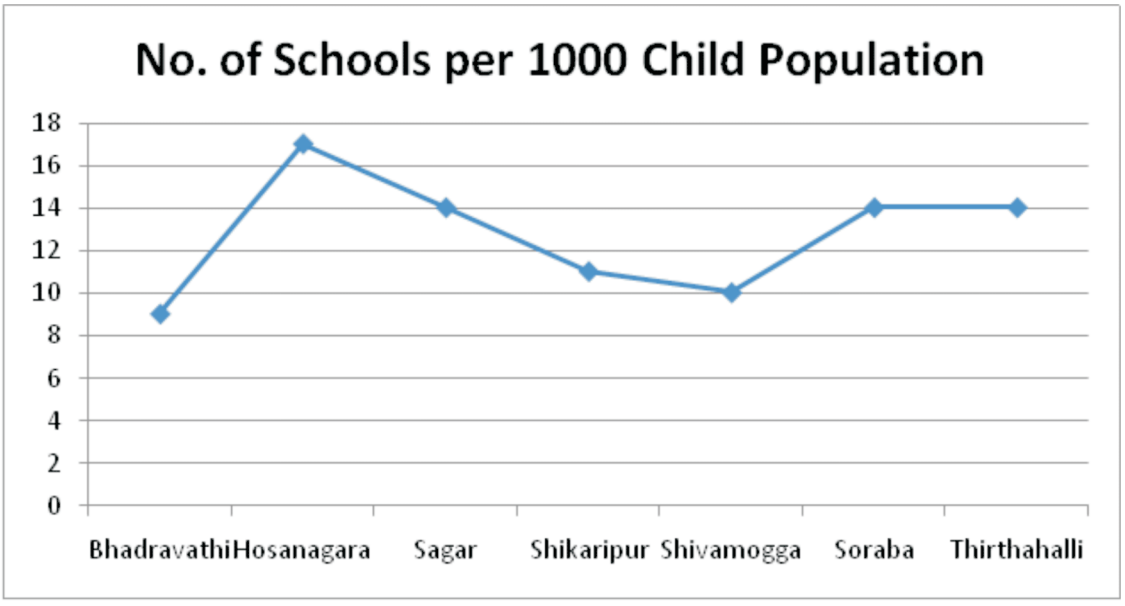
Fig.4.20: No. of Schools per 1000 Child Population



Over a period of five years (2007-12), there is a very marginal change in the growth of number of primary schools within 1km radius of a village. The taluks of Hosanagara, Sagar, and Shivamogga have no change at all. The remaining taluks of Soraba (4 percent) and Shikaripura (3 percent) have marked the highest change from 2007-08 to 2011-12. It is only Thirthahalli taluk which has recorded a negative growth rate of 1 percent (see Table-4.20).

Table No. 4.20: Taluk-wise data on Schools - 2007-08 to 2011-12 (%)

Sl. No.	Taluk	Percentage of Villages having Primary School within 1 km.					Change from 2007-2012 [in %]
		2011-12	2010-11	2009-10	2008-09	2007-08	
1	Bhadravathi	100	100.00	98.71	99.59	98.70	1
2	Hosanagara	99.82	99.82	99.91	99.82	99.90	0
3	Sagara	99.3	99.30	99.04	99.22	99.00	0
4	Shikaripura	99.61	99.61	96.88	99.61	96.80	3
5	Shivamogga	100	100.00	99.09	99.70	99.60	0
6	Soraba	97.63	97.63	94.21	97.89	94.20	4
7	Thirthahalli	98.38	98.38	99.77	97.49	99.70	-1
	District	99.07	99.07	99.00	98.73	99.03	0

Source: DDPI Shivamogga, 2007-08 to 2011-12

All the habitations with more than 200 population have been provided with school facility. However, 49 habitations do not have schools. There are 29 habitations in Thirthahalli taluk which do not have school facility. But all of them are either single home habitations or habitations with less than 3 school going children. Hence, these children are provided with transportation facility.

4.9 Eight basic facilities- Infrastructure index (SSA method)

Lack of infrastructure or inadequate infrastructure is among the factors cited for high dropout rates. The major causes are lack of classrooms and absence of toilets. An infrastructure index has been constructed based on the percentage of schools having their own building, availability of electricity, drinking water, common toilets, separate toilets for girls, play ground, ramps, library and compound wall. The data relating to eight basic facilities for all the taluks is given in the Table-4.21. It is observed that there are 88 percent primary schools and 79.04 percent secondary schools are having basic facilities at the district level. The percentage of primary schools with all the facilities was only 73.72 percent during 2007-08. Thus, there is rise in the number of schools with the basic facilities in the district.

Table No.4.21: School Infrastructure Index for Primary and High Schools - 2007-08 to 2011-12 (No. & %)

Sl.No.	Taluk	Total Primary Schools	% of Schools with basic 8 facilities	Total High Schools		% of Schools with basic 8 facilities	School Infrastructure Index
				2007-08	2011-12		
1	Bhadravathi	273	88	68.85	23	79.3	0.89
2	Hosanagara	233	89	69.87	19	82.9	0.95
3	Sagara	317	89	71.99	21	81.1	0.92
4	Shikaripura	229	89	78.03	27	75.7	0.88
5	Shivamogga	322	88	74.40	28	74.8	0.90
6	Soraba	311	86	68.84	18	83.8	0.90
7	Thirthahalli	236	90	78.41	27	75.7	0.97
	District	**1921**	**88**	**72.72**	**163**	**79.04**	**0.91**

Source : DISE 2011-12.

The taluk-wise data indicates that all the taluks have either 88 percent or more schools having basic facilities with an exception of Soraba taluk during 2011-12. The Soraba taluk has performed below the district average with just 86 percent primary schools having the facilities. With respect to the secondary schools, Shikaripura (75.7 percent), Shivamogga (74.8 percent) and Thirthahalli (75.7 percent) have a below district average. Shivamogga taluk has the least percentage of secondary schools with all the infrastructure facilities. This is a matter of concern and needs to be improved.

The School Infrastructure Index for the district is 0.91. The highest index score is for the Thirthahalli taluk [0.97]. The lowest is for the Shikaripura taluk [0.88].

4.10 School Completion Ratio (Pass rate in 5th and 7th Classes, Percentage of Children passing with 60% and above in SSLC/PUC):

The School Completion Rate at Secondary school level as well as the percentage of children completing secondary education is given in the Table No.4.22. This matrix will help to guage the rate at which children receive secondary education qualification as they get enrolled into the school education. The percentage of students who are enrolled into the 8th Class after the 7th Class are all above 95 for all taluks in rural and urban areas. There are no large scale variations between rural and urban areas. In addition to this, a positive finding is that there does not exist significant difference between boys and girls. This implies that the boys and girls are likely to be enrolled equally to the 8th class. The data also does not show widespread differences for children from among SC, ST, OBC and Minorities.

Table No.4.22: Percentage of Children Completing Secondary Education- by Gender, Residence and Social Grouping – 2011-12

Sl. No.	Taluk	% of children enrolled in 8th after 7th Class						% of children enrolled in 8th after 7th Class- SC/ST			% of children enrolled in 8th after 7th Class- OBC and Minorities		
		Boys		Girls		Total							
		Rural	Urban	Rural	Urban	Rural	Urban	Boys	Girls	Total	Boys	Girls	Total
1	Bhadravathi	95.39	96.83	96.4	95.60	95.74	95.63	94.74	95.33	95.04	94.36	93.28	97.70
2	Hosanagara	96.28	96.95	98	99.20	94.74	95.33	95.76	96.41	96.09	95.39	96.48	98.40
3	Sagara	96.28	97.16	94	91.20	95.76	96.41	95.63	94.52	95.08	95.86	95.93	96.80
4	Shikaripura	95.39	94.39	95.3	97.60	95.63	94.52	94.74	95.62	95.18	95.89	97.33	96.11
5	Shivamogga	97.94	96.39	98	99.20	94.74	95.62	93.72	94.27	94.00	96.78	97.45	96.62
6	Soraba	94.36	93.28	97.7	91.00	93.72	94.27	95.70	96.63	96.17	96.78	97.66	96.72
7	Thirthahalli	95.39	96.48	98.4	98.20	95.70	96.63	95.15	95.49	95.32	95.89	94.89	94.89

Source: DDPI Shivamogga, 2012

The pass percentages of children in Class V and VII are studied along with students who are performing well in their academics by studying percentages of those who secured 60% or more in their examinations. Looking at the School Enrolment Rates in the previous table, it is expected that the pass rates will be simultaneously high for Class V and VII. An analysis of the data in Table-4.23 confirms this hypothesis with a district pass percentage of 100 percent for students in Class V in 2011-12. It is likely that this data is the outcome of 'Leave No Child Behind' policy. It is also noted that there is a Pass Percentage of 100 in every taluk in the district.

4.10.1 Pass percentage at the Primary level

Looking at the percentage of students who secured above 60 percent in Class V and VII, it is found that the district average of those who secured above 60 percent in Class V is 61.39 percent and 54.74 percent for Class VII. However, an encouraging sign is that the pass percentage with 60 percent or more marks have increased for both Class V and VII from 2001-02 to 2011-12 for the district as a whole. This implies that the students are performing better in their exams in the recent time. This trend is reflected in all the taluks, each having a higher percentage of students securing about 60 percent in 2011-12. Among taluks, Sagar, Hosanagara and Thirthahalli have out performed the district average with relatively higher percentage of passes.

Table No.4.23:
Quality of Education as Reflected by percentage of Pass Rate in Class V and VII and percentage of Children Passing with 60% and More Marks- Social Group-wise (%)

Sl. No.	Taluk	2001-02			2011-12		
		Percentage of pass in Class V	Pass percentage with 60% or more marks- in Class V	Pass percentage with 60% or more marks- in Class VII	Percentage of pass in Class V	Pass percentage with 60% or more marks- in Class V	Pass percentage with 60% or more marks- in Class VII
1	Bhadravathi	98.06	52.13	46.17	100	61.13	54.13
2	Hosanagara	98.30	53.32	45.21	100	63.12	56.31
3	Sagara	98.10	54.64	49.13	100	65.33	57.23
4	Shikaripura	97.80	50.35	43.81	100	59.18	53.43
5	Shivamogga	97.20	51.61	45.01	100	58.11	52.49
6	Soraba	97.10	49.18	46.15	100	57.19	50.51
7	Thirthahalli	98.70	55.17	49.68	100	65.73	59.14
	District	**97.97**	**52.34**	**46.44**	**100**	**61.39**	**54.74**

Source: DDPI Shivamogga, 2001-02 to 2012

4.10.2 Pass percentage at the Secondary level

The results of SSLC and PUC in a 5 year period for the taluks are examined to have an understanding of the educational attainment among children. The year-wise data from 2007 to 2010 is divided into social groups with disaggregated data unavailable for OBCs and Minorities. The district average of SSLC results indicate significant progress during the specified period. The district average for the General category was 67.38 percent in 2007-08 which has increased to 86.90 percent in 2011-12. At the same time, the percentage passes for S.C./S.T. was 55.04 percent in 2007-08 which has increased to 75.42 percent in 2011-12. This implies that SSLC results have improved significantly (see Table-4.24). The increase in SSLC results could be explained in terms of improvement in teaching methodology and the afor mentioned Pupil-Teacher ratio.

The taluk-wise analysis indicates that some of the taluks have consistently maintained a pass percentage in S.S.L.C on par with the district average. This trend is not only true for general category but also to other social groups like S.C., S.T., O.B. C. and the minorities. In 2007-08, the lowest pass percentage was in Shikaripura (59.70) for general category and Bhadravathi taluk (49.25) for S.C./S.T. In contrast, the highest pass percentage in 2011-12 was in Thirthahalli taluk (96.91) for general category and Soraba (77.50) for S.C./S.T. Thus, the SSLC results are extremely encouraging given that there is a constant upward trend in all the taluks across the district.

Table No.4.24: SSLC Results for Five Years (in percentage) - Social Group-wise - 2007-08 to 2011-2012

Sl. No.	Taluk/Years	Social groups	2007-08	2008-09	2009-10	2010-11	2011-12
1	Bhadravathi	General	60.21	72.43	69.43	75.52	77.10
		SC/ST	49.25	54.21	50.62	71.15	75.09
		OBC & Minorities	Disaggregated Data not available			80.48	81.59
2	Hosanagara	General	72.86	76.19	83.66	75.52	86.75
		SC/ST	121.49	144.94	130.53	81.60	72.91
		OBC & Minorities	Disaggregated Data not available			69.07	77.78
3	Sagara	General	72.07	70.17	72.86	78.61	89.51
		SC/ST	54.97	59.72	54.85	69.43	76.12
		OBC & Minorities	Disaggregated Data not available			81.45	82.17
4	Shikaripura	General	59.70	71.47	77.01	86.75	83.43
		SC/ST	51.99	61.84	65.57	82.97	76.90
		OBC & Minorities	Disaggregated Data not available			84.14	81.75
5	Shivamogga	General	70.49	74.33	73.53	80.94	87.46
		SC/ST	59.12	59.67	56.33	76.46	76.19
		OBC & Minorities	Disaggregated Data not available			78.19	80.54
6	Soraba	General	65.07	72.48	67.48	77.90	80.86
		SC/ST	56.69	58.76	43.47	65.54	77.50
		OBC & Minorities	Disaggregated Data not available			71.50	76.54
7	Thirthahalli	General	74.78	75.68	78.25	86.55	96.91
		SC/ST	65.44	62.95	59.89	79.16	73.25
		OBC & Minorities	Disaggregated Data not available			83.72	77.11
	District	General	67.38	75.49	71.69	81.04	86.90
		SC/ST	55.04	59.04	55.65	75.43	75.42
		OBC & Minorities	Disaggregated Data not available			78.32	79.64

Source: DDPI Shivamogga, 2007-08 to 2011-12

4.10.3 Pass percentage at P.U.C. level

The data in Table-4.25 indicates PUC Results for the same period of 5 years (2007-08 to 2011-12). The disaggregated data is unavailable for different social groups. The district average for the PUC results for 2011-12 is 67.93 percent. Like SSLC results, there is an upward trend in the district PUC results from 2007-08 to 2011-12. The trends are similar at the state level also. This is an extremely encouraging and positive sign. Once again, it is found that Thirthahalli consistently outperforms the district average with the highest pass rate at 77.67 percent in 2011-12. The taluks of Shikaripur and Bhadravathi have the lowest rate of PUC pass with 59.51 percent and 60.3 percent respectively.

Inspite of variations there is increase in pass percentage in all taluks.

Table No.4.25: PUC Results – Five Years (in percentage)

Sl. No.	Taluk/Years	2007-08	2008-09	2009-10	2010-11	2011-12
1	Bhadravathi	42.61	43.03	47.01	44.55	60.3
2	Hosanagara	55.96	51.07	56.59	64.05	74.67
3	Sagara	58.67	51.18	62.62	55.58	68.92
4	Shikaripura	40.1	41.51	45.38	44.05	59.51
5	Shivamogga	59.91	57.08	61.41	61.3	68.92
6	Soraba	59.42	51.83	59.33	56.02	73.42
7	Thirthahalli	60.9	62.96	61.41	70.94	77.67
	District	54.31	51.83	57.06	56.43	67.93
	State	41.31	42.39	46.65	48.46	56.12

Source: DDPI Shivamogga, 2012

Note : Dis-aggregated data for SC & ST Not available

4.11 Post- Secondary Education (including Profession and general degree colleges, ITI and other skill development institutions):

In order to have a comprehensive analysis of educational institutions and performances in the district, the post-secondary education facilities in each taluk is examined. It is a fact that Post-secondary education leads to the development of highly skilled individuals who will be an asset to the district, state and country. This stage includes education facilities in the General Degree Colleges, Engineering Colleges, Medical and Dental Colleges, Polytechnic Institutions and ITI/Other Skill Development Institutions. There are a total of 36,401 students enrolled into these instituitions in the district. It is also noted that Shivamogga is the only taluk with Engineering, Medical and Dental Colleges owing to it's well developed urban infrastructure and other supportive facilities. The details about different category of colleges is given in the Table-4.26.

It is also found that 878 students in the district are enrolled in 4 Medical and Dental Colleges, at an average of approximately 220 students per college.

Table No.4.26: Post-Secondary Education Facilities- 2011-12 (No.)

Sl. No.	Taluk/Years	General Degree colleges			
		Nos.	Students		
			Gen.	Science	Commerce & others
1	Bhadravathi	6	898	120	1023
2	Hosanagara	2	631	25	520
3	Sagara	4	2155	790	707
4	Shikaripura	4	714	114	396
5	Shivamogga	13	3300	1810	3488
6	Soraba	2	837	30	245
7	Thirthahalli	3	823	182	1212
District		34	9358	3071	7591

Source: DDPI Shivamogga, 2012

Table No.4.27: Enrolment to Professional Courses (No.)

Sl. No.	Taluk/Years	Engineering Colleges		Medical& Dental		Polytechnic		ITI and other skill development Institutions	
		Nos.	Students	Nos.	Students	Nos.	Students	Nos.	Students
1	Bhadravathi	0	0	0	0	1	696	5	2100
2	Hosanagara	0	0	0	0	0	0	1	150
3	Sagara	0	0	0	0	1	719	5	1050
4	Shikaripura	0	0	0	0	1	450	7	852
5	Shivamogga	2	3593	4	878	4	1891	12	2100
6	Soraba	0	0	0	0	1	550	3	380
7	Thirthahalli	0	0	0	0	1	682	2	310
	District	**2**	**3593**	**4**	**878**	**9**	**4988**	**35**	**6942**

Source: DDPI Shivamogga, 2012

One of the most striking feature is that there are more number of institutions offering post-secondary educational facilities in Shivamogga taluk. It is true that most of these institutions are located either in Shivamogga town/city or in close proximity to the town. This has happened due to the availability of most of the facilities required for the migrant students and the day scholars from other parts of the district.

4.12 Schemes for promotion of literacy level

Many schemes have been implemented by Government of India and the State government. Some of the schemes implemented for the promotion of literacy are as follows:

Central Government Schemes for School Education

i) Sarva Shiksha Abhiyan:

ii) Kasturba Gandhi Balika Vidyalaya(KGBV):

iii) National Programme for Education of Girls at Elementary Level (NPEGEL):

iv) Mid-Day Meal Scheme (MDMS):

v) The Rashtriya Madhyamik Shiksha Abhiyan:

vi) Scheme for Setting up of 6000 Model Schools at Block Level:

vii) Scheme of Vocationalisation of Secondary Education at +2 level:

viii) Scheme of ICT@ School:

ix) Inclusive Education for Disabled at Secondary stage:

x) Quality Improvement in Schools:

xi) Strengthening of Teachers' Training Institutions

xii) Adult Education and Skill Development Schemes:

xiii) Scheme for Providing Quality Education for Madras(SPQEM) ;

xiv) Setting up of New Polytechnics and Strengthening of Existing Polytechnics

State Government Schemes

I. Special enrolment drive

II. Free education for girls

III. Provision of free school bags and note books to sc/st girls

IV. Free text books

V. Free uniforms :

VI. Repairs in government primary schools

VII. Manoranjan

4.13 Per-capita expenditure analysis

One of the crucial factors associated with improvements in the educational sector is the

amount of money allocated and spent during a particular year. In order to understand the status of Shivamogga district, data relating to per-capita expenditure is being examined. An attempt is also made to include Literacy Rate and the Education Index to serve as proxies to analyse expenditure. However, due to urban population diversities, these measures are approximates.

Of the above said schemes, the Department of Public Instruction is implementing the Akshara Dasoha programme in a big way in the district with a view to improve the attendance, mainstreaming of the school dropouts and to improve the performance of the students attending the school. The total amount provided for the programme during 2011-12 is Rs. 1464 lakhs. The no. of beneficiaries under the programme is 195160. The required personnel are also being hired and their salaries are paid.

Table No.4.28: Taluk-wise Expenditure in Education- 2011-12 [in Rs. & %]

Sl.No.	Taluk	Expenditure per capita	Literacy Rate	Education Index
1	Bhadravathi	134.09	79.53	0.733
2	Hosanagara	276.95	79.87	0.475
3	Sagara	199.54	81.01	0.788
4	Shikaripura	190.55	75.77	0.713
5	Shivamogga	127.34	83.08	0.974
6	Soraba	190.25	78.67	0.648
7	Thirthahalli	188.85	83.06	0.613

Source: DDPI Shivamogga, 2012

The data in the table 4.28 indicates that Hosanagara taluk has the highest Per Capita Expenditure on Education in the district at Rs. 276.95 followed by Sagara taluk with Rs. 199.54. This is possibly due to the fact that the population in these taluks are scattered and there are more institutions. The lowest per Capita expenditure is in Shivamogga taluk, which is densely populated. It is observed that Shivamogga taluk has the highest Literacy Rate and highest Education Index. Bhadravathi has a low expenditure per capita along with a relatively high Literacy Rate and Education Index. These are extremely positive signs and could imply that resources are being used well.

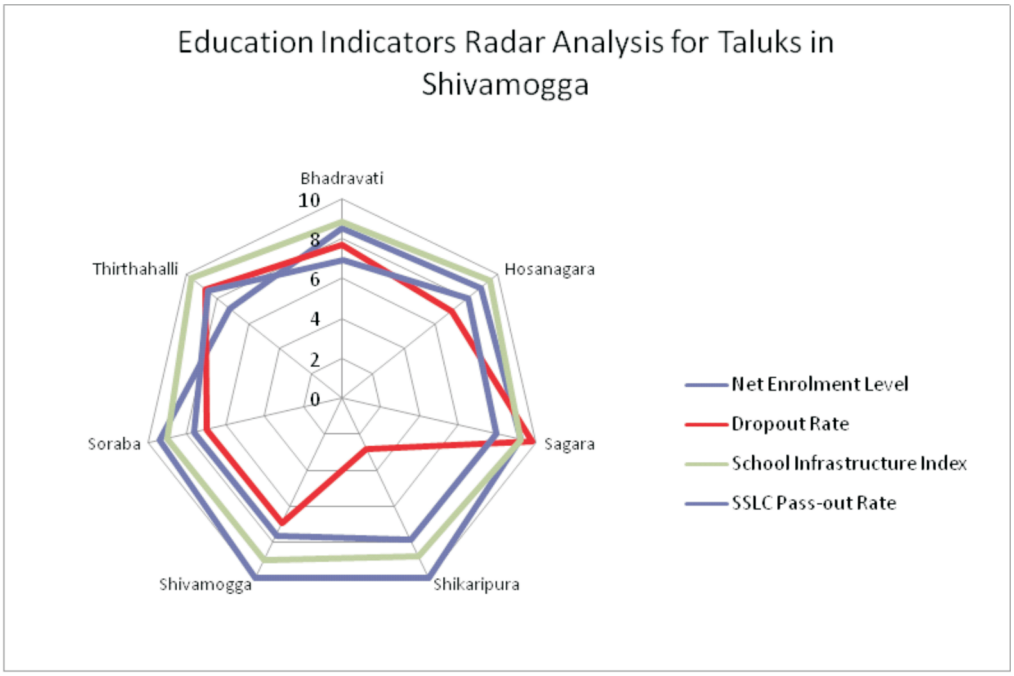
Hosanagara taluk is having the highest Per Capita Expenditure on Education along with lowest Education Index. Inspite of being sparcely populated, this taluk can improve their efficiency of allocation of resources by implementing measures to increase their Education Index rating.The remaining taluks have a slightly varied pattern. Thus, there is need for further analysis to understand the nature of influence on Percapita expenditure on education.

4.14 Radar Analysis for Education

A radar analysis of key education indicators is carried out as prescribed by the NHDR using the Scaling Technique. Many Education indicators like Net Enrolment Level, Dropout Rate, School Infrastructure Index and SSLC Pass percentage are considered for all of the taluks. This will enable inter and intra taluk comparisons. The radar graph is presented below:

Radar Analysis for Taluks in Shivamogga

Fig.4.21: Education Indicators Radar Analysis for Taluks in Shivamogga



The drop out rate of Shikaripura taluk in comparison to other taluks, is relatively low. This, when viewed in comparison with a 100 percent Net Enrolment Level, highlights the importance of keeping children in schools in this taluk. In comparison, the dropout rate for Sagara is very high. This, viewed in comparison with an equally high Net Enrolment Level, is a very encouraging sign for the taluk.

Amongst other taluks on key indicators, equal performance across indicators is observed. Hence, there is need for a district wide initiative to reduce dropout rate.

Fig.4.22: Bhadravathi

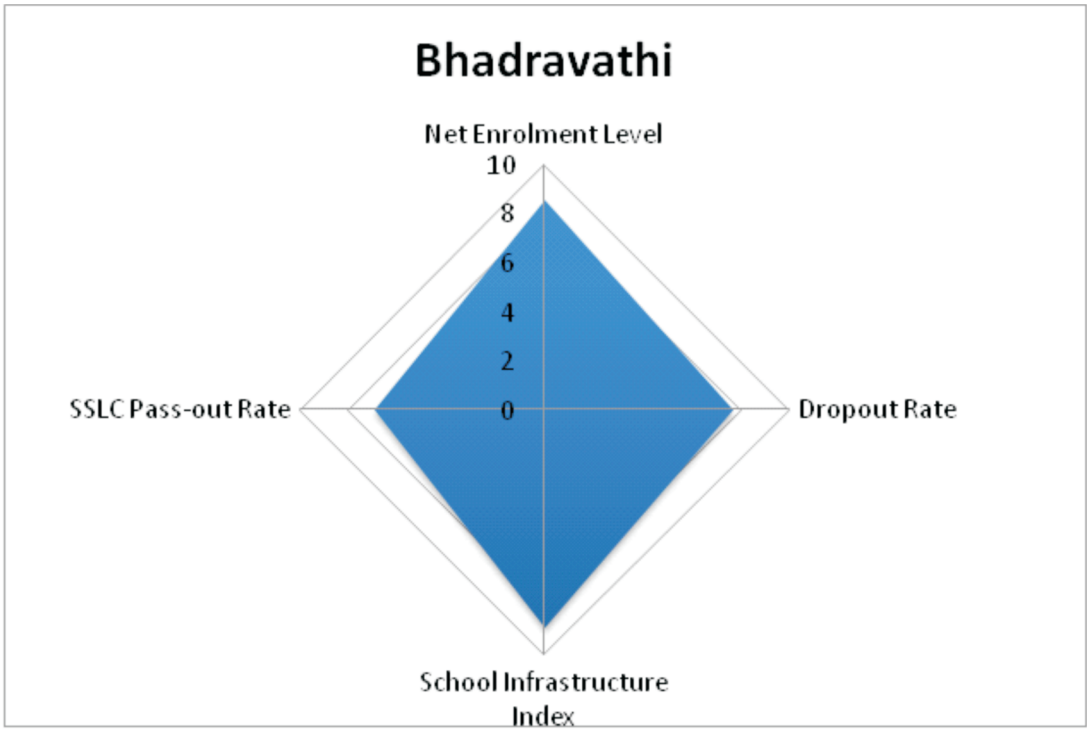


Fig.4.23: Hosanagara

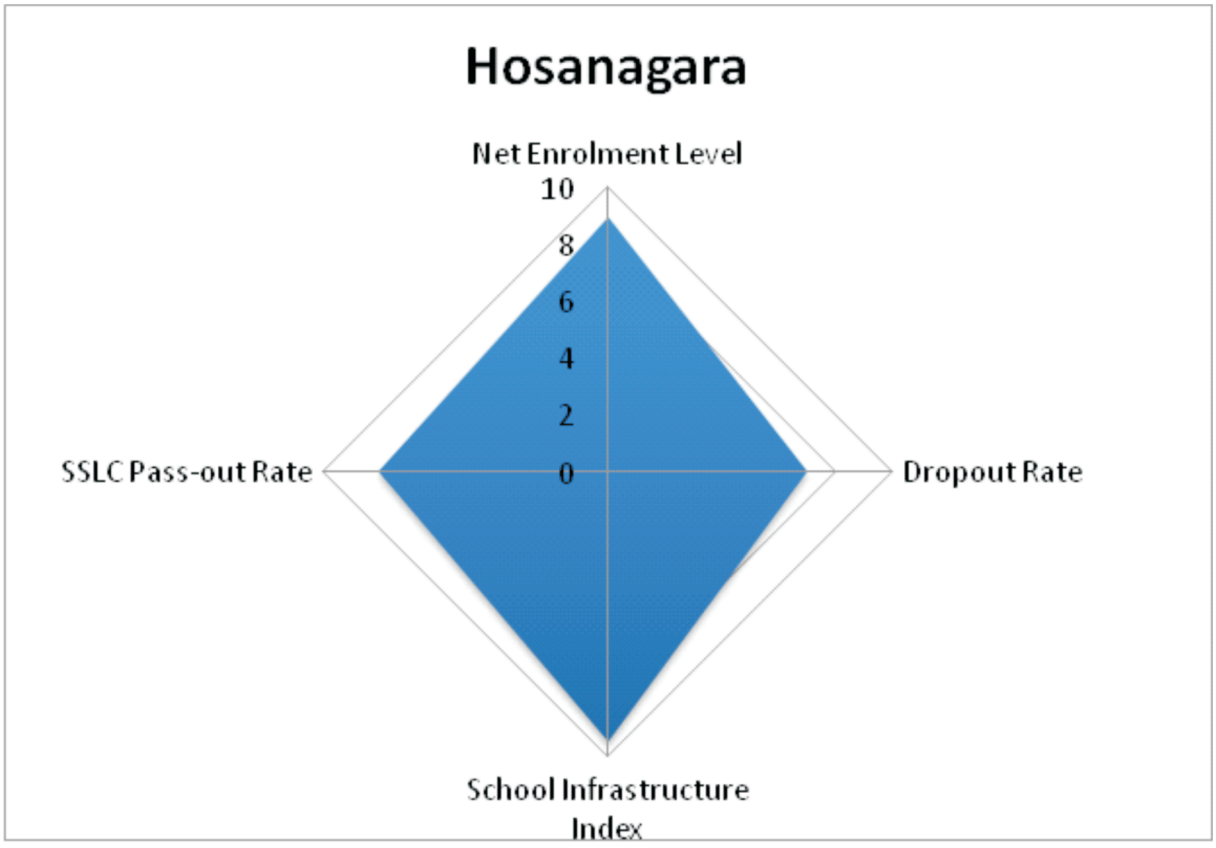


Fig.4.24: Sagara

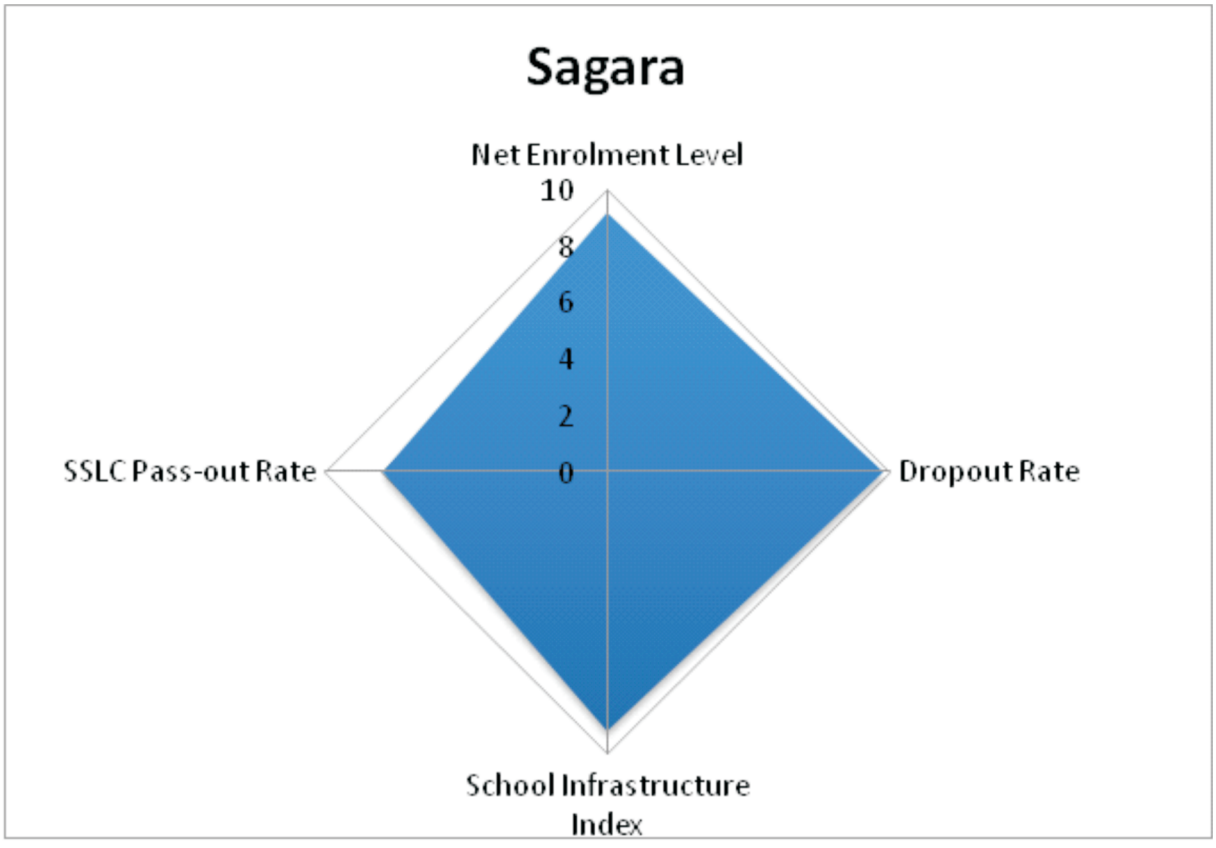


Fig.4.25: Shikaripura

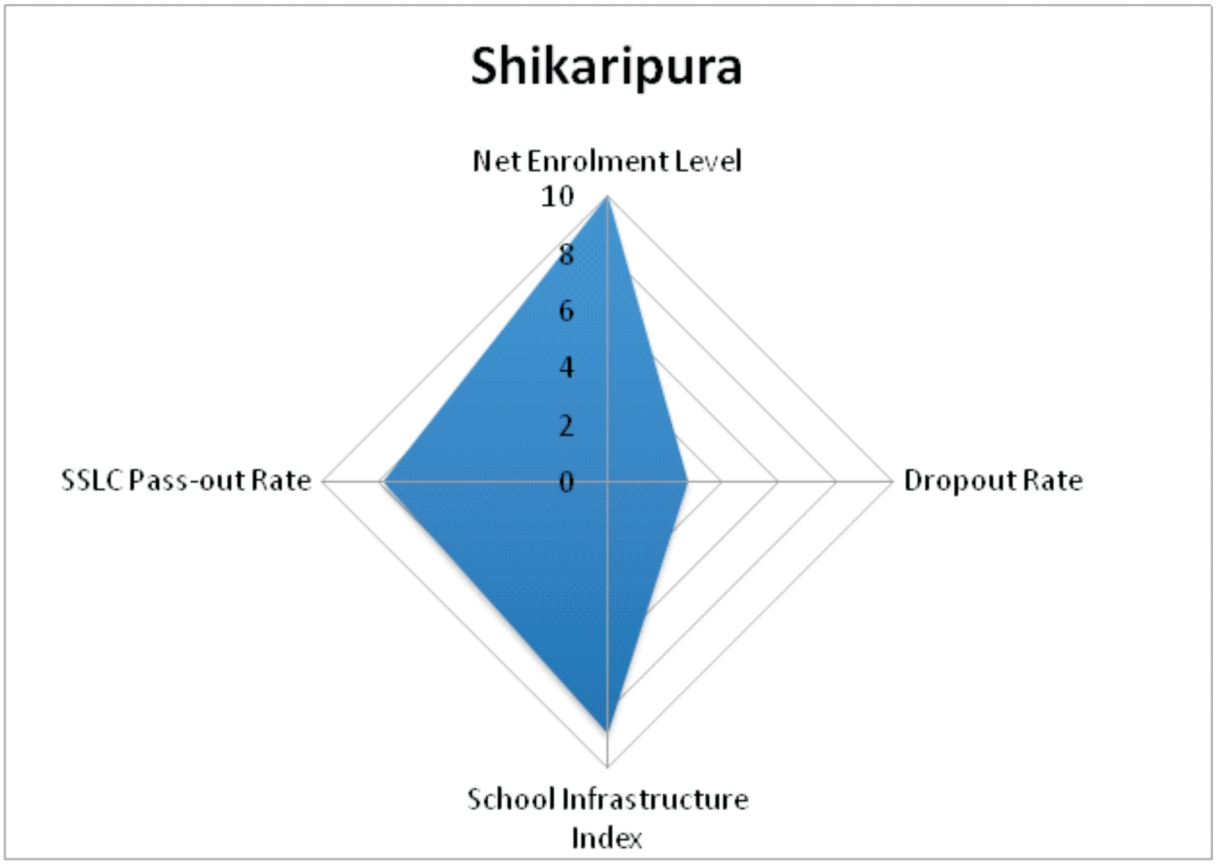


Fig.4.26: Shivamogga

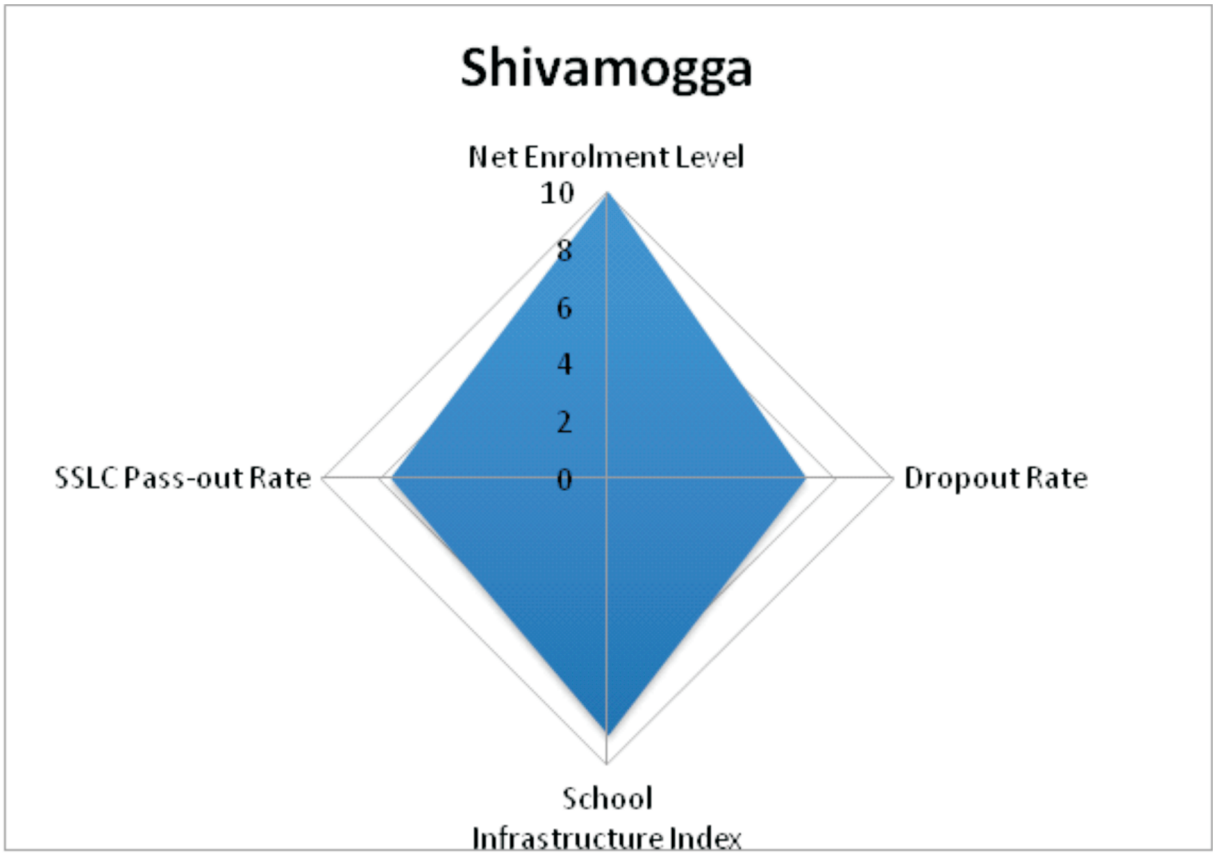


Fig.4.27: Soraba

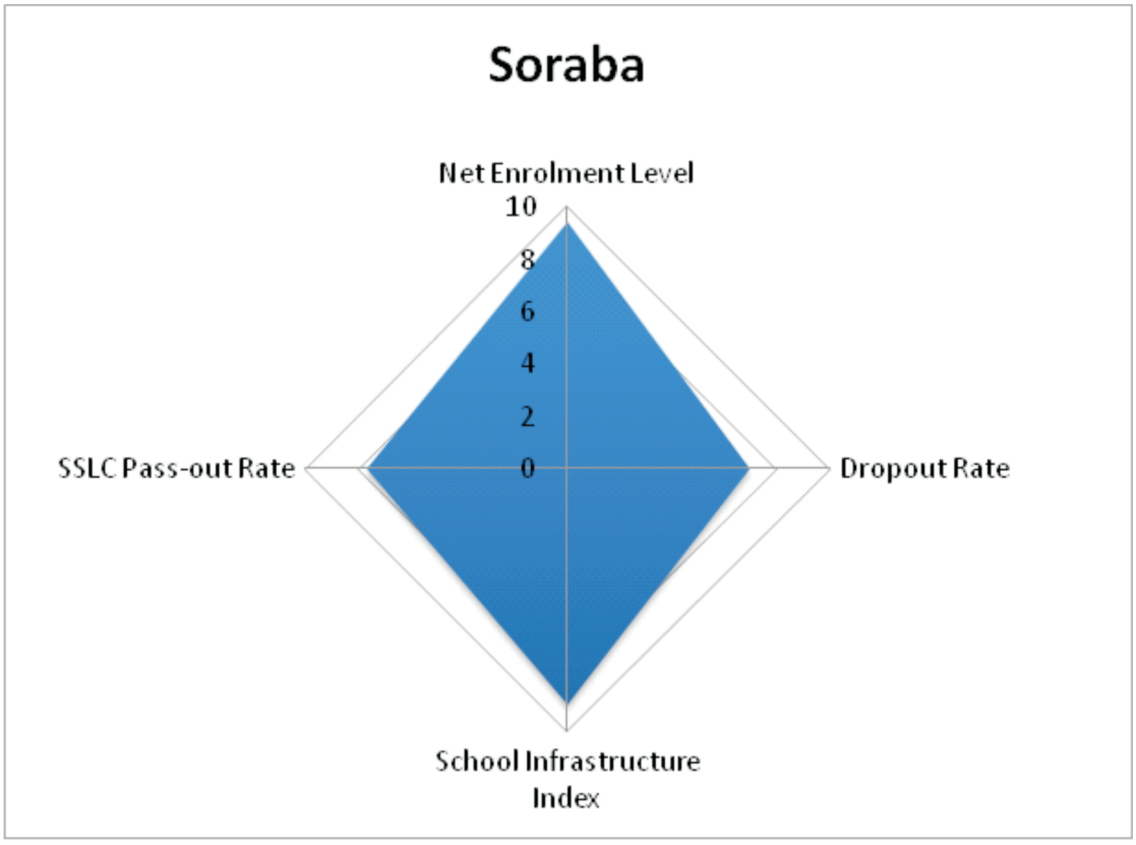
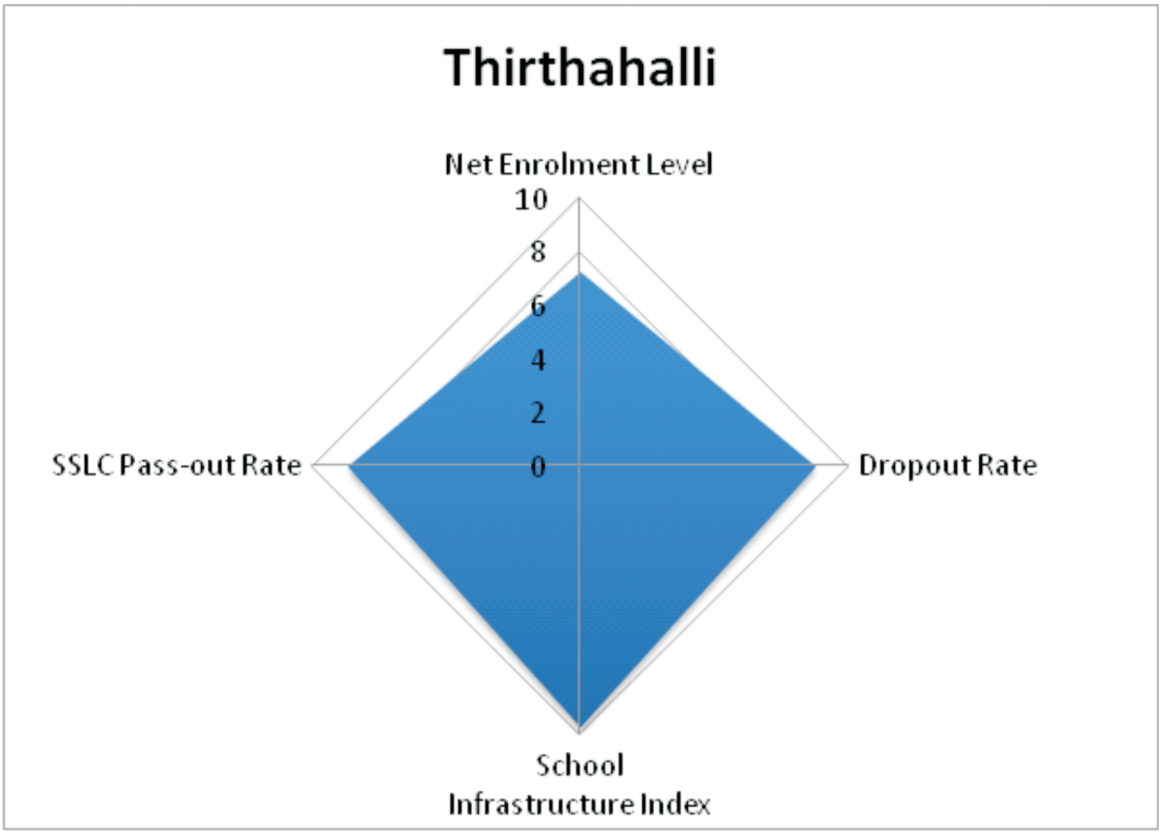


Fig.4.28: Thirthahalli



4.15 Small Area Study : The missing Links in Reaching Out to the Drop-outs: A study of School Drop-outs in Sulebylu in Shivamogga Taluk.

4.15.1 Background

Providing right type of education to the right people at right time is the key to human resource formation. Unleashing the power of these youths, given its other endowments, builds the necessary condition, although not sufficient one, for the success history of a nation like India. This urges for need for high rate of school retention and more educational participation, not to cite the need for research and innovation in the field.

However, being a poverty-striven and rural based economic society, many problems, leaving no margin for unconsciousness, stand before educational participation, which is reflected, among other educational indicators, by higher school dropout; meaning the children those who were earlier in school, but are not now there although they have not completed their school courses. Albeit world program for education for all and the enactment of right of children to free and compulsory education (RTE) in India, many children still today are out of schools due to one or more reasons and discontinuation of education has been a common phenomenon in every corner of the country. Initiatives for encouraging children for education have resulted in overall enrollment ratio which, however, has not been successful in retention of children to our desired level. The reasons for dropping out may be many like, failure in academics, non-availability of schools, inaccessibility of schools, pushing out due to teachers' behaviour/school environment, financial problems etc. Number of school dropouts in India is not small. In a study in 2010, Reddy and Sinha stated that of the more than 27 million children in India, who joined in Class I in 1993, only 10 million of them reached Class X, which is only about 37% of those who entered the school system and in more than half the states, only 30% of children reached Class X.

With the implementation of RTE, of course, there has been a gradual decline in the annual average dropout rate from 9.1 in 2009-2010 to 6.9 in 2010-114 but there have been more children dropout in 2010-11 as compared to 2009-2010 in 10 out of the 30 states where RTE has been notified, including progressive states like Tamil Nadu and Gujarat that had increased dropout ratio from 0.1% to 1.2% and 3.9% to 4.3% respectively in 2009-10 and 2010-115.

Reasons for School Dropout: Various reasons for school dropouts are there. In a study, Sikdar and Mukherjee specified 20 reasons for school dropouts and categorized them into eight groups. More generally, reasons of school dropouts can be classified in to some broad categories like school-centric, school-centric and parent-centric.

Among others, poverty is one of the main determinants of school dropout. Family economic circumstances are important to meet the hidden and upfront costs of schooling, failure of which leads to many temporary as well as permanent dropouts of children. Hidden costs of schooling include opportunity cost, travel cost, uniform, daily expenditures, while upfront costs include admission fee, examination fee, tuition fees etc. Many researches are there which link dropouts, among many other factors, to poverty. Both statistical data and empirical research suggest that children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled.

Besides, income shocks are also associated closely with poor people. Poor people, besides being with an empty wallet, are also often prone to income shocks, which in turn lead to withdrawal of children from schools. These hypotheses would however not be true had there been some options for coping with these shocks. This availability of coping options however depends on the society and the nature of accessible economic opportunities such as bank credit, hire purchase etc. These opportunities are, however, a mere dream for many millions poor.

But, there is a need for a more complex understanding of the relationship between poverty and school dropout. Absolute poverty cannot account for drop-out on its own although it may account for delayed entry into school and high repetition rates. Relative poverty shows how inequalities between learners may make learners more vulnerable to drop out.

4.15.2 Objectives of the Study

The objective of the study was to attempt at a diagnostic study of the issue of the school drop out children in the district. The study was intended to identify issues at the individual, family, community level and at the schools.

4.15.3 Methodology

The study adopted the qualitative methods i.e. in-depth discussions with the various stakeholders including the children who have dropped who have an indepth understanding about the problem. The study also attempted at gathering the available secondary data at the school level.

4.15.4 Rationale for Selection

In the light of the envisaged objectives of the study, the following factors prompted the selection of the Sulebylu [Ward No.35] for the study:

1. The community here is found to be placed in a mid-stream between the rural and the urban stereotypes.

2. The village is located in proximity to the Shivamogga city and thus are subject to the influences of the city and the city environment.

With a view to enable us to capture the insights into the factors resulting in the school drop-outs the study has heavily depended on the interviews and the discussions with the various stakeholders to get the insights into the problem per se. The category of stakeholders covered are the community leaders, the parents, students, the school authorities, teachers and the SDMC. The study has also collected the secondary data from the schools in the village such as the enrolment, attendance and drop-out as well as information on the performance of the students in the different classes during the preceeding years.

4.15.5 About Sulebylu, Shivamogga Taluk:

Sulebailu is a village located around 5 kms. From the Shivamogga city. The total no. of households in the village is 2850 and the population is 14243. The village comprises of families belonging to Hindus and Muslims. The Hindu community comprises of families belonging to Kunchigar, Scheduled Caste and other caste groups. The muslim community accounts for more than 50 per cent of the total families in the village. The families belonging to Kunchigar is about 600 and the no. of families belonging to scheduled caste is only about 70. These families are the least represent groups.

While the community is found to have not lagged behind in the educational development, a large majority of them are educated only upto SSLC. It is reported that for a variety of socio-cultural and the economic reasons they could not pursue their education.

The muslim households are involved in non-agricultural occupations such as petty trade, service occupations such as transport drivers, working in garage or workshops. In general, some of the households are involved in agriculture and agricultural labourers. There are also families which are dependent on the city for their employment and work as coolies or labourers in the different sectors.

The occupations pursued by these different families are only providing low income to the households and thus, make it difficult for them to lead their life as well as provide required services to themselves and their families such as health, education, nutrition, housing and so on.

The households are said to be occupying both the kuchcha and the pucca houses. The

families are found to have invested their earnings considerably on the housing and thus have provided for toilets and drinking water supply.

4.15.6 Educational Infrastructure in the Village

The details of the educational facilities in the village are listed below:

Sl. No.	Name of the School	Class	Year of Starting	No. of Staff
1	Government Kannada Higher Primary School	1-8 Standards	1970	10
2	Government Urdu Higher Primary School	1-8 Standards	1969	8
3	Government Primary Tamil School	1-5 Standards	1970	2
4	Government High School	8-10 Standards	2011	7

Thus, there are 4 government schools within the village. All the three schools excepting the Urdu school is functioning within the same compound. These schools have their own buildings. The schools generally have basic facilities such as toilets, drinking water, play ground and a compound wall. However, the Urdu school is found to be deficient in respect of some of these facilities. In general, the quality of the facilities available is very poor.

Findings from the Study

4.15.7 Enrolment Details

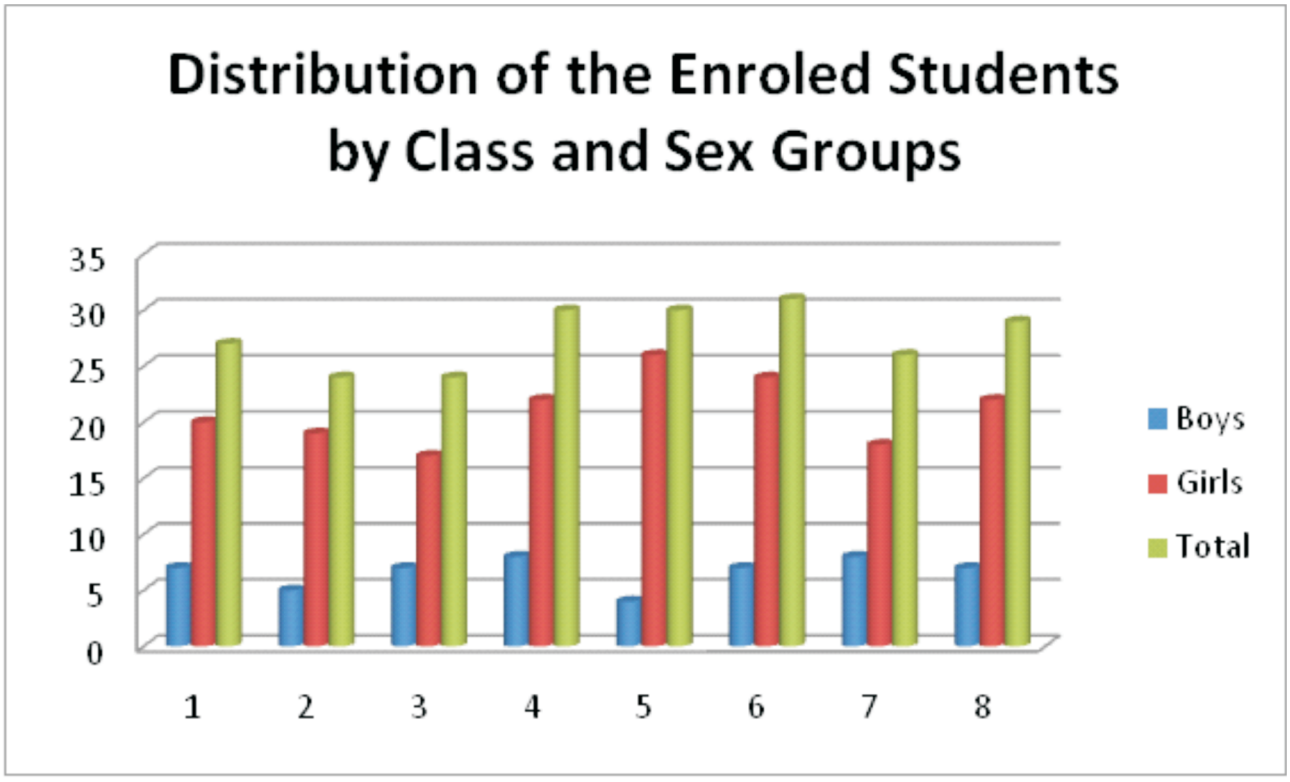
a. Enrolment in G.U.H.P. School,(1-8 Standard)

Class	2011-12			2012-13			2013-14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	17	20	37	11	21	32	7	20	27
2	8	25	34	8	19	27	5	19	24
3	3	26	29	10	24	34	7	17	24
4	7	21	28	3	26	29	8	22	30
5	10	15	25	7	22	29	4	26	30
6	9	20	29	6	17	23	7	24	31
7	8	29	37	10	21	31	8	18	26
8	7	25	32	8	28	36	7	22	29
Total	69	181	251	63	178	241	53	168	221

The no. of students enrolled in the school during 2013-14 is 221 and this is lower than that for the preceding two years. The no. of students studying is found to be gradually declining and this is a result of the fewer admissions at the primary classes. The second important issue is that the no. of the girl students is significantly higher than that of the boys. The skewed distribution of the boys and girls is evident in all the classes. This is said to be due to the fact that the muslim boys are generally admitted to the Kannada school within the village while the girl students are admitted to the urdu school. The issue will be further elaborated.

It is found that there is the dropout of children at different classes. Thus, of the 37 who were admitted to class1 during 2011-12, 27 of them were enrolled into 2012-13 to class 2 and during 2013-14 only 24 of them were enrolled into class 3.

Fig 4.29: Distribution of the Enroled Students by Class and Sex Groups



b. Enrolment in Govt. Kannada Higher Primary School

Class	2011-12			2012-13			2013-14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	35	22	57	29	19	48	25	20	45
2	33	17	50	30	18	48	27	14	41
3	29	23	52	32	17	49	28	15	43
4	29	16	45	28	23	51	30	17	47
5	27	18	45	28	17	45	27	24	51
6	31	18	49	23	18	41	30	18	48
7	20	16	36	31	18	49	25	19	44
8	34	20	54	25	18	43	41	27	68
Total	238	150	388	226	148	374	233	154	387

The total no. of students studying in the school is 387 during 2013-14. The total school strength is not found to have declined unlike in the case of the urdu school. It is important to note that in the primary classes such as class 1, 2 and 3 there is a marginal decrease in the no. of students studying. It is also observed that of the 57 students who were enrolled into class 1 in 2011-12, only 43 of them have reached class 3 during 2013-14 and thus indicating a drop out of about 30 per cent.

c. Enrolment in Govt. Primary Tamil School (2010-14)

Class	2011-12			2012-13			2013-14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	0	1	2	2	5	7	3	3	6
2	1	0	1	0	1	1	1	4	5
3	1	1	2	0	0	0	0	1	1
4	0	2	2	0	0	0	2	0	2
5	2	2	4	0	3	3	0	1	1
Total	4	6	11	2	9	11	6	9	15

The tamil school in the village is reported to have in all about 15 students and this is marginally higher than the total during 2011-12. The issue of drop-out is evident even in this school as well. This brings out the fact that the children are dropping out of the school in all the three different type of school in the village.

d. Enrolment in Govt. High School Rastriya Madhyamik Shikshan Abhiyan-Sulebyle

Class	2011-12			2012-13			2013-14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
9	29	19	48	31	21	52	28	15	43
10	0	0	0	27	19	46	22	20	42
Total	29	19	48	58	40	98	50	35	85

The Government High School in the village is a recent addition. During 2011-12 48 students were admitted and of them 29 were boys and 19 were girls. Of them, 2 of them dropped out in class 10. In 2012-13 of the 52 students who were admitted only 42 have enrolled in the class 10.

e. School Dropout stage class wise – 2012-13

Class	Boys	Girls	Total	% to Total
1	1	0	1	5
3	1	0	1	5
4	2	1	3	15
6	3	2	5	25
7	0	1	1	5
8	3	1	4	20
9	4	1	5	25
Total	14	6	20	100

It is interesting to note that the percentage of drop-outs has increased from 25 per cent at primary levels to 45 per cent at the higher level. This continued rise could be attributed to a no. of factors such as inability of the students to cope with studies, lack of support from the schools, lack of care and guidance from the family etc.,

During the academic year 2012-13 20 students have dropped out of school at different classes. Most of these students are boys. About 30 per cent of them are also girls. Nearly 45 per cent have dropped out at class 8 and 9. However, what is important to note is also that the problem is present from class 1. Thus, this practice of dropping out even at primary classes is a serious problem.

4.15.8 Analysis on Drop-Outs - Reasons

	General	Specific
Academic Factors	• Failure to pass out in the exam	• A girl student is reported to have dropped for her inabilities to read, speak etc., on par with the other students and tease by the schoolmates
Family Reasons	• While the father and the mother are engaged in the daily labou r, the children are reported to be not taking interest in attending the classes. • These children leave their homes stating that they are going to school, but do not attend the classes. • The teachers are also not able to reach these parents as they are away i n work. Similarly, the parents also fail to turn up to the schools to ascertaining about their children and their progress. • In another family, there were three children i.e. 2 girls and one boy. The elderly girl was successful in reaching class 10 and dr opped out for the reason that	• The reasons stated by the children for not attending the school is the lack of provision of tie and belt. On further enquiries it was revealed that this is being insisted upon by the PT teacher. However, it is found that they are not valid reasons. The other families in the village have reported that these children have not shown an interest in their education and thus, they have dropped out. • The family is also reported to have

Family Reasons	• While the father and the mother are engaged in the daily labou r, the children are reported to be not taking interest in attending the classes. • These children leave their homes stating that they are going to school, but do not attend the classes. • The teachers are also not able to reach these parents as they are away i n work. Similarly, the parents also fail to turn up to the schools to ascertaining about their children and their progress. • In another family, there were three children i.e. 2 girls and one boy. The elderly girl was successful in reaching class 10 and dr opped out for the reason that she wanted to get trained in tailoring. However, her mother feels that there was no need for further education as they belonged to a labour family and will work as labourers. • In respect of the second elder daughter, she had drop out for reasons of ill-health. As a result she could not attend the classes for certain period and now has no interest in going to the school. She wants to be engaged in domestic work rather than attending the school.	• The reasons stated by the children for not attending the school is the lack of provision of tie and belt. On further enquiries it was revealed that this is being insisted upon by the PT teacher. However, it is found that they are not valid reasons. The other families in the village have reported that these children have not shown an interest in their education and thus, they have dropped out. • The family is also reported to have obtained the TC for certain reasons. • The second daughter is reported to be pressurizing the mother to get the son education. But he is not interested. Further, it is reported that when the family attempted at re - admitting the child, they were advised to do so in the coming year.

	• The son, who is the youngest of the three is not going to school. The reasons stated by the family is their inability to support the education of the son.	• The teachers due to their burden of the teaching and other works are not really able to follow up on this issue either with the parents or the child. The teachers are also not able to reach out to the parents at a time when they are available which is generally either the morning or the late evenings. The limited visits go waste as it does not result in motivating or clarifying the purpose or the need of the education and so on.
• Irregularity in attending the classes	• For certain reasons, some of the students absent themselves continuously for a week or so from the school. In the event of the non identification of such cases either by the family or the school and fail to pursue them to go back to them, they are found to be dropping out from the school permanently.	-
• Economic status of the family	• The problem is very predominant among the families who are engaged as labourers.	

4.15.9 Family Involvement and School Completion

Family involvement is one of the most important contributors to school completion and success. The most accurate predictor of a student's school achievement is the extent to which his/her family encourages learning. Success is more likely if the family communicates high, yet reasonable, expectations for the student's education and future career and becomes involved in his/her education. Middle school and high school students whose parents remain involved tend to:

- make better transitions,
- maintain the quality of their work,
- develop realistic plans for their future,
- have higher graduation rates, and
- advance to postsecondary education

When families are involved, students are

more likely to:

- earn high grade-point averages and scores on standardized tests or rating scales,
- enroll in more challenging academic programs,
- pass more classes and earn more credits,
- attend school regularly,
- display positive attitudes about school,
- graduate from high school and enroll in postsecondary programs, and
- refrain from destructive activities such as alcohol and drug use and violence.

4.15.10 Alternative School Settings

For some students, an alternative school program is the right choice. Students who are unmotivated or have been labeled troublemakers or failures in traditional schools may thrive in smaller, more individualized settings. Research indicates that about 12% of all students attending alternative schools in the United States are students with disabilities. Here are some options for youth and their families to consider.

4.15.11 Alternative School Settings: Options to Consider

Magnet schools have a unique theme or focus. Theme-based programs can help keep students interested in learning, preventing the disengagement that can lead to dropout.

Alternative schools may be an appropriate option for at-risk students who want to succeed. About 12% of students in alternative schools for at-risk students are special education students with IEPs—typically students with Learning Disabilities [LD] or Emotional / Behavioural Disabilities [EBD]. Alternative schools that promote school completion and graduation typically feature smaller and more personal settings, individualized supports, counseling, positive relationships with adults, meaningful educational and transition goals, and an emphasis on vocational and living skills (Lehr, 2004). The IEP should continue to be followed and services should continue after placement in an alternative school. Parents should make sure that their child's Individualized Education Programme [IEP] is updated if necessary.

Charter schools are set up independently by teachers, parents, or other concerned people who have ideas for improving learning. Their boards of directors are elected by parents and school staff. Charter schools stress parent involvement. As for serving students with disabilities, charter schools have mixed results. Some parents have questions and concerns; others report having more positive experiences than they had in their previous, noncharter schools.

Career Academies connect school to work through vocational education, career development, and work-based learning. They provide many students with both the motivation to graduate from high school and a solid foundation from which to pursue their college and career goals. Career Academies have contributed to successful results for many at-risk youth with disabilities.

GED programs may be an appropriate educational environment for older students whose needs cannot be met in the regular school setting. Some students may just need an alternative way to pursue their education. Recent studies suggest that some students with EBD can be more successful in adult education settings that have smaller classes, individualized instruction, an informal classroom climate, and a shorter school day. However, a diploma or GED should only be the first step to finishing one's education. The future workforce will require postsecondary education for even entry-level jobs. All youth who go on to college, including those who have a GED, have better outcomes.

4.16 Success Stories

The state level initiatives to improve literacy have been successful in bringing about changes in all the districts. There are many instances where either the school or the departmental programmes have been able to contribute significantly in this direction. In order to understand the contributions from different stakeholders, field data has been used to formulate successful cases.

4.16.1 Case Study 1: School Infrastructure and Achievements

A Case Study of infrastructural facilities in the Lower Primary School, Chikkabilagunji of Sagar Taluk indicates the extent and nature of Community Participation and Educational Development. The data collected through field work has indicated that the school has the required infrastructure like good drinking water, toilet facilities, kitchen for mid-day meal, school garden, good teaching and learning materials and other required resources.



Fig.4.30 Children in the School Garden



Prizes Won by the School

The community participates actively in the upkeep and maintenance of the premises and the garden. The SDMC ensures that there is 100 per cent involvement of the eligible children. It also makes attempts to ensure attendance and good academic performance of all the students. This is reflected in prizes and awards received by the school. Some of the prominent recognitions include:

1. First Prize for the Mathematics Metric Mela [2011-12]

2. Award for SDMC [2011-12] for its role in quality education

3. Awards for being Environmental Friendly School – Orange and Green Awards; Award at the district level.

4. Smt. Lalithamma, the head mistress awarded the Best Teacher award at the district level.

Thus, the school has become a role model for other schools in the district.

4.16.2 Case Study 2: Success Achieved in fulfilling the needs of Special Children

Muja Ismail was a student of Class V in Government Higher Primary School, Chamundipuram, Shivamogga city. He had problems with both the legs and had difficulties for mobility. The student was identified and he was extended medical examination under the SSA scheme. As per the medical advise, the child was operated on both of legs at the District hospital. Even though the child had to go through the treatment, it has liberated him from the problem. This has enabled him to continue education like other children of his age. This is a perfect case to demonstrate the impact of SSA programmes.

4.16.3 Case Study 3- Akshara Dasoha Programme



Fig. 4.31: Building Constructed for the Mid Day Meal Scheme



Fig.4.32: Students receiving the food under the Akshara Dasoha programme

The programme is implemented in all the schools in the district and is said to be benefitting the rural students to a very great extent. This has also helped to a certain extent in reducing the problem of absenteeism.

The objective of the programme is to help the children to retain in the school and provide nutritious food and thereby improve the general health of the school going children. Under this programme 2274 Centres have been established and the number of children benefitted during 2012-13 is 1875314.

The programme is said to have been helpful in addressing to the problem of school dropouts.

4.17 An Overview and persisting educational gaps in the district

The status of educational attainments in Shivamogga district indicates that there has been improvement in the literacy level along with enhanced pass percentage in SSLC and PUC classes. The taluk-wise achievements confirm the gaps across taluks. There are also variations by gender and social category of students in their achievements at different levels. It is a fact that there are gaps in enrolment rate, dropout rate and the extent of mainstreaming of the dropouts at various levels. All these gaps have been addressed through various schemes and programmes formulated and implemented by the State and Central Government.

Although efforts are being made to overcome persisting gaps in the district, there is need for identifying target groups and educationally backward villages. If gaps vary across years, there is also a need to analyse such variations to identify reasons at the local level. This kind of attempts will have to be made so that the problem of overcoming educational gaps becomes more realistic and contextual in nature. In other words, the State and National policies for improving educational standards will have to become meaningful at the school level so that quantitative attainments gain quality in all aspects.



Fig. 5.1 Shivamogga Institutes of Medical Sciences

HEALTH AND NUTRITION

5.1 Introduction

Health is an important parameter as it is one of the three components that form the basis of the Human Development Index. The World Health Organization defines, “Health is a state of complete physical, mental and social wellbeing and not merely absence of disease or infirmity”. In recent years this has been amplified to include the ability to lead a 'socially and economically a productive life'. Health is influenced by a number of factors like adequate food, housing, basic sanitation, healthy lifestyles, protection against environmental hazards and communicable diseases.

The frontiers of health extend beyond the narrow confines of medical care. The concept of health has evolved over time. Today, health has been accepted to be central to the concept of quality of life, an integral part of holistic growth and development of a nation. Thus, health is not mainly an issue of doctors, social services and hospitals. It is an issue of social justice. Health care is an expression of concern for fellow human beings. It has also been declared as a fundamental human right implying that the state has a responsibility for the health of its people.

Health care embraces a multitude of “services provided to individuals or communities by agents of the health services or professions, for the purpose of promoting, maintaining, monitoring and restoring health.” Medicare is a subset of health care and refers chiefly to those personal services that are provided directly by the physicians or rendered as the result of physician's instructions. Health care, though increasingly of high quality, is at a high individual cost beyond the reach of the multitude”.

The present chapter makes an attempt to analyse the demographic situation in Shivamogga district with a detailed analysis of the status of health facilities. It also examines inadequacies in providing quality health care facilities to the people of the district.

5.2 Demography, Population by Place of Residence, Sex and Social Groups, Sex Ratio

The total population of Shivamogga district is 17,52,753 as per 2011 census. It was 16,42,545 in 2001 census. In terms of absolute population, Shivamogga and Bhadravathi taluks have the major share in the district total. It is also a fact that these two taluks are more industrialized than other taluks. The lowest share of the total is in the Hosanagara taluk. In contrast, Shivamogga taluk with district headquarters has the highest share in the total population of the district.

Table No. 5.1: Population of Taluk – Total, Male and Female-2011 (No. & %)

Sl. No.	Taluk	Total Population	Male Population	% of Male Population	Female Population	% of Female Population
1	Bhadravathi	339846	169873	49.99	169973	50.01
2	Hosanagara	118220	58508	49.49	59712	50.51
3	Sagara	206319	102273	49.57	104046	50.43
4	Shikarpura	238229	120487	50.58	117742	49.42
5	Shivamogga	507324	255262	50.32	252062	49.68
6	Soraba	200809	101130	50.36	99679	49.64
7	Tirthahalli	142006	69882	49.21	72124	50.79
	Total	1752753	877415	50.06	875338	49.94

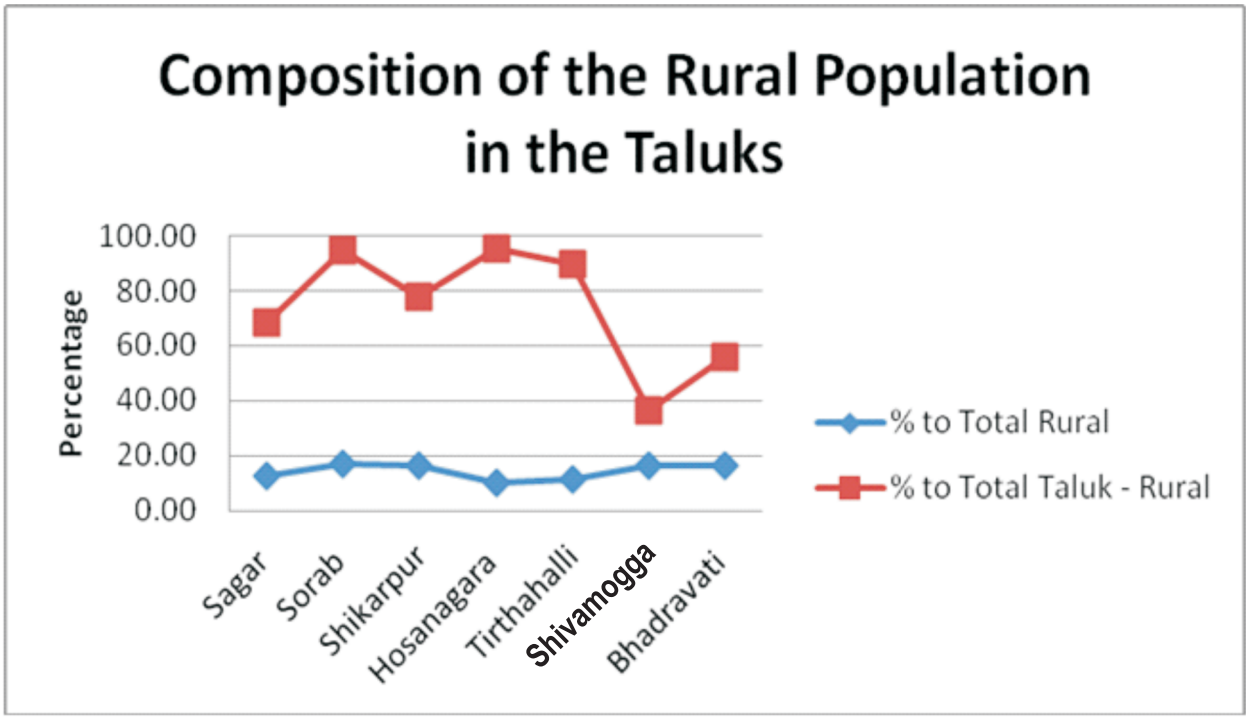
Source: Census of India, 2011

The male and female population was 8,77,415 and 8,75,338 respectively. They account for 50.06 percent and 49.94 per cent of the total. Thus, there is a slight variation in the gender composition of population. This is perhaps indicative of the balanced sex ratio in the district. An analysis across taluks reveals that the male population in the Thirthahalli taluk accounts for 49.21 per cent which is least among all the taluks (see Table-5.1). Simultaneously, it has highest ratio of female population (50.79 per cent). The Shikaripur taluk has the least percentage of female population [49.42 percentages]. Notwithstanding these variations, it may be inferred that there is fairly a balanced gender composition in the district.

5.2.1 Population by Place of Residence - Rural

An analysis of the composition of rural to the total population reveals that Hosanagara and Soraba taluks have around 95 per cent of their population concentrated in the villages and hamlets. On the other hand, the rural population accounts for one third of the total population. The extent of the population in the villages and hamlets is not without its effects on the public health and other infrastructure available in the district. In terms of concentration of rural population in the district it varies across taluks.

Fig.5.2: Composite of the rural population in the taluks



5.2.2 Population by Place of Residence - Urban

The total urban population of the district in 2011 is 6, 23,727 and this is said to account for 35.58 per cent of the urban population. It has increased from 5, 71,010 in 2001. The percentage of urban population of the district is almost similar to that of the state. As regards the concentration of urban population, it is found that little more than 50 per cent is concentrated in Shivamogga city.

It is also a fact that 63.60 per cent of the total population of Shivamogga taluk is defined as urban. The urban population accounts for more than a third of its total in the taluks of the Bhadravathi and the Sagar taluks. A few of the taluks have low concentration of urban population. Inspite of these variations, there is the trend of increasing urban population in the district. It will exert increased pressure on the existing urban public health infrastructure notwithstanding the fact that there is adequate expansion of the services in the private health facilities in the district. The available urban public health infrastructure such as the district hospital is not only under pressure from these urbanites, but also from the entire district.

5.2.3 Population by Social Groups – 2011

The data from census of 2011 indicates that Scheduled Caste and Scheduled Tribe population is distributed in all the seven taluks. However, Shivamogga and Bhadravathi taluks have a share of about 53 percent of the total S.C. and S.T. population in the district. While Shivamogga taluk has the highest share, Hosanagara taluk has lowest share of S.C. and S.T. population.

TableNo.5.2: Scheduled Caste and Scheduled Tribe Population –Taluk-wise-2011 (No. & %)

Sl. No.	Name of the Taluk	Scheduled Caste Population	% to Total Scheduled Caste Population	Scheduled Tribe Population	% to Total Scheduled Tribe Population
1	Bhadravathi	73883	23.98	12665	19.36
2	Hosanagara	10386	3.37	2458	3.76
3	Sagara	19908	6.46	4412	6.74
4	Shikarpura	58775	19.07	14402	22.02
5	Shivamogga	92070	29.88	21016	32.13
6	Soraba	39045	12.67	7750	11.85
7	Tirthahalli	14091	4.57	2709	4.14
	Total	308158	100.00	65412	100.00

Source: Census of India, 2011

5.2.4 Sex Ratio – 2011

The sex ratio for the district is 998 in 2011 and it was 978 in 2001 census. Thus, there is relatively a better representation of the females in the population. Among the taluks, the lowest sex ratio is found in Shikaripura taluk [977]. The number of females in Shivamogga and Sorba taluks is less [987 and 986 respectively] than the district sex ratio. On the other hand, there is the over representation of the female in the taluks of Thirthahalli, Sagara and Hosanagara [see Table -5.3]. Thus, the taluks in the Malnad region are found to display a better sex composition than those in the Maidan region. This could be due to a number of factors including the migration of men to other places for work.

Table No. 5.3: Sex Ratio by Taluks - 2011 (No.)

Sl. No.	Name of the Taluk	Sex Ratio
1	Bhadravathi	1001
2	Hosanagara	1021
3	Sagara	1017
4	Shikaripura	977
5	Shivamogga	987
6	Soraba	986
7	Thirthahalli	1032
	District	**998**

Source: Census of India, 2011

5.3 Infant Mortality Rate [IMR] and Maternal Mortality Rate [MMR]

Infant Mortality Rate and Maternal Mortality Rate are regarded as important and sensitive indicators of health status, general standard of living and effectiveness for improving maternal and child health in a country or region. The Government of India has adopted National Development Targets which are in line with the Millennium Development Goals [MDGs]. The MDGs laid down by the United Nations aim for a reduction in maternal deaths by 75 percent to 109 [MMR] between 1990 and 2015. India requires a reduction rate of 5.5 percent per year to achieve this goal.

5.3.1 Infant Mortality Rate

The IMR for Shivamogga district was 15 during 2007-08 and 17 during 2013-14. Thus, there is a marginal increase in the number of infant deaths at the district level. All the taluks have recorded a decline in infant mortality. The rate of decline varies from one taluk to another. The only taluk with a difference is Shivamogga. It has recorded an increase in the number of infant deaths. This is inspite of the fact that it is more urbanized, and Super speciality health facilities are available in Shivamogga city. This is perhaps due to the impact of increased migration to Shivamogga city with an increase in the number of urban poor. The Sagara taluk is equally an exception with low infant mortality rate in the district. It has consistently maintained the same trend in 2007-08 and 2013-14.

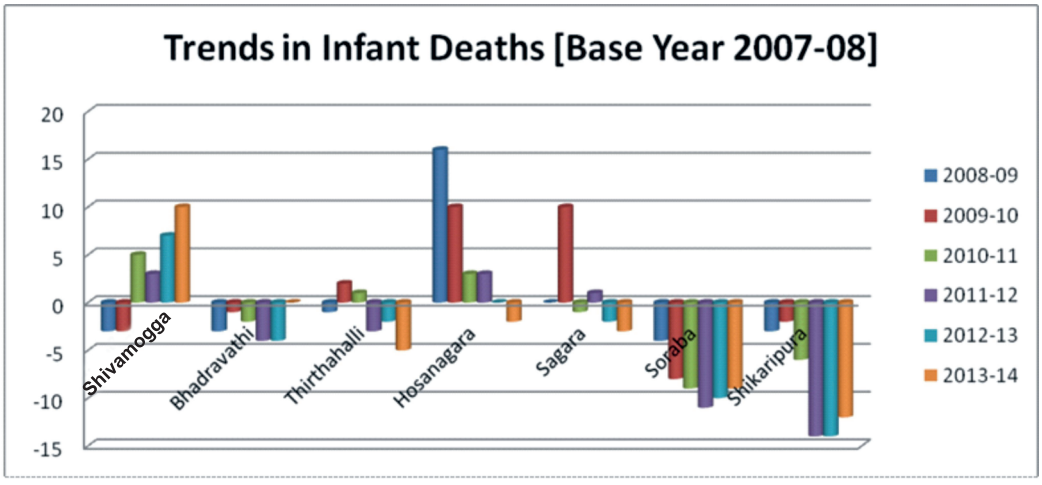
Table No. 5.4: Infant Mortality Rate Across Taluks – 2007-08 to 2013-14 (No.)

Sl. No.	Name of the Taluk	2007-08	2008-09	2009-10	2010-11	2011-12	Adjusted Figures for - 2011-12*	2012-13	2013-14
1	Bhadravathi	11	8	10	9	7	10	7	11
2	Hosanagara	12	28	22	15	15	48	12	10
3	Sagara	8	8	18	7	9	27	6	5
4	Shikaripura	22	19	20	16	8	68	8	10
5	Shivamogga	17	14	14	22	20	14	24	27
6	Soraba	23	19	15	14	12	51	13	14
7	Thirthahalli	14	13	16	15	11	37	12	9
	Total	15	13	15	16	13	24	15	17

Source: Department Of Health, Shivamogga, 2007-08 to 2013-14

*Adjusted Figures for 2011-12 from SRS-2011

Fig.5.3: Trends in infant deaths [Base Year 2007-08]



The rates have consistently declined, and the extent of decline varies between 5 to 15 per cent (see Table-5.4). However, the revised IMR rates arrived by ISEC indicates a different scenario. The IMR for the district is 24. Thus; these statistics reveal a totally different picture as regards to the infant deaths in the district. Inspite of this kind of variations in the estimates by different agencies, the recent data available confirms variation across taluks and relatively lower rates of infant mortality.

5.3.2 Maternal Mortality Rate

The term "maternal mortality rate" refers to the number of mothers' mortality as they give birth to a child. This could happen either within one of delivery or after completion of one year. Generally, the estimates are made for a period of either within one year or within five years. The Table 5.5 indicates that the maternal mortality rates for deaths under 1 year and under 5 years are different. The death rates for under 1 year per live birth are found to be around 15 during 2007-08 to 2012-13.

Table No.5.5 : Maternal Mortality Rate– 2007-08 to 2013-14 (%)

Sl. No.		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
1	MMR to death's under 1 year per live birth	14.79	13.13	14.95	15.82	13.39	14.77
2	MMR to death's under 5 year per live birth	9.87	12.24	16.81	11.97	9.05	9.01

Source: Health Department, Shivamogga, 2007-08 to 2013-14

In case of maternal deaths for under 5 year per live birth is lower than that for under 1 year per live birth. The rates vary from 2007-08 to 2012-13 (see Table-5.5). The data indicates that more maternal deaths are occurring during the first year of the delivery than during the first 5 years. Thus, it may be the post-obstetric problems which may be the cause for increased maternal deaths.

Fig.5.4: Maternal Deaths in Shivamogga District

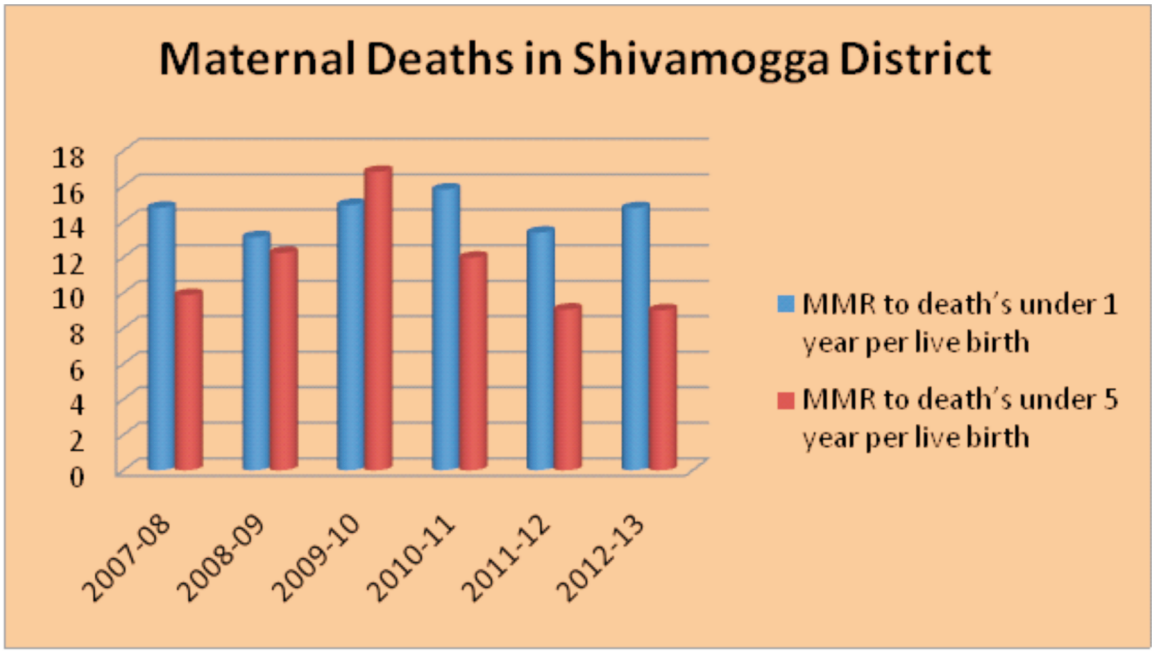


Table No.5.6: Maternal Mortality Rate Across Taluks – 2007-08 to 2013-14 (No.)

Sl. No.	Name of the Taluk	2008-09	2009-10	2010-11	2011-12	Adjusted Figures for 2011-12*	2012-13	2013-14
1	Bhadravathi	91	152	163	0	106	63	0
2	Hosanagara	0	229	252	0	106	0	0
3	Sagara	46	132	44	40	56	67	0
4	Shikaripura	150	192	0	108	151	28	47
5	Shivamogga	150	129	120	146	204	138	144
6	Soraba	114	193	178	124	173	74	0
7	Thirthahalli	44	198	0	116	162	65	0
	Total	112	152	101	91	106	89	67

Source:Department Of Health, Shivamogga, 2007-08 to 2013-14

*Adjusted Figures for 2011-12: SRS -2011

The Maternal Mortality Rates as reported by the District Health and Family Welfare Officer was 112 during 2008-09 and 67 during 2013-14. Thus, it records a decrease of about 59.82 per cent. The MMR for 2013-14 is well above the national goal of 100/100000 live births. However, the concerns are in terms of factors contributing to the positive developments. The declining MMR is coupled by decreased IMR. Thus, it is an indicative of the positive developments in the district.

The MMR is found to be quite varied across taluks. The Shivamogga and Shikaripura taluks had MMR of 150 per lakh live births during 2008-09. The lowest figures are reported from the taluks of Thirthahalli [44] and Sagara [46]. The MMR for Bhadravathi taluk was 91. The lower rates for certain taluks is said to be a result of the preference among people to avail facilities in the district hospital or transfer of the complicated cases to the district hospital. Further, the adjusted data for 2011-12 (see Table5.6) Shivamogga taluk indicates a very high MMR of 204 and the lowest MMR is 56 for Sagara taluk. These rates are about 50 per cent higher than the rates reported by the district authorities. Inspite of these variations, the district has high MMR across taluks. This is a matter of great concern and demands efforts to improve implementation of mother's, health programmes.

5.4 Couple Protection Issues and Family Welfare

The knowledge about contraception is almost universal in Karnataka. Of all the methods, 97 percent of currently married women and 98 per cent of currently married men and women know sterilization. The family planning programme promotes three temporary methods, namely the pill, the IUD, and condoms. Of these three methods, currently married women are most likely to know the pill and the IUD (69 percent and 68 percent respectively). In contrast, currently married men are most likely to know about condoms and the pill (86 percent and 74 percent respectively). The contraceptive prevalence rate among currently married women is 64 per cent. Among the contraceptive users, Female sterilization accounts for 90 per cent. It is found that the prevalence of contraception is higher in rural areas than in urban areas.

It is observed that couple protection rate is above 80 percent in all the taluks excepting Sagara.(see Table-5.7). The couple protection rate for the district is 82.5 per cent. This is a positive aspect of Family welfare programme.

Table No. 5.7: Couple Protection Rate - 2011 (%)

Sl. No.	Name of the Taluk	Percentage
1	Bhadravathi	85.3
2	Hosanagara	83.8
3	Sagara	79.8
4	Shikaripura	80.5
5	Shivamogga	81.8
6	Soraba	80.1
7	Thirthahalli	87.7
	Total	82.5

Source: Department Of Health, Shivamogga, 2011.

5.5 Infrastructure Facility and Heath Personnel

Health infrastructure is gradually improving in Shivamogga. Private Hospitals such as 'Nanjappa Life Care' are beginning to receive patronage. Shivamogga has the highest number of private hospitals in the District. It serves as the primary health care hub and those seeking specialized health care treatment in the district rely primarily on health care available in Shivamogga [32]. Hosanagara and Soraba show the lowest number of private hospitals [at 1 and 2 respectively]. This is perhaps because of the lack of demand as well as the lack of qualified personnel.

In terms of government provided health care, every taluk has a hospital and multiple primary health care centers. There are nearly 100 primary health care centers in the district. The most number of health centers are in Shikaripura taluk [18] and the least in Hosanagara taluk [9]. All taluks have less than 1 doctor per 1000 residents, which shows that there is a vast scope for improvement in the availability of health and health care system (see Table-5.8). Innovation and technological advancements to improve the efficiency of existing health care system is also required in the district. In view of this, the health department has taken a few initiatives.

Table No. 5.8 Number of Allopathy Hospital Infrastructure - 2011 (No.)

Sl. No.	Taluk	Hospital	PHCs	Average Population served by Primary Health Centres (PHCs)	No. of Doctors per 1000 population	Private Hospital	Sub Centres	Family Welfare Centres
1	Bhadravathi	1	10	33985	0.15	10	39	3
2	Hosanagara	1	9	11822	0.19	1	40	2
3	Sagara	1	14	14737	0.24	10	49	1
4	Shikaripura	1	18	13235	0.16	6	45	2
5	Shivamogga	1	11	29843	0.19	32	37	3
6	Soraba	1	16	12551	0.16	2	50	2
7	Thirthahalli	1	14	10143	0.35	5	47	1
	Total	**7**	**92**	**17705**	**0.21**	**66**	**307**	**14**

Source : Statistical Department, Shivamogga 2011

The Health Department in the district has taken up initiatives such as the implementation of an online tool called 'Logistimo'. Logistimo is a mobile chain supply tool which is being used by the health department to track the stock of various drugs in different primary health care centers across Taluks. The platform delivers inventory, order and credit management, vehicle tracking/ routing/ scheduling, behavior monitoring, work flow, demand forecasting, replenishment optimization, network expansion, automated alerts, and opportunistic decision support for increasing profitability and improving service.

The district in recent times is reported to have introduced certain changes towards bringing about better service delivery. Accordingly, when stocks of a particular drug run low at a health care centre, a message is sent to the supplier of the drug, the concerned health official for approval and the delivery service at once. This eliminates the tedious process of logging a request, seeking approval, placing an order for the drug and then delivery and efficiently ensures that health care centers are always well stocked.

5.6 ANC Coverage and Anaemia among Pregnant Women

Anaemia is a major health problem in Karnataka, especially among women and children. Anaemia can result in maternal mortality, weakness, diminished physical and mental capacity, increased morbidity from infectious diseases, pre-natal mortality, premature delivery, low birth weight, and impaired cognitive performance (in children), motor development, and scholastic achievement.

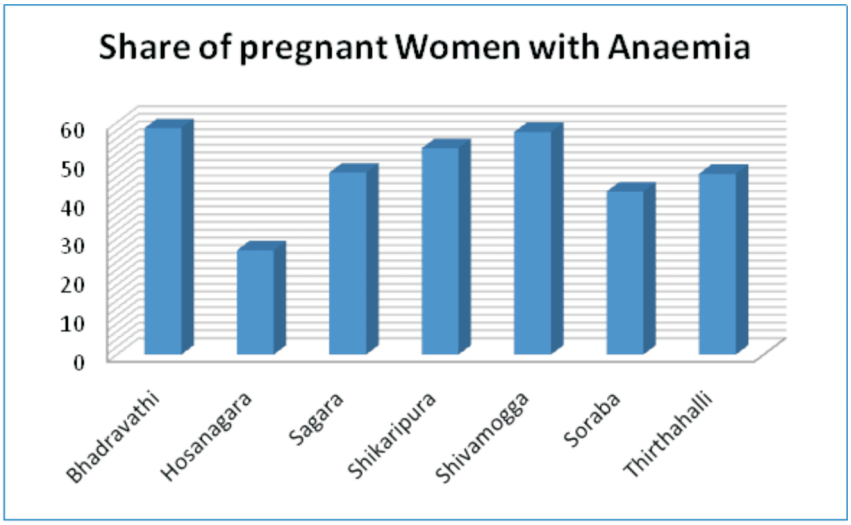
The following table explains the nutritional status of the pregnant women.

Table No.5.9: Share of Pregnant Women with Anaemia – 2011 (%)

Sl. No.	Name of the Taluk	Share of Pregnant women with Anaemia
1	Bhadravathi	58.6
2	Hosanagara	27.0
3	Sagara	47.1
4	Shikaripura	53.4
5	Shivamogga	57.6
6	Soraba	42.2
7	Thirthahalli	46.8
	District	49.91

Source: HMIS, 2011

Fig.5.5: Share of pregnant Women with Anaemia



The share of pregnant women with anaemia for Shivamogga district is as high as about 50 per cent. In other words, every second pregnant women is suffering from anaemia. The Bhadravathi taluk has the highest percentage of anaemic women [58.6 percent]. The taluks of Shivamogga and Shikaripura have more than 50 per cent anaemic women (see Table-5.9). The least percentage is reported from Hosanagara taluk. This is very high and calls for urgent interventions without which it will not be possible to bring about improvements in maternal and child health.

5.6.1 ANC Coverage to Pregnant Women – 2011-12

The department of Health and Family welfare has an integrated programme of providing ante-natal care facilities to all pregnant women. An estimate available for Shivamogga district indicates this trend (see Table-5.10). It is found that the taluks of Bhadravathi, Shikaripura and Soraba have been able to cover all pregnant women; the remaining taluks have not been able to provide ANC facilities to all. In other words, efforts are needed in these taluks in protecting the health of pregnant women. Such an effort will not only help in reducing maternal mortality but also in reducing mortality among infants.

Table No.5.10: Details of Pregnant Women receiving full ANC in Taluks - 2011 (%)

Sl. No.	Name of the Taluk	Percentage of Pregnant Women receiving full ANC
1	Bhadravathi	100
2	Hosanagara	77.9
3	Sagara	81
4	Shikaripura	100
5	Shivamogga	88.1
6	Soraba	100
7	Thirthahalli	93
	District	97.2

Source: Department Of Health, Shivamogga, 2011