

क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
(राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद)
(National Council of Educational Research & Training)

No. RIEB/ACD/ 186

Date: 11.10.2022

NOTICE

An Orientation Programme will be held for the newly admitted students of 2 Year B.Ed. (Science & Math) / (Social Science) & M.Ed. Programmes on 17.10.2022 at 10.00 a.m. in the New Auditorium of this Institute.

All the newly admitted students of 2 Year B.Ed. Programmes (Science & Math) / (Social Science) & M.Ed. Programme are hereby instructed to attend the Orientation Programme on the date and time mentioned above.

The Students of these programmes are hereby informed to attend the classes from 13.10.2022 as per their schedule available at Notice boards of Department of Education and Academic Section.

All the faculty members those who are free during the above time are also requested to attend the same.

Dean of Instructions

Copy to:

1. P.A. to Principal for kind information of the Principal
2. Advisor, Students' Council
3. Chief Warden
4. All Heads of the Department (DE,DESSH,DESM,DESSH) for information and necessary circulation among all concerned
5. Deputy librarian with a request to attend the meeting.
6. Medical Officer, RIE, Dispensary with a request to attend the meeting.
7. I/c. CAC for information and with request to upload the same in the Institute Websites.
8. I/c. ICT studio for information and with request to arrange P.A system and photography.
9. Administrative Officer for information
10. All Notice Board of the Institute & Hostels.
11. Office copy



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(National Council of Educational Research & Training)

No. RIEB/ACD/ 179

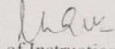
Date: 28.09.2022

NOTICE

An Orientation Programme will be held for the newly admitted students of 4 Year Integrated B.Sc.B.Ed.(Physical Science),B.Sc.B.Ed.(Biological Science) & B.A.B.Ed Courses on **29.09.2022** at **10.00 a.m.** in the New Auditorium.

All the newly admitted students of the above course B.Sc.B.Ed. & B.A.B.Ed. are hereby directed to attend the Orientation Programme on the date and time mentioned above and attend classes after Orientation Programme.

All the faculty members those who are free during the above time are also requested to attend the same.


Dean of Instructions

Copy to:

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2. Advisor, Students' Council
3. Chief Warden
4. All Heads of the Department (DE,DESSH,DESM,DESSH) for information and necessary circulation among all concerned
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7. I/c CAC for information and with request to upload the same in the Institute Websites.
8. I/c ICT studio for information and with request to arrange P.A system and photography.
9. Administrative Officer for information
10. All Notice Board of the Instituted & Hostel.
11. Office copy

Copies of Notice from the hostel wardens

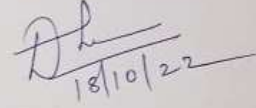
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
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(National Council of Educational Research & Training)

Date: 18.10.2022

NOTICE

GOPABANDHU HOSTEL

There will be an orientation-cum-counselling for newly admitted 1st Year students of 2 Year B.Ed. Programme on 19th October, 2022 in the Common Room of the Hostel. All students of 2 Year B.Ed. programme is requested to join the programme on 19th October, 2022 at 5:30 pm positively.


18/10/22

Warden

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 Elementary 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 Parna	Foundational Literacy of the Primary School Students of Deogarh

	Disrict: An Exploratory Study
Subhasmita Sahu	Uses of ICT as a Tool for Learning and Teaching of Geography in Rural Secondary Schools of Mayurbhanj District, Odisha
Swarna Sarika Jena	Perception of Secondary School Teachers towards e-Vidyalaya Project
Tripti Bera	A Study on Pedagogical Processes in English Language at Secondary Level.
Ujjal Tripura	Evaluation of English Teaching Learning Practices at Secondary Schools in Tripura: An Analysis

Regional Institute of Education, Bhubaneswar
M.Phil. 2021-22

Name of the student	Title of Dissertation
Bipasha Das	A study of influence of video game addiction on aggressive behavior and social anxiety of graduation students
Priyanka Jena	Study Involvement of Undergraduate Students In Relation to Self-Concept and Academic Achievement
Alipta Mishra	A Study of Readers in Odia Language of the Grade I To 5 – “A Profile”
Tejaswini Priyadarshini Sethy	Perspectives of Stakeholders on Pre-Vocational Education Envisaged in National Education Policy 2020
Bhagyashree Nayak	A Study of Emotional Intelligence in Relation to Academic Achievement of Post Graduate Students.
Madhusmita Sathua	Foundational Literacy and Numeracy of Students of Nayagarh District: An Analysis
Subhashree Biswal	Awareness, Utilisation and Need Assessment of Digital Learning Resources of Primary Stakeholders at Secondary Stage: An Analysis
Suvasmita Swain	Digital Competency of Trainee Teachers and Teacher Educators of Odisha- A Study

mbc
9/11/2022

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR 2021-22 -
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 PATTANAIAK(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 PATTNAIK (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

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

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	KABI GANGADHAR MEHER(ODIA)	13.30
54	JAGANNATH DAS (ODIA)	13.30
55	KABI BAISTMAB PANI (ODIA)	09.24
56	SWADHINATA SANGRAMI MALATI CHOUHDARY(ODIA)	10.46
57	PINDIKI BAHUBALENDRA(ODIA)	09.23
58	BIPLABI DHARANI DHARA(ODIA)	05.59
59	AMAR SAHEED RAGHU DIWAKAR (ODIA)	14.16
60	VEER SURENDRA SAI (AUDIO ODIA)	10.39
61	KHORDA RA PAIKA (ODIA)	10.59
62	SWADHINA SANGRAMI BHAVANI PATTANIK (ODIA)	07.08
63	NATYACHARYA BHANJA KISHORE PATTANAIAK(ODIA)	07.03
64	SIKYABIT GODABARISHA MISHRA(ODIA)	09.58
65	NATYAKARA GOPAL CHOTRAY(ODIA)	06.17
66	JAIRAJ GURU(ODIA)	09.07
67	RAJ NETA JANAKI BALLABH PATTANAIAK (ODIA)	07.10
68	RAJA KAPILENDRA DEVA(ODIA)	07.15
69	MADHUSUDAN DAS(ODIA)	07.18
70	KISHORE KABI SHYAM SUNDAR DAS (ODIA)	14.29
71	NATYACHARYA RAMACHANDRA MISHRA(ODIA)	06.53
72	SANJUKTA PANIGRAHI(ODIA)	07.02
73	SAMART KHARABELA (ODIA)	06.12
74	SANGRAMI SURENDRA NATH DWIBEDI(ODIA)	07.03
75	UTSAV MALLIK (ODIA)	05.37
	RAJA BIKRAM DEVBRAMA(ODIA)	11.33

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

**Capacity Building of KRPs of Bihar, Jharkhand and Odisha on Development of E-Content
Duration: 12-16 December 2022, Venue: RIE Bhubaneswar**

LIST OF PARTICIPANTS

Sl No.	Name of participants	School address	State	Subject specialisation	Mobile
1	MEENAKSHI CHATURVEDI	COLLEGE OF TEACHER EDUCATION, GHANTAGHAR, BHAGALPUR-812001 BIHAR	BIHAR	POLITICAL SCIENCE	9721867269
2	Aashish	Meghraj Memorial B.Ed. College, Barauni Begusarai- 851112	BIHAR	SCIENCE	9798449384
3	Rajesh Kumar Singh	Mahabal Bhrigunath +2 High School, Korigawan Bahera , Kaimur PIN 821101	BIHAR	SCIENCE	9631650064
4	Chanchala Kumari	DIET, Khirnighat Badi khanzarpur, Bhagalpur, Bihar, 812001	BIHAR	SCIENCE	8789344467
5	Md. Zahid Shah	+2 Agrawal High School Belaganj Gaya (Bihar)	BIHAR	MATH	9931711294
6	Mritunjayam	UHS Nawabganj, Sameli, Katihar, Bihar PIN-854101	BIHAR	GEOPGRAPHY	9939082715
7	Dr. Anjani Kumari Sinha	UHS Kaiya, Manpur, Gaya	BIHAR	POLITICAL SCIENCE	8340177670
8	Anshu Bhardwaj	DIET, Tarar, Aurangabad	BIHAR	SCIENCE	7898674887
9	UDHAM SINGH	DIET, TARAR, DAUDNAGAR, AURANGABAD, PIN-824143	BIHAR	ECONOMICS	9454545098
10	Zafar Kaleem	GCS +2 High School, Santnagar, Jhanjharpur, Madhubani, Bihar, Pin 847404	BIHAR	HISTORY	9973505367
11	Md . Arif Akhtar	project girls +2 school, kako , dist :- jehanabad , pin code :- 804418	BIHAR	GEOPGRAPHY	7488725098
12	Manoj Kumar Singh	Bishweshwar Seminary, Chapra, Saran Pin 841301	BIHAR	SCIENCE	9931870654


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29	Maheswar Nayak	At.Govt.U.G.High School, Tankachhai,Ganjam Odisha.	ODISHA	SCIENCE	9437886907
30	BISHWAJIT PADHAN	G.S. DUNGURIPALI NODAL HIGH SCHOOL	ODISHA	GEOGRAPHY	9937635793
31	Susant Kumar Sahu	J.N.Nodal High School ,Odasingh ,Salipur	ODISHA	ENGLISH	7978397734
32	SUJATA MAHARANA	CITY HIGH SCHOOL BRAHMAPUR GANJAM 760002	ODISHA	ENGLISH	9776116353
33	JAYANTA KUMAR PARIDA	PATARAJPUR GOVERNMENT HIGH'SCHOOL, BALICHANDRAPUR,JAJPUR 754205	ODISHA	SCIENCE	993799714


H-5-2023

Prof. Ramakanta Mohalik
Nodal Officer, ICT Studio
Regional Institute of Education
(NCERT), Bhubaneswar-7510

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

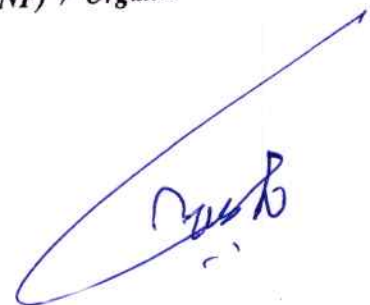
UNIT 3 : Natural Farming through Zero Budget Natural Farming (ZBNF) / Organic Farming.

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



176(1)

- Preparation of Whapasa - moisture

UNIT 4 : Vermi composting and its uses

A. Concepts

- Vermi composting – meaning and process
- Factors affecting vermicomposting
- Uses of vermicomposting

B. Activities

Preparation of Vermicompost

- Erection of Vermicompost structure with cover
- Drainage arrangement and collection of the liquid
- Raising Leguminous crops around the pit
- Collection of raw materials & Processing
- Putting active worms (specific sps.) and processed raw materials in the pit

UNIT 5 : Cultivation of agricultural and horticultural crops by Natural Farming

Techniques

A. Concepts

- Cultivation of Field crops
- Cultivation of Leguminous crops
- Cultivation of Vegetables
- Cultivation of Fruits
- Cultivation of Flowering plants

B. Activities

- Preparation of dry seed bed, manuring, seed treatment, actual sowing in Line/broadcasting, weeding, watering, uprooting seedling, Transplanting, Weeding and Interculture, Harvesting, Processing and marketing

Reference Books

- Fundamentals of soil science- Published by Indian Society of Soil Science.
- Introduction to soil science – T.D Biswas and S.K. Mukharjee.
- Farmer's Handbook on Basic Agriculture by MANAGE, Hyderabad
- Handbook of Agriculture- By ICAR, N.Delhi
- You tube videos and wiki pedia sources

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VOCATIONAL COURSE
UNDER CBCS 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.

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176

- Site for dairy farm – considering available resources, legal, economic & other factors.
- Procurement of Dairy animals, Soundness certification, legal requisites and insurance cover. Outlines on salient characteristics & productivity, milk yield & quality.
- Management of labour, Milking management, Machine milking and hand milking. Different laws governing the livestock sectors to produce quality products on par with international standards
- Outlines on infectious and metabolic diseases of cattle & buffalo.
- Recognition of symptoms of important diseases. Steps for prompt treatment & Vet First Aid.
- Concept of Prevention & control of Diseases in farm animals. Immunity system & vaccines & its effect.
- Prevention of calf mortality, Abortions & mastitis. Control & eradication of Parasitic diseases. Recognition of common health problems not necessitating a veterinary Doctors attention; treatment & care at farm level.
- Sign of health and diseases in animals, first aid treatment of common ailments. Vaccination schedule against common diseases.
- Poisoning of in cattle and buffaloes and remedial measures
- Dairy entrepreneurship and Organised Marketing and Extension. Structure and Function of Organised Dairy Cooperative setups in Odisha. How milk produces and other stakeholders mutually benefit from the sector.

PRACTICALS

UNIT-IV

1. Common terms used in dairy farming.
2. External & Internal Anatomical outlines of cow and buffalo
3. Study conformation of dairy cows/buffaloes, dairy characters
4. Identification of Indian and exotic breeds of cattle & buffaloes.
5. Care and Management of the new born calves
6. Housing management and maintenance of hygiene and sanitation
7. Feeding management of cow and buffaloes. Preparation of hand mixed feed concentrate at farm and Study of cattle feed manufacturing
8. Observing vital steps to clean milk production (VISIT)
9. Study of breeding management in the farm, Important points for selection and culling decisions
10. Maintenance of pedigree sheet for a milch cow of a dairy farm

UNIT-V

1. Preparation and use of score card for judging of milch cow
2. Preparation of a Design of a Dairy farm and its waste disposal designs.
3. Physical evaluation of semen quality.
4. Visit to dairy farms, semen collection centre and frozen semen banks.
5. Calculation of profit and losses in a dairy farm.
6. Enlisting first aid steps to animals in emergencies.
7. Study & filling up of cattle insurance proposal form.
8. Visits to cattle farms and critical analysis of managerial practices
9. Observing vaccination of animals and study of vaccine calendar.
10. Visit to well managed dairy farms of at different institutes

Books for Reference:

1. Arora SP. 1997. Feeding of Dairy Cattle and Buffaloes. Kalyani
2. ICAR. 2002. Handbook of Animal Husbandry 3rd Ed. ICAR.
3. Dutta G. 1994. Care and Management of Dairy Cattle and Buffaloes. 3rd Ed. ICAR.
4. Sastry NSR & Thomas CK. 2006. Livestock Production and Management. Kalyani

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

Maximum Marks:100

Contact Hours Per Week:5

Terminal:70

Examination Duration:3 Hours

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: Plywood 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 does not form a part of project. While developing the practical manual a sincere effort was made



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to prepare each exercise which will be easy to understand and carry out even by below average trainees.

A

1. Demonstrate first aid method and basic training.
2. Identification of Annual ring, knots, shakes and checks.

B

1. Identification of different types of the measuring, marking and testing tools & their applications.
2. Demonstrate different types of saws- ripping, cross cutting, curve cutting, oblique sawing.
3. Demonstrate different types of Planning- Planning along and across the grain.
4. Demonstrate different types of chiseling - Chiseling along and across the grain.
5. Demonstrate the use and practice Portable power circular saw.
6. Demonstrate the use of portable electrical drill machine.
7. Demonstrate the portable power planer machine and its function.

C

1. Simple butt joint.
2. Tee half lap joint.
3. Mortise and Tenon Joint.
4. Full housing joint.
5. Bridle joint
6. Single dovetail joint.

D

1. Make a chalk tray.
2. Make a notice board
3. Prepare standard height taper legged stool.

E

1. Prepare surface for Painting
2. Apply the paint

Reference Books: Carpenter Theory book (NIMI) National Instructional Media Institute, Chennai.

Carpenter theory Neelkanth Publishers (P) LTD

Basic Shop Theory Carpentry R.C.Gupta, Dhanpat Rai publications (P) Ltd.

Carpenter trade theory G.S.Sethi, Computech Publications Limited

Reference link: <https://nimi.gov.in/>

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

Table -1
Programme structure (B.A.B.Ed)
Total Credit = 160 (B.A.) + 80 (B.Ed) = 240

Total Marks = 2700 (B.A.) + 2000 (B.Ed) = 4700

Semester	CC	GE-1	GE-2	AEEC	DSE	CBC	SEC	Education(PBC)	Total
I	CC-1: 100 m 4(L)+2(T)=6CH CC-2: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6	GE-1.1: 100m 4(L)+2(T)=6CH Cr: 4+2=6	DSE-2.1: 100m 4(L)+2(T)=6CH Cr: 4+2=6	AEEC-1: 100m 4CH Cr: 4				PE-1: 100 EPC: 1:30 CH: 4, 2 Cr: 4,2	Marks: 500+150=650 Contact Hours: 28+6=32 Cr: 28+6=34
II	CC-3: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6 CC-4: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6	GE-1.2: 100m 4(L)+2(T)=6CH Cr: 4+2=6	DSE-2.2: 100m 4(L)+2(T)=6CH Cr: 4+2=6	AEEC-2: 100m 4CH Cr: 4+2=6				PE-2: 100, CPS-1: 50 CH: 4, 2 Cr: 4,2	Marks: 500+150=650 Contact Hours: 30+6=36 Cr: 28+6=34
III	CC-5: 100 m 4(L)+2(T)=6 CH, Cr: 4+2=6 CC-6: 100 m 4(L)+2(T)=6 CH, Cr: 4+2=6	GE-1.3: 100m 4(L)+2(T)=6CH Cr: 4+2=6	DSE-2.3: 100m 4(L)+2(T)=6CH Cr: 4+2=6	AEEC-3: 100m 4CH Cr: 4 (Bar-Study)				PE-3: 100, PE-4: 100 CH: 4, 4 Cr: 4,4	Marks: 500+200=700 Contact Hours: 30+6=38 Cr: 28+6=36
IV	CC-7: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6 CC-8: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6	GE-1.4: 100m 4(L)+2(T)=6CH Cr: 4+2=6	DSE-2.4: 100 m 4(L)+2(T)=6CH Cr: 4+2=6				SEC: 1 ML:Ar Eng 100m 4(L)=4	PE-5: 100, PE-6:50, CH: 4, 2 Cr: 4,2	Marks: 500+150=650 Contact Hours: 28+6=34 Cr: 28+6=34
V	CC-9: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6 CC-10: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6				DSE: (Language) 100m 4(L)+2(T)=6CH Cr: 4+2=6			CPS 2-1:100, CPS 3-1:100, EPC 2-50 HR: 4,4,4 Cr: 4,4,1	Marks: 300+250=550 Contact Hours: 18+12=30 Cr: 18+9=27
VI	CC-11: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6 CC-12: 100 m 4(L)+2(T)=6 CH for					CBC: 100* 4(L)*Cr: 4*		CPS 2-2:100, CPS-2:100, PE-1:50 CH: 4,4,2, 2 W CR: 4,4,2	Marks: 200+250=450 Contact Hours: 12+10+2 W=22+2W(Lang) 10+10+2 W=20+2 W(Soc sc) Cr: 12+10=22
VII		INTERNSHIP IN TEACHING (FE-2)							
VIII	CC-13: 100 m 4(L)+2(T)=6 CH Cr: 4+2=6 CC-14: 100 m 4 CH(T/Seminar), Cr: 6							PE-7:100 EPC - 3:50, EPC-4:50 PE-2:350 CH: 4, 2 W, 2 W, 16W, Cr: 4, 2,2,14	Marks: 000+550=550 Contact Hours: 4+20W Cr: 0+22=22
Total	Marks:14x100=1400 m CH: 52(L)+30(T)=82 for language And 48(L)+32(T)=80 for Soc.Sc Total Credit-	Marks:4x100=400m CH:16(L)+8(T)=24 Cr: 16+8=24	Marks:4x100=400m CH:16(L)+8(T)=24 Cr: 16+8=24	Marks 3 x 100 = 300m Cr: 12	Marks:100 4(L)+2(T)=6CH Cr: 4+2=6	CBC 1x100* 40,4 e* 40	SEC: 1 ML 100m 4(L)=4 CH	PE-8:100, EPC-3:50, EPC- 6:50 EPC-7:50 PE-3:50 (2W) HR: 4,4,2,2,2 W Cr: 4,4,2,2,2,2	Marks: 200+300=500 Contact Hours: 13+14+ 2W=7+2W Cr: 12+10=28

CC-1 here is equivalent to GE-1.1 and GE-2.1, CC-3 is equivalent to GE-1.2 and GE-2.2, CC-5 is equivalent to GE-1.3 and GE-2.3, CC-7 is equivalent to GE-1.4 and GE-2.4
 * To be considered as an add-on course to the four-year integrated B.A.B.Ed. programme

Table -1
Programme structure (B.A.B.Ed)
Total Credit = 160 (B.A.) + 80 (B.Ed) = 240

Total Marks = 2700 (B.A.) + 2000 (B.Ed) = 4700

Semester	CC	GE-1	GE-2	ABCC	DSE	CBC	SEC	Education(FBC)	Total
I	CC-1: 100 m 4(L)+2(T)=6CH. Cr: 4+2=6 CC-2: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-3: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-4: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6	GE-1.1: 100m 4(L)+2(T)=6CH. Cr: 4+2=6 GE-1.2: 100m 4(L)+2(T)=6CH. Cr: 4+2=6 GE-1.3: 100m 4(L)+2(T)=6CH. Cr: 4+2=6	DSE-2.1: 100m 4(L)+2(T)=6CH. Cr: 4+2=6 DSE-2.2: 100m 4(L)+2(T)=6CH. Cr: 4+2=6 DSE-2.3: 100m 4(L)+2(T)=6CH. Cr: 4+2=6	ABCC-1: 100m 4CH. Cr: 4 ABCC-2: 100m 4CH. Cr: 4+2=6 ABCC-3: 100m 4CH. Cr: 4 (Bav:Study)				PE-1: 100, EPC-1: 30 CH: 4, 2 Cr: 4, 2 PE-2: 100, CPS-1: 50 CH: 4, 2 Cr: 4, 2 PE-3: 100, PE-4: 100 CH: 4, 4 Cr: 4, 4 PE-5: 100, PE-6:50, CH: 4, 2, 100m Cr: 4, 2, 4(L)+4 CPS 2-1:100, CPS 3-1:100, EPC 2-50 HR: 4, 4, 4 Cr: 4, 4, 1 CPS 2-2:100, CPS-2:100, PE-1:50 CH: 4, 4, 2, 2 W CR: 4, 4, 2 PE-7:100 EPC- 3:50, EPC-4:50 PE-2:350 CH: 4, 2 W, 2 W, 16W/Cr: 4, 2, 2, 14 PE-8:100, EPC-3:50, EPC- 4:50 EPC-7:50 EPC-3:50 (3W) HR: 4, 4, 2, 2, 2W Cr: 4, 4, 2, 2, 2, 2	Marks: 500+150=650 Contact Hours : 28+6=32 Cr: 28+6=34 Marks: 500+150=650 Contact Hours : 30+6=36 Cr: 28+6=34 Marks: 500+200=700 Contact Hours : 30+6=38 Cr: 28+6=36 Marks: 500+150=650 Contact Hours : 28+6=34 Cr: 28+6=34 Marks: 300+250=550 Contact Hours : 18+12=30 Cr: 18+9=27 Marks: 200+250=450 Contact Hours : 12+10+2W=22+2W(Lang) 10+10+2 W=20+2 W (Soc sc) Cr: 12+10=22 Marks: 000+550=550 Contact Hours :4+20W Cr: 0+22=22 Marks: 200+300=500 Contact Hours : 13+14+ 2W=27+2W Cr: 12+16=28
II	CC-5: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-6: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-7: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-8: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-9: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-10: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-11: 100 m 4(L)+2(T)=6 CH. Cr: 4+2=6 CC-12: 100 m 4(L)+2(T)=6 CH for	GE-1.4: 100m 4(L)+2(T)=6CH. Cr: 4+2=6	DSE-2.4: 100 m 4(L)+2(T)=6CH. Cr: 4+2=6		DSE: (Language) 100m 4(L)+2(T)=6CH. Cr: 4+2=6				
III									
IV									
V									
VI									
VII									
VIII									
	Marks: 1x100=1400 m		Marks 3 x 100 =	Marks: 100		CBC 1x100*	SEC: 1 MIL	Marks: 2000	Marks: 2700+2000 = 4700

INTERNSHIP IN TEACHING (FE-2)

Course Guide

Diploma Course in Guidance and Counselling
(DCGC)

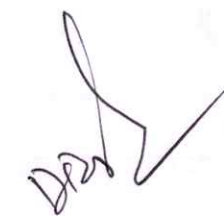


Sh

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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 NilkanthaMohan ta	Mini-Mathematics Training and Talent Search Programme	RKMVC College, Kolkata	2018
4.	Suman Raj BinayakChanda	20 th Odisha BigyanÓ'Paribesh Congress, National Seminar on Science for society	NISER, Bhubaneswar	2018
5	SouradeepKarm akar	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 BigyanÓ'Paribesh Congress, National Seminar	ITER, SOA University	2019



	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 NehaNamrataAind Stuti Sunetra Roy YuvrajMangalam	National Seminar on Emerging Trends and Issues in Learner Assessment at school level	RIE Bhopal	March 18-2020

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 integration of STEAM in School Education	RIE, Bhopal	February 2021



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). Monocrotophos induced histopathological and biochemical Changes in gills, stomach and intestine of *Anabas testudineus* (Cuvier). *Journal of Applied and Natural Science*, 11(2), 534–544. <https://doi.org/10.31018/jans.v11i2.2110>
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 received, refereed and Index Journal Vo; 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 V01 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, Aarhat 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): Petro 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

