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क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

A Constituent Unit of NCERT, New Delhi
Under Ministry of Education, Govt. of India



1.4.2. Action taken report of the institution based on the feedback of the stakeholder

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Action taken on the basis of feedback (2018- 2022):

In the Regional Institute of Education, Bhubaneswar, feedback system is the mechanism through which transparency in management and accountability at individual and group level is fixed. Feedback is taken from all the stakeholders to get an overall idea on the curriculum and the various courses offered by the institute maintains an institutional level feedback report. Feedbacks were collected from the students, teachers, employers, Alumni, and practice teaching schools during internship and multicultural placement through the google form developed by IQAC. After taking the feedback the IQAC team analyzes the feedback and it is placed in the meeting before the Principal, Dean, AO and HODs. On the basis of the outcomes of the meeting academic and administration planning are implemented. Following initiatives have been taken by the institute under IQAC initiative on the feedback of the stakeholders.

Action taken report based on the feedback from various stakeholders (2018-2022)

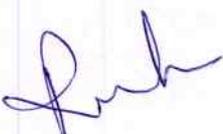
Area of concern (Student)	Feedback report	ATR
Revision/ updating the curriculum to meet the expectations.	Scope for revision in the curriculum to meet the expectations.	<p>-The course learning outcome (CLOs) for the different courses is mapped with the programme outcomes (POs) and the programme specific outcomes of the programme to ensure that students have the required domain of knowledge, skills and attitude to meet the expectation.</p> <p>-The curriculum incorporated vocational courses under CBCS from 2022; Agricultural practices, Animal husbandry, EPML and Carpentry which allows students to acquire a more holistic perspectives and supports their aptitude and capabilities to meet the needs of the contemporary environment, while at the same time giving them wider understanding of various socio-economic issues of the nation.</p> <p>More intensive emphasis at the UG and PG programmes in education on problem solving, innovation through projects and internships, hand-on experiences and experimental facilities fostering a culture of research and creating academia linkages.</p>



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Integration of ICT	More provision in the curriculum for the integration of technology.	<p>-Class rooms are provided with smartboards for operating google classroom, multimedia presentation,NPTEL Video Lectures, NROER, SWAYAM etc. to support students learning progress</p> <p>-Online self-study was encouraged and motivated by faculty for students. learning portal created by faculty of the institute for students for RIE, Bhubaneswar students- link</p> <p>https://docs.google.com/document/d/1IVJ6XrmzaG3Xle7a7iwvl7iwRgmypJ/edit</p> <p>-e-content was developed in large numbers by the faculty members for enriching the content and pedagogy and reaching the students.</p>
Self-study	Students have expressed that more self-study needs to be elaborated and encompassed.	<p>-Self -study is encouraged and guided by faculty mentors and made compulsory in the courses.</p> <p><u>1.2.5 Certificates evidences for completing the self study course.docx</u></p> <p>- Self -development component in the curriculum is facilitated mostly by creating an awareness to take up courses in a self-regulated way. <u>DOCUMENTARY EVIDENCE OF DEVELOPED DIFFERENT RESOURCES.docx</u></p>
Area of concern (Teacher)	Feedback report	ATR
Infrastructure and teaching learning resources	For learning resources available, out of total respondents 50% have rated very good followed by 47.1% who respond as good. Remaining 2.9% respondents rated to it as average.	<p>-The institute planned and set up a resource center with the explicit goal of providing teachers and students with a variety of learning resources for nurturing higher order cognitive skills.</p> <p>-Science theme park is developed in the campus to engage students in live activity and experiential learning through a cluster of open air science gadgets.</p>


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Scope for contextualization of learning to the environment	There is a scope to improve the curriculum based on the feedback received from the teachers in the area of contextualization of learning in the years to come.	-Herbal Garden/Botanical Garden is developed and maintained to contribute knowledge regarding nature, environment for providing better quality of education and developing life skills. Plants are collected for conservation and propagation of the medicinal plants and endangered species in the herbal garden
Area of concern (Employers)	Feedback report	ATR
Integration of Innovative and indigenous skill into teaching in the curriculum	Employers indicated that the students are moderately adequate in the area of innovative skill of teaching can be related to the possibility for improvement for clearly mapping the learning outcomes of the course	-Art integration in teaching and learning is offered in all the programmes being offered in the institute -The institute provides scope for Yoga and Sports integrated learning for holistic development of the students. -Campus of the institute reflects the Art and Culture of the nation through paintings on walls and art forms placed in the premises. Activities are conducted throughout the semester to promote cultural and artistic talents of students.
Area of concern (Alumni)	Feedback report	ATR
Active engagement in learning	More Scope in the curriculum for making teaching learning more engaging for learners.	-Organization of continuous professional development in a curriculum transaction for the faculty members of the institute through seminars, workshops, conferences and discussion forums. - Organization of extension lectures by eminent personalities from the field of education and related areas not only on curricular implementation and pedagogical strategies but also on wider issues of social justice and future developments.




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Area of concern (Practicing schools/TEI)	Feedback report	ATR
Placement of students for internship	The internship is well-structured and duration of the internship at cooperating schools is sufficient and the number of interns allotted to the schools were adequate. however very few, cited that the intern allotted to the schools were not sufficient	The internship under the field engagement component of the teacher education programme of the curriculum is planned well in advance in a systematic manner wherein the Dean of Instruction is the overall coordinator. Each coordinator of the different programmes of the institute of different departments work under the guidance of the Dean. Student placement is strategically mapped and located as per the feedback received form cooperating schools/TEIs.

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