

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

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Regional Institute of Education

(National Council of Educational Research and Training)

Bhubaneswar -751022, Odisha

1. LOCAL COMMUNITY BASE ACTIVITIES

The Regional Institute of Education (National Council of Educational Research and Training, New Delhi) Bhubaneswar is offering different innovative pre-service teacher training programmes for Eastern region of our country. It offers courses such as B.A.B.Ed., BSc. B.Ed., Two-year B.Ed., M.Ed. and Diploma Course in Guidance and Counselling. One of the practical requirements of this course is Field Work with Community Programme having 8 days duration. In the way the field engagement programme named as Field Work with Community Programme is there in BEd-III, B.A.B.Ed., BSc. B.Ed., VIII Semester. The main objectives of the practices are to:

- Acquaint the student-teachers with the factors working within the society or community i.e., knowledge of social realities.
- Develop the dignity of labour among student-teachers.
- Arouse their interest in the social and economic reconstruction of the country.
- Make the student-teachers aware with the educational problems, needs of the society and prepare them for sustainable development.
- Develop the personality of the student-teachers through community services.

The student-teachers involves in different activities like study of the nature of community participation in a secondary school, survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area, report on social customs, traditions, and superstition, survey of a village/town with at least 20 households in order to study the socioeconomic and educational status of the villagers, study of wastage and stagnation in local primary schools, Study of an area in regard to consumption of electricity and water and suggest remedial measures, Tree plantation programme in the campus/nearby village, Survey of parent's attitude towards education of their children, Organization of non-formal education centres for dropouts and out of school children in a locality, Organization of campus beautification programme, Identification of problems of parents with respect to education of their children, Aids awareness, electoral awareness, road safety, human rights, women rights etc literacy programmes in the community, Cleanliness drives in the community and awareness about its needs, Developing healthy food habits among the community members, Training of community in some simple vocations for self-employment, Action research on local problems in consultation with the community, Micro – planning exercises for assessing the educational status of the community, Establishment of peace-committees and making them functional effectively , Critical review and implementation of RTE act (2009), Assistance and working with local community in actual relief work whenever needed, Training of community in first aid, Exploiting the community


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resources and finding means and ways of using them for school etc. The WWC Programme of different courses was conducted in the following manner.

1. In 2019-20, Kalupadaghat village of Chilika block, Khurda had been taken as the venue for the purpose of field work activities for two year BEd course. This exposure made the student-teachers to understand the Social, economic, cultural and educational pattern/status of the village. All these activities helped in providing input to students, teachers, parents/villagers for the over-all development of the educational status of the village. It created awareness campaign on literacy, gender equity, RTE, child rights, AIDS, superstition, dogmas, etc.
2. In 2020-21, the institution decided to do the WWC programme two year BEd course in and around of RIE campus due to COVID-19 pandemic situation. Various kind of activities such as orientation workshop of student-teachers for organization of programme in local community, Swachh Bharat, Prabhat Pheri, Ralley for different awareness programmes were done by the student teachers.
3. In 2021-22, Institute had decided to organise this programme two year BEd course at Kalupadaghat village of Chilika block, Khurda. Student-teachers were engaged in various activities like Identification of problems of parents with respect to education of their children, Aids awareness, electoral awareness, road safety, human rights, women rights etc literacy programmes in the community, Cleanliness drives in the community and awareness about its needs, Developing healthy food habits among the community members, Training of community in some simple vocations for self-employment etc.

As school is a miniature community, and a big gap is found between school and community. Mutual exchange and sharing of resources and facilities between the two is essential for national development. The student-teachers need to have knowledge and awareness about the community and neighbourhood and the relationship between school and community. Considering the value of relationship between school and community and the facilitating role of teachers in this, the curriculum has provision for fieldwork with community. This programme aims at enhancing their ability to enlist community support for school and contribute for the national development and acquainting them with social realities, developing dignity of labour among and prepare for sustainable development.

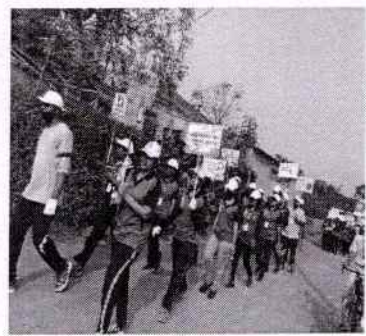
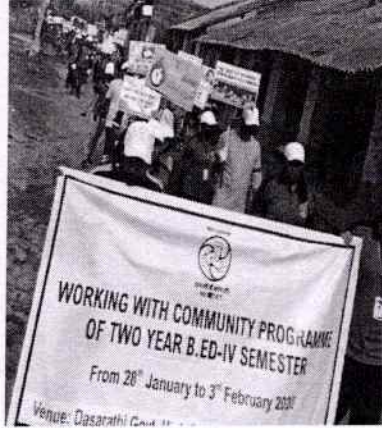
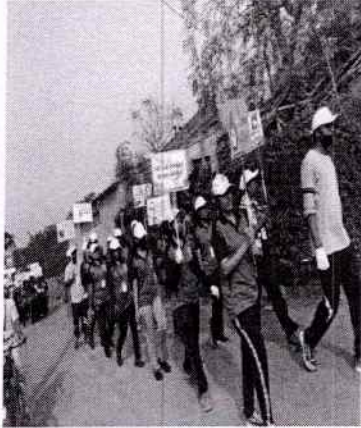


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Glimpses of Local Community Based Activities



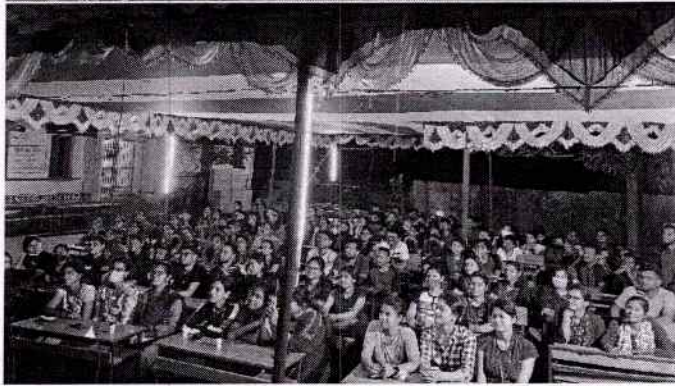

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(National Council of Educational Research & Training)
ORDER

No.F.1-1/2015/Estt.-RIEB/ 4102

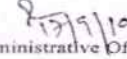
Dated: 17th September, 2019.

As per approval of the competent authority dated 16.09.2019, the following faculty member of this Institute are hereby deputed to Chilika Block (2/3 Clusters) on 18.09.2019 to make arrangement/finalization of Accommodation, etc. in connection with School exposure Programme of B.Ed Ist Year Students.

1. Dr. I.P. Gowramma, Professor
2. Dr. E. Gangmei, Assistant Professor
3. Dr. Upasana Ray, Asst. Professor (Contractual)

The period of their deputation including journey period for the aforesaid purpose will be treated as on duty. TA/DA will be paid by the Institute as per Council's rules. They are requested to submit their approved tour programme prior to their onward journey for transmission to Accounts Section.

This issues with the approval of the Competent Authority.


Administrative Officer

Copy to:

1. Persons concerned. (03)
2. The Head, DE/DEE, RIE, Bhubaneswar.
3. The Accounts Officer, RIE, Bhubaneswar.
4. Office Order File.


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(National Council of Educational Research & Training)

ORDER

No.F.1-1/2015/Estt.-RIEB/ 5084

Dated: 28th Nov, 2019.

As per approval of the Principal dated 26.11.2019, the following faculty members of this Institute are hereby deputed to Chilika Block on 30th November, 2019 for selecting the venue and making logistic arrangements for trainees and faculties in connection with "Working with Community of B.Ed. IVth Semester" Programme.

1. Dr. B.N. Panda, Professor & Dean (Research)
2. Dr. R. Mohalik, Professor
3. Dr.(Mrs.) R. Sethy, Associate Professor

The period of their deputation including journey period for the aforesaid purpose will be treated as on duty. TA/DA will be paid by the Institute as per Council norms. They are requested to submit their approved tour programme prior to their onward journey for transmission to Accounts Section.

This issues with the approval of the competent authority.

(Usha Kapur)

Administrative Officer

Copy to:

1. Persons concerned.(03)
2. The Head, DE/DEE, RIE, Bhubaneswar.
4. The Accounts Section, RIE, Bhubaneswar.
5. Office Order File

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ORDER

No.F.1-1/2015/Estt./RIEB/ 5526

Dated: 01.01.2020.

As per approval of the competent authority dated 01.01.2020, the following faculty members of this Institute are hereby deputed to Chilika Block of Khorda District on 03.01.2020 to discuss and finalize the venue for Community work Programme for B.Ed students.

1. Dr. B.N. Panda, Professor & Dean (Research)
2. Dr. R. Mohalik, Professor
3. Dr.(Mrs.) R. Sethy, Associate Professor

The period of their deputation including journey period for the aforesaid purpose will be treated as on duty. TA/DA will be paid by the Institute as per Council's rules. They are requested to submit their approved tour programme prior to their onward journey for transmission to Accounts Section attaching a copy of the deputation order.

This issues with the approval of the Competent Authority.

Administrative Officer

Copy to:

1. Persons concerned. (3)
2. The Head, DE/DEE, RIE, Bhubaneswar.
3. The Accounts Officer, RIE, Bhubaneswar.
4. Office Order File.

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REGIONAL INSTITUTE OF EDUCATION: BHUBANESWAR

NOTICE

No-16
Dated: 10.01.2018

The working with community work will be organized for B.Sc.B.Ed. Semester VIII Students during 12th - 19th January 2018 in Bhubaneswar. The Pre-Conference meeting of all the B.Sc.B.Ed. Semester VIII Students will be held on 11th January 2018 (Thursday) at 11.00 AM in LT-2. The following faculty members are entrusted with the duties and responsibilities of the above mentioned community work with the students will be communicated in the Pre-Conference meeting on 11th January 2018. Therefore, all the faculty members of Science are requested to attend the conference on 11th January 2018 at 11.00 AM in LT-2.

1. Mr. Arup Saha, Assistant Professor in Mathematics
2. Dr(Mrs). Sridevi Swain, Assistant Professor in Physics.
3. Dr. Promod Goswami, Assistant Professor in Chemistry.
4. Dr. Kedar Nath Buda, Assistant Professor in Mathematics.
5. Dr. Ch. A. Ramalu, Professor of Botany.
6. Dr. Sunil Ku. Nayak, Assistant Professor in Zoology.
7. Dr. Jhasketan Sahoo, Assistant Professor in Chemistry.
8. Dr. Upasane Ray, Assistant Professor in Education.
9. Dr.(Mrs.) D.L. Dash, Professor of Zoology.
10. Dr. Akshya Joshi, Assistant Professor in Botany.

Copy to:

1. Head, DESM for information and circulation among the faculty members.
2. Dean of Instructions
3. Dean of Research
4. I/c Academic Section
5. APC to Principal for kind information of the Principal.
6. Office copy.

Principal



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2.PRACTICE TEACHING/ INTERNSHIP IN SCHOOLS

1. Introduction

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy (National Education Policy, 2020, Para-15.1).

Teacher's skills and competencies are important factors in the effectiveness of teaching and pupil learning. Like all other professional programmes, field engagement is an essential component of any teacher education programme. In the case of teacher education programmes, field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. Research has consistently shown that the internship experience is the most significant component in preparing new teachers. The teacher preparation culminates in the internship, which then helps beginning teachers make the transition from being students to teaching professionals. It offers teacher candidates a realistic setting for combining theory and practice in which to demonstrate their developing knowledge about and skill in teaching.

The curricula of teacher training institutions are designed to provide for the acquisition of these skills by student teachers. The National Curriculum Framework (NCF), 2005 while suggesting improvement of quality of teacher education programme states that teacher education must become more sensitive to the emerging demands from the school system. For this, it must prepare the teacher for the roles of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character, desirable social and human values to function as responsible citizens. The National Curriculum Framework for Teacher Education developed by NCTE (2009) states that "A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. The past few years


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have witnessed a paradigm shift in the concept of school internship courses in India. The NCTE Regulations, 2009 attempted to broaden the scope of practice -teaching by emphasizing the importance of providing experience of all activities and programmes of the school to the student teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement'. The 'Field Engagement' of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second year of the Two-Years programmes. As per the regulations the student teachers are to be actively engaged in teaching for sixteen weeks in the final year of the course. The National Education Policy (2020) envisages that: all B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. The programme will include strong practicum training in the form of in-classroom teaching at local schools (Para 5.24).

2. Objectives of Internship

The internship is conceived as a professional learning bridge between the of preservice Professional preparation and teaching. It is an extended school-based placement in which student teachers (interns) are expected to consolidate their knowledge and experience across all facets of the role of the teacher in the school. It provides an opportunity to further develop skills in teaching and for interns to be mentored in preparing themselves as thoroughly as possible for their early experiences of teaching. The internship will enable the student teacher to:


- Develop the ability to define clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.
- Develop the ability to select units and subject matter suitable to the class, and resource material and aids - readymade, improvised - suitable to the units.
- Develop the ability to plan the lesson effectively with an understanding of the principles of learning and organize the subject matter suitably indicating the appropriate techniques and resources to be used at each stage and for each purpose.
- Develop the ability to prepare the pupils adequately for each lesson and develop it in ways most suitable to the occasion and most appropriate for realizing the objectives set forth.


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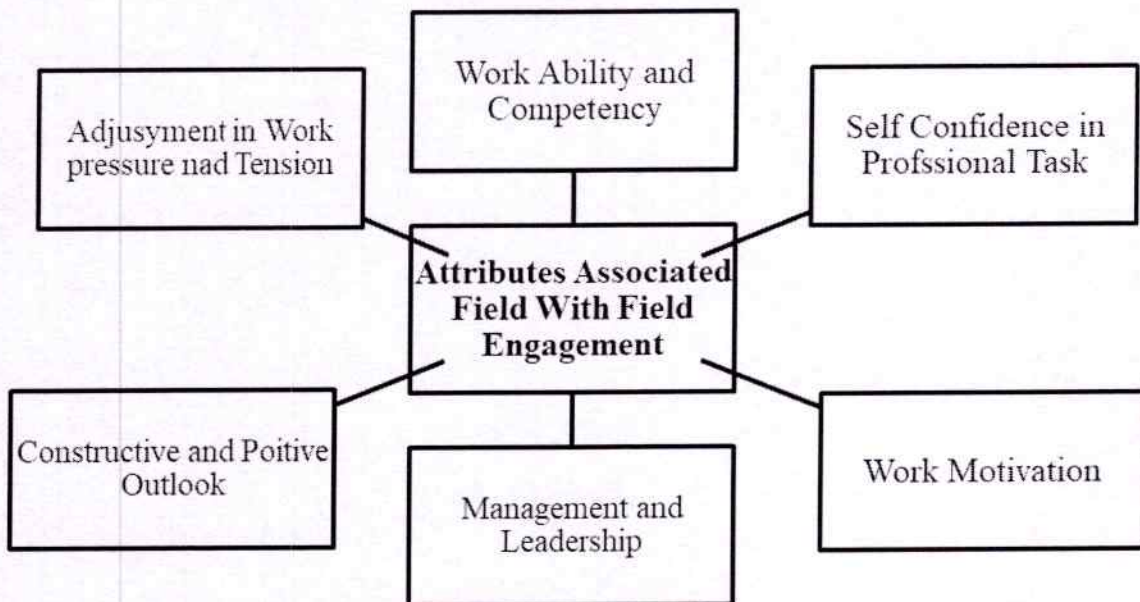

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- Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
- Develop the ability to adjust the programme to the varying needs interests and abilities of the pupils, while making for maximum group progress.
- Develop the ability, to use different methods and techniques of teaching and use them effectively in appropriate situations.
- Develop the ability to plan the details of the curriculum with the pupils (teacher pupil planning) and work out resource units, spelling out the experiences, activities, aids, techniques, etc.
- Develop the ability to develop and apply different techniques and tools for the continuous evaluation of the achievement and progress of the pupils, taken as individuals and as a group, especially the ability to construct and use oral, written and performance tests.
- Develop the ability to judge the effectiveness of teaching and the success of each programme in relation to the goals, from the participation and performances of the pupils.
- Develop the ability to diagnose the strengths and weaknesses and the achievements and failures of the individual pupils, in relation to the objectives and decide, plan and organize the reinforcement of remedial assistance needed by each.
- Develop the ability to correlate his subject and its teaching with other subjects taught in the class, with other activities in the school with life, so that, the education of the child becomes an integrated programme.
- Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subjects taught.
- Develop the ability to plan, organize and guide various co-curricular activities, which are considered as important constituents of a rich education for the citizens of tomorrow.

The attributes associated with field engagement like school internship is presented in the following diagram.


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3. Details of Academic Work of the Student Teachers during Internship Placement

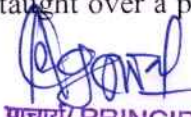
In order to facilitate staged entry of student teachers in teaching, Internship in teaching is to be organized in three phases viz. pre-internship, internship and post internship. *The pre-internship conference* for student teachers, cooperating school heads, mentors and institute supervisors intends to orient them on the modalities of organization of the programme. The student teachers are placed in different NVSs of eastern region of the country i.e. Bihar, Jharkhand, West Bengal and Odisha. The details of activities are presented in the guideline. *Post-Internship* is to be organized to reflect on /feedback reactions of students, cooperating teachers, school heads and institute supervisors. This would help in follow-up, remedial and strengthening activities to be taken up by the institute in future years.

3.1 Demonstration of Criticism Lesson: The student teacher is required to present a lesson in each pedagogy to a group of 16-17 students during the pre-conference. The demonstration will be done as per the lesson plan format provided by the institution. This activity carries 10 (5+5) Marks. These are to be submitted for evaluation in the institute.

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

3.3. Development of unit plan: A student teacher has to prepare two unit plans in each pedagogy. Unit plans consist of concepts and learning goals that are taught over a period and


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are woven together, often across subject areas. A unit plan lasts two or three weeks (or longer) and includes several standards, skills, and desired outcomes for interconnected learning. A unit plan overarches all daily lesson plans with connections among key topics, concepts, skills, and desired outcomes. All the following elements should be considered when developing a unit plan: objectives, Main topic or topics, that unite lessons within the unit, academic goals and desired outcomes, Cross-curricular connections, Methods to make the learning relevant throughout the unit, an understanding of students' current knowledge, strategies, assessments for before, during, and after lessons and the overall unit. The activity carries **10 marks** (5 in each pedagogy) .

3.4 Lesson Plan: Lesson plan consists of statement of objectives, list of contents, learning resources, teacher initiatives, strategies and process of assessing learning. It is simply a road map. Each teacher is different, once you understand the basic elements of lesson planning; you can modify the process to reflect on whatever makes you comfortable. So find the format that works for you and your students. The student teacher has to develop lesson plan using concept maps in in two school subjects and maintain detail records. They have to deliver minimum of 60 lessons (50 with detailed lessons and 10with lesson notes) in a method subject i.e. (60 + 60 lessons) minimum in two subjects (Mathematics/Bioscience and Physical Science for Science and Language and Social Science for Arts students). The transaction of lessons will be continually observed by mentor teachers and or institute supervisors through an assessment profile. Transaction of lessons in two pedagogy subjects carry 80 marks (40 by institute supervisors and 40 by cooperating teacher/mentors) through assessment profile. In Pedagogy of social science, student teachers are required to transact lessons in all social sciences i.e. History, Geography, Civics and Economics. Lesson plan records will be assessed at the institute and 20 marks (10 in each pedagogy subject) are allotted for the record. Few of the lessons are to be delivered integrating art and sports.

3.5 Observation of Lesson of peers: The student teachers are to observe **10 lessons, 5 in each** Pedagogy **subject** taught by fellow student teachers. An observation schedule booklet is developed and supplied to them. The important features of teaching are mentioned overleaf of the scheduled based on whom critical observations are to be made and record in the class itself. The student teacher and the cooperating teachers/ institute supervisor are to put their signature on the prescribed schedule at the end of the observation. As far as possible, varieties of lesson may be observed. This activity carries **10 Marks** for each method subject. These are to be submitted in two separate bunches for evaluation in the institute.


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

3.7 Teaching learning resources: The student teacher will be preparing/ collecting and using a large number of learning resources during their placement in the school. It is required that appropriate and suitable learning resources must be used for the purpose. The details of the preparation and use of learning resources are to be recorded as per the format provided. Either the student teachers as per instructions have to exhibit two innovative learning resources at the cooperating JNV or in the institute. Twenty marks have been allotted for the activity (10 will be assessed by institute and 10 by cooperating JNVs).

3.8 Observation and reporting on School Site and Processes: A student-teacher has to observe of day-to-day school activities and prepare a comprehensive report highlighting working of the library, other curricular activities, games and sports, functioning of laboratory, school morning assembly. The report needs to focus on critical reflection of the pupil teacher on school site and activities of different type of schools i.e. rural/urban tribal, residential etc. This activity carries **10 Marks**.

3.9 Action research: The student teacher has to identify the problem/issues in the classroom and develop interventions to solve the problem. The school based small scale research may cover areas related to the learner and learning like curricular and other curricular areas, processes and strategies, assessment, disciplinary issues and others. The report covering the problem, objectives, hypotheses, interventions, strategies and reflection will be assessed out of 20 marks.

3.10 Reflective diary: Used as part of the activities of pre-service teaching practice, it is a tool for descriptive, reflective and/or critical recording of professional experiences lived by the teacher trainee in teacher training situations. The reflective diary helps organize the activity of guided analysis of pedagogical practice experiences aimed at: identifying students' own needs, interests, training motivation, the degree of mastery of past acquisitions, shaping an accurate image on their effectiveness in practical teaching situations. The diary is to be continuously recorded along with reflections


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3.11 Assessment of student teachers by heads of schools: This will be done by the school head on different dimensions i.e. Personal characteristics in terms of punctuality, initiatives, self-confidence, capacity to manage class, relationship with school staff, cooperativeness etc.; Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.; School work, arrangement of classes, laboratory, library work etc. and Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching. The activity carries **10 marks**. The school heads will send the marks in closed envelope as per the format provided.

3.12. Presentation of Reflection in post conference: It is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost. The student teacher has to present the reflective report during the post conference highlighting the internship experiences.

3.13. Involvement and Participation in SMC/PTA Meeting: The student teachers are to be involved during the PTA meeting held in the school during their placement. A report is to be submitted.

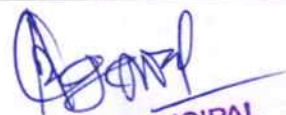
4. Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers. While submitting the records the student teacher is required to submit the report activity wise. For example, a student teacher has to submit separate report on each activity. The weightage to different components of internship shall be assigned as presented in the following table.

Different activities and weightage of mark Distribution


Component	Minimum Number	Maximum Marks	Internal-by the faculty of the Institute	External by the Mentor School Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--



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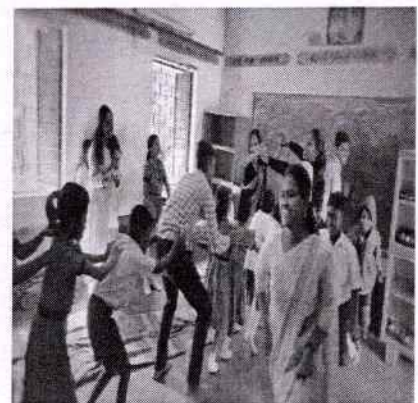
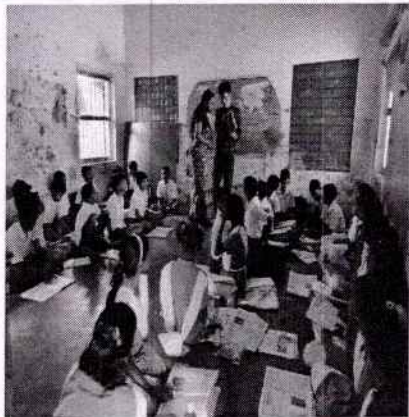
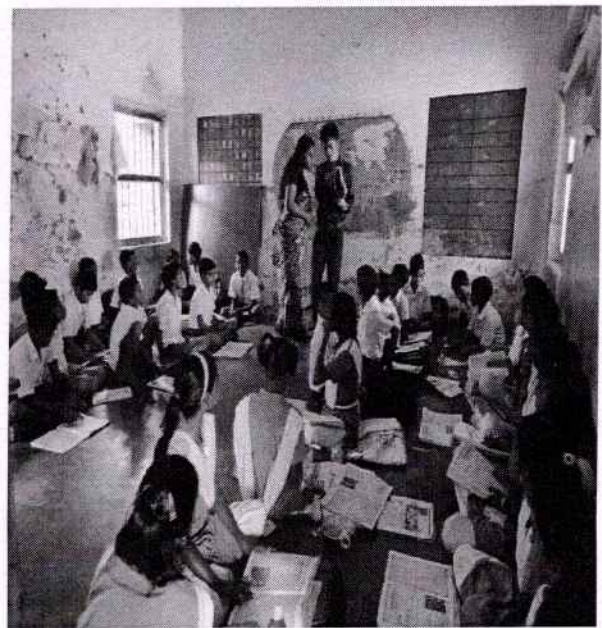

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Observation record of classes taught by mentor teachers/regular teachers	10 (05 in PC-1 and 05 in PC-2)	10(5+5)	10	--
Unit Plan	2 in each subject/pedagogy	10 (5+5)	10	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	10	10	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	10	10	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	10 (5+5)	10	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	All	10 (5+5)	--	10
Reflective Diary	1	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	80	40= (PC-1(20)+ PC-2(20))	40= (PC-1(20)+ PC-2(20))
Overall Assessment of Trainee by Head Teacher/Principal		10		10
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		250	190	60

Every year the students of Two Year BEd III Sem, Four Year Integrated BSc.BEd VII, BABEd VII Sem students are undergone the school internship programme to different JNVs located in the states of Odisha, West Bengal, Jharkhand and Bihar. They involve in all kind of activities of schools and act as full time teacher under the guidance and supervision of Principal and teachers. The institute faculty members also supervise the internship activities to provide feedback in the different aspects of teaching. After completion of the internship programme, the students exhibit their teaching learning materials in the institute and reflect on the training programme.


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 ସମ୍ପାଦକ
 Coordinator
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 (National Council of Educational Research & Training)
 No. RIEB/ACD/ 153/19 Date: 22.11.2019

NOTICE

The Post internship presentation of student Teachers of 3rd Semester B.Ed. Student will be held on 25th and 26th November, 2019. The presentation of internship experiences will be assessed out of 20 marks by internal faculty members. The following members are requested to assess the internship presentation as per the venue, date and time positively.

	Date	Venue	Name of the Faculty
Arts	25.11.2019 (12pm to 5pm)	Conference Hall	Prof. L. Behera Dr. K. Parag Dr. R.R. Sethy
	26.11.2019 (12pm to 5pm)	LT-4	Prof. Ritanjali Das Dr. E. Gangmei Prof. R.K. Mahalik
Science	25.11.2019 (10am to 5pm)	LT-4	Prof. S.K. Dash Prof. I.P. Gowramma Prof. R.K. Mahalik
	26.11.2019 (10am to 5pm)	Conference Hall	Dr. A.K. Saha Prof. S.P. Mishra Prof. L. Behera

Copy to:

1. Dean(I) for information
2. All Heads of the Departments (DE/DESM/DESSH) for information and necessary action
3. Persons Concerned
4. Office Copy

By Debaraj DE

[Handwritten signatures and notes]
 Principal
 22.11.19

[Handwritten signature]
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Coordinator
आंतरिक गुणवत्ता प्रकोष्ठ
Internal Quality Assurance Cell
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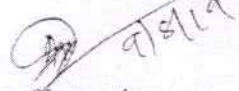
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ORDER

No. 3604


Date 09.08.2019


In partial modification of the Order No. 1830, dated 04.06.2019, B.Ed. 3rd Semester Students of this Institute are informed to join in RIE, Bhubaneswar and attend regular classes from 14.10.2019 to 01.11.2019. They have to report their respective JNVs and perform internship activities again from 04.11.2019 to 20.11.2019 and report back to the Institute on 22.11.2019.


Dean of Instructions

Copy to :

1. All Students of third semester B.Ed
2. Principal of all (14) JNVs for information
3. PA to Principal for information
4. Accounts Officer for information
5. Chief Warden for information
6. Warden of Gopabandhu/Ramanujan/Homibhaba/Ashutosh Hostel for information
7. I/c Academic Section


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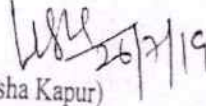
No.F. 1-1/2015-Estt./RIEB/ 3201

Dated: 26th July, 2019.

In partial modification of this Institute Order No.2602 dated 05.07.2019, Dr. M. Goswami, Professor of this Institute is deputed to JNV, Mundali, Cuttack to supervise the Internship in Teaching Programme of B.Sc. B.Ed VII Semester Students Teacher from 29.07.2019 to 31.07.2019 instead of 22.07.2019 to 24.07.2019.

Other terms and conditions will remain unchanged.

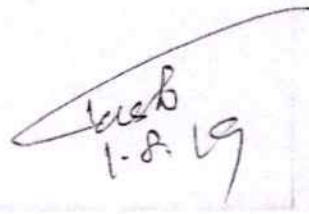
This issues with the approval of the competent authority.


(Usha Kapur)

Administrative Officer

Copy to:

1. Dr. M. Goswami, Professor, RIE, Bhubaneswar.
2. The Head, DESM/DEE, RIE, Bhubaneswar.
3. The Accounts Officer, RIE, Bhubaneswar.
4. Office Order File


1-8-19


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ORDER


No.F.1-1/2015/Estt.-RIEB/ 3429

Dated: 30th July, 2019.
31

In partial modification of this Institute's Order No. 2602 dated 05.07.2019, Prof. B.N. Panda, Déan (R) of this Institute is hereby deputed to JNV, Bikram, Patna to supervise B.Sc.B.Ed students from 12th - 14th August, 2019 instead of 29th - 31st July, 2019.

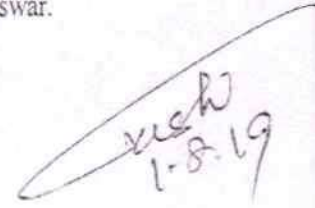
Other terms and conditions will remain unchanged.

This issues with the approval of the Competent Authority.


(Usha Kapur)
Administrative Officer

Copy to:

1. Prof. B.N. Panda, Dean (Research), RIE, Bhubaneswar.
2. The Head, DE/DEE, RIE, Bhubaneswar.
3. The Accounts Section, RIE, Bhubaneswar
4. Office Order File.


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3.ORGANIZES EVENTS OF MUTUAL INTEREST-LITERARY, CULTURAL AND OPEN DISCUSSION

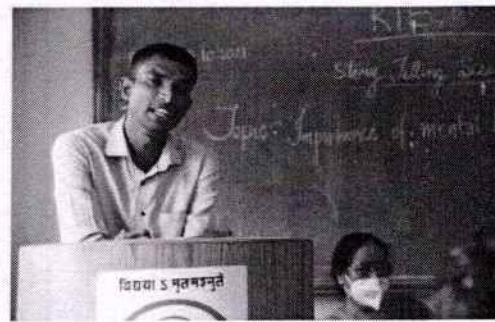
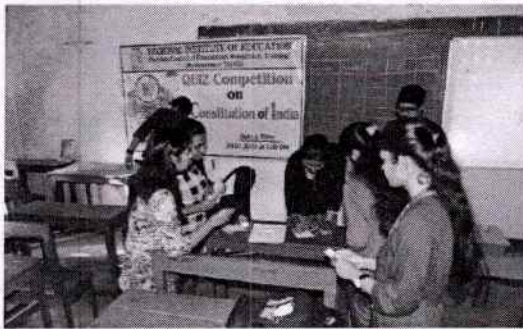
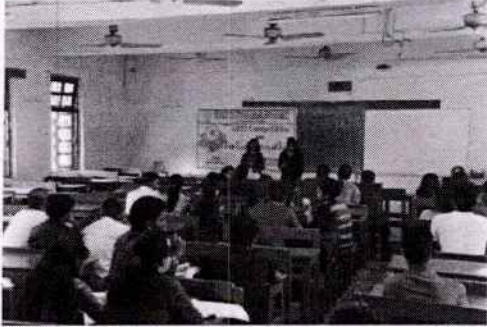
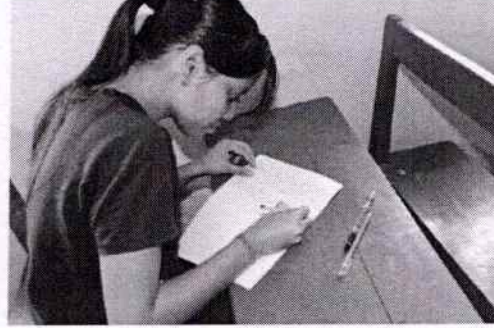
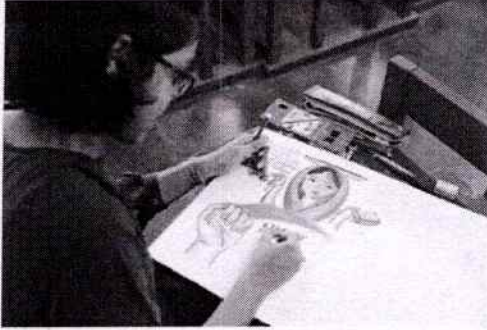
RIE, Bhubaneswar organizes number activities related to literary, cultural and open discussion on different themes of school and teacher education through out the academic session. The institute promotes holistic learning for teacher trainees by providing opportunities to take part in different activities. These activities are conducted through Student's Council Advisor and Joint Advisors and Advisors of Cultural Activities, Advisors of Games and Sports and advisors of Subject Associations such as Science and Math Education, Language and Social Science with the involvement of Student Coordinators. Along with this, the institute also organizes academic discussion on relevant issues related to school and teacher education by involving faculty members and external resource persons. The list of activities conducted by the Institute is given in following lines.

1. Literary Competitions
 - Essay competitions
 - Quiz competitions
 - Debate competitions
 - Extempore speech competitions
 - Recitation competitions
2. Cultural Programme
 - Solo Dance-classical, folk & Duet
 - Solo Song
 - Solo Instrumental
 - Mono Acting
 - Group Dance- classical, folk & free style
 - Group Song
 - Short Skit
 - Rangoli
 - Flower decoration
 - Drawing/painting/Poster
3. Video development
4. Food festival
5. Athletic meet
6. Extension lecture series
7. Academic forum
8. Seminar/conference/workshop/webinar


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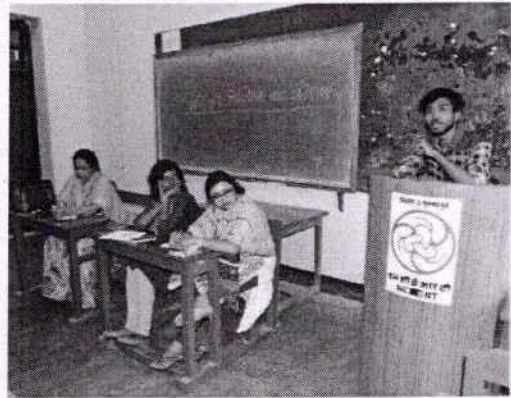
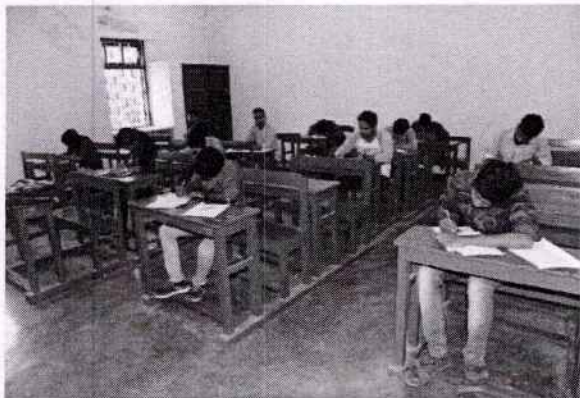
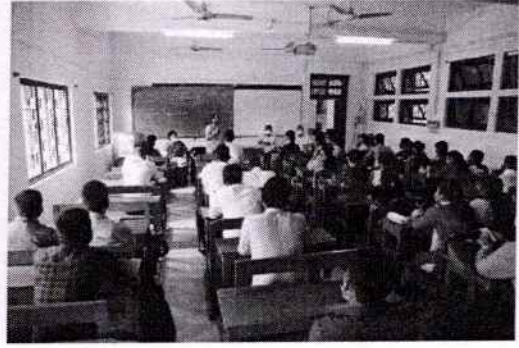
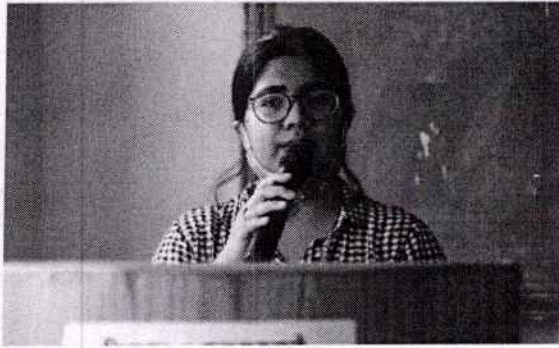

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Glimpses of Different Competitions



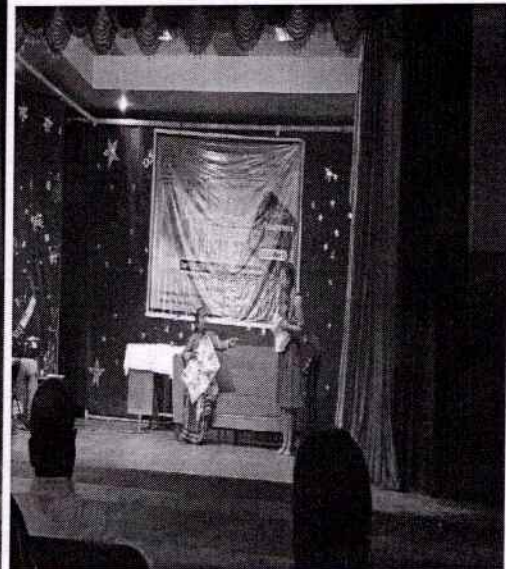
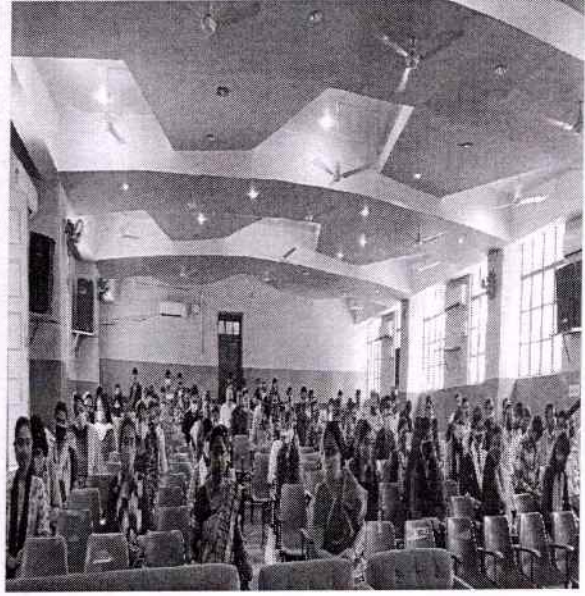

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4. DISCERN WAYS TO STRENGTHEN SCHOOL BASED PRACTICE

The Institute is constantly working to strengthen and improve the school-based practices of Eastern states like Bihar, Jharkhand, Odisha, West Bengal and Andaman Nicobar Islands. The institute designs various quality programmes relating to school and teacher education in consultation with state education departments and SCERTs. All the states are looked after by a faculty who is designated as State Coordinator. The coordinator has responsibility to liaison with the state education officers and SCERT faculty to formulate need based programmes. The State Coordination Committee (SCC) of each state is chaired by the Secretary of Education Department of concerned state with members from different departments and institutions. The programmes are of four types such as **training, research, development and extensions**. Faculty members prepare the allotted programmes in the PAC formats which are discussed in the departmental meetings and suggestions are incorporated. The SCC meetings are chaired by the Principal Secretary of School and Mass Education Department of the State. All the programmes are thoroughly discussed in the Institute Advisory Board followed by management committee meeting and the Programme Advisory Committee of NCERT. After getting the approval of the NCERT, the programmes are conducted by different faculty members of the institute who are the concerned coordinator of the State. Further, National award for innovative practices & experiments in education for school and teacher education institutions are facilitated by the Dept. of Extension Education of Institute. Nominations for this innovative award are invited from the teachers and teacher educators of eastern region (Bihar, Jharkhand, Odisha and West Bengal, Andaman & Nicobar Islands).


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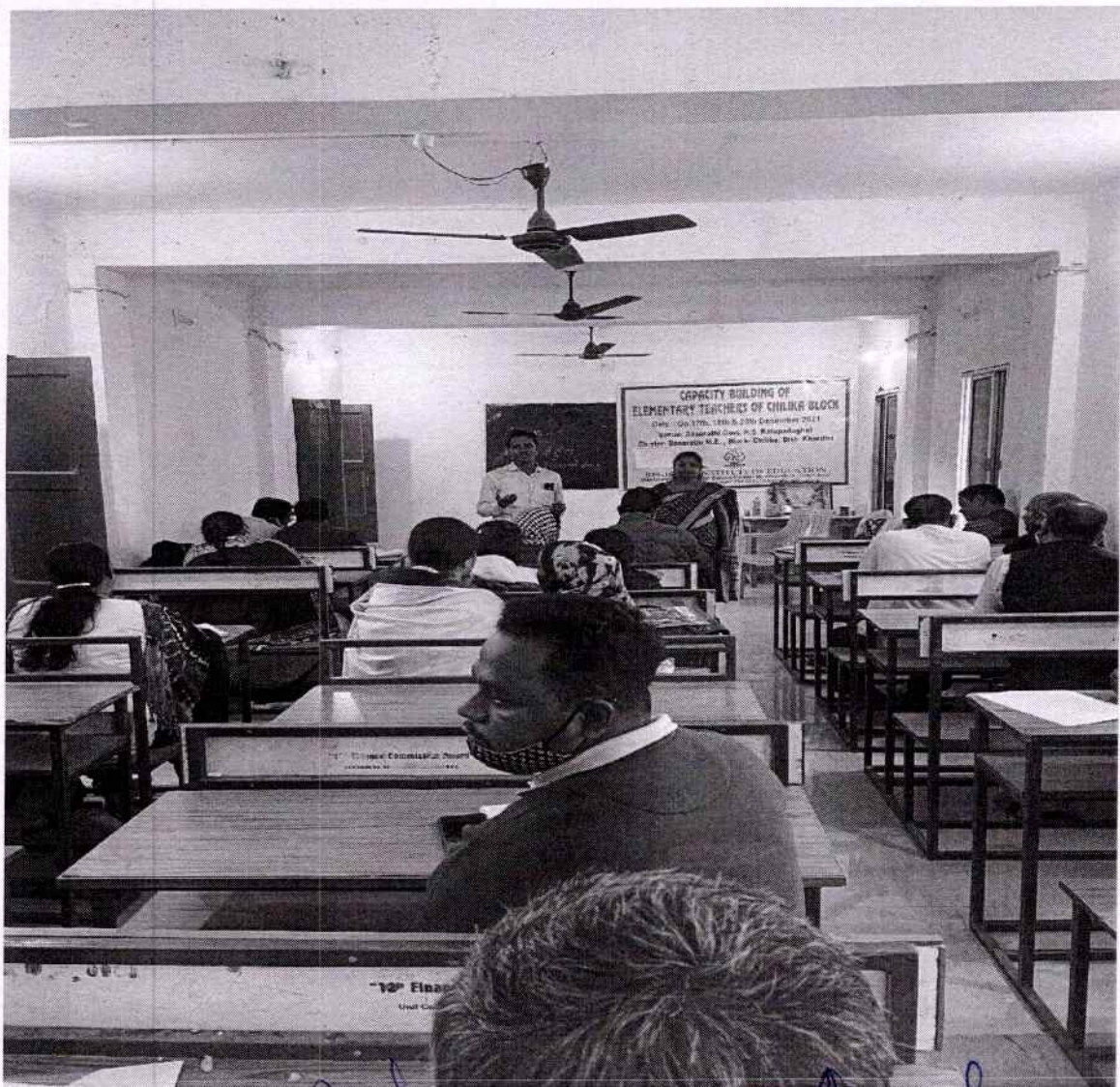
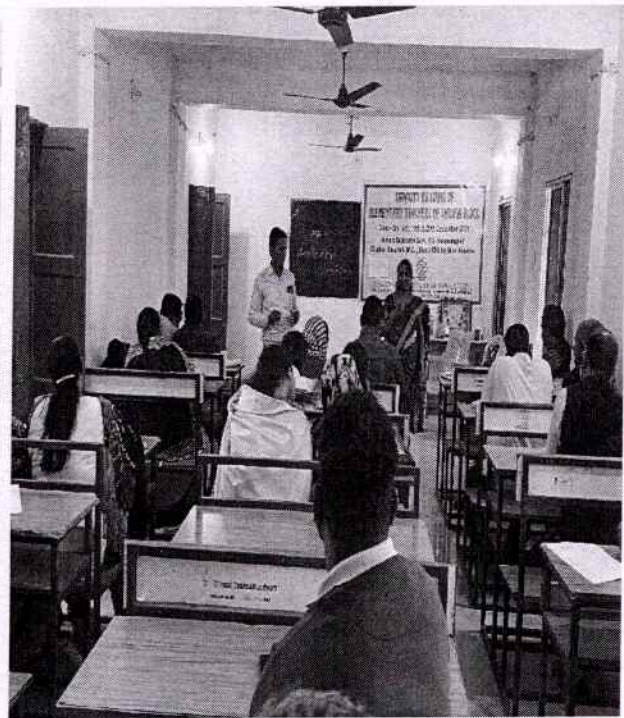
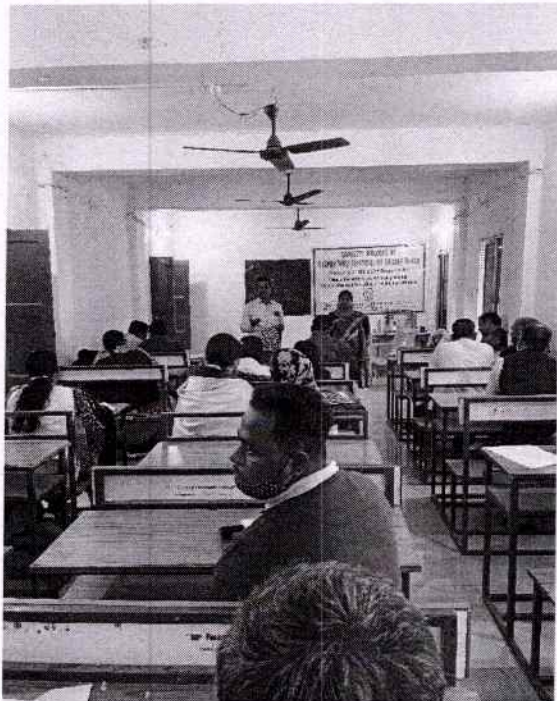

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The following are the glimpses of SCC Meeting, training, research, development and extensions.




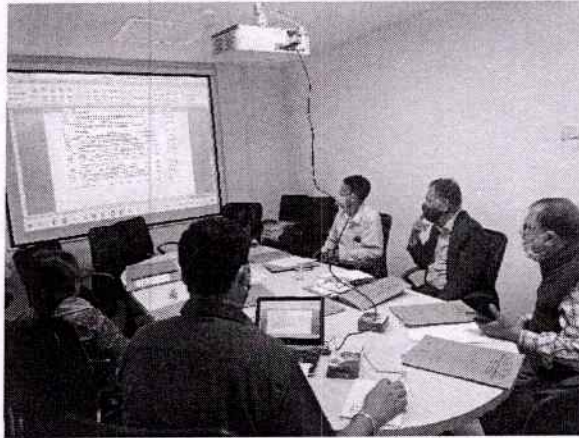

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Regional Institute of Education, NCERT, Bhubaneswar
(in collaboration with)
National Council for Teacher Education

75
Azadi Ka
Amrit Mahotsav

Iconic Week 17th - 21st January 2022
A Virtual Talk
On
Role of Teachers in Independence of India
21st January 2022, Friday at 05:00 PM

Meeting link:
<https://teams.microsoft.com/join/90412983e6e647d1d1a681071d02d1d880126279a5a1701625b220770164?threadid=1701625b220770164&meetingid=90412983e6e647d1d1a681071d02d1d880126279a5a1701625b220770164&room=90412983e6e647d1d1a681071d02d1d880126279a5a1701625b220770164>

Chairperson
Prof. P.C. Agarwal
Principal
RIE
Bhubaneswar

Speaker
Prof. A.K. Bera
Dean (Research),
RIE
Bhubaneswar



[Signature]
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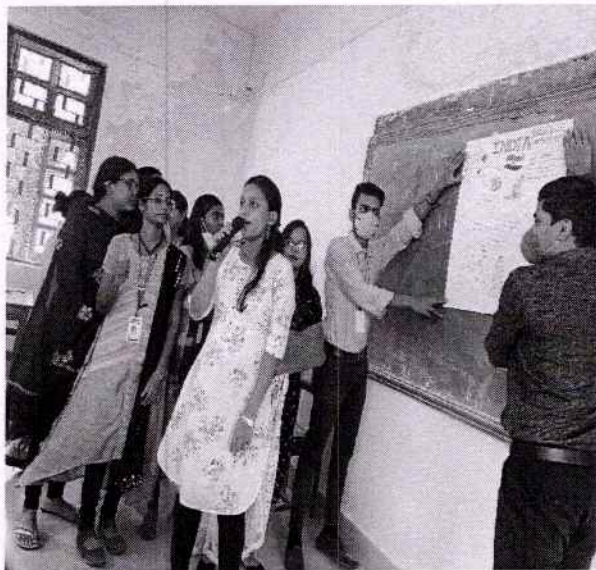


Ruh
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Agarwal
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5. Join hands with Schools in identifying areas for innovative practice

The institute is working towards identifying and developing innovative practices in the area of school and teacher education. The faculty members have been involved in the process of research and development in the areas of innovative pedagogic practices such as toy based pedagogy, art integrated pedagogy, ICT integrated pedagogy, experiential learning etc. for providing quality education. Further, National award for innovative practices & experiments in education for school and teacher education institutions are facilitated by the Dept. of Extension Education of Institute. Nominations for this innovative award are invited from the teachers and teacher educators of eastern region (Bihar, Jharkhand, Odisha and West Bengal, Andaman & Nicobar Islands). All the nominations are assessed by the committee consisting of internal faculty members and external resource persons and best innovative ideas are selected for innovation award. Our student teachers are encouraged and motivated to use innovative teaching methods during their internship programmes in different JNVs. These activities are highly appreciated by the Principals and cooperating teachers of JNVs. All the teacher learning materials developed by the trainees during the internship are exhibited in the Institute which is open for the students of DM school and Institute. The following glimpses of innovative practice in the field of the Art Integrated Learning.




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6.Rehabilitation Clinics

The Institute has **Guidance and Counselling cell** which looks after the DCGC courses and counselling needs of students and teachers. The institute is offering one of the important courses which is very much beneficial for the students of RIE as well as the students and teachers of the Eastern Region as the teacher from JNV, KVs, State Govt. School teachers are deputed to the institute to pursue Diploma Course in Guidance and Counselling of the institute. These teacher trainees who are getting the exposure by visiting the Rehabilitation Clinics. Because if they understand well to the clinics and its functioning, when the time will come for them, they may open a clinic either or they may help to the client on the basis of procedure known from the attended clinics. Our faculty and DCGC trainees are continuously engaged in offering guidance and counselling services to the different stakeholders of the school education. This rehabilitation work was continued in online mode during the Covid-19 to help students and teachers which were appreciated by the stakeholders.

Some of the glimpses related to the visit to Rehabilitation Clinics are in the following *pages* from 35 to 39.


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JEWELS INTERNATIONAL (CHETANA INSTITUTE FOR THE MENTALLY HANDICAPPED)

A/B, Institutional Area, Near Hotel Swosti Premium, P.O.-R.R.L. Campus, Bhubaneswar-751013,
Phone : 0674-2301675, Fax : 0674-2300649, E-mail : jewelsinternational@yahoo.com
Website : www.chetana-jewelsinternational.org

Ref No. : 44/A/2020/320
16

Date: 28.4.20

The HOD, Education
Regional Institute of Education
Bhubaneswar

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

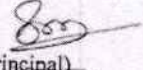
Jewels International has established "Chetana Institute for the Empowerment of Persons with Intellectual Disability" with a Mission to establish and support new Special Schools, Vocational Training Centers, and Sheltered Workshops for the Persons with Intellectually Disability in the State of Odisha,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


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

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

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

With Warm regards


(Principal)
Principal
JICINH
Bhubaneswar-13
समन्वयक
Coordinator
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Regd. No. 2316786 of Education, Bhubaneswar
Registered against Regd. No. 11634/480 of 1977-78) of S.R. Act. 1860,


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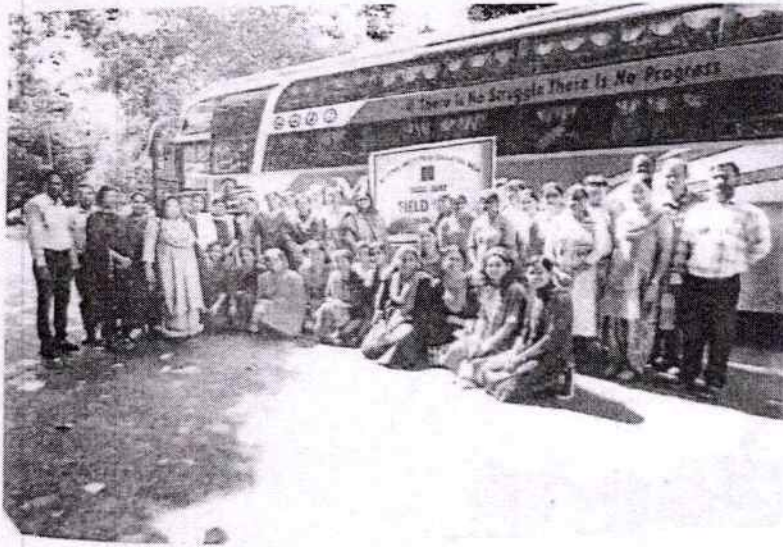

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Field visit

As per the course requirement, field visit was undertaken on 29.08.22 to the following two institutions

- i. Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan), Regional Centre, Khorda, Odisha
- ii. Chetana Institute for Mentally Handicapped, Khorda, Odisha

This visit was supervised by Prof. Elizabeth Gangmei, and Ms. Sibani Dora (JPF). All 38 trainees were part of the field visit. The visit was undertaken with prior intimation to the authority of the two institutions and different department sections of the visiting institutions were prepared to provide the necessary details by the concerned in-charges.



The first institution visited was Ali Yavar Jung National Institute of Speech and Hearing Disabilities which caters to the needs of persons with speech and hearing disability. The institute provides a varied number of services for the people facing hearing difficulties like providing pre-school and early childhood education, outreach and extension services, inclusive support, clinical services starting from audiology, speech pathology, special and

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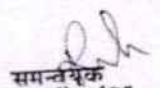
inclusive education, psychological testing and counselling. The institute also offers a number of educational courses centred around special education like Diploma in Special Education (Hearing Impairment), Bachelor of Education in Special Education etc. It offers short time course as well like Refresher's course for In-service teachers, Orientation to Health workers, training on Hearing Aid Repairing and ear mould making etc. Informative sessions were taken by Mr Lanu W Aimol (Assistant Director), Ms Biswamitra Mishra (Ear Mould Technician), Mr B K Dash (ESA Psychology) and others emphasising the need of special education and the services they offer.

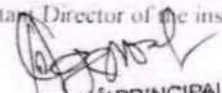


ALI YAVAR JUNG NATIONAL INSTITUTE OF SPEECH AND HEARING DISABILITY



Orientation by Assistant Director of the institute, Mr Lanu W Aimol

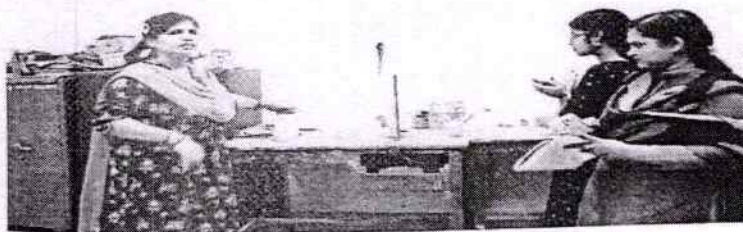
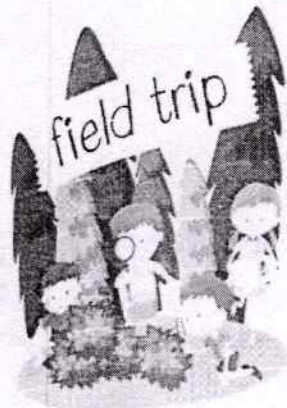

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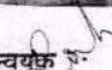

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1. Students interacting with Mr B K Dash (ESA Psychology).
2. Ms Biswamitra Mishra (Ear Mould technician).
3. The pre-primary children with their teacher trained in teaching children with hearing and speech difficulties)

The second institution that was visited was Chetana Institute for Mentally Handicapped which is a special school for the children with intellectual disability. The organization named as 'Jewels International' was established in 1977 to perform social service, mass education, and public vigilance programmes. In the year 1985, the organization decided to work for the education and rehabilitation of children with intellectual disability. On 18th August 1985, this centre was started for identification of children with intellectual disability and now it has several departments such as department of education where trainees undergo courses like B.Ed. in Special Education, a school with pre-primary, primary, secondary and pre-vocational departments, a counselling centre, resource room and speech therapy department.

The trainees were taken to the conference hall where the Principal, Ms Smrutirekha Mishra, acquainted the trainees about the history of the school and the facilities provided by them. The special educator, Ms Sabita Pradhan, told the trainees about the daily routine of the children studying there and how they are integrated into the school. Their curriculum was explained which was made up of five components- personal, social, academic, occupational and recreational. The aim of the school is to give functional knowledge to the students.

The trainees visited all the classrooms where they saw the trained educators facilitating learning among the students. The teachers' dedication and genuine attachment with the children was quite evident. The students there got music and dance therapy as well. Pre-vocational phase enabled the children to do simple tasks to earn livelihood.



In classes

resource room visit Music therapy

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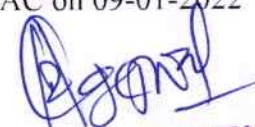
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7. LINKAGES WITH GENERAL COLLEGES

The Regional Institute of Education, Bhubaneswar has linkages with colleges and other educational agencies for achieving the mandate of NCERT. Few of such linkages are mentioned below which reflects that the faculty members attended educational programmes of other colleges and also the institution organizes the programme for benefits of other institutions or colleges.

1. Training of Trainer on Environment and Sustainable Development at RGNIYD, Sriperumbudur, Tamilnadu from 31st January to 2nd February 2018.
2. National Conference on Science Education, 29th November to 1st December 2018
3. Extension Lecture by Prof.S.Stephnides on "Literature and Critical Literacy Pedagogy" on 08-08-2019
4. Staff Tournament at RIE, Bhopal on 19-23/10/2019
5. Expression Lecture Series by Dr. Tikam Chand Loya deliver a Motivational Talk on 23/09/19.
6. An Expression series under the programme of Rastriya Ekta Diwash, on 29-Oct-19
7. Prof. Santosh Panda, invited to deliver a talk on "Quality improvement of teacher education in meeting the challenges of the society" 11-11-2019
8. International Conference on Education from 21st-23rd February 2020
9. Webinar on Shikashak Parv -2021 on 9th Sept. 2021
10. An Expression and Extension Lecture Series During the Occasion of the Constitution Day Celebration on 23 Nov 2021
11. An Expression and Extension Lecture Series on the Occasion of National Mathematics Day on 22 Dec 2021
12. Capacity building programme for SCERT and DIET faculty members on research methodology for north eastern region held from 3-7 Jan 2022 at SCERT, Aizal, Mizoram
13. Hands-on workshop/ orientation on NCF Tech platform for technical co-ordinators of western and eastern states union territories on 6-7 January, 2022 at NCERT, New Delhi.
14. Prof. Anil Kumar,Retd.Head of NITTTR, Bhopal, MP oriented all the staff and faculty members on the process of accreditation of our institute under NAAC on 09-01-2022


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15. One Motivational Class ,Rajyoga Meditation fort students & a spritual get-together for Brahma Kumari brother & sisters. 11-01-2022
 16. Online talk by Dr. Chandan Goswami, on "Ion channels in health and disease: Nobel prize and future research on 18/02/2022
 17. An extension Lecturer and Expression aseries on Character Building and Holiatric Personality Development. 02-03/03/2022
 18. NCC cadets of this Institute are permitted to attened the ATC-II Jupiter International School Rayagada 16-25/05/2022
 19. One day Consultation workshop on National Curriculum Framework was organized in collaboration with central university of South Bihar, Gaya with the major purpose of seeking quality inputs from civil society groups for the formulation of National Curriculum Framework by appreciating and comprehending the importance of the linkages between different stages of school education and higher education as envisaged in National Education Policy 2020.
- State Co-ordination committee meeting for the state of Bihar on 24th Dec, 2021.
 - Online physical training on experiential learning for TGT Mathematics of JNVs held from 21-12-2021 to 23-12-2022.
 - Organization of school internship in ore-service teacher education (B.Ed and 4 year integrated B.A-B.Ed and B.Sc-B.Ed) at RIE Bhubaneswar.
 - Orientation of teachers on the newly developed teacher for higher secondary stage held from 21st to 23rd Dec, 2021 at DESM , NCERT, New Delhi.
 - An on campus physical training on experiential learning for TGT Science of JNVs held from 14-12-2021 to 16-12-2021.
 - Development of conceptual activities of science at upper primary and secondary level for Odisha using local available toys.
 - Development of implementation guidelines for teacher education programme at Multidisciplinary institutions held from 16-17 Dec 2021.
 - On campus physical training on experiential learning for TGT social science JNVs.
 - National talent search stage to examination held 24th Oct 2021.
 - Recognition and merger of schools at elementary label in Jharkhand in the context of RTE Act, 2009-A study from 27-28 Feb, 2020.
 - 24th all India children educational audio, video Film festival and ICT Mela held from 22nd-24th Feb 2020 at Kochin, Kerala.


 Co-ordinator
 आंतरिक प्रशासन प्रकोष्ठ
 Internal Administration C-II
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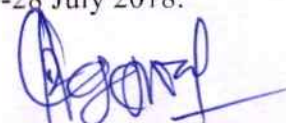
- Mega teacher training program on foundation years held from 12-13 March, 2020 at NCERT, New Delhi.
- Workshop to finalize the papers on inclusive education held on 9th March, 2020 at CIET,,NCERT.
- NISTHA Programme at SCERT, Tripura from 11-3-2022 to 14-3-2020.
- Capacity building of elementary school teachers on conducting action research held FROM 15-18 March, 2021 in Goa.
- Fascination of new education service officers for teacher education 18-20 March 2021 at ATI, Ranchi
- Development of laboratory manuals of biotechnology at class XI of higher secondary stage held from 17-21 March 2021 in DESM, NCERT.
- Evaluation of educational kits for the purpose empanelment of firms held from 13-17 SEPT 2021 in NCERT, New Delhi.
- TO Study effectiveness and utilization of educational kits in schools of elementary stage across the country held from 6-8 Feb 2020 at DEK, NCERT.
- Evaluation in-service teacher training of classroom practice in mathematics at senior secondary stage of A&N Island held from 24-28th Feb, 2020.
- All India children educational Audio, Video festival and ICT Mela held from 22-24 Feb, 2020 at Kochin university of Science and technology.
- Capacity building of Key resource persons in science held from 10-14 Feb 2020 at Alambagh, Lucknow.
- School health programme under the aegis of Ayushman Bharat held from 12 -13 Feb, 2020 at NCERT.
- Utilization and effectiveness of educational Kits of Educational Stage Across Country from 10th February to 5th March,2020 in DEK, NCERT.
- Evaluation of In-service teacher training on classroom practices in Mathematics at Senior Secondary stage of A&N Island held from 31-01-2022 to 30-03-2020.
- Co-ordinating and monitoring block level training programme on NISTHA held from 3-5 March, 2020 at Patna.
- Co-ordinating and monitoring block level training programme on NISTHA held from 25-28 Feb 2020 Ranchi, Ramgarh and Khunti dist of Jharkhand.
- Five day capacity building programmer for elementary teachers held at J.C.Govt. Girls high school Balugaon from 9-01-2022 to 13-01-2020.


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- Integrated Teacher training programme under NISTHA from 12-13 2020 Patna.
- Reimagining technical and vocational education and training for changing world prospective and practices from 11-12 Feb 2020 at PSSCIVE, Bhopal.
- At integrated learning under NISTHA held from 16th-28th Jan, 2020.
- Integrated teacher training programme under NISTHA held from 16-28th Jan, 2020 in Lucknow.
- Integrated Teacher's training programme under NISTHA with NRG for the State MP held from 21-01-2020 to 01-02-2020.
- Pedagogy of science under NISTHA 21-25 Jan, 2020 at Patna.
- Test item in the area of mental ability and reasoning in Math, science and social science in NCERT from 21-24 Jan 2020.
- ICT Sessions under NISTHA programme on 27 Jan 2020 at CIET, NCERT.
- NISTHA Programme 4th Feb-15th Feb, Uttar Pradesh.
- NISTHA Programme 3rd Feb-25th Feb, 2020, Mysore.
- Capacity Building for KRPs of Bihar in Physics education at Higher Secondary level from 11-14 Jan, 2019.
- Workshop under Samagra Sikhsya from 31-12-2019 to 3-01-2020 at DEE, NCERT.
- NISTHA training programme from 9-21 Jan, 2020 in Bihar and Karnataka.
- NISTHA Training programme from 16-28 Jan 2020, Jharkhand and UP.
- NISTHA Programme 7-8 Jan, 2020 in Raipur, Chhattisgarh.
- Review of textbook of Biotechnology for Class XII from 17-21 March, 2021 in DESM, NCERT.
- Training of Key resource person under NISTHA 15-16 July 2019 in CIET, NCERT.
- PAB-MDM meeting on 6-7 June, 2019 at NCERT, New Delhi.
- Strategy planning meeting of implementation of block level research project held on 26-27 April 2019 at RIE, Bhopal.
- State co-ordination committee meeting on 23 Jan 2019 in Bihar.
- Mid-term progress review meeting of PAC programme 2018-19 of PSSCIVE at RIEs on 1-2 Nov, 2018.
- Study of Progress of Aspirational district from 26-27 Nov, 2018 in Jharkhand.
- Development of D.EL.Ed curriculum for the state of Jharkhand on 17-08-2018.
- Field visit to Aspirational district of Dhenkanal, Odisha on 27-28 July 2018.


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- Improving Learning outcomes transformation of Aspirational districts of Dinajpur, West Bengal from 25-26 July 2018.
- Regional meeting on integrating SDG 4.7 and Global Citizenship education into teacher Training in South Asia from 26-29 June 2018.
- PAB meeting of Pandit Madanmohan Malviya National mission in Teachers and teaching held on 20-12-2017 in Shastri Bhawan, NewDelhi.
- State level committee for selection of teachers for national award 2018 held on 24-07-2019 in Agartala, National award on 29-7 2018, Kohima, Nagaland, National award on 4-8-2018 Bihar, National Award on 23 July 2019 ,Meghalaya, National Award on 22 July 2019 in Jharkhand, National Award on 27.07.2018 at Gangtok,Sikkim, National award on 03-08-2018 at Telengana, National award on 30.07.2018 at Agartala, National Award on 30-7-2018 and 31-07-2018 at Raipur.
- State level committee for selection of teachers for national award 2018 held on 22-07-2019 to 24-7-2019 in Raipur.
- For Interaction with DM, BEOs, and Principal, DIET of the Aspirational District from 27-28 Nov, 2018.
- Minority cell meeting in PSSCIVE Bhopal on 8-10-2021.
- Development of Laboratory manual of Biotechnology at higher secondary stage from 22-26 July 2019, NCERT.
- SCC meeting for the state of West Bengal and A&N Island from 29-30 Nov 2017.
- Meeting of Project approval board of (SS-IS) 2019-20 on 17-5-2019.
- 55th Meeting of PAC of NCERT from 20-22 March,2018 at NCERT , New Delhi
- In 2019-20, Kalupadaghat village of Chilika block, Khurda had been taken as the venue for the purpose of field work activities. This exposure made the student-teachers to understand the Social, economic, cultural and educational pattern/status of the village. All these activities helped in providing input to students, teachers, parents/villagers for the over-all development of the educational status of the village. It created awareness campaign on literacy, gender equity, RTE, child rights, AIDS, superstition, dogmas, etc.
- In 2020-21, the institution decided to do the WWC programme at RIE campus due to COVID-19 pandemic situation. Various kind of activities such as orientation workshop of student-teachers for organization of programme in local community, Swachh Bharat, Prabhat pheri and different awareness programmes were done by the student teachers.


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- In 2021-22, Institute had decided to organise this programme at Kalupadaghat village of Chilika block, Khurda. Student-teachers were engaged in various activities like Identification of problems of parents with respect to education of their children, Aids awareness, electoral awareness, road safety, human rights, women rights etc literacy programmes in the community, Cleanliness drives in the community and awareness about its needs, Developing healthy food habits among the community members, Training of community in some simple vocations for self-employment etc.



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