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Study on Issue and Challenges of Government Schools in Karnataka

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ABSTRACT: *Education - in its broadest sense imparts a formative effect on the mind, character, and physical ability of an individual. This is particularly so in case of primary education. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another through institutions. Teacher's quality is the overarching important factor in the entire process of education system. To improve the quality of school education system today we need teachers who can perform not only inside the classroom but also with the entities outside the school system. The current focus of educational administrators and policymakers is rightly laid on developing the required competencies and skills. The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Very little research efforts have been carried out to delve into these issues. This article presents the discussion of the varied demographic and other discussion of the Karnataka states, status of dropout students, government initiatives regarding primary education in the study area. The present study focuses to explore the issues & challenges of government schools in Karnataka.*

KEYWORDS: Karnataka, education, government, students, teachers, infrastructure

INTRODUCTION

In recent years, momentous advancements have been achieved globally in scientific knowledge, technology, and social and national aspirations of people, thereby contributing to innovations in the field of education. The right to education is recognized as one of the fundamental human rights and, the drive towards universal elementary education aims at ensuring its delivery. Karnataka State is a fast-growing economy, and this growth is largely based on the knowledge base of its society. The State, with active participation of communities, has embarked on bringing about significant reforms in the education sector with increased public investment to ensure access, equity and quality in education at all levels. Education accounts for a significant proportion of public and private sector spending in the state and the country. The extent of employment that the sector generates is also substantial. Hence public as well as governments find it necessary to

continually assess the performance (or effectiveness) of the education system. This calls for finding out how effective our education system is, what quality of education it is delivering, and how it can be improved so that the gains can be harvested by the beneficiaries in real life.

REVIEW OF LITERATURE

Sharma (1956) study reveals that seventeen out of 30 High/Higher secondary schools in Delhi had directors of physical education as in-charge of physical education. The study found that 50% of the schools had provided only one or two period for each class per week for physical education. He also found that 83% of the schools in Delhi suffered badly for want of playground facilities.
Chakrabarty and Bhat., (1994), have analysed the „Status of Human Development in Karnataka State";, mainly focusing on primary education, literary, health infrastructural facilities , fertility and mortality, economy of the states and work participation rates of the state. The report also focused on district level variations in HD with reference to 3 indicators of development such as education, health and poverty alleviation.

Hemalatha (1986), studies the inter taluk disparities in Karnataka with the help of educational development indicator based on the educational development indicator based on the educational development. Taluks were grouped into different categories ranging from extreme backward to exceptionally highly developed taluks. She concluded that educational opportunities to the children are lesser in educationally backward regions. Hence there is need to promote educational development of backward areas. J.S.S. Institute of Economic Research (1994), identified HD indicators of Karnataka at district level and made an inter district comparison in terms of various human development indicators such as school enrollment, literacy, health, and demographic indicators WPR etc.,

Vyasulu and Vani (1997), attempted to calculate HDI for the districts of Karnataka based on the secondary data intra district HDI variations in Karnataka remained more or less stable, but development disparities were very high. To overcome this problem they suggested sustained political support. Pastore et.al (1996) considered the perspective of school guides to perceive and review the vital ranges in which athletic directors may offer support to them. As a rule, the going with six standard parts grew in his study: pre occupation organization, decision making, non-harsh working environment, Job advantage, remuneration, framework support, and evaluation.

Jayanthi (2001), has analysed, catching up with Education, years of unequal and discrimination against the girl child cannot be turned around in a day. However, careful planning on the part of the govt. to raise educational levels across the country with the cooperation of the civil society will result in the empowerment of women. Bagchi and Sarkar (2005), has analyzed the socioeconomic development of west Bengal with reference to disparities in per capita incomes, HDI and social

development. The State Government programmes are very essential to improve the levels of development these efforts can be combined with the provision of adequate resources for the development councils to perform developmental activities properly and to attract outside investment.

Objectives of The Study

1. To study the enrolment status of government Primary school students in Karnataka
2. To recognize the demographic profile of primary schools in Karnataka
3. To find out the reason of dropout students in Government schools of Karnataka
4. To study the initiative Steps taken by government to ensure continuation of mainstreamed children in regular schools

RESEARCH METHODOLOGY

This study is descriptive and explorative in nature. This paper is based on secondary data. The secondary data is collected from government reports, Census reports, Karnataka Annual Economic Survey reports, various published and unpublished sources, online sources, thesis, dissertations, books, and newspapers. The data collected have been analysed by using appropriate statistical techniques like average, percentage, and exponential growth models were used.

Overview of Education in The Study Area

Karnataka's overall literacy rate, which was 66.64% in 2001, rose to 75.60% in 2011 with the State's overall literacy rate, male and female literacy rates being higher than those at the national level. In 2011, urban male literacy rate in Karnataka exceeded 90% although rural female literacy rate was marginally lower than 60%. Education-related services are provided through a wide network of state-wide institutions which also implement targeted programs to address the needs of distinct segments / communities. The State has placed emphasized the critical role of school education and developed basic infrastructure in all levels of schools viz. Lower Primary Schools (LPS, class I to V), Higher Primary Schools (HPS, class I to VII / VIII) and High Schools (VIII to X). In 2021-22, there were 24153 Lower Primary (LPS), 30876 Higher Primary (HPS) and 17265 High Schools in the State resulting in a total of 55029 elementary schools. The number of schools has recorded a gradual increase since 2010-11 with the highest rate of growth being recorded with secondary schools. Enrolment has increased in the class I to V primary stage and in the class VI to VIII higher primary stage. During 2021-22, Gross Enrolment (GER) and Net Enrolment Ratios (NER) in lower primary were 103.73 and 99.16 respectively, while in the higher primary stage, GER and NER were 102.26 and 87.55 respectively.Karnataka has made efforts to provide the five basic facilities (Pancha Soulabhya) of drinking water, Toilet, Playground, Compound Wall and School Building in all schools under the Samagra Shikshana Karnataka programme. About 99.01% of the Education department's schools possess own buildings. In 2021-22, 145326 teachers (87.34%) were working in Karnataka's LPSs and HPSs with Teacher-Pupil Ratio being

satisfactory in Government schools. The department has been implementing a range of quality improvement initiatives to benefit all stakeholder groups. National Skills Qualification.

Framework is being implemented in 203 schools in the State. The State operates residential schools for specific categories of children, 71 Kasturba Gandhi Balika Vidyalayas and also runs programmes for children with special needs. Karnataka has also developed "Shikshana Kirana", the Students Achievement Tracking System that tracks every child enrolled in school. More than 1.33 million students are enrolled in Karnataka's 5591 Pre-University colleges, and various innovative programmes are being implemented for the benefit of students/teachers with a focus on inclusiveness and use of technology.

Literacy in Karnataka

Karnataka's overall literacy rate, which was 66.64% in 2001, rose to 75.60% in 2011 (Table -1), with the State's overall literacy rate, male and female literacy rates being higher than those at the national level. Urban male literacy rate in Karnataka has exceeded 90% although rural female literacy rate in the State is marginally lower than 60%. The literacy rank of the State was 9th among 16 major States (States with a population of more than 100 lakh) during 2011.

Table no-1: Literacy rates in Karnataka and India (2011)

	Karnataka	India	Karnataka(rural)	Karnataka (urban)
Persons	75.60	74.04	68.86	86.21
Male	82.85	82.14	77.92	90.54
female	68.13	65.46	59.60	81.71

Source: 2011 Census

Status of school education

In Karnataka, the general education system is classified into different levels such as pre-primary level, primary level, upper primary, secondary education, under graduate and post-graduate education. School education in Karnataka is imparted through Lower Primary Schools (LPS, class I to V), Higher Primary Schools (HPS, class I to VII / VIII) and High Schools (VIII to X). These schools are grouped under three categories based on type of management, namely (i) Government schools managed by the Departments of Education, Social Welfare and local self-governments (ii) Government aided schools and (iii) Private unaided schools. There are also a few 'other' schools consisting of mixed categories. In 2021-22, there were 24153 Lower Primary, 30876 Higher Primary and 17265 High Schools in the State (Table- 2).

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Table no-2: Schools by management in Karnataka (2021-22) (as of Nov 2021)

Category Education		**Department**	**Social**	**Welfare +**	**Local body**	**Aided Un-aided Others +**	**Central Total**
Lower Primary Schools	No.	20747	132	199	3071	4	24153
	%	85.90	0.55	0.82	12.71	0.02	100
Upper Primary Schools	No.	21906	85	2580	6273	32	30876
	%	70.95	0.28	8.36	20.32	0.10	100
Elementary Schools	No.	42653	217	2779	9344	36	55029
	%	77.51	0.39	5.05	16.98	0.07	100
Secondary Schools	No.	4733	986	3775	7549	222	17265
	%	27.41	5.71	21.87	43.72	1.29	100
Total (Elementary + Secondary)	No.	47386	1203	6554	16893	258	72294
	%	65.55	1.66	9.07	23.37	0.36	100

Source: SATS 2021-22

A. Elementary Education

i. **Access:** The State has the policy to start a new primary school within one kilometre in habitations where the population is more than 100 and child population is more than 10. HPS is provided within 3 Kilometres radius and High Schools in 5-kilometre radius. Feeder schools or transportation facilities are provided in small and sparsely populated habitations. Currently, all habitations with a population of 100 and above have access to a primary school within a distance of one kilometre. In contexts wherein High Schools are not available within 3 kilometres of a habitation, HPSs are upgraded to include class 8, and based on this policy, 7817 HPSs have been upgraded in the State.

ii. **Number of Schools:** During 2021-22 (as on Nov 2021), there were 55029 elementary schools in the State, of which 24153 were LPS and 30876 were HPS. There were 17265 high schools in the State **(Table 3).**

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Table 3: Schools in Karnataka (in nos.)

Schools	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Lower Primary	26032	25951	25950	26058	26308	26118	26696	25795	25278	24316	24391	24153
Higher Primary	33126	33604	34086	34427	34604	34795	35498	36197	36951	38003	38040	30876
Total Primary (a)	59128	59555	60036	60485	60912	60913	62194	61992	62229	62319	62431	55029
Secondary (b)	12904	13862	14194	14469	14937	15140	15773	15560	15867	16808	16850	17265
Total (a + b)	**72062**	**73417**	**74230**	**74954**	**75849**	**76013**	**77967**	**77552**	**78096**	**79127**	**79281**	**72294**

Source: U-DISE and SATS 2021-22

Enrolments

- Enrolment during 2021-22 in primary (class I to V) and in upper primary (class VI to VIII) stage was 54.75 lakh and 32.13 lakh respectively (**Table 4**). It is noted that 85.96% percent of children are studying in rural government schools.
- Since the last few years, enrolment has increased marginally in the class I to V primary stage and in the class VI to VIII higher primary stage. This increase in lower and higher primary is due to the continued efforts made by the State for successful completion of schooling at class V and there is decreasing retention at upper primary stage.

Table no-4: Details of Enrolments

Enrolments	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
(all types of schools)	**Enrolments classes i to v**											
Total(lakh)	54.15	54.14	53.78	53.51	53.73	54.05	54.49	54.04	54.80	54.33	54.60	54.74
Boys(lakh)	28.02	28.06	27.90	27.62	27.71	27.87	28.25	28.06	28.50	28.25	28.40	28.49
Girls(lakh)	26.13	26.07	25.88	25.89	26.01	26.19	26.24	25.98	26.30	26.08	26.20	26.24
Enrolments classes vi to viii												
Total(lakh)	20.11	20.75	30.17	29.70	29.72	29.34	29.20	29.59	30.50	31.24	31.36	32.13
Boys(lakh)	10.37	10.72	15.68	15.40	15.37	15.19	15.26	15.35	15.78	16.05	16.12	16.57
Girls(lakh)	9.73	10.03.	14.49	14.30	14.34	14.16	13.94	14.24	14.72	15.19	15.24	15.56

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Table –Growth of Enrolments in Karnataka

Model Summary and Parameter Estimates							
Dependent Variable: Enrolments							
Equation	Model Summary					Parameter Estimates	
	R Square	F	df1	df2	Sig.	Constant	b1
Exponential	.650	18.548	1	10	.002	76.889	.011

The table reveals the results of the exponential growth model of school enrolments (I to VIII standards) in Karnataka. As per the results, the school enrolments had positively grown on an average by 1.1% during the study period and it is significant at 1% level. The goodness of fit value is 65.0%.

Dropout Rates

In the year 2021-22, Samagra Shikshana-Karnataka (SSK) had identified 9035 (6 to 14 years) dropout children in Karnataka with most of such children based in the districts of Vijayapura, Bidar, Yadgir, Kalaburagi, Koppal, Ballari, Dharwad, Raichur, Gadag, Haveri, Chikkodi, Chitradurga, Davanagere, Chikkaballapura, Kolar and Chamarajanagar. The RTE Act specifies that dropout children should be mainstreamed in regular schools. Every dropout child is expected to be enrolled in a nearby school and provided Special Training. Progress of the child is periodically assessed on a learning ladder on the basis of which, the child is admitted to an age-appropriate class (Table no-5)

Table no -5: Drop-out rates in lower primary and higher primary stages (2021-22) (in %)

Stage	All children	All (boys)	All (girls)
Lower primary	0.09	0.11	0.07
Higher primary	0.49	0.55	0.44

Source: SATS 2021-22

STEPS TAKEN TO ENSURE CONTINUATION OF MAINSTREAMED CHILDREN IN REGULAR SCHOOLS

School dropout period of children out of school is considered to be 7 days instead of 60 days. Education Coordinators (ECO) visit the students' family to persuade the parents to bring their children to schools. Free uniform, text books, mid- day meals plan, Ksheera bhagya, vitamin tablets etc. are provided to encourage students to attend schools regularly. Scholarships and

admissions in hostels are provided to coordinate different incentives given by other departments regarding Child Education. Each school is ordered to maintain the VER (Village Education Register)/ WER (Ward Education Register). 71 Kasturba Gandhi Balika Vidyalaya (KGBV) schools and 86 KKGVB Hostels are functional in educationally backward blocks so that dropout girl students can continue their education on priority basis. Pamphlets are printed in this regard to reach out to parents and also action is taken with teachers visiting the parents' homes to persuade them to send their children to schools. Action is taken to collect the data of all mainstreamed children in the Vidyavahini software.

Infrastructure

i.Basic facilities under Samagra Shikshana Karnataka

The main five facilities (Pancha Soulabhya) are drinking water, Toilet, Playground, Compound Wall and School Building. Significant progress is achieved by the state in providing these fundamental facilities as shown below in Table**.** As shown below, significant achievement is observed in providing toilets for girl students. During 2021-22, as per the SATS data all the category of schools are considered.

Table no-6: Basic facilities under Samagra shikshan

Year	Toilets for boys	Toilets for girls	Electricity	Play ground	Ramps	Wall compound	Drinking water	Library
2010-11	69.47	68.09	73.49	74.75	24.99	58.16	86.77	92.94
2011-12	88.87	93.01	82.69	75.01	38.18	62.02	97.86	94.05
2012-13	99.3	99.59	92.32	76.65	40.05	63.94	99.32	96.49
2013-14	98.7	99.74	92.76	78.53	45.29	67.68	99.47	98.11
% Change	-0.6	0.15	0.48	2.45	13.08	5.85	0.15	1.68
2014-15	99.78	99.93	97.33	82.16	55.74	74.12	99.87	99.09
% Change	1.08	0.19	4.57	3.63	10.45	6.44	0.4	0.98
2015-16	99.79	99.94	97.94	82.7	59.78	76.22	99.89	99.4
% Change	0.01	0.01	0.61	0.54	4.04	2.1	0.02	0.31
2016-17	98.89	99.56	99.22	83.17	50.67	77.29	99.85	99.51
% Change	-0.9	-0.37	1.28	0.47	-9.1	1.07	-0.03	0.11
2017-18	98.53	99.07	98.39	89.32	28.93	84.02	99.32	48.8
% Change	-0.36	-0.49	-0.83	6.15	-21.74	6.73	-0.53	-50.71
2018-19	97.50	98.09	97.35	88.38	28.34	83.66	98.16	41.49
% Change	-1.03	-0.98	-1.04	-0.94	-0.59	-0.36	-1.16	-7.31
2019-20	93.47	97.73	91.46	82.22	57.02	78.26	99.27	90.64
% Change	-4.02	-0.36	-5.89	-6.16	28.68	-5.40	1.11	49.15
2020-21	100.00	100.00	100.00	77.35	39.18	88.65	100.00	92.06
% Change	6.53	2.27	8.54	-4.87	-17.84	10.40	0.73	1.42
2021-22	99.93	99.93	99.41	82.63	45.57	88.41	98.34	96.20
% Change	-0.07	-0.07	-0.59	5.28	6.39	-0.24	-1.66	4.14

Source: U-DISE and SATS 2021-22

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QUALITY IMPROVEMENT INITIATIVES

Infrastructure: Provision of infrastructure facilities and adequate classrooms is the basic strategy for quality schooling. In addition, every school is given the following grants: School Grant and Maintenance Grant. Major repairs grants are given on the basis of evidence-based demands.

Residential schools for specific category of children: Five residential schools for specific category of children, one each in Bengaluru Urban, Dakshina Kannada, Dharwad, Mysuru and Shivmogga sanctioned under RTE has been established during 2011-12. The intake capacity of each school is 100 and presently, children are not studying in these schools due to pandemic situation. In Bengaluru Urban, Mysuru and Dharwad, these schools are catering to the needs of deprived children in urban areas whereas in Shivmogga and Dakshina Kannada, children from forest and Naxal affected areas are being benefitted.

Nali kali: All Government Kannada and Urdu medium Primary schools in the state have adopted the NALI KALI mode in the learn-and-teach method.

Kasturba Gandhi Balika Vidyalaya: 71 KGBV residential schools have been established in 69 educationally backward blocks for girls of 6th Std to 8th Std. to continue their education under SSA of Central Resource Development Department to overcome issues/constraints of gender disparity, rural areas, weaker sections of society, SC/ST and economically backward classes. KGBV at Siddapur of Gangavati taluka, Koppal Dist and KGBV at Sindhanur, Raichur District, are imparting education in Urdu medium for girls of Muslim minority.

"Shikshana Kirana" (Student Achievement Tracking System)**:** "Shikshana Kirana", the Student Achievement Tracking System that tracks every child enrolled in school, by unique identity and name, regularity, academic performance, promotions, transfers, identify drop outs etc., has captured student specific data of about 1 crore students studying in all schools of the state. The system is designed for online monitoring of the performance of students, teachers and school managements.

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Table no-7: Average school enrolments across Classes I to III, & Classes IX and X in Karnataka

Year	Average of Classes I, II and III	Average of Classes IX and X
2010-11	10,80,363	8,23,676
2011-12	11,04,971	8,59,967
2012-13	10,95,706	8,33,298
2013-14	10,96,707	8,42,668
2014-15	11,03,717	8,83,495
2015-16	11,06,406	8,87,132
2016-17	11,03,956	9,00,125
2017-18	10,88,601	8,79,840
2018-19	11,02,436	9,00,133
2019-20	10,85,550	9,18,446

Source: Department of Public Instruction, GoK

Students entering Class I in FY 11 entered Class X in FY 20; here, the data shows us average retention of students through Class X is 78.6% in Karnataka. The state must ensure that all children get an education till Class XII. In India, the average retention of students through Class X is lower, at 60.4%. The new National Education Policy giving thrust to vocalization in education must be given a special budgetary support.

Similarly, a detailed analysis of school enrollment data in Karnataka shows clearly that the average enrollment across classes I, II and III over the last ten years has been stagnating and possibly trending down as seen in Table no 7. In FY 11, average enrollment across the three classes was 10.8 lakh which rose to a decadal peak of 11.06 lakh in FY 16 and then fell to 10.85 lakh in FY 20—amounting to a 9-year CAGR of merely 0.05%. At the same time, average enrollment across classes IX and X has increased from 8.23 lakh in FY 11 to 9.18 lakh in FY 20—at a CAGR of 1.2%. There is near universal enrollment in Classes I, II and III today; almost all children enter school and the number of students completing Class has indeed increased over time. Indeed, the average enrollment figures across Classes I, II and III in Table no:7 compare closely with the number of births in Table 7, which means school enrollment will trend down too.

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Table no-8: Percentage of students enrolled in government and private schools in Karnataka

Total Enrolment							
	School Type	**Class-I**	**Class-II**	**Class-III**	**Class-IV**	**Class-V**	**Class-VI**
2012-13	% Govt.	51.4%	52.7%	54.2%	55.2%	57.7%	59.1%
	% Private	48.6%	47.3%	45.8%	44.8%	42.3%	40.9%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2019-20	% Govt.	40.2%	41.3%	41.9%	45.5%	47.3%	49.7%
	% Private	59.8%	58.7%	58.1%	54.5%	52.7%	50.3%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	School Type	**Class-Vii**	**Class-Viii**	**Class-Ix**	**Class-X**	**Total Enrolment**	
						In Lakh	**%**
2012-13	% Govt.	59.4%	47.0%	39.5%	38.9%	52.36	52.0%
	% Private	40.6%	53.0%	60.5%	61.1%	48.26	48.0%
	Total	100.0%	100.0%	100.0%	100.0%	100.63	100.0%
2019-20	% Govt.	51.4%	42.1%	36.7%	35.4%	45.13	43.4%
	% Private	48.6%	57.9%	63.3%	64.6%	58.96	56.6%
	Total	100.0%	100.0%	100.0%	100.0%	104.09	100.0%

Source: Department of Public Instruction, GoK

The demographic to track is the percentage of children enrolled in private schools versus in government schools. Karnataka government spends an enormous quantum funding the public education system and must focus this spending to ensure the children enrolled have access to quality education. Above table shows the percentage of children enrolled in government and private schools in Karnataka in every class from I to X in FY 13 and in FY 20.

It is evident that the percentage of children in government schools has dropped from FY 13 to FY 20 in every single Class. In Class I, it has dropped from 51.4% to 40.2%; a dramatic 10-point drop. Similar steep declines are seen in Classes II (52.7% to 41.3%), III (54.2% to 41.9%), IV (55.2% to 45.5%), V (57.7% to 47.3%) and VI (59.1% to 49.7%). Classes VII through X are not as steep, but downward nevertheless. Total enrolment across all classes was 52.4 lakh in FY 13, constituting 52%, which has decreased to 45.1 lakh or 43.4% in FY 20.

CHALLENGES FACED BY GOVERNMENT SCHOOLS

Infrastructure issues:

1. Most of them do not have proper infrastructure like class rooms, black boards, drinking water, toilets and sanitary facilities.
2. The school environment is so suffocating that the students are dissuaded from attending the classes which is why the dropout rate is also high.

3. Almost half the government schools in the country do not have electricity or playgrounds.
4. There is slow progress in building classrooms, labs and libraries to strengthen government higher secondary schools.
5. The secondary and higher secondary level government schools do not have adequate capacities, so the net enrolment falls, especially girls, sharply beyond the primary level.

Poor quality of education:

1. Several reports suggest that nearly 70% of students studying in government schools are ill-equipped to learn in the class they are admitted to.
2. The private schools offer an enhanced teaching experience, better student-teacher ratio, efficient learning methodologies, and superior infrastructure, thus driving parents away from government schools.

Teacher issues:

1. Karnataka is also dealing with a scenario of significant teacher vacancies, which are to the tune of almost 30-40 per cent in some district.
2. Teachers' **professional development** is a very weak area in government schools.
3. Almost half the regular teacher vacancies are filled by guest or ad hoc teachers.
4. Nearly, 95% of teacher education is in private hands and most of it is substandard.
5. **Absenteeism of teachers** in these schools is very high. Even though they are paid a much higher salary than the teachers in private schools, they cheat the government and fail to discharge their duties as teachers. And sadly, no action is being taken to prevent this.

Poor implementation of RTE Act:

1. Barely 15% of the schools can be called compliant with the RTE.
2. Section 29 of the RTE explains what kind of education every child has a right to. There is no government school that is complying with that, including elite schools.

Corruption:

1. The officers in the education department, being 'managed,' file false reports about the working conditions of schools.
2. Political interference and patronage shield the corrupt and incompetent.

Perception of private schools:

1. People feel there are not enough teachers in government schools, or the schools may not be functioning regularly.
2. They get carried away by the notions of a branded private school, even though it may not have good teachers.
3. Also, private schools' brand themselves as English medium and it is most imperative for children's education.

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MEASURES NEEDED FOR GOVERNMENT EDUCATION SYSTEM

1. The government (State and Union) has to improve pedagogy, teacher development, the level of community participation, the parent committees, etc.
2. Karnataka Government should also look at the basic safety, well-being and hygiene factors in government schools. Such as, well functioning toilets, drinking water and proper compound walls.
3. Karnataka can create better professional networks for teachers, this will help teachers to continuously learn from each other.
4. Developing a micro plan for every school, and a larger plan for schools at the district level, and then at the State level.
5. Local bodies can take ownership of government schools, and school development committees can be linked with elected local bodies, so they can support the needs of schools.
6. Create a comprehensive curriculum review like Kerala and synchronise it at a national level to facilitate the incorporation of inter-state migrated children.
7. No more Private Teachers. All Teachers to be registered with the Govt of Karnataka and be assessed for their quality through inspections and results and graded accordingly. Even Pvt School teachers have to be registered with Govt of Karnataka. Resumes no longer needed. If a Pvt School teacher decides to apply for a Govt school or vice versa - the Registration Number is enough to go through all her assessments.

Monitoring the work of teachers

1. Education as an output is not completely tangible, that is, only some aspects of it are intangible. As such, we may consider test scores or passing examinations as tangible outputs, which can be monitored by parents or managers and can be used to evaluate the performance of teachers. On the other hand, such monitoring can be difficult for intangible outputs of education, for example, the inculcation of creative thinking or decision-making that makes a student socially responsible. Since it is not possible for parents and school managers to measure the non-tangible aspects of education, this may work against ensuring the effectiveness of teachers in this regard.
2. We expect the for-profit schools to come under governmental or societal regulation to see that the education provided by them conforms to certain frameworks and standards. However, this requires the state to monitor the behaviour of private schools (or their teachers). This monitoring will involve a cost especially when such schools or teachers have the incentive to violate the established frameworks and standards. For example, the practice of teachers to compel students to take private tuition on payment. Monitoring and avoiding such practices could be difficult for the government.

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Making government schools effective

1. We have discussed the significant role of intrinsic motivation in making teachers do their jobs well. In addition to it, there may a need for organizational control/supervision, and also vigilance on the part of the parents to see that government schools remain effective. Organizational control requires multiple layers of supervisors to ensure that the system performs its role adequately. There should be institutional penalties on those who do not do their job well. Teachers who do not come to school, do not take their classes dutifully, and do not complete their expected tasks, may have to be penalized. In order to do so, higher authorities should have the incentive to do their jobs well. The effort required to see that this multi-layer hierarchical system works may be substantial.

2. Also, internal hierarchy by itself is not adequate. Like in the case of other public organizations, the schools too have to be made accountable through the `voice' and 'exit' options of the users. Parents are required to use their 'voice' to participate or use their 'exit' option to vote the elected representatives out in order to improve the performance of the government schools. This may require for the parents to not only send their kids to schools but to also ensure that they learn; know what they want from the school to improve the education of their kids, and; come together to solve collective-action (or free-riding) problems. These may depend on a number of socio-economic factors and levels of social/human development.

SUGGESTIONS OF THE STUDY

1. There is potential to increase school based management in respect of both government and private schools. This can further lead to – a) Data gathering and validating data gathered will help in better planning and efficient use of resources. b) Improved decision making based on better information.
2. There should be Increased parental and community involvement in school affairs. This can further lead to accountability of the school and teachers to all the stake holders
3. The state should put in place a "Comprehensive Human Resource Management System" which can forecast demand, ensure teacher recruitment within a specified time frame and further ensure that all teachers are in position at the beginning of every academic year.
4. In order to meet temporary shortage of teachers in schools, the SDMCs must be permitted to hire qualified teachers locally at least on a part time basis. Vacancies are caused in schools by death, retirement, resignation, long term of leave of absence by teachers like maternity leave, etc. These vacancies affect the academic work of the school (as all the teachers" posts are subject teachers" posts). This in turn has a direct impact on student achievement. Some safe guards are to be put in place to prevent misuse of this power.

5. In order to meet the demands of knowledge based economy, teachers need to continuously upgrade their subject knowledge. Hence existing secondary teachers may be encouraged to seek higher qualifications through a system of incentives.
6. Provide ICT and internet based support to all schools, so that schools become knowledge centres.
7. Each school should have a vision document and a "Comprehensive School Development plan" (SDP). There should be a mechanism to evaluate the performance of the school based on this SDP.
8. The head teacher should be periodically trained in planning, decision and management skills.
9. Rural Service of at least 5 years should be made compulsory for all secondary teachers as no teacher wishes to work in a rural area and will constantly try to come to urban schools.
10. The Study Team recommends the introduction of eligibility test at each level of promotions.
11. Provide professional development opportunities for teachers to improve their skill and knowledge.
12. Increase parental involvement and community engagement in the education system.
13. Develop a curriculum that is relevant and inclusive of the local context and community.
14. Implement programs to improve access to education for marginalized and underprivileged groups.
15. Increase accessibility of education by providing transportation, boarding facilities and other necessary facilities for students.
16. Utilize public private partnership (PPP) model to leverage resources and expertise from private sector in education.
17. Implement a system for monitoring and evaluating the performance of schools and teachers.

CONCLUSION

Government schools in Karnataka face a variety of issues and challenges, including inadequate funding, shortage of teachers, poor infrastructure and lack of resources. These problems can lead to a lower quality of education for students, which can have a negative impact of their academic performance and future opportunities. Additionally, lack of accountability and transparency in the education system can make it difficult for parent and community members to advocate for necessary changes. Addressing these issues and challenges will require a concerted effort from government officials, educators, and community members to ensure that all students in Karnataka have access to a high-quality education.

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