potential candidates for utilization in breeding needs to be improved. Several candidate genetic factors, including *H2A.Z*, *FVE*, *FLC*, *FLT*, *ARP6*, *PIE1* and many polycomb genes already show promise in this direction. Studies of Kumar and Wigge[13] in the identification of the thermostatic role of H2A.Z histone in the *arp6* mutational background resulting in genotypes phenocopying warm-grown plants highlight H2A.Z as a typical marker for perceiving ambient temperatures like a thermometer, with far-reaching implications. Climate-change OMICS has become an important methodology in identifying such genomic markers for understanding plant molecular responses (albeit on a reductionist approach) and adaptations to climate change. Picturesque denouement of the works by Kumar and Wigge[13] and others is indeed illuminative in genetically dissecting and understanding some of the basic plant phenomena such as temperature stress that can surely strengthen crop breeders and biotechnologists in the fields of agriculture and horticulture in designing climate-resilient crops as well genetic tinkering of flowering and plant architecture.

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NEWS

IISc's plunge to train school teachers

The Indian Institute of Science (IISc), foremost among the science, engineering and technology institutes in the country, is creating its second campus at Kudapura in Karnataka with help from the State Government. The dream for a new IISc campus was realized when on 26 February 2011 its first activity, the Talent Development Centre (TDC), was formally inaugurated. TDC has been created with an aim to provide training to science teachers at all level beginning with high school teachers, and to conduct discussion meetings, seminars, and winter and summer schools. It also aims at providing academic and research facilities for high school, college and university students.

Though IISc has been conducting a High School Science Teachers Training Programme once every year, for the past 35 years in different districts of Karnataka, the need for a permanent place to conduct the courses has long been felt. The first training school at the new campus was thus conducted soon after the inauguration of the centre. The aim of the course is training teachers so that they convey the excitement of science and engineering to their students. The course trains teachers but eventually benefits a large number of students. The institute's talent is being used to develop talents elsewhere in the country.

The first course at the new campus was held during 27 February to 8 March 2011. About 95 government high school science teachers from Chitradurga district, Karnataka, were selected for training by the Education Department of Karnataka. The 10-day course touched upon all areas of science – physics, chemistry, biology, mathematics and computers. Each day of the course was divided into morning lecture session and afternoon practical session. Lectures were mainly fundamental in nature with some specialized ones, and laboratory experiments were designed to match the high school level. Apart from lectures in particular subjects, talks on topics of general interest such as water, pollution, energy conservation and satellite communication were also delivered. About 40 lectures were delivered and 15 experiments in physics, chemistry and biology each, were conducted by the teacher trainees. The programme was planned by M. S. Hegde (IISc).

The vision of the High School Science Teachers Training Programme is to inculcate among the teachers a culture of learning. Over the next five years, the course aims at training about 5000 teachers. The next training course will be held in June–July 2011, after which the course is aimed at being conducted every month. Though the program is meant for Karnataka school teachers, there is undoubtedly a need to conduct such courses on a national level, said Hegde.

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