



Regional Institute of Education Bhubaneswar, Odisha

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/ group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

1. Display of internal assessment marks before the term end examination

**REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR
MARK DISTRIBUTION-B.Ed. School Internship**

Activity	Component	Minimum Number	Maximum Marks	Internal-by the faculty of the Institute	External by the Mentor School Teachers and Head Teachers
1	Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
2	Observation record of classes taught by mentor teachers/regular teachers	10 (05 in PC-1 and 05 in PC-2)	10(5+5)	10	--
3	Unit Plan	2 in each subject/pedagogy	10 (5+5)	10	--
4 (A)	Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	10	10	--
(B)	Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	10	10	--
5	Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	10 (5+5)	10	--
6	Records of participation/organization in curricular activities	1	10	10	--
7	Records of school profile	1	10	10	--
8	Action Research	1	20	20	--
9	Student Assessment Records	2 (one for each subject)	20 (10+10)	20	--
10	Teaching Learning Resources	All	10 (5+5)	--	10
11	Reflective Diary	1	10	10	--
12	Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	80	40= (PC-1(20)+ PC-2(20))	40= (PC-1(20)+ PC-2(20))
13	Overall Assessment of Trainee by Head Teacher/Principal		10		10
14	Presentation of reflections on internship experiences (Post Internship)		20	20	--
	Total for III Semester		250	190	60

Dr. Laxmidhar Behera
 Dr. Laxmidhar Behera
 Professor
 Department of Education
 Regional Institute of Education
 National Council of Educational Research & Training
 Sachivalaya Marg, Bhubaneswar-751022

B.Sc. B.Ed - 7th Semester
School Internship (EF-2)

S.L No	Roll No	Name	Assessment by	Overall	Presentation of	Total		
			mentor teacher(s)/HM/ Principal /Inst supervisors	Assessment of Trainee by Head Teacher/ Principal	reflections on internship experiences (Post Internship)			
			120	40	20	350		
1	1	Abhinav Anand	110	38	17	304		
2	2	Abhishek Roy	115	36	15	313		
3	3	Aisha Afrin	115	32	15	317		
4	4	Akanksha Kumari	110	36	18	302		
5	5	Amit Mukherjee	115	38	16	312		
6	6	Ankit Roy	112	32	16	301		
7	7	Ankur Sarkar	110	40	17	306		
8	8	Aswin Adhikari Sharma	108	38	18	295		
9	9	Bapi Majhi	115	40	15	313		
10	10	Basana Bhakta	110	40	16	307		
11	11	Bidisha Jana	105	38	17	294		
12	12	Dewanshu Mishra	102	38	18	293		
13	13	Gaurav Kumar	104	38	18	280		
14	14	Gunjarani Lakra	115	36	16	311		
15	15	Jeevanjit Dash	110	36	17	288		
16	16	Kalpana Kumari	108	36	18	288		
17	17	Khusboo Kumari	107	37	17	288		
18	18	K. Sanjay Singh	100	32	18	262		
19	19	Kiran Kumari	108	38	16	300		
20	20	Krishanu Singha	115	40	15	318		
21	21	Kunal Kishore	108	32	18	296		
22	22	Lipika Kalindi	105	38	16	292		
23	23	Monniesha Mohapatra	107	36	17	293		
24	24	Mukesh Kumar Rout	112	36	16	304		
25	25	N. Naveen Rao	105	38	16	308		

L.T.O.F

Regional Institute of Education (NCERT), Bhubaneswar
 Learning to function as Teacher (Internship in Teaching), B.A.B.Ed, Semester-VII - 2019
 Evaluation and Scheme of Assessment

Teaching	1		2		3		4		5	6	7
	Lesson Planning (Record Maintenance)	Development of scheme of lessons & activities	Record on Observation of peer teaching		Administration of Achievement tests and its analysis / identification of slow Learners / talented children		Record on School site and participation of School activities	Preparation of Instructional materials / Teaching aids exhibition Assessment of Activities of Pupil-Teachers by Head of School	Total Mark		
	Sub-I	Sub-II	Sub-I	Sub-II	Sub-I	Sub-II	Sub-I	Sub-II			
Max. Marks	35	35	10	10	10	10	10	10	10	10	150
Roll No.											
1	34	33	9	9	10	10	10	10	10	10	145
2	34	33	8	9	10	10	9	10	10	10	143
3	34	34	9	9	10	10	10	10	9	10	145
4	34	33	10	10	9	10	10	10	10	10	146
5	33	34	9	10	10	9	10	10	10	10	145
6	34	34	10	10	9	10	9	10	10	10	146
7	34	33	10	9	10	10	10	9	10	9	144
8	31	31	9	9	8	9	9	9	9	10	134
9	31	31	9	9	9	9	8	9	9	10	134
10	32	31	9	8	9	8	9	9	9	10	134
11	33	33	8	9	10	9	9	9	9	10	139
12	32	31	9	9	9	9	9	9	9	10	136
13	31	32	9	9	9	10	9	9	9	10	137
14	33	31	9	9	9	9	9	8	9	10	136
15	34	34	9	9	9	9	10	10	10	10	144
16	34	34	9	9	9	9	10	10	10	10	144
17	34	34	9	9	9	9	10	10	10	10	144
18	34	34	9	9	9	9	9	10	10	10	143
19	34	34	9	9	9	10	10	10	10	10	145
21	34	34	9	9	9	10	10	10	10	10	145
22	34	34	9	9	10	9	9	10	10	10	144
23	34	34	8	9	8	9	9	9	9	9	138
24	34	34	10	9	10	9	9	9	9	9	142
26	34	34	9	9	9	9	9	9	9	9	140
27	34	34	9	9	9	9	9	9	9	9	140
28	34	34	9	9	9	9	9	9	9	9	140
29	34	34	9	9	9	8	9	9	9	9	139
30	34	34	9	9	9	9	9	9	9	8	139
31	34	33	9	9	10	10	10	10	10	10	145
32	33	34	8	9	10	10	9	10	10	10	143
33	34	34	9	9	10	10	10	10	10	10	146
34	33	34	10	10	9	9	10	9	10	10	144

Bilva Acharya
23.9.19



क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
(राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद)
(National Council of Educational Research & Training)

2 Year B.Ed. (Arts), 2nd Year (Sem-III) - 2018-19 (EF 3 INTERNSHIP)

Marks of Different Activities

Sl. No	Roll No.	Name	1 (10)	2 (10)	3 (10)	4.A (10)	4.B (10)	5 (10)	6 (10)	7 (10)	8 (20)	9 (20)	10 (10)	11 (10)	12.A.1 (20)	12.A.2 (20)	12.B.1 (20)	12.B.2 (20)	13 (10)	14 (20)	Total (250)
1	1	Abhipsa Sahoo	8	9	8	9	8	8	9	9	18	16	9	9	17	17	18	19	9	17	217
2	2	Abhisek Panda	8	8	7	9	8	6	6	7	17	13	9	8	17	17	16	17	6	16	195
3	3	Abhishek Pratap Gohil	8	9	8	8	9	8	7	9	18	16	9	8	17	16	17	17	6	17	207
4	4	Aditya Majee	8	8	7	8	7	7	7	7	17	12	8	8	16	16	16	16	7	17	192
5	5	Aiswarya Rath	9	9	8	8	9	7	8	8	18	13	9	7	18	17	19	19	9	17	212
6	6	Anamika Mishra	8	8	8	9	9	8	9	9	18	12	9	7	18	17	19	18	9	16	211
7	7	Anil Kumar Das	8	7	7	7	6	7	5	7	16	12	8	8	17	17	18	18	9	16	193
8	8	Anita Rath	8	8	8	8	9	8	9	9	17	13	9	8	17	17	17	18	7	16	206
9	9	Ankita Chatterjee	8	8	8	9	9	7	9	8	17	10	6	8	17	18	17	17	9	16	201
10	10	Annushree	8	8	8	8	8	7	9	8	16	10	6	7	17	16	16	17	9.5	16	195
11	11	Arnab Kumar Beura	8	9	7	9	7	9	8	8	17	11	9	8	19	19	18	18	9.5	16	210
12	12	Arpita Hansda	8	8	7	8	8	7	7	9	18	11	9	8	17	17	17	18	5	16	198
13	13	Basanti Behera	7	7	7	7	7	8	8	8	16	10	9	7	16	16	17	16	7	14	187
14	14	Deepak Kumar	8	8	7	7	9	8	9	7	17	13	9	8	16	16	18	18.5	9	14	202
15	15	Dimple Kumari	8	7	8	8	9	8	9	8	17	11	8	7	17	17	19	19	9	15	204
16	16	Indira Patra	7	6	7	7	8	8	8	7	16	10	9	8	17	17	18	19	9	15	196
17	17	Isha Bairagi	9	9	8	8	9	8	9	9	19	14	9	8	18	18	19	19	8	17	218
18	18	Jayashree Behera	8	8	8	8	8	6	8	7	17	16	9	8	17	17	18	17	7	16	203
19	19	Kishan Kumar	8	8	7	7	7	7	6	8	16	15	8	8	18	17	19	19	9	16	203
20	20	Kumari Dipika	8	8	8	9	8	7	7	9	16	16	9	7	16	16	17	18	6	16	201

(I. P. Gowamma)

(R. K. Mohalik)

(E. Gangmei)

(R. R. Sathy)

(P. Kishore)

(S. Poddar)

(S. Kumar)

(A. Kumar)

(U. Ray)

(L. Behera)

(B.N. Hansda)

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 (National Council of Educational Research & Training)

STUDENT LIST : 2021-22

4 Year B.Sc.B.Ed. (PCM&CBZ) 4th Year (Sem-VII & VIII)

Roll No.	Name of the Students	Particip. in cur. Act. (F.M.-10)	School Profile (F.M.-10)	Reflective Diary	Act. Res. (20)	Unit. Plan (20)	L.P. (Pc-1)	L.P. (Pc-2)	Stu. Ass. (20)	Class. Obs. (20)	TLR (10)	PC-1 (60)	PC-2 (60)	ASS. BY PRINCIPAL (40)	REFLECTION (20)	DEMO. (10)	TOTAL
1	Abhishek Kumar Sharma	6	8	7	16	17	18	17	14	17	7	43	42	26	18	7	263
2	Aditya Bhargav	6	8	7	16	16	15	16	14	18	7	48	46	30	17	7	271
3	Aishi Bhuniya	8	10	9	16	16	19.5	19	18	16	8	50	50	27	18	7	292
4	Akshay Kumar Diwakar	7	9	8	15	15	18	16	18.5	16	8	52	43	29	19	8	282
5	Alisha Samal	9	9	9	18	16	18	19	19	16	7	42	45	28	16	6	277
6	Anjali Kumari	8	9	9	19	17	19	19	18	16	7	43	41	27	17	7	276
7	Ankit Anand	7	8	8	15	16	17	18	14	16	8	52	51	32	15	8	285
8	Anoj Kumar Sah	7	10	6	16	16	16	17	15	16	9	50	52	31	19	8	288
9	Anshuman Pradhan	7	10	7	17	15	17	16	17	17	8	48	48	29	17	6	279
10	Aprubananda	7	9	8	16	16	16	16	17	17	9	54	51	32	19	9	296
11	Archana Sharma	8.5	9	8	17	16	19	19	17	16	9	44	50	33	19	9	294
	Arnab Karmakar	6	7	9	15	15	18.5	19	18	16	7	45	48	22	17	6	269

PP
25.7.22

25/7/22

W. Goswami

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(National Council of Educational Research & Training)

2 Year B.Ed. (Science), 2nd Year (Sem-III)- 2021-22 (INTERNSHIP)

Marks of Different Activities

Sl. No.	Roll No.	Name	Max Mark	10	10	10	10	10	10	10	10	20	20	10	10	20	20	20	20	10	20	250	
				1	2	3	4.A	4.B	5	6	7	8	9	10	11	12.A.1	12.A.2	12.B.1	12.B.2	13	14	Total	
1	1	Aditi Dhali		7.5	7	8.5	8.5	7.5	8	8	8.5	17	19	8	8	20	20	17.5	17.5	9	15	215	
2	2	Ajay Hembram		7.5	8	8	7.5	7.5	8	8	8	16	17	9	7.5	19	18	17.5	17.5	9	17.5	211	
3	3	Akashi Thakur		7.5	8.5	7.5	8.5	8.5	7.5	7	8	15	18	9	8	18	18	17.5	17.5	8	16	208	
4	4	Alibharani Sahu		8	8.5	8	8	8.5	7	7	8	16	17	7	8	17	18	17.5	17.5	8	17	206	
5	5	Amarjeet Mishra		9	9	9	8	7.5	8	8	9	18	19	8	8.5	19	19	17.5	17.5	10	19	223	
6	6	Amisha Prasad		7.5	7	8	8	8.5	7.5	7	8.5	18	17	8	8	20	20	17.5	17.5	9	16	213	
7	7	Amit Kumar Jena		7.5	7	8	8	7.5	8	8	8	17	18	8	7.5	19	19	17.5	17.5	8	17.5	211	
8	8	Amlan Das		7.5	8	8	8	7	7.5	6	8.5	17	19	8	8	17	18	17.5	17.5	8	18	209	
9	9	Amrita Kumari Mishra		7.5	8.5	9	8	8.5	8	8	8	17	17	8	8.5	19	18	17.5	17.5	9	19	216	
10	10	Ankita Singh		7.5	8.5	8	9	9	8.5	8	8.5	18	17	8	8	19	19	17.5	17.5	9	17	217	
11	11	Ayan Pramanik		6.5	7	6.5	7	6	6	6	6.5	16	16	6	6	15	16	17.5	17.5	5	16	183	
12	12	Barkha Nandi		8	8.5	8	8	7.5	8	8	8	17	18	7	8	18	18	17.5	17.5	8	18	211	
13	13	Bishnu Bibhab Dash		7.5	8	8	7	7	8	8	8	17	17	9	7	17	16	17.5	17.5	8	16.5	204	
14	14	Chandrima Mondal		8	7	7.5	6.5	7	7	9	8	16	18	7	8	18	17	17.5	17.5	8	17	204	
15	15	Chinmaya		7.5	8	7	8	8	8	8	8	6.5	17	17	7	8	16	17	17.5	17.5	9	19	206
16	16	Debajani Gouda		8	8	8.5	8.5	7.5	8	9	6.5	18	17	9	8	18	19	17.5	17.5	8	18	214	
17	17	Dibyajyoti Dash		8	7	7	8	8.5	8	9	8	17	18	9	8	18	18	17.5	17.5	9	17.5	213	
18	18	Dimple Kumari		8	8	8	8.5	9	8	8	8.5	18	19	8	8	17	17	17.5	17.5	8	18.5	215	
19	19	Dipti Patel		8.5	7	9	7	8	8	8	9	16	17	8	6	20	18.5	17.5	17.5	10	17.5	213	
20	20	Gautam Kumar		8	8	7.5	8	8	7	8	7.5	17	17	6	8	17	18	17.5	17.5	8	16.5	205	
21	21	Jayashree Nayak		8.5	9	9	9.5	9.5	8.5	8	9	18	18	9	8.5	17	17	17.5	17.5	7	18	220	
22	22	Jharna Pradhan		8.5	8	8.5	8.5	8.5	8	7	8.5	18	18	7	8	19.5	19	17.5	17.5	9	19	218	

NO. [Signature] 6/5/22

Somant Malvi
6.5.22

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6/5/22



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2 Year B.Ed. (Science), 2nd Year (Sem-III)- 2020-21 (INTERNSHIP)

Marks of Different Activities

Sl. No.	Roll No.	Name	1	2	3	4.A	4.B	5	6	7	8	9	10	11	12.A.1	12.A.2	12.B.1	12.B.2	13	14	Total
1	1	Ajit Kumar	8	8	9	8	9	8	7	9	18	14	6	8	18	18	18	18	10	16	210
2	2	Anita	8	8	8	7	8	7	7	8	16	12	5	8	18	18	18	18	10	16	203
3	3	Aparna Barik	8	8	7	9	8	8	4	8	17	14	6	8	18	18	18	18	10	14	212
4	4	Ashish Kumar Dalei	8	8	9	9	9	8	8	9	17	15	9	7	18	18	18	18	10	16	208
5	5	Bidisha Chakraborty	8	8	8	9	8	8	6	8	18	14	7	8	18	18	18	18	10	14	206
6	6	Bijay Patri	8	8	9	9	8	7	8	9	16	15	6	7	18	18	18	18	10	16	212
7	7	Buddhanath Behera	8	8	9	9	9	7	8	9	18	15	6	8	18	18	18	18	10	14	213
8	8	Dibyajoti Prusty	8	8	9	8	8	9	7	9	17	17	10	7	18	18	18	18	10	16	210
9	9	Diptimayee Sahoo	8	8	9	9	8	7	6	9	17	16	7	8	18	18	18	18	10	16	203
10	10	Hari Shankar	8	8	7	7	9	7	7	9	15	14	6	8	18	18	18	18	10	16	220
11	11	Ipsita Mohanty	8	8	8	10	9	7	9	9	18	18	10	8	18	18	18	18	10	16	211
12	12	Ili Spardha	8	8	9	9	8	7	8	9	18	14	7	8	18	18	18	18	10	16	215
13	13	Kalyani Swain	8	8	9	9	8	8	9	9	18	16	7	8	18	18	18	18	10	16	209
14	14	Koyel Rana	8	8	8	8	8	9	6	9	17	16	6	8	18	18	18	18	10	16	210
15	15	Lokesh Kumar	8	8	9	9	9	7	7	9	15	17	6	8	18	18	18	18	10	16	210
16	16	Moumita Murmu	8	8	8	9	9	7	8	8	18	15	6	8	18	18	18	18	10	16	209
17	17	Nelufa Yasmin	8	8	7	7	8	9	6	9	18	17	6	8	18	18	18	18	10	16	219
18	18	Omkar Anwes	8	8	8	9	9	9	6	9	19	14	8	10	18	18	18	18	10	16	208
19	19	Pawan Paswan	8	8	9	9	9	7	6	9	15	16	6	8	18	18	18	18	10	18	204
20	20	Piyush Kumar	8	8	8	7	7	9	6	8	16	14	4	9	18	18	18	18	10	16	214
21	21	Preetisudha Dash	8	8	9	9	9	8	8	9	18	15	7	8	18	18	18	18	10	16	210
22	22	Priyanka Kumari	8	8	8	9	8	7	8	9	18	14	7	8	18	18	18	18	10	16	210
23	23	Puja Kumari	8	8	8	9	8	8	8	8	18	16	8	8	18	18	18	18	10	16	213

ET-3 (School mkt)

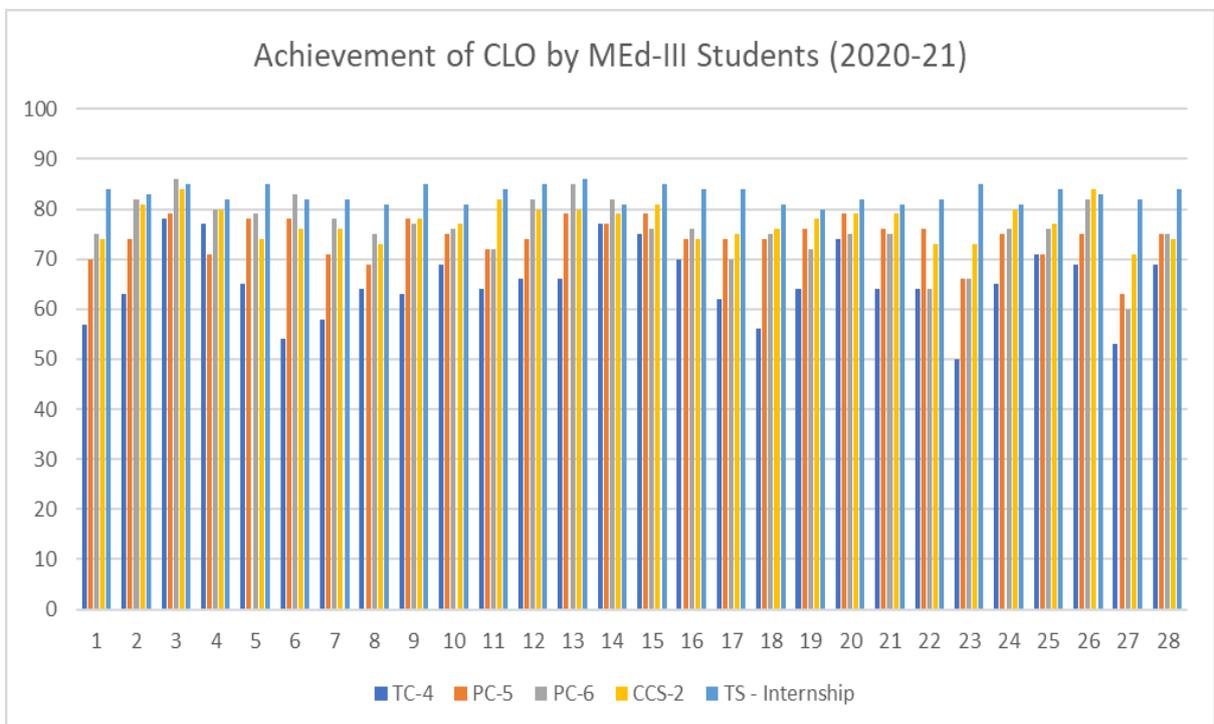
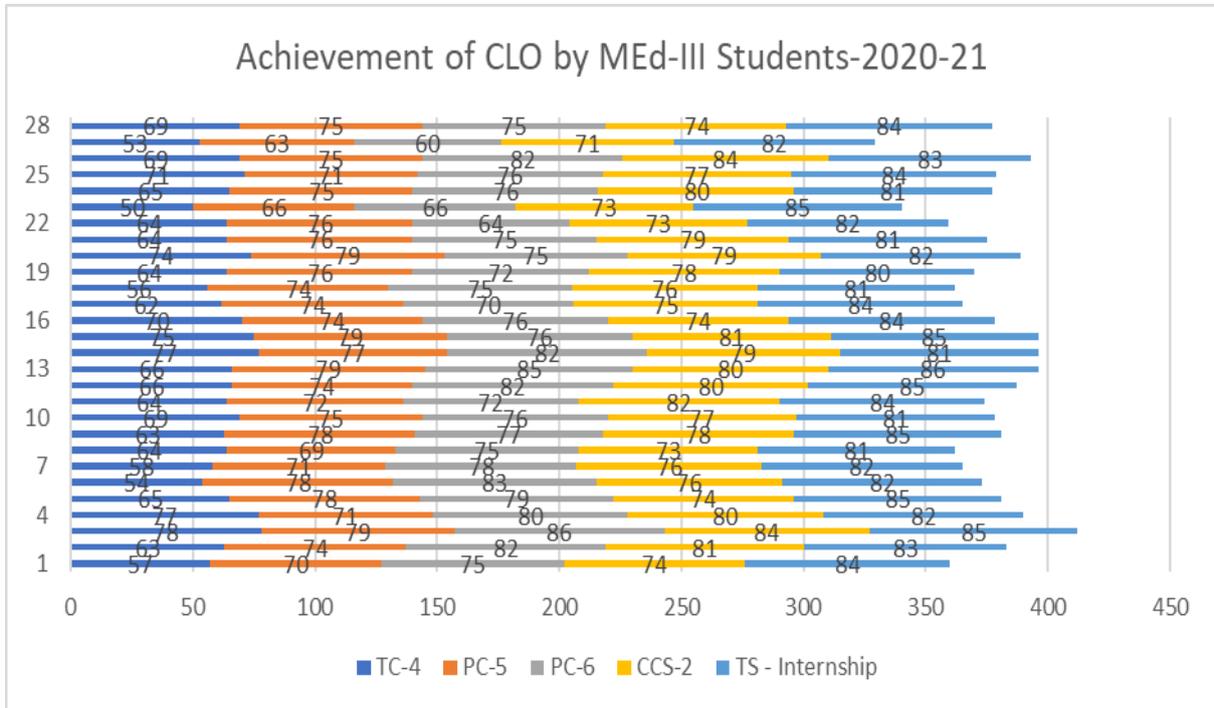
(Piyush Kumar)

(A. Kumar)

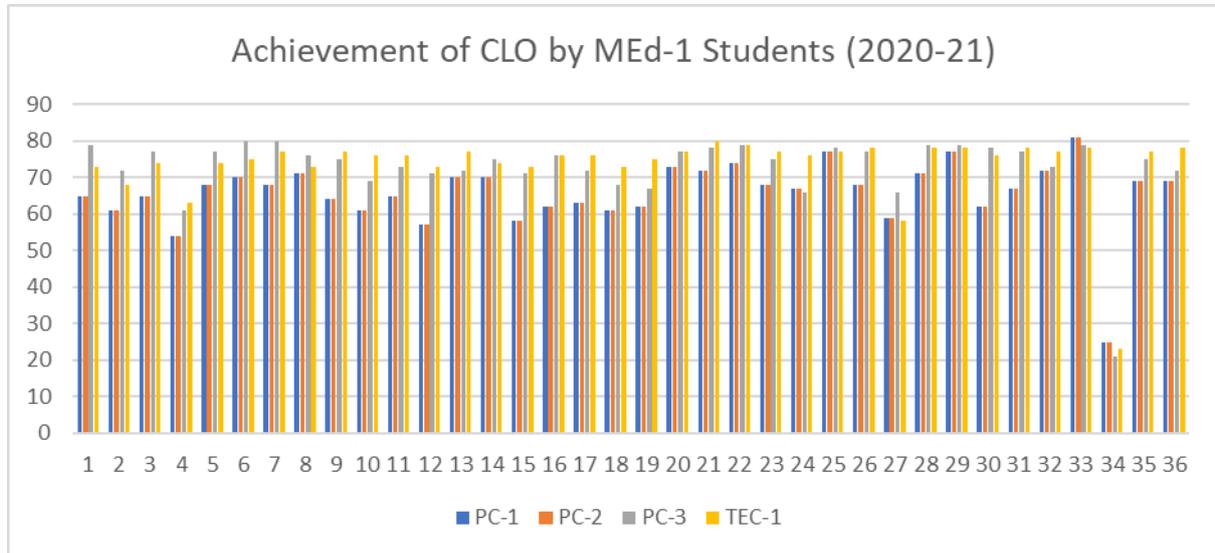
2. Timely feedback on individual/ group performance

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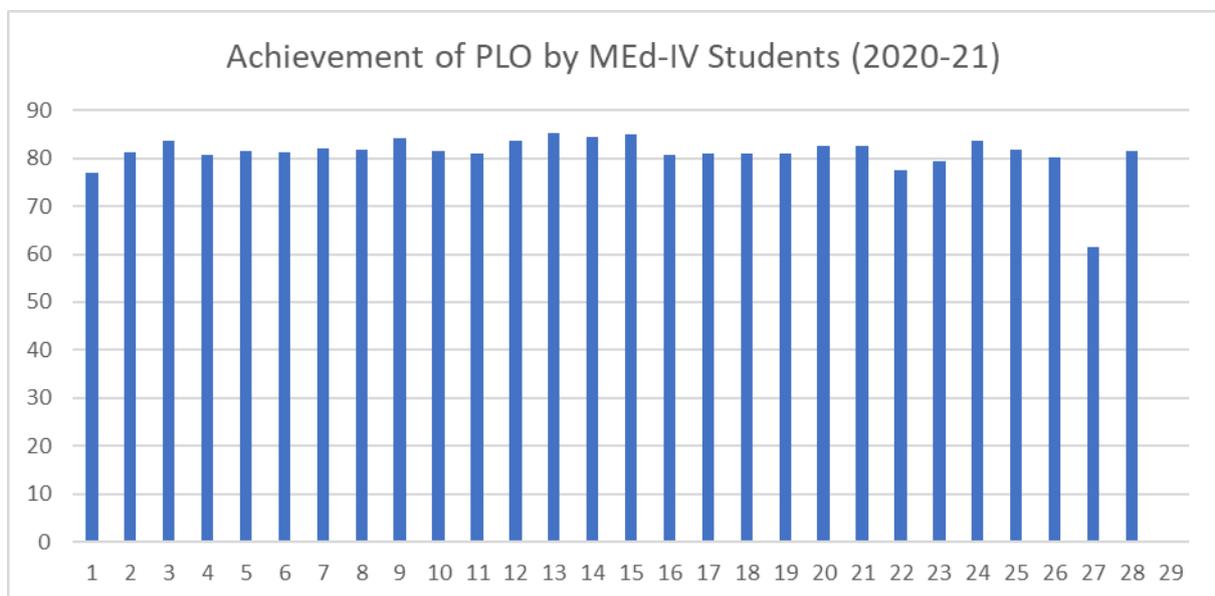
3. Provision of improvement opportunities



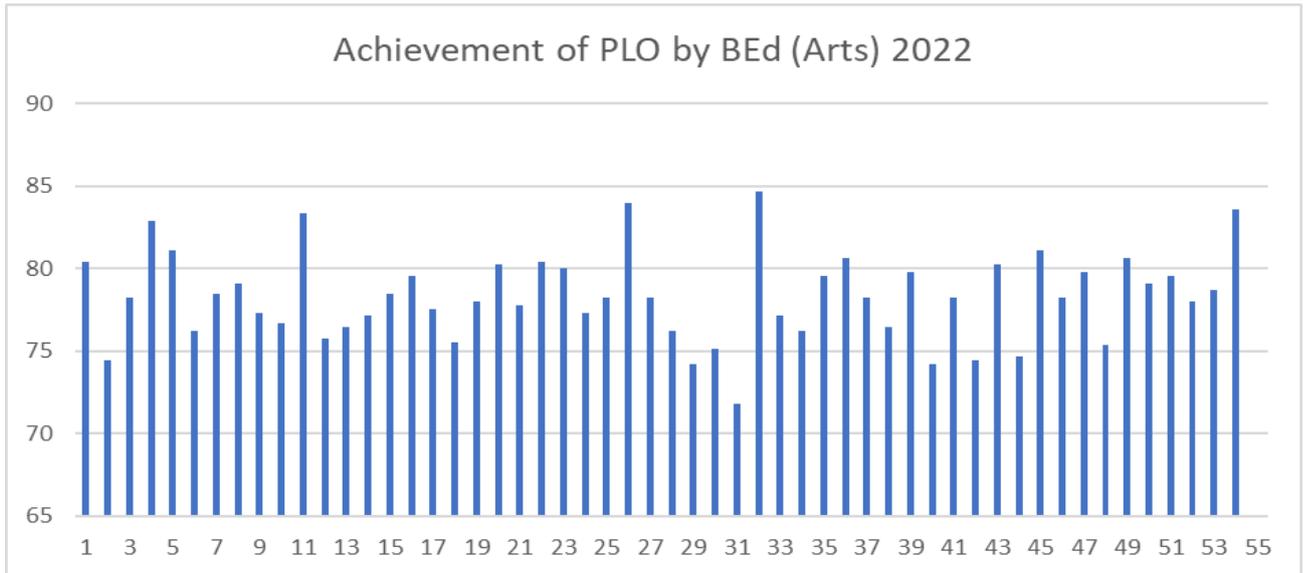
Faculty members teaching the paperTC-4 (Advanced Research Methods in Education) are informed to take remedial classes and provide suitable learning materials.



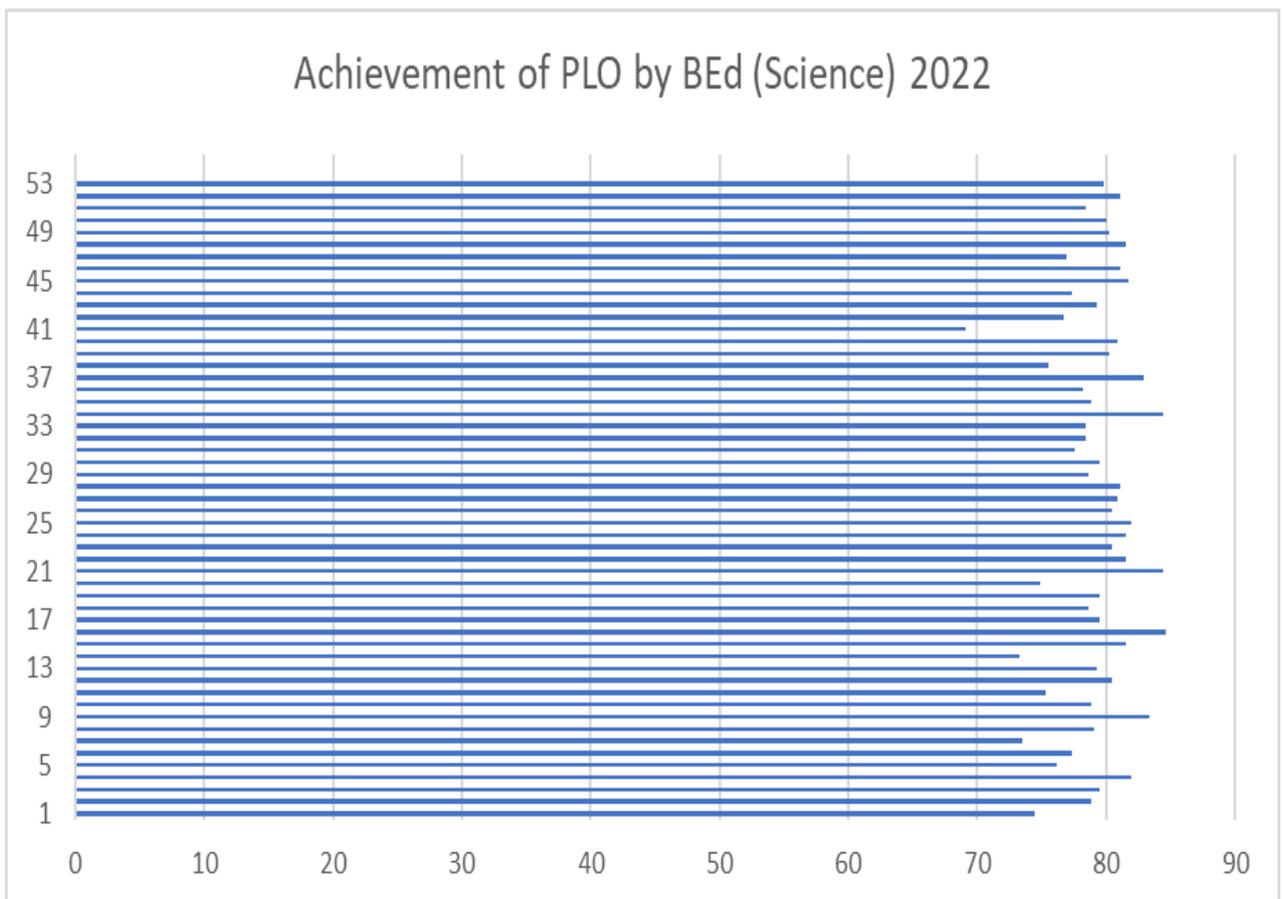
The roll number-34 has secured less marks. He was called by the Head, DE and identified the causes of such poor performance. All the faculty members are requested to provide personal tutorial so that he can improve the performance.

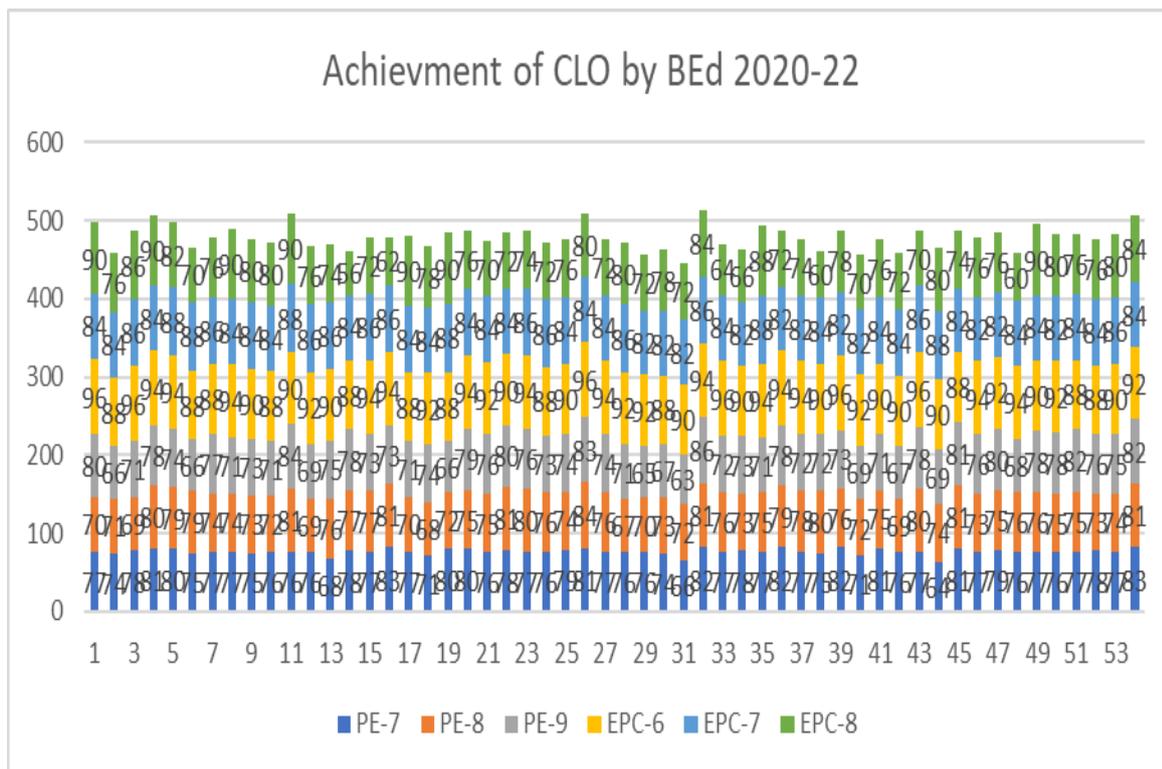


The low performance of student (27) was discussed in the department meeting and all faculty members are informed to personally interact with students and provide suitable mentoring to students.



The achievement of PLO by BEd students is very good as all of them secured more than 70% in the last examination.





The data reveals that all students have done well in achieving CLOs.

4. Access to tutorial/remedial support

REMEDIAL LEARNING ENGAGEMENT IN THE YEAR 2021-2022

Students who need learning assistance receive special remedial instruction. They are identified based on their performance in the assessment components of the institution such as internal assessment, seminars and assignments, learning tasks, quiz, discussions and attendance. Faculty members who are assigned different academic courses regularly review the academic progress of the students. Remedial classes are arranged to address specific doubts of the students which they encounter during the learning process. Such classes help in better performance of the students, not only in institute examination, but also they get specific attention and confidence to appear different entrance examinations. The better performance instills and boosts self confidence in the students to face challenges.

Identifying students who need assistance

- The internal examination marks helps in identifying students who need special attention to improve their performance.
- Remedial classes are held for students who ask for extra inputs in a particular course.

- The attendance of students sometimes helps in identifying students who had not attended regular classes due to varied reasons. Hence remedial assistance is given to them.
- The entry behavior tests helps in identifying students who need extra attention.

Individual teachers who handle different course spend extra time with students in the leisure hours or before/after the regular college working hours and even on some holidays to address their needs.

Following are the students who appeared for the remedial classes in the year 2021-2022.

Available intervention practices

- Fragmenting the concept into small parts.
- Engage students in routine assessment
- Motivating to learn
- Re-Teaching the difficult concepts
- Solving many problems and then providing some problems to solve.

List of students of B.Sc. B.Ed.

Roll No.	Name	Programme	Subject
1.	Aditya Bhargav	B.Sc.B.Ed 4 th year	Physics
2.	Anjali kumari	B.Sc.B.Ed 4 th year	Physics
3.	Apurbananda	B.Sc.B.Ed 4 th year	Physics
4.	Tanushree Kar	B.Sc.B.Ed 4 th year	Physics
5.	Rick Chakrabatty	B.Sc.B.Ed 4 th year	Physics
6.	Brajesh Jha	B.Sc.B.Ed 4 th year	Mathematics
7.	Rahul Kumar	B.Sc.B.Ed 4 th year	Mathematics
8.	Sanga Majumder	B.Sc.B.Ed 4 th year	Mathematics
9.	Sneha Kiran	B.Sc.B.Ed 4 th year	Mathematics
10.	Brajesh Jha	B.Sc.B.Ed 4 th year	Mathematics
11.	Rahul Kumar	B.Sc.B.Ed 4 th year	Mathematics
12.	Balram Bihari	B.Sc.B.Ed 3 rd year	Mathematics

13.	Bandana Shaw	B.Sc.B.Ed 3rd year	Mathematics
14.	Jayanta Rituraj	B.Sc.B.Ed 3rd year	Mathematics
15.	Keda Mardi	B.Sc.B.Ed 3rd year	Mathematics
16.	Priyanshu Talukdar	B.Sc.B.Ed 3rd year	Mathematics
17.	Ayush Tiwari	B.Sc.B.Ed 2nd year	Mathematics
18.	Barnali Paul	B.Sc.B.Ed 2nd year	Mathematics
19.	Bipasha Mahato	B.Sc.B.Ed 2nd year	Mathematics
20.	Kanika Tripura	B.Sc.B.Ed 2nd year	Mathematics
21.	Nikita Kujur	B.Sc.B.Ed 2nd year	Mathematics
22.	Sourav Kunar Mandal	B.Sc.B.Ed 2nd year	Mathematics
23.	Harsha Maji	B.Sc.B.Ed 1st year	Mathematics
24.	Shrya Mandal	B.Sc.B.Ed 1st year	Mathematics
25.	Vishal Kumar	B.Sc.B.Ed 1st year	Mathematics
26.	Wilky Kushwaha	B.Sc.B.Ed 1st year	Mathematics
27.	Wilky Kushwaha	B.Sc.B.Ed 1st year	Physics

The remedial classes enhanced performance of students to such level that some of the students even cracked CUET entrance exams in the first chance and are now placed in different central universities for higher studies.

5. Provision of answering bilingually

REGIONAL INSTITUTE OF EDUCATION: BHUBANESWAR
(National Council of Educational Research and Training)

NOTICE

PROGRAMME FOR SOCIAL SCIENCE ASSOCIATION ACTIVITIES COMPETITIONS - 2022

The Social Science Association Activities Competitions will be held as per the following schedule.

12.05.2022

10:30 AM to 11:30 AM :- Essay Competition :- Topic : **Should Religion be Separated from Politics?**
(Not more than 400 words)

11:30 AM to 12:30 AM :- Extempore Speech :- Topic : **Topic will be announced on the spot**

13.05.2022

10:30 AM to 11:30 AM :- Debate :- Topic : **Should Physical Education be made
Compulsory in Schools**

11:30 AM to 12:30 PM :- Collage Competition :- Topic : **War and Peace**

Students can register their names directly to the coordinators for different competitions.

VENUE FOR THE COMPETITION:

Essay Competition : Room No. OA (English & Hindi)
Extempore Competition : Room No. 116 (English) & 118 (Hindi)
Debate Competition : Room No. 116 (English) & 118 (Hindi)
Collage Competition : Room No. 101

This issues with the approval of the Principal.

Ketaki
11/05/22
(Dr. Kalinga Ketaki)
Coordinator

Social Science Association Activities

Copy to :

1. PA to Principal for kind information of the Principal
2. Dean of Instruction
3. Dean of Research
4. All Heads of the Departments (DE/DEE/DESSH/DESM) for circulation.
5. In-charge, Academic Section for circulation among the students.
6. Administrative Officer
7. Institute Notice Boards
8. Office copy

Circulated M.
12/5/22

REGIONAL INSTITUTE OF EDUCATION: BHUBANESWAR-751022
(National Council of Educational Research and Training)

OFFICE ORDER

No. 1058

Date. 11-03-2022

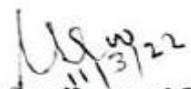
The following staff members are requested to act as judges as per the programmes given below for different literary competitions.

Lang- uage	Item of the Competition	Date	Time	Panel of Judges
Hindi	Essay	14.03.22	3:30PM to 4.30 PM	Dr. P. L. Negi Ms. Dipti Digal Mr. Pankaj Mishra
	Extempore Speech	14.03.22	4:30PM to 5.30 PM	
	Debate	15.03.22	3:30PM to 4.30 PM	
	Recitation	15.03.22	4:30PM to 5.30 PM	
Odia	Essay	14.03.22	3:30PM to 4.30 PM	Dr. Kalinga Ketaki Dr. Itishree Dash Dr. Sonali Biswali
	Extempore Speech	14.03.22	4:30PM to 5.30 PM	
	Debate	15.03.22	3:30PM to 4.30 PM	
	Recitation	15.03.22	4:30PM to 5.30 PM	
Bengali	Essay	14.03.22	3:30PM to 4.30 PM	Prof. Manasi Goswami Dr. D. Bagui Dr. Upasana Roy
	Extempore Speech	14.03.22	4:30PM to 5.30 PM	
	Debate	15.03.22	3:30PM to 4.30 PM	
	Recitation	15.03.22	4:30PM to 5.30 PM	
English	Essay	14.03.22	3:30PM to 4.30 PM	Prof. Pritish Acharya Dr. Kumar Parag Dr. Swagatika Mishra
	Extempore Speech	14.03.22	4:30PM to 5.30 PM	
	Debate	15.03.22	3:30PM to 4.30 PM	
	Recitation	15.03.22	4:30PM to 5.30 PM	

VENUE FOR THE COMPETITION:

Hindi Competition : Room No. 101
Odia Competition : Room No. 116
Bengali Competition : Room No. 118
English Competition : Room No. 117

This issues with the approval of the Competent Authority.


(Prof. Sandhyarani Sahoo)
Dean of Instruction

Copy to:-

1. Person concerned.
2. All Heads of Department (DESM/DESSH/DE/DEE).
3. Head Master, D. M. School.
4. Administrative Officer
5. Office copy.

REGIONAL INSTITUTE OF EDUCATION: BHUBANESWAR
(National Council of Educational Research and Training)

PROGRAMME FOR LITERARY COMPETITIONS - 2022

The literary competitions in all the languages will be held as per the following schedule.

14.03.2022

3:30 PM to 4:30 PM :- Essay Competition :- Topic (**Role of Social Media in Teaching Learning**) (Not more than 400 words)

4:30 PM to 5:30 PM :- Extempore Speech :- Topic (Topic will be announced on the spot)

15.03.2022

3:30 PM to 4:30 PM :- Debate :- Topic (Topic will be announced on the day of the competition)

4:30 PM to 5:30 PM :- Recitation competition :- Poem will be provided by the Language Coordinators.

Students can register their names directly to the respective language coordinators for different competitions.

No. of participants for any literary competitions are 8. Less than 8 participants in any competitions will be cancelled.

VENUE FOR THE COMPETITION:

Odia Competition : Room No. 116
Hindi Competition : Room No. 101
Bengali Competition : Room No. 118
English Competition : Room No. 117

COORDINATORS:

Oriya Competition : Dr. Itishree Dash
Hindi Competition : Ms. Dipti Digal
Bengali Competition : Dr. Debabrata Bagui
English Competition : Dr. Kumar Parag


10.03.2022
Prof. Ritanjali Dash
Students' Council Advisor

CPS 2: Pedagogy of First Language (Odia/Hindi/Bengali)

Introduction

The two year B.Ed syllabus for pedagogy of Odia/Hindi/Bengali language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for Odia/Hindi/Bengali language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to;

Understand the different roles of language

Understand the use of language in context such as grammar and vocabulary;

Identify methods, approaches and materials for teaching English at various levels in the Indian context;

Develop activities and tasks for learners including audio-video materials, ICT and Internet

Understand the process of language assessment

Unit I: Language and Linguistic Behavior

Language as a system : symbols and levels (substance, forms and context) of language

Importance, nature and functions of language

Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence

First Language(Natural/Native/MT): Meaning, Importance and characteristic

Linguistic structure and aspects of First language(Odia/Hindi/Bengali) – phonological, morphological, syntactic and semantic.

Unit II: Acquisition and Learning of First Language

Difference between language acquisition and language learning: Difference between first language acquisition and learning with reference to their meaning and process.

Approaches/Theories of First Language Acquisition(FLA): Behaviourist(Watson & Skinner), Nativist/Mentalist(N.Chomsky) and Social Interactionist(Piaget & Vygotsky)

Factors influencing FLA: Age, Language input, Language anxiety, Language aptitude, Language ego & motivation.

Language input rich classroom environment facilitating language acquisition and language learning

Unit III: Odia/Hindi/Bengali as First Language in School Curriculum

Policies and provisions relating to languages: Article 343-351,350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.

Importance and place of first language at different stages in school curriculum: compulsory subject, medium of instruction and examination etc.

Objectives of teaching first language at elementary and secondary levels with reference to NCF 2005.

Current challenges of teaching – learning first language in schools: multi-lingual context, language background of the learners, syllabus and textbooks, classroom transaction mode and teacher quality.

Unit IV: Developing language skills in First Language (Odia/Hindi/Bengali): Listening and Speaking

Listening: Sub skills and types

Speaking: Sub skills and forms

Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts etc.

Materials and resource support: language laboratories, pictures, authentic materials, multi-media resource etc.

Facilitating integration of listening and speaking skills while using first language in real life situations

Unit V: Developing Language Skills in First Language (Odia/Hindi/Bengali): Reading and Writing

Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive

Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.

Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels

Formal and Informal writing: creative writing (short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech etc.

Facilitating reading and writing skills

Suggested Activities

Prepare a questionnaire, interview ten people and write a report on ‘English Language in India’.

Prepare activities for listening, speaking for different levels.

Prepare activities for reading and writing for different levels.

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.

Keeping in view the needs of the children with special needs prepare two activities for English teachers.

Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.

National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.

The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

Brumfit, C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.

Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in language, National Council of Educational Research and Training, New Delhi 2015

Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.

Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.

Kumar, Krishna, 2011. The Child's Language and the Teacher, a Handbook, New Delhi, National Book trust India,.

Techniques and Principles in Language Teaching – Diane Larsen – Freeman: Oxford University Press

S.K.Kochhar (1990).Teaching of Mother Tongue,Sterlinghg ,New Delhi

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Ryburn, W.M.Teaching of Mother Tongue,Falmer Press

Palmer, H,R.Principles of Language teaching

Nayak,B;Mohanty,J:OdiyaBhasa O SahityaraBhitibhumi O ShikshyadanPadhati

Pattnaik,D.P.Mother tongue and Destiny

Pattnaik,D.P. OdiyaBhasa O BhasaBigyanMohapatra,B.P.MatrubhasaOdiya

Hindi

Diwedy,K.D.(1991).BhasaVigyan and BhasaShastra,ViswaVidyalayaPrakashan,Varanasi

National Curriculum Framework-2005, Position Paper on Examination Reforms, N.C.E.R.T, New Delhi

Pandey, R.S (1984).Hindi Shikshyan,VinodPustakMandir,Agra

Pattnaik, D.P (1981).Multi lingualism and Mother Tongue Education, OUP,Delhi

Srivastav, R.N (1992).BhasaShikshan, VaniPrakasan,New Delhi

Bengali Mishra,S.MatrubhasaSikshyanPrasanga, PrabhuPrakasan, Calcutta

CPS 2: Pedagogy of Language (English) (Part – I)

Introduction

The two year B.Ed syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to;

Understand the different roles of language

Understand the use of language in context such as grammar and vocabulary

Identify methods, approaches and materials for teaching English at various levels in the Indian context

Develop activities and tasks for learners including audio-video materials, ICT and Internet

Understand the process of language assessment

Unit I: Language and Linguistic Behavior

Language as a system : symbols and levels (substance, forms and context) of language

Importance, nature and functions of language

Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence

Factors affecting language skills in L2

Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic.

Unit II: Acquisition and Learning of Second Language

Difference between language acquisition and language learning

Psychology of language acquisition and learning – behaviouristic, cognitive and constructivist views.

Language acquisition and language learning in L2- meaning and process

Language context and input rich classroom environment facilitating language acquisition and language learning

Challenges of teaching – learning of L2 in Indian context.

Unit III: English as L2 in School Curriculum

Policies and provisions relating to languages: Article 343-351,350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.

Importance of English language in India and the world today. Official language, language of judiciary, trade and commerce, press and media, communication, link language (national and international), library language, passport for employment, language of ICT etc.

Importance and place of English in school curriculum: compulsory subject, medium of instruction and examination etc.

Objectives of teaching English at elementary and secondary levels with reference to NCF 2005.

Current challenges of teaching – learning English in schools: multi-lingual context, language background of the learners, syllabus and textbooks, classroom transaction mode and teacher quality.

Unit IV: Developing Language Skills in English: Listening and Speaking

Listening: Sub skills and types

Speaking: Sub skills and forms

Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts etc.

Materials and resource support: language laboratories, pictures, authentic materials, multi-media resource etc.

Facilitating integration of listening and speaking skills while using English in real life situations

Unit V: Developing Language Skills in English: Reading and Writing

Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive

Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.

Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels

Formal and Informal writing: creative writing (short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech, advertisement etc.

Reference skills and Higher order skills in reading and writing.

Suggested Activities

Prepare a questionnaire, interview ten people and write a report on ‘English Language in India’.

Prepare activities for listening, speaking for different levels. Prepare activities for reading and writing for different levels.

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Visit 5 schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.

Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.

Keeping in view the needs of the children with special needs prepare two activities for English teachers.

Prepare 4 activities keeping in view ‘Constructivism in a Language Classroom’.