



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

A Constituent Unit of NCERT, New Delhi
Under Ministry of Education, Govt. of India



1.1.3. PLOs, CLOs and Graduate Attributes of different Courses/ Programmes

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

प्राचार्य/ PRINCIPAL
क्षेत्रीय शिक्षा संस्थान
Regional Institute of Education
भुवनेश्वर / Bhubaneswar-751022

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

B. Sc. - B.Ed. Programme

Programme objective:

The 4-year integrated B.Sc.B.Ed. Programme aims at enabling the student teachers to

- Develop knowledge and performance competencies in science and mathematics
- Understand the nuances of child psychology and how children learn.
- Get acquainted with the content and pedagogical aspects of the teaching learning process suitable for secondary level of school education
- Enhance the skill of communication
- Appreciate and apply the latest approach such as the constructivist approach to teaching learning
- Adopt innovative strategies in classroom processes
- Discover different human values inherent in content domains
- Use laboratory devices and processes effectively and efficiently
- Develop critical thinking, abstract reasoning, creativity and problem solving skills
- Address issues related to natural resources and promote eco-friendly practices & sustainability
- Use low-cost/no-cost materials to demonstrate scientific concepts
- Get functional familiarity with ICT and use it as a teaching learning tool
- Become effective teachers of science and mathematics at secondary level by imbibing appropriate professional values.

Graduate Attributes:

Content knowledge: Able to demonstrate thorough knowledge and comprehension of subjects that are covered in undergraduate study program.

Communication Skills: Communicate with others using appropriate media; Share one's opinions and express oneself confidently; Show that one can read and write analytically; Listen intently; Present complex information to various groups in an understandable and succinct manner;

Critical thinking: Ability to apply analytical reasoning to a corpus of knowledge; critically assess practices, policies, and theories by adhering to a scientific method of knowledge development; analyze and evaluate arguments, evidence, claims, and beliefs based on empirical evidence; recognize pertinent assumptions or implications; and formulate cogent arguments.

Problem solving: Ability to translate knowledge from the curriculum into real-world scenarios and solve a variety of unfamiliar challenges by applying competencies and extrapolating from what has been learned.

Analytical reasoning: Ability to assess the quality and relevance of the evidence; spot logical fallacies and gaps in other people's arguments; combine and evaluate facts from multiple sources; reach sound conclusions and back them up with examples and evidence; and confront opposing views.

Research-related skills: Ability to identify cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret, and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, carry out, and report the results of an experiment or

investigation. A spirit of inquiry and the capacity to ask pertinent/appropriate questions, problematize, synthesize, and articulate.

Cooperation/Teamwork: The capacity to assist cooperative or coordinated effort on the part of a group, operate as a group or a team in the interests of a shared cause, and function effectively as a member of a team. The ability to work effectively and respectfully with various teams.

Scientific reasoning: Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.

Reflective thinking: A critical sensibility to life experiences combined with self-awareness and social and personal reflection. Information and digital literacy: the ability to use ICT in a range of educational contexts; the capacity to locate, assess, and use a wide range of pertinent information sources; and the utilization of suitable tools for data analysis.

Self-directed learning: Capacity to work autonomously, recognize the right resources needed for a project, and oversee its successful completion.

Multicultural competence: Have an understanding of the principles and beliefs of many cultures, as well as a global viewpoint; be able to participate in a multicultural society and treat people of different backgrounds with respect.

Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

Lifelong learning: Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

POs of B. Sc. - B.Ed. Programme:

Sl. No.	On completing the Program, the student	Cognitive level
1	Elaborates knowledge and performance competencies in science and mathematics.	U
2	Demonstrates the theories, laws and principles related to the subject domain.	U and Ap
3	Applies self-directed learning, ability to work in-group and ability to think critically, analytically, abstract reasoning, creativity and problem-solving skills.	Ap and C
4	Explains and applies the latest innovation related to content area and integrate the knowledge into practice.	U and Ap
5	Lists out and elaborates latest innovation in science in different fields like health care, technology, agriculture, etc. for the betterment of society.	U and An
6	Describes how interdisciplinary and trans-disciplinary approach functions.	U
7	Explains the logic behind selection of knowledge and develops ability to imply the knowledge for developing a professional attitude.	U and Ap
8	Exhibits critical awareness of professional ethics, code of conduct, social cultural values, human dignity and ability to critically engage in reflective practices.	U
9	Uses laboratory devices and processes effectively and efficiently in planning and execution of experiments related to the subject area.	Ap
10	Applies the knowledge of content aspects of the teaching learning process suitable for science at secondary level of school education.	Ap
11	Demonstrates integration of theoretical and practical knowledge of their respective subject in classroom practice and demonstrate practical skill in practicing schools.	U and Ap
12	Analyzes the issues and complex problem related to chosen field of study.	An

13	Identifies issues related to natural resources and promote eco-friendly practices & sustainability.	Ap
14	Prepares low-cost/no-cost materials to demonstrate scientific concepts in classroom teaching.	U, Ap
15	Exhibits content competency and skills for effective classroom teaching.	U, Ap
16	Carry out investigatory projects under guidance of faculty members and communicate their findings through seminar/workshop.	U, C
17	Demonstrates scientific temper and thus is more beneficial for the society and its development.	Ap, C

R- Remembering, U- Understanding, Ap- Applying, An- Analyzing, E- Evaluating, C- Creating

Paper-wise mapping of Program Outcome of B. Sc. -B. Ed. Program

Paper/ PO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
	GE/CC -1.1/1.2	GE/CC -2.1/2.2	SEC- 1/2	GE/CC- 3.1/3.2	GE/CC- 4.1/4.2	DSE- 1.1/1.2	CC- 5.1/5.2	CC- 6.1/6.2	CC- 7.1/7.2	CC-8.1/8.2	CC- 9.1/9.2	CC- 10.1/10.2	CC- 11.1/11.2	CC- 12.1/12.2	CC- 13.1/13.2	CC- 14.1/14.2	DSE-II	
1	Red				Grey	Blue						Red						4
2	Red	Yellow		Orange	Grey			Yellow						Green			Blue	7
3	Red		Green			Blue	Green		Grey	Dark Blue	Grey	Red	Light Blue		Yellow	Blue	Cyan	12
4	Red		Green					Yellow				Red	Light Blue	Green				6
5		Yellow	Green		Grey	Blue							Light Blue	Green	Yellow	Blue		7
6						Blue	Green	Yellow	Grey	Dark Blue	Grey	Red			Yellow	Blue	Cyan	10
7			Green								Grey			Green		Blue	Cyan	5
8														Green	Yellow			2
9	Red		Green	Orange				Yellow		Dark Blue				Green	Yellow		Cyan	8
10	Red	Yellow				Blue	Green		Grey	Dark Blue	Grey		Light Blue		Yellow			9
11		Yellow		Orange	Grey					Dark Blue						Blue		5
12				Orange			Green	Yellow	Grey		Grey	Red			Yellow	Blue	Cyan	9
13			Green			Blue				Dark Blue						Blue	Cyan	5
14	Red	Yellow							Grey			Red	Light Blue					5
15				Orange			Green		Grey		Grey		Light Blue		Yellow	Blue		7
16					Grey	Blue						Red		Green	Yellow	Blue	Cyan	6
17		Yellow				Blue						Red				Blue	Cyan	5
Total	7	6	6	5	5	8	5	5	6	6	5	8	6	7	9	11	8	

Tools and its mechanism for assessing the outcomes:

- **Internal & External Assessment:** In each semester, two Internal Assessments are held to test the learning outcome of the students. An average of 20% weightage from each internal assessment is given in papers with 100 marks and an average of 10% weightage from each internal assessment is given in papers with 50 marks.
- **Practical Assessment:** A total of 25% weightage is given in each core and elective paper comprises practical assessment of students.
- **Assignment and activities:** In each semester students are given, a wide range of activities and assignments related to their course and the activities suggested in the syllabus.

Following are the suggested activities mentioned in the syllabus to assess students' learning outcome related to different courses:

Sl. No.	Course name	Suggested activity in the syllabus
1.	Basics In Education	<ol style="list-style-type: none">1. List different non-formal agency of education available in your locality and prepare report on objectives, process and relevance for school education.2. Reflect on the aims of education as per the report of Secondary Education Commission, Indian Education Commission, and National Policy on Education (1986).3. Prepare a report on reflections of philosophical, sociological and psychological foundations on school curriculum, organization, textbook, methods of teaching.4. Reflect on similarity and differences between educational ideas of Indian philosopher and Western philosophers.5. Observe society (rural and urban) and prepare report on cultural influence on educational practice6. Critically analyze nearby locality on criteria of inclusive development and suggest strategy for it.
2.	ICT Practicum	<ol style="list-style-type: none">1. Analysis of school textbook and identify suitable ICT for teaching learning2. Developing ICT integrated lesson plan in any school subject3. Surfing and collecting OER materials relating to school education4. Developing e-portfolio and rubrics
1.	CGU	<ol style="list-style-type: none">1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.2. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, Dalit household, urban area, and working/street people) and compare their lifestyle and problems.3. View any two movies out of the following: 1. Smile Pinky (2008), 2. Born into Brothels (2014), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. Gippie (2013) and 6. Mehek (2007). Discuss their content, picturization, characters and messages in the context of issues and concerns of childhood/adolescence4. Collect five folk tale/stories/indigenous games from children told by elders from nearby community. Discuss them in your class.

		5. Compile a status of Adolescence population and academic profile for the last 5(five) years and make a presentation in a seminar mode (focus area can be chosen from any specific component such as: disability, girl student, tribal, Muslim girls etc).
2.	Language Across Curriculum	<ol style="list-style-type: none"> 1. Preparation of a report on diversity of languages in a classroom and connect it with classroom discourse. 2. Re-telling the text - in one's own language from different points of view and narrating / describing a related account from one's life experience. 3. Choose a few words from different texts of content areas and give examples how similar word / language can be used in different context to convey the meaning. 4. Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion) 5. Writing articles/reports on topics related to content areas and current issues.
3.	Learning and Teaching	<ol style="list-style-type: none"> 1. Visit to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of learning and teaching, which you observed there. 2. Observe a class in your practicing school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language. 3. Prepare concept maps on pedagogy subject, teach in school and write a reflective note on how it helps learner. 4. Read few diaries written by teachers, analyses their text in the context of teaching activities. 5. Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception. 6. Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.
4.	Schooling Socialization and Identity	<ol style="list-style-type: none"> 1. Group work and discussion on the influence of peer group, media message, technology, and globalization on identity formation in contemporary society 2. Group work and discussion on the factors that contribute positively and negatively in the development of teacher identity 3. Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region. 4. Prepare a project on Issues and Concerns of Transgender. 5. Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation. 6. Project on Women Role Models in various fields with Emphasis on Women in Unconventional Roles. 7. Visit to organizations connected with peace and intercultural harmony and aesthetic appreciation to experience peace as reality and submission of report. 8. Developing action plan for peace in self, home, school and community.
5.	Assessment For Learning	<ol style="list-style-type: none"> 1. Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject. 2. Construction of an achievement test on any topic (carrying 25 marks),its administration and interpretation of the results.

		<ol style="list-style-type: none"> 3. Preparation of a plan for CCA activities for any class during an academic session. 4. Appraisal of current CCA practices in the secondary schools. 5. Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.
6.	Creating an Inclusive Classroom	<ol style="list-style-type: none"> 1. During the field visit, observe the teaching learning processes, infrastructure available and assess the nature of inclusive indicator/practices. List the existing challenges and factors that promote inclusive practices. Please give justifications. 2. Prepare the need profile of all children in a class. Critically analyze the profile prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status. 3. Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class. 4. Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education. 5. Review the characterization of challenged persons/children in the popular media. If possible, draw correlations between popular myths and current beliefs and media representations. 6. Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices. 7. Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers. 8. Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.
7.	Pedagogy of Mathematics (Part-I)	<ol style="list-style-type: none"> 1. Collection of the names of Mathematicians and preparation of a report about their contribution to Mathematics. 2. Group activity for preparation of concept maps on any topic of school mathematics. 3. Development of learning activities on different topics of Mathematics (at least 5 activities on any 2 topics of Algebra, 2 from Geometry and 2 from any other area. 4. Preparation of Annual, Monthly and Unit Plans for teaching-learning Mathematics. 5. Development of Lesson plans in Mathematics 6. Reflective paper on any problem of teaching and learning mathematics in a socio-cultural context.
8.	Pedagogy of Biological Science (Part-I)	<ol style="list-style-type: none"> 1. Developing two learning resource for Biology (one including using ICT). 2. Interviewing the practitioners of Biological Science (University teachers and school teachers) on nature and practices in biological science and preparing a report 3. Comparing the Biology text books (elementary and secondary) on the basis of conceptual development, unifying themes and forms of knowledge. 4. Analyze NCF 2005, position paper on teaching of science and habitat and learning w.r.t. nature and aims of teaching and learning of Bioscience.

9.	Pedagogy of Physical Science (Part-I)	<ol style="list-style-type: none"> 1. Interviewing a few Secondary school Science teachers, University Professors on nature and practice of Science 2. Assignment on Contribution of eminent scientists- Isaac Newton, John Dalton, J.C. Bose, Albert Einstein, Niels Bohr, C.V. Raman, Marie Curie, De Broglie, V. Ramakrishna, etc. 3. Comparing the Science text books at Secondary stage on the basis of different validities of Science curriculum stipulated in NCF 2005 4. Design a learning situation in Physical Science by selecting an appropriate strategy 5. Design and develop at least two learning resources for physical science(one out of them has to be an ICT based learning resource)
10.	Learning to Function as a Teacher	The process-based skills (Content analysis, Content organization through concept mapping, Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non verbal), Stimulus Variation, Using Blackboard /white board/ smart board and using learning resources, Use of ICT, Critical thinking and reflection, Managing diversity, Contextualization, Organization of group activity/project) will be practiced by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed.
11.	Pedagogy of Mathematics (Part-II)	<ol style="list-style-type: none"> 1. Preparation of a report of observation of children doing everyday Maths, playing folk games;or community numeracy practices. 2. Case study of slow learners or child with dyscalculia 3. Action Research on selected classroom problems in teaching and learning Mathematics. 4. Development and trying out of innovative teaching-learning strategy for teaching of specific Mathematical concepts. 5. Analysis of Mathematics text book. 6. Use of Computer in Teaching of Mathematical concepts. (PowerPoint presentation) 7. Use of Mathematics activities for recreation. 8. Plan for development and use of Mathematics laboratory. 9. Preparation of report after observing a 'Mathmela'or Mathematics exhibition in a school or a locality. 10. Development of innovative teaching-learning materials and activities in Mathematics
12.	Pedagogy of Biological Science (Part-II)	<ol style="list-style-type: none"> 1. Design a year plan considering the content and time. 2. Designing lesson plan for a particular concept in Biology keeping in mind the expected operational level of child. 3. Construction of tools (including alternative tools) for assessment. 4. A case study on pedagogy of Biology from critical point of view.
13.	Pedagogy of Physical Science (Part-II)	<ol style="list-style-type: none"> 1. Preparation of year plan and unit plan in Physical Science 2. Preparation of 2 lesson plans in Physical Science- one based on behaviourist and another on constructivist approach 3. Preparation of an assessment framework in any one unit in Physical Science 4. Debate(choose any one topic from unit 4) 5. Visit to any of the professional organization and prepare a report on the in-service professional development programmes that they undertake for Science teachers
14.	Knowledge	<ol style="list-style-type: none"> 1. Identify concepts, facts, principles, laws and theories in any

	and Curriculum	<p>secondary class school textbook and report</p> <ol style="list-style-type: none"> 2. Examine your own process of knowing, prepare a report on how you are using knowing process in gaining knowledge 3. Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices. 4. Identification of learning resources and designing of beyond classroom activities for transacting a lesson. 5. Preparation of a transactional blueprint of any content unit in any school subject at the secondary level. 6. Preparation of an appraisal report on the curriculum renewal process during post NPE(1986) period.
15.	Art Integrated Education	<ol style="list-style-type: none"> 1. Presentation on any one art form 2. Text book analysis to find out integration of art forms 3. Prepare a lesson incorporating one or more artistic expression 4. Documentation of any one heritage art form 5. Write up on life and work of any one artist (local or national)
16.	Vision of Indian education	<ol style="list-style-type: none"> 1. Prepare report on the relevance of Vedic/ Buddhist/ Islamic educational ideas for present school education by studying original literature. 2. Conduct surveys in the local area for examining status of implementations of the RTE Act 2009 3. Visit five secondary schools nearby and prepare report on quality of teaching and learning as the RMSA guidelines. 4. Read any educational project sponsored by the UNESCO and present to the class 5. Study writings on analysis of education-development from news papers and make presentations
17.	Understanding the self	<ol style="list-style-type: none"> 1. Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (group activity) 2. Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations) 3. Reflections on critical moments in the lives of peers (small group activity) 4. Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis) 5. Group activities involving community participation.
18.	Health, Yoga and Physical Education	<ol style="list-style-type: none"> 1. Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view 2. Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay). Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or any individual game 3. Organization of games and sports tournaments 4. Learning and performing of basic yogic activities, asanas and pranayam, Surya Namaskar and Meditation
19.	Reading and	<ol style="list-style-type: none"> 1. Narrating any one story selected from Unit 1 in own words; writing

	Reflecting on Texts	<p>the summary of the story, extrapolation of the story; discussion on the ideas expressed</p> <ol style="list-style-type: none"> 2. Converting any one situation from the text like Stories and Excerpts from Narratives into a dialogue followed by role-playing 3. Interpretation of the text, reflecting on the key ideas exposed in the texts like Essays /Excerpts from Literary Texts and preparing a write up based on any one text 4. Reflection on the ideas expressed in the selected essays/ excerpts from Educational and Scientific Texts 5. Seminars and open forum for discussion based on themes on Essays /Excerpts from Educational and Scientific Texts
--	---------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Following the link of the assignment and activities through which the learning of students are assessed.

Sl.No.	Activity	Link or copy of the the Activity
1.	Assignment collected using <i>google forms</i> from B. Sc.- B. Ed. 7th semester students to assess the ICT Practical competency among them. (Session-2022-23)	https://docs.google.com/forms/d/e/1FAIpQLScs2_wkuT2FpfSxSmqfjRTdie1P_T3lBrwLwQ6YFwJFp-XrNw/viewform?usp=sf_link
2.	Assignment collected using <i>google classroom</i> from B. Sc.- B. Ed. 7th semester students to assess the ICT Practical competency among them. (Session-2023-24)	https://classroom.google.com/c/NjQ10TU3NDE0Mzcx
3.	Assessment of learning of B. Sc.- B. Ed. students during Covid, conducted using <i>learning portal</i> platform	https://learningportal.gowriip.in/course/index.php?categoryid=3

- **Field engagement:** Students engage with different field engagement programs in Case study, Action Research, Lesson Plan, Peer Observation, Achievement Test, etc.

Following are the activities and tasks suggested in the syllabus:

Sl. No.	Field Engagement Course	Activity for Assessment
1.	Multicultural Placement	<ol style="list-style-type: none"> 1. Observing 6 lessons 3 in each method delivered by regular teachers with the help of observation schedule. 2. Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly and preparation of reflective report. 3. Availing at least 6 substitute teaching opportunities in actual

		<p>school situation</p> <ol style="list-style-type: none"> 4. Teaching 4 lessons (two lessons in each method subject) by using learning resources and ICT. 5. Undertaking a case study on students/institution
2.	Internship	<ol style="list-style-type: none"> 1. Prepare 120 lesson plans in two school subjects and deliver at least 60 lessons in each subject 2. Integrate student assessment activities with teaching learning process 3. Development and use learning resources related to pedagogy courses 4. Observation of peer teaching: 10 in each school subject 5. Observation of teachers' lessons: 5 in each school subject 6. Develop, administer, score and analyze at least 2 unit tests: one in each school subject 7. Conducting action research based on real classroom problems 8. Prepare and maintain student portfolios 9. Preparation of the school time table 10. Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings 11. Maintenance of school library and laboratory 12. Maintaining a reflective diary of his/her school experience
3.	Working With Community	<ol style="list-style-type: none"> 1. Micro planning of a school community relationship 2. Study of the nature of community participation in a secondary school 3. Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area 4. Report on social customs, traditions and superstition 5. Survey of a village/town with at least 20 households in order to study the socio-economic and educational status of the villager 6. Study of wastage and stagnation in local primary schools 7. Study of an area in regard to consumption of electricity and water and suggest remedial measures 8. Tree plantation programme in the campus/nearby village 9. Survey of parent's attitude towards education of their children 10. Organization of non-formal education centers for dropouts and out of school children in a locality 11. Organization of campus beautification programme 12. Identification of problems of parents with respect to education of their children 13. Aids awareness, electoral awareness, road safety, human rights, women rights etc literacy programmes in the community 14. Cleanliness drives in the community and awareness about its needs 15. Developing healthy food habits among the community members 16. Training of community in some simple vocations for self-employment 17. Action research on local problems in consultation with the community 18. Micro – planning exercises for assessing the educational status of the community 19. Establishment of peace-committees and making them functional

		<p>effectively</p> <ol style="list-style-type: none"> 20. Critical review of implementation of rte act (2009). 21. Assistance and working with local community in actual relief work whenever needed 22. Training of community in first aid 23. Exploiting the community resources and finding means and ways of using them for school
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Following the evidences supporting the assessment of activities related to Field Engagement Courses



- **Students council activities:** There are various programs conducted under Students council activities like Debate, extempore speech, poster, Rangoli, slogan, poem, poem recitation, Drawing competition, NCC, NSS, Cultural Activities.



NSS Activities



NCC Activities



Cultural Activities performed by students



Poster making and Quiz competition







Debate, poem, poem recitation, and slogan competition



Cultural program by students



Poster making competition



- **Extension and Expression series:** A wide range of Extension and Expression series are organized throughout the year to facilitate the learning of students.

Extension Lecture Series Programme

2022-23

SI. No	Name of Programme	Guest
1.	Institute Foundation Day Celebration	Prof. Anil Kumar from, NITTTR

2.	Hindi Pakhawada celebration	1. Ashok Kumar Pandey, Retd. Principal, KV-2, Bhubaneswar 2. Ajaya Kumar Pattnaik, Retd. faculty from Ravenshwa University, Cuttack
3.	Extension Lecture an Teacher Education	Prof. M.A. Khadar, former Principal of RIE, Ajmer
4	National Unity Day	Prof. Pravat Kumar Roul, VC, OUAT, Bhubaneswar.
5	National Education Day	1. Prof. Harshad A. Patel, Hon'ble Vice-Chancellor, India Institute of Teacher Education(IITE), Gandhi Nagar, Ahmadabad, Gujrat Email Id-vc@iite.ac.in 2. Prof. Neelima Gupta, Hon'ble VC of CSJM University Kanpur(Online-Mode)

2021-22

Sl. No	Topic	Name of the Speaker
1	Communal Harmony	Prof. Pawan Kumar Agrawal
	National Mathematics Day: Birth Anniversary of Srinivas Ramanujan	Prof. Trilochan Biswal
	National Education Day-2021 Education after Independence in India	Prof. Prakash Chandra Agarwal
2	Shiksha Ka Bhartiya karan; India Cultural and Heritage	Shri. Mukul Kanitkar
	The Big Picture: Census-Challenges & Importance	Prof. Dilip Kumar Dey
3	Character Building and Holistic Personality Development	Shri Atul Kothari Shri. Deshraj Sharma Dr. Jayendrasinh Jadav
4	Educational Statistics	Prof. Dilip Kumar Dey

2020-21

SI. No	Topic	Name of the Speaker
1	Enduring Legacy of Netaji Subash Chandra Bose and Contemporary Challenges to Nation Building and Nation Integration	Sri. Satyanarayana Sahu, Former Press Secretary to President of India
2	Messages of Swami Vivekananda to Youth	Dr. Swatantra Sharma, State Training Head, Vivekananda Kendra Kanyakumari, Rajasthan
3	Limitations of the Concept of Special Schooling towards an Innovative framework Educating Differently abled Children	Prof. Sanjeev Kumar, University of Delhi.
4	Education and Culture in the Country	Prof. Ashok Kumar Nagawart
5	National Unity Day and Vigilance Awareness	Prof. Narottam Gan, Indira Gandhi National Tribal University.
6	National Education Policy 2020 'School Education'.	Prof. Ramachandran, Senior Advisory Unit of International Cooperation NIEPA.
7	Significance of Gandhian Philosophy Today	Prof. J. N. Das
8	Fundamental Rights and Fundamental Duties	Prof. Amareswar Mishra, Retd. Prof. Utkal University.
9	Character Building and Holistic Personality Development.	Shri. Desh Raj Sharma, National Convenor CBPD, SSUN, New Delhi.
10	International Mother Tongues Day	Sri Abasur Beuria, Former ambassador

2019-20

SI. No	Topic	Name of the Speaker
1	Indigenous knowledge and teaching learning strategies in India	Shri Mukul Kanitkar, Secretary, Vivekanand International Foundation

2	Teaching and Learning in the Changing Knowledge Society	Prof. Soumendra Mohan Pattanaik, Vice Chancellor, Utkal University
3	Critical Reflection on New Education Policy	Prof. M. A. Khader, former Principal, RIE, Bhubaneswar
4	Literature and Critical Literacy Pedagogy	Prof. Stephanos Stephanides, former Professor of English, Cyprus University
5	Gandhiji and Today	Dr. Das Benhur, Former Principal, SCS College, Puri
6	Creating awareness for a corruption free society in public life.	Mr. Debasis Panigrahi, Additional D.G. Police and Director Vigilance, Cuttack
7	The quality improvement of teacher education in meeting challenges of the society.	Prof. Santosh Panda, former Chairperson, NCTE
8	Teacher Education in 21 st Century	Prof. M.Miyan, Ex-Vice Chancellor, MANU, Hyderabad

Expression Series

2019-20

Sl. No	Name of Programme	Date
1.	Gandhi Jayanti	2 nd October, 2019
2.	Constitution Day	26 th November, 2019

3.	Poster Making Competition for the celebration of the Constitution Day and Dr. B. R. Ambedkar Jayanti	8 th January, 2020
4.	Netaji Subhas Chandra Bose Jayanti	23 th January, 2020
5.	Quiz Competition on the occasion of the celebration of “Constitution Day” and “Dr. B. R. Ambedkar Jayanti”.	29 th January, 2020
6.	Skit Programme on ‘Gandhi’s Vision for India’.	31 st January, 2020

2020-21

SI. No	Name of Programme	Guest
1.	150 th Birth Anniversary of Mahatma Gandhi	Das Benhur, Writer and Founder Member of Aama Odisha
2	National Unity Day and Vigilance Awareness Week	Prof. Narottam Gaan, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh
3	National Constitution Day	Prof. Amareswar Mishra, Retd. Professor in Political Science, Department of Political Science, Utkal University.
4	Swami Vivekananda Jayanti	Dr. Swatantra Sharma, State Training Head, Vivekananda Kendra Kanyakumari, Rajasthan and Secretary, India Yaga Association, Rajasthan Chapter.
5	Netaji Subhas Chandra Bose Jayanti	Sri. Satyanarayana Sahu, Former Press Secretary to President of India
6	Azadika Amrit Mahotsav	Mr. Ashok Kumar Panda, Co-ordinator, National Teacher Education

2021-22

SI. No	Name of Programme	Guest
1.	National Unit Day	Das Benhur, Writer and Founder Member of Aama Odisha
2	Communal Harmony or any Allied Through	Prof. Pawan Kumar Agarwal, Hon’ble Vice Chancellor, OUAT, Bhubaneswar

3	Shiksha Ka Bhartiyaakaran; India Cultural and Heritage	Shri. Mukul Kanitkar, Member N.C.C. Committee, Ministry of Defence, Government of India, Rigveda Bharatiya Shikshan Mandal, Karyalaya, Second Floor, 71, Amritnagar, Beside C1, South Extension Part-1, New Delh-110003
4	National Mathematics Day	Prof. Trilochan Biswal, Professor of Mathematics, Govt. of Odisha.

2022-23

SI. No	Name of Programme	Guest
1	Teacher Education in 21 st Century	1. Prof. M.A. Khader, Retd. Director and Prof. of NCERT. 2. Prof. N. Pradhan, Prof. of Education, NERIE, Shillong. 3. Prof. G. Viswanathappa, Head, DEE, RIE, Mysore. 4. Prof. B. P. Bharadwaj, Head, DER, NCERT.
2	National Unity Day	Prof. Pravat Kumar Roul, VC, OUAT, Bhubaneswar.
3	National Education Day-2022	
4	The Role of Municipal Corporation lecture under Expression and Extension Lecture Series	Shri. Vijay AmrutaKulange, IAS Commissioner, BMC

Evidences supporting the activities under extension and expression series





NISHTHA PROGRAMME



Mahatma Gandhi and Lal Bahadur Shastri Jyanti



National Education Day



Vigilance awareness Day



National Science Day





Extension Lecture on Institutional Development



NCERT 62 Foundational Day



Hindi Pakhwada

B. A. B.Ed. Programme

Programme Objective:

The Four year integrated B.A.B.Ed. Programme aims at enabling the student-teachers to:

- Develop knowledge and performance competencies in SS and languages;
- Understand the nuances of child psychology and how children learn;
- Get acquainted with the content and pedagogical aspects of the teaching learning process suitable for secondary level of school education;
- Enhance the skill of communication
- Appreciate and apply the latest approach such as the constructivist approach to teaching learning;
- Adopt innovative strategies in classroom processes;
- Discover different human values inherent in content domains;
- Develop critical thinking, abstract reasoning, creativity and problem solving skills;
- Address issues related to natural resources and promote eco-friendly practices & sustainability;
- Use low-cost/no-cost learning materials to illustrate the social science and language concepts;
- Get functional familiarity with ICT and use it as a teaching learning tool;
- Become effective teachers of SS and languages at secondary level by imbibing appropriate professional values;
- Create awareness about the environment.

Graduate Attributes:

Content knowledge: able to demonstrate thorough knowledge and comprehension of one or more subjects that are covered in an undergraduate study program.

Communication Skills: Communicate with others using appropriate media; Share one's opinions and express oneself confidently; Show that one can read and write analytically; Listen intently; Present complex information to various groups in an understandable and succinct manner;

Critical thinking: Ability to apply analytical reasoning to a corpus of knowledge; critically assess practices, policies, and theories by adhering to a scientific method of knowledge development; analyze and evaluate arguments, evidence, claims, and beliefs based on empirical evidence; recognize pertinent assumptions or implications; and formulate cogent arguments.

Problem solving: Ability to translate knowledge from the curriculum into real-world scenarios and solve a variety of unfamiliar challenges by applying competencies and extrapolating from what has been learned.

Analytical reasoning: Ability to assess the quality and relevance of the evidence; spot logical fallacies and gaps in other people's arguments; combine and evaluate facts from multiple sources; reach sound conclusions and back them up with examples and evidence; and confront opposing views.

Research-related skills: Ability to identify cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret, and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, carry out, and report the results of an experiment or investigation.

A spirit of inquiry and the capacity to ask pertinent/appropriate questions, problematize, synthesize, and articulate.

Cooperation/Team work: The capacity to assist cooperative or coordinated effort on the part of a group, operate as a group or a team in the interests of a shared cause, and function effectively as a member of a team. The ability to work effectively and respectfully with various teams.

Scientific reasoning: Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.

Reflective thinking: a critical sensibility to life experiences combined with self-awareness and social and personal reflection. Information and digital literacy: the ability to use ICT in a range of educational contexts; the capacity to locate, assess, and use a wide range of pertinent information sources; and the utilization of suitable tools for data analysis.

Self-directed learning:Capacity to work autonomously, recognize the right resources needed for a project, and oversee its successful completion.

Multicultural competence:Have an understanding of the principles and beliefs of many cultures, as well as a global viewpoint; be able to participate in a multicultural society and treat people of different backgrounds with respect.

Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way. **Lifelong learning:**Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

POs of B. A. B.Ed. Programme

Sl. No.	On completing the course, the student teacher	Cognitive level
1.	Explains and applies the latest benchmark in quality concerns related to content area and integrate the knowledge into practice.	Un and Ap

2.	Applies self-directed learning, ability to work in group and ability to think critically, analytically, abstract reasoning, creativity and problem-solving skills.	Ap
3.	Applies the knowledge and performance competencies in Social Science and Humanities by Demonstrating the theories and features related to the subject domain.	Ap
4.	Lists out and elaborates latest innovation and discoveries in Social Science in different fields like sociology, psychology, anthropology, etc. for the betterment of society.	R and C
5.	Describes how interdisciplinary and trans-disciplinary approach functions in different disciplines of Social Science.	C
6.	Explains the logic behind selection of knowledge and develops ability to imply the knowledge for developing a positive attitude towards society.	Un and Ap
7.	Exhibits critical awareness of code of conduct, social cultural values, human dignity and ability to critically engage in reflective practices.	Un
8.	Uses laboratory resources and processes effectively in planning and execution of practical related to the subject area.	Ap
9.	Demonstrates skills of creative thinking to help understand the relations between objects and phenomenon related to respective subject in classroom practice and demonstrate practical skill in practicing schools, ultimately drawing better solution and ideas for day to day problems.	Un and C
10.	Applies the knowledge of content aspects of the teaching learning process suitable for Social Science in school education.	Ap
11.	Identifies and analyzes the issues and complex problem related to paradigm shift in the subject area or chosen field of study.	Ap
12.	Compares and classifies different aspects of education system in chosen field of study.	An
13.	Examines and explains the integration and application of science and technology in particular subject domain.	Un and An
14.	Exhibits skills like identification of self, communication, leadership, team building skills outlined in framework and apply it for leading a life as a responsible citizen.	Un

15.	Demonstrates the artistic values, morality and democratic attitude towards life.	Un
16.	Carry out investigatory projects under guidance of faculty members and communicate their findings through seminar/workshop.	E and C
17.	Demonstrates scientific temper, reflection and critical thinking on the existing practices and its application for the betterment of society and its development.	Un and An
18.	Lists out the career development and scope related to the chosen subject area.	R and C

R- Remembering, U- Understanding, Ap- Applying, An- Analyzing, E- Evaluating,

C- Creating

Paper-wise mapping of Program Outcome of B. A. -B. Ed. Program

Paper/ PO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
	CC-1/ GE- 1.1/2.1	CC-2	CC-3/GE 1.2/2.2	CC-4	CC-5/ GE- 1.3/2.3	CC-6	CC-7/ GE-1.4/2.4	CC-8	CC-9	CC-10	CC-11	CC-12	CC-13	CC-14	DSE	SEC	CBCS	AECC-I	AECC-II	AECC-III	Total	
1																						
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
14																						
15																						
16																						
17																						
18																						
Total	5	6	4	4	6	4	4	4	4	4	4	4	4	4	3	4	5	4	7	4		

Tools and its mechanism for assessing the outcomes:

- **Internal & External Assessment:** In each semester two Internal Assessments are held to test the learning outcome of the students. An average of 20% weightage from each internal assessment is given in papers with 100 marks and an average of 10% weightage from each internal assessment is given in papers with 50 marks.
- **Practical Assessment:** A total of 25% weightage is given in each core and elective paper comprises practical assessment of students.
- **Assignment and activities:** In each semester students are given a wide range of activities and assignments related to their course and the activities suggested in the syllabus.

Following are the suggested activities mentioned in the syllabus to assess students' learning outcome related to different courses:

Sl. No.	Course name	Suggested activity in the syllabus
2.	Basics In Education	<ol style="list-style-type: none"> 1. List different non-formal agency of education available in your locality and prepare report on objectives, process and relevance for school education. 2. Reflect on the aims of education as per the report of Secondary Education Commission, Indian Education Commission, National Policy on Education (1986). 3. Prepare a report on reflections of philosophical, sociological and psychological foundations on school curriculum, organization, textbook, methods of teaching. 4. Reflect on similarity and differences between educational ideas of Indian philosopher and Western philosophers. 5. Observe society (rural and urban) and prepare report on cultural influence on educational practice 6. Critically analyze nearby locality on criteria of inclusive development and suggest strategy for it.
2	ICT Practicum	<ol style="list-style-type: none"> 1. Analysis of school textbook and identify suitable ICT for teaching learning 2. Developing ICT integrated lesson plan in any school subject 3. Surfing and collecting OER materials relating to school education 4. Developing e-portfolio and rubrics
1.	CGU	<ol style="list-style-type: none"> 1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood. 2. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, urban area, and working/street people) and compare their lifestyle and problems. 3. View any two movies out of the following : 1. Smile Pinky (2008), 2. Born into Brothels (2014), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. Gippie (2013) and 6. Mehek (2007). Discuss their content, picturization, characters and messages in the context of issues and concerns of childhood/adolescence 4. Collect five folk tale/stories/indigenous games from children told by elders from nearby community. Discuss them in your class. 5. Compile a status of Adolescence population and academic profile for the last 5(five) years and make a presentation in a seminar mode (focus area can be chosen from any specific component such as: disability, girl student, tribal, Muslim girls etc).

2.	Language Across Curriculum	<ol style="list-style-type: none"> 1. Preparation of a report on diversity of languages in a classroom and connect it with classroom discourse. 2. Re-telling the text - in one's own language from different points of view and narrating / describing a related account from one's life experience. 3. Choose a few words from different texts of content areas and give examples how similar word / language can be used in different context to convey the meaning. 4. Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion) 5. Writing articles/reports on topics related to content areas and current issues.
3.	Learning and Teaching	<ol style="list-style-type: none"> 1. Visit to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of learning and teaching which you observed there. 2. Observe a class in your practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language. 3. Prepare concept maps on pedagogy subject, teach in school and write a reflective note on how it helps learner. 4. Read few diaries written by teachers, analyse their text in the context of teaching activities. 5. Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception. 6. Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.
4.	Schooling Socialization and Identity	<ol style="list-style-type: none"> 1. Group work and discussion on the influence of peer group, media message, technology, and globalization on identity formation in contemporary society 2. Group work and discussion on the factors that contribute positively and negatively in the development of teacher identity 3. Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region. 4. Prepare a project on Issues and Concerns of Transgender. 5. Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation. 6. Project on Women Role Models in various fields with Emphasis on Women in Unconventional Roles. 7. Visit to organizations connected with peace and intercultural harmony and aesthetic appreciation to experience peace as reality and submission of report. 8. Developing action plan for peace in self, home, school and community.
5.	Assessment For Learning	<ol style="list-style-type: none"> 1. Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject. 2. Construction of an achievement test on any topic(carrying 25 marks),its administration and interpretation of the results. 3. Preparation of a plan for CCA activities for any class during an academic session. 4. Appraisal of current CCA practices in the secondary schools. 5. Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

6.	Creating an Inclusive Classroom	<ol style="list-style-type: none"> 1. During the field visit, observe the teaching learning processes, infrastructure available and assess the nature of inclusive indicator/practices. List the existing challenges and factors that promote inclusive practices. Please give justifications. 2. Prepare the need profile of all children in a class. Critically analyze the profile prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status. 3. Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class. 4. Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education. 5. Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations. 6. Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices. 7. Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers. 8. Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.
7.	Pedagogy of First Language (Odia/Hindi/Bengali) and English (Part – I)	<ol style="list-style-type: none"> 1. Prepare a questionnaire, interview ten people and write a report on 'English Language in India'. 2. Prepare activities for listening, speaking for different levels. 3. Prepare activities for reading and writing for different levels. 4. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process. 5. Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools. 6. Do a comparative study of positive features and weaknesses of different methods and approaches to language learning. 7. Keeping in view the needs of the children with special needs prepare two activities for English teachers. 8. Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.
8.	Pedagogy of First Language (Odia/Hindi/Bengali) and English (Part – II)	<ol style="list-style-type: none"> 1. Do a comparative study of one textbook of English from any class (VI to VIII) developed by any two states. 2. Identify and prepare different types of teaching aids for children with special needs. 3. Analyze the question papers of English language (Previous-3 years) — classes X & XII (any board) in the light of new approach of assessment. 4. Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning. 5. Select any ten questions from the class VI English textbook which lend scope to the creativity of the learners. 6. Devise a strategy to incorporate the suggestions given in the Ist CCE report for 7. the progress of the learner. 8. Prepare an outline for a school magazine.

		9. Identify and list Language (English) related errors common among students.
9.	Learning to Function as a Teacher	The process-based skills (Content analysis, Content organization through concept mapping, Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non verbal), Stimulus Variation, Using Blackboard /white board/ smart board and using learning resources, Use of ICT, Critical thinking and reflection, Managing diversity, Contextualization, Organization of group activity/project) will be practiced by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed.
10.	Knowledge and Curriculum	<ol style="list-style-type: none"> 7. Identify concepts, facts, principles, laws and theories in any secondary class school textbook and report 8. Examine your own process of knowing, prepare a report on how you are using knowing process in gaining knowledge 9. Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices. 10. Identification of learning resources and designing of beyond classroom activities for transacting a lesson. 11. Preparation of a transactional blueprint of any content unit in any school subject at the secondary level. 12. Preparation of an appraisal report on the curriculum renewal process during post NPE(1986) period.
11.	Art Integrated Education	<ol style="list-style-type: none"> 6. Presentation on any one art form 7. Text book analysis to find out integration of art forms 8. Prepare a lesson incorporating one or more artistic expression 9. Documentation of any one heritage art form 10. Write up on life and work of any one artist (local or national)
12.	Vision of Indian education	<ol style="list-style-type: none"> 6. Prepare report on the relevance of Vedic/ Buddhist/ Islamic educational ideas for present school education by studying original literature. 7. Conduct surveys in the local area for examining status of implementations of the RTE Act 2009 8. Visit five secondary schools nearby and prepare report on quality of teaching and learning as the RMSA guidelines. 9. Read any educational project sponsored by the UNESCO and present to the class 10. Study writings on analysis of education-development from news papers and make presentations
13.	Understanding the self	<ol style="list-style-type: none"> 6. Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (group activity) 7. Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations) 8. Reflections on critical moments in the lives of peers (small group activity) 9. Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis) 10. Group activities involving community participation.

14.	Health, Yoga and Physical Education	<ol style="list-style-type: none"> 5. Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view 6. Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) .Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or any individual game 7. Organization of games and sports tournaments 8. Learning and performing of basic yogic activities, asanas and pranayam, Surya Namaskar and Meditation
15.	Reading and Reflecting on Texts	<ol style="list-style-type: none"> 6. Narrating any one story selected from Unit 1 in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed 7. Converting any one situation from the text like Stories and Excerpts from Narratives into a dialogue followed by role-playing 8. Interpretation of the text, reflecting on the key ideas exposed in the texts like Essays /Excerpts from Literary Texts and preparing a write up based on any one text 9. Reflection on the ideas expressed in the selected essays/ excerpts from Educational and Scientific Texts 10. Seminars and open forum for discussion based on themes on Essays /Excerpts from Educational and Scientific Texts

Following the link of the assignment and activities through which the learning of students are assessed.

Sl.No.	Activity	Link or copy of the the Activity
1.	Assessment of learning of B. A.- B. Ed. students during Covid, conducted using <i>learning portal</i> platform	https://learningportal.gowriip.in/course/index.php?categoryid=3

- **Field engagement:** Students engage with different field engagement programs in Case study, Action Research, Lesson Plan, Peer Observation, Achievement Test, etc.

Following are the activities and tasks suggested in the syllabus:

Sl. No.	Field Engagement Course	Activity for Assessment
1.	Multicultural Placement	<ol style="list-style-type: none"> 1. Observing 6 lessons 3 in each method delivered by regular teachers with the help of observation schedule. 2. Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly and preparation of reflective report. 3. Availing at least 6 substitute teaching opportunities in actual school situation 4. Teaching 4 lessons (two lessons in each method subject) by using learning resources and ICT. 5. Undertaking a case study on students/institution

2.	Internship	<ol style="list-style-type: none"> 1. Prepare 120 lesson plans in two school subjects and deliver at least 60 lessons in each subject 2. Integrate student assessment activities with teaching learning process 3. Development and use learning resources related to pedagogy courses 4. Observation of peer teaching: 10 in each school subject 5. Observation of teachers' lessons: 5 in each school subject 6. Develop, administer, score and analyze at least 2 unit tests: one in each school subject 7. Conducting action research based on real classroom problems 8. Prepare and maintain student portfolios 9. Preparation of the school time table 10. Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings 11. Maintenance of school library and laboratory 12. Maintaining a reflective diary of his/her school experience
3.	Working With Community	<ol style="list-style-type: none"> 1. Micro planning of a school community relationship 2. Study of the nature of community participation in a secondary school 3. Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area 4. Report on social customs, traditions and superstition 5. Survey of a village/town with at least 20 households in order to study the socio-economic and educational status of the villager 6. Study of wastage and stagnation in local primary schools 7. Study of an area in regard to consumption of electricity and water and suggest remedial measures 8. Tree plantation programme in the campus/nearby village 9. Survey of parent's attitude towards education of their children 10. Organization of non-formal education centers for dropouts and out of school children in a locality 11. Organization of campus beautification programme 12. Identification of problems of parents with respect to education of their children 13. Aids awareness, electoral awareness, road safety, human rights, women rights etc literacy programmes in the community 14. Cleanliness drives in the community and awareness about its needs 15. Developing healthy food habits among the community members 16. Training of community in some simple vocations for self-employment 17. Action research on local problems in consultation with the community 18. Micro – planning exercises for assessing the educational status of the community 19. Establishment of peace-committees and making them functional effectively 20. Critical review of implementation of r 21. te act (2009). 22. Assistance and working with local community in actual relief work whenever needed

		<p>23. Training of community in first aid 24. Exploiting the community resources and finding means and ways of using them for school</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------

Following the evidences supporting the assessment of activities related to Field Engagement Courses

Images of Lesson Plan and other activities related to Field engagement

- **Students council activities:** Debate, extempore speech, poster, rangoli, slogan, poem, poem recitation, Drawing competition, NCC, NSS, Cultural Activities.

Evidences supporting Student council Activities



NSS Activities



NCC Activities



Annual Sports



Program under student council

- **Extension and Expression series:** A wide range of Extension and Expression series are organized throughout the year to facilitate the learning of students.

Extension Lecture Series Programme

2022-23

Sl. No	Name of Programme	Guest
1.	Institute Foundation Day Celebration	Prof. Anil Kumar from, NITTTR
2.	Hindi Pakhawada celebration	1. Ashok Kumar Pandey, Retd. Principal, KV-2, Bhubaneswar 2. Ajaya Kumar Pattnaik, Retd. faculty from Ravenshwa University, Cuttack
3.	Extension Lecture an Teacher Education	Prof. M.A. Khadar, former Principal of RIE, Ajmer
4	National Unity Day	Prof. Pravat Kumar Roul, VC, OUAT, Bhubaneswar.
5	National Education Day	1. Prof. Harshad A. Patel, Hon'ble Vice-Chancellor, India Institute of Teacher Education(IITE), Gandhi Nagar, Ahmadabad, Gujrat Email Id-vc@iite.ac.in 2. Prof. Neelima Gupta, Hon'ble VC of CSJM University Kanpur(Online-Mode)

2021-22

Sl. No	Topic	Name of the Speaker
1	Communal Harmony	Prof. Pawan Kumar Agrawal
	National Mathematics Day: Birth Anniversary of Srinivas Ramanujan	Prof. Trilochan Biswal
	National Education Day- 2021 Education after Independence in India	Prof. Prakash Chandra Agarwal
2	Shiksha Ka Bhartiyakaran; India Cultural and Heritage	Shri. Mukul Kanitkar
	The Big Picture: Census-Challenges & Importance	Prof. Dilip Kumar Dey

3	Character Building and Holistic Personality Development	Shri Atul Kothari Shri. Deshraj Sharma Dr. Jayendrasinh Jadav
4	Educational Statistics	Prof. Dilip Kumar Dey

2020-21

Sl. No	Topic	Name of the Speaker
1	Enduring Legacy of Netaji Subash Chandra Bose and Contemporary Challenges to Nation Building and Nation Integration	Sri. Satyanarayana Sahu, Former Press Secretary to President of India
2	Messages of Swami Vivekananda to Youth	Dr. Swatantra Sharma, State Training Head, Vivekananda Kendra Kanyakumari, Rajasthan
3	Limitations of the Concept of Special Schooling towards an Innovative framework Educating Differently abled Children	Prof. Sanjeev Kumar, University of Delhi.
4	Education and Culture in the Country	Prof. Ashok Kumar Nagawart
5	National Unity Day and Vigilance Awareness	Prof. Narottam Gan, Indira Gandhi National Tribal University.
6	National Education Policy 2020 'School Education'.	Prof. Ramachandran, Senior Advisory Unit of International Cooperation NIEPA.
7	Significance of Gandhian Philosophy Today	Prof. J. N. Das
8	Fundamental Rights and Fundamental Duties	Prof. Amareswar Mishra, Retd. Prof. Utkal University.
9	Character Building and Holistic Personality Development.	Shri. Desh Raj Sharma, National Convenor CBPD, SSUN, New Delhi.
10	International Mother Tongues Day	Sri Abasur Beuria, Former ambassador

2019-20

Sl. No	Topic	Name of the Speaker
1	Indigenous knowledge and teaching learning strategies in India	Shri Mukul Kanitkar, Secretary, Vivekanand International Foundation
2	Teaching and Learning in the Changing Knowledge Society	Prof. Soumendra Mohan Pattanaik, Vice Chancellor, Utkal University
3	Critical Reflection on New Education Policy	Prof. M. A. Khader, former Principal, RIE, Bhubaneswar
4	Literature and Critical Literacy Pedagogy	Prof. Stephanos Stephanides, former Professor of English, Cyprus University
5	Gandhiji and Today	Dr. Das Benhur, Former Principal, SCS College, Puri
6	Creating awareness for a corruption free society in public life.	Mr. Debasis Panigrahi, Additional D.G. Police and Director Vigilance, Cuttack
7	The quality improvement of teacher education in meeting challenges of the society.	Prof. Santosh Panda, former Chairperson, NCTE
8	Teacher Education in 21 st Century	Prof. M. Miyan, Ex-Vice Chancellor, MANU, Hyderabad

Expression Series

2019-20

Sl. No	Name of Programme	Date
1.	Gandhi Jayanti	2 nd October, 2019
2.	Constitution Day	26 th November, 2019
3.	Poster Making Competition for the celebration of the Constitution Day and Dr. B. R. Ambedkar Jayanti	8 th January, 2020
4.	Netaji Subhas Chandra Bose Jayanti	23 th January, 2020
5.	Quiz Competition on the occasion of the celebration of “Constitution Day” and “Dr. B. R. Ambedkar Jayanti”.	29 th January, 2020
6.	Skit Programme on ‘Gandhi’s Vision for India’.	31 st January, 2020

2020-21

Sl. No	Name of Programme	Guest
1.	150 th Birth Anniversary of Mahatma Gandhi	Das Benhur, Writer and Founder Member of Aama Odisha
2.	National Unity Day and Vigilance Awareness Week	Prof. Narottam Gaan, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh
3.	National Constitution Day	Prof. Amareswar Mishra, Retd. Professor in Political Science, Department of Political Science, Utkal University.
4.	Swami Vivekananda Jayanti	Dr. Swatantra Sharma, State Training Head, Vivekananda Kendra Kanyakumari, Rajasthan and Secretary, India Yaga Association, Rajasthan Chapter.
5.	Netaji Subhas Chandra Bose Jayanti	Sri. Satyanarayana Sahu, Former Press Secretary to President of India
6.	Azadika Amrit Mahotsav	Mr. Ashok Kumar Panda, Co-ordinator, National Teacher Education

2021-22

SI. No	Name of Programme	Guest
1.	National Unit Day	Das Benhur, Writer and Founder Member of Aama Odisha
2	Communal Harmony or any Allied Through	Prof. Pawan Kumar Agarwal, Hon'ble Vice Chancellor, OUAT, Bhubaneswar
3	Shiksha Ka Bhartiyakaran; India Cultural and Heritage	Shri. Mukul Kanitkar, Member N.C.C. Committee, Ministry of Defence, Government of India, Rigved aBharatiya Shikshan Mandal, Karyalaya, Second Floor, 71, Amritnagar, Beside C1, South Extension Part-1, New Delh-110003
4	National Mathematics Day	Prof. Trilochan Biswal, Professor of Mathematics, Govt. of Odisha.

2022-23

SI. No	Name of Programme	Guest
1	Teacher Education in 21 st Century	<ol style="list-style-type: none">1. Prof. M.A. Khader, Retd. Director and Prof. of NCERT.2. Prof. N. Pradhan, Prof. of Education, NERIE, Shillong.3. Prof. G. Viswanathappa, Head, DEE, RIE, Mysore.4. Prof. B. P. Bharadwaj, Head, DER, NCERT.
2	National Unity Day	Prof. Pravat Kumar Roul, VC, OUAT, Bhubaneswar.
3	National Education Day-2022	
4	The Role of Municipal Corporation lecture under Expression and Extension Lecture Series	Shri. Vijay Amruta Kulange, IAS Commissioner, BMC

Evidences supporting Extension and Expression Series



Integrated teacher training programme



Inclusive education for secondary level programme

B.Ed. Programme

Programme objective:

The B. Ed. programme has been designed with the following objectives

- Prepare teachers equipped with knowledge and competencies to conduct as professionals to handle the challenges of the present day classroom.
- Prepare teachers with sound background in perspectives of education along with hands-on experience based on field exposure.
- Develop a rational conceptualization of pedagogical knowledge and to incorporate it into the specific content areas.
- Develop teachers with a deep and critical awareness of professional ethics and an ability to critically engage in reflective practices.

Graduate Attributes:

Content knowledge: able to demonstrate thorough knowledge and comprehension of one or more subjects that are covered in an undergraduate study program.

Communication Skills: Communicate with others using appropriate media; Share one's opinions and express oneself confidently; Show that one can read and write analytically; Listen intently; Present complex information to various groups in an understandable and succinct manner;

Critical thinking: Ability to apply analytical reasoning to a corpus of knowledge; critically assess practices, policies, and theories by adhering to a scientific method of knowledge development; analyze and evaluate arguments, evidence, claims, and beliefs based on empirical evidence; recognize pertinent assumptions or implications; and formulate cogent arguments.

Problem solving: Ability to translate knowledge from the curriculum into real-world scenarios and solve a variety of unfamiliar challenges by applying competencies and extrapolating from what has been learned.

Analytical reasoning: Ability to assess the quality and relevance of the evidence; spot logical fallacies and gaps in other people's arguments; combine and evaluate facts from multiple sources; reach sound conclusions and back them up with examples and evidence; and confront opposing views.

Research-related skills: Ability to identify cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret, and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, carry out, and report the results of an experiment or investigation. A spirit of inquiry and the capacity to ask pertinent/appropriate questions, problematize, synthesize, and articulate.

Cooperation/Team work: The capacity to assist cooperative or coordinated effort on the part of a group, operate as a group or a team in the interests of a shared cause, and function effectively as a member of a team. The ability to work effectively and respectfully with various teams.

Scientific reasoning: Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.

Reflective thinking: a critical sensibility to life experiences combined with self-awareness and social and personal reflection. Information and digital literacy: the ability to use ICT in a range of educational contexts; the capacity to

locate, assess, and use a wide range of pertinent information sources; and the utilization of suitable tools for data analysis.

Self-directed learning:Capacity to work autonomously, recognize the right resources needed for a project, and oversee its successful completion.

Multicultural competence:Have an understanding of the principles and beliefs of many cultures, as well as a global viewpoint; be able to participate in a multicultural society and treat people of different backgrounds with respect.

Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way. **Lifelong learning:**Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Program Outcomes B. Ed. Program:

Sl. No.	On completing the course, the student	Cognitive level
1.	Analyzes and explains the concepts of education and develops skills for reflecting and evaluating.	An
2.	Elaborates basic concepts of educational psychology, educational sociology, educational philosophy and educational research to apply the same in improving the classroom teaching practices.	U, Ap
3.	Demonstrates mastery on ability to apply the knowledge of technology, subject, content and pedagogy using resources like books, library, journals, etc, in designing technology integrated learning experiences and teaching learning processes.	Ap
4.	Demonstrates proficiency in designing and using plans based on student centered methods and techniques like experiential learning, constructivism, concept mapping, reflective practices, case study, project based and problem based learning etc.	C

5.	Applies effective skills of listening, reading and writing and utilizing the same in understanding language diversity and for effective communication in the classroom.	Ap
6.	Demonstrates skills of creative thinking to help understand the relations between objects and phenomenon and develop ability to draw better solution and ideas for day to day problems and develop different teaching learning resources.	U
7.	Describes how interdisciplinary and trans-disciplinary approach functions, understands the logic behind selection of knowledge and develops ability to imply the knowledge for developing a professional attitude.	U, An, Ap
8.	Exhibits skills like identification of self, communication, leadership, team building and other teaching and management skills outlined in framework and apply it for leading a life of competent and committed educator and a responsible citizen.	Ap
9.	Demonstrates related to curricular and co-curricular component, voluntarily and apply the knowledge in realization of inherent aims and objectives of the curriculum.	U, Ap
10.	Identifies the Indian traditions and ethos of the teacher along with the ones need for being a 21st century teacher and apply the same in classrooms so as to ensure the development of responsible graduates with an eye towards social responsibility.	Ap
11.	Establishes and achieve global benchmarks in quality concerns of education system, carry out action research and having a right mix of global competencies by analyzing and implementing changes in policies and practices. Addresses the issue related to various aspect of education.	An
12.	Identifies and differentiates individual differences, personality, creativity, learning disability, diversity etc. and apply the same in planning curriculum activities.	Ap, An
13.	Identifies the ethos and universal human values, constitutional values, ability to understand self, ability to listen, read and write and integrates them during the curriculum transaction.	Ap
14.	Illustrates teacher-student relationships in various fields of humanities, arts, crafts, sciences, technologies and yoga through curricular and co-curricular activities, clubs etc.	U, Ap

15.	Demonstrates pedagogical process and skills of using various microteaching skills, practice teaching, peer teaching, teaching-learning practices, methods and techniques in effective curriculum transaction.	U, Ap
16.	Designs and demonstrates curriculum transaction strategies using teaching methods, approaches, techniques and ICT, for developing various human values, social norms and ethos, national and international goals, gender equality, diversity and inclusion and so on inherent in the curriculum.	U, C
17.	Plans and designs evaluation and assessment strategies using traditional methods and digital tools appropriate for outcomes defined in every course of the curriculum.	Ap, C
18.	Identifies weak and advanced learner and design outcome based remedial lesson plans for teaching them.	Ap, C
19.	Develops proficiency in imparting microteaching, simulation and stray lessons in controlled and independent settings and critically reflecting, observing and reporting the same.	U, Ap
20.	Elaborates issues related to gender, caste, class, religion, environment etc.	U, An
21.	Designs strategies for creating awareness towards gender issues, inclusive education and inclusion and appreciates Universal Design of Learning, differentiated instruction and provisions in RPwD Act for various disabilities.	An, E
22.	Imbibes ethical, moral and social values and develop ability towards leading a life with mental wellbeing and global citizenship.	U, An, E
23.	Discusses the constitutional provisions for education in the context of national development, development of human resources and inclusive development.	U, C

R- Remembering, U- Understanding, Ap- Applying, An- Analyzing, E- Evaluating,

C- Creating

Paper-Wise Mapping of Course Outcome of 2 year B. Ed. Program

Paper/ PO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Total
	PE-1	PE-2	CPS-1	CPS-2, SS 1	CPS-2, SS 1	CPS-2, SS 2	CPS-2, SS 2	EPC-1	EPC-2	EF1	PE-3	PE-4	PE-5	EPC-3	EF-2	PE-6	EPC-4	EPC-5	EF-3	PE-7	PE-8	PE-9	EPC-6	EPC-7	EPC-8	EF-4	Total
1	█	█			█		█		█	█	█	█				█						█		█			11
2	█	█					█		█									█									4
3				█	█	█	█		█									█									6
4				█	█	█		█	█		█			█	█		█	█		█			█				11
5			█	█										█				█	█				█				5
6		█			█		█							█			█									█	6
7		█			█	█	█				█	█			█			█									8
8			█								█				█	█					█		█				6
9					█		█								█					█							4
10	█			█	█	█						█										█	█		█		8
11	█			█	█	█										█		█	█		█	█		█			9
12				█	█			█										█									4
13								█						█							█		█				4
14				█	█					█								█		█			█		█		7
15			█	█	█	█	█													█							6
16				█				█								█							█			█	5
17				█	█	█	█					█				█				█				█			8
18						█	█				█		█														4
19			█	█	█	█	█			█																	6
20													█								█						2
21													█														1
22								█				█						█				█					4
23	█				█																			█			3
Total	5	4	4	11	14	9	10	3	5	3	5	5	3	4	4	5	4	6	6	3	3	5	3	6	1	6	

Tools and its mechanism for assessing the outcomes:

- **Internal & External Assessment:** In each semester two Internal Assessments are held to test the learning outcome of the students. An average of 20% weightage from each internal assessment is given in papers with 100 marks and an average of 10% weightage from each internal assessment is given in papers with 50 marks.
- **Practical Assessment:** A total of 25% weightage is given in each core and elective paper comprises practical assessment of students.
- **Assignment and activities:** In each semester students are given a wide range of activities and assignments related to their course and the activities suggested in the syllabus.

Following are the suggested activities mentioned in the syllabus to assess students' learning outcome related to different courses:

Sl. No.	Course name	Suggested activity in the syllabus
3.	Basics In Education	<ol style="list-style-type: none"> 1. List different non-formal agency of education available in your locality and prepare report on objectives, process and relevance for school education. 2. Reflect on the aims of education as per the report of Secondary Education Commission, Indian Education Commission, National Policy on Education (1986). 3. Prepare a report on reflections of philosophical, sociological and psychological foundations on school curriculum, organization, textbook, methods of teaching. 4. Reflect on similarity and differences between educational ideas of Indian philosopher and Western philosophers. 5. Observe society (rural and urban) and prepare report on cultural influence on educational practice 6. Critically analyze nearby locality on criteria of inclusive development and suggest strategy for it.
2	ICT Practicum	<ol style="list-style-type: none"> 1. Analysis of school textbook and identify suitable ICT for teaching learning 2. Developing ICT integrated lesson plan in any school subject 3. Surfing and collecting OER materials relating to school education 4. Developing e-portfolio and rubrics
1.	CGU	<ol style="list-style-type: none"> 1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood. 2. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, urban area, and working/street people) and compare their lifestyle and problems. 3. View any two movies out of the following : 1. Smile Pinky (2008), 2. Born into Brothels (2014), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. Gippie (2013) and 6.Mehek (2007).Discuss their content, picturization, characters and messages in the context of issues and concerns of childhood/adolescence 4. Collect five folk tale/stories/indigenous games from children told by elders from nearby community. Discuss them in your class. 5. Compile a status of Adolescence population and academic profile for the last 5(five) years and make a presentation in a seminar mode (focus area can be chosen from any specific component such as: disability, girl student, tribal, Muslim girls etc).

2.	Language Across Curriculum	<ol style="list-style-type: none"> 1. Preparation of a report on diversity of languages in a classroom and connect it with classroom discourse. 2. Re-telling the text - in one's own language from different points of view and narrating / describing a related account from one's life experience. 3. Choose a few words from different texts of content areas and give examples how similar word / language can be used in different context to convey the meaning. 4. Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion) 5. Writing articles/reports on topics related to content areas and current issues.
3.	Learning and Teaching	<ol style="list-style-type: none"> 1. Visit to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of learning and teaching which you observed there. 2. Observe a class in your practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language. 3. Prepare concept maps on pedagogy subject, teach in school and write a reflective note on how it helps learner. 4. Read few diaries written by teachers, analyse their text in the context of teaching activities. 5. Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception. 6. Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.
4.	Schooling Socialization and Identity	<ol style="list-style-type: none"> 1. Group work and discussion on the influence of peer group, media message, technology, and globalization on identity formation in contemporary society 2. Group work and discussion on the factors that contribute positively and negatively in the development of teacher identity 3. Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region. 4. Prepare a project on Issues and Concerns of Transgender. 5. Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation. 6. Project on Women Role Models in various fields with Emphasis on Women in Unconventional Roles. 7. Visit to organizations connected with peace and intercultural harmony and aesthetic appreciation to experience peace as reality and submission of report. 8. Developing action plan for peace in self, home, school and community.
5.	Assessment For Learning	<ol style="list-style-type: none"> 1. Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject. 2. Construction of an achievement test on any topic(carrying 25 marks),its administration and interpretation of the results. 3. Preparation of a plan for CCA activities for any class during an academic session. 4. Appraisal of current CCA practices in the secondary schools. 5. Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

6.	Creating an Inclusive Classroom	<ol style="list-style-type: none"> 1. During the field visit, observe the teaching learning processes, infrastructure available and assess the nature of inclusive indicator/practices. List the existing challenges and factors that promote inclusive practices. Please give justifications. 2. Prepare the need profile of all children in a class. Critically analyze the profile prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status. 3. Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class. 4. Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education. 5. Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations. 6. Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices. 7. Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers. 8. Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.
7.	Pedagogy of First Language (Odia/Hindi/Bengali) and English (Part – I)	<ol style="list-style-type: none"> 1. Prepare a questionnaire, interview ten people and write a report on 'English Language in India'. 2. Prepare activities for listening, speaking for different levels. 3. Prepare activities for reading and writing for different levels. 4. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process. 5. Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools. 6. Do a comparative study of positive features and weaknesses of different methods and approaches to language learning. 7. Keeping in view the needs of the children with special needs prepare two activities for English teachers. 8. Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.
8.	Pedagogy of First Language (Odia/Hindi/Bengali) and English (Part – II)	<ol style="list-style-type: none"> 1. Do a comparative study of one textbook of English from any class (VI to VIII) developed by any two states. 2. Identify and prepare different types of teaching aids for children with special needs. 3. Analyze the question papers of English language (Previous-3 years) — classes X & XII (any board) in the light of new approach of assessment. 4. Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning. 5. Select any ten questions from the class VI English textbook which lend scope to the creativity of the learners. 6. Devise a strategy to incorporate the suggestions given in the Ist CCE report for 7. the progress of the learner. 8. Prepare an outline for a school magazine. 9. Identify and list Language (English) related errors common among

		students.
	Pedagogy of Mathematics (Part-I)	<ol style="list-style-type: none"> 1. Collection of the names of Mathematicians and preparation of a report about their contribution to Mathematics. 2. Group activity for preparation of concept maps on any topic of school mathematics. 3. Development of learning activities on different topics of Mathematics (at least 5 activities on any 2 topics of Algebra, 2 from Geometry and 2 from any other area. 4. Preparation of Annual, Monthly and Unit Plans for teaching-learning Mathematics. 5. Development of Lesson plans in Mathematics 6. Reflective paper on any problem of teaching and learning mathematics in a socio-cultural context.
	Pedagogy of Biological Science (Part-I)	<ol style="list-style-type: none"> 1. Developing two learning resource for Biology (one including using ICT). 2. Interviewing the practitioners of Biological Science (University teachers and school teachers) on nature and practices in biological science and preparing a report 3. Comparing the Biology text books (elementary and secondary) on the basis of conceptual development, unifying themes and forms of knowledge. 4. Analyze NCF 2005, position paper on teaching of science and habitat and learning w.r.t. nature and aims of teaching and learning of Bioscience.
	Pedagogy of Physical Science (Part-I)	<ol style="list-style-type: none"> 1. Interviewing a few Secondary school Science teachers, University Professors on nature and practice of Science 2. Assignment on Contribution of eminent scientists- Isaac Newton, John Dalton, J.C. Bose, Albert Einstein, Niels Bohr, C.V. Raman, Marie Curie, De Broglie, V. Ramakrishnan, etc. 3. Comparing the Science text books at Secondary stage on the basis of different validities of Science curriculum stipulated in NCF 2005 4. Design a learning situation in Physical Science by selecting an appropriate strategy 5. Design and develop at least two learning resources for physical science (one out of them has to be an ICT based learning resource)
9.	Learning to Function as a Teacher	The process-based skills (Content analysis, Content organization through concept mapping, Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non verbal), Stimulus Variation, Using Blackboard /white board/ smart board and using learning resources, Use of ICT, Critical thinking and reflection, Managing diversity, Contextualization, Organization of group activity/project) will be practiced by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed.
10.	Pedagogy of Mathematics (Part-II)	<ol style="list-style-type: none"> 1. Preparation of a report of observation of children doing everyday Maths, playing folk games, or community numeracy practices. 2. Case study of slow learners or child with dyscalculia 3. Action Research on selected classroom problems in teaching and learning Mathematics. 4. Development and trying out of innovative teaching-learning strategy for teaching of specific Mathematical concepts. 5. Analysis of Mathematics text book.

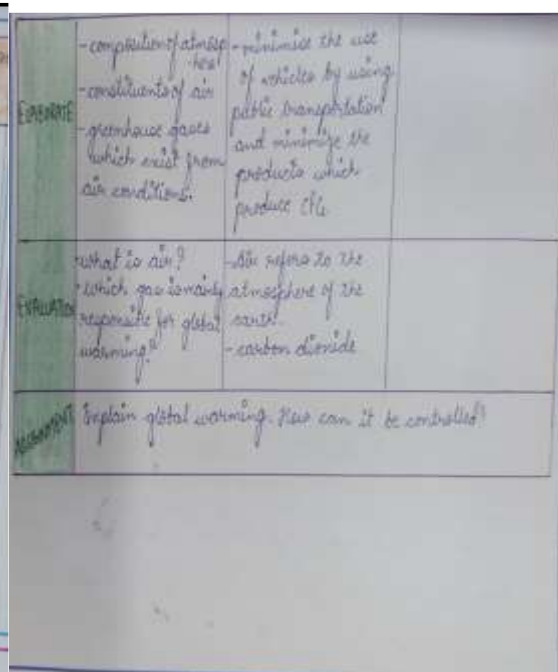
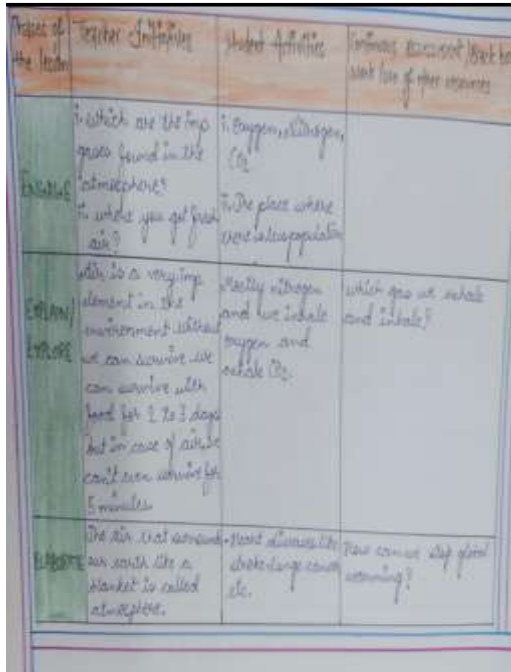
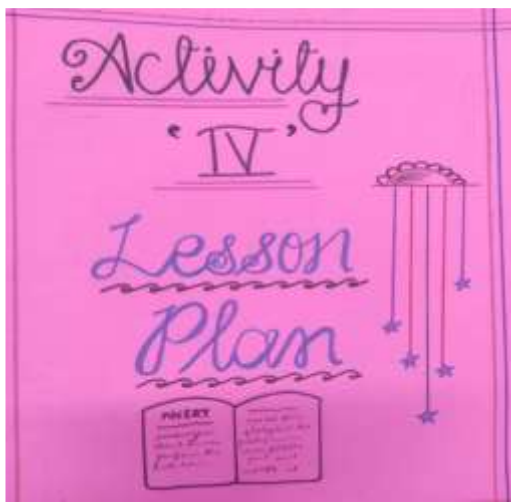
		<ol style="list-style-type: none"> 6. Use of Computer in Teaching of Mathematical concepts. (PowerPoint presentation) 7. Use of Mathematics activities for recreation. 8. Plan for development and use of Mathematics laboratory. 9. Preparation of report after observing a 'Mathmela' or Mathematics exhibition in a school or a locality. 10. Development of innovative teaching-learning materials and activities in Mathematics
11.	Pedagogy of Biological Science (Part-II)	<ol style="list-style-type: none"> 1. Design a year plan considering the content and time. 2. Designing lesson plan for a particular concept in Biology keeping in mind the expected operational level of child. 3. Construction of tools (including alternative tools) for assessment. 4. A case study on pedagogy of Biology from critical point of view.
12.	Pedagogy of Physical Science (Part-II)	<ol style="list-style-type: none"> 1. Preparation of year plan and unit plan in Physical Science 2. Preparation of 2 lesson plans in Physical Science- one based on behaviourist and another on constructivist approach 3. Preparation of an assessment framework in any one unit in Physical Science 4. Debate(choose any one topic from unit 4) 5. Visit to any of the professional organization and prepare a report on the in-service professional development programmes that they undertake for Science teachers
13.	Knowledge and Curriculum	<ol style="list-style-type: none"> 1. Identify concepts, facts, principles, laws and theories in any secondary class school textbook and report 2. Examine your own process of knowing, prepare a report on how you are using knowing process in gaining knowledge 3. Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices. 4. Identification of learning resources and designing of beyond classroomactivities for transacting a lesson. 5. Preparation of a transactional blueprint of any content unit in any school subject at the secondary level. 6. Preparation of an appraisal report on the curriculum renewal process during post NPE(1986) period.
14.	Art Integrated Education	<ol style="list-style-type: none"> 1. Presentation on any one art form 2. Text book analysis to find out integration of art forms 3. Prepare a lesson incorporating one or more artistic expression 4. Documentation of any one heritage art form 5. Write up on life and work of any one artist (local or national)
15.	Vision of Indian education	<ol style="list-style-type: none"> 1. Prepare report on the relevance of Vedic/ Buddhist/ Islamic educational ideas for present school education by studying original literature. 2. Conduct surveys in the local area for examining status of implementations of the RTE Act 2009 3. Visit five secondary schools nearby and prepare report on quality of teaching and learning as the RMSA guidelines. 4. Read any educational project sponsored by the UNESCO and present to the class 5. Study writings on analysis of education-development from news papers and make presentations

16.	Understanding the self	<ol style="list-style-type: none"> 1. Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (group activity) 2. Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations) 3. Reflections on critical moments in the lives of peers (small group activity) 4. Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis) 5. Group activities involving community participation.
17.	Health, Yoga and Physical Education	<ol style="list-style-type: none"> 1. Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view 2. Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay). Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or any individual game 3. Organization of games and sports tournaments 4. Learning and performing of basic yogic activities, asanas and pranayam, Surya Namaskar and Meditation
18.	Reading and Reflecting on Texts	<ol style="list-style-type: none"> 1. Narrating any one story selected from Unit 1 in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed 2. Converting any one situation from the text like Stories and Excerpts from Narratives into a dialogue followed by role-playing 3. Interpretation of the text, reflecting on the key ideas exposed in the texts like Essays /Excerpts from Literary Texts and preparing a write up based on any one text 4. Reflection on the ideas expressed in the selected essays/ excerpts from Educational and Scientific Texts 5. Seminars and open forum for discussion based on themes on Essays /Excerpts from Educational and Scientific Texts

Following the link of the assignment and activities through which the learning of students are assessed.

Sl.No.	Activity	Link or copy of the the Activity
1.	Assessment of learning of B. Ed. students during Covid, conducted using <i>google classroom</i> platform	https://classroom.google.com/w/NDQwNzExOTc4NTZa/t/all

- **Field engagement:** Students engage with different field engagement programs in Case study, Action Research, Lesson Plan, Peer Observation, Achievement Test, etc.



Following are the activities and tasks suggested in the syllabus:

Sl. No.	Field Engagement Course	Activity for Assessment
1.	Multicultural Placement	<ol style="list-style-type: none"> 1. Observing 6 lessons 3 in each method delivered by regular teachers with the help of observation schedule. 2. Observation of day-to-day school activities and preparation of comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly and preparation of reflective report. 3. Availing at least 6 substitute teaching opportunities in actual school situation 4. Teaching 4 lessons (two lessons in each method subject) by using learning resources and ICT. 5. Undertaking a case study on students/institution
2.	Internship	<ol style="list-style-type: none"> 1. Prepare 120 lesson plans in two school subjects and deliver at least 60 lessons in each subject 2. Integrate student assessment activities with teaching learning process

		<ol style="list-style-type: none"> 3. Development and use learning resources related to pedagogy courses 4. Observation of peer teaching: 10 in each school subject 5. Observation of teachers' lessons: 5 in each school subject 6. Develop, administer, score and analyze at least 2 unit tests: one in each school subject 7. Conducting action research based on real classroom problems 8. Prepare and maintain student portfolios 9. Preparation of the school time table 10. Organize and participate in: morning assembly, literary and cultural activities , Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings 11. Maintenance of school library and laboratory 12. Maintaining a reflective diary of his/her school experience
3.	Working With Community	<ol style="list-style-type: none"> 1. Micro planning of a school community relationship 2. Study of the nature of community participation in a secondary school 3. Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area 4. Report on social customs, traditions and superstition 5. Survey of a village/town with at least 20 households in order to study the socio-economic and educational status of the villager 6. Study of wastage and stagnation in local primary schools 7. Study of an area in regard to consumption of electricity and water and suggest remedial measures 8. Tree plantation programme in the campus/nearby village 9. Survey of parent's attitude towards education of their children 10. Organization of non-formal education centers for dropouts and out of school children in a locality 11. Organization of campus beautification programme 12. Identification of problems of parents with respect to education of their children 13. Aids awareness, electoral awareness, road safety, human rights, women rights etc literacy programmes in the community 14. Cleanliness drives in the community and awareness about its needs 15. Developing healthy food habits among the community members 16. Training of community in some simple vocations for self-employment 17. Action research on local problems in consultation with the community 18. Micro – planning exercises for assessing the educational status of the community 19. Establishment of peace-committees and making them functional effectively 20. Critical review of implementation of rte act (2009). 21. Assistance and working with local community in actual relief work whenever needed 22. Training of community in first aid 23. Exploiting the community resources and finding means and ways of using them for school

Following the evidences supporting the assessment of activities related to Field Engagement Courses

Images of Lesson Plan and other activities related to Field engagement

- **Students council activities:** Debate, extempore speech, poster, rangoli, slogan, poem, poem recitation, Drawing competition, NCC, NSS, Cultural Activities.

Evidences supporting Student council Activities



Poster making competition



Decoration competition

- **Extension and Expression series:** A wide range of Extension and Expression series are organized throughout the year to facilitate the learning of students.

Extension Lecture Series Programme

2022-23

SI. No	Name of Programme	Guest
1.	Institute Foundation Day Celebration	Prof. Anil Kumar from, NITTTTR

2.	Hindi Pakhawada celebration	1. Ashok Kumar Pandey, Retd. Principal, KV-2, Bhubaneswar 2. Ajaya Kumar Pattnaik, Retd. faculty from Ravenshwa University, Cuttack
3.	Extension Lecture an Teacher Education	Prof. M.A. Khadar, former Principal of RIE, Ajmer
4	National Unity Day	Prof. Pravat Kumar Roul, VC, OUAT, Bhubaneswar.
5	National Education Day	1. Prof. Harshad A. Patel, Hon'ble Vice-Chancellor, India Institute of Teacher Education(IITE), Gandhi Nagar, Ahmadabad, Gujrat Email Id-vc@iite.ac.in 2. Prof. Neelima Gupta, Hon'ble VC of CSJM University Kanpur(Online-Mode)

2021-22

SI. No	Topic	Name of the Speaker
1	Communal Harmony	Prof. Pawan Kumar Agrawal
	National Mathematics Day: Birth Anniversary of SrinivasRamanujan	Prof. Trilochan Biswal
	National Education Day-2021 Education after Independence in India	Prof. Prakash Chandra Agarwal
2	Shiksha Ka Bhartiyakaran; India Cultural and Heritage	Shri. Mukul Kanitkar
	The Big Picture: Census-Challenges & Importance	Prof. Dilip Kumar Dey
3	Character Building and Holistic Personality Development	Shri Atul Kothari Shri. Deshraj Sharma Dr. Jayendrasinh Jadav
4	Educational Statistics	Prof. Dilip Kumar Dey

2020-21

SI. No	Topic	Name of the Speaker
1	Enduring Legacy of Netaji Subash Chandra Bose and Contemporary Challenges to Nation Building and Nation Integration	Sri. Satyanarayana Sahu, Former Press Secretary to President of India
2	Messages of Swami Vivekananda to Youth	Dr. Swatantra Sharma, State Training Head, Vivekananda Kendra Kanyakumari, Rajasthan
3	Limitations of the Concept of Special Schooling towards an Innovative framework Educating Differently abled Children	Prof. Sanjeev Kumar, University of Delhi.
4	Education and Culture in the Country	Prof. Ashok Kumar Nagawart
5	National Unity Day and Vigilance Awareness	Prof. Narottam Gan, Indira Gandhi National Tribal University.
6	National Education Policy 2020 'School Education'.	Prof. Ramachandran, Senior Advisory Unit of International Cooperation NIEPA.
7	Significance of Gandhian Philosophy Today	Prof. J. N. Das
8	Fundamental Rights and Fundamental Duties	Prof. Amareswar Mishra, Retd. Prof. Utkal University.
9	Character Building and Holistic Personality Development.	Shri. Desh Raj Sharma, National Convenor CBPD, SSUN, New Delhi.
10	International Mother Tongues Day	Sri Abasur Beuria, Former ambassador

2019-20

SI. No	Topic	Name of the Speaker
1	Indigenous knowledge and teaching learning strategies in India	Shri Mukul Kanitkar, Secretary, Vivekanand International Foundation

2	Teaching and Learning in the Changing Knowledge Society	Prof. Soumendra Mohan Pattanaik, Vice Chancellor, Utkal University
3	Critical Reflection on New Education Policy	Prof. M. A. Khader, former Principal, RIE, Bhubaneswar
4	Literature and Critical Literacy Pedagogy	Prof. Stephanos Stephanides, former Professor of English, Cyprus University
5	Gandhiji and Today	Dr. Das Benhur, Former Principal, SCS College, Puri
6	Creating awareness for a corruption free society in public life.	Mr. Debasis Panigrahi, Additional D.G. Police and Director Vigilance, Cuttack
7	The quality improvement of teacher education in meeting challenges of the society.	Prof. Santosh Panda, former Chairperson, NCTE
8	Teacher Education in 21 st Century	Prof. M. Miyan, Ex-Vice Chancellor, MANU, Hyderabad

Expression Series

2019-20

Sl. No	Name of Programme	Date
1.	Gandhi Jayanti	2 nd October, 2019
2.	Constitution Day	26 th November, 2019
3.	Poster Making Competition for the celebration of the Constitution Day and Dr. B. R. Ambedkar Jayanti	8 th January, 2020
4.	Netaji Subhas Chandra Bose Jayanti	23 th January, 2020

5.	Quiz Competition on the occasion of the celebration of “Constitution Day” and “Dr. B. R. Ambedkar Jayanti”.	29 th January, 2020
6.	Skit Programme on ‘Gandhi’s Vision for India’.	31 st January, 2020

2020-21

SI. No	Name of Programme	Guest
1.	150 th Birth Anniversary of Mahatma Gandhi	Das Benhur, Writer and Founder Member of Aama Odisha
2	National Unity Day and Vigilance Awareness Week	Prof. Narottam Gaan, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh
3	National Constitution Day	Prof. Amareswar Mishra, Retd. Professor in Political Science, Department of Political Science, Utkal University.
4	Swami Vivekananda Jayanti	Dr. Swatantra Sharma, State Training Head, Vivekananda Kendra Kanyakumari, Rajasthan and Secretary, India Yaga Association, Rajasthan Chapter.
5	Netaji Subhas Chandra Bose Jayanti	Sri. Satyanarayana Sahu, Former Press Secretary to President of India
6	Azadika Amrit Mahotsav	Mr. Ashok Kumar Panda, Co-ordinator, National Teacher Education

2021-22

SI. No	Name of Programme	Guest
1.	National Unit Day	Das Benhur, Writer and Founder Member of Aama Odisha
2	Communal Harmony or any Allied Through	Prof. Pawan Kumar Agarwal, Hon’ble Vice Chancellor, OUAT, Bhubaneswar
3	Shiksha Ka Bhartiyaakaran; India Cultural and Heritage	Shri. Mukul Kanitkar, Member N.C.C. Committee, Ministry of Defence, Government of India, Rigveda Bharatiya Shikshan Mandal, Karyalaya, Second Floor, 71, Amritnagar, Beside C1, South Extension Part-1, New Delh-110003
4	National Mathematics Day	Prof. Trilochan Biswal, Professor of Mathematics, Govt. of Odisha.

Sl. No	Name of Programme	Guest
1	Teacher Education in 21 st Century	1. Prof. M.A. Khader, Retd. Director and Prof. of NCERT. 2. Prof. N. Pradhan, Prof. of Education, NERIE, Shillong. 3. Prof. G. Viswanathappa, Head, DEE, RIE, Mysore. 4. Prof. B. P. Bharadwaj, Head, DER, NCERT.
2	National Unity Day	Prof. Pravat Kumar Roul, VC, OUAT, Bhubaneswar.
3	National Education Day-2022	
4	The Role of Municipal Corporation lecture under Expression and Extension Lecture Series	Shri. Vijay Amruta Kulange, IAS Commissioner, BMC

Evidences supporting Extension and Expression Series



Celebration of International Day of Yoga - 2022
Regional Institute of Education, Bhubaneswar



As Part of the Activities of International day of Yoga, A panel discussion (Paricharcha) was held on 13th May 2022 under PM e- Vidya: Manodarpan

Topic : Yoga the tool for Balancing Body & Mind.

Youtube Link : <https://www.youtube.com/watch?v=4UcqFrAcL-0>



International Day of yoga



M.Ed. Programme

Programme objective:

The M. Ed. programme has been designed to

- Prepare teacher educators equipped with knowledge and competencies to conduct as professionals and continuing professional development
- Prepare teacher educators with specialization in stage specific core component
- Develop teacher educators with deep and critical awareness of professional ethics and ability to critically engage in reflective practices
- Develop a rational conceptualization of educational research with an ability to carry out quality research in education

Graduate Attributes:

Content knowledge: able to demonstrate thorough knowledge and comprehension of one or more subjects that are covered in an undergraduate study program.

Communication Skills: Communicate with others using appropriate media; Share one's opinions and express oneself confidently; Show that one can read and write analytically; Listen intently; Present complex information to various groups in an understandable and succinct manner;

Critical thinking: Ability to apply analytical reasoning to a corpus of knowledge; critically assess practices, policies, and theories by adhering to a scientific method of knowledge development; analyze and evaluate arguments, evidence, claims, and beliefs based on empirical evidence; recognize pertinent assumptions or implications; and formulate cogent arguments.

Problem solving: Ability to translate knowledge from the curriculum into real-world scenarios and solve a variety of unfamiliar challenges by applying competencies and extrapolating from what has been learned.

Analytical reasoning: Ability to assess the quality and relevance of the evidence; spot logical fallacies and gaps in other people's arguments; combine and evaluate facts from multiple sources; reach sound conclusions and back them up with examples and evidence; and confront opposing views.

Research-related skills: Ability to identify cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret, and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, carry out, and report the results of an experiment or investigation. A spirit of inquiry and the capacity to ask pertinent/appropriate questions, problematize, synthesize, and articulate.

Cooperation/Team work: The capacity to assist cooperative or coordinated effort on the part of a group, operate as a group or a team in the interests of a shared cause, and function effectively as a member of a team. The ability to work effectively and respectfully with various teams.

Scientific reasoning: Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.

Reflective thinking: a critical sensibility to life experiences combined with self-awareness and social and personal reflection. Information and digital literacy: the ability to use ICT in a range of educational contexts; the capacity to locate, assess, and use a wide range of pertinent information sources; and the utilization of suitable tools for data analysis.

Self-directed learning:Capacity to work autonomously, recognize the right resources needed for a project, and oversee its successful completion.

Multicultural competence:Have an understanding of the principles and beliefs of many cultures, as well as a global viewpoint; be able to participate in a multicultural society and treat people of different backgrounds with respect.

Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one’s life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one’s work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way. **Lifelong learning:**Ability to acquire knowledge and skills, including „learning how to learn“, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Program Outcomes M. Ed. Program:

Sl. No.	On completing the Program, the student	Cognitive level
	Analyzes and explains the concepts of teacher education, its organizational structure, institutions and agencies, status of teaching as a profession. Demonstrates self- directed learning.	U, An
	Illustrates basic concepts of educational psychology, educational sociology, educational philosophy and their role in present context educational research and curriculum development.	U, Ap
	Applies knowledge of technology, subject, content and pedagogy and history of subject using resources like books, library, journals, etc, in designing technology integrated teacher education.	Ap
	Enumerated strategies of organizing and supervising school experience program (SEC) and different regulatory bodies. Describes the role, issues related to various field of education and educational research, different regulatory bodies and support institution.	C

	Applies the idea of educational thinkers. Analyze the present curricula of various stages of school education. Elaborates different educational policies, models and its implementation and administration strategies.	Ap
	Demonstrates ability to draw better solution and ideas for day to day problems by involvement of working with community programs and internship.	U
	Describes education as disciplinary knowledge and how interdisciplinary and trans-disciplinary approach functions, showcases ability to imply the knowledge for developing a professional attitude as a teacher educator.	U, An, Ap
	Exhibits skills like Self development, communication, leadership, team building and other teaching and management skills outlined in framework and apply it for leading a life of competent and committed teacher educator and a responsible citizen.	Ap
	Applies knowledge in realization of inherent aims and objectives of the curriculum and organizes teacher education curriculum and related aspects. Prepare teachers as reflective practitioner by developing skills for reflecting and evaluating.	U, Ap
	Identifies the Indian traditions and ethos of the teacher education along with innovative ideas to reform and revamp teacher education in India and apply the same for development of social responsibility.	An and Ap
	Establishes and achieve global benchmarks in quality concerns of education system, carry out action research and having a right mix of global competencies by analyzing and implementing changes in policies and practices. Addresses the issue related to various aspect of education.	An
	Identifies and differentiates individual differences and creativity, learning diversity, etc, and apply the same in planning curriculum and preserve indigenous knowledge.	Ap, An
	Uses different statistical methods, techniques, designs and types of research in framing, planning, analyzing, interpreting and concluding research work / dissertation or any other form of writing.	Ap

Illustrates relationship of education with multiculturalism, social stratification, educational equity and social mobility and yoga through organizing curricular and co-curricular activities, clubs etc in systems of teacher education.	U, Ap
Demonstrates skills of using practice teaching, peer teaching, teaching-learning practices, methods and techniques in effective curriculum transaction and educational research.	U, Ap
Designs and demonstrates curriculum transaction strategies using teaching methods, approaches, techniques and ICT. Describes various guiding principles for selection and organization of learning experiences.	U, C
Plans and designs evaluation and assessment strategies using traditional methods and digital tools appropriate for outcomes defined in every course of the curriculum.	Ap, C
Identifies issues related to teacher education and educational research and curriculum evaluation. Demonstrates competencies and skills required for organization of internship and working with community.	Ap, C
Identifies the importance of curriculum development, pedagogy and assessment at different stages of school education.	An, Ap
Elaborates issues related to intellectual property rights, gender, caste, class, religion, environment etc. Demonstrates skills of planning and using variety of educational administration.	U, An
Designs strategies to address gender issues, universalization of education, inclusive education and appreciates Universal Design of Learning, differentiated instruction and provisions in RPwD Act for various disabilities.	An, E
Imbibes ethical, moral and social values and develop ability towards leading a life with mental wellbeing and global citizenship.	U, An, E
Discusses the constitutional provisions for education in the context of national development, development of human resources and inclusive development.	U, C

R- Remembering, U- Understanding, Ap- Applying, An- Analyzing, E- Evaluating, C- Creating

Paper-wise Mapping of Program Outcome of M. Ed. Program

Paper / PO	1	2	3	4	5	6	7	8	9	10	11	13	14	15	16	17	18	19	20	21		
	PC-1	PC-2	PC-3	PC-4	PC-5	PC-6	TC-1	TC-2	TC-3	TC-4	TC-5	TEC-1	TEC-2	CCS-1	CCS-2	Internship-I	TS-I	TS-II	TS-III	Internship-II	Dissertation	Total
1	█	█	█	█	█	█			█			█	█		█			█				11
2			█	█	█	█								█		█	█	█		█		9
3	█		█	█					█		█		█				█	█			█	9
4									█	█		█	█	█	█		█	█	█			9
5	█					█								█				█	█			4
6				█								█					█					4
7	█		█	█			█		█								█		█	█		8
8							█	█			█									█		4
9					█	█	█					█								█		5
10	█	█			█			█							█	█						6
11	█				█			█						█	█	█						5
12		█	█			█	█													█	█	6
13										█	█										█	3
14					█		█															2
15		█							█	█	█											6
16		█				█												█	█		█	5
17										█								█			█	3
18					█	█			█			█		█	█			█	█			9
19														█				█	█			2
20			█					█										█	█	█		4
21														█				█	█		█	4
22							█	█										█	█	█	█	6
23															█			█	█		█	5
Total	6	5	6	5	7	7	7	3	6	4	4	5	4	9	5	3	9	12	8	8	5	

Tools and its mechanism for assessing the outcomes:

- **Internal & External Assessment:** In each semester two Internal Assessments are held to test the learning outcome of the students. An average of 20% weightage from each internal assessment is given in papers with 100 marks and an average of 10% weightage from each internal assessment is given in papers with 50 marks.
- **Disseratation and Tool Development:**
- **Assignment and activities:** In each semester students are given a wide range of activities and assignments related to their course and the activities suggested in the syllabus.

Following are the suggested activities mentioned in the syllabus to assess students' learning outcome related to different courses:

Sl. No.	Course name	Suggested activity in the syllabus
1.	Teacher Education- I	<ol style="list-style-type: none"> 1. Assignment/term paper on selected themes from the course 2. Relevance of teacher education curriculum 3. Writing review of at least one book related to teacher education 4. Critical study of teacher education Curriculum frameworks- 1978,1988,1998,2006 5. Preparation of Training Plan for INSET giving the rationale, target group, costing of resources and phases of training 6. Book Review (at least one Book on Teacher Education) 7. Analysis of the written supervisory remarks by Peers and supervisors 8. Construction of tools for identification of training needs 9. Preparation of self-learning material for D.Ed./B.Ed. students on any identified topic 10. Appraisal of norms/standards of teacher education developed by NCTE 11. Appraisal of regulatory and accrediting bodies for teacher education
2	Self Development	<ol style="list-style-type: none"> 1. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats 2. Use of Johari's Window to know one's perception about self and others 3. "Who am I" Self concept 4. Inspirational Readings 5. Identification of anyone of the above stressful/emotional-sad as well happy/conflicting situations by the students and reflect on it. 6. Observation of nature during nature walk, 7. Reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness 8. Sharing personal experiences 9. The students will be asked to <ol style="list-style-type: none"> i. interact with an eminent educationist in the neighborhood ii. read a book of an eminent educationist iii. observe the effective teacher in the classroom iv. interview an effective teacher 10. On the basis of the above the students will- <ul style="list-style-type: none"> ● Identify the characteristics, values, attitudes of the teacher and reflect upon self with respect to the same. ● Priorities the characteristics, values, attitudes of an effective teacher and will try to develop through practice in real life situation to become a professional. ● Reflect upon self and document the experiences 11. Group discussion: The focus of the discussion will be on the current

		<p>issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills while dealing with different groups of learners belonging to different social contexts/situation. The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.</p> <p>12. Regular practice of yoga and meditation during the semesters</p> <p>13. Locally available yoga expert can provide yoga and meditation practices.</p> <p>14. Students should discuss how yoga practice helped in physical, mental and spiritual health.</p>
3	Evaluation of Self-development:	<p>During transaction of this course through workshop mode, student teachers will be asked to develop PORTFOLIO with following documents. Students are required to submit Portfolio in the prescribed format with all evidences.</p> <ol style="list-style-type: none"> 1. Documentation of the Critical thinking practices; Creative thinking practices; Decision making practices; and Problem solving practices 2. Documentation of their reflection on feelings and attitude change on the observations during visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups of children. Team work done by them out of empathy. 3. Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience. 4. Documentation of the realities felt during 'nature walks' and 'nature' observations. 5. Documentation of the difficulties faced in maintaining 'let come' and 'let go' attitude and the ability to experience the spells of silence and its outcomes. 6. Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context. 7. Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts. 8. Documentation of the effective communication skills with enriched understanding in relation to students, their parents, colleagues, authorities and outsiders. 9. Documentation of participation where in habitual thoughts, attitudes and actions were dealt to be free of them to give place for right thinking and righteous living. 10. Documentation of critical understanding of the biographies of the great thinkers and educationists. 11. Documentation of the rich contributions of the great people.
4..	Communication and Expository Writing	<p>Listening / Viewing Skills</p> <p><i>Students can listen to -</i></p> <ol style="list-style-type: none"> 1. Sounds of relevant languages. 2. Patterns of stress and intonation 3. Self-recording while practicing pronunciation 4. Speeches of famous personalities 5. Keynote addresses in seminars <p><i>Students can View-</i></p> <ol style="list-style-type: none"> 1. Phonetic symbols 2. Videos on sound production and articulation 3. Poetry recitation videos 4. Videos on conversation 5. Videos on group discussions and can observe body language. 6. Making listening notes 7. Completing worksheets on listening tasks

		<ol style="list-style-type: none"> 8. Developing criteria for analysis of listening skills 9. Consulting pronunciation dictionaries 10. Presentations 11. Students can observe Anchors in programmes 12. Observing Webinars 13. Observing unstructured conversation <p>Speaking Skills <i>Students can practice-</i></p> <ol style="list-style-type: none"> 1. Sounds of English 2. Stress and intonation patterns 3. Recitation of poems <p><i>Students can-</i></p> <ol style="list-style-type: none"> 6. Participate in conversations (Situations to be provided) 7. Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level 8. Analyze of speech styles 9. Analyze of presentations 10. Make presentations 11. Involved in mock Interview 12. Anchoring programmes in the institute <p>Reading Skills <i>Students can read</i></p> <ol style="list-style-type: none"> 1. Editorials in newspapers on a regular basis 2. Articles in newspapers and magazines 3. Research papers in journals 13. Book reviews, film reviews and art reviews in newspapers and magazines 14. E-books, online journals 15. Subject related reference books 16. <i>Students can be involved in-</i> 17. Note making tasks on reading and summarizing what is read. 18. Discourse analysis (to be integrated with reading, speaking and writing skills)
5.	Research Methods in Education	<p>The students will undertake the following activities:</p> <ul style="list-style-type: none"> • Development of a Research Proposal on an identified research problem. • Critical analysis of standardized research tools based on its preparation and validation. • Identification of variables of a research study and classification of them based on types and level of measurement. • Planning a study based on a research design by keeping the objectives and research questions /hypotheses of a research study. • Preparation of trend report based on the review of research studies in a particular area. • Critical analysis of a research report/thesis. • Preparation, try out and finalization of a tool. • Preparing a research design for a study by considering the objectives and research tools. • Critical analysis of two research papers (One for qualitative research and one for quantitative research). • A critical assessment of statistical techniques used in a research report/thesis. • Preparation of graphic designs of data obtained in a research study. • Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis. • Analysis of data using any one computer based statistical package.

6.	Teacher Education II Perspectives, Research and Issues in Teacher Education	<ul style="list-style-type: none"> • Study of Reports of various committees and commissions with reference to professional development of teachers. • Select any one current practice in teacher education and trace the background of its formulation as a policy e.g. Internship in teaching. • A critical appraisal of researches in areas of teacher education • Critical Review of at least one Training material/package developed by the national/ state/ district level training institute.
7.	Elementary/ Secondary Education -1	<p>Sessional activities</p> <ul style="list-style-type: none"> • Prepare a status report on elementary/secondary education in a district with reference to access, enrolment, participation and learning achievement • Observe and report on the implementation of any one of programme to improve quality in elementary/secondary education • Read and discuss on the philosophy and practices of elementary/secondary education as advocated by different educationists • Prepare a short write-up on “initiatives to bridge gender gap in elementary/secondary education” and discuss • Conduct a survey on the opinion of elementary/secondary school teachers on the policy of ‘inclusive education’ • Children with disabilities in an inclusive classroom – discuss the pros and cons • Visit one or two elementary/secondary schools in the neighborhood to observe midday meal scheme / inclusive environment and prepare a report on its implementation and offer suggestions
	Educational Technology and ICT	<p>Field Implementation</p> <p>a. Populate the LMS plat form or MOCC platform with the content created in the previous activity and Provide e-learning/MOOC/Flipped Learning/blended learning in a school/teacher training institute</p> <p>b. This will involve use of LMS/MOOC platform/Face to face interaction. Could be done in intranet, internet</p> <p>c. Review and evaluate the effectiveness and prepare a report Evaluation and Scheme of Assessment Evaluation of performance during internship in ET will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students.</p>

- Following the link of the assignment and activities through which the learning of students are assessed.

Sl.No.	Activity	Link or copy of the the Activity
1.	Assignment collected using <i>google forms</i> from M. Ed. students to assess competency in “Psychology in Learning and development” among them. (Session-2022-23)	https://learningportal.gowriip.in/course/index.php?categoryid=1

- **Field engagement:** Students engage with different field engagement programs in Case study, Action Research, Lesson Plan, Peer Observation, Achievement Test, etc.

Following are the activities and tasks suggested in the syllabus:

Sl. No.	Field Engagement Course	Activity for Assessment
2.	TE- Internship	<p>Activity 1: Pre-service Teacher Education (2 weeks)</p> <ul style="list-style-type: none"> • Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum. • Plan assessment criteria/tools and evaluate the performance of student teachers on the unit transacted. • Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained. <p>Activity 2: In-service Teacher Education (one week)</p> <ul style="list-style-type: none"> • Undertake assessment of training need through an interview with practicing teachers • Observe and analyze an in-service teacher education programme • Review the TLM developed / the report of an in-service teacher education <p>Evaluation and Scheme of Assessment</p> <p>Evaluation of performance during internship in teacher education will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students.</p>
3.	TS- Internship	<p>Attachment to the Curriculum Development Agency such as SCERT/SIE (1 week)</p> <ul style="list-style-type: none"> ♣ Study of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned. ♣ Interview textbook writers in any one subject to understand the intricacies and challenges in textbook preparation at elementary/secondary stage ♣ Based on the acquaintance with various activities, infrastructure and resources of the curriculum making agency/institution, prepare an institutional profile with reflections on the experiences gained <p>Attachment to Schools (2 weeks)</p> <p>Students would be attached to different types of schools such as government-private; statecentral; minority-tribal-others; rural-urban; residential-non residential for a comparative analysis of the following aspects:</p> <ul style="list-style-type: none"> ♣ Curriculum implementation process through interview with practicing teachers ♣ Innovativeness in pedagogic and assessment practices ♣ Involve in the process of implementation of a portion of the curriculum as practiced in an innovative scheme/program such as ABL/MLE/Kali-Nali Evaluation and Scheme of Assessment <p>Evaluation of performance during internship in curriculum, pedagogy and assessment will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students.</p>

Following the evidences supporting the assessment of activities related to Field Engagement Courses

Swachh Bharat Summer Internship – 2018

Duration: 8th June 2018 to 25th June 2018

Name: Ashutosh Subudhi

Course: B.Sc.B.Ed. (CBZ) 4th year

Roll No: 59

Nodal Officer

Dr. Laxmidhar Behera
Associate Professor
Department of Education

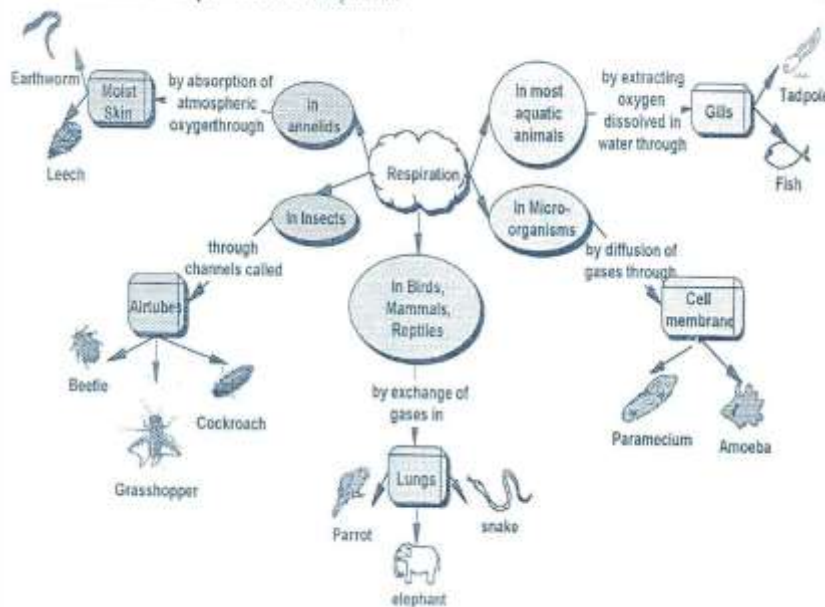


**Regional Institute of Education (NCERT), Bhubaneswar,
Odisha-751022**

[Signature]
Head/ Head
Regional Institute of Education
Bhubaneswar

[Signature]
Coordinator
Internal Quality Assurance Cell
Regional Institute of Education, Bhubaneswar

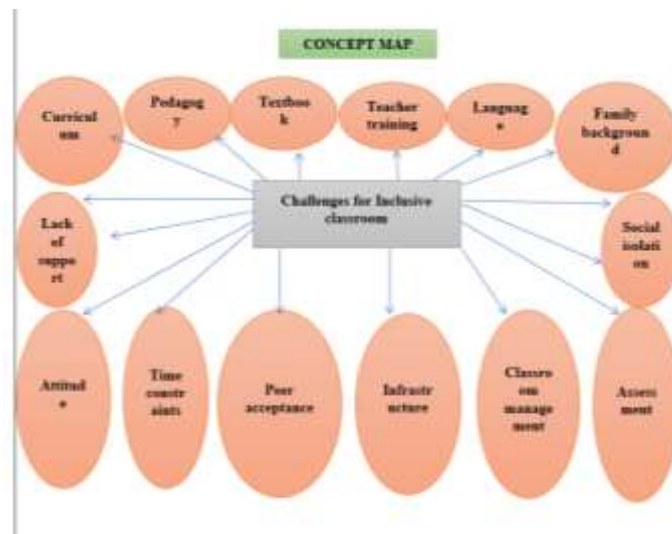
Science Example - Modes of respiration



Lesson plan prepared by student teachers



PHOTOGRAPHS WHILE TAKING CLASS



Concept Map prepared by student

Evidences supporting Lesson Plan and other activities related to Field engagement

- **Students council activities:** Debate, extempore speech, poster, rangoli, slogan, poem, poem recitation, Drawing competition, NCC, NSS, Cultural Activities.



GIRL CHILD EDUCATION - B.Sc. B.Ed. (8th Semester) – (2019-2020)

Objective: to encourage parents to let their girl child study and to aware them about various schemes to support girl child education.



Working with community - B.Sc. B.Ed. (8th Semester) – 2021 – 22



Content analysis Story Telling







Rangoli competition by B.Ed students



Poster competition by B.Ed students



Multicultural programme of B.Ed

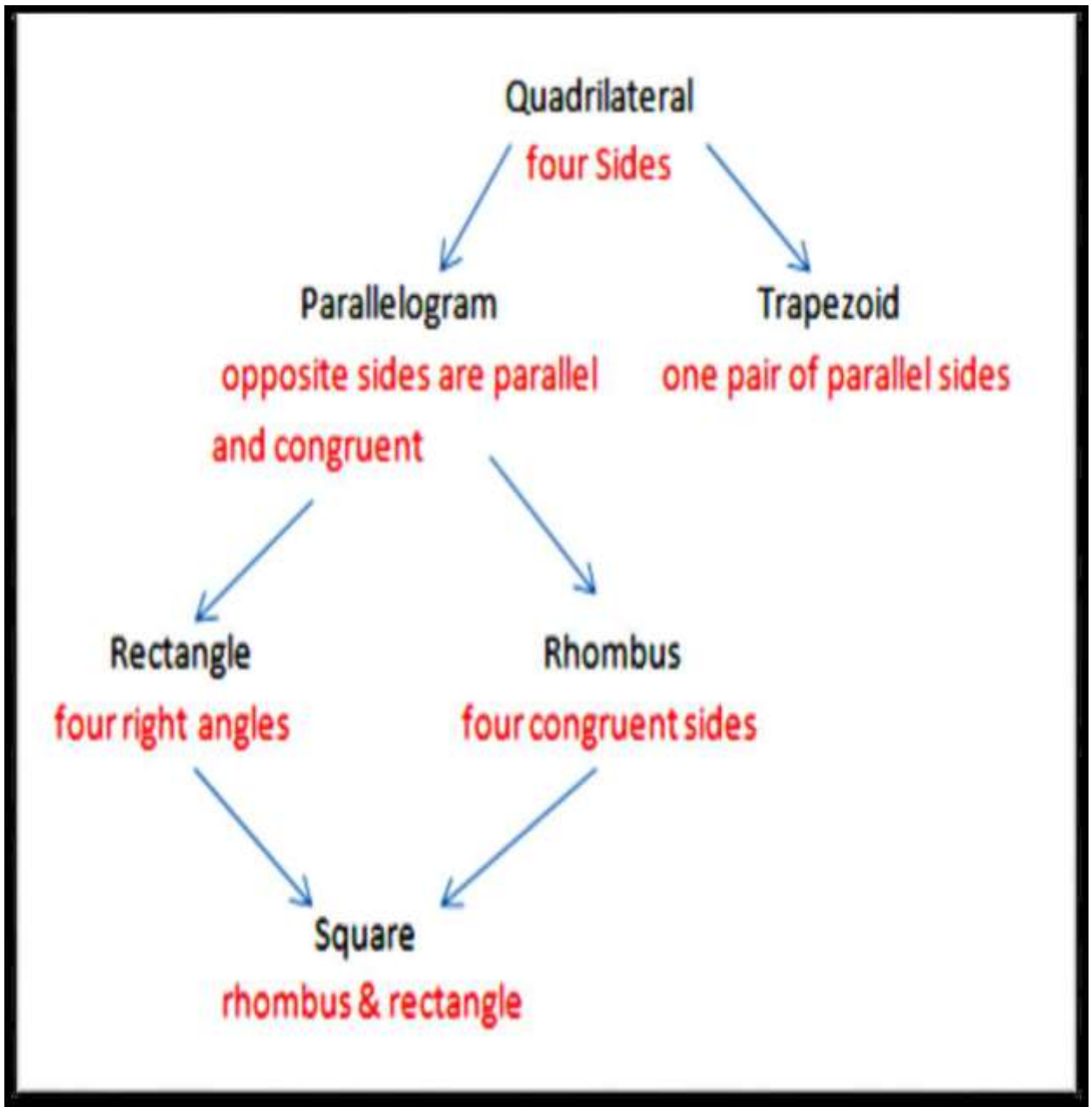


Orientation programme on Health Awareness under NSS Unit



Debate completion in Bengali Language





Concept map : Exemplars of Topic/Concept Map on Different Subjects



CONTENTS

1. Volunteer Declaration Form
2. Certificate by the Nodal Officer
3. Acknowledgement
4. Objectives of the Activity
5. Need and Importance of the Activity
6. Strategies Followed
 - A. Venue
 - B. Duration
 - C. Clientele
 - D. Materials Used
 - E. Activity Details
7. Implications of the Activity
 - A. Reactions
 - B. Feedback
 - C. Evident Changes in the Status Quo
8. Conclusion and Reflection

Images supporting Student council Activities

- **Extension and Expression series:** A wide range of Extension and Expression series are organized throughout the year to facilitate the learning of students.

Extension Lecture Series Programme

2022-23

SI. No	Name of Programme	Guest
1.	Institute Foundation Day Celebration	Prof. Anil Kumar from, NITTTTR
2.	Hindi Pakhawada celebration	1. Ashok Kumar Pandey, Retd. Principal, KV-2, Bhubaneswar 2. Ajaya Kumar Pattnaik, Retd. faculty from Ravenshwa University, Cuttack
3.	Extension Lecture an Teacher Education	Prof. M.A. Khadar, former Principal of RIE, Ajmer
4	National Unity Day	Prof. Pravat Kumar Roul, VC, OUAT, Bhubaneswar.
5	National Education Day	1. Prof. Harshad A. Patel, Hon'ble Vice-Chancellor, India Institute of Teacher Education(IITE), Gandhi Nagar, Ahmadabad, Gujrat Email Id-vc@iite.ac.in 2. Prof. Neelima Gupta, Hon'ble VC of CSJM University Kanpur(Online-Mode)

2021-22

SI. No	Topic	Name of the Speaker
1	Communal Harmony	Prof. Pawan Kumar Agrawal
	National Mathematics Day: Birth Anniversary of Srinivas Ramanujan	Prof. Trilochan Biswal
	National Education Day-2021 Education after Independence in India	Prof. Prakash Chandra Agarwal
2	Shiksha Ka Bhartiyakaran; India Cultural and Heritage	Shri. Mukul Kanitkar
	The Big Picture: Census-Challenges & Importance	Prof. Dilip Kumar Dey

3	Character Building and Holistic Personality Development	Shri Atul Kothari Shri. Deshraj Sharma Dr. Jayendrasinh Jadav
4	Educational Statistics	Prof. Dilip Kumar Dey

2020-21

Sl. No	Topic	Name of the Speaker
1	Enduring Legacy of Netaji Subash Chandra Bose and Contemporary Challenges to Nation Building and Nation Integration	Sri. Satyanarayana Sahu, Former Press Secretary to President of India
2	Messages of Swami Vivekananda to Youth	Dr. Swatantra Sharma, State Training Head, Vivekananda Kendra Kanyakumari, Rajasthan
3	Limitations of the Concept of Special Schooling towards an Innovative framework Educating Differently abled Children	Prof. Sanjeev Kumar, University of Delhi.
4	Education and Culture in the Country	Prof. Ashok Kumar Nagawart
5	National Unity Day and Vigilance Awareness	Prof. Narottam Gan, Indira Gandhi National Tribal University.
6	National Education Policy 2020 'School Education'.	Prof. Ramachandran, Senior Advisory Unit of International Cooperation NIEPA.
7	Significance of Gandhian Philosophy Today	Prof. J. N. Das
8	Fundamental Rights and Fundamental Duties	Prof. Amareswar Mishra, Retd. Prof. Utkal University.
9	Character Building and Holistic Personality Development.	Shri. Desh Raj Sharma, National Convenor CBPD, SSUN, New Delhi.
10	International Mother Tongues Day	Sri Abasur Beuria, Former ambassador

2019-20

SI. No	Topic	Name of the Speaker
1	Indigenous knowledge and teaching learning strategies in India	Shri Mukul Kanitkar, Secretary, Vivekanand International Foundation
2	Teaching and Learning in the Changing Knowledge Society	Prof. Soumendra Mohan Pattanaik, Vice Chancellor, Utkal University
3	Critical Reflection on New Education Policy	Prof. M. A. Khader, former Principal, RIE, Bhubaneswar
4	Literature and Critical Literacy Pedagogy	Prof. Stephanos Stephanides ,former Professor of English,Cyprus University
5	Gandhiji and Today	Dr. Das Benhur, Former Principal, SCS College, Puri
6	Creating awareness for a corruption free society in public life.	Mr. Debasis Panigrahi, Additional D.G. Police and Director Vigilance, Cuttack
7	The quality improvement of teacher education in meeting challenges of the society.	Prof. Santosh Panda, former Chairperson, NCTE
8	Teacher Education in 21 st Century	Prof. M. Miyan, Ex-Vice Chancellor, MANU, Hyderabad

Expression Series

2019-20

SI. No	Name of Programme	Date
1.	Gandhi Jayanti	2 nd October, 2019
2.	Constitution Day	26 th November, 2019
3.	Poster Making Competition for the celebration of the Constitution Day and Dr. B. R. Ambedkar Jayanti	8 th January, 2020
4.	Netaji Subhas Chandra Bose Jayanti	23 th January, 2020

5.	Quiz Competition on the occasion of the celebration of “Constitution Day” and “Dr. B. R. Ambedkar Jayanti”.	29 th January, 2020
6.	Skit Programme on ‘Gandhi’s Vision for India’.	31 st January, 2020

2020-21

Sl. No	Name of Programme	Guest
1.	150 th Birth Anniversary of Mahatma Gandhi	Das Benhur, Writer and Founder Member of Aama Odisha
2	National Unity Day and Vigilance Awareness Week	Prof. Narottam Gaan, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh
3	National Constitution Day	Prof. Amareswar Mishra, Retd. Professor in Political Science, Department of Political Science, Utkal University.
4	Swami Vivekananda Jayanti	Dr. Swatantra Sharma, State Training Head, Vivekananda Kendra Kanyakumari, Rajasthan and Secretary, India Yaga Association, Rajasthan Chapter.
5	Netaji Subhas Chandra Bose Jayanti	Sri. Satyanarayana Sahu, Former Press Secretary to President of India
6	Azadika Amrit Mahotsav	Mr. Ashok Kumar Panda, Co-ordinator, National Teacher Education

2021-22

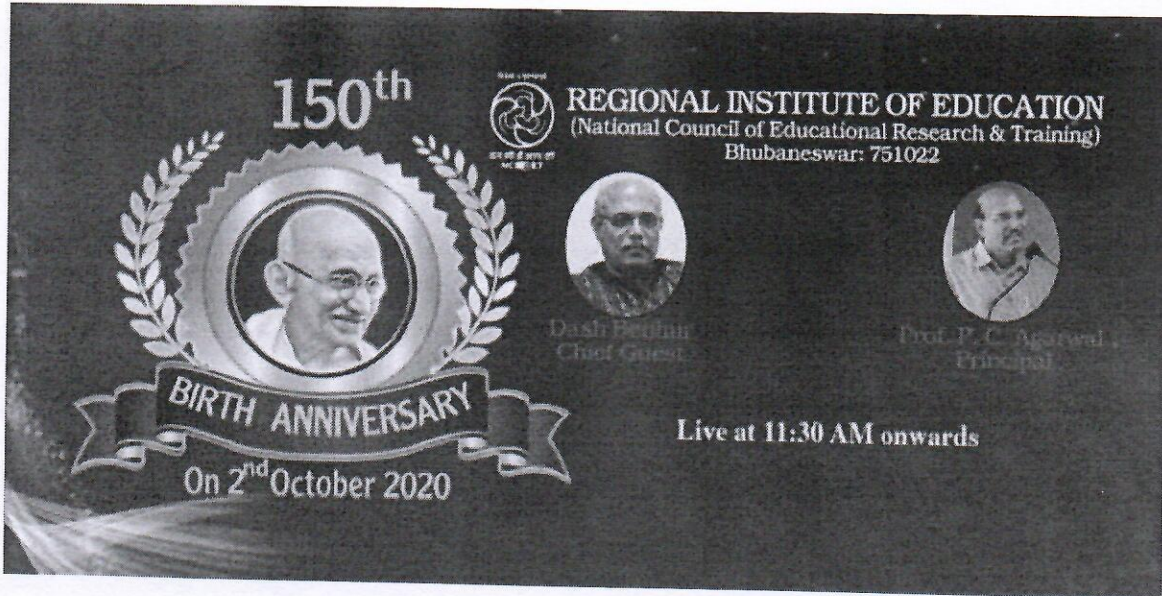
Sl. No	Name of Programme	Guest
1.	National Unit Day	Das Benhur, Writer and Founder Member of Aama Odisha
2	Communal Harmony or any Allied Through	Prof. Pawan Kumar Agarwal, Hon’ble Vice Chancellor, OUAT, Bhubaneswar
3	Shiksha Ka Bhartiyaakaran; India Cultural and Heritage	Shri. Mukul Kanitkar, Member N.C.C. Committee, Ministry of Defence, Government of India, Rigveda Bharatiya Shikshan Mandal, Karyalaya, Second Floor, 71, Amritnagar, Beside C1, South Extension Part-1, New Delh-110003

4	National Mathematics Day	Prof. Trilochan Biswal, Professor of Mathematics, Govt. of Odisha.
---	--------------------------	--------------------------------------------------------------------

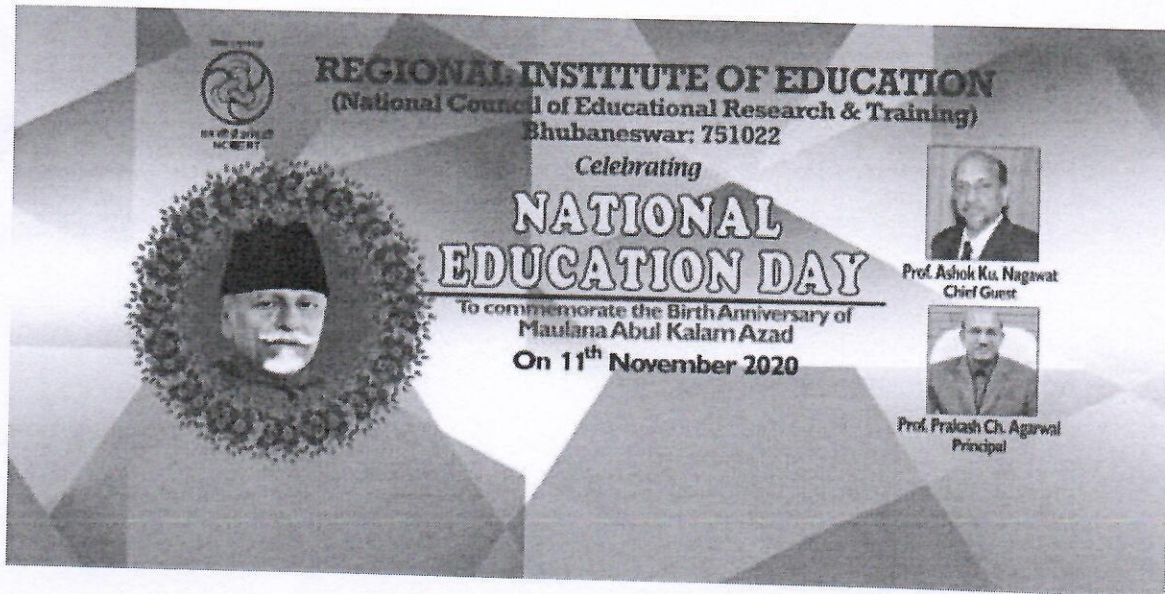
2022-23

Sl. No	Name of Programme	Guest
1	Teacher Education in 21 st Century	<ol style="list-style-type: none"> 1. Prof. M.A. Khader, Retd. Director and Prof. of NCERT. 2. Prof. N. Pradhan, Prof. of Education, NERIE, Shillong. 3. Prof. G. Viswanathappa, Head, DEE, RIE, Mysore. 4. Prof. B. P. Bharadwaj, Head, DER, NCERT.
2	National Unity Day	Prof. Pravat Kumar Roul, VC, OUAT, Bhubaneswar.
3	National Education Day-2022	
4	The Role of Municipal Corporation lecture under Expression and Extension Lecture Series	Shri. Vijay Amruta Kulange, IAS Commissioner, BMC

Images of Extension and Expression Series



Birth Anniversary of Mahatama Gandhi



National Education Day

समन्वयक
Coordinator
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ
Internal Quality Assurance
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर

माचार्य/ PRINCIPAL
क्षेत्रीय शिक्षा संस्थान
Regional Institute of Education
भुवनेश्वर / Bhubaneswar-751022