

Training Programmes taken up by the department to improve the quality of Education in primary schools.

Chaithanya Training Program:

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

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

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

The training module was prepared on these principles in three subjects- Kannada, Mathematics and Environmental Sciences and the Master Resource Person were trained by DSERT, and the actual training of the teachers was conducted through the DIET and BRC's.

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

Chitanta II(for HPS teachers)

Chaitanya II for teachers of HPS is an advanced version of Chaitanya for lower primary schools. Training module was in five disciplines viz., Kannada, English, Mathematics, Science and Social Science. The modules were prepared in Kannada, More importance was given to content. At that level the children need to be helped in attaining mastery in content and teachers also expressed the need for the same, 50,000 teachers of Higher Primary schools were trained.

Chitanya Tarani(Training in use of TLM Teaching Learning Materials)

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

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

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

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

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

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

Shikshanadalli Rangakale;(Dramatization in Education)

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

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

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

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

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

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

Spandana

Spandana is a training module which was prepared with an intention to train master resource persons who in turn train School Development and Monitoring Committee (SDMC) members. Through the help of another training module called Sankalpa.

- The objectives of this training is to enable the
- The SDMC members to take active participation in the improvement of school education in the local situation.

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

Adoption of Nali-Kali:

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

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

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

- Pre-preparatory activities
- Preparatory activities
- Learning activities
- Evaluation activities
- Evaluation

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

Prerana(Foundation Course for newly recruited teachers)

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

Bahumuki(Multi grade and Multi level teaching program)

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

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

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

English Language Teacher Training Program

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

School Development plan:

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

School Development plan aims:

- To empower institutions to develop plans reflecting the schools vision for the next five years, with clear priorities,
- To train heads of schools, teachers and communities to assess the needs and prioritize them,
- To plan for mobilizing and utilizing the available resources effectively and bring about the desired changes in the institutions.
- To empower the schools to exhibit autonomy and accountability by ensuring community participation,
- SDP will be implemented in three phases from 2003-04. The pilot phase, the expansion phase, and the consolidation phase. Process of training is totally participatory and reviews the progress of participating schools in preparing the school development plans and their implementation.

The Edusat Project:

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

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

In the next phase of the project it is proposed to establish TV receiving stations in all the 202 BRCs to enable taking up teacher training programs on a large scale.

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