CHAPTER-III

SECONDARY SCHOOL EDUCATION IN KARNATAKA STATE WITH SPECIAL REFERENCE TO VIJAYAPURA DISTRICT

“Education is not Preparation for Life; Education is Life Itself”

– JOHN DEWEY

3.1. INTRODUCTION:

Education facilitates learning. It can take place in formal or informal settings. It is commonly classified into stages such as preschool, primary school, secondary school and higher education (Education, 2015). It has been made mandatory by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education. It is considered as heart of the development process. In the recent years many developments have taken place with regard to primary education. ‘The Right to Education’, is declared as one of the fundamental rights of citizens of India. The Government has already introduced several schemes most notably the ‘Sarva Shikshana Abhiyan’ (SSA), ‘National programme of Mid-Day Meal in schools’ (NP-MDMS), etc (SSPHD, 2014).

In this chapter the historical perspectives of education particularly secondary education in the state of Karnataka with special emphasis on Vijayapura district is described.

3.2. EDUCATION IN INDIA:

India is the seventh largest country by area, the second-most populous country with over 1.2 billion people and the most populous democracy in the world (India, 2015). Education in India is as old as its civilization. In India it is provided by the public sector as well as the private sector, with control and funding from: central government, state governments and local governments.

Normally the education structure is three tried, - primary education; secondary education and tertiary education.

3.2.1. Primary Education:

Primary schools in India provide education from class I to class VIII. The children in these classes are generally aged between 6 to 14 years. It is the next stage after kindergarten. Pre-Nursery, Nursery, Preparatory or Lower Kindergarten and Upper Kindergarten education is provided mainly by private institutions. Primary
education is recognized as the base level or class 3rd to class 5th and up to class 2nd as pre-primary education (Primary Education, 2015).

**3.2.2. Secondary Education:**

Secondary education normally takes place in secondary schools, after primary education. It leads to higher education or vocational training. Secondary education covers children aged 14 to 18, a group. The final two years of secondary is often called Higher secondary (HS), Senior secondary, or simply the "+2" stage. Secondary schools are called as High schools or Vocational schools. Students have to learn a common curriculum largely (except for regional changes in mother tongue) till the end of high school (Secondary Education, 2015).

As per the constitution of India, school education was originally a state subject. The role of the Government of India (GoI) was limited to co-ordination and deciding on the standards of higher education. Owing to constitutional amendment in 1976 education has been listed in the concurrent list. That is, school education policies and programmes are suggested at the national level by the GoI though the state governments have a lot of freedom in implementing programmes (Kumar, 2011).

The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. Other curriculum bodies governing school education system are: the state government boards, in which the majority of Indian children are enrolled, namely:

1. The Central Board of Secondary Education (CBSE). CBSE conducts two examinations, namely, the All India Secondary School Examination, AISSE (Class/Grade 10) and the All India Senior School Certificate Examination, AISSCE (Class/Grade 12).
2. The Council for the Indian School Certificate Examinations (CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/ Grade 10); The Indian School Certificate (ISC - Class/ Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12).
3. The National Institute of Open Schooling (NIOS) conducts two examinations, namely, Secondary Examination and Senior Secondary Examination (All India) and also some courses in Vocational Education.
4. International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.
5. Islamic Madrasa schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.


In addition, NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher education respectively (India, 2009).

3.2.3. Higher Education:

Higher education is an educational level that follows a completion of a school providing a secondary education. It is provided at colleges, academies and universities. Higher education is also available through certain college-level institutions, including vocational schools, trade schools and other career colleges that award academic degrees or professional certifications.

3.3. HISTORICAL ASPECTS OF INDIAN EDUCATION:

3.3.1 Ancient Period:

The history of education in ancient India can be traced back to the 3rd century B.C. Sages and scholars imparted religious education and traditional knowledge orally. It is popularly referred to as Gurukula system of education. Later after letters were invented palm leaves and barks of trees were used in the teaching-learning process. Temples and religious structures became the first places of learning.
Agraharas, Brahmapuris, Ghatikasthansa and Mathas were considered as ancient educational institutions. Mathas were residential schools where the teacher and the taught lived together. Agraharas and Brahmapuris were settlements of scholars and separate arrangements existed to teach. Ghatikasthnnas were meant for conferring degrees or certifying scholarships. Rich families engaged teachers to teach their children privately. In ancient India, during the Vedic period from about 1500 BC to 600 BC, most education was based on the Veda and later Hindu texts and scriptures (History of Education in India, 2015).

3.3.2 Medieval Period:

In the medieval period education flourished at Nalanda, Takshila, Ujjain and Vikramshila Universities. Art, Architecture, Painting, Logic, Grammar, Philosophy, Astronomy, Literature, Buddhism, Hinduism, Law and Medicine were taught in these institutions. Takshila was specialized in the study of medicine, while Ujjain laid emphasis on astronomy. All branches of knowledge were taught in Nalanda and approximately 10,000 students studied there.

Muslim rulers promoted urban education by building libraries and literary societies. Primary schools called ‘Maktabs’ were established for reading, writing and offering basic prayers. Secondary schools called ‘Madarsas’ taught advanced language skills. These were setup by student’s nobles and other influential ladies. Scholars from Madrasa would be eligible for civil service and to become a judge.

3.3.3 Modern Period:

The Britishers introduced modern education. This educational system gave greater emphasis on teaching of English. In 1784 A.D. Asiatic society of Bengal started several English schools and colleges. Between 1828 to 1835 A.D. William Bentinck along with Lord Macaulay and Raja Ram Mohan Roy encouraged English learning.

3.4. EDUCATION SYSTEM IN INDIA:

3.4.1. Primary Education:

As on 30th September 2013 at the all India level there were 1448712 schools imparting elementary education. 53.26% of schools were run by department of education, 4.71% were run by tribal/social welfare department, 17.13% of schools were run by local bodies, 0.13% was run by central government, 0.27% of schools were run by other government managements and the remaining 24.5% were run by private unaided. 23.30% of schools have computers and 84.09% of primary schools
have library facilities.

There were 132428440 students enrolled for class I-V and 66471219 students enrolled for class VI-VIII. There were 63836863 girls studying in class I-V and 32343903 girls studying in class VI-VIII. 129839176 boys were studying in class I-V and 34127316 boys were studying in class VI-VIII at the all India level (NEUPA, 2014).

3.4.2. Secondary Education:

As on September 30th 2014 there were 233517 secondary schools and 109318 higher secondary schools. 34.21% of schools were managed by dept of education while 2.89% were managed by tribal/social welfare department, 4.48% of schools were managed by local bodies, 16.68% by private aided and 38.84% by private unaided, 0.29% by other government managements, 0.90% by central government, 1.06% by unrecognized, 0.43% by madarsa recognized and 0.20% were managed by unrecognized madarsa. 90.36% of schools had library facilities and 92.37% of higher secondary schools had library facilities. 63.42% of secondary schools do have computers while 36.64% of schools do have internet facility. There were 61803397 children studying at secondary schools of which 32562281 were boys and 29241116 girls, accounting for 47.31% (NEUPA, 2015).

3.4.3. Higher Education:

Universities in India are recognized by the University Grants Commission (UGC), which draws its power from the University Grants Commission Act, 1956. In addition to UGC, 15 professional councils are established, to control different aspects of accreditation and coordination. The types of universities include: 42 central universities, 310 state universities, 127 deemed universities and 143 state private universities, 1 central open university, 13 state open universities, 68 institutions of national importance, 5 institutions under state legislature act, 3 others. India has 712 universities. In India there are 36671 colleges, 11445 stand alone institutions (Ministry of Human Resource Development, 2014).

3.5. EDUCATION IN KARNATAKA:

The princely state of Mysuru had introduced modern system of education by setting up the Raja’s school in Mysuru in 1883. The first government high school was set up in Bengaluru in 1858. It was upgraded as a first grade college in 1870 and named ‘Central College’ in 1875. Maharaja’s college was started in Mysuru in 1864. The Department of Public Instruction, which now controls elementary and secondary
education in the state, was established in 1857. Mysuru was the second state in the country, after Baroda, to introduce compulsory primary education in 1913.

The country’s first Engineering college was established in this state. University of Mysore was established in 1916. After reorganization of the state in 1956, the education system in the state has grown steadily. The state now has many reputed educational institutions at all levels. School education in Karnataka comprises an elementary cycle of 8 years (5 years lower primary and 3 years upper primary) and a secondary cycle of 2 years. After 10 years of general school education, a student can enter employment or join the academic stream comprising 2 years of higher secondary education (called pre-university education or + 2 or class XII in Karnataka) or pursue technical training in polytechnics and industrial training institutes (ITI), the latter being run by the Labour Department (Government of Karnataka, 2002).

3.6. HISTORICAL ASPECTS OF EDUCATION IN KARNATAKA:

3.6.1. Ancient Period and Medieval Period:

The ancient history of education in Karnataka can be traced back to third century B.C. Temples and community centers took the role of schools (Kamat, 1996). Religious institutions and heads of Mutts (Mathas) have been guiding the educational activities in Karnataka as in other parts of the country. Temples, Mutts or Monasteries, Ghatikasthanas or institutions of higher learning and Agraharas or settlements of learned Brahmanas were recognized as centers of education in medieval periods. Math’s were the prominent centers of learning during this period. Kalamukha Shaiva teachers played an important role in the spread of education.

Kodiyamatha at Ballegavi (near Shivamogga), attached to the Kedareshvara temple, provided shelter to many free education, lodging and boarding to the student community. It imparted instruction in all the branches of learning. There were indigenous school in Dakshina Kannada and Bellari districts called Ayyagala matha or pial. Koolimatha invariably taught reading, writing and arithmetic. Sanjeya matha, functioned in the evenings. Vedic lore, traditional darshanas, smritis, arts and crafts were taught (Gangadhar, 2014).

3.6.2. Modern Period:

Establishment of the vernacular schools were the beginning of modern education. Free English school was established at Mysuru in 1833 by the palace of Mysuru. Two Marathi vernacular schools were set up at Dharwad and Hubballi in 1826 by the Bombay Native School and School Book Society respectively. Vernacular schools
were also established in Mangalore, Udupi and Bellari in 1833. Dar ul Uloom was set up at Gulbarga in 1853 by sir Salaarjung. Two Anglo-Vernacular schools were established at Madikeri and Virajpet and a Kannada school was opened at Ponnampet by the Government in 1934. Christian Missionaries played a major role in starting schools and imparting education during the 19\textsuperscript{th} century. The Education Integration Advisory Committee (EIAC) constituted by the State Government in 1956 evolved a uniform system of education for the entire state.

The Kindergarten system of education or the pre-primary education had become popular as early as 1900. This education came to be imparted systematically in pre-primary schools after 1957 as per the recommendations of the committee constitute for the purposes.

The first Government high school was started in 1858 in Bengaluru. Later the mission schools at Tumakuru, Shivamogga and Hassan and the Maharaja’s school in Mysuru were taken over by the Government. The district boards started a number of high schools after independence. In 1882 there were four high schools in Belagavi area and two high schools in Madras area. The Anglo-Vernacular school in Gulbarga was upgraded into a high school in 1875 and the central school at Madikeri was also upgraded to a high school in 1879.

By the time of reorganization, there were 537 secondary schools in the state with a total strength of 1,25,645 students. A new curriculum was introduced for secondary education all over the state in 1960 and uniformity in pattern, syllabi and examination was achieved by 1963. SSLC was uniformly made a course of ten years duration with the eighth, ninth and tenth being treated as high school classes (Karnataka, 2005). The scheme of conversion of high schools into higher secondary schools with the introduction of standard XI was implemented from 1964-65, upgrading 50 schools all over the state. This scheme of XI standard was withdrawn when the II year P.U.C was introduced in 1972. There were 5,732 high schools in 1993-94.

3.7. EDUCATION SYSTEM IN KARNATAKA:

3.7.1. Primary Education:

The number of schools in the state has increased rapidly after independence and particularly after 1980’s. About 98\% of the population now has been provided with lower primary schools within 1km distance and higher primary schools within 2km distance. The four years of primary and four years of middle school education was combined to form an integrated course of eight years.
As of 31st March 2009, the state had 57,520 primary schools and 10098 secondary schools. The state also has 33 Kendriya Vidyalaya’s and 27 Jawahar Navodaya Vidyalaya’s (Tadasad, 2012). As per 2013-2014 data Karnataka state has 61369 were imparting elementary education. In the state of Karnataka 73.63% of elementary schools were managed by department of education, while 1.16% by tribal/social welfare department, 0.04% by local bodies, 0.13% by central government, 0.02% was managed by other government managements and the remaining 25.02% by private unaided. State of Karnataka 29.93% of schools have computers and 96.82% of primary schools have libraries.

5352623 students have enrolled for class I-V while 2970933 students had enrolled for class VI-VIII. 2589624 girls were studying in class I-V while 1430283 girls were studying in class VI-VIII. Total number of boys who were studying in class I-V was 2762999 and total number of boys studying in class VI-VIII was 1540650.

3.7.2. Secondary Education:

Recognizing the importance and demand for secondary education, the Government of India has launched a centrally sponsored scheme Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to achieve the goal of universalisation of secondary education. The vision of RMSA is to make the secondary education of good quality, available, accessible and affordable to all young persons of the age group of 14-16 years. The implementation of RMSA at state level in Karnataka envisages the preparation of state specific perspective framework plans (Department of Public Instruction, 2009).

As per 2014-2015 data in the State of Karnataka there were 15086 secondary schools and 4410 higher secondary schools. 30.59% of secondary schools were managed by department of education, 3.51% by tribal/social welfare department, 0.29% by local bodies, 25.04% by private aided schools, 39.90% by private unaided schools, 0.05% by other government managements, 0.56% by central government, 0.05% by unrecognized, 0.01% by unrecognized madarsa. In Karnataka 87.66% of secondary schools had library facilities, while 77.1% of higher secondary schools did have library facilities. As for as Karnataka is concerned 67.85% secondary schools do have computers while 28.83% of secondary schools have internet facility. Karnataka had 2447332 of secondary school children, of which 1253076 were boys and the remaining 1194256 were girls, accounting for 48.81%.

3.7.3. Higher Education:
Karnataka is in the forefront in the matter of providing higher education. Karnataka is home to a number of colleges, which span across various subjects and streams. The state offers numerous graduate and postgraduate courses of study in arts, science and commerce as colleges in Karnataka are spread across all parts of the state. Whether it is a small town or a large city, they all have colleges. There are 1931 colleges affiliated to 18 universities (barring Karnataka State Open University, Mysuru and Kannada University, Hampi).

Some of these colleges are accredited with the status of a deemed university. There are 187 Engineering, 289 Polytechnic, 39 Medical and 44 Dental colleges in the state. Udupi, Sringeri, Gokarna and Melkote are well-known places of Sanskrit and Vedic learning. There is a one Women’s University as well as Language Universities in the state, apart from 3 Agricultural Universities. A Veterinary University, University for folklore studies, music has been set up during 2009-10 (State Education Profile, 2015).

3.8. THE SECONDARY EDUCATION SYSTEM IN KARNATAKA:

There are 72875 schools in the State of which 26302 are lower primary, 33126 are higher primary and 13447 are high schools. The ratio between lower and higher primary schools is 1:1.26; like-wise, the ratio between higher primary and high schools is 2.46:1. Schools of the State are run by 17 types of Managements. Some of the prominent types are:

1. Department of Education
2. Department of Social Welfare
3. Local Self - Government Institutions
4. Private Aided
5. Private Un-Aided
6. Others [Jawahar Navodaya Vidyalaya, Central, Sainik, Non-Resident Indians (NRI), Madarsas, Arabic, etc; are included here].

Schools run by the Department of Education, Department of Social Welfare and by the Local Self Government Institutions are classified as Government Schools.

3.9. STATUS OF SECONDARY EDUCATION IN KARNATAKA:

Private sector plays a major role in the state’s secondary education scenario. At the secondary stage, government schools constitute only 35%, whereas private schools constitute 65%. At the PU level, government colleges constitute 31%, whereas private PU colleges constitute 69%. Unaided institutions have continued to
grow over the past decade and now these constitute 40% of all secondary schools, 82% of Government schools located in rural areas. There has been a rapid expansion of secondary school system in Karnataka during the past two decades. On an average, there is one high school for every 2.5 higher primary schools in the state (as in 2011).

The 13 educational districts of Bengaluru North and South, Belagavi, Bellari, Bidar, Dakshina Kannada, Davanagere, Gulbarga, Hassan, Mandya, Mysuru, Shivamogga, and Tumakuru have more number of secondary schools than the state average. The least number of schools (less than 200) are found in the districts of Chamarajanagar and Kodagu. As of 2009 there are 12159 secondary schools of which 7043 from rural area and 5110 are from urban area, in the state.

In 1990-91, there were 18 secondary schools per lakh population on an average (as per the 2001 Sub-Sector Study Report). As per 2011 provisional Census figures, there are on an average of 22 secondary schools per lakh population. This average of 22 per lakh population is exceeded in the following 18 districts: Bangalore North and South (27.41), Bidar (26), Chikkamagalur (27), Chitradurga (24), Dakshina Kannada (24), Davanagere (24), Gadag (26), Hassan (30), Kodagu (29), Madhugiri (33), Mandya (23), Ramanagara (24), Shivamogga (25), Tumakuru (23), Udupi (23), Uttara Kannada (24) and Yadgir (25).

The following 15 districts have equal to or less than the state average of 22 secondary schools per lakh population: Bagalkot (20), Bengaluru Rural (22), Belagavi (16), Bellari (20), Vijayapura (20), Chamarajanagar (18), Chikkalballapur (21), Chikkodi (22), Dharwad (20), Gulbarga (21), Haveri (22), Kolar (20), Koppal (19), Mysuru (22), and Raichur (19). Kannada medium schools are in a majority. There are many schools offering teaching in more than one medium. 65% of secondary schools offer education in Kannada while 29% offer in English (F-KARE, 2012).

3.10. EDUCATION IN VIJAYAPURA DISTRICT:

Vijayapura (Earlier known as Bijapur) the land of five rivers and the domain of different cultures is an ancient city. The city established in the 10th and 11th centuries by the Chalukyas of Kalyani was known as Vijayapura (City of victory). The district Vijayapura covers a land area of 10541 sq, km and lies in the tract of Deccan Platers. The city has a rich heritage and culture of Adilsahitya, Sufisim and also the land of Vachanasahitya. There are five talukas in the district namely; Basavana Bagewadi, Vijayapura, Indi, Muddebihal and Sindagi (Human Development Report, 2014).
The growth and development of education in Vijayapura district is furnished in the following paragraphs.

3.11. HISTORICAL ASPECTS OF EDUCATION IN VIJAYAPURA DISTRICT:

3.11.1. Ancient Period:

From ancient times Vijayapura is famous for its education and culture. Schooling through “Gurukula” was the most prominent at that time. Various dynasties that rule Bijapur organized educational institutions. In those days Agrahar, Temples and Maths were the learning centers and Sanskrit, Prakrit and Kannada were the languages taught and practiced. Galagali on the banks of Krishna river is believed to have called Galava-Kshetra where sage Galava imparted tuitions in a Gurukula. Salotagi, six miles south-east of Indi, was a seat of learning in the old days, where a college imparted training to students in arts and science. Inscriptions reveal that Shivaling temple of Muttagi (Basavan Bagewadi), Marasingheshwar temple of Devoor (Sindagi), Siddheshwar temple of Vijayapura, Tripurush temple of Tumbagi (Muddebihal), Nagareswar temple of Rugi (Indi), Siddhaling Kalideveshwar math of Managuli (Vijayapura) and Saraswati temple of Hebbal (Basavan Bagawadi) were centers of education in those days. Kudal Sangam, Aihole, Pattadakallu were also the seats of learning (Government of Karnataka, 1999).

3.11.2. Medieval Period:

During the rule of Bahamanis, Vijayapura retained its academic excellence. The renowned learned Sufi of India, Hazrat Ainuddin Ganjuloom Junnaidi, lived in Vijayapura from 1371 till his death in 1390. His disciples and other Sufis like Hazrat Ibrahim Sangani and his sons, Hazrat Abdullah Al-Ghazani, Hazrat Ziauddin Ghazanavi and Hazrat Shah Hamzah Hussaini kept their noble littérateur’s traditions alive in Vijayapura (Adil Shahi Dynasty, 2015).

Under the aegis of Adil Shahis (1489-1686), Vijayapura advanced very much in the field of learning. It was considered as the ‘Second Baghdad’ in scholastic activities in the Islamic World. During the two centuries of the Adil Shahis dynasty Persian education, Islamic learning and culture flourished to a great extent in Vijayapura. The rulers encouraged educational institutions and centers of fine arts. Usually Maktabas provided elementary education whereas Madarsas offered higher education (Secondary Education in Karnataka State, 2014).
Mahammad Adil Shah (1626-1655) did his best for the growth and development of education. Diffusion of general education and religious teachings were one of his chief concerns and he did his utmost to improve the socio-economic and educational standards of the people. He established an Arabic school in Vijayapura and a Persian school in Jumma Masjid. Free education with delicious food and stipend of one Hun to each student was provided. Sufi Saint Hazrat Murtuza Quadri’s dagrah, located at western side Vijayapura, was one of the Sufi educational centers and it motivated more than 5500 learners including many non-Muslims. Besides these, most of the Sufis maintained their own Khankhas (convents for disciples) and Kutub Khanas (libraries) (Mohammed Adil Shah, 2015).

3.11.3. British Period:

The first Government vernacular school was setup in 1853 in Vijayapura. One more Anglo-vernacular school was opened in the same year in Vijayapura. There were 454 students studying in English schools scattered over then Kannada speaking areas covering Solapur district, Chadachan, Manguli, Muddebihal, Almel, Indi, Talikoti, Sindagi, Hipparagi and Vijayapura.

There were eight vernacular and one Anglo-vernacular schools in Bijapur by 1855-56. There were four Government schools in Kaladagi, one was an anglo-vernacular school, two were Kanarese boys’ schools and one was a Hindustani boys’ school. There was also one police school. There were four Government schools. In the town of Indi there were two Government schools in Vijayapura. In Muddebihal there was one Government school. Sindagi had two schools and Basavana Bagewadi had two schools. In addition to this there were 126 schools in the district in 1882-83. Besides the Government schools there were twenty five private aided schools- twenty four for boys and one for girls. Of twenty four schools twenty three were private schools (Government of Karnataka, 1884).

During the 19th century and in the beginning of the 20th century, education had not become a matter of priority of the people of Vijayapura district or for the government. Vijayapura district had come under the domination of Marathi language. The Bombay primary education act controlled the compulsory primary education in the district till 1947 (SSPHD, 2008).

There was only one higher educational institution in the Vijayapura district (i.e. Vijaya College established in 1945) before independence. There were no girl’s schools in Vijayapura distrist before 1854. First girl’s school was set up in 1854 in
Guledagudd by Christian missionaries. There were 10 girl’s schools by 1873-74 and it fell down to 8 by 1882-83 as girls did not avail the benefit of education. Higher education was not clearly visible in the district till 1990’s. There were only a few higher educational institutions at the service of natives. There was only one college in the district before independence.

3.11.4. After Independence:

After independence the government realized the need for education and it started many primary, secondary, pre universities, degree colleges and universities. After the introduction of uniform secondary curriculum throughout the state, in 1960-61, the district also followed the pattern. There were 60 secondary schools in the district in 1965-66. There were no higher secondary schools in the district before 1964-65. A large number of high schools were established by philanthropists, christian missionaries and later be private educational societies.

Of late Vijayapura has emerged as a hub for professional education. Before 1980s there were very few educational institutions. But, today there are many schools, colleges which provide pre primary, primary, secondary, higher secondary, under-graduate and post-graduate degrees in the faculty of arts, science and social-sciences (Bijapur District, 2015). The initiatives taken by the Government of Karnataka after independence and particularly after the implementation of new education policy 1986 helped the district to grow quantitatively and qualitatively in secondary education sector.

Sainik school was established by Ministry of Defense Govt. of India in 1963. This is a residential school-preparing cadet for the Defense forces. To provide better educational facilities Kendriya Vidhyalaya was established in Vijayapura in the year 1967. This is a co-education CBSE affiliated school in Vijayapura. The Jawahar Navodaya Vidyalaya was established in 1987 in Almatti. It is a co-educational senior secondary institution affiliated to the Central Board of Secondary Education (CBSE). Morarji Desai Residential School was established in Arakeree of Vijayapura taluk in 2006-07. This is exclusively meant for girls and is affiliated to Karnataka state secondary education board, Bengaluru. Another Morarji Desai Residential school was established in Chadachan of Indi talukas in 2007-08. This is a co-educational institute. Besides this many CBSE schools run by private educational organizations are imparting education at secondary school level.
There are 5 revenue blocks divided into 7 educational blocks in the Vijayapura district. Vijayapura taluk has two educational blocks – Vijayapura Urban and Vijayapura Rural, Indi block has divided into two separate blocks from Jan 2002 i.e. Indi and Chadachan. There are total 1614 inhabited revenue villages as per 2011 census and there are 1602 habitations as per child census survey 2009-10.

Table No. 3.1: Educational block-wise number of secondary schools and students

<table>
<thead>
<tr>
<th>Block Name</th>
<th>Govt. School</th>
<th>Govt. Unaided</th>
<th>Other Mgt</th>
<th>Cent. Sch</th>
<th>Total</th>
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<td></td>
<td>DoE</td>
<td>Soc. Wel</td>
<td>Local Body</td>
<td>TOT</td>
<td>Aided</td>
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<tr>
<td>B. Bagewadi</td>
<td>24</td>
<td>2</td>
<td>0</td>
<td>26</td>
<td>36</td>
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<tr>
<td>Vijayapura Rural</td>
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<td>36</td>
<td>29</td>
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<td>Vijayapura urban</td>
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<td>43</td>
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<td><strong>0</strong></td>
<td><strong>169</strong></td>
<td><strong>197</strong></td>
</tr>
</tbody>
</table>


There were 2528 primary schools and 409 secondary schools in the district by 2011-12. From the table 3.1 it can be observed that there are 520 High schools in the district. Education department runs 152 high schools and 17 secondary schools are run by social welfare department, the district has 169 aided schools. 197 unaided schools and 3 schools run by central Government. It can also be observed that Vijayapura urban block has more number of schools followed by Vijayapura rural, Basavana Bagewadi, Muddebihal, Indi, Sindagi and Chadachan (Deputy Director, 2014).

In spite of this, there are many disparities among the secondary schools leading to many divides. Rural-Urban, Government-Private, CBSE-KSEEB, Aided-Unaided, Coeducation-exclusive education, English-Kannada as medium of instruction are major divides that hinder the progress of the secondary education in the district. Rural schools have poor infrastructure compared to urban schools. These lack many basic amenities. 21% of rural schools do not have libraries and 48% of rural schools do not have computers (Javalkar, Prakash, 2014).

Along with these schools there are professional colleges as well as general colleges which provide under-graduate and post-graduate degrees in the faculty of
Education at all levels has traversed a long way in multiple directions from ancient period to the present digital era in the district. It has very strong roots particularly in primary and secondary education. Thanks to Government and private stakeholders. A large number of secondary schools belong to privateeers (both aided and unaided). Majority of Government and private aided institutions are providing conventional education and private unaided institutions are interested in offering professional education. The infrastructure of the private aided institutions is good.

It is moderate in case of private unaided institutions. Government institutions are deprived of some of the basic infrastructural facilities. The enrollment of boys in all types of institutions is more than that of girls. The girls, irrespective of type of institution, have performed relatively better than boys in the examinations. A large number of private aided institutions are good old institutions, whereas all most all Government institutions are newly established. The number of teachers is relatively high in private aided institutions than in the Government and private unaided institutions. Majority of private aided institutions are recognized by UGC and are accredited by NAAC.

In terms of basic infrastructure, facilities, services and schemes, improvements need to be made in respect to tutoring, computer instruction, livelihood training and ramps for disabled students, toilets and libraries. But, a wide divide exists as far as digital environment is considered.
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