

REGIONAL INSTITUTE OF EDUCATION, MYSURU – 570 006

**STRENGTH, WEAKNESS, OPPORTUNITY AND CHALLENGES
(SWOC)**

Institutional Strength

- Established in 1963, the Regional Institute of Education is one of the oldest Teacher Education institutions in India which has the experience of offering Integrated Teacher Education Programmes (ITEP) for almost 50 years without a break.
- Being a constituent of the NCERT which was established as an adviser to the Ministry of Education, Government of India on all matters of school and teacher education, its endeavour has been one of improving the quality of school and teacher education in the states and union territories of south India. In fact, RIE is the only regional level Institute in southern India.
- Its vision as well as commitment is to prepare quality teachers through research & development, innovations in teaching and strong linkages with agencies in the country.
- It has a sprawling campus of 125 acres that provides abundant space for conducting various activities and housing all its requirements in one campus but also planning for future initiatives that need space.
- It is unique in nature, in that it offers programmes and services from pre-school stage to doctoral research on one campus.
- The Demonstration Multipurpose School, which is an integral part of the Institute, serves as a lab school for internship, innovations and research of the Institute. It is a CBSE affiliated school that provides quality education, adhering to RTE.
- RIE organises programmes for both in-service and pre-service teacher education. It has the wherewithal to design a wide range of academic programs with contextualised, contemporary and state-of-the-art curriculum for teacher education.
- It offers diversified curricula, which is holistic in nature in both Humanities and Science Teacher Education. By its very structure, the Institute is multi-disciplinary which blends content and pedagogy in its programmes and activities.



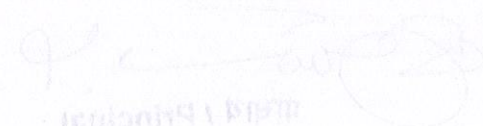
प्राचार्य / Principal

क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education

(एन सी ई आर टी) / (NCERT)

मैसूरु - ५७०००६ / Mysuru - 570006

- Regional Institute of Education, Mysore is the only institution in southern India that is sanctioned the Inter-University Centre for Teacher Education by the Ministry of Human Resources Development, Government of India.
- The students are enrolled on population based quota system from all states and union territories of southern India. All enrolled students are provided with residential facility on campus. Hence, by default, students are exposed to a multi-cultural, multi-lingual environment right from day one.
- The admission policy ensures equity in higher learning, the Government of India rules is strictly adhered; with provision for various Government Fellowships and Scholarships.
- A highly qualified staff that are selected at the headquarters in New Delhi through a national level selection procedure.
- Frequent in-house workshops/ seminars are organised for academic development of faculty.
- Faculty are encouraged to take up self-learning courses/ refreshment and orientation courses/ doctoral programmes/ seminars and conferences for the enhancement of professional competence; provision of academic leave/ study leave/ leave for foreign visits.
- Robust and participatory grievance redressal mechanism is in place.
- Diverse and vibrant students' council ensures active participation of students in decision making and organising various activities. They are also part of several Committees constituted by the Institute.
- Bio diverse/ sustainable eco-friendly campus using solar power for energy.
- It has enough facilities for sports, physical exercise, and practice of Yoga for both students and faculty of school and Institute. With these facilities and very large play grounds, RIE conducts regularly Inter- RIE, Inter- School and Inter-College sports events.
- Excellent physical facilities and infrastructure, such as staff quarters, hostels, guest house, inlay roads, shopping complex, RO water supply, Generator, Campus-Wi-Fi, ramps, CCTV and bank facilities.


 PRINCIPAL
 Regional Institute of Education
 (An Inter-University Centre)
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- Furnished classrooms and lecture halls with multimedia are provided for various courses.
- Library resources which is upgraded annually through a faculty and student consultation process for procuring books and journals including international authors and publishers; e-access to a multitude of quality journals and books.
- State of the craft laboratories including those for Psychology, ICT, e- learning, Mathematics, Languages and Geography. The laboratories for Physics, Chemistry, Botany and Zoology are extensively used by both graduate and post-graduate students to develop lab skills in teaching science. The use of science and maths kits for innovative teaching is promoted.
- The Science Park, Observatory and the Bio-diversity Park is a landmark in the map of Mysore, as it caters to the fascinating ways of learning science, for all school students in the city.
- ET- cell, Audio- Visual lab and studio for e-content development for school and teacher education programmes.
- The Medical Dispensary on the campus ensures timely treatment and 24 hours service for the campus inmates; clean, well established, fully functional with physicians and medical compounders; who provide essential services during the pandemic through vaccination camps for all students, employees and families.
- Investment in arts and culture nurturing best artistic talents through various cultural fests and Inter-College, Inter-DMS, Inter-RIE, Inter-State, National programmes and competitions.
- Strong and established partnerships across the globe through alumni network, who have contributed towards the infrastructure of the Institute and in providing employment opportunities to qualified students.
- Promotion of research at the post graduate and doctoral stage through systemic organisation of seminars, workshops and colloquium ensuring the development of research skills at every stage; inter disciplinary research is encouraged. Faculty and students are encouraged to take up self-learning courses for the enhancement of professional competence.

- Institution practices inclusion in all aspects such as socio-economic, gender, culture, language, and divyang.
- The college caters to diverse needs of learners by identifying and counselling the slow learners through mentorship. Because of the academic freedom enjoyed by the faculty, varied learning experiences are provided to accomplish learning outcomes.
- Engages in community linkage programmes which provide for the development of strong societal values and critical awareness about existing social issues.
- Internship and School Attachment Programme is at the heart of the curriculum, which is organised systematically by providing ample inputs in the form of skills and competencies for student teachers to engage with different school scenarios/school boards/ states/ residential setup, and gain a wide range of school experiences.
- Continuous and tireless striving to ensure praxis that weaves innovation with creativity, excellence, best practices and human values that constitute the greatest strength of the Institute.
- The institutional structure and the autonomy is best suited for effective networking of faculty and departments with various education departments of States, their officials, Universities, schools and school systems, parents and other stakeholders.
- Choice Based Credit System is followed. Outcome Based Education is in practice with greater emphasis on practical aspects of teaching.
- Functional campus placement services / recruitment in renowned schools following different boards. Online registration of placement services is also available.
- Enormous opportunity for the faculty members to contribute at the national level since RIE is a constituent of the NCERT which is entrusted with designing and implementing policies and programmes including the National Education Policy 2020 and the National Professional Standards for Teachers.
- Undertakes consultancy services to schools/ Navodaya Vidyalaya/ Kendriya Vidyalaya/ State governments/ University departments in the region are provided regularly.
- The Institute has been assigned responsibilities from time to time by the Ministry of Education to design and organise teacher education programmes for an international audience through country to country MOUs.

Institutional Weakness

Alongside our strengths, the Institute is fully aware of its weaknesses and is geared towards overcoming them.

- The recruitment of the staff of RIE is done centrally by the NCERT, New Delhi. For some years NCERT has not filled the vacant posts and the Institute has been hiring the services of full-time staff appointed for a maximum period of three years. Considering the variety of functions performed by the Institute, the capacity building of these staff members take time and once their capacities are built their term of appointment gets over. The council has recently advertised the posts at various levels and once appointments are done, this weakness may be overcome.
- Existing residential infrastructure is insufficient to cater to the ever-growing number of students particularly due to increase in intake as a result of implementation of the EWS quota in admission of students, and to house in-service programme participants on the campus. The Institute has been seeking accommodation in adjacent organisations to lodge the in-service programme participants.
- Limitations in fully addressing digital infrastructure requirements, so integral in overcoming the digital divide among students.
- The goal of achieving hundred percent smart classrooms is yet to be achieved.
- As an affiliating teacher education institution of the University of Mysore, the Institute is bound by the stringent Acts, Statutes, Ordinances, Regulations and Government manuals, of the University of Mysore, a State University thereby creating inadvertent delay in the implementation of new curricula and programmes.
- The Institute is not able to practice equality in charging fees for its programmes due to the policy of the affiliated university which charges higher fees for students who do not belong to Karnataka.
- Even though the Institute has the mandate to design innovative teacher education programmes, the implementation of these programmes by the Institute is hindered by the fact that it is not a degree awarding institution. This, however, is being addressed by the NCERT which has already applied for the status of a 'deemed to be university'.

Institutional Opportunity

- ✓ RIE is directly funded by the Ministry of Education, Government of India. Added to this, the Institute enjoys a fair amount of autonomy in its planning of programmes. This arrangement of the Institute is a unique opportunity for it to expand its sphere of work by way of research and innovations.
- ✓ The Institute is multi-disciplinary by its structure. Such a structure could be utilised for becoming an Institute specialising in inter-disciplinary areas of research and development such as science education, mathematics education, social science education and language education.
- ✓ At present the Institute has research students mainly pursuing their doctoral degree in education. Considering the resources available on the campus, the Institute can become an advanced research centre by increasing the number of fellowships and collaborations.
- ✓ One of the visions of NEP-2020 is to create flexibility by providing students with choices of courses and degrees by removing the hurdles created by disciplinary boundaries. An engineering or medical graduate if wants to join for doctoral studies in education so that he/she can become a teacher in that discipline, the existing regulations of universities do not provide him/her an opportunity. If the efforts of NCERT to become a deemed to be university is fruitful then the Regional Institute of Education, Mysore can become an Institute where a person with any disciplinary background may pursue doctoral studies in education.
- ✓ Apart from the RIE, Mysore is a city in which other national level organisations such as All India Institute of Speech and Hearing and Central Institute of Indian Languages are also located. This proximity provides an opportunity for collaborative research and development activities.
- ✓ RIEM already has strong linkage with the state education departments in the southern region. Several programmes are organised with these departments on a yearly basis. This linkage could be further strengthened through activities such as multi-centric policy research and prototype programmes and teacher support material development.
- ✓ Setting up Incubation Centre for supporting the higher education institutions for designing and implementation of the 4-year integrated teacher education programmes as well as other innovative teacher education programmes as per the National Education Policy 2020.

- ✓ Considering that the Institute has a sprawling 125 acre campus, there exists a scope for expanding the infra structure and resources to increase the student intake.
- ✓ Initiating foreign collaborations through international student & faculty exchange programmes with various international organisations and university departments could be explored.
- ✓ Scope for linkages with the EdTech companies for undertaking the research collaborations using their CSR funds.
- ✓ Massive Open Online Courses (MOOCs) on various themes and thrust areas could be developed to enhance online professional development opportunities for educational functionaries.

Institutional Challenges

- Facilitating consistent up-gradation in future to reach international standards of excellence remains a challenge.
- Not able to meet the competency-based education due to non-flexibility of curriculum and regulations of the affiliating university.
- Requirement of more hostels for students, on-campus accommodation for local and international faculty and non-teaching staff, and expansion of infrastructure including space for new state-of-the-art laboratories.
- Lack of human resources for supporting the extension activities in the region.
- Minimal importance to interdisciplinary research and inter departmental coordination.
- Minimal importance to self-finance programmes and state funded programmes.
- Capacity building of the academic and support staff in tune with the vision and mission of the Institute.

