



GOVERNMENT OF KARNATAKA  
DEPARTMENT OF PUBLIC INSTRUCTION

DEPARTMENT OF STATE EDUCATIONAL RESEARCH & TRAINING

**DSERT**

**IN SEARCH OF  
QUALITY IN EDUCATION**

(INITIATIVES OF DSERT IN KARNATAKA)

370.95487  
INS-KA



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# DSEET

Department of Distance Education, Government of Karnataka

## IN SEARCH OF QUALITY IN EDUCATION

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## ABBREVIATIONS AND ACRONYMS

AIR :	All India Radio,
APF :	Azim Premji Foundation,
ARC:	Administrative Reforms Commission,
B.Ed.:	Bachelor of Education,
BRC :	Block Resource Center,
CEE :	Center For Environmental Education,
CRC :	Cluster Resource Center,
D.Ed. :	Diploma in Education,
BMST:	Bangalore Medical Services Trust,
CTE:	College of Teacher Education,
DIET:	District Institute of Education & Training,
DPEP:	District Primary Education Program,
DSERT:	Department of State Educational Research & Training,
DTB:	Directorate of Text Books,
ELTC:	English Language Training Centre,
ETC:	Educational Technology Cell,
EVG:	Educational Vocational Guidance Bureau,
HM:	Head Master,
HPS :	Higher Primary School,
HS:	High School,
IASE:	Institute of Advanced Studies in Education,
IES:	Indian Environmental Society
IISC:	Indian Institute of Science,
ISEC:	Institute of Social & Economic Change,
ISRO:	Indian Space Research Organisation,
LPS:	Lower Primary School,
NCERT:	National Council of Educational Research & Training,
NCTE;	National Council for Teacher Education,
NGO:	Non Governmental Organisation,
NIEPA:	National Institute of Educational Planning & Administration,
NIMHANS:	National Institute of Mental Health & Neuro Sciences,
NPE:	National Policy of Education 1986,
NTSE:	National Talent Search Organisation,
RIE:	Regional Institute of English,
SDMC:	School Development & Monitoring Committee,
SEEU:	State Education Evaluation Unit,
SIE:	State Institute of Education,
ANS SIRD:	Abdul Nazirsab State Institute for Rural Development,
SIS:	State Institute of Science,
SSA:	Sarva Shiksha Abhiyan,
SUPW:	Socially Useful and Productive Work,
TLM:	Teaching learning Materials,
TTI:	Teacher Training Institution
UEE	Universalisation of Elementary Education

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## **PREFACE**

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The Department of State Educational Research and Training (DSERT), has brought out this document “**In Search of Quality in Education**” which is a record of the initiatives taken up by the department to improve quality of education in the state.

The DSERT as an academic organisation encompasses several academic units – Teacher Education, Evaluation, Science, Technology, Policy Planning and Text Books. The department has also the responsibility of administering teacher-training institutions both at the elementary level and secondary level.

The DSERT has an academic leadership role to play in the state in the three important sectors of Elementary education, Secondary Education and Teacher Education. DSERT is also playing a prominent role in improving the quality of education in these sectors through its various activities and programs. DSERT also conducts several quality improvement programs in collaboration with various state, national, international and non governmental organisations.

DSERT also undertakes curriculum development, preparation and publication of competency based and activity oriented Text Books for classes I to X in seven media, teacher support material and resource books. DSERT has also been a pioneer in hosting its text books on the internet.

It also prepares teacher training modules catering to the needs of various categories of teachers. It encourages innovative programs and Action research projects. DSERT is also experimenting with various approaches in teacher training through activity based methods, teleconferencing, direct to class room broadcasts, multi grade teaching techniques, etc.,

An important contribution of DSERT to the world of fine arts is – it has brought out standard text books in various forms of music and dance.

For conducting teacher training programs, DSERT has the logistical support of six Government and four private Colleges of Teacher Education (CTEs) and one Institute of Advanced Studies in Education (IASE) - in secondary education sector and 20 (Government) District Institutes of Education and Training (DIETs) – in elementary education sector. There are also the structures of Block Resource Centers (BRCs) and Cluster Resource centers (CRCs) to implement the programs of DSERT at the field level.

All suggestions to further improve this document are most welcome.

Bangalore,  
Dated 14 – 4 – 2004

D JAGANNATHA RAO  
Director, DSERT,



# CONTENTS

<b>1. Introduction to DSERT</b>	<b>10-14</b>
1.1 Historical Perspective	
1.2 Objectives of DSERT	
1.3 Structure of DSERT	
1.4 Important activities of DSERT	
1.5 Organisation of DSERT	
<b>2. Teacher Education</b>	<b>15-24</b>
2.1 Historical Perspective	
2.2 Growth of Teacher Training Institutions	
2.3 Introduction to teacher education	
2.4 Pre service education (elementary education)	
2.5 Curriculum of D. Ed course	
2.6 Pre service education (secondary education)	
2.7 Historical Perspective of In service training	
2.8 In service education (elementary education)	
2.9 In service education (secondary education)	
2.10 Early Childhood Care & Education	
2.11 Objectives of DIETs	
2.12 Important Functions of DIETs	
2.13 BRCs and CRCs	
2.14 District Primary Education Project	
2.15 In service training in DPEP districts.	
<b>3. Quality Initiatives</b>	<b>25-32</b>
3.1 Education Reforms – The Trimester Scheme	
3.2 The Edusat Project	
3.3 Environmental Education Program	
3.4 Chaitanya Training Program	
3.5 Chaitanya II	
3.6 Chaitanya in High Schools	
3.7 Chaitanya Tarani	
3.8 Shikshanadalli Rangakale	
3.9 Spandana	
3.10 Adoption of Nall kali	
3.11 Prerana	
3.12 Bahumukhi	
3.13 Examination Reforms	
3.14 English Language Training Program	
3.15 School Development Plan	
<b>4. State Education Evaluation Unit</b>	<b>33-35</b>
4.1 Planning for quality improvement	
4.2 Academic Reforms	
4.3 Evaluation Training	

4.4	Training of Teacher Educators	
4.5	Examination Reforms	
4.6	Publication of Children's Literature	
4.7	Action research	
4.8	Guidance & Counseling	
4.9	National Population Education Project	
4.10	Other Activities of SEEU	
4.11	State Quality Assurance Organisation	
<b>5.</b>	<b>State Institute of Science</b>	<b>36-37</b>
5.1	Activities taken up for promotion of science Education	
5.2	Science Centres	
5.3	Centrally Sponsored Schemes	
5.4	Intel Science Talent Discovery Fair	
<b>6.</b>	<b>Education Technology Cell</b>	<b>38-39</b>
6.1	New Technology Initiatives	
6.2	Publication of Resource Books	
6.3	Audio / Video Cassettes	
6.4	Radio Programs	
6.5	Teleconferencing	
6.6	Other Initiatives	
<b>7.</b>	<b>Directorate of Text Books</b>	<b>40-43</b>
7.1	Historical Perspective	
7.2	Revision of Curriculum	
7.3	Revision of Text Books	
7.4	Free text Books	
7.5	Preparation of Text Books in Music, dance, drama, etc.	
7.6	Essential Levels of Learning	
7.7	Promotion Criteria	
<b>8.</b>	<b>Policy Planning Unit</b>	<b>44-45</b>
8.1	Objectives of P P U	
8.2	Scope	
8.3	Improving Administrative Capability	
8.4	Improving academic capability	
8.5	Improving Community Mobilisation Capability	
8.6	I D F Grants	
8.7	Activities taken up so far	
<b>9.</b>	<b>Computer Education in Karnataka</b>	<b>46-51</b>
	<b>A. Mahiti Sindhu Project</b>	
9.1	Information Technology	
9.2	Objectives of the Project	
9.3	Implementation of the Project	
9.4	Identification of schools	
9.5	Supervision of the Project	
9.6	Use of software for computer based learning	



9.7 Financials of the Project

9.8 Mahiti Sindhu Phase II

**B. Eleventh Finance Commission Project**

C. Revised Class Project

D. Computer Education in Primary Schools

E. World Links Karnataka Program

F. Intel Teach to the Future Training Program

**10. Radio Programs**

**52-53**

10.1 Evolution of **Keli Kali**

10.2 Objectives of Keli Kali Radio lessons

10.3 Teachers' Hand Book

10.4 Broadcast Timings

10.5 AIR Broadcasting Centres

10.6 Evolution of **Bandani**

10.7 Important Aspects of Bandani

10.8 Programs through **Teleconferencing**

**11. The Edusat Project**

**54-57**

11.1 The Pilot phase

11.2 Teacher Training

11.3 Objectives of the project

11.4 Partners in the Project

11.5 DSERT Initiatives

**12. Collaborative Programs of DSERT**

**58-60**

12.1 National Population Education Project

12.2 Integrated Education

12.3 English Language Training Program

12.4 District Quality Education Project

12.5 Learning Guarantee Scheme

12.6 EDC assisted Distance Education Program

12.7 Values and Life Skills Education Program

**13. National Talent Search Examination (NTSE)**

**61-62**

13.1 Objectives of NTSE

13.2 Performance of Karnataka Students

13.3 First Phase

13.4 Second Phase

13.5 Eligibility

13.6 Existing Rate of scholarships

**14. Programs under SSA**

**63-65**

14.1 Objectives of U E E in Karnataka

14.2 Objectives of S S A

14.3 Strategies central to S S A

14.4 DSERT programs under S S A

14.5 Teacher training

14.6 Training for newly recruited teachers

14.7	Community training	
14.8	Innovative activities	
<b>15.</b>	<b>Profiles of some collaborative institutions</b>	<b>66-72</b>
15.1	Regional Institute of English (S I), Bangalore	
15.2	Azim Premji Foundation, Bangalore	
15.3	Education Development Centre,	
<b>16.</b>	<b>National Council for Teacher Education</b>	<b>73-81</b>
16.1	Introduction	
16.2	Objectives	
16.3	Functions of Regional committees	
16.4	Relevant sections relating to recognition	
16.5	Procedure for application for recognition	
16.6	Territorial Jurisdiction	
16.7	Norms for Elementary Teacher Training Institutions	
16.8	Norms for Secondary Teacher Training Institutions	
<b>17.</b>	<b>State Quality Assurance Organisation (KSQAO)</b>	<b>82-83</b>
17.1	Introduction	
17.2	Eduvision	
17.3	The objectives	
17.4	The world Bank Initiative	
17.5	The specific tasks of KSQAO	
17.6	Structure of KSQAO	
17.7	Costing and Funding	
<b>18.</b>	<b>Perspective plan for teacher education in Karnataka</b>	<b>84-87</b>
18.1	The Core Group	
18.2	Themes in the Perspective Plan	
18.3	The planning Process	
18.4	Setting up of new DIETs	
18.5	Setting up of new DRCs	
18.6	Strengthening existing DIETs	
18.7	Strengthening of CTEs	
18.8	Strengthening of DSERT	
18.9	Starting of new IASEs	
18.10	State Plan and Budget	
<b>19.</b>	<b>Special Initiatives of Education Department</b>	<b>88-90</b>
19.1	Baa Marali shalege – Back to school campaign	
19.2	Akshara Dasoha	
19.3	Nali – Kali	
19.4	Chinnara Angala – Summer Bridge Course	
19.5	Vidya Chetana	
<b>20.</b>	<b>Annexure</b>	<b>91-95</b>
<b>21.</b>	<b>Addresses of Some Institutions</b>	<b>96-99</b>
<b>22.</b>	<b>Publications of DSERT 2003 – 04.</b>	<b>100-101</b>





## INTRODUCTION

### 1.1 Historical Perspective:

The Department of State Educational Research and Training, popularly known as DSERT is the academic wing of the Department of Public Instruction. It aims at providing academic leadership in school education as well as improving the quality of education provided in primary and secondary schools in the state.

The DSERT was formed as a small academic unit of the Department of Public Instruction. It was then known as the State Institute of Education (SIE), and it originally started functioning from the northern district town of Dharwar in 1964. This unit was later shifted to Bangalore and the other academic units of the department of public instruction – State Institute of Science (SIS), State Educational Evaluation Unit (SEEU) and Educational Vocational Guidance Bureau (EVG), were merged in 1975 to form a single monolithic Department of State Educational Research and Training.

The Directorate of Text Books was attached to DSERT in 1983. Later the Teacher Education administrative Unit was detached from the office of the Commissioner of Public Instruction and attached to DSERT.

The National Policy of Education 1986 gave special importance to teacher education with special emphasis on giving quality training to primary teachers. In 1993 eight District Institutes of Education and Training (known as DIETs) were set up in the state. Subsequently DIETS were set up in all the 20 revenue districts of the state.

A proposal is before the Government of India to establish seven more DIETs and five District Resource Centres in the state to cater to the training needs of the elementary teachers in un served areas.

Similarly to improve the quality of secondary teacher education, 6 Government Colleges of Education in the state were upgraded to the status of Colleges of teacher Education to provide both pre service and in service education in the secondary education sector.

In the private teacher education sector, R V teachers' College, Bangalore was upgraded to the status of Institute for Advanced Studies in Education (IASE) with a mandate to provide adequate and qualitative resource support to teacher educators and train teacher educators to take up education research. Four private teachers' colleges (MES teachers' College and Vijaya Teachers' College, Bangalore, Kotturswamy Teachers' College, Bellary and MLMN Teachers' College, Chikkamagalore.) were also upgraded as Colleges of teacher Education.

The DSERT which was functioning from the old building of Government Girls Junior College, B P Wadia Road, Basavanagudi, Bangalore 560004, for the past several decades shifted to its own spacious new building on 100 feet Ring Road, Banashankari III Stage, Bangalore 560085, in the first week of February, 2003.

The new building with a built in area of about 50,000 square feet set in a one acre plot, has been constructed at a cost of Rs. 4.3 crores. This new building is quite spacious with a 38 twin bed room Guest House and a canteen attached to it. This facility enables the participants of DSERT programs to stay in the Guest House itself.

DSERT at present is conducting training programs through the video conferencing facility at Abdul Nazir Sab State Institute for Rural Development (ANS SIRD), Mysore and the C band receiving stations set up in all the DIETs in the state.

DSERT has also set up an audio and video studio in its premises in order to develop TV based video lessons for the EDUSAT project. The educational broadcasts are proposed to be done from DSERT itself, where ISRO is establishing a KU band hub, up link and broadcast facilities. Through this facility, direct to class room broadcasts of video lessons are to be taken up covering 920 primary schools of Chamarajanagar district and 129 secondary schools of Udupi and Sagar educational blocks on a pilot basis.

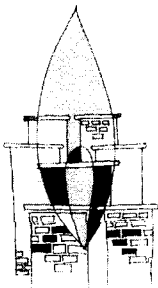
The hub and uplink facilities for the engineering college broadcasts under the Edusat project have also been installed at DSERT.

It is proposed to set up a KU band receiving station at each one of the 20 DIETs and 202 Block Resource Centres in the state. This will enable the department to train teachers and trainers also through the distance mode.

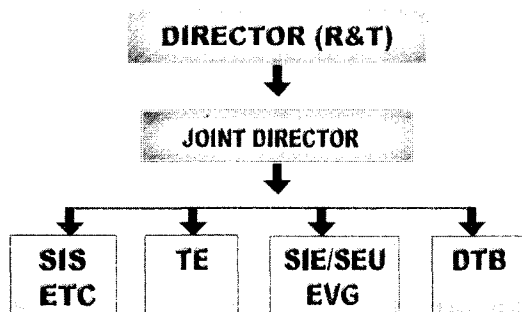
## 1.2 Objectives of DSERT

The objectives of the department are:-

- (a) To provide academic leadership in school education in the state,
- (b) To achieve qualitative improvement in school education through teacher training,
- (c) To promote Action Research in order to facilitate teacher development.
- (d) To under take academic reforms in the light of policy changes by the state,
- (e) To co ordinate at the state level, schemes of various state, central and international agencies – NCERT, NIEPA, UNICEF, DPEP, UNDP, SSA, RIE, IISC, etc.,
- (f) To under take various projects in the field of education in collaboration with various agencies working in the field of education including NGOs.
- (g) To administer teacher education in the state,
- (h) To act as a nodal agency in providing in - service training of both primary and secondary teachers,
- (i) To under take curriculum development and curriculum revision,
- (j) To prepare, print, publish and distribute text books, teacher hand books, and other resource materials to schools, students and teachers.



## 1.3 Structure of DSERT:



## 1.4 Important Activities of DSERT

### Important activities of DSERT include –

- a) Maintaining and improving quality of education in primary and secondary schools in the state,
- b) Management of teacher education in the state (both pre service and in service education) both at the elementary education and secondary education levels,
- c) Management of Colleges of teacher education, District Institutes of Education and Training and other teacher training institutions.
- d) Preparation and revision of curriculum for various courses coming under school education,
- e) Preparation, production and distribution of text books, teachers' hand Books, resource materials, training manuals for –
  - (i) Standards I to X,
  - (ii) Diploma in Education Course,
  - (iii) Special Courses like Music, Dance, Drama, Drawing & Painting, Sanskrit, Commerce, SUPW, etc.,
- f) Promoting Science Education in the state.
- g) Procurement and supply of Teaching Learning Materials (TLMs) to schools,
- h) Designing and implementing teacher training courses in content, pedagogy, innovative methods like theatre in education, use of low cost and no cost teaching learning materials in schools, etc.,
- i) Procurement and supply of colour TVs, Audio and Video cassettes, Computers, CD ROMs, laboratory and library materials, maps, charts and models to schools,
- j) Conduct of training programs through teleconferencing and video conferencing,
- k) Reaching the students and teachers through direct TV telecasts

## 1.5 Organisation of DSERT

The DSERT is headed by a departmental officer of the rank of a Director of Public Instruction. The Director is assisted by an officer of the rank of a Joint Director of Public Instruction and a number of other officers in all academic and administrative duties.

The DSERT comprises of the following administrative units:

### 1. Teacher Education Unit (TE)

This unit is in charge of administration of teacher education (both elementary and secondary pre service and in service teacher education) in the state and is headed by an officer of the rank of Deputy Director of Public Instruction. The Unit Head is assisted by one Junior Class I officer of the rank of Senior Assistant Director. The teacher education unit looks after the DIETs and CTEs and all the pre service teacher training institutions both at the primary and secondary level. The unit also liaises with the NCTE, NCERT, NIEPA and Central Admission Cell (CAC) for academic and administrative matters.

### 2. State Education Evaluation Unit (SEEU):

The main aim of this unit is to improve the quality of school education and professional development of teachers. This unit is in charge of all the activities formerly conducted by State Institute of Education – Educational Vocational Guidance Unit. The various

activities of the unit are - Publication of Children's Literature, Conduct of National Talent Search Examination (NTSE), Conduct of programs in Evaluation, Population education, Adolescent education, Life skills and Health awareness, etc.,

Previously an officer of the rank of a Deputy Director was heading this unit. The Deputy Director's post was shifted to the newly created Directorate of North East Karnataka (NEK) in 2001 – 02. Subsequently the three officers of the rank of Senior Assistant Directors, work independently and report directly to the Joint Director and Director.

### **3. State Institute of Science (SIS)**

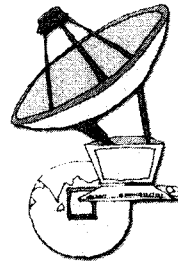
SIS is headed by an officer of the rank of a Deputy Director of Public Instruction and is assisted by two officers of the rank of Senior Assistant Directors.

The main purpose of this unit is to augment the standard of teaching and learning of Science and Mathematics at school level, to develop scientific attitudes among teachers and students in daily life.

This Institute has established and supervises 224 Science Centers in the state (one in each assembly constituency). The unit also prepares and circulates appropriate teaching learning support materials for all schools, besides procuring and supplying scientific equipment under various state and national programs.

### **4. Education Technology Cell (ETC)**

This cell was previously headed by an officer of the rank of Deputy Director. This post was shifted during the reorganization of the department, when the posts of Divisional Secretaries in the Karnataka Secondary Education Examination Board (KSEEB) were created. At present, The Deputy Director, SIS is also in charge of ET cell. There are three officers of the rank of Senior Assistant Directors, one officer looks after the Mahiti Sindhu Program and Computer Education, the second officer looks after the training programs done through teleconferencing, Keli Kali and Bandani radio programs, the third officer looks after the technology assisted programs.



### **5. Directorate of Text Books (DTB)**

The Directorate of Text Books which is an independent directorate, is in charge of curriculum development, preparation, production and distribution of text books for standards from I to X. The Directorate also prepares syllabus and text books for special courses in D.Ed. Physical Education, Music, Dance, Drama, SUPW, Commerce, Drawing, Sanskrit, etc.,



The post of Director of Text Books was abolished in 1983 and the Directorate was attached to DSERT. At present the Director, DSERT also acts as the ex - officio Director of Text Books. He is assisted by an officer of the rank of Deputy Director of Text Books. There are 5 officers of the rank of Senior Assistant Directors and 4 officers of the rank of Assistant Directors who are in charge of preparation and production of text books in various subjects.

The Directorate also provides academic guidance in curriculum, academic reforms, monitoring and evaluation, etc., The Directorate has done pioneering work in evolving continuous and comprehensive evaluation methodology for primary classes from I to IV.





The Directorate with the assistance of educational experts and class room teachers has initiated education reforms in the primary and secondary education sectors through the introduction of trimester scheme from the academic year 2004 – 05, comprehensive evaluation instead of tests and examinations, grading system and finally it envisages introduction of text books based on integrated approach from 2005 –06.

### **6. SSA Training Cell:**

Sarva Shiksha Abhiyan (SSA) has entrusted the responsibility of conducting teacher training programs of all elementary teachers in the state to DSERT. Under SSA every primary school teacher in the state is to be given quality training for a minimum of 20 days in a year.

Since this is an important program, a separate cell has been set up in DSERT in 2003 – 04, to over see all the elementary in service teacher training programs under SSA in the state.

The Cell also monitors the flow of training funds from DSERT through DIET s to BRCs. The Cell plans various teacher training programs, prepares training modules with the help of experts in the field, trains Master Resource Persons and monitors the training programs being held at district and block levels in a cascade mode. The Cell also supports several studies and Action Research Projects.

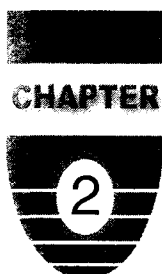
The Cell has done pioneering work in preparing training module (**Bahumukhi**) for Multi grade – Multi level teaching in collaboration with Bangalore Urban DIET. The cell also coordinates with other offices and NGO s in carrying out all activities coming under SSA in DSERT – Radio programs such as Keli – Kali and Bandani, Edusat, Computer Assisted learning, etc., The cell is headed by an officer of the rank of a Senior Assistant Director.

### **7. Policy Planning Unit (P P U):**

Policy Planning Unit was established in December 2002, in collaboration with Azim Premji Foundation (APF), with a mandate to support the Department of Public Instruction in building capacities for planning, programming and innovation in the education sector. Its responsibilities include planning and managing existing and new programs, providing technical assistance, strengthening public expenditure management, and improving MIS for monitoring results and outcomes.

World Bank has come forward with an IDF grant of \$485,000, for PPU to build capacities with in the department for planning, monitoring and evaluation and improving public sector expenditure management in education.

PPU has also taken up evaluation of departmental programs. At present the study on School Development and Monitoring Committees (SDMCs) is under advanced stage of completion.



## TEACHER EDUCATION

### 2.1 Historical Perspective of Teacher Education in the state:

Teacher Education has a long history in Karnataka. The first training college was started in Dharwad in the year 1857, in order to train school teachers. The Normal Schools (with the sole purpose of training in service teachers of hobli schools) came into existence in the year 1868. These institutions were at that time shifted from place to place after completion of training of teachers of that place. These institutions were later converted into Vernacular Normal schools in 1933.

Both TCL – (Teacher Certificate Lower for teachers with VIII class qualification) and TCH – (Teacher Certificate Higher for teachers with SSLC qualification) courses were existing prior to reorganization of states in 1956. The duration of TCH course was increased to 2 years and curriculum was revised in 1966. P U C (XII class) qualification was made a prerequisite qualification for the entrance for TCH course in the year 1987 – 1988.

The curriculum for the T C H course was revised from the academic year 2002 – 03 and the Course was renamed as Diploma in Education (D.Ed.) Course. The duration of the course was extended from two years to 2 ½ years to include six months of internship.

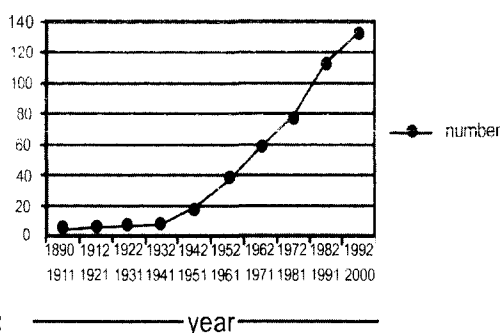
### 2.2 Year wise growth of Teacher Training Institutions in Karnataka

The Year wise growth of these teacher training institutions is reproduced here:

Year	1890-1911	1912-1921	1922-1931	1932-1941	1942-1951	1952-1961	1962-1971	1972-1981	1982-1991	1992-2000
No	03	04	06	06	17	39	58	77	134	134

The study of Teacher Education Institutions reveals the following trend in their growth:

Graph showing yearwise growth of T C H Institutions in karnataka



### 2.3 Introduction to Teacher Education:

Management of Teacher Education is one of the most important activities of this department. Teacher Education has two components – **Pre service** education and **In service** education.

In pre service education sector, there are two more sub components leading to the courses of Bachelor of Education degree - B Ed degree in secondary education sector and Diploma in Education- D Ed in elementary education sector. The National Council for Teacher Education (NCTE) is the regulatory authority in granting recognition and fixing the in take of each training institution.

KARNATAKA STATE EDUCATION SOCIETY

The Teacher Education unit also looks after all **in service** teacher training programs (other than SSA programs) of both primary and secondary teachers in the state.

## **2.4 Pre Service Education (Elementary):**

In Elementary teacher education sector, the state has 134 teacher training institutions providing the Diploma in Education Course (D Ed) with a duration of 2 years and six months (including six months of internship) -

- (a) 20 District Institutes of Education & Training (DIETs),
- (b) 17 Government Teacher Training Institutions (TTIs),
- (c) 40 private aided teacher training institutions (TTIs),
- (d) 57 private un aided teacher training institutions (TTIs).

During 2003 – 04, the DSERT called for applications for starting new elementary teacher training institutions in the state. 898 applications were received. No Objection Certificates (NOCs) were issued by the government for starting of 675 new elementary teacher training institutions. After recognition by NCTE, these institutions will become eligible to admit students from 2004 – 05.

Admission to D Ed course, is through the Centralised Admission Cell (CAC) and is by counseling on the basis of a computerized list of merit cum roster system. For admission to D Ed course the candidate must have passed II PUC/ XII standard or equivalent examination with a minimum of 50% of total marks. In respect of SC/ ST/ Category I/PH candidates the minimum marks is 45 %. A minimum of 50% seats are reserved for women candidates in each category.

The in take in these D. Ed. institutions in 2003 – 04 was: Government Quota seats – 5140, Management Quota seats 2630, Total in take - 7770. The Government quota seats are filled by the Centralised Admission Cell (CAC) every year.

Even though the National Council for Teacher Education (NCTE) is the designated authority for granting recognition and fixing the intake, the DSERT coordinates all the academic and administrative activities concerning these institutions – prescribing the curricula, preparation of text books, approval of admissions, approval of appointments of staff in the aided institutions, fixing the academic calendar, disbursement of grant in aid (through DIETs), management of government training institutions, inspection of private institutions through DIETs, etc.,

The Examination to the D Ed course is conducted by Karnataka Secondary Education Examination Board, (KSEEB) Bangalore.

## **2.5 Curriculum of D.Ed Course:**

These teacher training institutions were giving pre service training to teacher educators in the 2 year TCH (Teacher Certificate Higher) course earlier. The syllabus for the TCH course was last revised in 1991. Since then several experiments and new practices have taken place in the elementary education field.

Drawing from several innovative approaches in the field of primary education, the curriculum for the elementary teacher training program was revised from the academic year 2002 – 03 and the Course was renamed as Diploma in Education Course. The duration of the course was extended from two years to 2 ½ years to include six months of internship. The state, thus became a pioneer in introducing internship in elementary teacher education in the country.

### **The objective of the revised D.Ed. Course is to:**

1. Prepare professionally qualified teachers for our elementary schools.

2. Provide additional material through content enrichment to equip the teachers to develop a more thorough understanding of the subjects.
3. Enable the teachers to obtain content mastery through selection of subject groups.

The Subjects prescribed are distributed in I & II year of the course as follows;

### First Year

Edn 1 Conceptual Bases of Education  
 Edn2 Psychology in modern education  
 Edn3 Curriculum Transaction  
 Edn 4 Content based Methodology  
 Edn 5 Practicum I  
 Edn 6 Practicum II  
 Edn. 8 Work Edn.  
 Edn 9 content enrichment

### Second Year

Edn 1 Trends in Modern Education  
 Edn. 2 Edl.Managet.,Sch.Org.  
 Edn. 3 Content based methodology -I  
 Edn 4 Content based methodology -II  
 Edn 5 Practicum I  
 Edn 7Health &Phy.Ed  
 Edn.8 work Edn  
 Edn.9 Action Research

### 2.6 Pre service Education (Secondary):

In the secondary teacher education sector, there are 70 colleges of education providing the one year B Ed degree course.

1) Government Colleges of Teacher Education	6
2) University College of Education, Dharwar.	1
3) Private aided B Ed. Colleges	22
4) Private Unaided Colleges	39
5) Ramakrishna Institute of Moral and Spiritual Education, Mysore	1
6) Regional Institute of Education, Mysore	1

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Total Number of BEd Colleges	70
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During 2003 – 04, fresh applications were called for starting of new secondary teacher training institutions by the universities. 431 applications were received. The government has issued No Objection Certificates (NOCs) to 293 institutions for starting of new secondary teacher training colleges. After recognition by NCTE, these institutions will become eligible to admit students from 2004 – 05.

These secondary teacher training colleges are affiliated to various universities in Karnataka State. The curricula is prescribed by the respective universities and the examination is also conducted by them.

The National Council of Teacher Education (NCTE) is the designated authority in granting recognition to these colleges every year. The in take is fixed uniformly at 100 seats per college. Thus the total in take in B Ed colleges in Karnataka is 6900 (4150 Government quota and 2750 management quota seats – 2003 data). RIE, Mysore (a part of NCERT) and Ramakrishna Institute of Moral and spiritual education, Mysore are outside the central admission system.

The Government quota seats are filled up by a written test and on merit cum roster through the Centralised Admission Cell (CAC) every year.

The DSERT coordinates the management of all the secondary teacher education



colleges in the state. It also disburses grant in aid to colleges, and approves appointments of staff in aided colleges.

## **2.7 Historical Perspective of In service training:**

Karnataka is a pioneer in institutionalizing in-service training. Even as early as 1888 one training class at Maharani Girl's School, Mysore had been opened for training lady teachers. (source Gazetteer of India, 1988, Karnataka State, Mysore district Page No.647)

After independence, the Department made a first attempt at in service training as early as 1958, by setting up Orientation Training Centre (OTC) in Bangalore for training primary school teachers in science and mathematics. This training centre happened to be a premier training centre in the state training 400 elementary teachers every year in these two subjects. Though qualitatively it was able to achieve certain standards, the reach had been limited and totally inadequate to meet the demands of the teachers of the entire state.

The teachers' associations also conducted some training for the teachers once a month in the teachers' meetings by arranging demonstration classes, etc.,

## **2.8 In service Education (Elementary Education)**

The objectives of in-service training are:

- To provide support for the continued professional development of teachers after they join service
- To strengthen the knowledge base of the teachers keeping in view the developments in the field.
- to acquaint them and help them use many child centric approaches for improved curricular transaction.
- giving inputs for class-room transactions but also develop various competencies that help the teachers to become facilitators and guides.
- Help teachers play multiple roles effectively and efficiently.

The DSERT formulates plans and coordinates the implementation of the various primary teacher training programs at the state level. At the district level the structures of DIETs, and at the Block level, Block Resource Centers (BRCs) and at the cluster level, Cluster Resource Centers(CRCs) are used to conduct the various training programs of teachers.

The 20 DIETs are located at Bangalore (Rural & Urban), Mandya, Mysore, Kudige, Mangalore, Hassan, Kolar, Tumkur, Chikkamagalore, Shimoga, Dharwar, Belagaum, Kumta (Uttara Kannada), Ilkal (Bagalkote), Kamalapur (Gulbarga), Bidar, Yarmarus (Raichur), Bellary and Davanagere. These institutions are being funded under the centrally sponsored scheme of the Government of India.

Seven new DIETs are proposed in the following revenue districts in the Teacher Education Perspective plan of the state. They are: Koppal, Chamarajanagar, Udupi, Chitradurga, Gadag, Haveri, Bijapur. Presently these districts are being served by DIETs situated in the neighbouring districts. Similarly 5 new District resource centers are being proposed for the following educational districts which have large elementary teacher population. They are: Bangalore North, Madhugiri, Chikkaballapur, Yadgir and Chikkodi.

These DIETs conduct continuous in service programs to primary teachers under their jurisdiction. Under Sarva Shiksha Abhiyan(SSA) each DIET also gets between one to two crores of rupees (depending on the size of the district) for conducting in service teacher training programs for primary teachers.

### Some of the programs conducted by these DIETs are-

- a) Training in preparation of Action Plans to BRC and CRC Coordinators,
- b) IED training programs,
- c) Head Teachers' training programs,
- d) English language training Programs,
- e) Workshops for teachers of Mahiti Sindhu Schools,
- f) Content Enrichment workshops for teachers,
- g) Value Education,
- h) Training in use of new text books,
- i) Training in Multi grade teaching,
- j) Action Research,
- k) Training to anganwadi teachers in Early Childhood Education,
- l) Use of Education technology in teaching,
- m) Experience Sharing workshops for teachers,
- n) Training in Preparation of Question Papers and Evaluation,
- o) Work Experience,
- p) Evaluation of Education Department programs,
- q) Dramatisation in Education,
- r) Training in life skills
- s) AIDS awareness programs

The Government of India has also released Rs.1,764 lakhs for improving the infrastructure facilities in these 20 DIETs and 10 CTEs. Additional support is also expected to these DIETs and CTEs in the next plan.

### The DSERT undertakes -

- 1) Identification of training needs of teachers,
- 2) preparation of training modules,
- 3) training of state level and district level Key Resource Persons,
- 4) Printing and distribution of teachers' hand books,
- 5) Use of SAT-COM facilities at SIRD, Mysore, for training of district level resource groups and teachers,
- 6) Orientation training of teacher educators at both elementary level and secondary level,

Actual training of the elementary teachers and teacher educators are being conducted through the DIETs and BRCs.

Several International, National and state level institutions and also NGOs collaborate with DSERT in these training programs –

- 1) UNICEF / UNFPA
- 2) World Bank/World Links,
- 3) Education Development Center, Washington DC
- 4) NCERT/NIEPA, New Delhi.
- 5) Indian Institute of Science, Bangalore,



- 6) ISRO, Bangalore.
- 7) National Institute of Advanced Studies (NIAS), Bangalore.
- 8) Regional Institute of English, Bangalore,
- 9) Institute for Social and Economic change, Bangalore.
- 10) Regional Institute of Education, Mysore.
- 11) NIMHANS, Bangalore,
- 12) DPEP, Bangalore,
- 13) Sarva Shiksha Abhiyan, Bangalore.
- 14) Janashala Project, Bangalore
- 15) Azim Premji Foundation, (APF) Bangalore.
- 16) Bangalore Medical Services Trust (BMST), Bangalore.
- 17) Karnataka State Council for Science and Technology.
- 18) Abdul Nazir Sab State Institute for Rural Development, Mysore.
- 19) R V Educational Consortium, Bangalore.

**Number of primary Teachers trained (Year wise):**

Year	No.of Teachers Trained
1991-92	6,600
1992-93	8,460
1993-94	12,153
1994-95	29,477
1995-96	26,961
1996-97	50,649
1997-98	45,899
1998-99	42,832
1999-00	35,982
2000-01	41,961
2001-02	42,927
2002-03	1,03,175
2003-04	2,39,978
<b>TOTAL</b>	<b>6,87,054</b>

Note 1: The number of teachers trained up to 2001 – 02, shows the number trained by DIETs only and does not include teachers trained by D P E P.

Note 2: The number of teachers trained by DIETs from 2002 – 03 has shown a significant increase as the DIETs also conducted teacher training for S S A.

**2.9 In Service Education (Secondary Sector):**

Formerly the departments of extension services of teachers' colleges were conducting in service training programs for secondary teachers.

Some of the religious institutions having a chain of institutions were also organizing their own in service training programs for the teachers working in their institutions and



some times other teachers as well. These served a limited purpose for limited teachers.

The NPE 1986 which gave a great push to institutionalise in service programs brought about many structured changes in the conduct of In service programs. Now, in service Education for secondary teachers and teacher educators is being conducted through the following institutions:

- 1) RV Institute of Advanced Studies in Education, Bangalore conducts training programs for teacher educators and faculty of other teacher training Institutions. Teacher educators and also staff of all training institutions (including those of DIETs and CTEs) are also being trained in concepts like Lab Area, Micro Teaching, Action Research, Education Technology, Quality Management, Evaluation, etc., through the R.V. Institute of Advanced studies in Education, Bangalore.
- 2) The In service training of secondary teachers is being conducted through 6 Government Colleges of Teacher Education and 4 Private Colleges of Teacher Education:
  - (i) Government College of Teacher Education, Mysore.
  - (ii) Government College of Teacher Education, Mangalore.
  - (iii) Government College of Teacher Education, Chitradurga.
  - (iv) Government College of Teacher Education, Belagum.
  - (v) Government College of Teacher Education, Gulbarga.
  - (vi) Government College of Teacher Education, Jamakhandi.
  - (vii) MES College of Teacher Education, Bangalore.
  - (viii) Vijaya College of Teacher Education, Bangalore.
  - (ix) Kotturuswami college of Teacher Education, Bellary
  - (x) MLMN College of Teacher Education, Chikkamagalore

### Secondary School Teachers Trained (Year wise)

Year	No.of Teachers Trained
1997-98	5712
1998-99	3777
1999-00	9978
2000-01	7254
2001-02	13965
2002-03	20723
<b>TOTAL</b>	<b>61409</b>

### Improvement of Professional qualification of staff:

In order to enable the staff of DIETs and CTEs to acquire higher qualifications, (on an average 30 per year) staff are being deputed to M.Ed courses of various universities.

**2.9 Early Childhood Care Education (ECCE)** was taken up in collaboration with Department of Women and Child Welfare. This program aims at providing resource materials to anganawadi teachers. This is a unique program that has been adopted in Karnataka, wherein 42 themes have been developed and these are taught on a weekly basis throughout the year with the help of songs, stories, etc.

### Activity Bank

To support this unique approach DSERT, in coordination with UNICEF, the Department



of Women and Child Development, NIPCCD, some NGOs and resource persons, has developed an 'Activity Bank' (called **Chili-Pili** in Kannada) which is a collection of about 100 stories, songs, creative activities and games in the local language, with attractive illustrations, for the overall development of children. Copies of this collection have already been distributed to Anganwadi centres in *Janashala* Blocks and training has been imparted to concerned workers on its usage.

### 2.11 Objectives of DIETs:

**DIETs were established with a view to –**

1. provide pre-service and inservice education to elementary teachers, head masters, officers with a view to provide excellence in education
2. provide inservice education to the functionaries of non-formal and adult education, SDMC members
3. Plan and manage teacher education and other related activities in the districts
4. develop curriculum, teaching learning materials and techniques of evaluation
5. provide resource support to elementary, adult and non-formal education in the districts
6. take up action research and experiments in education for quality improvements

### 2.12 Important functions of DIET s —

DIETs provide academic leadership in elementary education in their respective districts. Apart from the designated functions (pre service and in service programs) DIETs carry out the following important additional activities also –

1. In Karnataka state, some DIETs i.e. Kodagu and Belgaum are catering to issues related to tribal education with a large number of out of school children. Since teacher training is one of the major quality indicator, five districts mainly Belgaum, Gulbarga, Tumkur, Kolar and Bidar have an additional responsibility of catering to the linguistic minority group of Marathi, Urdu, Tamil and Telugu. In other districts like Kolar and Chitradurga provision has been made for orientation of in service teachers in minority languages also.
2. Each DIET designates an officer for each educational block as a nodal officer. This officer supervises all the academic activities of the department. He visits the schools periodically and follows up on the training programs.
3. The DIETs also coordinate all the technology initiatives of the department – Computer education in schools – Mahiti sindhu, Revised class project, Eleventh Finance Commission project, and computer assisted learning Centres run by Azim Premji Foundation.
4. The DIETs monitor the distance mode programs – Keli – Kali (Radio) and Edusat (TV) programs.
5. DIETs are also entrusted with the evaluation of the Akshara Dasoha (Hot cooked Mid day meal program).
6. DIETs also coordinate various educational interventions like - 'Back to School' (Baa Marali Shalege) "Baa, Bale Shalege" (Girl, Come to school), "Cooliyinda shalege" (Labour to school), Chinnara Angala (Summer Bridge Courses), 'Samudayadatta shale" (School towards Community) - which have tremendous significance in bringing out of school children to the main stream and retaining them. These activities are also to be monitored by the DIET staff, and the necessary support and guidance is extended to the district DDPI.



7. DIETs act as nodal centers for Centralised Admission Cell, Bangalore in the admission process to government quota seats in all elementary and secondary teacher training institutions in the respective districts.
8. DIETs have another major responsibility to take up periodical inspections and visits to all elementary teacher training institutions in the district. They also conduct the internal assessments of these institutions and co-ordinate with the DSERT and KSEEB at District level.
9. DIETs conduct all departmental examinations conducted by Karnataka Public Service Commission and other examinations conducted for teacher recruitment both at the primary and secondary levels.
10. Since the launch of the SSA program, the training of all inservice teachers in the district has been the sole responsibility of the DIETs.

### 2.13 BRCs and CRCs:

In Karnataka DIETs, BRCs and CRCs play a pivotal role in the implementation of in service education. All the elementary in service training programs have been implemented through the DIETs, BRCs and CRCs. Block Resource Centres and cluster resource Centres which came into existence in D P E P districts have been later extended to other districts as well.

The main idea behind the formation of DIETs, BRCs and CRCs is to establish the practice of initial training as a starting point followed by an on going in service education throughout the teacher's carrier. These institutions are also required to set up good models for the induction of new teachers, investigate the structure and control of in service education, develop the problem solving and consultancy based approach, evaluate and improve courses as a method of in service education and fulfill the local academic requirements through in service training.

The Academic responsibility of these institutions has considerably increased due to the advent of S S A and also keeping in view of the orientation of in service teachers in different curricular subjects - Kannada, English, Environmental sciences, Mathematics and other non scholastic subjects like physical education, Art, Music and work experience.

### 2.14 District Primary Education Project (DPEP)

District Primary Education Project, a world bank aided project, introduced in Karnataka from 1994, in twelve districts in two stages have brought about a sea change both in the infrastructure and academic development. The districts were selected based on the low literacy rate among women and also where the Total Literacy Campaign was successful. The main objectives of DPEP were-

- Universalisation of access for primary education
- Universalisation of retention
- Universalisation of learning achievements i.e., to increase the learning levels atleast by 25% over the measured base line achievements
- Capacity building i.e., to increase the capacity of teachers and other administrative strata through trainings
- To reduce the gap of achievement levels between the general and female children and other socially backward groups (SCs & STs) to less than 5% over the measured baseline achievement.

In order to achieve these objectives in the stipulated time frame it was found that teacher development is one of the aspects that needed attention. Infrastructure such as BRC and CRC training Centres, were put in place in all the DPEP districts. After a thorough study it was found that capacity building of teachers was the urgent need.

## 2.15 In-service training in DPEP Districts:

DPEP made an earnest attempt to get the feed back from the teachers on the need of the type of training they require and the gaps in the then training programs. During the experience sharing workshops with teachers questions raised by the primary school teachers helped trainers develop new methodologies. How to handle in multi-grade situations and ongoing continuous evaluation were the focus of the DPEP Program .

Salient features of DPEP training programs are –

- The participatory mode of training was evolved
- A standard design of a teacher training workshop was evolved.
- Capacity building of teachers happened to be the priority area.

A ten days orientation course in attitude and communication skills was developed. However the participation by the teachers was found to be not satisfactory probably because of the long duration. Hence the same was reduced to 6 days and training modules were also provided. Supplementary reading materials were provided. Through the introduction of 'adona ba' the inservice programme became a participatory one.

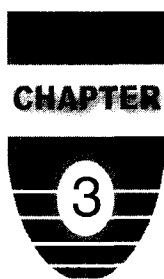
- In-Service Training got institutionalised
- Most of the Government school teachers in DPEP districts were covered under these programs
- Several types of Training packages like Chaitanya, Adona Baa, Nali – Kali and Kali Nali, were evolved

NALI – KALI, KELI KALI and KALI NALI are the products of DPEP. All these approaches to teaching learning processes have transformed the classroom transaction to a very great extent. NALI KALI is also being implemented in ten blocks of Karnataka under the Janashala Program. Though there are some limitations such as need for high motivation amongst teachers, acceptance by the parents, participation of the community etc., this approach stands as an ideal solution to our present day requirement at the lower levels of elementary education.

KELI-KALI a radio broadcasting programme for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> standards was widely accepted by teachers and children. This enables to not only provide additional resource material but also helps in the improvement of quality of child's learning and enrolment. Further this breaks the monotony.

Though the number of teachers trained is impressive it was taken to see that the training did not deteriorate into a numbers game. One problem that periodically attracted the attention was that the teachers were going away from the subject matter or ignore the module that they are not comfortable with. Also the trainers were not fully equipped with interacting with the teachers in the genuinely participatory mode of teaching.

Moreover moving away from the traditional lecture dominated mode to a mode other than the genuinely participatory mode enabling trainees to discuss, debate and reflect on issues, plus reach conclusions that they can 'own', requires skills, which all BRC faculty were not as yet fully equipped with. Clarity regarding how activity based teaching pedagogy to be imparted in the training with the present text books in use in the schools also needed to be studied. There was also no clarity regarding the issues relating to child by child evaluation and developing a child friendly atmosphere These were the areas identified for intervention and further improvement.



## QUALITY INITIATIVES

### 3.1 Education Reforms – The Trimester scheme:

Karnataka state is always a pioneer in ushering change in the Education system. The trimester scheme has been introduced in primary and secondary schools in the state from 2004 – 05.

The objective of the Trimester system is to make learning more meaningful so that learning takes place continuously and through out the academic year. Trimester system is also designed to remove the fear psychosis about the existing system of examinations, remove the habit of testing only the memory of the learner and bring the education system closer to the average child.

**The child will be evaluated only about the lessons he has learnt in that trimester so that the child does not carry the burden of memorizing what he/she has learnt through out the year.** From 2005 - 06, it is proposed to prepare text books having an integrated approach in tune with the trimester system.

Instead of the present - one academic year as a unit and monthly tests, mid term and end of the year examinations, the academic year is split into three units spread over three months each from 2004 - 05.

**I Trimester:** July, August September,

**II Trimester:** October, November, December,

**III Trimester:** January, February, March.

The month of June will be utilized for recapitulation of previous concepts, remedial teaching and evaluation. This period will also be utilized to take up bridge courses for below average children. There will be a pre test which will identify learning gaps and learning distortion leading to remedial teaching and a post test.

In the trimester scheme, the syllabus is generally divided as follows:

30% for the first trimester

30% for the second trimester,

40% for the third trimester,

However heads of institutions and class room teachers have been given the flexibility in adapting this system in their schools. Non availability of teachers, declaration of holidays due to unforeseen circumstances has been factored in this system.

There is also provision to carry forward lessons not taught in a particular trimester. The class room teachers have the option to divide the period further and set period apart for teaching/learning, evaluation/remedial teaching.

In the trimester scheme, in primary schools the lesson plans are to be prepared by the teacher for a unit or a particular competency as per the Chaitanya model. In secondary schools lesson plans are to be prepared for each unit. The Lesson Plan will consist of the following items: content analysis of the unit, Expected Learning outcomes, Evaluation method to be adopted for each learning outcome, competency based unit (diagnostic) test.







### Evaluation in the Trimester scheme:

The end of every trimester will also have evaluation for 90 minutes which tests the understanding, application and other skills learnt during the trimester.

The Evaluation dates every year are also specified as follows:

I Trimester - After 15, September,

II Trimester – After 15, December,

III Trimester – After 25, March,

1. From I to IV standards, the present system of continuous and comprehensive evaluation will continue.
2. The evaluation at the end of every trimester is designed to encourage learning and creativity.
3. This type of evaluation should test the competency of the learner rather than mere memory.
4. In evaluation in languages, due weightage is also given to test the oral and written communication skills of the learner. The evaluation should be designed to test the competencies in languages by using non textual matter like stories, dialogues, essays of similar standards. The learner should read this material understand and answer questions on this material.
5. In core subjects due weightages are also given to test the understanding, application, and other skills of the learner.
6. The evaluation should also result in analyzing the deficiencies in the learner and take up activity based remedial teaching.
7. In classes V to IX, only unit test is retained. The monthly tests, mid term and end of term examinations are dispensed with.
8. The evaluation at the end of every trimester is limited to the syllabi taught in that particular trimester.
9. There should be no examination related pressure on the child. The child can improve his competency through learning, evaluation and remedial teaching.
10. The teacher has the option to take up remedial teaching through action research projects.
11. The children can be graded and learning can be encouraged through group activities.
12. The evaluation pattern is as follows:

Part A (For Each Subject)

a) Written Evaluation	-	40 Marks ( 90 minutes)
b) Oral evaluation	-	10 Marks
Total	-	50 Marks

## Part B

a)	Project	-	10 Marks
b)	Value education	-	10 Marks
c)	Life skills	-	20 Marks
	- Physical Education		
	- Yoga		
	- Health Education		
d)	Art and Creativity	-	10 Marks
<b>Total</b>			<b>50 Marks</b>

13. Following are the suggested weightages to the objectives

- Languages – Knowledge 25%, Understanding 40%, Expression 30%, Appreciation 5%,
- Core Subjects – Knowledge 25%, Understanding 45%, Application 20%, Skills 10 %,

14. weight ages to the types of questions – objective 30%, short answer 50%, long answer 20%

15. Difficulty level of the questions- Easy 30%, Average 50%, Difficult 30%

16. The present marking system in evaluation will be replaced by the grading system.

### Grading system:

The following is the suggested grading pattern:

- A Grade – 75% - 100%
- B+ Grade - 60% - 74%
- B Grade - 50% - 59%
- C+ Grade - 30% - 49%
- C Grade - Below 29%

### Declaration of Results:

No detention policy is currently followed up to IV standard. For other classes, the declaration of the result of the child should depend on his/her performance through out the year. The average grade obtained by the child in the three semesters is taken for promoting the child to the next class.

### 3.2 The Edusat Project:

This prestigious project taken up for the first time in the country in collaboration with Indian Space Research Organisation (ISRO) and DSERT aims at providing quality inputs through satellite based TV tescast of class room lessons on KU band, to supplement class room teaching of hard spots in Kannada, English, Science, Mathematics and Social Science.

The Pilot phase of the project covers - in the primary education sector, 920 primary schools in the backward Chamarajanagar district and Kenchanahalli hobli of HD Kote taluk, and 135 high schools in the secondary education sector in Udupi and Sagar educational blocks.

In the next phase of the project, it is proposed to establish T V receiving stations in all the 202 B R Cs to enable taking up teacher training programs on a large scale.

Details of the Project are given in detail in Chapter XI.

### 3.3 Environmental Education in the school system

Karnataka while revising its text books has also taken a lot of care to green the text books to make the students aware of the environmental concerns. Besides, the teachers in the 224 science centres have been trained to expose the community to environmental issues by organizing exhibitions, seminars, etc.,

Karnataka is one of the 10 states in the country participating in the “Environmental Education in the school systems” (EESS) program in 2004 – 05. In the EESS program, the environmental issues have been infused in to the school curriculum to strengthen the environmental education in schools. This is also done with the GLOBE program which consists of certain scientific protocols of environmental learning activities and provides hands on experience to the students. This program has been taken up in 100 schools in the state. This program is done in collaboration with Ministry of Environment and Forests, GOI, Indian Environmental Society and DSERT.

The Globe trained teachers facilitate the students to observe and explore their environment, understand its related problems and issues through the greened text books.

### 3.4 Chaitanya Training Program:

Karnataka is one of the few states where the modified version of SOPT was successful. The success of this program was due to the culmination of the content from SOPT, methodology from DPEP and certain special features from Nali Kali. Chaitanya program evolved as a modified SOPT (Special Orientation for Primary Teachers). This program included the following pedagogic issues: Nali – Kali, activity based methodology, MLL (minimum Levels of Learning), Multi grade teaching, integrated education for the physically challenged and gender sensitization. Chaitanya Program envisages empowering the teacher to make learning joyful for the child.

On the basis of Minimum Levels of Learning, the competencies which have to be developed in a child in each subject in every class at the primary level have been identified. Care was taken to make the content in each subject child centered, competency based, activity oriented and joyful learning for the child.

The effective use of text books in reaching the desired learning levels in a child, the use of extra curricular activities in developing and enriching the personality of the child, development of a healthy environment within the school, effective involvement of the community in all the academic activities of the school are all issues which desire the serious attention of every teacher.

The training module was prepared on these principles in three subjects – Kannada, Mathematics and Environmental Sciences and the Master Resource Persons were trained by DSERT, and the actual training of the teachers was conducted through the DIET and BRCs.

1,40,000 Lower primary teachers have so far been trained under the Chaitanya program. This large number of teacher participation in the program reveals that the teachers owned and accepted this program enabling the teachers to bring out their talents. This program also helped in joyful learning by children. Because of cascade mode of training, transmission loss was also noticed. Further the administrators were not given training initially leading to confusion. However this lacuna in the training was set right later, by giving training to administrators, educational coordinators, teacher educators, etc as well. The modules were prepared in Kannada, Urdu and Marathi languages.

### 3.5 Chaitanya II ( for HPS teachers)

Chaitanya II for teachers of HPS is an advanced version of Chaitanya for lower primary schools. Training module was in five disciplines viz., Kannada, English, Mathematics, Science and Social Science. The modules were prepared in Kannada, More

importance was given to content. At that level the children need to be helped in attaining mastery in content and teachers also expressed the need for the same. 50,000 teachers of Higher Primary schools were trained.

### **3.6 Chaitanya in High Schools**

Chaitanya philosophy has been extended to secondary schools also in 2002 – 03. Training modules were prepared in 4 disciplines – Kannada, Maths, Science and Social Science. Master resource persons were trained in 2002 – 03, and so far 7000 secondary teachers have been trained under this program through CTEs.

### **3.7 Chaitanya Tarani –**

(Training in use of TLM - Teaching – Learning Materials)

DSERT has developed a module “CHAITANYA TARANI” to enable the teachers to understand the numerous possibilities available in preparation and use of TLM out of low cost and no cost materials. The competencies of children can be developed better through activities only. This results in the teacher trying to acquire the capacity to improve his/her class room transaction through the use of innovative techniques.

Teachers are already aware of the benefits in use of TLM in the daily class room. Therefore what is required is for the teacher to acquire the capability to take up supplementary activities through the effective use of TLM. The program envisages materials which are not too costly or out of reach of ordinary children.

Literature available in the preparation and use of TLM in Kannada is very limited and does not cover all situations. This module envisages to fill the gap. Apart from the text book, the children need a whole lot of experiences to enable them to learn. This is where the importance of good TLM comes in. But the TLM prepared by the teachers should not be looked upon as a burden by the teachers. This is possible only when the teachers know how to use these materials effectively in the class room transaction.

Learning should directly revolve around the direct experiences of the child. The child should also learn to use the materials effectively and learn through them. The teaching learning process can revolve round various activities, situations, dialogues, discussion, dramatisation that the teacher can create in the class room.

The TLM prepared can also be evaluated for their usefulness. Certain materials can be developed and maintained by the children themselves. The teachers should also use the community resources to develop and exhibit TLM so that they become a source of inspiration to others.

The Module details how the different types of TLM can be prepared and effectively used in the class room. 7,700 teachers are trained under this program.

### **3.8 Shikshanadalli Rangakale: (Dramatization in Education)**

This is an innovative program of DSERT, which helps teachers in the use of dramatization techniques in teaching/learning process. The teachers use several techniques through dramatisation like story telling, play acting, mono acting, question – answer sessions, use of tableau, story boxes, activity based story telling, use of various types of dolls, masks, crowns, effigies, several low cost materials effectively, to make the child understand and concretize abstract concepts.

These techniques enable the teacher to make the child understand and concretize abstract concepts. Teachers are also enabled to strengthen their pupil's ability of listening, speaking, questioning, answering, reasoning, describing, drawing, writing & analyzing.

These help children to strengthen their listening, speaking, questioning, answering, reasoning, describing, drawing, writing, analyzing, and other skills. This also helps children learn to adjust while working in groups.



The children also learn to use every day play materials effectively in the learning processes. They learn to prepare objects and shapes out of play materials and learn through them. The children learn easily to count, find the differences in weights of different objects, use of materials in daily life.

Through the use of technique of dumb acting (Miming), the children learn to identify objects, the use of chain questioning and acting out the sequences helps the child to describe or understand a situation / analyse a problem. Story telling through use of pictures in sequences help children in lower classes understand abstract concepts. Story telling is also an effective tool when used with musical plays.

The techniques used through dramatisation help re enforce the competencies learnt by the child in their respective lessons. 50,000 LPS teachers have been trained under this program. DSERT has also brought out a teachers' hand book which can be used as trainers' module.

### **3.9 SPANDANA**

Spandana is a training module which was prepared with an intention to train master resource persons who inturn train School Development and Monitoring Committee (S D M C) members. through the help of another training module called Sankalpa.

The objectives of this training is to enable the

- the SDMC members to take active participation in the improvement of school education in the local situation
- To bring an awareness regarding their role and responsibilities towards the school
- On the basis of the experience gained and shared by the target group, this module is being refined with periodical updating in the year 2003-04.
- the SDMC members are provided with the information of the programs and policies of the department to enable to implement them in their schools effectively.

### **3.10 Adoption of Nali-Kali:**

A policy decision had been taken from the inception of the project to follow the HDKote model in handling the multi grade situation. This became the heart of the program. The "NaliKali" word translates into joyful learning. The salient features of this method are :

- Reduced learning load
- Promote Minimum levels of learning
- Aim for Mastery at the minimum levels of learning

Learning in Nali -kali system takes place in five stages.

1. Pre-preparatory activities
2. Preparatory activities
3. Learning activities
4. Evaluation activities
5. Evaluation

Pre-preparatory activities are those where the teacher designs activities keeping in mind the overall view of the competency. The preparatory activities are the starting point and relative to the competency about to be taught. This is followed by the actual learning activity moving on to activities for practice and reinforcement. This moves further to evaluation.

### 3.11 Prerana (Foundation Course for newly recruited teachers)

Induction training to newly recruited elementary teachers has also been taken up in a big way. A module “PRERANA” for a 2 weeks training program in content, pedagogy, departmental programs, issues in primary education, etc., has been prepared in collaboration with DIET, Mysore and newly recruited teachers are being trained during summer / mid term vacations. 20,000 newly recruited primary teachers are trained under this program in 2003 - 04. This program is being conducted at the BRC level through the DIETs.

### 3.12 Bahumukhi (Multi grade and Multi level teaching Program)

Since 70% of our elementary schools have multi grade teaching, it is imperative that our teachers are trained in multi grade and multi level teaching techniques. DSERT, in collaboration with several organisations – DPEP, APF and BRC/CRC/DIET Bangalore Urban - has developed a module on multi grade and multi level teaching called “Bahumukhi”.

During 2004 – 2005, it is proposed to train all the trainers and at least one teacher from every elementary school in the state in this module. This will help the teachers to incorporate important aspects of multi grade and multi level teaching techniques –

- Nali – Kali,
- Developing right attitude among teachers
- Class room management,
- Effective time management,
- Effective plan and implementation of instructional plan
- Activity based teaching methodology,
- Utilising available TLM and community resources
- Effective use of co curricular activities
- Effective use of Keli – Kali radio lessons
- Comprehensive evaluation in the class room transaction.

### 3.13 Examination Reforms

At the secondary level, it is proposed to bring in reforms in the examination system in X standard public examination. In collaboration with R.V. Educational Consortium, Bangalore, DSERT has taken up examination reforms on an experimental basis. In order to bring out more objectivity in to the examination system, it is proposed to prepare the question papers in each subject, in two parts.

The first part consists of Objective Multiple Choice questions with answer sheets in OMR format and computer readability (with 60 marks). The second part is for 40 marks and contains short answer type questions to test the ability of students – power of expression, drawing, map reading, and other skills.

While preparing the model papers, the technical procedure of preparing 3 – D blue prints was followed and fairly valid questions were generated. These question papers have been designed to eliminate malpractices and speed up the valuation process, besides bringing objectivity in the examination system.

The question papers were tried out in six districts of the state: Belagaum, Dharwar, Mandya, Raichur, Tumkur and Uttara Kannada, on a pilot basis through the DIET faculty. The valued answer scripts and marks lists were analysed by R V Educational Consortium. The frequency of correct responses were also analysed.



### **Following were the broad findings:**

1. None of the schools in any of the sets or subjects secured 100 % or 0 % either in Part I or Part II.
2. The highest mean percentage was recorded in Part I in English. The pass percentage was 71.79%. In Part II, the highest recorded was 41.96% in Kannada.
3. The lowest percent of correct answers in Part I was 25.33% in Mathematics paper.
4. Overall performance in Part I was found better than that in Part II, in all the sets and all subjects comparatively.

Based on this encouraging results of this experiment, it is decided to continue this experiment to a larger sample to ascertain the level of learning as well as establish technically sound item difficulty and valid items before introducing the system in X standard public examination.

### **3.14 English Language Teacher Training Program**

With a view to train at least one teacher in every primary school in the state in English language teaching, the DSERT took up a massive teacher training program in collaboration with Regional Institute of English (RIE), Bangalore. The program is given in a ten day package. The training module and the language kit was developed by the RIE and given to each teacher under going training. The Master Resource persons have also been trained by the RIE. The primary teachers were trained at the BRCs through the DIETs. The program covered 48,000 primary teachers.

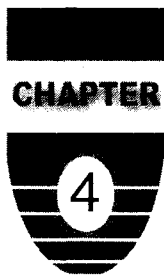
### **3.16 School Development Plan:**

School Development plan is an effective tool to improve school education in both physical and academic terms. First a module for a High school Development plan was prepared which was later modified to include primary schools also.

School Development plan aims –

- To empower institutions to develop plans reflecting the schools' vision for the next five years, with clear priorities,
- To train heads of schools, teachers and communities to assess the needs and prioritize them,
- To plan for mobilizing and utilizing the available resources effectively and bring about the desired changes in the institutions.
- To empower the schools to exhibit autonomy and accountability by ensuring community participation,

S D P will be implemented in three phases from 2003 – 04. – The pilot phase, The expansion phase, and the Consolidation phase. Process of training is totally participatory and reviews the progress of participating schools in preparing the school development plans and their implementation.



## STATE EDUCATIONAL EVALUATION UNIT (SEEU)

### 4.1 Planning for qualitative improvement:

The State Education Evaluation Unit aims at bringing out qualitative improvement in education at both primary and secondary level. This unit is also in charge of all the activities which were under taken by the former State Institute of Education that got merged in to DSERT.

English language training programs to primary and secondary level trainees are being conducted in collaboration with Regional Institute of English, Bangalore.

### 4.2 Academic Reforms:

DSERT through this unit is pioneering education reforms in the state in a big way. Instead of the present one academic year as a unit and monthly tests, mid term and end of the year examinations, the trimester system is proposed to be introduced from 2003 – 04 in all schools in the state from I to IX standards.

Evaluation for standards from I to IV will be the existing continuous and comprehensive evaluation. But for V to IX standards evaluation will be of 90 minute duration at the end of every trimester in each subject and instead of marking grading system will be introduced.

The Evaluation Unit conducted workshops at various levels before finalizing this model. The Guide lines were prepared through wider consultations with academicians, teacher associations, class room teachers and experts in the field.

The Evaluation Unit has also prepared a teacher training package to introduce the class room teachers in to the trimester system. During 2004 – 05, educational administrators, supervisory staff and all teachers are proposed to be trained in the trimester system.

### 4.3 Evaluation training:

The Unit conducts regular evaluation training to secondary teachers with an emphasis on the X standard public examination. Head teachers, teacher educators and subject inspectors are also trained in evaluation techniques. Evaluation training is also given on a regular basis to staff of DIETs and CTEs.

The unit has also prepared Question Banks in various subjects to facilitate secondary schools to take up special coaching of students. The head teachers of secondary schools with low results in the Public examination, are also given training through the colleges of teacher education in improvement of their schools' results.

The Evaluation Unit also takes up activities like annual analysis of S S L C results, preparation and analysis of question papers, conduct of achievement tests, and Educational Vocational Guidance training for teachers. The Unit also prepares question banks in various subjects for the benefit of class X students.

The Evaluation Unit has also collaborated in developing National Level standardised tests for the V and VIII standards in collaboration with N C E R T, New Deih.







#### **4.4 Training of Teacher Educators:**

In collaboration with the Institute of Advanced Studies in Education (IASE) and also post graduate departments of the universities, the unit arranges quality improvement programs every year to lecturers of B. Ed colleges.

The unit also arranges training programs to teachers of elementary teacher training institutions (through DIETs), in special areas – Essential Minimum Levels of learning, Multi grade teaching, Integrated Education, gender sensitization, etc.,

#### **4.5 Examination Reforms:**

The Evaluation Unit has also taken up a unique project involving reformation of the Examination system on a pilot basis. Examination Reforms has been instituted in 2003 – 04, in collaboration with R.V.Educational Consortium, Bangalore. This has been described in detail in Chapter III.

#### **4.6 Publication of Children's Literature:**

The Unit also takes up preparation and publication of childrens' literature. Work shops are conducted for talented children of classes VIII, IX and X. and best children literature is selected and published. Some of the children literature published so far are –

**1. Makkala Kathe mattu Kavanagalu** - Volumes I,II,III and IV

**2. Vaignanika Kathegalu”.**

During 2002 – 03, 33000 copies of Volumes I & II were distributed to all the primary schools in the state.

Some of the other publications of this unit are –

1. Surya
2. Souramandala
3. Gilaki
4. Badami, Pattadakal, Aihole.

This unit also procures and distributes a quarterly magazine **Vignana Sangathi** (published by the Kannada University, Hampi) to all the government secondary schools in the state.

#### **4.7 Action Research:**

In order to encourage the primary and secondary teachers and also teacher educators of teacher training institutions to take up Action Research projects, prizes are awarded (Rs. 1000/- each for 15 teachers) to selected teachers who have successfully taken up note worthy action research projects in their respective institutions.

#### **4.8 Guidance & Counseling:**

Educational Vocational Guidance training imparts training to secondary teachers to enable them to take up guidance and counseling in schools to guide and help students to make correct choice and take up the right course which suits their aptitude and ability. 200 secondary teachers are trained every year in educational vocational guidance through a six day training program in CTEs.

The DSERT also conducts elocution competitions to secondary school students in vocational guidance at school level, district level and state level and winners are awarded prizes.

#### **4.9 National Population Education project:**

With the intention of creating awareness among students, teachers and general public

about the effects of population explosion (with a special emphasis on adolescent education), the project - implemented at the national level by MHRD - is being implemented in Karnataka through this unit. Training of head teachers, conduct of co curricular activities, interaction programs, development of support material, are taken up through this project. The project is funded by UNFPA and monitored by NCERT, New Delhi. Annual Outlay is 15 lakhs.

The DSERT proudly hosted the Project Planning and Review meeting from 23<sup>rd</sup> February 2004 to 26<sup>th</sup> February 2004 which prepared the action plans of the states for 2004 – 2005. The Directors of SCERTs of several states and Union territories and resource persons from NCERT participated in the meeting.

The State Government is also supplementing the project by taking up three programs under this project –

- a) **The Health Awareness Program** is implemented in collaboration with Bangalore Medical Services Trust (BMST) an NGO.
- b) **Life Skill Education Program** is being implemented in collaboration with NIMHANS, Bangalore.
- c) **Gender Programs** are being implemented by DSERT by bringing out resource material and conduct of training programs to administrators at different levels and also teachers.

#### 4.10 Other Activities of SEEU:

Preparation of training modules, conducting work shops on SUPW (Socially Useful and Productive Work), improvement of SSLC results in schools, conduct of **National Talent Search Examination (NTSE)**, English language training to primary teachers, encouraging innovative practices in education by giving awards to teachers, etc.,

The SEEU provides **Yoga** training to teachers through Sri. Ramakrishna Institute of Moral and spiritual Education, Mysore and also Prajapita Bramhakumaris' and other institutions.

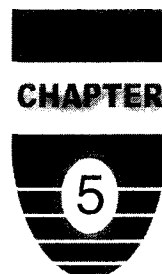
Base line survey was taken up in SSA districts. The SEEU also facilitated conduct of Education Task Force meetings and dissemination of its reports. The SEEU also deputed teachers for training to various programs conducted by CCRT and NCERT.

#### 4.11 Proposal for State Quality Assurance Organisation:

Government of Karnataka has identified Education as a sector critical to promoting growth and development of the state's human resources and thereby accelerating economic development cross sectorally. The Edu vision document as well as ARC report have recommended the establishment of a system of accountability which is linked to school performance.

Dr.(Alcyone vasconceios)Saliba a world Bank Consultant from Brazil, was appointed by the world Bank to study similar type of organisations and present a suitable model for setting up a SQAC in the state. She has analysed and studied the system in Karnataka and has finalised a model for the state, which is more fully described in Chapter 17.





## STATE INSTITUTE OF SCIENCE (SIS)

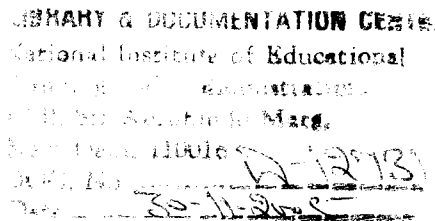
### 5.1 Activities taken up for promotion of Science Education:

The SIS was established for the promotion of science education in primary and secondary schools in the state. It conducts various activities to propagate and develop scientific temperament and to create interest in Science among students and teachers.

The Unit conducts the following science activities at school level, block level, district level and state level –

- 1) Science Seminar programs for High school children,
- 2) Science Seminars to primary and secondary school teachers,
- 3) Science Quiz program to High School students,
- 4) Quiz Master training program to primary and secondary teachers,
- 5) Science Club activities in secondary schools,
- 6) Science Exhibition to secondary students – the students selected at state level are taken to Zonal level and national level science exhibitions. In January 2003, 130 students and teachers from the state participated along with their exhibits, in the South Zone Exhibition conducted at Salem in Tamil Nadu.
- 7) In collaboration with Karnataka State Council for Science and Technology, DSERT conducts several “Scientists – Students Interaction Programs” every year in different parts of the state.
- 8) Drama competitions in science conducted in 224 science centers and the winners participate in the division and then state level. 2 groups and 16 students participated in the South Zonal science drama competition conducted at Salem in Tamil Nadu in January 2003,
- 9) Subject based training to secondary teachers in teaching of Science and Mathematics is being conducted in collaboration with the faculty from Indian Institute of Science, Bangalore.
- 10) Special Science and Mathematics training program for teachers of secondary schools, securing low results in the X standard public examination.
- 11) Training programs for science subject inspectors,
- 12) Training in use of science kits and scientific equipment.
- 13) Training in preparation of low cost and no cost scientific Equipment.
- 14) SIS has also developed maps and charts in science in minority Languages – Urdu and Marathi.

Many of these programs are conducted in collaboration with several organisations



like – Indian Institute of Science, Karnataka State Council for Science and Technology, National Science Museum, Viswaraiah Industrial & Technological museum, Center for Environmental Education, Planetarium, etc.,

## 5.2 Science Centers:

To promote scientific thinking and develop scientific attitude and scientific temperament among students and the community, 224 Science Centers were established – during 1998 - 1999 (at the rate of one science center in each assembly constituency). These science centers are located in centrally located government secondary schools in each assembly constituency and have been equipped with the latest scientific and also audio – visual equipment.

To reinforce these science centers and to achieve the desired learning objectives, the science teachers in these centers are given periodic training. The activities conducted by these science centers include orientation of science teachers from other schools, training in handling scientific equipment, arranging field trips for students, conduct of science exhibitions, science competitions, science quiz and science fairs which reach out to the community.

These centers aim at developing scientific attitudes and eradicating blind beliefs in the community. They motivate the children to learn science effectively. They aim at capacity building among science teachers to teach the subject effectively.

These centers also conduct innovative science programs for students and community, under the guidance of two trained science teachers. These centers are supervised and monitored by the Colleges of Teacher Education. An amount of Rs. 20 lakhs is being spent annually on these science centers for maintenance and conduct of the various activities of these science centers..

The SIS also prepares teacher hand books in science and mathematics.

## 5.3 Centrally Sponsored Schemes(CSS):

The SIS also implements several centrally assisted science schemes for improvement of science education in schools.

Under these schemes, books in science and mathematics are procured and distributed to secondary schools in the state. In 2002 – 03, 1000 higher primary schools were supplied color T V sets. In 2003 – 04, Laboratory materials, maps and charts were also procured and supplied to secondary schools and science kits were supplied to 5000 higher primary schools in the state.

## 5.4 Intel Science Talent Discovery Fair 2004:

Intel is also organizing “Intel Science Talent Discovery Fair 2004” for secondary and higher secondary students every year in collaboration with DSERT. The fair has been initiated to inspire students to push the limits of scientific ingenuity and share their discoveries with others. The fair also aims at helping the students to take up projects which are innovative, original, research based and practical. The students who are selected in the State Science Fair conducted by DSERT are also eligible to participate in the Intel Science Discovery Fair.



GOVERNMENT OF KARNATAKA  
DEPARTMENT OF EDUCATION  
BANGALORE

## EDUCATION TECHNOLOGY CELL

### 6.1 New Technology Initiatives:

To strengthen the technology support in schools, Education technology Cell, under takes various academic activities through the effective utilisation of technology and media – radio, TV, computers, audio and video cassettes, CDs, Resource books, etc., The direct broadcast of TV lessons under the **Edusat project** is also undertaken through the Education Technology Cell.

Computer Education and Computer based education has been taken up in 1000 government secondary schools from March 2001, as a five year scheme under the “**Mahiti Sindhu**” Program, which is an ambitious and successful project of the department. Computer Education and Computer based education has also been introduced in 150 government secondary schools under the Revised Class Project and 88 government secondary schools under the Eleventh finance Commission Project from 2003 – 04.

The Education Technology Cell in collaboration with Sarva Shiksha Abhiyan and Azim Premji Foundation has started computer education in selected government Higher Primary Schools of the state. In 2001 – 02 Azim Premji Foundation has started computer education on its own in 35 higher primary schools. In 2002 – 2003 in collaboration with DSERT, the computer education program was extended to 55 selected Higher primary schools and In 2003 – 2004, the program was further extended to 135 Higher Primary schools in the state.

### 6.2 Publication of Resource Books:

Geography Resource book (**Bhoogola Sangathi Vol I**) in Kannada and English was prepared, printed and supplied to all the secondary schools during 2002 – 2003 to provide additional resource material to teachers in teaching of geography. **Bhoogola Sangathi Volumes II and III** in Kannada and English were brought out in 2003 – 04 and distributed to the schools.

Teachers’ resource materials were prepared in Geography - (in English & Kannada) for secondary classes and also in science, mathematics and English for primary classes.

### 6.3 Audio / Video Cassettes:

Audio cassettes have been developed and distributed to schools to help children improve listening and speaking skills. Audio cassettes in English have been developed by Regional Institute of English, Bangalore. Audio cassettes have also been developed for standard III and IV children of Urdu schools

Several Video cassettes have been produced to help explain difficult concepts in science and other disciplines. These Video cassettes are given to 224 science centers, established through out the state.

A 30 minute video film “ Shikshana Sopana” was prepared containing the education minister’s discussions with educationists, parents, teachers on topics of educational interest.



#### 6.4 Radio Programs:

“**Keli- Kaili** ” a radio lessons’ program is being beamed from 10 stations of All India Radio to all the primary schools in the state, for standards III, IV, V and VI standards in Kannada, Urdu, English, Environmental Sciences and Mathematics.

Under “**Bandani**” **program**, radio lessons are being broad cast for students and teachers of primary and secondary classes (VI, VII & VIII standards) from Monday to Thursday between 2.30 – 3.00 P M. This program covers the hard spots in the subject areas.

“**Shikshana Samvada**” a phone in program is being aired every month from AIR, in which the Education Minister and senior officials of the department answer queries raised by the public regarding educational matters.

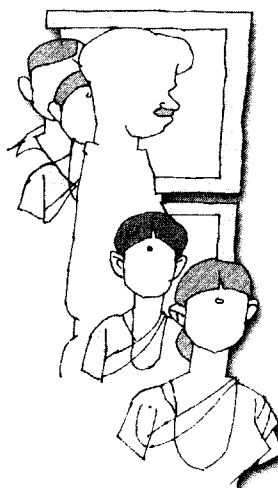
#### 6.5 Teleconferencing:

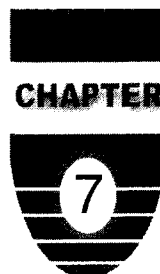
The Cell also conducts **Teleconferencing** from SIRD, Mysore. The Education Department has also contributed Rs. 30 lakhs towards establishment of studio facilities at SIRD, Mysore. (Earlier the DSERT faculty had to conduct teleconferencing from Ahmedabad). The Receiving stations are located in 20 DIETs, some CTEs and BRCs. This facility is being used in interacting with field functionaries, dissemination of information relating to important departmental programs and also in training of master resource persons and teachers.

#### 6.6 Other Initiatives:

The Bio diversity register program for creating awareness in students about bio diversity and environment was taken up in collaboration with Karnataka Pollution Control Board, Indian Institute of Science and Bharatiya Gnana Vignana Samithi.

**Gender sensitization programs** are being conducted by the cell, for officers of the department, teachers and also staff of training institutions. Each CTE is being given annually Rs. 40,000 for conducting these programs.





## DIRECTORATE OF TEXT BOOKS

### 7.1 Historical Perspective:

In the 1950s a state level committee used to select and prescribe text books submitted by private authors and publishers. The State Educational Research Bureau (ERB) was established in 1959 to bring uniformity and quality in prescription of text books to various classes.

The text book production was nationalised by the state in 1964 and a separate Directorate of Text Books was established in 1969. In 1983 the Director's post was abolished but the entire Directorate was attached to DSERT. The Director, DSERT was also designated as Director of Text Books.

After the introduction of National Policy of Education 1986, curriculum was revised for I to X standards twice – once in 1988 and again in 1999. Private sector participation was introduced for the first time in printing and distribution in 1993 – 94.

### 7.2 Revision of Curriculum:

The Directorate of text books looks after the preparation, production and distribution of 360 titles of text books for standards I to X in 10 languages (Kannada, English, Marathi, Telugu, Tamil, Hindi, Urdu, Sanskrit, Persian and Arabic.) It also brings out these titles in seven media.

Based on the National Policy of Education (NPE) 1986, the revised curriculum was introduced for the first time in the state in 1988 - 1989. The curriculum has been revised keeping in view the 10 core elements and 84 core values stressed in the NPE 1986. The revised curriculum has also kept in mind the states' pre eminent position in the fields of information technology, bio technology and allied fields. Care has been taken to keep the curriculum child centered also.

The 10 common core elements are: The history of India's freedom movement; the constitutional obligations; the content essential to nurture national identity; India's common cultural heritage; egalitarianism, democracy and secularism; equality of sexes; protection of environment; removal of social barriers; small family norms and inculcation of scientific temper.

**The three language formula** which was previously introduced from V standard, has been introduced from the VI standard from 2003 - 2004, even though English continues to be taught as a second language from the V standard as before.

### 7.3 Revision of Text books:

Based on this revised curriculum, new Textbooks were introduced in phases for standards I to X, during the period 1989 – 1990 to 1994 – 1995.

- |    |                        |              |
|----|------------------------|--------------|
| 1) | I and II standards     | 1989 – 1990  |
| 2) | III, V, VIII standards | 1992 – 1993  |
| 3) | IV, VI, IX standards   | 1993 – 1994  |
| 4) | VII and X standards    | 1994 -- 1995 |

Taking in to consideration several innovations in the field of education (activity based teaching pedagogy, child centered learning, DPEP experiments, new continuous comprehensive evaluation techniques), and advancement in the field of science and technology, this curriculum was again revised in 1999.

Based on this revised curriculum, Text book revision is again taking place in phases from 2000 – 01 to 2004 – 05. These revised text books are based on the philosophy of making learning joyful for the child. A number of successful practices in the field have also been incorporated in the text books – Nali – Kali practices, activity based methodology, child centered learning, etc.,

- |                          |             |
|--------------------------|-------------|
| 1) I and II standards    | 2000 – 2001 |
| 2) III, IV, V standards  | 2001 – 2002 |
| 3) VI and VIII standards | 2002 – 2003 |
| 4) VII and IX standards  | 2003 - 2004 |
| 5) X standard            | 2004 - 2005 |

Every year these text books are also reviewed, updated, edited and reprinted. Every year 1.2 crore children are supplied with text books, and the print order of these text books is 5.5 crore copies.

Text Book production is a complicated process which requires a lead time of one year for preparation of a text book. The 360 titles from I to X standards are divided in to different packages and tendered as per the Transparency Act. The High Power Committee under the chairmanship of the Commissioner of Public Instruction, supervises the tendering process and monitors the printing and distribution of text books.

#### **New Initiatives taken up in 2003 – 04:**

1. The Government appointed a Text Book advisory committee under the chairmanship of noted Gnanapeeth Awardee Dr. U R Anantha murthy to scrutinise all text books and take suitable actions to improve the quality of text books published by the directorate.
2. This committee constituted one sub committee for each subject with a mandate to scrutinise the text books subject wise and suggest changes where ever necessary.
3. All Kannada language Text Books from V to VI standards were scrutinized and revised by Kannada University, Hampi. These were also scrutinized by a committee under the chairmanship of Dr. Chandrashekar Kambar.
4. All Mathematics text books were scrutinized by a committee under the chairmanship Dr. S S Ganath
5. All English language text books were scrutinised by Regional Institute of English, Bangalore.
6. All Science text books were scrutinised by a committee under the chairmanship of Dr. Subramaniam of Indian Institute of Science.
7. All Social science Text books from V to IX standards were scrutinised and revised by a committee under the chairmanship of Dr. S Shettar a noted historian.
8. The Hindi language text books were scrutinised by Central Institute of Hindi, a deemed university, Agra.

Preparation of teacher support material is also an important activity of the Directorate of Text Books.





#### 7.4 Free Text books:

Free Text books are given to all children (70.75 lakh children) studying in government schools from I to VII standards and also to all girls studying in VIII to X standards in government schools. SC/ST boys studying in VIII standard in government schools are also covered under the free text books scheme from 2004 – 05 under S S A. Cost of free distribution of text books to the state is Rs. 35 crores.

#### 7.5 Preparation of text books in music, dance, drama, etc.

The Directorate of Text Books is also having responsibility for preparation of curriculum and text books in the following disciplines:

1. Commerce
2. Music, Dance and Talavadya,
3. Drama,
4. Diploma in Education,
5. Drawing & Painting,
6. Socially Useful & Productive Work (SUPW)
7. Sanskrit Courses (run in Sanskrit pathshalas and Sanskrit colleges),
8. Pre Primary Course,

Quite a few courses in some of the above disciplines are declared as equivalent to degree and post graduate degree courses. The Karnataka Secondary Education Examination Board conducts examinations for these courses and awards certificates. There is a proposal to have a separate academy for conducting examinations in the fine arts as this academy will have to conduct examinations in courses declared as equivalent to degree and post graduate courses.

Directorate of Text Books in a pioneering effort has brought out standardised text books in various forms of music and dance.

#### 7.6 Essential Levels of Learning (E – MLL):

In order to ensure access to education of a comparable standard to all learners irrespective of caste, creed, location or sex, the concept of *Essential Minimum Levels of Learning* has emerged as one of the basic concerns.

An effort to combine quality with equity, keeping in view the development needs of learners from all sections of society has generated a need for identifying certain essential levels of learning for each stage of school education. These are essentially the Minimum Levels of Learning (MLLs). They provide a sense of direction and a certain amount of accountability. They are considered to be an essential tool for program formulation for school improvement. The MLLs can be stated in various ways to specify the learning outcomes.

An important way in stating MLLs is in terms of competencies. The MLL approach is to help the learners master the specified set of competencies in each unit before moving on to the next one. The concept of MLLs is holistic and flexible and are envisaged as learning outcomes to be achieved at the end of a particular stage.

The MLLs do not merely serve as the indicators of a learners' progress, they are also used to identify the appropriate sequence of learning. The MLL approach is based on the elements of mastery level learning, child centered and activity based teaching, continuous and comprehensive evaluation, diagnostic and remedial teaching, differential treatment to optimize achievement levels.

The revised curriculum is child centered, activity based and creativity oriented, resulting in the children's ever expanding circle of knowledge. The minimum competency

learning levels of children are also taken in to consideration while framing the curriculum and text books. At the primary stage, learning aims at providing joyful experience for the child.

### **7.7 Promotion Criteria (up to 2003 – 04) (primary classes):**

Since the revision of the syllabus (1989 – 1995), as per the National Policy of Education 1986, several important developments have taken place in the field of elementary education.

The Textbooks for standards from I to VI have been developed on the frame work of Minimum Levels of Learning. Due importance was also given to activities and joyful learning techniques. Nali – Kali concept of learning was developed by DPEP.

Continuous comprehensive evaluation is introduced for classes I to IV. Evaluation is based on testing the competencies (acquired by the children) prescribed for various levels in these four standards. No detention policy is followed up to IV standard, but the child has to put in a minimum of 75 % attendance for promotion to the next class.

For V to VII standards, up to 2003 – 04, 4 tests, one mid term and one annual examination formed part of the evaluation process in each class. In each of these tests and examinations, a minimum of 25 % in each subject, and securing a total of 35 % over all, was necessary for a pass.

If the child failed to appear for the annual examination, the marks scored in tests and mid term examination was considered on 50:50 basis and if the child got 40 %, the child was declared as passed.

Art education has been introduced as an important area of curricular activity for the development of the personality of the child. Health Education and Physical Education has been conceived as educating the child and the community in total health care.

### **7.8 Promotion criteria ( Up to 2003 – 04) ( secondary classes)**

For secondary stage, schools should work for a minimum of 220 days in an academic year. 75% attendance is compulsory for all students. The head of the institution is empowered to condone 15 days shortage in attendance in case of valid reasons. The Block Education Officer is empowered to condone up to 30 days shortage in attendance. In such cases production of medical certificate is compulsory.

For VIII and IX standards, 4 tests, one mid term and one annual examination was compulsory up to 2003 – 04. A minimum of 30 marks in each subject and 35 % average was necessary for a pass. If the student failed to appear for the annual examination for valid reasons, 50% weight age for mid term and 25% weight age for the tests was given for declaring the result of the student

**All this has been drastically changed because of the introduction of Trimester scheme from I to IX standards from 2004 – 05.**

For X standard, the marks obtained by the student in the Public Examination conducted by the Karnataka Education Examination Board is taken in to consideration. The student should have obtained a minimum of 30 marks in each subject and 35 % aggregate for a pass.



## POLICY PLANNING UNIT (PPU)

### 8.1 Objectives of P P U:

Policy Planning Unit was established in December 2002, in collaboration with Azim Premji Foundation, with a mandate to support the department of public instruction in building capacities for planning, programming and innovation in the education sector. Its responsibilities include planning and managing existing and new programs, providing technical assistance, strengthening public expenditure management, and improving MIS for monitoring results and outcomes. PPU is functioning as a wing of DSERT.

### 8.2 Scope of P P U

The team that is involved in conceptualizing and delivering excellence in education from a policy perspective needs to:

1. Develop vision, mission, goals for the education function in the state.
2. Evolve appropriate strategies to achieve these goals.
3. Put in place the required organisation and evolve the necessary processes, monitor and communicate the results.

There are three broad areas that need to be considered while working for excellence in Education

### 8.3 Improving Administrative Capability

It is required to understand and analyse the present state education policy and planning in order to frame the future one. The PPU aims at building the capacities for planning and innovation in education. Other proposed activities to promote administrative capability are -

1. Forecasting the school and teacher requirement of the state based on demographic data
2. Understanding fund flow
3. Understanding expenditure profile
4. Analysing on going programs
5. Developing performance indicators for each function with in the department
6. Developing the information systems with in the department that can enhance accountability

### 8.4 Improving Academic Capability

This area includes teaching learning processes, class room management, development of appropriate teaching learning material, assessment of learning outcomes, preparation of training modules for teacher training, etc. activities proposed under this area are -

1. Documenting the good practices in teaching learning process and using it as a basis for promoting further innovation



2. Developing simple tools for assessing children's academic progress
3. Understanding the factors responsible for ensuring high quality in schools and developing methods to improve quality in schools.

### **8.5 Improving Social / Community Mobilization Capability**

Encouraging community ownership of schools and ensure that society participates in ensuring that every child realizes the right to education. Some of the activities proposed under this area are -

1. Evolve new methods of taking decision making to the local communities and schools.
2. Building capacities within local communities and school officials to make informed and considered decisions with respect to their schools
3. Developing case studies about how some communities have been mobilized successfully and developing innovative approaches to ensure greater community participation

### **8.6 I D F Grants**

The World Bank has sanctioned an IDF grant amounting to US \$ 485,000 to strengthen the activities of the PPU in public expenditure management. The IDF grant is supposed to support the activities of the PPU like preparation of expenditure projections, training and workshops, budget formulation and monitoring and evaluation.

The activities to be taken up from 2004 – 05, to be financed by the grant are:

1. Improving the forecast of medium term expenditure requirements,
2. Developing and monitoring the annual budget of the department,
3. Decentralising funds of selected programs to schools,
4. Strengthening performance measurement and monitoring of outcomes.

### **8.7 Activities taken up so far**

**The PPU has participated in the following activities –**

1. Scrutinising the SSA district plans
2. Participating in the preparation of State Perspective Plan for Teacher education
3. Preparing the State Plan and Budget for Teacher Education for 2004 – 07,
4. Scrutinising the District Perspective Plans for Teacher Education prepared by DIETS
5. Evaluation of Akshara Dasoha Program
6. Taking up independent evaluation of School Development and Monitoring Committees.

## COMPUTER EDUCATION IN KARNATAKA

### A. Mahiti Sindhu Project

#### 9.1 Information Technology:

Information Technology happens to be the sine quanon of the present day society to catch up with the emerging trends and hold a lot of promise for posterity.

The State of Karnataka has gained world wide reputation for being in the van guard of Information Technology. The policy of the Government is to give Computer Education and Computer aided Education free of cost under "Mahiti Sindhu" to VIII, IX and X standard students in 1000 government secondary schools in the state.

While selecting schools, importance was given to girl students of rural areas, SC and ST and backward classes and all sections of society throughout the state. One secondary school was selected from each revenue hobli, Also Morarji Desai residential schools were selected for computer education under this program.

The entire cost of "Mahiti Sindhu" project amounting to nearly 210 crores is to be spent during the project period of 5 years from 2001 – 2002 to 2005 – 2006. This project is fully financed by the government of Karnataka.

#### 9.2 Objectives of the Project:

This ambitious project aims at giving free computer education and computer based education to the students of government schools, who come from rural and economically weaker sections of the society, there by enhancing the quality of education being given to them. The objectives of the "Mahiti Sindhu" project are:

- To enable the students to gain computer education and to understand its applications.
- To enhance the learning levels of the students in curricular subjects through computer aided education using multi media software CDs.
- To introduce students to the world of opportunities, computers have to offer.
- To enable the students to understand the basics of computer programming.
- To introduce students to the communications media of e – mail and the internet.
- To train rural youth in the use of computers out side school hours.
- To provide opportunities to the entire community to use computers

#### Special features of Mahiti Sindhu Project:

- In addition to computer education, students learn Mathematics, Science, Social Studies and English subjects through CD ROMs.
- Students are given hands on experience in e – mail and internet facilities.
- Students have the option of learning through either English or Kannada medium.
- Four periods are set apart a week for computer and computer aided education.
- Teacher of these selected schools are also trained in the project period.



### 9.3 Implementation of the Project:

This ambitious project is being implemented through 3 private sector companies: NIIT, APTECH, and EDUCOMP. The period of implementation of the project is five years on turn key basis starting from 2001 -02.

The number of computers provided to each school is based on the strength of the school as follows:

Category	Students strength	No. Of Computers
A	Up to 150	1 server & 5 work stations
B	151 – 250	1 server & 9 work stations
C	251 and above	1 server & 14 work stations

### 9.4 Allotment of schools to computer agencies:

1.	NIIT	-	700 secondary schools
2.	APTECH	-	250 secondary schools
3.	EDUCOMP	-	50 secondary schools
	Total	-	1000 secondary schools

#### Responsibilities of computer agencies:

- To supply hardware and software to Mahiti Sindhu schools.
- To appoint two full time qualified teachers to each school.
- To supply computer text books as per medium of instruction of each school.
- To impart computer education and computer based education to students.
- To supply required furniture, telephone and internet facility.
- To train teachers in computer education.

#### Responsibilities of Government:

- To provide three phase power supply to the computer room and the school.
- Computer room is made dust free and leak proof.
- For the above works Rs. 45,000 per school was given to the Zilla Panchayat

### 9.5 Supervision of the Project:

- The Project is being implemented by the Education Technology cell of the DSERT.
- Monitoring and supervision is done through the district DIETs which act as nodal agencies.
- **Evaluation** is done through the Indian Institute of Science and computer science sections of the Engineering colleges of the state.

### 9.6 Use of Software for Computer based learning:

Software in the subjects of Social Science and Mathematics were prepared by M/S SCHOOL NET INDIA Ltd. and has been installed in all the 1000 Mahiti Sindhu Schools.

Software in the subjects of English and Science is being developed by M/S EDURITE TECHNOLOGY Ltd. and the same is proposed to be installed in the schools shortly.

### 9.7 Financials of the Project:

The project is conceptualized to run for five years. The agencies implementing the project are given grants depending upon the category of the school as detailed below.

This grant is being released to the agencies in 20 equated quarterly installments.

Sl. No.	Category	Rs. in lakhs*
1	A	14.69
2	B	19.10
3	C	24.20

\* For Five year period.

The (894) rural secondary schools have been recently supplied with generator sets to over come the problem of power cuts in rural areas.

Category	No. of Schools	Model*	Out put rating
A	239	BG 2205	1.5 KVA
B	257	BG3005	2.4 KVA
C	398	BGN 6000	5.0 KVA

\* Birla Yamaha sets.

### 9.8 Mahiti Sindhu Phase II

So for 1238 government secondary schools have been covered under computer education program in the state:

1.	Mahiti Sindhu Phase I	-	1000 secondary schools,
2.	Eleventh Finance Commission	-	88 :-
3.	Revised Class Project	-	150 :-

Under the Mahiti Sindhu Phase II Project, all the remaining 1651 government secondary schools are proposed to be covered under the computer education program. The project is slated for take off from 2004 – 2005.

The estimated cost of the project spread over a period of five years is 283 crores. To overcome the power supply problem in rural areas, the agencies will be asked to supply DG sets as a part of original equipment.

**The Central Government is also funding computer education in schools under various projects:**

#### B. Eleventh Finance Commission (EFC) Project:

This project aims to provide computer education in selected 88 government secondary schools in the state. This project has been taken up for implementation during 2003 – 2004 and is spread over a period of three years. The total estimated cost of this project is 11.68 crores of rupees - the Centres' share being 11.61 crores and the states' share being 7.62 lakhs.

The agency identified for implementation of the project through the tender process, is Educomp.Datamatics. Unlike the Mahiti Sindhu Project, computer hardware, software, UPS, generator, and peripherals are taken on an out right purchase basis in the EFC project.

The financials of the project are:

a)	Procurement of hardware, software, computer furniture, UPS, genset, etc.,	6,58,50,360/-
b)	Annual Maintenance Cost for 3 years	4,61,91,720/-
c)	Site preparation (Power & dust free room) (released to SDMCs)	48,40,000/-

**TOTAL 11,68,82,080/-**

Number of computers supplied to schools are based on the strength of the students in the schools:

Category	No: of schools	No: of students	No: of computers supplied
A	13	Up to 200	1 server & 5 nodes
B	24	201 - 350	1 server & 9 nodes
C	31	351 - 550	1 server & 14 nodes
D	20	550 & above	1 server & 19 nodes

No: of beneficiaries : 42,000 children

### C. REVISED CLASS (Computer Literacy And Studies in Schools) PROJECT:

**Class Project** was first introduced in 1984 -1985 through out the country in collaboration with MHRD and Electronics departments on a pilot basis. The project came to a close in 1997 – 1998.

The deficiencies in the class project were sought to be rectified in the Revised Class Project which was framed by MHRD in 2001.

Under this project, the state governments have to bear 25 % of the total cost of the project and submit the project proposals to GOI. Only those schools which taught computer education as an optional subject were entitled for aid under this project.

Based on the proposals submitted by the state government, GOI approved the implementation of the Revised Class Project **in selected 150 government secondary schools of the state. Each school gets 1 server and 9 work stations.** Computer Education will be given to a maximum of 350 students in each school. Approximately 53,000 students in 150 government secondary schools are benefited under this project.

The estimated cost of the project is 17.21 crores (over the next three years) out of which the central share is 9.9675 crores and the states' share is 7.2420 crores. An amount of Rs.55,000 is allocated to each school for site preparation. This amount is spent through the respective SDMCs.

The identified agency to implement the project is Electronic Corporation of India Ltd. (ECIL). The agency has to provide hardware and software to the schools and also provide computer teachers for the implementation of the program. The cost of providing hardware and software to a school is Rs. 5,95,500/- and quarterly cost of providing computer teachers is 41,400.

a) Total cost of hardware & software	Rs. 8,93,25,000/-
b) Total EQI cost during the project period (3 years)	Rs. 7,45,20,000/-
c) Site preparation (released to SDMCs @ 55,000/- school)	Rs. 82,50,000/-
<b>Total</b>	<b>Rs.17,20,95,000/-</b>

### D. Computer Education in Higher Primary Schools:

With the funds provided by **Sarva Shiksha Abhiyan (SSA)**, computer education is also being introduced in government Higher Primary Schools in Phases –In 2002 – 2003, computer education was introduced in 55 selected higher primary schools spread over 11 non - DPEP districts.

In 2003 – 2004, 135 selected higher primary schools spread over 27 districts, have been selected for implementation of computer education program. 90 higher primary schools are proposed to be covered during 2004 – 05. These interventions are being done in collaboration with **Azim Premji Foundation (APF)**. Besides, APF is also



running computer Centres in 35 higher primary schools by investing in hardware and software.

Community participation is one of the key features of the project. The community will have to meet the recurring expenses like remuneration to computer instructors, electricity, stationary charges, etc., by raising funds themselves, from the second year onwards. These expenses are borne by the department in the first year.

Young India Fellows (YIF) appointed by APF impart computer education to children of these schools, during school hours. After school hours, the computers will be used for the benefit of the community.

The cost of the hardware and software is met by the DSERT under SSA. The expenditure under this program during 2002 – 2003 was 189.88 lakhs and in 2003 – 04 was 262.55 lakhs.

### **E. World Links Karnataka Program 2003**

The World Links Karnataka Program was launched in January 2002 in collaboration with DSERT, covering selected schools in Bangalore Rural and Gulbarga districts..

Since January 2002, 105 teachers have completed the Phase I training “Introduction to Internet for teaching and Learning” and Phase II training is under progress. Additional teachers and students have been reached through school based training conducted by World Links Master Teachers.

As an outcome of the training program:

- Teachers in these schools (for the first time) have had an opportunity to work in the computer labs.
- Teachers and students have conducted e-mail based tele-collaborative projects with World Links schools throughout Karnataka
- Teachers have accessed the Internet to develop curriculum-based resources for their lessons
- Teachers are bringing students into the computer labs to conduct subject lessons with the assistance of technology
- Some teachers have trained their colleagues through school-based workshops
- School principals have increased their own interest in the use of computers for academic and administrative purpose

World Links has expanded its program to schools in Bangalore South and Bangalore North Districts.

World Links will be adding 14 additional schools in Kolar District in June 2003.

### **F. Intel® Teach to the future training program:**

Intel® Teach to the future is a world wide education program created for teachers, by teachers, to help them effectively integrate technology in to the class room to enhance student learning. Teachers learn from other teachers how, when, and where to incorporate technology tools and resources in to their lesson plans.

The program started in Karnataka on 25 June 2001. The program aimed at training one teacher from each of the 1000 Mahiti Sindhu schools as Master Trainers. . The training program was for a period of 13 days. These Master trainers trained the rest of the teachers in his/her school. They were also provided an incentive of Rs.1000 by DSERT.

So far, 8000 teachers and head teachers from 1000 Mahiti Sindhu schools and 400 teachers and head teachers from 76 higher primary schools having computers are

trained under this program

During 2003 – 2004 Intel organized state level competitions for these Intel trained teachers in collaboration with DSERT.

Intel also has developed three schools as model schools in Bangalore:

- 1) Government High School, Jalahalli,
- 2) Government High School, Peenya,
- 3) Government High School, Police Colony,

Intel has provided a set of 10 educational CDs and internet support to these model schools.

In order to promote technology aided learning, Intel supported DSERT's endeavor to honor teachers and schools by conducting a state wide contest for the best integration of technology in the teaching learning process. The award ceremony was held on Nov 7, 2003.

Intel has proposed to promote the 224 Science Centers located in government secondary schools across the state, as pilot Technology Assisted Learning (TAL) schools. These schools will be empowered by Intel to promote innovative methods and facilitate technology integration in the teaching learning process.



## **RADIO PROGRAMS**

### **A KELI KALI**

#### **10.1 Evolution of Keli Kali:**

The program aims at quality improvement in teaching in primary schools, through empowerment of our teachers to use popular media in academic work and enable them to teach using innovative teaching methods using music, use of sound effects and dramatization of lessons to sustain the interest of the child in learning.

In 2000 – 2001, the program started on a pilot basis for III standard children and was broadcast from Dharwar and Gulbarga stations of All India Radio. In the second phase, the program was introduced in 11 DPEP districts for III and IV standard children.

In the III phase, in 2002 – 03, the program was introduced for standards III, IV and V standards and was broadcast from 10 stations of All India Radio, during 11.30 AM to 12.30 PM covering nearly 50,000 primary schools and 70,00,000 children in 32 educational districts of the state.

208 lessons (standard V – 85, standard IV – 66, standard III – 57)

were broadcast in 2002 – 03. The lessons were based on concepts, activities and hard spots taken from the text books of the respective classes. The aim was to make the child understand these lessons easily.

While developing the radio lessons, care has been taken to retain the original ideas and the objectives of teaching these lessons. These lessons have been developed using the teachers and experts from the various parts of the state.

The popularity of these radio lessons can be gauged from the fact that after every radio lesson about 10,000 post cards are received from the students, parents and the public. Periodic audio video conferencing has also been held to find out the impact of the program.

The program has been extended to cover VI standard children from 2003 – 04. About 75 lessons were broadcast for VI standard.

#### **10.2 Objectives of the Keli – Kali Radio lessons:**

- 1) To break the monotony in class room transaction,
- 2) To motivate the child towards better learning,
- 3) To use popular electronic media effectively in classroom transactions,
- 4) To provide additional resource material for teachers,
- 5) To improve the quality of the child's learning,
- 6) To improve enrolment as it also provides some entertainment for the child,
- 7) To reach the maximum number of children and teachers through lessons prepared by experts in the field,
- 8) To make learning joyful for the child,

#### **10.3 Teachers' Hand Book:**

The teachers hand books published by DSERT contains the following details to enable the teacher to use the lessons effectively in his teaching.

- 1) An annual time table giving the exact date when a particular lesson will be broadcast,

- 2) The Objectives of each radio lesson,
- 3) The scope of the lesson,
- 4) Pre broadcast activities which the teacher can under take to motivate the children,
- 5) Learning points in the lesson,
- 6) Post broadcast activities,

#### 10.4 Broad Cast Period & Timings:

July 15, to February 28,

Monday to Friday 11.30 – 12.30

Saturday 10.30 – 11.00 (Urdu broad cast)

#### 10.5 AIR Broad Cast Centers:

Gulbarga, Dharwar, Bhadravati, Mangalore, Hassan, Bangalore, Madikeri, Mysore, Karwar, Hospet.

Urdu programs are broad cast from Hospet, Bangalore, Gulbarga, Dharwar and Mysore.

#### Collaborative Institutions:

SSA, DSERT, DPEP, AIR,

### B. BANDANI – RADIO PROGRAM

#### 10.6 Evolution of Bandani

All India Radio, Bangalore in collaboration with DSERT, has been broadcasting radio programs for children for the past several decades. It used to broadcast “NANDANA VANA” program for primary children and “PARIMALA” program for secondary children daily from 3.00 PM to 3.45 PM.

A survey was conducted on the impact of these programs. Based on the result of the survey, the AIR, Bangalore started “BANDANI” as a new program. It is being broad cast from all the centers of AIR in the state (from Monday to Thursday) from 2.30 PM to 3.00 PM. This program is meant for children of VI, VII, and VIII standards.

#### 10.7 Important aspects of Bandani:

Experts in English, Kannada, Science, Social Science and Mathematics subjects prepare radio lessons for the broad cast. In the first 15 minutes special attention is paid to culture, environment, history, life history of national leaders, and good literature. The next 15 minutes are devoted to explaining the hard spots in the lessons.

The programs use innovative techniques like discussion, dramatization, special audio effects, etc., to make the lessons more interesting to the children.

The teachers are given a hand book before hand, to enable them to make use of this medium to the fullest extent in improving teaching learning processes.

#### 10.8 Programs through Teleconferencing:

The Education Technology Cell of DSERT, conducts **Teleconferencing** from SIRD, Mysore. The Education Department has also contributed Rs. 30 lakhs towards establishment of studio facilities at SIRD, Mysore. (Earlier the DSERT faculty had to conduct teleconferencing from Ahmedabad).

The Receiving stations are located in 20 DIETs, DSERT, some CTEs and BRCs. This facility is being used in interacting with field functionaries, teachers, teacher educators in dissemination of information relating to important departmental programs and also in training of master resource persons. Training programs to teachers, administrators and community members are being conducted annually through this mode.

## THE EDUSAT PROJECT

### 11.1 The Pilot Phase:

DSERT in collaboration with ISRO has embarked on a pilot project from 2004 – 05 to bring quality lessons in curricular and non-curricular areas for elementary school children of the backward Chamrajnagar district and secondary school children of Udupi and Sagar educational blocks on a pilot basis. It is also proposed to orient teachers, parents, and SDMC members of the schools so as to enhance the quality of School Education.

It is proposed to have 920 Direct Reception Systems (DRS) working on Ku-band, installed in all the primary schools of Chamrajnagar district and Kenchenahalli Hobli of HD Kote Block (Mysore District) for Primary Education. A total of 5 sets will be located in Bangalore for monitoring.

The Direct Reception System (DRS) for primary schools consists of a KU band dish antenna and a 29" television receiver. For secondary schools It is proposed to have 135 **interactive** Direct Reception Systems (DRS) working on Ku-band, installed in the schools.

In Interactive mode, calls received at the teaching end are fed to the expert teacher in the studio classroom. They are simultaneously fed to the transmit chain at the teaching-end earth station. Questions are heard live by the experts as well as participants at all locations.

### 11.2 Teacher Training:

It is also proposed to set up satellite receiving stations in KU band in the 20 DIETs and 202 Block Resource Centres which will facilitate teacher training in the distance mode. In this mode a large number of teachers can be trained at a low cost and in record time and from a central location. This will also reduce transmission loss in our training programs.

### 11.3 Objectives of the Project:

The proposed pilot project intends to achieve the following objectives:

#### A. General Objectives:

- To bring Quality Improvement in Classroom transaction,
- To make learning interesting and motivating,
- To give students access to best teachers,
- To ensure that hardspots are easily understood by the students.

#### B. Specific Objectives:

- To provide online support to teachers in handling difficult concepts.



- To create access to competent teachers and appropriate materials for all learners,
- To develop desired learner competencies and skills in children of class-III to VII & VIII to X with respect to major concepts (hard spots) in (a) Mathematics, (b) Science, (c) Social Studies, and (d) Kannada and (e) English (classes V-VIII),
- To provide necessary inputs in non-curricular areas for the overall development of children,
- To provide academic support to teachers in handling different concepts covered in curricular areas,
- To encourage teachers to develop teaching learning materials and its use appropriate to the different concepts being taught in the classroom,
- To orient the school development monitoring committee members about the need for monitoring the efforts of teachers and parents in improving the quality of primary education,
- To bring awareness among community members at large to provide academic support to all children in their respective villages/wards through active participation to supplement the efforts of teachers in improving the quality of primary education,
- To enable teachers to get uniform guidance from specialists in the field.

#### **C. Specific Objectives: (Elementary Stage)**

- To develop the required competencies in languages and core subjects in children,
- In Primary Classes & in Multi grade situations the teacher can use the satellite lessons to engage one class, while physically teaching another class
- In large classes, satellite TV can actually take the place of a good teacher.

#### **D. Specific Objectives (Secondary Stage)**

- To provide online support to teachers in handling difficult concepts in Science, Social science, Maths and English,
- To create access to competent teachers and appropriate material for all learners simultaneously,
- To develop the desired learner competencies and skills in the learners in classes 8 / 9 / 10. in subjects like Maths / Science/ Social Science and English,
- To enable teachers also to get uniform guidance and enriched knowledge by specialists in the field.

#### **E. Specific Objectives (Teacher Training)**

- To provide Orientation training to the faculty of DIETs/BRCs and CRCs in the area of pedagogy and innovative methods of teaching.
- To orient these faculty members to monitor implementation of various activities and programs of the department.
- To provide direct training of class room teachers in the distance mode.

#### **11.4 Partners in the Project:**

The funding and purchase and installation of the hardware equipment is the responsibility of ISRO, where as the development of the software is being done by DSERT in collaboration with several academic institutions. DSERT has also set up a

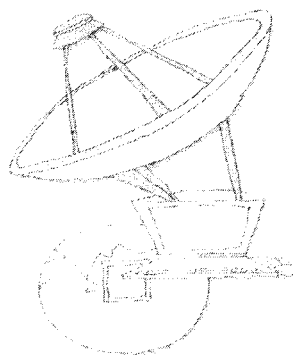
TV Video and audio studio in its premises which is used for recording and telecasting of the T V programs. EDC a non governmental organisation has donated studio equipment for the project. Evaluation of the programme is conducted by Regional Institute of Education, Mysore.

### 11.5 . DSERT Initiatives:

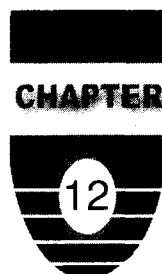
DSERT has taken the following steps in respect to preparation of software:

1. Core groups of class room teachers and content experts for each of the subjects in English, Social Studies, Science and Mathematics were formed.
2. These groups identified the hard spots in each class and in each subject.
3. EDC, Washington, an NGO associated with U S AID, brought in experts in the field from US and gave orientation training (in DSERT) to our script writers.
4. Content and Scripts were developed by these script writers and these were scrutinized by subject experts.
5. EDC is also developing 60 TV lessons for primary classes, (in collaboration with DSERT) and try out these lessons in rural schools in two blocks – Deodurga and Surapura, of North East Karnataka by providing TV/VCR facilities in selected schools.
6. The studio at DSERT was completed and inaugurated on 22 – 12 - 2003. The department has provided sound proof audio and video recording facilities, control and editing rooms. 20 KV UPS has been installed. The rooms are air conditioned. The studio is used both for production of TV films and for direct Telecasts of lessons and teacher training for the Edusat project.
7. When the telecast and receiving facilities are installed, the teleconferencing and teacher training can be taken up in interactive mode from the DSERT itself. At present we are using the facilities at SIRD, Mysore for our teleconferencing facilities.
8. Applications were called for empanelment of film producers. Among the producers who had applied for empanelment 19 film producers were short listed and given scripts for producing video films.
9. The task of producing English video lessons has been entrusted to Regional Institute of English, Bangalore.
10. A committee consisting of the following persons, has been constituted as the technical committee to prescribe standards and monitor the quality of video films produced. This committee interacts with the film producers, approves the video shooting scripts, evaluates and finally approves the films produced.
  - a) Dr. Chandrashekar Kambar, MLC and Former V C, Chairman
  - b) Sri.Nagesh,Chiarman,Natak Academy, Member
  - c) Smt. Usha, Director, AVRC, Mysore, Member
  - d) Smt. Gayathri Devi Dutt, Director, RIE, Bangalore Member
  - e) Dr.Phalachandra,Professor, RIE, Mysore Member
  - f) Joint Director, DSERT Member
  - g) Accounts Officer, DSERT Member
  - h) Director,DSERT Member,

11. The Edusat project is scheduled to take off from 1<sup>st</sup> June, 2004.
12. DSERT will bring out a schedule of the class room telecasts and a teachers' hand book containing the following salient points:
  1. Objectives of the lesson
  2. Objectives of the video lesson
  3. The Content being covered in the video lesson
  4. Pre telecast activities
  5. The T V lesson
  6. Post telecast activities
13. For the interactive telecasts for the secondary schools, hand picked and good class room teachers from Udupi and Sagar blocks are being given orientation training to prepare them for direct telecasts of their lessons







## **COLLABORATIVE PROGRAMS & PROJECTS OF DSERT**

### **12.1. National Population and Development Education Project:**

Karnataka is one of the first states in the country to take up the cause of population education. The project started in 1980. The aim is to create awareness about the concept of population explosion, rapid increase in the growth rate and consequential problems with greater focus on adolescent education. The National Population and Development Education Project focuses on achieving the goals of the project through group activities:

- 1) Curriculum & Material Development
- 2) Training
- 3) Evaluation & Research
- 4) Co – Curricular Activities.

Adolescent Education facilitates development of population education concepts among children. Training is conducted through specially prepared modules (based on NCERT modules), folders, charts, hand outs, etc, The head teachers, teachers and students are trained to enable them to conduct a number of programs in schools.

### **12.2. Integrated Education for Disabled Children (IEDC):**

This program was earlier implemented through the Department of Social Welfare. It was transferred to DSERT in 1983. The objective of this scheme is to provide sufficient opportunities for the physically and mentally challenged children in joining the main stream in the field of education.

The DSERT implemented integrated education through 57 Non Governmental organisations (NGOs) and 20 DIETs in the state. During 2000 – 01, 11680 special children were integrated through 2415 schools.

This program was shifted to the Directorate of Urdu and Minorities in 2001 – 02 but is still being implemented through the DIETs.

### **12.3. English Language Training Program:**

DSERT in collaboration with Regional Institute of English, Bangalore, gets trainers/ teachers trained and oriented in English language education on annual basis. During the current year a program for training of one teacher from every government primary school in the state, in English language teaching is designed and implemented.

The Regional Institute of English has specially prepared a ten day training module along with a kit for training these primary teachers in the teaching of English. The objective of this program is to cover every school with training and resource kit so as to bring change in the class room transaction.

The Regional Institute of English also trains teachers in high schools for a period of 3 months. The Institute conducts short duration programs for BRC and CRC coordinators also.

Three primary and two secondary English Language Training centers (ELTCs) are also functioning in the state. They also conduct short duration training of teachers in English language teaching.

#### **12.4. District Quality Education Project:**

The Social and Social Anthropology unit of National Institute of Advanced Studies (NIAS) is implementing a new program called "District Quality Education Project" (DQEP) to develop a process to enhance the quality of elementary schooling by working collaboratively with various agencies of the Government. DSERT, DIET, Mysore, BEOs, BRCs, and CRCs are actively associated with the project. The focus of the project is Chamarajanagar district. Base line study is being taken up between December 2002 and July 2003.

The project envisages:

1. Capacity Building and Collaborative activities by developing course modules and providing inputs for technical and academic development of CRC/BRC/DIET/ TTI faculty, teachers and SDMC members which will support quality improvement in schools.
2. Community Linked Activities will be undertaken to include orientation and training programs involving community members and activity programs for children.
3. Material Development for teachers, teacher educators, parents and children
4. Research and Documentation of all the activities which will serve as sources to share with other groups and institutions.

This project is supported by Sri. Ratan Tata Trust, Mumbai.

#### **12.5 Learning Guarantee Scheme of APF.**

Azim Premji Foundation in collaboration with the Department of Public Instruction has launched the Learning Guarantee Scheme in the seven backward districts of North East Karnataka.

This scheme aims at identifying and encouraging good primary and Higher Primary schools in the region.. The objectives of this scheme are :-

1. All the children (of school going age) with in the habitation, must be enrolled in the school.
2. All the enrolled children must attend regularly.
3. All the children attending regularly, must attain the expected levels of achievement. In other words, the school guarantees the learning of every child in the school.

Any school fulfilling these objectives, is entitled to an incentive of up to Rs. 60,000 by the Foundation. These schools will be models for other schools to follow. The practices followed in these schools will become models for other schools also.

The aim of this program is to provide support to the state in its efforts to attain the prescribed goals under the Universalisation of Elementary Education.

The role of DSERT is to provide support to the Foundation through the DIETs in identifying and training the personnel who are deployed to evaluate the schools under the scheme.

#### **12.6 EDC Assisted Distance Education Program**

Education Development Center(EDC), Washington, DC an NGO promoted by US AID (United States Agency for International Development), has included Karnataka for assisting implementation of distance education mode of learning. EDC brought in





experts from Discovery Channel and trained our teachers in script writing and production of T V lessons. EDC has also donated T V studio equipment to DSERT for production of T V lessons.

EDC has proposed to give a total of 60 high quality video programs to support the governments' initiative in improving quality of learning. These programs will also be used by EDUSAT in telecasting TV lessons direct to the schools.

EDC also proposes to distribute video packages in selected schools in two educational blocks in the educationally backward area of North East Karnataka - Sedam in Gulbarga district and Devadurga in Raichur district.

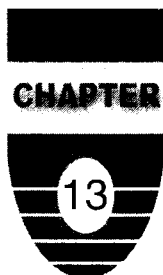
### **12.7 Family Life, Values & Life Skill Education Program**

Bangalore Medical Services Trust (BMST) was established in 1984 by the Rotary Club of Bangalore and TTK and Co. Bangalore with a view to take up health awareness projects and training in areas of blood safety and HIV/AIDS.

In collaboration with BMST, the DSERT has been conducting "Family Life, Values & Life skills Education" Program since 2000. This program caters to government and government aided primary, upper primary and secondary schools in 6 educational districts of Karnataka – Bangalore North, Bangalore South, Kolar, Chikkaballapur, Gulbarga and Yadgir educational districts.

The training programs conducted by BMST empowers the teachers to inform and sensitize their students on issues such as HIV/AIDS, sexual health, reproductive health, sexually transmitted diseases, substance abuse and related values and life skills.

The Program provides capacity building, teacher training workshops including refresher courses and follow up action in schools covered by the program.



## NATIONAL TALENT SEARCH EXAMINATION (NTSE)

### 13.1 Objectives of NTSE:

The NCERT awards 1000 scholarships with a provision of 150 for SC and 75 for ST to the talented students of Class X each year through its NTS scheme and then nurture the talent by way of providing financial assistance in the form of both monthly scholarship and annual book grant. The awardees continue to receive the scholarships up to Ph. D. level for pursuing their education in basic sciences and social sciences and up to second degree level for pursuing professional courses like engineering, medicine and management. The NCERT has entrusted the responsibility for the conduct of the NTS examination in the state to DSERT.

### 13.2 Performance of Karnataka students:

Karnataka is one of the very few states in the country whose students are doing extremely well in the NTS Examination. Nearly 19,000 students from Karnataka appear every year. 235 get through the first phase of the examination and they are awarded scholarships from the Students Benefit Fund of the state. Out of 1000 scholarships awarded by the NCERT, Karnataka candidates secured 101 scholarships in 2002, and 98 scholarships in 2003 in the NTS second phase examination.

### 13.3 First Phase:

The first phase of the NTSE is conducted by DSERT at 39 centers all over the state. In the first phase, a written test is conducted in two parts - General Mental Ability – GMAT (consisting of 100 items on reasoning, analysis, synthesis, etc.) and Scholastic Aptitude test (SAT) containing objective type items in basic and social science subjects containing items from science, social science and mathematics of class IX and X standards.

Scholastic Aptitude Test – SAT consists of 100 questions. 40 questions are in social science (History, Geography & Civics), 40 questions are in basic sciences (Physics, Chemistry, Biology) and 20 questions are in Mathematics. All the 7 subjects are compulsory. There is no negative marking.

### 13.4 Second Phase:

The second phase of the NTS Examination is conducted by NCERT, New Delhi for those who qualify on the basis of the written test in the first phase. The written test is conducted both in English and Kannada media.

The face to face interview is held in Bangalore for the selected number of candidates who qualify on the basis of the written test in the second phase of the examination.

### 13.5 Eligibility:

Eligibility of the candidates to appear for the NTSE is 55% for general category and 45% for SC/ST candidates in IX standard examination. There is no prescribed age limit. A candidate can appear only once in this examination. Application fee is Rs. 10 per candidate.

The scholarship shall be available for students at the +2 stage and subsequently after



suitable revalidation at terminal stage up to the Doctorate level in basic and social sciences including commerce and up to the second degree level in Engineering and Medicine.

### 13.6 Existing Rate of scholarships at different stages:

Sl. No.	Stage	Rate(in Rs)	Remarks
1	+2 stage	200/-p.m. 500/-p.a.	For two years plus Book Grant
2	First degree level	300/-p.m. 1000/-p.a.	Plus Book Grant
3.	Second degree (PG) level	500/- p.m. 1000/-p.a.	During the course Book Grant
4	P.hd. stage	As per UGC norms	

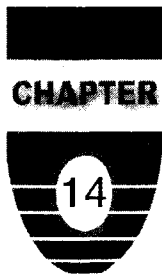
**The rate of scholarship will vary according to the income of the parents in the following manner:**

For income group up to 1,50,000 p.a. rate of scholarship is as shown above.

For income group above Rs. 1,50,000/- p.a. 50% of the above rate is available.

The candidates who are not awarded scholarships at the national level even though they are successful at the state level will be awarded a scholarship of Rs. 150/- per month at PUC level out of Karnataka Student Welfare fund.

An awardee will not be considered for scholarship if he fails at the X standard examination or any subsequent examination or if he discontinues studies as a regular student.



## SARVA SHIKSHA ABHIYAN (SSA)

### 14.1 Objectives of U E E in Karnataka

The main objectives of the numerous initiatives of the Government of Karnataka towards universalization of elementary education are:

- To ensure that all 6-14 year old children are in classes 1-8 by 2007.
- To ensure that all required infrastructure and human resources for providing eight years of free, compulsory, relevant and quality education are in place by 2007
- To ensure that education becomes a means of genuine empowerment of the individual to achieve his/her full potential by 2007
- To ensure that the learning process is made locally relevant, child-centered, activity-based and joyful by 2007
- To ensure that educational management is decentralized to the community and that the community takes ownership to ensure children's right to education by 2007.

### 14.2 Objectives of Sarva Shiksha Abhiyan:

- Sarva Shiksha Abhiyan is an effort towards the long cherished goal of Universalization of Elementary Education (U E E) through a time bound integrated approach.
- It aims at providing community owned quality elementary education in the mission mode for all children in the age group of 6-14 by 2010.
- It also envisages bridging the gender and social gaps.

### The Objectives of S S A are:

- All children in school by 2003
- All children complete five years of primary schooling by 2007.
- All children complete 8 years of schooling by 2010.
- Focus on quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007.
- Universal retention by 2010

### 14.3 The strategies central to S S A are:

- Institutional Reforms & capacity building.
- Sustainable financing.
- Community ownership & monitoring.
- Focus on education for girls & special groups.
- Thrust on Quality & teacher development.
- Habitation as a unit of planning.
- Improving educational administration.



- Ensuring Accountability.

#### 14.4 DSERT programs under S S A

The following programs are entrusted to DSERT from S S A

The budget allocation under SSA for these programs for 2003 – 04 is -

Sl. No.	Programs	Rs. in lakhs
1.	In service teachers' training programs	2893.326
2.	Training for Newly recruited teachers	180.684
3.	Text books for girls & SC/ST boys of VIII standard	535.857
4.	Computer Education in Higher Primary Schools	405.000
5.	Edusat	405.000
<b>TOTAL</b>		<b>4419.867</b>

#### 14.5 Teacher Training:

The S S A envisages providing 20 days training to every primary teacher in a year. During 2003 – 04, 2,03,809 teachers have been trained between 5 days and 20 days during the year. Majority of the programs are being conducted during vacations.

The following training programs were given to the teachers:

1. Chaitanya 1 and 2 (activity based teaching methodology) in Kannada, Urdu and marathi.
2. Experiments in teaching Science
3. Life Sciences Education
4. Shikshanadalli Rangakale (Dramatisation in Education)
5. Chaitanya Tarani (Preparation of TLM)
6. Content Enrichment in Languages and core subjects
7. English Language Training program
8. Evaluation
9. Physical education
10. Analysis of Text Books
11. Action research
12. Head Teachers Training Program
13. SUPW Training
14. Yoga and Value Education
15. Integrated Education
16. Education Technology
17. Multi Grade and Multi level Teaching
18. CRC level Monthly Experience sharing workshops

#### 14.6 Training for Newly recruited teachers:

S S A envisages a 30 day training program for the newly recruited primary teachers. DSERT has prepared a 15 day training module “ **Prerana**” for newly recruited teachers. All the newly recruited teachers (8604) recruited during 2003 – 04 were

trained in this module. This training has also been given to teachers recruited during 2002 – 03.

#### **14.7 Community Training**

DSERT has prepared a training module “ **Spandana**” and “ **Sankalpa**” for training SDMC members for two days. During 2003 – 04, 45,000 SDMC members have been trained. Several NGOs are also involved in the training program of SDMC members.

#### **14.8 Innovative Activities:**

The following programs are also being conducted by DSERT under SSA:

1. Keli Kali radio class room program being broadcast from 10 stations of ALL INDIA RADIO, for the students of III, IV, V and VI standards covering 50,000 primary schools
2. Bandani Educational Radio Program covering hard spots in Kannada, English, Science, Social Science and Mathematics in VI, VII and VIII standards.
3. Computer Education Project in selected 190 Higher Primary Schools The program is being implemented in collaboration with AZIM PREMJI FOUNDATION.
4. Edusat program which is scheduled to be launched from June, 2004.





## PROFILES OF SOME COLLABORATIVE INSTITUTIONS

### 15.1 Regional Institute of English (South India)

#### 15.1.1 Background:

The Regional Institute of English South India, Bangalore, was founded in 1963 with the broad objective of augmenting standards of English Language Teaching at the school level in the four southern states of India, i.e. Andhra Pradesh, Karnataka, Kerala and Tamil Nadu. Initially, the Institute received financial and academic support from the British Council. Currently, the Institute's maintenance cost is shared by the four southern states and a part of it is met by GOI.

Over the past four decades, the Institute has undertaken several programs such as:

- Conduct of long term and short term in-service training programs and trained thousands of teachers.
- Active participation in the curriculum design and material production work in collaboration with the respective state governments.
- Research by means of conducting status studies, surveys, execution of projects like the listening project and the Bangalore project.
- Publication and dissemination of materials relevant to English language learning.
- Design and execution of programs specific to different target groups, exploring the mass media channel.

#### 15.1.2 Status of E L T

In collaboration with the state governments the Institute was able to establish English Language Teaching Centres (ELTCs) in each member state. The academic work of these Institutions was being monitored by RIESI. But, with the introduction of the National Education Policy, new teacher training structures for the benefit of teachers in service have been set up. The District ELTCs have been brought under the umbrella of DIETs and CTEs depending upon their geographical location.

The status of English language in terms of policy and practice is paradoxical. There is an increased interest to learn this language in order to acquire wider communicative ability among all sections of the society. However, the performance of the learners at various levels (primary to college) is not very encouraging. Often the low percentage of passes in English at the board examination has been the reason for low overall percentage of passes.

This paradoxical situation demands a very urgent, appropriate, multi-pronged intervention. The intervention has to take into account the total coverage strategy. Therefore, the participation of all the in-service training structures is crucial.

English language teaching at the school level has been accorded the status of a second language. But, under the circumstances explained above, it is essential to

shift the focus of teaching from language acquisition to literacy in English language. Bilingual literacy is and has to be the goal of English language teaching.

### 15.1.3 Functions of RIESI

RIESI has been conducting in-service teacher training programs, both for elementary teacher educators and secondary teacher educators on a regular basis and several programs for the other functionaries of the education department on an *ad hoc* basis. Only one pre-service education program on distance mode i.e. PGDELT is conducted. A proposal to start a one-year B Ed course in English is pending with the NCTE. A course leading to Diploma in Communication is being launched now for undergraduates.

The Regional Institute of English in collaboration with the DSERT has taken up a project during 2003 – 04, to train at least one teacher from every primary school in Karnataka in the teaching of English. The RIE prepared a 10 day training module and trained the Master resource persons and has provided the resource kit to all the teachers who are trained in the program. With the help of these Master resource persons, the DIETs took up the training program of the primary teachers. This project was a tremendous success.

The Institute scrutinised all the English language text books of Karnataka state during 2003 – 04. It is also participating in the Edusat project by preparing English Video lessons for the Edusat telecasts.

### 15.1.4 Infrastructure

In terms of infrastructural facilities the Institute is granted 11.11 acres of land on lease from the Bangalore University and has put up a 29,500 sq.ft. building, housing the administration wing, dormitories, the training block, library and the language laboratory.

The library is one of the best libraries in India, totally computerised with a total of 29,000 books related to English Language Teaching issues. The language laboratory has 20 learning booths with audio cassettes to facilitate learning spoken English. A Computer Lab with multi-media facility with the systems is added on. IT training is integrated in English language teachers training programs.

The Institute has its own website at <http://www.riesi.kar.nic.in>. In the second phase it is proposed to initiate online teaching and training. This will enable the Institute reach out to users on a much larger scale.

## 15.2 Azim Premji Foundation (APF)

### 15.2.1 Introduction

Azim Premji Foundation, established with the personal resources of Azim Premji and operational since January 2001, is a not for profit organization, registered under Section 25 of the Companies Act, 1956. The Vision of Azim Premji Foundation is to – “Significantly contribute to achieving quality universal education as a foundation for a just, equitable and humane society”

The Foundation signed a Memorandum of Understanding with the Governments of Karnataka and Andhra Pradesh in July 2001 to partner towards Universalization of Elementary Education in the states of Karnataka and Andhra Pradesh respectively. The focus of A P F is to -

1. Promote quality of education through -

- a) Building accountability among stakeholders through innovative programs

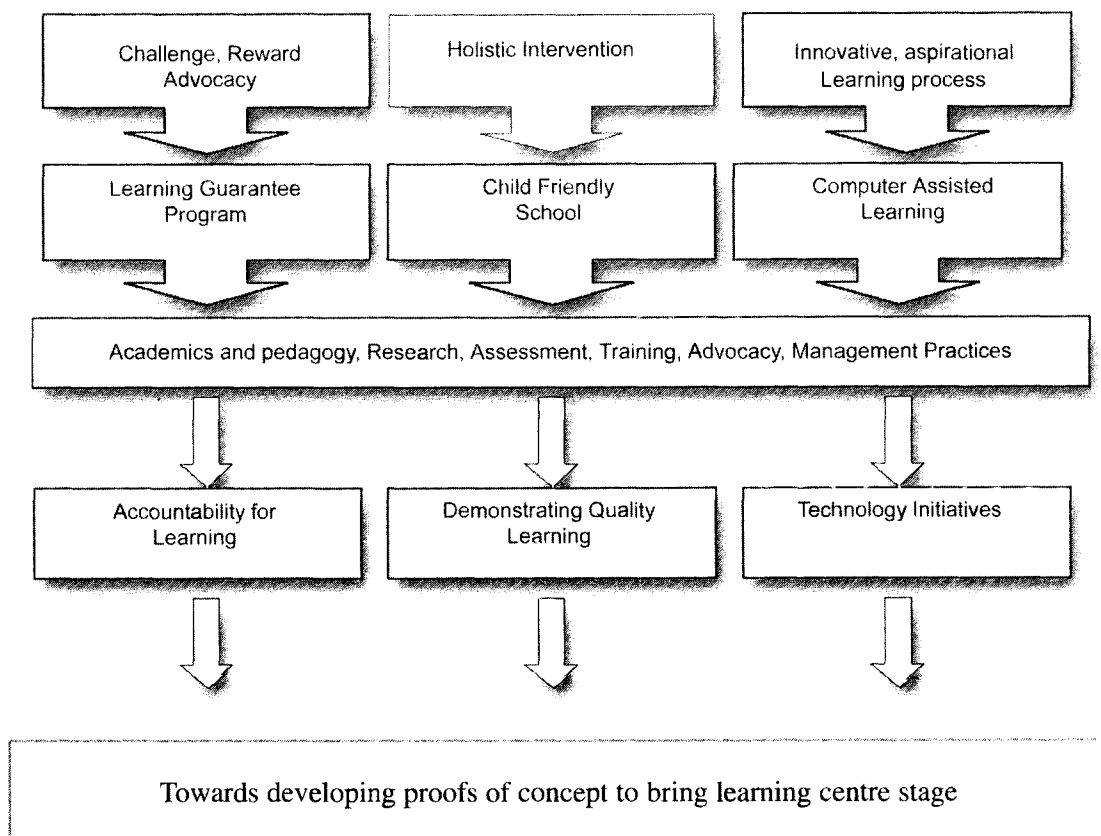


b) Demonstrating that it is possible to achieve quality

c) Effective advocacy

2. Formal tight partnership with Central and State Governments since it is essential for integration of models in the larger system

Develop and integrate successful “proof of concept” backed by scientific evaluation, continuous research and documentation



### 15.2.2 Learning Guarantee Program

Objectives:

- Identifying schools that are delivering learning guarantee within existing constraints
- Observe how schools respond to external stimulus by way of incentives and competition
- Research to establish the factors that enable schools to successfully influence learning, enrolment and attendance and communicate the same to schools across the State

The program will run for a period of 3 academic years (2002-03; 2003-04; 2004-05). Schools will have a chance to aspire, qualify and sustain their quality over a 3 year period and even those schools which may not be in a position currently will thus have a chance to improve and qualify for the reward. The first year of school evaluations was completed in 2003 and successful schools were rewarded and felicitated at a function on 14 February 2004 at Gulbarga

This is how they won

### **Highlights of 2003:**

- **20 % of the Government Primary and Higher Primary (1888 of 9270) schools in North East Karnataka voluntarily participated in the program**
- **896 schools (50% of the participating schools) chose to be evaluated in 2003**
- **40 schools have won the Learning Guarantee Program Award for 2003**
- **Among the 40 winning schools 911 children (12% of total number of participants) demonstrated 100% attainment of competencies in Maths and Language**
- **Enrolment and attendance in all the schools evaluated were uniformly high. The key differentiator was “learning levels”**
- **The average pupil-teacher ratio (PTR) in the winning schools is 37 against the North East Karnataka average of 43**
- **The average school strength in the winning schools (class 1 to 5) is 159 as compared to the North East Karnataka average of 185**
- **Only about 5% (40 out of 896 evaluated) primary schools ensure learning competencies for majority of children in the school**
- **7.2% of the lower primary schools evaluated were winners vs 2.9% were higher primary schools**

### **15.2.3 Accelerated Learning Program**

Launched in August 2002 , across 6 districts , encompassing 16 taluks (blocks) of North East Karnataka , the Accelerated Learning Program aimed to bridge the competency gap of out of school children , enrolled through Bridge courses and also improve the Learning levels of underachieving children in regular class .

The Program -

- Provides relevant innovative academic inputs to aid the children bridge the existing gap and achieve competencies required for the class they are in.
- Program aims to advocate, that every child in the formal system has the ability to Learn, despite being 'Out of school' for a year or more.
- Ensures retention and Learning

Scale and Coverage :

In the year 2002 – 03, Azim Premji Foundation implemented the Remedial Teaching Program in 1500 schools covering about 55,000 children across 7 districts of North-east Karnataka (Raichur, Bellary, Koppal, Gulbarga, Yadgir and Bijapur). Gaining from the previous year's experience, the Accelerated Learning Program was designed to be implemented in the same districts covering a total number of 68,200 children spread across in 956 centers.

The Accelerated Learning Program at each of the 956 centers is carried out by a volunteer , who belongs to the local community and has been selected on merits assessed through a written test and personal interview and is trained by the Foundation.



The Program is run within the school, during school hours, the Head teachers of the schools support the volunteer in running the program.

Monitoring of these centers is done by Area coordinators on a daily basis, wherein they check on the quality of Teaching and Learning happening in center.

Of the total number of children in the program 38,000 children have been mainstreamed in Kannada and Maths

#### 15.2.4 Technology Initiatives:

##### Computer Assisted Learning Centre

In 2001, the Foundation to understand the rural environment and the aspirations of the parents conducted a survey in 3 rural districts of Karnataka. One of the questions asked in the survey was on what they mean by an educated person. The consistent reply of ability to speak English and work on Computers as criteria for an educated person, set the foundation thinking to leverage this aspirational value to get the children back to school and keep them there.

To leverage this aspirational value, the Foundation set up in 35 Rural Government Primary Schools, Computer Assisted Learning Centres to enhance the quality of learning in children, in addition to attracting children back to school and keeping them there, through Computer based lessons developed for the Karnataka state curriculum for classes 1 to 7.

Content that is animation based, child centred interactive games, with story line woven around was created for use in these Computer Assisted Learning Centers. The titles cover Language, Maths, Environmental Science and Geography, in the state language Kannada, with additional options in the national language Hindi and international language English

##### Computer Assisted Learning Centres

- **Phase I: 2001: 35 schools in 3 districts**
  - **Phase II: 2002: 55 schools in 11 districts**
  - **Phase III: 2003 135 schools in 27 districts**
- 225 schools across 27 districts of Karnataka**

The enthusiasm generated by the Computer Assisted Learning Centres, resulted in a partnership between Government of Karnataka, the Local Community and Azim Premji Foundation. The salient features of the partnership are:

- Computer hardware, accessories and operating expenses for year 1 is provided by the Government
- The site for Computer Assisted Learning Centre, security and maintenance of the centre from the second year is provided by the community
- Computer based Content for learning and managerial support for setting up and running the centre is provided by the Foundation
- Interaction with the community for selection of the school
- Selection, training and monitoring the performance of the local volunteer, called Young India Fellow to run the centre



- Development of curricular and co-curricular content
- Teacher training to integrate the content in class room activities

Our experience of initiating and running 225 Computer Assisted Learning Centres over the last three years along with developing 41 child centered titles for children to learn have brought the realization that we can make:

- Learning - a game; children should enjoy the process of learning; we have seen that absenteeism on the day of Computer classes come down significantly
- Assessment -fun; children when asked why they enjoy working with computers state, that when they make mistakes, the computer does not scold them.
- Equal knowledge for all children in rural and urban areas, through quality standardized child centric learning material

The innovation in computer assisted learning promoted in Karnataka has been leveraged by our neighbouring states Andhra Pradesh with the introduction of computer based learning in over 2000 schools of the West Godhavari district.

#### 15.2.5 Policy Planning Unit (PPU)

Policy Planning Unit is a joint initiative between Government of Karnataka and Azim Premji Foundation to assist the Department of Primary Education to enhance Community involvement in schools, document and transfer academic practices and build administrative and technical capabilities.

In the first year of the initiative, Policy Planning Unit has initiated a study to evaluate the functioning of School Development Monitoring Committee covering 500 schools (1% of the population) to further enhance their efficiency. The field work for the study is completed and analysis of the data is under progress. The Unit has assisted the department in preparing budgets and plan for Sarva Shiksha Abhiyan, National Program for Education of Girls at Elementary Level and other specific programs and initiatives.

#### 15.2.6 Way Ahead: Plan 2004 – 05 - The Child Friendly School Initiative

As part of the initiatives for 2004, Azim Premji Foundation, in partnership with Government of Karnataka and UNICEF, has designed the Child Friendly School Initiative with the objective to;

1. Develop a set of quality indicators for a school
2. Develop state level indicators for educational quality

Experiment and **demonstrate a process of “providing quality education to all children in identified schools in partnership with all stakeholders, while building capacity and accountability to deliver the same on a sustained basis”**

Coverage:

1100 schools during 2004 – 2008 in Karnataka and Andhra Pradesh

Pilot during 2004 in -

385 schools in one block each of Gulbarga and Raichur district of Karnataka

150 schools in seven mandals of Chittoor district of Andhra Pradesh

The crux of advocacy is to bring all stakeholders on a common platform to focus on the importance of quality of learning and keep the issue of quality on the top of the national education agenda, contribute constructively to discussions on fundamental and systemic issues ranging from teacher accountability, decentralisation and empowerment of schools to evaluation methods, curriculum relevance and classroom transaction.

### 15.3 Education Development Center (EDC),

Education Development Center Inc. is an international non-profit organization that has been a pioneer in building bridges between research, policy and practice for the last four decades. The EDC has been chosen to execute the dot-EDU T4 project in India, in cooperation with the Government of India and the various State Governments.

Through strategically devised education programmes, EDC aims to strengthen different facets of society, like early child development, K-12 education, health promotion, workforce preparation, community development, learning technology, basic and adult education, Institutional reform, and social justice.

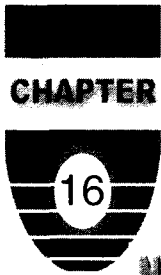
#### **National Research and Dialogue**

The dot-EDU T4 drive aims to improve the quality of primary education and reach it out to currently underserved groups in the states of Karnataka, Chhattisgarh and Jharkhand.

Educational Television for Mathematics and Environmental studies in Karnataka.

In collaboration with the Karnataka Government's EDUSAT project, the T4 initiative is building capacity and producing educational TV and video series on environmental studies and mathematics. Meant for the 4th/5th multigrade, these are being tested in Chamrajnagar and in the northeastern districts of Gulbarga and Raichur.

The content is developed around hard spots identified in the state curriculum, and includes additional techniques for imparting education to girls and students from backward classes. The programmes assist students in learning, while at the same time aiding teachers towards experiments and activity-based learning. The T4 initiative will also assist 7th and 8th standard students to visualize and create educational TV and video programmes on their own. This is to empower young people at risk of marginalization and to make learning material more relevant.



## NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)



### 16.1 Introduction

The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education (NCTE) as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

The NCTE acts as a regulatory body for all teacher education institutions in India. Since 1995, every teacher educational institution is bound by law to seek recognition of NCTE. NCTE's Southern Regional Center (SRC) covering the states of Karnataka, Tamil Nadu, Andhra Pradesh, Kerala and Pondichery is located at Bangalore.

### 16.2 Objectives

The main objective of the NCTE is to –

1. Achieve planned and coordinated development of the teacher education system throughout the country,
2. The regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.
3. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programs including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

### 16.3 Functions of Regional Committees

As envisaged in section 20 of the NCTE Act, there are four regional committees of the NCTE, looking after its statutory responsibilities in respect of teacher education institutions in the eastern, western, northern and southern regions. These are located at Bhubaneswar, Bhopal, Jaipur and Bangalore respectively, headed by a Regional Director.

Main functions of the regional committees are consideration of applications of teacher education institutions for recognition, permission for starting a new course or training in teacher education, increase in annual intake of an institution, withdrawal of recognition of an institution for contravention of provisions of the NCTE Act and other matters connected therewith, as envisaged in Sections 14, 15, 17 and 20(6) of the Act which are reproduced below:

### 16.4 Relevant Sections relating to Recognition

#### Section 14: RECOGNITION OF INSTITUTIONS OFFERING COURSE OR TRAINING IN TEACHER EDUCATION

(1) Every institution offering or intending to offer a course or training in teacher education on or after the appointed day, may, for grant of recognition under this Act, make an



application to the Regional Committee concerned in such form and in such manner as may be determined by regulations:

Provided that an institution offering a course or training in teacher education immediately before the appointed day, shall be entitled to continue such course or training for a period of six months, if it has made an application for recognition within the said period and until the disposal of the application by the Regional Committee.

(2) The fee to be paid along with the application under sub-section (1) shall be such as may be prescribed.

(3) On receipt of an application by the Regional Committee from any institution under sub-section (1), and after obtaining from the institution concerned such other particulars as it may consider necessary, it shall—

(a) if it is satisfied that such institution has adequate financial resources, accommodation, library, qualified staff, laboratory and that it fulfils such other conditions required for proper functioning of the institution for a course or training in teacher education, as may be determined by regulations, pass an order granting recognition to such institution, subject to such conditions as may be determined by regulations; or

(b) if it is of the opinion that such institution does not fulfill the requirements laid down in sub-clause (a), pass an order refusing recognition to such institution for reasons to be recorded in writing:

Provided that before passing an order under sub-clause (b), the Regional Committee shall provide a reasonable opportunity to the concerned institution for making a written representation.

(4) Every order granting or refusing recognition to an institution for a course or training in teacher education under sub-section (3) shall be published in the Official Gazette and communicated in writing for appropriate action to such institution and to the concerned examining body, the local authority or the State Government and the Central Government.

(5) Every institution, in respect of which recognition has been refused shall discontinue the course or training in teacher education from the end of the academic session next following the date of receipt of the order refusing recognition passed under clause (b) of sub-section (3).

(6) Every examining body shall, on receipt of the order under sub-section (4), -

(a) grant affiliation to the institution, where recognition has been granted, or  
(b) cancel the affiliation of the institution, where recognition has been refused.

#### **Section 15: PERMISSION FOR A NEW COURSE OR TRAINING BY A RECOGNIZED INSTITUTION**

(1) Where any recognized institution intends to start any new course or training in teacher education, it may make an application to seek permission there of to the Regional Committee concerned in such form and in such manner as may be determined by regulations.

(2) The fees to be paid along with the application under sub-section (1) shall be such as may be prescribed. On receipt of an application from an institution under sub-section(1), and after obtaining from the recognised institution such other particulars as may be considered necessary, the Regional Committee shall,-

(a) if it is satisfied that such recognised institution has adequate financial resources, accommodation, library, qualified staff, laboratory, and that it fulfils such other conditions required for proper conduct of the new course or training in teacher education, as may be determined by regulations, pass an order granting permission, subject to

such conditions as may be determined by regulation; or

(b) if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (a), pass an order refusing permission to such institution, for reasons to be recorded in writing:

Provided that before passing an order refusing permission under sub-clause (b), the Regional Committee shall provide a reasonable opportunity to the institution concerned for making a written representation.

(4) Every order granting or refusing permission to a recognised institution for a new course or training in teacher education under sub-section (3), shall be published in the Official Gazette and communicated in writing for appropriate action to such recognised institution and to the concerned examining body, the local authority, the State Government and the Central Government.

### **16. AFFILIATING BODY TO GRANT AFFILIATION AFTER RECOGNITION OR PERMISSION BY THE COUNCIL**

Notwithstanding anything contained in any other law for the time being in force, no examining body shall, on or after the appointed day,—

(a) grant affiliation, whether provisional or otherwise, to any institution; or

(b) hold examination, whether provisional or otherwise, for a course or training conducted by a recognised institution,

Unless the institution concerned has obtained recognition from the Regional Committee concerned, under section 14 or permission for a course or training under section 15.

### **16.5 PROCEDURE FOR APPLICATION FOR RECOGNITION**

(a) Every institution offering or intending to offer a course or training in teacher education shall make an application for recognition to the concerned regional committee in the prescribed format (in triplicate) which can be obtained from the office of the regional committee by sending a demand draft of Rs.100 in favour of the Regional Director of the concerned regional committee. A copy of the format can also be downloaded from the NCTE(application for recognition, manner of submission,determination of conditions for recognition of institutions and permission for starting a new course or training ) Regulations notified on 24.2.1996 and cost of the form may be deposited with the regional committee office along with the application fee at the time of submission of application.

(b) Where any recognised institution intends to increase its intake of students, it shall make an application to the regional committee concerned in the prescribed format.

(c) Applications for recognition of a new institution or for permission to a recognised institution to increase intake of an existing course or training or to start a new course or training in teacher education shall be submitted to the regional committee concerned along with a No Objection Certificate (NOC) from the State Government| UT Administration concerned.

d) Applications for recognition of institution or for permission for increase in intake or for starting a new course/institution in teacher education shall also be accompanied by application fee of Rs.1000 (Rupees one thousand only) in case of existing institution or Rs. 5000( Rupees five thousand only) in case of new institution and shall be in the form of Demand Draft drawn in favour of the Regional Director of the concerned regional committee.(ref. Rule 9 of the NCTE Rules).

(e) Applications for recognition/permission for starting a new institution/course or training in teacher education or for increase in the approved intake for an existing course, complete in all respects, must reach the office of the regional committee



concerned at least four months before the scheduled date of commencement of the next academic session.[ref. NCTE(application for recognition, the manner for submission, determination of conditions for recognition of institutions and permission to start new course or training) Regulations notified on 24.2.1996 and as amended by NCTE notification dated 29.12.1998].

#### 16.6 TERRITORIAL JURISDICTION OF REGIONAL COMMITTEES

S.No.	Region	Location	Territorial jurisdiction
1.	Southern Regional Committee	<b>Bangalore</b> Regional Director, Southern Regional Committee(NCTE), C/o HMT Ltd., 1st Floor, CSD Building, Jalahalli, Bangalore - 560 031, Ph.No. : 080 - 3451468(O) Fax No.: 080 - 3451467(Tel/Fax) Email : <a href="mailto:src@ncte-in.org">src@ncte-in.org</a>	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshadweep and Pondicherry.

#### 16.7 NORMS AND STANDARDS FOR ELEMENTARY TEACHER EDUCATION PROGRAM

##### 1. Preamble

The elementary teacher education program is meant for preparing teachers for elementary schools (primary and upper primary/middle).

##### 2. Duration and Intake

a) The elementary teacher education program shall be of a duration of two academic years.

b) For effective curriculum transaction and for ensuring optimum utilisation of physical and instructional infrastructure and expertise of the teaching staff, there shall be a unit of 50 students for intake each year.

##### 3. Eligibility

a) Candidates with at least 45% marks in the senior secondary examination (+2), or its equivalent, are eligible for admission.

b) Admission should be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the State Government, as per the policy of the State Government.

c) There shall be reservation of seats for SC/ST/OBC, Handicapped, Women, etc. as per the rules of the concerned State Government.

##### 4. Curriculum Transaction and Requirement of Teaching Staff

a) There shall be at least 150 teaching days in a year exclusive of period of admission, examination, etc. Besides, every teacher trainee shall be required to undergo internship in teaching (including practice teaching/skill development) at least for 30 days in nearby elementary schools.

b) Apart from teaching of foundation subjects, there shall be provision for teaching of methods subjects relating to primary and upper primary curriculum, namely, Regional Language/Mother Tongue, English, Mathematics, Science and Social Studies.

c) For a unit of 50 students or less (with combined strength of 100 or less for the two-year course), the full-time teaching faculty shall comprise of the Principal/Head and at least five lecturers. For intake of students in excess of the prescribed unit, the number of full time teachers shall be increased proportionately.

d) Appointment of teachers should be so distributed as to ensure the required nature and level of expertise for teaching methodology courses and foundation courses.

e) For teaching subjects such as physical education, art, work experience, music, information technology literacy, etc., part-time instructors may be appointed.

## 5. Qualifications of Teaching Staff

### a) **Principal/Head**

i) Academic and professional qualification will be as prescribed for the post of Lecturer.

ii) At least five years' experience of teaching in elementary teacher education institutions.

### b) **Lecturer**

Good academic record with M.Ed./M.A. (Education) with 55% marks, preferably with specialisation in elementary education. **OR** Good Academic record with Master's Degree with 55% marks in the relevant school subject and Bachelor of Elementary Education (B.El.Ed.), or B.Ed. preferably with specialisation in elementary education, and with five years' teaching experience in recognised elementary schools.

c) A relaxation of 5% may be provided, from 55% to 50% of the marks, at the Master's level for SC/ST Category.

d) Qualifications for other academic staff for teaching physical education, art, work experience, information technology literacy, etc. shall be as prescribed by the concerned State Government.

## 6. Administrative Staff

The administrative and other support staff may be provided as per the norms prescribed by the concerned State Government.

## 7. Infrastructural Facilities

a) There shall be provision for adequate number of classrooms, hall, laboratory space for conducting instructional activities for approved intake of students, rooms for the principal and faculty members, and office for the administrative staff and a store. The size of instructional space shall not be less than 10 sq.ft. per student.

b) There shall be a library equipped with text and reference books relating to prescribed courses of study, education encyclopedia, year books, electronic publications (CD-ROMs) and journals on teacher education and other software relevant to the elementary stage.

c) There shall be games facilities with playground. Alternatively, the playground available with the attached school or local body may be utilized and where there is scarcity of space as in metropolitan towns/hilly regions, facilities for yoga, indoor games may be provided.

d) To provide these facilities, the Management / Institutions shall, at the time of making



application, have in its possession adequate land / land and building on ownership basis free from all encumbrances. Govt. land acquired on long-term lease as per the law of the concerned State / UT will also be considered valid for the purpose. Pending construction of permanent building in the above land, the institution may provide these facilities in suitable temporary premises up to a maximum period of 3 years, before expiry of which the institution should shift to its permanent building.

#### **8. Instructional Facilities**

- a) There shall be a multi-purpose educational laboratory with psychology and science sections, and a workshop attached to it.
- i) The science section shall have the apparatus and chemicals required to demonstrate all the experiments as per the syllabus of elementary schools.
- ii) The psychology section shall have facilities for conducting the following tests : Sensory-motor, Intelligence (Performance, Verbal and Non-verbal), Aptitude, Personality and Interest Inventories including Projective Tests : provision for conducting simple Piagetian and Brunnerian experiments.
- b) There shall be hardware and software facilities for language learning.
- c) There shall be an Educational Technology laboratory with hardware and software required for imparting Information Technology (IT) literacy.

#### **9. Terms and Conditions of Service of Staff**

- a) The appointments shall be made on the basis of recommendations of the Selection Committee constituted as per the policy of the Central/concerned State Government.
- b) All appointments are to be made on full-time and regular basis.
- c) Government institutions/Government-aided institutions, may make appointments on deputation or contract basis as an interim measure, in the absence of availability of suitable candidates recommended by appropriate bodies set up by the concerned government.
- d) Appointment of part-time instructors and other staff can be made as per the norms of the concerned Government.
- e) The academic and other staff of the institution (including part-time staff) shall be paid such salary as may be prescribed by the concerned State Government from time to time.
- f) The management of the institution shall discharge the statutory obligations relating to pension, gratuity, provident fund, etc.
- g) The age of superannuation of staff shall be determined by the policy of the concerned Government subject to maximum age not exceeding 65 years.

#### **10. Financial Management**

- a) The tuition fees and other fees shall be charged at rates as prescribed by the concerned State Government.
- b) In case of private and unaided institutions, there shall be an endowment fund of Rs.5.00 lakh to be operated jointly by the authorised representative of the management and an officer of the concerned Regional Committee, and a reserve fund equivalent to three months' salary of the staff.

#### **11. Relaxation in eligibility/duration of the course**

As in some States, the duration of the elementary teacher education course is one

year only and the eligibility for admission to such course is a pass in class ten, such States are given time up to the end of academic session 2004-2005 to switch over their programs for bringing them in conformity with the NCTE Norms and Standards. Meanwhile, recognition for reduced duration of the course, which shall not be less than one year and/or lower eligibility criteria, which shall not be less than a pass in class ten with at least 50% marks in aggregate, may be given subject to the condition that the certificate given by the State authorities in respect of such a course will be valid for employment within that State only and such courses including their duration and admission criteria are those that have been in existence in that State on the date when the NCTE Act, 1993 came into force.

## **16.8 NORMS AND STANDARDS FOR SECONDARY TEACHER EDUCATION PROGRAM**

### **1. Preamble**

The secondary teacher education program, commonly known as B.Ed., is meant for preparing teachers for secondary/senior secondary schools.

### **2. Duration and Intake**

- a) The B.Ed. program shall be of a duration of at least one academic year.
- b) There shall be a unit of 100 students for ensuring optimum utilisation of physical and instructional infrastructure and expertise of the teaching staff. Division into appropriate batches may be done at the institutional level for effective curriculum transaction.

### **3. Eligibility**

- a) Candidates with at least 45% marks in the Bachelor's/Master's Degree with at least two school subjects at the graduation level are eligible for admission.
- b) Admission should be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the University/State Government, as per the policy of the State Government/University, to which the institution is affiliated.
- c) There shall be reservation of seats for SC/ST/OBC, Handicapped, Women, etc. as per the rules of the concerned State Government.

### **4. Curriculum Transaction and Requirement of Teaching Staff**

- a) There shall be at least 150 teaching days in a year exclusive of period of admission, examination, etc. Besides, every teacher trainee shall be required to undergo internship-in-teaching (including practice teaching and skill development) for at least 30 days in nearby secondary/senior secondary schools.
- b) Apart from teaching of foundation courses, there shall be provision for methodology of teaching two out of five school subjects at the secondary level (Regional Language/ Mother Tongue, English, Mathematics, Science, Social Sciences), or discipline-specific subjects at the senior secondary level (Physics, Chemistry, Mathematics, Biology, History, Geography, Political Science, Economics, Commerce etc.)
- c) For an intake of 100 students or less, the teaching faculty shall comprise of Principal/ Head and at least seven lecturers. For intake of students in excess of the prescribed limit, the number of full time teachers shall be increased proportionately.
- d) Appointment of teachers shall be so distributed as to ensure the required nature



and level of expertise for teaching methodology courses and foundation courses.

e) For teaching subjects such as physical education, art, work experience, information technology literacy, etc., part-time instructors may be appointed.

## 5. Qualifications of Teaching Staff

### a) **Principal/Head**

i) Academic and professional qualification will be as prescribed for the post of Lecturer.

ii) Ten years' experience of which at least five years should be in a secondary teacher education institution.

### b) **Lecturer**

Good academic record with M.Ed./M.A. (Education) with 55% marks. **OR**

Good academic record with Master's Degree with 55% marks in the relevant school subject and M.Ed./M.A. (Education) with 50% marks **OR**

Good academic record with Master's Degree with 55% marks in the relevant school subject and a B.Ed. Degree with 55% marks, with five years' teaching experience in a recognised secondary/senior secondary school. (This alternative qualification shall be applicable only in those States where prior to the establishment of the NCTE, the qualification for appointment of teachers in B.Ed. institutions was a Post-graduate Degree in a school subject with B.Ed. However, teachers appointed with this qualification will have to acquire M.Ed. qualification within five years).

c) A relaxation of 5% may be provided from 55% to 50% of the marks, at the Master's level for the SC/ST Category.

d) Apart from the qualifications prescribed at (a) and (b) above, the candidates shall be required to have such other qualifications as may be prescribed by other regulatory bodies like the University Grants Commission (UGC), etc.

e) Qualifications for other academic staff for teaching physical education, art, work experience, information technology literacy, etc. shall be as prescribed by the concerned affiliating University/UGC.

## 6. Administrative Staff

The administrative and other support staff may be provided as per the norms prescribed by the concerned State Government/Affiliating University.

## 7. Infrastructural Facilities

a) There shall be provision for adequate number of classrooms, hall, laboratory space for conducting instructional activities for approved intake of 100 students, separate rooms for the principal, faculty members, office for the administrative staff and a store. The size of instructional spaces shall not be less than 10 sq. ft. per student

b) There shall be a library equipped with text and reference books related to the prescribed courses of study, educational Encyclopedia, year books, electronic publications (CD-ROMs) and journals on teacher education.

c) There shall be games facilities with a playground. Alternatively, the playground available with the attached school/college may be utilised and where there is scarcity

of space as in metropolitan towns/hilly regions, facilities for yoga, indoor games may be provided.

d) To provide these facilities, the Management / Institutions shall, at the time of making application, have in its possession adequate land / land and building on ownership basis free from all encumbrances. Govt. land acquired on long-term lease as per the law of the concerned State / UT will also be considered valid for the purpose. Pending construction of permanent building in the above land, the institution may provide these facilities in suitable temporary premises up to a maximum period of 3 years, before expiry of which the institution should shift to its permanent building.

## **8. Instructional Facilities**

a) There shall be a science laboratory or alternatively, science laboratory of the attached school/college may be used. The laboratory shall have multiple sets of science apparatus required to perform and demonstrate the experiments prescribed in the syllabus for secondary/senior secondary classes. Chemicals, etc. should be provided in the required quantity.

b) There shall be a Psychology Laboratory with apparatus for simple experiments related to educational psychology – intelligence tests (performance, verbal, non-verbal) aptitude tests, creativity tests, personality test, attitude test, interest inventories, etc.

c) There shall be hardware and software facilities for language learning.

d) There shall be an educational technology laboratory with hardware and software required for Information Technology (IT) literacy.

## **9. Terms and Conditions of Service of Staff**

a) The appointment shall be made on the basis of recommendations of the Selection Committee constituted as per the policy of the Central / concerned State Government / Affiliating University, whichever is applicable.

b) All appointments are to be made on full-time and regular basis.

c) Government Institutions / Government-aided institutions may make appointments on deputation or contract basis as an interim measure, in the absence of availability of suitable candidates recommended by appropriate bodies set up by the concerned government.

d) Appointment of part-time instructors and other staff can be made as per the norms of the concerned Government/Affiliating University/UGC.

e) The academic and other staff of the institutions (including part-time staff) shall be paid such salary as may be prescribed by the concerned State Government/University from time to time.

f) The management of the institution shall discharge the statutory obligations relating to pension, gratuity, provident fund, etc. for its employees.

g) The age of superannuation of staff shall be determined by the policy of the concerned Government/Affiliating University subject to maximum age not exceeding 65 years.

## **10. Financial Management**

a) The tuition fees and other fees shall be charged at rates as prescribed by the concerned State Government/Affiliating University.

b) In case of private and unaided institutions, there shall be an endowment fund of Rs.5.00 lakh to be operated jointly by the authorised representative of the management and an officer of the concerned Regional Committee, and a reserve fund equivalent to three months' salary of the staff.





## KARNATAKA SCHOOL QUALITY ASSURANCE ORGANISATION (KSQAO)

### 17.1 Introduction

Government of Karnataka has identified Education as a sector critical to promoting growth and development of the state's human resources and there by accelerating economic development cross sectorally.

Since the government also intends to substantially increase investment in education through domestic as well as external financing, it initiated a sector report to provide a comprehensive overview of the sector from pre primary to tertiary education, viewing the educational process as a holistic process. The sector report comprising of 9 sub sector studies provide a focused and in depth analysis of various sub sectors.

### 17.2 Eduvision

The "Eduvision" document developed by Dr. Govinda, is a strategy paper and is a synthesis of the various sub sector study reports. This document discusses the quality aspect of the present education provided in our schools. It states:

"The core issue still would be to establish a system of accountability which is linked to school performance. This implies that we create a system of monitoring which ensures that every school, government or private, maintains minimum expected standards and effectively implements the improvement plans agreed upon. It will be difficult to put in place such a system with in the existing frame work of inspection and supervision. It may therefore be appropriate to establish a **Standards and Quality Monitoring Organisation** which functions as a quality-watch organisation drawing upon the expertise already available in and outside the system."

Creation of such an organisation has also been suggested by the ARC report.

### 17.3 The objectives:

The state Government desired to establish such an organisation and charge it with the development of effective system for assessing schools. This organisation would also be entrusted to generate, supply and disseminate information (derived from sound, independent and sustainable assessments) to schools, communities and government departments. This information would help for improving outcomes, specially learning, in elementary education.

It would function primarily as an agent, with many activities actually delegated to existing departments such as Karnataka Secondary Education Examination Board (KSEEB), Districts Institutes of Education and Training (DIET), DSERT etc.

### 17.4 The World Banks' Initiative:

Dr.(Alcyone Vasconceios) Saliba, a consultant, was appointed by the World Bank, to study similar type of organisations existing in various countries and present a suitable model for setting up a School Quality Assurance Organisation in the state.

Dr. Saliba was accommodated in the office of DSERT and provided assistance to interact with a wide variety of groups working in the field of primary and secondary education – academicians, teacher educators, primary and secondary school teachers, head teachers, school development and monitoring committee members, parents, NGOs, and educational administrators working at various levels,

Dr. Saliba examined the existing system of school quality assessments in various

countries, made presentations to a core group of academicians and educational administrators. Based on the continuous interactions with this core group she finalised a model best suited for the state. Her report **sets out a theoretical and practical implementation frame work for such an organisation, which would be the first of its kind in India.**

### **17.5 The Specific Tasks of KSQAO:**

The KSQAO will periodically carry out the four tasks:

1. Measure student learning and flow, through standardized testing of classes 5, 6 and 7, followed by computation of statistical indicators,
2. Gauge school functioning through opinion surveys of parents, as primary stakeholders,
3. Verify the presence (or not) of selected essential inputs through check lists, to be generated from data bases and filled jointly by school development and monitoring committees and heads of schools, on testing days,
4. prepare and disseminate school report cards for all elementary schools, every two years, plus consolidated reports for all districts and the state as a whole,

As management tools aimed at accountability, the report cards present, parents' opinion about school functioning, including quality inputs, side by side with standard indicators of educational outcomes: rates of enrolment, attendance, retention, promotion and graduation, school life expectancy, and scores in the achievement tests.

Each school would know its performance, together with the average of its cluster, block, and district, plus the state-wide average. The implementation would be through phases to cover all the 60,000 schools ( mandatory or voluntary) in Karnataka over a 5 – 10 year period.

Along with phasing, geographic stratification should be used to have a mix of schools for assessment.

### **17.6 The structure of KSQAO**

1. A separate organisation with in the department under the commissioner,
2. The KSQAO will have three thematic units – testing, surveys and statistics
3. The support units could also be three – computer technology, logistics and dissemination
4. Each unit would have a team of experts(6 – 8 persons) and a coordinator,
5. The organisation would be headed by a Director assisted by a Deputy Director,
6. The central office would work with a net work of functionaries in district and block offices, who are not KSQAO staff.
7. It would have a Governing Council formed by heads of other offices
8. It would also set up expert committees for ensuring validity and reliability of all inputs, methods and outputs.
9. An Advocacy Group would support the KSQAO which would be responsible for building long time support of KSQAO and would consist of prominent and influential people in the fields of education reforms, governance, and community empowerment.

### **17.7 Costing and Funding:**

1. About Rs. 32 crores for establishing the organisation and implementing all four tasks – testing three classes of students, surveys of parents, data base modernization and decentralization using a two year cycle.
2. Rs 12 crores are needed annually to run the organisation
3. This represents Rs 19 – 20 rupees per pupil in elementary education with an enrollment of 8.2 million students
4. Funding could be through Government or S S A.



## PERSPECTIVE PLAN FOR TEACHER EDUCATION

### 18.1 The Core Group

The Directorate of State Educational Research and Training (DSERT) entrusted the task of preparing the State Perspective Plan for Teacher Education to the RV Educational Consortium (RVEC), Bangalore.

A state level core group of educational experts drawn from both within and outside the education department was constituted for the purpose. The group consisted of the following persons:

1	Dr (Smt) T K Jayalakshmi, Director, RVEC	Chairperson
2	Dr S N Prasad, Educational Consultant	Editor
3	Smt Manisha Solanki, Azim Premji Foundation	Co - Editor
4	Smt P Sharadamma	Member
5.	Prof (Smt) Susheela Seshadri	- Member
6.	Shri K P Hanumantharayappa	- Member
7.	Dr (Smt) Usha Ramkumar	- Member
8.	Shri K S Rajagopalan	Member
9.	Dr (Smt) M D Usha Devi	- Member
11.	Dr (Smt) Sharadamba Rao	- Member
12.	Shri D Jagannatha Rao, Director, DSERT	- coordinator

The first two meetings of the core group were devoted to

- (i) Conceptualization of the perspective plan to be evolved,
- (ii) Identification of the preparatory work to be taken up in the following period,
- (iii) Formation of sub-committees and assignment of responsibilities to each sub-committee,
- (iv) Drawing up a time frame for the completion of various tasks, and
- (v) Discussion of plans for consolidation and preparation of final document.

A participatory and interactive approach was adopted to prepare the perspective plan. The entire process was conceived under relevant themes at various levels involving all stake holders.

### 18.2 Themes in the Perspective Plan

It was decided that the state perspective plan would comprise of the following themes/ areas and the designated group would plan and carry out all the necessary preparatory work, including field studies, and report frequently to the larger core group:

1. A General Profile of the State
2. The State Education Profile
3. Primary Education and Pre-service Teacher Training
4. Secondary Education and Pre-service Teacher Training

5. In-service Teacher Education – (Primary and Secondary)
6. State Plan and Budget for Teacher Education

### 18.3 The planning process:

Each group in turn co-opted other members, collected and analyzed relevant data and submitted their observations and findings in the core group meetings.

Each theme was conceptualized by a committee,

Besides, the principals of each of the DIETs formed district level committees and prepared district perspective plans for the teacher education sector for each of the districts.

Divisional level workshops were conducted at Mysore, Bangalore, Gulbarga and Belgaum. State level workshops of DIET principals were held at Chitradurga, Mandya, Tumkur and Bangalore.

In most of these meetings there was interaction with teachers, members of the SDMC, well-known educationists, teacher educators, administrators, parents and pupil-teachers. Apart from informal discussions and interviews, the groups also used questionnaires to elicit specific responses.

The Sub committees also gathered opinions and suggestions from a large segment (5368) of stakeholders, educationists, teacher educators, teachers, pupil-teachers, parents, SDMC members, NGOs, private managements, BRCs and CRPs through questionnaires and consolidated them. The planning exercise was carried out in all the DIETs to prepare *district level perspective plans*.

State level meetings were also held with Principals and staff of Colleges of Teacher Education, Superintendents and staff of Elementary Teacher Training Institutes, secondary school teachers, educational experts, teachers' associations and NGO's working in the field of education.

The core group met frequently – once in every two weeks – and reviewed the progress of the work of different sub-groups. A smaller working group consisting of the following persons was formed to consolidate the inputs from the sub-groups and prepare a comprehensive perspective plan.

1. Dr (Smt) T K Jayalakshmi, Chairperson
2. Dr S N Prasad,
3. Smt Manisha Solanki,
4. Smt P Sharadamma,
5. Sri. K S Rajagopalan
6. Smt. B S Malathi
7. Sri. D Jagannatha Rao

This committee also performed the functions of the Editorial Committee. The Preparation of the Perspective Plan for Teacher Education for the state was done in a record time of six months between October 2003 and March 2004.

### 18.4 Proposals for setting up of new DIETs

Karnataka has 27 revenue districts and 32 educational districts. The state has established 20 DIETs in three phases from 1992 to 1995, In view of the set targets for teacher in service education programs under Sarva Shiksha Abhiyan, it is imperative that each district has its own DIET, which will ensure proper coverage of all teachers under in service training. Additional DIETs are therefore required for the seven new

revenue districts for effective implementation of Teacher Education programs in the state. These DIETs are required at Chamarajnagar, Haveri, Gadag, Koppal, Bijapur, Chitradurga and Udupi.

### **18.5 Proposals for setting up of new DRCs**

The five educational districts – Madhugiri, Chikkaballapur, Yadgir, Chikkodi and Bangalore North districts have a large number of primary teacher population. The existing DIETs in the revenue districts are unable to cater to the needs of all the teachers and hence new DRCs are proposed for these educational districts.

### **18.6 Strengthening of existing DIETs**

The existing DIETs have not received the required grants for infrastructure for the 8<sup>th</sup> and 9<sup>th</sup> plan periods. During the 10<sup>th</sup> plan all DIETs require funds for completion of incomplete civil works and take up the construction of needed classrooms, seminar room, rooms for different wings, etc. It is also proposed to fulfill the requirement for additional equipments in all existing DIETs.

#### **Pre-service Teacher Education:**

Under the revised D.Ed curriculum the DIETs coordinate the academic activities of all elementary teacher training institutions including chairing the coordinating committee for evaluation of internal assessments. DIETs need to be strengthened with qualified academic staff which will help DIETs improve the quality of supervision of all elementary teacher training institutions.

### **18.7 Strengthening of CTEs**

The existing CTEs need further strengthening to improve their following functions

- Organise pre-service teacher education courses
- Subject oriented (1 week) in-service teacher education programmes for secondary teachers
- Theme specific (less than a week) programmes
- Resource support services and extension to secondary schools
- Innovative activities in secondary education
- Training and resource support in
  - Value oriented education
  - Work experience
  - Environmental Education
  - Population Education
  - Information and Communication Technology (ICT)
  - Science Education
  - Community Participation
  - Life skill education programs

### **18.8 Strengthening of DSERT**

The present proposals are to

- **Establish a Computer Cell** and linkages with integrated network connecting all DIETs and CTEs. This Cell will help collect data on training programs from all the training institutions periodically, transmit instructions and training modules on the internet, and monitor all the programs.

- **Establish an English Education Cell**

This Cell will coordinate all English language training programs in collaboration with Regional Institute of English and the English Language training Centres. It will also develop resource material and training modules for English Language teachers and devise training programs for both primary and secondary teachers.

- **Take up faculty development programs**

The faculty of DSERT, DIETs and CTEs require further enhancement of knowledge and skills to take up specialised activities like research studies, independent evaluation of departmental programs, devising training programs for educational administrators in management skills, etc., DSERT will take up faculty development programs in collaboration with corporates and national level institutes.

- **Take up research related to school education and pre-service and in-service teacher education**

DSERT also is intending to encourage DIETs and CTEs to take up research relating to school education and teacher education in collaboration with PG departments of Universities and similar research and training institutions.

### **18.9 Setting up two New IASEs**

At present the state has just one IASE. (RV Institute of Advanced studies in Education). It is proposed to set up two more IASEs. One is the upgrading of the existing Regional Institute of English in Bangalore. The other is the upgrading of St. Anne's College of Education in Mangalore.

### **18.10 State Plan and Budget**

Along with the state Perspective Plan for Teacher Education, a document for the state plan and budget for the period 2004 – 07, has also been prepared and submitted to the GOI.



## SPECIAL INITIATIVES OF THE EDUCATION DEPARTMENT

The following special initiatives of the department of school education have had a significant impact on the drive towards universalization of elementary education in the state.

### 19.1 Baa Marali Shaalege – Come Back to School Campaign

So as to celebrate the 2002 Karnataka *Rajyotsava* Day on a purposeful and meaningful note the department of education mounted a massive campaign of getting children who had dropped out of school for various reasons back into the school. The main objectives of this campaign were:

- To enroll all children in the age group 6-14 and getting them to attend school through intensive door-to-door campaigns throughout the state.
- To bring back to school children who have been absent for too long
- To provide bridge courses and remedial teaching to the returning children so as to make the reentry to the school conditions and a learning environment as smooth as possible
- To place the children ready for mainstream schooling into regular classes suitable to their situation

The campaign was launched on a massive scale throughout the state and by the end of 2002 had succeeded in bringing back to the school over 220,000 children, about 50% of them being girls. The effort and the response in the educationally backward districts of northeast Karnataka were particularly impressive, contributing nearly 50% of the figure for the entire state. Raichur and Koppal districts were right at the top of the list, accounting for 25,000 and 23,000 respectively.

The success of the *Baa Marali Shaalege* stimulated the department to undertake other campaigns with similar goals and objectives to bring down the huge number of children staying out of school.

### 19.2 Akshara Dasoha – Free hot mid-day meals for school children

The Government of Karnataka introduced a massive program for providing free hot mid-day meals to all school children enrolled in classes 1–5 of government primary schools in the seven educationally backward north-eastern districts of Raichur, Koppal, Gulbarga, Bidar, Bellary, Bagalkote and Bijapur in June 2002. The main objectives of this programme are:

- Improvement of enrollment and attendance
- Reducing the drop-out rate in schools
- Improving the health of children through increased nutrition
- Enhancing the level of learning of children in the schools

In view of its importance and significance the government has extended this program to benefit children in classes 1–5 of government primary schools in *all* the districts in the state beginning from July 2003. The statewide implementation of the program is being achieved under the direction of the highest-level government officials in each district and in association with the respective village/town *panchayats* (councils). Hot food is being cooked utilizing the free supply of raw rice and wheat provided by the central government under its mid-day meals scheme for school children. The

fruits of *Akshara Dasoha* are reaching nearly 5 million children in about 43,000 schools. About 38,000 kitchens are activated every working day. The estimated annual recurring cost of implementation of the program is about Rs. 2,000 million.

Detailed guidelines have been provided regarding

- The nutrition content of the food to be provided
- The type of food that may be prepared on each working day of the week
- The method of cooking and how it has to be supervised
- Cleanliness, safety and economy criteria to be observed
- The quantity and quality of the food to be provided to each child
- Selection of cooks and support staff
- Roles and responsibilities of different categories of supervisory and executive staff
- Roles and responsibilities of the school teachers and head teachers
- Maintenance of official records

Preliminary findings indicate a significant improvement in the enrollment, attendance and retention of children in schools as a result of the largely successful implementation of this massive program. It is hoped that the scheme can be extended in future to cover all children in all classes of all government primary schools.

### **19.3 Nali-Kali – A Recipe for Joyful Learning**

The Karnataka government and UNICEF collaborated to create a virtual revolution in education in Mysore district.

The walls in classrooms are hung with colourful charts and craftwork. Children of different ages sit in groups. A child mimics birdcalls. This is a classroom in a government school. And today's lesson is about 'Environment'. But there is no 'teacher' here; only a 'facilitator'. And that is not just a meaningless change of nomenclature.

Government schools normally shy away from any change in modes of teaching or learning. Nali-Kali is an exception, having created a veritable revolution in classroom transactions. Nali-Kali or 'joyful learning' was started as an experiment in classroom transaction, spearheaded by the teachers themselves.

It all began in Heggada Devana Kote taluk in Mysore district. UNICEF had prepared a micro-plan, which included a survey of in-school and out-of-school children in the taluk, a primarily SC/ST constituency. In 1995, Sri. M N Baig, Education Officer in Mysore district, along with UNICEF and the Commissioner of Public Instruction, decided to revive the micro-plan and look into activity-based learning. They held a meeting with schoolteachers in the taluk.

The local teachers isolated some problems that they could tackle themselves. These included absenteeism of children involved in farm labour, unattractive curricula and teaching methods, lack of support at home and urban bias in textbooks.

The pre-training session, consisting of 35 teachers, resource persons and other officials laid down outlines for classroom transactions, teaching-learning materials, etc. Learners' problems, especially those of first-generation learners, were discussed, the minimum level of learning scrutinized and changes suggested. The learning load was reduced to a realistic and achievable level. Language, mathematics and environmental studies were to be taught through art, craft, song, dance and other activity-oriented methods.

*Nali-Kali* envisions the breaking down of the traditional hierarchy that exists between teacher and student. This orientation is introduced at the level of training of the teachers itself. All the teaching-learning materials are handmade by the teachers and hands-on experimentation is encouraged.



In the first year, 1995, 257 teachers from HD Kote were trained. This number rose to 322 in 1999. It is operational in all but one block in Mysore district. In addition, five blocks across the state were also covered. All the 10 Janashala Blocks are Nali – Kali blocks.

*Nali-Kali* has managed to penetrate the villages in unprecedented ways. In Madanpura, the private school had to close down because most of the students sought a transfer to the government school and even the farmers were heard humming the action songs that are taught in the school.

#### **19.4 Chinnara Angala – A Course to the Mainstream**

The *Chinnara Angala* Summer Course Program is aimed at bringing back out-of-school children into schools. The out-of-school children fall into two categories:

- a) those who were never enrolled in school, and
- b) those who have dropped out of school at either the Lower Primary level or the Upper Primary level.

The *Chinnara Angala* intends to enable these children in the age group of 6–14 years to enroll themselves into regular schools. A *para-teacher* appointed from amongst the village youth teaches the children. An intensive, condensed form of the curriculum is taught, at the end of which the children are enrolled in the appropriate regular classes. The duration of the intervention was initially proposed to be of 60 days. Later it was decided that it would continue till all children were enrolled into formal school.

##### *Chinnara Angala – A spark of hope for child labour*

When first started in 10 program blocks, 3,100 children were enrolled in the course, and as many as 2,600 children from amongst them were enabled to join the mainstream formal schools. It shows acceptance of the intervention by the community. This also indicates growing awareness among people about the need for education. In the beginning the program personnel spent considerable time convincing people about the benefits of the interventions, which was crucial for the success of this intervention.

During 2003 over 4,800 *Chinna Angala* centres were opened so as to generate school preparedness among 407,000 out-of-school children. 127,000 children, including 50,000 child labourers, participated in this program.

The Akshara Foundation has been very active in running this programme in Bangalore. All the existing 194 *Chinnara Angala* learning centres reaching out to 4,600 children in the city have been coordinated by the Foundation with the help of other NGOs like MAYA, Mobility India, APSA, REDS and Rashthrothana Parishat.

Akshara, in collaboration with Madhyam, another NGO, has launched a 100 per cent enrolment campaign in 30 slums in the city. Along with the field publicity office of the Ministry of Information and Broadcasting, they conducted awareness programs on *Chinnara Angala* in another 35 slums in the city.

Though the *Chinnara Angala* Program has so far been successful, there is an urgent need to accelerate and increase its reach many-fold and throughout the state.

#### **19.5 Vidya Chetana – An Alternate School**

*Vidya Chetana* is an alternative school for those children who are not in schools even after the *Chinnara Angala* intervention. The location of a *Vidya Chetana* Centre is selected keeping in mind the students' convenience. The timings for teaching are kept flexible to suit the child. Classroom transaction starts with books prepared specially for the *Chinnara Angala*. Once children master this, they are tested and given regular books prescribed by the department according to their level of achievement. They are also provided with notebooks, pencils and pens, instrument boxes and textbooks. At the end of the year, the child has the option to choose between joining regular school or continuing further in the *Vidya Chetana* Centre.

# Annexure

## LIST OF SECONDARY TEACHER TRAINING INSTITUTIONS

### A. GOVERNMENT

1. College of Teacher Education, Mysore.
2. College of Teacher Education, Chitradurga.
3. College of Teacher Education, Mangalore.
4. College of Teacher Education, Gulbarga
5. College of Teacher Education, Belagaum.
6. College of Teacher Education, Jamakhandi.
7. Regional Institute of Education, Mysore(NCERT)

### B. UNIVERSITY

1. University Teachers' college, Dharwar.

### C. PRIVATE – AIDED

1. R V College of Education, Bangalore (upgraded as IASE)
2. MES college of Education, Bangalore (upgraded as CTE)
3. Vijaya College of Education, Bangalore (upgraded as CTE)
4. Kotturswamy college of Education, Bellary (upgraded as CTE)
5. MLMN College of Education, Chikkamagalore (upgraded as CTE)
6. Dr. Ambedkar College of Education, Bangalore.
7. BES College of Education, Bangalore.
8. Rajajinagar College of Education, Bangalore.
9. Sri. Siddhartha College of Education, Tumkur.
10. St. Ann's College of Education, Mangalore.
11. Sharada Vilas College of Education, Mysore.
12. Sri Shaila College of Education, Harihara.
13. Sri. Adi Chunchanagiri College of Education, Channarayapatna.
14. Dr.TMA Pai College of Education, Udupi.
15. MM College of Education, Davanagere.
16. TMAES College of Education, Harapanahalli.
17. Shankaregowda College of Education, Mandya.
18. St. Joseph's College of Education, Mysore.
19. Vivekananda College of Education, Arasikere.
20. Kamala Baliga College of Education, Kumta.
21. Institute of Education, Mysore.
22. National College of Education, Shimoga.



C. **PRIVATE - UNAIDED**

SL NO/DISTRICT	NAME OF THE SECONDARY TEACHER TRAINING COLLEGE
1	<b>BANGALORE URBAN</b> New Horizon College Of Education,, Bangalore
2	M.V.J.College Of Education, Bangalore
3	Sree Sarvajna College Of Education, Bangalore
4	Jayachamarajendra College Of Education, Bangalore
5	Al-Ameen College Of Education, Bangalore
6	Sanjay Gandhi College Of Education, Bangalore
7	<b>CHITRADURGA</b> Venkateshwara College of Education, Chitraduraga
8	<b>DAVANAGERE</b> B.E.A.College of Education, Davanagere
9	<b>KOLAR</b> Muncipal College of Education, Chikkabalapur
10	Sri K.V.Venkatapathappa College Of Education, Chikkabalapur
11	Gold Field College of Education, Bangarpet
12	<b>SHIMOGA</b> Kumudvathi College Of Education, Shikaripura
13	<b>TUMKUR</b> Siddaganga College Of Education, Tumkur
14	K.S.E.F. College Of Education, Tumkur
15	Indira College Of Education, Tumkur
16	Sri T.V.V.College Of Educaation, Tumkur
17	<b>BAGALKOTE</b> S.R.K.College Of Education, Ilkal
18	<b>BELGAUM</b> K.S.R.College Of Education, Belgaum
19	Jain Mahila Mandal Womens College Of Education, Belgaum
20	K.R.C.E. College Of Education, Bylahongala
21	Chausan College Of Education, Chikkodi
22	<b>BIJAPURA</b> B.L.D.E.A.'s Jnanayogi SriSiddeshwar Swamiji College Of Education, Bijapura
23	Anjuman -E-Islam College of Education, Bijapur
24	<b>DHARWAR</b> K.L.E.Society's College Of Education, Hubli
25	Vijayanagar College Of Education, Hubli
26	<b>GADAG</b> Jagadguru Panchacharya College Of Education, Gadag
27	<b>HAVERI</b> Sri Kumareshwara College Of Education ,Hangal , Haveri
28	<b>UK</b> Shivaji College Of Education , Karwar
29	<b>BIDAR</b> HKES Basveshwara College Of Education, Bidar
30	Bilal Education Society College Of Education Fof Women , Bidar
31	<b>GULBARGA</b> Mohammadi college of Education , Gulbarga
32	Chandbibi college of Education for women , Gulbarga
33	Jawahar college of Education , Yadgir
34	<b>KOPPAL</b> TMAE's College of Education , Gangavathi
35	<b>RAICHUR</b> S R K College of Education , Raichur
36	<b>HASSAN</b> Hasanamba College Of Education, Hassan
37	B.R.D.M. College of Education. Sakaleshpura
38	<b>KODAGU</b> Sarvodaya College of Education, Virajpet
39	<b>MYSORE</b> Kaginele Mahasamasthana Kanaka Gurupeetha College Of Education, Mysore
40	Ramakrishna Institute of Moral and Spiritual Educationl

# LIST OF ELEMENTARY TEACHER TRAINING INSTITUTIONS



A. GOVERNMENT	
District Institutes of Education & Training (DIETs)	
1.	DIET, BIDAR.
2.	DIET, KAMALAPUR, GULBARGA DT.
3.	DIET, YARMARUS, RAICHUR DT.
4.	DIET, BELLARY,
5.	DIET, BELAGAUM.
6.	DIET, KUMTA, KARWAR DT.
7.	DIET, DHARWAR.
8.	DIET, ILKAL, BAGALKOTE DT.
9.	DIET SHIMOGA.
10.	DIET, CHITRADURGA.
11.	DIET, TUMKUR.
12.	DIET, BANGALORE URBAN.
13.	DIET, BANGALORE RURAL.
14.	DIET, KOLAR.
15.	DIET, MANDYA.
16.	DIET, MYSORE.
17.	DIET, KUDIGE, COORG DT.
18.	DIET, HASSAN.
19.	DIET, MANGALORE.
20.	DIET, CHIKKAMAGALORE.
B. GOVERNMENT	
Teacher Training Institutes (TTIs)	
1.	Govt. TTI, Chikkanahalli, Sira tq, Tumkur dt.
2.	Govt. TTI, Chitradurga.
3.	Govt. TTI, Hosadurga, Chitrdurga dt.
4.	Govt. TTI, Nagamangala, Mandya dt.
5.	Govt. TTI, Mandya.
6.	Govt. TTI Anavatti, Soraba tq, Shimoga dt.
7.	Govt. TTI (Women), Balmatha, Mangalore.
8.	Govt. TTI, Udupi.
9.	Govt. TTI, Hungund, Bagalakote dt.
10.	Govt. TTI, Yadgiri, Gulbarga dt.
11.	Govt. Maharani TTI for women, Mysore.
12.	Govt. Urdu TTI for Men, Bijapur.
13.	Govt. TTI (Women), Gulbarga.
14.	Govt. TTI (Women), Dharwar.
15.	Govt. TTI (men), Gulbarga.
16.	Govt. TTI, Koppai.
17.	Govt. TTI, Sindhanur, Raichur dt.

## PRIVATE AIDED TEACHER TRAINING INSTITUTIONS

C.

SL NO	NAME OF THE INSTITUTE
01	AL KHATEEB TTI FOR WOMEN BANGALORE
02	R V TTI, BANGALORE
03	S L N TTI, BANGALORE
04	SACRED HEART TTI, BANGALORE
05	ST THERESA'S TTI, BANGALORE
06	FATHIMA TTI FOR WOMEN, BANGALORE
07	MY INSTITUTE TTI, BANGALORE
08	SHARANA HARALAIH TTI, CHALLAKERE, CHITRADURGA
09	SARVA SEVA BODHAKA SHIKSHANODAYA TTI, MALLADIHALLI, CHITRADURGA
10	T.M.A.E. SOCIETY'S T.T.I. HARAPANAHALLI, DAVANAGERE
11	AL-AMEEN ANJUMAN URDU T.T.I., KOLAR
12	CHILDRENS EDUCATION SOCIETY T.T.I.FOR WOMEN, SHIMOGA
13	SRI BASAVESHWARA RESIDENTIAL T.T.I., SRI SIDAGANGA MUTT, TUMKUR
14	SIR SIDDAGANGA T.T.I., TUMKUR
15	SRI SIDHARTHA T.T.I., TUMKUR
16	SRI SIDHARTHA T.T.I., TIPTUR
17	BASAVESHWARA T.T.I. BAGALAKOTE
18	K.S.S.KANNADA T.T.I., BELGAUM
19	K.L.E.SOCIETY'S S.S.BASAVANALA T.T.I., BELGAUM
20	MARATHI T.T.I., TILAKVADI, BELGAUM
21	BEYNONSMITH T.T.I. BELGAUM
22	ST JOSEPH'S CONVENT T.T.I., BELGAUM
23	ANJUMAN URDU T.T.I, INDI, BIJAPUR
24	S.S.T.T.I., LACHYAN, INDI, BIJAPUR
25	VANITHA T.T.I., DHARWAD
26	J.G.T.T.I., HUBLI
27	MAHILA VIDYAPEETHA T.T.I., HUBLI
28	BASEL MISSION T.T.I., DHARWAD
29	S.J.FAKEERESHWARA T.T.I., SHIRAHATI, DHARWAD
30	P.T.T.I., ANKOLA, U K
31	SHARANA BASAVESHWARA T.T.I., KANAMADAGU, BELLARY
32	CAPITHONIA TTI FOR WOMEN, MANGALORE
33	ROSA MISTICA TTI, MANGALORE
34	ST ANN'S TTI, MANGALORE
35	ST JOSEPH'S CONVENT TTI FOR WOMEN, MANDYA
36	FAROOQUIA TTI, MYSORE
37	INSTITUTE OF EDUCATION, MYSORE
38	J S S TTI FOR MEN, CHAMUNDI HILLS FOOT STEPS ROAD MYSORE
39	J S S TTI FOR WOMEN, SARASWATHIPURAM, MYSORE
40	K U TTI, KOKKARNE



## D. PRIVATE UNAIDED TEACHER TRAINING INSTITUTIONS

Sl.NO/District	(NO OF INS) NAME OF THE INSTITUTE
<b>BANGALORE URBAN</b>	
01	JAYENDRA TCH COLLEGE, BANGALORE
02	SJES TTI, BANGALORE
03	LOWRY MEMORIAL TTI, BANGALORE
04	NSVK PRIMARY TTI, BANGALORE
05	VENKATESHA TCH COLLEGE, BANGALORE
06	OXFORD TTI, BANGALORE
07	BALACHANDRA TTI, BANGALORE
08	EAST WEST TCH COLLEGE, BANGALORE
09	GANDHI VIDHYASHALA TTI, BANGALORE
10	MAHABODHI TTI, BANGALORE
11	SRI SHANTHINI TTI, BANGALORE
12	G K M TTI, BANGALORE
13	SRI KAGINELE MAHA SAMSTHANA KANAKA GURU PEETHA TTI, BANGALORE
<b>BANGALORE RURAL</b>	
14	SRI MUNESHWARA SWAMY TTI, CHANNAPATNA
15	BHAGYABHYRAVESHWARA TTI, BIDADI, RAMANAGARA
16	GRAMANTHARA VIDHYASAMSTHE TTI, DEVANAHALLI
17	MAHADEVAMMA, TTI, HULLIKATTE, MAGADI
<b>KOLAR</b>	
18	MUNCIPAL T.T.I. CHICKABALLAPURA
19	PAWAN T.T.I. KOLAR
20	BHARITHIYA VIDYARTHI NILAYA T.T.I., K.G.F
21	NOORIE T.T.I., K.G.F
22	SUVARNA T.T.I., K.G.F
23	SHREYAS T.T.I., SRINIVASAPURA
24	AFZA T.T.I., BANGARPET
25	SRILAKSHMI VIDYALAYA T.T.I., BANGARPET
26	SRI BHAVANI T.T.I., BANGARPET
27	RAMAPRIYA T.T.I., MULBAGAL
28	ANAIFATHIMA T.T.I., GOWRIBIDANURU
29	NANDI T.T.I., CHICKABALAPURA
30	SRI K.VENKATAPATHYAPPAT.T.I., CHICKABALLAPURA
31	SRI NETHAJI T.T.I., MALUR

<b>TUMKUR</b>	
32	SRI BASAVEHSWARA RESIDENTIAL T.T.I., TUMKUR
33	INDIRA EDUCATION T.T.I., TUMKUR
<b>BELGAUM</b>	
34	AL-AMEEN URDU T.T.I., BELGAUM
35	SRI NEELAKANTHESHWARA, BAILI HONGALA
36	VIVEKANANDA T.T.I., MAHANTHESHNAGAR
37	SRI SIVAYOGESHWARA GRAMEENA T.T.I., INCHAI, SAUDAI HILL
38	VIDYASAMVARDHAKA T.T.I., NIPPANI, CHIKODI
<b>DHARWAD</b>	
39	ANJUMAN T.T.I., RATHALLI, DHARWAD
40	ANJUMAN T.T.I., GANTIKERI, HUBLI
41	HAMDARD ASHRAFI T.T.I., HUBLI
<b>HAVERI</b>	
42	JANATHA SHIKASHAK T.T.I., HANAGAL
<b>BIDAR</b>	
43	SRI D.DEVARAJ URST.T.I., BIDAR
<b>GULBARGA</b>	
44	K.E.W.TRUST, FAIZALULLAM T.T.I., GULBARGA
45	ASHAJYOTHI T.T.I., GULBARGA
46	SRI MAHANTHESHWARA T.T.I., AFZALPUR
47	BAPUJI TTI, YELBURGA
48	CH' NGR(01) SRIRAMACHANDRATTI, CHAMARAJANAGAR
<b>HASSAN</b>	
49	BHARATH UNIVERSAL TTI, HALLI MYSORE, H N PURA
50	DATTATREYA TTI, CHANNARAYA PATNA
51	J S TTI, DODDAKADANUR, H N PURA
<b>KODAGU</b>	
52	SARVODAYA WOMEN'S TTI, VIRAJPET
53	SARASWATHITTI, MADIKERI
<b>MANDYA</b>	
54	SRI K V SHANKAREGOWDATTI KERAGODU, MANDYA.
<b>MYSORE</b>	
55	J S TTI FOR MEN, CHAMUNDI HILLS FOOT STEPS ROAD MYSORE
56	J S TTI FOR WOMEN, SARASWATHIPURAM, MYSORE
57	ST JOSEPH'S TTI, MYSORE

## 21. ADDRESSES OF INSTITUTIONS

### **Azim Premji Foundation,**

Papanna Lane, St. Marks Road Cross, Bangalore 560001  
Phone: 80 -2227 2264 / 3365 / 4404, Fax: 80 – 2229 1869  
Web site: [www.azimpremjifoundation.org](http://www.azimpremjifoundation.org)

### **Aptech**

6, 6<sup>th</sup> floor, 'C' Wing Mittal Tower  
M.G. Road, Bangalore – 01  
Ph. 25583960  
Website: [www.apttechcomputereducation.com](http://www.apttechcomputereducation.com)

### **Bangalore Medical Services Trust**

New Thippasandra Main Road,  
HAL III stage  
Bangalore 56 00 75  
E mail – [rotaryttk@bangaloremedical.org](mailto:rotaryttk@bangaloremedical.org)  
Website: [www.bangaloremedical.org](http://www.bangaloremedical.org)

### **Council for the Indian School Certificate Examinations**

Pragati House, 47 – 48, Nehru Place,  
New Delhi 110019  
Phones: 26411706, 26476547, Fax: 011 – 26212051  
E mail – [cisce@giasdl01.vsnl.net.in](mailto:cisce@giasdl01.vsnl.net.in)

### **Center for Cultural Resources and Training (CCRT)**

15A Sector – 7, Dwaraka, New Delhi 110045  
Phone (011) 25088638, (011)25074251, Fax – 11 - 25088637  
E – mail: [skdgcrt@del3.vsnl.net.in](mailto:skdgcrt@del3.vsnl.net.in)  
Web site: [www.ccartindia.org](http://www.ccartindia.org)

### **Education Development Center, Inc**

1000, Potomac Street, NW Suite 350  
Washington, DC 20007, USA  
Phone 001 (202) 572 3700  
Fax: 001 202 298 – 6038

### **Education Development Center (EDC)**

763A, 100 ft road , HAL 2<sup>nd</sup> stage,  
Indiranagar  
BANGALORE -38  
Phone: 080 - 25204193/94/95.  
Fax: 080 - 25204196.



**Electronics Corporation of India (ECIL)**

Leeman's Complex,  
30/1, Cunningham Road, Bangalore 560052  
Phone: 080 – 2269525/2263633/2261434  
Email: bsdbng\_ ecil@vsnl.com

**Educomp Datamatics**

No.16, 80 ft road,  
4 block, Koramangala  
Bangalore – 560 034  
Ph.no. 080- 25501050/51/52  
E mail:- [sales@edumatics.com](mailto:sales@edumatics.com)  
Website: [www.edumatics.com](http://www.edumatics.com)

**Intel**

No.136, Airport Road, Bangalore- 17  
Ph.no. 25075000, Fax – 25202460  
Website:- [www.intel.com](http://www.intel.com)

**Indian Institute of Science**

Malleshwaram,  
Bangalore – 12  
Ph. 23942239, Fax. 23602911  
Website: [iisc.net.in](http://iisc.net.in)

**Indian Environmental Society**

U -112, Vidhata House, (III Floor),  
Vikas Marg, Shakarpur,  
New Delhi 110092  
Phone 22450749, 22046823, Fax: 22523311  
E mail: [iesenro@del2.vsnl.net.in](mailto:iesenro@del2.vsnl.net.in) Website: [iesglobal.org](http://iesglobal.org)

**J.N. Center for Advanced Research**

Jakkur, Bangalore  
Phone: 080 - 28462750 - 57

**Indian Space Research Organisation (ISRO)**

Department of SPACE  
Antarishka Bhavan, New BEL Road, Bangalore – 94  
Ph. 23415280 23416393  
E mail:- <http://hqmail.isro.ernet.in>

**NIIT**

39/2 , I st floor  
Bannerugatta Road,  
Bangalore – 29  
Ph.25501221, Fax: 25501220



**National Science Centre**

National Council of Science Museums  
Department of Culture, Government of India,  
Bhairan Road, Pragati Maidan (near Gate 1), New Delhi – 110001  
Phone: 011 – 2331 297/893/936/945  
E mail: [nscd@iasdlo1.vsnl.net.in](mailto:nscd@iasdlo1.vsnl.net.in)

**National Institute of Advanced Studies (NIAS)**

Indian Institute of Science campus  
Malleshwaram, Bangalore - 12  
Phone: 080 - 23606594, 23604351.,  
fax: 23606634

**National Council of Educational Research and Training (NCERT)**

Auribindo Marg, New Delhi.  
Ph. 6560620 Fax no. 91-11-6868419 Email:- [deencert@yahoo.co.in](mailto:deencert@yahoo.co.in)  
Web site:- [element@nda.vsnl.net.in](http://element@nda.vsnl.net.in)

**National Council for Teacher Education (NCTE)**

Indira Gandhi Indoor Stadium, Indraprastha Estate,  
New Delhi 110002  
Phones: 011 – 23392663, Fax: 011 – 23392665/23392671  
E- mail: [ncte@del3.vsnl.net.in](mailto:ncte@del3.vsnl.net.in)  
Website: <http://www.ncte.in.org>

**Regional Director,**

Southern Regional Committee (SRC)  
National Council for Teacher Education (NCTE)  
CSD Building, HMT Complex,  
Bangalore 560031  
Phone/ Fax: 080 – 3451467, 080 - 3451468

**National Institute of Educational Planning and Administration (NIEPA)**

Aurobindo Marg, New Delhi.  
Phone: 011 – 6863070, 6510134, 6962335.

**Regional Institute of English (South India)**

Jnana Bharati Campus, Bangalore 560056  
Phone: (080) 2321 8452 / 2321 3243, Fax 080 2321 1732  
E – mail: [riesi@kar.nic.in](mailto:riesi@kar.nic.in) / [riesiblr@yahoo.com](mailto:riesiblr@yahoo.com)  
Website: <http://riesi.kar.nic.in>

**The World Bank,**

(International Bank for Reconstruction & Development)  
70, Lodhi Estate, New Delhi 110003  
Phone: 011 – 2461 7241 / 42, Fax: 011 – 2461 9393

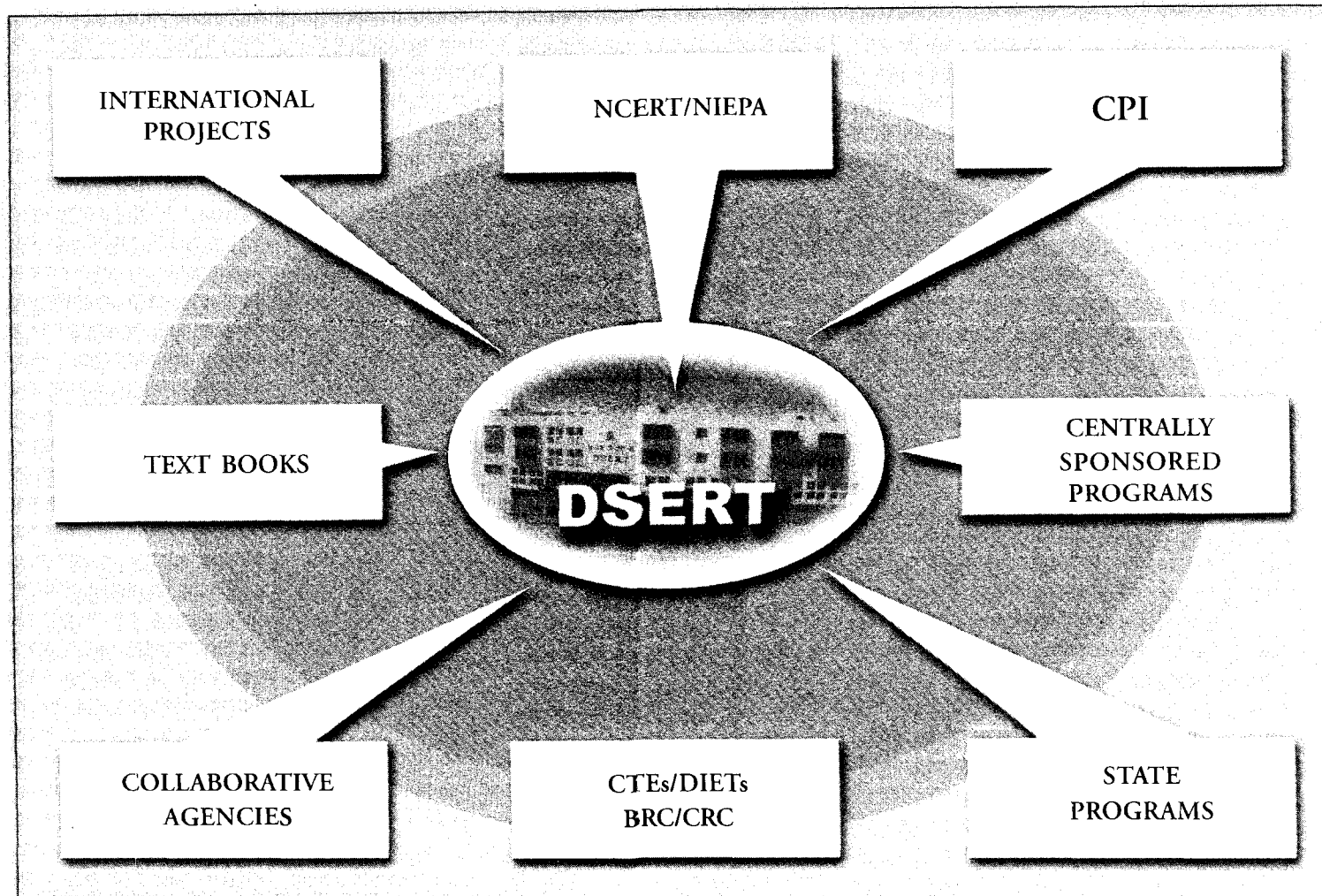
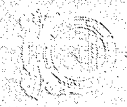


## 22. Publications of DSEERT 2003-04

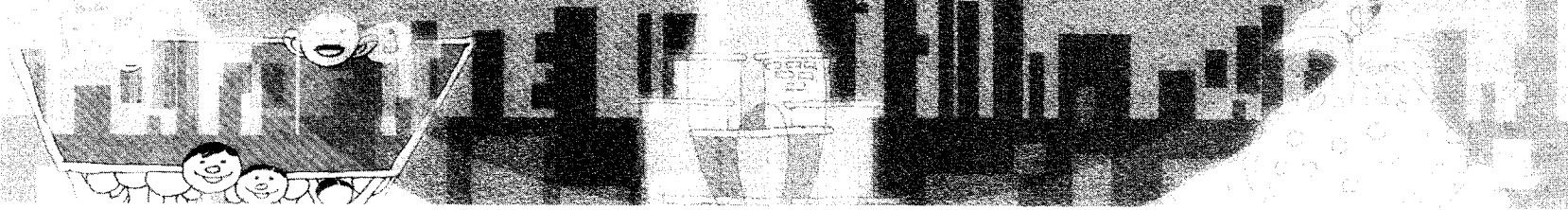
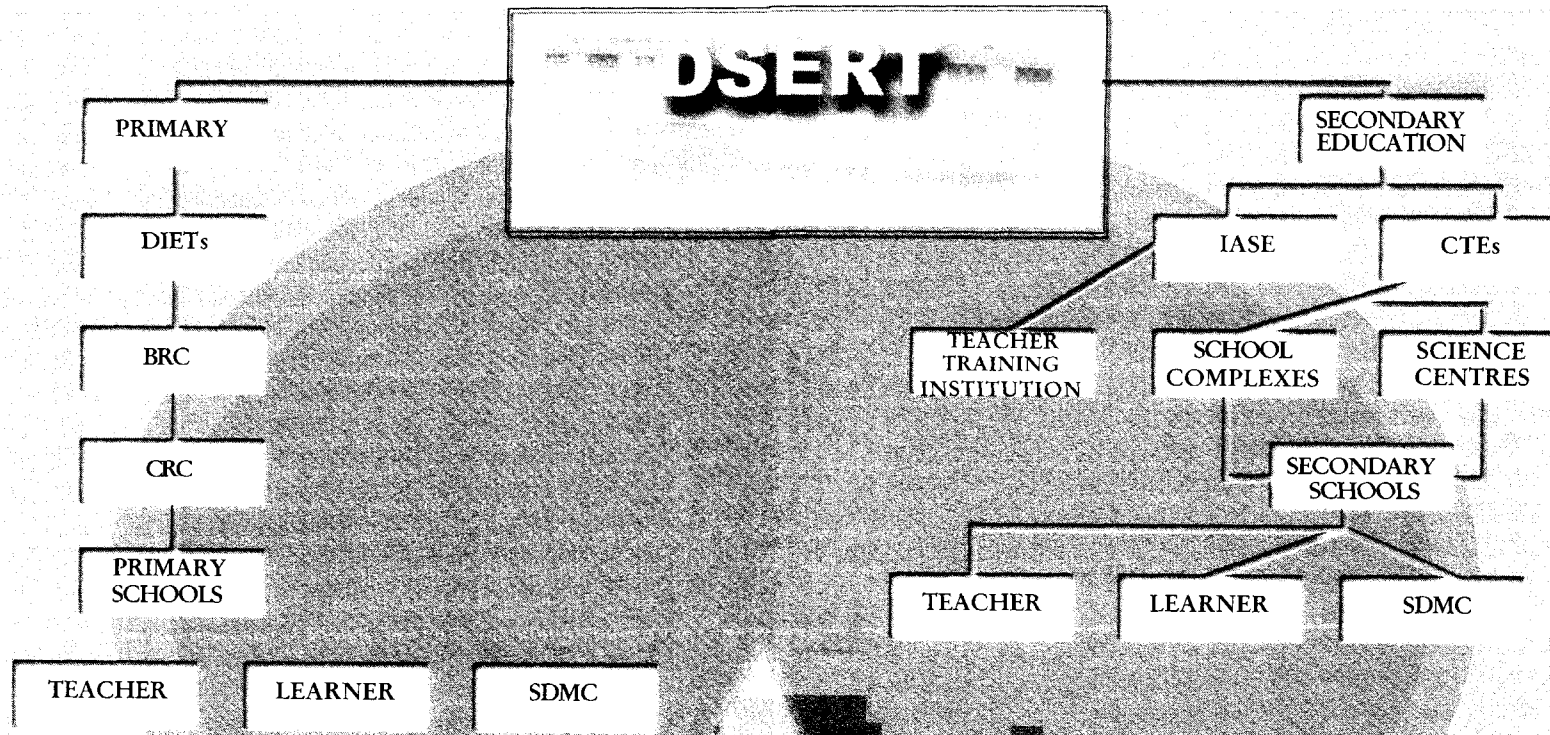
1. Bahumukhi ( Module for Multigrade Teaching)
2. Hongirana (Module for DEd Teacher Educators)
3. Ithihasa Samskriti:- Badami, Ihole and Pattadakal
4. Socially useful and Productive work.
5. Makkala Vaijnanika kathagutcha Part-I (Children's Literature)
6. Makkala Vaijnanika kathagutcha Part-II
7. Karnataka Samskrutika Parampare:- Children's Literature
8. Parihara bodhana Margadarshi ( in collaboration with APF)
9. Parihara bodhana Margadarshi work book -1
10. Parihara bodhana Margadarshi work book -2
11. Parihara bodhana Margadarshi work book -3
12. Spandana ( Module for SDMC Members)
13. Chaithanya-1 (Module for lower primary school teachers)
14. Chaithanya-2 [Module for Higher Primary school][Kannada, Urdu, Marathi, Tamil, Telugu Media]
15. Prerana (Module for Induction Training)
16. Chaithanya Tarani [in Kannada and Urdu Media]-(Module for Preparation of TLMs)
17. Shikshanadalli Rangakale [in Kannada and Urdu Media]-(Theatre in Education)
18. Anveshane [Introduction about Action Research]
19. Satelite Based Training Programmes - II Year DEd syllabus & Assignment works
20. Satelite Based Training Programmes - Educational Psychology.
21. Satelite Based Training Programmes - Bahumuki – an Introduction
22. Satelite Based Training Programmes - Training for DEd Lecturers
23. Satelite Based Training Programmes - NTSE-GMAT Literature.
24. Satelite Based Training Programmes - Training Module for DIET lecturers.
25. Satelite Based Training Programmes - Akshara Dasoha Training Module
26. Satelite Based Training Programmes - English Language Training Literature
27. Satelite Based Training Programmes - Mahithi Sindhu Training Module.
28. Satelite Based Training Programmes - 'Chhli-Piii' Orientation Program for Anganawadi workers.
29. Satelite Based Training Programmes - TBF/SWF Literature.
30. Satelite Based Training Programmes - on the concept of Lab area
31. Satelite Based Training Programmes - Action Research
32. Satelite Based Training Programmes - For Teachers handling 7<sup>th</sup> Std.
33. Satelite Based Training Programmes - Urdu language Training.
34. Satelite Based Training Programmes - Urdu, Maths and Science Training
35. Bhoogola Sangathi Sampanmoola Sahithya - Part-II [Kannada]
36. Bhoogola Sangathi Sampanmoola Sahithya - Part-II [English] Geography Resource

37. Bhoogola Sangathi Sampanmoola Sahithya - Part-III [Kannada]
38. Bhoogola Sangathi Sampanmoola Sahithya - Part-III [English]
39. Keli-Kali Anthar Kriyathmaka Banuli Prasara Karyakrama [Std III & IV]
40. Keli-Kali Anthar Kriyathmaka Banuli Prasara Karyakrama [Std 5]
41. Keli-Kali Anthar Kriyathmaka Banuli Prasara Karyakrama [Std 6]
42. Keli-Kali Anthar Kriyathmaka Banuli Prasara Karyakrama Urdu [Std 3 & 4]
43. Bandhani Prasara Kaipidi [Std 7 & 8]
44. Ganitha Kit Kaipidi ( Mathematics Kit hand book)
45. Arogya Jagruthi Shikshana – Shikshakara Tarabethi Kaipidi ( in collaboration with BMST)
46. Jeevana kaushalyagalannu Upayogisikondur Arogyabhivrudhi Padisikolluvudara Bagge Shikshakarige Chatuvatike Kaipidi.(in collaboration with NIMHANS)
47. Mahithi Sidhu Shikshana Pathya Pusthaka - NIIT Sahayoga- 8<sup>th</sup> Std
48. Mahithi Sidhu Shikshana Pathya Pusthaka - NIIT Sahayoga- 9<sup>th</sup> Std
49. Mahithi Sidhu Shikshana Pathya Pusthaka - NIIT Sahayoga- 10<sup>th</sup> Std.
50. DSERT Report- (in English)



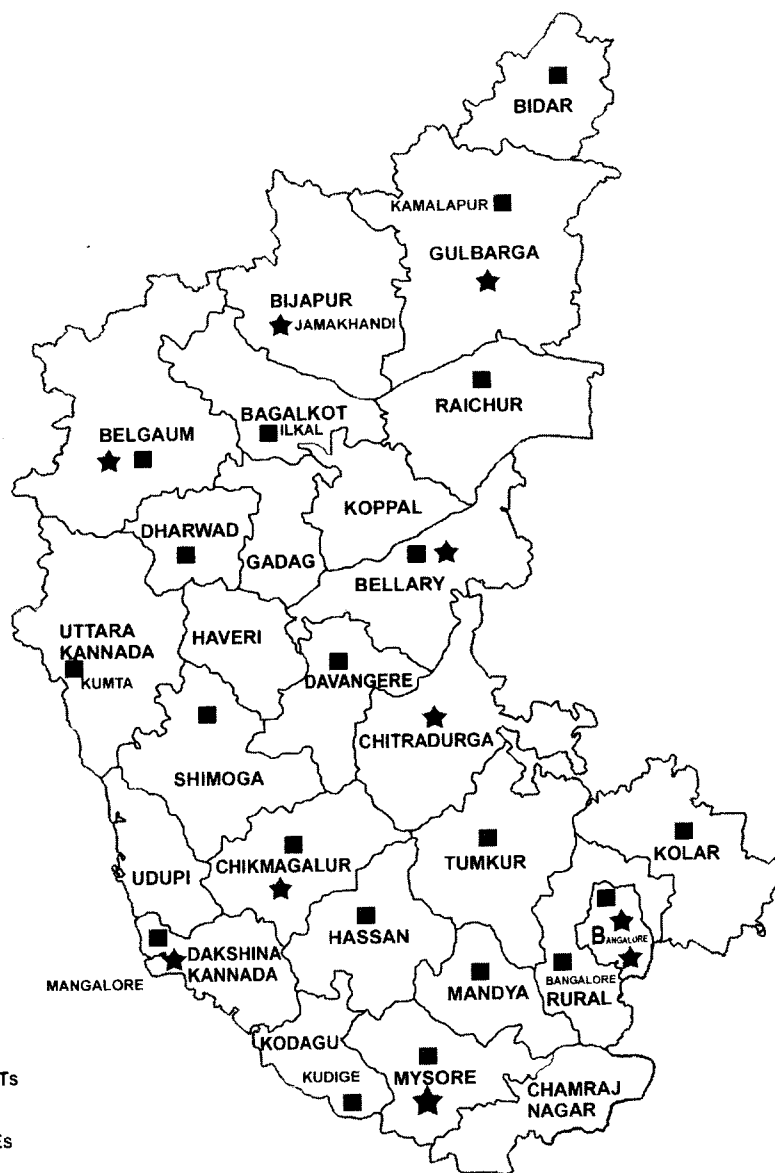


# FLOW CHART OF INSERVICE PROGRAMS



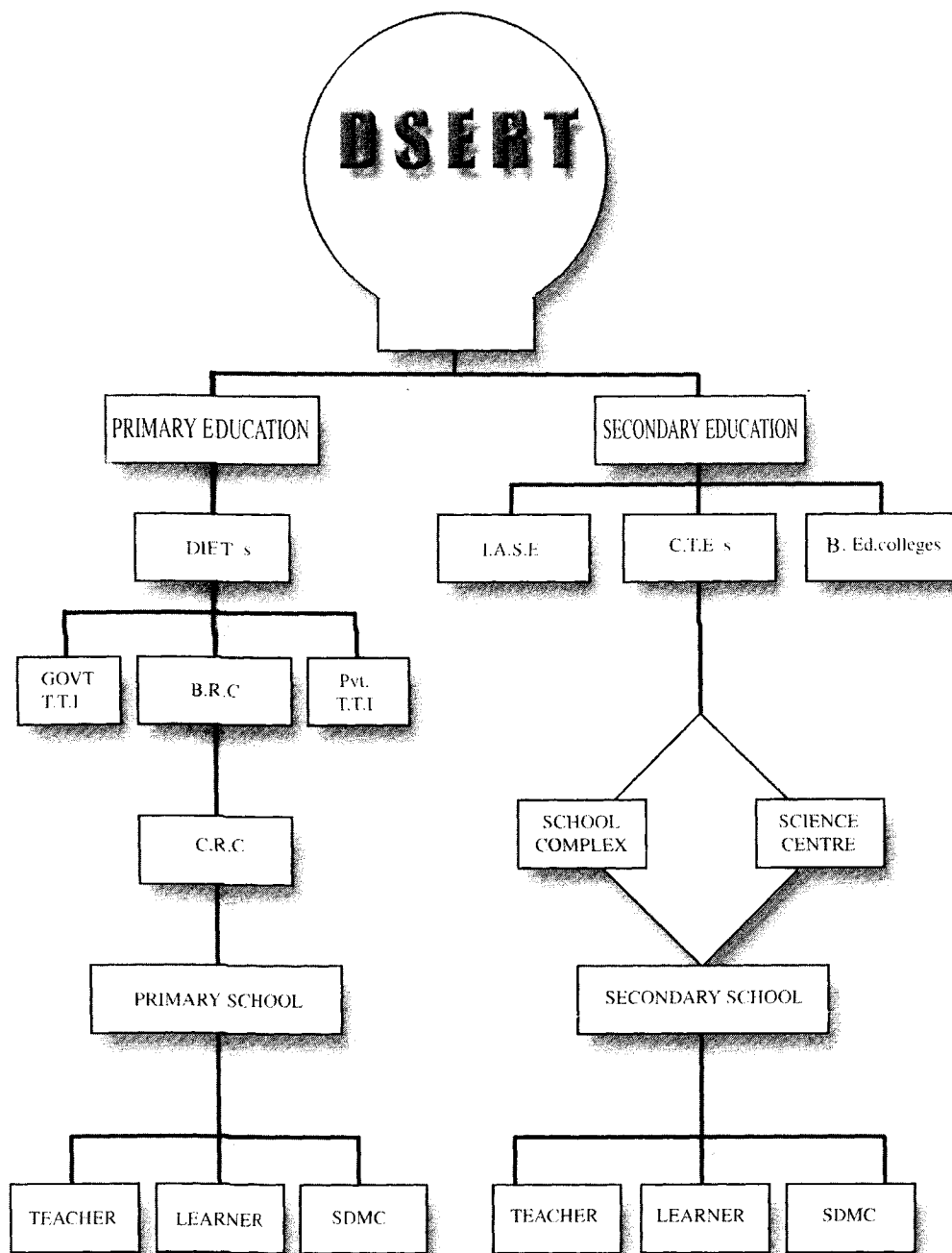


## DISTRIBUTION OF CTES & DIETS ON KARNATAKA





# ACADEMIC STRUCTURE

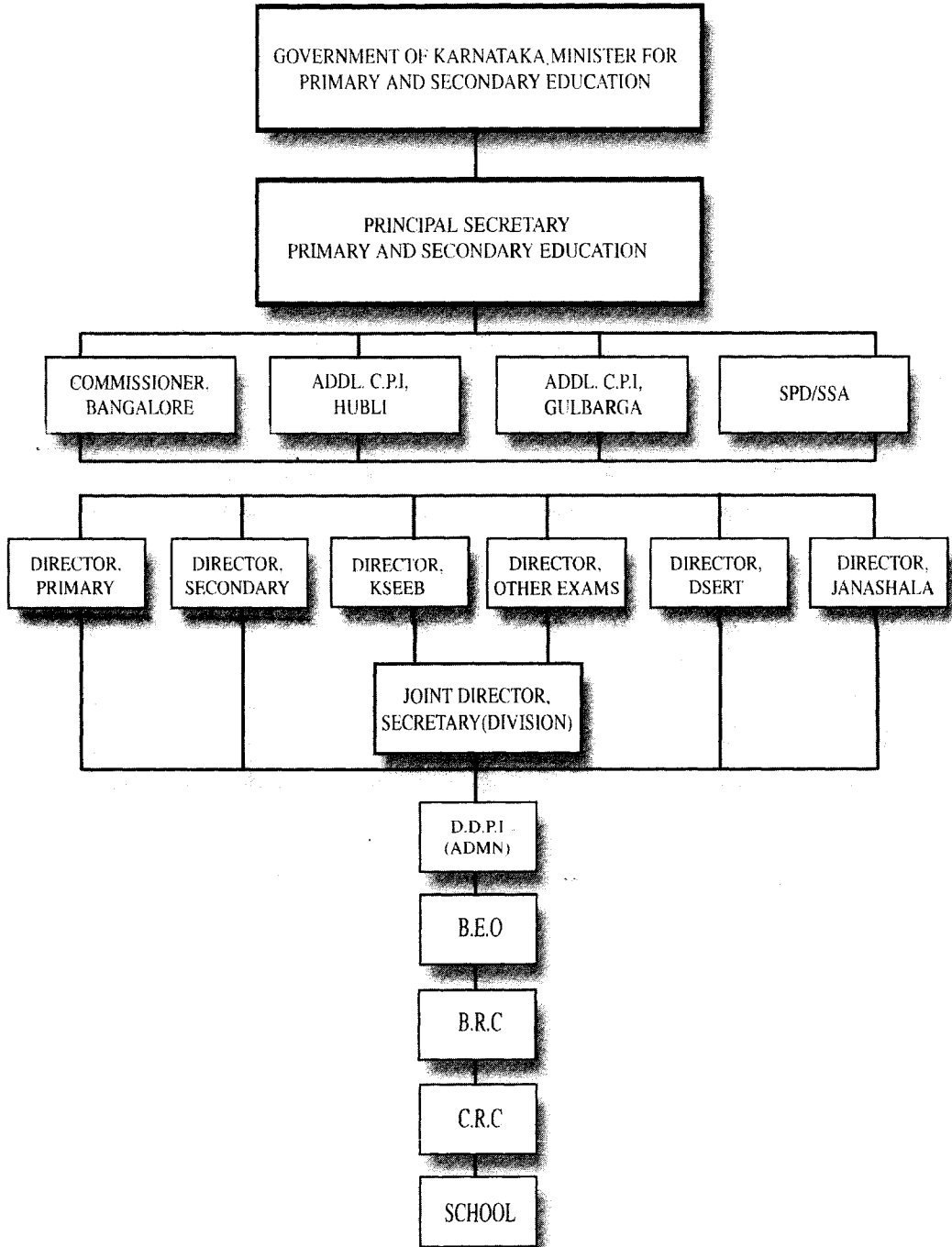


DSERT IN SARGO QUOTE IN EDUCATION





## ADMINISTRATIVE STRUCTURE



DSERT IN SEARCH OF QUALITY IN EDUCATION

NIEPA DC



D12731