LITERACY AND EDUCATION



ASSEMBLY AT VALAKAD HIGH SCHOOL, UDUPI

Literacy And Education

Chapter 4

4.1 Introduction

The human development approach is closely related to the idea of human capabilities developed by Sen in his article "Development as Capability Expansion" in which he argued that the foundational importance of human capabilities provides a firm basis for well-being of human life. The term capabilities refer to person's functioning (doings and beings) and freedom to choose among alternative opportunities. Education is valued as the key determinant for formation of functioning capabilities and enhancing freedom. Without literacy and education, people cannot have requisite skills and knowledge for functional capabilities and also, they cannot have freedom to choose the life they value most. According to Sen, the development should focus on removal of *unfreedoms* and illiteracy causes *unfreedoms* Without education, people will be marginalized and become voiceless. Access to education functionally empowers the people and enables them to make informed choices about their lives, seize opportunities and exercise freedom to achieve among alternatives, what is best for them. It expands employment opportunities and freedom of choice. A well educated population, adequately equipped with knowledge and skill, is essential to drive higher and inclusive growth. It is, therefore, valued as human capability-promoting, opportunity-enhancing and empowerment manifesting development indicator.

A long tradition of development economics also stressed the importance of education as human capital in providing the skills and competencies to improve people's productivity and earnings. But education also matters most for improving well-being of people independently of its effects on productivity and earnings. It has both intrinsic and instrumental value. Dreze and Sen (2002) in their well-known work on influence of education on social sector in India identified following five roles of education:

- Intrinsic value to enable people knowledgeable and secure better and higher position in the society,
- Instrumental role at individual level to expand employment opportunities,
- Instrumental role at societal level to participate in social, political and development process,
- Other instrumental role necessary to lead the life one values most and with dignity, and
- Empowering and distributive role to fight against deprivation, exploitation, inequality and discrimination.

Thus, education is closely associated with better health status, better employment opportunities, better social connections and greater

engagement in civic and political life. Education is also valued for itself, avenues of knowledge and awareness it opens and enhancing self-confidence and self-worth. It is also considered as the single most important instrument for social and economic transformation. Hence, the UNDP has rightly recognized it as one of the three core dimensions of HDI.

Under the Universal Declaration on Human Rights of 1948, the United Nations recognized education as a fundamental human right along with other basic necessities such as food, shelter and water. The UN Development Millennium Goals include achieving universal primary education and gender equality in primary and secondary education by 2015. The Sarva Shiksha Abhiyan (SSA) introduced in 2001/2002 in India focused on universalization of elementary education. With the Right of Children to Free and Compulsory Education (RTE) Act which was enacted by Parliament in 2009 and came into effect in 2010, the primary education has now become a mandated right to all children up to the age 14. The Eleventh Plan has launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalization of secondary education. The Twelfth Five Year Plan has articulated the need for expanding educational facilities and improving quality of education at all levels as key instruments for achieving faster, sustainable and more inclusive growth.

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The education system in the Udupi district consists of lower primary classes: I-V, upper primary classes: VI-VIII, secondary: IX and X, pre-university: XI and XII and higher education including professional courses. Since human development is predicated upon universal access to education, with its implications for equity, social justice and quality at all levels of education, in this chapter, an attempt is made to analyze in depth education profile of taluks and the district. While carrying out disaggregated analysis of education profile of the district in terms of gender, social, regional and rural-urban dimensions, emphasis is given more to basic education indicators such as access, enrolment, retention, drop-out rate, transition rate, teacher-pupil ratios, infrastructure and quality of education etc. All these parameters are looked into at primary, secondary and tertiary education levels. An attempt is also made to carry out radar analysis of key education indicators for intra and inter-taluk comparisons.

4.2 Historical Backdrop

The modern education system has only a recent history in the district. Historically, educational institutions in the form of *mathas* attached to temples existed to teach religious and theological education to a select few mainly, Brahmins. The education system was on "Gurukula" model mostly near the temple and the students were given free boarding and lodging facilities. Since the economy was agriculture-based, occupational knowledge was passed on from generation to generation by parents. In the initial

stage, the contributions of Christian Missionaries were immense in the spread of modern education in the district. The first primary school was set up in Mangaluru by Basel Mission in 1832. The number of schools set up by the Mission in erstwhile Dakshina Kannada district gradually increased to 300. The educational institutions were set up not only in Mangaluru, Udupi and other cities but also in surrounding rural areas. The Roman Catholic Diocese had set up St. Aloysius College for boys and St. Agnes College for girls in Mangaluru besides schools all over the district. The district was then under Madras Presidency.

With the setting up of Education Department under Madras Presidency and introduction of the "New Education System" by the British during 1855-56, the government schools were set up mainly in the urban centers. Madras University set up in the year 1857 provided avenues for higher education mainly for elite class. In spite of various initiatives, more than three-fourths of the population in the district was illiterate at the time of independence. Three taluks of present Udupi district did not have any college at that time. The education map of the district changed significantly after Independence. The Government was in the forefront and took a number of initiatives in the field of primary and secondary education. The government set up High Schools in most of the urban centres to improve access to the secondary education. The public effort was also supplemented by the private initiatives in higher education. Dr. T.M.A Pai of Manipal established Academy of General Education to promote higher education institutions in the district. The Academy set up MGM College in 1949, and thereafter, colleges at Mulky, Moodbidri, Kundapur and Karkala. It also promoted high schools in a number of places in the district. As the first ever private initiative in the country, Kasturba Medical College was set up in Manipal in 1953. Subsequently, an engineering college, a college of law and a teachers' training college were added. All these led to the establishment of Manipal Academy of Higher Education (MAHE), a Deemed University of international repute, now known as Manipal University. The experiment of Manipal inspired others to start many private educational institutions in the district. Nitte Education Trust, Sri Dharmasthala Manjunatheshwara Education Trust and Sri Admar Education Council are other prominent private players in the field of education in the district.

4.3 Literacy Profile of the District

Udupi district has made remarkable progress in literacy rate since Independence. As per 2011 Census data, Udupi district has a literacy rate of 86.24 percent. The district has the highest literacy rate in the state next to Dakshina Kannada (88.62 percent) and Bangalore Urban (88.48 percent). Between 2001 and 2011, the literacy in the district has improved by six percent, from 81.25 percent to 86.24 percent (Table 4.1). In absolute number, literate

The district has the highest literacy rate in the state next to Dakshina Kannada (88.62 percent) and Bangalore Urban (88.48 percent).

population in the district increased from 8,10,584 to 9,26,429, accounting decadal percentage increase of 14.3 percent. The district has now 1,47,772 adult illiterates as against 1,87,078 illiterates in 2001.

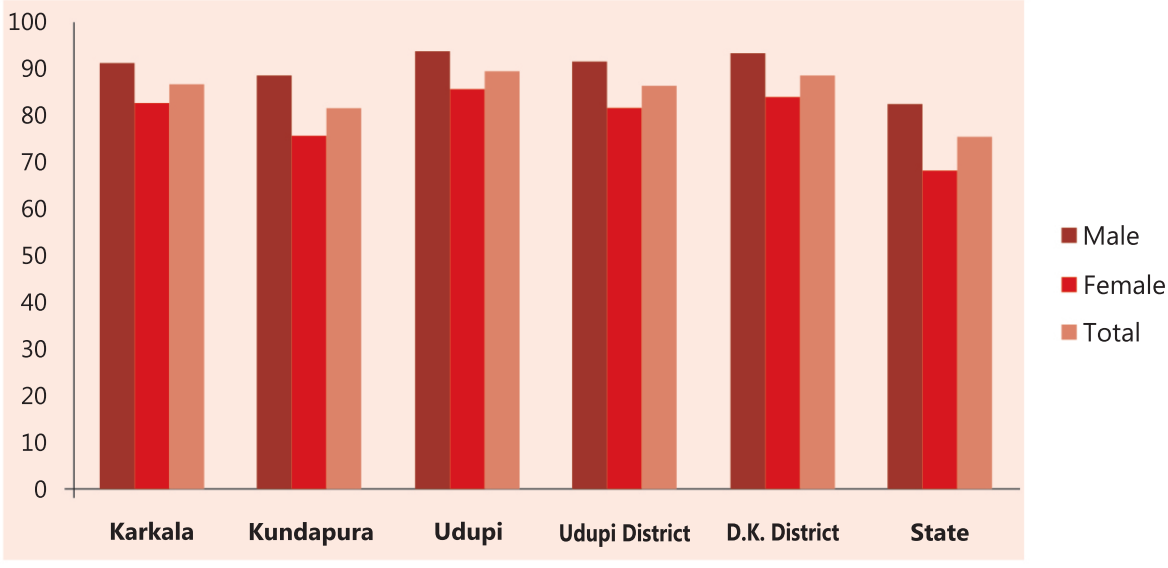
Though illiteracy was reduced by nearly 21 percent, it still constitutes 14 percent of total adult population. Moreover, it is important to note that out of 1, 47,772 illiterates in the district, 1, 04,034 are females, accounting for 70 percent.

Table 4.1
Taluk-wise Literacy Rates by Sex: 2001 – 2011
(Percentage)

Taluks	2001			2011			Decadal Growth		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Karkala	87.15	76.21	81.31	91.09	82.7	86.7	4.52	8.52	6.63
Kundapura	84.53	68.21	75.65	88.56	75.56	81.63	4.77	10.78	7.9
Udupi	91.15	79.80	85.14	93.5	85.48	89.32	2.58	7.12	4.91
Udupi District	**88.23**	**75.19**	**81.25**	**91.41**	**81.58**	**86.24**	**3.6**	**8.5**	**6.14**
D. K. District	**89.77**	**7.21**	**83.35**	**93.31**	**84.04**	**88.62**	**4.02**	**8.85**	**6.32**
State	**76.15**	**6.87**	**66.64**	**82.47**	**68.08**	**75.36**	**8.37**	**19.71**	**13.08**

Source: Census 2001 and 2011.

Chart 4.1
Taluk-wise Literacy Rates by Sex: 2011
(Percentage)



Compared to the state average literacy rate of 75.60 percent, Udupi district has 14 percent higher literacy rate. However, compared to neighboring Dakshina Kannada (D.K.) district, Udupi district has lower literacy rate by 2.76 percent. The gap in literacy rates between these two districts, which was 2.1 in 2001, has gone up to 2.4. This is an area of concern.

In the table, gender-wise literacy status shows that as per 2011 census, the male population has literacy rate of 91.4 percent and female 81.6 percent in the district. The respective literacy rates at the state level are 82.5 percent and 68.1 percent. Udupi district ranks third in the state in both male and female literacy rates. However, the decadal growth in literacy rate is only 6.3 percent as against the state's 13.1 percent. With this slower decadal growth, the district may take two more decades to reach universal literacy rate of 95 percent. While the decadal growth rate in male literacy rate is 3.6 percent, in the case of female literacy rate, it is nearly 8.5 percent. The significant increase in female literacy rate has narrowed down the gender gap in literacy rates from 13.04 in 2001 to 9.83 in 2011. The gender gap in the district is significantly lower than the state level which is 14.4 percent.

There is no wide inter-taluk variation in the literacy rates. Kundapura has lowest literacy rate (81.6 percent), followed by Karkala (86.7 percent). Udupi taluk has the highest literacy rate of 89.3 percent. The gap in literacy rates between Udupi taluk and Kundapura is 7.7 percent as against 2.6 percent in the case of Karkala taluk. The gender-wise data analysis shows that Kundapura taluk has the lowest and Udupi taluk the highest literacy rates for both male and female. The gap between the highest and lowest is 4.9 percent for male literacy and 9.9 percent for female literacy. It is also pertinent to note that Kundapura has the literacy rates significantly lower than the district average for both male and female population. There are no significant differences in gender-wise literacy rates between Karkala and Udupi Taluks.

Table 4.2 presents rural and urban disparity in literacy rates in different taluks and the district. As per 2011 Census, in rural areas, 83.9 percent of people are literate and in urban areas, 92.1 percent literate. The respective literacy rates at the state level are 68.7 percent and 85.8 percent.

The rural-urban gap in literacy rate is 8.2 percent in the district as against the state's 17.1 percent. The district has the second highest literacy rates both in rural and urban areas next to Dakshina Kannada in the state. Though Udupi district has one of the lowest rural-urban disparities in literacy rates in the state, it is still lagging behind Dakshina Kannada district. The decadal growth in rural literacy rate is 5.8 percent as compared to three percent decadal growth in urban literacy rate. At the state level, the decadal growth in literacy rate is 15.8 percent in rural areas and 6.4 percent in urban areas.

As regards taluk-wise male and female literacy status, Kundapura has the

Table 4.2
Rural and Urban Literacy Disparity
(percentage)

Taluks	Rural			Urban			Decadal Growth		Gender Disparity	
	Male	Female	All	Male	Female	All	Rural	Urban	Rural	Urban
Karkala	90.33	81.37	85.62	95.26	90.27	92.69	6.97	2.62	11.01	5.53
Kundapura	87.96	74.45	80.73	93.65	85.61	89.49	8.04	3.07	18.15	9.39
Udupi	91.75	82.01	86.6	95.45	89.64	92.47	4.05	2.95	11.88	6.48
District	**89.85**	**78.65**	**83.91**	**95.22**	**89.21**	**92.13**	**5.75**	**2.97**	**14.24**	**6.74**
D. K. District	91.11	79.73	85.34	95.73	88.76	92.2	7.05	3.48	14.27	7.85
State	77.61	59.71	68.73	90.04	81.36	85.78	15.84	6.45	29.98	10.67

Source: Census: 2001 and 2011



Health Camp

lowest rural literacy rates for male and female population in both rural and urban areas in the district. They are lower than the district average. The gender disparity in rural literacy rates is 18 percent in Kundapura as compared to 11 percent in Karkala taluk and 12 percent in Udupi taluk. In urban areas, the gender disparity in literacy rate is 9.4 percent in Kundapura, 5.5 percent in Karkala and 6.5 percent in Udupi taluk. At the state level, the gender disparity is 30 percent in rural areas and 10.6 percent in urban areas. Among taluks, Udupi taluk has the highest literacy rates for both male and female population in rural areas. In urban areas, Karkala taluk has the highest literacy rate in female population and Udupi taluk has the highest in male population. The gap between the highest (in Udupi taluk) and lowest (in Kundapura taluk) is four percent for male and 7.6 percent for female in rural areas. In urban areas, the gap is 1.8 percent in male literacy and 4.7 percent in female literacy. The inter-taluk gender differences in both rural and urban literacy rates in Udupi and Karkala taluks are not very significant.

4.4 Primary Education

The universal primary education requires the fulfillment of following objectives:

I. Universal access to primary schools: Availability of primary schools within walking (1km) distance for all children;

II. Universal enrolment: 100 percent enrolment entitlement for all eligible children;

III. Universal retention: Active and regular participation of all children enrolled without any drop-out until completion of 8 year elementary education;

IV. Universal achievement: Attainment of minimum essential levels of learning by all children when they complete their primary education;

V. Eradication of gender and social gap in education

In what follows, an attempt is made to assess status of primary education system in the district based on these criteria.

4.4.1: Access to Schools

A school is the fundamental and foundational unit of an educational system. Access to universal primary education mainly depends on the number of primary schools in relation to inhabitants in a given area. The objective of SSA is to provide school facility in the same habitation or at least within one km distance to all elementary school age children. Udupi district has witnessed a significant growth in the number of primary schools after its formation in 1997-98. In 1997-98, the district had 871 primary schools (classes I to VII). This number has increased to 964 in 2011-12. Out of 964 primary schools, 770 are in rural areas. This works out to almost 80 percent. The lower primary schools number 278 and the higher primary schools, 686.

Table 4.3 shows data on access in terms of habitations and children population in different taluks. Out of 2406 habitats in the district, 2338 habitats (97 percent) have lower primary schools within one km and 2269 habitats (96 percent) have upper primary schools within one km and 68 habitats have no lower primary schools and 107 habitats, no upper primary schools within one km distance. Karkala taluk has relatively better network of both lower and upper primary schools than other two taluks in the district. It has only three habitats not having lower and upper primary schools within one km distance. As against this, in Kundapura taluk, 10 habitats have no

Table 4.3
Accessibility of Primary Schools in Udupi District

Taluk	Habitats (Number)	Habitats having Lower Primary Schools within 1Km (Number)	Habitats having Upper Primary Schools within 3 Km (Number)	Primary Schools (Number)	Schools per 1000 Children (Number)	Access Rate (Percent)
Karkala	777	774	774	215	8.83	99.61
Kundapura	772	762	725	394	8.56	93.91
Udupi	857	802	800	355	6.1	93.34
District	**2406**	**2338**	**2299**	**964**	**7.68**	**95.62**

Source: DISE, Udupi 2011-12 Survey. School per 1000 and access rate covers both lower and upper primary schools.

The access ratio in terms of number of schools (both primary and upper) per 1000 children works out to 7.68 for the district, which is one of the highest in the state.



Kshira-Bhagya

lower primary schools and 47 habitats, no upper primary schools in the proximity of one km. In Udupi taluk, on the other hand, 55 habitats have no lower primary schools and 57 habitats, no upper primary schools within one km. Most of the habitats having no schools within one km situated near Western Ghats, where habitats are small, widely dispersed and sparsely populated. The access ratio in terms of number of schools (both primary and upper) per 1000 children works out to 7.68 for the district, which is one of the highest in the state. Taluk-wise, the access ratio is highest in Karkala, followed by Kundapura. The number of schools per 1000 children is the highest in Karkala (8.8), followed by Kundapura (8.6). Udupi ranks the lowest (6.1)

The schools in the district fall under four categories based on the type of management and funding. They are (i) Government schools managed by the Department of Education (DOE), (ii) Private aided schools funded by the government and managed by the private sector, (iii) Private unaided schools, both funded and managed by the private sector, and (iv) Government schools managed by Department of Social Welfare. The State Government is the main provider of primary education in the district. The private sector plays an active role in primary education mainly in urban areas. The data in Table 4.4 on management-wise classification of primary schools in different taluks clearly shows that out of 975 primary schools, 617 (63 percent) schools are managed by the State Government through the Education Department. If aided and Social Welfare Department schools are added, nearly 87 percent are Government funded. The Government primary schools in the district increased from 588 to 617 during the decade 2001-11. Out of 617 Government schools, 253 are lower primary schools and 364 higher primary schools. Though there was a decline of Government aided private primary schools from 246 to 225, the number of unaided private schools increased significantly in recent years.

Table 4.4
Management-wise Classification of Primary Schools: 2011-12

Taluks	Government (Number)	Private–aided (Number)	Private-unaided (Number)	Social Welfare Dept. (Number)	Total (Number)
Karkala	146	44	27	3	221
Kundapura	318	34	40	3	395
Udupi	153	147	56	3	359
District	**617**	**225**	**123**	**9**	**975**

Source: Education Department/ SSA.

The unaided private primary schools increased from 37 to 123 during the decade under review. It is important to note that the increase in unaided primary schools is mostly a phenomenon of urban areas providing education in English medium. Most of the private schools are upper primary schools. Hardly 16 aided and 12 unaided private schools are lower primary type.

In Kundapura taluk, out of 395 primary schools, 321 (81 percent) are government schools. Only 74 (19 percent) are privately managed. Similarly, in Karkala taluk, out of 221 primary schools, 147 (66 percent) are government schools and 67 are government aided private schools. Contrary to this, in Udupi taluk, the private sector is the main player. Only 43 percent out of 359 primary schools are government schools. Out of 203 privately managed schools, 147 are Government-aided. Udupi Taluk has also the highest number of unaided private schools (56) followed by Kundapura (40). Most of these unaided primary schools are in the urban centres.

4.4.2: School Infrastructure

The provision of basic infrastructure is critical for improving enrolment and retention as well as for quality education. As per the road map laid down under RTE Act - 2013, within a time frame of three years, neighborhood schools have to be established with the provision of school infrastructure: all-weather school buildings, one classroom for 30 students and other infrastructure such as separate toilets for boys and girls, drinking water facilities, barrier-free access, library, playground and boundary wall. The SSA has accordingly accorded special significance and weightage for the provision of infrastructure facilities to schools. It has identified eight basic facilities: common toilet, separate girl's toilet, electricity, playground, drinking water, ramps, compound wall and library.

Udupi district has achieved significant progress in the provision of most of the basic facilities to the schools during the last five years. Almost all primary

Table 4.5
Student- Class Room Ratio at Primary Education (Number of Students)

Taluks	Student /Class Room Ratio	
	Lower Primary Schools	Upper Primary Schools
Karkala	9.44	21.36
Kundapura	10.39	20.82
Udupi	9.62	22.58
District	**9.82**	**21.59**

Source: Education Department/ SSA

schools in the district have their own all-weather pucca buildings. Out of 613 government schools, 598 schools (97.6 percent) function in their own buildings. The student class room ratio is one of the important infrastructure indicators for quality elementary education. The data in Table 4.5 shows the student-class room ratio at elementary education level in different taluks.

The district has 5,796 class rooms in 975 primary schools. At the lower primary level, the district has one of the lowest student-class room ratios of 9.8. Even taluk-wise, except Kundapura, other two have lower than district average student-class room ratios. At the upper primary level, on the other hand, the student-class room ratio works out to 21.6 which is also significantly below the RTE norm of 30. Taluk-wise variation is only marginal; it varies from 20.8 in Kundapura to 22.6 in Udupi. However, it is important to note that as per RTE norm, only 59.2 percent of class rooms are in good condition as against state average of 69.7 percent. Nearly 40.8 percent of class rooms require some improvement to reach RTE norm.

Table 4.6 provides the data on number of schools without basic infrastructure facilities and composite infrastructure

Table 4.6
Schools without Basic Infrastructure at Primary Schools
(Number of Schools)

Infrastructural Facilities	Karkala		Kundapura		Udupi		District	
	Lower Primary	Upper Primary	Lower Primary	Upper Primary	Lower Primary	Upper Primary	Lower Primary	Upper Primary
Pucca Building	0	0	0	0	0	0	0	0
Drinking Water	0	0	0	0	0	0	0	0
Separate Boys Toilets	0	2	0	1	1	11	1	14
Separate Girls Toilets	2	4	0	13	5	25	7	42
Proper Kitchen	31	49	33	40	16	74	80	163
Playground	17	27	66	33	16	25	99	85
Electricity	0	2	17	2	2	1	19	5
Library	0	1	1	2	0	4	1	7
Ramps	3	36	4	51	8	140	15	227
Compound wall	32	38	123	77	31	74	186	189
Infrastructure Index (Percent)	**89.52**	**91.45**	**83.41**	**91.26**	**86.56**	**89.66**	**86.49**	**90.79**

Source: Education Department/SSA - Infrastructure index based on 8 Basic Facilities

index based on availability of eight basic facilities (identified by the SSA) are given. From the Table, it may be seen that all schools have drinking water facilities in all taluks. As regards toilets, seven lower primary schools and 42 upper primary schools have no separate toilets for girl students. Though percentage-wise, it works out only 4.3 percent, in absolute number, it is still substantial and the highest numbers are in Udupi taluk followed by Kundapura. The existence of such a large number of upper primary schools without separate toilets for girls is really a disturbing state of things. In the same vein, in spite of mandated mid-day meal schemes at primary education level, out of 975 schools, 243 have no proper kitchen. Taluk- wise, Udupi has the highest number of schools without proper kitchen (90), followed by Karkala (80). Kundapura has 73 schools without proper kitchen. Similarly, 184 schools have no playground. Out of 184 schools without playground, 99 are in Kundapura taluk and 44 are in Karkala taluk. Udupi has the lowest number of 41. Contrary to this, most of the schools in the district have electricity and library facilities; 24 schools which have no electricity are located mostly in the outskirt of Western Ghats in Kundapura taluk. Out of 242 schools which have no ramps, 148 (61 percent) are in Udupi taluk. There are also 375 schools (38.9 percent) without compound walls. Most of them are in Kundapura taluk. The overall performance index in provision of 8 basic facilities in the primary schools in the district is, thus, recorded as 86.5 percent at lower primary level and 90.8 percent at higher primary level. The district's infrastructure index for all elementary schools works out to 88.40 percent, which is slightly higher than the state average of 86.5 percent.

Table 4.7
Enrolment of Students in Primary Schools in Udupi District (I – VII)

Year	Boys (Number)	Girls (Number)	Total (Number) (Percent)	Decline in Enrolment	Gender Participation (percent)	
					Boys	Girls
1998-99	157250	112158	269408	-	58.37	41.63
2005-06	69023	64688	133711	50.37	51.62	48.38
2007-08	65560	61900	127550	4.61	51.4	48.6
2008-09	61044	57921	118965	6.73	51.31	48.69
2009-10	61416	57792	119208	0.02	51.52	48.48
2010-11	61135	57495	118630	0.49	51.53	48.47
2011-12	68518	64091	132609	11.78	51.67	48.33

Source: Education Department/SSA

Udupi district witnessed decline in child population from 1, 14,581 in 2001 to 1, 03,160 in 2011 and this impacted steady decline in the enrolment of students at primary level.

4.4.3: Enrolment

Enrolment of all children in 6 to 14 age-groups is the first step in universalization of primary education. It is, however, important to note that enrolment of school going children depends on growth rate of population and out-migration of young people. Udupi district witnessed decline in child population from 1,14,581 in 2001 to 103,160 in 2011 The decline in child population is mainly due to high out-migration of younger generation and stedy decline in population growth rate in the district. All these impacted steady decline in the enrolment of students at primary level. Table 4.7 clearly shows this declining trend in enrolment in elementary education. The total enrolment in primary education declined from 2, 69,408 in 1997-98, when the district was formed to 132,609 in 2011-12 at the annual negative growth rate of four percent. The decline was seven percent per annum during the period between 1998 -99 and 2005-06. The decline is more in the case of boys than girls. As against 56 percent decline in boys enrolment, the girls enrolment declined by 43 percent during this period. The decline in enrolment in primary education is the highest in the state. There is, however, a significant improvement in girls' participation rates in elementary education. The ratio of enrolled girls increased from 42 percent in 1998-99 to 48 percent in 2005-06. The gender-gap in participation rate reduced from 16.7 percent in 1998-99 to 3.3 percent in 2011-12.

The present gender participation rate in primary education is more or less consistent with the present sex ratio in child population in the district. The girl's enrolment at present is on par with their male counterparts.

The taluk-wise data on gross enrolment and gender participation in the primary education is analyzed in Table 4.8. The gross enrolment ratio (GER) is the

Table 4.8
Taluk-wise Enrolment and Gender Participation in Primary Education (2011 -12)

Taluk	Boys		Girls		All		Gender Participation Rate	
	Number	GER (Percent)	Number	GER (Percent)	Number	GER (Percent)	Boys (Percent)	Girls (Percent)
Karkala	13268	99.98	12278	98.08	25546	99.06	51.94	48.06
Kundapura	23809	99.13	22172	97.21	45981	98.19	51.78	48.22
Udupi	31441	104.37	29641	103.3	61082	103.85	51.47	48.53
District	**68518**	**101.64**	**64091**	**100.11**	**132609**	**100.89**	**51.67**	**48.33**

Source: Education Department/DISE

percentage of students enrolled in a level of education irrespective of relevant age group to population in the relevant age group at that level. Net enrolment ratio (NER), on the other hand, is the percentage of students enrolled in a level of education belonging to relevant age group to the population in that age group. The GER for the district works out to 100.9 percent. For boys, it is 101.6 percent and for girls, 100.1 percent. There are no out-of-school-children in the district. The inter-taluk variation in enrolment in both boys and girls in primary education level is not very significant. However, it should be noted that for both for Karkala and Kundapura, the GER is less than 100 percent. Udupi taluk has the highest GER for both boys and girls, followed by Karkala. Kundapura has the lowest GER for both boys and girls. The GER of Udupi taluk exceeds 100 percent mainly due to inflow of migrant students. The gender participation in primary education in all taluks is more or less in a similar pattern. It reflects child sex ratios at taluk level.

The gender gap in participation ratio is the lowest in Udupi taluk (2.9 percent), followed by Kundapura (3.6 percent). Karkala taluk has the gender gap of 3.9 percent.

Table 4.9 contains inter-taluk and gender-wise comparison of NERs in the district. From the Table, it is clear that the gender-wise and taluk-wise differences between GERs and NERs are only marginal and pattern is almost similar. The NER for the district works out to 96.5 percent and respective NERs for boys and girls are 97 percent and 96 percent. It is, however, gratifying to note that unlike other districts in the state, enrolment and gender-wise participation rates in primary education in rural and urban areas and across social groups is more or less on similar pattern and at almost universal level as evidently shown in Table 4.10 and Table 4.11. Even among the disadvantaged

Unlike other districts in the state, enrolment and gender-wise participation rates in primary education in rural and urban areas and across social groups is more or less on similar pattern and at almost universal level

Table 4.9
Taluk-wise Net Enrolment Ratio in Primary Education (2011 -12)

Taluk	Boys		Girls		All	
	Number	NER (Percent)	Number	NER (Percent)	Number	NER (Percent)
Karkala	12570	94.72	11661	93.15	24231	93.96
Kundapura	22368	93.13	20962	91.9	43330	92.53
Udupi	30474	101.16	28773	100.28	59247	100.73
District	**65412**	**97.03**	**61396**	**95.9**	**126808**	**96.48**

Source: Education Department/DISE

Table 4.10
Taluk -wise Rural-Urban Gross Enrolment Ratios for Primary Education: 2011-12 (Percentage)

Taluk	Rural			Urban			Gender Parity Ratio		Rural -Urban Disparity
	Boys	Girls	All	Boys	Girls	All	Rural	Urban	
Karkala	98.78	96.49	97.66	106.09	106.7	106.38	0.98	1.01	1.09
Kundapura	98.22	96.42	97.35	106.55	103.36	104.96	0.98	0.97	1.08
Udupi	101.76	100.81	101.3	112.91	111.05	111.98	0.99	0.98	1.11
District	**99.8**	**98.25**	**99.06**	**110.26**	**108.58**	**109.43**	**0.98**	**0.98**	**1.1**

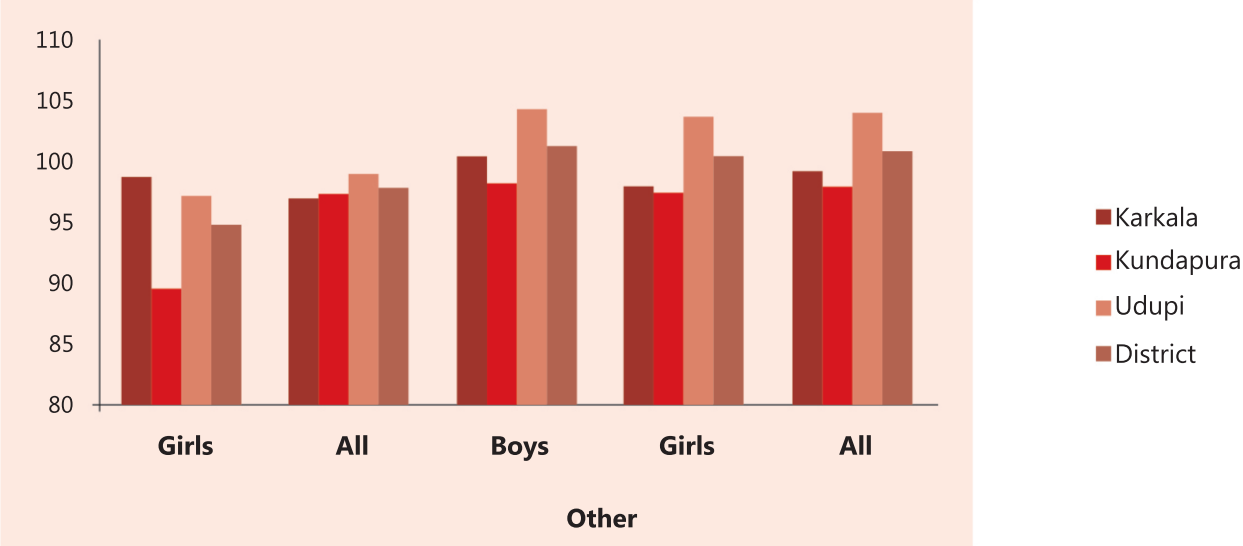
Source: Education Department/DISE

Table 4.11
Taluk-wise Gross Enrolment- by Social Groups in Primary Education (Percentage)

Taluk	SC			ST			Others		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Karkala	98.57	98.25	98.42	95.45	98.85	97.06	100.57	98	99.31
Kundapura	104.09	99.12	101.63	105.84	89.67	97.46	98.37	97.58	97.99
Udupi	106.17	102.16	104.16	100.91	97.3	99.11	104.44	103.79	104.12
District	**103.2**	**100.12**	**101.69**	**101.29**	**94.87**	**98.08**	**101.52**	**100.47**	**101.01**

Source: Education Department/DISE

Chart 4.2
Taluk-wise Gross Enrolment- by Social Groups in Primary Education (Percentage)



and marginalized social groups such as SC and ST, the district has achieved universal enrolment in primary education for both males and females. Whatever the rural-urban and inter-social group differences observed, are found negligible. In urban areas, the enrolment in all taluks exceeds 100 percent mainly due to migrant children. The rural-urban gap observed in the enrolment rates in different taluks may be attributed to this factor. It is only in the case of ST category in Kundapura taluk, the gap in enrolment between boys and girls is very wide (16.17 percent). As against 105.8 percent enrolment among male school going children, the enrolment of female children in primary education is found only 89.7 percent. In absolute number, out of 1365 eligible school going children, the enrolment of female children in primary education is found only 89.7 percent. In absolute number, out of 1365 eligible school going girls, only 1224 were enrolled and 141 were left out. This is, indeed, an anomaly that calls for some urgent remedial action. Contrary to this, in Karkala taluk, the enrolment of ST girls is more than ST boys. Notwithstanding this, the district has achieved universal enrolment in both rural and urban areas as well as among social groups. This may be attributed to the successful implementation of various interventions under SSA. The high GER and NER for boys and girls in all taluks and across social class clearly indicate that the objective of universal access and enrolment has been largely achieved in the district.

4.4.4: Retention and Drop-out

The retention and drop-out rates are important indicators of the effectiveness and efficiency of the primary school system. The primary objective of universal elementary education is to ensure that all children enrolled to 1st standard of schooling continue in schools, progress on the ladder and complete the final stage of elementary education. In other words, every student enrolled has to be retained to complete elementary schooling to enable to enter secondary education. There should not be any drop-out of schools for any reason. Universal retention thus depends on achieving zero drop-out of schooling. The difference between number of enrolled children at 1st standard and the number of students reaching the 8th standard is considered as drop-out and the retention rate is the percentage between the two.

Udupi district has made relatively a significant progress in minimizing drop-out rates. As per 2004 Children's Census, the district had 683 drop-out students at primary education. This has been reduced to only 89 in 2011-12 (Table 4.12). The sharp decline in the drop-out rate can be attributed to the concerted efforts made by the Education Department to enroll all eligible children. The proportion of drop-outs in total enrolled students works out to 0.07 percent as against the state level figure of 4.35 percent. The district has the lowest number of drop-outs next to Dakshina Kannada, which

The proportion of drop-outs in total enrolled students works out to 0.07 percent as against the state level figure of 4.35 percent. The district has the lowest number of drop-outs next to Dakshina Kannada, which has 62 in the state.

Table 4.12
Taluk-wise Drop-out Students by Sex and Social Groups
(Number)

Taluk	General			SC			ST			All		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Karkala	0	0	0	0	0	0	0	0	0	0	0	0
Kundapura	0	3	3	3	5	8	1	2	3	4	10	14
Udupi	15	16	31	19	19	38	4	2	6	38	37	75
District	**15**	**19**	**34**	**22**	**24**	**46**	**5**	**4**	**9**	**42**	**47**	**89**

Source: Child Census, 2011/DISE

has 62 in the state. From Table 4.12, it may be seen that out of 89 drop-outs, girls number 47 and boys, 42. As a proportion of enrolment, the girls drop-out has higher percentage (0.07) than boys-drop-out rate (0.06). Among social groups, the number of drop-out is the highest among SC students (46), followed by general category (34).

Incidentally, among ST students, it is the lowest (9). In all social groups, the number of drop-out of girls is more than boys. The problem of drop-out is found only in upper primary level but magnitude is only marginal. Taluk-wise, it is important to note that Karkala has no drop-out in any social groups. Out of 14 drop-outs in Kundapura taluk, 10 are girls and only 4 are boys. The problem of drop-outs is somehow serious in Udupi taluk. It has the highest number of drop-outs, 75 out of 89. Out of 75 drop-outs, 38 are from SC category and 31 are from general category.

The data on retention rates at the elementary level of schooling is given in

Table 4.13
Taluk-wise Retention Rate by Sex and Social Groups
(Percent)

Taluk	General			SC/ST			OBC and Minorities		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Karkala	102.77	100	100.64	100	100	100	100	100	100
Kundapura	102.12	100.39	101.28	97.41	97.02	97.22	100	100	100
Udupi	98.93	97.02	98	99.21	97.19	98.2	98.53	98.8	98.66
District	**101.27**	**98.61**	**99.97**	**98.21**	**98.26**	**98.23**	**99.51**	**99.6**	**99.55**

Source: Education Department/DISE

Table 4.13. With the zero drop-out, Karkala taluk has 100 percent retention for boys and girls as well as all social category students. In Kundapura, the retention rate for SC and ST categories are below 100 percent. For general category, OBCs and minorities, it is 100 percent. As against this, in Udupi taluk, in all social categories for both boys and girls, the retention rates are lower than 100 percent. The lower retention rates and higher drop-out in Udupi taluk are apparently due to migrant students.

4.4.5: Pupil-Teacher Ratio

The pupil-teacher ratio is one of the important determinants of quality of primary education. An adequate number of trained teachers obviously improve the quality of instruction. The stipulated pupil-teacher ratio as per RTE norm is 1:30 and for schools that have more than 200 students, it should not exceed 1:40. With the implementation of SSA, the number of teachers in government schools has gone up and this has improved favorably the pupil-teacher ratio. In 1998-99, the district had pupil-teacher ratio of 54 at primary schools, which has declined to 29 in 2003-04 and remained at that level (Table 4.14). This may be partly due to declining enrolment in primary education in the district. The total number of teachers sanctioned for government school at the primary education level is 5452. As against this, the total number of teachers working in the district is 4609. The pupil-teacher ratio works out to 28.8, which is 20 percent higher than the state average (23.9). It is almost nearer to RTE norm of 30. At lower primary school level, the district has pupil-teacher ratio of 11.4 as against the state average of 14.5. SSA stipulates a norm of 50 percent female teachers at primary education level. The district has 2980 female teachers out of total 4609 teachers. The proportion of female teachers works out to 65 percent. Taluk-wise, the pupil-teacher ratio in Udupi taluk (33.6) is above the RTE norm. Karkala and Kundapura have pupil-teacher ratio below RTE norm. The challenge before the district, at present, is not the pupil-teacher ratio but the quality of teachers and updating of

Table 4.14
Taluk-wise Pupil – Teacher Ratio at Primary Education: 2011-12
(Number)

Taluk	Total Enrolment	Teachers	Pupil /Teacher Ratio
Karkala	25546	953	26.80
Kundapura	45981	1838	25.02
Udupi	61082	1818	33.59
District	**132609**	**4609**	**28.77**

Source: Education Department/DISE

training to keep abreast with changing pedagogical methods for child-centered learning.

4.4.6: Education Attainment and Transition Rate

Education attainment at primary education level can be judged from transition rate to higher education and learning levels in terms of reading, comprehension and mathematics. Transition from 1st to 8th standards of schooling is usually smooth. It may not be so when children have to take transition from 8th to 9th standards schooling onwards. There is a perceptible change in terms of access, financial implications and commitment from parents' point of view. At the same time, the transition from 7th to 8th is critical from student's point of view as it is a stepping stone for higher education. The transition rate is an important indicator to know how many children enrolled at primary education successfully complete primary education and enter next stage of higher education. It is estimated as percentage of enrolment in class 9th to enrolment in class 8th in a given year. The difference between the two is the transition loss.

Table 4.15 shows the transition rates from lower primary to higher primary (from 5th to 6th standard) and higher primary to secondary (from 8th to 9th standard). The transition rate from lower primary to upper primary is almost 100 percent in all taluks. The district transition rate is higher than the state average. There is, however, transition loss from 9th to 10th standard in all taluks. The transition rate at this level is 94.6 percent in the district as against the state average of 97.3 percent. The transition loss in the district is 5.4 percent as against the state average figure of 2.7 percent. Gender-wise, the transition rate from 7th to 8th for boys works out to 95.5 percent and for girls, 93.2 percent. The gender disparity in transition rate is 2.3 percent. Taluk-wise, the transition loss is the

Table 4.15
Transition Rate from 5th to 6th and 7th to 8th
(Percentage)

Taluks	From 5th to 6th class	From 7th to 8th Class
Karkala	100.24	91.1
Kundapura	99.22	92.11
Udupi	99.76	98.2
District	**101.48**	**94.61**
D.K. District	**100.6**	**91.84**
State	96.88	97.32

Source: Education Department/DISE

highest in Karkala (8.9 percent) followed by Kundapura (7.9 percent). Udupi taluk has only 1.8 percent. There is also rural-urban disparity in transition rates from 7th to 8th standard though the magnitude of difference is marginal. However, it should be noted that transition loss cannot be considered as 100 percent drop-out of students after completion of primary education as inter-taluk migration of students and rural to urban transfer at secondary education level cannot be ruled out. Hence, it is very difficult to determine accurately the transition loss from primary to secondary level at taluk and district levels.

Learning attainment can be assessed based on the findings of quality assessment agencies such as ASER. Table 4.16 contains highlights of some of the findings of ASER-2010 on performance of primary education in Udupi district in comparison to state level findings. From the Table, it is clear that the district has better performance outcome in primary education in terms of all performance indicators. The district ranks first among 30 districts in the state in regard to reading, comprehension and mathematics. Even in the case of other indicators, the district performance is above the state average.

4.5 Secondary Education

The secondary education from 8th to 10th standard is critical stage in education as it enables students to enter higher education and professional courses to acquire necessary functional capabilities to seize opportunities to lead the lives

Table 4.16
Education Attainment Assessment at lower primary Level

Performance Indicators	Percent of Students	
	Udupi District	State
Children STD IV –VII paid tuition classes	6.9	8.7
Children Std I –II who can read letters or more	92.2	85.6
Children Std I – II who can recognize numbers 1 to 9 or more	93.8	85.2
Children STD III – V who can read level-1 (Std 1 Text) or more	88	59.6
Children Std III – V who can do subtraction or more	73.2	44.5
Children V – VII answering both questions correctly: Menu	49.4	57.9
Children V – VII answering both questions correctly: Calendar	58.3	46.7
Children V – VII answering both questions correctly: Area	31.1	26.8
Children V – VII answering both questions correctly: Estimation	60.4	39.7

Source: ASER 2010



Bicycle Distribution

they want. With the universalization of elementary education becoming reality, the focus on the universalization of secondary education now becomes a logical next step in the education policy. In pursuance of this policy objective, the Eleventh Plan has launched the programme of Rastriya Madhyamik Shiksha Abhiyan (RMSA) on similar line of the SSA for primary education to improve enrolment and quality in secondary education. In the Twelfth Five Year Plan, the RMSA is made a single comprehensive scheme to address issues of access, coverage and quality in secondary education in a holistic manner. Envisaging universalization of secondary education by 2017 is also accorded priority in the Twelfth Plan. As the demand for secondary education is bound to increase in the coming decade, the education sector will have to address the challenges of universal secondary education particularly in terms of access, enrolment, retention, quality and transition to higher education.

4.5.1: Access

Universal access is emerging as a critical concern since denial of quality education to children who completed upper primary level education because of gender, geographic location, class and caste would raise serious equity issues. The access to secondary education depends on the proximity in terms of number of habitats having access to high schools, network of high schools and educational infrastructure in place in the district. The taluk-wise network of high schools managed by the government and the private sector is shown in Table 4.17. When the district was formed in 1997-98, there were only 129 high schools. Now it has increased to 282. The government high schools increased from 51 to 112, more than doubled. The privately managed, both aided and unaided high schools, also more than doubled, from 78 to 170.

The increase is mainly in unaided private high schools. The number of unaided private high schools increased rapidly

Table 4.17
Management-wise High-Schools in Udupi District (Number)

Taluk	Government and Unaided		Private Aided		Total		
	Rural	Urban	Rural	Urban	Rural	Urban	Total
Karkala	26	3	24	7	50	10	60
Kundapura	35	2	36	7	71	9	80
Udupi	36	10	75	21	111	31	142
District	**97**	**15**	**135**	**35**	**232**	**50**	**282**

Source: Education Department/DISE

since 2005-06, from 57 to 100. Most of them are English medium high schools. The data on network of high schools shows that in the past, the government was the main provider of secondary education in the district, but not now. At present, the private sector owns and manages 60 percent of secondary schools in the district. Out of 282 secondary schools, 232 are in rural areas, which accounts for 82 percent, almost on parity with percentage share of the rural population. The government high schools are primarily in rural areas. Out of 112 government high schools, 97 (87 percent) are in rural areas. It is important to note that unlike in most of the districts in the state, in Udupi district the private sector also dominates in rural secondary education; 135 out of 232 high schools in rural areas are run by private sector. The taluk-wise data in the Table shows that Udupi taluk has 142 (61 percent) of high schools. Kundapura has 80 and Karkala, 60 high schools. In all taluks, the private sector has strong presence in secondary education even in rural areas.

Table 4.18 presents data on taluk-wise access for high schools in terms of habitations and child population. From the Table, it may be seen that the access rate for high schools in terms of habitations for the district works out to 97.6 percent. Only 58 habitations have no easy access to secondary education. Kundapura taluk has the highest number of habitations without easy access to secondary education (32) followed by Udupi (24). Karkala has only two such habitations. This regional disparity in access to secondary education is also reflected in the data on the number of high schools per 1000 children. In terms of population coverage, Karkala has lowest population per high school (3601) followed by Udupi (3963). Kundapura has the highest (4981) population per high school.

In the past, the government was the main provider of secondary education in the district, but not now. At present, the private sector owns and manages 60 percent of secondary schools in the district.

4.5.2: School Infrastructure

The availability of adequate infrastructure in secondary education is one of the important determinants of enrolment and retention of students as

Table 4.18
Taluk-wise Access to High Schools

Taluk	Habitats (Number)	High Schools (Number)	High Schools per 1000 child population	Habitats having access to High Schools (Number)	Access Rate (Percent)
Karkala	777	60	6.18	775	99.74
Kundapura	772	80	5.09	740	95.85
Udupi	857	142	5.89	833	97.19
District	**2406**	**282**	**5.69**	**2348**	**97.59**

Source: Education Department/DISE



Computer Literacy

well as quality in secondary education. The data on number of high schools without basic infrastructure facilities and the composite infrastructure index of eight basic facilities are shown in Table 4.19. All high schools in the district have pucca buildings. However, it is found that 90.6 percent of the government high school buildings and 54.5 percent of class rooms in the district are disorder condition and require renovation/repairs as most of the government high school buildings were constructed in 1950s and 1960s. The student/class room ratio varies widely from 28 in Karkala taluk to 46 in Udupi and Kundapura taluks. All high schools have drinking water facilities and separate toilets for girls. However, it is surprising to note that one high school each in Udupi and Kundapura taluks have no separate toilet for boys. Similarly in Karkala taluk, one high school has no electricity supply and two have no library. As regards other infrastructure such as proper kitchen, playground, ramps and compound wall, the number of high schools without these facilities in all taluks is significantly very high. The overall performance in provision of eight basic facilities at high school level education in the district is recorded as 84.9 percent, which is slightly higher than the state average of 78.9 percent.

Table 4.19
High Schools without Basic Infrastructure (Number of Schools) :2011-12

Infrastructural Facilities	Karkala	Kundapura	Udupi	District
Pucca Building	0	0	0	0
Number of Students per Class Room	27.91	45.9	45.86	41.38
Drinking Water	0	0	0	0
Separate Boys' Toilets	0	1	1	2
Separate Girls' Toilets	0	0	0	0
Proper Kitchen	19	22	44	85
Playground	8	4	7	19
Electricity	1	0	0	1
Library	2	0	0	2
Ramps	31	47	88	166
Compound wall	11	19	27	57
Infrastructure Index: 8 Basic Facilities (Percent)	84.17	85.78	84.77	84.91

Source: Education Department/SSA

4.5.3: Enrolment and Retention

Enrolment of students in secondary education, which increased from 41,934 in 1998-99 to 59,463 in 2005-06, witnessed decline steadily thereafter. It has declined from 59,463 in 2005-06 to 52,259 in 2011-12, accounting for a decline of 12 percent. Enrolment of boys has declined from 30,605 to 26,693 and girls from 28,858 to 25,556 during this period. The participation ratio of girl students in secondary education works out to 48.9 percent. Table 4.20 shows the taluk-wise gross enrolment of boys and girls in secondary education.The gender gap in participation ratio is 2.16 percent which is on par with school going children sex ratio. Udupi taluk has the highest number of students in secondary education followed by Kundapura taluk. Taluk-wise, there is no wide difference in gender participation rate. In Kundapura taluk, gender participation is slightly higher than other two taluks. This is also reflected in the comparative gender parity ratios. However, as revealed in Table 4.21, there exists rural-urban disparity in gross enrolment ratios in secondary education for both boys and girls. The rural-urban disparity in GER at the district level works out to 6.5 percent

Table 4.20
Taluk-wise Gross Enrolment in High Schools-2011-12

Taluk	Boys		Girls		Total (number)	Gender Parity Ratio
	Number	Percent	Number	Percent		
Karkala	5109	51.28	4853	48.72	9962	95
Kundapura	9000	50.9	8682	49.1	17682	96.46
Udupi	12584	51.12	12031	48.88	24615	95.62
District	**26693**	**51.08**	**25556**	**48.92**	**52259**	**95.77**

Source: Education Department/SSA

Table 4.21
Rural-Urban GER in Secondary Education :2011-12 (Percentage)

Taluk	Rural		Urban		All
	Boys	Girls	Boys	Girls	
Karkala	89.9	89.82	96.4	96.32	94.99
Kundapura	97.78	99.82	104.28	106.32	107.8
Udupi	103.97	106.54	110.47	113.04	112.11
District	**97.22**	**98.73**	**103.72**	**105.23**	**101.77**

Source: Education Department/SSA

for both male and female students. While in Kundapura and Udupi taluks GER for girls is higher than that for boys, in Karkala taluk, the situation is reverse both in rural and urban areas. It is also important to note that Karkala taluk has the lowest GER in the secondary education for both boys and girls in rural and urban areas.

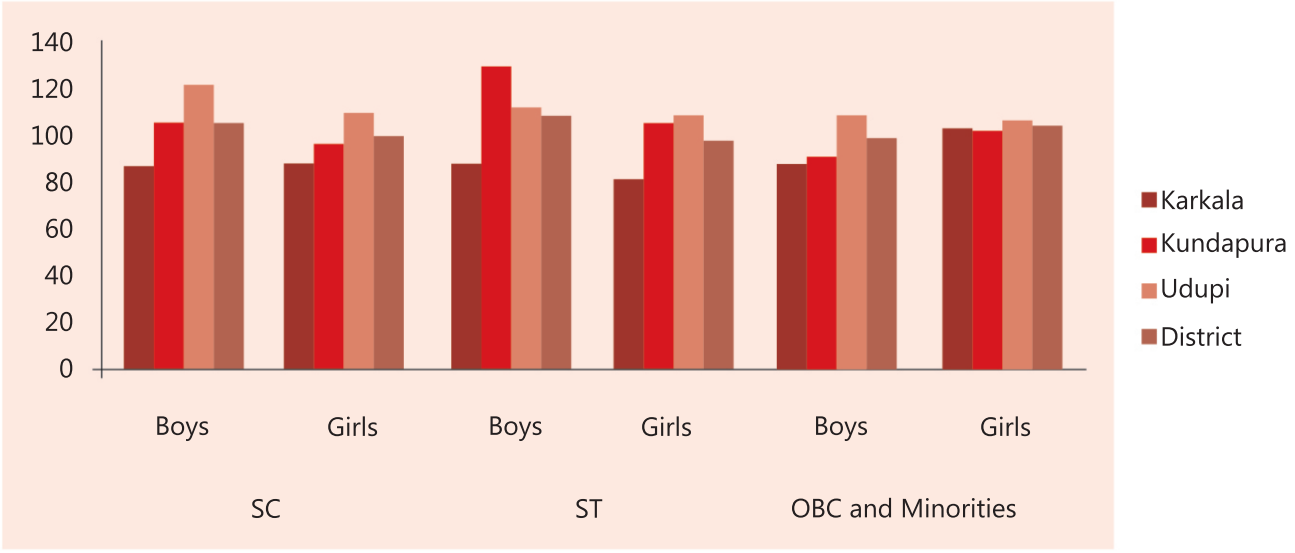
The analysis of data in Table 4.22 shows that though at the district level, the GERs for SC and ST students are comparable to other communities, in Karkala taluk, the GERs for SC and ST students are significantly lower than GERs of other communities in the taluk and GERs for SC and ST students in other taluks. The gap between GER of SC in Karkala taluk and the district average GER for SC

Table 4.22
Taluk-wise GER by Social Groups in Secondary Education (Percent) :2011-12

Taluk	SC		ST		OBC and Minorities	
	Boys	Girls	Boys	Girls	Boys	Girls
Karkala	85.95	86.91	87.83	81.5	87.5	102.93
Kundapura	104.17	95.93	129.27	104.04	90.6	101.61
Udupi	120.7	109.28	111.89	107.99	108	106.57
District	**104.33**	**98.57**	**108.19**	**96.59**	**98.3**	**103.4**

Source: Education Department/SSA

Chart No 4.3
Taluk-wise Gross Enrolment Rate: by Social Groups in Secondary Education (Percent) :2011-12



student works out to 18.4 percent for boys and 11.7 percent for girls. The gap between STs in Karkala taluk, on the other hand, works out to 20.4 percent for boys and 15.1 percent for girls. In other two taluks, GER of SC students are more or less on par with GER of other communities. As regards ST students, it is important to note that while in Kundapura and Udupi taluks, the GER for both boys and girls are higher than GER for SC,OBC and minority communities, in Karkala, it is the lowest for girls (81.5 percent). Thus, in Karkala taluk, enrolment of SC and ST boys and girls is still a formidable challenge. In the same vein, the GERs of OBC and minority boys in Karkala and Kundapura taluks are significantly lower than the district average and therefore require attention.

The drop-out rates at secondary education level for various social groups shown in Table 4.23 reveals that in almost all social groups, drop-outs in high school education among boys is significantly higher than girls. It is highest among SC and ST community followed by OBC and minorities. The proportion of drop-out is also quite high among SC and ST boys and girls; it is 17.6 percent among boys and 14.3 percent among girls. Even among OBC and minority communities, the drop-outs among boys are 12.2 percent. As against this, in general category, the drop-out rate is only 4.7 percent among boys and 2.1 percent among girls. Taluk-wise comparison shows that Udupi taluk has the lowest drop-out rate for both girls and boys among all social groups. Kundapura has the highest drop-out rates for students of both genders in all social categories. Udupi and Karkala taluks have almost achieved 100 percent retention among girls in general category.

In almost all social groups, drop-outs in high school education among boys is significantly higher than girls. It is highest among SC and ST community followed by OBC and minorities.

4.5.4: Pupil-Teacher Ratio

The total number of teacher post sanctioned for high school education in the district is 2677. Out of 2677 sanctioned posts, the number of teachers working in secondary

Table 4.23
Drop-out Rate in Secondary Schools by Sex and Social Groups :2011-12
(Percentage)

Taluk	General			SC and ST			OBC and Minorities			All
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Karkala	5.04	0.07	2.56	15.8	11.94	13.87	17.06	5.04	11.05	5.2
Kundapura	5.58	6.29	5.94	25.2	20.54	22.87	19.58	12.13	15.86	8.28
Udupi	3.5	0	1.75	11.7	6.18	8.94	8.42	3.89	6.16	3.95
District	**4.71**	**2.12**	**3.42**	**17.6**	**14.34**	**15.87**	**12.18**	**5.47**	**8.83**	**5.81**

Source: Education Department/SSA

education is 2386, which accounts for 89 percent of sanctioned posts (Table 4.24). Out of 2386 teachers working in high schools, 1280 are females and 1106 are males. The percentage of female teachers is 54. In secondary education, pupil-teacher ratio is critical for delivery of quality education. The pupil-teacher ratio in the district works out to 1:21.9, which is quite satisfactory. In neighboring Dakshina Kannada district, it is 1:27 and state average is 1:20.6. Taluk-wise, Kundapura has the highest pupil-teacher ratio (1:24), followed by Udupi (1:21.4). Karkala has the lowest pupil-teacher ratio of 1:20.

4.5.5: Educational Attainments

The educational attainment in secondary education is ultimately measured in performance in Board Examination. Udupi district always ranks first or second in Secondary School Board Examination pass percentage since the formation of the district in 1997-98. In Table 4.25, taluk-wise data on the SSLC pass results of students of various social groups are analyzed.

In 2011- 12, out of 16,071students appeared for SSLC examination, 13,962 have passed, giving the percentage passed as 86.88. For boys, the percentage passed was 85.50 and for

Table 4.24
Pupil-Teacher Ratio in Secondary Education :2011-12

Taluk	Total enrolment (Number)	Teachers (Number)			Pupil/Teacher Ratio
		Male	Female	Total	
Karkala	9962	226	271	497	20.04
Kundapura	17682	368	368	736	24.02
Udupi	24615	512	641	1153	21.35
District	**52259**	**1106**	**1280**	**2386**	**21.9**

Source: Education Department/SSA

Table 4.25
Taluk-wise SSLC Results by Social Groups: 2011-12
(Percentage)

Taluk	SC	ST	Others	Minority	All
Karkala	73.08	84.85	88.34	88.36	86.8
Kundapura	76.24	80.28	88.89	81.22	87.39
Udupi	80.69	89.09	88.98	67.66	85.66
District	**76.56**	**83.45**	**88.79**	**78.9**	**86.88**

Source: Education Department/SSA

girls, 93.53. Taluk-wise, Kundapura has the highest percentage, followed by Karkala. Among social groups, SC and ST have relatively lower percentage in Karkala and Kundapura taluks, whereas in Udupi taluk, minorities and SCs have lower pass percentage. Even among SCs and STs, girls have higher percentage of SSLC pass. In the case of SCs, the girls have 85.91 percentage pass in SSLC while for boys, it is 79 percent. Among STs, the percentge passed in the case of girls was 86.75 and for boys, 75.97 percent. For the district as a whole, SC and minorities have lower percentage achievement in SSLC. Out of 282 high schools, 85 have achieved 100 percent results in final secondary examination.

4.6 Pre-University Education

'Plus-Two' or pre-university education (PU) is conducted both in extended high schools known Junior (Padavi Purva) Colleges and First Grade Degree Colleges. It is an important bridge between the secondary education and higher and professional courses in medicine, engineering, agriculture et al. or to general education. A student, who passes SSLC, usually decides at this juncture whether to pursue vocational education or enter pre-university course (PUC) to pursue higher education.

Udupi district has made significant progress in pre-university education during the last decade. It had 25 PU colleges in 1998-99, which has increased to 96. Most of the PU colleges are managed by the government. Taluk-wise, Udupi has the highest number of PU colleges (46), followed by Kundapura (29). Karkala has 20 PU colleges. In terms of demographic access, Karkala has lowest population per PU college (10804), followed by Udupi (11974). Kundapura has 13740 people per PU College. Table 4.26 depicts taluk-wise data on PU institutions and student enrolment. Unlike primary and secondary education, there is a steady improvement in enrolment of students for PU education since inception of the



Sports Meet

Table 4.26
Pre-University Colleges and Student Enrolment in Udupi District (2011-12)

Taluk	PU colleges	Boys		Girls		Total
	Number	Number	Percent	Number	Percent	Number
Karkala	20	2289	47.04	2577	52.96	4866
Kundapura	29	6617	44.43	8275	55.57	14892
Udupi	47	6449	47.76	7053	52.24	13502
District	**96**	**15355**	**46.17**	**17905**	**53.83**	**33260**

Source: Udupi District at Glance: 2011-12, Udupi Zilla Panchayat.

district. In 1998-99, total enrolment in PU was 15,131, which has increased to 33260 in 2011-12; more than doubled. Out of 33260 enrolled students, 52 percent are in government managed PU colleges and 27 percent in government aided PU institutions. Only 21 percent are in unaided private PU institutions. It is encouraging to note that girls' participation is more than boys in all taluks. In Kundapura, it is the highest (56 percent). As a district average, it is 54 percent. The lower enrolment ratio of boys in PUC may be attributed to lower percentage pass of boys in SSLC and higher percentage of boys entering vocational training. There are 894 lecturers and pupil-teacher ratio works out to 37 which is below the prescribed standard of 45. Taluk-wise, it is 26 in Karkala, 31 in Udupi and 55 in Kundapura. The performance of students in PU examinations shows that Udupi along with neighboring Dakshina Kannada district ranks continuously highest in the state. Girls have continuously outperformed boys. Even among social groups, the disparity in performance in terms of percentage students passed was only marginal.

The performance of students in PU examinations shows that Udupi along with neighboring Dakshina Kannada district ranks continuously highest in the state. Girls have continuously outperformed boys.

As against the state average of 57 percent, Udupi district has attained 85.32 percent pass in PU examination during 20011-12. In terms of number, out of 14480 students appeared, 12355 have passed in PUC. The percentage of girls passed was 89.21 percent as against 81.13 percentage of Boys passed in PUC. Among SC students, the percentage passed in PUC was 79.42 percent, whereas in the case of ST students, it was 81.37 percent.

4.7 Higher Education

The growing economy is creating huge demand for higher education. Higher education is also essential to build a workforce in various disciplines capable of managing a modern, competitive and knowledge-based economy. In India, enrolment in higher education is below 12 percent while in developed countries, it is more than 40 percent. Enrolment in higher education has, therefore, to be increased significantly on a demand driven basis in the coming decade. The Twelfth Plan has accordingly focused on broadening access for higher education, making it more inclusive and promoting quality excellence. Higher education includes degree courses in general education, technical and medical education and other professional courses. The gross enrolment ratio in higher education is expected to increase to 20 percent by 2017 and 25 percent by 2022.

In general education, the number of colleges in the district has increased from 18 in 1998-99 to 30. The government plays a dominant role in general education. Out of 30 colleges, the government-run colleges are 11. Besides 11 out of the 19 private-managed colleges are government-aided. In Table 4.27, taluk-wise spread of degree colleges and enrolment in all

Table 4.27
Higher General Education: Number of Colleges and Enrolment (2011-12)

Taluk	College (Number)	Enrolment from 1st year to final (Number)				
		Boys	Percent	Girls	Percent	Total
Karkala	5	1319	44.41	1651	55.59	2970
Kundapura	8	2502	41.33	3552	58.67	6054
Udupi	17	4010	39.87	6048	60.13	10058
District	**30**	**7831**	**41.04**	**11251**	**58.96**	**19082**

Source: Udupi District at Glance: 2011-12, Udupi Zilla Panchayat

classes during 2011-12 are given. Udupi taluk has the largest number of degree colleges (17), followed by Kundapura (8). Karkala has only 5 colleges. The total enrolment for conventional education has increased from 11,339 in 2000-01 to 19,082 in 2011-12. As against 55 percent increase in enrolment of boys, the enrolment of girls has increased by 79 percent during this period. Girls' participation rate in terms of enrolment in general education is 59 percent. The lower level of boys' participation in general education reflects preference of boys towards professional courses. In professional courses such as medical and engineering, the main players are Manipal University and Nitte Education Trust (Box 4.1 and 4.2). Table 4.28 contains the network of professional educational institutions in the district.

The district is blessed with three medical colleges; one allopathic managed by the Manipal University and two Ayurvedic Colleges, one dental college and 4 engineering colleges.

The lower level of boys' participation in general education reflects preference of boys towards professional courses.

Table 4.28
Professional Education Institutions in Udupi District: 2011-12

Category	Institutions	Enrolment(Total)		
		Boys	Girls	Total
Medical (Allopathic)	1	1054	951	2612
Medical (Ayurvedic)	1	145	354	499
Dental	1	250	377	627
Engineering	4	8836	3291	12127
Others	9	NA	NA	NA

Source: Udupi District at Glance: 2011-12, Others include MBA, Nursing, Catering etc.

There are 9 other institutions which include MBA, nursing, catering etc. Medical colleges and Engineering colleges are well-known nationally for quality education. It is difficult to get reliable information on intake of district's students for professional courses as most of the professional colleges have extensive outreach outside the district. The enrolment data shows that gender participation rate is more in medical and dental colleges than in engineering colleges. In dental and Ayurvedic medical colleges, the girls' participation is significantly higher than that of boys.



Rudseti, Brahmavara

4.8 Vocational Education

Training and skill development is critical for employability of growing youth population. While skill formation has to be mainstreamed in the formal education system right from secondary education onwards, skill creation outside the formal education focusing on employability in several key areas in demand driven manner is very important to drive economic growth. The National Education Policy emphasizes skill-based vocational training for at least 25 percent of students after the completion of secondary education. The objective here is to impart necessary vocational/ technical skills and competencies to enable the students to enter the job world or self-employment. The National Skill Development Mission launched in the Eleventh Plan has brought about a paradigm shift in handling skill development programs and put in place a coordinated action plan for skill development. Vocational education at the school level and through polytechnics and vocational training institutes therefore assumes critical importance in skill development. The Ministry of HRD, Government of India, has already initiated the process of revamping centrally sponsored scheme of vocationalization of secondary education through National Vocational Education Qualification Framework (NVEQF).

Udupi district has, at present, four private colleges of Polytechnics, one government polytechnic institute for girls and five Industrial Training Institutes. Rural Development and Self-employment Training Institute (RUDSETI) promoted by Sri Dharmasthala Manjunatheshwara Educational Trust in collaboration with Syndicate Bank and Canara Bank has a vocational training centre in Brahmavar in Udupi taluk. The main objective of this Institute is to train unemployed rural youth to enable them to take up self-employment ventures in their own villages. Syndicate Bank has set up the Syndicate Institute of Rural Development (SIRED) in Manipal to empower the rural youth to set up income generating micro-enterprises for their socio-economic development. Bharatiya Vikas Trust at Manipal conducts various agricultural and rural oriented skill based training programmes for rural people.

The total number of enrolled students for vocational training in polytechnics during 2011-12 was 2,467, out of which

Box 4.1: MANIPAL UNIVERSITY: A Hub of Higher Education

Manipal University (erstwhile, Manipal Academy of Higher Education) based at Manipal in Udupi district is a university of international repute. The dream of the late Dr. T M A Pai, founder and builder of Manipal was to turn Manipal into an education centre. In 1949, he first set up MGM college. This private initiative was extended to establish a network of high schools and colleges of humanities in different parts of the district. He, then, pioneered to set up a medical college in 1953. This was the first ever private initiative in setting up a medical college in the country. The network of educational institutions witnessed during the last six decades all-round development with diversified courses conducted through many professional institutions of engineering, pharmaceutical sciences, law, communication, management, allied health sciences, information sciences, hotel management and rural studies. In 1993, all these professional colleges were granted Deemed University status by the Government of India because of their excellent track record and academic reputation. The deemed university has now become full-fledged Manipal University. The Manipal University is now internationally known as a university of excellence and its degrees are recognized worldwide. It is the first ISO 9001-2000 certified University in India. It offers bachelors, masters and doctoral degrees. The constituent institutions of Manipal University presently include: Kasturba Medical College, Manipal College of Dental Sciences, Manipal College of Pharmaceutical Sciences, Manipal College of Nursing, Manipal College of Allied Health Sciences, Manipal Institute of Technology, Manipal Institute of Communication, Manipal Institute of Management, Welcome Group Graduate School of Hotel Administration, Manipal Centre for Information Science, Melaka-Manipal Medical College and Centre for Rural Studies, Manipal. Students from all over India and 44 foreign countries study in Manipal.

Source: Manipal University, Manipal



Manipal University

Box 4.2: NITTE EDUCATION TRUST

Nitte Education Trust, established in 1979, is another important private initiative in the field of education in the district. Founded by Justice K. S. Hegde, a retired Supreme Court judge and the former Speaker of Lok Sabha (Parliament) in Nitte, a village in Karkala taluk, the Trust has developed a number of education institutions in Nitte in Udupi district and also in Mangalore in Dakshina Kannada district and Bangalore. The Trust has a medical college with seven Health Science Institutions, three Engineering Science Institutions, four Management Institutes, two First Grade Colleges, two Pre-university Colleges and four Schools. Of the above, in Nitte itself, the Trust has: NMAM Institute of Technology, Justice K.S. Hegde Institute of Management, Dr NSAM First Grade College, NRAM Polytechnic, Dr NSAM Pre-university College and Dr NSAM English Medium School. The Medical and Dental colleges have now been accorded Deemed University status under Nitte University. Nitte has now become an Education Brand of Excellence in higher education. Under the leadership of visionary, Shri N Vinaya Hegde, Chancellor of Nitte University, its mission is to impart quality education, develop competent and skilled professionals to face the scientific, technological, managerial and social challenges in the fast evolving global scenario, with a high degree of credibility, integrity, ethical standards and social concern. It has remarkable student base of more than 10000 and 18500 alumina. The Trust has carved a niche for itself, changing significantly the educational landscape of the district.


NITTE Engineering College

Source: Nitte Education Trust, Mangalore.

619 were girls and 1,848 boys. The participation of girls in polytechnics is only 25 percent. In four industrial training institutes, 12,127 youths were trained during 2011-12, out of which 3,291 were girls and 8,836 were boys. RUDSETI in Brahmavara and SIRED in Manipal play an active role in providing a large number of rural youths training in several key areas of self-employment ventures. In the absence of any large scale industries, the scope for employment and self-employment ventures in the district exists only in medium, small and micro enterprises as well as rural based enterprises. Vocational training in self-employment ventures is, therefore, very important. There is a need to impart vocational education in the pre-university level itself. Considering the educated unemployment in the district, there is a need for setting up more polytechnics and introducing market driven vocational courses in pre-university colleges in the district.



Akshardasoha

4.9 Schemes for Promotion of Literacy Level in the District

Many initiatives are undertaken by the government to universalize the access, improve enrolment and retention, make formal education at all levels more inclusive and improve quality. In all government and aided schools, all students studying from 1st to 10th standard are given text books and uniforms free of cost. All girl students and SC and ST students up to 12th standard have been exempted from paying school fees. SC and ST students are also provided with school-bags and writing note-books. All students studying in 8th standard in government-run schools are given bicycles for transport. For extra curriculum activities, a grant of Rs.5000 for each lower primary school and Rs 12000 for each higher primary school is given every year. For 1st to 3rd standards, *Nali-Kali* system of education delivery process is adopted in government schools.

In 103 upper primary. schools in the district, computer aided learning centres (CALC) are set up to provide computer literacy and facilitate computer-based education. They are provided with five computers, one multi-video projector and UPS besides required furniture and a separate computer room for teaching. Akshara Dasoha (Mid-day Meal) is another important scheme implemented by the State Government aiming at improving the attendance of children at the primary level. The scheme has now been extended up to 10th standard. All government –managed and private-aided schools and high schools in the district are involved in the imple-mentation of mid-day meal scheme. The Education Department also arranges free medical check-up once a year for all students studying 1st to 10th standards in all schools.

In addition to various initiatives in the mainstream education, many efforts were made in the past to provide literacy to illiterate adults. Important adult literacy programmes which were executed in the district include,

Functional Literacy Programme, Each One Teach Five, Sampoorna Saksharata Andholan, Kannada Nadu Sakshara Nadu etc. There was also a National Adult Education Programme sponsored by the University Grants Commission. Under this programme, the colleges were involved in imparting adult education. The students were given training by the experts to teach illiterates in their villages. The National Service Scheme (NSS) students were also involved in advocating adult literacy programme. All these initiatives were successful in reducing adult illiteracy in the district.

4.10 Percapita Expenditure Analysis

The public expenditure incurred as a proportion of the district GDP is an indicator of importance given to education in the district by the state government. The total expenditure incurred (both plan and non-plan) by the District Education Department during 2011-12 is shown in the Table 4.29.

The Percapita public expenditure for education works out to Rs.1, 675 and as proportion of the district GDP, it works out to 1.67 percent which is considered very low. The plan expenditure incurred during the last two years is presented in Table 4.30.

The analysis of data in the Table clearly shows that about 69 percent plan expenditure was for Akshara Dasoha. The public expenditure under SSA was 15 percent of the total expenditure incurred during 2011-12.

4.11 Radar Analysis for Education

In order to view the status of education through graphical portrayal, and the disparities in the various indicators impacting education standard within the taluk as well as within the district, the radar scale technique is used. A radar scale chart is a graphical method of displaying multivariate data in the form of a two dimensional chart of there or more quantitative variables on axes starting from the same point. It provides the actual status of a taluk or district in

Table 4.29
Public Expenditure for Primary and Secondary Education: 2011-12
(Rs.in lakh)

Taluk	SSA	Others	Total
Karkala	526.58	6278.96	8805.54
Kundapura	719.83	5005.63	5725.45
Udupi	294.65	2927.33	3221.98
District	**1541.06**	**14211.91**	**15752.97**

Source: District Education Department

Table 4.30
Udupi District: Public Expenditure on Education
(Rupees in lakh)

Programs	2011-12	2012-13
Sarva Shikshana Abhiyana (ZP)	300	637.04
Building Additions and Alteration (ZP)	26.98	26.99
Remuneration to contract teachers (ZP)	2	2.24
Education-Akshara Dasoha (ZP)	1161.01	2841.98
Private High Schools completing 7 years of existence GIA (ZP)	74.89	123.1
Financial Assistance, Reimbursement of fees and Vidya vikas (ZP)	33	31.03
Improvement of Secondary Schools Construction (NABARD) (ZP)	61.8	0
Supply Materials (ZP)	15	15
Additions and Alterations (TP)	10	9.98
Elementary Schools GIA(TP)	0	0
High Schools (TP)	325.22	406.79
Total	2009.99	4094.15

Source: District Education Department

relation to norms. This also enables inter and intra-taluk comparisons. This helps policy makers to take corrective actions on specific indicators analyzed on a radar scale.

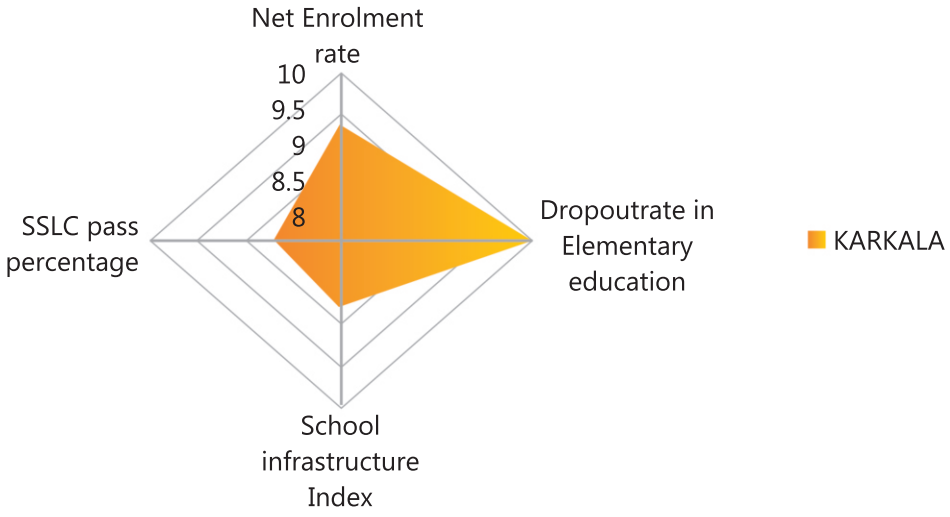
The radar for education is drawn using four important indicators: net enrolment rate in elementary education (1-8 classes), drop-out rate (6-14 ages), school infrastructure index and SSLC pass-out rate. By using these indicators, two types of radars are drawn: (i) radar for each taluk, and (ii) radar for all the taluks together (for the district). Table 4.31 contains the data on actual values and indices based on 10-point scale.
The radar charts for each taluk and all taluks together are worked out based on the data for four education performance indicators as given in Table 3.31. They are presented below:

The radars are all self-explanatory. They show graphically disparities in performance metrics of four education indicators within taluks and in comparison to different taluks within the district. The overall education status of Udupi taluk appears to be better compared to other two taluks. All taluks have achieved the targeted enrolment of 100 percent and the lowest drop-out rate. In other two indicators, namely, school infrastructure and SSLC pass percentage, all taluks have still a gap to

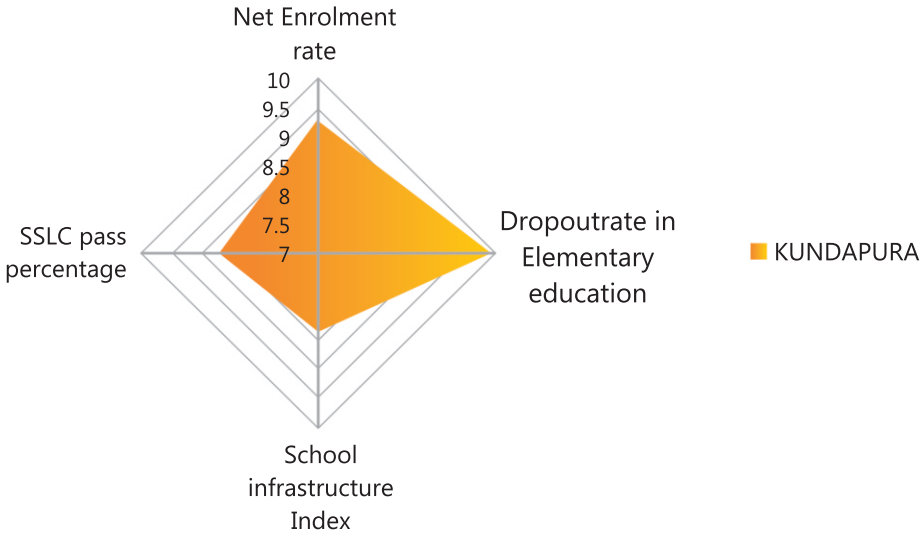
Table 4.31
Radar for Education: Indicator Values and Radar Index

Indicators	Karkala		Kundapura		Udupi		District	
	Actual	Index	Actual	Index	Actual	Index	Actual	Index
Net enrolment Rate	93.96	9.396	92.53	9.253	100.73	10.073	96.48	9.648
Drop-out Rate	0	10	0.61	9.939	0.1	9.99	0.24	9.976
School infrastructure index	88	8.8	83	8.3	79,000	7.9	83	8.3
SSLC pass-out Rate	86.8	8.68	87.39	8.739	85.66	8.566	86.88	8.688

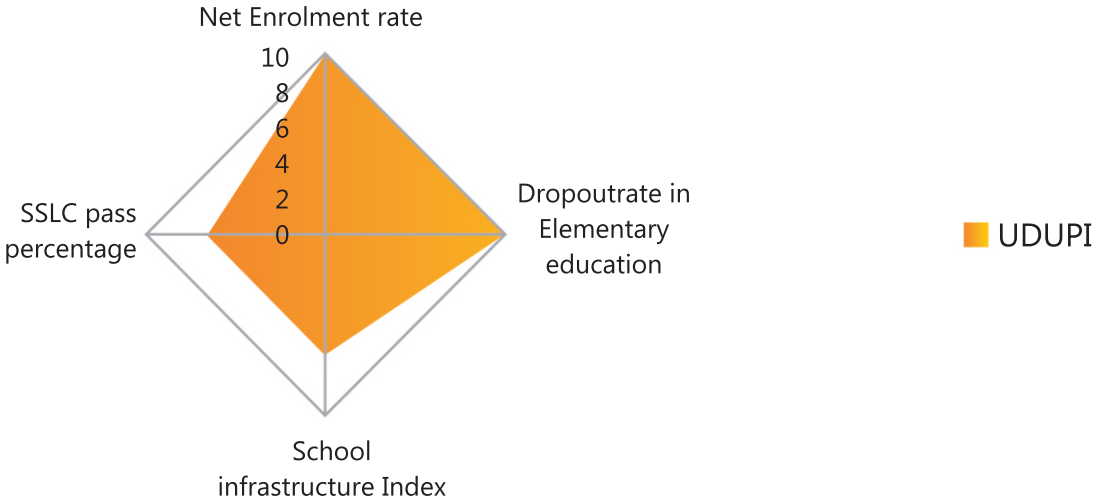
Radar No. 4.1 Karkala Taluk - Education



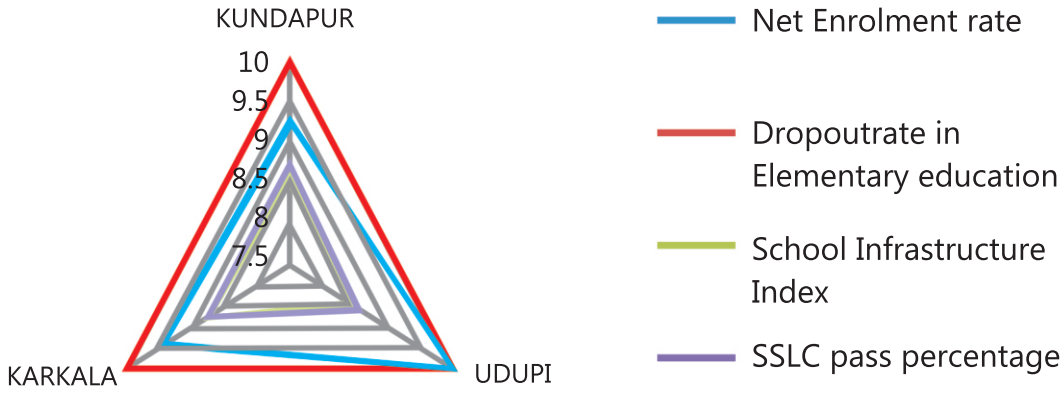
Radar No.4.2 Kundapura Taluk - Education



Radar No.4.3 Udupi Taluk - Education



Radar No. 4.4 Udupi District - Education



catch up. Karkala and Kundapura are almost in the same scale in the radar. In the school infrastructure, all are at the lower radar scale.

4.12 Quality Education and Best Practices in Primary Schools: A Micro Study

4.12.1: Rationale and Objectives of the Study

During the last six decades, Udupi district has made remarkable progress in the field of education. It stands second in education status in the state. Sarva Shikshana Abhiyana has achieved in the district its objective of universalization of elementary education to all children in the 6-14 years age-group. However, with the Right to Education (RTE) Act, 2009 having come into effect, it is now a fundamental right of all children to demand quality elementary education. Improvement in attainment levels of children and quality schooling need now greater emphasis in order to equip children in the young age with life skills required to compete at the higher levels in all spheres. Access to primary schools in terms of proximity and quantitative growth in terms of number of schools and enrolment is not a problem in Udupi district. The main problem is now the provision of the best quality of primary education.

In Udupi district, the Government is the main provider of primary education. During the last two decades, the district witnessed emergence of both aided and unaided private sector primary schools. Most of the unaided primary schools are English medium schools. The increasing popularity of private English medium schools and the general impression of their high standard quality education is also now becoming a threat for sustainability of Kannada medium government schools in the district. While private sector plays a significant role in provision of quality primary education in urban areas on competitive basis, access to quality education is lacking in Government primary schools in rural areas. It is in this context, there is a need to undertake a cross-section comparative study of some successful both private and government primary schools to determine what should be the best practices required to enhance the quality of primary education in the district.

The increasing popularity of private English medium schools and the general impression of their high standard quality education is also now becoming a threat for sustainability of Kannada medium government schools in the district.

The objective of this micro study is, therefore, to identify the best practices that required for improving the quality of primary education by undertaking a comparative study of government aided and unaided schools. The specific objectives for the study are set out as under:

1. To carry out cross-section comparative study of selected primary government, and government aided and unaided schools, to determine the qualitative dimensions of primary education and what lessons can be drawn to improve quality education at the primary level, and
2. Based on the findings of the micro-study, to make recommendations for improving quality of primary education in the district.

4.12.2: Methodology

The data were collected from three government schools and four private schools in Udupi taluk. Schools selected for the study include different categories: rural and urban, Government, aided and unaided private and Kannada medium and English medium. The schools selected are: Three Government Schools: Volakadu, Kodavooru and Kaup; Two government-aided private schools: Hindu Higher Primary School, Udyavara and Adi-Udupi Private Higher Primary School, Adi-Udupi; and Two un-aided Private English medium schools: Mukunda-Kripa English Medium School, Manipal and Dandathirtha English Medium School, Kaup. The case study approach was adopted for data collection and interactive discussions were held with the Head Master and teachers to elicit requisite information.

4.12.3: Findings

The micro study mainly focused on School environment and infrastructure facilities, quality education, education promotion activities, community partnership and examination results. For each criterion, the related indicators were taken into account while ranking the schools. Based on these criteria, the schools studied are ranked as very poor, poor, satisfactory, good and very good. The reasons for why some schools ranked very good and why others as poor are ascertained both based on data and discussion. The findings of the study are summarized as follows:

- **School Environment and Infrastructure Facilities:** Seven indicators were considered for ranking the schools based on this criterion. They were: condition of the building, school equipments, safe drinking water, toilet facilities separately for boys and girls, playground, compound wall, and electricity. The composite index was constructed out of 100 for these indicators for ranking schools. The results show that out of three government schools, two schools viz. Volakadu and Kodavooru have higher ranks than private schools. Compared to the private English medium schools, the government Kannada medium schools are found better in school environment and infrastructure facilities. Kodavooru government school ranked top (scored 91.4), followed by Udyavara private school (88.6). Volakadu government school ranked third (85.7). Adi-Udupi aided private school and Mukunda-kripa unaided private school scored 80 each. Dandathirtha unaided private school and Kaup government school scored the lowest of 74.3 each. From the findings of the study, it is clear that in infrastructure facilities, the government schools are relatively better than private schools. In the same vein, Kannada medium schools are also found better than English medium schools.
- **Quality Education:** In order to evaluate selected schools in terms of quality education, ten indicators

were selected: Student-teacher ratio, Enrolment rate, Library facility, Laboratory, Computer, Education delivery process, Audio-vision education, Extra-curricular activities, Sports activities and Valuation methods. The analysis of indices constructed shows that Volakadu and Kodavooru government schools are ranked first (92) and second (86), followed by Udyavara private school (86). Mukunda-kripa and Dandathirtha private English medium schools have got 82 scores each and Adi-Udupi private school has scored 80. Kaup government school ranked the lowest (70). Kaup school ranked the lowest mainly because of high percentage of migrant students, whose attendance rate was very low, under-utilization of laboratory, computer and library and under performance of students in sports. It is also found that there is a difference between the private and government schools in regard to education delivery process. The private schools give more emphasis on classroom education. As against this, the government schools adopt Nali-Kali type education, audio-vision education and extra-curricular activities as integral part of education delivery process.

- **Education Promotion Activities:** Under this dimension, six indicators were considered: Free text books, Akshara Dasoha, Transport, Free school bags and Note books, Free Uniforms and Lesson materials. The results show that Udyavara private school ranks first (96.6), followed by Kodavuru government school (76.6) and Adi-Udupi private school. Volakadu government school scored 73.3. Kaup government school in this respect scored higher (66.6) than Dandathirtha (53.3) and Mukunda-kripa (30). Mukunda-kripa ranked the lowest because it does not provide free text books, school bags, note books, transport facility, and no mid-day meal. Udyavara private school, on the other hand, scored the highest rank because it provides all the facilities as per the indicators, besides English in the first standard itself, computer training as per MICE certificate requirements, transport for distant students, medical facilities and accident insurance, through donors, free school bags, uniforms, note books, school-belts, scholarships etc.
- **Community Partnership:** Community partnership in the school management is very critical to ensure quality education in primary schools. Three indicators were considered for ranking of schools in terms of the community partnership in school affairs. They are: Teacher-parent relationships, community contribution for school development and community help in improving quality education. The results show that Volakadu and Kodavooru government schools score 100 and rank first followed by Udyavara private school. Kaup

government school ranks lowest (60). Adi-Udupi scores 73.3 and Mukunda-kripa and Dandathirtha 66.6 each. Volakadu and Kodavooru government schools have excellent community partnership. Their SDMC almost adopted these schools as their own. They have very active SDMC, who are highly educated and contributed significantly both for school development and also to ensure high standard education to the children. They mobilized funds from old students and donors, provide scholarships to students and actively participate in school programs. Kaup government school has lowest rank as its students and parents belong to the category of migrants. They do not actively participate in the school affairs. In the case of private-unaided schools, though the teacher-parent relations are very good as regards children education, the parents or communities from the area are not involved in school management and development.

- **Examination Results:** Based on the pass results and ranks obtained in the exam of 7th standard in 2011-12, the selected schools are ranked. It was found that Kodavuru government school ranks first (94.1), followed by Udyavara private school (85.4). Volakadu government school ranked third (83.8). Kaup government school ranks the lowest (65.8). Dandatirtha private school scored 82.4 and Adi-Udupi and Mukund-kripa have scored 74.5 and 77.6 respectively.
- **Overall Performance in Quality Education:** A composite index was constructed by taking into consideration scoring obtained in all five dimensions of the quality education at primary education level. The results show that Kodavooru government school ranks first in overall performance in quality education (90.8), followed by Udyavara aided private school (88.04). Volakadu government school ranks third (86.4). As expected, Kaup government school ranks the lowest (67.8). Adi-Udupi ranks (76.8) fourth, followed by Dandathirtha (76.2). Mukunda-Kripa ranks sixth with a score of 73.1

4.12.4: Implications and Recommendations

The government and the government-aided Kannada medium schools are ranked better than un-aided private English medium schools in terms of various dimensions of quality education. Only exception in the case of government school is Kaup Government Higher Elementary School. The main reasons why the Government schools and Government-aided schools have done better than private unaided schools are found as follows: .

- Sarva Shikshana Abhiyana and active community partnership played a major role in the provision of requisite infrastructure facilities and financial support needed to improve quality in primary

education in both the Government and the aided-private Schools. This is reflected in the excellent performance of Kodavooru and Volakadu Government schools and Udyavara aided private School. As against this, the private unaided English medium schools solely depend on school owners for funds allocation and management of schools. The parents' role is restricted to only teacher-parent relationships on students' performance and not on management. This implication is evidently emerged from the poor ranking of two private unaided English medium schools studied. In spite of SSA, Kaup government school and Adi-Udupi aided private school have underperformed in terms of quality education mainly due to the absence of active community partnership in their affairs though the SSA contributed significantly for infrastructure development in these schools.

- Kodavooru and Volakadu Government schools and Udyavara aided private schools emerged as model Government primary schools for quality primary education mainly due to optimum utilization of SSA facilities, commitment of school teachers for quality education, sound management of school infrastructure to ensure conducive and enabling environment for children's education and various extra-curricular activities. These schools have effectively undertaken Nali-Kali based education, audio-visual education, mission mode follow-up by the Head Teacher, student study tours, awareness camps, computer education and provision of medical facilities to students.

- Volakadu and Kodavooru Government schools and Udyavara aided school adopted innovative initiatives to enhance the quality education at primary level. Some of these initiatives are to equip children with life-skills required to compete. They include computer certificate training, introduction of English at first standard as one of the subjects, additional classes for spoken English, audio-visual education and use of Edu-Sat modules, Yakshagana and other extra-curricular activities.

- In Kaup government schools and private unaided schools, emphasis was only on class room education. Libraries and computer labs are not optimally used. As against this, Volakadu, Kodavooru and Udyavara schools used libraries as instruments to develop children's reading experiences, discover and use information and inculcate urge to expand their knowledge. Similarly they made computer based learning as an integral part in the education delivery process.

Sarva Shikshana Abhiyana and active community partnership played a major role in the provision of requisite infrastructure facilities and financial support needed to improve quality in primary education in both the Government and the aided-private Schools.

The primary education is the foundation for integrated and holistic personality development of the school-going children. The quality education should, therefore, facilitate realization of all innate potentials of children from primary education stage itself. The innate potential should not be limited to learning text-book subjects only. It should be extended to non-scholastic areas. While realization of innate potentials in scholastic areas can be facilitated through effective classroom delivery processes, the realization of potentials in non-scholastic areas can be facilitated through innovative children friendly extra-curricular activities. In the class room education process, emphasis should be given more towards exploration, project work, experimentation, investigation, field based experiential learning and interactive /communicative learning rather than mere text book teaching. This would enable child to continuously pursue excellence in his/her respective sphere of life. In the ultimate analysis, primary education should be made children-centered and interesting, motivating and inspiring to children. To ensure this, there is a need to have active support of community partnership not only to provide financial support but also to ensure good governance and act as watch-dog.

Kodavooru, Volakadu and Udyavara schools are in this direction and proved as model primary schools for quality education. They have evidently shown that proper text books, learning materials, skill-based, relevant and contemporary curriculum, computer-based learning and most important, committed and experienced teachers backed by pro-active community partnership are needed to provide this type of quality education at primary level. These models can be replicated in rural areas in order to equip rural children with life-skills required to compete with their urban counterparts

4.13 An Overview and persisting Educational Gaps in the District

The issues of concern in the field of education are mainly centered on access, enrolment, retention, teacher-student ratio, quality, equity, educational attainments and infrastructure. Udupi district witnessed remarkable change in education scenario and the achievement in terms of most of these indicators is quite impressive. The district is ranked as one of the best in education attainment in the state. The district is almost on the way to universal literacy and universal primary and secondary education in terms of access and enrolment. The district has near zero out-of school children and the lowest drop-out rate in primary and secondary education in the state. Even in the education attainment in terms of pass percentage in SSLC and PUC, the district ranks always first or second in the state. The disparities

between rural and urban and across social groups and gender do exist but are only marginal. The district also witnesses a gradual upward movement of the students in the ladder of education and particularly towards professional courses.

Despite remarkable achievements, many gaps remain in attainment levels, transition to higher level of education and quality of education at all levels including persistent social and regional inequalities. Since the district is on the way to universal elementary and secondary education, the quantum of challenge would be now not on expansion but improvement in quality, equity in educational attainment and inclusion to equip children with life-skills required to compete at the higher levels in all spheres. The RTE Act is all pervasive including therein the quality of classroom processes, quality of everyday treatment of children by teachers and schools, capacity building initiatives for teachers etc. The major challenge is effective implementation of these initiatives from RTE perspective. The district is also now faced with another challenge of moving away from 5+2+3 and +2 structure of schooling towards a new 5+3+2+2 structure.

The following are some of the key areas requiring immediate attention:

- Though the district is near universal literacy rate, the gender gap and rural-urban disparity in literacy rates persist. In absolute terms, the district has 1, 47,772 adult illiterates, out of which 70 percent are women and 84 percent are in rural areas. There is at present no programme for improving adult literacy in the district.
- School infrastructure matters not only to motivate children to attend schools but also to provide quality education. No doubt, infrastructural facilities in the schools have been improving. Nevertheless, much remains to be achieved in this respect. Most of the government school buildings were constructed in 1950s and 1960s and require major repairs. A substantial number of upper primary schools have no separate toilets for girls and playgrounds. Rural schools are relatively at a disadvantage in this regard. This has created rural-urban disparity in the quality of educational services rendered.
- Computer assisted instruction through setting up computer aided laboratories in all primary and secondary schools is still a dream. Only few upper primary schools are brought under CALC. Wherever, CALC are set up, the management of these centres for effective delivery of computer services is a serious problem. Leveraging computer technology in the education system has to be mainstreamed at the formative years of schooling.
- Discontinuation in schooling among SCs, STs and minorities

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mainly, Muslims is relatively high particularly in secondary education. Apart from this, seasonal and intermittent missing out on school attendance is an issue among the SC and ST students. The compulsion of providing support to the livelihood of households causes absenteeism even while they are enrolled in schools. This adversely affects their performance.

- The increasing popularity of private English medium schools is becoming a threat for sustainability of Kannada medium government schools. It creates inequality in education; English medium for elites in urban areas and Kannada medium for poor and socially disadvantaged sections in rural areas where bulk of students live and study. With the emergence of English medium schools, affordability of primary and secondary education in English medium schools in terms of fee is also an area of concern particularly, for economically weaker sections.
- There is a rural-urban divide in primary and secondary education in the district. In urban areas, children have easy access to private nursery schools, while in rural areas, children are deprived of pre-schooling. Anganwadis with multifarious functions cannot substitute pre-nursery schools. Moreover, the urban children are benefiting from mushrooming tuition classes in secondary level. The rural students do not have easy access to tuition classes and also it is beyond their affordability.
- Growing dependence on private tuitions by most students at all levels and resorting to guidebooks instead of prescribed textbooks are reflection of lack of confidence of the parents and students in the present education system. Ironically, these practices have been growing over time, with more and more students of upper classes willing to pay the additional exorbitant costs, resulting in discrimination against poor and inequity in attainment.
- Though the district has favorable pupil-teacher ratio, in many rural lower primary schools, a mandatory number of two teachers have to manage classes I to V. With the declining population and enrolment in the district, the number of such schools in rural areas will increase in near future. This will have a negative impact on the education quality in rural areas.
- The mainstreaming vocational training in general education for increasing employability and skill development does not require emphasis. It should be made as a part of higher secondary education and students should be given certain credits for number of hours of vocational training.

- The School Development and Monitoring Committees are at present politicized, which affect adversely the governance at government schools. Involvement of stakeholders without political interference would go a long way in ensuring good governance of government schools.
- Adoption scheme of government schools, particularly by old alumina will go a long way in improving the quality education in government schools. Though the government has launched this scheme, not much progress has been achieved in this regard.



PHYSICAL FITNESS THROUGH 'YOGA'