

SELF APPRAISAL REPORT FOR ACCREDITATION

Submitted to
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE



REGIONAL INSTITUTE OF EDUCATION BHUBANESWAR

(A Constituent Unit of NCERT, Under MHRD, New Delhi)

2017

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PART 1

PROFILE OF THE INSTITUTION

PART-I

PROFILE OF THE INSTITUTION

1. Name and address of the institution: **Regional Institute of Education**, Sachivalaya Marg, Bhubaneswar, Odisha, Pin-751022
2. Website URL: www.riebbsr.nic.in
3. For communication:

Office:

Name		Telephone Number with STD Code	Fax No.	E - Mail Address
Prof K. B. Rath	Principal	06742540534	06742543782	riebbs@ori.nic.in
Prof. M. K. Satapathy	Dean	0674-2540627 - 318	0674-2543782	mksatapathy@rediffmail.com
Prof. M. K. Satapathy	Self-appraisal coordinator	0674-2540627 - 318	0674-2543782	mksatapathy@rediffmail.com

Residence:

Name		Telephone Number with STD Code	Mobile Number
Prof K. B. Rath	Principal		
Prof .K.Satapathy	Dean		
Prof .K.Satapathy	Self-appraisal coordinator		

4. Location of the Institution :

Urban

Semi-Urban

Rural

✓

Tribal

Any other (specify and indicate)

5. Campus area in acres:

98.62

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution?

Month	Year
08	1963

8. University/Board to which the institution is affiliated: Utkal University, Bhubaneswar

9. Details of UGC recognition under section 2(f) and 12 (B) of the UGC Act.

2f

Month	Year

12(B)

Month	Year

10. Type of Institution

a). By funding

i). Government

ii). Grant-in-aid

iii). Constituent

iv). Self-financed

v). Any other (specify and indicate), Autonomous, constituent unit of NCERT

✓

b). By Gender

i). Only for men

ii). Only for Women

iii). Co-education

✓

c). By Nature

i). University Dept

ii). IASE

iii). Autonomous College

iv). Affiliated College

v). Constituent College

vi). Dept. of Education of Composite College

vii). CTE

viii). Any other (specify and indicate), Autonomous, Constituent unit of NCERT under MHRD, GOI

✓

11. Does the University/ State
Education Act have provision for autonomy?

Yes

☐

No

☒

12. Details of Teacher Education programmes offered by the institution:

S. No.	Level	Programme /Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i.	Pre-primary	-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
ii.	Primary/ Elementary	-	-	-	-	-
		-	-	-	-	-
		-	-	-	-	-
iii.	Secondary/ Sr. Secondary	B.Sc.B.Ed.	Senior Secondary	Degree	4yrs	English
		B.A.B.Ed.	Senior Secondary	Degree	4yrs	English
		B.Ed.	Graduation	Degree	2yrs	English
iv.	Post Graduate	M.Ed.	B.Ed.	Degree	2years	English
		-	-	-	-	-
		-	-	-	-	-
v.	Other specify	M.Phil	PG(Education)	Degree	1 year	English
		DCGC	PG/UG	Diploma	1year	English
		Ph.D.	PG	Degree		English

13. Give details of NCTE recognition (for each programme mentioned in Q.12above)

Level	Programme	Order No.& Date	Valid up to	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. secondary	B.Sc.B.Ed.		Permanent	100
	B.A.B.Ed.			50
	B.Ed.			100
Post Graduate	M.Ed.		Permanent	32
M.Phil (Education)	M.Phil			10
Other (specify)	PhD			20

B. Criterion – Wise Inputs

Criterion I: Curricular Aspects

1.	Does the Institution have a	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	stated	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	Values				
	Objectives				

2. Does the institution offer self-financed programme(s)? Yes
- a. DCGC (Diploma Course in Guidance and Counseling)
- b. Fee charged per programme.

3. Are there programmes with semester system? Yes

4. Is the Institution representing / participating in the curriculum development / revision process of the regularity bodies? Yes

If yes, how many faculties are on the various curriculum Development /vision committees? All

How many faculties are on the boards of university/regulating authority? 16

5. Number of methods/ elective options (Programme-wise)

- | | |
|--|--|
| (a). B.A.B.Ed. Course | one– out of 04 options (H/E/O/B) |
| i).Elective Language(Literature) | Two– Hist. or Geog. And Eco. Or Pol. Sc. |
| ii).Social Sciences | one–Language and Social Science |
| iii).Number of Methods (two) | Social Science – Compulsory |
| | Language(01) – 04 options (H/E/O/B) |
| (b). B.Sc. B.Ed Course | |
| i).Elective options (02) | PCM or CBZ |
| ii).Number of Methods (02) | one compulsory– Phy. Sc. (01) – 02 options (Maths./Bio.) |
| (c). Two-year B.Ed. Course–Science and Maths. | |
| i). Number of Methods (02) | One compulsory (Phy. Sc.) 02 options |
| | (Maths or Bio. Sc.) |
| Two-year B.Ed. Course–Lang. and Social Science | |
| i). Social Sc. compulsory | One out of 4 languages(H/E/O/B) |

(d). M.Ed. Course: (Full time Course)

i). Elective Courses (one) – 04 options

(e) M.Phil Education

- | | | |
|---|--|----------------|
| 6. Are there Programmes offered in Modular form
Diploma Course in Guidance and Counseling | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |
| 7. Are there Programmes where assessment of teachers by the students has
been introduced? | <table border="1"><tr><td>No</td></tr></table> | No |
| No | | |
| 8. Are there Programmes with faculty exchange/ visiting faculty? | <table border="1"><tr><td>No</td></tr></table> | No |
| No | | |
| 9. Is there any mechanism to obtain feedback on the curricular aspects from the | | |
| i)Heds of Practice Teaching Schools | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |
| ii)AcademicPeers | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |
| iii)Alumni | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |
| iv) Students | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |
| v)Employers | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |
| 10. How long does it take for the institution to introduce a new
programme within the existing system? | <table border="1"><tr><td>About one Year</td></tr></table> | About one Year |
| About one Year | | |
| Are there courses in which major syllabus revision has
Done during last five years? | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |
| 11. Has the institution introduced any new course in teacher education during
the last three years? | <table border="1"><tr><td>No</td></tr></table> | No |
| No | | |
| 12. Does the institution develop and deploy action plans for effective
implementation of the curriculum? | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |
| 13. Does the institution encourage the faculty to prepare course outlines? | <table border="1"><tr><td>Yes</td></tr></table> | Yes |
| Yes | | |

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- | | |
|---|---|
| i. B.Sc. B.Ed., B.A. B.Ed., B.Ed and M.Ed | |
| a). Through an entrance test developed by the institution (NCERT) | ✓ |
| b). Common entrance test conducted by the University/Government | |
| c). Through an interview | |
| d). Entrance test and interview | ✓ |
| i. M.Phil & DCGC | |
| e) Merit at the qualifying examination: | |
| f) Any other (specify and indicate) NA | |

(If more than one method is followed, kindly specify the weight ages)

2. Furnish the following information (for the previous academic year):

a. Date of start of the academic year

- | | |
|---|---------------|
| i). B.Ed.-II year, B.Sc. B.Ed. and B.A.
B.Ed.-III, V, VII semesters | June 25, 2015 |
| ii). M. Ed., B.Ed.-I year
B.Sc. B.Ed. and B.A.B.Ed. Semester-1
M. Phil – Semester-1 | July 16, 2015 |
| iii). DCGC | Jul, 2015 |

b) Date of last admission

- | | |
|---------------------------------------|------------|
| i). B.Ed | July 2015 |
| ii). M. Ed., B.Sc. B.Ed. and B.A.B.Ed | July, 2015 |
| iii). DCGC | |
| iv.) M.Phil | July, 2015 |

c) Date of closing of the academic year

- | | |
|---------------------------------------|----------------|
| i). B.Ed | May 23, 2016 |
| ii). M. Ed., B.Sc. B.Ed. and B.A.B.Ed | May 23, 2016 |
| iii). DCGC | December, 2015 |
| iv. M.Phil May 23, 2015 | |
| v.) M.SC (LS) Ed May 23, 2015 | |

d) Total teaching days

- | | |
|---|----------|
| i). B.Ed/ M.Ed/ M/Phil/M.Sc(LS) Ed | 100 Days |
| ii). B.Sc. B.Ed. and B.A.B.Ed (Semesters) | 100 Days |
| iii). DCGC Face to face | 90 days |

e) Total working days
Semester Pattern

100 Days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Sc. B.Ed.	14	2	42	4	54	9	10	220	32
B.A.B. Ed.	63	1	19	2	30	5	38	10	1
B. Ed.	55	1	19	1	36	4	43	100	14
M. Ed.	1	1	32	3	5	8	10	14	2
M.Phil	6	4	10	1	1	2	5	3	8
M.Sc.(LS) Ed	2	1	17	1	3	4	1	12	1
DCGC									
Total									

4. Are there any overseas students?

Yes

No

✓

If yes, how many?

NA

1. What is the 'unit cost' of teacher education programme?

(Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled)

(a). Unit cost excluding salary component

P.A

(b). Unit cost including salary component

P.A

*(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Sc. B.Ed. (Physical)	172.13	91.83	150.73	97.67
B.Sc. B.Ed. (Biology)	167.43	107.00	162.40	107.00
B.A.B. Ed.	161.48	68.22	129.63	68.22
B. Ed. Social Science (Two Year)	115.50	33.00	91.50	46.00
B. Ed. Science (Two Year)	126.50	73.00	111.00	84.50
M. Ed. (Full Time)	79.44	41.72	62.42	47.16
M.Phil	69.45	48.24	59.17	42.24
M.Sc(LS) Ed				
DCGC*	A	D		

* Students are selected on the basis of grades

3. Is there a provision for assessing students' knowledge and skills for the programme (after admission)

Yes ☒ No ☐

4. Does the institution develop its academic calendar?

Yes ☒ No ☐

5. Time allotted (in percentage)

Programme	Theory	Sessional	Practicum
B.Sc. B.Ed.*	60	15	25
B.A.B. Ed.*	70	30	
B. Ed. (Two Year)	75	25	
M. Ed. (Full Time)**	70	30	
M.Phil	80	20	
M.Sc(LS) Ed			
DCGC	16 Credits	7 Credits	14 Credits

*In B.Sc. B. Ed and B.A. B. Ed time allotted for practice teaching reflects only B.Ed components.

**In M. Ed practice teaching reflects Dissertation and School Experience.

6. Pre-practice teaching at the institution

- a).Number of pre-practice teaching days

i. B. Ed

15

ii. B.Sc. B.Ed. and B.A. B. Ed

15

- b). Minimum number of pre-practice teaching lessons given by each student

8

7. Practice Teaching at School

- (a). Number of schools identified for practice teaching

i. B.Ed., M.Ed., B.Sc. B.Ed. and B.A. B.Ed

25

ii. DCGC

08

- (b). Total number of practice teaching days

i. B.Ed.

60

ii. B.Sc. B.Ed. and B.A. B. Ed

45

iii. DCGC

- (c). Minimum number of practice teaching Lessons given by each student

30

8. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations

No. of lessons in simulation	No. 10 +10	No. of lessons in pre practice	No. 2 +2
------------------------------	------------	--------------------------------	----------

9. Is the scheme of evaluation made known to students at the beginning of academic Session?

Yes ☒ No ☐

10. Does the institution provide for continuous evaluation?

Yes ☒ No ☐

11. Weightage (in percentage) given to internal and external evaluation

Programme	Internal	External
B.Sc. B.Ed.	40 (With Practical)	60
B.A.B. Ed.	25	75
B. Ed. (Two Year)	25	75
M. Ed. (Full Time)	30	70
DCGC	30	70
M. Phil	20	80
M. Sc (LS) Ed		

12. Examinations

- (a). Number of seasonal tests held for each paper

- i). B.Sc. B.Ed. and B.A. B.Ed
ii). B.Ed. (Two Year)
iii). M. Ed. and M.Phil 02
iv). DCGC M. Sc (LS) Ed 02

2
2
2

- (b). Number of assignments for each paper

- i). B.Sc.B.Ed. and B.A.B.Ed
ii). B.Ed. (Two Year)
iii). M. Ed. and M.Phil
iv). DCGC M. Sc (LS) Ed

2
1
2
1

13. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software/courseware(CDs)	✓	
Audio resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	UNESCO Material	

14. Are there courses with ICT enabled teaching-learning process?

Yes

✓

No

i). B.Sc. B.Ed. and B.A. B.Ed	✓
ii). B.Ed.(Two Year)	✓
iii). M. Ed	✓
iv). DCGC	✓
v). M. Phil	✓
vi). M. Sc(LS) Ed	✓

15. Does the institution offer computer science as a subject*?

Yes

✓

No

*ICT in education is taught as a compulsory subject in all courses

If yes, is it offered as a compulsory or optional paper?

Compulsory

✓

Optional

Criterion III: Research, Consultancy and Extension

1. Number of teachers with PhD and their percentage to the total faculty strength

Total faculty	Faculty with P. hd	Faculty without P.hd	Percentage
25	23	02	92

2. Does the Institute have ongoing research projects?

If yes, provide the following details on the ongoing research projects

Sl. No	Title of the project	Funding Agency	Amount	Duration (Years)	Collaboration, if any
1	A Study of Pedagogic Processes in Science at Government Secondary Schools of Odisha	NCERT	3,06,300/-	1 year 2017-18	SCERT, DEO, BEO Odisha
2	School Internship in D.El.Ed Programme of West Bengal: An Analysis	NCERT	5,04,600/-	1 year 2017-18	SCERT, WB, DESSH, New Delhi
3	A Study of Schools having zero percentage results in secondary and senior secondary stages of Jharkhand: An Analysis	NCERT	3,28,300/-	1 year 2017-18	SCERT, Jharkhand
4	Case Study of Educational Institutions run by Buddhists in Odisha	NCERT	2,30,950/-	1 year 2017-18	SCERT, Odisha
5	Low Performance of Students in Odia and Social Science in High School Certificate (HSC) Examination in Odisha: An Analysis	NCERT	3,11,300/-	1 year 2017-18	SCERT, Odisha
6	Implementation of the RTE Act 2009 in Jharkhand: A Status Study	NCERT	3,29,450/-	1 year 2017-18	SCERT, Jharkhand
7	A Study on secondary school mathematics classrooms of Bhubaneswar	NCERT	3,81,000/-	1 year 2017-18	SCERT, OPEPA, Odisha
8	Effectiveness of an Intervention in Improving English Language Proficiency among Students at Elementary Level in West Bengal	NCERT	1,35,000/-	1 year 2017-18	SCERT, WB, DESSH, New Delhi

3. Number of completed research projects during last three years.

4. How does the Institution motivate its teachers to take up research in education?

(Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities

✓
✓
✓
✓

- Any other specify and indicate
 - Collaborative research projects : Yes. RMSA, TCA, TSA,
 - Encouraged to take ERIC funded projects : Yes
 - Projects in basic sciences : Yes
 - Encouraged to take evaluation of schemes of Ministry MHRD (MDM, SSA, CCE etc.) : Yes.
 - Analysis of CCE material of Eastern Region
 - Status of Implementation of CCE in Eastern Region
 - Impact of INSET under SSA on Classroom Transaction
 - Studies on Hundred Clusters of the Country
 - Census based National Achievement Survey
 - Formative Evaluation of RMSA Teacher In-service Training
 - Seventh Survey of Research in Education: Trend Report on Education of Children with Disabilities.

5. Does the Institution provide financial support to research scholars? Yes
6. Number of research degrees awarded during the last 5 years
- a. PhD 16
- b. M.Phil 55
7. Does the Institution support student research projects (UG & PG)?
- a. UG Yes
- b. PG Yes

8. Details of the publication by faculty (Last five years)

<i>Sl. No.</i>	<i>Name</i>	<i>Title of Publications</i>
1.	Prof. M.K. Satapathy	1. Quantitative estimation of total free amino acids among Amaranth us species: Implications for dietary protein. Plant Science Research. 3 (172): 127-129, 2011. 2. Medicinal plants in an Urban Environment: Herbaceous medicinal flora from the campus of Regional Institute of Education, Bhubaneswar, Odisha. Int. J. of Pharm. & Life Sci. 11: 1206-1210, 2012. 3. Sonari (Cassia fistula L.) A medicinal and ethno-cultural plant at Niyamgiri Hills ranges among a primitive tribe (Dongaria Kandha) of Odisha, India. Int. J. Biological Technology.2:15-16, 2012. 4. Floristic Diversity of an Urban Environment: Poisonous Plants of Bhubaneswar Smart City. International Res. Journal of Environmental Science.6 (1):41-52, 2017. Science Articles 1. Science, Technology and Innovation Policy 2013- Implication for Teaching and Research. Emerging

		<p>Science. 5(5):10-13, 2013.</p> <ol style="list-style-type: none"> 2. Quality Improvement in Education: Teacher Agent of Change. Utkarsha, UGC –HRDC News Letter (pp-22-Utkal University, Bhubaneswar 2016. 3. Free radical and Antioxidants: Importance and usefulness in Human and Diseases. Emerging Science.8 (3):41-44, 2016. <p>Books</p> <ol style="list-style-type: none"> 1. People Who Make a Change: Men and Women in Environmental Movements. Kunal Books Publishers, New Delhi. 2013. 2. Poisonous Plants of Bhubaneswar. (RIE/NCERT Publ.)2016.
2.	Prof. B. K. Parida	<ol style="list-style-type: none"> 1. Less Familiar Pathways in Constructivism, Indian Educational Review. 48(1):111-126, January 2011. 2. Epistemic of Quantum Mechanics – A Study of Ideas Held by Students and Teachers. Proceedings of episteme 4 International Conference, 5-9 January 2011, Homi Bhabha Centre for Science Education, TIFR, Mumbai.40-43, 2011. 3. A Learner-centered Input-Output Model, Journal of Indian Education. XXXVIII (1):22-37, 2012. 4. Language of Science and Teaching Learning of Science: A Constructivism Oriented Interface Overview, Journal of Indian Education. XXXXI (1):80-105, 2015. 5. Exploring students' thought processes involved in the interpretation of electric field and field lines. Proceedings of episteme 6 International Conference on Emerging Computation Media and Science Education, 15-18 December 2015, Homi Bhabha Centre for Science Education, TIFR, Mumbai.142-149,2015. 6. Inclusive Education (IE) vs-a-vis Inclusion in Education (IIE). Proceedings of the Regional Conference on Quality Assurance in School Education, 17-18 December 2015, Regional Institute of Education, Bhubaneswar. 108-109,2015. <p>Books</p> <ol style="list-style-type: none"> 1. Contributed Chapters on Mechanics and Liquids in the Textbook of Higher Secondary Physics for Class XI, published by Vidyapuri, Cuttack, fifth revised and enlarged edition 2012, new edition 2014. 2. Contributed to Chapters on Solids and Semiconductors in the Textbook of Higher Secondary Physics for Class XII, published by Vidyapuri, Cuttack, and third revised and enlarged edition 2013. 3. Higher Secondary Physics (312) Book 3 and Practical Manual (Odia Translation), published by the School and Mass Education Department, Govt. of Odisha and the

		<p>National Institute of Open Schooling, July 2014 (My contribution: as reviewer).</p> <p>4. Constructivism - The New Paradigm: From Theory to Practice, published by Atlantic Publishers & Distributors (P) Ltd., Darya Ganj, New Delhi-110002, 2015.</p>
3.	Prof. Anoop Kumar	<p>1. Mahadevi Verma Ke Gadya Ka Vaishitya, Sahitya Bharti, Lucknow, January-March, 2012.</p> <p>2. Bhartendu Ki Bhashik Prayog dharmita. 'Sahitya Bharti'. 16(3), 2013.</p> <p>3. Premchand Ka Shaikshik Chintan, Vishwamukti, Bhubaneswar, February-April, 2015.</p> <p>4. Jan ChetnaKeShayar: NazeerAkbarabadi, Sahitya Bharti, Lucknow, January-March, 2016.</p>
4.	Prof. A. K. Mohapatra	<p>1. Impact of Multimedia Activities on Students' Learning about Meiosis. Journal of Educational Chronicle. 1(2): 56-63, 2011.</p> <p>2. Depletion of Ozone Layer – An Investigation of Senior Secondary Students' Knowledge and Attitude. The Ecoscan. 5 (1&2): 33-38, 2011.</p> <p>3. Effect of animations in constructing and reconstructing students' knowledge of cell division (mitosis). Proceedings of episteme 4 – International Conference to Review Research on Science, Technology and Mathematics Education. 358 – 362, 2011.</p> <p>4. Arsenic Induced Genotoxic and Histopathological Changes in Male Swiss Albino Mice, <i>Mus musculus</i>. Journal of Applied and Natural Science. 3 (2): 329-339, 2011.</p> <p>5. Environmental Education to Environmental Ethics Education: Need of a Paradigm Shift for Conservation. Proceedings of National Seminar on Challenges for Wildlife Conservation: Conflict to Co-existence. Nayagarh, Odisha. 167-173, 2011.</p> <p>6. Epilepsy Diagnosis Using Combined Duffing Oscillator and PNN Model. J. Bioinformatics and Intelligent control. 1: 62-68, 2012.</p> <p>7. Genotoxic and Histopathological effects of cadmium in male swissalbinomice, <i>Mus musculus</i>. The Bioscan. 8(2): 391-401, 2013.</p> <p>8. Fostering Pre-service teacher brainees' understanding of membrane transport with interactive computer animations. Creative Education (USA). 4(10): 640-645, 2013.</p> <p>9. Exploring perspectives of scientific literacy: An overview. Cognitive discourses multidisciplinary journal. 1(1):79-88, 2013.</p> <p>10. Interdisciplinary Approach: Implications in Biology Teacher Education Curriculum, Proceedings, episteme-5, TIFR, Mumbai, India, Cinnamonteal publishing. 5:281-</p>

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		<p>2013.</p> <ol style="list-style-type: none"> 4. Teacher Effectiveness of Teacher Educators in Relation to Sex, Qualification, Experience and Age at Secondary Level. Prangnya Journal of Social Sciences. 3(4): 39-45, 2013. 5. Academic Achievement Goal Orientation of Pupil-Teachers in Relation to their Demographic Variables. ShaikshikParisamvad (An International Journal of Education).3 (2):1-8, 2013. 6. Effect of Concept Mapping Teaching Strategy on Achievement in Science at Secondary Level. Education and Welfare-A Peer Reviewed Journal. 2 (1):32-38, 2013. 7. Attitude of Two year B.Ed. Trainees towards Internship in Teaching Programme. The Education Today. 5 (1): 146-153, 2014. 8. Effectiveness of Cooperative Teaching on Achievement in English at Elementary Level. The Sikshachintan. 8:9-17, 2014. 9. Pedagogical content knowledge of science teachers at secondary school level. The Ravenshaw Journal of Educational Studies. 3 (1&2):111-120, 2014. 10. Impact of Career Guidance on Career Awareness of Students at Secondary Level. ShodhaSamiksha. 4 (1): 1-13, 2014. 11. Role Perception and Role Performance of SMC Members towards Implementation of the RTE Act, 2009. PRANGNYA - Journal of Social Sciences. 5(4): 56-63, 2015. 12. Availability and Utilization of Teaching Learning Materials and Basic Infrastructure in Primary Schools of Contai Municipality: A Filed Study. International Journal in Management and Social Science. 3 (12): 152-163, 2015. 13. Problems Faced by the SMC Members in Implementing the RTE Act 2009: An Analysis. Eduquest; an International Referred Journal in Education. 4(2): 15-24, 2015. 14. Effectiveness of Teaching Social Studies for Developing Higher Order Cognitive Process: A Critical Analysis. International Journal in Economics and Social Sciences. 5 (12):19-24, 2015. 15. Teaching English by Cooperative Learning Strategy at Elementary Level: Roles of Teacher. Education Times. 4(1):209-213, 2015. 16. Role Conflict of Secondary School Teachers in Relation to School Organizational Climate. International Journal of Educational Administration and Management. 2(1): 204-114, 2015. 17. Awareness of Stakeholders about the Provisions of the
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		<p>RTE Act 2009. Journal of Education in Twenty First Century. 2(1):51-59, 2015.</p> <p>18. Metacognitive Skills in Relation to Sex, Parental Education and Achievement of Elementary School Students. Asian Journal of Management Sciences and Education. 5(3):71-77, 2016.</p> <p>19. Effectiveness of Concept Mapping Strategy on Cognitive Process in Science at Secondary Level. European Academic Research. IV (4):3613-3630, 2016.</p> <p>20. Life Skills Need Assessment among Tribal Students at Secondary Level. Asian Journal of Social Sciences and Humanities. 5(3):7-15, 2016.</p> <p>Books</p> <p>1. Researches in Teacher Education: An analysis, in Pany and Mohanty (Ed), Teacher Education in India, (pp.97-103), Shipra Publications, New Delhi, 2013.</p> <p>2. Content, Pedagogy and Technology Integration for Effective Teacher in Digital Age, in Mete and Mondal (Ed), Teacher Education, (pp.272-281), APH Publications, New Delhi, 2013.</p> <p>3. Teacher Preparation for ECCE: Issues and Concerns, in Mishra (Ed), Teacher Education: Issues and Innovations, (pp.46-58), Atlantic Publishers, New Delhi 2013.</p> <p>4. Elementary Education in Odisha in the Context of the RTE act, 2009, in Mete and Mondal (Ed), Right to Education; the Way Forward (pp.42-55), APH Publications, New Delhi, 2014.</p> <p>5. Social Science and Its Importance, in the Social Science for the Diploma in Elementary Education, (pp.24-40) IGNOU, New Delhi, 2014.</p> <p>6. Constructivism and Student Evaluation, in Dutta Tapan Kumar (Ed), Constructivism in Education, pp.13-20. Kumud Publications, Delhi, 2015.</p> <p>7. Training Modules on Life Skills Education. RIE BBSR, 2016.</p> <p>8. Academic leadership in school education in panigrahy (Ed) Educational Leadership and Management, pp.155-160, Renu publisher, New Delhi, 2015.</p>
16.	Dr. Laxmidhar Behera	<p>1. Self-Efficacy of Elementary School Heads in Relation to Gender, Academic background and Experience Vision; Research Journal of Education. 1(2): 111-124, 2011.</p> <p>2. Status of Teaching Geography at Secondary Schools in Burdwan District; Himalayan Journal of Social Science. 1(1):81-89, 2011.</p> <p>3. Influence of Parental Education on Academic Achievement of Students at Primary Levels, Annweshan</p>

		<p>Journal of Education, Sonapat. 1(1):43-49, 2011.</p> <ol style="list-style-type: none"> 4. Early Childhood Care and Education in India: Policies, Practices and Priorities-Horizon: The Journal of Education, Sagar. 1(2):190-200, 2011. 5. Changing Context of Teacher Education in Global Scenario, Sodha-Samikshya. 1 (2): p-66-73, 2011. 6. Achievement and Personality Pattern of Secondary Level Schedule Tribe Students in relation to Gender and type of institutions, Journal of Indian Education, NCERT. 2:71-80, 2011. 7. Community Participation as Enabling Dimension for Universalization of Elementary Education: An Analysis of Education of Tribal Girls of Odisha, Himalayan Journal of Social Sc. 2(1):19-30, 2012. 8. Status of Kasturba Gandhi Balika Vidyalayas (KGBVs) in Mayurbhanj District, Annweshan: Journal of Education, Sonapat. 2(1 & 2):27-36, 2012. 9. Influence of School and Teacher Variables on Use of Community Resources in Social Science teaching at Secondary School; Vision; Research Journal of Education. 3(1): 111-124, 2012. 10. Evaluation of Class V Science Textbook of West Bengal in the light of NCF-2005, Sikshachintan, Howrah. 6:77-94, 2012. 11. Trends of Early Childhood Care and Education in ICDS Devaloke, DIPSER. 1(1):2012. 12. Effectiveness of CAI in Teaching Physics at Secondary Level; The light of Education. 1(2): 135-143, 2012. 13. Evaluation of Pre-service Secondary Level Teacher Education Curriculum of RIE, Bhubaneswar, POL, An international Journal of Education. 1:106-114, 2012. 14. Analysis of Class IX English Textbook of West Bengal in the light of NCF-2005. PRANGNYA: Journal of Social Science. 3(4):127-132, 2013. 15. Evaluation of Class –VII Science Textbook of Odisha In the Light of National Curriculum Framework-2005. Annweshan: Journal of Education, Sonapat, 3(1):37-43, 2013. 16. Status of Teaching English in Secondary Schools of Bihar. Teeka; Prospect and Retrospect. 2 (1):2320-1541, 2013. 17. Status of ECCE under ICDS: A study in Korha Block of Bihar, Himalayan Journal of Social Science. 4 (2):30-40, 2014. 18. Challenges and Practices of Inclusive Education: Review of Researches in Last Two Decades, Prangnya; Journal of Social Science. 5 (2):16-28, 2014. 19. Class-IX Mathematics Textbook of Odisha: An Analysis, Journal of Research and Innovation in Social Science. II
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		<p>(1): 13-19, 2015.</p> <p>20. Status of Implementation of RTE Act in the Context of Disadvantaged Children in Karbialong District of Assam, Prangnya; Journal of Social Science.5 (4):15-2, 2015.</p> <p>21. Continuous and Comprehensive Evaluation at Secondary Level in CBSE Affiliated Schools of Bihar: An Analysis, Himalayan Journal of Social Science. 56(1): 42-49, 2015.</p> <p>Books</p> <p>1. Professional Ethics, Professionalism and Educators in 21st Century; In Teacher Education in India: Contemporary Problems and Prospects, Shipra, PP-197-205(2013)-ISBN 978-81-7541-683-3</p> <p>2. Pre-service Teacher Education Programme in SAARC Countries: A brief Overview. In Teacher Education, Issues and Innovation, ISBN-978-81-269-1821-8, Year 2013, Pp-20-45.</p> <p>3. Issue and Proposed Curricular Model for holistic Education in Indian Panorama. Holistic Education: Theory and Practice, Published by SVS, Odisha, pp-154-163, ISBN 978-81-926149-0-8, 2013.</p> <p>4. Professionalism and Teacher Education in Global Scenario, in (Ed) Tomar and Pattnaik. Empowering Teacher Educators for Quality Teacher Education, pp31-40, ISBN 978-9380633-17-6, SAAD publications, New Delhi, 2013.</p> <p>5. Analysis of Secondary Level Teacher Education of Patna University in the Light of NCFTE 2009. In Preservice Teacher Education in Contemporary India, Ed by Tomar. D.P and Pattnaik, P.K, ISBN 978-93-82884-26-2, PP-25-32, SR Publications, New Delhi, 2014.</p> <p>6. Multicultural Placement Towards Learning to Live Together: Perspectives of Pre-service Secondary Level Student Teachers, In Learning to Live Together (Ed) Pradhan, Sahoo and Mohanty, SVS, Odisha, ISBN No-978-81-926149-2-2, 2015.</p> <p>7. Learning from the past: visualising the role of new Education policy for universalisation of Early childhood Education in (Ed) Pradhan, Sahoo, Mohanty: Education policy for resurgent India, SVS publication Bhubaneswar, ISBN No-978-81-926199-3-9 pp(1-13) 2016.</p>
17.	Dr. Elizabeth Gangmei	<p>1. Problems of Teacher in Teaching Social Studies at Upper Primary stage in relation to qualification and teaching experience, Referred Journal by Develoke, Jharkhand. IV: 155-169, 2012.</p> <p>2. Influence of Parental Education on Self Concept and Academic achievement of ST students at secondary school level, Referred Journal by Ravenshaw's Journal of</p>

		<p>education studies, Odisha. I: 109-114, 2013.</p> <ol style="list-style-type: none"> 3. Emotional Intelligence and self-efficacy of government and private secondary schools teachers of khurda district in relation to teaching experience, Referred Journal by Develoke, Jharkhand.5: 23-32, 2013. 4. Concept and strategies of Assessment for Different Purpose, Referred Journal by Prangya, Odisha. III: 04-12, 2013. 5. Right to education Act 2009 and quality Elementary Education: An analysis, Referred journal by The light to Education, West Bengal.I:86-92, 2013. 6. Prevalence of Depression among the Senior Secondary students of Nagaland - Referred Journal by Anweshan, Delhi. IV: 9-15, 2014. 7. Teacher Education in North East India: An analysis of the challenges and issues- referred Journal by North East India Education Society, Shillong and Meghalaya. 19:42-52, 2015. <p>Books</p> <ol style="list-style-type: none"> 1. Status of schemes, policies on education of minorities in India: challenges and priorities- referred book, by Shiksha Vikash Samiti, Cuttack, Odisha,-ISBN: 978-81-926149-3-9, National, 2016. 2. A critical review of the Right to Education Act 2009. Referred, by PariyarPrakashan, New Delhi, ISBN 978-81-921872-9-7, and National, 2016.
18.	Dr. RashmirekhaSethy	<ol style="list-style-type: none"> 1. "In service teacher education programmers: A Critical Observation" SoudhSamikhya-A national journal of education and Sanskrit, Odisha. 1(2):1-6, 2011. 2. Curriculum Transaction in Perspectives of National Curriculum Framework- 2005 at Secondary Level: An Analytical Study, Anweshan Journal of Education, Haryana. 2(1):109-116, 2012. 3. Strategy of in-service teacher education programme for secondary school teachers in Orissa SoudhSamikhya-A national journal of education and Sanskrit, Orissa. 2(1):57-67, 2012. 4. Achievement and Social Adjustment of Elementary School Children in Relation to Working Pattern of their Mother. Education India Journal: A Quarterly RefereedJournal of Dialogues on Education. 2(2):75-95, 2013. 5. Views of Women towards Education and Employment of Girls in Khordha District, Odisha. The Journal of Education and Development. 6(3):114-120, 2013. 6. Institutional Climate of Secondary Teacher Training Institute of Odisha, in SoudhSamiksha A national journal of education and Sanskrit. IV (1):1-6, 2014.

		<p>7. Gender differences in trait anxiety in inter – College Athletes. Journal of NCTE, Teacher Support. 2(1): 47-52, 2016.</p> <p>8. “In service teacher education programmes: A Critical Observation” Soudh Samikhya-A national journal of education and Sanskrit, Orissa. 1(2): 1-6, 2016.</p> <p>Books</p> <p>1. Style and Strategy of In-service Teacher Education Programme, LAP LAMBERT Academic Publishing, Germany, ISBN: 978-3-659-48743-9, 2014.</p>
19.	Dr. Kalinga Ketaki	<p>1. Women empowerment- A Global Comparison. Third concept. International Journal of Ideas. 29 (345): 2015.</p> <p>2. Women empowerment. A Reality on Myth Journal of Gender Equality & Sensitivity. 10(1): 2015.</p> <p>3. Gandhian concept of Swaraj, Third concept, International Journal of Ideas. 30(357), 2016</p> <p>4. Janayak Janakiballav- Adhunik Odisha Jananayak Janaki Ballav. OPCC publishing, Odisha. 220-225, 2016.</p>
20.	Dr. Debabrata Bagui	<p>1. The Plurality of Voice in Sally Morgan’s My Place” in Literary Endeavour.</p> <p>2. “The Game of Genre in Caesarina Makhoere’s No Child’s Play” in Literary Endeavour. 2011.</p> <p>3. When the Pelican Laughed – An Australian Aboriginal Witness Narrative” in English Studies in India, Dept. of English, University of Kashmir. 2014.</p> <p>4. Joya Mitra’s Killing Days and Caesarina Makhoere’s No Child’s Play: A Comparative Study. Wisdom and Himalayan Culture. 2(2): 54-66, 2015.</p> <p>5. “A Study of Tsi Si Dangarembga’s Nervous Conditions” in Literary Endeavour. 2016.</p> <p>Books</p> <p>1. Marginalization Identity Politics and the Genre: A Study of a Black American Resistance Text” (2011) in Postmodern Narration: Literatures in English.</p> <p>2. “Polyphony and the Question of Genre in a Dalit Narrative” (2012) in the Voice of the Other: Post Independence Indian English Fiction.</p> <p>3. “Killing Days: A Testimony of Incarceration” (2014) in Variegated Narratives of Indian English Fiction.</p>
21.	Dr. Arup Saha	<p>1. ICT Integration in Mathematics Learning –Anweshan: Journal of Education. II (1): 32, 2012.</p> <p>2. Role of Mathematics in General Education, Anweshan. III (1), 2013.</p>

22.	Dr. Sourav Kapoor	<ol style="list-style-type: none"> 1. Numerical investigation of natural convection in a rectangular enclosure due to partial heating and colling at vertical walls. Communications in Nonlinear Science and Numerical Simulation. 17(6): 2403-2414, 2012. 2. Numerical Investigation of separated solitary wave solution for KDV equation through Finite Element Technique. Int Journal of Computer application .40(17): 27-33, 2012. 3. Heat and Mass Transfer of a Chemically Reacting Micropolar Fluid Over a Linear Streaching Sheet in Darcy Forchheimer Porous Medium. Int Journal of Computer application. 44(6): 40-51, 2012. 4. Contemporary review of distinguish simulation process for the solution of non linear Burgers equation. Journal of Computational Sciences. 3:405-419,2012. 5. Numerical Method for the dvection-diffusion equation with B-splines. Journal of Computational Sciences. 3:429-437, 2012. 6. Double diffusive mixed convection in a vertical pipe: a thermal non-equilibrium approach. International journal of heat and mass transfer. 55:7079-7092, 2012. 7. Effect of Prandtl number in Natural convective MHD Flow past a Low-Heat-Resistance Sheet in Porous Media. Int Journal of Computer application. 42(18):1-6, 2012. 8. Bernstein Operational Matrix Approach for Integro-Differential Equation Arising in Control Nonlinear Engineering. 3(2):117-123, 2013. 9. Numerical Modeling of Two-Phase Hydromagnetic Flow and Heat Transfer in a Particle-Suspension through a non-Darcian Porous Channel Journal of Applied Fluid /Mechanics. 7(2): 63-76,2014. 10. Numerical investigation of mixed convective flow in parallel channel filled with porous medium Nonlinear Engineering. 3(4): 203-208, 2014. 11. New homotopy analysis transform algorithm to solve volterra integral equation. Ain Shams Engineering Journal. 5(1):243-246, 2014. 12. MHD flow Heat and Mass Transfer of Micropolar fluid over a non linear stretching sheet with variable micro inertia density, Heat flux and chemical reaction in a Non-Darcy porous medium. Journal of Applied Fluid /Mechanics. 9(1):321-33, 2016. 13. Sensitivity analysis of pulsatile hydromagneticbiofluid flow and heat transfer with non linear Darcy-Forchheimer drag”Journal of Applied Fluid /Mechanics: Accepted for publication.9 (3): 1457-1465, 2016.
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9. Are there awards, recognition, patents etc received by the faculty? Yes

Number 02

10. Number of papers presented by the faculty (during last five years)

<i>Sl. No.</i>	<i>Name</i>	<i>Details</i>
1.	Prof. M. K.Satapathy	RTE Act 2009: An Opportunity or Challenge for Teachers forenhancing the Quality of Education. Paper presented in the National Seminar: Constitutional Dimensions of RTE Act. University Law College, Utkal University, Odisha. 26 Dec. 2015.
2.	Prof. M. K.Satapathy	Education in Odisha: Challenges and Opportunities. Global Odisha Conference, Education Track, 1-3 July 2015, Washington D.C. U.S.A.
3.	Prof. M. K.Satapathy	Plants for Fun and Games, paper presented in National conference on Bioprospectively in Life science Res. Human welfare. 4 th Annual conference, Orissa Bot.Society 24-26Dec.2016, Sambalpur University, Sambalpur Odisha.
4.	Prof. Anoop Kumar	National Seminar on the Concept of Second Language: Its Perception and Practices in Language Teaching in India at Burdwan University, West Bengal from 10.3.2011 to 11.3.2011, organized by Deptt. Of Languages, NCERT.
5.	Prof. Anoop Kumar	AkhilBhartiyaRajbhashaSammelan, organized by Viswamukti and KIIT from 24.8.2012 to 26.8.2012 at KIIT Vishwavidyalaya, Bhubaneswar.
6.	Prof. Anoop Kumar	AkhilBhartiyaRajbhashaSangosthi organized by MHRD, Govt. of India at Institute of Physics, Bhubaneswar from 23.11.2015 to 24.11.2015.
7.	Prof. Anoop Kumar	AkhilBhartiyaRajbhashaSammelan on VigyanaurRajbhasha from 18.5.2016 to 20.5.2016 at Sri Hari Hotel, Puri.
8.	Prof. A. K. Mohapatra	Effect of animations in constructing and reconstructing students' knowledge of cell division (mitosis). Episteme 4 – International Conference to Review Research on Science, Technology and Mathematics Education. HomiBhabha Centre for Science Education, TIFR, 5 th – 9 th January, 2011
9.	Prof. A. K. Mohapatra	“Global Warming”. UGC Sponsored State Level Seminar on “Use of Bio-resources For Development of Rural Economy” New Delhi, December2011.
10.	Prof. A. K. Mohapatra	Climate Change: Knowledge and Attitude of Teacher and Students. World Congress of Man and Nature, Agra, Nov. 2011.

11.	Prof. A. K. Mohapatra	Episteme-4 Fourth International Conference to Review Research on Science, Technology and Mathematics Education Organized by HomiBhabha Center for Science Education, Mumbai, India. January, 2011.
12.	Prof. A. K. Mohapatra	“Challenges for Wildlife Conservation: Conflict to Co-existence” National Seminar, Bhubaneswar, 2011.
13.	Prof. A. K. Mohapatra	Impact of Laboratory activities on the Conceptual Understanding in Biology of Senior Secondary Students.99 th Indian Science Congress, Bhubaneswar, 2012.
14.	Prof. A. K. Mohapatra	Role of Education in Building Scientific Temper. International Conference on Science Communication for Scientific Temper. NCSTC, DST, New Delhi, January, 2012.
15.	Prof. A. K. Mohapatra	“National Workshop on Alternative to Animal Use for Training Students in Science and Research “.13 November 2013, OUAT Bhubaneswar.
16.	Prof. A. K. Mohapatra	Ansupa Lake: The Fresh Water Wetland of Odisha. National Conference on Environmental Management Of Flora And Fauna In Ansupa Lake at S. S. D. Collage, Cuttack, Odisha. , 9 th and 10 th August, 2015.
17.	Prof. A. K. Mohapatra	Diversity of Libelluids (Anisoptera) and Coenagrionids (Zygoptera)in Regional Institute of Education Campus, Bhubaneswer, Odisha,India. National Conference on Conservation of Eastern Ghats. 16 th and 17 th April, 2016. Utkal University, Odisha.
18.	Prof. ManasiGoswami	International conference to Review Research on Science, Technology and Mathematics Education, (EPISTEME4), HBCSE, TIFR, Mumbai India, 5-9 Jan, 2011.
19.	Prof. ManasiGoswami	International Conference to Review Research on Science, Technology and Mathematics Education, (EPISTEME4), HBCSE, TIFR, Mumbai India, 15-18 Dec, 2015.
20.	Prof. B.N. Panda	Presented a paper entitled “Professional ethics of teachers”, National Seminar, National Institute of Technical Teachers Training Institute (Extn. Centre), Bhubaneswar, Sept.20, 2011.
21.	Prof. B.N. Panda	Presented a paper entitled “Mental Health Status of Adolescence: An Analysis, National Conference at University of Poona, Pune, Dec.28-30, 2011.
22.	Prof. B.N. Panda	Presented a paper entitled “What should be the Professional Ethics of Teachers? National Seminar on Teacher Education. Kendrapada College, Kendrapada, Jan.15-16, 2012.

23.	Prof. B.N. Panda	Presented a paper entitled “Role of Education in Empowering Women in 21 st Century, National Seminar on women’s empowerment, Jaleswar Women’s College, Balasore, Feb. 3-4, 2012.
24.	Prof. B.N. Panda	Presented a paper entitled “Strengthening Examination System to remove bias, National Seminar on Examination Reforms, NEHU, Tura Campus, Shilong, Fe.17-18.2012.
25.	Prof. B.N. Panda	Presented a paper entitled “How to prepare a good Research Proposal? Academic Staff College, Sambalpur University, Sambalpur, Feb, 21-22, 2012.
26.	Prof. B.N. Panda	Presented a paper entitled “Importance of Research Method in 21 st Century, International Seminar on Research Methodology, University of Kalyani, West Benagl, June. 16, 2012.
27.	Prof. B.N. Panda	Presented paper on Action Research, National Workshop organized by SCERT, Patna, July 26-27, 2012.
28.	Prof. B.N. Panda	Presented a paper entitled Professional ethics and its role in all round development of children as chief speaker and chaired a technical session in the National Seminar, Patna Women’s College, Patna, Sept. 3-4, 2012.
29.	Prof. B.N. Panda	Presented a paper entitled Recent trends in education towards tribal development in Odisha as chief speaker and chaired a technical session in the National Seminar, SVM College, Jagasinghpur, Sept. 23-24, 2012.
30.	Prof. B.N. Panda	Presented a paper entitled Role of Curriculum development in various subjects for sustainable development in 21 st century as chief speaker and chaired a technical session in the National Seminar, Union Christian Training College, West Bengal, Oct.4-5, 2012.
31.	Prof. B.N. Panda	Presented a paper on strategies to improve adolescence concept formation in the National Consultation on Adolescence Education, UNICEF-RIE collaboration seminar, Bhubaneswar, Jan. 18-19, 2014.
32.	Prof. B.N. Panda	Presented a paper on Issues, problems and strategies to solve age appropriate admission under RTE Act, 2009, National Consultation of Care India, Bhubaneswar, Feb. 05, 2014.
33.	Prof. B.N. Panda	Presented a paper on RTE ACT, 2009 in the State level Seminar at Hotel Kalinga and Ashoka, SC and ST Dev. Department, Govt. of Odisha, May 28-29, 2014.
34.	Prof. B.N. Panda	Presented a paper on Improving Higher Education as Chief Speaker, National Seminar organized by Xavier College of

		Teacher Education, Patna, and Sept. 13, 2014.
35.	Prof. B.N. Panda	Presented a paper on Teacher's knowledge in the National Seminar, Christian Women's College, West Bengal, and March 09, 2015.
36.	Prof. B.N. Panda	Presented a paper on Teacher Education: past, present and future in the National Seminar as Key note Speaker, WB State University, Kolkata, March 31, 2015.
37.	Prof. B.N. Panda	Presented a paper on Historical development of NPE and its requirements in the present juncture, National Consultation on NPE at Ranchi and Dhanbad, July 13-15, 2015.
38.	Prof. Dhanalaxmi Dash	Education for Sustainable Development: Apiculture as a Vocation for Sustainable Livelihood. In Proceedings of the National Symposium on Organic Farming for Soil Health and Livelihood. Regional Centre for Organic Farming. Ministry of Agriculture, Govt. Of India, Bhubaneswar (Govt. Of India) (2012).
39.	Prof. Dhanalaxmi Dash	Biodiversity conservation- A critical study of the Knowledge and Understanding of the Secondary and Higher Secondary School Students. National Seminar on Innovations in Science, Technology for Inclusive Development. Held at Institute. Of Physics, Bhubaneswar. 23-24, Nov. 2013.
40.	Prof. Dhanalaxmi Dash	Health and Nutrition: Why to Address Adolescents? Global Odisha Conference, Health Track, 1-3 July 2015, Washington D.C (Guest Lecture Delivered) USA.
41.	Prof. Ch .A. Ramulu	Transformation of antifungal B, 1-3, glucamase gene using Agrobacterium mediated cotyledomary culture of Glycine max (h). International conference on emerging trends in Biotechnology (ICETB-2014) JNU Campus, New Delhi November 6-9, 2014.
42.	Prof. Ch. A. Ramulu	Establishment and maintenance of botanical garden (herbal) in Regional Institute for Conservation and Capacity building for participation in service and pre-service teacher training programs. National Conference on Indian Botanical Gardens Nov. 18-20, 2015. NBRI, Lucknow.
43.	Prof. Ch. A. Ramulu	Tissue culture and biotechnological aspects in Food Legumes. National Conference on Emerging Research Trends in Plant Science in 21 st century. Dept. of Botany, Kakatiya University, Warangal (T.S.) Feb. 12-13, 2015.
44.	Prof. Ch. A. Ramulu	The role of Botanic Garden in conservation of one decimal plant species. International Conference on "Green Trends in

		Environmental Sustainability, ICGTES DEC, 16-17, 2016.
45.	Prof.Ritanjali Dash	Participated in the National Seminar on Economic Development and Rural Poverty in India held by Centre of Advanced study, Deptt. of Analytical and Applied Economics, Utkal University, Odisha on 28 th and 29 th March, 2011.
46.	Prof.Ritanjali Dash	Attended the 44 th Annual Conference of Odisha Economics Association during 21 st and 22 nd February, 2012 held at L.N.SahuMahavidyalaya, Jagatpur, and Cuttack, Odisha.
47.	Prof.Ritanjali Dash	Attended the National Conference on Social Sector in India:Issues and Challenges organized by Centre of Advanced study, Deptt. Of Analytical and Applied Economics. Utkal University, Odisha during 29 th and 30 th March 2013.
48.	Prof.Ritanjali Dash	Participated in Odisha Environment Congress 2014 on climate change and environment: Issues and Challenges for Odisha held during 22 nd to 24 th December 2014 at Regional Museum of Natural History, Bhubaneswar.
49.	Prof.Ritanjali Dash	Participated in the Regional Level Consultation meeting on New Education policy held on 15 th November 2015 at RIE, Bhubaneswar and worked on the theme “life skills development”.
50.	Prof.Ritanjali Dash	Attended the 47 th Annual Conference of Odisha Economics Association during 21 st and 22 nd February, 2015 held at Centurion University of Technology and Management, Bhubaneswar.
51.	Prof. B. K. Panda	Paper presented entitled ‘SabhyataraNutanSankat o’ Rabindranath in U.G.C. sponsored National Seminar organized by K.K.Das College, Kolkata 10-11 March 2011.
52.	Prof. B. K. Panda	Delivered a talk in the Seminar on ‘Role of Translation in Text Book preparation’ organized by Orissa State Bureau of Text Book preparation and production from 17to 18 Aug. 2011.
53.	Prof. B. K. Panda	Participated in the programme on ‘use of Scientific and Technical Terminology in Odia Translation organized by CFSTT, New Delhi and OSBTPP. BBSR, 16-18 Sept. 2011.
54.	Prof. B. K. Panda	Delivered & talk on Nature and functions of Hindi as official Language in a National Seminar on use of Raj Bhasa Hindi organized by Dept of Hindi, VisvaBharati, Santiniketan on 25 th Sept. 2011.
55.	Prof. B. K. Panda	Presented a paper in the National Seminar on ‘As you know Biswakabi Rabindranath organized by SatabdiraKalakara, BBSR on 26 th Nov. 2011.

56.	Prof. B. K. Panda	Delivered a talk on 'Role of News Paper in the development of Odia Language in a seminar organized by Odia BhasaPratisthan on 6 th Dec. 2011.
57.	Prof. B. K. Panda	Delivered a talk in the Seminar on 'Role of Translation in Text Book preparation' organized by Orissa State Bureau of Text Book preparation and production from 17to 18 Aug 2011.
58.	Prof. B. K. Panda	Participated in the programme on 'use of Scientific and Technical Terminology in Odia Translation organized by CFSTT, New Delhi and OSBTPP. BBSR, 16-18 Sept 2011.
59.	Prof. B. K. Panda	Delivered & talk on Nature and functions of Hindi as official Language in a National Seminar on use of Raj Bhasa Hindi organized by Dept of Hindi, VisvaBharati, Santiniketan on 25 th Sept 2011.
60.	Prof. B. K. Panda	Presented a paper in the National Seminar on 'As you know Biswakabi Rabindranath organized by SatabdiraKalakara, BBSR on 26 th Nov 2011.
61.	Prof. B. K. Panda	Delivered a talk on 'Role of News Paper in the development of Odia Language in a seminar organized by Odia BhasaPratisthan on 6 th Dec. 2011.
62.	Prof. B. K. Panda	Delivered a talk on Relevance of Vivekananda to-day at Vivekananda Institute of Social Work and Social Sciences, Khurda on 12 th Jan 2012.
63.	Prof. B. K. Panda	Delivered a talk on classical status of Odia Language in a meeting organized by Odia BhasaPratisthan at Bhubaneswar Book Fair on 20 th Feb, 2012.
64.	Prof. B. K. Panda	Delivered a talk on Relevance of Vivekananda to-day at Vivekananda Institute of Social Work and Social Sciences, Khurda on 12 th Jan 2012.
65.	Prof. B. K. Panda	Presented a paper on Post-modern Odia literature in the context of Globalization in a U.G.C. sponsored National Seminar organized byMangalaMahavidyalaya, Kakatpur on 11 th – 12 th Fed, 2012.
66.	Prof. B. K. Panda	Delivered a talk on classical status of Odia Language in a meeting organized by Odia BhasaPratisthan at Bhubaneswar Book Fair on 20 th Feb, 2012.
67.	Prof. B. K. Panda	Participated as the Editor in the launching function of Eng-Oriya and other dictionaries by HRD Minister at IIC, New Delhi on 10 th March 2012.
68.	Prof. B. K. Panda	Presented a paper on 'Mahabharata Tradition in Indian

		Literature and composition of Sarala Mahabharata in Odia in the National Seminar organized by P.G. Dept. of Odia, Utkal University on 15 th -16 th March 2012.
69.	Prof. B. K. Panda	Delivered a talk on 'Nationalism and making of Odisha' in a function organized by Sainik School, Bhubaneswar on 1 st April 2012.
70.	Prof. B. K. Panda	Presented a paper on 'Encyclopedia: Definition, preparation and production' in a National Seminar organized by Utkal University of Culture on 21 st -22 nd April 2012.
71.	Prof. B. K. Panda	Participated in the programme. International week of Arts Education organized by DEAA, NCERT in collaboration with UNESCO, India from 23 rd to 26 th May 2012.
72.	Prof. B. K. Panda	Delivered a talk on 'Importance of Translation in the use of official language (Rajbhasa) in a programme organized by RajbhasaSamiti at KIIT on 24 th Aug 2012.
73.	Prof. B. K. Panda	Presented a paper on 'John Beams: pioneer in Odia Folklore Study' in a seminar organized by Odisha LokaSanskritiGabasanaParisad at R.D. Women's College on 19 th - 20 th Aug, 2012.
74.	Prof. B. K. Panda	Presented a paper on 'Impact of Globalization in Odia and Bengali Poetry' in a National Seminar organized by P.G. Dept. of Odia, S.C.S. (A) College, and Puri on 29 th to 30 th Sept. 2012.
75.	Prof. B. K. Panda	Presented a paper on "Making of Gitanjali: the song offerings" in a National Seminar at VisvaBharatiSantiniketan 1-2 March 2013.
76.	Prof. B. K. Panda	Invited talk on 'contemporary literary criticism in Odia' in Annual Function of LekhakaSamukya, Bhubaneswar on 5 May 2013.
77.	Prof. B. K. Panda	Presented a paper on 'Poetic world of SachidanandaRautray in a Seminar organized by Odisha SahityaAkademi, Bhubaneswar on 28 th May, 2013.
78.	Prof. B. K. Panda	Presented a paper on "Social Reformation in Odia Historical Novels' in a National Seminar at Varanasi on 20-21 July 2013.
79.	Prof. B. K. Panda	Delivered a talk on 'Manav Jeevan aurSahitya (Hindi) at RIE, Bhubaneswar on 29 th Aug, 2013.
80.	Prof. B. K. Panda	Delivered a talk on "Contemporary essays in Odia literature" in a symposium organized by Odisha SahityaAkademi, Bhubaneswar on 5 th Sept, 2013.

81.	Prof. B. K. Panda	Invited talk on 'Role of the elders in Nation Building' in a symposium on the occasion of 150 th Birth Anniversary of Swami Vivekananda by PrabudhaBharata, Bhubaneswar on 29 th Sept, 2013.
82.	Prof. B. K. Panda	Invited talk on 'literature and Society' at Bhadrak on 27 th Oct, 2013.
83.	Prof. B. K. Panda	Presented a paper on 'Novelist LaxmidharNayak' in a Seminar organized by Odisha SahityaAkademi, Bhubaneswar on 5 th Nov, 2013.
84.	Prof. B. K. Panda	Presented a paper on 'Sitakanta: A poet of the Nation and the world' in a function titled 'Samvad' by SahityaAkademi, Bhubaneswar on 14 th Dec, 2013.
85.	Prof. B. K. Panda	14 Delivered two lectures on Translation and Development of Indian Languages and Translation of Geetanjali in a course organized by NTM at Mysore on 19 th to 20 th Dec, 2013.
86.	Prof. B. K. Panda	Invited talk on "Society and literature" in a seminar by wisdom Intellectual forum, Puri on 14 th Feb 2014.
87.	Prof. B. K. Panda	Invited talk on "Life and Creation of LaxmidharaNayak" at AdarshaPathagara, Rourkela on 23 rd Feb, 2014.
88.	Prof. B. K. Panda	Delivered a Lecture on "Translation and Comparative literature" in a Refresher Course at PG. Dept. of Odia, Utkal University, and Odisha on 1 st March, 2014.
89.	Prof. B. K. Panda	Attended a meeting for study on verities of spoken language by SC and ST in Odisha at ERLC, BBSR on 19-20 March, 2014.
90.	Prof. B. K. Panda	Invited talk on "classical status of Odia Language and its present and Future" in a seminar at PrajatantraPrasharaSamiti, Cuttack on 13 th April, 2014.
91.	Prof. B. K. Panda	Invited talk on 'Social Justice in Contemporary Odia Literature' in annual seminar of LekhakaSamukhya, Bhubaneswar on 20 th July, 2014.
92.	Prof. B. K. Panda	Presented a paper on "Kunjabehari Das: the Poet" in a birth Century. Seminar by SahityaAkademi at Cuttack on 15 th Nov. 2014.
93.	Prof. B. K. Panda	Invited talk on 'RajbhasakaPrayoga: SthitiaurSambhabana organized by viswamukti and KIIT University on 16 th Nov, 2014.
94.	Prof. B. K. Panda	Invited talk on "Life and creations of Kunjabehari Das" in a Seminar Organised by Odisha SahityaAkademi, Bhubaneswar

		on 21 st Dec, 2014.
95.	Prof. B. K. Panda	Invited talk on Poetry and Truth in Annual Seminar of Bhubaneswar SahityaSamaja at BBSR on 28 th Dec, 2014.
96.	Prof. B. K. Panda	Presented a paper entitled “GopinathMohanty’s discovery of Sarala Dasa’: A historical Controversy in Odia Literature” in a National Seminar by SahityaAkademi, at New Delhi on 1-2 Feb., 2015.
97.	Prof. B. K. Panda	Presented a paper on ‘Mother Tongue Teaching’ in the National Seminar organized by IOSR, at BBSR on 30 th March, 2015.
98.	Prof. B. K. Panda	Invited talk on ‘SamajNirmammeSahityakiBhumika’ in a National Seminar organized by Madhya Pradesh SahityaAkademi at Gwalier on 25 th March 2015.
99.	Prof. B. K. Panda	Presented a paper on National Identity and classical status of Odia Language in a UGC Sponsored National Seminar at Govt. (Auto) College, Rourkela on 22 August, 2015.
100.	Prof. B. K. Panda	Presented a paper on “Glimpes of Subalterm Ideas in Odia fiction” in a National Seminar at I. I. C, New Delhi on 17 th Sept, 2015.
101.	Prof. B. K. Panda	Invited talk on ‘life and creations of PanditGodabarish Mishra’ in a seminar organized by Sarala SahityaSamsad, Cuttack on 31 st Oct, 2015.
102.	Prof. B. K. Panda	Invited talk on “Social Life in Post-Independence Odia Literature’ in a seminar organized by Odisha SahityaAkademi at Govt. (Auto) College, Dhenkamal on 8 th Nov, 2015.
103.	Dr.I.P. Gowramma	Presented paper on ‘Teacher development programs to reach children with disabilities in India in the context of inclusive education’ in the 37 th annual conference organized by TED-CEC, USA from 5 th to 8 th Nov 2014.
104.	Dr.I.P. Gowramma	Presented two papers ‘Different Categories of students with special needs and their learning characteristics’ and ‘Ethics in Inclusive Education’ in the International Seminar on Learning Disabilities and Inclusion as a guest speaker, organized by the Mount Carmel College of Teacher Education for Women at Kottayam, Kerala on 14 th and 15 th of February 2014.
105.	Dr. RamakantaMohalik	Education as Means of Preservation and Transmission of Indigenous Knowledge. Traditional Knowledge and Practices for sustainable Development. Participated as resource person, IMMT, Bhubaneswar, 15-04-2013.

106.	Dr. Ramakanta Mohalik	Exclusion in Education: Right of Children to Free and Compulsory Education Act, 2009 in North East. Chair in the National Seminar on Marginalized Community, social exclusion and globalization: Northeast Perspective, Assam University, Silchar, 22-24, April, 2013.
107.	Dr. Ramakanta Mohalik	Teacher education, Classrooms, Institutions and Policies. Chair in the National Seminar on Treasure of Tranquility: Philosophical Legacy of Indian Education, Vinaya Bhavana, Visva-Bharati, Santiniketan, 3-4, February, 2014.
108.	Dr. Ramakanta Mohalik	Freedom Movement, National Integration, Globalised Indian and Vivekananda. Chair in the National Seminar on Yuganayak Swami Vivekananda: The Educationist Par Excellence-A Great Luminary of Modern Times, by Union Christian Training College, Berhampore, West Bengal, 27-28, March, 2014.
109.	Dr. Ramakanta Mohalik	Quality Concerns in Teacher Education. National Conference on Quality Assurance in Education. Ravenshaw University, Cuttack, Odisha, 26 th and 27 th December, 2014.
110.	Dr. Ramakanta Mohalik	Organizing School Guidance Programme. 2-days Workshop on Guidance and Counselling. Participated as Resource Person. Patha Bhavana, Santiniketan, 26-27 Sept. 2015
111.	Dr. Ramakanta Mohalik	Paradigms in Educational Research. National Workshop on Educational Research. Participated as Resource Person. Zakir Hossain B.Ed. College, Murshidabad, West Bengal, 15 th October 2015.
112.	Dr. Ramakanta Mohalik	State Level Role Play and Folk Dance Competition. Participated as Judge. SCERT, Odisha, 9 th October 2015.
113.	Dr. Ramakanta Mohalik	Projects in Social Science in the Annual Exhibition-2015. Participated as Judge. ODM Public School BBSR, 12 th November 2015.
114.	Dr. Ramakanta Mohalik	Instructional leadership among school Heads. Conference on Quality Assurance in School Education. Participated as Participant. RIE BBSR, 17-18 December 2015.
115.	Dr. Ramakanta Mohalik	Conference of Directors of SCERTs/SIEs. Participated as Representative of RIE BBSR. Dept. of Teacher Education. NCERT, New Delhi, 28-29, February 2016.
116.	Dr. Ramakanta Mohalik	National Meet on Community Involvement and Mobilization in School Education. Participated as participant. RMSA Cell, NCERT, 15-17, March 2016.

117.	Dr. Ramakanta Mohalik	Uses of statistical methodology and Its Implications in Filed Survey for filed based survey. Participated as Resource Person. National workshop on policy formulation on systematic execution of various project/field based studies with special reference to practicum of 2 year B.Ed. course under the new regulations 2014. Panskura Banamali College, West Bengal, 29-30, March 2016.
118.	Dr. Laxmidhar Behera	Innovation in Bed Curriculum: A case of RIE, Bhubaneswar National Seminar on Quality Teacher Education: Concerns and Issues Krishma PG College, Shimla, India, and 10-11 Nov., 2011.
119.	Dr. Laxmidhar Behera	Status of ECE With Reference to Equipment and Teaching Learning Process-National Seminar on ECCE, RIE, Bhubaneswar, India, 24-25 November, 2011.
120.	Dr. Laxmidhar Behera	Status of Implementation of RTE Act, 2009 in Bihar National Seminar on Elementary Education in India in the context of RTE Act, 2009 Bihar Educational Development Society and NUEPA, 1-2 June, 2012.
121.	Dr. Laxmidhar Behera	Problems in School Education: Key Note Address in National seminar on Social Problems in the field of Education Kharasrota College, Jajpur Odisha, February, 2013.
122.	Dr. Laxmidhar Behera	Lecture on NCF and Policy Perspectives on Primary Education and Chief Guest at ZIET, Bhubaneswar-on 15-5-2014.
123.	Dr. Laxmidhar Behera	Quality ECCE Programme in India: Priorities for New Education Policy, National Seminar on New Education Policy, November 7-8, 2015, Organized by SVS, Cuttack, Odisha.
124.	Dr. Laxmidhar Behera	Role of Quality ECCE Programme for Rural Development; National Seminar on 9 th November, 2015. Organised by BRM College, Bhuban, Odisha.
125.	Dr. Laxmidhar Behera	New Education Policy: Towards Universalization of ECCE, ICSSR Sponsored National Seminar at BMCE, Sonapat, Haryana on 19-20 December, 2015.
126.	Dr. Rasmirekha Sethy	Traditional Knowledge and practices for sustainable development: Traditional Knowledge and practices for sustainable development CSIR-IMMT, Bhubaneswar, Odisha, 2013.
127.	Dr. Rasmirekha Sethy	Treasure of tranquility philosophical legacy on Indian Education: National Seminar Visva Bharati West Bengal, 2014.
128.	Dr. Rasmirekha Sethy	Relevance of Vivekananda's Teaching to Present Day:

		National Conference on Swami Vivekananda, The Educationist par Excellence- A great Luminary of Modern Times Union Christian Training College Berhampore, West Bengal, 2014.
129.	Dr. Rasmirekha Sethy	Framework for effective organisation of Inservice Teacher Education Programme for secondary school Teachers: Innovation in Teacher Education: Need of Hour in Uday Memorial B.Ed College, Ranchi, Jharkhand, 2014.
130.	Dr. Rasmirekha Sethy	Respect for life and harmony with others are two parts to get peace: Education for Learning to Live Together Shiksha Vikash Samiti, Odisha, 2014.
131.	Dr. Rasmirekha Sethy	Development of Instructional Leadership among School Heads: Conference on Quality Assurance in School Education, RIE, Bhubaneswar, Odisha, 2015.
132.	Dr. Rasmirekha Sethy	Guidance and Gender Sensitisation: State Level Management Training of Educational Administrators, OMSM-RMSA, 2016.
133.	Dr. Rasmirekha Sethy	Importance of Guidance at Secondary Level: Orientation Programme of Secondary School Teachers on Guidance and Counseling, 2016.
134.	Dr. Kalinga Ketaki	Presented a paper on “Democracy and Challenges in Relation to Teacher Education” in a National seminar on “Re-orienting Teacher Education in Creation of a Knowledge Society” at Bhagwan Mahaveer College of Education, Jagdishpur, Sonapat in 2012 at Haryana,
135.	Dr. Kalinga Ketaki	Presented a paper entitled: “Women Rights Human Rights-An Issue of non-Traditional Security” in the UGC Sponsored National Seminar on “External and Internal Security Challenges to India” on 27 th February 2013 at P.G. Dept. of Political Science, Utkal University, Bhubaneswar, Odisha.
136.	Dr. Kalinga Ketaki	National seminar on “Quality Initiatives in Teacher Education” reference. To Secondary Education” at Institute of Education Haldia, West-Bengal, 2014.
137.	Dr. Kalinga Ketaki	Prepared a module on “Role of Language in Teaching of Political Science” In the Workshop entitled: Development of Ability of Language in Teacher Preparation during 5 th to 9 th January, 2015 at RIE, Bhubaneswar.
138.	Dr. Kalinga Ketaki	Participated in a National seminar on “Problems and Challenges in implementation of RTE-Act” from March 23 to 24, 2016 at Ravenshaw University, Cuttack, Odisha.
139.	Prof. S. Kapoor	Effect of Darcy number in double-diffusive mixed convective

		flow in vertical pipe filled with anisotropic porous media. 4 th National Post Graduate conference on “Energy & Sustainable : Exploring the innovative minds“ (NPC-2011) ”an IEEE conference held at <u>Universiti Teknologi PETRONAS (UTP)</u> , 19-20 sep 2011, Perak (Malaysia), ISBN: 978-1-4577-1884-7.
140.	Prof. S. Kapoor	B-Spline Finite Element solution for the current flow through thermistor. 4 th National Post Graduate conference on “Energy & Sustainable : Exploring the innovative minds“ (NPC-2011) ”an IEEE conference held at <u>Universiti Teknologi PETRONAS (UTP)</u> , 19-20 sep 2011, Perak (Malaysia).
141.	Prof. S. Kapoor	Heat transfer and fluid flow characteristics in a rectangular cavity with partial heating and cooling at side walls. 7 th IMT-GMT International conference on “Mathematics, Statistics and its Application “(ICMSA-2011)” “Intelligent Solutions through Mathematics and Statistics” held at Bangkok (Thailand), (21-23 July, 2011), ISBN: 978-974-231-812-3.
142.	Prof. S. Kapoor	Analytical study of MHD natural convective flow of Incompressible Fluid Flow from a vertical Flat plate in Porous medium. 4 th International conference on “Modeling, Simulation and Applied Optimization “(ICMSAO-2011)” KUALUMPUR (Malaysia), an IEEE conference held at Kula-Lumpur (Malaysia), (19-21 April, 2011) IEEE Explore: 10.1109/ICMSAO.2011.5775550, ISBN: 978-1-4577-0005-7.
143.	Prof. S. Kapoor	Influence of Aspect ratio on natural convection flow in a rectangular porous cavity due to sinusoidal temperature on the upper wall. 2 nd Regional conference on Applied and Engineering Mathematics. Penang (Malaysia) 30-31 May (2012).
144.	Prof. S. Kapoor	Effect of Thermal Rayleigh number in double-diffusive mixed convective flow in vertical pipe filled with porous media. International Conference on Modeling Optimization and Computing (ICMOC 2012), held at Noorul Islam Centre for Higher Education (NICHE), Kumarcoil, Paper In Press in Engineering Procedia (Elsevier).
145.	Prof. S. Kapoor	Finite Element Study of Radiative Free Convective Flow Over a Linearly Moving Permeable Vertical Surface in the Presence of Magnetic field. International Conference on Modeling Optimization and Computing (ICMOC 2012), held at Noorul Islam Centre for Higher Education (NICHE), Kumarcoil, Paper In Press in Engineering Procedia (Elsevier).

11. What type of instructional materials has been developed by the Institution?

(Mark '✓' for yes and 'X' for No)

• Self Instructional Material	✓
• Print Materials	✓
• Non-print Materials (Teaching aids, Audio-visual, multimedia etc	✓
• Digitalized (Computer aided instructional material)	✓
• Question Bank	✓
• Any other specify and indicate	✓
➤ Training resource material	✓
➤ Audio-video material	✓
○ Charts	✓
○ Posters	✓
○ Career films	✓
○ Career albums	✓
○ Career information brochure developed under guidance IDGC/DCGC etc	✓

12. Does the institution have a designated person for extension activities?

If yes, indicate the nature of post:

Additional charge

Yes

Yes

13. Are there NSS and NCC programme in the Institute:

14. Are there any other out-reach programmes provided by the Institution?

Yes

- Out-reach programme for CWSW (Eastern Region)
- Consultation on new education policy
- Consultation/Conference on Adolescence education
- INDEM
- INCERT meet
- Out-reach programme on inclusive practices

15. Number of other curricular/Co-curricular meets organized by other academic agencies/NGOs on campus:

Yes

- Environmental awareness
- Women's' Day
- Science Day
- Painting competitions

16. Does the Institution provide consultancy services?

Yes

In case of paid consultancy, what is the net amount generated during last three years?

Not applicable as it is a Govt. Organization

17. Does the Institution have net working/linkage with other Institutions/organizations?

Yes

Local level	DIET, DEO, BEO, Utkal University
State level	SCERT, SIE, RMSA, SSA
National level	NCTE, NUEPA, CIIL, CBSE, Kendriya Hindi Sansthan, ERC, RIEs
International level	UNESCO, UNICEF, World Bank

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

4295887.2 sq. mts.

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab (s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology lab.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer lab.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. How many Computer terminals are available with the institution

217 (PC) + 32 laptop

4. What is the Budget allotted for computers (Purchase and maintenance) during the previous academic year?

Rs. 10 Lakhs

5. What is the Amount spent on maintenance of computer facilities during the previous academic year? 2015-2016

Rs. 3,03,202.00

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs. 21 Lakhs

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Rs. 300 Lakhs

8. Has the institution developed computer-aided learning packages?

Yes

☒

No

☐

9. Total number of posts sanctioned

Category	Sanctioned strength	In Position
Teaching (Institute)	57	26
Teaching (D.M. School)	82	47
Non-Teaching	190	92

10. Total number of posts vacant (As on 31-05-17)

Teaching (Institute)	Sanctioned Strength	Vacancy
Teaching (Institute)	57	31
Teaching (D.M. School)	82	35
Non-Teaching	190	98

11. a. Number of regular and permanent teachers (Gender – wise) as on 31-05-17

Category	Total	M	F
Assistant Professor	18	09	09
Associate Professor	05	04	01
Professor	01	01	00
Principal	01	01	00

b. Number of temporary/ad-hoc/part-time teachers (Gender – wise)

Category	Total	M	F
Assistant Professor	28	18	10
Associate Professor	---	--	--
Professor	---	--	--

c. Number of teachers from

	Permanent	Temporary
Same State -	16	17
Other State -	09	11

12. Teacher student ratio (Program-wise)

Programme	Teacher-student ration
B.sc B.Ed.	17:1
B.Ed.	20:1
M.Ed. (Full Time)	16:1
B.Ed.	16:1

13. a. Non-teaching staff in Position (As on 31-05-17)

Category	Total	M	F
Permanent	92	79	13
Temporary	16	14	02

b. Technical Assistants (Lab Assistant/Lab. Technician) in Position.

Category	Total	M	F
Permanent	10	08	02
Temporary	--	--	--

14. Ration of Teaching – non-teaching staff

139:90

15. Amount spent on the salaries of teaching faculty during the previous academic session
(% of total expenditure)

21.44% P

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the library

On working days

09:00 A.M. to 07:00 P.M.

On holidays

09:00 A.M. to 07:00 P.M.
on Saturday

During examination

09:00 A.M. to 07:00 P.M.

18. Does the library have an Open access facility

Yes

☒

No

☐

19. Total collection of the following in the library

a. Books

82,000

Text books

45,000

Reference books

9,000

b. Magazines

25

c. Journals subscribed

Indian Journals

79

Foreign Journals

21

d. Peer reviewed journals

90

e. Back volumes of journals

2500

f. E-information resources

Online journals/e-journals

25

CDs/DVDs

140

Databases

3

Video Cassettes

4

Audio Cassettes

10

20. Mention the Total carpet area of the Library (in sq. mts.)

2396.36 sq. mts.

Seating capacity of the Reading room

200

21. Status of automation of library

Yet to intimate

Partially automated

Fully automated

✓

22. Which of the following services/facilities are provided in the library?

Circulation

✓

Clipping

✓

Bibliographic compilation

✓

Reference

✓

Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	✓
Power back up	✓
User orientation/information literacy	✓
Any other (Please specify and indicate)	

23. Are students allowed to retain books for examinations? Yes

✓

No

--

24. Furnish information on the following Average number of books issues/returned per day

80

Maximum number of days books are permitted to be retained
by students

14 days

By faculty

30 days

Maximum number of books permitted for use

By students

02 to 04

By faculty

10 to 20

Average number of users who visited / consulted per month

5000

Ration of library books (excluding textbooks and book back Facility) to the number of students enrolled

37:1

25. What is the percentage of library budget in relation to total budget of the institution.

0.33%

26. Provide the number of books/journals/periodicals that have been added to the library during the last three years and their cost.

	I (13 – 14)		II (14 – 15)		III (15 – 16)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text Books	294	1,05,864.00	347	1,55,757.00	242	01,24,097
Other Books	14	09,295.00	90	67,969.00	83	23,076
Journals/Periodicals	98	8,19,384.00	95	8,55,536.00	100	10,21,049.00
Any others specify and indicate	13	53,265.00	35	46,874.00	16	32,816.00
Kendriya Hindi Vidhalaya	626	1,36,122.00	320	81,260.00	88	14,579.00
N. List UGC Infinet					9,700 online books + 6000 online journals	5,725.00 Annual Subscription

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2013 – 14	2014 – 15	2015 – 2016
B. Sc. B. Ed	11	07	05
B. Ed	09	08	08
M. Ed (Full time)	04	01	Nil
B.A.B.Ed	02	03	01
M. Phil	01	01	Nil
Msc Ed (LS)	04	01	06

2. Does the institution have the tutor – ward / or any similar mentoring system?

Yes

✓

No

If yes, how many students are under the care of mentor / tutor?

16

3. Does the institution offer Remedial courses?

Yes

✓

No

4. Does the Institution offer Bridge Courses?

Yes

No

✓

5. Examination Results during past three years:

	UG									PG								
	B.Sc. B.Ed			B.A.B.Ed			B.Ed			B.Sc. B.Ed			B.A.B.Ed			B.Ed		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Pass Percent age	99.13	96	98	90	100	100	97.45	100	100	100	100	A	100	100	100	100	100	90
No. of First Classes	106	113	116	42	45	47	115	94	91	28	31	A	14	19	17	-	-	-
No. of distinctions	54	29	63	14	9	23	16	31	72	20	22	A	-	-	-	-	-	-

Exemplary Performances Gold Medal and University Ranks							M. Ed.		
							2014	2015	2016
							1	1	-

6. Number of students who have passed competitive examinations during the last three years (Provide year wise data)

	2013 – 14	2014- 15	2015 – 16
NET	13	14	15
SLET/SET			
Any other (Specify and indicate)			
CTET	95	90	95

7. Mention the number of students who have received financial aid during past three years

Financial aid	2011 – 14	2012 – 15	2013 – 16
	SC – 147 ST – 79 OBC – 86 General - 145	SC – 143 ST – 70 OBC – 112 General - 137	SC – 136 ST – 79 OBC – 100 General - 145
NCERT Scholarship (Metric-cum-means scholarship)			
Fee Concession	226	213	215
Loan facilities	-	-	-
Any other	-	-	-

8. Is there a Health Centre available in the campus of the Institution?

Yes ☒ No ☐

9. Does the institution provide Residential accommodation for?

Faculty	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Non-Teaching Staff	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

10. Does the Institution provide Hostel facility for its students?

Yes ☒ No ☐

If yes, number of students residing in hostels

MEN	309
WOMEN	548

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes	✓	No	

12. Availability of rest rooms for Women

Yes ☒ No ☐

13. Availability of rest rooms for men

Yes ☒ No ☐

14. Is there transport facility available?

Yes ☐ No ☒

15. Does the Institution obtain feedback from students on their campus experience?

Yes ☒ No ☐

16. Give information on the Cultural Events (last year data) in which the Institution participated / organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-Collegiate	✓			✓		12
Inter-University				✓		7
National						
Inter house cultural activities (Institute Level)	✓		10	✓		500

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State/Inter College	06 87	-
Regional		-
National/Inter University	04 6/1 (AIU)	-
International		-

18. Does the Institution have an active Alumni Association?

Yes

✓

No

If yes, give the year of establishment.

1995

19. Does the Institution have a Student Association / Council?

Yes

✓

No

20. Does the Institution regularly publish a college magazine?

Yes

✓

No

21. Does the Institution publish its updated prospectus annually?

Yes

No

✓

22. Give the details on the progression of the students to employment / further study (Giver percentage for last three years.)

	2011 – 14 (%)	2012 – 15 (%)	2013 – 16 (%)
Higher Studies	B.Sc. B.Ed – 80 B.A.B.Ed – 50 2 nd yr B.Ed – 10	B.Sc. B.Ed – 80 B.A.B.Ed – 50 2 nd yr B.Ed – 10	B.Sc. B.Ed – 80 B.A.B.Ed – 50 2 nd yr B.Ed – 10
Employment (Total No.)			
Teaching	118	99	98
Non – Teaching	5	4	4

23. Is there a placement cell in the institution?

Yes

✓

No

If yes, how many students were employed through placement cell during the past three years?

2011-14	2012 – 15	2013 – 16

24. Does the institution provide the following guidance and counselling services to students?

	YES	NO
Academic guidance and Counseling	✓	
Personal Counseling	✓	
Career Counseling	✓	

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes	✓	No	
-----	---	----	--

2. Frequency of meetings of Academic and Administrative Bodies: (last year) (2015-2016)

Governing Body / Management	
(i) <i>Institute Advisory Board</i>	01
(ii) <i>Management Committee</i>	01
Staff Council	13
IQAC / or any other similar body / committee	
<i>IQAC</i>	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes (mention only for three most important bodies)	
<i>Academic Forum</i>	08

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	✓	No	
Medical assistance	Yes	✓	No	
Insurance	Yes	✓	No	
Other (specify and indicate) LTC	Yes	✓	No	

4. Number of career development programmes made available for non-teaching staff during the last three years:

2013-14	2014-15	2015-16
--	02	03

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization:

Organization	Programme	2013-14	2014-15	2015-16
NCERT	Orientation	01	02	--

b. Number of teachers who were sponsored for professional development programmes by the institution:

Level	2013-14	2014-15	2015-16
National (NCERT)	--	--	04 (Research methodology)
International	--	--	--

c. Number of faculty development programmes organized by the institution:

Programme	2013-14	2014-15	2015-16
Professional development	01	--	--
Research methodology	--	01	01

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organized by the institution:

Programme	2013-14	2014-15	2015-16
Regional conference	--	--	01

e. Research development programmes attended by the faculty:

Programme	2013-14	2014-15	2015-16
Research data analysis	--	01	01

f. Invited/endowment lectures at the institution:

2013-14	2014-15	2015-16
--	07 [#]	03 [*]

#2014-15:

1. Prof. L. P. Singh, Retd. Head of Physics Dept., Utkal University. Topic: H. J. Bhabha- A Tribute. Date: 30.10.2014.
2. Prof. P. K. Sahoo, Allahabad Central University. Topic: Future of Teacher Education. Date: 05.11.2014.
3. Prof. D. R. Goel, Retd. Prof. CASE, Baroda. Topic: Issues and Concerns in Education. Date: 11.11.2014.
4. Prof. V. B. Talwar, Retd. Prof. of Hindi, JNU. Topic: Tribals in Indian Literature. Date: 13.11.2014.
5. Prof. B. N. Patnaik, Retd. Prof. of English & Linguistics, IIT Kanpur. Topic: The Chomskian Approach to the Study of Language and Mind. Date: 08.01.2015.
6. Mr. S. N. Sahoo, Joint Secretary, Rajya Sabha. Topic: Environment and Peace. Date: 04.02.2015.
7. Prof. Nagarjuna, HBCSE, Mumbai. Topic: Constructivism to Constructionism. Date: 12.02.2015.

***2015-16:**

1. Dr. L. A. K. Singh, Environmentalist & Conservationist, Bhubaneswar. Topic: Conservation of Crocodiles. Date: 18.09.2015.
2. Prof. M. A. Sudhir, Gandhigram Rural University. Topic: Issues in Educational Research. Date: 22.10.2015.
3. Dr. Anil Dhar, Odisha Bharat Raksha Manch, Bhubaneswar. Topic: Role of INA in India's Freedom Struggle. Date: 25.02.2016.

g. Any other area (Specify the programme and indicate):

1. Research/Development programmes coordinated by the faculty under the PAC scheme and Small Research scheme of NCERT:

Programme	2013-14	2014-15	2015-16
Research	NIL	NIL	03+05
Development	04	05	12

- 2 Faculty development programmes conducted by the faculty for other organizations:

Organization	2013-14	2014-15	2015-16
GTA, Darjeeling	01	--	--
JNV Sangathan	--	01	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	Yes	✓	No	
b. Student assessment of faculty performance	Yes	✓	No	
c. Expert assessment of faculty performance	Yes	✓	No	
d. Combination of one or more of the above (a & c)	Yes	✓	No	
e. Any other (specify and indicate)			No	
(i) Through classroom visits	Yes	✓		
(ii) Through departmental/sectional meetings	Yes	✓		

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week.

Warden	18
Head of department	12
Section-in-charge	08
Committee member	04

8. Provide the income received under various heads of the account by the institution for previous academic session (2015-16):

Grant-in-aid	NIL
Fees& charges	Rs. 5350561/-
Donation	NIL
Self-funded courses (DCGC)	Rs. 730500/-
Any other (Sale of books)	Rs. 425447/-

9. Expenditure statement (for last two years): (% of Total expenditure incurred shown below)

Year	2014-15	2015-16
Total sanctioned Budget (Non-Plan) (in Lakh)	2964.00	2714.00
% spent on the salary of faculty	22.43%	21.44%
% spent on the salary of non-teaching employees	29.57%	30.59%
% spent on books and journals	0.38%	0.44%
% spent on developmental activities (expansion of building)	Details maintained at NCERT H/Q	
% spent on telephone, electricity and water	2.33%	2.43%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	6.40%	8.26%
% spent on maintenance of equipment, teaching aids, contingency etc.	1.36%	0.84%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)(Scholarship)	1.73%	1.57%
% spent on travel	0.33%	0.32%
Any other(Pension, retirement benefit, etc.)	35.47%	34.51%
Total expenditure incurred (in Lakh)	235200364.00	241965372.00

10. Specify the institutions surplus/deficit budget during the last three years (specify the amount in the applicable boxes given below):

Year	Surplus in Rs.	Deficit in Rs.
2013-14	Not Applicable	Not Applicable
2014-15	Not Applicable	Not Applicable
2015-16	Not Applicable	Not Applicable

11. Is there an internal financial audit mechanism?

Yes	✓ [#]	No	
-----	----------------	----	--

[#]Audit by NCERT, New Delhi

12. Is there an external financial audit mechanism?

Yes	✓ [*]	No	
-----	----------------	----	--

^{*}Audit by AG Office

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counseling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examination/Evaluation/Assessment	Yes	✓	No	
Any other (specify and indicate)				
(i) Library	Yes	✓	No	
(ii) Departmental offices	Yes	✓	No	
(iii) Classrooms	Yes	✓	No	
(iv) Hostels	Yes	✓	No	

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes	✓	No	
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15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes	✓	No	
-----	---	----	--

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes	✓	No	
-----	---	----	--

17. Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc/guest teaching staff?

Yes	✓	No	
-----	---	----	--

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers	Yes	✓	No	
b) for students	Yes	✓	No	
c) for non-teaching staff	Yes	✓	No	

19. Are there any ongoing legal disputes pertaining to the institution?

Yes	✓	No	
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20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes	✓	No	
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21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes	✓	No	
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Criterion VII: Innovative Practices

1. Does the Institution have an established Internal Quality Assurance Mechanism?

Yes

2. Do students participate in the Quality Enhancement of the Institution?

Yes

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	63	7.35	73	8.51
b	ST	20	2.33	59	6.88
c	OBC	126	14.70	169	19.71
d	Physically challenged	10	1.16	8	0.93
e	General category	88	10.26	238	27.77
f	Rural				
g	Urban				
h	Any other(specify)Minority	2	0.23	1	0.11

Total students for 2016-17 = 857

4. What is the Percentage of the Staff in the following category(as on 10. 04. 2017)

	Category	Teaching Staff	%	Non-Teaching Staff	%
a	SC	04	16 %	26	27.95 %
b	ST	01	04 %	20	21.50 %
c	OBC	01	04 %	06	6.45 %
d	Women	10	40 %	14	15.05 %
e	Physically Challenged	00	00 %	0	-
f	General Category	19	76 %	41	44.08%
g	Any Other (Specify) Contractual Faculty	28	--	13 (LDC & Prof. Asst.)	---

5.What is the percentage incremental growth of students for the last two batches?

BATCH - I (2011 – 2015)

Category		At Admission %		On Completion %		Academic Growth %	
		B.Sc. B.Ed.	B.A. B.Ed.	B.Sc. B.Ed.	B.A. B.Ed.	B.Sc. B.Ed.	B.A. B.Ed.
a	SC	72.38	73.51	79.21	81.48	6.83	7.97
b	ST	70.38	70.8	77.05	75.2	6.67	4.4
c	OBC	64.48	74.02	74.54	80.51	10.06	6.49
d	Physically Challenged	67.25	79.2	73.61	81.8	6.36	2.6
e	General	81.46	82.70	84.4	88.69	2.94	5.99
f	Rural	-----	-----	-----	-----	-----	-----
g	Urban	-----	-----	-----	-----	-----	-----
h	Any Other (Specify)	-----	-----	-----	-----	-----	-----

BATCH – II (2012 – 2016)

Category		At Admission %		On Completion %		Academic Growth %	
		B.Sc. B.Ed.	B.A. B.Ed.	B.Sc. B.Ed.	B.A. B.Ed.	B.Sc. B.Ed.	B.A. B.Ed.
a	SC	77.09	77.55	81.56	82.34	4.47	4.79
b	ST	77.80	80.29	79.73	86.91	1.93	6.62
c	OBC	78.92	73.14	84.32	81.52	5.4	8.38
d	Physically Challenged	79.31	81.86	86.41	87.41	7.1	6.25
e	General	82.25	83.76	86.87	87.77	4.62	4.01
f	Rural	-----	-----	-----	-----	-----	-----
g	Urban	-----	-----	-----	-----	-----	-----
h	Any Other (Specify)	-----	-----	-----	-----	-----	-----

BATCH – II

Category At Admission % On Completion % Academic Growth %

		2 Year B.Ed. (2014- 2016)	M.Ed. (2014 2015)	M.Phill (2015- 2016)	2 Year B.Ed. (2014- 2016)	M.Ed. (2014 2015)	M.Phill (2015- 2016)	2 Year B.Ed. (2014- 2016)	M.Ed. (2014 2015)	M.Phill (2015- 2016)
a	SC	67.04	68.50	46.10	72.50	71.11	52.45	5.46	2.61	6.35
b	ST	62.78	65.34	-----	69.22	70.00	-----	6.44	4.66	-----
c	OBC	68.97	66.12	54.82	74.17	68.34	61.32	5.2	2.22	6.5
d	Physically Challenged	63.13	NIL	NIL	67.92	NIL	NIL	4.79	NIL	NIL
e	General	67.54	72.53	57.00	73.00	76.56	65.92	5.46	4.03	8.92
f	Rural	-----	-----	-----	-----	-----	-----	-----	-----	-----
g	Urban	-----	-----	-----	-----	-----	-----	-----	-----	-----
h	Any Other (Specify)	-----	-----	-----	-----	-----	-----	-----	-----	-----

- 2 Year M.Ed. Course introduced from the Session 2015.

PART II

EVALUATIVE REPORT

Executive Summary

The National Council of Educational Research and Training (NCERT) was set up in the year 1961 by the Government of India to advise and assist the Ministry of Education, Government of India and State Education Departments in States/UTs in implementation of their policies and programmes in the field of Education, particularly for qualitative improvement of school Education.

To translate the mandate into reality, various institutes have been created over the years.

At present the constituent Units of NCERT are

1. National Institute of Education (NIE), New Delhi.
2. Central Institute of Educational Technology (CIET), New Delhi.
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.
4. Five **Regional Institutes Based Education (RIEs)**, situated at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong.

Regional Institute of Education (RIE) Bhubaneswar

Regional Institute of Education (formerly Regional College of Education) was established on 5th August 1963 to provide academic and technical support to the states of Odisha, West Bengal, Bihar, Jharkhand, Assam, Arunachal Pradesh, Manipur, Mizoram, Nagaland, Sikkim, Tripura and Union Territory of Andaman and Nicobar islands in the area of pre-service and in-service teacher training. However with the establishment of North-East Regional Institute of Education (NERRIE) at Shillong (Meghalaya), the responsibility of in-service training programme at RIE, Bhubaneswar has been limited to Odisha, Bihar, West Bengal Jharkhand and Andaman and Nicobar islands.

The Campus

Bhubaneswar, the capital city of Odisha popularly known as the Temple city of the east is abode to many beautiful temples and monuments like the Lingaraj, Mukteswar, Rajarani, Kedar Gauri, Khandagiri, Udayagiri and Dhauligiri. With Puri and Konark, each nearly 60 km away, Bhubaneswar completes the famous tourist attraction called “Golden Triangle”. Besides being

a centre of art and culture, tourism and business, the modern city of Bhubaneswar is growing very fast is turning into an excellent hub of education and information technology. Recently it has been declared as the Smart City.

The institute is located on Sachivalaya marg, nearly 3Km away from Bhubaneswar railway station and 5 Km away from Biju Pattanaik airport.

Departments of the Institute

To optimize the roles and function of the Institute, there are four departments namely, Department of Education in Science and Mathematics (DESM), Department of Education (DE), Department of Extension Education (DEE), Department in Social Sciences and Humanities (DESSH).

Functions of the Institute

The Institute is actively engaged in teaching, research, training, development, extension, dissemination, monitoring and evaluation through a variety of pre-service/ in-service programmes and tasks given to it by NCERT from time to time.

Pre-Service Courses

Ever since its inception, as part of the mandate, the institute has crafted many innovative teacher preparation programmes starting from the preparation of vocational and technical teachers during sixties to meet the requirements of multi-purpose school system to presently general education system. Currently, the Institute is offering following pre-services courses.

1. B.Sc. B.Ed. & B.A. B.Ed (4- Year Integrated Programme)

These are innovative teacher education courses intended to provide training in various content areas along with methodology of teaching. These integrated courses have been designed in keeping in view the latest research and experiments in the field of education. These courses prepare skilled and quality teachers with specialization in Science, Mathematics, Language and Social Science subjects. Besides having latest knowledge in content areas, the teacher trainees are also well versed in communication skills, pedagogy, use of ICT and Evaluation processes which are integrated throughout the duration of the course.

2. Two-Year B. Ed. (Secondary) Course

This is an experimental course run by the institute for last couple of years. This is based on the recommendations of National Council for Teacher Education (NCTE) and it aims to prepare quality teachers for secondary schools in science/mathematics and social sciences/languages. This experimental course is forerunner to recent recommendation of NCTE to make B. Ed programme a two year course throughout the country.

3. M. Ed Programme

The Institute has introduced M.Ed course designed on the recommendations of National Council for Teacher Education (NCTE). This course is meant to prepare Teacher Educators.

5. M. Phil and Ph.D Programme

The Institute has started one year M.Phil programme in Education to prepare manpower for research in Education and Teacher education.

The institute has been recognized for Ph.D in Education, Science and Social Science subjects. The Institute is affiliated to Utkal University, Bhubaneswar and it has declared RIE Bhubaneswar as the centre for pre Ph.D Programme (Ph.D course work) in Education with 20 seats.

6. DCGC (Diploma Course in Guidance and Counseling)

The Institute has been organizing a Post Graduate Diploma course in Guidance and Counseling since 2000. Later it became International Diploma Course through teleconferencing and distance mode. The course prepares Counselors and guidance workers to cater to the growing needs of educational and vocational guidance in schools and other educational and training institutions. From 2012 onwards it is offered through distance education mode tagged with contact programmes.

In-Service Programmes

As part of in-service programmes, the institute undertakes various academic activities, research, development and training intended for teachers, teacher educators, and other stakeholders of education.

Research

In last 50 years of its existence, a large number of students have been awarded Ph.D by Utkal University under the supervision of faculty of the Institute. Apart from academic research leading to research degrees, the Institute has undertaken many educational researches on pressing and

emerging areas of school and teacher education. In addition, it collaborated with national and international organizations in many research programmes.

- Conducting action research to improve the process of acquisition of competencies, life-skills/abilities by school children
- Designing, developing and implementing need assessment studies to identify hard spots in learning, teaching and also developing intervention and follow up strategies for the same
- Identifying good teaching practices to be followed by teachers in the region and experimenting with innovative models through internship in teaching
- Studying the impact of various components of the centrally sponsored schemes and projects at the district and sub-district levels
- Field testing of NCERT textbooks/instructional materials and offering view and seeking feedback from experience through classroom practices
- Identifying problems which may arise in future in the areas of School Education and devising solutions to pre-empt them.

Development

- Developing resource material for all stages of School Education.
- Developing approaches/strategies/interventions/guidelines for improving the teaching-learning at the primary level, particularly in multi-grade and large class size context and multi-cultural schools located in tribal areas and non-formal education centers.
- Developing modalities/tools for continuous and comprehensive evaluation/school-Based-Evaluation
- Developing remedial instructional materials and remedial self-learning sheets, guidelines for group discussion, learning in different subject areas at different levels of School Education.
- Developing skill-based training, designing training packages/training models for the DIETs, Teacher Education Institutions and CTEs.
- Developing diagnostic tools for assessment of learning gaps, learning disabilities, inclusive education and training needs of teachers.
- Developing teaching strategies and training packages for the disabled at the school level.

Training

- Conducting innovative pre-service programmes, like two year M.Ed, two year B.Ed (Secondary), Four Year Integrated B.Sc B.Ed / B.A. B.Ed, two year M.Sc Ed and DCGC course in distance mode.
- Planning and organizing orientation/training programmes on the basis of identified state needs. Some of the training areas are:
 - Action research oriented teaching-learning strategies,
 - School management for Headmasters and Principals
 - Teacher education in all its varied dimensions.
 - Measurement and Evaluation
 - Orientation on Computer literacy and Information and Communication Technology (ICT) and Educational Technology
 - Promotion of education for Groups with special needs
 - Value Education
 - Policy Studies
 - Empowerment and capacity building of cluster, block, district and state level functionaries.
 - Environmental Education and Education for sustainable development
 - Women Education, Adolescent and Population Education.

Extension

- Extension programmes for teachers, teacher educators, key resource persons and educational administrators.
- Assessment of educational needs of the states and formulation of programmes accordingly.
- Academic support, monitoring and supervision of DPEP, RMSA , Sarva Shiksha Abhiyan as implemented by the States in the region.
- Monitoring and Evaluation of other centrally sponsored schemes.
- Regional and National Seminars on thrust areas.
- Dissemination of Reports, Instructional Materials, Resources materials and innovative practices etc.

The departments of the Institutes provide crucial academic inputs to state level agencies and autonomous bodies like KVS, NVS, Railway Board Schools, TWD Schools and Madrasas etc. of the States, in organizing their refresher course and updating programmes.

Learning Resources and Infrastructure Facilities at the Institute

Institute has very rich and enlightened academic climate with learning resources that are accessible to every inmate of the institute.

- Library and Documentation Services.
 - Psychology Laboratory
 - Geography Laboratory
 - Language Laboratory
 - Physics/Chemistry/Zoology/Botany/Mathematics Laboratories
 - Integrate Science Laboratory
 - Educational Technology Laboratory with Internet facility and
 - Information and Communication Technology Labs (Computer Centres)
 - Recording Studio
 - Books sales counter
 - Workshops for Wood work, Metal Work, agriculture etc.
 - Main building
 - Auditorium
 - Population Education Cell.
 - Seminar and Conference halls.
-
- Hostels: 1 boys hostel and 3 girls hostels
 - Guest house
 - Spacious play grounds
 - Tennis court and Table Tennis facilities
 - Health centre
 - Public Service facilities such as Bank and Post office and canteen
 - Experimental D.M. School

Library and Documentation Services

The Institute has a well-equipped and well managed Library (Learning Resource Centre). Members of the faculty and other staff, students and research scholars of the Institute, members of staff of Demonstration School and the participants of various programmes and visitors take advantages of the facilities made available by the library.

It has a collection of about 82000 books on various subjects. The institute also subscribes 140 journals/periodicals (including Online Journals), both from India and abroad, subscription of e-journals adds to its strength.

The library also offers various services, such as, book issue/return, current content service, online book/journal service, Photostat facilities etc. and provides up-to-date computerized information to the staff and the students. There is also a separate Library at Demonstration Multipurpose School that caters to the needs of students and teachers of the school.

Demonstration Multipurpose School (DMS)

Demonstration Multipurpose Higher Secondary (Co-educational) School affiliated to CBSE is an experimental laboratory for pre-service training programmes of the Institute. The school admits children locally through a randomized computer draw to facilitate admission to children of all sections of society. It serves as a pilot study source for carrying out action-research and innovative experiments in school education. It also provides opportunities to the internees to observe, learn and participate in teaching through pre internship programme.

In tune with the changing national needs and priorities, it provides instructions in various subject areas, like Languages (mother tongue, modern Indian language and English), Art of Healthy and Productive Living (AHPL), Environmental Studies, Science, Physics, Chemistry, Mathematics, Biology, Humanities, Commerce, Vocational Education and various trades under Work Education and Art Education from classes I to XII. Further, Computer Science has also been introduced at the higher secondary level.

Placement Cell

The institute has a campus-placement cell which assists various schools and agencies in the conduct of campus interviews/tests in order to select teachers for their respective schools. Many of our students have been placed accordingly in the reputed Public schools of the Country.

Research Facilities

The Institute is recognized for conducting doctoral research in Education, Science, Mathematics, Social Sciences and Humanities and in inter-disciplinary areas such as environmental Science. A large number of scholars have obtained their Ph.D. degrees under the guidance of the faculty at the institute in their parent disciplines as well as on pedagogic areas.

Strengths:

Following are the strengths of the Institute:

- Constituent unit of NCERT, the apex body on School Education
- Represents unity in diversity with students and faculty coming from different parts of the Country with diverse socio-cultural background
- Well Qualified academic faculty with diverse background, some having experience at International Institute and Overseas University
- Organizes innovative activities such as working with community multicultural placement programmes as a part of the training programmes.
- Quality infrastructural facilities in terms of physical spaces and infrastructure
- Laboratory facilities-technology, psychology, language, sciences, mathematics, and geography labs;
- Quality library resources
- Provides academic support to all the states of Eastern region to improve the quality of school education and teacher education
- Collaboration of the Institute with national and international research, and developmental agencies /organizations.
- Affiliated to Utkal University (Accredited as A⁺ by NAAC)

Limitations/Weakness

In spite of strengths, the institute is experiencing following weaknesses:

- Delay in appointment of regular staff because of prolonged procedure
- Lack of autonomy in offering courses and programmes of choice

- Getting enough quality institution for internship programme of student-teachers.

Opportunities

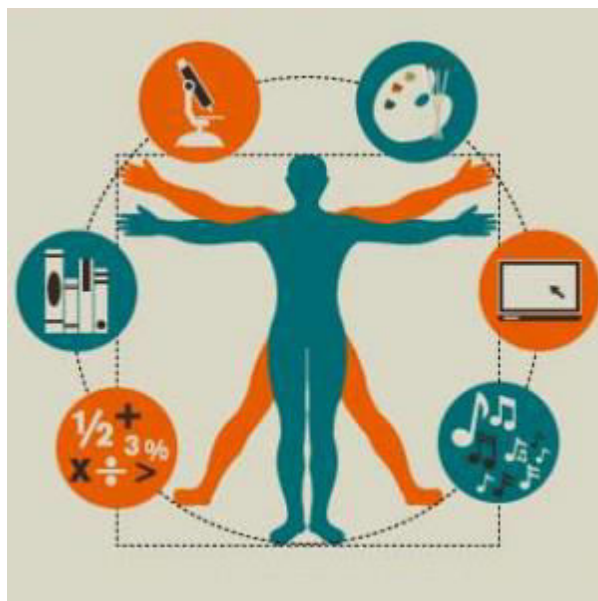
By the virtue of advisory status, opportunities are plenty.

- There is wide scope and opportunity in offering short term diploma courses and certificate courses in areas of school education, such as inclusive classroom practices, ICT integration, Environmental Education, Science Education, Action Research and other vital areas of school education.
- It is planned to initiate integrated B.Ed, M.Ed and M.Sc ME programme in near future.

Threats:

- Multi Dimensional activities leading to lack of focus on selected areas
- Swift Competition from other agencies and private sectors.

CRITERION I: CURRICULAR ASPECTS



CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development:

1.1.1 State the objectives of the institution and the major considerations addressed by them (Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self-development, Community and National Development, Issue of ecology and Demands, etc.)

Objectives of the Institution:

- To ensure quality improvement in school education through innovative pre-service and in-service teacher education programme and relevant research, development and extension activities.
- To cater to the educational needs (pre-service and in – service education) of teachers / Teacher - educators in the states and UTs under jurisdiction.
- To work as regional resource centre for school and teacher education.
- To extend assistance in implementing the policies of the States / UTs.
- To act as a support system for institutions like SCERT / DIETs / IASEs /etc. in the states and UTs under jurisdiction.
- To help in implementing, monitoring and evaluation of Centrally Sponsored Schemes.
- To encourage innovative practices in school education and teacher education.

The curriculums of different courses offered in the institute are designed keeping the national needs and are adapted by the institute as per the needs and requirements of the western region, in line with emerging trends. There is flexibility and diversity in curriculum to suit the career need of teachers in different states. The institute obtains and uses feedback from the students, alumni, employers, community, academic experts, peers and other stakeholders in program development and planning. Relevance of the programs and courses is ensured and modifications are made as per needs of the society. The institute has well – defined vision, mission and a value system clearly stated in its documents and accordingly action plans are worked out to achieve the objectives of various programs.

1.1.2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies?)

The development of curriculum of teacher education courses is based on NCTE guidelines, UGC as well as the National Curriculum Framework developed and revised at national level through a need assessment process and in consultation with institutional and external expert groups based on the debates, feedback and field experiences from the students and the school system. Relevant courses and activities are developed with flexibility to suit the professional and personal needs of the students of the western region.

1.1.3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The National Curriculum Framework developed and revised at national level through a

Need assessment process taking into account the global trends in teacher education. Based on NCFTE 2009, many changes are introduced in the practices of teacher education programmes. CBCS introduced by the UGC is taken into account while developing new syllabus.

1.1.4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The curriculum developed at national level has all national thrusts. Environmental Education is a compulsory paper in the courses of B.A. B.Ed. / B.Sc. B.Ed. and B.Ed. Further, ICT and Peace Education are also incorporated in these courses as a paper/components. The institution has three ICT labs and ICT enabled learning is promoted in the institution.

1.1.5. Does the institution make use of ICT for curricular planning? If yes, give details.

Yes, the institute makes use of ICT for curricular planning. The institute uploads the draft curricular framework for generating public opinion. The comments received there in from all the stakeholders about different issues at the NCERT Level are used in curriculum planning.

1.2 Academic Flexibility:

1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

Academic plans and schedules of the institution are developed with ample scope of flexibility for inclusion of innovations and different types of need-based activities. Varied learning experiences such as project works, sessional, seminars, debates and field surveys are provided in order to make teaching a reflective practice in the institution.

1.2.2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The curriculum of teacher – education courses of the institute is made flexible as per needs and interest of the learners. The flexibility is provided in languages, social sciences, sciences, mathematics, work – experience and methods of teaching. Varied learning experiences such as project works, seminars, debates and field surveys are provided in order to make teaching a reflective practice in the institution.

1.2.3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc?

Language proficiency, communication skills and ICT are introduced as compulsory components of teacher education programmes of the institute. Community orientation and social responsibility are also included through ‘Working with Community’ component in a camp mode.

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

i. Inter disciplinary / Multidisciplinary:

The institute has ensured the inclusion of Interdisciplinary / Multidisciplinary at two levels-

- a) At curriculum making level of B.Ed. programme, courses are structured by incorporating aspects from different disciplines.
- b) At teaching level, while teaching different disciplinary knowledge components teachers are asked to ensure interdisciplinary linkages in the classroom.

ii. Multi-skill development:

The institute ensures the development of multi-skill such as language and communication skills, computer skills, teaching skills, skills in collaborative activities, skill of conducting various activities, laboratory skills and leadership skills.

iii. Inclusive education:

The institute ensures the component of inclusive education through a compulsory component in all teacher education courses. Further, to develop sensitivity, emphasis is given to inclusive pedagogical practices during internship. In addition, students are assigned to conduct a case study of exceptional learner (gifted, slow, differentlyabled learners, etc.) and submit the report.

In multicultural placement programme student teachers are encouraged to be placed in different type of schools i.e. rural, tribal setup and schools for children with special needs.

iv. Practice teaching / School Experience / Internship:

The institute provides opportunity for school experience through various school based assignments of different courses. 8 weeks of practice Teaching / Internship is organized as a compulsory course activity in all the teacher education programmes of the institute.

In 2 Year B.Ed. programmes internship in Teaching is spread over 16 weeks during first year and second year.

In M.Ed courses there is provision for Internship in Pre-service and in service teacher education institutions /Programmes are encouraged during second semesters and theme based internship for four weeks during third semester

v. Work Experience/SUPW:

As Agriculture students get in ordered in SUPW works and works etc to understand the dignity of labour and development.

1.3 Feedback on Curriculum:

The revision and modification of curriculum of different courses run in the institute is based on the experiences and feedback on implementation.

1.3.1 How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The experiences of students, teachers and cooperating schools are taken in to account

While developing a curriculum. Besides, directions from NCERT and other regulatory bodies are considered while finalizing the curriculum. In addition, the redundancy in the

curriculum is reviewed time to time for revisions. The Alumni Association of the institute have been organising talks on relevant themes from time to time.

1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes, give details on the same.

The students feedback is collected on improvement of curriculum. Apart from this the faculty members involved in the programme provide feedback from time to time for curricular improvements.

1.3.3. What are the contributions of the institution to curriculum development? (Member of BoS / sending timely suggestions, feedback, etc.)

Faculty members of the institute are in different committees namely, Boards of Studies and Subject Research Committee (SRC) for Education, Botany, Life Sciences, Physics, Geography, and Environment studies the university, who timely suggests and provide feed backs for changes in the courses time to time at university level.

1.4 CurriculumUpdate:

Curriculum update is a continuous process in the institute. The basis for curriculum revision emerges from the feedback received from the stakeholders to achieve the stated objectives of the institute. Curriculum updates are made in accordance with the norms of NCTE and the affiliating university.

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The B.Ed. and M.Ed. courses of the institute have undergone major curriculum revision. M.Ed., B.A. B.Ed. and B.Sc. B.Ed. courses have been changed from yearly pattern to semester system, keeping in view the requirement of intensive exposure of students to the real school situations. The language proficiencies, communication skills, ICT integration Env. Education etc. are some of the new components for quality development.

1.4.2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The curriculum of various teacher education courses are revised as per the national needs, New developments at the state and national level, guidelines of regulatory bodies and feedbacks from the students, practicing schools, etc.

1.5 Best Practices in Curricula Aspects:

1.5.1 What are the quality sustenance and quality enhancement measures under taken by the institution during the last five years in curricular aspects?

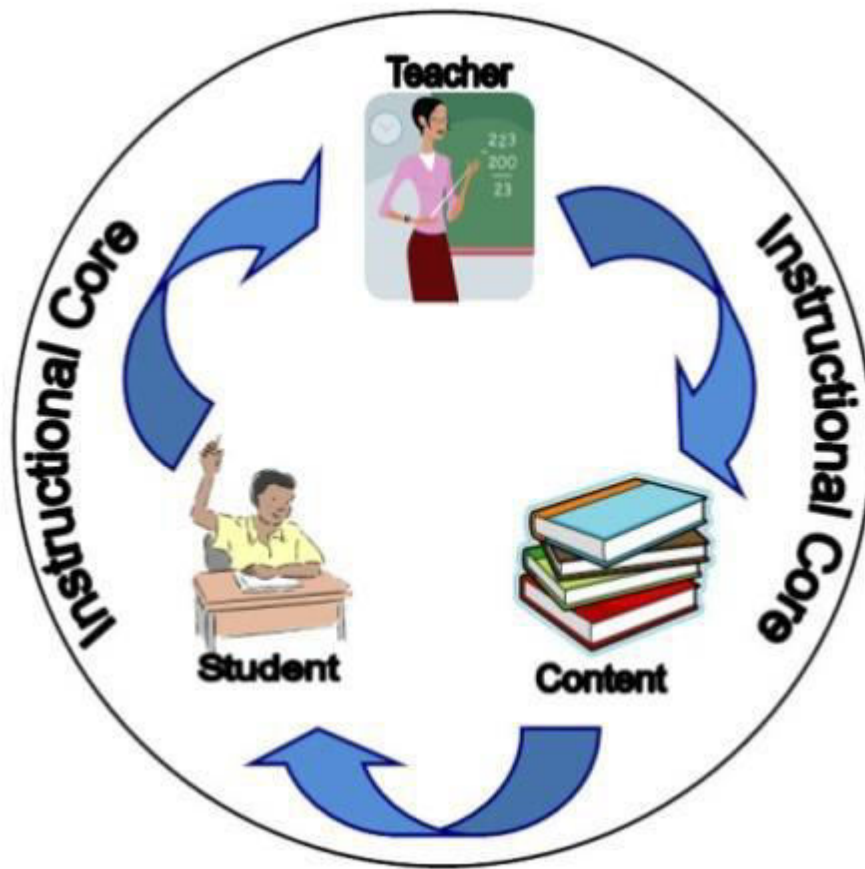
The best practices leading to academic effective ness and excellence are replicated and sustained in the new curriculum. Such practices are also replicated in other institutions and universities. The institution has helped various institutions and universities in implementing new innovative courses, like B.A. B.Ed. and B.Sc. B.Ed. These courses along with the Two – year B.Ed. programmes have been adopted at national level.

1.5.2. What innovations / best practices in ‘Curricular Aspects’ have been planned / implemented by the institution?

As per the guidelines of national Curriculum Frame work (NCF) 2005, the Institute has made an attempt to implement the ‘Constructivist Approach’ in the teaching learning processes. ICT is also used in class room teaching proposal.

CRITERION II

TEACHING-LEARNING AND EVALUATION



CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Admission Process and Student Profile:

2.1.1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

- The general criterion of the admission into different courses was the merit of the qualifying examinations. However, from the academic year 2015-16 admissions to B.Sc.B.Ed, B.A.B.Ed, Two year B.Ed and M.Ed. courses are done through centralized entrance test conducted by NCERT. However, for M.Phil, DCGC and M.Sc (LS) Ed Courses RIE, Bhubaneswar was conducted admission test.
- All the norms stipulated by the concerned statutory bodies are followed.
- Equity, access, and transparency are maintained.

2.1.2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

- Admission schedules are published in various newspapers that include English, Hindi, Bengali, Odia and other languages so as to reach all the states of Eastern and North Eastern regions which the institute caters to.
- The admission notification is uploaded on its website.
- Application forms are made available offline and online.

2.1.3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The admission procedure and criteria are discussed and laid down at the highest level in advance and committees are constituted for each course to oversee the process of admission.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The policies and norms laid down by the Government of India are strictly followed to ensure the admission of diverse students. Along with the admission of general category

students, strategies to ensure the admission of diverse students include reservations to ST, SC, OBC, and Physically Challenged category (PH) students. Further, as RIE is catering to the needs of the Eastern region, state-wise quota is also followed. Over and above, provision for admission of TIBETAN student is also in practice.

2.1.4. Is there a provision for assessing student's knowledge/needs and skills before the commencement of teaching programmes? If yes, give details.

Yes

Faculty, at individual level, assesses student's knowledge and needs before commencing the instruction.

2.2 Catering to Diverse Needs:

2.2.1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The Institute is committed and create conducive environment for all-round development of students. In order to fulfill the above, following initiatives are taken:

- Arranging Regular classroom interactions
- Creating conducive and educative library environment
- Providing Internet facilities
- Providing peaceful physical environment in the hostels with wi-fi facility
- Conducting games and sports activities regularly in the ground;
- Organizing various kinds of cultural and literary activities;
- Organizing educational field trips to historical, cultural and science museums and botanical gardens;
- Organizing community living camp in the villages;
- Organizing NCC and NSS activities
- Organizing lecture series on important themes of education and society;
- Observing all important national and international days;

2.2.2. How does the institution cater to the diverse learning needs of the students?

- By arranging need specific classroom sessions;
- By providing need specific material in the institute's library;
- By conducting remedial teaching sessions;
- Encouraging peer learning strategies;
- Forming into google groups;

2.2.3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

- Curricular Courses are in place to teach, orient and develop awareness regarding equity for gender and other marginalized sections of the society
- Sensitizing students towards the learning needs of diverse groups, inclusive education and classroom practices are incorporated in the curriculum
- Debates, data analysis pertaining to diversity is encouraged as part of course works;
- Sending students to diverse institutes to understand the nature of diversity;
- Students are sent to villages as part of 'Working With Community' to understand and appreciate the diversity;
- Cultural events are organized to present diversity of the nation

2.2.4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse needs of students?

- Teacher educators are constantly oriented into new developments in the field of knowledge so as to sensitize them towards diverse needs of the students
- Exposing teacher educators to different schools to understand the diversity among schools

2.2.5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

- Courses, such as Gender Issues, and Inclusive Education, are part of the teacher education programme. These course contents provide opportunities for dialogue and discussion between teacher and learners regarding diversity and inclusion
- Giving assignments to conduct case study research and action research activities during internship
- Exposing student teachers to institutions of differently able children.

2.3 Teaching-Learning Process:

2.3.1. How does the institution engage students in “active learning”? (Use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

- Effective and extensive use of library resources is one of the important activities of the institute;
- Core training, practice teaching in simulated conditions and peer evaluation is the regular feature of the institute
- Utilization of ICT and encouraging students to use ICT in learning is constantly emphasized and given training to students
- Google and other on-line groups are formed

2.3.2. How is ‘learning’ made student-centered? Give a list of the participatory learning activities adopted by the Institution and those which contributed to self-management of knowledge, and skill development by the students?

To make learning student centered, following strategies are constantly encouraged and followed

- Laboratory based teaching learning processes
- Exploratory and investigatory approaches
- Group Assignments work;
- Project work;
- Seminar presentations
- Data-analysis activities
 - Group Discussion method

2.3.3. How are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and used.

- Activity based method, participatory approach and demonstration methods are used in teaching certain themes for effective learning. Students are provided with training and guidance to undertake these methods during their internship.
- Student teachers are trained into 5E constructivist training model and encouraged to use the same in the classrooms during internship

2.3.4. Does the institution have a provision for additional training in models of teaching?

If yes, provide details on the models of teaching and number of lessons given by each student.

- No. It is part of regular training structure; No additional training is given to students.

2.3.5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

- Yes, it is regular feature of the institute during core training. Each student delivers minimum of 2 lessons of each skill; the list of skills are:
 - ✓ Skill of Set Induction/Introduction;
 - ✓ Skill of Explanation;
 - ✓ Skill of Illustration with example;
 - ✓ Skill of Probing questioning;
 - ✓ Skill of Stimulus variation;
 - ✓ Skill of Black Board Writing;
 - ✓ Skill of Reinforcement;
 - ✓ Skill of Classroom management
 - ✓ Skill of Integration of Skills
- Along with these micro-teaching skills, as part of constructivist paradigm, training in process skills such as, observation, classification, inference, interpretation, argumentation and communication etc., are also provided to students.

2.3.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher, educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

- 30 lessons in each of two school subjects (Total of 60 lessons) are given by every B.Ed Students and Integrated Students (Total of 40 lessons) during their 6/8 weeks long internship programme.
- Three-fold monitoring and observing mechanism is in place viz., Institute's supervisors, teachers of cooperating schools and peer group.
 - ✓ School subject teacher is assigned the job of observation of the lessons delivered by pupil teacher;
 - ✓ Peer observation is in place; (Every student has to observe ten lessons each of two school subjects and submit observational report record to the institute)

- ✓ Different subject teachers of the institute would supervise and monitor the lessons of internees on daily basis and provide feedback to students regularly in the form of observations and suggestion in the lesson plan record.
- ✓ Along with regular lessons every student teacher has to deliver criticism lessons and final lessons in each method subject.

2.3.7. Describe the process of Block Teaching/Internship of students in vogue.

- Institute has both Two Year B.Ed Programme and Four Year Integrated B.Sc B.Ed/B. A B. Ed Programmes;
- Two Year B.Ed. students are sent to schools in the first year for two weeks to acquaint and to develop critical understanding about the functioning of schooling; also observe the classrooms of regular school teachers; In second year students are placed in schools for eight weeks for internship;
- B.Sc, B.Ed. and B.A, B.Ed. students are sent to schools during 5th and 6th semesters to observe and understand the way of school functioning. And in 7th semester, they are sent to schools for six weeks for internship.

2.3.8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes, give details on the same.

Yes, plans are developed in partnership with school teachers and mentor teachers. Before they deliver the lesson, they are supposed to take approval from the teacher supervisor.

2.3.9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

- In foundation courses, by providing strong understanding about how contexts shape learning; the courses develop sensitivity among learners about the contextual influences on learning.
- In pedagogy courses, students are exposed to alternative pedagogical strategies required for diverse contexts;

2.3.10. What are the major initiatives for encouraging student teachers to use/adopt technology in practice teaching?

- Theoretical inputs are given;
- Lab based practice sessions are organized;
- Integrating ICT with pedagogy is encouraged;
- In institute, ICT based sessions are demonstrated;

2.4 Teacher Quality:

2.4.1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes, give details.

Yes, plans are developed in partnership with school teachers and mentor teachers. Before they deliver the lesson, Student-Teachers are supposed to take approval from the teacher supervisor.

2.4.2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio is in between 06 to 08 student teachers per school; the rationale for this has been the availability of sections in the school;

2.4.3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

- With regard to theory courses, the feedback is provided to students by the way of Conducting internal tests. The performance of every student is discussed in the classroom in a transparent manner. This is followed by providing consistent opportunities to improve the performance of students
- With regard to practice teaching, observations on the lesson plans and their teaching are provided to students on their lesson plan records by supervisors. These would act as feedback to improve their performance

2.4.4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

Regular orientation programmes from time to time are organized to inform about latest trends in schooling such as RTE, CCE, INCLUSIVE EDUCATION, Gender issues, e - pathasala, and other major developments;

2.4.5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

- By organizing Academic Forum on weekly basis. In every academic forum that is conducted every Thursday, presentations, and discussions on various issues related to education in general and school education in particular are initiated;
- Special training sessions are organized to inform about new developments in pedagogy;
- Lecture series are organized on recent developments to update student's knowledge and Pedagogical perspective

2.4.6. What are major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies etc?)

- Promotional policies are in place; faculty members are provided with the opportunity of promotion under CAS;
- Faculty is sent to various refresher and orientation programmes for professional development;
Faculty members attend/ sent to various conferences and workshop for professional development

2.4.7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Institute motivates staff members on different occasions.

2.5 Evaluation Process and Reform:

2.5.1. How are the barriers to student learning identified, communicated and addressed?

(Conducive environment, infrastructure, access to technology, teacher quality, etc)

Teacher guardian mechanism for every class is in place to identify and address the barriers.

- Through Diagnostic Tests
- By Providing Remediation

2.5.2. Provide details of various assessment/evaluation processes (Internal assessment, mid-term evaluations, external evaluation) used for assessing student learning.

- Internal assessment test of semester courses are organized twice in every semester and assessment results are shared with students as part of feedback and accordingly interventions are provided for constant improvement;
- Presentations by students on assigned themes are organized, assessed and feedback is provided
- At the end of the session, an external examination is conducted by the University

2.5.3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

Results are communicated by the respective teachers in the class and detailed discussion on the results is initiated to improve the performance. On the basis of this assessment, transactional modalities are modified to improve the learning

2.5.4. How is ICT used in assessment and evaluation processes?

ICT is used in recording and reporting assessment results.

2.6 Best Practices in Teaching-Learning and Evaluation Process:

2.6.1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Best Practice: Constructivist Approach in Internship in Teaching

1. Title of the Practice

Constructivist Approach in Internship in Teaching

2. Context that required initiation of the practice

NCERT's National Curriculum Framework (NCF- 2005), emphasized 'child as the constructor of knowledge', therefore, initiated all together new paradigm in classroom teaching (Schools) which is popularly known as "constructivism". In previous decades, teacher played an active role in the classroom which limited child as a passive learner. The research also made it evident that teacher plays a role of transmitter of knowledge and child as a receiver of it. However, in constructivism, according to NCF-2005, role

of the teacher is transformed into 'facilitator of learning' and child through various 'process skills' actively participates in learning there by becoming the 'constructor of knowledge'.

3. Objectives of the Practice

- To generate a cohort of teachers to changing needs and demands of teaching- learning in the school classrooms of India.
- To prepare pre-service teachers those are equipped with capabilities to play the role of facilitator of learning.
- To enable teachers of the modern Indian school classrooms with required skills of integrating technology and pedagogical content knowledge.

4. The Practice

RIE, Bhubaneswar, with a commitment to the mandate of NCF(2005), translated major goal of constructivist school classrooms by evolving and transforming its Internship in Teaching program into a constructivist teaching-learning for the Internees. This practice can be seen under five heads.

- A. School Experience
- B. Core Training
- C. Pre-internship Orientation
- D. Practice teaching in school
- E. Post-internship Conference

A. School Experience:

Pre-service teachers are attached to schools for a period of one week to gain exposure in to functioning of the school and teaching-learning processes in the school.

B. Core Training:

In this two week training program pre-service teachers are retrained into 'Process Skills' that are required for teachers which can be in turn transferred into their learners for their future teaching. Moreover, Internes are also trained into 'Micro-teaching' which complements the process skills. Thereafter, Internes are trained in textbook, content analysis and create learning situations (Lesson plans) various secondary school subjects based on constructivist model of teaching-learning. Internes are given tasks of creating learning situations and practice them with their peers in a cooperative learning environment under the guidance of the faculty.

C.Pre-internship Orientation

One week pre-internship orientation program is organized to induce various skills such as classroom management to evaluation. It is also meant to clarify the doubts of the internees about their future internship in schools.

D.Internship Teaching

Internees are then placed in Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas and State Government schools in order to provide a variety of experiences in various school contexts located in region to which RIE caters its service and internees are placed in the schools for a stipulated period of time.

E.Post-internship Conference

After the completion of Internship, a Post-internship meeting will be held to share the experiences in the school and provide feedback about the entire program. Also, viva-voce will be conducted to each internee who will face a Board comprising of faculty facilitating the internees not only to revisit the learning experiences that they have gained during the internship in school but also a preparation to face the campus placement.

5. Obstacles faced if any and strategies adopted to overcome them

A series of staff council meetings were held in 2013-14 to develop the Internship in teaching in consonance with the philosophy of NCF:2005. In these meetings, which were held in a workshop mode, comprehensive strategies for organizing the internship in a constructivist teaching-learning paradigm were evolved. The first obstacle was orienting the faculty of the Institute into NCF:2005 and its philosophy of constructivism. This was accomplished through various lectures organized by Academic Forum every week at the Institute. Secondly, most prominent obstacle was translating the philosophy of constructivism into practice among the pre-service teachers. This obstacle was addressed by evolving and organizing core training program for internees in a participatory mode and facilitating them to understand constructivism in teaching and learning in a collaborative way. Furthermore, well equipped, ICT labs of the Institute facilitated the pre-service teachers and provided much exposure in imbibing the philosophy and practice of constructivism in their future classrooms.

6. Impact of the Practice

The constructivist philosophy posits that pupils construct new knowledge by building new information on prior knowledge and experiences. The focus of a constructivist

classroom is not on the content per se, but on the learner. In the constructivist classroom, teachers activate background knowledge and with the inclusion of new information students build new understanding. New knowledge is acquired via questioning and interaction with others. In order to assess the practice, pre-service teachers are asked to write a reflective journal at the end of each class during their internship. They are also given a task of peer observation whereby they observe and write a commentary on the classroom of their peer groups. Certain themes emerged in their reflective journals and peer observation.

1. Encourage student autonomy and initiative
2. Use authentic data with manipulative, interactive, and physical materials
3. Use cognitive terminologies such as create, predict, analyse, in framing tasks
4. Allow students' goal setting, and choice of instructional strategies and content
5. Inquire students' understandings of concepts before sharing their own understandings
6. Encourage students in dialogue both with the teacher and peers
7. Inquire students with questions that utilise their critical thinking and encourage them to ask too
8. Seek elaboration of students' initial responses
9. Allow wait time after voicing questions both for constructing relationships and metaphors.

The above critical elements of a constructivist classroom are highlighted by the internees after the completion of their internship.

The major impact of this constructivist teaching learning on internees can be seen in the following heads:

a. Beliefs about teaching:

Internees' pre-notion about teacher as a center of learning activity has changed. Internees after Internship believed that the role of teacher is a facilitator

b. Perception about learners:

After the internship, internees have developed a positive perception about children as co-constructors of knowledge

c. Attitude towards teaching:

Internees affirmed that their attitude towards teaching has transformed. Shifting from the centrality of teacher's role, pre-service teacher expressed that they are overwhelmingly positive about participatory classroom where children play a crucial role through collaborative and cooperative learning

d. Appreciation for learning styles:

Internes were able to appreciate diversity of learning styles among their learners and utilized the same to widen the learning in their classrooms

e. Activity based classroom teaching:

Internes are quite motivated to evolve more activities for their classrooms

f. Learning Resources:

Internes are motivated in generating more learning resources to initiate an effective learning in the classrooms

g. Importance of ICT:

Technology-pedagogy integration helped internees in transacting the content and facilitating the learning in the classroom.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research:

3.1.1 How does the institution motivate to take up research in education?

- The Institute facilitates the faculty to undertake the research projects under Educational Research and Innovation Committee (ERIC) and through Programme Advisory Committee (PAC) of NCERT by providing funds.
- Encourages faculty to undertake UGC sponsored research projects.
- Research seminars (national/state) are regularly organized in the Institute. The faculty members to participate in the seminars.
- The faculty members conduct research studies and publish papers in research journals of international, national and state, repute.
- Faculty member of Department of Education and Life Science (DESM) guide students in educational research on current topics for M. Ed. Dissertation and in Life Science for M.Sc.in Life Science Education Dissertation.
- Most of the faculty members of the institute are registered guides under Utkal University, Bhubaneswar and supervise research scholars for Ph.D. in the areas of Education, Science, Mathematics, Social Science, Environmental science and Languages. Fifteen faculty members have been registered as Ph.D. guides.

3.1.2 What are the thrust areas of research prioritized by the institution?

According to NCERT's directives as per NCF 2005.

- Quality in Elementary and Secondary Education
- Science Education
- Skill development
- Population and Adolescence Education
- CCE
- Curriculum analysis
- Education of ST/SC and minority communities, and girls
- Biological and physical sciences
- Peace Education
- ICT in Education
- RTE Act 2009
- Guidance and Counseling
- Yoga and Physical Education
- SSA
- RMSA
- Conservation Biology
- Mathematics Education

- Language Education
- Social Science Education
- Human and Child Rights Education
- Gender Issues
- Environmental Education
- Population Education
- Library Automation, etc.

3.1.3 Does the institution encourage Action Research? If yes, give details on some of the major outcomes and the impact.

- Institution encourages action research in teaching learning process as well as internship in teaching in various schools.
- The outcomes:
 - Effective and efficient pedagogical processes.
 - First- hand experience/exposure of conducting action research
 - Innovative designing /re-designing of the experiment
 - Revamping existing practices
 - Change in evaluative practices
 - Understanding learner and learning process

3.1.4 Give details of the Conference/Seminar attended and /organized by the faculty members in last five years.

- I.** Details of the conference/ Seminar attended and/organized by the faculty members in last five years.

Conferences/Seminar Organized

<i>Sl. No.</i>	<i>Name</i>	<i>Title</i>
1.	Dr. Ramakanta Mohalik	Regional Conference on Quality Assurance in School Education, 17 to 18 December, 2015.
2.	Dr. Arup Saha	National Conference on Mathematics Education, 19-20, 2016.

- II.** Details of the International/National Conference/Seminar attended by faculty members in last five years

International/National Conferences/Seminars Attended

<i>Sl. No.</i>	<i>Name</i>	<i>Details</i>
146.	Prof. M. K. Satapathy	RTE Act 2009: An Opportunity or Challenge for Teachers for enhancing the Quality of Education. Paper presented in the National Seminar: Constitutional Dimensions of RTE Act. University Law College, Utkal University, Odisha. 26 Dec. 2015.
147.	Prof. M. K. Satapathy	Education in Odisha: Challenges and Opportunities. Global Odisha Conference, Education Track, 1-3 July 2015, Washington D.C. U.S.A.

148.	Prof. M. K.Satapathy	Plants for Fun and Games, paper presented in National conference on Bioprospecting in Life science Res. Human welfare. 4 th Annual conference, Orissa Bot.Society 24-26Dec.2016, Sambalpur University, Sambalpur Odisha.
149.	Prof. Anoop Kumar	National Seminar on the Concept of Second Language: Its Perception and Practices in Language Teaching in India at Burdwan University, West Bengal from 10.3.2011 to 11.3.2011, organized by Deptt. Of Languages, NCERT.
150.	Prof. Anoop Kumar	Akhil Bhartiya Rajbhasha Sammelan, organized by Viswamukti and KIIT from 24.8.2012 to 26.8.2012 at KIIT Vishwavidyalaya, Bhubaneswar.
151.	Prof. Anoop Kumar	Akhil Bhartiya Rajbhasha Sangosthi organized by MHRD, Govt. of India at Institute of Physics, Bhubaneswar from 23.11.2015 to 24.11.2015.
152.	Prof. Anoop Kumar	Akhil Bhartiya Rajbhasha Sammelan on Vigyan aur Rajbhasha from 18.5.2016 to 20.5.2016 at Sri Hari Hotel, Puri.
153.	Prof. A. K. Mohapatra	Effect of animations in constructing and reconstructing students' knowledge of cell division (mitosis). Episteme 4 – International Conference to Review Research on Science, Technology and Mathematics Education. Homi Bhabha Centre for Science Education, TIFR, 5 th – 9 th January, 2011
154.	Prof. A. K. Mohapatra	“Global Warming”. UGC Sponsored State Level Seminar on “Use of Bio-resources For Development of Rural Economy” New Delhi, December2011.
155.	Prof. A. K. Mohapatra	Climate Change: Knowledge and Attitude of Teacher and Students. World Congress of Man and Nature, Agra, Nov. 2011.
156.	Prof. A. K. Mohapatra	Episteme-4 Fourth International Conference to Review Research on Science, Technology and Mathematics Education Organized by Homi Bhabha Center for Science Education, Mumbai, India. January, 2011.
157.	Prof. A. K. Mohapatra	“Challenges for Wildlife Conservation: Conflict to Co-existence” National Seminar, Bhubaneswar, 2011.
158.	Prof. A. K. Mohapatra	Impact of Laboratory activities on the Conceptual Understanding in Biology of Senior Secondary Students.99 th Indian Science Congress, Bhubaneswar, 2012.
159.	Prof. A. K. Mohapatra	Role of Education in Building Scientific Temper. International Conference on Science Communication for Scientific Temper. NCSTC, DST, New Delhi, January, 2012.
160.	Prof. A. K. Mohapatra	“National Workshop on Alternative to Animal Use for Training Students in Science and Research “.13 November 2013, OUAT Bhubaneswar.
161.	Prof. A. K. Mohapatra	Ansupa Lake: The Fresh Water Wetland of Odisha. National

		Conference on Environmental Management Of Flora And Fauna In Ansupa Lake at S. S. D. Collage, Cuttack, Odisha. , 9 th and 10 th August, 2015.
162.	Prof. A. K. Mohapatra	Diversity of Libelluids (Anisoptera) and Coenagrionids (Zygoptera) in Regional Institute of Education Campus, Bhubaneswar, Odisha, India. National Conference on Conservation of Eastern Ghats. 16 th and 17 th April, 2016. Utkal University, Odisha.
163.	Prof. Manasi Goswami	International conference to Review Research on Science, Technology and Mathematics Education, (EPISTEME4), HBCSE, TIFR, Mumbai India, 5-9 Jan, 2011.
164.	Prof. Manasi Goswami	International Conference to Review Research on Science, Technology and Mathematics Education, (EPISTEME4), HBCSE, TIFR, Mumbai India, 15-18 Dec, 2015.
165.	Prof. B.N. Panda	Presented a paper entitled “Professional ethics of teachers”, National Seminar, National Institute of Technical Teachers Training Institute (Extn. Centre), Bhubaneswar, Sept.20, 2011.
166.	Prof. B.N. Panda	Presented a paper entitled “Mental Health Status of Adolescence: An Analysis, National Conference at University of Poona, Pune, Dec.28-30, 2011.
167.	Prof. B.N. Panda	Presented a paper entitled “What should be the Professional Ethics of Teachers? National Seminar on Teacher Education, Kendrapada College, Kendrapada, Jan.15-16, 2012.
168.	Prof. B.N. Panda	Presented a paper entitled “Role of Education in Empowering Women in 21 st Century, National Seminar on women’s empowerment, Jaleswar Women’s College, Balasore, Feb. 3-4, 2012.
169.	Prof. B.N. Panda	Presented a paper entitled “Strengthening Examination System to remove bias, National Seminar on Examination Reforms, NEHU, Tura Campus, Shilong, Fe.17-18.2012.
170.	Prof. B.N. Panda	Presented a paper entitled “How to prepare a good Research Proposal? Academic Staff College, Sambalpur University, Sambalpur, Feb, 21-22, 2012.
171.	Prof. B.N. Panda	Presented a paper entitled “Importance of Research Method in 21 st Century, International Seminar on Research Methodology, University of Kalyani, West Benagl, June. 16, 2012.
172.	Prof. B.N. Panda	Presented paper on Action Research, National Workshop organized by SCERT, Patna, July 26-27, 2012.
173.	Prof. B.N. Panda	Presented a paper entitled Professional ethics and its role in all round development of children as chief speaker and chaired a technical session in the National Seminar, Patna Women’s College, Patna, Sept. 3-4, 2012.

174.	Prof. B.N. Panda	Presented a paper entitled Recent trends in education towards tribal development in Odisha as chief speaker and chaired a technical session in the National Seminar, SVM College, Jagasinghpur, Sept. 23-24, 2012.
175.	Prof. B.N. Panda	Presented a paper entitled Role of Curriculum development in various subjects for sustainable development in 21 st century as chief speaker and chaired a technical session in the National Seminar, Union Christian Training College, West Bengal, Oct.4-5, 2012.
176.	Prof. B.N. Panda	Presented a paper on strategies to improve adolescence concept formation in the National Consultation on Adolescence Education, UNICEF-RIE collaboration seminar, Bhubaneswar, Jan. 18-19, 2014.
177.	Prof. B.N. Panda	Presented a paper on Issues, problems and strategies to solve age appropriate admission under RTE Act, 2009, National Consultation of Care India, Bhubaneswar, Feb. 05, 2014.
178.	Prof. B.N. Panda	Presented a paper on RTE ACT, 2009 in the State level Seminar at Hotel Kalinga and Ashoka, SC and ST Dev. Department, Govt. of Odisha, May 28-29, 2014.
179.	Prof. B.N. Panda	Presented a paper on Improving Higher Education as Chief Speaker, National Seminar organized by Xavier College of Teacher Education, Patna, and Sept. 13, 2014.
180.	Prof. B.N. Panda	Presented a paper on Teacher's knowledge in the National Seminar, Christian Women's College, West Bengal, and March 09, 2015.
181.	Prof. B.N. Panda	Presented a paper on Teacher Education: past, present and future in the National Seminar as Key note Speaker, WB State University, Kolkata, March 31, 2015.
182.	Prof. B.N. Panda	Presented a paper on Historical development of NPE and its requirements in the present juncture, National Consultation on NPE at Ranchi and Dhanbad, July 13-15, 2015.
183.	Prof. Dhanalaxmi Dash	Education for Sustainable Development: Apiculture as a Vocation for Sustainable Livelihood. In Proceedings of the National Symposium on Organic Farming for Soil Health and Livelihood. Regional Centre for Organic Farming. Ministry of Agriculture, Govt. Of India, Bhubaneswar (Govt. Of India) (2012).
184.	Prof. Dhanalaxmi Dash	Biodiversity conservation- A critical study of the Knowledge and Understanding of the Secondary and Higher Secondary School Students. National Seminar on Innovations in Science, Technology for Inclusive Development. Held at Institute. Of Physics, Bhubaneswar. 23-24, Nov. 2013.
185.	Prof. Dhanalaxmi Dash	Health and Nutrition: Why to Address Adolescents? Global

		Odisha Conference, Health Track, 1-3 July 2015, WashingtonD.C (Guest Lecture Delivered) USA.
186.	Prof. Ch .A. Ramulu	Transformation of antifungal B, 1-3, glucamase gene using Agrobacterium mediated cotyledomary culture of Glycine max (h). International conference on emerging trends in Biotechnology (ICETB-2014) JNU Campus, New Delhi November 6-9, 2014.
187.	Prof. Ch. A. Ramulu	Establishment and maintenance of botanical garden (herbal) in Regional Institute for Conservation and Capacity building for participation in service and pre-service teacher training programs. National Conference on Indian Botanical Gardens Nov. 18-20, 2015.NBRI, Lucknow.
188.	Prof.Ch. A. Ramulu	Tissue culture and biotechnological aspects in Food Legumes. National Conference on Emerging Research Trends in Plant Science in 21 st century. Dept. of Botany, Kakatiya University, Warangal (T.S.) Feb.12-13, 2015.
189.	Prof.Ch. A. Ramulu	The role of Botanic Garden in conservation of one decimal plant species. International Conference on “Green Trends in Environmental Sustainability, ICGTES DEC, 16-17, 2016.
190.	Prof.Ritanjali Dash	Participated in the National Seminar on Economic Development and Rural Poverty in India held by Centre of Advanced study, Deptt. of Analytical and Applied Economics, Utkal University, Odisha on 28 th and 29 th March, 2011.
191.	Prof.Ritanjali Dash	Attended the 44 th Annual Conference of Odisha Economics Association during 21 st and 22 nd February, 2012 held at L.N.Sahu Mahavidyalaya, Jagatpur, and Cuttack, Odisha.
192.	Prof.Ritanjali Dash	Attended the National Conference on Social Sector in India:Issues and Challenges organized by Centre of Advanced study, Deptt. Of Analytical and Applied Economics. Utkal University, Odisha during 29 th and 30 th March 2013.
193.	Prof.Ritanjali Dash	Participated in Odisha Environment Congress 2014 on climate change and environment: Issues and Challenges for Odisha held during 22 nd to 24 th December 2014 at Regional Museum of Natural History, Bhubaneswar.
194.	Prof.Ritanjali Dash	Participated in the Regional Level Consultation meeting on New Education policy held on 15 th November 2015 at RIE, Bhubaneswar and worked on the theme “life skills development”.
195.	Prof.Ritanjali Dash	Attended the 47 th Annual Conference of Odisha Economics Association during 21 st and 22 nd February, 2015 held at Centurion University of Technology and Management, Bhubaneswar.

196.	Prof. B. K. Panda	Paper presented entitled 'Sabhyatara Nutan Sankat o' Rabindranath in U.G.C. sponsored National Seminar organized by K.K.Das College, Kolkata 10-11 March 2011.
197.	Prof. B. K. Panda	Delivered a talk in the Seminar on 'Role of Translation in Text Book preparation' organized by Orissa State Bureau of Text Book preparation and production from 17to 18 Aug. 2011.
198.	Prof. B. K. Panda	Participated in the programme on 'use of Scientific and Technical Terminology in Odia Translation organized by CFSTT, New Delhi and OSBTPP. BBSR, 16-18 Sept. 2011.
199.	Prof. B. K. Panda	Delivered & talk on Nature and functions of Hindi as official Language in a National Seminar on use of Raj Bhasa Hindi organized by Dept of Hindi, Visva Bharati, Santiniketan on 25 th Sept. 2011.
200.	Prof. B. K. Panda	Presented a paper in the National Seminar on 'As you know Biswakabi Rabindranath organized by Satabdira Kalakara, BBSR on 26 th Nov. 2011.
201.	Prof. B. K. Panda	Delivered a talk on 'Role of News Paper in the development of Odia Language in a seminar organized by Odia Bhasa Pratisthan on 6 th Dec. 2011.
202.	Prof. B. K. Panda	Delivered a talk in the Seminar on 'Role of Translation in Text Book preparation' organized by Orissa State Bureau of Text Book preparation and production from 17to 18 Aug 2011.
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206.	Prof. B. K. Panda	Delivered a talk on 'Role of News Paper in the development of Odia Language in a seminar organized by Odia Bhasa Pratisthan on 6 th Dec. 2011.
207.	Prof. B. K. Panda	Delivered a talk on Relevance of Vivekananda to-day at Vivekananda Institute of Social Work and Social Sciences, Khurda on 12 th Jan 2012.
208.	Prof. B. K. Panda	Delivered a talk on classical status of Odia Language in a meeting organized by Odia Bhasa Pratisthan at Bhubaneswar Book Fair on 20 th Feb, 2012.
209.	Prof. B. K. Panda	Delivered a talk on Relevance of Vivekananda to-day at

		Vivekananda Institute of Social Work and Social Sciences, Khurda on 12 th Jan 2012.
210.	Prof. B. K. Panda	Presented a paper on Post-modern Odia literature in the context of Globalization in a U.G.C. sponsored National Seminar organized by Mangala Mahavidyalaya, Kakatpur on 11 th – 12 th Feb, 2012.
211.	Prof. B. K. Panda	Delivered a talk on classical status of Odia Language in a meeting organized by Odia Bhasa Pratisthan at Bhubaneswar Book Fair on 20 th Feb, 2012.
212.	Prof. B. K. Panda	Participated as the Editor in the launching function of Eng-Oriya and other dictionaries by HRD Minister at IIC, New Delhi on 10 th March 2012.
213.	Prof. B. K. Panda	Presented a paper on ‘Mahabharata Tradition in Indian Literature and composition of Sarala Mahabharata in Odia in the National Seminar organized by P.G. Dept. of Odia, Utkal University on 15 th -16 th March 2012.
214.	Prof. B. K. Panda	Delivered a talk on ‘Nationalism and making of Odisha’ in a function organized by Sainik School, Bhubaneswar on 1 st April 2012.
215.	Prof. B. K. Panda	Presented a paper on ‘Encyclopedia: Definition, preparation and production’ in a National Seminar organized by Utkal University of Culture on 21 st -22 nd April 2012.
216.	Prof. B. K. Panda	Participated in the programme. International week of Arts Education organized by DEAA, NCERT in collaboration with UNESCO, India from 23 rd to 26 th May 2012.
217.	Prof. B. K. Panda	Delivered a talk on ‘Importance of Translation in the use of official language (Rajbhasa) in a programme organized by Rajbhasa Samiti at KIIT on 24 th Aug 2012.
218.	Prof. B. K. Panda	Presented a paper on ‘John Beams: pioneer in Odia Folklore Study’ in a seminar organized by Odisha Loka Sanskruti Gabasana Parisad at R.D. Women’s College on 19 th -20 th Aug, 2012.
219.	Prof. B. K. Panda	Presented a paper on ‘Impact of Globalization in Odia and Bengali Poetry’ in a National Seminar organized by P.G. Dept. of Odia, S.C.S. (A) College, and Puri on 29 th to 30 th Sept. 2012.
220.	Prof. B. K. Panda	Presented a paper on “Making of Gitanjali: the song offerings” in a National Seminar at Visva Bharati Santiniketan 1-2 March 2013.
221.	Prof. B. K. Panda	Invited talk on ‘contemporary literary criticism in Odia’ in Annual Function of Lekhaka Samukya, Bhubaneswar on 5 May 2013.
222.	Prof. B. K. Panda	Presented a paper on ‘Poetic world of Sachidananda Rautray in

		a Seminar organized by Odisha Sahitya Akademi, Bhubaneswar on 28 th May, 2013.
223.	Prof. B. K. Panda	Presented a paper on “Social Reformation in Odia Historical Novels’ in a National Seminar at Varanasi on 20-21 July 2013.
224.	Prof. B. K. Panda	Delivered a talk on ‘Manav Jeevan aur Sahitya (Hindi) at RIE, Bhubaneswar on 29 th Aug, 2013.
225.	Prof. B. K. Panda	Delivered a talk on “Contemporary essays in Odia literature” in a symposium organized by Odisha Sahitya Akademi, Bhubaneswar on 5 th Sept, 2013.
226.	Prof. B. K. Panda	Invited talk on ‘Role of the elders in Nation Building’ in a symposium on the occasion of 150 th Birth Anniversary of Swami Vivekananda by Prabudha Bharata, Bhubaneswar on 29 th Sept, 2013.
227.	Prof. B. K. Panda	Invited talk on ‘literature and Society’ at Bhadrak on 27 th Oct, 2013.
228.	Prof. B. K. Panda	Presented a paper on ‘Novelist Laxmidhar Nayak’ in a Seminar organized by Odisha Sahitya Akademi, Bhubaneswar on 5 th Nov, 2013.
229.	Prof. B. K. Panda	Presented a paper on ‘Sitakanta: A poet of the Nation and the world’ in a function titled ‘Samvad’ by Sahitya Akademi, Bhubaneswar on 14 th Dec, 2013.
230.	Prof. B. K. Panda	14 Delivered two lectures on Translation and Development of Indian Languages and Translation of Geetanjali in a course organized by NTM at Mysore on 19 th to 20 th Dec, 2013.
231.	Prof. B. K. Panda	Invited talk on “Society and literature” in a seminar by wisdom Intellectual forum, Puri on 14 th Feb 2014.
232.	Prof. B. K. Panda	Invited talk on “Life and Creation of Laxmidhara Nayak” at Adarsha Pathagara, Rourkela on 23 rd Feb, 2014.
233.	Prof. B. K. Panda	Delivered a Lecture on “Translation and Comparative literature” in a Refresher Course at PG. Dept. of Odia, Utkal University, and Odisha on 1 st March, 2014.
234.	Prof. B. K. Panda	Attended a meeting for study on verities of spoken language by SC and ST in Odisha at ERLC, BBSR on 19-20 March, 2014.
235.	Prof. B. K. Panda	Invited talk on “classical status of Odia Language and its present and Future” in a seminar at Prajatantra Prashara Samiti, Cuttack on 13 th April, 2014.
236.	Prof. B. K. Panda	Invited talk on ‘Social Justice in Contemporary Odia Literature’ in annual seminar of Lekhaka Samukhya, Bhubaneswar on 20 th July, 2014.
237.	Prof. B. K. Panda	Presented a paper on “Kunjabehari Das: the Poet” in a birth Century. Seminar by Sahitya Akademi at Cuttack on 15 th Nov.

		2014.
238.	Prof. B. K. Panda	Invited talk on 'Rajbhasa ka Prayoga: Sthiti aur Sambhabana' organized by viswamukti and KIIT University on 16 th Nov, 2014.
239.	Prof. B. K. Panda	Invited talk on "Life and creations of Kunjabehari Das" in a Seminar Organised by Odisha Sahitya Akademi, Bhubaneswar on 21 st Dec, 2014.
240.	Prof. B. K. Panda	Invited talk on Poetry and Truth in Annual Seminar of Bhubaneswar Sahitya Samaja at BBSR on 28 th Dec, 2014.
241.	Prof. B. K. Panda	Presented a paper entitled "Gopinath Mohanty's discovery of Sarala Dasa': A historical Controversy in Odia Literature" in a National Seminar by Sahitya Akademi, at New Delhi on 1-2 Feb., 2015.
242.	Prof. B. K. Panda	Presented a paper on 'Mother Tongue Teaching' in the National Seminar organized by IOSR, at BBSR on 30 th March, 2015.
243.	Prof. B. K. Panda	Invited talk on 'Samaj Nirmamme Sahityaki Bhumika' in a National Seminar organized by Madhya Pradesh Sahitya Akademi at Gwalier on 25 th March 2015.
244.	Prof. B. K. Panda	Presented a paper on National Identity and classical status of Odia Language in a UGC Sponsored National Seminar at Govt. (Auto) College, Rourkela on 22 August, 2015.
245.	Prof. B. K. Panda	Presented a paper on "Glimpes of Subalterm Ideas in Odia fiction" in a National Seminar at I. I. C, New Delhi on 17 th Sept, 2015.
246.	Prof. B. K. Panda	Invited talk on 'life and creations of Pandit Godabarish Mishra' in a seminar organized by Sarala Sahitya Samsad, Cuttack on 31 st Oct, 2015.
247.	Prof. B. K. Panda	Invited talk on "Social Life in Post-Independence Odia Literature' in a seminar organized by Odisha Sahitya Akademi at Govt. (Auto) College, Dhenkamal on 8 th Nov, 2015.
248.	Dr.I.P. Gowramma	Presented paper on 'Teacher development programs to reach children with disabilities in India in the context of inclusive education' in the 37 th annual conference organized by TED-CEC, USA from 5 th to 8 th Nov 2014.
249.	Dr.I.P. Gowramma	Presented two papers 'Different Categories of students with special needs and their learning characteristics' and 'Ethics in Inclusive Education' in the International Seminar on Learning Disabilities and Inclusion as a guest speaker, organized by the Mount Carmel College of Teacher Education for Women at Kottayam, Kerala on 14 th and 15 th of February 2014.

250.	Dr. Ramakanta Mohalik	Education as Means of Preservation and Transmission of Indigenous Knowledge. Traditional Knowledge and Practices for sustainable Development. Participated as resource person, IMMT, Bhubaneswar, 15-04-2013.
251.	Dr. Ramakanta Mohalik	Exclusion in Education: Right of Children to Free and Compulsory Education Act, 2009 in North East. Chair in the National Seminar on Marginalized Community, socialexclusion and globalization: Northeast Perspective, Assam University, Silchar, 22-24, April, 2013.
252.	Dr. Ramakanta Mohalik	Teacher education, Classrooms, Institutions and Policies. Chair in the National Seminar on Treasure of Tranquility: Philosophical Legacy of Indian Education, Vinaya Bhavana, Visva-Bharati, Santiniketan, 3-4, February, 2014.
253.	Dr. Ramakanta Mohalik	Freedom Movement, National Integration, Globalised Indian and Vivekananda. Chair in the National Seminar on Yuganayak Swami Vivekananda: The Educationist ParExcellence-A Great Luminary of Moderns Times, by Union Christian Training College, Berhampore, West Bengal, 27-28, March, 2014.
254.	Dr. Ramakanta Mohalik	Quality Concerns in Teacher Education. National Conference on Quality Assurance in Education. Ravenshaw University, Cuttack, Odisha, 26 th and 27 th December, 2014.
255.	Dr. Ramakanta Mohalik	Organizing School Guidance Programme. 2-days Workshop on Guidance and Counselling. Participated as Resource Person. Patha Bhavana, Santiniketan, 26-27 Sept. 2015
256.	Dr. Ramakanta Mohalik	Paradigms in Educational Research. National Workshop on Educational Research. Participated as Resource Person. Zakir Hossain B.Ed. College, Murshidabad, West Bengal, 15 th October 2015.
257.	Dr. Ramakanta Mohalik	State Level Role Play and Folk Dance Competition. Participated as Judge. SCERT, Odisha, 9 th October 2015.
258.	Dr. Ramakanta Mohalik	Projects in Social Science in the Annual Exhibition-2015. Participated as Judge. ODM Public School BBSR, 12 th November 2015.
259.	Dr. Ramakanta Mohalik	Instructional leadership among school Heads. Conference on Quality Assurance in School Education. Participated as Participant. RIE BBSR, 17-18 December 2015.
260.	Dr. Ramakanta Mohalik	Conference of Directors of SCERTs/SIEs. Participated as Representative of RIE BBSR. Dept. of Teacher Education. NCERT, New Delhi, 28-29, February 2016.
261.	Dr. Ramakanta Mohalik	National Meet on Community Involvement and Mobilization in School Education. Participated as participant. RMSA Cell,

		NCERT, 15-17, March 2016.
262.	Dr. Ramakanta Mohalik	Uses of statistical methodology and Its Implications in Filed Survey for filed based survey. Participated as Resource Person. National workshop on policy formulation on systematic execution of various project/field based studies with special reference to practicum of 2 year B.Ed. course under the new regulations 2014. Panskura Banamali College, West Bengal, 29-30, March 2016.
263.	Dr. Laxmidhar Behera	Innovation in Bed Curriculum: A case of RIE, Bhubaneswar National Seminar on Quality Teacher Education: Concerns and Issues Krishma PG College, Shimla, India, and 10-11 Nov., 2011.
264.	Dr. Laxmidhar Behera	Status of ECE With Reference to Equipment and Teaching Learning Process-National Seminar on ECCE, RIE, Bhubaneswar, India, 24-25 November, 2011.
265.	Dr. Laxmidhar Behera	Status of Implementation of RTE Act, 2009 in Bihar National Seminar on Elementary Education in India in the context of RTE Act, 2009 Bihar Educational Development Society and NUEPA, 1-2 June, 2012.
266.	Dr. Laxmidhar Behera	Problems in School Education: Key Note Address in National seminar on Social Problems in the field of Education Kharasrota College, Jajpur Odisha, February, 2013.
267.	Dr. Laxmidhar Behera	Lecture on NCF and Policy Perspectives on Primary Education and Chief Guest at ZIET, Bhubaneswar-on 15-5-2014.
268.	Dr. Laxmidhar Behera	Quality ECCE Programme in India: Priorities for New Education Policy, National Seminar on New Education Policy, November 7-8, 2015, Organized by SVS, Cuttack, Odisha.
269.	Dr. Laxmidhar Behera	Role of Quality ECCE Programme for Rural Development; National Seminar on 9 th November, 2015. Organised by BRM College, Bhuban, Odisha.
270.	Dr. Laxmidhar Behera	New Education Policy: Towards Universalization of ECCE, ICSSR Sponsored National Seminar at BMCE, Sonapat, Haryana on 19-20 December, 2015.
271.	Dr. Rasmirekha Sethy	Traditional Knowledge and practices for sustainable development: Traditional Knowledge and practices for sustainable development CSIR-IMMT, Bhubaneswar, Odisha, 2013.
272.	Dr. Rasmirekha Sethy	Treasure of tranquility philosophical legacy on Indian Education: National Seminar Visva Bharati West Bengal, 2014.
273.	Dr. Rasmirekha Sethy	Relevance of Vivekananda's Teaching to Present Day: National Conference on Swami Vivekananda, The Educationist par Excellence- A great Luminary of Modern Times Union

		Christian Training College Berhampore, West Bengal, 2014.
274.	Dr. Rasmirekha Sethy	Framework for effective organisation of Inservice Teacher Education Programme for secondary school Teachers: Innovation in Teacher Education: Need of Hour in Uday Memorial B.Ed College, Ranchi, Jharkhand, 2014.
275.	Dr. Rasmirekha Sethy	Respect for life and harmony with others are two parts to get peace: Education for Learning to Live Together Shiksha Vikash Samiti, Odisha, 2014.
276.	Dr. Rasmirekha Sethy	Development of Instructional Leadership among School Heads: Conference on Quality Assurance in School Education, RIE, Bhubaneswar, Odisha, 2015.
277.	Dr. Rasmirekha Sethy	Guidance and Gender Sensitisation: State Level Management Training of Educational Administrators, OMSM-RMSA, 2016.
278.	Dr. Rasmirekha Sethy	Importance of Guidance at Secondary Level: Orientation Programme of Secondary School Teachers on Guidance and Counseling, 2016.
279.	Dr.Kalinga Ketaki	Presented a paper on “Democracy and Challenges in Relation to Teacher Education” in a National seminar on “Re-orienting Teacher Education in Creation of a Knowledge Society” at Bhagwan Mahaveer College of Education, Jagdishpur, Sonipat in 2012 at Haryana,
280.	Dr.Kalinga Ketaki	Presented a paper entitled: “Women Rights Human Rights-An Issue of non-Traditional Security” in the UGC Sponsored National Seminar on “External and Internal Security Challenges to India” on 27 th February 2013 at P.G. Dept. of Political Science, Utkal University, Bhubaneswar, Odisha.
281.	Dr.Kalinga Ketaki	National seminar on “Quality Initiatives in Teacher Education reference.To Secondary Education” at Institute of Education Haldia, West-Bengal,2014.
282.	Dr.Kalinga Ketaki	Prepared a module on “Role of Language in Teaching of Political Science” In the Workshop entitled: Development of Ability of Language in Teacher Preparation during 5 th to 9 th January, 2015 at RIE, Bhubaneswar.
283.	Dr.Kalinga Ketaki	Participated in a National seminar on “Problems and Challenges in implementation of RTE-Act” from March 23 to 24, 2016 at Ravenshaw University, Cuttack, Odisha.
284.	Prof. S. Kapoor	Effect of Darcy number in double-diffusive mixed convective flow in vertical pipe filled with anisotropic porous media. 4 th National Post Graduate conference on “Energy & Sustainable : Exploring the innovative minds“ (NPC-2011) ”an IEEE conference held at <u>Universiti Teknologi PETRONAS (UTP)</u> , 19-20 sep 2011, Perak (Malaysia), ISBN: 978-1-4577-1884-7.

285.	Prof. S. Kapoor	B-Spline Finite Element solution for the current flow through thermistor. 4 th National Post Graduate conference on “Energy & Sustainable : Exploring the innovative minds“ (NPC-2011) ”an IEEE conference held at <u>Universiti Teknologi PETRONAS (UTP)</u> ,19-20 sep 2011,Perak (Malaysia).
286.	Prof. S. Kapoor	Heat transfer and fluid flow characteristics in a rectangular cavity with partial heating and cooling at side walls.7 th IMT-GMT International conference on “Mathematics,Statisticsand its Application “(ICMSA-2011)”“Intelligent Solutions through Mathematics and Statistics”held at Bangkok (Thailand), (21-23July,2011), ISBN: 978-974-231-812-3.
287.	Prof. S. Kapoor	Analytical study of MHD natural convective flow of Incompressible Fluid Flow from a vertical Flat plate inPorous medium. 4 th International conference on “Modeling, Simulation and Applied Optimization “(ICMSAO-2011)”Kulalumpur (Malaysia), an IEEE conference held at Kula-Lumpur (Malaysia),(19-21 April,2011)IEEE Explore:10.1109/ICMSAO.2011.5775550, ISBN: 978-1-4577-0005-7.
288.	Prof. S. Kapoor	Influence of Aspect ratio on natural convection flow in a rectangular porous cavity due to sinusoidal temperature on the upperwall. 2 nd Regional conference on Applied and Engineering Mathematics. Penang (Malaysia) 30-31 May (2012).
289.	Prof. S. Kapoor	EffectofThermal Rayleighnumberindouble-diffusivemixedconvectiveflowin verticalpipefilledwithporous media. International Conference on Modeling Optimization and Computing (ICMOC 2012), held at Noorul Islam Centre for Higher Education (NICHE), Kumarcoil, Paper In Press in Engineering Procedia (Elsevier).
290.	Prof. S. Kapoor	Finite Element Study of Radiative Free Convective Flow Over a Linearly Moving Permeable Vertical Surface in the Presence of Magnetic field. International Conference on Modeling Optimization and Computing (ICMOC 2012), held at Noorul Islam Centre for Higher Education (NICHE), Kumarcoil, Paper In Press in Engineering Procedia (Elsevier).

3.2. Research and PublicationOutput:

3.2.1. Give details of instructional and other materials developed including teaching aids and/or used by the institution forenhancing the quality of teaching during the last three years.

- Training package on action research for secondary school teachers.
- Training package on teaching biology, physics, chemistry, mathematics and social sciences.
- Resource material to create constructivist learning situation in science classroom.

- Instructional material for the Identification of Plants.
- Print and Online Training Manual for ICT (Web 2.0) Integration in School Education and Training of Schools Teachers in ICT Integration through Blended Approach.
- Print and Online Training Manual and Training of Secondary School Teachers in the Applications of Free/ Open Source Software(FOSS) and Open Educational Resources (OER) in Education.
- Self- learning package on Methodology of Qualitative Research in Education.
- ICT based CCE package using alternative techniques of evaluation for elementary level.
- Hand book for teacher educators on Inclusive Education practice in elementary classroom.
- ICT enabled Education in Science at Secondary and higher Secondary Level.
- ICT Enabled Education in Social Science at Secondary Level.
- Pedagogical Usage of ICT for Teacher Educators, 2012.
- Implications of Emerging Pedagogy Technology Integration for the Professional Development of Teacher Educators, 2011.
- Curriculum for two years B.Ed.
- Curriculum for two years M.Ed.
- Curriculum for two years M.Sc.M.Ed. Life Science.

3.2.2 Give details of the facilities available with the Institution for developing instructional materials?

- Psychology Lab
- Language Lab
- Geography Lab
- Physics Lab
- Chemistry Lab
- Life Science Lab
- Botany Lab
- Zoology Lab
- Math's Lab
- Human Performance Lab
- A/V Studio
- Agriculture Lab
- ICT Labs
- ET lab having different software
- ICT enabled classroom for try-out of materials
- Internet having latest books, national and international journals(both on line and print)

- Demonstration Multipurpose School as Lab School for try-out of materials

3.2.3 Did the institution develop any ICT/ technology related instructional materials during last five years? Details.

- Print and Online Training Manual and Training of Secondary School Teachers in the Applications of Free/Open Source Software(FOSS) and Open Educational Resources (OER) in Education.
- Print and Online Training Manual for ICT (Web 2.0) Integration in School Education and Training of School Teachers in ICT Integration through Blended Approach.
- ICT Enabled Education in Science at Secondary and Higher Secondary Level.
- ICT Enabled Education in Social Science at Secondary Level.

3.2.4. Give details on various training programs and/ or workshops on material development (both instructional and other materials)

Workshops organized by faculty members for development of material (2013-14)

<i>Sl. No.</i>	<i>Programme Coordinator</i>	<i>Title of the Programme</i>
1	Ms. Shampa Das	Development of Text Materials on Environment by Translating Books (Class-III & VI) from Bengali to English for adaptation in the Eastern Region for the states of West Bengal.
2.	Dr. B.N. Panda	Assessment of Training Needs and Development of a Training Package for Primary School Teachers for the state of West Bengal.
3.	Dr. Ramakanta Mohalik	Development of Resource Material on Right to Free and Compulsory Education Act-2009 (RTE-2009) for the state of West Bengal.
4.	Dr. (Mrs.)E. Gangmei	Development of Training Inputs/Modules for Special Need Training in Upper Primary Level for the state of West Bengal.
5.	Dr. (Mrs.) R.R. Sethy	Capacity Building of KRPs on Action Research in School Education for the state of Bihar.
6.	Mr. A. K. Mishra	21 days Capacity Building Programme for D.M. School Teachers for ICT Integration in content & pedagogy for DMS.
7.	Mr. A. K. Mishra	Blossoming Infancy Early Childhood Care and Education (ECCE) Centre in Demonstration Multipurpose School for the state of Eastern Region.
8.	Prof. (Mrs.)M. Goswami	Development of Resource Material for Professional

	& Prof. K.B. Rath	Development of Academic Staff Members for RIEs & Other Teacher Education Institution.
9.	Prof.(Mrs.) S.R. Sahoo	Development of B.A.B.Ed. Programme for

Workshops organized by faculty members for development of material (2014-15)

<i>Sl. No.</i>	<i>Programme Coordinator</i>	<i>Title of the Programme</i>
1.	Dr. (Mrs.) E. Gangmei	Adaption and Tryout of Training Module on Inclusive Education in the Area of Minorities and Socially Disadvantaged Section for KRPs for the state of West Bengal.
2.	Dr. Rasmirekha Sethy	Development of Training Package on Induction Level Training Programme for DIET of West Bengal.
3.	Prof. A.K.Mohapatra & Dr. Dhanya Krishnan	Extension Lecturer Series for Professional Development for RIE & DMs
4.	Prof. Animesh K. Mohapatra	Professional Development of Teachers from SC/ST Dominated Areas Through E-Learning Resource Material in Biology at Senior Secondary Level for the states of Jharkhand.
5.	Dr. R. K. Mohalik & Prof. B.N.Panda	Advanced Research Methods and Data Analysis in Education for Faculty Members of RIE and DMS, Bhubaneswar.
6.	Mr. Akhileshwar Mishra	10 Day Refresher Course for D.M School Teachers on Effective implementation of CCE and professionalism in School for DMS.
7.	Dr. B.K.Panda	Development of Ability on Language in Teacher Preparation for all Religion.
8.	Prof. Pritish Acharya	Theatre Workshop for Pre-Service Teacher Trainees of RIE-BBSR.
9.	Prof. B.K. Parida	Formulation of Choice-Based Credit System (CBCS) for Pre-Service Courses Offered by RIEs.
10.	Prof. S.R.Sahoo	Revision of Syllabus for 4 year Integrated B. A. B. Ed Course for RIEs, NCERT.
11.	Mr. Akhileshwar Mishra	Blossoming Infancy [ECCE Centers in Demonstration Multipurpose School] for the states of Odisha.

Workshops organized by faculty members for development of material (2015-16)

<i>Sl. No.</i>	<i>Programme Coordinator</i>	<i>Title of the Programme</i>
1.	Dr. Laxmidhar Behera & Dr. I.P. Gowramma	School Readiness of Children from the Scheduled Tribe Communities: An In-depth Analysis,

2.	Dr. Elizabeth Gangmei	An Exploratory Study of Christian Minority schools of Odisha
3.	Prof. M.K. Satapathy	Education for Sustainable Development: Training on leadership development on Environment Conservation among Tribal School Teachers of Odisha.
4.	Prof.A.K. Mohapatra	Content-cum-pedagogy enrichment programme for Master Trainers in Biology at Higher Secondary Stage for West Bengal,
5.	Dr. Ramakanata Mohalik & Dr.Rasmirekha Sethy	Capacity Building of Teachers of SC/ST dominated areas on Life Skills Education,
6.	Dr. Ch.A. Ramulu	Development of Herbal(Medicinal) Plants Garden for Pre-Service Training Courses in Plant Biology
7.	Mr. Arup Kumar Saha & Dr. Saurabh Kapoor	Content cum Pedagogy Enrichment Programme for Master Trainers in Mathematics at Higher Secondary Stage
8.	Dr. Dhanya Krishnan	Training for Enriching Pedagogical Content Knowledge of Science Teachers of Ashram Schools
9.	Dr. Saurabh Kapoor & Mr. A.K. Shah	Content Enrichment programme for PGTs in Mathematics of A&N Islands
10.	Dr. B.K. Panda	Content-cum-Pedagogy enrichment programme in Odia for KRPs of high schools and Ashram schools
11.	Dr. B.K. Panda	Nurture of ability in Creative writing for students in Odia
12.	Prof. B.N. Panda	Analysis of elementary school text books of West Bengal
13.	Prof. A.K. Mohapatra & Dr. Dhanya Krishnan	Extension Lecturer Series for Professional Development, (Theme:Contribution of Indian Educationists)DEE,RIE, Bhubaneswar
14.	Prof. Prithish Acharya	Theatre Workshop for Pre-Service Teacher Trainees of RIE-BBSR
15.	Prof. Manasi Goswami	(Content cum Pedagogy enrichment training programme for physics PGTs of West Bengal
16.	Dr. R.K. Mohalik & Dr.(Mrs) Rasmirekha Sethy	Professional Development of Faculty on Qualitative Research Paradigms in School Education
17.	Prof. Anoop Kumar	Orientation-cum-Content enrichment programme in Hindi for PGTs of A &N Islands
18.	Dr. RasmirekhaSethy & Dr. Ramakanata Mohalik	Capacity building of secondary school teachers on guidance and counseling for Andaman and Nicobar

		Islands
19.	Dr. Rasmirekha Sethy & Dr. Ramakanata Mohalik	Orientation programme of secondary school teachers on guidance and counseling for the state of West Bengal
20.	Mr. Akhileshwar Mishra & Prof. K.B. Rath	21 days Training on continuous professional Development for Teachers of D.M. Schools of all RIEs
21.	Dr. Laxmidhar Behera	Orientation of Key Resource Persons of Andaman & Nicobar Islands on Early Childhood Care and Education
22.	Dr. Dhanya Krishnan	Orientation of DIET faculty on transaction of newly developed D.E.Ed Curriculum of West Bengal
23.	Dr.(Mrs.) Ritanjali Dash	Content cum Pedagogy Enrichment in Economics for PGTs of A & N Islands
24.	Prof. Pritish Acharya	Orientation-cum-Content enrichment programme in History for PGTs of A & N Islands,
25.	Prof. S.R. Sahoo	Orientation-cum-Content enrichment programme in English for PGTs of A & N Islands,
26.	Dr. P.K. Das	Orientation-cum-Content enrichment programme in Geography for PGTs of A & N Islands,
27.	Shri A. Mishra	Blossoming Infancy [ECCE Centers in Demonstration Multipurpose School],
28.	Dr. Rasmirekha Sethy & Dr. Ramakanta Mohalik	DCGC
29.	Dr. Ramakanta Mohalik	Regional Conference on Quality Assurance in School Education.

Workshops organized by faculty members for development of material (2016-17)

<i>Sl. No.</i>	<i>Programme Coordinator</i>	<i>Title of the Programme</i>
1.	Dr. Dhanya Krishnan	A Study of Pedagogic Practices in Diploma in Elementary Education Programme of DIETs of Odisha.
2.	Dr. Debabrata Bagui	A Qualitative Study of the Problems in Learning English Grammar by Secondary Level Students in Government Sponsored Schools in Hooghly District in West Bengal
3.	Dr. S. Kapoor & Dr. R.K. Mohalik	Study on learning difficulties in Mathematics classroom of Class XI students of Odisha state affiliated under CBSE
4.	Dr. Elizabeth Gangmei &	A study of the Functioning of Madrasa at Primary

	Dr. IP Gowrama	level of Odisha
5.	Dr. Ramakanta Mohalik & Dr. Rasmirekha Sethy	Impact of RMSA on School Improvement at Secondary Level in Jharkhand
6.	Dr. Ritanjali Dash	Gender-Sensitivity and Responsiveness of Secondary Schools in Odisha – An Analysis
7.	Dr. Laxmidhar Behera	Study of Pre-Primary Education in Odisha and West Bengal
8.	Dr. Laxmidhar Behera	Impact of Multicultural School Exposure Programme on Development of Teacher Efficacy and Identity among Pre-Service Teachers for the state of Eastern Region
9.	Dr. Arup Kumar Saha & Dr. Ramakanta Mohalik	Study on Attainment of Learning Objectives in Mathematics for Class-V
10.	Mr. Arup Kumar Saha & Dr. Laxmidhar Behera	Effectiveness of Mathematics Kits at Secondary Level in Odisha
11.	Dr. P.L. Negi	Functioning of Libraries of Government Schools in Odisha: An Exploratory Study
12.	Prof. M.K. Satapathy	Green Education: Exploration of Local Plant Biodiversity used for Games and Joy by Children in Tribal Schools of Odisha for the state of Eastern States.
13.	Prof. K.B. Rath & Mr. A. Mishra	Development of Action-Plan for improvement of Demonstration Multipurpose School for All RIEs
14.	Mr. A.K. Saha	Workshop for overcoming the discrepancies in mathematics curriculum at the secondary stage for the state of Odisha.
15.	Prof. A.K. Mohapatra & Prof. B.N. Panda	Development of Three-Year Integrated M.Sc. M.Ed. Life Science Teacher Education Programme for the National.
16.	Dr. Gowrama I.P. & Dr. Elizabeth Gangmei	Development of pre-service teacher education curriculum at secondary level for the state of Jharkhand
17.	Dr. Ch. A. Ramulu	Development of Herbal (Medicinal) Plants Garden for Pre-service students of RIE, Bhubaneswar
18.	Dr. Laxmidhar Behera & Dr. E. Gangmei	Development of model question bank for effective implementation of CCE at elementary level
19.	Prof. B. N. Panda	Development of Three-Year Integrated B.Ed. M.Ed. Teacher Education Programme
20.	Dr. Debabrata Bagui	Content-cum-Pedagogy Enrichment Programme in English for Secondary Teachers of West Bengal

21.	Prof. A.K. Mohapatra	Content-cum-Pedagogy Enrichment Programme for MasterTrainers in Biology at Higher Secondary Stage for A&N Islands
22.	Ms. Shampa Das	Content-cum-pedagogy enrichment programme in Bengali for PGTs of A &N Islands
23.	Dr. Rasmirekha Sethy & Dr. Ramakanta Mohalik	Capacity Building of Block and District Level Education Officers on Management and Leadership for the State of Jharkhand.
24.	Dr. Rasmirekha Sethy & Dr. R.K.Mohalik	Orientation of Block and District Level Education Officers on Academic Leadership for the State of West Bengal.
25.	Dr. Elizabeth Gangmei & Dr. Gowramma I P	Training on Inclusive Education for Christian Minority Elementary School Teachers of Odisha.
26.	Dr. Saurabh Kapoor & Mr. A.K. Saha	Content-cum-Pedagogy Enrichment Programme for PGTs in Mathematics of A&N Islands.
27.	Dr. Saurabh Kapoor	Training on Use of Mathematics Kit at Secondary Stage for KRPs of Bihar, Jharkhand, and West Bengal.
28.	Dr. S.P. Mishra	Development of Training Package on Computer Aided Learning for Computer Teachers at Secondary Level for the state of Bihar..
29.	Dr. Ramakanta Mohalik	Training of State Level Resource Persons for Planning and Implementation of Continuing Professional Development (CPD) Programme for Teachers for the state of Bihar
30.	Dr. Gowrama I P, Dr. Laxmidhar Behera, Dr. Dhanya Krishna	Training of Key Resource Persons of Bihar on School Readiness.
31.	Dr. Debrata Bagui	Effective Pedagogical Strategies in Teaching English Language at Secondary Level for Teachers of SC/ST dominated areas of Bihar
32.	Prof. B.N. Panda	Training of Key Resource Persons on Action Research for the state of Bihar.
33.	Dr. Dhanya Krishnan	Training for Enriching Pedagogical Content Knowledge of Science Teachers of Ashram Schools
34.	Mr. Akhileshwar Mishra	Blossoming Infancy (ECCE Centers in Demonstration Multipurpose School) for the state of Eastern Zone.
35.	Dr Dhanya Krishnan	Extension Lecturer Series RIE and DMS
36.	Prof. K.B. Rath & Dr. S.P. Mishra	National Rural & Tribal Youth Convention for the state of Odisha.
37.	Mr. A.K. Saha	National Conference on Mathematics Education

3.2.5 List of International/National Journals in which the faculty members have published papers in the last five years:

- International Journal of Fiber and Textile Research (Universal Research Publications)
- International Journal of Pharmacy and Life Science(IJPLS).
- Elsevier Journal of Science Education and Technology J. Biological Technology
- International Research Journal of Science and Humanities
- International Journal of Physics
- International Journal of Engineering Research and Technology.
- American Institute of Physics
- World J. Pharmacy and Pharmaceutical Sciences
- Journal of Chemical Thermodynamics (ELSEVIER).
- International of Engineering and Technological Research IYTER
- International Journal of Computer application
- American Journal of Material Science
- International Journal of Researches in Biosciences, Agriculture and Technology.IJBAT.
- Plant Science Research
- Creative Education (USA)
- An International Referred Journal in Education
- International journal of heat and mass transfer
- An international Journal of Education
- International Journal inManagement and Social Science
- International Journalin Economics and Social Sciences
- International Journal of Educational Administration and Management
- Journal of Pharmacy& Life Science
- International Journal of Ideas
- Indian Educational Review
- Epistemic of Quantum Mechanics
- Journal of Indian Education
- J. Environmental Education
- NatureEnvironment Pollution Technology
- Journal of Educational Chronicle.
- The Ecoscan
- Proceedingsofepisteme- 4
- Journal of Applied and Natural Science
- J. Bioinformaticsand Intelligent control
- The Bioscan
- Cognitive discourses multidisciplinary journal

- Proceedings of episteme-6
- J. ENT. Zool.Studies
- Epistemic of Quantum Mechanics
- Proceedings episteme-5
- Indian Journal of Applied Research
- Ultra Scientist
- Orissa Journal of Physics
- Journal of Acoustical Society of India
- Indian Journal of Physics
- Indian Journal of Pure & Applied Physics
- Journal of Acoustical Society of India
- Indian Journal of Pure and Applied Physics (CSIR)
- Journal of pure and Applied Ultrasonic
- Journal of Composite Materials
- An Indian Journal Material Science
- Journal of Composite Materials
- Journal of Molecular Liquids
- Indian Journal of Materials Science
- Emerging Science
- Indian Journal of Physic (Springer)
- Journal Phitol. Research.
- Journal Pharm. Biol. Research.
- Edutracks
- Journal of Computational Sciences
- Journal of Applied Fluid /Mechanics
- Ain Shams Engineering Journal
- Journal of Applied Fluid /Mechanics
- Journal of Education
- Indian Journal of Psychometric and Education
- Jo. Of Social Sciences
- Horizon: The Journal of Education
- Journal of Education
- Journal of Indian Education
- Research Journal of Education
- The Journal of Education
- Annweshan:Journal of Education
- PRANGNYA: Journal of Social Science
- Journal of Social Science
- A national journal of education and Sanskrit Odisha
- Anweshan Journal of Education, Haryana

- Education India Journal: A Quarterly Refereed Journal of Dialogues on Education
- The Journal of Education and Development
- School Science
- National Journal of Research in Education and Sanskrit
- Prangnya Journal of Social Sciences
- Education and Welfare-A Peer Reviewed Journal
- The Education Today
- The Sikshachintan
- The Ravenshaw Journal of Educational Studies
- Journal of Education in Twenty First Century
- Asian Journal of Management Sciences and Education
- Asian Journal of Social Sciences and Humanities
- Economic and Political Weekly. Mumbai
- The International Journal of Tourism Development
- Orissa Economic Journal
- Journal of Hospitality Application and Research
- New Century Publications, New Delhi
- Journal of Education in Emerging Indian Society
- the International Journal of Humanities and Social Studies
- An International Journal of Education and Humanities
- Online International Interdisciplinary Research Journal
- A Reality on Myth Journal of Gender Equality & Sensitivity
- Referred Journal by Develoke, Jharkhand
- Referred Journal by Ravenshaw's Journal of education studies
- Journal by The light to Education, West Bengal
- Referred Journal by Anweshan
- Istahar
- Sahitya Prithivi
- Jhankar
- Visva Mukti
- Siksha Srujani
- Samaja
- Amrutayana
- Manisha
- Vishwamukti
- The Odisha Review
- Sahitya Bha

<i>Sl. No.</i>	<i>Name</i>	<i>Title of Publications</i>
1.	Prof. M.K. Satapathy	<p>5. Quantitative estimation of total free amino acids among Amaranth us species: Implications for dietary protein. Plant Science Research. 3 (172): 127-129, 2011.</p> <p>6. Medicinal plants in an Urban Environment: Herbaceous medicinal flora from the campus of Regional Institute of Education, Bhubaneswar, Odisha. Int. J. of Pharm. & Life Sci. 11: 1206-1210, 2012.</p> <p>7. Sonari (Cassia fistula L.) A medicinal and ethno-cultural plant at Niyamgiri Hillsranges among a primitive tribe (Dongaria Kandha) of Odisha, India. Int. J. Biological Technology.2:15-16, 2012.</p> <p>8. Floristic Diversity of an Urban Environment: Poisonous Plants of Bhubaneswar Smart City. International Res. Journal of Environmental Science.6 (1):41-52, 2017.</p> <p>Science Articles</p> <p>4. Science, Technology and Innovation Policy 2013- Implication for Teaching and Research. Emerging Science. 5(5):10-13, 2013.</p> <p>5. Quality Improvement in Education: Teacher Agent of Change. Utkarsha, UGC –HRDC News Letter (pp-22-Utkal University, Bhubaneswar 2016.</p> <p>6. Force radical and Antioxidants: Importance and usefulness in Human and Diseases. Emerging Science.8 (3):41-44, 2016.</p>
2.	Prof. B. K. Parida	<p>7. Less Familiar Pathways in Constructivism, Indian Educational Review. 48(1):111-126, January 2011.</p> <p>8. Epistemic of Quantum Mechanics – A Study of Ideas Held by Students and Teachers. Proceedings of episteme 4 International Conference, 5-9 January 2011, Home Bhabha Centre for Science Education, TIFR, Mumbai.40-43, 2011.</p> <p>9. A Learner-centered Input-Output Model, Journal of Indian Education. XXXVIII (1):22-37, 2012.</p> <p>10. Language of Science and Teaching Learning of Science: A Constructivism Oriented Interface Overview, Journal of Indian Education. XXXXI (1):80-105, 2015.</p> <p>11. Exploring students' thought processes involved in the interpretation of electric field and field lines. Proceedings of episteme 6 International Conference on Emerging Computation Media and Science Education, 15-18 December 2015, Homi Bhabha Centre for Science Education, TIFR, Mumbai.142-149,2015.</p> <p>12. Inclusive Education (IE) vs-a-vis Inclusion in Education (IIE). Proceedings of the Regional Conference on Quality Assurance in School Education, 17-18 December 2015, Regional Institute of Education, Bhubaneswar. 108-109,2015.</p>

3.	Prof. Anoop Kumar	<p>5. Mahadevi Verma Ke Gadya Ka Vaishitya, Sahitya Bharti, Lucknow, January-March, 2012.</p> <p>6. Bhartendu Ki Bhashik Prayogdharmita. 'Sahitya Bharti'. 16(3), 2013.</p> <p>7. Premchand Ka Shaikshik Chintan, Vishwamukti, Bhubaneswar, February-April, 2015.</p> <p>8. Jan Chetna Ke Shayar: Nazeer Akbarabadi, Sahitya Bharti, Lucknow, January-March, 2016.</p>
4.	Prof. A. K. Mohapatra	<p>18. Impact of Multimedia Activities on Students' Learning about Meiosis. Journal of Educational Chronicle. 1(2): 56-63, 2011.</p> <p>19. Depletion of Ozone Layer – An Investigation of Senior Secondary Students' Knowledge and Attitude. The Ecoscan. 5 (1&2): 33-38, 2011.</p> <p>20. Effect of animations in constructing and reconstructing students' knowledge of cell division (mitosis). Proceedings of episteme 4 – International Conference to Review Research on Science, Technology and Mathematics Education. 358 – 362, 2011.</p> <p>21. Arsenic Induced Genotoxic and Histopathological Changes in Male Swiss Albino Mice, <i>Mus musculus</i>. Journal of Applied and Natural Science. 3 (2): 329-339, 2011.</p> <p>22. Environmental Education to Environmental Ethics Education: Need of a Paradigm Shift for Conservation. Proceedings of National Seminar on Challenges for Wildlife Conservation: Conflict to Co-existence. Nayagarh, Odisha. 167-173, 2011.</p> <p>23. Epilepsy Diagnosis Using Combined Duffing Oscillator and PNN Model. J. Bioinformatics and Intelligent control. 1: 62-68, 2012.</p> <p>24. Genotoxic and Histopathological effects of cadmium in male swiss albinomice, <i>Mus musculus</i>. The Bioscan. 8(2): 391-401, 2013.</p> <p>25. Fostering Pre-service teacher brainees' understanding of membrane transport with interactive computer animations. Creative Education (USA). 4(10): 640-645, 2013.</p> <p>26. Exploring perspectives of scientific literacy: An overview. Cognitive discourses multidisciplinary journal. 1(1):79-88, 2013.</p> <p>27. Interdisciplinary Approach: Implications in Biology Teacher Education Curriculum, Proceedings, episteme-5, TIFR, Mumbai, India, Cinnamonteal publishing. 5:281-287, 2013.</p> <p>28. Exploring the effectiveness of constructivist approach on academic achievement in biology at higher secondary stage. Proceedings of EPISTEM6-Emerging computational media and science educations HBCSE, TIFR, 15th -18th December. 150-159, 2015.</p> <p>29. Hematoxic effects of cadmium on fresh water cat fish</p>

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5.	Prof. Manasi Goswami	<p>7. Epistemic of Quantum Mechanics – A Study of Ideas Held by Students and Teachers, Proceedings, EPISTEME-4, TIFR, Mumbai India, MACMILLA (Advance Research Series) publisher.4:40-43,2011.</p> <p>8. Interdisciplinary Approach: Implications in Biology Teacher Education Curriculum, Proceedings, episteme-5, TIFR, Mumbai, India, CINNAMONTEAL publishing.5:281-287, 2013.</p> <p>9. Exploring Students' Thought Process Involved in the interpretation of Electric Field and Field lines, Proceedings episteme-6, TIFR, Mumbai, India, CINNAMONTEAL publishing.6:142-149, 2015.</p> <p>10. Exploring Pre-Service science Teachers' ability in Integrating ICT During Internship in Teaching Programme, Proceedings, Pan American Forum, PCF-8, Asiauniversity, Publishing.8 :49-55, 26- 27, 2016.</p>

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18.	Dr. Rashmirekha Sethy	<p>32. "In service teacher education programmers: A Critical Observation" Soudh Samikhya-A national journal of education and Sanskrit, Odisha. 1(2):1-6, 2011.</p> <p>33. Curriculum Transaction in Perspectives of National Curriculum Framework- 2005 at Secondary Level: An Analytical Study, Anweshan Journal of Education, Haryana. 2(1):109-116, 2012.</p> <p>34. Strategy of in-service teacher education programme for secondary school teachers in Orissa Soudh Samikhya-A national journal of education and Sanskrit, Orissa. 2(1):57- 67, 2012.</p> <p>35. Achievement and Social Adjustment of Elementary School Children in Relation to Working Pattern of their Mother. Education India Journal: A Quarterly Refereed Journal of Dialogues on Education. 2(2):75-95, 2013.</p>

		<p>36. Views of Women towards Education and Employment of Girls in Khordha District, Odisha. The Journal of Education and Development. 6(3):114-120, 2013.</p> <p>37. Institutional Climate of Secondary Teacher Training Institute of Odisha, in Soudh Samiksha A national journal of education and Sanskrit. IV (1):1-6, 2014.</p> <p>38. Gender differences in trait anxiety in inter – College Athletes. Journal of NCTE, Teacher Support. 2(1): 47-52, 2016.</p> <p>39. “In service teacher education programmes: A Critical Observation” Soudh Samiksha-A national journal of education and Sanskrit, Orissa. 1(2): 1-6, 2016.</p>
19.	Dr. Kalinga Ketaki	<p>5. Women empowerment- A Global Comparison. Third concept. International Journal of Ideas. 29 (345): 2015.</p> <p>6. Women empowerment. A Reality on Myth Journal of Gender Equality & Sensitivity. 10(1): 2015.</p> <p>7. Gandhian concept of Swaraj, Third concept, International Journal of Ideas. 30(357), 2016</p> <p>8. Janayak Janakiballav- Adhunik Odishara Jananayak JanakiBallav. OPCC publishing, Odisha. 220-225, 2016.</p>
20.	Dr. Debabrata Bagui	<p>6. The Plurality of Voice in Sally Morgan’s My Place” in Literary Endeavour.</p> <p>7. “The Game of Genre in Caesarina Makhoere’s No Child’s Play” in Literary Endeavour. 2011.</p> <p>8. When the Pelican Laughed – An Australian Aboriginal Witness Narrative” in English Studies in India, Dept. of English, University of Kashmir. 2014.</p> <p>9. Joya Mitra's Killing Days and Caesarina Makhoere's No Childs Play: A Comprative Study. Wisdom and Himalayan Culture. 2(2): 54-66, 2015.</p> <p>10. “A Study of Tsihi Dangarembga’s Nervous Conditions” in Literary Endeavour. 2016.</p>
21.	Dr. Arup Saha	<p>3. ICT Integration in Mathematics Learning –Anweshan: Journal of Education. II (1):32, 2012.</p> <p>4. Role of Mathematics in General Education, Anweshan. III (1), 2013.</p>
22.	Dr. Sourav Kapoor	<p>40. Numerical investigation of natural convection in a rectangular enclosure due to partial heating and cooling at vertical walls. Communications in Nonlinear Science and Numerical Simulation. 17(6): 2403-2414, 2012.</p> <p>41. Numerical Investigation of separated solitary wave solution for KDV equation through Finite Element Technique. Int Journal of Computer application</p>

	<p>.40(17): 27-33, 2012.</p> <p>42. Heat and Mass Transfer of a Chemically Reacting Micropolar Fluid Over a Linear Stretching Sheet in Darcy Forchheimer Porous Medium. Int Journal of Computer application. 44(6): 40-51, 2012.</p> <p>43. Contemporary review of distinguish simulation process for the solution of non linear Burgers equation. Journal of Computational Sciences. 3:405-419,2012.</p> <p>44. Numerical Method for the dvection-diffusion equation with B-splines. Journal of Computational Sciences. 3:429-437, 2012.</p> <p>45. Double diffusive mixed convection in a vertical pipe: a thermal non-equilibrium approach. International journal of heat and mass transfer. 55:7079-7092, 2012.</p> <p>46. Effect of Prandtl number in Natural convective MHD Flow past a Low-Heat-Resistance Sheet in Porous Media. Int Journal of Computer application. 42(18):1-6, 2012.</p> <p>47. Bernstein Operational Matrix Approach for Integro-Differential Equation Arising in Control Nonlinear Engineering. 3(2):117-123, 2013.</p> <p>48. Numerical Modeling of Two-Phase Hydromagnetic Flow and Heat Transfer in a Particle-Suspension through a non-Darcian Porous Channel Journal of Applied Fluid /Mechanics. 7(2): 63-76,2014.</p> <p>49. Numerical investigation of mixed convective flow in parallel channel filled with porous medium Nonlinear Engineering. 3(4): 203-208, 2014.</p> <p>50. New homotopy analysis transform algorithm to solve volterra integral equation. Ain Shams Engineering Journal. 5(1):243-246, 2014.</p> <p>51. MHD flow Heat and Mass Transfer of Micropolar fluid over a non linear stretching sheet with variable micro inertia density, Heat flux and chemical reaction in a Non-Darcy porous medium. Journal of Applied Fluid /Mechanics. 9(1):321-33, 2016.</p> <p>52. Sensitivity analysis of pulsatile hydromagneticbiofluid flow and heat transfer with non linear Darcy-Forchheimer drag”Journal of Applied Fluid /Mechanics: Accepted for publication.9 (3): 1457-1465, 2016.</p>
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<i>Sl. No.</i>	<i>Name</i>	<i>Title</i>
1.	Prof. B. N. Panda	<ol style="list-style-type: none"> 1. Impact of Modalities School Community Symbiosis and Quality Education of SC& ST Children at Primary Stage in the state of Orissa (Degree Awarded, 2011). 2. Concept Mapping as a Constructivist Approach for Meaning Making in Science Learning and Attitude among Elementary School Children (Degree Awarded, 2012). 3. Status and Educational Problems of Tribal Children of Elementary Schools in Odisha (Degree Awarded, 2012). 4. Status and Problems of Girls Education in Kasturba Gandhi Balika Vidyalaya in Jharkhand (Degree Awarded 2012). 5. A Study of the Attitude of Students, Teachers, Administrators and Parents towards Inclusive Education (Degree Awarded, 2013). 6. Effectiveness of HIV/AIDS Educational Intervention on Attitude and perception of College Students in the State of Orissa. (Degree Awarded 2013). 7. Effect of Peace Education Strategies on Development of Conflict Resolution Skills among Adolescent Students (Degree Awarded, 2013). 8. Status of girls Education at Elementary School Stage in Orissa (Degree Awarded, 2014). 9. Effect of differential Approach of teaching for Developing Environmental concern among Secondary School Students (Degree Awarded, 2014). 10. Attitude and Awareness among Higher Secondary and Degree students towards environmental Education in Orissa (Degree Awarded, 2014) 10. Effectiveness of Intervention and Acculturation on quality life pattern and psychological development of Munda Tribe Adolescents of Orissa (Degree Awarded, 2015). 11 Practice of managerial relationship, Academic freedom and Academic Accountability in the Elementary schools of Tribal and Non-tribal districts of Orissa (Degree Awarded, 2015).

2.	Prof. Anoop Kumar	1. A Research Scholar is doing Research Work in Hindi for Ph.D. Degree under my guidance. Title of research: ' <i>Amarkant ke Katha Sahitya mein Madhyavargiya Samasyaen</i> ' (Registration No.02Hindi, 2014-15, Utkal University)
3.	Prof. A.K. Mohapatra	1. Effect of Organophosphorous Pesticides On Reproduction and Breeding of <i>Anabas textudineus</i> . Pratap Kumar Sahoo

Books published in last 5 years

Sl. No.	Name	Title of Book
1.	Prof. M.K. Satapathy	3. People Who Make a Change: Men and Women in Environmental Movements. Kunal Books Publishers, New Delhi. 2013. 4. Poisonous plants of Bhubaneswar. (RIE/NCERT Publ.) 2016.
2.	Prof. B.K. Parida	5. Contributed Chapters on Mechanics and Liquids in the Textbook of Higher Secondary Physics for Class XI, published by Vidyapuri, Cuttack, fifth revised and enlarged edition 2012, new edition 2014. 6. Contributed to Chapters on Solids and Semiconductors in the Textbook of Higher Secondary Physics for Class XII, published by Vidyapuri, Cuttack, and third revised and enlarged edition 2013. 7. Higher Secondary Physics (312) Book 3 and Practical Manual (Odia Translation), published by the School and Mass Education Department, Govt. of Odisha and the National Institute of Open Schooling, July 2014 (My contribution: as reviewer). 8. Constructivism - The New Paradigm: From Theory to Practice, authored by J.K. Mohapatra, M. Mahapatra, and B.K. Parida, published by Atlantic Publishers & Distributors (P) Ltd., Darya Ganj, New Delhi-110002, 2015 (My contribution: Chapter 2: Pathways in Constructivism, Chapter 4: Concept Map and Constructivism, Chapter 9: Beyond Constructivism).
3.	Prof. A. K. Mohapatra	3. Spider Diversity in RIE campus, Published by RIE, Bhubaneswar. 2014. 4. Journey of Microscope, Published by RIE, Bhubaneswar. 2015.

		5. A Concise Biography of DNA, Self Publication, 2016.
4.	Prof. Manasi Goswami	<p>3. NEW EDGES OF PHYSICS. (Reference Book), January, 2014, ISBN: 978 81 8371 4914, Publisher:SciTechPublications (India) Pvt. Ltd., Chennai.</p> <p>4. BIGYAN BIBHABA (Odia Book).January, 2012, ISBN: 13-978-81-922907-2-0, The Book Point, Bhubaneswar, Odisha.</p> <p>Translated Books:</p> <p>4. Samayara Aekka Sankhipta Etihasa(A Brief History of Time by StephenHawkins) (OdiaBook),Sribatsa Nanda and Manasi Goswami, 2011, The Book Point, Bhubaneswar, Odisha.</p> <p>5. 1089 Ebong Aukichi= Ganita Jagataku Eaka Jatra (1089+ All That = A Journey into Mathematics by David Acheson)(Odia Book). 2011, the Book Point, Bhubaneswar, Odisha.</p> <p>6. Brahma Ninada(Big Bang by Jean Pierre Petit) (Oriya Cartoon Book). 2012, The BookPoint, Bhubaneswar, Odisha</p>
5.	Prof. B.N.Panda	1. Secondary Education of Tribal's. Lambert Academic Publishing, Germany, 2014.
6.	Prof. Dhanalaxmi Dash	<p>3. People Who Make a Change: Men and Women in Environmental Movements. KunalBooksPublishers, New Delhi, 2013.</p> <p>4. Adolescence and Nutrition.Published byNPEP/RIE. 2015.</p>
7.	Prof. S. K. Dash	<p>7. ICSE Physics for Class VI published by F.K. Publications, New Delhi (2010-11) ISBN: 978-81-7973-202-1.</p> <p>8. ICSE Physics for Class VII published by F.K. Publications, New Delhi (2010-11) ISBN: 978-81-7973-203-8.</p> <p>9. ICSE Physics for Class VIII published by F.F. Publications, New Delhi (2010-11) ISBN:978-81-7973-204-5.</p> <p>10. Lab Manual Physics for Class XI published by VK Global Publications Pvt. Ltd. (New Delhi) (2011-12) ISBN: 978-93-5058-052-3.</p> <p>11. Lab Manual Physics for Class XII published by VK Global Publications Pvt. Ltd., New Delhi, reprinted in 2012-13 ISBN: 978-93-5058-052-3 (2012-13).</p> <p>12. Lectures on Engineering Physics, pearson</p>

		Pvt.Ltd.2017.
8.	Prof. Ch. A. Ramulu	3. Botanical Garden for Out-Door Science Education. (NCERT/RIE, BBSR) publication, 2016. 4. Pedagogy of Physical Science. Neel kamal Publications, koti, Hyderabad.(T.S.),2016.
9.	Prof. Ritanjali Dash	3. Chapter in a book-"Financial Inclusion and Banking Sector in Odisha",FinancialInclusion, Inclusive Growth and the Poor, New Century Publications, New Delhi, 2014. 4. Tourism Development, APH Publishing Corporation, New Delhi, 2015.
10.	Prof. B.K. Panda	4. Longman-NTM-CIIL Basic Eng-Eng-Oriya Dictionary published by Pearson Education ISBN-978-811-317-3136-9, 2012. 5. Utkal: Vividha Prasang (Hindi) ISBN-978-81-7468-147-8 'Published by Parag prakasana New Delhi, 2015. 6. Classical Odia in Historical perspective (English) ISBN-978-81-7586-198-5, 'Published byOdia Sahitya Academy, 2015.
11.	Dr. Ramakanta Mohalik	9. Researches in Teacher Education: An analysis, inPany and Mohanty (Ed),TeacherEducation in India, (pp.97-103), Shipra Publications, New Delhi, 2013. 10. Content, Pedagogy and Technology Integration for Effective Teacher in Digital Age, in Mete and Mondal (Ed), Teacher Education, (pp.272-281), APH Publications, New Delhi, 2013. 11. Teacher Preparation for ECCE: Issues and Concerns, in Mishra (Ed), Teacher Education: Issues and Innovations, (pp.46-58), Atlantic Publishers, New Delhi2013. 12. Elementary Education in Odisha in the Context of the RTE act, 2009, in Mete and Mondal (Ed), Right to Education; the Way Forward (pp.42-55), APH Publications, New Delhi,2014. 13. Social Science and Its Importance, in the Social Science for the Diploma in Elementary Education, (pp.24-40) IGNOU, New Delhi,2014. 14. Constructivism and Student Evaluation, in Dutta Tapan Kumar (Ed), Constructivism inEducation, pp.13-20. Kumud Publications, Delhi, 2015. 15. Training Modules on Life Skills Education. RIE

		<p>BBSR, 2016.</p> <p>16. Academic leadership in school education in panigrahy (Ed) Educational Leadership and Management, pp.155-160, Renu publisher, New Delhi, 2015.</p>
12.	Laxmidhar Behera	<p>8. Professional Ethics, Professionalism and Educators in 21st Century; In Teacher Education in India: Contemporary Problems and Prospects, Shipra, PP-197-205(2013)-ISBN 978-81-7541-683-3</p> <p>9. Pre-service Teacher Education Programme in SAARC Countries: A brief Overview. In Teacher Education, Issues and Innovation, ISBN-978-81-269-1821-8, Year 2013, Pp-20-45.</p> <p>10. Issue and Proposed Curricular Model for holistic Education in Indian Panorama. Holistic Education: Theory and Practice, Published by SVS, Odisha, pp-154-163, ISBN 978-81-926149-0-8, 2013.</p> <p>11. Professionalism and Teacher Education in Global Scenario, in (Ed) Tomar and Pattnaik. Empowering Teacher Educators for Quality Teacher Education, pp31-40, ISBN 978-9380633-17-6, SAAD publications, New Delhi, 2013.</p> <p>12. Analysis of Secondary Level Teacher Education of Patna University in the Light of NCFTE 2009. In Preservice Teacher Education in Contemporary India, Ed by Tomar.D.P and Pattnaik, P.K, ISBN 978-93-82884-26-2, PP-25-32, SR Publications, New Delhi, 2014.</p> <p>13. Multicultural Placement Towards Learning to Live Together: Perspectives of Pre-service Secondary Level Student Teachers, In Learning to Live Together (Ed) Pradhan, Sahoo and Mohanty, SVS, Odisha, ISBN No-978-81-926149-2-2, 2015.</p> <p>14. Learning from the past: visualising the role of new Education policy for universalisation of Early childhood Education in (Ed) Pradhan, Sahoo, Mohanty: Education policy for resurgent India, SVS publication Bhubaneswar, ISBN No-978-81-926199-3-9 pp(1-13) 2016.</p>
13.	Dr. Elizabeth Gangmei	<p>3. Status of schemes, policies on education of minorities in India: challenges and priorities-referred book, by Shiksha Vikash Samiti, Cuttack, Odisha, -ISBN: 978-81-926149-3-9, National, 2016.</p> <p>4. A critical review of the Right to Education Act 2009.</p>

		Referred, byPariyar Prakashan, New Delhi, ISBN 978-81-921872-9-7, and National, 2016.
14.	Dr. Rasmirekha Sethy	1. Style and Strategy of In-service Teacher Education Programme, LAP LAMBERT Academic Publishing, Germany, ISBN: 978-3-659-48743-9, 2014.
15.	Dr. Debabrata Bagui	4. Marginalization Identity Politics and the Genre: A Study of a Black American Resistance Text” (2011) in Postmodern Narration: Literatures in English. 5. “Polyphony and the Question of Genre in a Dalit Narrative” (2012) in the Voice of the Other: Post Independence Indian English Fiction. 6. “Killing Days: A Testimony of Incarceration” (2014) in Variegated Narratives of Indian English Fiction

Research Projects Undertaken

<i>Sl. No.</i>	<i>Name</i>	<i>Projects Title</i>
1.	Prof. M. K. Satapathy & Prof. D. Dash	1. Study of Local Urban Bio-diversity: Search for Wild Green leafy Vegetables. 2015.
	Prof. M. K. Satapathy & S. K. Das	1. Study of Local Urban Biodiversity: Poisonous Plants of Bhubaneswar”. 2015.
2.	Prof. A.K. Mohapatra	1. Study of Faunal diversity In Regional Institute of Education in Bhubaneswar Campus, 2015.
3.	Dr. Laxmidhar Behera	1. Impact of in service Teachers’ Training under SSA on Classroom Transaction (MHRD Study), 2011. 2. Review of CCE Materials of Odisha and A&N Islands, 2014. 3. Study of Secondary School Curriculum of Odisha, RMSA, NCERT, 2014-2015. 4. Study of Secondary School Curriculum of West Bengal, RMSA, NCERT, New Delhi, 2014-2015. 5. Secondary School Readiness Programme in Odisha. The process under RMSA, TCA, 2015 6. School Readiness of Children from ST Communities of Odisha: An In depth Analysis –PAC, NCERT, 2015-2016.
4.	Dr. Ramakanta Mohalik	1. The Right of Children to Free and Compulsory. Education Act-2009: Awareness Innovative and Challenges in its implementation, 2013. 2. Process of Development of Teacher Educators at Secondary level, 2015-2016. 3. Impact RMSA on School Improvement at Secondary level in Jharkhand state, 2016-continuing.

5.	Prof. Ritanjali Dash	1. Gender sensitivity and Responsiveness of Secondary Schools in Odisha- an Analysis - Ongoing Research Project under PAC.
6.	Dr. Elizabeth Gangmei	1. A survey Of Research in Education of Children with Disabilities in India from 2000 to 2015 for the seventh survey of educational research-NCERT.2016-17. 2. A study on the functioning of Madras as of Odisha-NCERT.2016-17. 3. Profiling of children attending early invention programme-AYJNIHH-RC.2016. 4. Inclusion of Children with hearing impairment in primary school –NCERT.2016. 5. Exploratory study of Christian minority school of Odisha-NCERT. 2015.
7.	Dr Dhanya Krishnan	1. Exploration of Alternative conceptions in Physics of Secondary School Students of DM School, Bhubaneswar. 2015.
8.	Prof. Manasi Goswami& R.K.Mohalik	1. Professional Development of Teacher Educators at Secondary Level.2015.

Awards, Honors and Patents received by the Faculty Members in last Five Years

<i>Sl. No.</i>	<i>Name</i>	<i>Title</i>
1.	Prof. M.K. Satapathy	Best Teacher in Botany -2016, Awarded by Botanical Society of Odisha.
2.	Prof. A.K. Mohapatra	Fellow of International Society for Ecological Communication(FISEC)

3.3 Consultancy:

3.3.1 Did the institution provide consultancy services in five years? If yes, give details.

The institute provided consultancy services to

- Rajya Madhyamik Shiksha Abhiyan (RMSA) of Odisha, Bihar And Jharkhand.
- State Board of Secondary Education of Odisha, Bihar, Jharkhand and West Bengal.
- SCERT of Odisha, Bihar, Jharkhand and West Bengal.
- Tribal Welfare Department of Odisha, Bihar, Jharkhand, West Bengal.
- Universities and autonomous colleges in developing and revising syllabus.
- DAV Public School, Bhubaneswar zone;DPS,Bhubaneswar; Public schools of Odisha.
- JNVs and KVs of Eastern Region.

- State Coordination Committees (SSCof Odisha, Bihar, Jharkhand, West Bengal.

3.3.2 Are faculty/ staff members of the institution competent to undertaken consultancy?

If yes, list the areas of competency of staff members and the steps initiated by institution publicize the available expertise.

The faculty /staff members of the institute are competent to undertaken consultancy in following areas:

- Training (Planning , Organization and Evaluation)
- Inclusive Education
- Developmental of instructional material(Print and Digital)
- Research Methodology
- Curriculum Development
- Planning and Monitoring
- Evaluation
- Programme Evaluation
- Guidance and Counseling
- Teacher Education
- Text book preparation
- Content enrichment
- ICT pedagogy integration

They are deputed as per the need and expertise.

The Institute publicizes its expertise through Institute's website and dissemination of reports of the programmes to States educational authorities, experts, teachers, teacher educators, key resources persons etc.

3.3.3 How much revenue has been generated through consultancy in the last five years?

How is the revenue generated shared among the concerned staff members and the institution?

The Institute doesn't charge any consultation fee from organization or Institute but faculty members receive fees as per the provisions of the organizations.

3.3.4.How does the institution use the revenue generated through consultancy?

The Revenue generated through consultancy by individual faculty members use for research activities.

3.4 Extension Activities:

3.4.1 How has the local community benefited from institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)

- Working with Community (WWC) – Under WWC in nearby villages, the students create awareness among the community on education, health and hygiene, social issues, government schemes etc.

1. Career exhibition of teaching aids, internships, and children benefited with new methodology.
- The local school students were benefited by 3 months field visit of RIE, NCERT faculty.
- The local community is benefited by the various educational programmes conducted by the Institute.
- Awareness programmes through street play benefits local population on various educational issues.

3.4.2 How has the institution benefited from the community?(Community participation in institutional development, institutions-community networking, institutions- School networking etc.)

The Institute also benefited by above programmes.

- Faculty and the students of the Institute got the first-hand experience of the socio-economic-cultural, educational status of the community.
- The Institute could showcase its educational programmes.
- The exposure to community provided opportunity to learn about the strengths and weakness of each other that may help to adapt new strategies for future programmes.

3.4.3. What are the future plans and major activities the institution would like to take up for providing community to students?

- Adoption of a village and strengthening its educational scenario.
- Developing medicinal plant centre in identified plants and educating students and members of the community in use of medicinal plants.
- Helping the community through empowering laboratories for testing soils and water.

3.4.4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

- Role of Panchayati Raj System in quality enhancement of primary education in Madhya Pradesh sponsored by ERIC, NCERT, 2009-10.
- A study of secondary school science laboratories in terms of infrastructure, extent and method of use sponsored by ERIC, NCERT, 2012-13.

3.4.5. How does the institution develop social and citizenships values and skills among its students?

- The curriculum of various courses has inbuilt provision for developing social and citizens values and skills.
- During working with Community opportunities are provided to students for developing social and citizens values.
- Values and skills are imparted through working in the laboratories.
- Work Education activities related to electrical, computer and agriculture.
- Through NCC and NSS activities.
- Through organizing curricular and co-curricular activities and competitions.
- Through celebration of birthdays of great thinkers, scientists, leaders; and national religious festivals.

3.5 Collaborations:

3.5.1. Name the national level organizations, if any, with which the Institute has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- i. NCTE – Faculty of the Institute contributed in the development of curriculum for teacher education programmes.
- ii. The Institute has constituted State Coordination Committee (SCC) for each state. The SCC meets every year to identify the needs of the State related to school and teacher education. Accordingly the Institute plans and organizes orientation, training, development, research, programmes as per the needs of the following state and UTs:
 1. Odisha
 2. West Bengal
 3. Bihar
 4. Jharkhand
 5. Andaman & Nicobar Islands
- iii. MHRD- For important of Science and Math Education at Upper Primary Level for BRCs/CRCs of Odisha
- iv. Tamil Nadu Central University, (TNU): Faculty of the Institute were involved in preparation of Integrated Teacher Education Curriculum.
- v. Odisha Central University, Koraput: Faculty were involved in the development of materials on Environmental Education and evaluation process.
- vi. Apart from the above, the Institute also has the academic collaboration with following organizations:
 - All State Boards of Secondary Education, Western Region
 - Kendriya Vidyalaya Sangathan
 - Navodaya Vidyalaya Samiti
 - SCERT, West Bengal, SCERT Odisha & Jharkhand
 - Utkal University, Odisha

- SNDT Women's University, Mumbai

3.5.2. Name the international organizations, with which the Institute has established any linkage in the last five years. Detail the benefits results out of such linkages.

- UNESCO- Bangkok has recognized Regional Institute of Educational, Bhubaneswar as the resource distribution centre for the country
- TCA (DFID) for different activities of RMSA
- World bank for teacher training in CWSN
- UNICEF for Adaptation of text books of Assam for children with special needs.

3.5.3. How did the linkages if any contribute to the following?

- Curriculum Development: Curricula for teacher education programmes were developed.
- Teaching: Implementing constructivist pedagogy in the classroom
- Training: Capacity building and content enrichment programmes and integration of ICT for Key Resource Persons (KRPs), teachers and teacher educators.
- Practice Teaching: Internship in teaching for different courses
- Research: Assisting and completing the identified research projects at different levels
- Consultancy: provided academic inputs on different dimensions of school education and teacher education
- Extension: Extending academic support and sharing expertise with educational institutions of Western Region.
- Publication: Reports, guidelines, curriculum, learning modules, monographs, manuals, books, seminar proceedings
- Student Placement: Final Year students are provided opportunities through campus interviews conducted by institution throughout the country (JNVs, KVs, Public Schools.)

3.5.4. What are the linkages of the institution with the school sector? (Institute-school community networking)

The major linkages with the school sector are Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs) and schools under state governments located in Eastern Region – for internship in teaching, multicultural placement, guidance and counseling activities; besides as members of selection committee; as experts for training and evaluation.

3.5.5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.

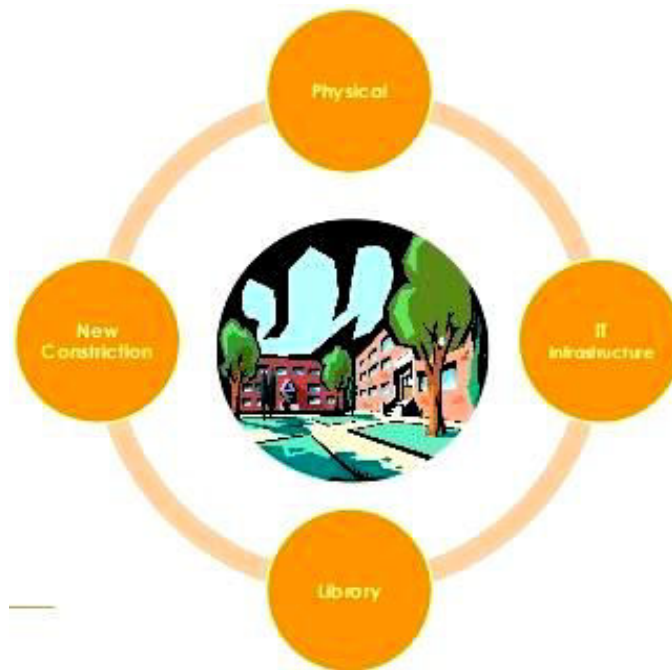
- The faculty extends active support to the schools for the tasks like designing the teaching learning process, the evaluation procedures and concerns related to practice teaching as and when required
- The Institute has implemented the recommendations of NCF – 2005 such as constructivist pedagogy in Demonstration Multipurpose School, Bhubaneswar and for students during internship in teaching programme.

3.5.6. How does the faculty collaborate with school and other college or university faculty?

- Faculty members are associated with the establishment of science laboratories and organization of exhibitions in Eastern region.
- Faculty members share their expertise in conducting Ph.D. course work; board of studies meetings; delivering lectures in Academic Staff Colleges, members of executive committee (Syndicate) of the University and shared in the decision making process.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1. Physical Facilities:

4.1.1. Does the institution have the physical infrastructure as per NCTE norms? If yes, the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, the institute has the physical infrastructure as per the norms of NCTE.

The entire Institute has a campus of 98.620 Acres of land in which the plinth area of institutional building occupies 45200.13 sqm. Plinth area of Administrative building occupies 11060.08 sqm, Academic building occupies 7373.384 sqm., Central library occupies 2396.36 sqm., D.M. School occupies 53022 sqft., New Auditorium occupies 6000 sqft.. All these above mentioned buildings are double storied. Dispensary of the institute which is a single story building, with an enclosed boundary occupies 195.00 sqm. New Science Block occupies 24184 sqft., new Guest house occupies 801.00 sqm., Sarojini Hostel occupies 16872 sqft. . The four hostels cover more than 155,532sqft. of plinth area. A good amount of space is devoted for canteen, CPWD (civil and electrical) offices, Academic departments, stores etc. For physical education purpose the institute has a multipurpose play ground, Lawn Tennis court, Basket ball court, Volley ball court, one Badminton court, One Table Tennis Hall, Concrete cricket pitch with lighting facility. One large size new Auditorium with 200 sitting capacity, one old Auditorium with 150 sitting capability and one Conference Hall with 150 sitting capability having all electronic facilities for meeting and cultural programme are available inside the institute. The Institute has two guest houses – one is fully AC with 12 rooms for resource persons/ guests / dignitaries and another one having well furnished 38 non AC rooms to accommodate guests, participants of various teacher training programmes and parents of the students. The institute have five seminar halls and one seminar - com staff common room. Three computer labs with LAN connection are situated inside the institute premises and one computer lab with LAN connection is utilised at DM School. Besides, the institute is using A-VIEW software for video conferencing. An Audio- Video ICT Studio for creating e-contents/ e-resources, one ICT lab, one ET lab, and various Science Laboratories for teaching- learning purposes are available inside the main building of the institute. Besides, one Post Office, one State Bank of India, one SBI ATM are also available inside the institute campus. The entire campus is networked with fibre optics cable and Wi-Fi connection.

- **ICT laboratory** – The ICT lab is having more than 43 computers with Internet facilities and is used exclusively by students, staff members, research scholars and in service teachers. Besides, there are more than 90 computers and 25 laptops which are used in the institute for academic and administrative purposes.
- **Method Labs** – There are several methods labs in the institute including –

Labs of DMS

Sl No.	Name Of the Lab	No. of Lab
1	Physics Lab	1
2	Chemistry Lab	1
3	Biology Lab	1
4	Computer Lab	1
5	ET Lab	1
6	Math Lab	1
7	Geography Lab	1
8	Language Lab	1

Labs of Institute

Sl No.	Name Of the Lab	No. of Lab
1	Physics Lab	3
2	Chemistry Lab	3
3	Botany Lab	2
4	Zoology Lab	2
4	Computer Lab	3
5	ET Lab	1
6	Math Lab	1
7	Geography Lab	1
9	Psychology Lab	1
10	Biological Museum	1
11	Wood / SUPW Lab	1

- **Psychology Lab** – The laboratory have a stock of approximately 138 psychological test used as part of the course, supplement materials or tools to collect information for research and teaching learning process for courses like DCGC, M.Ed and M.Phil.and for various inservice teacher training programmes. This lab is also used as a counselling cell for students.
- **Educational Technology Lab** – A well equipped ET Laboratory with the following facilities is available:
 - i. 100 Mbps internet connectivity from NIC, Wi-Fi connection for 24 hours.
 - ii. One LCD Television of 46" for showing Educational Video Programmes to the students & trainees.
 - iii. One LCD projector for showing programmes on large screen.
 - iv. Different types of microphones for use in public address system.
A -VIEW video conference system for interaction with other constituent RIEs of NCERT , CIET and various other organisations.
 - v. ET Lab has the capacity of 40 students / trainees.
 - vi. The Laboratory is well furnished for day to day use purposes.
 - vii. ET cell provides Wireless Portable PA system for various classroom teaching and recording seminars, lectures and workshops.
- **Internet Facility** – The Internet services are provided to students and teachers through fibre optics LAN and Wi-Fi connection. The bandwidth speed of the Internet is 100Mbps. and 10Mbps. Respectively.
- **Institute Website** – The Website of the institute is hosted through NIC of India and All India OnLine Pvt. Ltd. to share on line/net base information with others.

4.1.2. How does the institute plan to meet the need for augmenting infrastructure to keep the pace with the academic growth?

The institute prepares its annual plan for augmenting the infrastructure facilities and the funds are obtained from NCERT. The institute regularly spends the fund on maintenance and updating the infrastructure to match the growing academic needs. The wooden furniture usually required for class rooms etc. are also prepared at Wood Lab of the Institute.

4.1.3. List of infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

In the Institute the following facilities are available for students to carry out their co-curricular and extra-curricular activities:

- i. Multipurpose Hall – cum – Auditoriums for observation of different days, drama, art, painting, craft, debate, extension lectures, quiz, inter house cultural activities etc.
- ii. One Conference hall and five seminar halls.
- iii. Playground facilities – Lawn Tennis court, Basket ball court, Volley ball court, one Badminton court, One Table Tennis Hall, Concrete cricket pitch with lighting facility.
- iv. Indoor games: Chess, Carom, Table Tennis, etc.

4.1.4. Give details on physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The Institute infrastructure facilities are also used by other constituent units of the NCERT, SCERTs, local RMSA, local universities and other organizations etc. for different purposes like:

- i. Conducting university examinations
- ii. Conducting entrance examinations
- iii. Conducting competitive examinations

- iv. Conducting in-service training programmes
- v. Conducting meeting of alumni.
- vi. Use of library by Ph.D. Scholars, researchers and teachers of universities, state level teacher training colleges and other institutes within and out of state.
- vii. Conducting National level conferences.
- viii. Conducting inter RIEs sports meets/ inter DMS meets

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest room, wash room facilities for men and women,canteen, health centre, etc.).

The institute has the following facilities:

- i. **Rest Room** – The institute provides common rest room for girl students. All faculty members have been provided with well furnished rooms having computer and Internet facilities.
- ii. **Health Centre** – The Institute has a health centre in the campus. The health centre is having two part time doctors, two pharmacists, one attendant. One room with two beds for patients, one dressing room and one store room for medicines are available inside the health center. Some prescribed medicines are freely provided to the students, staff and their family members. Apart from regular duties, the doctors also provide health care and treatment during sports meet and examination period of the institute. The health care centre possess blood pressure measuring instruments (Sphygmomanometer), Auto Clave,Dressing instruments,Glucometer ,Weighing machine, height measurement machine etc.. These are thoroughly utilised by the staff members and students (both RIE and DMS) of the institute.
- iii. **Canteen** – In the institute campus, at an approachable place, a canteen is available. It opens from 8.30 am to 5.30 pm. It caters the needs of staff and students of DM School and institute. Canteen regularly provides good quality tea, coffee, cold drinks, snacks,lunch etc. as per the requirement of the institute on different programmes, meeting, seminars and conferences.
- iv. **Wash room facilities** – In the institute wash room facilities are available at several places separately for men and women. The cleanliness of these wash rooms are

maintained properly.

4.1.6. Is there any hostel facilities for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

The institute is residential. The institute has four big size hostels, three for girls and one for boys. The details are:

Sl. No	Name of Hostels	Capacity	No. of Rooms	Occupancy details	Recreational	Sports/ Games	Health and Hygiene
1.	Gopabandhu (Girls)	330	111	270	TV, music system, Over head projector, Garden etc.	Throw ball, Badminton, Volleyball, Tennycoit	First-aid, 5 Aqua guard for safe drinking water, Judo, self defence, yoga etc.
2.	Asutosh (Girls)	150	48	107	TV, music system, Garden etc.	Badminton, Indoor games like chess, carom etc.	First-aid, 2 Aqua guard for safe drinking water, etc.
3.	Ramanujan (Girls)	153	51	152	TV, music system, Garden etc.	Throw ball, Badminton, Volleyball and indoor games as carom, chess.	First-aid, 2 Aqua guard for safe drinking water, water heater, fridge etc.
4.	Homibhaba (Boys)	339	113	265	TV, music system, Library etc.	Throw ball, Badminton, Volleyball and indoor games as carom, chess.	First-aid, 2 Aqua guard for safe drinking water

All hostels have mess facilities for students. Two faculty members are posted as wardens in each hostel. Each hostel is provided with sports and games equipments and fields for badminton and lawn tennis, TV hall, music system, medical kit, Aqua guards, kitchen, garden, dining hall, stage for cultural program. Each hostel is having a security post in front of it and is provided with a security guard for twenty four hours for the safety of the residents. Usually girls hostels are provide with some typical facilities such as ironing, fridge, library, over head projector, water heater, visiting rooms, workers room, waiting place for parents and other facilities. All the hostels are covered under Wi-Fi.

4.2 Maintenance of infrastructure:

BUDGET ALLOCATION & EXPENDITURE OF LAST FIVE YEARS

SL NO	HEAD	2012-13		2013-14		2014-15		2015-16		2016-17	
		ALLOC. (Rs. in lakh)	EXPEND.	ALLOC. (Rs. in lakh)	EXPEND.	ALLOC. (Rs. in lakh)	EXPEND.	ALLOC. (Rs. in lakh)	EXPEND.	ALLOC. (Rs. in lakh)	EXPEND.
1	Building	359.66	39279080	292.8	28628439	250.00	15083930	200.00	20000000	300.00	2999811
2	Laboratories	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
3	Furniture	10.00	2179061	40.00	3269895	60.00	4544302	50.00	3404335	50.00	2316470
4	Equipments										
5	Computers	40.00	364955	NIL	NIL	6.00	558704	25.00	1623708	25.00	2482505
6	Transport/ Vehicle	1.00	39557	0.50	41086	0.30	26801	0.50	20589	0.50	48415


I/c. Accounts Officer



4.2.2. How does the institute plan and ensure that the available infrastructure is optimally utilized?

For the optimal utilization of the available infrastructure, a comprehensive annual plan is prepared at the beginning of the academic session. The different student's activities like cultural, literary, scientific, and games and sports, and organization of extension lectures, celebration of national and international events are conducted to utilize available resources of the institute.

4.2.3. How does the Institute consider the environmental issues associated with the infrastructure?

The Institute campus a green cover of various flowers and fruit trees. In front of the Institute there is a botanical garden to promote learning on conservation and plant propagation. Hostels have also developed gardens for aesthetic purpose. Retiring employee do plant sapling on the day of retirement as a token of memory. Biodegradable cup and glass are used during programmes and functions. The faculty and students are encouraged to use both sides of the papers for writing purpose. Paperless work is encouraged. Efforts are being made to have _ units and replacement of fluorescent tubes with CFL and LED lights.

4.3 LIBRARY AS A LEARNING RESOURCE:

4.3.1 Does the institute have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

The RIE library has a Professor to head the library. The library has a team of 8 staff members with 4 professionally qualified staff. The library has adequate reading materials in print and electronic forms. The services are provided to the library users through computers.

4.3.2 What are the library resources available to staff and students? (Number of books – volumes and titles, Journals – national and international, Magazines, audio visual teaching learning resources, software, Internet access etc.)?

i) Learning Resources – The learning resources of library are stocked in two ways – in print form and in e-book and e-journal form. The details of learning resources available under different categories are given below:

1. No. of books (volumes) – **78, 632**, Bound Volumes- **2504**, Reports-**527**, Thesis- 976

Books Purchase- 335

Books received as gifts- 109

2. Journals :

International: 17

Indian: 51

3. Magazines- 17

4. Newspapers-18

5. Video Cassettes – Nil

6. CDs/DVDs –37

7. On-line Journals –52

8. On – line database - 1 databases

9. Thesis (Ph.D, M.Phil, M.Ed.)–1000

10. Education Reports –540

ii) Software – Libsys

ii) Internet Access – The Institute has lease line Internet connection of 100 MBPS bandwidth obtained from NIC through National Knowledge Network programme, which is extended to the Library. There is Wi-Fi access for students’

iv) Other facilities / Library Infrastructure:

- Server - One high – end IBM server for Library Automation.
- Scanner –One scanners
- Printers - Two printers
- Photocopiers - One photocopiers
- Switches (LAN) –Three (Two wired/one Wi Fi)
- Seating Capacity - 100 seating capacity

v) Library Services

The institute library provides the following types of services to its users.

- a) Book lending service
- b) Current Content Service
- c) New arrival service
- d) Reprographic service
- e) Database service

- f) OPAC service
- g) Internet service
- h) Inflibnet N-List services

4.3.3. Does the institute have in place, a mechanism to systematically review the various library resources for adequate access relevance, etc. and to make adequate decisions? If yes, give details including the composition and function of library committee.

Yes, the institute has a library committee to review the resources of library periodically with regard to the access and relevance of journals, books, e-resources, Internet, etc. The faculty members give their requisition and suggestions for acquisition of books and journals in library. The decision of the library committee is taken into consideration in acquisition of materials.

4.3.4. Is your library computerized? If yes, give details?

Yes, The library is computerized with integrated library management software LIBSYS. As of today all activities of the library are performed through LIBSYS software. The internal library network architecture is in server – client mode. The server is installed in an exclusive server room wherefrom all client computers are connected with LAN switch.

4.3.5. Does the institute library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The institute library is fully equipped with latest ICT equipment like Server, PCs, Scanner, barcode reader, Photocopy machine, Biometrics etc. the details of ICT infrastructure and Internet facilities are given in point No. 4.3.2. Students, teacher and research scholars frequently access and use these materials and services inside library as well as outside library through Internet.

4.3.6 Does the institute library make use of Inflibnet / Delnet / IUC facilities

The institute library is subscribing the N-List consortium services of Inflibnet, through which the user can access 97,000 e-books and 4,000 + e-journals online inside campus as well as from home through user ID and password method.

4.3.7. Give details on the working days of the library? (Days the library is open in a academic year, hours the library remain open per day, etc)

The library opens throughout the year including Saturday excluding Sundays and holidays.

- The working hours: 9.00 AM to 7.00 PM (Monday to Friday)
9.00 AM to 1 PM (Saturday)

4.3.8. How do the staff and students come to know of the new arrivals?

- Every month a list of “New Arrivals” is circulated among all faculty members.
- All newly procured books are displayed prominently in the new arrivals display stands.

4.3.9. Does the Institute library have a book bank? If yes, how is the book bank facility utilized by the students?

The institute library had a book bank facility earlier and attempts are on to receive it.

4.3.10. What are the special facilities offered by the library to the visually and physically challenged persons?

There is a multimedia computer where the screen reader software is loaded for the visually challenged students to use the e-books and journals. At the library entrance, ramp with steel support has been installed for physically challenged users.

4.4 ICT AS A LEARNING RESOURCE:

4.4.1 Give details of ICT facilities available in the institution (computer lab, hardware, software, Internet connectivity, access, audio visual, other media and materials) and how the institute ensures the optimum use of the facility.

The institute has the following ICT facilities:

1. **Computer Lab** – There are three computer laboratories in the institute where computers, smart interactive board and projectors are installed. All Computers in all the labs are connected with LAN and embedded with 100 Mbps bandwidth Internet Connectivity with Wi-Fi facility. According to the classwise time table of the institution and during their free periods the students use these labs for various purposes: teaching skill practices, practicum, preparation of PPT presentations, material development, assignment preparation, surfing Internet, and so on.
2. **ET Laboratory** – Besides three computer labs, one laboratory is fully devoted for Educational Technology, where 2 computers for ET practicum, M.Ed. Dissertation work, use/development of e-content, and various other purposes. Internet facility with 100 mbps is also available in all computers through LAN and Wi-Fi facility in this lab.
3. **Studio** – A studio is established in 2015 in the institute with 3 computers, 3 video cameras. Studio is established to develop audio video e-content in all subjects.
4. **Conference hall**- A lectern (installed with Windows 8, touch screen monitor, audio system), a computer and a projector are installed with Wi-Fi facility with 100 mbps bandwidth internet connectivity.

5. **Hardware** – The following hardware are available in the institution:
 - Server - 2 Servers
 - PCs - 222 PCs
 - Laptops - 32
 - Printers - 50
 - Scanner - 8
 - Switch –30
 - Wi-Fi Router - 6
 - Audio recorder - 2
 - Multimedia set - mike, speaker, amplifier, etc.
 - Camera - Three HD video- camera, Six HD handy camera
 - LCD projector – 23
 - Lectern-1
 6. **Software** – The institute uses the following software: Windows, MS office, Quick Heal, LIBSYS, Tally, SPSS etc.
 7. **Internet Connectivity** – The institute has 100 Mbps bandwidth fiber optics connection which is distributed throughout the campus by wired LAN and Wi-Fi connection. Other fiber optic connection with 8 mbps and 10 mbps are also available.
 8. **Internet Access** – The access to internet is provided to all teachers at the Desktop and for students through ICT Lab, ET lab, Language lab, Library, Personal laptop, TAB, Smart phone, etc. through Wi- Fi.
 9. **Audio visual** – Well equipped and fully furnished Educational Technology Laboratory houses the audio visual aids that range from LCD projector, smart interactive board, video cassettes, audio cassettes, etc to provide inclusive education to all categories of students.
 10. **Smart class rooms** - There are 8 class rooms in the institute equipped with LCD projectors and internet connectivity to act as smart class rooms. The pre-service teachers are being trained through these tools which provide them a better knowledge for implementing ICT tools for their teaching practices.
 11. **Other media and materials** – Among other media the Institute library is having books and on-line journals for students use.
- 4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.**

There is a provision for imparting computer skills in specified courses. The various skills such as: MS-word, Excel, Power point, Photoshop, etc. authoring software and different computer technologies, use of internet, social media, open access software and many more are imparted.

4.4.3 How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional process?

- Eight classrooms have been made ICT enabled with LCD projector, Internet connection and laptop facilities.
- The faculty members make use of ICT while transacting content and pedagogical process in regular classroom teaching learning programmes.
- A computer laboratory has a SMART classroom with interactive white board.
- Wi-Fi access is open for students and teachers for Internet use.
- ICT is used in continuous internal assessment.
- Faculty and students prepare PPTs for classroom, internship, practical, viva voice etc.

4.4.4 What are the major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lessons plans classroom transactions, evaluation, and preparation of teaching aids).

Student teachers are encouraged to use computers, CDs, DVDs, available book, journals and databases while developing lesson plans for their core training, internship training etc. Students also use ICT facilities (like PPT, Photoshop, etc.) for seminar presentation, classroom transaction, conducting case studies, preparation of teaching aids, and co-curricular activities for practice teaching.

The institute takes much care in implementing ICT and learning resources in the whole process of instruction – theory classes, practical and assignments. Apart from this, the faculty explores library and Internet facilities for enhancing the instruction

4.5. Other facilities:

4.5.1 How is the instructional infrastructure optimally used? Does the Institution share its facilities with others fore.g.: Serve as information technology resources in education to the Institution (beyond the programme), to other Institutions and to the community?

- The Institution extends its instructional resources (including e-resources), laboratories, library etc for conduct of training and orientation courses of SCERTs, DIETs, IASEs, Jawahar Navodaya Vidyalaya (JNV), Kendriya Vidyalaya (KVs) and Librarians of various state/CBSE schools.
- The expertise and experiences of various NGOs and private academic organisations like Ekalavya and Azim Premji Foundation along with various state level organisations are regularly shared at the institute level. The eminent organisations presents their academic achievements and innovations through lectures, seminars, posters and booklets, which are documented as video presentation in the Institute

for further academic reference by the students and faculties.

- The Alumni Association of RIE and DMS organises their Annual Meet in the Auditorium Hall of the Institute regularly.
- The Institute Library is often used as a resource centre for the research scholars of local universities and colleges. The research scholars use print, electronic and on-line resources regularly.

4.5.2. What are the various audio-visual facilities/materials (CDs, AV cassettes and other materials related to the programme) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

- There are about 140 educational CDs and DVDs, 10 audio/Videocassettes in the library of the institute.
- The listen point wireless interactive smart classroom system installed with AHUJA PA short throw multimedia projectors, LCD projectors, audio system, 2KV backup facility, 100 Mbps LAN facility, AVIEW videoconferencing system for student and teacher interactions are used in the classroom for instructions.
- All the educational resources are open for teachers, students and scholars of the institute.
- About 200 video programs are produced by CIET, NCERT on various themes and subject areas are available in the Educational Technology Cell (ET Cell) of the Institute in the form of a digital library for providing affective and effective e-resources support services to the faculties, pre-service, in-service teachers and research scholar students throughout the academic year.
- The above 200 Programmes have been categorised in different areas which are mentioned below:
 1. Video Programmes on Mathematics for Secondary & Sr. Secondary - 85 No's.
 2. Video Programmes on Physical Education / Teacher Educators for Primary & Secondary Level - 25 No's.
 3. Special Video Programmes on various occasions, workshops, seminars & documentary feature films - 30 No's.
 4. Audio Programmes on Music, Art & Culture - 35 No's.
 5. Special Audio Programmes on various occasions, workshops, seminars & documentary feature

films - 25 No's.

6. Programmes on national integration '**Yaad Karo Qurbaani**'.
7. Programmes on '**Swacha Bharat Abhiyan**'.
8. **Swayamprabha**, e- content based on NCERT text book (elementary level CBSE)

The pre-service student-teachers, in-service teachers, research scholars and staff members of the institute utilise these programmes extensively during regular classroom transactions, teacher training / teacher orientation programmes, student orientation & skill practice programmes, internship in teaching programme of the institute and other academic programmes at various schools, organisations and teacher training institutes situated within and out of states.

4.5.3.What are the various general and method laboratories available with the institution?

How does the institution enhance the facilities?

i) General laboratories

- a) **Psychology Laboratory**—The Psychology Laboratory of Education Department, RIE, Bhubaneswar (Room no.119 in the first floor) has been in existence since last three decades. Different faculty members of the Department of Education look after its activity at different sessions. The laboratory have a stock of approximately 138 psychological tests used as part of the course, supplement materials or tools to collect information for research and teaching learning process for courses like DCGC, M.Ed and M.Phil. The laboratory is used/visited from time to time by research scholars, teachers/teacher educators of the institute, in-service teachers for their related works.
- b) **Educational Technology Laboratory** – A well equipped ET Laboratory with the following facilities are available in the Institute:
 - viii. 100 Mbps internet connectivity from NIC Internet Wi-Fi connection for 24 hours.
 - ix. One LCD Television of 46" for showing Educational Video Programmes to the students & trainees is installed in ET Cell.

- x. One LCD Projector for showing various programmes of the institute/awareness programmes on national issues etc. on large screen is installed in the front door of the Institute.
- xi. Different types of Microphones, clash on Ampli- box, public address systems are available at ET Cell, CAC and Audio-Video studio.
- xii. A-VIEW video conference system for interaction with students, teachers, staff members of all other RIEs, NCERT and CIET.
- xiii. ET Laboratory has the capacity of 40 students / trainees.
- xiv. The Laboratory is well furnished for day to day use purposes.
- xv. ET cell provides Wireless Portable PA system for various classroom teaching and recording during seminars, lectures and workshops.
- xvi. **One Lectran, compact podium with all modern electronics gadgets** is installed in seminar room of the Institute for conferences, seminars, guest lecturers etc.

c) **Computer Laboratories**—The Computer Application Centre (CAC) comprises three (3) laboratories, one server room and one store room along with a In-charge's chamber. It is having hundreds of PCs and laptops fully loaded with all essential software including language software (Unicode, Akruti), Statistical analysis software (Systat - 13) and internet with Wi-Fi connectivity.

The CAC provides following Services

- It follows an Open Access System
- Internet facility
- Computer assistance
- Printing & Scanning
- Information to the users
- ICT practical classes for all integrated 4yr B.Sc. B.Ed students and 2yr B.Ed students, M.Ed., & M.Phil. students.
- CAC is also used for research work, data analysis work , project work under the guidance of any member of the teaching staff of the institute(Pre-doctoral scholars, M.Phil. Scholars and M.Ed /B.Ed students), Assignment preparation, PPT preparation for seminar presentation of students, filling

application forms for various courses, summer/ winter courses, scholarships etc.

- ICT workshops and Training.
- CAC Lab-3 has been exclusively earmarked for research purposes. (SYSTAT-13), a highly sophisticated and essential statistical software package has been installed in 15 desktop computers of CAC Lab-3 for statistical analysis of various research data.

ii) **Method Laboratories**

- a) **Language Laboratory**–
- b) **Mathematics Laboratory**–The Institute has established a Mathematics Laboratory equipped with 10 computers.
- c) **Science Laboratory**– The Institute has the following laboratories in Department of Science and mathematics for practical teaching/practicum classes of the students:
 - **Heat & Mechanics Laboratory :**
Well equipped laboratory to perform experiments based on gravity, moment of inertia, elastic properties of matter, waves and oscillation, viscosity of liquids, thermal conductivity, specific heat of liquids, conductivity of solutions, etc. are available for the students.
 - **Electricity & Electronics Laboratory :**
Well equipped laboratory to perform experiments based on Network theorems, L.C.R, Resonance circuits, Anderson's bridge, OWENS' & De-sautys' bridge, Carey-fosters' bridge, triode & transistor characteristics, FET, MOSFET characteristics, filters, semiconductor devices, Hartly & Colpitts oscillators, band-gap energy of thermistor, multi-vibrators, R-C coupled amplifiers, modulation & demodulation principles, integrating & differentiating circuits, logic gates, operational amplifiers, photo diodes & photo transistors, heat capacity & Stefans' constant experiments using C.R.O & digital circuit boards, etc. are available for the students.
 - **Optics & Acoustic Laboratory :**

There are two well equipped laboratories (dark rooms) to perform experiments based on light and acoustics. Interference by Newton's rings, Biprism, Diffraction grating, polarisation using polarimeter, prism spectrometer, Melde's apparatus for frequency of Tuning fork etc. are some of the experiments carried out by the students in these labs.

- **Chemistry Laboratory(Organic):** The students perform experiments like analysis of organic compositions and preparation of organic compounds in this lab. The reagents relating to these experiments are available.
- **Chemistry Laboratory(Physical):** The instruments like spectrophotometer (UV/Vis), Conductivity Bridge, potentiometer and the related equipments are available.
- **Chemistry Laboratory(in-organic):** The reagents for inorganic mixture analysis & Kipp's appts etc. are available.
- **Zoology Laboratory(General):** This laboratory has all arrangement for dissection, experiments and other practical works. All instruments required for different experiments are kept arranged in the Laboratory.
- **Zoology Libratory (Biology Museum/Instrumental)**
 - **Biology Museum :** This has specimens, models, charts, 3D models and different collections from field during study trips. Both Botanical& Zoological collections are kept arranged.
 - Specimens available belong to different phylums of vertebrate and invertebrates. Some specimen like Petromyzon, Myxine, Exocoetus, Torpedo etc. are available. Model of different parts of Human body like Kidney, Brain, Eyes are displayed. Models prepared by students are also kept for reference. 3D models of botanical topics like root, stem etc. are also kept in the museum.
 - This laboratory is having zoological specimen nearly 600, botanical specimen nearly 200, 3D models nearly 50 nos., model prepared by students 20 nos, and collected fossils nearly 30 numbers.

- **Botany Laboratory(General):** This laboratory provides facilities for conducting different experiments of Botany for B.Sc. B.Ed. students (Both pass and Hons.) and B.Ed. (Bio method) students. It is used for both general and instrument purposes. The instruments like Microscope, Micro Centrifuge, Gel Electrophoresis, Balance, Digital Centrifuge, Oven, pH meter etc. are present in this laboratory for conducting experiments.
- **Botany Laboratory(Tissue Culture Laboratory / Instrument):**
 - i. **Tissue Culture Laboratory for Biotechnology –**
 - This laboratory consists of various instruments related to plant tissue culture to conduct practical experiments for 4 year B.Sc. B.Ed. (Hons.) students and 2 year B.Ed. (Sci.) students of practicum.
 - The practical work includes all the plants Biotechnology related work like production of callus, suspensions culture, proto plast cultures etc. The extraction, estimation of DNA and gel electrophoresis is being carried out in the lab.
 - For micro biological culture, media preparation, Agar plating, streaking for single cell colony can be under taken in biotechnology laboratory instruments.
 - Finally in biotechnology lab, the molecular biology and biotechnology related practical are performed, demonstrated and activities etc. are shown to in-service teachers.

These laboratories are also used by Two year B.Ed. students during their physical science and bioscience method classes, skill development classes, practice teaching classes and practicum classes. Labs are also used extensively during in-service teacher training programmes.

- d) **SocialScienceLaboratory**–SocialScienceLaboratoryis wellequippedwith models, maps etc. which explain the morphological features found in the coasts as well as ocean bed. The Laboratory has three dimensional raised relief maps of all the

continents as well as that of India. Currently the Laboratory has got sixty one topographical (61) sheets and forty five (45) weather maps to work out practical exercise.

4.5.4. Give details on the facilities like multipurpose hall workshop, music and sports, transports etc. available with the institution.

i. **Multipurpose Hall:** In the institute there are three multipurpose halls. They are

- One new auditorium having 500 seating capacity with air conditioning.
- One old auditorium having 150 seating capacity.
- Institute has a conference 150 seating capacity with air conditioning.

They are enabled with LCD projector, screen, sound system and other equipment where the following activities are organised:

- Seminars, workshops, conferences, etc.
- Guest lectures
- Core Training classes
- Scientific programmes
- Cultural programmes
- Literary programmes
- Competition, Quiz, debate, speech etc.
- Alumni Association – Meetings and Programmes
- DM School – Annual day celebration, Cultural Programmes
- Celebration of important days.
- Many other programmes

ii. **Sports facilities:** The Institute has a multipurpose playground, Lawn Tennis court, Basket ball court, Volley ball court, one Badminton court, One Table Tennis Hall, Concrete Cricket pitch with lighting facility.

iii. **Transport:** The institute is having a staff car which is used for administrative

purposes.

- iv. **Children Park** with different Playing materials for the children.

4.5.5. Are the classroom equipped for the use of latest technologies for teaching? If yes give details, if no indicate the institutions further plans to modernize the class rooms.

Yes

- 7classrooms areequippedwithLCD projector, writing cum projectorscreen,Internet point and Laptop points.
- Some of the classrooms are equipped with listen point wireless, interactive smart classroom system installed with AHUJA PA short throw multimedia projectors, audio system, clash Ampli-box.
- The classrooms are configured and inter connected with A -VIEW video conferencing system for teacher-student interaction.
- The classrooms are provided with 100 Mbps LAN connectivity from NIC to access all educational resources.
- 2 KV backup facility is provided in some of the classrooms for hassle free running of all technical equipments.
- Teachers use these technologies for classroominstructions.

4.6. Best Practicesin Infrastructure and LearningResources:

4.6.1. How does the faculty seek to model and reflecton the best practice in the diversity of instructions including the use of technology?

- A **pedagogy association** is functioning which is strengthening the pedagogical knowledge of students. The association takes an effort to integrate the content, pedagogy and technology which is an essential component in teacher preparation. Competitions are organised once in a year to encourage students to develop e- resource materials that enhance their content knowledge, pedagogical competence and technical skills.

- The Institute takes much care in implementing ICT and learning resources in the whole process of instruction—theory classes, practical and assignments. Apart from this, the faculty explores library and Internet facilities for enhancing the instruction. Keeping in mind, the diversity of students in language, social, psychological and economic background, attempts are made to provide relevant inputs for improvements in instruction. Keeping in view the language diversity of students, difficult concepts are also explained in regional languages wherever and whenever necessary.

4.6.2. List of innovative practices related to the use of ICT, which contributed to quality enhancement.

- Audio Visual content related to various course papers is developed.
- Integration of Web 2.0 technologies like Wiki, Blogs, Social Networking, YouTube, Teacher Tube, Slide-share, IMs, WizIq, Moodle, Google classroom etc. in content enrichment and pedagogical practices is done.
- Students are encouraged to prepare assignments in soft copy and make presentation through PPT.
- Interactive white boards are used in classroom processes by faculty members.
- Students are exposed on-line classrooms, virtual classroom and e-learning environment.
- Production of audio visual materials in form of e-content and video lessons are produced by the ICT studio of the Institute based on CBSE course and NCERT text books for “Swayam Prabha”, National Educational Channel, NROER and e-Pathshala mobile application platform to supplement the classroom teaching learning by the students and teachers as e-resources. Pre service teacher trainees of various courses are extensively utilizing these e-resources during internship in teaching program in various schools of different state in eastern.

4.6.3. What innovations / best practices in infrastructure and ‘Learning Resources’ are in vogue or adopted / adapted by the Institution?

- Production of audio visual materials in form of e-content and video lessons are produced by the ICT studio of the Institute based on CBSE course and NCERT text

books for “Swayam Prabha”, National Educational Channel, NROER and e-Pathshala mobile application platform to supplement the classroom teaching learning by the students and teachers as e-resources. Teacher trainees are utilizing these e-content programs during internship in teaching program in various schools of different state in eastern region as e-resources.

- 32 e-content programs of various school subjects have been produced and ready for telecast and uploading in NROER and MOOC platform. These programs are being utilized by teacher trainees of the Institute the under graduate level B.A B.Ed, B.Sc B.Ed, 2yr B.Ed and Master Degree of M.Ed process.
- Teacher trainees are utilizing these e-content programs during internship in teacher program in various schools of different state in eastern region as e-resources for transacting school curriculum every year.
- Besides the teacher trainees of the institute these e-content program produced by the ICT studio are being utilized by various in-service and extension programs as training modules and training resources for adapting innovative strategies of teaching and learning through a joyful learning approach in the classroom.
- These programs are disseminated in various digital format to the states and stakeholders for wider circulation and optimum utilization their end in form of media resources.
- Regular teleconferencing and video conferencing through our dedicated ICT networks with other agencies for the students and faculties of the Institute from time to time throughout the academic year.
- CIET Studio, ISRO, IITs, Universities, IAPT, HBCSE and other Institute of higher learning are also sharing their expertise and experiences through the extension lecture series of the Institute.
- Various e-Content Educational Programmes have been developed in ICT Studio for e-Learning of our Institute ,and the details are mentioned below:
 1. **Swaachh Bharat Aviyaan:** As a Mission to make India Clean, directed by our Honourable Prime Minister Sri Narendra Modi to make each and every part of India Clean , the Institute also took step to follow this mission by producing an innovative audio- video documentary of 26 minutes at its own ICT studio with the help of students & faculties of the Institute.
 2. **Yaad Karo Qurbaani:** Completing 70 years of Independence the Institute celebrated Independence Day by organising a 7 days programme on Independence India remembering the great freedom fighters of our nation and giving a tribute to

such great legends of our nation. This programme reminds us about the great freedom fighters who gave their lives in bringing Independence to India.

3. **Food: Where Does It Come From** (Part-1&2): This Programme is made on basis of different varieties of food coming from different parts of India. Approaching to the primary students giving an easy method in doing the analogy of food.
- All the practices listed at 4.6.2 are in vogue in the Institute.

CRITERION V

STUDENT SUPPORT AND PROGRESSION



5.1 Students Progression

5.1.1. How does the institution assess the student's preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

4 year BSc BEd. & BA BEd Integrated Course

2 years BEd

MEd Two Years

MPhil in Education

- The Institute has been offering one year two-semester M.Phil course in Education having capacity of 10 Scholars since 2010-11.
- The course consists of core courses, specialization courses, data analysis and management, advance seminar and dissertation.
- The 1st semester is devoted for theory classes and the 2nd semester is meant for Research Work and Advance Seminar.
- The M.Phil scholars conduct dissertation under the supervision of faculty of Education. The dissertation titles are based on recent innovations and policies of school education. Finally dissertation is evaluated by both internal and external examiners and both examiners conduct the viva-voce test and judge the quality of dissertation.
- One of the important aspects of this M.Phil course that scholars are exposed to different statistical software such as **SYSTAT** and **SPSS** in both the semesters. this course enables the scholars to develop competency in conducting School Educational Research in future
- For Pre-Ph.D Course in Education, the scholars are selected through All India Common Entrance Examination as per the guide lines of UGC.

Students Preparedness for the above programmes is assessed through the Internal Tests, Semester Exam in Theory & Practical papers. Internship in Teaching, Seminar Presentations on different themes and topics of national & International Issues relating to Science, Social Science & Education, Skill Based projects, Assignments. By means of above evaluation practice the teachers are engaged in providing guidance & counseling through the formal classroom system and personal interaction by using ICT facilities existing in the Institute.

5.1.2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

Regular professional support is provided through regular micro teaching skill classes in all the Teacher Education courses through intensive interaction supervision guidance mode.

- (a) This Institution is a fully Residential Institute where Students & faculties interact throughout the academic session in the campus either in hostel or in the classroom. Facilities the students for promoting motivation for building better leadership qualities with professional development activities.
- (b) During their stay in the campus, the students conduct various scholastic & co-scholastic activities such as debate, Quiz, essay, creative writing, art, painting, mark competition games & sports activities along with role play, completion, skit drama/music etc for their aesthetic satisfaction & personality development and along with appreciation for moral & spiritual values.

All the activities constituted by the students not only improve their academic performance but also enable them in improving their professional commitment to serve the nation effectively.

5.1.3. Give gender-wise dropout rate after admission in the last five years and least possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the dropout.

Absolutely there is no dropout case in the Institute irrespective of gender after admission in the last five years. All the students join in this Institute after examining carefully their choice & merit for their professional growth and career prospective.

5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET/NET, Central/State services through competitive examination in the last two years.

Additional services such as career guidance & counseling cell, Educational Technology cell, with ICT Studio for 'E'-Learning faculty are available in the Institute. The Students are provided with adequate information and guidance for preparing CTET, OTET, NET, SLAT, IIT JAM, JEST & Competitive Exam. After qualifying CTET examinations the students are joining as teachers in KVs and JNVs located in different regions of the country.

5.1.5. What percentage of students on an average go for further studies/choose teaching as Career? Give details for the last three years?

About 70%-80% students appeared in JAM, JEST, CTET, Exams during last two years. Furthermore, about 70% students of the Institute appeared CTET, OTET, SLET, NET and other Central/State Services Competitive Examinations during last two years.

- a) In B.Sc.B.Ed and B.A.B.Ed course about 90% students go for further studies in different disciplines at the reputed Universities & Institutions such as NISER, IISER, Jawaharlal Nehru Centre for Science & Advance Research , IISc Bangalore, TIFR, Bombay and TISS,Hyderabad
- b) M.Ed & M.Phil Studetns join in pre Ph.D Courses for Doctoral level research in different Universities. After completion of pre Ph.D Course work they choose their area of research in different Universities as well as NCERT on School Education. Regional Institute of Education is considered as the Nodal Centre for pre Ph.D Course work of Utkal University. 20 pre Ph.D are selected through entrance examination and Viva-Voce test for the course work. This Institute provide on ICT integration and use for academic reference and career

5.1.6. Does the institution provide training and access to library and other computer hardware and software related and other resources available to the students teachers after graduating from the institution? If yes, give details on the same.

The Institute provides training on ICT integration and use for academic reference in the library and career oriented information services through various audio visual support system network services and ICT studio for E-learning for the student teacher after graduating from this Institute.

5.1.7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution has a placement cell and provides placement services to all the students by coordinating with visiting institutions about ensuring the safety and security of the student. About 95% of the B.Ed. students are joining as TGTs and PGTs in different reputed private schools through campus selection by the placement cell of the Institute.

5.1.8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

In school education, State Govt. Schools cannot come for their campus selection through placement cell. Furthermore KVS & NVS are also having their own system of selection for which they also fail to come for campus selection through placement cell. However, the Institute always in liaison with NCERT for inviting KVS & NVS Authorities to conduct interview for teacher selection in the campus. During 2010-11 KVS had recruited about 25 teachers from this Institute for placement in different KVS of the country.

5.1.9. Does the institution have arrangements with practice teaching schools for placement of student teachers?

The Institution have its own DM School inside the Campus with a practice teaching facility for the student-teachers during internship in teaching programmes of different teacher education courses of this Institute. Furthermore all the existing KVS, JNVS & DAV Schools are also with MOU with the RIE-Bhubaneswar to offer their schools for internship in teaching programmes of the student-teacher trainees of the Institute and also offer the student teacher as regular and contractual faculties as per their vacancies in respective schools.

5.1.10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

The resources in form of financial, human & ICT facilities are provided by the Institution to the placement cell. Financial and Human Resources supports are being extended to the placement cell at the institution level. ICT facilities in form of information and communication network support system along with educational resources are provided to the placement cell which are used by them during the selection process of the student teacher through campus interview

5.2 Student Support

5.2.1. How are the curricular (teaching-learning process), co-curricular and extra curricular programme planned evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The curricular, co-curricular and extra-curricular programmes planned by developing the academic calendar of the institute under the supervision of the head of the institute by a series of meetings with the faculties and collaboration with other departments and wardens of the institute.

5.2.2. How is curricular planning done differently for physical challenged students?

Adequate Audio Visual support system is provided inside the class room for physically challenged students. By using this support the curricular planning is done differently by the Institute for this category of students.

-Provisions of readers and writers has been made available to visually challenged students for their day to day curricular activity in the Institute

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organized?

The institute is providing mentoring arrangement for all the students. This is course wise organized by the guidance and counseling cell.

5.2.4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The Institute deputed its faculty members for various orientation and refreshers courses to enhance this professional development and skills form time to time.

5.2.5. Does the institution have its own website? If yes, what is the information posted on the site and how often is it updated?

Yes, the Institute has two active websites which are regularly updated and uploaded with all relevant information and statistics such as instructional programmes, admissions, status, extension programmes, student results, tenders and purchase orders, advertisements relating to the appointment of academic and nonacademic faculties, PAC programme reports, curricular and extra-curricular activities of the students,

5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

The institute is loaded with student activities, extension activities and nationally sponsored activities by different agencies.

5.2.7. What specific teaching strategies are adopted for teaching a) Advanced learners b) Slow learners?

Problem solving strategy which is adopted for teaching advanced learning where inductive-deductive teaching strategies are adopted for slow learners.

5.2.8. What are the various guidance and counseling services available to the students? Give details.

The Institute has a guidance and counseling cell to provide career guidance information resources by providing information and brochures for various sources and professional courses

along with placement service for outgoing students offering the contact-cum-distance education programme on Diploma in Career Guidance and counseling courses of NCERT mainly for in-service teachers covering KVs, JNVs and state institutions.

5.2.9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The institute has appropriate grievance redressal mechanism of its own under the chairmanship of the Dean of the instruction and all the Heads of the Departments, all Hostel wardens and chief warden as members. There is a complain box kept in front of the principal chamber to receive any academic and disciplinary grievances of the students.

Furthermore, four other grievance boxes are kept in four hostels of the Institute where students are giving their complains and suggestions regularly for better management of hostels.

In addition to this the students are regularly giving their regular scholastic and non scholastic feedback by using ICT facilities(Computers, Wi-Fi and LAN facilities) of the Institute provided to the students at their hostels and also in the Institute premises.

In this grievance readressal mechanism, the members along with the Chairman meet at regular interval of time to analyze the student's response and seek suggestions to take appropriate and need based remedial measures for the betterment of academic environment of Institute.

The Institute has an Anti-Ragging Squad comprising of senior faculty members, chief warden and wardens of the Hostels to collect the ragging information from the students and parents after regular admissions of the Institute. All the decisions of the grievance readressal mechanism as well as anti ragging mechanism are approved by the Principal of the Institute.

5.2.10. How is the progress of the candidates at different stages of programs monitored and advised?

The progress of the students at different stages of the courses is monitored by the Academic Section of the Institute through the Internal Assessment marks as well as University Examination results. About 95% at the students of the Institute are showing better performances in their result sheet. Rest 5% of the students are provided personal care and support from the respective faculty members and peer group for improving their performances.

5.2.11. How does the institution ensure the students competency to begin practice teaching and what is the follow up support in the field provided to the students during practice teaching in schools?

The Institute ensures the development of students competency to begin internship in teaching through classroom teaching skills in a Micro Teaching Sessions in small groups (at least 10-15 students in one group). This mode of pre-practice preparation details are used in the internship in teaching programme, 8 weeks for BSc.BEd., and BA BEd.courses.16 weeks for 2 year BEd. course and 4 weeks for 2 year MEd. course.

Besides classroom teaching through constructivist approach, the Teacher Trainees are exposed to the whole school process such as admission, official functioning, discipline, conducting co-scholastic activities and observance of National Events/National Important Days etc.

5.3 Student Activities

5.3.1. Does the Institution have an Alumni Association? If yes, i) List of current office bearers. ii) Year of last election iii) List of Activities of last two years. iv) Top ten alumni. v) Contribution of Alumni for growth and development of Institution

Yes the Institute has a well organized and active Alumni Association having

(i) List of the current office bearers of Alumni Association is enclosed for the year 2016-2017

The Alumni Association of RIE, Bhubaneswar, was formally inaugurated in its first Annual Meet on 28th May, 2011. Its office is housed in Room 176 of RIE main building. It has been registered with the IGR, Odisha vide Regn.No.23408/29 of 2012-13. The list of present office bearers including Executive Committee Members those were elected on 27th December, 2015 for 2016 & 2017 (2 years) ,is furnished below.

Office Bearers and Executive Committee Members- (2016 -2017)

S.N.	Name	Designation	Mob. No./Email Id
1	Shri Pramathesh Das	President	08763518485 daspramathesh@gmail.com
2	Shri Sarat Kumar Nayak	Vice-President	09861143453 saratnayak1000@gmail.com
3	Shri Chakradhar Dash	Secretary	09439870708 cdash1953@gmail.com
4	Dr.Devi Prasan Mishra	Jt. Secretary	08895267831 sabitamshra@rediffmail.com
5	Ms.Sanjukta Dash	Treasurer	09861042440

6	Shri Kuber Chandra Pradhan	Org. Secretary	08093542819 kuber_chandra@rediffmail.com
7	Shri Sahadev Mallick	Asst.Secretary	09777880885
8	Shri Prasanna Kumar Bhanja	E.C.Member	09853238992 kkpkbhanja@gmail.com
9	Ramaballav Mishra	E.C.Member	09437439666
10	Dr.Hadibandha Pattanayak	E.C.Member	09337124910 h.pattnayak@gmail.com
11	Shri BijayKumar Rout	E.C.Member	09237123105 0674-2585435 (Res.)
12	Shri Gobinda Chandra Swain	E.C.Member	09437035065 govindaswain@gmail.com
13	Dr.Preetilata Jena	E.C.Member	09437211404 preetijena@hotmail.com
14	Ms.Subhra Nanda	E.C.Member	09861014070, lonachichi2000@gmail.com
15	Shri Pradeep Kumar Behera	E.C.Member	09438018610 deep.riebks@gmail.com

Zonal Secretary

Name	State/Region	Mob.No./Email id
Shri Prantos Bandopadhyay	West Bengal	0943339921, river.rokeya@gmail.com

(ii) Year of last election of Alumni-Association RIE, Bhubaneswar 27th December, 2015 for 2016 & 2017 (2 years)

The following students are declared elected/selected as class representative for the session 2016-17

Class	Name
M.Phil.	1. Sonu kumar (M)
M.Ed. 1 st Year	1. Pratima Rai (F) 2. Amlesh Kumar (M)
M.Ed. 2 nd Year	1. Sangeeta (F) 2. Arpan Das (M)
B.Ed. 1 st Year	1. Sipy Saloni (F) 2. Chandan Kumar Mishra (M)
B.Ed. 2 nd Year	1. Priti Rani 2. Santosh Kumar Mahapatra (M)
B.A. B.Ed. 1 st Year	1. Maliha Ahmad (F) 2. Sai Shankar Patra (M)
B.A. B.Ed. 2 nd Year	1. Koyel Murmu (F) 2. Alok Ranjan Behera (M)
B.A. B.Ed. 3 rd Year	1. Amrita Majhi (F)

	2. Subhrasil Chingri(M)
B.A. B.Ed. 4 th Year	1. Dipa Dwibedi (F) 2. Moirangthem Rakesh Singh (M)
B.Sc. B.Ed. 1 st Year	1. Prachi Pallavi Parida (F) 2. Pranta Mondal (M)
B.Sc. B.Ed. 2 nd Year	1. Sushmita (F) 2. Hansraj (M)
B.Sc. B.Ed. 3 rd Year	1. Baijantimala Mallick (F) 2. Jyoti Ranjan Chakraborty (M)
B.Sc. B.Ed. 4 th Year	1. Sonia Bhowmik (F) 2. Anirban Roy (M)

The following class representatives are elected as coordinators for various activities of the student council for the session 2016-17

Coordinator	Name & Class
Cultural Activities	1. Priti Ran (B.Ed. 2 nd year Science) 2. Anirban Roy (B.Sc. B.Ed. 4 th year) 3. M. Rakesh Singh (B.A. B.Ed. 2 nd year) 4. Pratima Rai (M.Ed.1 st Year) 5. Susmita (B.Sc. B.Ed. 2 nd Year) 6. Sai Sankar Patra (B.A. B.Ed. 2 nd Year) 7. Baijayanti Mala (B.Sc. B.Ed. 3 rd Year)
Games & Sports	1. Koyel Murmu (B.A. B.Ed. 2 nd Year) 2. Subhrasil Chingri (B.A. B.Ed. 3 rd Year) 3. Jyotiranjana Chakravarty (B.Sc. B.Ed. 3 rd Year) 4. Chandan Kumar Mishra (B.Ed. 1 st Year Science) 5. Pranta Mondal (B.Sc. B.Ed. 3 rd Year) 6. Amrita Majhi (B.A. B.Ed. 3 rd Year) 7. Alok Ranjan Behera (B.A. B.Ed. 2 nd year)
Science & Math	1. Sonia Bhowmik (B.Sc. B.Ed. 4 th Year) 2. Hansraj (B.Sc. B.Ed. 2 nd Year)
Literary Activities	1. Dipa Dwibedi (B.A. B.Ed. 3 rd Year) 2. Arpan Das (M.Ed.2 nd Year)
Social Science	1. Santosh Kumar Mahapatra (B.Ed. 2 nd Year)

	2. Sipy Saloni (B.Ed. 1 st Year)
Pedagogy	1. Sonu Kumar (M.Phil.) 2. Sangeeta (M.Ed. 2 nd Year)
Institute Magazine	1. Amlesh Kumar (M.Ed. 1 st year) 2. Prachi pallavi parida (B.Sc. B.Ed. 1 st Year) 3. Maliha Ahmad (B.A. B.Ed. 1 st Year)

(iii) List of Alumni Association activities for last two years

- Mobilizing membership of the association by contact with alumni staying at different parts of the country.
- Organizing annual Alumni Meet at RIE, Bhubaneswar, each year in December, for a meeting of old students, retired as well as present teachers.
- Bringing out a Newsletter with details of pass outs, events, photos and reports of the association.

Helping the out station alumni in admission of their wards in local Institutes or any assistance to them for staying at hotels in Bhubaneswar /treatment at local hospitals etc,

- Attending the functions of the Institute to have a close contact with teachers and students.
- Felicitating the retired teachers and inviting them to annual get-together of the association.
- Felicitating of the old student year wise in the Annual Meet.

(iv) A list of ten alumni who were/are in prominent positions, recipients of national teachers' awards has been shortlisted from the data available with us.

Sl. No	Name	Course/Batch	Position held/Award received
1	Subhash Chandra Choudhury	B.Sc.B.Ed.,1964-68	Chief Commissioner of Customs & Central Excise, Vishakhapatnam
2	Dr.Rama Chandra Mohanty	B.Sc.B.Ed.,1966-70	Prof.& Head of Det. of Botany, Utkal University. Emeritus Professor, CSIR & UGC.

3	Dr Sudarsan Padhy	B.Sc.B.Ed.,1967-71	Prof.& Head of Dept. of Mathematics, Utkal University. Director, Institute of Mathematics & Application.
4	Ramanath Panda	B.A.B.Ed.,1967-71	Principal Registrar, Central Administrative Tribunal, New Delhi
5	Dr. Rathindra Nath De	B.Sc.B.Ed.,1969-73	Director, State Council of Educational Research and Training (SCERT), West Bengal
6	Rabindra Nath Mahapatra	B.A.B.Ed.,1969-73	Recipient of State Award for teachers ,2000 and National Award for Teachers, 2002
7	Dr Mohit Mohan Mohanty	M.Ed.,1972-73	Director, State Institute of Educational Management and Training (SIEMAT), Odisha
8	Dukhi Shyam Satapathy	B.A.B.Ed.,1971-75	I.A.S., Commissioner cum Secretary , State Election Commission , Odisha
9	Santosh Kumar Satapathy	B.A.B.Ed.,1974-78	I.A.S., Addl. Chief Secretary to Government of Jharkhand
10	Jagat Krushna Sisugoswami	B.A.B.Ed.,1981-85	Recipient of KVS award, 2007 National Award for Teachers, 2011.

(v) Contribution to growth and development of the Institution-

- Award of running shield in the Annual Sports of RIE for promotion of sports activities.
- Promotion of literary activities by organizing General Awareness, Essay competitions etc. for the students of this Institute.
- Holding of talk programmes for the students on topics of their interest by prominent speakers.
- Bringing to the notice of the MHRD for elevating RIE, Bhubaneswar to the status of an Institute of National Importance /Deemed University.
- Representation to the MHRD, NCERT for opening of courses, posting of regular faculty, placement for students and enhancement of their scholarship.
- Meeting with the Director, NCERT on issues related to the improvement of the Institute.
- Submitting views of the Association in shaping the Draft NCERT Bill, 2017, by giving due importance to the alumni and our alma mater.

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

evening session both men and women are practicing different games for Inter College Tournament and also for their individual fitness.

The students are provided Sports Articles for their practices throughout the year. In the morning and are participating in State Level Marathon Race organized by the State Athletic Association of Odisha from time to time.

All the students are divided in 8 houses according to their different classes for extracurricular activities. Even the PG courses students are also taking part in different events in inter house competitions. Every year **Inter House** competitions are conducted in various games like Basket Ball, Badminton, Cricket, Chess, Football, Table Tennis and Volleyball in **men section** and Basket Ball, Badminton, Chess, Kho-Kho, Throw Ball, Table Tennis, Tenikoit and Volley Ball in **women section**

Inter house **March-Past** (Marching) competition are organized every year during the Annual Sports and best house is awarded with a rolling trophy.

Every year Annual Sports are conducted in this Institute. This year also Institute conducted 53rd Annual Sports where many events of Running, Jumping and Throwing were organized and best athlete in men and women are honored with Champion Trophy where as winner of different events are felicitated with medals.

Inter College Tournament

- Every year students are participating in different inter college tournament organized by Utkal University like Basket Ball, Badminton, Cricket, Football, Table Tennis and Volleyball.
- In the year 2014-15 Institute Football team secured Runners-Up in inter college zonal championship and qualified for the final zone inter college championship where they stood Runners-Up position. Two students were selected to represent Utkal University for East Zone Football Tournament.
- Also the Institute Table Tennis Team secured Runner's-Up position in inter college Table Tennis Tournament in 2014-15. One student was selected for All India Inter University Table Tennis Tournament.
- Institute Cricket Team (men) qualified to zonal quarter final in inter college Cricket Tournament in 2016-17.
- In 2016-17 Institute Badminton Team qualified to 3rd round in inter college Badminton Tournament.

5.3.3. How does the institution encourage students to publish materials like catalogues, wall magazines, and other material? List of major publication/materials brought out by students during the previous academic session

The Institute publishes its student's magazine annually in which selected articles and posters of the students are published

Furthermore in Science Department and Social Science Department has their wall magazine where respective students of various courses contribute on the magazine on monthly basis. Most of the students contribute papers and their thoughts on current issues and problems in education on the wall magazine.

5.3.4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

(i) Constitution of the Student Council

There was a well structured student council duly elected by the students of different courses for each academic session. The office bearers in the form of Class Representative are elected by the students who subsequently select their coordinators for various committees to manage the student activities.

(ii) The major activities of the student council are as follows.

- Games and Sports
- Cultural Activities
- Pedagogy Association
- Social Science Association
- Annual Day Celebration
- Science and Mathematics Association
- Language Association
- Library Committee

(iii) Funding

Required Fund for the student council is collected from the students in each session at the time of admission and institute provides a portion of the said fund for organizing various curricular and extra-curricular activities planned by them throughout the academic session.

The said council is guided under the guidance of two senior faculties as Advisor & Joint Advisor. All the student council activities are funded by the approval of the Principal.

5.3.5. Give details of the various bodies and their activities (academic and administrative) which have student representation on it.

The students representatives of the Student Council participate in the decision making process of the following activities in the Institute

- Cultural Activities
- Pedagogy Association
- Social Science Association
- Annual Day Celebration
- Science and Mathematics Association
- Language Association
- Library Committee
- Mess Committee of the respective hostels

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and growth and development of the institution?

The institution seeks feedback from its graduates in the form of questionnaires. Such feedback is used to improve the preparation of the Students programmes as well as growth and development of the Institution.

5.4. Best practices in student support and progression:

5.4.1. Give details of institutional best practices in student support and progression.

The last practices of the Institute Students support and programmes are as follows;

- 16 weeks internship in teaching in different schools by the B.Ed students.
- 8 weeks internship in teaching programme for 4 year BA.BEd. and BSc.BEd. Integrated courses.
- 2 weeks for M.Ed. courses.
- Multicultural placement programme for 2 weeks out of which 5 days each in Tribal, Rural and Urban setup schools.

- 8 days field work with community programme with the activities like, campus cleaning and beautification, plantation, community participation, Action researches oriented surveys, Swachha Bharat Abhiyan, meeting with community leader, Fight against social evils and injustice, Awareness campaign march with the community members
- innovative use of Laboratories for designing various activities and experiments for discrimination on the teaching learning process through internship in teaching process
- Development of “E” content programmes using ICT students for ‘E’ Learning which are used as educational resource materials for students and Teachers school level. These ‘E’ content programmes are regularly uploaded in the NCERTs, NROER, E-Pathshala and Telecast in Swamyam Process National Educational Channel of NCERTs.

CRITERION VI

GOVERNANCE AND LEADERSHIP



CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

6.1.1 What are the institutions's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Purpose

- To work as an institution of excellence in the field of teacher education with special emphasis on the eastern region of the country comprising Odisha, West Bengal, Bihar, Jharkhand, Assam, Arunachal Pradesh, Manipur, Meghalay, Mizoram, Nagaland, Sikkim, Tripura, and Andaman & Nicobar Islands.
- To prepare groups of well skilled and motivated young people as teachers and teacher educators through innovative pre-service programmes in which a balance is maintained between *general education*, *specialization*, and *professional education*.
- To empower and enrich the working teachers and education functionaries of the States/UT by organising need based in-service programmes.
- To take active part in the formulation and implementation of educational plans and policies of the country.
- To conduct need based research studies on different aspects of education.
- To nurture the associated Demonstration Multipurpose School as a laboratory for experimenting on emerging trends in teaching learning.
- To develop resource materials in appropriate forms for different stakeholders.
- To develop a network of cooperation with other institutions working in the field of education.
- To work as a resource centre and clearing house for the eastern region of the country in the matter of school education.

Vision

- Achieving excellence in the field of school education encompassing the domains of *research*, *development*, *training*, and *extension*.
- Endeavour to achieve the stated objectives of the nation in terms of quality, equity, social justice, inclusion, values, and life skills.
- Focus on all-round development of the young generation as the future citizens of the country and the world.

Mission

- To improve the quality of school education with focus on constitutional values and contemporary issues.
- To improve the quality of teacher education with emphasis on current trends in teaching learning and the emerging demands of school education.

- To collaborate with the central government and the state governments for formulation and implementation of different educational schemes.
- To assist the state education sectors in their overall development.
- To provide need-based academic support to organizations working in the area of school education.
- To build and sustain a network of peer institutions working in the domain of school and teacher education for mutual support.
- To conduct and promote research in the identified themes pertaining to school education and share the findings with all stakeholders for further dissemination and utilization.
- To develop syllabi, textbooks, supportive teaching learning materials, laboratory kits, teacher's manual, induction/training modules, guidelines for assessments of various kinds, e-content, audio video materials, strategies for professional development of teachers, etc.
- To contribute to the development of national educational policy, national curriculum framework, and other educational activities of national importance.
- To develop avenues for academic and professional excellence of individual faculty members.

Values

- The institution accords the highest importance to values.
- The teaching faculty and staff members have set a high standard of values and ethics for themselves. They work together for the growth of the institution with purpose and honesty.
- The institution has a residential campus where the students stay and learn in a multicultural environment of mutual care and share. They get ample opportunity to develop the sense of duty, responsibility, cooperation, leadership quality, and creativity etc. by organizing/participating in academic as well as co-curricular and extra-curricular activities. They take active part in cleanliness drive in the campus.
- The students are facilitated by the faculty members in all activities.

The above mentioned purpose, vision, mission, and values are made known to the various stakeholders through various means such as (i) the institution brochure and website, (ii) interaction with state authorities through state coordination meetings, (iii) publication of relevant articles by faculty members, (iv) the old students working in different places, (v) celebration of national and international events, institution foundation day, cultural festival, etc., (vi) organization of seminars and extra-mural lectures, (vii) the activities of the institution, alumni association.

6.1.2 Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the institution's goals and objectives are reflected in its mission statement. The institution endeavors to orient its activities to address the emerging educational needs of the society and the aspirations of the students. The traditions and value orientations of the institution gathered over the 50 years of its existence provide the guiding principles.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The institution is headed by Principal who acts as a committed and deeply involved leader of the teams of academic and non-academic staff. Under the advice and guidance of the Principal regular departmental meetings and staff council meetings are held to discuss and monitor teaching learning processes. The Principal is assisted by Dean of Instructions who oversees the academic activities and by Administrative Officer and Accounts Officer who look after the administrative work and finances respectively.

The academic programmes of the institution are finalized by the Institute Advisory Board (IAB) and approved by the Management Committee (MC) of the institution. Normally these committees meet once in an academic session.

Composition of IAB, as constituted by NCERT, is as follows:

- (a) Principal – Chairperson
- (b) Four faculty members of the institution
- (c) Heads of Departments
- (d) Dean of Instructions
- (e) Head Master, DM School
- (f) Five external experts

Composition of MC, as constituted by NCERT for a period of three years, is as under:

- (a) Vice Chancellor, Utkal University – Chairman
- (b) Principal – Vice-Chairman
- (c) A Nominee of the Education Department of each of the States/UT
- (d) Two Experts nominate by the President, NCERT
- (e) Nominee of Director, NCERT
- (f) Two Heads of Departments of RIE nominated by the Director
- (g) Such other members as are required to be included by the stipulation of Utkal University to which the Institute is affiliated
- (h) Administrative Officer –Secretary

6.1.4 How do the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Every year, different committees are formed by the Principal for smooth conduct of different activities. The members of the committees take responsibility for the respective activities and seek the advice of the Principal as and when needed. The formation of

committees is done democratically and involves all the academic staff. The members are informed of the duties and responsibilities through staff meetings and written communications. The Principal monitors all the activities. The institutional activities are approved by the Management Committee.

6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The Principal reviews the activities of the institution directly by obtaining feedback from the chairpersons/convenors of the corresponding committees, department heads, sections-in-charge, administrative officer, accounts officer, librarian, etc. If needed the Principal's office convenes meetings with the officials concerned. The feedback received is examined and further action is taken accordingly.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Besides periodic review exercises on the defined activities of the institution, the staff members, students, and other stake holders have the liberty to point out barriers or problems, if any, that appear on the way. These are then critically reviewed and suitable corrective measures are implemented.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

In order to improve the effectiveness and efficiency of the staff in the institutional processes, the management supports them for personal and professional growth, and deputes them for appropriate programmes. The academic staff members are also given freedom to try out new ideas in teaching learning processes.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Head of the institution plays the pivotal role in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students. In such matters, the Head guides the various committees and individual officials. The curricula for various academic programmes are periodically reviewed by expert bodies instituted by the Head in the light of recommendations of the concerned national bodies such as NCTE and UGC. The students are given adequate provisions in the form of library resources, ICT resources, etc. Funds are allocated for various activities as per need and utilization of the same is monitored appropriately.

6.2 Organizational Arrangements

6.2.1 List the different committees constituted by the institution for management of different institutional activities. Give details of the meetings held and the decisions made, regarding

academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations during the last year.

The overall management of the institutional activities is planned and approved by the following two committees constituted by NCERT.

1. Management Committee

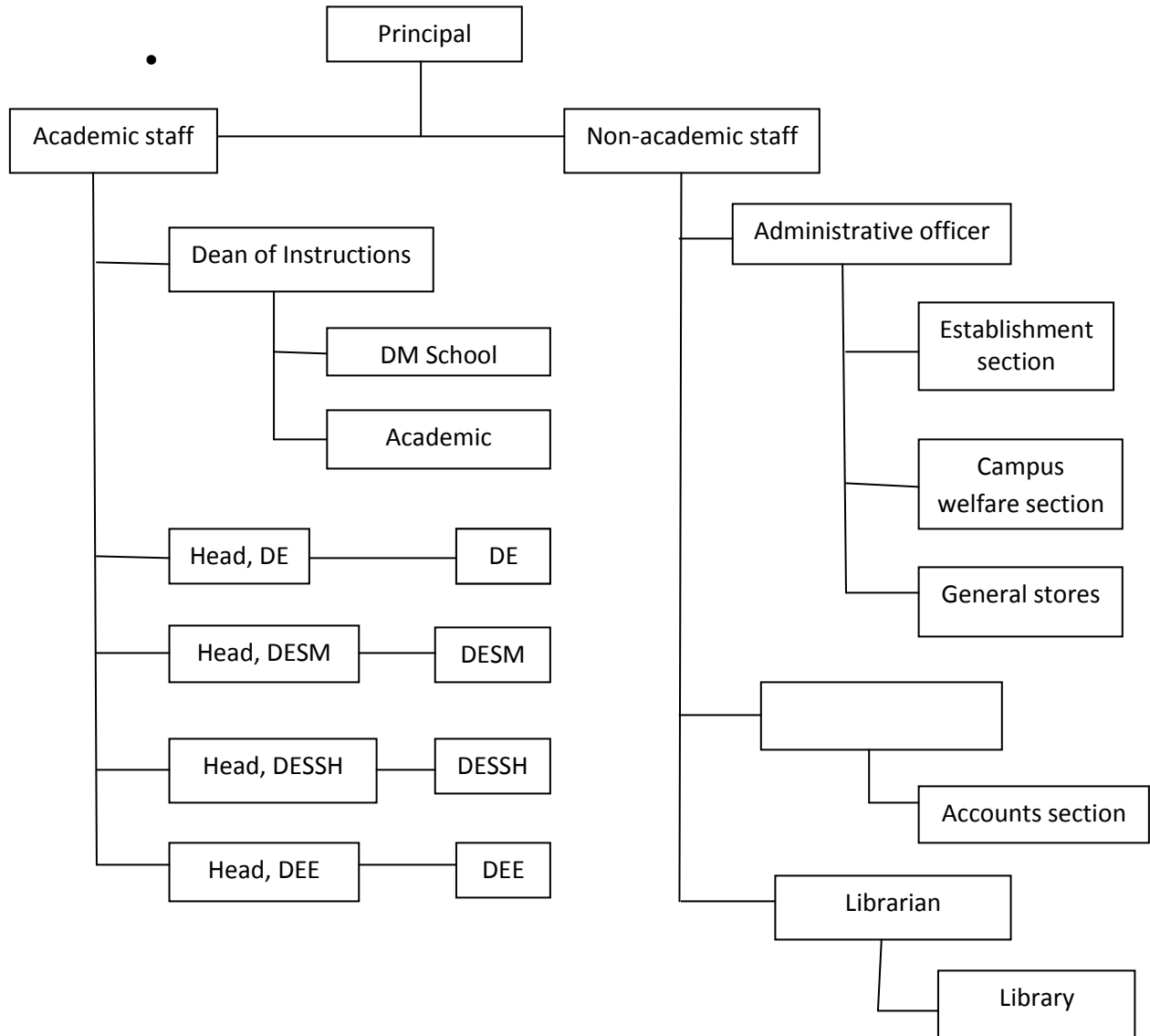
2. Institute Advisory Board

For smooth organization of the various institutional activities the following committees are formed by the Principal:

- | | |
|--|---|
| • Committee for staff council | • Time table & room allotment committee |
| • Principal's advisory committee | • Academic calendar committee |
| • Disciplinary committee | • Extension education activities committee |
| • Scholarship committee | • State coordinators committee |
| • Library committee | • Editorial board (Institute magazine etc.) |
| • ECCE cell (DM School) | • RIE news letter committee |
| • Internal Quality Assurance Cell | • Committee for Internship-in-teaching |
| • Student council advisory committee | • Committee for Multicultural placement |
| • Cultural activities advisory committee | • Committee for Working with community |
| • Games & sports advisory committee | • Courses-in-charge committee |
| • Science & Mathematics association advisory committee | • Canteen committee |
| • Education association advisory committee | • Anti-Raging squad |
| • Language association advisory committee | • Research committee |
| • Social Science association advisory committee | • Professional development group |
| • Academic section & Placement cell | • NAAC steering committee |
| | • NAAC working committee |

6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.

The organizational structure of the Institute including the main academic and administrative bodies is presented in the following flowchart. The abbreviations used in the flowchart: DE (Department of Education), DESM (Department of Education in Science and Mathematics), DESSH (Department of Education in Social Sciences and Humanities), DEE (Department of Extension Education).



6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

The Principal of the Institute guides, approves and sanctions all activities of the Institute. However, for smooth operation of work, the Institute has adopted a decentralized structure as may be seen from the flowchart in #6.2.2 above. The two main domains of activity concern the academic programmes and the administrative activities, which are looked after by the Dean of Instructions (DoI) and the Administrative Officer (AO) respectively.

The DoI supervises the academic activities of the four Departments of the Institute, namely the Department of Education (DE), the Department of Education in Science and Mathematics (DESM), the Department of Education in Social Sciences and Humanities (DESSH), and the Department of Extension Education (DEE). Each of the four departments is headed by the Head of the Department. DESM and DESSH in turn have several Sections each with a Section-in-Charge. The DoI also supervises the academic activities of the DM School, which is headed by the Headmaster.

The AO supervises the financial and administrative activities of the Institute, which are distributed among a number of Sections each headed by Section Officer (SO). The various Sections work in well-defined domains under the guidance of the SO, the AO, and the Principal.

6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The Institute collaborates with the State/UT Government authorities, SCERTs, DIETs, KVs, JNVs, the Boards of School Education, the Universities and Colleges of the Eastern region in different academic matters in different ways including development/review of curricula, organization of enrichment programmes for different functionaries, participation in seminars, evaluation activities, and so on. The designated Institute Coordinators for different States play a constructive role in the same.

6.2.5 Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the Institute obtains feedback from all the bodies associated with its functioning and uses the same for improvement in all its activities. The feedback received through meetings of the Institute Advisory Board, the Management Committee, the State Coordination Committees, the University Board of Studies, etc. Further, feedback is also sought from the students of the Institute and the participants of the extension programmes organized by the Institute.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

Interdepartmental cooperation is the central principle of the Institute on which all academic activities are based. The Institute's initiative in promoting cooperation and

sharing of knowledge and innovations is multipronged. Besides sharing of regular pre-service teaching learning sessions across disciplines and working together in in-service programmes, the weekly seminar in the form of academic forum provides a good platform for mutual sharing by all faculty members. The Institute encourages research initiatives on individual as well as group basis in the form of PAC programmes, ERIC programmes, and small research schemes all sponsored by the NCERT. The faculty members also take up research work under UGC and other academic bodies. They are encouraged to produce monographs and publish papers in collaboration with colleagues/students. The faculty members are also facilitated to present research findings in regional/national/international seminars besides organizing seminars in the Institute.

6.3 Strategy Development and Deployment

6.3.1 Has the institution an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution?

As of now, the Institute does not have a Management Information System in place. However, information on academic and administrative activities of the Institute is maintained through computerized system.

6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The Institute allocates human and financial resources to work out the different action plans on the basis of need/priority under the approval/sanction of the NCERT, the parent body.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Human and financial resources needed for running the in-service and pre-service programmes as delineated in the institutional mission and goals are provided by the NCERT, the parent body. The pre-service programmes are worked out in consultation with the authorities of the States/UT every year and placed before the PAC committee of the NCERT for approval and monetary provision.

6.3.4 Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

Pre-service academic programmes of the Institute are planned and developed on a long term basis under the provisions of NCTE/UGC/Utkal University and approval of the NCERT. For internship-in-teaching activities, committees of faculty members are formed to work out the details as spelt out in the programme schedules in consultation with other faculty members and the heads of the schools to be chosen for practice

teaching. A short duration orientation programme is organized in the Institute for the heads/teachers of the cooperating schools just before the internship begins. Student teachers are allocated to the schools on the basis of requirement of the schools.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The Institute communicates the objectives of the Institute to all the employees through meetings, circulars, etc. The newly recruited faculty members are oriented by the NCERT at the Head Quarters on the aims and objectives of NCERT and its constituents including the Regional Institutes of Education. The administrative staff of the Institute is periodically updated through suitably designed programmes locally as well as at the Head Quarters. The Institute takes care to see that the individual employee's contribution is in line with the institutional goals and the same is acknowledged.

6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The vision and mission of the Institute are subject to change (s) in the national plans and policies as decided by the NCERT. Their implementation is done at the Institute level by all concerned. All the aspects are monitored and evaluated by the Institute through its IAB and MC. The NCERT is also involved in these processes.

6.3.7 How does the institution plan and deploys the new technology?

The Institute keeps track of new technology, evolving in the field of education and plans to implement these. Besides emerging teaching learning strategies, the Institute uses ICT facilities in its campus and classrooms for the benefit of students, faculty members and administrative staff. All official works are computerized. Plans are afoot to produce multimedia teaching learning packages for school students to be telecast nationally.

6.4 Human Resource Management

6.4.1 How do you identify the faculty development needs and career progression of the staff?

The needs for faculty development and career progression of the staff are primarily linked with the aims and objectives of the Institute / NCERT. The NCERT helps in this by orienting newly recruited faculty members and other staff through suitably designed programmes. The Institute facilitates the faculty members to participate in faculty development programmes as per their needs. Promotion of faculty members and other staff is duly considered and carried out by the NCERT following established procedure & guidelines. The Institute facilitates the procedure under advice from the NCERT.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The performance assessment of the faculty members and other staff members is carried out annually in the form of self-appraisals, at the Institute level and then at the Head Quarters level. The assessment enables the officials concerned to refocus on the quantity and quality of their contributions, which results in improvement in teaching, research and service.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those, which affect and improve staff well-being, satisfaction and motivation.)

Various welfare measures are available for the staff and faculty of the Institute including duty leave, study leave, leave travel concession, loans for housing and vehicle, healthcare facility, reservation for the wards of the employees in the DM School, maternity leave, paternity leave, childcare leave, and annual NCERT staff tournament.

6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, the Institute conducted a professional development programme, research methodology and data analysis programmes for the benefit of faculty members. A Hindi language programme was organized for the non-teaching staff for upgrading their Hindi usage skill.

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The Institute follows the recruitment policy, salary structure, and service conditions as recommended by the NCERT on the basis of the Central Government norms and UGC provisions.

6.4.6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

The recruitment policy for part-time/contractual faculty against existing vacancy is as per the UGC/NCERT guidelines. They are given a consolidated monthly pay. Their workload is similar to those of regular faculty. Specialization is decided looking at the need of the academic programme and the post.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The Institute encourages the faculty members to go for professional development at the Institute, NCERT, or outside. Those who want to do research for PhD may apply for study leave, which is sanctioned by the NCERT authority under Principal's recommendation. The NCERT/Institute has provision and finances for enabling faculty members to take up research. The faculty members are allowed to participate in seminars, conferences, workshops, etc. and take membership of professional associations as per NCERT norms.

6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Every faculty member is provided with an office room with adequate infrastructure including telephone, computer, and internet facility. Wi-Fi connectivity is available in the campus. A well-stocked library with essential printed journals and access to e-books and e-journals through N-List, ICT enabled classrooms, well-equipped laboratories help the faculty members to carry out teaching and research activities. An adequately furnished conference hall and an auditorium are also available for academic activities by the faculty members when needed.

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Information about the activities of the Institute is available on the Institute website, notice boards, academic calendar, and leaflet, which are accessible to all stakeholders and faculty. The Institute has an RTI cell to provide information on demand. A grievance redressal mechanism is in place to receive complaints from staff and students.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The Institute follows the workload policy of UGC for the faculty. Besides teaching, evaluation, and research, the faculty members are engaged in in-service programmes requested by the States/UT. They are also assigned administrative duties as chairpersons/members of various committees, as wardens in the hostels, as mentors of students in school attachment programmes and community work. The faculty members divide their time between these multidimensional activities.

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Though no explicit mechanism exists to reward the staff members, their contributions are acknowledged in their annual self-appraisal reports and considered for career advancement. They are motivated to carry out innovative practices, conduct need based research activities, publish papers, participate in conferences and these are duly reflected in the newsletters and annual reports of the Institute and posted on the website.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

Yes, the Institute receives financial support from MHRD, Government of India through NCERT. Please see Criterion-wise Inputs VI (Governance and Leadership), Item 9 on page for details of last three years.

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

The Institute does not generate resources through donations.

6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the Institute has adequate operational budget to cover the day-to-day expenses.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit.)

Details given in Appendix.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, the accounts of the Institute audited regularly.

The Internal Audit of the Institute accounts audited by the Internal Audit team from NCERT Hq, through **Internal Audit Cell (IAC) NCERT, New Delhi**. The last two internal audits of the Institute Accounts conducted from 19.06.2014 to 26.09.2015 & 14.12.2015 to 18.12.2015.

The External Audit also audited the institute Accounts regularly by Office of Principal Director of Audit, Hyderabad, Branch Office : Director of Audit (CRA) Odisha, Bhubaneswar. The last two external audit of the Institute Account conducted from 22.06.2016 to 01.07.2016 & 15.05.2017 to 30.05.2017.

The outcome of the both the Internal and External Audit are satisfactory. The paras of the last two internal and external audit are enclosed. However, the paras of the external audit conducted from 15.05.2017 to 30.05.2017 not received till date.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

Yes. The Institute has computerized its finance management systems including monthly pay slip, bank advice, TDS advice, arrear bills, increments, TA/DA bills, employee medical bills, etc.

6.6 Best practices in Governance and Leadership

6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?

Some of the significant best practices carried out by the Institute in Governance and Leadership are:

- Democratic governance
- Decentralized administrative structure
- Maintaining employee friendly atmosphere
- Effective financial management
- Fostering accountability, responsibility, and cooperation
- Employing a firm mechanism of discipline
- Drive towards automation of all office activities
- Encouraging students to manage hostel activities
- Enabling students to participate in all institutional activities through hassle-free student council formation
- Monitoring Academic & Administrative Activities through 10 A.C.
- Encouraging & Monitoring creative talents.

CRITERION VII

INNOVATIVE PRACTICES



Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System:

7.1.1. Internal Quality Assurance Cell: Year of establishment, composition and major activities under taken.

The institute has an Internal Quality Assurance Cell (IQAC) since 2015. This has been established to respond toUnder this,different aspects of the functioning and monitoring of the institute is taken up. The major activities include:

- Planning and implementing various activities of the institute in a meaningful and smooth way
- Creating and promoting an environment conducive for learner to own the responsibility to gain in depth knowledge.
- Giving Scope for feedback from students and faculty member on institutional functioning and classroom transaction.
- Orienting students and faculty members on various parameters of assessment to be followed from time to time
- Organization of inter and intra institutions workshops, seminars on topics of national concern in the field of education
- Initiating various programmes/activities in the institute leading to improvement in the routine functioning
- Maintenance up to date institutional database for the purpose of record and enhancing the institutional capability
- Maintaining an enriched academic environment in the institute through collaboration

7.1.2. Mechanism used by the institutions to evaluate the achievements of goals and objectives

- The Academic Committee meticulously plans and evaluates the various programmes in terms of attainment of the objectives.
- Examine the extent and degree to which the goals are achieved and find out means of improving.
- Professional development of staff through involving in activities organised by the institute and collaborating with other institutes
- Plan and organise seminars on topics of relevance to school education and teacher education

- Forum to discuss the research work of the scholars and faculty to provide timely guidance
- Encouraging students and faculty members to take up research on various thrust areas of research
- Encouraging faculty and students to participate in inter college/university activities
- Organising campus interviews and providing information on placement options

7.1.3 Ensuring the quality of academic programmes

- The IQAC and Academic Committee assess the performance of the programmes on a regular basis
- Academic programmes are analysed keeping the data base on the target achieved annually
- Care is taken in planning and implementation of the academic activities to sustain the interest and involvement of the students and the faculty
- Priority is given to adhere to institute calendar except for genuine reasons
- Curriculum transaction through innovative ways depending on the nature and scope of the discipline
- Use of all resources like the school situated in the campus, input from experienced members in the field of education from the community and exploring the latest advances in the field of technology
- Update curriculum based on need and demand to keep up with the policy of government and requirement of Assessment & Accreditation body
- All-round personality development through pedagogy association activities, theatre workshops, conducting sports events and cultural programmes
- For continuous professional development of faculty and students, extension lectures are conducted at regular intervals by inviting eminent personalities from across the country
- Organize students' seminars with invited audience for assessment and guidance
- Continuous and comprehensive evaluation through group activities, class presentations, participation in online courses and field visits
- Encouraging students to take leadership in all the academic activities, both in the class and the institute level.

7.1.4 Ensuring the quality of administration and financial management process

The Principal, the Administrative Officer and the Accounts Officer of the Institute monitor the administrative and financial management process.

- The office staff discharges daily administrative and financial management process in consultation with the Head of the institution.
- Planning ahead of time and budgeting anticipating the future
- Making the optimum use of the available resources

- Day book of daily ledger are maintained properly. The same is submitted for scrutiny to the management periodically.
- All official communications are digitized and well documented.
- The following practices are in-built into the system to ensure quality of its administrative and financial management process.
 - Transparency in the matters related to finance and administration.
 - Internal audit system
 - Annual audit through external audit (NCERT)
 - A.G. audit.

7.1.5 Identifying and sharing good practices with various constituents of the institution

- Good practices of the institution are shared in Staff council, Student council meetings, and Academic Forums. In addition, the reports are uploaded in the Institute website for larger dissemination
- Discussions held formally during workshops/seminar sessions.
- Informal discussions with faculty members, students and other stake holders
- In-service training programmes are conducted where the expertise of the institute faculty are shared with the participants
- Institute PAC programme reports are kept in Library for reference and are sent to the state authorities for larger utilization

7.2 Inclusive Practices:

7.2.1. Sensitize teachers on issues of inclusion and the focus given to these in the national policies and the school curriculum

- The institute sensitizes teachers and student teachers on issues and concerns related to inclusive education. The focus is given to inclusive practices by conducting in-service professional development programmes, awareness programmes, poster presentations on empowerment of persons with disability, gender issues, education of children from the disadvantaged section and development of video programmes on '*Education For All*'. As part of suggested activities in the curriculum student teachers visit special and regular schools/institute/field and experience practical situation to enhance their theoretical understanding.

7.2.2.Provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning

Inclusive education is incorporated as a compulsory component in all the programmes of the institute. In the pre-service programme, various issues related to children with disability, children from the disadvantaged section of the society are discussed. In all the pedagogy papers, methodology to cater to the individual needs of special learners and culture specific methodologies are dealt with. In addition to course contents, visits to different special schools and different localities are arranged to experience the reality. The knowledge provided and the experience gained enriches the student-teachers to be empathic towards learners and make a difference when they go out to face reality in their teaching profession. In addition, students are sensitized on the issues relating to gender-based disparities and prevailing misconceptions and their overall impact on the educational, personal-social and vocational.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self-motivation.

The institution strives to promote value based education, social justice, social responsibilities and good citizenship amongst student community. The following are some of the activities that are undertaken for creating learning environment that may foster positive social interaction, active engagement in learning and self-motivation among the student teachers.

- B.Ed., B.Sc.B.Ed. B.A.B.Ed, M.Ed, M.Phil and DCGC curriculum focuses on exploring the prevalent situation, active interaction with community, engagement in self-learning and taking responsibility to be learners throughout life.
- Internship embedded at different courses of the institute actualised the conceptual learning of the classes and provides opportunities for interaction with school community to face the real situation and give an opportunity to try out the innovative/novel idea of the student teachers
- Seminars, workshops, competitions, provide ample opportunities for self expression, exhibition of creative idea and healthy competition
- Tasks like assignments/ developing portfolio etc. promote the habit of writing and recording the work done systematically.
- Participation in inter-college/ inter-house competition inculcates healthy competitive spirit amongst students and gives them a chance for exploring themselves and self assessment.

7.2.4. Ensuring student teachers develop proficiency for working with children of diverse backgrounds and exceptionalities

The institute has devised the following ways and practices in developing proficiency among student-teachers for working with children of diverse backgrounds and exceptionalities:

- Student-teachers take part in talks, debates and lectures on value education, equity, equality and social justice.
- Students participate in thematic curricular activities that promote social values.
- Students are exposed to multi-cultural pedagogy to deal with children of diverse socio-cultural values in the classroom.
- Students of diverse backgrounds are engaged in group work of multiple descriptions.
- Student-teachers are exposed to the dynamics of accepting challenges emanating from diversified views and socio-economic status.
- Student-teachers participate in community festivals and stage variety of cultural items / participate in talks and discussions on prominent personalities hailing from different socio-economic and cultural backgrounds. This activity intended to develop pluralistic attitude among student-teachers.
- During the course of simulated teaching, practice teaching and inter- college competitions student-teachers acquire competencies for creating cordial atmosphere amongst the peer groups. Since they have to deal with composite populace of colleges and students, they acquire grounding in the ways of working with children from diverse backgrounds and exceptionalities.

7.2.5. Institution addressing the special needs of the physically challenged and differently - abled students enrolled in the institution

As a policy the institute gives admission to persons with disabilities. The learners are given every opportunity to have inclusion, equity and access to the resources available in the institution. They are assisted by the peers in getting the lessons audio-taped and the students in the higher course are entrusted to see the challenged feel at ease in the learning environment. Scribes are arranged to write examinations. The knowledge gained and the situation provided enables student teachers to make a difference when they go out to face reality in their teaching profession. The infrastructure is so designed to make the movement of these students comfortable in the institution, hostel and campus.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing in the gender sensitive issues)?

The institution has majority of women students and accordingly separate women hostels with all facilities and 24 hrs security are in place on the campus. Entry into the campus is regulated by maintaining entry register at the gates. Girls are provided with a security guard while commuting between hostel and library in the evening hours. Faculty/Warden accompanies the girls whenever they need to move out of the hostel for participation in curricular/cultural activities outside the campus. A Committee against Harassment is in place to redress the grievances.

7.3 Stakeholder Relationships:

7.3.1. Ensuring access to the information on organizational performance (Academic and Administrative) to the stake holders

All the reports of the activities conducted in the Institute, the PAC programme reports are submitted to the NCERT head quarters and the institute's website. It is in the public domain to be accessed by all. For any academic or administrative process on organizational performance involving the community, meetings are conducted to inform or circulars are issued to all the concerned. The state coordinators of the respective states of the eastern region work closely with the educational functionaries through the department of extension education. Identification of state needs, organizing in-service programmes for the key resource persons and sharing the resources are the regular feature of the institute. On request of the stake holders capacity building programmes are conducted by the institute.

7.3.2. Sharing and using the information on success and failure of various process, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement

The institution uses the most appropriate media to share and use the information/data on success and failure of various processes, satisfaction and dissatisfaction of students and stake holders for bringing qualitative improvement right from website to formal and informal meeting and through oral and written communications.

7.3.3. Feedback mechanism in vogue to collect, collate data from students, professional community, alumni and other stake holders on programme quality

Feedback on transaction of curriculum is obtained after every semester examination. Students express their feedback orally or through suggestion box. They also express their grievances to the faculty / warden concerned. Informally also the students meet the Head/Management/Faculty and provide valid feedback.

When meetings of the Heads of cooperating schools are convened, they totally involve in providing their input to the performance of the student teachers in internship. During Campus Interview schools coming from different parts of the country provide feedback on the performance of the past students.

The alumni share the valuable inputs given in the institution in different occasions with the students. They also express their gratitude by attributing their success in their career to the alma mater. Alumni Association Meetings create an opportunity to listen to the wisdom of seniors and experienced members in the field of education

The parents of the students share that they admit their children in this institution due to its reputation. They are proud of the quality of education imparted, the positive attitudinal changes brought about in their wards. Year by year, the aspirants for the programmes offered through the institute is raising indicating this trend.

The value based education imparted in this institute is unique. The outgoing students after successful completion of the course are confident teachers and teacher educators wherever they are placed, which is evident through their functioning both in the school and the community.

Whenever valid suggestions are given by any of the stakeholders, the same are discussed in the staff meeting, planning and evaluation committee and IQAC to find the suitable means to implement the same.

The overall academic ambience in the Institute is highly impressive as a reputed institute of teacher education.

The curriculum transaction in the institute is not monotonous with one way delivering the content. Students are prepared to the culture of the institute and are well prepared to be one in the new wave. The following are some of the modalities followed right from the admission of the students

- Orientation for fresh students preparing them to take up the new role of taking responsibility to their learning.
- Lecture – cum – discussion using LCD, OHP and the latest in technology
- Practical work – field visits to different institutions depending on the area of specialization
- Assignment – based on library work, use of Internet & field work in the form of print or electronic material
- Seminar presentation – by students both for instruction and evaluation purposes
- Group discussion on some critical issues
- Interactive sessions
- Portfolio Writing Practices
- Metacognitive strategy orientation
- Dissertation based on fieldwork
- Internship in school, colleges of education and importance centers of importance in the field of education

The evaluation is not just based on tests and exams but various aspects of student strengths are taken into consideration

- Internal & External
- Sessional tests
- Practicum
- Seminars and discussions
- Paper port-folio assessment
- Internship and field based experience

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
Mapping of Academic Activities B.Sc B.Ed & B.A. B.Ed (II, IV, VI & VIII Semesters
2016-17)

[illegible]

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
Mapping of Academic Activities M.Ed(I,III Semesters 2016-17)

Mapping of Academic Activities M.Ed(I,III Semesters 2016-17)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Admission and Orientation																														
Theory																														
Tutorials/ Seminars	Weekly Seminar and Dissertation Work																													
Sessional work-Test & Assignments																														
Practical work																														
Core Training (V sem)																														
Preparation of Internship: Demonstration / Observation of Lessons/ Micro teaching/ Simulation s																														
Practice teaching / Internship																														
Co-curricular Activities																														
Extra curricular activities																														
Working with community																														
End-Term Examination (Practical)																														
End-Term Examination (Theory)																														

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
Mapping of Academic Activities M.Ed(II,IV Semesters 2016-17)

Mapping of Academic Activities M.Ed(II,IV Semesters 2016-17)

[illegible]

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
Mapping of Academic Activities DCGC(July-Dec 2016)

Mapping of Academic Activities DCGC(July-Dec 2016)

[illegible]

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION
Mapping of Academic Activities DCGC(Jan-Jun 2017)

Mapping of Academic Activities DCGC(Jan-Jun 2017)

[illegible]



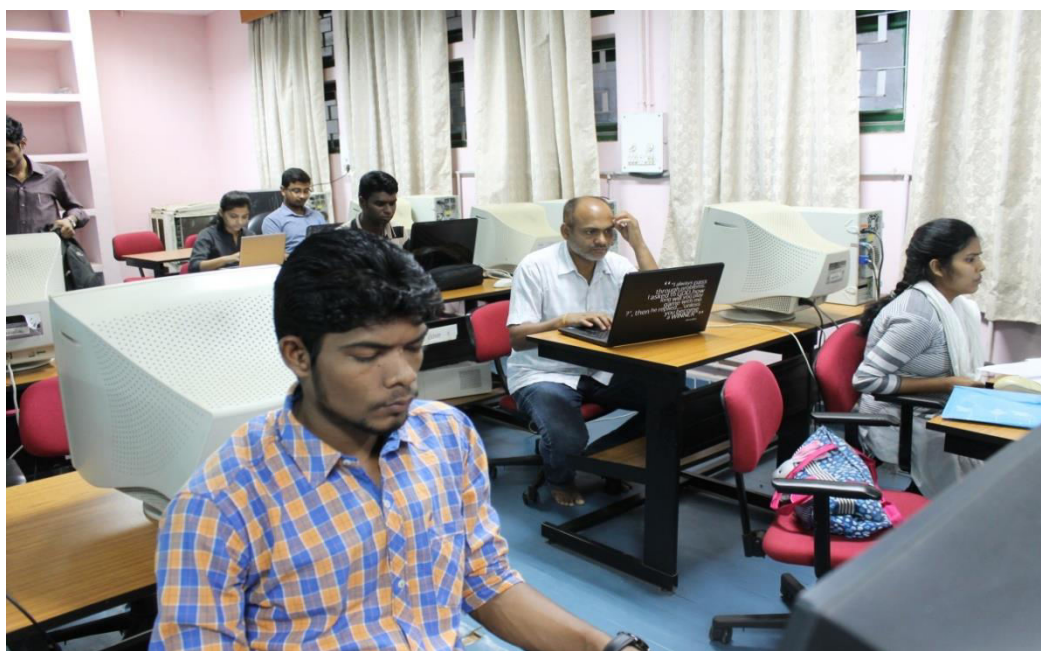
(Interaction of Faculty with students in Class Room)



(Students busy in Chemistry Experiments)



(Students busy in Zoology practical)



(Students working in computer Lab)



(Students busy in reading in the Library)



(Community Work by B.Sc. B.Ed Students)



(Odishi Dance made by Student)



(Students participation in Annual Athletic Meet)



(Student & Staff participatig in Swachh Bharat Abhiyan)



(Management Committee Meeting with Prof. A.K. Das V.C on Chair)

4.0 Declaration by the Head of the Institution

PART 3

APPENDICES

3.1 Feedback from Students

(Refer Appendix : 3.4.5)

3.2 Teacher Appraisal Report

(Refer Appendix: 3.4.14)

3.3 Value Framework for Assessment of Higher Education Institution

3. Value Framework for Assessment of Higher Education Institution* and Suggested Parameters

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<p>Regional Institute of Education Bhubaneswar caters to the pre-service needs of Eastern and North Eastern regions of our country and in-service requirements of Eastern regions of our country. While selecting/admitting students for different courses opportunities are given to all types of learners without any discrimination. Equal opportunities are provided to all in-service, pre-service, and other curricular activities for realization of national goals and UN millennium development goals / sustainable development goals.</p> <p>The Institute has state coordination steering committee in all the states to suggest thrust areas of research and academic programmes to be undertaken for their states. Need based programmes are identified and discussed, and finally the Institute developed the programme proposal for the specific state and follow different formalities like DAB, IAB, MC and PAC before undertaking the programme. In addition to that MEd, MPhil and Pre-PhD students are also asked to undertake the research on priority areas. After through discussion in seminar presentation for a period of one semester, students prepare their proposal and undertake the research activities.</p> <p>Similarly students are engaged in working with community activities for a period of 10 days in B.Sc.B.Ed., B.A.B.Ed., and 2 year B.Ed. courses separately and undertake different community enhancement programme through personal visit, theme based cultural programme and community cooking etc. The programme focuses an adult education, community health survey, community guidance and engagement etc.</p> <p>These are all contributing directly for national development not only in manpower development but also changes in socialization and behavioral aspects of all concerned</p>
2. Fostering Global Competencies among	<p>During teaching-learning discourses students are exposed to develop generic skills like problem solving skills, creativity skills, Interpersonal skills, communication skills, and appreciation of diversity etc.</p> <p>All the generic skills are discussed with the students during</p>

	<p>their course preparation stage and under practicum and Internship programme the students get opportunity to apply it in their real classroom teaching learning process.</p> <p>Both in pre-Service and in-Service teacher education programme students and teacher education are exposed to life skills education. The Institute has developed life skills training package for teacher educators. Training programme has been organized for the key resource persons on life skill education. Among them be flexible, willing to contribute to innovation, be creative, able to cope with others, prepared for life-long learning, acquire social sensitivity, communication skills, work in teams, willing to take responsibilities and accepting new professional skills etc are discussed through sharing mode.</p> <p>Many of the products are proficiently placed in and outside the country after clearing national based examination like JRF/NET/CTET/CSIR and TOFFLC etc..</p>
3. Inculcating Value System in Students	<p>Our pre-service teacher education curriculum is comprehensive and innovative in nature. The Institute organizes fresher's welcome to annual function. Varieties of value based programmes are organized in the Institute during cultural weeks, competition and different houses in the hostel(s). The Institute believes in the principles of brotherhood and respecting each other without any hierarchy. The values like respecting diversity, equality cooperation, fellow feeling and positive attitudes etc are promoted both in curricular and other curricular activities.</p> <p>The Institution itself is a mini India as students from different parts of the country are enrolled and after completion are engaged in promoting the values of cooperation, fellow filling and diversity. During transaction of lesson-group work cooperative learning and collaborative learning techniques are emphasized.</p> <p>The management structure of the Institution as a whole and different department/sections in particular promote democratic values like cooperation, freedom, division of labor and responsibilities.</p>
4. Promoting the Use of technology	<p>The Institute has adequate infrastructural facilities and technology lab. In almost all the courses ICT as a paper is kept and in higher classes it is both as major and specialized themes based paper with a purpose to give a detailed thorough knowledge to the students about ICT awareness as well as its uses of technologies in their day to day functioning. Both students and teachers uses ICT lab for greater exposures to the world of ICT and teacher uses ICT as a tool in teaching learning process.</p> <p>Different Online training programmes are also organized for</p>

	<p>students, teachers and teachers educators to enrich their cognitive capital.</p> <p>ICT has been integrated in in-service and pre-service teacher education programmes. ICT Studio has been established as a regional hub for promotion of e-contents, e-resources and other related educational programme.</p> <p>All the official work like admission, enrollment and attendance apart from other subsidiary services are activated through the use of ICT.</p>
5. Quest for Excellence	<p>The Institute has IOAC apart from principal advisory committee for monitoring quality and excellence in school as well as teacher education. International and National experts are frequently visit the institution to share their innovation and practices. As a regular activity extension lecture series, faculty forum, Thursday seminar, pedagogy association activities etc are organized on emerging theme based issues on school & Teacher Education.</p> <p>Many of the components of pre-service syllabus have been adopted by national organization while developing new curriculum due to its innovative benchmarks.</p> <p>Each PAC Programme as well as other activities are continuously monitored through result framework document (RFD) to enhance the quality.</p> <p>The innovative practices have been documented to show as success story and applicability to other stakeholders. The Institute has also organized National Seminar on Quest for quality excellence.</p>

3.4. Documents annexed with the Self-appraisal Report

3.4.1 BRIEF REPORT OF TEACHER EDUCATION PROGRAMME IN EASTERN REGION OF THE COUNTRY

The National Council of Educational Research and Training (NCERT), an autonomous organisation was set up in 1961 by the government of India to assist and advise the central and state governments on policies and programmes for qualitative improvement of school education in the country. Regional Institute of Educational (RIE) formerly Regional college of Education, Bhubaneswar, a constituent unit of NCERT established in 1962 provides academic and technical support to the states of Odisha, Bihar, Jharkhand, West Bengal, Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and the Union territory of Andaman & Nicobar island in all areas of schools education, especially in- service and pre-service teacher training.

After the establishment of North East Regional Institute of Education (NERIE) at Shillong the responsibility has been spited. The in-service teacher education programme of Bihar, Jharkhand, Odisha, West Bengal and UT of Andaman and Nicobar Islands is being looked by this institute. The institute provides need-based support in terms of capacity-building of in-service teachers in innovative and joyful learning process. The institute is affiliated to Utkal University (NAAC Accredited A⁺ Grade), Bhubaneswar, Odisha. The institute provides pre-service professional education leading to B.Sc. B.Ed., B.A. B.Ed., 2-Year B.Ed. degrees in order to prepare quality school teachers for teaching subjects such as science, mathematics, language and social science in schools. The pre-service teachers coming out of the programmes get well placement as Trained Graduate Teachers (TGT) in secondary schools in different parts of the country. The institute also offers M.Ed. to prepare teacher-educators, and M.Phil. in Education to develop a research-base among teacher educators, and DCGC to develop in-service teachers for effective guidance and counselling of the secondary school students. The courses of B.Ed., integrated B.A.B.Ed. and B.Sc. B.Ed, M.Ed. have been evolved with time as per NCTE new guideline, 2014. As a nodal centre of the Utkal University, the institute provides the Course work for Ph.D in Education. The institute has a Demonstration Multipurpose school (a CBSE English medium school) attached to it which functions as its laboratory school to carry out educational innovations and strategies. This institution is engaged in identification, analysis, research and development, related to major areas of school education and mostly serving as a centre for research, training, and curriculum development in school education. The school has well equipped science laboratories and a computer centre.

Pursuant to the recommendations of NPE, 1986, the Centrally Sponsored Scheme (CSS) of restructuring and reorganization of Teacher Education was initiated in 1987 in the country, incorporating the establishment of DIETs (Elementary TEIs), CTEs and IASEs (Secondary TEIs). The State of Odisha had rolled out the Centrally Sponsored Scheme for TEIs in 1988-1989, i.e. the initial year of the scheme, in order to improve the quality of Teacher Education in the State and had expanded the same in a phased manner in subsequent plan periods (during 8th, 9th, 10th and 11th plans) in response to the revision of the scheme at the national level, to

achieve its targets. The scheme has been recently revised for the 12th Plan (2012-2017). Under the administrative control of the Department of School and Mass Education, the Directorate of TE and SCERT has been functioning as the executive organ of Government (Head of the Department and Controlling Authority) in respect of Teacher Education in the state. It exercises administrative and technical control over the TEIs, provides technical / academic support to all the TEIs and advises Government in the matter of policy formulation and implementation on School Education and Teacher Education in the state.

All the four states have SCERTs and the UT of Andaman and Nicobar Island has SIE.

The Directorate of Secondary Education being the cadre controlling authority provides manpower (teacher educators) for the state-run elementary TEIs (Government S.T Schools) on receipt of requisition from the DTE and SCERT as per their requirement. Similarly, the Department of Higher Education provides manpower (Lecturers, Readers, Professors) for state-run Teacher Training Colleges, Centrally Sponsored Institutions namely, CTEs and IASEs as well as in the Directorate of TE and SCERT. Hence, the Department of School and Mass Education does not exercise total control over the cadre of the Teacher Educators working in both state-managed and centrally sponsored secondary TEIs in the State. The entire management and administration of the teacher training institutions in the state is centralized and is controlled by the Directorate of Teacher Education and State Council of Educational Research and Training (DTE & SCERT) under the Department of School and Mass Education, Govt. of Odisha. The DTE & SCERT is supposed to exercise administrative, financial, and academic control over all categories of TTIs in the state besides providing academic support to the concerned institutions.

Existing Provision for Initial Teacher Training in Odisha

Level of Teachers	Teacher Preparation Course	Duration of the Course	Teacher Training Institutions	No. of TTIs	Present Capacity (per annum)
Primary	D.El.Ed./C.T.	2 Years	DIETs & DRCs	24+6	1200+300
			STSs(ETTIs)	32	1600
			Total	63	3100
	D.El.Ed./C.T.(Urdu)	2 Years	STS(ETTI)	01	50
Upper Primary	B.Ed.(Secondary)**	1 Year	IASEs	02	228
			CTEs	10	762
			Teacher Training Colleges	02	150
			TTC(for ST and SC)*	01	100
			Total	14+1	1140+100
Secondary	B.H.Ed. (For Hindi Teachers)	1 Year	HTTI	01	100
	B.P.Ed.	1 Year	Colleges of Phy. Education	02 + 01 [#]	94+ 50

* The Teacher Training College at Kalinga in Kandhamal district, offering B.Ed. (Secondary) course, is under the control of the ST and SC Development Department of the state. Recently, approval for opening five such TTCs with total 500 strength from the next academic session (i.e. from 2014-15) under the ST and SC Development Department has been accorded by the state government.

** Besides the TTIs under the State Govt., Regional Institute of Education, Bhubaneswar offers 2year B.Ed. (Secondary) and 4year integrated B.Ed. (Secondary) courses in each of which 25 students of Odisha can be admitted every year.

[#] 01 in private sector

* In the year 2015-16, Govt. of Odisha has opened B.Ed programme in five DIETS located in the districts of Jajpur, Bhadrak, Dhenkanal, Puri and Jagatsinghpur with 50 seats each. Further in the session 2016-17, contain autonomous colleges such as BJB colleges and SC colleges Puri and Universities, Ravenshaw, F.M and G.M Universities have opened B. Ed and B. Sc B. Ed programmes to meet the teacher scarcity.

Being a young state, Jharkhand is yet to put in place Teacher Education Institutions and systems. The vision and a state plan for TE are yet to be articulated. The State does not have a Department or Directorate looking into the issues of Teacher Education. Even the SCERT is not functional. The State appears only to have reacted to various demands made by the government at the centre or provisions in different schemes. An organic process for the evolution of these institutions has not emerged, and where the institutions do exist, the concept of an IASE, a CTE, or a DIET has yet not been articulated in the institutions. It is significant to note that there have not been any demands from local pressure groups for putting in place these institutions. The development of different departments of SCERT is in progress and RIE, Bhubaneswar has been providing academic support in development of teacher education curriculum and preparation of school textbooks.

The report for the state reflects 67 colleges offering B.Ed. courses, while the State Annual Plan shows the number to be 59 (of which recognition for two have been withdrawn). No lists were available for reconciling these numbers. Four of these were set up by the Government. Similarly, 24 institutions including 17 set up by the Government offer a primary teacher training programme, known differently as PTT, PTE and ETE. This nomenclature would need to be standardized as per NCFTE 2009. Now, the State proposes to upgrade / set up 1 IASE (Govt. Teachers Training College, Ranchi), 8 CTE (Govt. Women's Teachers Training College, Ranchi, and Govt. Teachers Training Colleges at Hazaribagh and Deoghar; one each in each of the five Universities), and 24 DIET (including up gradation of 3 DRC)[JRM,2013]. There is no cadre of teacher educators in the state. Faculty in Teacher Education Institutions are primarily district level administrators who have been deputed as teacher educators. All Teacher Education Institutions – SCERT, DIET and the designated CTE as well as IASE had personnel drawn from administration, with or without requisite qualifications, teaching experience and knowledge in the field. Even there, the numbers were short of full capacity.

The history of teachers' education in Bihar may be traced back to 1908, when Patna Training College was set up (DIET Evaluation Report, 2000). On the recommendation of the Patna University Committee (1913), Government organised separate arrangements for the training of graduates in Education under the Patna University and under -graduates under the Education Department. Subsequently, a degree course on Education was started in Patna Training College in 1927 and 2 -year diploma course in Primary Education in 1931. In 1934, the degree course in Patna Training College on Education was replaced by the Master's degree in Education (M Ed). Till 1950, there was only one training college in the state -Government Training College, Patna -which offered diploma (both primary & secondary) and M Ed degree. Later, four new training colleges were established in Turki, Muzaffarpur (1951), Women's Training College, Patna (1952) and Bhagalpur (1954) and Ranchi (1955). These four teacher training colleges conferred diploma in Education under the Director of Public Instruction till 1963 -64, when the Government decided to transfer the control of academics to the concerned Universities. Thus, by 1965 there were five Teacher's Training Colleges in Bihar including one for women. The number of government run teacher training college rose to 10 by 1989.

The Government of Bihar initiated processes for the renewal of teacher education in early 2000. Based on the State reviews in collaboration with UNICEF, and the Common School Commission, the government has taken clear steps to turn the tide. Some of the measures under taken were:

- Tied up with IGNOU for providing D.Ed. (Distance Mode) for 1.62 lakh teachers.
- Aligned all TEIs into the governmental structure which in principle provides space for
- SCERT-DIET/PTEC-BRC-CRC linkages.
- Separated the data gathering function of BRCs/CRCs from CRCCs and on the way to appoint a different set of persons for this function.
- Identified 500 qualified persons from the school system as teacher educators for the TEIs.
- Tied up with AzimPremji Foundation for the capacity building of the newly identified teacher educators.
- Created the Bihar State Curriculum Framework in 2008.

- Organized preparation of textbooks in line with the BCF 2008 at SCERT with support from researchers and scholars from Bihar, HomiBhabha Centre for Science Education, VidyaBhavan Society and researchers from Delhi University.
- Initiated Report cards for children, teachers, and schools to be in place from 2013.
- Re-started infrastructural re-building in TEIs. Resurrected D.Ed. Pre-service teacher education in DIETs/PTEs. Strengthened SCERT building, infrastructure and functions.

School Education in West Bengal is managed through three departments: Education Department, Department of Minority Affairs and Madrasa Education and - Panchayat& Rural Development Department that oversees the ShishuShikshaKendras (SSKs for primary education) and MadhyamShikshaKendras (MSKs for secondary education), what were formerly EGS Centres. The Backward Classes Welfare Dept contributes through providing hostel facilities to SC, ST, and OBC students and scholarships to SC, ST students in government and government aided schools. West Bengal Council for Rabindra Open Schooling conducts exams for open schooling for class X and XII. The SarvaShiksha Mission also works for school education under school education department and is headed by State Project Director. SSM at present has a full contingent of staff at the district levels too. West Bengal School Service Commission is responsible for teacher recruitment from upper primary to higher secondary levels including conducting the TET. SCERT also is within the purview of school education department and DIETs. Teacher education has to cater to 20 Educational Districts with 51,191 primary, 12,353 upper primary, 9001 secondary, 5175 higher secondary schools. The data relied on this section was provided by the SCERT, West Bengal. According to information provided by SCERT, West Bengal, there are 170 regular teacher education institutions and 1300 teacher educators which appears to be inadequate to meet the attrition needs of teachers in the system. Besides these, there are 5 Government and 5 private institutions which conduct 2 year D.Ed. (Special Education) courses with 500 students, 2 government and 2 private institutions that conduct B.Ed. special course with 100 students.

The West Bengal Board of Primary Education headed by the President, WBBPE will be in-charge of both two year D. El. Ed. Course and One year Bridge Course for both the untrained and under qualified Primary School Teacher respectively which will be executed by the Directorate of Core Faculty under WBBPE in perfect collaboration and cooperation with the Expert Committee, WBBPE for both the Courses, the Board of material developers, the expert committee of School Education under School Education Department. and the DPSCs and the Study Centers. SCERT was formed in 1980 but the State government had not envisaged a key role for them till recently. SCERT is also housed in David Hare Training (IASE). SCERT needs to have a separate building of its own and state need to make provision of space and funds for its construction. SCERT is also understaffed. Teaching staff appointed as Research fellows undertake various training programs. None of the research fellows had M.Ed. or Ph.D. qualifications. Child centered approaches, constructivism, CCE, inclusive classrooms, exclusion, contextualization and gender parity etc. have percolated into teacher education vocabulary in the newly formed curriculum of the ODL and revised regular D. El. ED course and in text books. As we shall note in detail, under the sections of bridging gender and social gaps, curriculum and pedagogy and on governance, much more work is needed in this area.,

The academic and administrative responsibility of the DIETs was delegated to SCERT, West Bengal on 29.01.2013. In order to strengthen the linkage between SCERT, DIETS, BRCs, CRCs, SCERT has proposed for 2013-14, the following initiatives:

1. In-service Education of teachers (INSET) at the primary, upper-primary & secondary level in the state of West Bengal by which the linkage between the different TEIs is expected to be strengthened.
2. Managing Change: Capacity Building of SCERT & DIETS personnel proposal under which SCERT will organize a series of residential capacity building workshops for the Academic Officers of SCERT, DIET Officials, SPO & DPO Officials and the CPC coordinators who are ex-officio SI/S of the schools.

In Andaman and Nicobar Islands SIE looks after teacher training programme. Tagore Government College of Education, Port Blair under A&N Administration is affiliated to Pondicherry Central University recognized by NCTE and UGC presently runs four different courses of Teacher Education for the benefit of the islanders. It is governed by the affiliation laws of the University and recognition norms of NCTE. The National Council for Teacher Education (NCTE) has revised its Regulations in the year 2014 and two years B.Ed. degree programme has been introduced as per the revised norms. Accordingly, revised regulations 2014 has come into effect in the College from the academic session 2015-16. The UT has one DIET i.e. Dr S.R. DIET, Garacharama which offers two year Diploma in Elementary Education. RIE, Bhubaneswar has provided expert support in developing the D.El.Ed. Curriculum during 2013. As per the NCTE regulations, 2014, the syllabi has been upgraded with academic support from the RIE, Bhubaneswar. Since last decade RIE, Bhubaneswar has oriented teachers of the UT on CCE, Guidance and counselling, content enrichment of PGTs, Early childhood education, action researches and, ICTs and other relevant areas.

As a whole, though the number of teacher training institutions are growing in the region over time, RIE, Bhubaneswar continues to work as resource centre in promoting quality teacher education programmes and giving guidance and need best support to concerned states in its jurisdiction for important of school education.

3.4.2 Academic Calendar & Time Table



क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR – 751022

(राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद)

(National Council of Educational Research & Training)

ACADEMIC CALENDAR: 2016-17

Month/Date(s)	Day(s)	Event(s)
June 2016		
02	Thursday	Staff Council Meeting
20	Monday	Institute reopens and 3 rd , 5 th and 7 th semester classes begin for all courses
20-22	Mon-Wed	Re-admission to 3 rd , 5 th and 7 th semesters for all courses
29	Wednesday	Birthday of Sir Ashutosh Mukherjee (Atten: Ashutosh Hostel)
29-1 July	Wed-Friday	Pre-Internship Conference for B.Ed. Sem-III
30	Thursday	Pre-Internship Conference for B.A.B.Ed./ B.Sc. B.Ed. Sem-VII
July 2016		
01	Friday	DCGC Contact Programme begins
04	Monday	Internship begins for B.A.B.Ed./B.Sc.B.Ed. Sem-VII and B.Ed. Sem-III
07	Thursday	Staff Council Meeting
August 2016		
04	Thursday	Staff Council Meeting
05	Friday	Institute Foundation Day
06	Saturday	B.A.B.Ed./B.Sc.B.Ed. Internship concludes
08	Monday	Post-Internship Conference for B.A.B.E.D/B.Sc.B.Ed. Sem-VII
15	Monday	Independence Day
22-26	Mon-Fri	1 st Internal Tests for B.A.B.Ed./B.Sc.B.Ed./B.Ed. (Excluding B.A. B.Ed./B.Sc.B.Ed. Sem-VII and B.Ed. Sem-III)
September 2016		
01	Thursday	NCERT Foundation Day / Staff Council Meeting
05	Monday	Teacher's Day
06-09	Tue-Fri	Submission of Marks for Internal Tests held between 22-26 August
07-30	Wed-Fri	Internship of M.Ed. IIIrd Semester
09	Friday	Hindi Fortnight Celebration begins
13-16	Tue-Fri	1 st Internal Tests for B.Sc. B.Ed./ B.A.B.Ed. Sem-VII
14	Wednesday	Hindi Day Celebration
21	Wednesday	Submission of Internal Marks for B.A. B.Ed./B.Sc.B.Ed. Sem-VII
23	Friday	Hindi Fortnight Celebration concludes
30	Friday	B.Ed. Internship concludes / DCGC Contact Prog. Concludes

October 2016		
02	Sunday	Gandhi Jayanti
03	Monday	Post-Internship conference for B.Ed./DCGC Internship Starts
06	Thursday	Staff Council Meeting
07	Friday	Student Council Formation
09	Sunday	Birthday of Pandit Gopabandhu Dash (Atten: Gopabandhu Hostel)
10-14	Mon-Fri	Durga Puja
24-28	Mon-Fri	2 nd Internal Tests for all courses except B.Ed. Sem-III
30	Sunday	Birthday of Homi J.Bhabha (Atten: Homi Bhabha Hostel)
November 2016		
01-03	Tue – Thu	Internal Tests for B.Ed. Sem-III
03	Thursday	Staff Council Meeting
04	Friday	Talent Search
09	Wednesday	Submission of 2 nd Internal marks of all classes
11	Friday	Last teaching day for all semesters
11-12	Fri-Sat	Cultural Festival
24	Thursday	Semester Examinations for all courses begin
27	Sunday	University Foundation Day
December 2016		
01	Thursday	Staff Council Meeting
22	Thursday	Birthday of S. Ramanujan (Atten: Ramanujan Hostel)
23-Jan.6,2017	Fri-Friday	Semester Break
31	Saturday	DCGC Internship concludes
January 2017		
01	Sunday	New Year's Day
05	Thursday	Staff Council Meeting
09	Monday	Institute reopens / Readmission to all courses / DCGC distance mode starts
10-11	Tue-Wed	Orientation for Multicultural Placement of B.A.B.Ed./B.Sc.B.Ed. Sem-VI and B.Ed. Sem-II students
12-24	Thu-Tue	Multicultural Placement Programme for all courses
25	Wednesday	Post-Multicultural conference for all courses
26	Thursday	Republic Day
27-28	Fri-Sat	Annual Sports
30-Feb.1	Mon-Wed	Literary Activities
February 2017		
02	Thursday	Staff Council Meeting
02-11	Thu-Sat	Field Work with Community for B.A.B.Ed./B.Sc.B.Ed. Sem-VIII & B.Ed. Sem-IV
13	Monday	Birthday of Smt. Sarojini Naidu (Atten: Sarojini Hostel)
20-24	Mon-Fri	1 st Internal Tests for all classes
28	Tuesday	National Science Day

March 2017		
02	Thursday	Staff Council Meeting
08	Wednesday	International Women's Day / Submission of 1 st Internal Marks for all classes
14	Tuesday	Annual Function of Students' Council
27-31	Mon-Fri	2 nd Internal Tests for all classes
April 2017		
01	Saturday	Utkal Divas
06	Thursday	Staff Council Meeting
10	Monday	Submission of 2 nd Internal Marks for all classes
28	Friday	Last Teaching Day for all classes
May 2017		
04	Thursday	Staff Council Meeting
05	Friday	University Examinations begin for all classes
22-June 21	Mon-Wed	Summer Vacation
June 2017		
01	Thursday	Staff Council Meeting
22	Thursday	Institute reopens / Re-admission for all classes / Classes begin

N.B.:

- Online Submission of Attendance Statements for all students to Attendance Databank by 5th of every month.
- Academic Calendar activities are subject to minor modifications depending upon actual holidays / University Examination Schedules / NCERT guidelines / other considerations. Details shall be notified in due course.

PRINCIPAL

Time Table

B.Sc. B.Ed

NEW

Physics Section Time Table: 2016 (Odd Semester) (July 2016 – December 2016)

Courses: B. Sc. B. Ed., B. Ed.

[S1: Semester 1; S3: Semester 3; S5: Semester 5; S7: Semester 7; S7H: Semester 7 (Honors)]

Period → Day / Time →	1 9:00 AM – 9:55 AM	2 9:55 AM – 10:50 AM	3 10:50 AM – 11:45 AM	4 11:45 AM – 12:40 PM	12:40 – 1:40 PM	5 1:40 PM – 2:35 PM	6 2:35 PM – 3:30 PM	7 3:30 PM – 4:25 PM	8 4:25 PM – 5:20 PM
MONDAY	→ S1 B (Prac.) MG → → S3 (LT2) MM →	→ S3 (LT2) MM → → S5 B (Prac.) MM →	→ S5 B (Prac.) MM → → S7 (LT3) SKD →	→ S5 B (Prac.) MM → → S7 (LT3) SKD →	L	S1 (LT1) BKP → S3 C (Prac.) GKP → → S5 (LT3) SKD →	S7H (Lab) GKP → S5 (LT3) SKD →	→ S3 C (Prac.) GKP → → S5 (LT3) SKD →	→ S3 C (Prac.) GKP → → S5 (LT3) SKD →
TUESDAY	→ S1 C (Prac.) GKP → → S3 (LT2) MM →	→ S3 (LT2) MM → → S5 B (Prac.) MM →	→ S5 B (Prac.) MM → → S7 (LT3) SKD →	→ S5 B (Prac.) MM → → S7 (LT3) SKD →	U	S1 (LT1) BKP → S3 (LT2) BKP → → S5 (LT3) SKD →	S7H (Lab) GKP → S5 (LT3) SKD →	→ S3 B (Prac.) MM → → S5 (LT3) SKD →	→ S3 B (Prac.) MM → → S5 (LT3) SKD →
WEDNESDAY	→ S7B (Prac.) SKD → → S1 A (Prac.) MG →	→ S7B (Prac.) SKD → → S1 A (Prac.) MG →	→ S7B (Prac.) SKD → → S1 A (Prac.) MG →	→ S7B (Prac.) SKD → → S1 A (Prac.) MG →	N	S1 (LT1) BKP → S3 (LT2) BKP → → S5 (LT3) SKD →	S7H (Lab) GKP → S5 (LT3) SKD →	→ S3 B (Prac.) MM → → S5 (LT3) SKD →	→ S3 B (Prac.) MM → → S5 (LT3) SKD →
THURSDAY	→ S3 (LT2) GKP → → S7C (Prac.) SKD →	→ S3 (LT2) GKP → → S7C (Prac.) SKD →	→ S3 (LT2) GKP → → S7C (Prac.) SKD →	→ S3 (LT2) GKP → → S7C (Prac.) SKD →	C	S1 (LT1) BKP → S3 (LT2) BKP → → S5 (LT3) SKD →	S7H (Lab) GKP → S5 (LT3) SKD →	→ S3 B (Prac.) MM → → S5 (LT3) SKD →	→ S3 B (Prac.) MM → → S5 (LT3) SKD →
FRIDAY	→ S5 (LT3) GKP → → S7A (Prac.) SKD →	→ S5 (LT3) GKP → → S7A (Prac.) SKD →	→ S5 (LT3) GKP → → S7A (Prac.) SKD →	→ S5 (LT3) GKP → → S7A (Prac.) SKD →	H	S1 (LT1) BKP → S3 (LT2) BKP → → S5 (LT3) SKD →	S7H (Lab) GKP → S5 (LT3) SKD →	→ S3 A (Prac.) MG → → S5 (LT3) SKD →	→ S3 A (Prac.) MG → → S5 (LT3) SKD →

[BKP: Pr. B. K. Parida, MG: Pr. (Mrs.) M. Goswami, MM: Dr. (Mrs.) M. Mahapatra, SKD: Dr. S. K. Dash, GKP: Dr. G. K. Pradhan]

M. Goswami
8/8/16
Prof. & Head, DESM

Sd/-

In-Charge, Physics

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR
CHEMISTRY SECTION

Time Table for the Session – (2016)

		1		2		3		4		5		6		7		8	
Time		9.00-9.55		9.55-10.50		10.50-11.45		11.45-12.40		1.40-2.35		2.35-3.30		3.30-4.25		4.25-5.20	
Mon						Sem-1 LT-1 NC		*Sem-1 LT-1 NC		L		Sem-5 LT-4 GF1		Sem-3 Pract. (Gr-E) GF4			
		Sem -1 Pract (Gr-A) GF1 Sem-7 Pract (Gr-E) GF2				Sem-5 Pract.(Gr-A) GF3						Sem-7 Hons.GF2					
Tue		Sem-5 LT-3 GF3		Sem-7 LT-4 NC		Sem-3 LT-2 GF2		*Sem-3 LT-2 GF5		U		*Sem-5 LT-3GF1 *Sem-7 LT-4GF3		Sem-1 LT-1 GF2			
		Sem -1 Pract (Gr-B) GF1				Sem-5 Pract.(Gr-C) GF3						Sem-7 Pract. (Gr-D) NC		Sem-3 Pract. (Gr-A) GF4 Sem-7 Pract (Gr-F) GF5			
Wed		Sem 3 LT-2 GF1 Sem-5 LT-4 GF2				Sem-7 Hons. GF5		*Sem-7 Hons. GF 3		N		Sem-1 LT-1 GF4		Sem -1 Pract (Gr-F) GF2 Sem-3 Pract. (Gr-D) GF5			
		Sem -1 Pract (Gr-C) GF3 Sem-7 Pract (Gr-A) GF 4				Sem-5 Pract (Gr-B) NC								Sem-7 Hons. (Seminar/Project) NC			
Thu		Sem -1 Pract (Gr-E) GF 1				Sem-3 LT-2 GF5		Sem-1 LT-1 GF 3		C		Sem-3 Pract (Gr-F) GF4 Sem-7 Pract (Gr-D) GF5		Sem-7 Hons. GF1			
		Sem-7 Pract (Gr-B) GF2				Sem-5 Pract.(Gr-E) NC											
Fri						Sem-7 LT-4 GF4				H		Sem-5 LT-4 NC		Sem-7 LT-4 GF1			
		Sem -1 Pract (Gr-D)) GF1 Sem-7 Pract (Gr-C) GF2				Sem-5 Pract (Gr-F) NC						Sem-3 Pract. (Gr-B) GF4		Sem-3 Pract. (Gr-C) GF5 Sem-5 Pract (Gr-D) GF3			

With effect from (20/06/2016)

Wg. 24.6.16

I/C Chemistry 22.06.16

REGIONAL INSTITUTE OF EDUCATION: BHUBANESWAR

Mathematics Section

Time table for the session 2016-17

Period	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Day/ Time	9:00-9:55	9:55-10:50	10:50-11:45	11:45-12:40	12:40-1:40	2:35-3:30	3:30-4:25	4:25-5:30
Monday	I(P) C-137 CF2 III LT-3 CF1	I(P) C-137 SK	II LT-2 AKS III(P) C-140 CF1	III(P) C-140 CF1 IV LT-3 SK		I LT-1 SK IV (H) -140 CF2		
Tuesday	I(P) A-137SK II LT-2 CF2	I(P) A-137 CF2	IV (H) -140 AKS	II LT-2 AKS	III LT-3 CF1	IV LT-4 CF1	II(P) C-137 CF2	I LT-1 SK II(P) C-137 AKS
Wednesday	I(P) B-137 SK IV (P) C-140 CF1	I(P) B-137CF2 III LT-3 CF1 IV (P) C-140 SK	IV (H) -140 AKS		II LT-2 CF2 IV LT-3 CF1		IV (H) Seminar - 140 AKS/ SK/ CF1/CF2	IV (H) Seminar - 140 AKS/ SK/ CF1/CF2
Thursday	III LT-1 CF1 IV (P) A-140 SK	IV (P) A-140 CF1	III(P) A-140 CF1 IV LT-3 SK	III(P) A-140 CF1	II(P) B-137 AKS	II(P) B-137 CF2	I LT-1 AKS IV (H) -140 CF2	
Friday	II LT-2 AKS IV (P) B-140 CF1	IV (P) B-140 SK	III(P) B-140 CF1	I LT-1 AKS III(P) B-140 CF1	II(P) A-137 AKS I LT-1CF2	II(P) A-137 CF2		IV LT-3 SK

AKS: Arup Kumar Sahe; SK: Dr. Saurabh Kapoor; CF: Contractual Faculty



(I/C Mathematics Section)

Time Table for B.Sc.B.Ed(CBZ)SEM 1st, 3rd, 5th and 7th(2016-2017) Subject: Botany w.e.f. 20.6. 2016 RIE (NCERT) BBSR.

Period	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Time → Day ↓	09.00 am. to 09.55 am.	09.55 am. to 10.50 am.	10.50 am. to 11.45 am.	11.45 am. to 12.40 pm.	12.40 pm. to 01.40 pm.	01.40 pm. to 02.35 pm.	02.35 pm. to 03.30 pm.	03.30 pm. to 04.25 pm.
Monday	Sem.I Bot(P) Gr.E [SK]	Sem.V Bot(P) Gr.D [KA]	Sem.V Bot(G) R.No. 43. [MKS]		Sem.I Bot (T) LT ₃ [KA]	Sem.VII. Bot(H) [RMLU]		Sem.V Bot(T) LT ₄ [SK]
	Sem.III Bot (T) LT ₂ [KA]							
Tuesday	Sem.I Bot(P) Gr.F [KA]	Sem.I Bot(T) LT ₃ [MKS]	Sem.VII. Bot(H) [RMLU]	Sem.VII Bot(G) R.No.43. [SK]	Sem.III Bot (T) LT ₂ [SK]	Sem.V Bot (T) LT ₄ [MKS]		
							Sem.III Bot (P) Gr.D [RMLU]	
Wednesday	Sem.I Bot(P) Gr.D [RMLU]	Sem.V Bot (P) Gr.F [MKS]			Sem.I Bot (T) LT ₃ [KA]			
	Sem.VII Bot(P) Gr.D [SK]							
		Sem.III Bot (T) LT ₂ [KA]	Sem.VII. Bot(H) [SK]				Sem.III Bot (P) Gr.E [KA]	
Thursday	Sem.VII Bot(P) Gr.E [MKS]			Sem.VII Bot(G) R.No.43 [RMLU]	Sem.I Bot (T) LT ₃ [SK]		Sem.VII. Bot(H) [RMLU]	
		Sem.V Bot(T) LT ₄ [SK]						
Friday	Sem.VII Bot(P) Gr.F [SK]	Sem.V Bot(P) Gr.E [SK]			Sem.VII Bot (G) R.No.43 [KA]			
	Sem.V Bot(T) LT ₁ [KA]	Sem.III Bot (T) LT ₄ [MKS]						

Copy to: PA to Principal, Dean & Head DESM, Notice board, Department & Individual Members

MKS: Prof. M.K.Satpathy, RMLU: Ch.A. Ramulu, KA: Kausika Agrawal SK: Sandeep Kumar

Copy to
I/c Botany Section
16/8/2016

Physics Section Time Table 2017 (Even Semester: January 2017 – May 2017)

Courses: B. Sc. B. Ed., B. Ed.

[S2: Semester 2; S4: Semester 4; S6: Semester 6; S8: Semester 8; S8H: Semester 8 (Honours)]

Period → Day / Time ↓	1 9:00 AM – 9:55 AM	2 9:55 AM – 10:50 AM	3 10:50 AM – 11:45 AM	4 11:45 AM – 12:40 PM	5 1:40 PM – 2:35 PM	6 2:35 PM – 3:30 PM	7 3:30 PM – 4:25 PM	8 4:25 PM – 5:20 PM
MONDAY	S2 B (Prac.) MG S4 (LT2) SKD	S4 (LT2) MG S4 (LT2) SKD	S8 (LT3) GKP S6 B (Prac.) MM	S2 (LT1) MG S2 (LT1) SKD	S4CBZ(LT2) GKP S2(LT1)BKP	S2(LT1)BKP S4 C (Prac.) BKP	S4 C (Prac.) BKP S6(LT3)GKP	S4 C (Prac.) BKP S6(LT3)GKP
TUESDAY	S2 C (Prac.) MG S4 (LT2) GKP	S4 (LT2) MG S4 (LT2) SKD	S8H(lab)BKP S6 A (Prac.) MM	S2 (LT1) MG S2 (LT1) SKD	S8(LT3) SKD S2(LT1) BKP	S6(LT3)BKP S8B(Prt)SKD	S6(LT3)BKP S8B(Prt)SKD	S6(LT3)BKP S8B(Prt)SKD
WEDNESDAY	S4 ETE 7 Pract MM S4CBZ(LT1)GKP	S4CBZ(LT1)GKP S4CBZ(LT1)GKP	S8H(lab)MG S6 C (Prac.) MM	S4(LT2)SKD S4(LT2)SKD	S8(LT3) SKD S2(LT1) BKP	S6(LT3)BKP S8B(Prt)SKD	S6(LT3)BKP S8B(Prt)SKD	S6(LT3)BKP S8B(Prt)SKD
THURSDAY	S2 A (Prac.) MG S6(LT1)BKP	S6(LT1)BKP S6(LT1)BKP	S8H(lab)MG S8(LT3)SKD	S8(LT3)SKD S8(LT3)SKD	S2(LT1)MG S4CBZ(LT2) GKP/MM	S4CBZ(LT2) GKP/MM S8H(lab)BKP	S4CBZ(LT2) GKP/MM S8H(lab)BKP	S4CBZ(LT2) GKP/MM S8H(lab)BKP
FRIDAY	S6 (LT1) BKP S8A(Prac.) SKD	S4 (LT2) GKP S4 (LT2) GKP	S4 ETE 7 Pract MG S8H(Prt)SKD	S8H(Prt)SKD S8H(Prt)SKD	S2(LT1)MG S4CBZ(LT2) GKP/MM	S4CBZ(LT2) GKP/MM S8H(lab)BKP	S4CBZ(LT2) GKP/MM S8H(lab)BKP	S4CBZ(LT2) GKP/MM S8H(lab)BKP

[BKP: Prof. B. K. Parida, MG: Prof. (Mrs.) M. Goswami, MM: Prof. (Mrs.) M. Mahapatra, SKD: Prof. S. K. Dash; GKP: Dr. G. K. Pradhan]

W. Goswami
2.1.17
Prof. & Head, DESM

W. Goswami
2.1.17
In-Charge, Physics

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR
CHEMISTRY SECTION

Time Table for the Session – (2017)

		1		2		3		4		5		6		7		8	
Time		9.00-9.55		9.55-10.50		10.50-11.45		11.45-12.40		1.40-2.35		2.35-3.30		3.30-4.25		4.25-5.20	
Mon		Sem -2 Pract(Gr- A) BNT				Sem-2 LT-1 SKP		Sem-4 LT-2 NC	L			Sem-8 Hons.PKG		Sem-6 LT-3 JKS		Sem-8 LT-2 BNT	
		Sem-8 Pract.(Gr.E) JKS				Sem-6 Pract.(Gr- A) AKS								Sem-4 Pract. (Gr-E)- SKP			
Tue		Sem-6 LT-1 SKP		Sem-8 LT-3 NC		Sem-8 Hons.JKS			U			Sem-4 LT-2 PKG					
		Sem -2 Pract(Gr- B) BNT				Sem-6 Pract.(Gr-C) AKS						Sem-2 LT-1 AKS		Sem-4 Pract. (Gr-A) PKG			
Wed		Sem-6 LT-1 AKS				Sem-8 Hons. SKP		Sem-8 LT-3 JKS	N	Sem-2 LT-1 PKG		Sem-4 LT-1 BNT		Sem-2 Pract (Gr-F) BNT		Sem-8 Pract. (Gr-A) JKS	
		Sem -2 Pract(Gr- C) BNT				Sem-6 Pract.(Gr-B) AKS								Sem-4 Pract (Gr-D) SKP			
Thu		Sem-4 LT-2 AKS						Sem-2 LT-1 BNT	C								
		Sem-8 Pract (Gr.B) JKS				Sem-6 Pract. (Gr-E) AKS				Sem-4 Pract (Gr.F) SKP				Sem-8 Hons. AKS		*Sem-2 LT-1 JKS	
Fri		Sem -2 Pract(Gr- E) PKG								Sem-8 LT-2 PKG		Sem-6 Pract. (Gr-D) NC					
		Sem -2 Pract.(Gr-D) BNT				ETE-7 Practicum (Phy. Sc.) NC			H	Sem-6 LT-1 BNT				Sem-6 Pract. (Gr.D) AKS			
		Sem-8 Pract.(Gr.C) JKS				Sem-6 Pract. (Gr.F) AKS											
						Sem-8 Pract Hons. PKG				Sem-4 Pract. (Gr-B) SKP						Sem-4 Pract. (Gr-C) PKG	

NT- Dr.(Mrs.) Nayantara Chhotray, AKS- Dr. Ashish Kumar Sahoo, BNT- Dr. Biranchinarayan Tosh, SKP- Dr. Suman Kalyan Panja
JKS- Dr. Jhasaketan Sahu, PKG- Dr. Pramod Kumar Goswami.


I/C Chemistry

Regional Institute of Education (NCERT), Bhubaneswar
Time Table for Mathematics Section

With effect from: **January 2017**

Session: **Semester II, IV, VI, VIII**

Course: **B. Sc. B. Ed.**

Period Day/Time →	1 9:00 AM – 9:55 AM	2 9:55 AM – 10:50 AM	3 10:50 AM – 11:45 AM	4 11:45 AM – 12:40 PM	12:40 PM – 1:40 PM	5 1:40 PM – 2:35 PM	6 2:35 PM – 3:30 PM	7 3:30 PM – 4:25 PM	8 4:25 PM – 5:20 PM
MONDAY	II(P) C-137 AB VI LT-3 AKS	II(P) C-137 SK VIII H -137 BD	VI (P) C-CL-2 AKS	VI (P) C-CL-2 AKS VIII LT-3 AB	L	II(T) LT-1 SK	IV M (CBZ) LT-2 SK VIII H -137 BD	IV(P) A-137 BD	IV(P) A-137 AB
TUESDAY	II(P) A-137 SK IV LT-2 BD	II(P) A-LT-137 AB	II LT-1 AKS VIII H -137 BD	IV M (CBZ) LT-2 SK	U		VI LT-3 BD	IV(P) C-137 AB	IV(P) C-137 BD
WEDNESDAY	II(P) B-LT-137 SK IV LT-2 AB	II(P) B-137 AB	VIII H -137 AKS	II LT-2 AKS	N	VIII(P) A-137 AB	VIII(P) A-137 SK	IV(P) B-137 AB VI LT-3 AKS	IV(P) B-137 BD VIII LT-3 AB
THURSDAY	VI LT-3 BD VIII(P) A-137 SK	IV LT-2 BD VIII(P) A-137 AB	VI (P) A-CL-2 AKS VIII LT-3 SK	VI (P) A-CL-2 AKS	C	VIII-H(P) CL- 2 AKS/ BD	VIII-H(P) CL- 2 AKS/ BD	II LT-1 SK VIII H -137 AKS	VIII LT-3 AB
FRIDAY	IV M(CBZ)- LT2 BD VIII(P) B-137 AB	VIII(P) B-137 SK	II LT-1 SK VI (P) B-CL-2 AKS	IV LT-2 AB VI (P) G.B-CL-2 AKS	H				VIII LT-3 SK

AKS: Arup Kumar Saha; SK: Dr. Saurabh Kapoor; AB: Dr. Antara Bhar; BD :Binayak Dihudi


(I/C Mathematics Section)

Time Table for B.Sc.B.Ed (CBZ) SEM 2nd, 4th, 6th and 8th (2016-2017) Subject : Botany w.e.f.09.01.2017 RIE(NCERT) BBSR.

Period Time → Day ↓	1 st	2 nd	3 rd	4 th	12.40 pm. to 01.40 pm.	5 th	6 th	7 th	8 th
Monday	Sem.II Bot(P)Gr.E [SK]	Sem.IV Bot (T) LT ₄ [PPB]	Sem.VI Bot(P)Gr.D [RMU]	11.45 am. to 12.40 pm.		Sem. IV Bio (PCM)LT ₄ [PPB]	Sem.II Bot (T) LT ₃ [PPB]		Sem.VI Bot(T)LT ₄ [SK]
Tuesday	Sem.II Bot(P) Gr.F [PPB]	Sem.IV Bot (T) LT ₄ [SK]	Sem.VIII Bot(G) LT ₄ [MKS]	Sem.II Bot (T) LT ₃ [MKS]				Sem.VI Bot (T) LT ₄ [SK]	
Wednesday	Sem.II Bot(P) Gr.D [PPB]	Sem.IV Bot (T) LT ₄ [SK]	Sem.VI Bot (P) Gr.F [SK]			Sem.VIII Bot(G) LT ₄ [MKS]		Sem.IV Bot (P) Gr.D [MKS]	
Thursday	PCM Sem.IV BIO LT ₄ [SK]	Sem.VIII Bot(P) Gr.E [SK]	Sem.VIII Bot(H) Lab . [PPB]	Sem.IV Bot (T) LT ₄ [RMU]			Sem.IIBot (T) LT ₃ [SK]		
Friday	Sem.VIII Bot(P)Gr.F [SK]	Sem.VI Bot(T) LT ₃ [MKS]	Sem.VIII Bot-Hons.(P) [RMU]			Sem.II Bot (T) LT ₃ [PPB]		Sem.IV Bot (P) Gr.F [RMU]	
	Sem.VI Bot (T) LT ₃ [PPB]	Sem.IV Bot (T) LT ₄ [PPB]						Sem.VIII. Bot (G) LT ₄ [PPB]	

Copy to: PA to Principal, Dean and Head DESM, Individual Faculty Members and Notice Board

MKS: Prof. M. K. Satapathy RMU: Dr. Ch. A. Ramalu SK: Sandeep Kumar PPB= P.P.Behera

Sandeep
I/C BOTANY SECTION 9/1/17

REGIONAL INSTITUTE OF EDUCATION: BHUBANESWAR

B.Sc. B.Ed. (ZOOLOGY)

TIME TABLE 2016 - 2017

Days	I 9 - 9.55	II 9.55 - 10.50	III 10.50 - 11.45	IV 11.45 - 12.40	V 12.40 - 1.40	VI 2.35 - 3.30	VII 3.30 - 4.25	VIII 4.25 - 5.20
Mon	Sem - II Practical Group - F NF	Sem - VI Practical Group - F DLD	L	Sem - II Practical Group - F DLD	Sem - II LT - 3 CN	Sem - VIII Hons.(Lab) AKM	Sem - IV Practical Group - D DLD	
	Sem - VI LT - 4 CN			Sem - VIII LT - 4 CN	Sem - IV LT - 4 Bio - PCM (Botany)	Sem - IV Bio - PCM LT - 4 DLD		
Tues	Sem - II Practical Group - E CN	Sem - VIII Hons.(Lab) DLD	U			Sem - VI LT - 4 NF	Sem - IV Practical Group - F AKM	
	Sem - IV LT - 4 AKM	Sem - II LT - 3 NF						
Wednes	Sem - IV LT - 4 AKM	Sem - I V Bio - PCM LT - 4 (Botany)	H	Sem - VI Practical Group - E DLD	Sem - VIII LT - 4 CN		Sem - VIII Practical Group - E NF	
				Sem - VIII Hons.(Lab) CN		Sem - VI LT - 4 DLD		
Thurs	Sem - VIII Practical Group - F AKM	Sem - VI Practical Group - D NF	B				Sem - II LT - 3 DLD	
	Sem - VI LT - 4 NF	Sem - VIII LT - 4 AKM					Sem - VIII Hons.(Lab) NF	
Fri	Sem - VIII Practical Group - D CN	Sem - VIII Hons. Practical DLD	E		Sem - IV Practical Group - E AKM		Sem - II Practical Group - D CN	
	Sem - IV LT - 4 Bio - PCM NF	Sem - II LT - 3 AKM					Sem - VIII LT - 4 NF	

I/Ch, Zoology Section



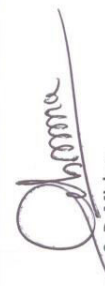
Regional Institute of Education, Bhubaneswar, Department of Education


Time Table (2016-17) Odd Sem.

B.Sc.B.Ed-I

With effect from 8th August 2016

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Mon					L U N C H B R E A K				
Tue									
Wed			PE-1 Basics in Edn, LT-1 (SGR)				PE-1 Basics in Edn, LT-1(SGR)	EPC-1 Understand ing ICT and Its application s, LT-1(GS)	
Thu			EPC-1 Understanding ICT and Its Applications, LT-1(GS)						
Friday			PE-1 Basics in Edn, LT-1(NV)				PE-1 Basics in Edn, LT-1(NV)		


S. P. Mishra
Head, DE

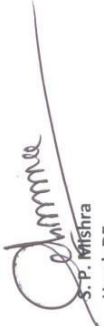

R. K. Mohalik
I/C Time Table




Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B.Sc.B.Ed (Education) II Sem.

With effect from 9th Jan 2017

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 PM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Mon				Schooling, Socialisation and Identity LT1(RS)				Basics in Edn, LT1(SGR)	
Tue						Basics in Edn, LT1(SGR)		Schooling, Socialisation and Identity LT1(DT)	
Wed			Schooling, Socialisation and Identity LT1(RS)						
Thu			Basics in Edn, LT1(SGR)						
Friday			Basics in Edn, LT1(SB)					Schooling, Socialisation and Identity LT1(NV)	


S. P. Mishra
Head, DE


R.K. Mohalik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem. - B.Sc. B.Ed. - III Semester

22nd June 2016

Time	9.00-9.55 AM	9.55-10.50 AM	10.50-11.45 AM	11.45-12.40 AM	12.40-1.40 PM	1.40-2.35 PM	2.35-3.30 PM	3.30-4.25 PM	4.25-5.20 PM
Day									
Monday				Curriculum and School (UR) LT-2			RPGS (IPG) LT-2	Computer Lab-II (Practical) (Gayatri D/SPM)	ICT
Tuesday		Use of ICT for Effective Learning (AB) LT-2			L U N C H				
Wednesday			Curriculum and School (BB) LT-2				RPGS (LB) LT-2	Computer Lab-II (Rojoni kant L)	ICT
Thursday		Curriculum and School (RM) LT-2			B R E A K				
Friday			Curriculum and School (RRS) LT-2	Use of ICT (GS) LT-2			ICT Practical Computer Lab-II (Subhashri. P/SPM)		

S. P. Mishra
S. P. Mishra
Head, DE

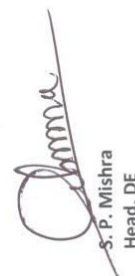
R. K. Mohantik
R. K. Mohantik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B.Sc. B.Ed (Education) IV Sem

With effect from 9th Jan 2017

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Monday	Learner, Learning And Cognition LT2(CS)		Enriching Learning through ICT-II LT2(GS)						
Tuesday			Learner, Learning And Cognition LT2(CS)						
Wednesday			Learner, Learning And Cognition LT2(DT)					Enriching Learning Environment Through ICT-II Lab (GS)	Enriching Learning through ICT-II Lab (GD)
Thursday			Enriching Learning through ICT-II LT2(GD)	Learner, Learning And Cognition LT2(UR)					
Friday									


S. P. Mishra
Head, DE


R. K. Mohalik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem. -B.Sc. B.Ed- V Semester

22nd June 2016

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday		Pedagogy-II Physical sci. (DK) LT-3				Pedagogy-I Bio.scie-LT-2 (CS) Math-LT-4 (SS)			
Tuesday		Pedagogy-II Physical sci. (DK) LT-3			L U N C H				Pedagogy-I Bio.scie-LT-2 (AB) Math-LT-3 (SS)
Wednesday		Pedagogy-I Bio.Sci-LT-1 (CS) Math-LT-3 (SS)			B R E A K	Learning in function as a teacher-1 (Skills) GR-A (117- DESM), B(118-DK), C (127-CS), D(128-SS), E(129-AB), F (130-BB), G(137- SGR)		Pedagogy-II Physical sci. (BB) LT-2	
Thursday						Learning in function as a teacher-1 (Skills) GR-A (117- DESM), B(118-DK), C (127-CS), D(128-SS), E(129-AB), F (130-BB), G(137- SGR)		Pedagogy-II Physical sci. (BB) LT-2	
Friday							Pedagogy-I Bio.scie-LT-2 (AB) Math-LT-3 (SS)		

S.P. Mishra
Head, DE

R.K. Mohalik
I/C Time-Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B.Sc.B.Ed (Education) VI Sem

With effect from 9th Jan 2017

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Monday		Pedagogy Of Physical sci. LT3(DK)							
Tuesday		Pedagogy Of Physical sci. LT3(DK)				Assessment for Learning LT2 (SS)			Pedagogy of Maths-LT3 (SS) Bio.Sc-LT4(cs)
Wednesday		Pedagogy of Maths-LT3 (SS) Bio.Sc-LT1 (GS)					Assessment for Learning LT4(UR)		Pedagogy Of Physical sci. LT1(AB)
Thursday						Pedagogy of Maths LT2(SS) Bio.Sc. LT4 (GS)	Pedagogy Of Physical sci. LT3(AB)	Assessment for Learning OA(RKM)	
Friday		Assessment for Learning LT3(UR)					Pedagogy of Bio.Sc-LT4 (CS) Math-LT2(SS)		

S.P. Mishra
 Head, DE

R.K. Mohalik
 I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B.Sc.B.Ed (Education) VIII Sem.

With effect from 9th Jan 2017

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Mon								Management Of School LT2(DT)	
Tue	Vision of Indian Education: Issue. LT3 (LB)						Management Of School 101(SGR)		
Wed	Vision of Indian Education: Issues. LT3 (NV)							Vision of Indian Education: Issues and Concerns LT2(SGR)	
Thu									
Friday							Vision of Indian Education: Issues. LT3(UR)		

L U N C H

B R E A K

S.P. Mishra
Head, DE

R.K. Mohalik
I/C, Time-table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem.


With effect from 22nd June 2016

B.Sc, B.Ed-VII

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Mon								EFP LT-4 (RRS)	
Tue	ASNGIC LT-1 (GS)								
Wed							EFP LT-4 (NV)		
Thu									
Friday				ASNGIC LT-4 (IPG)					

L U N C H

B R E A K


S. P. Mishra
Head, DE


R.K. Mohalik
I/C Time Table

B.a B.Ed

TIME-TABLE										
Day	Course	1	2	3	4	5	6	7	8	
		9:00 AM – 9:55 AM	9:55 AM – 10:50 AM	10:50 AM – 11:45 AM	11:45 AM – 12:40 PM	12:40 – 1:40	1:40 PM – 2:35 PM	2:35 PM – 3:30 PM	3:30 PM – 4:25 PM	4:25 PM – 5:20 PM
Mon	B.A. B.Ed., Sem-I	—	G English: 116 ()	—	—	—	Eng/OA () , Hin:101 () , Odia:116 () , Ben:117 ()	History:116 () , Geography:117 () , Eng:118(SS) , Hin:127 () , Odia:128 () , Beng:129 ()	—	—
	B.A. B.Ed., Sem-III	—	M.A.I. Eng:117 () , M.Hin:118 () , M.Ben:128 () , M.Odia:127 ()	—	History:116 () , Geography:117 ()	—	—	—	—	—
	B.A. B.Ed., Sem-V	PC-I. Eng:127 () , Hin:128 () , Odia:129 () , Ben:130 ()	—	Pol. Sc. OA. Eco-101 ()	Eng:127 () , Hin:128 () , Odia:129 () , Ben:130 ()	—	—	—	Pedagogy-II	Geography:117 () , Hist:116 ()
	B.A. B.Ed., Sem-VII	S. Eng:117 () , S. Odia:140 () , S. Hin:121 ()	Hist:129 () , Geo:130 () , Eco.	—	—	—	S. Eco:128 () , S. Hist:127 () , S. Geo:130 () , S. Pol. Sc:129 ()	Eng:101 () , Hin:127 () , Odia:176 ()	Social Sci:116 ()	—
	B.Ed., Sem-I	EETI - Gr.A OA, Gr.B:116, Gr.C:118	—	PC-I.Eng:118 () , Ben:128 Hin:130 () , Odia:127 ()	PC-2 – Soc.Sc.:118 ()	—	—	—	—	—
Tue	B.Sc. B.Ed.-I	—	—	—	—	—	—	History:116 () , Geography:117 ()	—	G. English: LT-1 ()
	B.A. B.Ed., Sem-I	—	—	—	Eng/OA () , Hin:101 () , Odia:116 () , Ben:117 ()	—	—	—	—	—
	B.A. B.Ed., Sem-III	History:116 () , Geography:117 ()	A.I. Eng:117 () , M.Hin:118 () , M.Ben:128 () , M.Odia:127 ()	—	—	—	Eng:118 () , Hin:127 () , Odia:128 () , Ben:129 ()	—	—	—
	B.A. B.Ed., Sem-V	Eng:127 () , Hin:128 () , Odia:129 () , Bengali:130 ()	Pedagogy-II	Pol. Sc. OA. Eco-101 ()	—	—	—	Pedagogy-I	Eng:127 () , Hin:128 () , Odia:129 () , Ben:130 ()	Geography:117 () , History:116 ()
	B.A. B.Ed., Sem-VII	History () , Pol. Sc:129 ()	Social Sci:116 ()	←-----Geography Pract (Gr.A) ()-----→	—	—	—	—	—	—
Wed	B.A. B.Ed., Sem-I	—	—	—	—	—	Eng/OA () , Hin:101 () , Odia:116 () , Ben:117 ()	—	G English:116 ()	—
	B.A. B.Ed., Sem-III	M.A.I. Eng:117 () , M.Hin:118 () , M.Ben:128 () , M.Odia:127 ()	History:116 () , Geography:117 ()	—	—	—	—	—	—	History:116 () , Geography:117 ()
	B.A. B.Ed., Sem-V	Pedagogy-II	—	PC-I.Eng:127 () , Hin:128 () , Odia:129 () , Ben:130 ()	Geo:117 () , Econ:LT3 () , Pol.Sc:LT2 History ()	—	Eng/OA () , Hin:101 () , Odia:116 () , Ben:117 ()	—	—	—
	B.A. B.Ed., Sem-VII	S. Eco:LT1 () , S. Hist:LT1 () , S. Geo:130 () , S. Pol.Sc:129 ()	Social Sci:116 ()	Hist:LT3 () , Geo:LT4 () , Eco	Eng:LT4 () , Hin:140 () , Odia:176 ()	—	—	—	—	S. Eng:LT4 () , S. Hindi:LT3 () , S. Odia:176 ()
	B.Ed., Sem-I	—	—	PC-2 – Soc.Sc.:118 ()	PC-I. Eng:118 () , Ben:128 Hin:130 () , Odia:127 ()	—	—	—	—	—
Thu	B.A. B.Ed., Sem-I	—	—	—	G English: LT-1 ()	—	Eng/OA () , Hin:101 () , Odia:116 () , Ben:117 ()	—	G English: OA ()	—
	B.A. B.Ed., Sem-III	—	History:116 () , Geography:117 ()	—	—	—	—	History:116 () , Geography:117 ()	—	—
	B.A. B.Ed., Sem-V	Eng:118 () , Hin:127 () , Odia:128 () , Beng:129 ()	—	Teaching Skills: Gr.A:127 () , Gr.C:129 ()	Eng:LT1 () , Hin:LT2 () , Odia:LT3 () , Ben:LT-4	—	—	—	—	—
	B.A. B.Ed., Sem-VII	Geo:117 () , Hin:116 () , Pol.Sc:130, Econ:LT4 () , Hist:137 () , Economics, Geography:LT1 ()	—	←-----Term Paper/ Seminar-----→ Pol. Sc.:137 () , Geo:LT4 ()	S. Eco:LT2 () , S. Hist:101 () , S. Geo:116 () , S. Pol.Sc:117 ()	—	—	S. Eng:LT4 () , S. Hindi:LT3 () , S. Odia:176 () , Eng:118 () , Hin:130 () , Odia:127 () , Ben:128 ()	—	—
	B.Ed., Sem-I	—	—	PC-2 – Soc.Sc.:118 ()	EETI - Gr.A OA, Gr.B:116, Gr.C:118 ()	—	—	—	G English:116 ()	—
Fri	B.A. B.Ed., Sem-I	History:116 () , Geography:117 ()	—	—	Eng/OA () , Hin:101 () , Odia:116 () , Ben:117 ()	—	—	—	—	History:116 () , Geography:117 ()
	B.A. B.Ed., Sem-III	Eng:118 () , Hin:127 () , Odia:128 () , Ben:176 ()	M.A.I. Eng:117 () , M.Ben:128 () , M.Hin:118 () , M.Odia:127 ()	—	—	—	Teaching Skills: Gr.A:127 () , Gr.C:129 () , Gr.D:130 ()	Eng:LT1 () , Hin:LT2 () , Odia:LT3 () , Ben:LT4 ()	—	—
	B.A. B.Ed., Sem-V	—	Pedagogy-II	Pol. Sc.:OA, Econ:101 ()	History ()	—	Eng:101 () , Hin:116 () , Odia:117 ()	S. Eng:LT4 () , S. Ben:LT3 () , S. Odia:176 ()	—	—
	B.A. B.Ed., Sem-VII	Hist:129 () , Geo:130 () , Eco-137 ()	Social Sci:116 ()	←-----Geography Pract (Gr.B) ()-----→	—	—	—	EETI - Gr.A OA, Gr.B:116, Gr.C:118 ()	—	—
	B.Ed., Sem-I	—	—	PC-I. Eng:118 () , Ben:128 Hin:130 () , Odia:127 ()	—	—	—	—	—	—

Head DESSH

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR - 751022
DESSH TIME - T A B L E
 Academic Session 2016-2017 (with effect from January 2017)

Day	Session	Time	1	2	3	4	5	6	7	8
			9:00 AM - 9:55 AM	9:55 AM - 10:50 AM	10:50 AM - 11:45 AM	11:45 AM - 12:40 PM	12:40 - 1:40	2:35 PM - 3:30 PM	3:30 PM - 4:25 PM	4:25 PM - 5:20 PM
Mon	BA, B.Ed, Sem-I		Pol.Sc.116, Eco.118, Eng.117, Odi.128, Him.127, Ben-129	Eng.117, Odi.128, Him.127, Ben-129	Education-101	Education-101	Education-101	Education-101	M.A.Eng.117	M.Hin.127, M.Odi.128, M.Ben.129
	BA, B.Ed, Sem-IV		Eco.118, Pol.Sc.-116	Eco.118, Pol.Sc.-116	G.Eng.117	G.Eng.117	Education-101	S.Eco.118, S.Geo.128, S.Pol.Sc./S.History-127	Hin.127, Odi.128, Eng.118, Ben-129	Education-117
	BA, B.Ed, Sem-VI			History:129, Eco.130, Pol.Sc. Eng.127, Ben-130	Odi-129(BKP), Him.128, Eng.127, Ben-130	Education-117	Education-117	Education-117	PCII-(Soc-se)-116	Geo.118, Hist.116
	BA, B.Ed, Sem-VIII		Education-LT 1	Geo.130 / History	Pol.Sc	Pol.Sc	Geo.116(STR/PROJECT)	Hin.129, Odi.130	Eco.130, History.140 (STR/PROJECT)	Eng.OA
Tue	B.Sc. B.Ed, Sem-II				PCII, Him.118, Odi.127, Ben.128, Eng.OA					M.A.Eng.LT1, M.Ben.129, M.Hin.127, M.Odi.128
	B.Ed, Sem-II									
	B.Ed, Sem-IV									
	BA, B.Ed, Sem-I		Pol.Sc.116, Eco.118	M.A.Eng.117		Pol.Sc.127, Eco-128	Education-117	Education-117	Eng.117, Him.127, Odi.128, Ben-129	M.Hin.127, M.Odi.128, M.Ben.129
Wed	BA, B.Ed, Sem-IV		S.Eng.117, S.Hindi.127, S. Odi.128, S. Ben-129	S.Eco.118, S.Geo.128, S.Pol.Sc./S.History-127	Education-101	G.Eng-117	Hin.127, Odi.128, Eng.118, Ben-129	Pol.Sc.116, Eco.118, Ben-130	Eng.117, Him.127, Odi.128, Ben-129	Eco.116, Pol.Sc.117, Geo.118, Hist-101 (STR/PROJECT)
	BA, B.Ed, Sem-VI			Hind-129, Odi.130					Eng-LT2	M.A.Eng.LT1, M.Ben.129, M.Hin.127, M.Odi.128
	BA, B.Ed, Sem-VIII		Geo.130, History-140						Geo.118, Hist.116	
	B.Sc. B.Ed, Sem-II									
Thu	B.Ed, Sem-I				PCII-Hin.118, Odi.127, Ben.128, Eng.OA					
	B.Ed, Sem-IV									
	BA, B.Ed, Sem-I		Odi.128, Eng-117, Hindi.127, Ben-129	Pol.Sc.116, Eco.118, Education-101	Eng.118, Odi.128, Him.127, Ben-129	Eco-128	Education-117	Education-117	Eng.117, Him.127, Odi.128, Ben-129	G.Eng.117, Geo.118, History.129, Eco.130, Pol.Sc.129, Eng-LT2, Him.127, Odi.128
	BA, B.Ed, Sem-IV		Eng-118, Odi.128, Him.127, Ben-129	G.Eng-117					Eco.118, Pol.Sc.116	
Fri	BA, B.Ed, Sem-VI		Geo.130, Hist.116	PCII, Eng.127, Ben-130, Him.128, Odi.129	History:118, Eco.130, Pol.Sc. - Geo. Practical, (Gr. B) -			Education-117		
	BA, B.Ed, Sem-VIII		Education-LT 1		Eco.130, History.129, Pol.Sc.			Eco.118, Hist.116, Pol.Sc.116 Geo-130 (STR/PROJECT)	Education-101	
	B.Sc. B.Ed, Sem-II									
	B.Ed, Sem-I									
	B.Ed, Sem-IV									
	BA, B.Ed, Sem-I		Eng.117, Odi.128, Him.127, Ben-118	Eng.117, Odi.128, Him.127, Ben-118	Education-117					Pol.Sc.116, Eco.118, S.Odi.128, S.Ben-129
	BA, B.Ed, Sem-IV			Education-101	Eng.118, Odi.128, Him.127, Ben-176				M.A.Eng.117	S.Eng.117, S.Hindi.127
	BA, B.Ed, Sem-VI		PCII, Eng.127, Him.128, Odi.117, Ben-118					Hist.116, Eco.117, Geography.118, Pol.Sc.118	S.Eco.118, S.Geo.128, S.Hist.127, S.Pol.Sc.116	Education-OA
	BA, B.Ed, Sem-VIII								Eng-LT2, Him.129, Odi.130	Education-LT 1
	B.Sc. B.Ed, Sem-I									M.Hin.127, M.Odi.128, A.Eng.LT1
	B.Ed, Sem-I									
	B.Ed, Sem-IV		ETE7 Pract (Soc.St.), 129 / 130 (DE)							


Prof. Prithish Acharya
HEAD, DESH



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem.

B.A.B.Ed-I *With effect from 8th August 2016*

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Mon			PE-1 Basics in Edn , Room-116 (SGR)		L U N C H B R E A K				
Tue			EPC-1 Understanding ICT and Its applications 116 (GS)						
Wed				PE-1 Basics in Edn, Room-116(NV)				PE-1 Basics in Edn, Room-116 (SGR)	
Thu							PE-1 Basics in Edn, Room-116(NV)		
Friday			EPC-1 Understanding ICT and Its Applications 116(GS)						


S. P. Mishra
Head, DE

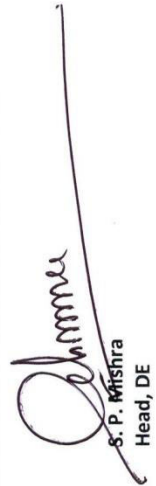

R.K. Mohalik
I/C Time Table

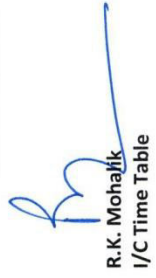


Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B.A.B.Ed (Education) II Sem

With effect from 9th Jan 2017

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Monday				Basic in Education (NV) 101	L U N C H B R E A K		Schooling, Socialisation and Identity (SB) 101		
Tuesday							Schooling, Socialisation and Identity (SB) 117		
Wednesday							Basic in Education (NV) 117	Schooling, Social isation and Identity (DT) 117	
Thursday	Basic in Education (EG) 117					Schooling, Socialisation and Identity (DT)117			
Friday			Basic in Education (SGR) 117						


S. P. Mishra
 Head, DE

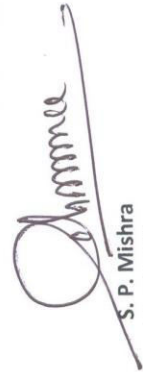

R. K. Mohalik
 I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem. B.A.Ed- III Semester

With effect from 22nd June 2016

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Monday			Curriculum and School 117 (EG)					RPGS (RRS) 117	
Tuesday			Use of ICT for Effective Learning (Gayatri & Subhasree) 117	RPGS 117 (EG)	L U N C H				
Wednesday					B R E A K				
Thursday			Curriculum and School 117 (RRS)					Curriculum and School 117 (RS)	
Friday			Curriculum and School 117 (RM)					Use of ICT for Effective Learning (GS) 117	


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R.K. Mohalik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B.A.Ed (Education) IV Sem

With effect from 9th Jan 2017

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Mon						Learner, Learning and Cognition 117(CS)			Learner, Learning and Cognition 117(UR)
Tue			Learner, Learning and Cognition 117(UR)		L U N C H				
Wed		Learner, Learning and Cognition 101(CS)			B R E A K				
Thu				Enriching Learning Environment Through ICT-II 101(GS)					
Friday		Enriching Learning Environment Through ICT-II 101(GS)							

R.K. Mohalik
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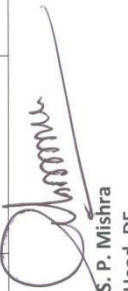
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Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem. - B.A.B.Ed- V Semester

With effect from 22nd June 2016

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM	
Day										
Mon	Pedagogy I Eng-127 (DT) Hindi-128 Odia- 129 Bengali-130				L U N C H B R E A K			Pedagogy-II Social sci. R.No- 116(DESSH)		
Tue		Pedagogy-II Social sci. R.No. 116(PM)					Pedagogy I Eng-127 (DT) Hindi-128 Odia-129 Bengali-130			
Wed	Pedagogy-II Social sci. R.No-116 (PM)		Pedagogy I Eng-127(DT) Hindi-128 Odia- 129 Bengali-130							
Thu		Pedagogy I Eng-127 (DT) Hindi-128 Odia-129 Bengali-130	Skills Gr-A-127(PM) Gr-B-128(DT) GR-C(DESSH)-129 GR-D(DESSH)-130							
Friday		Pedagogy-II Social sci. R.No- 116(DESSH)				Skills Gr-A-127(PM) Gr-B-128(DT) GR-C(DESSH)-129 GR-D(DESSH)-130				


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I/C Time-Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B.A.Ed(Education) VI Semester

With effect from 9th Jan 2017

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Day									
Mon						Pedagogy I Eng-127 (DT) Hindi-128 Odia-129 Bengali-130		Pedagogy-II Social sci. R.No. 116(NV)	
Tue						Pedagogy-II Social sci. R.No.116(UR)			
Wed	Pedagogy-II Social sci. R.No-116 (UR)	Pedagogy I Eng-127(DT) Hindi-128 Odia-129 Bengali-130			L U N C H				
Thu		Pedagogy I Eng-127 (SB) Hindi-128 Odia-129 Bengali-130			B R E A K				
Friday	Pedagogy I Eng-127 (SB) Hindi-128 Odia- 129 Bengali-130					Pedagogy-II Social sci. R.No. 101(NV)			

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R.K. Mohajik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem.

B.A, B.Ed-VII *With effect from 22nd June 2016*

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 PM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM	
Day										
Mon				ASNGIC LT-4 (GS)	L U N C B R E A K					
Tue	ASNGIC 118 (EG)							ASNGIC LT-3 (NV)		
Wed										
Thu										
Friday							EFP 117 (SGR)			

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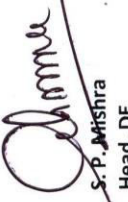
R.K. Mohalik
R.K. Mohalik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B.A.Ed (Education) VIII Sem.

With effect from 9th Jan 2017

Time Day	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Mon	Vision of Education in India:Issues and Concerns LT1(SGR)				L U N C B R E A K				
Tue									
Wed	Vision of Education in India:Issues and Concerns 101(SGR)					Management Of School OA(CS)			
Thu	Vision of Education in India:Issues and Concerns LT1 (SGR)					Management of School 101(EG)			
Friday									Vision of Education in India: LT1(SS)


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 I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education

Time Table (2016-17) Odd Sem. - B. Ed-1

20th August 2016

Time Day	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday	PE-1-Basics in Edn AB (OA)	PE-2- Childhood and Growing up BB(OA)	CPS-2 Ma-129-SS BI-137-CS ENG-118-DT HN-130 Odi-127 BE-128	CPS-3 PS-OA-BB SS-118-PM	L U N C H	CPS-1- Language across Curriculum (DT) OA	EPC-1 A-OA(CS), B-118(AB), C-127(SS), D-128(SCR), E-129(PM), F- 130(UR), G-137(DT), H-140(NV)		
Tuesday	PE-2- Childhood and Growing Up(UR) OA	PE-1-Basics in Edn(SCR) OA	CPS-2 Ma-129(SS) BI-137(CS) ENG-118(DT) HN-130 Odi-127 BE-128	CPS-1- Language across Curriculum (DT) OA		CPS-3 PS-OA (DK) SS- 118(PM)	EPC-2- Understanding ICT and Its Applications (GS) OA		
Wednesday	PE-1 Basics in Edn(NV)	PE-2 Childhood and Growing up (IAB) OA	CPS-3 PS-OA (DK) SS-118 (UR)	CPS-2 Ma- 129(SS) BI-137(AB) ENG- 118(DT) HN-130 Odi-127 BE-128	B R E		EPC-2 Understanding ICT and Its Applications (GS) OA		
Thursday	PE-2 Childhood and Growing up (UR) OA	CPS-3 PS-OA-(BB) SS-118	PE-1 Basics in Edn OA (SCR)	CPS-1 Language across Curriculum (DT) OA	A K	EPC-2 ICT- (SGD) OA	CPS-2 Ma-129(SS) BI-137(AB) ENG-118 HN-130 Odi-127 BE-128		
Friday	PE-2 Childhood and Growing up (BB)	PE-1 Basics in Edn OA(RM)	CPS-2 Ma- 129(SS) BI-137(AB) ENG-118(DT) HN-130 Odi-127 BE-128			CPS-3 PS-OA (BB) SS-118(UR)	EPC-1 A-OA(SCR), B-118(CS), C- 127(AB), D-128(SS), E-129(PM), F-130(DT), G-137(UR), H-140(NV)		

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I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B. Ed II Sem

With effect from 9th Jan 2017

Time Day	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday	PE3 Learning Teaching OA(UR)	PE5 Creating an Inclusive School OA (IPG)	CPS-2 Ma-117-SS Bio-116-CS HN-118 (DESSH) Odi-127(DESSH) BE-128 (DESSH) Eng –OA(DT)	CPS3 Pedagogy Phy.Sc II- OA (DK) Social.Sc- 116(UR)	L U N C H		PE3 Learning Teaching OA(AB)	EPC-Reading and Reflecting on Text OA (RM/LB/SB)	
Tuesday	PE4 Assessing Learning OA (SS)	PE3 Learning &Teaching OA(DT)	CPS-2 Ma-117(SS) Bio-116(GS) ENG-OA(DT) HN-118(DESSH) Odi-127(DESSH) BE-128(DESSH)	CPS3 Social.Sc- 116(UR) Phy. Sci OA(AB)				PE4 Assessing Learning OA(RM)	
Wednesday	PE4 Assessing Learning OA(SS)	Library	CPS3 Pedagogy Physical Sc. OA(DK) Social.Sc (NV)116	CPS-2 Ma- 117(SS) Bio-116(GS) ENG-OA(SB) HN-118 Odi-127 BE-128	B R E A K				
Thursday	PE5 Creating an Inclusive School OA (IPG)	PE4 Assessing Learning OA (AB)	CPS3 Pedagogy of Social Sc- 116(NV) Phy.Sc OA(AB)	CPS-2 Ma-117(SS) Bio-116(CS) ENG-OA(SB) HN-118 Odi-127 BE-128				EPC-Reading and Reflecting on Text OA (RM/LB/SB)	
Friday	PE3 Learning And Teaching OA(GS)	PE5 Creating an Inclusive School OA(EG)	CPS3 Pedagogy of Social Sc- 116(UR) Phy.Sc OA(AB)			CPS-2 Ma- 117(SS) Bio-116(CS) ENG-OASB) HN-118 Odi-127 BE-128	PE4- Assessing Learning OA (AB)		

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 R.K. Mohalik
 I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) - B. Ed - III Sem

20rd June 2016

Time Day	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 PM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday	CC-4 Curriculum and School (UR)-101	CC-4 Curriculum and School (RRS)-101	Arts ICT practical Arts computer Lab 2 (Gayatri D)				PC-3 (NV) R.No. 101	ETE-5 (GF) R.No. 101	
Tuesday	CC-4 (BB) R.No. 101	PC-3 (RM) R.No. 101	ETE-3 ICT Practical Science, Computer Lab (GD/SP)				CC-4 Cum and School (UR) R.No. 101	ETE-4 Practicum Biology (DESM/CS) Math (, Edn)-101 Language (Hindi- 130 Eng - 118) Odia - 127 Bengali -128	
Wednesday		CC-4 (GS) R.No. 101	PC-3 (NV) R.No. 101	CC-4 (PM) R.No. 101			Curriculum and School- (UR) R.No. 101	ETE-4 Practicum Biology (DESM) Math (GF, Edn)-101 Language (Hindi- 130 Eng - 118) Odia - 127 Bengali -128	
Thursday	CC-4 (IPG) R.No. 101	PC-3 (LB) R.No. 101	ETE-3 ICT Practical Arts computer Lab 2 (SP/GD)					ETE-5 (GF) R.No. 101	PC-3 (EG) 101
Friday	SES-4 Bio. Science (GF) R.No. 101	CC-4 (SPM) R.No. 101	ETE-3 ICT Practical Science computer Lab (SPM/GD)				SES-3 (IPG) R.No. 101	PC 3 (RKM) R.No. 101	

S. P. Mishra
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R. K. Mohalik
I/C Time Table




Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) B. Ed IV Sem.

With effect from 9th Jan 2017

Time	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday	CC6 (NV) 101	ETE9 (PLN) 101	CC6 (EG) 101				CC6 (CS) 101	CC6 (GS) 101	SES5 (SGR) 101
Tuesday	CC5 (UR) 101	CC5 (SGR) 101	ICT Practicum Sc. Group Lab II (GD)	ETE6	L U N C H B R E A K	ETE6 (GD)	CC6 (CS) 101	ETE9 (PLN) 101	
Wednesday	ETE7 Practicum (Phy.Sc) Lbs (AB)			CC6 (CS) 101		Library	CC5 (LB) 101	SES5 (NV) 101	
Thursday	CC5 (SB) 101		ETE6 (GS) 101			ETE9 (PLN) 101	SES5 (NV) 101	ETE8 (MRP) 101	
Friday	ETE7 Practicum (Soc.St) 129, NV		ETE7 Practicum (Phy.Sc) Lbs (DK)					CC5 (SGR) 101	ETE6 (GS) 101


S.P. Mishra
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R.K. Mohalik
 I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem. - M. Ed 1st Semester

With effect from 1st August 2016

Time Day	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday	PC-3 History and Political Economy (PM)	PC-1 Introduction to Education Studies (RM)	TEC-1 Teacher Education (BNP)	PC-2 Psychology of Learning and Development (EG)	L U N C H B R E A K	TC-1 Self Development (Self Engagement)		Self Study	
Tuesday	PC-1 Introduction to Education Studies (LB)	PC-2 Psychology of Learning and Development (IPG)	TEC-1 Teacher Education-(Tutorial) (RRS/DK)			Self Study/ Library	TEC-1 Teacher Education (RRS)	TC-2 Communication & Expository writing (DT/EG)	PC-2 Psychology of Learning and Development(Tutorial) EG/AB
Wednesday	TEC-1 Teacher Education (EG)	PC-3 History and Political Economy (LB)	PC-2 Psychology of Learning and Development (KBR)	PC-1 Introduction to Education Studies (SPM)		TC-2 Communication & Expository writing (Self Engagement)		Self engagement	
Thursday	PC-2 Psychology of Learning and Development (GS)	PC-3 History and Political Economy (Tutorial) (LB/NV)		TEC-1 Teacher Education (DK)		Self Study/ Library	PC-3 History and Political Economy (UR)	Self engagement	
Friday	PC-1 Introduction to Education Studies (SGR)	PC-3 History and Political Economy (PM)	PC-1 Introduction to Education Studies(Tutorial) (SGR/SPM)		Self Development (KBR/RRS/RKM)	Self Study			


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R.K. Mohalik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem. M.Phil. – 1st Sem.

1st August 2016

Time	9.00-9.55 AM	9.55-10.50 AM	10.50-11.45 AM	11.45-12.40 PM	12.40-1.40 PM	1.40-2.35 PM	2.35-3.30 PM	3.30-4.25 PM	4.25-5.20 PM
Monday	CC-I (EG) R.No. 60	T.Ed. (SGR) R.No. 60	GC, MPhil RN-60 RRS	CC-II (RM) R.No. 60		Research Colloquium/ Peer Learning			
Tuesday	CC-I (SPM) R.No. 60	GC (RRS) R.No. 60	CC-II (KBR) R.No. 60	T.Ed. SGR R.No. 60		Library Study		Self Study	
Wednesday	Data Analysis and Management (RM) Lab-3			CC-II (LB) R.No. 60		Library	GC-IPG R.No. 60	Dissertation (Individual Supervisor)	
Thursday	Self Study	CC-I (SGR) R.No. 60	CC-II (BNP) R.No. 60	T.Ed (SPM) R.No. 60		Library		Dissertation (Individual Supervisor)	
Friday	CC-I (LB) R.No. 60	Library	GC-EG R.No. 60	T.Ed DK R.No. 60		Research Colloquium (Peer Learning)		Dissertation Seminar All Faculty DE	

S P Mishra
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R K Mohalik
 IC Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem. - M. Ed 1st Semester

With effect from 1st August 2016

Time Day	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday	PC-3 History and Political Economy (PM)	PC-1 Introduction to Education Studies (RM)	TEC-1 Teacher Education (BNP)	PC-2 Psychology of Learning and Development (EG)	L U N C H B R E A K	TC-1 Self Development (Self Engagement)		Self Study	
Tuesday	PC-1 Introduction to Education Studies (LB)	PC-2 Psychology of Learning and Development (IPG)	TEC-1 Teacher Education-(Tutorial) (RRS/DK)			Self Study/ Library	TEC-1 Teacher Education (RRS)	TC-2 Communication & Expository writing (DT/EG)	
Wednesday	TEC-1 Teacher Education (EG)	PC-3 History and Political Economy (LB)	PC-2 Psychology of Learning and Development (KBR)	PC-1 Introduction to Education Studies (SPM)		TC-2 Communication & Expository writing (Self Engagement)		PC-2 Psychology of Learning and Development(Tutorial) EG/AB	
Thursday	PC-2 Psychology of Learning and Development (GS)	PC-3 History and Political Economy (Tutorial) (LB/NV)		TEC-1 Teacher Education (DK)		Self Study/ Library	PC-3 History and Political Economy (UR)	Self engagement	
Friday	PC-1 Introduction to Education Studies (SGR)	PC-3 History and Political Economy (PM)	PC-1 Introduction to Education Studies(Tutorial) (SGR/SPM)			TC-1 Self Development (KBR/RRS/RKM)		Self Study	

S. P. Mishra
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R.K. Mohalik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education

Time Table (2016-17 Even) M. Ed(Education) 2nd Sem

With effect from 9th Jan 2017

Time Day	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 AM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday	TEC2 Teacher Education II (IPG)	TC3 Research Method in Education (LB)	PC4 Philosophy of Education (RS)	Self study	L U N C H	Library		Dissertation Guidance	
Tuesday	PC4 Philosophy of Education (SGR)	Secondary Education I (SB)	TEC2 Teacher Education II (EG)	TC3 Research Methods in Education (BNP)		Self study	Secondary Education I (DK)	Dissertation Guidance	
Wednesday	PC4 Philosophy of Education (LB)	Secondary Education I (UR)	TC3 Research Method in Education (BNP)	TEC2 Teacher Education II (EG)	B R E A K	Library		In-service Internship (EG /RS)	
Thursday	Secondary Education1 (CS)	TC3 Research Method in Education (KBR)	Teacher Education (TEC2)(SPM)	TEC2 Teacher Education II (AB)		Self study	Self study		Pre-Service Internship (IPG/LB)
Friday	PC4 Philosophy of Education (SGR)	Library	PC4 Philosophy of Education (RS)	TC3 Research Methods in Education (RKM)	Library	Secondary Education- (SB)	Dissertation Seminar (All Faculty)		

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I/C, Time Tab



Regional Institute of Education, Bhubaneswar, Department of Education

Time Table (2016-17 Even) M. Ed(Education) 2nd Sem

With effect from 9th Jan 2017

Time Day	9.00- 9.55 AM	9.55- 10.50 AM	10.50- 11.45 AM	11.45- 12.40 PM	12.40- 1.40 PM	1.40- 2.35 PM	2.35- 3.30 PM	3.30- 4.25 PM	4.25- 5.20 PM
Monday	TEC2 Teacher Education II (IPG)	TC3 Research Method in Education (LB)	PC4 Philosophy of Education (RS)	Self study	L U N C H	Library	Library	Dissertation Guidance	
Tuesday	PC4 Philosophy of Education (SGR)	Secondary Education I (SB)	TEC2 Teacher Education II (EG)	TC3 Research Methods in Education (BNP)			Secondary Education I (DK)	Dissertation Guidance	
Wednesday	PC4 Philosophy of Education (LB)	Secondary Education I (UR)	TC3 Research Method in Education (BNP)	TEC2 Teacher Education II (EG)	B R E A K	Library	Library	In-service Internship (EG /RS)	
Thursday	Secondary Education1 (CS)	TC3 Research Method in Education (KBR)	Teacher Education (TEC2)(SPM)	TEC2 Teacher Education II (AB)			Self study	Pre-Service Internship (IPG/LB)	
Friday	PC4 Philosophy of Education (SGR)	Library	PC4 Philosophy of Education (RS)	TC3 Research Methods in Education (RKM)	L U N C H	Library	Secondary Education- (SB)	Dissertation Seminar (All Faculty)	

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I/C, Time Tab



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17 Even) M.Ed(Education) 4thSem

With effect from 9th Jan 2017

Time Day	9.00-9.55 AM	9.55-10.50 AM	10.50-11.45 AM	11.45-12.40 PM	12.40-1.40 PM	1.40-2.35 PM	2.35-3.30 PM	3.30-4.25 PM	4.25-5.20 PM
Mon	TS2 E-Content: Design and Development (AB)	TS1 Foundation of Educational Technology (RKM/RKS)	TS5 Academic Writing (RKM) (SB)	L U N C H B R E A K		TS1 Curriculum Theory, Planning, Develop (NV)	TS2 Learning & Pedagogy of School Sub (UR)	CBCS Paper (RS)	Dissertation Seminar (All Faculty)
Tue	Self Study	TS3 Assessment in Education (EG)	TS2 E-Content: Design and Development (AB)			TS1 Foundation of Educational Technology (GS)	TS2 E-Content: Design and Develop. (SS)	TS1 Curriculum Theory, Planning, Develop (NV)	TS3 E-learning (GS)
Wed	TS1 Curriculum Theory, Planning Develop. (CS)	TS2 Learning and Pedagogy of School Subjects (IPG)	TS2E-Content: Design and Development (SPM/PK)			TS3 Assessment in Education (SB)	TS2 Learning and Pedagogy of School Subjects (DK)	CBCS Paper (IPG)	TS3 Assessment in Edu (DT)
Thu	TS3 E-learning (AB)	TS3 E-Learning (RKM/GD)	TS1 Curriculum Theory, Planning and Development (RS)			TS1 Foundation of Edu. Tech. (AB)	TS3 Assessment in Education (SS)	CBCS Paper (DK)	Dissertation Guidance
Friday	TS1 Curriculum Theory, Planning Develop. (RS)	TS3 Assessment in Edu. (DT)	TS3 E-learning (SPM/PK)			TS2 E-Content: Design and Develop (SS)	TS3 E-learning (GS)	CBCS Paper (EG)	Dissertation Guidance

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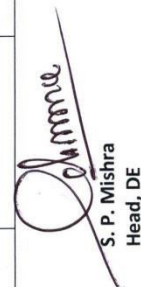
R. K. Mohalik
I/C Time Table



Regional Institute of Education, Bhubaneswar, Department of Education
Time Table (2016-17) Odd Sem. M.Ed –3rd Sem

With effect from 18th July 2016

Time Day	9.00-9.55 AM	9.55-10.50 AM	10.50-11.45 AM	11.45-12.40 PM	12.40-1.40 PM	1.40-2.35 PM	2.35-3.30 PM	3.30-4.25 PM	4.25-5.20 PM
Mon	PC 5-Sociology of Education (IPG)	PC-6 Curriculum Studies (NV)	Secondary Education-II (PM)	TC4- Advanced Research Methods in Education (LB)	L U N C H	Self Study	PC 5-Sociology of Education-Tutorial (SPM/IPG)	Internship (LB/DK)	Dissertation (individual Supervisor)
Tue	PC 5-Sociology of Education (NV)	PC-6-Curriculum Studies (EG)	Secondary Education – II (LB)	TC4- Advanced Research Methods in Education (BNP)					
Wed	Secondary Education – II (DK)	PC 5-Sociology of Education (SPM)	PC-6-Curriculum Studies (RS/EG)	TC4- Advanced Research Methods in Education (BNP)					
Thu	PC-6-Curriculum Studies (EG)	PC 5-Sociology of Education (IPG)	TC4- Advanced Research Methods in Education (KBR)	Secondary Education-II (RM)	B R E A K	Library	Dissertation (Individual Supervisor)	TC4- Advanced Research Methods in Education (Tutorial) (RM/BNP)	Seminar (Academic Faculty of Institute)
Friday	PC-6-Curriculum Studies (RRS)	Secondary Education – II (Tutorial) (LB/DK)	TC4- Advanced Research Methods in Education (BNP)	TC4- Advanced Research Methods in Education (BNP)					


S. P. Mishra
Head, DE


R.K. Mohalik
I/C Time Table

3.4.3 Syllabus

B.A. B.Ed. Course Structure

Sl. No	Course	Contact hours per week and total marks in each Semestar								
	Subject / Semester	I	II	III	IV	V	VI	VII	VIII	Total Marks
	Language Proficiency									
1	General English	4			4					200
2	MIL/Alt. English (Oriya / Bengali / Hindi)		4	4						200
	Total	4	4	4	4					400
	Professional Course									
1	Basics in Education		4							100
2	Learner, Learning & Identity				4					100
3	Schooling, Socialisation & Identity		4							100
4	Curriculum & School			4						100
5	Vision of Indian Education, issues & concerns								4	100
6	Management of Resources in school								2	50
7	Pedagogy I Language. (English, Hindi, Oriya, Bengali)					4	4			200
8	Pedagogy II (Social Science)					4	4			200
9	Learning to function as a teacher I (Practice of Teaching Skills and multi cultural placement)					4	2 Weeks			50+50 =100
10	Learning to function as a Teacher II (Internship)							5 Weeks		150
11	Assessment for learning						4			100
12	Health & Well being	2								Grade
13	Use of ICT for effective learning I			4						50
14	Use of ICT for effective learning II				4					50
15	Reflective practices & Guidance services			2						50
16	Issues of conservation & environment regeneration	2								50
17	Addressing Special needs and gender issues in classroom							2		50
18	Education for peace							2		50
19	Field work with Community								1 Week	Grade
20	Art & Aesthetics	2								Grade
	Total	2	8	10	8	12	12	4	6	1600

	Subject Specialization	I	II	III	IV	V	VI	VII	VIII	Total Marks
1	Languages (Eng./Oriya/Hindi/Bengali)	5	5	5	5+5	5	5	5+5	5	1000
2	History*	5	-	5	5	5	5	10+5	10	1000
3	Political Science**	-	5	-	5+5	5	5	10+5	10	1000
4	Economics***	-	5	-	5+5	5	5	10+5	10	1000
5	Geography	5		5	5	4+2 (T) (P)	4+2 (T) (P)	10+5	8+2 (T) (P)	1000
	Total	10	10	10	10+5	11-Oct	11-Oct	15+5	15	
	Grand Total contact hours/week	20	22	24	22+5	22/23	22/23	17+5	21	
	Mark/Semester	350	500	500	450	450+100	550	550	450	4000***

T = Theory

P = Practical

Semester wise weightage in B.A.B.Ed Course

Semester	Subject	Sessional	Terminal	Practical	Total	
I	English	25	75	--	100	+ Grade
	Professional	15	35	--	50	
	Language	25	75	--	100	
	Hist/Geo.	25	75	--	100	
		90	260	--	350	
II	MIL/Alt. English	25	75	--	100	
	Professional	50	150	--	200	
	Language	25	75	--	100	
	Pol.Sc./Econo.	25	75	--	100	
		125	375	--	500	
III	MIL/Alt. English	25	75	--	100	
	Professional	55	145	--	200	
	Language	25	75	--	100	
	Hist./Geo.	25	75	--	100	
		130	370	--	500	
IV	English	25	75	--	100	
	Professional	40	110	--	150	
	Language	25	75	--	100	
	Pol.Sc./Econ.	25	75	--	100	
		115	335	--	450	

	Special Paper (Language/Social Science)	25	75		100	
		140	410		550	
V	Professional	100	150	--	250	
	Language	25	75	--	100	
	Hist/Pol.Sc./ Econo	25	75	--	100	
	Geography	(15	60	25	100)	
		150/140	300/285	25	450	
VI	Professional	125	225	--	350	
	Language	25	75	--	100	
	Hist/Pol.Sc./ Econo	25	75	--	100	
	Geography	(15	60	25	100)	
		175/165	375/360	25	550	
VII	Professional	180	70	--	250	
	Language	25	75	--	100	
	Hist/Pol.Sc./Econo/Geogr aphy	125	75		200	
		330	220	--	550	
	Specil Paper (Language, S.Sc)	25	75		100	
		355	295		650	
VIII	Professional	40	110	--	150	+ Grade
	Language	25	75	--	100	
	Hist/Pol.Sc./ Econo	25	175	--	200	
	Geography	(15	160	25	200)	
		90/80	360/345	25	450	

Final B.A.B.Ed.

Semester	Language Proficiency	Professional	Subject Specialisat ion	Total	
I	100	50 + Grade	200	350	+Grade
II	100	200	200	500	
III	100	200	200	500	
IV	100	150	300	550	
V	--	250	200	450	
VI	--	350	200	550	
VII	--	250	400	650	
VIII	--	150	300	450	
Final	400	1600	2000	4000	+Grade

Semester wise marks in B.Sc. B.Ed Course

Semester	Subject	Sessional	Terminal	Practical	Total
V	Professional	100	150	--	250
	Physics	15	60	25	100
	Mathematics	15	60	25	100
	Chemistry	15	60	25	100
	Botany	15	60	25	100
	Zoology	15	60	25	100
	Total PCM	145	330	75	550
	CBZ	145	330	75	550
VI	Professional	125	225	--	350
	Physics	15	60	25	100
	Mathematics	15	60	25	100
	Chemistry	15	60	25	100
	Botany	15	60	25	100
	Zoology	15	60	25	100
	Total PCM	170	405	75	650
	CBZ	170	405	75	650
VII	Professional	180	70	--	250
	Physics (Hons)	30	120	50	200
	(elective)	15	60	25	100
	Mathematics (Hon)	30	120	50	200
	(elective)	15	60	25	100
	Chemistry (Hon)	30	120	50	200
	(elective)	15	60	25	100
	Botany (Hons)	30	120	50	200
	(elective)	15	60	25	100
	Zoology (Hons)	30	120	50	200
	(elective)	15	60	25	100
	Total Phy (Hons)	240	310	100	650
	Math (Hons)	240	310	100	650
	Chem (Hons)	240	310	100	650
	Bot (Hons)	240	310	100	650
	Zoo (Hons)	240	310	100	650

VIII	Professional	40	110	--	150	+ Grade
	Physics (Hons)	30	120	50	200	
	(elective)	15	60	25	100	
	Mathematics (Hon)	30	120	50	200	
	(elective)	15	60	25	100	
	Chemistry (Hon)	30	120	50	200	
	(elective)	15	60	25	100	
	Botany (Hons)	30	120	50	200	
	(elective)	15	60	25	100	
	Zoology (Hons)	30	120	50	200	
	(elective)	15	60	25	100	
	Total Phy (Hons)	100	350	100	550	
	Math (Hons)	100	350	100	550	
	Chem (Hons)	100	350	100	550	
	Bot (Hons)	100	350	100	550	
	Zoo (Hons)	100	350	100	550	

Final B.Sc. B.Ed.

Semester	Language Proficiency	Professional	Subject Specialisation	Total
I	100	50	300	450
II	100	200	300	600
III	--	200	300	500
IV	--	150	400	550
V	--	250	300	550
VI	--	350	300	650
VII	--	250	400	650
VIII	--	150	400	550
Final	200	1600	2700	4500

B.Sc. B.Ed. Course Structure

Sl. No	Course	Contact hours per week and total marks in each Semester								
	Subject / Semester	I	II	III	IV	V	VI	VII	VIII	Total Marks
	Language Proficiency									
1	English	4								100
2	MIL/Alt. English (Oriya / Bengali / Hindi)		4							100
	Total	4	4							200
	Professional Course									
1	Basics in Education		4							100
2	Learner, Learning & Identity				4					100
3	Schooling, Socialisation & Identity		4							100
4	Curriculum & School			4						100
5	Vision of Indian Education, issues & concerns								4	100
6	Management of Resources in school								2	100
7	Pedagogy I (Maths & Bio. Sc.)					4	4			200
8	Pedagogy II (Phy Sc. & Bio Sc.)					4	4			200
9	Learning to function as a teacher I (Micro teaching/multi cultural placement)					4	2 Weeks			50+50 =100
10	Learning to function as a Teacher II (Internship)							5 Weeks		150
11	Assessment for learning						4			100
12	Health & Well being	2								Grade
13	Use of ICT for effective learning I			4						50
14	Use of ICT for effective learning II				4					50
15	Reflective practices & Guidance services			2						50
16	Issues of conservation & environment regeneration	2								50
17	Addressing Special needs and gender issues in classroom							2		50
18	Education for peace							2		50
19	Field work with Community								1 Week	Grade
20	Art & Aesthetics	2								Grade
	Total	6	8	10	8	12	12	4	6	1600

	Subject Specialization	I	II	III	IV	V	VI	VII	VIII	Total Marks
1	Chemistry	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 4+2 (T) (P) (Hons)	4+2 4+2 (T) (P) (Hons)	800 1000
2	Physics Physics for CBZ	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 4+2 (T) (P) (Hons)	4+2 4+2 (T) (P) (Hons)	800 1000 50
3	Mathematics Maths for CBZ	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 4+2 (T) (P) (Hons)	4+2 4+2 (T) (P) (Hons)	800 1000 50
4	Botany	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 4+2 (T) (P) (Hons)	4+2 4+2 (T) (P) (Hons)	800 1000
5	Zoology Biology for PCM Biology	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 (T) (P)	4+2 4+2 (T) (P) (Hons)	4+2 4+2 (T) (P) (Hons)	800 1000 100
	Total for PCM & CBZ	18	18	18	24	18	18	24	24	2700
	Total contact hours/week Total Marks/semester	28 450	30 600	28 500	32 550	30 550	30 650	28 650	30 550	4500

T = Theory

P = Practical

Semester wise marks in B.Sc. B.Ed Course

Semester	Subject	Sessional	Terminal	Practical	Total
V	Professional	100	150	--	250
	Physics	15	60	25	100
	Mathematics	15	60	25	100
	Chemistry	15	60	25	100
	Botany	15	60	25	100
	Zoology	15	60	25	100
	Total PCM	145	330	75	550
	CBZ	145	330	75	550

VI	Professional	125	225	--	350
	Physics	15	60	25	100
	Mathematics	15	60	25	100
	Chemistry	15	60	25	100
	Botany	15	60	25	100
	Zoology	15	60	25	100
	Total PCM	170	405	75	650
	CBZ	170	405	75	650
VII	Professional	180	70	--	250
	Physics (Hons)	30	120	50	200
	(elective)	15	60	25	100
	Mathematics (Hon)	30	120	50	200
	(elective)	15	60	25	100
	Chemistry (Hon)	30	120	50	200
	(elective)	15	60	25	100
	Botany (Hons)	30	120	50	200
	(elective)	15	60	25	100
	Zoology (Hons)	30	120	50	200
	(elective)	15	60	25	100
	Total Phy (Hons)	240	310	100	650
	Math (Hons)	240	310	100	650
	Chem (Hons)	240	310	100	650
	Bot (Hons)	240	310	100	650
	Zoo (Hons)	240	310	100	650

VIII	Professional	40	110	--	150	+ Grade
	Physics (Hons)	30	120	50	200	
	(elective)	15	60	25	100	
	Mathematics (Hon)	30	120	50	200	
	(elective)	15	60	25	100	
	Chemistry (Hon)	30	120	50	200	
	(elective)	15	60	25	100	
	Botany (Hons)	30	120	50	200	
	(elective)	15	60	25	100	
	Zoology (Hons)	30	120	50	200	
	(elective)	15	60	25	100	
	Total Phy (Hons)	100	350	100	550	
	Math (Hons)	100	350	100	550	
	Chem (Hons)	100	350	100	550	
	Bot (Hons)	100	350	100	550	
	Zoo (Hons)	100	350	100	550	

Final B.Sc.
B.Ed.

Semester	Language Proficiency	Professional	Subject Specialisation	Total
I	100	50	300	450
II	100	200	300	600
III	--	200	300	500
IV	--	150	400	550
V	--	250	300	550
VI	--	350	300	650
VII	--	250	400	650
VIII	--	150	400	550
Final	200	1600	2700	4500

2nd Year B.Ed

Course Structure and Semester Wise Distribution of Courses with CBCS

Semester I: (18 Weeks = 16 weeks for teaching + 2 weeks School Exposure)

Course /Paper	Hours per week	Total Marks	Internal	External	Credits
PE1-Basics in Education	5	100	30	70	4
PE 2: Childhood and Growing Up	5	100	30	70	4
CPS 1:Language across the Curriculum	3	50	50	--	2
CPS 2: Pedagogy of School Subject-1 – Part I :Language (Odia/Hindi/Bengali/English); Mathematics; Biological Science	5	100	30	70	4
CPS 3: Pedagogy of School Subject-2 – Part I : Social Science; Physical Science	5	100	30	70	4
EPC-1 Learning to Function as a teacher	3	50	50	--	2
EPC-2Understanding ICT and Its Application	3	50	50	--	2
EF 1 : School Exposure	2 weeks	Grade	Grade	--	2*
<i>Engagement with the Field:</i> Tasks and Assignments for Courses PE 1, 2; CPS 1, 2 & 3and EPC 1 & 2					
Total	29 hrs. per week+2 Weeks	550	270	280	22 + 2*

Semester II: (18 Weeks=15 Weeks for Teaching + 3 Weeks School Attachment Programme)

Course /Paper	Hours per week	Total Marks	Internal	External	Credits
PE 3: Learning and Teaching	5	100	30	70	4
PE 4-Assessing Learning	5	100	30	70	4
PE-5 Creating an Inclusive Classroom	3	50	15	35	2

CPS 2: Pedagogy of School Subject-1– Part II: Language(Odia/ Hindi/ Bengali/ English); Mathematics; Biological Science	5	100	30	70	4
CPS 3: Pedagogy of School Subject-2 – Part II: Social Science; Physical Science	5	100	30	70	4
EPC 3: Reading and Reflecting on Texts	3	50	50	--	2
EF 2 : School Exposure(Multicultural Placement)	2 weeks	50	50	--	2
<i>Engagement with the Field:</i> Tasks and Assignments for Courses PE 3, 4 & 5, CPS 2 & 3 and EPC 3					
Total	26 hours per week +2 weeks	550	235	315	22

Semester III: (20 weeks=16 Weeks Internship+ 4 Weeks EPC Courses)

Course /Paper	Week per semester	Total Marks	Internal		External	Credits
			Institute faculty	School teacher/Head Teacher		
<i>PE6-Knowledge and Curriculum</i>	4	100	30		70	4
<i>EPC 4 : Arts in Education</i>	2	50	50	---	--	2
<i>EPC 5: Library resources</i>	2	50	50	---	--	2
<i>EF 3 : School Internship</i>	16 weeks	250	200	50**	--	10
<i>Total</i>	20 weeks	450	450		--	18

**50 marks for internship will be assessed by the school teachers/head teachers as specifies in the Course

Semester IV: (18 Weeks)

Course /Paper	Hours per week	Total Marks	Internal	External	Credits
PE 7 Schooling , Socialization and Identity	5	100	30	70	4
PE8 Vision for Indian Education	5	100	30	70	4
PE 9 Educational Planning, Management and Leadership**	5	100	30	70	4
EPC6-Understanding the self	2	50	2		
EPC 7 : Health, Yoga and Physical Education	3	50	50	2	
EPC8-ICT practicum	2				
EF 4 : Working with Community	2 weeks	Grade	Grade	2*	
<i>Engagement with the Field:</i> Tasks and Assignments for PE 7, 8 & 9; EPC6,7 and 8,EF4					
Total	26 hours	450	170	280	18 + 2*
Grand Total of All Semesters	2000	990	1010	80 + 4*	

**** Offered as CBCS *Non numerical credit, One credit = 25 marks, 16 hours theory and 32**

hours practicum

PE=Perspectives in Education

CPS=Curriculum and Pedagogy Studies

EPC=Enhancing Professional Capacity

M.Phil Syllabus

Semester I

Paper	Title	Sessional	Terminal	Total Marks
a) Core Courses				
	Theory, Practices and Contemporary Issues in Education	20	80	100
	Advanced Educational Research Methodology	20	80	100
b) Area of Specialization (any one of the following)				
	1. Early Childhood Care and Education (ECCE) 2. Elementary Education 3. Planning and Management of Education 4. Gender Studies 5. Comparative Education 6. Teacher Education 7. Educational Assessment and Evaluation 8. Guidance and Counselling 9. Education of Disadvantaged 10. Education of Differently Abled Children 11. Language Teaching / Learning	20	80	100
c)	Date Analysis and Management	50		
d)	Presentation of Research Proposal	50		
	Total of Semester I	160	240	400

Semester II

Paper	Title	Int. Marks	Ext. Marks	Total Marks
	Dissertation	100	100	200
	Advanced Seminar	50		50
	Viva Voce	50	50	100
	ICT Lab work (2 hrs per week)	50		50
	Total of Semester II	250	150	400
	Total of I and II Semester	410	390	800

Two year M.Ed.
Semester wise paper and distribution of marks

Semester-I	Cont. Hrs./ per wk	Cr	Ext	Int	Semester-II	Cont. Hrs./per wk	Cr	Ext	Int	Semester-III	Cont. Hrs./ per wk	Cr	Ext	Int	Semester-IV	Cont. Hrs./ per wk	Cr	Ext	Int
18					22					22					18				
PC1-Introduction to Education Studies	4	4	70	30	PC4-Philosophy of Education	4	4	70	30	TC4- Advanced Research Method in Education	4	4	70	30	TS-Thematic Specialization –Paper I *	4	4	70	30
PC2-Psychology of Learning and Development	4	4	70	30	TC3- Research Methods in Education (Preliminary)	4	4	70	30	PC5-Sociology of Education	4	4	70	30	TS-Thematic Specialization – Paper II	4	4	70	30
PC 3-History and Political Economy	4	4	70	30	TEC 2-Teacher Education II	4	4	70	30	PC6- Curriculum Studies	4	4	70	30	TS-Thematic Specialization – Paper III	4	4	70	30
TEC1-Teacher Education I	4	4	70	30	CCS 1-Elementary / Secondary Education –I	4	4	70	30	CCS 2-Elementary / Secondary Education – II	4	4	70	30	TC-5 Academic writing	4	2	50	50
TC1-Self-Development	2	1	25		TE - Internship in Teacher Education institution	4 wk/ 4 hrs per wk	4		100	TS – Internship in Theme specialisation	4 wk	4		100					
TC2-Communication and Expository Writing	2	1	25		Dissertation	8	2		50	Dissertation	8	2		50	Dissertation	8	4	100	
Credits/ Marks		18	280	170					270					270			18	310	140
Total Marks			450					550		Total Marks- 2000			550					450	

Choice Based Credit Courses will be offered in the thematic specialisations areas as intra departmental credit accumulation. Each course will be of four credit weight-age with four contact hours per week.

External and internal marks will be allotted on par with other papers of 4 credits. Courses from M.Sc. Ed. will also be offered for inter/intra departmental credit transfer within the institution.

*Students have to choose any one of the theme specialization as specified as page-6

** Paper-I of the thematic specialization will be taken as free elective for CBCS

3.4.5 Sample of Student feedback on curriculum and faculty

Prof. Anoop Kumar.

Language

Manual for Self-appraisal of Teacher Education Institutions

Questionnaire No. 3

College XYZ

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department : *Hindi*

Course : *B.A.B.Ed 4th year*

Teacher : *Anoop Kumar*

Year : *2017*

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- ☒ a) adequate b) inadequate
c) challenging d) dull

2. Background for benefiting from the course was

- a) more than adequate ☒ b) adequate
c) inadequate d) cannot say

3. Was the course easy or difficult to understand?

- ☒ a) easy b) manageable
c) difficult d) very difficult

4. How much of the syllabus was covered in the class?

- ☒ a) 85 to 100% b) 70 to 85%
c) 55 to 70% d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- a) more than adequate b) adequate
c) inadequate ☒ d) very poor

Manual for Self-appraisal of Teacher Education Institutions

6. To what extent were you able to get material for the prescribed readings?
 - a) Easily
 - ☒ b) with some difficulty
 - c) not available at all
 - d) with great difficulty
7. How well did the teacher prepare for the classes?
 - ☒ a) thoroughly
 - b) satisfactorily
 - c) poorly
 - d) indifferently
8. How well was the teacher able to communicate?
 - ☒ a) Always effective
 - b) sometimes effective
 - c) Just satisfactorily
 - d) generally ineffective
9. How far the teacher encourages student participation in class?
 - a) mostly yes
 - b) sometimes
 - c) not at all
 - ☒ d) always
10. If yes, which of the following methods were used?
 - a) Encouraged to raise questions
 - ☒ b) get involved in discussion in class
 - c) encourage discussion outside class
 - d) did not encourage
11. How helpful was the teacher in advising?
 - ☒ a) Very helpful
 - b) sometimes helpful
 - c) not at all helpful
 - d) did not advise
12. The teacher's approach can best be described as
 - ☒ a) Always courteous
 - b) sometimes rude
 - c) always indifferent
 - d) cannot say
13. Internal assessment was
 - ☒ a) Always fair
 - b) sometimes unfair
 - c) Usually unfair
 - d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
 - ☒ a) Helps to improve
 - b) discouraging
 - c) no special effect
 - d) sometimes effective

Manual for Self-appraisal of Teacher Education Institutions

15. How often did the teacher provide feedback on your performance?

- a) Regularly/ in time
- b) ☒ with helpful comment
- c) often/ late
- d) without any comments

16. Were your assignments discussed with you?

- a) ☒ Yes, fully
- b) yes, partly
- c) not discussed at all
- d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- a) ☒ Yes
- b) no

If yes, was it helpful?

- a) ☒ Yes
- b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.

Manual for Self-appraisal of Teacher Education Institutions

Questionnaire No. 3

College XYZ

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department : Physical

Course : B.Sc. B.Ed.

Teacher :

Year : 4th

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

<input checked="" type="checkbox"/> a) adequate	<input type="checkbox"/> b) inadequate
<input type="checkbox"/> c) challenging	<input type="checkbox"/> d) dull
2. Background for benefiting from the course was

<input type="checkbox"/> a) more than adequate	<input checked="" type="checkbox"/> b) adequate
<input type="checkbox"/> c) inadequate	<input type="checkbox"/> d) cannot say
3. Was the course easy or difficult to understand?

<input type="checkbox"/> a) easy	<input checked="" type="checkbox"/> b) manageable
<input type="checkbox"/> c) difficult	<input type="checkbox"/> d) very difficult
4. How much of the syllabus was covered in the class?

<input checked="" type="checkbox"/> a) 85 to 100%	<input type="checkbox"/> b) 70 to 85%
<input type="checkbox"/> c) 55 to 70%	<input type="checkbox"/> d) less than 55%
5. What is your opinion about the library material and facilities for the course?

<input type="checkbox"/> a) more than adequate	<input checked="" type="checkbox"/> b) adequate
<input type="checkbox"/> c) inadequate	<input type="checkbox"/> d) very poor

Manual for Self-appraisal of Teacher Education Institutions

6. To what extent were you able to get material for the prescribed readings?
 - a) Easily
 - ☒ b) with some difficulty
 - c) not available at all
 - d) with great difficulty
7. How well did the teacher prepare for the classes?
 - a) thoroughly
 - ☒ b) satisfactorily
 - c) poorly
 - d) indifferently
8. How well was the teacher able to communicate?
 - a) Always effective
 - b) sometimes effective
 - c) Just satisfactorily
 - ☒ d) generally ineffective
9. How far the teacher encourages student participation in class?
 - ☒ a) mostly yes
 - b) sometimes
 - c) not at all
 - d) always
10. If yes, which of the following methods were used?
 - ☒ a) Encouraged to raise questions
 - b) get involved in discussion in class
 - c) encourage discussion outside class
 - d) did not encourage
11. How helpful was the teacher in advising?
 - ☒ a) Very helpful
 - b) sometimes helpful
 - c) not at all helpful
 - d) did not advise
12. The teacher's approach can best be described as
 - ☒ a) Always courteous
 - b) sometimes rude
 - c) always indifferent
 - d) cannot say
13. Internal assessment was
 - ☒ a) Always fair
 - b) sometimes unfair
 - c) Usually unfair
 - d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
 - ☒ a) Helps to improve
 - b) discouraging
 - c) no special effect
 - d) sometimes effective

Manual for Self—appraisal of Teacher Education Institutions

15. How often did the teacher provide feedback on your performance?

- ☒ a) Regularly/in time ☐ b) with helpful comment
☐ c) often/ late ☐ d) without any comments

16. Were your assignments discussed with you?

- ☐ a) Yes, fully ☒ b) yes, partly
☐ c) not discussed at all ☐ d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- ☒ a) Yes ☐ b) no

If yes, was it helpful?

- ☒ a) Yes ☐ b) no

18. If you have other comments to offer on the course and suggestions for the teacher you

may do so in the space given below or on a separate sheet.

Feedback from Students on Subject Teacher & Teaching

Programme: B.Sc. B.Ed. / B.A. B.Ed. / B. Ed. / M.Ed.

Semester / Year *2nd Semester / 2017*
1st Year

Subject *Physics*

Students are required to rate the following attributes using the 5-point scale as shown below. The format given is for one course. Do the same for other courses on separate page.

A	B	C	D	E
↓	↓	↓	↓	↓
Very Good	Good	Cannot Say	Satisfactory	Unsatisfactory

Teachers Name: *Mansi Goswami*

Subject (Paper) Taught *Physics*

A. Content

Items	A	B	C	D	E
1. Depth in Content	✓				
2. Usefulness of the curriculum for the preparation of competitive examinations		✓			
3. Extent of coverage		✓			
4. Applicability/relevance to real life situations	✓				
5. Integration of values in the content		✓			
6. Appropriateness of the content to the cognitive level of the students	✓				
7. Extent of effort required by students	✓				
8. Simplicity of the language	✓				
9. Comprehensibility	✓				
10. Organization of the content	✓				

B. Teacher

Items	A	B	C	D	E
1. Knowledge base of the teacher	✓				
2. Communication Skills				✓	
3. Sincerity/Commitment of the Teacher	✓				
4. Preparedness of the Teacher	✓				
5. Ability to integrate course material with environment / other issues, to provide a broader perspective		✓			
6. Answering students questions		✓			
7. Punctuality of the teacher	✓				
8. Clarification of doubts		✓			
9. Encouragement for participation in the class	✓				
10. Time given outside the class for academic discussion				✓	
11. Genuine interest taken on students		✓			
12. Respecting student view points	✓				
13. Going beyond the curriculum and linking to outside world	✓				

C. Transaction

Items	A	B	C	D	E
1. Coverage of Syllabus	✓				
2. Systematic organization of the lesson	✓				
3. Asking relevant questions and raising discussion points	✓				
4. Contextualization of the content	✓				
5. Focus on the theme / topic	✓				
6. Scope for student's involvement to participate in the academic discussion in the class		✓			
7. Extent of illustrations used by the teacher	✓				
8. Opportunity for reflection		✓			

D. Resources

Items	A	B	C	D	E
1. Availability of resources		✓			
2. Adequacy of library resources		✓			
3. Accessibility of e-resources	✓				
4. Extent of use	✓				

E. Assessment

Items	A	B	C	D	E
1. Way of giving feedback to students	✓				
2. Variety used in internal assessment	✓				
3. Frequency of teacher's feedback on performance		✓			
4. Quality of assignments given to the students	✓				
5. Discussion of assignments with students		✓			
6. View about internal assessment on course grade					
7. Fairness / Transparency in grading					

F. Supporting System

Items	A	B	C	D	E
1. Support given to students activities (assignment, report preparation)		✓			
2. Guidance and Counseling		✓			
3. Encouragement during other activities (sports, cultural)		✓			
4. Placement opportunity		✓			

Name (optional):

Class : B.Sc-B.Ed 1st Yr. 2nd Sem

Roll No. :

Date: 24/1/17.

3.4.6 Audited income-expenditur statement for the fincial year 2015 -16

RECEIPTS SECTION		Section-III (Plan)		Section-III (Plan)		Section-III (Plan)	
1	GPF (General Prov.	22,869,576.00	-	1	GPF (General Prov. Fund)	17,008,556.00	230,000.00
2	C.P.F.	-	-	2	C.P.F.	-	-
3	Tier-I (NPS)	2,600,059.00	-	3	Tier-I (NPS)	-	-
4	Motor Cycle/Scooter	80,800.00	-	4	Motor Cycle/Scooter Adv.	60,000.00	-
5	Cycle Advance	8,310.00	-	5	Cycle Advance	22,500.00	4,500.00
6	House Building Advance	235,692.00	-	6	House Building Advance	-	-
7	Table Fan Advance	-	-	7	Table Fan Advance	-	-
8	Car Advance	10,000.00	-	8	Car Advance	-	-
9	Festival Advance	402,000.00	-	9	Festival Advance	409,500.00	4,500.00
10	Computer Advance	103,000.00	-	10	Computer Advance	240,000.00	-
11	Warm Cloth Advance	-	-	11	Warm Cloth Advance	-	-
12	Earnest Money/Sec. Dep.	445,774.00	65,381.00	12	Earnest Money/Sec. Dep.	302,957.00	-
13	Caution Money	71,950.00	-	13	Caution Money	81,700.00	-
14	G.I.S.	128,340.00	-	14	G.I.S.	120,203.00	15,250.00
15	Death Relief Scheme	34,442.00	-	15	Death Relief Scheme (DRS)	12,500.00	-
16	GPF (Remittances)	-	-	16	GPF (Remittances)	-	-
17	Miscellaneous	2,700.00	-	17	Miscellaneous Remitt.	2,700.00	-
18	Other Remittance	4,936,792.00	279,829.00	18	Other Remittance	3,617,992.00	1,669,441.00
19	PR from Council	217,200,000.00	19,200,000.00	19	PR to RIEs & Others	-	-
20	Other Deposits	3,804,114.00	929,711.00	20	Other Deposits	4,381,877.00	891,595.00
21	Miscellaneous Deposits	-	-	21	Miscellaneous Deposits	-	-
22	Income Tax	10,391,165.00	43,763.00	22	Income Tax	10,391,165.00	43,763.00
23	LIC	2,257,650.00	-	23	LIC	2,257,650.00	-
24	PLI	-	-	24	PLI	-	-
25	TCS	-	-	25	TCS	-	-
26	Professional Tax	463,800.00	16,500.00	26	Professional Tax	463,800.00	16,500.00
27	VAT	-	-	27	VAT	-	-
28	Other Receipts(CGHIS)	1,100.00	-	28	Other Payments(CGHIS CONT)	1,100.00	-
29	DLIS	-	-	29	DLIS	-	-
30	PMRF	-	-	30	PMRF	-	-
TOTAL SECTION IV		266,047,264.00	20,535,184.00	TOTAL SECTION IV		39,374,200.00	2,875,549.00
GRAND TOTAL		410,173,202.27	36,037,555.57	TOTAL PAYMENTS		275,257,593.00	17,138,752.00
				Closing Balance :			
				Bank		134,885,909.27	18,898,803.57
				Cash in Hand		29,700.00	-
				GRAND TOTAL		410,173,202.27	36,037,555.57

DEALING ASSISTANT

SENIOR ACCOUNTANT

ACCOUNTS OFFICER

3.4.7. Financial Audit

3.4.8 Copy of the Latest NCTE Recognition letter

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education
Eastern Regional Committee

(A Statutory Body of the Govt. of India)

15, Neelakantha Nagar, Nayapalli, Bhubaneswar-751012

Phone-(0674) 2562793, 2563252, 2563156, Fax : (0674) 2564873

ERC/7-112.9.4/2010/5798

29 November, 2010

Preamble:

The Regional Institute of Education (Central Government institution coming under National Council for Educational Research & Training), Sahivalaya Marg, Bhubaneswar, Orissa – 751 022 has been granted recognition by ERC-NCTE for B.Sc.B.Ed (4 years) with an annual intake of 100 students, B.Ed (2 years Integrated) with an annual intake of 100 students, M.Ed (Ele) with an annual intake of 32 students.

The Government of India in Central Educational institution (Reservation in Admission) Act, 2007, has made separate quota for OBCs. The Central Government has decided to enhance the intake of Government institutions for providing reservations under the said Act to the OBCs.

The NCTE-HQrs vide letter No. 62-5/2010/NCTE(N&S)/A22676 dated 10th August 2010 had directed that expansion of seats in the Central Government Institutions under the provisions of Central Educational Institutions (Reservation in Admission) Act, 2006 may initially be approved subject to the conditions that they would upgrade the infrastructure in proportion.

The Principal, Regional Institute of Education Bhubaneswar, Orissa has made a request to ERC-NCTE on 31st august 2010 requesting for enhancement of seats due to introduction of 27% OBC quota as per the decision of the Hon'ble Supreme Court and Govt of India.

The matter was considered by ERC-NCTE its 112th meeting held on 30th September – 1st October 2010 wherein the ERC on careful perusal, observation and consideration of the request of the institution along with the original file, office observation & remarks, related clarifications/ guidelines received from the NCTE Hqrs., the NCTE Act., Rules, Regulations 2009 stipulated by the NCTE norms and standards, decided as follows:-

Enhance of seats approved from the academic session 2010-2011 as under subject to the following conditions:-

1. The admission of students shall be made only after affiliation by the examining body before the commencement of the academic session and the admission of students shall be completed well before the cut off date prescribed by the examining body for the academic session 2010-2011 failing which the recognition will be effective from the academic session 2011-2012 only.



2. Formal orders for permission will operate for 2010-2011 only if the requirement of 200 teaching days the session is fulfilled as per the calendar of the University/ Affiliating Body.

Course	Existing Intake	New Intake
M.Ed	32	49
B.Ed – 2 years	100	154
B.Sc B.Ed 4 year	100	154

Hence the order

ORDER

WHEREAS in terms of Section 15(1) of the NCTE Act., 1993 **Regional Institute of Education, Sachivaylaya Marg, Bhubaneswar, Orissa** has submitted an application to the Eastern Regional Committee of NCTE for grant of additional of B.Ed (2 years Integrated), B.Sc.Ed (four year), M.Ed (Ele) due to introduction of OBC quota as per the decision of the Hon'ble Supreme Court and Govt of

Now, therefore in exercise of the powers vested under Section 15(3) (a) of the Act, 1993, the Eastern Regional Committee hereby grants recognition to **Regional Institute of Education, Sachivaylaya Marg, Bhubaneswar, Orissa** for additional intake in of 54 in the B.Ed (2 years) thereby making the total intake as 154, additional intake of 54 in B.Sc.Ed (4 years), thereby making the total intake as 154, additional intake of 17 in M.Ed (Ele); thereby making the total intake as 49 from the academic session 2010-2011 under clause 7(11) of NCTE (Recognition Norms & Procedure) Regulations, 2009 subject of fulfillment of the following conditions.

- (i) The admission of students shall be made only after affiliation by the examining body before the commencement of the academic session and the admission of students shall be completed well before the cutoff date prescribed by the examining body for the academic session 2010-2011 failing which the recognition will be effective from the academic session 2011-2012 only.
 - (ii) Formal orders for recognition/permission will operate for 2010-2011 only if the requirement of 200 teaching days the session is fulfilled as per the calendar of the University/Affiliating Body.
 - (iii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
 - (iv) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2009.
 - (v) The institution shall ensure that the required number of academic staff for conducting the course is always in position.
3. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc, as applicable.
4. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.



5. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- i. Copy of the Application Form
- ii. Land and Building Particulars
- iii. Staff Profile
- iv. Recognition letter
- v. Information for having fulfilled the norms & standard and other required conditions.

6. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as under the provisions of Section 17(1) of the NCTE Act.

By Order,


(Dr. H. S. Tripathi)
Regional Director

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi – 110 054

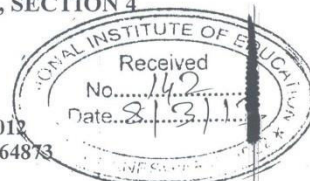
C.C.

1. The Principal, **Reginal Institute of Education, Sachivalaya Marg, Bhubaneswar, Orissa - 751022**
2. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi – 110001
3. The Commissioner-cum-Secretary, Department of School & Mass Education, Govt. of Orissa, Secretariat, Bhubaneswar, Orissa -751001.
4. The Director, NCERT, Sri Aurobindo Marg, New Delhi – 110 016
5. The Registrar, Utkal University, Vanivihar, Bhubaneswar - 751004
6. The Director, TE and SCERT, Orissa, Bhubaneswar – 751001
7. The Under Secretary (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi – 110 002.
8. Office Order file / Institution file.


Regional Director

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

National Council for Teacher Education
 Eastern Regional Committee
 (A Statutory Body of the Govt. of India)
 15, Neelakantha Nagar, Nayapalli, Bhubaneswar-751012
 Phone-(0674) 2562793, 2563252, 2563156, Fax: (0674) 2564873



ERC/7- 149.11(i).8 /ERCAPP586/2013/ 16623

Dt. 02/03/2013

CORRIGENDUM

As per decision of 136th ERC Meeting, the Committee decided for grant of recognition to Regional Institute of Education, RIE Campus, Unit IX, Sachivalaya Marg, Po-Bhoi Nagar, City-Bhubaneswar, Dist. Khordha, Odisha -751022 for B.A. B.Ed. four Year Integrated Programme. Inadvertently the duration of the Programme was mentioned one year vide ERC's order No. 12811 dated 22.07.2012.

The Eastern Regional Committee in its 149th Meeting decided to issue Corrigendum as under:-

"The Eastern Regional Committee grants recognition to **Regional Institute of Education, RIE Campus, Unit IX, Sachivalaya Marg, Po-Bhoi Nagar, City-Bhubaneswar, Dist. Khordha, Odisha -751022** for conducting **Integrated 4 Year B.A. B.Ed. Course of Secondary (level) of four years duration with an annual intake of 50 (fifty) from the academic session 2012-2013** under clause 7(11) of NCTE (Recognition Norms & Procedure) regulations, 2009".


 Regional Director


The Manager to Govt. of India
 Department of Publications, (Gazette Section)
 Civil Lines, Delhi – 110 054

C.C.

1. The Principal / Correspondent, Regional Institute of Education, RIE Campus, Unit IX, Sachivalaya Marg, Po-Bhoi Nagar, City-Bhubaneswar, Dist. Khordha, Odisha -751022
2. The Commissioner-Cum-Secretary, Department of School & Mass Education, Govt. of Odisha, Secretariat, Bhubaneswar, Odisha- 751001.
3. The Registrar, Utkal University, Vani Vihar, Bhubaneswar, Odisha-751004.
4. The Director, Higher Education, Odisha, Bhubaneswar.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi – 110001
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi – 110 002.
7. Office Order file / Institution file.


 Regional Director

 Dean
 8/3/13
 16623

3/3 Academic Section
 13/3/13

3.4.9 Copy of the University Recognition letter

UTKAL UNIVERSITY
VANI VIHAR, BHUBANESWAR-4.

Notification No. AFF/139/

16980

/2011,

Dated: 5.4.2011

It is notified for information of all concerned that the Vice-Chancellor in exercising powers as syndicate has been pleased to grant affiliation in following courses with number of seats mentioned against each to Regional Institute of Education, Bhubaneswar in the District of Khurda from the session 2010-11 subject to fulfillment of the conditions as laid down in the statutes and NCERT approval.

Subjects

2 year B.Ed. and 4 year B.Sc. B.Ed. with increase of seats from 100 to 154 each.
M.Ed. with increase of seats from 32 to 49,
4 year B.A. B.Ed. with 60 seats,
M. Phil in Education (Opening) with 16 seats.

BY ORDER

REGISTRAR

Memo No. AFF/139/

16981

/2011,

Dated:

5.4.2011

Copy to:-

1. The Principal, Regional Institute of Education, Sachivalaya Marg, Unit IX, Bhubaneswar-751022 for information and necessary action; (By Regd. Post)
2. The Under Secretary, National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi-110016;
3. The Deputy Secretary to Government of Odisha, Education Department, Bhubaneswar;
4. The Director, Higher Education, Odisha, Bhubaneswar;
5. The Controller of Examination, Utkal University for information.

REGISTRAR

Memo No. AFF/139/

16982

/2011,

Dated:

5.4.2011

Copy to:-

1. The Section Officers of all the Examination Sections/ C.D.C. Unit/ Public Compliance and Syndicate Unit, Utkal University;
2. The Secretary, Sports Council, Utkal University;
3. The Vice-President, Athletic Club, Utkal University;
4. Guard file.

REGISTRAR

15
4/4/11

3.4.10 University Results

Students Performance in University Examinations 2015 & 2016

Sl. No	Examination	2015			2016		
		No. of Students		Pass %	No. of Students		Pass %
		Appeared	Passed		Appeared	Passed	
1	M. Phil. In Education 1st Sem	9	9	100	10	9	90
	M. Phil. In Education 2nd Sem	9	9	100	10	9	90
2	M.Ed. 1st Sem	31	31	100	28	25	89.29
	M.Ed. 2nd Sem	31	31	100	28	Result Awaited	
3	M.Sc (Life Science) Ed. 1st Sem.	18	18	100	-	-	-
	M.Sc (Life Science) Ed. 2nd Sem.	18	18	100	-	-	-
	M.Sc (Life Science) Ed. 3rd Sem.	19	19	100	-	-	-
	M.Sc (Life Science) Ed. 4th Sem.	19	19	100	-	-	-
	2 Yr. M.Sc. (Life Science) Ed. 3rd Sem	-	-	-	17	17	100
	2 Yr. M.Sc. (Life Science) Ed. 4th Sem	-	-	-	17	17	100
4	2 Yr. B.Ed. Arts/Sc. 1st Sem	98	95	69.94	98	97	98.98
	2 Yr. B.Ed. Arts/Sc. 2nd Sem	94	93	98.94	96	96	100
	2 Yr. B.Ed. Arts/Sc. 3rd Sem	95	95	100	91	91	100
	2 Yr. B.Ed. Arts/Sc. 4th Sem	95	95	100	91	91	100
5	4 Yr. B.A.B.Ed. 1st Sem.	49	49	100	48	48	100
	4 Yr. B.A.B.Ed. 2nd Sem.	49	49	100	48	48	100
	4 Yr. B.A.B.Ed. 3rd Sem.	50	50	100	49	49	100
	4 Yr. B.A.B.Ed. 4th Sem.	49	49	100	49	48	97.96
	4 Yr. B.A.B.Ed. 5th Sem.	49	49	100	49	49	100
	4 Yr. B.A.B.Ed. 6th Sem.	49	49	100	49	49	100
	4 Yr. B.A.B.Ed. 7th Sem.	49	49	100	49	49	100
	4 Yr. B.A.B.Ed. 8th Sem.	47	47	100	49	49	100
6	4 Yr. B.Sc. B.Ed. 1st Sem	111	100	90.09	110	100	90.91
	4 Yr. B.Sc. B.Ed. 2nd Sem	105	91	86.67	110	90	81.82
	4 Yr. B.Sc. B.Ed. 3rd Sem	99	98	98.99	100	87	87.00
	4 Yr. B.Sc. B.Ed. 4th Sem	105	97	92.38	107	104	97.20
	4 Yr. B.Sc. B.Ed. 5th Sem	122	117	95.9	104	97	91.27
	4 Yr. B.Sc. B.Ed. 6th Sem	124	123	99.19	101	99	98.02
	4 Yr. B.Sc. B.Ed. 7th Sem	120	118	98.33	123	120	97.56
	4 Yr. B.Sc. B.Ed. 8th Sem	121	119	98.35	120	117	97.50
7	DCGC	16	16	100	23	Result Awaited	

3.4.11 Sample of feedback on Practice Teaching

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022

INTERNSHIP IN TEACHING

Student Teaching Profile B.Sc.B.Ed./ B.A.B.Ed.

Name of the Cooperating School: K.V. No.-1 (Bbsr)

Class: VII D Subject: Science

Topic: Fibres

Name of the Student Teacher: Pranitha Machha

Name of Supervisor/ Cooperating Teachers: B. Parigrahi Sir

Period: 1st Date: 6/7/16

Roll No.: 30 (Arts/Science)

Sl.	Aspects/ Criteria	Rating: Very Poor to Excellent (1-10)									
		1	2	3	4	5	6	7	8	9	10
1	Lesson Planning: (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioral terms, appropriate learning resources/methods are identified)										10
2	Introducing Lesson: (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson)										10
3	Presentation of Topic: (New topic is presented with simple and interesting ways, appropriate teaching aids are used, appropriate strategy is used for teaching)										10
4	Participation of Students: (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers)								9		
5	Classroom Management: (Equal opportunity to all students, reinforcement for continuous participation, management of student activity)								9		
6	Assessment: (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students)										10
7	Overall Personality: (Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence)										10

Participation of student need to be increased
 may need more response
 Classmate

Signature of Supervisor/Cooperating Teachers
 6/7/16

Assessment Report by the Principal/HM on Trainees

Name of the Principal/ HMI:

Name of the School:

Name of the Centre:

Name of the Course: 2 Year B.Ed/B.Sc B.Ed/B.A B.Ed

[illegible]

NB: This form is to be sent in a closed cover to the Coordinator, Internship in Teaching, RIE, Bhubaneswar-751022.

1*-Personal characteristics in terms of punctuality, initiatives, self confidence, capacity to manage class, relationship with school staff, cooperativeness etc.

2**.-Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.

3***-School work, arrangement of classes, laboratory, library work etc. +

4****-Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching.

Name and Signature of the Principal/HM with Seal

Assessment Report by the Principal/HM on Trainees

Name of the Principal/ ~~HM~~: MR. SANJAY KUMAR JHA

Name of the Principal/ ~~HM~~: MR. SANJAY KUMAR JHA
Name of the School: JAWAHAR NAVODAYA VIDYALAYA, SIJULATA, SARAIKEL.

Name of the Centre: JNV, SARAIKELA

Name of the Course: **2 Year B.Ed**

[illegible]

NB: This form is to be sent in a closed cover to the Coordinator, Internship in Teaching, RIE, Bhubaneswar-751022.

1*-Personal characteristics in terms of punctuality, initiatives, self confidence, capacity to manage class, relationship with school staff, cooperativeness etc.

2**-Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.

3***-School work, arrangement of classes, laboratory, library work etc.

4****-Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching.

Name and Signature of the Principal/TEM with Seal

प्राचार्य/Principal

जवाहर नवोदय विद्यालय
Jawahar Navodaya Vidyalaya
सिजूलता, सरायकला-खरसावाँ
Sijulata, Seraikela-Kharsawan

3.4.12 IQAC

3.4.13 Minutes of Management Committee Meeting

MINUTES OF THE 15TH MEETING OF INSTITUTE ADVISORY BOARD OF REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR HELD ON 3RD JANUARY 2017

The 15th Institute Advisory Board (IAB) meeting of Regional Institute of Education, Bhubaneswar was held on 3rd January 2017 at 20:30 A.M. in the Staff Common Room of the Institute. Prof. S.K.Dash, Head, DEE requested Prof. K.B.Rath, Principal, RIE Bhubaneswar to preside over the meeting as per the agenda.

The following members attended the meeting:

1. Prof. K.B. Rath, Principal, RIE, Bhubaneswar – Chairperson
2. Dr. Rana jairam Singh, Principal, College of Teacher Education, Saharsa, Bihar
3. Dr. Tillotama Senapati, Asst. Director TE & SCERT, Odisha and Nominee of Chairperson, NCTE (ER), Bhubaneswar
4. Prof. M.K. Satpathy, Dean of Instructions, RIE, Bhubaneswar
5. Prof. B.K. Parida, Dean of Research, RIE Bhubaneswar
6. Prof. S.K. Dash, Head, DEE, RIE Bhubaneswar
7. Dr. S.P. Mishra, I/C. Head, DE & State Coordinator of Bihar, RIE Bhubaneswar
8. Prof. (Mrs.) M. Goswami, Head, DESM, RIE Bhubaneswar
9. Prof. P.Acharya, Head, DESSH, RIE Bhubaneswar
10. Prof. Anoop Kumar, DESSH, RIE Bhubaneswar
11. Prof. B.N. Panda, DE RIE Bhubaneswar
12. Prof. (Mrs.) Ritanjali Dash, DESSH, RIE Bhubaneswar
13. Dr. B.K. Panda, Asso. Prof., DESSH, RIE Bhubaneswar
14. Dr. L. Behera, Asso. Prof., DE, RIE Bhubaneswar
15. Dr. R.K. Mohalik, Asso. Prof., DE, RIE Bhubaneswar
16. Sri. A.K. Mishra, Headmaster, D.M.School
17. Mr. Puskar Behera, I.C. Administrative Officer
18. Mr. P.K. Rai, I/C. Accounts Officer

At the outset, the Chairperson of IAB, Prof. K.B. Rath, welcomed all the members and extended his heartiest thanks to Dr. Rana Jairam Singh, Principal, of CTE, Saharsa, Bihar and Dr. Tillotama Senapati, Asst. Director, TE & SCERT as Nominee of Chairperson of NCTE (ER), Bhubaneswar. All the members introduced themselves, then after the meeting was conducted as per the agenda.

Prof. Rath informed the invitees about the role and functions of the Institute. Prof. Rath introduced the States Coordinators of Jharkhand, West Bengal, Odisha and Bihar. He explained about the process of organizing SCC meeting in the respective states for identifying the state specific need based programmes for 2017-18. Prof Rath also appreciated the State Coordinator of Odisha, Dr. L. Behera for organizing the meeting which was held at this

Institute under the chairmanship of Commissioner-cum-Secretary, S & M.E.Govt. of Odisha after one year gap. He has reflected on the SCC meeting of Bihar and informed that SCC meeting of Bihar is scheduled on 10th January 2017 at Patna, Bihar.

Prof. Rath highlighted on the successful completion of the National Seminar on Mathematics Education in the institute. He has appreciated the significant contribution of faculty members in text book writing of Jharkhand state at the upper primary level. It is informed that this year, the Institute has taken up programmes to develop curriculum for 2 innovative programs – 3 year integrated B.Ed. M.Ed and 3 years M.Sc. M.Ed Programme. The institute has collaborated with the states under the jurisdiction of the institute and provided academic support to them through various need-based programs.

He has also given emphasis on the necessity of improving quality of Teacher Training Programmes with specific reference to need analysis mechanisms, modality of the programmes and follow up mechanisms. Prof Rath requested the members to give valuable suggestion which would help in achieving the institutional goals and for bringing productive outcome.

Prof. S.K. Dash, Prof & Head, Department of Extension Education informed the members about the action taken against the suggestions made by the Hon'ble members of the last year IAB. He has also informed that the state coordinators continue visiting the states frequently and interacting with various functionaries of the state to keep liaison with the states. Faculty members of the institute are involved in organizing various programs such as text book writing and they were invited as Resource Persons in different training programs organized by different states. He also mentioned that Computer Application Cell has taken a step to bring awareness among the students regarding internet security. The institute is organizing Seminar on Thursdays to reflect upon various issues followed by open discussion for critical reflection. It is also mentioned that inter-departmental PAC programs have been taken by the Faculty members to nurture a collaborative working environment in the Institute.

After the above reflection on the action taken against the suggestions, the proceeding of the 14th IAB was approved by the Chairman and as well as Members.

Prof. Dash, Head, DEE presented the composite statements of programs that are proposed by the state authority and co-ordinators for the session 2017-18. He mentioned that 18 programmes are proposed by the respective departments on research, development, training, and extension and the estimated budget is 85,98,215/-. In addition to this, new programmes and carried over programmes will be included in the programme list.

The proposals were discussed in the meeting followed by discussion. Suggestions were made by the members regarding the accomplishment of the programs and for ensuring quality of the proposed programs.

Dr. B.K. Panda suggested that all the programme should be completed within 10 months. Prof. B.N. Panda has suggested that all program must be divided into 4 quarters and quarterly review meeting should be fixed. In that meeting, different activities of that particular programme be distributed among the faculty members so that inter disciplinary involvement can be ensured.

Mr. P.K. Rai, I/c. Accounts Officer expressed that all the programs should be organized during the vacation period so that it will be easy to organize 3 to 4 programs at a time. He also suggested that program should be divided into 4 quarters, fix a target date and amount to be spent from the budget for a specific quarter.

Prof. Rath mentioned that review of the program has to be undertaken based on quarterly target for improving quality of the programme and for better monetary planning. He demanded that the program coordinators and state coordinators should deliberate on the issue of quality of the programmes and take necessary action to maintain the quality of research and developmental Programmes as per guidelines of the Council.

After over viewing the proposed programs for the session 2017-18, the Chairperson suggested for making a minor modification in the proposals and take suggestion from the member of ERIC before sending it to the council for approval.

The meeting was concluded with a vote of thanks by Prof. Ritanjali Dash to Chairperson and all the members of the meeting and special thanks was extended to Dr. Rana Jairam Singh CTE, Bihar and Tilotama Senapati, nominee chairperson of NCTE, ER, Bhubaneswar for adding more meaning to discussion during the 15th IAB meeting.

3.4.14: Teacher Appraisal Report

3.5 Data Sheet on the “Best Practice”

Best Practices

As a part of the National Council of Educational Research and Training we are working in Research & Development, Training and Extension activities to improve school education. Though we have our own legacy in Teacher Education, but few best practices are described below.

Title: Reflection based Skill Practice

Context: In our pre-service courses we try our best to integrate theory and practice for developing teaching competency. For skill learning we provide sufficient time to practice but it was a drill practice. Drill practice could not have creative orientation as well as insight development unless the practice experiences are processed. For this purpose we have tried a reflection based practice grounded with skill learning principle by our B.Sc. B.Ed, IIIrd year science group.

Objective: To provide an opportunity to reflect on skill learning experiences and re-practice on the basis of feedback.

Practice: In the skill practice class, first they develop a conceptual and relational map of the content under the supervision of Mentor. Then they go for a simulation practice in the group. It was observed by the peer group and video recorded for analysis and feedback. During the analysis session they got all the peer feedback for review and observed their own action through video display. After the discussion they identified the need for change in practice and modify their own action for re-practice in the simulated situation.

Obstacles: It was difficult to map the content in the beginning. Mentor tried to explain the procedure and provided an exemplar map. The map developed by the students were verified and discussed in group for sharing.

Impact: Students were aware about the way of content organisation before going to teach. They planned the lesson on the basis of conceptual hierarchy. The video display of their classroom transaction was helpful to figure out the way it should be delivered in teaching learning situation.

Resources required: Feedback schedule, Sheet for reflection, Video camera and Projector.

Contact person: Dr. (Mrs.) Dhanya Krishanan

Title: Multicultural Programme

Context: Diverse needs in learning situation always create a challenge for teacher. During the training stage pre-service teacher should understand the techniques to accommodate those special needs in classroom. For this purpose such provision is included in our pre-service training programme.

Objective: To plan and deliver lesson for accommodating diverse needs in classroom.

Practice: Before placement, schools were identified keeping in mind the contextual condition specifically, location of school and type of students enrolled. From the rural and urban areas govt., private and special schools were selected. Work schedule were finalised on basis of schooling process, classroom transaction and teaching perspectives as well as school as a social unit. Students were placed in group in these schools for two weeks. However, each group will be exposed to at least two different contexts during these two weeks. They work as per the schedule under the supervision of teacher educators. After completion of two weeks they were provided opportunity to reflect on their work with the help of teacher educators in the institute.

Obstacles: Placing students in the outside schools and management were very difficult. With the help of coordinator and teacher educators it was managed to some extent. To avoid the subjective bias in supervision, the pattern of supervision was discussed among the teacher educators before going to school for supervision.

Impact: Exposure to multicultural context in teaching learning situation was an enriching experience for students. Site based experiences helped them to adopt need based techniques to manage the multi ability groups in teaching learning situation. They were able to visualise the need for whole school planning as well as evaluation. Case study helped them to understand the intra individual differences and developed insight for planning inclusive environment in the classroom.

Resources: Work schedule, observation Performa and evaluation sheet.

Contact Person: Dr. Laxmidhar Behera

Title: School Internship

Context: Internship in teaching is a significant programme in all the teacher training pre-service courses run by our Institute. The basic premise of this programme is to extend the learned theories to classroom situation. We are running these courses since more than 50 years. However, the practice teaching was based on Herbartian Model. To facilitate theory practice integration, we have followed a reflective approach for last two years.

Objective: To evolve a reflective approach in internship in teaching.

Practice: In the beginning lesson plan and practice format were developed after reviewing the earlier research study and discussion among staff members. In the developed format students were trained to organise the content they are going to teach in the classroom. They learned to develop a concept map on the lesson they will teach. On the basis of identified concept and sub-concept they derive the learning outcome, amount of content to be covered within the time frame devoted to teaching and decide the process they will apply with teaching learning materials to deliver the lesson in the classroom. After each lesson they reflect on their teaching on reaction-anticipation format.

Obstacles: Obviously to shift from previous practice was difficult in the beginning. In the pre internship training programme they were trained to develop concept map as well as lesson plan. Rest were monitored during the internship practice.

Impact: The clarity in organising content before teaching was very helpful for planning the lesson before teaching. Each day reflection helped them to revise their teaching procedure in the classroom.

Contact person: Dr. Ramakant Mohalik

Title: Application of experiential learning in the Pre-Ph.D. Course.

Context: Research in education is a significant part of our work schedule. Our M.Ed, M. Phil and Pre-Ph.D. course as well as Ph.D programme under Utkal University require an innovative approach to bring improvement in the quality of educational research. In this direction experiential learning and pedagogical approach were used in Pre-Ph.D. course for six months to induce thinking like a researcher.

Objective: Training the students of Pre-Ph.D. course to think like a researcher.

Practice: For this purpose worksheets were developed and the students work on it after the deliberation of conceptual framework of research. Different elements of the research process were discussed and task was introduced to facilitate the cognitive abilities like synthesizing, inferring, juxtaposing with previous knowledge, divergent thinking, inductive and deductive logic. In addition to it emotional aspects such as overcoming hesitation, self confidence and self motivation were also nurtured during the practice session. Each one maintained a portfolio reflectively their daily experiences and submitted to the mentor every weekend (Friday) for supervision and feedback. At the end of the course they kept their portfolio for future reference.

Obstacles: It was very difficult to change the mind set about selecting a research problem, review of earlier studies and statistical analysis. It was overcome through repeated explanation and practice. The difficulties in understanding the concept as mentioned in the portfolio was discussed every week on Monday.

Impact: It was observed that there was a change in their approach to a research problem. During the course of training they developed their topic for investigation. However, out of 14 students enrolled in the course, only two students were excellent, four students were not serious towards this approach and rest eight students were average in their performance as evaluated at the end of the programme.

Resources: Worksheet and other teaching learning materials.

Contact Person: Dr. K.B. Rath

Title: Process Based Training Model

Context: In-service and pre-service training programmes are the significant features of our Institute. All these training programmes are based on ‘‘theory-application’’ model. Though some attempts were made to integrate theory in practice but processes involved in it were not systematically applied. So to improve the training modalities in terms of experiencing practice this model was developed and practiced.

Objectives: To work out different process involved in training. To experiment the feasibility of this developed model.

Practice: In the developmental phase, through the review of research studies it was inferred that professional enrichment not only depends on subject related skills training but also training on personal attributes. So the personal attributes such as self awareness, active listening, interpersonal communication etc. were identified and 26 volunteers from B.Sc.B.Ed and B.A. B.Ed were trained for six months on Saturday, Sunday and holidays. After the training the model was conceptualised and experimented in continuous professional development programme for 46 teachers of D.M. Schools for 21 days.

Obstacles: From the daily reflection sheet and mind mapping it was found that it was difficult to orient the teachers to an active learning approach. Through mentoring and facilitating group learning it was gradually improved. Knowledge organisation was difficult but some were improved through group discussion but few were slow till the end.


Output: It was found that the internalisation process, thinking oriented instruction and process of experiencing leading to development of insight were effective. Personal attributes included in the training programme in addition to subject related skills training increased participation and attentiveness. Their daily rating on mind mapping chart was encouraging. The conceptual and relational understanding reflected in mind map was also indicated the practical utility of this model

Resources: Audio & video equipments, Flip chart, worksheet and mind mapping sheet

Contact Person: Dr. K.B. Rath

3.6 Fee Structure

Modified - D.F.A.

 एन सी ई आर टी NCERT	क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR – 751022 (राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्) (NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI-110016)	
FEES – STRUCTURE FOR THE SESSION 2017-2018		
Institute fees per annum		
1.	Admission / Re-admission Fees (per Semester)	₹ 250.00
2.	Tuition Fees (SC/ST candidates are exempted from paying the Tuition fees)	₹ 3000.00
3.	Medical fees & Games fees	₹ 100.00
4.	Students' Council Fund	₹ 250.00
5.	Students' Aid Fund	₹ 50.00
6.	Institute Examination	₹ 50.00
7.	Institute Magazine	₹ 50.00
8.	Seat Rent (for boarders only)	₹ 600.00
9.	Water & Electricity charges (for boarders only)	₹ 1800.00
10.	Laboratory Fees (for B.Sc.B.Ed., 2-Year B.Ed.Sc. & M.Sc.(L.S.)Ed. Students only)	₹ 200.00
11.	Identity Card	₹ 30.00
12.	Library	₹ 100.00
13.	Syllabus Fees	₹ 100.00
Caution Money (Refundable after completion of course)		
1.	Institute Caution Money	₹ 100.00
2.	Laboratory Caution Money (For B.Sc.B.Ed., 2-Year B.Ed. Science & M.Sc.(L.S.)Ed.)	₹ 100.00
3.	Hostel Caution Money (for boarders only)	₹ 100.00
University fee per annum		
1.	Sports (payable to Utkal University)	₹ 50.00
2.	Registration & Recognition	₹ 70.00
3.	College Development Council Fund	₹ 10.00
4.	NSS Fees	₹ 10.00
Hostel Fees (for boarders only)		
1.	Mess advance for one semester, i.e. for 5 months (5 x 2100 p.m.)	₹ 10,500.00
2.	Establishment Charges	₹ 6000.00
3.	Cultural activities	₹ 500.00
PRINCIPAL		