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INSTITUTIONAL PROVISION FOR CATERING TO DIFFERENTIAL STUDENT NEEDS AND PROVISION OF APPROPRIATE LEARNING EXPOSURE

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अध्यक्ष/Head
शिक्षा विभाग/ Dept. of Education
क्षेत्रीय शिक्षा संस्थान
Regional Institute of Education
भुवनेश्वर / Bhubaneswar


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



एन सी ई आर टी
NCERT

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

1. INSTITUTIONAL PROVISION FOR CATERING TO DIFFERENTIAL STUDENT NEEDS AND PROVISION OF APPROPRIATE LEARNING EXPOSURE

Regional Institute of Education, Bhubaneswar assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners primarily through the mentoring system which has resulted in a qualitative and supportive relationship between its faculty and students. Students are from different states and UT of eastern and north eastern region. As the students are mostly residing in hostels, peer learning is more promoting in the institutional atmosphere.

An orientation session is organized for the students at the beginning of the different programmes. Sometimes, separate orientation sessions are organized for students of different faculties, to provide attention to details that may be only applicable to that discipline. Some of the topics discussed in the orientation session include (i) Vision and Mission of the Institute (ii) General conduct (iii) Attendance system (iv) Examination system (v) Committees (vi) Students services and Student support activities (vii) Library (viii) Hostel rules and regulations.

Mentoring in essence, is the process of overseeing effective realization of one's potential and beyond in terms of goals, skill set, practical knowledge, confidence, social and ethical values. RIE, Bhubaneswar highly aware of the changing priorities of the society and the associated problems and prospects that may be faced by the student-community. We are aware that the students come from diverse educational, social, economic, and cultural background and creating a level playing field for each of them is of utmost importance not only for the students, but also for the overall growth of the society. It is expected that by following a system of mentoring, the relationship between teachers and students will grow further, and make the students feel that they are being personally taken care of by someone even in the absence of their direct parental care.

To that end, the Institute has designed a rigorous system of student mentoring where each of the students is assigned a Mentor (a faculty member) and the mentor keeps in touch with the student through regular interaction. In each Programme/course coordinators are selected. Similarly, the coordinators of Multicultural School Exposure, School Internship and Working with Community

programme identify the learning needs of students during the field engagement programmes. During the COVID 19 Pandemic committees have been constituted by the Institute to provide psychological support to students. The Diploma in Guidance and Counselling(DCGC) students provided support to school children of the eastern region for mental health and psychological well-being.

This system is meant to achieve the following **Objectives**:

- a personal touch with the student to create an impression about a family bonding; continuously monitor, counsel, guide and motivate the student in all academic matters;
- advise the student regarding choice of electives, projects, internship, and field study;
- advise students regarding their career planning and other professional guidance; advising and mentoring the student in case of any academic failure and to help them cope with the challenges;
- advising a student for his/her social and economic needs;
- contact parents/guardians if situation demands, like in case of academic irregularities, negative behavioral changes, interpersonal relations and detrimental activities.

2. Assessing Learning Levels:

The mentoring system has played a crucial role in assessing the learning levels of the students

- Mentors and mentees list with the details of the Mentor (with email id and phone number) are given to the mentees. The list is also displayed in the Notice boards of the respective departments and kept in the department web page.
- The level of learners is identified by the mentors following various methods including personal discussion, class room and home assignments.
- The mentor tries to devise the special classes like remedial; tutorials and proctorial for the slow learners and encourages them for classroom participation in the form of seminar presentations; group discussions, and classroom debates.
- After identifying the level of the students, the mentors counsel the slow learners to ensure their academic growth.
- The Institute does not let any student suffer for the reasons of economic hardships and encourages students to apply for financial aid through scholarships both at national and state level. As per scholarship rules all the SC, ST students get NCERT scholarship. Merit scholarship is provided by NCERT to half of the remaining students based upon marks and income of parents.
- There is provision for free sheep and assistance to poor and needy students who are not included under direct NCERT scholarships.

- For both slow and advanced learners, extra time is provided by teachers for doubt clearing and discussion.
- Students are encouraged to participate in additional seminars, workshops, conferences and symposia
- For enhancing the skill set of slow learners, various courses including Add-on courses, Value-added courses and Workshops are conducted.
- To encourage both types of learners, library and reading rooms remain open from 9 am to up to 8 pm on working days and from 9 am to 5.30 pm on holidays.
- Learning needs of the students are assessed by getting constant feedback from the learners and also individual needs of the students are assessed by the concerned mentor

2. VALUE ADDED COURSES FOR LEARNERS

The following Value Added Courses have been initiated for students diverse learning needs.

SL No.	Value Added Courses
01	Ancient Indian Culture and Heritage (Specific Khordha)
02	The Buddhist Heritage of Odisha
03	Theatre in Education
04	Story Telling and Science : Learning the Nuances
05	Integrated Pedagogy : Reflecting on NEP 2020
06	Lit meets Cinema : A Pedagogic Initiative
07	Learning to Make Surveys Online
08	Workshop on Making of Learning Resources through Waste Materials
09	Open Ended Project Work
10	Self and SWOT Analysis
11	Research Methodology and Analytical Techniques (Advanced)
12	Research Paper Writing and Presentation

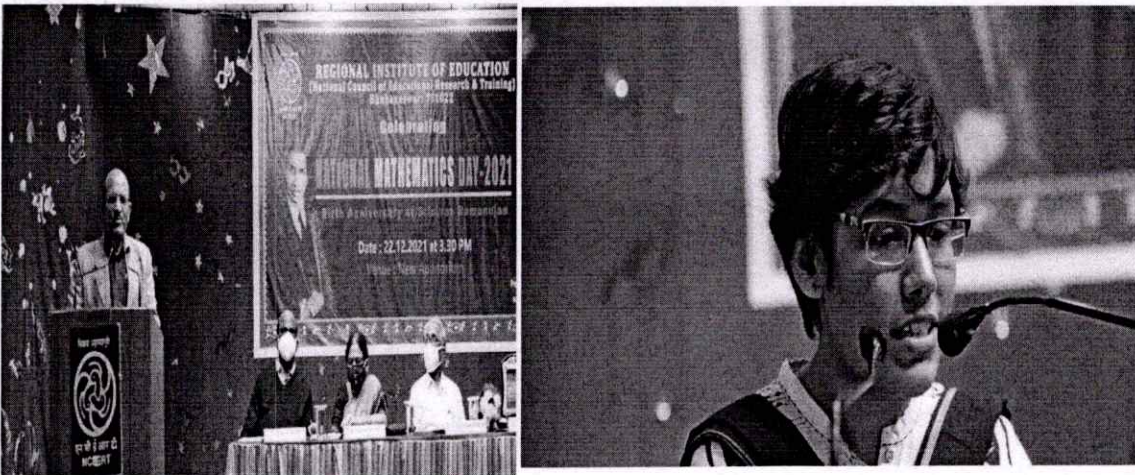
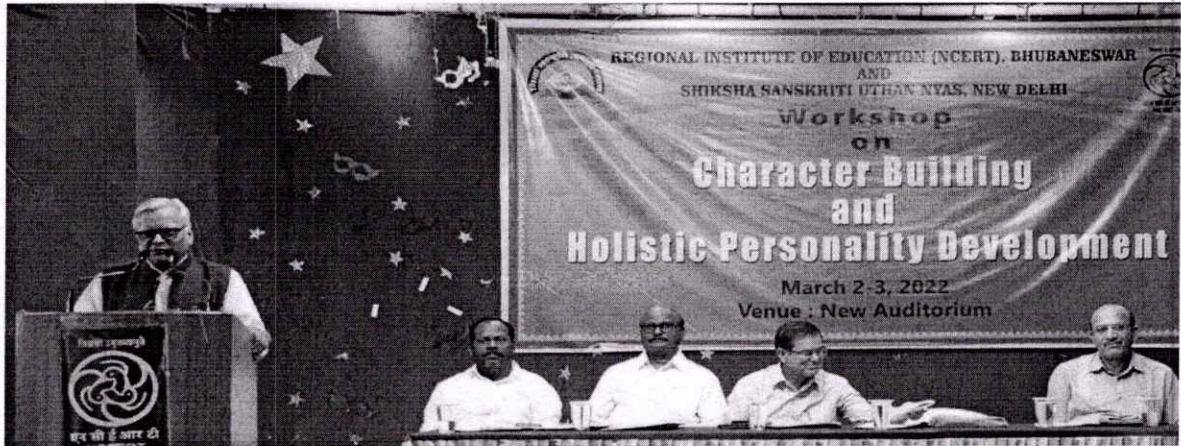
3. ORGANIZATION OF EXPRESSION SERIES AND PROVIDING OPPORTUNITIES TO STUDENTS TO EXPRESS THEIR THOUGHTS ON EMERGING AREAS

The students get opportunity during expression series to present on theme on different emerging issues. The expression series promotes student's self-confidence and interest in learning.

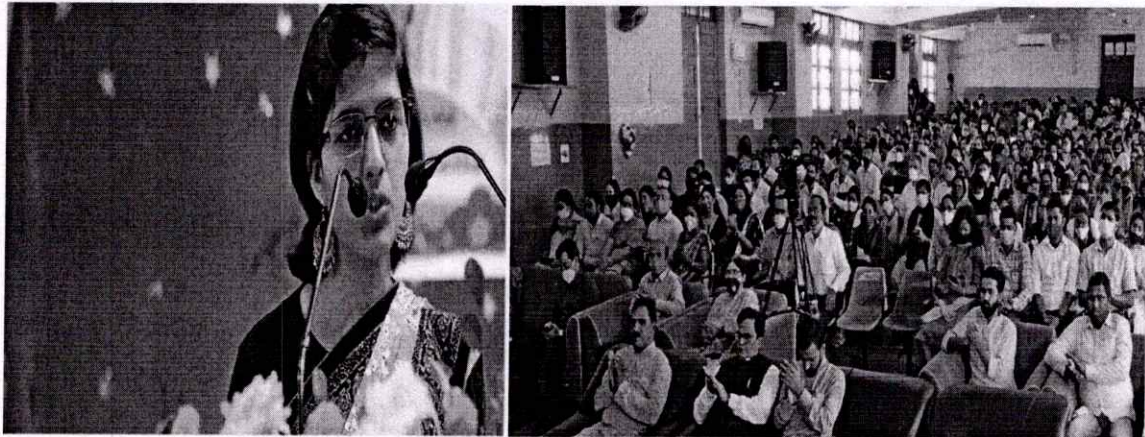
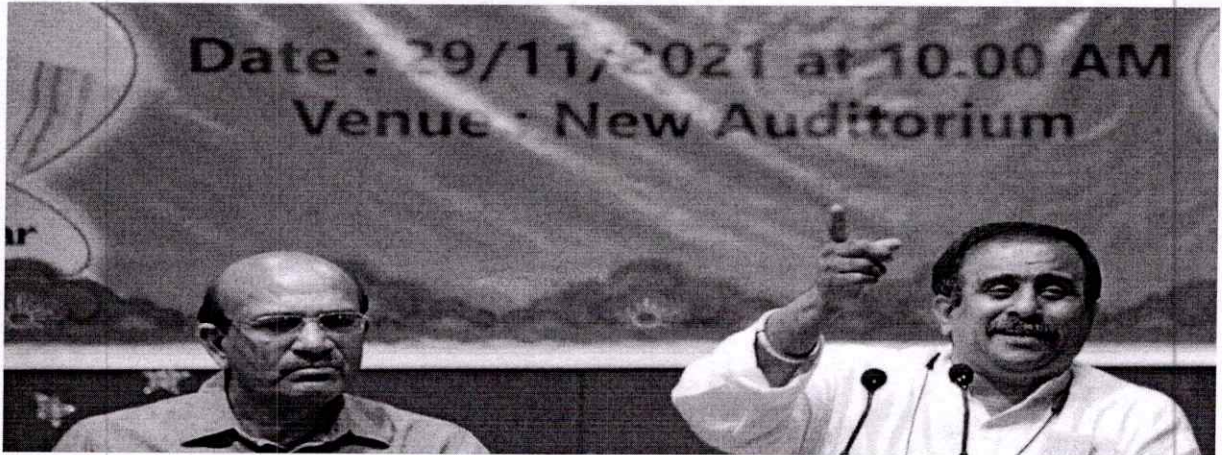
Regional Institute of Education (NCERT), Bhubaneswar and Shiksha Sanskriti Uthan Nyas , New Delhi Organised Two day Workshop on "Character Building and Holistic Personality Development". Holistic development essentially means the development of intellectual, mental, physical, emotional, and social abilities in a child so that he or she is capable of facing the demands and challenges of everyday life. These abilities are vitally important for success in professional fields of work.

Education and Character Development: Workshop March 2-23-2022





An expression series on **Shishas Ka Bharatiyakaran** was organized on 29th November 2021 .Eight students expressed their views on the theme. The session was also addressed by Chief Guest Shree Mukul Kanitkar.



Regional Institute of Education, NCERT, Bhubaneswar has celebrated National Education Day on November 11 2021 as to commemorate the birth anniversary of Maulana Abul Kalam Azad, the first Education Minister of the country.



National Unity Day on 31st October 2021

National Unity day (also known as Rashtriya Ekta Diwas) is celebrated every year on 31st of October by the people all through India. It is celebrated to commemorate the birth anniversary of Sardar Vallabhbhai Patel who really unified the country.



[Signature]
अध्यक्ष/ Head
शिक्षा विभाग/ Dept. of Education
क्षेत्रीय शिक्षा संस्थान
Regional Institute of Education

[Signature]
प्राचार्य/ PRINCIPAL
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4. LEARNING TO FUNCTION AS A TEACHER: SKILL CLASSES AND FIELD ENGAGEMENT ACTIVITIES

In EPC-1(Learning to Function as a Teacher) during first semester of B.Ed and fifth Semester of Intergated B.Sc.Bed and B.A.B.Ed . the student teachers were oriented on the process based skills essential for secondary schools. The skills focussed were critical thinking and reflection, Class room management, Managing diversity, Contextualization, Observation, Communication, Organization of group activity/project, Assessing learner and giving feedback and Facilitating learning .The core teaching learning processes emphasised were *Introducing the lesson, Questioning in the class, Explaining and illustrating, Encouraging and appreciating students (Verbal and non-verbal), Stimulus Variation, Using Blackboard /white board/ smart board and Using learning resources and ICT*, All the processes are practiced and evaluated for each student during first semester and were internally evaluated.

Field Engagement: School Exposure

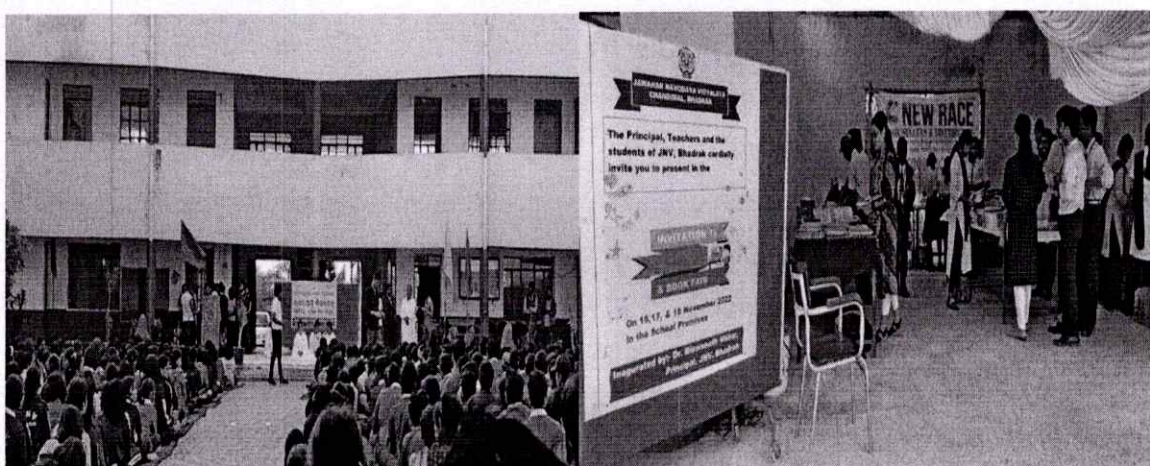
To experience school activities in totality i.e. awareness about the functioning school and its relation with neighborhood and development of insight into the role of a teacher and learner as a preliminary exposure activity the student teachers were placed for one week in schools of Bhubaneswar during first semester and experienced school activities. The student teachers were engaged in pre-visit workshop (three sessions) and post visit reflection sessions. Student teachers highlighting the school objectives, processes and their reflection have submitted the reflection reports.

Field Engagement: Multi-cultural Placement

In order to provide school exposure in various cultural backgrounds of the society to the student teachers, they were placed in different type schools on rotation during the second semester. During their placement in these schools they were involved in different activities like (i) learning of teaching-learning process through observation of lessons taught by regular teachers in the school. (ii) observation and collection of data about school's processes i.e. day to day activities taken place in the school plant, for example, working of the library, process of organizing other curricular activities, functioning of laboratory, organization of school assembly and above all the school management (iii) development of sample unit plan lesson plans /concept map and lesson note (vi) conducting case studies in the school.

In order to facilitate staged entry of student teachers in teaching, Internship in teaching is to be organized in three phase's viz. pre-internship, internship and post internship. *The pre-internship conference* for student teachers, cooperating school heads, mentors and institute supervisors intends to orient them on the modalities of organization of the programme.

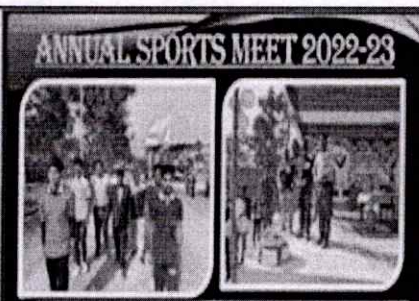
The student teachers are placed in different NVSs of eastern region of the country i.e. Bihar, Jharkhand, West Bengal and Odisha. The details of activities are presented in the guideline. *Post-Internship* is to be organized to reflect on /feedback reactions of students, cooperating teachers, school heads and institute supervisors. This would help in follow-up, remedial and strengthening activities to be taken up by the institute in future years.



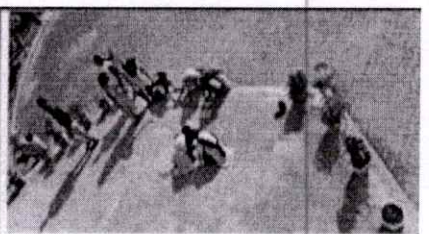
Student Teachers at JNV Bhadrak, Odisha During 2021-2022 Session



Gandhiji & Shastriji Jayanti



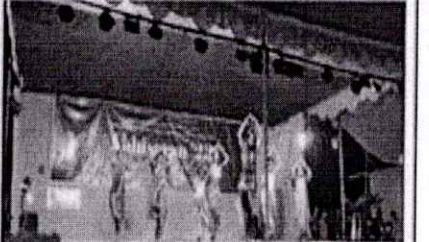
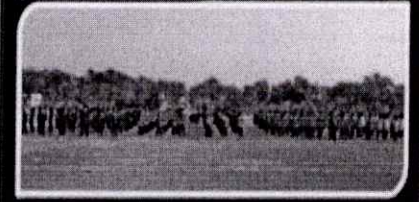
ANNUAL SPORTS MEET 2022-23



Eram Massacre day



Constitution day



Annual day



Dance on vigilance Awareness Day



Exhibition & Book fair

SELF REFELCTION BY STUDENTS ON MULTICULTURAL EXPOSURE

**REGIONAL INSTITUTE OF
EDUCATION [NCERT], BHUBANESWAR**

A REPORT ON 28/10
Multicultural Placement Programme
(6TH February 2022 to 15TH February, 2022)

2 YEAR BACHELORS OF EDUCATION
BATCH (2022-2024)

CHILIKARANI ENGLISH MEDIUM SCHOOL,
BALUGAON, KHORWA

Submitted by: Anish Choudhary
Stream : B.Ed (Science) 1st Year
Semester : 2nd
Roll No.: 13
Submitted to: Dr. E G Ma'am

i) Area (Specification of the activity):
Introduction to the chapter 'Fraction' of class 6th and different Concepts were taught to students. They were given exposure to real life examples and problems related to the chapter.


ii) Process/Method of activity Conducted:
During teaching learning process, Constructivist approach was adopted. At the beginning of the class, students were asked about where did they come across situations with fractions in their life. After that we explained more about fraction by showing the drawing of pizza which was equally divided into 16 parts. Then they were asked to answer some simple problems based on fraction. Hereforth, the idea of representing the fraction on 'Number line' was introduced, and then different types of fractions were explained.

- Proper fraction: $N_1 < D_1$
- Improper fraction: $D_1 > N_1$
- Unit fraction: $N_1 = 1 < D_1$
- Mixed fraction: Combination of whole and part of a whole.

Conversion of Improper Fraction to Mixed fraction and vice versa was described by Manual Method then by using specific rule. At the end of the class, Applications of fractions were discussed.

**Scienc and Mathematics Exhibition Organised By Student Teachers During
School Internship**




प्रमुख/ Head
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5. COUNSELLING DURING 2020-21 AND 2021-22 SESSION

Dear Students

Namaskar

Hope all of you are safe, healthy and are in touch with faculty members for academic interactions, assignments and online interactive classes. Please attend and benefit from such online activities as much as you can. You can also access resources from different digital libraries and e-content.

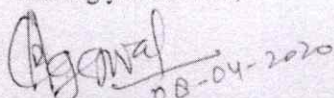
There is absolutely no need for undue worry and stress. In case you feel lonely or want to share something confidential which is a cause of anxiety in you, please share with us. The Student Council Advisor and Heads of the Departments of the Institute are available for you any time. You may feel free to contact them through email and telephone. You may either call or message them for counseling services both academic and/or personal. The telephone number and email are given herein for your ready reference. Do not hesitate to contact, complete confidentiality is assured.

	Name and Designation of the Faculty members	Contact No.	E-mail ID
1	Prof. M. Goswami, Advisor Students' Council	9439615558	manasigoswami1@yahoo.com
2	Prof. A.K. Mohapatra, Head, DESM	9583201794	akmrie01@yahoo.co.in
3	Prof. R. Dash, Head, DESSH	9776045245	ritadash63@gmail.com
4	Prof. Gowamma IP, Head, DE & Coordinator, DCGC	9845116410	gowriip@yahoo.co.in
5	Prof. S.K. Dash, Head, DEE and Chief Warden	8895478337	skdash59@yahoo.com
6	Prof. L Behera, I/c. Academic Section	9437764137	behera17@yahoo.co.in

Some of the video links of Ministry of Health and Family Welfare are shared as post script for your use. Please go through.

Stay indoors, stay healthy, stay safe.

Wishing you the best,

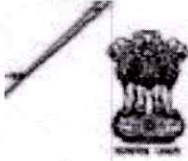


Prof. P.C. Agarwal
Principal

Video links:

1. **Practical tips to take care of your Mental Health during the Stay**
In <https://www.youtube.com/watch?v=uHB3WJsLJ8s&feature=youtu.be>
2. **Minding our minds during the COVID-19**
<https://www.mohfw.gov.in/pdf/MindingourmindsduringCoronaeditedat.pdf>
3. **Various Health Experts on how to manage Mental health & Well Being during COVID-19**
outbreak <https://www.youtube.com/watch?v=iuKhtSehp24&feature=youtu.be>
4. **Behavioural Health: Pschy-Social toll free helpline - 0804611007**





L.S. Changan, IAS
Joint Secretary (Institutions),
Tele No. 011-23383226/23976584
Email: lschangan@nic.in



भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली - 110 115
GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115
19th February, 2021

D.O. No. 10-12/2020-Sch.4

Dear Prof. Srivastava,

As you are aware, this Ministry has undertaken the Manodarpan initiative to provide psychosocial support to students, teachers and families for mental health and emotional well-being during the COVID outbreak and beyond.

A Web-page, namely, 'Manodarpan- Psychosocial Support for Mental Health & Well-being during the COVID outbreak and beyond', containing advisory, practical tips, posters, videos, do's and don'ts for psychosocial support, FAQs and online query system has been created on the website of this Ministry. This can be accessed at <https://manodarpan.education.gov.in>.

Besides, a National Toll-free Helpline (8448446632) has also been set up, which is being managed by a pool of experienced counselors/ Psychologists and other mental health professionals. The National Toll-free helpline has been functioning since 21st July, 2020. Through this helpline tele-counselling is being provided to the students to address their mental health and psychosocial issues.

You were advised vide this Ministry's letter of even no. dated the 27th July, 2020 to widely disseminate the Manodarpan initiative amongst all concerned in your organization. You were also advised that the National Toll free Helpline number may also be prominently displayed on your website and other medium including school notice boards and also to provide a link for the Manodarpan webpage on your website. It is hoped that you have already taken appropriate action for wide dissemination of the Manodarpan initiative amongst all concerned.

However, considering the importance of mental health and well-being of students, there needs to be continuous and regular dissemination/ reiteration of the information about the Manodarpan initiative so that the students / teachers / parents could make full use of these services. I shall, therefore, be grateful if you could kindly reiterate the information about the Manodarpan initiative again amongst all concerned in your organization.

Further, it is informed that a Webinar under the aegis of Manodarpan, titled 'Dealing with exam stress & anxiety - holistic solutions to joyful preparations', is scheduled to be held from 2.00 PM to 3.30 PM on Monday, the 22nd February, 2021. The Webinar may be accessed at the following link:

<https://www.facebook.com/healthyschoolshealthyindia/live>

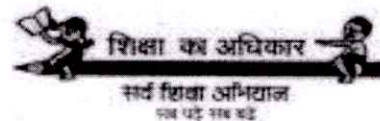
It is requested that all concerned / students under your organization may kindly be advised to watch the Webinar.

With regards,

Yours Sincerely,

(L.S. Changan)

Prof. Sridhar Srivastava,
Director, NCERT
Sri Aurobindo Marg,
New Delhi



अध्यक्ष/ Head
शिक्षा विभाग/ Dept. of Education
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