

## 2.2.2 MECHANISM ARE IN PLACE TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS

### Report



## REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

BHUBANESWAR-751022, ODISHA



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



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

# **REGIONAL INSTITUTE OF EDUCATION**

**(National Council of Educational Research and Training)**

**BHUBANESWAR-751022, ODISHA**

## **2.2.2 MECHANISM ARE IN PLACE TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS**

### **1. Report on Mentoring/Academci Counselling**

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 centre of unity in diversities as students from different states and languages are admitted. The Institution has planned mechanism to honour student diversities in terms of learning needs and learner profiles. Apart from honouring 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.

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.

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.

The Institution runs a course on Diploma in Guidance and Counselling and the trainees provide guidance and academic counselling to students. Mentoring programme of the Institute assists in identifying and meeting the needs of the students. Every student approved for study receives a mentorship from the institution. The mentor-mentee relationship began on the day of the assignment and lasts till the student has completed the course. A group of students is given to each teacher for supervision. To establish a relationship with their mentees, the teachers performing as mentors meet with them for the first moment.

They gather information about the mentees and document their interactions with them. This facilitates the institution in establishing activities and programmes that can meet the identified need.

The mentors and their mentees arrange regular meetings. During the meetings, topics such as their learning progress, involvement in programmes and activities, practicum performance, and others are discussed. The mentors create WhatsApp groups to enable simple communication with the mentees. The institution's mentorship programme offers a way to mentor the students as well as a way to connect with and learn about each one of them. The mentoring relationship provides a source of support for the students as they pursue their academic goals.



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



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

# **REGIONAL INSTITUTE OF EDUCATION**

**(National Council of Educational Research and Training)**

**BHUBANESWAR-751022, ODISHA**

## **2.2.2 MECHANISM ARE IN PLACE TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS**


### **2. Report on Peer Feedback and Tutoring**

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. The Skill classes as method of teacher development helps in the development of our student teachers teaching abilities. The major goal is to make it possible for teacher candidates to grasp a variety of teaching techniques. In terms of peer group feedback, the students are giving immediate feedback. The supervisor provides feedback to a student teacher based on the observation of a skill practice. The student instructor rewrites the episode after receiving the supervisor's evaluation in order to apply the skill more successfully in the next trial. The micro-teaching skill practice allows the teach-re-teach cycle to be performed numerous times until the student teachers have a sufficient level of skill

The School Internship Programme encourages for peer observation and feedback. Each student teacher has to observe the lessons of peers and provide feedback.

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

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


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

**2.2.2 MECHANISM ARE IN PLACE TO HONOUR STUDENT  
DIVERSITIES IN TERMS OF LEARNING NEEDS**

**3. Report on Remedial Learning Engagement**

The faculty members provide remedial support through multiple activities. As the Institution is residential, students apart from interaction with faculty are engaged in remedial learning. In tutorial classes the faculty members make doubt clearing sessions. The annual institutional plan/ academic calendar has provision of remedial learning engagement.

Teachers spend more time with students who need more time to learn subjects. Based on who scored low marks on internal examinations, remedial learning sessions were provided. Students who need extra teacher support are given remedial classes. The subjects that have already been covered in class are given special attention in the remedial sessions, where they are repeated and further explained. The paper coordinators interact with faculty members and students regarding their learning progress and accordingly remedial measures as per learning needs are provided.

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

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

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

**2.2.2 MECHANISM ARE IN PLACE TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS**

**4. Learning Enhancement /Enrichment Inputs**

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 help 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 help 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.



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



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


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


**2.2.2 MECHANISM ARE IN PLACE TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS**

**5. Report of Collaborative Tasks**

The institution's teaching and learning process includes collaborative tasks. For the courses they instruct, the teacher plans collaborative learning tasks. By giving students group works to do for particular subjects they teach, they actively engage students in the learning process. Students must collaborate in groups to perform the collaborative tasks and learn the concepts. All of the students participate in and learn from the collaborative tasks. The shy speaker learns to present in front of others, the fluent speaker learns to wait for his turn, the shy students improve their relationships, and all group members unconsciously learn about leadership and teamwork.

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.

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

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

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


**2.2.2 MECHANISM ARE IN PLACE TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS**

**6. Assistive Devises and Adaptive Structures (for the Differently abled)**

The institution strongly believes in inclusive practices; it ensures that there is no discrimination in any kind including disability. The college had ensured a comprehensive and inclusive teaching-learning climate whereby the disabled students are not treated unfavorably. We are providing Toilets (specially designed for PWD) , Ramp, Tactile Path, Wheel chairs, Braille software, as assistive devices in the infrastructure.

Our faculty members assist the differently abled students by providing assistants during the classroom activities. The evaluation committee assists them by providing scribe for internal examinations. Our library is user friendly to facilitate these students through e-resources. Our institution provides adaptive structure for inclusive education of differently abled students. We have provided scribe for differently abled students for internal and university examinations.

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.

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

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



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

**2.2.2 MECHANISM ARE IN PLACE TO HONOUR STUDENT DIVERSITIES IN TERMS OF LEARNING NEEDS**

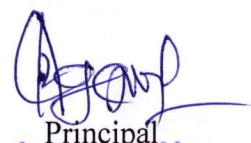
**7. Report on Multilingual Interaction and Inputs**

The students are from different states of the eastern and north eastern region of the country and multilingualism is promoted. The Literary activities of the Institution focuses on activities i.e. debate, essay, poem writing and extempore in Odia, Bengali, Hindi and English. As students are from eastern and north eastern the Medium of Instruction is English and taking in to account the needs, the students are facilitated in transaction of content in other languages.

The Institute library has reference books in different languages i.e. English, Hindi, Odia, Bengali. In the curriculum of integrated programmes Odia, Bengali, Hindi and English as elective paper are studied by students. 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.



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



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