



MANOHAR MEMORIAL COLLEGE OF EDUCATION

SIRSA ROAD, FATEHABAD – 125050 (HARYANA)

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

CRITERION II

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
- 3 Performance tests
4. Oral Assessment
5. Rating Scale

DVV Findings:

- * Samples prepared by students for each indicated assessment tools
- * Documents showing the different activities for evolving indicated assessment tools

Response of HEI:

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

- * Samples prepared by students for each indicated assessment tools
- * Documents showing the different activities for evolving indicated assessment tools

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



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2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content

The primary objective of Teacher made written tests are based essentially on subject content is to assess the depth of understanding and mastery that students have achieved in a particular subject or course. MMCE have some specific objectives for teacher made written tests these are as follows :

- To evaluate how well students have learned and retained factual information, theories, principles, and concepts taught during the course.
- Tests based on subject content often include questions that require students to apply their knowledge to solve problems, analyze scenarios, or make connections between different concepts.
- To encourage critical thinking by presenting students with questions that require them to evaluate information, make judgments, and support their answers with reasoning.
- Teacher made tests help prepare students for higher levels of study by ensuring they have a strong foundation of essential knowledge and skills.
- The college arrange various type of Teacher made written test these are
 - Achievement Test
 - House exam test
 - Webinars and workshop

Janak Rani
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Topic

Date



Achievement test

Roll No - 07

Class : ~~4th~~ 5th

SOCIAL SCIENCE

Time - 3 Hours

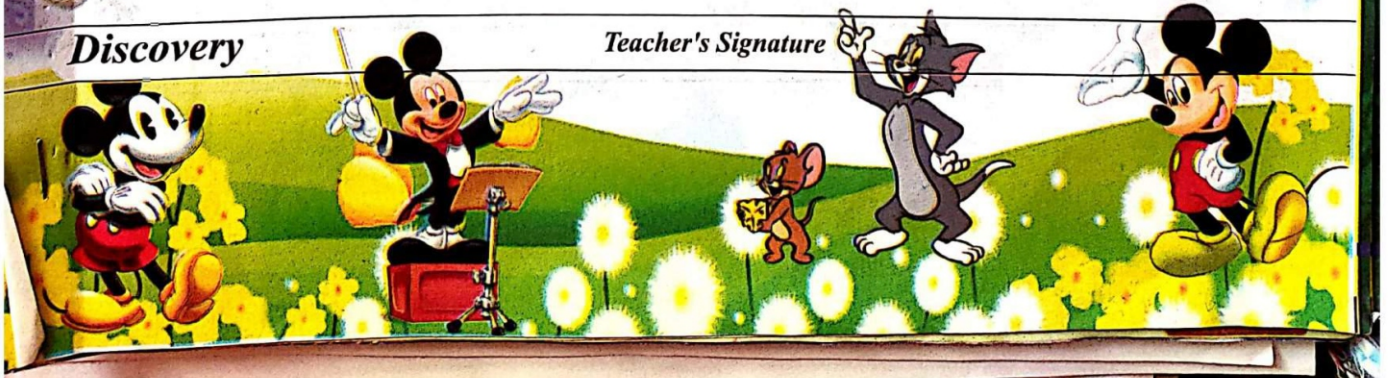
Maximum Mark - 100

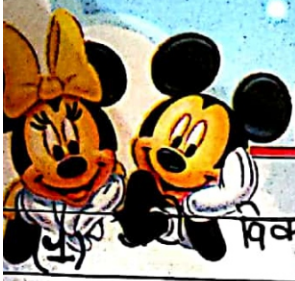
निर्देश :

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

Discovery

Teacher's Signature





Topic Date



पिकल्प चुनकर लिखिए

1X5=5

(अ) संविधान में मौलिक कर्तव्य हैं ?

(i) 6

(ii) 14

(iii) 12

(iv) 11

(ब) राज्यपाल अनिवार्य अंग रहता है-

(i) ससद का

(ii) विधान सभा का

(iii) न्यायपालिका का

(iv) राज्य सभा का

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

(i) शांति कार्य

(ii) शिक्षा

(iii) राजनीति

(iv) दत्ता, अपहरण

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

(i) 5

(ii) 10

(iii) 13

(iv) 12

(इ) उपभोक्ता जागरूकता के आवश्यक हैं-

(i) शोषण से बचाव के लिए

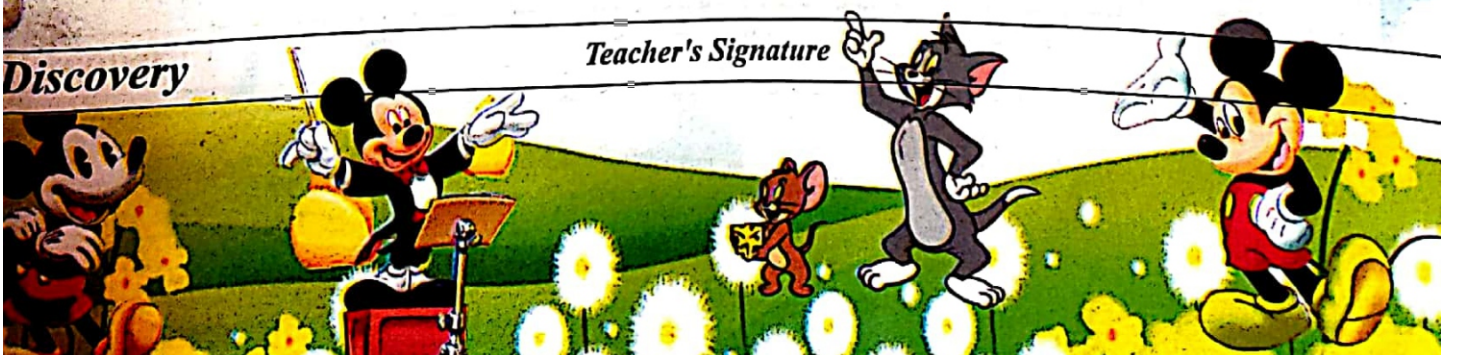
(ii) उच्च जीवन स्तर

(iii) दार्जिकारक उपभोग रोकने के लिए

(iv) उपरोक्त सभी

Discovery

Teacher's Signature





(3) निम्न स्थान पूर्ण करो :

1X5=5

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

(ब) सेवा क्षेत्र अर्थव्यवस्था का

क्षेत्र होता है।

(स) श्वेत क्रांति द्वारा भारत में

को बढ़ावा मिला

(द) "बन्दे मातरम्" गीत की रचना

ने की।

(इ) इंडिया विजन 2030 का प्रकाशन

वर्ष में हुआ।

(4) अल्प / सल्प लिखिए

1X5=5

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

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

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

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

(इ) सर्वाधिक बड़ा प्रभावित राज्य मध्य प्रदेश है।

(4) एक वाक्य / शब्द से उत्तर दी

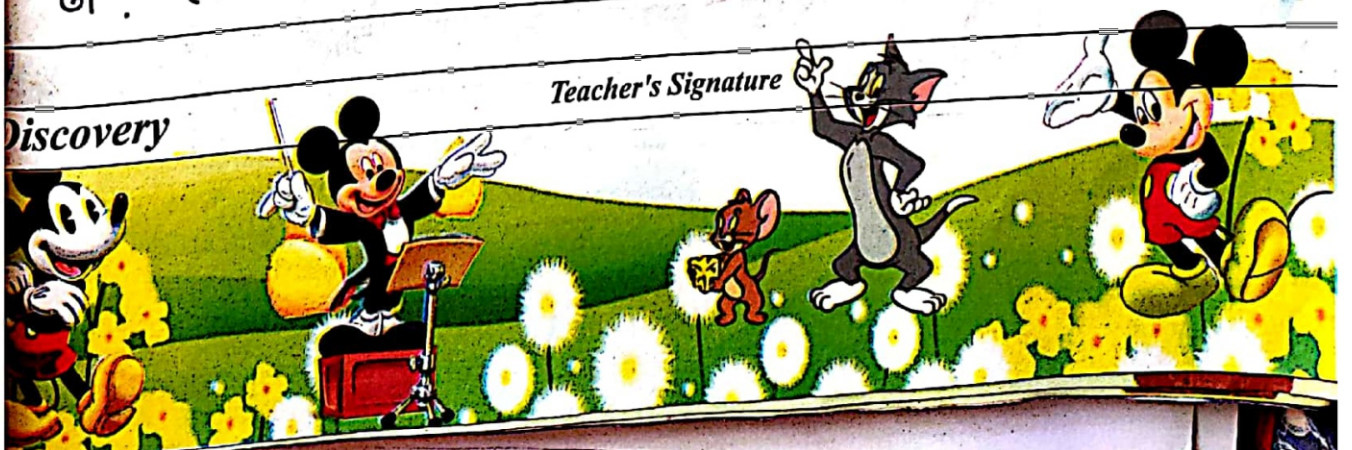
1X5=5

(अ) सविधान क्या है?

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

Discovery

Teacher's Signature



(सा) नशामुक्ति के लिए मद्यनिषेध अभियान किसने चलाया?

(दा) बारहवी पंचवर्षीय योजना का कार्यकाल कब से कब तक था?

(इ) द्वितीयक क्षेत्र क्या है?

(डा) सही जोड़ी मिलाइए

1x5=5

(आ) बहादुरशाह जफर

(i) सूर्य

(अ) कांग्रेस का विभाजन

(ii) उपभोक्ता सुरक्षा अधिनियम

(सा) भारत - पाकिस्तान युद्ध

(iii) स्वर्ण आभूषण

(जा) कोरा

(iv) दिल्ली

(इ) हॉल मार्क

(v) आजाद कश्मीर

(6) मृदाक्षय किसे कहते हैं?

2

अपवा

हरित क्रांति से आप क्या समझते हैं?

(7) ईस्ट इंडिया कंपनी क्या थी

2

अथवा

उस राष्ट्रवाद विचारधारा के प्रमुख दो नेताओं के नाम बताएँ

(8) प्रतिव्यक्ति आय किसे कहते

2

अथवा

शुद्धा क्या है ?

(9) प्रत्यक्ष क्षेत्र क्या है ?

2

अथवा

आयात-निर्यात किसे कहते हैं

(10) एकमार्क क्या है ?

2

अथवा

उत्तराधिकार किसे कहते हैं ?

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

(11)

अथवा

3

नीम के कौर्ड 3 औषधिय उपयोग लिखिए

112] मृदा-परिचैदिका से क्या तात्पर्य है ?

3

अथवा

वन्यप्राणी संरक्षण के 3 उपाय लिखिए

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

अथवा

3

1857 के स्वतंत्रता संग्राम के कोई तीन राजनीतिक कारण लिखिए

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

3

अथवा

'रानी लक्ष्मीबाई' के बारे में टिप्पणी करो

115] प्रदूषण के कोई 5 प्रकार बताइए

5

अथवा

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

2

(16): स्वामीत्व के आधार पर कोई 04 उद्योगों को समझाइए।
अथवा

संचार के साधन वर्तमान युग में अंगत महत्वपूर्ण
व उपयोगी कैसे हैं? समझाइए।

(17): कोई 04 प्राकृतिक आपदाओं को लिखिये
अथवा

दांडी यात्रा का वर्णन कीजिए।

(18) जलियाँवाला बाग हत्याकांड का वर्णन कीजिए?
अथवा

सड़क सुरक्षा के कोई 4 उपाय लिखिए।

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

भारतीय संविधान की कोई 4 विशेषताएँ लिखिए।

(20) भारतीय नागरिकों के कोई 04 मौलिक अधिकार
लिखिए।

अथवा

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

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

समाजवादी आर्थिक प्रणाली के कोई चार दोषों को लिखिए ?

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

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

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

1965 के भारत पाकिस्तान युद्ध के कोई 05 परिणाम को लिखें

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

जनसंख्या विस्फोट के समाधान के कोई पाँच उपाय लिखिए ।

Teacher's Signature

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

अथवा
जिला पंचायत के कोई 5 कार्य लिखो

(36) भारत के मानचित्र में निम्नलिखित को दर्शाए 5

(i) हरियाणा

(ii) मध्य प्रदेश

(iii) बांग्लादेश

(iv) नेपाल

(v) गोवा

Teacher's Signature

House Test

M.M. COLLEGE OF EDUCATION, FATEHABAD

B.A.B.Ed.II

Semester 2nd

ECONOMICS

Time-3 Hours

M.M.-80

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

सभी भाग कीजिए। प्रत्येक भाग के 2 अंक हैं।

10×2=20

Unit - I

Q.1

(i) Define Monopoly

एकाधिकार को परिभाषित करें

(ii) Define short period

अल्पकाल को परिभाषित करें

(iii) Define the term dumping

डंपिंग शब्द को परिभाषित करें

(iv) What are the characteristics of perfect competition ?

पूर्ण प्रतियोगिता की विशेषताएं क्या हैं?

(v) What is Dispersion ?

अपकिरण क्या है?

(vi) What are real wages ?

वास्तविक मजदूरी क्या हैं?

(vii) Define Price Discrimination ?

कीमत विभेद को परिभाषित करें?

(viii) What do you mean by Net profit ?

शुद्ध लाभ से आप क्या समझते हैं ?

(ix) Define Intensive Cultivation

गहन खेती किसे कहते हैं?

(x) What is differential Rent

भेदात्मक लगान क्या है?

Unit – II

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

Q.2 Explain the causes of Monopoly Market.

5×8=40

एकाधिकार बाजार के कारणों की व्याख्या करें।

Q.3 Distinction between Monopolistic competition and Monopoly.

एकाधिकारी प्रतियोगिता और एकाधिकार के बीच अंतर लिखिये।

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

विस्तार के फायदे और सीमाएं क्या हैं?

Q.5 Discuss Price determination under perfect competition in long period.

दीर्घकाल में पूर्ण प्रतियोगिता के अंतर्गत कीमत निर्धारण की चर्चा करें।

Q.6 Give the feature of Monopolistic Competition.

एकाधिकार प्रतियोगिता की विशेषता बताइये।

Unit – III

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

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

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

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

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



**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**

Workshop on Bloom's Taxonomy and Assessment





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2. Observation modes for individual and group activities

MMCE Observation modes for individual and group activities are essential tools for assessing a wide range of skills and behaviors in student for providing valuable insights that contribute to effective teaching and learning strategies.

- To assess specific skills, such as problem-solving, creativity, communication, or technical proficiency, that a student demonstrates independently.
- To helps in understanding how well students apply learned concepts and skills independently
- To know how well students collaborate, communicate, and work together towards common goals.
- To assesses how groups approach and solve problems collectively, including their ability to brainstorm, analyse information, and implement solutions.
- To offers feedback on group dynamics, identifying strengths and areas needing improvement in terms of communication, task allocation, and overall effectiveness as a team.

The college provide varoius type of methods to observation for individual and group activities. These are

- During Micro teaching presentation
- During Internship presentation

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Manohar Memorial College of Education provides ample opportunities for the teacher trainees for observing and learning, teaching methodology during the training period. The opportunities provided for observational learning are as follows:

a) Observation during microteaching / simulated sessions

As per the curriculum, the institution provides Micro - teaching sessions to the teacher trainees during their initial phase of training, in which the trainees entail presentation and enables them to quickly learn the skills of teaching. And the peers evaluate the class on the basis of different criteria's of teaching from their appearance to content transaction method and its effectiveness upon the pupils. This helps the trainees to realize their areas of weaknesses and to mend it with the help of peers and faculty in charge.

b) Observation during Teaching Practice

Teaching Practice is also give opportunity to every teacher trainees. Each student teacher takes class for the students and trainees observe the class and understand the method of teaching. This helps the trainees to get an idea about real classroom situation, teaching methodology as well the different areas that should be taken care of.

c) Observation during Internship

During the school internship, teacher trainees have to evaluate their peers. The teacher trainee without any prior notice visits the class of the peer trainee and evaluates the class on the basis of Introduction to the topic, subject competency, communication, learning materials, classroom climate, learning activities, closure, ICT skills and mannerism of the trainee. This helps the trainees to use their own direct knowledge and experience to examine and judge the merit and value of another trainee's practice.

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

Lesson No 3

Pupil Teacher's Roll No. 2747

Date 17/2/2022

Class 12th

Duration of Period 5-6 mind.

Subject Economics

Topic Money

Skill of Questioning

(Re-Plan)

Teacher Activity	Pupil Activity	Components.
Good Morning Students	Good morning Mam	Use of Beginning Statement
What are the components of market?	Product, Price, place, Promotion	Prompting Questions
What is Product any Example	Watch, Books, Phone etc.	Prompting Questions
What is this (Show the notebook)	notebook (Product)	Seeking further Information
Why you go for Market	for purchase the market	Redirection
What do you like purchase firstly	Sale / discount gift	Increase critical awareness
Where available the Product	In the Market	Refocusing Information

P-T. Activity

Pupil Act.
Money

What did you
pay for this
things

Components
Increase
critical
awareness

Observation Table

Components	Rating Scale						
	0	1	2	3	4	5	6
1) Use of Beginning statement							
2) Prompting Questions							
3) Seeking further Information							
4) Redirection							
5) Refocusing							
6) Increase critical Awareness							

Jasbir Kaur
Principal

M.M. College of Education
Fatehabad-125050

Lesson No

Pupil Teacher's Roll No. 2263

Date 21-2-23

Class 9th

Duration of Period 35-40 min

Subject Science

Topic Friction

Observation Lesson

1. छात्री में अनुशासन था।
2. छात्राध्यापिका में आत्मविश्वास था।
3. छात्राध्यापिका तथा बच्चों के बीच अंतर्क्रिया थी।
4. पूर्व ज्ञान परीक्षण में पूछे गए सवालों में निरंतरता थी।
5. शिक्षण सहायक सामग्री का उचित प्रयोग किया गया।
6. व्यामपट्ट का उचित प्रयोग किया गया।
7. व्यामपट्ट पर किया गया कार्य सीधी रेखा में था तथा साफ नजर आ रहा था।
8. आंशिक पुनरावृत्ति की गई।
9. पूर्ण ज्ञान परीक्षण सही ढंग से किया गया।
10. उद्दीपन परिवर्तन ठीक था।
11. गृह कार्य भी दिया गया।

Yogita

Pupil Teacher's Sign

Supervisor
Signature

Observer's

Printed

M.M. COLLEGE OF EDUCATION, FATEHABAD

INTERNSHIP PERFORMANCE EVALUATION FORM

B. Ed. II

2021-22

Intern's Details

Name: Pradeep (2171)
Evaluation Period: 01/7/22 - 17/12/22
Phone: 8684062588
E-mail: Pradeephukal05@gmail.com
University Registration #: 21040115410017

On-site Supervisor's Details

Name: Ms. Anupriya
Organization Name: M.M. College of Education, Fatehabad
Designation: Assistant Professor
Phone/Fax: 92554-00077
E-mail: priyateriya@gmail.com

1. Quality of Work

1. Gets to internship on time and has regular attendance

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

2. Has a positive attitude towards work

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

3. Dresses appropriately for the work setting

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

4. Stays with tasks until completed

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

5. Completes tasks and assignments accurately

1.

Principal Jyoti Rani
M.M. College of Education
Fatehabad

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

6. Takes responsibility for and is committed to work

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

2. Communication Skills & Interpersonal Effectiveness

1. Communicates clearly and concisely

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

2. Listens effectively to and understands what others are saying

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

3. Interacts well with organization's staff

☐ Excellent ☒ Very Good ☒ Good ☐ Adequate ☐ Marginal

4. Deals effectively with uncooperative or difficult people

☐ Excellent ☐ Very Good ☐ Good ☒ Adequate ☐ Marginal

3. Problem-Solving and Decision-Making

1. Thinks in a disciplined, logical manner

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

2. Analyzes problems effectively

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

3. Is able to solve problems

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

4. Thinks of creative ideas and innovative actions

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

5. Takes initiative, where appropriate, as problems arise

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

4. Planning and Organization

1. Sets realistic work goals for assigned tasks

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

2. Manages time and tasks effectively

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

3. Meets deadlines

☐ Excellent ☒ Very Good ☒ Good ☐ Adequate ☐ Marginal

4. Follows directions

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

5. Learning & Potential Growth

1. Takes initiative to seek out new learning experiences

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

2. Seeks out answers to questions, when reasonable to do so

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

3. Seeks feedback for self-improvement

☐ Excellent ☒ Very Good ☐ Good ☐ Adequate ☐ Marginal

4. Accepts constructive criticism non-defensively

☐ Excellent ☐ Very Good ☒ Good ☐ Adequate ☐ Marginal

5. Works to strengthen identified weaknesses

☐ Excellent

☐ Very Good

☒ Good

☐ Adequate

☐ Marginal

Date of Evaluation: 10/12/2022

Jam Rani
Principal

Official Stamp & Signature
Fatehabad



MANOHAR MEMORIAL COLLEGE OF EDUCATION

SIRSA ROAD, FATEHABAD – 125050 (HARYANA)

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“B” Grade Accredited by NAAC

3 Performance tests

Tool of Assessment	Documents showing different activities	Samples prepared by student
Performance Test	Organizing Talent Hunt Competition & Haryana Rangotsav	Criteria for evaluating art forms
	Organizing sports Meet	Criteria for evaluating different sports activities
	Psychological Test	Criteria for evaluation

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



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Haryana Rangotsav / Talent Hunt Competition

The college organized Haryana Rangotsav exclusively for the teacher trainees. This provided an inclusive platform for all student teachers, representing different skills, to partake in a wide array of individual and group competitions, fostering creativity among them. The events were categorized into on-stage and off-stage activities, offering diverse avenues for artistic expression and performance.

The on-stage segment featured a plethora of contests, including story writing (English and Hindi), poem composition (English and Hindi), drawing, photography, painting, poster designing, clay modeling and collage. To add to the diversity, the off-stage events included recitation (English and Hindi), elocution (languages), mono acting and light music performances. The group competitions promoted a sense of unity and teamwork, encompassing Quiz, dance, patriotic song.

This remarkable event not only allowed the teacher trainees to acquire hands-on experience in organizing Haryana Rangotsav but also deepened their understanding of the intricate components involved in evaluating a wide spectrum of artistic and cultural performances. It served as a vibrant platform for nurturing creativity and fostering a strong sense of community among the participants, enhancing their educational journey and enriching their overall development.

Haryana Rangotsav Competition



Talent Hunt Competition

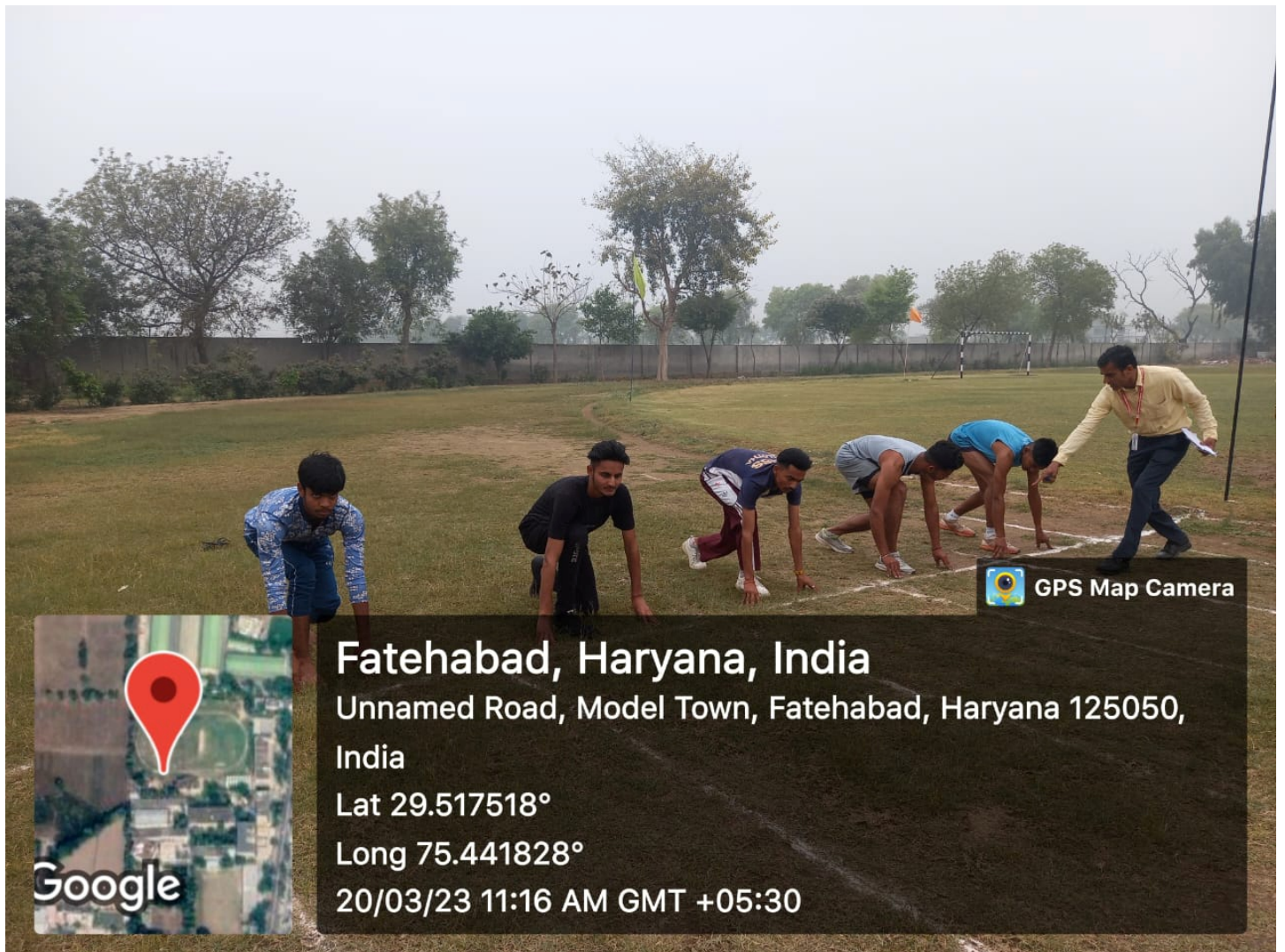


Talent Hunt Competition



Annual Sports Meet Competition

The institution organized the annual sports day for teacher trainees every year. Physical Education faculty played a pivotal role in guiding and overseeing the event, which featured a range of competitions involving first and second year student teachers. The students took active roles in organizing and participating in the sports meet.



Annual Sports Meet Competition



Psychological Test



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

Consumable Booklet
of
TMLAS-PPKS
(English Version)

Please fill in the following entries :

Date 09/05/2023

Name Naveena Father's Name Sh. Krishna Kumar

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

Qualifications : Academic M.A Professional _____

Designation Student Teaching Level _____ Area : Urban ☐ Rural ☒

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

Marital Status : Unmarried ☐ Married ☒ Widower/Widow ☐ Divorce ☐

Type of School : Govt. ☐ Aided ☐ Private ☒

INSTRUCTIONS

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

Rest assured, your answers will be kept confidential.

Scoring Table

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

Jay Ram
Principal

Estd. 1971

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Fatehabad-125050
Phone: (0560) 2601080

NATIONAL PSYCHOLOGICAL CORPORATION

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

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

Total Score Page 3 **37**

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

Total Score Page 4 **32**

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

Total Score Page 5 39

Sr. No.	STATEMENTS	Strongly Disagree	Dis-agree	Un-decided	Agree	Strongly Agree	SCORE
30.	I can interact with my teachers with the use of mobile device.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
31.	I cannot learn anything without mobile device.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
32.	M-learning enhance my current updated knowledge's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
33.	I can easily find meaning of the difficult word with the help of mobile dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
34.	Playing the mobile games develop my critical thinking and problem solving ability.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
35.	I use the mobile devices for sharing the data with help of mobile apps (Share it, Xender, Blue tooth).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
36.	I access the mobile devices with wifi connection for my studies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
37.	I pay the exam fee through online with the help of mobile device.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
38.	I stored the information in online cloud computing by using mobile Phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
39.	I have not yet used a mobile device to learn new information.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
40.	I feel learning through mobile technologies increases my efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4

Total Score Page 6 35

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

Total Score Page 7 32

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

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Principal

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Total Score Page 8

42



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4. Oral Assessment

As part of the curriculum, the institution provided Communicative English classes / Course for the trainees for enhancing their English language proficiency. To assess the oral skills of the trainees role play, self introduction and debate sessions were conducted.

The Objective of Oral Assessment are as follows :

- To evaluate students' ability to articulate ideas, express thoughts clearly, and communicate effectively using language.
- To Oral assessments provide immediate feedback to students, allowing for targeted coaching on areas needing improvement in real-time.
- To collaborate, negotiate, and persuade through spoken communication.
- To provide insights into students' pronunciation accuracy, fluency in speech, and overall command of language mechanics (grammar, syntax).

a) Presentation during interview

The trainees faced the interview board for subject interview in a school. After a preparation session for 20 minutes, interviews were held and it was recorded. The faculty in charge assessed the trainees on the basis of their performance. It provides the trainees an opportunity to practice and refine their communication skills as well as to boost their confidence.



b) Self introduction

To assess the oral skills, trainees had to present their self introduction video.

On the basis of the presentation, faculty in charge assesses the trainees. It helps the trainees to sharpen their presentation skills.



c) Debate

The trainees were divided into groups and are given the opportunity to select topic for the debate. 30 minutes of preparation time is provided. The faculty in charge assessed the trainees on the basis of their articulation skills. It helps to enhance the oral communication skills of the trainees. Their language, vocabulary, delivery, and diction will improve, and they will also learn to put forth points in a succinct fashion. Debates encourage trainees to listen and articulate their thoughts effectively.



d) Role play

Role play is an interactive teaching method where participants assume specific roles to simulate real-life scenarios. It promotes active learning by allowing individuals to embody different perspectives, practice communication skills, and enhance problem-solving abilities in a controlled environment. MMCE provides various type of activities for oral assessment through role play.



Student Presentation



What is a learning disability?

Having trouble:

- Processing information
- Organizing information
- Applying information



Causes or Presumed causes of Learning Disabilities

- NO real causes
- Might be caused by:
 - Hereditary
 - Teratogenic
 - Medical
 - Environmental



Types of Learning Disabilities

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ <u>Dyslexia</u>
A language and reading disability ➤ <u>Dyscalculia</u>
Problems with arithmetic and math concepts ➤ <u>Dysgraphia</u>
A writing disorder resulting in illegibility ➤ <u>Dyspraxia (Sensory Integration Disorder)</u>
Problems with motor coordination | <ul style="list-style-type: none"> ➤ <u>Central Auditory Processing Disorder</u>
Difficulty processing and remembering language-related tasks ➤ <u>Non-Verbal Learning Disorders</u>
Trouble with nonverbal cues, e.g., body language; poor coordination, clumsy ➤ <u>Visual Perceptual/Visual Motor Deficit</u>
Reverses letters; cannot copy accurately; ➤ <u>Language Disorders (Aphasia/Dysphasia)</u>
Trouble understanding spoken language; poor reading comprehension |
|--|--|

Does my student have ADD or ADHD?

- Hyperactive
- Impulsive
- Fidgety
- Inattentive
- Disorganized
- Unreasonable emotional negativity
- Emotional outbursts
- Frustration over minor issues
- Bedwetting
- (All characteristics may vary with age)



Approaches to diagnose ADD and ADHD

- Evaluate student's behavior
- Continuous performance test (CPT)
- Diagnosis should be based on multiple pieces of information and observations



Approaches used to diagnose dyslexia

- Today, only *after* a student has reading difficulties can dyslexia be diagnosed
- Dyslexia may have “biological roots”
- Psychological testing can determine if a child has dyslexia



Characteristics of Learning Disabilities

How will I know if my student has a LD?

- Most students exhibit uneven areas of ability
- Student is physically “normal”
- Average or above average intelligence
- Commonly found in gen ed classes: dyslexia and ADD/ADHD
- Many LDs need to be medically diagnosed



Does my student have dyslexia?

- Reading characteristics
- Writing characteristics
- Numbers/Sequencing



Celebrities with dyslexia

- Tom Cruise



- Henry “The Fonz” Winkler



- Walt Disney



- Magic Johnson





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5. Rating Scale

Rating scales provide a systematic and structured approach to assessing and measuring a wide range of characteristics and behaviors, contributing to informed decision-making, research integrity, and continuous improvement in various domains.

Objectives of Rating Scale

- To provide a structured method for measuring and evaluating specific characteristics, behaviors, skills, or attributes of individuals or entities.
- To facilitate the quantification of qualitative data, allowing for numerical representation of observed behaviors, attitudes, opinions, or performance levels.
- To provide structured feedback to individuals or groups, highlighting strengths and areas for improvement based on assessed criteria.

Jaidev Rani
Principal
M.M. College of Education
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Components	Rating Scale						
	0	1	2	3	4	5	6
1.) Use of Beginning statement						✓	
2.) Prompting questions							
3.) Seeking further information						✓	
4.) Redirection							✓
5.) Refocusing							✓
6.) Increase critical Awareness							✓

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

Manohar Memorial College of Education, Fatehabad, Haryana

Feedback Form of Intern by self

Name of the pupil Teacher: Yogita

Roll No. 2124

Class: B.Ed. II

Subject: English

School: GGSSS, Fatehabad

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

Instructions :

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

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

Dated 17.11.2022

Principal Janki Rani
M.M. College of Education
Fatehabad

Yogita
Intern's Signature:

Student Internship Evaluation Form

Name of Student: Pooja Bansal

Name of Internship: Bachelor of Education

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

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

Excellent ☒ Good ☐ Fair ☐ Poor ☐

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

Excellent ☒ Good ☐ Fair ☐ Poor ☐

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

Excellent ☐ Good ☒ Fair ☐ Poor ☐

4. Please rate the student's communication skills

Excellent ☐ Good ☒ Fair ☐ Poor ☐

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

Excellent ☒ Good ☐ Fair ☐ Poor ☐

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

Excellent ☒ Good ☐ Fair ☐ Poor ☐

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

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

Ag

MANOHAR MEMORIAL COLLEGE OF EDUCATION, FATEHABAD

FEEDBACK ON PRACTICE TEACHING BY TEACHER EDUCATORS

Note: Fill the following Information

Name of the pupil Teacher : Rachna Verma

Roll No : 2117

Subject : English

Topic : Tense

Name of the Observer : Promila

School : GPS.S.S. Fatehabad

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

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

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

Suggestion for improvement (if any)

Principal Jayab Rani
M.M. College of Education
Fatehabad

Promila
Signature

6/12/2022

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

Name of the pupil Teacher: Moham Leel

Class: B.Ed. II

Name of the observer: Dr. Jyoti Rani

Roll No. 2111

Subject: Social Studies

School: Shanti Niketan High School

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

Instructions :

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

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

Dated 14.12.2022

Principal Jyoti Rani
M.M. College of Education

Jyoti Rani
Observer Signature
Name - Dr. Jyoti Rani
Designation - Principal