

GOVERNMENT OF KARNATAKA

STATISTICAL BROCHURE  
1989-90

DEPARTMENT OF STATE EDUCATIONAL RESEARCH  
AND TRAINING, B.P.WADIA ROAD, BASAVANGUDI,  
BANGALORE-560004.

## PREFACE

This is the tenth edition of Statistical Brochure of 1989-90 brought out by the Statistical Section of the Directorate of State Educational Research and Training Bangalore-560004. The first edition was published during 1980-81.

It gives details of Developmental Activities of all academic Units in the Directorate for improvement of quality of School Education in Part-I, Directorate of Text Books in Part-II, Progress of the UNICEF Projects in Part-III and the Statistical Information on Teacher Education in Part IV alongwith the necessary Statistical Tables.

It is hoped that this Brochure will be useful to all interested in Education, <sup>will be</sup> ~~will be~~ Suggestions for improvement of the Brochure <sup>^</sup> highly appreciated.

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Bangalore,

Date: 19-2-1991.

Director,  
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## CONTENTS

Sl. No.	Item	Page Nos.
I	<u>DEVELOPMENTAL ACTIVITIES OF DEPARTMENT OF STATE EDUCATIONAL RESEARCH AND TRAINING 1989-90.</u>	
A	Report on activities:	
	1. State Institute of Education.	2
	2. State Institute of Science.	4
	3. State Evaluation Unit,	8
	4. Educational Vocational Guidance Unit.	11
	5. Educational Technology Cell.	13
	6. Audio Visual Education Unit.	17
	7. National Talent Search Examination.	18
	8. Extension Service Centres.	21
B.	Targets and Achievements :	
	1. Details of Target and Achievements on Plan Schemes.	23
	2. Outlay and Expenditure on Plan Schemes.	27
	3. Outlay and Expenditure on Non-Plan Schemes.	28
II	<u>DIRECTORATE OF TEXT BOOKS:</u>	29
III	<u>UNICEF ASSISTED AND OTHER PROJECTS:</u>	
	1. Nutrition Health Education and Environmental Sanitation Project.	35

...2.

PART-I

DEVELOPMENTAL ACTIVITIES OF DEPARTMENT OF  
STATE EDUCATIONAL RESEARCH AND TRAINING FOR  
THE YEAR 1989-90.

The Department of State Educational Research and Training came into existence in the year 1975 by bringing all the academic Units of the Department of Public Instruction under one Directorate. The main objective of this Directorate is to improve the quality of School Education in all aspects. The academic Units of this Directorate organise Orientation Courses, workshops, Seminars and Exhibitions etc., on various subjects required for the qualitative improvement on school education.

The following are the academic Units working in the Directorate.

1. State Institute of Education(SIE)
2. State Institute of Science(SIS)
3. State Evaluation Unit (SEU)
4. Educational Vocational Guidance Unit(EVG)
5. Educational Technology Cell (E.T.Cell)
6. Audio Visual Education (AVE)
7. Directorate of Text Books(DPB)

The academic units take up Educational Programmes every year under plan and non-plan schemes in the State Budget for education. Secondly, these Units serve as co-ordinating agencies at the State level for the implementation of N.C.E.R.T., C.C.R.T., UNICEF, World Bank and Government of India Aided Projects.

The details of Educational Programme taken up in each unit during the year 1989-90 are as follows.

## STATE INSTITUTE OF EDUCATION:

This unit takes up activities for the improvement of Teachers Education, academic supervision of Teacher Training Institutes, Programmes on Orientation training of various subjects Innovations and publications.

### Orientation Training Programmes:

The programmes on techniques of teaching Kannada to High School and Primary school level were arranged to the Kannada teaching teachers of High Schools and Primary Schools. The purpose of conducting this programme is to develop new techniques in teaching Kannada. The duration of the course is 4 days. Orientation programmes for Kannada teachers of High Schools were conducted at Shimoga, Belgaum, Bijapur and Raichur, 140 High School Teachers were benefitted during this year.

Similarly, Orientation programme for Kannada teachers of Primary Schools was conducted at Bellary, 34 Primary School teachers were benefitted.

### Excellence in Primary Education:

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

During the year 1988-89, the Awards were not distributed. The results have already been announced and the Awards will be distributed in the month of November 1990.

3. Workshop for High School Teachers and Primary School Teachers in Socially Useful Productive Work.

Workshops were conducted for both Primary School Teachers and High School Teachers at Hassan, Shimoga, Mysore, Kodagu, Chickmagalur and Gulbarga. The main concept of the programme is reaffirmation of the Gandhian concept of Socially Useful Productive work and moulding the shapes of younger generation in the present system of education.

During the year 1989-90, six workshops have been conducted for both Primary School Teachers and High School Teachers. 243 Primary School Teachers and 40 High School Teachers have been benefitted.

National Programme of Mass Orientation for School Teachers:

The National Policy on Education installs hopes to bring transformation in Educational arena to meet the challenges of the present and future of our society. It reposes faith in the teaching community for the great task ahead. It envisages to over-haul the the system of teacher education. It recognises "Teacher Education as a continuous process and its pre-service and in-service components are inseparable". Hence, the Government of India have formulated the programme of Mass Orientation for School Teachers in 1986. Now we have completed fourth yearly Cycle of the programme- Modalities of the programme were developed and administered by the National Council of Educational Research and Training, New Delhi. The Government of Karnataka administered the programme through the Department of State Educational Research and Training, Bangalore-560004. The N.C.E.R.T. has provided general guidelines to the State implementing agency. Accordingly, Rs.70,13,700 was sanctioned.

for Orienting 540 Resource persons and 18,400 Primary School Teachers, 2,473 teachers under operation black-board and 4,100 secondary school teachers in about 124 Centres. The Karnataka State have made a budget provision of Rs.6.00 lakhs to meet the travelling expenses of the participating teachers. Orientation Programmes were organised in 124 Centres in four cycles from 27-5-1989 to 8-7-1989.

460 training camps were organised availing the organised availing the services of 502 Resource Persons including Course Directors. 16273 Primary School Teachers, 2367 Teachers under operation Black-board Scheme, and 3975 Secondary School Teachers participated.

#### STATE INSTITUTE OF SCIENCE.

The Unit deals with activities for qualitative improvement in teaching of Science and mathematics at Primary and Secondary Stages.

The following activities have been undertaken during the year 1989-90.

##### 1. Mobile Science Van Programme.

In order to create interest and curiosity in Science among rural children and also to provide an opportunity to Primary School Teachers to demonstrate experiments, the mobile Science Van programme was developed and the same is found to be useful also. The staff members of the Science Unit of D.S.E.R.T. attended and demonstrated the Science experiments to Primary School teachers and pupils. 625 teachers and 8,068 pupils were covered in this programme during the year 1989-90.

##### 2. State level Science Seminar:

A Science Seminar Programme was organised at State level at V.I.T.M. Auditorium, Bangalore to develop Scientific attitude and to realise the social relevance of Science to society. The duration of Seminar was one day only. 41 Participants attended the seminar.

3. District level Science Exhibition:

Exhibition at District level was conducted at District head quarters on the same lines as at State level 1,600 students and 800 teachers participated in the exhibitions. 105 deserving students were given prizes.

4. State level Science Exhibition:

State level Science Exhibition was organised at Bijapur for a period of 5 days in order to develop interest and scientific skills in Science. 105 teachers and 210 students participated in the exhibitions, 19 students and also 6 schools won awards in this connection.

5. Southern India Science Fair:

Zonal level Science Fair was conducted at Ananthapur, Andhrapradesh for a period of 6 days. 25 teachers and 50 students participated in the fair. Scholarships to 3 students and cash awards for 3 teachers were given.

6. Inservice Training to high School teachers in collaboration with Indian Institute of Science.

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

The programme was conducted for the benefit of high school teachers for 10 days at Maharani's Junior College, Mysore. 10 High School Teachers were invited. Out of which 9 teachers participated.

An amount of Rs.30,021-50 was utilised for the conduct of the above programme.

7. Centres for continuing Education.

After the implementation of (10+2) pattern of school education in Karnataka and due to new curriculum it was felt



necessary that proper Orientation in this field was essential. Therefore, the N.C.E.R.T., New Delhi has set up Centres for continuing education in collaboration with State Government at 12 places.

The main objective of these centres is to orient the secondary school teachers in various subjects selected from the revised syllabus.

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

During the year 1988-89, the programmes were not conducted because of non-receipt of sanction from the State Government and clearance from N.C.E.R.T. New Delhi.

But from the year 1989-90, the Central assistance to the C.C.E. ceased in view of new initiative for establishment of District Institute of Education and Training (DIET) and Institute of Advanced studies in Education (IASIES) as a part of centrally sponsored Scheme for restructuring and reorganisation of teacher education.

State having decided to continue the scheme, an allotment of Rs.3.60 lakhs was made during 1989-90. Each Centre was allotted Rs.30,000/-. Entire allotment has been utilised for conducting training camps to secondary school teachers in all the C.C.E. Centres.

Centres for continuing education attached to N.S.S.T. Bangalore conducted 5 programmes in the year 1989-90 at Bangalore, Kolar and Tumkur. The subjects covered under these programmes were

Physics, Mathematics and English.

During the year 1989-90, 49 programmes were conducted covering 1,047 teachers in all the 12 C.C.E. Centres.

8. Orientation Training Centre at D.S.E.R.T.

There is one Orientation training Centre in the Science Block D.S.E.R.T, Bangalore. Training is imparted to the inservice teachers of Higher Primary Schools on Science and in teaching of Science. Inservice teachers will be deputed by the Assistant Educational Officer for 30 days. In this academic year, 5 batches of teachers were trained under the above programme. The aims and objectives of the training are as follows.

1. To enable the teachers to present the fundamental concepts of Science in a simple and precise manner and also to relate these concepts to experiments and activities in life situations.
2. To improve the background knowledge of the teachers through lecture-cum-demonstration, lessons and discussions.
3. To provide good training in the improvisation of apparatus and experiments by using locally available inexpensive materials.
4. To improve the methodology of Science teaching by using various methods.

During the year 1989-90, 151 teachers have undergone training in this Centre. The following districts were covered viz., Belgaum, Gulbarga, Tumkur, Kodagu, Bangalore City North, Bangalore City South and Bangalore City- Minorities- Urdu language.

9. School Complex programme:

School complex is a network institution on a flexible pattern which is organised to promote and encourage professionalism among teachers, ensures observance of norms and conduct, enables

common sharing of all available resources and experience. This provides a basis for multilevel dimension planning aimed at quality improvement of academic activities at the institutional levels.

For the successful implementation of the programme, two training programmes for 3 days duration each were organised at Davangere and Pichur, One Educational Officer, One Assistant Educational Officer, two Subject Inspectors, two Head Masters of lead schools from the district were invited to participate. 20 Officers participated in these programmes. The agenda for the training concentrated on the issue like Institutional Planning educational and organisational techniques, planning for optimum utilisation of human and economic resources, evaluation etc.

At the second stage, educational administrators were involved. A programme was organised involving Divisional level Joint Directors, District Deputy Director and Educational Officers and field functionaries. Training of Head Masters and staff of lead Schools, HeadMasters of feeder schools, inspecting Officers were organised at District level. Concept and function of School complex, planning and implementation of various activities under the school complex were discussed.

Synchronising with the celebrations of the birth Centenary of Pandit Jawaharlal Nehru, a massive programme was launched to start or learn two school complex in each district. 142 school complex are functioning, since then. The Educational Officer is functioning as the nodal officer in monitoring.

STATE EVALUATION UNIT:

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

Objectives:

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

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

State Educational Evaluation Unit has various programmes. Major emphasis was being placed on Raising qualitative achievement among secondary school children. This unit has organised workshops for the heads of secondary schools and subject Inspectors of Districts of Bijapur, Raichur, Bellary, Mysore, Kolar, Bangalore North, Bangalore South, Bangalore Rural, Chitradurga, Shimoga, Tumkur, Chickmagalur, Mandya and Kodagu, Minority language institutions were also included in these programmes.

Evaluation workshops were also organised for the heads of Primary Schools and graduate inspectors including minority language schools of the districts of Dharwad, Chickmagalur, Hassan, Belgaum, Gulbarga, Bidar, Kolar, Uttara Kannada and Dakshina Kannada.

During the academic year 1989-90, total number of 572 participants (Including minority languages) were trained in 12 Evaluation workshops throughout Karnataka State.

273 Heads of Secondary Schools (Kannada) including 30 minority languages (high Schools level) such as Urdu, Marathi, Tamil & Telugu were trained and also 299 heads of higher primary Schools including 153 teachers of minority languages such as Urdu, Marathi, Tamil and Telugu were trained.

The subject discussed in all 12 Evaluation workshops.

1. Concept and function of Evaluation.
2. Administration.
3. Time Tables.
4. Home-Assignments.
5. Diagnostic and Remedial teaching.
6. Unit Plan and Unit Tests.
7. Question paper construction.
8. Question Bank.
9. Shortage of Teachers in the Schools.
10. Maintenance of academic Records.
11. preparation of children for Examination.
12. Activities of D.S.F.R.T.

#### Analysis of S.S.L.C. Results- 1989.

Analysis of S.S.L.C. Results of 1989 for fresh and Private students was taken up and instructions were issued for Zero percent and below 20% High Schools to improve the performance in the coming years. All the Deputy Directors of Public Instruction were persuaded to take suitable action for better performance in the High Schools of

zero to 20% of S.S.L.C. Examination results.

The staff of Evaluation Unit also visited the zero percentage High Schools and guided the concerned Head Masters and staff for improvement.

A brochure on each of the above programmes has been released.

An amount of Rs.99,743-60 out of the allotted amount of Rs.1,25,000-00 has been <sup>utilised</sup> for the conduct of these 12 Evaluation workshops.

A total of 273 Heads of Secondary Schools have been Oriented. Each of them was given a package of activities to raise the achievement of secondary school children.

#### EDUCATIONAL VOCATIONAL GUIDANCE UNIT:

The main object of this unit is to help the students to solve their educational, vocational and personal problems. Orientation programmes were organised for the benefit of the Head masters, Asst. masters of secondary schools, students of B.Ed. colleges and teacher training Institute on educational and vocational guidance.

During the year 1989-90, the following programmes were taken up by the Unit.

##### 1. Workshop on Cumulative Record Card:

The object of this workshop is to revise the existing cumulative Record Card in the light of the recommendations made in the National Policy on Education 1986. Workshop on Cumulative Record Card was conducted in three phases. In the first phase, its need and importance was discussed by the experts. In the second phase, a format was developed by the participants as per the suggestions offered by Mr. K. S. Kar. In the third phase, the blue Print of the format was written up with a few modifications. 60 Educationists and Head Masters were invited out of which 50 participants attended.

2. Orientation Programme for Head Masters and Subject Inspectors.

Two-day Orientation Programme for Head Masters and Subject Inspectors was conducted at Hassan. The main objective of the programme is to help the teachers to improve the S.S.L.C. results in their respective schools. Total No. of beneficiaries were 45. The Deputy Director, Educational Officers, Subject Inspectors of the district also participated in the programme.

3. Orientation Programme for observation of Guidance Week.

Four Orientation Programmes to the Headmasters/Principals of Secondary Schools were conducted at Kunta, Bidar, Mangalore and Davangere for a period of two days at each place. The total number of participants were 120.

4. Career Master Trainin Programme for High School Teachers.

Two Career Masters programmes were organised for a period of 14 days each at Dharwad and Mysore for High School Teachers. 50 participants attended the programme and were benefitted.

5. Orientation Programme for the students of B.Ed. Colleges and T.T.I's

Orientation programme for the students of B.Ed. Colleges and Teacher Training Institutes were taken up in 3 B.Ed. Colleges and 16 Teacher Training Institutes. 327 Candidates were benefitted in B.Ed. Colleges and 1390 candidates in Teacher Training Institutes.

Similarly, 24 High Schools/Junior Colleges were also covered under this programme and 2578 students were benefitted. The career literature Booklets were distributed to the concerned Institutions.

Pre-Vocational Training Course:

There are seven Pre-Vocational Training Centres in the State.

1. Bangalore Rural-Anekal.

2. Chitradurga- Challakere,
3. Mandya- Malavelli,
4. Dakshina Kannada-Kota,
5. Dharwad- Haunsbhavi,
6. Bijapur- Almatti,
7. Raichur- Koppal

These Centres were started with a view to develop Educational as well as Vocational Skills to educationally backward children. The Course is for three years with General and craft subjects. Admission for this course is IV Standard.

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

Distribution of Career information Literature:

43 Sets of Career Information literature have been distributed to Teacher Training Institute and High Schools.

Distribution of charts pertaining to study habits:

43 charts pertaining to study habits have been distributed to High Schools.

EDUCATIONAL TECHNOLOGY CELL:

This cell consists of one Deputy Director and two script-cum-programme writers. It acts as a liaison between All India Radio and Department of Public Instruction in production and broad-casting of the Educational Programmes in the State.

Activities:

CLASS Project on computer:

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



The project was implemented in a Phased manner.

The selected schools was supplied with two sets of B.B.C. Micro computer systems with necessary accessions. The entire cost of Hardware, soft-ware and training of teachers would be met by the Department of Electronics Government of India, in the case of Government and aided schools.

Selected schools are eligible for Rs.5000/- towards computer room preparation as per the computer Maintenance Corporation of India limited suggestions. A grant of Rs.3500/- is placed at the disposal of the schools by the N.S.R.F. for the implementation of the Project to-wards maintenance of computer.

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

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

In the First, Second, third, fourth and fifth phases, 7, 16, 23, 40 and 24 Junior Colleges/High Schools were benefitted with B.B.C. Micro computer during the years 1984-85, 1985-86, 1986-87, 1987-88 and 1988-89.

On similar lines, 2 Junior Colleges and 16 High Schools are taken up in the 6th Phase during the year 1989-90 under CLASS Project.

The names of Junior Colleges/High Schools are:-

1. Government High School, Harohalli, Kanakapura Taluk, Bangalore District.
2. Government Junior College, Kanasawadi, Doddaballapur, Bangalore District.

3. St.Mary's Boys High School, Tumkur, Tumkur District,
4. Government High School, Byatha, Tumkur,
5. Government High School, Chintamani, Kolar District,
6. Government High School, Bangarpet, Kolar District,
7. Government Girls High School, Malavally, Mandya District,
8. Government Junior College, Santhebachally, Mandya District,
9. Government High School, Ilvala, Mysore District,
10. St.Ann's High School, Kollegal, Mysore District,
11. Government High School, Tippur, K.R.Nagar,
12. Government High School, Humanabad, Bidar District,
13. Government High School, Bhalki, Bidar District,
14. Gousia Girls High School, Basavakalyan, Bidar, District,
15. Government Residential Girls High School, Gulbarga,
16. Government High School, Kalad, Gulbarga District.

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

Environmental Education to School children under Centrally sponsored scheme.

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

In Karnataka State, the Project was taken up in western part Districts at the total cost of Rs.32.15 lakhs.

First Phase- 1989-90:

During 1989-90, a sum of Rs.8.04 lakhs was released for programme implementation.

. Following programmes were taken up.

1. Raising of School Nursery in four taluks( Tarikere, Koppal, Srirangapatna and Ruidiger) involving 200 higher Primary Schools.
2. Study of Ecology in 300 Higher Primary Schools in 7 taluks.
3. Preparation of three 16 M.M. films on Western Ghat Districts.

Orientation course in Arts and Culture:

68 Teachers from Primary Schools and High Schools were deputed for this training.

Puppetry Course for High School Teachers:

25 High School Teachers and 66 Primary School Teachers have deputed to undergo this training course.

Creative Activities for curriculum Teaching:

11 Teachers have been deputed for this training programme.

Integrating a cultural component of the National Policy of Education with Curriculum Teaching:

15 teachers have been deputed to undergo a training programme in linking education with culture with special emphasis on ~~Integrating~~ a cultural component of the National Policy on Education with Curriculum teaching.

Training Programme in Socially Useful Productive Work:

54 High School Teachers and 40 Primary School Teachers have been deputed for this S.U.P.W. Programme.

Workshop on Preparation of Supplementary Instructional materials- " The teaching of History".

For this workshop five high school teachers were deputed.

Seminar on Implementation of National Policy of Education

Thirty one Principals of Government Junior College and High School Head Masters were deputed to participate in this seminar.

Orientation Course conducted for the Primary School Teachers in the effective Utilisation of Educational Broadcast and Mass Media:

During the year 1989-90, 8 Orientation Courses were conducted at Belur, Karwar, Kunigal, Ron, Krishnarajpet, Moodibidri, Narasipura and Virejpet. At each place, 50 Primary School Teachers were trained. Under this Scheme, 400 teachers have been trained about the Utilisation of Radio-cum-Cassettee players.

Supply of Radio-cum-Cassettee players to the Higher Primary Schools:

This is a Centrally Sponsored Scheme. The Radio-cum-cassettee players sets have been distributed to the higher primary Schools through the Deputy Directors and Assistant Educational Officer of the concerned districts and Taluks.

3,754 Higher Primary Schools have been supplied the Radio-cum-Cassettee players (Two-in-One) at a cost of 50,84,295-00 (Rupees Fifty lakhs eighty four thousand and two hundred and five only).

AUDIO VISUAL EDUCATION UNIT:

This unit is incharge of matters relating to Audio-Visual Education technology.

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

In the direction of promotion of Audio Visual Education, the Unit circulated 16 m.m. Educational films on content

and Methodology for the educational enrichment of the students of High Schools, Junior Colleges and pupil teachers of Teachers Training Institutes and colleges of Education in the State.

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

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

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

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

To facilitate school system, to have multi-media approach to teaching learning situations a large No. of institutions were permitted to purchase out of their own resources AVE equipments like radio, Strip-cum-Slide Projector, Two-in-one Taperecorder, Television Public address equipments, Over-head-Projectors. 16 m.m. Sound -film Projectors.

#### NATIONAL TALENT SEARCH EXAMINATION 1989.

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

In Karnataka, this examination was started from the year 1984.

#### Objectives:

The main objectives of this scheme is to identify encourage

and develop talents among young students.

Prospects:

Those who emerge Successful in the National Talent Search Examination in the I and II Phase and then in final Interview are eligible for scholarships awarded by N.C.E.R.T., New Delhi, till they complete their higher studies in the faculty of their choice. The scholarships are awarded every month. The amount of Scholarship depends on the course of study. In addition to the monthly scholarship, books grants and cloth grant will also be given.

Eligibility:

The National Talent Search Examination is conducted for X standard students who have secured 55% in their IX Standard Examination and in the case of scheduled caste and scheduled tribes students, the percentage of marks is 45%.

I Phase of National Talent Search Examination:

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

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

Each paper consists of 100 objective type of questions. The General Mental Ability Test is common for all candidates whereas, the second paper (i.e. Scholastic Aptitude Test) is an optional one. Out of eight subjects, students can select any four subjects from physics, Chemistry, Mathematics, Biology Civics, History, Geography and Economics.

The number of Papers prescribed and the qualifying marks for the Examination are as follows.

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

In case of Scheduled Caste and scheduled tribes candidates, qualifying marks is 32.

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

The details of the II Phase Examination are as follows.

Phase	Sl. No.	Papers	Maximum Marks	Qualifying Marks.	Examination conducted by.
II	1.	G.M.A.T.	100	40	N.C.E.R.T. New Delhi.
	2.	S.A.T.	100	40	
	3.	Interviews	25	-	-do-

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

Details of the National Talent Search Examination conducted during the year 1989.

The first phase of the National Talent Search Examination was conducted on 10th December 1989 in all the 22 district Centres in the State. The total number of candidates appeared for the examination was 6380, out of which 150 candidates were selected for the II Phase.

These 150 candidates appeared for the II Phase examination conducted by the N.C.E.R.T., New Delhi during May 1988 at Bangalore. Out of these 150 candidates, 85 candidates were eligible for the interview.

Again, these 85 candidates appeared for the interview. Out of which 39 candidates succeeded in the interview and they were awarded the scholarship from pre-University Course and onwards till they complete their study in the selected faculty.

EXTENSION SERVICE CENTRES:

There are 10 extension services centres in the State. Out of which, 3 are Primary Extension Service Centres and 7 are secondary Extension Service Centres.

I. Primary Extension Service Centres:

1. Directorate of State Educational Research and Training, Basavangudi, Bangalore-560004.
2. Government Teacher Training Institute for Men, Dharwad.
3. Jagadguru Shivarekeshwara Teacher Training Institute, Chamundi Hills Foot Step Road, Mysore.

II. Secondary Extension Service Centres:

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

These Extension Service Centres take up the extension work in the academic field. They organise Orientation Training Courses, Workshops meetings on various subjects with the help of recourse persons to Primary and Secondary school teachers for a short duration.



Apart from this, Exhibitions will be arranged and publications will be brought out. During the year 1989-90, one research Project on "Teaching of English to children at Primary standards through families raising the language in their Mother Tongue" involving 7 higher Primary Schools of Bangalore South Range-I. The schools selected were mostly rural schools. These seven higher Primary Schools of Bangalore South Range-I participated in this Project. Duration of this project is of three years.

The main objective of this Project is to find whether we can achieve the objectives set in the syllabus by teaching English for three years at elementary stage and bring them up to the entry level of High Schools.

During this year, only V Standard Students were taken up for this study. The same batch of students will be trained in this method for two years i.e. in their VI and VII Std. Their progressive achievement will be evaluated.

Programmes/Activities:

1. Task Analysis approach- Effecting mathematics at lower Primary Standards.

Mathematics teaching at Lower Primary School Standard is one of the neglected area. In order to create interest in learning mathematics and to make teaching of mathematics lively, this task analysis approach was initiated. The chapters covered were whole numbers and simple fractions. The four fundamental operation with whole numbers as well as with fractions.

The programme was conducted in six taluks of Kolar District with 50 teacher in each programme with duration of 5 days.

2. Effecting of teaching English to Children of Primary Standard.

This Project has shown ~~encouraging~~.

3. Training of Key persons on task analysis approach of teaching Mathematics at Lower Primary Standard.

This project was introduced to the teachers, teaching mathematics in lower Primary Standards in Six Workshops. The attitude of the teachers towards this approach was positive and encouraging. Since it is not possible for D.E.S. to cover all the teachers through workshop, it is proposed to train Key persons at District level involving the graduate Inspectors of schools and Senior Teachers Teaching mathematics at Higher Primary Schools.

DETAILS OF TARGETS AND PHYSICAL ACHIEVEMENT OF ANNUAL PLAN SCHEME TAKEN UP DURING THE YEAR 1989-90.

Sl. No.	Name of the Programme	No. of Programmes	Unit	Target	Physical Achievement
1	2	3	4	5	6
<u>ORIENTATIONS</u>					
1.	Orientation Programme on techniques of teaching Kannada to High School Teachers.	4	No. of Teachers	160	148
2.	Orientation Programme on techniques of teaching Kannada to Primary School Teachers.	1	No. of Teachers	80	34
3.	Socially Useful Productive Programme for both Primary School Teachers and High School Teachers.	6	No. of Teachers	160	283
4.	Orientation Training on Science and Minority Languages- Urdu Language.	5	No. of Batches Teachers	151	151

1	2	3	4	5	6
5.	Orientation Programme for Headmasters and Subject Inspectors	1	No. of Headmasters Subject Inspectors	45	45
6.	Orientation Programme for observations of Guidance week.	4	No. of Headmasters Principals of Secondary schools	120	120
7.	Career Master Training Programme to High School Teachers.	2	No. of High School Teachers	50	50
8.	Orientation Programme to B.Ed. Colleges.	3	No. of students	327	327
9.	Orientation Programme to Teacher Training Institutes.	16	No. of Students	1390	1390
10.	Orientation Programme to High Schools and Junior Colleges.	24	No. of students.	2578	2578
11.	Orientation Programme for Primary School Teachers in effective utilisation of Educational Broadcast and Mass Media.	8	No. of Primary School Teachers	780	400

WORKSHOPS

1.	Continuous and comprehensive Educational Evaluation to raise the achievement level of Secondary Schools.		No. of Headmaster Subject Inspectors Asst. Masters of High Schools	300	389
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1	2	3	4	5	6
2.	Continuous and comprehensive Evaluation for Minority Languages- includes secondary Schools, High Schools and Primary Schools- Languages covered Kannada, Urdu, Marathi, Tamil & Telugu	12	No. of Headmasters Asst. -" of High Schools.	572	572

EXHIBITIONS

1.	State level Science Exhibitions	1	No. of Students No. of Teachers	210 105	182 91
2.	District Level Science Exhibitions	21	No. of Students No. of Teachers	1,600 800	1,600 800

SEMINARS

1.	State Level Science Seminars	1	No. of Students No. of Teachers	50 25	40 35
2.	District Level Science Seminars.	21	No. of Teachers No. of Students	800 800	800 800

SCIENCE FAIR

1.	Southern India Science Fair.	1	No. of Students No. of Teachers	80 40	50 25
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1	2	3	4	5	6
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MOBILE SCIENCE VAN

1.	Mobile Science Van Programme.	6	No. of Students	14,000	8,91
			No. of Teachers	700	62

NO OF B.B.C MICRO COMPUTERS  
VI PHASE

1.	Micro Computers supplied	No	No. of computers	16	16
2.	Distribution of Radio-cum-Cassette Players to the Higher Primary Schools.	No	No. Higher Primary Schools	3754	3754

DEPUTATIONS TO DELHI

1.	Deputations of High School Teachers on Puppetry course to Delhi.	1	No. of High School Teachers	25	25
2.	Deputations of Higher Primary Schools on Puppetry course to Delhi.	1	No. of Primary School Teachers	66	66
3.	No. of High School Teachers Deputed to New Delhi for SUPW Training Programme.	1	No. of High Schools Teachers	54	54
4.	No. of Primary School Teachers Deputed to Delhi for SUPW Training Programme.	1	No. of Primary School Teachers	40	40

AWARDS ON INNOVATIONS

1.	Distribution of Awards to winning Projects in Excellancy in Primary Education.	10	Awards of Rs.1000/- each	10	10
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1	2	3	4	5	6
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PRIZE DISTRIBUTION

1.	District Level Science Exhibition.	21	No. of Students	105	105
2.	State Level Science Exhibition	1	No. of Students	19	19
			No. of Schools	6	

EXPENDITURE ON PLAN SCHEMES DURING THE YEAR 1989-90

S1 No.	Name of the Scheme	Outlay during the year	Expenditure incurred
1.	Developmental Activities of State Institute of Science.	Rs. 7,00,000	Rs. 6,50,000
2.	Department of State Educational Research and Training (SER, SEU, EVG and N.T.S).	5,50,000	5,30,000
3.	Scheme of Educational Technology Cell.	4,20,000	4,20,000
4.	Inservice Teacher Training Programme.	8,00,000	6,50,000
5.	UNICEF Programme relating to Elementary Education II & III	1,00,000	1,00,000
	II Centrally Sponsored Scheme	-	-
	III Central Sector Scheme.	-	-
		Total: 25,70,000	23,50,000

EXPENDITURE ON NON PLAN SCHEME DURING THE YEAR -1989-90.

Rs. in Lakhs)

Sl.No.	Name of the Scheme	Outlay	Expenditure
1	2	3	4
1.	Inservice Teacher Training at Teacher Training Institute	-	-
2.	Professional growth activities starting of Teachers Centres	-	-
3.	English Language and Orientation Training Centres.	-	-
4.	New Policy on Education for Inservice T.T.I's -Travel expenses.	-	-
<u>UNICEF ASSISTED SCHEMES</u>			
1.	Nutrition Health Education and Environmental Sanitations.	2.25	0.44
2.	Primary Education Curriculam Renewal Project.	3.92	1.37
3.	Developmental Activities and Community Education and participation	0.93	0.93
4.	Early Childhood Care and Education.	2.10	0.73
5.	Comprehensive Access to Primary Education	6.00	2.61
1	Department of State Educational Research and Training	-	-
2.	Participation in Exhibitions	1.10	1.10
3.	Extension Service Projects	8.82	8.00
4.	Pre-Vocational Training Centres.	25.34	24.95
5.	Inservice Training for Primary Teachers	-	-

P A R T - II

DIRECTORATE OF TEXT BOOKS

Directorate of text books is a part and parcel of Department of Public Instruction. This Directorate of Text Books is headed by the Director, D.S.E.R.T., who is of the rank of Director of Public Instruction. After the Nationalisation of Text Books, the responsibility of production of Text Books is completely shouldered by this office. In recent years, the responsibility is further increased due to the free Text Book supply scheme. The work and responsibility are divided among three agencies.

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

The Directorate has taken up the responsibilities of preparation, production revision, review and evaluation of Text Books. It produces manuscripts in advance for processing and printing and sent it to Government Text Books Printing Press, Mysore for further action. Action is also taken to improvise the quality of Text Books by providing more attractive illustrations to the children wherever necessary.

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

1. ACADEMIC SECTION:

Academic section has 14 officers including the Director. The Director is assisted by a Deputy Director, a Text Book Officer, senior Assistant Director of Public Instruction and Ten Assistant Directors.

The activities of the academic section are as follows:



1. Preparation of curriculum, syllabus and Text Books of standard I to X; T.C.H. and other courses coming under perview of the Department of Public Instruction.

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

3. Preparation of Teachers Hand Book I to X Std. Source Books, work Books, Glossary etc.

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

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

4. Undertaking Research project for qualitative improvement of Text Books.

5. Conduct of workshops, training programme, review of Text Books and seminars.

6. Production of children literature.

7. Participation in Book Fairs, Seminars and conference.

8. Recommendation of supplementary readers and copy writing books in various languages in Primary Classes.

9. Revision and Review of Syllabus and Text Books as and when required.

10. Correcting the reprints of Text Books for further printing.

11. Revision and evaluation of Text Books after receiving feed back from the schools.

It is proposed to take up periodical evaluation of text books and incorporate the new changes in the text books approximately.

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

12. Review and preparation of text books in special person, Arabic course and Tathania, Ustania, Foukhanian.(14) is also taken up.

#### ADMINISTRATIVE SECTION:

The administrative section has an administrative officer with supporting staff. The functions of the administrative section are as follows.

1. One Deputy Director and other officers in the administrative and establishment matters.
2. Arranging the payment of royalties to copy wright holders.
3. Appointment of proof readers.
4. Matters relating to allotment of concessional paper.

#### TEXT BOOK MONITORING SECTION:

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

1. Furnishing statistics relating to requirement of Text Books to the Government Text Book Press, Mysore.
2. Sending corrected copies of Text Books for printing.

3. Watching the progress of printing and distributing of Text Books.
4. Attending to grievances regarding supply of Text books.
5. Visiting Government Text Book Depots and distributions.

#### 4. ACCOUNTS SECTION:

Accounts section consists of an Account Officer with supporting staff from State Accounts Department Its main function are:-

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

#### 5. PRINTING SECTION:

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

The following are the functions of the printing section.

1. Collection of Indents and assessing the print runs.
2. Calling for printers, assessing the technical potential of printers and giving print orders.

3. Supply of concessional cover paper and other materials to printers for setting their bills.
4. Watching the progress of printing.
5. Distributing books to the Divisional and District Text book Depot.
6. Payment of bills relating to printing.
7. Maintenance of Statistical data regarding the requirement, supply stock etc. of Text Books.

During the year 1989-90, the following are the next books printed and published by this Directorate.

Primary school Text Books	.....	286	titles
High School Text Books	.....	204	titles
		490	
		490	

The preparation of Nationalised Text Book for I Std. to X Std. on the lines of National Policy on Education is in a Phased manner from the academic year 1988-89 with total number of new titles of books.

<u>Year</u>	<u>Standard</u>	<u>No. of Titles</u>
1988-89	I & II Standard	14
1990-91	III, V & VIII Standard	227
1991-92	IV, VI & IX Standard	132
1992-93	VIII, X Standard	103
	I & II Teacher Hand Book	14
	Total	490

FREE TEXT BOOK SUPPLY:

With the introduction of the free Text Book supply scheme for primary level (I to VII Standard) Students, the total No. of students benefitted in the year 1989-90 is given below:

<u>Year</u>	<u>No. of Books</u>	<u>Beneficiaries</u>
1989-90	2,59,00,000	67,60,767

Consequent to the National policy of 1986, this Directorate has taken up the production of New Text Books for this purpose. The Government of Karnataka constituted an Expert committee for curriculum Reconstruction and preparation of syllabus. Experts in the various field of Education were drawn from all parts of the State and completed the work. The syllabus so prepared was approved by the Government vide No.ED. 10/87 B/1988-89 dated 12-8-1988 syllabus now prepared as per the guidelines of the NCERT. Care has been taken to include improvement aspects like National Integration, inculcation of scientific temper, moral values and Environmental protection etc., which play a vital role in shaping the future citizens of the Nation.

The work is under progress with regard to the preparation of books for III V and VIII Standard. This work has to be carried on till <sup>all the</sup> classes are covered. Implementation of new Text Books for Standard III, V and VIII from 1990-91 has been postponed as per the decision of the Government.

The details estimates of expenditure for 1989-90 and the budget requirement for the year 1990-91 are given below.

The estimated expenditure for the year 1989-90 is Rs.9,33,68,000-00. The budget required for the year 1990-91 is 11,27,16,000-00

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UNICEF PROJECTS

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

The following are the UNICEF projects working in this Directorate.

1. Nutrition Health Education and Environmental Sanitation.
2. Primary Education Curriculum Renewal Project.
3. Developmental Activities on Education and Community participation.
4. Early childhood Care and Education Project.
5. Comprehensive Access of Primary Education.

The aims and objectives and programmes of each UNICEF Project are given below.

1. NUTRITION HEALTH EDUCATION AND ENVIRONMENTAL SANITATION.

Karnataka is one of the States which placed greater emphasis on Health and Environmental sanitation. Concepts particularly where they provide the opportunity to incorporate messages relating to other sectoral programmes.

OBJECTIVES:

The main object of this scheme is to help teachers to understand and practice the technique of integrating Nutrition.

To develop instructional materials on Nutrition Health Education and Environmental sanitation suited for primary stage and to develop teacher guides.

3. To devise means for the benefit of public especially for women and children of scheduled caste and scheduled tribes.

8...2  
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...  
Date... 13/6/91

At State Level, Department of State Educational Research and Training Bangalore is the implementing agency of the project.

ORGANISATION:

As a part of the activities of the project, 100 schools are selected from chitradurga and Hiriyur Taluks. (50 schools each) of Karnataka State. The project was started in June 1983 onwards. Project Assistant were appointed in July 1983 and were given training in Nov. 1983 at Avinashlingam Science College, Coimbatore.

PROGRESS OF THE PROJECT:

Two Orientation programmes for tabulators of Pupil achievement Test (master Tabulation work) and community contact Programme (Master Tabulation work) were conducted in the month of June 1989.

The work of filling up of Master tabulation sheets of P.A.T. and C.C.P. were taken up by the tabulators and completed Master Tabulation sheets. The tabulated sheets were submitted to N.C.E.R.T., New Delhi for further analysis of the data.

The Project work has ended by December 1989 as per the agreement with UNICEF and N.C.E.R.T. The State Government is expected to take up the project and necessary action has been taken up from the DSERT in this regard and action has been initiated to convene the State Advisory Board meeting in this regard.

2. PRIMARY EDUCATION CURRICULAM RENEWAL PROJECT:

This project was started in the year 1977 in the three Districts of the State at Bangalore City South, Kodagu and Mangalore at first stage. In the year 1980,

the project was extended to 10 more districts at Mysore, Chikmagalur, Shimoga, Tumkur, Chitradurga, Kolar, Bellary, Raichur, Gulbarga and Bidar.

At present, this project is being implemented in 13 districts covering 127 primary schools at the rate of 10 schools in each district. Further, the districts have been grouped into four different clusters taking into account Socio-Economic, Geographical and cultural variations of the places.

The primary school Teachers of formal education are involved and trained in the implementation of the project. These project schools are attached to the nearby selected Teacher Training Institutes for Guidance and supervision.

OBJECTIVES:

The main objectives of this project are:-

1. To develop innovative curriculum which can meet the Educational needs of different groups of children, especially children belonging to disadvantaged sections of the society.
2. To adjust the curriculum qualitatively to the life style of the child and Socio-Economic opportunities likely to be available i.e. need based curricula.
3. To make the existing primary Education more effective by infusing gradually into school curriculum through the innovative ideas.
4. To enable the teachers on concentration of minimum learning continuum.

Baseline survey has been completed and the number of clusters formed and the schools covered are as follows:-



Sl.No.	Cluster Name.	Districts covered.	No.of schools
1.	Bidar.	Bidar, Gulbarga, Raichur & Bellary.	40
2.	Tumkur	Tumkur, Kolar & Chitradurga.	30
3.	Udupi.	Shimoga, Mangalore, Kodagu & Chickmagalur.	37
	Banalore.	Banalore South & Mysore.	20
Total:		13 Districts	127

Progress:-

The Evaluation of the Project as well as the Instructional Materials is conducted throughout the State in all 127 Project Schools and in 13 Teacher Training Institutes. The opinion and suggestion regarding implementation of the project and also the effective utilisation of the Instructional material in the class-room situation through questionnaire was prepared under this project by experts in the field. The information furnished by each teacher in all 127 project schools from standard I to IV in all six areas competency-wise is consolidated in a workshop. It is proposed to bring out Brochure (final report) during the year 1990.

This project was ended in December 1989.

FINANCIAL IMPLICATION:

The Expenditure during the 1989-90 are as follows:-

Sl.No.	Item.	UNICEF FUND.	STATE FUND
1.	Amount of Outlay.	2,22,650-00	1,00,000
2.	Amount spent.	1,63,006-00	78,320 (1989 - 90)

...A/-

3. DEVELOPMENTAL ACTIVITIES ON EDUCATION AND COMMUNITY PARTICIPATION:

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

OBJECTIVES

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

ORGANISATION:

The implementing agency at State Level is the State Educational Research and Training, Bangalore. The Community participation Centres are attached to the nearby Teacher Training Institutes for guidance and supervision. The Supervisory staff of these Teachers Training Institute have been trained with reference to the project work. The Primary School teachers are appointed as secretaries and Assistants in the community centres. Officers and officials of other Departments at district level extend their assistance. Each centre has four persons to carry out the programmes and other persons involved are community workers, Assistant Community workers, Helpers and craft Teachers. All these centres are supplied with articles

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like educational toys, Radio, Play materials, children library, Public address equipment system, Carpenter Kit, Cycle Repair Kit, Agricultural Implements and petromax lights etc. State Government is assisting these Centres to the extent of Rs. 2,000/- per Centre for a year.

Activities:-

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

I Group:- (0-3 years) In this group, pregnant and young mothers are involved. Health care for children and preventive measures for infant diseases are taken up, organising camps in these Centres with the assistance of Medical Department and supply of Nutrition Food by World Health Organisation.

II Group (3-6 years) This group relates to pre-primary children. Play materials and Toys for the young children have been installed in the premises of the Centres for recreation of children between (3-6 years) attend the classes run by the Centres and they are called as pre-primary schools or Anganawadi Literacy is introduced to some extent, children are fed and they are encouraged to use play materials.

III Group: (6-14 years):-

In this group, literacy and numeracy are introduced. Non-formal Centres are attached to these Centres for conducting classes in the evening, booklets are supplied to these Centres. Training on gardening, socially useful productive work programme are introduced. Clay Modelling, Paper work etc., are also arranged. Uniforms for all the Children are supplied and Medical Examination for children also taken up.

IV Group: (15-35 years)

Adult Education Centres are arranged for teaching language and Arithmetic, Elementary knowledge of Agricultural operations, Poultry, Small Scale Industries with regard to local community activities are given to them various other programmes like sports, Recreations Programmes, Drama, Film Shows etc. are conducted. National or State celebrations are also organised. Thus, local community activities along-with school Education are taken up in these Centres to develop closer inter-action of schools with the community Centres. Re-organisation programmes for community workers was conducted. The participants were superintendents of attached Teacher Training Institutes. Teacher Educators who are actually involved in the activities of these Centres, Community workers and members of Yuvaka and Yuvathi Mandalis. They are oriented regarding utilising the available sources for the development of the centres. Apart from it, more activities of socially useful productive work were actually demonstrated for the benefit of community people to enable them to select any of the activities.

National Council of Educational Research and Training, New Delhi has made provision of Rs. 7645/- towards internship programme to be conducted during the period under report in all the 5 Centres. Number of participants attended the programme were 234.

Socially useful productive work programme was conducted for the benefits of members of Yuvaka and Yuvathi Mandalis of all the five Centres.

Finance:-

Rs. 17,000/- was allotted from UNICEF for the programme of community Centres during 1969. Rs. 15,000/- was spent out of this amount.

Rs. 21,000/- was spent towards Honararium to the Community workers during 1989-90. This was spent from the allotment. Rs. 50,000 was from the State Government for both the programmes and for Honararium to the community workers. As the programmes were conducted out of UNICEF fund, the amount allotted for programmes from the State Government was not utilised.

#### 4. EARLY CHILDHOOD CARE AND EDUCATION:

This UNICEF Project was implemented in the year 1982 after selecting 55 experimental pre-school Centres attached to Government Primary School, and located in backward areas of Karnataka. All the districts have these Centres. Five Teacher Training Institutions were selected for strengthening the nursery training for teachers.

The Main objectives of the project are:-

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

#### ACTIVITIES:-

1. Orientation Course for School Mothers of E.C.E. Centres and C.D.P.Os. of I.C.D.S. in the use of Cognitive development Hand Book was conducted for 4 days involving 67 school mothers and 16 CDPO's in 2 batches at Malleswaram Sishu Vihar, Bangalore.

2. Workshop on production of picture story books was conducted at Nirmala Convent, Kumta for 6 days and 20 stories were prepared for pre-school children level and involving 16 participants.
3. An evaluation of early childhood Education project was conducted by collecting data from early childhood centres to study the child's development, teachers work and facilities available in the Centres. The E.C.E. staff also visited the Centres.
4. Review of all E.C.E. printed materials was done; suggestions for improvement were recorded.
5. Plan for 1990 was prepared and finalised at NCERT, New Delhi.
6. Translation of 2 books was completed and 4 titles printed and delivered. The books are distributed to private and public organisations like Directorate of women and children's welfare, National Integrated Public Co-operation child Development and Private Institutions.
7. In a workshop, the school mothers of ECE Centres were guided to fabricate cognitive Kits for use in the Centres.
8. The expenditure incurred for the above programme was Rs. 1,39,000/- out of an allotment of Rs. 2,00,000/-

#### 5. COMPREHENSIVE ACCESS TO PRIMARY EDUCATION.

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

The Government has made sincere efforts for the Universalisation of Primary Education, in spite of these efforts, our literacy rate has not shown appreciable progress. Many children will either drop-out or stagnate in the Primary education level. The reasons are many. The major problem is how to relate education to the Socio-Economic development of the children and community as a whole several programmes have been launched for the universalisation of primary education. The responsibility of monitoring is given to N.C.E.R.T. and is aided by UNICEF. The implementing agency at state level is the Department of State Educational Research Training in Karnataka State. The Project envisages to combat twin evils of wastage and stagnation in Primary Education.

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

OBJECTIVES:

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

1) The curriculum developed under CAPE project is based on four major principles.

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

2) Establishing learning Centres.

3) Establishing Evaluation Centres.

The project aims at developing the Non-formal approach of Education which is different from formal system of Education. It aims at evolving a flexible and decentralised curriculum relevant to children of the age group of 5 to 14 years. Our objectives are not only to achieve literacy, numeracy etc. but also to improve life in villages by developing competencies required to solve their problems. Hence it is called "Comprehensive Access to Primary Education."

This project is mainly concerned with all children in the age group of 5 to 14 years who need compensatory education, particularly those who are out of formal class rooms.

#### ACTIVITIES:

A review meeting of CAPE modules was held on 14th and 15th September 1989. In this meeting, Prof.S.D.Roka, incharge CAPE Project co-ordinator from N.C.E.R.T., New Delhi was present. He gave valuable guidance for the improvement in performance.

2. Workshop for further review of CAPE materials has been conducted from 25th, 26th and 27th of October 1990. Teacher Educators from Teacher Training Institutes were present.

3. In the month of February 1990, a workshop has been conducted to prepare Handbook for facilitators of learning centres.

4. About 1,20,000 CAPE materials have been distributed to the Teacher Training Institutes of our State.



NATIONAL POPULATION EDUCATION PROJECT.

The National population Education project was started in DSERT, Bangalore during the year 1980.

The following are some of the objectives of the project:

1. To create an awareness of the population situation and population problems among the younger generation.
2. To build a favourable attitudes towards the small family norm among the future parents.
3. To help students to develop an insight into the inter relationships between population growth and Socio-Economic development at family, Society, national and International level.
4. To institutionalise population Education at the school stage of Education and at Teacher Training Stage.

The following activities were undertaken during the year.

I. MATERIAL DEVELOPMENT: Population Edn. through Folklore Literature.

A Committee of Ten experts in the field of folk literature and population Education have developed Educational materials by utilising different folk forms such as Bayalata, Drama, Street play, Gee-See-Pada, Poems, Yakshagana etc.,. In these materials the messages of population education are integrated and there is a proposal to bring out this materials in print, video and Audio forms.

2. Development of a syllabus in population Education for D.Ed. course (TCH).

A separate paper on population education has been developed and introduced at the TCH level in the State.

II. TRAINING PROGRAMMES:

1. 17 Nodal Officers of District level have been trained to take up primary and Secondary teachers training programmes at the District.

2. 850 Primary and 850 Secondary school teachers have been trained.
3. 40 pre-primary College Principals have been trained as a sequel to the extension of the project activities for + 2 stage.
4. 40 teachers and Instructors of Non-formal Education centres have been trained.

### III. CO-CURRICULAR ACTIVITIES:

#### 1. Population Education-Quiz competitions.

In order to involve students teachers and parents in population Education Quiz competitions for 9th and 10th standard students was organised from school level to the State level. 18 districts participated in these competitions and following districts won the prizes at the State level.

1. I Prize - Mysore District.
2. II Prize - Raichur Dist.
3. III Prize - Shimoga Dist.

#### 2. ZONAL LEVEL COMPETITIONS:

The NCERT in collaboration with the DSERT organised the Zonal level Quiz competitions by involving the States of Karnataka, Tamil Nadu, Kerala, Maharashtra, Gujarat and Pondicherry. Karnataka State got the Ist Prize and is eligible to participate at the National level.

### IV. OTHER ACTIVITIES:

1. The project personnel participated in different programmes of the PPAI branches all over the State.
2. The project personnel took up visits to various training programmes and participated actively.
3. The village Adoption programme has been attempted to be implemented.

4. Three Vietnamese Educators visited the population Education Unit of DSEEP, observed the activities and applauded efforts in the introduction of population in the school system.

During this year, a sum of Rs. 2,74,541-90 has been incurred towards the various activities of the National Population Education project.

POPULATION EDUCATION COMPONENT UNDER INDIA POPULATION PROJECT.

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This Directorate is entrusted with the task of implementing population Education programme in the six project Districts of Belgaum and Gulbarga Divisions.

This project is for a period of five years from 1984 to 1989 which is now extended upto 31-3-90. The finances are provided from the World Bank and Government of India with 12% of funds through the State Government.

The main objectives of the population Education component are:-

1. To create awareness of population problem among the younger generation as well as adults through formal and non-formal approach.
2. To develop a positive attitude amongst younger generation towards a small family norm.
3. To train the opinion leaders for carrying the message to the community.
4. To orient officers at the District and block level to incorporate population Education concepts in their activities.

At the State level, project is located at DSERT, Bangalore. At regional level, there are two Regional population Centres, one at University College of Education, Dharwad and another at Government College of Education, Gulbarga. At district level, there are six district population Education Centres situated in Teacher Training Institution at the District Head Quarters of Belgaum, Dharwad, Bijapur, Gulbarga, Bidar and Raichur.

The over-all responsibility will vest with the DSERT, Bangalore.

TRAINING:-

The Government sanctioned funds to conduct four training programmes. Accordingly, two orientation programmes for the Medical Officers of Belgaum and Gulbarga Division and two key personnel training programmes were organised.

(a) BELGAUM DIVISION:

Dr. Y.R. Annigere, Divisional Joint Director for Health and Family Welfare Services was the course Director for the orientation programme organised at Belgaum. As many as 45 Doctors all over the Division participated. Resource persons from Bangalore, Gulbarga and Karnataka Universities delivered lectures at the I.M.A. Hall, Belgaum. Shri. V.M. Koliwad, organising Secretary Family Planning Association of India, Dharwad was the course Director for the key personnel Training programme organised at Dharwad. 65 participants from the Department of Information and publicity, Education, Health and Family Welfare, Officers and workers from all the four F P A I branches of the Division participated in the programme. Open house Discussion was the main point to be noted during these programmes.

(b) Gulbarga Division:-

Dr. Krishna Murthy, Divisional Joint Director of Health and Family Welfare Services of Gulbarga Division was the course Director for the Orientation Programme for Doctors of Public Health Centres of this Division. 38 Doctors took part in the programme. Resource persons from Gulbarga and Karnataka Universities.

Shri. Sheik Mustaq Ali, Organising Secretary of F P A I, Bidar was the course Director for the key personnel training organised at Bidar. 70 participants from Department of Information and publicity, Education, Revenue - Workers from the 4 branches of F P A I participated in the programme. Open House discussion on I.E.C. strategy was given at most importance during this programme.

3. PRODUCTION OF 35 M.M. FILM ON POPULATION EDUCATION:

As per the approval of the Government, the state population Education Centre produced a 35 M.M. film on population Education with the title "SHODASHA". The film was shot purely in a rural atmosphere which depicted the story of an adolescent who faces problems during his college life. Problems relating to adolescent fertility related behaviour is high lighted in the above film. The film was directed by Shri. Katte Ramachandra who had won awards at the National level. The film was made in Kannada and later it was dubbed to Hindi. One copy was made with English sub titles.

This film was selected for the International Film Festival at Bombay and National Film Festival at Delhi. This was appreciated by the officers of the World Bank, the Govt. of India and the State Government.

PERFORMANCE BY OTHER CENTRES.

The Regional Population Education at Dharwad completed the task reaching 100% of the target where as the Regional Centre at Gulbarga could reach 90% of the target in respect of training and material production.

The six District population Education Centre set up at the IPP - III Districts could reach the target set by the world bank except at Belgaum and Bidar. District Centre at Dharwad had reached target well in advance and they conducted two to three more programmes ahead of the schedules.

EVALUATION:

Evaluation of the programmes was done at all the three levels. The State Centre took up a detailed study in collaboration with Shri.C V. Nagaraj as the Principal Investigator. This study is published by the State Centre.

The Regional Population Education Centre, Dharwad took up Evaluation studies through mailed questionnaire technique. Three study reports are published. The District Centre, Dharwad also took up Evaluation studies while it conducted the programmes. All these studies indicated that the population Education programmes are necessary to supplement the Health and Family Welfare activities.

INTEGRATED EDUCATION FOR DISABLED CHILDREN IN KARNATAKA

Government of Karnataka have been implementing Integrated Education scheme since 1981. In the beginning, the scheme was being implemented by the Department of Social Welfare. The scheme was revised in 1982. The

The Department of Education is implementing this scheme since 1982. The Department of State Educational Research and Training has been assigned the responsibility of implementing this project. Now a separate Cell has been formed at Department of State Educational Research and Training and is monitoring the implementation of the Scheme.

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

The Prime objective of the scheme is to provide educational facilities to disabled children along with normal children in formal schools. At present, in Karnataka, this scheme is being implemented in 280 schools which are being run by Government and recognised organisation. The total number of disabled children integrated with normal children is 1549. The nature of disabilities includes.

1. Hearing Impaired.
2. Visually Impaired.
3. Mentally Retarded.
4. Orthopaedically Handicapped and learning Disabled.

The following voluntary agencies are implementing the scheme.

1. Divine light Trust for the blind, White field, Bangalore
2. Karnataka Welfare Association for the blind, Bangalore.
3. Reshtreeya Vidyalaya Trust, Bangalore.
4. J.S.S. Composite Junior College, Bangalore.
5. Siddaganga Education Trust, Bangalore.

6. Mangala Jyothi Integrated School, Vamanjor, Mangalore.
7. Navaprabha Rural Education Society, Gokak, Belgaum.
8. Rural Education Trust, Koppa, Mandya.
9. Malnad Education Society, Chickmagalur.
10. Seva-in-Action, Bangalore.
11. SECAB Central Hindi Primary School, Bijapur.
12. Snahakunja, Kusarkod, North Kanara.

Detailed plans have been drawn to mobilise the implementation strategy by selecting educational blocks. The detailed proposals are being submitted to State Government for onward transmission to Ministry of Human Resources Development, Department of Education, Govt. of India, New Delhi.

The IED Cell is carrying the following activities in implementing the scheme.

1. Conducting Survey of the Disabled children.
2. Assessment of the Disabled children.
3. Equipment of Resource Rooms.
4. Setting Resource Centres.
5. Training of Resource Teachers.
6. Preparation of Instructional materials.
7. Organising Orientation programmes for General Teachers and Administrators.

Department of State Educational Research and Training is directly implementing this scheme in 13 Centres covering 528 disabled children. The Resource model, Itenerant model and paralal Model are followed in integrating the disabled children alongwith normal children.

The detailed breakup of children covered.



1. Hearing Impaired	-	365
2. Visually Impaired	-	394
3. Mentally Retarded	-	128
4. Orthopaedically handi- capped.	-	604
5. Learning disabled	-	52
		-----
Total	-	1549
		-----

The IED Cell has translated English literature on IED to Kannada for the use of implementing Agencies. A detailed syllabus for teacher certificate course is prepared and supporting materials for translation of the syllabus is also provided to teacher training Institutions.

In Karnataka, there are three Resource teacher training Institutions recognised by the Government of Karnataka, which impart Training to Resource teachers and give diplomas for the successful candidates. The implementation of whole scheme is monitored by the IED Cell.

PART - IV

TEACHER EDUCATION

Apart from the developmental activities of the academic Units and UNICEF Projects, this Directorate is dealing with the academic guidance of all Teacher Training Institutions, Inservice Training Centres and Correspondence-Cum-Vacation Courses.

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

1. Pre-Primary Teacher Training Institute.
2. Primary Teacher Training Institute.
3. College of Education.
4. English Language Teaching Centres.
5. Teacher Centres.
6. Orinetation Training Centres.
7. Special Institutes of Drama and Dance.
8. Correspondance-Cum-Vacation Course Centres.
9. Inservice Training Centres.
10. Pre-vocational Training Centres.

1. PRE-PRIMARY TEACHER TRAINING INSTITUTIONS:

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

There are 48 Pre-Primary Teacher Training Institutions in the State. Out of which, five are Government and the

Government and the rest are private i.e. unaided.

The total enrolment in these institutions are 1289, are girls Nil are boys. Government has proposed to attach a Pre-Primary School to single teacher schools in a phased manner.

#### PRIMARY TEACHER TRAINING INSTITUTIONS:

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

There are 128 Teacher Training Institutions in the State. Out of which, 35 are Government 93 are Private. There are 26 Women institutions and the rest are Co-educational. The total strength of candidates during 1989-90 are 10,055 includes both I Year and II Year actual strength. Out of which 5,877 are boys and 4,178 are girls.

#### 3. COLLEGES OF EDUCATION: (B.Ed.COLLEGES)

Every year, new high schools are being opened in the State. For the existing and newly started high schools, trained teachers are essential. Hence, B.Ed., Colleges are source for training teachers. There are 64 B.Ed. Colleges in the State. Out of which 8 are Government (includes 2 NCERT Institutions) and 56 are Private. There is one women B.Ed.College (St. Ann's Colleges of Education) at Mangalore. The minimum qualification for admission is a degree of recognised University. The duration of the Course is one year. The total enrolment of B.Ed.College during the year 1989-90 was 6650. Out of which 4099 are men and 2551 are Women.

4. ENGLISH LANGUAGE TRAINING CENTRE:

The main objectives of these Centres is to improve the English language Teaching at Primary and Secondary level.

There are 6 English Language Teaching Centres in the State.

1. Primary English Language Teaching Centres.
  - i) Bangalore North
  - ii) Mysore
  - iii) Dharwad
  - iv) Gulbarga.
2. Secondary English Language Teaching Centres.
  - i) Mysore.
  - ii) Dharwad

The inservice teachers of Primary and Secondary Schools will be deputed to this Course in batches. The duration of the Course are 40 and 30 days respectively. The total number of teachers trained in the English language teaching centres during the year 1989-90 were 800. Out of them 642 were men and 158 were women.

5. TEACHER CENTRES:

There are two teacher Centres in Karnataka State. One at Dharwad and another at Vidyanagar, Bangalore. Only inservice School Teachers are admitted for these Courses. Duration of the Course is 7 days only. The teachers are deputed in batches selected by Assistant Educational Officers. Training is imparted on languages and core subjects.

During the year 1989-90, 1744 were men and 864 were women teachers have been trained in these two teacher centres.

6. ORIENTATION TRAINING CENTRES:

There is one Orientation Training Centre at Department of State Educational Research and Training, Bangalore under State Educational Research and Training, Bangalore under State Institute of Science Unit. Training will be imparted to Inservice Primary School teachers in Science involving writing of lesson plans and improvisation of teaching aids. The duration of the Course is 30 days. The training will be conducted in batches for the Inservice Teachers of Primary Schools.

During the year 1989-90, 151 teachers have been oriented in 5 batches.

7. CORRESPONDANCE-CUM-VACATION CENTRE COURSE:

The Correspondance-Cum-Vacation Centre Course (T.C.H) for trained in Service Primary School Teachers is being run in 16 Centres in Karnataka State. Two Correspondance -Cum-Vacation Course Centres located at Chickmagalur and Bellary are now shifted to Shimoga and Raichur. Teachers Working in Government or Private Schools with two years teaching experience are eligible for admission to this Course. Deputy Director of Public Instruction will select untrained teachers according to the seniority. Two personnel contact sessions will be taken up. One of 20 days duration during summer vacation and the other of 15 days duration during Mid-term holidays which will be held each year in the centre attached to the Teacher Training Institutions covering Demonstration lessons, Practice teaching Practical Work in Craft etc., with minimum of 80% attendance during the contact programme. Duration of the Course is 2 years like regular T.C.H. Course.

During the year 1989-90, most of the C.C.V.C. Centres have not been functioned.

8. SPECIAL INSTITUTIONS OF DRAMA AND DANCE:

There are two special institutions of Drama and Dance at Bangalore. The purpose of these institutions are to improve the art of Dance and Drama. Private Candidates and deputed candidates will be admitted to these courses. During the year 1989-90, enrolment of candidates was 34. Out of them 8 are men and 26 are women.

9. Pre-Vocational Training Centre (P.V.T.C):

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

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

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

The total strength of P.V.T.C. during the year 89-90 were 368.

10. INSERVICE TRAINING CENTRES:

There are 18 Inservice Training Centres in Karnataka State. They are located in the Government Teacher Training Institutes at Kolar, Mysore, Nagamangala, Mangalore

Mangalore (Men T.T.I), Hassan, Dharwad, (Men T.T.I), Hungund, Bellary, Tumkur, Kumta, Sindhanoor, Kamalapur, Bidar (K), Chickmagalur, Kudige, Shimoga, Chitradurga and Orientation Training Centre at Doddaballapur.

During the year 1989-90, the Inservice Training for teachers were conducted and 4,970 teachers were trained.

Rs.6,50,000/- have been spent for the training programme in the Inservice Training Centre.

T A B D E - 1

No. of Teachers Training Institutions since the inception of Department of State Educational Research and Training (1-3-1975 onwards)

Sl. No.	Year	Pre-Primary T.T.I.				Primary T.T.I.				B.ED.Colleges				Hindi Shik-shana EL TC		Teacher PV TC	Special Institutions.	
		G	A	UA	Total	G	A	UA	Total	G	A	UA	Total					
1.	1975-76	5	-	5	10	34	41	*7	82	6	8	20	34	3	6	2	7	2
2.	1976-77	5	-	5	10	34	41	5	82	6	8	20	34	3	6	2	7	2
3.	1977-78	5	-	5	10	34	41	8	83	6	8	20	34	3	6	2	7	2
4.	1978-79	5	-	9	14	34	41	9	84	6	10	18	34	3	6	2	7	2
5.	1979-80	5	-	16	21	34	41	11	86	6	13	15	34	3	6	2	7	2
6.	1980-81	5	-	26	31	34	41	18	93	6	13	28	47	3	6	2	7	2
7.	1981-82	5	-	25	30	34	41	18	93	6	13	28	47	X	6	2	7	2
8.	1982-83	5	-	26	31	34	39	18	91	6	13	31	50	X	6	2	7	2
9.	1983-84	5	-	26	31	35	39	18	92	6	13	31	50	X	6	2	7	2
10.	1984-85	5	-	26	31	35	39	29	103	6	13	32	51	X	6	2	7	2
11.	1985-86	5	-	38	43	35	39	38	112	6	13	33	52	X	6	2	7	2
12.	1986-87	5	-	43	48	35	39	54	128	6	13	41	60	X	6	2	7	2
13.	1987-88	5	-	43	48	35	40	53	128	8	13	43	64	X	6	2	7	2
14.	1988-89	5	-	43	48	35	40	53	128	8	13	43	64	X	6	2	7	2
15.	1989-90	5	-	43	48	35	40	53	128	8	13	43	64	X	6	2	7	2

NOTE: G - Government  
A - Aided

UA - Unaided  
X - Institution closed.

\* Includes 2 NCERT Institutions.



TABLE - 2

## No. of Teacher Training Institutions - Managementwise in Karnataka 1988-89

Sl. No.	Districts	Pre-Primary T.T.I.				Primary T.T.I.				B.Ed.Colleges				Other Institutions				
		G	A	UA	Total	G	A	UA	Total	G	A	UA	Total	ELTC	PVTC	Tea-cher centre	OTC	Spe-cial Insti-tutions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1.	B'lore South	-	-	6	6	1	5	7	13	-	3	2	5	-	-	-	1	2
2.	B'lore North	-	-	3	3	-	2	5	7	-	1	4	5	-	-	-	-	-
3.	B'lore Rural	-	-	3	3	-	-	5	5	-	-	1	1	1	1	1	1	-
4.	Kolar	-	-	6	6	1	1	13	15	-	-	3	3	-	-	-	-	-
5.	Tumkur	-	-	2	2	2	4	-	6	-	-	4	4	-	-	-	-	-
6.	Chitradurga	-	-	1	1	3	2	-	5	1	1	3	5	-	1	-	-	-
7.	Shimoga	-	-	3	3	2	1	-	3	-	1	-	1	-	-	-	-	-
8.	Mysore	1	-	4	5	2	5	2	9	2	3	1	6	2	-	-	-	-
9.	Mandya	-	-	-	-	2	1	1	4	-	-	1	1	-	1	-	-	-
10.	Kodagu	-	-	-	-	1	-	2	3	-	-	1	1	-	-	-	-	-
11.	Dakshina Kan.	-	-	-	-	3	4	-	7	1	2	-	3	-	1	-	-	-
12.	Chikmagalur	-	-	-	-	1	-	-	1	-	-	1	1	-	-	-	-	-
13.	Hassan	-	-	2	2	1	-	2	3	-	1	3	4	-	-	-	-	-
14.	Dharwad	1	-	2	3	2	5	3	10	1	-	4	5	2	1	1	-	-
15.	Belgaum	-	-	2	2	-	5	5	10	1	-	3	4	-	-	-	-	-
16.	Uttara Kan	1	-	1	2	1	1	-	2	-	-	2	2	-	-	-	-	-
17.	Gulbarga	1	-	2	3	4	-	5	9	1	-	3	4	1	-	-	-	-
18.	Bijapur	-	-	1	1	3	3	-	6	1	-	2	3	-	1	-	-	-
19.	Bidar	-	-	1	1	2	-	1	3	-	-	2	2	-	-	-	-	-
20.	Raichur	1	-	-	1	3	-	1	4	-	-	2	2	-	1	-	-	-
21.	Bellary	-	-	2	2	1	1	1	3	-	1	1	2	-	-	-	-	-
KARNATAKA:		5	-	43	48	35	40	53	128	8	13	43	64	6	7	2	2	2

TABLE - 3.

Enrolment in B.Ed. Colleges 1989-90.

Sl.No.	Districts.	Govt. Aided.		Un-aided		Total		Grand		
		Boys	Girls	Boys	Girls	B.	G.	B.	G.	
1	2	3	4	5	6	7	8	9	10	11
1.	Bangalore South	-	-	142	162	89	111	231	273	504
2.	Bangalore North	-	-	21	76	162	232	133	308	441
3.	Bangalore Rural	-	-	-	-	54	34	54	34	88
4.	Kolar.	-	-	-	-	214	96	214	96	310
5.	Tumkur.	-	-	-	-	284	122	284	122	406
6.	Chitradurga.	85	29	98	15	255	73	426	110	536
7.	Shimoga.	-	-	59	42	-	-	59	42	101
8.	Mysore.	111	64	167	137	109	-	378	201	579
9.	Mandya	-	-	71	29	-	-	71	29	100
10.	Kodagu.	-	-	-	-	13	92	13	92	105
11.	Dakshina Kannada.	46	53	35	176	-	-	81	229	310
12.	Chikmagalur.	-	-	-	-	68	42	68	42	110
13.	Hassan.	-	-	76	24	174	137	250	161	411
14.	Dharwad.	62	31	-	-	286	135	348	166	514
15.	Belgaum.	62	48	-	-	275	55	337	103	440
16.	Bijapur.	94	16	-	-	166	49	260	65	325
17.	Uttara Kannada.	-	-	-	-	107	99	107	99	206
18.	Gulbarga.	84	34	-	-	196	134	280	160	440
19.	Bidar.	-	-	-	-	108	90	108	98	206
20.	Raichur.	-	-	-	-	183	57	183	57	240
21.	Bellary	-	-	70	40	94	16	164	56	220
KARNATAKA		544	278	727	701	2828	1582	4099	2551	6650

BS/-

TABLE - 4

STRENGTH OF KARNATAKA NON-KARNATAKA STUDENTS IN B.Ed.College

Sl. No.	Districts	Karnataka		Non-Karnataka		Total		Grand Total
		Boys	Girls	Boys	Girls	Boys	Girls	
1	2	3	4	5	6	7	8	9
1.	Bangalore South	133	153	98	120	231	273	504
2.	Bangalore North	113	107	70	201	183	308	491
3.	Bangalore Rural	9	3	45	31	54	34	83
4.	Kolar	49	24	165	72	214	96	310
5.	Tumkur	230	70	54	52	284	122	406
6.	Chitradurga	367	105	59	5	426	110	536
7.	Shimoga	59	42	-	-	59	42	101
8.	Mysore	267	150	111	45	378	201	579
9.	Mandya	65	16	6	13	71	29	100
10.	Kodagu	12	20	1	72	13	92	105
11.	Dakshina Kannada	75	153	6	37	81	229	310
12.	Chikmagalur	60	37	8	9	68	42	110
13.	Hassan	176	52	74	109	250	161	411
14.	Dharwad	316	162	32	4	348	166	514
15.	Belgaum	315	100	22	3	337	103	440
16.	Bijapur	230	61	30	4	260	65	325
17.	Uttara Kannada	95	91	12	8	107	99	206
18.	Gulbarga	239	148	41	20	280	168	448
19.	Bidar	88	71	20	24	108	98	206
20.	Raichur	121	53	62	4	183	57	240
21.	Bellary	114	52	50	4	164	56	220
KARNATAKA		3133	1714	966	837	4099	2551	6650

F.A.R/

TABLE - 5

Mediumwise enrolment in P. Hd. Colleges 1989-1990

Sr. No.	Districts	Kannada	English	Urdu	Marati	Total
1	2	3	4	5	6	7
1.	Bangalore South	55	448	-	-	504
2.	Bangalore North	233	258	-	-	491
3.	Bangalore Rural	88	-	-	-	88
4.	Kolar	-	310	-	-	310
5.	Tumkur	203	203	-	-	406
6.	Chitradurga	359	177	-	-	536
7.	Shimoga	101	-	-	-	101
8.	Mysore	167	412	-	-	579
9.	Mandya	-	100	-	-	100
10.	Kodagu	105	-	-	-	105
11.	Dakshina Kannada	310	-	-	-	310
12.	Chickmagalur	58	52	-	-	110
13.	Hassan	329	82	-	-	411
14.	Dharwad	354	60	-	-	414
15.	Belgaum	386	54	-	-	440
16.	Bijapur	254	71	-	-	325
17.	Uttara Kannada	150	56	-	-	206
18.	Gulbarga	228	220	-	-	448
19.	Bidar	-	206	-	-	206
20.	Raichur	204	36	-	-	240
21.	Bellary	220	-	-	-	220
KARNATAKA		3805	2745	-	-	6650

T A B L E - 6

Results of B.Ed.Colleges - 1989-90

Sl. No.	Districts	Appeared			Passed			Percentage
		Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9
1.	Bangalore South	226	262	488	155	216	371	76.0
2.	Bangalore North	181	307	488	134	275	409	83.8
3.	Bangalore Rural	54	34	88	32	25	57	64.8
4.	Kolar	163	82	245	59	18	77	31.4
5.	Tumkur	293	122	415	186	110	296	71.3
6.	Chitradurga	394	82	476	337	77	414	87.0
7.	Shimoga	49	43	92	46	40	86	93.5
8.	Mysore	360	201	561	354	193	547	97.5
9.	Mandya	71	29	100	69	29	98	98.0
10.	Kodagu	13	90	103	11	84	95	92.2
11.	Dakshina Kannada	76	220	296	68	206	274	92.6
12.	Chikmagalur	68	41	109	61	37	98	89.9
13.	Hassan	250	160	410	229	153	382	93.2
14.	Dharwad	337	140	477	328	136	464	97.3
15.	Belgaum	340	92	432	297	91	388	89.8
16.	Bijapur	254	65	319	231	58	289	90.6
17.	Uttara Kannada	106	98	204	101	98	199	97.5
18.	Gulbarga	278	168	446	258	146	404	90.6
19.	Bidar	104	96	200	103	83	186	93.0
20.	Raichur	183	57	240	98	12	110	45.8
21.	Bellary	164	55	219	161	54	215	98.2
		3964	2444	6408	3318	2141	5459	85.2

T A B L E - 7

STAFFING PATTERN IN B.Ed. COLLEGES - 1989-90

Sl. No.	Districts	Prin- cipal	Rea- ders	Lectu- rers	Others	Part- time	Total
1	2	3	4	5	6	7	8
1.	Bangalore South	5	5	36	-	-	45
2.	Bangalore North	5	10	36	1	-	52
3.	Bangalore Rural	1	2	5	-	-	8
4.	Kolar	3	2	25	-	-	30
5.	Tumkur	4	6	24	-	-	34
6.	Chitradurga	5	12	28	5	2	52
7.	Shimoga	1	2	7	-	-	10
8.	Mysore	6	11	37	6	-	60
9.	Mandya	1	2	5	1	-	9
10.	Kodagu	1	1	6	-	-	8
11.	Dakshina Kannada	3	7	14	3	-	27
12.	Chikmagalur	1	2	7	1	-	11
13.	Hassan	4	8	18	2	2	34
14.	Dharwad	5	13	27	-	4	49
15.	Belgaum	3	5	31	2	-	41
16.	Bijapur	3	9	17	6	4	39
17.	Uttara Kannada	2	2	11	4	-	19
18.	Gulbarga	4	2	29	2	2	39
19.	Bidar	2	-	14	-	-	16
20.	Raichur	2	1	14	-	-	17
21.	Bellary	2	2	13	-	-	17
	Karnataka	63	104	404	33	14	618

mkb/.

T A B L E - 6

Results of B.Ed.Colleges - 1989-90

Sl. No.	Districts	Appeared			Passed			Percent
		Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9
1.	Bangalore South	226	262	488	155	216	371	76.0
2.	Bangalore North	181	307	488	134	275	409	83.8
3.	Bangalore Rural	54	34	88	32	25	57	64.8
4.	Kolar	163	82	245	59	18	77	31.4
5.	Tumkur	293	122	415	186	110	296	71.3
6.	Chitradurga	394	82	476	337	77	414	87.0
7.	Shimoga	49	43	92	46	40	86	93.5
8.	Mysore	360	201	561	354	193	547	97.5
9.	Mandya	71	29	100	69	29	98	98.0
10.	Kodagu	13	90	103	11	84	95	92.2
11.	Dakshina Kannada	76	220	296	68	206	274	92.6
12.	Chikmagalur	68	41	109	61	37	98	89.9
13.	Hassan	250	160	410	229	153	382	93.2
14.	Dharwad	337	110	477	328	136	464	97.3
15.	Belgaum	340	92	432	297	91	388	89.8
16.	Bijapur	254	65	319	231	58	289	90.6
17.	Uttara Kannada	106	98	204	101	98	199	97.5
18.	Gulbarga	278	168	446	258	146	404	90.6
19.	Bidar	104	96	200	103	83	186	93.0
20.	Raichur	183	57	240	98	12	110	45.8
21.	Bellary	164	55	219	161	54	215	98.2
		3964	2444	6408	3318	2141	5459	85.2

T A B L E - 7

STAFFING PATTERN IN B.Ed. COLLEGES - 1989-90

Sl. No.	Districts	Prin- cipal	Rea- ders	Lectu- rers	Others	Part- time	Total
1	2	3	4	5	6	7	8
1.	Bangalore South	5	5	36	-	-	46
2.	Bangalore North	5	10	36	1	-	52
3.	Bangalore Rural	1	2	5	-	-	8
4.	Kolar	3	2	25	-	-	30
5.	Tumkur	4	6	24	-	-	34
6.	Chitradurga	5	12	28	5	2	52
7.	Shimoga	1	2	7	-	-	10
8.	Mysore	6	11	37	6	-	60
9.	Mandya	1	2	5	1	-	9
10.	Kodagu	1	1	6	-	-	8
11.	Dakshina Kannada	3	7	14	3	-	27
12.	Chikmagalur	1	2	7	1	-	11
13.	Hassan	4	8	18	2	2	34
14.	Dharwad	5	13	27	-	4	49
15.	Belgaum	3	5	31	2	-	41
16.	Bijapur	3	9	17	6	4	39
17.	Uttara Kannada	2	2	11	4	-	19
18.	Gulbarga	4	2	29	2	2	39
19.	Bidar	2	-	14	-	-	16
20.	Raichur	2	1	14	-	-	17
21.	Bellary	2	2	13	-	-	17
Karnataka		63	104	404	33	14	618

mkb/.



T A B L E - 8

STRENGTH OF SCHEDULED CASTE AND SCHEDULED TRIBES IN B.Ed.  
COLLEGES - 1989-90.

Sl. No.	Districts	Scheduled Caste		Scheduled Tribes		Other		Total		Grand Total
		B	G	B	G	B	G	B	GG	
1	2	3	4	5	6	7	8	9	10	11
1.	Bangalore South	18	8	-	1	213	264	231	273	504
2.	Bangalore North	21	6	4	-	161	302	183	308	491
3.	Bangalore Rural	-	-	-	-	54	34	54	34	88
4.	Kolar	16	2	-	-	198	94	214	96	310
5.	Tumkur	10	1	3	2	271	119	284	122	406
6.	Chitradurga	34	2	18	3	374	105	426	110	536
7.	Shimoga	9	4	-	2	50	36	59	42	101
8.	Mysore	56	31	7	6	315	164	378	201	579
9.	Mandya	9	6	3	-	59	23	71	29	100
10.	Kodagu	-	-	-	1	13	91	13	92	105
11.	Dakshina Knnada	7	1	2	-	72	228	81	229	310
12.	Chikmagalur	2	1	-	-	66	41	68	42	110
13.	Hassan	11	2	2	1	237	158	250	161	411
14.	Dharwad	26	5	-	1	322	160	348	166	514
15.	Belgaum	33	5	-	-	304	98	337	103	440
16.	Bijapur	37	3	2	-	221	62	260	65	325
17.	Uttara Kannada	4	3	-	-	103	96	107	99	206
18.	Gulbarga	26	7	5	-	249	161	280	168	448
19.	Gidar	9	3	1	3	98	92	108	98	206
20.	Raichur	13	4	-	-	170	53	183	57	240
21.	Bellary	6	1	1	1	157	54	164	56	220
	Karnataka	347	95	45	21	3707	2435	4099	2551	6650

mkb/.

T. A B L E - 9

ENROLMENT IN PRIMARY TEACHER TRAINING INSTITUTES 1989-90

Sl No.	Districts.	Govt.		Aided		Un-aided		Total		Grand Total
		B	G	B	G	B	G	B	G	
1	2	3	4	5	6	7	8	9	10	11
1.	Bangalore South	-	-	35	129	72	41	107	170	277
2.	Bangalore North	-	-	26	68	73	49	99	117	216
3.	Bangalore Rural	-	-	-	-	108	66	108	66	174
4.	Kolar	55	32	38	8	539	315	632	355	987
5.	Tumkur	54	34	191	77	-	-	245	111	356
6.	Chitradurga	52	110	72	48	-	-	124	158	282
7.	Shimoga	41	45	-	30	-	-	41	75	116
8.	Mysore	90	73	146	84	18	31	254	188	442
9.	Mandya	56	29	-	49	45	-	101	78	179
10.	Kodagu	111	19	-	-	28	69	39	88	127
11.	Dakshina Kanna -da	24	60	25	115	-	-	49	175	224
12.	Chikmagalur	30	18	-	-	-	-	30	18	48
13.	Hassan	19	21	-	-	62	18	81	39	120
14.	Dharwad	19	30	54	51	57	19	130	100	230
15.	Belgaum	-	-	118	97	91	20	209	117	326
16.	Bijapur	48	44	112	14	-	-	160	58	218
17.	Uttara Kannada	30	30	29	31	-	-	59	61	120
18.	Gulbarga	68	37	-	-	85	95	153	132	285
19.	Bidar	53	26	21	1	-	-	74	27	101
20.	Raichur	50	29	-	-	23	1	73	30	103
21.	Bellary	40	24	86	4	47	7	173	35	208
Karnataka		740	661	953	806	1248	731	2941	2198	5139

B = Boys

G = Girls

mkb/.

T A B L E - 9

ENROLMENT IN PRIMARY TEACHER TRAINING INSTITUTES  
1989-90 (Contd.)

Sl. No.	Districts	Primary T.T.I. II Year.								Grand Total Col. (18) & (19)+	Total of I & II Col. (1) + (2)	
		Govt.		Aided		Un-Aided		Total				
		B	G	B	G	B	G	B	G			
1	2	12	13	14	15	16	17	18	19	20	21	
1.	Bangalore South	-	-	31	121	119	5	49	226	170	396	673
2.	Bangalore North	-	-	28	91	49	41	77	132	209	425	
3.	Bangalore Rural	-	-	-	-	52	55	92	55	147	321	
4.	Kolar	64	26	5	-	756	301	825	327	1152	2139	
5.	Tumkur	50	31	170	73	-	-	220	104	324	680	
6.	Chitradurga	68	90	65	34	-	-	123	124	247	529	
7.	Shimoga	45	32	-	30	-	-	45	62	107	223	
8.	Mysore	67	67	129	88	39	34	235	189	424	866	
9.	Mandya	58	19	-	43	45	-	103	62	165	344	
10.	Kodagu	19	10	-	-	32	61	51	71	122	249	
11.	Dakshina Kannada	20	58	10	98	-	-	30	156	186	410	
12.	Chikmagalur	30	26	-	-	-	-	30	26	56	104	
13.	Hassan	19	21	-	-	92	11	111	32	143	263	
14.	Dharwad	-	26	59	39	37	31	96	96	192	422	
15.	Belgaum	-	-	100	80	53	39	153	119	272	598	
16.	Bijapur	31	12	93	11	-	-	124	23	147	365	
17.	Uttara Kannada	23	33	26	30	-	-	49	63	112	232	
18.	Gulbarga	80	27	-	-	77	85	157	112	269	554	
19.	Bidar	38	21	17	5	-	-	55	26	81	182	
20.	Raichur	32	13	-	-	11	3	43	16	59	162	
21.	Bellary	10	9	33	5	48	1	91	15	106	314	
Karnataka		644	521	766	748	1526	711	2936	1980	4916	10055	

mcb/.

TABLE - 10

KARNATAKA AND NON-KARNATAKA STUDENTS IN PRIMARY TEACHER TRAINING  
INSTITUTES 1989-1990.

Sl. No.	Districts	Primary T.T.I. Iyear						Grand Total (Col (7+8))
		Karnataka		Non-Karnataka		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	
1	2	3	4	5	6	7	8	9
1.	Bangalore South	66	140	41	30	107	170	277
2.	Bangalore North	43	44	56	73	99	117	216
3.	Bangalore Rural	90	56	18	10	108	66	174
4.	Kolar	193	106	439	249	632	355	987
5.	Tumkur	245	111	-	-	245	111	356
6.	Chitradurga	124	158	-	-	124	158	282
7.	Shimoga	41	75	-	-	41	75	116
8.	Mysore	248	182	6	6	254	188	442
9.	Mandya	101	78	-	-	101	78	179
10.	Kodagu	39	88	-	-	39	88	127
11.	Dakshina Kannada	47	174	2	1	49	175	224
12.	Chikmagalur	30	18	-	-	30	18	56
13.	Hassan	81	39	-	-	81	39	120
14.	Dharwad	130	100	-	-	130	100	230
15.	Belgaum	201	100	8	17	209	117	326
16.	Bijapur	159	58	1	-	160	58	218
17.	Uttara Kannada	59	61	-	-	59	61	120
18.	Gulbarga	153	132	-	10	153	132	285
19.	Bidar	74	27	-	-	74	27	101
20.	Raichur	73	30	-	-	73	30	103
21.	Bellary	173	35	-	-	173	35	208
KARNATAKA		2370	1802	571	396	2941	2198	5139

T A B L E - 10

KARNATAKA AND NON-KARNATAKA STUDENTS IN PRIMARY TEACHER  
TRAINING INSTITUTES 1989-90 (Contd).

Sl. No.	Districts	Primary T.T.I. II YEAR						Total (14+15)	Grand Total (9+16)
		Karnataka		Non Karnataka		Total			
		B	G	B	G	B	G		
1	2	10	11	12	13	14	15	16	17
1.	Bangalore South	40	127	186	43	226	170	396	673
2.	Bangalore North	20	78	57	54	77	132	209	425
3.	Bangalore Rural	54	42	38	13	92	55	174	321
4.	Kolar	377	147	448	180	825	327	1152	2139
5.	Tumkur	220	104	-	-	220	104	324	680
6.	Chitradurga	123	124	-	-	123	124	247	520
7.	Shimoga	45	62	-	-	45	62	117	223
8.	Mysore	231	176	4	13	235	189	424	866
9.	Mandya	103	60	-	-	103	62	165	344
10.	Kodagu	51	71	-	-	51	71	122	249
11.	Dakshina Kannada	30	154	-	2	30	156	186	410
12.	Chikmagalur	30	26	-	-	30	26	56	104
13.	Hassan	111	32	-	-	111	32	143	263
14.	Dharwad	96	96	-	-	96	96	122	422
15.	Belgaum	143	108	10	11	153	119	272	598
16.	Bijapur	124	23	-	-	124	23	147	365
17.	Uttara Kannada	49	63	-	-	49	63	112	232
18.	Gulbarga	156	102	1	10	157	112	269	554
19.	Bidar	55	26	-	-	55	26	81	182
20.	Raichur	43	16	-	-	43	16	59	162
21.	Bellary	91	15	-	-	91	15	106	314
	Karnataka	2192	1654	744	326	2936	1980	4916	10055

mkb/.                      B = Boys  
                                  G = Girls

TABLE- 11

Mediumwise Enrolment in Primary Teacher Training Institutes  
1989-1990

Sl. No.	Districts	Primary T.T.I. I Year					Primary T.T.I. II Year					Grand Total Col (7+11)
		Kan	Eng.	Mara- thi	Urdu	To- tal	Kan	Eng	Mara- thi	Urdu	To- tal	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	B'lore South	134	143	-	-	277	117	279	-	-	396	673
2.	B'lore North	117	99	-	-	216	86	123	-	-	209	425
3.	Bangalore Rural	160	14	-	-	174	130	17	-	-	147	321
4.	Kolar	432	529	-	26	987	499	630	-	23	1152	2139
5.	Tumkur	326	30	-	-	356	297	27	-	-	324	680
6.	Chitradurga	265	-	-	17	282	234	-	-	13	247	529
7.	Shimoga	88	-	-	28	116	84	-	-	23	107	223
8.	Mysore	358	84	-	-	442	369	55	-	-	442	866
9.	Mandya	179	-	-	-	179	165	-	-	-	165	344
10.	Kodagu	127	-	-	-	127	122	-	-	-	122	249
11.	Dakshina Kannada	224	-	-	-	224	186	-	-	-	186	410
12.	Chikmagalur	30	-	-	18	48	30	-	-	26	56	104
13.	Hassan	110	-	-	10	120	133	-	-	10	143	263
14.	Dharwad	219	-	-	11	230	177	-	-	15	192	422
15.	Belgaum	181	40	87	18	326	119	38	75	40	272	598
16.	Bijapur	138	25	-	55	218	122	10	-	15	147	365
17.	Uttara Kannada	120	-	-	-	120	112	-	-	1	112	232
18.	Gulbarga	173	29	-	83	285	149	33	15	87	269	554
19.	Bidar	29	22	24	26	101	20	22	-	24	81	182
20.	Raichur	73	24	-	6	103	45	14	-	-	59	162
21.	Bellary	198	-	-	10	208	103	-	-	3	106	314
KARNATAKA:		3681	1039	111	308	5139	3299	1248	90	279	4916	10055

TABLE-12

Results of Primary Teacher Training Institutes 1989-90.

Sl.No.	Districts	Primary T.T.I. I Year						Percent
		Appeared			Passed			
		Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9
1.	Bangalore South	97	158	255	53	91	144	56.5
2.	Bangalore North	77	109	186	35	53	88	47.3
3.	Bangalore Rural	64	39	103	20	13	33	32.0
4.	Kolar.	614	351	965	275	160	435	45.1
5.	Tumkur	213	110	223	164	82	246	76.2
6.	Chitradurga	119	143	262	83	67	150	57.3
7.	Shimoga	38	74	112	30	35	65	58.0
8.	Mysore	175	190	365	53	111	164	44.9
9.	Mandya	98	78	176	47	53	100	56.8
10.	Kodagu	36	74	110	20	43	63	57.3
11.	Dakshina Kannada	49	173	222	30	155	185	83.3
12.	Chickmagalur	12	18	30	6	6	12	40.0
13.	Hassan	79	39	118	43	25	68	57.6
14.	Dharwad	130	95	225	68	55	123	54.7
15.	Belgaum	170	110	280	68	51	119	42.5
16.	Bijapur	127	54	181	81	45	126	69.6
17.	Uttara Kannada	58	60	118	45	66	111	94.1
18.	Gulbarga	118	46	164	11	20	31	18.3
19.	Bidar	72	27	99	30	12	42	42.4
20.	Raichur	64	22	86	34	16	50	58.1
21.	Bellary	157	30	187	55	15	70	37.4
KARNATAKA		2567	2000	4567	1251	1174	2425	53.1

HG/-....ce.

TABLE - 12

Results of Primary Teacher Training Institutes 1989-90  
(contd.)

Sl.No.	Districts.	Primary T.T.I. II Y r						Percentage
		Appeared.			Passed.			
		Boys	Girls	Total	Boys	Girls	Total	
1	2	10	11	12	13	14	15	16
1.	Bangalore South.	217	154	381	127	131	258	67.7
2.	Bangalore North.	68	121	189	33	81	114	60.3
3.	Bangalore Rural.	80	53	133	22	22	44	33.1
4.	Kolar	733	287	1020	256	124	380	37.3
5.	Tumkur.	193	102	295	144	68	212	71.9
6.	Chitradurga.	121	100	221	79	62	141	63.8
7.	Shimoga.	44	52	106	35	46	81	76.4
8.	Mysore.	207	195	402	125	123	248	61.7
9.	Mandya.	102	61	163	56	47	103	63.2
10.	Kodagu.	48	79	127	28	58	86	67.7
11.	Dakshina Kannada.	30	155	185	25	144	170	91.9
12.	Chickmagalur.	26	14	40	10	8	18	45.0
13.	Hassan.	110	30	140	84	23	107	76.4
14.	Dharwad.	94	96	190	63	60	123	64.7
15.	Belgaum.	144	115	259	52	74	126	48.6
16.	Bijapur.	93	13	106	49	6	55	51.9
17.	Uttara Kannada.	45	60	105	31	48	79	75.2
18.	Gulbarga.	132	101	233	39	43	82	35.2
19.	Bidar.	54	26	80	16	7	23	28.0
20.	Raichur.	34	15	50	4	6	10	20.0
21.	Bellary.	92	14	106	55	13	69	65.1
KARNATAKA :		2667	1854	4531	1335	1194	2529	55.8



TABLE-13

Staffing Pattern in Primary Teacher Training Institutes  
1989-90.

Sl.No.	Districts	Super- intendent	Teacher Educa- tor	Physical Educator	Music Teacher	Craft Teacher	Other	Part Time
1	2	3	4	5	6	7	8	9
1.	Bangalore South	11	59	11	5	8	6	13
2.	Bangalore North	6	50	6	4	3	2	4
3.	Bangalore Rural	5	26	2	1	3	1	11
4.	Kolar	15	83	10	7	11	7	12
5.	Tumkur	6	40	5	3	6	7	1
6.	Chitradurga	5	33	4	-	3	4	1
7.	Shimoga	3	16	2	1	3	1	4
8.	Mysore	9	12	5	4	48	4	7
9.	Mandya	4	15	3	1	3	3	2
10.	Kodagu	3	13	3	1	4	3	-
11.	Dakshina Kannada	7	31	3	1	6	9	7
12.	Chickmagalur	1	13	-	-	4	1	-
13.	Hassan	3	21	2	2	3	1	2
14.	Dharwad	10	61	9	7	14	7	5
15.	Belgaum	10	47	9	3	5	8	9
16.	Bijapur	6	39	6	2	8	3	5
17.	Uttara Kannada	2	15	2	-	2	1	2
18.	Gulbarga	8	79	6	5	12	7	5
19.	Bidar	3	23	2	1	2	4	-
20.	Raichur	4	21	2	-	14	4	2
21.	Bellary	3	23	3	-	5	2	-
	KARNATAKA	124	698	95	48	167	85	82

HG/-...cs.

TABLE - 14

Strength of scheduled Castes and Scheduled Tribes  
in Primary Teacher Training Institutes 1989-90.

Sl. No.	Districts.	Primary T.T.I. I Year								Grand Total Col 19 + (10)
		S.C.		S.T.		Others.		Total		
		B	G	B	G	B	G	B	G	
1	2	3	4	5	6	7	8	9	10	11
1.	Bangalore South	10	11	2	1	95	158	107	170	277
2.	Bangalore North	14	17	-	2	85	98	99	117	216
3.	Bangalore Rural	21	2	-	2	87	62	108	66	174
4.	Kolar.	34	12	13	1	585	312	632	355	987
5.	Tumkur.	43	12	14	3	188	96	245	111	356
6.	Chitradurga	24	14	7	9	93	135	124	158	282
7.	Shimoga.	4	11	1	2	36	62	41	75	116
8.	Mysore.	28	20	4	1	222	157	254	188	442
9.	Mandya.	22	18	2	-	77	60	101	78	179
10.	Kodagu.	4	1	-	2	35	85	39	88	127
11.	Dakshina Kannada.	2	10	2	2	45	163	49	175	224
12.	Chickmagalur.	-	-	-	-	30	18	30	18	48
13.	Hassan.	9	3	3	-	69	36	81	39	120
14.	Dharwad.	6	4	-	-	124	96	130	100	230
15.	Belgaum.	26	13	-	-	183	104	209	117	326
16.	Bijapur	21	4	-	-	139	54	160	58	218
17.	Uttara Kannada.	3	-	1	-	55	61	59	61	120
18.	Gulbarga	13	3	1	-	139	129	153	132	285
19.	Bidar	12	4	1	1	61	22	74	27	101
20.	Raichur.	10	6	3	2	60	22	73	30	103
21.	Bellary	11	2	5	3	157	30	173	35	208
KARNATAKA :		317	157	59	31	2565	2000	2941	2198	5139

BS/-

TABLE - 14.

Strength of Scheduled Castes and Tribes in Primary  
Teacher Training Institutes 1989-90 ( contd.)

Sl. No.	Districts.	Primary T.T.I. II Year.								Total Total Col. (11 (18+19)	Grand Total Col. (11 (18+19)
		S.C.		S.T.		Others		Total			
		Boys.	Girls.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.		
1	2	12	13	14	15	16	17	18	19	20	21
1.	Bangalore South	27	22	3	22	196	126	226	170	396	670
2.	Bangalore North	11	16	-	2	65	114	77	132	209	421
3.	Bangalore Rural	21	2	-	2	71	51	92	55	147	322
4.	Kolar.	65	17	4	-	756	310	825	327	1152	2139
5.	Tumkur.	32	13	12	6	176	85	220	104	324	580
6.	Chitradurga.	36	6	8	2	79	116	123	124	247	520
7.	Shimoga.	6	7	2	-	37	55	45	62	107	221
8.	Mysore.	26	10	5	1	204	178	235	189	424	860
9.	Mandya.	17	8	-	-	86	54	103	62	165	344
10.	Kodagu.	3	3	1	-	47	68	51	71	122	249
11.	Dakshina Kannada.	3	7	2	-	25	149	30	156	186	410
12.	Chickmagalur.	-	-	-	-	30	26	30	26	56	104
13.	Hassan.	9	4	-	-	102	28	111	32	143	263
14.	Dharwad.	1	1	-	-	95	95	96	96	192	422
15.	Bolgaum.	30	12	1	-	122	107	153	119	272	508
16.	Bijapur.	16	2	-	-	108	21	124	23	147	365
17.	Uttara Kannada.	1	-	-	-	48	63	49	63	112	232
18.	Gulbarga.	25	-	-	-	132	112	157	112	269	554
19.	Bidar.	8	2	-	-	47	24	55	26	81	182
20.	Raichur.	8	2	2	3	33	11	43	16	59	162
21.	Bellary.	4	-	2	1	85	14	91	15	106	314
<b>KARNATAKA .</b>		<b>349</b>	<b>134</b>	<b>42</b>	<b>39</b>	<b>2545</b>	<b>1807</b>	<b>2936</b>	<b>1980</b>	<b>4916</b>	<b>1004</b>

BS/-

TABLE - 15.

Enrolment in Pre-Primary Teacher Training Institutes 89-90.

Sl. No.	Districts.	Govt. Aided.				Un-aided.			Total	Grand Total
		B.	G.	B.	G.	P	G.	B.		
1	2	3	4	5	6	7	8	9	10	11
1.	Bangalore South.	-	-	-	-	-	180	-	180	180
2.	Bangalore North.	-	-	-	-	-	81	-	81	81
3.	Bangalore Rural	-	-	-	-	-	23	-	23	23
4.	Kolar.	-	-	-	-	-	101	-	101	101
5.	Tumkur.	-	-	-	-	-	52	-	52	52
6.	Chitradurga.	-	-	-	-	-	50	-	50	50
7.	Shimoga.	-	-	-	-	-	80	-	80	80
8.	Mysore.	-	49	-	-	-	179	-	228	228
9.	Mandya.	-	-	-	-	-	-	-	-	-
10.	Kodagu.	-	-	-	-	-	-	-	-	-
11.	Dakshina Kannada.	-	-	-	-	-	-	-	-	-
12.	Chickmagalur.	-	-	-	-	-	-	-	-	-
13.	Hassan.	-	-	-	-	-	-	-	-	-
14.	Dharwad.	-	44	-	-	-	69	-	113	113
15.	Belgaum.	-	-	-	-	-	124	-	124	124
16.	Bijapur	-	-	-	-	-	30	-	30	30
17.	Uttara Kannada.	-	27	-	-	-	9	-	36	36
18.	Gulbarga .	-	50	-	-	-	50	-	100	100
19.	Bidar.	-	-	-	-	-	-	-	-	-
20.	Raichur.	-	49	-	-	-	-	-	49	49
21.	Bellary.	-	-	-	-	-	32	-	32	32
KARNATAKA :		-	219	-	-	-	1070	-	1289	1289

BS/-

TABLE -16

Karnataka and Non-Karnataka students in Pre-primary  
Teacher Training Institutes 1989-90.

Sl. No.	Districts.	Karnataka.		Non-Karnataka.		Total		Grand Total
		B.	G.	B.	G.	B.	G.	
1	2	3	4	5	6	7	8	9
1.	Bangalore South.	-	139	-	41	-	180	180
2.	Bangalore North.	-	71	-	10	-	81	81
3.	Bangalore Rural	-	23	-	-	-	23	23
4.	Kolar.	-	101	-	-	-	101	101
5.	Tumkur.	-	62	-	-	-	62	62
6.	Chitradurga.	-	37	-	13	-	50	50
7.	Shimoga	-	80	-	-	-	80	80
8.	Mysore.	-	219	-	9	-	228	228
9.	Mandya.	-	-	-	-	-	-	-
10.	Kodagu.	-	-	-	-	-	-	-
11.	Dakshina Kannada.	-	-	-	-	-	-	-
12.	Chickmagalur.	-	-	-	-	-	-	-
13.	Hassan.	-	-	-	-	-	-	-
14.	Dharwad.	-	113	-	-	-	113	113
15.	Belgaum.	-	124	-	-	-	124	124
16.	Bijapur.	-	30	-	-	-	30	30
17.	Uttara Kannada.	-	36	-	-	-	36	36
18.	Gulbarga.	-	100	-	-	-	100	100
19.	Bidar.	-	-	-	-	-	-	-
20.	Raichur.	-	49	-	-	-	49	-
21.	Bellary.	-	32	-	-	-	32	32
KARNATAKA:		-	1216	-	73	-	1289	1289

BS/-

TABLE - 17

Results of Pre-Primary Teacher Training Institutes 89-90.

Sl. No.	Districts	Appeared.			Passed.			per-centage.
		Boys.	Girls.	Total	Boys.	Girls.	Total.	
1.	Bangalore South	-	179	179	-	155	155	87.6
2.	Bangalore North	-	76	76	-	70	70	92.1
3.	Bangalore Rural	-	23	23	-	15	15	65.2
4.	Kolar.	-	101	101	-	84	84	83.2
5.	Tumkur.	-	61	61	-	54	54	88.5
6.	Chitradurga.	-	33	33	-	27	27	81.8
7.	Shimoga.	-	80	80	-	78	78	97.5
8.	Mysore.	-	219	219	-	201	201	91.8
9.	Mandya.	-	-	-	-	-	-	-
10.	Kodagu.	-	-	-	-	-	-	-
11.	Dakshina Kannada.	-	-	-	-	-	-	-
12.	Chikmagalur.	-	-	-	-	-	-	-
13.	Hassan.	-	-	-	-	-	-	-
14.	Dharwad.	-	110	110	-	83	83	75.5
15.	Belgaum.	-	123	123	-	65	65	52.8
16.	Bijapur.	-	30	30	-	27	27	90.0
17.	Uttara Kannada.	-	36	36	-	22	22	61.1
18.	Gulbarga.	-	85	85	-	48	48	56.5
19.	Bidar.	-	-	-	-	-	-	-
20.	Raichur.	-	46	46	-	24	24	52.2
21.	Bellary	-	32	32	-	22	22	68.8.
KARNATAKA :		-	1234	1234	-	975	975	79.0

BS/-

TABLE - 18

Medium-wise Enrolment in Pre-Primary Teacher Training  
Institutes 1989-90.

Sl. No.	Districts.	Kannada.	English.	Marati.	Urdu.	Total.
1.	Bangalore South	102	78	-	-	180
2.	Bangalore North	31	50	-	-	81
3.	Bangalore Rural	15	7	-	-	23
4.	Kolar.	101	-	-	-	101
5.	Tumkur.	23	39	-	-	62
6.	Chitradurga.	50	-	-	-	50
7.	Shimoga.	80	-	-	-	80
8.	Mysore.	214	14	-	-	228
9.	Mandya.	-	-	-	-	-
10.	Kodagu.	-	-	-	-	-
11.	Dakshina Kannada.	-	-	-	-	-
12.	Shikmagalur.	-	-	-	-	-
13.	Hassan.	-	-	-	-	-
14.	Dharwad.	113	-	-	-	113
15.	Belgaum.	74	-	50	-	124
16.	Bijapur.	30	-	-	-	30
17.	Uttara Kannada	36	-	-	-	36
18.	Gulbarga.	100	-	-	-	100
19.	Bidar	-	-	-	-	-
20.	Raichur.	49	-	-	-	49
21.	Bellary.	32	-	-	-	32
KARNATAKA :		1051	188	50	-	1289

BS/-

TABLE - 19.

Staffing pattern in Pre-primary Teacher Training Institutes  
1989-90.

Sl. No.	Districts.	Super-intendent.	Teacher-Educator.	Music Teacher.	Craft Teacher.	Physical Education.	Others.	Part-time.	Total.
1	2	3	4	5	6	7	8	9	10
1.	Bangalore South.	5	10	1	2	5	2	2	27
2.	Bangalore North.	2	5	1	3	-	1	-	12
3.	Bangalore Rural	1	1	1	1	-	-	-	4
4.	Kolar.	4	9	3	2	1	1	-	20
5.	Tumkur.	2	5	2	-	1	1	-	11
6.	Chitradurga.	-	2	-	-	-	-	-	2
7.	Shimoga.	2	3	-	-	-	1	-	6
8.	Mysore.	5	13	2	2	2	1	4	29
9.	Mandya.	-	-	-	-	-	-	-	-
10.	Kodagu.	-	-	-	-	-	-	-	-
11.	Dakshina Kannada.	-	-	-	-	-	-	-	-
12.	Chickmagalur.	-	-	-	-	-	-	-	-
13.	Hassan.	-	-	-	-	-	-	-	-
14.	Dharwad.	3	4	1	3	1	2	-	14
15.	Belgaum	2	5	-	2	1	2	-	12
16.	Bi japur.	1	1	-	1	-	-	-	3
17.	Uttara Kannada.	2	10	2	1	1	1	5	22
18.	Gulbarga.	2	18	2	4	2	1	-	29
19.	Bidar.	-	-	-	-	-	-	-	-
20.	Raichur.	1	4	-	-	-	1	4	10
21.	Bellary.	1	2	-	-	-	-	4	7
KARNATAKA:		33	92	15	21	14	14	19	208

BS/-



TABLE-20

Strength of Scheduled Castes and Tribes in Pre-Primary Teacher Training Institutes 1989-90.

Sl.No.	District	Scheduled castes		Scheduled Tribes		Others		Total		Grand Total
		B	G	B	G	B	G	B	G	Total
1.	Bangalore South	-	4	-	-	-	176	-	180	180
2.	Bangalore North	-	4	-	-	-	7	-	81	81
3.	Bangalore Rural	-	4	-	-	-	23	-	23	23
4.	Kolar	-	20	-	3	-	78	-	101	101
5.	Tumkur	-	21	-	3	-	38	-	62	62
6.	Chitradurga	-	6	-	-	-	44	-	50	50
7.	Shimoga	-	9	-	1	-	70	-	80	80
8.	Mysore	-	21	-	-	-	207	-	228	228
9.	Mandya	-	-	-	-	-	-	-	-	-
10.	Kodagu	-	-	-	-	-	-	-	-	-
11.	Dakshina Kannada	-	-	-	-	-	-	-	-	-
12.	Chickmagalur	-	-	-	-	-	-	-	-	-
13.	Hassan	-	-	-	-	-	-	-	-	-
14.	Dharwad	-	9	-	-	-	104	-	113	113
15.	Belgaum	-	12	-	-	-	112	-	124	124
16.	Bijapur	-	3	-	-	-	27	-	30	30
17.	Uttara Kannada	-	2	-	-	-	34	-	36	36
18.	Gulbarga	-	15	-	-	-	85	-	100	100
19.	Bidar	-	-	-	-	-	-	-	-	-
20.	Raichur	-	4	-	6	-	39	-	49	49
21.	Bellary	-	-	-	-	-	32	-	32	32
KARNATAKA		-	130	-	13	-	1146	-	1289	1289



TABLE - 22

Enrolment in Pre-vocational Training Centres 1989-90.

-----									
Districts and Centres.									
Sl. No.	Particulars.	B'lore Rural Anekal.	Chitradurga Challa-kere.	Mandya Mallavalli.	Dakshinanna-Kota.	Dharwad Hanas-Kota.	Bijapur Alimatti.	Rai-Chur.	Grand Total
1	2	3	4	5	6	7	8	9	10
-----									
<u>I year</u>									
Boys.		29	7	15	9	28	21	32	141
Girls.		-	-	-	-	-	-	-	-
Total		29	7	15	9	28	21	32	141
<u>II Year.</u>									
Boys		15	21	15	9	21	5	25	111
Girls		-	-	-	-	-	-	-	-
Total		15	21	15	9	21	5	25	111
<u>III. Year.</u>									
Boys		28	17	19	13	10	9	20	116
Girls		-	-	-	-	-	-	-	-
Total		28	17	19	13	10	9	20	116
Grand Total (I + II + III)		72	45	49	31	59	35	77	368
<u>Teaching Staff:</u>									
a) Sanctioned.		10	3	7	3	6	7	3	39
b) Working		9	3	7	2	4	7	3	35
c) Vacant.		1	-	-	1	2	-	-	4
-----									

BS/-

TABLE-23

Enrolment of Teaching staff in social Institutions ( Dance and Drama) during 1989-90.

Sl.No.	Particulars	Dance			Drama		
		Men	Women	Total	Men	Women	Total
1		3	4	5	6	7	8
1.	Private candidates	-	20	20	8	6	14
2.	Deputed Candidates	-	-	-	-	-	-
	Total	-	20	20	8	6	14

HG/-...cs.

TABLE-24

No. of Teachers Trained in Teacher Centres 1989-90.

Sl.No.	Particulars	Centres		Total
		Dharwad	Vidyanagar	
1.	No. of Courses conducted	28	31	59
2.	Duration of the Course	1-5 days	1-6 days	1-6 days
3.	No. of Teachers Trained			
	a) Men	1008	736	1744
	b) Women	410	454	864
	c) Total	1418	1190	2608
4.	No. of Teaching Staff			
	a) Men	NA	NA	NA
	b) Women			
	c) Total	7	6	13
I.	Scheduled Castes	-	-	-
	a) Men	-	1	1
	b) Women	-	-	-
II.	Scheduled Tribes			
	a) Men	-	-	-
	b) Women	-	-	-

NA: Not available

(M) National Systems  
 10/11/90  
 Date: 13/6/90

HG/-...cs.