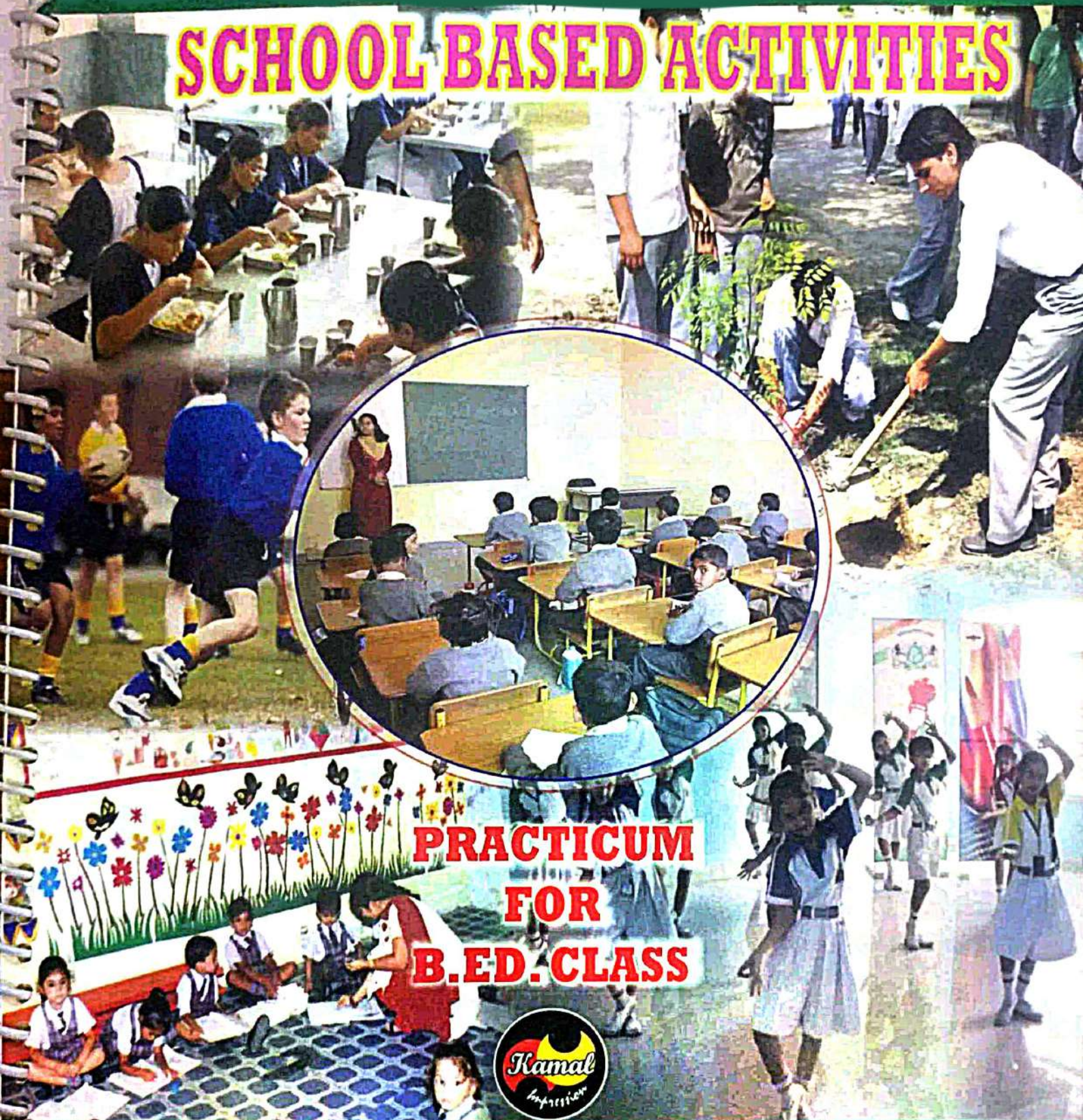


AASTHA SHIKSHA KENDRA

SCHOOL BASED ACTIVITIES



PRACTICUM FOR B.ED. CLASS



KAMAL PAPER PRODUCTS

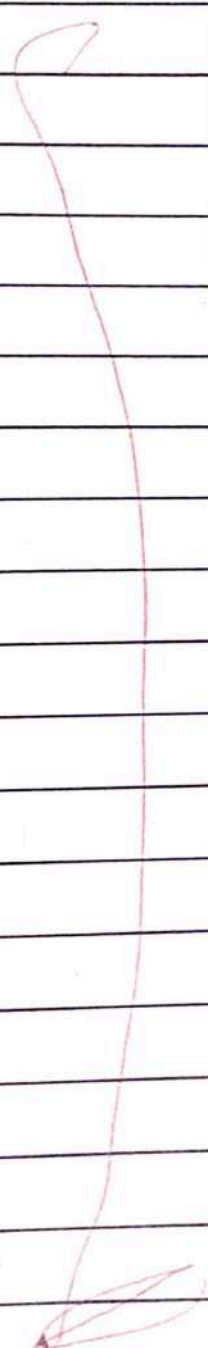
CHAR KHAMBA CHOWK, MODEL TOWN, ROHTAK M : 92152-10639

E-mail : kamalpaperproducts2013@gmail.com

INDEX

Name : Ragini Sharma Roll No. 1470 University Roll No. 3104260

Title : School based activity file

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3.	Continuous & Comprehensive Evaluation (C.C.E)			
4.	Meaning of C.C.E			
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INTRODUCTION TO EVALUATION

The term 'Evaluation' means continuous and comprehensive assessment of the learners.

Evaluation is comprehensive in the sense that the overall personality of the child is assessed in all the spheres of life. It includes all activity of academic and non-academic curriculum.

According to Kaha Krishnan Commission, "If examinations are necessary, a thorough reform of these is still more necessary."

It includes all the changes that take place in the development of a balanced personality and measures the quality of head, hand, health and heart of an individual.

A comprehensive programme of evaluation includes :-

1. Evaluation of Academic Subjects.
2. Evaluation of Skills.
3. Evaluation of Physical Development.
4. Evaluation of Social Development.
5. Evaluation of Moral Development.



The Evaluation can be defined as a measurement of all round development of the pupil including his:-

Physical Development

Social Development

Moral Development

Intellectual Development

as well as the skills, abilities, aptitudes and interests.

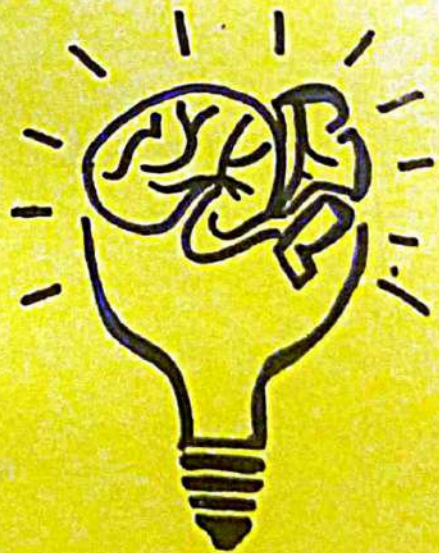
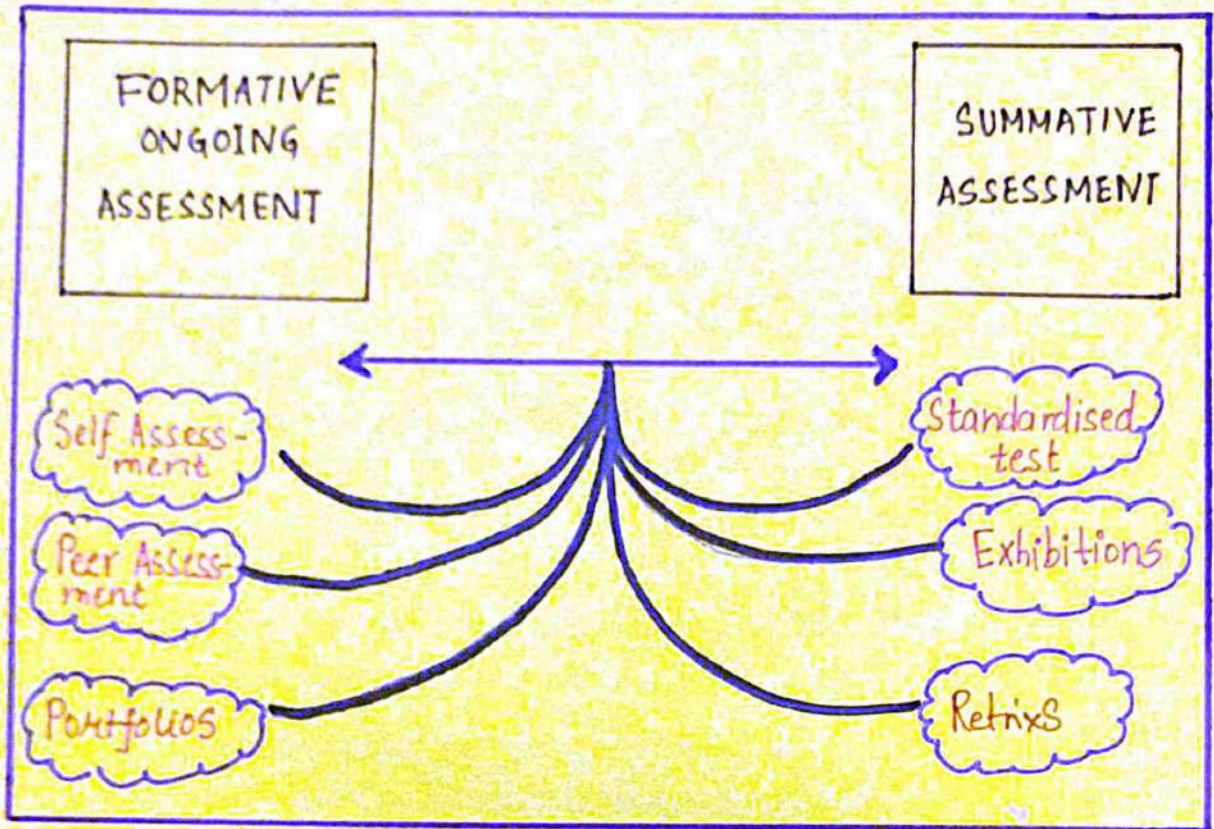
This new concept is the product of Dr. Benjamin Blooms. He believes that the new concept of evaluation is based on three pillars which are as follows:-

Educational Objectives

Learning Experiences and Behaviour changes

Evaluation procedures

According to him, evaluation is the highest level of thinking and was thought to require the most complex mental processes. At this level, learners are expected to make judgements about the value of the methods or materials presented to them.



TYPES OF EVALUATION

Evaluation is the process of finding out the extent to which the desired changes have taken place in the pupils.

Therefore, it requires a collection of evidences regarding growth or progress so that this information can be used for decision making. Thus information gathering judgement and decision taking are the three bases of the process of Evaluation. Evaluation is done at 2 levels :-

* FORMATIVE LEVEL

* SUMMATIVE LEVEL

FORMATIVE EVALUATION

It takes place during the Formative years of the students. It implies evaluation of pupils during instruction. It takes into account smaller and

Independent units of curriculum.

In the end of each unit, students should be given tests and weakness should be diagnosed. After diagnosis remedial teaching should be done and then formative test is given. Formative test is constructed for the evaluation of each unit.

It provides opportunity to a student to get master in content. Formative tests are used to make objectives in view.

Evaluation procedure are so devised that they measure pupil's achievement in terms of educational objective.

SUMMATIVE EVALUATION

Blooms, Thomas and George in their Handbook of Formative and Summative Evaluation of Students learning write, "Summative evaluation is the type of evaluation, used at the end of the term, course or programme for the purpose of grading, certification, evaluation of progress or research on the effectiveness of curriculum course of study or educational plan. Summative test, the general level of student is judged on the basis of students performance, the effectiveness of teaching and instruction is evaluated.

Thus, it provides reinforcement to teacher and helps in planning and organising of further teaching on the basis of student performance, it can be judged to what extent objectives could be realised.

TYPES OF SUMMATIVE

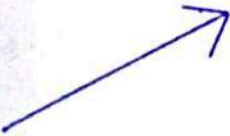
INTERMEDIATE

→ It is concerned with more direct, less generalised and less transferrable outcomes.

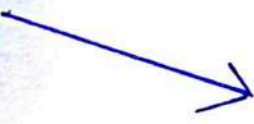
LONG TERM

→ It refers to the extent to which a pupil has realised the entire range of outcomes contained in the mode to which this evaluation refers.

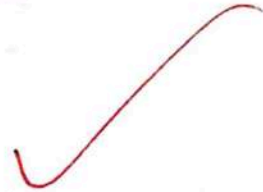
CONTINUOUS



GROWTH



DEVELOPMENT



COMPREHENSIVE



SCHOLASTIC ASPECTS



CO-SCHOLASTIC ASPECTS

INTRODUCTION OF COMPREHENSIVE AND CONTINUOUS EVALUATION

Comprehensive and continuous evaluation is an Education system newly introduced by Central Board of Secondary Education in India by Ministry of Human Resources Development, Kapil Sibal for students of sixth to tenth grades.

The main aim of CCE is to evaluate every aspect of the child during their presence at the school.

In the other words, CCE is a system of school based evaluation of students that covers all the aspects of student's development.

This is believed to help reduce the pressure on the child during / before examinations as the students will have to sit for multiple tests throughout the year of which no test or the syllabus covered will be repeated at the end of the year. whatsoever.

The C.C.E method is claimed to bring enormous change from the traditional chalk and talk method of teaching.

C.C.E helps in improving students' performance by identifying their learning difficulties and abilities at regular time intervals right from the beginning of the academic session and employing suitable remedial measure for enhancing their learning performance.

Hence, C.C.E is the modern method of evaluating all the prime dimensions of a student's personality. It refers to a system of school based evaluation of students that covers all the aspects of student's development. It is a developmental process of assessment which emphasises on two fold objectives - These objectives are continuity in evaluation and the assessment of broad based learning and behavioural outcomes on the other.

The C.C.E method is claimed to bring enormous changes from the traditional methods of teaching, provided - that it is implemented properly and accurately.

The main aim of C.C.E was to evaluate every aspect of the child during their presence at the school.

C

Continuous

Regular and Continuous activities conducted throughout the year to achieve all round development

C

Comprehensive

Mental, emotional and physical aspects of the student's progress i.e. all round development of the student

E

Evaluation

Variety of tools and techniques are used to assess and evaluate the student's progress

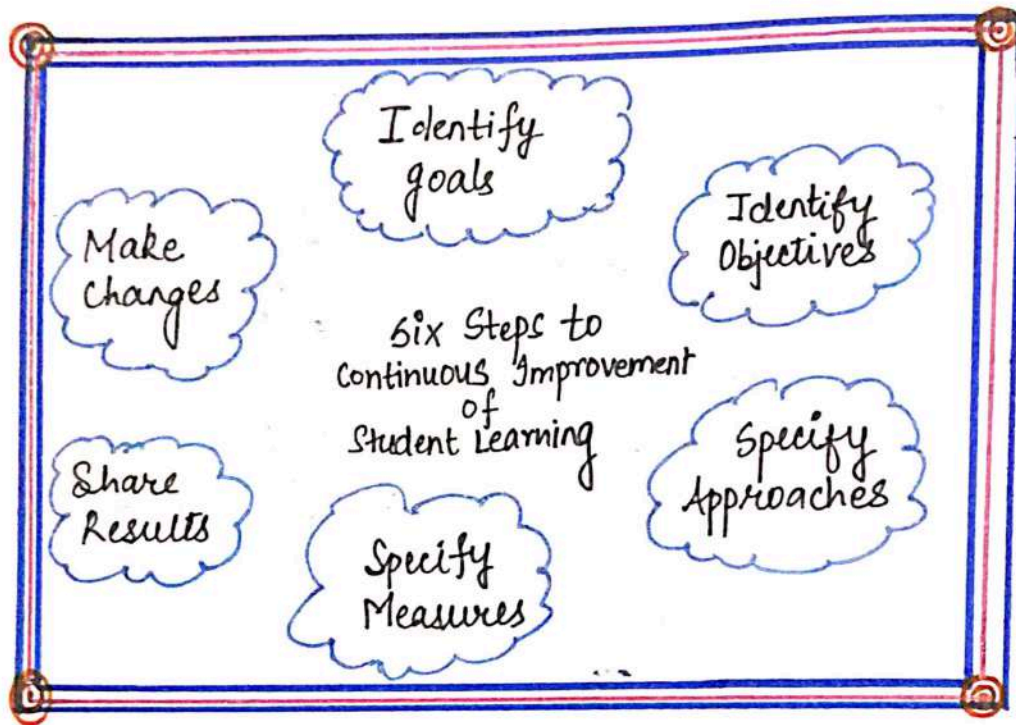
MEANING OF C.C.E

Comprehensive and continuous evaluation is an approach that aims at assessing attributes which cannot be assessed through one-attempt written examination.

It aims at making the students regular in studies. It provides enough flexibility and assessing all-round development of the child on a continuous process which is not possible through traditional system which is going on in our schools.

The main objectives of C.C.E are :-

- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievements through diagnosis and remediation.
- To maintain desired standard of attainment.
- To provide scope for self-evaluation.



There are three terms involved in the framework of continuous and comprehensive evaluation.

These are :-

COMPREHENSIVE + CONTINUOUS + EVALUATION

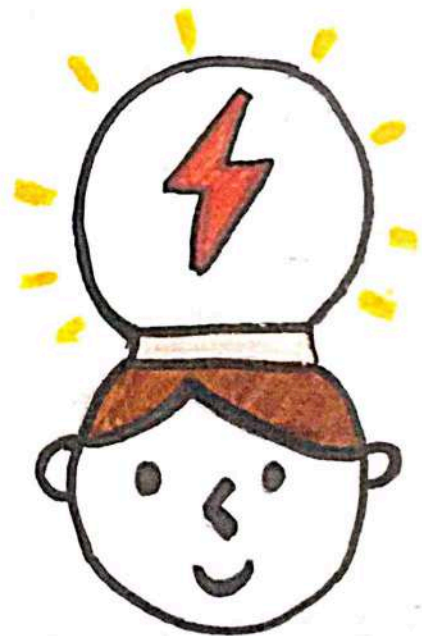
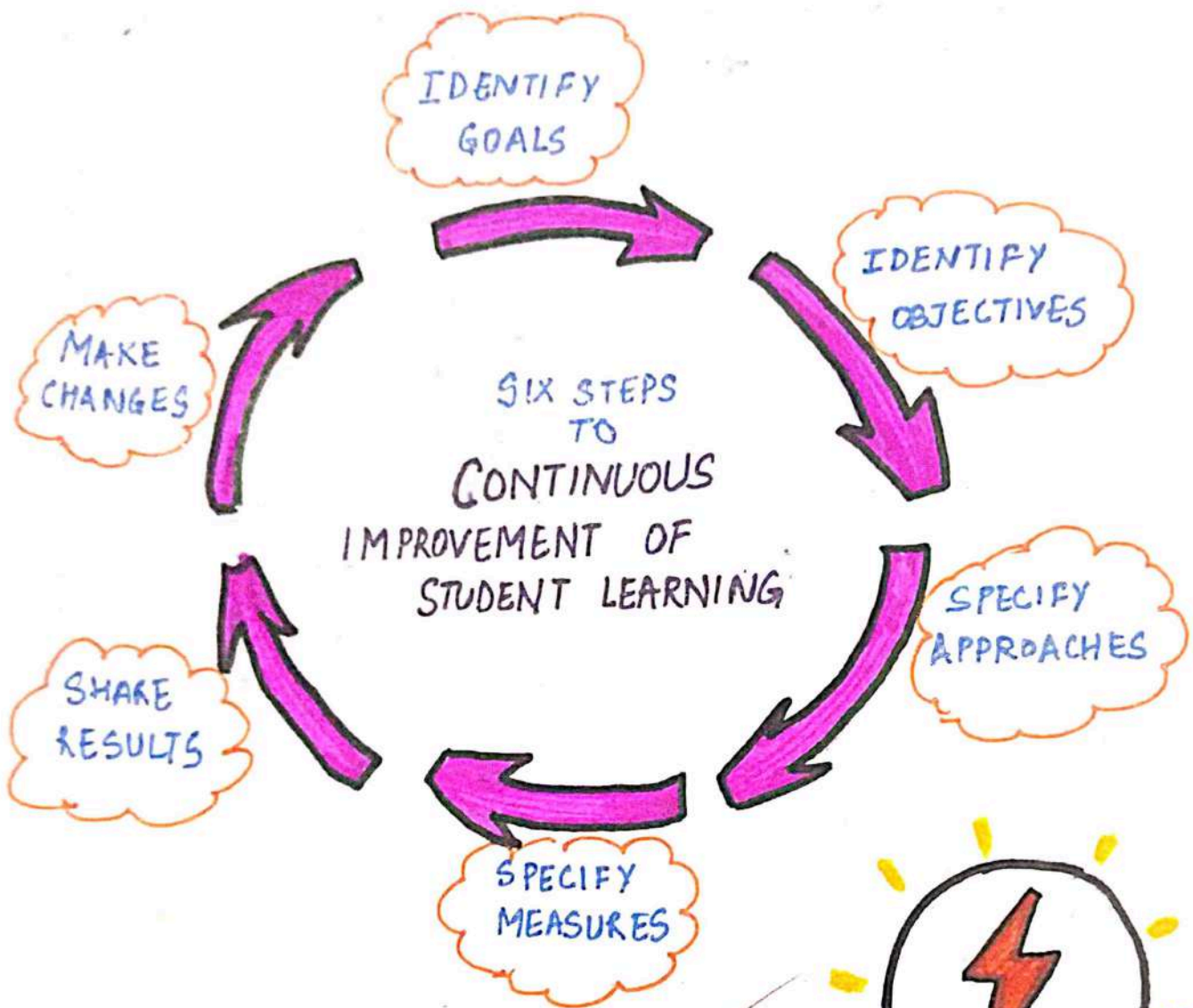
Both-Scholastic
and non-
Scholastic

Regularity in
assessment
throughout the
year.

Information
gathering, Judgement
making, decision taking

CONTINUOUS

The term continuous refers to regularity in assessment. The growth of the child is a continuous process. Therefore, it should be evaluated continuously which means that evaluation has to be completely integrated with the teaching and learning process so that the progress of the child can be evaluated regularly and frequently. It leads to the regularity in assessment throughout the year.

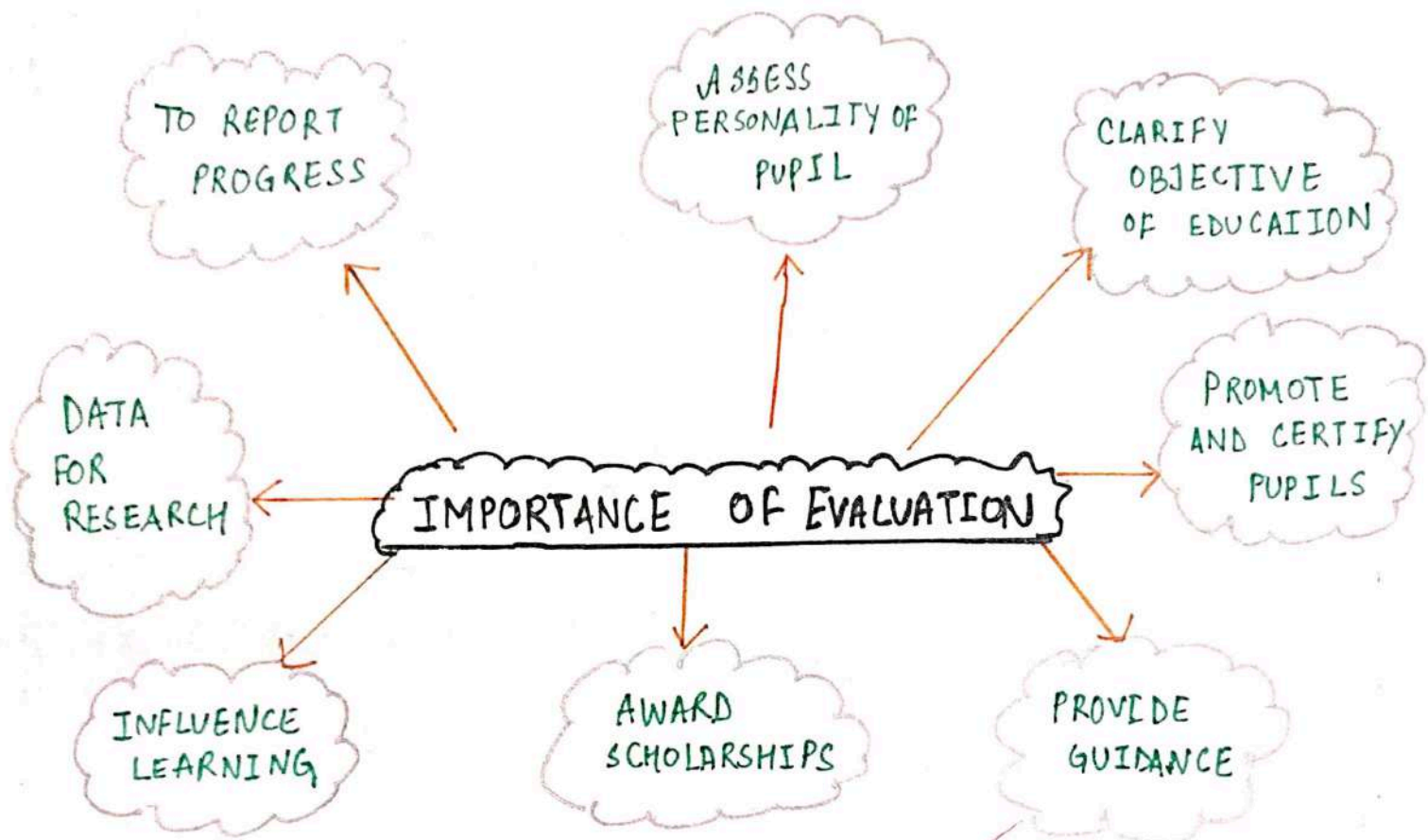


COMPREHENSIVE

The term comprehensive refers to both-the scholastic and the non-scholastic areas of pupil growth. The function of school is not only to build up the cognitive capacities of the child but also to develop his non cognitive capacities. This obviously can be measured when the evaluation is comprehensive. The comprehensive evaluation covers the whole language of student experiences in the content of total school environment which includes aspects like → physical, intellectual, social and emotional growth.

EVALUATION

Evaluation is the process of finding out the extent to which the desired changes have taken place in pupils. Therefore, it requires a collection of evidences regarding the growth or progress of the child. This information can be used for making decisions about pupil. Thus, information gathering, judgement making and decision



making are the three phases of the process of evaluation

- Daily Evaluation
- Weekly Evaluation
- Monthly Evaluation
- Half-yearly Evaluation
- Yearly Evaluation

Evaluation is very important for students. It evokes and persuades the students towards study more lively and comprehensively.

The system of teaching and evaluation brings the teachers and students near to each other and develops the sense of belief and better understanding in them. It makes them regular as every confined lectures in unit teaching has its own importance.

Though, this approach, a real and perfect ambience of teaching and learning process is developed.

OBJECTIVES

- ➔ To develop - cognitive, psychomotor and affective skills
- ➔ To lay emphasis on thought process and not on rote learning.
- ➔ To make education evaluation an integral part of teaching learning process.
- ➔ To use evaluation as quality controlling device to maintain teaching learning process.
- ➔ To make the process of learning and teaching a learner centered activity.
- ➔ To determine social desirability and effectiveness of a programme, decision about the learner.

FIRST TERM

TYPES OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION	MONTH	TERM WISE WEIGHTAGE
• FORMATIVE ASSESSMENT - 1	10%	APRIL - MAY	$FA_1 + FA_2 = 20\%$
• FORMATIVE ASSESSMENT - 2	10%	JULY - AUGUST	
• SUMMATIVE ASSESSMENT	30%	SEPTEMBER	$SA_1 = 30\%$

SECOND TERM

FORMATIVE ASSESSMENT-3	10%	OCT - NOV	$FA_3 + FA_4 = 20\%$
FORMATIVE ASSESSMENT-4	10%	JAN - FEB	
SUMMATIVE ASSESSMENT - 2	30%	MARCH	$SA_2 = 30\%$

TOTAL = FORMATIVE ASSESSMENT (FA)

$$FA_1 + FA_2 + FA_3 + FA_4 = 40\%$$

SUMMATIVE ASSESSMENT (SA)

$$SA_1 + SA_2 = 60\%$$

DIMENSIONS OF C.C.E

The C.C.E is an important attempt to shift from learning by rote to applying one's knowledge. The questions in the examination paper will not satisfy or simply be based on information but on the interpretation of concepts. So, "mugging up" will not be enough.

Under C.C.E assessment is carried out in two categories :-

Summative (weighted at 60%) and
Formative (weighted at 40%).

SUMMATIVE ASSESSMENT

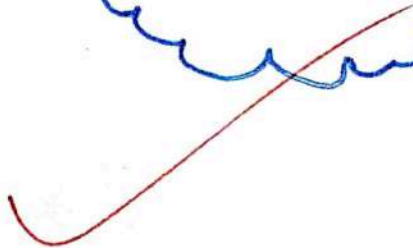
Summative Assessment will be conducted at the end of each term; will be largely performance based. This is divided into two categories :- Scholastic and co-scholastic areas.

SCHOLASTIC ASSESSMENT



FORMATIVE
ASSESSMENT

SUMMATIVE
ASSESSMENT



- Scholastic area assessment is based on student's knowledge of portions covered by the syllabus in various subjects. This also includes Physical Education, yoga, gymnastics and Folk arts.
- Co-scholastic area refers to life-skills indigenous sports, clubs, and other individual skills, including performing and visual arts.

FORMATIVE ASSESSMENT

Formative assessment is continuous and based on lateral thinking tests as well as the activities such as projects and group work or group discussions.

The written tests will fall under skill-based assessment. There are six tests for each type, in each type of subject and the best four performances are taken into consideration for the final grades.

It provides opportunity to the students to become master in the content area.

ACHIEVEMENT TEST

In teaching learning situation, achievement tests are most popular and commonly used techniques of measurement.

The basic question arises to answer, what achievement tests measures? The old concept was to measure the awareness of subject matter. Now, the emphasis is that achievement tests are termed as criterion test.

Achievement tests measures generally the learning outcomes or educational outcomes.

They may be classified in the following two forms :-

- The cognitive outcomes of education
- The non-cognitive outcomes of education.

Achievement tests assess the knowledge, ability and skills that are at the centre of direct instructions in schools.

TYPES OF ACHIEVEMENT TEST

Robert Glaser suggested measuring learning with the help of Achievement test / Criterion Test. Teaching is organised to generate learning situation in the classrooms to bring desirable behavioural change among the students.

Teaching learning objectives are attained by measuring the behaviours of the student.

The main emphasis is given on the behaviours related to the cognitive aspect. Two types of Tests are used for this purpose.

- 1.) Objective Type Test
- 2.) Traditional or Essay Type Test.

Achievement Test is a tool for assessing the accomplishment of an individual, it measures the product of an individual. It measures the product of learning of an individual.

POST ACHIEVEMENT TEST
TEACHING SOCIAL SCIENCE
CLASS-VI

MM: 20

INSTRUCTIONS

- The test is of 20 marks.
- Select only one OPTION

Multiple Choice Questions (MCQs)

1. *Who discovered India by sea route?*
- a) Christopher Columbus
 - b) Vasco da Gama
 - c) Marco Polo
 - d) Ferdinand Magellan
2. *Which of the following is the longest river in India?*
- a) Ganges
 - b) Yamuna
 - c) Brahmaputra
 - d) Godavari
3. *Which planet is known as the 'Red Planet'?*
- a) Earth
 - b) Jupiter
 - c) Mars
 - d) Venus
4. *Who wrote the national anthem of India?*
- a) Rabindranath Tagore
 - b) Bankim Chandra Chatterjee
 - c) Sarojini Naidu
 - d) Satyajit Ray
5. *Which state is known as the 'Land of Five Rivers'?*
- a) Haryana
 - b) Punjab
 - c) Gujarat
 - d) Rajasthan
6. *What is the capital city of Maharashtra?*

- a) Pune
- b) Nagpur
- c) Mumbai
- d) Nashik

7. *Which is the largest desert in India?*

- a) Sahara
- b) Gobi
- c) Thar
- d) Kalahari

8. *In which year did India gain independence from British rule?*

- a) 1945
- b) 1947
- c) 1950
- d) 1952

9. *Who was known as the 'Iron Man of India'?*

- a) Jawaharlal Nehru
- b) Subhas Chandra Bose
- c) Sardar Vallabhbhai Patel
- d) Bhagat Singh

10. *Which layer of the Earth is made up of solid rocks?*

- a) Core
- b) Mantle
- c) Crust
- d) Atmosphere

POST ACHIEVEMENT TEST

ANSWER KEY

1. b) Vasco da Gama
2. a) Ganges
3. c) Mars
4. a) Rabindranath Tagore
5. b) Punjab
6. c) Mumbai
7. c) Thar
8. b) 1947
9. c) Sardar Vallabhbhai Patel
10. c) Crust

LEARNING

MATERIAL

IMPORTANCE

Learning Materials in Teaching are crucial to the success of student's achievement. That is, instructional components of lesson planning in teaching depends upon the selection of teaching materials. These support student's learning and increase their performance quality. These are tailored to the context to which they are being used. So all the needs of students are considered.

OBJECTIVE TYPE TEST

These are new type of examinations. These are standardised and have high reliability and validity. These are used for prognosis as well as for diagnosis purpose.

It has the wide range and coverage of the content. The scores and its procedures is highly objective.

ESSAY TYPE TEST

These are the conventional tests or examination which are commonly used in our examination system. The essay type examinations are subjective in nature. These cannot be standardised. Though the essay type tests has serious weakness, but these can be eliminated from our examination as they have high utility. In this type, students are expected to answer in detail. An attempt is made to judge the student's ability of expressing creativity, style of writing, language in use, coherence and cohesion, etc.

PRE ACHIEVEMENT TEST
TEACHING SOCIAL SCIENCE
CLASS-VI

MM: 20

INSTRUCTIONS

- The test is of 20 marks.
- Select only one option for multiple choice questions.

1. *Who discovered India by sea route?*
- a) Christopher Columbus
 - b) Vasco da Gama
 - c) Marco Polo
 - d) Ferdinand Magellan
2. *Which of the following is the longest river in India?*
- a) Ganges
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10. *Which layer of the Earth is made up of solid rocks?*

- a) Core
- b) Mantle
- c) Crust
- d) Atmosphere

ACHIEVEMENT TEST

PERFORMANCE OF STUDENTS IN ACHIEVEMENT TEST

NO	MARKS OBTAINED	CLASSIFICATION	NAME AND SCORE OF STUDENTS						
			AMIT	AAYESH	DEEPAK	DEVYA	CAURAV	JAYA	KAVITA
1.	17-20	very good		18	18			20	
2.	15-17	Good				16	16		
3.	12-15	Above Average	14					14	
4.	10-12	Average							
5.	5-10	Below Average							
6.	0-5	poor							

SUMMARY

I have used the following learning materials to demonstrate the below stated topics for the English Subject :-

- Articles
- Types of Nouns
- Types of Pronouns
- Types of Verbs
- Types of Adjectives
- Types of Voices
- Parts of Speech
- Types of Sentences

TYPES OF SENTENCES

TYPES OF SPEECH

TYPES OF SPEECH

TYPES OF ARTICLES

OPTATIVE SENTENCE

ASSERTIVE SENTENCE

Types of Sentences

EXPLANATORY SENTENCE

INTERROGATIVE SENTENCE

"A", "an", "the" are known as articles

Types of articles

Definite articles:
the

Indefinite articles:
a, an

INTERJECTION

CONJUNCTION

NOUN

ADVERB

PARTS OF SPEECH

PRONOUN

PREPOSITION

VERB

ADJECTIVE

KINDS OF
ADJECTIVES

TYPES OF
VERBS

KINDS OF
PRONOUNS

TYPES OF
NOUNS

ABOUT SCHOOL

A school is an institution designed to provide learning spaces and learning environments for the teaching of the students under the direction of teachers.

Most countries have systems of formal education which is commonly compulsory.

In these systems, students progress through a series of schools. The name of these schools vary by country but generally include primary schools for young children and secondary schools for teenagers who have completed the primary education.

'Schools' are organised places, purposed for teaching and learning. The classrooms, where teachers teach and students learn, area of central importance. It is a place for instruction, learning and education. Here, instructions are given in a particular discipline.

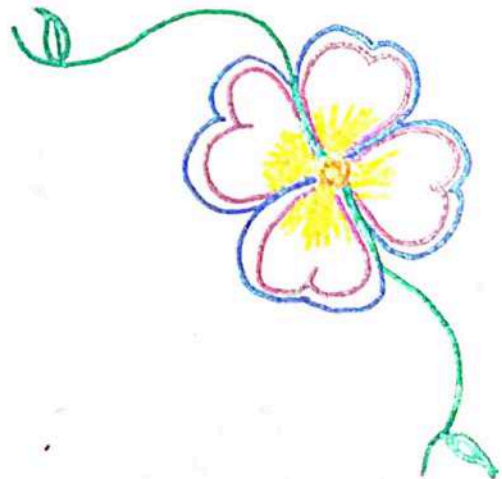
ABOUT SCHOOL

Swami Dayanand Vidyapeeth Gurukul School was established in 2006 & it is managed by the Prt. Unaided. It is located in Rural Area. It consists of grades from 1 to 12. The school consists of grades and it have an attached pre-primary

primary section. The school is co-educational. The school is not applicable in nature and is not using school building as a shift school. Hindi is the medium of instructions in this school. The school is approachable by all weather road. In this school, Academic session starts in April. The school has a private building. It has 11 classrooms for instructional purposes. All the classrooms in good condition. It has 2 other rooms for non-teaching activities. The school has a separate room for Head Master/Teacher. The school has a boundary wall. The school has electric connections and safe drinking water is through hand-pumps and it's functional. The school has 6 boys toilet, 4 girls toilet and are functional. The school has a playground, a library with 1680 books. The school has 10 computers for teaching and learning purposes.

THE BENEFITS OF AN ASSEMBLY WITH EXCELLENCE TO BOTH-INDIVIDUALS AND THE SCHOOL IN GENERAL HAVE ENORMOUS EFFECTS, INCLUDE :-

- Heightened awareness of the needs of the others.
- Greater Sensitivity to the feelings of others.
- Raised self-esteem.
- Good behaviour based on self-discipline.
- Potential to heighten consciousness.
- Development of spiritual intelligence
- Generating ethos that is calm, happy & purposeful.
- Raising achievement and standards.
- Contributing to develop personal autonomy and contentment.



ADDRESSING THE SCHOOL ASSEMBLY

A high quality school assembly is one of the most important aspect of a school's curriculum. It's potential to nurture a positive school areas that assesses care for the self, other and the pursuit of all forms of excellence should not be underestimated. It powerfully nurtures the development of interpersonal intelligence.

“ASSEMBLY”

An assembly is when the school community, or a part of it, meets together to share aspects of life that are of worth. It acts as a medium for communicating matters of significance from one generation to another.

“ROLE AND PURPOSE OF AN ASSEMBLY”

Our assemblies, which include our acts of worship are an important feature of our school life. They act as one of the main ways by which we create our positive reflection and promote our value-based education. I am grateful to all colleagues, who make a positive contribution. In fact all colleagues make a tremendous contribution through their presence and active participation. Pupils are very aware that all staff, by their positive attitude, involves themselves in assemblies acting as a role model for the pupils.

The leader of the assembly may also usefully reinforce the concept of the school as a community by telling groups that the

have done well. Referring to the positive examples of good behaviours or work creates a culture of success and high pupil self-esteem.

By involving the pupils by changing the tone of voice or one's physical position; pupil's interest is maintained, which is important as they appreciate assemblies which are spiritually nourishing.

The prayer or recollections at the end of the assembly should encompass the learning objectives of the assembly. Time is well spent working out. It need not to be long, for instance, helps us to make our love unconditional and give it to others often.

When the spiritual content of the assembly is present and relevant, then the adults are affected positively too.

ATTENDANCE CHART

School Swami Dayamuni Vidyapeeth Gurukul School

Class VI

Subject : English

Name & Roll	21/11	22/11	23/11	24/11	25/11	26/11	27/11	28/11	29/11	30/11	1/12	2/12	3/12	4/12	5/12	6/12	7/12	8/12	9/12	
1) Aditi Sharma	P	P	A	P	P	P				A	P	P	A	P		P	A	P	A	P
2) Amit Patel	P	P	P	P	P	P				P	P	P	P	P		P	P	P	P	P
3) Aman Singh	P	P	P	P	A	A				P	P	P	P	P		P	P	P	P	P
4) Arjun Kumar	P	P	P	P	P	P				A	P	P	P	P		A	P	A	P	P
5) Avish Khan	A	P	P	P	P	P				P	P	P	A	P		P	P	P	P	P
6) Debak Gupta	P	P	P	P	P	P				P	A	P	P	P		P	A	P	A	A
7) Divya Mehta	P	P	P	P	P	P		G		P	P	P	P	P		P	P	P	P	P
8) Gaurav Verma	P	P	P	A	P	P	S			P	P	P	A	P		P	P	P	P	P
9) Hrita Rao	P	P	P	P	P	P		U		P	P	P	P	P	S	P	P	P	P	P
10) Jaya Desai	P	P	P	P	P	P	U			P	P	P	P	A		P	P	P	P	A
11) Kaban Shah	P	P	P	P	P	P		R		P	P	P	A	P	U	P	P	P	P	P
12) Kavita Jashi	P	A	P	P	P	P	N	U	A	P	P	P	P		P	P	P	P	P	P
13) Manisha Khande	P	P	P	P	P	P				P	P	P	P	P	N	P	P	P	A	P
14) Meera Reddy	P	P	P	P	P	A	D	N	P	A	P	P	P	P		P	A	P	P	P
15) Mohan Tiwari	P	P	P	P	P	P				A	P	P	P	P	P	D	P	P	P	P
16) Neha Singh	P	P	P	P	P	P	A			P	P	A	P	P		P	P	P	P	P
17) Nikhil Sharma	A	P	P	P	P	P		N		P	P	P	P	P	A	P	P	P	P	P
18) Pooja Patel	P	P	P	P	P	P	Y	A	A	P	P	P	P	P		A	P	P	A	P
19) Prakash Sini	P	P	A	P	P	P		K		P	P	P	P	P	Y	P	P	P	P	P
20) Rahul Gupta	P	P	P	P	P	P				P	P	A	P	P		P	P	P	P	P
21) Ravi Sharma	P	P	P	P	P	P		J		P	P	P	P	P		P	P	P	P	P
22) Rina Das	P	P	P	P	P	A		A		P	P	P	P	P		P	P	P	P	P
23) Rihan Deshpande	P	P	P	P	P	P		Y	A	A	P	P	P	P		A	P	P	P	P
24) Sagar Jain	P	P	P	P	P	P		A		P	P	P	P	P		P	P	A	P	A
25) Shweta	P	P	P	A	P	P		N	P	P	P	P	A		P	P	P	P	P	P
26) Varun Singh	P	P	P	P	P	P		T	A	P	P	P	P		P	P	P	P	P	P
27) Vishal Kapoor	P	P	P	P	P	P		I		P	P	P	P	P		P	P	P	P	P

MAINTENANCE OF ATTENDANCE REG.

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents are responsible for forming the regular attendance of students, while schools are logically responsible for the regular attendance of their children, school staff as well as part of their duty of care, monitor part or whole day absences.

This document supports the School Attendance Policy (2010) and applies to all NSW Government schools, excluding pre-schools. It replaces Students Attendance in Government School Procedure (2006).

The school attendance register should reflect the highest professional standards which provides schools and the community with information on the entitlements, requirements and procedures for the enrolment of students in school.

PARENTS ARE RESPONSIBLE FOR

- ↳ Enrolling their children of compulsory school age in a government or registered non-government school or registering them with the Board of Studies for home schooling.
- ↳ Ensuring that their children attend school regularly.
- ↳ Explaining the expenses of their children from school promptly and within seven days to go to the school.
- ↳ Taking measures to resolve attendance issues of the children.

School Attendance records must include :-

- ↳ A register of Admission to be retained permanently
- ↳ Notes and Records of verbal explanations for absences from parents
- ↳ An attendance register to be retained for three years.
- ↳ In secondary schools, a record of the attendance of each lesson, to be retained until the end of the school year.
- ↳ The student record and detailing the number of absences each year to be retained for seven years after the students have left.
- ↳ Record of certificates of exemption from the attendance and enrollment must comply with requirements at statement.

RESPONSIBILITIES OF SCHOOL STAFF

- ↳ Providing a caring teaching and learning environment which fosters student's sense of well-being and belonging to the school community.
- ↳ Providing clear information to the students and parents regarding attendance requirements.

RESPONSIBILITIES OF PRINCIPAL

- ↳ Schools should develop a suitable procedure for recording the attendance of students at each lesson.
- ↳ The school discipline policy addresses attendance issues including tenancy.
- ↳ Parents and students are regularly informed and updated about attendance requirements.

A
SCHOOL "TIME TABLE"
SHOWS :-

- ↳ Hours of Work
- ↳ Rooms being used in a certain period.
- ↳ Teachers at work and at rest.
- ↳ Recreational Time.
- ↳ Time of Morning Assembly.
- ↳ Time of Roll call.
- ↳ Time of Curricular activities.
- ↳ Class engaged in games
- ↳ Play-ground being used.

PREPARATION OF SCHOOL TIME TABLE

Time Table is a very important framework, and the school authorities should devise it very carefully so that the time of students and teachers is utilised to the maximum and they derive the greatest advantages from the resources of the school.

In the school, Time Table is a schedule which tells what work is being done during which period, by whom it is being done.

IMPORTANCE OF TIME TABLE

- ↳ It eliminates wastage of time and energy
- ↳ It prevents duplication and overlapping.
- ↳ It ensures due attention in every subject and activity.
- ↳ It brings system into school life.
- ↳ It ensures equal distribution of work among teachers.
- ↳ It helps in adjusting school work according to the needs of the pupils.
- ↳ It helps in arrangement of free periods.
- ↳ It develops moral values and other good habits.
- ↳ It promotes school discipline.
- ↳ It adds to the efficiency of the school by maximum

Name of School Swami Dayamuni Vidyapeeth Gurukul School

Class : VI

TIME - TABLE

Day	I	II	III	IV	V	VI	VII	VIII
MON	Hindi	Maths	S.S.T	IT	ENG	SCI	SKT	SKT
TUE	Hindi	Maths	S.S.T	IT	ENG	SCI	SKT	G.K
WED	Hindi	Maths	SS.T	ART	ENG	SCI	SKT	G.K
THU	Hindi	Maths	SS.T	ART	ENG	SCI	SKT	G.K
FRI	Hindi	Maths	S.S.T	LB	ENG	SCI	SKT	Maths
SAT	Hindi	Maths	SS.T	Games	ENG	SCI	SKT	Maths

utilisation of existing resources.

TYPES OF TIME TABLE

On the basis of the master time table, a class teacher prepares the time table for the class & it is put in every classroom. This is known as the class time table.

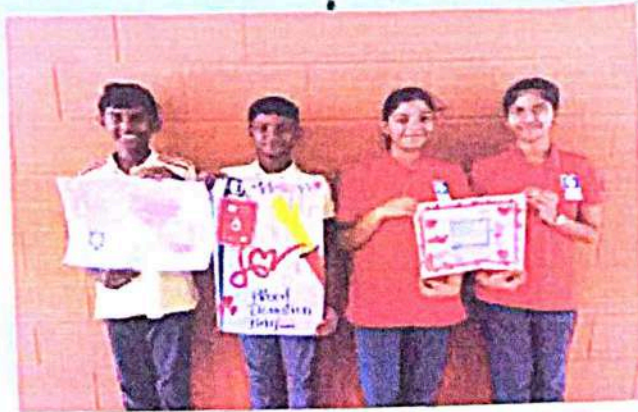
MASTER TIME TABLE

In this Time Table, a complete, correct and comprehensive picture of the entire school programme. It is a consolidated form of class time tables and teacher's time table.

This time table is generally meant to be used by headmaster.

CLASS TIME TABLE

This time shows the daily programme of a class, i.e. distribution of subject with teacher for each class. It also indicates the breaks and the periods for games.



SOCIAL ACTIVITY

BLOOD DONATION CAMP

The blood donation camp was organised. The school was the part of social activities. The event was inaugurated by our honourable Director. The director addressed the audience regarding the importance of donating the blood. One of the doctors also addressed the audience saying that the blood donation does not weaken the people and also talked about the facts and myths related to it.

BETI BACHAO BETI PADHAO

Under the scheme of "Beti Bachao, Beti Padhao" an event was organised in the school. The event began with a speech given by the principal regarding the significance of the scheme. The event was followed by a string of activities such as speech composition, poster making competition, rallies, essays writing etc. The whole event was informative.

SWACHHA BHARAT ABHIYAN

"Swachha Bharat Abhiyaan" awareness campaign was organised in the school to make the children aware about the need, and importance of cleaning our surroundings. Not only the children, but the staff members also participate on the platform of this event. The students cleaned their classroom, playground and considered with full determination. Everyone enjoyed of the same time.



CULTURAL ACTIVITY

LOHRI

On the occasion, both children and teachers gathered in the school play field, where bonfire was lit. Folk songs are played to make the mood and soon everybody joined in the energetic rhythm. Popcorns and Gajak were distributed among the children and staff - The whole gathering enjoyed the folk songs and dance performing by students.



REPUBLIC DAY

Republic Day was celebrated by the staff and students of the school - Swami Dayamuni Vidyapeeth Gurukul School. The head of chair of educational institutions hosted by the flag of our nation and spoke to the gathering about the sanctity of the occasion and the role played by the national constitution makers. School principle threw light on various tasks to be undertaken by the present students.



CHRISTMAS

Christmas was (24th December per school working days) celebrated in high spirits.

The school staff and the children, everyone were very excited, Christmas tree was decorated by some students and a group of students sang carols - the whole gathering was enjoying. The joyous environment. The principal addressed by the children regarding the importance of the festival. Sweets were distributed by Santa Claus.



BASANT PANCHAMI

On the celebration day, following the puja, the joyous distribution of Prasad takes place, sweets and fruits, blessed by the divine presence of Saraswati, are shared among all, symbolizing the sweetness and abundance that knowledge brings to our lives. This moment is not just a culinary delight but a shared experience of unity and gratitude. The students prepared various dances and songs and everyone enjoyed every bit of it.



Topic _____

Date _____

SCHOOL REPORT

Name of the School : Swami Dayamuni Vidyapeeth Gurukul School

Name of the Principal : Mr. Lovely Behl

Location : Haryana (Bhiwani)

Area : 8 Acres

Subjects for: VIth and VIIth Hindi, Maths, S.S.T, IT, Art, English, Sci, Skt, G.K, Games

Subjects.

Facilities : ↳ Auditorium Room

↳ 11 Classroom

↳ Library Room

↳ Hand Pumped drinking water

↳ 10 computers.

Interactions → : The interaction with the whole school faculty was good. Each & every staff members showed collaborations.

Interactions with teachers → : The experience of interaction with teachers was good. They cooperate with each other in case of any need. They tried to adjust with each other in case of any requirement. The faculty was destined.

Interactions with students → : The students were disciplined. They showed respect towards the teachers. The orders were immediately fulfilled by the students.

SCHOOL REPORT

POE Assessment

Post -
Assessment

POST ACHIEVEMENT TEST
TEACHING SOCIAL SCIENCE
CLASS-VI

20
20
u.good
MM: 20

INSTRUCTIONS

- The test is of 20 marks.
- Select only one OPTION

Multiple Choice Questions (MCQs)

1. *Who discovered India by sea route?*

- a) Christopher Columbus
- b) Vasco da Gama
- c) Marco Polo
- d) Ferdinand Magellan

2. *Which of the following is the longest river in India?*

- a) Ganges
- b) Yamuna
- c) Brahmaputra
- d) Godavari

3. *Which planet is known as the 'Red Planet'?*

- a) Earth
- b) Jupiter
- c) Mars
- d) Venus

4. *Who wrote the national anthem of India?*

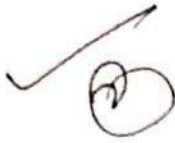
- a) Rabindranath Tagore
- b) Bankim Chandra Chatterjee
- c) Sarojini Naidu
- d) Satyajit Ray

5. *Which state is known as the 'Land of Five Rivers'?*

- a) Haryana
- b) Punjab
- c) Gujarat
- d) Rajasthan

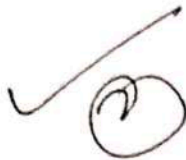
6. *What is the capital city of Maharashtra?*

- a) Pune
- b) Nagpur
- c) Mumbai
- d) Nashik



7. *Which is the largest desert in India?*

- a) Sahara
- b) Gobi
- c) Thar
- d) Kalahari



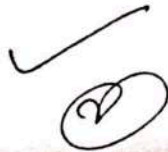
8. *In which year did India gain independence from British rule?*

- a) 1945
- b) 1947
- c) 1950
- d) 1952



9. *Who was known as the 'Iron Man of India'?*

- a) Jawaharlal Nehru
- b) Subhas Chandra Bose
- c) Sardar Vallabhbhai Patel
- d) Bhagat Singh



10. *Which layer of the Earth is made up of solid rocks?*

- a) Core
- b) Mantle
- c) Crust
- d) Atmosphere

