

### 3.3.1. Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal

#### CLC REPORTS

2021-2022

As a part of CLC program staff and students graduation visited Beerihundi village, Bogadi Road, Mysore on 26<sup>th</sup> and 27<sup>th</sup> of August 2022. During the visit **awareness rally was conducted by the students and staff on 26/08/2022 and cultural events were organized on 27/08/2022.**

For awareness rally the student teachers prepared Kannada and English placards communicating about;

- Equal opportunity for boys and girls
- Prevention of substance abuse
- Protection of environment
- Healthy relationships during adolescence



After welcoming our guests of honour Prof Y. Sreekanth and Dean Prof Venkatesh Murthy for the Awareness rally, student teachers began the rally from the school premises reading aloud the slogans on the considered social issues.



## INTERACTION WITH THE VILLAGERS

Student teachers interacted with the during the rally. Villagers' discussed their issues with student teachers. Few were sharing their grief with respect to substance abuse.



On the second day (27/08/2022) of our community living camp, student teachers took up plantation activities and cultural events were organized

**PLANTATION (27/08/2022)**

Hibiscus, Nerium, Nandivardhanam plants were taken into consideration for the plantation as there were no flowering plants in the school premises.



School students along with us helped to make the arrangements (choosing areas to plant, digging pits etc) for the plantation.

The program was inaugurated by the headmaster of the school, Mrs Sudha ma'am.



## **CULTURAL EVENT (27/08/2022)**

For the cultural event, a skit, a folk dance and a drama were planned.

Students of the school were trained with respect to skit, dance and drama the previous day (26/08/2022).



Headmaster of the school, Mrs Sudha, all other faculty of the school and Manjula ma'am were welcomed for the event.

With the help of teachers of the school and our student teachers, the students assembled for the event.



## SKIT

The skit was on the issue “drugs and alcohol consumption- its cause and effects and how useful it is to stop taking it. Students of class 9 were trained to perform the skit on the above issue.



## DANCE

It was a folk dance to a Kannada song. Girls of class 9 were trained to perform the folkdance along with our student teachers.



## DRAMA

The theme of the drama was to protect and respect “Girl Child”. It was all about how important it is to protect and respect “Girl Child”. Students of grade 8 and 9 took part in the drama under the guidance of our student teachers.



## REWARDING THE PARTICIPANTS

The participants were rewarded for their active participation in the events as a token of encouragement by the headmaster of the school, Mrs. Sudha ma’am and Manjula ma’am (faculty at RIE, Mysore)



## 2019-20 & 2020-21

This being a pandemic year students were asked to carry out awareness programmes online individually at their own localities. Student teachers created awareness programmes about Covid protection

## 2018-19

From Jan 28th, 2019 students of B.Sc.B.Ed, BA.BEd and B.Ed III Semester(around 210 students) organized community living camp under the supervision of 6 Staff members. During the camp students performed

1. Individual counseling of students.
2. Sharm Dhaan - In and around the Parivartana School campus.
3. Village Survey- Students visited Dodpalia, Chikpaliya and conducted survey.
4. Awareness program in village on some socially relevant issues through street plays.
5. Cultural programmes.

The student teachers visited Parivartana School, Srirangapatna. Students carried out Swachh Bharat at Karigatta.



## 2017-2018

Implementing interventions at elementary and Secondary Stage : A block level research project was conducted .

## 1. Executive Summary

The Regional Institute of Education, Mysore has adopted Hunsur block, in Mysore district after careful scrutiny. It is about 55 kms away from Mysore. Hunsur has a population of 2, 82,963, with Rural population of 2, 32,098 and Urban population of 50,865. As regards the residential area, it has 31 wards and 284 residential Areas. Hunsur block has 315 habitations, 41 panchayats and 260 villages.

Hunsur block has 439 schools including 324 government schools covering different levels from classes 1 to 12; 16 social welfare schools; 14 subsidised schools; 81 non subsidised; and 2 minority department schools one at higher primary and one at secondary levels, and 2 central schools one at higher primary and one at secondary levels. There are 26 clusters and 5 hobalis. In Hunsur, in terms of social category composition, OBCs constitute a majority to the tune of 53%, followed by SCs 23%, STs 22% and General category which is less than 2%. Thus, it is a skewed locale.

The **Baseline Achievement Survey (BAS)** was conducted for classes 1 to 8th for 20,618 children and in all the 26 Clusters comprising all the Hobali's from Hunsur block on 22nd December, 2018. The **National Achievement Survey (NAS)** test form-1 was used. The BAS-1 was administered in Kannada and Urdu languages after due translation and moderation of test items. Following all the procedures given by the NAS, all the children from classes 1 to 8th were roped into the BAS-1.

A quick look at the performance of students indicate that overall achievement of class 3 students is relatively higher, followed by classes 1, 2, 4, 5, 7, 6, 8, 9 and class 10. With regard to different subjects, students appear to do well in Kannada, followed by Science, Maths and the lowest in Social Science. Their performance in language and science is better than their overall average scores. Their performance in their mother tongue is stronger. On the whole, girls are doing better than the boys in all classes. There is one transgender student in class 3, who is much below the level of their class mates.

The performance of students of classes 1, 2, 9 and 10 are weaker than classes 3, 4 and 5, and the performance of classes 6, 7, 8 is weaker than classes 3, 4, and 5 but better than classes 1



RIE Mysore conducted Capacity Building Programmes for the benefit of the teachers of the Hunsur Block during the current year in a non-overlapping manner. It included four different interventions/ areas where teachers were trained. The teachers who took part in one program were not included for other programs. Consequently, in a non-overlapping manner, 255 teachers were trained as Resource persons. The four themes covered for capacity building included Art Integrated learning, School-based Assessment, and Use of Mathematics Kit and Community Mobilization programs.

From the RIE Mysore, around 100 faculty members (from DMS and the institute covering regular faculty as well as those who are on contractual appointments) have been drawn to function as mentor teachers, to provide onsite support to schools for effective functioning. Hunsur block has 5 Hobalis and 26 clusters. The five Hobalis are: - Gavadagere, Bilikere, Kasaba, Hangodu, and Ratnapuri. Each of these hobalis has a leader who coordinates school visit activities. On an average, each mentor teacher gets about 3 to 4 schools, a couple have got 5 schools. This activity started during December 2019. Initially, schools were visited once a week by the mentor teachers. Each of the teams for different hobalis have identified different days of the week such as Monday, Tuesday, Wednesday, Thursday, and Friday. Saturdays are not chosen because the schools function on Saturday only up to 11:30 am. On any given day, only one set teachers belonging to one hobali visits schools, so that the functioning of the institute and the school does not suffer.

From the visits of mentor-teachers, the following significant points have emerged.

**Teachers' Factor:** Teachers are committed in Hunsur, but they are burdened with works other than teaching. Teaching subjects which are not their area of subject specialisation is a big problem for many teachers. Teachers need content and pedagogy based trainings in English, Science and Mathematics. There is a need to focus on English and Hindi language which are very poor too. Interestingly, all teachers have smart phones which are also used for teaching-learning purposes too. Almost all teachers know the family background of all students. This helps them to understand different problems of students.

**Students' factor:** There is no academic support at home for students. Many students lack interest towards learning. Added to this, students' strength becomes less during seasonal migration period. Irregularity of students is one of the problems. Student absenteeism is too

much in high schools and there is no way where it can be improved. In the midst of all the above, students wish to learn better through activity method. It is interesting to note that most of the students have good knowledge of fauna and flora of the surrounding schools and forests.

**School factor:** All the schools have good building, toilets, electricity and they are well maintained, but they lack of library, laboratory, and computer labs. Science clubs are formed and each month the birthdays of scientists are celebrated. Government schools have stiff competition from private schools. Mid-day meal and providing milk is a good step which has increased the student strength. SDMC involvement has a mixed picture. Some are very effective and some are very poor. The range is too much. Schools require more financial support. SDMC members also need training about their duties and responsibilities. BRC and CRCs need to provide more academic support to schools rather than looking into administrative issues predominantly.

Mentor-teachers also gave onsite support to school teachers. Some important ones include the following. After Classroom observations suggestions were provided to improve teaching strategies and approaches. Suggestions were given on techniques for making learning interesting; developing reading habit, especially on classroom management in multi-grade classes. Students are motivated to develop the questioning skill. Mentor-teachers suggested some simple activities like easy way of multiplication, puzzles which helps to increase the curiosity among the students. Informed the teachers about the online resources, NCERT resources, e-books and OERs and asked them to make use of these resources. Some mentor-teachers took English, Kannada and Science classes too. Mentor-teachers guided teachers in diagnosing learning difficulties. Drawing skills & communication skills were explained with examples. Some mentor-teachers also demonstrated how to use a microscope.

The mentor-teachers also received some feedback about RIE, Mysore's efforts in improving the quality of school education in Hunsur. Some of them include the following. Hunsur teachers and HMs appreciated the Art- Integrated Learning Training offered by RIE, Mysore along with other programs. They wished to have more in other areas like English, Science and Mathematics. The school visit program of the mentor-teachers of RIE Mysore has been welcomed by the school teachers, HMs, Parents, SDMC members and even students. Teachers and HMs are happy to utilize the visit of mentor-teachers to motivate the students in some content areas like Maths, Science etc.

- Hunsur teachers require capacity building programs in all school subjects. RIE, Mysore has to plan for that.
- There is a slight progression at lower primary level, but at upper primary level, the performance of both teachers and students need to be focused.
- Teachers are committed. Their capacities need to be strengthened and they should be allowed to teach, without digressions.
- Students have no support for families. Consequently their learning is not reinforced at homes. Efforts must be made to build their capabilities such that only the school inputs themselves should motivate them to be strong academically such that even without any support from home they should be able to do well in studies. It has implications for reworking curricular activities at school level.
- Students are active and capable of learning if activity-based teaching takes place. Hopefully, the capacity building programs offered this year is likely to yield results from next year.

**YAGNAMURTH  
Y SREEKANTH**

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