

AASTHA SHIKSHA KENDRA

SCHOOL BASED ACTIVITIES



**PRACTICUM
FOR
B.ED. CLASS**



KAMAL PAPER PRODUCTS

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INDEX

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Sr. No.	Topic	Page No.	Date	Teacher's Sign Remarks
1.	Introduction of Evaluation	1-2		
2.	Types of Evaluation	3-5		
3.	C.C.E.	6-7		
4.	Meaning of C.C.E.	8-11		
5.	Objective of C.C.E.	12		
6.	Dimensions of C.C.E.	13-15		
7.	Achievement Test.	16-21		
8.	Learning Material	22-23		
9.	Meaning of School	24		
10.	About School	25		
11.	Addressing the School Assembly	26-27		
12.	Maintenance of Attendance Register.	28-30		
13.	Preparation of School Time Table.	32-34		
14.	Social Activities	35		
15.	Cultural Activities	36		
16.	School Report.	37-38		



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 answered in all the sphere of life. It includes all activity of academic and non academic curriculum.

According to Rahe Krishnan commission, "If examinations are necessary a through reforce of these is still more necessary."

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

A comprehensive programme of evaluation includes:-

Evaluation of Academic Subjects.

Evaluation of Skills.

Evaluations of Physical Development.

Evaluations of Social Development.

Evaluations of Moral Development.

EVALUATION



ASSESSMENT



ANALYSIS



PERFORMANCE



IMPROVEMENT



RESULTS



FEEDBACK

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

Physical development

Social development

Moral development

Intelligent development

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

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

Educational Objectives

Learning Experiences & Behaviour changes

Evaluation procedures.

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

EVALUATION



ASSESSMENT



ANALYSIS



PERFORMANCE



IMPROVEMENT



RESULTS



FEEDBACK

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 evidence regarding growth or progress so that this information can be used for decision making. Thus, information gathering, judgements and decision making are the three bases of the process of Evaluation.

Evaluation is done at 2 levels:-

1. Formative Level
2. Summative Level

FORMATIVE EVALUATION

It takes place during the formative years of the students. It implies evaluation of pupils during instructions. It takes into account smaller and independent units of curriculum.

SUMMATIVE ASSESSMENTS

- State Assessments
- District Benchmarks
- End of Unit
- Standard-based Assessments

FORMATIVE ASSESSMENTS

- Quizzes
- Observations
- Homework /
Classwork.
- charts, Venn
Diagrams.

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 test are used to make objectives in view. Evaluation procedure are devised that they measure pupils' achievement in terms of educational objectives.

SUMMATIVE EVALUATION

Blooms, Thomas and George in their written handbook of formative and summative evaluation of students learning write, "Summative evaluation is the type of evaluation, used at the end of term, course or programme for the purpose of grading, certification, evaluation of progress or research on the effectiveness of curriculum course case of or educational plan. From 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 realized.

TYPES OF SUMMATIVE

INTERMEDIATE : It is concerned with more direct, less, generalised and less transferable 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.



INTRODUCTION OF COMPREHENSIVE & CONTINUOUS EVALUATION

Comprehensive and continuous Evaluation is an Education System newly introduced by Central Board of Secondary Education in India by Minister of Human Resources and development, Shri Dattamendee Pradhan for students of sixth to Tenth grades.

The main aim of CCE is to provide 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 examination 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 CCE method is claimed to bring

enormous change from the traditional chalk and talk method of teaching.

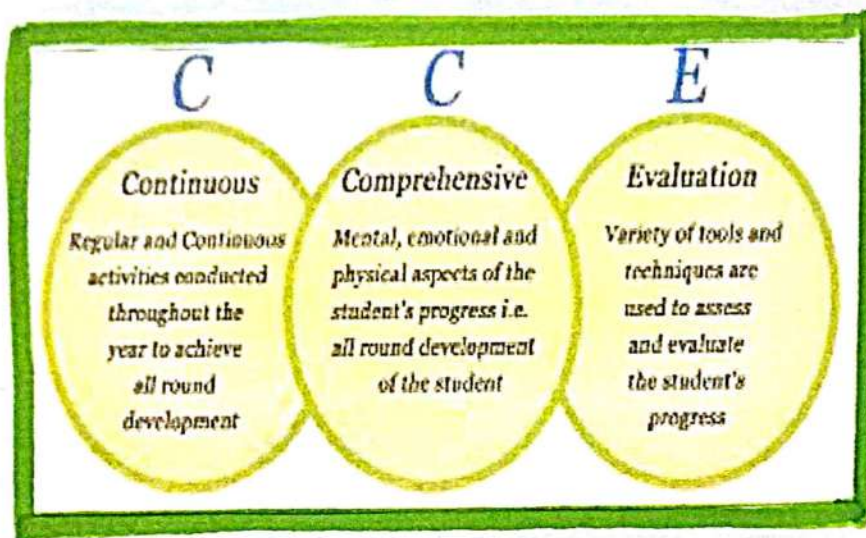
CCE helps in improving students' performance by identifying his/her learning difficulties and abilities at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning program.

Hence, CCE 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 development. It is a development process of assessment which emphasizes on two fold objectives.

These objectives are continuity in evaluation and the assessment of board based learning and behavioural outcomes on the others.

The CCE method is claimed to bring enormous changes from the traditional methods of teaching provided — that it is implemented properly and accurately.

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



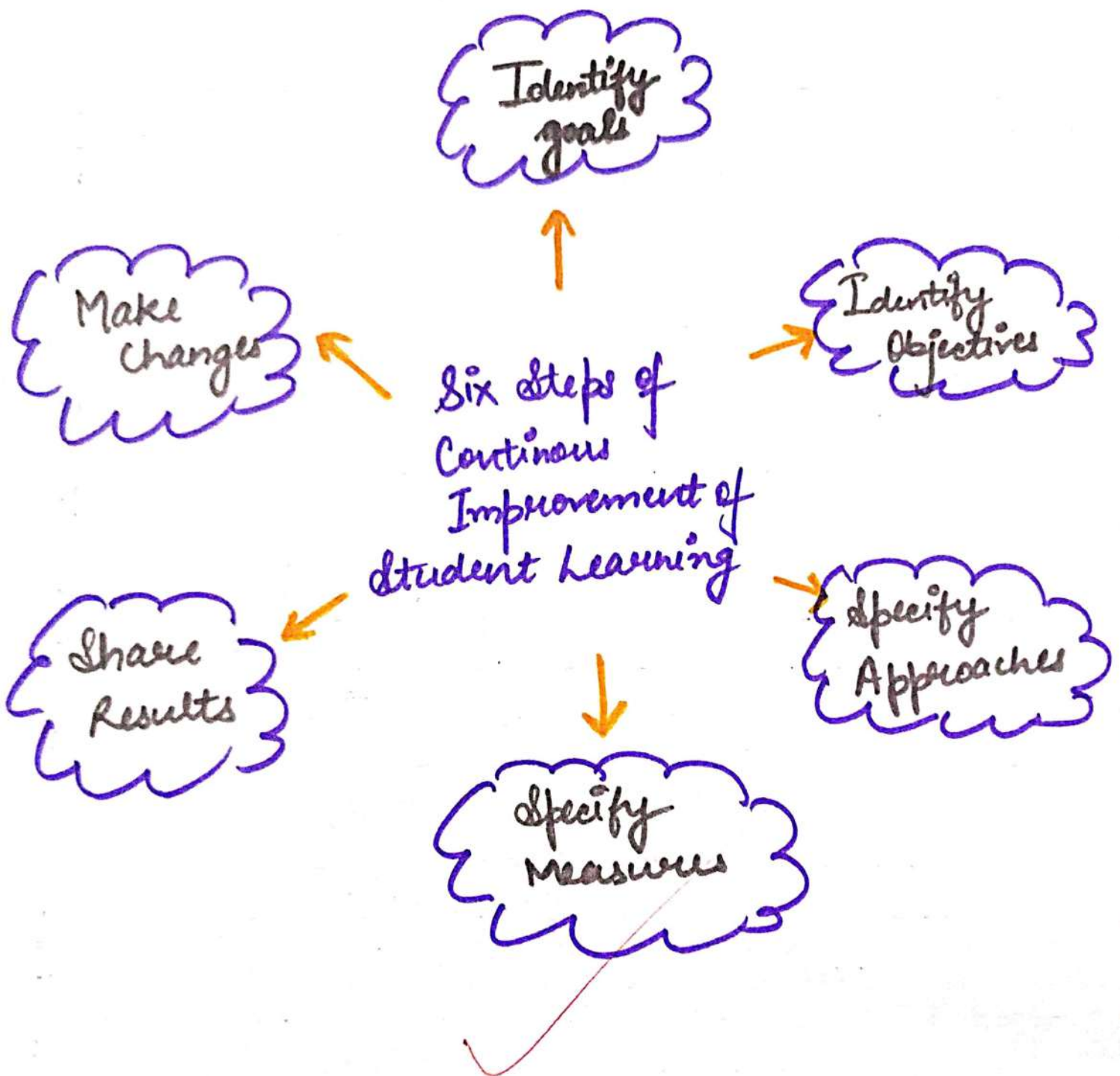
MEANING OF C.C.E

Comprehensive and continuous Evaluation is an approach that aims of assessing attitudes which cannot be assessed through one attempt 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 achievement through diagnosis and remediation.
- ⇒ To maintain desired standard of attainment.
- ⇒ To provide scope for self-evaluation.



These 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

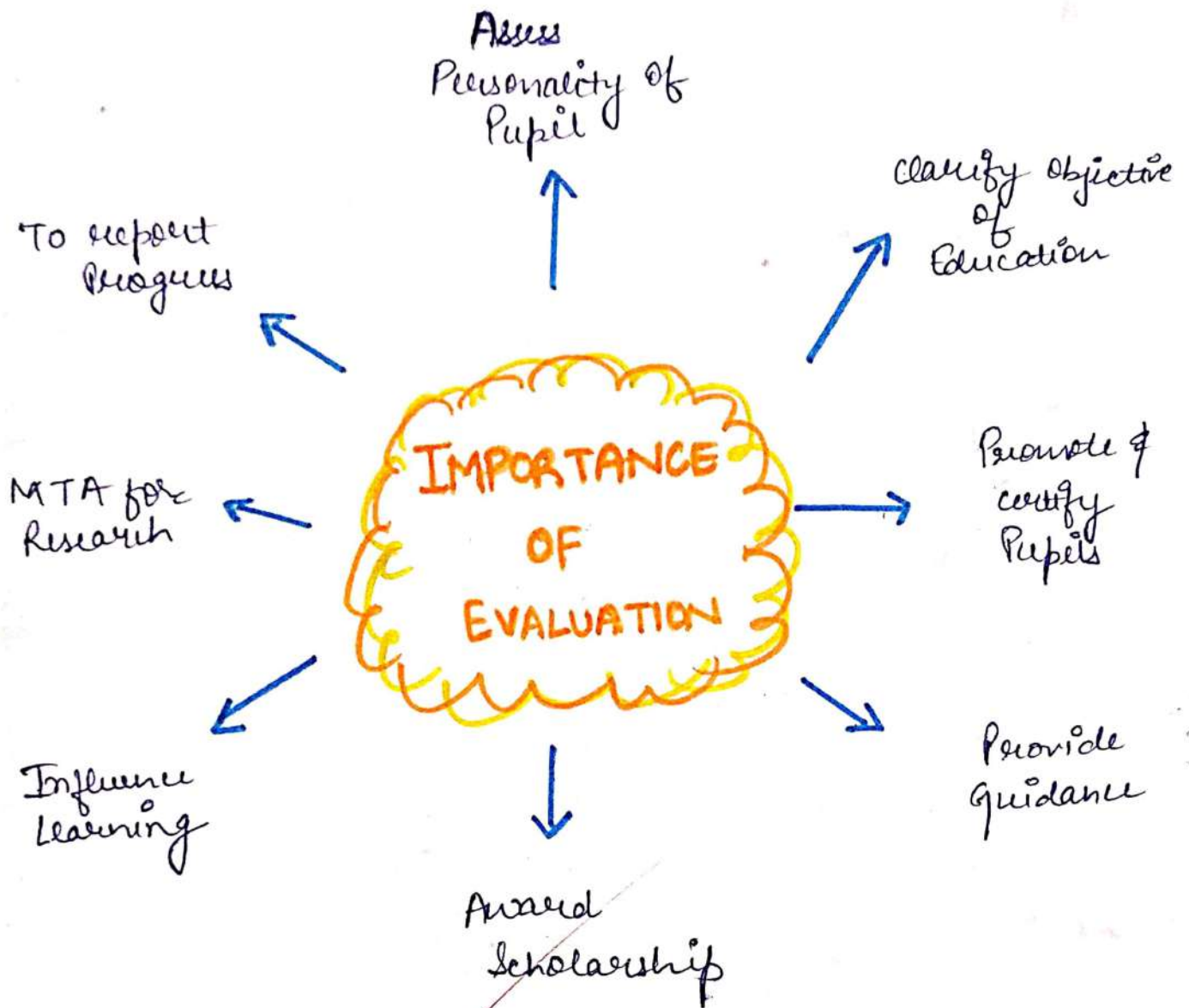
The term comprehensive refers to both - the Scholastic and the Non-Scholastic areas of pupil growth.

The function of the School is not only to build up the cognitive capacity 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 context 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 the pupils. Therefore, it requires a collection of evidences regarding the growth or progress of the child.



This information can be used for decision making about the 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 enforces and persuades the students towards surely more lively and comprehensively.

This system of teaching and evaluation brings the teachers and students near to each other and develops the sense of belief and a better understanding in them. It makes the students regular and punctual, as every banner, centre lecture in unit teaching has its own importance.

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

OBJECTIVES

- To develop - cognitive, psychomotor and effective skills.
- To lay emphasis on thought process and not on rote learning.
- 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	Termwise Weightage
Formative Assessment - 1	10%	April-May	$FA_1 + FA_2 = 20\%$
Formative Assessment - 2	10%	July-August	
Summative Assessment - 1	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	$SA_2 = 30\%$

DIMENSIONS OF C.C.E

The CCE 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 CCE assessment is carried out in the two categories: -

Summative (weighted at 60%) and

Formative (weighted at 40%)

SUMMATIVE ASSESMENT

Summative Assessment will be commenced at the end of each term and will be largely performance based.

This is divided into two categories :-
Scholastic and Co - Scholastic areas.

⇒ Scholastic area assessment is based on the student's knowledge of the portion 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 individuals skills, including performing and visual arts.

FORMATIVE ASSESMENT

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

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

A+

In teaching learning situations, achievement tests are most popular and commonly used technique of measurement.

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

Achievement test 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 classroom to bring desirable behavioural change among the students.

Teaching learning objectives are attained by measuring the behaviour of students.

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 learning of an individual.

Types of Objective Tests

- Analogies
- Multiple-choice
- True-false
- Matching
- Fill in the blank
- Sentence completion



Definition

Essay test is a test that requires the student to compose responses, usually lengthy up to several paragraphs.



OBJECTIVE TYPE TEST

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

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

ESSAY TYPE TEST

These are the conventional test or examination which are commonly used in our examination system. The essay type examinations are subjective in matter. These cannot be standardised. Though the essay type tests has serious weaknesses, but these can be eliminated from our examination as these 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.

Achievement Test - Class 9

Teaching Home Science

Total

Instructions:

- All questions are compulsory.
- Each correct answer carries one mark.

Multiple Choice Questions (MCQ)

1. Which of the following is not a macronutrient?

Answer: b) Vitamin

2. Which cooking method involves cooking food in a small amount of oil over medium high heat?

Answer: d) Frying

3. Which of the following is a fat-soluble vitamin?

Answer: c) Vitamin D

ACHIEVEMENT TEST

Achievement Test - Class 9

Teaching Home Science

Total Marks: 20

Instructions:

- All questions are compulsory.
- Each correct answer carries one mark.

Multiple Choice Questions (MCQ)

1. Which of the following is not a macronutrient?
Answer: b) Vitamin
2. Which cooking method involves cooking food in a small amount of oil over medium to high heat?
Answer: d) Frying
3. Which of the following is a fat-soluble vitamin?
Answer: c) Vitamin D
4. Which nutrient is essential for the repair and growth of body tissues?
Answer: b) Protein
5. The process of converting milk into curd is called:
Answer: a) Fermentation

Fill in the Blanks

6. **Dehydration** is the process of removing moisture from food to prevent spoilage.
7. **Starch** is a carbohydrate found in foods like bread, pasta, and rice.

Match the Following

8. Match the following kitchen tools with their functions:
 1. Rolling pin
 2. Measuring cup
 3. Mixing bowl
 4. Whisk
 - C. Flatten dough
 - A. Measure ingredients
 - B. Mix ingredients
 - D. Hold ingredients

One Word Answer

9. What is the term for the process of boiling a liquid and then collecting the vapor as it condenses back into a liquid?

Answer: Distillation

True or False

10. Freezing is an effective method for preserving fruits and vegetables. (True/False)

Answer: True

11. Vitamin C is important for healthy skin and wound healing. (True/False)

Answer: True

12. Washing hands before handling food is unnecessary if you're using gloves. (True/False)

Answer: False

13. Drinking enough water is essential for maintaining proper hydration levels in the body. (True/False)

Answer: True

14. Adding too much salt to a dish can improve its flavor. (True/False)

Answer: False

15. Storing perishable foods at room temperature helps to keep them fresh longer. (True/False)

Answer: False

16. Boiling vegetables for a long time helps retain their nutrients. (True/False)

Answer: False

17. Eating a variety of foods ensures a balanced diet. (True/False)

Answer: True

18. Fiber aids in digestion and helps prevent constipation. (True/False)

Answer: True

19. Cutting boards should be cleaned with soap and water after each use to prevent bacterial contamination. (True/False)

Answer: True

20. Using expired ingredients in cooking is safe as long as they look and smell fine. (True/False)

Answer: False

Post Achievement Test - Class 9

Teaching Home Science

Instructions:

- All questions are compulsory.
- Each correct answer carries one mark.

Multiple Choice Questions (MCQ)

1. Which of the following is not a method of food preservation?

Answer: d) Roasting

2. Which of the following is a water-soluble vitamin?

Answer: d) Vitamin C

3. Which cooking method involves cooking food slowly in liquid at low temperature for an extended period?

Answer: c) Braising

4. Which nutrient is primarily responsible for providing long-term energy storage?

Answer: d) Fat

POST ACHIEVEMENT TEST

PERFORMANCE OF STUDENTS IN

ACHIEVEMENT TEST

S.No.	Marks obtained	Classification	Name and Score of Students				
			Karan Shah	Aditi Sharma	Aryun Sharma	Gaurav Verma	Ritu Verma
1.	17-20	Very Good					
2.	15-17	Good					
3.	12-15	Above Average					
4.	10-12	Average		11			10
5.	5-10	Below Average			6	6	
6.	0-5	Poor	5				

PERFORMANCE OF STUDENTS IN POST ACHIEVEMENT TEST

S.No.	Marks obtained	classification	Name and score of Students				
			Karan Shah	Aditi Sharma	Arijun Sharma	Gurvan Verma	Ritu Verma
1.	17-20	Very Good	20	19		18	17
2.	15-17	Good			16		
3.	12-15	Above Average					
4.	10-12	Average					
5.	5-10	Below Average					
6.	0-5	Poor					

SUMMARY

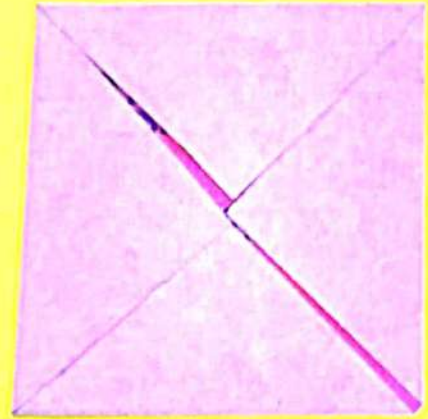
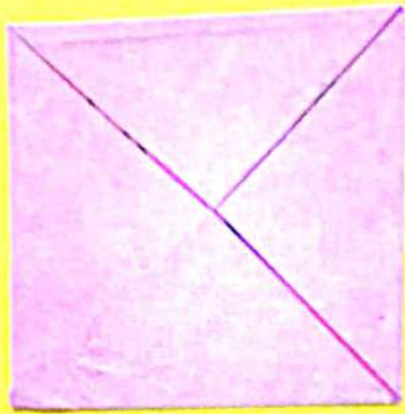
I have used the following learning materials to demonstrate the below stated topics for the English Subject:-

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

LEARNING MATERIALS

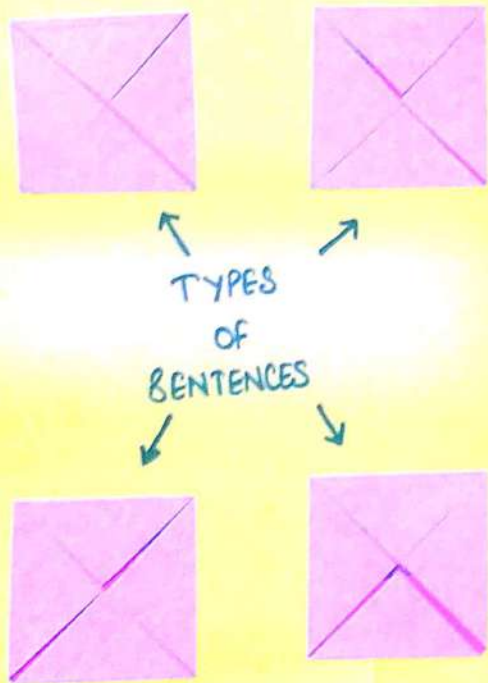
IMPORTANCE

Learning materials in teaching are crucial to the success of student achievement. That's the 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 content to which they are being used. So all the needs of the students are considered.



↑ ↑
TYPES
OF
SENTENCES

Learning
Materials



TYPES OF NOUNS

- a) **PROPER NOUN** → Ram, Agra etc.
- b) **COMMON NOUN** → Table, spoon etc.
- c) **ABSTRACT NOUN** → Good, Kind etc.
- d) **COLLECTIVE NOUN** → Bunch of flowers, team etc.
- e) **MATERIAL NOUN** → Wood, gold, silver etc.

KINDS OF PRONOUNS

<u>PERSONAL PRONOUNS</u>	<u>PERSONAL PRONOUNS</u>
<u>INDEFINITE PRONOUNS</u>	<u>INDEFINITE PRONOUNS</u>
<u>DISTRIBUTIVE PRONOUNS</u>	<u>DISTRIBUTIVE PRONOUNS</u>

"Pull Down"

TYPES OF VOICES

Active
Voice

Passive
Voice

Learning

Materials

TYPES OF VOICES

Active Voice

Passive Voice

I ate the strawberry pie.

The strawberry pie was eaten by me.

PARTS OF SPEECH

Interjection

Noun

Pronoun

Adjective

Verb

Preposition

Adverb

Conjunction

KINDS OF ADJECTIVES

Qualitative

Interrogative

Demonstrative

Distributive

Quantitative

Numbers

Possessive

"A", "an", "the" are known as ARTICLES.

TYPES OF ARTICLES

DEFINITE ARTICLES
"THE"

INDEFINITE ARTICLES
"A, An"



MEANING OF SCHOOL

A school is an institution designed to provide learning spaces and learning environment for the teaching of 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 the 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 interaction, learning and education. Here, instructions are given in a particular discipline.



SINCE 1989

ADARSH

SR. SEC. SCHOOL, GANDHI NAGAR CH. DADRI

NURSERY TO 12TH (SCIENCE, COMMERCE & ARTS)

School Code - 02155

Affiliated to M.B.S.E.



**ADARSH INVITES
BRILLIANT &
TALENTED
STUDENTS**



For Further Information Contact: adarshdadri@gmail.com

9466009445, 9991038930, 01250-223184

ABOUT SCHOOL

Nestled in the heart of Charkhi Dadri, Adarsh Senior Secondary School stands tall as a beacon of quality education. With a rich legacy spanning decades, the school has been instrumental in shaping the minds and futures of countless students.

At Adarsh Senior Secondary School, excellence is not just a goal but a way of life. The institution boasts a team of dedicated educators who are passionate about imparting knowledge and fostering critical thinking skills among their students. From state-of-the-art infrastructure to innovative teaching methodologies, every aspect of the school is designed to provide students with a conducive learning environment.

Beyond academics, Adarsh Senior Secondary School places great emphasis on holistic development. Students are encouraged to participate in a wide array of extracurricular activities, ranging from sports to arts and culture, ensuring a well-rounded educational experience.

⇒ Heightened awareness of the needs of the others.

- ⇒ Greater sensitivity to the feeling of others.
- ⇒ Raised self-esteem
- ⇒ Good behaviour based on self-discipline
- ⇒ Protocol to higher consciousness.
- ⇒ Development of spiritual intelligence
- ⇒ Generating ethos that is calm, happy and purposeful.
- ⇒ Raising achievement and standards
- ⇒ Contributing to develop personal autonomy and contentment.

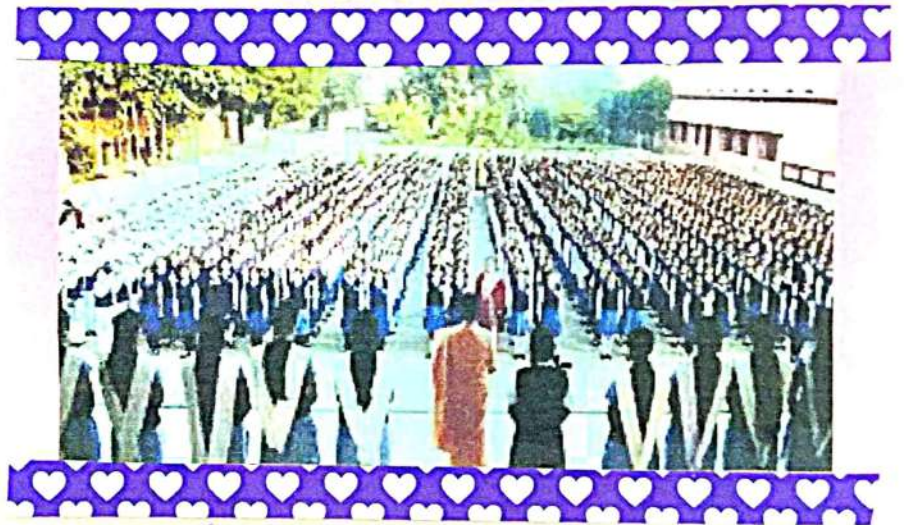
ADDRESSING THE SCHOOL ASSEMBLY

A High quality School Assembly is one of the most important aspects of a school curriculum. It is potential to nurture a positive school. Standing before the school assembly podium is more than just a moment of speaking it's an opportunity to connect, inspire, and unify. As we gather in this shared space. We are reminded of the power we hold collectively as a school community.

ASSEMBLY

An "Assembly" is when the school community or part of it, meets together to share aspects of life that are of worth.

It act as a medium for communicating matters of significance from one generation to another.



ROLE & PURPOSE OF AN ASSEMBLY

Our Assemblies, which includes 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 such all colleagues make a tremendous contribution through their presence and active participation. Pupil are very aware that all staff, by their positive attitude, involves themselves in assemblies acting as a role model for the pupils.

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 gave it to others often.

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

MAINTENANCE OF ATTENDANCE

REGISTER

Regular attendance at school is essential if students are to minimise their potential.

Schools, in partnership with parents, while parents are responsible for promoting the regular attendance of students, while schools are logically responsible for the regular attendance of their children, school staff as well as a part of their duty of care, monitor part or whole day absence.

This document supersedes the "School Attendance Policy" (2010) and applies to all New Government Schools, excluding pre-school. 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 entitlement, requirements and procedures for the enrolment of students in school.

- ⇒ 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 at each session, to be retained until the end of the school year.
- ⇒ The Students record and detailing the number of absences each year to be retained for seven years after the student have left.
- ⇒ Record for Certificates of exemption from attendance and enrollment must be comply with requirements at Statements.

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 school.
- Taking measures to resolve attendance issue of children.

RESPONSIBILITIES OF SCHOOL STAFF

- Providing a caring teaching and learning environment which foster students' sense of well being and belonging in 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 issues including tency.
- Parents and students are regularly informed and updated about attendance requirements.

- 
- ⇒ Hours of work.
 - ⇒ Rooms being used in certain period.
 - ⇒ Teachers at work and at rest.
 - ⇒ Recreational time.
 - ⇒ Time of Morning Assembly.
 - ⇒ Time of Roll call.
 - ⇒ Time of curriculum 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 minimum and they deserve the greatest advantages from the resources of the school.

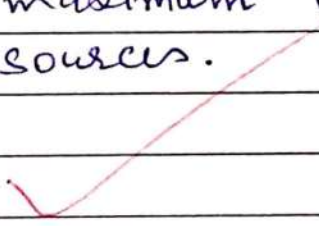
In short time table is a schedule which tells what work is being done which period, by whom it is being done and when it is being done.

IMPORTANCE OF TIME TABLE

- To eliminates wastage of time and energy.
- It prevents duplication and overlapping.
- It ensures due attention to every subject and activity.
- It brings system into school life.

Topic _____

Date _____

- It ensures equal distribution of work among teachers.
 - It helps in adjusting school work according to the needs of pupils.
 - It helps in arrangement of proxy periods.
 - It develops moral values and other good habit.
 - It promotes School discipline.
 - It adds to the efficiency of the school by maximum utilisation of existing resources.
- 

TIME TABLE

DAY	I	II	III	IV	V	VI	VII	VIII
MON	Science	S.S.T	Games	Hindi	Eng	Maths	Bio	Home Science
TUE	Science	S.S.T	Games	Hindi	Eng	Maths	Bio	Home Science
WED	Science	S.S.T	Games	Hindi	Eng	Maths	Chem	Home Science
THU	Science	S.S.T	Arts	Hindi	Eng	Maths	Chem	Home Science
FRI	Science	S.S.T	Arts	Hindi	Eng	Maths	Chem	Home Science
SAT	Science	S.S.T	Arts	Hindi	Eng	Maths	Chem	Home Science

TYPES OF TIMETABLE

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

Topic _____

Date _____

CLASS TIME TABLE

This time shows the daily programme of a class, i.e. distribution of subject with teachers for each class, it also indicates the breaks and the periods for games and other co-curricular activities.

SOCIAL ACTIVITY

Beti Bachao Beti Padhao

Under the scheme of "Beti Bachao, Beti Padhao", an event was organised in the school. The event began with the inauguration by the principal regarding the importance of this scheme. The event was followed by a display of various activities such as speech competition,

poster making competition, Rallies, Essay writing competition etc. The whole event was informative.



BETI BACHAO
BETI PADHAO
SCHEME

SWACHHATA ABHIYAN



"Swachhata Abhiyan" awareness organised in the school. Children aware about the importance of cleaning our environment. Not only the students but the staff members also participated on the platform of this event. The students cleaned their classrooms, play ground and corridors with full determination. Everyone enjoyed at the same time.



Blood Donation Camp

The blood donation camp was organised in school as the part of Social Activities. The event was inaugurated by our honourable Director. He addressed the audience.

Importance of donating blood. The doctor also addressed the audience saying that blood donation does not hurt and also talked about the myths related to it.

BLOOD DONATION CAMP

DONATE BLOOD SAVE LIVES



CHRISTMAS

The Christmas was (24th December) as per school working day. The children, everyone was in high spirit. The Christmas Tree was decorated by students and a garland was hung. The whole gathering was enjoying the joyous environment.

Merry Christmas



The Principal addressed the children regarding the importance of the festivals. Sweets were distributed by the Santa Claus.

LOHRI

On the occasion, both children and teachers gathered in the school play field where bon-fire was lit. Songs were played to the energetic rhythm. Puffed gajak were distributed to children and staff. They enjoyed the folk songs and the dance performances by the students.



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REPUBLIC DAY



was celebrated by the students of the School - Secondary School. The of educational insti- the Flag of our Nation re gathering about the importance of the occasion and the role about played by the national constitutional makers. School principle threw light on various tasks to be undertaken by the students who are the future citizens of the country. ✓

Basant Panchami

At Adarsh Senior Secondary School, learning is not confined to classrooms and books. It goes beyond the four-

nds place even in the - festivals. The school

"Basant Panchami" the ated to Goddess

The festivals also marks y the spring season.

The students came attired in vibrant hues of yellow. They also brought yellow eatables in their tiffens. The children were taken out in the sun where they enjoyed kite flying.



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SCHOOL

REPORT



Topic _____

Date _____

Name of the School : Adarsh Senior Secondary School

Name of the Principal : Dr. Seema Sharma

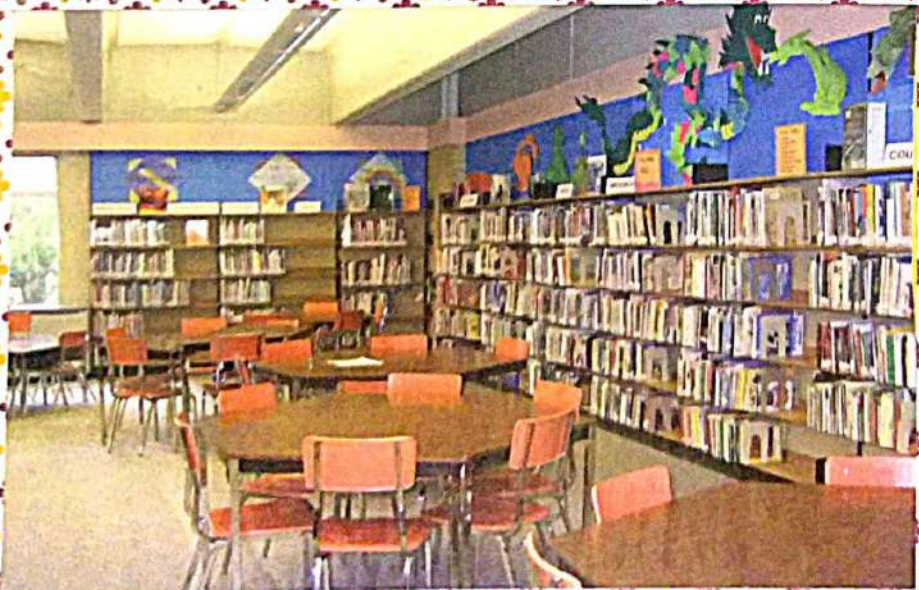
Location : Haryana, Bhiwani, Bondkalen, Charkhi Dadri.

Area : 4.2 acres

Subjects for 9th and 10th class : English, Hindi, Sanskrit, Maths, S.St., Science, Computer, Home-Science.

Subjects for 11th and 12th class : Accountancy, B.S., Economic Maths, English, Physics, Chemistry, Biology, Computer Science, Hindi, Physical Education, Home-Science.

Facilities :
 → Library
 → Watchman's Room
 → Activity Room
 → Counseling Room
 → Cafeteria
 → Transportation
 → Play ground



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

Interaction with teachers : The experience of interaction with teachers was good. They co-operate with each other in case of any need. They tried to adjust with each other in case of any requirement. The faculty was disciplined. They were generous and helpful.

Interaction with students : the students of the "Adarsh Senior Secondary School" were disciplined. They shows respect towards teachers. The orders were immediately fulfilled by the students. Assembly was well conducted by the students. Assembly was well conducted by the students. The duties were allotted to the students which was completed on time by them.



Karan Shah

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Achievement Test - Class 9

Teaching Home Science

Instructions:

- All questions are compulsory.
- Each correct answer carries one mark.

Total Marks: 20

Multiple Choice Questions (MCQ)

1. Which of the following is not a macronutrient?
a) Protein ✓ b) Vitamin ✓ c) Carbohydrate ✓ d) Fat ✓
2. Which cooking method involves cooking food in a small amount of oil over medium to high heat?
a) Boiling ✗ b) Steaming ✓ c) Grilling ✗ d) Frying ✗
3. Which of the following is a fat-soluble vitamin?
a) Vitamin C b) Vitamin B12 c) Vitamin D ✓ d) Vitamin B6 ✗
4. Which nutrient is essential for the repair and growth of body tissues?
a) Carbohydrate b) Protein c) Fat ✓ d) Fiber ✗
5. The process of converting milk into curd is called:
a) Fermentation b) Pasteurization c) Coagulation ✓ d) Filtration ✗

Fill in the Blanks

6. Dehydration is the process of removing moisture from food to prevent spoilage. ✓
7. Sugar is a carbohydrate found in foods like bread, pasta, and rice. ✓

Match the Following

8. Match the following kitchen tools with their functions:
 1. Rolling pin A. Measure ingredients ① ✗
 2. Measuring cup B. Mix ingredients ② ✗
 3. Mixing bowl C. Flatten dough ③ ✗
 4. Whisk D. Hold ingredients ④ ✗

One Word Answer

9. What is the term for the process of boiling a liquid and then collecting the vapor as it condenses back into a liquid?

True or False

10. Freezing is an effective method for preserving fruits and vegetables. (True/False) ✓
11. Vitamin C is important for healthy skin and wound healing. (True/False) ✓
12. Washing hands before handling food is unnecessary if you're using gloves. (True/False) X
13. Drinking enough water is essential for maintaining proper hydration levels in the body. (True/False) X
14. Adding too much salt to a dish can improve its flavor. (True/False) ✓
15. Storing perishable foods at room temperature helps to keep them fresh longer. (True/False) X
16. Boiling vegetables for a long time helps retain their nutrients. (True/False) X
17. Eating a variety of foods ensures a balanced diet. (True/False) X
18. Fiber aids in digestion and helps prevent constipation. (True/False) X
19. Cutting boards should be cleaned with soap and water after each use to prevent bacterial contamination. (True/False) X
20. Using expired ingredients in cooking is safe as long as they look and smell fine. (True/False) X