**CRITERION II**

**2.4.7 A variety of assignments given and assessed for theory courses through**

**DVV Findings:**

* Sample of assessed assignments for theory courses of different programmes

**Response of HEI:**

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

* Sample of assessed assignments, practical and project etc. for theory courses of different programmes

Principal
M.M. College of Education
Fatehabad-125050

# 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

**2.4.7 A variety sample of assignments given and sample of assessment for theory courses**

| .No. | Actitivies | programme | Name of theory courses | Nature of assignments | Number of assignment |
|---|---|---|---|---|---|
| | Library work | B.Ed -I | Childhood and growing up, Contemporary India and Education, Learning and Teaching, Assessment for learning, Teaching of Hindi, Teaching of English, Teaching of Commerce, Teaching of Economics, Teaching of Maths, Teaching of Physical Science, Teaching of Life Science, Teaching of Social studies, Teaching of Punjabi, Teaching of Home Science, Teaching of Sanskrit, Teaching of Music, Teaching of arts, Teaching of Computer science etc. | Assignments and Syllabus based Practicum | 1 each Subject |
| | | | Reading and Reflecting on Texts | Practical | 1 |
| | | | Critical Understanding of ICT | Practical | 1 |

College : 01667-220136
Fax : 01667-224997
E-mail : mmce123@yahoo.com
mmce0123@gmail.com
Website : www.mmcollegeofeducation.com

| | | | | | |
|---|---|---|---|---|---|
| | | **B.Ed -II** | **Knowledge and curriculum, Creating and inclusive School, Language across the curriculum, Understanding discipline and subjects, Health and physical education, Environmental education, Gender school and society etc.** | **Assignments and Syllabus based Practicum** | **1 each Subject** |
| | | | **Teaching subject-1** | **Practical** | **1 each Subject** |
| | | | **Teaching subject-2** | **Practical** | **1 each Subject** |
| | | | **Understanding The Self(EPc-4)** | **Practical** | **1** |
| | | | **Drama and Art in education(EPC-2)** | **Practical** | **1** |
| | | | **School Based Activity** | **Practical** | **1** |
| | | **B.A.B.Ed-I Sem.** | **Hindi, English, Human Development during childhood and Adolescence, Geography, History, Economics,Music, Mat5hmatics,Politicalcal Science, Sociology, Home Science, Punjabi, Physical education, Sanskrit psychology, etc.** | **Assignments and Syllabus based Practicum** | **1 each Subject** |
| | | | **Computer use in Education** | **Practical** | **1** |

| | | | | | |
|---|---|---|---|---|---|
| | | **B.A.B.Ed-II Sem.** | **Hindi, English, contemporary Indian Society, Geography, History, Economics,Music, Mat5hmatics,Politicalcal Science, Sociology, Home Science, Punjabi, Physical education, Sanskrit Psychology, Basic Computer Course, Fundamentals of environmental education studies etc.** | **Assignments and Syllabus based Practicum** | **1 each Subject** |
| | | | **Visual and Performing Arts** | **Practical** | **1** |
| | **Field exploration** | **B.Ed -I** | **Teaching of Life science** | **Herbarium file** | **1** |
| | | **B.Ed-II** | **Gender School and Society** | **Women Empowerment** | **1** |
| | | | **Teaching Subject -I** | **Teaching File** | **1** |
| | | | **Teaching Subject -II** | **Teaching File** | **1** |
| | | | **School based activity** | **Practical** | **1** |
| | **Hands-on activity** | **B.Ed. -I** | **Teaching of Social Studies** | **Preparation of Map Work file and Scrap book** | **1** |
| | | | **Teaching of Physical science and life science** | **Practical** | **1** |

| | | | | | |
|---|---|---|---|---|---|
| | | **B.Ed-II** | **Drama and Art in education(EPC-2)** | **Practical** | **2** |
| | | | **Environmental Education** | **Waste Management project** | **1** |
| | | **B.A.B.Ed-2 sem.** | **Visual and Performing Arts**<br>**Geography** | **Practical**<br>**Project work** | **2**<br>**1** |
| | **Preparation of term paper** | **B.Ed -I** | **Assessment for learning** | **Achievement Test** | **1** |
| | **Identifying and using the different sources for study** | | **College Library**<br>**Libinfosoft**<br>**Open educational resources(OER)** | | **1** |

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

# Library Work

Student's Name Class Date : Page No
School's Name

# Assignment On Styles on Programme learning and Stages and Stages (Liner, Branching and Mathetics)

**Submitted To:** Prof. Suman Lata

**Submitted By:** Ishika Goyal

2276 (Class)

Rollno. = B.Ed. $I^{st}$ year

Subject = Teaching And Learning

Principal
M.M. College of Education
Fatehabad

MAster

Signature

# Introduction

## Programmed Learning

Programmed learning, educational technique characterized by self-paced, Self-administered instruction presented in logical Sequence and with much repetition of concepts. Programmed learning received its major inputs from the work done in the mid-1950s by the American behavioural psychologist B.F. Sinner and is based on the theory that learning in many areas is best accomplished by small, incremental steps with immediate reinforcement, or reward, for the machines, and computer-assisted-instruction. No matter what the medium, two basic types of programming are used: linear, or Straight-linear programming, and branching programming. Programmed learning is a refers to the arrangement of instructional material in progressive sequence. Programmed learning is an older method to use to provide immediate feedback to enhance the learning process.

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Fatehabad

M.M. College Of Education, Fatehabad

# Contemporary India And Education

Name : Ishika Goyal

Class : B.ED Ist year

Principal
M.M. College of Education
Fatehabad

Rollno. : 2276

Topic = ISSUES OF UNIVERSAL RETENTION AND UNIVERSAL LEARNING

Submitted To = Dr. Narender Kumar

# INDEX → S.no / Topic


| S.no | Topic |
|---|---|
| 1 | Introduction |
| 2 | Universalization to primary education Meaning |
| 3 | Most important Suggestion for covering issues |
| 4 | Some of the following problems for qualitative learnings |
| 5 | following attempts should be undertaken to improve the status of the teachers.... |
| 6 | Problems in the universalization of education. |
| 7 | Steps and Importance |
| 8 | Conclusion and Refrences |


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Fatehabad

Topic ______ Date ______

# M. M. C. E
# ( FATEHABAD )

## SESSION - 2021 - 23

## ASSIGNMENT - Creating AN INCLUSIVE SCHOOL

SUBMITTED To:

Principal
M.M. College of Education
Fatehabad

Dr. Gunjan Bajaj
Ass. Prof
M M C E
Fatehabad

SUBMITTED BY:
Satpal
B.Ed 2nd Year (2170)
Uni. R.N. - 2104011540070

MM COLLEGE OF EDUCATION FATEHABAD

# ASSIGNMENT OF

## TEACHING OF HINDI

TOPIC-1 CONSTRUCTION AND EVALUATION OF CURRICULUM

2- IMPORTANCE OF INSTRUCTIONAL OBJECTIVES

SUBMITTED TO: Mrs. SUMAN LATA

SUBMITTED BY: NARENDER KUMAR

CLASS: B.ED Ist

ROLL NO: 2246

Principal
M.M. College of Education
Fatehabad

PAGE NO:
DATE: / /

# मनोहर मेमोरियल कॉलेज ऑफ एजुकेशन फतेहाबाद

## हिन्दी परियोजना कार्य

उपविषय :- हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा

उपविषय :- हिन्दी भाषा शिक्षण में अनुदेशनात्मक उद्देश्यों का महत्व

प्राप्तकर्ता :- सुमनलता असिस्टेंट प्रोफेसर

जमाकर्ता :- नरेन्द्र कुमार

कक्षा :- बीएड प्रथम

अनुक्रमांक :- 2246

Principal
M.M. College of Education
Fatehabad

# Manohar Memorial College of Education

## An Assignment on Teaching of Economics

Topic - Curriculum Development

Submitted to :-
Dr. Gunjan Bajaj
(Assistant Professor)

Submitted by :-
> Pooja Bansal
> B. Ed (I)
> 2209

Principal
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Fatehabad

Title ______ Date ______ Page No. ______

# MANOHAR MEMORIAL COLLEGE OF EDUCATION (FATEHABAD)

ASSIGNMENT :- GENDER SCHOOL & SOCIETY

TOPIC : - WOMEN EMPOWERMENT

SUBMITTED TO

MRS. SUMAN LATA

(Asstt. Professor)

SUBMITTED BY

NAME → KIRAN BALA

CLASS → B.Ed IInd YEAR

Roll No → 2187

Uni. Roll No → 21040115410081

Principal
M.M. College of Education
Fatehabad

A QUALITY PRODUCT BHAVYA

Topic

Notes

Date

# ASSIGNMENT

SUBJECT - ASSESSMENT FOR LEARNING

TOPIC - NORMAL PROBABILITY CURVE

SUBMITTED TO
Dr. Kavita Rani

SUBMITTED BY
KAVITA RANI
B.ED Ist year
ROLL NO. 2281

SINCE 2002
STAR SHINE
DESIGNER SHEET

# Normal Probability Curve

## सामान्य सम्भावना वक्र का अर्थ :-

किसी भी समूह के किसी भी चर पर प्राप्त प्राप्तांक प्राय: औसत की ओर झुके हुए होते हैं जब इन प्राप्तांकों का मध्यमान के दोनों ओर वितरण एकदम समान होता है तो प्राप्तांकों के इस प्रकार के वितरण को सामान्य वितरण कहते हैं और इस प्रकार के प्राप्तांकों के आरेख को सामान्य वितरण वक्र कहते हैं। वास्तविकता यह है कि प्राप्तांकों का इस प्रकार का सामान्य वितरण व्यावहारिक रूप में कभी नहीं होता, इसके लगभग ही होता है और इस लगभग होने के आधार पर ही सम्भावना की जाती है यही कारण है कि इस प्रकार के सम्भावित प्राप्तांकों के आरेख को सामान्य वक्र न कहकर सामान्य सम्भावना वक्र कहते हैं।

## सामान्य सम्भावना वक्र की परिभाषा :-

सामान्य सम्भावना वक्र की परिभाषा विभिन्न विद्वानों ने अनेक प्रकार से दी है उनमें से जे॰ पी॰ गिलफोर्ड की परिभाषा अधिक विस्तृत है।

### जे॰ पी॰ गिलफोर्ड के अनुसार :-

"सामान्य सम्भावित वक्र एक सुनिश्चित भली-भाँति परिभाषित, सुनिश्चित गणितीय वक्र है जिसके वितरण का मध्यमान शून्य अथवा तीन प्रमाणिक विचलन के समान होता है और प्रामाणिक विचलन मान 1 (एक) होता है वह वक्र स्वयं में गणितीय है। यह प्रकृति में नहीं होता

Q.1. ज्ञान का अर्थ बताओ। ज्ञान के प्रकारो एवं स्त्रोतों का वर्णन करें।

## ज्ञान का अर्थ

दर्शन के क्षेत्र के आधार पर ज्ञान को चार तरह से प्राप्त किया जा सकता है। जिसमें तत्वमीमांसा, ज्ञान मीमांसा, तर्क मीमांसा तथा मूल्य मीमांसा शामिल है। ज्ञान मीमांसा के माध्यम से तीन आधारों पर किसी भी चीज को जाना जा सकता है। जिसमें परिचय, कार्य करने की क्षमता तथा प्रतिज्ञप्ति ज्ञान शामिल है।

(1) परिचय →

परिचय से अभिप्राय यह है कि हम एक व्यक्ति के बारे में जानते हैं, परन्तु यह अपने आप में पूर्ण सूचना नहीं है क्योंकि इसमें हम ~~किसी~~ भी व्यक्ति के बारे मे द्वितीय आंकड़ो के माध्यम से जान सकते है, परन्तु हम उससे मिले नहीं है। इसलिए उसे परिचय नहीं कहा जाएगा बल्कि ज्ञान का पात्र कहा जाएगा।

(2) कार्य करने की क्षमता →

जब हम किसी भी व्यक्ति की क्षमता के बारे में जानते है, कि उसमें भी कार्य को करने की योग्यता है

PAGE NO.:
DATE: / /

# मनोहर मेमोरियल कॉलेज ऑफ एजुकेशन फतेहाबाद

## हिन्दी परियोजना कार्य

उपविषय :- हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा

उपविषय :- हिन्दी भाषा शिक्षण में अनुदेशनात्मक उद्देश्यो का महत्व

प्राप्तकर्ता :- सुमन लता असिस्टेंट प्रोफेसर

जमाकर्ता :- नरेन्द्र कुमार

कक्षा :- बीएड प्रथम

अनुक्रमांक :- 2246

Principal [signature]
M.M. College of Education
Fatehabad

# हिंदी पाठ्यक्रम-निर्माण एवं समीक्षा

**पाठ्यक्रम का अर्थ** → 'पाठ्यक्रम' शब्द का अंग्रेजी पर्याय Curriculum है। यह शब्द लैटिन भाषा के currer शब्द से बना है। जिसका अर्थ है "दौड़ का पथ"। अतः पाठ्यक्रम का शाब्दिक अर्थ है- शिक्षा संबंधी दौड़ का वह मार्ग जिस पर दौड़कर बालक अपने व्यक्तित्व-विकास संबंधी लक्ष्य को प्राप्त करता है।

बालक के व्यक्तित्व का विकास करने के लिए अध्यापक विद्यालय के पूर्ण शिक्षण सत्र में एक निश्चित विषय सामग्री तथा अनुभवों को अपनी शिक्षण प्रक्रिया के माध्यम से बच्चों के सामने प्रस्तुत करता है।

**परिभाषा** → **कनिंघम के अनुसार** → "पाठ्यक्रम कलाकार के हाथों में एक औजार है जिससे वह अपनी वस्तु को अपने कलाकक्ष में अपने आदर्शों के अनुसार ढालता है।"

## हिंदी शिक्षण में पाठ्यक्रम का स्थान और आवश्यकता

पाठ्यक्रम की आवश्यकता - किसी भी विषय के शिक्षण लक्ष्यों की प्राप्ति के लिए उस विषय के पाठ्यक्रम की काफी महत्वपूर्ण भूमिका होती है।

Principal
M.M. College of Education
Fatehabad

Title
Date
Page No.

M.M. COLLEGE OF EDUCATION

Name - Teena

Class - B.Ed Ist Year.

Roll No- 2223

Assignment of Teaching Of English
" Listening Skill"

Submitted To-
Dr. Kavita Batra

DELTA®

# Language Skill - Listening Skill.

CC fries has rightly pointed out that," The speech is the language. The written record is a secondary representation of the language. language begins with the ear. A child begins speaking when he hears the sound of his mother and people around him. same in teaching English as a 2nd language, the most significant skills to be taken up first are the listening and speaking skills.

## LISTENING SKILL

It is the other side of speech. Without listening the speech has no meaning. Listening and speaking skill function in a same manner. They have the same purpose that is to facilitate comprehension among the persons.

## Meaning of listening skill

It is related to audio sense and speech is the function of lingual sense. It is believed to be passive. when Someone speaks, Listening occurs.

Title ______ Date ______ Page No. ______

# MANOHAR MEMORIAL COLLEGE OF EDUCATION (FATEHABAD)

ASSIGNMENT :- GENDER SCHOOL & SOCIETY

TOPIC : - WOMEN EMPOWERMENT

SUBMITTED TO

Mrs. SUMAN LATA

(Assit. Professar)

SUBMITTED BY

NAME → KIRAN BALA

CLASS → B.Ed IIND YEAR

Roll No → 2187

UNI. Roll No → 21040115410081

Principal
M.M. College of Education
Fatehabad

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महिला सशक्तिकरण से आप क्या समझते है? भारत में महिला सशक्तिकरण के लिए क्या कदम उठाए गए हैं? महिलाओं के सुरक्षा सम्बन्धी अधिनियम का वर्णन कीजिए?

## महिला सशक्तिकरण का तात्पर्य -

महिला सशक्तिकरण से तात्पर्य महिलाओं को पुरुषों के बराबर वैधानिक, राजनीतिक, शारीरिक, मानसिक, सामाजिक एवं आर्थिक क्षेत्रों में उनके परिवार, समुदाय, समाज एवं राष्ट्र की सांस्कृतिक पृष्ठभूमि में निर्णय लेने की स्वायत्तता है। महिला सशक्तिकरण की पहल 1985 में हुई। भारत में महिला सशक्तिकरण का प्राथमिक उद्देश्य महिलाओं की सामाजिक एवं आर्थिक - स्थिति को सुधारना है।

## महिला सशक्तिकरण की आवश्यकता -

वैदिक तथा उत्तर वैदिक युग में भारतीय समाज में भारतीय समाज में महिलाओं को पुरुषों के बराबर शिक्षा, धर्म, राजनीति संपत्ति एवं उत्तराधिकार प्राप्त

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# Manohar Memorial College Of Education

FATEHABAD

# Assignment

SESSION :

Submitted to ......Dr. Kamla Joshi......

Name ......Pooja......

Class :Bed IInd year Roll No......2138......

University Roll No ......210401154 10048......::

# Language Across the Curriculum

## लेखन कौशल

⇒ भाषा के मुख्यत: दो आधार माने गए है- पहला मानसिक आधार, दूसरा भौतिक आधार। भाषा के मानसिक आधार का सम्बन्ध विचार से है। जब मुख से ध्वनियाँ उसे ध्वनियों का उच्चारण होता है तब हम भाषा का उसे उच्चरित रूप कहते है। परंतु जब ये विशेष ध्वनियाँ विशेष रूप से चिह्नों में लिखी जाती है तब वे लिखित रूप को धारण करती है। अन्य शब्दों में हम कह सकते है कि जब "जब भाषा की ध्वनियाँ जिन लेखियों द्वारा लिखी जाती है, उनको लिपी कहते है। एक अन्य विद्वान के अनुसार 'भाषा की ध्वनियों को लेखन की चिह्नों द्वारा प्रकट किया जाता है लिपी कहते है। भाषा का लिखित रूप बहुत ही महत्वपूर्ण है। भाषा ही ज्ञान का भण्डार है जो एक पीढ़ी से दूसरी पीढ़ी तक ही पहुँचती है। हम अपने पूर्वजों के ज्ञान को प्राप्त करते है। प्रत्येक भाषा की अपनी लिपी है। उदाहरण के रूप में हिंदी की लिपी देवनागरी है, पंजाबी की लिपी गुरुमुखी है। अंग्रेजी की लिपी गुरुमुखी है। जब हम अपने भावों व विचारों को अभिव्यक्त करते है तो उसे लेखन कौशल कहते है। परन्तु मैम मन्टेसरी ने लिखने

Serial No. Notes Date

मनोहर मैमोरियल शिक्षण विद्यालय

फतेहाबाद

विषय :- संस्कृत

उपविषय :- पाठ्य-पुस्तक की विशेषता

प्राप्तकर्त्री :- प्रस्तुतकर्ता :-

श्रीमती सुमन लता प्रदीप

कक्षा :- B. Ed. Ist

Roll No. :- 9171

सत्र :- 2021 - 2023

Name.............................................Date..................

## ः पाठ्य - पुस्तक विधि ः

भारत में पाठ्य - पुस्तक विधि के समर्थक डॉ वेस्ट थे। इनके मतानुसार शिक्षण को इस ढंग में ~~भी~~ से सुनियोजित किया जाना चाहिए ताकि छात्र जिस अवस्था में भी स्कूल छोड़े वे अपने पठित अंश का अधिक-से-अधिक लाभ उठा सके।

इसके अंतर्गत कक्षा के मतानुसार विषय-वस्तु को वर्गीकृत किया जाता है। यह वर्गीकरण छात्र के निकटस्थ वातावरण पर आधारित किया जाता है। इसमें क्रमशः वर्णमाला छोटे शब्दों, वाक्यों और अनुच्छेदों का ज्ञान करवाया जाता है। इस शैली से संस्कृत की पाठ्य - पुस्तकें भी तैयार की गई।

इन पुस्तकों का मुख्य उद्देश्य यह है कि इन्हें पढ़कर छात्र अथवा प्रौढ़ सभी शिक्षक की सहायता के बिना स्वतंत्र रूप से संस्कृत का ज्ञान प्राप्त कर सके।

व्याकरण के नवीन रूपों की शिक्षा प्रयोग द्वारा ही दी जाती है। सम्पूर्ण पाठ पढ़ लेने के बाद व्याकरण और अनुवाद का अभ्यास करवाया जाता है। छात्रों में योग्यता उत्पन्न कर दी जाती है, कि विद्यालय के बाद अनुवाद में स्वतंत्र अध्ययन कर सके।

Bhaskar Stationery

नाम - नैन्सी

कक्षा - B.A.B.Ed

रोल नं:- 22016

विषय - हिन्दी

# रीतिसिद्ध काव्य

## रीतिसिद्ध काव्य धारा :-

रीतिसिद्ध काव्यधारा से अभिप्राय उन कवियों के काव्य से है, जिन्होंने संस्कृत काव्य-शास्त्र के आधार पर काव्यांगो के लक्षण प्रस्तुत करते हुए उनके उदाहरण भी दिए हैं। इस काव्य को लिखने वाले कवि 'रीतिसिद्ध', 'रीति', रीति शास्त्र कवि' तथा 'कवि शिक्षक' के नाम से जाने जाते हैं। इन कवियों की भी दो श्रेणियाँ - एक, लक्षण एवं लक्ष्य दोनों प्रकार के ग्रंथ लिखने वाले।
दो, केवल लक्षण ग्रंथ लिखने वाले (श्रीपति) हैं। इन कवियों के अतिरिक्त भूषण, भिखारीदास और कुलपति मिश्र आदि कवि भी इसी कोटि में गण्य हैं।

## विशेषताएँ :-

**रीति ग्रंथों का निर्माण** :- रीतिसिद्ध हिन्दी साहित्य की सर्वप्रमुख विशेषता रीति ग्रंथों का निर्माण है। रीति ग्रंथों में वे सारी रचनाएँ आती हैं, जिनमें काव्य के स्वरूप को स्पष्ट करने का प्रयत्न

TOPIC ____________________ DATE __________

Name - Simran Verma

Class - B.A.B.Ed (II)

Roll No - 22045

Subject - Gender & Inclusive

Submitted To - Mrs. Kamla Mam.

Vardhman DESIGNER

TOPIC ____________________ DATE ________

# VISUALLY HANDICAPBED CHILDREN :-

Visual imparement refers to a significant limitation of visual function, even after correction, which adversely affects a child's educational performance.

Visually handicap children may experience a range of visuals impairments, form partial sight to total blindness. These children require specialized support and services to help them navigate the would and access education effectively.

The challenges they face extend beyond their visual limitations and can impact their overall development and integeration into society. They may have difficulty seeing objects, people or details depending on the severity of their impairment. They rely on alternative techniques.

Vardhman DESIGNER

# Manohar Memorial College Of Education

MANOHAR MEMORIAL COLLEGE OF EDUCATION
FATEHABAD
विद्या धनं सर्व धनं प्रधानम्

## FATEHABAD

# Assignment

## SESSION :

**Submitted to** Dr. Gunjan Bajaj

**Name** Riyanshu Poonia

**Class :Bed** **Roll No** 2239

**University Roll No** 220.40.11.5.41.0015

# Pedagogy of Economics

B.Ed Ist year

Que: Explain the importance of Pedagogical analysis on the basis of learning experiences and chosen method.

Answer: The Pedagogical analysis is quite similar to English teaching. The economics teaching is best suited in the Pedagogical analysis. As per Pedagogical analysis - teaching is both an art and science. In this way, teaching in Economics is an art as well as science.

* Importance of Pedagogical Analysis

A Teacher has before him the content material and learning

MANOHAR MEMORIAL COLLEGE

OF EDUCATION

FATEHABAD, HARYANA

ASSIGNMENT OF CREATING AN
INCLUSIVE SCHOOL

TOPIC: National Policy On Disability, 2006

SUBMITTED TO:
DR. GUNJAN BAJAJ

SUBMITTED BY:
Sushma
B. ED. II
Roll No.- 2095

Topic ______ Date ______

# National Policy On Disability 2006 :→

## Introduction :→

राष्ट्रीय नीति के अनुसार असमर्थ व्यक्ति भी मूल्यवान मानव संसाधन है और इनके लिए एक ऐसा परिवेश तैयार करना चाहिए जहां उन्हें समान अवसर मिल सकें। इनके अधिकारों की रक्षा हो सके और इनकी समाज में संपूर्ण सहभागिता हो। केन्द्र सरकार द्वारा 15 August 2003 को राष्ट्रीय विकलांग आयोग का गठन किया गया। राष्ट्रीय विकलांग नीति को 2005 में तात्कालिक प्रधानमंत्री डा० मनमोहन सिंह द्वारा मंजूरी प्रदान की। 10 Feb 2006 को इस नीति को लागू किया गया।

## Objectives of this Policy :→

1 Prevention of disabilities :→ विकलांगता की रोकथाम बड़ी संख्या में की जा सकती है। बीमारियों की रोकथाम के लिए कार्यक्रम चलाए जाएं। गर्भावस्था के दौरान विकलांगता की रोकथाम के उपायों के बारे में

Teacher Signature

# Assignment Of

# Teaching Of Economics

## Topic ÷ Balance Of Payments

Submitted To ÷ Dr. Gunjan Bajaj

Submitted By ÷

Priyanka

Class ÷ B. Ed. 1st Year

Roll No. ÷ 2247

Manohar Memorial College Of Education

Fatehabad (HRY)

# Topic : Balance Of Payments

## Introduction :

आजकल विदेशी व्यापार का महत्त्व बढ़ रहा है। वर्तमान में कोई भी देश विश्व के अन्य देशों से कटा हुआ नहीं रह सकता। प्रत्येक देश अन्य देशों से विदेशी व्यापार व अन्य पूँजीगत व्यवहार करता रहता है। किसी एक व्यवहार में यह अन्य देशों को भुगतान करता है, तथा किसी अन्य व्यवहार में यह अन्य देशों से भुगतान प्राप्त करता है। प्रत्येक देश अन्य देशों के साथ किये गए आर्थिक व्यवहारों का कुल प्रभाव जानने के लिए सुव्यवस्थित रिकार्ड रखता है। इस रिकार्ड को व्यापार-शेष व भुगतान - शेष कहा जाता है।

## Meaning of Balance Of Payments :

प्रत्येक देश को अन्य देशों के साथ आर्थिक आदान - प्रदान करने पड़ते हैं जिनके फलस्वरूप उस देश को अन्य देशों के साथ कुछ भुगतान करने पड़ते हैं एवं कुछ प्राप्तियां होती हैं। भुगतान संतुलन इन्हीं प्राप्तियों एवं भुगतानों का विवरण है। किसी देश को प्रायः तीन प्रकार की मदों में दूसरे देशों से व्यवहार करना पड़ता है :

(i) दृश्य मदें : इसमें समस्त भौतिक वस्तुएं, जिनका आयात - निर्यात होता है, शामिल की जाती हैं।

Topic ____________________ Date ____________

Name : Jaspreet Rani

Class : B.ED Ist

ROLL NO : 2264

SUBJECT : CHILDHOOD AND GROWING UP

TEACHER NAME : Dr. Gunjan Bajaj



Teacher's Signature ........................................

Topic ______ Date ______

# INDEX

S. No — TOPIC


1. वृद्धि एवं विकास - अवधारणा, सामान्य सिद्धान्त एवं कारक

- विषय प्रवेश
- वृद्धि एवं विकास की अवधारणा
  - वृद्धि एवं विकास का अर्थ
  - वृद्धि एवं विकास की अवस्थायें
  - वृद्धि और विकास के विभिन्न आयाम
- वृद्धि एवं विकास के सामान्य सिद्धान्त
- वृद्धि एवं विकास के सिद्धान्तों का शैक्षिक महत्त्व
- वृद्धि एवं विकास को प्रभावित करने वाले कारक
-

2. पियाजे का संज्ञानात्मक विकास सिद्धान्त

- विषय प्रवेश
- पियाजे का संज्ञानात्मक विकास सिद्धान्त
  - पियाजे की सैद्धान्तिक अवधारणायें या मान्यतायें
  - मानसिक या संज्ञानात्मक विकास की अवस्थायें
  - पियाजे के सिद्धान्त की आलोचनात्मक समीक्षा

# Manohar Memorial College of Education

## An Assignment on Teaching of Commerce

### Topic - Utilization of Teaching Aids

Submitted to :-
Dr. Gunjan Bajaj
(Assistant Professor)

Submitted by :-
> Pooja Bansal
> B.Ed (I)
> 2209

Topic ______________ Date ______________

# Meaning of Instructional Aids

- The Process of Teaching-Learning depends upon differ types of Equipment available in the classroom. These equipment are Physical tools used to Convey Information in the classroom and these are known as "Teaching Aids."

- Teaching Aids are devices which can be used to make Communication more Effective.

- Device which Can be used to make Learning Experience more Concrete, more realistic and more dynamic.

- It is a tool used by Teachers, facilitators or tutors to help Learners to Improve Reading and other skills and to get over them from boredom.

- Teaching Aids should be meaningful and Purposeful. They should be accurate in every aspect.

- Teaching Aids should be simple, pocket friendly and should be Large Enough to be seen properly by the students.

- Teaching Aids should be as per Mental Level of the students.

# M. M. COLLEGE OF EDUCATION

## FATEHABAD

## TEACHING OF MATHEMATIC

TOPIC : TRANSVERSAL Angles

CLASS. Roll NO. 2208

Uni. Roll no. 22040115410044

Topic.................... Date....................

Pupil Teacher's Roll no. 2208 Date

Class - 7th Duration of Period 40min

Subject Mathematics Topic : Transversal angles

Instructional Objectives in Behavioural aids

Knowledge :-

Students will be able to define // lines and diffrent types of angles related to it. with a transversal line.

Understanding :-

Student will be able to differntiate b/w diffrent types of angles.

Skill :

- Student will be able to draw parallel lines

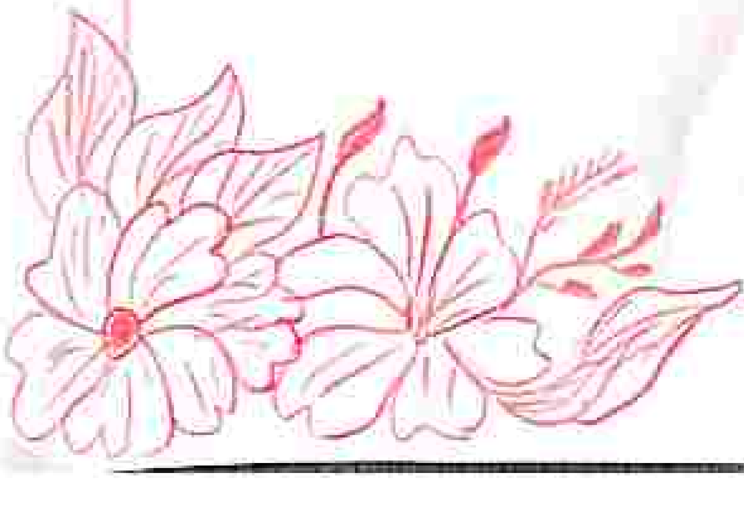
- Student will be able to diffrentiate varios type of angles related to parallel lines an transve...

# Field Exploration

# herbarium

# INDEX


| S. No | Plants Name | Page No. | Teacher's Sign |
|---|---|---|---|
| 1. | Hibiscus rosa-Sinesis | 1 | |
| 2 | Aegle marmelos | 2 | |
| 3. | Psidium guajava | 3 | |
| 4. | Withania Somnifera | 4 | |
| 5. | Cannabis Sativa | 5 | |
| 6. | Cymbopogon | 6 | |
| 7. | Mangifera indica | 7 | |
| 8. | Crinum latifolium | 8 | |
| 9. | Catharanthus roseus | 9 | |
| 10. | Dalbergia Sissoo | 10 | |
| 11. | Ficus religiosa | 11 | |
| 12. | Senna | 12 | |
| 13. | Aloe vera | 13 | |
| 14. | Azadirachta indica | 14 | |
| 15. | Ocimum Sanctum | 15 | |

# Hibiscus Rosa-Sinensis

## Classification

Kingdom - Plantae
Division - Tracheophyta
Subdivision - Angiosperms
Class - Magnoliopsida
Order - Malvales
Family - Malvaceae
Genus - Hibiscus

## Uses

* Tea made with Hibiscus flower is served as both cold and hot beverages in many countries.
* The seed is full of proteins and antioxidants and is consumed after meals or as an alternative to coffee.
* The oil extracted from Hibiscus seeds is used in cooking
* The flowers of Hibiscus also find a great deal of usage in Indian Ayurveda

# WM

# WASTE MANAGEMENT

PUT WASTE AT RIGHT PLACE

RE use
RE duce
RE cycle

Principal
M.M. College of Education
Fatehabad

# MANOHAR MEMORIAL COLLEGE OF EDUCATION, FATEHABAD

## INDEX

| Sr. No | Topic | Signature |
|---|---|---|
| 1. | Waste Management : Introduction | |
| 2. | Type of waste | |
| 3. | Source of waste | |
| 4. | Waste Management : Types | |
| 5. | Method of waste Management:<br>• Management of Industrial waste<br>• Management of Agriculture waste<br>• Management of Polythein and Plastic waste<br>• Management of Solid waste of Hospital | |

**Submitted To:**
Dr. Janak Rani
(Principal)

Principal
M.M. College of Education
Fatehabad

**Submitted by:-**
Sandeep
B.Ed 2nd Year
2114

Title ______ Date ______ Page No. ______

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

Subject :→ Knowledge and Curriculum

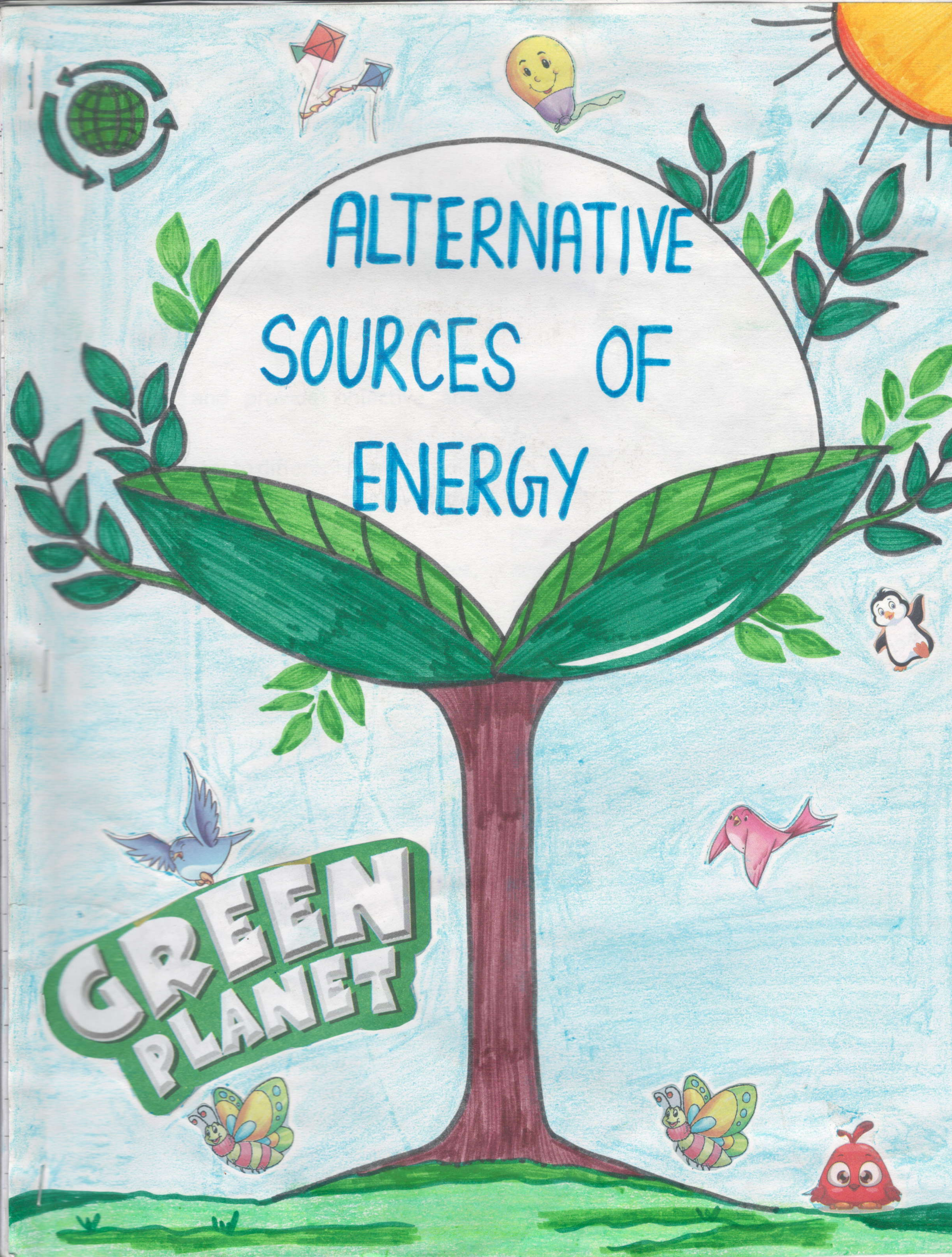
Topic No: → (i) ज्ञान का अर्थ
(ii) पाठ्यक्रम का अर्थ

Submitted To :→ Mr. Balwant Sir

Submitted by :→

Name - Jaspreet Rani
Class - B.Ed IInd year
Roll No. - 2264
Uni. Roll No. - 22040115410024

Bhavya


ALTERNATIVE
SOURCES OF
ENERGY
GREEN
PLANET

PAGE NO.:
DATE: / /

# INDEX

| Sr. No. | Topic | Page No. | Signature |
|---|---|---|---|
| 1. | परिचय , ऊर्जा | 01 | |
| 2. | ऊर्जा के रूप | 02-03 | |
| 3. | ऊर्जा के स्त्रोत | 03-05 | |
| 4. | ऊर्जा के वैकल्पिक स्त्रोत | 05-06 | |
| 5. | वाणिज्यिक उपयोग हेतु | 06 | |
| 6. | गैर - वाणिज्यिक ऊर्जा | 07-10 | |
| 7. | ऊर्जा के वैकल्पिक स्त्रोतों का महत्व | 11 | |
| 8. | निष्कर्ष | 12 | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

विद्या धनं सर्व धन प्रधानम्

## FATEHABAD

## SKILL - IN - TEACHING
## LESSON PLAN NOTE-BOOK
## FOR
## B.Ed. CLASS

**Session 201 - 201**

Name....Neha Rani........ College Roll No....2201............

University Roll No..22040115 41001 Teaching Subject..Mathematics....

# INDEX

| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| 1. | 1/2/23 | 1 | Name of the skill: Introduction the lesson (Triangle) | | |
| 2. | 1/2/23 | | Announcement of Topic | | |
| 3. | 1/2/23 | | Probing questions | | |
| 4. | 1/2/23 | | Stimules variation | | |
| 5. | 1/2/23 | | Reinforce Ment. | | |
| 6. | 2/2/23 | 2 | Profit & loss | | |
| 7 | 2/2/23 | 3 | Number line | | |
| 8 | 3/2/23 | 4 | Data charting | | |
| 9 | 4/02/23 | 5 | Solid shapes | | |
| | | | Simulated | | |
| 1. | 8/2/23 | 1. | Surface area of Volume | | |
| 2 | 9/2/23 | 2 | Circumference | | |
| 3 | | | | | |
| | | | MEGA | | |
| 1. | 11/2/23 | 1 | Area of Perimeter | | |
| 2 | 11/2/23 | 2 | factorization | | |
| | | | Teaching Practice | | |
| 1 | 13/2/23 | 1 | Square √ & squareroots | | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION
## F A T E H A B A D

## School Education Programme Teaching Practice
### Session 201 - 201

Name.... Manpreet Kaur ....Class. B.Ed II ....

College Roll No....2251....University Roll No....220401154100 73

Practising School....P. M. Shri. GGSSS, fatehabad (3275)

Teaching Subject :-.... Commerce ....

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

Manpreet Kaur

Signature of the Pupil Teacher

Principal
M.M. College Education
Fatehabad-125050

Principal

Signature of Lecturer/Supervisor

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# INDEX

| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| 1 | | | Micro Teaching: | | |
| 1. | 1/02/2023 | 1 | Skill of introduction | 1 | |
| 2 | 2/02/2023 | 2 | Skill of introduction [Re-] | 3-4 | |
| 3 | 3/02/2023 | 3 | Skill of Questning | 5-6 | |
| 4 | 4/02/2023 | 4 | Skill of Questning [Re---] | 7-8 | |
| 5 | 5/02/2023 | 5 | Exampling Skill | 9-10 | |
| 6 | 6/02/2023 | 6 | Exampling Skill [Re-] | 11-12 | |
| 7 | 7/02/2023 | 7 | Skill of Stimulus variations | 13-14 | |
| | | | Skill of Stimulus variation [R] | 15-16 | |
| | | | | | |
| | | | -: STIMULASTED LESSON :- | | |
| 8 | 8/02/2023 | 1 | Introductional Aids. | 17-24 | |
| 9 | 9/02/2023 | 2 | Instructional Aids. | 25-32 | |
| | | | | | |
| | | | MEGA LESSION : | | |
| 10 | 10/02/2023 | 1 | Instructional Aids. | 33-40 | [signature] |
| 11 | 11/02/2023 | 2 | Instructional Aids. | 41-48 | |
| | | | | | |
| | | | Teaching Practice: | | |
| 12 | 13/02/2023 | 1 | Instructional Aids. | 49-56 | |
| 13 | 14/02/2023 | 2 | Instructional Aids. | 57-64 | |
| 14 | 16/02/2023 | 3 | Instructional Aids. | 65-72 | |
| 15 | 17/02/2023 | 4 | Instructional Aids. | 73-80 | |
| 16 | 20/02/2023 | 5 | Instructional Aids. | 81-88 | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

## FATEHABAD

## School Education Programme Teaching Practice

### Session 201 - 201

Name: Diksha Class: B.Ed II year

College Roll No.: 2222 University Roll No.: 22040115410051

Practising School: Government Middle School Bastti Budhladiya.

Teaching Subject :- Life Science

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

Diksha

Signature of the Pupil Teacher

Principal
M.M. College Education
Fatehabad-125050

Principal

Signature of Lecturer/Supervisor

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# INDEX


| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| 1. | | | Micro - Teaching. | | |
| 1. | 01/02/23 | Plan | Photosynthesis | 1-2 | |
| 2 | 01/02/23 | Re Plan | Photosynthesis | 3-4 | |
| 3 | 2/2/23 | Plan | Sun light | 5-6 | |
| 4. | 2/2/23 | Re Plan | Sun light | 7-8 | |
| 5. | 3/2/23 | Plan | Digestion | 9-10 | |
| 6. | 3/2/23 | Re Plan | Digestion | 11-12 | |
| 7. | 4/2/23 | Plan | Absorption of food | 13-14 | |
| 8. | 4/2/23 | Re Plan | Absorption of food | 15-16 | |
| 9. | 5/2/23 | Plan | Food chain | 17-18 | |
| 10. | 5/2/23 | Re Plan | Food chain | 19-20 | |
| | | | Stimulated Lesson | | |
| 11. | 8/2/23 | | Living and their Chara | 21-28 | |
| 12. | 9/2/23 | | Structure of Plant & Animal | 29-36 | |
| | | | | | |
| | | | Mega/Disscussion Lesson | | |
| 13. | 10/2/23 | | Micro organism its type | 37-44 | |
| 14. | 11/2/23 | | Ecosystem | 45-52 | |
| | | | | | |
| | | | Teaching Practise | | |
| 15 | 13/2/23 | | Micro organism | 53-60 | |
| 16 | 14/2/23 | | All structure | 61-68 | |
| 17 | 16/2/23 | | Tissue of Plant | 69-76 | |
| 18 | 17/2/23 | | soil and its types. | 77-84 | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

## FATEHABAD

## School Education Programme Teaching Practice

## Session 2022 - 2024

Name: Anuradha Class: B.Ed Ist

College Roll No. 2233 University Roll No. 2204011154100 60

Practising School: Govt. Girls High School Bhima Basti

Teaching Subject :- Punjabi

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

Anuradha
Signature of the Pupil Teacher

Principal
M.M. College of Education
Fatehabad-125050

Principal

Signature of Lecturer/Supervisor

# INDEX

| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| | | Micro | Teaching | | |
| 1. | 10-02-23 | 1. | ਗੁਰੂ ਹਰਕ੍ਰਿਸ਼ਨ ਜੀ | 1-2 | [signature] |
| 2 | 10-02-23 | 1. | ਗੁਰੂ ਹਰਕ੍ਰਿਸ਼ਨ ਜੀ | 3-4 | |
| 3 | 11-02-23 | 2. | ਤਾਜ - ਮਹਿਲ | 5-6 | |
| 4 | 11-02-23 | 2. | ਤਾਜ - ਮਹਿਲ | 7-8 | |
| 5 | 13-02-23 | 3 | ਵਤਨ | 9-10 | |
| 6 | 13-02-23 | 3 | ਵਤਨ | 11-12 | |
| 7 | 14-02-23 | 4 | ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ | 13-14 | |
| 8 | 14-02-23 | 4 | ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ | 15-16 | |
| | | | Simulated lesson | | |
| 9. | 16-02-23 | 1. | ਵਾਕ ਬੋਧ | 17-23 | |
| 10. | 16-02-23 | 2. | ਨਾਂਵ | 24-31 | Monika |
| | | | Mega/discussion Lesson | | |
| 11. | 17-02-23 | 1. | ਵਿਸ਼ੇਸ਼ਣ | 32-39 | [signature] |
| 12. | 17-02-23 | 2. | ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ | 40-47 | [signature] |
| | | | Teaching Pratice | | |
| 13 | 18-02-23 | 1 | ਪੰਜਾਬ ਦੇ ਤਿਉਹਾਰ | 48-55 | [signature] |
| 14 | 20-02-23 | 2 | ਪੰਜਾਬੀਆਂ ਦੇ ਖਾਣ ਅਤੇ ਗਹਿਣਿਆਂ | 56-63 | |
| 15 | 21-02-23 | 3 | ਕਰ ਭਲਾ ਹੋ ਭਲਾ | 64-71 | |
| 16 | 22-02-23 | 4 | ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ | 72-79 | [signature] |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

## FATEHABAD

## School Education Programme Teaching Practice

### Session 201 - 201

Name Neha Rani Class B.ed

College Roll No. 2201 University Roll No. 220401154 10001

Practising School B.R.M. Memorial Public School

Teaching Subject :- Mathematics

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

Neha

Signature of the Pupil Teacher

Janak Rani

Principal

M.M. College of Education

Principal ... 125050

Signature of Lecturer/Supervisor

# INDEX

| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| 1. | 1/2/23 | 1 | Name of the skill: Introduction the lesson (Triangle) | | |
| 2. | 1/2/23 | | Announcement of Topic | | |
| 3. | 1/2/23 | | Probing questions | | |
| 4. | 1/2/23 | | Stimulus variation | | |
| 5. | 1/2/23 | | Reinforce Ment. | | |
| 6. | 2/2/23 | 2 | Profit & Loss | | |
| 7 | 2/2/23 | 3 | Number line | | |
| 8 | 3/2/23 | 4 | Data Charting | | |
| 9 | 4/02/23 | 5 | Solid shapes | | |
| | | | Simulated | | |
| 1. | 8/2/23 | 1. | Surface area of Volume | | |
| 2 | 9/2/23 | 2 | Circumference | | |
| 3 | | | | | |
| | | | MEGA | | |
| 1. | 11/2/23 | 1 | Area of Perimeter | | |
| 2 | 11/2/23 | 2 | factorization | | |
| | | | Teaching Practice | | |
| 1 | 13/2/23 | 1 | Square √ & Squareroots | | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

## FATEHABAD

## School Education Programme Teaching Practice

### Session 2022 - 2024

Name: Aastha                    Class: B.Ed. IInd year

College Roll No.: 2245          University Roll No.: 220401154100068

Practising School: National Children Model Senior Secondary School

Teaching Subject :- Sanskrit

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

Aastha

Signature of the Pupil Teacher

Principal
M.M. College Education
Fatehabad-125050

Principal

Signature of Lecturer/Supervisor

# INDEX



| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| | | | Micro teaching lesson plan | | |
| 1 | 06-11-23 | 1 Plan | पुष्पोत्सवः | 1-2 | |
| 2. | 06-11-23 | 1. Replan | " | 3-4 | |
| 3. | 07-11-23 | 2. Plan | कारक | 5-6 | |
| 4. | 08-11-23 | 2 Replan | " | 7-8 | |
| 5 | 10-11-23 | 3. Plan | समास | 9-10 | |
| 6. | 11-11-23 | 3. Replan | " | 11-12 | |
| 7. | 11-11-23 | 4. Plan | विद्याधनम् | 13-14 | |
| 8. | 12-11-23 | 4. Replan | " | 15-16 | |
| | | | Stimulated lesson | | |
| 9 | 13-11-23 | 1 | अशोकवनिका | 23-30 | |
| 10 | 14-11-23 | 2 | सप्तभगिन्यः | 31-38 | |
| | | | Mega/Discussion lesson Plan | | |
| 11 | 11-12-23 | 1 | कारक एवं उपपदविभक्ति | 41-48 | |
| 12 | 14-12-23 | 2 | सन्धि | 49-56 | |
| | | | Teaching Practice lesson plan | | |
| 13 | 17-11-23 | 1. | हिमालय | 59-66 | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

## FATEHABAD

## School Education Programme Teaching Practice

### Session 2022 - 2024

Name: POOJA Class: B. Ed IInd year

College Roll No.: 2299 University Roll No.: 22040115410039

Practising School: Govt. middle school JASANIA Sirsa

Teaching Subject :- Hindi

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

पूजा

Signature of the Pupil Teacher

Principal
M.M. College of Education
Fatehabad 125050

Principal

Signature of Lecturer/Supervisor

# INDEX



| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| | | | mirco Teaching | | |
| 1 | 3-11-23 | 1 | भाषा | 1-2 | |
| 2 | 4-11-23 | 1 | भाषा | 3-4 | |
| 3 | 5-11-23 | 2 | स्वर | 5-6 | |
| 4 | 6-11-23 | 3 | द्वंद्व समास | 9-10 | |
| 5 | 8-11-23 | 3 | द्वंद्व समास | 11-12 | |
| 6 | 9-11-23 | 4 | भारतीय नारी | 13-14 | |
| 7 | 10-11-23 | 4 | भारतीय नारी | 15-16 | |
| 8 | | | Simulated lesson | | |
| 9 | 11-11-23 | 1 | मुहावरे व लोकोक्तियाँ | 17-24 | |
| 10 | 12-11-23 | 2 | मनुष्य और विज्ञान | 25-32 | |
| | | | mega lesson | | |
| 11 | 13-11-23 | 1 | पर्यावरण - प्रदूषण | 35-42 | |
| 12 | 15-11-23 | 2 | वचन | 43-50 | |
| | | | Teaching Practice | | |
| 13 | 16-11-23 | 1 | सर्वनाम व उसके भेद | 51-58 | |
| 14 | 18-11-23 | 2 | विशेषण के भेद | 59-66 | |
| 15 | 19-11-23 | 3 | मेरे सपनों का भारत | 67-74 | |
| 16 | 20-11-23 | 4 | दहेज प्रथा | 75-82 | |
| | | | | | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION
## FATEHABAD

### School Education Programme Teaching Practice
### Session 2022 - 2024

Name: Nishu Rani Class: B.ED-IInd

College Roll No.: 2212 University Roll No.: 22040115410047

Practising School: राजकीय माध्यमिक विद्यालय, बस्तीबलाड़िया (फतेहाबाद)

Teaching Subject :- Social Studies

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

Nishu Rani
Signature of the Pupil Teacher

Principal
M.M. College Education
Fatehabad-125050

Principal

Signature of Lecturer/Supervisor

# INDEX

| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| | | | Micro Teaching | | |
| 1. | 10/2/23 | Plan(1) | राजा राम मोहन राय | 1-2 | |
| 2. | 10/2/23 | Replan | राजा राम मोहन राय | 3-4 | |
| 3. | 11/2/23 | Plan(2) | प्राकृतिक आपदाएँ | 5-6 | |
| 4. | 11/2/23 | Replan | प्राकृतिक आपदाएँ | 7-8 | |
| 5. | 13/2/23 | Plan(3) | पर्यावरण प्रदूषण | 9-10 | |
| 6. | 13/2/23 | Replan | पर्यावरण प्रदूषण | 11-12 | |
| 7. | 15/2/23 | Plan(4) | यातायात के साधन | 13-14 | |
| 8. | 15/2/23 | Replan | यातायात के साधन | 15-16 | |
| | | | Simulated lesson | | |
| 9 | 6-2-23 | 1. | ग्रामीण जीवन | 21-28 | |
| 10 | 7-2-23 | 2. | हड़प्पा सभ्यता | 29-36 | |
| | | | Mega Discussion lesson | | |
| 11 | 08-2-23 | 1. | कृषि | 37-44 | |
| 12 | 9-2-23 | 2. | मृदा | 45-62 | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION
## F A T E H A B A D

### School Education Programme Teaching Practice
### Session 201 - 201

Name Muskan Class B.Ed

College Roll No. 2205 University Roll No. 2204011541004 1

Practising School Crescent Public School, Fatehabad

Teaching Subject :- Physical science

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

Muskan
Signature of the Pupil Teacher

Principal
M.M. College of Education
Fatehabad

Signature of Lecturer/Supervisor

# INDEX

| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| | | | Micro teaching | | |
| 1. | 1/02/2023 | 1 | Environmental pollution | 1-2 | |
| 2. | 2/02/2023 | Replan | Environmental pollution | 3-4 | |
| 3. | 3/02/2023 | 2 | Solid, liquid & gas | 5-6 | |
| 4. | 4/02/2023 | Re plan | Solid, liquid & gas | 7-8 | |
| 5. | 6/02/2023 | 3 | Refraction of light | 9-10 | |
| 6. | 7/02/2023 | Re plan | Refraction of light | 11-12 | |
| 7. | 8/02/2023 | 4 | Reflection of light | 13-14 | |
| 8. | 9/02/2023 | Re plan | Reflection of light | 15-16 | |
| | | | Simulated lesson | | |
| 9. | 10/02/2023 | 1. | Natural Resources | 21-28 | |
| 10. | 11/02/2023 | 2. | light, shadow & reflection | 29-36 | |
| | | | Mega / Discussion lesson | | |
| 11. | 13/02/2023 | 1. | Speed | 37-44 | |
| 12. | 14/02/2023 | 2. | Separation of substances | 45-52 | |
| | | | Teaching Practice | | |
| 13. | 16/02/2023 | 1. | Air around us | 53-60 | |
| 14. | 17/02/2023 | 2. | Pollution of air & water | 61-68 | |
| 15. | 20/02/2023 | 3. | Physical & chemical changes | 69-76 | |
| 16. | 21/02/2023 | 4. | Heat | 77-84 | |
| 17. | 22/02/2023 | 5. | Fun with magnet | 85-92 | |

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

## FATEHABAD

## School Education Programme Teaching Practice

### Session 201 - 201

Name KAVITA RANI Class B-Ed

College Roll No. 2281 University Roll No. 2204011541033

Practising School Govt. girls high school, Fatehabad

Teaching Subject :- English

## CERTIFICATE

This is certified that I have :-

1. Delivered 4 Micro Teaching Skills with 1 lesson (Plan & Replan) each skill.
2. Delivered 2 Simulated Teaching Lessons.
3. Delivered 2 Mega/Discussion Lessons.
4. Real Teaching Practice in School. (20 Lessons)
5. Observe 10 Lessons and written the report of the school complex.

Signature of the Pupil Teacher

Principal
M.M. College of Education
Fatehabad-125050

Principal

Signature of Lecturer/Supervisor

# INDEX

| Sr. No. | Date | Lesson | Topic | Pages | Sign. of the Supervisor |
|---|---|---|---|---|---|
| | | | Micro Teaching | | |
| 1. | 1/02/23 | 1 (PLAN) | Advertisment | 1-2 | |
| 2. | 1/02/23 | (REPLAN) | | 3-4 | |
| 3. | 2/02/23 | 2 (Plan) | Preposition | 5-6 | |
| 4. | 2/02/23 | (Replan) | | 15-16 | |
| 5. | 3/02/23 | 3 (Plan) | Noun | 7-8 | |
| 6. | 3/02/23 | (Replan) | | 9-10 | |
| 7. | 4/02/23 | 4 (Plan) | Adjectives | 11-12 | |
| 8. | 4/02/23 | (Replan) | | 13-14 | |
| | | | Simulated lesson | | |
| 9. | 8/02/23 | 1. | Articles | 19-25 | |
| 10. | 9/02/23 | 2. | Adverb | 27-34 | |
| | | | Mega lesson | | |
| 11. | 10/02/23 | 1. | Sentence and its types | 35-42 | |
| 12. | 11/02/23 | 2. | What if | 43-50 | |
| | | | Teaching Practice | | |
| 13. | 13/02/23 | 1 | A tale of two birds | 51-58 | |
| 14 | 14/02/23 | 2. | Who did patsiks home-work | 59-66 | |
| 15 | 16/02/23 | 3. | Noun | 67-74 | |
| 16 | 17/02/23 | 4. | The friendly mongoose | 75-82 | |
| 17 | 20/02/23 | 5. | A house, A home | 83-90 | |
| 18 | 21/02/23 | 6. | The shepherd's Treasure | 91-98 | |
| 19. | 22/02/23 | 7 | Pronoun | 99-106 | |

# SCHOOL BASED ACTIVITY FILE

**SUBMITTED TO :—**

Dr. Narender Sir

**SUBMITTED BY :—**

PRIYA RANI

Class :- B.Ed. (IInd)

Roll No. :- 2229

University Roll No. :-

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# Index


| Serial No. | NAME OF THE TOPIC | PAGE No. | Teacher's Signature |
|---|---|---|---|
| 1 | Certificate | 1-2 | |
| 2 | Development of CCE :- | | |
| | • Introduction of CCE | 3-4 | |
| | • Features of CCE | 5 | |
| | • Objectives of CCE & Principles of CCE | 6-7 | |
| | • Merits of CCE & its Demerits | 8 | |
| | • Monthly Test Record | 9 | |
| | • Report card & CCE Performa | 10-11 | |
| 3 | Development of learning material along with instructional aids :- | | |
| | • Introduction of learning material | 12 | |
| | • Types of learning material | 13-14 | |
| 4 | Lesson Plan :- | | |
| | • Meaning, Need and Importance | 15 | |
| | • Steps of lesson Plan | 16 | |
| | • Format of lesson Plan | 17-18 | |


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# Index


| Serial No. | NAME OF TOPIC | PAGE No. | Teacher's Signature |
|---|---|---|---|
| 5 | Administration of various Activities and functioning of school co-curricular Activities :- | | |
| | • Meaning & types | 19 | |
| | • Speech competition | 20 | |
| | • Story-writing competition | 21 | |
| | • Quiz competition & Yoga day | 22 | |
| | • Fitness Program | 23-24 | |
| 6 | Reporting about school Internship :- | | |
| | • Morning Assembly | 25-26 | |
| | • Assembly Activities | 27-28 | |
| | • Time-Table | 29-30 | |
| | • Mid-day meal | 31-32 | |
| | • School Report | 33-34 | |


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# Hands on activity

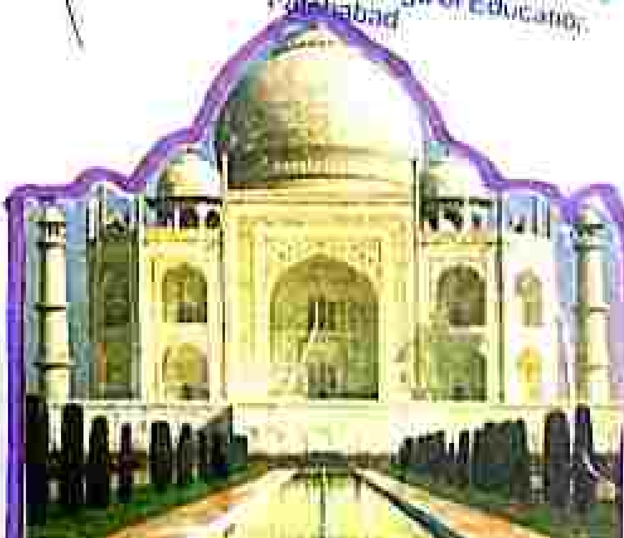
# MAP BOOK

Principal
M.M. College of Education
Fatehabad

# SCARP BOOK
## (10 WONDERS OF THE WORLD)

V. Good

Principal
M.M. College of Education,
Fatehabad



# MANOHAR MEMORIAL COLLEGE OF EDUCATION, FATEHABAD

**("B" GRADE NAAC ACCREDITED)**

**Approved by NCTE & Affiliated to CDLU, Sirsa**

## Understanding the Self

## (EPC-4)

Session 2023 - 2024

Submitted to ........ Balwant Sir ........

Student Name ........ Aastha ........

Class : B.Ed. IInd year College Roll No. ........ 2245 ........

University Roll No. ........ 22040115410068 ........

Topic.............................................Date....../......../......... Page No. ..............

# ← INDEX →



| Sr. N. | Name of T.P. | Page No. | Teacher Sig. |
|---|---|---|---|
| 1. | Concept of Self | 1 | |
| 2. | Concept of Self-Identity | 2-3 | |
| 3. | Concept of self-Esteem | 4-5 | |
| 4. | Concept of Inner Self | 6-7 | |
| 5. | Concept of Self development | 8-9 | |
| 6. | Dynamic Approach | 10 | |
| 7. | Forms of Self Expression | 11 | |
| 8. | Personal Construct | 12 | |
| 9. | Communication Skill | 13-15 | |
| 10. | Adult child gaps | 16 | |
| 11. | locus of Control | 17-18 | |
| 12. | Stress management | 19-21 | |
| 13 | Social Interaction | 22-23 | |
| 14 | Social Bond | 24-27 | |
| 15. | Concept of Conflict | 28-30 | |
| 16. | Concept of Harmony | 31-32 | |
| 17. | Meaning of Yoga | 33-37 | |
| 18 | Auto Biography | 38-39 | |



Teacher's Sign.

Student's Choice

# MANOHAR MEMORIAL COLLEGE OF EDUCATION

# Drama And Art in Education

Submitted to
Mrs. Amanpreet

Submitted By:-
Hema Rani
B.Ed 2nd Year
Roll No. - 2236
University - 220401541001

FREEMIND

# INDEX


| Serial No. | Topic | Page No. | Remarks/ Sign |
|---|---|---|---|
| 1) | Drama | 1-2 | |
| 2) | Why Teach Drama | 2-9 | |
| | Art | 10-11 | |
| 3) | Importance of Art | 12-14 | |
| 4) | Nature of Art | 15-16 | |
| 5) | Classification of Art | 16-24 | |
| 6) | Applied Art | 24-25 | |
| 7) | Performance Art | 25-27 | |
| 8) | Electronic Art | 27-29 | |
| 9) | Aesthetic Education | 29-30 | |
| 10) | Significe of Role of | 30-31 | |
| | Aesthetics | 32-35 | |
| 11) | Music | | |
| 12) | Using Media to Enhance Teaching | 35-36 | |

# MAPS OF INDIA AND WORLD

# Fatehabad

The district derives its name from headquaters founded by Firoz Shah Tughlak in the $14^{th}$ century. He named it after his son Fateh khan as Fatehabad. The Fatehabad district was carved out from Hissar district on 15 July, 1997. Fatehabad has 3 sub division and Tehsils, 3 sub Tehsils and 6 Blocks.

## List of Villages

- Jandali Kala
- Jandali khud
- Gorakhpur
- Salmia
- Majra
- Bhirdana
- Ramdhanip
- Shekhpupur Dhani
- Kata Khedi
- Barseen
- Bisla
- Kajalhedi
- Haripura
- Dhayed
- Indodoi
- Buaan
- Boosti
- Bhattu
- Chandandh
- Dhani Sachala
- Dhani Dhult
- Chandrawal
- Sariyana

M.M. College of Education (Fatehabad)

Submitted by – Santosh

Class – B.Ed - 1st Year

Roll no. – 2181

Submitted To – Mr. Balwant Sir

## सौरमंडल

सूर्य के चारों ओर चक्कर लगाने वाले विभिन्न ग्रहों, धूमकेतुओं, उल्काओं और अन्य आकाशीय पिंडों के समूहों को सौरमंडल कहते हैं। निहारिका को सौरमंडल का जनक कहा जाता है।

# File of Home Science

Submitted by :- Manju Rani

- 2050
- B.Ed First Year

Submitted to :- Mrs. Sunita Sigar

# Content


| | Pages. |
|---|---|
| • Assignment on Food | 1-6 |
| • Lesson plan | 7-10 |
| • Pedagogical Analysis | 11-12 |
| • Question Paper | 13-15+2=17 |


Signature :-

# M.M. COLLEGE OF EDUCATION
# PRACTICAL OF HOME SCIENCE

Submitted To :→ Mrs. Amanpreet Kaur Assistant Professor

Submitted By :→ Mamta Tiwari

Class :→ B.ed Ist Year

Roll No :→ 1812

# "गृह विज्ञान"

**Introducation :→** गृह विज्ञान का लक्ष्य परिवारो को अधिक आत्मनिर्भर बनाना, सभी मनुष्यो की योग्यताओ को विकसित करना तथा परिवारो और व्यक्तियो के जीवन की गुणवत्ता को बढ़ाना है। गृह विज्ञान विषय घर की व्यवस्था से सम्बन्ध रखता है। गृह विज्ञान में घरेलू जीवन का प्रत्येक क्षेत्र मिला है। जैसे खाना बनाना, वस्त्रो की सिलाई, घर को सजाना तथा पारिवारिक सम्बन्ध। यह लोगो को बेहतर खाने, अच्छे प्रकार तैयार होने, घरो की देखभाल करने तथा पैसे को बुद्धिमता से खर्च करने के लिए शिक्षा देता है। यह परिवार के सदस्यो को एक-दूसरे के साथ अच्छी प्रकार निभाने तथा खुशहाल पारिवारिक जीवन का निर्माण करने के लिए शिक्षित करता है। गृह विज्ञान विषय सभी लोगो के जिवन की गुणवकता को बेहतर बनाने के लिए कोशिश करता है। यह घर को प्रभावकारी ढंग से व्यवस्थित करने के लिए ज्ञान तथा कौशल प्रदान करता है। बेहतर पोषण तथा सुखद वातावरण व्यक्ति के स्वास्थ्य तथा प्रसन्नता को बढ़ाते है। गृह विज्ञान में यह भोजन की तैयारी तथा भोजन के आधारीय तत्वो का ज्ञान सम्मिलित है। वही विद्यार्थी शरीर की पौष्टिक आवश्यकताओ के बारे में सिखते है। यह भोजन को इस प्रकार करना सीखाते हैं जो भोजन के पौष्टिक मूल्यो को संरक्षित करे तथा भोजन को स्वादिष्ट बनाये गृह विज्ञान में भोजन बनाने से लेकर परोसने तक के बारे में भी ज्ञान मिलता है।

# M.M. COLLEGE OF EDUCATION

( Towards Self-Understanding AND Evolving An Educational Vision II

SUBMITTED To:→ MRS. SUNITA

SUBMITTED BY:→
* ROHIT KUMAR
* D.Ed III SEM.

Lotus Designer

# INDEX


| S. No. | Particulars | Page No. | Remarks |
| --- | --- | --- | --- |
| 1. | Educational Biography | 1 - 7 | |
| 2. | Seminar (our duties toward handicaps) | 8 - 13 | |
| 3. | Debate (fake Promises By Politician) | 14 - 17 | |
| 4. | Blind Faith | 18 - 23 | |
| 5. | Movies (i) Satyaghaha (ii) Dharma | 24 - 31 | |

Name - Seema Makhija
Class - D. El. Ed. (II)
Roll no. - 17

# Hindi Grammar File

Submitted to :- Mrs. Sunita Talwar Ma

Submitted by :- Seema Makhija

# Index


| Sr. no. | Topic | Page no. | Teac |
|---|---|---|---|
| 1. | लिंग | 1 | |
| 2. | वचन | 2 | |
| 3. | क्रिया | 3 | |
| 4. | संजा | 4 | |
| 5. | सर्वनाम | 5-6 | |
| 6. | वाच्य | 7 | |
| 7. | उपसर्ग, प्रत्यय | 8 | |
| 8. | कारक | 9-10 | |
| 9. | काल | 11 | |
| 10. | विराम चिन्ह | 12-14 | |
| 11. | विशेषण | 15-16 | |
| 12. | शब्द | 17-18 | |
| 13. | व्यंजन | 19 | |
| 14. | संधि | 20 | |
| 15. | समास | 21-22 | |
| 16. | अलंकार | 23-25 | |
| 17. | वर्तनी | 26 | |
| 18. | वाक्य | 27-28 | |
| 19. | क्रिया - विशेषण | 29 | |
| 20. | समरूपी भिन्नार्थक शब्द | 30 | |
| 21. | अनेक शब्दों के लिए एक शब्द | 31-32 | |
| 22. | पर्यायवाची शब्द | 33 | |
| 23. | विलोम शब्द | 34 | |
| 24. | लोकोक्तियाँ | 35-36 | |
| 25. | मुहावरे | 37 | |

# M.M. COLLEGE OF EDUCATION

DE 10

SUBJECT - HINDI GRAMMA

SUBMITTED TO - MRS. SUN

SUBMITTED BY -

RAVINA

Board Roll No.

5117040371

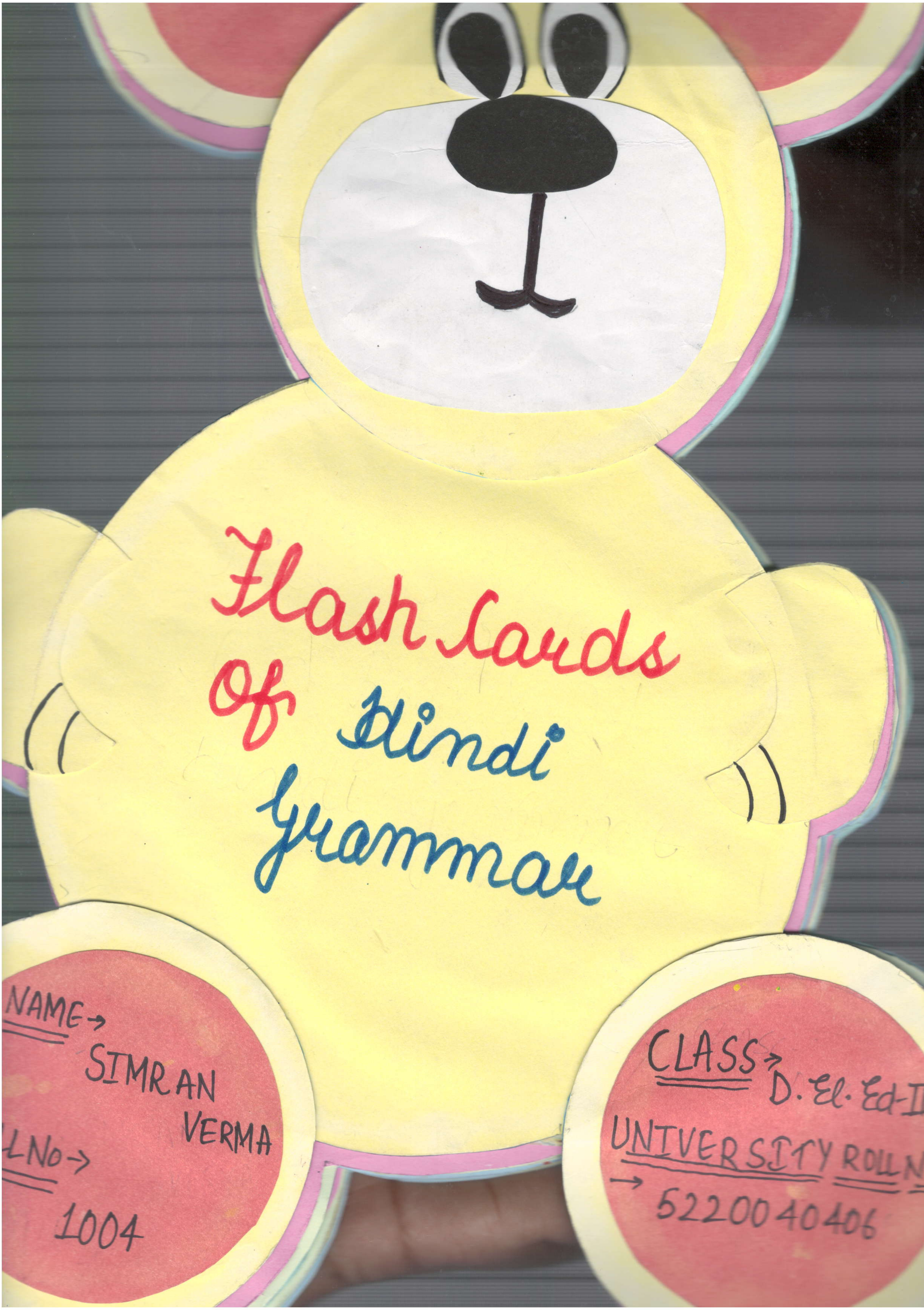
# INDEX

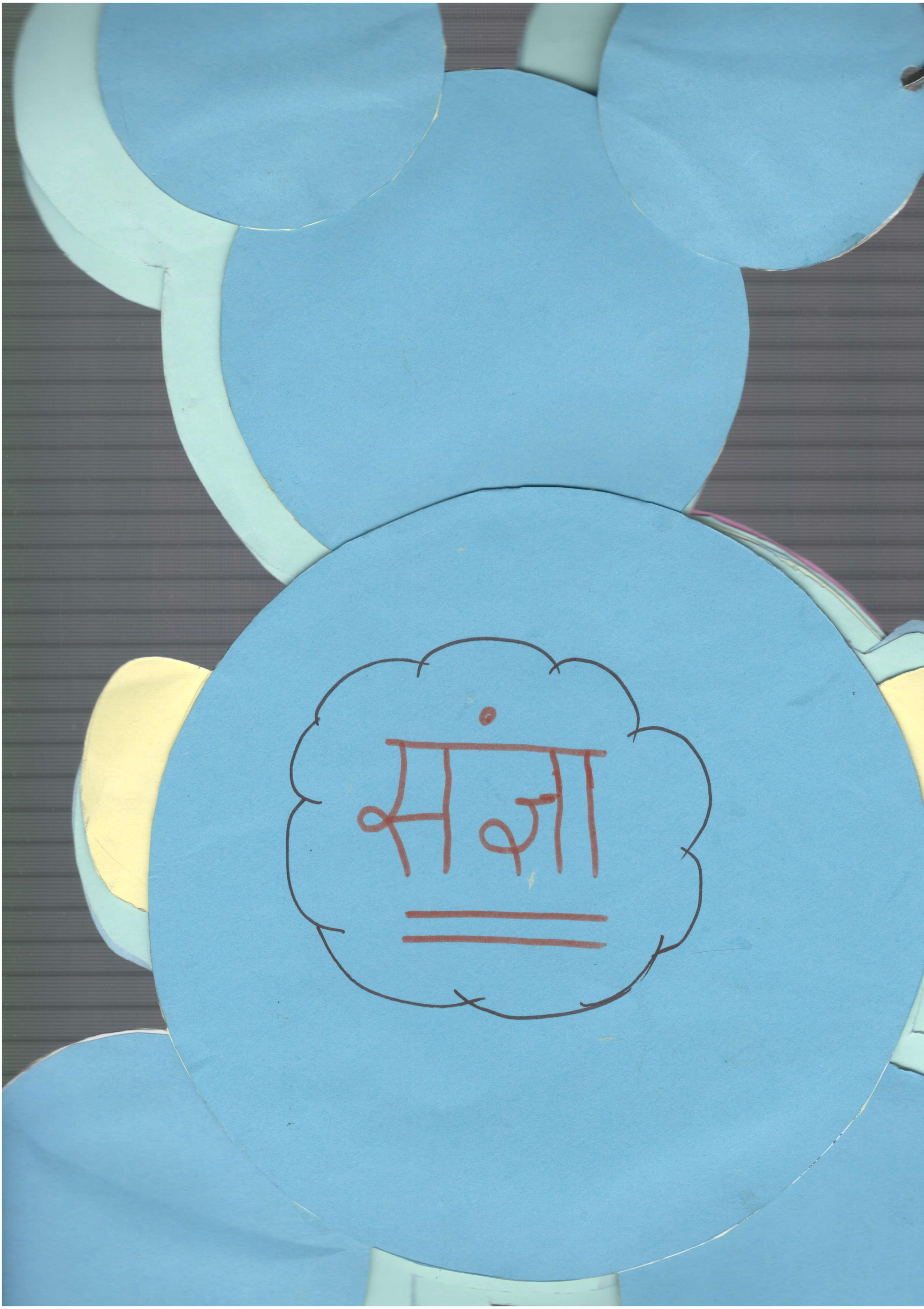
Topic: INDEX Date


| Sr. No. | Contents | Page No. | Teacher's Sign. |
|---|---|---|---|
| 1 | संज्ञा | 1 | |
| 2 | सर्वनाम | 2-4 | |
| 3 | विशेषण | 5-6 | |
| 4 | क्रिया | 7 | |
| 5 | क्रिया - विशेषण | 8 | |
| 6 | समास | 9-11 | |
| 7 | कारक | 12 | |
| 8 | संधि | 13-14 | |
| 9 | व्यंजन, विसर्ग संधि | 15-16 | |
| 10 | काल | 17 | |
| 11 | उपसर्ग - प्रत्यय | 18 | |
| 12 | अव्यय | 19 | |
| 13 | विराम - चिह्न | 20-21 | |
| 14 | लिंग | 22 | |
| 15 | वचन | 23 | |
| 16 | अलंकार | 24-26 | |
| 17 | भाषा, लिपि और व्याकरण | 27-30 | |
| 18 | वर्तनी की अशुद्धियाँ | 31-34 | |
| 19 | वर्ण | 35 | |
| 20 | शब्द - विचार | 36-41 | |
| 21 | विपरीतार्थक | 42 | |
| 22 | लोकोक्तियाँ | 43 | |
| 23 | मुहावरे | 44 | |
| 24 | पर्यायवाची-शब्द | 45-46 | |
| 25 | विलोम शब्द | 47 | |
| 26 | अनेकार्थी शब्द | 48 | |
| 27 | अनेक शब्दों के लिए एक शब्द | 49 | |
| 28 | शब्दार्थ | 50 | |
| 29 | भिन्नार्थक - शब्द | 51 | |

Topic ____________ Date ____________


| | | | |
|---|---|---|---|
| 30. | शुद्ध - अशुद्ध | 52 | |
| 31. | कठिन-शब्दार्थ | 53 | |
| 32. | नुक्ता वाले शब्द | 54 | |
| 33. | 'र' वाले शब्द | 55 | |
| 34. | पेपर कटिंग | 56-57 | |
| 35. | व्यंजन | 58 | |
| 36. | बारह - खड़ी | 59 | |
| 37. | वर्ग - पहेली | 60-61 | |
| 38. | कक्षा - पहली | 62-62 | |
| 39. | कक्षा - दूसरी | 63-63 | |
| 40. | कक्षा - तीसरी | 64-64 | |
| 41 | कक्षा - चौथी | 65-65 | |
| 42 | कक्षा - पाँचवी | 66-66 | |


Flash Cards
Of Hindi
Grammar
NAME→
SIMRAN
VERMA
LLNo→
1004
CLASS→
D. El. Ed-II
UNIVERSITY ROLL N
→ 5220040406


संज्ञा

# MANOHAR MEMORIAL COLLEGE OF EDUCATION FATEHABAD

NAME → SARA KADIYAN

CLASS → B.A. B.ED.

Clg Roll No. → 22008

Uni. Roll. No. → 2204011543 2025

Submitted to → Mr. lalit chopra sir

Subject → ICT (computer)

Computer [ICT] Practical file.

Session
2022 - 2023

# Index


| S.No. | Topic | Page No. | Sign |
|---|---|---|---|
| 1. | Introduction to Computer | 1 to 3 | |
| 2. | Hardware & Software | 4 to 6 | |
| 3 | Components of Computer | 7 to 12 | |
| 4. | Computer Care | 13 to 19 | |
| 5. | Virus | 20 to 23 | |
| 6. | M.S. Office | 24 to 27 | |
| 7. | Multi-Media | 28 to 30 | |
| 8. | E. Learning | 31 to 34 | |
| 9. | Virtual Classroom | 35 to 36 | |
| 10. | Internet | 37 to 43 | |
| 11. | Net Working | 44 to 48 | |

Name : Om Parkash | University Roll.- 220401154320

Class : B.A.B.Ed.

Subject => Visual and performing Arts.

| Sr. No. | Name. | |
|---|---|---|
| 1. | दृश्य कला और प्रदर्शन कला का अर्थ | |
| 2. | कला का अन्य विषय से संबंध | |
| 3. | सीखने के संस्थान और कला संस्थान | |
| 4. | सतत एवं व्यापक मूल्यांकन का अर्थ | |
| 5. | कला शिक्षा में सतत मूल्यांकन का महत्व | |
| 6. | शिक्षा में नृत्य और नाटक का महत्व | |
| 7. | कला अनुभव के लिए अंतरिक्ष सामग्री का संग्रह | |

# Visual & Performing Arts

**Visual performing meaning :—** दृश्य कला कला का वह रूप है जो मुख्यतः 'दृश्य' प्रकृति की होती हैं। जैसे – रेखाचित्र (ड्राइंग), चित्रकला, मूर्तिकला, वास्तुकला फोटोग्राफी, विडियो, चलचित्र आदि। किन्तु आजकल दृश्यकला में ललित कलाएँ तथा हस्तकलाएँ शामिल मानी जाती हैं।

**Types of Visual performing Art :—** दृश्य कलाओं में प्रमुख रूप से तीन प्रकार की कलाओं को समाहित किया जाता है। ये कलाएँ हैं – मूर्तिकला, वास्तुकला, चित्रकला। जिस कला में मूर्तता के तत्व सबसे कम होते हैं उसे उतनी ही उच्च कोटि का माना जाता है। इस आधार पर काव्यकला को सर्वश्रेष्ठ माना जाता है।

**Objectives :—** कुछ लोगों का मानना है कि किसी भी काल की कला का उद्देश्य समसामयिक समाज, उसकी प्रथाओं, तौर-तरीकों, आदतों वस्त्र और आभूषण इत्यादि पहनने के तरीकों को दर्शाना है। कला के विभिन्न रूपों में चित्रकारी कला का सूक्ष्मतम प्रकार है जो रेखाओं

UNIQUE

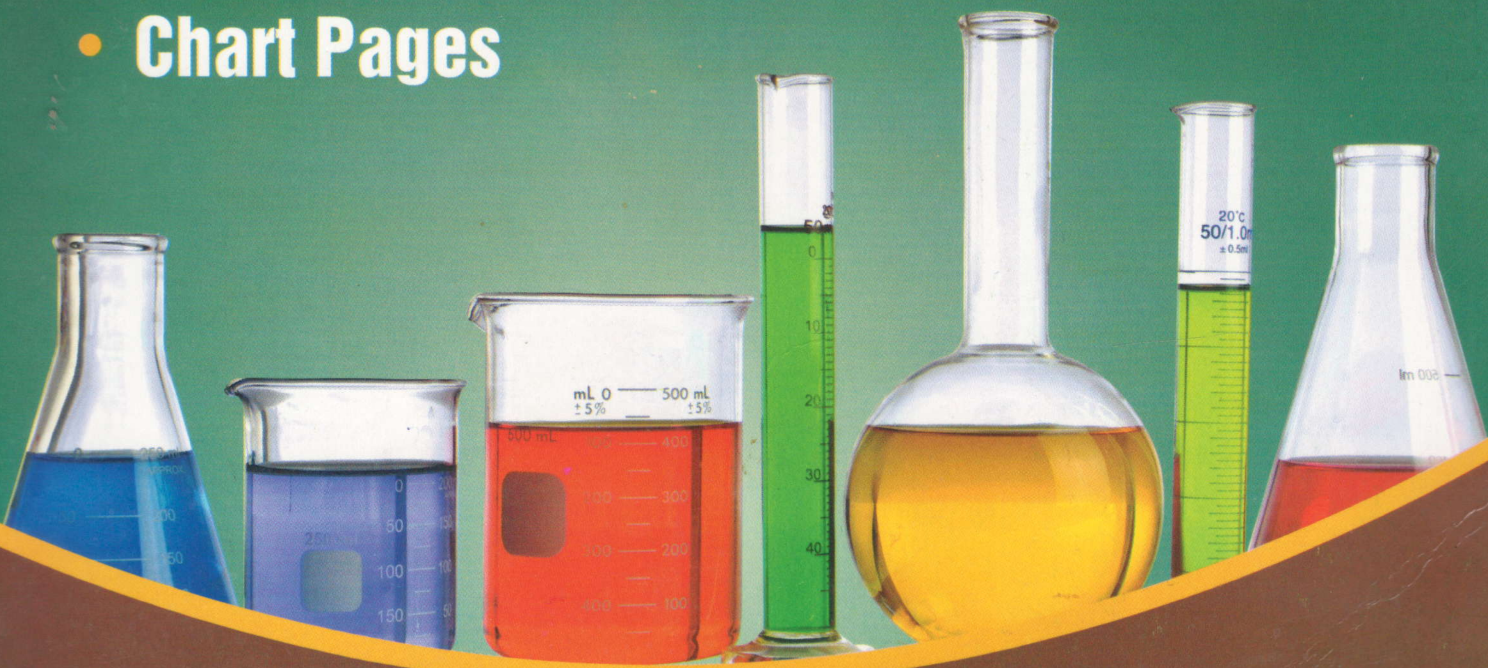
*Based on Latest Syllabus Approved by the H.B.S.E. Bhiwani and C.B.S.E., New Delhi*

## Class 10

# Science

## Lab Manual

- Experiment
- Viva Voce
- Chart Pages



Expt No....... Date.........................

# INDEX

| S.No. | Experiment Name | Date | Teacher Sign |
|---|---|---|---|
| 1. | To show displacement reaction by Ironnails from Copper sulphate | 17 dec - 2022 | [signature] |
| 2 | To verify the laws of reflection using a plane mirror | 28 Jan 2023 | [signature] |
| 3. | To Study the Conductivity of Metal. | 18 March, 2023 | [signature] |
| 4 | To study the focal lengths of a concave mirror by obtaining image of distent. | 20 May, 2023 | [signature] |
| 5. | To prepare soap by Cold process | 25 March, 2023 | [signature] |
| 6. | To study the lines of magnetic force with the help of bar magnet and iron fillings | 17 June, 2023 | [signature] |
| 7. | To prepare the models of molecules of different Carbon compound | 27 May, 2023 | [signature] |

Teacher Signature

# M.M. COLLEGE OF EDUCATION (FTB)

## VISUAL AND PERFORMING ARTS

SUBMITTED BY

MR. RAVI KUMAR

SUBMITTED TO

MS. AMANPREET KAUR

# TOPIC

- PRIMARY COLOUR
- SECONDARY COLOUR
- WARM COLOUR
- COOL COLOUR
- NATURAL COLOUR
- THUMB PAINTING
- LEAF PAINTING
- CORNER DESIGN
- BORDER DESIGN
- CENTER DESIGN
- VEGETABLE PAINTING
- BLOW PAINTING
- THREAD PAINTING
- HINDI CALLIGRAPHY
- ENGLISH CALLIGRAPHY
- COLLAGE WORK
- SPRAY PAINTING

# PROJECT WORK GEOGRAPHY

NAME = AARTI
CLASS = B.A.BEd. 1st
SEMESTER = FIRST
ROLL NO. 23033
URN No: 23040115432033

Sumited to. Dr. Kamala Joshi

Date / /

# भारत के राज्य एवं केन्द्र-शासित प्रदेश

भारत गणराज्य राज्यों का एक संघ तथा विश्व का सबसे बड़ा लोकतंत्र है। वर्तमान में देश में 28 राज्य व 8 केन्द्र-शासित प्रदेश हैं।

- भारत के राज्य-राजधानी :—

| | | | |
|---|---|---|---|
| आँध्र प्रदेश | हैदराबाद | मेघालय | शिलांग |
| अरुणाचल प्रदेश | ईटानगर | मिजोरम | आइजोल |
| असम | दिसपुर | नागालैण्ड | कोहिमा |
| बिहार | पटना | ओडिशा | भुवनेश्वर |
| छतीसगढ़ | रायपुर | पंजाब | चण्डीगढ़ |
| गोवा | पणजी | राजस्थान | जयपुर |
| गुजरात | गांधीनगर | सिक्किम | गंगटोक |
| हरियाणा | चण्डीगढ़ | तमिलनाडु | चेन्नई |
| हिमाचल प्रदेश | शिमला | त्रिपुरा | अगरतला |
| झारखंड | राँची | उत्तर-प्रदेश | लखनऊ |
| कर्नाटक | बंगलुरु | उत्तराखण्ड | देहरादून |
| केरल | तिरुवनंतपुरम | पश्चिम बंगाल | कोलकाता |
| मध्य प्रदेश | भोपाल | तेलगांना | हैदराबाद |
| महाराष्ट्र | मुंबई | | |
| मणिपुर | इम्फाल | | |

- केन्द्र शासित प्रदेश :—

| | | | |
|---|---|---|---|
| दिल्ली | दिल्ली | लक्षद्वीप | कवारती |
| अंडमान एवं निकोबार द्वीप | पोर्टब्लेयर | पुदुचेरी | पुदुचेरी |
| चण्डीगढ़ | चण्डीगढ़ | जम्मु व कश्मीर | जम्मु कश्मीर |
| दमन व दीव | दमन | लद्दाख | लेह |

# Preparation of term paper

Topic ____ Date ____ Page ____

# MANOHAR MEMORIAL COLLEGE of EDUCATION

SUBJECT :- Assessment for Learning

TOPIC :- Achievement Test

SUBMITTED TO :- Mrs. Kavita Bathra Mam

SUBMITTED BY :- Jyoti

ROLL NO :- 20263

CLASS :- B.Ed 1st Year

Principal
M.M. College of Education
Fatehabad

Prottext

Topic ______ Date ______ Page ______

# Achievement Test

An achivement test is as based of developed skill of knowlege. The most common type of achivement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction such as training or classroom instruction.

Achivement tests are often contrasted with tests that measure aptitude, a more general and stable cognitive trait.

The term achivement is often understood in terms of pupil's score on a certain school test. Achievement means one's learnings, attainment, accomplishment etc. it is related to pupil's growth in educational situation. Achievement test is an important tool in the school achivement it is necessary for the teacher to know how far the pupils have attained in a particular subject area.

Principal
M.M. College of Education
Prottext

Topic ______ Date ______ Page ______

# CHARACTERISTICS OF GOOD ACHIEVEMENT TEST

The Characteristic of a good Achievement Test are a below.

* A good achievement test is tried out and selected on the basis of its difficulty level and discriminating Power
* it Should have a description of a measured behaviour
* it Should Contain a sufficient number a test items for Each measured behaviour
* it Provide Equivalent and Comparable forms for the test.
* it is accompanied by norms which are developed at various levels and on various age groups.

Principal
M.M. College of Education
[illegible]

Prottext

Topic ______ Date ______ Page ______

# Purposes And Needs Of Achievement Test

* It Purpose is accessing the Performance of the Student
* It motivates the learner.
* Its Purpose is to diagnose the strengths and weakness of the students.
* It Predicts the Future Progress of the Child.
* It tells about the effectiveness of methods adopted by the teacher.
* ~~test~~ it report the Parents about the achievement of their Children.

Principal
M.M. College of Education
Fatehabad

Prottext

| Objectives / Forms of Question / Contents ↓ | Knowledge | | | | Understanding | | | | Application | | | | Skill | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ET | SA | VSA | OT | ET | SA | VSA | OT | ET | SA | VSA | OT | ET | SA | VSA | OT | |
| 1) Indian Political Parties | – | – | 2(2) | 1(1) | – | 2(4) | – | – | – | 1(2) | – | – | – | – | – | – | 6(9) |
| 2) Lanscape of North East state | – | 1(2) | 2(2) | 1(1) | – | 1(2) | – | – | – | – | – | – | – | 1(4) | – | – | 6(4) |
| Sub Total | 0 | 1(2) | 2(3) | 2(2) | 0 | 3(6) | 0 | 0 | 0 | 1(2) | 0 | 0 | 1(4) | 0 | 0 | 0 | 12(20) |
| Total | 7(8) | | | | 3(6) | | | | 1(4) | | | | 1(2) | | | | 12(20) |

ET – Essay type

SA – Short Answer type

VSA – Very short Answer type

OT – Objective Type

Topic .................................... Date ....................

# Achievement test

Roll No - 07

Class : 5th

## SOCIAL SCIENCE

Time - 3 Hours

Maximum Mark - 100

निर्देश :

(i) सभी प्रश्न अनिवार्य हैं।

(ii) प्रश्नपत्र दे दिए गए निर्देशो को सावधानीपूर्वक पढ़कर प्रश्नो के उतर लिखिए।

(iii) प्रश्न क्रमांक 1 से 5 तक वस्तुनिष्ठ एवं अनिवार्य है। प्रत्येक प्रश्न 5 अंक का है

(iv) प्रश्न क्रमांक 6 से 26 तक आतरिक विकल्प दिए गए है

(v) प्रश्न क्रमांक 6 से 10 तक अति लघु उतरीय प्रश्न है। प्रत्येक प्रश्न 2 अंक का है

(vi) प्रश्न क्रमांक 11 से 14 तक लघु उतरीय प्रश्न है। प्रत्येक प्रश्न 3 अंक का है

(vii) प्रश्न क्रमांक 15 से 21 तक दीर्घ उतरीय प्रश्न है। प्रत्येक प्रश्न 4 अंक का है

(viii) प्रश्न क्रमांक 22 से 26 तक अति दीर्घ उतरीय प्रश्न है। प्रत्येक प्रश्न 5 अंक का है

(ix) प्रश्न क्रमांक 26 का उतर दिए गए निर्देशानुसार भारत के रेखा मानचित्र पर दर्शाइये।

Discovery

Teacher's Signature

Scanned with OKEN Scanner

Topic .................................................. Date ..........................

(प्र.1) [illegible] विकल्प चुनकर लिखिए 1X5=5

(अ) संविधान मे मौलिक कर्तव्य हैं?

(i) 6 (ii) 14

(iii) - 12 (iv) 11

(ब). राज्यपाल अनिवार्य अंग रहता है?-

(i) संसद का (ii) विधान सभा का

(iii) न्यायपालिका का (iv) राज्य सभा का

(स) आंतकवादी किन माध्यमो से अपनी गति विधियाँ सन्चालित करते हैं?

(i) शांति कार्य (ii) शिक्षा

(iii) राजनीति (iv) हत्या, अपहरण

(द) भारत मे अब तक पूर्ण हुई पन्चवर्षीय योजनाएँ हैं

(i) 5 (ii) 10

iii 13 (iv) 12

(इ) उपभोक्ता जागरुकता के आवश्य है-

(i) शोषण से बचाव के लिए

(ii) उन्न जीवन स्तर

(iii) हानिकारक उपभोग रोकने के लिए

(iv) उपरोक्त सभी

Teacher's Signature

Topic .................................... Date ....................

(2) रिक्त स्थान पूर्ण करो : 1X5=5

(अ) विभिन्न देशो मे उत्पादन करने वाली कपनियो को ________ कहा जाता है।

(ब) सेवा क्षेत्र अर्थव्यवस्था का ________ क्षेत्र होता है।

(स) श्वेत क्राति द्वारा भारत मे ________ को बढ़ावा मिला।

द "वन्दे मातरम्" गीत की रचना ________ ने की।

(इ) इंडिया विजन २०२० का प्रकाशन ________ वर्ष मे हुआ।

(3) असत्य / सत्य लिखिए 1X5=5

(अ) शिक्षा एंव स्वास्थ्य सामाजिक अधोसरचना के अंग है।

(ब) मानस वन्य जीव अभयारण्य सिक्किम मे स्थित है।

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

(द) भारत मे रेलवे जोन की कुल सख्या 16 है।

(इ) सर्वाधिक बाढ प्रभावित राज्य मध्य प्रदेश है।

(4) एक वाक्य / शब्द मे उतर दो 1X5=5

(अ) सविधान क्या है?

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

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Date.................. Topic ________________ Page No. ..........

(स) नशामुक्ति के लिए मद्यनिषेध अभियान किसने चलाया?

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

(इ) द्वितीयक क्षेत्र क्या है?

(5) सही जोड़ी मिलाइए 1×5=5

| | |
|---|---|
| (अ) बहादुरशाह जफर | (i) सूरत |
| (ब) कांग्रेस का विभाजन | (ii) उपभोक्ता सुरक्षा अधिनियम |
| (स) भारत-पाकिस्तान युद्ध | (iii) स्वर्ण आभूषण |
| (द) कोपरा | (iv) दिल्ली |
| (इ) हॉल मार्क | (v) आजाद कश्मीर |

(6) मृदाक्षय किसे कहते है? 2

अथवा

हरित क्रांति से आप क्या समझते है?

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scovery

Date.................. Topic ______ Page No. ..........

(7) ईस्ट इंडिया कंपनी क्या थी 2

अथवा

उग्र राष्ट्रवाद विचारधारा के प्रमुख दो नेताओ के नाम बताइए?

(8) प्रतिव्यक्ति आय किसे कहते 2

अथवा

मुद्रा क्या है?

(9) प्राथमिक क्षेत्र क्या है? 2

अथवा

आयात-निर्यात किसे कहते हैं

(10) एकमार्क क्या है? 2

अथवा

उत्तराधिकार किसे कहते है?

(11) खरीफ और रबी की कोई 03-03 फसलो के नाम बताइए। 3

अथवा

नीम के कोई 3 औषधिय उपयोग लिखिए।

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(12) मृदा-परिच्छेदिका से क्या तात्पर्य है ? 3

अथवा

वन्यप्राणी संरक्षण के 3 उपाय लिखिए

(13) भारतीय राष्ट्रीय कांग्रेस की स्थापना ह्यूम ने किन उद्देश्य को लेकर की थी ? कोई तीन उद्देश्य लिखिए ?

अथवा 3

1857 के स्वतन्त्रता संग्राम के कोई तीन राजनीतिक कारण लिखिए

(14): 1857 के स्वतन्त्रता संग्राम के असफलता के कोई तीन कारण लिखिए। 3

अथवा

'रानी लक्ष्मीबाई' के बारे मे टिप्पणी करो

(15) प्रदूषण के कोई 5 प्रकार बताइए 5

अथवा

अंतर्राष्ट्रीय व्यापार को प्रभावित करने वाले कोई 05 कारको को लिखिए ?



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(16): स्वामीत्व के आधार पर कोई 04 उद्योगो को समझाइए। 4

अथवा

संचार के साधन वर्तमान युग मे अत्यंत महत्वपूर्ण व उपयोगी कैसे है? समझाइए।

(17): कोई 04 प्राकृतिक आपदाओ को लिखिये 4

अथवा

दांडी यात्रा का वर्णन कीजिए।

(18) जलियाँवाला बाग हत्याकांड का वर्णन कीजिए? 4

अथवा

सड़क सुरक्षा के कोई 4 उपाय लिखिए।

(19) भारत - चीन युद्ध के कोई 04 परिणाम लिखिए। 4

अथवा

भारतीय संविधान की कोई 4 विशेषताएँ लिखिए।

(20) भारतीय नागरिको के कोई 04 मौलिक अधिकार लिखिए। 4

अथवा

1971 के युद्ध मे पाकिस्तान की पराजय के कोई 04 कारणो को लिखिए।

(२१) : समाजवादी आर्थिक प्रणाली के कोई चार गुणो का वर्णन करो (4)

अथवा

समाजवादी आर्थिक प्रणाली के कोई चार दोषो को लिखिए ?

(२२) : डुरिया जंगल संघर्ष का वर्णन कीजिए। 5

अथवा

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

(२३) भारत छोड़ो आंदोलन का वर्णन कीजिए । 5

अथवा

1965 के भारत पाकिस्तान युद्ध के कोई 05 परिणाम को लिखो

(२५) संघात्मक शासन प्रणाली के कोई 5 लक्षणो को लिखिए 5

अथवा

जनसंख्या विस्फोट के समाधान के कोई पाँच उपाय लिखिए ।



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te................... Topic...................................................................

(25) प्रजातंत्र की सफलता मे बाधक कोई 05 तत्वो को लिखो

अथवा

जिला पंचायत के कोई 5 कार्य लिखो

(26) भारत के मानचित्र मे निम्नलिखित को दर्शाइए 5

(i) हरियाणा

(ii) मध्य प्रदेश

(iii) बांग्लादेश

(iv) नेपाल

(v) गोवा

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# Half yearly exam (2023-24)

## Class 12 - Economics

**Maximum Marks: 80**

**Time Allowed: : 3 hours**

**General Instructions:**

1. This question paper contains two sections:
   Section A – Macro Economics , Section B – Indian Economic Development
2. This paper contains 20 Multiple Choice Questions type questions of 1 mark each.
3. This paper contains 4 Short Answer Questions type questions of 3 marks each to be answered in 60 to 80 words.
4. This paper contains 6 Short Answer Questions type questions of 4 marks each to be answered in 80 to 100 words.
5. This paper contains 4 Long Answer Questions type questions of 6 marks each to be answered in 100 to 150 words.

## SECTION A – MACRO ECONOMICS

1. **Statement I:** Current account is the record of trade in goods and services and transfer payments.
   **Statement II:** Capital account records all international transactions of assets, e.g. money, stocks, bonds, government debt.

a) Both the statements are false.

b) Both the statements are true.

c) Statement II is true and statement I is false.

d) Statement I is true and statement II is false.

2. For a closed economy (with no foreign trade), which one of the following is correct?

a) GDP = GNP

b) GDP > GNP

C) GDP < GNP

d) GDP + GNP=0

3. As per the Reserve Bank of India (RBI) press report, dated 29th December, 2022:
   "Net external commercial borrowings to India recorded an outflow of US$ 0.4 billion in the second quarter (2022-23)"
   The above transaction will be recorded in the _______ account on ______ side of

c) Value is yet to be added

d) None of these

9. Graphically, Aggregate Demand function can be obtained by vertically adding the _________ and _________ function.(Choose the correct alternative to fill up the blanks)

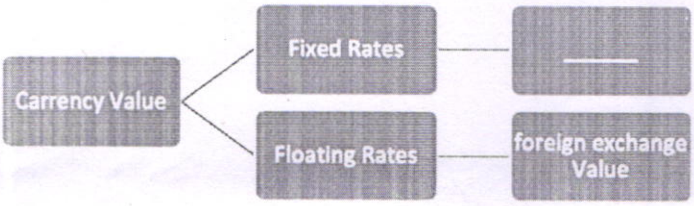
a) consumption, saving

b) consumption, investment

c) investment, saving

d) aggregate supply, consumption

10. When the value of a currency is fixed in terms of some other currency, it is called:




a) Money value

b) Parity value

c) Free value

d) None of these

11. Giving reason, explain the treatment assigned to the following while estimating national income:

i Expenditure on the maintenance of an office building.

ii Expenditure on adding a floor to the office building.

12. What does a Balance of Payments account show? Name the two parts of the Balance of Payments account.

**OR**

Giving two examples, explain the relation between the rise in the price of a foreign currency and its demand.

13. What is Fiscal Policy? What possible fiscal policy measures can be taken with respect to expenditure and income to correct (i) Excess demand and (ii) Deficient demand in the economy.

14. In the given figure, what does the gap **KT** represent? State and discuss any two fiscal measures to correct the situation.

| | |
|---|---|
| Net domestic capital formation | 11 |

OR

i. Calculate Net Value Added at Factor Cost.

| S.no. | Contents | (Rs. in Crores) |
|---|---|---|
| (i) | Consumption of Fixed Capital | 500 |
| (ii) | Import Duty | 300 |
| (iii) | Output Sold (units) | 3,000 |
| (iv) | Price Per Unit of Output | 10 |
| (v) | Net Change in Stocks | (-) 100 |
| (vi) | Intermediate Cost | 20,000 |
| (vii) | Subsidy | 300 |

ii. Why are (a) net exports and (b) net change is stocks included in national income? Explain.

17. Answer the following questions:

1. Is the following a revenue receipt or a capital receipt in the context of government budget and why?

i. Tax receipts

ii. Disinvestment

2. Distinguish between revenue receipts and capital receipts in a government budget. Give Examples.

## SECTION B – INDIAN ECONOMIC DEVELOPMENT

18. The shackles of agriculture during the colonial rule were permanently broken by the Green Revolution that resulted from the application of ___. (Choose the correct alternative to fill up the blank)

I. High Yielding Varieties (HYV)

II. Mechanization of Agriculture

III. Chemical Fertilizers and Pesticides

IV. Organic Fertilizers and Pesticides

Alternatives:

23. Women in rural households take up bee-keeping as an entrepreneurial activity. Such kind of activities may be envisaged under _________ as diversification activity.

(Choose the correct alternative to fill up the blank)

A) Animal husbandry b) Fisheries

C) Horticulture d) Poultry

24. _______may be defined as the measure of the extent of demographic participation in the social and political decision making.

(Choose the correct alternative to fill up the blank)

A) Economic indicator B) Liberty indicator

C) Health indicator d) Demographic indicator

25. **Statement I:** Commercialisation of agriculture was coercively introduced by the Britishers.

**Statement II:** The aim of commercialisation of agriculture was to support the British industries. a) Both the statements are true.

b) Both the statements are false.

c) Statement II is true, but statement I is false.

d) Statement I is true, but statement II is false.

26. Match the following. Options are as below

| | |
|---|---|
| a. Intermediaries | i. Bringing together all plots of land into one block |
| b. Tenancy reforms | ii. Take cultivated land on rent |
| c. Consolidation of land holdings | iii. Exploitative agrarian relations |

a) a(i),b(ii),c(iii)

b) a(iii),b(i),c(ii)

c) a(iii),b(ii),c(i)

d) a(ii),b(iii),c(i)

27. LPG reforms was brought in

a. 1998

b. 1995

c. 1992

d. 2002

28. "During the colonial period, a number of socio-economic indicators were in a dilapidated state." List any three such indicators that led to the worsening of India's demographic profile.

governments began to issue their own lockdown orders, shutting down all nonessential businesses. The enforcement of these orders brought Pakistan's economy to a standstill by the end of March. Early estimates predicted that the economy would lose between 12 and 18 million jobs during the lockdown. The World Bank predicted that the country would enter its first recession in decades. Consequently, on March 24, 2020, Khan announced a stimulus package to prop up the economy and pave the way for a quick recovery. Totaling Rs.1.2 trillion (about 3 percent of GDP), the stimulus included an Rs.200 billion fund to protect laborers, Rs.150 billion to expand the country's existing cash transfer program to poor families, and another Rs. 100 billion for pandemic-related emergencies. The biggest success of the stimulus was the rapid expansion of the country's cash transfer mechanism. More than 15 million families received funds through the program, ensuring that millions of citizens did not fall into extreme poverty. The State Bank also played a key role in supporting the economy, extending credit to small- and medium-sized businesses and protecting millions of jobs in the formal economy. The cumulative support provided by the central bank reached Rs. 1.3 trillion by October 2020. It also sharply cut interest rates from 13.25 percent to 9 percent in April 2020 and pushed them down to 7 percent by the end of June.

As its domestic economy struggled, Pakistan had to pause its USD 6 billion fiscal stabilization program (which had started in 2019) and seek emergency relief from the IMF. By mid-April, the IMF also approved a USD 1.39 billion loans to alleviate the economic pain from the pandemic. In the following months, the World Bank provided USD 505 million in low-interest, soft loans; the Asian Development Bank approved a USD 500 million emergency loan; and the Asian Infrastructure Investment Bank approved a USD 250 million loans. Nevertheless, by December 2020, debt relief program talks with the IMF stalled as the Khan government resisted the demands and restrictions posed by the IMF.

These included demands to increase energy tariffs and to sustainably reduce debt in the power sector, among others.

**Questions:**

i. Discuss the projected impact of the countrywide lockdown on Pakistan's economy. ii. Analyse the implications of the pandemic on the domestic economy of Pakistan.

# Identifying and using the different sources for study

| Sr. No | Sources | Page |
|---|---|---|
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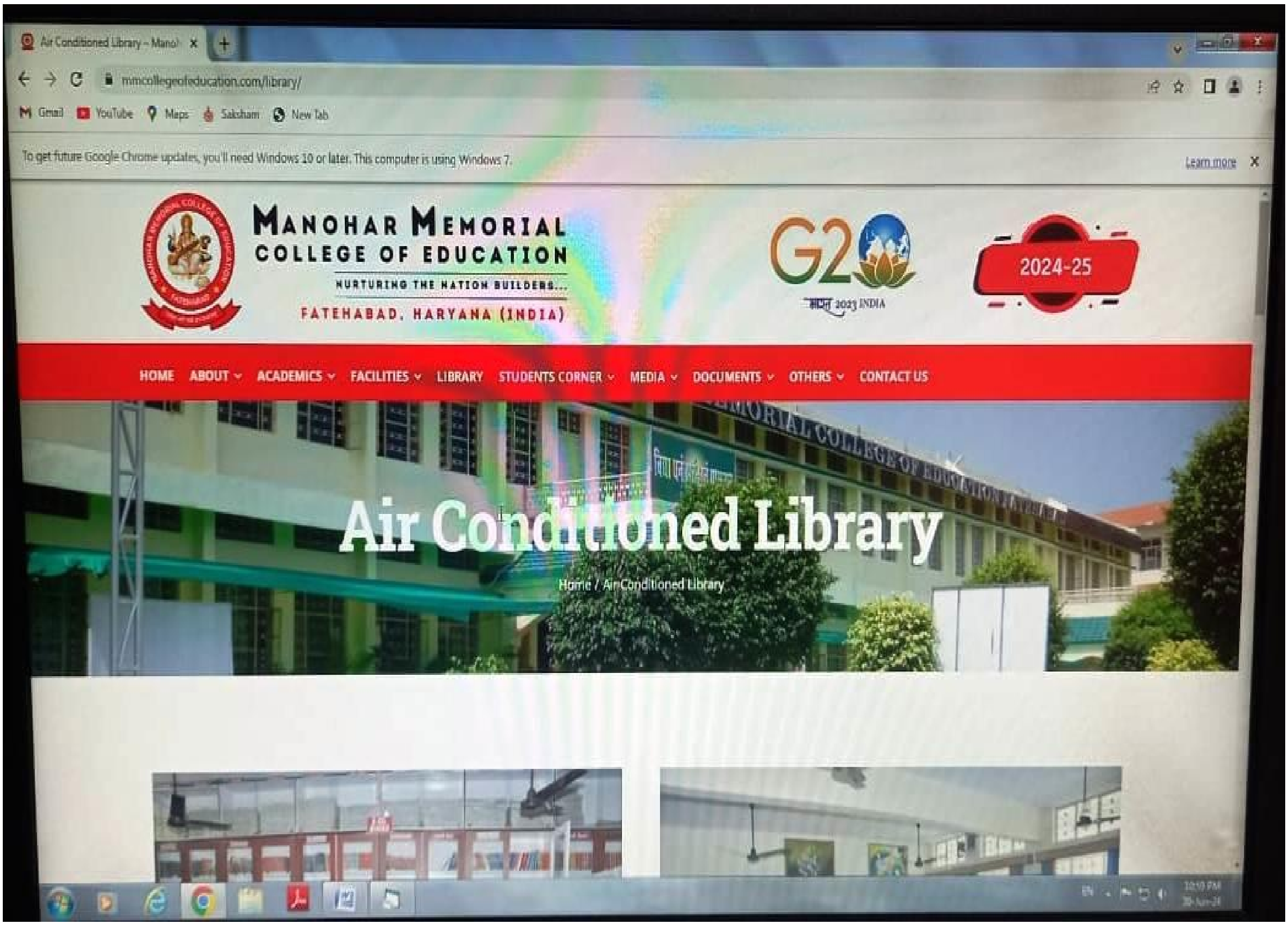
| 2 | Front Page of Library Website | 2 |
| 3 | Software Screenshot | 3 |
| 4 | E-Resources Screenshot | 4 |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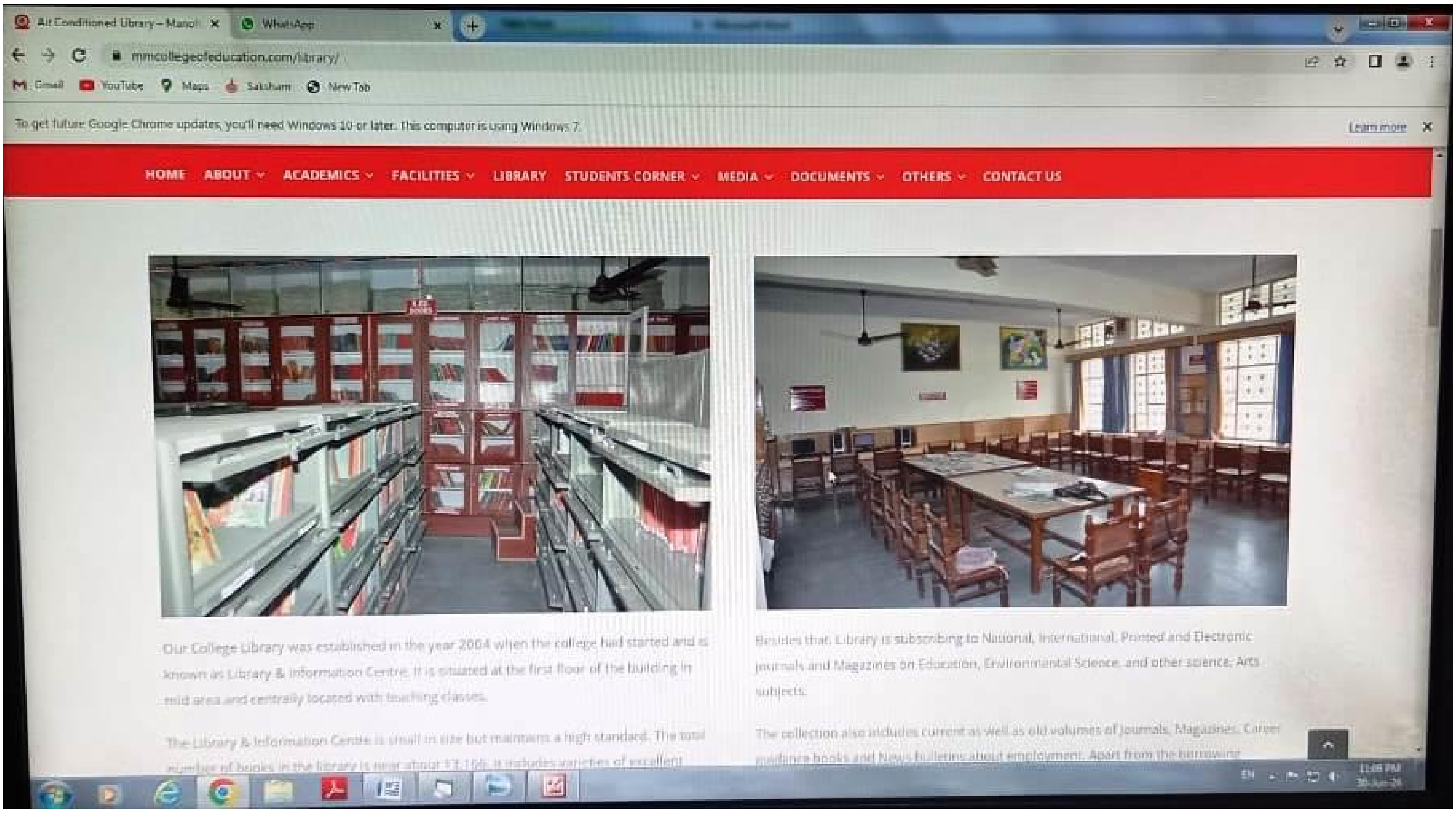

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Besides that, Library is subscribing to National, International, Printed and Electronic journals and Magazines on Education, Environmental Science, and other science, Arts subjects.
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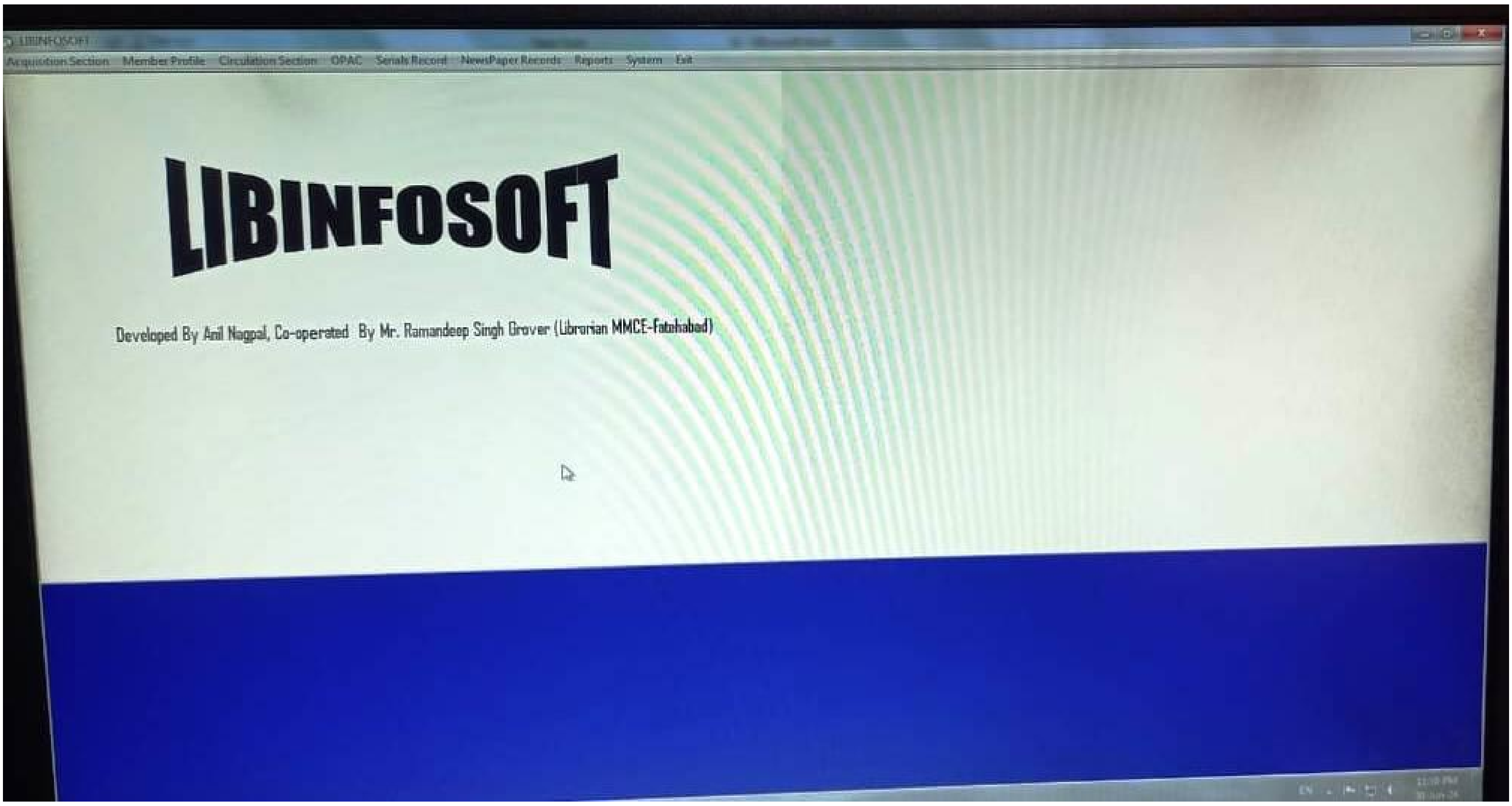
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