RAO NEKI RAM MEMORIAL COLLEGE OF EDUCATION

TURKAPUR (GURGAON)

SCHOOL BASS ACTIVITY

INDEX

Name : Kavita Rajput .... Roll No.............................University Roll No.........................

Title : ....

Pupil Teacher's Roll No: Class:
Subject   : Computer Duration:
Topic   : Computer (Input, output)
Place   :

General objectives :

1. Students will be able to know the composition/ framework of Computer.

2. Students will be able to know the each part of Computer.

Instructional objectives:

1. Students will be able to know the Software

2. Students will be able to know the parts of Software.

3. Students will be able to know the hardware.

Teaching Aid

B-lack board, Chalk, Duster, Pointer

Specific Material:

Coloured Chart showing Software and Hardware.

Previous Knowledge Testing :

	Pupil's Teacher's Activities	Pupil's Activities
1.	What is Computer ?	It is an electronic machine which marks on the figures/data given by us and gives/provide result to us.
2.	Which are the parts of Computer ?	CPU, Monitor, Key-board
3.	Which are the output Devices ?	Monitor, Speaker
4.	OK, Students, Now tell me what is hardware?	Not Clear Answer.

Presentation :-

The pupil teacher tells the Students that Computer System has two parts.

1. Hardware
2. Software

1. **Hardware** :- The each part of Computer which we can seen or touch is called "Hardware". Hardware is divided into two Parts.

1. Input device
2. Output device

Software : That part of computer which we cannot touch. There are the programme without a computer can't run.

It is also divided into two parts.
1. Application Software
2. System Software

Recapitulation :

Q1. What is Hardware?

Q2. How many parts of Software?

Home - work :

Q1. Define Input or output device

Q2. Define Software.

→ **Meaning of Evaluation :-** Evaluation is educational setting is the process whereby we seek evidence that the learning experience we have designed for students are effective. Different scholars have different evaluation differently. Some of the definations of evaluation are as below :

→ According to Goodwill, " Evaluation in education is the process of of judging wether the quality or extent of something measured is acceptable in terms of some criterion.

According to Mcleen, " The term evaluation has come to mean, "I like it" or I dislike it' expressions of evestional reaction of programmes activities, process, whatever one has experienced or is experiencing.

✓ Measurement reffers to the process by which the ateributes or dimensions of source Physical object are determined. One exption seems to be in the use of the word measure in determining the I.Q. of a person this test measures I.Q. This is the phrase generally used. Measuring such things as Attitudes or preferences also applies. However when we measures we generally use some standard instrument to determine how big, tall heavy, voluminous, hot, cold, fast or straight something actually is such information may or may not be usful depending on the accuracy of the instruments we use and our skill using them.

Assessment is quite different from measurment. It is a process by which information is obtained relative to some known objective or goal.

Assessment is a broad term that includes testing.

→ Characterstics of Evaluation :

1) Evaluation is a Comprehensive process:- Evaluation is a global process. It assess all aspects of child's development. There are different techniques which are used by the teachers to evaluate the performance of the child,

2) Evaluation is a Continous process: Evaluation is a Continuous process as education It is not examination but examination is a part of evaluating process. There is no fixed time limit for the Completion of evaluation work. But it is a Continuous process.

Evaluation Assesses Academic and Non Academic Aspects :- Evaluation Assesses both the aspects while examination, assesses only one aspects

i.e. acedemic aspect only.

Evaluation is the process for improving the product.

Evaluation discovers the needs of an individual and design learning experience.

Evaluation is purpose oriented.

Principle of Evaluation

i) Determining and clarifying what is to be evaluated always has a priority in the evaluation process.

ii) Evaluation techniques should be selected according to the purposes to be served

iii) Comprehensive evaluation requires a variety of evaluation techniques.

iv) Proper use of evaluation techniques require an awareness of both their limitations and strengths.

v) Evaluation is a means to an end not an end itself.

Functions of Evaluation :

i) Evaluation provides feedback to the pupils to know their own strengths and weaknesses.

ii) It creates a motivational effect on pupils and motivates them towards better attainment and growth.

iii) It encourages in building good study habits.

iv) Evaluation helps teachers in guiding the growth of pupils.

v) It helps in locating the areas which requires remedial measures

vi) It helps the teacher in planning, organising and implementing learning activities.

vii) It provides basis for Revision of Curriculum

viii) It helps in inter-institutional Comparison

ix) It helps the administrator in educational decision making relating to Selection classification, placement, promotion etc.

x) It helps in assigning marks and reporting pupil's progress to their parents.

Need and Importance of Evaluation :

(i) To fulfill classroom objectives
ii) To diagnose learning difficulties of Students
iii) To determine readiness for new learning experiences.
iv) To form Students classroom groups for special activities.
v) To assist Students in their problems of adjustment.
vi) To prepare reports of pupil's progress.

→ Summative Evaluation :-

It is Conducted at the end Course. It's purpose is to form a judgement about the performance of a Student effectiveness of an instructor effectiveness of the Course and it is regularly scheduled at the end of academic terms. Summative evaluations examine the effects or outcomes of some object. The final, total evaluation, which taken place after fixing and reproving by formative evaluation, gives a diversified decision about a Completed education process on the detailed result or effectiveness of the program.

Summative Evaluation often attempts to determine the extent the broad objectives.

of a program have been achieved. It is concerned with purposes program and out-comes of the teaching learning process.

Advantages of Summative Evaluation:

1. To know if the students have understood:-
   A Summative evaluation focus certain strategies for evaluation by means of assignments, tests projects and more. By these ways the teacher can make out if the students learned and understood the subject.

2. They determine achievement:
   The usual procedure is that summative evaluations are done at the end of any instructional period. Thus, summative evaluations is considered to be evaluations in nature rather than being mentioned as diagnostic. The real meaning is that this evaluation is made used to find out the learning attainment. They are also utilized the estimate the effectiveness of educational programs.

3. They make academic records.
   The result of summative evaluation are the ones that are recorded as scores or grades

into the student's academic records. They can be in the format of Test scores, letter, grades or report cards which can be used in college admission process. Many schools, districts and courses consider summative evaluation as a major parameter in the grading system.

4) **Provides opportunity:**
The pressure of summative evaluation is a motivator as it assists the individuals and offers them an opportunity to develop a learning environment.

5) **Boosts Individuals:**
The outcomes of the Summative evaluation is considered as a boosting factor when its positive with this type of evaluation. Confidence is boosted and also they act as a springboard to certain behaviour change at workplace or institution.

6) **Weak areas can be identified:**
With the help of Summative evaluations results, trainers and instructors can find out weak areas where the results are steadily low.
By this way alternative methods can be utilized in order to improve the results.

7) **Training Success Can be measured :**
This type of evaluation helps in determing the Success of methods used for training programs used. They are equated with others and evaluated.

8) **They are ~~toals~~ for evaluations :**
Summative evaluations are Considered as tools, as they have the Capability to evaluate the usefulness of any program, they work towards the improvements of school, they help in abigning the Curriculum and also helping Students to get placed in appropri-ate programs. ✓

9) **Measures educator performance :**
with the help of Summative evaluation the super-visor Can measure the educational faculty of the instructor. The level of performance of all the teachers / instructor can be measured by means of this evaluations. The School needs for teachers accountability is met by means of Summative evaluation.

* **Formative Evaluation :**
Formative evaluation is not an activity to prove or validate the effectiveness of your

introductional design, it is part of the instructional design itself. In other words it is not an add-on process to find out if your instruction is effective, it is a problem finding part of a design and product development process.

Many organisation see formative evaluation as a waste of resources or as a sign of insecurity about quality of the instructional development effort. Many training and education organisations that utilize formative evaluation do so because they understand it is part of the design of effective instruction, and because the see it as cost saving measure.

---

* Main features of formative evaluation:

1. It is diagnostic and remedial.
2. It makes the provision for effective feedback.
3. It provides a platform for the active involvment of students in their own learning process
4. It enables teachers to adjust teaching to take account of the results of the assessment and to incorporate varied learning styles in deciding what and how to teach.

5. Recognizes the influence of the assessment on the motivation and self-esteem of students.

6. Offers an opportunity to the students to improve their performance post the feedback is given.

* Purpose of formative Assessment :

Formative assessment is similar to diagnostic assessment but differs in that it provides on giving feedback to the teacher about the effectiveness of instruction.

Formative assessment encompasses a variety of strategies, used selectively to accomplish one or more of the following purposes:

1. Monitor Student learning and provide feedback to students and parents.

2. Identify areas of growth.

3. Motivate students and provide incentive to study.

4. Help focus attention and effort.

5. Emphasize what is important to learn.

6. Provide practice in applying, demonstrating and extending knowledge, skills and attitudes.

7. Encourage goal-setting and monitor achievement of goals

8. Reflect on program Structure and effectiveness and modify or adjust teaching as necessary.

★ Advantages of formative Evaluation:

1. formative evaluation attempts to identify to the content (i.e. Knowledge or skill) which has not been mastered by the Students.
2. It attempts to appraises the level of Cognitive abilities Such as memorization, classification Comparison, analysis, explanation, qualification application and so on.
3. It attempts to Specify relationship between Content and level of Cognitive abilities.
4. It emphasizes the parts instead the entity.
5. In it, the events are recent thus of marking accuracy and preventing distortion by time.
6. The results can be used to improve the student performance, programme of instruction or learning outcome before the programme or course has concluded.

Continuous and Comprehensive Evaluation :-

Meaning of Continuous and Comprehensive Evaluation (CCE).

Continuous and Comprehensive evaluation (CCE) is a process of assessment. This approach to assessment has been introduced by State governments in India, as well as by the "Central Board" of Secondary Education in India, for Students of Sixth to tenth grades & twelfth in Some schools.

The main aim of CCE is to evaluate every aspect of the child during his presence at the School. The CCE method is Claimed to bring enormous Changes from the traditional 'chalk & -talk" method of Claimed teaching, provided it is implemented accurately.

CCE helps in improving Student's perfor--mance by identifying his/her learning difficul-ties at regular time intervals right from the beginning of the academic Session, and employing Suitable remedial measures for enhancing their learning performance. The Scheme of CCE has inbuilt flexibility for schools to plan their own academic Schedules of as per Specified guidlines on CCE.

The term Continuous and Comprehensive evaluation (CCE) is used for school based evaluation of pupils in which their assess-ment is done on a Continuous basis throug-hout the year and which is also Comprehe-nsive in nature in the sense that it is not Confined to assessment in Scholastic Subjects but also Covers Co-Scholastic Areas such as performance in Game/Sports, Physical Education Creative Education, Art, Music, Dance, Drama other Cultural activities and personal and Social qualities.

In CCE, the Comprehensive Component takes Care of assessment of all round develop-ment of the child's personality. The CBSE introduced CIE in primary Classes in 2004. The achievement records and its formates was also circulated for class I to V with the objectives of facilitating holistic learning in the school. The focus was on identifying the talents of the learner and empowering with positive inputs. A five points rating Scale was recommended CBSE also recommen-ded the elimination of the pass/fail System at the primary classes. Under CBSE, the class IX Students are assessed through the CCE by

the school itself. As per the CCE System Students will be assessed in two areas; Scholastic and Co-Scholastic.

* Objectives of CCE

(i) Encourage development of Cognitive skills and de-emphasize the learning.

ii) Make the entire education process a Student centric activity.

iii) Help develop Cognitive psychomotor and interper-Sonal skills.

iv) Make holistic evaluation an integral part of entire education process.

v) Improve Students accomplishments through regular diagnostics and remedial instructions.

vi) Use evaluation to Control quality and maintain desired performance.

vii) Take decision about the learner, learning process and learning environment by deter-mining Social utility, desirability and effecti-veness of the programme.

* characteristics or Important features of CCE

i) CCE will Cover the scholastic and co-Scholastic Areas of School educator

(ii)	it involves two types of assessment i.e. formative and Summative. The periodicity of the two types of assessment are four and twice a year respectively.
(iii)	formative assessment totals to 40% weightage.
(iv)	Summative assessment Totals to 60% weightage.
(v)	These are 9 grades in Part A of Scholastic Assessment and Part B of the same assess- -ment has five grades.
(vi)	Summative assessment Covers non-academic areas like attitudes and Skills and there are three grades.
(vii)	If a Student secures Grade C in the academic areas his/her marks would range from 51% to 60%.
(viii)	CCE advocates Absolute grading. This means that grade 9 would imply an A1 grade.
(ix)	The academic Term will be divided into two terms.

* Advantages of Continuous and Comprehensive Evaluation (CCE)

CCE refers to a System of School based assessment that Covers all aspects of Student's development. It emphasizes two fold objectives — Continuity in evaluation and assessment of broad based learning. CCE helps in reducing Stress of Students by:

i) Identifying learning progress of students at regular time intervals on small portions of Content.

ii) Employing a variety of remedial measures of teaching based on learning needs and potential of different Students. Hence, feedback provided by C.C.E can be effectively used in remedial teaching to slow learners.

iii) Desisting from using negative comments on the learner's performance.

iv) Encouraging learning through employment of a variety of teaching aids and techniques.

v) Involving learners actively in the learning process

vi) Recognizing and encouraging specific abilities of students, who do not excel in academic but perform well in other co-curricular areas.

vii) Teachers Can use varieties of evaluation methods over & above the written tests.

viii) Students can be assessed in both scholastic and Co-Scholastic areas.

ix) Evaluation is done throughout the year and therefore it is expected to provide more reliable evidence of Students progress

x) CCE encourages the Students informing good Study habits.

xi)	Teachers evaluates students in day-today basis and use the feedback for improvement in teaching learning process.
xii)	It will reduce the drop out rate as there will be less fear and anxiety related to performance.
xiii)	It will reduce stress and anxiety which often builds up during and after the examinations which could have an adverse impact on young students especially in the age group of 13-15 years.
xiv)	It will motivate learning in a friendly environment rather than in a fearful situation.
(xv)	The students will have more time on their hands to develop their interests, hobbies and personalities.

Activities based on School

The responsibility of any school is not limited to education only.

Various types of activities and actions are conducted under the school. Such as curriculum related, school related and sports related.

Different activities are done in the school because the school means, that every school has the motive that the child has a holistic development. which is done by different methods.

Activities Related to Curriculum:

1. Admission classification and promotions of students
2. Selection of Textbooks
3. Time Table creation
4. Home work given by the Teacher.
5. Student's Testing and Evaluation
6. Preparing and Completion of project.

→ School related Co-Curricular activities:-
→ Following are the School related Co-Curri-cular activities:

1. Regular Prayer Assembly planning; After entering school children's first activity is prayer It is done regularly.

2. Subject related association/council;
Subject related information is given and taken from students. By this information related to child's mental level is known/ By this we got to know/we get information related to child's mental level.

3. Play related different activities; Children are made to do play-way activities with the Studies During recess (various) activities are conducted

to fresh up the children Objective or aim of school is to develop child universally. Playway helps in child's Physical development.

4) Picnic and educational excursion :-
This is also an important method in which children are taken out within one - two. Weeks for their entertainment, where they feel relaxed.

Role of Teachers In Classroom
. The teacher has special importance in the feild of education. Some obligations have to be done outside the class room and some obligations have to be done inside the classroom which are like this. :-

* Earning Knowledge by Students
* character is building of Students
* To make them Capable to take decision.
* To classify the classroom Smoothly
* To evalute the work of Students.
* To developed appropriate values in students.
* To Solve the problems of the Students.
* To operate Co-Curriculum activities.
* To order and to give Suggestion. to on
* according to the need of the Students.

* To make Student Skilled Citizen.
* To generate social Skills among Students.
* Examine the leadership of the Students.
* To develop vocational interest in students
* To understand difficulties of Students.
* To developed personality of Students.
* Do not let children suffer from any kind of discrimination.

→ Needs and Importance of activities based on School: Are as follows which are like this.
→ for optimum development of children.
→ To make the children mentally and Physically fit.
→ To connect children to society
→ To develop faith/trust among children.
→ To increase the Knowledge of children in every field.
→ To Know the Knowledge interest and talent abilities of children
→ To generate good faith in children
→ To Know the psychology of children.
→ To create Confidence in children
→ for the intellectual development of children
→ To evalute children.

→ To make children disciplined.

→ To Connect them with subject matter.

→ To encourage children to achieve goals.

→ To establish harmonious relationship between the Children And the teacher.

→ To tell children their duties regarding society

→ To teach children to respect every individual.

→ Children are the future of tomorrow, so it is necessary to give them good education.