

PROJECT FILE

Practical Note-Book

SCHOOL BASED ACTIVITY

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Board Roll No.

Class *10th*

Subject *Self Study*

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A. DEVELOPMENT OF CCE

Concept of Continuous & Comprehensive

Evaluation

Evaluation is the process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. It involves information gathering, information processing, judgement forming and decision making. In recent years there has been a growing concern for improving the quality of achievement of students at elementary level. In this context the NPE 1986 recommended that minimum level of learning (MIL) be laid down at each stage be taken to ensure that all students achieve this minimum level of learning. As a follow up the MIL for each subject from class I to V were started in terms of competencies. Each Competence constitutes an expected performance target that leads itself to criterion testing which is continuous and competency based. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not the learners have mastered the competencies or not.

It is a very well known fact that usually evaluation is done to measure the knowledge and understanding outcomes. The evaluation of non-cognitive aspects like attitude appreciation, interest, personal and social qualities of students are seldom carried out. The report of the level of learning and the national curriculum framework of school education have specified certain personal and social qualities that need to be developed in children. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of learning-learning process, efficiency and accountability. Continuous and comprehensive evaluation.

Characteristics of CGE

Continuous and Comprehensive evaluation in students school based on evaluation in which all aspects of students is included.

Cont. and Comprehensive evaluation's continuous aspect pays attention on continuous evaluation and periodically.

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3.
4.
5.
6.
5.

Cont. means students evaluation at the beginning
no. of hrs education and evaluation during
teaching period.

The concept of periodicity should not be taken
in negative sense, that is to conduct more
and more tests.
This should not be taken as burden by student &
teacher.

In CCE, the term Comprehensive takes into acco-
unt. The assessment of the all round development
of child's personality. In this scholastic and co-
scholastic aspects of assessment are included.

Assessment of education field is done informally
as well as formally continuously and periodically.
Diagnostic evaluation is done at the end of the
unit.

Role of teacher in CCE

During students learning period, teachers plays an
important role. It is expected and desired standard
of the teachers have the best understanding of
assessment technique and process.

In Assessment Process

- Previous knowledge
- Level of understanding

• Assessment of learning process are included. This assessment helps in improving teaching - learning process.

Frequent testing is Necessary

Different techniques and apparatus can be used for conceptual clarity, without depending on paper-pencil. These apparatus provides opportunities in abilities, learning style and skills.

Students should be encouraged to give answers by alternative/untraditional method.

Wrong answers can be used to analyse the level of child's understanding.

The friendly atmosphere of the class reduces the fear of Assessment.

Only on the basis of final result to assess the child's ability is not a good idea, the decision should be process based.

The criteria for Assessment should be shared with learner and parents. It will help them to explain that what is expected from them.

To motivate students and parents and for their involvement, the result of assessment should be communicated them by proper method or in proper ways.

Such activities should be involved which involve instead of numerical efficiency conceptual clarity.

Why to use CCE?

Improve learning: A major problem in learning is low performance levels of pupils in school. NCF, 2005, emphasizes the learner-centred instructional approach in their view of raising the performance level.

To know what students know and can do:

It is important that teachers must know what his students learning from his lectures and carry on by that base. Asking frequently questions and making a topic explained twice it will help the students to learn and understand better. If teacher know what are their weak points & strong point.

No One left behind: Teachers should have an eye on everyone, each student must be

observed on their basis and should give a more reliable study which would

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help a student to step up. If a student is unable to learn in the classes, he/she must be help with remedial class.

→ **Improve teaching-learning process:** - Classroom assessment helps provide feedback to students brings about improvement in learning as well as teaching. The information helps to identify the problems in teaching whether the teaching of that particular topic would be effective and helps to modify teaching-learning activities when assessment and instruction are effectively in enables teacher to meet individual learning needs in time.

→ **Remediation and enrichment:** - Continuous assessment as a diagnostic tool enables both teachers and learners to understand the areas in which they are falling behind and take corrective measure.

→ **Feedback to students and Parents:** - Through CCE the relationship of teachers with students and parent become stronger. They come to know not just about the level of their children but also about how the teacher will be helping the learners to overcome the difficulty and how they can also contribute towards it.

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Evaluation: - The teacher will be able to evaluate a learner's overall progress at the end of the Academic year after going through the frequent continuous assessment outcomes.

Comprehensive Evaluation: - The comprehensive component of CE takes care of assessment of all round development of the child's personality.

When to Assess?

Cont. Assessment has to frequently during the school years as a part of regular teacher-learner interaction to knowledge, understanding skills attained by learner. It has to be integration into the teaching-learning process.

How to Assess:-

Teachers Administer assessments in a variety of ways over time to allow learner to observe multiples tasks and to collect information about what pupils know, understand and can do. It can be use to promote learning.

Designing Assessment:-

Assessment must be designed to reflect the variety of learning indicators expected from a given topic/subject teachers may resource to the

Assessment, peer assessment and their own assessment

Self Assessment:-

Students themselves should be taking responsibility for reflecting and monitoring their own learning progress. The learner should be able to state

Strengths - Areas in which I am confident.

Peer Assessment:-

Effective feedbacks based on the specified criteria benefits both the students who gives the feedback and the students who receive it. The student should be able to target to work down.

- Strengths of the Peer
- what he/she needs to improve upon

Teacher Assessment:-

There is need not only evaluate students strengths and difficulties but also should construct appropriate tasks and supports and use strategies that enables students to learn. Teachers must also be aware of the learning differences and disabilities that are present in the inclusive classroom the Assessment has to be development as it's self. to identify difficulties and find out strategies that helps to redress them.

- Strength of the student
- Things which require improvement
- Measures to overcome the difficulties

Methods to Assessment :-

Various Assessment tasks can be given to the learners to find out what they know and can do. This helps the teacher in knowing whether the learning-outcomes have been achieved. Differentiated Assessment and forms of testing to provide a more comprehensive and more valid assessment of Pupils ability, practical skills of presenting reports, Analytical

→ Assessment of Performance :-

While Assessment performance at times the process itself is important. eg. - debate discussion, Role play etc.

→ Assessment of Written Responses :-

Assignment / Project / posters, stories, Notebooks etc.

→ Assessment of Oral :-

Students learning can be assessed oral through interaction with them by way of asking question during instruction, observing students as they participate in group discussion, debates etc.

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Purpose of classroom Evaluation:-

General testing and specifically other evaluation method can be categorised in reference to functional roles the functional role of evaluation process work in a sequence of well defined set on the basis, evaluate process can be categorised into the categories English medium school the understand the concept but not experience them because of huge linguistic difficulty.

Summative Evaluation:-

After finishing and implementing an education plan to evaluate its desirability is summative evaluation the aim of such evaluation is to know whether a scheme should be continued or not and to find out which of the several alternatives should be continued and which should be left out summative evaluation generally done by teacher made achievement test, oral objective and subjective paper, panel tests. In this other different factors can be included i.e. laboratory work, project work, peer assessment and open ended questionnaires.

Areas Under CCE:

Scholastic Areas

Primary I & II :- Observation - Day to day observation

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Oral :- Oral questions by teachers

Written :- Question paper at the end of diagnostic test.

Recording - after the test

III, IV & V : **Oral** :- Oral question, Unit wise.

Written :- Question paper, Assignment, Monthly Project, Terminal, Diagnostic, Recording after the test, Activity / Experiment.

Upper Primary VI to VIII : **Oral** :- Oral question unit wise

Written :- Question paper, Monthly

Practical :- Assignment, Project, Activity, Diagnostic, Recording after the test

Secondary IX & X :- **Viva** - oral question

Written :- Question paper, Unit wise.

Practical :- Project, Practical, Recording after the test.

Higher level XI & XII :- **Viva** - Viva voce, Oral question.

Written :- Practical, Question paper unit wise.

Practical :- Project, Assignment

level classes Techniques tools

Practical, Recording after the test

Oral Question Activity

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Co-Scholastic Areas

Co-curriculum activities Personal Social Qualities Incl-
-ding Attitudes & values.

1.	Literacy	classroom
i)	Reading / Recitation	Cooperation.
ii)	Debate / Speech Making.	Punctuality / Regularity / Discip
iii)	Creative Writing	Environmental stability
2.	Leisure	Environmental Responsibility
i)	Club Activities.	Diligence.
ii)	Nature Study	Environmental Awareness
iii)	Computer Literacy	Tolerance.
3.	Artistic	Appreciation of good qualities
i)	Drawing	Leadership.
ii)	Painting	Truthfulness
iii)	Embroidery	Patriotism
iv)	Craft	Social Service.
4.	cultural.	Respect for elders / others
i)	music	Protection of environment
ii)	Performing Arts.	Protection of cultural heritage.

Range of Connections across different spheres of
Life.

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Need and Importance of learning materials.

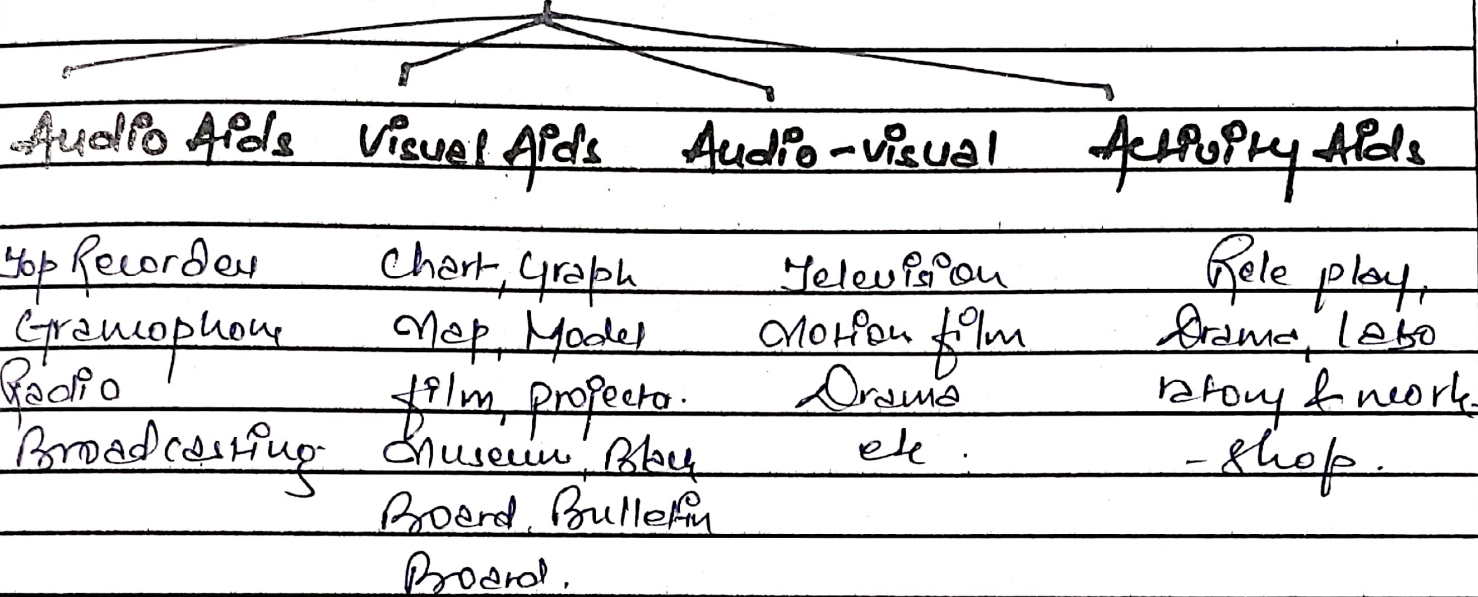
In teaching learning process audio-visual aids are of immense value with help of these aids teaching become more lively and effective. Kothari Commission has strongly urged the use of audio-visual aids teaching aids to every school is essential for the improvement of the quality of teaching. It would independent educational revolution in the country. There is no doubt that the teaching-learning process becomes more learner if these aids are used in classroom. The following points highlights the importance of teaching aids:-

- Helpful in creating interest-
- Helpful in reducing verbalism
- Audio-visual aids bring reality in the classroom
- Helpful in bringing concentration.
- Supplementary to direct experience
- Helpful in developing various skills.
- Meet the individual - difference requirement-
- Expansion in curriculum
- Learning becomes fun.

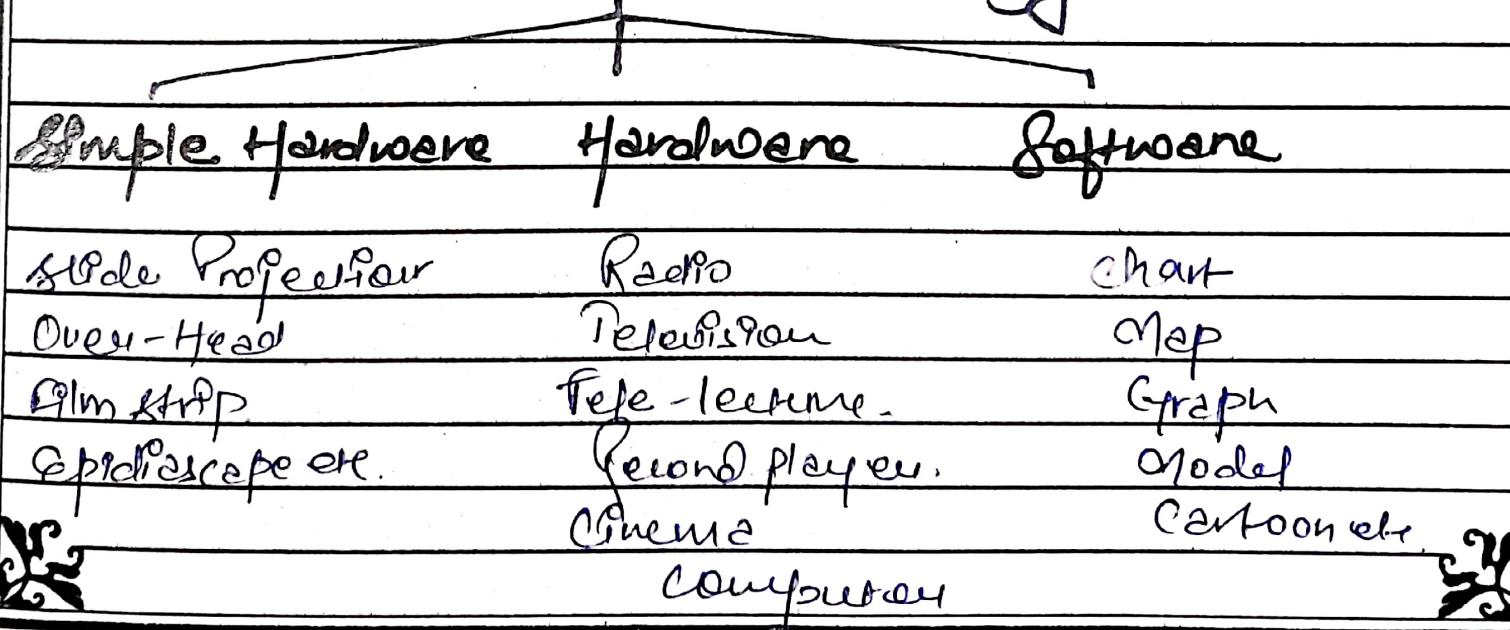
Classification of Learning Materials

Learning materials can be classified in two forms. On basis of senses and on the basis of technology.

Based on Senses



Based on Technology



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How to develop and produce simple learning material with limited resource

Steps to develop learning material

1. Identification of Problem & need.
2. Analysis of the Problem
3. Identification of need and motivating factor
4. Persuasion tactics.
5. Objective setting.
6. Selection of the topics.
7. Format selection.
8. Content-arrangement
9. Script visual
10. Editing-
11. Testing
12. Revision.

Ways to develop simple learning materials

Against this background on meaning, rationality and clarity of learning material the topic collaborates on a few tips for using different forms of possible communication. Format to facilitate learning in the communities. A good facilitator can always use such cases as a resource for developing learning materials that suits the community.

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Visual Formats:-

Use of clip arts pictures/illustration:- A collection of illustration which is common topic such as health education, natural environment of education. The clip art is imported in comp. to produce a computer training material as per the requirement of material as desirable in the absence of computer.

Stick pictures:- Stick pictures are simple to illustrate. You do not be an artist to be able to draw in this style. The point is just to convey the message.

Opportunities using Magazines:- Printed material could be a great resource for developing learning materials. There are always some kind of printed materials like newspaper and magazine available in community. With a bit of mobilization of learner of participants, there is always the possibility of collection of old magazines with pictures that can be used for creating learning material.

Use of local material:- As such product is always take among the participant or in a classroom situation. We will find different skills in learning and visual. It is only a matter of identifying them. As for the quality output, the illustration

the content do not have to sound at the beginning.

Simple duplication Method (Audiograph): - Audiograph is a simple device for making copies of printed material learning level. The copies can easily be made at small cost and this method has proven to be extremely useful.

Use of local traditional Media for learning: - Asian community there is a rich culture heritage of music song and dances. They have been extremely transparent the societies and communities in the region. These measures have used to pass on the messages on different mediums. The mediums have been used to communities in disguised forms.

List of some important learning Aids

Chalk Board / Black Board: - chalk board is the commonest and cheapest aid that can be used without any difficulty in the classroom. It is an important and easily equipped class room containing a chalkboard, an integral part of any class

Pictures:- Pictures occupy an important place in visual aids. Pictures are used extensively in the learning of languages. Children by nature like picture. Following are the type of pictures:-

Picture Post Cards

Snap shots.

Wall - pictures.

Cuttings from newspaper & magazine.

Radio:- Radio is a audio aid. It can be used in no. of ways for teaching. English listening and speaking skills of the students can be developed with the help of Radio.

Television:- Television is a major audio-visual aid. It appeals to both hearing and sight senses. It is the most modern visual aid which has gain popularity in the world. It has become powerful mean of communication through out.

Film and film strips:- Film and film strip are very useful aids for teaching. The film refers to the celluloid material on which images are imprinted. The films are very useful aids which may be used in teaching.

Overhead Projector (OHP): OHP is a very helpful teaching aid. It is quite an advanced type of teaching aid. It is used for projecting of the transparency on the screen.

Maps: Map can be used mostly in Geography and History. Ready made maps are available in the market but if the teacher used the self made map before the pupils, it would be more effective. The title of map and other symbols used be written on map. The map should be clear and attractive.

Graphs: Uses of graph in Geography, History and Mathematics has special importance. It helps in studies. For eg:- The comparative study of rainfall or food grains production during the last 10 years are done very conveniently with the help of graphs.

Gramophone and Linguaphone: The tape-recorder, Gramophone and Linguaphone are also important audio aids in education. Gramophone educates the pupils in music while they can be taught in language with the help of Linguaphone. But even then, these devices gramophone and Linguaphone can not replace a teacher. After the use of Gramophone and Linguaphone teacher's specification is very essential. This removes pupils various doubts.

Achievement test

The main focus of education process is to improve the performance or learning of the students. The learning outcomes of the students are measured with the help of their achievement or performance. Performance achievement is the process of measuring the terminal behaviour of the students at the end of instruction. The achievement tests are controlling process for teaching learning activities in the achievement test main emphasis is often on content coverage or course.

Achievement Tests measures

Generally achievement tests measure the learning outcomes or educational outcomes. They may be classified into two forms:-

The cognitive outcomes of education

The non-cognitive outcomes of education.

The Cognitive Outcomes of Education

They are recently discovered and grouped into six major classes. The knowledge is clearly the business of scholarship the cognitive mastery is the central purpose of education. The goal of education is to provide substantive knowledge.

Assignments of grades: Standardized achievement tests are more often use to assign course grade.

an special programme in government industries and training courses.

Promotion to next class :- In education, in institutions, students are promoted to higher class on the basis of achievements test scores. In some govt. service promotions for next higher post is done on the basis of test score.

Classification of Individuals :- Achievement test are often use to classify students into special courses, curriculum with in school high school or college.

Counselling and Remedial Teaching :- Achievement test are very useful to the school psychologists and the clinical psychologists in the understanding the school difficulties of particular child. Achievement test are used to indicate the school programme and effectiveness of learning situation.

Vocational Guidance :- Achievement tests are used in vocational guidance must be evaluated at.

School Record

My residential practice of Bred held in this school is for about 2 year from my house. It's established in 1976.

At this time its Principal is Sh. Ramesh Nivasa Yadav. It has 30 members in them 12 men, 18 women.

Total students in this school are 845

The result of 10th class in school is very good.

There is big playground in the school.

There is a computer lab in which students are taught by eduset medium

There is a science lab in which students get practical knowledge

There is a availability of extra classes after school through

There is a good facility of drinking water

Morning Assembly Report

The school timing - was from 9:00 am to 3:30 pm

The students have to arrive in school at the right time

Prayer bell rings.

P.T.I make the students line straight

Firstly they ring Gayatri Mantra & after that they start prayer

The children sing national anthem after finishing the prayer.