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1. **A**ction **R**esearch **O**f **S**tud**E**nts - **AROSE**

Objectives of the Practice:

The main purpose of the practice was to create a research culture in the institute. More specifically the attempt was:

- To provide a platform for impactful research.
- To encourage interdisciplinary and collaborative research between students and teachers.
- To develop an investigative and scientific attitude among students.
- To find practical solutions of immediate and real world problems.
- To exchange information and collaborate with various stakeholders and experts.
- To disseminate the research findings through publications and presentations in seminars and conferences.
- To provide an opportunity for healthy exchange of ideas.
- To reduce the gap between theory and practice.

Context:

During the academic session 2017 - 2018, MIT Art, Design and Technology University's School of Education and Research modified the curricular framework for all their courses. During this phase few of the teachers suggested the need of developing a research oriented problem solving attitude among the B.Ed. students right from the preliminary level. This revision was crucial due to the huge gap between theoretical knowledge and the challenges that a student-teacher comes across in the real world. In order to face the unprecedented challenges and to maintain the quality of education imparted it is important to develop a research attitude among every student-teacher. It is thus central to

KA I - QA 3 - QI 5:
The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher.

KA II - QA 9 - QI 28 :
Teachers provide a variety of learning experiences including individual, collaborative learning experiences; and there is flexibility in their implementation.

KA III - QA 10 - QI 29:
Teachers explore better ways of functioning and build upon their experiences systematically.

give them an exposure to a variety of experiences that not only helps them in identifying the problems but also opens up various horizons towards a scientific solution. The idea of **A**ction **R**esearch **O**f **S**tud**E**nts – "**AROSE"** was born from this thought process. It was decided that students would be mentored for carrying out research activities. Appropriate opportunities will also be provided for the said purpose. The vision of this initiative is to motivate every student-teacher of our institute for becoming change agents and decision makers of the future.

> **KA II - QA 9 - QI 28:**
> *Teachers provide a variety of learning experiences including individual, collaborative learning experiences and there is flexibility in their implementation.*

> **KA II - QA 7 - QI 20:**
> *The process of nurturance and mentoring of student teachers is visualized and institutionalized.*

> **KA III - QA 10 - QI 31:**
> *The institution has the practice of appraising its work through in-house research, institutionalize innovative practices and undertake formal sponsored research projects relevant in institutional and national contexts.*

The Practice:

The plan constituted of the following stages:

Mentoring was the first stage in this process. Here the students were given an orientation of this initiative. Students were briefed about the objectives and importance

> **KA II - QA 7 - QI 20:**
> *The process of nurturance and mentoring of student teachers is visualized and institutionalized.*

of research. Session on basic research training was also arranged for the students. It was decided that only those students who were voluntarily ready to participate will be going through the subsequent stages of the AROSE initiative.

KA II - QA 7 - QI 19:
The school-based experiences are comprehensive and varied to include exposure not only to instructional role of teachers but also the other roles and functions of the teacher

Initiation basically focused on finding information about various seminars and conferences. Since, this was the first attempt it was decided that the students will be given an exposure of state level seminars/ conferences initially. Information brochures of a variety of seminars and conferences were provided to the selected students. As per their comfort level two state level seminars were shortlisted for their pilot projects.

KA II - QA 9 - QI 28:
Teachers provide a variety of learning experiences including individual, collaborative learning experiences and there is flexibility in their implementation.

Exploration stage took into consideration the selection of sub-themes and identification of the research problem. A thorough review of literature and related researches was done for identifying the research gaps and to conduct a research that could add on to the existing body of knowledge.

KA III - QA 10 - QI 29:
Teachers explore better ways of functioning and build upon their experiences systematically.

Strategizing dealt with devising of the research plan. Objectives of the research, population, sample of the study, sampling technique, data collection tools, analysis technique etc. were detailed out.

KA II - QA 7 - QI 19:
The school-based experiences are comprehensive and varied to include exposure not only to instructional role of teachers but also the other roles and functions of the teacher

Deducing primarily focused on a detailed analysis of the raw data through statistical methods. On the basis of which a conclusion was drawn. Research paper detailing the entire work was prepared and it was mailed to the

KA II - QA 9 - QI 28:
Teachers provide a variety of learning experiences including individual, collaborative learning experiences and there is flexibility in their implementation.

respective authorities associated with the state level seminars.

Dissemination involved participation and presentation of the research work conducted by the students and the teacher in front of the scholars, experts and other participants of the state level seminar.

> **KA III - QA 11 - QI 34:**
> *There exists a preparedness for and incidence of extending service to other academic institutions.*

Evidence of Success:

6 students presented their papers in two different state level seminars. Research paper publications were done in peer reviewed journals. The feedback of the experts and other scholars at the seminar was positive towards the work of the students. Other students showed enthusiasm in participating in future research related activities of **AROSE**.

Problems Encountered:

Initially the response of the students was not positive. Most of the students felt this would simply add on to their academic load and would demand extra efforts from their end. It was thus decided to take in only those students who were interested to take maximum advantage of this initiative. Thus, the focus was on quality and not on quantity of researches.

Apart from this, the students experienced difficulty in understanding the research terminologies and concepts at this was a totally new domain for them. Frequent mentoring and guidance was provided at every stage to the students to overcome this problem. Data collection was yet another area of concern. However, with appropriate efforts data was collected systematically from the respective sample.

Resources Required:

Effective implementation of **"AROSE"** requires willing and enthusiastic participation from both the teachers and students. Organizational support is also essential for making this initiative a

success. Access to well equipped library with good books on research methodologies is also a must. Offline and online research journals are also needed for referencing and review related work. Computers with internet facility and other supportive infrastructural requirements are also essential resources. Some standardized tools for data collection should also be made available for making the research more reliable and valid. Data analysis software such as SPSS and R-Statistics is required for doing all the analysis related part of the project.

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List of Key Area of Focus, Quality Aspect and Quality Indicators

Key Area of Focus	Quality Aspect	Quality Indicator
KA 1: Curriculum Design and Planning	**QA 3:** Curriculum Content	**QI 5:** The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher.
KA 2: Curriculum Transaction and Analysis	**QA 7:** Transaction of Practical Experiences	**QI 19:** The school-based experiences are comprehensive and varied to include exposure not only to instructional role of teachers but also the other roles and functions of the teacher
		QI 20: The process of nurturance and mentoring of student teachers is visualized and institutionalized.
	QA 9: Teacher and Teaching	**QI 28:** Teachers provide a variety of learning experiences including individual, collaborative learning experiences and there is flexibility in their implementation.
KA 3: Research, Development and Extension	**QA 10:** Research and Development	**QI 29:** Teachers explore better ways of functioning and build upon their experiences systematically.
		QI 31: The institution has the practice of appraising its work through in-house research, institutionalize innovative practices and undertake formal sponsored research projects relevant in institutional and national contexts.
	QA 11: Community Engagement	**QI 34:** There exists a preparedness for and incidence of extending service to other academic institutions.

Photographs