

GOVERNMENT OF KARNATAKA

**STATISTICAL BROCHURE
1990-91**



NIEPA DC



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**Department of State Educational
Research and Training**

B. P. WADIA ROAD, BASAVANGUDI, BANGALORE-560 004

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Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17 B Smt. Indira Marg, New Delhi-110014
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The Statistical Brochure of 1990-91 brought out by the Statistical Section of the Directorate of State Educational Research and Training, Basavanagudi, Bangalore-560004, is before you.

This brochure has four parts. Part - I contains details of Developmental activities of all academic wings of the Directorate, in Part - II activities of Text Books directorate are given, activities funded by UNICEF find place in Part - III and the Statistical information on Teacher Education in Part - IV along with the necessary Statistical Tables.

Bangalore,
Dated 20th Jan. 1992

Y.R.Achyuta Rao,
DIRECTOR,
(RESEARCH AND TRAINING)
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CONTENTS

Sl. No.	Item	Page Nos.
I.	<u>DEVELOPMENTAL ACTIVITIES OF DEPARTMENT OF STATE EDUCATIONAL RESEARCH & TRAINING 1990-91.</u>	
	<u>A. REPORT ON ACTIVITIES:-</u>	
1.	State Institute of Education:	1
2.	State Institute of Science:	3
3.	State Educational Evaluation Unit:	7
4.	Educational Vocational Guidance Unit:	9
5.	Educational Technology Cell:	11
6.	Audio Visual Education Unit:	17
7.	National Talent Search Examination:	18
8.	Extension Service Centres:	21
	<u>TARGETS AND ACHIEVEMENTS:-</u>	
1.	Details of Target and Physical - Achievement on Plan Schemes:	24
2.	Out-lay and Expenditure on Plan Schemes:	27
3.	Out-lay and Expenditure on Non-Plan - Schemes:	28
II.	<u>DIRECTORATE OF TEXT BOOKS:-</u>	30
III.	<u>UNICEF ASSISTED AND OTHER PROJECTS:-</u>	
1.	Comprehensive Access to Primary - Education:	36
2.	Early Child-hood Care & Education.	39
3.	Developmental Activities on Educational and Community Participation:	40
4.	Population Education Project, National Population Education -Project - UNEPA assisted:	43
5.	Integrated Education for Disabled Children in Karnataka:	45

Sl. No.	Item	Page Nos.
IV.	<u>TEACHER EDUCATION:-</u>	
1.	Review of Teacher Training Institutions:	48
2.	Statistical Tables on:	
	(a) No. of Teacher Training Institutions in Karnataka since the formation of D.S.F.R.T.	
	(b) No. of Teacher Training Institutions by Management:	
	(c) Enrolment in B.Ed. Colleges:	
	(d) Strength of Karnataka and Non-Karnataka Students in B.Ed. Colleges:	
	(e) Strength of Scheduled Caste and Scheduled Tribe Students in B.Ed. Colleges:	
	(f) Results of B.Ed. Colleges:	
	(g) Medium-wise Enrolment in B.Ed. Colleges:	
	(h) Staff Pattern in B.Ed. Colleges:	
	(i) Enrolment in Primary Teacher Training Institutions:	
	(j) Strength of Karnataka and Non-Karnataka Students in Primary Teacher Training Institutions:	
	(k) Strength of Scheduled Caste and Scheduled Tribe Students in Primary Teacher Training Institutions:	
	(l) Results of Primary Teacher Training Institutions:	
	(m) Medium-wise enrolment in Primary Teacher Training Institutions:	
	(n) Staff Pattern in Primary Teacher Training Institutions:	
	(o) Enrolment in Pre-Primary Teacher Training Institutions:	
	(p) Strength of Karnataka and Non-Karnataka in Pre-Primary Teacher Training Institutions:	
	(q) Strength of Scheduled Caste and Scheduled Tribe in Pre-Primary Teacher Training Institutions:	

Sl. No.	Item	Page Nos.
((r) Results of Pre-Primary Teacher Training Institutions:	
	(s) Medium-wise enrolment in Pre-Primary Teacher Training Institutions:	
	(t) Staff Pattern in Pre-Primary Teacher Training Institutions:	
	(u) Number of Teachers trained in English Language Teaching Centres:	
	(v) Enrolment of Teaching Staff in Special Institutions (Dance & Drama):	
	(w) Enrolment of Pre-Vocational Training Centre:	
	(x) Number of Teachers trained in Teachers Centres:	

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P A R T - I

DEVELOPMENTAL ACTIVITIES OF DEPARTMENT OF STATE
EDUCATIONAL RESEARCH AND TRAINING FOR THE YEAR
1990- 91

The main objective of the Department of State Educational Research and Training is to bring qualitative improvement in school Education. It has administrative control over teacher education in the state. The department is responsible for the academic excellence in Elementary teacher education.

The following academic units are specialised in respective areas of Inservice Teacher Training Programme.

1. State Institute of Education (S.I.E.)
2. State Institute of Science (S.I.S.)
3. State Educational Evaluation Unit (S.E.E.U.)
4. Educational Vocational Guidance Unit (E.V.G)
5. Educational Technology Cell (.E.T.C)
6. Audio Visual Education(A.V.E.)
7. Directorate of Text Books (D.T.B.).

* To improve quality in school education, the academic unit take up Educational Programmes every year under Plan and Non-Plan schemes in the State budget for education. Secondly, these Units serve as Co-ordinating agencies at the State Level for the improvement of N.C.E.R.T., C.C.R.T., UNICEF, World Bank and Government of India Aided Projects.

The details of Educational Programme taken up in each unit during the year 1990-91 are as follows:

STATE INSTITUTE OF EDUCATION:

This unit takes up activities for the improvement of Teacher education, academic supervision of Teacher Training Institutes, programmes on orientation training of various subjects, Innovations and Publications.

Orientation Training Programme:

The programmes on techniques of teaching Kannada were arranged to the Kannada teaching teachers of High School and Primary Schools. The purpose of conducting this programme is to develop new techniques in teaching Kannada. Resource Persons from University and B.Ed. Colleges were involved in this programme. Teachers are given Orientation on contents like linguistics, literature and methodology.

Orientation Programme for Kannada teachers of High School were conducted at Bijapur, Karwar and Hassan. 110 High school teachers were benefitted during this year.

Similarly, orientation programme for Kannada teachers of primary schools were conducted at Udupi, 40 primary school teachers were benefitted.

Excellence in Primary Education:

A programme of Excellence in Primary Education was taken up. Projects on problems of primary education were collected from primary school teachers by wide propaganda and it was screened by the judging committee and the award worth Rs.1,000/- each was given to the best ten projects.

3 Workshop for High School Teachers and Primary School Teachers in Socially Useful productive work.

Workshops were conducted for both primary school teachers and High School teachers at Bellary, Belgaum, Bidar, Madikere (Kodagu) and D.S.E.R.T., Bangalore. The main concept of the programme is re-affirmation of the Gandhian concept of socially useful productive work and moulding the shapes of younger generation in the present system of education.

During the year 1990-91, five workshops have been conducted for both primary school teachers and High School Teachers. 195 primary school teachers and 48 High School teachers have been benefitted.

STATE INSTITUTE OF SCIENCE:

The unit deals with activities for qualitative improvement in teaching of Science and Mathematics at Primary and Secondary stages.

The following activities have been undertaken during the year 1990-91.

1. Mobile Science Van Programme:

In order to create interest and curiosity in science among rural children and also to provide an opportunity to primary school teachers to demonstrate experiments, the mobile science van programme was developed and the same is found to be useful also. The staff members of the Science Unit of D.S.E.R.T. attended and demonstrated the science experiments of primary school teachers and pupils.

During the year 1990-91, Six programmes were conducted at Molakalamuru, Bangarpet, Badami, H.D.Kote, Sagar and Udupi. Total number of teachers benefitted were 500 and total number of students benefitted were 1780.

2. State Level Science Seminars:

A Science Seminar Programme was organised at State Level at V.I.T.M. Auditorium, Bangalore to develop Scientific attitude and to realise the Social relevance of Science to Society. The duration of Seminar was one day only. 41 high school students and 35 teachers guides were involved in it.

3. District level Science Seminars:

District level Science Seminars were conducted at 21 districts of the State. 800 students and 500 teachers guides were involved.

4. State Level Science Exhibitions:

State level Science Exhibitions was organised at Mercara for a period of 5 days in order to develop interest and scientific skills in science. 186 high school students and 93 teacher guides were involved.

5. District Level Science Exhibitions:

District level Science Exhibitions were conducted during November 1990, 1600 high school students and 800 teacher guides were involved.

6. Southern India Science Fair:

Southern India Science Fair was conducted at Kottayan, Kerala State. 46 high school students and 23 teacher guides from Karnataka were participated in it.

7. Inservice Training to High School Teachers in collaboration with Indian Institute of Science:

This programme is conducted in collaboration with the Indian Institute of Science, Bangalore for the improvement of Knowledge in teaching content for high school teachers in both Science and Mathematics.

The programme was conducted for the benefit of high school teachers for 10 days at Udupi 100 high school teachers were invited. Out of which 96 teachers participated.

8. Conduct of training programmes to key persons. Resource Persons to train High school teachers and primary school teachers in Science under centrally sponsored scheme.

During 1990-91, one training programme was conducted at Bangalore for key persons. 30 Educational officers and Asst. Educational Officers have attended this programme. Two programmes were conducted for resource persons, one to train high school teachers and one to train, primary school teachers. Nearly 60 participants have attended. Two training programmes were conducted for pre-university college lecturers at Suratkal (Mangalore) in Chemistry and Mathematics, 17 Junior College Lecturers have benefitted.

9. Centre for continuing Education:

After the implementation of (10+2) pattern of school education in Karnataka and due to new curriculum, it was felt necessary that proper orientation in this field was essential. Therefore, the N.C.E.R.T., New Delhi has set up centres for continuing education in collaboration with state Government at 12 places.

The main objective of these centres is to orient the Secondary School teachers in various subjects the revised syllabus.

There are 12 centres for continuing education. They are located at D.S.E.R.T., Bangalore, Government practising school, Mangalore, D.R.R. High School, Davanagere and remaining 9 centres at Government Junior College situated at Gulbarga, Dharwad, Belgaum, Raichur, Bellary, Bijapur Mysore, Shimoga and Karwar. They provide tutorials for correspondance course in various subjects, arrange contact programmes and also act as consultancy centres.

During the year 1990-91, 11 programmes were conducted at these centres and 347 high school teachers were benefitted.

10. Orientation Training Centres at D.S.E.R.T.:

There was one orientation Training Centre in the Science block D.S.E.R.T., Bangalore. Training was imparted to the inservice teachers of Higher Primary Schools in teaching of Science. Inservice teachers will be deputed by the Asst. Educational Officer for 30 days. In this academic year, 2 batches of teachers were trained under the above programme. The aims and objectives of the training are as follows.

1. To enable the teachers to present the fundamental concepts of Science in a simple and precise manner, and also to relate these concepts to experiments and activities of life situations.

2. To improve the background knowledge of the teachers through lecture-cum-demonstration, lessons and discussions.

3. To provide good training in the improvisation of apparatus and experiments by using locally available inexpensive materials.

4. To improve the methodology of Science teaching by using various methods.

: During the year 1990-91, 57 teachers have undergone training in this centre.

11. School Complex Programme:

School Complex is a net work institution on a flexible pattern which is organised to promote and encourage professionalism among teachers ensures observance of norms and conduct, enables common sharing of all available resources and experience. This provides a basis for multi level dimension planning aimed at quality improvement of academic activities at the institutional levels.

During the year 1990-91, four orientation programmes at Divisional level for Educational Officers, Assi. Educational Officers, Subject Inspectors, Inspector of Schools and Head Masters of lead schools and feeder schools were conducted by the Joint Director of Public Instruction of the concerned divisions. 120 participants were benefitted.

Two workshops at Bangalore Rural and Mysore Districts were conducted for Head Masters of lead schools and feeder schools. The object of conducting these workshops was to improve 7th standard and S.S.L.C. results through school complexes. 80 participants were benefitted.

STATE EDUCATIONAL EVALUATION UNIT:

This unit was started with the sole intention of improving evaluation techniques at primary and secondary levels. The emphasis is to suggest remedies at primary and secondary level through preparation of unit plans and unit Tests.

Objectives:

1. To evaluate curriculum of primary and secondary schools.
2. To evaluate Text Books.
3. To evaluate Instruction in the class room.
4. To suggest better methods of Instruction.
5. To motivate students for better achievement.
6. To redefine teaching learning objectives.
7. To develop diagnostic and achievement tests.
8. To develop question bank.
9. To evaluate question paper.
10. To train teachers in development of improved unit plan, unit test and question papers.
11. To re-orient teachers in preparation of instructional materials.
12. To evaluate results of S.S.L.C. and Annual Examination.
13. To suggest ways and means to improve performance at S.S.L.C. Examination.
14. To organise seminars, workshops etc., on educational evaluations.

The State Evaluation Unit regularly organising various programmes during each academic year. Each programme is always directed towards quality improvement in the standard of Education. The programmes include refresher and orientation courses to class room teachers, Subject Inspectors, Inspecting Officers and heads of secondary and primary schools.

State Educational Evaluation Unit has various programmes, Major emphasis was being placed on Raising

qualitative achievement among secondary school children. This unit has organised workshops for the heads of secondary schools and subject Inspectors of all districts in Karnataka.

Following are the subjects discussed in all Evaluation workshops.

1. Concept and function of Evaluation.
2. Administration.
3. Time table of different categories.
4. Home assignments, corrections and follow-up-work.
5. Diagnostic and Remedial teaching.
6. Unit Plan and Unit Tests.
7. Construction of a question paper.
8. Question Bank.
9. Shortage of teachers in schools.
10. Maintenance of academic records.
11. Preparation of children for Examination.
12. Activities of D.S.E.R.T.

During the academic year 1990-91, a total no. of 546 participants (including 74 minority languages) were trained in 12 Evaluation workshops throughout Karnataka. A brochure on each of the above programmes has been brought-out and distributed among the participants. Apart from this, an Evaluation workshop has been conducted exclusively for Resource teachers of Integrated education for disabled children.

116 S.S.L.C. Paper setters in all subjects have been trained in 3 programmes and 55 VII standard paper setters in one programme and this was organised at Chikmagalur District.

An amount of Rs.1,19,093-70 out of the annual allotted budget amount of Rs.1,25,000/- has been utilised for the conduct of these 12 Evaluation workshops.

.../9.

EDUCATIONAL VOCATIONAL GUIDANCE UNIT:

The main object of this unit is to help the students to solve their educational, vocational and personal problems. Orientation programmes were organised for the benefit of the Head Masters, Asst. Masters of Secondary Schools, Students of B.Ed. Colleges and teacher training Institute on educational and vocational guidance.

During the year 1990-91, the Educational and vocational guidance has organised many programmes and workshops.

1. Tryout of Revised cumulative Record card.
2. Career Teacher Training for Secondary School teachers.
3. Three-day training on "Organising Career Guidance Week for Head Masters and Asst. Masters of secondary schools.
4. Orientation in Guidance for the parent Teachers Association Personnel.

1. Tryout of Revised Cumulative Record Card:

The object of this workshop is to revise the existing cumulative Record Card. It was felt that the present cumulative record card is insufficient in some of the details of the students necessary, to find out their skills and aptitudes. The revised cumulative Record was prepared in the light of the recommendations made in the National Policy on Education 1986. This revised cumulative Record was sent to some selected Head Masters and Asst. Masters of Secondary Schools and their comments were obtained during 1990-91. The same will be finalised during 1991-92.

2. Career Teachers Training for Secondary School Teachers:

In the absence of a Guidance counsellor, a career teacher will take care of the Guidance Activities of the school. Career Teacher Training has been given to selected Assistant Masters of Secondary Schools for 10 days. This full-fledged training enables the teachers to carry out the guidance programme effectively in their schools.

During the year 1990-91, three careers Teachers Training programme were conducted at Gulbarga, Bangalore and Shimoga. 102 teachers have been trained.

3. Organising Career Guidance Week:

The objective of organising career guidance week is to enable the students to have first hand information about various courses of study and vocations.

During the year 1990-91, six programmes were organised for Head Masters and Asst. Masters of Secondary Schools at Tumkur, Raichur, Madikere, Chikmagalur, Bijapur and Belgaum. One Head Master and One Asst Master from each school at the selected and 20 schools in each district were covered. This training programme was of 3 days duration. The total number of Participants were 210.

4. Orientation in Guidance for the parent - Teacher Association Personnel.

Orientation in Guidance for the Parent - Teacher Association Personnel plays a vital role in organising Guidance programmes in their schools. They help the career teachers in organising Guidance Activities. The participants were oriented for 2 days at Bangalore in the month of March 1991. 36 participants attended in the programme.

Pre-Vocational Training Course:

There are seven pre-vocational training centres in the State:

1. Bangalore Rural Anekal.
2. Chitradurga - Challakere.
3. Mandya - Malavalli.
4. Dakshina Kannada - Kota.
5. Dharwad - Haunsbhavi.
6. Bijapur - Almatti.
7. Raichur - Koppal.

These centres were started with a view to develop Educational as well as vocational skills to educationally backward children. The Course is for three years with General and craft subjects. Admission for this course is IV standard.

After the completion of III Year P.V.T.C., they are eligible to join VIII Standard of High School or take up job in factories or self employment.

Distribution of career information literature:

80 sets of career information literature have been distributed to High Schools and Junior Colleges.

Distribution of charts pertaining to study Habits:

80 charts pertaining to study habits have been distributed to High Schools and Junior Colleges.

EDUCATIONAL TECHNOLOGY CELL:

This cell is headed by an officer incharge in the cadre of Deputy Director and Assisted by two Script-cum-programme writers. It acts as a liaison between All India Radio and Department of Public Instruction in production and broad-casting of the Educational Programmes in the State.

Activities - CLASS Project:

Class project was started during the year 1984-85 by National Council of Educational Research and Training (N.C.E.R.T.) New Delhi, with the assistance of Educational Technology Cell.

The project was implemented in a phased manner. The selected schools was supplied with two sets of B.B.C. Micro computer system with necessary accessories. The entire cost of Hardware. Soft-ware and training of teachers would be met by the Department of Electronics, Government of India, in the case of Government and aided schools.

Selected schools are eligible for Rs.5000/- to-wards computer room preparation as per the suggestion of computer maintenance corporation of India limited. A grant of Rs.3500/- is placed at the disposal of the schools by the NCERT for the implementation of the project to-wards maintenance of computer.

At present, there are three computer Resource centres which are acting as co-ordination centres to give training to the selected school teachers. Selected schools are attached to these centres for guidance and training. The names of computer Rource Centres are given below.

1. Computer Centre, Indian Institute of Science, Bangalore-560012.
2. Resource Centre, Regional College of Education, Mysore.
3. P.D.A. College of Engineering, Gulbarga.

In the first, second, third, fourth, fifth and sixth phases, 7, 16, 23, 40, 24 & 16 Junior Colleges/High Schools were benefitted with B.B.C. Micro - computer during the year 1984-85, 1985-86, 1986-87, 1987-88, 1988-89, and 1989-90.

On similar lines, one pre-university college, 3 Junior Colleges and 12 High Schools are taken up in the 7th phase during the year 1990-91 under CLASS project.

The names of Pre-University College, Junior Colleges and High Schools are:-

1. Govt.High School, Harohalli, Kanakapura Taluk, Bangalore District.
2. Rural Residential High School, Hullikatte, Magadi Taluk, Bangalore Rural District.
3. Nehru Vidyashala Junior College, Mayasandra, Turuvekere Taluk, Tumkur District.
4. Govt.Junior College, Amruthur, Kunigal Taluk, Tumkur Dist.
5. Govt.Pre-University College, Robertsonpet, K.G.F., Kolar Dist.
6. Govt.Girls High School, Bangarpet, Kolar Dist.

7. Govt. High School, Maddur, Mandya District.
8. Govt. Junior College, Santhebachahalli, K.R. Pet Taluk, Mandya Dist.
9. Govt. High School, Yelawala, Pin Code-571020, Hunsur Taluk.
10. St. Francies High School, Kollegal Taluk, Mysore Dist.
11. Govt. High School, Tippoor, K.R. Nagar Taluk, Mysore District.
12. Govt. Girls High School, Humnabad Bidar Dist.
13. Govt. High School, Bhalki, Bidar District.
14. Ghousia High School, Basavakalyan, Bidar Dist.
15. Govt. Residential Girls High School, Gulbarga, Gulbarga District.
16. Govt. High School, Kalmad, Gulbarga Dist.

In each school, there will be three trained teachers to guide the students. In case of shortage of trained teachers in any school to guide the school, the concerned resource centre will give training.

2. Supply of Radio-Cum-Cassette Players Sets to the Higher Primary Schools.

Education Technology cell has already initiated action in connection with the supply of Radio-cum-cassette players (Two-in-One) to the Higher Primary Schools, under central assistance scheme.

Accordingly, the Government of Karnataka has passed orders and also sanctioned the amount to purchase the Radio-cum-Cassette players from the Karnataka State Electronics Development Corporation Ltd., (KEONICS), A Government of Karnataka undertaking, Bangalore-560001.

This Directorate through KEONICS has supplied the Radio-cum-Cassette players (Two-in-One) to the Higher Primary Schools in the State as follows.

Phases	Year	No. of Radio-cum-Cassette Players.	No. of Higher Primary Schools.	Total Cost Incurred
1	2	3	4	5
1. I Phase	1987-88	3,754	3,754	Rs. 50,84,205-00
2. II Phase	1988-89	5,343	5,343	Rs. 98,43,000-00
3. III Phase	1989-90	4,500	4,500	
Total		13,597	13,597	1,49,27,205-00

With this, 13,597 higher primary schools are covered with regard to the supply of Radio-cum-cassette players sets under centrally sponsored scheme of Education Technology.

Orientation course for teachers in the effective use of Educational Broadcast and Mass Media:

Since the Audio medium can be utilised both in the broadcast and non-broadcast modes it is most effective and learning can be accelerated.

Teachers need to be oriented in the effective use of this medium. In the absence of Educational T.V. in Karnataka, we may try to explore the full potential of audio medium as contemplated under National policy of Education.

Aims and objectives of this Orientation course:

1. Teachers are introduced to Educational broadcast its effective use and its importance.

2. Teachers are taught about difference Mass Media with special emphasis on Radio Media.

3. Teachers are trained about different format of educational Radio Broad Cast.

4. Teachers are trained about the effective role of teachers for effective use of educational broadcast.

5. Teachers are instructed about the use of "Nandavana"/"Parimala" educational broadcast programmes in the class rooms.

During the year 1990-91, five orientation Training programmes of three days duration were conducted for the Higher Primary school teachers in the effective use of "Educational broadcast and Mass Media" in the schools at Raichur, Udupi, Bidar, Mercara and Bhadravathi respectively.

The total no. of teachers benefitted by this Orientation Training Course were 238 and the total expenditure incurred for conducting the course was Rs.25,759-20

Resource persons from Educational Technology Cell. All India Radio and other Guest speakers were drafted for this programme to give training to the teachers.

Orientation Courses in Art and Culture for the Primary and High School teachers organised by centre from cultural Resources and Training, New Delhi:

The main objective of this training is to enable the teachers to study the natural and cultural heritage of each region and methodologies for the intergated approach to education.

The training focuses on enabling the teachers to help and develop the total personality of students, ensure their role in the developmental programmes of the country and meet the challenge of a changing society. Cultural, aesthetic values and a spirit of national integration are fostered through the understanding and appreciation of the cultural manifestation of each region. An involvement in the development and continuity of creative expression is also encouraged.

During the year 1990-91, Ninety High School teachers from different parts of the State were deputed to attend the above training at New Delhi. This is a 35 days programme conducted at New Delhi.

Training for Teachers in puppetry course organised by C.C.R.T., New Delhi.

The aim of this course is to enable the teachers to study the artistic and cultural heritage of each region and acquire practical experience in the use of art for education.

Each teacher trainee participates in the making and manipulation of puppets, script writing and preparation of puppet plays and practical classes are conducted. Songs in regional languages, claywork, preparation of educational aids, role play and innovative teaching aids using local available materials. Training is also given for developing museums in schools.

The training programme is designed to make schooling relevant and dynamic and to ensure that students are provided with an educational training for the total development of the personality. A spirit of national integration is fostered and involvement in the development and continuity of creative activities are encouraged.

During the year 1990-91, 110 teachers from different states were deputed to undergo puppetry training course in New Delhi. This is also a 35 days training programme conducted at New Delhi.

Environmental Education to School Children under centrally sponsored scheme.

As envisaged in the National Policy on Education, Government of India, introduced Environmental Education for school children to bring about environmental awareness.

In Karnataka State, the project was taken up in Western Ghat Districts at the total cost of Rs.32.15 lakhs.

Second Phase 1990-91:

For the Second Phase, a sum of Rs.17.55 lakhs was released for the programme implementation.

1. Raising of Nursery in Schools:

Under this scheme, 2 districts were covered namely Shimoga and Chitradurga. 7 Taluks of Shimoga District i.e. Bhadravathi, Channagiri, Sagar, Shikaripura, Sorab, Thirthahalli and Shimoga Taluks. 3 Taluks of Chikmagalur District i.e. Kadur, Nara simharajapura and Chikmagalur Taluks. 490 schools of Shimoga District and 184 schools of Chikmagalur District were covered in this programme. The amount utilised was Rs.10,78,400/-

2. Study of Ecological Problems:

During the year 1990-91, 3 districts were covered in the second phase. They are ~~uttara~~ Uttara Kamnada, Shimoga and Kodagu districts. The number of schools selected for this study were 563 schools and students involved were 56,300. The amount utilised under this programme was Rs.5,63,000/-

During 1990-91, three films. (16 M.M.) on Environment has been produced at the total cost of Rs.1.5 lakhs.

AUDIO VISUAL EDUCATION UNIT:

The unit is incharge of matters of relating to Audio Visual Education Technology.

As this is a technical unit, the unit deals with all the technical matters like Educational Films, filmstrips, slides and conventional teaching aids like maps, Globes, Charts and model specimen. The unit also deals with Hardware and Soft-ware media and inputs.

In the direction of promotion of Audio Visual Education, the Unit circulated 16 m.m. Educational films on Content and Methodology for the educational enrichment of the students of High Schools, Junior Colleges and pupil teachers of Teacher Training Institutions and Colleges of Education in the State.

Under this programme, about 2,50,000 children have been benefitted out of this programme.

The most important educative aspect of the film circulation to expose students to the filmic educations for better learning.

On an average, 40 to 50 films have been exhibited by each centre.

The Department had produced films strips and slides in Kannada in multicolour. These filmstrips, slides and transparencies have been distributed to all the Government College of Education and Teacher Training Institutions in the State for the benefit of the pupil teachers.

To facilitate school system, to have multi-media approach to teaching learning situations a large number of institutions were permitted to purchase out of their own resources A.V.E. equipments like Radio, strip-cum-slide projector, Two-in-one Taperecorder, Television, Public Address Equipments, Over-head-projectors and 16 m.m. Sound film Projectors.

NATIONAL TALENT SEARCH EXAMINATION - 1990:

The National Council of Educational Research and Training, (N.C.E.R.T.), New Delhi has decentralised the scheme of conducting the National Talent Search Examination and vested the responsibility of conduct of I Phase to State Authority and II Phase is attended by the N.C.E.R.T., New Delhi.

In Karnataka, this examination was started from the year 1984

Objectives:

The main objectives of this scheme is to identify, encourage and develop talents among students.

Prospects:

Those who emerge successful in the National Talent Search Examination in the I and II Phase and then in final Interview are eligible for scholarships awarded by N.C.E.R.T., New Delhi, till they complete their higher studies in the faculty of their choice. The scholarship are awarded every month. The amount of scholarship depends on the course of study.

In addition to the monthly scholarship, books grant will also be given.

Eligibility:

The National Talent Search Examination is conducted for X standard students who have scored minimum of 55% of marks in ninth standard Examination and in case of Scheduled Caste and Scheduled Tribe students, the minimum percentage of marks is 45%.

I. Phase of National Talent Search Examination:

The first phase of National Talent Search Examination comprises two papers namely.

1. General Mental Ability Test (G.M.A.T.).
2. Scholastic Aptitude Test (S.A.T.).

Each paper consists of 100 objective types of Multiple choice question. The General Mental Ability Text is common for all candidates. Where as the second paper (i.e. scholastic Appititude Test) is an optional

One. Out of the eight subjects, students can select any four subjects from Physics, Chemistry, Mathematics, Biology, Civics, History and Economics.

The number of papers prescribed and the qualifying marks for the Examination as follows:

Phase.	Sl. No.	Paper to be Examined.	Marks Prescribed	Qualifying Marks	Examination conducted
I Phase	1.	G.M.A.T.	100	40	D.S.E.R.T.
	2.	S.A.T.	100	40	Basavanagudi, Bangalore-4.

In case of scheduled caste and scheduled tribe candidates, qualifying marks is 32%

Candidates who successfully pass the I phase Examination will have to appear for the II Phase Examination conducted by the N.C.E.R.T., New Delhi.

The details of the II Phase Examination is as follows:

Phase.	Sl. No.	Papers	Maximum Marks.	Qualifying Marks.	Examination conducted
1	2	3	4	5	6
II Phase	1.	G.M.A.T.	100	40	National Council of Educational Research and Training, New Delhi.
	2.	S.A.T.	100	40	
	3.	Interviews	25	-	

Candidates who have succeeded in the I and II Phase of Examination are considered for the scholarship benefits.

The details of National Talent Search Examination conducted during the year 1990.

The first phase of the National Talent Search Examination was conducted on 9th December 1990 in all the 22 district centres in the State. The total number of candidates appeared for the Examination was 7,813, out of which 150 candidates were selected for the II Phase.

These 150 candidates appeared for the II Phase examination conducted by the N.C.E.R.T, New Delhi during May 1991 at R.V.Girls High School, Bangalore.

From the year 1989-90, the State Government of Karnataka has started a new scheme of awarding scholarships out of Karnataka State Students Welfare fund as an incentive to the candidates who are successful at the state level NTS Examination but not selected at the National Level Examination at the rate of Rs.150/- per month per candidate for two years of + 2 stage (10 months of each academic year) 94 candidates were awarded this State Level Scholarship for the academic year 1990-91.

Again, these 94 candidates appeared for the interview out of 150 candidates. Finally, 56 candidates were awarded National Level Scholarship by the N.C.E.R.T., New Delhi.

EXTENSION SERVICE CENTRES

There were 10 Extension Service centres in the State, Out of which, 3 were primary extension service centres and 7 were secondary extension service centres.

I. Primary Extension Service Centres:

1. Directorate of State Educational Research and Training, Basavanagudi, Bangalore-560004.

2. Government Teacher Training Institute for Men, Dharwad.

3. Jagadguru Shivaratheswara Teacher Training Institute, Chammundi Hills foot steps Road, Mysore.

II. Secondary Extension Service Centres:

1. Government College of Education, Mysore.
2. Government College of Education, Belgaum.
3. Government College of Education, Gulbarga.
4. St. Ann's College of Education, Mangalore.
5. R.V. Teachers College of Education, Bangalore.
6. Government College of Education, Mangalore.
7. M.E.S. College of Education, Bangalore.

These Extension Service Centres take up the extension work in the academic field. They organise Orientation Training Courses, Workshops, Meeting on various subjects with the help of resource persons to primary and secondary school teachers for a short duration. Apart from this, Exhibitions will be arranged and publications will be brought out.

During the year 1990-91, Extension Service Centres, D.S.E.R.T., Bangalore undertook the following academic projects.

1. Teaching of English to Children of Primary Standards through familiarising the Language in their mother tongue:

This project was started during 1989-90 and continued during the year under report. The students who moved to VI standard of the same seven schools selected from Rural areas of Bangalore South District. It was taken up as the sample, five days workshop was conducted to the teachers of the selected schools to study the impact of teaching strategy on the children for a period of 9 months. As this project proved to be fruitful, it is proposed to continue during 1991-92. The number of students involved were 297, 7 teachers participated and Rs.680/- was spent on this project.

Task Analysis Approach of Teaching Mathematics at Lower Primary Schools (Training of Key persons at Taluk Level):

Under this project, 6 Workshops of 5 days duration was organised at Bangalore, Kolar, Chitradurga, Tumkur, Shimoga and Hassan, Graduate Inspectors of Schools and Senior Head Masters of Higher Primary Schools were invited for the workshop. During the course of training, actual lesson demonstration designing of learning activities were demonstrated the opinion of the participants were analysed and found that the teaching strategy adopted will motivate the children to involve themselves in the learning process the number of teachers covered were 230 and the amount spent was Rs.46,000/-

3. Attainment of children in Primary School of different States:

This project started during the year 1989-90. Pilot study to finalise ultimate testing tools. 10 schools in Bangalore City and Rural districts were selected from each school, 20 children studying in V Standard were randomly selected and non-Textual Multiple choice test items in mother tongue (3 tests) Mathematics (One test) alongwith student, teachers and school questionnaires were administered for final assesment an attainment of 308 primary schools having IV standard were selected as sample by N.C.E.R.T. for the State. 32 Junior Project fellows were selected among primary school teachers who have post graduate and graduate degrees in Education and trained at D.S.E.R.T. during March 1991.

The trained Junior Project fellows were sent to 308 primary schools spread over the State for the final test administration during the second week of March 1991. The analysis and the results of the performance of the children involved is awaited.

The number of teachers trained were 33, Teachers involved were 579. The number of schools selected 308 students involved were 567, Rs.1.4 lakhs was incurred for this project which was met by N.C.E.R.T., New Delhi.

DETAILS OF TARGETS AND PHYSICAL ACHIEVEMENT OF ANNUAL PLAN SCHEME TAKEN UP DURING THE YEAR 1990-91.

Sl. No.	Name of the Programme.	No. of Programmes.	Unit	Target	Physical Achievement.
1	2	3	4	5	6

ORIENTATIONS:

1.	Orientation Programme on technique of teaching Kannada to High School teachers	3	No. of teachers	110	110
2.	Orientation Programme on technique of teaching Kannada to primary school teachers	1	No. of teachers	40	40
3.	Socially useful productive programme for both primary school Teachers and High School Teachers.	5	No. of teachers	195	195
4.	In service Training to High School teachers in collaboration with Indian Institute of Science	1	No. of Teachers.	100	96
5.	Orientation Training programme on Science and in teaching of science conducted at D.S.E.R.T., Bangalore	2	No. of Higher Primary School Teachers.	57	57
6.	Career Teachers Training programme conducted to Asst. Masters of Secondary Schools.	3	No. of Asst. Masters of High Schools.	102	102

1	2	3	4	5	6
7.	Orientation Programme for observation of Guidance week	6	No. of Head/Asst. Master of Secondary Schools.	210	210
8.	Orientation Programme in Guidance for the parent teacher Association Personnel.	1	No. of Teachers	40	36
9.	Orientation Programme for Primary School teachers in effective utilisation of Educational and Broadcast Mass Media.	5	No. of Higher Primary Schools Teachers.	200	238

WORKSHOPS.

1.	Continuous and comprehensive Educational Evaluation to raise the achievement level of secondary schools and primary school children.	7	No. of Principals, Head Masters/Subject Inspectors.	280	299
2.	Continuous and comprehensive Educational Evaluation workshop to S.S.L.C. Chief Examiners.	3	No. of S.S.L.C. Chief Examiners.	120	116
3.	Continuous and comprehensive Educational Evaluation workshop to Graduate Inspectors of H.P.S., Head Masters of H.P.S. Heads of Junior Colleges & High Schools and Subject Inspectors of D.P.I's Office (VII Std. Question paper setters).	1	No. of Graduate Inspectors of HPS/Head Masters of HPS/ Heads of Jr. Colleges & High Schools/ Subject Inspectors of DDPI's Office.	50	55
4.	Educational Evaluation workshop for IED Resource Teachers.	1	No. of IED Resource Teachers.	70	76

1	2	3	4	5	6
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EXHIBITIONS

1.	State Level Science Exhibitions.	1	No. of Students	210	186
2.			No. of Teachers	105	93
2.	District Level Science Exhibitions.	21	No. of Students	1,600	1,600
			No. of Teachers	800	800

SEMINARS

1.	State Level Science Seminars	1	No. of Students	41	41
			No. of Teachers	35	35
2.	District Level Science Seminars	21	No. of Students	800	800
			No. of Teachers	500	500

SCIENCE FAIR

1.	Southern India Science Fair.	1	No. of Students	770	46
		2.	No. of Teachers	35	23

MOBILE SCIENCE VAN

1.	Mobile Science Van Programme	5	No. of Students	2,400	1,780
			No. of Teachers	900	500

NO. OF B.B.C. MICRO COMPUTERS - VII PHASE

1.	Micro Computers Supplied.	No.	No. of Computers	16	16
2.	Distribution of Radio Cum-Cassette Players to the Higher Primary Schools. (includes I phase, II phase and III phase).	No.	No. of Higher Primary Schools.	13,597	13,597

1	2	3	4
3.	Scheme of Educational Technology Cell.	4,30,000-00	4,30,000-00
4.	Inservice Teachers Training Programme.	5,75,000-00	4,20,000-00
5.	UNICEF Programme relating to Elementary Education I & II,	1,00,000-00	1,00,000-00
	II. Centrally Sponsored Scheme	-	-
	III. Central Sector Scheme.	-	-

EXPENDITURE ON NON-PLAN SCHEME DURING THE YEAR 1990-91.

(Rs. in Lakhs)

Sl. No.	Name of the Scheme	Outlay	Expenditure.
1	2	3	4
1.	Inservice Teacher Training at Teacher Training Institute	-	-
2.	Professional Growth Activities starting of Teacher centres.	19.72	14.19
3.	English Language and Orientation Training Centres	23.58	17.17.
4.	New Policy of Education for in Service TTI's Travel Expenses.	-	-
5.	UNICEF Programme relating to Elementary Education.	-	-
6.	<u>UNICEF ASSISTED PROJECTS.</u>		
	(a) Early Child Hood Education.	1.10	0.10
	(b) Comprehensive Access to Primary Education.	4.00	3.18

.../29.

1	2	3	4
7.	Department of State Educational Research and Training.	-	-
8.	Participation in Exhibition	1.00	1.00
9.	Extension Service Projects.	8.38	6.21
10.	Developmental Activities	5.25	5.25.
11.	Scheme of Educational Technology Project.	5.63	4.10
12.	Pre-Vocational Training Centres.	23.73	20.84

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P A R T - II

DIRECTORATE OF TEXT BOOKS

This Directorate of Text Books is headed by the Director, Department of State Educational Research and Training, Bangalore. After the Nationalisation of Text Books, the responsibility of production of Text Books is completely shouldered by this office. In recent years, the responsibility is further increased due to the free Text - Book supply scheme. The work and responsibility are divided among three agencies.

1. Directorate of Text Books.
2. Government Text Books Printing Press.
3. Karnataka Consumer Co-Operative Federation (K.C.C.F.).

The Directorate has taken-up the responsibility of preparation, production, revision, review and evaluation of Text Books. It produces manuscripts in advance for processing and printing. Action is also taken to improve the quality of Text Books by providing more attractive illustrations, wherever necessary. As regards printing, the manuscripts are sent for Government Text Book Printing Press, Mysore for further action. The Text Books Printing Press, Mysore comes under the perview of Directorate of Text Books. Inview of heavy Printing Work, the printing is also got done through private agencies whenever necessary as per the time schedule.

The Directorate of Text Books comprises of 5 sections whose set up and the functions are as follows:-

1. Academic Section.
2. Administrative Section.
3. Text Book Monitoring Section.
4. Accounts Section.
5. Printing Section.

I. ACADEMIC SECTION:-

Academic Section has 14 Officers including the Director. The Director is assisted by a Deputy Director, a Text-Book Officer, Senior Assistant Director of Public Instruction and Ten Assistant Directors.

The activities of the academic section are as follows:-

1. Preparation of curriculum, Syllabus and Text Books of Standard I to X, T.C.H. and other Courses coming under the perview of the Department of Public Instruction.

2. Preparation of curriculum and syllabus and prescription of Text-Books on various special examinations such as Kannada Pandit, Urdu Munshi, Hindi Vidwan Courses and Courses in Sanskrita, Art, Music, Dance, Commerce etc. coming under the perview of the Department of Public Instruction.

3. Preparation of Teacher Hand Book I to X-Standard Source Books, Work Books, Glossary etc.

The material prepared for I and II-Standard is under printing preparation of Manuscript material has to be taken-up immediately for remaining Classes.

Revision of Syllabus and Text Books for the special courses on Music, Dance & Talavadya proposal has been sent to Government for approval (36 books).

4. Undertaking Research Project for qualitative improvement of Text Books.
5. Conduct of Workshops, Training Programme, Review of Text-Books and Seminars.
6. Production of children literature.
7. Participation in Book Fairs, Seminars and Conference.
8. Recommendation of supplementary readers and copy writing books in various languages in Primary Classes.
9. Revision and Review of Syllabus and Text Books as and when required.
10. Correcting the reprints of Text-Books for further printing.
11. Revision and evaluation of Text-Books after receiving feed back from the schools.

It is proposed to take up periodical evaluation of Text-Books and incorporate the new changes in the Text-Book approximately.

Production of Text-Books for Blind children all the 15 books have been prepared.

12. Review and preparation of Text Books in Special Persian, Arabic Course and Ustania, Foukhania (14) is also taken-up.

II. Administrative Section:-

The administrative section has an administrative Officer with supporting staff. The functions of the administrative section are as follows:-

1. One Deputy Director and other Officers in the administrative and establishment matters.
2. Arranging the payment of royalties to copyright holders.
3. Appointment of Proof-readers.
4. Matters relating to allotment of concessional paper.

III. Text Book Monitoring Section:-

This Section is consisted of a Senior - Assistant Director of Public Instruction with supporting staff. Its main functions are:-

1. Furnishing Statistics relating to requirement of Text Books to the Government Text Book Press, Mysore.
2. Sending corrected copies of Text Books for Printing.
3. Watching the progress of Printing and Distribution of Text Books.
4. Attending to grievences regarding supply of Text-Books.
5. Visiting Government Text Book Depots and distribution.

IV. Accounts Section:-

Accounts Section consists of an Account Officer (from State Accounts Department) with supporting staff. Its main functions are:-

1. Assisting in financial matters relating to all aspects pertaining to Text Book Unit.
2. Sending proposal regarding budget and allotment.
3. Offering advice on financial matters.

V. Printing Section:-

It is headed by the Deputy Director of Text-Book (Printing) with headquarters at Mysore. The Government Branch Text Book Press at Gulbarga comes under its control. Two Divisional Joint Directors and 19 District Deputy Directors acts as ex-officio Joint Directors and Deputy Directors of Text-Books.

The following are the functions of the Printing Section:-

1. Collection of Indents and assessing the Print runs.
2. Calling for Printers, assessing the technical potential of printers and giving print orders.
3. Supply of concessional cover paper and other materials to printers and setting their bills.
4. Watching the progress of printing.
5. Distributing books to the Divisional and District Text Book Depot.
6. Payment of bills relating to printing.
7. Maintenance of Statistical Data regarding the requirement, supply stock etc. of Text Books.

During the year 1990-91, the following are the text books printed and published by this Directorate:-

Primary School Text Books:... 247 Titles.

High School Text Books:..... 168 Titles.

Total:- 415 Titles.

Free Text Book Supply:-

With the introduction of free Text-Book supply Scheme for Primary Level (I to VII-Standard) students, the total number of students benefitted in the year 1990-91 is given below:-

Year	No. of Books	Beneficiaries
1990-91	35,25,000	13,03,350

Consequent to the National Education Policy of 1986, this Directorate has taken-up the production of New Text Books. For this purpose, the Government of Karnataka constituted an Expert Committee for

Curriculum reconstruction and preparation of Syllabus. Experts in the various field of Education were drawn from all parts of the State. The curriculum and the Syllabus so prepared was approved by the Government vide Government Order No.ED 10 STB 88 Dated:12-8-1988. The Syllabus now prepared as per the guidelines of the N.C.E.R.T. comprises all core elements stated in the N.C.E.R.T. Curriculum. In addition to this, care has been taken to include important aspects like the National Integration, inculcation of Scientific temper, Moral Values and environmental protection etc., which plays a vital role in shaping the future citizens of the Nation.

The work is under progress with regard to the preparation of Books for III, V and VII-Standard. This work has to be carried on till all the Classes are covered. This Comprehensive Scheme of Production of quality Text-Books is expected to benefit the students in the allround development.

The estimated expenditure for the year 1990-91 is Rs.8,16,02,873/=. The budget required for the year 1991-92 is Rs.12,17,30,320/=.

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CP/-

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
1/1, Barakhamba Road, New Delhi-110016
DOC. No. D-6819
Date. 23/4/92

P A R T - III

UNICEF PROJECTS

Karnataka is one of the States which accepted to implement the projects coming under UNICEF funding.

The UNICEF projects were:-

1. Comprehensive Access of Primary Education (CAPE).
2. Early Childhood Care and Education Project (ECCE).
3. Developmental Activities on Education and community participation (DACEP).

The aims and objectives and programmes of each project are given below.

1. Comprehensive Access to Primary Education:

This Project was started in the year 1979 with a programme for the minimum Educational needs of large number of non-school children of age group 6 to 14 years by way of Non-formal Education.

The Government has made sincere efforts for the Universalisation of Primary Education. In spite of these efforts, our literacy rate has not shown appreciable progress. Many children with either drop-out or stagnate in the Primary education level. The reasons are many. The major problem is how to relate education to the Socio-Economic development of the children and community as a whole, several programmes have been launched for the universalisation of primary education. The responsibility of monitoring is given to N.C.E.R.T. and is

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aided by UNICEF. The implementing agency at State level is the Department of State Educational Research and Training in Karnataka State. The Project envisages to combat twin evils of wastage and stagnation of primary education.

The Project assumes that the goal of universalisation of Primary education can be achieved through providing of full-time as well as part-time schooling with provision for the convergence of Formal and Non-formal education.

Objectives:-

1. To develop relevance based, problem centred self learning material (learning episodes) in sufficient quality and variety to cater to the needs of children, particularly to those belonging to disadvantaged sections of the society in rural areas.

i) The Curriculum developed under CAPE Project is based on four major principles.

- 1) Relevance.
- 2) Flexibility.
- 3) Local specificity.
- 4) SUPW and Social Service.

ii) Establishing learning Centres.

iii) Establishing Evaluation Centres.

The Project aims at developing the Non-formal approach of Education which is different from formal system of Education. It aims at evolving a flexible and decentralised curriculum relevant to children

of the age group of 6 to 14 years. Our objectives are not only to achieve literacy, Numeracy etc. but also to improve life in villages by developing competencies required to solve their problems. Hence, it is called "Comprehensive Access to Primary Education".

This project is mainly concerned with all children in the age group of 6 to 14 years who need compensatory education, particularly those who are out of formal class rooms.

Activities:-

As per the plan of action of 1990, the following programmes have been conducted.

1. Four workshops have been conducted to prepare Question Bank and Question Papers to evaluate the children of CAPE learning Centres. These question Banks covered the areas of literacy, Numeracy and environmental Science. An amount of Rs. 34,533-10 has been utilised to conduct the four programmes. 37 Resource persons attended the Workshop.

2. Three workshops have been conducted to review the CAPE materials. Experts from different areas like University professors and Readers, Superintendents and Teacher Educators of Teacher Training Institutes and Head Masters of High Schools, reviewed the materials for the wider infusion into the State Non-formal Education System. Total number of Resource persons present were 27. Expenditure incurred to conduct three workshops was Rs. 22,467-20 "CORE PACKAGE" has been prepared.

3. State Advisory Board Meeting and High Power

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Committee-were-conducted. 26 members attended these two meetings and an expenditure incurred was Rs.5773-00

2. Early Childhood Care and Education:

This UNICEF Project was implemented in the year 1982 after selecting 65 experiential Pre-school Centres attached to Government Primary School and located in backward areas of Karnataka. All the districts have these Centres. Five Teacher Training Institutions-were selected for strengthening the nursery Training for teachers.

The main objectives of the project are:-

1. To strengthen the pre-primary education and Teacher Training Programme in the State.
2. To develop basic learning and play materials for pre-school going children.
3. To introduce activity-cum-playway method in order to reduce drop-out rate at higher level. This method is extended to I and II to attract the children and to make it a supporting system for universalisation of Education.
4. To improve the health condition of children and alround development of the children.
5. To establish and promote linkage with I.C.D.S.

Activities:-

The following activities were taken up with the approval of N.C.E.R.T., New Delhi.

1. Workshop on production of cognitive Kit for pre-primary teachers was conducted for five days,

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involving 4 participants and 9 Resource persons at I Y E Training Centre, R.T. Nagar, Bangalore.

2. Technical Committee Meeting was conducted comprising of experts in the area of Early Childhood Care and Education, I.C.D.S. personnel etc. to monitor the pre-primary school programme.

3. School Readiness programme was conducted for primary teachers for 8 days at Teacher Training Institute, Mysore involving 28 Participants and 6 Resource persons.

4. External Evaluation of Early Childhood Care and Education. The ECE Centres were evaluated by External Evaluators Dr. Veena R. Mistry, Professor from Baroda University regarding the improvement and development of ECE Centres. The total expenditure incurred during the year 1990-91 of Rs. 42,856-95. This expenditure was met out from savings fund.

3. Developmental Activities on Education and community participation.

This project was started during the year 1977 alongwith project- II with an establishment of Two community Centres at Ambalpadi and Kudlur in South Kanara and Kodagu Districts respectively in the I Phase. In the second phase during 1981, three more centres were started in Belagumba, Kengunte, Halladakere in Tumkur, Chitradurga and Bidar Districts respectively. Thus, at present, five community centres are working.

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Objectives:-

- 1.-To improve the health condition of children and young mothers.
2. To make the people participate through activities and education for their improvement.
3. To reduce the Educational wastage at Primary level.
4. To reach the goal of Universalisation of Primary education.

Organisation:

The implementing agency at State Level is the State Educational Research and Training, Bangalore. The community participation centres are attached to the nearby Teacher Training Institutes for guidance and supervision. The supervisory staff of these Teacher Training Institute have been trained with reference to the project work. The Primary school teachers are appointed as Secretaries and Assistants in the community centres. Officers and officials of other Department at district level extend their assistance. Each centre has four persons to

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carry out the programmes and other persons involved are community workers. Assistant Community workers, Helpers and Craft Teachers. All these Centres are supplied with articles like education toys, Radio, Play materials, children library, Public address system, Carpenter kit, cycle Repair Kit, Agricultural implements and Petromax lights etc. State Government is assisting these Centres to the extent of Rs.2,000/- per Centre for a year.

Activities:-

The activities of these Centres are divided into four groups according to age (i.e. 0-3 years, 3-6 years, 6-14 years and 15-35 years and above). The details of the activity are given below.

I Group (0-3 Years):

In this group, pregnant and young mothers are involved. Health care for children and preventive measures for infant diseases are taken up, organising camps in these Centres with the assistance of Medical Department and supply of Nutrition Food by World Health Organisation.

II Group: (3 - 6 years)

This group relates to Pre-primary children. Play materials and toys for the young children have been installed in the premises of the centres for recreation of children between (3-6 years) attend the classes run by the centres and they are called as Pre-primary schools or Anganwadi literacy is introduced to some extent. Children are fed and they are encouraged to use play materials.

III Group: (6 - 14 years).

In this group, literacy and numeracy are introduced. Non-formal centres are attached to these centres for conducting classes in the evening, booklets are supplied to these centres. Training on gardening, socially useful productive work programmes are introduced. Clay modelling, paper work etc. are also arranged, uniforms for all children are supplied and medical Examination for children also taken up.

IV Group: (15 - 35 Years).

Adult Education centres are arranged for teaching language and Arithmetic, Elementary knowledge of Agricultural operations, poultry, small scale Industries with regard to local community activities are given to them, various other programmes like sports, Recreation programmes, Drama, Film shows etc. are conducted. National and State celebrations are also organised. Thus, local community activities alongwith school Education are taken up in these centres to develop closer inter-action of schools with the community centres. Re-orientation programmes for community workers were conducted. The participants were superintendents of attached Teacher Training Institutes,

Teacher Educators who are actually-involved in the activities of these-centres, community workers and members of Yuvaka and Yuvathi Mandalis. They are oriented regarding utilising the available sources for the development of the centres. Apart from it, more activities of-socially useful productive work were actually demonstrated for the benefit of community people to enable them to select any of the activities.

State Government provided Rs. 7,000/- towards internship programme, in all the five centres. Number of participants attended the programme were 229.

Socially useful productive work programme was conducted for the benefits of members of Yuvaka and Yuvathi Mandalis of all the five centres. Rs.8,000/- was spent towards this programme.

Finance:-

Rs. 18,000/- was spent towards Honorarium to the community workers during 1990-91. This was spent from the State Government allotment.

4. National Population Education Project:-

The National population Education project was started during the year 1980.

The following are some of the objectives of the project.

4. To create an-awareness of the population situation-and population problems among the younger generation.

2. To build a favourable attitude towards the small family norm among the future parents.

3. To help students to develop an insight into the inter-relationship between population growth and socio Economic-development at family society, national and International level.

4. To institutionalise population Education at the school stage of Education and at Teacher Training stage.

I. Material Development:

1. The detailed scheme and guidelines were worked out for the implementation of the village Adoption programme.

2. The folklore material developed was reviewed and finalised for printing.

II. Training Programmes:

1. Key persons (Nodal Officers) from all the 21 districts were trained in order to equip them to take the further programmes at their level.

2. 1100 Secondary teachers were trained at the District level in population Education.

3. 1400 Pre-university college lecturers were also trained at the district level.

III. Co-curricular Activities:-

1. Two Population Education laboratories were started during the year.

2. 21 villages were adopted by 21 secondary schools in each of the districts for the integrated development of the community.

3. Several activities like cultural programmes, Street Plays, Surveys-etc., were organised in the Schools under-village adoption programme for popularising population Education activities.

VI. Visit of the Uttar Pradesh Team:

The team consisting of the Director, Project Co-ordinator and a Project Officer, Population Education Cell of the SCERT, Uttar Pradesh visited the State of Karnataka to study the population Education activities.

V. Plan Proposals for the VIII Five Year Plan period:

The project has been extended during the VIII five year plan period for which the plan-of-action and the budget estimates have been worked out and submitted to the National Council of Educational Research and Training, New Delhi.

5. Integrated Education for Disabled children in Karnataka.

Government of Karnataka have been implementing Integrated Education Scheme since 1981. In the beginning, the scheme was being implemented by the Department of Social Welfare. The scheme was revised in 1982. The Department of Education is implementing this scheme since 1982. The Department of State Educational Research and Training has been assigned the responsibility of implementing this project. Now a separate cell has been formed at Department of State Educational Research and Training and is monitoring the implementation of the scheme.

This centrally sponsored scheme which fetches hundred percent grants for implementation is gaining momentum in Karnataka. The State Government, Public and parents of the disabled children coupled with voluntary organisation are evincing interest in implementation of the scheme.

The Prime objective of the scheme is to provide educational facilities to disabled children alongwith normal children in normal schools. At present, in Karnataka, this scheme is being implemented in 350 schools which are being run by Government and recognised organisation. The total number of disabled children integrated with normal children is 1486. The nature of disabilities includes.

1. Hearing Impaired.
2. Visually Impaired.
3. Mentally retarded.
4. Orthopaedically handicapped and learning disabled.

The following voluntary agencies are implementing the scheme.

1. Divine light Trust for the blind, White field, Bangalore.
2. Karnataka Welfare Association for the blind, Bangalore.
3. Rashtreeya Vidyalaya Trust, Bangalore.
4. J.S.S. Composite Junior College, Bangalore.
5. Siddaganga Education Trust, Bangalore.
6. Mangala Jyothi Integrated School, Vamanjoor, Mangalore.

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7. Navaprabha Rural Education Society, Gokak, Belgaum.
8. Rural Education Trust, Koppa, Mandya.
9. Malnad Education Society, Chikmagalore.
10. Seva-in-Action, Bangalore.
11. SFCAB Central Hindi Primary School, Bijapur.
12. Snehakunja Kusarkod, North Kanara.

The following activities in the context of implementations of the project are given top priority by IED Cell.

1. Conducting Surveys and Starting new centres for implementations.
2. Assessment of disabled children by Experts.
3. Equipping Resource Rooms where-ever necessary.
4. Training of Resource Teachers.
5. Production of Instructional Materials.
6. Construction of Resource Rooms Where-ever necessary.
7. Setting up of State Resource Centre & Dist. Resource Centres.
8. Granting new centres for implementation.
9. Conducting orientation courses for general teachers, Head Masters and Educational Administrators.

There were 10 voluntary organisations in 10 Districts of the State during 1990-91 implementing the scheme. Orientation programmes were also organised to Orient Resource Teachers and Educational Administrators.

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PART - IV

TEACHER EDUCATION

This Directorate is dealing with the academic guidance of all Teacher Training Institutions & Inservice Training Centres.

The list of different types of Teacher Training Institutes and their Statistical information are as follows:-

1. Pre-Primary Teacher Training Institutes.
2. Primary Teacher Training Institutes.
3. Colleges of Education.
4. English Language Teaching Centres.
5. Teachers Centres.
6. Orientation Training Centres.
7. Special Institutes of Drama & Dance.
8. Inservice Training Centres.
9. Pre-Vocational Training Centres.

I. Pre-Primary Teacher Training Institutions:-

Pre-Primary Education has a dual importance now-a-days. It helps to reduce wastage and stagnation and attracts children for school environment and further helps to attain the goal of universalisation of Primary Education. Children of age group 3 to 6 years will be taken to the Pre-Primary Schools. Pre-Primary education also requires trained teacher especially females. This is one year Course. Those who have passed one year teacher training course will be required for nursery schools.

There are 48 Pre-Primary Teacher Training Institutes in the State. Out of which, five are Government and the rest are Private i.e. Un-aided.

The total enrolment in these institutions are 1172. Government has proposed to attach a Pre-Primary School to single teacher schools in a phased manner.

.....2..

II. Primary Teacher Training Institute:-

Teacher Training Certificate of Higher Course is for Two years. The minimum qualification for admission to this course is Pre-University Course pass with a fixed percentage of Marks.

There are 127 Teacher Training Institutions in the State. Out of which, 34 are Government and 93 are Private. There are 26 institutions for Women and the rest are Co-educational. The total strength of candidates during 1990-91 was 11,249 includes both I-Year and II-Year, out of which 6,155 were boys and 5,094 were girls.

III. Colleges of Education:-(B.Ed.Colleges)

Every year, new high schools are being opened in the State. For the existing and newly started high schools, trained teachers are essential. Hence, Colleges of Education are source for training teachers. Out of which, 6 are run by Government, one by M.C.F.R.T. Institutions and another is by University and 56 are Private. There is one B.Ed. College for Women (St. Ann's College of Education) at Mangalore. The minimum qualification for admission is a Degree of recognised University. The duration of the course is one year. The total enrolment of Colleges of education during the year 1990-91 was 6,618 out of which 4,015 were men and 2,603 were Women.

IV. English Language Training Centre:-

The main objectives of these Centres are to improve the English Language Teaching at Primary and Secondary Level

There are 6 English Language Teaching Centres in the State.

(a) Primary English Language Teaching Centres.

1. Bangalore North.
2. Mysore.

3. Dharwad.
4. Gulbarga.

(b) Secondary English Language Teaching Centres:-

1. Mysore.
2. Dharwad.

The Inservice Teachers of Primary and Secondary Schools are deputed to this course in batches. The duration of the course are 40 and 30 days respectively. The total number of teachers trained in the English Language teaching Centres during the year 1990-91 was 660. Out of them 539 were men and 121 were women.

V. Teacher Centres:-

There are two Teacher Centres in Karnataka State. One at Dharwad and another at Vidyanagar, Bangalore. Only Inservice school Teachers are admitted for these Courses. Duration of the course is 7 days only. The teachers are deputed in batches selected by Assistant Educational Officers. Training is imparted on Languages and Core-Subjects.

During the year 1990-91, 1555 teachers were trained in these two Teacher Centres.

VI. Orientation Training Centres:-

The State Institute of Science had a Unit called Orientation Training Centre. Training was imparted to Inservice Primary School Teachers in Science, involving writing of Lesson Plans and improvisation of teaching aids. The duration of the course was 30 days.

During the year 1990-91, 57 teachers were oriented in 2 batches.

VII. Special Institutions of Drama & Dance:-

There are two Special Institutions of Drama and Dance at Bangalore. The purpose of these institutions are to improve the art of Dance and Drama. Private candidates and deputed candidates are admitted to these courses. During the year 1990-91, enrolment of candidates was 42. Out of them 9 were men and 33 were women.

VIII. Pre-Vacational Training Centre:-

These Centres are started with a view to give educational and Job skill to the educationally backward children. The qualification for admission is a Pass in IV-Standard for first year of P.V.T.C. The subjects prescribed are general subjects of V, VI and VII Standard Plus the study of Craft subjects. This is a Course for 3 years with intake of 30 candidates in each standard equal to V, VI and VII Standard of general system of education.

After the completion of II-Year, they are eligible to join VIII-Standard of High Schools or taken up in factories or self-employment.

The teaching staff of P.V.T.C. consists of graduates for general subjects and Craft Teachers for technical subjects. All of them being boys.

The total strength of P.V.T.C. during the year 1990-91 were 362.

IX. IN-SERVICE TRAINING CENTRES:-

There are 18 Govt. In-service Teacher Training Centres in Karnataka State. They are located at Kolar, Mysore, Nagamangala, Mangalore (Men TTI), Hassan, Dharwad, (Men TTI), Hungund, Bellary, Tumkur, Kumta, Sindhanoor,

Kamalapur, Bidar (k), Chikmagalur, Kudige, Shimoga, Chitradurga and Orientation Training Centre at Doddaballapura.

During the year 1990-91, 2,100 teachers were trained in these Inservice Teacher Training Institutes.

Rs.4,20,000 was spent for this programme.

CP/-

TABLE - 1

Number of Teacher Training Institutions since the inception of Department of State Educational Research & Training (1-3-1975 onwards)

Sl. No.	Year	Pre-Pry. T.T.I.				Primary TTI				B.Ed. Colleges				Hindi Shikshana	P L T C	P V T C	Tea- chers Cen- tre	Special Insti- tutions
		G	A	UA	Total	G	A	UA	Total	G	A	UA	Total					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1.	1975-6	5	-	5	10	34	41	7	82	6	8	20	34	3	6	2	7	2
2.	1976-7	5	-	5	10	34	41	7	82	6	8	20	34	3	6	2	7	2
3.	1977-8	5	-	5	10	34	41	8	83	6	8	20	34	3	6	2	7	2
4.	1978-9	5	-	9	14	34	41	9	84	6	10	18	34	3	6	2	7	2
5.	1979-80	5	-	16	21	34	41	11	86	6	13	15	34	3	6	2	7	2
6.	1980-81	5	-	26	31	34	41	18	93	6	13	28	47	3	6	2	7	2
7.	1981-82	5	-	25	30	34	41	18	93	6	13	28	47	x	6	2	7	2
8.	1982-83	5	-	26	31	34	39	18	91	6	13	31	50	x	6	2	7	2
9.	1983-84	5	-	26	31	35	39	18	92	6	13	31	50	x	6	2	7	2
10.	1984-85	5	-	26	31	35	39	29	103	6	13	32	51	x	6	2	7	2
11.	1985-86	5	-	38	43	35	39	38	112	6	13	33	52	x	6	2	7	2
12.	1986-87	5	-	43	48	35	39	54	128	6	13	41	60	x	6	2	7	2
13.	1987-88	5	-	43	48	35	40	53	128	8	13	43	64	x	6	2	7	2
14.	1988-89	5	-	43	48	35	40	53	128	8	13	43	64	x	6	2	7	2
15.	1989-90	5	-	43	48	35	40	53	128	8	13	43	64	x	6	2	7	2
16.	1990-91	5	-	45	48	34	40	53	127	8	13	43	64	x	6	2	7	2

T A B L E - 2.

Number of Teacher Training Institutions - Management-wise in Karnataka 1990-91.

Sl. No.	Districts.	Pre-Primary T.T.I.				Primary T.T.I.				B.Ed. Colleges.				Other Institutions				
		G.	A.	UA	To-tal.	G.	A	UA	To-tal.	G.	A.	UA.	To-tal.	EL TC.	PV TC.	OTC	Special Institution.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1.	Bangalore South.	-	-	8	8	-	5	7	12	-	3	2	5	-	-	-	1	2
2.	Bangalore North.	-	-	3	3	-	2	5	7	-	1	4	5	-	-	-	-	-
3.	Bangalore Rural.	-	-	3	3	-	-	5	5	-	-	1	1	1	1	1	1	-
4.	Kolar.	-	-	6	6	1	1	13	15	-	-	3	3	-	-	-	-	-
5.	Tumkur.	-	-	2	2	2	4	-	6	-	-	4	4	-	-	-	-	-
6.	Chitradurga.	-	-	1	1	3	2	-	5	1	1	3	5	-	1	-	-	-
7.	Shimoga.	-	-	3	3	2	1	-	3	-	1	-	1	-	-	-	-	-
8.	Mandya.	-	-	-	-	2	1	1	4	-	-	1	1	2	1	-	-	-
9.	Mysore.	1	-	4	5	2	5	2	9	2	3	1	6	2	-	-	-	-
10.	Kodagu.	-	-	-	-	1	-	2	3	-	-	1	1	-	-	-	-	-
11.	Dakshina Karnada.	-	-	-	-	3	4	-	7	1	2	-	3	-	1	-	-	-
12.	Chikmagalur.	-	-	-	-	1	-	-	1	-	-	1	1	-	-	-	-	-
13.	Hassan.	-	-	2	2	1	-	2	3	-	1	3	4	-	-	-	-	-
14.	Dharwad.	1	-	2	3	2	5	3	10	1	-	4	5	2	2	1	-	-
15.	Belgaum.	-	-	2	2	-	5	5	10	1	-	3	4	-	-	-	-	-
16.	Uttara Kannada.	1	-	1	2	1	1	-	2	-	1	1	2	-	-	-	-	-
17.	Gulbarga.	1	-	2	3	4	-	5	9	1	-	3	4	1	-	-	-	-
18.	Bijapur.	-	-	1	1	3	3	-	6	1	-	2	3	-	1	-	-	-
19.	Bidar.	-	-	1	1	2	-	1	3	-	-	2	2	-	-	-	-	-
20.	Raichur.	1	-	-	-	3	-	1	4	-	-	2	2	-	1	-	-	-
21.	Bellary.	-	-	2	2	1	1	1	3	-	1	1	2	-	-	-	-	-
KARNATAKA :		5	-	43	48	34	40	53	127	8	14	42	64	6	7	2	2	2

TABLE-3
Enrolment in B.Ed., Colleges-1990-91.

SL. NO.	Districts:	Government		Aided		Un-aided		Total		Grand Total (9)+(10)
		Boys	Girls	Boys	Girls	Boys	Girls	B.	G	
1	2	3	4	5	6	7	8	9	10	11
1.	Bangalore South	-	-	136	165	87	113	223	278	501
2.	Bangalore North	-	-	19	83	194	229	213	312	525
3.	Bangalore Rural	-	-	-	-	54	34	54	34	88
4.	Kolar	-	-	-	-	199	116	199	116	315
5.	Tumkur	-	-	-	-	262	140	262	140	402
6.	Chitradurga	85	25	76	25	246	77	407	127	534
7.	Shimoga	-	-	59	42	-	-	59	42	101
8.	Mysore.	100	55	155	141	100	-	355	196	551
9.	Mandya	-	-	-	-	72	27	72	27	99
10.	Kodagu	-	-	-	-	11	94	11	94	105
11.	Dakshina Kannada	51	49	32	182	-	-	83	231	314
12.	Chickmagalur	-	-	-	-	70	40	70	40	110
13.	Hassan	-	-	73	27	177	140	250	167	417
14.	Dharwad	70	35	-	-	307	109	377	144	521
15.	Belgaum	69	35	-	-	258	55	327	90	417
16.	Bijapur	86	24	-	-	155	59	241	83	324
17.	Uttara Kannada	-	-	-	-	97	107	97	107	204
18.	Gulbarga	84	34	-	-	202	128	286	162	448
19.	Bidar	-	-	-	-	96	86	96	86	182
20.	Raichur	-	-	-	-	176	64	176	64	240
21.	Bellary	-	-	67	43	90	20	157	63	220
KARNATAKA:		545	257	617	708	2853	1638	4015	2603	6618

TABLE-4

Strength of Karnataka & Non-Karnataka Students B.F., Colleges 90-91

Sl. No.	Districts:	Karnataka		Non-Karnataka		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	
1	2	3	4	5	6	7	8	9
1.	Bangalore South	123	162	100	116	223	278	501
2.	Bangalore North	140	107	73	205	213	312	525
3.	Bangalore Rural	9	3	45	31	54	34	88
4.	Kolar	43	32	156	84	199	116	315
5.	Tumkur	141	52	121	88	262	140	402
6.	Chitradurga	345	110	62	17	407	127	534
7.	Shimoga	59	42	-	-	59	42	101
8.	Mysore	234	137	121	59	355	196	551
9.	Mandya	59	20	13	7	72	27	99
10.	Kodagu	10	18	1	76	11	94	105
11.	Dakshina Kannada	81	188	2	43	83	231	314
12.	Chickmagalur	66	30	4	10	70	40	110
13.	Hassan	161	59	89	108	250	167	417
14.	Dharwad	332	136	45	8	377	144	521
15.	Belgaum	301	86	26	4	327	90	417
16.	Bijapur	209	80	32	3	241	83	324
17.	Uttara Kannada	89	90	8	17	97	107	204
18.	Gulbarga	218	135	68	27	286	162	448
19.	Bidar	76	59	20	27	96	86	182
20.	Raichur	118	55	58	9	176	64	240
21.	Bellary	110	52	47	11	157	63	220
KARNATAKA		2924	1653	1091	950	4015	2603	6618

MA/-

TABLE - 5.

Medium-wise enrolment in B.Ed. Colleges 1990-91.

Sl. No.	Districts.	Kannada.	English.	Marati.	Urdu.	Total.
1	2	3	4	5	6	7
1.	Bangalore South.	-	501	-	-	501
2.	Bangalore North.	-	525	-	-	525
3.	Bangalore Rural.	88	-	-	-	88
4.	Kolar.	-	315	-	-	315
5.	Tumkur.	40	362	-	-	402
6.	Chitradurga.	193	341	-	-	534
7.	Shimoga.	101	-	-	-	101
8.	Mysore.	120	431	-	-	551
9.	Mandya.	-	99	-	-	99
10.	Kodagu.	-	105	-	-	105
11.	Dakshina Kannada.	-	314	-	-	314
12.	Chikmagalur.	68	42	-	-	110
13.	Hassan.	165	252	-	-	417
14.	Dharwad.	137	384	-	-	521
15.	Belgaum.	93	292	7	25	417
16.	Bijapur.	76	248	-	-	324
17.	Uttara Kannada.	158	46	-	-	204
18.	Gulbarga.	118	330	-	-	448
19.	Bidar.	78	104	-	-	182
20.	Raichur.	94	146	-	-	240
21.	Bellary.	-	220	-	-	220
KARNATAKA :		1529	5057	7	25	6618

BS/-

TABLE - 6
Results of B.Ed. Colleges 1990-91

Sl. No.	Districts	Appeared			Passed			Percentage Col.5 & 8
		Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9
1.	Bangalore South	218	275	493	154	255	409	82.96
2.	Bangalore North	210	307	517	143	264	407	78.72
3.	Bangalore Rural	54	34	88	32	25	57	64.77
4.	Kolar	195	116	311	127	86	213	68.49
5.	Tumkur	234	129	363	171	111	282	77.69
6.	Chitradurga	392	126	518	342	109	451	87.07
7.	Shimoga	49	43	92	46	40	86	93.48
8.	Mysore	350	195	545	313	166	479	87.89
9.	Mandya	52	27	79	51	26	77	97.47
10.	Kodagu	11	91	102	11	88	99	97.05
11.	Dakshina Kannada	79	224	303	77	218	295	97.36
12.	Chikmagalur	69	38	107	66	37	103	96.26
13.	Hassan	236	165	401	221	163	384	95.76
14.	Dharwad	363	138	501	360	137	497	99.20
15.	Belgaum	325	81	406	304	73	377	92.86
16.	Rijapur	233	82	315	223	79	302	95.87
17.	Uttara Kannada	96	107	203	96	106	202	99.51
18.	Gulbarga	84	34	118	70	30	100	84.75
19.	Bidar	94	81	175	86	64	150	85.71
20.	Raichur	176	63	239	37	8	45	18.83
21.	Bellary	157	63	220	83	13	96	43.64
KARNATAKA		3677	2419	6096	3013	2098	5111	83.84

CP/-

T A B L E - 7.

Staffing pattern in B.Ed. College 1990-91.

Sl. No.	Districts.	Princi- pal	Rea- ders.	Lectu- rers	Others.	Part Time.	Total
1	2	3	4	5	6	7	8
1.	Bangalore South	5	6	37	-	1	49
2.	Bangalore North.	6	2	41	1	2	52
3.	Bangalore Rural.	1	2	5	-	1	9
4.	Kolar.	3	10	15	-	2	30
5.	Tumkur.	4	4	30	-	-	38
6.	Chitradurga.	5	5	28	3	10	51
7.	Shimoga.	1	2	7	-	-	10
8.	Mysore.	6	25	74	3	3	111
9.	Mandya.	1	2	5	-	-	8
10.	Kodagu.	1	1	6	1	-	9
11.	Dakshina Kannada.	3	5	16	2	1	27
12.	Chickmagalur.	1	2	5	-	3	11
13.	Hassan.	4	8	18	2	1	33
14.	Dharwad.	6	3	34	1	10	54
15.	Belgaum.	4	4	30	1	2	41
16.	Bijapur.	3	13	10	5	3	34
17.	Uttara Kannada.	2	10	4	-	4	20
18.	Gulbarga.	4	2	32	1	1	40
19.	Bidar.	2	-	12	-	2	16
20.	Raichur.	2	-	16	-	1	19
21.	Bellary.	2	10	5	-	-	17
KARNATAKA :		66	116	430	20	47	679

BS/-

T. A. B. L. E - 8.

Strength of Scheduled Castes and Tribes in B.Ed. Colleges
1990-91.

Sl. No.	Districts.	Scheduled Castes.		Scheduled Tribes.		Others.		Total		Grand Total
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11
1.	Bangalore South)	49	12	3	-	384	578	436	590	1026
2.	Bangalore North)									
3.	Bangalore Rural.	-	-	-	-	54	34	54	34	88
4.	Kolar.	4	1	1	1	194	114	199	116	315
5.	Tumkur.	12	3	4	-	246	137	262	140	402
6.	Chitradurga.	25	5	11	5	371	117	407	127	534
7.	Shimoga.	9	4	-	2	50	36	59	42	101
8.	Mysore.	61	26	12	7	282	163	355	196	551
9.	Mandya.	8	6	2	-	62	21	72	27	99
10.	Kodagu.	--	2	-	-	11	92	11	94	105
11.	DakshinaKannada.	7	3	4	-	72	228	83	231	314
12.	Chikmagalur.	4	1	-	-	66	39	70	40	110
13.	Hassan.	13	3	2	2	235	162	250	167	417
14.	Dharwad.	29	9	-	-	348	135	377	144	521
15.	Belgaum.	27	8	-	-	300	82	327	90	417
16.	Bijapur	35	6	2	1	204	76	241	83	324
17.	Uttara Kannada.	7	3	-	-	90	104	97	107	204
18.	Gulbarga.	18	4	1	-	267	158	286	162	448
19.	Bidar.	10	1	2	-	84	85	96	86	182
20.	Raichur.	13	4	-	-	163	60	176	64	240
21.	Bellary.	1	-	-	-	156	63	157	63	220
KARNATAKA :		332	101	44	18	3639	2484	4015	2603	6618

BS/-

TABLE-9.

Enrolment in Primary Teacher Training Institutes-1990-91.

Sl. No.	Districts:	Primary T.T.I.- Ist Year								Grand Total (9)+ (10)
		Government		Aided		Unaided		Total:		
		B.	G.	B.	G.	B.	G.	B.	G.	
1	2	3	4	5	6	7	8	9	10.	11.
1.	Bangalore South	-	-	21	168	143	101	164	269	433
2.	Bangalore North	-	-	25	156	113	113	138	269	407
3.	Bangalore Rural	-	-	-	-	130	70	130	70	200
4.	Kolar	52	38	27	33	543	359	622	430	1052
5.	Tumkur	52	38	162	106	-	-	214	144	358
6.	Chitradurga	52	141	74	46	-	-	126	187	313
7.	Shimoga	41	49	-	30	-	-	41	79	120
8.	Mysore	82	77	158	108	41	41	281	226	507
9.	Mandya	20	33	-	59	53	6	73	98	171
10.	Kodagu	13	17	-	-	21	85	34	102	136
11.	Dakshina Kannada	24	60	30	119	-	-	54	179	233
12.	Chickmagalur	41	35	-	-	-	-	41	35	76
13.	Hassan	16	14	-	-	68	52	84	66	150
14.	Dharwad.	69	48	74	130	62	28	205	206	411
15.	Belgaum	-	-	127	113	130	28	257	141	398
16.	Bijapur	49	68	90	51	-	-	139	119	258
17.	Uttara kannada	29	31	28	32	-	-	57	63	120
18.	Gulbarga	141	28	-	-	173	66	314	94	408
19.	Bidar	42	46	21	8	-	-	63	54	117
20.	Raichur	50	37	-	-	29	1	79	38	117
21.	Bellary	31	43	87	31	42	18	160	92	252
Karnataka:		804	803	924	1190	1548	968	3276	2961	6237.

TABLE-9 (Concl'd)

Enrolment in Primary Teacher Training Institute 1990-91.

Sl. No.	Districts:	PRIMARY T.T.I. II Year									Grand Total (18)+ (19)	Total of III Yr
		Government		Aided		Unaided			Total			
		B.	G.	B.	G.	B.	G.	B.				
1	2	12	13	14	15	16	17	18	19	20	21	
1.	Bangalore South	-	-	33	115	105	50	138	165	303	736	
2.	Bangalore North	-	-	29	97	80	59	109	156	265	672	
3.	Bangalore Rural	-	-	-	-	77	49	77	49	126	326	
4.	Kolar	57	33	33	8	554	318	644	359	1003	2055	
5.	Tumkur	55	31	184	76	-	-	239	107	346	704	
6.	Chitradurga	58	112	76	35	-	-	134	147	281	594	
7.	Shimoga	39	43	-	30	-	-	39	73	112	232	
8.	Mysore	60	74	118	74	20	29	198	177	375	884	
9.	Mandya	18	29	-	49	42	-	60	78	138	309	
10.	Kodagu	11	19	-	-	22	55	33	74	107	243	
11.	Dakshina Kanna da:	20	58	25	116	-	-	45	174	219	452	
12.	Chickmagalur.	35	31	-	-	-	-	35	31	66	142	
13.	Hassan	25	15	-	-	62	15	87	30	117	267	
14.	Dharwad	55	19	52	52	48	21	155	92	247	658	
15.	Belgaum.	-	-	117	98	61	17	178	115	293	691	
16.	Bijapur	49	42	107	13	-	-	156	55	211	469	
17.	Uttara kannada	29	29	29	31	-	-	58	60	118	238	
18.	Gulbarga	127	22	-	-	86	45	213	67	280	688	
19.	Bidar	48	33	20	2	-	-	68	35	103	220	
20.	Raichur	48	38	-	-	17	1	65	39	104	221	
21.	Bellary	35	24	69	19	44	7	148	50	198	450	
KARNATAKA		769	652	892	815	1218	666	2879	2133	5012	112	

TABLE - 10

Karnataka and Non-Karnataka Students in Primary Teacher
Training Institute - 1990-91

Sl. No.	District	Primary T.T.I. I-Year						Grand
		Karnataka		Non-Karnataka		Total		Total
		Boys	Girls	Boys	Girls	Boys	Girls	(7) +
1	2	3	4	5	6	7	8	9
1.	Bangalore South	111	221	53	48	164	269	433
2.	Bangalore North	99	206	39	63	138	269	407
3.	Bangalore Rural	115	67	15	3	130	70	200
4.	Kolar	353	252	269	178	622	430	1052
5.	Tumkur	214	144	-	-	214	144	358
6.	Chitradurga	126	187	-	-	126	187	313
7.	Shimoga	41	79	-	-	41	79	120
8.	Mysore	276	221	5	5	281	226	507
9.	Mandya	73	98	-	-	73	98	171
10.	Kodagu	34	102	-	-	34	102	136
11.	Dakshina Kannada	54	178	-	1	54	179	233
12.	Chikmagalur	41	35	-	-	41	35	76
13.	Hassan	84	66	-	-	84	66	150
14.	Dharwad	205	206	-	-	205	206	411
15.	Belgaum	246	129	11	12	257	141	398
16.	Bijapur	133	119	6	-	139	119	258
17.	Uttara Kannada	57	63	-	-	57	63	120
18.	Gulbarga	308	92	6	2	314	94	408
19.	Bidar	63	54	-	-	63	54	117
20.	Raichur	79	38	-	-	79	38	117
21.	Bellary	160	92	-	-	160	92	252
KARNATAKA		2872	2649	404	312	3276	2961	6237

TABLE - 10 (Concl'd)

Karnataka and Non-Karnataka Students in Primary Teacher
Training Institute - 1990-91

Sl. No.	District	Primary T.T.I. II-Year						Total	T O T A L 14+ 15	G I R L S 16
		Karnataka		Non-Karnataka		Total				
		Boys	Girls	Boys	Girls	Boys	Girls			
1	2	10	11	12	13	14	15	16	17	
1.	Bangalore South:	97	146	41	19	138	165	303	73	
2.	Bangalore North:	53	104	56	52	109	156	265	67	
3.	Bangalore Rural:	68	44	9	5	77	49	126	32	
4.	Kolar:	240	138	404	221	644	359	1003	205	
5.	Tumkur:	239	107	-	-	239	107	346	70	
6.	Chitradurga:	134	147	-	-	134	147	281	59	
7.	Shimoga:	39	73	-	-	39	73	112	23	
8.	Mysore:	192	171	6	6	198	177	375	88	
9.	Mandya:	60	78	-	-	60	78	138	30	
10.	Kodagu:	33	74	-	-	33	74	107	24	
11.	Dakshina Kannada:	45	174	-	-	45	174	219	45	
12.	Chikmagalur:	35	31	-	-	35	31	66	14	
13.	Hassan:	85	28	2	2	87	30	117	26	
14.	Dharwad:	155	92	-	-	155	92	247	65	
15.	Belgaum:	169	99	9	16	178	115	293	69	
16.	Bijapur:	155	55	1	-	156	55	211	46	
17.	Uttara Kannada:	58	60	-	-	58	60	118	23	
18.	Gulbarga:	209	61	4	6	213	67	280	68	
19.	Bidar:	68	35	-	-	68	35	103	22	
20.	Raichur:	65	33	-	6	65	39	104	22	
21.	Bellary:	148	50	-	-	148	50	198	45	
KARNATAKA:		2347	1800	532	333	2879	2133	5012	1124	

CP/-

TABLE-11
Results of Primary Teacher Training Institutes 1990-91

Sl. No.	DISTRICTS:	Primary TTI. Ist Year			Primary TTI. IInd year		
		Appeared	Passed	Percentage	Appeared	Passed	Percentage
1	2	3	4	5	6	7	8
1.	Bangalore South	402	185	46.02	242	194	80.17
2.	Bangalore North	354	150	42.37	203	171	84.24
3.	Bangalore Rural	160	57	35.63	119	59	49.58
4.	Kolar	955	437	45.76	879	596	67.80
5.	Tumkur	351	281	80.05	335	260	77.61
6.	Chitradurga	306	211	68.95	280	208	74.29
7.	Shimoga	119	83	69.75	111	85	76.58
8.	Mysore	429	308	71.79	373	203	54.42
9.	Mandya	168	80	47.62	138	82	59.42
10.	Kodagu	124	62	50.00	105	85	80.95
11.	Chickmagalur	65	25	38.46	64	47	73.44
12.	Hassan	150	94	62.67	111	81	72.97
13.	Dharwad	394	216	54.82	207	145	70.05
14.	Bijapur	239	109	45.61	192	96	50.00
15.	Belgaum	369	209	56.64	254	189	74.41
16.	Dakshina Kannada	233	124	53.22	217	194	89.40
17.	Uttara Kannada	119	99	83.19	118	96	81.35
18.	Gulbarga	357	130	36.41	234	92	39.32
19.	Bidar	64	53	82.81	68	28	41.18
20.	Raichur	112	25	22.32	80	39	48.75
21.	Bellary	243	110	45.27	196	115	58.67
Karnataka		5623	3076	54.70	4455	3062	68.73.

MA/-

TABLE-12

Mediumwise enrolment in Primary Teacher Training Institutes 1990-9

Sl. No.	Districts:	Primary T.T.I. Ist Year				Total
		Kannada	English	Marati	Urdu	
1.	Bangalore South	230	203	-	-	433
2.	Bangalore North	155	252	-	-	407
3.	Bangalore Rural	180	20	-	-	200
4.	Kolar	499	529	-	24	1052
5.	Tumkur	328	30	-	-	358
6.	Chitradurga	273	-	-	40	313
7.	Shimoga	90	-	-	30	120
8.	Mysore	415	77	-	15	507
9.	Mandya	171	-	-	-	171
10.	Kodagu	136	-	-	-	136
11.	Dakshina Kannada	233	-	-	-	233
12.	Chickmagalur	60	-	-	16	76
13.	Hassan	150	-	-	-	150
14.	Dharwad	377	-	-	34	411
15.	Belgaum	269	30	90	9	398
16.	Bijapur	142	-	-	116	258
17.	Uttara Kannada	120	-	-	-	120
18.	Gulbarga	345	-	-	63	408
19.	Bidar	87	-	-	30	117
20.	Raichur	87	-	-	30	117
21.	Bellary	238	-	-	14	252
KARNATAKA		5507	1141	90	421	6237

MA/-

TABLE-12

Mediumwise Enrolment in Primary Teacher Training Institutes 90-91
(Contd.).

Sl. No.	Districts:	Primary T.T.I's IInd Year				Total	Grand Total Cond. 7&12
		Kannada	English	Marathi	Urdu		
1	2	8	9	10	11	12	
1.	Bangalore South	186	117	-	-	303	736
2.	Bangalore North	153	112	-	-	265	672
3.	Bangalore Rural	112	14	-	-	126	326
4.	Kolar	402	577	-	24	1003	2055
5.	Tumkur	317	29	-	-	346	704
6.	Chitradurga	259	-	-	22	281	594
7.	Shimoga	86	-	-	26	112	232
8.	Mysore.	311	61	-	3	375	882
9.	Mandya	138	-	-	-	138	309
10.	Kodagu.	107	-	-	-	107	243
11.	Dakshina Kannada	219	-	-	-	219	452
12.	Chickmagalur	60	-	-	6	66	142
13.	Hassan	107	-	10	-	117	267
14.	Dharwad	231	-	-	16	247	658
15.	Belgaum	157	30	87	19	293	691
16.	Bijapur	134	-	-	77	211	469
17.	Uttara Kannada	118	-	-	-	118	238
18.	Gulbarga	241	-	-	39	280	688
19.	Bidar	81	-	-	22	103	220
20.	Raichur	68	-	-	36	104	221
21.	Bellary.	188	-	-	10	198	450
KARNATAKA:		3675	940	97	300	5012	11249

T A B L E - 13

Staffing pattern in Primary Teacher Training Institutes 1990-91.

Sl. No.	Districts.	Superintendent.	Teacher Educator	Physical Educator	Music Teacher.	Craft Instructor.	Others.	Part-time.	Total.
1	2	3	4	5	6	7	8	9	10
1.	Bangalore South.	11	42	7	5	6	4	19	94
2.	Bangalore North	7	36	5	3	3	3	15	72
3.	Bangalore Rural	5	28	4	-	4	1	9	51
4.	Kolar.	15	91	11	8	8	13	17	163
5.	Tumkur.	6	39	5	2	6	4	7	69
6.	Chitradurga.	5	32	4	1	6	3	2	53
7.	Shimoga.	3	14	2	-	2	1	3	25
8.	Mysore.	9	80	5	5	9	8	-	116
9.	Mandya.	4	16	3	1	5	2	3	34
10.	Kodagu.	2	12	3	3	4	3	4	31
11.	Dakshina Kannada.	7	31	3	2	7	5	8	63
12.	Chikmagalur.	1	33	1	-	1	1	1	18
13.	Hassan.	3	18	3	1	6	2	2	35
14.	Dharwad.	10	60	8	6	17	7	7	115
15.	Belgaum.	10	40	7	2	8	3	13	83
16.	Bijapur.	5	28	5	-	6	3	5	52
17.	Uttara Kannada.	2	14	2	-	4	1	2	25
18.	Gulbarga.	8	60	6	4	10	8	7	103
19.	Bidar.	3	22	2	1	6	2	-	36
20.	Raichur.	3	22	2	-	12	4	2	45
21.	Bellary.	3	23	3	-	5	2	12	48
KARNATAKA :		122	721	91	44	135	80	138	1331

BS/-

T A B L E - 14

Enrolment in Pre-Primary Teacher Training Institutes 1990-91.

Sl. No.	Districts.	Govt.		Aided.		Un-aided.		Total		Grand Total
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11
1.	Bangalore South.	-	-	-	-	-	120	-	120	220
2.	Bangalore North	-	-	-	-	-	78	-	78	78
3.	Bangalore Rural	-	-	-	-	-	18	-	18	18
4.	Kolar.	-	-	-	-	-	109	-	109	109
5.	Tumkur.	-	-	-	-	-	54	-	54	54
6.	Chitradurga.	-	-	-	-	-	35	-	35	35
7.	Shimoga.	-	-	-	-	-	62	-	62	62
8.	Mysore.	-	50	-	-	-	140	-	190	190
9.	Kodagu.	-	-	-	-	-	-	-	-	-
10.	Mandya.	-	-	-	-	-	-	-	-	-
11.	DakshinaKannada.	-	-	-	-	-	-	-	-	-
12.	Chikmagalur.	-	-	-	-	-	-	-	-	-
13.	Hassan.	-	-	-	-	-	-	-	-	-
14.	Dharwad.	-	45	-	-	-	63	-	108	108
15.	Belgaum.	-	-	-	-	-	135	-	135	135
16.	Bijapur.	-	-	-	-	-	30	-	30	30
17.	Uttara Kannada.	-	24	-	-	-	14	-	38	38
18.	Gulbarga.	-	50	-	-	-	50	-	100	100
19.	Bidar.	-	-	-	-	-	-	-	-	-
20.	Raichur.	-	50	-	-	-	-	-	50	50
21.	Bellary.	-	-	-	-	-	45	-	45	45
KARNATAKA :		-	219	-	-	-	953	-	1172	1172

BS/-

T A B L E - 15

Strength of Karnataka and Non-Karnataka Students in Pre-primary
Teacher Training Institutes 1990-91.

Sl. No.	Districts.	Karnataka.		Non-Karnataka.		Total	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8
1.	Bangalore South.	-	94	-	26	-	120
2.	Bangalore North.	-	67	-	11	-	78
3.	Bangalore Rural	-	18	-	-	-	18
4.	Kolar.	-	108	-	1	-	109
5.	Tumkur.	-	54	-	-	-	54
6.	Chitradurga.	-	35	-	-	-	35
7.	Shimoga.	-	62	-	-	-	62
8.	Mysore.	-	180	-	10	-	190
9.	Mandya	-	-	-	-	-	-
10.	Kodagu.	-	-	-	-	-	-
11.	Dakshina Kannada.	-	-	-	-	-	-
12.	Chikmagalur.	-	-	-	-	-	-
13.	Hassan.	-	-	-	-	-	-
14.	Dharwad.	-	108	-	-	-	108
15.	Belgaum.	-	135	-	-	-	135
16.	Bijapur.	-	30	-	-	-	30
17.	Uttara Kannada.	-	38	-	-	-	38
18.	Gulbarga.	-	100	-	-	-	100
19.	Bidar.	-	-	-	-	-	-
20.	Raichur.	-	50	-	-	-	50
21.	Bellary.	-	45	-	-	-	45
KARNATAKA :		-	1124	-	48	-	1172

BS/-

TABLE - 16

Results of Pre-Primary Teacher Training Institutes
1990-91

Sl. No.	Districts	Appeared			Passed			Percentage Col.5 & 8
		Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9
1.	Bangalore South	-	114	114	-	100	100	87.72
2.	Bangalore North	-	72	72	-	69	69	95.83
3.	Bangalore Rural	-	18	18	-	16	16	88.89
4.	Kolar	-	108	108	-	94	94	87.04
5.	Tumkur	-	50	50	-	46	46	92.00
6.	Chitradurga	-	34	34	-	25	25	73.53
7.	Shimoga	-	54	54	-	52	52	96.30
8.	Mysore	-	178	178	-	155	155	87.08
9.	Mandya	-	-	-	-	-	-	-
10.	Kodagu	-	-	-	-	-	-	-
11.	Chikmagalur	-	-	-	-	-	-	-
12.	Hassan	-	-	-	-	-	-	-
13.	Dharwad	-	99	99	-	74	74	74.75
14.	Bijapur	-	30	30	-	15	15	50.00
15.	Dakshina Kannada	-	-	-	-	-	-	-
16.	Belgaum	-	135	135	-	88	88	65.19
17.	Uttara Kannada	-	36	36	-	34	34	94.44
18.	Gulbarga	-	93	93	-	67	67	72.04
19.	Bidar	-	-	-	-	-	-	-
20.	Raichur	-	42	42	-	22	22	52.38
21.	Bellary	-	28	28	-	28	28	100.00
KARNATAKA		-	1091	1091	-	885	885	81.12

TABLE - 17

Mediumwise Enrolment in Pre-Primary Teacher Training Institutions
1990-91

Sl. No.	Districts	Kannada	English	Urdu	Marati	Total
1	2	3	4	5	6	7
1.	Bangalore South	73	25	-	22	120
2.	Bangalore North	78	-	-	-	78
3.	Bangalore Rural	18	-	-	-	18
4.	Kolar	52	57	-	-	109
5.	Tumkur	44	10	-	-	54
6.	Chitradurga	35	-	-	-	35
7.	Shimoga	62	-	-	-	62
8.	Mysore	165	3	-	22	190
9.	Mandya	-	-	-	-	-
10.	Kodagu	-	-	-	-	-
11.	Dakshina Kannada	-	-	-	-	-
12.	Chikmagalur	-	-	-	-	-
13.	Hassan	-	-	-	-	-
14.	Dharwad	108	-	-	-	180
15.	Belgaum	85	-	-	50	135
16.	Bijapur	30	-	-	-	30
17.	Uttara Kannada	38	-	-	-	38
18.	Gulbarga	100	-	-	-	100
19.	Bidar	-	-	-	-	-
20.	Raichur	50	-	-	-	50
21.	Bellary	45	-	-	-	45
KARNATAKA		983	95	-	94	1172

CP/-

TABLE - 18

Teaching Staff in Pre-Primary Teacher Training Institutes
1990-91

Sl. No.	District	Super-intendent	Teacher Educator	Craft In-structor	Music Teacher	Others	Part-time	TOTAL
1	2	3	4	5	6	7	8	9
1.	Bangalore South	4	10	1	2	2	1	20
2.	Bangalore North	2	6	1	-	1	-	10
3.	Bangalore Rural	1	1	1	-	1	-	4
4.	Kolar	4	9	2	2	3	-	20
5.	Tumkur	2	5	1	2	-	-	10
6.	Chitradurga	1	2	-	-	-	1	4
7.	Shimoga	2	3	1	-	-	3	9
8.	Mysore	5	21	1	-	2	6	35
9.	Mandya	-	-	-	-	-	-	-
10.	Kodagu	-	-	-	-	-	-	-
11.	Dakshina Kannada	-	-	-	-	-	-	-
12.	Chikmagalur	-	-	-	-	-	-	-
13.	Hassan	-	-	-	-	-	-	-
14.	Dharwad	3	4	2	1	4	1	15
15.	Belgaum	2	6	1	1	2	1	13
16.	Bijapur	1	1	-	-	1	-	3
17.	Uttara Kannada	2	10	2	-	1	1	16
18.	Gulbarga	2	17	4	1	4	1	29
19.	Bidar	-	-	-	-	-	-	-
20.	Baichur	-	5	4	-	1	-	10
21.	Bellary	1	2	-	1	2	1	7
KARNATAKA		32	102	21	10	24	16	205

CT/-

TABLE-NO. 19.

Strength of Scheduled Castes and Scheduled Tribes in Primary T.T.I. for 1990-91.

Sl. No.	Districts:	Scheduled Caste.		Scheduled Tribe.		Others		Total		Grand Total	
		B	G	B	G	B	G	B	G	9	+10
1	2	3	4	5	6	7	8	9	10	11	
1.	Bangalore South	24	43	2	13	276	482	302	538	840	
2.	Bangalore North										
3.	Bangalore Rural	21	2	4	-	105	68	130	70	200	
4.	Kolar	60	28	21	6	541	396	622	430	1052	
5.	Tumkur	35	20	6	7	173	117	214	144	358	
6.	Chitradurga	17	23	5	7	104	157	126	187	313	
7.	Shimoga	5	10	1	2	35	67	41	79	120	
8.	Mysore	54	18	4	1	223	207	281	226	507	
9.	Mandya	15	17	1	2	57	79	73	98	171	
10.	Kodagu	1	6	-	2	33	94	34	102	136	
11.	Dakshina Kannada	4	10	1	2	49	167	54	179	233	
12.	Chickmagalur	5	1	-	1	36	33	41	35	76	
13.	Hassen	8	5	1	1	75	60	84	66	150	
14.	Dherwad	25	20	4	4	176	182	205	206	411	
15.	Belgaum	30	17	-	-	227	124	257	141	398	
16.	Bijapur	14	11	1	-	124	108	139	119	258	
17.	Uttarakannada	6	5	-	-	51	58	57	63	120	
18.	Gulbarga	38	16	4	-	272	78	314	94	408	
19.	Bidar	10	5	3	1	50	48	63	54	117	
20.	Raichur	11	6	4	3	64	29	79	38	117	
21.	Bellary	14	2	8	-	138	90	160	92	252	
Karnataka		397	265	70	52	2809	2644	3276	2961	6237	

MA/-

TABLE-19 (Concl'd).

Strength of Scheduled Castes and Scheduled Tribes in Primary T.T.I. for the year 1990-91.

Sl. No.	Districts:	Primary T.T.I. IIInd year								Total Col (17) + (18)	Grand Total of I & II year.		
		Scheduled Castes:				Scheduled Tribes						Total	
		B	G	B	G	B	G	B	G			19	20
1	2	13	12	13	14	15	16	17	18	19	20		
1.	Bangalore South	22	22	5	15	220	284	247	321	568	1408		
2.	Bangalore North												
3.	Bangalore Rural	23	1	-	-	54	48	77	49	126	326		
4.	Kolar	36	12	21	5	587	342	644	359	1003	2055		
5.	Tumkur	36	13	16	3	187	91	239	107	346	704		
6.	Chitradurga	21	17	10	10	103	120	134	147	281	594		
7.	Shimoga	6	9	1	1	32	63	39	73	112	232		
8.	Mysore	34	8	1	1	163	168	198	177	375	882		
9.	Mandya	20	19	2	-	38	59	60	78	138	309		
10.	Kodagu	3	3	-	1	30	70	33	74	107	243		
11.	Dakshina Kanna da.	2	9	3	2	40	163	45	174	219	452		
12.	Chickmagalur	5	3	-	-	30	28	35	31	66	142		
13.	Hassur	4	3	3	-	80	27	87	30	117	267		
14.	Dharwad	17	4	2	2	136	86	155	92	247	658		
15.	Belgaum	24	16	-	-	154	99	178	115	293	691		
16.	Bijapur	16		-	-	140	51	156	55	211	469		
17.	Uttara Kanna da.	3	-	-	-	55	60	58	60	118	238		
18.	Gulbarga	19	1	2	-	192	66	213	67	280	688		
19.	Bidar	13	4	-	2	55	29	68	35	103	220		
20.	Raichur	8	4	5	-	52	35	65	39	104	221		
21.	Bellary.	19	2	6	-	123	48	148	50	198	450		
Karnataka		331	154	77	42	2471	1937	2879	2133	5012	11249		

T A B L E No. 20.

Strength of Scheduled Caste and Scheduled Tribe in Pre-Primary
Teachers Training Institutes.

Sl. No.	District.	Scheduled Caste.		Scheduled Tribe.		Others.		Total.		(Grand Total)
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1.	Bangalore South	-	9	-	-	-	189	-	198	198
2.	Bangalore North.	-	-	-	-	-	-	-	-	-
3.	Bangalore Rural	-	4	-	-	-	14	-	18	18
4.	Kolar.	-	17	-	2	-	90	-	109	109
5.	Tumkur.	-	13	-	4	-	37	-	54	54
6.	Chitradurga.	-	10	-	4	-	21	-	35	35
7.	Shimoga.	-	4	-	-	-	58	-	62	62
8.	Mysore.	-	9	-	9	-	172	-	190	190
9.	Mandya.	-	-	-	-	-	-	-	-	-
10.	Kodagu.	-	-	-	-	-	-	-	-	-
11.	Dakshina Kannada.	-	-	-	-	-	-	-	-	-
12.	Chickmagalur.	-	-	-	-	-	-	-	-	-
13.	Hassan.	-	-	-	-	-	-	-	-	-
14.	Dharwad.	-	10	-	-	-	98	-	108	108
15.	Belgaum.	-	14	-	-	-	121	-	135	135
16.	Bijapur.	-	5	-	-	-	25	-	30	30
17.	Uttara Kannada.	-	5	-	-	-	33	-	38	38
18.	Gulbarga.	-	11	-	-	-	89	-	100	100
19.	Raichur.	-	3	-	3	-	44	-	50	50
20.	Bidar.	-	-	-	-	-	-	-	-	-
21.	Bellary.	-	-	-	-	-	45	-	45	45
KARNATAKA:		-	114	-	22	-	1036	-	1172	1172

BS/-

T A B L E - 21

No. of Teachers Trained in English language Teaching Centres
1990-91.

Sl. No.	Particulars.	Primary ELTC.					Secondary ELTC.			Grand Total
		Bangalore North.	Mysore.	Dharwar.	Gulbarga.	Talga.	Mysore.	Dharwar.	Talga.	
1	2	3	4	5	6	7	8	9	10	11
I.	No. of courses conducted.	2	2	3	3	10	4	9	13	23
II.	Duration of each course (No. of days)	30	40	30	30	130	30	10	40	170
III.	No. of Teacher Trained.									
	a) Men...	25	30	53	62	170	75	294	369	539
	b) Women.	13	15	19	6	53	12	56	68	121
	c) Total	38	45	72	68	223	87	350	437	660
IV.	No. of Teaching Staff:									
	a) Men...	1	3	3	3	10	-	4	4	14
	b) Women.	-	-	-	-	-	3	-	3	3
	c) Total	1	3	3	3	10	3	4	7	17
V.	Scheduled Caste.									
	a) Men...	-	-	-	-	-	-	-	-	-
	b) Women.	-	-	-	-	-	-	-	-	-
	c) Total	-	-	-	-	-	-	-	-	-
VI.	Scheduled Tribe.									
	a) Men...	-	-	-	-	-	-	-	-	-
	b) Women.	-	-	-	-	-	-	-	-	-
	c) Total	-	-	-	-	-	-	-	-	-

BS/-

T A B L E - 22.

Enrolment in Pre-vocational Training Centres - 1990-91.

----- Districts and Centres. -----									
Sl. No.	Particulars.	Bangalore Rural Anekal.	Chitradurga Challa-kere.	Mandya Malavalli.	Dakshinana Kannada Kota.	Dharwad Haunsbhavi.	Bijapur Allamatti.	Raichur Koppal.	Grand Total.
1	2	3	4	5	6	7	8	9	10

<u>I Year</u>									
	Boys.	22	17	10	3	23	17	31	123
	Girls.	-	-	-	-	-	-	-	-
	Total.	22	17	10	3	23	17	31	123
<u>II Year.</u>									
	Boys.	29	7	15	7	25	20	31	134
	Girls.	-	-	-	-	-	-	-	-
	Total	29	7	15	7	25	20	31	134
<u>III Year.</u>									
	Boys.	15	21	15	9	18	5	22	105
	Girls	-	-	-	-	-	-	-	-
	Total	15	21	15	9	18	5	22	105
Grand Total (I+II+III)									
<u>Teaching Staff:</u>									
a)	Sanctioned.	9	7	7	7	6	7	7	50
b)	Working.	8	6	7	4	4	7	7	43
c)	Vacant.	1	1	-	3	2	-	-	7

BS/-

TABLE-23.

Enrolment of Teaching Staff in Special Institutions (Dance & Drama during 1990-91.

Sl. No.	Particulars:-	Dance			Drama:-		
		Men	Women	Total	Men	Women	Total:
1	2	3	4	5	6	7	8
	1.Private Candidates:	-	30	30	9	3	12
	2.Deputed Candidates:	-	-	-	-	-	-
	Total	-	30	30	9	3	12

MA/-

TABLE - 24

Number of Teachers Trained in Teachers Centres 1990-91

Sl. No.	Particulars	Centres		
		Dharwad*	Vidyanagar	Total
1	2	3	4	5
1.	No. of courses conducted	15	35	50
2.	Duration of the Course	1 to 5 days	1 to 6 days	1 to 6 days
3.	No. of Teachers Trained			
	(a) Men	-	475	-
	(b) Women	-	350	-
	(c) Total	730*	825	1555
4.	No. of Teaching Staff			
	(a) Men	-	8	8
	(b) Women	5	-	5
	(c) Total	5	8	13
5.	Scheduled Caste			
	(a) Men	-	-	-
	(b) Women	-	-	-
6.	Scheduled Tribe			
	(a) Men	-	-	-
	(b) Women	-	-	-

*Men and Women break-ups are not mentioned in the report.

