

Dr. Ashok Dansana

Associate Professor of Education
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A. Qualifications and Degrees Held

1. **Doctor of Philosophy in Education (2013):** Central Institute of Education, University of Delhi
Thesis Title: Higher Education for Sustainable Regional Development: A Case Study of Odisha
2. **Master of Philosophy in Education (2009):** Central Institute of Education, University of Delhi
Thesis Title: Developmental Trajectory of Higher Education: A Regional Perspective (Western Odisha)
3. **Master of Arts in Education (2004):** Gangadhar Meher Autonomous College, Sambalpur, Sambalpur University, Sambalpur.
4. **Bachelor of Arts (2002):** Gangadhar Meher College, Sambalpur, Sambalpur University, Sambalpur.

B. Administrative Positions Held

1. N.S.S. Programme Officer, NSS Bureau, Ravenshaw University, Cuttack
2. Deputy Warden New Hostel, Ravenshaw University, Cuttack (since 2nd August, 2019 to June 2021).
3. Warden, New Hostel, Ravenshaw University, Cuttack (July, 2021 to February 2022)
4. Warden, Jaganath Chhatrabas, Ravenshaw University (March 2022 to March 2024).

C. Member of Committees, Councils and Boards

1. Member of Library Advisory Council, Ravenshaw University, during 2017-2020.
2. Member of NAAC Advisory Committee for Preparation of Self Study Report (SSR), Criteria, during 2022-2023.

3. Member, Indian Journal of Educational Administration, GBS Publishers and Distributors (New Delhi)

D. Teaching Experience

1. Taught at the School of Education, Ravenshaw University, Cuttack. Since 10th March 2014 to 8th April 2024
2. Taught at the Regional Institute of Education (RIE), Bhopal. July 2013 to February 2014.
3. Taught at the School of Open Learning (guest faculty), University of Delhi during 2008-09.

E. Projects Taken

1. Completed one small project titled 'Pedagogical Innovation of TPACK based K-4 Learning Transaction Model in Science and Social Sciences, jointly as Co-investigator, sponsored by Central University of Punjab under PMMMNMTT, GoI

F. Area of Academic Interest

Teacher Education and Training, Education and Development, Sociology of Education, Educational Management and Administration, Educational Planning, Basics in Education

G. Course Taught

- Pre Ph.D. course: Qualitative Research Methodology and Contemporary Trends and Issues in Education
- M.Phil. Contemporary Trends and Issues in Education
- P.G. Sociology of Education, Educational Management and Administration, Educational Planning, Basics in Education, History of Education, Emerging Issues in Education
- U.G. Educational Philosophy, Educational Management and Administration, Educational Planning, Gender, School and Society

H. Area of Research

Education and Sustainable Development, Education and Tribal Development, Educational Management and Administration, Sociology of Education and Educational Sociology, Teacher Education etc.

I. Publications

International Journals

1. Dansana, A. (2013). Understanding of Higher Education in Transitional Society: A Case Study of Rural Odisha, India. In *European Academic Research*, Vol. I, Issue 4/ July 2013. ISSN 2286-4822
2. Dansana, A. and Anan, Sheetala Prasad (2016). Nature and Needs of Pre-Service Teacher Education. *International Journal of Development Studies and Research*. Vol.-5, 3 (July to Sep, 2016). ISSN 2278-8654
3. Dansana, A. and Anan, Sheetala Prasad (2017). The Issue of Inclusion in Education India: A Diverse Regional Picture. *International Journal of Development Studies and Research*. Vol.-6, No.-3 (July to September, 2017). ISSN 2278-8654.
4. Mahapatra, S., Tali, D.B. and Dansana, A. (2017). Learning Styles of Teacher Trainees and Its Relationship with Using Metacognitive Strategies During Training Programme. *The Ravenshaw Journal of Educational Studies*. Vol.6, 1 and 2 (June and December 2017).
5. Giri, S., Das, B.C. and Dansana, A. (2017) Functioning of Internal Quality Assurance Cells in Odisha: Problems and Implications. *The Ravenshaw Journal of Educational Studies*. Vol.6, 1 and 2 (June and December 2017).
6. Dansana, A. and Anan, Sheetala Prasad (2018). Indian Constitution and Contemporary Educational Practices and Issues in India. *Scholarly Research Journal for Interdisciplinary Studies*, VOL- 5/44. 2018. ISSN 2278-8808.
7. Dansana, A., Das, B.C. and Giri, Shusanta Kumar (2018). Functioning of Internal Quality Assurance Cells in NACC Accredited Colleges. *Pedagogy of Learning*, Vol. 4 (3) July 2018, 21-31. ISSN 2320-9526
8. Dansana, A. 2019. Elementary Education in India: Understanding Constitutional Obligation. *International Journal for Social Development*. Pp-133-139, 7, 4 Oct-Dec. 2019. ISSN-2320-9283
9. Dansana, A., Das, B.C. and Bag, S.K. 2020. Functioning of School Management Committees in Tribal Districts of Odisha. *Pedagogy of Learning*. Vol. 6 (3), July 2020 (ISSN: 2395-7344).
10. Dansana, A., Das, B.C. and Bag, S.K. 2020. A Study on the Status of Elementary Education in Tribal Area of Odisha. *Online International Interdisciplinary Research Journal*. Vol. 10, Special Issue, Sept. 2020 (ISSN: 2249-9598).

11. Dansana, A. 2020. Hirakud Dam Oustees and Procrastination of Justice in India. *International Journal of Social Sciences*. Vol. 9 (4), December 2020 (ISSN: 2249-6637). DOI: 10.30954/2249-6637.04.2020.10
12. Dansana, A. and Majhi, P. 2021. Understanding Schools in the Context of Classical and Neo-Classical Theories of Management. *The Online Journal of Distance and e-Learning*. Vol.9 (1), January, 2021 (ISSN: 2147-6454).
13. Dansana, A., Behera, S. and Majhi, P. 2021. Behavioural Management in Secondary Schools: A Case Study in India. *International Journal of Creative Research Thoughts*. Vol. 9 (2), February, 2021, pp. 2141- 2146, (ISSN: 2320-2882).
14. Dansana, A., Naik, D. and Majhi, P. 2021. Education for Social Inclusion of Tribal: An Indian Perspective. *International Journal of Creative Research Thoughts*. Vol. 9 (3), March, 2021, pp. 839- 846, (ISSN: 2320-2882).
15. Dansana, A. and Majhi, P. 2021. Higher Education in India: A Perspective of Its Autonomy and Accountability. *International Journal of Educational Sciences*. 32(1-3): 78-85. ISSN 2456-6322. (DOI: 10.31901/24566322.2021/32.1-3.1167).
16. Biswal, S. and Dansana, A. 2021. Functioning of Eklavya Model Residential School, Rayagada, Odisha. *Educational Quest: An Int. J. of Education and Applied Social Sciences*: Vol. 12, No. 2, pp. 73-76, August 2021. ISSN: 2230-7311. DOI: 10.30954/2230-7311.2.2021.2
17. Mahapatra, S., Tali, D. B. and Dansana, A. Teachers Trainees and Metacognitive Strategies. *Educational Quest: An Int. J. of Education and Applied Social Sciences*: Vol. 12, No. 2, pp. 95-99, August 2021 DOI: 10.30954/2230-7311.2.2021.5
18. Das, S.R. and Dansana, A. 2022. Preparedness of University Students for E-learning. *The Online Journal of Distance and e-Learning*. Vol.10 (1):112-118 January, 2022 (ISSN: 2147-6454).
19. Majhi, P. and Dansana, A. (2022). Functioning of Unitary University: A Perspective of India. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 13(01): 11-16. 2230-7311
20. Naik, D. and Dansana, A. (2022). Bonda Tribe and Higher Education: A Case Study in Odisha. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 13(02): 159-165. 2230-7311
21. Dansana, A., Binjha, P.B., Das, B.C., and Das, B.K.(2023). Pedagogical Innovation of TPACK Based K-4 Learning Transaction Model in Science and Social Sciences.

Asian Journal of Education and Social Studies, Volume 39, Issue 1, Page 42-52, 2023; Article No. AJESS.95941 ISSN: 2581-6268.

22. Dansana, A. Majhi, P. and Nag, H. (2023). Transforming Paradigms of Education: Exploring Odisha's 5t Model and Its Emphasis On E-Learning. *The Online Journal of Distance and e-Learning*. Vol.11 (3): 2981-2986, January, 2022 (ISSN: 2147-6454).
23. Dansana, A. and Majhi, P. (2023). Functioning of Unitary Universities in India. *Indian Journal of Public Administration*. Sage. in.sagepub.com/journals-permissions-India. Vol.70. Issue- 01, Page-1-9, ISSN: 0019-5561 DOI: 10.1177/00195561231204900.
24. Majhi, P. & Dansana, A. (2024). Education as intervention and tribal identity in India. *Educational Administration: Theory and Practice*, 30(2), 367-372. ISSN.13004832. Doi:10.53555/kuey.v30i1.1677.
25. Singh, A. & Dansana, A. (2024). Working Conditions and Climate Among School Teachers in Rural Odisha. *Research Journal of Philosophy and Social Sciences*. Vol. L, No. 2, pp. 271-281. DOI: <https://doi.org/10.31995/rjpsss.2024v50i02.33>.
26. Dansana, A., Naik, D., & Murasingh, M. Dongaria. (2025). Kond Tribe and Higher Education: A Case Study. *International Journal of Multidisciplinary Research (IJMR)*, ISSN: 2455-3662 11 (2) DOI: 10.36713/epra2013.
27. Dansana, A., Poddar, Y. (2025). The Nooks and Crannies of Education: The Process of Alienation and Subjugation. *International Journal of Creative Research Thoughts*. Vol. 13 (1), February, 2025, pp. 182- 186, (ISSN: 2320-2882).
28. Dansana, A., Jena, A. and Majhi, P. (2025). Attitude of Secondary School Students towards Social Science. *Asian Journal of Education and Social Studies*. Volume 51, Issue 6, Page 1333-1340, 2025 (ISSN:2581-6268). <https://doi.org/10.9734/ajess/2025/v51i62078>
29. Dansana, A., Nag, H. and Majhi, P. (2025). Pancha Kosha: The Hierarchy of Human Existence Theory. *Paniniya*, XLIII, Page-312-317, Feb-April, 2025, (ISSN-2321-

National

1. Dansana, A., Das, B.C. and Giri, Shusanta Kumar (2018). A Perspective of Quality Assurance Practices in Higher Education. *Sonsodhan Chetana*, Vol: 7, II, 2018. Pp. 72-78, ISSN 2319-5525.
2. Dansana, A., Nayak, Digambar (2018). Higher Education and Socio-Cultural and Political Sustainability. *The NEHU Journal* Vol. XVI, No. 2. Pp. 28-29, ISSN. 0972 - 8406
3. Dansana, A. 2019. Tribal Education and Sustainable Development in India. *Journal for Social Development*, pp-50-60, 11, 4 Oct-Dec, 2019. ISSN-0975-0142

4. Dansana, A. 2021. Hiraikud Dam & Plight of Its Oustees. *Economic & Political Weekly engage*. 26th March 2021. ISSN: 2349-8846 2349- 8846

Book, Sole Authored

1. Dansana, A. (2013). Higher Education and Sustainable Development: New Challenges and Opportunities. Regal Publication, Rajouri Garden, New Delhi, 2013. ISBN: 978-81-8484-223-4

Book, Joint Authored

1. Dansana, A. and Majhi, P. (2020). Theories of Management and School Practices: A Perspective of India. LAMBERT Academic Publishing. Mauritius. ISBN: 978-620-0-56992-9
2. Dansana, A., Bag, S.R. and Shehla, F. Educational Sociology. (2021). NEELKAMAL. New Delhi. ISBN: 978-81-950223-8-0

Chapters in Edited Books

1. Dansana, A. (2012). Developmental Trajectory of Higher Education in Western Odisha, In P.K Sahoo, et al. Ed. 2012. *Quality in Higher Education, Issues and Practices*". Uppal Publishing House, New Delhi. ISBN: 13:978-81-7658-069-4
2. Dansana, A. (2014). Liberal Higher Education in Sustainable Development of Odisha. In P.K Sahoo, et al. Ed. 2014. *Quality Education in India: Problems and Perspectives* (Vol.1). Concept: New Delhi. ISBN: 13:978-93-5125-078-4
3. Dansana, A. 2021. Equity and Inclusion in Higher Education: Opportunities and Challenges in India. In S.S. Swain, B.C. Swain and B.M. Jena, Ed. 2021, *National Education Policy 2020: Meeting Goals of 21st Century Education*. Kunal Books. New Delhi. ISBN: 978:93-91908-18-8
4. Dansana, A., Das, B.C., & Binjha, P.B. & Kumar Das, B. (2025). Effectiveness of TPACK Teaching Practice. In P.K Sahoo & B.C. Das, Ed. 2025. *Teacher Education and National Education Policy 2020*, Concept, New Delhi. ISBN: 978-93-6344-083-8 (Vol. 1), p.263.
5. Dansana, A., Das, B.C., & Binjha, P.B. & Kumar Das, B. (2025). Innovation in Teaching Practice: K-4 Learning Transaction Model. In P.K Sahoo & B.C. Das, Ed. 2025. *Teacher Education and National Education Policy 2020*, Concept, New Delhi. ISBN: 978-93-6344-083-8 (Vol. 1), p. 357.
6. Dansana, A. & Behera, G. (2025). Resource Management and Challenges in Teacher Education Programme. In P.K Sahoo & B.C. Das, Ed. 2025. *Teacher Education and National Education Policy 2020*, Concept, New Delhi. ISBN: 978-93-6344-083-8 (Vol. 1), (p.625).

7. Dansana, A. (2025). Teachers as Critical Inputs in Viksit Bharat. In Bimal Charan Swain et al. Ed. 2025. Viksit Bharat @ 2047. P.108-120, ISBN: 978-93-6389-329-0.

J. Seminar/Conference Proceedings

1. Autonomy and Accountability in Examinations: A Perspective of India. Under the theme *Examination Reforms for Quality Higher Education in India: Challenges and Opportunities*, in Rout, S.K, School of Education, Ravenshaw University. 22-23rd December 2018. New Delhi Publishers, New Delhi. ISBN: 978-93-88879-10-1

K. Reviews (Journals & Books)

1. Education, Conflict and Peace by Krishna Kumar, Orient Black Swan, New Delhi, 2016. In the Ravenshaw Journal of Educational Studies. Department of Education, Ravenshaw University, Cuttack

L. Seminar and Conference Presentations Made

Seminar: National			
S.NO	Title	Venue & Organizer	Time & Duration
1	School and Schooling of Social Realities and Social Cohesion	Department of Education, Indira Gandhi Women's College, Cuttack, Odisha	25-26 th April, 2015
2	Higher Education and Sustainable Development in Odisha	Department of Education, Marshaghai College, Kendrapara, Odisha	27-28 th December, 2015
3	Education in Promotion and Protection of Human Rights: Possibilities and Challenges	Department of Sociology, Ravenshaw University, Cuttack	30 th March 2017 (One day)
4	Right to Education and Its Implementation: The Open and Hidden Challenges	Department of Education Ravenshaw University, Cuttack	31 st . March 2017 (One day)
5	Tribal Education in Contemporary Society: Issues and Concern	School of Tribal Education and Extension, Kalinga Institute of Social Sciences (KISS)	25 th January 2018
6	Autonomy and Accountability in Examinations: A Perspective of Indian Higher Education	School of Education, Ravenshaw University	22-23 rd December 2018
7	Role and Responsibilities of Civil Society for Educating Marginalized Children	Kalinga Institute of Social Sciences (KISS)	29-30 th Mach 2019
8	School Education of Tribes in India: Initiatives and Challenges	School of Education, Ravenshaw Univeristy, Cuttack	27-28 th January 2020
9	The Indispensable Skills of 21 st Century	School of Vocational Studies, Dr. B.R. Amedkar University, Delhi.	26 th October 2020
10	Situating Education as Intervention in the Context of Tribal	School of Education, Gangadhar Meher University, Sambalpur	03-04 April 2023

Seminar: International			
1	Nascent Experience in e-learning of Neophytes in Research	Central Institute of Education, University of Delhi, Delhi	26-28 Feb. 2007
2	Tribal Education and Sustainable Development in India	P.G. Department of Anthropology, Utkal University	9-10 th March 2019
Conference: International			
1	Understanding Higher Education in a Backward Region	University of Delhi.	23- 25 th November, 2011

L. Research Guidance

S.No.	Name		Research Title	Award
M.Phil.				
1	Mrs. Sasmita Das	13LED-002	Practice of Value Education in Secondary School and Its Impact	2015
2	Mrs. Anuradha Parida	16LED-009	Functioning of School Management and Development Committee: A Study of Kendrapara District, Odisha	2017
3	Ms. Simarani Behera	17LED-005	Discipline Management and Student's Behaviour in Secondary School	2018
4	Mr. Soumyaranjan Mohapatra (Co-guide)	17LED-007	Learning Styles of Teacher Trainees and Its Relationship with Using Metacognitive Strategies during Training Programme	2018
5	Ms. Sonalika Bishwal	18LED-002	Functioning of Eklabya Model Residential School: A Case Study	2020
6	Prahallad Majhi	19LED-001	Academic Autonomy and Accountability in Higher Education: A Case Study of Ravenshaw University	2020
7	Sriparna Ghose	20LED-002	Perception of Student-Teachers and Teacher-Educators on Effectiveness of Four-Year Integrated B.Ed. Programme under Self-Financing Scheme in Odisha	2022
	Anupama Sutar	21LED-003	Participation of Women in Higher	2023

8			Education: Situating Social and Institutional Circumstances	
Ph.D.				
Sl.N	Name	Reg. No	Title	Registration and Award
1	Shusant Kumar Giri (Co-supervisor)	14PHED-006	Functioning of Internal Quality Assurance Cells with Reference to Quality Improvement Practices in NAAC Accredited Colleges of Odisha	2019 (awarded)
2	Digambar Naik	18PHED-002	Effect of Higher Education on Socio, Cultural and Economic Life of Primitive Tribes in Odisha	2023 (Awarded)
3	Arpita Singh	18PHED-003	Identity of Elementary School Teachers in the Context of Changing Policies and Practices in Odisha	2018
4	Yashika Poddar	19PHED-002	Trends and Importance of Research in Education: A Study of Selected Universities of India	2019
5	Prahallad Majhi	20PHED-002	Socio-Cultural Implications of School Education: Situating Tribes in Odisha	2020
6	Anupama Sutar	22PHED-009	Quality Education in Government Degree Colleges of Odisha: Practices and Perception of Stakeholders	2022
7	Pravati Swain	22PHED-006	Quality Practices in Rural Schools in Dhenkanal District of Odisha	2022

M.A. Dissertation

Sl. No	Name	Roll No	Research Title	Year
1	Ramesh Behera	13MED015	Community Awareness of Right to Education Act and the Community Roles towards Children Participation in Schooling at Primary Level: A Case Study	2015
2	Jyotermayee Moharana	13MED044	Awareness of Secondary School Teachers about Inclusive Education	2015
3	Twinkle Mishra	13MED031	Reading Performance in English Language at Elementary School Level: A Case Study of Rasaraikapur UP Graded Upper Primary School, Cuttack	2015
4	Shrabani Jena	13MED008	Quality Inputs and Practices in Higher Education: A Case Study of Arts Stream, Christ College, Cuttack	2015
5	Simarani Behera	14MED031	An Experiment on 5E Model Approach to English Language Learning: A Study of Tulasipur High School, Cuttack	2016
6	Subhashree Patra	15MED007	Usages of Information and Communication Technology in Higher Education: An Exploratory	2017

			Study of Ravenshaw University	
7	Pranati Sahoo	15MED031	Notion of Education: A Perspective of Dharampur Village	2017
8	Suchismita Tripathy	15MED013	Practices on Equalization of Educational Opportunity: A Case Study of Joranda Nodal School	2017
9	Prakash Sahoo	16MED035	Understanding Debates Over the Proposed National Policy on Education 2016 with Reference to School Education	2018
10	Abhisek Panda	16MED017	Vocational Interest of Secondary School Students in Relation to their Demographic Variables	2018
11	Abipsa Sahoo	16MED040	Pedagogy of Education for Peace at Elementary Level	2018
12	Barsa Mohapatra	17MED003	School Education of Weaker Sections in Post Globalization Era: Policy Initiatives and Gaps in India	2019
13	Prahallad Majhi,	17MED 010	Contextualizing Classical and Neoclassical Theories Of Management In School”	2019
14	Manaswoni Datta	17MED011	Learning Achievement of Children in Elementary Education in Relation to their Socio-Economic Status, Caste & Gender”	2019
15	Sasmita Hansdah	17MED020	Learning Achievement of Tribal Adolescent Students In Relation To Their Test Anxiety	2019
16	Laxman Meher	17MED028	Effect of RTE Act 2009 in Rural Schools	2019
17	Rashmita Majhi, ,	17MED036	Participation Of Secondary School Teachers In School Management	2019
18	Elina Behera	18MED015	Perception of Post Graduate Students on Higher Education	2020
19	Gulsan Behera	18MED006	Perception of Teacher Educators Towards Self Financing Teacher Education Programme in Odisha	2020
20	Swayampragya Rath	18MED017	Development Social Values: Case Studies of Elementary School in Odisha	2020
21	Rajendra Meher	18MED027	Perception of Preservice Teachers on School Internship with Reference to Development Teaching Skills and Competency	2020
22	Upasana Tripathy	18MED001	Perception of Student Teachers on Support Services in Self Financing Teacher Education Programme in Odisha	2020
23	Debendra Kumar Roul	19MED019	Perception of Students on Effect of Information and Communication Technology in Higher Education	2021
24	Kunirani Gangei	19MED026	Higher Education in India: Juxtaposing the Quantitative Growth and Quality Issues	2021
25	Soumyaranjan Das	9MED001	Preparedness of University Students for E-Learning	2021
26	Gajindra Kumar Sahu	20MED-004	Relation between the Family Climate and Academic Achievement of Secondary School Students	2022
27	Rasmita Sahoo	20MED-007	Level and Causes of Stress among the Students of Higher Education Institutions	2022
28	Sasmita Mundari	20MED-016	Effect of Sports and Physical Activities on Academic Performance of Students in Higher Education	2022
29	Alipsa Jena	21MED-007	Attitude of Secondary School Students towards Social Science	2023
30	Jemini Neti	21MED-020	Nature of Adjustment of Girls Boarders Pursuing	2023

			Higher Education	
31	Srusti Patra	21MED-033	Glass Ceiling Effect in Higher Education: Experience of Graduating Girls	2023
32	Surekha Meher	21MED-038	Study Habit and Academic Achievement of Secondary School Students	2023
33	Mukesh Kumar Meher	21MED-041	Availability and Usage of ICT in Rural Degree Colleges	2023

M. Resourcing & Counselling

1. Acted as counsellor at IGNOU Study Centre, Ravenshaw University, for Paper MES-14-Social Context of Education, under Master of Arts in Education Programme during Sept-Oct. 2019.
2. Acted as counsellor at IGNOU Study Centre, Ravenshaw University, for Paper MES-14-Social Context of Education, under Master of Arts in Education Programme during Sept-Oct. 2020.
3. Delivered an invited talk on 16.03.2022 on the topic “Educational Management and Leadership: A Broader View”, at the Department of Education, Rama Devi Women University, Bhubaneswar.
4. Delivered talk as Chief Speaker on the topic Transformation of Education through NEP-2020 on 17.12.2022 at the Department of Education, Shailabala Women’s College, Cuttack.
5. Delivered talk as Chief Speaker on the topic ‘Education, Socialization and Critical Thinking: Opportunities and Challenges in Digital Era’ on the occasion of Annual Seminar on 09.03.2024 at the Department of Education, BJB Autonomous College, Bhubaneswar, Odisha
6. Acted as Observer for the conduct of NEET (UG) held on 13th September 2020, at Kendriya Vidyalaya-1, Bidanasi, Cuttack. Government of India.
7. Acted as resource person in Capacity Building Programme held in Telangana, 20th May 2024.
8. Coordinated Vidya Pravesh Evaluation Study in Kishanganj District of Bihar, 10th-12th July 2024.
9. Acted as resource person in Training of Master Trainers for Social Audit of Samagra Shiksha Scheme on 21st August 2024 at Dr. Radhakrishnan Shiksha Sankul, Jaipur.
10. Coordinated Vidya Pravesh Evaluation Study, in Aurangabad, Bihar , 17-22.11 .2024 and Submitted report to the Department of Curriculum Studies and Development (DCSD), NCERT.
11. Analysed the tools for Vidya Pravesh, Bihar and Chhattisgarh and submitted the report to the Coordinator, Vidya Pravesh Evaluation Study, NCERT during 18.12.2024 to 20.12.2024.
12. Acted as resource person in Training of Master Trainers for Social Audit of Samagra Shiksha Scheme, Imphal, Manipur, 23rd to 25th Feb.2025

N. Workshops and Training Attended

1. Workshop on *e-learning*, organized by Central Institute of Education, University of Delhi, Feb. 26-28, 2007 (3 days).
2. Training Course on SPSS (Statistical Package for Social Sciences), Delhi University Computer Centre, University of Delhi. 11-15 June, 2012 (5days).
3. Successfully completed Orientation Programme at UGC-HRDC, Utkal University, Vani Vihar held from 24.11.2017 to 21.12.2017 (28days) with Grade 'A'.
4. Successfully completed Refresher Course, at UGC HRDC, Jawaharlal Nehru University, New Delhi, 23rd July-17th August, 2018 (20days) with Grade 'A'.
5. Successfully completed Refresher Course on Research Methodology for Faculty of Social Sciences organized by HRDC University of Hyderabad during 5th to 19th August 2020 (15days) with 'A' Grade.
6. Successfully completed Refresher Course, on *Indian Knowledge Tradition, Ethics and Human Values* (Interdisciplinary) at UGC HRDC, Jawaharlal Nehru University, New Delhi, 23rd January to 6th February 2023 (15 days) with Grade 'A'.
7. Participated 2 days Capacity Building Programme on theme *understanding linkages between school and higher education curriculum framework*, organized jointly by NCERT and Akhil Bharatiya Rastriya Shaikshik Mahasasng (ABRSM), during 20-21st July, 2024.
8. Participated 3days Regional Consultative Meet on Integrated Teacher Education Programme (ITEP), organized by Department of Teacher Education, NIE, NCERT during 4th-6th December, 2024.
9. Participated 5 days induction programme held at IIM Nagpur during 10.02.2025 to 14.02.2025, supported by NCERT, New Delhi.
10. Participated 21 days Orientation Programme for newly recruited faculty members of NCERT, organized by Department of Teacher Education, NIE, NCERT during 3rd-28th March 2025.