

REGIONAL INSTITUTE OF EDUCATION, MYSURU – 570 006

Institutional Best Practice 1

CULTIVATING VALUES THROUGH A CLEAN AND GREEN CAMPUS

The Regional Institute of Mysore is situated 5 km away from the heart of Mysore city, which is considered as one of the cleanest cities in India. Campus is housed on 125 acres and 34 *guntas* of land and the institute strives to maintain it as a clean and green campus. The institute has taken several steps to make the campus clean and vibrant with vegetation, flora and fauna.

The Context

As an institution preparing teachers to man the schools in future, the institute is committed to cultivate them with appropriate values and attitudes. Sustainability is considered one such value which the students will have to be nurtured about. For the teachers to prepare the future citizens of this country, they should have in them an appreciation for greenery, understanding of biodiversity and should contribute in the creation of a green space. They should undertake initiatives such as plantation, conservation of water and energy, recycling of organic waste. The institute considers it as its responsibility to provide all its residents with clean air, water and surroundings.

The Objectives

The steps taken by the institute are with the following objectives:

1. The campus should be clean and green to make the campus dwellers happy and healthy.
2. To contribute to the air quality of the campus that is free of pollution and full of oxygen.
3. To set an example for the students as future citizens of India and cultivate in them an appreciation for conservation of plants, water and energy.
4. To make the campus the best campus in Mysore for its beauty.

Actions taken under the Practice

I. Ensuring a Clean Campus

Cleanliness of the buildings on the campus is ensured by the inmates and the housekeeping staff. 24 housekeeping staff work regularly to ensure the cleanliness inside the buildings and the public utilities in the buildings. Among them 11 persons maintain the hostels, 9 maintain the School on campus and the rest work in the institute. They clean the institute building and premises every morning before 8.30am. They also clean the roads on the campus. Hostels are also cleaned by housekeeping workers on a daily basis. There are dust bins kept in various

parts of the buildings, residential areas and around the entire campus for waste disposal so that littering can be avoided. 70 dustbins of capacity 20 liters are supplied to Type IV and Type V quarters and 30 dustbins of the capacity of 240 liters are issued to hostels and maintenance of campus premises. There is a permanent arrangement to collect the waste which is segregated using dustbins of different colors. Apart from the housekeeping staff, the cleanliness inside the offices and the laboratories are the responsibility of the office staff and the lab attendants both in the college section and the school.

II. Making the campus a Healthy and Visually Appealing Space

As one enters the campus from the main gate, on both sides they can see sprawling green and floral lawns and pathways. This garden is maintained by the agricultural department. The gardens and the trees on campus create an appealing ambience for inmates and attract visitors. The gardens maintained by the institute have consistently won the first prize as 'the best maintained garden' instituted by the Horticulture Department of the Government of Karnataka.

The institute campus is full of vegetation. Institute places great importance in maintaining and expanding the greenery of the campus as well as its beautification. The following initiatives have been taken by the agriculture department of the institute:

1. At the entrance of the institute, flower gardens with fountains and pathways have been a major attraction to the staff, students, invited guests and visitors.
2. Gardens are also maintained in front of the library, and all the quadrangles within the buildings.
3. A Green House is available on the campus for use by the staff and students.
4. A Bio-diversity Park has been established which consists of local as well as rare plants.
5. The Agriculture Garden has a wide variety of fruit bearing and other trees in the farms maintained by the department. The fruits collected from these trees are made available to the students and staff for a marginal price.
6. A large number of trees have been planted on the campus because of its policy of tree plantation by every retiring staff and dignitaries who visit the campus. The campus has trees planted by great personalities such as Dr. S. Radhakrishnan, Dr. APJ Abdul Kalam, and Dr. M. Venkaiah Naidu just to mention a few.
7. The residents of the campus are encouraged to have Kitchen Gardens around their residence and students are trained in gardening skills through activities included in the curriculum.

8. The institute also has a Nursery where samplings are prepared for plantation on the campus and in its beautification.

III. Organic Farming

The institute practices sustainable values such as conservation of water and electricity, paperless office, recycling of organic wastes, and organic farming. A large quantity of organic waste is generated on the campus from the trees in the form of dry leaves and branches. The staff of the agriculture department collects them and recycles them into organic manure. For transporting the collected organic waste, the institute has a tractor.

IV. Animal Husbandry

Animal husbandry is a new initiative of the RIE. Under the initiative 5 cows are bought and it is taken care of by the staff of the agriculture department. For this purpose a separate farm is established to grow green grass to feed the cows. It is proposed to enlarge their number further.

V. Maintenance of Kitchen Garden

Under this new initiative kitchen gardens are maintained by the school and college students. Vegetables and fruits are produced in the kitchen gardens. Tomato, Brinjal, Green Chilli etc., are some of the produce from the garden.

VI. Orienting the students of environment and its sustainability

One of the clubs of the student council is the nature club. A number of programmes are conducted by the club to promote love for nature among students and make them conscious of the various ways in which they can work effectively to preserve the ecosystem. The programmes include nature camps, environment education, nature survey, etc. As part of this club students are encouraged to plant saplings in and around their hostel and of rare and endangered plants to conserve biodiversity in the bio-diversity park of the institute.

Evidence of Success

The success of the efforts of the Institute in maintaining a clean and green campus is to be seen to believe. However, the following may be considered as evidence for success of the practice.

1. Our efforts towards making the campus gardens number 1 in the city of Mysore which already has a large number of gardens and with whom the Institute has to compete. Every year during the festival of Dussera the Horticulture Department of the Government of Karnataka conducts a survey of gardens in the city of Mysore to judge the best maintained garden. The gardens maintained by the RIE Mysore have consistently won the first prize in this survey.

2. Appreciation of the students, alumni and visitors.

Problems Encountered and Resources Required

Since this practice is dear to staff, students and administration there has hardly been any problems encountered. However, the vastness of the campus makes it difficult for maintenance of cleanliness at times when the limited staff takes leave to meet their personal exigencies or is to be deployed for some other work.

Institutional Best Practice 2

PREPARING QUALITY TEACHERS THROUGH QUALITY INTERNSHIP

Introduction

The Regional Institute of Education (RIE), Mysore (erstwhile Regional College of Education) by the National Council of Educational Research and Training (NCERT), New Delhi, was established in August 1963, which was a landmark in the history of teacher education in Southern India. The RIE, Mysore is one of the five similar institutions run by the NCERT. Its teacher education programmes are unique in nature and are affiliated to the University of Mysore as 'RIE Scheme'. It is a fully residential institution with student hostels, staff quarters, guesthouse, dispensary, bank, playfields, horticulture nursery, technology workshop, library, AV production studio, computer resource centre, teaching aids centre, exploratory lab, Science Park, laboratories in different disciplines, and botanical and zoological museum. Of its various teacher education programmes, the 8-Semester Bachelor of Science Education (B.Sc. Ed.), which is a four year integrated teacher education programme being offered since 1965 as an innovative programme. The programme is distinctly different from other teacher education programmes in terms of its organization, duration, entry level, nature and extent of theory inputs, and the internship.

With a total intake of 80, the students are admitted to the course from every State and Union Territory in South India, on a population based quota system, purely on merit. The admitted students have proficiency in at least one of the six different official languages of southern India and belong to a predominantly middle/lower-middle class socio- economic background. The Institute is fully funded by the Ministry of Human Resource Development, Government of India. For undertaking various programmes of school and teacher education, the Institute has about 50 academic and 150 non academic staff.

Objectives of the Practice

Stated broadly, internship is an attempt not only for providing the first hand experience of teaching to a student teacher, but also provides an opportunity to perform all the roles of a teacher. It is an

attempt at preparing a “total teacher”. Internship provides an excellent opportunity for the prospective teacher to learn the art of communication, the ability to solve problems, the tact to manage situations and acquire the capacity to think and organize educational and useful programmes for the benefit of his/her students.

Need Addressed and the Context

In any professional pre-service teacher education programme, the theory learnt by the student has to be tried out in a real life situation. Internship is undertaken with the purpose of providing on the job/field experience to the students to develop competencies and skills required for effective classroom teaching, classroom management, evaluation of student learning, organization of co-curricular activities, working with the community, develop proper professional attitudes, values and interests, and to establish a closer professional link between RIE Mysore and schools in the region. An internee is like an apprentice working under the guidance of highly experienced teachers of the school.

The Internship programme of the institute is unique since the trainees would undergo the internship experiences in the schools located in the states of southern India from where they have been enrolled and they stay in the school for an extended period and mingle with the school community and will get first-hand knowledge of the school situation and the associated problems, and participate in all the activities and programmes of the school. The stay in the school is helping the student teachers to develop the professional skills, attitudes and interests necessary to become a teacher. The Navodaya Vidyalaya Samithi (NVS) has recognised this and designed a ‘*Navodaya Graduate Teaching Internship Programme*’ as their own step towards quality Improvement in School Education exclusively for the recruitment of student teachers from the Regional Institutes of Education (RIEs). The student teachers of the final year of Graduate/PG courses in Regional Institutes of Education and those who have freshly passed out from Regional Institutes Education are eligible for the programme. In the language of internship, a school where the student teachers undergo internship experiences is called a *cooperating school* and the teachers of that school who provide mentoring to the student teachers are called *cooperating teachers*.

The internship activities are organised in three phases namely Pre-Internship, Internship and Post Internship.

The Pre-Internship:

The activities in the Pre-Internship phase include selection of cooperating schools; organising a conference for orienting the students and cooperating teachers by the institute faculty. In the internship orientation programme, the cooperating teachers, the headmasters and the student teachers are acquainted with various activities to be performed during internship, the records to be maintained and the rules and regulations to be followed. They discuss the modalities of implementation of the internship and the student-trainees get an opportunity to interact with the respective teachers and headmasters regarding the various internship activities. Since the institute advocates *activity and experience based learning* as the pedagogy, students are encouraged to prepare learning resources for organising learning in their classrooms and students attached to each school are provided with the science and mathematics kit developed by the NCERT for use during internship.

The Internship:

The internship is organised under the supervision and mentoring of the academic faculty of the institute who are deputed to each school and the Head Teacher and the teachers of the cooperating school. Even though the internship is organised in all south Indian states, it is ensured that at least one faculty member of the institute is available in the school on each day of the internship. On the first day of the internship, the student teachers will get acquainted with the cooperating schools and also they get oriented to the school environment and the school routines which includes attending the morning assembly, understanding the time-table of the school and their own time-table for teaching and other activities; planning and preparation for teaching and planning the assessment activities based on the content taught by them. The students move gradually from teaching one period a day at the beginning to engaging all the periods of a cooperating teacher by the end of internship. Other activities to be performed by the student teachers during internship phase include participation in community work and organising curricular activities, quizzes, debate, essay writing etc. for enhancing the cognitive and non-cognitive abilities of the students of the cooperating school. They are also exposed to the other activities performed by a teacher such as preparing the laboratory for an experiment, organising books in the library, making alternative arrangements when a teacher is on leave or absent, and maintaining school records. In so far as their experience in teaching are concerned, every student teacher observes a minimum stipulated number of lessons taught by the cooperating teacher and other peers, undertakes teaching a minimum stipulated number of lessons in two subjects of specialisation, and conducts unit tests on the units taught by him/her. They are required to maintain different records on a daily basis. The records to be maintained by them are: *school record* after a study of the structure, systems and practices of the school, *observation record* on the lessons observed by them, *teaching record* on the lessons taught by them, *activity record* on the activities organised by them, *evaluation record* on the tests and other assessment conducted by them, and a *reflective diary* on the experiences gained by them during internship.

The Post Internship:

The activities in the post internship are mainly for reflecting and consolidating the experiences gained during internship and identifying areas for follow-up and planning self development. Post Internship includes the feedback from the institute supervisors, cooperating teachers, peer members and headmasters. In a post-interview meeting of staff and students, the internship is critically analysed to identify areas of strengths and weaknesses and aspects to be improved in organising subsequent internships. Every student is attached to a mentor to discuss the experiences contained in their reflective diary and obtain feedback and plan follow-up activities for strengthening their professional skills and competencies. This is a speciality of the RIEM's internship in teaching. The institute is providing financial assistance to the student teachers and institute supervisors for travelling from the institute to the internship school.

Evidences of Success

The success of the practice is seen in the feedback received from the students who have completed their internship and the alumni who have praised the institute for organising it in the manner in which it is organised. The success of students in the job interviews and school placement is another evidence of its success. It may be mentioned here that the internship of RIE, Mysore is recognised

by the Navodaya Vidyalaya Samiti for appreciation and by the NCTE as a best practice in teacher education.

Problems Encountered and Resources Required

Since the internship is organised with great care and planning, the institute has not faced any major problems in its organisation. However, some difficulties are faced which need to be addressed from time to time. As stated earlier, the internship is organised under the supervision and mentoring of the academic faculty of the institute who are deputed to each school and the Head Teacher and the teachers of the cooperating school. Even though the internship is organised in all south Indian states, it is ensured that at least one faculty member of the institute is available in the school on each day of the internship. This involves a huge expenditure on the part of the institute due rising travel and stay expenses. Added to this, sometimes the institute has only one pedagogy expert in some of the subject areas. Hence, teachers of all pedagogy cannot be available in each internship centre throughout the internship. So, the institute depends on the cooperating teachers to mentor the students continuously. Care is taken to ensure that pedagogy experts of the institute are available at least in some periods of the internship so that the students do not feel the absence of the pedagogy teachers who oriented them.

