

TOPIC

DATE

DOCUMENT HIGHLIGHTING OBSERVATION MODES FOR INDIVIDUAL AND GROUP ACTIVITIES

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# THE MILLENNIUM SCHOOL

SG Enclave , Phase I ,  
Majitha Road , Amritsar - 143001

## REPORT CARD

CLASS → X 'B'

SESSION → 2015-16

### Student's Profile :-

|                     |                 |
|---------------------|-----------------|
| NAME :-             | Shifali Mahajan |
| ADMISSION NO. :-    | 3418            |
| REGISTRATION NO. :- | TMS1208100916   |
| DATE OF BIRTH :-    | 14-10-2000      |

Mother's Name:- Mrs. Sonali Mahajan

Father's Name:- Mr. Akash Mahajan

Residential Address and Telephone No:-

H. NO. 38, Ranjit Avenue, Amritsar, 8698140019

Attendance

Term1

Term2

Total Attendance of  
Student

140

182

Total Working Days

170

195

Signature:-  
Student

Class Teacher

Jaspreet Kaur

Jaspreet Kaur

Principal

Parents

## "SCHOLASTIC AREAS"

| GRADE | MARKS RANGE | GRADE POINT |
|-------|-------------|-------------|
| A1    | 91-100      | 10          |
| B1    | 81-90       | 9           |
| B2    | 71-80       | 8           |
| C1    | 61-70       | 7           |
| C2    | 51-60       | 6           |
| D     | 41-50       | 5           |
| E1    | 21-40       | 4           |
| E2    | 0-20        | 3           |

## "CO-SCHOLASTIC AREAS"

| GRADE | GRADE POINT |
|-------|-------------|
| A     | 41-50       |
| B     | 31-40       |
| C     | 21-30       |
| D     | 11-20       |
| E     | 0-10        |

Students must contain the qualifying grade (minimum grade D) in all the subjects under scholastic and co-scholastic domain.

**First Term:-**  $FA1(10\%) + FA2(10\%) + SA1(30\%)$   
 $= 50\%$

**Second Term:-**  $FA3(10\%) + FA4(10\%) + SA2(30\%)$   
 $= 50\%$

**Formative Assessment:-**  $FA1(10\%) + FA2(10\%) +$   
 $FA3(10\%) + FA4(10\%) = 40\%$

**Summative Assessment:-**  $SA1(30\%) + SA2(30\%)$   
 $= 60\%$

**CGPA (Cumulative Grade Point Average):-**

will be provided excluding additional 6th subject as per scheme of students.

An indicative equivalence of Grade point and percentage of marks can be computed as follows:-

Subject-wise indicative percentage of marks  
 $= 9.5 \times \text{G.P. of Subject}$

Overall indicative percentage of marks  
 $= 9.5 \times \text{GPA}$

# ANECDOTAL RECORD

The Millennium School

rojitha road, Amritsar.

**OBSERVER:-**

Chemistry Teacher

**OBSERVATION DATE:-**

20-01-2018

**STUDENT NAME:-**

Shifali Mahajan

**OBSERVATION TIME:-**

11:00 AM

## DESCRIPTION OF INCIDENT:-

When I walked into the class, the students greeted me. All of them were in a joyful mood and did not want to study. I agreed.

## Part-1 - SCHOLASTIC AREAS:

| Scholastic Areas | Term 1 (100 marks) |                    |               |                    |              |             | Term 2 (100 marks) |                    |               |             |             |       |
|------------------|--------------------|--------------------|---------------|--------------------|--------------|-------------|--------------------|--------------------|---------------|-------------|-------------|-------|
|                  | Subject Name       | Periodic Test (10) | Note Book (5) | Lab Enrichment (5) | MT (85) Exam | Total Marks | Grade              | Periodic Test (10) | Note Book (5) | Annual Exam | Total Marks | Grade |
| English          | 8.3                | 5.0                | 69.5          | 69.5               | 88           | A2          | 7.9                | 5                  | 73            | 91          | A1          |       |
| Hindi            | 9.0                | 5.0                | 63.5          | 63.5               | 83           | A2          | 8.5                | 5                  | 72            | 91          | A1          |       |
| Maths            | 9.4                | 5.0                | 65.0          | 65.0               | 84           | A2          | 8.3                | 5                  | 74.5          | 93          | A1          |       |
| Science          | 9.1                | 5.0                | 62.0          | 62.0               | 81           | A2          | 7.2                | 5                  | 54.5          | 92          | A1          |       |
| S. St.           | 9.6                | 5.0                | 67.0          | 67.0               | 87           | A2          | 9.5                | 5                  | 62.0          | 82          | A2          |       |
| Punjabi          | 8.9                | 5.0                | 61.0          | 61.0               | 80           | B1          | 8.1                | 5                  | 63.5          | 81          | A2          |       |
| Computer         | 9                  | 5.0                | 77            | 77                 | 96           | A1          | 10                 | 5                  | 48            | 68          | B2          |       |

| Co-Scholastic Area          | Term 1 Grade | Term 2 Grade |
|-----------------------------|--------------|--------------|
| Work Education              | A            | A            |
| Art Education               | B            | A            |
| Health & Physical Education | A            | A            |
| Discipline                  | A            | A            |

Class Teacher Remarks: **Congratulations!**  
 Result: **Qualified**  
 Place: **Amritsar**



## Attitudes & Values

| Sl No | DESCRIPTIVE INDICATORS   | GRADE |
|-------|--|-------|
| 01    | <u>Attitude Towards:</u><br><u>TEACHERS</u> - She is respectful, sincere, helpful towards teachers and takes decision in right spirit. | A     |
|       | <u>SCHOOL MATES</u> - She is able to interact effectively with classmates. She expresses ideas and opinions freely with classmates.    | A     |
|       | <u>SCHOOL PROGRAMMES &amp; ENVIRONMENT</u> - She displays a healthy school spirit.   | A     |
|       | <u>VALUE SYSTEM</u> - She is sensitive to diversity and respects opposite sex. She does not fight with others.                         | A     |

## Part-3

### Co-Scholastic Activities

3(A): (Any two to be assessed)

- 1: Literary & creative skills
- 2: Scientific skills
- 3: Information and Communication Technology (ICT)
- 4: Organisational and Leadership Skills (clubs)

| S.No. | DESCRIPTIVE INDICATORS   | GRADE |
|-------|--|-------|
| 01    | She needs to participate in library and creative skills                                  | B     |
| 02    | She displays good experimental skills and participate in scientific activities at school | A     |

## Suggestive Skills

**Literary & Creative Skills:-** Debate, Declamation, creative writing, Recitation, Drawing, Posters making, Slogan Writing

**Scientific Skills:-** Science club, projects, Maths Club, Science fair, Quiz, Science Exhibition, Olympiad etc.

**Information & Communication Technology:-** Powerspoint Presentation, Website designing, Animation, E-books etc.

**Organisational & Leadership skills:-** Eco-clubs, Health & Wellness Club, AEP etc.

## 3(B) Health & Physical Activities

(Any two to be assessed)

1. Sports
2. Guiding
3. Gymnastics
4. First Aid
5. NCC/NSS
6. Swimming
7. Yoga
8. Gardening

| S.No. | Descriptive Indicators                                  | GRADE |
|-------|---|-------|
| 01    | She displays good team spirit and is always disciplined | A     |
| 02    | She shows keen interest in the activity undertaken      | A     |

## Health Status

|                |       |             |       |
|----------------|-------|-------------|-------|
| Height         | ----- | Blood Group | ----- |
| Weight         | ----- | Vision (L)  | ----- |
| Dental Hygiene | ----- | Vision (R)  | ----- |

## Self - Awareness

### My Goals:-

in life is to become a  
Doctor.

### My Strengths:-

God and my family.

### My Interest and Hobbies:-

I love singing, dancing  
and reading books.

### Responsibilities Discharged:-

I was Bag incharge as  
well as Hostess incharge of my class.

# Cumulative Record Card

**INTRODUCTION:-** A Cumulative record is a systematic account of information about a student. It is a tool for evaluation. It is a comprehensive term. The information is collected from different sources. It holds pupil's history, Educational history with information about his school achievements, attendance, health, test scores etc.

## **DEFINITION:-**

"The CRC is a method for recording filing, using information essential for the guidance of students. It deals with all physical, mental, social and moral development of each pupil.

- Wrightstone + others.

# Cumulative Record Card

Specimen:-

## PERSONAL DATA

School Name :-

Name of Student :-

Date of Birth :-

Sex :-

Blood Group :-

Registration No. :-

Mobile No. :-

Permanent Address :-

## FAMILY BACKGROUND

Father's Name

Qualification

Occupation

Mother's Name

Qualification

Occupation

Monthly Income

No. of Siblings

Child's Position in family

Type of family



## Personality Traits

| TRAITS         | 2016-17 | 2017-18 | 2018-19 |
|----------------|---------|---------|---------|
| Good Learner   | B       | A       | A       |
| Self Control   | B       | B       | A       |
| Sincerity      | C       | B       | A       |
| Tidiness       | A       | A       | A       |
| Team Work      | A       | B       | B       |
| Tolerance      | B       | C       | B       |
| Responsibility | A       | A       | B       |
| Leadership     | A       | B       | A       |

## Health Status

| YEAR    | HEIGHT | WEIGHT | VISION | SPECIFIC AILMENT |
|---------|--------|--------|--------|------------------|
| 2016-17 | 5'6"   | 50kg   | Normal | No               |
| 2017-18 | 5'7"   | 52kg   | Normal | No               |
| 2018-19 | 5'9"   | 55kg   | Normal | No               |

# SCHOLASTIC DATA

| SUBJECT    | TOTAL MARKS | MARKS OBTAINED |         |         |
|------------|-------------|----------------|---------|---------|
|            |             | 2016-17        | 2017-18 | 2018-19 |
| English    | 100         | 90             | 87      | 89      |
| Punjabi    | 100         | 94             | 92      | 95      |
| Hindi      | 100         | 89             | 90      | 92      |
| Maths      | 100         | 87             | 85      | 89      |
| Science    | 100         | 90             | 92      | 93      |
| Social     | 100         | 86             | 88      | 89      |
| Computer   | 50          | 48             | 47      | 48      |
| G.K.       | 50          | 49             | 48      | 48      |
| Total      | 700         | 633            | 629     | 643     |
| Percentage |             | 90.4%          | 89.8%   | 91.8%   |

# Co-Scholastic Areas

## (A) Life Skills

| Skills            | GRADES  | GRADES  | GRADES  |
|-------------------|---------|---------|---------|
|                   | 2016-17 | 2017-18 | 2018-19 |
| Critical Thinking | B       | A       | A       |
| Social Skills     | A       | A       | A       |
| Problem Solving   | A       | A       | B       |
| Creative Thinking | B       | B       | A       |
| Decision Making   | B       | A       | A       |
| Emotional         | A       | B       | A       |
| Empathy           | A       | A       | A       |
| Management        | B       | A       | A       |

## (b) WORK EDUCATION

| ACTIVITIES         | GRADES  |         |         |
|--------------------|---------|---------|---------|
|                    | 2016-17 | 2017-18 | 2018-19 |
| Cooking Skills     | B       | B       | A       |
| Hand Embroidery    | B       | B       | B       |
| Paper Out Waste    | C       | C       | C       |
| Computer Operation | B       | B       | A       |

## (c) VISUAL AND PERFORMING ARTS

| ARTS          | GRADES  |         |         |
|---------------|---------|---------|---------|
|               | 2016-17 | 2017-18 | 2018-19 |
| Dance         | A       | A       | A       |
| Drawing       | B       | B       | A       |
| Painting      | B       | B       | B       |
| Forks & Forms | C       | C       | B       |



Scheme designed to better  
the nutritional standing of  
school-age children  
nationwide



*National Programme  
of  
Mid Day Meal in Schools*

DOCUMENT HIGHLIGHTING OBSERVATION MODES FOR  
INDIVIDUAL AND GROUP ACTIVITIES

*Mid Day Meal Scheme*  
*Implementation at*  
*Govt. Girls Sen. Sec School,*

*Not Bata Deep Singh*  
*Amritsar, Punjab*

Assignment submitted for Paper II of  
Bachelor of Education

**CONTEMPORARY INDIA AND EDUCATION**

Submitted To:

**SURUCHI ARORA**  
(Asst. Professor)

Submitted By:

**SIMRANJIT SINGH**  
B. Ed SEM-I  
R.NO. 2007

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Sign of Teacher:

## INTRODUCTION

Education plays a vital and important role in fulfilling the basic needs of a common man viz. food, shelter and clothing. The main aim of education is to prepare and develop the child physically, mentally and spiritually to lead a quality life. Education is a process through which a child is made capable to attain the necessary competencies and skills to face the challenges in life to survive, and to make struggle for existence.

Four important factors are identified for achieving the goal of Education for All. These are Access to Education, Enrolment of children, and Retention of the enrolled children and Achievement. Mid-Day Meal scheme is an effort to achieve and facilitate all the four above said objectives.

Nations schemes were implemented in the primary education sector by the Government to reach the disadvantaged population. Access to primary education was universalized through flagship programmes of Govt. like Sarva Shiksha Abhiyan. However, despite this a few children are still deprived of Primary Education due to inability of their parents to send them to school because of their poor economic status. For these parents, sending their children to school means not only meeting extra financial burden but also depositing their life savings which their children would have spent otherwise by doing labor. This being the attitude of those economically backward parents, one way, perhaps, to motivate the parents and children to bring their children to school by providing food and nutritional needs.

Government of India, on Oct 2nd 1995, launched the scheme of National Programme of nutritional support to primary education also known as Mid-Day-Meal Programme. Under this scheme, students of primary classes were to be provided about 3 kg per student per month (for 10 months in a year) subject to 80% attendance.

Meanwhile, the apex court also intervened and vide its decision dated 28th November, 2001 the Supreme Court directed:-

- We direct the State Government/Union Territories to implement the Mid-Day-Meal Scheme by providing every child in every Government and Government Aided primary schools with a prepared Mid-Day-Meal with minimum contents of 450 calories of energy and 8-12 grams of protein each day of school for a minimum of 200 days. These Governments providing any rational amount of cooked meals must within 3 months start providing cooked meals in all Government Aided primary schools in all half the



- *“The Government of Karnataka will continue to supply 200 gms of cooked food for the purpose of cooked meals to the Government schools of Bangalore.”*
- *“We thank the Union of India and the TCI for their provision of the supply of cooked meals for the scheme at hand. The Union of India Government and the TCI are allowed to do with the surplus of food grains. If the food grains are found, on your inspection, not to be of the average quality, it will be replaced by the TCI just in time.”*

Like many other states, Punjab could not sustain a level of cooked meal scheme from the year beginning due to rapidly rising prices due to prices of food associated with the fluctuation of food grains in cooked meal. However, in compliance with the Supreme Court's order dated 11-11-2001, cooked meal was provided to the children of primary classes in one block in every district of Punjab during the year 2002-03. The Govt. of Punjab started providing cooked meal to all the students of primary classes in Govt. schools with effect from September, 2004 and for this purpose, a sum of Rs. 456.00 lacs during the financial year 2004-05 was released to the Deputy Commissioners, who are also the Chairmen of the District level Steering Committee for the implementation of this scheme at district level. During the financial year 2005-06, a sum of Rs. 1399.26 lacs was released to the Deputy Commissioners as compensation and for providing cooked meal to the students in the Government and Government-Aided private schools under the scheme. Subsequently, it was extended to children enrolled under Education Guarantee Scheme (EGS) and Alternative Innovative Education (AIE) centers working under Sarva Shiksha Abhiyan Programme.

## OBJECTIVES OF MID DAY MEAL SCHEME

The main objectives of the programme are:-

- To increase enrolment, retention and to improve the learning abilities of the beneficiaries, especially of children belonging to poor and disadvantaged sections of the society.
- To provide nutritious meal to the school going children to achieve the goal of sound mind in healthy body.
- To promote brotherly and feelings of common brotherhood among the children belonging to different caste, color and creed by providing meals to them together and also to increase their retention in schools.

## HISTORY OF MID DAY MEAL SCHEME IN PUNJAB

In order to improve children's nutrition and reduce the poor rate of students in primary classes and also to improve the nutritional status of primary students, Government of India, launched a countrywide scheme, National Programme of Nutritional Support to Primary Education (Mid-Day Meal Scheme) on 13th August 1995 (effective from 2-11-1995). Under this Scheme, students of primary classes were to be provided wheat @ 1 Kg per student per month for 10 months in a year subject to 50% attendance and later on the same was to extend even to cooked meal scheme within two years. Punjab did not switch over to cooked meal scheme since then due to paucity of funds involved in the conversion of food grains to cooked meal.

This legislation was further supported in 2001 by a landmark Supreme Court order requiring the State governments to provide cooked mid-day meals to children studying in primary classes (I-VI) in all government schools. Under the Mid-Day Meals Scheme, the central government provides 100 grams of wheat or rice per child in attendance per school day, plus a transport subsidy for movement of grain from the nearest storage depot to the schools. The central and state governments share the cost of converting the food grain into meals (wages, additional food ingredients, diesel and utensils, etc.). Panchayats and other local governing bodies are responsible for organizing and monitoring the transportation of grains and regular provision of cooked meals in the government schools. Local governments may choose to have the cooked meals provided through NGOs, as long as coverage is limited to government, local body, and aided schools. The Mid-Day Meal Scheme does not normally extend to private unaided schools and non-formal schools. The speed and success of implementation has varied greatly in different states of India.

In Punjab, cooked Mid-Day Meal was provided to children of primary classes in one block in every district during the year 2002-03 and the cost of meal was Rs.3.00 per child per day. A writ petition (Civil) No. 196/2001 was filed by 'People's Union for Civil Liberties' in the Hon'ble Supreme Court of India in which it was ordered on 20.04.2004 to provide cooked meal to all the students of primary classes. In compliance of above order, Government of Punjab started providing cooked meal to all the students of primary classes in government schools from September 2004 and since then it has been providing cooked meal in all primary schools. Recently it has also started providing cooked meal to upper primary school children in twenty one educationally backward blocks of seven districts.

**DETAILS ABOUT WEEKLY MENU IN PUNJAB & FOOD NORMS  
UNDER MID-DAY MEAL SCHEME**

| DAYS      | MENU  |
|-----------|---|
| MONDAY    | Dal (Mixed with Green Leafy Vegetables) & Chapam  |
| TUESDAY   | Dal (Mixed with Green Leafy Vegetables) & Rice    |
| WEDNESDAY | Black Chana (Mixed with Potato) & Chapam          |
| THURSDAY  | Kadi (Mixed with Onion and Potato Frikoni) & Rice |
| FRIDAY    | Seasonal Vegetables & Chapam                      |
| SATURDAY  | Dal (Mixed with Green Leafy Vegetables) & Rice    |

*Bhoor is being provided on any day of the week along with Mid-Day Meal.*

| FOOD NORMS UNDER MID-DAY MEAL<br>(PER CHILD PER DAY IN SCHOOL) |   |                           |
|--|---|---------------------------|
| For Primary Classes  |   | For Upper Primary Classes |
| 100gms   |  | 150gms                    |
| 20gms  |  | 30gms                     |
| 50gms  |  | 75gms                     |
| 5gms   |  | 7.5gms                    |

## MDM SCHEME IMPLEMENTATION AT GOVT. GIRLS SEN. SEC. SCHOOL, ANRITSAR, PUNJAB



Visit on 23-Jan-2021 (Saturday)

The Government Girls Senior Secondary School, Kot Bana Deep Singh, Sahaswadi Road Anritsar, Punjab was established in the year of 1991. Situated in the urban areas of the holy city of Anritsar, this school has a student population of approximately 900 students. The school does not have primary classes and starts from the 7<sup>th</sup> standard till 12<sup>th</sup> standard. The school offers Science and Arts as subjects of specialization for 11<sup>th</sup> and 12<sup>th</sup> grades.

The school was started under the guise of the Government of Punjab to impart quality education to children coming from financially weaker backgrounds of the society. The school aims at the holistic development of its students and to provide them quality education so that they move towards a brighter future.

For the time the school offers Mid-Day Meal to its students studying in 6<sup>th</sup> to 8<sup>th</sup> grades as per norms and regulations of State and Central Governments. The school also provides regular health checkup to its students including eye and dental checkup at free of cost. The school also has a large playground and Badminton Court for the development of its students.

The school is affiliated to Punjab School Education Board (PSEB) and also medium of instruction is Punjabi language. The school is 100% government funded and charges a very minimal tuition fees from its students. Thus, it aims to provide free and quality education to children from less privileged societies.

Reading



Reflecting



Texts

Submitted To →  
Submitted by →  
UNIT Read Aloud →



# REFLECTING the TEXT

with respect to

## GENDER, HEALTH and ENVIRONMENT

**Gender:** Overall depiction of women mainly in caring roles. They are depicted in a limited range whereas men are depicted in multiple professions.

**Health:** Health is an important issue which needs to be addressed in textbooks to create awareness about hygiene.

**Environment:** It has great concern in subjects like language. We learn about our environment in various genres in form of poem, drama, novel etc.

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| 9. The Role of English in the Indian Culture          | 9  |
| 10. The Role of English in the Indian Language        | 10 |

# Report On Reflecting Core Elements Of Textbook Of ENGLISH (NCERT) Class - 9

Book Name: English

Teacher Name: Mr. J. K. Singh

Classroom: Class 9 English. The role of English is a great opportunity for all students to learn and grow.

Topic: English

Remark: The student has done well in the class and has shown a great interest in the subject.

remove gender inequalities.

→ Chapter Name - Ch. 3, The little girl

Context With Example - Use of clean handkerchief is advised to clean face, eyes and hands.

Issue - Health

Remarks - It makes students to understand the value of cleanliness and proper hygiene.

→ Chapter Name - Ch. 8, Part I and II  
Part I - Santosh Yadav  
Part II - Maria Sharapova

Context With Example - These chapters show gender equality. Story of two girls are discussed which motivates other girls to pass each barrier and attain success.



Remarks - by making these questions  
on the unstructured text  
with an or less than 100 words  
Very good

- Chapter Name - An Village a Day

Important thing Example - In this book  
less village matters  
But the community for  
all the village programmes

Issue - Environment

Remarks - The book makes us familiar  
about the issue of cutting  
of trees and shows the way  
we love and keep the environment  
must healthy

# EVALUATION OF CONTEXT ANALYSED

After thoroughly examining the contents of the textbook **Class 10**, we can say that this book is very beneficial for the students of class 10 along with many pleasant stories, there are also chapters on the life of great personalities which helps in motivating the students. Also it includes a good amount of poems. It is also added with notes for teachers before reading each unit. It also guides the teachers and make them familiar with the ways and methods of teaching.

Overall this book justifies with the issue of gender and also provides awareness about health and environment.

# CONCLUSION

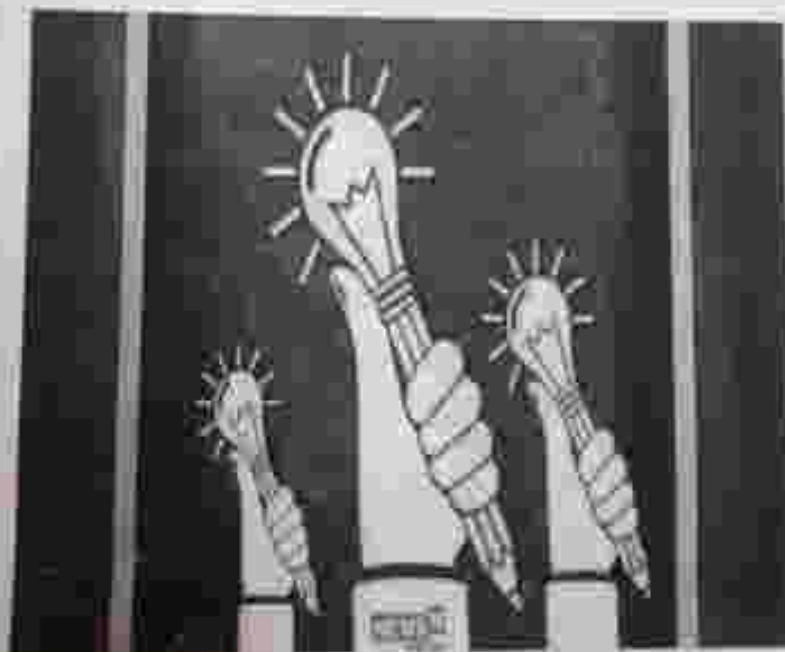
Overall, this book justifies and underlines all the issues regarding gender, health and environment.

All these elements included in the book help students to read it with proper interest.

Almost all the chapters have pictures as well to make the students familiar with the stories. All these elements of the book makes this book appropriate for the students of class 9.

# ATIONAL POLICY ON UCATION 1986

PE (1986)



## INTRODUCTION

After the country's independence in 1947, the Indian Government introduced a variety of programmes to address the problems of illiteracy in both Rural and Urban India.

The **NATIONAL POLICY ON EDUCATION (1986)** is a policy formulated by the Government of India to promote and regulate education in India. The policy covers **ELEMENTARY EDUCATION** to **HIGHER EDUCATION** in both **RURAL AND URBAN INDIA**.

## HISTORICAL BACKGROUND

The first NPE was promulgated by the Government of India by the Minister **INDIRA GANDHI** in 1968 and in 1986 by Prime Minister **RAJIV GANDHI**.

In 1986 the Government led by **RAJIV GANDHI** introduced a new National Policy on Education. The New Policy called for "SPECIAL EMPHASIS on the removal of disparities and to EQUALISE EDUCATIONAL OPPORTUNITIES".



# FEATURES OF NPE(1986)

ational System Of Education

ducation for Equality

organization Of Education



Technical And Management Education

orienting The Content And Process Of Education

the Teacher And Teacher Education

the Management Of Education





# AIMS OF EDUCATION

1. Round Development



2. Development of Human Resources



3. Instilling Moral and Ethical Values

# Life Long Education



## Education for Equality

## Development of Socialism, Secularism and Development

Question: "What are your views on lifelong education?"

Answer: "Lifelong education is a process of learning that continues throughout a person's life."

Question: "What are the benefits of lifelong education?"

Answer: "Lifelong education helps individuals to stay updated with the latest knowledge and skills in their field."

Question: "How can we promote lifelong education?"

Answer: "We can promote lifelong education by providing access to education for all, regardless of their age or background, and by encouraging individuals to continue learning throughout their lives."



# EVALUATION OF NPE (1986)

GENERATION BLACKBOARD



INSTITUTIONAL PLANS

PROGRAMME OF ACTION



NAVODAYA VIDHYALYAS

TENSION OF STUDENTS IN ELEMENTARY STAGE

BETTER SCALES OF PAY AND SERVICE CONDITIONS  
FOR TEACHING



THE  
NAVODA  
LIFE



## CONCLUSION

NATIONAL POLICY ON EDUCATION 1986, has been regarded as the significant pillar of education for the years to come. All the 157 Articles of the policy have been reviewed in the content of Human Resource Development keeping in view the needs of 21<sup>st</sup> Century. Mixed reactions are there towards the policy. The policy has taken us to the era of rising expectations.

However Provisions made in NPE 1986 are really useful and significant that will improve the Education system of India.

**THANK YOU**

# **ACTION RESEARCH**

## DOCUMENT HIGHLIGHTING OBSERVATION MODES FOR INDIVIDUAL AND GROUP ASSESSMENT

### ACTION RESEARCH

In schools, action research refers to a wide variety of evaluative, investigative and analytical research methods designed to diagnose problems or weaknesses - whether organizational, academic or instructional - and help educators develop practical solutions to address them quickly and efficiently.

According to D. Bryman, "action research is a natural way of acting and researching at the same time".

The role of action research in education has been acknowledged when Hutchinson and Lomax claim that action research is a research that "concerns with broader curriculum issues, and often with the administration and management of school and institutional change".

### RESEARCH DESIGN

1. Topic of Project:

1. Low performance in mathematics of grade six during the Bi-Monthly (Sept) exams.



1. Poor classroom participation of pupils in Math 6. Only 6 out of 25 participated meaningfully.

2. Investigator:

3. Objectives of the Project:

- How to increase the performance of the pupils in Math 6.

4. Importance of Project for School:

Math helps us think analytically and have better reasoning abilities. It helps to think us critically about the world around us. Improvement in mathematics improves the overall grades, thus, helping both the students and school.

5. Field of Project:

To identify the causes of poor class participation and low performance in mathematics of grade six.

6. Specification of Project:

The problem is located in class of GMS, Bal Khurd. The students of class 6 of

this school show poor participation in discussions, questionings etc

7. Analyzing the Causes of Problem: The causes of the problems are identified through questionnaires, interviews, brainstorming or observations

Possible Causes

Priority  
(Rank based on discussion)

- |   |    |
|---|----|
| 1. Poor study habits                                    | 4  |
| 2. Poor pupil's ability in four mathematical operations | 1  |
| 3. Boring, dull, dry class                              | 6  |
| 4. Unapproachable teacher                               | 7  |
| 5. Absenteeism of pupils.                               | 9  |
| 6. Infrequent remedial class held for math 6            | 2  |
| 7. Poor nutrition                                       | 3  |
| 8. Poor family support                                  | 8  |
| 9. Low mental ability of students                       | 10 |

The analysis of the causes of the problem provides the basis for the formulation

of action hypothesis.

### 6 Formulation of Action Hypothesis:

The following plan of action is developed by considering the causes in (7).

| <u>Strategy</u>  | <u>Time Frame</u> | <u>Answers</u><br><u>Item In(2)</u> |
|--|-------------------|-------------------------------------|
| 1) Strengthening of Home-<br>-dial classes and foc-<br>-ussing on four fundam-<br>-ental operations.   | Sept-Oct          | 2, 6                                |
| 2) (Counselling) coaching /<br>-monitoring of the teach-<br>-ers by Math Co-<br>-ordinator as to how to:<br>a. concretize abstract<br>concepts<br>b. make subject more<br>interesting. | Sept-Oct          | 3                                   |
| 3) Principal counsels them<br>-monitors teacher-pupil<br>-relations  | Sept-Oct          | 4                                   |

## Strategy

4) Principal teachers to inform parents and govt to talk about the impact of proper nutrition, loneliness of their children, peer family support on their children. In PT meet

| Time Frame | Answers               |
|------------|-----------------------|
| Sept - Oct | Item 10(7)<br>5, 7, 8 |

5) Counsel students on absenteeism

|            |   |
|------------|---|
| Sept - Oct | 5 |
|------------|---|

6) Teaching the proper way of studying

|            |   |
|------------|---|
| Sept - Oct | 1 |
|------------|---|

7) Testing the Action Hypothesis:

| Strategy Implemented from | Data Collected | Data Interpretation |
|---------------------------|----------------|---------------------|
|---------------------------|----------------|---------------------|

8) Strengthening of remedial classes focussing on fundamental operations

Initial Data: 6 pupils ok in 4 operations

Current Data: 15 pupils ok in 4 operations

Improved pupil skills on 4 operations

| Strategy | Implementation  | Data Collected  | Data Interpretation                 |
|----------|---|---|-------------------------------------|
| 3)       | Counselling / coaching / monitoring of the teachers by Math Coordinator as to how to:   | Initial Data: Teacher lacked teaching strategies<br>Current Data: Teacher had varied strategies | Improved teaching strategies        |
|          | a. Concretize abstract concepts<br>b. make subject more interesting   |   |                                     |
| 3)       | Principal counsels then monitors teacher-pupil relations  | Initial Data: ok pupil-teacher relationship<br>Current Data: good relationship                  | Improved teacher-pupil relationship |
| 4)       | Principal / teachers informing parents to talk about the impact of proper nutrition, lack of interest in their children, poor family support on their children in PTM | Initial Data: Showed interest<br>Current Data: Showed lack of interest                          | Unsuccessful intervention           |
| 5)       | Counselling students on absenteeism   | Initial Data: 9 absce students<br>Current Data: 2 absce students                                | Marked improvement in attendance    |

| <u>Strategy Implementation</u>    | <u>Data Collected</u>   | <u>Data Interpretation</u> |
|-----------------------------------|---|----------------------------|
| ② Teaching proper way of studying | Initial Data: Satisfactory way<br>Current Data: Very Satisfactory | Improved study habits      |

### 10. Evaluation:

| <u>Problem Indicators</u>  | <u>Initial Data</u> | <u>Current</u> |
|----------------------------|---------------------|----------------|
| Average grade in math      | 76.8%               | 84.2%          |
| No. of participants active | 6 out of 25         | 16 out of 25   |

#### a. Findings:

All the strategies brought improvements except the strategy 4.

#### b. Conclusion:

Most actions taken were successful. Seemed to have contributed in raising grade in Math and increasing active participation in class discussion. As follow up, need to improve PTM channel.

**FEEDBACK  
RECORD:  
STRENGTHS  
WEAKNESSES  
SUGGESTIONS OF  
THE LESSONS**





Pupil Teacher Name: Manmeet

Class - 9th

Subject - Social Sciences (Anatomy)

Period - 3rd

Topic - Electoral Politics

Time - 30-45 mins

Illustrative Aids - Flashcards, charts.

## Strengths

1. Pupil teacher was able to engage the whole class during her lesson.
2. Previous knowledge testing was done with the help of an activity (Pupil Participation)
3. Flashcards were properly made, labelled and used during her entire lesson.
4. Developing questions were also asked by the pupil teacher in between her lesson.

## Weaknesses

1. Chalkboard writing was not appropriate as the size of words were very small and not visible at the end of the class.
2. Pupil teacher was quite nervous in the beginning of the lesson as she was taking unnecessary pauses during the delivery of her lesson.
3. Generalization was not done properly.

## Suggestions

# DOCUMENT HIGHLIGHTING OBSERVATION MODES FOR INDIVIDUAL AND GROUP ACTIVITIES

Khalsa College of Education, Ranjit Avenue, Amritsar

## EVALUATION PROFORMA FOR PEER-OBSERVATION

Date 20/11/2020  
 Pupil-teacher's name M. Anand  
 Class 9<sup>th</sup>

Subject Social Sciences  
 Topic Electrol. Force  
 Duration of Period 20-25 min

**Instructions:**

Respond honestly to the following statement

- 1= Strongly disagree
- 2= Somewhat disagree
- 3= Neither agree nor disagree
- 4= Somewhat agree
- 5= Strongly agree

| STATEMENT  | RATING SCALE     |
|--|------------------|
| Appearance of the pupil-teacher                  | 1 2 <u>3</u> 4 5 |
| Introduction of the topic                        | 1 2 <u>3</u> 4 5 |
| Chalk-board writing                              | 1 2 <u>3</u> 4 5 |
| Use of the teaching aids                         | 1 2 <u>3</u> 4 5 |
| Technique of questioning                         | 1 2 3 <u>4</u> 5 |
| Development of the lesson                        | 1 2 3 <u>4</u> 5 |
| Correction of classwork                          | 1 2 3 <u>4</u> 5 |
| Appropriateness of language used                 | 1 2 <u>3</u> 4 5 |
| Appropriateness of teaching method/strategy used | 1 2 <u>3</u> 4 5 |
| Variety of evaluation tools used                 | 1 2 <u>3</u> 4 5 |
| Response of the students                         | 1 2 <u>3</u> 4 5 |
| Sectional revision                               | 1 2 <u>3</u> 4 5 |
| Students' participation                          | 1 2 3 <u>4</u> 5 |
| Maintain Classroom Discipline                    | 1 2 3 <u>4</u> 5 |
| Overall delivery of the lesson                   | 1 2 <u>3</u> 4 5 |

Remark's criteria: Qualitative assessment including strengths and weakness followed by suggestions.

1. For recapitulation of the lesson, the pupil teacher must use variety of techniques like MCQs, true-false, fill in the blanks, short question answers, and word answers etc.
2. For Electoral politics teaching, pupil teacher must use model for making the topic more interesting and for better understanding of the children.
3. For evaluation, evaluation techniques must be properly use by the pupil teacher.
4. Pupil teacher must use non-verbal gestures while delivering her lesson.

SP

3/11/2020

Pupil Teacher Name - By nameed  
 Subject - Punjabi (Annexure D)  
 Topic - ਪੰਜਾਬੀ ਦੇ ਸਭ ਤੋਂ ਸੁੰਦਰ  
 Illustrative Aids - Flashcards

Class - 8thPhase - 2ndTime - 30-45 min

## Strengths

1. Pupil teacher was well prepared in her lesson and did not take any unnecessary pauses during her lesson.
2. Non-verbal gestures were used by the pupil teacher.
3. The content delivery of pupil teacher was good and the lesson was very well explained by her.
4. The pupil teacher take rounds in the class to maintained the discipline of the class.
5. The body language of the pupil teacher was correct and was showing a pleasant look.
6. Previous knowledge testing was done by the pupil teacher in an effective way with a help of a story narration.

## Weaknesses

1. Recapitulation was done only through Question-Answer technique.
2. Chalkboard was less used by the pupil teacher.

**Khalsa College of Education, Ranjit Avenue, Amritsar**

**EVALUATION PROFORMA FOR PEER-OBSERVATION**

Date 23/11/2020  
 Pupil-teacher's name Gurmeet  
 Class 8<sup>th</sup>

Subject Punjabi  
 Topic ਪੰਜਾਬੀ ਵਿੱਚ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ  
 Duration of Period 25-40 min

**Instructions:**

Respond honestly to the following statement

- 1= Strongly disagree
- 2= Somewhat disagree
- 3= Neither agree nor disagree
- 4= Somewhat agree
- 5= Strongly agree

| STATEMENT  | RATING SCALE |
|--|--------------|
| Appearance of the pupil-teacher:                 | 1 2 3 4 5    |
| Introduction of the topic                        | 1 2 3 4 5    |
| Chalk-board writing                              | 1 2 3 4 5    |
| Use of the teaching aids                         | 1 2 3 4 5    |
| Technique of questioning                         | 1 2 3 4 5    |
| Development of the lesson                        | 1 2 3 4 5    |
| Correction of classwork                          | 1 2 3 4 5    |
| Appropriateness of language used                 | 1 2 3 4 5    |
| Appropriateness of teaching method strategy used | 1 2 3 4 5    |
| Variety of evaluation tools used                 | 1 2 3 4 5    |
| Response of the students                         | 1 2 3 4 5    |
| Sectional revision                               | 1 2 3 4 5    |
| Students' participation                          | 1 2 3 4 5    |
| Maintain Classroom Discipline                    | 1 2 3 4 5    |
| Overall delivery of the lesson                   | 1 2 3 4 5    |

**Remark's criteria:** Qualitative assessment including strengths and weakness followed by suggestions.

## Suggestions

1. Pupil teachers must use various techniques of teaching like value based, ICT based approach.
2. Developing questions must be ask by the pupil teachers in between their lesson in order to evaluate the students.
3. More than one teaching aids should be used by the pupil teachers to support their lesson and to make a better understanding among the students.
4. Pupil teachers must systematically follow the instructional objectives and test the same for monitoring.

OBSERVATION OF LESSONS DELIVERED BY PEER GROUP

Date: 23-9-2019  
Pupil Teacher's Name: Himachalprasad Kaur  
Class: 5th  
Subject: Mathematics  
Topic: Multiplication  
Duration of Period: 20-35 Min

PT introduced the topic after PT testing. PT has outside more and pupil teacher was quite consistent.  
Pupil: Teacher used the chart for explaining and expressing the topic. PT now straight and chalkboard writing. Pupil's attention attracted well during the lesson. PT gave assignment on board and recapitulate the topic. Home assignment was given. PT checked homework on chalkboard.

SUGGESTION

PT should be more confident. Teaching should be used properly for teaching of multiplication. More useful participation needed during the teaching of division.

Handwritten signature

**Khalsa College of Education, Ranjit Avenue, Amritsar**

**EVALUATION PROFORMA FOR PEER-OBSERVATION**

Date: 23-09-2019  
 Pupil-teacher's name: Komalpreet Kaur  
 Class: 7th

Subject: Maths  
 Topic: Matrices  
 Duration of Period: 35-40 mins

**Instructions:**

Respond honestly to the following statement

- 1= Strongly disagree
- 2= Somewhat disagree
- 3= Neither agree nor disagree
- 4= Somewhat agree
- 5= Strongly agree

| STATEMENT  | RATING SCALE |
|--|--------------|
| Appearance of the pupil-teacher                  | 1 2 3 4 5    |
| Introduction of the topic                        | 1 2 3 4 5    |
| Chalk-board writing                              | 1 2 3 4 5    |
| Use of the teaching aids                         | 1 2 3 4 5    |
| Technique of questioning                         | 1 2 3 4 5    |
| Development of the lesson                        | 1 2 3 4 5    |
| Correction of classwork                          | 1 2 3 4 5    |
| Appropriateness of language used                 | 1 2 3 4 5    |
| Appropriateness of teaching method strategy used | 1 2 3 4 5    |
| Variety of evaluation tools used                 | 1 2 3 4 5    |
| Response of the students                         | 1 2 3 4 5    |
| Sectional revision                               | 1 2 3 4 5    |
| Students' participation                          | 1 2 3 4 5    |
| Maintain Classroom Discipline                    | 1 2 3 4 5    |
| Overall delivery of the lesson                   | 1 2 3 4 5    |

**Remark's criteria:** Qualitative assessment including strengths and weakness followed by suggestions.



Date 8-10-2019

Subject English

Teacher's Name Radhika

Topic Noun

Class 8th

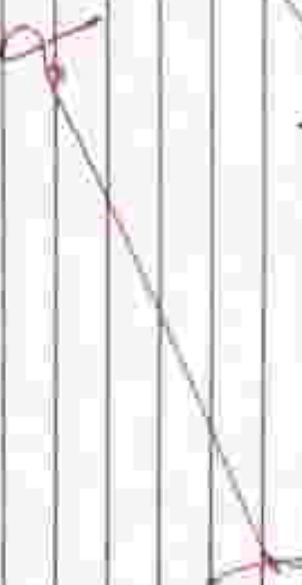
Duration of Period 30-35 Min

## OBSERVATION

PT Introduced the Topic after giving the PT Testing. Student  
ment of the lesson was good. PT has audible voice  
and confident. PT used charts while Teaching.  
The you explaining the Topics.  
PT generalize the topic and give  
illustration. Home assignment was also given was good.

## SUGGESTIONS

PT should give some more questions you PT Testing  
PT should give some examples related to the Topic



**Khalsa College of Education, Ranjit Avenue, Amritsar**

**EVALUATION PROFORMA FOR PEER-OBSERVATION**

Date 2.10.2019  
 Pupil-teacher's name Kadhiya  
 Class 8<sup>th</sup>

Subject English  
 Topic Nature  
 Duration of Period 30-40 mins

**Instructions:-**

Respond honestly to the following statement

- 1- Strongly disagree
- 2- Somewhat disagree
- 3- Neither agree nor disagree
- 4- Somewhat agree
- 5- Strongly agree

| STATEMENT  | RATING SCALE |
|--|--------------|
| Appearance of the pupil-teacher                  | 1 2 3 4 5    |
| Introduction of the topic                        | 1 2 3 4 5    |
| Chalk-board writing                              | 1 2 3 4 5    |
| Use of the teaching aids                         | 1 2 3 4 5    |
| Technique of questioning                         | 1 2 3 4 5    |
| Development of the lesson                        | 1 2 3 4 5    |
| Correction of classwork                          | 1 2 3 4 5    |
| Appropriateness of language used                 | 1 2 3 4 5    |
| Appropriateness of teaching method/strategy used | 1 2 3 4 5    |
| Variety of evaluation tools used                 | 1 2 3 4 5    |
| Response of the students                         | 1 2 3 4 5    |
| Sectional revision                               | 1 2 3 4 5    |
| Students' participation                          | 1 2 3 4 5    |
| Maintain Classroom Discipline                    | 1 2 3 4 5    |
| Overall delivery of the lesson                   | 1 2 3 4 5    |

**Remarks criteria: Qualitative assessment including strengths and weakness followed by suggestions.**

DOCUMENT HIGHLIGHTING PERFORMANCE TESTS

DRAMA AND  
ART AND  
EDUCATION

SECTION-B

SUBMITTED To:  
Prof. Sanyata

SUBMITTED BY:  
Nandprateet Kaur  
B.Ed. II<sup>nd</sup> SEM  
1801  
SECTION - 2018 - 2020

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# INTRODUCTION

Prerona is a literary composition involving conflict. Action arises and characters are assigned to be acted by characters in a stage before an audience.

Also Sparks started for "Grand" the "mission" is drama.

Prerona is a composition in prose form that presents a story pictorially told in dialogue and actions and maintains with the intention of its essential purpose drama before the audience.

A Drama is a piece of writing which is artistically presented with dialogue, a drama in a theatrical, impressive and real or at present characters along with a natural and readable about

After listening to the speaker, we  
were struck by the strong sense of unity  
and the general feeling of optimism  
and confidence in the future of the  
country.

The speaker's message of hope and  
confidence was a powerful reminder  
of the strength and resilience of the  
American people.

In contrast to the speaker's message  
of hope and confidence, the speaker's  
message of hope and confidence was  
a powerful reminder of the strength  
and resilience of the American people.

During the speech, the speaker's  
message of hope and confidence was  
a powerful reminder of the strength  
and resilience of the American people.

Subject: American History  
Date: \_\_\_\_\_

Author: \_\_\_\_\_

Speaker: \_\_\_\_\_

Message: \_\_\_\_\_

Impact: \_\_\_\_\_

Conclusion: \_\_\_\_\_

Reflection: \_\_\_\_\_

Notes: \_\_\_\_\_

# MEANING

1. A competition in prose or verse  
presenting in dialogue or pantomime  
a story involving conflict more  
constrast of character, especially  
one intended to be acted on the stage,  
a play

2. The art dealing with the making  
and production of plays

3. The way of relating to the  
world in which a person  
consistently behaves to or greatly  
exaggerates the importance of  
things events

# ELEMENTS OF DRAMA

FOCUS

SPACE

SYMBOL

TENSION

MOOD

CONTRAST

ROLE



# ELEMENTS OF DRAMA

1. Setting - Time, place, scene, specially  
indicated, some of factors

- (a) Time by this level
- (b) Place by - residential
- (c) Scene of characters
- (d) Force of action

2. Person - the force that engaged  
the audience in dramatic situations  
usually performance comprises the  
elements of persons

3. Space - here it is that physical  
with physical space used  
the drama



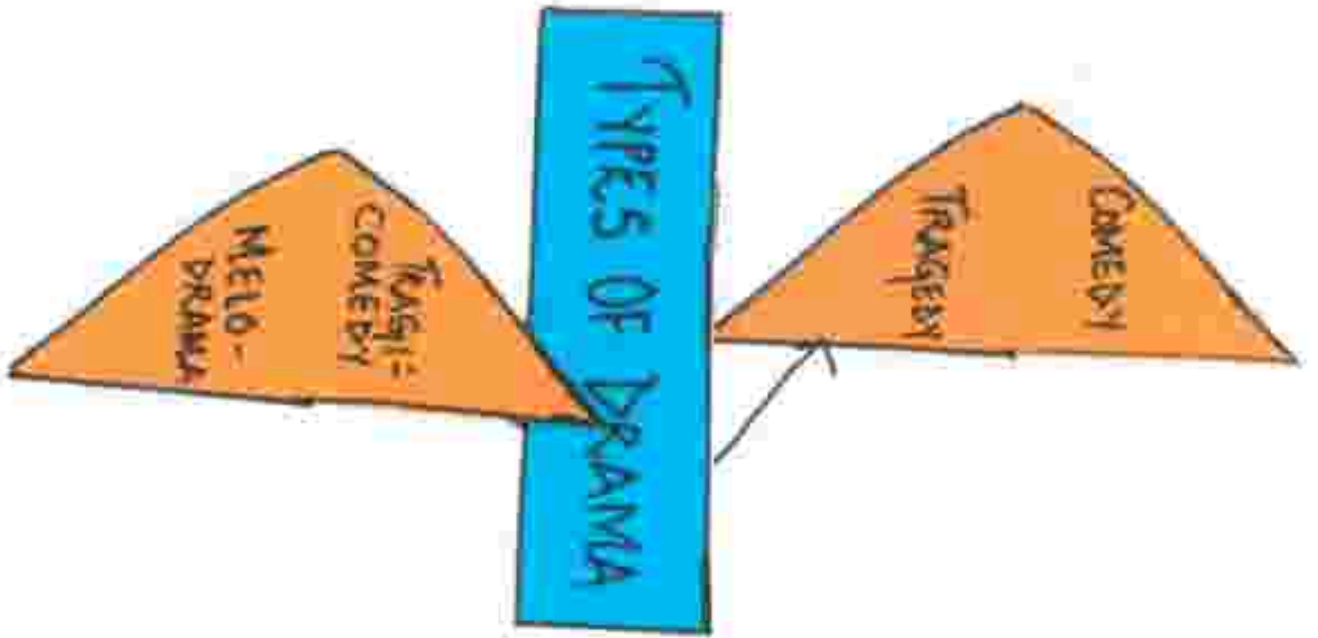
4. Metaphor :- Visual comparison between dissimilar things to create a new meaning.

5. CONTRAST :- It is the use of opposite or contrary dramatic meanings.

6. Symbol :- It means the use of objects whether or persons to represent meanings & symbols.

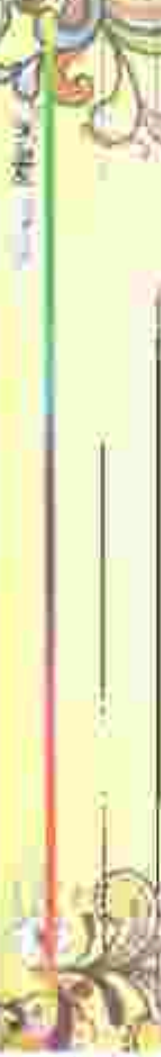
7. Role :- Taking part in a play requires performance to create the attitude of characters they are playing.

There are three sets down of the elements of drama every one is followed.



# TYPES OF DRAMA

COMEDY - Comedy is a type of drama where people try to make fun of themselves through various means. All forms of light and its related forms are happily ending with a happy ending. The main purpose of comedy is to make people laugh and to provide a sense of relief. Comedy can be found in many forms such as plays, movies, TV shows, and books. It is a type of drama that is designed to make people laugh and to provide a sense of relief. Comedy can be found in many forms such as plays, movies, TV shows, and books. It is a type of drama that is designed to make people laugh and to provide a sense of relief.



## The Tragedy - Illustration

Death: Involuntary and painful  
and causing the only common  
issue in Tragedy. Man abandoned  
usually born, some kind of weak-  
ness or defect that create their  
downfall

Tragedy first appeared in  
the theater of ancient Greece like  
Simpson, Medical times, Religion,  
once and others era. Aristotle  
believed that the main purposes  
were of tragedy was the change  
of lives

## RAGITOMESY - Tragicomedy

is a special kind of drama that  
combines the features of tragedy as  
comedy. It covers both sides

It may be sad but might  
have a happy ending or  
may be serious with  
some elements of humor

STAGE - I

PROSCENIUM STAGE

STAGE - 2

FN. THE ROUND STAGE

STAGE - 3

TRANSVERSE STAGE



# STAGGES OF DRAMMA...

## PROSCENIUM STAGE :- A stage

where the audience sit on one side only. The audience take some view of the stage directly above themselves or a person might facing the acting area this is called proscenium stage.

## IN-THE-ROUNDS STAGE :- An in

the round stage - a platformed at the center of the audience - the actor and audience surround the round stage.

## TRANSVERSE STAGE :-

In stage when the audience sits on the side is called a theatre stage. Again, this type of stage is good for seating and intimate atmosphere. In contrast when the audience sits on two sides

# DEVELOPING PERSONALITY THROUGH DRAMA

It aims to demonstrate that students by developing their communication skills, self confidence, self esteem, critical thinking and social skills. Students are encouraged to take part in public speaking,



Definition: Personality is the distinctive psychological characteristics and behaviors that are relatively stable and consistent over time and across situations.

# USING OF DRAMA TECHNIQUE FOR PERSONALITY DEVELOPMENT

## 1. BODY'S Characteristics is convergent

It shows the person's inner world and how it relates to the outer world.



Fig. Using of Drama Techniques  
for personality Development

Identify with a researcher.  
type of measurement or without or mixed being spoken.

2. MOVEMENT - Using timing devices and energy to build a sustained source of movement seen enhances understanding of and the meaning of a word.

3. VOICE - How an actor speaks their lines instantly identify personality and emotion volume, pitch, pausing, inflection, pace and accent can all influence audience's understanding of a character and the tension of the scene.

4. SPACE - The positioning of objects and bodies on the stage and the relationships between them and a central focus of making...

measuring frequency, level, performance and spatial span and all components helps of sport.

The effect of using various techniques on physicality and development :-

→ Judo is form of mat like sport. Judo is technique on area body high pressure.

→ Judo requires high speed in various positions, making it a very strong fitness training exercise.

→ Judo is a contact sport. It is a very intense and fast-paced sport. It is a very physical sport.

→ Judo is a very physical sport. It is a very intense and fast-paced sport. It is a very physical sport.

→ Judo is a very physical sport. It is a very intense and fast-paced sport. It is a very physical sport.



→ Personen Wieder haben  
→ nein und stehen also  
→ haben zu

→ Person haben immer haben  
→ Person haben immer haben  
→ Person haben immer haben

→ Person haben immer haben  
→ Person haben immer haben  
→ Person haben immer haben

→ Person haben immer haben  
→ Person haben immer haben  
→ Person haben immer haben

# ROLE OF DRAMA IN PEDAGOGICAL SUBJECT

Drama or dramatic arts education is an important aspect of liberal education. It provides a platform for students to explore their interests, challenge their beliefs and about themselves. Dramatic experiences provide students with an outlet for expression, thoughts and feelings that they might not otherwise have access to. It is a powerful tool for learning and growth.

If only for a few moments, drama allows students to explore a new role, try out new experiences with various people, places and situations.

For example, in Committee we teach that change in revenue generated by a change in price of a product and related to the price elasticity of demand for this product. Students are asked to imagine that they are members of a high school booster soccer team club. To make more money for the team, one parent has recommended an increase in ticket price of the game for games as a way to make more money. Another parent has suggested that the booster would make more money if they actually cut ticket prices. While placed in the role of booster club member and soccer player, students are asked to vote for either raising price at games or lower admission prices. After each student votes they are asked to convince. After a few minutes vote is taken and then a full discussion takes place. The resulting discussion is usually a comprehensive list of reasons why attendance at high school soccer matches might be price elastic or inelastic.

to very real pressures faced  
by those whose life pressures  
are not considered in their  
own lives. In a life where  
happenings are not considered  
as a whole, the dangers  
of the world are not  
the most important reason  
for determining our  
behavior in school.



# EDUCATIONAL OBJECTIVE

One benefit of having creative ideas in a reading by drawing includes goals of education since involves

↳ Developing the imagination and creativity

↳ Fostering critical thinking and problem solving skills

↳ Responding and evaluating ideas

↳ Discovering positive ways of dealing with conflicts

↳ Addressing the links and interrelationships and feelings of stress

↳ Enhancing communication skills

# CLASSROOM APPLICATION OF DRAMA

Classroom application drama has many practical classroom applications for teaching various concepts, ideas, events and people via dramatization through dramatization and play writing to stimulate interest, convey knowledge and improve retention. Drama can be vehicle for the following applications

In Role play situations to motivate the student more skills can be demonstrated

8. Summarize a meeting between characters or historical figures.

3. Summarize a scene that might have happened in a story.

4. Summarize a scene that expresses the topic or theme.

5. Set out scenarios or a way to approach a writing dialogue.

6. Create literary art.

7. Stimulate ideas for competing essays, poetry or fiction.

8. A poetry forum for people.

# SCRIPT

## PEDAGOGY LESSON USING DRAMA AND ART TECHNIQUES

Teacher

Student

EACHER: - Good Morning!

Student: I am your favourite teacher and I will teach you new interesting topic -

BENEFITS: - Good Morning Man!

Please leave your seat

LEARNER'S - Everyone! Today we are going to study about MARKET (person's behavior or how they spend their money). What is MARKET?

STUDENT'S Market is place from where we buy and sell anything.

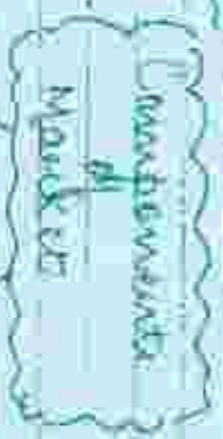
Teacher: Sports!

LEARNER - Market is a place where

buy and sell goods to each other. Market

is a place where we exchange our

products.



Who is Buyer? (Anyone! No matter how much they buy or sell or sell or buy?)

Student's Seller is when buy and sell

RECIPIER: Exactly! a person - never

knows if they are fulfilling the needs of a customer because they are not usually the ones with the most power to change the company's strategy or its product line and therefore the company's strategy is not usually driven by customer needs but by the company's own strategy and its own needs to grow and survive in the market.

Steno, you will be demonstrating  
curiosity. Strategies that budget  
can use to help the purchaser?  
buy me?

Student 3: Price comparison  
is important

LEATHER: There good some  
where around the city

Student 4: Brand comparison  
is important

Student 1: Timing of purchase

LEATHER: Good idea over time  
period of strategy

Price comparison  
is important

3. know components

4. these activities

5. functioning of principals

So, started with what are ways and what things needed compared to teachers

the government's budgetary system overall ? Answer ?

Basically Prison and also organisations

9. TEACHERS - CHILD to and gender and

one way that teachers and also good at knowing in terms of planning

OKAY Now we are going to discuss the role and responsibilities of the teacher and also

first I need one direct with me what will be planning the role of teacher and also

Mini-Assignment 1 → 3 pages  
Teacher's → letter

Question 2: Hello mom, welcome  
to our class

Question 3: Hello mom

Answer 1: Hello mom I help you  
mom

Answer 2: Hello mom I help you  
so long the best in  
your life you know  
help you with that

Answer 3: Hello mom I help you  
please help me the  
best in your life I create  
myself. I am proud with  
the details?

Answer 4: I am helping  
A.E. whole class but I  
don't most satisfied with  
the class



Politeness: How should they really be. And naturally the higher the rank

Politeness: What kind of answer does it give?

Politeness: In life, you will get a lot of people who are not so good for 5 years. The well-known is that the government is that there are big the company.

Politeness: In the future!

Politeness: It is, subject the you want to get it. And

Politeness: In the living hall.

Politeness: Along with the people.

Politeness: In the world for better.

Salesman's Gross Sin.

Commission: - You'll give percent that man see basis of P. U. actual amount of payment.

Salesman's - It will cost you around ₹ 30000 including GST. And make payment from the bank through card, cash, cheque etc.

Commission's - You get a card like in party by card.

Sellman's - Sales team has complete the formalities and proceed further.

Commission's - Okay!

ND, However, just get you clean with, but you own. Further you complete by market. These points should be in.

HOME TASK :- No final home understanding strategies

were by fallen in the market:

As these were done of the principles and rest of all the will be dismissing by ~~commencement~~!

Thank you all!

# CONCLUSION

28

Conclusion is the last word that I have  
to say for the study. In paragraph  
two or three, you should say  
something in your own words  
concerning the purpose of the  
study. It is not the same as  
repeating the purpose of the  
study. It is a summary of the  
study. It is a statement of the  
main findings of the study.  
It is a statement of the  
conclusions that you have  
drawn from the study. It is  
a statement of the significance  
of the study. It is a statement  
of the implications of the  
study. It is a statement of the  
limitations of the study. It is  
a statement of the future  
direction of the study.

# BIBLIOGRAPHY

29

## \* Notes :-

- Steps // forming classification
  - subject • form
- Steps // reference acquisition
  - library • title • author
  - series • local • non • educational
- Steps // acquisition • ie

## \* books :-

Book :- knowing and acts  
in education

Publication :- Bookman  
Europe

*Dr. J. K. Singh*

Assignment  
Of  
Assessment  
For  
Learning

Submitted to: Dr. Kamalpreet  
Saini

Submitted By:

Varun Mishra  
BBA (Sem II)  
1163

V

Bhavani S.L School

Academic Session  
2019-2020

Report Card

# Personal Data

Class: 11th Roll no: 24

Name of subject: Geography

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Page: \_\_\_\_\_

## Family Background

Father: \_\_\_\_\_

Mother: \_\_\_\_\_

Address: \_\_\_\_\_

Occupation: \_\_\_\_\_

Religion: \_\_\_\_\_

Other members of family: \_\_\_\_\_



# Personality Traits

| Truth        | Grade |
|--------------|-------|
| Self-actual  | B     |
| Integrity    | A     |
| Relaxed      | A     |
| Team work    | A     |
| Adaptive     | A     |
| Stress of    | A     |
| Workability  | B     |
| Integrity    | B     |
| Quality      | A     |
| Productivity | A     |
| Organization | A     |

# Health Status

| Weight | Height   | Vision |
|--------|----------|--------|
| Normal | Slightly | Normal |

# Scholastic Data

| Subject    | Req  | min | Subject | max | Grade | Score |
|------------|------|-----|---------|-----|-------|-------|
| Math       | 422  | 500 | 510     | 590 | 41-37 | A-2   |
| Reading    | 4100 | 500 | 510     | 510 | 30-20 | A-2   |
| Writing    | 422  | 500 | 510     | 510 | 30-20 | A-2   |
| Science    | 410  | 510 | 510     | 510 | 30-20 | A-2   |
| Social Sci | 422  | 510 | 510     | 510 | 30-20 | A-1   |
| Language   | 410  | 500 | 510     | 510 | 30-20 | A-2   |
| Art        | 410  | 510 | 510     | 510 | 30-20 | A-2   |
| Music      | 410  | 510 | 510     | 510 | 30-20 | A-2   |

4th grade

Grading scale for Scholastic scores: Grade A+ overall on 5 point grading scale or higher

| Grade Range | Grade |
|-------------|-------|
| 91-100      | A+    |
| 81-90       | A     |
| 71-80       | B+    |
| 61-70       | B     |
| 51-60       | C+    |
| 41-50       | C     |
| 31-40       | D+    |
| 21-30       | D     |
| 11-20       | F     |
| 1-10        | F     |

# Co-Scholastic Areas

At least 10%

| Area                    | Percentage |
|-------------------------|------------|
| Physical Education      | 5%         |
| Art                     | 5%         |
| Music                   | 5%         |
| Foreign Language        | 5%         |
| Health                  | 5%         |
| Character Education     | 5%         |
| Environmental Education | 5%         |
| Technology              | 5%         |
| Library                 | 5%         |
| Other                   | 5%         |

10% of total

| Area                    | Percentage |
|-------------------------|------------|
| Physical Education      | 5%         |
| Art                     | 5%         |
| Music                   | 5%         |
| Foreign Language        | 5%         |
| Health                  | 5%         |
| Character Education     | 5%         |
| Environmental Education | 5%         |
| Technology              | 5%         |
| Library                 | 5%         |
| Other                   | 5%         |

11. Visual and performance skills

| Ability    | Grade |
|------------|-------|
| Grade      | A     |
| Drawing    | A     |
| Writing    | A     |
| Self-aware | B     |

12. Attitude and value

| Attitude towards | Grade |
|------------------|-------|
| Values           | A     |
| Schoolwork       | B     |
| Environment      | A     |
| School program   | A     |
| Self-awareness   | A     |
| Democracy        | B     |

*Handwritten signature*

## DOCUMENT HIGHLIGHTING TEACHER MADE WRITTEN TESTS

CONSTRUCTION, ADMINISTRATION  
AND ANALYSIS OF ACHIEVEMENT TEST

## ACHIEVEMENT TEST

An achievement test is a test of developed skill or knowledge. The most common type of achievement test is a standardized test of elementary skills and knowledge learned in a given grade level usually through planned instruction, such as in a library or classroom. Instruction of measures present proficiency, mastery and understanding of general and specific areas of knowledge.

According to Cronbach "An achievement test is now designed to measure a student's grasp of some body of knowledge or his proficiency in certain skills."

According to Soper "An achievement test or proficiency test is used to determine what good shows which have been learned or how well a job can be performed."

According to Ekin "Any test that measures the attainments or accomplishments of an individual after a period of training or learning is called achievement test. It helps to measure the student in next class."

## CONSTRUCTION OF ACHIEVEMENT TEST

Subject: Maths

Total Marks: 30

Class: 7

Time: 80 mins

### WEIGHTAGE TO OBJECTIVES

| Sl No. | Objectives    | Marks | %     |
|--------|---------------|-------|-------|
| 1      | Knowledge     | 5     | 16.67 |
| 2      | Understanding | 5     | 16.67 |
| 3      | Application   | 20    | 66.67 |

### WEIGHTAGE TO CONTENT

| Sl No. | Content               | Marks | %     |
|--------|-----------------------|-------|-------|
| 1      | Triangles             | 9     | 30    |
| 2      | Algebraic Expressions | 7     | 23.33 |
| 3      | Exponents of Powers   | 9     | 30    |
| 4      | Practical Geometry    | 4     | 13.33 |

### WEIGHTAGE TO FORM OF QUESTIONS

| Sl No. | Form of question | No. of ques. | Marks | Percentage |
|--------|------------------|--------------|-------|------------|
| 1      | Objective        | 8            | 8     | 26.67      |
| 2      | Short Answer     | 6            | 12    | 40         |
| 3      | Essay            | 2            | 10    | 33.33      |

Weightage to Difficulty Level

| Sl No | Forms of questions | Marks | %     |
|-------|--------------------|-------|-------|
| 1     | Easy               | 5     | 16.67 |
| 2     | Average            | 20    | 66.67 |
| 3     | Difficult          | 5     | 16.67 |

PREPARATION OF THE PAPER PRACT

| OBJECTIVES             | KNOWLEDGE | UNDERSTANDING |      | APPLICATION |      | GRAND TOTAL |
|------------------------|-----------|---------------|------|-------------|------|-------------|
|                        |           | Q             | SA/E | Q           | SA/E |             |
| FORM OF QUESTION       | 0         | SA            | E    | 0           | SA   | E           |
| CONTENT                |           |               |      |             |      |             |
| Tetraglyce             | 1(1)      |               |      | 1(1)        | 2(1) | 5(1)        |
| Algebraic Expression   | 1(1)      |               |      | 2(2)        | 3(3) | 7           |
| Exponents & Powers     | 1(1)      | 2(1)          | 2(1) | 2(1)        | 2(2) | 3(1)        |
| Practical Geometry     |           |               |      |             |      | 5(1)        |
| Total Marks            | 3(3)      | 2(1)          | 2(1) | 2(1)        | 2(2) | 8(4)        |
| Amt of Marks in Assess | 5         | 5             | 5    | 5           | 2(0) | 30          |
| Worst Marks            | 5         | 5             | 5    | 5           | 2(0) | 30          |
| Best Marks             | 5         | 5             | 5    | 5           | 2(0) | 30          |



## QUESTION PAPER

Subject: Maths

Date: / / 2019

Class: 7

Time: 30 mins

Max marks: 7

Instructions: (i) All questions are compulsory.

(ii) There are three sections (A, B and C).

Section A consist of 2 questions of 1 marks each.

Section B consist of 4 questions of 2 marks each.

Section C consist of 2 questions of 5 marks each.

Section - A

(1 x 2) = 2 marks

Q1. A triangle has only one median (T/F)

Ans: True. In all the interior angles in a triangle is  $180^\circ$ .

Q2. Add  $x^2 + 2xy + y^2$  to  $x^2 - 2xy + y^2$ . State the result.

Ans:  $(x^2 + 2xy + y^2) + (x^2 - 2xy + y^2) = 2x^2 + 2y^2$

Q3. Find the value of  $x$  if the square of  $x$  is 16.

Ans:  $x^2 = 16$   
 $x = \pm\sqrt{16}$   
 $x = \pm 4$

Q4. Find the value of  $n$  if the angle of a regular polygon is  $144^\circ$ .

Ans:  $\frac{(n-2) \times 180}{n} = 144$   
 $180n - 360 = 144n$   
 $36n = 360$   
 $n = 10$

Q5. State whether like or unlike terms.  $7x^2y$  and  $7xy^2$ .

Ans: Unlike terms.

Section-B (6x5=12 marks)

9) Find  $x$  in the given diagram

10) Add  $x^2 + 3xy$  and  $3x^2 - 4y^2$   
11) Simplify  $\frac{2x^2 + 3x + 2}{x^2 + 2x}$  and write the

answer in terms of powers

12) Which is greater:  $4^3$  or  $3^4$ ? Explain.

13) Subtract the first from the second.  
14) What is the value of  $(45)^2 + 45^2$ ?

Section-C (5x2=10 marks)

15) A stair is built against a wall to reach

The window at a height of 4 metres  
from the floor. The distance of the  
foot of the stair from the wall  
is 3 metres. Find the length of the  
stair.

16) Construct a triangle ABC such that

AB = 3cm, AC = 7cm and  $\angle A = 60^\circ$

## Sebelumnya dulu

Section-A

1) F also

2)  $180^\circ$

3)  $111^\circ$

4)  $111^\circ$

5)  $111^\circ$

6)  $91^\circ$

7)  $111^\circ$  forms

8)  $13 = 303$

Section-B

9)  $x + 8x + 7x = 180^\circ$  (Angle Sum Property)

$\Rightarrow x + 18x = 180^\circ$

$\Rightarrow x = 180^\circ - 180^\circ = 3x$

10)  $x^2 + 2xy$

$\frac{3x^2}{4y^2} + 2xy = 10y^2$

$4y^2 + 2xy = 10y^2$

11)  $310 \times 1^\circ = 310 - 8 \times 1^\circ = 31^\circ \times 7$

$1 \times 28$

12)  $4x = 4x + y = 64$

$3x = 3x + 3x + 3 = 81$

$\Rightarrow \frac{3x}{24} = \frac{4x}{24}$

$$(12) 10x^2y - 4x^2y = (10-4)x^2y = 6x^2y$$

$$10x^2y - 4x^2y = 6x^2y$$

### Section-C

(15) When a stair is built against a wall, a right angled triangle is formed.

According to Pythagoras theorem,

$$(\text{Length of stairs})^2 = 4^2 + 3^2$$

$$= 16 + 9 = 25$$

3m

∴ Length of stairs = 5 metres.

(16)

### Steps of construction

i) Draw  $\overline{AC} = 7\text{cm}$

ii) Draw  $\angle EAC = 60^\circ$

with compass

and cut the line as

perpendicular

to  $\overline{AC}$  at  $E$

(17)  $\triangle ABC$

(18)  $\triangle ABC$  is  $\triangle ABC$

### Practical Exercise

## ADMINISTRATION OF ACHIEVEMENT TEST

After the construction of the test, it

was conducted on 4th of November, 2019 and was administered in the following

ways:

- (i) Open Script: The time limit of test was 60 mins. It was conducted by rotating the first two periods of class. The time was so designed that Section A would take 15 mins, 30 mins for Section B; 25 mins for Section C and 10 mins for first sitting. The question paper and at the end of the provision of answers.

(ii) The room, desks and furniture: The test was conducted in the classroom of 7th standard. Six out of 21 students were present. There were 9 desks arranged in 2 columns. At the extreme columns, one student was seated at each desk. In the middle time, four students were seated at each desk. The question paper and answer sheet were provided. Each student had to write the answers using a blue pen, pencil and scale. Compass were required for constructions work.

Q11) Observations: Most were low towards low to keep an eye on the student Mr. Arondeep Singh (Maths teacher) and 9

**ANALYSIS OF ACHIEVEMENT TEST RESULT RECORDS**

| Sl. No | Student's Name    | Marks |
|--------|-------------------|-------|
| 1      | Ahsanurmel Singh  | 20    |
| 2      | Sajjanur Singh    | 20    |
| 3      | Arav Singh        | 17    |
| 4      | Harmanpreet Singh | 29    |
| 5      | Harjot Kaur       | 27    |
| 6      | Jasvir Singh      | 11    |
| 7      | Kangaral Kaur     | 25    |
| 8      | Kritika           | 18    |
| 9      | Nanddeep Singh    | 19    |
| 10     | Mansoor Kaur      | 10    |
| 11     | Parneet Kaur      | 08    |
| 12     | Sarjot Kaur       | 12    |
| 13     | Parbh Singh       | 21    |
| 14     | Shruti Kaur       | 16    |
| 15     | Salvi Kaur        | 15    |
| 16     | Ritika            | 24    |
| 17     | Sahanspreet Kaur  | 25    |
| 18     | Rohini Kaur       | 18    |
| 19     | Rohit Kaur        | 15    |

| Sr. No | Students Name | Mark |
|--------|---------------|------|
| 22     | Kabir Singh   | 28   |
| 23     | Sandeep Kaur  | 40   |
| 24     | Shivani       | 18   |
| 25     | Shraddha Kaur | 18   |
| 26     | Jeewan Singh  | 40   |
| 27     | Vishal Singh  | 25   |
| 28     | Vishal        | 20   |
| 29     | Vanshika      | 40   |

Evaluation

Except three students, all the others out of 29 students who attempted the test scored above 10% of marks. Hence, these three students fall under the category of 'Below Average' i.e. student scored 'D' or 'Below D' which means their percentage above 10% and hence they are the 'Above Average' students. The most of the students with marks lying between the range of 10-34 are 10-20% and the range of 10-34 are 10-20% students.

No. of students →





## DOCUMENT HIGHLIGHTING TEACHER MADE WRITTEN TESTS

**Preparation of Diagnostic  
Test Followed by  
Remedial Measures**

## Diagnostic Test

The term diagnostic has been borrowed from the medical profession. It means identification of disease by means of particular symptoms. After careful analysis, the prescriber the medicine as individual treatment.

Similarly, in the field of education, diagnosis has many such implications. All faults in learning occur frequently at all levels and among pupils of both high and low mental ability. In order to handle such cases, the teacher also uses similar technique like a nation to diagnose the mistake, strengths and weaknesses of pupil in the specific area of study and analyse the cause for the same and often provides remedial measures as per necessity.

Some features of diagnostic test:

- (i) It is more often limited to low ability students.
- (ii) It is confined to certain.
- (iii) It is much more comprehensive.
- (iv) It focuses on individual's educational weakness or identifying gaps in pupils.

# DIRECYNOSIC TEST

Topic: Basic Maths Operations

Date: 10/10/19

Class: VI

Total Marks: 20

General Instructions:

1. There are 20 multiple choice questions.

2. All are compulsory.

3. Each question has 4 choices and you have to choose one.

4. Each question carries 100 marks.

## POST-TEST

(Session - 2019)

1)  $302165 + 3065 + 12431 + 22 + 506 =$

a. 381802      b. 318252      c. 318024      d. 312602

2)  $501003$

-  $380258$

3)  $480145$       b.  $4180345$       c.  $421025$       d.  $4186645$

4)  $4085$

$\times 507$

5)  $4569714$       b.  $4697704$       c.  $4605084$       d.  $4629304$

11)  $5x^2 - 0.6 + 31 + 1.0 - 202 + 6^2 =$

a.  $0.9 - 31.6$       b.  $90.613$       c.  $90.381$       d.  $90.163$

12)  $86.8 - 1.262 =$

a.  $85.038$       b.  $850.88$       c.  $0.5038$       d.  $8.035$

13)  $4.08$

$\times 3.5$

a.  $0.13464$       b.  $13.464$       c.  $13.466$       d.  $13.464$

14) Find the product of  $212$  and  $314$

a.  $5.174$       b.  $5^2/12$       c.  $5.6/2$       d.  $5.84$

15) What is the supplement of  $2 \frac{3}{4}^\circ$

a.  $411^\circ$       b.  $311^\circ$       c.  $811^\circ$       d.  $111^\circ$

16) What is the value of  $(314 + 212) \div 516 =$

a.  $1 \frac{1}{10}$       b.  $1 \frac{5}{10}$       c.  $1 \frac{5}{10}$       d.  $1 \frac{7}{10}$

17) What is the value of  $(0.62 - 0.40) \div (0.1 + 4.9)$

a.  $5.5$       b.  $6.5$       c.  $7.5$       d.  $8.5$

11)  $8^x$  is the exponential form of  
a. 8x3      b.  $8 \cdot 3$       c. 8x8      d. 3x3x3x3

12) Five 38¢ of 50¢  
a. 190      b. 200      c. 210      d. 220

13) 25% of what number is 12?  
a. 38      b. 48      c. 58      d. 68

14) What are the prime numbers (two to six digit)  
a. 71, 73, 79, 83, 89      b. 71, 73, 79, 83, 89  
c. 71, 72, 83, 89, 89      d. 71, 72, 83, 89, 89

15) What is 556 781945 to nearest million?  
a. 5000000      b. 56000000  
c. 560000000      d. 5600000000

16)  $61.23 \times 2.6$   
a. 2.6      b. 159.098  
c. 159.09      d. 159.098

17)  $69.08 \div 2.2 =$   
a. 2.92      b. 0.292      c. 29.2      d. 28.2

18)  $8.6 + 14 + 2.9 = 13 =$   
a. 2.692      b. 0.9692      c. 96.92      d. 969.2

(1) Find  $\sum x$  of 5.83 =  
 $\sum x^2 = 6.556$   $\sum x = 61.56$   $n = 10$

sol:  $\sum x = 61.56$   $\sum x^2 = 65.56$

**RESULT OF POST TEST**

| Sr. | Names              | Marks | Sr. | Names           | Marks |
|-----|--------------------|-------|-----|-----------------|-------|
| 1   | Hardeep Singh      | 15    | 12  | Hardeep Singh   | 16    |
| 2   | Balbir Singh       | 13    | 13  | Manish          | 13    |
| 3   | Gurty              | 01    | 14  | Manmeet Singh   | 11    |
| 4   | Hardeep Kaur       | 05    | 15  | Manpreet Kaur   | 10    |
| 5   | Karnaeet Kaur      | 14    | 16  | Karnab Singh    | 18    |
| 6   | Tarjot Singh       | 12    | 17  | Sandeep Kaur    | 17    |
| 7   | Tika               | 03    | 18  | Sumanpreet Kaur | 14    |
| 8   | Kushkhar           | 14    | 19  | Jyoti Singh     | 15    |
| 9   | Krishan Singh      | 01    | 20  | Hardeep Singh   | 15    |
| 10  | Lushkonee Kaur     | 03    | 21  | Vanshdeep Singh | 12    |
| 11  | Prabhuwinder Singh | 08    | 22  | Valbhav         | 14    |

Identifying students that are Below Average:

A diagnostic test was conducted on 10/10/19 after the poor performance of students in Mathematics grade 8 (B. Month: Sept).

91 were found that 6 out of 25 students scored below average marks, i.e. below 2 out of 39.

### Essential Measures:

The following several measures were taken:

#### 1. Developing Learning Base-

In this, children were made to understand by way of exercises and multiplication

examples that addition and multiplication

concepts involve combination and nature of answer is to increase whereas subtraction

and division involve partitioning and nature of the answer is to decrease.

#### 2. Instructional Techniques:

The complex tasks were divided into simple sub skills. The children were allowed to

master these skills at their own

pace in order to keep up the activities.

'Continuous Reinforcement' through a star system was also given.

#### 3. Teaching Fundamental Math:

Before introducing two digit addition,

addition of tens and hundreds was taught. The concept of subtraction was achieved through a directive method of teaching in which children are required to formulate correct number digits and develop mental between addition and subtraction. The methodology of multiplication of tens, hundreds and thousands was taught first. Money and some pictorial representations were used for each division.

Open Mental measures were taken for one week. 122, 110, 100, 110, 100, 110, 100.

### RE-TEST

After one week, a re-test of 10 questions of the same type as those of the first test were given to the students. The results were as follows:

### Results of Re-test

| Sr. | Names          | Marks | Sr. | Names         | Marks |
|-----|----------------|-------|-----|---------------|-------|
| 1.  | Bunty          | 11    | 4.  | Krishna Singh | 10    |
| 2.  | Angurdeep Kaur | 12    | 5.  | Kishor Singh  | 11    |
| 3.  | Typa           | 12    | 6.  | Deepa Kaur    | 12    |



From the result, it was inferred that  
there was an improvement in the student  
with the help of nonverbal measures. This  
increased the overall performance of  
the whole classroom.

# RATING

# SCALE

Submitted To:  
Dr. Kamalpreet Kaur

Submitted By  
Jayti  
B.Ed - M.Ed  
(Integrated)

# Rating Scale

**Introduction** - Rating Scale is an important technique of evaluation. Rating is the assessment of one person by another person. This is one of the oldest methods of personality assessment. Rating is a term applied to expression of opinion or judgement regarding some situation, object or character. Opinions are usually expressed on a scale or value.

## Definition of Rating Scale -

∴ A rating scale is a set of categories designed to elicit information about a quantitative or a qualitative attribute.

## Characteristics of Rating Scale

Are valuable judgements about attributes of one person by another person.

Most commonly used tools to carry out structured observations.

(Gulliford (1954) identified that rating scale must have following basic characteristics which must be taken care of while constructing a rating scale.

- Clarity
- Relevance
- Variety
- Objectivity
- Uniqueness

- Make quantitative judgements about qualitative attributes.

- Provide flexibility to judge the level of performance or presence of attributes among subjects.

## Types of Rating Scale

- \* Numerical Rating Scale
- \* Graphic Rating Scale
- \* Descriptive Rating Scale
- \* Comparative Rating Scale

### 1. Numerical Scales - Numerical scales are

the easiest to construct and apply to the objects, persons and events etc to be rated.

In numerical scale the observer or rater is supplied with a sequence of numbers which is well defined and his task is to rate the objects on the given sequence of numbers on the basis of his impression.



|      |        |        |      |       |       |       |       |       |       |       |
|------|--------|--------|------|-------|-------|-------|-------|-------|-------|-------|
| 0    | 1      | 2      | 3    | 4     | 5     | 6     | 7     | 8     | 9     | 10    |
| No   | Little | Little | Even | Whole | Whole | Whole | Whole | Whole | Whole | Whole |
| Pain | Bit    | more   | more | Let   | Let   | Let   | Let   | Let   | Let   | Let   |
|      | Pain   | Pain   | Pain | pain  | pain  | pain  | pain  | pain  | pain  | pain  |

Numeric Pain Intensity Scale

# Behavior Checklist for Classroom Management.

|   | 1<br>Points | 2<br>Points | 3<br>Points |
|---|-------------|-------------|-------------|
| Directions and Rules - Student followed directions and rules, did not need any corrective measures. |             |             |             |
| Attention - Student actively listened and stayed on task without assistance.                        |             |             |             |
| Collaboration - Student collaborated with peers clearly and effectively.                            |             |             |             |
| Performance - Student showed accountability with effort and put in extra effort to do well.         |             |             |             |
| Time Control - Student stay focused and completed assignments within the given time frame.          |             |             |             |
| Behavior - Student respected classmates and teachers, as well as themselves.                        |             |             |             |
| Emotion - Student stayed calm most of the time and was able to control his/her emotions.            |             |             |             |



2. **Graphic Rating Scale** - In this scale the performance is printed horizontally at various points from lowest to highest:

Very Effective      Slightly effective      Average      Slightly uneffective      Very uneffective

3. **Descriptive Rating Scale** - In which descriptive phrases or terms assigned to each trait. The student enters the appropriate phrase after each name to indicate judgement of the person.

A      B      C      D      E

Excellent      Good      Average      Below Average      Poor

4. **Comparative Rating Scale** - The teacher provides a point of comparison for respondents to provide answers. Therefore all respondents will have a uniform

point of comparison for selecting answers.

Example - Freshness is rated as 5 on the sweet shop. In comparison to 3 on the shop in Gurgaon.

|                          |                          |                          |                                     |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent                | Very Good                | Good                     | Both are same                       | Poor                     | Very poor                |                          |

## # Steps in developing a Rating Scale

- Identify the course objectives
- List the specific objectives.
- Enumerate the terminal / behavioural objectives.
- Summarize the ratings by adding the scales.
- Describe the rating in qualitative and quantitative terms.



## Advantages of Rating Scale :

- Records qualitative and Quantitative judgments about observed performance.
- Measure specified outcomes or objects of education deemed to be significant or important to teacher.
- Evaluate products such as typed test responses of demonstration, sample of diagram, charts etc.
- Used within a large number of students.
- Reduce the subjectivity and unreliability.

## Disadvantages of Rating Scale :

- It is difficult to fix up rating about many aspects of an individual.
- misuse can result in decreased objectivity.
- Due to chances of subjective evaluation scales may become unscientific and

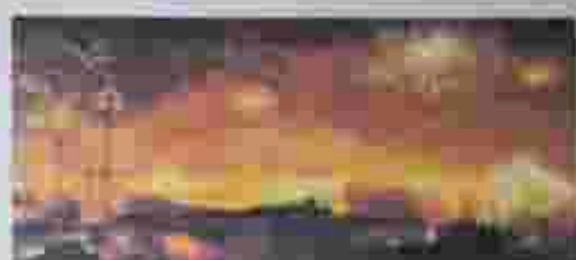
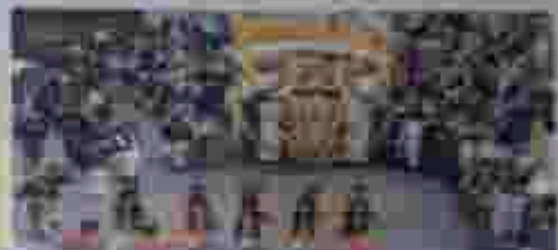
unreliable.

- Lack of uniformity
- Common sources of errors in rating scales that affect the validity of a test, they are: 1. Ambiguity 2. Attitude of the testee 3. Personality of the testee, personal bias; logical errors.

Conclusion - Rating scale designs have a significant effect on item calibrations.

See

# **A PROJECT REPORT ON INDIAN FESTIVALS**



Submitted to Guru Nanak Dev University, Amritsar  
Session(2020-2021)

(Teacher Education)

Submitted to:

Dr. Mandeep Kaur

(Asst. Professor)

Submitted By:

Simranjeet kaur (30472009451)

Simran kaur (30472009452)

Manpreet kaur (30472009453)

**KHALSA COLLEGE OF EDUCATION AMRITSAR**

## CERTIFICATE

This is to certify that the project report on **"INDIAN FESTIVALS"** submitted to Guru Nanak Dev University, Amritsar in partial fulfillment of the requirement for the award of degree of **P.G.D.C.A (Teacher Education) semester-II** is an original work carried out by **Simranjeet kaur (30472009451), Simran kaur (30472009452), Manpreet kaur(30472009453)** under my guidance and supervision.

The matter embodied in this project is genuine work done by the students and has not been submitted to this university or to any other institute for the fulfillment of the requirement of any course of study to the best of my knowledge.



*Dr. Mandeep Kaur*

*Assistant Professor*

*Rhaina College of Education*

## DECLARATION

We declare the work being presented in the project "INDIAN FESTIVALS" developed in Microsoft Frontpage and HTML, in the partial fulfillment of the requirement for award of degree of P.G.D.C.A (TE) of Guru Nanak Dev University, Amritsar, submitted by us, is an authentic record of my work carried out under the guidance of Dr. Mandeep Kaur.

Nobody else has submitted the matter embodied in this project for the award of any other course.

Simranjeet kaur (30472009451) Simranjeet Kaur

Simran kaur (30472009452) Simran - Kaur

Manpreet kaur (30472009453) Manpreet Kaur

## ACKNOWLEDGEMENT

We take this golden chance to acknowledge all those people who blessed, encouraged and supported me technically and morally through all the phases of our project. We take this opportunity to express our profound sense of gratitude. We thank almighty GOD for giving us this opportunity to express gratitude to all those who helped in successful completion of this project.

It is our proud prerogative to place sincerest thanks to our esteemed guide, Dr. Mandeep Kaur for suggesting the topic and providing valuable guidance and constant encouragement during the course of preparation. We shall remain indebted to her for providing constant support.

Simranjeet kaur (30472009451) *Simranjeet Kaur*

Simran kaur (30472009452) *Simran Kaur*

Manpreet kaur (30472009453) *Manpreet Kaur*

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# HTML

Hypertext Markup Language (HTML) is the main markup language for web pages. HTML elements are the basic building-blocks of WebPages.

HTML is written in the form of HTML elements consisting of tags enclosed in angle brackets within the web page content. HTML tags most commonly come in pairs and although some tags, known as empty elements, are unpaired, for example <br>. The first tag in a pair is the start tag, the second tag is the end tag (they are also called opening tags and closing tags). In between these tags web designers can add text, tags, comments and other types of text-based content.

The purpose of web browser is to read HTML documents and compose them into visible or audible web pages. The browser does not display the html tags, but uses the tags to interpret the content of the page.

## STRUCTURE OF HTML

HTML uses tags that are enclosed in brackets like the following:

```
<>
```

HTML documents consist of elements which are constructed with tags. For instance, a paragraph is considered to be an html element constructed with the tags <P> and </P>. The <P> tag begins the paragraph element and the </P> tag ends the element. The following is a paragraph element:

```
<p>
```

This is a sample paragraph element. Any text in a paragraph goes here.

```
</p>
```

Not all tags have a tag for ending the element such as the line break, <br> tag. The HTML document is begun with the <html> tag and ended with the </html> tag. Elements of an HTML document include the HEAD, BODY, Paragraphs, Lists, Tables, and more. Elements may be embedded within each other. Also some elements have attributes embedded in the tag that define characteristics of the element such as the placing of text, size of text, source of an image, and other characteristics depending on the element. These attributes are listed in this document when the element is discussed in detail.

An HTML document is structured with two main elements:

1. HEAD
2. BODY

An Example HTML File

```
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML4.01 Transitional//EN">
```

```
<html>
```

```
<head>
```

```
</head>
```

```
<body>
```

```
<center><h1>HTML Document Structure</h1></center>
```

```
<p>
```

This is a sample HTML file

```
</p>
```



<body>-->

Comments begin with `<!--` and with the `-->` brackets. The tags "HTML", "BODY", and all others may be in capital or small letters. In the above file, there is a header and a body. Normally you can copy this file and use it as a template to build your new file while being able to make some modifications. You can edit HTML using a standard editor, but it is easier to use an HTML editor since it displays the tags with different colors than the text is displayed in.

# INTRODUCTION TO WEBSITE

The present website is on "INDIAN FESTIVALS" In this website there are 21 WebPages

First page contain the HOME page

Second page specifies introduction about INDIAN FESTIVALS

Third page specifies the TYPES OF FESTIVALS

Fourth page specifies all NATIONAL FESTIVALS

Fifth page specifies all RELIGIOUS FESTIVALS

Sixth page specifies all HARVEST FESTIVALS

Seventh page specifies OTHER FESTIVALS in India.

# SNAPSHOTS

# HOME PAGE

Home

Home



## Celebrating Indian Festivals



Home

Festivals

Home

Home

Home

Home

Home

*Introduction: India is a land of gods and festivals. The Indian men and women observe these festivals throughout the year. These festivals are being observed from time immemorial though are observing them right from the dawn of human civilization.*

*Major Indian Festivals: The major festivals are Dussehra, Kali Puja, Ganesh Chaturthi, Ravana Navami, Maha Navami, Dussehra, Ganesh Visarjan, Akshaya Tritiya and others. In some only a few. These festivals are observed by the Hindus but there are other festivals also such as Christmas, Easter and Midwinter observed by the Christians. The Christmas they call New Year's Day are observed by the Christians and the Ganesh Navami is observed by the Jains or Jainism. People observe these festivals with great fervor as they believe that gods and goddesses purify their souls and enjoy them in the heaven and pure life. It is for this reason that the old, young and children all observe these festivals with great gusto and enthusiasm.*

*Celebration: These festivals are observed throughout the year with great pomp and ceremony. Some festivals like Dussehra, Ganesh and Kali are observed throughout the country and everywhere are observed equally. All the people irrespective of their social*

# HOME PAGE

**Home**  
**Festivals**  
**Culture**  
**Religion**  
**Events**  
**More Festivals**

## Celebrating Indian Festivals

*Introduction: India is a land of fairs and festivals. The Indian men and women observe their festivals throughout the year. These festivals are being observed from time immemorial. People are observing them right from the dawn of human civilization.*

*Major Indian Festivals: The major festivals are Dussehra, Kali Puja, Ganesh Chaturthi, Dussehra, Pongal, Makar Sankranti, Lohri, Bihu, Kar, Onam, Akshaya Tritiya, Holi and others, to name only a few. These festivals are observed by the Hindus but there are other festivals also such as Eid-ul-Fitr, Eid-ul-Adha and Christmas observed by the Muslims. The Christmas Day and New Year's Day are observed by the Christians and the Good Friday is observed by the Sikhs or Parsis. People observe these festivals with great devotion. It is believed that fairs and festivals purify their souls and inspire them to lead a better and good life. It is for this reason that the old, young and children all observe these fairs and festivals with great gusto and enthusiasm.*

*Celebration: These festivals are observed throughout the year with great pomp and ceremony. Some festivals like Dussehra, Holi and Navratri are observed throughout the country and some others are observed regionally. All the people, irrespective of their social*

# FESTIVALS

## National Festivals

India is a land of multi-ethnicity where people of different languages and cultures live together with peace and harmony. India is worldwide known for its cultural diversity and colorful festivals. Apart from these festivals, we also have national festivals such as Gandhi Jayanti, the Independence Day and the Republic Day.

## Religious Festivals

India is famous for a lot of things around the world from yoga to its diversity from its travel destinations to its rich food but one thing that this country is better at doing than most is celebrating festivals. Lots of festivals. A country with diverse religious and cultural backgrounds India as a nation gets to celebrate festivals of different types, scales and values and that is what makes festivals in this country so special to experience.

## Harvest Festivals

There is a lot of harvest festivals around the world. A harvest festival is an annual celebration which occurs around the time of the most harvest of a given region. Given regional differences in climates and crops, harvest festivals can be found at various times throughout the world.

# NATIONAL FESTIVALS



## Independence Day



Independence Day is annually celebrated on 15 August, as a national holiday in India, commemorating the nation's independence from the United Kingdom on 15 August 1947. The UK Parliament passed the Indian Independence Act 1947 transferring legislative sovereignty to the Indian Constituent Assembly. India will remain King George VI as head of state until the transition to full republican constitution. India attained independence following the Independence Struggle for largely non-violent resistance and civil disobedience led by the Indian National Congress (INC). Independence coincided with the partition of India, in which the British Indian Empire along religious lines into the Dominion of India and Pakistan. The partition was accompanied by mass riots and mass migration, and the displacement of nearly 15 million people due to religious violence. On 15 August 1947, the first Prime Minister of India, Jawaharlal Nehru, raised the Indian national flag above the Lotus Gate of the Raj Ghat in Delhi. On each subsequent Independence Day, the incumbent Prime Minister customarily raises the flag and gives an address to the nation. Independence Day is observed throughout India with flag-hoisting ceremonies, parades and cultural events. It is a national holiday.



Home Page | Home | About | Contact Us | Privacy Policy | Terms of Service



# Gandhi Jayanti



Gandhi Jayanti is a national festival celebrated in India to mark the birth anniversary of Mahatma Mohandas Karamchand Gandhi born 2 October 1869. It is celebrated annually on 2 October, and it is one of the three national holidays of India. The UN General Assembly announced on 15 June 2007 that it adopted a resolution which declared that 2 October will be celebrated as the International Day of Non-Violence. Gandhi Jayanti is marked by prayer services and vigils all over India, including at Gandhi's memorial in New Delhi where he was cremated. Popular activities include prayer meetings, commemorative ceremonies in different cities by villages, local government institutions and socio-political institutions. Painting and essay competitions are conducted and best awards are granted for projects in schools and the community encouraging a non-violent way of life as well as celebrating Gandhi's effort in the Indian independence movement. Gandhi's favourite bhajans (Hindu devotional songs) bhagavats (Kishor Das Das) is usually sung in his memory. Statues of Mahatma Gandhi throughout the country are decorated with flowers and garlands, and some people avoid drinking alcohol or eating meat on the day. Public buildings, banks and post offices are closed. This is Mahatma Gandhi Jayanti birthday and he was very important in our community.







# Republic Day



Republic Day denotes the date on which the Constitution of India came into effect on 26 January 1950 replacing the Government of India Act (1947) as the governing document of India.

The Constitution was adopted by the Indian Constituent Assembly on 26 November 1949, and came into effect on 26 January 1950 with a democratic government system, completing the country's transition towards becoming an independent republic. 26 January was chosen as the Republic Day because it was on this day in 1824 when the inclusion of Indian independence (Purna Swaraj) was proclaimed by the Indian National Congress as opposed to the Dominion status offered by British Regime.

India achieved independence from British Rule on 15 August 1947 following the Indian independence movement. The independence came through the Indian Independence Act 1947 (10 & 12 Geo 6: 30) an Act of the Parliament of the United Kingdom that partitioned British India into the two non-independent dominions of the British Commonwealth of Nations: India obtained its independence on 15 August 1947 as a constitutional monarchy with George VI as head of state and the Earl Mountbatten as governor-general. The country, though, did not yet have a permanent constitution, instead its laws were based on the modified colonial Government of India Act 1935. On 28 August 1947, the Drafting Committee was appointed to draft a permanent constitution, with Dr B.R. Ambedkar as chairman. While India's independence day celebrated its freedom from British Rule, the Republic Day celebrates the coming into force of its constitution. A draft constitution was prepared by the committee and introduced in the Constituent Assembly on 4 November 1947. The Assembly met in sessions open to public, for 160 days spread over a period of two years, 11 months and 18 days before adopting the Constitution. After many deliberations and some modifications, the 301 members of the Assembly signed and transmitted copies of the document first in Hindi and English on 26 January 1950. The day since which was on 26 January 1950, it came into effect throughout the whole nation. On that day began the Republic's first term of office as President of the Indian Union. The Constituent Assembly became the Parliament of India under the transitional provisions of the new Constitution. This day is celebrated in India as the Republic Day.



WELCOME REPUBLIC DAY

# RELIGIOUS FESTIVALS



## Dussehra



**Introduction:** Dussehra, pronounced also known as Dashain, Dusshera, Dusra, Dusshar or Dusshar is a major Hindu festival celebrated at the end of Navratri every year. It is observed on the tenth day in the Hindu calendar month of Ashvin, the seventh month of the Hindu lunar (Chandra) Calendar which typically falls in the Gregorian months of September and October.

Dussehra is observed for different reasons and celebrated differently in various parts of South Asia. In the northern, western and northeastern states of India, Dussehra marks the end of Durga Puja, remembering goddess Durga's victory over the buffalo demon Mahishasura. In the southern and western states, the festival is synonymously called Dusshera (also spelled Dusam, Dusshera) or Dusshera. In these regions, it marks the end of Ramnavami and remembers Lord Rama's victory over the demoness. On the very same occasion, Rama also destroyed a huge number of defeated evil King warriors including Shishu, Dama, Akshayakarma, Kama, Kripa etc. then by significantly putting the essential aspects of victory of good (Dharma) over evil (Adharma). Additionally it marks a resolution for one of the aspects of goddess Devi such as Durga or Saraswati.

Dussehra celebrations include rituals as a time of thanksgiving that carry deep meaning of



**Northern India:** In most of northern and western India, Dusshera (usually 10 days) is celebrated in honor of Lord Hanuman. In some areas some plays based on the Ramayana and Kumbhakaran (Mandala) are performed in various parts across the land and to commemorate such major events. Following nights of the drama Ramya, Kumbhakaran and Sughandha. The plays are done in temples in the evening of Dussehra-Dussehra. When Dusshera is observed on the same day across India, the festival, leading to it only in some places, the Dusshera 2021 in the brief version of the story of Rama, Sita and Lakshmana. It is observed over 10 days before it but in some areas such as Himachal Pradesh it only is fully with out 10 days. Dussehra is a festival that is celebrated for a month.





# Diwali



Diwali, Deepavali or Dipawali is the Hindu festival of lights, which is celebrated every autumn in the northern hemisphere (opposite to southern hemisphere). One of the most popular festivals of Hinduism, Diwali symbolizes the spiritual victory of light over darkness, good over evil and knowledge over ignorance. Light is a metaphor for knowledge and consciousness. During the celebration, temples, homes, shops and office buildings are brightly illuminated. The preparations and rituals for the festival typically last five days, with the climax occurring on the third day coinciding with the darkest night of the Hindu

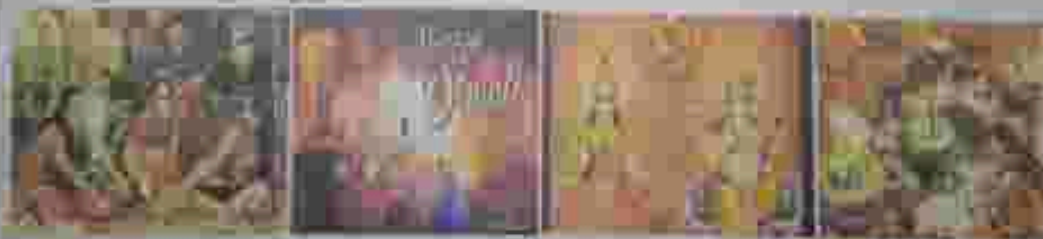


lunar month Kartika in the Gregorian calendar, the festival generally falls between mid-October and mid-November.

Diwali is celebrated by Hindus, Jains, Sikhs and Newar Buddhists although for each faith it marks different historical events and stories, but nonetheless the festival represents the same symbolic victory of light over darkness, knowledge over ignorance, and good over evil.



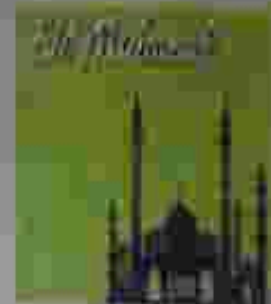
In the lead up to Diwali, celebrants will prepare by cleaning, renovating and decorating their homes and workplaces. During the climax, millions adorn themselves in their finest clothes, illuminate the interior and exterior of their homes with clay oil lamps or candles, offer puja (worship) to Lakshmi, the goddess of prosperity and wealth, light fireworks, and partying is family focus, where mithai (sweets) and gifts are shared. Diwali is also a major cultural event for the Hindu and Jain diaspora from the Indian subcontinent.



Islamic Festivals



# Eid-ul-Fitr



### EID-UL-FITR (RAMADAN END) FESTIVAL

Eid-ul-Fitr festival has been declared as the gazetted holiday all over the India which gets celebrated on the end of Ramadan month occurring on day of Islamic month of Shawwal. It is the festival of breaking fast in the end of Ramadan month (also known as the "Islam's month of fasting" means month of fasting and prayer). People from Muslim community go for the communal prayers, Ulees Khusha (muslim women) and take ruzhah by donating required things while



celebrating festival. They celebrate this festival as the first Eid of the year whereas Eid al-Adha is the second Eid. Eid ul Fitr is celebrated all over the world at the end of holy Ramadan as well as the day of Shawwal month. A special prayer is offered during this celebration called Salat or Uloom prayer in an open field or very large hall. They continue their fast in the faith of God till last day of the Ramadan month during which they pay "Zakat and Fitr" before Eid prayers.



### EID-UL-FITR (RAMADAN END)

Eid-ul-Fitr 2018 would be celebrated by the people of Muslim religion on 14th June Thursday to 15th June Friday (in India). However, it is celebrated on different dates also in various countries of the world. According to the Islamic calendar, Ramadan, it always falls on the same day because according to the Gregorian calendar (solar calendar) date varies from year to year. The difference in the dates of festival celebration in both calendars is 11 days every year. The date of the festival celebration also varies from country to country according to the moon status. However, an official date for celebrating the Eid-ul-Fitr has been adopted by the High Council of North America which is based on the astronomical calculations.





# Merry Christmas



Christmas is an annual festival commemorating the birth of Jesus Christ, observed primarily on December 25 as a religious and cultural celebration among billions of people around the world. A feast central to the Christian liturgical year, it is preceded by the season of Advent or the Nativity Fast and initiates the season of Christmastide, which historically in the West lasts twelve days and culminates on Twelfth Night; in some traditions, Christmastide includes an octave. Christmas Day is a public holiday in many of the world's nations, is celebrated religiously by a majority of Christians, as well as culturally by many non-Christians, and forms an integral part of the holiday season centered around it.

The traditional Christmas narrative, the Nativity of Jesus, delineated in the New Testament says that Jesus was born in Bethlehem in accordance with messianic prophecies. When Joseph and Mary arrived in the city, the inn had no room and so they were offered a stable where the Christ Child was born, with angels proclaiming this news to shepherds who then further disseminated the information.

Although the month and date of Jesus' birth are unknown, by the early-to-mid fourth century the Western Christian Church had fixed the date of Christmas as December 25, a date that was later adopted in the



with bringing gifts to children during the Christmas season and have their own body of traditions and for seasons gift-giving and many other aspects of the Christmas festival. In some heightened economic activity, the holiday has become a significant event and a key sales period for retailers and businesses. The economic impact of Christmas has grown steadily over the past few centuries in many regions of the world.





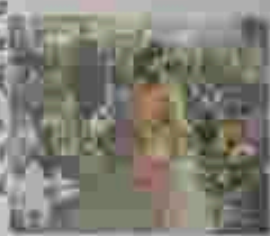
# Gurpurab



Gurpurab or Guru Nanak Jayanti is the celebration of the birth of the first Sikh Guru, Guru Nanak, who laid the foundation of Sikhism. This year, Gurpurab will be celebrated on November 23. Gurpurab or Guru Nanak Jayanti is the most auspicious day in Sikhism and will celebrated with fervour on Friday, even as Gurpurab is celebrated of different days each year based on the Indian lunar calendar. This year would be the 500th birth anniversary of Guru Nanak. 'Gurpurab' is made of two words- 'Gur', which means Guru or master; and 'Purab', which means party in Hindi, meaning day. So Gurpurab is the day dedicated to the Guru.



Festivities on Guru Nanak Jayanti or Gurpurab are centered around the birth anniversaries of the ten Sikh gurus. The first and the last Sikh Guru was Guru Gobind Singh. After him, the sacred book of Sikhs, the Adi Granth or Guru Granth Sahib, which contains the writings of the gurus, is considered the guru. Guru Nanak, Gurpurab or Guru Nanak Jayanti is celebrated as the day to remember the holy guru, Guru Nanak, and is a reminder for the followers of Sikhism to remember his teachings and overcome the five vices- ego, greed, attachment, anger and pride and devote one's life in the reflection of God.

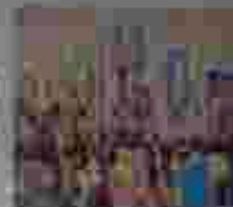


Guru Nanak was born to Kaloyan Das Mehta and Meeta Prasad. From an early age, Guru Nanak had a spiritual inclining. He refused to wear the upper-caste Hindu's one sacred thread as he did not believe in superficial aspects of religion. Guru Nanak said he would rather wear the God's name in heart than small necker be broken or get wet. Guru Nanak worked as a stockbroker in a grocery of Dera Sahib in Sahiwal, where he came in contact with Nanaka, a Hindu ascetic. Together they organized gatherings for Hindus and Muslims where they sang hymns to praise the creator.

From Devdutt



# Durga Puja



Durga Puja, also called Durgotsava, is an annual Hindu festival in the Indian subcontinent that worships the goddess Durga. It is particularly popular in West Bengal, Assam, Tripura, Bihar, Jharkhand, Odisha, Bangladesh and the diaspora from this region, and in Nepal where it is called Dussehra. The festival is observed in the Hindu calendar month of Ashvin, typically September or October of the Gregorian calendar, and is a multi-day festival that features elaborate rituals and stage decorations (pandals), scripture recitation, performance arts, recital, and processions. It is a major festival in the Shaivism tradition of Hinduism across India and Shaktya Hindu diaspora. Durga Puja festival marks the birth of goddess Durga with the shape-shifting, asuric and powerful buffalo demon Mahishasura, and her ensuing victory. Thus, the festival epitomizes the victory of good over evil, but it also is in part a harvest festival that marks the goddess as the motherly power behind all of life and creation. The Durga Puja festival later coincides with Vajrasudhana (Dussehra) shared by other traditions of Hinduism, where the Ravana Lila is enacted — the victory of Rama is marked and effigies of demon Ravana are burnt instead.

Durga Puja is the biggest and most widely celebrated festival of West Bengal, Bihar, Assam and Odisha. It is held over a five-day period. The city is decked up with festive lights, loudspeakers play popular songs as well as recitation of mantras by priests, thousands of beautiful pandals are created by communities in cities, towns and villages across the state, but particularly in Kolkata. The main houses surrounded with hundreds of thousands of devotees, devotees and pandal-hoppers visiting the pandals on Puja days. It causes a chaotic traffic condition despite all efforts of traffic and crowd management. Shops, markets, restaurants stay open all night; fairs are set up and cultural programmes





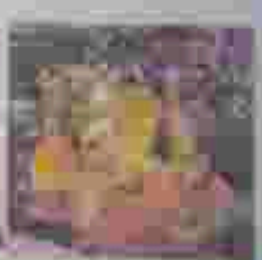
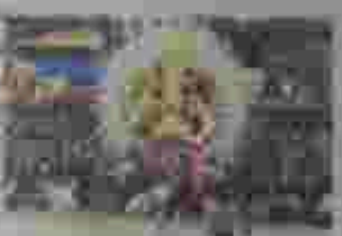
# Ganesh Chaturthi



Ganesh Chaturthi (गणेश चतुर्थी), also known as Vinayaka Chaturthi (विनायक चतुर्थी) or Vinayaka Chaturts (विनायक चतुर्त्स) is a Hindu festival celebrating the birth of Ganesha. It falls in the month of August or September of the Gregorian calendar. The festival is marked with the installation of Ganesha idols, privately at home, or publicly in shikharas (public temporary shrines). Illustrations



Gandhara and Visvesvara. Ganesh appears in the traditional Puranas in the form of god of success, obstacle remover. The Purana Purana, Skanda Purana and the Mahabharata Purana, in particular, profusely praise him. Beyond beyond interpretations, archaeological and epigraphical evidence suggest Ganesh had become popular, was created before the 1st century CE and numerous images of him are traceable to the 7th century or earlier. For example, terraces at Matha, Madhya and Deccan temples look at at the 11th century, dated between the 1st and 3rd century when Ganesh presumably would have been Hindu goddess. (2011)







# Buddha Purnima

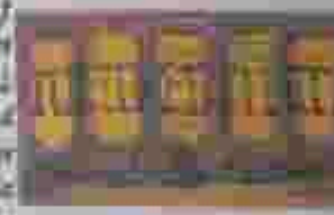


Buddha's birthday is a holiday traditionally celebrated in most of East Asia to commemorate the birth of the Prince Siddhartha Gautama, later the Gautama Buddha and founder of Buddhism. It is also celebrated in South and Southeast Asia as Vesak which also acknowledges the enlightenment and death of the Buddha. According to the Theravada Pali texts, scriptures from that country (then Kushya), Gautama was born in Lumbini in ancient India now in modern day Nepal in the year 563 B.C., according to the Nepalese Account, and raised in Kapilavastu. At the age of thirty five, he attained enlightenment (Nirvana) underneath a Bodhi tree in Bodhiya (modern day India). He delivered his first sermon at Sarnath, India. At the age of eighty, he died at Kushinagar, India.



The exact date of Buddha's birthday is based on the Asian lunisolar calendars. The date for the celebration of Buddha's birthday varies from year to year in the Western Gregorian calendar, but usually falls in April or May. In leap years it may be celebrated on June.

India is the land where the Buddha attained enlightenment (Nirvana) at Bodhiya and established Buddhism. Buddha spent majority of his life in what is now modern day India. Some of the places sites associated with Buddha's life include Bodhiya (place of enlightenment), Sarnath (site of first sermon), Sravasti and Rajgir (site where Buddha spent the greater part of his remaining life and delivered majority of his discourses), and Kushinagar (site where Buddha attained Parinirvana and passed away). Under Emperor Ashoka, Buddhism spread from India to other regions. Buddha Purnima or Buddha Festival is celebrated in South India as Vaisakam is a public holiday in Tamil. The public holiday for Buddha Purnima in India was initiated by Mahatma Gandhi. Ashoka who he was the founder of world peace is a celebrated especially in Sikkim, Ladakh, Jammu & Kashmir, West Bengal, various parts of North Bengal such as Kalyansing, Durgam, and Karimganj and Maharashtra (where 74% of world Indian Buddhists live) and other parts of India as per Indian calendar. Buddhists go to various Pilgrims to



# HARVEST FESTIVALS

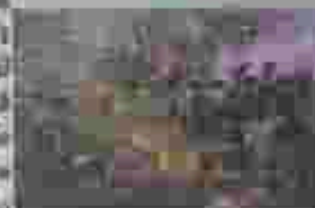
(Unit 22)



## Holi



Holi is a Hindu spring festival originating from the Indian subcontinent, celebrated predominantly in India, but has also spread to other areas of Asia and parts of the Western world through the diaspora from the Indian subcontinent, also known as the "Festival of Colours" or the "Festival of Love". The festival signifies the victory of good over evil, the arrival of spring, and of winter, and for many a festive day to meet others, play and laugh, forget and forgive, and repair broken relationships. It is also celebrated as a thanksgiving for a good harvest. It lasts for a night and a day, starting on the evening of the Purnima (Full Moon Day) falling in the Bhadra Sankranti Hindu Calendar month of Bhadrap, which falls somewhere between the end of February and the middle of March in the Gregorian calendar. The first evening is known as Holika Dahan or Chhoti Holi and the following day as



Holi, Rangwali Holi, Dhulandi, Dhawandi, or Phagwah.

The Holi festival has a religious significance among various Hindu traditions of the Indian subcontinent. It is the festive day to end and forgive oneself of past errors, to end conflicts by meeting others, a day to forgive and forgive. People pay or forgive debts, as well as deal with those who are their foes. Holi also marks the start of spring, for many the start of the new year, an occasion for people to visit the adjoining regions and make new friends. The festival has traditionally been also observed by non-Hindus, such as by Jains and Sikhs in India.



Holi celebrations start on the night before Holi with a Shalika Puja in which people gather, perform religious rituals in front of the bonfire, and pray that their material evil be destroyed the way Holika, the name of the demon King Narakasura's wife, was killed in the fire. The next morning is celebrated as Rangwali Holi - a free-for-all festival of colours, where people smear each other with colours and stretch each other. Water guns and water-filled balloons are also used to play and colour each other. Anyone and everyone is fair game, friend or stranger, rich or poor, man or woman, Hindu or Muslim. The frolic and fights with colours occurs in the open streets, open parks, outside temples and buildings. Groups carry drums and other musical instruments, go from place to place, sing and dance. People visit family, friends and fans to





# Pongal



That Pongal is a harvest festival dedicated to the Sun. It is a four day festival which according to the Tamil calendar is usually celebrated from January 14 to January 17.

That Pongal is one of the most important festivals celebrated by Tamil people in the Indian state of Tamil Nadu, the Indian Union Territory of Puducherry, and the country of Sri Lanka, as well as Tamil worldwides, including those in Malaysia, Mauritius, South Africa, United States, Singapore, Canada and UK.

The day marks the start of the sun's six-month-long journey northwards (the Uttarayana). This also corresponds to the Tropic solstice when the sun perpetually enters the 12th house of the Indian zodiac Makara or Capricorn. That Pongal is mainly celebrated to convey appreciation to the Sun God for a successful harvest. Part of



the celebration is the boiling of the first rice of the season consecrated to the Sun - the Surya Bhangujan.

The origins of the That Pongal festival may date to more than 1000 years ago. Epigraphic evidence suggests the celebration of the Puthiyodu during the Medieval Chola empire days. Puthiyodu is believed to represent the first harvest of the year. Tamil people refer to Pongal as 'Tamilhar Thiruvonal', the festival of Tamilhar.



## Pongal Dish

Besides rice and milk, the ingredients of this sweet dish include cardamom, mace, green gram (split) and cashew nuts. Cooking is done in sunlight, usually in a pot or earthenware, as the dish is dedicated to the Sun god Surya. The cooking is done in a clay pot that is decorated with coloured patterns called Kalam. Pongal has two variants, one sweet and one savory. The dish is served on banana leaves.



The main event, also known as That Pongal, takes place on the second of the four days. This day coincides with Makara Sankranti, a winter harvest festival celebrated throughout India. The day marks the start of the Uttarayana, the day of the Tropic solstice when the sun





# Onam



Onam is an annual Hindu holiday and festival with origins in the state of Kerala in India. It falls in the Malayalam calendar month of Chingam, which in Gregorian calendar overlaps with August–September. According to legends, the festival is celebrated to commemorate King Mahabali, whose spirit is said to visit Kerala at the time of Onam. Onam is a major annual event for Malayali people in and outside Kerala. It is a harvest festival, one of three major annual Hindu celebrations along with Vaisakhi and Thiruvathirai, and it is observed with numerous



festivities. Onam celebrations include Vallam Kali (boat races), Pulikali (tiger dance), Pookkalam (flower arrangements), Onkappan (worship), Onam Kalyan Puzha (Frog of War, Thambi Thullal (woman's dance), Kinnathikali (mask dance), Onkathali (mural art), Onavilla (music), Kachikakkula (plateau offerings), Onapottan (poorhouses), Arthachamayam (folk songs and dances) and other celebrations.



Onam is the official state festival of Kerala with public holidays that span four days from Vithradam (Onam eve). Major festivities take place across 30 venues in Thiruvananthapuram, capital of Kerala. It is also celebrated by Malayali diaspora around the world. Though a Hindu festival, non-Hindu communities of Kerala participate in Onam celebrations considering it as a cultural festival. However, some non-Hindus in Kerala denounce its celebration as a cultural event. Further, they consider it as a religious festival. Onam is an ancient Hindu festival of Kerala that celebrates rice harvest. The significance of the festival is in Hindu legends, of which two are very common.



The festival is also celebrated by Christians of Kerala, in the



# Bihu



Assam's Best

According to Mahachan, the first form of modern Bihu dance was developed in a temple near Guwahati at Harkhi Demasahi. Later, in the 19th century, this form of Bihu dance was adopted by the other communities as well and started being performed in Dihanguli region, Dibrugarh region by Tai Aham, Chutia, Jomawa, Bora, Mising, etc.

Bihu is the chief festival in the Assam Valley of India. It refers to a set of three different festivals: Bongali or Bihu observed in April, Kati or Kati Bihu observed in October, and Maghi or Magh Bihu observed in January. The Bongali Bihu is the most important of the three, celebrating the Assamese new year and the spring festival. The Maghi Bihu or the Kati Bihu is the one that is all about food. The Bihu Bihu or the Kati Bihu is the one, they're one reflecting a season of short supplies and is an agrarian festival.



Bihu is a harvest festival. Assamese celebrate the Bongali Bihu with feasts, music and dancing. Some hang brass, copper or silver pots on poles in front of their houses, while children wave flower garlands that greet the new year as they pass through the rural areas.



The three Bihu are Assamese festivals with reverence for Krishna, with (Garu Bihu) all in family, fertility and mother goddess, but the celebrations and rituals reflect influences from ancient Indian and Sino-Tibetan cultures. In contemporary times, the Bihus are celebrated by all Assamese people irrespective of religious caste or creed. It is also celebrated overseas by the Assamese diaspora community living worldwide.



The term Bihu is also used to imply Bihu dance otherwise called Bihu Xus and Bihu folk songs also called Bihu Gaat.





# Baisakhi



Baisakhi (ਬੈਸਾਕੀ, बैसाखी) also known as Vaisakhi, Vesakhi, or Vesakhi is a historical and religious festival in Sikhism. It is usually celebrated on 13 or 14 April every year.

Baisakhi marks the Sikh new year and commemorates the formation of Khanda panth of warriors under Guru Gobind Singh in 1699. It is additionally a spring harvest festival for the Sikhs.

On Vesakhi, Gurubans use ceremonial and holy kirtans. Sikhs visit and bathe in lakes or rivers before visiting local Gurubans, community fairs and Nagar Kirtan processions are held, and people gather in meetings and share festive foods. For many Hindus, the festival is their traditional solar new year, a harvest festival, an occasion to bathe in sacred rivers such as Ganga, Yamuna and Krishna, visit temples, meet friends and party over festive foods. This festival in Hinduism is known by various regional names.



## Date

Baisakhi is traditionally observed on 13 or 14 April every year. The festival is important to both Sikhs and Hindus. The festival coincides with other new year festivals celebrated on the first day of Vaisakh in other regions of the Indian Subcontinent such as Baisak, Baisakh, Baisag, Baisa, Vaisa, Vaisakha among others.



## Spelling and pronunciation

The spelling varies with region. In Punjabi region, Vaisakhi is common, but in the Hindi and Haryanvi regions, many often substitute a k for a v. The spelling used depends on the dialect of the writer.



## Sikhs

Baisakhi is one of the three traditionally Hindu festivals shared by Guru Amar Das in which Sikhs and Hindus were to congregates and celebrate together (the others being Maha Shivaratri and Amavasya). The alternative view is that Guru Amar Das chose Maghi instead of Maha Shivaratri.



Subsequent events gave a new meaning to the festival which is, in part, a remembrance of the foundation of the Khanda Sikh order which started after the sixth Guru Tegh Bahadur was persecuted and then beheaded under the orders of the Mughal Emperor Aurangzeb, after he stood up for freedom of



# CODING

## CODING OF HOME PAGE

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</head>

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  <frameset cols="119,*">
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    <frame name="main" src="home_new.htm" scrolling="yes">
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</frameset>

<noframes>

<body>

<p>This page uses frames, but your browser doesn't support them.</p>

</body>
</noframes>
</frameset>

</html>
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## Coding of Introduction Page

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```

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<p>
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```
<b><font face="Monotype Corsiva" size="3">Introduction:</b> India
```

is a land of fairs and festivals. The Indian men and women observe these festivals throughout the year. These festivals are being observed from time immemorial. People are observing them right from the dawn of human civilization. </font></b></p>

```
<b><font face="Monotype Corsiva" size="3">Major</b>&lt;b>Indian Festivals</b>&lt;b>The major festivals are:</b><a href="http://www.importantindia.com/17410/paragraph-on-dussehra/">Dussehra</a></b></p>
```

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<a href="http://www.importantindia.com/17271/short-paragraph-on-ganesh-chaturthi/">Ganesh</a></b></p>
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<a href="http://www.importantindia.com/17400/short-paragraph-makar-sankranti/">Makar</a></b></p>
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<a href="http://www.importantindia.com/17375/short-paragraph-on-jannashami-festival-krishna-nishtami/">Jannashami</a></b></p>
```

```
<a href="http://www.importantindia.com/17455/short-paragraph-on-ram-navami/">Ram</a></b></p>
```

other, it is not only a few. These festivals are observed by the Hindus but there are other festivals also such as Eid-ul-Fitr, Eid-ul-Adha, Idara, and Muharram observed by the Muslims. <br>

Christmas <br> Christmas is observed by the Christians and New Year's Day is observed by the Christians and the Hindus. <br>

Guru Nanak Jayanti (Guru Nanak Gurpurb) <br> Guru Nanak Jayanti is observed by the Sikhs of Punjab. People observe these festivals with great devotion as they believe that fasts and festivals purify their souls and inspire them to lead a better and purer life. It is for this reason that the old, young and children all observe these fasts and festivals with great gusto and enthusiasm. <br>

Celebration <br> These festivals are observed throughout the year with great pomp and ceremony. Some festivals like Dussehra, Diwali and Holi are observed throughout the country and some others are observed regionally. All the people, irrespective of their social position, observe these festivals with their families and also socially with their friends with great enthusiasm. <br>

<br>

Importance <br> Every

festival has a social, religious and mythological value. Accordingly, Dussehra

has a great significance. People believe that this is the occasion when goddess

Durga killed Mahisura and save the people from the clutches of a great demon.

This is also an occasion to fight against all that is evil and establish truth.

Similarly the Janmashtami festival has also a great religious and social

significance. This is the occasion when Lord Krishna was born to kill Kansa and

<br>

other demons and save the people from a great danger. This festival also teaches

us how to fight evil and falsehood and establish truth. <br>

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31-12-2023

These festivals have a great religious and social significance. They reach a broad base of the people and unite them. People forget all their differences and observe these festivals with a sense of togetherness. The festivals teach them love, enlarge their unity, membership and friendship and join hands with each other for the sake of their religion and their society and for the sake of friendship and universal brotherhood.

-body-

-text-

## Coding of Festivals

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<font size="5" color="000000">India is a land of multi-ethnicity where people of different languages and
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cultures live together with peace and harmony. India is worldwide known for its
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cultural diversity and colorful festivals. Apart from these festivals, we also
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have national festivals such as Gandhi Jayanti, the
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Independence Day and the Republic Day."</font></span></p>

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the world. A harvest festival is an annual&nbsp;</font></span><a title="Festival" style="text-decoration: none; font-family: Monospace; font-style: normal; font-variant-ligatures: normal; font-variant-caps: normal; font-weight: 700; letter-spacing: normal; orphans: 2; text-align: start; text-indent: 0px; text-transform: none; white-space: normal; widows: 2; word-spacing: 0px; -webkit-text-stroke-width: 0px; background: rgb(255, 255, 255)"

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occurs around the time of the season.&nbsp;</font></span><a title="Harvest" style="text-decoration: none; font-family: Monospace; font-style: normal; font-variant-ligatures: normal; font-variant-caps: normal; font-weight: 700; letter-spacing: normal; orphans: 2; text-align: start; text-indent: 0px; text-transform: none; white-space: normal; widows: 2; word-spacing: 0px; -webkit-text-stroke-width: 0px; background: rgb(255, 255, 255)"

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href="https://en.wikipedia.org/wiki/Harvest"><font size="5" color="#000000">harvest</font></a></span></div><div data-bbox="98 685 875 825" data-label="Text"><pre>span style="font-family: Monospace; font-style: normal; font-variant-ligatures: normal; font-variant-caps: normal; font-weight: 700; letter-spacing: normal; orphans: 2; text-align: start; text-indent: 0px; text-transform: none; white-space: normal; widows: 2; word-spacing: 0px; -webkit-text-stroke-width: 0px; text-decoration-style: initial; text-decoration-color: initial; display: inline !important; float: none; background-color: rgb(255, 255, 255)"><font size="5">&nbsp;of a given region. Given regional differences in climates and crops, harvest
```

festivals can be found at various times throughout the world.</font></span></p>

```
</body></html>
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## REFERENCES

- <https://en.m.wikipedia.org>
- <https://festivals.awesomej.com>
- <https://www.holly.com>
- <https://walkthroughindia.com>

**KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE  
AMRITSAR**

Date: 20/07/2019

**NOTICE**

This is to inform you that all **B. ED (Sem III)** students have to construct an **Achievement test and Diagnostic Test** during their internship programme. You have to complete it latest by **16-09-2019**. For any query, consult your TP in charges.



**PRINCIPAL**

**Principal  
Khalsa College of Education  
Ranjit Avenue, Amritsar**

Date: 18/01/2021  
**KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE,  
AMRITSAR**

**NOTICE**

The students of **B.Ed.-M.Ed. integrated (Semester V)** are hereby informed that our college is going to organise a 3-days Workshop on **“How to Develop Rating Scale”** from **20-01-2021 to 22-01-2021**. All the students will participate either offline or online. For any query, contact Dr.Kamalpreet Kaur.

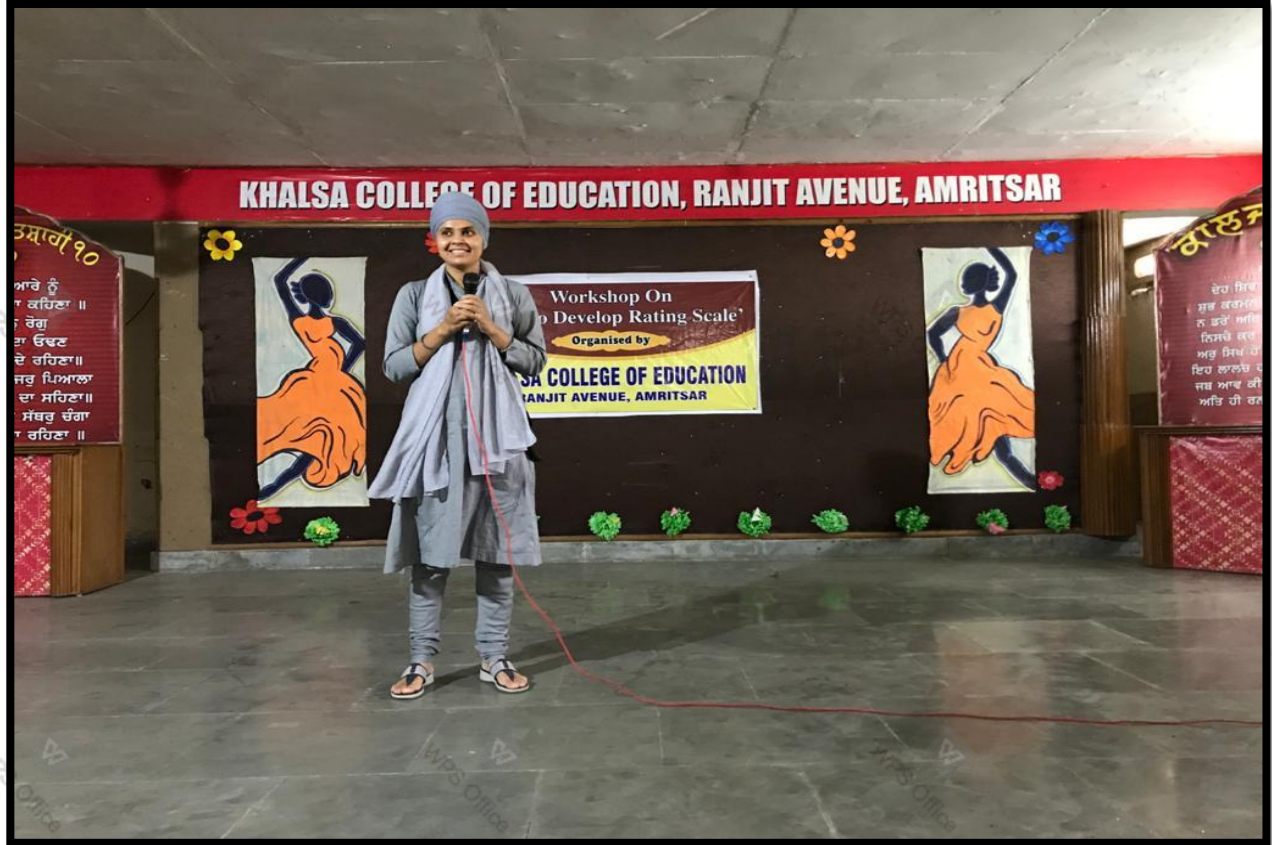
  
**PRINCIPAL**

**Principal  
Khalsa College of Education  
Ranjit Avenue, Amritsar**



**KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE,  
AMRITSAR**

**WORKSHOP AND ORIENTATION ON RATING SCALE**



## DOCUMENT HIGHLIGHTING ORAL ASSESSMENT



## DOCUMENT HIGHLIGHTING ORAL ASSESSMENT

