CHAPTER – VI
SECONDARY EDUCATION AT
TWO ENDS OF SPATIAL UNITS

6.1 INTRODUCTION

The previous chapter provided insight on nature and extent of regional disparities existed in the development of secondary education. It reflected on the position of various districts and taluks with respect to access and availability of secondary schools, enrolment of children, availability of teachers and infrastructure in secondary schools, internal efficiency and performance of students at secondary stage. It provided information on the kind of association existed among various attributes and indicators, along with that it also reflected on the kind of association existed between secondary education development index and individual attributes. In the chapter, spatial patterns of various attributes existed at the district and taluk level were portrayed through series of Choropleth maps. Moving forward, in this chapter the criteria of classification of districts and taluks according to different levels of development of secondary education in Karnataka will be looked into in a more detailed manner. Moreover, status of secondary education prevailed in two extreme spatial unit will be deeply probed, there will be discussion on case studies pertaining to the relatively most developed and most backward district and taluk in secondary education in Karnataka. An attempt will be made to underline causes of these disparities; and finally certain plausible suggestions will be recommended to improvise the situation in these most backward district and taluk.
6.2(a) CLASSIFICATION OF DISTRICTS

On the basis of secondary education development index (SEDI) the districts and taluks of Karnataka were categorized into groups. In the case of districts they were categorized into four groups i.e. Group I Relatively Developed, Group II – Partially Developed, Group III-More Backward and Group IV-Most Backward Group. For this purpose all the districts were first divided into two groups on the basis of state average values – one above the state average and another below the state average. Then two more averages were worked out, one for the group of districts whose values were above the state average and another group of districts whose values were below the state average. The districts whose values were above and below the former average were classified as Group I-Relatively Advanced and Group II-Backward districts respectively. The districts whose values were above and below the latter average were classified as group III-More Backward and Group IV-Most Backward respectively. Table 5.2 (d)

6.2(b) CLASSIFICATION OF TALUKS

The criterion adopted in determining backwardness of taluks is with reference to the state average expressed in terms of normalized value as ‘1’ in SEDI. The taluks whose composite index is equal or above ‘1’ were classified as ‘Relatively Developed’ taluks, whereas, whose composite index is less than ‘1’ were classified as ‘Backward Taluks’. Among Backward taluks, again three classifications have been done, taking into consideration, the index values coming in different ranges as follows. The taluks whose index value is in the range of 0.93-0.99 (less than 1) were classified as ‘Backward Taluks’, whereas taluks whose index values were in the range of 0.87-0.93 were classified as ‘More Backward Taluks’ and the taluks with the index value in the range of 0.80-0.87 were classified as ‘Most Backward Taluks’.
Accordingly 81 taluks figured in the group of relatively developed, 47 taluks in the group of backward taluks, 31 taluks in the group of more backward taluks and 17 taluks in the group of most backward taluks. State government need to focus seriously on more and most backward taluks in secondary education. Table 5.2 (e)

6.3 IDENTIFICATION OF MOST DEVELOPED AND MOST BACKWARD DISTRICT/TALUK

On the basis of secondary education development index, it was reckoned that amongst districts Bangalore Urban had emerged as the most advanced district whereas newly created district of Yadgir was the most laggard district in secondary education. In the case of taluks, Bangalore South, part of Bangalore Urban district had emerged as the leading taluk and Sindgi taluk in Bijapur district had emerged as the most backward taluk in secondary education. It is pertinent to investigate the status of each attribute used for assessing level of development of secondary education, reasons for advancement and laggardness of these districts/taluks. This also becomes essential to know how various historical, geographical, socio-economic and demographic variables have contributed to their level of development. It is also required to suggest certain suitable measures for improvement of secondary education in these laggard districts and taluks. Table 6.1 provides comparative status of various attributes of most advanced and most backward district and taluk in secondary education. It provides the range of disparity exited in these units. Table 6.2 provides an account of most advanced and most backward district and taluk in secondary education in Karnataka. Table 6.3 provides the general information related to certain demographic variables of these districts and taluks.
### Table 6.1: Comparative Status of Various Attributes Most Advanced and Most Underdeveloped District and Taluk

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Most Developed District</th>
<th>Most Backward District</th>
<th>Range</th>
<th>Most Developed Taluk</th>
<th>Most Backward Taluk</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access/Availability</td>
<td>Bangalore Urban (169)</td>
<td>Yadgir (82)</td>
<td>87</td>
<td>Bangalore South (292)</td>
<td>Dodballapur (176)</td>
<td>116</td>
</tr>
<tr>
<td>Enrolment</td>
<td>Chikmagalur (121)</td>
<td>Raichur (57)</td>
<td>64</td>
<td>Bangalore North (148)</td>
<td>Devadurga (49)</td>
<td>99</td>
</tr>
<tr>
<td>Facilities</td>
<td>Bangalore Urban (139)</td>
<td>Yadgir (66)</td>
<td>73</td>
<td>Bangalore North (149)</td>
<td>Shorapur (59)</td>
<td>90</td>
</tr>
<tr>
<td>Teachers</td>
<td>Bangalore Urban (138)</td>
<td>Bijapur (72)</td>
<td>66</td>
<td>Bangalore South (187)</td>
<td>Sindgi (66)</td>
<td>121</td>
</tr>
<tr>
<td>Repeaters</td>
<td>Bagalkot (103)</td>
<td>Bidar (95)</td>
<td>08</td>
<td>Chincholi (104)</td>
<td>Holalkere (82)</td>
<td>22</td>
</tr>
<tr>
<td>Results</td>
<td>Udupi (129)</td>
<td>Bidar (68)</td>
<td>61</td>
<td>Kumta (140)</td>
<td>Aurad (54)</td>
<td>86</td>
</tr>
<tr>
<td>Overall score</td>
<td>Bangalore Urban (120)</td>
<td>Yadgir (81)</td>
<td>31</td>
<td>Bangalore South (154)</td>
<td>Sindgi (81)</td>
<td>73</td>
</tr>
</tbody>
</table>

Source:
* Rank among districts
# Normalised Score of Educational Development Index of Secondary Education
@ State normalised Score: 100
# State Normalized Score: 100

### Table 6.2: Comparative Status of Most Advanced and Yadgir Most Backward Developed District and Taluk

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Attributes</th>
<th>Districts</th>
<th>Taluks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bangalore Urban</td>
<td>Yadgir</td>
</tr>
<tr>
<td>1</td>
<td>Access and Availability</td>
<td>1.6861</td>
<td>0.8192</td>
</tr>
<tr>
<td></td>
<td>Rank*</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Gross Enrolment Ratio</td>
<td>1.0015</td>
<td>0.6524</td>
</tr>
<tr>
<td></td>
<td>Rank*</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>Availability of Teachers</td>
<td>1.2389</td>
<td>0.8672</td>
</tr>
<tr>
<td></td>
<td>Rank*</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Availability of Facilities</td>
<td>1.3884</td>
<td>0.6644</td>
</tr>
<tr>
<td></td>
<td>Rank*</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Internal Efficiency (Repeaters)</td>
<td>0.9853</td>
<td>1.0102</td>
</tr>
<tr>
<td></td>
<td>Rank*</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Performance Indicators (Results)</td>
<td>1.1921</td>
<td>0.8013</td>
</tr>
<tr>
<td></td>
<td>Rank*</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>Educational Development Index at Secondary Education</td>
<td>1.1926</td>
<td>0.8044</td>
</tr>
<tr>
<td></td>
<td>Rank*</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>

* Rank among districts
# Normalised Score of Educational Development Index of Secondary Education
@ State normalised Score: 1
Table 6.3: Profiles of Most Developed and Most District and Taluk in Secondary Education in Karnataka

<table>
<thead>
<tr>
<th>Rank</th>
<th>India</th>
<th>Karnataka</th>
<th>Bangalore Urban District</th>
<th>Yadgir District</th>
<th>Bangalore South Taluk</th>
<th>Sindgi Taluk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1210569573</td>
<td>6109529</td>
<td>9621551</td>
<td>1174271</td>
<td>205274</td>
<td>395675</td>
</tr>
<tr>
<td>Total Population</td>
<td>623121843</td>
<td>3096665</td>
<td>5022661</td>
<td>590329</td>
<td>109255</td>
<td>202735</td>
</tr>
<tr>
<td>Male</td>
<td>587447730</td>
<td>3012864</td>
<td>4598890</td>
<td>583942</td>
<td>96109</td>
<td>192940</td>
</tr>
<tr>
<td>Females</td>
<td>-</td>
<td>8th in India (2011)</td>
<td>1</td>
<td>28</td>
<td>124 (minus BBMB)</td>
<td>31</td>
</tr>
<tr>
<td>Rank in Population</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Population Growth</td>
<td>17.7</td>
<td>14.66</td>
<td>47.18</td>
<td>22.81</td>
<td>DNA</td>
<td>19.27</td>
</tr>
<tr>
<td>Area in Sq Km.</td>
<td>3287263</td>
<td>191791</td>
<td>2196</td>
<td>5270</td>
<td>796.22</td>
<td>2176.72</td>
</tr>
<tr>
<td>Density Sq Km.</td>
<td>382</td>
<td>319</td>
<td>4381</td>
<td>224</td>
<td>257</td>
<td>182</td>
</tr>
<tr>
<td>Proportion to Karnataka’s Population</td>
<td>-</td>
<td>5.05 percent of India’s total area</td>
<td>-</td>
<td>15.69</td>
<td>1.92</td>
<td>3.35</td>
</tr>
<tr>
<td>Sex Ratio Per 1000 Males</td>
<td>943</td>
<td>973</td>
<td>916</td>
<td>989</td>
<td>879</td>
<td>952</td>
</tr>
<tr>
<td>Average Literacy</td>
<td>73.0</td>
<td>75.36</td>
<td>87.67</td>
<td>51.83</td>
<td>69.25</td>
<td>53.55</td>
</tr>
<tr>
<td>Male Literacy</td>
<td>80.9</td>
<td>82.71</td>
<td>91.01</td>
<td>62.25</td>
<td>74.93</td>
<td>63.00</td>
</tr>
<tr>
<td>Female Literacy</td>
<td>64.6</td>
<td>66.01</td>
<td>84.01</td>
<td>41.38</td>
<td>62.78</td>
<td>43.62</td>
</tr>
<tr>
<td>Percentage of Scheduled Castes Population</td>
<td>16.68</td>
<td>17.15</td>
<td>12.46</td>
<td>23.28</td>
<td>17.58</td>
<td>19.54</td>
</tr>
<tr>
<td>Percentage of Scheduled Tribes Population</td>
<td>8.6</td>
<td>6.95</td>
<td>1.98</td>
<td>12.51</td>
<td>3.25</td>
<td>0.96</td>
</tr>
<tr>
<td>Percentage of Rural Population</td>
<td>68.84</td>
<td>61.33</td>
<td>9.24</td>
<td>81.21</td>
<td>75.28</td>
<td>90.69</td>
</tr>
<tr>
<td>Percentage of Urban Population</td>
<td>31.16</td>
<td>38.67</td>
<td>90.69</td>
<td>18.79</td>
<td>24.72</td>
<td>9.31</td>
</tr>
<tr>
<td>Population Projected 14-16 Years (Total) 2010</td>
<td>-</td>
<td>2792985</td>
<td>504398</td>
<td>55430</td>
<td>88004</td>
<td>18080</td>
</tr>
<tr>
<td>14-16 Males (Projected)</td>
<td>-</td>
<td>1466867</td>
<td>260213</td>
<td>29896</td>
<td>45400</td>
<td>10019</td>
</tr>
<tr>
<td>14-16 Females (projected) 2010</td>
<td>-</td>
<td>1326118</td>
<td>244185</td>
<td>25534</td>
<td>42604</td>
<td>28061</td>
</tr>
<tr>
<td>14-16 Rural Population (Projected) 2010</td>
<td>-</td>
<td>1745032</td>
<td>51736</td>
<td>44591</td>
<td>9085</td>
<td>16489</td>
</tr>
<tr>
<td>14-16 Urban Population(Projected) 2010</td>
<td>-</td>
<td>1055499</td>
<td>3996694</td>
<td>10369</td>
<td>78919</td>
<td>1650</td>
</tr>
<tr>
<td>14-16 SC Population(Projected) 2010</td>
<td>-</td>
<td>479029</td>
<td>65695</td>
<td>11628</td>
<td>11462</td>
<td>3225</td>
</tr>
<tr>
<td>14-16 ST Population(Projected) 2010</td>
<td>-</td>
<td>178961</td>
<td>6632</td>
<td>6203</td>
<td>1157</td>
<td>280</td>
</tr>
</tbody>
</table>
Map 6.1: Karnataka: Location of Bangalore Urban and Yadgir District
6.4 BANGALORE URBAN-RELATIVELY MOST DEVELOPED DISTRICT

6.4.1 Geographical Profile

The most advanced district of Karnataka in secondary education is located at 12°39’ N to 13°18’ North latitude and 77°22’ N to 77°52’ East longitude. (Map 6.1) The district is situated in the heart of South-Deccan plateau in the south-eastern part of Karnataka at an average elevation of about 900 meters. It is surrounded by the Bangalore Rural district on the west, east and north and the Krishangiri district of Tamil Nadu on the south (Map 6.1). The district came into existence in 1986, with the partition of the erstwhile Bangalore district into Bangalore Urban and Bangalore Rural districts. Bangalore Urban has four taluks: Bangalore North, Bangalore South, Bangalore East and Anekal. (Map 6.2) There were 9 educational blocks in the district. In Bangalore South taluk, educational blocks were South-1, South-2, South-3 and South-4, in Bangalore North taluk; the educational blocks were North-1, North-2, North-3 and North-4. Apart from these taluks there was another taluk named as Anekal which is rural belt of Bangalore Urban district. After census 2001, Bangalore South taluk was divided into Bangalore east and Bangalore South taluk. The Bruhat Bangalore Mahanagara Palika (Municipal Corporation) spreads over Bangalore North, Bangalore South, Bangalore East and Anekal Taluk. Bangalore is the sixth largest metropolis in the country and a nerve center for the various cultural, social and religious activities. The district occupies an area of 2,196 square kilometers, which is 1.14 percent of total area of the state, rank 30th in Karnataka. The district comprises of 16 towns and 588 villages. The headquarters of Bangalore North, Bangalore South, and Bangalore East were at Bangalore North.
6.4.2 Socio-Economic Demographic Profile

Bangalore is also known as Silicon Valley of India. The district is hub for Information Technology, biotechnology, aerospace and key knowledge based industries. The district has been renowned center of learning, with home for many famous professional colleges, higher secondary schools, colleges, national institutes and universities. Amongst a whole of reputed institutions, some prominent one includes Indian Institute of Science, Indian Institute of Management, Indian Institute of Information Technology, National Institute of Mental Health and Neuro sciences, National Law School of India University, National Institute of Design, Indian Statistical Institute, Institute of Social and Economic Change and host of reputed engineering colleges and medical colleges. The district is well connected by all modern means of transportation and communication. It is easily accessible to all the major cities and towns of neighboring states through NH-4, NH-7 and NH-209. There were around 18 railway stations with a total railway route of around 143 km. The district has close proximity to ports like Mangalore and Chennai. The district has privilege of one international airport. It is important to state that the district is ranked as one of the top five Technology Clusters in the world. The Mercer’s index ranks Bangalore as the best place to “live and work” by expatriates. The district is house for several large and medium industries.
Map 6.2: Bangalore Urban District: Administrative Divisions, 2010-2011

As per 2011 census, the Bangalore Urban district had population of 9,621,551 of which male and females were 50,22,661 and 45,980 respectively. The district shares 15.69 percent of the total population of Karnataka state, ranks first in population among districts of Karnataka. The district is one of the fastest growing in
population. There was change of 47.18 percent in the population compared to the population as per 2001. The initial provisional data released by Census of India 2011, shows that the density of population for 2011 is 4381 people per square kilometer. Average literacy rates of Bangalore in 2011 were 87.67 compared to 82.96 of 2001. If literacy rates were looked at gender wise, male and female literacy were 91.01 and 84.01 respectively. With regards to sex-ratio in Bangalore Urban it is above national average and it stood at 916 females per 1000 males compared to 2001 census figure of 908. The average national sex-ratio in India is 940 as per 2011 census. Out of the total Bangalore population, for 2011 census 90.94 lives in urban areas and 9.06 percent in rural areas. Total population of the district comprises of 12.46 percent of scheduled castes and 1.98 percent of scheduled tribes population. Bangalore UA sixth largest million city falls under this district with a population of 8,499,399. This brief account of Bangalore Urban district will facilitate in assessing the status of secondary education in the district.

6.4.3 Reflection of Several Attributes of Secondary Education

(a) Access and Availability: Bangalore Urban district ranks first among all other districts in access and availability index (1.68). The district has highest density of secondary schools in the state (91.14 secondary schools per 100 sq kilometer). On an average there were 3.9 secondary schools per 1000 population in the district, wherein the figures for rural and urban areas were 6.39 and 3.67 respectively. That means there was more population pressure in secondary schools in urban areas than in rural ones. Most of the schools were co-educational schools, there were just 3.3% schools meant exclusively for girls’. The figure is lowest in the state. The situation is better in rural areas of the districts where the figures were 2.17% and in urban areas it is less than one percent (0.14%). That indicates openness in society where people accept
their daughters to study in co-educational schools. There is proper balance between number of upper primary schools and secondary schools; the ratios were 1.55, 1.59 and 1.54 for total, rural and urban areas. This indicates that for one secondary school there were 1.55 feeder upper primary schools in total. (If the ratio is more then there will be more pressure on secondary school.) Bangalore Urban district had best ratio for total and rural areas whereas for urban areas it is number second after Kodagu district.

(b) Gross Enrolment Ratio: The district recorded average GER and ranks 16th among districts in GER index value (1.31). That indicates that still there were lots of children out of school in Bangalore Urban district. This is because of in-migrant population working in unorganized sectors of economy. The district recorded 49.55% total GER, out of which GER for boys’ is 47.84% as compared to girls’ GER of 51.36%. The corresponding figures for rural areas were 69.21%, 67.64% and 70.96% and urban were 47.29, 45.52 and 49.18%. The district had recorded Gender Parity Index (GPI) of 1.074 for total, 1.049 rural and 1.08 for urban (More than 1 favorable to girls’, less than 1 favorable to boys’). This indicates that there was better proportion of girls’ enrolled in schools than boys’. The enrolment of girls’ is more than the enrolment of boys’. The figures for district indicates that though the overall GER is less in the district as compared to all other districts but at the same time it is acknowledged that girls’ were adequately enrolled at secondary stage in the district.

When it comes to GER for students from Scheduled Castes (SC) group then the figures were 65.26% for total, 63.36% boys’ and 67.18% girls’. That leads to GPI of 1.06. It highlights the fact that indicates that there was adequate participation of girls’ from SC community in schools and this is a healthy indicator.

When it comes to GER for students from Scheduled Tribes (ST) group, again it is one of the highest figures among the districts. In this case figures were 85.15%,
85.77% and 84.49%. That leads to GPI of 0.985 that means the GPI is more in favour of boys’ as compared to girls’ and there was lesser participation of girls’. Earlier we have seen that in SC group there was more number of girls’ enrolled in schools than boys’. This indicates that girls’ from ST community were missing at secondary schools and immediately pro-active measures need to be taken up by state government.

(c) Availability of Teachers: The district recorded teacher’s index at 1.239 and holds first rank among districts. That indicates the availability of teachers is pretty well in Bangalore Urban district. District wise data on percentage of female teacher’s revealed that Bangalore Urban district has favourable presence of female teachers at secondary level. In rural areas of Bangalore Urban district, half the teachers were females (52.80%), figures for rural areas indicates that the district was only next to Dakshina Kannada and Kodagu. In urban areas, almost two-third (66.6%) female teachers were on roll, and the position of the district was second after Kodagu district and altogether there were (64.46%) female teachers in the district at secondary level and this was the maximum percentage among districts.

The district had sufficient percentage of full time regular teachers to total teachers. The figures were (95.92%) for rural, (97.22%) in urban and (97.01%) for total. That means though there was deficiency of teachers at secondary stage but the situation is much better as compared to all other districts.

There is desirable student-teacher ratio at secondary level. The figures for rural, urban and total were (11.58%), (10.87%) and (12.14%), again there was an indication that the ratio is better in rural areas as compared to urban areas. In urban areas there was pressure of student’s population.

(d) Availability of Infrastructure Facilities: Bangalore Urban district has the highest infrastructural index (1.3884) among districts. Secondary schools in district
had adequate infrastructural facilities, but still there were variations in rural and urban areas. In order to attain 100% availability of infrastructural facilities, the district need to have infrastructural facilities for grey areas as there were several gaps. Data on individual indicators revealed that most of the secondary schools have minimum toilet and lavatory facilities. Bangalore Urban district falls under first quarter among districts. In availability of urinal facilities in rural areas it is second after Mandya. It was reported that 97.89% secondary schools in rural areas, 93.87% secondary schools in urban areas and altogether 94.49% schools possess usable urinal facilities. There were three districts Mandya, Shimoga and Chikmagalur district which have better urinal facilities than Bangalore Urban district. Similar figures were reported for availability of lavatory facilities. In this case the figures were 94.56%, 94.47% and 94.49% respectively for rural, urban and total areas. The district is second in availability of lavatory facilities, ranks falls after Chikmagalur district. Almost all the schools have access to drinking water facilities irrespective of the area of location. Being Urban district and house to sixth largest metropolitan city of India, there was scarcity of open spaces. That is how it was noticed that there were several schools where playground facilities were not available; there were several schools in urban areas where the schools do not possess this facility. In general, there were eight out of ten schools which possess library in at their campus. There were several senior secondary schools in the district which do not possess computer laboratory and integrated junior science laboratory to carry our science related experiments. Though the number of such schools is less as compared to other districts but still these facilities can be extended to all the schools in phased manner.

(e) **Internal Efficiency:** Bangalore Urban district had internal efficiency composite index value 0.9853 which is below state average score 1. That indicates that there was
relatively more percentage of repeaters in the district. It is surprising to note that even Yadgir (most backward district) had index value of 1.0102 which is above state average; this indicates that there was less number of repeaters in Yadgir district. Bangalore Urban falls in first quarter of districts with more number of repeaters.

When it comes to individual indicators of internal efficiency, several interesting facts emerged.

i) There were 4.73% repeaters in aggregate, whereas figures for boys’ (5.5%) and girls’ (3.96%) were reported. In rural areas of the district there were (4.3%) repeaters in aggregate, boys’ (4.89%) and girls’ (3.67%). In urban areas, there were (4.8%) repeaters in aggregate, boys’ (5.61%) and girls’ (4.0%). This indicates that there were more boys’ repeaters than girls’ repeaters at secondary stage in both rural as well as urban areas. The data further revealed that there were more repeaters in urban areas than in rural areas.

ii) In Bangalore Urban district among SCs students the figures were, total (5.59%), boys’ (7.13%) and girls’ (4.68%) were reported. In rural areas there were 4.31% repeaters in aggregate, boys’ (5.0%) and girls’ (3.53%) were recorded. In urban areas, there were 6.23% repeaters in aggregate; boys’ (7.62%) and girls’ (4.9%) were noticed. This indicates that there were more boys’ repeaters than girls’ repeaters at secondary stage in both rural as well as urban areas. The data further revealed that there were more repeaters in urban areas than in rural areas.

iii) Among ST students the figures were (3.24%) total, boys’ (6.49%) and girls’ (4.67%). In rural areas there were (9.02%) repeaters in aggregate, boys’ (11.96%) and girls’ (6.04%) were recorded. In urban areas there were (4.88%) repeaters in aggregate, boys’ (5.92%) and girls’ (4.36%). This indicates that there were more boys’
repeaters than girls’ at secondary stage in both rural as well as urban areas. In this case data revealed that there were more repeaters in rural areas than in urban areas.

(f) Performance of Students: Bangalore Urban district ranked third among districts after Udupi and Dakshina Kannada district in composite index of performance of students (1.1921). Performance of students was assessed through two indicators; one was pass percentage of students at Secondary School Leaving Certificate (SSLC) examination and second one, percentage of students securing first division in SSLC examination. Data was analyzed separately for rural and urban areas for various social categories of students like SCs, STs and OBCs. An analysis was also done separately for boys’ and girls’ in each locality and for each social category.

Analyses of data revealed the following points,

i) The district had pass percentage of (75.68%), in aggregate and boys’ (73.21%) and girls’ (78.07%). In rural areas the corresponding figures were (73.85%), (72.66%), (75.15%) and for urban areas (75.91%), (73.28%), (78.42%) respectively. The district falls in first quartile among districts and follows districts of Udupi, Mandya, Bangalore Rural, Kodagu, Belgaum and Uttar Kannada. The figures show that there was better performance of schools in urban areas as compared to rural ones, though the difference is not much. Similarly, it was noticed that there was better performance of girls’ as compared to boys’ in both rural and urban areas.

ii) Bangalore Urban district data revealed that in aggregate there were (42.36%) students who had passed their SSLE examination with first division, whereas figures for boys’ and girls’ were (43.73%) and (41.28%). In rural areas, the corresponding figures were (41.33%), (38.42%) and (44.38%) and for urban areas (47.24%), (44.43%) and (49.74%). Once again it was observed that the district falls in first quartile. In aggregate the district ranks at first place, in rural areas, the district was
placed next to Udupi district and in urban, district falls after Udupi and Dakshina Kannada district. The figures reflected that certainly the students from urban areas had secured more number of first divisions than students in rural areas. At the same time there were more number of girls’ who had bagged first division, irrespective of the locality whether rural or urban areas.

iii) In Bangalore Urban district the performance of SC students was lesser than overall aggregate figures. The district had pass percentage of (61.72%) for students from scheduled castes, in aggregate, and SC boys’ (59.43%) and SC girls’ (63.91%). In rural areas the corresponding figures were (62.4%), (60.3%), (64.73%) for total, rural and urban and for urban areas figures were (61.61%), (59.28%), (63.71%) respectively. The district falls somewhere in the middle of districts that means the performance of the district is relatively lesser as compared to other districts. The figures show that there was better performance of SC students in rural areas as compared to urban areas, though the difference was not so much. Similarly in urban areas there was better performance of girls’ as compared to boys’ on the other hand in rural areas the performance of boys’ was better than girls’.

iv) Bangalore Urban district data revealed that in aggregate there were SC students (28.02%) who had passed their SSLE examination with first division, whereas figures for SC boys’ (26.57%) and SC girls’ (29.32%) were recorded. In rural areas, the corresponding figures were (23.26%), (22.3%) and (24.28%) for total, boys’ and girls’. On the other hand, in urban areas (28.75%), (22.79%) and (30.02%) were noticed respectively. The figures were quite less as compared to figures for aggregate. At aggregate level the performance of SC students is better in Bangalore Urban district, in rural areas the district was placed at almost tenth position among districts. The figure indicates that certainly SC students from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more
number of girls’ who had bagged first division, irrespective of locality whether it is rural area or urban areas.

v) The district had aggregate pass percentage for ST (67.8%), ST boys’ (64.59%) and ST girls’ (71.23%). In rural areas the corresponding figures were (66.8%), (64.06%), (69.6%) for total, boys’ and girls’ similarly in urban areas figures were (67.96%), (64.68%), (71.51%) for total, boys’ and girls’ respectively. The district falls somewhere in the middle strata among districts this indicates that there were several other districts in the state where ST students had better performance than Bangalore Urban district. The figure for performance of ST students shows that there was better performance in urban areas as compared to rural ones, though the difference is not much. Similarly there was better performance of girls’ as compared to boys’ in both rural and urban areas in ST category.

vi)) Bangalore Urban district data revealed that in aggregate there were (31.68%) ST students who had passed their SSLE examination with first division; whereas figures for ST boys’ (34.72%) and ST girls’ (29.57%) were recorded. In rural areas the corresponding figures were (34.91%), (39.02%) and (31.03%) and for urban areas (38.69%), (34.03%) and (43.23%). The district falls somewhere in the middle strata among other districts, which show that there were several other districts where ST students had better performance than Bangalore Urban district.

The aggregate figures show that ST students from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more number of ST girls’ who had bagged first division in urban areas. In rural areas ST boys’ secured more number of first divisions. It was important to note that, the performance of ST students was better than SC students in Bangalore Urban district.
vii) The district had pass percentage of (73.43%), in aggregate and boys’ (70.80%) and girls’ (75.86%) for students from OBC category. In rural areas the corresponding figures were (70.67%), (66.27%), (74.6%) and for urban areas (73.79%), (71.43%), (75.83%) respectively. The district falls somewhere in the middle strata among other districts that show that there were several other districts where OBC students had performed well. The figures show that OBC students had performed better in urban areas as compared to rural ones, though the difference was not so significant. Similarly there was better performance of OBC girls’ as compared to OBC boys’ in both rural as well as urban areas.

viii) In Bangalore Urban district data revealed that (39.79%) OBC students had passed their SSLE examination with first division, whereas figures for boys’ and girls’ were (37.13%) and (41.95%). In rural areas the corresponding figures were (36.46%), (32.25%) and (39.8%) for OBC total, OBC boys’ and OBC girls’ respectively. On the other hand for urban areas (40.21%), (37.74%) and (42.23%) figures for total, boys’ and girls’ were recorded. Once again the district falls in first quartile for aggregate figures. The district follows Udupi, Dakshina Kannada and Bangalore Rural district. The figures show that certainly the OBC students from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more number of girls’ who had bagged first division, irrespective of the locality.

To summarize, one can say that Bangalore Urban district had better access and availability of secondary schooling facilities, the district with urban character and metropolitan outlook had better availability of infrastructural facilities and better availability of teachers in the district but at the same time reporting of low gross enrolment ratio indicates that there were more number of children in the age group of
14-16 years of age those who were out of school. At the same time attributes of internal efficiency and performance of students in the district indicates that the district falls somewhere in the middle strata among all other districts. This reflects that though there was much availability of input factors but the performance of output factors was not so remarkable in the district. The district was a case of high input and moderate to high output. Further studies can be conducted for exploring the reasons for low performance by output factors.

6.5 YADGIR: THE MOST BACKWARD DISTRICT

6.5.1 Geographical Profile

Yadgir is one of the 30 districts of Karnataka state. This district was carved out from the erstwhile Gulbarga district as the 30th district of Karnataka on April 30th 2010. Yadgir town is the administrative headquarter of the district. It is located between 16°22’ North to 16°93’ North latitude and 76°97’ East to 77°48’ East longitude. (Map 6.2) It is flanked by Gulbarga district on its north, Bijapur district in west and North-West, Raichur district in its south and Mahboobnagar district of newly created state of Telangana to its east. The district has been blessed by the incessant flowing of two main rivers the Krishna and the Bhima in addition to these two, a few tributaries flow in these region. The district occupies an area of 5270 sq km, which is 2.69 percent of the total geographical area of the state of Karnataka. It is one of the smallest districts of the state. The vast stretch of fertile black soil of the district is known as bumper red gram and jowar crops. The district is a ‘daal bowl’ of the state. The district is also known for cluster of cement industries and a distinct stone popularly known as ‘Malakheda stone’. Yadgir which is known for of industries is presently showing great deal of sign of growths in the cement textiles, leather and chemical industries.
The district is called as “Yadavagiri” by the local people, as once it was a capital of the Yadava Kingdom. It has rich historical and cultural traditions. Yadavas chose Yadgir to be their capital and ruled from here from 1347 to 1425 AD. Yadgir district has its deep roots in history. The famous dynasties of the south, the
Satavahans, the Chalukyas of Badami, the Rashtrakuta, Shahis, the Aadilshahis, and the Nizam Shahis have ruled over the district.

In 1504 Yadgir (Gulbarga) was permanently annexed to Adil Shahi kingdom of Bijapur. In 1657 with the invasion of Mir Jumla it passed into the hands of Mughals. Later with the establishment of Asaf Jahl (Nizam) Dynasty of Hyderabad (1724–1948) Yadgir and Gulbarga came under it. In 1863 when Nizam Government formed Jillabandi, Surpur (Shorapur) became district headquarters, with nine talukas of which Gulbarga was one of them. In 1873 Gulbarga was formed into separate district with seven taluks. With reorganization of states in 1956 Gulbarga became Part of Karnataka State and Divisional headquarters. Currently, administratively the district comprises of three taluks, Shahpur, Shorapur and Yadgir. (Map 6.3) There were 7 towns and 513 villages in Yadgir district.

6.5.2 Socio-Economic Demographic Profile

As per 2011 census, the district had population of 11,74,271 of which male and females were 5,90,329 and 5,83,942 respectively. Yadgir district population constituted (1.92%) percent of the total population of Karnataka and ranked 28th amongst districts. There was change of (22.8%) in population growth from 2001. The initial provisional data released by census 2011 shows that density of population for Yadgir is 223 people per sq km. This was much below than the national and state average figures. Average literacy rate of Yadgir in 2011 was (51.83%) for total and males (62.25%) and females (41.38%) respectively. With respect to sex ratio, it stood at 989 per 1000 males as compared to 940 of India. Out of the total Yadgir population (18.79%) lives in urban regions and (81.21%) percent in rural areas. That indicates that the district is agrarian in nature. There was no urban agglomeration in Yadgir district. Total population of the district comprised of (23.28%) of scheduled castes.
and (12.51%) of scheduled tribes population. This has significance in population composition of the district.

6.5.3 Reflection of Several Attributes of Secondary Education

(a) Access and Availability: Yadgir district stands at 29th position among all other districts in access with availability index (0.8192), the district is almost parallel to last district Haveri (0.818) in access index. The district has third lowest density of secondary schools in the state (3.49 secondary schools per 100 sq kilometer). The district has vast area and schools were scattered a lot. On an average there were 3.3 secondary schools per 1000 population (14-16 years) in the district, wherein the figures for rural and urban areas were 2.7 and 5.56 respectively. That means there was more pressure of population in rural secondary schools than in urban areas. Most of the schools were co-educational schools, there were just (6.54%) schools meant exclusively for girls’. The situation is slightly better in urban areas of the districts where the figures were (6.77%) and in rural areas it is less than one percent. In Yadgir district the ratios for upper primary schools to secondary school was recorded as total (3.08), rural (3.66) and urban (1.84) areas. That indicates for every single secondary school in Yadgir district there were 3.08 upper primary schools for total secondary schools or we can say feeder schools. There exists heavy pressure on secondary schools in rural areas as compared to urban areas.

(b) Gross Enrolment Ratio: The district ranks 29th among districts in GER index value (0.5867). The district was only next to Raichur with lowest GER. That indicates there were so many children in Yadgir district who were out of school. This may happen because of agrarian characteristic of the district where lot of people work as agricultural laborers. The district recorded total GER (37.87%), out of which GER for boys’ (41.51%) as compared to girls’ GER (33.61%). The corresponding figures for
rural and urban were (28.18%) and (79.16%) this indicated that in Yadgir district there was better GER in Urban areas as compared to the rural areas. In rural areas there was more number of children who were not enrolled in schools. Comparison between boys’ GER and girls’ GER indicates that in rural boys’ GER (31.63%), girls’ GER (23.99%) and urban areas boys’ GER (85.16%) and girls’ GER (72.78%); In both rural and urban there was skewed GER, which further indicated that there were more number of girls’ those who remained out of the school system. This leads to GPI total (0.81) rural (0.75) and urban (0.85). In all these cases GPI reflected that there was lesser participation of girls’ at secondary stage and it requires special attention.

When it comes to GER of SC children again it is one of the lowest among all other districts, figures in this case were total (34.94%), boys’ (43.27%) and girls’ (25.21%). That leads to GPI of (0.583). It highlights the fact that lot need to be done for enhancing overall enrolment with a special focus on SC girls’ enrolment.

When it comes to GER of ST children again it is one of the lowest, figures in this case were (32.71%), (37.65%) and (26.96%). That leads to GPI of (0.71) that means once again the participation of ST girls’ is inadequate and need to be attended immediately. The gap between GER of boys’ and girls’ is lesser in case of tribal students than SC students.

(c) Availability of Teachers: The district recorded teacher’s index at (0.664) and holds 30th position among districts. That indicates that availability of teachers is not adequate in Yadgir district. District wise data on percentage of female teacher’s revealed that Yadgir district has inadequate number of female teachers at secondary level. It was surprising to note that there were roughly single female teacher out of four (26.55%) in rural areas, in urban areas the figures were slightly improved (34.29%) and at aggregate (29.67%) female’s teachers at secondary level. Ultimately
one can convey that as there were almost 50 percent girls’ in that age group (14-16 years) it is desired that out of the total teachers posted in Yadgir half of them to be females so that girls’ education can be taken care.

The district had reasonable percentage of full time regular teachers to total teachers. The figures were rural (88.61%), urban (88.67%) and total (88.39%). That means though there was deficiency of teachers at secondary stage but at the same time one can have positive note on this account that the situation with respect to availability of teachers is much better in Yadgir district as compared to some other districts of NK R.

There is favourable student-teacher ratio at secondary level. The figures for rural, urban and total were (12.76%), (14.43%) and (14.45%), again there was an indication that in the case of Yadgir district the ratio is slightly better in rural areas as compared to urban areas. In urban areas the classes were slightly more crowded.

(d) Availability of Infrastructure Facilities: Yadgir district can be called as district with poor infrastructural facilities. It is disturbing to note that out of 21 indicators selected under infrastructure Yadgir occupied the bottom most position for 12 indicators, second last for 2 indicators and third last for another two indicators. The district has an index values in infrastructure (0.664), this is much below the state average. It is alarming to note that in Yadgir district still, two-third schools in rural areas does not have proper urinal facilities, the situation is slightly better in urban areas. Similar situation was witnessed in the case of availability of lavatory facilities. Further it is alarming to note that in Yadgir district two out of ten schools in urban areas and four out of ten in rural areas still struggle for availability of drinking water facilities in school premises. Data reveal that there were still 40 percent schools in rural areas where there were no playgrounds. Yadgir prominently being the rural
district must have adequate playground facilities. Whatever play grounds were available, they were better in urban areas than in rural ones. It is remarked that there were several schools in the district which do not have library facilities. There were just two schools out of ten with library facility in rural areas, the situation in urban schools is much better. The secondary schools in Yadgir district were poorly equipped it modern facilities like availability of computer laboratory and existence of integrated science laboratory for students. In both the cases the show is dismal but again one can say that the facilities in urban secondary schools were slightly better than rural secondary schools.

(e) Internal Efficiency: Yadgir district had internal efficiency composite index value (1.0102) which is above state average score of 1. That indicates that there was relatively less number of repeater students in this district. It is surprising to note that even Bangalore Urban (most developed district) had index value (0.9853), below the state average, which indicates that there was more number of repeaters in Bangalore Urban district. It is interesting to note that Yadgir district falls almost in the last quarter of districts with less number of repeaters.

When it comes to individual indicators of internal efficiency, several interesting facts emerges.

i) In Yadgir district there were (3.02%) repeaters students in aggregate, boys’ (3.48%) and girls’ (2.39%). In rural areas there were (3.0%) repeaters in aggregate, boys’ (3.82%) and girls’ (1.81%). In urban areas there were (3.05%) repeaters in aggregate, boys’(2.96%) and for girls’(3.15%).This indicates that there were more boys’ repeaters than girls’ repeaters at secondary stage in both rural as well as urban areas. Data further revealed that there were more repeaters in urban areas than in rural areas for aggregate, more boys’ repeaters in rural areas and more girl repeaters in urban areas.
ii) Among SCs students the figures were total (4.45%), boys’ (5.08%) and for girls’ (3.24%). In rural areas there were (5.27%) repeaters in aggregate, boys’ (6.52%) and girls’ (2.68%). In urban areas there were (3.22%) repeaters in aggregate, boys’ (2.78%) and girls’ (3.96%). This indicates that there were more boys’ repeaters than girls’ repeaters at secondary stage in aggregate and in rural but in urban areas there were number girls’ repeaters than boys’. The data further revealed that there were more repeaters in rural areas than urban areas.

iii) Among ST students the figures were total (2.61%), boys’ (3.04%) and girls’ (1.95%). In rural areas there were 3.3% repeaters in aggregate, boys’ (4.05%) and (2.0%) for girls’. In urban areas there were (1.44%) repeaters in aggregate, (1.4%) boys’ and 1.87% for girls’. This indicates that there were more boys’ repeaters than girls’ repeaters at secondary stage in aggregate and in rural areas. In urban areas there was more number of girls’ repeating the class at secondary stage. In this case also the data revealed that there were more repeaters in rural areas than in urban areas.

(f) Performance of Students: Yadgir district figured as bottom most districts among all other districts in composite index of performance of students (1.8044). Analyses of data revealed the following points,
i) The district had pass percentage of (61.38%), in aggregate and boys’ (60.84%) and girls’ (62.15%). In rural areas the corresponding figures were (65.85%), (66.75%), (64.47%) and for urban areas (64.68%), (57.38%), (58.98%) respectively. The district falls in last quartile, which indicates that performance of students in the district is relatively very low. The figures show that there was better performance of rural areas as compared to urban ones. Similarly there was better performance of boys’ in rural areas and girls’ performance in urban areas.

ii) In Yadgir district data revealed that in aggregate there were (22.05%) students who had passed their SSLE examination with first division, whereas performance of boys’
(22.92%) and girls’ (21.09%) were recorded. In rural areas the corresponding figures were (21.62%), (22.35%) and (20.48%) and for urban areas (24.11%), (23.68%) and (23.91%). In this case also the district falls in last quartile. From the bottom the district is next to Bidar, Koppal and Raichur.

The figures show that certainly the students from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more percentage of boys’ who had bagged first division in rural areas, whereas in urban areas girls’ bagged more number of first divisions

iii) Performance of SC students was less than overall aggregate figures. The district had pass percentage of (54.95%), in aggregate and SC boys’ (55.23%), SC girls’ (54.31%). In rural areas the corresponding figures were (62.84%), (65.04%), (57.45%) and for urban areas (43.53%), (39.95%), (50.45%) respectively. The district falls in last quartile that means the performance of the district is relatively lesser as compared to other districts. The figures show that there was better performance of SC students in rural areas as compared to urban areas, though the difference was not much. Similarly there was better performance of SC boys’ as compared to SC girls’ in rural areas. In urban areas the performance of SC girls’ was better than SC boys’.

iv) In Yadgir district with respect to performance of SC students, data revealed that in aggregate there were (17.21%) SC students who had passed their SSLE examination with first division, whereas figures for boys’ and girls’ were (18.79%) and (13.65%) were recorded. In rural areas the corresponding figures were (16.92%), (17.77%) and (14.56%) and for urban areas (17.83%), (21.39%) and (12.39%). The figures were lesser as compared to figures for aggregate. The district falls in last quartile for almost all indicators of performance of students. The figures show that SC students in aggregate and boys’ from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more number of girls’ who had
bagged first division, whether it is rural area or urban areas. It was reflected that SC girls’ in rural areas had secured more percentage of first divisions than SC girls’ in urban areas.

v) In the case of performance of ST students the district had pass percentage of (57.08%), in aggregate and boys’ (53.91%) and girls’ (62.99%). In rural areas the corresponding figures were (58.76%), (58.12%), (60.0%) and for urban areas (54.05%), (46.06%), (68.09%) respectively.

The district falls in the last quartile that shows that there were several other districts where ST students had performed well.

The figures for performance of ST students show that aggregate figures and figures for boys’ were better for rural areas than in urban areas. Performance of SC girls’ in Yadgir district is better in urban areas than in rural areas. Similarly it was noticed that ST girls’ had better performance than ST boys’ in urban areas.

vi)) In Yadgir district with respect to performance of ST students, data revealed that in aggregate there were (16.31%) students who had passed their SSLE examination with first division, whereas figures for boys’ and girls’ were (20%) and (12.6%). In rural areas the corresponding figures were (22.18%), (22.35%) and (21.88%) and (15.71%), (14.47%) and (17.19%) for urban areas. District falls in the last strata that show that there were several other districts where ST students had performed well.

The figures show that the ST students from rural areas had secured more number of first divisions than students in areas. At the same time there was more number of boys’ who had bagged first division rural areas. In urban areas girls’ had secured more number of first divisions. The performance of ST students was better than SC students in Yadgir district.

vii) The district had pass percentage of (58.29%), in aggregate and for boys’ (58.66%) and girls’ (57.71%) for students from OBC category. In rural areas the corresponding
figures were (61.83%), (62.61%), (60.66%) and for urban areas (52.61%), (52.7%),
(52.47%) respectively. The district falls in the last quartile that shows that there were
several other districts where OBC students had performed well and performance of
Yadgir district is very low. The figures show that there was better performance of
rural areas as compared to urban ones; similarly there was better performance of OBC
boys’ as compared to OBC girls’ in rural areas. In urban areas the performance of
OBC girls’ is slightly better than the OBC boys’ performance.

viii) In Yadgir district performance of OBC students, revealed that in aggregate there
were OBC students (21.67%) who had passed their SSLE examination with first
division, whereas figures for boys’ and girls’ were (22.64%) and (20.12%). In rural
areas the corresponding figures were (19.43%), (20%) and (18.56%) and for urban
areas (25.9%), (27.37%) and (23.32%). Once again the district falls in last quartile for
all the figures. The figures show that the OBC students from urban areas had secured
more number of first divisions than students in rural areas. At the same time there was
more number of girls’ in rural areas who had bagged first division, in urban areas
OBC boys’ had score more percentage of first divisions.

To summarize the status of secondary education in Yadgir district one can
make a concluding remarks by saying that this district with low population density,
low sex ratio, low literacy rate, high rural population, agrarian in nature, high
concentration of scheduled castes and scheduled tribe population has the poor
development of secondary education. Overall the district has low access of schooling
facilities, there was huge pressure of population in secondary schools in rural areas,
the district had acknowledged low gross enrolment ratio. The enrolment figures are
alarming for girls, especially in rural areas. The district had one of the worst score in
availability of teachers and infrastructure that has ultimately led to poor performance
of students in the district. In this case both input and out variables are low. The district is a case of low input and low output model. It is expected that with the upgradation status as a district headquarter Yadgir will certainly have better secondary education development index.

6.6 BANGALORE SOUTH – MOST ADVANCED TALUKS

6.6.1 Geographical Profile

It is one out of four taluks of Bangalore Urban district. It is located at 12°67’ N to 12°97’ North latitude and 76°66’ E to 77°34’ East longitude. This taluk is surrounded by Anekal in south east, Bangalore East in east, Bangalore North in north and district Ramanagara in west and south west. (Map 6.4)

6.6.2 Socio-Economic Demographic Profile

As per 2011 census, Bangalore South taluk had population of 2,05,274, of which male and females were 1,09,225 and 9,6,109 respectively. Bangalore South district population constituted 2.14 percent of the total population of Bangalore Urban District. There was change of unprecedented percent in population growth from 2001. The initial provisional data released by census 2011 shows that the taluk had very density of population. Average literacy of taluk in 2011 was total (69.25%), males (74.93%) and females (62.68%). With respect to sex ratio, it stood at 879 females per 1000 males as compared to 940 of Karnataka and 940 of India. Out of the total Bangalore South population (75.28%) lives in urban regions and (24.72%) in rural areas. The taluk has part of BBMB. Total population of the taluk comprises of (17.58%) of scheduled castes and (3.25%) of scheduled tribes population.
Map 6.4: Karnataka: Location of Bangalore South Taluk, 2010-2011
6.6.3 Reflection of Several Attributes of Secondary Education

(a) Access and Availability: Bangalore South taluk ranks first among all other taluks in access and availability index (2.91). The taluk has second highest density of secondary schools in the state (143.36 secondary schools per 100 sq kilometer). On an
average there were (9.01) secondary schools per 1000 population in the taluk, wherein
the figures for rural and urban areas were (7.81) and (9.23) respectively. The pressure
of population in secondary schools is more in rural areas than in urban areas.

Most of the schools were co-educational schools, there were just (4%) schools
meant exclusively for girls’. The figure is quite low in the state. The situation is better
in rural areas of the taluk where the figures were (4.2%) and in urban areas it is
(3.97%). There is appropriate balance between number of upper primary schools and
secondary schools; the ratios were (1.56), (1.95) and (1.52) for total, rural and urban
areas. The taluk had reasonable ratio for total and rural areas whereas in urban areas
situation is better. (Lesser the ratio better is the proportion of UPS to SS and there was
less pressure on secondary schools).

(b) Gross Enrolment Ratio: The taluk recorded below average GER and ranks 126th
among taluks in GER index value (0.9454). That indicates there were lots of out of
school children in Bangalore south taluk. This is because more of urban in-migrant
population working in unorganized sectors of economy. The taluk recorded (66.63%)
total GER, out of which GER boys’ (63.9%) as compared to girls’ GER (69.59%).
The corresponding figures for rural areas were (33.23%), (29.91%) and (36.92%) and
urban were (84.9%), (81.6%) and (89.05%).The taluk recorded GPI for total (1.088),
rural (1.09) and urban (0.8952) this indicates that there were better proportion of girls’
enrolled in schools than boys’ in rural areas(More than 1 favorable to girls’, less than
1 favorable to boys’).The figures for taluk indicates that though the overall GER is
less in the taluk but at is the same time it is very high in urban areas as compared to
rural areas.

When it comes to GER of SC children GER is total (82.78%), boys’ (78.3%)
and girls’ (87.31%). That leads to GPI of 1.15. It highlights the fact that there were
adequate number of girls’ from SC community enrolled in schools and this was a healthy indicator.

When it comes to GER of ST children again it is one of highest among taluks, figures in this case were total (88.3%), boys’ (91.76%) and girls’ (84.7%). That leads to GPI of 0.92 that means the GPI is more in favour of boys’ as compared to girls’. This indicates that girls’ from ST community were missing from secondary schools.

(c) Availability of Teachers: The taluk recorded teacher’s index at (1.8689) and holds first rank among taluks. This indicates the availability of teachers is adequate enough in Bangalore South taluk. District wise data on percentage of female teacher’s revealed that Bangalore South taluk has favourable presence of female teachers at secondary level. In rural areas of Bangalore South taluk there were almost six out of ten females teachers (60.95%), in rural areas the district was only next to Bangalore East and Mangalore Taluk. In Bangalore South taluk almost two-third (66.57%) female teachers were on roll in urban areas, and altogether there were (66.11%) female teachers in the district at secondary level and this was the third highest after Bangalore East and Mangalore taluks of Karnataka.

District had adequate percentage of full time regular teachers to total teachers. The figures for rural (94.97%), urban (95.55%) and total (95.5%) were recorded. That means there was deficiency of teachers at secondary stage in Bangalore South taluk but the situation is much better as compared to all other taluks of the state.

There is reasonable student-teacher ratio at secondary level. The figures for rural, urban and total were (4.33%), (7.06%) and (6.84%), again there was an indication that the ratio is better in urban areas as compared to rural areas.

(d) Availability of Infrastructure Facilities: Bangalore South taluk recorded infrastructural index (1.3532), among all the taluks Bangalore South ranked fifth after
taluks of Bangalore North, Bangalore East, Virajpet and Hospet. Majority of the Secondary schools in the taluk had adequate infrastructural facilities, but there were several variations between rural and urban areas. There was need to provide infrastructural facilities in some grey areas so that 100 percent in infrastructural facilities can be achieved. Data on individual indicators revealed that most of the secondary schools have adequate toilet and lavatory facilities and for most of the indicator the taluk falls in first quartile. In Bangalore South taluk, on an average 9 out of ten schools have reasonable urinal and lavatory facilities. There was availability of drinking water facilities in almost all the schools of the taluk. Bangalore South taluk that includes large area of BBMP is a taluk with metro characteristics. There were skyscrapers and paucity of wide open spaces. This leads to scarcity of required playground facilities in secondary schools. During field visit it was learned that several group of schools under the umbrella of one single management will have common playground facilities. It is serious concern that almost one-fourth school in taluk does not possess playground facilities. Bangalore South taluk falls in last quartile of ranks when it comes to playgrounds and when it comes to library facilities, the taluk had better position and it falls under first quartile among taluks. Data on library facilities in taluk revealed that, on an average 7 secondary schools out of ten in rural areas there were, eight out of ten in urban areas have library facilities. In case of availability of computer facilities and integrated science laboratory facility though the rank of the taluk is better among all other taluks and falls in first quartile but the figures were not encouraging. In Bangalore South taluk four out of ten schools do not have computer facilities and around one-fourth schools do not have facilities of integrated science laboratories. It provides scope for more coverage in computer and integrated science laboratory facilities.
(e) **Internal Efficiency**: Bangalore South taluk had internal efficiency composite index value (0.9881) which was below state average score 1. That indicates that there were relatively more number of repeaters in this taluk. It was surprising to note that even Sindgi (most backward taluk) had index value of (1.0389) above state average, which indicates that there was less number of repeaters in Sindgi taluk. In internal efficiency Bangalore South taluk was positioned somewhere in middle among all other taluks. When it comes to individual indicators of internal efficiency, several interesting facts emerge.

i) There were (5.68%) repeaters students in aggregate, whereas boys’ (6.63%) and girls’ (4.75%) figures were recorded. In rural areas there were (6.77%) repeaters in aggregate, boys’ (8.07%) and girls’ (5.53%). In urban areas there were 4.93% repeaters in aggregate, boys’ (5.55%) and for girls’ (4.29%). This indicates that there were more boys’ than girls’ repeaters at secondary stage in both rural as well as urban areas. Data further revealed that there were more repeaters in rural areas than in areas.

ii) In Bangalore South taluk, among SCs students figures were total (2.82%), boys’ (2.89%) and girls’ (2.74%). In rural areas there were 5.68% repeaters in aggregate, boys’ (5.79%) and girls’ (5.56%). In urban areas there were (2.78%) repeaters in aggregate, boys’ (4.0%) and girls’ (1.72%). This indicates that there were more boys’ than girls’ repeaters at secondary stage in both rural as well as urban areas. The data further revealed that there were more repeaters in rural areas than in urban areas.

iii) In Bangalore South taluk, among ST students the figures were 0.32% for total, boys’ (0.28%) and girls’ (0.4%). In rural areas there were (0.71%) repeaters in aggregate, boys’ (0.7%) and girls’ (0.72%). In urban areas there were 5.13% repeaters in aggregate, boys’ (5.67%) and girls’ (4.55%). This indicates that in rural areas the percentage of girls’ repeaters was more than boys’ whereas in urban areas there were
more boys’ than girls’ repeaters at secondary stage. In this case the data revealed that there were more repeaters in urban areas than in rural areas.

(f) Performance of Students: Bangalore South taluk falls in first quarter among taluks in composite index of performance of students (1.177). This indicates the taluk has above average index value.

Analyses of data revealed the following points,
i) The taluk had pass percentage of (75.15%), in aggregate and boys’ (72.52%) and girls’ (77.67%). In rural areas the corresponding figures were (72.46%), (77.29%), (67.62%) and for urban areas (75.37%), (72.12%), (78.46%) respectively. The taluk falls somewhere in middle along with other taluks. The figures show that in urban areas there was better performance of girls’ as compared to rural areas, similarly in rural areas there was better performance of boys’ as compared to urban areas.

ii) In Bangalore South taluk data revealed that in aggregate there were (42.87%) students who had passed their SSLE examination with first division, whereas figures for boys’ (43.73%) and girls’ (42.22%) were recorded. In rural areas the corresponding figures were (42.23%), (39.8%) and (45.04%) and for urban areas (47.47%), (44.08%) and (50.42%). Once again the taluk falls in first quartile. The figures show that certainly the students from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more number of girls’ who had bagged first division, in both rural and urban areas.

iii) In Bangalore South taluk, performance of SC students was recorded less than overall aggregate figures. The taluk had pass percentage (60.93%), in aggregate and SC boys’ (58.19%), SC girls’ (63.52%). In rural areas the corresponding figures were (62.4%), (60.3%), (64.73%) and for urban areas (66.28%), (70.35%), (61.9%) respectively. The taluk falls somewhere in the middle among all other taluks, that means the performance of the district is relatively lesser as compared to other
districts. In rural areas figures show that there was better performance of SC students as compared to urban areas; similarly in urban areas there was better performance of girls’ as compared to boys’. In rural areas performance of boys’ was better than girls’.

iv) In Bangalore South taluk performance of SC students, revealed that in aggregate there were (26.18%) who had passed their SSLE examination with first division, whereas boys’ (25.25%) and girls’ (26.98%) were reported. In rural areas the corresponding figures were (21.8%), (18.24%) and (26.15%) and for urban areas (26.54%), (25.95%) and (27.04%). The figures were quite less as compared to figures for aggregate.

The figures show that SC students from urban areas had secured more number of first divisions than students. At the same time there was more number of girls’ who had bagged first division, in rural and urban areas.

v) In Bangalore South taluk, ST students, had pass percentage of (63.75%), in aggregate and boys’ (62.77%) and girls’ (64.78%). In rural areas the corresponding figures were (68.33%), (77.78%), (60.61%) and for urban areas (63.38%), (61.72%), (65.17%) respectively.

The taluk falls somewhere in the middle strata among taluks that show that there were several other taluks where ST students had performed well. The figures for performance of ST students show that there was better performance in rural areas as compared to urban ones; similarly there was better performance of girls’ as compared to boys’ in urban areas. In rural areas performance of ST boys’ was much better the girls’ performance.

vi)) In Bangalore South taluk performance of ST students revealed that in aggregate (29.37%) students had passed their SSLE examination with first division, whereas figures for boys’ (36.43%) and girls’(24.68%). In rural areas the corresponding
figures were (43.9%), (61.9%) and (25.0%) and for urban areas (36.67%), (34.18%) and (39.22%). The taluk falls somewhere in the middle strata among taluks this indicates that there were several other taluk where ST students had performed well.

The aggregate figures show that ST girls’ from urban areas had secured more number of first divisions than girl students in rural areas. At the same time there was more number of boys’ who had bagged first division rural areas. In Bangalore South taluk the performance of ST students was better than SC students.

vii) In Bangalore South taluk OBC students, had pass percentage of (72.95%), in aggregate and boys’ (72.87%) and girls’ (73.01%). In rural areas the corresponding figures were (66.19%), (68.86%), (63.88%) and for urban areas (73.57%), 73.23%, 73.88% respectively. The taluk falls somewhere in the middle strata among taluks that show that there were several other taluks where OBC students had performed better. The figures show that OBC students had better performed in urban areas as compared to rural areas, similarly in urban areas OBC girls’ had performed better as compared to OBC boys’. In rural areas OBC boys’ had better performed than OBC girl students.

viii) In Bangalore South taluk OBC category, data revealed that in aggregate (37.13%) students had passed their SSLE examination with first division, whereas figures boys’ (35.27%) and girls’ (38.21%) were reported. In rural areas the corresponding figures were (27.08%), (31.21%) and (23.21%) and for urban areas (37.98%), (35.62%) and (40.09%). The figures show that OBC students from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more number of girls’ in urban areas who had bagged first division; in rural areas performance of boys’ was better than girls’.

To conclude one can summarize that Bangalore South is a part of Bangalore Urban district. The district emerged as the most developed district. Bangalore South is
again urban in character and metropolitan in nature. It contains part of BBMB. The taluk emerged as number one taluk in secondary education development index. There were adequate access to secondary schooling facilities, density of schools was very high, and there was heavy pressure of population in the taluk. The taluk had adequate infrastructural facilities and availability of teachers. It was further noted that the taluk had lower index value in internal efficiency and gross enrolment ratio than the state average. Adequate infrastructure, mass awareness, urban impact, flourished secondary and tertiary sector had led to better secondary education development index in the taluk.

6.7 SINDGI – MOST BACKWARD TALUK

6.7.1 Geographical Profile

It is one out of five talukas of Bijapur district. It falls in northern zone of Bijapur district. It is located at 16°56’ N to 17°21’ North latitude and 76°48’ E to 76°98' East longitude. Sindgi taluk is surrounded by Indi taluk in North West, Muddebihal in south, Basavanna Bagevadi in south west, Bijapur taluk in west and Gulbarga district in east (Map 6.6). The taluk is part of north zone of Bijapur district. The taluk comes under drought prone area.

6.7.2 Socio-Economic Demographic Profile

As per 2011 census, Sindgi taluk had population of 3,95,675, of which male and females were 2,02,735 and 1,92,940 respectively. Sindgi taluk population constituted (15.36%) of the total population of Bijapur district and (0.64%) of Karnataka state and ranked 3rd in Bijapur district after Bijapur and Indi taluk of Bijapur district and 34th amongst talukas of Karnataka district. There was change of (19.27%) in population growth from 2001. The initial provisional data released by Census 2011 shows that density of population for Sindgi was 181 people per sq km.
Average literacy of Sindgi in 2011 was (53.55%) for total and (63.00%) and (43.62%) for males and females respectively. With respect to sex ratio, it stood at 951 per 1000 males as compared to 940 of India. Out of total Sindgi population (24.72%) lives in urban regions and (90.69%) in rural areas. Total population of the district comprises of (19.54%) of scheduled castes and (0.96%) of scheduled tribes population.

Map 6.6: Karnataka: Location of Sindgi Taluk, 2010-2011
6.7.3 Reflection of Several Attributes of Secondary Education

(a) Access and Availability: Sindgi taluk figures in the last quarter of taluks in access with availability index (0.5843), the district recorded third lowest density of secondary schools in the state (3.49 secondary schools per 100 sq kilometer). The
taluk has huge area and schools were scattered a lot. On an average there were (3.41) secondary schools per 1000 population in the taluk, wherein the figures for rural and urban areas were (3.33) and (4.24) respectively. That means there were more schools in urban areas than in rural ones. Most of the schools were co-educational schools, there was just one school meant exclusively for girls’ that too in urban areas. The ratio for upper primary schools to secondary school total (4.19), rural (4.24) and urban (2.85) were recorded. In urban areas the pressure of population on secondary schools was quiet less as compared to rural areas owing to better availability of secondary schools. Sindgi taluk had around three-fourth schools under government sector (DoE). Hence it is mainly the responsibility of the state government to cater the needs of school going children.

(b) Gross Enrolment Ratio: The taluk ranks 92th among taluks in GER index value of (1.0052) slightly above the state average. That indicates there were lots of out of school children in Sindgi taluk. This is again because of lot of people working as agricultural laborers in the taluk and their more inclination to work rather than study in schools. The taluk recorded total GER (57.13%), GER boys’ (60.69%) and girls’ GER (52.7%).

The corresponding figures for rural areas were (47.15%), (51.0%) and (43.63%) and urban were (148.72%), (156.33%) and (139.94%). (The figures were too high because of children do stay in rural areas but goes to school in urban areas.) In Sindgi taluk GPI aggregate (0.868), rural (0.85) and urban (0.89) indicates that there was lesser proportion of girls’ enrolled in schools than boys’ in rural and urban areas (More than 1 favorable to girls’, less than 1 favorable to boys’). The figures for taluk indicates that though the overall GER is less in the taluk but at the same time it
is very high in urban areas as compared to rural areas. Thus suitable measures need to be taken to improve GER in rural areas, especially for girl students.

In Sindgi taluk GER of SC children was total (62.33%), boys’ (71.06%) and (51.36%) girls’. That leads to GPI (0.723). It highlights the fact that lot need to be done for enhancing overall enrolment with a special focus on girls’ enrolment.

When it comes to GER of ST children again it is one of the lowest, figures in this case were (33.21%), (34.19%) and (32.0%). That leads to GPI of (0.936) that means the gap between GER of boys’ and girls’ is lesser in case of tribal children than SC children.

(c) Availability of Teachers: The taluk recorded teacher’s index at (0.6652) and holds position in last quartile among taluks. That indicates the availability of teachers is inadequate in Sindgi taluk. Taluk wise data on percentage of female teacher’s revealed that Sindgi has inadequate number of female teachers at secondary level. In rural areas there were only (11.28%) female teachers, as compared to urban areas (29.91%) and aggregate (14.85%) female’s teachers at secondary level.

The district had reasonable percentage of full time regular teachers to total teachers. The figures were (78.32%) for rural, (68.22%) in urban and (76.39%) for total. That means there was deficiency of teachers at secondary stage but the situation is much better as compared to some more taluks of NK R.

There was favourable student-teacher ratio at secondary level. The figures for rural (22.5%), urban (33.62%) and total (24.19%) were recorded; this indicates that PTR in Sindgi taluk is better in rural were as compared to urban areas. It was noticed that urban schools were crowded with more number of students and with less number of teachers. PTR in Sindgi taluk is on much higher side as compared to several other taluks and subsequently it hampers the teaching learning process.
(d) **Availability of Infrastructure Facilities:** Sindgi taluk of Bijapur district can be called as taluk with poor infrastructural facilities. The taluk had recorded index value in infrastructure (0.780) and falls in last quartile. It is disturbing to note that out of 21 indicators chosen for infrastructure, Sindgi taluk falls in last quartile in almost half of the indicators selected.

It is alarming to note that (44%) schools in rural areas and (15%) schools in urban areas does not have proper urinal facilities, the situation is slightly better in urban areas. Similar situation is witnessed in the case of availability of lavatory facilities. The situation is serious in rural areas where only (38.18%) secondary schools in rural areas have lavatory facilities. Situation in urban areas is slightly better where only (15%) secondary schools do not have proper lavatory facilities. Data on availability of drinking water facilities in schools reflect that in rural secondary schools around 20 percent schools require provisions of drinking water facilities. In urban areas all the secondary schools possess this facility.

Data related to playground gives some positive indications, as all the schools in urban areas in Sindgi taluk have facility of playground. It is only in five percent schools in rural areas where this facility need to be provided. In case of playground facilities, Sindgi taluk falls under first quartile among taluks. With respect to library facilities, the taluk portrays a dismal picture, as there were only (14.29%) secondary schools in rural areas and (17.74%) schools in urban areas in possess library facility. The situation is slightly better in urban areas.

In Sindgi taluk secondary schools were poorly equipped in modern facilities like availability of computer laboratory and existence of integrated science laboratory. It is pertinent to note that the performance of all the taluks for these two indicators is not so encouraging, and Sindgi taluk is no such exception. Computer lab facility was
available in rural areas (14.55%), urban areas (28.57%) total (16.13%). Similarly the figures for integrated science laboratory were (43.64%), (42.86%) and (43.55%) for rural, urban and total secondary schools. This shows that half of the secondary schools in Sindgi taluk need integrated science laboratory for quality teaching learning process.

(e) Internal Efficiency: Sindgi taluk had internal efficiency composite index value (1.0389) which is above state average score 1. That indicates that there was relatively less number of repeater students in this district. It is surprising to note that even Bangalore South taluk (most developed taluk) had index value(0.9881), below the state average, which indicates that there was more number of repeaters in Bangalore South taluk. Sindgi taluk falls almost in the first quarter of taluks with less number of repeaters.

When it comes to individual indicators of internal efficiency, several interesting facts emerge.

i) In Sindgi taluk there were repeaters in aggregate (0.32%), whereas figures for boys’ (0.41%) and girls’ (0.19%) were reported. In rural areas there were repeaters in aggregate (0.63%), boys’ (0.71%) and for girls’ (0.47%). In urban areas there were no repeaters. This indicates that there were more boys’ repeaters than girls’ repeaters at secondary stage in rural areas.

ii) In Sindgi taluk among SCs students the figures were total (0.32%), boys’ (0.45%) and for girls’ (0.14%). In rural areas there were (0.61%) repeaters in aggregate, boys’ (0.71%) and girls’ (0.4%). In urban areas there were no repeaters. This indicates that there were more boys’ repeaters than girls’ at secondary stage in aggregate and in rural areas.
iii) In Sindgi taluk among ST students the figures were total (0.32%), boys’ (0.28%) and girls’ (0.4%). In rural areas there were (0.71%) repeaters in aggregate, boys’ (0.7%) and girls’ (0.72%). In urban areas there were no repeaters. This indicates that in rural areas there were more girls’ repeaters than boys’ at secondary stage.

iv) Discussion revealed that Sindgi taluk had high number of drop outs, number is more for girls’.

(f) Performance of Students: Sindgi taluk figured in the last quartile among all other taluks in composite index of performance of students (0.7904), which indicates the performance index is much below than the state average.

Analyses of data revealed the following points,

i) The taluk had pass percentage of (62.17%), in aggregate and boys’ (62.29%) and girls’ (61.99%). In rural areas the corresponding figures were (63.96%), (64.87%), (62.6%) and for urban areas (56.35%), (53.18%), (60.22%) respectively. The taluk falls in last quartile, which indicates that performance of students in taluk is relatively very low. The figures show that there was better performance of rural areas as compared to urban areas. Similarly boys’ in rural areas had performed better than girls’.

ii) Data revealed that in Yadgir district in aggregate there were (26.14%) students who had passed their SSLE examination with first division, whereas figures for boys’ and girls’ were (27.45%) and (24.71%). In rural areas the corresponding figures were (26.65%), (27.12%) and (25.93%) and for urban areas (32.19%), (28.9%) and (35.71%). Once again the taluk falls in last quartile.

The figures show that the students from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more percentage of girls’ who had bagged first division in both rural and urban areas.
iii) In Sindgi taluk performance of SC students was less than overall aggregate figures. The taluk had pass percentage of (56.35%), in aggregate and for SC boys’ (53.06%), SC girls’ (62.28%). In rural areas the corresponding figures were (58.62%), (56.42%), (62.74%) and for urban areas (48.6%), (40.91%), (60.86%) respectively. The taluk falls in last quartile that means the performance of the taluk is relatively lesser as compared to other taluks. The figures show that there was better performance of SC students in rural areas as compared to urban areas; similarly there was better performance of boys’ as compared to girls’ in rural areas. In urban areas the performance of girls’ was better than boys’.

iv) In Sindgi taluk performance of SC students, revealed that in aggregate (16.22%) SC students had passed their SSLC examination with first division, whereas figures for boys’ (16.73%) and girls’ (15.43%) were recorded. In rural areas the corresponding figures were (16.25%), (18.3%) and (12.78%) and for urban areas (16.09%), (8.89%) and (23.81%). The figures were lesser as compared to figures for aggregate. The taluk falls in last quartile for almost all indicators. The figures show that SC students in aggregate and boys’ from urban areas had secured more number of first divisions than students in rural areas. At the same time there was more number of girls’ who had bagged first division, in urban areas. In rural areas SC boys’ had bagged more number of first divisions.

v) In the case of performance of ST students the taluk had pass percentage of (51.72%), in aggregate and for boys’ (54.55%) and girls’ (42.86%). In rural areas the corresponding figures were (52.0%), (52.63%), (50.0%) and for urban areas (50%), (66.1%), (0.00%) respectively. The taluk falls in the last quartile that shows that there were several other taluk where ST students had performed better. In Sindgi taluk performance of ST boys’ is better in urban areas than in rural areas.
vi) In Sindgi taluk with respect to performance of ST students, data revealed that in aggregate (10.53%) students who had passed their SSLE examination with first division, whereas figures for boys’ (16.67%) and girls’ (0.00%) were recorded. In rural areas the corresponding figures were (15.38%), (20.0%) and (0.00%) and (0%), (0%) and (0%) for urban areas. The taluk falls in the last strata that show that there were several other taluks where ST students had performed well. The figures show that the ST students from rural areas had secured more number of first divisions than students in urban areas. At the same time there was more number of boys’ who had bagged first division rural areas. The performance of ST students was better than SC students in Sindgi taluk.

vii) In Sindgi taluk OBC students, had pass percentage (62.03%), aggregate and boys’ (61.54%) and girls’ (62.71%). In rural areas the corresponding figures were (65.74%), (68.86%), (63.88%) and for urban areas (49.06%), (45.51%), (52.98%) respectively. The taluk falls in the last quartile that shows that there were several other taluks where OBC students had performed better and performance of Sindgi is very low. The figures show that there was better performance of rural areas as compared to urban ones; similarly there was better performance of boys’ as compared to girls’ in rural areas. In urban areas the performance of OBC girls’ is slightly better than the boys’ performance.

viii) In Sindgi taluk performance of OBC students, revealed that aggregate (23.56%) students had passed their SSLC examination with first division, whereas figures for boys’ (25.0%) and girls’ (21.6%) were recorded. In rural areas the corresponding figures were (23.12%), (25.46%) and (19.66%) and for urban areas (25.64%), (22.51%) and (28.51%). Once again the taluk falls in last quartile for all the figures. The figures show that the OBC students from rural areas had secured more number of
first divisions than students in urban areas. At the same time there was more number of girls’ in urban areas who had bagged first division, in rural areas OBC boys’ had score more percentage of first divisions.

In nutshell, it can be stated that Sindgi taluk is one of the taluk of Bijapur district. The taluk had recorded low density of population, high decadal growth, low literacy rate, recorded less urban population, no urban agglomeration, agrarian economy, heavy concentration of scheduled castes population, presence of scheduled tribes population, less contribution to secondary and tertiary sector had an impact on development of secondary education in the taluk. As a result of these factors there taluk falls almost in last quartile for all the attributes. There was dismal performance in availability of teachers and infrastructural facilities. There was heavy pressure of population in rural schools. Looking at this situation it is recommended that special plan need to be envisaged for revamping secondary education in the taluk. Effective monitoring and special focus is required for existing programmes in the taluk.

6.8 SUGGESTIONS AND RECOMMENDATIONS

Access

• The study revealed that there were wide disparities in secondary schooling facilities in different districts and taluks of Karnataka State. In order to overcome the issue it is recommended that broadly designed norms at the national level may be followed at the state level by considering geographical, social, demographic conditions of the state of Karnataka.

• There must be rationale of setting up of new school and upgrading of new school, the decision must be more people oriented than political oriented.

• New schools can be opened in districts and taluks where number of secondary schools per 1000 children is less. State norms can be chalked out in this regard.
Creation of new schools is based school mapping and not on whims of political masters.

- New schools can be started in unserved areas, especially inaccessible areas keeping distance criteria in mind. Again this can be identified by using school mapping exercise. School mapping exercises for taluks can be placed on district and directorate of school education website.

- Researches need to carry out on the basis of data generated for school mapping. Professional from various university departments (geography) need to be consulted for setting up of new schools.

- Identification of backward districts, taluks and villages by using scientific methodology.

- Generation of Geo-Spatial Data Base on Secondary Education

- Effective implementation and monitoring of state level plan for improvement of access in secondary school.

**Quality**

- Provide adequate infrastructure, like drinking water facilities, toilets and urinals, playgrounds, library and integrated science laboratories. There must be time targets for providing these amenities.

- Reducing the digital divide by providing computer and ICT related facilities.

- Appointment of additional teachers, especially adequate number of female teachers and posting of these teachers in deficit areas. Implementation of proper rationalization scheme in deputation of teachers. Provide meaningful in-service training of teachers for the specified target group of teachers.

- Initiate bridge course for students passing upper primary stage from upper primary schools and joining high or higher secondary schools.

• Provide accommodation for teachers in rural and hilly taluks.

• Partnership with Jawahar Navodaya Vidyalayas Samiti. Since JNV claims to be apace setting institutions, the effect of this feature must be reflected on ground by improvising standards of government schools.

Equity

• Opening up new residential schools with modern amenities for girls’ and disadvantaged groups which provides comfortable and safe educational environment.

• Parents need to be counseled for promotion of education of girl child.

• Monitoring quality in existing lodging and boarding facilities for students belonging to SC, ST, OBC and Minority communities and Ensuring proper disbursement of scholarships to the disadvantaged sections. As it happens that amount does not percolate till the last level. Moreover, review the existing rates of scholarships and incentives as due to nationwide inflated inflation the amount currently offered is meager one.

• It is learnt that social welfare department invites application for deserving students of SC&ST; the department had opened several hostels in taluk and district headquarters, in order to assess the effectiveness of the scheme it is recommended that third party evaluation of the scheme need to be undertaken.

• Proper and wholehearted approach need to practice in inclusive education. It is learnt that many of the times it is a piecemeal approach practiced.

• Generating awareness among masses regarding education through community and motivating students for open and distance learning mode of education. Like
students those who cannot afford formal education system can join National Institute of Open Schooling (NIOS).

- Motivating people for using mass media, channels like Gyanvani and Gyan Darshan for content enrichment.

- Community mobilization and sensitization programme for girls’ education need to be carried out at the grassroots level. Promoting participation of parents in the development of schools in terms of girls’ education.

- There need to be less focus on incentives and more on mobilization of girls’ towards need for being educated.

- Mere representation of parents from SC& ST communities in school development management committee (SDMC) will not help the system. Their proper involvement can bring change in the system.

- Contextualization of pedagogical processes needs to be worked out so that children from these communities feel comfortable in schools.

- Inclusive education where all children study together should become the hallmark of every school especially those located in rural areas so as to take care of the children of disadvantaged group.

6.9 CONCLUSION

In the preceding chapter it was stated that centrally sponsored scheme of RMSA aimed at providing good quality available, accessible and affordable secondary education to all young students in the age group 15-16 years (class IX-X). The major targets of the scheme is to provide universal access of secondary level education to all the students in the age group of 14-16 years by 2015 by providing a secondary school within 5 kilometers of any habitation, to ensure universal access of secondary education by 2017 (GER of 100%) and universal retention by 2020 and by
providing access to weaker sections of the society, the educationally backward, the girls’ and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and religious minorities. In other words, broadly access, equity and quality were the major concerns for secondary education which need to be considered while planning for secondary education. Keeping these broad objectives of the programme in mind, it is very well required to focus on the condition of secondary education in various taluks of Karnataka, especially 17 most backward taluks identified through this study.