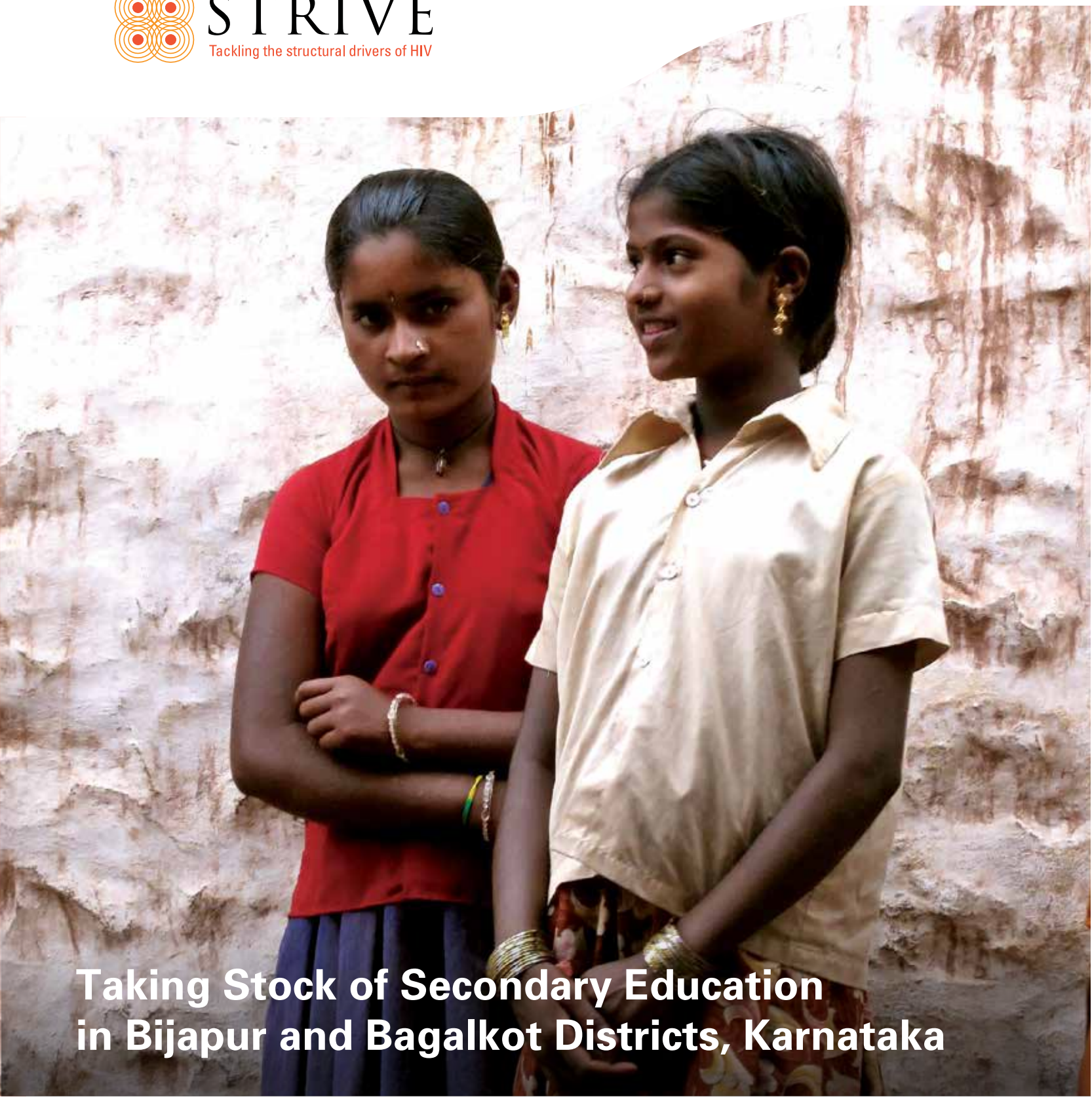
STRIVE

Tackling the structural drivers of HIV



Taking Stock of Secondary Education in Bijapur and Bagalkot Districts, Karnataka

KHPT
Karnataka Health Promotion Trust

London School of Hygiene & Tropical Medicine

UKaid from the Department for International Development

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University of Manitoba

World Bank

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The views expressed herein are those of the authors and do not reflect the official policy or position of UK Department for International Development.

Research team

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Abbreviations

AGP	Adolescent Girls Project
AIDS	Acquired Immunodeficiency Syndrome
ANC	Antenatal Clinic
AY	Academic Year
DLHS	District Level Household and Facility Survey
FSW	Female Sex Worker
GER	Gross Enrolment Ratio
HIV	Human Immunodeficiency Virus
HM	Headmaster or Headmistress
ICHAP	India-Canada Collaborative HIV/AIDS Project
ICRW	International Center for Research on Women
IHAT	India Health Action Trust
KHPT	Karnataka Health Promotion Trust
MHRD	Ministry of Human Resource Development
NRHM	National Rural Health Mission
PIP	Programme Implementation Plan
SC	Scheduled Caste
SDMC	School Development and Monitoring Committee
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
STRIV	Structural Drivers of the HIV Epidemic

Acknowledgements

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Executive summary

Assessments of responses to the HIV epidemic in developing countries have noted not only the importance but also the limitations of biomedical and public health interventions [1], and campaigns to change behaviour [2]. The shortcomings of such approaches indicate that, though indispensible, they are insufficient to halt the epidemic. In addition to biomedical and behavioural interventions, responses must also identify and alleviate structural factors that compel people to engage in risky behaviour and that amplify people's vulnerability to infection [3,4]. Recognition that the HIV epidemic is a symptom of systemic social inequities has led UNAIDS's Executive Director, Peter Piot, and UNRISD's Director, Thandika Mkandawire, to predict that infection rates will fall, and care improve, when many more people are able to find decent work without leaving their families and communities; when women are empowered; when living standards increase, generated by renewed economic growth and rising wages; when quality and coverage of the public health and education systems improve significantly; and when new opportunities are created for civic action in a tolerant and democratic context [3].

In 2011, the London School of Hygiene and Tropical Medicine and a consortium of partners in India, Tanzania, and South Africa launched a six-year programme named Structural Drivers of the HIV Epidemic (STRIVE) to investigate and tackle structural factors—specifically, gender inequality and violence, unemployment, alcohol abuse, and stigma and criminalisation—that drive HIV transmission.

In light of the compelling evidence of the broad contributions of education to social development and HIV prevention, the Karnataka Health Promotion Trust, STRIVE's partner in India, has initiated a project to increase rates of secondary school enrolment and completion among adolescent girls from marginalised communities in Bagalkot and Bijapur Districts of Karnataka. KHPT's adolescent girls project, Samata, will test the hypothesis that retaining a majority of girls in school until they complete tenth grade will delay their sexual debut, increase their age at the time of marriage, and delay or even reduce their entry into sex work, thereby improving their quality of life.

This report reviews factors that jeopardise adolescent girls in northern Karnataka and the evidence of education's contributions to social development and HIV prevention. It then describes and presents findings of a preliminary enumeration and survey conducted by KHPT of all high schools and high school students in the project's districts. The study collected data about all high schools, including the faculty, the physical infrastructure and facilities, services and schemes offered by the schools, and the size and composition of each school's student body, to inform the project's selection of schools to create clusters for control and experimental treatment.

In addition to enumerating the schools and students, the survey identified deficiencies that project Samata will work to correct.

1 Background

1.1. STRIVE and the adolescent girls project

Karnataka Health Promotion Trust's adolescent girls' project, Samata, is a component of the London School of Hygiene and Tropical Medicine's six-year (2011–2017) STRIVE initiative to investigate and tackle structural drivers of the HIV pandemic, specifically gender inequality and violence, poor livelihood options, alcohol abuse, and stigma and criminalisation. The Adolescent Girls Project aims to increase the quality of life of adolescent girls who are at high risk of HIV infection in marginalised communities in two districts of the Indian state of Karnataka by increasing their rates of secondary school enrolment and completion.

1.2. Structural factors diminishing SC/ST adolescent girls' quality of life and elevating their risk of contracting HIV in Bijapur and Bagalkot Districts, Karnataka

Several structural factors—ill-equipped schools, poverty, traditions and cultural norms, low levels of literacy and secondary school completion, and gender and power disparities—disproportionately diminish the quality of life of adolescent girls from Scheduled Castes and Scheduled Tribes in Bijapur and Bagalkot Districts in northern Karnataka.

Poverty and backwardness

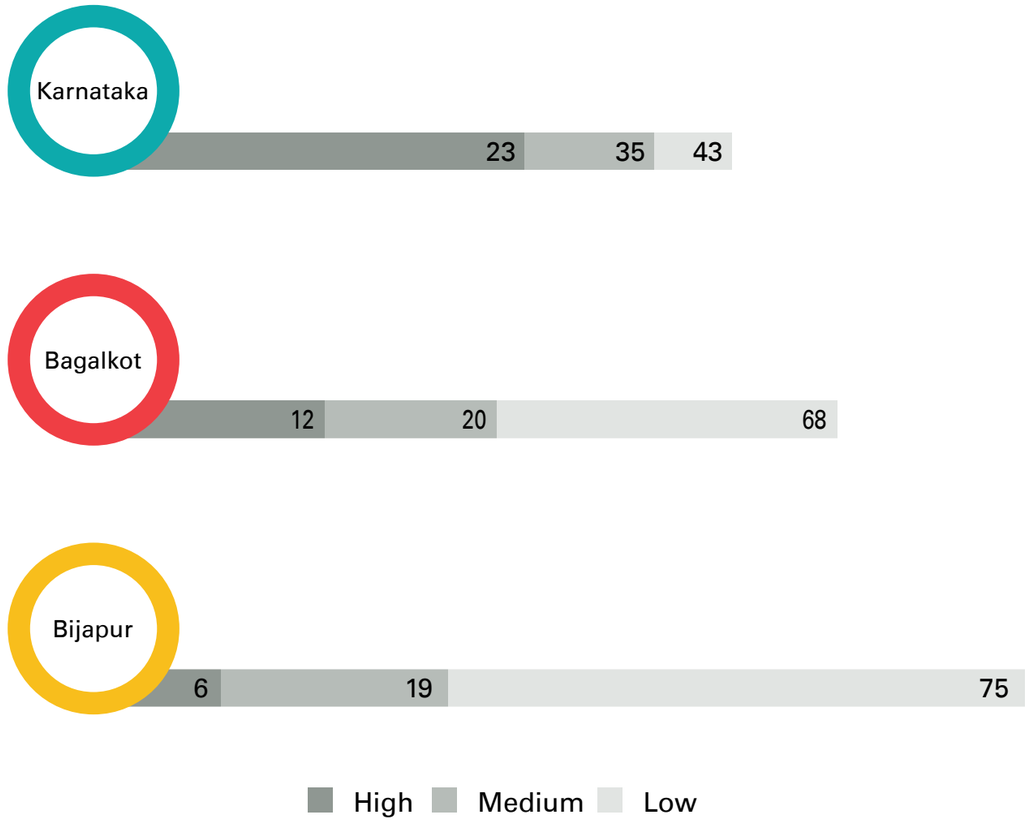
Bijapur and Bagalkot are ranked as "C" category, or backward, districts in terms of critical development indicators [5]. In 2008, with less than 60% of children aged 12–23 months fully vaccinated, Bagalkot and Bijapur were two of the three districts with the lowest rates of vaccination in the state [8]. Maternal and child mortality rates in these districts are significantly higher than the state average, as shown in Table 1.

Table 1: Maternal, infant, and under-5 mortality rates in Bijapur and Bagalkot and Karnataka [Source: 6, 7, 8]

	Maternal Mortality Rate	Infant Mortality Rate	Under-5 Mortality
Bagalkot	**395**	**61**	**71.8**
Bijapur	**395**	**61**	**71.8**
Karnataka	**294**	**51**	**64.1**

The proportions of the populations with a low standard of living in Bagalkot (68%) and Bijapur (75%) greatly exceeds the state average (43%) [Figure 1].

Figure 1: Proportions of the population with high, medium, and low standard of living in Bijapur and Bagalkot and Karnataka [Source: 6, 7, 8]



Underage marriage

The percentage of girls married before 18 years of age in Bijapur and Bagalkot Districts was 65% in 2001 [5]. Since 2001, the percentage of girls marrying before completing 18 years has declined to 52% in rural Bagalkot District and 46% in rural Bijapur District [6, 7].

The prevalence of underage marriage among women from Scheduled Castes and Scheduled Tribes is higher than among all women (Table 2).

Table 2: Rates of underage marriage among girls in Bijapur and Bagalkot and Karnataka [Source: 6, 7, 8]

	Girls marrying before age 18 (%)	SC/ST girls marrying before age 18 (%)	Mean age at marriage among all girls	Mean age at marriage among SC/ST girls
Bagalkot	**46**	**53**	**17**	**16**
Bijapur	**39**	**38**	**18**	**18**
Karnataka	**23**	**32**	**20**	**19**

Dropout rate

The report of Sarva Shiksha Abhiyan Karnataka for 2010–2011 [9] documents a marginal reduction in upper primary school attendance (standards 6–8), and a large fall in enrolment in the transition to standards 9 and 10[1]. The dropout rate of girls in transition from standard 7 to standard 8 is 17% in Bijapur District and 12% in Bagalkot District, far exceeding the state average of 5%. The highest dropout rate from higher primary school is among SC girls, at 9%, compared to 6% among all children in the state.

The drop out rate of girls in transition from 7th to 8th standard in Bijapur (17%) and Bagalkot (12%) far exceeds the state average of (5%).

The highest drop out rate from higher primary school is among SC girls (9%) compared to 6% among all children in the state.

Approximately 4% of nine-year-old adolescents in Bijapur and 3% in Bagalkot are out of school, which increases by age until, at the age of 18 years, nearly 67% of girls in Bijapur and 79% of girls in Bagalkot are out of school. In total, nearly one-third of adolescent girls aged 14 in Bagalkot are out of school compared to about 19% in Bijapur. This dropout level increases significantly beyond the age of 14 years in both the districts, with nearly 50% out of school at the age of 17.

Low literacy

In 2006, female literacy was 36% in rural Bagalkot District and 37% in rural Bijapur District, compared to a state average of 48% among rural women [10].

[1] From 2012, the Education Department started to shift 8th standard in higher primary schools in a phased manner.

HIV prevalence

Bagalkot and Bijapur Districts have generalised HIV epidemics, putting sexually active people at risk of HIV infection if they do not consistently practice safe sex. HIV prevalence in the general population in rural Bagalkot in 2009 was over 3%, with 1% prevalence measured among ANC attendees. HIV prevalence among ANC attendees in Bijapur was above 0.5%. HIV prevalence among female sex workers in Bagalkot in 2008 was 34%. In 2009, over 20% of females tested at ICTCs in Bijapur and Bagalkot were found to be HIV positive [11].

Devadasi tradition

A regional tradition that sanctions sex work by women called devadasis conscripts many girls from SC/ST communities into sex work. This tradition strongly influences the profile of female sex work in northern Karnataka: 70% of FSWs in northern Karnataka, compared to 21% of FSWs in southern Karnataka, are from SC/ST communities; 89% of FSWs in northern Karnataka, compared to 71% of FSWs in southern Karnataka, are illiterate; and the mean age of entry into sex work in northern Karnataka is 18, four years below the state average [12]. KHPT surveys indicate that 34% of girls from devadasi families drop out from school by the age of 10. By truncating their education and initiating them into high-volume sex work at an early age, the devadasi tradition jeopardises girls in myriad ways. The steady supply of devadasis fuels the migration of girls to brothels in Mumbai, Pune, and Sangli in neighbouring Maharashtra State [13], where their risk of contracting HIV is compounded.

Ill-equipped schools

Bagalkot and Bijapur Districts score low on the Education Development Index [14]. Approximately 10% of high school teacher positions are vacant in both districts. Around 30% of high school teachers in Bagalkot and Bijapur are female, below the state average of 39% and noncompliant with the government's mandate that at least 50% of teachers be female [10]. Only 68% of high schools in Bagalkot and 54% of high schools in Bijapur have the eight infrastructure facilities mandated by the Ministry of Human Resource Development [10]. Secondary schools in Bagalkot scored 0.27, and secondary schools in Bijapur scored 0.36 on Karnataka State's School Infrastructure Index [10].

1.3. Education's contributions to girls' quality of life

By vastly improving girls' quality of life, education has proven to be an imperative catalyst for social progress [15]. Initiatives that improve education and reduce the number of out-of-school children contribute to six Millennium Development Goals: eradicating poverty and hunger, empowering women, achieving gender equity in universal education, reducing child mortality, improving maternal health, and halting the spread of HIV [16]. Ensuring that all girls complete secondary education is particularly important because, by delaying their marriage and sexual debut, and lowering their fertility, education improves not just their quality of life, but that of their children as well [15].

Education reduces extreme poverty and hunger

By developing students' cognitive capacity, skills, and knowledge, education creates a more productive, higher-earning workforce [15, 17]. According to UNESCO [18], in low-income countries, each additional year of education adds approximately 10% to a person's income. A study of the populations of 50 countries found that between 1960 and 2000, each additional year of schooling increased GDP by 0.37% annually [18]. The cost to nations that fail to achieve universal secondary education for girls is estimated to be a loss of an average of 0.4% in annual economic growth between 2005 and 2015 [19].

Education promotes gender equality and empowers women

Research by the International Center for Research on Women (ICRW) has found that education empowers women [20].

Secondary education, more than primary education, positively affects women's health and well-being, domestic and social position, economic opportunities, and political activity [21]. By being better able to obtain services and exploit opportunities, educated women improve their life and that of their family.

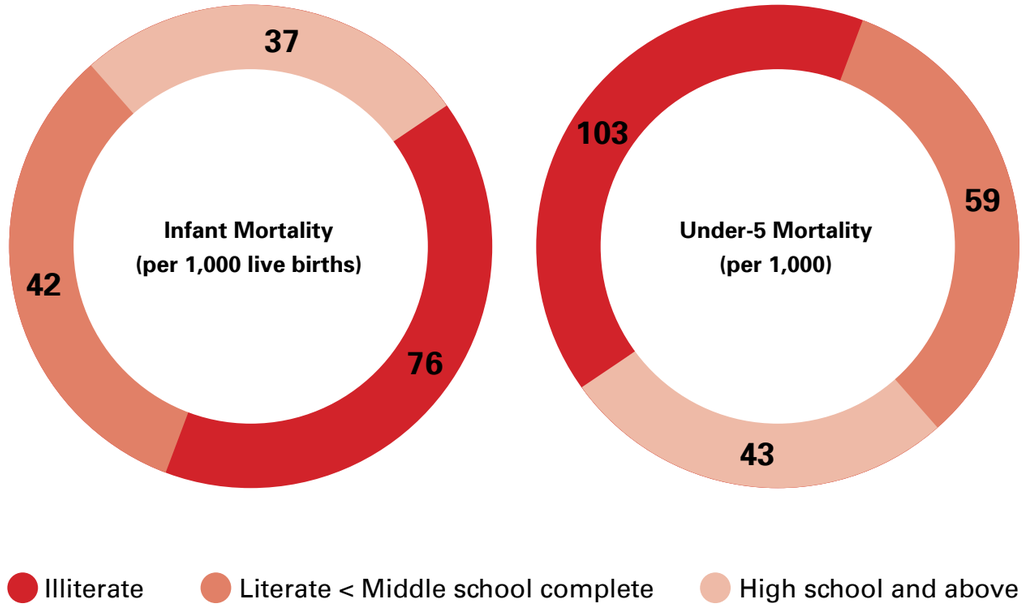
Education has been found to empower women by equipping them with "increased income earning potential, ability to bargain for resources within the household, decision-making autonomy, control over their own fertility, and participation in public life" [21].

Education reduces child mortality

Female education has been found to be associated with reduced infant and maternal mortality, greater family health and welfare, and increased economic productivity [22]. Each additional year of girls' schooling reduces infant mortality by 5–15% [16, 21].

Women with more education, particularly those with six or more years, make greater use of prenatal and delivery services and postnatal care [23, 24, 25]. A relationship between mothers' education and child survival is evident in the data from India's National Family Health Survey (Figure 2).

Figure 2: Infant and under-5 mortality rates by education level of mothers [Source: 26]



Education improves maternal health

Higher levels of education are associated with lower rates of teenage pregnancy [27], smaller family size, and better maternal health [28–35].

Education protects girls from HIV

Education significantly protects girls from HIV infection during the years that they attend school and after they graduate [16, 36–41]. The protective effect of education is important because girls are particularly vulnerable to HIV infection. Of the nearly three million new infections in 2010, 26% occurred in girls aged 15 to 24, and between 1999 and 2010 the number of girls aged 10 to 14 living with HIV increased six-fold, to 300,000 [42]. Among people aged 15 to 24, females are more than twice as likely to be infected [43]. A review of data from India found that women with less than four years of education had the highest levels of HIV prevalence [44].

Education protects girls and women by increasing their use of condoms [45] and their age at first sex [45, 46], by reducing rates of teenage pregnancy [47], by teaching them how HIV spreads and the importance of knowing their HIV status [48], by increasing their income earning potential [21], and by lowering their rates of sexually transmitted infections [47]. UNAIDS estimates that at least seven million new cases of HIV would be prevented in a decade if every child completed primary education [49]. Studies from several countries show that HIV infection rates are at least twice as high among young people who do not finish primary school as among those that do [50]. Analysis of data from 15 to 18 year old girls in Zimbabwe found that those enrolled in school were more than five times less likely to have HIV than those who dropped out of school [51]. School-based HIV prevention education is a highly cost-effective investment [52, 16].

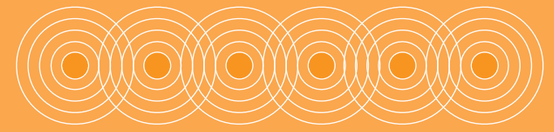
Education is a proven means to prevent HIV/AIDS

A general basic education has an important preventive impact. It can equip children and youth to make healthy decisions concerning their own lives, bring about long-term healthy behaviors, and give people the opportunity for economic independence and hope.

It is among the most powerful tools for reducing girls' vulnerability. Girls' education can go far in slowing and reversing the spread of HIV by contributing to female economic independence, delayed marriage, family planning, and work outside the home.

It offers a ready-made infrastructure for delivering HIV/AIDS prevention efforts to large numbers of the uninfected population—schoolchildren—as well as youth, who in many countries are the age group most at risk.

It is highly cost-effective as a prevention mechanism, because the school system brings together students, teachers, parents, and the community, and preventing AIDS through education avoids the major AIDS-related costs of health care and additional education supply [16].



Education delays marriage

Despite marriage below the age of 18, also known as underage marriage, being internationally classified as a human rights violation [53], more than 100 million girls globally are likely to be child brides between 2011 and 2020 [53]. One-third of girls are married before the age of 18, and one-third of women deliver a child before they turn twenty [54].

The Prohibition of Child Marriage Act (2006) prohibits underage marriage throughout India, yet nearly half of married Indian women were underage at the time of marriage [55].

The prevalence and consequences of underage marriage in developing countries impede women's empowerment. It not only compromises girls' quality of life but also jeopardises their survival. Married girls are at greater risk of sexually transmitted infections and HIV than are unmarried sexually active girls [56, 57], and pregnancy is the leading cause of death for girls aged 15–19 in developing countries [58].

Research in India found that girls who married earlier were less likely to use a contraceptive to delay their first birth and to deliver their first child in a facility [59].

Research indicates that keeping girls in school can delay their marriage [47]. In a child marriage hotspot in Ethiopia, a project that introduced incentives for girls' school attendance and created informal girls' clubs found that girls between the ages of 10 and 14 were much less likely to be married in the intervention area (2%) than those in the control area (22%) [60, 61].

Education delays girls' sexual debut

Education's effect of delaying girls' sexual debut [47] protects them from HIV, sexually transmitted infections, and teenage pregnancy. A study of women in South Africa found that women who were younger at the time of their first sexual experience were more at risk of HIV infection [62].

Education lowers fertility levels

An analysis of data from 100 countries found that an additional year of female education reduces the total fertility rate by 0.23 births [63]. Another study found that an additional year of education reduces fertility rates by 10% [64]. The inverse relationship between education and fertility has been widely observed and noted [18, 28–35, 65–67]. Many studies confirm that girls who drop out of school and marry in their early teens typically become pregnant and give birth before their bodies are ready, and continue to have closely spaced births, resulting in high mortality for both mothers and infants [21].

Education is associated with lower levels of violence against women

Analysis of Demographic and Health Survey data from Cambodia, Colombia, India, and Nicaragua has found that women with more education are less likely to report ever having experienced violence [68]. The study also found that in the Dominican Republic, Egypt, Peru, and Zambia the highest rates of violence were among women with primary education, and the lowest rates were among women with secondary or higher education [68].

2 The high school enumeration

2.1. Objectives

This enumeration of high schools and high school students in Bijapur and Bagalkot Districts was done to inform our selection of schools to create randomised clusters for experimental and control treatment in the Adolescent Girls project.

The high school enumeration was designed:

- To obtain data describing the numbers, locations, categories, and types of high schools in Bagalkot and Bijapur Districts
- To record the numbers of students enrolled in 8th, 9th, and 10th standards by gender and caste (SC/ST) for the current academic year (2012–13) and the numbers of students enrolled and passed in the previous year (2011–12) by gender
- To collect details about the teachers and School Development and Monitoring Committees (SDMCs)
- To measure the extent to which schools provide the minimum mandatory infrastructure and facilities
- To identify the schemes and other services offered by the schools and the prevalence of such schemes and services among the schools

2.2. Methodology

Data was recorded in a standardised form and open-ended interviews were held with the school staff in all high schools in the two districts by KHPT staff.

2.3. Study design and implementation

In August 2012, an enumeration method and tool (Appendix A) were designed and a list of all high schools (schools having 8th, 9th, and 10th classes) was obtained from the Department of Education. KHPT staff underwent a one-day orientation that prepared them to conduct the enumeration fieldwork.

The enumeration fieldwork was performed by KHPT staff in Bagalkot and Bijapur Districts between September and November 2012. Nine teams of two investigators visited all the high schools in the list provided by the Department of Education and collected data from school records. At each school, the headmaster or headmistress (HM) then authenticated the data.

Quality control

Three supervisors monitored the fieldwork on a daily basis to ensure the quality of collected information by checking at least one completed form of each team for completeness and consistency. Supervisors also verified that every form was completed correctly and consistently.

The fieldwork was overseen by KHPT's monitoring and evaluation (M&E) officer of Belgaum zone and also the M&E manager from KHPT's head office in Bangalore. The M&E officer from Belgaum zone verified the data collection on a random basis to check and ensure that all the forms were completed correctly.

Information about school infrastructure, schemes, and other services offered by schools was collected through open-ended interviews with the HMs and School Development and Monitoring Committee members.

During the fieldwork, we discovered schools offering 8th standard that were not included in the list provided by the Education Department. After enquiring with the department, we were told that from 2012, some higher primary schools were allowed to initiate 8th standard. Hence, the investigators enumerated all such schools too.

Findings were analysed between December 2012 and March 2013.

2.4. Measures

Using the enumeration form and open-ended interviews, investigators collected data about a) all high schools in Bijapur and Bagalkot Districts, b) the students, c) the teachers and School Development and Monitoring Committees, d) the schools' infrastructure and facilities, and e) schemes and other services offered by the schools.

Data about the schools

Investigators recorded:

- the name of each school and the code of its city, town, or village
- each school's 11-digit Education Department unique ID
- whether the school was in a rural or urban location
- the name and two-digit code of the school's taluka
- the name and two-digit code of the school's district
- whether the school was government-run or private
- whether the school was entirely or partly government funded ("aided"), or entirely privately funded ("unaided")
- whether the school offered:
  - Only 8th, 9th and 10th standard (no primary and higher primary);
  - Secondary education (8th to 10th) along with higher primary (i.e., 6th and 7th standard); or
  - Secondary education (8th to 10th) along with primary and higher primary (i.e., 1st to 7th standard)
- the language of instruction: Kannada, English, Kannada and English, Marathi, or Urdu
- whether the school was co-educational, boys-only, or girls-only

Student data

Investigators then collected the following data about each school's student body:

- boys and girls enrolled in standards 8, 9, and 10 in the academic year 2012-13
- SC/ST boys and girls enrolled in standards 8, 9, and 10 in 2012-13
- boys and girls enrolled in standards 8, 9, and 10 in 2011-12
- boys and girls who passed standards 8, 9, and 10 in 2011-12

Teachers and School Development and Monitoring Committee activity

Investigators next collected the following data:

- the number of sanctioned positions of teachers
- the number of teachers currently working in the school (including teachers deputed to this school from other places and excluding teachers from this school deputed to other schools)
- the number of teachers from this school deputed to other schools
- the number of teachers deputed from other schools to this school
- the number of physical education teachers working in the school
- the number of SDMC meetings conducted in the last 3 months

School infrastructure

The Union Ministry of Human Resource Development (MHRD) has mandated eight basic facilities in schools: toilets for boys and girls, electricity, playground, ramps, library, compound wall, and drinking water.

Investigators recorded whether the school has 10 basic facilities, which include seven of the eight mandated minimum requirements for any school:

- Does the school have an all-weather (i.e., well-constructed) building?
- Does the school have an office for the head teacher?
- Does the school have separate toilets for boys and girls?
- Are the toilets in usable condition and accessible for students?
- Does the school have a playground?
- Does the school have a library?
- Does the school building have a functioning electricity connection?
- Does the school have ramps for disabled students?

- Does the school have computers that are used to teach students to use computers?
- Does the school have a drinking water supply that is currently available to the students and used by the students?

Schemes and other services

Through interviews with the school headmaster or headmistress, investigators collected details about various schemes and services offered by the school to support SC/ST students, including scholarship programmes, tutorials, livelihood training, and mid-day meals:

- Does the school have a scholarship programme for SC/ST students to assist and encourage them to remain in school?
- Does the school provide tutoring for students who need help?
- Does the school provide training, education, or career counseling to help students prepare for employment or start their own business?
- Does the school provide lunch for students?
- Does the school provide any other scheme or services?

2.5. Analyses

Data was analysed in SPSS to create frequency tables, and Excel was used to calculate the sums, percentages and proportions of variables.

3 Findings

3.1. Schools

A total of 1075 high schools were enumerated in 1283 villages and 18 towns.

Location, rural or urban

As shown in Table 3, of the 1075 high schools, 475 (44%) are in Bagalkot District and 600 (56%) are in Bijapur District. Urban towns have 319 (30%) high schools, and rural villages have 756 (70%) high schools. In Bagalkot, 68% of high schools are in rural areas, and in Bijapur 72% of high schools are in rural areas. Rural high schools served an average of 1.7 villages.

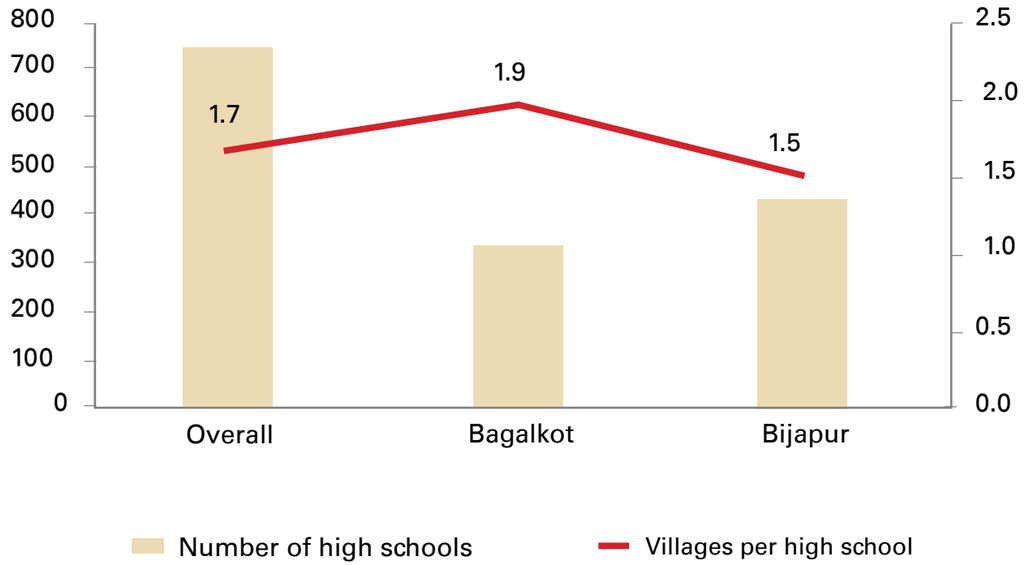
Table 3 : Distribution of rural and urban high schools in the villages and towns of Bagalkot and Bijapur Districts

District	Total high schools	Villages	Rural high schools	High schools per village	Towns	Urban high schools	High schools per town
Overall	**1075**	**1283**	**756**	**0.59**	**18**	**319**	**17.72**
Bijapur	**600**	**660**	**434**	**0.66**	**6**	**166**	**27.67**
Bagalkot	**475**	**623**	**322**	**0.52**	**12**	**153**	**12.75**

Despite the much higher density of high schools in towns (17.72 per town) than in villages (0.59 per village), urban high schools had more students. Urban high schools had, on average, 201 students, and rural high schools had, on average, 146 students.

Rural high schools served students from an average of 1.7 villages (Figure 3).

Figure 3: Number of rural high schools and average number of villages covered per rural high school



Government or private

As shown in Table 4, while just over half of all high schools (52%) are government run, most urban high schools (72%) are private, whereas most rural high schools (62%) are government run (Figure 4).

Figure 4: Distribution of high schools by type of school and by location

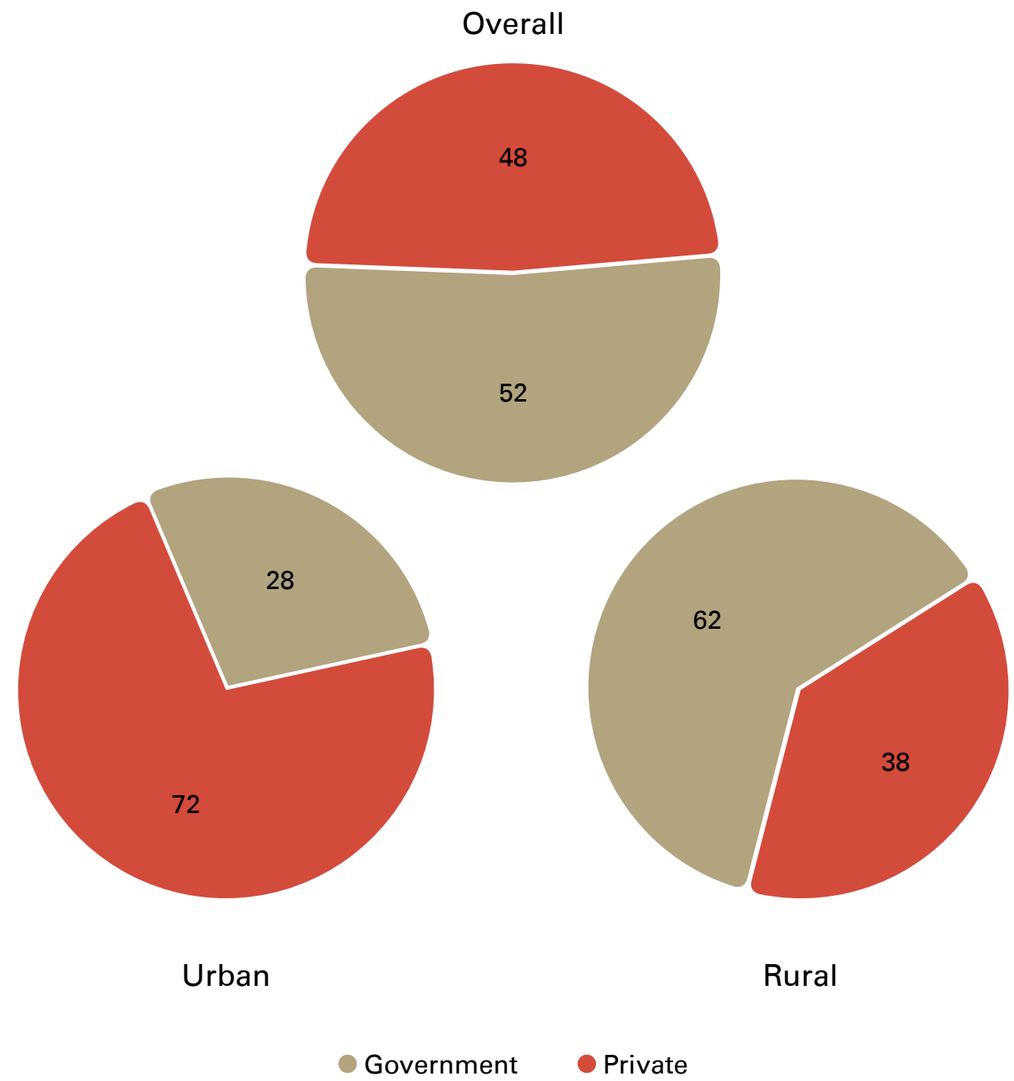


Table 4: Distribution of high schools by characteristics and by location

		Overall 1075	Urban 319	Rural 756
Type of school	Government	**51.6**	**27.6**	**61.8**
	Private	**48.4**	**72.4**	**38.2**
School category	Secondary and above (8+ std)	**67.6**	**67.4**	**67.7**
	Upper primary and above (6+ std)	**9.9**	**8.2**	**10.6**
	Primary and above (1+ std)	**22.5**	**24.5**	**21.7**
Medium of teaching	Kannada	**83.9**	**63.3**	**92.6**
	English	**8.1**	**19.1**	**3.4**
	Kannada & English	**1.7**	**4.1**	**0.7**
	Marathi	**0.2**	**0.6**	**0.0**
	Urdu	**6.1**	**12.9**	**3.3**
Education type	Only girls	**7.5**	**13.5**	**5.0**
	Only boys	**2.5**	**4.4**	**1.7**
	Co-education	**90.0**	**82.1**	**93.3**

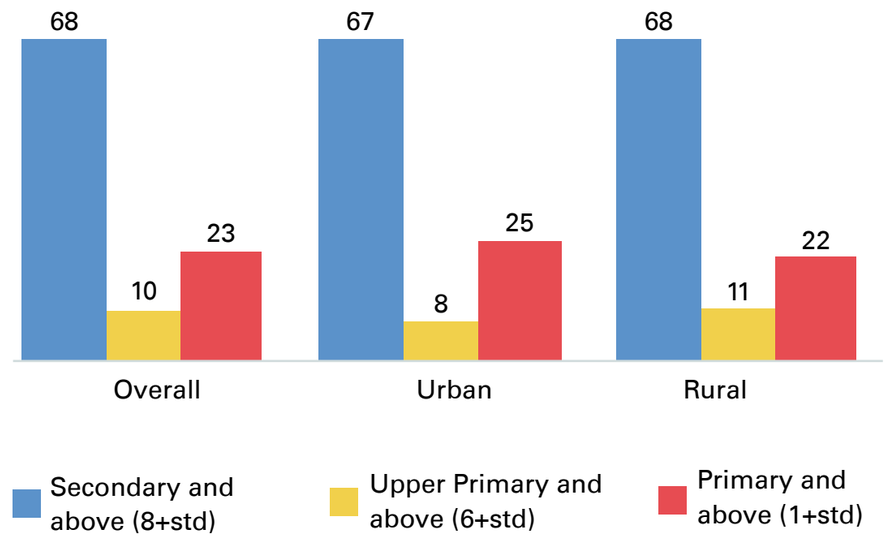
Aided, unaided, or government-funded

A majority of the high schools (52%) are entirely government funded, followed by aided high schools (29%), which receive government grants, and unaided high schools (19%), which are private schools that receive no government grants.

School category

As shown in Figure 5, most of the schools (68%) offered only secondary classes and above (8+ standard), followed by schools (23%) that offered primary and above (1+ standard) and a small proportion (10%) that offered upper primary and above (6+ standard).

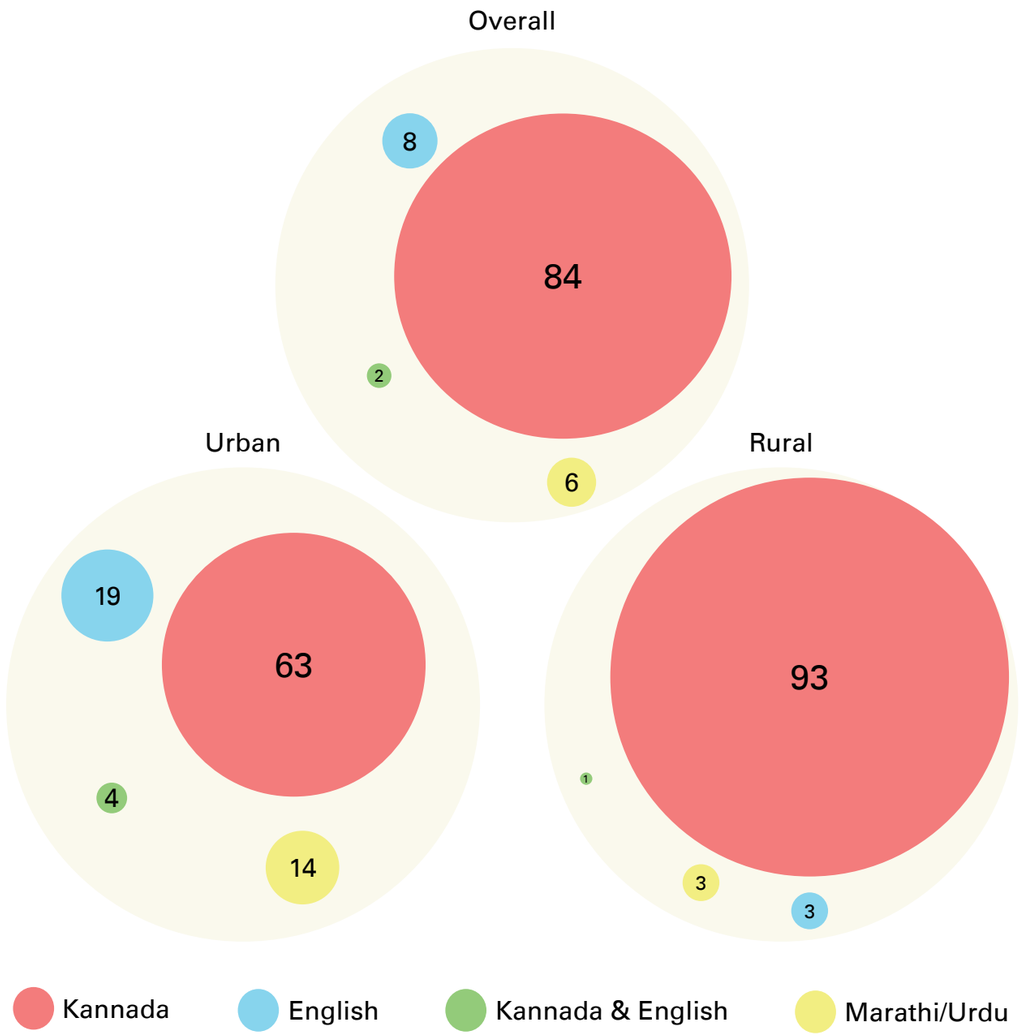
Figure 5: Distribution of high schools by category of school and by location



Language of instruction

The language of instruction is Kannada in 84% of schools, English in 8% of schools, Urdu in 6% of schools, Kannada and English in 2% of schools, and Marathi in 0.2% of schools (Figure 6). Kannada is the exclusive medium of instruction for 84% of all enrolled girls and for 92% of enrolled SC/ST girls.

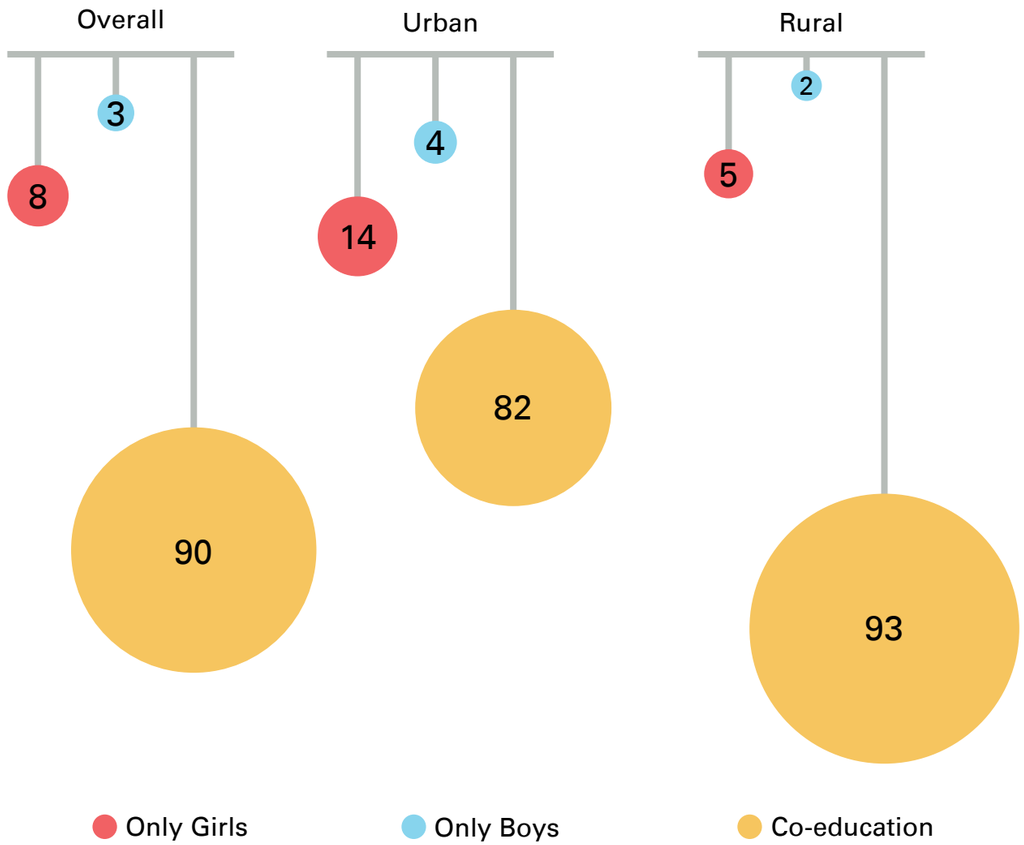
Figure 6: Distribution of high schools by language of instruction and by location



Education type

The majority (90%) of the high schools are co-educational (Figure 7), serving 83% of all enrolled girls and 82% of all enrolled SC/ST girls. The remaining girls attend schools for girls only.

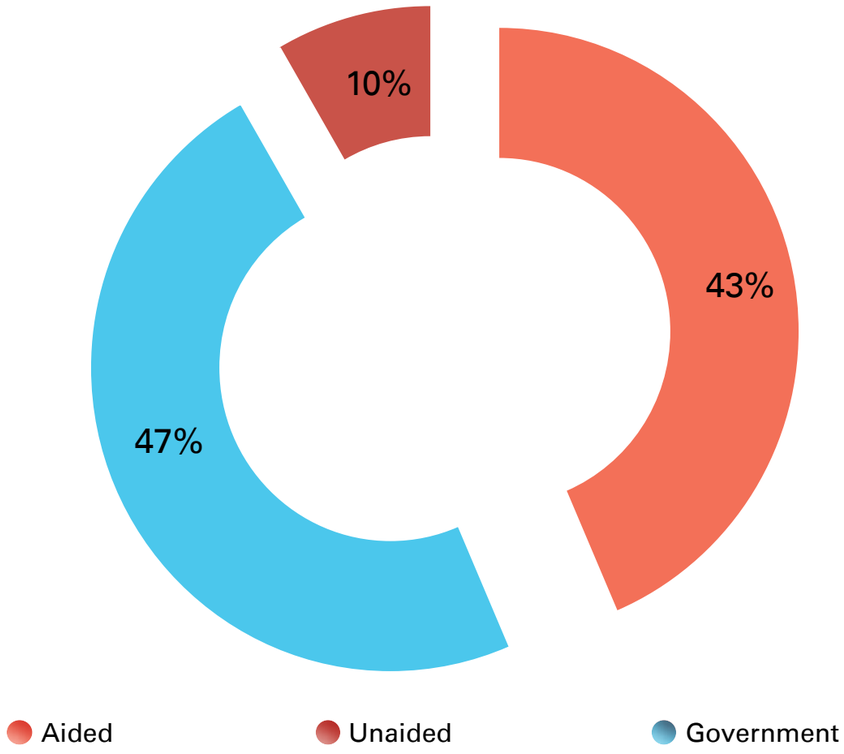
Figure 7: Distribution of high schools by education type and by location



3.2. Students

Of the SC/ST girls enrolled in 2012-13, 36% were enrolled in urban high schools, and 64% in rural high schools. More than half (53%) of enrolled SC/ST girls were in private high schools, and 47% in government high schools. As shown in Figure 8, 10% of SC/ST girls attend unaided private schools and 43% attend private schools that receive government aid.

Figure 8: Distribution of SC/ST girls enrolled in government, aided, and unaided schools



Proportion of SC/ST girls among girls enrolled in 2012-13

Of the 79,502 female students enrolled in 2012-13, 15.662 (20%) were SC/ST girls. The proportion of SC/ST girls was 18% in urban schools and 21% in rural schools. No SC/ST girls were enrolled in 10% of the schools. In 17% of the schools, less than 10% of the female students were from SC or ST communities. In 40% of the schools, between 10% and 24% of the female students were from SC or ST communities. And in 32% of the schools, over 24% of the female students were from SC or ST communities.

Ratio of male to female students

Among all students, there were 119 males per 100 females. Among SC/ST students, there were 137 SC/ST males per 100 SC/ST females. This average, however, conceals considerable variation between districts and locations, as shown in Figure 9. While the ratio of SC/ST boys to girls decreased from 1.25 in standard 8 to 1.19 in standard 10 in urban high schools, the ratio increased from 1.45 in standard 8 to 1.5 in standard 10 in rural high schools. Urban high schools in Bagalkot District nearly have gender parity among SC/ST students. Rural high schools in Bijapur District have 159 male SC/ST students per 100 female SC/ST students in standards 9 and 10.

Figure 9: Male to female SC/STstudent ratios in standards 8, 9 and 10 in urban and rural high schools in Bagalkot and Bijapur districts

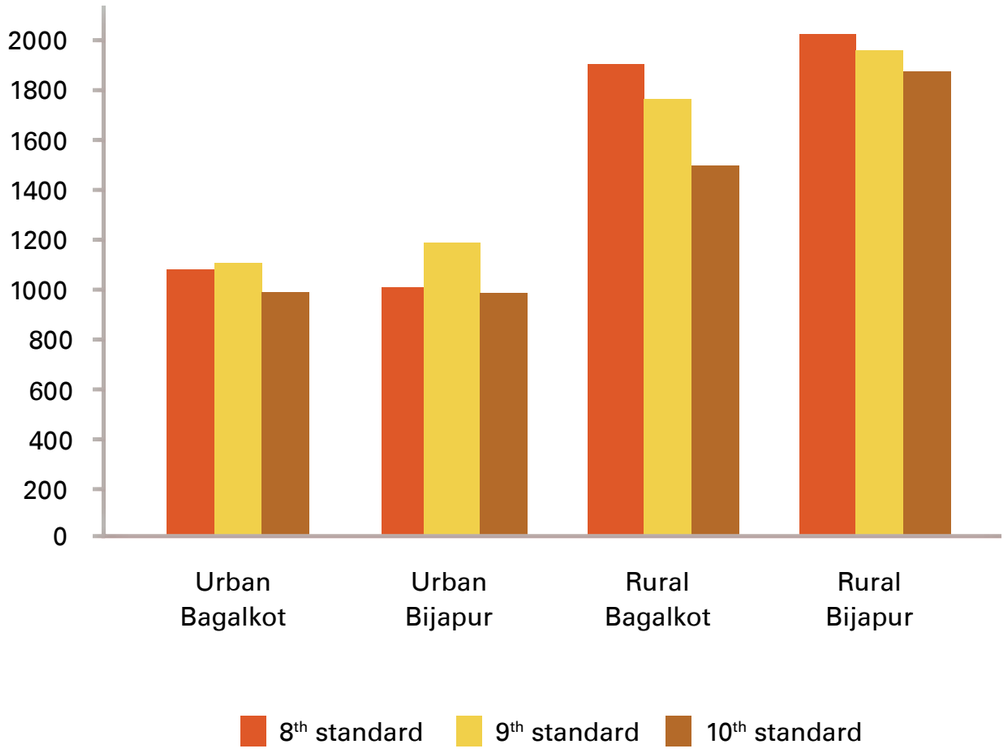
Class size attrition between 9th and 10th standards

Of the 26, 425 female students who passed 9th standard in 2012, 95% were enrolled in 10th standard. Of the 32, 000 male students who passed 9th standard in 2012, about 97% were enrolled in 10th standard.

Class sizes of SC/ST girls and boys in 8th, 9th, and 10th standards in 2012-2013

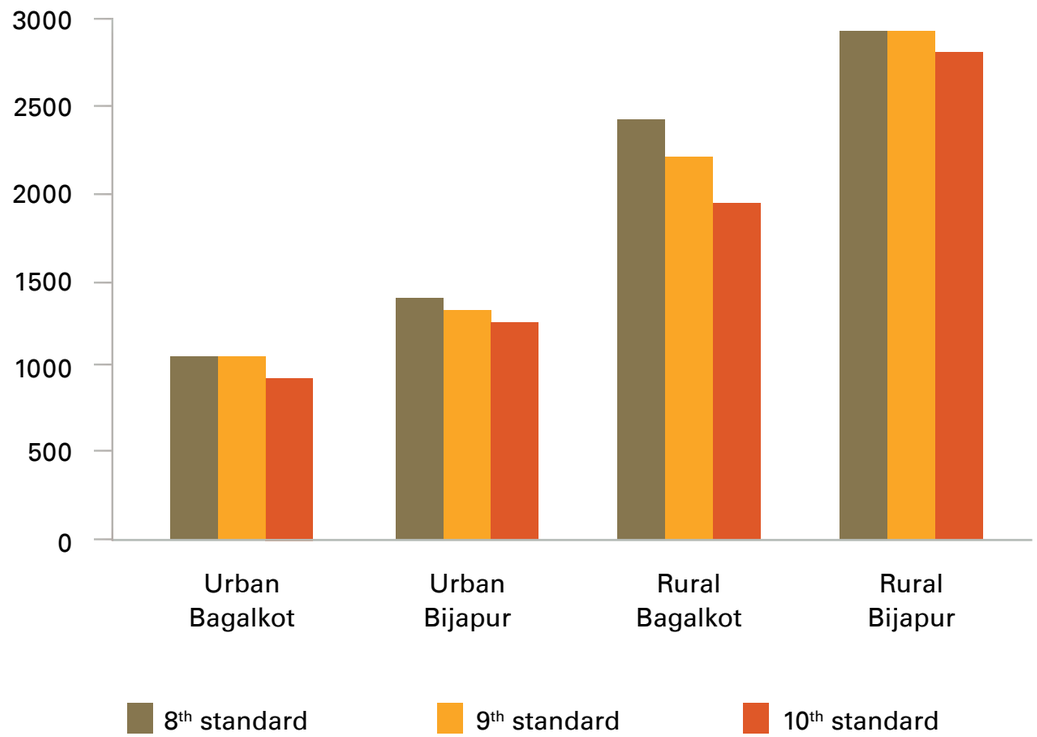
In 2012-13, there were 22% fewer SC/ST girls enrolled in 10th standard than in 8th standard in rural Bagalkot District (Figure 10).

Figure 10: Numbers of 8th, 9th, and 10th standard SC/ST girls enrolled by location, 2012-2013



There were 20% fewer SC/ST boys enrolled in 10th standard than in 8th standard in rural Bagalkot District.

Figure 11: Numbers of 8th, 9th, and 10th standard SC/ST boys enrolled by location, 2012-2013



In Bijapur and Bagalkot Districts in the academic year 2012-13, 5445 SC/ST adolescent girls were enrolled in 8th standard, and 4796 SC/ST girls were enrolled in 10th standard.

3.3. Teachers and School Monitoring and Development Committees

In urban high schools, there were 20 students for every teacher. In rural high schools, there were 18 students for every teacher.

The number of sanctioned teacher positions

High schools had, on average, 94% of sanctioned teacher posts filled, ranging from 90% of posts filled in aided schools to 100% of posts filled in unaided schools. About 94% of posts were filled in government schools.

The numbers of teachers and female teachers

On an average, urban high schools had 10 teachers and rural high schools had eight teachers. Of the 9.258 high school teachers in the two districts, 31% were female. The percentage of female teachers in schools ranged from 16% in aided high schools to 37% in government schools, with unaided schools having 36% female teachers.

The number of teachers deputed to schools elsewhere

At the time of the survey, 141 teachers appointed to high schools in Bagalkot and Bijapur Districts were deputed to other schools.

The number of teachers deputed from other schools

At the time of the survey, 168 of the high school teachers in high schools in Bagalkot and Bijapur Districts were deputed from other schools.

The numbers of physical education teachers

Of the 9258 high school teachers in Bagalkot and Bijapur Districts, 934 (10%) were physical education teachers, out of which 112 (12%), were women. While 16% of physical education teachers in urban high schools were women, only 10% of physical education teachers in rural high schools were women.

The presence of School Development and Monitoring Committees, and the number of SDMC meetings conducted in the last three months

Although 428 (40%) of the 1075 high schools had School Development and Monitoring Committees, there was extreme variation between the categories of schools. Whereas 74% of government schools had an SDMC, just 3% of unaided schools and 4% of aided schools had an SDMC.

School Development and Monitoring Committees met three or more times in the last three months in 28% of the 1075 schools, once or twice in the last three months in 11% of the schools, and not at all in the last three months in 2% of the schools.

SDMCs were much more common and active in rural high schools than in urban high schools. Of the 48% of rural high schools that had SDMCs, 35% of these committees met three or more times in the past three months. Of the 19% of urban high schools that had SDMCs, 11% of these committees met three or more times in the previous three months.

3.4. School infrastructure

While no urban high school was entirely without desirable infrastructure, six schools in rural Bagalkot District and three schools in rural Bijapur District had none of the 10 desirable infrastructural facilities.

Of all the 1075 high schools, the majority of the schools (70%) had between eight and 10 desired infrastructural facilities, while 26% had between four and seven desired infrastructural facilities.

The infrastructural feature least common in schools was ramps to provide access for disabled students. As shown in Table 5, only 38% of schools had such ramps. The most common facilities found at schools (96%) were drinking water, and an all-weather (i.e., brick-and-mortar) building. Most schools (79%) of the schools had a library, ranging from 90% of urban schools in Bagalkot District to 73% of schools in rural Bijapur.

Separate toilets for boys and girls, a facility that makes schools much more "girl friendly," existed in 89% of the high schools, ranging from 95% of urban schools in Bagalkot District to 83% of schools in rural Bijapur. However, toilets were usable in only 81% of the schools, ranging from 92% of toilets in urban schools in Bijapur District to 69% of Bijapur's rural schools.

The most common facilities found at schools (96%) were drinking water, and an all weather (i.e. brick and mortar) building. Separate toilets for girls and boys, a facility that makes schools much more 'girl friendly', existed in 89% of the high schools. Most schools (79%) had a library.

Students received instruction on how to use computers in 54% of the high schools. Of the 15, 662 SC/ST girls enrolled in high schools in Bagalkot and Bijapur, just 8, 661 (55%) attended schools that instructed students on how to use computers.

Students received instruction on how to use computers in 54% of the high schools, ranging from 48% of high schools in rural Bijapur District to 73% of urban high schools in Bagalkot District. Of the 15, 662 SC/ST girls enrolled in high schools in Bagalkot and Bijapur Districts, just 8, 661 (55%) attended schools that instructed students on how to use computers.

Three fourths (75%) of schools had an office for the head teacher, 92% had a playground, and 90% had electricity in the school building. Although a greater percentage of private schools had separate toilets for boys and girls, usable toilets, and computer instruction for students, a smaller percentage of private schools provide lunch, ramps for access to the disabled, livelihood training, or additional unspecified schemes or services.

Table 5: Distribution of schools by basic facilities

	Overall	Urban	Rural
Separate toilet for boys and girls	**89**	**94**	**87**
Playground	**92**	**94**	**92**
Library	**79**	**88**	**76**
Electricity	**90**	**96**	**88**
Ramps for disabled	**38**	**30**	**41**
Computers	**54**	**69**	**48**
Drinking water facilities	**96**	**98**	**95**
All weather buildings	**96**	**97**	**96**
Separate office for the head teacher	**75**	**54**	**75**

3.5. Schemes and other services offered by schools

Scholarships to encourage and financially assist SC/ST students to remain in school were offered by 87% of the high schools (see Table 6).

Distribution of high schools by schemes and services, and location

Such scholarships were offered by 91% of high schools in rural areas and 79% of urban high schools. Most (92%) of the female SC/ST high school students were enrolled in schools that offered scholarships for SC/ST students.

Tutoring was available for students who needed help in 63% of urban high schools and in 61% of rural high schools. About 64% of female SC/ST high school students were enrolled in schools that provided tutoring.

Less than half the high schools (46%) provided livelihood training to prepare students to earn an income. Livelihood training was provided in 45% of urban high schools and 46% of rural high schools. About 46% of female SC/ST high school students were enrolled in high schools that provided livelihood training.

Lunch is provided to students by 61% of urban high schools and 86% of rural high schools. 88% of female SC/ST high school students were enrolled in high schools that provided lunch for students.

Other schemes and services were provided to students by 54% of urban high schools and by 75% of rural high schools.

Table 6: Distribution of schools by schemes and services provided for students

	Overall	Urban	Rural
Scholarships for SC/ST students	**87**	**79**	**91**
Special tutorials	**61**	**63**	**61**
Livelihood training	**46**	**45**	**46**
Lunch	**79**	**61**	**86**
Other scheme or service	**69**	**54**	**75**

4 Conclusions and discussion

The findings of this exercise will be used for two purposes: a) to inform the selection of schools for the creation of clusters that will serve as control and experimental arms in KHPT's Adolescent Girls Project and b) to reveal the types and degrees of disparities and deficiencies within secondary education in Bagalkot and Bijapur Districts, which the project should investigate and address.

Are high schools in Bijapur and Bagalkot Districts doing all that they should to keep SC/ST girls in school and prepare them well for adulthood? The declining class sizes among SC/ST girls, enrolment disparities between SC/ST boys and girls, and the infrastructure and service deficiencies documented by this survey indicate that not enough SC/ST girls enrol in and remain enrolled through secondary school, and that schools can do more to retain and educate 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. Data from the survey indicate that the rates of high school enrolment and advancement are lower among SC/ST girls than among SC/ST boys.

Of the 37, 049 SC/ST students enrolled in high schools in these districts in 2012-13, 58% were boys and 42% were girls, a ratio of four boys for every three girls. Between the districts, this imbalance ranged from 55% male vs. 45% female SC/ST students in Bagalkot District high schools to 60% male vs. 40% female SC/ST students in Bijapur District high schools.

In terms of basic infrastructure, facilities, services, and schemes, improvements need to be made in respect to tutoring, computer instruction, livelihood training, ramps for disabled students, toilets, and libraries. Of particular concern are the survey's findings that

- 39% of high schools do not offer tutoring,
- 46% of high schools do not provide computer instruction, and
- 54% of high schools do not provide livelihood training.

Given the ever-growing influence of computer literacy on young people's job prospects, it is alarming that of the 15, 662 SC/ST girls enrolled in high schools in Bagalkot and Bijapur Districts, 7, 000 (45%) attend schools that do not teach students how to use computers. It is additionally disconcerting that less than half of the high schools (46%) provide livelihood training to prepare students to earn an income. Approximately 40% of schools do not provide tutoring for students who need additional help. Tutoring is available for students who need help in 63% of urban high schools and in 61% of rural high schools. Physically disabled students in the districts encounter difficulty entering many of the schools: 70% of urban high schools and 59% of rural high schools do not have ramps for disabled students.

High schools in rural Bijapur had poorer infrastructure than high schools in other locations: 31% of high schools in rural Bijapur had no useable toilets; 27% had no library; and 13% had no electricity.

School Development and Monitoring Committees

Whereas 74% of government schools had an SDMC, just 3% of unaided schools and 4% of aided schools had an SDMC. With 53% of SC/ST female high school students enrolled in private schools, the rarity of SDMCs in private schools is a cause for concern if no comparable arrangement exists for oversight and accountability.

Most SC/ST girls (95.3%) are enrolled in 71% of the high schools

The 339 high schools, in which a quarter or more of the female students are from SC/ST communities, are only 32% of all high schools but contain over half (54%) of all enrolled SC/ST girls and over half (57%) of the SC/ST girls enrolled in 8th standard.

Moreover, the 762 (71%) high schools in which at least 10% of the female students are either SC or ST collectively contain 95% of all enrolled SC/ST girls and 96% of SC/ST girls enrolled in 8th standard.

5 Limitations

Although the survey collected data about all high school students enrolled and passed in AY 2011-12, it did not collect data about SC/ST students enrolled and passed in AY 2011-12. Consequently, we could calculate pass rates for all students and also observe the changes in class sizes between AY 2011-12 and 2012-13 for all students, but we could not learn these things for SC/ST students.

The survey did not capture details about the capacity of the teachers, training they have undergone, the schools' student performance tracking mechanisms, or schools' dropout follow-up mechanism.

Although the survey captured the number of teachers deputed elsewhere from high schools in Bijapur and Bagalkot Districts, the survey did not find out where such teachers were deputed to. Therefore, it was not possible to calculate whether such deputations decrease the number of teachers in the districts.

Although the survey captured the number of teachers deputed from other schools to high schools in Bijapur and Bagalkot Districts, the survey did not specify where such teachers are deputed from. Therefore, it was not possible to determine whether such deputed teachers increase the total number of teachers in the districts.

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Appendices

A. Enumeration Tool

B. Tables

KHPT **KARNATAKA HEALTH PROMOTION TRUST** STRIVE Tackling the structural drivers of HIV

Intervention To Improve Quality Of Life Of Adolescent Girls by Reducing Barriers And Facilitating Transition To Secondary Education

PROFILE OF HIGH SCHOOLS

A: School related information (All the schools with 8th, 9th and 10th standards should be enumerated using this format)

Name the School .....

DISE Code of the School ..... ☐☐☐☐☐☐☐☐☐☐

Name and code of City/Town/Village ..... ☐☐☐

Urban/Rural Status (Urban=01;Rural=02) ..... ☐☐

Name and code of the Taluka ..... ☐☐

Name and code of the District ..... ☐☐

Type of school (Government=1; Private=2) ..... ☐

AID Status (Aided=1; Un Aided=2) ..... ☐

School Category: Secondary and above (8+ std)=1, Upper primary and above (6+ std)=2; Primary and above (1+std)=3 ..... ☐

Medium of teaching (Kannada =1; English=2; Both Kannada & English=3;Marathi=4,Urdu=5) ..... ☐

Education Type (Only Girls=1; Only Boys=2; Co-education=3) ..... ☐

B: Student related information (Record the total number of students as per the school records)

		8th Std		9th Std		10th Std	
		M	F	M	F	M	F
1	Students enrolled in academic year – 2012-13						
2	SC/ST students enrolled in academic year - 2012-13						
3	Students enrolled in academic year – 2011-12						
4	Students passed out in academic year – 2011-12						

C: Teachers and School Development and Monitoring Committee

5	Total number of sanctioned position of teachers	Total number of teachers/ ..... ☐☐
6	Total number of teachers in place	Male ..... ☐☐ Female ..... ☐☐
7	Number of teachers deputed from this school to other place	Male ..... ☐☐ Female ..... ☐☐
8	Number of teachers deputed from other place to this school	Male ..... ☐☐ Female ..... ☐☐
9	Number of physical education teachers in place	Male ..... ☐☐ Female ..... ☐☐
10	Number of SDMC meeting conducted in the last 3 months	Number ..... ☐☐ No SDMC 98

D: School infrastructure			
		Yes	No
11.	Does the school have an all weather building?	1	0
12.	Does the school have an office for head tacher?	1	0
13.	Does the school have separate toilets for boys and girls?	1	0
14.	Whether the toilets are in usable condition?	1	0
15.	Does the school have play ground?	1	0
16.	Does the school have a library?	1	0
17.	Does the school have electricity for school building?	1	0
18.	Does the school have ramps for disabled students?	1	0
19.	Does the school have computers?	1	0
20.	Does the school have drinking water facility?	1	0

E: Schemes and other services offered by School			
		Yes	No
21.	Does the school have scholarship program for SC/ST students?	1	0
22.	Does the school provide special tutorials?	1	0
23.	Does the school provide livelyhood options?	1	0
24.	Does the school have mid day meal program?	1	0
25.	Does the school provide any other scheme or services (Specify) ?	1	0

Date of enumeration Day Month Year ☐☐ ☐☐ ☐☐☐☐

Name of the enumerator .....

Designation: .....

Seal & Signature of the School :

Date of scrutinizing the questionnaire Day Month Year ☐☐ ☐☐ ☐☐☐☐

Name of the Supervisor .....

Sign .....

B.Tables

Table 1: Distribution of High Schools by characteristics and by district

		Overall 1075	Bagalkot 475	Bijapur 600
Urban/ Rural	Urban	29.7	32.2	27.7
	Rural	70.3	67.8	72.3
Type of school	Government	51.6	55.8	48.3
	Private	48.4	44.2	51.7
AID Status	Aided	29.0	24.0	33.0
	Unaided	19.3	20.2	18.7
	Govt	51.6	55.8	48.3
School Category	Secondary and above (8+ std)	67.6	73.5	63.0
	Upper primary and above (6+ std)	9.9	8.6	10.8
	Primary and above (1+ std)	22.5	17.9	26.2
Medium of teaching	Kannada	83.9	86.1	82.2
	English	8.1	8.8	7.5
	Both Kannada & English	1.7	1.1	2.2
	Marathi	.2	.2	.2
	Urdu	6.1	3.8	8.0
Education Type	Only Girls	7.5	6.7	8.2
	Only Boys	2.5	.8	3.8
	Co-education	90.0	92.4	
Proportion of SC/ ST girls among enrolled girls in AY-2012-13	None	10.0	6.4	13.0
	<10 %	17.3	21.9	13.5
	10-24 %	40.4	39.5	41.1
	25+ %	32.3	32.3	32.4

Table 2: Distribution of High Schools by school infrastructure, schemes and other services by district

		Overall 1075	Bagalkot 475	Bijapur 600
School Infrastructure	Schools have an all weather building	96.0	97.7	94.6
	Schools have an office for head teacher	75.1	74.4	75.7
	Schools have separate toilets for boys and girls	88.8	92.8	85.8
	Schools have toilets in usable condition	81.2	89.1	75.0
	School have play ground	92.3	93.6	91.3
	School have a library	79.3	83.2	76.2
	School have electricity for school building	90.3	91.7	89.3
	School have ramps for disabled students	38.0	42.0	34.8
	School have computers	54.2	56.1	52.8
	School have drinking water facility	96.3	97.4	95.5
Total number of facilities/ infrastructure the school have	None	.8	1.3	.5
	1-3	3.3	2.5	3.8
	4-7	26.0	20.0	30.8
	8-10	69.9	76.2	64.8
Schemes and other services offered by school	School have scholarship program for SC/ST students	87.2	89.6	85.3
	School provide special tutorials	61.2	61.0	61.3
	School provide livelihood options	45.7	49.8	42.4
	School have mid day meal program	78.9	78.6	79.2
	School provide any other scheme or services	68.7	70.8	67.1
Total number of schemes and other services offered by School	None	1.0	.6	1.3
	<3	22.9	20.0	25.2
	3-5	76.1	79.4	73.5

Table 3: Distributions of total students enrolled in 2012-13 by high school characteristics and district

		Overall		Bagalkot		Bijapur	
		Boys (%)	Girls (%)	Boys (%)	Girls (%)	Boys (%)	Girls (%)
		95362	79502	42732	38426	52630	41076
Urban/Rural	Urban	34.9	38.9	38.2	42.4	32.2	35.7
	Rural	65.1	61.1	61.8	57.6	67.8	64.3
Type of school	Government	39.2	45.1	47.8	52.9	32.3	37.8
	Private	60.8	54.9	52.2	47.1	67.7	62.2
AID Status	Aided	45.4	41.8	37.4	33.2	51.9	49.8
	Unaided	15.4	13.1	14.8	13.9	15.8	12.4
	Govt	39.2	45.1	47.8	52.9	32.3	37.8
School Category	Secondary and above (8+ std)	77.3	80.8	82.1	84.5	73.4	77.3
	Upper primary and above (6+ std)	8.8	6.3	9.7	6.4	8.0	6.2
	Primary and above (1+ std)	14.0	12.9	8.2	9.1	18.6	16.5
Medium of teaching	Kannada	85.5	83.6	88.4	87.5	83.1	79.9
	English	7.6	6.5	7.1	6.3	8.1	6.7
	Both Kannada & English	3.3	2.2	2.9	1.7	3.6	2.6
	Marathi	.2	.2	.0	.1	.3	.3
	Urdu	3.4	7.5	1.5	4.4	4.9	10.5
Education Type	Only Girls	.3	17.3	.2	17.9	.4	16.7
	Only Boys	4.6	.0	1.4	.0	7.2	.0
	Co-education	95.1	82.7	98.4	82.1	92.4	83.3
Total number of facilities/ infrastructure the school have	None	.5	.5	.7	.7	.3	.3
	1-3	2.2	2.4	1.8	2.0	2.5	2.9
	4-7	22.4	22.1	16.4	14.5	27.2	29.2
	8-10	75.0	75.0	81.0	82.8	70.0	67.6
Total number of schemes and other services offered by School	None	.8	.8	.6	.7	.9	.8
	<3	20.9	19.3	16.2	14.9	24.8	23.4
	3-5	78.3	79.9	83.2	84.4	74.3	75.8

Table 4: Distributions of SC/ST students enrolled in 2012-13 by sex and standard by characteristics

		BOYS					GIRLS				
		Total boys enrolled	% of SC/ST boys	N	8th std%	9th std%	10th std%	Total girls enrolled	% of SC/ST girls	N	8th std%	9th std%	10th std%
Total		95362	22.4	21387	35.2	33.7	31.1	79502	19.7	15662	34.8	34.6	30.6
Urban/Rural	Urban	33277	19.8	6596	34.8	34.0	31.2	30928	18.1	5595	32.8	36.2	31.0
	Rural	62085	23.8	14791	35.3	33.6	31.1	48574	20.7	10067	35.9	33.7	30.4
Type of school	Government	37410	24.3	9083	38.6	32.5	28.9	35850	20.8	7439	40.3	32.0	27.7
	Private	57952	21.2	12304	32.6	34.6	32.7	43652	18.8	8223	29.7	37.0	33.3
AID Status	Aided	43295	22.8	9868	31.7	34.8	33.4	33202	20.0	6647	29.1	36.8	34.1
	Unaided	14657	16.6	2436	36.3	33.9	29.8	10450	15.1	1576	32.6	37.7	29.8
	Govt	37410	24.3	9083	38.6	32.5	28.9	35850	20.8	7439	40.3	32.0	27.7
School Category	Secondary and above (8+ std)	73701	22.8	16797	31.8	35.5	32.7	64210	19.5	12532	29.8	36.8	33.4
	Upper primary and above (6+ std)	8353	25.5	2129	40.5	30.5	28.9	5015	27.9	1399	50.0	29.4	20.6
	Primary and above (1+ std)	13308	18.5	2461	53.4	24.3	22.3	10277	16.8	1731	58.3	23.1	18.6

Table 4: Distributions of SC/ST students enrolled in 2012-13 by sex and standard by characteristics

		BOYS						GIRLS					
		Total boys enrolled	% of SC/ST boys	N	8th std%	9th std%	10th std%	Total girls enrolled	% of SC/ST girls	N	8th std%	9th std%	10th std%
Medium of teaching	Kannada	81512	24.0	19543	35.0	33.9	31.1	66429	21.6	14333	34.4	34.4	31.2
	English	7288	16.1	1171	40.6	29.3	30.1	5172	17.9	926	1.9	35.0	23.1
	Both Kannada & English	3170	18.6	589	30.9	35.3	33.8	1732	19.4	336	32.7	40.8	26.5
	Marathi	179	35.8	64	26.6	37.5	35.9	172	28.5	49	24.5	44.9	30.6
	Urdu	3213	0.6	20	40.0	30.0	30.0	5997	0.3	18	22.2	27.8	50.0
Education Type	Only Girls	265	32.8	87	34.5	29.9	35.6	13762	20.9	2879	39.2	31.9	28.9
	Only Boys	4398	20.7	910	46.6	25.6	27.8	NA	NA	NA	NA	NA	NA
	Co-education	90699	22.5	20390	34.7	34.1	31.2	65740	19.4	12783	33.8	35.2	31.0
Total number of facilities/ infrastructure the school have	None	476	27.1	129	25.6	38.0	36.4	413	27.4	113	28.3	43.4	28.3
	1-3	2077	21.6	448	30.8	38.2	31.0	1945	17.1	332	34.9	38.3	26.8
	4-7	21329	25.9	5517	35.6	33.1	31.3	17548	20.8	3655	35.3	34.8	29.8
	8-10	71480	21.4	15293	35.2	33.8	31.0	59596	19.4	11562	34.6	34.4	31.0
Total number of schemes and other services offered by School	None	749	23.9	179	36.3	29.6	34.1	599	20.7	124	39.5	37.1	23.4
	<3	19956	20.3	4042	35.3	33.2	31.5	15363	17.5	2689	34.6	35.6	29.8
	3-5	74657	23.0	17166	35.1	33.9	31.0	63540	20.2	12849	34.7	34.4	30.9

Table 5: Proportion of male and female students enrolled in 2012-13 by characteristics and caste

		ALL STUDENTS								
		8th std			9th std			10th std		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total		53.8	46.2	58557	54.4	45.6	60259	55.4	44.6	55948
Urban/ Rural	Urban	51.5	48.5	21000	51.4	48.6	22399	52.4	47.6	20706
	Rural	55.1	44.9	37557	56.1	43.9	37860	57.1	42.9	35242
Type of school	Government	49.4	50.6	27581	51.3	48.7	23785	52.9	47.1	21894
	Private	57.7	42.3	30976	56.4	43.6	36474	57.0	43.0	34054
AID Status	Aided	57.3	42.7	22236	55.9	44.1	27356	56.6	43.4	26805
	Unaided	59.0	41.0	8740	57.9	42.1	9118	58.2	41.8	7249
	Govt	49.4	50.6	27581	51.3	48.7	23785	52.9	47.1	21894
School Category	Secondary and above (8+ std)	53.5	46.5	40611	52.9	47.1	50122	53.9	46.1	47078
	Upper primary and above (6+ std)	56.6	43.4	6163	65.5	34.5	3738	69.6	30.4	3467
	Primary and above (1+ std)	53.4	46.6	11783	59.5	40.5	6399	59.4	40.6	5403
Medium of teaching	Kannada	54.5	45.5	48894	54.8	45.2	51230	56.0	44.0	47717
	English	57.9	42.1	4826	58.1	41.9	4073	59.8	40.2	3561
	Both Kannada & English	62.3	37.7	1628	66.3	33.7	1695	65.4	34.6	1579
	Marathi	53.3	46.7	105	45.8	54.2	118	53.9	46.1	128
	Urdu	33.1	66.9	3104	36.1	63.9	3143	35.5	64.5	2963
Education Type	Only Girls	1.3	98.7	5273	0.2	99.8	4523	2.1	97.9	4131
	Only Boys	100.0	0.0	1956	100.0	0.0	1205	100.0	0.0	1237
	Co-education	57.4	42.6	51328	57.9	42.1	54531	58.6	41.4	50580

Table 5: Proportion of male and female students enrolled in 2012-13 by characteristics and caste

		SC/ST STUDENTS								
		8th std			9th std			10th std		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Total		58.0	42.0	12967	57.1	42.9	12634	58.1	41.9	11448
Urban/ Rural	Urban	55.6	44.4	4133	52.5	47.5	4264	54.2	45.8	3794
	Rural	59.1	40.9	8834	59.4	40.6	8370	60.0	40.0	7654
Type of school	Government	53.9	46.1	6505	55.4	44.6	5331	56.0	44.0	4686
	Private	62.1	37.9	6462	58.4	41.6	7303	59.5	40.5	6762
AID Status	Aided	61.8	38.2	5065	58.4	41.6	5884	59.3	40.7	5566
	Unaided	63.3	36.7	1397	58.1	41.9	1419	60.8	39.2	1196
	Govt	53.9	46.1	6505	55.4	44.6	5331	56.0	44.0	4686
School Category	Secondary and above (8+ std)	58.9	41.1	9082	56.4	43.6	10575	56.7	43.3	9672
	Upper primary and above (6+ std)	55.2	44.8	1562	61.2	38.8	1062	68.1	31.9	904
	Primary and above (1+ std)	56.5	43.5	2323	60.0	40.0	997	63.1	36.9	872
Medium of teaching	Kannada	58.1	41.9	11771	57.3	42.7	11565	57.6	42.4	10540
	English	55.0	45.0	863	51.4	48.6	667	62.3	37.7	567
	Both Kannada & English	62.3	37.7	292	60.3	39.7	345	69.1	30.9	288
	Marathi	58.6	41.4	29	52.2	47.8	46	60.5	39.5	38
	Urdu	66.7	33.3	12	54.5	45.5	11	40.0	60.0	15
Education Type	Only Girls	2.6	97.4	1160	2.8	97.2	943	3.6	96.4	863
	Only Boys	100.0	.0	424	100.0	.0	233	100.0	.0	253
	Co-education	62.1	37.9	11383	60.7	39.3	11458	61.6	38.4	10332

Table 6: Proportion of students passed in 2011-12 by sex and standard by characteristics

		BOYS					
		8th Std.		9th Std.		10th Std.	
		% Passed	Enrolled	% Passed	Enrolled	% Passed	Enrolled
Total		96.9	32012	95.0	33686	78.7	30271
Urban/Rural	Urban	97.5	11567	95.8	12106	75.0	10931
	Rural	96.6	20445	94.6	21580	80.7	19340
Type of school	Government	96.1	12515	93.7	12838	82.6	10952
	Private	97.5	19497	95.8	20848	76.4	19319
AID Status	Aided	97.0	14376	94.9	16398	73.3	15646
	Unaided	98.8	5121	98.9	4450	89.8	3673
	Govt	96.1	12515	93.7	12838	82.6	10952
School Category	Secondary and above (8+ std)	96.6	24284	95.2	27365	77.9	24907
	Upper primary and above (6+ std)	97.4	3139	89.7	2824	79.7	2530
	Primary and above (1+ std)	98.5	4589	97.9	3497	85.0	2834
Medium of teaching	Kannada	96.6	27114	94.4	29055	77.7	26215
	English	99.5	2553	100.0	2287	93.8	2087
	Both Kannada & English	97.8	1080	97.8	1092	84.6	895
	Marathi	100.0	51	100.0	71	54.2	59
	Urdu	97.4	1214	97.7	1181	68.2	1015
Education Type	Only Girls	96.4	111	100.0	86	82.4	68
	Only Boys	97.1	1340	98.0	1349	68.3	1356
	Co-education	96.9	30561	94.9	32251	79.2	28847

Table 6: Proportion of students passed in 2011-12 by sex and standard by characteristics

		GIRLS					
		8th Std.		9th Std.		10th Std.	
		% Passed	Enrolled	% Passed	Enrolled	% Passed	Enrolled
Total		97.7	27153	95.5	27661	80.6	23894
Urban/Rural	Urban	98.1	10448	97.1	10792	78.1	9563
	Rural	97.5	16705	94.5	16869	82.3	14331
Type of school	Government	97.7	12324	93.8	11746	82.6	9831
	Private	97.8	14829	96.8	15915	79.3	14063
AID Status	Aided	97.6	11198	96.4	12706	76.6	11379
	Unaided	98.4	3631	98.7	3209	90.5	2684
	Govt	97.7	12324	93.8	11746	82.6	9831
School Category	Secondary and above (8+ std)	97.1	21618	95.2	24101	79.6	20911
	Upper primary and above (6+ std)	98.6	1819	98.7	1214	88.2	981
	Primary and above (1+ std)	101.0	3716	97.5	2346	87.4	2002
Medium of teaching	Kannada	97.6	22739	95.0	23436	80.2	20295
	English	100.0	1708	100.0	1475	99.0	1296
	Both Kannada & English	99.3	555	96.6	580	92.5	442
	Marathi	100.0	46	100.0	85	61.1	54
	Urdu	97.0	2105	97.2	2085	70.3	1807
Education Type	Only Girls	98.7	4412	96.2	4500	74.9	4015
	Only Boys	0.0	0	0.0	0	0.0	0
	Co-education	97.5	22693	95.4	23072	81.8	19815

Table 7: Proportion of teachers in place against total sanctioned teachers and proportion of male and female teacher in-place by characteristics and district

		OVERALL				
		% of teachers in place		Proportion of in place teachers		
		Sanctioned	% in place	Male	Female	N
Total		9843	94.1	69.3	30.7	9258
Urban/ Rural	Urban	3390	95.0	61.5	38.5	3222
	Rural	6453	93.5	73.4	26.6	6036
Type of school	Government	5086	94.3	63.2	36.8	4795
	Private	4757	93.8	75.8	24.2	4463
AID Status	Aided	2930	90.2	84.1	15.9	2643
	Unaided	1827	99.6	63.8	36.2	1820
	Govt	5086	94.3	63.2	36.8	4795
School Category	Secondary and above (8+ std)	6283	92.7	75.3	24.7	5822
	Upper primary and above (6+ std)	1063	98.5	60.8	39.2	1047
	Primary and above (1+ std)	2497	95.7	58.3	41.7	2389
Medium of teaching	Kannada	8072	93.2	71.7	28.3	7521
	English	990	100.6	57.9	42.1	996
	Both Kannada & English	193	101.0	65.6	34.4	195
	Marathi	21	100.0	71.4	28.6	21
	Urdu	567	92.6	57.3	42.7	525
Education Type	Only Girls	793	96.0	49.1	50.9	761
	Only Boys	354	92.9	54.7	45.3	329
	Co-education	8696	93.9	71.7	28.3	8168

Table 7: Proportion of teachers in place against total sanctioned teachers and proportion of male and female teacher in-place by characteristics and district

		BAGALKOT				
		% of teachers in place		Proportion of in place teachers		
		Sanctioned	% in place	Male	Female	N
Total		4429	93.2	68.5	31.5	4130
Urban/ Rural	Urban	1622	96.5	63.3	36.7	1565
	Rural	2807	91.4	71.7	28.3	2565
Type of school	Government	2482	92.1	64.0	36.0	2285
	Private	1947	94.8	74.2	25.8	1845
AID Status	Aided	1095	89.1	83.6	16.4	976
	Unaided	852	102.0	63.6	36.4	869
	Govt	2482	92.1	64.0	36.0	2285
School Category	Secondary and above (8+ std)	3048	92.9	73.8	26.2	2832
	Upper primary and above (6+ std)	477	94.1	59.9	40.1	449
	Primary and above (1+ std)	904	93.9	55.5	44.5	849
Medium of teaching	Kannada	3739	92.1	70.3	29.7	3444
	English	481	99.6	57.4	42.6	479
	Both Kannada & English	56	114.3	56.3	43.8	64
	Marathi	9	100.0	100.0	.0	9
	Urdu	144	93.1	67.9	32.1	134
Education Type	Only Girls	317	91.8	50.5	49.5	291
	Only Boys	50	88.0	45.5	54.5	44
	Co-education	4062	93.4	70.2	29.8	3795

Table 7: Proportion of teachers in place against total sanctioned teachers and proportion of male and female teacher in-place by characteristics and district

		BIJAPUR				
		% of teachers in place		Proportion of in place teachers		
		Sanctioned	% in place	Male	Female	N
Total		5414	94.7	69.8	30.2	5128
Urban/ Rural	Urban	1768	93.7	59.9	40.1	1657
	Rural	3646	95.2	74.6	25.4	3471
Type of school	Government	2604	96.4	62.4	37.6	2510
	Private	2810	93.2	76.9	23.1	2618
AID Status	Aided	1835	90.8	84.3	15.7	1667
	Unaided	975	97.5	63.9	36.1	951
	Govt	2604	96.4	62.4	37.6	2510
School Category	Secondary and above (8+ std)	3235	92.4	76.6	23.4	2990
	Upper primary and above (6+ std)	586	102.0	61.5	38.5	598
	Primary and above (1+ std)	1593	96.7	59.9	40.1	1540
Medium of teaching	Kannada	4333	94.1	72.9	27.1	4077
	English	509	101.6	58.4	41.6	517
	Both Kannada & English	137	95.6	70.2	29.8	131
	Marathi	12	100.0	50.0	50.0	12
	Urdu	423	92.4	53.7	46.3	391
Education Type	Only Girls	476	98.7	48.3	51.7	470
	Only Boys	304	93.8	56.1	43.9	285
	Co-education	4634	94.4	73.0	27.0	4373

Table 8: Proportion of male and female physical education teachers by characteristics and by district

		OVERALL		
		% Male	% Female	N
Total		88.0	12.0	934
Urban/Rural	Urban	84.2	15.8	330
	Rural	90.1	9.9	604
Type of school	Government	84.3	15.7	439
	Private	91.3	8.7	495
AID Status	Aided	92.7	7.3	300
	Unaided	89.2	10.8	195
	Govt	84.3	15.7	439
School Category	Secondary and above (8+ std)	90.0	10.0	678
	Upper primary and above (6+ std)	77.2	22.8	79
	Primary and above (1+ std)	85.3	14.7	177
Medium of teaching	Kannada	88.9	11.1	768
	English	77.7	22.3	94
	Both Kannada & English	88.9	11.1	18
	Marathi	100.0	0.0	2
	Urdu	92.3	7.7	52
Education Type	Only Girls	60.0	40.0	75
	Only Boys	90.0	10.0	30
	Co-education	90.5	9.5	829

Table 8: Proportion of male and female physical education teachers by characteristics and by district

		BAGALKOT		
		% Male	% Female	N
Total		89.7	10.3	416
Urban/Rural	Urban	89.7	10.3	155
	Rural	89.7	10.3	261
Type of school	Government	84.3	15.7	223
	Private	95.9	4.1	193
AID Status	Aided	99.0	1.0	103
	Unaided	92.2	7.8	90
	Govt	84.3	15.7	223
School Category	Secondary and above (8+ std)	91.7	8.3	326
	Upper primary and above (6+ std)	75.8	24.2	33
	Primary and above (1+ std)	86.0	14.0	57
Medium of teaching	Kannada	89.5	10.5	352
	English	88.1	11.9	42
	Both Kannada & English	80.0	20.0	5
	Marathi	100.0	0.0	1
	Urdu	100.0	0.0	16
Education Type	Only Girls	75.9	24.1	29
	Only Boys	100.0	0.0	4
	Co-education	90.6	9.4	383

Table 8: Proportion of male and female physical education teachers by characteristics and by district

		BIJAPUR		
		% Male	% Female	N
Total		86.7	13.3	518
Urban/Rural	Urban	79.4	20.6	175
	Rural	90.4	9.6	343
Type of school	Government	84.3	15.7	216
	Private	88.4	11.6	302
AID Status	Aided	89.3	10.7	197
	Unaided	86.7	13.3	105
	Govt	84.3	15.7	216
School Category	Secondary and above (8+ std)	88.4	11.6	352
	Upper primary and above (6+ std)	78.3	21.7	46
	Primary and above (1+ std)	85.0	15.0	120
Medium of teaching	Kannada	88.5	11.5	416
	English	69.2	30.8	52
	Both Kannada & English	92.3	7.7	13
	Marathi	100.0	0.0	1
	Urdu	88.9	11.1	36
Education Type	Only Girls	50.0	50.0	46
	Only Boys	88.5	11.5	26
	Co-education	90.4	9.6	446

Table 9: Distribution of high schools by number of SDMC meetings conducted in last 3 months by characteristics and district

		OVERALL				
		None	<3	3+	No SDMC	Total
Total		1.6	10.7	27.5	60.2	1075
Urban/Rural	Urban	2.8	6.0	10.7	80.6	319
	Rural	1.1	12.7	34.7	51.6	756
Type of school	Government	1.6	20.2	52.3	25.9	555
	Private	1.5	.6	1.2	96.7	520
AID Status	Aided	1.0	1.0	1.6	96.5	312
	Unaided	2.4	.0	.5	97.1	208
	Govt	1.6	20.2	52.3	25.9	555
School Category	Secondary and above (8+ std)	1.8	10.6	21.6	66.0	727
	Upper primary and above (6+ std)	.9	6.6	42.5	50.0	106
	Primary and above (1+ std)	1.2	12.8	38.8	47.1	242
Medium of teaching	Kannada	1.2	11.4	30.5	56.9	902
	English	1.1	.0	.0	98.9	87
	Both Kannada & English	16.7	.0	.0	83.3	18
	Marathi	.0	50.0	.0	50.0	2
	Urdu	3.0	16.7	31.8	48.5	66
Education Type	Only Girls	.0	13.6	35.8	50.6	81
	Only Boys	.0	18.5	37.0	44.4	27
	Co-education	1.8	10.2	26.6	61.4	967

Table 9: Distribution of high schools by number of SDMC meetings conducted in last 3 months by characteristics and district

		BAGALKOT				
		None	<3	3+	No SDMC	Total
Total		2.3	9.9	32.8	54.9	475
Urban/Rural	Urban	4.6	6.5	13.7	75.2	153
	Rural	1.2	11.5	41.9	45.3	322
Type of school	Government	1.9	17.0	58.1	23.0	265
	Private	2.9	1.0	1.0	95.2	210
AID Status	Aided	.9	1.8	.9	96.5	114
	Unaided	5.2	.0	1.0	93.8	96
	Govt	1.9	17.0	58.1	23.0	265
School Category	Secondary and above (8+ std)	2.3	11.2	27.5	59.0	349
	Upper primary and above (6+ std)	.0	4.9	34.1	61.0	41
	Primary and above (1+ std)	3.5	7.1	54.1	35.3	85
Medium of teaching	Kannada	1.7	10.5	36.2	51.6	409
	English	2.4	.0	.0	97.6	42
	Both Kannada & English	40.0	.0	.0	60.0	5
	Marathi	.0	100.0	.0	.0	1
	Urdu	5.6	16.7	44.4	33.3	18
Education Type	Only Girls	.0	15.6	25.0	59.4	32
	Only Boys	.0	.0	100.0	.0	4
	Co-education	2.5	9.6	32.8	55.1	439

Table 9: Distribution of high schools by number of SDMC meetings conducted in last 3 months by characteristics and district

		BIJAPUR				
		None	<3	3+	No SDMC	Total
Total		1.0	11.3	23.3	64.3	600
Urban/Rural	Urban	1.2	5.4	7.8	85.5	166
	Rural	.9	13.6	29.3	56.2	434
Type of school	Government	1.4	23.1	46.9	28.6	290
	Private	.6	.3	1.3	97.7	310
AID Status	Aided	1.0	.5	2.0	96.5	198
	Unaided	.0	.0	.0	100.0	112
	Govt	1.4	23.1	46.9	28.6	290
School Category	Secondary and above (8+ std)	1.3	10.1	16.1	72.5	378
	Upper primary and above (6+ std)	1.5	7.7	47.7	43.1	65
	Primary and above (1+ std)	.0	15.9	30.6	53.5	157
Medium of teaching	Kannada	.8	12.2	25.8	61.3	493
	English	.0	.0	.0	100.0	45
	Both Kannada & English	7.7	.0	.0	92.3	13
	Marathi	.0	.0	.0	100.0	1
	Urdu	2.1	16.7	27.1	54.2	48
Education Type	Only Girls	.0	12.2	42.9	44.9	49
	Only Boys	.0	21.7	26.1	52.2	23
	Co-education	1.1	10.8	21.4	66.7	528

Table 10: Distribution of high schools by infrastructure/facilities and schemes/services by type of school and district

		OVERALL		BAGALKOT		BIJAPUR	
		Government	Private	Government	Private	Government	Private
N		547	519	260	209	287	310
School Infrastructure	All weather building	94.0	98.1	96.2	99.5	92.0	97.1
	Seperate office for head teacher	66.2	84.6	66.9	83.7	65.5	85.2
	Separate toilets for boys and girls	83.4	94.6	88.1	98.6	79.1	91.9
	Toilets in usable condition	74.4	88.4	84.6	94.7	65.2	84.2
	Play ground	86.5	98.5	89.2	99.0	84.0	98.1
	Library	74.4	84.4	78.5	89.0	70.7	81.3
	Electricity for school building	85.6	95.4	86.5	98.1	84.7	93.5
	ramps for disabled students	54.8	20.2	56.5	23.9	53.3	17.7
	Computers to students	48.8	59.9	46.9	67.5	50.5	54.8
	Drinking water facility	93.1	99.8	95.8	99.5	90.6	100.0
Schemes and other services offered by school	scholarship program for SC/ ST students	86.5	88.0	86.0	94.2	86.9	83.8
	School provide special tutorials	57.6	65.1	60.0	62.3	55.4	67.0
	School provide livelyhood options	52.0	38.8	55.8	42.0	48.4	36.6
	Mid day meal program	97.3	59.0	98.1	53.6	96.5	62.7
	School provide any other scheme or services	82.3	53.9	87.5	49.3	77.5	57.1

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