



GOVERNMENT OF KARNATAKA

D S E R T

DEPARTMENT OF STATE EDUCATIONAL RESEARCH & TRAINING



A REPORT

JUNE 2003



100 FEET RING ROAD, BANASHANKARI III STAGE, BANGALORE 560085

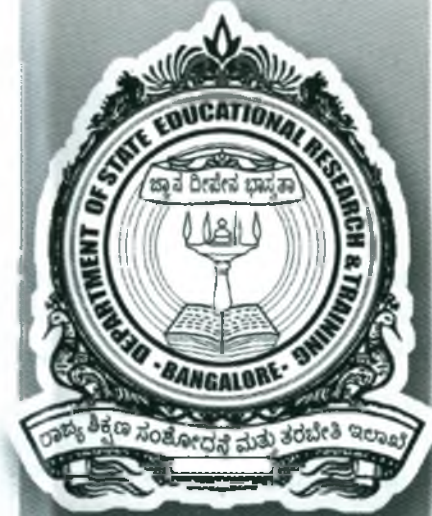
PHONE: (080) 6422239, 6422245, Fax: (080) 6422377, E-mail: dsert@bgl.vsnl.net.in

DISTRIBUTION OF CTES & DIETS IN KARNATAKA





GOVERNMENT OF KARNATAKA



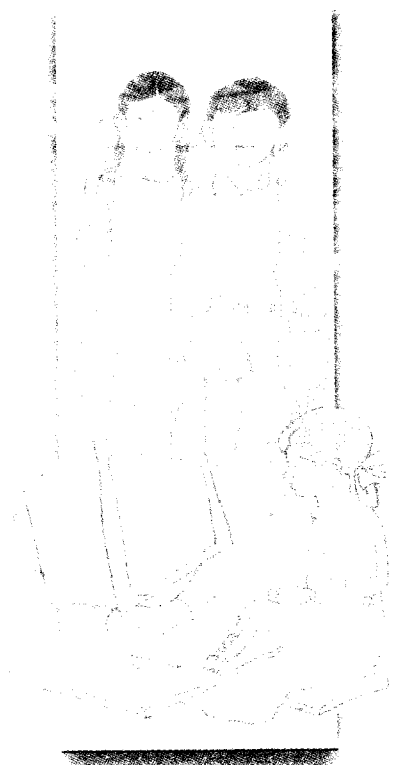
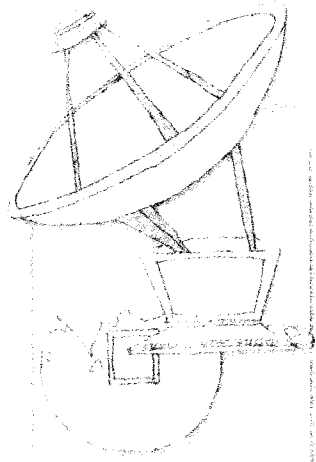
DSERT

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This brief report fulfills a long felt need of the Department as it acts as a comprehensive documentation of the activities of the Department of State Educational Research and Training (DSERT).

The DSERT has come a long way since its inception in 1964 as the State Institute of Education (SIE). The department has grown in stature and size. The DSERT now encompasses several academic units and also has the logistical support of six Colleges of Teacher Education (CTEs) - in secondary education sector and 20 District Institutes of Education and Training (DIETs) - in elementary education sector, to support its activities. There are also the structures of Block Resource Centers (BRCs) and Cluster Resource centers (CRCs) to implement the in service programs of DSERT at the field level.

The DSERT thus acts as the focal point in providing academic leadership in school education in the state.

This brief report aims at giving a birds' eye view of the department, its organisation and its objectives,. It also tries to give in detail the various programs of DSERT, including the programs undertaken in collaboration with various state, national and international organisations.

All suggestions to improve this document are welcome.

Bangalore
Dated 1 -- 6 -- 2003

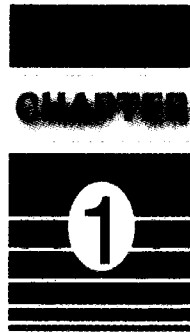
D. JAGANNATHA RAO
Director, DSERT, Bangalore.



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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. 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 (IASSE) 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.

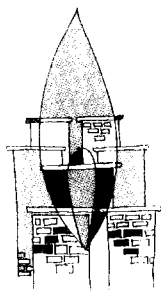
The DSERT which was functioning from the Government Girls Junior College building, B P Wadia Road, Basavanagudi, Bangalore 560004, for the past several decades has shifted to its own spacious new building on 100 feet Ring Road, Banashankari III Stage, Bangalore 560085, in the first week of February,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



The new building with a built in area of about 50,000 square feet, 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 attached to it. This enables the participants of DSERT programs to stay in the Guest House itself.

This brief report aims at giving a birds' eye view of the organizational set up of DSERT, the objectives and activities of the DSERT (and also its various units). The report also tries to give an insight in to the working of the organisation and describes how DSERT is providing academic leadership in school education in Karnataka State.

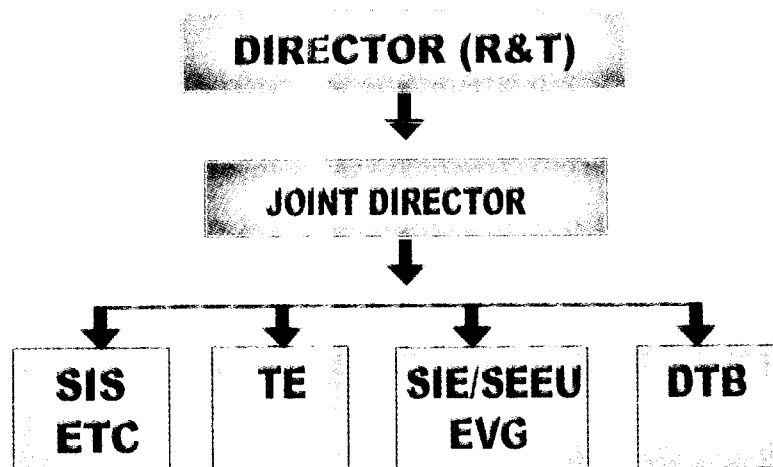
1.2 Objectives of DSERT



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) Management of teacher education in the state (both pre service and in service education) both at the elementary education and secondary education levels,
- b) Management of Colleges of teacher education, District Institutions of Education and Training and other teacher training institutions.
- c) Preparation and revision of curriculum for various courses coming under school education,
- d) 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.,
- e) Promoting Science Education in the state.
- f) Procurement and supply of Teaching Learning Materials (TLMs) to schools,
- g) 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.,
- h) Procurement and supply of colour TVs, Audio and Video cassettes, Computers, CD ROMs, laboratory and library materials, maps, charts and models to schools,
- i) Conduct of training programs through teleconferencing.

1.5 Organisation of DSERT

The DSERT is headed by an 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 in all academic and administrative duties.

The DSERT comprises of the following units:

1. Teacher Education Unit (TE)

This unit is in charge of administration of teacher education (both elementary and secondary 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 two Junior Class I officers of the rank of Senior Assistant Directors – one officer looks after the DIETs and CTEs, the other officer looks after all the teacher training institutions both at the primary and secondary level.



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, Evaluation, Publication of Children Literature, Conduct of National Talent Search Examination (NTSE), Population education, Adolescent education, Life skills and Health awareness programs, 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.

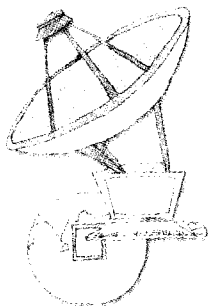


3. State Institute of Science (SIS)

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 day to day life.

This Institute has established and supervises 224 Science Centers in the state (one in each assembly constituency). The unit also creates and circulates appropriate teaching learning materials for all levels of schools, besides procuring and supplying equipment.



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 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 looking 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 is in charge of curriculum development and preparation, production and distribution of text books for standards I to X. The Directorate also prepares syllabus and text books for special courses in D.Ed, Music, Dance, Drama, SUPW, Commerce, Drawing, Sanskrit, etc.,

The post of Director of Text Books was abolished and the Directorate was attached to DSERT in 1983. 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.



TEACHER EDUCATION

2.1 Introduction

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

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

The Teacher Education unit also looks after all in service teacher training programs of both primary and secondary teachers in the state.

2.2 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).



2.21 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 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 (including six months of internship).



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.

Admission to DEd course, is through Centralised Admission Cell (CAC) and is by counseling on the basis of a computerized list of merit cum roster. For admission to DEd 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 institutions was: Government Quota seats -- 5140, Management Quota seats 2630, Total in take - 7770. (2002 data). The Government quota seats are filled by a special Centralised Admission Cell (CAC) every year.

Even though the National Council of 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, etc.,

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

2.2 Pre service Education (Secondary):

In the secondary teacher education sector, there are 68 colleges of education providing the 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
<hr/>	
Total Number of Bed Colleges	68

These colleges are affiliated to various universities in Karnataka State. The curricula is prescribed by the respective universities and 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 6800 (4150 Government quota and 2650 management quota seats -- 2002 data).



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

There are 6 Government colleges of teacher education (CTEs), 4 private colleges of teacher education (CTEs) and one private Institute of Advanced Studies in Education (IASSE),

Among the private teacher education colleges 22 are aided colleges and the remaining 39 are private un aided colleges.

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 these colleges.

2.3 In service Education (Elementary Education)

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 schemes of the Government of India.

The Government of India has also released Rs.1,764 lakhs for improving the infrastructure facilities in these 20 DIETs and 10 CTEs.

The DSERT under takes -

1) Identification of training needs of teachers,

- i. preparation of training modules,
- ii. training of state level and district level Key Resource Persons,
- iii. Printing and distribution of teachers' hand books,
- iv. Use of SAT-COM facilities at SIRD, Mysore, for training of district level resource groups and teachers,
- v. 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) NCERT/NIEPA, New Delhi.
- 4) Indian Institute of Science, Bangalore,
- 5) National Institutel of Advanced Studies (NIAS), Bangalore.



- 6) Regional Institute of English, Bangalore,
- 7) Institute for Social and Economic change, Bangalore.
- 8) Regional Institute of Education, Mysore.
- 9) NIMHANS, Bangalore,
- 10) SIRD, Mysore
- 11) ISRO, Bangalore.
- 12) DPEP, Bangalore,
- 13) Janashakti Project, Bangalore
- 14) Azim Premji Foundation, (APF) Bangalore.
- 15) Bangalore Medical Services Trust (BMST), Bangalore.

Quality improvement at the elementary stage of education has been the focus area for the department. Important elementary teacher training programs conducted so far are –

- 1) Chaitanya 1 – Under the assistance of MHRD, a massive training program (SOPT) named as Chaitanya training program has been conducted in all the districts. 1,40,000 lower primary teachers in Kannada, Marathi and Urdu have been trained under this program,
- 2) Chaitanya 2 - This program was extended to Higher Primary teachers and 50,000 upper primary teachers have been trained under this program. Training material has been prepared subject wise under this program.
- 3) Under Chaitanya in Urdu, 16,000 teachers have been trained,
- 4) Under Chaitanya in Marathi 6,000 teachers have been trained,
- 5) Chaitanya For High school teachers was also evolved and 7000 secondary teachers were trained under this program.

Training Modules for School Development and Monitoring Committees were also prepared and Master resource persons are trained by DSERT. 15,000 SDMC members have so far been trained under this program.

Induction training to newly recruited elementary teachers has also been taken up in a big way. A module for a 2 weeks training program in content, pedagogy, departmental programs, issues in primary education, etc., has been prepared and newly recruited teachers are being trained during summer / mid term vacations. 15,000 newly recruited teachers are targeted to be trained during 2003 – 2004.

In Service Education: (Secondary Sector):

In service Education 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 Advance 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:

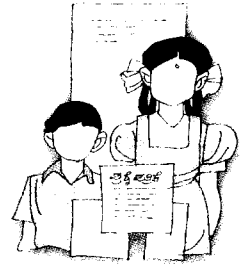
- (i) Government College of Teacher Education, Mysore.
- (ii) Government College of Teacher Education, Mangalore.
- (iii) Government College of Teacher Education, Chtradurga.
- (iv) Government College of Teacher Education, Belagaum.
- (v) Government College of Teacher Education, Gulbarga
- (vi) Government 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.

Every year about 7000 secondary teachers are being trained in both content and pedagogy through these Colleges of teacher education.

3) 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 in various universities.

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. During 2001 – 02, the resource material (prepared by DSERT) – “CHILI – PILI” was printed by UNICEF and distributed to all the anganawadi centers in Jana Shala Blocks. The district core teams and Master resource Persons were also trained in imparting training to anganawadi teachers in the use of these resource materials.





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.

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

In collaboration with the 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 – Minimum Levels of learning, Multi grade teaching, Integrated Education, gender sensitization, etc.,

The Evaluation Unit also takes up activities like Annual analysis of SSLC 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 participated in developing National Level standardised tests for the V and VIII standards in collaboration with NCERT.

The Evaluation Unit has also taken up a unique project involving reformation of the Examination system on a pilot basis. Model question papers are being developed to fit the OMR format which will enable the computers to evaluate the answer papers and declare the results expeditiously.

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

1. Makkala Kathe and Kavanagu - 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

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.

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

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 GTEs.

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.

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 performed through this project. The project is funded by UNFPA and monitored by NCERT, New Delhi. Annual Outlay is 15 lakhs.

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.

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 30 day 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 facilitates conduct of Education Task Force meetings and dissemination of its reports. The SEEU also deputes teachers for training to various programs conducted by CCRT and NCERT.



STATE INSTITUTE OF SCIENCE (SIS)

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) 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,
- 8) 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.
- 9) Special Science and Mathematics training program for teachers of secondary schools, securing low results in the X standard public examination.
- 10) Training programs for science subject inspectors,
- 11) Training in use of science kits and scientific equipment.
- 12) Training in preparation of low cost and no cost scientific Equipment.
- 13) 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, National Science Museum, Visvewaraiah Industrial & Technological museum, Center for Environmental Education, Planetarium, etc.,

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 government secondary schools 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. Vignana Vani, a quarterly science magazine is published by SIS to create awareness and interest among students, teachers and the general public.

Centrally Sponsored Schemes(CSS):

The SIS also takes up 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. Laboratory materials, maps and charts are also procured and supplied to secondary schools. This year science kits are being supplied to 5000 higher primary schools. Budget for these two activities is 5.28 crores.



EDUCATION TECHNOLOGY CELL

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.,

1. 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 “Malviti Sindhu” Program, which is an ambitious project of the department.
2. Colour TV sets have been supplied to 1000 higher primary schools under the Centrally assisted science program during 2002 - 2003.
3. Geography Resource book (Bhoogola Sangathi Vol I) has been prepared, printed and supplied to all the secondary schools during 2002 – 2003 to provide additional material to teachers in teaching of geography. Volumes II and III are under print.
4. 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
5. 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.
6. “KELI- Kali ” 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 and V standards in Kannada, Urdu, English, Environmental Sciences and Mathematics. This program is being extended to VI standard from 2003 – 04.
7. 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.



8. "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.
9. 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.
10. 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.
11. The cell also provides support for technology training to girls in 4 SC/ST residential schools for talented girls situated at Bagalkote, Gulbarga, Mayakonda and Nanjangud.
12. The cell also implements several centrally assisted schemes like providing computers to schools.
13. Teachers' resource materials were prepared in Geography - (in English & Kannada) for secondary classes and also in science, mathematics and English for primary classes.
14. The Cell in collaboration with Sarva Shiksha Abhiyan and Azim Premji Foundation has started computer education in selected Higher Primary Schools of the state. In 2002 – 2003 the computer education program was started in 55 selected Higher primary schools. In 2003 – 2004, the program is being extended to 135 Higher Primary schools in the state.
15. A 30 minute video film " Shikshana Sopana" was prepared containing the education minister's discussions with educationists, parents, teachers on topics of educational interest.
16. 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.



DIRECTORATE OF TEXT BOOKS

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.

The Directorate of Text Books is in charge of curriculum revision and preparation of text books for I to X standards. After the introduction of National Policy of Education 1986, curriculum was revised for I to X standards twice – in 1988 and 1999. Private sector participation was introduced for the first time in printing and distribution in 1993 – 94.

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 eminence 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.

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.

Free Text books are given to all children (70.75 lakh children) studying in government schools from I to VII standards and also to girls studying in VIII to X standards in government schools. Cost of free distribution of text books to the state is Rs. 30 crores.

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.

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

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 pathashalas 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.

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



Minimum Levels of Learning (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 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.



Evaluation:

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 4 tests, one mid term and one annual examination form 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, is necessary for a pass.

If the child fails to appear for the annual examination, the marks scored in tests and mid term examination is considered on 50.50 basis and if the child gets 40 %, the child is 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.

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 is compulsory. A minimum of 30 marks in each subject and 35 % average is necessary for a pass. If the student fails to appear for the annual examination for valid reasons, 50% weight age for mid term and 25% weight age for the tests may be given for declaring the result of the student

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.



1. Mahiti Sindhu Program

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 2000 – 2001 to 2004 – 2005. This project is fully financed by the government of Karnataka.

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 outside 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

Mode of 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

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

Supervision and Monitoring 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.

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.

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

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.**



2. OTHER COMPUTER EDUCATION PROJECTS

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

1) Eleventh Finance Commission Project:

This project aims to provide computer education in selected 88 government secondary schools in the state. This project is being taken up for implementation during 2003 - 2004. The total estimated cost of this project is 11.68 crores of rupees - the Centers' share being 11.61 crores and the states' share being 7.62 lakhs. The agency identified for implementation of the project in 88 selected government secondary schools is Educomp.Datamatrix. The agency is responsible for providing computer hardware, software, UPS, generator and taking up computer education and maintenance for three years in these 88 secondary schools.

2) Revised Class 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.

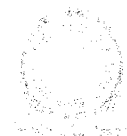
Under this project, the state governments have to bear 25 % of the total cost of the project and submit the project proposals to GOI. Only those schools which taught computer education as an optional subject were entitled for aid under this project.

Based on the proposals submitted by the state government, GOI approved the implementation of the Revised Class Project in selected 150 secondary schools of the state.

This project aims at providing computer education in 150 selected secondary schools in the state in 2003 - 2004. The estimated cost of the project is 17.20 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.



3) **Computer Literacy Project:**

A proposal has been submitted to Government of India to implement computer education in the remaining 1600 secondary schools of the state under the Universal Computer Literacy Project. The estimate of this project is proposed to be 216.80 crores spread over a period of 4 years.

4) **Computer aided education projects:**

At secondary school level, hard spots in English, Mathematics, Science and Social Science have been identified and a program to provide interactive CDs in these areas is simultaneously being implemented through two agencies - School Net and Edurite. The CDs are installed in all the Mahiti Sindhu secondary schools to enable students to learn through computer based education also.

5) **Computer Education in Higher Primary Schools:**

With the funds provided by Sarva Shiksha Abhiyan (SSA), computer education is also being introduced in 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. Both these interventions are being done in collaboration with Azim Premji Foundation (APF).

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. The program is managed by APF.

6) **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.

3. CHAITANYA PROGRAM

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 DIETS and BRCs.

1,40,000 Lower primary teachers have so far been trained under the Chaitanya program. The program was extended to Higher primary teachers as Chaitanya II. Training Modules were prepared in 5 disciplines – Kannada, English, Mathematics, Science and Social Science and training was given to Master resource persons and Block Resource Persons. In 2002 – 03, and 50,000 teachers have been trained.

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.



4. KELI KALI RADIO PROGRAM

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 is being extended to cover VI standard children from 2003 -- 04. About 75 lessons are planned to be broadcast for VI standard.

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,



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,

Broad Cast Period & Timings:

July 15.	to	February 28,	
Monday	to	Friday	11.30 -- 12 30
Saturday			10.30 - 11.00 (Urdu broad cast)

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,

The response received from the students and teachers is very encouraging. Nearly 2 lakh letters have been received from students as response to the program. This program is being extended to VI standard from 2003 - 04.

5. BANDANI – RADIO PROGRAM

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.

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.

6. SATELLITE BASED PROGRAMS

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.

7. SHIKSHANADALLI RANGAKALE (Dramatisation in Education)

This is an innovative program of DSERT, which helps teachers to use dramatisation techniques in the 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 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.

8. "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 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.



COLLABORATIVE PROGRAMS & PROJECTS OF DSERT

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.

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.

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 an 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.

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 in puts 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 under taken 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.

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 :-

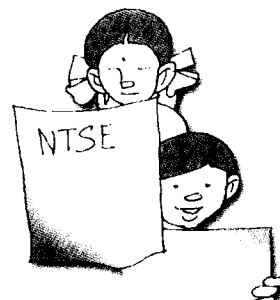
1. All the children (of school going age) with in the habitation, must be enrolled in the school.
2. All the enrolled children must attend regularly.
3. All the children attending regularly, must attain the expected levels of achievement. In other words, the school guarantees the learning of every child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





NATIONAL TALENT SEARCH EXAMINATION (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.

Karnataka is one of the very few states in the country whose students are doing extremely well in the NTS Examination. Nearly 14,000 students from Karnataka appear every year. 235 get through the first phase of the examination. Out of 1000 scholarships awarded by the NCERT, Karnataka candidates secured 101 scholarships in 2002 NTS second phase examination.

The first phase of the NTSE examination is conducted by DSERT at 39 centers all over the state. In the first phase, a written test to test 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.

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.



Eligibility of the candidates to appear for the NTSE examination 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.

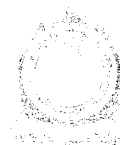
The scholarship shall be available for students at the +2 stage and subsequently after suitable revalidation at terminal stage up to the Doctorate level in basic and social sciences including commerce and up to the second degree level in Engineering and Medicine.

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:

- (b) For income group up to 1,50,000 p.a. rate of scholarship is as shown above.
- (c) For income group above Rs. 1,50,000/- p.a. 50% of the above rate is available.
- (d) 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.
- (e) 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.



PROGRAMS UNDER SARVA SHIKSHA ABHIYAN (SSA)

The following programs are being conducted under SSA:

1. Keli Kali radio program being broadcast from 10 stations of ALL INDIA RADIO, for the students of III, IV and V standards, from 11.30 to 12.30 PM every day. This program is being extended to VI standard from 2003 – 2004. The expenditure on this program during 2002 – 2003 was 49.48 lakhs.
2. Bandani Educational Radio Program covering hard spots in Kannada, English, Science, Social Science and Mathematics in VI, VII and VIII standards. The lessons are being broadcast from 2.30 PM to 3.00 PM. The expenditure on this program was 7.95 lakhs in 2002 – 2003.
3. Computer Education Project in selected 55 Higher Primary Schools in 11 districts in the state. The program is being implemented in collaboration with AZIM PREMJI FOUNDATION. The expenditure incurred on this project in 2002 – 2003 is 189.88 lakhs. The program is being extended to selected 135 Higher Primary schools during 2003 – 2004.
4. The DSERT has conducted the following training programs under SSA in 2002 – 2003:
 - a) Chaitanya 2 – a 7 day program for higher primary teachers in Kannada, Social Science, Maths, Science, and English.
 - b) Theater in Education (SHIKSHANDALLI RANGAKALE) – a 3 day program for lower primary teachers.
 - c) Chaitanya Tarani – a three day program for lower primary teachers in preparation of teaching learning materials.
 - d) CRC level meetings and workshops for primary teachers (7days).
 - e) Spandana – a two day training program for members of School Development and Monitoring Committee (SDMC)

An amount of RS.99.26 lakhs for SDMC training and 279.75 lakhs was utilized for the other programs.

5. During 2003 - 2004 the DSERT has planned the following programs under SSA:





- a) With a view to train at least one teacher in every primary school in the state in English language teaching, the DSERT has taken up a massive training program in collaboration with Regional Institute of English, Bangalore. This is a ten day package. The training module and the language kit is developed by the RIE. The Master Resource persons have also been trained by the RIE. The primary teachers are being trained at the BRC level through the DIETs. The program aims at covering 48,000 teachers.
- b) Newly recruited primary teachers are given a two week Induction course - PRERANA - 15,000 primary teachers are being covered under this program. This program is being done at the BRC level through the DIETs.
- c) 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. During 2003 - 2004, 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, class room management, time management, activity based teaching methodology, effective use of Keli - Kali radio lessons and comprehensive evaluation in the class room transaction.
- d) At the secondary level, 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 will consist of Objective Multiple Choice questions with answer sheets in OMR format and computer readability (with 60 marks). The second part will be for 40 marks and will contain questions to test the ability of students - power of expression, drawing, map reading, and other skills. The question papers are being tried out on a pilot basis in selected schools of the state.

These question papers are designed to eliminate malpractices and speed up the valuation process, besides bringing objectivity in the examination system.



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.

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, Udipi.
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	BANGALORE URBAN
2	New Horizon College Of Education, Bangalore
3	M.V.J.College Of Education, Bangalore
4	Sree Sarvajna College Of Education, Bangalore
5	Jayachamarajendra College Of Education, Bangalore
6	Al-Ameen College Of Education, Bangalore
7	Sanjay Gandhi College Of Education, Bangalore
8	CHITRADURGA
9	Venkateshwara College of Education, Chitraduraga
10	DAVANAGERE
11	B.E.A.College of Education, Davanagere
12	KOLAR
13	Municipal College of Education, Chickabalarapur
14	Sri K.V.Venkatapathappa College Of Education, Chickabalarapur
15	Gold Field College of Education, Bangarpet
16	SHIMOGA
17	Kumudvathi College Of Education, Shikaripura
18	TUMKUR
19	Siddaganga College Of Education, Tumkur
20	K.S.E.F. College Of Education, Tumkur
21	Indira College Of Education, Tumkur
22	Sri T.V.V.College Of Education, Tumkur
23	BAGALKOTE
24	S.R.K.College Of Education, ilkal
25	BELGAUM
26	K.S.R.College Of Education, Belgaum
27	Jain Mahila Mandal Womens College Of Education, Belgaum
28	K.R.C.E. College Of Education, Bylahongala
29	Chausan College Of Education, Chikkodi
30	BIJAPURA
31	B.L.D.E.A.'s Jnanayogi SriSiddeshwar Swamiji College Of Education, Bijapura
32	Anjuman -E-Islam College of Education, Bijapur
33	DHARWAR
34	K.L.E.Society's College Of Education, Hubli
35	Vijayanagar College Of Education, Hubli
36	GADAG
37	Jagadguru Panchacharya College Of Education, Gadag
38	HAVERI
39	Sri Kumareshwara College Of Education ,Hangal , Haveri
40	UK
41	Shivaji College Of Education , Karwar
42	BIDAR
43	HKES Basveshwara College Of Education, Bidar
44	Bilal Education Society College Of Education Fof Women , Bidar
45	GULBARGA
46	Mohammadi college of Education , Gulbarga
47	Chandbibi college of Education for women , Gulbarga
48	Jawahar college of Educatio , Yadgir
49	KOPPAL
50	TMAE's College of Education , Gangavathi
51	RAICHUR
52	S R K College of Education , Raichur
53	HASSAN
54	Hassanamba College Of Education, Hassan
55	B.R.D.M. College of Education, Sakaleshpura
56	KODAGU
57	Sarvodaya College of Education, Virajpet
58	MYSORE
59	Kaginele Mahasamasthana Kanaka Gurupeetha College Of Education, Mysore



LIST OF ELEMENTARY TEACHER TRAINING INSTITUTIONS

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



C. PRIVATE AIDED TEACHER TRAINING INSTITUTIONS

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 HARALIAH TTI , CHALLAKERE , CHITRADURGA
09	SARVA SEVA BODHAKA SHIKSHANODAYA TTI , MALLADHALLI , CHITRADURGA
10	T.M.A.F. SOCIETY'S TTI HARAPANAHALLI , DAVANAGERE
11	AL AMFEN ANJUMAN URDU TTI, KOLAR
12	CHILDRENS EDUCATION SOCIETY TTI.FOR WOMEN, SHIMOGA
13	SRI BASAVESHWARA RESIDENTIAL TTI., SRI SIDAGANGA MUTT, TUMKUR
14	SIR SIDDAGANGA TTI., TUMKUR
15	SRI SIDHARTHA TTI., TUMKUR
16	SRI SIDARTHA TTI., TIPTUR
17	BASAVESHWARA TTI. BAGAIKOTE
18	K.S.S.KANNADA TTI., BELGAUM
19	K.L.E.SOCIETY'S S.S.BASAVANALA TTI., BELGAUM
20	MARATHI TTI., TILAKVADI , BELGAUM
21	BEYNSMITH TTI. BELGAUM
22	ST JOSEPH'S CONVENT TTI., BELGAUM
23	ANJUMAN URDU TTI, INDI , BIJAPUR
24	S.S.T.TI., LACHYAN, INDI , BIJAPUR
25	VANITHA TTI., DHARWAD
26	J.G.TTI., HUBLI
27	MAHILA VUDYAPEETHA TTI., HUBLI
28	BASEL MISSION TTI., DHARWAD
29	S.J.FAKRESHWARA TTI , SHIRAHATI , DHARWAD
30	P.TTI., ANKOLA , U K
31	SHARANA BASAVESHWARA TTI., 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
BANGALORE URBAN	
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
BANGALORE RURAL	
13	SRI MUNESHWARA SWAMY TTI , CHANNAPATNA
15	BHAGYABHYRAVESHWARA TTI , BIDADI , RAMANAGARA
16	GRAMANTHARA VIDHYASAMSTHE TTI , DEVANAHALLI
17	MAHADEVAMM TTI , HULLIKATTE , MAGADI
KOLAR	
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	SHIREYAS T.T.I., SRINIVASAPURA
24	AFZA T.T.I., BANGARPET
25	SRILAKSHMI VIDYALAYA T.T.I., BANGARPET
26	SRI BHAVANI T.T.I., BNAGARPET
KOLAR	
27	RAMAPRIYA T.T.I., MULBAGAE
28	ANAIFATHIMA T.T.I., GOWRIBIDANURU
29	NANDI T.T.I., CHICKABALAPURA
30	SRI K.VENKATAPATHYAPPA T.T.I., CHICKABALI APURA
31	SRI NETHAJI T.T.I., MALUR



TUMKUR

32 SRI BASAVEHSWARA RESIDENTIAL T.T.L, TUMKUR

33 INDIRA EDUCATION T.T.L, TUMKUR

BELGAUM

34 AL-AMEEN URDU T.T.L, BELGAUM

35 SRINEELAKANTESHWARA, BAILHONGALA

36 VIVEKANANDA T. EL. MAHANTHESHNAGAR

37 SRI SIVAYOGESHWARA GRAMEENA T.T.L. INCHAL, SAUDATEHI

38 VIDYASAMVARDHAKA T.T.L. NIPPANI, CHIKODI

DHARWAD

39 ANJUMAN T. EL. RAJHALLI, DHARWAD

40 ANJUMAN T. EL. GANLIKERI, HUBLI

41 HAMDARD ASHRAFI T.T.L, HUBLI

HAVERI

42 JANATHA SHIKASHAK T.T.L. HANAGAL

BIDAR

43 SRID.DEVARAJ URS T.T.L, BIDAR

GULBARGA

44 K.F.W. TRUST, FAIZALUHAM T.T.L, GULBARGA

45 ASHAJYOTHI T.T.L, GULBARGA

46 SRIMAHANTHESHWARAT.T.L, AFZALPUR

47 BAPUJI T.T.L, YELBURGA

48 CHENGR(0) SRIRAMACHANDRA T.T.L, CHAMARAJANAGAR

HASSAN

49 BHARATH UNIVERSAL T.T.L, HALI, MYSORE. H N PURA

50 DATTATREYA T.T.L, CHANNARAYA PATNA

51 JSS T.T.L, DODDAKADANUR, H N PURA

KODAGU

52 SARVODAYA WOMEN'S T.T.L, VIRAJPET

53 SARASWATHI T.T.L, MADIKERI

MANDYA

54 SRI K V SHANKAREGOWDA T.T.L KERAGODU, Mandya Dt.

MYSORE

55 JSS T.T.L FOR MEN, CHAMUNDI HILLS FOOT STEPS ROAD MYSORE

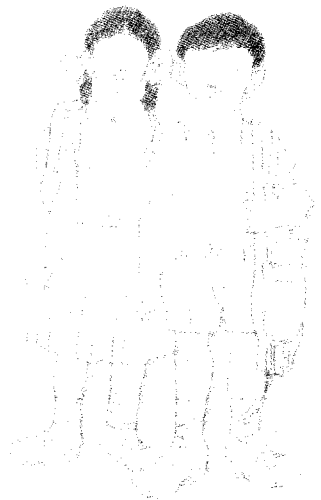
56 JSS T.T.L FOR WOMEN, SARASWATHIPURAM, MYSORE

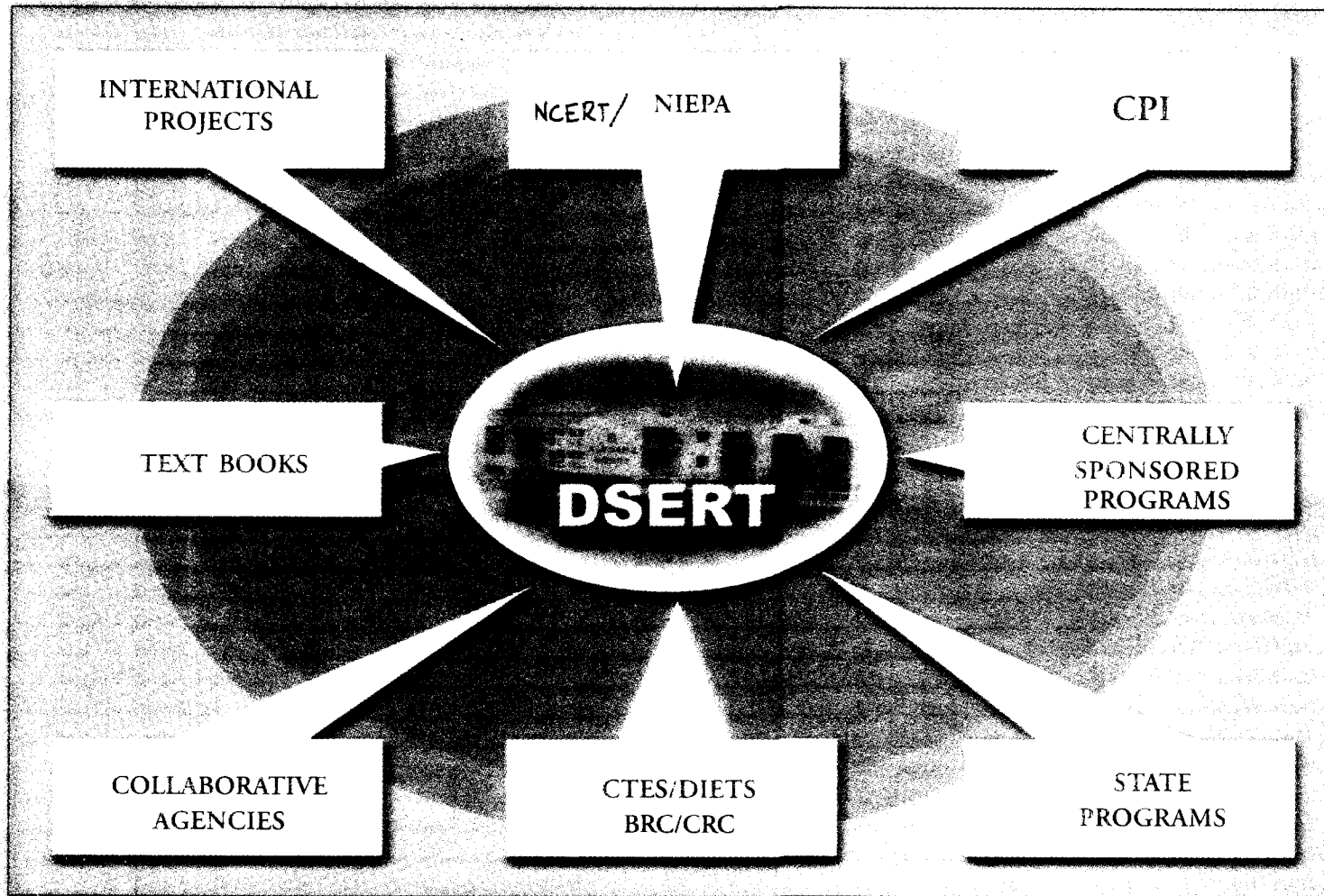
57 ST JOSEPH'S T.T.L, MYSORE



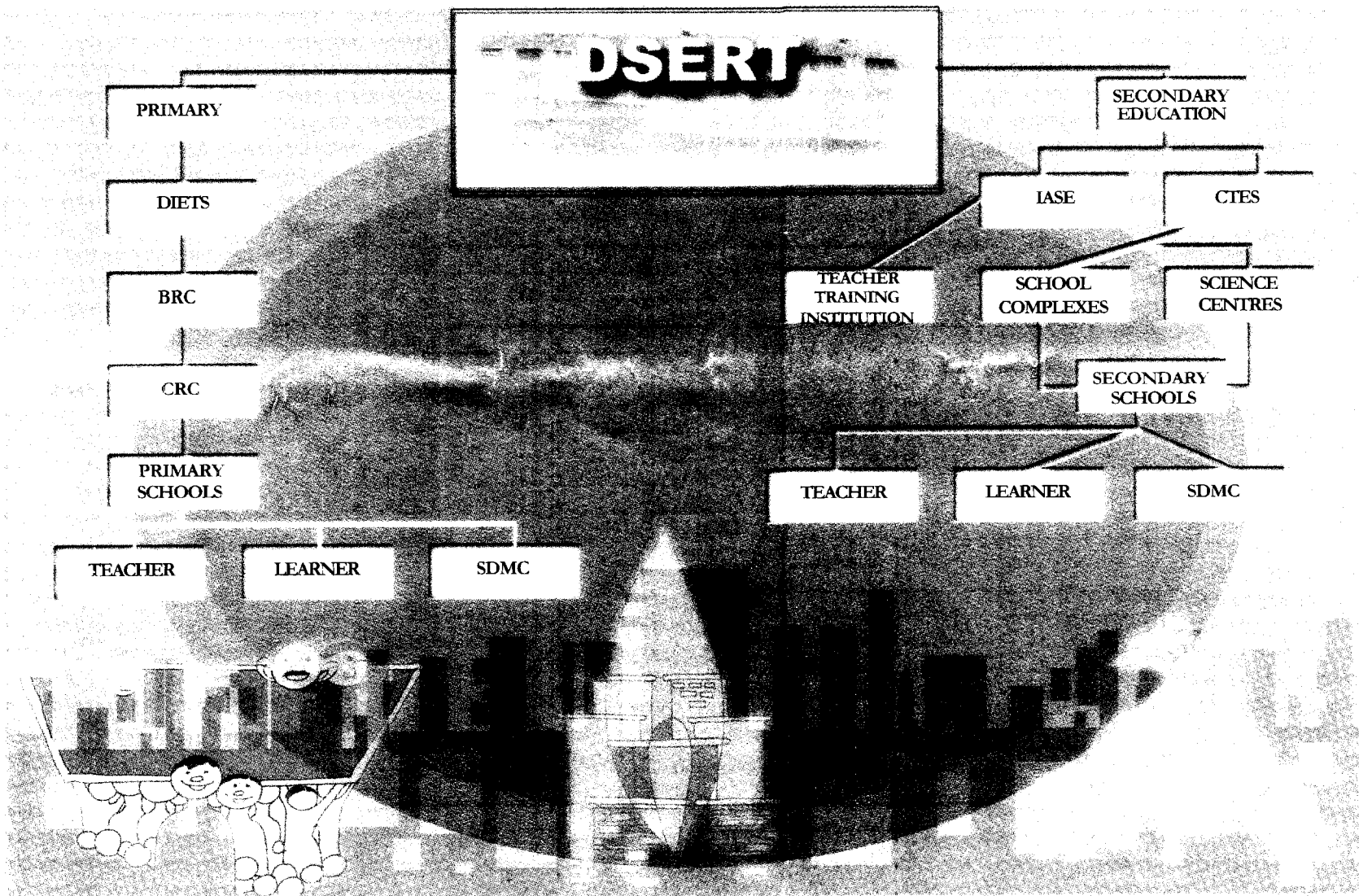
LIST OF ABBREVIATIONS

AIR : All India Radio,
APF : Azim Premji Foundation,
B.Ed.: Bachelor of Education,
BRC : Block Resource Center,
CFE : 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 Center,
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,
IISC: Indian Institute of Science,
ISEC: Institute of Social & Educational Change,
ISRO: Indian Space Research Organisation,
LPS: Lower Primary School,
NCERT: National Council for 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,
SIRD: Sri Abdul Nazirsab Institute for Rural Development,
SIS: State Institute of Science,
SSA: Sarva Shiksha Abhiyan,
SUPW: Socially Useful Productive Work,
TLM: Teaching learning Materials
TTI: Teacher Training Institution





FLOW CHART OF INSERVICE PROGRAMS





↑
DSERT

DSERT GUEST HOUSE
↓





**D
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DSERT - A REPORT 2003

This report is a long felt need of the department as it profiles the various academic activities of the department and shows how DSERT is providing academic leadership in the state in the field of primary and secondary education.

DSERT has also the administrative responsibility for teacher training programs (both pre - service and in - service) at the elementary level as also the secondary level.

Some of the prestigious programs of the department are given in detail in this report:

1. Mahiti Sindhu
2. Chaitanya
3. Keli - Kali
4. Programs under SSA
5. Shikshanadalli Rangakale
6. Chaitanya Tarani
7. Prerana
8. Spandana

Besides, the department is also responsible for periodic revision of curriculum from I to X standards and bringing out Competency based and activity oriented text books.

DSERT is also experimenting with various approaches in teacher training, through teleconferencing, direct to class room broadcast, Multi grade teaching modules. 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.