

2.4.1 Report of Activities on Development of Competencies and Skills in Different Functional Area



REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
BHUBANESWAR-751022, ODISHA

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2.4.1 INSTITUTION PROVIDES OPPORTUNITIES FOR DEVELOPING COMPETENCIES AND SKILLS IN DIFFERENT FUNCTIONAL AREAS THROUGH SPECIALLY DESIGNED EXPERIENCES AND ACTIVITIES

1. Organising Learning (Lesson Plan)

The institute orients students on planning and organisation of lesson plans. The details of activity for the session with reference to organisation of lesson plan are presented below. As per the programmes the student teachers of different classes are engaged in organisation of lesson plans as per the details of the syllabus of different programmes.

Sl. No	Programme	Development of Skills and Competencies
1	B.Ed.	<ul style="list-style-type: none">• Semester: I in Skill Classes• Semester II -Preconference of Multicultural Placement and multicultural exposure.• Semester III: Pre conference of school internship• Practice and implementation during School Internship (III Semester)
2	4 Year B.Sc.B. Ed.	<ul style="list-style-type: none">• Semester: V in Skill Classes• Semester VI Preconference of Multicultural Placement.• Semester VII Pre conference of school internship• Practice and implementation during School Internship (VII Semester)
3	4 Year B.A. BEd.	<ul style="list-style-type: none">• Semester: V in Skill Classes• Semester VI Preconference of Multicultural Placement.• Semester VII Pre conference of school internship• Practice and implementation during School Internship (VII Semester)
4	M.Ed.	<ul style="list-style-type: none">• Semester II during Internship in Teacher Education Institution







**Pre Internship Conference of B.Ed. III Semester 8-13 September 2022
Discussion on Lesson Plan**



Faculty members orienting students of B.Ed. on lesson planning on 11 September 2022



Pre

Internship Confrence of B,Sc. B.Ed. and BA.B.Ed from 12-16 September 2022



Student Teachers presenting their ideas on Lesson plan during Pre Internship Confrence of BA.B.Ed from 15 September 2022

The student teachers develop Unit and Lessons: A student teacher has to prepare two unit plans (one in each pedagogy), two lesson plans in each pedagogy paper as per the format developed. In the

lesson plan concept map needs to be appended. While preparing lesson plan special care has to be taken to develop plan on different subjects of the pedagogy paper. The student teachers have to develop constructivist lesson plan i.e. following ICON and 5 E Models. The lesson plan must reflect details of proposed learning teaching materials / resources. The focus will be laid on contextualizing the plan (unit / lesson) relating to school culture / context. The activity carried 15 (10 for lesson plan and 5 unit plan) marks.

2. Developing Teaching Competencies

For teaching Competencies development, the student teachers of the different semesters are involved during their courses in skill classes for learning to function as a teacher. Faculty members allotted based upon the pedagogy papers discuss and orient students on concept mapping, unit planning, writing of objectives and integration of different skills like introduction, presentation, reinforcement, explanation. Communication, addressing diversity and closure of lesson.

The following planned ACTIVITIES are organised as per the programme for developing teaching competencies.

Observation of Lesson of regular teachers: The student-teachers are to observe 10 lessons, 5 in each Pedagogy subject taught by regular / experience teachers. The exposure of experienced teacher's classes will help the student teachers to build confidence apart from learning about contextualization of teaching learning processes. An observation schedule booklet is developed and supplied to them. This activity carried 10 Marks. These are to be submitted for evaluation in the institute.

Observation of School Processes : A student – teacher has to observe of day-to-day school activities and prepare a comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly. The report needs to focus on critical reflection of the pupil teacher on school site and activities of different type of schools i.e. rural / urban tribal, residential etc. This activity carries 5 Marks.

Substitute of Teaching : During the programme student teacher has to take five substitutes / arrangement classes in actual classroom situation and report his/her experiences and reflection. The activity aims at enhancing confidence level of prospective teachers in handling classes / students. This activity carried 10 Marks.

Proceeding of Pre-Conference of Multicultural Placement Programme

6th and 7th January 2020

Venue: Old Auditorium, RIE, Bhubaneswar

The orientation programme for the Multicultural Placement Programme of B.A. B.Ed. student-teachers of Semester VI was conducted on 6th and 7th January 2020 in the Old Auditorium in Regional Institute of Education, Bhubaneswar. The forty-eight participants of the Multicultural Placement Programme from 9th to 20th January 2020 were divided into three groups. The objective of the pre-conference was to orient the students about the roles, duties, norms and responsibilities to be performed and maintained during the Multicultural Placement in the three schools, i.e. Chandraput

P.U.P. School, Barkul, Chhedapadar Primary School, Barkul, and Chilika Govt. High School, Injanpur.

The two-day orientation for the Multicultural Placement Programme was consisting of interactive discussions, lectures and brainstorming sessions among the students and the teachers. The programme started on 6th January 2020 with the formal registration procedure. The orientation was inaugurated in the presence of Prof. Anoop Kumar, Principal (In Charge), Prof. Ritanjali Dash, Head of DESSH, Dr. Kumar Parag, Dr. Kalinga Ketaki and the coordinator and the other faculty members. In the inauguration programme there was an introduction of the Multicultural Placement by Dr. Debabrata Bagui, Coordinator of the Programme of the Department of Social Sciences and Humanities. Dr. Kalinga Ketaki, Prof. Ritanjali Dash and Prof. Anoop Kumar made the concept and the purpose of the programme clear to the student-teachers. Prof. Anoop Kumar emphasized that the students need to be very observant and to sincerely perform all the activities during their school exposure. He also touched upon the different activities to be undertaken in the three schools. The session by Prof. M.K. Satapathy was comprised of topics which dealt with the modalities and the expected natures of field engagement to be performed by the student-teachers. He also added that school exposure is all about reflecting on the theoretical understanding gained in the course. Most importantly, he reminded the students to be punctual, disciplined and follow a certain code of conduct.

The next session, soon after the Tea break was led by Prof. L. D. Behera from the Department of Education. The technical requirements and the task to be completed in the Multicultural Placement were the core focus in the discussion which included how case studies should be undertaken, lesson plans should be prepared, when and how substitute classes should be engaged etc. The next session was dealt with how scientifically observation process could be carried out, understanding the institutional cultures as well as the structure and process of the classroom environment. The discussion on the Lesson plan in Languages was undertaken in the next session led by Prof. Anoop Kumar, Dr. Kumar Parag, Dr. Debabrata Bagui, Dr. Daisy Irani Patnaik, Dr. Jyoti Prava Mohanty, Dr. Renu Sharma, Dr. Upasana Roy; and Lesson plan in Social Sciences was led by Dr. Rashmi Rekha Sethy, Dr. Swagatika Mishra, Ms. Ritu Sharma, Mr. Chinmay Malik, Ms. Rojalini Sahoo and Ms. Srimoyee Poddar.

The second day started with the registration of the teachers from Chandraput P.U.P. School, Barkul, Chhedapadar Primary School, Barkul, and Chilika Govt. High School, Injanpur. Prof. Anoop Kumar, the Principal (In Charge), highlighted the objectives and visions about the Multicultural Placement Programme in front of the teachers from the cooperating schools. Thereafter the

authorities and delegates of the hosting schools in Chilika had their self-introduction; and they shared the details regarding the placement and the arrangements made in their schools for the twelve days of the Multicultural Placement Programme. Prof. R.K. Mohalik of the Department of Education delivered his speech on the role, duties and responsibilities of various personnel during the placement. After lunch-break, Dr Rasmirekha Sethy, Dr Upasana Roy, Dr. Srimoyee Poddar, faculty members from the Department of Education, discussed in detail the various activities like observation of lessons delivered by regular teachers, observation of day-to-day school activities and preparation of comprehensive report, availing substitute teaching opportunities in actual school situation, teaching lessons by using learning resources etc. At the end there was a general discussion regarding the placements, formation of different groups and distribution of responsibilities followed by a valedictory programme.

Proceeding of Post-Conference of Multicultural Placement Program

24th January 2020

Venue: Room No. 101, RIE, Bhubaneswar

The post conference of Multicultural Placement Program was scheduled on 24th January 2020 to provide the student-teachers an opportunity to share the experience they had during their multicultural placement programme in three different schools, i.e., Chandraput P.U.P. School, Barkul, Chhedapadar Primary School, Barkul, and Chilika Govt. High School, Injanpur. The conference was preceded by an exhibition of Teaching-Learning Materials during the first-half of the day displayed by the participants of the programme and critically observed by the faculty members and the other students of the institute. The conference began with presentation of students from the different groups, and was evaluated by the Principal Prof. P.C. Agarwal, the Dean of Instructions Prof. Anoop Kumar, the Head of DESSH Prof. Ritanjali Dash, and other faculty members. The student-teachers were very excited to share their learnings and also narrated incidents which would help them to become professional teachers in the days to come.



Report

In the skills classes, we prioritize a comprehensive approach to education. Each class begins with an exploration of common skills and concludes with student presentations on various pedagogy subjects. Significant emphasis is laid on teaching effective lesson planning techniques, recognizing its pivotal role in fostering student engagement and learning. Moreover, integration of the use of technology and encourage field visits to enhance practical understanding. Additionally, promotion of community engagement within the teacher training programs is practices and the principles of inclusive education are greatly valued . By embracing these aspects, efforts are made to cultivate well-rounded and inclusive educators who possess the ability to make a positive impact on their students' lives.

Competency and skill development are essential components of skill development classes in the Bachelor of Education (B.Ed) program and Integrated Programmes. These classes aim to equip aspiring teachers with the necessary skills and competencies to excel in the field of education. In line with the NEP 2020, which emphasizes the holistic development of students, the skill development classes incorporate various micro-teaching skills to enhance the effectiveness of teaching and learning processes.

Wholistic-teaching is a technique used in teacher education that allows teachers to practice and refine their teaching skills in a controlled and supportive environment. It involves breaking down the teaching process into small, manageable components and focusing on specific skills. These skills include lesson planning, classroom management, effective communication, questioning techniques, use of instructional materials, and assessment strategies.

One of the key teaching skills emphasized in the skill development classes is lesson planning. Teachers learn how to develop well-structured and coherent lesson plans that align with the objectives of the curriculum and the individual needs of students. They are taught to consider factors such as prior knowledge, learning styles, and instructional strategies to create engaging and inclusive lesson plans. Classroom management is another crucial skill that is addressed in the skill development classes. Teachers learn strategies to create a positive and conducive learning environment, establish clear expectations and routines, and effectively manage student behavior. They are encouraged to foster a sense of respect, inclusivity, and collaboration among students while maintaining discipline and order in the classroom.

Effective communication is a fundamental skill for teachers, and it is given significant importance in the skill development classes. Teachers learn how to articulate their ideas clearly, use appropriate language and tone, and employ active listening techniques. They are taught to adapt their communication style to different audiences and effectively engage students in discussions, debates, and group activities.

Questioning techniques are also emphasized in the skill development classes. Teachers learn how to ask open-ended and thought-provoking questions that stimulate critical thinking and active participation. They are trained to use a variety of questioning strategies, such as probing, prompting, and redirecting, to guide student learning and deepen their understanding of the subject matter. Furthermore, the skill development classes focus on the effective use of instructional materials. Teachers learn how to select and incorporate a wide range of teaching aids, such as visual aids, audio-visual resources, and technology tools, to enhance student engagement and facilitate meaningful learning experiences. They are encouraged to explore innovative and interactive teaching methods that cater to diverse learning styles and promote creativity and problem-solving skills.

Assessment strategies are an integral part of skill development classes. Teachers learn how to design formative and summative assessments that provide timely and constructive feedback to students. They are trained to use a variety of assessment techniques, including observation, questioning, project-based assessments, and peer/self-assessment, to evaluate student progress and adjust instructional strategies accordingly. The skill development classes in the B.Ed program align with the objectives and principles of the National Education Policy (NEP) 2020. The NEP 2020 emphasizes the development of core competencies, including critical thinking, creativity, communication, collaboration, and problem-solving. The micro-teaching skills taught in the skill development classes directly contribute to the development of these competencies in teachers, who in turn nurture them in their students.

Moreover, the NEP 2020 emphasizes the importance of inclusive education and the integration of technology in teaching and learning processes. The skill development classes address these aspects by promoting inclusive teaching practices, providing strategies for accommodating diverse learning needs, and familiarizing teachers with technology tools that enhance instruction and facilitate personalized learning. In conclusion, competency and skill development are integral to skill development classes in the B.Ed program. Through the incorporation of various micro-teaching skills, such as lesson planning, classroom management, effective communication, questioning techniques, use of instructional materials, and assessment strategies.

Proceeding of Pre-Conference and Post-Conference Multicultural Placement Programme, DESSH

The Pre-Conference orientation programme for the Multicultural Placement Programme was conducted over digital platform on 27.1.22 and 28.1.22. The participants of the Multicultural Placement Programme from 1.2.22 to 12.2.22 were divided into three groups. The objective of the pre-conference was to orient the students about the roles, duties, norms and responsibilities to be

performed and maintained during the Multicultural Placement in the three selected schools, i.e. i.e., Govt. High School, Balugaon, Kendriya Vidyalaya No-1, Bhubaneswar and KISS, Bhubaneswar.

The two-day online orientation for the Multicultural Placement Programme was consisting of interactive discussions, lectures and brainstorming sessions among the students and the teachers. The orientation was inaugurated in the presence of Prof. S.R.Sahoo, Principal (In Charge), Dr. E. Gangmei, the overall coordinator, Prof. Pritish Acharya, Prof. Animesh Mohapatra, Prof. L. D. Behera, Dr. S. Kapoor, the other faculty members. In the inauguration programme there was an introduction of the Multicultural Placement and discussion on its importance, the benefits and exposures by Dr. E. Gangmei, the overall coordinator of the Programme. Dr. I.P. Gowramma, Head, DE, highlighted the multicultural aspect of the programme as the schools that were selected had students from different cultural and linguistic backgrounds. Prof. L.D. Behera, Head, DEE, mentioned about aspects to be noted during observing a class by a regular teacher and how to prepare a report as per the format provided by the institute. Prof. Animesh Mohapatra underscored how a good teacher-education programme is a necessity for the development of our country the future generation. Prof. Pritish Acharya discussed about the theoretical and practical aspects of teaching profession and how to use theoretical knowledge acquired in classrooms. Prof. B. N. Panda, Dean of Research, who talked about professional competence, professional relationship etc. and cognitive ability and leadership qualities of quality teachers. Prof. Sandhya Rani Sahoo mentioned diversity in the different school-environments, and the insights to be gained from these different situations. Many other relevant discussions were made by the other faculty members during the programme.

The second day started with discussions by the teachers from Govt. High School, Balugaon, Kendriya Vidyalaya No-1, Bhubaneswar and KISS, Bhubaneswar. They spoke about their school, and organized a virtual tour of the school for the student-teachers. Prof. B. N. Panda, Prof. A. K. Mohapatra and Prof, R. K. Mohalik discussed about the various activities to be conducted during multicultural programme. Prof. M. Goswami, Dr. K. Parag, Dr. U. Ray, and Mr. Harichandan Kar discussed in detail the various activities like observation of lessons delivered by regular teachers, observation of day-to-day school activities and preparation of comprehensive report, availing substitute teaching opportunities in actual school situation, teaching lessons by using learning resources etc. At the end there was a general discussion regarding the placements followed by a valedictory programme.

The offline post conference of Multicultural Placement Program was scheduled on 16.2.2022 to provide the student-teachers an opportunity to share the experience they had during their multicultural placement programme in three different schools, i.e., Govt. High School, Balugaon,

Kendriya Vidyalaya No-1, Bhubaneswar and KISS, Bhubaneswar. The conference began with presentations by students from the different groups. The students were congratulated for their successful completion of Multicultural Placement Program; and their experiences were evaluated by the Principal Prof. P.C. Agarwal, the Dean of Research Prof. B.N. Panda, Prof. M.K. Satapathy, Prof. Manasi Goswami, Prof. Pritish Acharya, and other faculty members. The student-teachers were excited to share their learnings and also narrated incidents which would help them to become professional teachers in the days to come.



Practicing of Skills and Group Presentation on Skill Classes 21 Sept 2022



M.Ed Interns during Internship in TEI 2022

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
Multicultural Placement Programme
B.A.B.Ed/B.Sc. B.Ed. Semester VI – 2022

Activity- III: Substitute Teaching in Actual School Situation

(at least 6 substitute teachings are to be conducted)

1. Name of the Student Teacher: _____

2. Roll No : _____ **Class:** _____

3. Name and Address of the School: _____

4. Date of Substitute Teaching: _____

5. Subject Taught: _____ **PC1/2:** _____

6. Topic: _____

7. Substitute Activities Conducted in Class: *(Give detail report about the substitute activities/teaching) (Use Separate Sheet)*

- (i) **Area (Specification of the Activity):**

- (ii) **Process/ Method of Activity conducted (Details):**

- (iii) **Outcome of the activity (Specific):**

- (iv) **Specific experiences/Incidences during substitute teaching**

**Signature of Institution
Supervisor**

Signature of Student-Teacher

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
 School Exposure-Multi-Cultural Placement Programme
 B.A. Bed /B.Sc. B.Ed. Semester VI – 2022
Activity IV : Lesson Plan Format

Date:		Prepare a Concept map on the lesson / topic (the concept map may be prepared in additional sheet and appended before the lesson plan)	Unit:
Class:			Subject:
Time:			Topic:
Period:			
Learning Points: Learning Objectives: Pre requisites/Previous Knowledge: Learning Resources: (What, When to be used and How to be used) Learning Processes (Strategies):			
Learning outcome		Sequential Learning Activities including Black Board Work	
		INTRODUCTION	
		PRESENTATION Summarization	

	EVALUATION Home Assignment

Specify how your plan will be contextualized on children of different school contexts i.e. introduction, examples, time, learning resources, assessment etc.

3. Assessment of Learning

The student teachers get exposure during the programme and internship to assess learning. The competencies are developed through the classes in pedagogy papers as well as the paper on assessment for learning. Exposure is given to students for development of blue print and question papers.

Student assessment Record: Student teachers have to develop achievement test on two subjects taught and administer, score and analyze by using qualitative and quantitative measures. Based on the assessment the learner's variation will be identified. The format of reporting achievement test is provided. It carries 20(10+10) marks. The candidate has to submit two separate reports related to both subjects tagged together.



RIE interns evaluating answer sheets at JNV Bankura 2022-23 Session



**INVIGILATION DUTY BY STUDENT TEACHERS AT JNV JAJPUR 2022-23
SESSION**

APPENDIX-5

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
Achievement Test
B. Ed

1. Name of the Student Teacher:
2. Roll No with(Arts) :
3. Name and Address of the School:
4. Date of Conducting Tests:
5. Achievement Test in (Subject-1/Subject-2)
 - A) Construction of Test (Design/blueprint, Test Items, Scoring Key and Instructions)
 - B) Administration and Interpretation of the Result
6. Identification of variation with regard to learning:

Counter signature by the Head of school with seal

Signature of the Student Teacher

4. Technology Use and Integration

The student teachers have paper on ICT Interaction in Teaching Learning. Competencies are promoted for use of ICT in teaching learning process. The ICT Studio of the Institute has facilities for development of ICT resources including live telecast of NCTERT programmes.



Use of ICT by Student Teachers during Internship 2022-23

Regional Institute of Education ,Bhubaneswar as a constituent unit of NCERT has been using the ICT resources of Central Institute of Educational Technology(CIET) a constituent of NCERT. The NROER of NCERT are used as leaning resources used by students.



ICT Initiatives of NCERT

National Council of Educational Research and Training

Stay Safe from Coronavirus (COVID-19) and Learn at Home

Access and use of Digital initiatives of NCERT under the aegis of MoE-Govt. of India





Online Training on "Teaching Learning through Learning Management System (LMS)"

Learning Management Systems (LMS) assist e-learning by spanning the space between teachers and learners through collaborative, non-linear, and vibrant collections of knowledge. As stated by NEP, LMSs will have to modernise their technology in order to effectively contribute towards the national agenda. With the advent of pandemic at the global level, the teaching-learning process has seen a major shift throughout the country, dynamically shifting towards the mode of blended learning. As an effort to orient various stakeholders in the use of Learning Management System and exploring, a 5 days of online training starting from January 24-28, 2022 is being conducted on the topic 'Teaching Learning through Learning Management System' as part of the online training series.

Objectives:

The objective of this online training is to orient teachers, teacher-educators and students, and various stakeholders about the know-how to use Learning Management System (LMS) in Teaching Learning Process.

Who can participate?

Students, Teachers, Teacher Educators, Parents, Administrators, General Public, etc.

How to participate:

Step 1: Registration : Register yourself by clicking the link <https://forms.gle/sWZ7Z2DAx8wrA5ZD9> - Or Scan the QR code-

Online Training on
Virtual Labs for Teaching and Learning
Organized by CIET-NCERT in collaboration with CDAC, Mumbai
From 27th to 31st December, 2021 @ 4:00-5:00 pm

Day 1 27th December, 2021
Virtual Labs - Pedagogical & Technology Affordances

Day 2 28th December, 2021
Learning Physics through Online labs (Virtual labs)

Day 3 29th December, 2021
Learning Chemistry and Biology through Online labs (Virtual labs)

Day 4 30th December, 2021
Learning Mathematics and English through Online labs (Virtual labs)

Day 5 31st December, 2021
Safety and Security Concerns

Register Yourself
See the link
<https://forms.gle/sWZ7Z2DAx8wrA5ZD9>
Or Scan the QR Code

Participate in the quiz and score 10%, and above to get a certificate

You can also watch at:

For further information, visit <https://ciet.ac.in> or web@ciet.ac.in or training.helpdesk@ciet.ac.in



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The Curricula

The present Curricula for ICT in Education aims at realising...
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Curriculum For Teachers

Exploring educational possibilities of technology.
[read more...](#)

Curriculum For Students

- Creativity and problem solving.

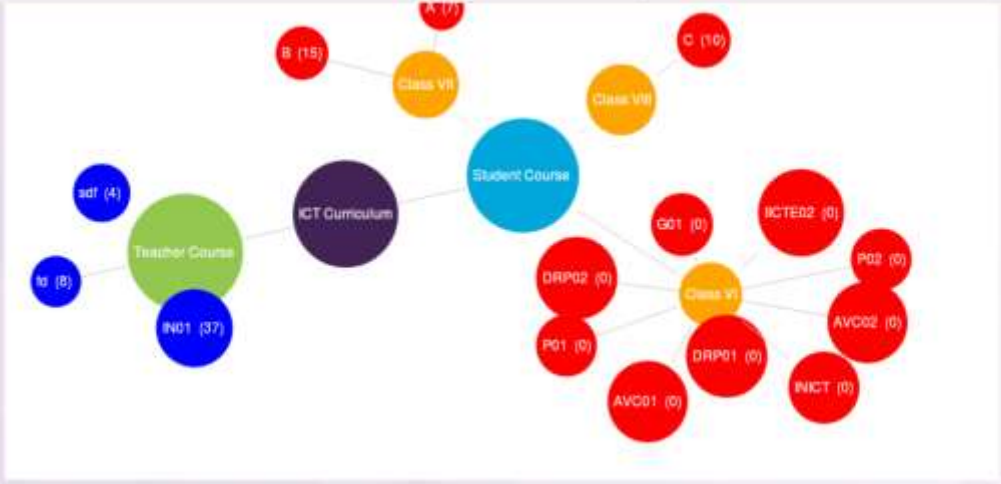
[read more...](#)

Workshop on Designing ICT

- DMS Mysore - (24th - 28th May)
- DMS Bhubaneswar - (10 - 14 June)
- DMS Bhopal - (17th - 21st June)
- DMS Ajmer - (24th - 28th June)

ICT in Education Courses

- Home
- ICT Curricula
- Courses for Teachers
- Courses for Students
- Acknowledgement
- Resources
- Feedback





PM eVidya

A Comprehensive Digital/ Online/ On - Air Education Initiative

DIKSHA (One Nation-One Digital Platform)	IITPAL for IIT/JEE preparation	
12 TV Channels (One Class, One Platform)	Community radio and podcast	
SWAYAM online courses in MOOC's format	Study materials for DIVYANG on DAISY (Digitally Accessible Information System and in sign language)	

All these will benefit nearly **25 crore** school going children across the country

PM eVidya is an innovative and unique initiative by the Ministry of Education, Government of India to facilitate learning and teaching at school level. It offers multifarious educational resources in multi-platform mode viz. digital/online, TV, radio, community radio, podcast etc. The multi-modal components of PM eVidya initiative are:

DIKSHA as One Nation-One Digital Platform, hosts plenty of multi-modal education contents free for the use of learners, teachers and any stakeholder working in the field of education.

12 TV Channels: One of the major components of PM eVidya initiative is 'One Class-One Channel' where 12 DTH television channels are dedicated for the transmission of education contents for Class 1 to 12 based on NCERT curriculum.

Details of Service providers for PM eVidya TV Channels

SWAYAM Courses in MOOC's Format: It offers MOOCs (Massive Open Online Courses) pertaining to school education are offered through SWAYAM Portal.

Community Radio and Podcast: It includes transmission of educational contents through radio and podcast.

Educational eContents for DIVYANG on DAISY and in Sign Language: Educational content to serve Children With Special Needs (CWSN).

IIT-PAL for IIT/JEE Preparation: IIT-PAL (Indian Institute of Technology- Professor Assisted Learning) is designed to serve the students preparing for competitive exams.

Vidya Daan (VDN 3.0)

In the unprecedented time of COVID-19 pandemic, education is now increasingly resourced and conducted through digital media. This ensures continuous and enhanced learning of students through exposure to a variety of course materials on different platforms. With the objective to make the remote learning meaningful and effective for all the teachers and students across all the States and UTs of India, Hon'ble Minister of Education launched Vidya Daan program on 21st April '20. This program, under the PM eVidya initiative of Government of India, envisions the accessibility of quality digital content in different languages on all topics of all the disciplinary subjects to the school students through DIKSHA platform.

With this vision, NCERT invites CSRs, Philanthropic organisations, Companies and Firms to be a part of this initiative and contribute high-quality digital content for DIKSHA, TV channels, Radio and other channels for ensuring coherent delivery of content. [Click Here for letter inviting digital content](#)

The detail of the different content categories sought by NCERT is given in [Annexure 1](#).

To fill your Organization details click [Annexure 2](#).

To fill your Digital content details click [Annexure 3](#).

[SOP for 200 DTH TV Channels for School Education Version 1.0 - PDF | Flipbook](#)

[Guidelines for Development of eContents for TV version 2.0 - PDF | Flipbook](#)

ICT STUDIO

ICT Studio is an important component of the Regional Institute of Education, Bhubaneswar. It was established in the year 2016 in collaboration with the CIET, New Delhi. The main function of the ICT studio is to design and produce audio-video e-contents relating to school and teacher education. The studio also conducts live educational TV programmes such as Sahyog, Paricharcha etc. which are transmitted in the PM eVidya channels of Ministry of Education, Govt. of India.

All the institutional activities and programmes are documented in the form of photos and videos by the ICT studio.




Prof. Ramakanta Mohalik
Nodal Officer, ICT Studio


The studio also facilitates State Governments under RIE, Bhubaneswar jurisdiction in the capacity building of state resource persons on the development of e-contents. It has immensely contributed in producing school based e-contents during the Covid-19 to facilitate learning. The ICT studio has produced more than 900 e-contents on different school subjects. Besides e-contents, the ICT studio of the Institute has documented more than 100 programmes of students & faculty during various academic extension, training & research activities of institutes.

The ICT studio is headed by a Nodal Officer who monitor and supervise overall activities and programmes of the studio. The Nodal Officer is assisted by Producer, Production Assistant, Sound Recordist, Audio Engineer, Camera Man etc.






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A CONSTITUENT UNIT OF NCERT, NEW DELHI
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EDUCATIONAL TECHNOLOGY (ET) CELL

In charge of Educational Technology Cell is Dr. Ramakanta Mohalik




ICT STUDIO
RIE, BBSR


ICT Studio BBSR
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International Yoga Day Celebration 433 views · Streamed 79 months ago	Random Selection for Admission for Class - Lower Xr-Primary of DM... 6.4K views · Streamed 11 months ago	ANNUAL DAY - 2022 2.8K views · Streamed 11 months ago	Random Selection for Admission for Class -VI of DM School - 2022-23 8.4K views · Streamed 1 year ago
Jaahn - E - Riwaaz Day - 2 1K views · Streamed 1 year ago	Jaahn - E - Riwaaz 4K views · Streamed 1 year ago	Jaahn - E - Riwaaz 5.4K views · Streamed 1 year ago	Random Selection for Admission for Class -I of DM School - 2022-23 2.2K views · Streamed 1 year ago
SHIKSHA KA BHARATIYAKARAN 1.8K views · Streamed 1 year ago	GOOD GOVERNANCE 454 views · Streamed 1 year ago	WIN OVER EKAM STRESS 864 views · Streamed 1 year ago	Advocating against social stigma associated with mental health... 873 views · Streamed 1 year ago
Mental Health is not a Destination but a Process 674 views · Streamed 1 year ago	28th All India Children's Educational Audio Video Festival 716 views · Streamed 1 year ago	59th Foundation Day Celebration at Regional Institute of Education... 1.2K views · Streamed 1 year ago	Random Selection for admission for class III, IV & VII of DMSchool for... 1.1K views · Streamed 1 year ago
REFORMS IN TEACHER EDUCATION AS PER NEP 2020- IMPLICATIONS... 478 views · Streamed 1 year ago	Dr. Ambedkar Jayanti 2021 931 views · Streamed 2 years ago	CELEBRATION OF NETAJI SUBHASH CHANDRA BOSE... 428 views · Streamed 2 years ago	Orientation Programme 886 views · Streamed 2 years ago

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NEP 2020 584 views · Streamed 2 years ago	NEP 2020 - Teacher & Teacher Education 2.4K views · Streamed 2 years ago	Teacher's Day 728 views · Streamed 2 years ago	ICE21C 2020 614 views · Streamed 3 years ago
55th Annual Meet 1.1K views · Streamed 2 years ago	55th Annual Meet 203 views · Streamed 2 years ago		

<https://docs.google.com/presentation/d/1K25RtrCdxfiXrfEu4s5HqEFU4qdiiiUg/edit#slide=id.p1>

E- Content Development

Biological Science, Class- 9th, Chapter-6 , Part - 1

3

Introduction to Tissues (Plant Tissues)

Prepared by

Omkar Anwes

2 Year B.Ed. (Science)

Roll No.- 18

Department of Education, Regional Institute of Education, Bhubaneswar

<https://docs.google.com/presentation/d/1K6AxPzDc8sovmfWH8Vbab1ywvGaurfzs/edit#slide=id.p1>

ICT SUPPORT IS USED BY STUDENTS IN VARIOUS LEARNING SITUATIONS

Link of resources used

<https://www.olabs.edu.in/>

The OLabs is based on the idea that lab experiments can be taught using the Internet, more efficiently and less expensively. The labs can also be made available to students with no access to physical labs or where equipment is not available owing to being scarce or costly.

<https://nearpod.com/>

Real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities — all in a single platform.

<https://www.mentimeter.com/>

Interact with your audience using real-time voting.

Online quiz platform like kahoot, <https://myquiz.org/a>

GeoGebra Application: Graphing calculator

<https://www.geogebra.org/?lang=en>

SWAYAM portal and NPTEL

Provides MOOC(Massive Online Open Courses) for students

<https://swayam.gov.in/>

<https://nptel.ac.in/>

Maple Calculator

Advanced version of GeoGebra app

<https://www.maplesoft.com/products/Maplecalculator/>

e-Pathshala

<https://epathshala.nic.in/epathshala.php?id=Students&type=&ln=en>



Swayam

<https://swayam.gov.in/explorer>



Home » Blog » Creating Blended Learning opportunities for students / Experimenting with the Flipped Classroom

Creating Blended Learning opportunities for students / Experimenting with the Flipped Classroom

<https://gowriip.in/2022/06/08/blended-learning/>

Search

Video Resources



<https://gowriip.in/video-resources/>

Lesson Plan on Vegetative Propagation

Date:	–	Concept Map on Lesson / Topic	Unit:	Reproduction in Plants
Class:	VII		Subject:	Biology
Time:	45 minutes		Topic:	Vegetative Propagation
Period:	–			
Major concepts/Learning Points:				
<ul style="list-style-type: none">▪ Plants reproduce through both sexual and asexual methods▪ Asexual reproduction is a process by which new plants are obtained without seeds▪ Vegetative propagation, budding, spore formation and fragmentation are the different types of asexual reproduction▪ Vegetative propagation is a method of asexual reproduction in which new plants are formed from vegetative parts of the plant like root, stem and leaf.▪ The new plants produced through vegetative propagation resemble the parent plant in all respects				
Learning Objectives:				
<ul style="list-style-type: none">▪ Give examples of plants that reproduce without seeds				

<https://gowriip.in/text-resources/lesson-plan-on-vegetative-propagation/>



<https://www.learningportal.govriip.in/>





CAC Lab 1



CAC Lab 2



CAC Lab 2



CAC Lab 3

5.Organsing Field Visits

Field visits are systematically organised for different programmes. The students apart from the field engagement activities i.e. School Exposure, Multicultural Placement, internship and working with community organise and participate field visits.

Regional Institute of Education, NCERT Bhubaneswar



Report on
Two days Teacher's Orientation Workshop
On 9th and 10th August 2023
Regional Museum of Natural History, Bhubaneswar

SUBMITTED BY:

M.Ed. 3rd Semester

2nd Year

Batch- 2022-24

B.Sc.B.Ed. 3rd year

Batch- 2021-2025

B.A.B.Ed. 3rd year

Batch- 2021-2025

Context and background of conducting the two days workshop was to make student teachers aware about the Mission Life an initiative by Govt. of India. And at the same time create awareness about incorporating museum in teaching-learning practices as a source of varied information and can be used

as tool for giving broader understanding about certain contents in depth as well as development of observation skills within the learners.

Key highlights about mission life:

Mission LiFE seeks to translate the vision of LiFE into measurable impact. It is designed with the objective to mobilise at least one billion Indians and other global citizens to take individual and collective action for protecting and conserving the environment in the period 2022–28. Within India, at least 80 percent of all villages and urban local bodies are aimed to become environment-friendly by 2028. **Swachh Sagar Surakshit Sagar campaign** aimed to remove approximately 15,000 tonnes of waste from 75 beaches in 75 days. The **Swachh Bharat Mission (SBM)** led to the construction and use of over 100 million toilets in rural India within a span of 7 years. **Ujjwala Scheme** increased households with LPG connections from 62 percent in 2015 to 99.8 percent in 2021. India is the first country to include LiFE in its Nationally Determined Contributions:

“India will put forward and propagate a healthy and sustainable way of living based on its traditions and the values of conservation and moderation, including through a mass movement for LiFE, as a key to combating climate change.”

The SDGs focused on sustainable cities and communities (SDG 11), responsible production and consumption (SDG 12), climate change (SDG 13), life on land (SDG 15), and life under water (SDG 14) emphasize that all individuals ensure that their lifestyles are in sync with the resources available on the planet. Further, research from the New Climate Economy highlights that bold environmental action could create as many as 65 million jobs by 2030 (SDG 8: Decent Work and Economic Growth). SDG 12 entails decoupling economic growth and environmental degradation and demands more efficient and environmentally friendly management of resources, including improving energy efficiency, sustainable infrastructure, access to basic services, and providing green and decent jobs to ensure a better quality of life for all. The societal responsibility towards SDG 12 goes beyond businesses, to involve individual consumers as active participants in the process of achieving this goal.

Given the global commitment to achieving the SDGs by 2030, it is important to note that Mission LiFE contributes directly and indirectly to almost all the SDGs. “We aspire to live long, our children too should live long and be free from sickness and consumption. We are reared in the lap of the Mother Earth. May we have a long life [provided] we are watchful, alert and sacrifice our all for Her.”

Objectives

The objectives of a teacher's orientation workshop on the use of museums in education may include:

1. Familiarizing teachers with the educational potential of museums as interactive learning environments.
2. Demonstrating how to integrate museum resources into curriculum and lesson plans.
3. Providing strategies for creating engaging and interactive museum-based learning experiences.
4. Highlighting the benefits of using museums to enhance critical thinking and creativity among students.
5. Exploring ways to connect classroom topics with exhibits and artifacts to make learning more tangible and relevant.

6. Sharing best practices for effective communication and interaction with students during museum visits.
7. Offering guidance on adapting museum activities for different age groups and learning styles.
8. Addressing practical considerations such as planning, logistics, and safety during museum field trips.
9. Encouraging collaboration among educators to share ideas and experiences related to museum-based education.
10. Evaluating the impact of museum visits on student learning and exploring methods for assessment.

In order to-

Enhancing Awareness: Introduce teachers to the potential of museums as valuable educational resources to enrich classroom teaching.

Curriculum Integration: Demonstrate strategies to seamlessly integrate museum experiences into the curriculum across various subjects and grade levels.

Pedagogical Techniques: Provide teachers with effective instructional methods to maximize the educational impact of museum visits, fostering critical thinking and active learning.

Engaging Students: Equip educators with approaches to engage students through interactive museum-based activities that promote curiosity and exploration.

Multisensory Learning: Highlight the benefits of multisensory learning experiences in museums and guide teachers in utilizing these to cater to diverse learning styles.

Connecting Theory with Practice: Illustrate how museums can serve as real-world examples to bridge the gap between theoretical concepts and practical applications.

Empowering Student Agency: Empower teachers to encourage students to take ownership of their learning experiences during museum visits, promoting independent thinking.

Assessment Strategies: Explore methods to assess student learning outcomes from museum-based activities and trips.

Collaborative Learning: Facilitate networking and collaboration among educators to share ideas, experiences, and innovative approaches to museum-based teaching.

Long-term Impact: Discuss ways to create a sustained impact by incorporating museum resources as a recurring element within the school's educational framework.

Sessions covered

At the workshop, student teachers and student teacher educators were engaged in the interactive activities and sessions in order to learn how to incorporate museum for experiential learning techniques into their curriculum. We explored the museum's exhibits and detailed explanation about all the exhibits was given, we participated in hands-on exercises, and discussed strategies to create immersive learning experiences for students. The workshop emphasized on the importance of using real-world contexts to enhance students' understanding and retention of academic concepts. The main focus was on the recent initiative launched by Govt. Of India 'Mission Life' and the main target of

discussion was inclusive education. The goals of incorporating museum into education was explained as **Education+Entertainment = to achieve Edutainment.**

At the workshop, student teachers and student teacher educators were asked to fill up the documentation form regarding museum specimens assigned to different groups. Shri Gaurav , Scientist D/HO, RMNH Bhubaneswar introduced the importance of Publications and Internship and also offered the golden opportunity to join in the internship and publications under the guidance of the scientists of RMNH Bhubaneswar. Inside the gallery of the museum, trainees took part in the Restoration activity and Art and Craft. In the auditorium, celebration of 19th Foundation Day of RMNH Bhubaneswar took place. Prize and certificate distribution ceremony was organized in the auditorium to appreciate the winners and Student teachers, Student teacher educators from different institute including RIE

Student trainees learned a lot of things and all the members of RMNH Bhubaneswar welcomed the trainees wholeheartedly to join their Publications and Internship Programs in future as well.

Reflection and experiences

It was wonderful and refreshing experience to see the relics of past from such close proximity. We learned the methodology that how to teach our students about the museum which includes: The skeletons of different mammals, types of species found in various habitat, the types of stones, ores and minerals etc. So from this teacher orientation workshop we learned that how we can include education and entertainment i. e edutainment for making our teaching learning process effective and interesting as per NPE 2020. All the exhibits were prepared from paper pulp and cardboard and biodegradable substances which motivates us to make less use of plastics and let our students to minimize the use of plastic to inculcate environment friendly attitude in them. We also learned that how to make art and crafts from waste papers and cartoons which motivate us to apply Art- integrated methodology in our teaching process. After attending the workshop.. We are now able to classify and describe about exhibits through documentation. We can simply understand that museums are not only for entertaining purpose but it is also a place for exploring, and unwrapping unknown facts. We really enjoyed it.

The Visit to the Museum was thrilling as well as an enriching experience for us . It is one of the richest experiences of our life we have seen and experienced all of that in the Museum. It was deeply moving to see the vast storehouse of our country's ancient glory. We are much inspired by two GEMS whom we met in the Museum they were Gourav Sir and Devi Ma'am , We still can't forget their words of wisdom and their inspiring personality. The Second day we had much fun as we did some art works and most prominently we met an IAS OFFICER SIR with his grace. All arrangements in the Museum were up to our top level of satisfaction.

This visit to the THE REGIONAL MUSEUM OF NATURAL HISTORY has left a LINGERING IMPRESSION ON OUR MIND.

Once again A LOT THANKS to the Organizers of this Great Teacher Orientation Workshop. We really look forward to visit the museum again.

Appendix:

Regional Museum of Natural History, Bhubaneswar

Teacher's Orientation Workshop

(9th and 10th August 2023)

	Time	Programme/activities
--	-------------	-----------------------------

Day 1	10:00 AM	Inauguration, welcome and introduction
	10:15 AM	Orientation talks by Ms. Devi Priyadarshani, Scientist-C RMNH, Bhubaneswar
	11:00 AM	Few important exhibits of RMNH Bhubaneswar Shri Raj Kishore Swain, MI
	2:00 PM	Museum Basic- talk by Shri Gaurav, Scientist-D/HO, RMNH, Bhubaneswar
	3:00 PM	Documentation
Day 2	10:00 AM	Restoration activity (inside gallery)
	11:15 AM	Art and Craft (inside gallery) (Shri Susanta Das, Artist, Shri S.K. Manthan, EP)

Photographs of the event



Avisit to exhibits



Different interaction session



Collaborative group recreation activities



Student teachers and Student teacher educators of RIE, Bhubaneswar at RMNH



Foundation day celebration at RMNH

FIELD REPORT

On

**SEMINAR AND EXHIBITION TO COMMEMORATE BIRTH
ANNIVERSARY OF LATE BIRSA MUNDA, LEGENDARY FREEDOM
FIGHTER AND TRIBAL LEADER.**

Venue: Exhibition Hall, State Museum, Bhubaneswar

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

SUBMITTED BY:

M.ED. 3RD SEMESTER, 2ND YEAR

Regional Institute of Education, (NCERT) Bhubaneswar
Sachivalaya Marg, 751022



Seminar Session



Students of M.Ed. 2nd year 3rd Semester

Introduction:

This Seminar and Exhibition was organized to commemorate the birth anniversary of the late Birsa Munda. A legendary figure in the annals of India's history, Birsa Munda was not only a valiant freedom fighter but also an indomitable tribal leader whose contributions resonate with the spirit of resilience, determination, and a fervent commitment to justice. The gathering was to delve into the life and legacy of Birsa Munda, a visionary whose efforts in the late 19th century paved the way for the empowerment of tribal communities. Through this seminar, organizers aimed to illuminate the pages of history, bringing to the forefront the untold stories of Birsa Munda's struggles, triumphs, and his unwavering dedication to the cause of independence. The accompanying exhibition served as a visual chronicle, showcasing rare artifacts, documents, and images that encapsulate the essence of Birsa Munda's life. It was a testament to the profound impact he had on shaping the course of India's freedom movement and championing the rights of tribal communities. It was to reflect on the principles he stood for and draw inspiration from his legacy. This seminar and exhibition provided a platform for dialogue, reflection, and learning, fostering a deeper understanding of the historical significance of Birsa Munda's contributions to our nation.

Cheif speaker: -Talked about the life history of Birsa Munda.

Birsa Munda was a prominent tribal leader and folk hero who played a key role in the Indian independence movement. Born in 1875 in Bihar, India, he belonged to the Munda tribe. Birsa led the Munda Rebellion against British rule and the oppressive policies of landlords and missionaries. His movement, known as the Ulgulan or Tamar Revolt, aimed to establish a Munda Raj and promote the worship of a single god, Birsa Bhagwan. Birsa Munda's efforts gained significant support among the tribal communities in the Chotanagpur plateau. Unfortunately, he died in British custody in 1900 under mysterious circumstances.

The narrator also mentioned that Birsa Munda, a prominent tribal leader, left an indelible mark on the history of India through his significant contributions, particularly during the late 19th century. Here are some key aspects of his impactful legacy:

Leader of the Munda Rebellion (Ulgulan): Birsa Munda played a pivotal role in leading the Munda Rebellion, also known as the Ulgulan or the Tamar Revolt, against British rule and oppressive landlordism during the late 19th century. The rebellion was a manifestation of the tribal communities' resistance to unjust policies and exploitation.

Advocate for Tribal Rights and Identity: Birsa was a staunch advocate for the rights of tribal communities. He sought to preserve and promote the cultural, social, and economic identity of the Munda tribe. His efforts were aimed at resisting external influences that threatened the traditional ways of life of tribal communities.

Religious and Social Reforms: Birsa Munda founded the faith called "Birsait" or the Birsait religion, which combined elements of traditional Munda beliefs with a message of equality and justice. Through this, he attempted to foster a sense of unity and solidarity among the tribal communities, emphasizing social and religious reforms.

Land Reforms and Anti-Feudal Struggles: One of Birsa's primary concerns was the exploitation of tribal land by external forces. He led movements to resist the alienation of tribal land and sought to address issues related to land ownership and cultivation rights. His efforts were crucial in challenging the feudal structure that oppressed the tribal populace.

Symbol of Resistance: Birsa Munda emerged as a symbol of resistance against colonial rule and socio-economic injustice. His leadership inspired many tribal communities to join the struggle for independence and assert their rights. Birsa's legacy continues to be a source of inspiration for movements advocating the rights of indigenous and tribal populations.

Legacy in Indian Independence Movement: Although Birsa Munda's life was cut short at a young age, his contributions to the freedom movement were significant. His efforts laid the foundation for future movements that aimed at securing the rights and recognition of tribal communities within the broader context of the Indian independence struggle.

Recognition and Commemoration: The contributions of Birsa Munda have not gone unnoticed. His birth anniversary is celebrated as 'Birsa Jayanti,' and he is revered as a hero in Jharkhand, the region where he primarily operated. The state of Jharkhand was created on his birthday, November 15, as a tribute to his enduring legacy.

He also mentioned about Tilka Manjhi. He was an Indian freedom fighter the first Adivasi leader from Santal Community. He took up arms against Britishers in the 1784, his struggle can be traced back around 70 years before Mangal Pandey. He organized the Adivasis to form an armed group to fight against the resource grabbing and exploitation of British. The first armed rebellion occurred against the British, and was the beginning of Santal. It was due to famine.

Birsa Munda's legacy lives on as a symbol of tribal resistance and the struggle for justice. His contributions are recognized, and he is remembered as a hero who fought for the rights and dignity of tribal communities in India.

Cheif guest: Mr. Dillip Kumar Pattanayak discussion briefly about life struggle of Birsa Munda and share some of the motivational thoughts for inspiring the audience.

Reflections:

The event provided a unique opportunity to reflect on the life and contributions of a historical figure whose impact on India's struggle for freedom and tribal rights is immeasurable.

First and foremost, the seminar offered a deep dive into the historical context of Birsa Munda's era, shedding light on the socio-political landscape and the challenges faced by tribal communities during the late 19th century. Learning about his role in the Munda Rebellion and his unwavering commitment to resisting colonial rule and oppressive landlordism brought a new perspective to our understanding of India's complex fight for independence.

The exhibition, with its array of artifacts, documents, and images, served as a visual narrative that transported attendees back in time. Seeing tangible remnants of Birsa Munda's life, the struggles he faced, and the movements he led added a tangible dimension to the historical accounts. The artifacts became windows into the past, allowing for a more visceral connection to the events and circumstances that shaped Birsa Munda's legacy.

The seminar also facilitated engaging discussions and dialogues among participants, fostering a collective reflection on the relevance of Birsa Munda's ideals in the contemporary context. It was striking to witness how his advocacy for tribal rights, social justice, and cultural preservation still resonates today, prompting attendees to consider the ongoing challenges faced by tribal communities and the need for continued efforts in ensuring their well-being.





On the day of Youth Parliament conducted by JNV Bankura.during 2022-23 Session Internship

6. Conducting Out-Reach/Out of Classroom Activities

Mother Tongue Day

International Mother Tongue Day is celebrated every year on 21st February. The main purpose of celebrating this day is to promote the awareness of language and cultural diversity and multilingualism in all across the world.

21st February was known as ‘Shaheed Dibosh’ and after the declaration of UNESCO it has been known as International Mother Language Day. The date, 21st February was chosen to commemorate the martyrs who sacrificed their lives to uphold the dignity of their Mother Language ‘Bangla’ on this very day in 1952. This was one of the rare instances in world history where people fearlessly gave up their lives for the sake of their mother language.

This is the significance of Mother Language. International Mother Language day celebration 2021 was held in Regional Institute of Education, Bhubaneswar on 21st February at 10.00 AM onwards at RIE Staff Common Room. RIE Principal, Prof. P. C. Agarwal and all the staff members were participated in the programme. Sri Abasar Beuria, former ambassador was the chief guest of the programme. Several students spoke on importance of mother language day and on its importance. After that, Principal expressed his views on mother tongue and on the importance of mother language day. At last the Chief Guest Sri Abasar Beuria enlightened us on education and mother language.





National Unity Day

National Unity day (also known as Rashtriya Ekta Diwas) is celebrated every year on 31st of October by the people all through India. It is celebrated to commemorate the birth anniversary of Sardar Vallabhbhai Patel who really unified the country.



National Constitution Day

Constitution Day is celebrated on 26th November every year to commemorate the adoption of the Constitution of India, on 26th November 1949, the Constituent Assembly formally

adopted the Constitution of India. It came into force on 26th January 1950 that is observed as Republic Day.



Teacher's Day Celebration

The Teacher's Day is celebrated on 5th September and this tradition started from 1962. This is the when Dr. Sarvapalli Radhakrishnan was born. He was a philosopher, scholar, teacher, and politician and his dedicated work towards education made his birthday an important day in the history of India. The Institute celebrates Teacher's Day every year in order to commemorate the Birth Anniversary of [Dr. Sarvapalli Radhakrishnan](#).





RIE, Bhubaneswar Foundation Day

The Foundation Day of RIE, Bhubaneswar is celebrated every year on 5th August with lots of enthusiasm among staff and students. During the time of Covid-19, Foundation Day was observed in virtual mode.



Republic Day Celebration

Republic Day is the day when India marks and celebrates the date on which the Constitution of India came into effect on 26 January 1950. This replaced the Government of India Act 1935 as the governing document of India, thus turning the nation into a republic separate from British Raj. The Institute celebrates Republic Day every year with much enthusiasm.

Photo Gallery » 72nd Republic Day 2021



Independence Day Celebration

The **Independence Day of India**, which is celebrated religiously throughout the Country on the 15th of August every year, holds tremendous ground in the list of national days, since it reminds every Indian about the dawn of a new beginning, the beginning of an era of deliverance from the clutches of British colonialism of more than 200 years. It was on 15th August 1947 that India was declared independent from British colonialism, and the reins of control were handed over to the leaders of the Country. India's gaining of independence was a tryst with destiny, as the struggle for freedom was a long and tiresome one, witnessing the sacrifices of many freedom fighters, who laid down their lives on the line. The Institute celebrates Republic Day every year with much enthusiasm.

Photo Gallery » 73 INDEPENDENCE DAY CELEBRATION



Photo Gallery » 75th Independence Day 2021



02. Celebrating birth anniversaries of great leaders

Birth Anniversary of Bharat Ratna Baba Sahed Bhim Rao Ambedkar

Born on April 14, 1891, Bhimrao Ramji Ambedkar is also known as the 'Father of the Indian Constitution' as he headed the committee which drafted the Constitution of India. A jurist and also an economist, he was posthumously conferred the Bharat Ratna, the country's highest civilian award in 1990, more than 30 years after his demise on December 6, 1956. Ambedkar Jayanti is being observed as a public holiday through the country since 2015. The Regional Institute of Education, Bhubaneswar organized a programme in the memory of 131st Birth Anniversary of B.R. Ambedkar.



Birth Anniversary of Subhash Chandra Bose

Netaji Jayanti or Netaji Subhas Chandra Bose Jayanti, officially known as Parakram Diwas (lit. 'Day of Valour'), is a national event celebrated in India to mark the birthday of the prominent Indian freedom fighter Netaji Subhas Chandra Bose. It is also celebrated annually on 23rd January every year in RIE, Bhubaneswar.





Mahatma Gandhi Jayanti

Gandhi Jayanti is an event celebrated in India to mark the birthday of [Mahatma Gandhi](#). It is celebrated annually on 2 October, and is one of the three [national holidays of India](#). The [UN General Assembly](#) announced on 15 June 2007 that it adopted a resolution which declared that 2 October will be celebrated as the [International Day of Non-Violence](#) as he was a non-violent freedom fighter. He is also known as the "Father of The Nation" and this title was given to him by [Netaji Subhash Chandra Bose](#) for his relentless struggles for independence. The Institute celebrates Mahatma Gandhi Jayanti every year in order to commemorate the Birth Anniversary of Mahatma Gandhi and Lal Bahadur Shastri.



03. Swachhata Bharat Abhiyan

In this programme, awareness campaign was organised to bring motivation among students to be interested towards the work. The Swachh Bharat or Clean India is the mission which begins from the individual. This awareness triggers knowing one's responsibility and one's perception towards cleanliness of self and others as well as surroundings. Street cleaning and drain cleaning is very important to keep the surrounding clean as well as maintaining a healthy and hygienic life style. Use of toilets is one of the major concern of this developing nation to eradicate open defecation and emphasize on personal hygiene.

The main objective was to make people and children aware for cleaning the surrounding as well as maintaining cleanliness in daily activities. It's our duty to be clean first before making others aware of others. In village most of the people were not aware about Swachh Bharat, So this activity made people aware to maintain a hygienic lifestyle.

The main objectives of this programme are:

- To improve quality of life of people living in the rural areas.
- Motivate people to maintain sanitation in rural areas to complete the vision of Swachh Bharat by 2019.
- To motivate local working bodies (such as communities, Panchayati Raj Institutions, etc.) to make available the required sustainable sanitation facilities.
- Develop advance environmental sanitation systems manageable by the community especially to focus on solid and liquid waste management in the rural areas.
- To promote ecologically safe and sustainable sanitation in the rural areas.

Various Strategies followed are visiting the nearby villages, neighbouring areas and Basti areas, The materials used for awareness was only chart paper and colors for drawing posters and showing to the people. Videos were also used to make people aware about "Swachh Bharat Abhiyan" with help of YouTube. Slogans, Speech on Swachh Bharat mission, making people aware of importance of toilets, cleaning the streets and drain with the help of local people and using different types of dustbins for different types of wastes- biodegradable and non-biodegradable are few other strategies which were followed.

Although the programme was of short duration, but still a noticeable change was observed in lifestyle of people of the villages. In one of the villages around 10 families put dustbin in front of their house for throwing waste. Two different dustbins were also set by the village committee in front of the temple. A good number of people supported the cause and

appreciate the ideas. Some people also promised to use dustbin every day and to keep the village clean. There was notable cleanliness in the streets and back alleys of the village.

Questions and answers of swachhata quiz conducted on 21.06.2018

1. "Bai Swachhta Week" will be celebrated every year on
 - 26-31 January
 - 15-20 August
 - 2-7 October
 - 14-20 November
2. ODF is one of the major aspects of Swachh Bharat Mission. What does it stand for?
 - Open Defecation Free
 - Open Defecation Fee
 - Open Dumping Free
 - Office Dust Free
3. World Toilet Day (WTD) is a campaign to motivate and mobilize millions around the world on issues of sanitation. When is it observed?
 - 14 November
 - 19 November
 - 19 August
 - 2 October
4. The Swachh Sarvekshan-2016 ranks 73 cities on cleanliness and sanitation. Which city ranked top?
 - Varanasi
 - Mysore
 - Chandigarh
 - Tiruchirapalli
5. Inspired by the Prime Minister of India, which country launched a similar event as the SBM on 3rd January 2015 in his own country?
 - Pakistan
 - Bhutan
 - Sri Lanka
 - Nepal
6. Which one of the following IT companies had committed Rs 100 crore to construct toilets for girls under Prime Minister's flagship 'Swachh Bharat' mission?
 - Infosys
 - Wipro
 - TCS
 - Microsoft
7. Which period was designated by the United Nations as the International Drinking Water Decade?
 - 1981-1990
 - 1991-2000
 - 2001-2010
 - 1971-1980
8. Name the Indian activist who was honoured with the Ramon Magsaysay Award in 2016 for his work for the eradication of manual scavenging.
 - Sunderlal Bahuguna
 - Paul Divakar
 - Bezwada Wilson
 - S. R. Sankaran
9. Which Indian city has emerged as the first town in the country to become free from manual scavenging?
 - Alwar
 - Trichy
 - Bangalore
 - Chennai
10. Name the Governor of Nagaland who was nominated as Brand Ambassador of SBM by Prime Minister
 - E. S. L. Narasimhan
 - Om Prakash Kohli
 - Padmanabha Acharya
 - Nirbhay Sharma





REGIONAL INSTITUTE OF EDUCATION: BHUBANESWAR


MINUTES OF THE MEETING HELD ON 31.10.2018 at 4.00PM IN THE OFFICE OF LIBRARIAN
ON PREPARATION OF SWACHHATA ACTION PLAN FOR THE YEAR 2018-19 AND 2019-20

As per notice No. 235 dated 30.10.2018 a meeting was held on 31.10.2018 at 4.00pm in the office of the Dr. P. L. Negi, Librarian to prepare the Swachhata Action plan for the year 2018-19 and 2019-20. Following members were present:-

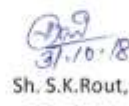
1. Dr. P.L.Negi, Librarian - Chairperson
2. Dr. L.D.Behera, Asso. Prof. - Member
3. Mr. A. Mishra, HM DMS -Member
4. Sh. S.K.Rout, SO, C & W - Member (invited as section i/c)
5. Sh. P.K.Behera, ASO, - Member
6. Sh. B. Bhoi, TGT, DMS - Member
7. Sh. Sahadev Dharua, UDC A/c - Member
8. Sh. B.K.Nayak, Assistant, C & W - Member

At the Outset, Chairperson of the Committee welcomed all the members present in the meeting. Then all the Committee members verified the Action Plan prepared as per the discussion held in the previous meeting. After minor correction the Committee has recommended Plan to send for approval of the Competent Authority.

The Meeting was ended with vote of thanks to the Chair.

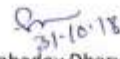

Dr. L.D.Behera,
Asso. Prof.



Mr. A. Mishra
HM DMS



Sh. S.K.Rout,
SO, C & W


Sh. P.K.Behera,
ASO


Sh. B. Bhoi, TGT
DMS


Sh. Sahadev Dharua,
UDC


Sh. B.K.Nayak,
Assistant, C & W


Dr. P.L.Negi, Librarian
Chairperson

**SWACHHTA ACTION PLAN (SAP)
YEAR 2019-20**

Name of the Ministry :- MHRD
Name of the Department :- Regional Institute of Education (NCERT) Bhubaneswar

Sl No	Programmes/Schemes /Activites	Budget	Target Date for completion of Activity	Designation of Official responsible for implementation of activity and adherence to timelines	Nodal Officer for overall supervision of the Activity
A Basic Maintenance					
1	Cleaning of Institute and DMS premises, toilets and dustbins.	By Sweepers	Daily	Caretaker	Administrative Officer
2	Cleaning of computers and peripherals, water coolers, furniture's, polishing of name plates and dusting of walls, doors, windows.	Nil	Weekly	All Head of Deptts & all i/c of Sections.	Administrative Officer
3	Disposal of General Waste out materials like Furniture, equipment/newspapers/magazines etc.	Nil	31.12.2019	Store Officer and SO, C & W	Administrative Officer
4	Disposal of Computers, printers /scanners/photocopiers	Nil	30.12.2019	Prof. B. N. Panda and his Committee	Administrative Officer
5	Replacement of old and unused dustbins with new one 100 Nos	30,000	30.11.2019	Store Officer	Administrative Officer
6	Fitting of Liquid soap container with regular filling of liquids 20 toilets	40,000	25.5.2019	SO, C & W	Administrative Officer
B Cleanliness and beautification of Surroundings					
	The Courtyard gardens and outer lawn and outer lawn will be well maintained and painted with seasonal flowers and ornamental plants.	1,00,000	Throughout the year	Lab Assistant cum Store keeper, GESM	Head DESM
C Swachhta Awareness at local level/Display and Banner/Foster healthy Competition					
	Awareness Creation :- (iv) Conducting of competitions like (e) Essay Competition	60,000	First week of October 2019	Advisor student Council & HM, DM School	Dean(i)

	(f) Cartoon Competition and (g) Slogan Competition (h) Best section working towards Swacchta drive, for sensitization on cleanliness. Certificate signed by Principal/HM would be given to winners. (v) Display of banners/posters on Swachh Bharat in Institute/ school premises				
	(vi) Action taken/Photographs of the activities to be uploaded/displayed on www. Swachha bharat, Mygov.in, e Samiksha portal, Institute's website	5000	Throughout the year	i/c CAC	Administrative Officer
D	Swachhta Pledge		On 2 nd October 2019	SO, C & W	Principal/HM
E	Shramdan of One hour in a week by all employees, students of DMS and Institute, NCC, NSS etc. (purchase of Swords, Broom stick, Belcha, Spade, other cleaning equipments etc.)	100000	Every Saturday	Dr. L.D.Behera and his Committee	Administrative Officer


Dr. L.D. Behera, Asso. Prof.


Mr. A.K. Mishra, HMS


Mr. S.R. Rout, SO, C & W


Mr. B. Bhol, TGT


Mr. P.K. Behera, ASO


Mr. Sahadev Dharua, UDC


Mr. B.K. Nayak, Assistant


Dr. P. Negi, Librarian
Chairman

**SWACHHTA ACTION PLAN (SAP)
YEAR 2018-19**

Name of the Ministry :- MHRD
Name of the Department :- Regional Institute of Education (NCERT) Bhubaneswar

Sl. No	Programmes/Schemes/Activities	Budget	Target Date for completion of Activity	Designation of Official responsible for implementation of activity and adherence to timelines	Nodal Officer for overall supervision of the Activity
A	Basic Maintenance				
1	Cleaning of office premises, toilets and dustbins on daily basis.	NIL	Daily	Caretaker	Administrative Officer
2	Cleaning of computers and peripherals, water coolers, furniture's, polishing of name plates and dusting of walls, doors, windows.	NIL	Weekly	Head/In-charge of each Section/Dep'ts.	Administrative Officer
3	Disposal of General Waste out materials like Furniture, equipment/newspapers/magazines etc.	Nil	31.12.2018	Store Officer and SO, C & W	Administrative Officer
4	Disposal of Computers, printers /scanners/photocopiers	Nil	30.01.2019	Prof. B. N. Panda and his Committee	Administrative Officer
5	Replacement of old and unused dustbins with new one 100 Nos	20,000	30.11.2018	Store Officer	Administrative Officer
6	Renovation of damaged toilets of DMS and Institute with fitting of sensor	CPWD	28.02.2019	SO, C & W through CPWD	Administrative Officer
7	Fitting of liquid soap container with regular filling of liquids 20 toilets	40,000	25.11.2018	Store Officer	Administrative Officer
8	Providing Bucket, Mug, Hanger in 20 nos of toilets of Institute and DMS	10,000	30.11.2018	SO, C & W and Store Officer	Administrative Officer
9	Fixing of 15 nos of exhaust fans in toilets of DM School and Institute	AR/MO	20.12.2018	SO, C & W	Administrative Officer
10	Correction and proper fixing of all loose wires in all the Institute Building	Nil	20.11.2018	SO, C & W through CPWD	Administrative Officer
11	Cleaning of Drains in the Campus		January to March 2019	SO, C & W through CPWD	Administrative Officer
B	Cleanliness and beautification of Surroundings				
	The Courtyard gardens and outer lawn and outer lawn will be well maintained and painted with seasonal	1,00,000	Throughout the year	Lab Assistant cum SK	Administrative Officer

2

	flowers and ornamental plants.				
C	Swachhta Awareness at local level/Display and Banner/Foster healthy Competition				
	Awareness Creation :- (i) Conducting of competitions like (a) Essay Competition (b) Cartoon Competition and (c) Slogan Competition (d) Best section working towards Swachhta drive, for sensitization on cleanliness. Certificate signed by Principal/HM would be given to winners. (ii) Display of banners/posters on Swachh Bharat in Institute/ school premises	60,000	First week of October 2018 (work completed)	Advisor student Council & HM, DM School	Dean(I)
	(iii) Action taken/Photographs of the activities to be uploaded/displayed on www. Swachha bharat, Mygov.in, e Samiksha portal, Institute's website	5000	Throughout the year	I/c CAC	Administrative Officer
D	Swachhta Pledge		On 2 nd October 2018 (Taken by staff members)	SO, C & W	Principal/HM
E	Shramdan of One hour in a week by all employees, students of DMS and Institute, NCC, NSS etc. (purchase of Swords, Broom stic, Belcha, Spade, other cleaning equipments etc.)	100000	Every Saturday	Dr. L.D.Behera and his committee.	Administrative Officer


Dr. L.D. Behera, Asso. Prof.


Mr. A.K. Mishra, HNS


Mr. S.K. Rout, SO, C & W


Mr. B. Bhoi, TGT


Mr. P.K. Behera, ASO


Mr. Sahadev Dharua, UDC


Mr. B.K. Nayak, Assistant


Dr. P. J. Negi, Librarian
Chairman



04. Community Service Activities of NCC and NSS

National Cadet Corps (NCC)

Details of Camps of Cadets and ANO

Types of Camps/ Activities	Venue	Name of Escorts O- Onward Journey R-Returning Journey	Duration/ Date of Deputation
Orientation to Cadets	New Auditorium, RIE BBSR	Commanding Officer Dr. R. Sethy, ANO	7 Sept.2019

NCC Training	Main ground, RIE Campus	Mr. Dhiraj Singh and A.K Mishra	10-14, September 2019
Rashtriya Ekta Diwas	Main Ground, RIE Campus	Dr. R. Sethy	31 October 2019
Blood Donation Camp	RIE Dispensary	Medical Officer Dr. R. Sethy	11 th February 2020
Online Training to NCC Cadets	Virtual Mode	Dr. R. Sethy	15 th July 2020
Tree Plantation Programme	RIE BBSR Campus	Prof. P. C. Agarwal Dr. R. Sethy	17 th July 2020
Fit India Freedom Run for NCC Cadets	RIE BBSR Campus	Prof. P. C. Agarwal Dr. R. Sethy	2 nd October 2020
ATC (Annual Training Camp 15-21 Feb 2021)	Centurian Public School, Rayagada	Mr. Manas Ranjan Panda, PET, (OJ) Ms. Srimayee Poddar, Asst.Prof (Contractual, (OJ) Lt.Dr. Rasmirekha Sethy, Associate Prof. (RJ,)	15 -19Feb 2021 15 Feb 2021 15 Feb.2021 18 31.10.2019Feb 2021

B Certificate Exam	6 (O) Btn, NCC, Puri	Lt. Dr. Rashmirekha Sethy, Associate Prof.	4 April 2021
ATC (Annual Training Camp)	Jupitor International School, Barijhol, Rayagada	Ms. Kalpanapriya Asst. Prof. (Contractual) Dr. Rasmirekha Sethy, ANO & Associate Prof.	26 Sept- 6 Oct 2021 26 -27 Sept. 2021 6 -7 Oct. 2021
RDC	Inter Unit Competition, 2(O) Bn NCC, Berhampur	Ms. Kalpanapriya Asst. Prof. (Contractual) Dr. Rasmirekha Sethy, Associate Prof.	21-30 Oct 2021 25-26 Oct 2021 31 Oct-1 Nov 2021
IGC Camp	Adivasi Ground, Bhubaneswar	Pallavi Bahuguna, BSc BEd 7 Sem	2-11 Nov. 2021 and 12-21 Nov. 2021 for NCC Cadet.
Pre- RDC	Lxmisagar, Police Ground	Pallavi Bahuguna, BSc BEd 7 Sem	28 Nov-17 Dec 2021
RDC Camp	Delhi	Pallavi Bahuguna, BSc BEd 7 Sem	18 Dec 2021-29 January 2022
	Jupitor International School, Barijhol, Rayagada	Dr. Rasmirekha Sethy, Associate Prof. Ms. Kalpanapriya Asst. Prof. (Contractual)	20-26 Dec 2021 20 -21 Dec 2021

			25-26 Dec 2021
RDC	Delhi	NA	17 Dec-31 Jan 2022
Accompanied to Cadets	1(O) Pallaspalli, Bhubaneswar		3Feb 2022
B Certificate Exam	DAV, Pokhariput, Bhubaneswar	Dr. Rasmirekha Sethy, Associate Prof.	13 Feb 2022
Evaluation of 'B' certificate Exam papers	1(O) Pallaspalli, Bhubaneswar	Dr. Rasmirekha Sethy, Associate Prof.	14 - 16 Feb 2022
C Certificate Exam	1 (O) Air Sqn. Pallaspalli, Bhubaneswar	Lt. Dr. Rasmirekha Sethy, Associate Prof.	27Feb 2022
ATC/CATC	Jupiter International School, Barijhola, Rayagada		16 -25 May 2022
Appointment of Caretaker Officer			
CATC	2 (O) Bn NCC, Ankushpur, Berhampur	Ms Sucheta Panda, WET, CAC Dr. Rasmirekha Sethy, Associate Prof. 2022	2 July 2022-4-5 July 2022 11-12 July 2022

CATC	Model Degree, Amla Bhatta, J.K Pur, Rayagada		29 July-7 Aug 2022
TSC IGC	Bhubaneswar		8 -15 August 2022
TSC Phase 1	Urban Police and Traffic Training Institute, Bhubaneswar	NA	22 -29August 2022
CATC (RDC:2023)	Nabrangpur	Ms. Saraswati Maharana, Assistant Prof(Contractual-oj) Dr.Rasmirekha Sethy, Asso. Prof & ANO -R	15-22 Oct.2022 15-16 Oct. 2022 21-22 Oct 2022
EBSB-2	Adibasi Ground Bhubaneswar	NA	10-19 Oct 2022
CATC Practice & Launch Camp For GP HQ.	Berahampur	Dr.Rasmirekha Sethy Asso Prof & ANO (OJ)	1-8 Nov 22 1-2 Nov 2022
EBSB-1	Trimurti Military School,Navasa,PhataDist-Ahmednagar (Maharashtra) NRS Aurangabad	With Other ANO	15-24 Nov 2022
Inter Unit Competition (RDC-2023)	Nabarangpur		15-22 Oct.2022 22- 23Oct. 2022

Temporary Duty	RIE,Bhubaneswar	Charanjit Singh & One X NCO	27-28 Oct 2022
CATC Practice and Launch Camp	Berhampur		1-8 Nov. 2022 1-2 Nov. 2022
CATC Camp	SMIT, Ankushpur, Berhampur	MsMonalisha Das onward & return journey	16-23 Nov. 2022
B certificate Exam	Conducting Unit 1 (O) Air Sqn and Venue, DAV Public School Pokhariput	Cadets	12 Feb 2023
B certificate Exam	Conducting Unit 1 (O) Air Sqn and Venue, DAV Public School Pokhariput	Detailment of ANOs Dr. Rasmirekha Sethy	12 Feb 2023
C certificate Exam	Conducting Unit 1 (O) Air Sqn and Venue, DAV Public School Pokhariput	Detailment of ANOs Dr. Rasmirekha Sethy	19 Feb 2023







National Service Scheme (NSS)

NSS of the Institute has also organised few Blood Donation camps, Plantation and cleaning work on various occasions.





05. Manodarpan: Paricharcha sessions

A Paricharcha/ Panel discussion (**activity- 2**) entitled '**Yoga the tool for balancing body and mind**' an initiative of PM e-Vidya through CIET, NCERT and Regional Institute of Education, Bhubaneswar was held on 13th May, 2022. The deliberation by panelists on yoga was clubbed under the activities of 'International Day of Yoga- 2022' wherein the Experts/ Panelists elaborated concept, benefits and implementation of Yoga practices for the benefits of students, teachers, school authorities and other stakeholders. The **training programme on Common Yoga Protocol (CYP) through trained Yoga Expert (Activity-3)** was conducted in the Institute from 17th May 2022 to 31st May 2022. On each day there were around 45 to 50 participants in the training programme. During training programme yoga charts and Standees were displayed around the yoga practice site. **Live online interaction**

on yoga (Activity- 4) was organized through Sahyog programme by RIE, Bhubaneswar from 30th May to 3rd June, 2022. The topics of discussion were on “Yoga for self care”, “Stress Free with Yoga”, how yoga can make children feel relaxed in moments of tiredness or commotion, improving memory, academic performance and raising awareness of their own emotions, habit of “positive thoughts through yoga” and on “Yoga and physical wellbeing”. Practice on Common Yoga Protocol on 21st June 2022. Finally, **International Day of Yoga (IDY) 2022 was celebrated on 21st June, 2022** at 7am. The programme was inaugurated with the introductory remark by Prof P.C. Agarwal and more than 200 students and staff of the Institute have participated in the event. This programme was coordinated by Dr. (Mrs.) P.L. Negi.

06. Manodarpan: Sahyog sessions

The Sahyog programme on Yoga was organized by RIE, Bhubaneswar from 30th May 2022 to 3rd June 2022. The 1st day commenced with the session on Yoga for self care by Ms. Sibani Dora (JPF, DCGC) and Ms. Shivangi Singh(practicing Counsellor). In this session, the panelists explained yoga and its significant role in physical and mental health. The 2nd day commenced with the session on “Stress Free Yoga” by Dr Pramod Kumar Gupta (Assistant Professor) and Ms. Chandrima Dey(Practicing Counselor. In this session, the discussions was Yoga reducing stress and anxiety. The 3rd day commenced with Dr Dhanya Krishnan (Assistant Professor) and Mr Sibaprasad Patel(Practicing Counselor). In this session the panelists highlighted that contribution of Yoga day can make children feel relaxed in moments of tiredness or commotion, improving memory, academic performance and raising awareness of their own emotions. The 4th day started with the session on “habit of positive thoughts through Yoga”. In this session the panelists elaborated hiring a positive yogic lifestyle. The 5th day focus was “Yoga and physical wellbeing” by the panelists. In this stressful era yoga and physical well- being both are interrelated in such a way that we cannot make good health unless and until we have learnt real meaning of Yoga. In this way the programme was a success in promoting the importance of Yoga in Physical and Mental well-being of learners.

07. Extension Lecture series

Regional Institute of Education, Bhubaneswar has been organising Extension Lecture Series Programme since the last few years. The Extension Lecture Series programme has been visualized to develop professionalism amongst faculty and staff by providing them with an opportunity to interact with eminent educationists, educational administrators and experts from other fields of knowledge. At the same time, the objective was to enable students to know the past, present and future of different developments taking place in various subjects, disciplines and professions over time. Eminent Experts from different fields of knowledge have been invited to deliver lectures on different themes.

Year : 2021-22

SL No.	Date	Topic	Name of the Eminent Person
01	11.11.2021	National Education Policy 2020- School Education	Prof. K. Ramachandran, Professor, NIEPA
02	23.11.2021	Communal Harmony	Prof. Pawan Kumar Agarwal, Former Vice Chancellor OUAT, Bhubaneswar
03	29.11.2021	Shiksha Ka Bharatiya Karana	Sri Mukul Kanitkar, Secretary, Vivekanand International Foundation
04	02.03.2022	Personality Development and Character Building	Sri Atul Kothari, Saraswati Bal Mandir, New Delhi
05	02.03.2022	Personality Development and Character Building	Sri Deshraj Sharma, National Coordinator
06	02.03.2022	Personality Development and Character Building	Sri Ashok Kadel, Director, Hindi Granth Academy, M.P.
07	02.03.2022	Personality Development and Character Building	Sri Jadav Jayandrasingh Rajubhai, Associate Professor , Dept. of

			Commerce, Gujrat University
08	11.03.2022	Character Building and Holistic Personality Development	Prof. Dilip Kumar Dey Former Dean, IGNTU, Amarkantak, M.P.







7. Community Engagement

The community engagement is organised as a planned activity. The community engagement is organised in different programmes as follows.

- a) B.Sc.B.Ed and BA.Bed. VIII Semester for 10 days including preparatory workshop
- b) B.Ed. IV Semester 10 days including preparatory workshop

The details of activities of B.Ed. and Integrated Programmes are presented below.

Planning of the programme

For success of any programme required meticulous planning at organizers end. The coordinator started planning for this programme since September 2021 by discussing with colleagues from Institute and from outside regarding nature and duration of the WWC programme. **The first step in planning is to decide a place for WWC.** Out of discussion and suggestions from colleagues and permission from the Principal, Dr. Elizabeth Gangmei, visited Nabakrushna Choudhury College of Teacher Education, Angul, Odisha for discussion with authority as well as observing faculty / suitability for camping for the programme. Dr. Elizabeth Gangmei discussed with Principal of Nabakrushna Choudhury College of Teacher Education, Angul and managing trustees with regards to different aspects such as accommodation for boys and girls, facilities for cooking, security and field for games, sports. Similarly, Dr. Gangmei also discussed with Principal and other staff members of Nabakrushna Choudhury College of Teacher Education, Angul on different issues. The Principal of Nabakrushna Choudhury College of Teacher Education, Angul agreed to provide all the kind of cooperation and help for successful organization of the programme. She agreed to provide rooms for accommodating 105 trainees and supervision faculty members from Institute. She has given all the responsibility to other cooperative teachers to look after all the works and arrangements for the programme.

Activity – I: Gender Equity / Environment Pollution / HIV-AIDs/Population Education

Activity – II: Health and Hygiene of the Community

Activity – III: Survey of Primary Education and Remedial Teaching in School

Activity – IV: Utilization of community Resources for School Education

- Activity – V: Educational Awareness of Community
- Activity – VI: Awareness on RTE Act 2009
- Activity – VII: Yoga, Physical Exercise and Games and Sports
- Activity – VIII: Shrama Dana in Community in Terms of Cleaning Drive
- Activity – IX: Rally on Different Social Issues
- Activity – X: Cultural Programmed based on Social Issue and Problems

Report on daily activities

Report Day-1 (19/02/2023)

The community work internship for B.Ed 2nd year initiated with all the students awaiting the bus at Gopabandhu hostel, Regional Institute of Education, Bhubaneswar. There was an atmosphere of ecstasy and happiness all around as everyone was looking forward to the trip. internship for B.Ed. 2ndyear initiated with all the students awaiting the bus at Gopabandhu hostel, Regional Institute of Education, Bhubaneswar. There was an atmosphere of ecstasy and happiness all around as everyone was looking forward to the trip. All the necessary items like utensils, masks, sanitizers, medicines were loaded in the bus for the convenience of the students during the community work. The journey started and so did the fun. Students thoroughly danced on various songs throughout the journey. Angul (also known as Anugul) is a town and a municipality and the headquarters of Angul district in the state of Odisha, India. Angul has an average elevation of 195 m (640 ft) above sea level. We crossed through some beautiful landscapes witnessing small huts covered with hay, streams flowing alongside and small kids playing and living their life to the fullest. We halted at Dhenkanal for a quick cup of tea and to ease ourselves. The view from the location was extremely beautiful as we witnessed the sunset from there along with some snacks. We reached our destination - Nabakrushna Choudhary College of Education, Angul around 6:30 pm and unloaded our luggage. We were given a huge hall to stay with a capacity of 70 students. The group responsible for kitchen work started cutting the vegetables and preparation of food for dinner. Miss Saraswati Maharana ma'am delegated us the work for the entire internship. The instructions for the next day were given - Wakeup call at 5:30am, shramdaan/cleaning the college from 8am onwards, collection of data at respective schools, evening snacks and dinner

Report Day-2 (20/02/2023)

The day started with physical Activity at 6.00 am. It was followed by a short tea break and Shramdaan inside the NKCCTE campus premises. Mess duty was done by group B. The students from three groups went to school for data collection to three different schools that is Angul Govt. High School, Govt. UP School and Govt. Girls High school, Angul. Rest of the four groups went for community survey at Hatiasai, Mishrapada and Hakim Pada. After completing the task students returned to the campus had lunch and then discussion took place for the planning and arrangement of Working with Community the field visit for the next day. There was an opening session for the cultural programme where students performed different song, dance and drama. The students and teachers of NKCCTE, Angul were also invited and were a part of the cultural event. At the reflection time students shared the challenges faced by them as well the learning that took place during these experiences



Report Day-3 (21/02/2023)

The day started with physical Activity at 6.00 am. It was followed by a short tea break and Shramdaan inside the NKCCTE campus premises. Mess duty was done by group B. The students from three groups went to school for data collection to three different schools i.e.; Angul Govt. High School, Govt. UP School and Govt. Girls High school, Angul. Rest of the four groups went for community survey at Hatiasai, Mishrapada and Hakim Pada. After completing the task students returned to the campus had lunch and then discussion took place for the planning and arrangement of the field visit for the next day. The cultural event was performed by the students of Group A and B. Students performed beautifully on four different events including songs, dance and drama. The students and teachers of NKCCTE, Angul were also invited and were a part of the cultural event. At the reflection time students shared the challenges faced by them as well the learning that took place during these experiences.



Report Day-4 (22/02/23)

The day started with physical activity at 6:00am. It was followed by tea break as per schedule and then shramdaan was done inside the NKCCTE campus premises. Then the students went to different schools for Data collection that is Angul Govt. High School, Govt. UP School, and Angul Govt. Girls High School respectively. After the completion of the task, students returned to the campus and had lunch followed by the discussion of the day's work performed by them and did planning for the next day's work. During the cultural event, the chief guest was Ms. Madhusmita Bishi, Deputy Collector Angul district and she was accompanied by Dr. Drapauti Patel, Principal NKCCTE, Angul. Today students performed different team based nukkad natak on themes like Voting Awareness, Child Labour, Save the Girl Child and Save Environment by Group A,B,C,D. The places chosen for these performances were Angul Bus stand, Angul Cafe, Jagganath Mandir and Mishrapada Square. During the cultural event, the chief guest was Ms. Madhusmita Bishi, Deputy Collector Angul district and she was accompanied by Dr. Drapauti Patel, Principal NKCCTE, Angul. The best nukkad natak i.e Save the Girl Child was given the opportunity to perform in front of the chief guest and principal. Several other performances like group dance, groups songs, solo dance and songs were performed by different group members. The students and teachers of NKCCTE, Angul were also invited and were a part of the cultural event. After the completion of the cultural programme, the reflection was given by all the groups and students shared their experiences and challenges as well as the learning that took place during these experiences.



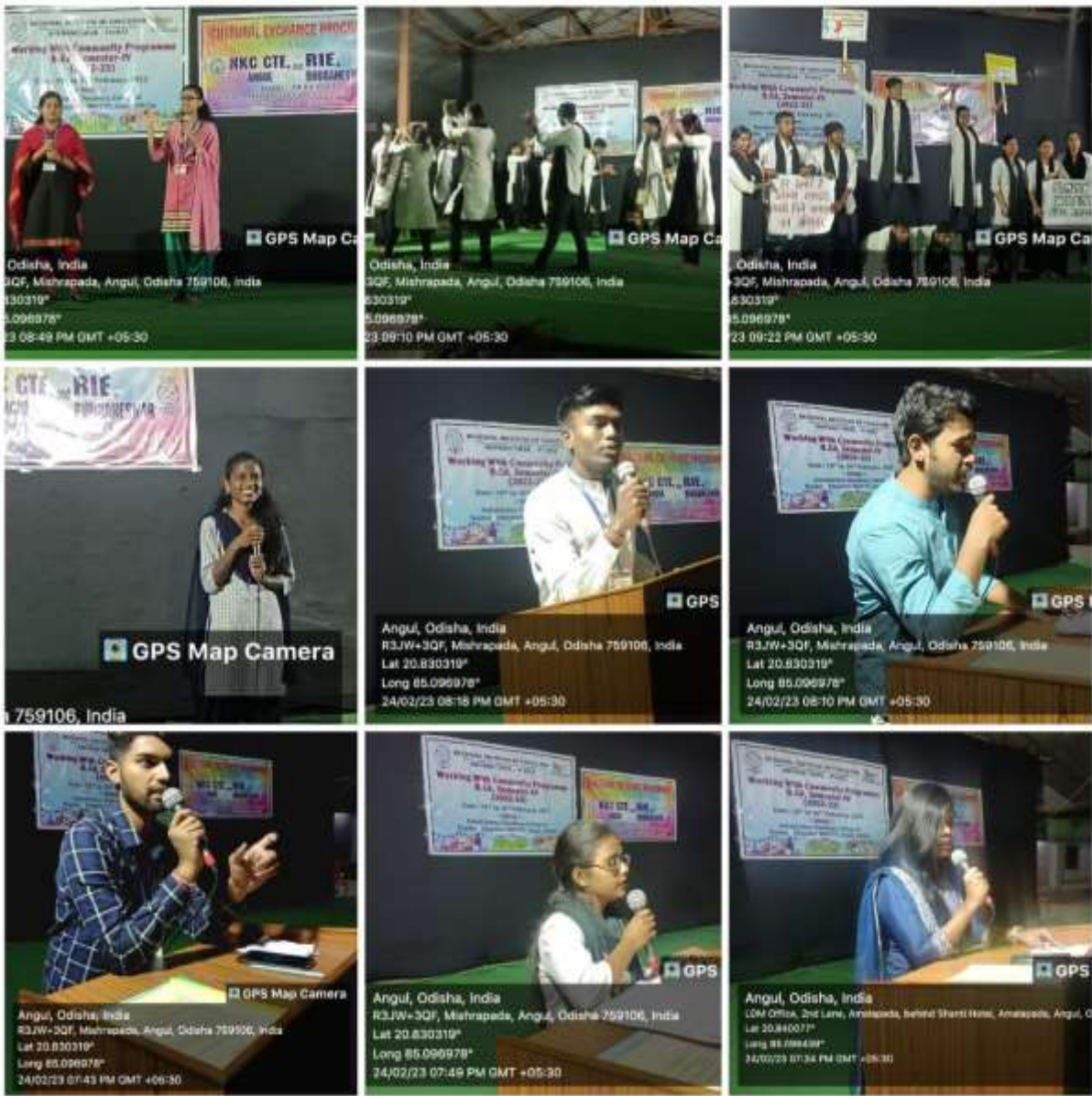
Report Day – 5(23/02/23)

The day started with the usual physical activity at 6am. Today all groups were assigned to leave for community work post breakfast. The locality to be surveyed were Hatia Sai, Mishrapada and Hatisalapada as per their groups. During the community work, students got an opportunity to interact with different families. It was concluded that most of the people did not have their personal bathrooms in Mishrapada and use the public bathrooms which were regularly cleaned. In Hatiasai the drainage system is not well managed and hence the water gets clogged near their homes. This is unhygienic and creates water pollution. The students returned after the survey to their respective residence for the camp. Post the survey, students were ready for lunch. There was a discussion between the teachers and students regarding the planning and schedule of activities for the next day. Group C and D successfully conducted the cultural evening which was graced by the chief guest Mr. Arya Sai Prasad, a renowned singer of Odisha. They were accompanied by Mr. Amit Kumar Mishra and Mr. Sujit Kumar Sahoo, police officials, Angul. Many beautiful dance and singing performances like Qwali, group song, standup comedy etc. were conducted by the students. The highlight of the event was the song performed by Mr. Arya Sai Prasad. The students and teachers of NKCCTE, Angul were also invited and were a part of the cultural event. At the reflection time, students shared the challenges faced by them as well the learning that took place during these experiences.



Report Day – 6(24/02/23)

It was the last day of the working with community program. The day started with the last Shramdaan of the program. In the morning, cricket tournament took place between NKCCTE students and RIE teachers and NKCCTE won by 6 runs. Students thoroughly cleaned the surroundings of the college after the tea break. Post breakfast, everybody went for their last field visit for activity 5 and 6. The students returned after Working with Community 1.5 hour and had their lunch. The cultural event was to be organized by group E, F, G in the evening. Many graceful dance and song performances were witnessed during the event. The students called it a night by 11pm.



Report Day – 7 (25/02/23)

Today everyone had to return to college. Students were ready post breakfast and both the buses had arrived. A regular attendance was taken and the teachers and students were seated inside the bus. We left Angul around 11am and reached the RIE campus at 1pm.



Conduct of Working with Community Programme of B.Sc.BEd.(2021-22)



AWARENESS PROGRAMMES



GROUP 5

Theme: Fight Against Child Molestation

Group Members:

1. Surbhi Kumari
2. Shantipriya Patra
3. Tanisha Biswakarma
4. Tripthy Kumari
5. Priyanka Mohanta
6. Pallavi Bahuguna
7. Kalzang Wongmu Bhutia
8. Bhavani Prasad
9. Khusboo Kumari
10. Soumesh Pradhan
11. Aniket Kumar
12. Nitish Kumar (GL, Group 5)

Pictures Of Drama Presented by Group 5



Theme Based Cultural Programme (2021-22) April 2022	https://www.youtube.com/live/logU_1gWpY8?feature=share
Video Link	https://youtu.be/eDsZ7G1whio

Regional Institute of Education NCERT, Bhubaneswar

Working With The Community 2022 Data analysis of activity 2

Health and Hygiene of the Community

Information on Sanitation

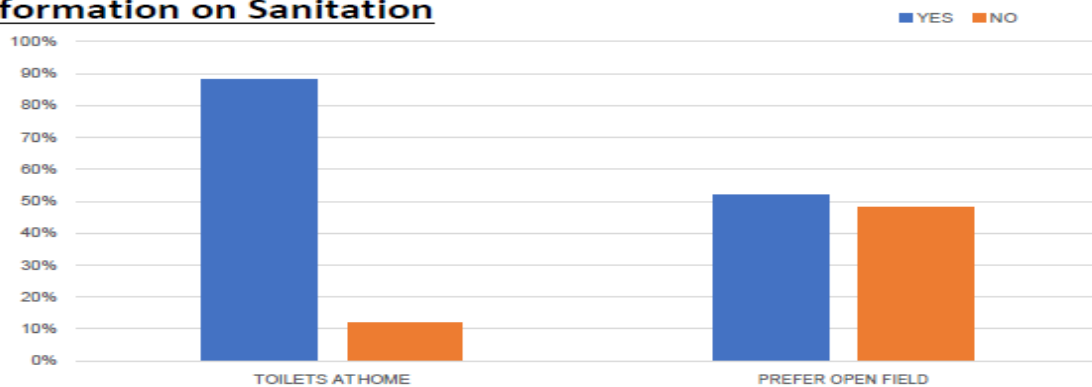


Figure - 01

- 50 families were surveyed in the village.
- 88 percent of the families surveyed have atleast one toilet in their home.
- 12 percent of the families do not have a toilet in their home.
- 48% discharge feces in open area
- The rest 52% don't defecate in open area

Regional Institute of Education NCERT, Bhubaneswar

Working With The Community 2022 Data analysis of activity 4

Analysis of Human Resource

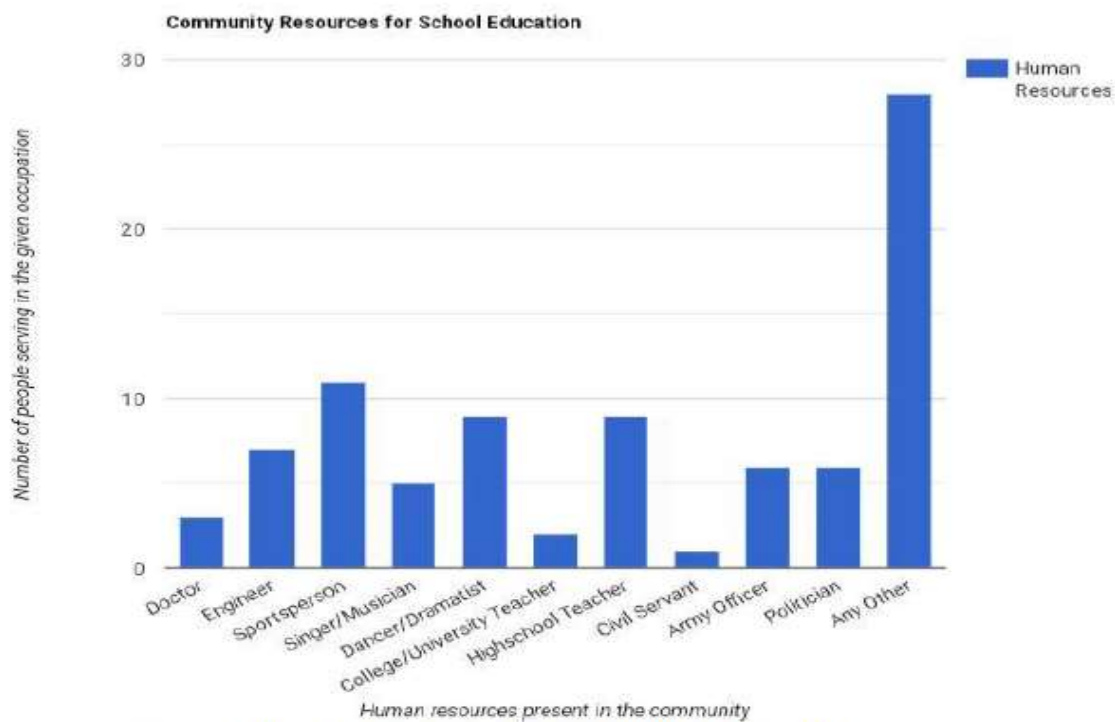


Figure: Survey of Human Resources in Badkul Region, Chilika

7. Facilitating Inclusive Education

The student teachers of B.Ed, Intergated BSc.B.Ed. have a paper on Creating Inclusive school. In the activities and programmes of the Institute inclusive practices are promoted. The student teachers visit to special schools for developing their skills to promote inclusive practices.



JEWELS INTERNATIONAL
(CHETANA INSTITUTE FOR THE MENTALLY HANDICAPPED)

A/S, Institutional Area, Near Hotel Swosti Premium, P.O. R.H.L. Campus, Bhubaneswar-751013,
Phone : 0674-2301673, Fax : 0674-2300649, E-mail : jewelsinternational@yahoo.com
Website : www.chetana-jewelsinternational.org

Ref No. 11/A/1000/320

Date: 28-4-2023

To
The HOD, Education
Regional Institute of Education
Bhubaneswar

"Jewels International" is a Charitable Organization registered under the Society Registration Act of 1860, Govt. of India, and is located at Bhubaneswar, Capital of Odisha. It is committed to providing Special Education, Vocational Training, and Rehabilitation Services to Persons with Disability with a focus on the Persons with Intellectual Disability. The Organization is working sincerely for the last three decades to improve the quality of life of Persons with Disabilities and their Families in the State of Odisha. It has planned to extend services to the 'Trusted Mentally III' through Halfway Homes and Rehabilitation Centres in the near future.

Jewels International has established "Chetana Institute for the Empowerment of Persons with Intellectual Disability" with a Mission to establish and support new Special Schools, Vocational Training Centers, and Sheltered Workshops for the Persons with Intellectually Disability in the State of Odisha, India. The Organization is also providing services to the Persons with Developmental Disabilities through Community Based Rehabilitation Programme with a focus on Rural, Tribal and Shm Population. Promotion of Self-Help Groups of Persons with Disability and their Families and Micro-financing is also part of the Vocational Rehabilitation Programme.

During the last six sessions (2017-18 to 2022-23) the Institute has collaboration with Regional Institute of Education, NCERT Bhubaneswar in the following areas.

1. The student teachers of different programs i.e. Integrated B.Sc.BED., B.A.BED and B.Ed. visit our Institute for their exposure to learn about learner diversity.
2. M.Ed. students (Prospective teacher educators) and Diploma in Guidance and Counseling students of RIE, Bhubaneswar visits our Institute for their exposure in the area of teacher education with respect to diversity and inclusion.
3. There is visit of faculty members of RIE, Bhubaneswar to our Institute and faculty of our Institute to RIE Bhubaneswar for interaction and examination related activities.

During their visit and interaction, the students get opportunities to interact with school students as well as students of teacher education Programme of our Institute to develop their sensitivity about inclusive education.

With Warm regards


(Principal)
Principal
JICIEH
Bhubaneswar-13



Mangulu (2020-2022)
During School Exposure:
He was student of B.Ed who
later pursued M.Ed.



Ananad (2019- 2023):
He was student of B.Ed who
later pursued BABED.
His birthday being celebrated
after class by his fellow
classmates.





9. Preparing Individualised Educational Plan(IEP)

The student teachers prepare individualised lesson plans based upon the case study and action resercahes.The formats used doer the both are placed below.

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

Multi Cultural Placement

ACTIVITY- V: CASE STUDY

- 1 Name of the Student Teacher _____
- 2 Roll No: _____ Arts/ Science _____
- 3 Name and Address of the School: _____
- 4 Name of the Cluster: _____

A) IDENTIFICATION DATA

1. Name of the student :
2. Date of Birth :
3. Gender :
4. Father/Guardian's Name :
5. Mother's name :
6. Class :
7. Postal Address :
8. Monthly Income of Parents :
9. Profession and Qualification of Parents :
10. Total no of siblings :
11. Ordinal position of the child in the family :
12. Brief Educational History of the student :

B) RECORDING OF THE PROBLEM AND SOLUTION

1. Description of the problem
2. Nature of the Problem: curricular, other curricular (Example - attendance, health, recreation, playing, speaking, writing, listening etc.)
3. Reasons emerged out of investigation:
4. Strengths of the student:
5. Intervention taken:
6. Result:

Signature of Institution
Supervisor

Signature of Student-Teacher

[The student teachers may prepare case study report of schools focusing vision and mission, brief history, student's enrolment, human and material resources, curricular and other curricular activities innovation/success stories strengths and challenges and future directions. The information collected in school process report may be helpful for adaption]

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
FORMAT FOR ACTION RESEARCH
B.Ed

1. Personal Information:

2. Name and address of Cooperating School:
3. Name of the Student Teacher:
4. Roll No with Science /Arts:

Body of the Action Research Report

1. Title of the Action Research:

2. Analysis and Description of the Action Research Problem:

3. Objectives and Action Hypothesis:

4. Designing Intervention/s

5. Implementing Intervention/s

6. Evaluating Intervention/s

7. Analysis of the Result

8. Reflection and Decision

9. References

10. Appendix

Signature of the Student Teacher

Signature of the Supervisor/ Head Teacher

