


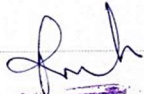
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HONORING AND ADDRESSING STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS



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(National Council of Educational Research and Training)
BHUBANESWAR-751022
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HONOURING AND ADDRESSING STUDENT DIVERSITIES IN TERM OF LEARNING NEEDS

Introduction

The students of different programmes of Regional Institute of Education, Bhubaneswar are admitted based upon Common Entrance Examination conducted by NCERT. The institution caters to the eastern and north eastern region of the country and admission is done on the basis of state and category wise reservation as per Government of India/NCERT guidelines. The Institution is a center of unity in diversities as students from different states and languages are admitted. The Institution has planned mechanism to honor student diversities in terms of learning needs and learner profiles. Apart from honoring student diversities at Institutional level, the Programme curriculum of B. Ed, B.Sc.B.Ed and BA.B.Ed. have adequate scope in Multicultural School Exposure for preparing them to address learner diversities.

Mechanism are in Place to Honour Student Diversities

1. Committee for Planning and Implementation of Activities for the Session

At the beginning of each session, the institution prepares a yearly committee for institutional activities. Some of the specific committees are Scholarship Committee, Time Table and Attendance Committee, Library Committee, Learning outcomes Monitoring Cell, Cultural Activities, Games and Sports, Subject Associations, Internal Assessment, Placement Cell, Course/Programme Coordinators, State Coordinators, Newsletter, Magazine Board, Academic Forum, Professional Development Group, NCC, NSS, ICT Studio, Anti Ragging Committee, Sexual Harassment Committee etc.

The Programme coordinators of each course interact with students and paper coordinators for identification of learning needs. Besides the specific learning needs are identified from peers and hostel wardens. Orientation programmes are organized at the beginning of session involving course coordinators.

2. Mentoring and Academic Counselling

The Institution has assigned mentors to students of different programmes. During the field based activities of B.Ed, B.Sc.B.Ed, BA.B.Ed. i.e. Multicultural School Exposure, School Internship and Working with communities both institute faculty as well as mentors from cooperating schools continuously track the learning needs and provide feedback for their holistic development. The M.Ed. students are attached with faculty supervisors from first semester and as mentor they guide them for planning and implementation of dissertation and project based activities.

For Internship and other field based activities a committee headed by Dean of Instructions is formed every year for linkage with competing institutions, planning of strategies for field based activities. The cooperating Institutions are invited and oriented on modalities of field based activities like Multicultural School Exposure and School Internship. The formats of field activities are developed involving faculty members and students through workshop mode.

During Covid period Committee was constituted involving Dean of Instructions, Chief Warden, Heads of Departments, In-charge Academic Section to provide academic and mental health support to students. The alumni counsellors of the DCGC programme were involved by NCERT to provide support for mental health and wellbeing of students of the eastern region of the country during 2020-21 and 2021-22 session.

3. Peer Learning and Feedback

The Institution is mostly residential as majority of students are boarders of hostel. The students are grouped for practical activities and skill classes. They are encouraged to involve in group activities for peer learning. The skill classes in fifth semester of integrated programmes and first semester of B.Ed. has adequate provision for peer feedback on different skills like content analysis and organization, introduction questioning, explanation, illustrating with examples, reinforcement, use of black/white boards and use of learning resources, critical thinking and reflection etc.

EPC-2 Learning to Function as a Teacher

Semester-V	Credit-2
Marks-50 (Internal)	Contact Hours- 4hrs. per week

Introduction

Teaching is a purposeful process of facilitating learning which involves the students/ learners in an interaction to enhance their potentialities to become self-learners. The secondary school is a crucial stage in the educational hierarchy as it prepares the learners for higher education & also for the world of work. Teacher in the present day has to be conversant with managing diversity and contextuality in the classroom. Hence student teachers need orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. Student teachers need to be oriented on processes like critical thinking, observation, communication and use of resources for effective functioning.

Objectives

The course will enable the student teachers to;

- Develop an ability to engage students in various activities as per the emerging demands in the classroom.
- Develop self-confidence and skill to engage learners and meet their diverse needs.

The following process based skills essential for secondary schools to be taken up.

- 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

Guidelines for Assessment: The above stated process-based skills will be practised by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed.

The Component is in first semester of B.Ed and Fifth semester of Integrated B.Sc.B.Ed and BA.B.Ed. Programmes

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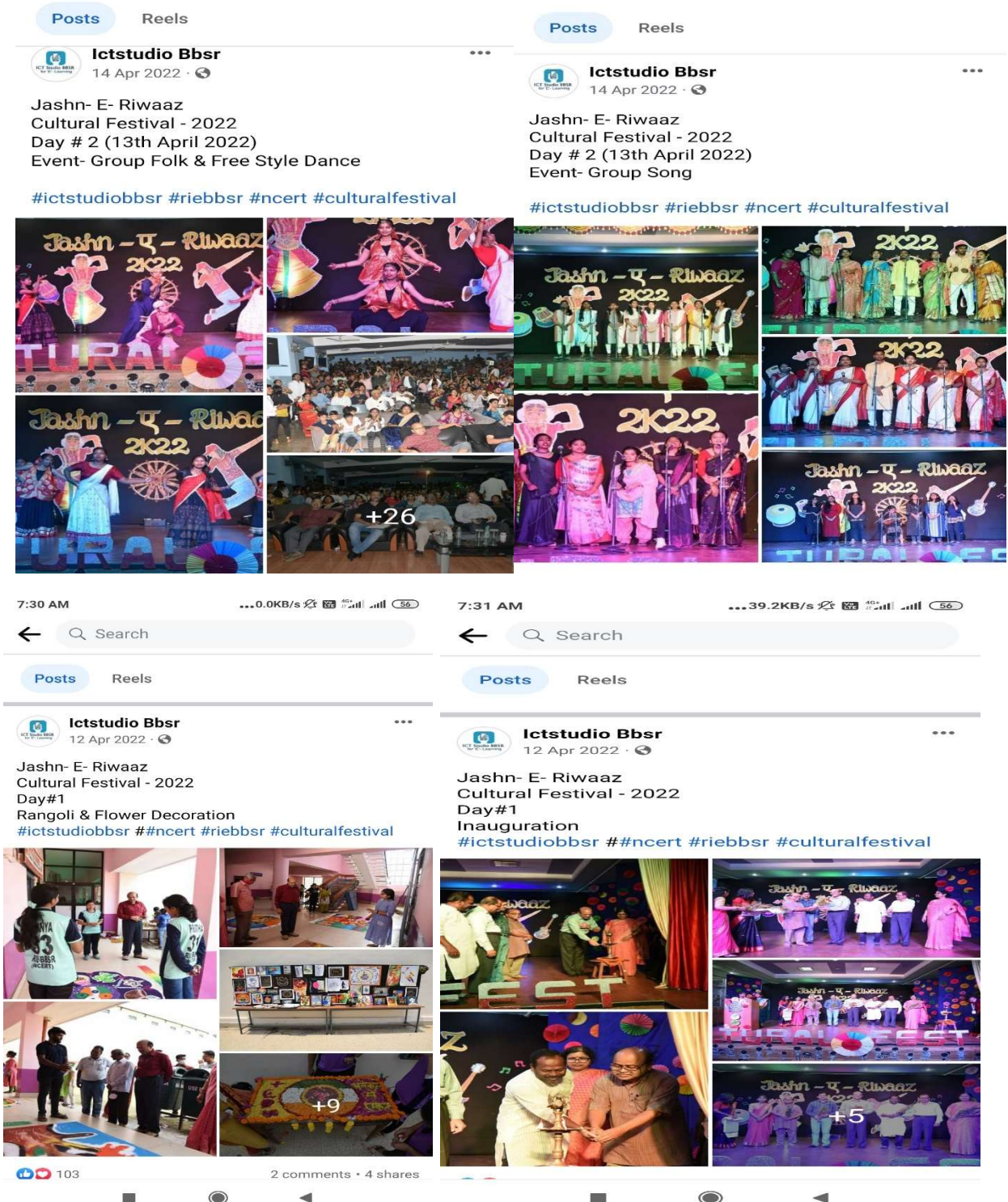
The School Internship Programme encourages for peer observation and feedback. Each student teacher has to observe the lessons of peers and provide feedback. This is meaningful for addressing learning needs and enhancement of all learners. The details of the B.Ed syllabus is given below.

The weightage to different components of internship shall be assigned as under:

Component	Minimum Number	Maximum Marks	Internal- by the faculty of the Institute	External by the Mentor School Teachers and Head Teachers
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	--
Observation record of classes taught by mentor teachers/regular teachers	10 (05 in PC-1 and 05 in PC-2)	10(5+5)	10	--
Unit Plan	2 in each subject/pedagogy	10 (5+5)	10	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	10	10	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	10	10	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	10 (5+5)	10	--
Records of participation/organization of curricular activities in	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	All	10 (5+5)	--	10
Reflective Diary	1	10	10	--
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))
Overall Assessment of Trainee by Head Teacher/Principal		10	--	10
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		250	190	60

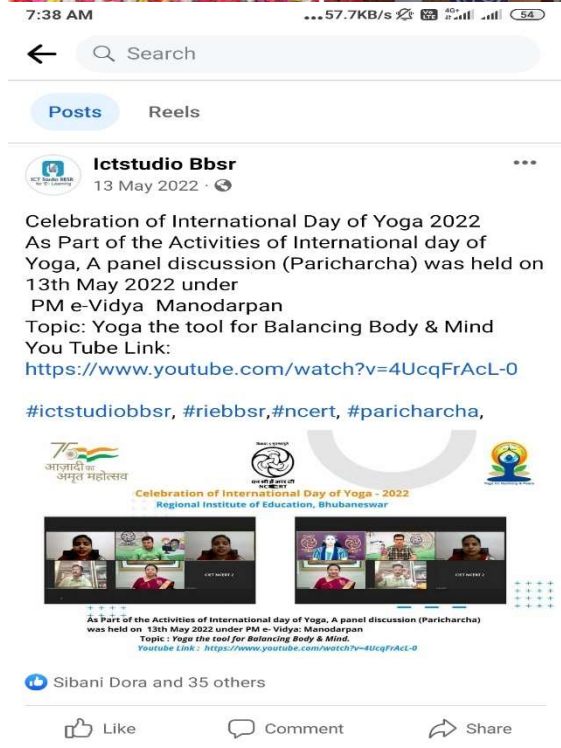
4. Cultural Activities and Games and Sports

The National Education Policy 2020 focuses on arts and sports integrated pedagogy. The cultural activities by students of RIE Bhubaneswar are unique representing the whole country and Unity in Diversity. Through cultural activities the self-confidence of students are developed.



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The Games and Sports activities exhibit the specific learning needs and these are organized continuously. The Institution organized International Yoga day.



5. Multilingual Interaction and inputs

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The Literary activities of the Institution focuses on activities i.e. debate, essay, poem writing and extempore in Odia, Bengali, Hindi and English. The student teachers of different programmes opt pedagogy papers in the subject Odia, Bengali, Hindi and English. During the internship the student teachers deliver lessons on the above subjects in from class VI to Class X.

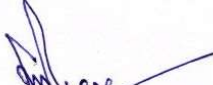
Addressing Learning Needs of Students with Diversities

The library of the Institute has facilities for students with special needs. In internal examination and university examination the provision for scribe and extra time as per guidelines is provided to students. The students those are from differently abled/Divyangjan are provided with resources and visually challenged students are encouraged to record the classes of faculty members. During the annual sports and cultural events they are encouraged for participation in activities.


6. Collaborative Tasks

The activities and transactional strategies in different papers encourages in use of group discussion and collaborative approaches. The students use 5 E and ICON Model lesson plans during their skill classes, multicultural school exposure and school internship.





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