

**District Institute of Education and Training  
Mysuru**

**Annual Report  
2017-2018**

**VISION**

**“A research institution for enhancing the abilities of the learning community and developing educational leadership at the district level”**

## Odu Karnataka

Karnataka Government has launched special program 'Odu Karnataka' for the Strengthening of early grade reading, writing, comprehension and early mathematics among 4 and 5<sup>th</sup> std students of all the Government schools. This program is organized with the collaboration of Pratham- NGO, an international Organization, Sarva Shikshana Abhiyana and DSERT, Bangalore.

Mysore DIET has trained 165 CRP

### Objectives:

1. Strengthening of early grade reading, writing, comprehension and early mathematics.
2. To enable the teachers to understand and implement the Pratham Learning Processes in the classroom
3. To enable the teachers to give remedial support
4. To enable the CRP's to train and guide teachers on Odu Karnataka Program

S I N o	Taluk	BR CC	No dal BR P	C R P	DIET Node I Offic erss	Teach ers
1	JZir PÉÆÃ mÉ	1	1	1 7	1	323
2	°ÀÄt,À ÆgÀÄ	1	1	2 5	1	326
3	PÉDgï £ÀUÀg À	1	1	1 8	1	241
4	ªÉÄÊ,À ÆgÀÄ GvÀÛg À	1	1	6	1	58

5	$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$	1	1	20	1	323
6	$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$	1	1	5	1	32
7	$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$	1	1	25	1	380
8	$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$	1	1	23	1	296
9	$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$	1	1	20	1	260
		<b>9</b>	<b>9</b>	<b>159</b>	<b>9</b>	<b>2239</b>

Trained teachers have conducted Baseline survey on 4 to 5<sup>th</sup> std students of their school. On the basis of the result they have started Odu Karnataka program in the school. The Odu Karnataka Program is under progress.

### SSA Training Progress

No society can rise above the status of its teachers. So it is the responsibility of the DIET to support the teachers in this regard. Teachers training plays major role in enhancing the quality of education. Based on teacher requirement and need DIET has planned and conducted training programs.

For the year 2016-17 state approved to give 5 day training for 8768 teachers of Mysuru district

#### Objectives:

- Strengthening of early grade reading, writing, comprehension and early mathematics.

- Strengthening social science, Mathematics and Science learning at upper level.
- Inclusive of CCE systems in all grades and all subjects.

**Three training packages planned are**

- 1-3<sup>rd</sup>std teachers content oriented Training for NaliKali and Kalinali Teachers
- 4-5<sup>th</sup> std teachers content oriented and Odu Karnataka Training.
- 6-8<sup>th</sup>std subject wise Training (Kannada, Hindi, Mathematics, science, Social Science and Physical Education teachers training).

**Progress up to Jan 2016:**

**1. District level MRP Training:**

- Odu Karnataka training has been conducted for 165 CRP's at district level.
- MRP Training for 6-8 Kannada, Hindi, Math, Science and Social Science has been conducted in the first week of January.

**2. Block Level Training for Teachers:**

- Odu Karnataka Training was given to 2239 teachers who handle 4<sup>th</sup>& 6<sup>th</sup> STD
- It was planned to conduct all the 6-8 Training program to teachers in the month of January.

## Training Modules

### Training Literature prepared during 2016-17 at District Level

- DIET has designed 3 training literature for 6-8<sup>th</sup>std subject wise Teachers Training (Kannada, Hindi and Social Science)
- 4 Supplementary training literature for 4 to 5<sup>th</sup> std Teachers and 6 to 8<sup>th</sup> std Math And Science teachers and Aided School 1 to 3<sup>rd</sup> std teachers.

**Table :**Information about training literature prepared during 2016-17

Sl. No	Name of the Training literature	Objectives	Duration	To whom	Developed by
1	<b>Sugama-</b> 1 to 3 <sup>rd</sup> Kalinali	1. To develop facilitating skills among to teachers 2. To understand and apply the theory of Constructivism. 3. To practice 5E's in classroom process.	2 days	Aided School 1 to 3 <sup>rd</sup> teachers	DIET Lecturers, BRP's, CRP's and Teachers
2	<b>Sugama-</b> 4 to 5 <sup>rd</sup> Kalinali		2 days	4 to 5 <sup>th</sup> STD Teachers	
3	<b>Sugama-</b> 6-8 <sup>th</sup> Kannada		5 days	6 to 8 <sup>th</sup> STD	
4	<b>Sugama-</b> 6-8 <sup>th</sup> Hindi		5 days		
5	<b>Sugama-</b> 6-8 <sup>th</sup> Maths		2 days		
6	<b>Sugama-</b> 6-8 <sup>th</sup> Science		2 days		
7	<b>Sugama-</b> 6-8 <sup>th</sup> Social Science		5 days		

### School Development and Monitoring Committee:

In order to ensure community ownership and community participation in education the Government have evolved this system of having for each Government school a School Development and Monitoring Committee. Apart from others, the main members of this committee will be 9 parents whose children are studying in the said school. The SDMC has been given necessary powers and functions for ensuring that the schools are managed better and most of the issues relating to the academic aspects and developmental activities of the schools are addressed to by SDMCs. The Head Master of the school functions as the Secretary of the SDMC.

Two days SDMC training was organized for High school Head Masters. The thrust was on preparing SDP. The training also stressed on the importance of various programmes of the department. Trainees were allowed to share their experiences in the development process and SDP was made.



**Objectives:**

- 1.SDMC participation at School Level –its meaning, scope and opportunity.

2. Guidelines for the constitution of SDMCs under RTE Act and Rules.

3. SDMC – formation of SDMCs, objectives for the formation of SDMCs, its roles and responsibilities , powers and duties of the members, procedure to convene and conduct SDMC meetings, roles and responsibilities of the Civic Amenity committee with reference to SDMCs.

4. School Development Plans-definition, purpose, objectives, importance, people to be involved in preparation of SDP, identification of areas to be covered in SDP, use of indicators in planning and monitoring, formats for identification of educational indicators for SDP and model of SDP.





3



Nature of programme	No. of participants proposed to be covered as per AWP-2016-17	Average duration of programme	Achievements	Shortfalls if any with reasons	Expenditure incurred(In lakh)
DOL-Sdmc training	2880	2 days	1395	Partially achieved (amount not released)	6.78

### **SHAIKSHANIKA SPANDANA**

BRC carries out its academic programmes under the guidance and supervision of DIET. Every BRC has a vision shared with the vision of the DIET at the District level. To ensure realisation of vision, during 2016-17, DIET Mysuru organised an innovative programme called "Shaikshanika spandana". DIET officials along with the principal visited in teams all BRCs of the district. This programme was mainly carried out to ensure the effective implementation of DIET programmes at block level. Officers visited the blocks and reviewed the progress the whole day. At the end of the day, a progress review meeting was conducted with BEO, BRC, BRPs, ECOs, CRPs and IERTs and solved problems and issues related to initiatives in the programme.

Three teams headed by senior lecturers were constituted and each team was assigned with 3 educational blocks to carry out the task. . Dates were finalised i.e on 15<sup>th</sup>, 16<sup>th</sup> and 17<sup>th</sup> of June 2016.

TOR in respect to nearly 30 programmes was prepared and was sent to all blocks well in advance so that the BRC faculty and the nodal officers of the respective programme would get prepared for the review.

The programmes that were reviewed :

- Science seminars for teachers and students.
- Science drama
- Science exhibitions
- Status of science centres
- INSPIRE award
- SSA training programmes
- CCE implementation
- TTMS
- Tele Education
- CALC
- Action Research
- Nali-Kali
- NGO collaboration
- STF
- TESS
- Innovative programmes of the block
- Pade Bharat Bhade Bharat
- Shaikshanika Adalat
- 10 point programmes
- Teleconferences
- School visits
- QMT
- KSQAAC
- PINDICS
- Educational and vocational guidance
- Shalege Banni Shanivara

**Outcome of the programme:**

- Since the majority of BRC faculty were new to their task as BRPs and CRPs, it not only gave them insights to programmes but also their roles and responsibilities in implementation of the programme were made known to them.
- It was observed that, in many blocks no nodal officers were appointed for many of the programmes.

- The BRC on the spot appointed the nodal officer to ensure that there was no hindrance to implement the programme from their block.
- A detailed report was sent to each block.
- Follow up work is being done by DIET block nodal officers during their visits.
- Shaikshankasandhana proved to be a great success

### **Shaleyatta Namma Chittha**

In order to observe and record all educational activities of a school, a format has been designed at the state level under the programme “Shaleyatta Namma Chittha”. The educational activities that will be carried out and the implementation of training programme by the teacher in their class room process would be observed and recorded by DIET block nodal officers. The format includes 10 fields and for every field marks is allotted .The information gathered would be consolidated and analysed at DIET.

DIET block nodal officers visit one school per week in their concerned nodal blocks. Their observation begins from the commencement of school prayer. Learning achievement of students , teachers classroom processes, duties performed by the heads of the institution, co-curricular activities in the school would be assessed in detail.

At the end of the day, a meeting of the HM and the staff and SDMC members would be convened in which the performance of the school in each field is discussed. meeting proceedings will be recorded. and follow up work will also be undertaken.

#### **Fields included for observation:**

1. Basic facilities
2. Students enrolment and attendance

3. School academic and learning achievement of students
4. Teachers preparation and teaching learning process
5. HM's school administration
6. Physical education and co-curricular activities
7. Community participation
8. Utilization of grants and facilities
9. Mid day meal programme
10. Innovative activities of the school

Field wise entries in terms of marks would be entered by all the officers in DIET in excel sheet and sent to DSERT on every Saturday that follow. till the end of November 2016, a total of 48 schools have been visited in this regard.

Visits will be followed by discussions at DIET. All officers share the good practices , short falls, challenges etc in that particular school. And plan of action is prepared to improve upon in the fields in which they are lagging behind.

## **30 DAYS NEED BASED EMPOWERMENT PROGRAMME FOR GOVT. PRIMARY SCHOOL TEACHERS**

### **REPORT**

English was introduced as compulsory subject from class 1 in Karnataka in the year 2007-08. But even after 8 years of introducing English; there is no much change in the level of children in learning ENGLISH. It is not the mistake or problem of children, but the teachers who are handling English, do not have the English language proficiency and higher qualification as well. ASER-2016 report says, a 7<sup>th</sup>std student is not able to read 3<sup>rd</sup>std text. Considering this Government has taken a strong step to empower the teachers in language proficiency and pedagogy skills. RIESI Bengaluru was entrusted to shoulder this responsibility. RIE faculty and a few teachers prepared the module. The objectives of the training are -

- enable the teachers in language proficiency.
- enhance their knowledge in understanding the text.
- develop their ability in transacting English curriculum in activity based, learner centered and process oriented.
- enrich the teachers in facilitation of language skills' development of the students.
- encourage the teachers to design their own activities.
- strengthen teachers professionally.
- help them to integrate communication technology in teaching-learning process.

Based on these objectives, MRPs were trained in RIESI Bengaluru for 25 days (2.11.16 to 30.11.16). Areas covered in the module are - MY PROFILE, MY PORTFOLIO, VOCABULARY, LISTENING AND SPEAKING, READING , WRITING, LANGUAGE USE , LEARNING STYLES AND STRATEGIES, LEARNING DIFFICULTIES,

## PROFESSIONAL DEVELOPMENT and APPROACHES AND METHODS.

Each topic is discussed under following sub headings:-

\*OBJECTIVES\*PROCESS\*PROCEDURE\*SUPPORT\*PRACTICE\*INSIGHT\*GENERATE.

Few more additions in the module are :- Questionnaire for self-assessment, Reflection sheet, Extracts from NCF, Useful Books, Text Book Analysis Tool, Reflections on a Training Programme held in Bidar, Learning Outcomes, Time Table for District Level Training.

Expected Learning outcomes:-

- Listen and respond to instructions, greetings, oral messages, telephonic communications'
- Recite rhymes and poems with correct action, intonation , pause and pronunciation'
- Narrate stories, incidents and anecdotes.
- Give instructions.
- Use all language functions in their communication.
- Read and comprehend different types of texts.
- Frame questions of different types.
- read aloud by chunking the text.
- Write legibly in italics.
- Writing texts of different genre.
- Sub skills of writing (punctuation, use of capitals, hand writing etc)

- Develop creative writing.
- Enrich vocabulary through different language games and activities.
- Communicative grammar and its usage.(parts of speech,tenses)
- Familiarize teachers with different ways and means of professional development.
- Text book analysis on all skills.
- Learning styles and strategies.
- Classroom management.
- Teaching of prose and poetry.

## RESEARCH

### Study 1 ( Zero budget)

“Effectiveness of 6 to 8 Science content oriented Training on enhancing quality of Learning.”

#### Objectives:

1. To analyze the usefulness of training literature prepared and training given to Science teachers.
2. To find the effectiveness 6 to 8 Science content oriented Training on enhancing quality of Learning

#### Sample:

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1	H.D Kote	7
2	Hunsur	10
3	K.R Nagar	8
4	Mysore North	8

5	Mysore South	5
6	Mysore Rural	14
7	Nanjangud	7
8	Periyapattana	7
9	T.N Pura	8
Total		74

**Outcome:**

a) About Training Literature prepared and Training given to Teachers:

- Since 2013 majority of the trainings literature prepared based on NCF-2005, RTE-2009, CCE and constructivist based new text books. The quality of training literature prepared by DSERT was good. But the philosophy of constructivism was no were discussed in the material.
- The training decisions were taken at State level but freedom was given to the DIET to modify training according to district needs. Since 2013 the methodology used in the trainings is group activities, group discussion, PPT presentation, video presentation, demo classes etc. Excluding British Council Training nowhere opportunities given to practice what the teacher learned as theory during the training period. Teachers were facing problem in linking theory and practical aspects.

b) Implementation of training and quality of learning:

- Classroom processes are in traditional mode. Teachers are lagging behind in forming students as independent learners. Related to quality it was found lack of questioning, scientific thinking, exploration and material managing skill among students.
- Students are good at reproducing what the teacher presented in classroom rather than constructing their own knowledge.

## Study 2: ( Zero budget)

“Effectiveness of of KaliNali Training (Sugama) given to 1 to 3<sup>rd</sup> Aided school Teachers”

### Objectives:

1. To find the effectiveness of training given to 1 to 3<sup>rd</sup> aided school teachers on their facilitation skill
2. To analyze the impact of training on the quality of learning

### Methodology:

### Sample:

Training was given to 163 teachers and their classroom performance was observed before training and after training 63 teachers class was observed.

Sl. No.	Location	Number of teachers observed before training	Number of teachers observed after training
1	H.D Kote	18	0
2	Mysore North	53	38
3	Mysore south	55	15
4	Mysore Rural	22	20
5	Nanjanagud	15	11
Total		163	83

The classroom observation schedule was prepared with 50 items related to constructivism and CCE. The classroom performance before and after training given was observed using Classroom Observation Schedule with 50 items. The difference between pre

and post training classroom performance was calculated and analyzed to find the effectiveness of training given

**Outcomes:**

**After the training given to 1 to 3<sup>rd</sup> aided school teachers**

- Changes found in the facilitation skill of teachers- i.e Preparing learning materials, framing activities, making the children to think.
- There is improvement in student's participation, exploration ability, student's involvement and expression after the training given to teacher.
- There are some positive changes in CCE practices of teachers; they are trying to understand the children in learning processes.

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## Study 3: ( Zero budget)

### Special Training

Karnataka Government has planned and implemented Special Training Program for SC/ST students during Dasara holiday 2016-17. This program was implemented in 9 blocks of Mysore District. 2277 students of the district have taken the benefit.

#### Objectives of the program:

- To enhance the learning level of the students of deprived class.
- To provide remedial support to the students.

#### Objectives of the study:

- 1) To find effectiveness of special training given to the SC/ST students
- 2) To document the processes of special training.

Classes	No of students attended
9	843
10	1434

#### Outcome:

- Students gained more benefits from Math and Science subjects.
- There was average 35% improvement in post test comparing to Pre test.
- Parent felt the usefulness of the training and they conveyed their gratitude to the Government.
- Students have got an opportunity to participate the learning processes facilitated by different teachers of different school they enjoyed a lot.
- Students learned different learning techniques and tips to learn easily.
- At the end of the program there was a shortage in attendance.
- More preparation was required to make the program successful.

## Study 1

“Effectiveness of 6 to 8 Science content oriented Training on enhancing quality of Learning.”

#### Objectives:

3. To analyze the usefulness of training literature prepared and training given to Science teachers.
4. To find the effectiveness 6 to 8 Science content oriented Training on enhancing quality of Learning

**Sample:**

PÀ æ., ÀA	vÁ®ÆèQfÀ °É,ÀgÀÄ	±Á-ÉUÀ¼À ,ÀASÉâ
1	H.D Kote	7
2	Hunsur	10
3	K.R Nagar	8
4	Mysore North	8
5	Mysore South	5
6	Mysore Rural	14
7	Nanjangud	7
8	Periyapattana	7
9	T.N Pura	8
Total		74

**Outcome:**

c) About Training Literature prepared and Training given to Teachers:

- Since 2013 majority of the trainings literature prepared based on NCF-2005, RTE-2009, CCE and constructivist based new text books. The quality of training literature prepared by DSERT was good. But the philosophy of constructivism was no were discussed in the material.
- The training decisions were taken at State level but freedom was given to the DIET to modify training according to district needs. Since 2013 the methodology used in the trainings is group activities, group discussion, PPT presentation, video presentation, demo classes etc. Excluding British Council Training nowhere opportunities given to practice what the teacher learned as theory during the training period. Teachers were facing problem in linking theory and practical aspects.

**d) Implementation of training and quality of learning:**

- Classroom processes are in traditional mode. Teachers are lagging behind in forming students as independent learners. Related to quality it was found lack of questioning, scientific thinking, exploration and material managing skill among students.
- Students are good at reproducing what the teacher presented in classroom rather than constructing their own knowledge.

## **Study:4 (State level programme)**

**“A Study of awareness among students about Population education as a result of conducting role play and folk dance competitions”**

### **Objectives of the Study.**

- 1) To know the level of understanding of students towards population education.
- 2) To compare the life skills between participants and non participant students in these competitions.
- 3) To record the changes occurred in students after participating in population education competitions.
- 4) To create conducive atmosphere in schools to make population education more effective.

### **Research Questions**

- 1) How far the students have understood the concept of population education ?
- 2) Whether there is any difference in the life skills of participants and non-participants.
- 3) Whether there is any change in the attitude and behaviour of the participants regarding population education.
- 4) Whether proper atmosphere has been created in the schools to make population education more effective.

## **Need of the Study.**

“Today’s children are the citizens of tomorrow”, is a popular saying. As such, it is necessary to develop ideal ethics, values, morale, honest living, punctuality, healthy habits, positive attitudes etc. among children to make them disciplined citizens. Hence with inculcation of the above mentioned qualities, the youngsters can become invaluable resources of the nation. It is even essential to know the impact and influence of competitions on students held from the school level to the national level. This study has been undertaken with the same purpose.

## **Method of Study and Research.**

Survey method has been adopted in this study.

## **Findings of the Study.**

- It is found that students participate in only one or two themes in population education competition resulting in the development of partial knowledge. Hence they are lacking in constructing the whole concept of population education.
- It is found that although there is short fall in developing concept of population education among students who have participated, the students collect information on population education through different activities in the school.
- With regard to the acquisition of life skills among students, they tend to behave smoothly when they get angry. Also they share their feelings with friends and participate boldly in all activities.
- It is found that the boys and girls behave normally during their participation in the competitions.
- It is found that the students who participated in competition have actively involved in Yoga, Pranayama, Surya Namaskara etc., everyday than the non participants.
- It is found that most of the students have directly participated in the district level competition and thus are lacking in developing the concept effectively.
- Even though the decision making ability is found low among students who participated, they are able to take decision with the help of their

parents.

- The students participated in folk dance are found successful to carry out the task in a meticulous manner.
- It has been observed that 95% of students who participated in role play do not yield themselves to the pressure of their friends in developing bad habits.
- It has been observed that the students who have participated in both the activities are away from bad habits.
- It is found that the students who have participated lack the attitude to receive the circumstance as and when it comes.
- It is found that the competitions have not much influenced the gender sensitivity among students.
- The competition have resulted in the development of very few life skills and other life skills also is needed to be developed.
- It has been noticed that the students participating in folk dance are successful in getting equal opportunity in all occasions of the school programme.
- It is found that the boys and girls are equally participating in all the school programmes without any hesitation.
- It is found that students have not responded positively towards the inclusion of sex education in high school level.
- It is found that the students who participated are engaging themselves in environments concerned activities.
- It is found that there is no difference in the attitude of participant and non participant students on gender equality.
- It is found that students participated in role play are against gender bias.
- It is found that both boys and girls participate in role play are less recession to daily life situation.
- The students who participated have developed the attitude of discussing the facts and myths relates to 'AIDS' than non participants.
- It is observed that 11-15% of students who have participated in role play and folk dance have chosen the options "can't say" for the question whether TV Programmes are the responsible for the deterioration of students moral values .this is because students are in state of confusion.
- It is observed that their is an improvement in handling stressful situation among students who have participated in folk dance.

- Participants of role play have shown interest towards personnel hygiene.
- It is observed that the participants of the both the competition have developed habit of respecting elders.
- It has been observed that the influence of folk dance competition is more upon children than role play in acquiring knowledge and understanding of emotions.
- It has been observed that there is lack of guidance by the teachers in implementing the main objective and guiding the students towards the competition.
- Although teachers have opined that there is considerable development in various aspects of child's personality values, confidence, leadership skills, their talent in sports, music, dance etc...they have failed to exactly point out a particular lifeskill which student has acquired.
- It is found that 11- 15% of students do not have clear opinion on dense population of a country is a boon or curse. Through this, we can conclude that students are lacking in developing these concepts.

### **Educational implications.**

- 1) Role play and folk dance competitions shouldn't be mere ordinary competitions as they have a wide scope. They are effective means of creating awareness among the youth about population education with specific aims, objectives and goals. Therefore the menter teacher also need to understand comprehensively about population education.
- 2) The participants can deeply think, introspect, collect information, speak, engage themselves and feel like the characters they play. Thus, they develop one sided view and lack the calibre to develop comprehensive approach of demographic education. This is applicable even to the teachers. Therefore everybody should be made aware of the basic objectives and activities in details about population education.
- 3) The influence of role play seems to be practically more effective than folk dance. Because, when a student plays a particular character, he feels like the character. But by analysing the factual thing, it has been observed that the influence of dance is immense than role play up on children in acquiring knowledge, understanding emotions and mental attitude. This is

due to lack of opportunity to use the mother tongue in role play. Hence opportunities to make use of mother tongue seems to be appropriate as it is a natural process and is the strongest motivation as the child has imbibed the language with his mother's milk.

- 4) The inclination of both the teachers and students to select subjects like environment protection, awareness programme about AIDS, hygiene is not a myth, but a reality. Thus proper measures should be undertaken to select topics for the proper understanding of the social challenges in order to combat them.

## **( Zero budget)**

**Project :1. Empowering the facilitation skills among math's teachers for classes 6&7**

### **OBJECTIVES:**

1. Effective use of teaching/learning methods to concretetise the abstract concepts in math's
2. To develop and use appropriate resources in accordance with the concepts.
3. To establish math's resource rooms in schools
4. To publish an activity bank.

5. To enable the math's teachers to select and use appropriate tools and techniques to assess the development of concepts among learners.





Development of maths resources in schools ! Objectives being realized !

Outcome.

1. Strengthens math's teachers to make effective use of math's resources in facilitating the concepts.
2. Develop and use appropriate tools and techniques in accordance with the concepts.
3. Establish math's resource room. ( 24 schools in T.Narasipura block and 10 schools in Mysuru north)
4. Prepares and uses activity bank for different concepts of math's based on revised blooms taxonomy.
5. Selects appropriate methodology and facilitates learning.



Maths teachers innovative idea of realizing a concept

**Project-Effective implementation of Nali kali programme in Government  
Higher primary schools of Mysore North**

**Introduction:**

Nali kali is essentially based on the activity based learning process. It involves joyful learning which contains processes like songs, games, surveys, story telling and use of educational toys. Thus it arouses interest among students and pushes them positively to participate in the transaction within the

classroom. In Karnataka, Nali kali approach to learning began in 1995 with UNICEF assistance based on the interaction with Rishi valley school, the teachers in primary schools in Mysore worked on the process of teaching to transform the rigid system in schools to an enjoyable, participative system focusing on joyful learning. In Nali kali learning takes place systematically in accordance with age wise competency in an interactive situation. Childrens are grouped and they master the competency and move to another group to learn the next competency. The child is free to move at his/her natural pace of learning.

After successful implementation of Nali kali programme during 2009-10 Nali kali programme was implemented in all Government Kannada medium schools for 1<sup>st</sup> and 2<sup>nd</sup> standard. The programme was extended even to 3<sup>rd</sup> standard from 2010- The main objective of the present project is to strengthen the Nali Kali programme and as DIET faculty provide support and give guidance to Nali Kali teachers to improvise classroom transaction and utilize the supplied learning materials to ensure quality learning among the students.

### **Objectives of the project**

1. Identifying the problems and challenges related to implementation of Nali Kali programme and finding solutions to the problems.
2. Giving guidance to teachers to arrange the Nali Kali classes which is conducive to the Nali Kali approach.
3. To empower the teachers to handle Nali Kali classes effectively following Nali Kali method.
4. To enable the teachers understand the importance of Teaching learning materials and effectively utilize them.
5. To enable the teachers to facilitate Nali Kali transaction effectively so that students participation is to the optimal level.
6. To strengthen the teachers and provide practical experiences in organizing learning activities in English Language classes.
7. To enable the Head Teachers to effectively monitor Nali Kali classes and give necessary support to the Nali Kali teachers.

8. To ensure that the Nali Kali programme is monitored and supervised effectively.

**Methodology and Sampling:**

Two sample schools were selected from each cluster of Mysore North. Totally 12 schools were selected for implementing the project. Stratified random sampling is done in the selection of schools.

**Beneficiaries:**

Nali Kali teachers, 1<sup>st</sup> to 3<sup>rd</sup> std students and Head Masters of sample schools and block level supervisory and monitoring faculty of Mysore North.

**Tools and techniques:**

School information Schedule

Teachers Schedule

Students Schedule

Classroom observation schedule

Test papers for assessing the competencies of the students



### **Expected outcome:**

1. Problems and challenges will be identified related to implementation of Nali Kali programme and findsuitable solutions to the problems.
2. Nali Kali classes will be arranged which is conducive to the Nali Kali approach.
3. Teachers will be empowered to handle Nali Kali classes effectively following Nali Kali method.
4. Teachers understand the importance of Teaching learning materials and effectively utilize them.
5. Teachers will effectively play the role of a facilitator in classroom transaction so that students participation is to the optimal level.
6. Nali Kali teachers will be able to organize learning activities in English Language classes and provide practical experiences to the learners.
7. Head Masters will effectively monitor Nali Kali classes and give necessary support and guidance to the Nali Kali teachers.
8. Effective monitoring and supervision of the Nali Kali programme by block level faculty.

## **EFFECTIVE ENGLISH TEACHING (Classes- 1-5 and 6-7)**

### **(Implementation of the project in K.R Nagar Block)**

#### **Introduction**

English is a universal language. A language which not only helps to improve communication skills but also boosts the confidence to face the competitive world ahead. The world has become a global village. English has become necessary for mobility and social and economic success in the world today. It is very important to develop the basic skills of LSRW(Listening, Speaking, Reading and Writing) at the primary level to improvise their understanding and fluency in language

#### **Teacher's problems:**

- Government schools are not well equipped with language teachers; the teachers who handle the subject do not have a hold over the language.

- Lack of confidence to present the subject matter brings down the quality of education.
- Libraries are not provided with sufficient English books which avoid the usage of numerous activities as worksheets and teaching aids.

Student's problems:

- The influence of mother tongue.
- Lack of basic foundation at primary levels hinders the growth even at higher classes.
- Fear of learning a new language.
- Follows the monotonous way of by hearting (rote method), rather than comprehending the concepts.
- Lack of exposure to spoken English.
- Lack of family background as many students are first learners at home.

LIST OF OBJECTIVES

- To focus on developing the four skills Listening, Speaking, Reading and Writing
- To learn to use the communicative skills in real life.
- To make education relevant to the present and future needs
- NCF -2005 presents the special features which can be the prime objectives to be implemented to develop the language skills.

➤ Enriching the curriculum beyond the textbooks.

❖ Evaluation can be divided as Oral and Writing .

❖ Projects, activities and classroom situations can be included

for evaluation

❖ Question papers can be simple yet interesting.

❖ Sections can be made in the paper for classes 6-7 with

Part A- Unseen simple passages,

Part B- Writing(letter writing, paragraph writing, picture

compositon...)

Part C- Grammar

Part D –Literature (Question and Answers)

EXPECTED OUTCOME OF THE PROJECT

❖ Learners will be able to read and write.

❖ Able to Learners will be able to listen and comprehend.

❖ pronounce words accurately.

❖ Exhibit confidence to talk in English within the

classroom.

❖ Learners will be able to recite a rhyme rhythmically .

❖ Able to link the sentences to build a story /situation / passage.

❖ Practice of simple and short dialogues.

❖ Usage of dictionary.

**CAREER GUIDANCE TRAINING FOR GIRL STUDENTS OF 10<sup>TH</sup> STANDARD (RMSA Programme)**

- **The main objective of the training is to give guidance to 10<sup>th</sup> std girl students to choose right career according to their interest, ability and aptitude.**

On 15-12-16 Career Guidance training programme was organized in GGPUC(High School Section) Peoples Park, Nazarbad, Mysore North. 140 girl students (10<sup>TH</sup> Std) participated in the training programme. The main objective of the training is to give guidance to 10<sup>th</sup> std girl students to choose right career according to their interest, ability and aptitude. The programme was inaugurated by Shri.R Raghunandan DDPI (Devp)DIET, Mysuru. Vice Principal Shri T.R.Narayangowda and training co-ordinator Smt Alhusna, Lecturer, DIET, Mysuru were also present in the programme .During the first session resource person Shri. Ravi Shankar interacted with the trainees regarding goal and objectives of their life. (Discussion and presentation)During the second session discussion regarding how to choose a career was done , students actively participated in the training programme. During the 3<sup>rd</sup> session resource person Shri Ramesh oriented the students regarding 3 Basic steps to choose a career through various interesting activities.During the last session motivational activities and personality development activities were conducted to boost the confidence and induce enthusiasm among the students to choose the right career. The training programme helps the girl students to know the various choices available and choose the right career and builds confidence.

**Beneficiaries:**

140 girl students ofGGPUC(High School Section) Peoples Park, Nazarbad, Mysore North.



**Outcome:**

- The training programme has helped the students to know the various career options available after 10<sup>th</sup> standard.
- The training will help in career exploration, knowledge about one's own self, decision making ability, future goals.
- The training will help to understand essential elements needed for a successful career planning.

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**School Leadership Development Program(SLDP)**

**Objectives**

- Provision of Leadership Training for various stake holders especially the Head Teachers.
- Organize and conduct a variety of capacity – building programs for schools.

- Organize workshops for analysis, review and feedback of EMIS / DISE / KSQAO and similar educational data, continuous and comprehensive evaluation, constructive pedagogy, to institutional heads and educational administrators at various levels in the areas of school Educational Planning, Management and Finance.
- Organize capacity building program for development of Leadership among educational administrators
- During the year 2016-17 5 days training was given to 50 Primary school Head Masters at the district level.
- During the year 2016-17 5 days training was given to 50 High school Head Masters at the district level.

**Outcome :**

1. Building leadership and managerial capacities among heads of institutes.
2. Identification of best practices related to leadership in different pockets of the district.





**Analysis of Learning Achievement Sample Survey results and Strategies planned to improve the learning outcome.**

The following strategies are planned to improve the learning outcome.

- Adoption of Low achieved schools
- Analysis for low achievement
- Action plan involving Crp's and Sdmc for improvement
- periodical review meetings and proper supervision
- Experience sharing of best achieved schools
- Visits to best achieved schools.
- Utilization of local resources
- Enlisting the support of community
- Strengthening of the teachers

**Table 6 State Level Achievement Survey**

2015-16			2016-17		
Agency	SCERT:	OTHER:	Agency	SCERT:	OTHER:
Sample	No taken in the sample-		Sample	No taken in the sample-	
	Districts	<b>Mysore</b>		Districts	-
	Schools	<b>54</b>		Schools	-
	Students	<b>3515</b>		Students	-
Test	ITR/CTT		Test	ITR/CTT	-
If IRT	number of anchor items		If IRT	number of anchor items	-
If IRT	Forms of Test used		If IRT	Forms of Test used	-
	<b>Classes</b>	<b>3, 5, 8</b>		<b>Classes</b>	-

Source: DIET & KLAS

### Achievement Details

CLASS	SUBJECTS	Average Scores 2015-16	Average Scores 2016-17	Major competencies Achieved	Essential competencies that students were feeling difficult
<b>3</b>	Language	59.24	Not conducted	4	7
	Mathematics	59.01		5	5
	EVS	63.18		5	9
<b>5</b>	Language	56.57		5	9
	Mathematics	55.42		1	8
	Science	59.31		1	7

	Social science	64.41		4	6
8	Language	51.83		5	11
	Mathematics	43.45		1	11
	Science	52.86		9	11
	Social Science	60.93		3	5

Source: Diet &Klas

Details of achievement survey conducted 2015-16 is given in the above table Details of class wise and subject wise Major Competencies Achieved and Essential Competencies that students were feeling difficult is also given. Analysis was conducted in school level, Block level and District level in the year of 2016-17.

#### **Karnataka Learning Achievement Survey – 2015-16**

During the year 2015-16 total nine blocks were selected for conducting Learning Achievement survey. From each block 5 schools were selected. Mysore district achievement percentage 53.52 as against State score is 63.21.

#### **District Achievement –**

Class	Enrolled	Present	Achievement Percentage
3	1291	1239	<b>57.23</b>
5	1322	1277	<b>55.63</b>
8	902	837	<b>46.44</b>
Total	3515	3353	<b>53.52</b>

**Source: SLAS 2015-16**

3515 students were enrolled out of 3353 which attended the examination and 162 students were absent. During the year 2015-16 average score of 3rd Standard students is relatively higher compared to 4th and 8th standard students. The average score of 3rd Std students is **57.23%** In 5th Std the average score is 55.63% where as in 8thStd the achievement is 46.44%. Compare to 3<sup>rd</sup> and 5<sup>th</sup> standard 8<sup>th</sup> standard result is very low.

**Table 9 Achievement Details – Class wise and subject wise Average Scores**

Class	Kannada	Maths	EVS	Science	Social Science	Total percentage
3	59.24	59.01	63.18	–	–	57.23
5	56.57	55.42	59.31	59.31	64.41	55.63
8	51.83	43.45	–	52.86	60.93	46.44

Source: KLAS:2015-16

The performance is good among 3<sup>rd</sup> Standard students particularly in EVS 63.18% compared Mathematics 59.01 % . and Language 59.24.

Even in 5th Standard performance of students is better in social Science 64.41% compared to Language 56.57% , Math's 55..42%. science 59.31%

**PINDICS :**

- CRPs oriented the head teachers about the importance of PINDICS at cluster level meetings. The report of PINDICS was used by CRPs to support the teachers in the following ways:
- Guidance at cluster level regarding how PINDICS can be used by teachers themselves for assessing their own performance and to make continuous efforts to reach the highest level in their profession.
- Teachers felt the importance of these performance indicators through which they can be appraised by CPRs at cluster level.
- Constructive feedback for the improvement of teacher performance based on the performance indicators was given during monthly sharing meetings.
- The heads of the institution were made to analyse the performance indicators used for self reflection by the teachers.
- CRPs analyzed the reasons for teachers who are not able to provide learning experiences to the children in the classrooms.

## **PROGRESS OVERVIEW**

### **Teacher Education institutes**

09 colleges are providing D Ed courses in the district. Out of these 2 are government institutes and 04 are aided. All the other institutes are unaided. DIET, Mysore oversees the academic inputs given in D Ed courses in these institutes.

### **PRE-SERVICE TEACHER EDUCATION PROGRAMS**

**The Diploma in Education programme focuses on the professional preparation of student teachers with an aim of making them humane, reflective, versatile and effective teachers.**

### **Programmes conducted by PSTE**

Special programmes are conducted for the professional development of the faculty of D Ed colleges in Mysore District. Programmes held in the year 2016-17 are as follows.

#### **1. .School Attachment Programme**

**Why ?**

- Nature of Revised Curriculum
- A shift from traditional method of teaching to facilitate learning
- Need to develop rapport with children
- To address diversity in the classroom and to teach in the frame of inclusive education.
- Since DIET, Mysuru has KGBV (residential) school in its premises it has taken this school for its School Attachment Programme. Every Saturday (except second Saturday) teacher trainees visit the school and engage with the students to attain a specific objective.

### **Objectives:**

- To strengthen the link between pre and in service teacher education.
- To bridge the gap between theory and practices of education.
- To provide space for student teachers to observe, learn and participate with students of different age groups.
- To extend assistance to students in curricular and co curricular areas.
- To enquire into child's thinking and learning.

### **Stages**

1.student teachers observe, engage and participate with the students in an unstructured way.

2.Teacher trainees encourage and guide students to participate in cultural activities.

3.teacher trainees engage with students during physical education sessions and participate with them in mass PT, March Past etc.,

4.Teacher trainees engage in a structured conversation with the students for self reflection

5.teacher trainees sit with students (every day between 4.30 to 5.30) and extend their assistance as an elder brother/sister in learning

### **Expected Outcomes**

- Equip themselves to address diversity in the classroom and to facilitate within the frame of inclusive education.
- Get exposed to different learning styles.
- Learn to communicate with children in diverse contexts.
- Develop the skill to work as a co learner amidst students.
- Become learner sensitive.
- Enrich themselves in conceptual knowledge.

## 2. .Shaikshanika Samalochana Sabhe for Teacher Educators :

### Why ?

- Transition Period
  - Workshops organized during 2014-15
  - Workshop on writing lesson plans in 5E method
  - Block level workshops to TEs, supporting school HMs, Mentor teachers and CRPs about their roles and responsibilities during internship
- Objectives:
- Provides space to explore curriculum, syllabus, hand book, source book of the course.
  - Develops a frame work for clear action plan for the district/institution/curricular areas with a scope for innovation.
  - Provides platform to share best reflective practices .
  - Discuss obstacles to good collaboration and co ordination and strategies to overcome it.
  - Provides space for professional development.

### Topics for monthly samalochana sabhe - 2016-17

- A workshop – on understanding D.El.Ed curriculum
- A discussion on position papers :
  - Teaching English
  - Teaching of Kannada
  - Teaching of Social Science
- A workshop – Facilitate learning in 5E method (Constructivism)
- CPE AND RTE – their Philosophical foundations and the role of Teacher Education Institutes in meeting its expectations - Lecture
- An understanding of incentive programs of the state.
- A workshop – comparing state and central text books .

### Samalochana sabhe : 19/9/2016

#### Agenda:

1. Reviewing KETEC 2012 in the light of NCTE 2015 D.El.Ed curriculum
2. A samvada on implementing practice teaching in the TEIs of Mysuru district.

No of participants: 60 \*80 amount : Rs.4800/

#### Objectives:

1. To review KETEC 2012 in the light of NCTE 2015 D.El.Ed curriculum.
2. To develop an awareness about NCTE 2015 curriculum
3. To identify issues (subject wise) which are included in the revised version of KETEC D.Ed curriculum.
4. To develop source materials to the issues which are included in the revised version of KETEC D.Ed curriculum.
5. To capture the process of practice - in – teaching in the TEIs of mysuru district through samvada.

**Outcome:**

1. Develop an understanding of the views of the state on the curriculum alignment.
2. Develop a brief understanding of NCTE 2015 D.El.Ed. Curriculum.
3. Help to identify issues (subject wise) which are included in the revised version of KETEC D.Ed curriculum.
4. Samvada will help to examine the challenges in organizing practice in teaching and to overcome them.
5. This samvada will provide a platform to list the issues for the first co ordination board.

**Second samalochana sabhe 16/10/2016**

**Agenda:**

1. Lecture cum discussion on 'Evolution of theories and curriculum for Early Childhood Education' ( Early Childhood Education: Foundation Program in D.EL.Ed curriculum)
2. Implementing ECE in TEIs

No of participants: 73\*80                      amount:Rs.5600/ + RP Rs.500/ =Rs.6100/-

**Objectives:**

1. To provide an understanding about 'why' Early Childhood Education program in D.Ed course.
2. To develop an awareness about different theories/methods of learning in the early childhood education program and its key areas of learning.
3. To understand the on campus and off campus activities of the ECE program schedule.
4. To develop an understanding about ECE household survey schedule.
5. To analyze the strengths and weakness of the institutes based on the first co ordination board report.

**Outcome:**

1. Provide an opportunity to understand the various aspects of development in the light of changing notions of child, childhood and learning.
2. Empower teacher educators to understand the continuum of early childhood, elementary and secondary education.
3. Empower TEIs to implement ECE program me in their respective institutes.
4. Strengthen the institutes by developing insights on their practices.

**Third samalochana sabhe 3 December 2016****Agenda:**

1. A lecture cum discussion on 'Role of art as play in self development and integrating it with other subjects'
2. A samvada on implementing internship program in the TEIs of Mysuru district.
3. Adopting an innovative activity by the TEIs during the internship program. This aims to contribute to the learning of primary students on the one hand and pupil teachers on the other. Thus contributing to the primary education as a whole.

No of participants: 50\*80                      amount:Rs.4000/- +RP RS, 500/ =RS.4500/-

**Objectives:**

1. To provide opportunities to know the various arts based activities connected to their own immediate experiences and environment creatively.
2. To develop an awareness on 'art as play' and self development.
3. To capture the process of internship program me in the TEIs of mysuru district through samvada.
4. To involve the TEIs to experiment new thoughts through pupil teachers during internship period and report them.

**Outcome:**

1. Empower TEs to facilitate Arts in Education.
2. Strengthen TEs to integrate art with other subjects.
3. Samvada helps to examine the challenges in organizing internship program and to overcome them.
4. This samvada provides a platform to list the issues for the second co ordination board.
5. Initiate TEs to think 'out of the box'
6. Empower the TEs to think differently and implement their ideas in the schools during internship through pupil teachers.

**3. Class Talks:**

Experts in different areas of primary education like nalikali, RTE, RMSA ect are identified and a class talk is arranged for D.Ed students. Thus student teachers are exposed to different view points of the expertee and get indepth knowledge of the subject.

#### **4. Local visits:**

Local visits are arranged to Employment Exchange Mysuru, RUDSET Institute, Mysuru to develop student teachers knowledge in vocational guidance. This also gave much information about self employment. Student teachers became aware of qualities required to start self employment and the realities of the life of unemployed. This motivated them to become serious about the course in hand.

**A samalochana sabhe with the stakeholders of primary teacher education** : On 17<sup>th</sup> September 2017 a samalochana sabhe with the stakeholders of primary teacher education was organized. The agenda was to discuss about the improvement in the primary education system and the roles and responsibilities of each to the system as a whole. Thus the sabhe proved as a link between pre and in service teacher education.

**6. Review meetings:** Principal, DIET, Mysore conducts regular monthly interaction meetings with the heads of all teacher training institutes in the district. Various administrative and academic issues are discussed in these meetings. Guidance on various programmes is given in these meetings.

#### **IN- SERVICE TEACHERS TRAINING**

##### **Role of DIET in implementing SSA teachers training activities in Quality perspective**

No society can rise above the status of its teachers. So it is the responsibility of the DIET to support the teachers in this regard. Teachers training plays major role in enhancing the quality of education. Based on teacher requirement and need DIET will plan and conduct many training programs for teachers.

##### **The district need we considered for the training 2016-17 are**

- Strengthening of early grade reading, writing, comprehension and early mathematics.
- Strengthening social science, Mathematics and Science learning at upper level.
- Inclusive of CCE systems in all grades and all subjects.
- Improvement in teacher training and classroom management.
- Identification of areas of learning difficulties experienced by students and planning of strategies to solve them

. Four training packages planned are

- 1-3<sup>rd</sup> std teachers (Nalikai Kannada, Urdu and Kali nail) content oriented.
- 4-5<sup>th</sup> STD teacher content oriented (Odu Karnataka) - 2239 teachers
- 6-8<sup>th</sup> STD content oriented. 3123 out of 3729 teachers
- 5 days interaction meeting for all teachers No interaction meeting conducted during the year 2016-17

### **In-house programs**

Mysore DIET has been implementing many programs to bring quality in the field of elementary education. There are many in-house programs conducted for the development of DIET faculty. The following are the important programs-

**1. A samalochana sabhe with the stakeholders of primary teacher education** : On 17<sup>th</sup> September 2017 a samalochana sabhe with the stakeholders of primary teacher education was organized. The agenda was to discuss about the improvement in the primary education system and the roles and responsibilities of each to the system as a whole. Thus the sabhe proved as a link between pre and in service teacher education.

### **2..Shaikshanika Samalochana Sabhe for Teacher Educators**

- Workshops organised during 2015-16
- Block level workshops to TEs, supporting school HMs, Mentor teachers and CRPs about their roles and responsibilities during internship

#### **Objectives**

- Provides space to explore curriculum, syllabus, hand book, source book of the course.
- Develops a frame work for clear action plan for the district/institution/curricular areas with a scope for innovation.
- Provides platform to share best reflective practices .
- Discuss obstacles to good collaboration and co ordination and strategies to overcome it.
- Provides space for professional development.

### **2. DIET PUBLICATIONS**

- In the year 2014-15 DIET Mysuru thought of having a single dimension for its publication i.e., 'sharing the best reflective practices.'

- The title of this book is “munnotavirali !, Hintirugi noodi !,suttalo noodi !” Which means “have vision!, Reflect!, listen to what others say, share your success and challenges with others !”
- In this book every article at the end has a word of appreciation for that teacher. Here DIET faculty writes the theoretical background that is inherent in their practices. Good practice might emerge from practice, but if it is to become best practice it requires a theory or research base to inform the creation
- Consolidation of Action Research of student teachers – In the year 2015-16 during internship student teachers had undertaken action research under the guidance of mentor teachers .The experience of the research is captured under the heading of insights.

### **3.Capacity Enhancement Programmes for DIET faculty : 2016 - 17**

- Discussion on NEP
- Review of books with its educational implications.

1.Totto Chan – The Little Girl at the Window

2.Hagalukanasu – Diva Swapna

3.Rangannana kanasugalu

- LEP Programme
- A seminar on understanding NCFTE

### **4.Websites and Blogs**

The DIET, Mysore blog has been created. The web id is

- <http://dietmysore.blogspot.in> under the name VASANTHA YANA.
- The educational activities conducted at DIET will be uploaded to this blog.
- Teachers of the district also make use of the blog by contributing about academic write-ups & etc.

### **5.TEAM VISIT TO THE SCHOOLS OF MYSORE RURAL AND NORTH - 2016**

The quality aspects upon which importance has to be given during the visit .

- The availability and usage of the physical infrastructural facilities.
- Students enrolment and attendance

- The role of head master/mistress
- Mid day meals programme
- Class room process
- Community participation
- Learning achievement of students( class 3 and 5) in basic competencies
- Innovative practices in schools

### **Objectives of the visit**

- To ensure quality of teaching and learning process.
- To develop, maintain, and up-date an effective feedback mechanism.
- Monitor the implementation of assessment for learning practices in schools.

### **Observations**

- It is observed that only 60% of teachers are involved in effective teaching learning process.
- Assessment is compartmentalized and is not envisioned as a holistic one.
- 5E's are being looked as individual aspects rather than a holistic process.
- Heads need to observed teachers preparation and are giving feedback
- Monthly meetings are being conducted but records are not maintained.
- Though the calendar of activities for conducting co-curricular activities is prepared in schools, it is not being followed.
- SDMC's/community's contribution is not satisfactory.
- mid day meals programme is satisfactory in schools.

### **Feedback through visits**

DIET Mysuru has two tier approaches to school education

- a. Reaching out to school directly through its block nodal officers
- b. Enabling the educational functionaries at the block level to supervise school education on a regular basis. DIET has identified nodal officers from among its faculty to oversee block level activities as well as school level activities. These officers visit schools in their respective blocks provide guidelines both academic and administrative. On an average about 7-10 visits to schools among other duties recorded every month. This type of direct intervention seems to have its own good points. The academic message given is more sustaining than the usual administrative visits.

DIET faculty also participates in interaction meetings held at the block level in which block level functionaries participate. The deliberations include both administrative and academic issues.

Table: 6.5 Details of school visits

		school visits
1	July	105
2	August	76
3	september	86
<b>Total</b>		<b>267</b>

Source: DIET, Mysore

DIET faculty visit schools regularly for providing support to teachers. Every faculty is expected to make about 10 visits per month. However, due to involvement in various activities, all faculty are not able to visit schools regularly. However, the nodal officers of various taluks monitor teacher development activities within their blocks.

Cluster interaction meetings are facilitated every month at the cluster level. Regular follow up of the activities planned in CRC meetings is taken up by the CRP at the cluster level and the BRPs at the block level.

## **PLANNING PROCESS**

The present annual plan is a result of deliberations that have been taking place over the past few years. The need for a changed perspective had been felt in many of the interaction meetings held with educational functionaries earlier. Change both structural and functional, qualitative as well as quantitative were envisioned in the course of interactions with functionaries working at various levels and as well as in DIET.

Pre-plan activities

1. Reading related literature – RTE, NCF 2005, NCFTE 2010 and MHRD guidelines
2. Consolidating views of DIET faculty and other educational functionaries that were expressed in the last couple of years in various meetings
3. An orientation was given by D . S . E . R . T . in the month of 6<sup>TH</sup> january 2017.

### **Responsibilities of DIET**

#### **DIET and Teacher Education**

Teacher education both pre-service and in-service, is the major responsibility of the DIET. The pre-service education is controlled by the guidelines given by the DSERT.. The curriculum and syllabus are planned by DSERT. As the pre-service course aims at certification, the planning is centrally done. DIETs, at the district level, monitor the implementation of pre-service teacher education programmes and institutes providing pre-service teacher education.

There are two types of tasks with regard to in-service programmes

1. Management and supervising programmes initiated by the state
2. Designing and implementing local specific programmes

Broad plans for inservice education are drawn by the DSERT and SSA at the state level. The training modules are designed and the programmes are cascaded. DIETs cascade the programme at the district level and finally the inputs reach the teachers at the block level. DIET monitors all these programmes, from deputing resource persons for the state level MRP training to organising actual training programmes.

DIETs also plan programmes for addressing local specific needs. Training programmes for attending to the hard spots in all subjects were held throughout the district. Similarly head teachers from all the primary schools assembled at the block level and created visions for their schools. The CRPs and other follow up officials are regularly invited to DIET for interactions. DIET, Mysore had prepared a compendium of activities based on folk games of Mysuru district and a book of activities for developing critical thinking. Teachers were trained in using these activities in schools after the books were published. Similarly the research findings are shared with all schools and also discussed in interaction meetings. The state level trainings are usually funded by SSA. DIET plans for its district specific activities out of funds allotted to DIET specifically.

### **DIET and School Education**

DIET, Mysore has two tier approaches to school education.

1. Reaching out to school directly through its block nodal officers
2. Enabling the educational functionaries at the block level to supervise school education on a regular basis

DIET has identified nodal officers from among its faculty to oversee block level activities as well as school level activities. These officers visit schools in their respective blocks, provide guidelines both academic and administrative. On an average about 10 visits to schools among other duties is recorded every month. This type of direct intervention seems to have its own good points. The academic message given is more sustaining than the usual administrative visits made by CRPs or other block level officers. Personal Contact Programmes are also held when a need for such follow up is acutely felt.

DIET faculty also participate in interaction meetings held at the block level in which block level functionaries participate. The deliberations include both administrative and academic issues. DIET faculty provide guidance with regard to academic issues. These functionaries are also invited to district head quarters for providing special inputs, discuss new policies and strategies. Every month

BEOs and BRC are invited for an interaction meeting, basically to discuss progress made in the implementation of different programmes. Sometimes Personal Contact Programmes are held wherein a CRP needs more inputs. The DIET faculty take with them concerned CRPs during their school visits and educate them on how to supervise academics in schools.

## **Identification of Problems and Issues**

### **Sources for identifying problems and issues**

Identifying problems need not be seen as a separate activity. Problems are observed in the normal course of follow up, interactions and observations. DIET faculty visit schools regularly and also interact with follow up officials. Their everyday duty partly consists of solving problems faced by teachers and head teachers. The following is a list of sources from where DIET gets its feedback for identifying needs.

- **School visits** – By DIET faculty and other field functionaries
- **QMT** – Documents physical and academic growth and facilitates reflections
- **KSQAAC and (KLAS) Learning achievement survey** – Provides feedback on learning achievement by students at particular levels
- **Study reports** - Various studies undertaken by the DIET provide useful information about the learning standards of children, facilities available in schools and a host of other school related issues. The information thus obtained is used for bringing further changes in the system.
- **DISE** – DISE information is available to all. DIET Mysore has been making use of DISE information for planning various courses.
- **Interactions with educational functionaries** – The following Interaction meetings are held with functionaries at all levels.
  - Cluster interaction meetings are for teachers
  - Block interaction meetings are for the CRPs.
  - Similarly DIET conducts interaction meetings for the BEOs, BRCs and D.ed. college principals of the Mysore District. Issues related to the progress of educational programmes are discussed in these meetings. The major observations generated during the discussion provide inputs for the planning exercise.

- **Follow up reports** – The reports of nodal officers are consolidated on a monthly basis. These reports are a rich source of experience based information. The nodal officers while participating in discussions generate discussions on their observations and experiences.

## **List of problems identified in pre- service and in- service teacher education**

A host of issues that come in the way of successful implementation of various programmes are identified both in pre-service and in-service teacher education. Addressing quite a number of these problems depends on the empowerment of the DIET to take decisions at its end. The problems identified are categorized separately for pre-service and in-service teachers education and listed below. The problems could also be seen as a expression of needs.

### **Issues in pre-service teacher education**

1. Non-alignment of D Ed course timings with other educational programmes in the state. Thus the D Ed trainees tend to lose a year either waiting to be admitted to the course or continue their studies after the D Ed course.
2. The revised curriculum is being implemented in D.Ed. courses. Teacher Educators were oriented through tele conference and face-to-face training. But still it is observed that teacher educators need to be oriented again for the hundred percent implementation of new curriculum
3. Internship practices need to be addressed in a more student friendly manner. It is necessary to work out strategies to ensure that the schools identified for internship suit the convenience of the student trainees because the department is not giving any financial support for the same. At the same time it is necessary to ensure that the deputation of internees to schools does not disturb the school routine. There should be a financial support during internship for student teacher.
4. Faculty for fine arts are not available in the DIET. Getting them deputed from other schools does not appear to be a permanent answer to this problem. There is a necessity to appoint teachers for teaching the arts.
5. ICT education needs constant streamlining in the fast changing world. The ICT inputs for D. Ed. trainees will have to be reconceived in terms of the use of public software.
6. DIET oversees elementary teacher education programmes in the district. As of now, there is no professional development forum for the faculty of all the D Ed colleges in the district. The faculty of unaided colleges keep changing. These issues have to be addressed by DIET to ensure the quality of teacher education.

## Issues in In- service teacher education

1. Reluctance on the part of teachers to spend their working period in training programmes. This attitude has to be addressed immediately. Teachers need to understand the importance of their professional development. This is the real challenge before the DIET.
2. Strengthening of follow up mechanisms is another area of concern. The officials who are supposed to undertake academic monitoring are also busy with quite a number of administrative chores. Naturally academics suffer. There is a need to separate the administrative and academic tasks and identify specific persons to carry on with only the academic follow up.
3. The dialogue between the training agency and the follow up agency has to improve. It is necessary that every follow up official undergoes the training that teachers undergo. They need to know what to follow up when they visit schools.
4. The central expectations that in-service training programmes be made residential has created a lot of resentment among teachers. Most of the teachers stay within 15 kilometers of the training venue, especially at the block level. They prefer to go back to their homes for stay. This is coupled with lack of residential facilities at the block levels. Either the blocks must be equipped with good residential facilities or the training strategies have to be changed.
5. Working with follow up officials at the block level should become the major preoccupation of the DIET faculty. DIET faculty need not follow up schools straightaway, nor is it feasible in terms of coverage. They also have a number of other tasks to attend to. So it is desirable that they empower the follow up officials who visit schools on a regular basis. DIET has to reach out to schools through the block and cluster level educational functionaries. Only then there could be a comprehensive coverage of all schools for follow up.
6. Cluster interaction meetings have to be more innovatively conceived. The idea of professional interaction is yet to seep into the teachers. They still consider it a part of the training programmes conducted for them. This attitude has to be changed. Cluster meetings should empower the teachers to design programmes to suit their

particular requirements. They should be able to work out strategies to address issues, plan for the coming month, share and learn from each other's experiences.

### **List of strategies to overcome the issues and problems**

The issues listed above cannot be addressed with individual programmes. They need to be addressed more holistically. It is from this angle that the following strategies are proposed.

1. Onsite support – This can happen either through School Based Training(SBT) or through regular follow up by CRPs at the school level. Finally, teachers should get support to work out solutions to their problems right in their schools.
2. PCP – Personal Contact Programmes for teachers and the follow up officials would help personalise the programmes for each individual. Personal interaction is also a point of motivation.
3. Supply of reading material – Small booklets on current trends and practices supplied to schools would provide professional exposure to teachers. This would reduce the pressure on training needs of teachers. They would also form the basis of discussions in the CRC interaction meetings.
4. Reflective tools – Questionnaires, self assessment tools are supplied to teachers so that they are able to reflect over their own practices.
5. Training in action research – Action Research has emerged to be a very powerful tool for developing reflective practices. It is expected that over a period of time, teachers become independent learners and engage in professional development activities on their own.
6. CRC interaction meetings –
7. Training programmes – focuses on felt needs, hard spots
8. Training in using the new textbooks
9. Follow up of training programmes
10. Preparation of other support material - question bank, activity bank, list of competencies,

### **Plan and strategies of Activities**

All the interventions thought of in this annual work plan..

1. Promoting reflective practices at all levels
2. Moving towards an ICT enabled system
3. Publication of literature and journals focusing on the professional development
4. Providing research based interventions for teacher development and community participation.

The role of the DIET is to ensure quality in the implementation of the preservice training. Strategies for Institutional changes and improvement of structure for institutions

Changes are proposed in the organisation of the DIET with 7 departments. .

### **1. Department of Educational Leadership and management and Planning (DELM)**

#### **Functions :**

- Planning and organizing training program for in-service for HMs, CRPs, BRPs in ELMP Programmes & on reflective practices.
- Managing data, maintaining teachers profile, Annual work plan.
- Linkages of diet with universities, NGOs, CTEs, DSERT, IASE.
- Certificate and Diploma Courses can be conducted in the areas of School management and Leadership, Stress management, Life skills, School planning and management, conflict management. School/ cluster/Block need analysis, education policies, orders, and presentation skills.
- Awareness programmes for community participation

#### **Activities**

- Developing formats for, and Conducting Training Need survey at school, cluster and block level and suggesting for necessary plan of action to be taken while preparing DIET AWP .
- Developing course materials for conducting training in areas like- school management and Leadership, School Planning and Management, Reflective practices, Life skills.
- Developing and managing Teacher Profile database in co ordination with ICT Dept.,
- Developing appraisal formats
- Organizing workshop for preparing action plans,
- Developing Training module provide training for preparing School Development Plan (Head Teachers and CRP's).
- Developing tools for monitoring the implementation and impacts of various processes carried out by DIET.

**Note :** All the above will be done in collaboration with Schools, cluster, Block and District institutions, Various departments of DIET, Universities, CTEs, DSERT, IASE and NGOs, and Community as required .

## **2. Department of Pre - Service Teacher Education (PSTE)**

**Functions:** (Functions are flexible and should call for collaboration)

- This department will provide Pre service elementary Teacher Education course i.e. D.Ed. and also involve in the capacity development of Teacher educators of associated D.Ed institutions of the District. The dept also collaborates with other wings of the DIET. It also conducts experimentations and research related to classroom management, learning and learning related issues.

**Activities:**

- Conduct training and workshops, to Teacher Educators of the D.Ed colleges in areas like Pedagogy Content Knowledge, Continuous and Comprehensive Evaluation, Formative Assessment in various subjects, Assessment Techniques and tools, Action Research, Learner centric approaches, Inclusive learning environment, Constructivist paradigm, Critical pedagogy, Multi disciplinary approaches, Peer teaching, Collaborative learning, Democratic learning processes, Experiential learning, Developing learning resources, Re-designing classroom environment and classroom processes to suit such approaches and any such areas on demand.
- Organize Discussions, Paper presentations Symposiums and such activities for Student teachers as well as Teacher Educators in areas of contemporary issues and trends in Elementary education, and the areas mentioned in the above activity.
- Provide academic support for the practice teaching schools and facilitate student teachers and teachers of those schools in conducting experimentation in learning and learner related issues and also involve in capacity building of Practice teaching schools.
- Provide resource support for resource centre.
- Provide short term Diploma/ certificate courses in Carrier guidance, School Leadership and School Management, Personality Development, Yoga in Education, folk, theatre, Learning Resource Material Development, Vedic mathematics, abacus, computer, Kannada, Communicative English, mathematics courses, Knitting, Fashion designing, Buntings etc which may be district specific.

### **3. Department of Education (DOE)**

#### **Functions:**

- Undertaking Training need analysis; Teacher professional development; Providing structures and opportunities for teacher professional development programmes, including pre-service and in-service training; research and distance learning; training management system. Conducting Certificate and Diploma Courses.

**Activities:**

- Providing onsite training and/or support to teachers – Preparing tools like observation schedules, rubrics etc to diagnose the limiting areas in teaching learning processes, using them, diagnosing, and facilitating the teacher in preparation of resource material development and using them.
- Designing and conducting training package based on Demand from teacher community. (in co-ordination with ELM dept. to obtain training needs; Resource material development dept. in developing training material, ICT dept to incorporate ICT mediation )
- Conducting Content Enrichment programs to teachers and Resource persons at different levels (based on need analysis done by ELM dept., TISS, Survey by KJA, APF and Education Dept.; Lesson Observations Reports, School evaluation reports,)
- Designing and conducting motivational training programs. (in co-ordination with resource material development dept. in developing training material, ICT dept to incorporate ICT mediation )
- Conducting Induction Training for new teachers –In collaboration with all the departments of DIET .
- Diploma/ Certificate courses- conducted, text book writing, creative writing, subject writing, Content development, classroom management, facilitating learning (Nalikali, Constructivist approach, critical pedagogy), radio Script writing, multimedia writings etc

**4. Department of Mathematics and Biological Sciences (DMPBS)****Functions:**

- Enabling for ICT mediated Training Programs in DIET, Monitoring and Management of ICT programs in schools; capacity building of Teachers for facilitating Computer assisted learning; Developing audio-visual learning materials; Integrating ICTs to support teacher education both in service and pre service programs; Facilitating subject teachers forum of Primary and Secondary (as it is in RMSA) schools, Managing and facilitating Distance training through telemode; Collaborating with other departments within DIET in their programs.

**Activities:**

Continuous monitoring and facilitating of computer based Learning programs conducted in all the ICT and CALC schools of the district

- Conducting Training programs to equip teachers of ICT and CALC schools as well as other schools teachers with ICT skills.

- Developing improvised apparatus for teaching learning process, through conducting workshops.
- Developing digital resources in collaboration with the concerned departments for all the workshops and training programs of various departments within DIETs.
- Facilitating Departments of DIET in sharing learning and insights on digital media.
- Developing e-forums for sharing learning.
- Facilitating student teachers of pre service department in ICT skill acquisition.
- Organise and Conduct workshops in media production, script writing for audio production, Visual production, Multimedia production. And then develop crash courses for the same.
- Develop media production on - variety of learning situations, process of learning material development, expert talk, panel discussions, art education mediated learning, Video Documentation of effective school practices, facilitated learning situations, Audio-Visual content for concretizing various concepts.
- Develop online assessment tools

## **5. Department of Humanities (DOH)**

### **Functions:**

- Developing resource for teacher professional development both in service and pre service, enabling teachers and teacher educators to develop learning resource materials, developing formative and summative assessment techniques and tools, Conducting research, Dissemination of findings, learning and insights to the stakeholder institutions, content development, establishing DISTRICT RESOURCE CENTRE ,

### **Activities :**

- Conducting research studies, Analysis of data, Remedial planning, Seminars, Paper Presentation, Conferences,
- Publishing Newsletters, Magazines and journals
- Developing curricular materials based on inputs provided from the ELM department
- Programs/courses - on action research, writing narratives, Paper writing, Process documentation skills, Statistical analysis skills.
- The DISTRICT RESOURCE CENTRE will be established with dept. of educational Resources.
- Short term ( 1-3 months) and Long term courses (6-9 months) like Vocational education, Work education, guidance and counseling, Library Science etc could be provided with this Dept.

- Creating Teacher learning centre through material development process, developing a culture of sharing ideas and experience through sharing field experiences and learning of CRPs/BRPs/ IERTs and all field functionaries.
- Promoting an interest in reading and developing a culture of using the library as a support for teaching and training,
- Developing through workshops involving teachers low cost, locally available educational resources, and improvised learning materials.
- Establishing linkages with universities, other depts., schools, government and non government agencies
- Develop materials for inclusion of all the diversities identified in the schools through school based inputs.
- Conduct Programs for community and Courses on development of curricular material, teaching learning materials & Evaluation Curriculum and evaluation, Inclusive education, Student – Parent - teacher relationship, community – School relationships, School environment building. Competitive exams (NTSE, navodaya, etc.)

## **6. Department of Languages (DOL)**

Department of Languages will take care of languages like English, Tamil and special concentration for Urdu language in the district.

In Mysore District there are about 107 Urdu Medium schools (both LPS and HPs) and nearly 260 teachers working in govt schools and more than 259 teachers working in aided and un-aided Urdu institutions. They need constant and regular academic support. They need a platform where they can express their difficulties and problems (both academic and non-academic) and at the same time there should be an agency to address those problems. It is also important to have this department in DIETs to conduct parallel training programmes for Kannada and Urdu teachers. Usually any new scheme or any new training programme is planned for Kannada schools. The same training is given to Urdu teachers after a gap of a few years. This keeps the Urdu teachers away from the mainstream and naturally it has a negative effect on the quality of education given in Urdu schools.

In the existing department set up, there is no higher authority at the district level to cater to the needs of the Urdu teachers, except one ECO for the whole district, who is basically a secondary school teacher. All academic and non-academic functions of the Urdu schools go unnoticed and get neglected due to a variety of reasons. Lack of proper professional support affects Urdu medium schools negatively. Therefore to bring even the Urdu teachers on par with the Kannada Teachers and fill in confidence among the Urdu teachers it is essential to have this department in DIET.

English, Hindi and Tamil are the other three languages which need additional care. The learning of English has become a major issue in recent years. Mysore DIET already has an English Language Teaching Centre which can be brought under this department for providing professional support to teachers of English. Similarly Hindi is another language which has got neglected for want of regular teacher support. There are a few Tamil medium schools in Mysore District. Quite a number of students whose mother tongue is Tamil are also learning in Kannada schools. It is important to provide support to teachers who work with these language groups. Hence this department is envisioned to take care of languages in general with a special emphasis on Urdu.

**Functions:**

- To give regular and constant academic support to the urdu teachers of the district.
- To maintain Urdu Teacher's profile and keep a track on the teachers training.
- To prepare supplementary and supportive material.
- To translate the needful training modules and packages published by the department.
- To train the urdu teachers parallel with the kannada teachers.
- To strengthen Urdu CRP.
- To create a support structure for enhancing communication in languages with a special focus on English, Hindi and Tamil
- To establish resource centre, a library, display of T.LM etc.
- Establishment of a resource centre for languages

**7. Department for Promotion of Inclusive Practices (DPIP)**

**Functions :**

The functions of this department will overarch the functions of all departments. It will ensure inclusiveness in all activities undertaken by the DIET. It will open a dialogue with teachers and the community on inclusive practices in school as well as the community.

**Activities :**

1. Work with all the other departments to ensure inclusiveness in activities undertaken by them

2. Generate research based literature on inclusive practices for the benefit of all educational functionaries in the district
3. Publish literature in local languages to educate the community on inclusive practices
4. Liaison between educational institutions and agencies working for promotion of inclusive practices
5. Establish and maintain a helpline for the benefit of disadvantaged, differently abled and marginalized students
6. Work on bringing children from the tribal pockets to the mainstream
7. Undertake studies to understand the contexts of tribal children and children from other disadvantaged groups and make policy recommendations for making education relevant to the children from these groups

### The number and nature of faculty

S.No	Name of the Designation	Functions	No. of staff working	Qualification
1	Principal/Professor	All Academic and Administrative activities of the DIET.	1	M.A/M.Sc, M.Ed and P.hd/NET/SLET. (As prescribed by NTCE)

S.No	Functions ( <b>Functions are flexible and should call for collaboration</b> )	No. of staff working	Qualification
<b>Department of Educational Leadership and management and Planning (DELM)</b>			
1.	Planning and organizing training programmes for in-service for HMs, CRPs, BRPs in ELMP Prorgammes & on reflective practices.  Managing data .maintaining teachers profile, Annual work plan. Linkages of diet with universities, NGOs, CTEs, DSERT, IASE. Certificate and Diploma	1+1 HOD Asso Prof (senior)—1 Asst Prof----1 Data Entry Operator---1 Statistics---1	M.A/M.Sc./MBA (HR)and M.Ed and P.hd/NET/SLET/M. Phil

	<p>Courses can be conducted in the areas of School management and Leadership, Stress management, Life skills, School planning and management, conflict management. School/ cluster/Block need analysis, Data collection, analysis and reporting, education policies, orders, presentation skills.</p>		
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<b>Department of Pre Service Teacher Education (PSTE)</b>		
<p>This dept would conduct D.Ed courses, NSS Programmes . It also provides resource support for resource centre.</p> <p>It may also organize some short courses which are specific to districts. They could be Diploma/ certificate courses in Carrier guidance, folk, theatre, TLM preparation, abacus, computer, Kannada, English, mathematics courses, Knitting, Fashion designing, Buntings etc.</p>	<p>1+5+1PE+1WE HOD Asso Prof (senior)—1 Asst prof---5( P.E-----1 W.E-----1 Librarian---1 Assistant librarian—1 Music teacher---1 Drawing teacher-1 Computer Instructure-1</p>	<p>M.A/M.Sc,(kan-1,Eng-1maths-1,Science-1,social science-1) M.Ed and P.hd/NET/SLET/M.Phil M.Ped/ P.hd NET/SLET/M.Phil M.Ed in Vocational education/ M.Sw/Home Science/Vocational Eduacaton and Diplomo Courses in spe Post garaduate in Library Science with School Library/Teacher Eduaction B.Lib science with experience of working in a school library. B.A with diploma in Library science</p>
<b>Department of Education (DOE)</b>		

Undertaking Training need analysis	1+1	M.A/M.Sc, M.Ed and P.hd/NET/SLET/M.Phil
Teacher professional development	HOD Asso Prof	
Providing structures and opportunities for teacher professional development programmes including pre-service and in-service training, research, and distance-learning training management system.	(senior)—1 Asst prof---1 Data Entry Operator---1 Statistician---1	
Certificate and Diploma Courses can be conducted on participating in curricular and co-curricular activities, text book writing, creative writing, subject writing, classroom management, specific methodology of facilitating learning (Nalikali, Constructivist approach, critical pedagogy), radio Script writing, multimedia writings etc.		

<b>Department of Mathematics and Biological Sciences (DMPBS)</b>		
<p>Maintaining computer lab and other technological aids, supervision of computer education in schools. Facilitating computer trainings. Developing audio-video learning aids. Integrating ICTs to support teacher education in terms of subject teachers forum of Primary and Secondary (as it is in RMSA)</p> <p>Short term and long term programs/Courses on Facilitating Computer Assisted Learning.</p>	<p>1+1+1 HOD Asso Prof (senior)—1 Asst prof---2 Tch.Asst.-1</p>	<p>M.A/M.Sc(IT)/MCA and M.Ed (ET) and P.hd/NET/SLET/M.Phil</p>
<b>Department of Education Humanities (DOH)</b>		
<p>Conducting research studies, Analysis of data, Remedial planning, Seminars, Paper Presentation, Conferences, Publishing Newsletters, Magazines and other curricular materials.</p> <p>Programs/courses on action research, Paper writing, documentation skills, Statistical analysis skills.</p> <p>The <b><i>DISTRICT RESOURCE CENTRE</i></b> will be established with dept. of educational Resources</p> <p>Short term ( 1-3 months) and Long term courses (6-9 months) like Vocational education, Work education, guidance and counseling, Library Science etc could be provided with this Dept.</p>	<p>1+1 HOD Asso Prof (senior)—1 Asst prof---1</p>	<p>M.A/M.Sc/M.A (journalism)and M.Ed and P.hd/NET/SLET/M.Phil</p>



# **Department wise Costing and Budget Requirements**

## **For the year 2017-18**

### **Department of Education Leadership & Management (DELM)**

The following activities are proposed for 2017-18

**1. An orientation for supervisory staff on effective supervision and monitoring**

**2.Maa-Beti mela**

**3.Tribla samelan**

**1. An orientation for supervisory staff on effective supervision and monitoring**

Supervision and support practices, as part of workforce development, can be useful to assist valuable staff, supporting and encouraging good practice, worker well-being, and engaging in reflective practice. Supervision allows staff to reflect on the core tenets of recovery and recovery-oriented services. The workforce, in partnership with consumers and careers is at the heart of achieving a recovery-oriented service system. It seems that there is a hybrid kind of supervision that occurs in the community mental health sector. Possibly due to budget and time constraints, it often does not seem appropriate to consider the process of supervision, mentoring and coaching as happening distinctly, they are all closely linked. Managers should be clear on exactly what the organization offers in terms of supervision and support, its purpose and goals. Supervision and support needs will be different for different organizations but this can be easily understood by means of a needs analysis. The key is for managers to trial and evaluate different supervision and support programs to find the most appropriate model for the organization. This could include promoting that there is a process in place for staff to access Employee Assistance Programs (EAP) on an as needs arise basis

**Objectives:**

- To orient about effective supervision.
- To empower sub-district level field functionaries
- To update the knowledge of supervisory staff about the field programme.
- For effective feedback and quality implement.

**Out comes:**

- Effective supervision qualities will be enhanced among the field functionaries.
- Field functionaries will be empowered.
- Field functionaries will be able to update their knowledge.
- Field functionaries will be able to give better feedback to improve the quality of education.

**ACTIONPLAN- TIMETABLE**

SL. NO.	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	BATCH	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUT LAY	REMARKS
1	An orientation for supervisory staff on effective supervision and monitoring	12/7/2017 TO 21/7/2017	B.R.C.:02 B.R.P.:11 C.R.P.:45	IBatch	58	DIET Mysuru	200*10*58=116000	
2	An orientation for supervisory staff on effective supervision and monitoring	12/7/2017 TO 21/7/2017	B.R.C.:03 B.R.P.:11 C.R.P.:45	IIBatch	59	DIET Mysuru	200*10*59=118000	
3	An orientation for supervisory staff on effective supervision and monitoring	22/8/2017 TO 31/8/2017	B.R.C.:02 B.R.P.:11 C.R.P.:45	IIIBatch	58	DIET.Mysuru	200*10*58=116000	
4	An orientation for supervisory staff on effective	22/8/2017 TO 31/8/2017	B.R.C.:02 B.R.P.:12 C.R.P.:41	IVBatch	55	DIET Mysuru	200*10*55=110000	

supervision and monitoring	17						
Total				230	460000		

**Budget:**

It is planned to orient for 230 field functionaries to undertake this activity during the vacation. And will be trained in ten days. Therefore an amount of Rs.4.60 lakh is allocated for this.

**2. MAA-BETI MELA (Empowering and ensuring children’s Rights)**

The purpose of the programme was to send a message to the public that they should take measures to educate their children, particularly girls. Education is the only weapon through which girls can fight with the problems of life.

The Maa-Beti Melas are invariably addressed by people’s representatives, specially women and officers of the district administration. Mothers and daughters are informed as to how they can play an important role in preventing social malpractices like child marriage, female feticide etc.

**Objectives:**

- To ensure greater participation of women and girls in education.
- To improve quality of education
- To create awareness about girl’s education.
- To explain about facilities promoting girls education
- To promote facilities to provide access to elementary education for girls in education.
- To stress upon relevance and quality of girls education for their empowerment.

**ACTIONPLAN- TIMETABLE**

SL. NO.	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUT LAY	REMARKS
1	MAA-BETI MELA	9/8/2017	6mothers and 6daughters	96	DIET.My suru	200*1*96=19200	

			from each block				
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**Out comes**

- Greater participation of women and girls education will be ensured.
- Awareness about girl’s education will be developed.
- Girl’s dropout rate will be reduced and enrollment will be increased.
- Girls will able to know self protection skills.
- Women will sensitized about discrimination

**Budget:** It is planned for 96 members consisting of 6 mothers and 6 daughters from each block will be identified. For this activity an amount of Rs.0.192lac is allocated.

**3.Tribal children SAMELAN**

We aim to improve the lives and opportunities of children through ending child labor and ensuring that children receive a decent education. Tribal children Mela vision is to use collective action, empowerment and information in order to build people’s capacity and confidence, so that communities unite to create a force to claim their rights and take control over their own lives. Through empowering parents and adults we can build protective environments in which children can be shielded from harm and grow into capable adults.

The festival is also intended to conserve and promote the distinctive cultures by providing them a platform amongst other things. This mela showcase the rich diversity in Tribal Art & Culture, various Music & Dance forms, and as a special attraction- Tribal cuisine. There will also be exhibition and sale of tribal products, medicines, paintings, art and handicrafts etc during the period of the festival

**Objectives:**

- To educate the importance of education among the tribal community.
- To promote the active involvement of tribal community in primary education
- To improve enrollment of tribal children in schools.

- To educate tribal people to participate in school level activities.
- To eradicate inferiority complex among the tribal community.

#### **ACTIONPLAN- TIMETABLE**

<b>SL. NO.</b>	<b>NAME OF THE ACTIVITY</b>	<b>DATE</b>	<b>PARTICIPANTS</b>	<b>NO.OF PARTICIPANTS</b>	<b>VENUE</b>	<b>FINANCIAL OUT LAY</b>	<b>REMARKS</b>
1	Tribal children SAMELAN	23/8/2017	25 members from each block (H.D.Kote,Hunsur,periyapatna and Nanjangud)	100	DIET. Mysuru	200*1*100 =20000	

#### **Outcome:**

- Tribal community will be able to understand importance of elementary education
- Tribal community will able to actively participate in school level activities.
- Enrollment and retention rate will be increased.
- Tribal community will be able to overcome inferiority complex.

Budget: We propose to organize a mela for about 100 members (25 members from 4blocks) of tribal community. For this activity we propose Rs.0.20 lack .



# Department of Pre-Service Teacher Education

The following activities are proposed for 2017-18

1. Seminars and competitions for teacher educators and student teachers.
2. Publication of yearly magazine and a prospectus for D.Ed course.
3. A Study on child friendly environment in schools under R.T.E.
4. Upgrading maths lab

## **1. Seminars and competitions for the teacher educators and student teachers of mysuru district.**

The teacher education programme itself is in a transition phase where the changing contexts and paradigms necessitate a reorientation. The influencing factors for the changes include the National Curriculum Framework (2005), the National Curriculum Framework for Teacher Education (2009) and the RTE act (2009). The basic intent of the entire above are incorporated into the new curriculum and has been suitably contextualized to the Karnataka context. This indeed requires an orientation to teacher educators. It is in this context we have decided to organize seminars / samalochana sabhes /competitions for teacher educators and student pupils.

In the year 2017 -18 DIET Mysuru has felt the need to enhance the capacity of Teacher Educators and teacher pupils of Mysore district under one platform.

Seminars for the year 2017-18 are tailored to address the thrust areas of understanding revised curriculum and its transaction. These seminars will include TEs from DIET, Government TTI (1), Aided (4) and unaided (6) TTIs. There are 40 Teacher Educators in our district.

### **Objectives:**

- Provides space to explore curriculum, syllabus, hand book, source book of the course.

- Develops a frame work for clear action plan for the district/institution/curricular areas with a scope for innovation.
- Provides platform to share best reflective practices.
- Discuss obstacles to good collaboration and co ordination and strategies to overcome it.
- Provides space for professional development.
- Determine possible methods to transact different concepts.

These will be organized along a series of oral presentations and round table discussions. There will be more scope for interactive sessions and brain storming which aims to stimulate thinking and facilitate understanding among TEs.

#### Outcome –

- This strengthens the link between pre service and in-service teacher education and reduces the gap between theory and practices in education.
- This develops facilitating skill among TEs and student-teachers
- This provides scope to construct learning based on constructivist approach among student-teachers.
- is destined to raise awareness, develop critical thinking, and encourage the active participation of TEs and student teachers.

#### ACTIONPLAN- TIMETABLE

SL. NO.	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUT LAY	REMARKS
1	Seminar – Integrating TDS with curricular areas.	Nov 2017	TEs- 40 Student teachers -215	255	DIET, Mysuru	200*1*25 5= 51,000/=	
2	seminar -D.Ed curriculum : Teacher Development Studies	Dec 2017	TEs- 40	40	DIET, Mysuru	200*1*40 8000/=	
3	Competitions for	Jan 2018	Student	32	DIET,	200*1*32	

	student pupils		teacher- 24 TEs -8		Mysuru	=6400/=	
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Budget: An amount of Rs.0.65 lac is allocated for this activity.

## 2. Publication of yearly magazine and a comprehensive prospectus for TTIs

### i) Publication of yearly magazine

- Publications of magazine are the need of the hour .This helps to share innovative practices among pre service student teachers and in-service teachers.
- This provides a platform for in-service teachers to share their innovative practices in the classroom teaching and learning process.
- Publication of articles written by D.Ed. student teachers will help to create space for their talent in different areas.

### ii) A comprehensive prospectus for TTIs

#### Objectives:

- To clearly define the Vision, Objectives & Quality Statement Vision.
- To clearly define the course aims and objectives
- To make TEs and student pupil to explore knowledge and wisdom (through clear linkages between pre and in service teacher education) in order to build a wealth of interdisciplinary academic resources indispensable for sustainable development.
- To employ the strategy of proactive management in administration.
- To operate the system within a sensible framework of quality governance based on efficiency, transparency and accountability.

#### Outcome

- TTIs will be able to work in a sensible framework of quality

- Clearly defined course aims and objectives sets the daily activity of TTIs in right direction.
- Gives basic clear guidelines to work and achieve.
- It is planned to publish a comprehensive prospectus for the year 2017-18.

### **1. “ A Study on child friendly environment in schools under R.T.E.”**

RTE provides a ripe platform to reach the unreached, with specific provisions for disadvantaged groups, such as child laborers, migrant children, children with special needs, or those who have a “disadvantage owing to social, cultural economical, geographical, linguistic, gender or such other factor.” RTE focuses on the quality of teaching and learning, which requires accelerated efforts and substantial reform.

Child Friendly school as a concept fosters democratization of education. It seeks to provide a healthy, hygienic, safe and happy environment for children to learn. It promotes classroom activities and behavior that is gender sensitive and results in effective learning. It positively incorporates the involvement of children, families and communities in their children’s schooling.

Child friendly environment in school is the need of the hour. So we have taken this issue for study.

#### **Objectives:**

- To identify child friendly environment in schools
- To ensure safety (physical & mental) to the child in the class room.
- To identify the attitude of the teachers towards the child.

#### **Outcome:**

- Will ensure the child friendly environment in schools.
- Will identify child’s security ambience in schools
- Will determine the attitude of teachers towards children

### ACTIONPLAN- TIMETABLE

SL. NO.	NAME OF THE ACTIVITY	DATE	VENUE	FINANCIAL OUT LAY	REMARKS
1	Proposal	October 2017 - 1 <sup>st</sup> week	DIET Mysuru	Rs.1000/-	
2	Tool preparation workshop	October – 2 <sup>nd</sup> week	DIET Mysuru	Rs.4000/-	
3	Field visit honorarium	November , December 2017		Rs.8000/-	
4	Xerox			Rs.3000/-	
5	Consolidation and Analysis	Jan 2018	DIET Mysuru	Rs.3000/	
6	DTP	-	-	Rs.3000/	
7	Report	-	-	Rs.8000/	
	Total			Rs.30,000/-	

✓

**Budget:** An amount of Rs.0.30 lakh is allocated for this activity.

## 2. Upgrading Mathematics Laboratory

The Mathematics laboratory is a unique room or a place, with relevant and up-to-date equipment known as instructional materials, designed for teaching and learning of mathematics. The materials or equipment that can be found in the Maths Lab include, among others constructed mathematical sets, charts and pictures, computers, computer software, audio-visual instructional materials such as projector, electronic star board, radie,

T.V set, tape recorder, etc. Solid shapes, bulletin board, three dimensional aids, filmstrips, tape photographs, portable board, white board, abacus, cardboards, tape measures, graphics, work books, graphs, flannel boards, flash cards, etc.

We have seen science lab in many schools but we are not so familiar with Maths lab. Diet has plays very important role in the enhancement of quality. Diet acts as a resource centre for the district. To develop Maths lab in school a model of Maths lab should be established in Diet. Therefore it is decided to establish a Maths Lab in Mysore district.

Mathematics lab was established on 23-02-2015. It is the contribution of P.S.T.E, D.Ed students. It contains the following- Number system Fraction, Decimal, Algebraic basics, circles geozebra, polygons, origami etc which is useful to 1 to 5th Standard students.

Maths lab was started to achieve the following objectives.

- To provide readily accessible rich manipulative materials to emphasis on ‘Learning by doing’.
- To develop an attitude of enquiry.
- To develop confidence among students.
- To generate interest in the subject.
- To make the students divergent thinkers.

Now it is required to upgrade this existing Math lab

**Objectives:**

- To develop Mathematics resource room in Diet.
- To provide positive and professional environment towards Maths Lab.
- To motivate the teachers to establish Maths Lab in schools.

**Outcomes:**

- Mathematic Resource Room will be established.
- Able to motivate teachers to establish Maths lab in some schools.

### Action Plan- Mathematics Lab

SL No	Name of the Activity	Date	Participants	Batch	No of participants	Venue	Financial Out Lab	Remarks
1	Visit to Maths Laboratory at Bangalore Vijaya, B.Ed College	04/7	4Mathematics Lecturer, and 4 High school Teachers,2 Primary school Teachers		10	Vijay B.Ed college Bangalore	5,000	
2	Material Purchasing	14/7	Principal HOD Lecturer		10	Prabhath Furniture Mysore	25,000	
	1.Rack-2 2.Almerah-with glass-02	15/7						
3	Material Purchasing	8/8	Principal HOD Lecturer		10	Vijaya Laboratory Mysore	10,000	
	1.Mathematical geometry Box-01							
	2.Graph Board-01							
	3.Mathematical glokit-01							
	4.Weighing Box 1							
	5.Liters Plastics-1Set							
	6.Cubics-1 Set							

4.	Mathematics workshop Regarding to Preparing working models- Particular Matematics concepts Material Purchasing for Models	1/8/17	Batch-1		10	Diet Mysore	10,000	
		6/8/17	Batch-2		10	Diet Mysore	10,000	
		22/8/17				Diet Mysore	40,000	
		27/8/17						
						Total	<b>1.00</b>	

## Department of Teacher Education

Programs proposed for the year 2017-18 are:

Sl. No	Activity	Number	Estimated Expenditure
1	Orientation program for teachers on NTSE & NMMS Examination	200	1.72
2	Documentation of best practices	1	2.65
	Total		4.37

### 1.Orientation Program for teachers on NTSE & NMMS Examination

**Introduction:**

The National Search Examination (NTSE) is a National level scholarship program in India to identify and nurture talented students. It honors and helps talented students by providing financial assistance in the form of a monthly scholarship for the entire academic career. Students studying in class X are eligible to appear this exam.

In the same way state level examination conducted to identify and nurture talented students is NMMS. VIII Std students are eligible to appear this exam.

The analysis of the result of NTSE & NMMS examination 2015-16 says that the performance of Government school students are very less compare to aided school. So It is needed to train teachers to orient their students to face the examination. So it is planned to train teachers in this regard.

**Objectives:**

1. To orient the teachers about NTSE & NNMS Examination.
2. To develop the confidence in children to face the exam.
3. To increase the beneficiaries in government schools.
4. To Prepare talented rural students to the face the competitive world.

**Out comes:** Teachers will be able to

- develop the confidence in children to face the exam
- increase the beneficiaries in government schools.
- increase the beneficiaries in government schools.
- Prepare talented rural students to the face the competitive world.

**Budget:**

Budget provided for this program is 1.72 lakhs. 200 teachers from 9 blocks are planned to orient for 3 days.

**ACTIONPLAN- TIMETABLE**

SL. NO.	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	BATCH	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUTLAY	REMARKS
1	Orientation program for teachers on NTSE & NMMS Examination	August-17	Teachers from 9 blocks	I Batch	191	DIET Mysuru	191*300*3= 1.72	

## 2.Documentation of Best classroom practices:

### Introduction:

In Mysore district many teachers are following innovative ideas in their classroom transactions. This may motivate other teachers to perform same thing, if we provide a platform for sharing. Documentation of Best practices provides space for this. So it is necessary to document the best classroom practices and disseminate with the stakeholders.

### Objectives:

- To identify the good practice for effective and quality education
- To identify and gather data on the practice.
- To develop a documentation(book let)
- To disseminate the best practices in the district as a tool of motivation.

### Outcomes:

- Able to identify best classroom practices
- Able to develop documentation on best practices.
- Able to disseminate best practices with the teacher.

SL.NO.	NAME OF THE ACTIVITY	TIME LINE	NO.OF COPIES	FINANCIAL OUT LAY(Lakhs)	REMARKS
1	Documentation of Best classroom practices and best Practices of SLDP Schools	December-17	2500+300	2.65	

**Budget:** An amount of Rs.2.65 lakh is allocated for this activity.

## Department of Mathematics and Biological Science (DMPBS).

### Details of proposed programs for the year 2017-18

No.	Activities	Target group	Out come	Amount in lacs
1	A Comparative study on CALC and Non CALC Schools in Mysuru District.	54 primary schools(3 CALC &3 Non CALC from Each block)	To understand the quality of education in CALC schools.	0.50
2	ICT MEDIATION TRAINING FOR TEACHER EDUCATORS	36 Teacher educators	To develop ICT skills among the teacher educators	0.36
3	PREPARING E-MEDIA MATERIALS	352 C.R.P/B.R.P	To make the C.R.P/B.R.P about E-media preparation skills.	1.40
4	Special talk on Preparing Science models	20 Teachers from each block.(20*9=180)	It give innovative ideas to the teachers to make science experiments	0.36
5	STRENGTHENING OF COMPUTER LAB	Strengthening of Diet`s Computer lab.	To update the computers with new version softwares	1.4
			Total	4.02

## 1. A Comparative study on CALC and Non CALC Schools in Mysuru District.

Sarva Shiksha Abhiyan, a flagship programme of Government of India for the promotion of Universalisation of Elementary Education, has several features that seek to improve the quality of elementary education. Computer Assisted Learning Programme has been initiated under SSA to bring changes in classroom transaction through visual media which also enforces learning through evaluation embedded in it.

### Action Plan

SI No	Activty Month	Activity	Amount in Rs
01	July	Conducting Workshop, Tools Preparation, Discussion ,	6000
02	Aug- Sept	Tools validation, Field work, Data collection,& School visit.	10000
03	Oct - Nov	Data consolidation, Work shop.Analysis	6000
04	Decmber	Data Analysis and Report writing.DTP Charges etc	10000
05	January	Publish & Study report print.	12000
06	February	Study Dessimation workshop	6000
Total			50,000/-

**Objective of the study :**

- To document the processes in the schools identified as 'CALCs' and determine factors that differentiate them from the non CALCs.
- To compare the Quality education in CALC and Non CALC Schools.
- To compare the learning achievement of the students with the help of computers.
- To know the difference in out-of-school children's attendance rate in CALC and Non CALC Schools.
- To know the efficiency in Classroom teaching of the CALC trained Teachers.
- To know how for CALC is supplementing the teaching learning process

**Expected out come**

- We understand the quality of education in CALC schools.
- We will understand the how far CALC helps the teacher to improve his teaching practice.
- We will know the difference in out of school children, attendance rate in CALC and Non CALC Schools.
- How the students will able to operate the computers independently and How they learn joyfully.

**Sample:** 3 CALC schools and 3 Non CALC schools will be selected in each block of Mysuru District. Total 54 schools will be selected]

**Budget:** To carry out this study an amount of Rs.0.50lakh is allocated.(6.5B)

## 2 . ICT MEDIATION TRAINING FOR TEACHER EDUCATORS

SI No	Activty Month	Activity	Amount in Rs
1	Sept	Ice Mediation Training for Teacher Educators	36000=00

### Objectives :

To develop ICT skills among the teacher educators.

To make the teaching joyful using ICT.

To teach the higher concepts & hard spots easily and efficiently.

To use the different free & open educational resources from the websites.

To give the training to the teacher educators to use the different educational websites.

### Expected out come

- Quality education in ICT schools.
- Use the different free & open educational resources from the websites.

### Budget

9 D.Ed colleges in the district. In each college 4 teacher educators are going to be trained.

The total cost of this training = $36*200*5 = 0.36$  lakhs is earmarked.

## 3.PREPARING E-MEDIA MATERIALS

SI No	Activty Month	Activity	Amount in Rs
1	Aug	PREPARING E-MEDIA MATERIALS For CRP/ BRP	1.4 lakh

### Objectives :

- To make the CRP/ BRP about E-media preparation skills.

- To make them how to use e-media for Tele Education & Printing –Digitalizing.

**Expected out come**

- CRP/ BRPuse e-media for Tele Education & Printing –Digitalizing.

**Budget :**

- We have 176 Clusters in our district. Each Clusters we train 1CRP&1BRP
- **Totally 352\*2\*200 =1.408 Lakhs** expenditure is earmarked.

**4. Special talk on Preparing Science models**

SI No	Activty Month	Activity	Amount in Rs
1	Aug	Special talk on Preparing Science models Totally we train 180 teachers in each block	36000=00

**Objectives :**

- To give the guidance to make science working models.
- It give innovative ideas to the teachers to make science experiments.
- To make the awareness about the modern science contribution to the mankind.
- To make the children to understand the higher concepts by participating and observing in the Inspire award programme.

**Expected out come**

Teacher makes science models innovatively

**Budget**

Totally we train 20 teachers in each block from the Distirct. 20\*9\*200 = 0.36 Lakhs is earmarked.

## 5. STRENGTHENING OF COMPUTER LAB

Sl No	Activity Month	Activity	Amount in Rs
1	july	STRENGTHENING OF COMPUTER LAB - To update the computers with new version softwares	1,40,000=00

### Objectives :

- To update the computers with new version softwares
- To install wifi connection
- To replace broken accessories

### Budget

- Totally we have 20 computers in our lab. Some of them are not working properly. So it is very essential to keep them in good condition. So that we conduct ICT based training. Total=1.408 lakhs is earmarked

## DEPARTMENT OF HUMANITIES (DOH)

The Department of Humanities has proposed the following activities for the year 2017-18.

1. Orientation for class 8<sup>th</sup> Social science Teachers in the areas of Economics, Business administration, commerce and sociology.
2. Orientation for CRPs to undertake small projects for professional development.

### 1. Orientation for class 8<sup>th</sup> Social science Teachers in the areas of Economics, Business administration, commerce and sociology :

The integrated knowledge of the social sciences and humanities promotes civic competencies of elementary school teachers and the RTE Act attaches great significance to the role of teachers in reforming elementary education. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as economics, business administration, commerce and sociology. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. New curriculum is being introduced in secondary schools. In Social Science new areas like Business administration, Sociology, commerce and economics are included. These areas have hard spots and teachers require more information to understand the concepts and transact easily in the class rooms. In Social Science trainings teachers have expressed their need for orientation in these fields. Therefore it is planned to orient them.

**Orientation in these areas help the teachers to:**

- Evaluate current curriculum, instruction, and assessment practices;
- Provide learning expectations for units and courses that are consistent with long-range social studies goals within and across grade levels;
- Acquire ideas and examples for alignment of learning expectations, instruction, and assessment.

**Objectives:**

- To identify hard spots in Social science
- To orient in the new areas of Social Science Subject.
- For better understanding of the subjects.
- To make the classroom transaction easy.
- To enhance learning among the children.

**Expected out comes:**

- Hard spots in Social Science subject will be easier to the teachers.
- Teacher will be able to understand difficult areas of Business Administration, Commerce, Sociology and Economics.
- Learning enhancement among students.
- Classroom transaction would be easy.

**Budget:** Three days training for 90 teachers will be planned. Unit cost is calculated at rate of Rs. 900/- per person. Therefore an amount of Rs.0.81 lac is allocated.

## ACTIONPLAN- TIMETABLE

SL.NO	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	BATCH	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUTLAY	REMARKS
1	<b>Orientation for class 8<sup>th</sup> Social science Teachers in the areas of Economics, Business administration, commerce and sociology :</b>	12.7.17 to 14.07.17	5 teachers of class 8 from each block	IIBatch	45	DIET.Mysuru	Rs 300*45*3days Rs 0.405	
2	<b>Orientation for class 8<sup>th</sup> Social science Teachers in the areas of Economics, Business administration, commerce and sociology :</b>	12/7/17 to 14/7/17	5 teachers of class 8 from each block	IIBatch	45	DIET Mysuru	Rs 300*45*3days = Rs 0.405	
Total					90		1.81	

### 2. Orientation for CRPs to undertake small projects for professional development.

Clusters are the centers of all academic activities. The CRC provides immediate support to the school system, both academic and administrative. The cluster resource person monitors and supervises all interventions with guidance from the BRC and DIET. Cluster level activities provide a forum for the teachers to share their experiences with a larger

community of teachers. Here they have the opportunity to learn from the experiences of the teachers in different schools, who come from varying backgrounds.

**The major role of CRCs should be to:**

- function as academic resource centers with adequate resource/ reference materials for concerned teachers; undertake regular school visits and provide onsite academic support to teachers;
- Organize monthly meetings to discuss academic issues and design strategies for better school performance. Visit and hold meetings with members of the SMCs and other local bodies for school improvement, support SMC in school development plan.
- Ensure that the special training programme are properly designed and implemented in the cluster for out-of-school children and securing their admission to age-appropriate classes.
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups. Professional development is the central theme of teacher education. In decentralization of our education system CRPs role is very significant.
- They should be model to teachers. And for better feedback and guidance they should practice to undertake small projects in their field. Therefore it is planned to train them to undertake small scale projects.
- The CRCs should be a Clearing House of Ideas for the teachers in regard to school activities, leadership and educational planning, management and finance.

**Expected out comes:**

- CRPS will be able to get a better understanding of the programs and their implementation.
- CRPS will learn to plan and execute the programs.
- Insights and findings of the projects undertaken by the CRPs will help for better implementation of the programs.

**List School Development Initiatives for project work:**

- School Garden
- School Laboratory
- BALA
- Educational Excursion
- Computer Education
- School cleanliness
- Children Literary Forum
- Mathematics Laboratory
- Akshara Dasoha Bhavana
- Resource Mobilization and Use
- Development of School Basic Amenities
- School Play Ground Development
- Maintenance of Pure Drinking water
- Hi-tech Toilets
- School Physical Environment

**The program may be designed to be completed in three phases-**

- a) **Training** – ( 3 days) of classroom sessions
- b) **Application** - (one month) - School Mapping, Scoping a project, Implementation and reviewing a project
- c) **Coaching** – (school visits) Mentoring the teachers by CRPs

**ACTIONPLAN- TIMETABLE**

SL .N O.	Programme	activity	PARTICIPANTS	number	month	VENUE	FINANCIAL OUT LAY	REMARKS
1	<b>Orientation for CRPs to undertake small projects for professional development</b>	3 days pre-project training	5 CRPs from each block	45	August-2016	DIET.My suru	Rs 300*45*3days Rs 0.405	
2	<b>Orientation for CRPs to undertake small projects for professional development</b>	Execution of the project	5 CRPs from each block	45	September-2016		Rs 1.00	
3	<b>Orientation for CRPs to undertake small projects for professional development</b>	Dissemination	5 CRPs from each block	45	October-2016	DIET.My suru	Rs .635	
Total					45		2.04	

## Department of promotion for Inclusive Education

Sl no	Planned Activities
01	Laboratory Area Study on planning IEP for field level functionaries
02	Training for SRPC teachers & HBE volunteers in preparing IEP
03	Action Research training for selected teachers in 176 clusters about CWSNs
04	Training for parents better management of Aids & Appliances
05	Training for teachers on Physio- therapy

### 1. Laboratory Area Study on planning of IEP for field level functionaries.

#### INTRODUCTION:

The goal of Universal Elementary Education (UEE) in India entails a special thrust on Children With Special Needs (CWSN), given their traditionally low enrolment and participation in elementary education. Imparting need-based education to this group of children through good quality inclusion requires rigorous planning and preparation of the school system. Realizing the importance of mainstreaming CWSN in regular schools, the Government of India has been implementing various schemes and programs to bring these children under the ambit of education. One such recent attempt has been through the Sarva Shiksha Abhiyan (SSA), which aims to Universalize Elementary Education. Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship program of Government of India to attain UEE in the country in a mission mode. Launched in partnership with the State Governments, SSA aims to provide useful and relevant education to all children in the age group of 6-14 age by 2010. It is an initiative to universalize and improve the quality of education through de-centralized and context-specific planning and a process-based, time-bound implementation strategy. Its goal is consistent with the 86th Constitutional Amendment (2002), making elementary education a Fundamental Right of every child. One

of the development objectives of SSA is to increase the participation of CWSN in mainstream education.

An IEP should be prepared for every child with special needs in consultation with parents and experts. Its implementation should be monitored from time to time. The IEP should review the effectiveness of various strategies and support services used by children with special needs periodically, after developing indicators. Meanwhile the main objective of the study is to find out how is IEP has been planned for the field level functionaries.

### Objectives

- To study about Laboratory Area on planning IEP for field level functionaries to know how the IEP was planned by the field level functionaries and how it can be implemented in the blocks.

### ACTION PLAN - TIMETABLE

SL.NO	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	BATCH	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUT LAY	REMARKS
01	Laboratory study on planning IEP for field level functionaries	July to October 2017	HOD of DPIP, Lecturer and Block Level IERT"s	-	5 schools in 9 blocks	In District Level-DIET	45000=0 0	

### Out come :

- we can Analyze the outcome of result in 5 schools in a block and it can be modify in future Preparation o IEP.
- To guide SRPC teachers & HBE volunteers in preparing IEP

This guide is intended to help teachers and others working with students with special needs to develop, implement, and monitor high-quality IEPs. A five-step process is recommended.

Suggestions and examples are provided, but IEPs, by their very nature, will be individualized on the basis of the particular requirements of the student.

“The Individual Education Plan (IEP)”, of the ministry document Special Education: A Guide for Educators, 2001 (pages dated October 21), as well as the 1998 publication Individual Education Plan (IEP): Resource Guide.

The IEP needs to be developed collaboratively, both by those who know the student best and by those who will be working directly with the student.

Special schools will have to become resource centers for inclusive education and provide support to IE. The nature of this resource support can cover aspects like teacher training, development of material and appropriate TLMs, providing support services to CWSN, etc. In some cases, special schools can also impart special training to CWSN for a specified period of time and then mainstream into regular schools.

#### Objectives

- To give proper guidance through training for SRPC teachers and HBE
- Volunteers to prepare IEP.

#### ACTION PLAN - TIME TABLE

SL. NO	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	BATCH	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUT LAY	REMARKS
01	Training for SRPC teachers & HBE volunteers in preparing IEP	21/7/2017 -2 batches & 22/7/2017 -2 batches	32 SRPC teachers in 32 SRPC Centers & 138 HBE volunteers =170	2+2 Total 4 batches	SRPC Teachers- 32 HBE volunteers- 138=170	DIET	170 X 200 = 34000=00	

#### Out come :

- By giving effective training through demonstrations the IEP can be prepared.

- Preparing IEP for each individual's child wise category wise activities can be conducted.
- By this resource support can cover aspects like teacher training, development of material and appropriate TLMs, providing support services to CWSN,

### 3. Action Research training for CRPS in 176 clusters about CWSNs

#### INTRODUCTION:

Now a day's Action Research is very essential in Education. Each day the teacher or any stakeholder in the school level, they were facing so many challenges and problems. There are so many problems to solve for giving good learning environment for the student.

Imparting need-based education to this group of CWSNs children through good quality inclusion requires rigorous planning and preparation of the school system. Realizing the importance of mainstreaming CWSN in regular schools.

To considering Action Research for the CWSNs it is very special task for the teacher to find out the real problems of the child and also to exercise or find out the remedies and make the child to involve with other normal children.

It is totally different task to compare with normal Action Researches. By giving Training the teacher can conduct Action Research for the CWSNs.

#### Objectives

- It is very essential to give training for CRPS to take Action Research to identify CWNSs to solve the problems in day today life.

#### ACTION PLAN - TIME TABLE

SL. NO.	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	BATCH	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUT LAY	REMARK S
03	Action Research training for selected teachers in 176 clusters about	21/08/2017 & 22/08/2017	125 CRPS in 176 selected clusters	2	125	DIET	125 X 200 X 2 =50000	

CWSNs								
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**Out come** :After taking training the CRPS identify the physical and academic problems of the CWNSs and trying to solve them.

#### 4. Training for parents better management of Aids & Appliances

##### INTRODUCTION:

RTE mandates free and compulsory education to all children from 6-14 years of age. The key objective of RTE- SSA is Universalization of Elementary Education (UEE). Three important aspects of UEE are access, enrolment and retention of all children in 6-14 years of age. This goal of UEE, has further been facilitated by the Constitutional (86th Amendment) Act, making free and compulsory elementary education a Fundamental Right, for all the children in the age group of 6-14 years. This Amendment has given a new thrust to the education of Children with Special Needs (CWSN), as without their inclusion, the objective of UEE cannot be achieved. In-fact inclusion of one of the groups, which is extremely crucial for UEE, is perhaps that of the CWSN. Hence, education of CWSN is an important component of SSA.

Parents of children with disabilities should receive counseling and training on how to bring them up and teach them basic survival skills. Strong advocacy and awareness programme should form a part of strategy to educate every child with special needs. A component on disability should be included in all the modules for parents, VEC and community. School development plans must be developed keeping in mind the needs of CWSN.

##### Objectives

- Parents can come to know that how to use AIDS & APPLIENCES for their CWSNs

##### ACTION PLAN - TIME TABLE

SL NO	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	BATCH	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUT LAY	REMARKS
04	Training for parents better	23/10/17 -	Parents of CWSN	50 *4	200	DIET	200 X 200 =40000	

	management of Aids & Appliances	26/10/17		batch es)				
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**Out come :** After taking training Parents can come to know that how to use AIDS & APPLIENCES for their CWSNs.

## 5. Training for teachers on Physio- therapy

### INTRODUCTION:

One of the key challenge areas in Inclusive Education is providing adequate appropriate resource support to Children with Special Needs. It is a very important strategy to create awareness on the need and importance of educating these children. It helps to identify the potential and strengths of CWSN. It is also important to make the parents aware of the facilities and legal provisions available for CWSN.

Physio therapy is very important to reduce the problems in OPHs. SSA and other NGOs and also in special schools giving so much of material support along with concerned specialists. By giving Physio therapy the impairment of the child can reduce. From each school the teacher has to take this training and what they receive the materials from that they can give physio therapy for the concerned impairment.

### Objectives

By simple method teachers can learn how to treat the OPH children by Physio- therapy and they can also give guidance to parents.

### ACTION PLAN - TIME TABLE

SL.NO	NAME OF THE ACTIVITY	DATE	PARTICIPANTS	BATCH	NO.OF PARTICIPANTS	VENUE	FINANCIAL OUT LAY	REMARK S
05	Training for teachers on Physio- therapy	13/11/17 18/11/17	Teachers	4	200	DIET	200 X 200 X 3 =120000	

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✓ **Out come :**

By simple method teachers can learn how to treat the OPH children by Physio- therapy and they can also give guidance to parents

## DEPARTMENT OF LANGUAGE

### Details of proposed programs for the year 2017-18

No.	Activities	Target group	Out come	Amount in lacs
1	A Study on status of school sanitation and hygiene in Government schools “	45 primary schools	To give the awareness of sanitation among teachers and students	0.25
2	Language Lab	Establishing in Diet.	To develop the skills of language among the teachers and lecturers	1.30
3	Material preparation of Urdu medium social science learning cards in class 6 <sup>th</sup> .	40 government Urdu medium schools	To enable the competency of early reading and early writing.	1.15
4	English Forum	Teachers, students	To enable the teachers in spoken English, Teaching English.	0.20
			Total	2.90

### 1. Study: A Study on status of school sanitation and hygiene in Government schools “

**Introduction-**School sanitation and hygiene education (SSHE) is an essential component of the Total Sanitation Campaign, which includes provision of toilet infrastructure and hand washing facilities in schools and hygiene education, to promote behavioral change amongst children. SSHE recognizes the role of children as the best change agents in absorbing and

popularizing new ideas and concepts of sanitation not only in their schools but in their families and neighborhood. Schools are learning laboratories where habits of good sanitation practices, personal health and hygiene by children can go a long way in inculcating these habits when they become adults. Besides, presence of school toilets, safe drinking water, clean surroundings and basic information on hygiene improves the learning abilities of children, improves health, and improves attendance, especially of the girl child, with far reaching consequence on the health of the community. The combination of adequate facilities, correct behavioral practices and education is meant to have a positive impact on the health and hygiene conditions of the community as a whole, both now and in the future

### Objectives-

- To know the actions taken to implement school sanitation and hygiene.
- To understand whether the children aware of school sanitation and hygiene.
- To know any improvement in personal sanitation and hygiene.
- To understand maintenance of toilets' utility and sanitation
- To understand parents and community concern of school sanitation and hygiene.
- To know innovative programme conducted for school sanitation and hygiene.

**Budget:** An amount of Rs.0.25 lac is allocated for this activity.

### Action Plan

SI No	Activy Month	Activity	Amount in Rs
01	July	Conducting Workshop, Tools Preparation, Discussion ,	4000
02	Aug- Sept	Tools validation, Field work, Data collection,& School visit.	4000
03	Oct - Nov	Data consolidation, Work shop. Analysis	4000

04	December	Data Analysis and Report writing.DTP Charges etc	4000
05	January	Publish & Study report print.	5000
06	February	Study Dissemination workshop	4000
Total			25000/-

## 2. Language Lab

### The Significance of the Language Laboratory

The significance of the language laboratory has been much felt in the domain of communication. We live in a multilingual and multicultural world, which is being shrunk to the size of a village by the advancement of science and technology. The language laboratory exists to help one to use technology effectively to communicate. It is not merely for learning a single language, but can be used for teaching a number of languages efficiently. To acquire a sensibility for the sounds and rhythm of a language, one has to hear the best samples of a spoken language. This is precisely the function of the language laboratory. Some highlights of the language laboratory are given below:

1. It is a tool designed for teaching any language.
2. It helps one to learn pronunciation, accent, stress and all other aspects of the phonetics of a language.
3. Effective communicative training programme for the general public, private and corporate sectors, junior and senior level officers can be given through the lab.
4. Web-content creation, the setting up of in-house news magazines, corporate publicity and identity, and teaching materials can be generated through the language laboratory.
5. General documentation, software documentation and all forms of technical documentation can be done.
6. Experts can utilize the laboratory for creating and editing scientific and technical materials for teaching language.

7. The language laboratory enables one to conduct courses for various groups of people like students, faculties, businesspeople, etc.
8. Short-term and long-term coaching classes for international examinations like and other competitive examinations can be organized.
9. Online courses and paperless examinations can be conducted through the language laboratory.

**Objectives:**

- To develop language skill among the teachers/ students.
- To acquire a sensibility for the sounds and rhythm of a language.
- To enable the teachers/ students to use correct pronunciation of the language.
- To learn pronunciation, accent, stress and all other aspects of the phonetics of a language.
- To develop effective communication.
- To motivate the self learning.

**Required Equipments-** Language laboratory requires Computers, Ups, Batteries, Microphones, Wireless Head phones, LCD and CDs.

**Summary-**Word games that improve vocabulary, test grammar, spelling, idioms, and special word relationships like antonyms (words that have opposite meaning) and synonyms (words that have similar meaning) and homonyms (words that sound the same but have different meaning). Games are a way of providing active learning that is much more involving and challenging to the student --- and of course --- fun! This makes the learning process much faster and more effective. All these can be done with Language Lab.

**Budget:** An amount of Rs.1.30 lac is allocated for this activity.

**Action Plan:**

Sl No	Activity Month	Activity	Participants.	Amount in Rs
01	July	Purchasing materials & set up Fully equipped Language lab in DIET.		Rs.123250
02	Aug	An Orientation programme for BRC"s BRP"s	BRC"s-9 BRP"s-36	Rs.6750.
TOTAL				1.30 Lac

### 3. Material preparation of urdu medium social science learning cards for class 6<sup>th</sup>Students.

#### Introduction-

In Mysore District there are about 61 Urdu Medium schools ( both LPS and HPs) and nearly 260 teachers working in govt schools and more than 259 teachers working in aided and un-aided Urdu institutions. They need constant and regular academic support .They need a platform where they can express their difficulties and problems (both academic and non-academic)and at the same time there should be an agency to address those problems. It is also important to have this department in DIETs to conduct parallel training programme for Kannada and Urdu teachers. Usually any new scheme or any new training programme is planned for Kannada schools. The same training is given to Urdu teachers after a gap of a few years. This keeps the Urdu teachers away from the mainstream and naturally it has a negative effect on the quality of education given in Urdu schools.

In the existing department set up, there is no higher authority at the district level to cater to the needs of the Urdu teachers, except one ECO for the whole district, who is basically a secondary school teacher. All academic and non-academic functions of the Urdu schools go unnoticed and get neglected due to a variety of reasons. Lack of proper professional support affects Urdu medium schools negatively. Therefore to bring even the

Urdu teachers on par with the Kannada Teachers and fill in confidence among the Urdu teachers it is essential to have this department in DIET.

In the year of 2015-16 Mysore DIET planned to translate the Kannada medium social science learning cards in Urdu for HPS class. Translated cards will be distributed to the all the schools.

**Objectives-**

- To develop early reading and writing.
- To teach content apart from the book.
- To develop reading and writing skill.
- To develop the interest in learning.

**Budget:** An amount of Rs.1.15 lac is allocated for this activity.

**Action Plan:**

Sl No	Activity Month	Activity	Amount in Rs
01	July	Conducting Workshop &List out the competencies.25*300*3	22500/-
02	August - September	Card translation work	20000/-
03	October	Draft correction	
04	Nov	Card printing and supply to schools.	72500/-

**4.English Forum**

Ever since the day we accepted to shoulder the responsibility of facilitating learning among children we have been facing numerous hurdles in our way; yet we have never stopped, but have find one or the other strategy to overcome the hurdles. One of the major hurdles /challenges we are facing now a day is about facilitating the learning of communicative English among children. The major concern is how long can we call it a hurdle or a challenge or a problem or a tough job.....etc. This is the right time to stop, turn back and reflect how and what efforts have we made so far to make the learning of English easy. Then plan and implement new strategies to accomplish the task ahead.

Friends, nothing is impossible as the word itself says I'm possible. Lets us accept this challenge in a positive spirit and do something new in collaboration to minimize the hurdles. Let's sit together, share our rich experiences, ideas, resources and materials and set new strategies.

'English Forum' is a place which provides us a platform, where we all meet once in a fortnight (1<sup>st</sup> and 4<sup>rd</sup> Saturdays after 3P.M), discuss the issues and identify the solutions.

Let me tell you in detail about English Forum. It started in DIET with an idea to give ongoing support to all the English teachers. For any task accomplishment we need to have a good planning. A good planning does half of the work. A good planning gives clarity in concept and destination thereby all the activities we plan will surely lead to success.

- In the English Forum we have tried to prepare lesson plans for all the lessons (first Semester). These plans have been prepared by some of the resourceful teachers, who voluntarily came forward to work for the Forum; of course under the guidance of DIET faculty. There are no fixed rules and regulations to prepare a plan. Each individual (teacher) is different; they are different in their competency, target group, resources, situation etc. Therefore teachers are at liberty to prepare the plan as per their requirements. Hence, the lesson plans we have prepared are varied This will give you insights on how plans get changed depending on the nature of the lesson. We hope this will help you to think and plan comprehensively and extensively.

- Keeping in mind the basic principles of NCF -2005 and CCE, we have tried to incorporate tools and techniques for learning assessment, teaching learning material and extra resource material (information) for the teachers beyond the text book.
- ELTC Library is kept open to all on all the days. Library has several books related to the methodology of teaching, activity books and many more resource books for reference. Teachers can also borrow books from the library for a week.
- Teaching and learning materials are displayed in the English Resource Room so that all can get an idea on preparation of TLM using locally available resources.
- A discussion corner has been created where all can sit together and discuss about the grey areas, and think about the remedies. At the same time we all can share our experiences, innovative ideas, exchange our thoughts so that each and every one of us will be benefited.
- We have also planned to invite resource persons from in and out of the department to enlighten us and upgrade our knowledge in both content and methodology (For example, phonetics, grammar aspects, appropriate preparation and use of TLM).
- Friends, if you are hesitant to ask questions and give suggestions to the Forum, we have kept two boxes (one for the query and second for suggestions) where you can always drop your queries and suggestions in the respective boxes. The same will be addressed in the following week. The answers and suggestions will be displayed on the flannel board in the resource room and also sent to your mail IDs.

**Budget:** An amount of Rs.0.20 lac is allocated for this activity.

Sl No	Activity Month	Activity	Amnt	Amount in Rs
01	1 & 4 Saturday of everymonth.	Orientation to English teachers and,discussion on hardspots in English.	Rs 2000 per month *10 Months=20000	0.20 lac

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