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क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

A Constituent Unit of NCERT, New Delhi
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1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

DOCUMENTARY EVIDENCE

Principal
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SESSION: 2021-2022

M.Ed. Semester - II

Project on Self Development

Rationale

The aim of this tool course is to help students in developing understanding about themselves and developing themselves as a professional, through their conscious ongoing reflection. The course addresses aspects of development of the inner self and the professional identity of a teacher. This enables students to develop sensibilities, disposition, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for students to develop sensitivity toward issues like gender biases, children with special needs (intellectual and physical), and disadvantaged groups to make class inclusive. At the same time, they will develop problem-solving skills to deal with these issues.

For this the themes were divided among 6 groups and individuals from different groups divided their tasks respectively and presented their work.

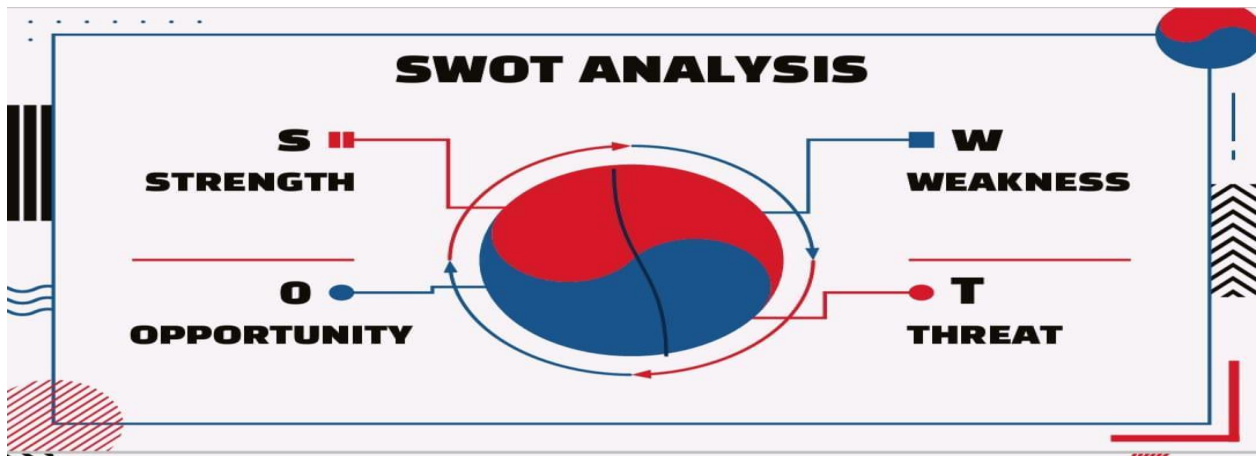
Theme 1: Understanding the self

- **Developing self-awareness about one's abilities and opportunities to develop independent thinking (critical, creative, decision making, problem solving and goal setting)**
- **Develop objective view of belief to liberate irrational tendencies**

Name of the Student: (Amit Kumar)

Theme: Understanding Self: Topic- Implications of SWOT Analysis for Self Development

The presentation was supported with a one to all discussion. It was on major highlights from data collection, analysis based on data collected and lastly suggestions



All data was then classified into 4 categories: Time Management, Emotion Management, Skill Based management and data associated with other types of management issues. Lastly some suggestions were made like meditation, yoga and exercise in order to overcome issues, weakness, and threat.

Name of the Student: (Astha Chettri)

Theme: Understanding self: Topic: Who am I self-concept

The presentation was on reflection on life. How change leads to change in the concept of self. The presentation was supported with a self-explanatory video which was a compilation of thought provoking pictures of a person's journey of understanding self. Understanding what contributes to the personality of an individual, important relationships, learning to manifest happiness, accepting the negligence about health, habit of overthinking, struggling to live and living in the past. Last part of presentation was about zeal, an attitude, a commitment on how to make journey of life a better and meaningful

Name of the Student: (Bhumeshwar Rajak)

Theme: Understanding self-Topic: SWOT Analysis

The presentation was supported by an audiovisual presentation with incorporation of voice and photos related to the topic. Presentation included a brief description of the SWOT analysis followed by description on when we use this analysis to identify the issues or problems intended to change. Lastly there was self-reflection on own SWOT analysis by identifying strength and threats.

Name of the Student: (Binodini Mishra)

Theme: Understanding Self-Topic: Self-analysis using JOHARI's window.

The presentation was supported with PPT and group discussion on identifying the characteristics of self by using different tools, techniques and models which can be critically analyzed. The tool chosen was Johari's Window model which was developed by 2 American

scientists Joseph Luft & Harry Ingham in 1950. The aim was to understand the self-concept, find strength and weakness and sharpen these skills willingly. The task was done by analyzing the role of a daughter, as a student, as a teacher and a human being. Then writing some of the characteristics. Then analysis was done by using online surveys as a tool. After gathering the responses, the 'Johari's window' model was then prepared.

Theme 2: Self-management in stressful situation

- **Develop affective resource of self-understanding to understand feelings as asset (love, joy, appreciation, affection, happiness and threats) and limiting factors (fear, anger, jealousy) on professionalism**

Name of the Student: (Daisy Mazumdar)

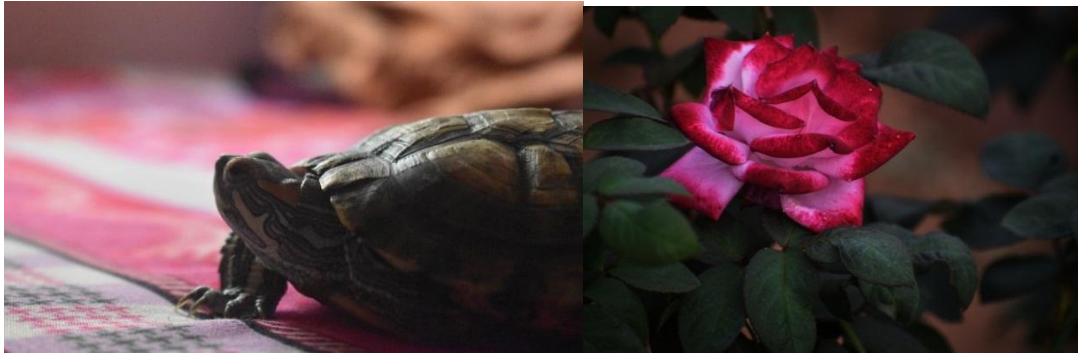
Theme: Self-management in stressful/emotional (Sad as well as happy)/conflicting situations.
Topic: self-management in stressful situations

The presentation was supported with power point presentation and self-explanatory video. It highlighted that self-management is the ability to regulate our behavior, thought and emotions in a productive way. The most important way to manage life is to develop effective ways to manage stress in life. Some of the biological mechanisms attached were discussed. Different levels of stress and their effects were then discussed. That was followed by the brief idea about the probable symptoms. There is a critical reflection on the difference between stress and anxiety. Lastly there was discussion on techniques of self-management and what are the techniques generally used and are effective in managing stress.

Name of the Student: (Deepshikha Pandey)

Theme: Self-management in stressful/emotional (Sad as well as happy)/conflicting situations.
Topic: self-management in stressful situations

The presentation was supported with a self-explanatory video on how often an individual encounters stress and how they deal with it and come out of the stressful situation. The discussion was initiated with what is stress? Stress is a feeling of emotional or physical tension. It can come from events or thoughts that make you feel frustrated, angry, or nervous at the moment. Then some W.H.O. definitions were quoted and important guidelines were highlighted. Further discussion was on how to know physical symptoms by identification of a person in stress, reasons and effects of stress, diagnosis of stress, stress management techniques. Last part was on the real life situation related to self-reflection: What was the situation? Factors related to stress, How managed to come out of that situation?, Long term effect. Then stress management techniques for self like: Photography, Pets, Gardening, and Writing



Name of the Student: (Deepti Anshumala Xalxo)

Theme: Self-management in stressful/emotional (Sad as well as happy)/conflicting situations.
Topic: Self-management in a sad situation. (Grief and Loss).

The presentation was supported by a self-explanatory video. In that video the individual shared the feelings and experience during the loss of mother and 3 other family members. The presenter also shared some of the ways/self-management techniques that helped her to overcome that situation.

Name of the Student: (Divya Dristi Nag)

Theme: Self-management in stressful/emotional (Sad as well as happy)/conflicting situations.
Topic: Self-Management in Conflicting Situation)

The presentation was on sharing a situation of conflict where an individual was able to manage herself. In this respect individuals have given the meaning of conflict in simple words. She mentioned some common reasons which cause conflicts in our lives. Then she narrated a situation from life in the past when she was in a conflict whether to participate or not in a dance competition. She told how this conflict was affecting her day to day life and health. Then on the basis of memory of how she solved her problem, she shared with everyone what steps may be taken in general to manage oneself and keep calm in a situation of conflict.

Name of the Student: Gagan Bihari Ojha

Theme: Self-management in stressful/emotional (Sad as well as happy)/conflicting situations.
Topic: Self-management in a happy situation.

The presentation was supported with power point presentation followed by a discussion on how to manage a happy situation, how it is important to be happy in order to achieve better

Theme 3: Developing ‘Self’ in harmony with nature

- **Maintain harmony with nature and self**
- **Dependence of self with nature for very life**
- **Interdependence of people for comfortable life**
- **Responsibility of self towards conservation, protection and nurturing plants and animals**
- **Understand human roots in divinity to awaken self to truth, beauty and goodness (within and outside)**

Name of the Student: (Harishankar Kumar)

Theme: Developing 'Self in harmony with nature '.

The presentation was supported with discussion on the life journey of Sunder Lal Bahuguna, an environmentalist in the context of Harmony with nature.

Name of the Student: (Lucky Mohanty)

Theme: Developing 'Self in harmony with nature '.

The presentation was supported with discussion on: Nature is a manifestation of human nature. Learning to live in harmony with nature means seeing everything is connected. To live harmoniously with nature is to understand and accept the non-sentient reality of natural forces. Harmony exists at four levels. These are: - a) Harmony within the self. b) Harmony between our intellects. c) Harmony with conscience. d) Harmony in our actions. When these are not aligned with one another, there is conflict within, which leads to stress and friction in relationships. The human body is composed of the five elements like earth, water, fire, air and ether. When harmony between these elements is upset, disease develops. One of the most important aspects of rearticulating human development is to emphasize the need for fairness to nature and other living beings. Spending time in green space or bringing nature into everyday life and getting the benefit of mental and physical well being. Doing things like growing food or flowers, exercising, or being around animals and plants can have lots of positive effects. The positive effects that are empowered by doing this project are: -Different experiences of nature and different reasons for wanting to connect with it more. Watching the birds, butterflies,

flowers, and plants always has a calming effect. Nature means: -N- nourish me, A- aspire me, T- teach me, U- unite me, R- give me recognition and E- energize me.

Name of the Student: (Mangalu Gouda)

Theme: Developing 'Self in harmony with nature '.

The presentation was supported with discussion on man as a social animal. He lives in society. He totally depends on others for living. Man can't live without nature. They are the gifts from God like the mountains, trees, water, sunlight etc.. Our day-to-day basic necessities are derived from nature for comfortable living. Components of nature- Water- It is safe to say that water is the reason behind earth being the only planet to support life. This is the universal solvent. Hilly Terrain- Mountains are the world's "water towers" providing 60-80% of all freshwater resources for our planet. At least half of the world's population depends on mountain ecosystem services to survive-not only water but also food and clean energy. Sunlight-Sun is the ultimate source of energy. The sun stirs our atmosphere, warms our seas, produces different weather patterns and provides energy to the growing plants that in turn provides the oxygen and food for survival on the plant. Food- It's a great blessing of nature: Clothing- Protects us from adverse climate. Minerals- Minerals like coal, salt, oil, petroleum etc. are natural substances that are found in the ground. They are valuable both for the survival of mankind and to boost up the economy. Medicine- Important for healthy life. Energy- Energy is required for smooth running of the world like solar, wind, hydro, geothermal etc. Also, use of renewable energy is nowadays promoted for sustainable development. Tourism- Empowers the economy of the country.

Name of the Student: (Jyoti Kumari)

Theme: Developing 'Self in harmony with nature '.

Topic: To show how nature has played a major role in deciding whatever we are today and to show dependency of self on nature for the very life.

Under this she had made a video with help of in shots app and added own voice in the background. She covered points like how nature is an important factor for deciding: Celebration of festivals like New Year depending upon rotation and revolution of earth. Meat eating is a food culture in Islam due to the dry and infertile terrain of the Middle East. How society and culture developed. How Agriculture developed after a major shift in climate change. Clothing culture as a result of nature. Martial arts and karate poses inspired from nature. Nature as a teacher which inspires many poets and artists. Natural beauty contributes to the economy of the country. She developed an understanding about herself in the process of doing this assignment like: 1. Understood myself as a nature lover and finding peace in the lap

of nature.2. I learnt to make videos and add voices to it which will help me in making any educational video if need arises.3. I learnt cooperation, collaboration, respecting group member's ideas etc. Which will help me at my workplace in future?

Name of the Student: (Karuna Yadav)

Theme: Developing 'Self in harmony with nature '.

Topic: Keeping in touch with nature

The discussion was supported with a power point presentation. Further it was discussed that nature makes people feel more alive and happy. That feeling of vitality and well-being is necessary for the life of all human beings, as well as for their health. It is therefore important for each of us and our family to stay in harmony with nature for as long as possible. Being in the presence of the environment will bring many benefits to us and our family in many aspects, from physical to social. Lastly there was an elaborate discussion on the importance of living in harmony with nature and its benefits.

Name of the Student: (Narendra Kumar Das)

Theme: Developing self in harmony with nature.

Topic: Nature's harmony

The presentation was supported with power point presentation and the discussion initiated with what is nature? It is the physical world like plants, animals, landscape & other things in the world that are not made by the people. There was discussion on how living harmoniously makes us a part of nature. Then lastly there was discussion about what are the ways and techniques to be followed in order to develop self in harmony with nature.

Theme 4: Developing 'Self' as professional

- **Develop effective communication skill**
- **Development of one's attitude and abilities to realize the values identified in subject matter.**
- **Develop one's role to enrich learner's capabilities and guide them for self-actualise while interacting**
- **Development of teamwork with colleagues, head of institution, parents of the learning and management for holistic development of the learners.**

Name of the Students: (Nigamananda Mishra, Paulomy Hazra, Rakhi Mallick, Raksha Singh and Sandip Kumar)

Theme: Developing self as professional

The discussion was supported with a power point presentation followed by discussion on Self-development as a lifelong process. It is a way for people to assess their skills and qualities, and consider their aims in life. Self-development is taking responsibility for one's own learning and development through a process of assessment, reflection and taking action. Teachers' Self-Development or self-development refers to possessing personal strengths and characteristics that aid teachers define and make sense of them teaching practice and of themselves as individuals. This is through developing the necessary life skills that can help them grow in and outside their profession. For the purpose of presentation one educator was identified and interviewed. Prof. Hrushikesh Senapaty is an alumnus of BJB College Bhubaneswar and Devi Ahilya Bai University, Indore. He joined Regional Institute of Education, Bhopal in 1997 as associate professor in education. Subsequently, he also worked with Regional Institute of Education, Bhubaneswar as professor and then came back to Regional Institute of Education, Bhopal as its principal in 2012. His area of specialization has been teacher education and information and communications technology in education (ICTE). He is an UNESCO expert on ICTE from India. He has more than 30 years of experience in teaching, training, research and extension activities. In addition to many areas concerning school education, he has also worked on integration of ICT into Constructivist Theory of Learning to bring a paradigm shift in the Teacher Education practices. As an UNESCO expert he has visited many countries especially for working on the area of ICTE. Key learning from the interaction were highlighted as follows: Commitment towards profession, Accept challenge and convert into opportunity, Doing our duty wholeheartedly, Making students responsible for their own learning, following strength model, Making students active by making learning interesting. Last part was a discussion on book review on compilation of passages from previously unpublished Krishnamurti talks on various topics and edited by Mary Lutyens. Key takeaways from the book: Observe, reflect and understand yourself as "you are" and not focus on "how you wish to be". Be your own teacher and your own disciple when it comes to self-awareness. Keep your mind alert, clear and sensitive in order to observe yourself keenly

Theme 5: Self and social responsibilities

- **Develop responsibility of self towards other human (Family, society, globe)**
- **Critical awareness of biases (gender, caste, class language, religion, nation, region)**
- **Develop understanding of basic realities of cultural difference across time-scale and globe**

Name of the Student: (Sapam Tiken Meitei)

Theme: Self and social responsibilities.

The discussion was on inequality in India and its Global Rankings: Wherever they live in India girls and boys see gender inequality in their homes and communities every day – in textbooks, in movies, in the media and among the men and women who provide their care and support. Across India gender inequality results in unequal opportunities, and while it impacts on the lives of both genders, statistically it is girls that are the most disadvantaged. Girls are also more likely to drop out of school. In India girls and boys experience adolescence differently. While boys tend to experience greater freedom, girls tend to face extensive limitations on their ability to move freely and to make decisions affecting their work, education, marriage and social relationships as girls and boys age the gender barriers continue to expand and continue into adulthood where we see only a quarter of women in the formal workplace. Some Indian women are global leaders and powerful voices in diverse fields but most women and girls in India do not fully enjoy many of their rights due to deeply entrenched patriarchal views, norms, traditions and structures. India will not fully develop unless both girls and boys are equally supported to reach their full potential. There are risks, violations and vulnerabilities girls face just because they are girls.

Name of the Student: (Sasawati Biswakalyani)

Theme: Self and social responsibilities.

The discussion was on how children are restricted in criteria for gender? Gender biasness and its impact on the economy. Group members discussed: Different criteria set for offering salary to different gender groups brings the downfall in the national economy because the growth rate might take a leap with equality in the salary structures. Sometimes not recruiting women in the position of data analyst or management due to the conventional beliefs of women being emotional at handling situations brings loss to the company on an individual level. Not promoting vocational courses like culinary arts and professions like modeling through the male child by family members, make individuals lose a huge opportunity of fame and wealth. Reservation for women at government workplaces and even in the government examinations is a big issue to look upon. In such a scenario, many deserving general male candidates lose the opportunity of hitting their dream positions and this affects the economy in an obvious way. Pushing your girl child to settle for a safe option like teaching or banking and letting your male child to follow high aspirations affects the economy.

Name of the Student: (Satish Debashish Sahu)

Theme: Self and social responsibilities

Topic: Gender Biases in School

The discussion was on When a child reaches school, he/she faces biasness there too. Sometimes the teacher himself/herself does this. It is observed that when a work is to be done where little strength is required, teachers assign or ask boys to do that work. But when it comes to cleaning the classroom, they assign this to girls. Examples of stereotypes in textbooks: 1. According to the Hindu in class 5 mathematics textbook, all the jobs including that of a farmer, milk seller and a shopkeeper are performed by a man. In class 5 environmental studies textbook, soldiers,

doctors and officials are depicted as men while women are assigned to cooking and cleaning tasks. 3. In class 5 English textbook 56% of the illustrations are of men while 2.6% are of woman and the rest are of them together

Name of the Student: (Sejuti Chowdhuri)

Theme: Self and social responsibilities

The discussion was on Indian service leave rules of 1955. Maternity leave—18(1) Maternity leave may be granted to a woman member of the Service with less than two surviving children on full pay up to a period of 180 days from the date of its commencement. During such period, she shall be paid leave salary equal to the pay drawn immediately before proceeding on leave. The topic of today's panel discussion is gender bias in the 21st century and Indian perspective.

NOTE: Maternity leave may be granted in cases of miscarriage including abortion subject to the condition that the leave applied for does not exceed six weeks and the application for leave is supported by a medical certificate. 18(A) Leave to a female member of Service on adoption of child— (1) A female member of the Service with less than two surviving children, on valid adoption of a child below the age of one year, may be granted child adoption leave for a period of 180 days immediately after the date of such adoption: Provided that child adoption leave shall not be admissible where such member is already having two or more surviving children at the time of such adoption. (2) During the period of child adoption leave, such member shall be paid leave salary equal to the pay drawn immediately before proceeding on leave. (4) In continuation of child adoption leave granted under sub-rule (1), a female member of the Service on valid adoption of a child, if so applies, may also be granted leave of the kind due and admissible (including commuted leave without production of medical certificate for a period not exceeding 60 days and leave not due), for such period and in such manner as may be specified hereunder, namely: -a) if the age of the adopted child is less than one month on the date of adoption, leave up to one year may be allowed; b) if the age of the child is six months and above but less than seven months, leave up to six months may be allowed; c) if the age of the child is nine months and above but less than ten months, leave up to three months may be allowed: 18(B) Paternity leave—(1) A male member of the Service (including a probationer) with less than two surviving children, may be granted paternity leave by an authority competent to grant leave for a period of 15 days, during the confinement of his wife for childbirth, i.e. up to 15 days before, or up to six months from the date of delivery of the child. (2) During such period of 15 days, he shall be paid leave salary equal to the pay drawn immediately before proceeding on leave. Note:- The paternity leave shall not normally be refused under any circumstances. 18 (C) Paternity leave for child adoption—(1) A male member of the Service (including a probationer) with less than two surviving children, on valid adoption of a child below the age of one year, may be granted Paternity Leave by the competent authority for a period of 15 days, within a period of six months from the date of such adoption: Provided that such leave shall not be refused under any circumstances.”

Name of the Student: (Shesadev Yajna Kamdeo)

Theme: Self and social responsibilities

The discussion was on the Solution: By increasing the value of girls, we can collectively contribute to the achievement of specific results, some short-term (increasing access to education, reducing anaemia), others medium-term (ending child marriage) and others long-term (eliminating gender-biased sex selection). Empowering girls require focused investment and collaboration. Providing girls with the services and safety, education and skills they need in daily life can reduce the risks they face and enable them to fully develop and contribute to India's growth. Long-term solutions to be designed with and for girls can further strengthen this resilience and be a pathway of transformational and lifelong opportunity for girls.

Name of the Student: (Shreya)

Theme: Self and social responsibilities

The discussion was on Gender biases in medical diagnosis. This topic highlights the subconscious/hidden gender biasness which often happens during the medical diagnosis. Since young, we have been ingrained with certain superstitions regarding gender which comes into play in every part of our life, even during medical diagnosis. It sometimes leads to critical consequences. The topic of this discussion highlights certain cases like this and ponders upon how to minimize such cases so that a healthy & harmonious society can be created

Theme 6: Self, mental and physical well-being

Name of the Student: (Shristei Subba, Sitanshu Sekhar Das, Smrutee Rekha Majhi, Suraj Kumar Mohanta, Urmila Kamila, Yashaswinee Sahoo)

The discussion was on: Maintaining physical, mental and spiritual health to perform role efficiency, achieve self-realisation. What is yoga? "Yoga means addition—addition of energy, strength and beauty to body, mind and soul". It is a healthy way of life. A discipline to improve or develop one's inherent power in a balanced manner. Yoga balances between the body, mind and soul.

History of yoga

According to Yogic lore- Shiv is the founder. Origin- Ancient India (2700 BC). Mentioned in Rig Veda, Maharishi Patanjali systematized the yogic practice. On 11th December, 2014 (UNGA) declared 21st June as 'International Yoga Day'

Limbs of yoga-

There are 8 stages of performing of yoga (according to Patanjali Yoga Sutra) They are-Yama (Self Resistance), Niyama (Self Observation), Asana (Physical Exercise), Pranayama (Breathing Control), Pratyahara (Dissociation of consciousness from outside environment),

Dharana (Concentration), Dhyana (Meditation), Samadhi (Identification with pure consciousness)

Student's Activity

- The group members went to Satyananda Yoga Vidyalaya, Jaydev Vihar to learn about various yoga practices for this assignment. They learnt that yoga is mostly misunderstood only with asanas or pose, understood as physical level, but yoga is way beyond like connecting soul with supreme soul. Yoga helps in all-round development by uniting the body, mind and breath. It helps in making an individual lead his/her life with harmony, happiness and enjoy a journey with calmness and feel fulfilled. Some of the overall benefits of yoga are all round fitness, inner peace, better immunity, greater awareness, improved relationship, increased energy, better body posture and flexibility etc.
- Everyone's life is filled with worries and tension, all these tensions can be well handled with proper and regular practice of yoga. The yoga routine students followed was that after waking up they freshen up and drank lukewarm water followed by finding a suitable place in the Playground or garden within the RIE campus. Spreading the mat, they start with simple warm up exercises like hand rotation, shoulder rotation and leg rotation in both clock and anti-clockwise direction. Keeping in mind to practicing forward and backward bending yoga asana, both were done one after another. Doing both groups of asanas counter balances the body. Some of the forward bending yoga asanas performed were Child pose, paschimottanasana, janusirsasana, Halasana and Naukasana. The benefits are it relieves tension in my neck, back and spine, strengthens hips, calves and thighs and knees. Some of the backward bending yoga asanas performed were Bhujangasana, Dhanurasana, Ustrasana, Chakrasana and Sarvangasana. Keeping in mind to observe the breath during each asana. Students also performed suryanamaskar. It has 12 consecutive asanas in order. It helps in proper oxygen supply to all parts of the body, as it helps in whole body exercise. It boosts energy levels.

- **REFLECTION**

Starting a day with such a peaceful mind makes students stay focused the whole day. It has made their mind calm and increased self-esteem. students have become disciplined. It helps them stay away from undue worries.

But starting yoga suddenly, some had pain in the hip and backache. But after gradual practice for nearly a week, there was no pain. They felt energetic, calm and more self-aware. Whole day was easy going, light and stress-free. It maintained body posture, increased flexibility and had a better sleep cycle. It massively had a better effect on my mental health. Now prospective and way of facing problems have changed a lot. It feels that meditation cleans the mind and helps in finding a solution rather than getting stuck with the problem itself. It gives better concept clarity and feels more focused. It increased concentration. But by these 2 months of practice students have realized that they had better health conditions, maybe better immunity, just because of yoga and pranayama. It has given me a positive outlook of myself.

Yoga and exercise helped correct body posture and alleviate back and neck pain. Body became more flexible and felt active all day. It made them feel physically fit and light throughout the day.

In Bhagwat Gita it is said that Yoga is the journey **of the self through the self and to the self**. That means we need to know ourselves only if we spend such time with ourselves that we can understand ourselves. Truly it made me more positive, energetic and focused towards my goals. Helped me know myself better.

So being a prospective teacher educator we need to first self-analyze ourselves and build a reflective personality then only we can influence, motivate and encourage the young minds. If our morning is refreshing with yoga then only, we can work the whole day effortlessly and effectively. Overall yoga, exercise and pranayam helped for both physical and mental well-being whereas meditation helped in both mental and spiritual well-being. It helped build a positive mindset. Thus, finding time for yoga and meditation has become a must for everyone.

KaroYog, RahoNirog

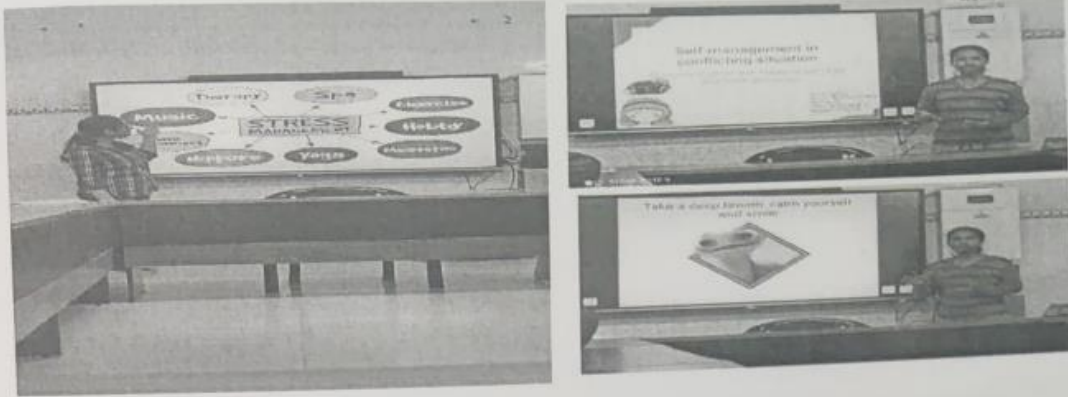




Conclusion:

This course will enable the students to understand that ‘development of self is a resource to exercise their professionalism. It will make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments. Lastly it will help them develop sensitivity towards socio-cultural diversities crucial in making the teaching learning environment conducive/ congenial to the learner.





Students presenting projects on Self development

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