

# Taking Stock

Secondary education in Bagalkot and Bijapur districts in northern Karnataka

RESEARCH  
UPDATE

The Government of India has issued regulations to make high schools more 'girl-friendly'. How well do school meet these requirements? What else must be done? To find the answers, Karnataka Health Promotion Trust (KHPT) surveyed 1,075 high schools in northern Karnataka in 2012. This update gives a summary of what the survey found out and why this information is important.



## Why do this survey?

The findings from this survey are important for Samata, a programme to increase secondary school enrolment, retention and completion rates among girls from scheduled castes and tribes (SC/ST). Evidence shows that staying in school enhances girls' capabilities and delays their marriage and sexual debut. Completing high school improves girls' own lives and also the lives of their families, communities and future children.

But, in northern Karnataka, girls enter and complete secondary school at much lower rates. Many parents do not send their daughters to school or keep them in school. Previous research for Samata and other evidence shows that the reasons include poor school infrastructure and services, especially for girls, lack of female teachers, and poor focus on career development in the curriculum. Where School Development and Monitoring Committees (SDMCs) do not exist or do not function well, schools are unlikely to improve. These barriers affect girls from SC/ST community more than the boys from the same caste or other caste girls. To address these issues, it is important to collect evidence on the situation and share it with government, non-governmental organisations (NGOs) and community-based organisation (CBOs), funders, schools and communities.

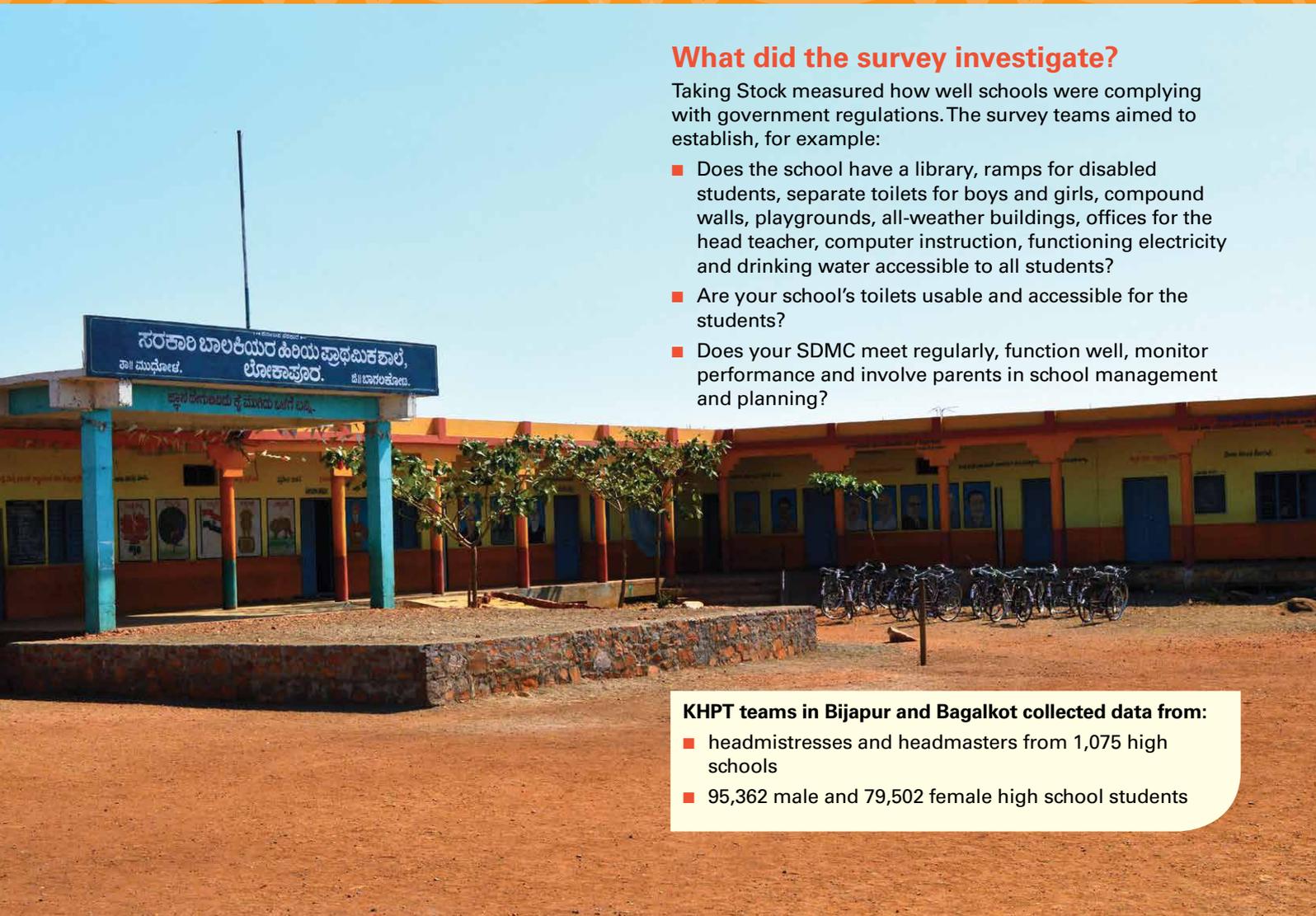
## Samata: Keeping adolescent girls in school

This programme aims to increase the numbers of SC/ST girls who enrol in and complete secondary school, in order to delay their age at marriage and entry into sex work.



**Samata reaches 3,600 adolescent girls from 1,800 families in 119 villages and 69 high schools in Bagalkot and Bijapur Districts in northern Karnataka.**

Karnataka Health Promotion Trust (KHPT) is implementing Samata from July 2013 to 2017, in partnership with the Government of Karnataka, University of Manitoba, the World Bank and the STRIVE research consortium. During this period, STRIVE partners KHPT and the London School of Hygiene and Tropical Medicine (LSHTM) are evaluating how well Samata succeeds.



## What did the survey investigate?

Taking Stock measured how well schools were complying with government regulations. The survey teams aimed to establish, for example:

- Does the school have a library, ramps for disabled students, separate toilets for boys and girls, compound walls, playgrounds, all-weather buildings, offices for the head teacher, computer instruction, functioning electricity and drinking water accessible to all students?
- Are your school's toilets usable and accessible for the students?
- Does your SDMC meet regularly, function well, monitor performance and involve parents in school management and planning?

### KHPT teams in Bijapur and Bagalkot collected data from:

- headmistresses and headmasters from 1,075 high schools
- 95,362 male and 79,502 female high school students

## What did the survey discover?

The findings from Taking Stock indicate where schools are succeeding and failing. The evidence shows where attention is needed in order to meet government-issued guidelines and the needs of adolescent girls.



### Not all schools had government mandated, girl-friendly toilet facilities

- Only 89% of high schools had separate toilets for girls and boys
- Toilets were usable only in 81% of the schools (and only 69% in Bijapur's rural schools)



### More rural than urban schools provided mid-day meals

- Only 86% of rural and 61% of urban high schools provided lunch for their students





### Most schools provided scholarships but fewer offered tutoring and vocational training

- 87% of high schools offered scholarships to financially assist SC/ST students
- Only 63% of urban and 61% of rural high schools made tutoring available to their students
- Less than half the high schools (46%) provided vocational training



### The proportion of female teachers fell far below the government's mandated standard of 50%

- Only 31% of the 9,258 high school teachers were female
- The proportion of female teachers ranged from 16% in government-aided private high schools to 37% in government schools
- A low proportion, 12% of 934 physical education teachers, were female



### SDMCs were rare in private schools, and more common and active in rural than urban schools

- Only 40% of the 1,075 high schools had SDMCs
- Fewer than 5% of private high schools and only 19% of urban high schools have SDMCs
- More government (74%) than government-aided (4%) and unaided private (3%) schools had an SDMC
- More rural (48%) than urban (19%) high schools had SDMCs
- Of existing SDMCs, 72% in rural vs. 55% in urban schools met three or more times in the three months prior to the survey



### Many schools did not prepare girls for modern careers

- Only 54% of high schools taught students to use computers
- 73% of urban high schools in Bagalkot, while only 48% of rural high schools in rural Bagalkot provided computer instruction



### Disparity in enrolment and retention of SC/ST girls

- This survey found a decline in class size among SC/ST girls, with 22% fewer SC/ST girls enrolled in the 10th standard than in the 8th standard in rural Bagalkot District
- Rates of high school enrolment and advancement are lower among SC/ST girls than among SC/ST boys



## Call for action

- ✓ Ensure that schools in the districts comply with mandatory government regulations to make schools girl friendly
- ✓ Ensure that school infrastructure meets the specific needs of girls such as separate, usable toilets
- ✓ Prepare girls for a variety of careers after school by providing computer education and vocational training so that school education is valued
- ✓ Recruit and retain more female teachers in government schools
- ✓ Activate the SDMCs in the schools to play an important role to increase accountability in schools
- ✓ Rigorous follow-up and tracking of SC/ST girls through the school system to ensure that they enter and continue secondary education



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The Samata study and this publication are supported by the STRIVE research programme consortium, funded by UKaid from the Department for International Development. However, the views expressed do not necessarily reflect the department's official policies.

Photos by Priya Pillai and Tara Beattie

Design by Jane Shepherd