

# NCERT Annual Report 2021-2022



academic sessions, the project was implemented in a virtual mode, as well as the mode in regular class. For the project, ICT enabled well-equipped attractive classrooms with adjustable sitting, library, activity rooms, puzzle and puppet corner, music rooms and a playground were availed. Different educational methods like play way method, storytelling method, and learning while doing were used for the pragmatic and continuous development of students. The learning progress of pre school children was critically analysed and collaborative initiatives were adopted for improvement by sharing it with parents on a regular basis.

## **REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR**

### ***Implementation of NCERT Interventions at School Stage: A Block Level Research Project***

Implementation of NCERT Interventions at School Stage: A Block Level Research Project on effectiveness of various NCERT interventions has been taken up to study the holistic development of learners, including improving the learning outcomes of students in different subject areas at elementary level. The objectives of the study are to explore the impact of need-based interventions for the teachers as well as students for enhancing quality of learning and to assess the learning outcome of students at the school stage of Chilika Block. Extensive survey with mixed method has been followed. A total of 497 teachers and 16, 388 students from 100 elementary schools of Chilika Block participated in the research study. The overall findings of the study revealed that in Chilika Block, there is enhancement of learning outcomes of students in all the classes in post intervention stage as compared to pre-intervention stages. The present study will be utilised for organising strategies for classroom transaction at elementary level and for enhancement of content-cum pedagogy competencies of pre-service and in-service teachers.

### ***Spatial Mapping of Green Skills and Indigenous Practices in Selected District of Odisha: A Study***

The study was carried out through field visit for collection of information through questionnaire from different districts of Odisha. The information collected included the nature of the product or craft being developed, raw material requirement, cost of the product, marketability of the product, availability of the trainer, age group of the people suitable for the specific skill development, etc. has been documented. A total of 36 Green Skills have been identified such as coir products, paper crafts, paper toys, terracotta, cow dung toys, palm leaf craft, areca nut craft, paddy craft, golden grass products, coconut brooms, Sal leaf plates and bowls, etc. for introduction at the school level.

### ***Twenty First Century Employability Skills of Students at the Secondary Level in Odisha – An Analysis***

Employability skills in terms of four different skills namely, self-management skill, ICT skill, entrepreneurial skill and communication skill of students at the secondary level in four districts of Odisha namely, Cuttack, Ganjam, Puri and Khorda are measured administering the questionnaire to 320 students at

secondary level. Along with this, responses were collected from headmaster and teachers from 32 secondary schools to explore how the schools support students in developing their employability skills. The percentage, descriptive and inferential statistics and qualitative descriptions were used and accordingly interpreted. Findings of the study showed that the employability skill score of the students at the secondary level is low. However, as compared to boys employability score of girls is more. Break-up of the employability score shows that in communication skill, self-management skill and entrepreneurship skills mean score of girls is more than boys. In ICT skill, mean score of boys is more than girls. It was also found that in communication skill the overall mean score of the urban students is more than the rural students. Similarly, in self-management skill and ICT skill the overall mean score of the urban students is more than the rural students. However, in entrepreneurship skill the overall mean score of the rural students is more than the students of urban areas. The study shows employability skills are not yet integrated with the curriculum at the secondary level in government schools of Odisha. So there is not much focus on this. Few vocational courses that are running in the schools are also not being paid attention. Neither there is adequate staff to handle these courses, nor enough infrastructure for this. As a result, there is very low enrollment in these courses.

#### ***Effectiveness of Gyan-Setu programme on Quality Improvement of Education at Upper Primary Level of Jharkhand***

The objectives of the study are to find the learning levels (literacy and numeracy skills) of upper primary students, to study the difficulties faced by the students with regard to literacy and numeracy skills, to examine the levels of involvement of the teachers in the teaching learning process after introduction of *Gyan-Setu* programme, to find out the implementation modalities of *Gyan-Setu* programme at upper primary stage, to suggest measures to improve the learning levels of basic literacy and numeracy skills of upper primary stage. The research tools viz., information blank, achievement tests (Hindi and Mathematics), interview schedule for HMs and teachers and FGD with students were used of the study. The sample of the study consisted of 20 HMs, 60 teachers and 370 students from the two districts of Ranchi and Jamshedpur. The study reveals that percentage of low achievers in literacy reduced from 72.2% to 59% and from 69.4% to 59.4% in basic numeracy in the year 2021. 23.51% of students have secured grade A in reading, 34.59% are under grade B category and 20% are under grade C. 21% students were not able to read. Less than 10% of students secured highest grade in reading from both the districts. Majority of students secured grade B and C from Ranchi and Jamshedpur. Majority of HMs expressed their views regarding improvement in *Gyan Setu* materials is that materials must contain good quality paper, colorful, more practice set and error free content.

#### ***Assessment of Materials Developed by SCERT, Odisha on Foundational Literacy and Numeracy***

The objective of the study was to analyse the foundational literacy and numeracy material developed by SCERT, Odisha with regards to its content, pedagogy, learning resources and assessment in consonance with the recommendation of NEP 2020 and learning framework of NIPUN BHARAT. Thus, the study was



carried out in two phases namely; content analysis of the FLN material in a workshop mode by involving experts and the practitioners and then try out of the material in the actual classroom situation to find out effectiveness of the materials. The findings of the study indicated that the material of literacy and numeracy has been prepared as per the guidelines of learning outcome suggested in the learning outcome book of NCERT and NIPUN BHARAT guidelines. The materials (Literacy) are interesting and meaningful for the young learners. Local knowledge and culture has been taken care of during preparation. However, almost all materials have some gaps with regard to spelling, context, sequence and progression, comprehensive assessment, curriculum load etc. in literacy. The numeracy workbook is written cohesively and in an appropriately progressive manner. However, it is found that a few questions in the workbook need rectification. On the basis of field try out, all materials are found to be pedagogically appropriate, contextualised and interesting for learners.

#### ***Relationship between Knowledge, Skill and Application based on the Curriculum of DCGC of NCERT***

The research study analysed correlation between knowledge, skill and application of guidance and counseling students of RIE, Bhubaneswar 2021 as per the design of the programme and as they go through the three phases from reading modules to practicum and the actual implementation part. For the study a descriptive survey approach, wherein data was collected in online mode (google form) through a non-standardised tools developed by the investigators in consultation with resource persons having expertise and experience. The items of the tools contained various perspective such as assessing understanding, conceptual clarity, practicum skills, and the actualisation in a real situation. Findings of the study revealed that there is no significant relationship between the knowledge, skill, and application of guidance and counseling of DCGC-2021 students, RIE, Bhubaneswar. However, the finding also indicated that out of the three phases analysed the students had the highest score in the practicum phase highlighting the continuous mentorship and scaffolding role played by coordinators/tutors. This shows the impact of hands on experiences and the presence of continuous support as per the needs of course design of the practicum phase.

#### ***Attitude and the Knowledge of Prospective Teachers towards the Inclusion of Students with Disabilities in a General Classroom***

The objective of the project was to study the differences in the attitude and the knowledge of B.Ed. Special Education students towards the inclusion of students with disabilities in a general classroom on the basis of their gender, pedagogical specialisation and educational qualification. A self-constructed e-questionnaire was used to assess the attitude and the knowledge of Special Education students towards the inclusion of students with disabilities in a general classroom. It is apparent that the inclusion of students with disabilities into general classrooms is one of the best ways to incorporate the feelings of acceptance, tolerance, and respect among peer groups as well as teachers.

#### ***Analysing the Socio-cultural Practices in a Selected Cluster of Chilika Block from the Perspective of Literacy Development***

The study analysed the socio-cultural practices in a selected cluster of Chilika Block from the perspective of literacy development. Research data were gathered



on the socio-cultural practices that have components of developing literacy readiness skills and the specific aspects in the components that has potential to develop literacy readiness skills. Content analysis was done based on the narrations collected and rubrics to align to the identified specific components of socio-cultural practice to the literacy readiness skills. Perspectives of social learning recognise that learners develop individually with the support of others in their community, receive support from more knowledgeable others as learning tools within their zone of proximal development, and learn within meaningful situations that are likely to deepen their understanding compared to knowledge void of context. The findings revealed that socio-cultural practices of home, neighborhood and region have the potential to form a strong base to develop readiness for early literacy skills. It is recommended that early childhood education curriculum give scope to make use of the socio-cultural practices to give a firm base for learning language, reading and writing in the later stages of schooling.

#### ***A Case Study on Alternative Internship Programme (AIP) for D.El.Ed. Students of Odisha***

Student teachers at elementary level had difficulty in undergoing internship programme due to school closure. Considering this context, Odisha had initiated an Alternative Internship Programme (AIP) for D.El.Ed. students from DIETs and other pre-service teacher education institutes at elementary level with the help of UNICEF. During AIP, student teachers taught students at elementary level focusing on FLN and activities were also organised for socio-emotional development of children. As the initiative was very unique, it was interesting to examine the programme with respect to its conception, objectives, methodology, governance, etc. and therefore a case study was conducted. Other objectives of the study were to study the perception and experience of student teachers of D.El.Ed. programme towards AIP and to examine attitude of parents and children who were taught through AIP. Since the research is of case study, Khordha district was considered as sample unit. Three Assistant Directors of SCERT, Odisha, 2 Principals, 21 Teacher Educators and 106 student teachers from DIET, Khordha and ETEI, Tangi, participated in this study. As beneficiary of AIP programme, 10 parents and 14 children of Khordha and Tangi Block were considered for the study. Perception scale, interview schedule and FGD were used to collect data. It is found that they have high positive perception about AIP. Content analysis of responses of other stakeholders involved in the programme indicates that AIP could fulfill its objectives. The study also identified the challenges such as identifying AIP centers for conducting the activities, difficulty in procuring learning resources, convincing parents to send their children into AIP centres during Covid pandemic phase and difficulty of student teachers to carry out multi grade teaching.

#### ***Research Studies Carried out by Population Education Cell***

Population Education Cell, RIE, Bhubaneswar during 2021-2022 has completed a research study on 'Adolescent and Substance Misuse; A review of policies, programmes and research studies'. The study revealed some important observations such as: Substance abuse is increasing in a higher rate among adolescents and youth. The most common gateway drugs are tobacco, alcohol and other prescription drugs that lead to hard drugs; the age of initiation in



substance misuse is progressively falling and the mean age is oscillating in between 10 to 14 years; early initiation by the adolescents show a tendency of retention in later life; and prevention and intervention strategies targeted towards life-skill training dealing with refusal skill are highly successful for adolescent substance misuse; and the Drug Policy and programmes should have more provision for demand reduction approach of substance misuse prevention and treatment rather than supply reduction approach.

### **NORTH EAST REGIONAL INSTITUTE OF EDUCATION (NERIE)**

#### ***Evaluation of Primary Level Textbooks of Sikkim***

The objective of the study is to find out to what extent the elementary level textbooks from Classes I-V of Sikkim adhere to the Sustainable Development Goals (SDGs). A descriptive survey method was followed in the study. The sample included principals, teachers and students from five primary schools, each from all the four Districts of Sikkim. Tools used for the study were questionnaire, interview and focus group discussions schedules. The content analysis of the textbooks was also done. The findings of the study show that the newly developed textbooks are relevant to the SDGs and there was no difficulty in implementing them. Concepts like zero hunger, eradication of poverty, gender equality and economic growth are included across the textbooks. Content is interesting, engaging, learner friendly and culturally/locally relevant and not overloaded. Students enjoy reading the textbooks which contain colourful pictures and stories. They get to know stories about the festivals of their region.

#### ***A Study of the Adolescence Problems in the State of Assam, Arunachal Pradesh, Mizoram, Nagaland, Manipur and Tripura of North Eastern Region***

The objective of the study was to identify the diverse and specific problems faced by the adolescents in the State of Assam, Arunachal Pradesh, Manipur, Mizoram, Nagaland and Tripura and the factors contributing to these problems. The sample of the study was consisted of adolescent school going students aged 13 to 19 years, heads of schools, teachers and parents. Purposive sampling technique was adopted in selection of the sample. Questionnaire, interview schedule and focus group discussion were employed in the collection of data. The study revealed that around 60% of the school heads in the State of Nagaland, Assam and Mizoram have identified indiscipline and social media addictions are the major problems of adolescent students in these states. It is interesting to note that majority of the students in Tripura have the problem of consuming tobacco/betel, which is the highest among the States under study. Indiscipline and truancy were recorded highest in the State of Mizoram. About one-fourth of the teachers in Nagaland noted the problem of disobedience among their students. Majority of the heads of the States of Nagaland and Assam stated that students with problems are the ones whose parents have a drinking problem and those who come from disturbed families.

Majority of the teachers in all the states considered family problems as the main reason which contributed to adolescents having problems such as indiscipline, truancy, disobedience. Peer pressure and overindulgence of parents, high expectations from parents and the influence of social media, poor parental motivation, lack of parental guidance and desire for gadgets were some



### **Course Materials for Self Financing “Diploma Course in English Teaching” (DCET)**

The Diploma Course is based on the recommendations of NEP 2020 and has many modules that implement the policy like Multilingual Classroom, Inclusive Language Learning, Experiential Learning, Art Integrated Language Learning, Project and Task-based Learning, Teachers’ Autonomy, Constructivist Approach to Teaching, Multidisciplinary Approach, Gamification of Language Learning, Experimenting and Researching in the Language Classroom, Critical Thinking Skill, Learning Outcomes, etc. to name a few. All the 44 modules of the course for similar number of self-learning weeks have been developed in the text and video format.

### **REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR**

#### **Conceptual Activities on Science at Upper Primary and Secondary Levels for using Locally Available Toys**

The National Education Policy 2020 recommends redesigning of curriculum and pedagogy strongly rooted in the Indian and local context. It consists of toy based pedagogy strongly rooted in the Indian curriculum. The objectives of project were facilitation of joyful competency based experiential teaching learning process by using locally available toys and development of conceptual activities on science at upper primary and secondary levels of Odisha by using toys. Conceptual activities have been developed in EVS and Science using locally available toys. After try out in the field, it was observed that maximum numbers of learners were interested to learn by using toys as a learning material. Teachers are motivated towards the competency based teaching learning process in classroom situation.

#### **Learning Resource Center for In-service and Pre-service Teacher Education Programme**

Development of learning resource centre was taken up to develop an activity based experiential learning center that will be helpful for training of pre-service and in-service teachers. Keeping this in view, three different sections viz., Learning Resource Center, Herbal Garden and Educational Theme Park has been developed as part of the Resources Center. More than 250 activities and models have been developed in the learning resources center. Similarly, in herbal garden more than 200 varieties of medicinal plants have been planted which are constantly used by pre-service teacher students as per their curriculum requirement. In the educational theme park currently there are 22 different science models which are used for teaching science to school kids as well as student teachers and training in-service teachers.

#### **Resource Material using Ancient Mathematics at Upper Primary Level**

The main objectives of the programme were to co-relate and establish identical concepts available in the existing NCERT Mathematics textbook and Ancient (Vedic) Mathematics. Resource materials have been developed for the upper primary stage using the process skills of the Ancient Mathematics. As per the concepts available in the NCERT textbooks at upper primary level, the resource materials were developed on addition, subtraction, multiplication,



finding square, square root, cube, cube root and algebraic expression etc. The materials were developed separately for class VI, VII and VIII with the help of the resource persons. After the development of the materials, it was tried out at Chilika block with its feedback. During the try out classes, children enjoyed the techniques of the mathematical operations used in the resource material and took part in the classroom conversation. The alternative method of solving the mathematical problems was appreciated both by learners and teachers in their feedback.

#### **Modules on Early Childhood Care and Education as per NEP 2020**

The National Education Policy (NEP) 2020 envisages for strengthening early childhood care and education under foundational stage. The modules covered are understanding ECCE, how children learn and develop, building foundations for learning, contextualising ECCE curriculum, programme planning, organising developmentally appropriate practices for three goals, development and use of joyful materials, planning and management of inclusive education at foundational years and community engagement. The guidelines for use of the training materials are incorporated in the modules.

#### **Institutional Repository (IR) of Regional Institute of Education, Bhubaneswar**

The objective of the programme is to promote wider access and visibility of research output of RIE, Bhubaneswar and to preserve its publications digitally like PAC reports, ERIC reports, M.Ed./M. Phil dissertations, faculty publications, university question papers, etc. The Institutional Repository has been developed and so far more than 660 documents have been scanned, processed and uploaded in to the repository. The Institutional Repository has been connected to the intranet of the Institute and accessible to the users within the campus via LAN network. The users can access the Institutional Repository (IR) through the link <http://172.30.6.169:8080/jspui/>

#### **Automation of DMS Library, RIE, Bhubaneswar**

The objective of this programme is to upgrade the DMS Library by automating its resources and services, which includes automation of the basic library processes, creation of electronic database, OPAC, and to share bibliographic data of books for preparing Union catalogue of NCERT with reference to interlinking of all libraries of NCERT. The procurement of hardware (higher end Desktop and OPAC KIOSK) has been done. The electronic database has been created using Koha open source integrated library software, and so far, bibliographic data of more than 3300 books have been entered in the database which is now accessible through OPAC.

#### **REGIONAL INSTITUTE OF EDUCATION, MYSURU**

##### **Educational Media Resources**

Video lessons for all the subjects of Class IV and Class VIII under PM e-vidya were developed. Fifty seven videos based on the NCERT textbooks were produced under PM e-vidya. The textbook based videos were reviewed by the expert committees of CIET and were modified based on the suggestions. The final videos were telecasted on PM e-vidya DTH Television Channels and uploaded on various





## REGIONAL INSTITUTE OF EDUCATION, BHOPAL

### ***Diploma Course in Guidance and Counseling (through Distance/Online and Face to Face)***

The DCGC-2021 session was started in the month of January, 2021. Fifty students were selected for the admission on the basis of the entrance test conducted for the purpose. There were 11 candidates from Jawahar Navodaya Vidyalayas (JNVs), 20 from Kendriya Vidyalaya Sanghathan (KVS), five from the Government of Madhya Pradesh and 14 Pre- service candidates. Orientation, tutorial activities were organised for providing the trainees theoretical inputs related to guidance and counselling. Various workshops, school practicum activities and internship were conducted to make them professional counselors.

For the session 2022, 47 students have been admitted through an entrance test held in the month of December 2021. The students belonged to KVS (07), JNVs (11), State schools (4) and the Private schools (25). The orientation-cum-tutorial of the students was held from 13 January, 2022. The course develops individuals trained counselors to serve in school settings.

S. No.	Title of the Programme	Venue and Dates
1.	Theatre Workshop and Trainees of RIE, Bhopal	RIE, Bhopal 14-23 November 2021
2.	Diploma Course in Guidance and Counseling (Through Distance/Online and Face-to-Face)	RIE, Bhopal January 2021-December 2021

## REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

### ***Diploma Course in Guidance and Counseling***

The NCERT and its constituent units has been offering Diploma course in Guidance and Counselling at the RIEs and NIE, New Delhi with an objective of bringing qualitative improvement in school education and teacher education. In this context, to make the programme accessible to large number of in-service teachers without interfering with their teaching, the course is designed with distance /on line phase, face-to-face phase and internship phase. The duration is of one year, beginning from every January and ending in December. For the session 2021 the programme was carried out in three phases i.e. distance / online (January- June, 2021), face to face (July-September, 2021) and internship (October- December, 2021). The session started with entrance test of candidates/trainees, and 50 candidates were selected for the session of 2021. The admission and orientation followed by the tutorial sessions were conducted online. Assignments based on the modules were circulated to students and they were prepared to answer the same. The students deposited



### **Resource Centre for Arts and Crafts at RIE, Bhopal**

This program was an innovative program as mentioned in NEP-2020, identification and documentation of Arts, Crafts, music and folk dances of Western Region was covered in this program. During the year 2021-2022 two five-day workshops were organized for artists of Madhya Pradesh State. The arts works prepared by them were presented with pupil teachers and teachers of the institute and school in offline mode. A handbook on different forms of music instruments and regional dances from western region and documentation of tribal and folk musical instruments as well as traditional dances have also been developed.

### **Maintenance of Studio, Development of E-content and Training of KRPs on Development of e-Content**

As per the directions of the Ministry of Education under PM-eVidya programme, 322 e-contents have been developed by the institute. These programmes have been uploaded in the NCERT portal and telecasted through the dedicated channels. In addition to the e-content, the institute also developed documentaries related to the Education for Sustainable Development (ESD), Art, Science, etc. Some of its productions also received the national as well as international awards and recognition.

### **ECCE Centre at RIE, Bhopal**

The admission process for the session 2022-23 has been completed. The teachers have been appointed up to 31 March 2022. A five-day orientation of teachers has been completed in the month of February, 2022. Theme-based learning schedule for the month of April and May, 2022 have been prepared. The classes are held, regularly. It is important to mention here that for the session 2020-21 and 2021-22, the admissions were not done due to the COVID-19 pandemic.

## **REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR**

### **Celebration of National Science Day**

On the occasion of National Science Day, Venkata Rao, *Head Community Medicine, SOA University* addressed the students and faculties on 'COVID-19 prevention and epidemiological studies' on 28 February 2022. He also demonstrated activities in science and technology for engaging students and inspiring them to learn the subjects.

### **Extension Lecture Series**

The extension programme aimed to enlighten the students and faculty on issues of vital importance in the field of education and to provide a forum to students and staff for academic interaction with eminent educationists. Besides, the programme helped in enriching the knowledge and understanding of trainees and faculty through of sharing of the experiences of the persons of eminence in the field of education. During the year, the following lectures were conducted.

No.	Topic	Venue and Date
1.	Communal Harmony	23 November 2021
2.	Shiksha Ka Bhartiyakaran; India Cultural and Heritage	29 November 2021

3.	Character Building and Holistic Personality Development	2 and 3 March 2022.
4.	Educational Statistics	11 March 2022

#### **Expression Series**

The specific objectives to organise expression series on eminent personalities are to promote and preserve cultural heritage of the nation and to promote literacy activities among students to enhance their thinking skills, to bring out their creative expression and to promote constitutional values. During the year, the following lectures were conducted.

S. No.	Topic	Venue and Date
1.	Expression Series on National Education Day	11 November 2021
2.	Expression Series on National Unity Day	31 October 2021
3.	Expression Series on Programme on Shiksha Ka Bharatiyakaran	31 November 2021
4.	Expression Series on National Mathematics Day	15 February 2022
5.	Expression Series on Martyrs Day	23 March 2022
6.	Expression Series on 130 Birth Anniversary of Dr. B. R. Ambedkar	14 April 2022
7.	Expression Series on Constitution Day	26 November 2021

#### **National Conference on NEP 2020: Towards Transforming Teacher Education**

The objectives of the Conference were to create a forum for teacher educators, researchers and teachers of the country for deliberation on implementation of the *NEP-2020* recommendations on teacher education with reference to trends, practices and innovations and to reflect on opportunities and challenges for effective implementation of recommendations of *NEP-2020* on teacher education. During the three day deliberations, one hundred papers on different themes i.e. Teacher Education: Curriculum, Pedagogy and Assessment; Teacher Education: Research, Innovation and Contextualisation; Professional Development of Teachers and Teacher Educators and Teacher Education for Holistic School Education: Possibilities and Challenges were presented. The conference proceedings have been prepared outlining specific strategies for quality improvement of teacher education programme of the country i.e. innovative curriculum, National Professional standard in tune with local contexts, enhancement of quality of field engagement in pre-service teacher education and addressing equity issues in use of ICT in teacher education.

#### **Organisation of School Internship in Pre-service Teacher Education (B.Ed.) Programme of RIE, Bhubaneswar**

The internship was organised in three phases which are pre-internship, internship and post internship. The pre-internship workshop for student teachers was held during the last week of October 2021. During the session, 105 students, teachers of B.Ed., were placed in twenty one Jawahar Navodaya Vidyalayas (JNVs) of Bihar, Jharkhand, Odisha and West Bengal from 5 November 2021 to 18 February 2022. During the online pre-conference of student teachers, cooperating school heads and teachers, orientation on modalities of school internship was provided. Student teachers were involved in different activities



such as observation of online classes of cooperating teacher, online peer observation, development of unit plan and lesson plan, transaction of lessons, conducting action research, developing e-content/materials and achievement at test and maintain reflective diary etc. Post internship conference was held at the Institute on 21-23 February 2022 for sharing innovations, challenges and experiences of student teachers. The reflections would be useful for planning the future school internship programmes.

#### ***Organisation of School Exposure and Multicultural Placement programme of B.Ed. students***

The objectives of the programme were to expose and provide school based experiences to student-teachers during the initial years and to orient and impact on school functioning and processes in multicultural context in selected schools. The programme comprised of two phases of activity; school exposure in the first semester and multicultural placement in the second semester. Both the school exposure and multicultural placement were further divided into three phases comprising of pre-conference, exposure to the schools/multicultural placement and post-conference. For these sessions 2021-22, both the school exposure and multicultural placement programme were organised at Chilika, Balugoan, Odisha wherein 110 students of B.Ed. 1 Year were placed at private and public schools to experience and understand the culture and its functioning of the school. The experiences gained in a contextual milieu within and outside the schools were shared by the student-teachers as part of the feedback during the post conference. During the school exposure that was held from 1 to 5 February, 2022, activities like observation and Practical experiences of the school functioning were assigned to students by providing formats. The main intention of the activities was to develop an insight into the role of a teacher and appreciate school activities in totality. Multicultural placement programme was held on 6 to 15 February, 2022 and activities like observation of classes taken by regular teacher, case study, substitute teaching as and when required, collection and preparation of school profile were assigned to students and a format was provided. This enabled them to understand learners in different context and developed awareness about the functioning of the school as the integral part of the community. All experiences were shared by student teachers as part of feedback for the further improvement of the programme.

#### ***Working with community programme for B.Sc. B.Ed. and B.A. B.Ed. VIII Semester***

Considering the value of relationship between the school and community, Field work with community (FWC) programme is conducted by RIE, Bhubaneswar as an integral part of four-year B.SC. B.Ed. Curriculum. The objective is to develop an insight into the various aspects of community participation in educational programmes and to enhance their ability to enlist community support for school and contribute for nation's development. It aims at enabling the student teachers: (1) to acquaint with the factors working within the society, community i.e. knowledge of social realities; (2) develop the dignity of labor among student teachers; (3) arouse their interest in the social and economic reconstruction of the country; (4) make the student-teacher aware with the educational problems and needs of the society; (5) prepare pre-service teachers for sustainable development and (6) develop the personality of the student-teacher through community service. Keeping the above objectives in front, eight

days working with community programme for B.Sc. B.Ed. 8<sup>th</sup> semester students was organised at Badkul village of Khordha district, Odisha. The students were engaged in activities like conducting educational survey of the village, case studies of the families, awareness programmes on child marriage, RTE Act, 2009, *Beti padhao*, transgender, online phishing, poverty, drugs and substance abuse, *Swachh Bharat*, etc. The Working with the Community Programme of 47 B.A. B.Ed. 8<sup>th</sup> Semester students was held from 5 March 2022 to 11 March 2022 at Chilika Govt. High School, Hatabaradihi, Khurda.

#### **Pre-School Centre in Demonstration Multipurpose School**

The objective of the programme was to plan and organise developmentally appropriate practices for preschool children. Twenty-five students each in lower pre-primary and upper pre-primary level were admitted on the basis of random selection. The teachers as were oriented on developmentally appropriate practices and the perspectives and recommendations of the NEP 2020 on foundational years. Weekly action plan and corresponding activities i.e. physical development, language development, socio-emotional and cognitive development were developed for implementation of the programme. A format on developmental profile of students has been developed for implementation of the programme. A format on development profile of students has been developed depicting the developmental characteristics of preschoolers. Due to COVID-19 pandemic, interactive sessions were arranged with parents through online mode. Materials and activity sheets were shared to parents for use by children. The online facilitation for parents and pre-school children were organised. The parents were oriented on pressures on preschoolers, promoting enabling environment at home, play and early education, assessing young children and other relevant areas. The programme was evaluated by collecting feedback from parents, team members and children. The programme was evaluated by collecting feedback from parents, team members and children.

#### **Celebration of Shikshak Parv**

Regional Institute of Education as a constituent unit of NCERT took various initiatives in celebrating the *Shikshak Parv*. It took initiative in propagating the idea of the Honorable Prime Minister Shri Narendra Modi and the Minister of Education, Dharmendra Pradhan by making arrangements to witness the conclave in the New Auditorium of the Institute by the faculty and staff of the Institute and D. M. School. An attempt was made to give wide publicity to the *Shikshak Parv* by sending letters to three local newspapers of the State- The Sanmarg, The Times of India and The Samaj. Various Television channels were also requested to take the coverage of the Prime Minister's speech and other proceedings of the *Shikshak Parv*. Doordarshan Odia covered the programme which was telecasted on 07 September 2021 at 07.00 PM. Other local television channels have also been requested to cover the programme till 17 of September 2021 and to propagate the idea of *Shikshak Parv* among other stakeholders of the state. State coordinators of different states were entrusted with the responsibility of requesting the concerned states to celebrate the *Shikshak Parv* and to give wider publicity to the programme in their respective states. An essay competitions were conducted to make the students aware of the significance of the *Shikshak Parv* and role and contribution of teachers to



the society. Two webinars were organised on Teacher: A Future Crisis Manager and Assessment in School Education.

**Paricharcha and Sahyog**

The live sessions were organised by the institute under the *Manodarpan* initiative of Ministry of Education, Govt. of India for Psycho-social support and mental well-being of students. The following topics were covered during the session.

PARICHARCHA	
Date	Topic
28 May 2021	Care and Compassion: Sign of Strength
03 September 2021	Bringing Smiles Back to School
26 November 2021	Power of Happiness in Achieving Little Things

  

SAHYOG	
Date	Topic
08 April 2021	Hello Friends, I am Ready for the Exam.
29 June 2021	Tuning in with Nature: A reminder from the Pandemic.
09 August 2021	Good Health is True Wealth
10 March 2022	Tune in to your body- A must

**REGIONAL INSTITUTE OF EDUCATION, MYSURU**

**Extensions Lecture Series**

Jaya Prakash Narayan delivered the ‘Sardar Panikkar Memorial Lecture’ on “EDUCATION FOR SOCIAL TRANSFORMATION” on the occasion of 59<sup>th</sup> RIE, Mysore Foundation Day 1 August 2021. On the occasion of 61 NCERT Foundation day 2021, K S Sharma delivered a lecture on ‘A Decade’s experience in school education’ in which he explained the vision for establishment of JNVs, and their role in helping the rural children get Quality Education on 2 September 2021. S.S. Patil, Dept. of Education, Kuvempu University, Shivamogga, delivered a lecture on the theme “NEP-2020: Transition and Paradigm Shift” on National Education Day on 11 Nov 2021. Achu Chandran, Scientist, CSIR, NIIST, Thiruvananthapuram delivered Key note address on Mathrubhasha Diwas 21 Feb 2022 in which he pointed out the importance of mother language



- . 2021. Bhaasha-vikaas kee prakriya aur lok vyavahaarik darshan. Chaired the session in the national conference on *Indian Languages, Arts and Culture*, RIE, Ajmer, 8–10 December.
- RAMNIWAS. 2021. Vartman mein bhaasha, kala aur sanskriti kee shiksha. Chaired in a session in National Webinar on *Indian Languages, Arts and Culture*, RIE, Ajmer, December 8–10 December.
- SHARMA, R. K. 2022. Ancient Indian scientific knowledge and its relevance to physics and physics education in the national conference on *Emerging Trends in Physics and Physics Education*, RIE, Ajmer, 27–28 February.
- SHARMA, S. V. 2022. National Science Day: Life and work of Sir C.V. Raman. Chaired the session in the national webinar on *Emerging Trends in Physics and Physics Education*, RIE, Ajmer, 27–28 February.

## **REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR**

### **Research Papers and Articles**

- AGARWAL, P.C., R.R. KOIRENG AND A. GOKHROO. 2022. Computation of structure and electrical resistivity of liquid Na-Rb Alloys. *East Euro. J. of Phys*, 1, pp. 66–69.
- PATHAK, NIDHI, P.C. AGARWAL, T.S. GILL AND KAUR, SUKHDEEP. 2021. Dynamics of resonant self-focusing on second harmonic generation of Gaussian laser beam in a rippled density plasma. *Contributions to Plasma Physics*. Vol. 61, No. 8. pp. 1–33.
- AGARWAL, P.C. 2021. Regional Institute of Education: An overview of six decades of excellence. *Shaikshik Manthan*. Vol. 14, No. 3. pp. 29–33.
- SATAPATHY, M.K. AND S.K. DAS. 2021. Plant community analysis of Bhubaneswar Smart City, Bhubaneswar, Odisha. *Indian Journal of Ecology*. Vol. 48, No. 1. pp. 147–153.
- DASH, S.K. AND M.K. SATAPATHY. 2021. Population density and land use pattern in city of Bhubaneswar, India: A case study. *Indian Journal of Ecology*. Vol. 48 No. 5. pp. 1376–1382.
- MOHAPATRA, A.K. 2021. Impact of ICT integrated pedagogy on children's comprehension and learning outcomes in science at upper primary level. *Asian Journal of Education and Social Studies*. Vol. 15, No. 1. pp. 23–37.
- . 2021. Environmentally relevant concentrations of Cadmium impair morpho-physiological development and metamorphosis in *Polypedates maculatus* (Anura, Rhacophoridae) tadpoles. *Environmental Chemistry and Ecotoxicology*. Vol. 3. pp. 133–141.
- . 2021. Evaluation of antidiabetic and antioxidant activities of *Achyranthes aspera* leaf extracts: An in vitro study. *Journal of Pharmacognosy and Phytochemistry*. Vol. 10, No. 4. pp. 103–110.
- DASH, SARAT K., MOHANTY, HARI S. AND DALAI, BISWAJIT. 2021. Investigation on electrical properties of Solidpolymer Sheets (HDPE and LDPE) at audio frequency range. *Esst Eur. J. Phys*. Vol. 2. pp. 127–134.
- DASH, SARAT KUMAR, DALAI, BISWAJIT, KAR, PRATIVA AND SINGH, SAROJ KUMAR. 2021. A comparison study on molecular interaction of an acidic organophosphoric

- extract with substituted aromatic hydrocarbon (p-xylene/toluene) at 303.15k. *Bio interface Research Applied Chemistry*. Vol. 1. pp. 10052–10058.
- GOWRAMMA, I.P. AND C.K. GIRI. 2021. Students' errors in mathematics. Online *International Interdisciplinary Research Journal*. Vol. 11, No. 3. pp. 84–94.
- GOWRAMMA, I.P. AND C.K. GIRI. 2021. Achievement of Class-V students in different mathematical skills/abilities. *Contemporary Research in India*, Special Issues. pp. 127–133
- GOWRAMMA I.P. AND D. BHATTACHARYA, (IN PRESS). Achievement test: How it can be reliable and valid tool in educational research? *Journal of Indian Education*. Vol. 47, No. 4.
- MOHALIK, R. 2021. Reorganisation and merger of schools at the elementary level in Jharkhand-Views of Stakeholders. *Journal of Indian Education*. Vol. XLVI, No. 4. pp. 133–144.
- MOHALIK, R. ET.AL. 2021. Attendance of students in government elementary schools: A Study on Jharkhand. *Randwick International of Education and Linguistics Science (RIELS) Journal*. Vol. 2, No. 2. pp. 140–148.
- BHATTACHARYA, D. AND R. MOHALIK. 2021. Factors Influencing students' higher order thinking skills development. *Education India Journal: A Quarterly Refereed Journal of Dialogues on Education*. Vol. 10, No. 1. pp. 348–361.
- BARUAH, S. AND R. MOHALIK. 2022. Status of ICT integration in teacher education institutions of Assam: An exploratory study. *Indian Journal of Educational Technology*. Vol. 4, No. 1. pp. 85–95.
- PANDA, N. AND L. BEHERA. 2021. Learning opportunities during school closure: Exploring prevalence of shadow education. *Pedagogy of Learning*. Vol. 7, No. 3. pp. 36–47.
- . 2021. Mo School Abhiyan in Odisha: Towards development of school education. *Educational Quest*. Vol. 12, No. 2. pp. 85–93.
- . 2021. Shadow education: Prevalence and implications. *Arahant Multidisciplinary International Educational Research Journal*. Vol. 10, No. 4. pp. 38–49.
- BEHERA, P.P. AND L. BEHERA. 2021. Teaching efficiency and accountability of secondary school teachers exposed to Samarthy programme of Odisha. *Pedagogy of Learning*. Vol. 7, No. 1. pp. 23–30.
- . 2021. Accountability and leadership role of secondary school teachers exposed to Samarthy programme under RMSA. *Online International Interdisciplinary Research Journal*. Vol. 11, No. 4. pp. 1–13.
- BHOI, S. AND BEHERA. 2021. Secondary school science teachers beliefs on inquiry and practices: An interpretive study. *Pedagogy of Learning*. Vol. 7, No. 2. pp. 8–19.
- . 2021. Secondary school science teachers beliefs on inquiry and classroom practices. *Arahant Multidisciplinary International Educational Research Journal*. Vol. X, No. III. pp. 18–3.
- BEHERA, L. AND K. BHATI. 2021. Academic self-concept and academic performance among pre-service teacher trainees. *Educational Quest*. Vol. 12, No. 2. pp. 115–121.





- BHADRA, A., AND L. BEHERA. 2021. Teaching learning practices in government elementary schools of Koraput District of Odisha. *Odisha Journal of Social Science*. Vol. 8, No. 2. pp. 41–50.
- TANWIR, A. AND E. GANGMEI. 2022. Status of government programme and schemes implemented in Madrasa of Odisha. *Aarhat Multidisciplinary International Education Research Journal*. Vol. 10, No. 3. pp. 287–297.
- GONMEI, M., E. GANGMEI, AND S. BORGOGOI. 2021. The essence of folklore to foster identity of Rongmei Community. *Global Media Journal— Indian Edition*. Vol. 13, No. 1. pp. 1–18
- RAJ, P. GANGMEI, E. AND R. GUPTA. 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*. Vol. 54, No. 3. pp. 49–60.
- GANGMEI, E., R. GUPTA AND V. SINGH. 2021. Upgrading learning process through online Interactive STEAM curriculum. *Edutracks*. Vol. 21, No. 1. pp. 45–48.
- SARKAR, M. AND E. GANGMEI. 2022. Perspective of pre-service secondary teachers educators on education for sustainable development: An exploration. *IJRAR*. Vol. 9, No. 2. pp. 923–934.
- SAHA, A.K., M.K. HOTA AND P.K. MOHANTY. 2022. Approximate evaluation of complex hypersingular Integrals. *International Journal of Statistics and Applied Mathematics*. Vol. 1, No. 5. pp. 54–58.
- SAHA, A.K. AND G. ROY. 2021. The use of Geogebra software as a tool to understand the concept of limit at the undergraduate level. *Learning community: An International Journal of Education and social Development*. Vol. 12, No. 1. pp. 19–25
- SAHA, A.K., G. ROY AND A. ROY. 2022. The mystery behind what we see. *Science Horizon*. Vol. 7, No. 7. pp. 7–11.
- BAGUI, D. 2021. A history ticket stamped with the word FETTERS. *Literary Endeavour*. Vol. XI, No. 3. pp. 7–12.
- SWAIN, M., L. BEHERA, AMLESHM, KUMAR AND D. KRISHNAN. 2021. Becoming inclusive teachers: Perspectives of pre-service teachers of RIE, Bhubaneswar on inclusive education. *Learning Community*. Vol. 12, No. 1. pp. 27–38.

**Book**

- SATAPATHY. M.K. 2021. *Widening the food basket: Underutilized and underexploited food resources*. New Delhi: New India Publishing Agency.

**Book Chapters**

- KUMAR, A. AND L. BEHERA. 2021. Pre-service teachers' perspectives in teaching in diverse classrooms. In Patel, R.C., and Srivastava, S. (Eds.), *Contemporary Education in India: Policy and Perspectives* (pp. 112–129), Vadodara: IUCTE. MS University.
- BEHERA, L. AND P. KUMAR. 2021. Learning outcomes of students at upper primary level in social sciences: A critical study of NAS 2017. In Mitra, N., and Maitra, S. (Eds). *Problems of Indian School Children and Remedies*. (pp. 15–28). Delhi: ABS Books.



PANDA, B.N., L. BEHERA AND T.K. BASANTIA. 2022. World scenario of regulatory bodies of teacher education programs. In Lampert, J (Ed). *The Oxford Research Encyclopedia of Education*. Oxford University Press, <https://doi.org>.

MAHARANA, P. AND L. BEHERA. 2022. Holistic education of Scheduled Tribe children in Kalinga Institute of Social Sciences (KISS): A case study. In Mitra, N. and Bhat, S.C. (Eds.), *Case Study Research in Different Disciplines: General and Pedagogical Aspects* (pp. 1-24). Delhi: Kunal Books.

#### **Paper Presentations**

SAHOO, P.R. AND I.P. GOWRAMMA. 2021. Awareness and practice of academic language of science by secondary school teachers of Odisha in science classroom. Paper presented in the *Researchers' Mosaic*, Research Cell, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat from 17-19 July, 2021.

—. 2021. Role of academic language of mathematics towards development of academic competencies in mathematics Paper presented in the national conference on *Mathematics Education*, RIE, Mysuru, 20-22 December.

—. 2022. Academic language of science: Reflections from a science classroom discourse. Paper presented in the national conference on *NEP 2020: Towards Transforming Teacher Education*. RIE, Bhubaneswar 24-26 February.

BHABANI, S. AND I.P. GOWRAMMA. 2022. Teachers as change agents: Multi case analysis of teacher educators' incidental responses to sexual harassment. Paper presented in the national conference on *NEP 2020 Towards Transforming Teacher Education*. RIE, Bhubaneswar 24-26 February.

GANGMEI, E. AND R. GUPTA. 2021. A study on the attitude of prospective teachers towards ICT based teaching during COVID-19 Pandemic. Paper presented in the *Research' Mosaic*, Research cell, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, 17-19 July.

GUPTA, R., E. GANGMEI AND P.C. AGARWAL. 2022. Attitude and knowledge prospective teachers about inclusion of students with disabilities in a general. Paper presented in the national conference on *NEP 2020 Towards Transforming Teacher Education*. RIE, Bhubaneswar, 24-26 February.

SOM, M. AND E. GANGMEI. 2022. A cross national review on teacher education programme for preparing for inclusive education. Paper presented in the national conference on *NEP 2020 Towards Transforming Teacher Education*. RIE, Bhubaneswar, 24-26 February.

SARKAR, M. AND E. GANGMEI. 2022. Pre-service teacher's perspective on education for sustainable development: An analysis. Paper presented in the national seminar on *Teacher Education in the Perspective of NEP 2020*, IASE and SCERT, Government of Tripura, 15-16 March, 2022.

GANGMEI, E. 2021. Equity and inclusion - NEP 2020 perspectives. Paper presented in the webinar on *Equity and Inclusion in the Perspectives of NEP 2020*, RIE, Bhubaneswar, 30 July.





- KRISHNAN, D. 2021. Quality education, accreditation and teacher. Paper presented in the webinar on *Perspectives of NEP 2020*, RIE, Bhubaneswar, 6 August.
- KRISHNAN, D. 2021. Academic support-why and how? Paper presented in the webinar on *win over exam stress-Importance of Teachers, parents and peer support*, D.M. School, RIE, Bhubaneswar, 28 October,
- AGARWAL, P.C. 2022. Regulation, curriculum and pedagogy. Chaired the session in the national seminar on *NEP-2020: Towards Transforming Teacher Education*, RIE, Bhubaneswar, 26–28 February.
- GOWRAMMA, I. P. 2022. Innovations in teacher education. Panelist in the national conference on *NEP-2020: Towards Transforming Teacher Education*. RIE, Bhubaneswar, 26–28 February.
- MOHALIK, R. 2021. Innovative applications for online teaching. National webinar on *Digital Learning in 21 Century: An Innovative Practice in Teaching-Learning*. Amity University, Noida, UP, 25 June.
- BEHERA, L. 2022. Innovations in teacher education. Chaired the session in the national conference on *NEP 2020: Towards Transforming Teacher Education*, RIE, Bhubaneswar, 26–28 February.
- KETAKI K. 2021. Innovations in teacher education. Chaired the session in the national conference on *NEP 2020: Towards Transforming Teacher Education*, RIE, Bhubaneswar, 26 August.

### **NORTH EAST REGIONAL INSTITUTE OF EDUCATION (NERIE)**

#### **Research Papers and Articles**

- DEVI, SARAJUBALA. CH., AND M.G. WALLANG. 2022. Sustaining cultural values in formal education: Integration of folktales in school language curriculum. *Language in India*. Vol. 22, No. 3. pp. 110–118.
- SARAJUBALA, DEVI CH. 2022. Sustainable quality education and roles of mother tongues. *NERIE Journal of Contemporary Concerns and Challenges in Education*. Vol. 1, No. 1. pp. 17–24.
- SARAJUBALA, DEVI, CH., AND M.G. WALLANG. 2022. Sustaining cultural values in formal education: Integration of folktales in school language curriculum. *Language in India*. Vol. 22, pp. 110–118.
- WALLANG, M.G. AND DEVI. SARAJUBALA CH. 2021. Supporting L2 Proficiency of Visual Learners. *Language in India*. Vol. 21, No. 40. pp. 206–217.
- WALLANG, M.G. AND B. KHARLUKHI. 2022. Enhancing reading fluency during the pandemic. *Language in India*. 22, pp. 211–225.
- WALLANG, M.G. 2022. Linguistic accessibility an approach to deaf education. *Journal of Contemporary Concerns and Challenges in Education*. Vol. 1, p. 44.
- SEEMA R. AND SESHU, LAVANIA. 2022. Rhizome extracts of *Curcuma longa L.* exhibit mitodepressive effect, but no genotoxicity. *Journal of Indian Botanical Society*. Vol. 102, No. 1. pp. 67–72.
- DKHAR, B.R. AND B. KHARLUKHI. 2021. In-service training programme in the state of Meghalaya. *International Organization of Scientific Research (IOSR) Journal*. Vol. 26, No. 8. pp. 53–58.