p> <p>.....</p>	<p>2. बच्चों को आ रही कठिनाई के बारे में :- .....</p> <p>.....</p> <p>.....</p>
<p>3. अनुभव एवं स्वआकलन :- .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>3. अनुभव एवं स्वआकलन :- .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>4. योजना में किए गए बदलाव के बारे में :- .....</p> <p>.....</p> <p>.....</p>	<p>4. बच्चों के अधिगम उपलब्धि के बारे में :- .....</p> <p>.....</p> <p>.....</p>



**Learning Task / Expectation from the Chapter**

**Chapter 7 – People around Us**

- To be able to listen to the poem and understand the main idea
- To be able to sing rhymes with the help of the teacher or on their own with expressions and actions individually/in pairs/in groups
- To be able to recognize and differentiate the various sounds of letters of the alphabet in words ('y')
- To be able to learn new vocabulary given in the chapter
- To be able to identify the functions of various nearby places (hospital, post office etc.)
- To be able to understand the concept of one and many, pronouns (he/she/it)
- To be able to know and differentiate between singular and plural forms

**Chapter 8 – Cleaning Cotton**

- To be able to recall the main idea of the narrated story
- To be able to answer simple questions based on the chapter
- To be able to learn new vocabulary given in the chapter
- To be able to describe different activities
- To be able to colour a given picture
- To be able to understand the concept of past form of verbs and use it in sentences

**Chapter 9- Keeping the Doctor Awake**

- To be able to recall the main idea of the narrated story
- To be able to answer simple questions based on the chapter in 1-2 lines
- To be able to describe the given picture
- To be able to learn new vocabulary given in the chapter
- To be able to understand the concept of 'was' and 'were'

## मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Listening with Understanding</b>																										
Can listen to and follow simple instructions given by the teacher	I																									
	II																									
Can listen to rhymes and recall important information	I																									
	II																									
Can recall information from the poem/story narrated by the teacher	I																									
	II																									
Can identify different ending sounds in words	I																									
	II																									
Can identify vowel sounds and silent letters in words	I																									
	II																									
Can identify the sounds of letters	I																									
	II																									
Can identify different sounds of the same letter	I																									
	II																									
<b>Speaking with Confidence</b>																										
Can name the pictures in English words	I																									
	II																									
Can tell the English names of pictures shown to them and speak a few words about them (in mother tongue with key words in English)	I																									
	II																									
Can recite rhymes with expressions and actions	I																									
	II																									
Can speak different ending sounds in words	I																									
	II																									
Can associate the sounds with the letters of the alphabet	I																									
	II																									
Can speak a few word/sentences in English with teacher's help	I																									
	II																									

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
<b>Reading with Comprehension</b>																											
Can read pictures and name them	I																										
	II																										
Can match pictures with names/numbers	I																										
	II																										
Can read rhymes with teacher's help	I																										
	II																										
<b>Writing</b>																											
Can complete pictures and patterns by joining the dots	I																										
	II																										
Can draw pictures and colour them and speak a few words about them	I																										
	II																										
Can write small and capital letters of the alphabet	I																										
	II																										
Can fill in missing letters	I																										
	II																										
Can form smaller words from a bigger word	I																										
	II																										
<b>Functional Grammar</b>																											
Can identify and differentiate between singular and plural nouns	I																										
	II																										
Can identify action words and use them correctly in sentences	I																										
	II																										
Can use pronouns in the place of nouns	I																										
	II																										
Can convert words which are in the present tense to the past tense	I																										
	II																										
Can use 'was' and 'were' in sentences correctly	I																										
	II																										

## मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
<b>Listening with Understanding</b>																											
Can listen to and follow simple instructions given by the teacher	I																										
	II																										
Can listen to rhymes and recall important information	I																										
	II																										
Can recall information from the poem/story narrated by the teacher	I																										
	II																										
Can identify different ending sounds in words	I																										
	II																										
Can identify vowel sounds and silent letters in words	I																										
	II																										
Can identify the sounds of letters	I																										
	II																										
Can identify different sounds of the same letter	I																										
	II																										
<b>Speaking with Confidence</b>																											
Can name the pictures in English words	I																										
	II																										
Can tell the English names of pictures shown to them and speak a few words about them (in mother tongue with key words in English)	I																										
	II																										
Can recite rhymes with expressions and actions	I																										
	II																										
Can speak different ending sounds in words	I																										
	II																										
Can associate the sounds with the letters of the alphabet	I																										
	II																										
Can speak a few word/sentences in English with teacher's help	I																										
	II																										

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
<b>Reading with Comprehension</b>																											
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Can read rhymes with teacher's help	I																										
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Can fill in missing letters	I																										
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Can form smaller words from a bigger word	I																										
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## लेखन-पठन की बुनियादी क्षमताओं से सम्बन्धित मासिक समेकित रचनात्मक आकलन

(कक्षा-2 में नामांकित पीछे के स्तरों पर अध्ययनरत बच्चों के लिए)

कक्षा -1	विद्यार्थियों के रोल नम्बर → * Reading with Comprehension ** Writing *** Vocabulary	माह																		
* Can read small letters of the alphabet and the names of two objects beginning with the letters (imitative reading)		I																		
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Can read capital letters of the alphabet and the names of two objects beginning with the letters(imitative reading)		I																		
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Can read three letter words like cat, pin, tap etc.		I																		
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** Can trace patterns and draw pictures		I																		
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Can write three letter words like cat, pin, tap etc.		I																		
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*** Sight words (names of objects beginning with the letters- apple, bat) names of fruits, vegetables, body parts, animals and birds		I																		
		II																		

**Learning Task / Expectation from the Chapter**

**Chapter 10 – Means of Transport**

- To be able to describe the given picture
- To be able to differentiate between means of transport
- To be able to use newly used vocabulary
- To be able to join dots to complete the picture and describe it

**Chapter 11 – My First Journey by Bus**

- To be able to recall the main idea of the narrated story
- To be able to answer simple questions based on the chapter in a few words

- To be able to join dots to complete words and then match them with their pictures
- To be able to grasp the concept of collective nouns
- To be able to write about topics given in the chapter

**Chapter 12- Take a Bus or Take a Train**

- To be able to recall the main idea of the poem
- To be able to identify and write the names of different means of transport
- To be able to answer simple questions based on the chapter in 1-2 lines
- To be able to understand the concept of compound words
- To be able to speak and write rhyming words

## मासिक समेकित रचनात्मक आकलन

अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Listening with Understanding</b>																										
Can listen to and follow simple instructions given by the teacher	I																									
	II																									
Can listen to rhymes and recall important information	I																									
	II																									
Can recall information from the poem/story narrated by the teacher	I																									
	II																									
Can identify different ending sounds in words	I																									
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Can identify vowel sounds and silent letters in words	I																									
	II																									
Can identify the sounds of letters	I																									
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Can identify different sounds of the same letter	I																									
	II																									
Can identify traffic lights and signals	I																									
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Can understand rhyming words	I																									
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<b>Speaking with Confidence</b>																										
Can name the pictures in English words	I																									
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Can tell the English names of pictures shown to them and speak a few words about them (in mother tongue with key words in English)	I																									
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अधिगम उद्देश्यों के सापेक्ष आकलन सूचक	माह	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Can speak different ending sounds in words	I																										
	II																										
Can associate the sounds with the letters of the alphabet	I																										
	II																										
Can speak rhyming words	I																										
	II																										
Can recite rhymes with expressions and actions	I																										
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Can speak a few word/sentences in English with teacher's help	I																										
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<b>Writing</b>																											
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# लेखन-पठन की बुनियादी क्षमताओं से सम्बन्धित मासिक समेकित रचनात्मक आकलन

(कक्षा-2 में नामांकित पीछे के स्तरों पर अध्ययनरत बच्चों के लिए)

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*** Sight words (names of objects beginning with the letters- apple, bat) names of fruits, vegetables, body parts, animals and birds		I																		
		II																		

**Learning Task / Expectation from the Chapter**

**Chapter 13 – The Rain**

- To be able to read/ listen and enjoy the poem
- To be able to identify the names things used in rainy season
- To be able to recall the main points from the poem
- To be able to use newly used vocabulary
- To be able to differentiate between different sounds made by birds/animals
- To be able to follow simple instructions to make an object

**Chapter 14 – The Very Hungry Caterpillar**

- To be able to recall the main idea of the narrated story
- To be able to answer simple questions based on the chapter in a few words

- To be able to speak the names of the days of the week
- To be able to join dots to complete the picture of a caterpillar
- To be able to write a short guided narrative
- To be able to understand and use the concept of prepositions

**Chapter 15- The Festival of Colours**

- To be able to read a calendar and find out the number of days in each month
- To be able to answer simple questions based on the chapter in 1-2 lines
- To be able to write few words and dates in a given table

## मासिक समेकित रचनात्मक आकलन

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