

ದಿನಾಂಕ: 09-06-2025

ಗೆ,

ಅಧ್ಯಕ್ಷರು,

ಕಲ್ಯಾಣ ಕರ್ನಾಟಕ ಪ್ರದೇಶ ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ

ಕಲಬುರಗಿ


ವಿಷಯ: ಕಲ್ಯಾಣ ಕರ್ನಾಟಕ ಪ್ರದೇಶದ ಶಿಕ್ಷಣ ಸುಧಾರಣೆಯ ಮಧ್ಯಂತರ ವರದಿ.

ಮಾನ್ಯರೆ,

ಕಲ್ಯಾಣ ಕರ್ನಾಟಕ ಪ್ರದೇಶ ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ ಕಲ್ಬುರ್ಗಿ ಇವರು, ಕಲ್ಯಾಣ ಕರ್ನಾಟಕ ಪ್ರದೇಶದಲ್ಲಿ ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸುವ ಉದ್ದೇಶದಿಂದ ಅಗತ್ಯ ಸುಧಾರಣೆಗಳನ್ನು ಸೂಚಿಸಲು, ಕರ್ನಾಟಕ ಸರ್ಕಾರವು ಡಾ. ಭಾಯಾ ದೇವಾಂಕರ್ ಅವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ಎಂಟು ಸದಸ್ಯರನ್ನು ಒಳಗೊಂಡ ತಜ್ಞರ ಸಮಿತಿಯನ್ನು ಸರ್ಕಾರ ಆದೇಶ ಸಂಖ್ಯೆ:ಪಿಡಿಎಸ್ 168 ಹೆಚ್‌ಡಿ 2024, ದಿನಾಂಕ: 07.02.2025 ರಂದು ನೇಮಿಸಿತ್ತು.

ಈ ಸಮಿತಿಯು ಕಳೆದ ಮೂರು ತಿಂಗಳಿನಿಂದ ಕ್ಷೇತ್ರ ಅಧ್ಯಯನ, ಶೈಕ್ಷಣಿಕ ಅಧಿಕಾರಿಗಳೊಂದಿಗೆ ಸಂವಹನ, ಎಸ್‌ಎಸ್‌ಎಲ್‌ಸಿ ಫಲಿತಾಂಶ ಒಳಗೊಂಡಂತೆ ಮಕ್ಕಳ ಕಲಿಕೆ, ಶಾಲೆ ಹಾಗೂ ಇತರ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯ ಕುರಿತಾದ ದತ್ತಾಂಶ ಸಂಗ್ರಹಿಸಿದೆ. ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಂಗ್ರಹಿಸಿದ ದತ್ತಾಂಶಗಳನ್ನು ವಿಶ್ಲೇಷಣೆ ಮಾಡಿ ಹಾಗೂ ಕ್ಷೇತ್ರ ಅಧ್ಯಯನದ ವೀಕ್ಷಣೆಯ ಹೊಳಹುಗಳು ಹಾಗೂ ಶೈಕ್ಷಣಿಕ ಅಧಿಕಾರಿಗಳೊಂದಿಗೆ ಚರ್ಚಿಸಿದ ಅಂಶಗಳನ್ನು ವಿಶ್ಲೇಷಣೆ ಮಾಡಿ ಮಧ್ಯಂತರ ವರದಿಯನ್ನು ರೂಪಿಸಿದೆ. ದಿನಾಂಕ 10-05-2025 ರಂದು ನಡೆದ ಕಲ್ಯಾಣ ಕರ್ನಾಟಕ ಪ್ರದೇಶ ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿಯ ಸಭೆಯಲ್ಲಿ ತಜ್ಞರ ಸಮಿತಿಯ ಅಧ್ಯಕ್ಷರು ಮಧ್ಯಂತರ ವರದಿಯ ಪ್ರಮುಖ ಅಂಶಗಳನ್ನು ಪ್ರಸ್ತುತ ಪಡಿಸಿದ್ದರು. ಈ ವರದಿಯಲ್ಲಿ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಹಾಗೂ ಕೆಆರ್‌ಡಿಬಿಯ ಅಕ್ಷರ ಆವಿಷ್ಕಾರ ಯೋಜನೆಯ ಅಡಿ ಶಿಕ್ಷಣ ಸುಧಾರಣೆಗೆ ತುರ್ತಾಗಿ ಕೈಗೊಳ್ಳಬಹುದಾದಂತಹ ಕ್ರಮಗಳನ್ನು ಸೂಚಿಸಿದೆ. ತಮ್ಮ ಮೂಲಕ ಸಮಿತಿ ರೂಪಿಸಿದ ಮಧ್ಯಂತರ ವರದಿಯನ್ನು ಸೂಕ್ತ ಕ್ರಮಕ್ಕಾಗಿ ಸಲ್ಲಿಸಲಾಗಿದೆ.

ಧನ್ಯವಾದಗಳೊಂದಿಗೆ.






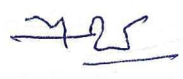


(ಡಾ. ಭಾಯಾ ದೇವಾಂಕರ್)

ಅಧ್ಯಕ್ಷರು

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9-6-25

ಪ್ರತಿಗಳು:

1. ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ, ಬೆಂಗಳೂರು.
2. ಕಾರ್ಯದರ್ಶಿಗಳು, ಕಲ್ಯಾಣ ಕರ್ನಾಟಕ ಪ್ರದೇಶ ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ ಕಲ್ಬುರ್ಗಿ.
3. ಅಪರ ಆಯುಕ್ತರು, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಆಯುಕ್ತರ ಕಛೇರಿ, ಕಲಬುರಗಿ

Ensuring Quality and Inclusive Education in Kalyana Karnataka Region

INTERIM REPORT- JUNE 2025



SUBMITTED BY-
**COMMITTEE ON EDUCATION REFORMS IN
KALYAN KARNATAKA REGION**

SUBMITTED TO -
**KALYANA KARNATAKA REGIONAL
DEVELOPMENT BOARD (KKRDB)
KALABURAGI**

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INTRODUCTION

Kalyana Karnataka region encompasses Bidar, Bellary, Vijayanagara, Kalaburagi, Koppal, Raichur and Yadgir districts and is identified as the most backward region in the State. A region which was known for knowledge and education, where legendary works like ‘Kaviraj marg’, ‘Mitakshara’ were written and ‘Anubhava Mantapa’ is considered as the first parliament in the world and was a centre of knowledge generation and distribution. Nagavi University is considered as the oldest university in Karnataka. It was founded in Kalaburagi district’s Chittapur taluk. The university was established during the reign of the Rashtrakutas in the 9th and 10th centuries (CE). The ‘Vachanas’ by Shivsharanas taught ‘Kayaka’ and ‘Dasoha’ to the people. All this glory of education is now lost, and the region is now at the bottom of development in knowledge, education and economy in Karnataka.

REGIONAL DISPARITY IN KARNATAKA

In Karnataka, a systematic effort was made to assess and measure the magnitude of regional disparity through the High-Powered Committee constituted during 2000 under the chairmanship of the then vice chairman of Karnataka State Planning Board Dr. D.M. Nanjundappa. The Report of the High-Power Committee for the Redressal of Regional Imbalances (HPCRRI) was submitted in 2002. lack of regional dimensions. The HPCRRI has considered taluk as a basic unit of development. They have evolved Comprehensive Composite Development Index (CCDI) to assess the development status by adopting 35 indicators encompassing five broad sectors.

Nature and Magnitude of Regional Disparity- KK Region in the State

As per the CDI, the share of the KK region in the state’s total deprivation value is 40 per cent against its share of 18.35 per cent of the state’s population in 2011. As a consequence of this disproportional relation between its share in state’s population and its share in state’s income, we find that the districts of KK region have remained extremely backward while the districts of Mysore division with 18.69 per cent share in state’s population and 18.79 per cent share in state’s income have excelled in development. 27 out of 31 taluks of KK region fall in various categories of backwardness and 21 of them were in the category of **Most Backward** Talukas (54 percent of the total Most Backward Talukas in the state). The per capita income of Kalaburagi (Rs. 143610) is the lowest in the State and the Per Capita income of Bengaluru Urban is Rs. 7,38,910, which is the highest in the State. The gap is Rs. 5,95,300.

Table 1: Regional Disparities in Karnataka

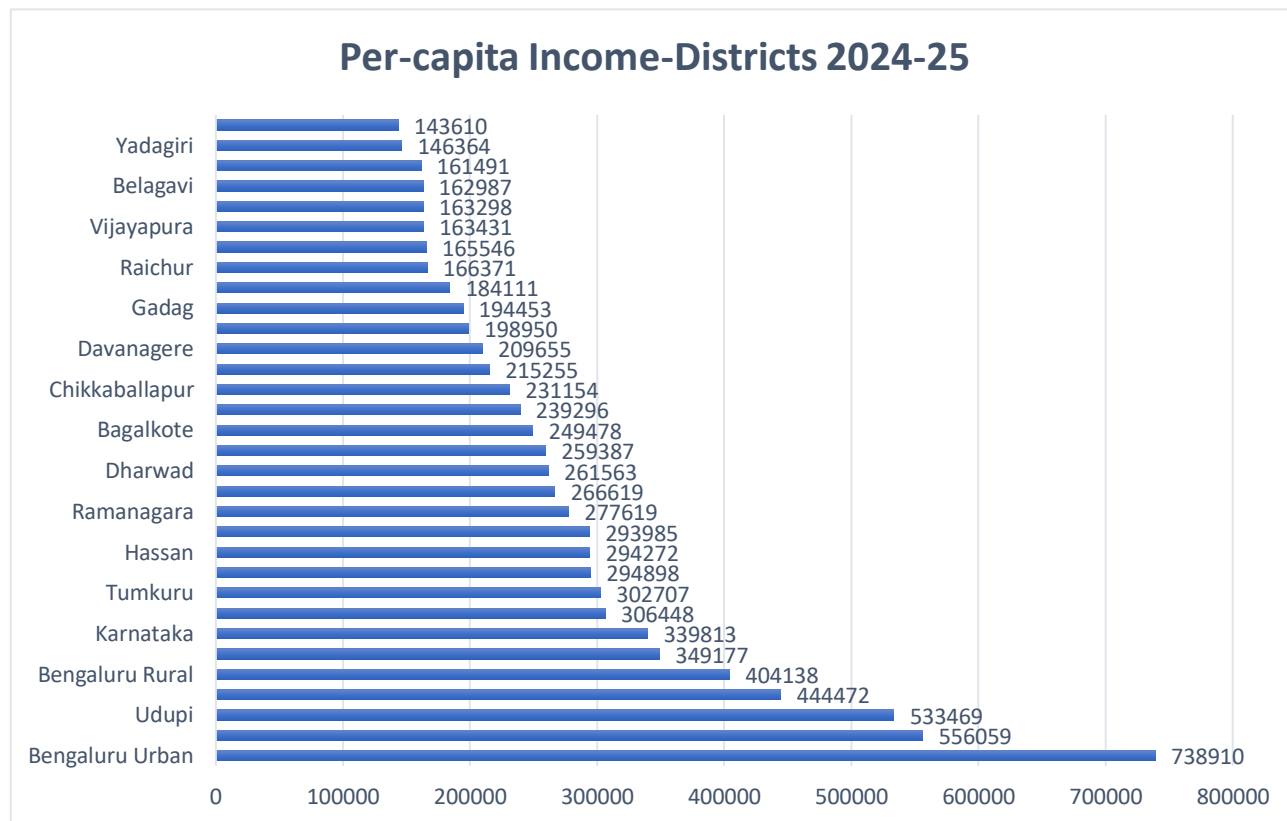
Divisions/ Regions	Relatively Developed Taluks (CCDI >1).	Backward Taluks (CCDI >0.89 <0.99)	More Backward Taluks (CCDI >0.80 <0.88)	Most Backward Taluks (CCDI >0.53 <0.79)
Bangalore	18	09	13	11
Mysore	22	10	10	02
South Karnataka	40	19	23	13
Belgaum	18	14	12	05
Gulbarga	03	02	05	21
North Karnataka	21	16	17	26
Karnataka	61	35	40	39

Source: Report of the HPCRRI



Figure 1: Per-capita income

Source: Economic Survey of Karnataka 2024-25.



Article 371 (J) for faster development

The state government and the people of Kalyan Karnataka Region (KKR) have been demanding and making representation to Government of India to accord special status to the erstwhile Hyderabad Karnataka Region, (the present six backward districts of Kalburagi division) under Article 371 of the Indian Constitution. Article 371J was added to the Constitution by the Constitution (Ninety-eighth Amendment) Act, 2012. The Government of India amended the Constitution by inserting the Article 371(J) for granting special status to Kalyan Karnataka Region on 2nd January 2013.

The Provisions of Article 371(J)

The Government of Karnataka has issued the following orders for the implementation of Article 371(J).

- i). Kalyan Karnataka Region Development Board Order, 2013.
- ii). The Karnataka Public Employment (Reservation in Appointment for Kalyan Karnataka Region) Order, 2013. It provides for creation of a local cadre and reservation in the Kalyan-Karnataka Region as under, besides reservation of 8 per cent of the posts in the State level offices or institutions or apex institutions



iii). The Karnataka Private Un-Aided Educational Institutions (Regulations of Admission in the Kalyan-Karnataka Region) Order, 2013. It provides for reservation of 70 per cent of the available seats in every course of study in any regional University or educational institution referred to in the First Schedule, besides 8 per cent of the available seats in every course of study provided in a Statewide University or a Statewide educational institution.

iv). The Karnataka Educational Institutions (Regulations of Admission in the Kalyan – Karnataka Region) Order, 2013. It provides for reservation of 70 per cent of available seats in the institution.

The Government of Karnataka has issued an order to make the provision for the establishment of Kalyan Karnataka Region Development Board on 16.11.2013

HUMAN DEVELOPMENT INDEX

Karnataka is one among the lead Indian States to bring in human development perspectives in its programmes and policies. It is the second state after Madhya Pradesh to bring out the first human development report in 1999. This was a status assessment report to take an overview of the state's achievement in basic human development sectors of health, education and livelihood. It was a balanced analytical deconstruction of the human development scenario in the state. The second Human Development Report was published in 2005 with the theme on investing in human development.

KK Region shares 8 talukas in the bottom ten. The performance is dismal in **education**. The attainment in basic education parameters **consisting of Male literacy, Female Literacy, GER (Elementary) GER (Secondary)** based on latest data in SATS and NFHS-5 reports is significantly low in these talukas. The education index is as low as 15 percent in Yadgir taluka, 20 percent in Shorapur, 22 percent in Kudalagi, 26 percent in Shahapur and 29.7 percent in Chincholi.

Table 2: Multi-Dimensional Poverty Index –Deprivation indicators

District	% of deprivation in									
	Nutrit ion	Child Morta lity	Housin g	Asset	Cooki ng fuel	Drinkin g Water	Electr icity	Sanita tion	Years of School ing	School Attenda nce
Bellary	20.18	2.37	0.00	20.81	23.76	3.67	2.56	25.69	12.44	8.47
Bidar	25.75	0.41	0.19	28.39	31.82	8.92	1.31	31.93	9.33	2.67
Gulbarga	19.88	0.69	0.00	20.13	24.10	3.86	0.73	24.46	10.54	5.61
Koppal	20.32	0.41	0.04	18.96	24.46	7.23	0.56	22.57	9.22	4.41
Raichur	28.04	1.41	0.03	37.69	43.63	12.58	1.51	43.64	24.36	9.59
Yadgir	31.08	0.67	0.18	43.65	51.81	16.00	1.57	51.29	28.89	17.83

Source: NFHS-5 (2019-21)

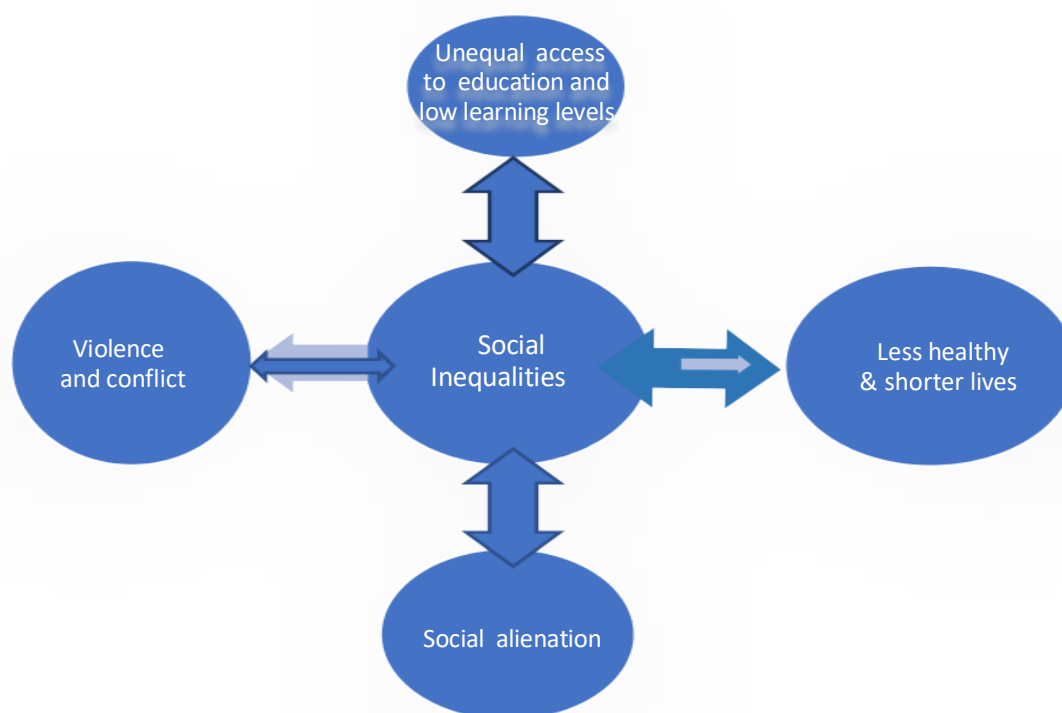


WHY FOCUS ON EDUCATION?

Education, Development and Income Inequalities

The global HDR-2019 has brought out the inequality dimensions of human development. Inequalities persist partly because of social structures—many with historical roots—that remain entrenched in formal and informal institutions, adamantly resisting change. To shift the curve of human development inequalities, it is not enough to improve just one or two indicators. Instead, the social structures that perpetuate inequity need to change. This requires changes in attitudes, behavioural patterns and social value systems and the formal and informal institutions shaping them. The driver of this change is education and education only.

Exploring the dynamics of economic and social inequalities



Source: UNDP HDR 2019

The educational inequalities begin with lower levels of learning starting at an early age that drag on throughout school careers. Hence, children already start out unequal when they enter the formal education system. This can explain part of the intergenerational persistence in education inequalities. Children with less capacity and lower test scores are less likely to continue education, even though it may be available and accessible. Therefore, it is essential



to make education available, provide access, and impart quality education for individual and social development. Further, the low education levels impact income earnings and access to health resulting in poor quality of life. Therefore, in addition to access to formal schooling, substantial investment in early childhood development interventions is thus needed, especially in low human development regions with concentration of SC, STs & Minorities. The approach has to be integrated to attack all the dimensions simultaneously to turn the vicious cycle of education poverty into a virtuous cycle of knowledge and prosperity.

Quality Education and economic development

The endogenous growth theories have explored knowledge and education as the strong sources of growth of a regional and national economy. Education is a crucial investment in human capital that significantly impacts economic development. It drives productivity, innovation, and entrepreneurship, leading to greater economic growth and prosperity. Furthermore, education helps individuals and societies address challenges like poverty and inequality and promotes social transformation.

COMMITTEE ON EDUCATION REFORMS IN KK REGION

KK region needs a blueprint and road map for achieving SDG-4 targets in quality education. A decision was taken to reformulate the education committee to prepare a status report on education, suggest interventions for increasing access to quality education and improving learning outcomes in elementary and secondary education, including higher secondary education (Pre university)

The structure of the Committee is diverse with experts from different fields included in it. The members are drawn from academicians, educational experts working in field and having rich knowledge of school education and management, administration and legal affairs within depth knowledge of KK region. This integrated knowledge platform is expected to design a holistic approach and develop a road map for quality education and skills for the children in KK region to ensure the accomplishment of SDG-4 targets and provide human capital for sustainable growth of the region.

Committee Members

Sl. No.	Member name	Role
1	Dr. Chaya Degaonkar	President
2	Dr. Abdul Qadir, Bidar	Member
3	Sri Mallikarjun M S, Bidar	Member
4	Fr. Fancis Bashyam, Ballari	Member
5	Dr. Rudresh S, Kalaburagi	Member
6	Sri N B Patil, Kalaburagi	Member
7	Sri Yashwanth Harasur, Kalaburagi	Member
8	Dr. Nagabai B Bulla, Kalaburagi	Member



Terms of Reference

- Situational analysis of the educational status of the region with suitable parameters.
- Assess the access to quality education for the Children (of All School going age group 3-18 Years) Early Child Care and Education. Foundational Literacy and Numeracy, & Child Nutrition, Grade Level Learning and Learning outcomes at elementary, secondary and higher secondary levels
- Teachers' assessment- Availability, Attendance, Quality and Productivity, capacity building, Accountability and performance- permanent and contract teachers.
- Examine the requirements for Institutional and structural Reforms DIETs, BRPs, CRPs, - Roles & Responsibilities, Action plans and TLM.
- Administrative Reforms- Planning Program Management, Monitoring and follow up action, facilitation & Efficiency, decentralized governance.
- Analysis of Resource flow -Financial resources, - Timely release and Availability Adequacy, utilization and outcomes.
- Outreach- Parents, Community Participation, role of Gram Panchayats
- Evaluation of schemes of KKRDB- Akshara Avishkar, and other interventions. Result Based Monitoring & Evaluation
- Provide a Road map for quality and inclusive Education in KK Region

The Committee had a formal introduction followed by a meeting with Chairman KKRDB on 15th February 2025 at Raichur in the Education Partners' Conclave 2025. The introductory meeting discussed about the tasks before the committee, the Terms of Reference and the operational mechanism of the Committee.

METHODOLOGY

The committee members had a fair idea about the education system, its functioning and the educational outcomes in the region. However, to understand the root causes of low performance of the region in different education parameters, micro level problems and issues at school level, challenges in implementation of schemes, problems related to human resources and the other important issues require consultations with all the stake holders- both on demand and supply side- to find effective solutions to the problems and find the way out of the education poverty trap. A participatory and consultative approach was considered appropriate by the Committee to understand and analyse the facts and frame the strategies and action plans and policies through joint consultations. The design the strategies and recommendations. In this context, the following methodology was designed.

The report has adopted a mixed methods approach for collection and analysis of data for deriving the results based on evidence and scientific analysis.



Secondary Data

- The secondary data on schools, teachers, students, dropouts, transition rates, inclusiveness, availability of hard and soft infrastructure and other facilities like drinking water, sanitation, classrooms etc. is collected from UDISE, Department, SATs, and other reports in the public domain.

Primary Data- Quantitative - Schools and other stakeholders

- To understand field realities and diverse issues school visits are undertaken on a sample basis. The sample schools are selected from different areas with verifying performance- low performing, moderate and high performance as reflected in school results, and other performance indicators.
- Coverage of geographies- remote areas, areas closer to urban centres, urban areas, tandas, backward areas etc.

Qualitative data- Content Analysis, Focus Group Discussions and observations

- Analysis of capacity building programs- their adequacy, coverage. timing and participation.
- Content analysis of training programmes, relevance, updating requirements delivery mechanism.
- impact evaluation of Training programmes on teacher performance and productivity and performance of students.
- Consultations with officers of the education department. District and Block level officers involved in school administration. The areas of quality interventions- DIETs, BRCCs, CRCs.
- Effectiveness of Community participation- SDMCs functioning, parent participation, youth associations, Self Help Groups and other voluntary associations.
- Existing Monitoring mechanism, adequacy of supervision and monitoring mechanism and linking them with outcomes,
- Evaluation of KKRDB programmes and its impact on learning outcomes.

Data Collection & Analysis- Sources & Tools

- Review of Literature
- Published reports
- Data in public domain
- Questionnaires & Interview Schedules
- Observations
- Field notes.

Suitable techniques are being adopted for analysis of qualitative data to uncover patterns, themes, and to get deeper insights.

**Table 3: Activity planning- Time lines**

Activity Planning		
15/02/2025 Raichur Physical meeting – 01	Chairman, expert committee members	Understanding the context & Initial Discussion
28/02/2025 Meeting – 02 hybrid mode	Education Commissioner & expert committee members	Expert Committee Concept Note presentation & Discussion
10/04/2025 VC meeting	Expert committee members	Discussion and Finalization of Action Plan (Internal meeting of the committee)
11/ 4/2025 to -21/04/2025	Expert committee members	Preparation of data collection – tools- questionnaires
21& 22 nd April 2025	Expert committee members	Consultation with Stakeholders DDPI, DIETS BRC, CRCs Kalaburagi and Yadgir
May 2025	Expert committee members	Review of literature, initial data collection and analysis. Analysis of SSLC Results for the region
10 th May 2025 KKRDB Chairman & Members in the Board meeting	Chairperson, Expert Committee	Presentation of Key issues and basic contents of Interim Report before the KKRDB Chairman & Members in the Board meeting
June 2025	Expert committee members	Visits to Schools and discussions with Stakeholders
July 2025	Expert committee members	Visits to Schools and discussions with Stakeholders
August 2025	Expert committee members	Draft Report preparation
August 21-31, 2025	Expert committee members & Officials	Discussions with Chairman, Commissioner & Officials on draft report and revising the draft report.
5 th September 2025	Expert committee members	Final Report Submission



Chapter I

Human resources and Education in Kalaburagi Division

An overview

DEMOGRAPHY AND HUMAN RESOURCES

The development of a region is closely associated with the human resources and human capital in the region. People and their socio-economic background is a major determinant of the pace of development. Therefore, the situational analysis of demographic features, caste and gender becomes essential to understand the fundamental backwardness.

Population

The total population of the region as per 2011 census was 11.21 million, which exhibited a growth of 15.06 per cent over 2001, against the State average of 13.49 per cent. The region constitutes around 18.35 per cent of the State's population and is growing at much higher rate than the rest with poor demographic indicators. Children below 6 years of age account for 14.35 per cent of the total population, against the State average of 11.72 per cent. Highest share of population of the children could be seen in Yadgir district (16.2 per cent). When compared to the States average Children's share in the population, all the districts of the region has higher share of children population. This indicates high dependency ratio as well as more demand for early childhood care services and education.

Table 4: Demographical indicators

Sl. No	Districts	Sex Ratio	Decadal Population Growth	Percentage of SC Population	Percentage of ST Population	Percentage of Child Population
1	2	3	4	5	6	7
1	Raichur	1000	13.43	20.79	19.03	14.71
2	Koppal	986	13.95	18.61	11.82	14.51
3	Gulbarga	971	15.26	25.28	2.54	14.24
4	Yadgir	989	18.57	23.28	12.51	16.20
5	Bellary	983	17.35	21.10	18.41	14.03
6	Bidar	956	11.80	23.47	13.85	13.18
I	KK region	980	15.06	22.28	12.76	14.35
II	Belgaum Division	971	11.84	13.71	5.13	12.94
III	Mysore Division	1,010	6.15	15.58	5.95	9.68
IV	Bangalore Division	950	17.90	17.72	5.83	10.75
	State Avg.	973	13.49	17.15	6.95	11.72

Source: Population Census, 2011



Scheduled Caste, Scheduled Tribes, Minorities and Women

The proportion of SC/ST population in KK region is near about 35.04 percent against the State average of 24.1 percent during 2011. If we add 22 per cent minority population to SC and ST population, the excluded and **deprived population** together accounts **for 57 per cent** of the total population in this division. The proportion of women population in KK region is 49.5% as against the state average of 49.3%.

Minority and Physically Challenged

The percentage of Muslim Population in KK Region/KK region (2011) was 15.44% as against to the State average of 12.23%. There are as many as 21.9 million persons i.e. 2.1 percent of disabled population in India. Among States and Union territories, Karnataka with 5% of population ranks 9th and in gravity of disabled persons ranks 11th position. Gulbarga district is having the second highest disabled population (60740-6.4%) next to Bangalore (94224-10.0%).

NUTRITION AND HEALTH INDICATORS

The UNICEF Analysis identifies two immediate determinants of optimal development in early childhood:

- Adequate nutrition and stimulation, driven by policies, programmes and practices that promote and support nutritious diets and responsive feeding, and enable early stimulation and learning.
- Adequate care and protection, driven by policies, programmes and practices that promote and support nurturing care and good health and protect young children from toxic stress

Table 5: Nutrition Indicators in KK Region

	Bellary	Bidar	Kalaburagi	Koppal	Raichur	Yadgir	State
Children under 5 who are stunted	36.1	36.8	34.5	49.1	39.8	57.6	35.4
Children under 5 who are underweight	36.5	36.1	36.2	45.8	40.7	45.2	32.9
Children age 6-54 who are anaemic	67.5	69.3	75.1	70.7	73.6	76.0	65.5
Pregnant Women who are anemic	40.2	60.4	58.0	55.2	69.1	61.1	45.7

Source NFHS-5 2019-21

The Population in the region is growing at much higher rate than the rest of Karnataka with poor demographic and nutrition indicators. As SC/ST and Minority population is significantly



high, the deprivation in terms of income, education, good environment, quality living is also high.

The gender gap in literacy: The literacy rate in Kalyan Karnataka region for female is 54.52 percent as against State's average of 68.08 percent and for males it is 73.56 percent as compared to State's average of 82.47 percent. *From this, it is evident that the districts of KK region require special focus for girls' education and improving female literacy.*

ACCESS TO EDUCATION

Table 6: Access to Education- School facilities in KK Region

S N O	DISTRICT NAME	Department of Education				Private Aided				Private Unaided				OTHERS				TOTAL			
		LP S	H PS	HS	TO TA L	L P S	H P S	H S	TO TA L	LP S	H PS	HS	TO TA L	L P S	H P S	H S	TO TA L	LP S	H PS	HS	TO TA L
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	BALLARI	228	408	125	761	1	41	34	76	90	317	179	586	2	5	30	37	321	771	368	1460
2	BIDAR	529	735	167	1431	4	20	14	348	211	457	277	945	0	4	44	48	744	1398	630	2772
3	KALBURGI	792	988	298	2078	14	20	12	340	278	775	480	1533	7	6	86	99	1091	1972	987	4050
4	KOPPALL	375	585	193	1153	3	32	33	68	145	221	128	494	3	7	49	59	526	845	403	1774
5	RAICHUR	660	797	229	1686	8	48	36	92	170	469	228	867	7	5	60	72	845	1319	553	2717
6	VIJAYANAGARA	388	563	123	1074	4	43	74	121	100	239	145	484	1	2	33	36	493	847	375	1715
7	YADAGIRI	451	470	144	1065	2	39	17	58	73	291	117	481	2	1	31	34	528	801	309	1638
DIVN TOTAL		3423	4546	1279	9248	36	608	459	1103	1067	2769	1554	5390	22	30	333	385	4548	7953	3625	16126
% SHARE in total		57.35				6.84				33.42				2.39				100.00			

Source: Office of CPI Kalaburagi



TRANSITION RATES ACROSS GRADES

Table 7: Transition Rate Across Different Levels of Education (2023–24 to 2024–25)

District	ENROLLMENT LAST YEAR (2023-24)				ENROLLMENT CURRENT YEAR (2024-25)				Transition			
	Class 5 (2023–24)	Class 7 (2023–24)	Class 8 (2023–24)	Class 9 (2023–24)	Class 6 (2024–25)	Class 8 (2024–25)	Class 9 (2024–25)	Class 10 (2024–25)	5→6 (%)	7→8 (%)	8→9 (%)	9→10 (%)
Ballari	14,253	13,894	13,449	14,877	13,139	12,634	14,471	10,790	92.18	90.93	107.60	72.53
Bidar	13,259	11,951	10,871	9,063	11,238	9,945	8,205	8,447	84.76	83.21	75.48	93.20
Kalaburagi	26,023	23,705	23,983	22,330	22,872	21,657	20,260	20,653	87.89	91.36	84.48	92.49
Koppal	20,895	19,936	18,673	19,376	18,488	18,070	18,499	16,343	88.48	90.64	99.07	84.35
Raichur	26,399	26,022	23,813	24,320	23,863	23,242	22,909	22,646	90.39	89.32	96.20	93.12
Vijayanagara	16,475	16,880	13,264	12,597	15,076	12,840	12,201	11,152	91.51	76.07	91.99	88.53
Yadgir	18,486	17,523	14,550	13,842	16,147	14,455	12,783	12,096	87.35	82.49	87.86	87.39
Total	135,790	129,911	118,603	116,405	120,823	112,843	109,328	102,127	88.98	86.86	92.18	87.73

Source: CPI office Kalaburagi

The KK region has highest share of Government schools in total schools (57.35%), followed by Private Schools (33.42 %). As children from poor households study in Govt. schools, there is an urgent need to improve quality of education in these schools. 65 percent of total schools in Yadgir and 62 percent of total schools in Raichur are government schools.

The transition rate declines as level of education increases. It is 89 percent at class 5-8 level but declines to 86.8 percent from 7th to 8th std. It is 87.7 percent in 9th to 10th standard. Thus students move out partially at different levels of education and 13 percent are either held back or dropout during transition from 9th to 10th Std. Thus, on the average, 12 percent of children dropout at each level.

Availability of human resources and facilities as per SSA norms

A study on SDG-4 taken up by Public Affairs Centre, Bangalore, examined the compliance to SSA norms in schools in Karnataka. These included the norms related to basic amenities, IT infrastructure, and presence of subject teachers in schools etc. impacting significantly on the quality of education and consequently, the learning outcomes among the students. The results are indicated in the following map.

District Performance in 13 critical indicators

■ above state average (<=5 aspirant indicators)
■ below state average (>5 aspirant indicators)

District Name
Number of aspirant indicators/ Total number of critical indicators

Indicator

- number of HPS schools with same maths and science teacher(%)
- number of HPS schools without english teacher(%)
- number of HPS schools without maths teacher(%)
- number of HPS schools without science teacher(%)
- number of HPS schools without social teacher(%)
- number of schools with secondary PTR above 30(%)
- number of schools without drinking water facility(%)
- number of schools without functional girls toilet(%)
- number of secondary schools with same maths and science teacher(%)
- number of secondary schools without english teacher(%)
- number of secondary schools without maths teacher(%)
- number of secondary schools without science teacher(%)
- number of secondary schools without social teacher(%)

Data source: IHSE's 2019 - 21



CHAPTER II

ASSESSING QUALITY OF EDUCATION-IN KALYAN KARNATAKA REGION

LEARNING OUTCOMES

The quality of education is reflected in attainment of knowledge and education skills in reading writing and numeracy. It is the knowledge repository and human capital of a region. The learning outcomes not only influence the individual returns on education but also the social returns. Therefore, Sustainable Development Goal -4 emphasises on achievement of quality education.

The analysis of learning outcomes in KK Region presents a disappointing situation as evident from the data from ASER Reports and SSLC results.

Table 8: Learning Outcomes in Rural Areas across the divisions in Karnataka 2024

Divisions	Std. III to V						Std. VI to VIII					
	% Children who can read Std II level text			% Children who can do at least subtraction			% Children who can read Std II level text			% Children who can do division		
	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Bangalore	30.4	19.7	23.3	44.9	41.0	46.3	59.3	49.6	52.5	37.1	28.8	35.3
Belgaum	35.2	21.7	25.1	38.4	33.3	36.0	63.3	54.4	48.6	32.4	31.8	33.0
Kalaburagi	23.0	10.9	17.6	29.7	20.6	30.0	55.7	31.2	43.6	25.5	15.3	25.2
Mysore	43.7	24.0	38.6	51.0	49.8	51.8	70.3	62.1	66.2	40.3	39.6	40.6
State	33.0	19.1	25.2	41.1	36.1	40.3	62.0	48.8	51.6	33.7	28.4	33.2

Source: ASER Report 2024

The division wise analysis indicates that in Kalaburagi division student performance is very dismal. Only 25 percent of class VI-VIII students can do division and 43 percent can read a Class II Text indicates the poor learning and knowledge gain by the students. The learning outcomes at all education levels are below the State average. These are the lowest among all the divisions. This also indicates low returns on investment in education and low human capital formation perpetuating vicious circle of education poverty. Under SSA in initial years, the focus was more on access through creating physical infrastructure. The quality issues did not receive adequate attention. Therefore, this needs to be taken up on priority basis. The focus of Article 371J was also on provision of access and quality education to the students of the region.

SSLC RESULTS 2025

The other indicator of quality education is the SSLC results. The recent results of SSLC 2025 have raised many issues concerned about the critical level of performance by the students.

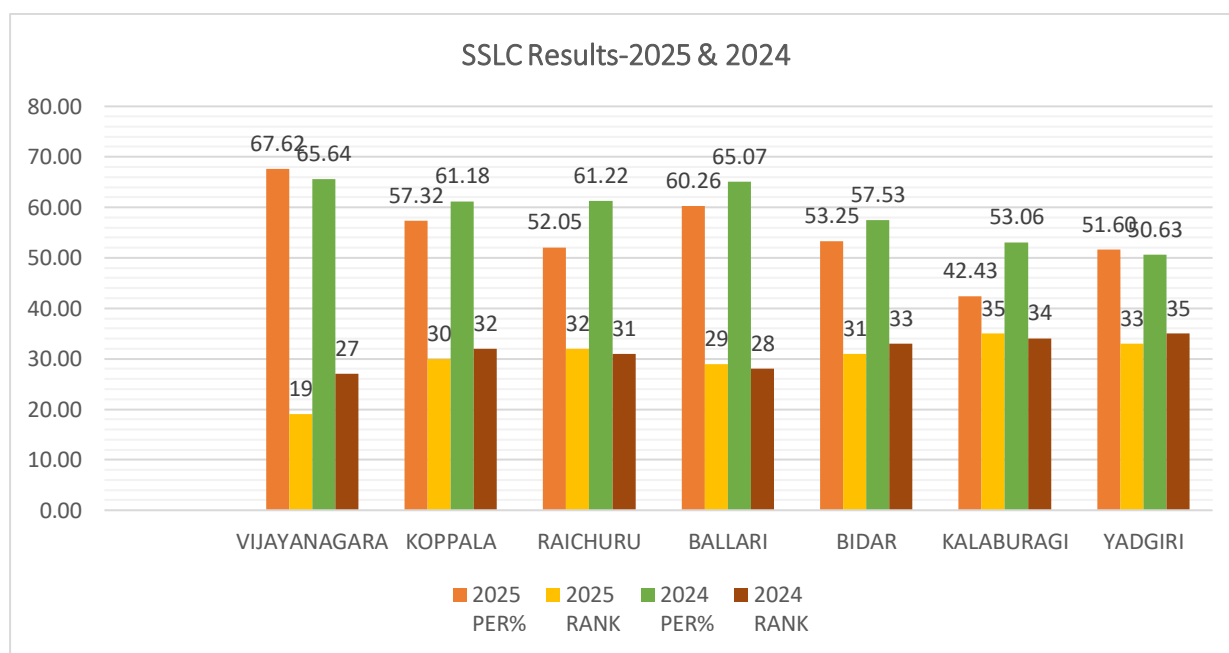


Table 9: SSLC results 2024 & 2025 Kalaburagi Division (Examination -1)

Sl No	Dist Name	2025 Exam-1		2024 Exam-1		2025 Per%	2024 Per%	Diff	2025 Rank	2024 Rank
		Appear ed	Passed	Appear ed	Passed					
1	4	5	6	7	8	9	10	11	12	13
1	Vijayanagara	19413	13127	20619	13534	67.62	65.64	1.98	19	27
2	Koppala	21610	12386	24075	14728	57.32	61.18	-3.86	30	32
3	Raichuru	28550	14860	31188	19092	52.05	61.22	-9.17	32	31
4	Ballari	20126	12128	22219	14457	60.26	65.07	-4.81	29	28
5	Bidar	23754	12650	28110	16173	53.25	57.53	-4.28	31	33
6	Kalaburagi	39257	16658	45980	24398	42.43	53.06	-10.63	35	34
7	Yadagiri	15036	7759	18880	9559	51.60	50.63	0.97	33	35
	Division Total/Average	167746	89568	191071	111941	53.40	58.59	-5.19		
	State Total/Average	790890	523075	859291	632151	66.14	73.57	-7.43		

Table 10: Results in Kalaburagi District

SL NO	DIST NAME	TALUQ NAME	2025 EXAM-1		2024 EXAM-1		2025 PER%	2024 PER%	DIFF
			APPEAR	PASSED	APPEAR	PASSED			
	2	3	4	5	6	7	8	9	
1	KALABURAGI	KALABURAGI SOUTH	5265	2734	5699	3676	51.93	64.5	-12.57
2	KALABURAGI	KALABURAGI NORTH	7883	3245	8383	5236	41.16	62.46	-21.3
3	KALABURAGI	SEDAM	2360	917	2623	1202	38.86	45.83	-6.97
4	KALABURAGI	CHITTAPURA	4508	1708	4682	2519	37.89	53.8	-15.91
5	KALABURAGI	ALANDA	4306	1609	4699	2917	37.37	62.08	-24.71
6	KALABURAGI	JEVARGI	3816	1355	3867	1998	35.51	51.67	-16.16
7	KALABURAGI	CHINCHOLI	2318	755	2798	966	32.57	34.52	-1.95
8	KALABURAGI	AFZALPURA	3164	1021	3449	1597	32.27	46.3	-14.03

**Figure 2: SSLC Result 2024 and 2025**

District wise performance

The district wise performance indicates highest achievement in Vijayanagara (67.62). The district also has gain in performance (2%). Yadgir district is at bottom second position but its rank is one up with increase of one percent in the result. Kalaburagi is at the bottom with 42.43 percent performance and there is drastic decline in pass percent from 53.06 to 42.43 percent. This is a cause of concern. The other district with fall in percentage is Rachur (-9.17). Ballari had about 4.87 percent fall in the result. At the State level, the average fall is 7.43 percent and only Kalaburagi and Raichur are above the State average with a bigger fall in the result. The gap between State and the division average is 12.74 percent. The division average result indicates that only 53.4 percent of the students are able to pass the examination.

The bottom ranks of the districts have not changed, but Vijayanagara district has come up from 27th Rank to 19th rank, further, Yadgir has been able to come out of its bottom position for a long time and has moved from 35 to 33. The Committee will have a deep dive in these two districts to identify the key factors and the feasibility of their scaling up.

Factors identified for continuous low performance of students

- Low learning base at lower levels of education –Primary and Upper Primary level resulting in Subject-wise low results- low absorption capacity, and lack of writing skills with students



TEACHER AVAILABILITY AND PTR ANALYSIS

- **Teacher Shortage:** Overall, teacher vacancy in Kalaburagi division is 21381. There is Specific subject wise challenge exists specifically, teachers for Mathematics, Science, and English.
- Overburden of non-academic work- reports, repeated information for the permanent teachers.
- Long absenteeism and Low attendance of children - Lack of effective tracking and Monitoring
- Short period interventions in 10th std.- less effective and sustainable as the base is low. Interventions made at an appropriate level of learning curve are more effective and sustainable.
- Critically low level of Monitoring- Lack of BEOs, distance factor, time and energy costs resulting in poor governance leading to low performance outcomes.
- BRP, CRP visits to schools are not effective and less helpful in building teacher capacities,
- Examination patterns, under valuation and/or biased valuation of papers.

Shortage of Teachers

Table 11: Pupil Teacher ratio- Kalaburagi Division

District	Primary			Secondary			Primary		Secondary	
	Post Sanctioned	Teachers Working	Enrolment	Post Sanctioned	Teachers Working	Enrolment	PTR for Sanctioned	PTR for working	PTR for Sanctioned	PTR for working
BALLARI	4506	2443	105228	1170	640	29164	23.35	43.07	24.93	45.57
BIDAR	5789	4827	92381	1520	1131	21246	15.96	19.14	13.98	18.79
KALBURGI	9301	6697	193990	2507	1992	48425	20.86	28.97	19.32	24.31
KOPPAL	6362	3959	154005	1688	1153	41121	24.21	38.90	24.36	35.66
RAICHUR	8460	4168	198768	2239	1237	59213	23.50	47.69	26.45	47.87
VIJAYANAGAR	5387	4399	118918	1186	997	30852	22.07	27.03	26.01	30.94
YADAGIR	5626	2732	132318	1435	737	32956	23.52	48.43	22.97	44.72
Total	45431	29225	995608	11745	7887	262977	21.91	34.07	22.39	33.34

Source: CPI Office Kalaburgi



The PTR for working teachers in Secondary education is 48 in Raichur and 45.5 in Ballari. It is above the RTI norm in all the districts except Bidar and Kalaburagi.

Table 12: Pupil Teacher ratio- across the Divisions

	Primary			Secondary			Primary		Secondary	
Divisions	Post Sanctioned	Teachers Working	Enrolment	Post Sanctioned	Teachers Working	Enrolment	PTR for Sanctioned	PTR for working	PTR for Sanctioned	PTR for working
Kalburgi Division	45431	29225	995608	11745	7887	262977	21.91	34.07	22.39	33.34
Bengaluru Division	51057	41032	755650	11321	8914	190292	14.80	18.42	16.81	21.35
Belagavi Division	57830	44189	1105395	10868	8624	244645	19.11	25.02	22.51	28.37
Mysuru Division	34213	26904	438822	10472	8025	151390	12.83	16.31	14.46	18.86
State Total	188531	141350	3295475	44406	33450	849304	17.48	23.31	19.13	25.39

Source: CPI Office Kalaburagi

Pupil Teacher Ratio (PTR) is an important indicator of quality education. The PTR in ll levels of education is above the State average and also above all the divisions in the State. It is also above the norm in both primary and secondary education. This implies that the teachers have more students in the class and they are not able to give personal attention to the students and meet their specific needs. There is heavy load on the existing BEOs for monitoring the functioning of schools. As a result, there has been weak monitoring resulting in low educational attainments. The average schools per block are 424. The BEOs are not able visit all the schools even once throughout the year. This is the highest in the State. The burden is aggravated due to specific location of the region covering border areas and backward areas with diverse cultural practices.



MONITORING AND SUPERVISION LOAD

Table 13: Monitoring and Supervision Load – Per Block schools across divisions

Division Name	Total No. Of Blocks	Total No of Schools (As Per UDISE (Count))									
		Govt	Per Block	Aided	Per Block	Unaided	Per Block	Others	Per Block	Total	Per Block
Belgaum Total	59	11735	199	1892	32	3814	65	354	6	17795	302
Bengaluru Total	58	15426	266	1974	34	6153	106	422	7	23975	413
Kalaburgi Total	34	8847	260	1054	31	4158	122	360	11	14419	424
Mysore Total	53	10452	197	1306	25	2402	45	359	7	14519	274
State Grand Total/Avg	204	46460	228	6226	31	16527	81	1495	7	70708	347
Klb Proposed	48	8847	184	1054	22	4158	87	360	8	14419	300

Source: CPI Office Kalaburgi



CHAPTER III

KEY FINDINGS AND MAJOR RECOMMENDATIONS:

CAUSES OF POOR PERFORMANCE

The low performance of the region in educational outcomes is attributed to various factors.

Deprivation in basic educational indicators

Indicators for assessment of deprivation.

- No. of Govt. schools as compared to the State average.
- Enrolment in Govt. Schools
- Working Teachers in Govt. schools
- PTR of working Teachers
- Teacher vacancy position

Methodology for estimation of Deprivation

- The state average in each indicator is taken as a benchmark.
- If the value of the Block in an indicator is below or equal to State average, the deprivation is zero
- If the indicator value is above the State average, the deprivation value is =1.
- There are five indicators and the total value is = 5. The scores of each Block are estimated based on the score range as given in the following table.

Level of Deprivation

Grading and Colour Codes		
Score range	Deprivation level	Colour code
0-1	NO / MILD	GREEN
2-3	MODERATE	ORANGE
4-5	SEVERE	RED

MAGNITUDE OF DEPRIVATION (Block Wise)

Comparative analysis across the 204 Blocks in the State

The following analysis indicates the position of the 204 Blocks in various indicators, and these are compared with the performance of the Block in the SSLC examination. In top 50 Blocks listed based on performance in SSLC only two blocks – Bantwal and Anekal are under mild deprivation. In the bottom 50 Blocks, 29 Blocks (58%) are under severe deprivation and 14 Blocks fall under Moderate Deprivation.

**Table 14: Magnitude of Deprivation**

SL. NO.	Division	District Name	Block Name	Total No. of Clusters	Total No. of Govt Schools	Enrolment in Govt Schools (1 to 10 Std)	Total No. of Govt Teachers working (Pry +HS)	PTR of Govt Working teachers (Pry +HS)	Teachers vacancy in Govt High Schools (In %)	SS LC RES 2025 %	SSLC 2025 RANK	Deprivation score	Deprivation Grade
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Top 50 BLOCKS													
1	BENGALURU	SHIVAM OGGA	THIRTHAHALLI	20	221	8625	615	14	24	94.16	1	0	NO
2	BELGAUM	SIRSI	SIDDAPUR	19	220	8577	550	16	15	94.14	2	0	NO
3	MYSO RE	DAKSHINA KANNA DA	PUTTUR	20	204	18084	780	23	21	94.02	3	0	NO
4	MYSO RE	DAKSHINA KANNA DA	BELTHANGADY	19	207	19912	816	24	27	93.34	4	2	MODERATE
5	MYSO RE	HASSAN	SAKALES HAPURA	16	168	5343	373	14	52	93.3	5	1	MILD
6	MYSO RE	DAKSHINA KANNA DA	MOODABIDRE	8	69	5166	249	21	22	93.26	6	0	NO
7	MYSO RE	UDUPI	KARKALA	16	153	12130	583	21	26	92.21	7	1	MILD
8	MYSO RE	DAKSHINA KANNA DA	MANGALURU NORTH	15	96	8758	428	20	19	91.82	8	0	NO
9	MYSO RE	DAKSHINA KANNA DA	SULLIA	12	148	10046	428	23	28	91.55	9	1	MILD
10	MYSO RE	UDUPI	KUNDAPURA	15	140	13326	648	21	17	91.49	10	0	NO
11	MYSO RE	CHIKKA MANGALURU	SRINGERI	6	42	2163	152	14	29	90.97	11	1	MILD
12	MYSO RE	CHIKKA MANGALURU	KOPPA	11	105	4790	317	15	34	89.78	12	1	MILD
13	MYSO RE	DAKSHINA KANNA DA	MANGALURU SOUTH	15	109	10163	489	21	21	89.72	13	0	NO
14	MYSO RE	UDUPI	BRAHAMAVARA	16	109	10601	537	20	8	89.31	14	0	NO
15	BENGALURU	SHIVAM OGGA	SAGAR	25	315	13904	865	16	12	89.12	15	2	MODERATE

16	BELG AUM	SIRSI	SIRSI	25	289	15401	917	17	7	88.64	16	2	MODERATE
17	BENGALURU	SHIVAM OGGA	HOSANAGAR	19	230	9451	607	16	24	88.58	17	1	MILD
18	BELG AUM	UTTARA KANNADA	BHATKAL	15	182	10774	609	18	10	88.32	18	0	NO
19	MYSO RE	UDUPI	UDUPI	16	71	7706	389	20	18	88.11	19	0	NO
20	BELG AUM	UTTARA KANNADA	HONNAVAR	24	266	10855	753	14	3	87.62	20	1	MILD
21	BELG AUM	SIRSI	YELLAPUR	16	174	8127	494	16	25	86.98	21	0	NO
22	MYSO RE	DAKSHINA KANNADA	BANTWAL	25	229	24224	969	25	26	86.92	22	5	SEVERE
23	BENGALURU	KOLAR	SRINIVASAPUR	26	299	9695	775	13	42	86.5	23	2	MODERATE
24	MYSO RE	UDUPI	BYNDOOR	16	191	14636	702	21	19	86.32	24	0	NO
25	MYSO RE	HASSAN	ALUR	14	153	4350	407	11	31	85.85	25	1	MILD
26	BENGALURU	SHIVAM OGGA	SORAB	25	322	18553	988	19	26	84.11	26	3	MODERATE
27	MYSO RE	HASSAN	ARASIKERE	36	403	15046	1241	12	18	83.49	27	2	MODERATE
28	BELG AUM	UTTARA KANNADA	KUMTA	19	212	11563	707	16	6	82.38	28	0	NO
29	MYSO RE	KODAGU	MADIKERI	13	120	5095	340	15	42	82.34	29	1	MILD
30	MYSO RE	KODAGU	SOMAVARPET	15	155	7549	568	13	31	81.93	30	1	MILD
31	MYSO RE	CHIKKA MANGALURU	MOODIGERE	17	169	6830	428	16	43	81.63	31	1	MILD
32	MYSO RE	HASSAN	HASSAN	36	388	13276	1275	10	4	81.14	32	2	MODERATE
33	MYSO RE	HASSAN	ARAKALAGUDU	27	307	10664	768	14	42	80.32	33	2	MODERATE
34	BENGALURU	SHIVAM OGGA	SHIMOGA	32	330	22113	1461	15	1	80.05	34	3	MODERATE
35	MYSO RE	MANDYA	MANDYA SOUTH	12	132	7870	547	14	7	79.9	35	0	NO
36	BENGALURU	BENGALURU NORTH	NORTH1	18	130	31053	902	34	5	79.07	36	3	MODERATE
37	BENGALURU	BENGALURU SOUTH	ANEKAL	23	266	24756	798	31	28	78.3	37	4	SEVERE
38	MYSO RE	HASSAN	BELUR	25	280	8865	758	12	22	78.18	38	1	MILD

39	BENG ALUR U	BENGAL URU RURAL	DEVANAH ALLI	17	217	10940	605	18	33	77.9	39	1	MILD
40	MYSO RE	MYSUR U	MYSORE SOUTH	5	39	2881	191	15	0	77.4 4	40	0	NO
41	MYSO RE	KODAG U	VIRAJPET	14	134	7450	397	19	30	77.2 9	41	1	MILD
42	BELG AUM	GADAG	SHIRHATT I	17	152	19816	737	27	33	77.1 7	42	2	MOD ERAT E
43	MYSO RE	MANDY A	MANDYA NORTH	15	175	6671	497	13	23	77.0 6	43	0	NO
44	BELG AUM	DHARW AD	HUBLI	12	126	20733	801	26	7	75.5 2	44	2	MOD ERAT E
45	KALA BURG I	VIJAYA NAGAR A	HADAGAL I	12	166	21906	851	26	22	75.3 8	45	2	MOD ERAT E
46	MYSO RE	CHIKKA MANGA LURU	CHIKMAG ALUR	26	329	13225	1031	13	8	75.2 3	46	2	MOD ERAT E
47	BELG AUM	UTTARA KANNA DA	KARWAR	14	141	4060	352	12	10	75.1 5	47	0	NO
48	BELG AUM	UTTARA KANNA DA	ANKOLA	14	163	7389	497	15	7	75.0 8	48	0	NO
49	BENG ALUR U	SHIVAM OGGA	BHADRAV ATI	26	283	15913	1078	15	5	74.8 3	49	2	MOD ERAT E
50	BELG AUM	DHARW AD	KALGHAT AGI	12	138	19635	707	28	24	74.8 3	50	1	MILD
Top 50 BLOCKS AVG.				18	193	12013	660	18	21	84.3 6	-	1.14	MILD
MID BLOCKS (51-154)													
51	MYSO RE	CHIKKA MANGA LURU	NARASIM HARAJAP URA	9	84	3917	247	16	45	74.4 4	51	1	MILD
52	BELG AUM	HAVERI	BYADAGI	10	118	12929	571	23	23	74.3 3	52	0	NO
53	KALA BURG I	VIJAYA NAGAR A	HAGARIB OMMANA HALLI	13	145	24331	728	33	31	74.2 6	53	3	MOD ERAT E
54	BELG AUM	DHARW AD	DHARWA D	16	182	29720	1135	26	5	74.0 8	54	3	MOD ERAT E
55	MYSO RE	HASSAN	CHANNAR AYAPATN A	33	375	10971	1016	11	32	73.6 4	55	3	MOD ERAT E
56	BELG AUM	SIRSI	JOIDA	11	161	6355	258	25	46	73.6 4	56	2	MOD ERAT E
57	MYSO RE	MYSUR U	MYSORE RURAL	20	250	21449	1201	18	0	73.4 1	57	3	MOD ERAT E
58	BENG ALUR U	BENGAL URU U SOUTH	SOUTH3	17	142	29196	846	35	10	73.1 9	58	2	MOD ERAT E
59	BENG ALUR U	BENGAL URU U NORTH	NORTH2	10	59	7966	353	23	2	72.9 9	59	0	NO
60	BENG ALUR U	BENGAL URU U SOUTH	SOUTH1	25	222	27376	1007	27	12	72.8 4	60	3	MOD ERAT E

61	BENGALURU	BENGALURU RURAL	NELAMAN GALA	22	283	13186	808	16	20	72.53	61	1	MILD
62	MYSO RE	CHIKKA MANGALURU	BIRURU	16	183	7292	590	12	13	72.51	62	0	NO
63	MYSO RE	CHIKKA MANGALURU	TARIKERE	18	224	10199	812	13	10	72.46	63	0	NO
64	BELGAUM	DHARWAD	KUNDAGOL	10	117	15285	600	25	27	72.39	64	2	MODERATE
65	MYSO RE	HASSAN	HOLENARASIPURA	21	287	10702	783	14	40	72.29	65	2	MODERATE
66	BENGALURU	TUMAKURU	KUNIGAL	32	344	10925	824	13	36	71.9	66	2	MODERATE
67	BENGALURU	BENGALURU NORTH	NORTH3	10	83	12232	480	25	17	71.87	67	1	MILD
68	BENGALURU	TUMAKURU	CHIKNAYAKANHALI	26	312	13321	882	15	27	71.04	68	3	MODERATE
69	BENGALURU	KOLAR	KOLAR	31	391	15948	1188	13	25	70.61	69	2	MODERATE
70	BENGALURU	SHIVAMOGGA	SHIKARIPUR	21	252	19682	1158	17	12	70.59	70	2	MODERATE
71	BELGAUM	SIRSI	HALIYAL	14	176	17774	637	28	28	70.49	71	2	MODERATE
72	BENGALURU	BENGALURU RURAL	HOSAKOTE	22	259	15059	679	22	38	70.33	72	2	MODERATE
73	BENGALURU	BENGALURU SOUTH	SOUTH4	18	218	41828	1154	36	16	70.03	73	3	MODERATE
74	BENGALURU	BENGALURU SOUTH	SOUTH2	15	83	12227	460	27	2	69.91	74	1	MILD
75	MYSO RE	MYSURU	NANJANGUD	27	284	24407	1231	20	4	69.83	75	3	MODERATE
76	BELGAUM	BAGALKOT	BADAMI	24	258	37215	1398	27	15	69.33	76	4	SEVERE
77	BENGALURU	CHIKKA BALLAPURA	CHINTAMANI	28	338	12450	930	13	33	69.25	77	3	MODERATE
78	BENGALURU	BENGALURU RURAL	DODDABALLAPURA	28	337	15598	927	17	29	69.08	78	3	MODERATE
79	BELGAUM	BELAGAVI	KITTUR	7	89	13356	507	26	19	69.06	79	1	MILD
80	BENGALURU	TUMAKURU	TURUVEKERE	24	260	7229	644	11	38	68.92	80	2	MODERATE
81	BELGAUM	DHARWAD	NAVALGUND	12	122	15510	612	25	25	68.86	81	1	MILD
82	BELGAUM	HAVERI	SAVANUR	10	127	18410	620	30	36	68.73	82	2	MODERATE

83	BENG ALUR U	RAMAN AGARA	MAGADI	30	341	10614	830	13	27	68.7 2	83	2	MOD ERAT E
84	BELG AUM	BAGAL KOT	JAMAKHA NDI	26	304	46965	1656	28	18	68.6 2	84	4	SEVE RE
85	BENG ALUR U	KOLAR	MALUR	23	330	14678	911	16	31	68.5 4	85	3	MOD ERAT E
86	BENG ALUR U	DAVAN AGERE	DAVANAG ERE(S)	16	168	12639	799	16	2	68.5 2	86	0	NO
87	BELG AUM	HAVERI	RANNEBE NNUR	20	206	22546	1062	21	10	68.1 9	87	2	MOD ERAT E
88	BELG AUM	BAGAL KOT	HUNAGUN D	24	260	31356	1249	25	13	68.0 2	88	4	SEVE RE
89	BENG ALUR U	CHIKKA BALLAP URA	CHIKKAB ALLAPUR	19	244	10237	685	15	22	67.8 2	89	1	MILD
90	BELG AUM	GADAG	RON	20	178	27239	913	30	33	67.7 6	90	4	SEVE RE
91	BELG AUM	BELAGA VI	BELGAUM CITY	14	146	17614	801	22	2	67.7	91	0	NO
92	MYSO RE	MANDY A	NAGAMA NGALA	26	270	8340	661	13	39	67.4 7	92	2	MOD ERAT E
93	BELG AUM	HAVERI	HANAGAL	21	249	26956	1039	26	29	67.4	93	5	SEVE RE
94	BENG ALUR U	TUMAK URU	TIPTUR	23	272	9979	787	13	23	67.4	94	1	MILD
95	MYSO RE	MYSUR U	MYSORE NORTH	9	73	8573	429	20	2	67.3 9	95	0	NO
96	KALA BURG I	VIJAYA NAGAR A	KUDLIGI	24	296	34297	1261	27	26	67.2 3	96	5	SEVE RE
97	BELG AUM	HAVERI	SHIGGOA N	14	177	19957	749	27	28	67.1 3	97	2	MOD ERAT E
98	MYSO RE	MANDY A	MALAVAL LY	22	257	14105	767	18	36	67.0 1	98	2	MOD ERAT E
99	BENG ALUR U	CHIKKA BALLAP URA	SIDLAGHA TTA	20	253	10272	641	16	38	66.8 9	99	2	MOD ERAT E
100	BELG AUM	BAGAL KOT	MUDHOL	21	250	30305	1106	27	24	66.8	100	4	SEVE RE
101	BELG AUM	DHARW AD	DHARWA D CITY	10	66	10106	447	23	1	66.4 5	101	0	NO
102	BELG AUM	HAVERI	HAVERI	16	183	24461	969	25	18	66.3 2	102	3	MOD ERAT E
103	MYSO RE	MYSUR U	T.N.PURA	20	249	16332	944	17	8	66.0 6	103	2	MOD ERAT E
104	MYSO RE	CHIKKA MANGA LURU	KADUR	20	236	9031	781	12	9	66.0 5	104	1	MILD
105	MYSO RE	MYSUR U	K.R.NAGA RA	20	247	11857	819	14	24	65.1 6	105	1	MILD
106	BENG ALUR U	DAVAN AGERE	HONNALI	19	226	17185	941	18	16	64.9 8	106	1	MILD

107	BENG ALUR U	DAVAN AGERE	CHANNAG IRI	26	295	19181	1141	17	17	64.8 7	107	2	MOD ERAT E
108	BENG ALUR U	KOLAR	MULBAGA L	29	390	15834	1012	16	33	64.2 2	108	3	MOD ERAT E
109	KALA BURG I	RAICHU R	SINDHAN UR	26	316	41830	1017	41	48	64.1 8	109	5	SEVE RE
110	KALA BURG I	BALLAR I	SANDUR	13	168	27377	597	46	57	64.1 6	110	3	MOD ERAT E
111	BENG ALUR U	TUMAK URU	GUBBI	32	393	16193	1081	15	24	63.7 7	111	2	MOD ERAT E
112	BENG ALUR U	BENGAL URU U NORTH	NORTH4	21	262	38856	1262	31	7	63.6 4	112	4	SEVE RE
113	MYSO RE	CHAMA RAJANA GARA	GUNDULP ET	16	192	12818	571	22	30	63.4	113	1	MILD
114	BENG ALUR U	RAMAN AGARA	RAMANA GARA	22	265	13294	751	18	23	63.1 9	114	1	MILD
115	BELG AUM	GADAG	MUNDAR AGI	14	110	15930	550	29	31	63.0 7	115	2	MOD ERAT E
116	BELG AUM	CHIKKO DI	MUDALGI	19	262	46279	1191	39	36	62.8 6	116	5	SEVE RE
117	MYSO RE	MANDY A	PANDAVA PURA	14	176	8416	590	14	28	62.8 2	117	1	MILD
118	BENG ALUR U	TUMAK URU MADHU GIRI	KORATAG ERE	20	266	11120	770	14	19	62.7	118	1	MILD
119	BELG AUM	CHIKKO DI	RAIBAG	26	311	35293	1115	32	26	62.7	119	5	SEVE RE
120	BENG ALUR U	CHITRA DURGA	HIRIYUR	28	336	18805	1152	16	13	62.6 8	120	2	MOD ERAT E
121	BELG AUM	BAGAL KOT	BAGALKO T	19	203	23853	1047	23	4	62.6	121	2	MOD ERAT E
122	BENG ALUR U	TUMAK URU	TUMKUR	42	485	26124	1668	16	3	62.5 6	122	3	MOD ERAT E
123	MYSO RE	MANDY A	SRIRANGA PATNA	10	138	6211	524	12	4	62.5 5	123	0	NO
124	BELG AUM	GADAG	GADAG RURAL	15	133	18910	763	25	10	62.4 8	124	1	MILD
125	KALA BURG I	VIJAYA NAGAR A	HOSPET	15	153	29648	999	30	15	62.4 5	125	3	MOD ERAT E
126	BELG AUM	SIRSI	MUNDAG OD	11	145	12082	480	25	30	62.3 9	126	2	MOD ERAT E
127	MYSO RE	MANDY A	MADDUR	21	239	10557	739	14	35	62.2 2	127	2	MOD ERAT E
128	BELG AUM	CHIKKO DI	ATHANI	24	355	36452	1418	26	22	62.2 2	128	4	SEVE RE
129	BELG AUM	BELAGA VI	SOUNDAT TI	22	244	41928	1308	32	36	62.1 4	129	5	SEVE RE

130	MYSO RE	MYSUR U	PERIYA PATNA	23	286	15834	815	19	37	62.0 2	130	2	MOD ERAT E
131	MYSO RE	CHAMA RAJANA GARA	KOLLEGA L	10	104	7292	419	17	20	61.4 6	131	0	NO
132	BENG ALUR U	CHITRA DURGA	CHITRAD URGA	34	334	24180	1383	17	4	61.3 3	132	3	MOD ERAT E
133	BENG ALUR U	DAVAN AGERE	DAVANAG ERE(N)	16	156	13792	753	18	1	61.0 2	133	0	NO
134	BENG ALUR U	CHITRA DURGA	HOLALKE RE	21	230	11699	769	15	6	60.7 6	134	1	MILD
135	BENG ALUR U	CHIKKA BALLAP URA	BAGEPAL LY	22	257	10240	559	18	30	60.3 6	135	2	MOD ERAT E
136	BENG ALUR U	CHITRA DURGA	MOLAKAL MUR	12	146	17588	525	34	35	60	136	2	MOD ERAT E
137	BENG ALUR U	TUMAK URU MADHU GIRI	MADHUGI RI	28	363	15707	977	16	29	59.9 8	137	3	MOD ERAT E
138	BELG AUM	CHIKKO DI	CHIKODI	26	276	31752	1123	28	24	59.9 6	138	4	SEVE RE
139	BELG AUM	BELAGA VI	KHANAPU R	28	322	21882	1047	21	32	59.9 5	139	4	SEVE RE
140	BENG ALUR U	CHITRA DURGA	CHALLAK ERE	31	383	27805	1380	20	24	59.7 7	140	3	MOD ERAT E
141	BELG AUM	GADAG	NARAGUN D	10	65	9116	348	26	39	59.7 7	141	2	MOD ERAT E
142	BELG AUM	CHIKKO DI	NIPPANI	20	168	17080	764	22	26	59.6 4	142	1	MILD
143	BENG ALUR U	DAVAN AGERE	JAGALUR	16	196	15423	708	22	17	59.5 5	143	0	NO
144	BENG ALUR U	DAVAN AGERE	HARIHAR A	14	153	15110	803	19	2	59.3 9	144	0	NO
145	MYSO RE	CHAMA RAJANA GARA	CHAMARA JA NAGAR	26	277	20040	992	20	28	58.6 9	145	4	SEVE RE
146	BELG AUM	CHIKKO DI	KAGWAD	10	99	8263	363	23	20	58.4 5	146	0	NO
147	KALA BURG I	BIDAR	BHALKI	26	246	16079	996	16	26	58.3 6	147	3	MOD ERAT E
148	KALA BURG I	BALLAR I	BELLARY EAST	16	174	34271	936	37	33	57.7 5	148	4	SEVE RE
149	MYSO RE	MANDY A	KRISHNAR AJA PET	26	329	12802	936	14	38	57.7	149	3	MOD ERAT E
150	BENG ALUR U	RAMAN AGARA	CHANNAP ATNA	20	236	12781	694	18	33	57.5 6	150	2	MOD ERAT E
151	BELG AUM	CHIKKO DI	GOKAK	16	161	25989	828	31	28	57.2 6	151	3	MOD ERAT E

152	BENGALURU	TUMAKURU MADHUGIRI	SIRA	34	437	22771	1226	19	26	57.24	152	4	SEVERE
153	MYSORE	MYSURU	H.D.KOTE	20	325	19013	880	22	28	57.16	153	3	MODERATE
154	BELGAUM	GADAG	GADAG CITY	8	58	5830	287	20	2	56.95	154	0	NO
BOTTOM 50													
155	KALABURGI	KOPPAL	YELBURGA	18	229	42350	1143	37	39	56.93	155	5	SEVERE
156	BELGAUM	BELAGAVI	BAILHONGAL	12	170	24401	1002	24	12	56.85	156	3	MODERATE
157	KALABURGI	BALLARI	SIRUGUPPA	15	186	32183	576	56	59	56.75	157	3	MODERATE
158	KALABURGI	BALLARI	BELLARY WEST	18	191	34434	888	39	41	56.51	158	4	SEVERE
159	MYSORE	CHAMARAJANAGARA	YELANDUR	6	62	5053	250	20	29	56.45	159	1	MILD
160	KALABURGI	KOPPAL	GANGAVATHI	23	341	50817	1161	44	46	56.13	160	5	SEVERE
161	BENGALURU	CHITRADURGA	HOSADURGA	25	305	13267	939	14	7	55.97	161	2	MODERATE
162	BELGAUM	BAGALKOT	BILAGI	12	154	18578	714	26	22	55.61	162	1	MILD
163	BELGAUM	HAVERI	HIREKERUR	19	223	18011	958	19	11	55.59	163	1	MILD
164	BELGAUM	BELAGAVI	RAMDURG	18	213	29518	918	32	35	55.55	164	4	SEVERE
165	BENGALURU	KOLAR	BANGARAPETE	19	260	12643	725	17	36	54.91	165	2	MODERATE
166	MYSORE	MYSURU	HUNSUR	26	310	18876	1093	17	16	54.67	166	2	MODERATE
167	BELGAUM	DHARWAD	HDMC	12	95	20220	740	27	0	54.27	167	2	MODERATE
168	BENGALURU	RAMANAGARA	KANAKAPURA	34	400	15032	753	20	38	54.05	168	2	MODERATE
169	KALABURGI	BIDAR	AURAD	26	315	23157	1205	19	32	53.83	169	4	SEVERE
170	MYSORE	CHAMARAJANAGARA	HANUR	13	170	9875	531	19	36	53.35	170	1	MILD
171	KALABURGI	KOPPAL	KUSTAGI	20	247	47474	1191	40	32	53.14	171	5	SEVERE
172	BELGAUM	BELAGAVI	BELGAUM RURAL.	25	301	38753	1554	25	6	53.08	172	4	SEVERE
173	KALABURGI	BIDAR	BIDAR	32	308	22795	1379	17	9	53.07	173	3	MODERATE

174	KALABURGI	VIJAYANAGARA	HARAPANAHALLI	24	289	32633	1268	26	16	53.03	174	4	SEVERE
175	BELGAUM	CHIKKODI	HUKKERI	23	286	38146	1343	28	33	52.34	175	5	SEVERE
176	BELGAUM	VIJAYAPURA	BASAVANBAGEWADI	28	310	39604	1560	25	15	52.23	176	4	SEVERE
177	BENGALURU	KOLAR	KGF	17	198	7908	488	16	35	52.23	177	1	MILD
178	KALABURGI	YADAGIRI	YADGIR	25	326	48600	1176	41	43	52.22	178	5	SEVERE
179	KALABURGI	KALBURGI	GULBARGA SOUTH	19	166	21278	945	23	6	51.93	179	2	MODERATE
180	BELGAUM	VIJAYAPURA	MUDDEBIHAL	25	253	32300	1231	26	11	50.59	180	4	SEVERE
181	BELGAUM	VIJAYAPURA	CHADACHAN	15	201	22159	842	26	22	50.45	181	2	MODERATE
182	BELGAUM	VIJAYAPURA	INDI	23	286	33113	1267	26	19	49.95	182	4	SEVERE
183	KALABURGI	KOPPALL	KOPPALL	20	261	47360	1492	32	24	49.93	183	4	SEVERE
184	BENGALURU	TUMAKURU MADHUGIRI	PAVAGADA	20	249	13420	616	22	44	49.48	184	2	MODERATE
185	KALABURGI	YADAGIRI	SHAHAPUR	23	320	52150	1054	49	50	49.39	185	5	SEVERE
186	KALABURGI	RAICHUR	DEVADURGA	25	342	48284	763	63	62	49.14	186	4	SEVERE
187	BENGALURU	CHIKKABALLAPURA	GOWRIBIDANUR	24	297	17065	940	18	34	48.33	187	3	MODERATE
188	KALABURGI	BIDAR	BASAVAKALYAN	24	263	26363	1104	24	33	47.71	188	5	SEVERE
189	BELGAUM	VIJAYAPURA	BIJAPUR RURAL	37	426	49323	2071	24	7	46.6	189	4	SEVERE
190	KALABURGI	RAICHUR	LINGASUGUR	25	350	56284	1322	43	32	46.04	190	5	SEVERE
191	KALABURGI	RAICHUR	MANVI	23	300	46738	829	56	56	44.77	191	4	SEVERE
192	BELGAUM	VIJAYAPURA	BIJAPUR CITY	17	122	13958	707	20	0	44.28	192	0	NO
193	KALABURGI	RAICHUR	RAICHUR	26	294	57087	1336	43	39	44.01	193	5	SEVERE
194	KALABURGI	BIDAR	HUMNABAD	22	239	21727	1034	21	30	43.87	194	4	SEVERE
195	KALABURGI	YADAGIRI	SHORAPUR	28	389	61164	1175	52	54	42.86	195	5	SEVERE



196	BENGALURU	CHIKKA BALLAPURA	GUDIBANDA	8	104	4418	243	18	42	41.77	196	1	MILD
197	BELGAUM	VIJAYAPURA	SINDAGI	33	351	53382	1821	29	19	41.26	197	4	SEVERE
198	KALABURGI	KALBURGI	GULBARGA NORTH	21	205	21370	1004	21	3	41.16	198	2	MODERATE
199	KALABURGI	KALBURGI	SEDAM	20	242	24226	778	31	34	38.86	199	4	SEVERE
200	KALABURGI	KALBURGI	CHITTAPUR	26	319	36046	1353	27	21	37.89	200	4	SEVERE
201	KALABURGI	KALBURGI	ALAND	25	302	32637	1241	26	28	37.37	201	5	SEVERE
202	KALABURGI	KALBURGI	JEWARGI	19	267	41913	1172	36	23	35.51	202	4	SEVERE
203	KALABURGI	KALBURGI	CHINCHOLI	22	297	26360	843	31	36	32.57	203	4	SEVERE
204	KALABURGI	KALBURGI	AFZALPUR	16	195	30394	1026	30	21	32.27	204	3	MODERATE
BOTTOM 50 BLOCKS AVG.				22	259	30697	1035	29	28	49.14	-	3.32	MODERATE

STATE AVG.	20	228	19973	851	23	23	66.22	-	2.20	MODERATE
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Source: CPI Office Kalaburagi

Score range	Deprivation level	Colour code
0-1	NO / MILD	GREEN
2-3	MODERATE	ORANGE
4-5	SEVERE	RED

Table 15: Distribution of Blocks under Deprivation categories across the Divisions

Divisions	No	Mild	Moderate	Severe	Total
Belgaum	12	8	19	20	59
Bengaluru	6	13	36	3	58
Kalaburagi	0	0	10	24	34
Mysuru	16	18	17	2	53
total	34	39	82	49	204

Source: CPI Office Kalaburagi



Understanding the Association Between SSLC Results and Deprivation.

The following two techniques are used to understand the relationship between deprivation and SSLC scores.

1. The correlation between SSLC percentage and deprivation score is summarized in the table below.

Variable 1	Variable 2	Correlation Coefficient	Interpretation
SSLC RES 2025 %	Deprivation score	-0.510	A moderate negative association between the two variables. This indicates that as deprivation score increases (meaning higher deprivation), SSLC percentage tends to decrease.

A One-Way ANOVA can also be carried out between SSLC Percentage and Deprivation Grade to understand the significance of the association.

Null Hypothesis: There is no difference in SSLC percentage averages across deprivation grades.

Alternate Hypothesis: There is a significant difference in SSLC percentage averages across deprivation grades.

The results of one-way ANOVA are presented below:

One-Way ANOVA (Welch's)

	F	df1	df2	p
SSLC RES 2025 %	23.8	3	87.4	< .001

Since $p < 0.05$, the null hypothesis is rejected, P value $< .001$ indicating a significant association between deprivation grade and SSLC results.

The table below indicates that as deprivation increases, the average SSLC percentage declines.

Deprivation Grade	Number of Blocks	Mean	SD	SE
NO	34	75.9	13.4	2.29
MILD	39	71.3	12.9	2.07
MODERATE	82	66.5	10.7	1.18
SEVERE	49	56.0	11.2	1.60

Fig. 3 Association between Deprivation Score and SSLC Results

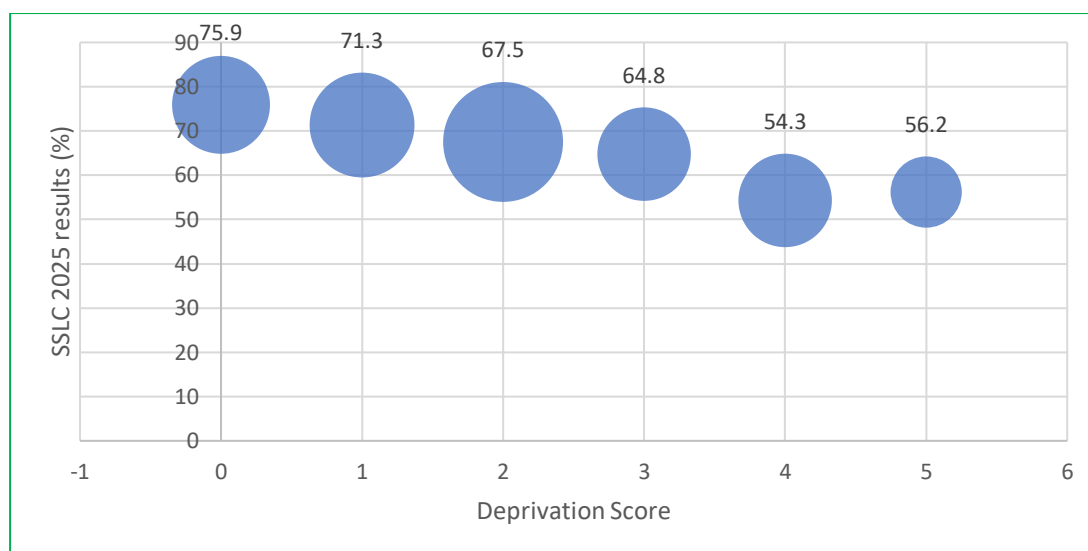
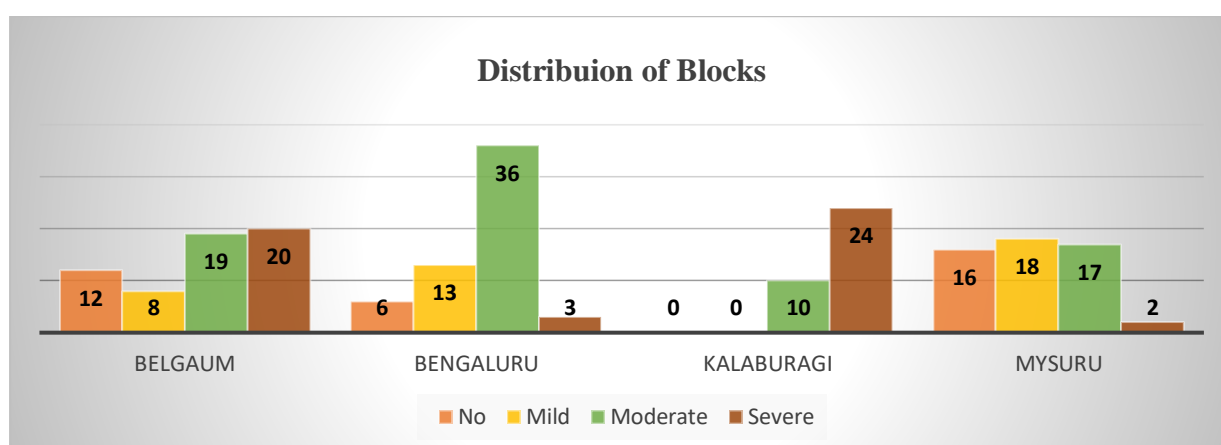


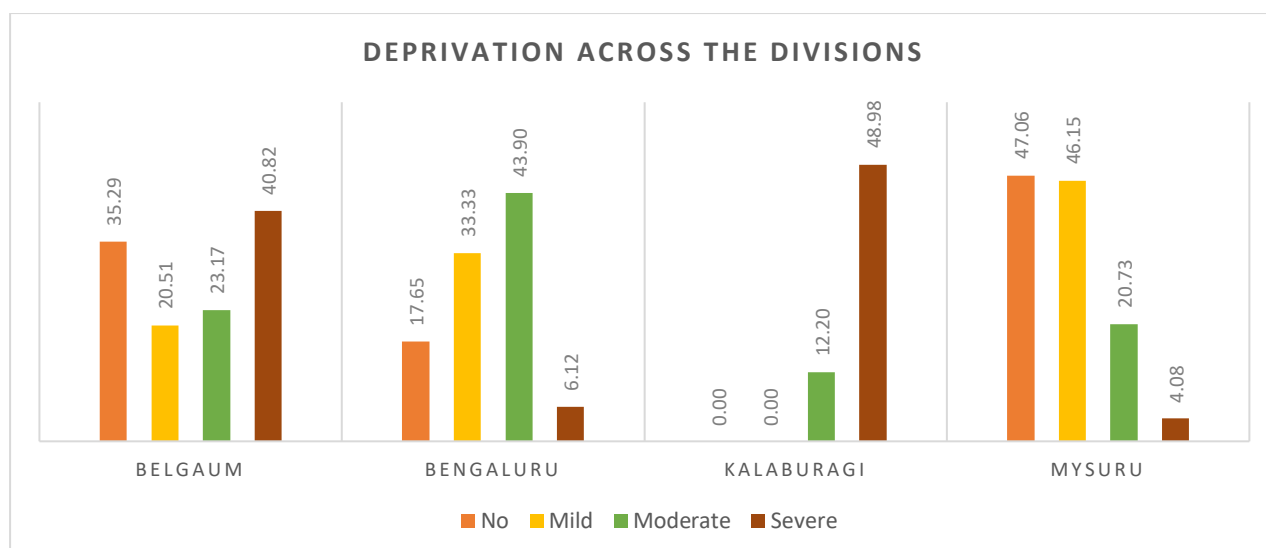
Figure 4: Distribution of Blocks under Deprivation categories across the Divisions



Source: CPI Office Kalaburagi

In Kalaburagi division, out of the total 34 blocks, 10 fall under 'Moderate Deprivation' and 24 fall under 'Severe Deprivation'. On the other hand, only 2 Blocks out of the total 53 Blocks are under 'Severe Deprivation' and in Bengaluru Division only 3 Blocks out of total 58 blocks are under this category. In Belgaum Division 20 Blocks fall under 'Severe Deprivation'. This is clear evidence of deprivation of basic quality education requirements in North Karnataka, especially Kalyan Karnataka Region.

Figure 5-Deprivation in Basic Education Indicators –Relative shares of the Divisions



Source: Derived from the table

All the Blocks in Kalaburagi division fall under only two categories- ‘Moderate Deprivation’ and Severe Deprivation’. Kalaburagi division has no share in total Blocks in the state falling under ‘No Deprivation’ and ‘Mild Deprivation’. It’s share in Blocks under ‘Moderate Deprivation’ is only 12.20 percent. It is 48.98 percent in ‘Severe Deprivation’ Blocks. Mysore and Bengaluru divisions share only 4.08 and 6.12 percent of the ‘Severe Deprivation’ Blocks in the State. This clearly provides evidence about the root causes of low quality of education in the region.

Best and Worst Positioned Blocks – A comparative analysis

A comparative analysis of Best and Worst Positioned Blocks is presented in the following table to understand the magnitude of deprivation at micro level in a comparative framework for the basic indicators- schools, enrolment etc.

- Haveri Block has only 20,467 students per Block (1-10) Whereas Ballari has only 4 Blocks with 32066 students per Block.
- Mandya and Kalaburagi have same number of Blocks but the students per Block in Govt. schools are only 9372 in Mandya and 29278 in Kalaburagi- three times more than in Mandya.
- The number of schools per Block are as high as 508 and 509 in Yadgir and Bidar.
- Given these realities in KK region, it is difficult to expect a student centric approach and high level of learning outcomes.

Best and Worst Positioned Blocks – A comparative analysis

**Table 16: Education parameters Per Block**

District Name	TOTAL NO. OF BLOCKS	NUMBER OF CLUSTER	CLUSTERS PER BLOCK	ENR (1-10)			
				GOVT	/block	TOTAL	/block
2	3	4	5	6	7	8	9
HAVERI	7	110	16	143270	20467	308147	44021
BALLARI	4	62	16	128265	32066	348492	87123
MANDYA	8	146	18	74972	9372	222300	27788
KALBURGI	8	168	21	234224	29278	599310	74914
CHITRADURGA	6	151	25	113344	18891	284525	47421
RAICHUR	5	125	25	250223	50045	484362	96872

MAJOR RECOMMENDATIONS

Immediate Short-Term Recommendations

Measures to improve SSLC results in 2nd and 3rd Examination and Next Year

- Additional classes in schools with less than 40 percent results with school Specific Directions from CPI and DDPI offices
- Time bound strategies and interventions immediately for 2nd Examination.
- Marusinchana & Kalikasare based teaching to the students. Procuring the workbooks immediately.
- Focus on low performing subjects and high potential group of students.
- Continuous assignments in class rooms to improve writing skills.
- For 3rd examination all schools to be covered with focused attention on critical low performing subjects in the respective schools.
- Weekly generation of reports on activities, assignments, valuation and performance.
- End-to End action to be taken from DDPI office.
- Teaching Learning Interventions to begin from 8th Std.
- Learning interventions based on Marusinchane & kalikasare to begin in the month of June 2025.
- Adopt Innovative methods- Early diagnosis at school level for need specific interventions. Adopt the blend of Yadgir model- 80 days 40 marks & 80 mark .and Vijayanagara model –Monitoring through field visits, Teacher Accountability and Community Participation.



- Identification of low performing students for one to one attention. Continuous assessment system, assignments to improve writing skills.
- Focus and Continuous monitoring of Low performing Blocks.- Aland, Kalaburagi North, Chincholi, Jevaragi, chitapur, in Gulbarga, Surpur (Yadgir)- Boys.

Short Term Recommendations (2025-26)

I. Improve Monitoring and supervision mechanism

a. Establishment of 14 new Education Offices

At present, there is heavy load on existing BEOs for effective monitoring of school functioning. The limitations are: larger size of Blocks, more schools per Block and geographical distance factor. In discussion with the Department and field realities, it is proposed to establish 14 new block education offices. If the number increases from 34 to 48 we are able to reach at least near to the State average in basic monitoring parameters.

Table 17: Monitoring parameters –Existing

Division	Total no. of blocks	Total clusters	Clusters Per block	Enrolment Per block	Schools per block	Teachers per block
Belgaum	59	1054	18	47987	302	1164
Bengaluru	58	1325	23	64997	413	1075
Kalaburgi	34	730	21	70693	424	1683
Mysore	53	953	18	31481	274	843
State average	204	4062	20	51566	347	1142

Source: CPI Office Kalaburagi

Table 18: Monitoring Parameters after 14 Block Education Offices

Division	Total no. of blocks	Total clusters	Clusters Per block	Enrolment Per block	Schools per block	Teachers per block
Belgaum	59	1054	18	47987	302	1164
Bengaluru	58	1325	23	64997	413	1075
Kalaburgi	48	730	15	49673	300	1192
Mysore	53	953	18	31481	274	843
State average	204	4062	20	51566	347	1142

Source: Education Dept. KKRDB & SATS data

After the establishment of 14 BEO Offices the number of schools per Block for monitoring will get reduced from the existing 424 schools and 1683 teachers to 300 schools, 1192 teachers



and 49673 students, which is near to the State average of 347 schools, 1142 teachers and 51566 students. This will ensure effective school visits, monitoring and supervision leading to effective functioning of schools promoting quality education and better learning outcomes. Based on the analysis, 14 new BEO offices are proposed at following locations.

Table 19: Proposed Block Education Offices- Locations and coverage

Sl No	District	New Block	Total Clusters	Enrolment Total	Total Schools	Total Teachers
1	Bidar	Chitaguppa	8	23850	208	616
2	Bidar	Kamalanagar	9	16210	151	531
3	Kalburgi	Kalagi	17	20393	207	836
4	Kalburgi	Kamalapur	18	21359	231	762
5	Kalburgi	Yadrami	9	23795	176	805
6	Yadagiri	Gurumitkal	11	25408	166	858
7	Yadagiri	Hunasagi	12	34069	239	1089
8	Raichur	Arakera	16	29531	201	1019
9	Raichur	Maski	12	25219	208	841
10	Raichur	Sirwar	10	25410	181	762
11	Koppal	Karatagi	7	22306	155	562
12	Koppal	Kukanoor	9	22741	145	716
13	Bellary	Kurugodu	12	46339	226	1065
14	Vijayanagara	Kottur	11	21155	149	524
Total			161	357785	2643	10986
Average/Block			12	25556	189	785

II Filling up Teacher Vacancies

There is an urgent need to fill up the teachers' vacancy in the districts of KK Region. There are 17, 274 (38.2% of the total) vacancies of primary school teachers and 4107 (34.8%) vacancies of High school teachers in the region. **This is highest across all the divisions in the State.** The absence of especially subject teachers and the low quality of teaching by guest faculty has been the most critical factor contributing to low performance of the students. The future of



these students is at stake. The vacancies of teachers to be filled up immediately through all possible ways- promotions and recruitments. **Any approvals required to be given by State Govt. should be given on priority basis for this region.**

Table 20: Cadre wise Teacher Vacancy in KK Region

Sl.	Cadre	Sanctioned	Working	Vacant
1	Graduate Primary School Teacher	12609	6977	5632
2	Headmaster/Head Mistress (Primary)	2793	1492	1301
3	Senior Headmaster	1291	329	962 (74.51)
4	Primary School Teacher	27027	18498	8529
	Total Primary Teachers	45431	28157	17274(38.02)
5	Secondary Am	9836	6407	3429
	Total Secondary Teachers	11793	7686	4107 (34.8)
	Division Primary + Secondary) Teachers	57224	35843	21381

Source: CPI Office Kalaburagi

III Continuation of Akshara Avishkara Programme

The approach in earlier programs was piecemeal and these were not specifically targeted. Akshara Avishkara Program is integrated and all inclusive. It covers all the Stakeholders- Schools, Students, Teachers, DIETs, Administration, and Community. A quick glance at the field level indicated its successful functioning and it has received a favourable response from all. **Therefore, it has high potential to bring transformation in education, knowledge and skills of the students and build** a strong human resource base for sustainable growth of the region in coming future.

IV Establishing a Project management Unit (PMU) for Akshara Avshkar Programme

PMU will be responsible for Planning and coordination of activities and oversee the implementation of the programme effectively. It will also ensure quality in provision of infrastructure in schools.

Medium Term Recommendations (2025-2028)

1. Better positioning of existing Govt. Schools

Majority of the children from marginalized poor households in KK Region study in Govt. Schools and the share of Govt. schools in total is 61.35 percent. Therefore, it is essential to improve the infrastructure and teaching, learning processes in Government schools to achieve holistic and inclusive quality education. School specific infrastructure



requirements to be identified in School Development Plan aggregated at Block level and to be taken up under Centre/ State education schemes and the gaps to be filled up under the relevant component in Akhsar Avishkar Programme.

2. Establishment of New 200 Karnataka Public Schools in next two years.

A comparative analysis of distribution of Karnataka Public schools indicates their concentration in Mysuru and Bengaluru regions. Their requirement is more in an educationally backward Kalyan Karnataka region. Then only we will be able to provide better education to our children as provisioned under Article 371J.

It is proposed to establish 200 KPS schools in the region in all the seven districts as per the details given below.

Table 21- Existing and Proposed Karnataka Public Schools

	Districts/Divisions	KPS Existing	KPS proposed
1	Kalaburagi	14	30
2	Bidar	9	05
3	Raichur	10	50
4	Koppal	9	40
5	Ballari	6	25
6	Vijayanagar	6	25
7	Yadgir	6	25
	Division Total	60	200
8	Belagavi Division	79	
9	Bengaluru Division	98	
10	Mysore Division	70	
	State Total	247	

3. Increasing Student Enrolment, transition rate and reducing Dropouts at secondary level.

- Increase the enrolment at Higher Primary and Secondary Level. Monitor the Children at 8th Standard and ensure their smooth transition in 9th and 10th standard.
- Bring Out of School Children (OOSC) children to school and mainstream them through bridge courses.



- c. The enrolment drives for Govt. schools to be properly planned, designed and executed rigorously. It should be in the form of Jatha or a barefoot approach to households to convince the parents about importance of education of children, especially girls.
- d. This will require an action in mission mode and a public andolan (e.g. Total Literacy Campaign) to enrolment by involving different stake holders like the SDMC, Teachers, Alumni, SHG members, and the Community at large.
- e. Review the transport facilities and provide access to safe transport for students to reach the school.
- f. **Strengthen School Management Committees (SMCs):** Provide training to SMCs to play an active role in monitoring school functioning, planning, and ensuring accountability.
- g. **Reducing the Dropouts:** The school HT and Teachers as well as SDMCs should track the students with potential dropout risk and take appropriate action. The NSQF programme to be implemented effectively to provide vocational skills for increasing employability. It will also reduce the dropouts.
- h. **Monitoring by BEOs and DDPI:** The regular visits of BEOs to schools to monitor their functioning, regular classes and FLN activities and follow up actions are essential to improve school performance. DDPIs should also visit the schools and also facilitate the follow up actions on the reports of BEOs.
- i. **Establish a Legal Cell/ Panel of advocates in DDPI/ CPI office:** Attending to the legal cases and providing para wise replies consumes lot of time of the officers. Therefore, it is proposed to establish a panel of 5-10 advocates having proficiency in dealing the cases in education Department- civil and service matters, on the lines of the practice followed in banks.

IV Improving Learning Outcomes

- **Expand coverage of ECCE all-Government higher primary schools in stages in next coming years:** Focus on schools in potential areas with minimum required strength as per norms. The opening of pre-primary sections in select Govt. schools has been warmly received, and the demand is clear. There is a need to strengthen the program with adequate teachers. Discussions with WCD are required for integrating ICDS scheme into pre-primary will have to be taken up
- **Develop an effective and outcome-oriented strategy for implementation of Foundational Literacy and Numeracy (FLN) programme** It should include the tools that are region specific blended with local culture and TLMs aligning with tools keeping FLN competencies/learning outcomes described by DSERT (in May 2025).
- **Improve Learning process at lower level:** Ensure that the FLN skills are developed at 1-3 standards and made sustainable in next grades along with Grade Specific Learning (GSL). More intensive interventions should begin at 8th standard catching the peak point on the learning curve. Provide individual support to slow learners.



- **Initial Assessment at the beginning of the school in June month to diagnose students' Grade Specific Learning abilities:** As the interventions have to begin at an early stage, assess the knowledge and learning abilities in the beginning of the academic year. DIET may design a grade specific questionnaire and take further necessary action.
- **Autonomy and Accountability for Schools, Teachers and Resource Persons:** Provide more academic and financial autonomy to schools while setting clear performance benchmarks. BEO should fix school specific targets and entrust the accountability to achieve the targets/ learning outcomes to Head Teachers and teachers, and respective BRC and CRCs and officer.
- **School specific Action Plans:** The DITEs through BRCs and CRCs should support the schools to develop school specific plans aligning them with the broad framework of plans at district and state levels.
- **Capacity Building of Teachers:** The capacity building of teachers should be a continuous process and need to be planned without impeding the teaching programme at school. **The 6 +6 formula to be adopted.** DIET should conduct evaluation of outcomes of the training programme through application of knowledge and techniques imparted in training programmes
- **Reducing the non-academic workload on teachers:** Teachers and the Resource persons are loaded with non-academic work such as – providing information, filling the different formats, management of mid-day meals, and other survey and census work. This should be reduced to minimal so that they can focus on teaching and engaging with students They can be made accountable. A Time Use survey to be undertaken to assess the time spent on academic and non-academic work and its impact on learning outcomes need to be brought out for taking appropriate decision.
- **Continuation of TET Programme:** The training for Teacher Eligibility Programme to be continued this will help the candidates to get eligibility and to fill up the vacancies of teachers. It can be held at BRP level and DIETs to coordinate the programme.
- **Improving teaching learning skills in English language:** Ensure availability of competent teachers to teach English language and increase the pass percentage. Ensuring availability of English teachers in Bilingual schools is very essential for the success of the programme.
- **Improving Learning and writing skills in Kannada Language:** Children in Urdu medium and Marathi, medium schools fail in Kannada language due to poor understanding of grammar and ow writing skills. This is also observed in Kannada medium schools also. Therefore, it is essential to improve grammar and writing skills in Kannada language.

ANNEXURE-1 DATA SOURCES, TOOLS, AND STAKEHOLDER CONSULTATION SUMMARY



DIET Functional status assessment

Functions	Discussions, literature review & Field Observations
Pre-service Teacher Education Department: This department is responsible for conducting pre-service teacher education programs such as the D.El.Ed.& Bachelor of Education (B.Ed.)	Not functioning effectively at present due to lack of adequate Demand.
In-service Teacher Education Department: This department conducts various in-service teacher training programs for the professional development of teachers	Training Programs are conducted for Department as well as for KKRDB under Akshara Avishkar (Marusinchahana & Kalikasere).
Curriculum Material Development and Evaluation Department	It is being undertaken But specific local based interventions in development of TLM are not observed. Teaching methods are not evaluated for Learning outcomes
Educational Technology Department: It develops and provides training on various technology-based tools	Technology based tools – those available are used for imparting the training.
Research and Evaluation Department: This department conducts research studies on different aspects of education	This Department has to focus on Action Research by conducting field studies and find out solutions to problems faced by specific parts in KK Region.
Extension and Community Outreach Department: This department works towards creating awareness about education and promoting community participation	This Department conducts outreach programmes but are not outcome oriented

