



MANOHAR MEMORIAL COLLEGE OF EDUCATION SIRSA ROAD, FATEHABAD – 125050 (HARYANA)

Recognized by NCTE, Jaipur
Affiliated to Chaudhary Devi Lal University, Sirsa and SCERT, Gurugram
“B” Grade Accredited by NAAC

CRITERION II

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of lesson plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/learning/padlet/apps/adaptive devices for learning
4. Identifying and selecting/ developing online learning resources
5. Evolving learning sequences (learning activities) for online as well as face to face situations

DVV Findings:

- * Documentary evidence in support of each response selected
- * Sample evidence showing the tasks carried out for each of the selected response

Response of HEI:

As per DVV query, we have provided following documents attached:

- * Documentary evidence in support of each response selected
- * Sample evidence showing the tasks carried out for each of the selected response

Janak Rani
Principal
M.M. College of Education
Fatehabad-125050



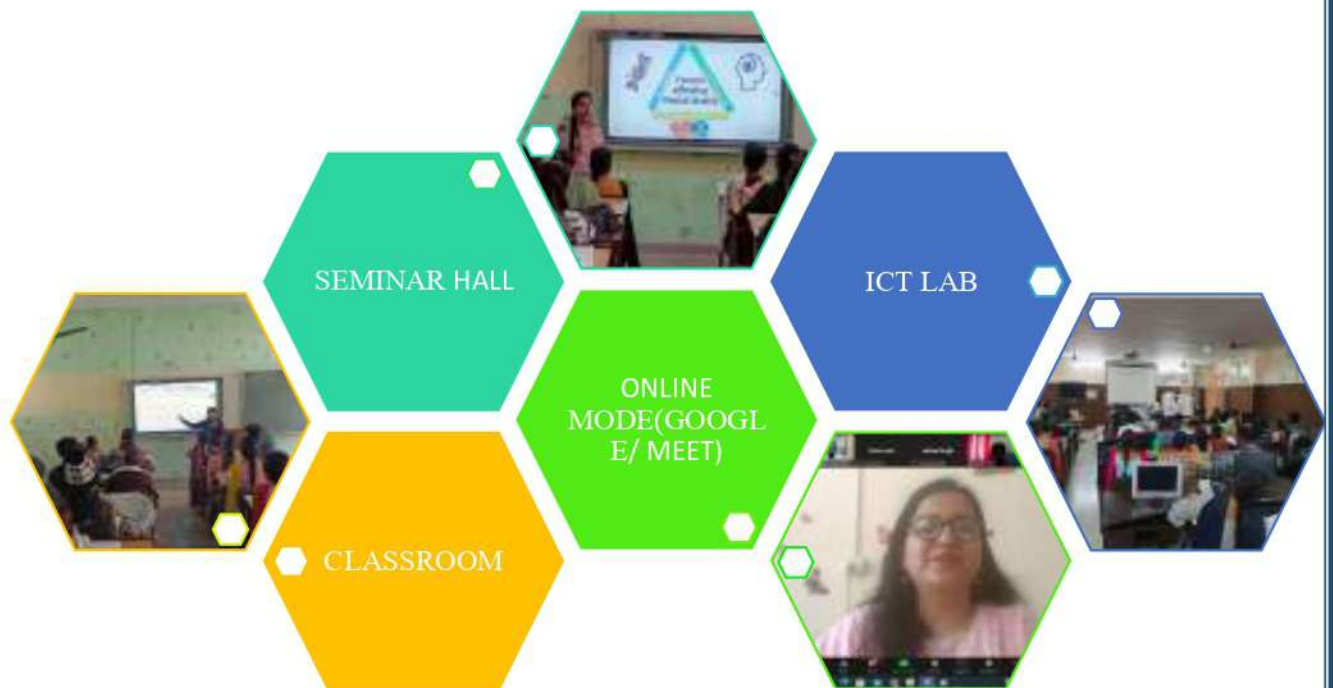
MANOHAR MEMORIAL COLLEGE OF EDUCATION

NURTURING THE NATION BUILDERS...

FATEHABAD, HARYANA (INDIA)

CRITERIA II

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of:





MANOHAR MEMORIAL COLLEGE OF EDUCATION

NURTURING THE NATION BUILDERS...

FATEHABAD, HARYANA (INDIA)

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of Lesson Plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/ learning apps/ adaptive devices for learning
4. Identifying and selecting/developing online learning resources
5. Evolving learning sequences (learning activities) for online as well as face to face situations



MANOHAR MEMORIAL COLLEGE OF EDUCATION

NURTURING THE NATION BUILDERS...

FATEHABAD, HARYANA (INDIA)

Documentary evidence in support of each response selected

List of Documents

| Sr. N. | DETAILS |
|--------|--|
| 1 | Effective Lesson Planning on Online/Offline Mode by Faculty |
| 2 | Preparation of Lesson Plan by Student-Teacher |
| 3 | Construction of Offline Assessment Tools |
| 4 | Online Teaching/Learning Resources(Links) |
| 5 | Sample Evidence showing the tasks carried out for each of the selected response |
| 6 | Other Relevant information |



MRS.KAMLA JOSHI ASSISTANT PROFESSOR

Origin of micro teaching

- Micro teaching originated in **1961** at **Stanford University**(USA)
- Micro teaching was the demonstration lesson used at Stanford University until 1961
- The demonstration lesson involves a student presenting a lesson to a small group of fellow students while the rest of the class looks on.
- Micro teaching as it was called for the first time in **1963** (**Allen and Ryan**).



What is Microteaching?

- Teaching of a small unit of content to the small group of students (6-10 number) in a small amount of time (5-10 min.)
- To train inexperienced student-teachers for acquiring teaching skills.
- To improve the skills of experience teachers.

Micro teaching in India

- **D.D.Tiwari** was the first to take up this work in 1967 at the Government Central Pedagogical Institute at Allahabad.
- The micro teaching, research was conducted different parts of the nation, most of the researcher suggested that it is good practicing technique for student teachers and reduce the complexity of the teaching.
- The first book on micro-teaching in India was written by **N.L.Dosajh** under the caption '**Modification of Teacher Behaviour through Micro-Teaching** (1977).

OBJECTIVES OF MICROTEACHING

1. to enable the teacher trainee to learn and assimilate new teaching skills under controlled situations
2. to enable trainee to gain confidence.
3. to utilize the academic potential of trainee
4. to gain maximum advantage with little time, money and material.

Thus, we find that in micro-teaching the pupil-teacher tries to complete the 5Rs i.e.,

- Recording
- Reviewing
- Responding
- Refining and
- Redoing.

PHASES OF MICRO-TEACHING

According to Clift (1976) micro-teaching has three phases:

1. Knowledge acquisition phase.
2. Skill acquisition phase.
3. Transfer phase.

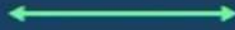
Knowledge Acquisition Phase



Skill Acquisition Phase



Transfer Phase



**Transfer of
Skill Into
Teaching**

Steps of Micro Teaching

Step 1: Skill Defining.

Step 2: Demonstration by Experts.

Step 3: Preparing Micro Lesson Plan.

Step 4: Teaching in small Groups.

- Step 5: Discussion**
- Step 6: Re-planning**
- Step 7: Re-teaching**
- Step 8: Re-evaluation**

MERITS AND DEMERITS OF MICRO-TEACHING

Merits

1. The complexity of teaching are reduced as the class size, content and duration of class are reduced.
2. The teacher trainee can get feedback through audio/video tapes or peer group/rating.
3. Trainee can re-practice the skill till he is satisfied with his mastery of the teaching skill.

Merits

4. It is an important effective training for improving teaching behaviour.
5. This technique helps teacher trainees to master teaching skills before they become real teachers.

Demerits

1. It may keep the teacher trainees away from the real classroom problems.
2. Since the emphasis is on one teaching skill at a time it lacks the overall composite teaching behaviour because teaching is just not one skill.

Demerits

3. It is a time consuming technique since one trainee practices a skill in about 35 minutes.
4. Since the main focus is on teach and re-teach less importance is given to integrating teaching skills.



Microteaching Cycle



- | | | |
|----------|--------------------------|-------------------------|
| Step-I | : Micro Lesson Plan | (may take 2 hrs/ a day) |
| Step-II | : Teach | 5 Min. |
| Step-III | : Feedback Session | 5 Min. |
| Step-IV | : Re-plan | 10 Min. |
| Step-V | : Re-teach Another group | 5 Min. |
| Step-VI | : Re-feedback | 5 Min. |

Total 30 Min. (Appr.)

| POINTS | Teaching Method | Teaching Technique |
|---------|--|---|
| Meaning | Manner of arrangement and system. | Apply specific process to do a specific work . skillful efficiency/ proficiency |
| | Teaching methods used according to content nature. Importance to work & presentation. | Importance to psychological & logical aspect |

| Relation | Direct relation with objectives | Indirect relation with objectives |
|----------|---------------------------------|-----------------------------------|
| Nature | Independent | Depends upon teaching methods |
| Abstract | How | With whom |

| Planning | Constant teaching plan | Depends upon teaching method plan |
|------------|--|--|
| Importance | Systematic knowledge of content | Importance to psychological & logical knowledge |
| Use | To give subject knowledge. Expect to change the students learning behavior. | Clarify the concepts & facts. Selection of techniques according to student's interest, aptitude & |

Core Skills to Practice

1. Skill of introducing a lesson.
2. Skill of using Blackboard.
3. Skill of questioning.
4. Skill of reinforcement.
5. Skill of stimulus Variation.
6. Skill of explaining.
7. Skill of probing Questions.
8. Skill of illustrating With Examples.

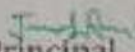
**1(i) DOCUMENTATION OF TEACHING PRACTICE/
INTERNSHIP**

MANOHAR MEMORIAL COLLEGE OF EDUCATION,
FATEHABAD

Dated: 09.02.2023

STUDENT NOTICE

All the students of B.Ed. - I are informed that Real Teaching Practice will start from 10/02/2023 in different schools for 22 working days. Students can note down schools for Teaching Practice according to their class roll no. from the college Notice Board. This is compulsory for all the students to attend Real Teaching Practice. Students can contact to their concerned In-charges.


Principal

MANOHAR MEMORIAL COLLEGE OF EDUCATION, FATEHABAD

**Schedule of Micro Teaching Skill and Simulated Teaching
(27.01.2023 to 09.02.2023)
B.Ed. I (Session 2022-23)**

3

| Date | Timing | Micro Teaching Skill / Simulated Teaching | Demonstration / Delivered by |
|------------|--------------------------|--|---|
| 27.01.2023 | 9.30 a.m. to 12.00 noon | Introduction of Micro Teaching & Bloom Taxonomy | Dr. Kavita Bhatia / Mr. Balwant Singh |
| | 12.30 p.m. to 3.00 p.m. | Workshop on Teaching Learning Material, Power Point Presentation | Ms. Anupreet Kaur / Mr. Lalit Kumar |
| 30.01.2023 | 9.30 a.m. to 12.00 noon | Skill of Introduction | Dr. Kamla Joshi / Ms. Anurupa |
| | 12.30 p.m. to 3.00 p.m. | Skill of Questioning | Dr. Gurpreet Bajaj / Dr. Moolraj Rani / Ms. Simran Lata |
| 31.01.2023 | 9.30 a.m. to 12.00 noon | Skill of Illustration with Example | Ms. Geeta Kaur / Dr. Navinder Kumar |
| | 12.30 p.m. to 3.00 p.m. | Skill of Simulation Variation | Ms. Anurupa |
| 01.02.2023 | 9.30 a.m. to 12.00 noon | Skill of Introduction (Teaching -I) | By Students |
| | 12.30 p.m. to 3.00 p.m. | Skill of Introduction (Teaching -II) | -do- |
| 02.02.2023 | 9.30 a.m. to 12.00 noon | Skill of Questioning (Teaching -I) | -do- |
| | 12.30 p.m. to 3.00 p.m. | Skill of Questioning (Teaching -II) | -do- |
| 03.02.2023 | 9.30 a.m. to 12.00 noon | Skill of Illustration with Example (Teaching -I) | -do- |
| | 12.30 p.m. to 3.00 p.m. | Skill of Illustration with Example (Teaching -II) | -do- |
| 04.02.2023 | 9.30 a.m. to 12.00 noon | Skill of Simulation Variation (Teaching -I) | -do- |
| | 12.30 p.m. to 3.00 p.m. | Skill of Simulation Variation (Teaching -II) | -do- |
| 06.02.2023 | 9.30 a.m. to 11.00 a.m. | Action Research | Dr. Kavita Bhatia / Mr. Balwant Singh |
| | 11.00 a.m. to 12.10 p.m. | Faculty Teach out | Dr. Navinder Kumar / Mr. Balwant Singh |
| | | School Report | By Students |
| 07.02.2023 | 9.30 a.m. to 12.00 noon | Simulated Teaching | Workshop |
| | 12.30 p.m. to 3.00 p.m. | Prepare Lesson Plan (Subject wise) | Concern Subject in-charge |
| 08.02.2023 | 9.30 a.m. to 12.00 noon | Simulated Teaching (Teaching -I) | By Students |
| | 12.30 p.m. to 3.00 p.m. | Simulated Teaching (Teaching -II) | -do- |
| 09.02.2023 | 9.30 a.m. to 12.00 noon | Simulated Teaching (Teaching -I) | -do- |
| | 12.30 p.m. to 3.00 p.m. | Simulated Teaching (Teaching -II) | -do- |

आवश्यक सूचना :- सभी छात्र अंशकों को निर्दिष्ट दिनांक तक ही भेज सकते हैं। अन्य दिनांक पर भेजे गए अंशकों को स्वीकार नहीं किया जाएगा।

Jyoti Rani
Principal

Navinder Kumar
in-charge

Principal *Jyoti Rani*
M.M. College of Education

MANOHAR MEMORIAL COLLEGE OF EDUCATION

SIRSA ROAD, FATEHABAD-125050 (HARYANA) (INDIA)

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"B" Grade NAAC Accredited

Ref. No. : MMCE/2023/8370

Dated..08/02/2023...

To

The D.E.O.,
Fatehabad

Subject : Request for grant of permission to conduct the Teaching Practice of B.Ed.-I class students (Pupil Teachers).

Respected Sir,

Our pupil teachers have to undergo Teaching Practice as a part of the B.Ed.-I curriculum. You are requested to allot the following schools for above mention purpose w.e.f. 10.02.2023 for 22 working days:-

1. Govt. Girls Sr. Sec. School, Fatehabad.
2. Govt. Girls High School, Bhima Basti, Fatehabad.
3. Govt. Middle School, Basti Bhudladiya, Fatehabad.
4. Govt. High School, Bhodia Khara, Fatehabad.

Your kind co-operation is solicited.

Yours sincerely,

*Praveen
Saxena
08/02/23*

Praveen Saxena
Principal
MM College of Education
Fatehabad 125050

MANOHAR MEMORIAL COLLEGE OF EDUCATION, FATEHABAD



ICT based Lesson Plan

Lesson Plan Teaching of English

A] Planning

1. Lesson Information

| | | |
|-------------------------------|--------------------------|--|
| Subject: Social Studies | Chapter: Nouns | Technology tool to be used 1. https://youtu.be/AGIG-g_aOqY 2. https://youtu.be/IGBdR6GKH20 |
| Class/Grade: 8 th | Topic: Types of Nouns | Instructor Email: swamiharyana@gmail.com |

3. Materials.:

| |
|--|
| <ol style="list-style-type: none"> 1. Whiteboard or digital presentation tool 2. Projector or screen 3. Handouts with examples of nouns (optional) 4. Pen and paper for students |
|--|

4. Lesson Learning Objectives.

| |
|---|
| <ol style="list-style-type: none"> 1. Understand the concept of nouns and their role in English grammar. 2. Differentiate between common nouns and proper nouns. 3. Identify and classify nouns based on their types (e.g., person, place, thing, animal, idea). 4. Apply knowledge of nouns to construct meaningful sentences. |
|---|

5. Constructive Alignment

| | | | |
|--|---|---|--|
| <u>Lesson Learning Objectives</u> | Instructional Strategies Aligned to LO | Formative Assessment Questions aligned to LO | Technology Tools to be used along with their Purpose |
|--|---|---|--|

| | Teaching Strategies with Technology (mapped to LO + activitytime) | Learning Activities with Technology (mapped to LO) | | |
|--|---|--|---|--|
| <p>Time - 5 mins.</p> <ul style="list-style-type: none"> Greet the students and introduce the topic of nouns in the English language. Explain that nouns are essential elements of language, as they name people, places, things, animals, and ideas. Share examples of nouns to set the context and engage students. | <p>Time - 10 mins.</p> <ul style="list-style-type: none"> Define nouns and their role in forming the structure of sentences. Explain the difference between common nouns (general names) and proper nouns (specific names of people, places, etc.). Provide examples of common and proper nouns and ask students to identify them. | <p>Time - 15 mins.</p> <ul style="list-style-type: none"> Introduce different types of nouns based on their categories (e.g., person, place, thing, animal, idea). Present examples of each type of noun and encourage students to classify them accordingly. Discuss irregular plural nouns and nouns with the same form in singular and plural (e.g., sheep, deer). | <p>Time - 5 mins.</p> <ul style="list-style-type: none"> Distribute worksheets or handouts with sentences containing missing nouns. Instruct students to fill in the blanks with the appropriate nouns (common or proper) based on the context. | <p>Video</p> <p>https://youtu.be/AGIG-g aOqY</p> <p>https://youtu.be/IGBdR6GKH20</p> |

C] Developing

| Step no. | Time (mins.) | What teacher will do | What student will do | What technology tool used, if any |
|----------|--------------|--|-----------------------------------|-----------------------------------|
| 1 | 3 mins | Teacher will ask some questions about Nouns to check the previous knowledge. | Students try to give the answers. | Smart Board |

| | | | | |
|----|---------|---|---|---------|
| 2 | 12 mins | Teacher will show the video to give an introduction about Nouns and after pause the video at 4:03 mins teacher will ask question by using Peer instruction. | Students will watch this video and write and try to give their answer. | Video 1 |
| 3 | 10 mins | By restart video, Teacher will asks the students to watch the video and to understand about classification of the Nouns | Students will watch and note. | |
| 44 | 15mins | Teacher will pause the video at 5:38 mins and ask TPS question for that s/he will give 8mins for that activity. | Students will watch the video carefully. After that Students will think individually then discuss in group and share their answer/results in class. | |
| 5 | 10mins | Teacher will restart the video and tell s/he students how can we apply our knowledge related to topic | Students will watch and write | |

| | | | | |
|---|---------|--|--|---------|
| 6 | 10 mins | Teacher will conclude by revising the learnt concepts and asks questions using video 2 | Student share their views and give answers to the questions. | Video 2 |
|---|---------|--|--|---------|

Note: The duration of each section can be adjusted based on the pace of the class. It is recommended to use visuals, examples, and interactive activities to enhance understanding. Encourage students to actively participate and apply their knowledge of nouns in different contexts.

Lesson Plan of Teaching of Social Studies

A] Planning

1. Lesson Information

| | | |
|-------------------------------|------------------------------|--|
| Subject: Social Studies | Chapter: Pollution | Technology tool to be used 1. https://www.youtube.com/live/tvPmonDzmik?feature=share 2. https://youtu.be/MMQHtB3wbf0 |
| Class/Grade: 7 th | Topic: Types of Pollution | Instructor Email: swamiharyana@gmail.com |

3. Lesson Description

| |
|--|
| <ol style="list-style-type: none"> 1. Computers, tablets, or smart devices with internet access for each student (if available). 2. Projector or screen for whole-class demonstrations. 3. Educational websites or apps about pollution (e.g., videos, interactive simulations). 4. Paper and pen for note-taking. |
|--|

4. Lesson Learning Objectives.

| |
|---|
| <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of pollution and its impact on the environment and human health. 2. Identify different types of pollution, such as air, water, soil, and noise pollution. 3. Utilize ICT tools to explore and learn about the causes, effects, and preventive measures of each type of pollution. 4. Promote critical thinking through interactive discussions and online activities |
|---|

5. Constructive Alignment

| | | | |
|-----------------------------------|---|---|--|
| Lesson Learning Objectives | Instructional Strategies Aligned to LO | Formative Assessment Questions aligned to LO | Technology Tools to be used along with their Purpose |
|-----------------------------------|---|---|--|

| | Teaching Strategies with Technology (mapped to LO + activity time) | Learning Activities with Technology (mapped to LO) | | |
|--|--|--|---|--|
| <p>Time – 5 mins.</p> <ul style="list-style-type: none"> Greet the students and introduce the topic of pollution and its significance. Discuss the importance of understanding different types of pollution and their effects on the environment and human health. | <p>Time - 10 mins.</p> <ul style="list-style-type: none"> Divide the class into small groups or pairs, each with access to a computer or smart device. Instruct students to explore educational websites or apps about different types of pollution. Provide a list of recommended websites or apps for students to choose from. Encourage students to watch videos, participate in interactive simulations, and read articles about various types of pollution. | <p>Time – 15 mins.</p> <ul style="list-style-type: none"> Gather the students back as a whole class. Lead an interactive discussion on each type of pollution, covering their causes, effects, and preventive measures. Use ICT tools to display relevant images, charts, and data to enhance understanding. Encourage students to ask questions and share their insights on pollution-related issues. | <p>Time - 5 mins.</p> <ul style="list-style-type: none"> Conduct a short online quiz or interactive game related to pollution. Use online quiz platforms or educational games to assess students' understanding of the topic. Provide instant feedback on their responses. | <p>Video</p> <p>https://www.youtube.com/live/tvPmonDzmik?feature=share</p> <p>https://youtu.be/MMQHtB3wbf0</p> |

C] Developing

| Step no. | Time (mins.) | What teacher will do | What student will do | What technology tool used, if any |
|----------|--------------|---|---|-----------------------------------|
| 1 | 3 mins | Teacher will ask some questions about Pollution to check the previous knowledge. | Students try to give the answers. | Smart Board |
| 2 | 12 mins | Teacher will show the video to give an introduction about Pollution and after pause the video at 4:03 mins teacher will ask question by using Peer instruction. | Students will watch this video and write and try to give their answer. | Video 1 |
| 3 | 10 mins | By restart video, Teacher will asks the students to watch the video and to understand about classification of the Pollution | Students will watch and note. | |
| 44 | 15mins | Teacher will pause the video at 5:38 mins and ask TPS question for that s/he will give 8mins for that activity. | Students will watch the video carefully. After that Students will think individually then discuss in group and share their answer/results in class. | |

| | | | | |
|---|---------|---|--|---------|
| 5 | 10mins | Teacher will restart the video and tell s/he students how can we apply our knowledge related to topic | Students will watch and write | |
| 6 | 10 mins | Teacher will conclude by revising the learnt concepts and asks questions using video 2 | Student share their views and give answers to the questions. | Video 2 |

Note: The duration of each section can be adjusted based on the available resources and the proficiency level of the students. Utilizing ICT tools in this lesson will help students engage with the topic of pollution and explore the subject in a more interactive and immersive manner.



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2. Developing assessment tools for both online and offline learning

During orientation for micro-teaching and internship at Manohar Memorial College, Fatehabad, faculty focus on teaching students to develop assessment tools suitable for both online and offline learning environments. This training aims to equip students with essential ICT skills necessary for effective teaching and learning processes. By instructing on the creation of diverse assessment methods that cater to various modes of learning, the faculty ensures that students can adeptly evaluate learning outcomes in both digital and traditional classroom settings. This initiative prepares future educators to employ technology-enhanced assessment strategies, fostering comprehensive learning experiences that meet contemporary educational standards.



3. Construction of Offline and Online Assessment Tools

Offline Assessment Tools

Learning outcomes of Assessment for Learning

After completing this course Pupil Teachers will be able to:

- **Explain the principles of assessment for learning and how it differs from traditional assessment practices.**
- **Identify and use various formative assessment strategies to inform teaching and learning.**
- **Analyse student work and provide constructive feedback that supports student progress.**
- **Create learning goals and success criteria that align with curriculum standards and support student learning.**
- **Implement assessments for learning practices that foster student agency and self-regulation.**
- **Develop a repertoire of assessment tools and techniques to support assessment for learning practices.**
- **Communicate assessment for learning practices to colleagues, parents, and students to build shared understanding and support for student learning.**
- **Reflect on and continuously improve assessment for learning practices to support student success.**



Topic Date



Achievement test

Roll No - 07

Class : ~~4th~~ 5th

SOCIAL SCIENCE

Time - 3 Hours

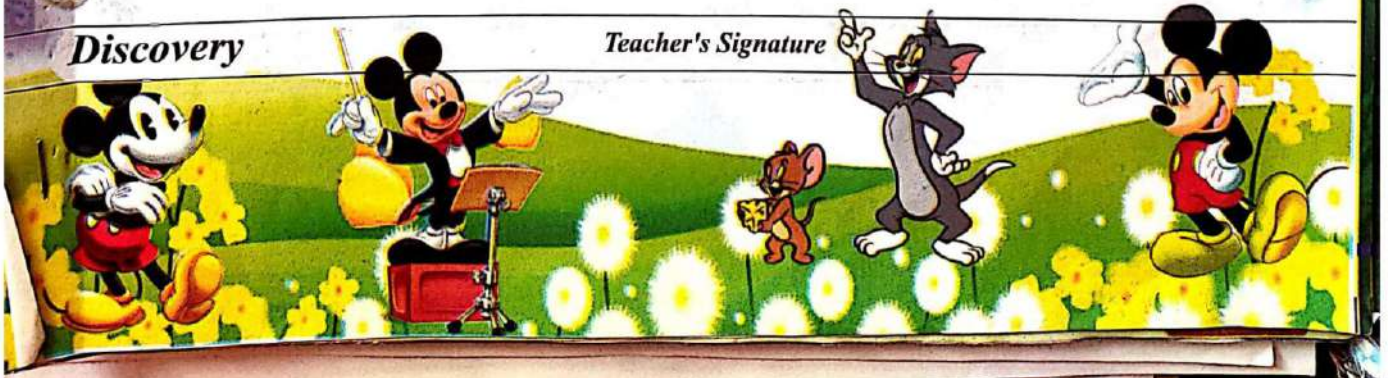
Maximum Mark - 100

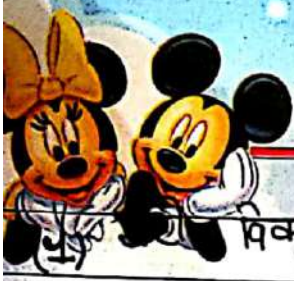
निर्देश :

- (i) सभी प्रश्न अनिवार्य हैं।
- (ii) प्रश्नपत्र दे दिए गए निर्देशों को सावधानीपूर्वक पढ़कर प्रश्नों के उत्तर लिखिए।
- (iii) प्रश्न क्रमांक 1 से 5 तक वस्तुनिष्ठ एवं अनिवार्य हैं। प्रत्येक प्रश्न 5 अंकों का है।
- (iv) प्रश्न क्रमांक 6 से 26 तक आंतरिक विकल्प दिए गए हैं।
- (v) प्रश्न क्रमांक 6 से 10 तक अति लघु उत्तरीय प्रश्न हैं। प्रत्येक प्रश्न 2 अंकों का है।
- (vi) प्रश्न क्रमांक 11 से 14 तक लघु उत्तरीय प्रश्न हैं। प्रत्येक प्रश्न 3 अंकों का है।
- (vii) : प्रश्न क्रमांक 15 से 21 तक दीर्घ उत्तरीय प्रश्न हैं। प्रत्येक प्रश्न 4 अंकों का है।
- (viii) : प्रश्न क्रमांक 22 से 26 तक अति दीर्घ उत्तरीय प्रश्न हैं। प्रत्येक प्रश्न 5 अंकों का है।
- (ix) प्रश्न क्रमांक 26 का उत्तर दिए गए निर्देशानुसार भारत के रेखा मानचित्र पर दर्शावें।

Discovery

Teacher's Signature





Topic Date



शुद्ध विकल्प चुनकर लिखिए

1X5=5

(अ) संविधान में मौलिक कर्तव्य हैं ?

(i) 6

(ii) 14

(iii) 12

(iv) 11

(ब) राज्यपाल अनिवार्य अंग रहता है-

(i) ससद का

(iii) विधान सभा का

(ii) न्यायपालिका का

(iv) राज्य सभा का

(स) आतंकवादी किन माध्यमों से अपनी गतिविधियाँ संचालित करते हैं ?

(i) शांति कार्य

(iii) शिक्षा

(ii) राजनीति

(iv) दत्ता, अपहरण

(द) भारत में अब तक पूर्ण हुई पंचवर्षीय योजनाएँ हैं

(i) 5

(iii) 10

(ii) 13

(iv) 12

(इ) उपरोक्ता जागरूकता के आवश्य हैं-

(i) शोषण से बचाव के लिए

(ii) उच्च जीवन स्तर

(iii) दार्जिकारक उपयोग रोकने के लिए

(iv) उपरोक्त सभी

Discovery

Teacher's Signature





प्रश्न 3) निम्नलिखित स्थान पूर्ण करो :

1X5=5

(अ) विभिन्न देशों में उत्पादन करने वाली कंपनियों को कटा जाता है।

(ब) सेवा क्षेत्र अर्थव्यवस्था का क्षेत्र होता है।

(स) श्वेत क्रांति द्वारा भारत में को बढ़ावा मिला।

(द) "बन्दे मातरम्" गीत की रचना ने की।

(इ) इंडिया विजन 2030 का प्रकाशन वर्ष में हुआ।

प्रश्न 4) अल्प / सल्प लिखिए

1X5=5

(अ) शिक्षा एवं स्वास्थ्य सामाजिक अधोसंरचना के अंग हैं।

(ब) मानस वन्य जीव अभयारण सिक्किम में स्थित हैं।

(स) रासायनिक उद्योग से सबसे ज्यादा वायु प्रदूषण होता है।

(द) भारत में रेलवे जोन की कुल संख्या 16 है।

(इ) सर्वाधिक बड़ा प्रभाविता राज्य मध्य प्रदेश है।

प्रश्न 4) एक वाक्य / शब्द में उतर दी

1X5=5

(अ) सविधान क्या है?

(ब) लोकसभा के अध्यक्ष का चुनाव कौन करता है?

Discovery

Teacher's Signature



(स) नशामुक्ति के लिए मद्यनिषेध अभियान किसने चलाया?

(द) बारहवीं पंचवर्षीय योजना का कार्यकाल कब से कब तक था?

(इ) द्वितीयक क्षेत्र क्या है?

(क) सही जोड़ी मिलाएँ

1x5=5

(आ) बहादुरशाह जफर

(i) सूर्य

(अ) कांग्रेस का विभाजन

(ii) उपभोक्ता सुरक्षा अधिनियम

(सा) भारत - पाकिस्तान युद्ध

(iii) स्वर्ण आक्षुषण

(का) कोपरा

(iv) दिल्ली

(इ) टॉल मार्क

(v) आजाद कश्मीर

(6) मृदाक्षय किसे कहते हैं?

2

अथवा

हरित क्रांति से आप क्या समझते हैं?

(7) ईस्ट इंडिया कंपनी क्या थी

२

अथवा
उस राष्ट्रवाद विचारधारा के प्रमुख दो नेताओं के नाम बताएँ।

(8) प्रतिव्यक्ति आय किसे कहते

२

अथवा
शुद्धा क्या है ?

(9) प्राप्तिक्रम क्षेत्र क्या है ?

२

अथवा
आयात-निर्यात किसे कहते हैं ?

(10) एकमात्र क्या है ?

२

अथवा
उत्तराधिकार किसे कहते हैं ?

(11) खरीफ और रबी की कौर्ड 03-03 फसली के नाम बताएँ।

(11)

अथवा
नीम के कौर्ड 3 औषधिय उपयोग लिखिए।

3

112] मृदा-परिच्छेदिका से क्या तात्पर्य है ?

3

अथवा

वन्यप्राणी संरक्षण के 3 उपाय लिखिए

113] भारतीय राष्ट्रीय कांग्रेस की स्थापना दूरूम ने किन उद्देश्यों की लक्ष्य की थी ? कोई तीन उद्देश्य लिखिए ?

अथवा

3

1857 के स्वतंत्रता संग्राम के कोई तीन राजनीतिक कारण लिखिए

114] 1857 के स्वतंत्रता संग्राम के असफलता के कोई तीन कारण लिखिए।

3

अथवा

'रानी लक्ष्मीबाई' के बारे में टिप्पणी करो

115] प्रदूषण के कोई 5 प्रकार बताइए

5

अथवा

अंतर्राष्ट्रीय व्यापार को प्रभावित करने वाले कोई दो कारकों को लिखिए ?

2

116) स्वामीत्व के आधार पर कोई 04 उद्योगी को सम्झाए।
अथवा

संचार के साधन वर्तमान युग में अंशतः महत्वपूर्ण
व उपयोगी कैसे हैं? समझाए।

117) कोई 04 प्राकृतिक आपदाओं को लिखिये
अथवा

दांडी यात्रा का वर्णन कीजिए।

118) जलियाँवाला बाग हत्याकांड का वर्णन कीजिए?
अथवा

सड़क सुरक्षा के कोई 4 उपाय लिखिए।

119) भारत - चीन युद्ध के कोई 04 परिणाम लिखिए।
अथवा

भारतीय संविधान की कोई 4 विशेषताएँ लिखिए।

120) भारतीय नागरिकों के कोई 04 मौलिक अधिकार
लिखिए।

अथवा

1971 के युद्ध में पाकिस्तान की पराजय के कोई 04
कारणों को लिखिए।

(21): समाजवादी आर्थिक प्रणाली के कोई चार गुणों का वर्णन करो।
अथवा (4)

समाजवादी आर्थिक प्रणाली के कोई चार दोषों को लिखिए ?

(22): दुनिया जंगल संघर्ष का वर्णन कीजिए। 5
अथवा

1971 के भारत-पाक युद्ध के कोई 5 परिणाम लिखिए।

(23) भारत छोड़ी आंदोलन का वर्णन कीजिए। 5
अथवा

1965 के भारत पाकिस्तान युद्ध के कोई 05 परिणाम को लिखें।

(24) संघात्मक शासन प्रणाली के कोई 5 लक्षणों को लिखिए। 5
अथवा

जनसंख्या विस्फोट के समाधान के कोई पाँच उपाय लिखिए।

(25) प्रजातंत्र की सफलता में बाधक कोई 05 तत्वों को लिखो

अथवा
जिला पंचायत के कोई 5 कार्य लिखो

(26) भारत के मानचित्र में निम्नलिखित को दर्शाए 5

(i) हरियाणा

(ii) मध्य प्रदेश

(iii) बांग्लादेश

(iv) नेपाल

(v) गाँवा

House Test

M.M. COLLEGE OF EDUCATION, FATEHABAD

B.A.B.Ed.II

Semester 2nd

ECONOMICS

Time-3 Hours

M.M.-80

Attempt all the parts. Each part is of 2 marks.

सभी भाग कीजिए। प्रत्येक भाग के 2 अंक हैं।

10×2=20

Unit - I

Q.1

- (i) Define Monopoly
एकाधिकार को परिभाषित करें
- (ii) Define short period
अल्पकाल को परिभाषित करें
- (iii) Define the term dumping
डंपिंग शब्द को परिभाषित करें
- (iv) What are the characteristics of perfect competition ?
पूर्ण प्रतियोगिता की विशेषताएं क्या हैं?
- (v) What is Dispersion ?
अपकिरण क्या है?
- (vi) What are real wages ?
वास्तविक मजदूरी क्या हैं?
- (vii) Define Price Discrimination ?
कीमत विभेद को परिभाषित करें?
- (viii) What do you mean by Net profit ?
शुद्ध लाभ से आप क्या समझते हैं ?
- (ix) Define Intensive Cultivation
गहन खेती किसे कहते हैं?
- (x) What is differential Rent
भेदात्मक लगान क्या है?

Unit – II

नोट :- किन्हीं पांच प्रश्नों के उत्तर दीजिए। प्रत्येक प्रश्न आठ अंक का है।

Q.2 Explain the causes of Monopoly Market.

5×8=40

एकाधिकार बाजार के कारणों की व्याख्या करें।

Q.3 Distinction between Monopolistic competition and Monopoly.

एकाधिकारी प्रतियोगिता और एकाधिकार के बीच अंतर लिखिये।

Q.4 What are the advantages and limitation of range.

विस्तार के फायदे और सीमाएं क्या हैं?

Q.5 Discuss Price determination under perfect competition in long period.
दीर्घकाल में पूर्ण प्रतियोगिता के अंतर्गत कीमत निर्धारण की चर्चा करें।

Q.6 Give the feature of Monopolistic Competition.
एकाधिकार प्रतियोगिता की विशेषता बताइये।

Unit – III

Q.7 Differentiate between firm and industry. What are the conditions of equilibrium of a firm and that of an industry. $2 \times 10 = 20$

फर्म और उद्योग में अंतर स्पष्ट कीजिए। फर्म और उद्योग के संतुलन की शर्तें क्या हैं?

Q.8 Examine the nature of profit. Do profit enter into price? Explain

लाभ की प्रकृति का वर्णन करें. क्या लाभ कीमत में शामिल होता है? व्याख्या करें।

International Webinar on the Topic: Assessment as open practice: From disposable to renewable assessment



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(As per MoU)

organizes

an International Webinar on

**ASSESSMENT AS OPEN PRACTICE:
FROM DISPOSABLE TO RENEWABLE ASSESSMENT**

on May 18, 2023 at 5:30 pm (Thursday)

Guest Speaker



Dr. Jako Olivier

**Advisor, Higher Education at the
Common Wealth of Learning, Canada**

Principal

**Dr. Janak Rani
Dr. Gurcharan Das
Dr. Rajni Bala
Dr. Rishi Pal**

Convener

Dr. Kavita Batra

Organizing Secretary

**Mr. Balwant Singh
Dr. Vijay Goyal
Dr. Sandeep Kumar**

Workshop on Bloom's Taxonomy and Assessment



Psychological Test



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P. Pachaiyappan (Tiruttani)
S. Raja Kumar (Tiruttani)

Consumable Booklet
of
TMLAS-PPKS
(English Version)

Please fill in the following entries :

Date

Name Naveena Father's Name Sh. Krishna Kumar

Date of Birth 6-11-98 Gender : Male Female

Qualifications : Academic M.A Professional _____

Designation Student Teaching Level _____ Area : Urban Rural

Teaching Subjects : 1. S.S.T 2. English 3. _____ 4. _____

Marital Status : Unmarried Married Widower/Widow Divorce

Type of School : Govt. Aided Private

INSTRUCTIONS

On the following pages 62 statements about Mobile Learning Attitude have been given. Read each statement carefully and decide your response on your personal thinking and experience on anyone of the given Five point alternatives, viz., **Strongly Disagree**, **Disagree**, **Undecided**, **Agree** and **Strongly Agree**, and put a mark in the appropriate cell which describes your thinking the best. Please do answer to all the 62 statements.

Rest assured, your answers will be kept confidential.

Scoring Table

| Page | Raw Score | | | | | | z-Score | Grade | Level of Attitude |
|-------|-----------|----|----|----|----|----|---------|-------|-------------------|
| | 3 | 4 | 5 | 6 | 7 | 8 | | | |
| Score | 37 | 32 | 39 | 35 | 32 | 42 | 0.217 | A | High |
| Total | 217 | | | | | | | | |

Jay Ram
Principal

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Fatehabad-125050

NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

| Sr. No. | STATEMENTS | Strongly Disagree | Dis-agree | Un-decided | Agree | Strongly Agree | SCORE |
|---------|--|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------|
| 1. | Mobile learning is a boon for the 21st Century teaching-learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 2. | Mobile learning increases the flexibility of my learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 5 |
| 3. | I feel mobile technologies can promote and foster my communication and collaborative skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 4. | Mobile devices allow differentiated instruction for diverse learners who can learn at their own pace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 5. | Mobile learning helps me to raise self-esteem/self-confidence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 6. | I can access the internet through my smart mobile phone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 7. | I use mobile phone to connect social media, respond to a question posed by the teacher, post a comment, blog, or use the device as a calculator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 8. | Mobile learning helps me to improve literacy and numerical skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 9. | Mobile learning encourage me both independent and collaborative learning experiences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |

Total Score Page 3 37

| Sr. No. | STATEMENTS | Strongly Disagree | Dis-agree | Un-decided | Agree | Strongly Agree | SCORE |
|---------|---|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------|
| 10. | My interaction with other persons would be difficult without mobile learning. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 11. | I clarify my doubts using mobile internet browsing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 12. | Teacher-student communications is facilitated by means of m-learning tools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 13. | Global learners can access instructional websites with mobile technologies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 14. | Mobile learning will save my time and energy. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 15. | I plan integrate mobile technologies in my future classroom teaching and learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 16. | Using mobile learning enhances my performance in online. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 17. | Using mobile learning enables me to download the teaching-learning materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 18. | I would like to be able to interact with teachers and classmates both inside and outside class via smart mobile phones. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |

Total Score Page 4

32

| Sr. No. | STATEMENTS | Strongly Disagree | Dis-agree | Un-decided | Agree | Strongly Agree | SCORE |
|---------|--|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------|
| 19. | I feel very happy through the use of mobile learning. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 20. | M-learning encourage my speed of learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 21. | Mobile learning allows me to evaluate my own learning performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 22. | I intend to use mobile learning to accomplish my academic works. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 23. | I use mobile devices for searching educational contents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 5 |
| 24. | I do not have much knowledge about mobile learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 25. | I think mobile devices cannot be used for effective teaching-learning process. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 26. | M-learning decrease my learning capabilities. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 27. | I realized mobile applications useful for me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 28. | I use m-learning technologies effectively with my existing knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 29. | I feel difficult to use m-learning applications in my studies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |

Total Score Page 5 39

| Sr. No. | STATEMENTS | Strongly Disagree | Dis-agree | Un-decided | Agree | Strongly Agree | SCORE |
|---------|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------|
| 30. | I can interact with my teachers with the use of mobile device. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 31. | I cannot learn anything without mobile device. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 32. | M-learning enhance my current updated knowledge's. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 33. | I can easily find meaning of the difficult word with the help of mobile dictionary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 34. | Playing the mobile games develop my critical thinking and problem solving ability. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 35. | I use the mobile devices for sharing the data with help of mobile apps (Share it, Xender, Blue tooth). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 36. | I access the mobile devices with wifi connection for my studies. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |
| 37. | I pay the exam fee through online with the help of mobile device. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 38. | I stored the information in online cloud computing by using mobile Phone. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 03 |
| 39. | I have not yet used a mobile device to learn new information. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 |
| 40. | I feel learning through mobile technologies increases my efficiency. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4 |

Total Score Page 6 35

| Sr. No. | STATEMENTS | Strongly Disagree | Dis-agree | Un-decided | Agree | Strongly Agree | SCORE |
|---------|---|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------|
| 41. | I think learning via mobile phone is boring. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 01. |
| 42. | I feel m-learning is not a user friendly learning. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 02 |
| 43. | Using un-aware mobile apps frustrated me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04. |
| 44. | I think m-learning courses are uncomfortable for me. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 02 |
| 45. | I believe that m-learning provides me with rich resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 46. | I think m-learning provides massive education for learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 47. | I realize m-learning provides efficiency in teaching-learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 48. | I think m-learning maximizes the cost of teaching and learning. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 02 |
| 49. | M-learning is not an easiest learning method. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 02 |
| 50. | M-learning device helps me access relevant information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 05 |
| 51. | M-learning is difficult to handle and therefore frustrating to use. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 02 |

Total Score Page 7 32

| Sr. No. | STATEMENTS | Strongly Disagree | Dis-agree | Un-decided | Agree | Strongly Agree | SCORE |
|---------|--|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------|
| 52. | M-learning is useful for providing access to educational resources inside and outside the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 53. | M-learning is easily adoptable learning for mobile internet users. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 54. | I enjoy learning through mobile devices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 05 |
| 55. | M-learning increase the pedagogic value of a course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 56. | M-learning can provide quick and fast information dissemination to learners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 05 |
| 57. | M-learning is not effective for student learning. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 02 |
| 58. | I access mobile internet for searching subject related information and update my knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 59. | M-learning is not increase the quality of teaching-learning. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 02 |
| 60. | I access subject related e-lectures through my mobile device. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 61. | M-learning facilitates any time any where learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |
| 62. | I access the e-journals, e-books with the help of internet connected mobile devices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 04 |

Javed Razi
Principal
M.M. College of Education
Fatehabad-125050

Total Score Page 8 42

Manohar Memorial College of Education, Fatehabad, Haryana

Feedback Form of Intern by self

Name of the pupil Teacher: *Yogita*
 Class: *B.Ed. II*
 School: *GGSSS, Fatehabad*

Roll No. *2124*
 Subject: *English*

| Criteria | Description | Rating (1-5) | Comments |
|------------------------------|---|--------------|----------|
| Lesson Planning | My ability to create detailed and effective lesson plans | 5 | |
| Classroom Management | Skills in managing classroom behavior and creating a conducive learning environment | 5 | |
| Instructional Strategies | Use of diverse teaching methods and strategies | 4 | |
| Content Knowledge | Demonstration of subject matter expertise | 4 | |
| Assessment & Evaluation | Ability to assess student learning and provide constructive feedback | 4 | |
| Professionalism | Professional conduct, including punctuality, dress, and communication skills | 4 | |
| Reflection & Improvement | My ability to reflect on teaching practices and implement improvement | 4 | |
| Student Engagement | My effectiveness in engaging students in the learning process | 4 | |
| Use of Technology | My competence in integrating technology into teaching and learning activities | 3 | |
| Collaboration | My ability to collaborate with colleagues, parents, and other stakeholders | 4 | |
| Initiative | My willingness to take initiative and go beyond assigned tasks | 4 | |
| Adaptability | My ability to adapt to different teaching environments and student needs | 4 | |
| Overall Performance Rating: | | <i>49/60</i> | |
| Strength: | <i>class room management</i> | | |
| Areas for Improvement: | <i>Use of Technology</i> | | |
| Action Plan for Improvement: | <i>Use Teaching Related ICT Tools</i> | | |

Instructions :

Rating: Please rate each criterion on a scale from 1 to 5, where:

1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

Dated *17.11.2022*

Principal *Jayab Rani*
 M.M. College of Education
 Fatehabad

Yogita
 Intern's Signature:

Student Internship Evaluation Form

Name of Student: Pooja Bansal

Name of Internship: Bachelor of Education

Date of Internship: 2-11-23 to 20-2-24

1. Please rate the student's overall performance during the internship:

Excellent Good Fair Poor

2. Please rate the student's ability to work independently:

Excellent Good Fair Poor

3. Please rate the student's ability to work in a team environment:

Excellent Good Fair Poor

4. Please rate the student's communication skills

Excellent Good Fair Poor

5. Please rate the student's problem-solving skills

Excellent Good Fair Poor

6. Please rate the student's attitude and work ethic

Excellent Good Fair Poor

7. Please provide any additional comments about the student's performance during the internship:

You're an innovative and creative person. You're an inspiration. Each day you come to class with a smile on your face and a willingness to teach more and more. You tackle issues and challenges with a positive attitude. An attitude like that can change the world. You have great self-confidence in your academics. You're sensitive to the thoughts and opinion of others. Overall, you're an awesome future teacher in my opinion.

Ag

MANOHAR MEMORIAL COLLEGE OF EDUCATION, FATEHABAD

FEEDBACK ON PRACTICE TEACHING BY TEACHER EDUCATORS

Note: Fill the following Information

Name of the pupil Teacher : Rachna Verma

Roll No : 2117

Subject : English

Topic : Tense

Name of the Observer : Promila

School : GFSSS - Fatehabad

1. This Proforma is concerned with Assessment of teaching of pupil Teacher.

2. Read each statement carefully and tick the answer which best applies to you.

| SN. | Statement | Very Good | Good | Average | Satisfaction | Poor |
|-----|---|-----------|------|---------|--------------|------|
| 1 | Planning of Lesson | ✓ | | | | |
| 2 | Interaction with the pupil of the class | | ✓ | | | |
| 3 | Discipline maintain in the class | | ✓ | | | |
| 4 | Clarity of voice | | ✓ | | | |
| 5 | Chalk board writing | ✓ | | | | |
| 6 | Use of exempting | | ✓ | | | |
| 7 | Use of questioning skill | | ✓ | | | |
| 8 | Teacher movement | | | ✓ | | |
| 9 | Use of reinforcement skill | | | ✓ | | |
| 10 | Gestures of pupil Teacher | | ✓ | | | |
| 11 | Confidence of pupil Teacher | ✓ | | | | |
| 12 | Developing interest among pupil Teacher | | ✓ | | | |
| 13 | Simple language use by pupil Teacher | | ✓ | | | |
| 14 | Evaluation during period | | ✓ | | | |
| 15 | Clarify of the topic | | ✓ | | | |
| 16 | Use of teaching aids by pupil teacher | | | ✓ | | |
| 17 | Voice modulation in the class | | ✓ | | | |

Suggestion for improvement (if any)

Principal Jayab Rani
M.M. College of Education
Fatehabad

Promila
Signature

6/12/2022

Manohar Memorial College of Education, Fatehabad, Haryana
Feedback Form of Intern by Principal

Name of the pupil Teacher: *Moham Leel*

Roll No. *2111*

Class: *B.Ed. II*

Subject: *Social Studies*

Name of the observer: *Dr. Jyotsna Rani*

School: *Shanti Niketan High School.*

| Category | Criteria | Rating (1-5) | Comments |
|--------------------------|--|--------------|-----------------------------|
| Professionalism | Punctuality and regularity | 4 | |
| | Professional appearance and demeanor | 3 | |
| | Adherence to school policies and procedures | 4 | |
| | Responsiveness to feedback | 4 | |
| Teaching Skills | Lesson planning and organization | 4 | |
| | Effective classroom management | 4 | |
| | Ability to engage students | 4 | <i>use of teaching aid</i> |
| | Use of innovative teaching methods | 4 | |
| | Integration of technology in teaching | 4 | |
| Subject Knowledge | Understanding of subject matter | 4 | |
| | Ability to answer questions and clarify doubts | 4 | |
| | Relevance of content to curriculum | 4 | |
| Communication Skills | Clarity in verbal and written communication | 3 | |
| | Effective interaction with students | 4 | |
| | Collaboration with colleagues and staff | 4 | |
| Student Engagement | Ability to maintain student interest | 4 | |
| | Encouragement of student participation | 4 | |
| | Handling of classroom dynamics and discipline | 3 | |
| Assessment Skills | Creation of fair and comprehensive assessments | 4 | |
| | Providing timely and constructive feedback | 4 | |
| | Grading and evaluation of student performance | 4 | |
| Co-curricular Activities | Involvement in school activities and events | 5 | <i>Active Participation</i> |
| | Leadership in organizing and managing activities | 4 | |
| Administrative Skills | Efficiency in handling administrative tasks | 3 | |
| | Accuracy in record-keeping and documentation | 4 | |
| Overall Performance | Overall evaluation | 4 | <i>Good</i> |
| | Potential for future teaching roles | 4 | |
| Additional Comments | | | |

Instructions :

Rating: Please rate each criterion on a scale from 1 to 5, where:

1 = Poor, 2=Fair, 3 = Good, 4 = Very Good, 5 = Excellent

Dated *14.12.2022*

Principal Jyotsna Rani
Principal Jyotsna Rani
 M.M. College of Education

Jyotsna Rani
 Observer Signature
 Name - *Dr. Jyotsna Rani*
 Designation - *Principal*



MANOHAR MEMORIAL COLLEGE OF EDUCATION

NURTURING THE NATION BUILDERS...

FATEHABAD, HARYANA (INDIA)

1. ANY OTHER RELEVANT INFORMATION

ICT Facilities Available in the College

| Sr. No | Number of Classrooms | Facilities |
|--------|--|---|
| 1 | i. 5 Classrooms have ii. 1 Classroom have | LCD Projector with screen Smart Board with Internet Connection |
| 2 | Seminar Hall | LCD Projector with screen, Internet Facilities and Sound System |
| 3 | Multipurpose Hall | LCD Projector & Internet |
| 4 | Library | Computers With Internet Connection |
| 5 | ICT Lab | i. Computers with Internet Connection ii. LCD T.V iii. Projector iv. OHP v. Speakers |
| 6 | General Office | Computers With Internet Connection |



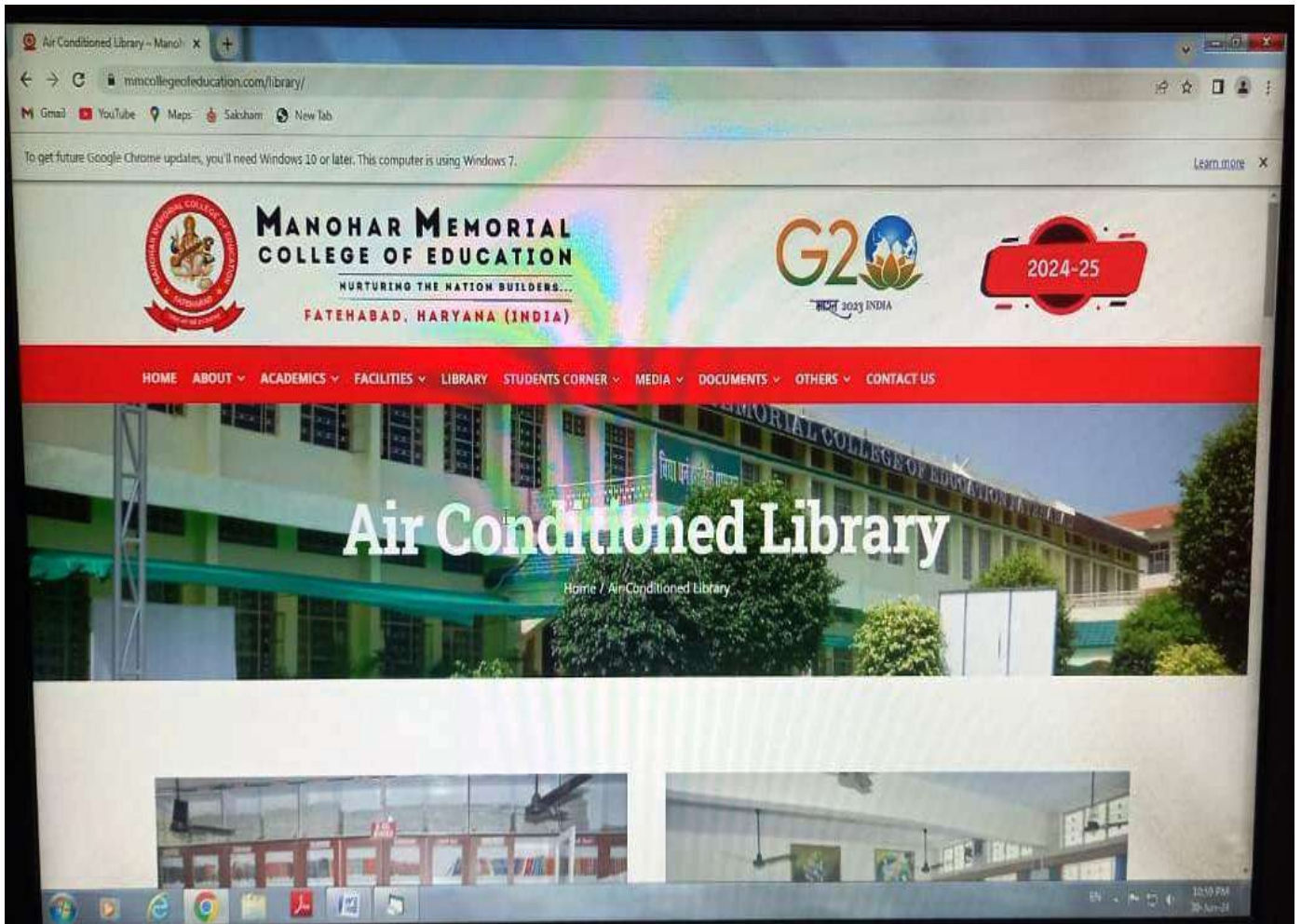
MANOHAR MEMORIAL COLLEGE OF EDUCATION SIRSA ROAD, FATEHABAD – 125050 (HARYANA)

Recognized by NCTE, Jaipur
Affiliated to Chaudhary Devi Lal University, Sirsa and SCERT, Gurugram
“B” Grade Accredited by NAAC

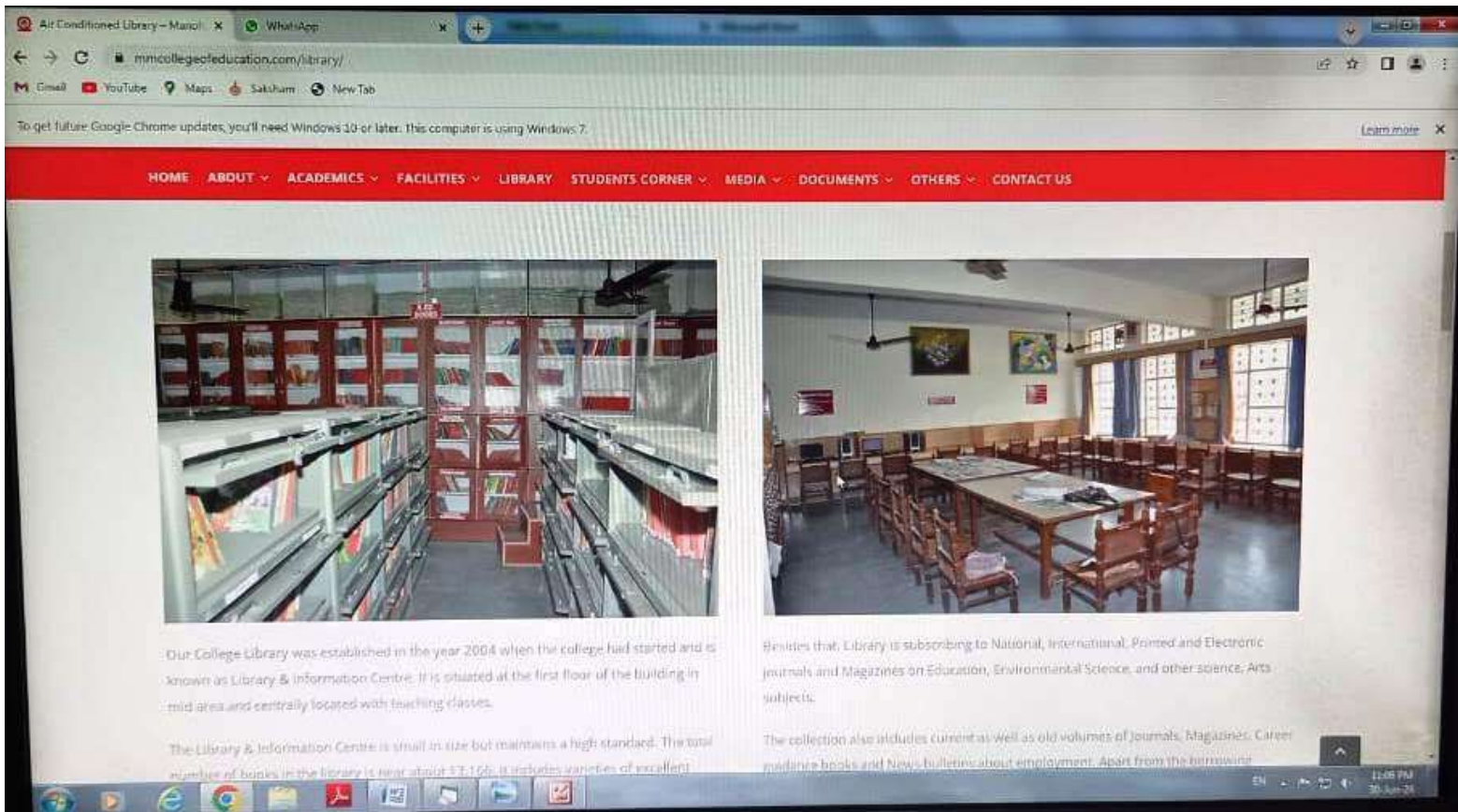
3. Effective use of social media/learning/padlet/ apps/adaptive devices for learning

Faculty at Manohar Memorial College, Fatehabad, prioritizes developing students' ICT skills for effective teaching and learning. During classroom sessions for student teachers, they focus on harnessing social media, learning platforms like Padlet, apps, and adaptive devices to enhance educational experiences. This training empowers student teachers to utilize these tools adeptly, promoting interactive and engaging learning environments. By integrating modern technologies into teaching practices, faculty ensures that students gain proficiency in leveraging digital resources for pedagogical purposes. This approach equips future educators with versatile skills to meet the evolving demands of education, fostering innovation and inclusivity in their teaching methodologies.

Screen Shot of College library Website



Front page of library Website



mycollegeeducation.com/library/

HOME ABOUT ACADEMICS FACILITIES LIBRARY STUDENTS CORNER MEDIA DOCUMENTS OTHERS CONTACT US

Our College Library was established in the year 2004 when the college had started and is known as Library & Information Centre. It is situated at the first floor of the building in mid area and centrally located with teaching classes.

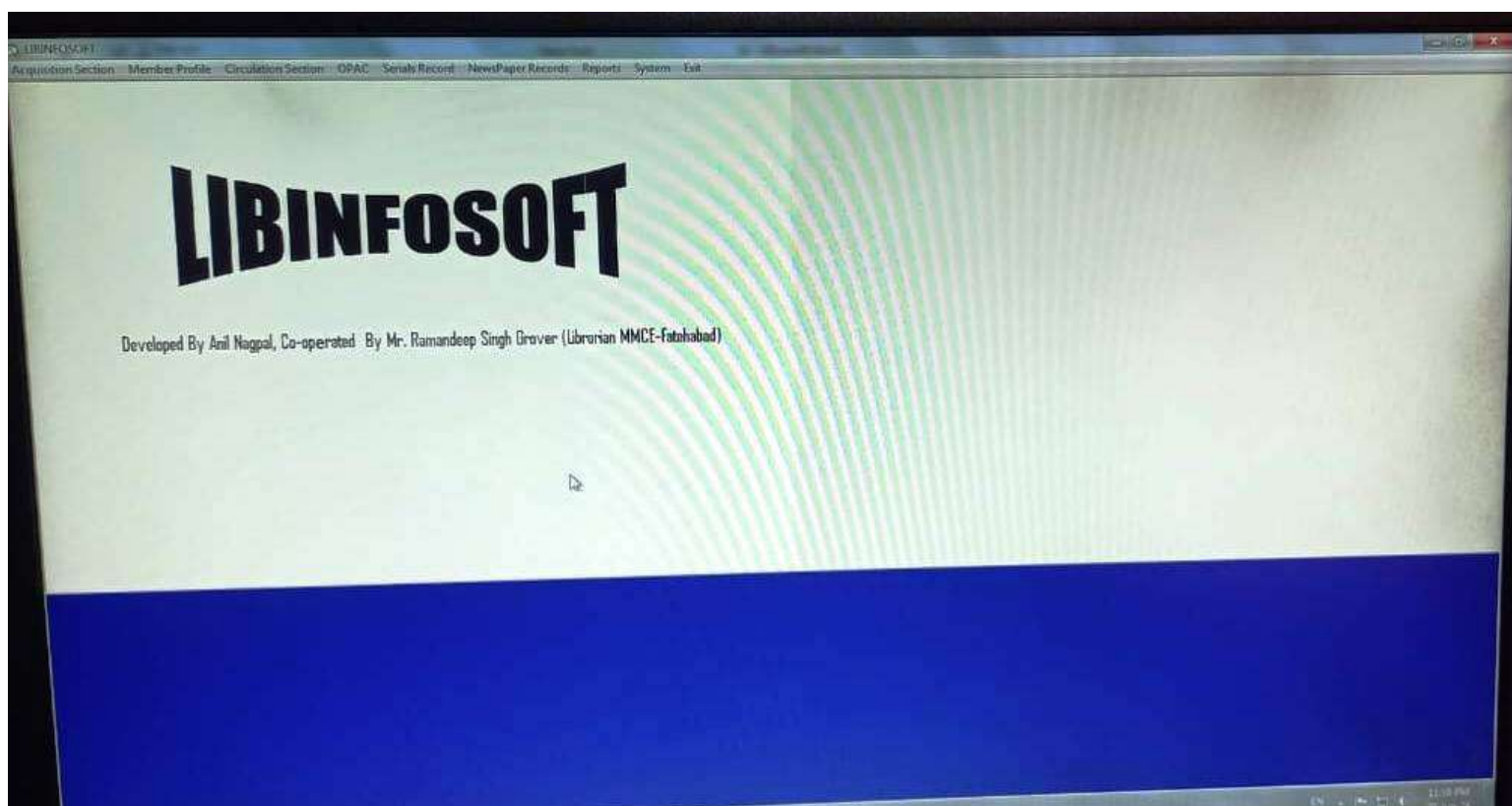
The Library & Information Centre is small in size but maintains a high standard. The total number of books in the library is near about 57,150. It includes varieties of excellent

Besides that, Library is subscribing to National, International, Printed and Electronic journals and Magazines on Education, Environmental Science, and other science, Arts subjects.

The collection also includes current as well as old volumes of Journals, Magazines, Career guidance books and News bulletins about employment. Apart from the borrowing

12:05 PM 30 Jun 20

Software Screenshot



E-Resources Screenshot



Dashboard | Padlet

Assessment for learning

padlet.com/kavitabatra77/assessment-for-learning-3hbj60otp2ur

Padlet

kavita batra + 66 + 10mo

Assessment for learning

Revision

Difference between Assessment, Measurement and Evaluation

Answer:-

Meaning

- Assessment is a process of collecting, reviewing and using the data for purpose of improvement of current performance.
- Evaluation is a process of passing the judgement on the basis of set of standard determined.
- Measurement is a process of assignment of numbers under some pre-determined rule.

Difference between evaluation, measurement, assessment

To sum up, we measure distance, we assess learning, and we evaluate results in terms of some set of criteria.

- 1. Measurement** is the process of the delegation of a numerical index to the object consistently and meaningfully.
- It has quantitative information.
- It involves observations which can be expressed in numerical terms.

1. Assessment is a process by which the information is obtained

Assessment is the systematic basis for making inferences about the learning and development of students.

Principles of assessment are:

Validity any assessment which is conducted must directly relate to that which is being assessed. For example, if we wanted to assess whether you can design an assessment instrument we could not assess you by asking you to run around the block. The activity does not relate to that which is being assessed.

Reliability does the assessment provide for the same outcome (assessment design) repeatedly

संरचनात्मक मूल्यांकन के गुण और दोष

गुण_ (1) रचनात्मक मूल्यांकन का सबसे महत्वपूर्ण गुण यह है कि यह छात्रों को प्रतिपुष्टि प्रदान करता है कि वह किस बिंदु पर प्रबल है और किस में कमजोर है। (2) यह अध्यापकों को प्रतिपुष्टि प्रदान करता है कि उनके द्वारा प्रयोग की गई विधियाँ और व्यू रचना की प्रभावशीलता कितनी है और उन्हें किस कौशल में सुधार करना है। (3) यह अधिगम में आने वाली कठिनाइयों का निवारण करने में सहायक है। (4) यह शैक्षिक व्यवस्था की स्थिति का आकलन करने में सहायक है। (5) यह उपाचारामक उपायों को सुझाता है। (6) यह शिक्षण -अधिगम प्रक्रिया को अधिक प्रभावी बनाता है। (7) अधिगम हेतु उचित कर्म तैयार करने में सहायक। दोष। रचनात्मक मूल्यांकन एक ही इकाई के बाद किया जा सकता है, जिसे छात्र गंभीरता से न

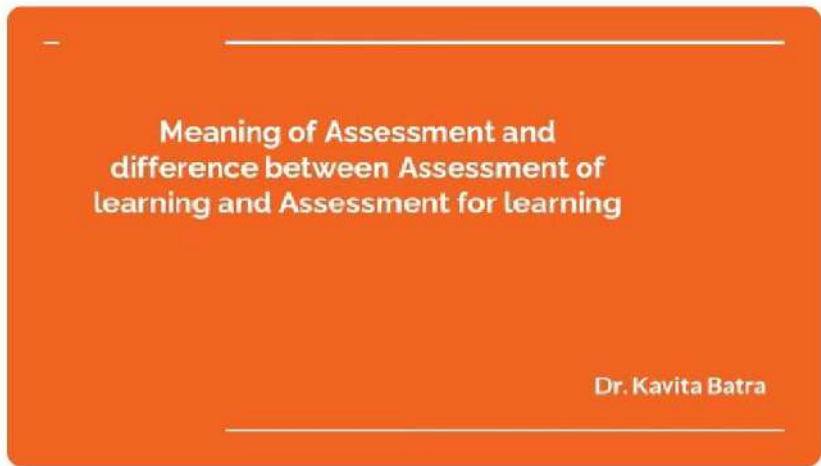
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<https://padlet.com/kavitabatra77/assessment-for-learning-3hbj60otp2ur>



B.Ed (Assessment for learning)

Dr. Kavita Batra - 1/13

- 1 Meaning of Assessment and difference between... (6:36)
- 2 Measurement, Norm Referenced and Criterion... (7:49)
- 3 Action Research (7:05)
- 4 Scales/Levels of Measurement (8:32)

Meaning of Assessment and difference between assessment for learning and assessment of learning



Dr. Kavita Batra

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- Geeta Jengra Good morning everyone. Mrs Geeta. Gramin College of Education, Jamalpur Shekha Tonana
- Sushil Sihag good morning to all educators
- @learn with pari bishnoi good morning all am Renu Rani Assistant Professor from Gramin PG College of Education
- Rekha khapra Good Morning Worthy Members
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Mmce Fatehabad

May 16, 2023 · 🌐

Today in Manohar Memorial College of Education, campus placement was organized. Three schools of city, Spring Bells School, Junior DPS and The Olive School reached there for placement of students. Students of B.Ed. participated in this interview. Placement cell incharge Dr. Gunjan Bajaj welcomed Principals of Spring Bells School Ms. Nivedita Munjal, Managing Director Payal Mehta from The Olive School and Mr. Nitin Mehta from Junior DPS school on their arrival at college. The... [See more](#)



Hisar Division, Haryana, India





LANGUAGE ACROSS THE CURRICULUM

A



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Classwork

People

Marks



Happy Teacher Appreciation Week ❤️

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A



Class code



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Announce something to your class





MANOHAR MEMORIAL COLLEGE OF EDUCATION SIRSA ROAD, FATEHABAD – 125050 (HARYANA)

Recognized by NCTE, Jaipur
Affiliated to Chaudhary Devi Lal University, Sirsa and SCERT, Gurugram
“B” Grade Accredited by NAAC

4. Identifying and selecting/ developing online learning resources

Identifying and selection/ developing online learning resources Manohar Memorial College of Education focuses on developing students' ICT skills for effective teaching and learning. In the classroom, emphasis is placed on the identification, selection, and development of online learning resources. Faculty guide students in discerning relevant digital resources and in creating engaging online materials suitable for educational purposes. This training ensures that future educators are proficient in leveraging a variety of online tools and platforms to enhance the learning experience. By integrating these skills into their coursework, the college prepares students to be adept at utilizing ICT effectively in their teaching practices, thereby promoting innovation and educational excellence.

M.M College of Education , Fatehabad

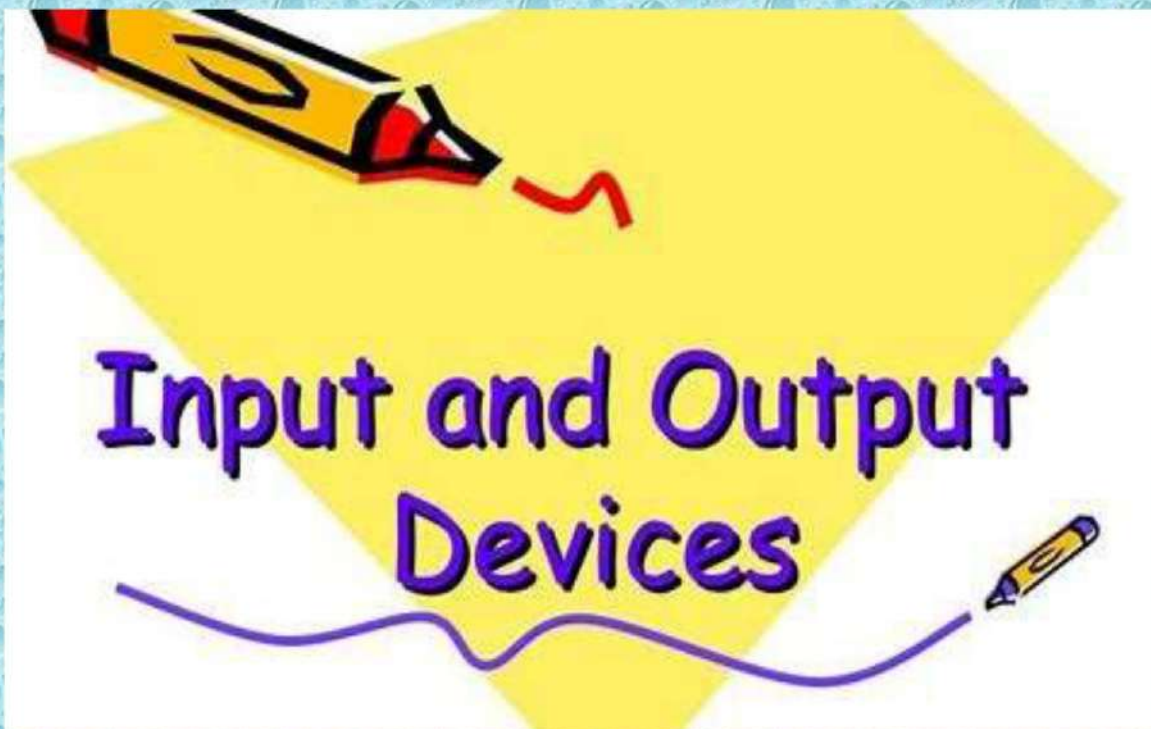
INPUT & OUTPUT DEVICES

Submitted By:

Name= Jyoti

Class= B.Ed

Roll No= 14 240410137





INPUT DEVICES

It is an Electromechanical Device that can be used to enter data and instructions to the computer.



Examples of Manual Input Devices

| | | | |
|---|---|---|--|
| Keyboard  | Numeric Keypad  | Pointing Device  | Remote Control  |
| Joystick  | Touch Screen  | Scanner  | Graphics Tablet  |
| Microphone  | Digital Camera  | Webcams  | Light Pens  |



MONITOR

- ▶ Monitor was invented in 1897 By Karl Ferdinand Braun.
- ▶ A **computer monitor** or a **computer display** is an electronic visual display for computers.
- ▶ A **computer monitor** is an electronic device that shows pictures for computers. Monitors often look similar to televisions.
- ▶ There are three types of monitor:
 1. C.R.T Monitor
 2. L.C.D Monitor
 3. L.E.D Monitor



OUTPUT DEVICES

- Input - Any piece of computer hardware equipment used to communicate
- the results of data processing
- Converts the electronically generated information into human-readable form.



Output devices



CRT Monitor

VDUs



LCD/TFT Monitor



Laser Printer



Ink Jet Printer



Dot matrix printer



Graph plotter



Speaker

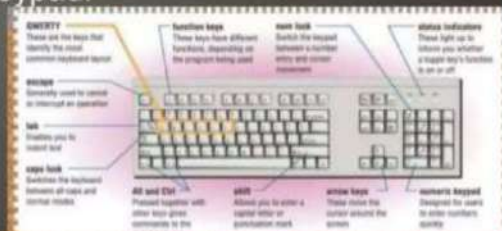


Barcode Reader



KEYBOARD

- ▶ Keyboard Was Invented By Christopher Latham Sholes
- ▶ A Keyboard is a human interface device which is represented as layout of button or keys.
- ▶ Features of keyboard:-
 1. Typewriter Keyboard with Numeric Keypad.
 2. Special Purpose Keys.
 3. Toggle And Combination Keys.



Mouse

An input device that rolls around on a flat surface and controls the pointer



CONCLUSION

1

Input and Output devices are indispensable components of a personal computer.

2

Act as an intermediary between the user and the machine in the process of communication.

3

Are the beginning and end of all processes, instructions executed in the machine.

4

without these devices, no operation can be effectuated.

life science

jatinsardana8685@gmail.com [Switch accounts](#)



* Indicates required question

M.M college of Education,Fatehabad

Class B.Ed-1st Paper -V, VI - Pedagogy of Life Science

Your Name *

Your answer

Roll Number *

Your answer



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Dr. Kavita Batra

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Enroll in Alternative Assessment Strategies in 21st Century

Enrollment is closed for Alternative Assessment Strategies in 21st Century.

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Meaning of Assessment and difference between Assessment of learning and Assessment for learning

Dr. Kavita Batra



0:06 / 6:35

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INSTRUCTURE

METHOD of Teaching :- Project METHOD
 By:- John Dewey
Pragmetism

Steps :-

- Providing a Situation
- choosing and purpose of a Project
- Planing of the Project.
- Execution of the Project
- Evaluation of Project
- Recording of Project.

merit :-

- (i) Psychologically Sound
- (ii) Student Centred
- (iii) Democratic Method of Teaching
- (iv) Development of social value
- (v) Permanent Knowledge
- (vi) Physical And mental Activities
- (vii) Scientific attitude
- (viii) Indiscipline

Demerit :-

- (i) financial Problem
- (ii) Time consuming
- (iii) Not systematic & Adequate learning
- (iv) Practical difficulties
- (v) Too much Expectat from Teacher

DARVESH CLASSES WELCOMES YOU

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Enroll in Improving Assessment through Bloom's Taxonomy and Rubric

Enrollment is closed for Improving Assessment through Bloom's Taxonomy and Rubric.

Motivational Stories By Dr Kavita

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Motivational Stories By Dr Kavita Batra Stories

By Happy Vibes

Motivational story by Dr. Kavita Batra

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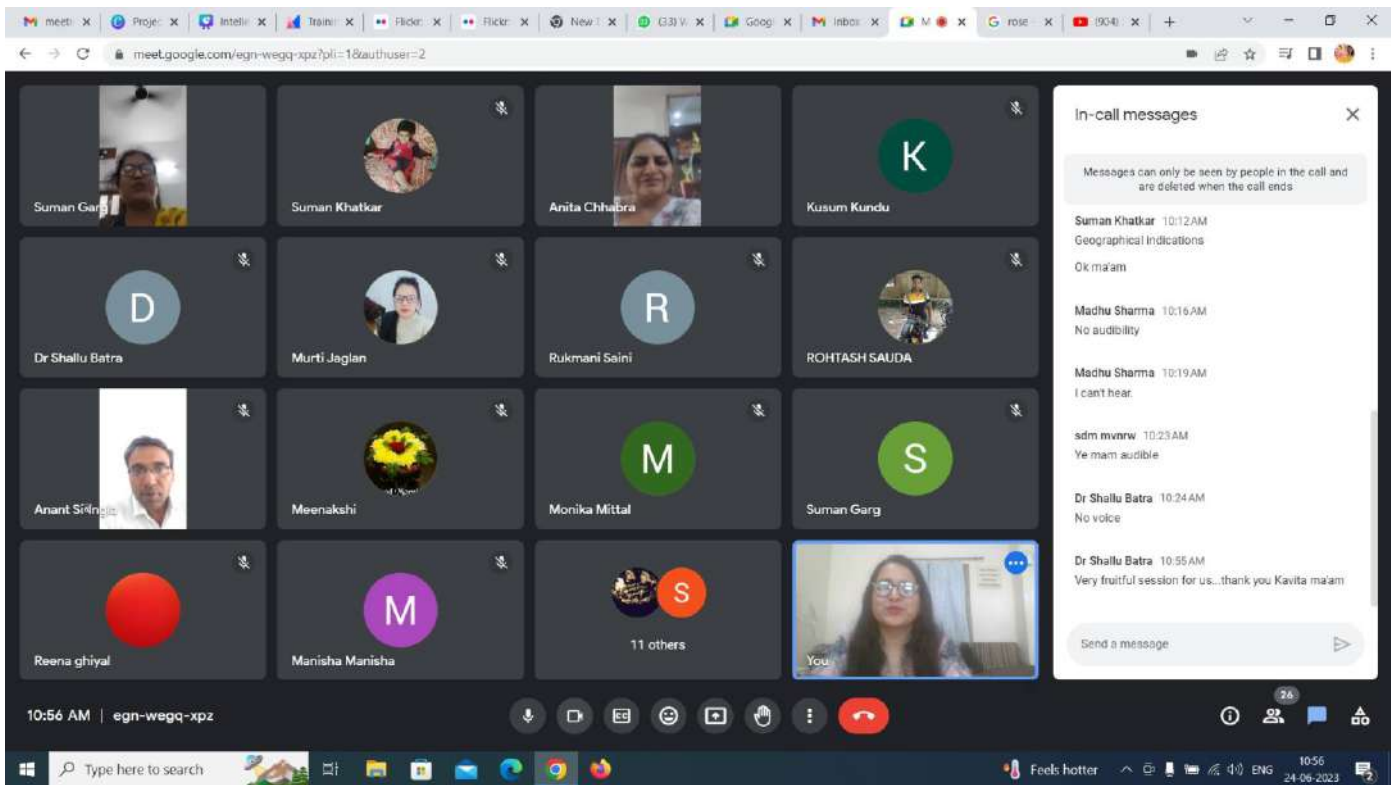
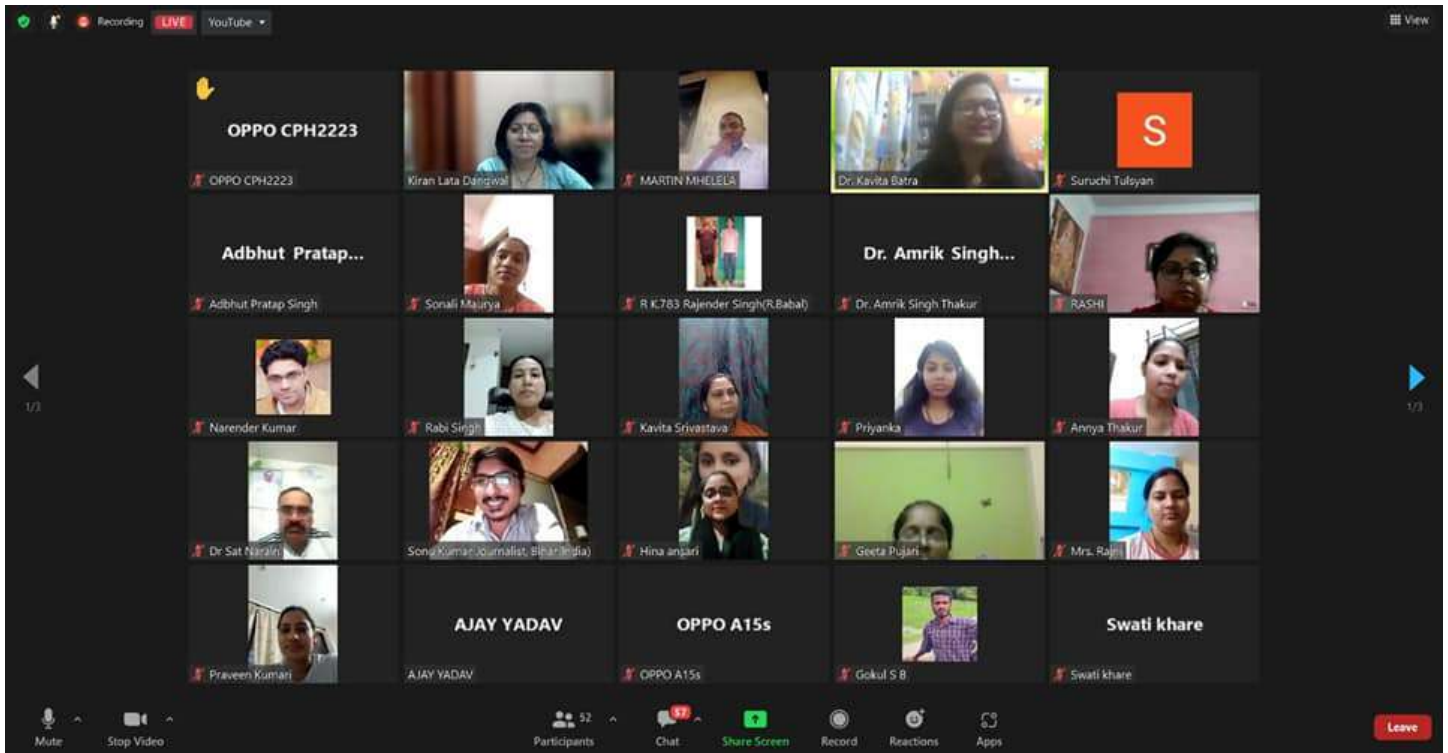
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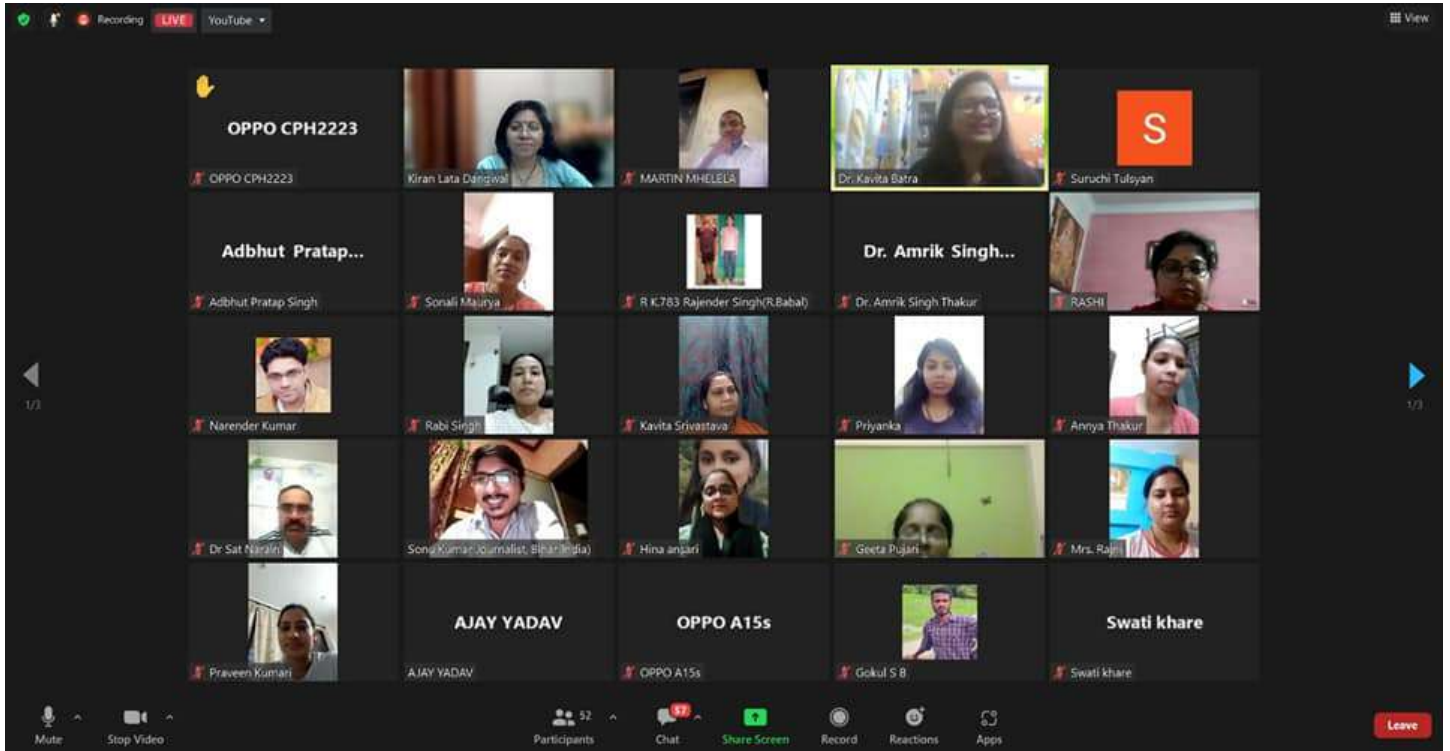
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Constructivism as Pedagogical Framework

Indrajeet dutta

Dr. Janak Rani

Lalit Chopra

Dr. Kavita Batra

Constructivism in Teaching-Learning

Constructivism is a learning theory that suggests that individuals construct their own knowledge and understanding of the world through their experiences and interactions with others. It is a process of active learning where learners are encouraged to explore, discover, and construct their own meaning of the world.

Constructivism is based on the idea that knowledge is not simply transmitted from teacher to student, but is constructed by the learner through their own experiences and interactions with others. This process is often described as 'learning as experience'.

Key features of constructivism include:

- Discovery learning
- Personal experiences
- Active process
- Scaffolding
- Learning as experience
- Problem-based learning
- Active contextual process

Powered by

constructivism

discovery learning, personal experiences, active process, scaffolding, learning as experience, problem-based learning, active contextual process, Bruner anchored instruction, zone of proximal development, prior knowledge, Dewey, Piaget, Vygotsky

Memorial College of Education, Fatehabad (Haryana) Welcomes You ***** A Two day National e-

26:22 / 1:50:20 Scroll for details

About the Institution

With the noble desire of equipping the youth of the region professionally with teaching and technical skills and activated by the societal needs of future, Manohar Memorial Education Society established M.M. College of Education in the year 2004 to impart education for the B.Ed. degree course. The college boasts of an elegant infrastructural edifice with a harmonious academic ambience for learning.

"Education is not an affair of 'telling' and being told but an active and constructive process"
— John Dewey

For further information contact
Dr. Kavita Batra
Incharge CIRD
Mobile no. 9896226962
Email: mmce123@yahoo.com

e-Certificates will be provided to all the active participants on their registered e-mail only after successful submission of feedback form for all the sessions.



A Two day National e-Workshop on **'CONSTRUCTIVISM AS PEDAGOGICAL FRAMEWORK'** on **27th-28th January, 2022**



Organized by
Centre for Innovation, Research and Development (CIRD) &
Internal Quality Assurance Cell (IQAC)
MANOHAR MEMORIAL COLLEGE OF EDUCATION
FATEHABAD, HARYANA (INDIA) (Estd. 2004)
Recognized by NCTE and Affiliated to Chaudhary Devi Lal University
Sirsa
NAAC Accredited
(Under the aegis of Manohar Memorial Education
Society, Fatehabad (Estd. 1969))

About the Workshop

Educational process performs its best when it focuses on thinking as well as understanding, rather than on mere rote memorisation. Constructivism provides the convenience to the teachers to create and render opportunities to students to be actively involved in teaching-learning process, so that learning can be embedded in realistic contexts. Hence, in order to make the students successful in and out of the school, let us learn to create such kind of learning environment that facilitates the students to construct the knowledge instead of receiving it.

This workshop will help teacher educators, pupil teachers, in-service teachers of all stature and policy makers to implement the constructivist approach in educational settings. Our speakers will discuss on "Learning to Learn", "Constructivism in Education" "Lesson planning based on constructivist approach", and "Implications of Constructivist Approach in Teacher Education Programmes".

**Registration Fees
Free!**

"Only your interest and concentration"

Registration
<https://forms.gle/NQRpEiHNGo1UMU5M6>

Join Telegram group for further information and support
[Click here](https://t.me/+Ezd411kgb8x2G11)
<https://t.me/+Ezd411kgb8x2G11>

Chief Guest Inaugural Session



Prof. Vandana Punia
Dean Faculty of Education
Human Resource Development Centre
GJUS&T, Hisar

Chief Guest Valedictory Session



Dr. Rajkumar
Associate Professor
Deptt. of Education
CDLU, Sirsa

Guests of Honor

Sh. Kailash Batra
Treasurer
M. M. Education Society, Fatehabad



Sh. Sudarshan Batra
Executive Member
M. M. Education Society, Fatehabad



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Convener
Dr. Janak Rani
Principal



Organizing Secretary
Dr. Kavita Batra
Assistant Professor



Organizing Team
Dr. Narender Kumar
Assistant Professor



Mr. Balwant Singh
Assistant Professor



Event Schedule

Day-1

| | | |
|--------------------|-----------------------------|------------------------|
| 10.30am - 10.35 am | About the Workshop | Dr. Kavita Batra |
| 10.35am - 10.40 am | Welcome | Dr. Janak Rani |
| 10.40 am - 10.50am | Formal Welcome | Sh. Kailash Batra |
| 10.50 am - 11.00am | Inaugural Speech | Prof. Vandana Punia |
| 11.00am - 12 noon | Learning to Learn | Dr. Kiran Lata Dangwal |
| 12 noon - 12.30 pm | Query Session | |
| 12.30 pm- 1.00 pm | Break | |
| 1.00pm - 2.00pm | Constructivism in Education | Dr. Renu Nanda |
| 2.00 pm- 2.15 pm | Query Session | |

Day-2

| | | |
|----------------------|---|---------------------|
| 10.30am 10.40 am | Welcome | Dr. Janak Rani |
| 10.40am- 11.00 am | About the Session | Dr. Kavita Batra |
| 11.00 am- 12.00 noon | Lesson planning based on Constructivist Approach | Dr. Inderjeet Dutta |
| 12 noon- 12.30 pm | Query Session | |
| 12.30 pm- 1.00 pm | Break | |
| 1.00 pm- 2.00 pm | Implications of constructivist approach in Teacher Education Programmes | Dr. Sonal chabra |
| 2.00pm - 2.15 pm | Query Session | |
| 2.15pm - 2.30 pm | Valedictory Session | Dr. Rajkumar |
| 2.30pm - 2.45 pm | Formal Thanks | Sh. Sudarshan Batra |

Eminent Resource Persons



Dr. Kiran Lata Dangwal
Department of Education
Lucknow University
Lucknow



Dr. Renu Nanda
Head and Dean
Faculty of Education
Jammu University
Jammu



Dr. Inderjeet Dutta
Assistant Professor
Maulana Azad National
Urdu University
College of Teacher
Education, Bhopal



Dr. Sonal Chabra
Principal
Rawal College of Education
Faridabad

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URL: <https://oe4bw.miteam.si/asset/XWYHRTHECpF2HCTd>

Search: Ramesh Sharm...

OPEN EDUCATION™ for a BETTER WORLD

Chat

Good evening mam.

Ramesh Sharma
hello everyone

Kavita Batra
Hello Sir

Mitja Jermol
hi everyone

Gino Fransman
Hello all, greetings to peers from India!

Press Enter to submit

Live Hub Asia 1

OE4BW2021 EDUSCOPE
TITLE: Improving Assessment Through Bloom's Taxonomy and Rubrics
OE4BW Yearly Eduscope 2021 | October 18 - 25, 2021

20:47 18-10-2021

Meet - npr-bqjc-hcn - Google Chrome

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Amanpreet Kaur

Education

Dr. Narender Kumar Swami

Suman Bishnoi

Dr. Kavita Batra

janak rani

Nancy soni

17 others

10:36 | npr-bqjc-hcn

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31°C 10:36 16-07-2021



UNESCO's Open Education for Better World online mentoring program 2022

M.M. COLLEGE OF EDUCATION, FATEHABAD,
HARYANA (INDIA)

Presents

A four week FREE online course
on

Basics of Gardening for Sustainable Health and Society



Dr. Rekha Chavhan
Mentor



Dr. Kavita Batra
Course developer
and instructor

Schedule:
23rd May-20th June, 2022

Platform:
Canvas/ Google Meet

Language:
English/Hindi



REGISTRATION

You can self-enroll in the course with this URL:

<https://canvas.instructure.com/enroll/9KL3CH>

Alternatively, you can sign up at

<https://canvas.instructure.com/register>

and use the following join code: 9KL3CH

Join Telegram group
for further
information:

[https://t.me/basics
ofgardening](https://t.me/basicsofgardening)

Course Objectives:

- Discuss the basic requirements for gardening.
- Discuss types of plants and gardens.
- Select and apply appropriate plant management practices and planning for gardening.
- Explore the relationship between plants and various aspects of health.





MANOHAR MEMORIAL COLLEGE OF EDUCATION SIRSA ROAD, FATEHABAD – 125050 (HARYANA)

Recognized by NCTE, Jaipur
Affiliated to Chaudhary Devi Lal University, Sirsa and SCERT, Gurugram
“B” Grade Accredited by NAAC

4. Evolving learning sequences (learning activities) for online as well as face to face situations

Adequate skills are developed in students for effective use of ICT for teaching learning process. Evolving learning sequences (learning activities) for online as well as face to face situations. At Manohar Memorial College, faculty focuses on developing students' ICT skills for effective teaching and learning across both online and face-to-face settings. During sessions, emphasis is placed on evolving learning sequences and activities that are adaptable to various modes of instruction. Faculty guide students in designing dynamic learning experiences that integrate digital tools and strategies tailored for both virtual and traditional classroom environments. This approach ensures that future educators are equipped to create engaging and interactive lessons that maximize student learning outcomes using ICT. By fostering innovation in instructional design, the college prepares students to confidently navigate and utilize technology in diverse educational contexts.



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OF EDUCATION
Fatehabad (Haryana)
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A student presentation on Green Hydrogen Economy





S.D. MAHILA MAHAVIDYALYA NARWANA



Organises



**AN EXTENSION LECTURE
ON
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(Under the aegis of IQAC)**

24 June 2023 at 10am

<https://meet.google.com/egn-wegq-xpz>



**Resource Person-
Dr. Kavita Rani
Assistant Professor
M.M. College of Education
Fatehabad (Haryana)**

**Dr. Anjana Lohan
Principal**

**Dr. Anita Chhabra
Convenor**

**Ms. Suman Garg
Secretary**

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Nurturing the Nation Builders....

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IQAC and Media and Journalism Club of Manohar Memorial College of Education, Fatehabad

organizes
a webinar on

Revolutionizing Education: Exploring the Power of ICT in the Classroom

on May 11, 2023 at 5:30 pm

Guest Speaker



Dr. Kiran Lata Dangwal

Associate Professor, Department of Education
Lucknow University, Lucknow (U.P.)

Dr. Janak Rani

Principal

MMCE, Fatehabad

Dr. Kavita Batra

Convener

Mr. Lait Chopra

Organising Secretary

★ About Us

With the noble desire of equipping the youth of the region professionally with teaching and technical skills and activated by the societal needs of future, Manohar Memorial Education Society established M.M. College of Education in the year 2004 to impart education for the B.Ed. degree course. The college boasts of an elegant infrastructural edifice with a harmonious academic ambience for learning.

OUR BIGGEST CHALLENGE

in digital literacy is taking organisations and moving them to a position where they can interact with, communicate with and work with the community that is digitally enabled.

Earl Mardle, NetHui

For further information contact

Dr. Kavita Batra

Program Coordinator

Mobile no. 9896226962

Email: mmce123@yahoo.com

e-Certificates will be provided to all the active participants on their registered e-mail only after successful submission of feedback form and assignments for all the sessions.



**MANOHAR MEMORIAL COLLEGE OF
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NAAC Accredited

Organises

**Online Three Day
Faculty Development Program
on**

**'Digital Literacy Skills'
from 10th to 12th March, 2022**

Sponsored by

*Rajiv Gandhi National Institute of Youth
Development, Ministry of Youth Affairs & Sports,
Govt. of India*



About the Program

No doubt, after Covid 19 pandemic digitalisation is becoming a vital part of our lives but it has also created a digital divide where large proportions of teachers and students are left out of this paradigm shift, and for this both can't be blamed because digital literacy is a skill that needs to be imparted through proper training. Digital literacy is the ability to access technology independently in an effective and secure manner. This program will help the academic community to acquire various digital competencies that will enable them to use digital technologies and online resources in professional and academic contexts.

Who will benefit from this workshop

Those who are interested and curious to learn Digital Skills and want to upgrade their teaching skills to get new results

Registration Fees

Free!

"Only your interest, concentration and one digital device"

Limited seats only (First come first serve basis)

Registration

<https://forms.gle/78y96H9aWjJNc8as7>

**Join Whatsapp group for further
information and support**

<https://chat.whatsapp.com/DeQhEhwgOJZD3c7y9fd3uf>



MANOHAR MEMORIAL COLLEGE OF EDUCATION

In Collaboration with

Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of
Higher Education, Ministry of Education, Govt. of India

Organizes

"WORKSHOP ON GUIDANCE FOR PSYCHOSOCIAL COUNSELLING AND COVID HELPER SKILLS" (Covid Helper's Skills for student community)

Date : June 10, 2021

Time : 1.00 pm to 2.30 pm

Resource Person



Mr. Ajay, MGNCRE
Ministry of Education
Govt. of India

Convener



Dr. Janak Mehta
Principal
M.M. College of Education
Fatehabad

Co-Convener



Dr. Gunjan Bajaj
Assistant Professor
M.M. College of Education
Fatehabad

Co-Convener



Mrs. Suman Lata
Assistant Professor
M.M. College of Education
Fatehabad

Technical Coordinator



Mr. Lalit Kumar
Instructor in Computer Science
M.M. College of Education
Fatehabad

Join through Google Meet Link

<https://meet.google.com/peu-obkm-ouk>



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Gurgaon, Haryana (INDIA)

NAAC Accredited
**Centre for
Innovation, Research
and Development
(CIRD)**

is organizing

**Student
Development
Program**



DR. JANAK MEHTA
PRINCIPAL



DR. KAVITA BATRA
ASSTT. PROF.
MMCE, FATEHABAD MMCE, FATEHABAD

Hardik Gautam
(Disaster Management)

Veena
(Power Point Presentation)

Ragini Setia
(Fluid Art)

Rekha and Rajni
(Beauty tips)

Varsha Nagpal
(Video Editing Tools)

Suvidha, Shaifali & Kajal
(Cooking tips)

Organising Committee
Nancy, Pareena, Deeeksha

Vikram
(Natural Resource Management)

Sapna Jain
(Phonics)

Nancy Mehta
(Social Media Awareness)

Platform: Google Meet
<https://meet.google.com/tzq-snnj-ezn>

Date and Time
8th-17th July, 2022
11am-12 noon

Guests of Honour



Mr. Sanjeev Batra
Vice President
M.M. College of Education,
Fatehabad



Mrs. Usha Dahliya
Social Activist
Fatehabad

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Principal



Dr. Kavita Batra
Program
Coordinator



Mr. Lalit Chopra
Technical
Coordinator

Assistance Committee

Dr. Gunjan Bajaj
Ms. Suman Bishnoi
Mr. Balwant Singh
Dr. Narender Kumar
Ms. Sunita Talwar
Ms. Sunita Rani

ONLINE THREE DAY FACULTY DEVELOPMENT PROGRAM



DIGITAL LITERACY SKILLS

Chief Guest for Inaugural Session



Prof. Monika Verma
Registrar
CDLU, Sirsa

Chief Guest for Valedictory Session



Prof. (Dr.) Nivedita
Chairperson
Deptt. of Education
CDLU, Sirsa

Resource persons



Prof. Vandana Parida
Dean Faculty of Education
Human Resource Development Centre
GJU S&T, Hilar



Dr. Kiran Lata Dangwal
Department of Education
Lucknow University
Lucknow



Mr. Devan Mahra
Computer Freelancer Faculty
Hilar



Mr. Gaur Kumar
Assistant Professor
Yrupati College of Education
Rada (Fatehabad)



Dr. Naveen Kumar
Coordinator IGNOU LSC 1814
Associate Professor of Commerce
Govt. National College, Sirsa



Dr. Vikas Goyal
Associate Professor of Zoology
Govt. National College, Sirsa



Mr. Anubhav Tanuja
Digital Expert
Gaurin Shiksha
Hilar

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FATEHABAD, HARYANA (INDIA)**


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organizes
a webinar on

Preparation of e-Portfolio

on June 23, 2022 at 11:00 am (Thursday)

Guest Speaker



Dr. Mahesh Koltame
Assistant Professor
SNDP Women's University
Meerut

Zoom ID: 310 220 2862
Passcode: 888888

Join Meeting with this link
<https://us06web.zoom.us/j/3102202862?pwd=WFNlbnRlc0p0TUtoWTZlZDRvYjY1enhabD09>

Principal
Dr. Janak Rani
MMCE, Fatehabad

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Mr. Lalit Kumar

Lalit Chopra

Dr. Kavita Batra

Dr. Mahesh Koltame

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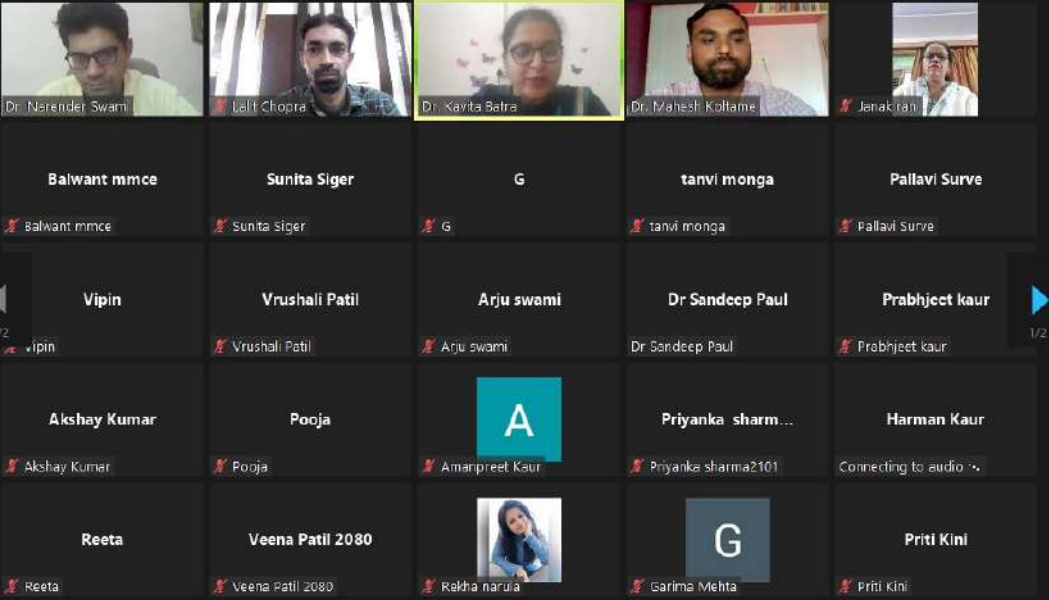
Participants 12 Chat Share Screen Record Live Transcript Reactions

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Zoom Meeting

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Dr. Narender Swami Lalit Chopra Dr. Kavita Batra Dr. Mahesh Koltame Janak Rani

Balwant mmce Sunita Siger G tanvi monga Pallavi Surve

Vipin Vrushali Patil Arju swami Dr Sandeep Paul Prabhjeet kaur

Akshay Kumar Pooja Priyanka sharm... Harman Kaur

Reeta Veena Patil 2080 Priti Kini

Participants (33)

Find a participant

- LC Lalit Chopra (Co-host, me)
- Dr. Kavita Batra (Host)
- DM Dr. Mahesh Koltame (Co-host)
- DS Dr Sandeep Paul
- DN Dr. Narender Swami
- AK Akshay Kumar
- A Amanpreet Kaur
- AS Arju swami
- BM Balwant mmce
- G G
- G Garima Mehta
- Gunjan Dojaj
- JR Janak rani
- JG Juleee gharat

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