



फतेहाबाद। विभिन्न विद्यालयों में आयोजित शिक्षण अभ्यास कार्यक्रम में भाग लेते एमएम शिक्षण महाविद्यालय के बीएड प्रथम वर्ष के विद्यार्थी। फोटो: हरिभूमि

2

22 दिवसीय शिक्षण अभ्यास कार्यक्रम का हुआ समापन

- विभिन्न विद्यालयों में जाकर बीएड विद्यार्थियों ने जानी शिक्षण की धारीकियां

हरिभूमि न्यूज ► फतेहाबाद

मनोहर मेमोरियल शिक्षण महाविद्यालय फतेहाबाद के बीएड प्रथम वर्ष के विद्यार्थियों को शिक्षण की धारीकियों से अवगत करवाने को लेकर 22 दिवसीय शिक्षण अभ्यास कार्यक्रम का आयोजन किया गया, जिसका आज समापन हुआ। यह शिक्षण अभ्यास कार्यक्रम फतेहाबाद के चालीक चौक स्थित राजकीय कन्या वरिष्ठ माध्यमिक विद्यालय, भीमा बस्ती स्थित राजकीय माध्यमिक विद्यालय, बस्ती भलाडिया स्थित राजकीय माध्यमिक विद्यालय एवं गांधी भोडियाखेड़ा के राजकीय माध्यमिक विद्यालय में करवाया गया। यह शिक्षण अभ्यास कार्यक्रम विद्यालय प्राचार्य च इंचार्ज की देखरेख में पूरा किया गया, जिसमें बीएड प्रथम वर्ष के विद्यार्थियों ने

उत्साहपूर्वक भाग लिया। इस दौरान विद्यार्थियों ने वास्तविक शिक्षण अनुभव, शिक्षण विधियों, पाठ्य सहायमी गतिविधियों, अध्यापक कर्तव्यों, पुस्तकालय, प्रयोगशाला एवं गैर-शैक्षणिक कार्यों के बारे में महत्वपूर्ण जानकारियां हासिल कीं जोकि भविष्य में उनके बेहतर शिक्षक बनने में काफी सहायक साबित होंगी। महाविद्यालय के शिक्षण अभ्यास इंचार्ज डॉ. नरेन्द्र कुमार ने बताया कि यह शिक्षण अभ्यास बीएड कोर्स का एक महत्वपूर्ण अंग है। इसमें विद्यार्थियों को ग्रेड अध्यापक, चक बोर्ड कार्य, शिक्षण फाइल एवं लेखन कार्य हेतु प्रत्येक विद्यालय से पुरस्कार भी निकाले जाएंगे। इस कार्यक्रम के अंत में बीएड प्रथम के सभी विद्यार्थियों ने अपने-अपने विद्यालयों में विद्यालय स्टाफ सदस्यों के लिए जलपान की भी व्यवस्था की। एमएम शिक्षण महाविद्यालय प्राचार्या डॉ. जनक मैहता ने कार्यक्रम के सफल आयोजन पर बधाई दी।

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

एमएम शिक्षण महाविद्यालय में प्रभावशाली पाठ योजना पर कार्यशाला का आयोजन



फतेहाबाद/जनसंदेश न्यूज: मनोहर मैमोरियल शिक्षण महाविद्यालय एवं शाह सतनाम जी शिक्षण महाविद्यालय सिरसा के साथ हुए समझौता के तहत प्रभावशाली पाठ योजना विषय पर कार्यशाला का आयोजन किया गया। इस कार्यशाला में मुख्य वक्ता के रूप में डॉ. विनोद कुमार सह प्राध्यापक, गौड़ ब्राह्मण शिक्षण महाविद्यालय रोहतक ने भाग लिया और विद्यार्थियों के साथ अनेक महत्वपूर्ण जानकारियों को सांझा किया। महाविद्यालय प्राचार्या डॉ. जनेक रानी ने अतिथियों का स्वागत किया। डॉ. विनोद ने बहुत ही रोचक तरीके से पाठ योजना के विभिन्न क्षेत्रों एवं विभिन्न पहलुओं पर नई शिक्षा नीति-2020 के तहत हुए विभिन्न बदलावों पर विस्तार से चर्चा

की। कार्यक्रम सत्रोजिका से कांचिता बतरा ने डॉ. विनोद का स्वागत करते हुए पाठ योजना की उपयोगिता पर प्रकाश डाला। इस कार्यक्रम का महाविद्यालय के कम्प्यूटर अनुदेशक ललित चोपड़ा द्वारा वृ ट्यूब पर लाइव प्रसारण भी किया गया। ऑनलाइन जुड़े सैकड़ों लोगों ने इसका लाभ उठाया। आयोजक सचिव डॉ. नरेन्द्र कुमार ने मुख्यवक्ता का धन्यवाद किया। शाह सतनाम जी शिक्षण महाविद्यालय की डायरेक्टर डॉ. चरणप्रीत कौर ने कहा कि एक अच्छे अध्यापक के लिए पाठ-योजना तो महत्वपूर्ण है ही लेकिन अगर दो महाविद्यालय इस तरह के सहयोगात्मक कार्यक्रमों का आयोजन करें तो हम एक अच्छे भावी राष्ट्र निर्माता बना सकते हैं।

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

MANOHAR MEMORIAL COLLEGE OF EDUCATION

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

Recognised by NCTE and Affiliated to Chaudhary Devi Lal University, Sirsa
"B" Grade NAAC Accredited

Ref. No. : MMCE 35/21 / 8340

Dated... 02/02/2023...

Level
DWC and To
8-2

5

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.

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

Your kind co-operation is solicited.

Yours sincerely,

e/o DEEO FTB

At. 4-2-23/5545

Dated:- 08/02/2023

*10 Copy of letter is forwarded to DEO Fatehabad
for information and necessary action.*

Jyoti Rani
Principal
M.M. College of Education
Fatehabad 125050

Suey
08/02/23

सच-अधीन
जिला मौलिक शिक्षा अधिकारी
फतेहबाद 125050

Contact

Email

Website

Phone : 0172 2211007

mmce125050@yahoo.com, mmce125050@gmail.com

www.mmcollegeofeducation.com

MANOHAR MEMORIAL COLLEGE OF EDUCATION, FATEHABAD



.. Nurturing the Nation Builders



**Extension Lecture by
Guidance & Placement Cell**

ON

Interview Skills

14-03-2023

Guest Speaker

Mrs. Nivedita

Principal, MSD Springbells Public School, Fatehabad



Guests of Honour



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



Mrs. Usha Dahiya
Social Activist
Fatehabad

Organizing Committee



Dr. Janak Rani
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 Parva
Dean Faculty of Education
Human Resource Development Centre
GJU SBT, Hisar



Dr. Kiran Lata Dangwal
Department of Education
Lucknow University
Lucknow



Mr. Deven Kaira
Computer Freelancer faculty
Hisar



Mr. Anil Kumar
Assistant Professor
Tirapani College of Education
Battis (Fatehabad)



Dr. Navneet Kumar
Coordinator IGNOU LSC 1014
Associate Professor of Commerce
Govt. National College, Sirsa



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



Mr. Anubhav Taneja
Digital Expert
Gramin Shiksha
Hisar

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: mmcet123@yahoo.com



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
Sina
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/+Ezd411kg8x2Gt1>

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.

Chief Guest Inaugural Session



Prof. Vandana Puri
Dean Faculty of Education
Human Resource Development Centre
GJUSAT, Meer

Chief Guest Valedictory Session



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

Guests of Honor

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



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



Organizing Committee

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 Puri
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



**MANOHAR MEMORIAL
COLLEGE OF EDUCATION,
FATEHABAD**

Recognized by NCTE & affiliated to CDLU,
Srsa, 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)

Nancy Mehta
(Social Media Awareness)

Ragini Setia
(Fluid Art)

Sapna jain
(Phonics)

Rekha and Rajni
(Beauty tips)

Vikram
(Natural Resource Management)

Varsha Nagpal
(Video Editing Tools)

Suvidha, Shaifali & Kajal
(Cooking tips)

Organising Committee

Nancy, Pareena, Deeksha

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

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

MANOHAR MEMORIAL COLLEGE OF EDUCATION, FATEHABAD, HARYANA (INDIA)

Nurturing the Nation Builders....



Recognized by NCTE & affiliated to CDLU, Sirsa, Haryana

NAAC Accredited

in collaboration with

M.M. (PG) College, Fatehabad

Shah Satnam Ji College of Education, Sirsa

Babu Anant Ram College, Kaul (Kaithal)

(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

★ 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
EDUCATION, FATEHABAD
(HARYANA) INDIA**

Recognized by NCTE & affiliated to CDLU,
Sirsa (Haryana)

(Under the aegis of Manohar Memorial
Education Society, Fatehabad (Estd. 1969)

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/De0bE1rg01z03t7y0f03u1>

UNIVERSITY OF
WELFARE
OF HUMANITY
WELFARE

Recognized by NCTE, Affiliated to CDLU, Srisa
NAAC Accredited

Centre for
Innovation, Research
and Development
(CIRD)
is going to organise

Student Development Program



DR. JYOTI MEHTA
PRINCIPAL
WACE, FATEHABAD



DR. KAVITA BATRA
REGIST. PROF.
WACE, FATEHABAD



*Susidha,
Sheifali
& Kajal
Cooking tips*



*Vanya
Power Point
Presentation*



*Rishu
and
Kajal
(Beauty tips)*



*Viterom
(Natural Resource
Management)*



*Ragini Sella
Fluid Art*



*Nancy Mehta
(Social Media
Awareness)*



*Varsha Rani
(Video Editing
Tutorials)*

Organising committee

*Sanyu jain
(Photos)*

*Harshk Gaudan
(Disaster
Management)*



Nancy, Parvina, Deepaksha

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

Date and Time
8 July-17 July, 2021
11 am-12 am



Research Committee of
**MANOHAR MEMORIAL COLLEGE OF
EDUCATION, FATEHABAD**

Organizes

*Workshop on Effective
Communication*

27-04-2023

Guest Speaker



Dr. Suman Chabra

Assistant Professor
BSK College of Education, Dabawali

**MANOHAR MEMORIAL COLLEGE OF EDUCATION,
FATEHABAD, HARYANA (INDIA)**

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Research Committee of

Manohar Memorial College of Education, Fatehabad

organizes

a Workshop on

**Incorporating Technology
in Education**



on January 11, 2022 at 12:00 noon

Guest Speaker



Dr. Vikesh Sethi

Assistant Professor, M.M. (PG) College, Fatehabad

Dr. Janak Rani

Principal

MMCE, Fatehabad

Dr. Kavita Batra

Convener

Research Committee of
**MANOHAR MEMORIAL COLLEGE OF
EDUCATION, FATEHABAD**

organizes
International Webinar on

*Web 2.0 tools for
Educational Journalism*

6th May, 2023 at 6 pm (IST) (Saturday)

Resource Person



Mr. Isaac Mulolani

Open Education & Publishing Manager
University of Regina (Canada)

Research Committee of

**MANOHAR MEMORIAL COLLEGE OF
EDUCATION, FATEHABAD**

Organizes
a Workshop on

Social Responsibility

on January 14, 2023 at 10:00 am (Saturday)

Guest Speaker



Dr. Charanpreet Kaur

Director

Shah Satnam ji College of Education, Sirsa

IQAC & Research Committee
of

**MANOHAR MEMORIAL COLLEGE OF
EDUCATION, FATEHABAD**

Action Research

on 1 December, 2022 at 12.00 noon

Guest Speaker



Dr. Kiran Lata Dangwal
Associate Professor, Department of Education
Lucknow University, Lucknow (U.P.)

Manohar Memorial College of Education

Sirsa Road, Fatehabad (Haryana)

(Under the Aegis of Manohar Memorial Education Society - Estd. 1969)

(Recognised by NCTE & Affiliated to CDLU, Sirsa & BSEH, Bhiwani)

Chief Guest for Inaugural Session



Prof. Monika Verma
Registrar
Chaudhary Devi Lal
University Sirsa
(Haryana)

Chief Guest for Valedictory Session



Prof. (Dr.) Nivedita
Chairperson
Department of Education
Chaudhary Devi Lal University
Sirsa, Haryana

Organises

Online Three Day Faculty Development Program

on

DIGITAL LITERACY SKILLS

10-03-2022 to 12-03-2022

Sponsored by:

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

Patron
Sh. Rajiv Batra

Principal
Dr. Janak Rani

Program Coordinator
Dr. Kavita Batra

कार्यशाला में जो भी सीखा है उसे अपने जीवन में अपनाना होगा : डॉ. गुरचरण

एमएम कॉलेज में राष्ट्रीय कार्यशाला का समापन, मेधावी विद्यार्थियों को किया सम्मानित

संवाद न्यूज एजेंसी

फतेहाबाद। मनोहर मेमोरियल शिक्षण महाविद्यालय में चल रही भारतीय भाषाओं में संश्लेषण कौशल के विकास विषय पर तीन दिवसीय राष्ट्रीय कार्यशाला का शनिवार को समापन हुआ। तीसरे व अंतिम दिन कार्यशाला के प्रथम सत्र की शुद्धात् विशिष्ट वक्ता डॉ. राजकुमार और डॉ. कमलेश यादव ने दीप प्रज्वलित करके की।

कार्यशाला के प्रथम सत्र में डॉ. गुरचरण दास ने कहा कि हमने तीन दिवसीय कार्यशाला में जो भी सीखा है, उसे अपने जीवन में अपनाना होगा, तभी कार्यशाला का उद्देश्य सार्थक हो पाएगा। डॉ. राजकुमार, हिंदी विभागाध्यक्ष, चौधरी देवी लाल विश्वविद्यालय, मिरसा ने सांकेतिक अभिव्यक्ति की उपयोगिता को दर्शाया। कार्यशाला के दूसरे सत्र में भगवान श्रीकृष्ण शिक्षण महाविद्यालय,



फतेहाबाद के एमएम शिक्षण महाविद्यालय में आयोजित समापन समारोह में मेधावी विद्यार्थियों को सम्मानित करते प्रतिविगण। संवाद

डबकवली की एसोसिएट प्रोफेसर डॉ. कमलेश यादव ने संश्लेषण कौशल की उपयोगिता और संवाद की भूमिका से प्रतिभागियों को परिचित करवाया। तीसरे और चौथे सत्र में गुरु जंभेरकर विज्ञान तकनीकी विश्वविद्यालय डिमर से प्राध्यापक पराशर संकाय डॉ. उमेश आर्य ने विशिष्ट वक्ता की भूमिका निभाई।

उन्होंने अपने वक्तव्य में संश्लेषण कौशल में मल्टीमीडिया की उपयोगिता से प्रतिभागियों को परिचित करवाया। कार्यशाला के समापन-सत्र पर मुख्य अतिथि के तौर पर डॉ. कुमुद बंसल, चेयरपर्सन, राशीवा शिक्षण महाविद्यालय, मिरसा ने शिरकात की। महाविद्यालय प्रबंधन समिति के प्रधान राजीव बत्रा,

उपप्रधान संजीव बत्रा, कोषाध्यक्ष कैलाश बत्रा, प्राचार्य डॉ. जनक मेहता, कार्यशाला संचालिका डॉ. कविता बत्रा, बलवंत सिंह द्वारा आय हुए अतिथि को स्मृति चिह्न द्वारा सम्मानित किया गया। इस अवसर पर महाविद्यालय के सत्र 2019-21 और 2020-22 में सर्वोच्च अंक पाने वाले विद्यार्थियों को सम्मानित किया गया, जिसमें बीएड में वर्ष रानी, शोभा रानी, किरण बाला, कृतिका, दीक्षा गर्ग व नीलम और डीएलएड से पुनम, ममता, लखवीर, मिमरन, नीतू व जौनिया को सम्मानित किया गया। कार्यशाला के समापन सत्र पर मंच संचालन ललित खोपड़ा ने किया।

इस अवसर पर महाविद्यालय प्रबंधन समिति के उपप्रधान संजीव बत्रा, प्राचार्य डॉ. जनक मेहता, एमएम पीजी कॉलेज प्राचार्य डॉ. गुरचरण दास, कार्यक्रम संचालिका डॉ. कविता बत्रा, बलवंत सिंह आदि मौजूद रहे।

Sr. No.	Activity
1	Art & Craft Workshop (4 July, 2023)
2	Yoga Camp on International Yoga Day (21 June, 2023)
3	ध्यान शिविर कार्यक्रम (6 June 2023)
4	Bird house & Feeder making on Environment Day (5 June 2023)
5	International Webinar on the Topic: Assessment as open practice: From disposable to renewable assessment (May 18, 2023)
6	Self Defence Camp (15 May 2023)
7	Mothers Day Celebration (13 May 2023)
8	Webinar on National Technology Day (11 May 2023)
9	कानूनी जागरूकता व्याख्यान (9 May 2023)
10	Speech Competition Under Mission Life by NSS (9 May 2023)
11	International Webinar on Web 2.0 Tools for Educational Journalism (5 May 2023)
12	अध्यात्म और शिक्षा पर व्याख्यान (1 May, 2023)
13	बॉल मैगजिन कम्पीटिशन (25 April 2023)
14	महाविद्यालय का 4 दिवसीय शैक्षणिक टूर (15 April, 2023)
15	Poster & Speech Competition (13 April, 2023)
16	Visit to old age home (08 April, 2023)
17	Water Conservation Rally (22 March, 2023)
18	कविता प्रतियोगिता (22 March, 2023)
19	Annual Athletic Meet (21, 22 March, 2023)
20	Book Exhibition (17 March 2023)
21	Workshop on Interview Skill (14 March, 2023)
22	N.S.S. Camp (1 to 7 march, 2023)
23	Extension Lecture on Gender Sensitivity (6 March, 2023)
24	Science Day Celebration (28 Feb. 2023)
25	NAAC Awareness Workshop (21 February, 2023)
26	Religious Tour (19 February 2023)
27	Teaching Practice Programm (10 February 2023)
28	Voter Awareness Programm (25 January, 2023)
29	भारतीय भाषाओं में सम्प्रेषण कौशल विकास (19-21 जनवरी 2023)
30	N.S.S camp (26 December 2022)
31	Result based Education Workshop (16 December 2022)
32	Workshop on Action Research (1 December 2022)
33	Orientation Programm (30 November 2022)
34	HIV Aids Awareness & Testing Programm (27 November 2022)
35	Youth Red Cross Camp (14 to 18 November 2022)
36	Diwali Celebration (22 October 2022)

Link
https://www.facebook.com/share/p/uLgh5PYEyhSRPzt/
https://www.facebook.com/share/p/uzbpxH2vu1ja6V8k/
https://www.facebook.com/share/p/7jARjhUIEXcDVcQb/
https://www.facebook.com/share/p/F9vbBZtuv6oqKomA/
https://www.facebook.com/share/p/pRJVwa8gRBoATWVA/
https://www.facebook.com/share/p/azDJYQypcoZcRpdg/
https://www.facebook.com/share/p/LWAyBAAGjnZ8Ee1G/
https://www.facebook.com/share/p/T4coe8Su9jWknvXB/
https://www.facebook.com/share/p/dpRXkpuoReJ9DqEe/
https://www.facebook.com/share/p/d8PPDmFJ7Kj6Twa/
https://www.facebook.com/share/p/NWTstDtzzct6AMov/
https://www.facebook.com/share/p/Y3ZZztA5RBH4MDz5/
https://www.facebook.com/share/p/hZRYfwvzdsqj7pmZu/
https://www.facebook.com/share/p/v89MogDZMXMbdYJ/
https://www.facebook.com/share/p/m4sL7vDKMqC7ppDv/
https://www.facebook.com/share/p/iTczEDWhsXpplz5H/
https://www.facebook.com/share/p/ujSbcGFbdGgWz1zQ/
https://www.facebook.com/share/p/58TXhK6kqYuBCoDI/
https://www.facebook.com/share/p/kJ5qb2uawmwPRywD/
https://www.facebook.com/share/p/1mPantjk4RR598du/
https://www.facebook.com/share/p/dQjmdNDd5kR4xBsx/
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https://www.facebook.com/share/p/zvNm9Db7g7RVQses/
https://www.facebook.com/share/p/i2yYwEirk2WmFk6N/
https://www.facebook.com/share/p/tewAnzDQZ81SkTj2/
https://www.facebook.com/share/p/TKMDnha9gQKLNN5v/
https://www.facebook.com/share/p/GkEBpMP77mBhNtUY/
https://www.facebook.com/share/p/DSDTcTAMiEW9x78/
https://www.facebook.com/share/v/R5fABawq6dsVz6p/
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https://www.facebook.com/share/p/uuwULsCvvhJbpU/
https://www.facebook.com/share/p/E7VklzQBvDDvrfS/

School
Activity

Passes

File

Submitted To :-

Dr. Gurnjan Bajaj

Principal, Jyoti Rani
M.S.U. College of Education
Faridkot

Submitted by :-


Reminder Kaur

Roll No - 2182

Class - BED-II

University Roll No - 2104011541024

INDEX

Serial No.	Name of Topic	Page No	TEACHER SIGNATURE.
1.	Syllabus	1	
2.	Development of CCE	2	
	* Introduction of CCE	3-4	
	* Features of CCE	5	
	* Objectives of CCE	6	
	* Principles of CCE	7	
	* Merits & Demerits of CCE	8	
	* Question Paper	9-10	
	* Monthly Test Record	11	
	* Report Card & CCE Performance	13-14	
3.	Development of Learning Material along with Instructional Aids -	15	
	* Introduction of Learning Material	16-17	
	* Types of Learning Material used in Purjals	18	
	* Types of Learning Material used in Social-structures	19-20	
4.	Lesson Plan -	22	
	* Meaning, Need & Importance	22	
	* Steps of Lesson Plan	23	

Serial No.	Page No.	Topic
1	1-4	1. Introduction of the subject
2	5-8	2. History and evolution of the subject
3	9-12	3. Importance of the subject
4	13-16	4. Career opportunities
5	17-20	5. Administration of various educational institutions and financing of school
6	21-23	6. Planning and organization of school
7	24-26	7. Role of school in the society
8	27-29	8. School's long term objectives
9	30-32	9. School's role in the community
10	33-35	10. Role of school in the development of the nation
11	36-38	11. Role of school in the development of the individual
12	39-41	12. Role of school in the development of the society
13	42-44	13. Role of school in the development of the nation
14	45-47	14. Role of school in the development of the individual
15	48-50	15. Role of school in the development of the society
16	51-53	16. Role of school in the development of the nation
17	54-56	17. Role of school in the development of the individual
18	57-59	18. Role of school in the development of the society
19	60-62	19. Role of school in the development of the nation
20	63-65	20. Role of school in the development of the individual
21	66-68	21. Role of school in the development of the society
22	69-71	22. Role of school in the development of the nation
23	72-74	23. Role of school in the development of the individual
24	75-77	24. Role of school in the development of the society
25	78-80	25. Role of school in the development of the nation
26	81-83	26. Role of school in the development of the individual
27	84-86	27. Role of school in the development of the society
28	87-89	28. Role of school in the development of the nation
29	90-92	29. Role of school in the development of the individual
30	93-95	30. Role of school in the development of the society
31	96-98	31. Role of school in the development of the nation
32	99-101	32. Role of school in the development of the individual
33	102-104	33. Role of school in the development of the society
34	105-107	34. Role of school in the development of the nation
35	108-110	35. Role of school in the development of the individual
36	111-113	36. Role of school in the development of the society
37	114-116	37. Role of school in the development of the nation
38	117-119	38. Role of school in the development of the individual
39	120-122	39. Role of school in the development of the society
40	123-125	40. Role of school in the development of the nation
41	126-128	41. Role of school in the development of the individual
42	129-131	42. Role of school in the development of the society
43	132-134	43. Role of school in the development of the nation
44	135-137	44. Role of school in the development of the individual
45	138-140	45. Role of school in the development of the society
46	141-143	46. Role of school in the development of the nation
47	144-146	47. Role of school in the development of the individual
48	147-149	48. Role of school in the development of the society
49	150-152	49. Role of school in the development of the nation
50	153-155	50. Role of school in the development of the individual

School Internship Certificate

Government Model School (Muzaffargarh)

Muzaffargarh, Punjab

Date: _____

To: _____

Subject: _____

Duration: _____

Remarks: _____

Signature: _____

Principal

Development.....

of

CCE

Handwritten text, possibly a date or page number.

CONTINUOUS AND COMPREHENSIVE EVALUATION

The first indicator is that continuous and comprehensive evaluation is a process of continuous assessment of the student's performance in comparison to the desired level of knowledge, skills and attitudes. It is a process of continuous assessment of the student's performance in comparison to the desired level of knowledge, skills and attitudes. It is a process of continuous assessment of the student's performance in comparison to the desired level of knowledge, skills and attitudes.

Handwritten text in a green box, likely a definition or further explanation of CCE.

Handwritten text, possibly a date or page number.

Formative...

Formative assessment is a process of gathering information about students' learning progress during the learning process. It is used to identify students' strengths and weaknesses and to provide feedback to help them improve. It is a continuous process that occurs throughout the learning process.

Formative...

Formative assessment is a process of gathering information about students' learning progress during the learning process. It is used to identify students' strengths and weaknesses and to provide feedback to help them improve. It is a continuous process that occurs throughout the learning process.

Evaluatory...

Evaluatory assessment is a process of gathering information about students' learning progress during the learning process. It is used to identify students' strengths and weaknesses and to provide feedback to help them improve. It is a continuous process that occurs throughout the learning process.

FEATURES OF CCE

- 1. The focus is on the learning process rather than the learning outcome.
- 2. The assessment is continuous and ongoing throughout the learning process.
- 3. The assessment is based on a variety of sources and methods.
- 4. The assessment is used to provide feedback to students to help them improve.
- 5. The assessment is used to identify students' strengths and weaknesses.
- 6. The assessment is used to provide feedback to students to help them improve.
- 7. The assessment is used to identify students' strengths and weaknesses.
- 8. The assessment is used to provide feedback to students to help them improve.
- 9. The assessment is used to identify students' strengths and weaknesses.
- 10. The assessment is used to provide feedback to students to help them improve.

Objectives of CCE

To provide suitable
a suitable and
desirable

To know the
essential and
advised study
learning

To make
Assessment
fairer among
students

To make it all
teacher and
student centered
evaluation

PRINCIPLES OF CCE ...

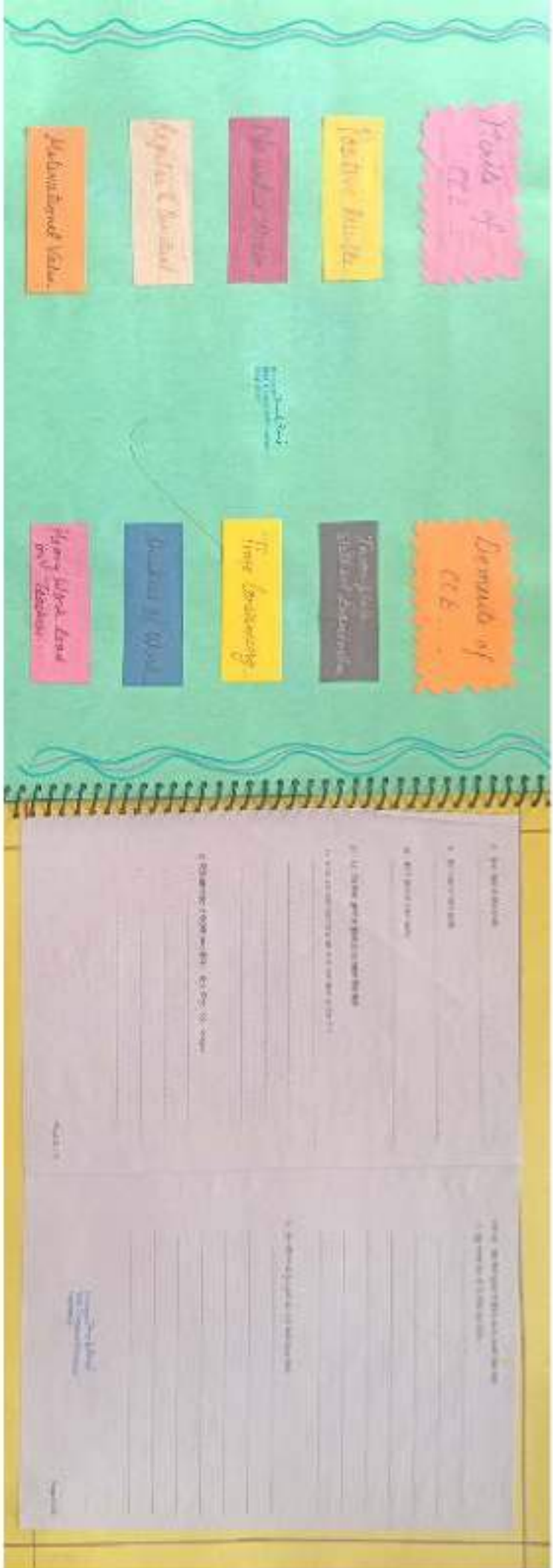
Principle
of
Meaning

Principle
of
Fairness

Principle
of
Empire

Principle
of
Balance

Principle
of
Efficiency



Principle of
CFE

Positive Health

Neutral or
Mixed

Highly
Positive

Highly
Negative

CFE

Demands of
CFE

Time
Management

Time
Management

Quality of
Work

Highly
Positive
and
Negative

1. The first step is to identify the problem or goal. This involves understanding the current situation and what you want to achieve. It's important to be clear and specific about your objectives.

2. Next, you need to gather information and resources. This could involve researching the problem, talking to experts, or identifying the tools and skills you need to succeed.

3. Once you have a good understanding of the problem and the resources available, you can start to develop a plan. This should include a timeline, a list of tasks, and a way to measure progress.

4. The final step is to implement the plan and monitor your progress. It's important to stay flexible and adjust your plan as needed. Regularly checking in on your progress will help you stay on track and make any necessary adjustments.

Report Card



CEE

Performance

REPORT CARD
GRADE 12 SESSION

CLASS: 12th

STUDENT PROFILE:

Name of Student: Suman Sex: Male Age: 18
 Admission Number: 2022 Date of Birth: 11 March 2005
 School: St. Mary's
 Address: St. Mary's
 Residential Address: St. Mary's
 Telephone No.: 2022
 Parent's Name: St. Mary's
 Parent's Address: St. Mary's
 Bank Name: St. Mary's
 Bank No.: 2022

Attendance: Term-I: 100 Term-II: 100
 Total absence of: Term-I: 0 Term-II: 0
 Total number of days: Term-I: 100 Term-II: 100

Development of Learning Material Along with Instructional Aids

LEARNING MATERIALS

Learning material refers to any resource which can provide information and support to support study, learning, teaching or research.

Learning material can be defined as any material which is used to support learning. It can be in the form of text, audio, video, or any other form of media.

Learning material should be designed in such a way that it is easy to understand and use. It should be interesting and motivating for the learner. It should be relevant to the learning objectives and should be up-to-date.

Learning material should be designed in such a way that it is easy to understand and use. It should be interesting and motivating for the learner. It should be relevant to the learning objectives and should be up-to-date.

Models

Charts

Plan of Learning Materials

Flash Card

folders

Instructional Aids Used in Rnjdalvi

MODEL

Models are good images or illustrations of concepts, phenomena, objects, etc. that are used to help students understand or learn about them. They are used in various subjects like science, history, geography, etc. Models can be physical or virtual.

CHART

Charts are graphical representations of data or information. They are used to present data in a clear and concise manner. Charts can be used in various subjects like mathematics, science, and social studies. They help students to understand the relationship between different variables and to identify trends and patterns in the data.

FLASH CARD

Flash cards are small cards that contain a single piece of information. They are used to help students learn and remember facts, definitions, and concepts. Flash cards are often used in language learning, history, and science. They are a portable and convenient way to review material.

PICTURES

Pictures are visual representations of objects, scenes, or concepts. They are used to help students understand and learn about the world around them. Pictures are often used in language learning, social studies, and science. They help students to identify and describe objects and scenes, and to understand the context in which they are used.

Instructional Aids Used in Social Studies

MAPS

Maps are helpful in showing the location of a place. They are useful in showing the distance between two places. They are also useful in showing the shape of a continent or a country. They are also useful in showing the location of a city or a town. They are also useful in showing the location of a river or a lake. They are also useful in showing the location of a mountain range or a desert. They are also useful in showing the location of a sea or an ocean. They are also useful in showing the location of a island or an archipelago. They are also useful in showing the location of a strait or a canal. They are also useful in showing the location of a bay or a gulf. They are also useful in showing the location of a peninsula or a cape. They are also useful in showing the location of a isthmus or a dike. They are also useful in showing the location of a tundra or a taiga. They are also useful in showing the location of a steppe or a prairie. They are also useful in showing the location of a savanna or a grassland. They are also useful in showing the location of a forest or a woodland. They are also useful in showing the location of a plain or a plateau. They are also useful in showing the location of a valley or a basin. They are also useful in showing the location of a delta or a floodplain. They are also useful in showing the location of a delta or a floodplain. They are also useful in showing the location of a delta or a floodplain.

DIAGRAMS

Diagrams are helpful in showing the relationship between different parts of a system. They are also useful in showing the flow of information or the flow of energy. They are also useful in showing the structure of an organization or the structure of a government. They are also useful in showing the process of a scientific experiment or the process of a manufacturing process. They are also useful in showing the steps of a procedure or the steps of a process. They are also useful in showing the components of a system or the components of a process. They are also useful in showing the interactions between different parts of a system or the interactions between different parts of a process. They are also useful in showing the changes in a system or the changes in a process. They are also useful in showing the effects of a change in a system or the effects of a change in a process. They are also useful in showing the causes of a change in a system or the causes of a change in a process. They are also useful in showing the consequences of a change in a system or the consequences of a change in a process. They are also useful in showing the benefits of a change in a system or the benefits of a change in a process. They are also useful in showing the costs of a change in a system or the costs of a change in a process. They are also useful in showing the risks of a change in a system or the risks of a change in a process. They are also useful in showing the opportunities of a change in a system or the opportunities of a change in a process. They are also useful in showing the challenges of a change in a system or the challenges of a change in a process. They are also useful in showing the solutions to a problem or the solutions to a problem. They are also useful in showing the results of an experiment or the results of an experiment. They are also useful in showing the conclusions of an experiment or the conclusions of an experiment. They are also useful in showing the implications of an experiment or the implications of an experiment. They are also useful in showing the significance of an experiment or the significance of an experiment. They are also useful in showing the value of an experiment or the value of an experiment. They are also useful in showing the importance of an experiment or the importance of an experiment. They are also useful in showing the relevance of an experiment or the relevance of an experiment. They are also useful in showing the applicability of an experiment or the applicability of an experiment. They are also useful in showing the feasibility of an experiment or the feasibility of an experiment. They are also useful in showing the desirability of an experiment or the desirability of an experiment. They are also useful in showing the acceptability of an experiment or the acceptability of an experiment. They are also useful in showing the practicability of an experiment or the practicability of an experiment. They are also useful in showing the sustainability of an experiment or the sustainability of an experiment. They are also useful in showing the replicability of an experiment or the replicability of an experiment. They are also useful in showing the generalizability of an experiment or the generalizability of an experiment. They are also useful in showing the transferability of an experiment or the transferability of an experiment. They are also useful in showing the adaptability of an experiment or the adaptability of an experiment. They are also useful in showing the flexibility of an experiment or the flexibility of an experiment. They are also useful in showing the robustness of an experiment or the robustness of an experiment. They are also useful in showing the resilience of an experiment or the resilience of an experiment. They are also useful in showing the durability of an experiment or the durability of an experiment. They are also useful in showing the reliability of an experiment or the reliability of an experiment. They are also useful in showing the validity of an experiment or the validity of an experiment. They are also useful in showing the soundness of an experiment or the soundness of an experiment. They are also useful in showing the logic of an experiment or the logic of an experiment. They are also useful in showing the coherence of an experiment or the coherence of an experiment. They are also useful in showing the consistency of an experiment or the consistency of an experiment. They are also useful in showing the congruence of an experiment or the congruence of an experiment. They are also useful in showing the compatibility of an experiment or the compatibility of an experiment. They are also useful in showing the complementarity of an experiment or the complementarity of an experiment. They are also useful in showing the complementarity of an experiment or the complementarity of an experiment. They are also useful in showing the complementarity of an experiment or the complementarity of an experiment.

FIELD TRIPS

Field trips are helpful in showing the real world. They are also useful in showing the application of what we learn in the classroom. They are also useful in showing the importance of social studies. They are also useful in showing the value of social studies. They are also useful in showing the relevance of social studies. They are also useful in showing the applicability of social studies. They are also useful in showing the feasibility of social studies. They are also useful in showing the desirability of social studies. They are also useful in showing the acceptability of social studies. They are also useful in showing the practicability of social studies. They are also useful in showing the sustainability of social studies. They are also useful in showing the replicability of social studies. They are also useful in showing the generalizability of social studies. They are also useful in showing the transferability of social studies. They are also useful in showing the adaptability of social studies. They are also useful in showing the flexibility of social studies. They are also useful in showing the robustness of social studies. They are also useful in showing the resilience of social studies. They are also useful in showing the durability of social studies. They are also useful in showing the reliability of social studies. They are also useful in showing the validity of social studies. They are also useful in showing the soundness of social studies. They are also useful in showing the logic of social studies. They are also useful in showing the coherence of social studies. They are also useful in showing the consistency of social studies. They are also useful in showing the congruence of social studies. They are also useful in showing the compatibility of social studies. They are also useful in showing the complementarity of social studies. They are also useful in showing the complementarity of social studies. They are also useful in showing the complementarity of social studies.

VIDEO AIDS

Video aids are helpful in showing the real world. They are also useful in showing the application of what we learn in the classroom. They are also useful in showing the importance of social studies. They are also useful in showing the value of social studies. They are also useful in showing the relevance of social studies. They are also useful in showing the applicability of social studies. They are also useful in showing the feasibility of social studies. They are also useful in showing the desirability of social studies. They are also useful in showing the acceptability of social studies. They are also useful in showing the practicability of social studies. They are also useful in showing the sustainability of social studies. They are also useful in showing the replicability of social studies. They are also useful in showing the generalizability of social studies. They are also useful in showing the transferability of social studies. They are also useful in showing the adaptability of social studies. They are also useful in showing the flexibility of social studies. They are also useful in showing the robustness of social studies. They are also useful in showing the resilience of social studies. They are also useful in showing the durability of social studies. They are also useful in showing the reliability of social studies. They are also useful in showing the validity of social studies. They are also useful in showing the soundness of social studies. They are also useful in showing the logic of social studies. They are also useful in showing the coherence of social studies. They are also useful in showing the consistency of social studies. They are also useful in showing the congruence of social studies. They are also useful in showing the compatibility of social studies. They are also useful in showing the complementarity of social studies. They are also useful in showing the complementarity of social studies. They are also useful in showing the complementarity of social studies.



Administration of Various Activities, And Functioning of School

Co-Curricular Activities

Co-curricular activities are the activities which are performed and enjoyed by the students in the school. These activities are not a part of the formal curriculum but are an integral part of the school programme. These activities include sports, games, music, drama, painting, etc. These activities are designed to provide the students with a well-rounded education and to help them develop their physical, mental, and social skills. These activities are also designed to provide the students with a chance to express their creativity and to develop their leadership skills. These activities are also designed to provide the students with a chance to learn about themselves and to learn about others. These activities are also designed to provide the students with a chance to learn about the world around them and to learn about the people who live in it. These activities are also designed to provide the students with a chance to learn about the history and culture of their country and to learn about the people who live in it. These activities are also designed to provide the students with a chance to learn about the environment and to learn about the people who live in it. These activities are also designed to provide the students with a chance to learn about the future and to learn about the people who live in it.

The Importance of Co-Curricular Activities.....

Development of life skills

Development of leadership skills

Development of team spirit

Development of self confidence

Development of social skills

Development of leadership skills

Development of leadership skills



Co-curricular activities are those activities which are not part of the formal curriculum. They are designed to provide students with a well-rounded education and to help them develop their personal and social skills. These activities can include sports, music, art, and other extracurricular activities. They are important because they help students to learn how to work with others, to solve problems, and to manage their time effectively. Co-curricular activities also help students to develop their self-confidence and to become more responsible citizens.



Portrait of a man with a white turban

TEACHER'S DAY.....

... Hindi Divas ...

... Hindi Divas ...



Hindi is one of the most beautiful languages in the world. It is a language of love, of peace, of unity. It is a language that has enriched the lives of millions of people. It is a language that has given us a sense of pride and honor. It is a language that has made us who we are today.

... QUIZ COMPETITION ...



A quiz is a form of game or contest in which the participants are given questions and have to provide the correct answers. It is a test of knowledge and skill. It is a way of learning and fun. It is a way of challenging ourselves and others. It is a way of proving our knowledge and skill.

Block Level Competitor



Beach Volleyball

Beach volleyball is a fast-paced, exciting sport that combines the elements of indoor volleyball with the unique challenges of playing on sand. The game is played on a rectangular court, and players are required to hit the ball over the net with their hands, feet, or head. The sport is known for its physical nature, as players must dig for the ball and jump high to spike or block. Beach volleyball is a team sport that requires excellent communication and teamwork. The game is played on a sandy beach, and the wind can be a factor in the strategy of the players.

Children's Day is celebrated in the month of June. It is a day when we celebrate the children of the world. It is a day when we give them a special gift. It is a day when we give them a special message. It is a day when we give them a special love. It is a day when we give them a special hope. It is a day when we give them a special dream. It is a day when we give them a special future. It is a day when we give them a special world. It is a day when we give them a special life. It is a day when we give them a special joy. It is a day when we give them a special happiness. It is a day when we give them a special peace. It is a day when we give them a special love. It is a day when we give them a special hope. It is a day when we give them a special dream. It is a day when we give them a special future. It is a day when we give them a special world. It is a day when we give them a special life. It is a day when we give them a special joy. It is a day when we give them a special happiness. It is a day when we give them a special peace. It is a day when we give them a special love.

CHILDREN'S DAY



Happy Children's Day

... Diwali Festival ...



Diwali Festival

Diwali is the festival of light, which is a Hindu festival. It is celebrated every year on the full moon night of the month of Ashwin. It is a time when people light up their homes and streets with thousands of small oil lamps called 'diyas'. The festival is also a time when people clean their homes and decorate them with rangolis. It is a time of joy and happiness for everyone.

Reporting about

School Internship ...

MORNING ASSEMBLY

Every morning, a gathering of all the students in the school is held. This is called as Morning Assembly. It is a time when the students listen to the principal's address, sing the national song, and recite the motto. It is a time when the students are inspired and motivated to study hard.



Always...
I get up early & take a bath.
I brush my teeth & comb my hair.
I get dressed & go to school.
I listen to the principal's address.
I sing the national song & recite the motto.
I study hard & listen to the teacher.

IF YOU FELL
DOWN YESTERDAY
STAND UP TODAY

Assembly Activities

After the program students present, thoughts of Day, festival, games, their part in a set given by them for each class. Also that National students were awry by students...

Thoughts
The program was so interesting and we enjoyed every bit of it. I enjoyed the games, the songs, and the speeches. I was proud to be a part of it.

Results
The program was a great success. We had a lot of fun and learned a lot. The students were very active and participated in all the activities. We were proud to represent our school.

NATIONAL ACTIVITIES
We were very proud to participate in the National Activities. We had a lot of fun and learned a lot. The students were very active and participated in all the activities. We were proud to represent our school.

Do Your Work With
Your Whole Heart, And
You will Succeed - There's
So Little Competition...

Time Table

A Time Table is a plan of the work when particular events are to take place in a school or college or any other as a list that shows the times in the week of school particular subjects and things. You can also refer to the scope of subjects that a student learns in the classes that a teacher instructs. Time table

A Time Table is a kind of schedule that sets out time at which specific events are intended to occur. It may also refer to a schedule of events, such as a list for organizing meetings, hospital services and other activities.

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A Time Table is a kind of schedule that sets out time at which specific events are intended to occur. It may also refer to a schedule of events, such as a list for organizing meetings, hospital services and other activities.

Day	Class	Time	Subject
1	1st	8:00 - 9:00	Maths
1	1st	9:00 - 10:00	Science
1	1st	10:00 - 11:00	English
1	1st	11:00 - 12:00	History
1	1st	12:00 - 1:00	Art
1	1st	1:00 - 2:00	Music
1	1st	2:00 - 3:00	Physical Education
1	1st	3:00 - 4:00	Home Science
1	1st	4:00 - 5:00	Computer
1	1st	5:00 - 6:00	Library
1	1st	6:00 - 7:00	Sports

Mid Day Meal



Introduction:
The mid-day meal scheme is an important part of India's hunger alleviation programme to improve the nutritional status of school children. It provides a balanced diet to children and helps in their growth and development. The scheme also helps in reducing the dropout rate of children from schools.

Objectives of the scheme:
The main objectives of the mid-day meal scheme are to improve the nutritional status of school children, to reduce the dropout rate of children from schools, and to provide a balanced diet to children. The scheme also helps in the growth and development of children.

School Report

<p>Start Date - 1st June 2023</p> <p>End Date - 30th June 2023</p> <p>Topic - Mid-day meal</p> <p>Class - 5th</p> <p>Submitted by - [Name]</p> <p>Roll No - [Number]</p> <p>Teacher - [Name]</p>	<p>Topic - Mid-day meal</p> <p>Submitted by - [Name]</p> <p>Roll No - [Number]</p> <p>Teacher - [Name]</p>
<p>Number of children - 25</p> <p>Number of children who did not attend - 2</p> <p>Number of children who attended - 23</p> <p>Number of children who were absent - 2</p> <p>Number of children who were present - 23</p> <p>Number of children who were absent - 2</p> <p>Number of children who were present - 23</p>	<p>Number of children - 25</p> <p>Number of children who did not attend - 2</p> <p>Number of children who attended - 23</p> <p>Number of children who were absent - 2</p> <p>Number of children who were present - 23</p>

Milk Processing

Milk is the product of the mammary glands of the female of the species in which the young are born in the uterus and are suckled by the young. It is a natural food for the young of the animal.

On the basis of the source of milk, it is divided into two types: **Domestic Milk** and **Wild Milk**.

DIFFERENCE

Domestic milk is obtained from the mammary glands of the female of the species in which the young are born in the uterus and are suckled by the young. It is a natural food for the young of the animal.

Wild Milk

<ul style="list-style-type: none"> • Substrate - 1% • Albumen - 12% (contains antibodies) • Casein - 27% (most important) • Lactose - 48% (most abundant) • Minerals of important form - 0.7% • Water - 88.3% • Acid - 0.2% • Phosphorus - 0.1% • Iron - 0.0005% • Copper - 0.00005% • Zinc - 0.00005% • Magnesium - 0.0005% • Calcium - 0.005% • Sodium - 0.005% • Potassium - 0.005% • Chlorine - 0.005% • Sulfur - 0.005% • Phosphorus - 0.005% • Iron - 0.00005% • Copper - 0.000005% • Zinc - 0.000005% • Magnesium - 0.00005% • Calcium - 0.0005% • Sodium - 0.0005% • Potassium - 0.0005% • Chlorine - 0.0005% • Sulfur - 0.0005% 	<p>It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Non-sterility of milk - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Loss of form - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Proteins - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Carbohydrates - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Fats - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Minerals - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Water - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Acid - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Phosphorus - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Iron - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Copper - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Zinc - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Magnesium - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Calcium - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Sodium - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Potassium - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Chlorine - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p> <p>Sulfur - It is a natural food for the young of the animal. It is a natural food for the young of the animal. It is a natural food for the young of the animal.</p>
--	--

Group Based Activity



Submitted to
Dr. Guhjar
Bajaj



Submitted By:
Yogita (B.Ed III)
class Roll No: 2124
Univ. Roll No. :-
21040135410036

Principal
M.M. College of Education
Bilaspur

Sr. No.	Name of Topic	Page No.	Teacher's Sign.
1)	<p><u>Certificate</u></p>		
2)	<p><u>Development of CCE</u></p> <ul style="list-style-type: none"> • Introduction of CCE • Features of CCE • Objectives of CCE • Principles of CCE • Merits & Demerits of CCE • Question paper • Monthly Test Record • Report Card & CCE Performance 		
3)	<p><u>Development of learning Material along with Instructional Aids</u> →</p> <ul style="list-style-type: none"> • Introduction of learning material asked in English. • Types of learning material 		
4)	<p><u>Lesson Plan</u> →</p>		



Principal, Jyoti Ravi
M.M. College of Education
Folkestone

[Handwritten signature]

Sr. No.

Name of Topic

Page No.

Teacher's Sign.

- Meaning, Need and Importance.
- Steps of lesson plan.

- Format of lesson plan.

5) Administration of Various activities and function of School Co-curricular activities :->

- Meaning and Types.

- Teacher's Day celebration
- Hindi Divya.

- Quiz Competition

- Block level Competition

- Children's day celebration

- Triooly festival.

6) Reporting about school Internship :->

- Morning Assembly

- Assembly activities

- Time Table

- Mid-Day meal

- School Report

Principal, Jyoti Prasad
M. A. College of Education
Farrukhobod

[Handwritten signature]

School Internship Certificate

To Whom It May Concern

It is certified that Ms. Shruti..... Date


27/05/2024..... College Roll No.

2024..... university roll no. 215601221024 B.Ed.

student of MAM College of Education, Bahadur has completed her school internship program from 18/05/2024 to 27/05/2024..... in

MAM College of Education..... this school under supervisory support of faculty of school and college. During the internship said student teacher worked as a regular teacher and participates in all school activities. She completed every task with sincerity and perfection.

We wish her a bright future!


Principal
Dr. Suresh Bahadur
15/2/21


Principal
MAM College of Education
Bahadur

Counter Sign by College

Development

of

CCCE



Practical Project
with Change of Location
Reference

CONTINUOUS AND COMPREHENSIVE EVALUATION

The learner's evaluation means Continuous and Comprehensive assessment of the learners. Evaluation is comprehensive in the sense that the overall personality of the child is assessed in all spheres of the life. Continuous evaluation gives help to the teacher in knowing their defects of teaching so that they can improve on it. The learners also come to know their shortcomings and thus they are able to remove them. It is the need of the hour to make evaluation an integral part of the total teaching process. They are three involved in CCE.

Continuous and Comprehensive Evaluation (CCE) system was introduced by the central Board of secondary Education (CBSE) in India to assess all aspects of a student's development on a continuous basis through out the years. This assessment covers both scholastic subject as well as co-scholastic areas such as performance in sport, art, music and dance and other cultural activities and social qualities.

CONTINUOUS

The Term 'Continuous' refers to regularity in assessment. The growth of a child is a Continuous Process. Therefore it should be evaluated continuously which means that evaluation has to be completely integrated with teaching and learning process.

COMPREHENSIVE

The term 'Comprehensive' refers to both the academic and non-academic areas of pupil growth. The Comprehensive evaluation covers the whole range of student experiences in the context of total school environment include physical, emotional.

EVALUATION

'Evaluation' is the process of finding out the extent to which the desired changes have taken place in the pupils. It requires collection of evidences regarding growth or progress so that this information can be used for making decision. This is evaluation.

Principal, Dnyaneshwari
M. W. College of Education
Pune-400004

FEATURE OF CCE

- 1) The 'continuous' aspect of CCE takes care of 'Continual' and 'Periodicity' aspect of eval.
- 2) Continual means assessment of students in the beginning of instructions.
- 3) The 'comprehensive' component of CCE takes care of assessment of all round development of child's personality.
- 4) It includes scholastic as well as non-scholastic, like skills, co-curricular activities.
- 5) Assessment in scholastic area is done informally and formally using multiple techniques of evaluation continually and periodically.
- 6) It helps the teacher to organise effective teaching strategies.
- 7) It helps in regular assessment to extent and degree of learners progress.
- 8) It identifies area of aptitude & interest.
- 9) It provides reports on the progress of students in scholastic and non-scholastic area and helps in future success of learners.

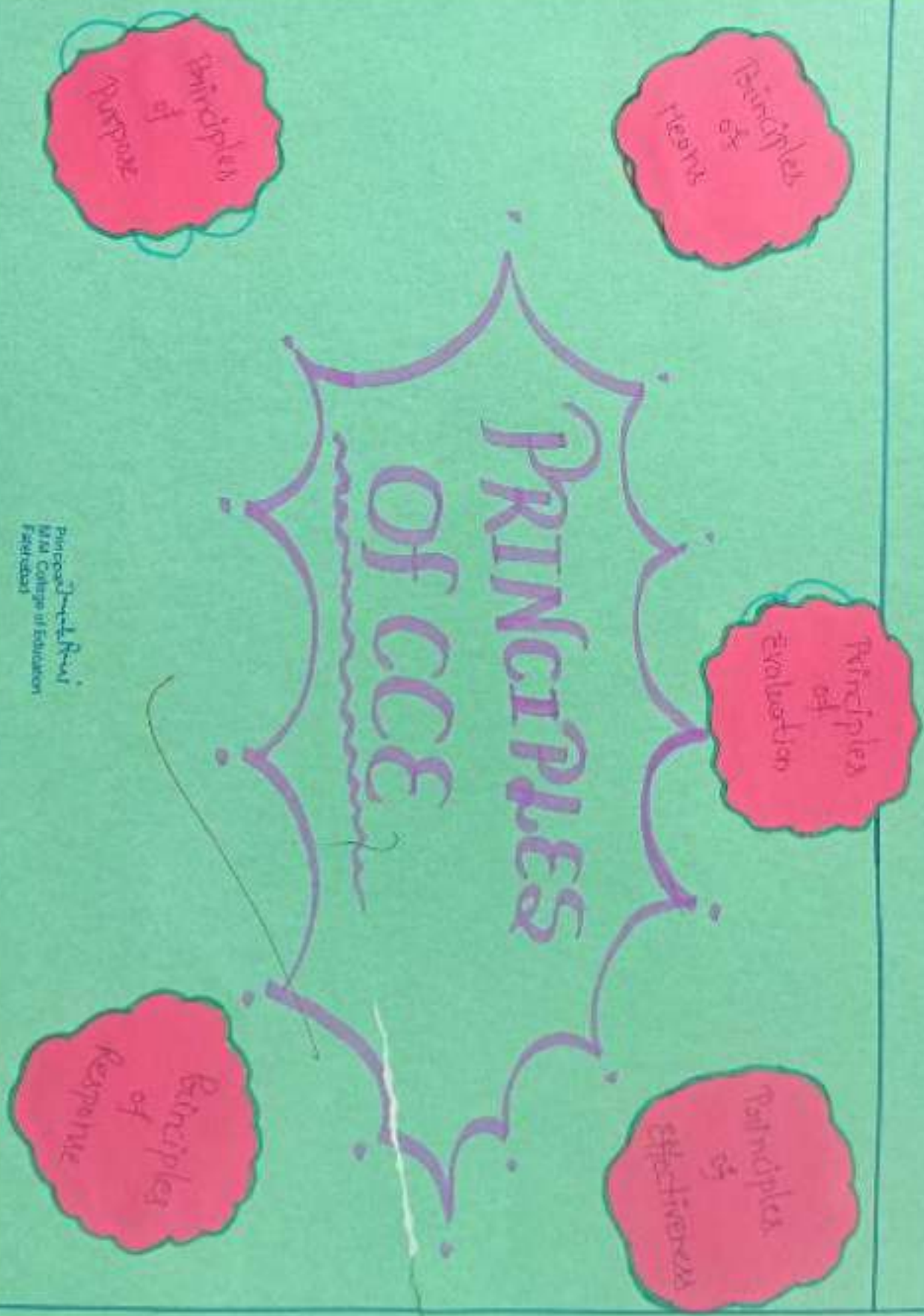
OBJECTIVES OF CCE

To Provide
Directions to
Children and
Parents

To know how
objectives have
been achieved
during Teaching

To reduce
Examination
Phobia among
students

To motivate both
Teachers and
Students to
improve themselves



Principal, Jyoti Prasad
M.A. College of Education
Bhubaneswar

MERITS of CCE

- ✦ Positive Results .
- ✦ No undue Strain .
- ✦ Regular and Punctual .
- ✦ Motivational Value

DEMERITES of CCE

- ✦ Incomplete without Examination .
- ✦ Time Consuming .
- ✦ Shirkees of work .
- ✦ Heavy work load on teachers .



QUESTION PAPER

Set



Private **Amal** Pvt
M. B. College of Education
Fatehgarh

ਪੰਜਾਬੀ ਸਾਹਿਤ

ਪੰਜਾਬੀ ਸਾਹਿਤ - 15A1-2 - ਮਾਰਚ 2022

ਸਮਾਂ - 6

ਪਾਠ - ਸਾਹਿਤਕ ਪਾਠ

ਕੁਲ 50 ਸਿੱਕੇ

ਸੰ. - 20

ਨਿੱਠੀ

1. ਸਹੀ ਉੱਤਰ ਚਿੰਨ੍ਹ '✓' ।

2. ਉੱਤਰ ਨੰਬਰ 1 ਤੋਂ 10. ਹਰ ਉੱਤਰ ਉੱਤੇ 1 ਸਿੱਕੇ ਅਤੇ ਉੱਤਰ ਨੰਬਰ 11 ਤੋਂ 12.

ਉੱਤੇ ਉੱਤਰ ਨੰਬਰ 13 ਤੋਂ 14. ਹਰ ਉੱਤਰ ਉੱਤੇ 3 ਸਿੱਕੇ ਅਤੇ 15 ਤੋਂ 16. ਹਰ ਉੱਤਰ ਉੱਤੇ 3 ਸਿੱਕੇ।

ਨਿਰਦੇਸ਼:

1. All questions are compulsory.

2. Question numbers 1 to 10 carry 1 mark each, question numbers 11 to 12 carry 2 marks each and question number 13 to 14 carry 3 marks each.

(14) ਸਹੀ ਉੱਤਰ '✓' ਅਤੇ ਗਲਤ ਉੱਤਰ '✗'।

Mark (✓) on the correct answer.

ਸਵਾ 1. ਸਹੀ ਉੱਤਰ ਚਿੰਨ੍ਹ '✓' ਅਤੇ ਗਲਤ ਉੱਤਰ ਚਿੰਨ੍ਹ '✗'।

(a) 4

(b) 5

(c) 4

(d) 5

(e) 5

ਸਵਾ 2. ਸਹੀ ਉੱਤਰ '✓' ਅਤੇ ਗਲਤ ਉੱਤਰ ਚਿੰਨ੍ਹ '✗'।

(a) ਕੁੱਝ

(b) ਠੀਕ ਦੂਰ

What were do the people of Kolpatti village do?

(a) Agriculture

(b) Shopping

ਸਵਾ 3. ਸਹੀ ਉੱਤਰ '✓' ਅਤੇ ਗਲਤ ਉੱਤਰ ਚਿੰਨ੍ਹ '✗'।

(a) ਉੱਤਰ ਅਤੇ ਦੱਖਣ

(b) ਪੂਰਬ ਅਤੇ ਪੱਛਮ

Why did Bhacchu Malvi come to the city?

(a) More opportunities were seen in the village.

(b) Farming was less in the village.

Question Paper Hindi



Monthly Test Record

Roll No.	1	2	3	4	5
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1

Name: _____
 Roll No: _____
 Date: _____
 Page: _____

REPORT-CART

GOVT. GIRL SENIOR SECONDARY SCHOOL
FATEHABAD



Name of the Student : _____
Father's Name : _____
Mother's Name : _____
Date of Birth : _____
Class : _____
Roll No. : _____
Section : _____
Admission No. : _____

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.....
.....
.....
.....

Principal
M.M. College of Education
Fatehabad

CCCE

PERFORMA



Principal
WVA College of Education
Palanpur

Repeat - Contd
Academic Session : 2021-22

Class - 7th

STUDENT'S PROFILE : Kavita

Name of student : Kavita

Admission Number : 80531 Section A

SRN No. 1

Mother's Name Smt. Seema Devi

Father's Name Sh. Rajendra Singh

Date of Birth 27.01.2003

Residential Address Thana Road 4 marks colony

Telephone No. 8059291411

Aidhar Card No. 3173 0340 1322

Board Enrolment No. _____

Category (sc/st/other) sc 80LL(VCA) Y

CMSN (Yes/No) Yes, please specify

Bank A/c No. 02232000000000000000 945

Attendance

Total Attendance of the sta. 133

Total working day 170

Term - I (April to 30th Nov) 170

Term - II (Dec to 31st Feb) 170

170

DEVELOPMENT OF
LEARNING MATERIAL
ALONG WITH
INSTRUCTIONAL AIDS

CHART



FLASH
CARD

Types of
LEARNING
MATERIAL



MODEL



FOLDER

Preceptor
M.H. College of Education
Fardesol

INSTRUCTIONAL OBJECTIVES

An Instructional objective is an explicit statement of what the learners will be able to do after instruction and it must always be measurable and observable objectives are clearly related to assessment because students should only be assessed on stated objectives of a lesson or unit.

- All well-written objectives should meet the following criteria -
- Describe learning outcomes.
 - Be student oriented.
 - Be observable and cognitive.

The main purpose of instructional objectives for a lesson are ->

- To provide direction for the instructor by clearly stating the intended learning outcomes.
 - To convey instructional intent to pupils, parents and teachers.
 - To provide a basis for evaluating pupil learning by describing the performance to be measured.
- Thus a clearly stated instructional objective makes methods and materials of teaching more effective. It also helps to know what the pupil should learn and how learning should be expressed.

LESSON-PLAN

A lesson plan is a logical arrangement of series of psychological experiences as well as logical arguments of the subject matter to be taught. The teacher is ~~not~~ only an artist but he is also a scientist. ~~for~~ he knows how language works, when a language is not aware of it. Lesson plan involves defining the objects, selection and arranging the subject-matter and determining the teaching method.

Planning and Writing
A lesson plan, apart from having a record of the part, provides a perspective view of the lesson by means of which the teacher even without proximate preparation can at time work with facility. Thus lesson planning is a plan of action which includes the objectives and methods.

Need and Importance of Lesson Planning

- 1) With the help of planning, teachers can cover all the essential points of an effective teaching.
- 2) It helps in giving equal importance to each and every aspect of a lesson.
- 3) It helps in keeping the teacher on well as the taught on the right track.
- 4) Lesson planning prevents the teacher from deviation.
- 5) Lesson planning becomes a permanent record for further use.
- 6) It saves time as teacher proceeds on well taught of and definite lines of teaching.
- 7) It encourages the continuity in the teaching process.

Stages of Lesson

! Planning !

PREPARATION
PRESENTATION
GENERALISATION
APPLICATION
RECAPITULATION

Format of Lesson Plan

Lesson Plan no.

Roll No. - _____ Date - _____
 subject - _____ class - _____
 Topic - _____ Period - _____

Instructional Teaching Aids :->

General Teaching aids :->
 Specific Teaching aids :->

Instructional objectives :->

Knowledge objectives :->
 Understanding objectives :->
 Application objectives :->
 Skill objectives :->
 Previous knowledge assumed :->
 Previous knowledge testing :->
 Announcement of the topic :->

Principal, M.K. College of Education,
 Faridkot

Presentation :->

Content	Pupil teacher	Activity	Pupil activity	Class work
Partial Recapitulation				
Recapitulation :->				
Home work :->				



Administation of

Various Activities

And functioning

Of School

Periyar Government
M.M. College of Education
Feroz - 252



Co-Curricular Activities

Co-Curricular activities in the teaching play a very important role.

Any activity that goes on the curriculum of a school is called Curricular activity. Education today aims at all round development of a person. So anything and everything goes on in the school campus within school hour is important. All the activities are part of school curriculum. These activities are now called co-curricular activities. Like, Recitation, Debates, Dramatics, Literary club etc,

were considered extra and hence called "Extra-curricular activities."

But now these activities have been recognised as a part of regular curriculum for the complete education of the child. Thus, these activities have been named as "Co-Curricular Activities."

These activities are no longer looked upon as 'extra' but as an integral part of the school "program" → ~~Majority of~~ activities like declamation contests, debates, writing activities for school magazine, dramatics, Literary club etc. are called "Co-Curricular Activities".

Cultivation
of Self
Direction.

Development of
four Basic
Language Skills.

Achievement
of
Socialisation

Objectives of Co-Curricular Activities

Contribute to
Mental and
Emotional Health.

Development
of Moral
qualities

Principa Jyoti Ravi
M. E. College of Education
Pune

Sublimation of
Fundamental
Instincts and
drives.

TEACHER'S DAY



Principal, Jyoti & Pooja
M.M. College of Education,
Kannur

The 5th of September is celebrated as Teachers' day all over India, on the occasion of birthday of our 9th president, Dr. Sarvepalli Radhakrishnan. Teacher Day is a special day for appreciation of teachers. On this occasion, the student performed many cultural activities. Most important feelings was for us, because firstly students welcome us as their teachers. Some teachers gave speech to the importance of teachers. And on that day, G.E.O. gave love of token to those teachers whose result was less. Student gave handmade cards & flowers to their teachers and also to us. Our principal sir gave speech on behalf of all staff and told us about the importance of this special days. There is refreshment for all of us.

HINDI DIVAS



Presented by
M.A. College of Education,
Pune-411 004

'Hindi Divas' is celebrated across the country at 14th of September every year to remember the historic occasion of 'Hindi'. It was first adopted by Constituent assembly of India as the official language of India in 14 sep. 1949. (Hindi Divas) was also celebrated with a competition related to Hindi themes, Essay writing, story-creation, vocabulary, quizzes etc. The event was organized under the guidance of school staff as well as pupil teachers. Prizes were given to the position holders. At last a speech was delivered by last a speech was delivered by the principal addressing the importance of the day.

QUIZ . COMPETITION .



Principal, Jyoti Prasad
B.M. College of Education
Ferozabad

'Quiz' means "a form of game or mind sport" in which the players attempt to answer the questions correctly. A Quiz competition was held in our school on 20th Oct, 2022 under the guidance of Mr. Jitendra Singh. Before the quiz, some teachers trainings were given the duty to explain rules of quiz to participants. This competition was divided into two categories. Category I for the girls and II for boys. Questions were asked from different subjects of different levels. All students performed very well & lastly our school girls won 1st position.

Block Level Competition



Block Level Competition

The aim of a block level competition is to provide a platform for students to showcase their skills and talents. It is a great opportunity for students to learn from each other and to develop their confidence. The competition is held in a friendly and supportive atmosphere, where students are encouraged to participate and to enjoy the experience. The winners of the competition are awarded prizes and certificates, and their names are displayed on a board in the school. The competition is a great way to celebrate the achievements of our students and to encourage them to strive for excellence.

CHILDREN'S DAY



Children's Day

Children's Day is a special day for all children. It is a day when we celebrate the achievements of our children and encourage them to strive for excellence. The day is celebrated on the 14th of November every year. On this day, children are given a special gift, a certificate, and a prize. The day is also a time when children are encouraged to participate in various activities and to enjoy the experience. The day is a great opportunity for children to learn from each other and to develop their confidence. The day is a great way to celebrate the achievements of our children and to encourage them to strive for excellence.

Diwali Festival



Diwali is a festival of lights. It is celebrated every year in India. The festival is celebrated in the month of Ashwin. It is a time when people light up their homes and streets with diyas. The festival is also a time when people exchange gifts and sweets. Diwali is a time of joy and happiness. It is a festival that brings people together and celebrates the triumph of good over evil.

REPORTING ABOUT

SCHOOL INTERNSHIP





MORNING ASSEMBLY



Morning Assembly is a gathering of all or part of school in order to communication, student performing a routine, group perform a song or a prayer. It has the potential to nurture and maintain a positive school culture and develop unity among students.



☼ तुम्ही हो मनाः पिता ☼

तुम्ही हो मनाः पिता तुम्ही हो
तुम्ही हो शत्रु सखा तुम्ही हो ।
तुम्ही हो साथी तुम्ही माझरे
कार्ड ना आपना तिरा तुम्ही
तुम्ही हो मैत्र्या तुम्ही अंधकार
तुम्ही हो शत्रु सासा तुम्ही हो ...

Principal, Pimpri
M.M. College of Education
Pimpri, Maharashtra

तो दिना शके ना तो
होना हम हैं
तुम्हारे धर्मों की पूर
हम हैं ।
जग की कृष्टि सजा
ही बनना
तुम्ही हो खेला सखा
तुम्ही हो ...
तुम्ही हो मनाः ...

“ If You Fell Down
YESTERDAY
STAND UP TODAY ”

Sri Jagadgurur Prasad
M.A. College of Education
Pune-411004

ASSEMBLY ACTIVITIES

After the prayer students present. Thought of the day, Riddles, poem, News headlines. These is set by fast line for each class. After that National Anthem read song by students.

Thought of The Day

उभवा मीनासो चो आकाश वेणो,
 पुण शेवोवो चो वृक्ष वेणो,
 आव मदीं ज्योवो तो गण
 विभाज संसार हे (५)

Riddles

१. एव मया हे, त्वरी एव
 द्वाभ्यां काले वदते
 मया काली उदक कुतरे
 त्वरी एव संसारे ०

२. द्याव

NATIONAL ANTHEM

ॐ गन - गण - मन कश्चिनायक जय हे
 ॐ भवत भारग विधाता ।

ॐ पगाव सिंध गुणसाल भवता
 ॐ म्रिड उदकल वंग ।

ॐ विदेश हिमाचल यमुना गंगा
 ॐ अखल जलधि तरंग ।

ॐ तव शुभ नागे गागे
 ॐ तव शुभ जातिथ मीगे ।

ॐ गाहे तव जय गाथा ।

ॐ गन - गण - मंत्रिनायक जय हे,
 ॐ आखल - भारग विधाता ।

ॐ जय हे, जय हे, जय हे,
 ॐ जय, जय, जय, जय हे ॥

Do Your Work with
Your Whole Heart,
And you will Succeed.
There's so little
Competition.

! TIME - TABLE !

A Time table is a plan of time when particular events are to take place. In a school or college a timetable is a list that shows the time in the weeks at which particular subject are taught. You can also refer to the range of subjects that a student learns as the classes that a teacher teaches as their timetable.

A Timetable is kind of schedule that tells out times at which specific events are intended to occur. It may also refer to ^{school} ~~school~~ ^{timetable} a table for co-ordinating students, teachers, rooms, and other resources.

Time horizon, a fixed point of time in the student future at which point certain process will be evaluated or assumed to end.

It is typically a graphic design showing a long bar labelled with dates alongside itself and events labelled on points where they would have happened. It is used to show events along a period of time.



Period	Class time	6th	7th	8th	9th	10th
1	9:00-9:40					
2	9:40-10:20					
3	10:20-11:00				Hindi	
4	11:00-11:40	S.St.				
5	11:40-12:20					S.St.
	12:20-12:50	RECESS				
6	12:50-1:30					
7	1:30-2:10			Hindi		
8	2:10-2:50					



MID DAY MEAL

INTRODUCTION

The Mid day meal scheme is a school meal Programme of Govt. of India designed to improve the nutritional status of school age children Nation wide. The program supplies free lunches on working days for children in primary and upper primary classes in govt, Govt aided, local bodies and alternate innovation education centres.



Dr. Jyoti Ravi
College of Education
Mumbai

INITIATIVES BY CENTRAL GOVT.

The govt of India initiated national program of Nutritional support to primary education on 15 Aug. 1975. The objectives of scheme is to help improve effectiveness of primary education by improving nutritional status of primary school children. It cct's govt scheme include students in upper primary classes and the name was changed from NPMSE to program of Mid-DAY-MEAL in school.



Handwritten notes in the margin, possibly describing the activities shown in the photos.

Milk - PROGRAM

Handwritten text in a circle, likely describing the objectives or goals of the Milk Program.

Handwritten text in a circle, likely describing the objectives or goals of the Milk Program.

Handwritten text in a circle, likely describing the objectives or goals of the Milk Program.

OBJECTIVES

Handwritten text in a circle, likely describing the objectives or goals of the Milk Program.

SCHOOL REPORT

Name of School :->

G-6. S.S. School (Ftb)

District :-> Fatehabad

State :-> Haryana

Pin Code :-> 125050

Area :->

School category :->

Senior secondary

Built in :->

Medium of Instructions

Hindi

Principal :-> Sh. Krishan Kumar

Contact No :->

Principal, Fatehabad
M.E. College of Education
Fatehabad

Total No. of Teachers :->

Total No. of Students :->

Infrastructure of the school :->

No. of Building :->

No. of Administration Room - 2

1) Principal office

2) Clerk room

3) No. of Class room -

4) No. of playground - 02

5) No. of Library - 01

6) No. of Beauty lab. - 01


M.M. College of Education (FBD.)

School Based Activities

Submitted To :-
Dr. Ganjam Bajaj



Submitted By :- Manju
Class : B.Ed (IInd year)
Clasg Roll N. : 2200
Un. Roll No. : 2104115710087

Sr. No.	Name of Topic	Page No.	Teacher's Signature
1	Certificate	1	
2	Development of CCF-	2	
	Introduction of CCF	3-4	
	Features of CCF	5	
	Objectives of CCF	6	
	Examples of CCF	7	
	Merits of CCF	8	
	Demerits of CCF	9-10	
	Question paper	11	
	Monthly Test Record		
3	Development of learning material along with Instructional Aids -	14	
	Introduction of Learning Material	15	
	Types of Learning material used in English	16, 17	
	Types of Learning material used in Home-science	18	
4	Lesson Plan -	21	
	Meaning, Kind & Importance.	22	
	Steps of Lesson Plan	22	
	Format of Lesson plan	23	
5	Administration of Various activities and functioning of school	24	
	Co-curricular activities -	25	
	Meaning & Types	26	
	Teacher's Day celebration	27	

Prepared by: Prachi Ravi
 M.T. College of Education
 Parbhani

Sl. N	Name of Topic	Page No.	Teacher's Signature
	<ul style="list-style-type: none"> • Types of Crates • Structure of Crates • Green Leaf Composting • Crilla Power 2000 addition rate • Crilla 1 <p>Reporting about school Internship -</p> <ul style="list-style-type: none"> • Rows of students • Spacedly students • Five - 100 rows • About 1/2 mile 	<p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p> <p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p> <p>41</p> <p>42</p> <p>43</p> <p>44</p> <p>45</p> <p>46</p> <p>47</p> <p>48</p> <p>49</p> <p>50</p> <p>51</p> <p>52</p> <p>53</p> <p>54</p> <p>55</p> <p>56</p> <p>57</p> <p>58</p> <p>59</p> <p>60</p> <p>61</p> <p>62</p> <p>63</p> <p>64</p> <p>65</p> <p>66</p> <p>67</p> <p>68</p> <p>69</p> <p>70</p> <p>71</p> <p>72</p> <p>73</p> <p>74</p> <p>75</p> <p>76</p> <p>77</p> <p>78</p> <p>79</p> <p>80</p> <p>81</p> <p>82</p> <p>83</p> <p>84</p> <p>85</p> <p>86</p> <p>87</p> <p>88</p> <p>89</p> <p>90</p> <p>91</p> <p>92</p> <p>93</p> <p>94</p> <p>95</p> <p>96</p> <p>97</p> <p>98</p> <p>99</p> <p>100</p>	

**School
Internship
Certificate**

I hereby certify that _____

has completed his/her internship at _____

from _____ to _____

with a satisfactory result.

Date: _____

Signature: _____

Principal

School Name: _____

Address: _____

Phone: _____

Development of CCE



Handwritten text, possibly a signature or date.

Continuous & Comprehensive Evaluation

The term 'continuous' means regular and comprehensive assessment of the students' learning is 'comprehensive' as the teacher and the student jointly share the responsibility of the child's learning and the child's development. The assessment is continuous and comprehensive. The teacher and the student jointly share the responsibility of the child's learning and the child's development. The assessment is continuous and comprehensive. The teacher and the student jointly share the responsibility of the child's learning and the child's development.

The term 'comprehensive' means that the assessment covers all the aspects of the child's learning and development. It is not limited to a single subject or a single skill. It covers all the aspects of the child's learning and development. It is not limited to a single subject or a single skill. It covers all the aspects of the child's learning and development.

CONTENTS
The term 'curriculum' is used to refer to the subject or subjects taught in a school or college. It is a list of the subjects to be taught in a school or college. It is a plan of the subjects to be taught in a school or college. It is a list of the subjects to be taught in a school or college. It is a plan of the subjects to be taught in a school or college.

FUNCTIONS OF CURRICULUM
The main function of curriculum is to provide a framework for the selection of subjects to be taught in a school or college. It also provides a guide to the selection of the content of the subjects to be taught. It also provides a guide to the selection of the methods to be used in the teaching of the subjects.

CHARACTERISTICS OF CURRICULUM
Curriculum is a planned and purposeful selection of subjects to be taught in a school or college. It is a list of the subjects to be taught in a school or college. It is a plan of the subjects to be taught in a school or college. It is a list of the subjects to be taught in a school or college. It is a plan of the subjects to be taught in a school or college.

FEATURES OF CGB

The main features of the CGB are: 1. It is a planned and purposeful selection of subjects to be taught in a school or college. 2. It is a list of the subjects to be taught in a school or college. 3. It is a plan of the subjects to be taught in a school or college. 4. It is a list of the subjects to be taught in a school or college. 5. It is a plan of the subjects to be taught in a school or college. 6. It is a list of the subjects to be taught in a school or college. 7. It is a plan of the subjects to be taught in a school or college. 8. It is a list of the subjects to be taught in a school or college. 9. It is a plan of the subjects to be taught in a school or college. 10. It is a list of the subjects to be taught in a school or college.



Objectives of CGE

To provide information to students and parents.

To make the subject not been avoided during teaching.

To reduce dependence on rote learning.

To make the subject more interesting and helpful to students.

PRINCIPLES OF CGE

PRINCIPLE OF HELPING

PRINCIPLE OF RESPONSE

PRINCIPLE OF EVALUATION

PRINCIPLE OF PURPOSE

PRINCIPLE OF EFFECTIVENESS

MERITS OF CCE

- Holistic Education
- Skill Development
- Personal Growth
- Character Building

DISMERITS OF CCE

- Heavy workload
- Lack of focus
- Stressful
- Neglect of core subjects

Question Paper



GCE
Performa



Development of
Learning Material
Along With
Instructional Aids



Learning Material

Learning materials refer to the educational materials that students use in the classroom to acquire learning objectives and gain skills.

Learning materials are developed, printed, and distributed to students. They are developed by subject matter experts, and they are designed to help students learn. They are also designed to be used in the classroom.

Learning materials are used in a variety of ways. They can be used for self-paced learning, or they can be used in a classroom setting. They can also be used for distance learning.

Learning Material

Type of Learning Material

CHART

FLASH CARD

MODEL

FOLDER

Instructional Aids Used in Maths

Model

CHART

DIAGRAM

REAL AIDS



Instructional Aids Used in Phy. Science

Model

Chart

Diagram

Real Aids





Science

Instructional Objectives

The student will be able to identify the different parts of a microscope and explain their functions. The student will be able to use a microscope to observe and draw a specimen. The student will be able to describe the structure and function of a cell.



The student will be able to identify the different parts of a microscope and explain their functions. The student will be able to use a microscope to observe and draw a specimen. The student will be able to describe the structure and function of a cell.

LESSON PLAN

Importance of Lesson Plan

It is a written document that outlines the objectives, content, and activities for a lesson. It helps the teacher to organize the lesson and to deliver it in a systematic and planned manner. It also helps the teacher to assess the learning outcomes and to make necessary adjustments.

Importance of Lesson Plan

It helps the teacher to deliver the lesson in a systematic and planned manner. It also helps the teacher to assess the learning outcomes and to make necessary adjustments.

Importance of Lesson Plan

It helps the teacher to deliver the lesson in a systematic and planned manner. It also helps the teacher to assess the learning outcomes and to make necessary adjustments.

Stages of Lesson Planning

- PREPARATION
- PRESENTATION
- GENERALIZATION
- APPLICATION
- RECAPITULATION



Format of Lesson Plan

<p>Topic: _____</p> <p>Class: _____</p> <p>Duration: _____</p> <p>Objectives: _____</p> <p>Method: _____</p> <p>Resources: _____</p> <p>Procedure: _____</p> <p>Assessment: _____</p>	<p>Initial Preparation</p> <table border="1"> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table> <p>Elaboration: _____</p> <p>Assignment: _____</p>	_____	_____	_____	_____	_____	_____
_____	_____	_____					
_____	_____	_____					

Administration of Various Activities And Functioning of School

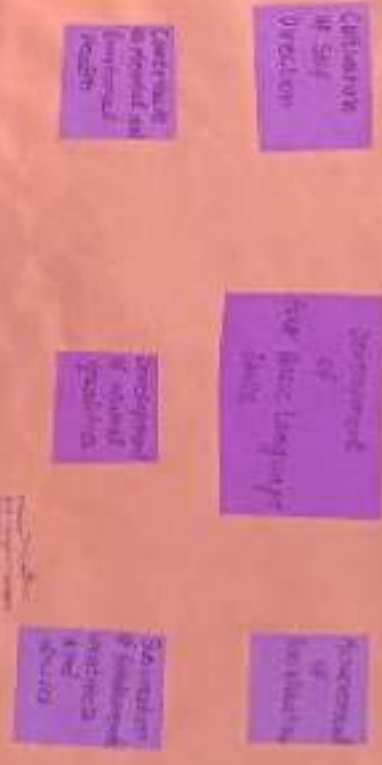


Co-Curricular Activities

Co-curricular activities are the activities that are done by the students along with their regular school activities. These activities are designed to help students develop their skills and interests outside of the classroom. They can include sports, music, art, coding, and many other activities. These activities are important for students to have as they help them to develop their social skills, leadership skills, and self-confidence. They also help students to learn about different careers and professions. Co-curricular activities are an important part of a student's education and should be encouraged by schools and parents.



Objectives of Co-Curricular Activities



Teacher's Day



Teacher's Day

The 5th of September is observed as Teacher's Day all over India. It is the birthday of our nation's first Prime Minister, Pt. Jawahar Lal Nehru. It is a day when we pay tribute to our teachers who have sacrificed their lives for the education of our children. They are the backbone of our nation and without them we would not have been able to achieve the progress we have today. We should always respect and honor our teachers and strive to be like them.



Hindi Divas



Hindi Divas is celebrated every year on 14th April. It is a day when we pay tribute to our mother tongue, Hindi. Hindi is one of the most spoken languages in the world and it has a rich history and culture. We should always respect and honor our mother tongue and strive to learn it well. Hindi Divas is a day to celebrate the beauty and richness of our language and to promote its use in all spheres of life.



Quiz Competition



Quiz Competition

Quiz is a form of game in which players are given the questions and have to answer the questions correctly. It can be played in many different ways. It can be played in a classroom, in a school, in a college, in a university, in a company, in a club, in a group, in a family, in a community, in a country, in a world. It is a very popular and interesting game. It can be played in many different ways. It can be played in a classroom, in a school, in a college, in a university, in a company, in a club, in a group, in a family, in a community, in a country, in a world. It is a very popular and interesting game.



Block Level Competition



Block level competition is a type of competition in which students from different schools or colleges participate. It is a very popular and interesting game. It can be played in many different ways. It can be played in a classroom, in a school, in a college, in a university, in a company, in a club, in a group, in a family, in a community, in a country, in a world. It is a very popular and interesting game.



Children's Day



Children performing on stage

Children's Day is celebrated on the 14th of November every year in India. It is a day to honor children and their achievements. People organize various activities like singing, dancing, and sports to celebrate this day. It is a day when children are given a special gift. Parents and teachers also give them a special gift. It is a day when children are given a special gift. Parents and teachers also give them a special gift. It is a day when children are given a special gift. Parents and teachers also give them a special gift.

Diwali Festival



Diwali is a festival of lights celebrated in India. It is a time when people light diya and decorate their homes with rangoli. It is a time when people celebrate the victory of good over evil. It is a time when people celebrate the birth of Lord Rama. It is a time when people celebrate the return of Lord Rama to his wife Sita. It is a time when people celebrate the end of the dark period of their lives. It is a time when people celebrate the beginning of a new chapter in their lives.

People celebrating Diwali

Reporting About School Internship



MORNING ASSEMBLY



morning assembly is a gathering of all the people of a school or organization to participate in a religious or educational program. It is a time to pray, to sing, to listen to a speech, and to receive instructions from the principal or a teacher.

morning assembly is a gathering of all the people of a school or organization to participate in a religious or educational program. It is a time to pray, to sing, to listen to a speech, and to receive instructions from the principal or a teacher.

"If You Fell Down,
Yesterday,"
Stand up Today."



© 2011

Assembly Activities

Also for anyone who is...
...of the...
...of the...
...of the...
...of the...
...of the...

...of the...
...of the...
...of the...
...of the...
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...of the...

MID DAY MEAL



INTRODUCTION

The mid day meal scheme of the school is an important part of the school's curriculum. It is a scheme which aims at providing a nutritious diet of cooked up food to the children. The scheme is run by the government and is free of cost for all children. The scheme is run by the government and is free of cost for all children. The scheme is run by the government and is free of cost for all children.

INTENTIONS BY GOVERNMENT

The main intention of the government is to provide a nutritious diet to the children. The scheme is run by the government and is free of cost for all children. The scheme is run by the government and is free of cost for all children. The scheme is run by the government and is free of cost for all children.

NEW PARAGRAPH

The mid day meal scheme is a very important part of the school's curriculum. It is a scheme which aims at providing a nutritious diet of cooked up food to the children. The scheme is run by the government and is free of cost for all children. The scheme is run by the government and is free of cost for all children.

BENEFITS

The main benefit of the mid day meal scheme is that it provides a nutritious diet to the children. The scheme is run by the government and is free of cost for all children. The scheme is run by the government and is free of cost for all children.

The mid day meal scheme is a very important part of the school's curriculum. It is a scheme which aims at providing a nutritious diet of cooked up food to the children. The scheme is run by the government and is free of cost for all children. The scheme is run by the government and is free of cost for all children.

CONCLUSIONS

The mid day meal scheme is a very important part of the school's curriculum. It is a scheme which aims at providing a nutritious diet of cooked up food to the children. The scheme is run by the government and is free of cost for all children. The scheme is run by the government and is free of cost for all children.

School Report

Name of the School : Govt. Girls' High School, Tripura
 District : Imphal
 State : Manipur
 Faculty : English
 Date : 15/10/23
 School category : High School
 Built in : 1950

Head Master : Mr. J. Singh
 Medium of Instruction : English
 Contact No. : 9856123456
 Total n. of students : 200
 Total n. of teachers : 15

Infrastructure of the school
 Number of building : 1
 Number of student sitting space : 200
 Number of classroom : 15
 Number of staff room : 2
 Number of library : 1
 Number of laboratory : 1
 Number of toilet : 5
 Number of water tank : 2
 Number of computer : 10
 Number of television : 1
 Number of sports ground : 1
 Number of playground : 1
 Number of canteen : 1
 Number of library : 1

Students : 210
 Computer lab : 1
 Number of playground : 1
 The day Head room : 1
 Staff room : 2
 Drinking facilities : 1
 No. of water tank : 2
 Number of computer : 10
 Number of television : 1
 Number of sports ground : 1
 Number of playground : 1
 Number of canteen : 1
 Number of library : 1

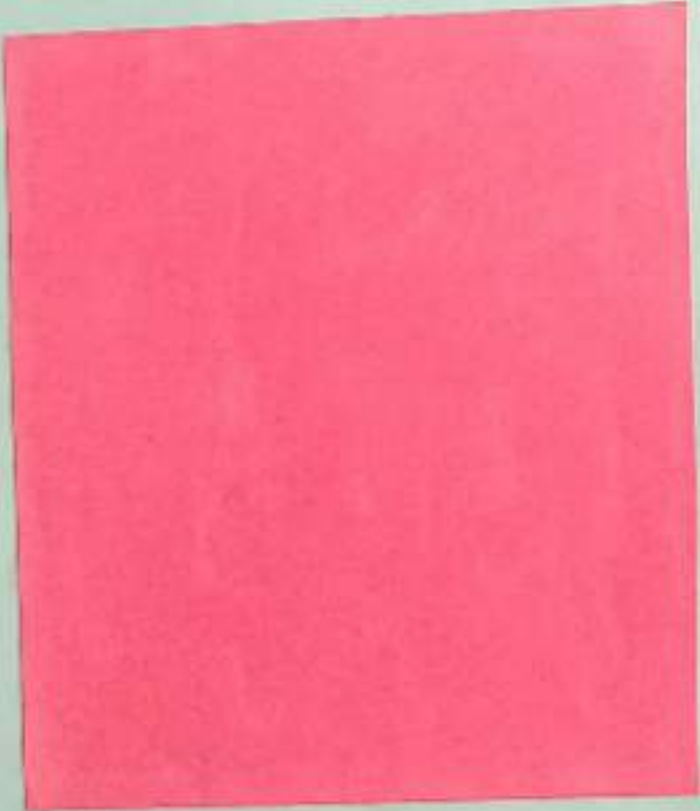
Education System : Education
 will be better mainly from
 Govt. in the year 2023.
 The most form is the Government
 primary school. The Government
 primary school is the best school.
 The Government primary school
 is the best school. The Government
 primary school is the best school.
 The Government primary school
 is the best school. The Government
 primary school is the best school.

Quality :
 The quality of the primary
 school is very good. The
 quality of the primary school
 is very good. The quality of the
 primary school is very good.
 The quality of the primary school
 is very good. The quality of the
 primary school is very good.

Support :
 The support of the primary
 school is very good. The support
 of the primary school is very good.
 The support of the primary school
 is very good. The support of the
 primary school is very good.



D.V.D.



Principals *Principals*
M.M. College of Education
Ferozabad

Title.....

Date.....

Archana - Roll No. 2231

B.Ed. 1st Year

Content Mapping

Class- 6

(Physical Science)

- 1) Fibre to Fabric
- 2) Sorting materials into groups
- 3) Separation of substances
- 4) Motion and Measurement of distances
- 5) Light, Shadows and Reflections
- 6) Electricity and circuits
- 7) Fun and Magnets

Class- 7th

(Life - Science)

- (1) Nutrition in Plants
- (2) Nutrition in animals
- (3) Weather, Climate and Adaptations of Animal to climate
- (4) Soil
- (5) Respiration in organisms
- (6) Transportation in Animals and Plants
- (7) Reproduction in Plants
- (8) Forests: Our lifeline

Principal J. K. Raw
M. H. College of Education

23
Name - Purnaj Singh
Class - B Ed 2nd year
Roll no. - 2215

Proctor		
No.	Date	20
Page No.		

Content Mapping
S.S.T
class 6

Sub Unit Names

Sections

History

When, Where and How
The Earliest Societies
The First Farmers and
Herders
The First Cities
Different Ways of Life

Social and Political
Life

Diversity
Government
Local Government
Making a living

Geography

Planet
Globe
Maps
Four realms of the
earth

Principal *Jayashankar*
M.M. College of Education
Fatehabad

Name - Brijraj Singh
Class - B.Ed 2nd year
Roll no - 2215

Project		
Date	20	20
Page No.		

Content Mapping
S.S.T
class-7

Sub. Unit Names	Sections
History	<ul style="list-style-type: none"> Tracing changes through a thousand years New Kings and Kingdoms The Delhi Sultanat The Mughal Empire Rulers and Buildings
Pol. Science	<ul style="list-style-type: none"> • Air Equality • Role of the Government in Health • How the State Government Works • Growing up as Boys and Girls
Geography	<ul style="list-style-type: none"> • Environment • Inside our Earth • Our Changing Earth • Air • Water • Natural Vegetation and Wildlife

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

Teacher's Signature

023

Name - Prithraj Singh
Class - B.Ed 2nd year
Roll no. - 2215

Page No.	
Page No.	20
Page No.	

Content Mapping
English
class - 6

Content

- Who did Patrick's Homework?
A house, A home (Poem)
A Tale of two Birds

Grammar and workbook composition

How the dog found himself a New Master!

The kite (Poem)

The Quaxnel (Poem)

The Friendly Mongoose

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

18-2-2023

Name - Prithraj Singh
Class - B.Ed 2nd year
Roll no. - 2215

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Date	22/2/23
Page	1

Content Mapping

English
class-6

Content

- Who did Patrick's Homework?
A House, A Home (Poem)
A Tale of two Birds

Grammar and workbook composition

- How the dog found himself a New Master!

The kite (Poem)

The Quaxel (Poem)

The Friendly Mongoose

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

Teacher's Signatures

20-2-2023

Name - Bidraj Singh
Class - B.Ed 2nd Year
Roll no. - 2215

Protocol		
Date	20	23
Page No.		

Content Mapping

English
Class-7

Content

- Three Questions

The Squirrel (poem)

• A gift of chappals

The Rebel (poem)

The Shed (poem)

The Tiny Teacher

Bringing up Kari

Grammar and Composition

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

Name - Bishraj Singh
Class - B.Ed [2nd year]
Roll no. - 2215

Topic - The Friendly Mongoose
subject - English

Page No.	30
Page No.	

Formative Learning Objectives

1) Knowledge Objectives →

Students will be able to define all the meaning and new words in the text.

2) Understanding objectives →

Students will be able to recognize the main theme of the lesson "The friendly Mongoose."

3) Skills objectives →

Students will be able to develop how to analyze and write the text in different ways.

4) Application Objective →

Students will be able to summarize the story in their own words.

Principal Jyoti Ravi
M.M. College of Education
Est. 1984

Name - Archana
Class - B.Ed (2nd year)
Roll no - 2231

Topic - Source of Energy
Subject - Physical
Science

formative learning objective

- (1) Knowledge objective:- Students will be able to know different sources of energy
- (2) Understanding objective:- Students will be able to understand the different source of energy
- (3) Reflective objective:- Students will be able to distinguish between conventional & Non-conventional sources of energy.
- (4) Skill objective:- Students will be able to develop different type of skill regarding sources of energy
- (5) Evaluating objectives:- Students will be able to give example of different sources of energy
- (6) Application objectives:- Students will be able to give different ideas to conserve energy.

Name - Archana

Class - B.Ed [2nd year]

Roll no - 2231

Topic - Tissue of Plant

Subject - Science

Formative Learning Objective

- (1) Knowledge objective → Students will be able to know about the (cell's group) Tissue.
- (2) Understanding objective → Students will be able to understand about the facts related to tissue.
- (3) Reflecting objective → Students will be able to identify the different type of plant tissue.
- (4) Skill objective → Students will be able to develop different kind of skill related to tissue.
- (5) Evaluating objective → Students will be able to give examples of different type of tissue.
- (6) Application objective → Students will be able to recognize the tissue.

Principal J. K. Ravi
M.M. College of Education
Fazilka

Lesson No - 1

Pupil/Teacher's Roll No. 2231

Date 10/02/23

Class 9th

Duration of Period 35-40 mins

Subject Life Science

Topic Micro-organisms

① Instructional Teaching Aids

1) General Aids → Chalk-Board, chalk, Duster, pointer etc.

2) Specific Aids → chart showing micro-organisms.

② Integrating Activity ②

• Instructional Objectives

• In Behavioural Terms

L.O.T.S (1) Knowledge Objectives → Students will be able to know about micro-organisms around us.

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b) Understanding objective → Students will be able to understand about different micro-organisms around them.

c) Reflecting objectives → Students will be able to identify micro-organisms.

H.O.T.S a) Skill objectives → Students will be able to develop various skill related to micro-organisms.

e) Evaluating objectives → Students will be able to give facts of micro-organisms.

f) Application objective → Students will be able to recognise the micro-organisms.

⊙ Previous Knowledge Testing

Student teacher want to check previous knowledge of students about useful micro-organisms.

Pupil Teacher activity

Pupil Activity

Q1. Are all organisms have same size?

No mam, they have many difference in size.

Q2. What do you mean by micro-organism?

micro-organism means small-organisms.

Q3. Why does food get spoiled if kept for long duration?

due to action of Bacteria.

Q4. What are the types of micro-organisms

NO- response.

⑤ Announcement of Topic ⑤

Well students! Today we will discuss about "micro-organisms" and its different types.

⑥ Presentation ⑥

The lesson is presented keeping in mind various teaching aids, teaching-methods and teaching materials.

Teaching Point	Expected Behr- -viour Outcome	Pupil-Teacher Activity	Students Activity	CB-w/ Aids-Used
Micro-organism	Students will be able to define micro-organisms	A micro-organism that are so small that can only be seen through a micro-scope are called as micro-organism	Students will listen carefully	Micro-Organism ↓ Very small ↓ seen by micro-scope

Teaching Point	Expected Behaviour Outcome	Pupil Teacher Activity	Students Activity	C.R. or / And used
----------------	----------------------------	------------------------	-------------------	--------------------

Character- -Students of -micro- -organism -organism -organisms.	Students will be able to identify the micro-organisms.	1) They can survive in extreme environmental (heat / cold) 2) They occur in single cells or clusters	Pupil will note down in their note-book.	Found every where in his spring, ice, caps, salt, water, desert marsh land etc.
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		3) They can be beneficial or harmful for us.		
--	--	--	--	--

Type of micro-organisms	These are classified 5 major types			
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1) Bacteria	Students will be able to define the Bacteria.	Bacteria are unicellular tiny organism. They live together. Size of Bacteria is 2 to 2 micron (1 micron = 10 ⁻⁶)	Students will listen carefully and write in their notebook.	1) Bacteria ↓ Living in Colony Shape → ① Rod ② Spherical ③ Spiral
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Fatehabad

Teaching Point	Expected Behaviour Outcome	Pupil Teacher Activity	Students Activity	C.R.W / Aids Used
----------------	----------------------------	------------------------	-------------------	-------------------

2) Algae

Students will be able to identify the Algae in around us.

Algae are simple plant like organisms and have cell walls around their cell just like plant cells. yes, they have chlorophyll.

2) Algae
 ↓
 Plant like str.
 Contain Cell Wall & Chlorophyll

3) Protozoa

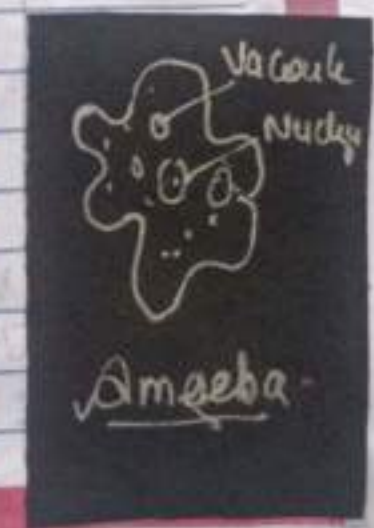
unicellular organisms that have animal like characteristics. They are mostly aquatic in nature.

Students will write down in their note-book & make the diagram of Protozoa in note-book.

3) Protozoa
 ↓
 Animal like mainly aquatic in nature.

Example

Amoeba & Paramecium are example of protozoa.



Teaching Point	Expected Behaviour Outcome	Pupil Teacher Activity	Students activity	C.B.W / Aids used
----------------	----------------------------	------------------------	-------------------	-------------------

3) Fungi - Students will be able to describe & identify the fungi in daily life.

fungi are plant like organism that do not contain chlorophyll are called Fungi.

→ They may be unicellular & form in warm, moist vegetables & bread.

→ They are heterotrophic

4) Fungi
 Plant like, but chlorophyll
 eg:- Yeast and mushroom.

iv) Virus

Do you know which are the most dangerous micro-organisms?

Very good! Yes, viruses (gestures)

Principal Jayal Ravi
 M.T. Coll. of Education
 Fatehabad

Teaching Point	Expected Behaviour Outcome	Pupil Teacher Activity	Students activity	C.B.W / Aids used
----------------	----------------------------	------------------------	-------------------	-------------------

⇒ Virus are extremely tiny organisms, can be seen with electron microscope.

Students will be listen carefully.

⇒ They show both living & non-living characteristic

Students will be note-down in their note-book.

5) Virus
 → Living inside the body.
 ⇒ Non-living outside the Body.

Example Poliovirus & Hepatitis Virus.

⊙ Comprehension Questions ⊙

To check the understanding

of students, teacher will ask, some questions:-

- Q1 what are the five-type of micro-organisms?
- Q2 Example of Algae?
- Q3 which micro-organisms have cell-wall?
- Q4 Protozoa is green or not?
- Q5 Example of Protozoa?
- Q6 which micro-organism are look-like plant?

① Summary: organisms that are so tiny and can be seen only by using microscope are called micro-organisms. Five types of micro-organisms
→ (i) Bacteria (ii) Fungi (iii) Protozoa (iv) Algae (v) Viruses

② Class-work: Students will revise the topic micro-organisms.

③ Assessment Techniques: Show the diagram of different types of micro-organisms.

④ Value Incorporated: Students will be able to know about micro-organisms around us.

⑤ Relation to daily life: Students will be able to understand different types of functions of micro-organisms around them.

⑥ Trans-disciplinary Connects:

Students will be able to relate this topic with language subject.

Principal Jankar
M.M. College of Education
Fatehabad



Title.....

Date.....

Archna - Roll No. 2231

B.Ed. I Year

Content Mapping

Class- 6

(Physical Science)

- 1) Fibre to Fabric
- 2) Sorting materials into groups
- 3) Separation of substances
- 4) Motion and Measurement of distances
- 5) Light, Shadows and Reflections
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- 7) Fun and Magnets

Class- 7th

(Life - Science)

- (1) Nutrition in Plants
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- (3) Weather, Climate and Adaptations of Animal to climate
- (4) Soil
- (5) Respiration in Organisms
- (6) Transportation in Animals and Plants
- (7) Reproduction in Plants
- (8) Forests: Our lifeline

Principal Janki Rani
M. M. College of Education
111

Name - Archana

Topic - Tissue of Plant

Class - B.Ed [2nd year]

Subject - Science

Roll no - 2231

Formative Learning Objective

- (1) Knowledge objective → Students will be able to know about the (cell's group) Tissue.
- (2) Understanding objective → Students will be able to understand about the facts related to tissue.
- (3) Reflecting objective → Students will be able to identify the different type of plant tissue.
- (4) Skill objective → Students will be able to develop different kind of skill related to tissue.
- (5) Evaluating objective → Students will be able to give examples of different type of tissue.
- (6) Application objective → Students will be able to recognise the tissue.

Principal Jankar
M.M. College of Education
Fatehabad