



INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION

REGIONAL INSTITUTE OF EDUCATION, MYSURU-06

(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, NEW DELHI)



REPORT OF THE CONSULTATIVE WORKSHOP TO IDENTIFY THE COMPONENTS AND CRITERIA OF BEST AND UNIQUE PRACTICES IN TEACHER EDUCATION

Conducted on: February 26th and 27th 2019



Programme Coordinator

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IUCTE

**REGIONAL INSTITUTE OF EDUCATION
Manasagangotri, Mysore-570006**

February- 2019

FOREWORD

One of the agendas of the United Nations, related to sustainable development,(UN-Agenda 2030,goal.4) is to “ Ensure equitable and **quality education** and promote lifelong learning opportunities for all.”Acquisition of quality and excellence is the great challenge faced by the educational institutions today. Best institutes are those which widely use reliable benchmarks or standards of quality. .Best and unique practices have to be identified,made sustainable and are to be disseminated nationally for adoption in the field of education which in turn will motivate the teachers,teacher educators and other stakeholders.

Inter University Centre for Teacher Education,RIE, Mysuru, aims to help in enhancing quality education across the southern states and it is imperative on the part of the institution to encourage best practices in Teacher education.With a view to encouraging these practices,a two day consultative workshop was conducted to identify the criteria and areas of best and unique practices in teacher education.

The product evolved from this consultative workshop is hereby compiled in the form of a report. The institute places on record all the encouragement received for this venture from Prof.Y.Sreekanth,Chairman IUCTE,& Principal RIE . The neverending support extended by the academic faculty of IUCTE is also highly appreciated. Suggestions for strengthening this report is welcomed from all angles.

Prof. M.S Thalwar
Centre Director.

Acknowledgement

Acquisition of quality and excellence is the great challenge faced by the educational institutions today. Best institutes are those which widely use reliable benchmarks or standards of quality.

Best and unique practices have to be identified, made sustainable and are to be disseminated nationally for adoption in the field of education which in turn will motivate the teachers, teacher educators and other stakeholders. IUCTE, being the national agency to intervene and help in the quality aspects in the field of teacher education undertook a series of programmes to identify, promote and showcase the best and unique practices in digital and non digital forms and to disseminate them nationally through all possible means.

The first programme in this series was a consultative meeting on 26th and 27th of february to identify the criteria and areas of best and unique practices in the field of teacher education. The product of this workshop is presented here as a report for the benefit of teachers, teacher educators and administrators for initiating best and unique practices in teacher education in their respective institutions.

On this occasion, the coordinator expresses her in depth gratitude to prof.Y.Sreekanth, the principal RIE and Chairman, IUCTE, for all the encouragement and directions given for the completion of this work. The coordinator also wishes to acknowledge the academic and administrative support rendered by Prof. Thalwar, Centre Director and also to the colleagues of IUCTE, without whose support this venture would not have come into being.

Dr.K.K.Chandini
Associate professor
Language education

ABSTRACT

1. **Title of the program** : “A two day workshop to identify the components and criterion for best and unique practices”
2. **Type** : Development.
3. **Category** : New
4. **Main Objective** :The main objective of the program is to explore and compile the best and unique practices in the field of elementary and secondary teacher education-both in digital and print forms .
 - To identify and explore the best and unique practices in the field of elementary and secondary teacher education,by adopting quality benchmarks
 - To develop digital and print forms of these best and unique practises.
 - To showcase them in digital and print forms and as video supports
 - To disseminate them by uploading in NROER and IUCTE websites
 - To release a compendium in book form.
 - To motivate teachers and teacher educators and institutions to take up best practices in their respective fields,by adopting quality benchmarks
 - To be a central agency to encourage innovations and best practices in the country.

5. **Rationale :**

Acquisition of quality and excellence is the great challenge faced by the educational institutions today. Best institutes are those which widely use reliable benchmarks or standards of quality.Best practises means any innovations or creative work which has contributed to the betterment of the content/transaction/ innovative methods/practises that are followed ,or any new creative work or experiments conducted by an individual or institutions and completed in the field of school education,teacher education and higher education.

Best and unique practises have to be identified,made sustainable and are to be disseminated nationally for adoption in the field of education which in turn will motivate the teachers,teacher educators and other stakeholders.IUCTE, being the national agency to intervene and help in the quality aspects in the field of teacher education,it is proposed to take up a series of programmes to identify,promote and showcase the best and unique practices in digital and non digital forms and to disseminate them nationally through all possible means.

Best practises could be in the following areas.

- curricular areas.
- teaching,learning and evaluation.
- research,consultancy and extension.
- infrastructure and learning resources
- student support and progression
- organisation and management
- other areas like socio emotional development,parent and community support and social responsibility.

Points of focus.

- identification of best practises.
- sustainability of best practises (academic support).
- dissemination of best practises.
- adaptation of best practises (motivation).

6. Plans for utilization and Dissemination of the end Product(s): The e-resources and video supports will be uploaded in NROER and IUCTE website. Feedback will be collected nationally from all sources. A compendium of best and unique practices will be published with ISBN.

PROFORMA FOR PROGRAMME PROPOSALS 2018 -19

(Only for Development, Training and Extension Proposals)

1.	Name of the NCERT Constituent /Department	IUCTE ---Regional Institute of Education Mysore
2.	Title of the program	Development of a compendium of best and unique practices in teacher education-elementary and secondary levels
3.	(a) Type of the program	Development
	(b) Category of the prog.	New
	(c) If the program is on-going or carried over, mention the PAC Code No. and year of approval	Not Applicable
4.	Total duration of the program as phased in column 10 (months)	8 months
	(a) Date on which program to be commenced	1 st february 2019
	(b) Target date of completion	31 september
5.	Target Groups	
	(a) If program is meant for a group with special needs.	Not Applicable
	(b) Stage of education to which the program is meant.	Teacher Education
	(c) If program is State/ Region/Agency specific, please specify the State/Region/Agency	national
6.	Beneficiaries	Teachers and teacher educators-elementary and secondary, researchers, management, policy maker etc.

(b) Methodology:

1. A two day Workshop to identify the areas and components of quality

benchmarks for best and unique practices A three -day workshop will be organized at RIE, Mysore. In this workshop the resource material to identify best practices will be developed. The characteristics such as identification, sustainability, criterion etc will be finalised. . This material is necessary to identify and select the best and unique practices for national seminar workshop presentation.

2. A three day national seminar/workshop for presenting and discussing the selected unique and best practices: This programme would be for three days. In this programme selected items will be discussed and presented and draft documentation would be made..
3. Field Visits: As there are multiple aspects that contribute to the best and unique practices and a variety of categories, it is imperative to have direct observations, interviews and recording (Video) wherever necessary. For this proposed faculty will visit the states to identify the quality aspects and to record the events.
4. A two day workshop to compile the presentation in the form of a book
5. Editing and chapter writing of the book
6. Printing and video editing and finalisation
7. Uploading of the best practises in the portals like NROER, KOER, and IUCTE website.
8. Release of the book at RIE Mysore.

Phasing of the program with precise information on activities:

S. No.	Activity proposed to be organized	Programme dates	Estimated Expenditure	Actual Expenditure
1.	“A two day workshop to identify the components and criterion for best and unique practices”	26 & 27 Feb, 2019	Rs.1,03,800.00	Rs.65034.00

REPORT

Introduction

The Inter University Centre for Teacher Education, (IUCTE), attached to the Regional Institute of Education (NCERT), Mysore, aims to strengthen the knowledge base of Teacher Education by facilitating professional development, networking, new knowledge creation and empowerment of teachers of academic Institutions and central and state universities .

Today, the various nations across the globe are networked more closely than ever before. This has had a deep and profound effect upon the functioning of higher education sector and has literally transformed the way we look at all aspects of quality in higher education, particularly teacher education. The renewed interest in teacher education has been spurred by the free spirit and the new world enterprise, which seeks to create human talent pool that can adapt to new ideas, cultures and environment.

The challenges faced by teacher education institutions raise pertinent questions for both the school systems and the governments. While, the school system has to grapple with the problems of teacher quality and the increasing student and societal expectations, governments are struggling to provide the teacher education system an environment that fosters innovation and match the requirements of the school sector. This calls for a breakthrough and bold thinking on the part of all the stakeholders.

Acquisition of quality and excellence is the great challenge faced by the educational institutions today. Best institutes are those which widely use reliable benchmarks or standards of quality.

Best and unique practices have to be identified, made sustainable and are

to be disseminated nationally for adoption in the field of education which in turn will motivate the teachers, teacher educators and other stakeholders. IUCTE, being the national agency to intervene and help in the quality aspects in the field of teacher education, it is proposed to take up a series of programmes to identify, promote and showcase the best and unique practices in digital and non digital forms and to disseminate them nationally through all possible means.

Hence a series of programmes were envisaged to develop a compendium of best and unique practices in the field of elementary and secondary teacher education-both in digital and print forms.

Objective: The main objective of the program was to explore and compile the best and unique practices in the field of teacher education-both in digital and print forms. A series of programmes were scheduled in this regard. The first programme was a consultative workshop to identify criteria and areas of best and unique practices in teacher education. This activity was undertaken by way of organising a workshop at IUCTE, RIE, Mysore, on 26th and 27th of February, 2019.

- To define best and unique practices in Teacher education, by adopting quality benchmarks
- To identify the criteria for best and unique practices in Teacher education
- To find out the areas in which best and unique practices are to be implemented To motivate teachers and teacher educators and institutions to take up best practices in their respective fields, by adopting quality benchmarks
- To be a central agency to encourage innovations and best practices in the country.

Workshop : The above objectives were achieved by organising a two day consultative workshop to identify the criteria and areas for best and unique practices in Teacher Education on 26th & 27 Feb. 2019 at IUCTE,RIE ,Mysore. The specific objectives of this workshop are stated as follows.

The workshop was envisioned with the following activities.

To have brainstorming sessions on the quality benchmarks for best and unique practices in Teacher Educations.

To identify and have discussions on the best and unique practices in the field of elementary and secondary teacher education, in the light of quality benchmarks.

To analyse a sample presentation related to the best practices with a view to identifying the criteria and areas for best and unique practices in Teacher Education.

Planning for the workshop

The pre workshop preparations were made well in advance .Related documents were collected from the internet and document analysis was done systematically. The experts who were invited for the programmes were contacted and reference materials were sent through e mail. There were three inhouse meetings ,for planning the workshop and the duties were distributed to the faculty and non faculty members.

Outcome of the workshop :

The criteria for best and areas of best and unique practices in Teacher Education were developed in the workshop .

Day wise proceedings of the workshop.



Day.1



The programme started at 9am on 26th of february with registration of the experts. The inaugural session began at 10 am. The principal in charge Prof. S. Ramaa, dean of instruction, inaugurated the workshop. Prof. M.S Thalawar, Centre Director delivered the keynote address.

Dr.S.Srikantaswamy, Academic consultant, research and analysis wing, NAAC, spoke about the importance of quality in education and also about how quality is considered world over as an essential component of development. Dr. K.K. Chandini, the academic coordinator of the programme gave vote of thanks.

There were three presentations on the day. The first session was a presentation by Dr. S. Srikantaswamy on “The best practices in teacher education as per the criteria and benchmarks envisaged by the NAAC. He ascertained how the NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades and also how several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. He added that the Revised Assessment and Accreditation Framework was launched in July 2017 and it represented an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The shift was from qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency

He further explained how every institution faces and resolves various kinds of internal pressures and situations while doing this. Some meaningful practices pertinent to such situations are evolved within the institution and these help smooth functioning and also lead to enhanced impact. Such practices which are evolved internally by the institution leading to improvements in any one aspect of its functioning – **academic, administrative or organizational**, - are recognized as a “best practices”. Over a period of time, due to such unique ways of functioning each institution develops distinct characteristic which becomes its recognizable attribute. He also highlighted the role of institutional values and its relation to best practice. There were slots for detailed discussions and doubt Clearing .

There was a presentation by Dr. Sivakumar, on the best practices implemented by the Alagappa University in teacher Education. In his presentation, he highlighted the innovative activities undertaken by the said University in the areas of academic, administrative and organisational. These areas include environmental conservation, sources of renewable energy, student exchange programmes, novel concepts in classroom and library management,

and gender audit and corrective strategy .

The third session was a presentation by Mr. Mahesh and Mr. Raghavendra from the vivekananda Centre Of Excellence in Teacher education,Surguru,H.D.Kote. They highlighted the best practices in being followed in their institution.



It was an eye opening session for the participants to listen to the best and innovative practices deliberated in these three sessions .

**Two day consultative workshop to identify the Components and Criteria
for Best and Unique Practices in Teacher Education (26th & 27th Feb. 2019)**

Venue : IUCTE, Hall.

S L · N O ·	DATE	SESSION -1		SESSION -2	SESSION -3		SESSION -4		SESSION -5	SESSION -6
1	26/2/2019	Registration 9am to 9.30 Inauguration 9.30-10.45	Tea Time 10.45am-11.00	11.00-12.00 Institutional best practices based on NAACs Criteria Dr.S.Srikanth Academic Consultant, Research and Analysis Wing	12.00-12.45 pm Best practices in Teacher Education - Alagappa University - by Prof. P. Shivakumar	Lunch 1.00 to 2.00	2.00-3.30 Presentation of best practices Vivekananda Centre of Excellence, Saraguru	Tea 3.30-3.45	3.45-5.00 Discussion in groups	5.00-5.30 Group work :- Writing

				NAAC, India.			Raghav endra & Mahesh			
2	27/2/ 2019	9.00-10.30 Group work -- Writing	Te a Ti me 10 .4 5a m- 11 .0 0	10.45-11.30 Group work-- Writing	11.30-1.00 Group work-- Writing (presentation)	Lau nch 1.0 0 to 2.0 0	2.00-3.30 Group work-- Writing (present ation)	Te a Ti me 3.3 0- 3.4 5	3.45-5.30 Presentati on and valedictio n Principal and Chairman IUCTE(Prof.Y.Sr eekanth)	

There were interactive sessions after each presentations. After the presentations and discussions were made, there was a thorough analysis of the materials available nationally and internationally, especially, focussing the work undertaken by NAAC. The experts were assigned to prepare a draft material related to the criteria and areas of best and unique practices to be presented the following day to discuss in the group.

Day 2

The activities of the second day began with the reporting of the previous days work. The second group was assigned to write a draft proforma for reporting the best practices to be circulated nationwide.

The experts continued to write in groups based on the areas assigned to them. After two consecutive sessions there was draft presentation and discussions over presentations. Finally the evolved materials related to the

criteria and format were presented .

The valedictory function commenced at 4.00 p.m. The principal of Regional Institute of Education, Mysore and the chairman, IUCTE Professor Y. Sreekanth presided over the function. Dr. Rajeswari, Associate Professor, Government College of Teacher Education, Calicut gave her impressions regarding the course. Prof. Siva Kumar, Dean, Department of Education, Alagappa University presented the areas and components for identifying the best and unique practices in teacher education, which was developed in the workshop.



Dr.Praveena.Assistant Professor,Department of Education,Mysore University, presented a format evolved in the workshop,which can be used for identifying the best and unique practices.Professor Sreekant gave the presidential address and highlighted the importance of quality education and how best practices could be made a part and parcel of each institution.

Suggestions evolved from the workshop in this area.

- The concept of identifying and encouraging best practices in teacher education has to be given wide publicity across the country.
- Teachers and teacher educators are to be encouraged to take up best practices by competitions and awards.
- The best and unique practices which are prevalent in different parts of the country are to be disseminated.
- There should evolve some common forums to share the evolving best practices.
- Source of financial supports available in this regard has to be made accessible.
- Encouragement has to be given for the sustainability of best practices.
- A collection of best and unique practices in digital and print form has to be released.
- Inservice programmes may be taken up to encourage these practices by focussing on different areas.
- A survey of best and unique practices in teacher education is to be carried out.



Appendices

- 1.The material on criteria and areas of best and unique practices.
- 2.A format to be circulated nationwide inviting entries for best practices.
3. List of experts in the work

Best and unique Practices in Teacher Education:

What,why and how

Introduction

The Inter University Centre for Teacher Education, (IUCTE), attached to the Regional Institute of Education (NCERT), Mysore, aims to strengthen the knowledge base of Teacher Education by facilitating professional development, networking, new knowledge creation and empowerment of teachers of academic Institutions and central and state universities in southern region.

All nations throughout the world are networked more closely than ever before. This has had a deep impact upon the functioning of education sector and has totally transformed our outlook of quality in education, particularly teacher education. The new interest in teacher education has been spurred by the free spirit and the new world enterprise, which seeks to create human talent pool that can adapt to new ideas, cultures and environment.

Pertinent questions are posed to both the school systems and to the governments regarding the challenges faced by the teacher education institutions. While, the school system has to grapple with the problems of teacher quality and the increasing student and societal expectations, governments struggle to make available the teacher education system an infrastructure and innovation that match the requirements of the school sector. This has initiated a new orientation of the stakeholders towards a quality driven bold thinking on teacher education.

Acquisition of quality and excellence is the great challenge faced by the educational institutions today. Best institutes are those which widely use reliable benchmarks or standards of quality. Best and unique practices have to be

identified,made sustainable and are to be disseminated nationally for adoption in the field of education which in turn will motivate the teachers,teacher educators and other stakeholders.

Characteristics of best practices.

Best and unique practices are found in existence across various institutions in our country. They usually have certain identified characteristics. These characteristics usually help in the success,continuity of the practices and are naturally the predictors of their success. A practice requires widespread acceptance by groups,social systems and individuals. Then only these practices could be adopted by other institutions in the long run.In short ,the best practices should be sustainable and adaptable .

Best practices in teacher education

Every teacher education institution has a unique history and institutional ambience ,an excellence that evolves over time from its day to day functioning. It goes without saying that it is this component that represents the quality of that institution. Among the several tasks carried out, each institution may perceive some distinct task or practice to have contributed to its overall effectiveness as Teacher Education Institution. Carrying out that practices becomes a heartening experience to both teacher educators and student teachers. Teacher educators gain a better insight into their functioning-not only in implementation but also in conceptual understanding.This becomes the best practice of that institution. Sharing of these ‘success efforts ‘ leads to finding a possibility of effective practice irrespective of institutional conditions

Best practices for quality enhancement :

With education becoming an international service,there is growing

concern the world over about quality, standards and recognition. The debate on how benchmarks have to be evolved for ascertaining and assuring quality at different levels of teacher education is significant. The best and unique practices are to be examined and encouraged focussing on the quality aspects.

What are Best Practices in Teacher Education?

Operational Definition

Based on an analysis of various definitions existing in the field of teacher education related to best practice and also based on the discussions conducted among the experts, a definition has been evolved for what is known as 'best practice'.

Best practices are those which have evolved in the context of institutional needs and challenges, leading to a visible and measurable improvement in the functioning of institutions in academic administrative and organizational areas thereby enhancing overall quality. These practices are unique, sustainable and they evolve internally over a period of time in response to changing needs of the learners / institution and community. Best practices are amenable to objective evaluation against certain set criteria, indicators, standards or benchmarks. "Best practice in teacher education is essentially a kind of revolutionary approach to achieve something which has not been able through our traditional way of doing things"

When a practice is considered as best practice ?

(These are the criteria for educational practices to be considered as best practices.)

1 If the the best and unique practices are need based and are contextual.

If a practice has to be said as best Practice, it is to be based on the needs of the learners for eg. differently abled groups, migrant population, doing justice to gender related needs, and also based on the needs of the institution. Context

specific challenges faced by institutions include type of locality, Socio economic background of the students, multicultural and multilingual components etc.

2.If they are Community based.(both inside and outside the institution).

Many best practices are institution specific and individually managed.Without taking into confidence the community as a whole,the prevailing practices cannot not be classified under best practices.The leaders as innovators have been the change agents in many institutions mobilising and ensuring widespread support of the campus and outside community. This is required for the sustainability and adaptability of practices.

3. If they are identified as Unique practices.

When ,the individual or institutions face certain unique challenges or motivation,there evolves unique and innovative practices that are very specific to that institution and it has a lot of relevance to the quality aspects . Thus by implementing these practices,an institutional ambience evolves over time and it is this ambience that represents the quality of that institution.

3. If there are some elements of innovations.

Innovative practices are found at all stages of teacher education.It can be in all areas like academic,administrative or organisational aspects of institutional functioning.

4. If there are some components of Dynamism and if they are subject to periodic revision.

There need to be changes made in the best practices being carried out in different areas both content wise and structural too.There has to be relative

advantage over the preceding practice. The alterations are to be based on the experience and feedback received during every year. The changes are for improvement and improvisation.

5. If they are sustainable over a said period of time .

Institutionalisation and internalisation are keys to sustainability. By institutionalisation, the best practices are made integral part of the institution. There can be intrinsic as well as extrinsic institutional factors which have great impact on the sustainability of best practices such as the culture of the institution which either supports or rejects innovations, commitment by the members of the institution, the team work shouldered by all members etc. (At least for 3-5 years; sustainable till the goal is achieved)

6. If they are capable of adding Values to the existing system.

The concerns for social responsibilities as well as the values held by the institution are explicit in its regular activities. There always need to be examples of value additions in whatever way possible.

7. If they are Measurable and observable.

The best and unique practices are to be very clearly visible to the stakeholders, the said characteristics need to be measured using quality benchmarks.

8. If they are applicable in similar contexts.

Elements of best practices or descriptors of best practices can always be borrowed and improved upon, with some amount of creativity and spirit of innovation. Successful adaptations of best practices depend on both individual characteristics and institutional context.

9. If they are recognised with diversity in cultural and historical contexts.

The best and unique practices are to be context free and should be

employable in other cultural and historical contexts.

10.If they are not dominated by one specific view or approach.

11 If the best and unique practices are free from complexity which help in the adoption of practices.

13.If they are self Communicable which is essential for the acceptance of practices by other bodies.

14.If they promote quality of performance.

15.If they cater to the needs of the marginalised sectors.

Practices are to be based on the needs of the learners, differently abled group, catering to the needs of the migrant population, doing justice to gender related needs, based on the needs of the institution. Context specific Challenges faced by institutions include locality, Socio economic background of the students, multicultural and multilingual components etc.

2. The best and unique practices need to be undertaken by taking the Community into confidence and shared by the community.

3. Unique, the very specific

(Indigenous, adapted to the needs of the time.)

4. There should always be the elements of Innovations.

SOME OF THE AREAS OF BEST PRACTICES IDENTIFIED IN THE WORKSHOP.

Generally ,the best practices are relevant within the institutional context and may pertain to either academic,administrative or organisational aspects of institutional functioning. On a finer classifications,these areas could be brought to the following categories.

Curricular aspects.

- Interdepartmental courses within the faculty.
- Interdisciplinary courses across the faculty.
- Blended Learning.

- Conducting interdisciplinary programmes.
- Preparation of learning materials-CAI,Team teaching, models of teaching, Learning aids.
- Designing innovative strategies-Brainstorming ,buzzer sessions etc
- Developing self learning materials to satisfy the level of learners/type of Learners(VAK Learning styles.
- Preparing bridge materials to fill the curricular gaps.

Teaching learning and evaluation

- Conducting short-term and certificate courses
- Preparing bridge materials to fill the curricular gaps.
- Special package and monitoring for continuous and comprehensive evaluation.

Research

- inculcates the Research aptitude of the faculty, by sponsoring researches.
- Encourages Inter-departmental / Interdisciplinary Research projects.
- Granting ‘ Research Excellence Award’ to faculty.
- Identification of research area on the basis of societal needs
- Organising a research cell for disseminating avenues open for research

Extension services

- Study Circle:For Students, Unemployed youth and public for competitive exam including TET,NET,SET,etc.,
- Extension programmes in agriculture based on the societal needs.
- Conducting short-term and certificate courses

Organisation and management

There should be overall coordination and cooperation from academic and administrative wings.

- **Infrastructure and learning resources**

- Eco friendly practices-one student one plant programme

- Green Environmental audit.

(Internal Use of Questionnaire.)

- External- Assessment by External Expert)

- One Student and One Tree Plantation Programme

- She friendly toilets.

- Bio Gas Plant in Hostels.

- Percolation Tanks.

- Installing Solar Plants/ Para Sports Facilities to otherwise challenged people.

Student support and progression

- Popularising Science.

- Honesty shop.

- Honesty library(self access facility).

- Learning park(for collaborative learning and cooperative learning).

- Supply of Learning kits-inclusive practices.

- Project on cooperating institutions.

Healthy practices

- She friendly toilets.

- Activities with special focus on cleanliness within the institution and also societal awareness programmes.

- The institution displays sensitivity to issues like climate change and environmental issues

- Adopts environment friendly practices and takes necessary actions like energy conservation,rain water harvesting,waste recycling.(solid,liquid

waste management)

- E waste management, Carbon neutral, green practices etc.

Governance, leadership and management

The academic and administrative sectors of the institution are to be governed by the principles of participation and transparency and they should go hand in hand.

Institutional values and practices.

- Ward adoption
- School adoption
- Coaching classes for orphans in the orphanages.
- Popularising Science.
- Conduct of periodical Gender Audit and Corrective Strategies.
- Effective functioning of women Harassment Prevention Cell and Women Empowerment Cell.
- Category of sports persons; Men and women with Orthopaedic Impairment, Visual Impairment, Hearing Impairment, etc.,
- Conduct of periodical Gender Audit and Corrective Strategies.
- Explicit concern for human values and professional ethics

Format for Reporting Best Practices in Teacher Education

1. Institutional Profile:

· Name of the Institution:.....

· Type : Govt. /Grant-in-Aid/Un-Aided

· Address:

· Phone:.....

· Fax:.....

· Email:.....

· Website:.....

· Details of Accreditation:.....

· Contact Person: Name, mobile number, mail id.....

2. Level of Teacher Education Programme:

Pre-Primary/Elementary/ Secondary/ Higher Education

3. Vision of the institution _____

4. Mission of the institution _____

5. Areas identified best practices.

· Academic

· Administrative

· Organizational

· Research

· Student Support System

· Extension

Any other(please specify)

6. Need/ Rationale for evolving the Practice_____
7. If applicable, how it relates to the Vision and Mission of the institution_____
8. Description of the Practice (including Methods/Strategies/ Process)

9. Resource requirement: (Human/ Material/ Financial)_____
10. Evidences in the form of Text, Graphics, Videos etc.(to be appended)
- 11.Stakeholders / Beneficiaries (Type and Total Number)_____
- 12.Feedback from beneficiaries _____
- 13.Sustainability of the best practices

Month and Year of commencement	Whether continuing	Reason for closure (if any)

- 14.Follow up activities to find impact of the best practices _____
- 15.Sharing of best practices/ Experience, with other institutions and Adoption by other institutions
16. Evaluation of the best practice_____
- 17 .Efforts taken for improvement _____
- 18.Appendices: (Reference Documents/ Media coverage/ Appreciation documents /community reaction/ Miscellaneous

List of experts who participated in the workshop.

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