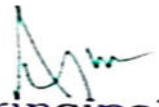


2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

Competencies/skills provided in different functional areas through specially designed activities/experiences include	Nature of activities conducted	Duration with dates	Nature of teacher involvement	Nature of student participation
1. Organizing Learning (lesson plan)	Computer Typing	7 Days	ICT Instructor	B.Ed. & M.Ed.
2. Developing Teaching Competencies	Computer Typing	4 Days	ICT Instructor	B.Ed. & M.Ed.
3. Assessment of Learning	Computer Typing	6 Days	ICT Instructor	B.Ed. & M.Ed.
4. Technology use and Integration	Computer Typing	5 Days	ICT Instructor	B.Ed. & M.Ed.
5. Organizing Field Visits	Computer Typing	3 Days	ICT Instructor	B.Ed. & M.Ed.
6. Conducting Outreach/ Out of classroom Activities	Computer Typing	15 Days	ICT Instructor	B.Ed. & M.Ed.
7. Community Engagement	Computer Typing	2 Days	ICT Instructor	B.Ed. & M.Ed.
8. Facilitating Inclusive Education	Computer Typing	1 Day	ICT Instructor	B.Ed. & M.Ed.
9. Preparing Individualized Educational Plan(IEP)	Computer Typing	3 Days	ICT Instructor	B.Ed. & M.Ed.

  
**Principal**  
 Mata Manjharo Ajab Dayal Singh  
 Teachers Training College  
 Dabour, Jagdishpur (Bhojpur)

# **MATA MANJHARO AJAB DAYAL SINGH TEACHER'S TRAINING COLLEGE**

Approved By NCTE & Affiliated To V.K.S. University, Ara & Bseb, Patna  
Dulour, Barradparawa, Jagdishpur, Bhojpur (Bihar) – 802158



**COMMUNITY LIVING CAMP**

REPORT ON

# Community Living Camp 2022-23

## Summary of Event

- A community living camp is a joint camp of students-Teachers and their teacher educator in a convenient location, keeping certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programmes for development of personal and social skills, to develop student-teacher 'social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division expected of the programme.



First Day : 12/11/2022

- Social Skill development
- Leadership
- communication
- Participation self respect and character building

Second Day : 13/11/2022

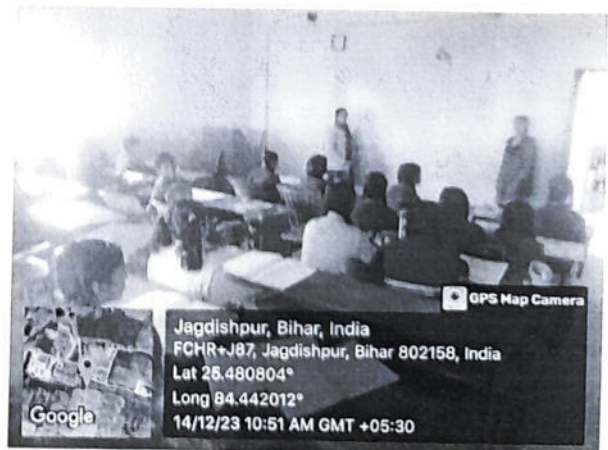
- Caring
- Fairness
- Citizenship
- Trust worthiness

Third Day : 14/11/2022

- Visiting Schools and talks in assembly

Fourth Day : 15/11/2022

- Medical Literacy
- Visiting Aanganwari Kendra
- Prepare Project on study camp
- Valedictory Function





**MATA MANJHARO AJAB DAYAL SINGH  
TEACHER'S TRAINING COLLEGE**  
DULOUR, BARRADPARAWA, JAGDISHPUR, BHOJPUR (BIHAR) – 802158

# **Brochure of VALUE ADDED COURSE**

<http://www.mmadayalsinghttccollege.org>

## Index

Sl.No.	Course Code	Course Name	Contact Hours	Page No.
1	VAC18-1	Certificate Course on Dance	30 Hours	3
2	VAC18-2	Certificate Course on Gardening	30 Hours	4
3	VAC19-3	Certificate Course on Guidance and Counseling	30 Hours	5
4	VAC19-4	Certificate Course on Art and Craft	30 Hours	6
5	VAC20-5	Certificate Course on Self Defense	30 Hours	7
6	VAC20-6	Certificate Course on Environmental Education	30 Hours	8
7	VAC21-7	Certificate Course on Guidance and Counseling	30 Hours	9
8	VAC21-8	Certificate Course on Basic Education	30 Hours	10
9	VAC21-9	Certificate Course on Health and Yoga and Physical Education	30 Hours	11
10	VAC21-10	Certificate Course on Basic Education	30 Hours	12
11	VAC21-11	Certificate Course on Health and Yoga and Physical Education	30 Hours	13

## VAC 18 Certificate Course On Dance

### Learning Objective

MMADSTT College Has Conducted A Certificate Course On kathak Dance . The Course Has Been Open For All Bed, Med, Deled, Students Since 2017 . The Course In Run by This College And Student Who Successfully. Clear The Test, Receive A Course Certificate From Institution.

Duration Of The Course –Two Month Four Day In Week. Eligibility Any Student Who Get Admission In Our College in B.ed, M.ed, And D.el.ed

Total Seat-10

### Syllabus .Module 1

Unit Classical Dance In Tamilnadu.

Unit 2 History Of Bharatnatyam.

3 Instouments

4 Hand Return(Mudras)

5 Foot Steps.

6 Constume And Makeup.

7 Ghugroo.

Module 2 Polk Dance Of Tamil Nadu Traditional Dance Step. Best With Music.

Module 3 Bharatnatyam Dance Style.

Famous Instrument

Beat Of Basic Footsteps.

Hand Movement.

Module 4 folk Dance (Kummiaddi)

Basic Footsteps with Beat.

Hand Movement.

Costume, Jewelry, (Prepare Chart)

Course Co-ordinator

1. Rarnu Prasad
2. Amir Singh

Education And Certificate

Written And oral examination has been conducted after completion of course and certificate has been given to all successful studuents.

Written and oral examination has been Conducted after completion of course and certificate has been given to all successful students.

## Certificate Course on Guidance and Counseling

### Learning Objective:

The IQAC MMADSTT College has been conducted a certificate course on "Guidance and Counseling". The course has successfully conducted in the college every year. Organizing Guidance and Counseling service at college and its planning execution and follow at brings institution on high. This course encouraged the students in systematic channel.

The syllabus of the course as follows,

- Fundamental Guidance
- Fundamental Counseling
- Teaching and Guidance in Counseling

### Duration of the Course:

4 Days a in a week for 2 Month

### Eligibility:

All students who got admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Total Seat: 50

### Syllabus:

- Module 1
  - Unit-1 • Concept, nature and Need of Guidance
  - Unit-2 • Objectives and principles of guidance
  - Unit-3 • Types of Guidance: Educational, Vocational and Personal
  - Unit-4 • Issues and Problems of Guidance in students
- Module 2
  - Unit-5 • Concept, Nature and Need of Counseling
  - Unit-6 • Difference between Guidance and Counseling
  - Unit-7 • Objectives and principles of Counseling
  - Unit-8 • Issues and Problems of counseling in students
- Module 3

Unit-9 • Tools used in guidance: Observation, Questionnaire, Anecdotal record, Cumulative record, Interview, Case study

Unit-10 • Methods of counseling: Directive, Non-Directive, Eclectic

Unit-11 • Guidance and Counselling for Children with special Needs

Unit-12 • Organizing Guidance and Counseling services at school: Planning, execution and follow-up

Unit-13 • Role of counselor and teachers in organizing guidance services

Unit-14 • Career guidance services, Career Information Centre, Youth Centres , Career Bulletin

### Course Co-ordinator

1. Devesh Kumar
2. Ramu Prasad

### Education and Certificate:

Written and oral examination has been conducted after completion of course and certificate has been given to all eligible students.

## Certificate Course on Art & Craft

MONTHS	Art Suggested Activity	Art Integrated Description
April to May	<ol style="list-style-type: none"> <li>1. Colour Concept.</li> <li>2. Element of Arts.</li> <li>3. Still Life Colour.</li> <li>4. Still Life Shading.</li> <li>5. Paper Cup.</li> <li>6. Bat.</li> <li>7. Basket.</li> <li>8. Nature Study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Study of visual resources (at home and in the surroundings) and means of creative expression.</li> <li>2. Use pencil, charcoal, water colour, crayon, oil colours for still life.</li> <li>3. Expressing the beauty of nature on paper through use of water colour, oil colours etc.</li> </ol>
July to September	<ol style="list-style-type: none"> <li>1. Symmetry.</li> <li>2. Human Postures.</li> <li>3. Cartoon Characters.</li> <li>4. Portrait Composition.</li> <li>5. Pot Painting.</li> <li>6. Bamboo work.</li> <li>7. Creative Art Reservoir using waste material.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make dolls and other cartoon characters.</li> <li>2. Acrylic colour, painting surface such as smooth, thick, canvas, hardboard etc.</li> <li>3. Study and use of various media techniques to the extent of their availability.</li> </ol>
October to November	<ol style="list-style-type: none"> <li>1. Motif Art.</li> <li>2. Line Art.</li> <li>3. Abstract Art.</li> <li>4. Silhouette.</li> <li>5. Gond Art.</li> <li>6. Landscape.</li> <li>7. Paper Collage Scenery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermilion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours.</li> <li>2. Painting surfaces such as papers of various kinds and quality like smooth, rough, thick, thin etc.</li> </ol>
December to February	<ol style="list-style-type: none"> <li>1. Posters for Christmas and Greeting Cards.</li> <li>2. Madhubani Art.</li> <li>3. Calligraphy Work.</li> <li>4. Composition.</li> <li>5. Motif Art.</li> <li>6. Cultural Heritage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Every student has to draw 2-3 posters and greeting cards in a month using various types of colour available.</li> <li>2. Objects of day-to-day use in groups and in different settings and arrangements.</li> <li>3. Festivals in India were used as a theme and students made different arts.</li> </ol>

Name of Art Teacher – Kahkashan Parveen

Principal

## Certificate Course on Self Defence

### Learning Objective

The MMADSTT College Conducts a Certificate Course on Self Defense In collaboration With Lion International Ara Unit. In Order to Safety And Security Student will Learn Self Defense Technical. The Course is Run by This College. And Students Who Successfully Complete The Course . Receive a Course Contribution From This Institution.

Duration of The Course -30 Days-4hrs IN a Week Eligibility. Any Student Who has Been admitted in B.Ed. , M.Ed. and D.El.Ed. Course

Total Seat-100

### Syllabus:

#### Module 1

Unit 1 Principle of Self Defense Assault Time Line

Unit 2 Prevent Vulnerability Level Of Awareness.

#### Module 2

Unit 3 Reaction To An Attack Hand Movement And

Unit 4 Head Control

#### Module 3

Unit 5 Survival Mindset Use Of Force Multiple Attack Improvised

Weapons Course co-ordinator

1. Dr U.P. Singh
2. Mr Saroj

Collection And Certificate .

Written And Oral Examination Are Conducted After Completion Of Course And Certificate Will Be Given To All Students

### Course Co-ordinator

1. Shiv Jee
2. Tej Bahadur

### Education and Certificate

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.

VAC 106	<b>Sports and Fitness</b>	<b>2 Credit</b>
Course Objectives	<ol style="list-style-type: none"> <li>1) To provide the principles of physical education and sports to the pupils for their health and wellbeing</li> <li>2) To familiarize the students with health related activity and sports for overall growth and development and to maintain the fitness</li> <li>3) To create a base for professionals in physical education and sports.</li> <li>4) To impart the basic knowledge and skills to teach different games</li> <li>5) To create the opportunity to maintain the mental health and wellness.</li> </ol>	
Course Outcome	<p>By the end of the course students will</p> <ol style="list-style-type: none"> <li>1) understand the basic principles and practice of physical education and sports.</li> <li>2) be able to instruct physical activities for fitness and wellness.</li> <li>3) have knowledge about the professionalism to conduct, organise and officiate different games at schools and community level.</li> </ol>	
Theory		<b>15 Hours</b>
Unit – I	History, Principles and Foundation of Physical Education & Olympic Movement, Health Education, Biomechanics, Anatomy and Exercise Physiology	
Unit – II	Sports Management, Officiating and Coaching, Sports Nutrition	
Unit - III	Officiating and Coaching, Science of Sports training, Sports Psychology	
Practical		<b>30 Hours</b>
Unit - I	Physical Fitness, Health related fitness, Motor Fitness, General conditioning, Specific conditioning, Motor Skill development	
Unit – II	<p>Athletics: Running events, Jumping events, Throwing Events.</p> <p>Basic skills of Football, Volleyball, Hockey, Basketball (Any two from the ball games)</p>	
Unit - III	<p>Basic skills of Badminton, Table Tennis, Tennis (any two from the racquet games), Gymnastics, Floor Exercises, Swimming, Free style, Breast stroke, Butterfly and Back stroke (any one), Tug of war, Rope Skipping, Yoga Asans, Plank Exercise (any one)</p>	

## **Certificate Course on Environmental Education**

### **Learning Objective:**

The IQAC MMADSTT College conducts a certificate course on Environmental Education. The course has successfully run since 2017 due to climate change in fast changing scenario. In order to develop the latent talents of the students in the college and to facilitate better knowledge and Role of Education in creating environmental awareness. This course is the mile stone of new interns.

The syllabus of the course includes,

- Understanding Environmental Education
- Major Environmental Issues
- Environmental Education: Curriculum, Pedagogy and Teachers.

### **Duration of the Course:**

One Hour per day for 1 Month

### **Eligibility:**

All students who get admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Total Seat: 50

### **Syllabus:**

#### • Module 1

Unit-1 - Concept of Environmental Education: meaning, nature and major components

Unit-2 - Environment and sustainable development

Unit-3 - Relating environment with traditional knowledge and cultural practices

Unit-4 - Role of Education in creating environmental awareness

Unit-5 - An overview of constitutional provisions related to environment and its protection

#### • Module 2

Unit-6 - Pollution related to land, water and air

Unit-7 - Deforestation: Change in forest cover over time

Unit-8 - Waste generation and management

Unit-9 - Environmental degradation and its impact on the health of people

Unit-10 - Green house gas emission and Global warming

Unit-11 - Climatic changes: Disturbance in weather cycle

Unit-12 - Impact of natural-disaster/man-made disaster on environment

Unit-13 - Environmental issues in the context of Bihar

#### • Module 3

Unit-14 - Environmental Education in School Curriculum: identification of topics related to environmental education in school subjects and their analysis; integrated approach towards environmental education in school curriculum; idea of Green Curriculum

Unit-15 - Understanding pedagogy for Environmental Education at School for different levels

- Role of teacher: Sensitive towards environmental issues while teaching, making Ecoclubs, organizing exhibitions, field trips, sensitive towards the environment of school

### **Course Co-ordinator**

1. Ravikant Singh

2. Megha Sharma

### **Education and Certificate:**

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.

## **Certificate Course on Guidance and Counseling**

### **Learning Objective:**

The IQAC MMADSTT College has been conducted a certificate course on "Guidance and Counseling". The course has successfully conducted in the college every year. Organizing Guidance and Counseling service at college and its planning execution and follow at brings institution on high. This course encouraged the students in systematic channel.

The syllabus of the course as follows,

- Fundamental Guidance
- Fundamental Counseling
- Teaching and Guidance in Counseling

### **Duration of the Course:**

4 Days a in a week for 2 Month

### **Eligibility:**

All students who got admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Total Seat: 50

### **Syllabus:**

- **Module 1**
  - Unit-1 • Concept, nature and Need of Guidance
  - Unit-2 • Objectives and principles of guidance
  - Unit-3 • Types of Guidance: Educational, Vocational and Personal
  - Unit-4 • Issues and Problems of Guidance in students
- **Module 2**
  - Unit-5 • Concept, Nature and Need of Counseling
  - Unit-6 • Difference between Guidance and Counseling
  - Unit-7 • Objectives and principles of Counseling
  - Unit-8 • Issues and Problems of counseling in students
- **Module 3**

Unit-9 • Tools used in guidance: Observation, Questionnaire, Anecdotal record, Cumulative record, Interview, Case study

Unit-10 • Methods of counseling: Directive, Non-Directive, Eclectic

Unit-11 • Guidance and Counselling for Children with special Needs

Unit-12 • Organizing Guidance and Counseling services at school: Planning, execution and follow-up

Unit-13 • Role of counselor and teachers in organizing guidance services

Unit-14 • Career guidance services, Career Information Centre, Youth Centres , Career Bulletin

### **Course Co-ordinator**

1. Devesh Kumar
2. Ramu Prasad

### **Education and Certificate:**

Written and oral examination has been conducted after completion of course and certificate has been given to all eligible students.

## **Certificate Course on Environmental Education**

### **Learning Objective:**

The IQAC MMADSTT College conducts a certificate course on Environmental Education. The course has successfully run since 2017 due to climate change in fast changing scenario. In order to develop the latent talents of the students in the college and to facilitate better knowledge and Role of Education in creating environmental awareness. This course is the mile stone of new interns.

The syllabus of the course includes,

- Understanding Environmental Education
- Major Environmental Issues
- Environmental Education: Curriculum, Pedagogy and Teachers.

### **Duration of the Course:**

One Hour per day for 1 Month

### **Eligibility:**

All students who get admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

Total Seat: 50

### **Syllabus:**

- **Module 1**
  - Unit-1 - Concept of Environmental Education: meaning, nature and major components
  - Unit-2 -• Environment and sustainable development
  - Unit-3 -• Relating environment with traditional knowledge and cultural practices
  - Unit-4 -• Role of Education in creating environmental awareness
  - Unit-5 -• An overview of constitutional provisions related to environment and its protection
- **Module 2**
  - Unit-6 -• Pollution related to land, water and air
  - Unit-7 -• Deforestation: Change in forest cover over time
  - Unit-8 -• Waste generation and management
  - Unit-9 -• Environmental degradation and its impact on the health of people
  - Unit-10 -• Green house gas emission and Global warming
  - Unit-11 -• Climatic changes: Disturbance in weather cycle
  - Unit-12 -• Impact of natural-disaster/man-made disaster on environment
  - Unit-13 -• Environmental issues in the context of Bihar
- **Module 3**

Unit-14 -• Environmental Education in School Curriculum: identification of topics related to environmental education in school subjects and their analysis; integrated approach towards environmental education in school curriculum; idea of Green Curriculum

Unit-15 -• Understanding pedagogy for Environmental Education at School for different levels

- Role of teacher: Sensitive towards environmental issues while teaching, making Ecoclubs, organizing exhibitions, field trips, sensitive towards the environment of school

### **Course Co-ordinator**

1. Ravikant Singh
2. Megha Sharma

### **Education and Certificate:**

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.

## Certificate Course on Basic Education

### Learning Objective:

The certificate course has been conducted under the IQAC to aware the students about Basic Education which is the back bone of Country like India. The course is own by the college and students who successfully clear the examination receive a certificate from this Institution.

The syllabus of the course includes,

- Understanding Gandhian Philosophy
- Basic Education System: Concept, Development and Policy perspectives
- Basic Education, Curriculum, School and Teacher

### Duration of the Course:

2 Days a in a week for 4 Month

### Eligibility:

Any students who got admission in our Institution in B.Ed., M.Ed. and D.El.Ed. course.

Total Seat: 50

### Syllabus:

#### • Module 1

Unit-1 • Gandhian philosophy of Life: its bearing on the principles and the Practice of Basic Education

Unit-2 • A review of the different experiments and experiences of Mahatma Gandhi made in South Africa and in India which lead to the evolution of Basic Education

#### • Module 2

Unit-3 • The concept and inherent assumptions of Basic Education;

Unit-4 • Basic Education System: Backdrop and its development (Wardha Committee and after)

Unit-5 • The Development of Basic Education System in Bihar

Unit-6 • Policy perspectives related to Basic Education: An analytical understanding of the recommendations made by the important committees, commissions and documents

Unit-7 • Correlation with productive activity

Unit-8 • Correlation with the physical environment

Unit-9 • Correlation with the social environment

Unit-10 • Correlation with children's experiences

#### • Module 3

Unit-11 • The curriculum of Basic Education: Analysis and review; Comparative understanding with the general school curriculum;

Unit-12 • Nature of Assessment in the curriculum of Basic Education

Unit-13 • Curriculum of Basic Education for contemporary scenario: Objectives, structure and process of knowledge generation

Unit-14 • Basic Schools: Organizational set up, Infrastructure, functioning, routine work, relation with community

Unit-15 • Teachers for Basic Education: Expectations and professional preparation

### Course Co-ordinator

1. Ravikant Pandey

2. Ashutosh Tiwari

### Education and Certificate:

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.

## **Certificate Course on Health Yoga and Physical Education**

### **Learning Objective:**

Mata Manjharo Ajab dayal Singh Teachers Training College has conducted a certificate course on **Health, Yoga and Physical Education**.

The course has been conducted successfully in order to impart Health and Wellness among the students this course improve the physical, mental, emotional aspects of all students. This course has been made mandatory for all the students since 2018. The course is run by this college and student who successfully clear the examination; receive a course certificate from this Institution.

The syllabus of the course includes,

- Understanding Health
- Yoga, Physical Education and games Activity
- Health, Yoga and Physical Education: Curriculum School and Teacher

### **Duration of the Course:**

Four day in week for 2 Months.

### **Eligibility:**

Any students who got admission in our Institution in B.Ed., M.Ed. and D.El.Ed. Course.

### **Syllabus:**

#### • **Module 1**

Unit-1 Health: Concept, importance and related factors

Unit-2 Health needs of children and adolescents

Unit-3 Food and nutrition: food habits, timing of food, nutrients and their functions, practices related to food hygiene, malnutrition, including obesity

Unit-4 Common health problems and diseases: causes, prevention and cure, immunization and first aid, health services and awareness programs

Unit-5 Indigenous knowledge about health, its issues and cure.

#### • **Module 2**

Unit-6• Yoga: meaning and importance of yoga, practicing yogasanas, kriyas and pranayams;

Unit-7 Ingetrating Yoga in school and classroom practices

Unit-8 Physical Education : Concept and components; physical exercises; related indigenous knowledge, policy perspectives

Unit-9 Role of institutions (school, family, media and sports organizations), physical education programmes

Unit-10 Different types of Games and Sports and their importance for each learner

Unit-11 athletics, games, rhythmic activities, gymnastics

Unit-12 Organization of games and sports: understanding rules and regulations; Planning and management.

#### • **Module 3 (Unit-3)**

Unit-13 Health, Yoga and Physical Education: A critical analysis of school curriculum; Integrated curriculum approach

Unit-14 Spaces for Health, Yoga and Physical Education in School: Planning, resource creation and optimum utility; future prospects for students

Unit-15 Teacher for Health, Yoga and Physical Education: Professional Preparation and role in school

### **Course Co-ordinator**

1. Shishupal Singh
2. Arun Kumar

### **Education and Certificate:**

Written and oral examination has been conducted after completion of course and certificate has been given to all successful students.



दिनांक -

कक्षा - 9th

विषय - विज्ञान

उपविषय - जीव विज्ञान

प्रकरण - "पेशियों के प्रकार"

अवधि - 35 मिनट

कालावधि

सामान्य उद्देश्य - पूर्ववत् ।

विकाश बिंदु	प्राप्त उद्देश्य	विधि या प्रविधि या सहायक सामग्री
1. अमिखित पेशियाँ	1. ज्ञान प्राप्त उद्देश्य :- छात्र पेशियों के बारे में ज्ञान प्राप्त कर सकेंगे।	विधि :- ट्याबलोन प्रविधि :- (i) प्रश्नोत्तर (ii) प्रदर्शन
2. रेखित पेशियाँ	2. अवबोध प्राप्त उद्देश्य :- छात्र पेशियों की अचट्टि अच्छी तरह पहचान कर उसकी अपनी शब्दों में अभिव्यक्त कर सकेंगे।	सहायक सामग्री - (i) पेशियों का न्यामॉकिन चार्ट।
3. हृदय पेशियाँ	3. कौशल प्राप्त उद्देश्य :- छात्रों में आरंभिक रेखित एवं हृदय पेशियों की भासों का कौशल विकसित हो सकेगा।	(ii) कक्षा पर्याप्त स्मरण सामग्री।
	4. अभिव्यक्ति प्राप्त उद्देश्य :- छात्र पेशियों की संरचना के बारे में प्रदर्शित चार्ट द्वारा सवि उत्पन्न कर सकेंगे।	
	5. प्रयोग प्राप्त उद्देश्य :- छात्र पेशियों की संरचना जानकर शरीर में उनकी उपयोगिता का महत्व समझ सकेंगे।	

Milan

दिनांक - 4 - Simulated lesson plan DATE / / 20  
 विषय - गणित  
 कक्षा - 10th  
 उपविषय - रेखा गणित  
 प्रकरण - त्रिभुज की समरूपता  
 अवधि -  
 कालावधि -

### सामान्य उद्देश्य

1. विद्यार्थियों में गणित विषय के प्रति रुचि जागृत करना।
2. विद्यार्थियों में वैज्ञानिक दृष्टिकोण का विकास करना।
3. विद्यार्थियों में तर्क एवं चिंतन क्षमता का विकास करना।
4. विद्यार्थियों में अनुशासन एवं क्रमवद्धता का विकास करना।
5. विद्यार्थियों के दैनिक जीवन में गणित के उपयोगिता को बताना।
6. विद्यार्थियों में वैज्ञानिक दृष्टिकोण का विकास करना।

### विशिष्ट उद्देश्य

1. विद्यार्थी समरूपता सम्बंधी ज्ञान प्राप्त कर सकेंगे।
2. विद्यार्थी समरूप त्रिभुज सम्बंधी प्रश्नों को समझ सकेंगे।
3. विद्यार्थी समरूप त्रिभुज सम्बंधी प्रश्नों को हल कर सकेंगे।

### सहायक सामग्री

: - प्रकरण से सम्बंधित चित्र, मॉडल, एवं अन्य कक्षापयोगी सहायक सामग्री।

### पूर्व ज्ञान

: -

विद्यार्थी त्रिभुज, कोण और त्रिभुज की सर्वांगसमता सम्बंधी सामान्य जानकारी रखते हैं।

07.

# OBSERVATION TEACHING LESSONS

PUJA KUMARI [CHOUBEY]

COLLEGE Roll No. — 'A0'

UNIVERSITY Roll No — 21224111045.

SESSION — 2022 — 2024

SECTION — 'A'

SUBSIDIARY — C-7a HINDI.

HONOURS — C-7b HISTORY.

# 6. Criticism Lesson Plan -

Date :- 28/10/2023  
Class :- 8<sup>th</sup>

Subject :- Biology  
Topic :- Transportation  
in Plants

Period :- IV  
Time :- 40 min  
Duration :-

पौधों में परिवहन

सामान्य उद्देश्य :- (i) बच्चों में जीवविज्ञान के प्रति सही उत्पन्न  
General Aims :- करना।  
(ii) छात्रों में वैज्ञानिक एवं वास्तविक दृष्टिकोण  
विकसित करना।  
(iii) छात्रों में जीवविज्ञान की शब्दावली, सिद्धांतों व  
जीवन प्रक्रिया आदि की संबंध जानकारी देना  
तथा समझने की योग्यता विकसित करना।  
(iv) छात्रों में जीवविज्ञान के आधारभूत कोशों  
का विकास करना।

विशिष्ट उद्देश्य :- (i) बच्चे पौधों में परिवहन के बारे में जान  
सकेंगे।  
Specific Aims :- (ii) छात्र पौधों में परिवहन की प्रक्रिया की  
व्याख्या कर सकेंगे।  
(iii) बच्चे परिवहन के माध्यम से संबंधित ज्ञान को  
समझ सकेंगे।

शिक्षण विधि - प्रश्नोत्तर विधि, स्पष्टीकरण विधि

Teaching Methods :-

शिक्षण सामग्री :- व्यापक, चोंक स्टर, आदि।

Teaching aids

Previous knowledge :- बच्चे पौधों में परिवहन के बारे  
में सामान्य ज्ञान रखते हैं।  
पूर्व ज्ञान :-

This is an index for measuring the teaching competency of the teacher trainees. The supervising teacher/headmaster/principal have to mark their opinion based on the three responses given in the brackets. You have to put (✓) mark for recordings your response.

PRINCIPAL

The Teacher	Teacher Trainee's Name Tabassum Arif
Subject	URDU

1. The Teacher has deep knowledge in the subject and methodology of teaching the subject.  
(Always, Often, Rarely) ✓
2. The Teacher is very punctual in the class room.  
(Always, Often, Rarely) ✓
3. The Teacher participates in co-curricular activities  
(Always, Often, Rarely) ✓
4. The Teacher follows the time schedule for all the activities  
(Always, Often, Rarely) ✓
5. The Teacher is ready to go to any class  
(Always, Often, Rarely) ✓
6. Teacher uses the learning aids appropriately  
(Always, Often, Rarely) ✓
7. The Teacher takes effort to find out the learning aids available in the school and uses it  
(Always, Often, Rarely) ✓
8. The Teacher is interested in conducting group activities in the class room.  
(Always, Often, Rarely) ✓

9. The Teacher trainees contacts other teachers and seek their guidance/instructions  
(Always, Often, Rarely) ✓
10. The Teacher use the Teaching Aid  
(Always, Often, Rarely) ✓
11. The Teacher recapitulates the lesson  
(Always, Often, Rarely) ✓
12. The Teacher know the Method & Technique  
(Always, Often, Rarely) ✓
13. The Teacher relate the lesson with real life  
(Always, Often, Rarely) ✓
14. The Teacher encourage the student to ask the question  
(Always, Often, Rarely) ✓
15. The Teacher is ready to help and always approachable  
(Always, Often, Rarely) ✓

Name of the school	Kasturba balika unch Vidyalay Bihaya
The Teacher's Name	Tabassum Ara
Signature	Tabassum Ara
The Headmaster's Name	Mr Munir Hussain
Signature	MH 6/12/23

प्रभारी प्रधानाध्यापक

कस्तूरबा बा० उच्च विद्यालय

बिहार (मोहम्मदपुर)

This is an index for measuring the teaching competency of the teacher trainees. The supervising teacher/headmaster/principal have to mark their opinion based on the three responses given in the brackets. You have to put (✓) mark for recordings your response.

PRINCIPAL

The Teacher	Teacher Trainee's Name
	AKSHAY-KUMAR
Subject	Chemistry

1. The Teacher has deep knowledge in the subject and methodologu of teaching the subject.  
(Always, Often, Rarely)
2. The Teacher is very punctual in the class room.  
(Always, Often, Rarely)
3. The Teacher participates in co-curricular activities  
(Always, Often, Rarely)
4. The Teacher follows the time schedule for all the activities  
(Always, Often, Rarely)
5. The Teacher is ready to go to any class  
(Always, Often, Rarely)
6. Teacher uses the learning aids appropriately  
(Always, Often, Rarely)
7. The Teacher takes effort to find out the learning aids available in the school and uses it  
(Always, Often, Rarely)
8. The Teacher is interested in conducting group activities in the class room.  
(Always, Often, Rarely)

9. The Teacher trainees contacts other teachers and seek their guidance/instructions  
(Always, Often, Rarely)
10. The Teacher use the Teaching Aid  
(Always, Often, Rarely)
11. The Teacher recapitulates the lesson  
(Always, Often, Rarely)
12. The Teacher know the Method & Technique  
(Always, Often, Rarely)
13. The Teacher relate the lesson with real life  
(Always, Often, Rarely)
14. The Teacher encourage the student to ask the question  
(Always, Often, Rarely)
15. The Teacher is ready to help and always approachable  
(Always, Often, Rarely)

Name of the school	N.S + 2 High School Araila
The Teacher's Name	AKSHAY KUMAR
Signature	<i>Akshay Kumar</i>
The Headmaster's Name	Dingal m
Signature	<i>Dingal m</i> 29-12-2023

**IAGDISHPUR BHOIPUR**

**Feed Back Form from Head of the Practice Teaching School**

Name Of the School :

1	The skills and ability of students teachers allotted to your school were (as per the methodology requirements)	Poor Average ✓ Good Excellent
2	The student teachers Group leader allotted as per the requirement of your school.	Yes / No
3	The student teachers attending punctuality to the routine work of your school. (Starting from prayer to till end of the class hours)	Poor Average ✓ Good Excellent
4	The approach of student teachers towards the head of the institution and other teachers of the school.	Poor Average ✓ Good Excellent
5	The student teachers maintained discipline in class room atmosphere (dress code, behavior with students).	Poor Average ✓ Good Excellent
6	The student teachers follow up on the lesson plan procedure regularly.	Poor Average ✓ Good Excellent
7	Usage of teaching aids by student during teaching effectively.	Poor Average ✓ Good Excellent
8	Follow up of practice teaching activities by college lecturers.	Poor Average ✓ Good Excellent
9	Feedbacks given to student teachers by their lecturers during practice teaching.	Poor Average ✓ Good Excellent
10	Involvements in other academic activities by student teachers.	Poor Average ✓ Good Excellent

Suggestions, if any,

Signature of Head Master

प्रभार प्रचार्य

न० एस० +2 उच्च विद्यालय अरैला  
पोस्ट-मनुडिहरी, जिला-भोजपुर

**Performa for measuring teaching competency of teacher trainees  
by the supervising teacher/Headmaster/Principal**

This is an index for measuring the teaching competency of the teacher trainees. The supervising teacher/headmaster/principal have to mark their opinion based on the three responses given in the brackets. You have to put (✓) mark for recordings your response.

The Teacher	Teacher Trainee's Name
	SHWETA KUMARI
Subject	PHYSICS

PRINCIPAL

Incharge Principal  
Kasturba Balika + 2  
H/s Bihiya, Bhopur

1. The Teacher has deep knowledge in the subject and methodology of teaching the subject.  
(Always, Often, Rarely)
2. The Teacher is very punctual in the class room.  
(Always, Often, Rarely)
3. The Teacher participates in co-curricular activities  
(Always, Often, Rarely)
4. The Teacher follows the time schedule for all the activities  
(Always, Often, Rarely)
5. The Teacher is ready to go to any class  
(Always, Often, Rarely)
6. Teacher uses the learning aids appropriately  
(Always, Often, Rarely)
7. The Teacher takes effort to find out the learning aids available in the school and uses it  
(Always, Often, Rarely)
8. The Teacher is interested in conducting group activities in the class room.  
(Always, Often, Rarely)

9. The Teacher trainees contacts other teachers and seek their guidance/instructions  
(Always, Often, Rarely)
10. The Teacher use the Teaching Aid  
(Always, Often, Rarely)
11. The Teacher recapitulates the lesson  
(Always, Often, Rarely)
12. The Teacher know the Method & Technique  
(Always, Often, Rarely)
13. The Teacher relate the lesson with real life  
(Always, Often, Rarely)
14. The Teacher encourage the student to ask the question  
(Always, Often, Rarely)
15. The Teacher is ready to help and always approachable  
(Always, Often, Rarely)

Name of the school	KASTURBA + 2 BALIKA UCHYADYAL
The Teacher's Name	SHWETA KUMARI
Signature	Shweta Kumari
The Headmaster's Name	Md Munir Hussain
Signature	CHD 6/12/23

*Performa for measuring teaching competency of teacher trainees  
by the supervising teacher/Headmaster/Principal*

This is an index for measuring the teaching competency of the teacher trainees. The supervising teacher/headmaster/principal have to mark their opinion based on the three responses given in the brackets. You have to put (✓) mark for recordings your response.

PRINCIPAL

The Teacher	Teacher Trainee's Name Abdullah Khatoon
Subject	Urdu

1. The Teacher has deep knowledge in the subject and methodology of teaching the subject.  
(Always, Often, Rarely)
2. The Teacher is very punctual in the class room.  
(Always, Often, Rarely)
3. The Teacher participates in co-curricular activities  
(Always, Often, Rarely)
4. The Teacher follows the time schedule for all the activities  
(Always, Often, Rarely)
5. The Teacher is ready to go to any class  
(Always, Often, Rarely)
6. Teacher uses the learning aids appropriately  
(Always, Often, Rarely)
7. The Teacher takes effort to find out the learning aids available in the school and uses it  
(Always, Often, Rarely)
8. The Teacher is interested in conducting group activities in the class room.  
(Always, Often, Rarely)

9. The Teacher trainees contacts other teachers and seek their guidance/instructions  
(Always, Often, Rarely)
10. The Teacher use the Teaching Aid  
(Always, Often, Rarely)
11. The Teacher recapitulates the lesson  
(Always, Often, Rarely)
12. The Teacher know the Method & Technique  
(Always, Often, Rarely)
13. The Teacher relate the lesson with real life  
(Always, Often, Rarely)
14. The Teacher encourage the student to ask the question  
(Always, Often, Rarely)
15. The Teacher is ready to help and always approachable  
(Always, Often, Rarely)

Name of the school	Kasturba balika uchch vidyalaya
The Teacher's Name	Noorain Khatoon
Signature	Noorain Khatoon
The Headmaster's Name	Ma Mumtaz Hussain
Signature	MH 6/12/23

प्रभारी प्रधानाध्यापक  
कस्तूरबा बा० उच्च विद्यालय  
बिहार (बोजपुर)

*Performa for measuring teaching competency of teacher trainees  
by the supervising teacher/Headmaster/Principal*

This is an index for measuring the teaching competency of the teacher trainees. The supervising teacher/headmaster/principal have to mark their opinion based on the three responses given in the brackets. You have to put (✓) mark for recordings your response.

31/12/23  
PRINCIPAL

The Teacher	Teacher Trainee's Name
Subject	

SANDHYA KUMARI

(HOS) civics

- The Teacher has deep knowledge in the subject and methodology of teaching the subject.  
(Always, Often, Rarely) ✓
- The Teacher is very punctual in the class room.  
(Always, Often, Rarely) ✓
- The Teacher participates in co-curricular activities  
(Always, Often, Rarely) ✓
- The Teacher follows the time schedule for all the activities  
(Always, Often, Rarely) ✓
- The Teacher is ready to go to any class  
(Always, Often, Rarely) ✓
- Teacher uses the learning aids appropriately  
(Always, Often, Rarely) ✓
- The Teacher takes effort to find out the learning aids available in the school and uses it  
(Always, Often, Rarely) ✓
- The Teacher is interested in conducting group activities in the class room.  
(Always, Often, Rarely) ✓

9. The Teacher trainees contacts other teachers and seek their guidance/instructions  
(Always, Often, Rarely)
10. The Teacher use the Teaching Aid  
(Always, Often, Rarely)
11. The Teacher recapitulates the lesson  
(Always, Often, Rarely)
12. The Teacher know the Method & Technique  
(Always, Often, Rarely)
13. The Teacher relate the lesson with real life  
(Always, Often, Rarely)
14. The Teacher encourage the student to ask the question  
(Always, Often, Rarely)
15. The Teacher is ready to help and always approachable  
(Always, Often, Rarely)

Name of the school	KASTURBA +2 BALIKA UACH VIDYALAYA
The Teacher's Name	SANDHYA KUMARI
Signature	
The Headmaster's Name	Md Muntaz Hussain
Signature	MH 7/12/23

प्रभारा प्रधानाध्यापक  
कस्तूरबा बा० उच्च विद्यालय  
बिहि (भोजपुर)



# MATA MANJHARO AJAB DAYAL SINGH TEACHER'S TRAINING COLLEGE

APPROVED BY NCTE & AFFILIATED TO V. K. S. UNIVERSITY, ARA & BSEB, PATNA  
("B" GRADE NAAC ACCREDITED)

Dulour, Barradparawa, Jagdishpur, Bhojpur (Bihar) - 802158

**COURSES : B.Ed., D.El.Ed.**



## SKILL IN TEACHING LESSON PLAN NOTE-BOOK



# MATA MANJHARO AJAB DAYAL SINGH TEACHER'S TRAINING COLLEGE

APPROVED BY NCTE & AFFILIATED TO V. K. S. UNIVERSITY, ARA & BSEB, PATNA

Session.....2021..... to .....2023.....

## CERTIFICATE

Certified that I.....Sumedhi Kumari Verma..... Class Roll No.:.....145.....

University Roll No. 32224027..... have completed following :-

- ✓ 1. Micro Lessons
- ✓ 2. Mega Lessons
3. Discussion Lesson
4. Simulated Lessons
5. School Teaching Practice Lesson
6. Criticism Lesson
7. Observation Lessons
8. School Plant Report
9. Documents
  1. Admission Form
  2. Attendance Register
  3. Time Table
  4. Progress Report Card
  5. School Leaving Certificate

Attested

Signature

Lecture Supervisor

.....  
Signature of Pupil Teacher

Principal  
Mata Manjharo Ajab Dayal Singh  
Teachers Training College  
Dulaur, Jagdishpur, Patna  
Principal

## HINTS FOR OBSERVATION

The Pupil teachers, while observation the lesson of other pupil-teachers, should keep the following points in view: -

### **1. Introduction**

- (a) Was the introduction of the lesson proper?
- (b) Was the introduction very short?
- (c) Was the introduction very long?
- (d) Was the introduction clear and motivating?
- (e) Was there natural relationship between introduction and statement of aim?
- (f) Mention the salient features of the introduction?

### **2. Statement Aim**

- (a) Was the statement of Aim clear?
- (b) Did the statement of aim arouse curiosity in the minds of the students?

### **3. Development of the lesson**

- (a) Was the lesson developed with active co-operation of the students?
- (b) Was the use of various devices made in right proportion?

#### **(c) Questions**

- (i) What type of the questions were put?
- (ii) Were questions distributed throughout the lesson?
- (iii) How did the teacher correct the faulty answer of students?
- (iv) Did the teacher show his ingenuity in putting question to the student and eliciting answer from them?

#### **(d) Explanation**

- (i) Was the description and exposition effective and varied?
- (ii) Was the description of teacher comprehensive, multisided, graphic, retional and vivid?
- (iii) Was the explanation sufficient?
- (iv) Give examples of the irrelevant and defective explanation which could be avoided.

### **4. Examples and illustrations**

- (i) What type of examples were taken?
- (ii) Did these examples really help in development of lesson?
- (iii) Were the example appropriate?
- (iv) Was the use and presentation of illustrative material proper?

5. **Experiments**

- (i) What type of experiments were conducted?
- (ii) Where they appropriate ?
- (iii) What have you to say about the manipulative skill of the teacher?
- (iv) What was the d of student participation in the experiments?
- (v) Did the experiments proceed smoothly?

6. **Black board and B. B. Summary**

- (i) Was the Black-board used properly & adequately ?
- (ii) Did the B. B. Summary grow with the growth of the lesson?
- (iii) Was students co-operation taken in development of the black-board summary?
- (iv) Was the B. B. Work well planned?
- (v) Of what level were the diagrams drawn on the black- board?
- (vi) Was the black-board handwriting legible, beautiful and straight lines?
- (vii) What step did the teacher take to check the pupils took down B. B. Summary in their note books?

7. **Teacher -Class Relationship**

- (i) Was the teacher able to develop rapport with the class?
- (ii) Were the fofillowing traits perceptible ?

- |                |                    |
|----------------|--------------------|
| 1. Ingenuity   | 2. Self-confidence |
| 3. Sympathy    | 4. Courage         |
| 5. Humour      | 6. Wisdom (wit)    |
| 7. Versatility | 8. Self control    |

- (iv) Was teh teacher's language and mode of expression?
  - 1. Very diffculty
  - 2. Intelligible
  - 3. Proper pace, m slow and very slow
  - 4. Pronunciation Language grammetical and correct.

8. **Teacher's Method and organization (General supervision)**

- (i) Was the teacher able to supervise the whole class?
- (ii) Was the teacher able to behave in Natural and effective manner in the class?
- (iii) Did have proper Zeal, enthusiasm inspiration and cheerfulness?

9. **The formation of subject matter and Lesson notes**

- (i) Did the teacher have command over the subject matter?

- (ii) Did the teacher present the subject matter methodically?
- (iii) Did the teacher teach successful by removing the errors previously pointed out?
- (iv) Did the teacher show resourcefulness in meeting the unforeseen situations during presentation of the lesson?
- (v) Was the voice of teacher clear, audible and attractive?

**10. Class**

- (i) Were the student taking interest in the lesson?
- (ii) Were they co-operating with the teacher adequately?
- (iii) Were they understanding the subject matter properly?

**11. Hometask**

- (i) Was the assignment in accordance with the subject matter?

**12. Conclusion (Interenses)**

- (i) What the lesson over in time?
- (ii) What were the characteristics of the lesson?
- (iii) What were the main defects of the lesson?
- (iv) What are you suggestion for the improvement of the lesson and skill in teaching.

## **COMPONENTS OF SOME DIFFERENT SKILLS**

**1. Components of Skill of Stimulus Variation**

- 1. Movement
- 2. Gesture
- 3. Change in voice
- 4. Focusing
- 5. Change in interaction styles
- 6. Pausing
- 7. Aural - visual switching
- 8. Physical involvement of the pupils

**2. Components of Skill of illustrating with examples**

- 1. Relevancy of examples
- 2. Simplicity of Examples
- 3. Interesting aspects of the examples.
- 4. Appropriateness of the media

5. Appropriateness of the approach
6. (Inductive-deductive approach)

### 3. **Components of Skill of Explaining "**

#### **Desirable Behaviour**

1. Using appropriate beginning statements
2. Using appropriate concluding statements
3. Using Explaining links
4. Conveying essential points
5. Testing pupils understanding

#### **Undesirable behaviour**

1. Using Irrelevant statements
2. Lacking continuity in statements
3. Lacking fluency
4. Using inappropriate vocabulary
5. Using vague words and phrases

### 4. **Components of Skill of Fluency in Questioning Structure**

1. Grammatical Correction
2. Conciseness
3. Relevancy
4. Specificity

#### **Process :-**

1. Proper speed of asking question
2. Proper voice of the teacher

#### **Miscellaneous :**

1. Repetition of questions
2. Repetition of responses

**Compiled by :  
The Principal & the Staff**

05/12

# M.M.A.D.S TEACHER'S TRAINING COLLEGE



DULOUR, BARRADPARAWA, JAGDISHPUR, BHOJPUR (BIHAR).802158



**COURSE:- B.Ed (SECOND YEAR). SESSION 2022-24**

## ASSIGNMENT

**SUBJECT :- (C7a) PEDAGOGY OF HIS**

**STUDENT'S NAME:- RAVI RAJ KUMAR**

**ROLL NO:- 74**

**SECTION :- B**

**UNIVERSITY ROLL NO :- 204010080195**

**REG.NO :- 20972515**

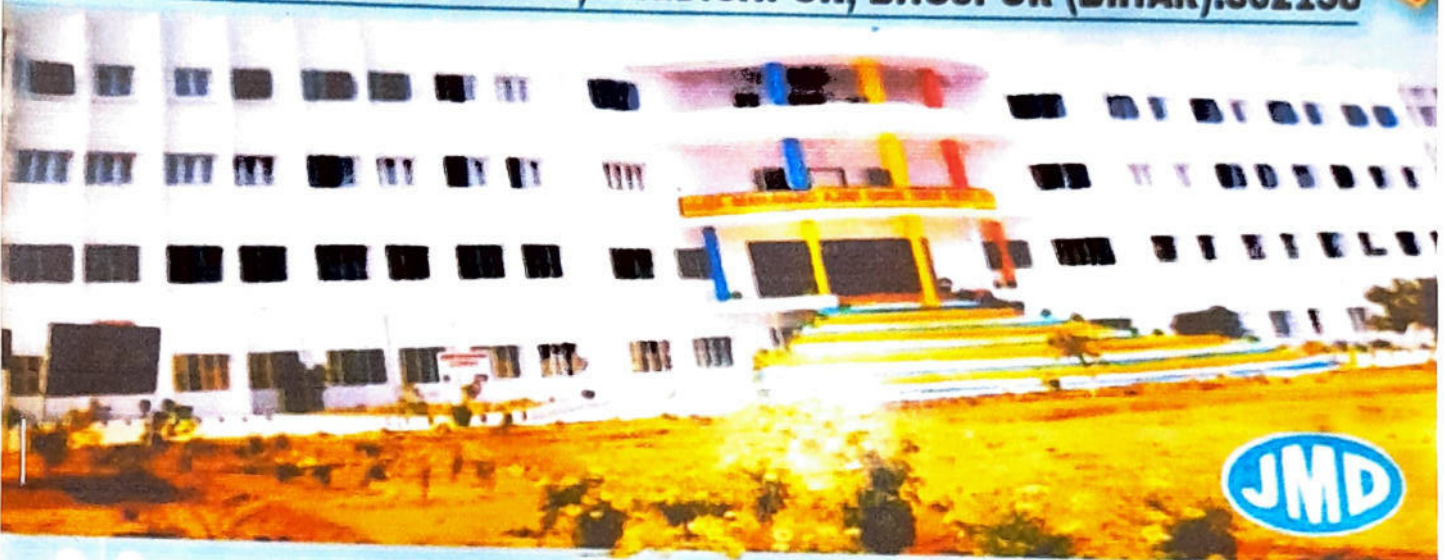
**TEACHER'S NAME-**

05/12

# M.M.A.D.S TEACHER'S TRAINING COLLEGE



DULOUR, BARRADPARAWA, JAGDISHPUR, BHOJPUR (BIHAR).802158



**COURSE:- B.Ed (SECOND YEAR). SESSION 2022-24**

## ASSIGNMENT

**(C7b) PEDAGOGY of**

**SUBJECT :- POL.SCIENCE**

**STUDENT'S NAME:- RAVI RAJ KUMAR**

**ROLL NO:- 74**

**SECTION :- B**

**UNIVERSITY ROLL NO :- 204010080195**

**REG.NO :- 20972515**

**TEACHER'S NAME-**

# शिक्षक प्रशिक्षण महाविद्यालय

समालोचना पाठ / अन्तिम अभ्यासिक पाठ

पाठ-टीका

विषय	Paper - C2	समालोचन	भारत	और	शिष्टता
		प्रकरण			
वर्ग	B.E. (I)	दिनांक			
छात्र	प्रजा कुमारी	क्रमांक	123		

# शिक्षक प्रशिक्षण महाविद्यालय

समालोचना पाठ / अन्तिम अभ्यासिक पाठ

पाठ-टीका

विषय	Paper-III Learning for teaching	प्रकरण	
	सीखना और सीखाना		
वर्ग	B.E.D	दिनांक	
छात्र	पूजा कुमारी	क्रमांक	123

# Student Internship





**GPS Map Camera**



**Utarwari Jangal Mahal, Bihar, India**

**FCJV+MC7, Utarwari Jangal Mahal, Bihar 802158, India**

**Lat 25.481018°**

**Long 84.443243°**

**08/12/23 03:12 PM GMT +05:30**



GPS Map Camera

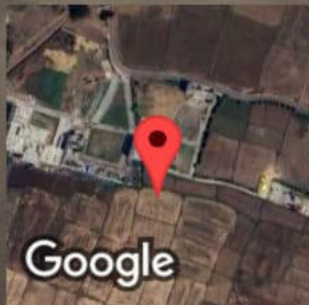
Jagdishpur, Bihar, India

FCHR+J87, Jagdishpur, Bihar 802158, India

Lat 25.480745°

Long 84.442097°

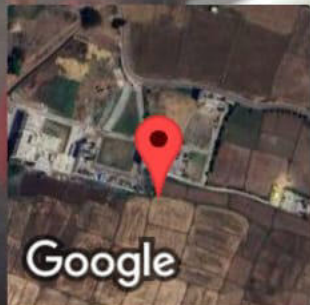
06/12/23 10:51 AM GMT +05:30



Google



**GPS Map Camera**



**Google**

**Jagdishpur, Bihar, India**

**FCHR+J87, Jagdishpur, Bihar 802158, India**

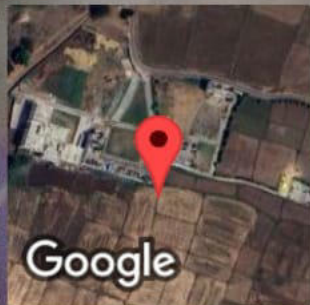
**Lat 25.480804°**

**Long 84.442012°**

**06/12/23 10:51 AM GMT +05:30**



GPS Map Camera



Google

Jagdishpur, Bihar, India

FCHR+J87, Jagdishpur, Bihar 802158, India

Lat 25.480734°

Long 84.441948°

06/12/23 10:50 AM GMT +05:30



GPS Map Camera

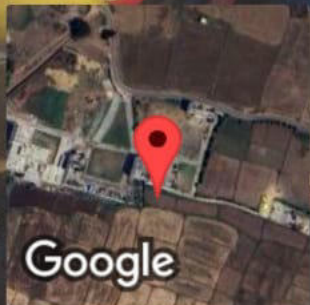
Jagdishpur, Bihar, India

FCHR+J87, Jagdishpur, Bihar 802158, India

Lat 25.480879°

Long 84.442084°

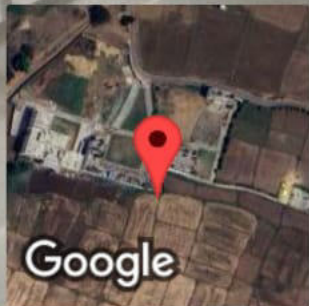
06/12/23 10:49 AM GMT +05:30



Google



**GPS Map Camera**



**Google**

**Jagdishpur, Bihar, India**

**FCHR+J87, Jagdishpur, Bihar 802158, India**

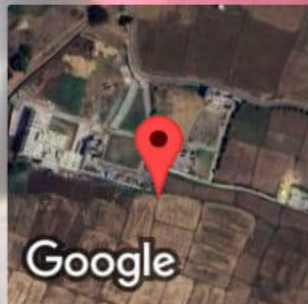
**Lat 25.480781°**

**Long 84.441938°**

**06/12/23 10:47 AM GMT +05:30**



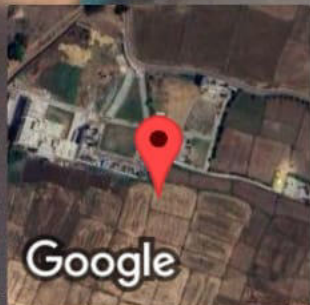
**GPS Map Camera**



Jagdishpur, Bihar, India  
FCHR+J87, Jagdishpur, Bihar 802158, India  
Lat 25.480781°  
Long 84.441954°  
06/12/23 10:47 AM GMT +05:30



GPS Map Camera



Google

Jagdishpur, Bihar, India

FCHR+J87, Jagdishpur, Bihar 802158, India

Lat 25.480708°

Long 84.441995°

06/12/23 10:44 AM GMT +05:30



**GPS Map Camera**

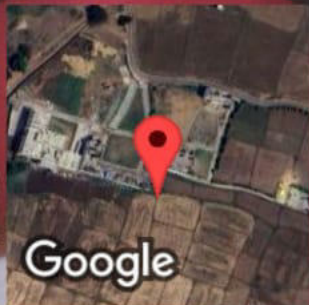
**Jagdishpur, Bihar, India**

**FCHR+J87, Jagdishpur, Bihar 802158, India**

**Lat 25.48078°**

**Long 84.441962°**

**06/12/23 10:45 AM GMT +05:30**



**Google**







