

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution, such as

Report of Each Activity

SL No.	Subject	Page No.
01.	Career and personal Counselling	01-03
02.	Skill enhancement in academic, technical and organizational aspects	04-16
03.	Communications with persons of different disabilities: Braille, Sign language and Speech training	17
04.	Capability to develop a seminar paper and a research paper: understand/appreciate the difference between the two	18-24
05.	E-content of Learning	25-29
06.	Online assessment of learning	30-31

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

Regional Institute of Education

(National Council of Educational Research and Training)

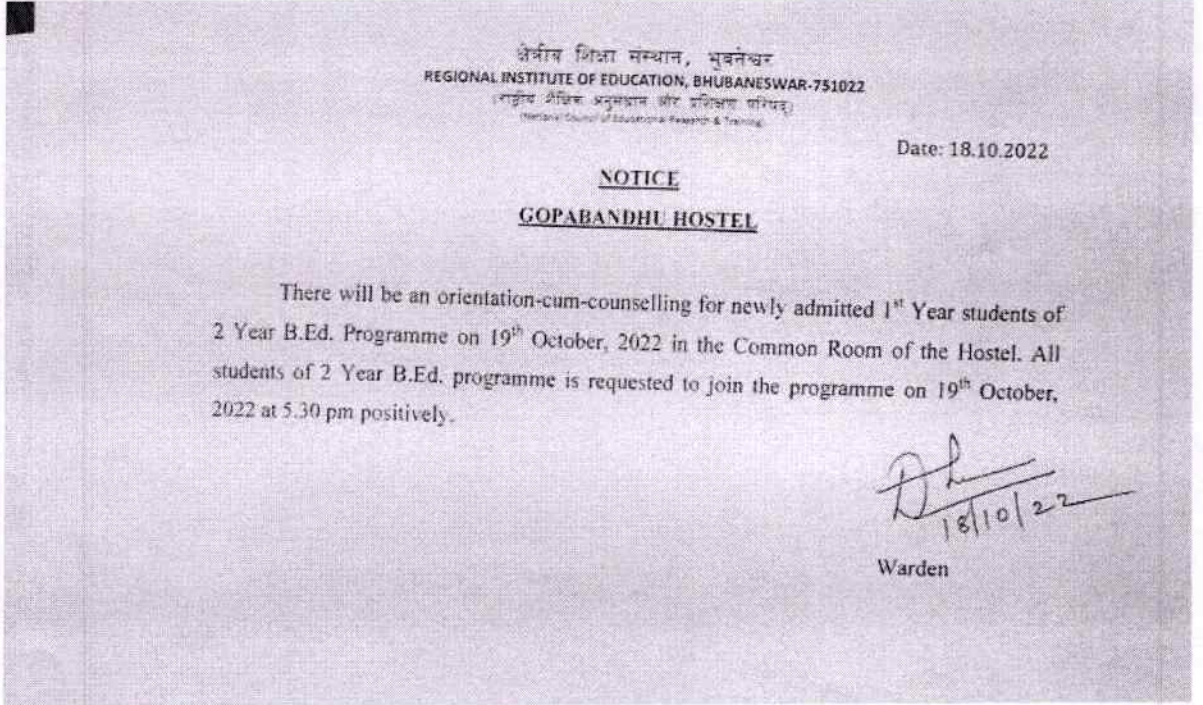
Bhubaneswar -751022, Odisha


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आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
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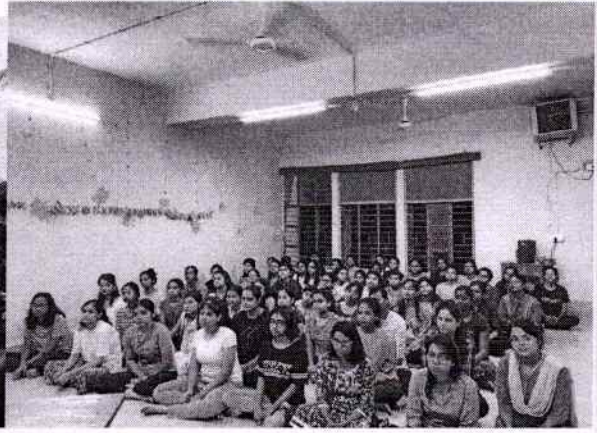
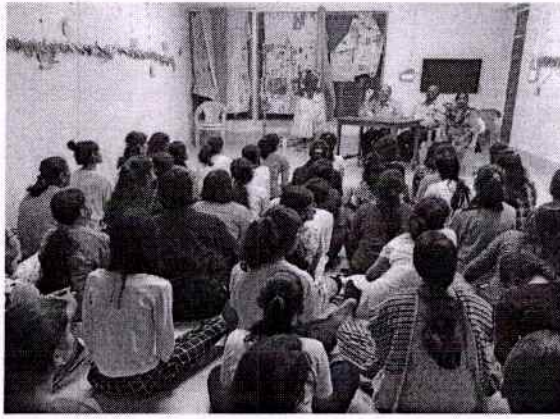
1. Career & Personal Counseling :

- The Institute runs a Diploma course in Guidance and Counseling for both pre-service and in-service teachers. Trainee counselor of this course organize workshops and career exhibition to provide guidance and counseling to students of different schools.
- Alumni of DCGC programme also provide counseling services in Sahayog and paricharcha platform.
- Career orientation cum counseling for newly admitted students is held every year at the beginning of academic session. Personal counseling and guidance are also provided to boarders of different hostels irrespective of the pre-services teacher training programme being offered by the institute.
- Motivational programmes such as Yoga and health related issues that deal with mental relaxation and concentration are also organized. Students as well as staff members do participate in these programmes to have peaceful mind and healthy body.
- Placement counseling is also conducted by the placement cell of the Institute.



[Signature]
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Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
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Orientation on Code of Conduct 2020-21
REGIONAL INSTITUTE OF EDUCATION ,BHUBANESWAR



Orientation on Code of Conduct 2021-22
REGIONAL INSTITUTE OF EDUCATION ,BHUBANESWAR


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Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
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Feedback Proforma

Guidance and counseling Programmes

Name of the student- Shubhangi
Class- BSc-BEd 1st year
Roll no.- 100

Give your responses in the rating scale of 1-5. (1 being the lowest and 5 being the highest)

Statements	1	2	3	4	5
1. The programme (B.Ed/B.Sc.B.Ed/B.A.B.Ed/M.Ed) encompassed a beneficial and comprehensive guidance and counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The programme (B.Ed/B.Sc.B.Ed/B.A.B.Ed/M.Ed) has necessary/crucial guidance to newly admitted students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Motivational lectures organized in the institute from time to time are helpful in maintaining balance of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Personalized Counseling session in the institute and hostel help in upliftment of self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Orientation-cum Guidance provided to both students and the parents during admission benefits immensely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
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Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
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2. Skill Enhancement in Academic, Technical and Organizational level:

- The institute provides a lot of opportunities for skill enhancement within the programme as compulsory subject such as:
- Skill Enhancement Courses (SEC):Aquaculture, Medicinal Botany, Soil Chemistry, Basic Instrumentation Skills, Discrete Mathematics etc in second semester for B.Sc.B.Ed and Language Skills in fourth semester for B.A.B.Ed students are offered to develop subject specific skills. 'Reading and Reflecting on Texts', 'Arts in Education', 'Understanding the Self' for B.Ed. and 'Communication and Expository Writing' and 'Academic Writing Skill' for M.Ed students are also offered. Skill of Communicative English under Ability Enhancement Compulsory Courses is compulsory for B.Sc. B.Ed. and B.A. B.Ed. Students. The curriculum has "Enhancing Professional Competency "(EPC) course such as 'Learning to Function as a Teacher' in all pre-service teacher education programmes.
- The courses on understanding ICT and its application and ICT Practicum are compulsory for all pre-service teachers education programmes offered by the Institute. The course on "Health, Yoga Physical Education and understanding the self" help in development life-skills for better quality of life and enhances professional capacity building. Besides these students are continuously exposed to learn organizational skill through school exposure programme such as multicultural placement, internship programme and working with community.
- The Institute also helps in skill enhancement through choice based subjects through vocational courses such as Animal Husbandry, Carpentry and Agricultural Farming.
- The institute also encourage students to take some value added courses for skill enhancement .


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Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
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INTERNAL QUALITY ASSURANCE CELL

STUDENT'S FEEDBACK FORMAT FOR SKILL DEVELOPMENT COURSE

Instructions:

- 1- Put a Tick (✓) mark in the following table that reflects your choice.
- 2- Give your opinion based on your observation / experience with an open and unbiased mind.
- 3- Do not disclose your personal identity anywhere in the questionnaire.

Name of the Department DESM/DESSH/DE

Subject Botany Name of the Skill enhancement course medicinal Botany

Programme B.Sc B.Ed / B.A B.Ed Semester II

COURSE CONTENT AND TEACHING LEARNING OUTCOME		Poor [1]	Average [2]	Good [3]	Excellent [4]
1	The course content provides sufficient objectives, knowledge and skills about the course a. Identification of medicinal plants b. Use of different parts of plants for medicinal purpose c. Preparation of herbarium d. Skill of plant propagation		✓ ✓ ✓ ✓	✓ ✓	
2	The course is well structured, interesting and relevant				✓
3	The course is up to date and as per the need of the Time			✓	
4	Promotion of analytical and logical thinking			✓	
5	Classes are interactive and participating				✓

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समन्वयक
Coordinator
गुणवत्ता सुनिश्चन कोष
Quality Assurance Cell
शिक्षा संस्थान, भुवनेश्वर
Institute of Education, Bhubaneswar

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Theatre in education

Introduction:

Theatre in Education is an innovative and interactive course that explores the powerful combination of theater and education. This course focuses on the use of theater techniques, performances, and creative activities to engage and educate learners. Through a dynamic blend of theory and practice, students will gain a comprehensive understanding of the principles and methodologies of using theater as a tool for learning and personal development. They will explore various aspects such as improvisation, storytelling, role-playing, and scriptwriting, while also examining the pedagogical theories and social issues underpinning Theatre in Education. By the end of the course, participants will be equipped with the skills and knowledge to design and deliver effective educational theater experiences that inspire, empower, and educate audiences.

COURSE OBJECTIVES:

- To increase skills of empathy, concentration, communication, self-confidence, collaboration, physical fitness, etc.
- To develop creativity among the students by providing scope of critical thinking and writing etc.

Learning Outcomes:

- Develop the skills to integrate theater techniques into educational settings to enhance learning and engagement.
- Gain an understanding of the pedagogical theories and social issues involved in using theater as a tool for education and personal development.

UNIT- I: Theatre: Origin and Evolution

- History of theatre, theatre as art and expression, aesthetics of theatre
- Western theatre and Oriental theatre, classical and folk forms of theatre, Bharatmuni's natyashastra
- Modern theatre, techniques and technology used in theatre



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- Theatre and poetry, navrasa in theatre
- Forms, expressions and gestures in theatre, body movements
- Music and dance in theatre.

UNIT: II – Theatre as Learning

- Group work and solo activities, mime, skit, Rangmanch and Nukkad natak
- Choir, qawwali, demonstration and enacting
- Collaborative and cooperative learning through practicum
- Training programs for teachers and students
- Role of teachers (instructor/ participant/facilitator), students and parents
- Curricular challenges for theatre in education, Need
- Selection of lessons; Adaptation, strategies, execution and outcomes of theatre in education

Assessment:


- Written reflection or analysis of their creative choices, the impact of the performance on the audience, and the overall educational value of the project.
- Create a detailed lesson plan that incorporates theater techniques and activities to teach a specific topic or concept.

Story Telling and Science: Learning the nuance

Introduction:

The course "Storytelling and Science: Learning the Nuances" offers a unique exploration of the intersection between storytelling and scientific concepts. This course delves into the art of storytelling as a powerful tool for communicating complex scientific ideas in an engaging and accessible manner. Through a combination of theoretical discussions, practical exercises, and case studies, students will learn how to craft compelling narratives that effectively convey scientific concepts to diverse audiences. By understanding the nuances of storytelling techniques, students will enhance their ability to communicate scientific information, spark curiosity, and foster a deeper appreciation for the wonders of science. This course provides a platform for students to





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develop their storytelling skills while exploring the dynamic relationship between storytelling and the world of science.

Course Objectives:

- To develop scientific attitude among children while developing their linguistic skills—of listening, speaking, reading and writing.
- To develop interest in students for scientific concepts and theories.
- To develop skills of prospective teachers to employ stories for teaching science.

Learning-Outcomes:

Integrate storytelling techniques with scientific concepts, enabling clear and engaging communication of complex scientific ideas to diverse audiences. Leverage storytelling as a powerful tool for sparking curiosity, fostering understanding, and promoting appreciation for scientific knowledge.

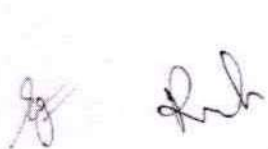
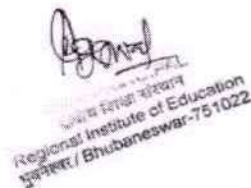
CONTENTS:

UNIT I: -Introduction to Storytelling in Science Education

- Storytelling in teaching and learning: Its significance.
- Historical and cultural significance of storytelling in science.
- Understanding Scientific Concepts and Narratives.
- Exploring scientific concepts and theories through storytelling.

UNIT II: - Crafting Engaging Science Stories

- Elements of effective storytelling (plot, characters, conflict, resolution)
- Techniques for developing engaging narratives in science education
- Incorporating real-life examples and analogies in science stories
- Aligning storytelling with curriculum standards and learning objectives
- Designing lesson plans that integrate storytelling and scientific inquiry
- Incorporating hands-on activities and experiments within storytelling lessons

Workshop on Making of Learning Resources through Waste Materials

Introduction:

The Workshop on Making of Learning Resources through Waste Materials represents a significant academic endeavor dedicated to exploring innovative approaches in educational resource development. By harnessing the potential of waste materials, this interdisciplinary platform seeks to revolutionize the way we create and utilize learning materials. Drawing upon the principles of sustainability and resourcefulness, this workshop aims to foster a comprehensive understanding of waste materials as valuable educational assets. Through engaging discussions, collaborative activities, and practical demonstrations, participants will delve into the realms of upcycling, repurposing, and transforming waste into effective learning tools. This workshop offers a unique opportunity to explore the intersection of education, sustainability, and creative resourcefulness in the pursuit of a greener and more inclusive learning environment.

Course Objectives:

- To develop the ability to think creatively and turn waste materials to useful learning resources.
- To inculcate sensitivity and responsibility among students towards environmental issues and concerns.
- To develop understanding among prospective teachers about the learning requirements of children.

Course Objectives:

- To develop the ability to think creatively and turn waste materials to useful learning resources.
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- Defining survey objectives and target audience - Establishing the scope and goals of the survey - Identifying the information to be collected through survey.
- Understanding the importance of clear and concise survey questions - Avoiding bias and leading questions in survey design.

UNIT: II- Question Types, Structure and Data Collection

- Exploring different question types (multiple-choice, open-ended, Likert scale, etc.) - Determining the appropriate question type for specific information needs - Organizing and sequencing survey questions for optimal flow.
- Developing clear, specific, and unambiguous survey questions - Using appropriate language and tone in survey questions - Pretesting and refining survey questions for clarity and understanding.
- Designing response options that capture meaningful data.
- Creating visually appealing and user-friendly survey interfaces - Optimizing survey accessibility and usability for different devices.
- Exploring various methods of distributing online surveys (email, social media, website) - Implementing survey distribution strategies to maximize response rates - Ensuring data security and privacy in survey collection.
- Understanding data analysis techniques for survey data - Analyzing quantitative and qualitative survey responses - Interpreting survey results and drawing meaningful conclusions.

Assessment:

- Evaluate participants' ability to create well-designed surveys with clear objectives and appropriate question types.
- Assess participants' proficiency in using online survey platforms to administer and collect data.
- Analyze participants' understanding of data analysis techniques and their ability to interpret and draw meaningful insights from survey results.

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Learning to Make Surveys Online

Introduction:

The Workshop on Making of Learning Resources through Waste Materials represents a significant academic endeavor dedicated to exploring innovative approaches in educational resource development. By harnessing the potential of waste materials, this interdisciplinary platform seeks to revolutionize the way we create and utilize learning materials. Drawing upon the principles of sustainability and resourcefulness, this workshop aims to foster a comprehensive understanding of waste materials as valuable educational assets. Through engaging discussions, collaborative activities, and practical demonstrations, participants will delve into the realms of upcycling, repurposing, and transforming waste into effective learning tools. This workshop offers a unique opportunity to explore the intersection of education, sustainability, and creative resourcefulness in the pursuit of a greener and more inclusive learning environment.

Course Objective:

- Understands about making online surveys.
- List the benefits of online surveys over offline one.

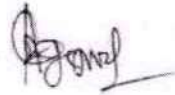
Learning Outcomes:

- Understand the principles and techniques of creating surveys online.
- Develop skills in designing effective survey questions and formats.
- Learn how to administer and analyze surveys using online survey platforms.
- Gain knowledge of best practices for maximizing response rates and data quality in online surveys.

CONTENTS:

UNIT: I- Introduction to Online Surveys

- Understanding the purpose and benefits of online surveys - Exploring different types of online survey platforms - Identifying key considerations for survey design.



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Research Methodology and Analytical Techniques (Advanced)

Introduction:

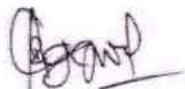
The course on "Research Methodology and Analytical Techniques in Education" provides a comprehensive exploration of theoretical frameworks, methodologies, and analytical techniques essential for conducting rigorous educational research. Rooted in the scholarly traditions of the field, this course equips participants with the necessary tools to design, implement, and analyze educational studies. From understanding different research paradigms to mastering data collection and analysis methods, participants will develop a strong foundation in conducting empirical research in the realm of education. Through engaging discussions, practical exercises, and critical evaluations of published studies, this course empowers participants to contribute to the advancement of educational knowledge and evidence-based practices.

Course Objectives:

- To develop skills in qualitative and quantitative data analysis.
- To develop advanced critical thinking skills in the researchers.
- To enable the researchers to know about the different technicalities involved in research from the time of its initiation to its completion.

LEARNING OUTCOMES:

- Develop skills in designing and conducting empirical studies in the field of education.
- Enhance abilities to collect, analyze, and interpret data using appropriate analytical techniques.
- Foster critical evaluation of published studies and the ability to apply research findings to inform evidence-based educational practices.



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- Interpreting and presenting research findings accurately.

UNIT IV: - Research Validity and Reliability

- Ensuring internal and external validity of research findings.
- Assessing reliability and consistency of data and measurements.
- Strategies for enhancing research validity and reliability.

Assessment

- Assess the quality and rigor of students' research designs, including sampling, data collection instruments, and ethical considerations.
- Analyze students' proficiency in applying analytical techniques to accurately analyze and interpret research data.




Research paper Writing and Presentation

Introduction:

The course on "Research Paper Writing and Presentation" provides a comprehensive exploration of the scholarly processes involved in producing high-quality research papers. Grounded in academic rigor, this course delves into the intricacies of literature review, research design, data analysis, and effective communication of research findings. Participants will learn how to critically evaluate existing literature, formulate research questions, apply appropriate methodologies, analyze data using statistical techniques, and craft coherent research papers. Through interactive workshops and constructive feedback, participants will enhance their academic writing and presentation skills, ensuring their research contributions meet the standards of scholarly excellence and effectively disseminate knowledge within their field of study.

Course Objectives:

- To develop understanding of students about the technicalities of report writing—like review of literature, synopsis, etc.

  
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VOCATIOAL COURSE
UNDER CBCS PAPER OF 2 YEAR BED PROGRAMME
SEMESTER IV
(To be inserted at Page 176 of Two Year B. ED Programme Syllabus)
AGRICULTURAL FARMING

Credit :4
Contact Hours Per Week:5
Examination Duration:3 Hours

Maximum Marks:100
Terminal:70
Internal:30

UNIT 1 : Plant Nutrient Requirement

A. Concepts

- I. Plant Nutrients for growth and Development of crops
- II. Nutrient uptake and utilization by plant from organics and inorganics.
- III. Use of Chemical Fertilizer. advantages and disadvantages of their use
- IV. Nutrient content of different fertilizers
- V. Balanced fertilization
- VI. Integrated nutrient Management.

B. Activities

- Process of soil sampling.
- Tools for soil sampling
- Methods of soil sampling
- Storing
- Soil testing by KIT
- Interpretation of soil analysis data.

UNIT 2: Sources of Nutrients for crops

A. Concepts

- i. Organic Manure
- ii. FYM/ Rural compost, city compost, oil cakes, Animal wastes, Vermi composts, etc.
- iii. Green Manure with leguminous crops and its benefits
- iv. Bio-Fertilizers and their advantages
- v. Types of Bio-Fertilizers
- vi. Methods of Bio-Fertilizers application

B. Activities

- Preparation of compost pit at appropriate location
- Lining of pit with brick, polythene sheet
- Collection and accumulation of raw materials
- Aerated/ Non aerated pits for quality manure production
- Collection or rotten manure and post treatment

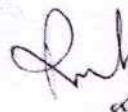
UNIT 3 : Natural Farming through Zero Budget Natural Farming (ZBNF) / Organic Farming.

A. Concepts

- i. Meaning and Benefits of Zero Budget Natural Farming(ZBNF)
- ii. Four Pillars of ZBNF
- iii. Principles of ZBNF
- iv. Organic Farming – Concept and Benefits with examples.

B. Activities for ZBNF

- Preparation of Jivamrita/jeevamrutha
- Preparation of Bijamrita/beejamrutha
- Preparation of Acchadana - Mulching


Co-ordinator
Internal Co-ordinate & ASSISTANCE Cell
Institution of Education, Bhubaneswar

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5.Thapliyal DC & Misra DS. 1996. Fundamentals of Animal Hygiene and Epidemiology. International Book Distr. Co.

**VOCATIOAL COURSE
UNDER CBCS PAPER OF 2 YEAR BED PROGRAMME
SEMESTER IV
CARPENTRY**

Credit :4
Contact Hours Per Week:5
Examination Duration:3 Hours

Maximum Marks:100
Terminal:70
Internal:30

INTRODUCTION

The contents are sequenced according to the practical exercise contained in the manual on practical. Attempt has been made to relate the theoretical aspects with the skill covered in each exercise to the extent possible. This co-relation is maintained to help the trainees to develop the perceptual capabilities for performing the skills. The Trade Theory has to be taught and learnt along with the corresponding exercise contained in the manual on trade practical. The indications about the corresponding practical exercises are given in every sheet of this manual. It will be preferable to teach/learn the theory connected to each exercise at least one class before performing the related skills in the shop floor. The theory is to be treated as an integrated part of each exercise.

The material is not for the purpose of self learning and should be considered as supplementary to class room instruction.

OBJECTIVES:

On completion of course, the students shall:

- 1: Know about carpentry trade, General discipline & Housekeeping, Safety precaution and Importance of PPE.
- 2: Know different types of tools, portable machines and their safe uses.
- 3: Know different types of defects in timber, diseases in timber and decay of timber, different types joint and their uses and application.
4. Develop skills in preparing wooden products like chalk tray, notice board, chair, table and stool etc.

Unit 1: Introduction of carpentry trade, General discipline & Housekeeping, Safety precaution in the workshop, Importance of Personal Protective Equipment (PPE).

Unit 2: Classification and uses of marking, measuring & testing tools, Introduction of different saw and their uses, Type of special saw and its uses, Saw sharpening and re-sharpening tools, Wood working planes, Sharpening of plane blade, Different type chisels, Oil stone, Striking tools - hammers and mallets, Types of Files, Portable power circular saw, Portable power planer, Portable electrical drilling machine, Drill Parts and functions, Work bench.

Unit 3: Introduction of timber and growth of trees, Common Indian timbers, Defects in timber, Diseases in timber and decay of timber, Classification of wooden joint, Different types joint.

Unit 4: Seasoning of timber, Shrinkage of timber and their effects, Characteristics of wood, Physical and mechanical properties of wood, Conversion of timber, Preservation of timber.

Unit 5: By wood types and advantage, various boards and sheets, Glues - Types of glue and their uses, Types of Nail and uses, Types of screws and uses, Types of door locks and their uses, Type and uses of hinges, Calculation of timber required for stool, Wood Finishing.

Suggested Hands-on/Practical Activities

The skill training in the shop floor is planned through a series of practical exercises centered around some practical object. However, there are few instances where the individual exercise form a part of project. While developing the practical manual a sincere effort was made

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VOCATIONAL COURSE
UNDER CBC'S PAPER OF 2 YEAR BED PROGRAMME
SEMESTER IV
ANIMAL HUSBANDRY (DAIRY FARMING)

Credit :4
Contact Hours Per Week:5
Examination Duration:3 Hours

Maximum Marks:100
Terminal:70
Internal:30

UNIT - I

- Dairying – Introduction. History & Present status of dairy farm produces in India & Odisha
- Scope of development in cattle wealth, Human diet & of Dairy enterprises, farmers and Support professionals.
- Role of milk in human nutrition. Characterization and performance of indigenous and cross-bred cattle & buffaloes.
- Broad idea on Cattle & buffalo morphology, productive traits, behavior & Habitat – under domestication. Importance of herd composition; Body condition scores in cattle & buffalo, Planning of herd size & quality.
- Recognized Cattle breeds of Odisha and India & Exotic donor breeds used. Outlines on salient characteristics & productivity, milk yield & quality. Dentition and ageing in cattle and buffaloes
- Systems of cattle rearing – Suitability Dairy housing for different systems. Construction of structures, use of space & money saving techniques.
- Fitting & fixtures for accommodation, Tools & equipments – their maintenance & storage.

Unit II

- Hygiene, Sanitation, Safety in Dairy Farms.
- Waste & carcass management. Study of production, bottling, storage & distribution of Biogas
- Supporting & dependent activities to Dairy farming. productive traits, behavior and Habitat-under domestication. Care of Dairy animals. Factors contributing to well being of animals. Provide Basic needs like Balanced diet, Clean water, comfortable ambience & Fresh air & exercise etc. – common to all categories: preweaning, post –weaning, adults, breeding stock.
- Digestive system of adult ruminants & calves. Physiology of Digestion, absorption & utilization
- Digestion and assimilation of nutrients in ruminants. Importance of good nutrition to dairy animals.
- Classification of feeds. Concentrates, Roughages, Feed supplements & additives and water – their role & nutritional values. Importance of good quality of feed & water. Feed and fodder resources used for feeding of cattle and buffaloes.
- Ration requirement for maintenance and production stages. DCP & TDN – Formulation principle for mixed concentrates
- Breeding Management: System of breeding Economic traits/Selection and Breeding Methods, Prenatal and postnatal care and management of cattle.
- Stocking of animals herd improvement and maintenance.


UNIT-III

- Setting up a Dairy farm –aspects to consider, farmer's eligibility & critical needs. Opportunities, shortcomings & challenges. Making up entrepreneurial deficiencies. Supporting & dependant activities to Dairy farming.

समाव्यक
Coordinator
श्रीमती प्रमिला अशोक प्रसाद
Internal Quality Assurance Cell
भारतीय शिक्षा आयोग, भुवनेश्वर
Bhubaneswar



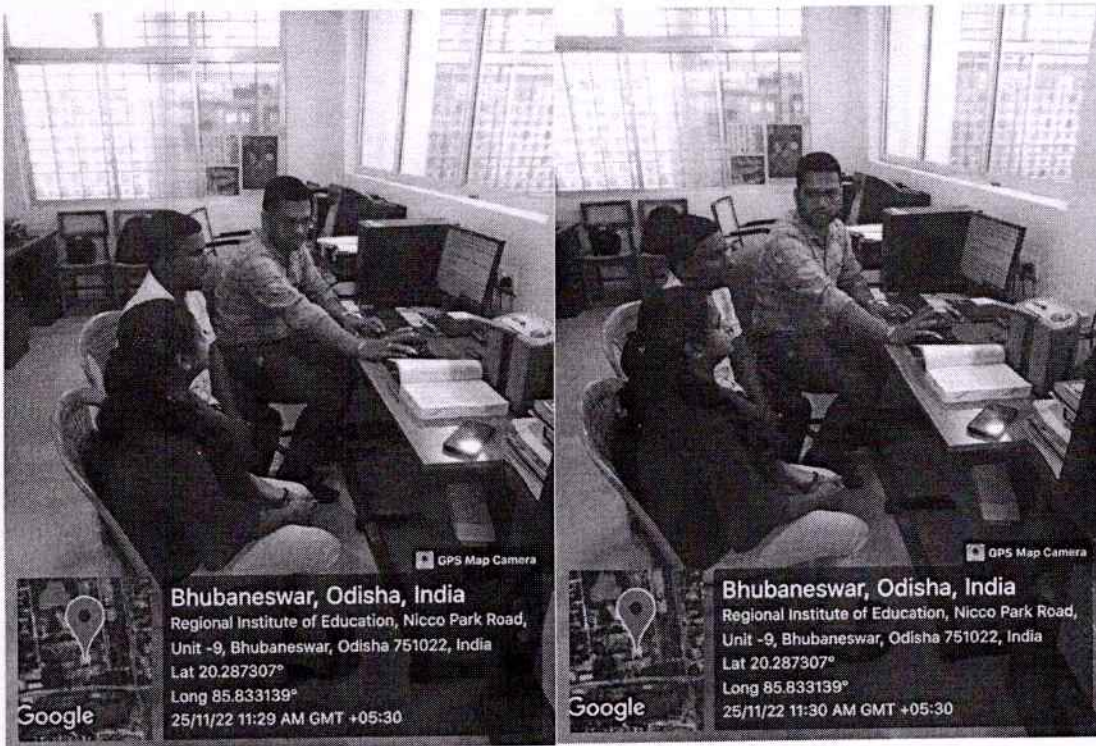
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3. Communicating with persons of different disabilities :

Adequate facilities are available in the Institute and classroom for physically challenged students

- To enable easy access for the visually impaired students, Institute library uses the JAWS talking screen reader, Zoom text screen Magnifier and Clear Reader + Basic text reading machines.
- JAWS (Job Access with Speech) is a computer screen reader program for Microsoft Windows that allows blind and visually impaired users to read the screen either with a text- to speech output or by a refreshable Braille display.
- Faculty members encourage visual disabled learners to use screen reader in mobile for learning purposes.




समन्वयक
Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar


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4. Capacity to Develop a Seminar and research paper :

All teacher education programmes such as B.Sc. B.Ed, B.A. B.Ed, B.Ed. and M.Ed have compulsory requirements of research activity and seminar presentation.

From the beginning of the academic session, faculty members help the students to understand what seminar papers, research papers and review papers mean and how to write a thesis/report/paper .Then the students are helped to select a suitable topic of their interest , carry out – the research work and write a report. The thesis is evaluated with help of external examiners after the seminar paper/ research report is submitted based on the dissertation work.

- B.Sc.B.Ed and B.A.B.Ed programmes provide opportunities to carry out research based project at the final semester. The project thesis carries 100 marks.
- 2 year M.Ed programme has a dissertation work that carries 200 marks.
- Case studies, action research, seminar presentation etc. are also other associated activities of the students reflected in the syllabus.
- Students do submit papers in different conferences/ workshops organized by different organizations and University departments. They also publish their papers in different journals of repute.



समन्वयक
Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar



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Students participation in research/ seminar activities outside the institution

Sl. No.	Name of the participant	Name of the program attended	Place of the program	Date of the program
2018				
1.	Abhishek Roy	Mini-Mathematics Training and Talent Search Programme	RIE Ajmer	Sep 24-29, 2018
2.	Abhishek Roy BapiMajhi PriyankaMahato Vaisanwi Shaw	Workshop organised by Regional Museum of Natural History on Sustainable Development	RMNH, Bhubaneswar	2018
3.	Jeevanjeet Dash NilkanthaMohanta	Mini-Mathematics Training and Talent Search Programme	RKMVC, Kolkata	2018
4.	Suman Raj BinayakChanda	20 th Odisha BigyanO'Paribesh Congress, National Seminar on Science for society	NISER, Bhubaneswar	2018
5	SouradeepKarmakar	Paper presentation on LASER, Level 1, Winner of 7500/- cash prize	BARC Mumbai	October 2018
2019				
1.	Abhishek Roy	Physics Training and Talent Search Programme Level I	MIT Manipal	May 23-Jun 12, 2019
2.	Manibhushan Verma	21 st Odisha BigyanO'Paribesh Congress, National Seminar	ITER, SOA University	2019

Ruh
समन्वयक
Coordinator
 आंतरिक गुणवत्ता आश्वासन कोष
 Internal Quality Assurance Cell
 क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
 Regional Institute of Education, Bhubaneswar

Dash

2021				
1.	Abhishek Roy	Physics Training and Talent Search Programme Level II (Online mode)	Ahmedabad University	July 5-25 2021
2	DebopriyaSaha	National conference On intogration of STEAM in School Education	RIE, Bhopal	February 2021

Dash

Ruh
समन्वयक
Coordinator
 आंतरिक गुणवत्ता आश्वासन कोष
 Internal Quality Assurance Cell
 क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
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Principals

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Ruh
समन्वयक
Coordinator
 आंतरिक गुणवत्ता आश्वासन कोष
 Internal Quality Assurance Cell
 क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
 Regional Institute of Education, Bhubaneswar

Papers Published

1. Kapoor, S., & Naik, R.(2021). Using SIR Model and Recurrence Formula to predict the spread of COVID-19 in Sambalpur: A mathematical study, Journal of Graphic Era University, Vol.9.2, 231-256.
2. Kapoor, S., & Jena, B.(2022). Numerical forecasting of COVID-19 Epidemic in Odisha Using SIR Model: A case study. Journal of Graphic Era University, Vol.10.2, 95-116.
3. Mishra, P., Sha, A., Bhakat, P., Mondal, S., Mohapatra, A. K. (2020). Antibacterial activity assessment of petroleum ether and methanolic extracts of *Achyranthesaspera* Linn (Amaranthaceae). *Journal of Applied and Natural Science*, 12(3), 354-364. <https://doi.org/10.31018/jans.v12i3.2319>
4. Mohapatra, A. K., & Pandey, P. (2018). Fecundity of inbred fruit fly *Drosophila melanogaster* on different solid culture media: An analysis. *Journal of Applied and Natural Science*, 10(4), 1109-1114. <https://doi.org/10.31018/jans.v10i4.1788>
5. Yadav, S., Haldar, S., Deepshikha, & Mohapatra, A. K. (2019). Monocrotaphs induced histopathological and biochemical Changes in gills, stomach and intestine of *Anabrus testudineus* (Cuvier). *Journal of Applied and Natural Science*, 11(2), 534-544. <https://doi.org/10.31018/jans.v11i2.2119>
6. Gupta, R., Gangmei, E. & Singh, V (2021). Upgrading learning process through online interactive STEAM curriculum, Edutracks: A monthly scanner of Trends in Education, Vol 21 (1), Sept 2021, ISSN: 0972-9844.
7. Halder, S, Gangmaei, E. (2022). Ethnomathematics approach of learning Mathematics among the upper primary level students of West Bengal. Journal of Indian Education (NCERT). A peer reviewed, refereed and Index Journal Vol, 47 (4), February 2022.
8. Gupta, R., Singh, V. & Gangmei, E.(2022). Social Media and Academic Performance of Students at Graduation Level. The Revenshaw Journal of Educational Studies, A peer reviewed Journa,ISSN, 2319-7374 Vol 6 (1 & 2)pp-50-64, June & Dec, 2017.
9. Halder, S, Gangmei, E. (2022). Ethnomathematics approach of learning mathematics among the upper primary level students of West Bengal Journal of Indian Education (NCERT).A peer reviewed, referred and Index Journal Vol 47 (4), February 2022.
10. Tanwir, A., & Gangmei, E., (2021).Status of Government Programme and Schemes Implemented in Madarasha of Odisha, Azharb Multidisciplinary International Education Research Journal, Vol 10 (3), May-June, 2021, ISSN:2278-5655.
11. Gupta, R., Singh, V. & Gangmei, E.(2021). Upgrading Learning Process Through Online Interactive STEAM Curriculum, Edutracks: A Monthly Scanner Of Trends In Education, Vol 21 (1), Sept 2021, ISSN: 0972-9844.
12. Das, S.K., & Stuti (2019): Peto Plants, Science Horizon, Vol. 4, Issue -2, pp 17-19
13. Raj, P. A. S. J., Gangmei, E., & Gupta, R., (2021). Perception And Preferences Of High School Students In Jamshedpur Industrial City Towards Mode Of Learning In The Wake Of COVID-19. International Journal of Education and Research. A peer reviewed.
14. Saha, A.K., Roy, G., Roy, A. ,(2022). "The Mystery Behind What We See", Science Horizon (7) pp 7-11.
15. Das, S.K. & Roy, I., (2020) : Sustainable agricultural management programmes in India, Emerging Science, Vol. 5, Issue- 2, pp- 22-24
16. Saha, D., & Das, S.K. (2020) : Plant as Ecological indicator, Emerging science, Vol. 5, Issue-3, PP 08-12

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 COORDINATOR
 Internal Quality Assurance
 Cell of RIE Bhopal
 Regional Institute of Education, Bhubaneswar

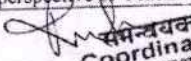
	Haresh Sunani	Paper – Initiation of skill based learning using medicinal plant garden for learning science education.		
3	Isha Roy	Seminar on Study of Space Technology (Online mode)	ISRO	January 2019
4	Kundan Mazumdar PragyaKirti Isha Roy	National seminar on indigenous knowledge and conservation of threatened medicinal plants.	Centurion University, Khordha	August 2019
2020				
1.	Abhishek Roy	All Russian Science Festival	Online Mode	April 12-17,2020
2.	Abhishek Roy	International workshop on space science, Ahmedabad and RK University, (Online)	Space Education and Research Foundation	May 18-21, 2020
3.	BinayakChanda DebopriyaSaha NehaNamrataAi nd Stuti Sunetra Roy YuvrajMangalam	National Seminar on Emerging Trends and Issues in Learner Assessment at school level	RIE Bhopal	March 18-2020

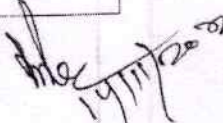
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 Regional Institute of Education
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Regional Institute of Education, Bhubaneswar
M.Ed. 2019-21

Name Of The Student	Roll No.	Title of Dissertation
Anjali Kumari	01	"A Study on Mathematics Anxiety among Secondary School Students"
Aparajita Bose	02	A Blend of Traditional and Modern Approaches: An analysis of making English Language classes fun-filled, interesting and meaningful for the reluctant and diverse learners.
Bagmita Hazarika	03	Evaluation of online Teaching Learning activities of Secondary students in the State of Assam
Baijayanti Mala Malik	04	Schools Leadership - for Effective Educational Management and Administration.
Bishnu Maya Devi	05	A study on Idu Mishmi Tribe of Arunachal Pradesh with special reference to women Education.
Dipankar Hembram	06	Use of ICT by pre service teacher secondary school in Jhargram District
Inderjeet Sarkar	08	Scientific temper of secondary school students: a study
Jyoti Pragya	09	"Perceptions of Different Stakeholders Towards Web-Based Learning in Professional Courses"
Kumari Neha Srivastava	10	"Attitude towards teaching profession in relation to adjustment of secondary school teachers of Ranchi District"
Maitreyee Padhi	11	Status of Secondary Education in Odisha Adarsha Vidyalaya Sangathan (OAVS) of Ganjam District, Odisha
Namita Pradhan	12	A study on Mathematic Sanxiety among Secondary school students in Relation to the classroom transaction and parental Education
Neeta Sapkota	13	Effectiveness of ICT integration in teaching learning of English: an experiment.
Neha Paswan	14	Learning status of Undergraduate and Postgraduate students during Covid-19 pandemic in West Bengal
Nilesh Nayak	15	A study on emerging guidance and counseling needs of Students at the Secondary Level (9th&10th) in the 21 st Century (India)
Parmeshwar Mahato	16	Role and function of SMDC in quality Education at Primary Stage: An Analysis.
Prakash Raushan	17	Use of Mathematics kit as learning resource at upper primary level in Samastipur District of Bihar.
Priyamvada	18	Perspective of Senior Secondary School Teachers on Integration of ICT in Biology Education
Pubali Barthakur	19	Gunotsav: An Evaluative Study of Darrang District .
Sagarika Mandal	20	Internship in Secondary Level Programme: An Analytical Study.
Sakro Mardi	21	Teaching learning processes and learning outcomes in Multi-Lingual Education(MLE) Schools in Odisha.
Sanjana Marwah	22	Meta cognitive awareness and learning outcomes of Secondary School Students of Jamshedpur.
Sasmita Maharana	23	Literature review on Science Education and Constructivism.
Saurav Kumar Thakur	24	Status of teaching and learning English at upper primary level in Government schools of Samastipur District
Sharat Barik	25	Use of ICT in Teaching in Secondary Schools of Odisha.
Sheema Kumari	26	"Factors affecting quality of education in rural area"
Shweta	27	Awareness and use of ICT tools among secondary school language teachers of Patna City, Bihar.
Sonia Bhowmick	28	A study of effective e-content preparation and delivery: A case of RIE Bhubaneswar.
Subhendu Kumar Swain	29	Self-regulated learning behaviour of Class-IX students in relation to their academic achievement.
Subhrajyoti Pradhan	30	Quality Practices in Kasturaba Gandhi Balika Vidyalaya of Subaranpur District.
Swarnaprava Ram	31	Educational & Emotional Problems of Rural Adolescent Girls: An Exploratory Study.
Trupti Panigrahi	32	A study on Inclusive Education Practice in Rural Area Schools of Nayagarh District, Odisha in perspective of Teachers.


Coordinator
 आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance Cell
 क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
 Regional Institute of Education, Bhubaneswar


 15/11/2021



Regional Institute of Education, Bhubaneswar
M.Ed. 2018-20

Name Of The Student	Roll No.	Title of Dissertation
Arvind Kumar	01	Quality dimensions of school Education in aspiration district of Jharkhand: An Analysis.
Ashish Kumar	02	Effectiveness of Attention, Relevance, Confidence Satisfaction (ARCS) Motivational model on achievement in Science at elementary level.
Ashish Kumar Sethi	03	Difficulties Faced by Secondary School Students in Learning Mathematics.
Chandan Kumar Mishra	04	Study on Factors Affecting Internal Efficiency of Secondary Schools in Patna District.
Duhaphi Annie Marsing	05	A Study on the Causes Affecting Secondary School Dropout among the Scheduled Tribe Students in RI Bhoi District Meghalaya.
Gitashri Kalindi	07	Effect of Activity Based Learning on Achievement of Science at Secondary Stage.
Gitisudha Nayak	08	Teaching Learning Processes and Student Performance in Kasturba Gandhi Balika Vidyalaya.
Indu Kumari Jha	09	Teaching Learning Process In Social Science At Secondary Level (History): An Analysis
Khushbu Kumari	10	Teachers' Attitude Towards Teaching of Science at Secondary Level in Relation to Gender, Qualification and Experience.
Madhusmita Bhoi	11	Mathematics Anxiety of The Secondary Level Students with Relation to Mathematics Achievement in Cuttack City, Odisha
Manoj Kumar Swain	12	Secondary Level Pre-Service Teachers' Perspectives on Inclusive Education
Martin Soren	13	Effectiveness of ICT Integrated Teaching in Developing Learning Outcomes in Social Science at Secondary Level
Mayurakshi Basu	14	Effectiveness of Art Integrated Learning in Developing Conceptual Understanding in Geography at Elementary Level
Meisuangdai Gonmei	15	Deaf and Mute Government School of Manipur: A Case Study
Mintu Patra	16	Learning Outcomes of Students in Mathematics at Upper Primary Level: A Critical Study of National Achievement Survey 2017
Nabanita Saikia	17	A Study of Pre- Service Teacher Education at Secondary Level of Assam – An Analysis
Nilakshi Nag	18	Effectiveness of Annotated Drawing on Drawing Skills and Concept Development in Biology at Elementary Level
Pawan Kumar	19	Learning Outcomes of Students at Upper Primary Level in Social Sciences: A Critical Study of National Achievement Survey 2017
Prachishree Swain	20	Vocationalisation of Education in Government Secondary Schools of Odisha: Ananalysis of NSQF(2014)
Priety Kumari	21	Effectiveness of Information and Communication Technology (ICT) on Achievement of Students in Science at Upper Primary Level
Priyanka Koch	22	Developmentally Appropriate Practices in Government Early Childhood Care And Education Centres of Assam: An Analysis
Santosh Kumar Dash	23	Quality Comparison Between Government Aided and Self-Financed B.Ed. Programmes in Odisha
Satyajit Tung	24	Quality Education At Elementary Level in West Bengal: An Analysis
Shradhanjali Mandal	25	Pre-Service Secondary Teacher Education Programme in Odisha: An Exploratory Study
Sonal Thakur	27	Stress Level of Female Teachers at Secondary Level in Government and Private Schools
Suman Baruah	28	Integration of ICT in Teacher Education Institutions of Assam: An Exploratory Study
Sumanta Halder	29	Ethnomathematics Approach of Learning Mathematics Among the Upper Primary Level Schools of West Bengal: A Case Study
Tapaswini Sabar	30	Influence of Parental Education on Academic Achievement of Scheduled Tribe Students at Secondary Level
Uma Bharti	31	Disaster Preparedness and Management at School Level in District Puri, Odisha
Sitansu Muni	33	Scientific Temper of Secondary School Students: A Study


सुबोधक
Coordinator
अंतरिक गुणवत्ता आश्वासन प्रकौष
Internal Quality Assurance Cell
राजीव शिक्षा संस्थान, भुवनेश्वर
Rajeev Education, Bhubaneswar

17/11/2022

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Regional Institute of Education, Bhubaneswar
M.Ed. 2020-22

Name of the student	Title of Dissertation
Ajay Sundar Raj	Educational Issues of Transgender Students at Secondary Level : An Analysis
Akash Tripura	Evaluation of pre-service Elementary Teacher Education Programme In Tripura
Anamika Mishra	Analysis of Online English Language Learning at Secondary Schools, on The Basis of Community of Inquiry (CoI) Framework.
Ankita	An analysis of Pedagogical Approaches in Social Science at Secondary School
Annu Kumari	Status Of implementation Of Inclusive Education Under Samagra Siksha For Children With Special Needs At Elementary Level
Bandita mishra	A study on digital learning experiences of girls at secondary stage
Biswajit Guha	Perception of Faculty Members toward Mentoring in Higher Educational Institution in Bhubaneswar
Dimpoly Toppo	Effectiveness of ICT Integrated Science Teaching on Children's Learning Outcomes at Upper Primary Level
Gayatri Tripathy	Effectiveness Of Story Telling Pedagogy On The Achievement Of Students In Environmental Science At Primary Level
Guriya Kumari	Practices of Experiential Learning in Science At Secondary Level
Kanchan Sarkar	A Study Of Challenges And Measures For Teaching- Learning By Stakeholders During The Covid-19
Koyeli Laha	ICT Mediated Educational Approach in Biology at Secondary Level: An Analysis
Laxmipriya Mohanty	Teaching-Learning Process in Science at Secondary Level in the Context of NEP-2020
Lisamayee Das	Knowledge, Perception and Practice of Personal Hygiene and Health among Secondary School Students of Kendrapara District, Odisha
Kh Malemnganbi	Effect of Flipped Learning on Achievement in Science among Secondary School Students In Imphal
Monalisa Bhakta	Effect of Social Media on Mental Health of Secondary School Students
Neha Kumari	Status of English Language Teaching (ELT) at Secondary Level in Government Schools of South Andaman District
Nilima Lakra	Impact Of Multilingual Education On Academic Achievement Of Tribal Students at Elementry Level.
Prabin Kumar Padhi	Perception of Secondary School Teachers towards Inservice Teachers Education Programme
Priyanka Dehury	Foundational Numeracy of the Primary School Students: an Exploratory Study
Rina Kumari	Perception of Students towards open Education Resource Content as Learning Resource at Secondary Level
Ritesh Kumar	Impact of Kanya Uthhan Yojana on Secondary Level Student of Gaya District
Sneha Halder	Integration of ICT in Teaching and Learning of Science at Secondary Level of Middle Andaman District, Andaman
Snehalata Pama	Foundational Literacy of the Primary School Students of Deogarh


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Feedback Performa

Research Oriented Programmes

Name of the student- **Shantipriya Patra**

Class **B.Sc B.Ed (CBZ)**

Roll no. **84**

Give your responses in the rating scale of 1-5. (1 being the lowest and 5 being the highest)

Statements	1	2	3	4	5
1. Knowledge of writing research paper is important for education stream students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Attending seminars enhances research paper writing ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Delivery of the topic discussed was easily understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Seminar topic discussed was of relevance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. The medium (language) in which topics discussed were easily understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Whether these type of seminars should be conducted on regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>




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5. E-content development :

- The Institute has a well developed ICT studio with Cameras, i-Mac, softwares for audio and video editing and Network Attached Storage (NAS). This is used for creating E-Contents for school and teacher education programmes and organizing live programmes by students and faculty members.
- During Covid-19 pandemic, many of our academic staff members used PM- E Vidya and Swayamprabha platforms to help students all over the country in use of prepared E- contents. These presentations were prepared for teaching in the field of science, social science and languages. Besides these, our students have also developed a number of E-content materials for their internship programmes. These are uploaded in YouTube and stored in our network attached storage of ICT department.
- Institution also offers programmes on how to develop e-content for teachers of different states under PAC programme.
- Institution has also made same e-content material for public and other audiences besides students. One such example is on “Unsung heroes of Odisha”.


समन्वयक
Coordinator
आंतरिक गुणवत्ता आवासन प्रकोष्ठ
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
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REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR ୧୦୩-୧୧-
LIST OF UNSUNG HERO'S

SL NO	NAME OF THE PROGRAMME	DURATION IN MINUTES
1	ACHUTYANANDA DAS (ODIA)	17.28
2	BIPLABI ANANDA CHANDRA JENA (ODIA)	09.55
3	BIRA KISHORE(ODIA)	09.34
4	YODHA TAPANGA DALA BEHERA(ODIA)	09.52
5	KHALIKHOT RAJA HARIHAR MARDDARAJ(ODIA)	09.03
6	KALI CHARAN PATTANAİK(ODIA)	09.59
7	KASTHI DAKUA(ODIA)	04.15
8	BUXI JAGABANDU (ODIA)	08.02
9	SISHU ANANTA DAS (ODIA)	12.26
10	DOHARA BISOI(ODIA)	07.02
11	SIR RAJENDRA NARAYAN SINGHDEO(ODIA)	11.53
12	GAJAPATI PRATAP RUDRADEV(ODIA)	18.16
13	KANIKA RAJA RAJENDRA NARAYAN BHANJADEO(ODIA)	10.48
14	SANGRAMI KRUTIBAS PATHSANI(ODIA)	09.27
15	NANDINI SATHPATHY (ODIA)	09.42
16	SAMAJ SEVI RAMADEVI(ODIA)	14.30
17	SANGRAMI LAXMAN NAYAK(ODIA)	04.36
18	BIJU PATTNAİK (ODIA)	14.08
19	KRUSHNA CHANDRA GAJAPATI (ODIA)	16.54
20	JAGGU DEWAN (ODIA)	04.57
21	UPENDRA BHANJA (ODIA)	10.14
22	KABI RADHANATH ROY(ODIA)	09.58
23	NAVA KRUSHNA CHOUDHARY (ODIA)	18.40
24	RANI SUKHA DEI(ODIA)	04.41
25	RENDO MAJHI(ODIA)	08.14
26	SANTHA KABI BHIMA BHOI(ODIA)	06.31
27	BISWANATH MISHRA(ODIA)	11.40
28	NETA Dr. HARKRUSHNA MAHATAB(ODIA)	09.21
29	RAJ BAHADUR RAMCHANDRA MARDARAJ DEO(ODIA)	12.14
30	BASUDEV SUDHAL DEV (ODIA)	11.01
31	BAJI ROUT(ODIA)	10.57
32	KANTA KABI LAXMIKANTA(ODIA)	09.26
33	BRAJA SUNDAR DAS(ODIA)	14.19
34	GADABARISHA MAHAPATRA (ODIA)	12.02
35	GAPABANDHU DAS(ODIA)	11.22
36	BALARAM DAS(ODIA)	16.23
37	ACHARYA HARIHARA(ODIA)	10.10
38	NILAKANTHA DAS(ODIA)	10.54
39	KRUPASINDHU MISHRA(ODIA)	11.44
40	YASHBANTA DAS(ODIA)	12.29
41	JAYADEV (ODIA)	11.38

[Signature]
 GOVT. INSPECTOR
 Regional Institute of Education, Bhubaneswar

[Signature]
 Prof. Ramakanta Mohalik
 Nodal Officer, ICT Studio
 Regional Institute of Education
 (NCERT), Bhubaneswar-751022

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REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR
LIST OF UNSUNG HERO'S

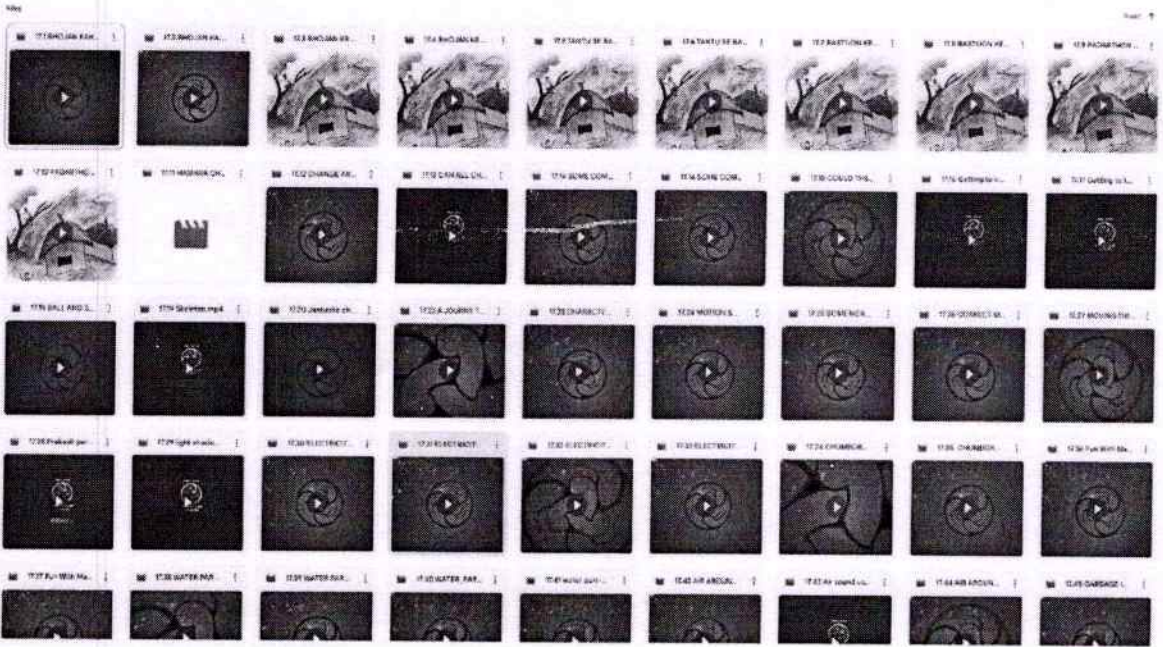
SL NO	NAME OF THE PROGRAMME	DURATION IN MINUTES
42	GAURANGA CHARAN DAS (ODIA)	15.21
43	GAURI SHANKAR (ODIA)	15.15
44	ADI KABI SARLA DAS(ODIA)	11.36
45	CHANDRA SEKHAR PATHANI SAMANTA(ODIA)	13.56
46	BHAKTA KABI MADHUSUDAN RAO(ODIA)	11.44
47	PYARI MOHAN ACHARYA(ODIA)	15.07
48	KABI JADU MANI (ODIA)	17.20
49	BIRSHA MUNDA (ODIA)	07.27
50	SANGRAMI CHANDAN HAJURI (ODIA)	14.17
51	KABI FAKIRA MOHAN SENAPATI (ODIA)	08.12
52	KABI GANGADHAR MEHER(ODIA)	18.58
53	JAGANNATH DAS (ODIA)	13.30
54	KABI BAISTMAB PANI (ODIA)	09.24
55	SWADHINATA SANGRAMI MALATI CHOUDHARY(ODIA)	10.46
56	PINDIKI BAHUBALENDRA(ODIA)	09.23
57	BIPLABI DHARANI DHARA(ODIA)	05.59
58	AMAR SAHEED RAGHU DIWAKAR (ODIA)	14.16
59	VEER SURENDRA SAI (AUDIO ODIA)	10.39
60	KHORDA RA PAIKA (ODIA)	10.59
61	SWADHINA SANGRAMI BHAVANI PATTANIK (ODIA)	07.08
62	NATYACHARYA BHANJA KISHORE PATTANAİK(ODIA)	07.03
63	SIKYABIT GODABARISHA MISHRA(ODIA)	09.58
64	NATYAKARA GOPAL CHOTRAY(ODIA)	06.17
65	JAIRAJ GURU(ODIA)	09.07
66	RAJ NETA JANAKI BALLABH PATTANAİK (ODIA)	07.10
67	RAJA KAPILENDRA DEVA(ODIA)	07.15
68	MADHUSUDAN DAS(ODIA)	07.18
69	KISHORE KABI SHYAM SUNDAR DAS (ODIA)	14.29
70	NATYACHARYA RAMACHANDRA MISHRA(ODIA)	06.53
71	SANJUKTA PANIGRAHI(ODIA)	07.02
72	SAMART KHARABELA (ODIA)	06.12
73	SANGRAMI SURENDRA NATH DWIBEDI(ODIA)	07.03
74	UTSAV MALLIK (ODIA)	05.37
75	RAJA BIKRAM DEVBRAMA(ODIA)	11.33

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 Regional Institute of Education
 Bhubaneswar

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 4/11/23
 Prof. Ramakanta Mohalik
 Nodal Officer, ICT Studio
 Regional Institute of Education
 (ROERT), Bhubaneswar-751022

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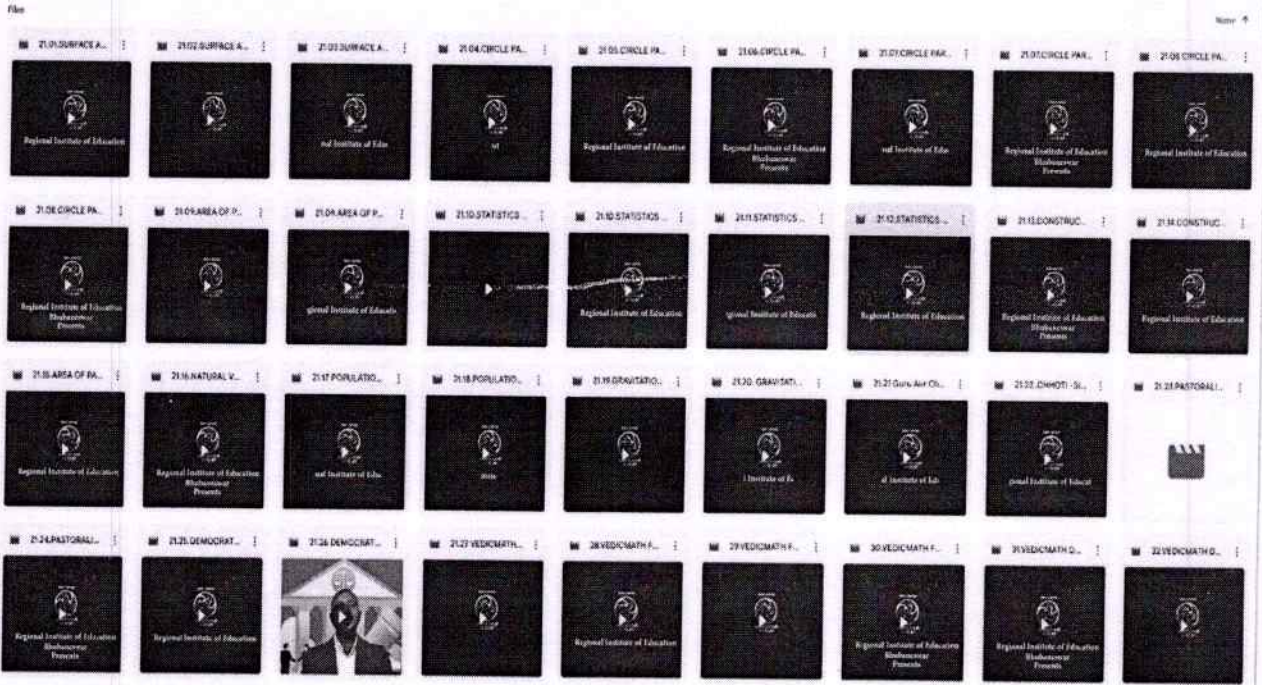
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समन्वयक
Coordinator
आंतरिक गुणवत्ता प्रशासन अधिकारी
Internal Quality Assurance Officer
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

Agarwal

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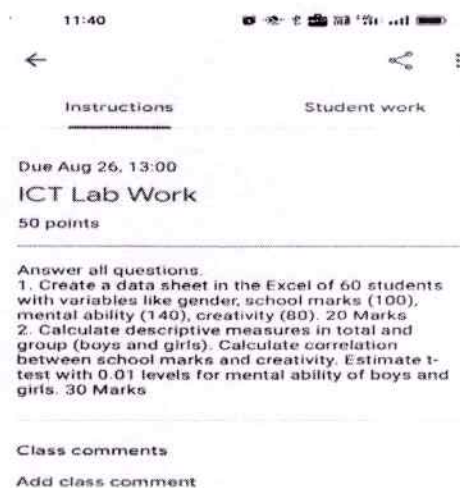
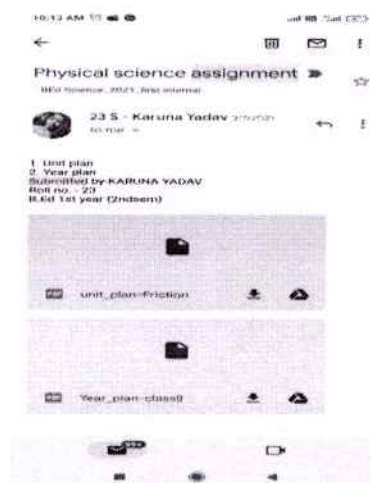
समन्वयक
Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकल्प
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

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6. Online assessment of learning :

Faculty members have adopted online mode of internal assessment through Google Classroom, Google Form, Edmodo, Mentimeter, Kahoot, e-Portfolio, e-Mail, e-Rubric etc. For the academic year 2020-2021 and 2021-2022 Semester examinations for B.Sc. B.Ed, B.A. B.Ed , 2 Year B.Ed, M.Ed were held through online mode.




समन्वयक
Coordinator
आंतरिक गुणवत्ता सुनिश्चान प्रकोष्ठ
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar


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REGIONAL INSTITUTE OF EDUCATION, BBSR
INTERNAL QUALITY ASSURANCE CELL

STUDENT'S FEEDBACK FORM
ON ONLINE ASSESSMENT

Instructions:

- 1 – Put a Tick (✓) mark in the following table that reflects your choice.
- 2 – Give your opinion based on your observation / experience with an open and unbiased mind.
- 3 – Do not disclose your personal identity anywhere in the questionnaire.

Name of the Department: DESM// DESSH// DE
Name of the Course: BSc. B.Ed (2nd yr) Subject: PCM
Programme: B.Sc B.Ed/ B.A B.Ed/ B.Ed/ M.Ed Semester: 1th
Roll No.: 37 Academic Year: 2021-25

	Strongly Agree [5]	Agree [4]	Can't Say [3]	Disagree [2]	Strongly Disagree [1]
1. Support provided for online assessment by the institute is sufficient.		✓			
2. Students find online assessments very useful and relevant.		✓			
3. Online assessments relieve students' anxiety.	✓				
4. Online assessment is time saving and useful especially in difficult times.	✓				
5. Online assessments don't provide accurate reflection on student performance.		✓			
6. Online evaluation can be carried out irrespective of the learner's geographical location.	✓				
7. Ethical issues come into picture in online assessment.		✓			

de
de
Coordinator
Internal Quality Assurance Cell
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

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