

**2.4.2 Students go through a set of activities as preparatory to school based practice teaching and internship**

**5. Dealing with student Diversity in Classroom**



**REGIONAL INSTITUTE OF EDUCATION**  
(National Council of Educational Research and Training)  
**BHUBANESWAR-751022**  
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## 5. Dealing with student Diversity in Classroom

The skill classes during the 1<sup>st</sup> semester B.Ed. and 5<sup>th</sup> semester of Integrated programme have adequate scope for dealing with diversity in classroom. The paper on creating inclusive classroom develops the knowledge and competencies in understanding and implementing inclusive practices by learning about diversities. The students during the last few sessions have visited Chetana Institute for their exposure in incisive education.



### JEWELS INTERNATIONAL (CHETANA INSTITUTE FOR THE MENTALLY HANDICAPPED)

A/3, Institutional Area, Near Hotel Swosti Premium, P.O.-R.R.L. Campus, Bhubaneswar-751013,  
Phone : 0674-2301675, Fax : 0674-2300649, E-mail : jewelsinternational@yahoo.com  
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Ref No. : 116/A/Summer/3/20

Date: 28.4.20

The HOD, Education  
Regional Institute of Education  
Bhubaneswar

"Jewels International" is a Charitable Organization registered under the Society Registration Act of 1860, Govt. of India, and is located at Bhubaneswar, Capital of Odisha. It is committed to providing Special Education, Vocational Training, and Rehabilitation Services to Persons with Disability with a focus on the Persons with Intellectual Disability. The Organization is working sincerely for the last three decades to improve the quality of life of Persons with Disabilities and their Families in the State of Odisha. It has planned to extend services to the 'Treated Mentally Ill' through Halfway Homes and Rehabilitation Centres in the near future.

Jewels International has established "Chetana Institute for the Empowerment of Persons with Intellectual Disability" with a Mission to establish and support new Special Schools, Vocational Training Centers, and Sheltered Workshops for the Persons with Intellectually Disability in the State of Odisha, India. The Organization is also providing services to the Persons with Developmental Disabilities through Community Based Rehabilitation Programme with a focus on Rural, Tribal and Slum Population. Promotion of Self-Help Groups of Persons with Disability and their Families and Micro-financing is also part of the Vocational Rehabilitation Programme.

During the last six sessions (2017-18 to 2022-23) the Institute has collaboration with Regional Institute of Education, NCERT Bhubaneswar in the following areas.

1. The student teachers of different programs i.e. Integrated B.Sc.BEd., B.A.BEd. and B.Ed. visit our Institute for their exposure to learn about learner diversity.
2. M.Ed. students (Prospective teacher educators) and Diploma in Guidance and Counseling students of RIE, Bhubaneswar visit our Institute for their exposure in the area of teacher education with respect to diversity and inclusion.
3. There is visit of faculty members of RIE, Bhubaneswar to our Institute and faculty of our Institute to RIE Bhubaneswar for interaction and examination related activities.

During their visit and interaction, the students get opportunities to interact with school students as well as students of teacher education Programme of our Institute to develop their sensitivity about inclusive education.

With Warm regards

  
(Principal)  
Principal  
JIC/11/11  
Bhubaneswar-13

## **PE 5 (B.Ed II Sem) Creating an Inclusive School**

## **PE 6 (BA.B.Ed and B.Sc.Bed. IV Sem) Creating an Inclusive School**

Semester-II Credits-2

Total Marks:50(Internal:15 External: 35)

Contact Hours: 3hours per week

### **Introduction**

The diversity in society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly, the difficulties of students to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is an effort with an intention to develop a mindset in the teacher which results in accepting 'all' children in the class as his/her responsibility. This is a small beginning to a teacher towards a major shift towards change in the system and society. With this course it is expected that the teacher will understand student who is 'different' in the class as 'unique' who needs the input and attention like other students. The modalities of transaction will include case studies and interactions with eminent speaker, group discussions, book reviews, self-learning, ICT based teaching learning, visits to various schools (special, integrated and inclusive) and institutions (national and regional centers), viewing relevant documentaries and films, critical analysis and reflections

### **Objectives**

The course will enable the student teachers to;

- Understand the meaning and significance of Inclusive education
- Gain knowledge on Policy and legislative frameworks promoting inclusion
- Learn to create inclusive classrooms using inclusive pedagogy (teaching strategies, CCE)
- Understand the linkages and collaborations for resource mobilization