

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students

## Supporting Documents

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**Regional Institute of Education**  
(National Council of Educational Research and Training)  
**Bhubaneswar -751022, Odisha**

**URL to the page on website where the PLOs  
and CLOs**

**[https://riebbs.ac.in/images/documents  
/docs\\_1687902626.pdf](https://riebbs.ac.in/images/documents/docs_1687902626.pdf)**

**URL of Prospectus for the last completed  
academic year**

**[https://riebbs.ac.in/images/documents  
/docs\\_1687902790.pdf](https://riebbs.ac.in/images/documents/docs_1687902790.pdf)**



ଆଞ୍ଚଳିକ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର  
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर  
Regional Institute of Education, Bhubaneswar

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### 1.1.3. REPORT ON STUDENT'S INDUCTION PROGRAMME FOR PLOs AND CLOs

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### 1.1.3. Report on student's induction programme for POs and CLOs

The induction programme for students for the year 2021-22 was organised on 09.11.2021. The students were oriented by the Principal, Dean (I), Head and faculty members regarding the curriculum and transaction. The main objective of the induction programme was to orient the students on the curriculum; its structure, transactional modalities, assessment strategies, programme outcomes and learning outcomes.

The details of the underlying philosophy and vision of the teacher education programme was highlighted in the beginning of the induction programme. Further the programme objectives and outcomes of different programme were shared upon by the Principal, Dean of Instructions and Head Department of Education.

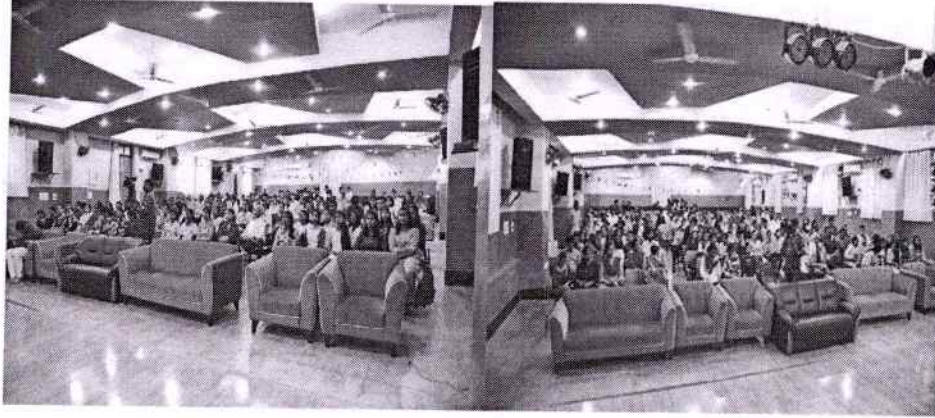
Faculty members depending on the course assigned, oriented about the course outcomes that align with the programme outcome and the assessment requirements. During this induction the semester's examination were informed as well. The orientation included an apprising the newly inducted students on the curricular approaches designed, specifically to develop the competency required for the professional teacher education programme. The expectations for the students towards achieving the course outcome and the programme outcome was reiterated. The CLOs & PLOs can only be achieved by ascribing to the norms as prescribed by the institution and the university. Thus by attending the induction programme students understand their responsibility as prospective teachers.



**Pic 1: Principal addressing the students during the induction programme.**

The Principal highlighted in his talk about importance of sincerity and dedication in one's studies and the need to motivate self for excellence outcomes. He also mentioned about keeping oneself in constant track of the objectives of the course in which admission is taken. He also added that experiential learning approaches are followed and will be used in curricular transaction and this will lead to the course learning outcomes. Hence, students can even map their own progress and this accentuated the need to be aware of the course learning outcomes right from the beginning of a session.

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**Pic 2: Students attending the induction programme**

There was an opportunity created for students during the programme to clear their doubts on queries. All the same time, students gave their appreciation for the programme and its outcomes.

Head, DE

Principal

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### 1.1.3. REPORT ON TEACHER ORIENTATION PROGRAMME ON PLOs AND CLOs

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### 1.1.3. Report on Teacher Orientation Programme on POs and CLOs


The teacher orientation was organised on 9<sup>th</sup> November, 2021 in the staff common room of the institute. All the faculty members of the institute along with the newly required recruited faculty members of the (contractual and guest faculty) were oriented on the structure of the curriculum and its objectives and learning outcomes of different program of the institute.

The programme objectives and outcomes were briefed by the Principal and Dean to create awareness on the responsibility towards preparing quality teachers to the school system. The orientation was on the expectation and duties to be performed by teacher educators to realise the course outcomes and programme outcomes collectively. Newly recruited teachers classified their doubts with senior colleagues. They were given guidance on regular assessments during the semester and the importance of preparing for semester end examination.

*Picture of Teacher Orientation (09.11.2021)*



The teacher also had a deliberation on how programme outcomes of a course is aligned to the course learning outcomes and how this can be map. Here, the participants also shared their experiences in terms of pedagogical approaches used to map the learning outcomes of a particular paper within a course. All these deliberation was facilitated by the Head, department of education. Finally, it can be concluded that members agreed upon the need for such a crucial academic gathering the days to come.

  
Head, DE

  
Principal

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