

A
Report on
ORIENTATION OF CRCCs
ON
CCE TEACHERS' MANUAL



Date : March 24-25, 2015 and March 26-27, 2015



School and Mass Education Department
Government of Odisha

unicef 
unite for children



DIRECTORATE OF TE & SCERT
ODISHA, BHUBANESWAR

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PHASE I



1.0 Introduction

The CCE or Continuous and Comprehensive Evaluation scheme refers to a school based evaluation of students that covers all the aspects of a student's development. It emphasizes two fold objectives of continuity in evaluation on the one hand and assessment of broad range of behavioral outcome on the other. Continuous means continuity and regularity of assessment during the whole session. Comprehensiveness means the areas of assessment which includes both scholastic and co-scholastic aspect of pupils growth helping the all round development of child. Therefore, the CCE scheme brings about a paradigm shift from examination to effective pedagogy.

Conventionally the teacher is seen as the information giver; knowledge flows only one way, from teacher to student. In a collaborative classroom (or the CCE method), emphasis is on shared knowledge and decision making. For some teachers, finding time for planning collaborative instruction is a most difficult challenge. In a changed scenario, a teacher ought to maintain a number of records like child's portfolios, anecdotal records, prepare checklists, rubrics for assessment. Practicing modes and modalities of CCE is a challenge before traditional teachers. Therefore it is absolutely essential that teachers need to be provided with orientation about the CCE scheme incorporating both the scholastic and co-scholastic areas of learners' growth. In order to make CCE effective there has to be collective understanding among all concern i.e. child, teacher, parent and institutions of higher education about what is being evaluated.

1.1 Target Group: CRCCs working in different blocks of the Ganjam, Kandhamal, Puri, Jajpur and Bhadrak district.

1.2 Duration : 24th March to 25th March, 2015

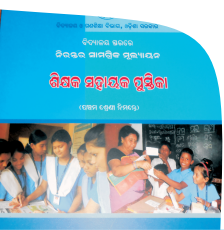
1.3 Objectives: The training programme had the following objectives:

- To orient CRCCs of different districts about CCE Teachers' Manual.
- To acquaint them with the different tools and techniques used for assessment.

1.4 Methodology

The following measures were taken during transaction.

- The sessions were planned to be presented through power point.
- Motivational videos were displayed and discussed in the programme.





- Lots of scopes were given for group work, discussion and collaborative learning.
- CCE Teachers Manuals were provided to the participants for reading and reflection.

Day One : 24.03.2015

Inaugural Session :

The two days orientation programme of CRCCs on CCE Teachers' Manual was organized by TE & SCERT, Odisha, Bhubaneswar and was inaugurated by Shri Dasarathi Satapathy, Additional Secretary, School and Mass Education Department, Government of Odisha. Dr. Snigdha Mishra, Deputy Director, Teacher Education, TE and SCERT



welcomed all the participants and resource persons to the programme. In her welcome address she expressed that learning and assessment should go together on a routine-basis in an enjoyable way so that the students do not get panic and stressed. Dr. Trinath Das, Deputy Director, Academic,

TE and SCERT expressed that Education is supposed to encourage the students to analyse their experiences, to doubt, to question, to investigate-in other words to be inquisitive and to think independently. This is possible through CCE.



After that Shri Dasharathi Satapathy, Additional Secretary, School and Mass Education highlighted the aims and objectives of the programme. In his speech, he expressed the importance of duty, devotion and



dedication of a teacher & CRCC to his/her profession. He focused on the role of CRCC in the overall development of the school. Dr. Minakshi Panda, Assistant Director, in charge of in-service teacher training & CCE said that, continuous and comprehensive evaluation of pupils learning and progress in elementary classes is a constitutional



mandate under Section 29 (ii) of RCFCE, Act, 2009. Continuous and comprehensive evaluation (CCE) of learning is the school based assessment practice designed and executed by the teacher with focus on improvement of pupil learning and progress through cycles of learning activity assessment and remediation. She also expressed that, all the teachers and CRCCs of the State have already been oriented on CCE and it has been rolled out in the schools since last year. To acquaint the CRCCs about the different dimensions of CCE teachers' manual and support the teachers while implementing CCE in day-to-day activities in the class were the major objectives of the programme. The inaugural session was ended with a vote thanks to the Chair, Deputy Directors, RPs and participants

Technical Session I :

Mr. Tapas Kumar Nayak, Senior Teacher Educator, DIET, Keonjhar started the day with sharing the following objectives. The objectives of the session were to introduce the participants and recapitulation of the themes discussed in previous CCE training programme and started in a participatory manner.



Then the participants were divided into five groups. Each group was assigned a specific task for smooth conduct of the programme like- daily report writing, wall magazine, highlights of the session, discipline & cleanliness of the venue and material distribution.

Discussion was made on the themes of previous CCE training programme

Technical Session II :

Ms. Lipika Sahu, Senior Teacher Educator, DIET, Khordha took second session. She started the session beautifully with power point and asked the participants to share the themes of previous CCE training programme. Participants responded some points like shortcomings of previous examination system, areas of CCE, subject wise tools & techniques used, state framework of CCE etc..



She shared an experience of her own that how teachers are hesitating to



implement CCE at school point. Then the participants were informed about RCFCE Act 2009. This act made CCE mandatory in Elementary Education. Section 29 (ii) says that the curriculum and evaluation process shall make the child free from fear, trauma, and anxiety by adopting CCE. No child shall be required to pass any Board examination till the completion of Elementary education – Section 30.

The major points of discussion were

- Concept of CCE.
- How CCE addresses the shortcomings of the Traditional Education System.
- Difference between assessment of learning and assessment for learning.
- How CCE has been implemented at school point.

Technical Session III :

The third technical session was taken by Ms. Snehaprava Mohapatra, Senior Teacher Educator, DIET, Puri. She started the session with an open house discussion on tools and techniques used for assessment. While discussion was going on some participants were confused about the difference between tools and techniques. The RP made it clear by giving some examples of tools as well as techniques. Then the participants were demanded some clarification about sociometric technique and rubric. The strategies of socio metric and rubric were discussed in detail.



The major points of discussion were:

- The areas of assessment.
- The tools & techniques used for assessment of these areas.

Technical Session IV

The fourth technical session was taken by Ms. Puspanjali Sahoo, Teacher Educator, DIET, Khordha. She started the session with a riddle. Then participants were divided into nine groups and in each group CCE Teacher Manuals were





given. She proceeded her session on basis of information given in the teacher manuals.

The major points of discussion were

- Implementation of CCE while teaching Language.
- The tools & techniques used for the above purpose.
- How to evaluate written & oral activities in Language.
- Evaluation of other activities (project, debate, quiz, assignment, drama etc.)
- `How these manuals will be helpful for teachers in implementing CCE while teaching Language.
- How CCE teacher manuals will guide to CRCCs while monitoring.

Day Two - 25.03.2015

Day two was started with a prayer. All the participants and resource persons attended the prayer class. After prayer, one of the participants as per the plan read the report of first day's academic activities. After report reading, brief recapitulation of first day's discussion was done by the resource person.

Technical Session - I :

The first technical session of the second day was taken by Mr. Tapas Kumar Nayak, Senior Teacher Educator, DIET, Keonjhar. He started his lesson by asking the participants to tell about the aims and objectives of mathematics learning. After getting answers from participants he discussed about



- Objectives of teaching mathematics at elementary level
- Tools and techniques used

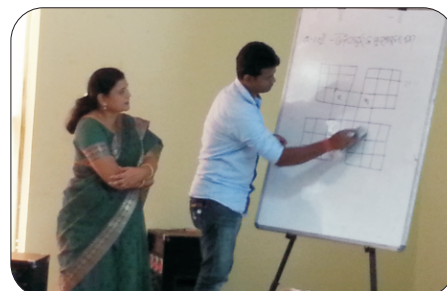
Technical Session - II

The second session was taken by Ms. Snehaprava Mohapatra, Senior Teacher Educator, DIET, Puri. The theme of the session was implementation of CCE while teaching environmental science and social science. During the transaction of



the session, she focused on

- Objectives of teaching environmental science at elementary level.
- Learning activities in environmental science.
- Tools and techniques used for assessment.
- Information provided in CCE Teachers Manual.
- She discussed the techniques of matrix in detail.



Technical Session - III :

The third session was taken by Ms Lipika Sahu, Senior Teacher Educator, DIET, Khordha. The theme of the session was implementation of CCE while teaching science. The session started with an open house discussion on the problems of implementing CCE while teaching science. After getting answers from participants she discussed about



- Objectives of teaching science at elementary level.
- Learning activities in science.
- Tools and techniques used for assessment.
- Information provided in CCE Teachers Manual.

The participants were divided into eight groups. The RP gave one drawing sheet to each group and asked the participants to prepare tools for assessment of only one learning activity. After completion of the assignment, she asked the participants to present it and follow up discussion was done.

Technical Session - IV :

The fourth session was taken by Ms. Puspanjali Sahoo, Teacher Educator, DIET, Khordha. She first of all focused on the importance of socio personal qualities & its evaluation for all round development of child's personality. Then the





participants were divided into groups. Each group was provided with one socio personal quality and instructed to prepare a tool for assessment of those qualities. Participants were developed indicators for preparing the tools for assessment. The follow up discussion was done.

The major points of discussion were

- Evaluation of socio-personal qualities.
- The tools & techniques used for the above purpose.
- How to evaluate other curricular activities.
- How these manuals will be helpful for teachers as well as CRCCs in implementing CCE.
- What are the other curricular areas there in the state framework.
- Why those are necessary / important for the children.
- How to teach those areas : Art and Aesthetic Education, Health and Physical Education, Work Education- as a separate subject and integrating with curricular area.
- How to assess: Identifying indicator for a particular period, assessing the child on the basis of the indicators, giving grade.
- How to record: to be recorded individually.
- Follow up action : Identifying the areas where the child has problem, taking necessary steps to overcome the difficulties of the child.



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PHASE

II



Day One: 26.03.2015

Inaugural Session :

The two days orientation programme of CRCCs on CCE Teachers' Manual was organized by DTE & SCERT, Bhubaneswar and was inaugurated by Shri Dasarathi Satapathy, Additional Secretary, Department of School and Mass Education, Government of Odisha. At the outset Dr Minakshi Panda, Assistant Director, in charge of In-service teacher training welcomed all the participants and the resource persons to the programme. She discussed about the objectives of the programme. All the teachers and CRCCs of the State have already been oriented on CCE and it has been rolled out in the schools



since last year. To acquaint the CRCCs about the different dimensions of CCE teachers manual and support the teachers while implementing CCE in day to day activities in the class were the major objectives of the programme. After that Sri Dasharathi Satapathi, Additional Secretary spoke about the quality of elementary education in the State and the role of



SCERT as an Academic authority to ensure quality. In his speech, he expressed the importance of duty, devotion and dedication of a teacher & CRCC to his/her profession. He focused on the role of CRCC in the overall development of the school. Dr Trinath Das, Deputy Director Administration, SCERT expressed his views on the theoretical dimensions of Continuous and



Comprehensive Evaluation. Evaluation is not the end products of learning rather it is an integral part of learning process. Smt Sanjukta Behera, Programmer-cum-Scriptwriter expressed vote of thanks to Sri Dasharathi Satapathi, Dr Trinath Das for coming to the programme and gave their valuable suggestions for improvement of learning of the children.



Target Group: CRCCs working in different blocks of the Gajapati, Sonepur, Sambalpur, Khordha and Dhenkanal district.



Duration : 26th March to 27th March, 2015

Technical Session I :

Ms. Lipika Sahu, Senior Teacher Educator, DIET, Khordha took first technical session of the first day. The objectives of the session were to discuss the meaning of continuous and comprehensive evaluation and recapitulation of the themes discussed in previous CCE training programme. At the outset she asked the participants about the various themes of previous CCE training programme. Participants responded some points like shortcomings of previous examination system, areas of CCE, subject wise tools & techniques used, state framework on CCE etc. Then the discussion was made on RCFCE Act 2009 and its section 29 and 30. This act made CCE mandatory in Elementary Education. Section 29(1) says that the curriculum and evaluation process shall make the child free from fear, trauma, and anxiety by adopting CCE. No child shall be required to pass any Board examination till the completion of Elementary education – Section 30.



The major points of discussion were

- Concept of CCE.
- How CCE addresses the shortcomings of the Traditional Education System.
- Difference between assessment of learning, assessment for learning and assessment as learning.
- How CCE has been implemented at school point.

Technical Session II:

The second technical session was taken by Ms. Chandrika Nayak, Senior TE, DIET, Nayagarh on tools and techniques of evaluation. The discussion was made in an interactive mode about the objective of the session, use of different tools ways of evaluation in different areas.

Objectives : Participants will define various tools and techniques used for evaluation .

Tell the need of using various types of tools and techniques.





Discussion point:

- Areas of learner evaluation
- Different dimensions of curricular areas other curricular areas and socio-personal qualities
- Ways of evaluation of different areas.
- Difference between tools and techniques
- Examples of tools and techniques with special emphasis on rubrics, sociometry, Anecdote, checklist, rating scale etc.

Technical Session III & IV :

These two technical session was jointly taken by Sri Tapas Kumar Nayak, Senior Teacher Educator, DIET Keonjhar and Ms Pravati Mohapatra, Teacher Educator, DIET Khallikote. She started the session with the aims and objectives of language learning at the elementary stage. The nine skills of language learning were discussed in detail. The present evaluation system on language- oral, written, project was discussed. Then participants were divided into nine groups and in each group CCE Teachers' Manual from class I to VIII were given. Sri Tapas Kumar Nayak discussed in detail the different aspects of the teachers' manual.



The major points of discussion were:

- Implementation of CCE while teaching Language.
- The tools & techniques used for the above purpose.
- How to evaluate written & oral activities in Language.
- Evaluation of other activities (project, debate, quiz, assignment, drama etc.)
- How these manuals will be helpful for teachers in implementing CCE while teaching Language.
- How CCE teacher manuals will guide to CRCCs while monitoring.





Assessment in language

The session starts with a warm up activity by Resource Person Ms. Prabhati Mohapatra, TE DIET, Khallikote. Then the discussion was on the present practice of assessment in language. Those are as follows:

- Teachers are using written test and oral test in formative assessment
- They are facing problem in using other tools and techniques

How to Assess in language:

1. As language is a skill based subject, more practice activities are required for the students to have mastery over the skills.
2. Verities of activities may be used (preferably activities beyond the textbooks), and the assessment may be done.
3. Activities like dramatization, storytelling, discussion, writing on any incidence are quite helpful to assess the Childs language skills.
4. The language skills like listening, speaking, reading, writing, comprehension should be assessed from a single activity.
5. Indicators in each skill may be identified and child may be assessed on the basis of the indicators.

Day Two- 27.03.2015

Day two was started with a prayer. All the participants and resource persons attended the prayer class. After prayer, one of the participants as per the plan read the report of first day's academic activities. After report reading, brief recapitulation of first day's discussion was done by the resource person.

Technical Session I :

The first technical session of the second day of phase-II was taken by Shri Tapas Kumar Nayak, Senior TE, DIET, Keonjhar on Assessment in Mathematics. He discussed about the following points in an interactive way.

A teacher should know the following things to conduct effective assessment in Mathematics.

1. Aims and objectives of learning mathematics





2. Different tools and techniques used for assessment in mathematics
3. How to record the learning progress
4. Helping the child for further learning based on the learning outcomes.

In order to enable the teachers to conduct assessment in the class, the following points should be kept in mind:

1. The assessment should be comprehensive, i.e. use of varieties of tools to assess the learning progress. Tools and techniques include oral, written test, portfolio, projects, activities and group discussion, mathematical games.
2. While the child is engaged in different types of activities, the child may be assessed by the nature of participation, his disposition towards mathematics, logical presentation of facts, application of mathematical knowledge and mathematical communication.
3. The written tests should consists of items which are knowledge based, understanding, skill and application based. Questions which promotes thinking should be placed and used during classroom transaction.
4. More open-ended questions may be used. Those questions create platform for further discussions.

Technical Session II :

The second technical session was taken by Ms. Chandrika Nayak, Senior TE, DIET, Nayagarh on assessment in environmental science. She discussed the following:



Objectives : participants will -

- acquaint with the assessment process in EVS by using teachers' manual.
- Prepare tools in EVS

Discussion points:

- Nature of Evs at primary level
- Aims of Evs
- Activities to be under taken in Evs for achieving the aims.
- Tools and Techniques to be used for assessment.



Technical Session - III :

The third session was taken by Ms Lipika Sahu, Senior Teacher Educator, DIET, Khordha. The theme of the session was implementation of CCE while teaching science. She started the discussion with the objectives of teaching science at elementary level and then development of different skills in learning science – Observation, experimentation, project, assignment, field trip, debate, model preparation, quiz etc. Then a group discussion was made on the Tools and techniques used for assessment and information provided in CCE Teachers' Manual.



The participants were divided into eight groups. The RPs gave one drawing sheet to each group and asked the participants to prepare tools for assessment of only one learning activity. After completion of the assignment, she asked the participants to present it and follow up discussion was done.

Technical Session - IV :

The fourth session was taken by Ms. Pravati Mohapatra, Teacher Educator, DIET, Khallikote. She first of all focused on the importance of socio personal qualities & its evaluation for all round development of child's personality. Then the participants were divided into groups. Each group was provided with one socio personal quality and instructed to prepare a tool for assessment of those qualities. Participants were developed indicators for preparing the tools for assessment. The follow up discussion was done.

The major points of discussion were:

- Evaluation of socio personal qualities.
- The tools & techniques used for the above purpose.
- How to evaluate other curricular activities.
- How these manuals will be helpful for teachers as well as CRCCs in implementing CCE.

At the end of the programme, Dr. Minakshi Panda, OIC, In-service training programme gave vote of thanks to all the participants and Resource persons for having a good academic discussion on different aspects of learning and assessment. She was hopeful for the implementation of CCE in its true spirit from coming academic session.





LIST OF PARTICIPANTS

Phase- I

Sl. No.	Name & Designation with Address	Mobile No.
Resource Persons		
1	Lipika Sahu, Senior TE, DIET, Khordha	9437170677
2	Puspanjali Sahoo, TE, DIET, Khordha	9439946856
3	Snehaprava Mohapatra, Senior TE, DIET, Puri	9438612325
4	Tapas Kumar Nayak, Senior TE, DIET, Keonjhar	9438590624
PARTICIPANTS		
KANDHAMAL		
1	Dayanidhi Maharana, CRCC, Block Colony PUPS Blg	9437770108
2	Prakash Chandra Behera, CRCC Nuagaon	9438362024
3	Benudhar Nath, CRCC, Mundigarh, Tumudibandha Block	9438129411
4	Basanta Kumar Mishra	9437782047
5	Pravakar Samal	9438230135
6	Pratap Kumar Mohanty, CRCC Gudori Cluster, Khajuripada, Kandhamal	8895120770
7	Pradeep Kumar Mohapatra, CRCC, Tentuligada, Tikabali, Kandhamal	9438590385
8	Samir Kumar Digal, CRCC, Mandakia Raikia Block, Kandhamal	9438651878
9	Nirajan Patra, CRCC	9439910211
10	Simanchal Mukhi, CRCC, Paderipada, Phiringia, Kandhamal	9439571043
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GANJAM		
1	Bipra Charan Sahu, CRCC, Puintola, Ganjam Block, Ganjam	9937442406
2	A. Nageswar Rao, CRCC, Hugulapati, Kukudakhadi Block, Ganjam	9437052566
3	Kali Charan Mahapatra, CRCC, Deulapedi Cluster, Polasar	7735767727
4	Gouri Sankar Mishra, CRCC, Purbandha, Hinjilicut	9861994701
5	Prafulla Kumar Parida, CRCC, UPS Dhamra, Sheragada	9437456748
6	Lakshmi Kanta Parida, CRCC, Sanakhemendi, Ganjam	9777645277
7	Susmita Mahapatra, CRCC, Satakutari Cluster, Rangeilonda Block	9861346707
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9	Rabindra Nath Dash, CRCC NAC, Chatrapur	9937307992
10	Amulya Kumar Dash, CRCC Gangapur, Aska	9861663745
BHADRAK		
1	Pravakar Khatua, CRCC, Harinarayan Nodal UPS, Garadpur, Bhadrak	9040431196
2	Debabrata Rout, CRCC Mathadiha Nodal, Bhadrak	9437467103
3	Daityari Behera, CRCC Tulamtula, Bhadrak	9238686534
4	Samarendra Kumar Rout, CRCC, Chandia PS, Bhadrak	9338183043
5	Md. Habibul Karim, CRCC Dobal P.S., Bhadrak	9853538794
6	Parsuram Nayak, CRCC, Kadabary NUPS, Bhadrak	9937902234
7	Abhaya Kumar Pradhan, CRCC, Toffabibi Pry School, Agarapada, Bhadrak	9437953730
8	Saroj Kumar Dash, CRCC Sadanandapur, NUPS-Tihidi	7205499891
9	Pratap Kumar Dhupal, CRCC, Dolasahi UP (ME)S, Tihidi	8763511200





PURI		
1	Kalyana Kumar Swain, CRCC, Dhaleswar UGUPS, Nimapara	9861478730
2	Jalandhar Behera, CRCC, Achyutapur UGUPS, Gop	9238544839
3	Bikram Kumar Rath, CRCC, Dandamukundapur CPS	9937275304
4	Bijaya Kumar Das, CRCC, Balihuda, Satyabadi	9861145906
5	Pratap Keshari Chhotaray, CRCC, Barada Badalpur NUPS, Kanas	9668033462
6	Pabitra Mohan Jena, CRCC, Delang, Puri	9861149151
7	Subas Chandra Malla, CRCC Kakatpur, Puri	9938857773
8	Radhashyam Pattanaik, CRCC, Reserve Police Line CPS	9861315482
9	Surya Prakash Rath, CRCC, Katayani NUPS, Puri	9861381510
10	Karunakar Pradhan, CRCC, Rebananuagaon, Brahmagiri	9778927548
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2	Prafulla Kumar Maharana, Dharmasala	8984816498
3	Nihar Ranjan Satapathy, CRCC, Biswambar NUPS, Rasulpur	9938027913
4	Ashok Kumar Bash, CRCC, Talagarh Nodal UPS, Korai	8908983893
5	Ramesh Kumar Rout, CRCC, Siha, Barchana / Jajpur	9437351633
6	Bimalakanta Dwibedi, CRCC, Sukinda Nodal UPS, Sukinda	9238812612
7	Suryakanta Jena, CRCC, Bari	9437804735
8	Rajani Kanta Kar. CRCC, Jajpur	9937845905
9	Surendra Kumar Panda, Jajpur	9853718065
10	Lalita Ku. Behera, Jajpur, Danagadi	8984706850

Phase- II

Sl. No.	Name & Designation with Address	Mobile No.
RESOURCE PERSONS		
1	Chandrika Nayak, Sr. T.E., DIET Nayagarh, Rajsunakhala	9338034356
2	Tapas Kumar Nayak, DIET, Keonjhar	9438590624
3	Lipika Sahu, Senior TE, DIET, Khordha	9437170677
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KHURDA		
1	Ramesh Chandra Sahoo, CRCC, Station Bazar, UGUP School, Bhubaneswar	9437634731
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3	Basanta Kumar Sahoo, CRCC, Gediapalli, Primary School, Bolgarh Block	9937282179
4	Sanjaya Kumar Mahapatra, CRCC, Panchabati U.P.S, Baliana Block	9937229492
5	Susanta Kumar Mishra, CRCC, Jariput UGME, Khordha	9668619796
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8	Padmanava Prasad Dash, Saralasingh PUPS	9437298184
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10	Rabindranath Das, Pansarsingh UGUPS	9853274290
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1	Pradyumna Mohanty, CRCC, Tarbha NAC	9938693897
2	Rabi Narayan Sahu, CRCC, Baghia	9937628878
3	Bishwa Bihari Mishra, CRCC, Bishimunda	9437759484
4	Shantanu Kumar Sahu, CRCC, Dunguripali	9938060245
5	Narayan Meher, CRCC, Tamamura	9938060245
6	Basudev Paudgnala, CRCC, Tamamura	9938060245
7	Sunit Kumar Seti, CRCC Chard	9438311079





8	Bijaya Kumar Purahit, CRCC Ninna	977881687
9	Girija Shankar Landa, CRCC, Bagbar	8457995663
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1	Manoj Kumar Mallik, CRCC, Kuturachuan	9437457486
2	Amar Kumar Naik, CRCC, Bankey	8018279055
3	Purusattama Patra, CRCC, Capanga	7381226655
4	Pradeep Behera, CRCC Ghicharnura	9937303391
5	Anil Kumar Rout, CRCC, Mundhenpal,	9776597805
6	Gyanendra Kumar Mohapatra, CRCC, Kalandi	9937305415
7	Manoj Kumar Sethi, CRCC, Nuatihama	9777207529
8	Binayak Panigrahi, CRCC Sahaspur	9938602160
9	Yudhistira Behera, CRCC Rairakhhol	9777838348
10	Swarnakanti Sahoo, CRCC Jayaktpur	9938908103
11	Ashok Kumar Badhan, CRCC Rairakhhol	9937183106
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1	Satyendra Kumar Sahoo	9938491416
2	Udya Nath Sahoo	9439123122
3	Biswajit Parida	9938452012
4	Jyanga Sahoo, CRCC Barkan (K), Kamakhyanagar, Dhenkanal	8280058658
5	Santosh Kumar Pattanaik, CRCC, Saptasajya, Dhenkanal	9556816218
6	Nirakar Behera, CRCC, Ranja, Dhenkanal	9937899462
7	Debaraj Rout, CRCC, Tarj.....	9937771217
8	Ajaya Kumar Swain, CRCC Akatali, Block, Bhuban, Dhenkanal	9938548047
9	Santosh Kumar Mishra, CRCC Kaliyapal Himdol, Dhenkanal	9776360139
10	Sanjay Kumar Mishra, CRCC, S.C. Bar, Hindol, Dhenkanal	7894547638
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3	Pradeep Kumar Panda, CRCC, Mahendraguda	9438406866
4	Ramakant Pttnaik, CRCC, Jeeba	8895669797
5	Benu Gopal Padhi, CRCC, Uppalada	9861434211
6	Harichandra Bhuyan, CRCC Kanadasahi	9438406474
7	Pramod Kumar Rath, CRCC, Gaiba	9861354364
8	Prafulla Kumar Rath, CRCC, MPL-I	9437772668
9	Arunna Behera	9861503331

Coordinated by:

Dr. Minakshi Panda,
Asst. Director, OIC, CCE

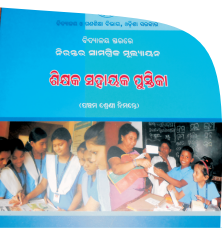




PHOTO GALLERY





