FINAL DRAFT

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STRUCTURAL UPGRDATION and REORGANISATION of SCHOOL EDUCATION in KARNATAKA

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CHAPTER I

School Education in Karnataka State 1956 to 2012 – Structure, Organisation and Performance.

KARNATAKA STATE – A GENERAL PROFILE

1.0 The State of Karnataka, named as 'State of Mysore' was formed in 1956, at the time of reorganization of States. Territories dispersed in four States viz; the erstwhile presidency States of Bombay and Madras and the princely States of Mysore and Hyderabad, the centrally administrated small territory of Coorg were merged in the new State. There were 19 districts in the State at the time of reorganization. As of 2008, there are 29 revenue districts and 176 revenue blocks in the State while for purposes of administrative convenience they are further sub-divided into 34 educational districts and 203 educational blocks.

1.1 The different territories of the State had diverse evolutionary records and history. There were glaring regional disparities since the time of reorganization in regard to access, participation, quality of infrastructure facilities, community involvement, administrative support structures and many other variables in growth and development in general as well as education in particular. More than 5 decades of development efforts have succeeded only in reducing the gaps across regions but not in wholly mitigating them. This is because, as the gap-filling exercises are afoot earlier advanced regions experienced faster growth and development. Even by 2008, historically evolved regional disparities in development is a major concern in the State.

1.2 Karnataka State is located in the southern region of India within the range of 11.31 to 18.45 degrees longitude and 74.12 to 78.40 degrees latitude. It has a seacoast of 287 kilometers to the West spread across three districts – Dakshina Kannada, Udupi and Uttara Kannada. Western Ghats or the hilly regions of the State are spread across 9 districts viz; Chikmagalur, Hassan, Kodagu, Shimoga, Uttara Kannada, Dakshina Kannada and Udupi. Many of these districts receive heavy rainfalls and include dense forests. Rest of the districts fall within the plains

from North to South. Problems of access, participation, quality and community involvement vary with the diverse terrain of districts. Curiously enough, districts/regions of the difficult terrains are better performing on all these variables as compared to the districts in the plains. Sub-optimal performance is observed in districts of the North-Eastern Karnataka region.

1.3 Karnataka shares its borders with three other States and attracts migrants from neighbouring States. Bilingual education as well as alternative strategies for schooling to migrant children are an area of concern in the State. Provision for secondary education is made in Urdu, Marathi, Hindi, Telugu and Tamil languages apart from Kannada, the regional language, and English.

1.4 The total population of the State was 61.13 million in 2011. More than a fifth, 22.75 percent [16.20 to 6.55], belong to scheduled Castes/Tribes [2001]. Population increase is from 52.85 million in 2001, a decadal growth of 8.28 million with a decadal growth rate of 15.67 percent. The share of Karnataka's population in India was 5.05 percent [India: 1210.19 million in 2011]. Karnataka has a lower density of population at 319 persons per square kilometer while the all India average is 364 persons in 2011. The child sex ratio is 943 in the 0-6 age group while the overall sex-ratio is 968 in 2011. Population of the State is, by and large, spread out in dispersed, isolated habitations. Secondary schools are by and large located in big villages, small/medium and big towns. Feeder schools, the higher primary schools, are spread across smaller habitations / villages. Two or three Central villages with high schools share the same catchment area of feeder villages with higher primary schools. This will influence lateral mobility of children from higher primary to high schools thereby affecting strength/enrolments of children.

1.5 Birth rates have been falling in the State during 2000-01 to 2010-11. Differentials in child-sex rates, falling birth rates and diversities in growth-rates of population across the regions/districts of the State bear implications for demand for school spaces and facilities.

Falling birth rates have affected enrolment of children. Over 13000 out of a total of 45200 elementary schools in the Department of Education [1 to 5 standards only] are located in small habitations and carry less than 30 children, summated across all the 5 standards [2011-12]. Dwindling enrolments at lower primary stage affect strength in higher primary schools which in turn affect small size high schools. In sum, demographic variables are a significant factor in planning exercises in secondary education.

1.6 There is a declining trend in the State in growth rates of population in 15 to 18 years. As per projections of population based on single year 2001 population profiles of the Registrar General, Census of India, population in this age group slightly increased between 2001 to 2006 while it has begun to slide thereafter. The overall decline by 2016 from the base year of 2001 would be 5.43 percent. The decline in case of boys would be higher than that for girls, the rates being 7.57 and 3.03 respectively for boys and girls.

Table No.1.1
Population 15 to 18 years in Karnataka State
[in lakhs]

Years	Persons	Male	Female
2001	44.19	23.09	21.11
2006	45.33	23.07	22.26
2011	45.60	22.84	21.77
2016	41.79	21.34	20.47

[Source : RG, CI]

The estimate of enrolments in 9th and 10th standards [16.75 lakhs] during 2010-11 as against number of persons in the population 15 and 16 years [21.77 lakhs] shows a gross enrolment ratio of 76.94 percent.

1.7 Economy in the State is on a bright path for several years. It will continue to be so in the following years. The annual average growth rate is in the range of 7 to 8 percent. 39 percent of the State is urban. The GDP for the year 2011-12 was Rs. 465552 crores at current prices and Rs.297964 crores at constant (2004-05) prices. As on 2011-12 just 17.20 percent of this income is contributed by the primary sector, while the Secondary Sector contributes 26.40 percent to the GDP.

56.32 percent of the GDP is contributed by the service sector (current prices). The tertiary sector is growing at an annual average rate of 18.60 percent.

1.8 Growth of the service sector and its high level of contribution to the economy has highly significant overtones for the Secondary Education sector. There is enormous potential for growth of employment in the sub-sectors of the tertiary sector viz; Trade and Transport, Communications, Hotels, Real Estate, Insurance, Finance and Business Services, as well as Community, Social and Personal Services. These sectors throw up jobs for secondary education graduates..

This arithmetic has not counted middle level semi-skills and skilled jobs in the secondary sector–the industries sector which throw up a large volume of shop - floor and processing jobs which include Agro-Processing industries. Secondary education is the departure junction for all these jobs either with pre-service or on-the-job training.

Bangalore city is known all over the world for IT/BT/BPO sector performance. Bangalore city is recognized as one of the 26 IT hubs in the world. It is the only IT hub so recognized in the country. In fact, Bangalore city District along contributes over a quarter of the State's total income.

1.9 It is just time for serious and intensive efforts at Universalization of elementary as well as Secondary Education in the State. The time is ripe because the State has experienced considerable success in regard to SSA-I, Universalization of Elementary Education. Problems of the early years of the 21st century such as non-enrolment of children to schools and drop-out from the system have tapered off to a marginal column. Enrolments to elementary schools are swelling over the years. Retention of children in the system is creating a self-propellant demand for secondary education.

This demand is expected to continue in future. Expansion of secondary education in the coming years is expected to be demand-driven. Advance planning in this direction would definitely reduce the confusions in regard to location of facilities and provision of support services.

1.10 Significant proportion of children in 14 to 16 years age slabs are out of school. Media reports, specifically news and news analyses in leading dailies of the State indicate that substance abuse, juvenile crimes and anti-social behavior among youth may increase over the years in an incremental way unless there is a meaningful corrective action by the society/State. TV viewing / Cinema attendance, visits to Bars / Night clubs / Fancy Shows / Computer Surfing of pornos / Orkoot fellowships are on the rise among youth. Traditional Cultural artefacts, folk forms, reading habits and library attendance are reported to be warning. Growth of money market is also visible along with a materialistic outlook on life. The net effect of all these societal changes may lead youth out of the track of refined forms of Indian Culture. Rich and Variegated cultural life in schools and colleges, State patronage to art and culture, revival of folk cultural forms may retrieve the possible dangers. The first step in all these efforts ought to be to get the youth, all the youth, to schools, secondary schools, and then serve a rich and meaningful cultural life for them. There will be greater harmony and peace in social life with the complete provision of 08 year cycle of elementary and 04 year cycle of secondary education.

2.0 SCHOOL EDUCATION IN THE STATE.

2.1.0 School Education in the State has a long record of evolution and development. It was in 1868 that a systematic, large-scale expansion of school education began in the old Mysore State with the Hobli School scheme launched by the then first full-time Director of Public Instruction, Mr. Lewis Rice. Hobli, a cluster of 15 revenue villages within a radius of around 7 kms constituted a unit of jurisdiction for a school. 146 Hobli schools were established in 1868 itself. With a view of 'balanced regional development', the expansion of High Schools began in a phased way and by 1879-80, 636 of the 645 hoblies of 8 districts of the erstwhile Mysore State had a government high school. Shortage of qualified and trained teachers did not allow for a single shot expansion.

2.1.1 1956 is a landmark in the history of the State as Kannada speaking areas got integrated into the present Karnataka State. School Education was under the control of local bodies / District Boards / Municipalities in Bombay / Madras presidency districts while the schools in erstwhile Mysore State, Coorg and Hyderabad regions were under the control of the government. Recognition was accompanied with a large number and of variety of educational problems. Diversity in structures, curriculum, examination / standards, textbooks, managements [private / government], inspection and administration, access and facilities, qualified teachers along with problems of bilingualism in border areas are illustrative in this regard. The new reorganized State has been consciously addressing all these problems, particularly the problem of regional disparities in access, facilities and attainment standards, with deliberation and planning for the last more than 5 decades. A vector analysis of efforts reveals that the direction of progress is positive all along while the speed is not optimal.

2.1.2 A high level committee called the Educational Integration Advisory Committee was constituted in 1958 with the then Minister of Education as its Chairman. Comprehensive recommendations were made by this committee to promote harmony across the new State. Common high school syllabus, common Text Books for all standards, uniform grant-in-aid code for all high schools and a common Act for Compulsory Elementary Education in 1962, Triple Benefit Scheme for Teachers (1963), Creation of State level structures like a State Research Bureau (1958-59, later DSERT), a State Bureau for Vocational Guidance (1959), a State Institute of Science (1963), a common School-Final Examination for the whole State (1963), a State Examination Board (1966), Incentive Schemes for school children [early 1960s], were all the initiatives [this is not a exhaustive list] that were taken up during the 1960s. In essence, early 1960s was a period of intense educational activity in the State. However, there was no attempt to bring uniformity in the structure of school education till 1968.

2.1.3 There was a thorough overhauling and streamlining of educational administration of the State in 1970s. A single Directorate for school education [with a DPI] was

split up into several Directorates [with several DPIs]. Secondary Education was allotted a distinct Directorate. District-level administration, inspection and supervision were also strengthened. The State adopted the 10+2+3 pattern of structure for education in 1974. Composition of the first ten years of schooling was varied across the State specifically in regard to access and transition to 5th and 8th standards. This problem persisted upto the period of Sarva Shiksha Abhiyan in 2001 for the lower primary stage. A Chief Minister's 'Task Force on Elementary Education' was constituted in 2000 AD with Dr. Raja Ramanna distinguished Nulcear Scientist as chair-person. This committee strongly and emphatically recommended the up-gradation of all 1 to 4 lower primary schools to 1 to 5 lower primary schools within a few years. This problem was addressed adequately and comprehensively. However, up-gradation of 1 to 7 higher primary schools to include 8th standard has met with limited success. This is because, high schools with 8th standard access are largely in the private sector with or without government aid- and it has been difficult to relocate 8th standard or up-grade the LPS in their vicinity without affecting their enrolments which in turn would be affecting their scale of efficient management of physical resources, teaching and other staff. It has been pretty difficult to concentrate on 9th and 10th standards of junior secondary schools and ignore the 8th standard as there is a physical juxtaposition of 8th, 9th and 10th standards in a high school or a higher secondary school. There are many high schools having 8th, 9th and 10th standards without a HPS attached to them but having a few HPS as feeder schools. These independent high schools (only 8th, 9th & 10th standards) cannot be treated as units of only 9th & 10th standard junior secondary schools.

Integrated planning for such schools where SSA-Elementary stage addresses 8th standard while SSA-Secondary stage addresses 9th & 10th standard had to be contemplated for such schools.

2.1.4 Following the international attention on snail's pace of progress of literacy in India as revealed by the 1981 Census of India, full and large scale attention was given, rightly so, to Universalization of Elementary Education in the country and

in Karnataka State during the 1980s, 1990s and turn of the 20th century. This commitment was time and again strengthened by NPE 1986, EFA 1990 (Jomtien), EFA 2000 (Senegal), NEP 1991 – DPEP 1995 and SSA – 2001. April by 2010, the UEE concerns got the status of a Fundamental Right when it was related as article 21A from its earlier location of article 45.

3.0 Elementary Education for 07 or 08 years ?

RESTRUCTURING SCHOOL EDUCATION in KARNATAKA from the CURRENT 5+2+3 STATUS towards the 5+3+2 PATTERN :

3.1 Context

- The National Education Commission, 1964-1966 [headed by Dr. D.S. Kothari] recommended the adoption of 10 years of General Education followed by 2 years of Post Secondary Education in a 5+3+2+2 format that is 5 years of lower primary, 3 years of higher primary, 2 years of junior secondary and 2 years of senior secondary stage. Such a structure would ensure comparable standards and quality of schooling across the country. [Note : The KCR reverberated the recommendations of the Emotional Integration Committee of 1962 headed by Dr. Sampurnanand].
- By 1966 a 4+3+3 structure of 10 years of school education [general education] was in vogue in Karnataka State. The length of elementary education, as per the Constitutional directive, was 08 years in several States including Andhra Pradesh, Assam, Nagaland, Punjab, Rajasthan, West Bengal, J & K, Madhya Pradesh, Tamilnadu and Uttara Pradesh. It was only Kerala State that was in the same bracket as Karnataka where elementary education was only for [4+3] 07 years. [KCR, P.25]
- The Constitution of India directed the States to provide free and compulsory elementary education upto the age of 14 years [article 45 of the CoI], while the age of entry to formal schooling, standard I, was fixed at 06 years of age. By implication, the State has to provide elementary education upto 8th standard of schooling. It is to be noted that the eight years of schooling as per the directive to

States was relocated as a Fundamental Right when contents of article 45 was relocated as article 21A in 2005, therein according 8 years of elementary education, the status of a Fundamental Right.

- Even by 2001, 10 years of school education in the State was by and large provided in a 4+3+3 matrix. But, with the onset of initiatives of the Sarva Shiksha Abhiyan Mission, the State extended the length of lower primary schooling to 5 years within a span of 03 years. By 2004-05, all LPS in the State were providing 5 years of lower primary schooling. The 1 to 4 LPS were upgraded to the 5th year while the 4+3 HPS, the composite secondary schools and higher secondary schools [1 to 10 and 1 to 12 standards] were already providing access to 5th standard. In effect, all the 25980 LPS in the State [2011-12 DISE] have 5th standard facility.

3.2 [B] Problem in Focus :

- Article 21A mandates, by implication, 08 years of free and compulsory education. The national policy has been to provide this length of schooling in 05+03 matrix. However, in Karnataka final year of the HPS ends at 7th standard in a large number of schools. It is to be noted that access to 8th standard is not a problem in composite high schools and higher secondary schools where children can have a smooth transit.

  Hence, the problem of providing access to 8th standard of schooling gets located within all the HPS whose length is just 07 years.

3.3 [C] Magnitude of the Problem :-

- There are 73864 schools in the State of which 25980 are LPS and serve as feeder schools to HPS, composite high / higher secondary schools.
- There are 33619 HPS in the State which include both 1 to 7 standards HPS and 1 to 8 standards HPS.

  Note :- There have been planned attempts in the State to upgrade the 1 to 7 HPS schools to 1 to 8 HPS schools, by adding 8th standard to the pre-existing 1 to 7 HPS schools, as a programme which is integral to Sarva Shiksha Abhiyan initiatives. Over the years 5545 HPS with 1 to 7 standards were given sanctions for such upgrading by the SSA / MHRD, as per set norms. This upgradation was

also, in effect, perfunctory as only one Trained Graduate Science Teacher was given to upgraded HPS. Children of 8th upgraded HPS schools were taught science subject by a graduate trained teacher while the same children were taught language, social studies and mathematics by the non-graduate [PUC + D.Ed.] HPS teachers of 6th & 7th standards. 4705 posts of graduate science teachers could be filled up out of the 5545 sanctioned posts in 1 to 8 upgraded HPS during 2004-05 to 2008-09. Due to attrition [retirement / resignations] in 577 cases, currently (2008-09), only 4128 HPS have upgraded 8th standard along with trained graduate science teachers. There was a vacancy of 1417 TGTs by September 30th, 2008, as per DISE data. In effect, only 4128 HPS out of a total of 30876 HPS have 8th standard facility, leaving out 26748 HPS which are 1 to 7 standards HPS.

- 33619 HPS (1 to 7 and 1 to 8) are there in the State. Management wise break-up is as follows:

Table – 1.2

DoE	SW + LSG	Total Govt.	Pvt. Aided	Pvt. Un-aided	Others	Total
22601	560	23161	2339	8009	125	33619

Out of 33619 schools, government can regulate admissions in 23161 govt., 2339 aided HPS, together accounting to 25500 HPS.

Out of 25500 there are 3918 HPS with upgraded 8th standard which means, Govt. + aided category HPS with only 1 to 7 standards is 21582.

That is, there are 21582 HPS with 1 to 7 standards in the State of which 2339 are aided, 560 belong to SW + LSG and 18683 HPS are run by the DoE.

It is repeated that 8009 unaided and 125 'other Management' HPS are not counted.

- 8th standard facility is there, as of now in high schools and higher secondary schools. No. of such schools are as follows.

Table -1.3

High Schools / Higher Secondary with 8th Std. Facility.

High Schools with 8th Std. in the State.

Category	Total Schools	DoE Schools
6 to 10 / 11	414	24
1 to 10 / 12	1812	55
8 to 10 / 12	9527	4063
All Total	11,753	4,142
Upgraded to 8th UPS	-	4138 (SSA)

Table -1.4

- Total High Schools in the State 1 to 10, 6 to 10 and 8 to 10

DoE	Govt.	Aided	Total
4437	4927	3335	8262

- HPS to HS Ratio in the State.

There are 8262 Secondary / Sr secondary schools with 8th std. facility. The ratio of HPS 1 to 7 numbering 21582 to that of secondary schools numbering 8262 is 2.63.

That is, for every 263 HPS with 1 to 7 standards in the State, there are 100 secondary / higher secondary schools with 8th std. facility. Again, this ratio of HPS to high schools is higher than 350 is to 100 in 04 districts, viz; Uttara Kannada (371), BNG Rural (380), Kolar (354) and Chikaballapura (351).

3.4 [D] In focus:-

- **In Focus**

a) No. of UPS with 1 to 7 standard being 21582

b) No. of Secondary / Sr secondary schools with 8th Std. being 8268

c) No. of upgraded HPS with 8th Std. being 3918

Children in (a) are being accommodated in (b) and (c) as of 2011-12

[Note : Pvt. Unaided schools are not counted].

3.5 [E] Enrolments in Classes 7 and 8 in the State and Transition Losses

Transition losses in the State from 7th to 8th standards work out to be 4.23 and 2.68 percent respectively for the periods 2009-10 to 2010-11 and 2010-11 to 2011-12.

WHO are the LOSERS in the PRESENT SYSTEM ?

The obtained figures of 4.23 and 2.68 losses in transition from 7th & 8th standards are for the whole State. There are inter-district differentials in this loss.

Note : These transition losses do not take into account drop-outs in the system. It is a different problem.

District Profile :

District-wise Transition losses from 7th to 8th standards reveal that certain districts which are quite backward in overall development levels consistently suffer maximum losses. Bidar, Raichur, Yadagir and Bijapur districts are in this category. They are located in the North Eastern region of the State. [See Table 3 - Appendix]

Losers by Medium of Instruction :

Analysis of Transition loss by Medium of Instruction reveals that the maximum loss is suffered by children who study in the following medium: Urdu [45.06 percent loss], Telugu [45.37 percent] and Tamil [82.48 percent]. Perhaps they discontinue studies [Tamil / Telugu] or move out of the State for schooling. [Table 4].

Transition loss by Sex :

Transition loss for girls is higher than that for boys among SC and ST categories. [Table 5]

3.6 Transition loss by Social Category:

Transition loss is quite high for OBCs followed by Scheduled Tribes and Scheduled Castes. Rates for social category are in comparison to 'General' category students and the overall state average.

[F] Spill-over Effects on Secondary Education Completion Rates :-

The existing reality that there is no provision for 8th standard in the 21582 [DoE + Other Govt.+ Aided] 1 to 7 HPS has several spill-over effects on vertical mobility of students in the schooling process.

For the champions of 'Fundamental Rights as guaranteed by the Constitution of India', for human rights activists, the champions of the UEE/EFA/SSA/MDM and for the sensitive Media it is a matter of concern that quite a number of children in Karnataka are deprived of 8th standard of schooling which would have otherwise honoured article 21A which specifies free and compulsory education upto 14 years. But for the parents / wards who get their children's schooling completed in the 21582, 1 to 7 standards HPS schools – admitting their children in the nearby high schools whose total figure is 8262, would in practical terms, imply a commitment for 3 years. This would be their mind-set. Hence, they would prefer to withdraw their children at the completion of 7th standard rather than send them for 8th standard to a high school which may be in the range of 1 to 5 kilometers, for 3 years. Nobody would send a child to high school just to complete 8th standard and thereby honour the Constitution.

In the process, there is a transition loss from 7th to 8th standard is a known fact. It is to be noted further, that the X standard completion rates also get seriously affected.

As per an analysis of enrolments in 7th standard in 2008-09 and flow of children through 8th and 9th standards in 2009-10, 2010-11 and 2011-12 as well as the final flow to 10th standard by 2011-12, the following observations are revealed :

- In the flow of students from 2008-09 seventh standard to tenth standard in 2011-12 there is a overall loss of 21.17 percent in the State. [Table 6]
- The loss is highest in the backward districts of the North Eastern region viz; Bidar (29.27%), Yadagiri (42.07%), Raichur (28.77%), Bellary (37.13%) and Koppal (38.60%).

Holistic Insight :-

- When the entire gamut of (general) school education in Karnataka is viewed as one, single package [05+03+02], in the light of the 'SUCCESS' initiatives, it would be highly challenging to honour the expectations of both SSA I and SSA II, so long as the State continues with the existing 5+2+3 structure.

3.7 [G] Summary Insights on Losers :-

- Girls, children belonging to lower strata of society, children persuing schooling in medium of instruction other than the regional language and English medium, children studying in districts which are backward in development levels are losing out in honoring the Constitutional mandate of provision of free and compulsory schooling upto the age of 14 years.
- Hence, it is inferred that the existing structure of 5+2+3 years of general education has built-in limitations in honoring the Constitutional mandate of article 21A, the fundamental right to education upto the 14th year. This reality is also compounded by the inability of the structure / system to promote equality across girls / social groups / non-regional language medium groups as well as to promote regional parity. It is not in keeping with the educational and social goals of the nation as well as Karnataka State.

CHAPTER II

Up-gradation of all 1 to 7 HPS to 1 to 8 HPS

2.1 Analysis :-

There are 22630 LPS and 22570 HPS in the Department of Education. The LPS serve as feeder schools to HPS. All the LPS carry 1 to 5 standards. The HPS are of three types : (i) HPS with 1 to 7 standards 18552 ; (ii) HPS with 6 and 7th standards only ; (iii) HPS with 1 to 8 standards. These HPS were carrying 1 to 7 standards for a long time. Since 2006-07, under a programme of MHRD for conversion of 1 to 7 HPS to 1 to 8 HPS, wherein, the MHRD would provide one graduate science teacher to such of those HPS who were willing to extend the length to 8th standard. The SSA got a sanction for up-gradation of HPS schools who became popularly known as TGT schools. Total sanctions from 2006-07 to 2011-12 have been 5545 of them, that is of the sanctioned HPS, 3851 number have been upgraded as on 2011-12. As such, the distribution of 22570 HPS in the State on the basis of length of standards is as follows :

Table -2.1

HPS in Education Department, 2011-12.

HPS	1 to 7	1 to 8	6 to 7	6 to 8	Total
Nos.	18552	3851	100	67	22570

As such it is observed that only 3918 HPS provide 8th standard of schooling.

It is observed that, as of now, children have access to 8th standard of schooling in high schools. High schools are of 03 types : (i) 6 to 10 standards (ii) 8 to 10 and (iii) 1 to 10 standards. Their numbers and distribution in the State are as follows :

Table – 2. 2

High schools with 8th standard in State, 2011-12

High Schools	6 to 10	8 to 10	1 to 10	Total
DoE Nos.	08	4050	304	4362
Aided Nos.	67	3002	57	3126
Unaided Nos.	2434	3057	118	5609
Total Nos.	**2509**	**10109**	**479**	**13097**

Note :- Children in 18652 Government HPS with 7th standard as the terminal stage have to relocate themselves in 13097 high schools of which 4362 high schools belong to DoE, 3126 are aided and 5609 schools are unaided. Hence, it is noted that upgradation of 1 to 7 HPS to 1 to 8 HPS will bear implications for enrolments, shifts in enrolments and

adjustments in enrolments across managements. This will also carry implications for enrolment, organisation and management of secondary schools.

2.2 Implications on Elementary Education and Secondary Education of integration of 8th standard with the elementary cycle.

"The Issues arising out of class 8th being included in the elementary cycle"

2.2.1 Access Criteria:

- As per the Karnataka RTE Rules, the higher primary school **access** should be within a distance of 3 kms or as redefined by the state governments. In Karnataka this aspect has been taken care of and schools are available within the defined distance at present.

2.2.2 Pedagogical Reference:

- The NCF 2005 syllabus is under implementation from 2012-13 in classes 5th and 8th in Karnataka. This could be implemented in phased manner for other classes.

Up gradation:

The bifurcation of the Higher Primary Schools existing at present is as follows.

Table – 2. 3

Category	HPS 1-7	HPS 1-8	HPS 6-7	HPS 6-8	HPS 6-10	HPS 1-10	HS 8-10
Edu Dept	18552	3851	100	67	8	304	4050
S.Welfare+Local Body	48	226	20	36	422	0	144
Aided	2126	2643	79	1	67	57	3002
Un-Aided	5157	195	104	11	2434	118	3057
Other + Central	14	1	0	1	49	25	5
TOTAL	**26897**	**6916**	**303**	**116**	**2980**	**504**	**10258**

- In total, there are 22570 Higher Primary Schools. Out of these Higher Primary Schools, 3918 Government Higher Primary Schools have class 8th.
- 18573 Government Higher Primary Schools having class up to 7 need to be upgraded to class 8 to make it a part of the elementary cycle. This calls for additional infrastructure and teachers.
- The Statistics indicate that there is a need for 22718 additional rooms and 14,958 teachers in the Government schools.

Table – 2. 4

SL No	Dist	Schools	Class Rooms	Teachers
1	Bagalkot	661	798	469
2	Blore Rural	371	472	251
3	Blore Urban	587	825	662
4	Belgaum	1499	2142	1482
5	Bellary	521	793	547
6	Bidar	469	552	403
7	Bijapur	795	1135	1032
8	Chamarajnagar	347	424	241
9	Chikkaballapura	475	561	394
10	Chikkamagalur	671	368	235
11	Chitradurga	820	1447	574
12	D.kannada	468	223	356
13	Davanagere	628	352	301
14	Dharwad	357	358	312
15	Gadag	331	258	176
16	Gulbarga	577	885	567
17	Hassan	1007	1065	833
18	Haveri	481	511	351
19	Kodagu	246	69	103
20	Kolar	561	840	437
21	Koppal	414	646	325
22	Mandya	803	834	731
23	Mysore	808	925	531
24	Raichur	585	1170	464
25	Ramanagara	406	452	259
26	Shimoga	822	1110	544
27	Tumkur	1270	1579	970
28	Udupi	289	199	189
29	U. Kannada	958	814	835
30	Yadgiri	346	811	484
	TOTAL	**18,573**	**22718**	**14,958**

- The approximate financial implication for construction of 22718 additional rooms alone at the cost of Rs.5.45 lakhs per room will be **Rs1238.13 crores**.
- But there is a need to give a second look to consider upgrading all the 18753 Higher Primary Schools. Some of these schools may not be viable as far as the quality teaching and learning are concerned.
- The main aim of the RTE is to ensure that all the children from 6years up to 14 years of age to have minimum School education. At the same time importance is

given to impart quality education. Keeping this in view, it is preferable to have larger schools for providing academically viable solutions for the reasons a) Optimal utilization of available resources b) Facilities are pooled and hence ensured availability c) Teacher absenteeism can be better handled d) Better utilization of teacher's services is ensured and e) Peer learning and adjustments, balanced social and emotional development will be possible, only with sufficiently adequate children in the classes.

- In view of the prospective of provision of child friendly schools as per the section 29 of RTE Act, it is desirable to consider the present enrolment of students in classes 6 and 7 in the Higher Primary Schools for making them viable. The following reports indicate that there are 6712 Higher Primary Schools having enrolment of 30 or less in class 6 and 7 together and 12740 HPS having enrolment of 30 and less in class 7 as detailed below.

Table – 2.5

District wise Number of Education Department Higher Primary School having Range wise Enrolment in class 6 & 7(together) as per DISE 2011-12

Dist	0- 5	Enroll	06-Oct	Enroll	Nov-15	Enroll	16-20	Enroll	21-25	Enroll	26-30	Enroll	Total
Bagalkot	4	16	19	155	24	308	39	710	36	847	41	1152	163
Blore Rural	6	18	15	132	35	467	58	1064	41	941	43	1188	198
Blore North	6	18	5	40	13	176	12	217	9	196	9	258	45
Blore South	6	16	9	73	16	215	19	348	29	674	30	837	109
Belgaum	6	20	22	192	22	283	29	515	44	1016	28	780	151
Belgaum Chikkodi	20	60	38	309	57	763	42	767	62	1416	57	1607	276
Bellary	12	6	29	234	23	312	22	383	21	486	20	559	197
Bidar	11	42	34	280	26	333	42	765	24	547	29	803	168
Bijapur	11	37	28	227	44	568	36	641	44	1003	46	1303	209
Chamarajnagar	6	12	11	94	20	265	34	625	21	480	31	873	123
Chikkaballapura	12	22	26	212	39	518	33	588	48	1107	46	1291	204
Chikkamagalur	33	53	48	377	79	1049	84	1502	85	1942	56	1565	385
Chitradurga	10	12	17	142	40	531	65	1186	70	1610	81	2268	283
D.kannada	4	20	9	71	26	355	41	726	51	1172	50	1394	181
Davanagere	5	5	12	98	22	298	28	522	41	943	46	1279	119
Dharwad	1	4	6	50	11	151	10	180	14	313	11	307	53
Gadag	1	4	10	84	9	117	8	139	13	309	17	477	58
Gulbarga	5	9	15	128	26	341	23	422	36	820	40	1133	145
Hassan	32	72	57	473	114	1482	146	2634	134	3090	102	2867	585
Haveri	1	2	9	73	14	181	25	450	33	768	25	704	107
Kodagu	10	31	22	190	26	341	30	551	28	639	19	529	135
Kolar	6	17	27	218	41	551	42	752	54	1227	69	1937	239
Koppal	2	6	7	63	5	60	14	256	21	480	16	453	65
Mandya	7	7	21	179	65	879	83	1505	87	2004	81	2259	344
Mysore	4	14	23	184	27	358	41	743	58	1352	67	1884	220
Raichur	13	14	9	78	16	208	22	405	42	971	37	1044	139
Ramanagara	7	17	8	66	30	395	39	720	47	1080	56	1580	187
Shimoga	18	46	36	297	67	901	91	1648	94	2170	81	2266	387
Tumkur	6	12	17	146	47	624	84	1516	101	2321	86	2397	341
Tumukur Madugiri	1	4	8	72	25	333	44	790	46	1055	59	1663	183
Udupi	4	20	6	50	25	331	27	497	34	786	29	815	125
U. Kannada	12	34	23	186	58	748	62	1119	59	1352	57	1592	271
U.Kannada Sirsi	16	34	38	315	70	913	62	1123	50	1144	47	1308	283
Yadgiri	2	7	7	56	11	145	10	186	18	413	14	394	62
TOTAL	**300**	**711**	**671**	**5544**	**1173**	**15500**	**1447**	**26195**	**1595**	**36674**	**1526**	**42766**	**6712**

Table – 2. 6

District wise Number of Education Department Higher Primary Schools having Range wise Enrolment in class 7 as per DISE 2011-12

Dist	0- 5	Enroll	6 – 10	Enroll	Nov-15	Enroll	16-20	Enroll	21-25	Enroll	26-30	Enroll	Total
Bagalkot	71	49	44	376	63	822	90	1593	67	1535	54	1503	389
Blore Rural	30	102	81	665	77	983	64	1128	27	618	18	506	297
Blore North	17	35	24	200	16	210	22	403	28	643	22	605	149
Blore South	22	57	43	342	52	700	43	769	36	826	34	965	230
Belgaum	59	76	47	385	66	881	75	1343	48	1110	45	1259	340
Belgaum Chikkodi	112	74	72	594	98	1280	102	1825	74	1681	70	1944	528
Bellary	97	19	12	107	34	454	43	790	48	1098	42	1189	276
Bidar	87	54	39	329	47	617	51	927	40	912	32	902	296
Bijapur	104	63	53	448	73	950	81	1471	63	1462	67	1860	441
Chamarajnagar	28	59	48	388	53	693	38	673	47	1092	22	611	236
Chikkaballapura	53	119	67	546	78	1005	80	1451	42	969	33	917	353
Chikkamagalur	98	255	161	1287	119	1557	86	1528	65	1479	44	1211	573
Chitradurga	45	71	76	38	144	1854	137	2450	121	2762	85	2389	608
D.kannada	18	64	54	422	105	1368	77	1356	55	1255	44	1227	353
Davanagere	28	26	53	445	97	1310	72	1298	75	1714	66	1848	391
Dharwad	27	14	15	120	18	240	23	411	31	715	34	955	148
Gadag	24	14	12	94	26	338	26	472	28	638	36	998	152
Gulbarga	47	66	45	380	73	967	59	1049	54	1241	40	1114	318
Hassan	109	345	233	1902	223	2872	153	2728	89	2013	54	1498	861
Haveri	27	15	25	194	63	809	50	904	42	956	40	1099	212
Kodagu	37	64	64	521	32	412	25	452	18	413	23	631	209
Kolar	48	167	75	67	106	1390	88	1566	64	1445	40	1109	421
Koppal	33	19	15	128	34	453	46	835	46	1040	37	1052	211
Mandya	47	105	130	1055	156	2034	132	2342	100	2283	71	1969	636
Mysore	38	85	69	575	112	1455	118	2109	102	2348	86	2406	525
Raichur	51	15	38	334	79	1062	79	1394	71	1618	52	1434	370
Ramanagara	23	64	60	510	104	1343	59	1066	49	1125	26	728	341
Shimoga	66	161	154	1259	166	2156	140	2519	88	2019	57	1609	671
Tumkur	27	78	127	1081	167	2157	145	2569	84	1905	50	1393	600
Tumukur Madugiri	17	56	60	486	105	1365	90	1610	63	1427	39	1364	374
Udupi	13	36	50	389	51	649	46	816	32	737	23	637	215
U. Kannada	53	172	112	911	104	1327	68	1202	40	920	28	781	405
U.Kannada Sirsi	67	200	119	970	100	1301	74	1353	26	605	18	494	404
Yadgiri	22	20	21	180	43	570	53	968	36	822	37	1047	212
TOTAL	**1645**	**2819**	**2298**	**18872**	**2884**	**37584**	**2535**	**45370**	**1899**	**43426**	**1479**	**41254**	**12740**

- It is desirable to merge the schools having 30 or less students' enrolment in class 6 and 7 with the nearby schools with an exception of schools situated in places where children cannot travel due to natural barriers. Government can meet expenditure on transportation for the students not falling within the access criteria, which may happen in rare cases.

2.2.3 Infrastructure:

- Bringing class 8th under the jurisdiction of Higher Primary School requires 22,718 additional class rooms. The desirable state provision of infrastructure, one each for laboratory, library, computer aided learning, staff room, girl's room, sports room and craft and arts room. Beyond the requirement of rooms for each class, two additional rooms may me provided as minimum requirement for Head and the staff of the school and multipurpose uses such as library/laboratory/computer class rooms.
- In view of proposed merger of some of the schools having less than 30 enrolments in classes 6 and 7 and keeping in mind a large financial implication, it is felt necessary restricting to have two additional rooms apart from class rooms. Accordingly, 5208 additional rooms may be constructed in the schools having enrolment of above 5 in class7as detailed below. This number may come down with the proposed merger of some of the low enrolment schools.

Table – 2. 7

Education Department

Strength of students in class 7	Schools	Rooms
5or5>	1645	0
6 to 10	2298	829
11 to 35	9962	2642
36 to 50	2396	639
51 to 70	1458	304
71 to 105	658	464
106 to 140	131	248
141 to 175	19	45
176 to 210	6	32
TOTAL	**18573**	**5208**

- The approximate financial implication for construction of 5208 additional rooms at the cost of Rs.5.45 lakhs per room is **Rs. 283.83crores**. **As per the time frame mentioned in the frame work provided in SSA, the civil works are to be completed by 31 March 2013.**
- The management of 2,239 Aided Higher Primary Schools shall provide required additional rooms by 2014-15 without financial assistance from Government. Till such time they can have temporary arrangements.
- Similarly the unaided schools to take action.

2.2.4 Teacher Requirement:

- 14958 additional teachers are required as detailed above if 18573 HPS are upgraded to class 8.
- The reports received from the following Districts indicate that about 42% of 6712 schools having less than 30 enrolments in classes 6 and 7 can be merged with the nearby schools within the RTE rules.

Table – 2. 8

SLNO	District	No of Schools having <30 enrolments in class 6&7	No of schools that can be merged
1	Bagalkot	173	55
2	Bangalore Rural	211	78
3	Bangalore South	114	41
4	Bidar	190	150
5	Bijapur	233	131
6	Chickaballapura	208	36
7	Chickamagalur	372	51
8	Chamarajanagar	120	60
9	Chitradurga	284	108
10	Dharwad	80	11
11	Hassan	575	318
12	Haveri	141	39
13	Kolar	254	143
14	Mandya	345	247
15	Ramanagara	198	70
16	Shimoga	412	18
17	Tumkur	345	233
18	Tumkur-Madhugiri	186	119
19	Udupi	140	29
20	Uttarakannada	560	18
	TOTAL	**4581**	**1937**

- In all about **2820** schools out of 6712 HPS having less than 30 enrolments in classes 6 and 7 can be merged at the rate of 42%.

- There are 693 government schools having 5 or less enrolment with 836 teachers and 2510 schools having 10 or less enrolment with 3394 teachers working against the sanctioned posts of 5320 as detailed below.

Number of Government Schools Having Enrolment <=5 and <=10 and Teachers Working as per DISE 2011-12

Table – 2. 9

SL No	Districts	Enrolment of students <=5			Enrolment of students <=10		
		Schools	Sanctioned Teachers	Working Teachers	Schools	Sanctioned Teachers	Working Teachers
1	Bagalkot	-	-	-	4	7	4
2	Blore Rural	27	39	31	107	154	135
3	Blore U North	4	7	6	17	33	32
4	Blore U South	8	9	8	31	45	44
5	Belgaum	16	34	25	45	105	77
6	Belgaum Chickodi	21	44	22	52	111	66
7	Bellary	3	16	15	10	33	30
8	Bidar	-	-	-	18	36	17
9	Bijapur	1	2	2	12	23	22
10	Chamarajnagar	14	35	23	38	83	63
11	Chikkaballapura	40	55	37	132	193	152
12	Chikkamagalur	82	137	100	214	375	280
13	Chitradurga	15	34	30	80	149	142
14	D.kannada	4	8	7	17	34	24
15	Davanagere	5	9	9	35	68	68
16	Dharwad	1	1	1	5	6	5
17	Gadag	-	-	-	-	-	-
18	Gulbarga	7	18	13	28	66	52
19	Hassan	91	145	82	330	541	440
20	Haveri	-	-	-	3	7	6
21	Kodagu	4	8	7	15	33	23
22	Kolar	32	54	52	129	201	187
23	Koppal	1	2	2	5	10	7
24	Mandya	32	37	28	161	183	154
25	Mysore	37	78	60	95	201	170
26	Raichur	10	21	16	24	55	43
27	Ramanagara	27	32	25	149	204	182
28	Shimoga	36	64	53	137	234	190
29	Tumkur	61	69	47	244	321	272
30	Tumkur Madhugiri	36	55	40	109	161	133
31	Udupi	7	14	11	20	41	30
32	U. Kannada	32	63	46	104	214	175
33	U.kannada Sirsi	39	61	38	140	242	169
34	Yadgiri	-	-	-	-	-	-
	TOTAL	**693**	**1,151**	**836**	**2,510**	**4,169**	**3,394**

- These schools can be merged with nearby schools, keeping in mind the access criteria. Where ever the schools that is not possible to shift due to natural

barriers or any such other conditions may be allowed to continue. The services of teachers of the merged schools can be utilized in the upgraded schools.

- It may be more viable if the minimum Student's strength is maintained as 120 in the Higher Primary Schools which could be relaxed in case of natural barriers, minorities etc. The Heads of the Schools must ensure that all the students are enrolled in the nearby merged schools without giving room for dropouts.
- With the above exercise, there may not be an immediate need for recruitment of any additional teachers for time being. The services of the excess teachers available arising out of merging the above category schools can be utilized in the upgraded schools. In future, the vacant posts of subject teachers in the HPS can be filled by recruiting graduate trained teachers.
- The services of the existing physical education and craft teachers working in Higher Primary Schools can be utilized.
- Till the recruitment of additional teachers, the existing teachers will continue to teach the subjects and teachers with degree qualification in Primary school may be deputed to the upgraded higher primary schools.
- The following number of qualified teachers is available in government, aided, Social welfare, and unaided schools.

Table – 2.10

Qualification	Edu Dept	Aided	S.Welfare	Unaided
BA	34614	3464	2852	43680
BSc	3531	353	541	5746

2.3 "Implications on Secondary Education due to shifting of class 8th to elementary cycle"

2.3.1. Access criteria:

1. As per the RTE Act 2009, Secondary school within in 5 kms or as redefined by the state governments. In Karnataka this aspect has been taken care of and schools are available within the defined distance.

2.3.2 . Pedagogical Reference:

The NCF 2005 syllabus is under implementation from 2012-13 in class 5th and 8th in Karnataka. This could be implemented in phased manner by 2014-15.

III. Infrastructure:

- Out of 13785 Secondary schools, the following number of schools is existing along with Primary schools.

Table – 2. 11

Category	Total Secondary schools	Secondary schools with Primary
Department	4437	23
Social welfare	490	422
Aided	3335	57
Unaided	5523	118

- The stand alone Secondary schools could exercise one of the following options
  a. Opening additional sections in Classes 9th and 10th, depending upon available infrastructure, and teaching staff for better utilization of the existing infrastructure facility.
  b. Adding classes 11th and 12th. But this demands teachers with post graduate qualification.
  c. Adding classes 6th and 7th to the existing high schools. This could be a better option that can come under administrative control of the high school head and ensure better quality of teaching-learning process.
- Deleting class 8th from high school doesn't require additional infrastructure. The option of adding classes 6th and 7th or 11th and 12th requires additional infrastructure In such cases the aided and unaided management shall provide necessary infrastructure in a phased manner without government aid.

2.3.3 Teacher Requirement:

- As per annexure IV of Karnataka Education Institution(Recruitment and terms and conditions of service of employees in private ,aided primary and secondary Educational institution 1999) Act, the staff pattern in high school having sections from 3-5 is as follows.

a.	Head Master/Mistress	1 among these and including the HM there shall be one
b.	Assistant Teachers	3 PCM & one CBZ teacher and one each for Social studies and English
c.	Language Teachers	1 (Kannada, Urdu, Tamil, Marathi etc as the Case may be)
d.	Physical Education Teacher	1 Grade – I
e.	Hindi Teacher(if taught (If taught As a compulsory language)	1
f.	Teacher (craft or drawing or music)	1

- As per the Government guidelines the normal workload of high school teacher should be between 22-26 periods per week to consider as full time teacher.
- If class 8th is shifted, only 2 sections, that is one section each in class of 9th and 10th remains. In this case the work load for teachers with only 2 sections is as follows.

a.	I language	-	12 periods
b.	II language	-	10 periods
c.	III language	-	8 periods
d.	Mathematics	-	12 periods
e.	Science	-	12 periods
f.	Social Science	-	12 periods

- The problem of excess teachers or shortage of work load for teachers will arise in Higher Schools having only 2 sections.
- In the event of removing class 8th, the work load of the teachers is going to be below the prescribed norm. Hence these schools may opt to have classes 6th and 7th attached to high school to ensure full time job for the teachers.
- Alternatively, shortage of work load may be compensated by utilizing their services in higher Primary schools or in the nearby needy schools.
- Secondary school to be defined as school having classes 9th and 10th.
- Higher secondary school to be defined as school having classes from 9th to 12th from 2013-14.

- All the existing stand alone secondary schools will have classes 9th and 10th from 2013-14.
- To keep the minimum strength in the Secondary Schools of Education Department it is necessary to study the impact on the existing school before giving permission to new schools. It may be more appropriate to consolidate existing infrastructure and other facilities before opening new schools. At present Government aid is given to the Aided schools having class strength of 25. This may be increased to 50 to extend Government aid.

Teacher Empowerment Concerns

2.4 Upgradation of 1 to 7 HPS as 1 to 8 HPS

Context :-

It is noted that 14958 additional teachers are needed to upgrade 18573 HPS. This requirement keeps note of 6712 schools having less than 30 enrolments in classes 6 and 7, which merit merger with nodal schools on the basis of viability. As of now, there will be no need for recruitment of additional teachers. Teacher requirement will be met through rational deployment.

There are 151110 teachers teaching at the higher primary stage. All these teachers in HPS schools have D.Ed / TCH qualification. Of them, 38145 teachers are graduates, 34614 being graduates in Arts and 3531 being science graduates.

Plan :-

NCTE / RTE norms specify that teachers at HPS be graduate / trained teachers. As of now, 1,12,965 teachers who are undergraduates need a 'higher level of training in the specific areas'. Such trainings are to be organised through sandwich, short-term, subject-refresher courses, keeping in view the needs of 8th standard subjects.

It is also noted that the PAB / MHRD has observed in its April 30th meeting [minutes of SSA, AWP/B,] that the current syllabus / new textbooks carry a heavy content. They look as if they are the beginners for lower secondary stage of 9th & 10th standards. The 8th syllabus needs to be customised as the tail-end of elementary stage of education, the terminal year syllabus. The 8th standard child is also at the concrete operational stage of intellectual development. Training design also will be conforming to this expectation.

The GoK has decided to provide special opportunities, in a phased manner, to existing stock of teachers to obtain graduate qualification. Over a period of time, all the teachers at the HPS stage will be trained graduate teachers.

In future, trained graduate teachers will be procured for elementary stage of education, as and when teachers' recruitment takes place.

Training for HPS teachers at 8th standard will also address concerns of adolescence at 14th years of age, guidance / counselling needs, co-curriculum, life-skills vocational exposure and ICT needs.

DIETs shall continue to be platforms / institutions to build capacities of teachers who teach 8th standard children in upgraded HPS.

Training of Teachers for Part B of Curriculum :-

A plan for procurement of part-time teachers for Arts Education / Work Education and Physical Education is in the pipe-line as per RTE / SSA plan. In sum, there will be a total of 8350 PT teachers. They will be procured on contract-basis. These teachers need 'Induction Training'. A training design and physical plan will be developed by DSERT in consultation with DPI Primary Education, Department of Physical Education and with the involvement of DIETs.

As it is planned to procure PT teachers on contract basis, there is possibility of attrition of teachers for various reasons. Contingency training plan for fresh recruits needs to be in place.

RTE / CCE / KCF – 09 :-

All teachers need re-sensitisation programmes on child-friendly classroom processes, out-of-classroom learning activities, co-curriculum, child-friendly schools, CCE assessments and mandates of RTE Act and rules, specifically section 29 of the RTE A.

[II] Implications for Secondary Education :-

There are no capacity building implications at the secondary stage as all the existing teachers are trained / qualified.

However, if some of the existing high schools, with 8th / 9th / 10th standards, prefer to add on 6th and 7th standards or alternatively, if excess teachers of existing secondary stage prefer to teach 6th /7th at nearby needy schools so as to strike a balance in work-load, then, a plan of capacity building through short-duration, sandwich, customised

training design may be contrived, for secondary stage teachers who teach 6^{th} / 7^{th} standards.

It is noted that as and when existing high school teachers teaching 8^{th} standard are to be redeployed to teach 6^{th} / 7^{th} /8^{th} standards, they need a special orientation. As of now, they will be graduates with training. Training is normally in the form of a B.Ed degree. Unlike D.Ed training which focusses on Elementary Education, B.Ed training focussess on Secondary Education. Hence, a re-orientation of such teachers on pedagogy concerns and quality issues at elementary stage is needed.

CHAPTER III

Integration of Pre-university with Secondary Education

3.1 Analysis :

In Karnataka, 11th and 12th standards are under Pre-University education. Adolescent students in the age group of 16 to 18 undergo this course. This is the most important, delicate and sensitive age group. Their volatile, adolescent, young minds need proper guidance and counselling. Due to the separate placement of these students under Pre-University education, there is inadequate care and improper monitoring. Pre-University level is neither under secondary level nor under degree level and hence is in unsettled state. The age group between 16 and 18 is susceptible and in fact should be a part of School education such that they could be moulded into responsible individuals. They are closer to secondary school stage rather than college education. It is a transitional phase which demands total attention from the faculty members. These students need proper orientation, care, motivation, freedom and guidance. The present system being isolated, students are left stranded without getting psychological safety of familiar and comfortable atmosphere. In the school education pupils certainly get proper atmosphere for the growth of their emotional quotient. But it is believed that PU students hardly get that. So their emotional growth can be secured by the proposed transition. 11th and 12th classes are to be run along with 9th and 10th to provide them the conducive ambience and square playing field, psychological safety, and focused approach. This will contribute to the growth of their personality (as they are not left on their own) so that they become competent, committed and creative young individuals. This will also reduce the trauma and hardship of the parents and students which arise due to fresh admission of wards to different educational institutions after class 10. This integration will have many additional advantages like providing vocational education, barrier free education to pupils of varied abilities.

It is also significant to observe that +2 course has multi-purpose functions. It is a stage after which students pursue diverse options in life, such as :

a) a take-off stage for the world of employment in service sector jobs ;
b) it is the minimum qualifying certificate for courses in ITI trades, polytechnics, teacher training, agriculture / horticulture diploma, and similar courses ;

c) it is also the minimum qualifying course for university courses.
Hence, it is a mistake to brand +2 courses as pre-university course, as if, it prepares students only for the university.

In all fairness, it is appropriate to diverst the +2 course from its current title as pre-university course and integrate it with secondary stage of education. There are a few concerns of logistics of reorganisation of +2 course from its pre-university tag to a new matrix of secondary stage. They are discussed and highlighted here.

3.2 INDEPENDENT UNAIDED P.U.C. UNAIDED COLLEGES IN THE PREMISES OF DEGREE COLLEGES.

- The institutions having XI (1st PUC) and XII (2nd PUC) may be allowed to start 9th and 10th standards on the same campus.

  9th, 10th, 11th (1st PUC) and 12th (2nd PUC) together form a Composite Higher Secondary School.

- As in vogue, teachers of 9th and 10th standards will be trained graduates and 11th (1st PUC) and 12th (2nd PUC) classes will be taught by post graduates.

Status of PU Colleges in Karnataka
Table – 3.1

	Composite	Independent	Bifurcated	Total
Government	1072	130	01	1203
Aided	423	213	----	636
Unaided	731	951	164	1846
Corporation	13	----	----	13
Total	2239	1294	165	3698

There are 1846 Unaided PU Colleges in the State, out of this 731 are composite PU Colleges run by same managements in the same premises. Remaining 951 Colleges are independent PU Colleges i.e., running without High school - 8th to 10th standards. Another 164 Colleges are Bifurcated PU Colleges separated from Degree Colleges; they also come under independent PU Colleges. Some of them are also having High Schools along with PU in the same campus. Colleges without high schools may be allowed to start 9th and 10th standards to form a Higher Secondary School.

- The committee suggests teachers training programme for the post graduate teachers (model may be similar to BARC programmes). B.Ed. may be made compulsory for future appointments.
- The Principal of higher secondary school will be from teachers teaching XI and XII classes. The total administration of Higher Secondary School will be in the hands of the Principal.
- The vice-principal will be from teachers teaching 9^{th} and 10^{th} standards.

  The Vice-Principal will be the academic head of 9^{th} and 10^{th} standards only.
- Infrastructure may be developed using RMSA grants and grants from NABARD.
- Separate infrastructure (including building) for Higher Secondary School should be formed in the campuses having Degree College.
- It is imperative that the mid-day meal scheme and other incentive programmes may be extended to 11^{th} and 12^{th} standards also which facilitates high rate of attendance.
- 10^{th} Standard examination can be made a School level examination.
- To facilitate the process of receiving grants from several agencies proper arrangements may be made.
- All recommendations may be implemented in a phased manner.
- Globalization is the order of the day. Naturally, our Higher Secondary education should gear up to the modern challenges of technology and this in turn to electronic connectivity. Our class rooms should be equipped with modern teaching facilities. We should provide computers, digital boards and internet facility to our schools to make class room teaching more attractive. Hence, a one time matching grant of 50% may be provided to institutions.

Teacher Empowerment Concerns :-

Significance :-

Secondary and higher secondary stages of education are extremely crucial for the economy and society. Conscientious citizenship is a celebrated objective of secondary education since the 1952 report of the Dr. AL Mudaliar Commission report. Significant and substantive contributions to primary, secondary and tertiary sectors of the economy flow from secondary graduates. Higher secondary education is the chief lever for generation of middle level skills for a modernising and diversifying economy at a fast pace. Secondary educated humanity constitute the opinion makers among the commoners. State policies and flagship programmes get life through them. Hence, the capacity of the teaching force to deal with the tender minds in a quandary is of enormous significance to any school system.

Lower Secondary Stage :-

There is no major concern in so far as lower secondary education, 9th and 10th standards, is in question. All teachers are trained and qualified at the time of entry to the system. They are graduates with B.Ed degree. However, the significance of in-service programmes needs no emphasis.

It is noted that NCTE mandates that every teacher teaching even 9th & 10th classes should be a post-graduate with a professional degree. There is a need for systemic fillips to lower secondary schools teachers (9th & 10th) to acquire Masters degree in a subject that they transact while higher secondary schools teachers (11th & 12th) need fillip and facilitation to acquire B.Ed degree /an equivalent certificate / short-term, sandwich courses.

9th & 10th students, aged 15 & 16 years, are at the stage of 'formal operational thinking'. Emphasis on reflective thinking, creative activities, problem solving, application of learnings in real life contexts, is desired. Teachers need orientations to facilitate students to engage in such thinking processes.

Higher Secondary Stage :-

Teacher training design for +2 stage teachers should be multi-disciplinary. Reality orientation for students to squarely face the challenges and complexities of life with hope, confidence and a positive mind-set, nurturing an achievement-motive in life, promoting vocational exposures, skills and aptitudes as well as knowledge of career opportunities, a questioning frame of mind and sensitivity to social, national problems, a willingness to serve society and communication skills are all expected from a higher secondary school graduate. Teachers need to be sensitised about these concerns and empowered for the pedagogy of these concerns.

Short-term courses :-

Short-cycle teacher education courses for higher secondary stage teachers who do not possess B.Ed degree need to be designed. Illustrative courses are :

1. understanding the nature of development of adolescents (emotional ,social ,Intellectual and creative)
2. Attention ,motivation ,interest ,aptitude –development, achievement motivation
3. Cognitive learning and Instructional theories.
4. Evaluation –concept-Continuous and comprehensive –formative and summative

5. Educational planning –taxonomy of educational objectives.
6. Structuring class room presentation based on specifications.
7. development of teaching skills
8. Designing laboratory experiences – both investigatory and verification experiences.
9. project method-Arrangement field studies.
10. Information and communication Technology
11. Enrichment of subject they teach

Plan of Training Programmes :-

At the moment, the DSERT addresses the needs of 1 to 10 standards school education. As of now, there is no formal mechanism / institution to train +2 teachers. Hence, it is proposed to set up a 'CELL' at the DSERT for meeting the training needs of teachers. The vision and the structure of this cell needs to be delineated.

CHAPTER IV

"organizational and administrative changes needed for reorganization of school education."

The committee discussed the report on organisational restructuring submitted by the Commissioner of Public Instruction and Commissioner PU Board. As per the proposed structure, there should be one Commissioner who should be assisted by two Additional Commissioners located in Bangalore both belonging to senior time scale/ selection grade of IAS officers. One additional commissioner will look after all the primary and secondary education functions at Bangalore and Mysore divisions and will also be the ex-officio SPD for SSA. The other Additional Commissioner at Bangalore will be assisting the Commissioner in all matters related to the cadre control, recruitment etc., with respect to higher secondary education (11^{th} and 12^{th}). The conduct of CET and KEA would be with this Additional Commissioner who can be designated as Additional Commissioner (Higher Secondary Education). The existing two Additional Commissioners at Dharwad and Gulbarga city can be KAS officers of super time scale, they will also be the authority for primary and secondary education related matters in their divisions.

The ministerial staff of PU, primary and secondary education department will be merged, whereas in each district the current system of Deputy director of pre university education will continue and they will be centrally co-ordinated by Additional Commissioner for higher secondary education.

The committee found that restructuring is inadequate on the following account.

1. It is superficial and only brings the current system of pre-university education under Commissioner.
2. It does not address the integration of secondary education and higher secondary education. Secondary education structure runs parallel with proposed higher secondary education.
3. How the Additional Commissioners in Dharwar and Gulbarga will cope-up with all the functions from primary education to higher secondary education is not clear. It is too much of load for both the Additional Commissioners.

The Committee discussed the matter in greater detail and a broad consensus arrived as under.

1. There will be one Commissioner for primary education headquartered at Bengaluru, who would be the Head of the Department for all matters relating to primary education (classes 1to 8^{th}) in the state.
2. The Commissioner of primary education will also be the ex officio State Project Director Sarva Shikshana Abhiyan.
3. Another Commissioner will be called Commissioner for secondary and higher secondary education who will be responsible for all matters relating to secondary and higher secondary education in the state.

   Both the Commissioners will be IAS officers of super time scale. The two Additional Commissioners at Dharwad and Gulbarga have to be re-organized on functional as well as jurisdictional basis. They will be called Additional Commissioner, North (primary) and Additional Commissioner North(secondary and higher secondary). Both the Commissioners will have jurisdiction on Belgaum and Gulbarga division for their respective functions. The Government can decide to put both the offices together or One in Dharwad division and other in Gulbarga division. It is proposed so that the works and responsibilities of Additional Commissioners are decentralised for the Northern Karnataka for the ease of administrative function. The Additional Commissioner North (primary) and Additional Commissioner North (secondary) will be reporting to the respective Commissioner, but will be independently exercising the powers given to the Commissioners under the KEA in the two divisions of Northern Karnataka i.e., Gulbarga and Dharwad.

DISTRICT LEVEL: -

The two Deputy Directors, one called DDPI and another one called DDPU in districts will be replaced with Deputy Director(Primary) and Deputy Director for (secondary and higher secondary education). This will integrate the PU Education with the secondary education department.

TALUK LEVEL:-

The BEOs at the taluk level will be looking after the primary education functions. For the secondary and higher secondary level, the optimal level of supervision does not require BEOs in each levels as the number of high schools and PU colleges together are 1/3 of the number of primary schools. It is proposed on the need basis with 150 to 200 institutions of secondary and higher secondary being looked after by BEO ranked officer who should be called Assistant Director and it is more likely that the jurisdiction of this officer will be the revenue sub-division within the district. The Commissioner for Pre University and CPI should map these institutions and may come up with jurisdictional details so that number of such officers can be decided along with their jurisdictions.

This creation of sub-divisional officer is not actually creation but shifting of posts from the DIETs, CTEs and DSERT as these officers are supposed to be working in the field and Government of India has given a new structure for DIETs, CTE s which doesn't require Senior Lecturer in the BEO cadre.

JOINT DIRECTORS AT DIVISIONAL LEVELS

The work assigned to the Joint Directors at the divisions is quite meagre. As of now, they are monitoring and supervising annual public examinations of the SSLC Board. It is required that their roles and responsibilities be clearly defined and they may be moved to divisional HQs to assist Commissioners & Additional Commissioners.

The Commissioner for secondary and higher secondary Education will control the CET cell, KEA and the Commissioner Primary will control CAC. The two officers from KAS may be put in-charge of administration in the Commissioner's office. They will be the special officers for CET & KEA in the office of the Commissioner (Secondary & Higher Secondary) and the one in Commissioner (primary) office will also look after the function of special officer CAC and will be responsible for recruitment of teachers, TET etc.

Single Board for SSLC & PUC

There is a need to maintain a single 'Board of Examinations' for SSLC and PUC examinations. This arrangement is in existence in many states such as Goa, Haryana, Himachal Pradesh, Jammu & Kashmir, Maharashtra, Meghalaya, Nagaland, Mizoram and Uttar Pradesh.

CHAPTER V

Recommendations and a Road-Map for the Future.

CHAIRMAN will be drafting this chapter

Annexure

Tables

Table – 1

Details of Management-wise schools

DoE	SW + LSG	Total Govt.	Pvt. Aided	Pvt. Un-aided	Others	Total
22568	539	23106	2418	7491	110	33125

High Schools with 8th Std. in the State.

Table –2

Category	Total Schools	DoE Schools
6 to 10 / 11	414	24
1 to 10 / 12	1812	55
8 to 10 / 12	9527	4063
All Total	11,753	4,142
Upgraded to 8th UPS	-	4128 (SSA)

- Total High Schools in the State 1 to 6, 6 to 10 and 8 to 10

Table 3

7th to 8th TRANSITION LOSSESS across DISTRICTs and STATE

Sl No.	Districts	In Descending order 2007-08 % Diff.	Sl No.	Districts	In Descending order 2008-
1	BIDAR	-24.94	1	KOPPAL	-34.64
2	DAVANAGERE	-16.23	2	BIDAR	-27.87
3	RAICHUR	-15.92	3	BANGALORE SOUTH	-15.23
4	BAGALKOT	-15.75	4	RAICHUR	-15.21
5	BIJAPUR	-15.67	5	YADAGIRI	-13.7
6	YADAGIRI	-15.66	6	BELLARY	-12.63
7	CHIKKAMANGALORE	-13.47	7	BAGALKOT	-12.28
8	GULBARGA	-12.73	8	BIJAPUR	-11.39
9	UTTARA KANNADA	-12.43	9	DAVANAGERE	-10.61
10	BELLARY	-12.34	10	CHIKKAMANGALORE	-9.99
11	CHITRADURGA	-12.16	11	CHITRADURGA	-7.2
12	BELGAUM	-11.2	12	DHARWAD	-7.12
13	CHIKKABALLAPURA	-10.51	13	HAVERI	-6.78
14	KOPPAL	-10.33	14	MADHUGIRI	-5.18
15	HAVERI	-9.29	15	CHAMARAJANAGARA	-5.01
16	KOLAR	-8.61	16	GADAG	-4.67
17	GADAG	-7.97	17	KOLAR	-3.14
18	CHAMARAJANAGARA	-6.39	18	MYSORE	-2.92
19	BANGALORE SOUTH	-5.85	19	CHIKKODI	-2.29
20	MYSORE	-3.57	20	BANGALORE RURAL	-2.02
21	HASSAN	-2.76	21	CHIKKABALLAPURA	-1.75
22	CHIKKODI	-1.99	22	GULBARGA	-1.52
23	BANGALORE RURAL	-1.82	23	MANDYA	-0.75
24	BANGALORE NORTH	-1.35	24	HASSAN	-0.71
25	MANDYA	-1.3	25	RAMANAGARA	-0.62
26	MADHUGIRI	-1.14	26	SHIMOGA	1
27	DHARWAD	-0.3	27	UTTARA KANNADA	2.25
28	SHIMOGA	0.09	28	UDUPI	4.63
29	TUMKUR	1.02	29	DAKSHINA KANNADA	6.06
30	UDUPI	1.08	30	TUMKUR	6.16
31	KODAGU	4.38	31	BANGALORE NORTH	7.08
32	DAKSHINA KANNADA	6.01	32	KODAGU	7.35
33	RAMANAGARA	N A	33	BELGAUM	10.72
	Total	**-7.83**		**Total**	**-6.03**

Notes:-

Transition loss has marginally got lowered in the State as a whole.

Through there is no perfectly consistent trend in transition losses across the 2 years, there appears to be consistency in regard to majority of districts, either way.

Table 4

All Management Schools Transistions rate from 7th to 8th standard by Media of Instruction

District Name	Kannada			Hindi			Marathi			Tamil			Telugu			Urdu			English			Others		
	2007-08 Class 7	2008-09 Class8	Transistion	2007-08 Class 7	2008-09 Class8	Transistion	2007-08 Class 7	2008-09 Class8	Transistion	2007-08 Class 7	2008-09 Class8	Transistion	2007-08 Class 7	2008-09 Class8	Transistion	2007-08 Class 7	2008-09 Class8	Transistion	2007-08 Class 7	2008-09 Class8	Transistion	2007-08 Class 7	2008-09 Class8	Transistion rate
BAGALKOT	32,834	19,215	58.52	4	0	0.00	69	0	0.00	0	0	0.00	0	0	#DIV/0!	1,539	328	21.31	739	1,110	150.20	31	0	0.00
BANGALORE NORTH	19,148	16,524	86.30	30	62	206.67	0	0	0.00	1,285	114	8.87	283	189	66.78	1,146	502	43.80	24,151	30,570	126.58	18	0	0.00
BANGALORE RURAL	13,963	13,483	96.56	0	0	0.00	0	0	0.00	0	0	0.00	41	0	0.00	643	307	47.74	2,071	2,638	127.38	0	0	0.00
BANGALORE SOUTH	31,650	27,250	86.10	73	28	38.36	0	0	0.00	1,302	100	7.68	94	51	54.26	3,583	672	18.76	34,752	29,385	84.56	24	0	0.00
BELGAUM	27,018	26,504	98.10	40	0	0.00	7,921	8,708	109.94	0	0	0.00	0	0	0.00	1,904	1,972	103.57	1,233	4,677	379.32	81	0	0.00
BELLARY	36,651	27,474	74.96	23	14	60.87	0	0	0.00	19	49	257.89	318	196	61.64	1,252	721	57.59	4,219	3,955	93.74	0	0	0.00
BIDAR	24,086	14,337	59.52	43	44	102.33	4,004	2,549	63.66	0	0	0.00	0	0	0.00	4,553	2,671	58.66	787	612	77.76	41	0	0.00
BIJAPUR	35,639	31,127	87.34	0	0	0.00	79	0	0.00	0	0	0.00	0	0	0.00	3,566	2,669	74.85	983	1,623	165.11	0	0	0.00
CHAMARAJANAGARA	16,248	14,680	90.35	0	0	0.00	30	0	0.00	205	0	0.00	0	0	0.00	375	33	8.80	724	1,870	258.29	0	0	0.00
CHIKKABALLAPURA	19,437	15,283	78.63	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1,013	85	8.39	2,193	1,928	87.92	7	0	0.00
CHIKKAMANGALORE	17,139	15,946	93.04	0	0	0.00	0	0	0.00	47	0	0.00	0	0	0.00	569	153	26.89	1,990	2,526	126.93	0	0	0.00
CHIKKODI	37,986	33,269	87.58	32	0	0.00	6,676	5,232	78.37	0	0	0.00	0	0	0.00	2,360	1,130	47.88	668	998	149.40	186	0	0.00
CHITRADURGA	28,834	26,148	90.68	22	0	0.00	0	0	0.00	37	0	0.00	0	0	0.00	964	261	27.07	1,138	2,353	206.77	0	0	0.00
DAKSHINA KANNADA	31,324	26,061	83.20	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	5,455	8,044	147.46	0	0	0.00
DAVANAGERE	32,752	28,422	86.78	54	0	0.00	0	0	0.00	26	0	0.00	0	0	0.00	2,190	1,609	73.47	2,833	3,629	128.10	54	0	0.00
DHARWAD	26,792	24,119	90.02	71	95	133.80	21	0	0.00	16	0	0.00	57	106	185.96	3,768	2,853	75.72	3,581	4,603	128.54	0	0	0.00
GADAG	18,469	17,124	92.72	0	82	0.00	6	0	0.00	0	0	0.00	9	0	0.00	777	423	54.44	702	1,078	153.56	14	0	0.00
GULBARGA	28,079	25,399	90.46	100	133	133.00	348	248	71.26	0	0	0.00	89	0	0.00	3,061	2,603	85.04	465	2,183	469.46	0	0	0.00
HASSAN	25,945	17,076	65.82	0	108	0.00	0	0	0.00	28	0	0.00	0	0	0.00	682	131	19.21	2,731	2,473	90.55	0	0	0.00
HAVERI	25,676	24,350	94.84	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	3,839	3,138	81.74	595	582	97.82	0	0	0.00
KODAGU	7,532	7,792	103.45	0	0	0.00	0	0	0.00	58	0	0.00	0	0	0.00	23	0	0.00	1,712	2,034	118.81	0	0	0.00
KOLAR	23,106	20,249	87.64	0	0	0.00	0	0	0.00	477	0	0.00	9	0	0.00	1,891	441	23.32	3,712	5,888	158.62	0	0	0.00
KOPPAL	30,554	17,157	56.15	0	69	0.00	39	0	0.00	0	0	0.00	176	119	67.61	289	136	47.06	2,131	1,101	51.67	161	0	0.00
MADHUGIRI	17,244	16,195	93.92	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	550	247	44.91	1,078	1,422	131.91	0	0	0.00
MANDYA	26,717	23,515	88.02	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	589	85	14.43	2,202	3,643	165.44	0	0	0.00
MYSORE	40,946	36,403	88.90	100	33	33.00	0	0	0.00	21	0	0.00	0	0	0.00	2,136	352	16.48	7,820	10,037	128.35	0	0	0.00
RAICHUR	25,804	19,055	73.85	106	75	70.75	0	0	0.00	34	0	0.00	249	57	22.89	664	614	92.47	1,403	1,123	80.04	0	0	0.00
RAMANAGARA	15,739	14,367	91.28	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1,158	612	52.85	1,194	2,627	220.02	0	0	0.00
SHIMOGA	26,213	25,722	98.13	0	0	0.00	0	0	0.00	91	11	12.09	4	0	0.00	2,777	2,308	83.11	2,917	4,175	143.13	0	0	0.00
TUMKUR	25,590	23,251	90.86	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1,485	164	11.04	2,759	5,733	207.79	14	0	0.00
UDUPI	16,869	15,024	89.06	0	18	0.00	0	0	0.00	0	0	0.00	0	0	0.00	72	11	15.28	1,973	3,432	173.95	0	0	0.00
UTTARA KANNADA	21,939	19,330	88.11	34	15	44.12	216	32	14.81	0	0	0.00	0	0	0.00	2,378	1,516	63.75	1,477	3,027	204.94	28	0	0.00
YADAGIRI	15,070	11,765	78.07	0	5	0.00	0	0	0.00	0	0	0.00	0	8	0.00	1,636	608	37.16	378	196	51.85	0	0	0.00
Total	**822,993**	**693,616**	84.28	**732**	**781**	106.69	**19,409**	**16,769**	86.40	**3,646**	**274**	7.52	**1,329**	**726**	54.63	**53,432**	**29,355**	54.94	**122,766**	**151,275**	123.22	**659**	**0**	0.00

Notes :-

- Transition Loss across Mediums of Instruction in percentages.
- Tamil → 82.48 ; Telugu → 45.37 ; Urdu → 45.06 ; Marathi → 13.60 ; Kannada → 15.72 ; Hindi → 6.69 ; English → 23.22.

Table 5

Transition Losses by SOCIAL CATEGORY ; 7th 2006-07 to 8th 2007-08

Sl No.	Category		7th 2006-07	8th 2007-08	Transition Loss Difference 7th to 8th	Percentage Transition Loss
1	SC	Boys	98711	88435	10276	10.41
		Girls	87093	76948	10145	11.65
		Total	**185804**	**165383**	**20421**	**10.99**
2	ST	Boys	37812	34058	3754	9.93
		Girls	33082	28314	4768	14.41
		Total	**70894**	**62372**	**8522**	**12.02**
3	OBC	Boys	276796	228858	47938	17.32
		Girls	263224	217380	45844	17.42
		Total	**540020**	**446238**	**93782**	**17.37**
4	General	Boys	108987	133969	+ 24982	+ 22.92
		Girls	99202	118216	+ 19014	+ 19.17
		Total	**208189**	**252185**	**43996**	**+ 21.13**
3 A	Muslims	Boys	62279	55141	7138	11.46
		Girls	63972	57356	6616	10.34
		Total	**126251**	**112497**	**13754**	**10.89**
5	All	Boys	522306	485320	86950	16.65
		Girls	482601	440858	79771	16.53
		Total	**1004907**	**926178**	**166721**	**16.59**

Notes ;-

- Transition losses are observed for all categories except for 'General Category'.
- Direct appearance to 7th standard examination from private candidates, shifting of students from CBSE / ICSE s streams to State syllabus at 8th standard stage, account for gains at 8th standard for 'General' category students.
- Transition loss for girls is higher than that for boys among SC / ST categories.

Table 6

Completion Rates 7th to 10th across DISTRICTS
2005-06, 7th Std. to 2008-09, 10th Std.

Sl No.	Districts	2005-06 7th	2008-09 10th	Diff.	% Diff.	in Descending order of Completion Rates		
						Sl No.	Districts	% Diff.
1	BAGALKOT	34576	23483	11093	32.08	1	RAMANAGAR	-
2	BANGALORE RURAL	33482	26588	6894	20.59	2	BIDAR	46.90
3	BANGALORE NORTH	44566	40925	3641	8.17	3	YADAGIRI	43.86
4	BANGALORE SOUTH	61194	47430	13764	22.49	4	CHIKKODI	41.02
5	BELGAUM	44272	32666	11606	26.22	5	RAICHUR	39.12
6	BELLARY	40164	24968	15196	37.83	6	BELLARY	37.83
7	BIDAR	32116	17053	15063	46.90	7	KOPPAL	37.13
8	BIJAPUR	40933	27408	13525	33.04	8	CHAMARAJANAGARA	33.74
9	CHAMARAJANAGARA	17123	11345	5778	33.74	9	HAVERI	33.16
10	CHIKKABALLAPURA	21834	16654	5180	23.72	10	BIJAPUR	33.04
11	CHIKKODI	52210	30796	21414	41.02	11	BAGALKOT	32.08
12	CHIKKAMANGALORE	17999	14223	3776	20.98	12	DAVANAGERE	32.04
13	CHITRADURGA	32243	22814	9429	29.24	13	GULBARGA	31.31
14	DAKSHINA KANNADA	39205	30004	9201	23.47	14	UTTARA KANNADA	30.46
15	DHARWAD	30207	24443	5764	19.08	15	SHIMOGA	29.82
16	DAVANAGERE	37563	25528	12035	32.04	16	CHITRADURGA	29.24
17	GADAG	20151	16041	4110	20.40	17	BELGAUM	26.22
18	GULBARGA	31899	21912	9987	31.31	18	UDUPI	24.79
19	HASSAN	28410	23625	4785	16.84	19	MYSORE	23.90
20	HAVERI	30148	20150	9998	33.16	20	CHIKKABALLAPURA	23.72
21	KODAGU	9123	7575	1548	16.97	21	DAKSHINA KANNADA	23.47
22	KOLAR	25163	20453	4710	18.72	22	BANGALORE SOUTH	22.49
23	KOPPAL	22325	14036	8289	37.13	23	CHIKKAMANGALORE	20.98
24	MADHUGIRI	18706	14872	3834	20.50	24	BANGALORE RURAL	20.59
25	MANDYA	29452	24959	4493	15.26	25	MADHUGIRI	20.50
26	MYSORE	48281	36744	11537	23.90	26	GADAG	20.40
27	RAICHUR	26850	16347	10503	39.12	27	DHARWAD	19.08
28	SHIMOGA	31781	22304	9477	29.82	28	KOLAR	18.72
29	TUMKUR	27871	25607	2264	8.12	29	KODAGU	16.97
30	UDUPI	21956	16514	5442	24.79	30	HASSAN	16.84
31	UTTARA KANNADA	27091	18839	8252	30.46	31	MANDYA	15.26
32	YADAGIRI	17436	9789	7647	43.86	32	BANGALORE NORTH	8.17
33	RAMANAGAR	NA	-	-	-	33	TUMKUR	8.12
	Total	**996330**	**726095**	270235	27.12		**Total**	27.12

Notes :-

- Ramanagara District had not been formed in 2005-06, hence it is included under Bngalore Rural
- Columns 3 and 4 are actual enrolments taken from DISE data.
- Sex and Social category differentials may throw up still bleak scenario in NEK Districts.

Table - 7

A Brief Profile of the Higher Secondary Education in Karnataka - 2011-12

Sl No.	Details	Education Dept	Aided	Un - Aided	State Total
Independent PU Colleges					
1	Total number of Colleges	130	213	1155	1498
2	Number of Student	27614	81552	190970	300136
3	Number of Lecturers	1013	2538	4002	7553
Composite PU Colleges					
6	Total number of Colleges	1072	423	773	2268
7	Number of Student	298863	136862	140016	575741
8	Number of Lecturers	9196	3802	3797	16795
PU with Degree Colleges					
9	Total number of Colleges	01	-	164	165
10	Number of Student	255	-	125608	125863
11	Number of Lecturers	-	-	1747	1747

Table - 8

Requirement of Teachers, class rooms

Year	Teachers	Recurring Teachers		Fund needed @2.484 lakhs per year	Additional Class Rooms	Fund needed @5.45 per ACR	Total Fund needed
2012-13	1268		1268	3149.712	789	4300.05	3582.76
2013-14	562	1268	1830	25579.437	304	1656.80	27236.24
2014-15	1540	1830	3370	37154.295	645	3515.25	40669.55
2015-16	7547	3370	10917	71366.218	2648	14431.60	85797.82
2016-17	2402	10917	13319	83886.095	835	4550.75	88436.85
Total	13319			221135.757	5221	28454.45	249590.21

Table - 9

Teachers

		Govt			Local Body			Social Wefare			Total		
		Schools	Teachers	Rooms	Schools	Teachers	Rooms	Schools	Teachers	Rooms	Schools	Teachers	Rooms
	No of HPS Class up to 7 only	18573			14			48			18635	0	0
	Less than to equal to 5	1645			0			11	10	8	1656	10	8
2016-17	6 to 10	2298	2380	829	2	0	2	11	22	4	2311	2402	835
2015-16	11 to 35	9962	7496	2647	8	10	0	19	41	1	9989	7547	2648
2014-15	36 to 50	2396	1509	639	4	5	0	7	26	6	2407	1540	645
2013-14	51 to 70	1458	562	304	0	0		0	0		1458	562	304
2012-13	71 to 105	658	837	464	0	0		0	0		658	837	464
	106 to 140	131	361	248	0	0		0	0		131	361	248
	141 to 175	19	41	45	0	0		0	0		19	41	45
	176 to 210	6	29	32	0	0		0	0		6	29	32
	More than 210	0	0		0	0		0	0		0	0	0
		814	1268	789	0	0	0	0	0	0	814	1268	789
	Total	16928	13215	5208	14	15	2	37	89	11	16979	13319	5221

Table - 10

A Brief Profile of the School Education in Karnataka - 2011-12

Sl No.	Details	Education Dept	Social Welfare + local Body	Aided	Un - Aided	Central +Others	State Total
Schools (in Numbers)							
1	Lower Primary Schools	22599	168	228	2951	5	**25951**
2	Higher Primary Schools	22601	560	2339	8009	95	**33604**
3	**Total Primary Schools**	**45200**	**728**	**2567**	**10960**	**100**	**59555**
4	High Schools	4437	490	3335	5523	79	**13864**
5	**Total Schools**	**49637**	**1218**	**5902**	**16483**	**179**	**73419**
Enrolment (in Lakhs)							
6	Class 1^{st} to 7^{th}	4260117	66349	685190	2433270	35723	7480649
7	Class 8^{th} to 10^{th}	1023087	34375	807518	694854	18441	2578275
8	**Total (Class 1 to 10)**	5283204	100724	1492708	3128124	54164	10058924
Teachers							
9	Elementary Schools Sanction	202776	4797	20746	90682	1832	320833
10	Elementary Schools Position	184498	3948	16688	90328	1682	297144
11	Secondary Schools Sanction	43762	4120	32900	57824	1712	140318
12	Secondary Schools Position	36905	3322	28352	56570	1582	126731
Source : DISE 2011-12							

Table - 11

Management wise Schools

Category	Lower Primary Schools		Upper Primary		Elementary Schools		Secondary Schools		Total (Elementary + Secondary)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Education Dept	22599	87.08	22601	67.26	45200	76	4437	32	49637	67.61
Social Welfare + Local body	168	0.65	560	1.67	728	1.2	490	3.53	1218	1.66
Aided	228	0.88	2339	6.96	2567	4.3	3335	24.06	5902	8.04
Un-Aided	2951	11.37	8009	23.83	10960	18	5523	39.84	16483	22.45
Others + Central	5	0.02	95	0.28	100	0.2	79	0.57	179	0.24
Total	25951	100	33604	100	59555	100	13864	100	73419	100
Source : DISE 2011-12										

Table – 12

Sector wise distribution of schools

Category	LPS 1-5	HPS 1-7	HPS 1-8	10-Jun	10-Aug
Education Dept	22599	18552	3851	304	4050
Social Welfare + Local body	168	48	226	422	144
Aided	228	2126	2643	57	3002
Un-Aided	2951	5157	195	118	3057
Others + Central	5	14	1	25	5

Source : DISE 2011-12

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