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Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net



## “REGIONAL DISPARITIES AND EDUCATIONAL DEVELOPMENT IN KARNANATKA STATE”

THIPPANNA LACHAMAPPA AND VASUDEV SEDAM.H

Research Scholar Department of Economics, Gulbarga University Gulbarga  
Professor and Chairman Department of Economics Gulbarga University Gulbarga.

### Abstract:

*The problem of Regional Disparities in Educational development is recently drawing the attention of Planners Economists and more so of Educationists. They clearly bring the need for the examining the Inter-district Disparities existing in the Educational Development in Karnataka. The present study attempts examine the Inter-district Disparities in Educational Development in Karnataka with a view to analyzing the inter-district variations in Educational Development by using the indicators of number of schools. Enrollments, dropout rate, infrastructure facilities and teacher student ratio finally this paper concludes with suitable suggestions to overcome from Regional Disparities.*

### KEY WORDS:

Regional Disparities, enrolment dropout rate, educational development, etc.

### INTRODUCTION

India is a large federal nation and it is well know that there are wide spread disparities in the levels of economic and social development between the different regional of the India nation. It is generally recognized that inter –region a economic disparities increase, at least in the initial stages on nation a economic development as a result government everywhere including India used to initiate deliberate policy measures to reduce these disparities. But with reaffirmation of faith in the market mechanism in the liberalized economic scenario the world over now, there is a tendency to withdraw such measures under the implicit assumption that the invisible hand will deliver the goods in this regard to India has also witnessed a sea change in its economic policy in recent year. While there are some who feel that the change where initiated in the early eightee's all agree that there have been very major changes in this regard particularly since the early nintee's .from a closed economy set up having considerable fait in centralized planning with commanding heights reserved for the public sector. India has now become a highly liberalized and globalised economy with great faith in the efficiency of the market mechanism. It is hence a matter of considerable research interest to know the manner in which inter-regional disparities in the levels of economic social development have changed in India. Over a time in the past two decades. A comparison of India's regional development experience over the past two decades would therefore, give atleast a broad idea of the impact, if any of these changes on the regional aspect of India's development.

### IDENTIFICATION OF BACKWARD REGIONS:

After evaluating an exact concept of regional and different types of backward regions in the next step is to adopt a method for proper identification of backward region. Further it is necessary that on should have a clear conception of the principle / rational guiding the selection of these regions and they should be objective.

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In a federal setup first of all it facilities the determination of the transfer of resources from federal government to the backward provinces. Secondly it becomes necessary to assess the competing climes for additional federal assistance and investment. In the absence of proper identification each province in a set its own standard identify backward regions within themselves. To prevent such a situation happening. A common standard needs to be evaluated to identify backward region by operationalising the concept of backwardness on the basis of conscious on the subject. To ways have been suggested by NCDVA to operationlised concept of backwardness the first is rely on some overall index for ranking regions and treat those regions which are below some cut off point as backward. The second is to identify problem regions under different categories by specifying the concentrations and development that can be mitigated by special measures. In addition number of statistical techniques are being used to determine development or backwardness of selected region.

#### OBJECTIVES:

1. To identify the regional disparities in Karnataka.
2. To know the literacy rate, number of schools and enrollments (at primary education level).
3. To evaluate the dropout rate school education in Karnataka.
4. To know the student teacher ratio in Karnataka.
5. To give suitable suggestions to develop –educational facilities in backward areas.

#### METHODOLOGY:

The present study is based on secondary data obtained from various published sources such as, Census data, NSSO data, Development Report, selected Educational Statistics published by Ministry of Human Resource Development, Economic Survey of India and Internet. Etc.

#### LITERACY IN KARNATAKA

It is evident that state has achieved significant progress in increasing literacy rates during the decadal period of 2001 to 2011. The literacy rate in the state during 2001 was 66.64% which by 2011, increased to 75.60%. It may be noted that urban male literacy rate in the state has crossed the 90% mark. In contrast, rural female literacy rate in the state is yet to cross 60% it is also noted that on every literacy rate parameter, the performance of the state on the national average. The literacy rank of the state was 9th among 16 major states (considering state with population of more than 100 lakhs) during 2001. It has remained in this position even in 2011. The overall gain in literacy in the state during the decadal period has been 9.0%. However, some of the district with lower base rate in 2001 have been able to do better rate cross the state's average growth rate. Some of those districts are Gulbarga (including Yadgir), Bangalore rural, Bagalkot, raichur, kolar, chamarajanagar, Bijapur and Bidar. It is incidentally seen that the literacy programmes in the state implemented by the department of mass education were also concentrated in backward districts/ regions of the state, as well as on women illiterates.

**Table - 1: Literacy Rates in Karnataka and India (in percentage)**

Perticulors	Karnataka	India	Karnataka (rural)	Karnataka (urban)
Persons	75.60	74.04	68.86	86.21
Males	82.85	82.14	77.92	90.54
Females	68.13	65.46	59.60	81.71

Source: 2011 Census

The 11th five year plan of government of India had set a national target of 85% literacy rate by 2012. Only three district in the state viz. Dakshina Kannada, Bagalore city and Udupi have reached /crossed this target. There is a decrease in the number of literates in state from 152.33 lakhs in a population of 528.51 lakhs to lakhs to 132.46 lakhs in a population of 611.31 lakhs. The decrease is 19.88 lakh illiterates while the increase in population is 82.80 lakhs. While there was a net decrease in total population in Chikmagalur district, there was a net increase in number of illiterates in Bangalore urban district. This increase may be

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due to in – migration of unskilled, illiterate labour triggered by the fast growth of real estate activities. It also needs to be noted that illiterates are more in number in high end age –slabs, contributed by evolutionary dynamics of growth in literacy, while the life- expectancy in the state has also appreciated where in elderly illiterate persons of 2001 survived longer by 2011. Levels and low wages. Development programme of the government such as NREGA need to focus on the districts with low women's literacy rates.

**School Education**

School education in Karnataka is imparted through lower primary schools (LPS, class II to V), Higher primary schools (HPS, class I to VII /VIII) and high schools (VIII to X). These schools fall under three categories based on the type of management. They are (i) Government school managed by the department of education (Do E), department of social welfare and local self government (ii) private unaided schools. There are also a few 'other' schools consisting of assorted categories.

The state participation primary education is significant as 78.08% of the primary schools are managed by the department of education (9.2) .but; the participation is lower in high schools with 35.14 % of the high schools being managed by the government. Government schools are mainly located in rural areas but the private schools are largely urban based. Further ,it is significant to note that nearly 85% of SC/ST children in the state are in Government sector schools while their share in total enrolments is 27% Likewise, it is noted that 84. 38% of children in schools in rural areas are in Government sector schools.

**Primary Education**

Performance of Karnataka state in elementary (Lower Primary and Higher Primary) education is impressive in a national context.

**Table 2: Schools by Management in Karnataka (2010 -11) (No's)**

School by management	LPS	HPS	Total primary schools	Higher schools	Total Schools
Department of Education	23109	22568	45677	4278	49955
Social welfare + Local Bodies	184	539	723	448	1171
Aided	239	2418	2657	3367	6024
Unaided	2761	7491	10252	5259	15511
Central +Others	09	110	119	95	214
<b>Total Schools</b>	<b>26302</b>	<b>33126</b>	<b>59428</b>	<b>13447</b>	<b>72875</b>

Source: Education in Karnataka, 2010 -11; An Analytical Report; based on DISE data, SSA/Go K/ Department of Education.

Access: Significant progress has been achieved in improving access to schools in terms of both population and habitations. All the habitations in the state with a population of 100 and above have been provided with access to primary schools within a distance of one kilometer and the access ratio for even higher primary schools has been universalized. the state has the policy to start new primary school within 1 kilometer in habitations where the population is more than 100 and child population of school going children is more than 10 .in such habitations, the school will be provided within a distance of 1 Km, feeder schools will be started in small and sparsely populated habitation or transportation facilities will be provided to nearby primary or upper primary schools. The state's policy is that a LPS is provided in areas of 1 Km radius, HPS within every 3 Km radius and higher schools in 5 Km radius. Up gradation of HPS by adding 8th standard is taken up wherever there are no High schools within 3 Km. a total of 4146 HPS out of a target figure of 5545 HPS has been upgraded so far. The increase in access facilities over the years. 26065 are LPS and 33530 are HPS were operational. In 2010 -11, the state had 26302 lower primary, 33126 higher primary and 13447 high schools. Between 2010- 11 and 2011-12 ,the number of LPS decreased by 237 due to their up gradation to HPS .the number of HPS increased by 404 between 2010-11 and 2011-12 . It is noted that there is a decreased of 579 schools in the number of lower primary schools during the period 2008-09 to 2011 -12. This decreased is not a natural decrease but a national one, as the lower primary schools get upgraded as higher primary schools every year. In contrast, there is an observed increase of 2554 higher primary and 2178 higher schools in the state.

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**Enrolment:**

(i) Trends: the enrolment during 2010-14 in primary (class I to V) and in upper primary (class VI to VII) stage is estimated be 54.15 lakhs and 29.67 lakhs respectively. Over the years. The enrolment has decreased marginally in the primary stage due to decline and the growth rate of population and the subsequent decline in the school –going age group. However, the state is making continued efforts for successful completion of schooling at class V and increasing retention at upper primary stage.

**Table 3: Elementary schools in Karnataka (No's)**

Schools /enrolments (all schools)	2008-09	2009-10	2010-11	2011-12 (Provisional)
Lower Primary Schools (number)	26644	26254	26302	26065
Higher Primary Schools (Number)	30876	32041	33126	33530

Source: Economic survey of 2011-12

**Table 4: Schools Enrolments in Karnataka (2008-09 to 2011-12)**

Enrolments types of schools)	(all	2008-09	2009-10	2010 -11	2011-12 (Provisional)
Enrolments-classes I to V					
Total (lakhs)		55.42	54.60	54.15	54.03
Boys (lakhs)		28.60	28.20	28.02	28.00
Girls (lakhs)		26.82	26.40	26.13	26.03
Enrolments –Classes VI to VII					
Total (lakhs)		20.28	19.97	20.11	20.71
Boys(lakhs)		10.48	10.33	10.37	10.69
Girls (lakhs)		9.80	9.64	9.73	10.02
Enrolment –Classes (VIII toX )					
Total (lakhs)		25.22	25.78	26.04	25.95
Boys (lakhs)		13.13	13.42	13.51	13.49
Girls (lakhs)		12.08	12.36	12.54	12.46
Enrolment – Classes I toX		100.92	100.35	100.29	100.70
Boys (lakhs)		52.20	51.95	51.90	52.12
Girls (lakhs)		48.71	48.40	48.40	48.51
Number of High Schools		11753	12453	13447	13931
Total Schools in State (1 to 10 )		69273	70748	72875	73526

Source: Economic survey of 2011-12

The enrolment ratio between boys and girls at primary and upper primary stages are well within 52:48 ratios. Both gender parity and gender equity are nearing unity in the state. The proportion of SC/ST children in class I to VII in the state is 27 % and nearly 85% of these children are enrolled in schools run by the state.



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**Table 5: Proportions (out of 100)**

Level	Boys	Girls
1 to 5	51.50	48.50
6 to 8	51.85	48.15
1 to 8	51.83	48.16

Source: Economic survey of 2011-12

Gender parity in enrolment primary and upper primary levels is 1.00 and 0.98 in Government and aided schools. Gender parity is counted as number of boys and numbers of girls in school for every 100 boys and girls in the population of respective age groups, taken as a ratio of each other. Enrolment in the state in 1 to 10 standards have marginally declined from a figure of 100.92 Lakhs in 2008-09 to 100.70 lakhs in 2011-12. This decrease is due to fertility effects and confined to enrolment in 1st to 5th standards. This phenomenon is true in general as well as in case of boys and girls.

**Drop-out rates:**

The sarva shikshan Abhiyan (SSA) /DOE/State had identified 111218 children as out-of-school children (OOSC), as per updation of census 2010, during 2011. Bulk of OOSC were in 7 districts of North Eastern Region, Gulbarga, Raichur, Bijapur, Bidar, Yadgir, Gulbarga, Koppal and Bagalkot, their summated share being 55247 children or nearly 50% of the total OOSC in the State [ Source :Annual Report, SSA, 2010-11]. As far as possible, every OOSC child is being enrolled in a nearby school and provided schooling under alternative schooling strategies in the school premises. Progress of the child on a learning ladder is periodically assessed on the basis of which, the child is admitted to an appropriate standard on the ladder of 2nd to 8th standard on the age of the child and learning attainments. A gestation time of 3 to 24 months is provided for the purpose. Primers 1, 2 and 3 that are harmonized with school syllabus of the State used for the purpose. The strategy adopted for OOSC children is fixed on the basis of reasons of the child/parents for OOSC status.

Drop-out rates have steadily declined over the years .it is highest at the higher primary stage for scheduled caste girls. Drop-out counts that are cumulative across 2 consecutive years from a given in Table 9.5. And fig. 9.2 the dropout rate has reduced from 11.18 % in LPS and 32.98% in HPS (during 2001-02) to 2.09% and 5.47% respectively.

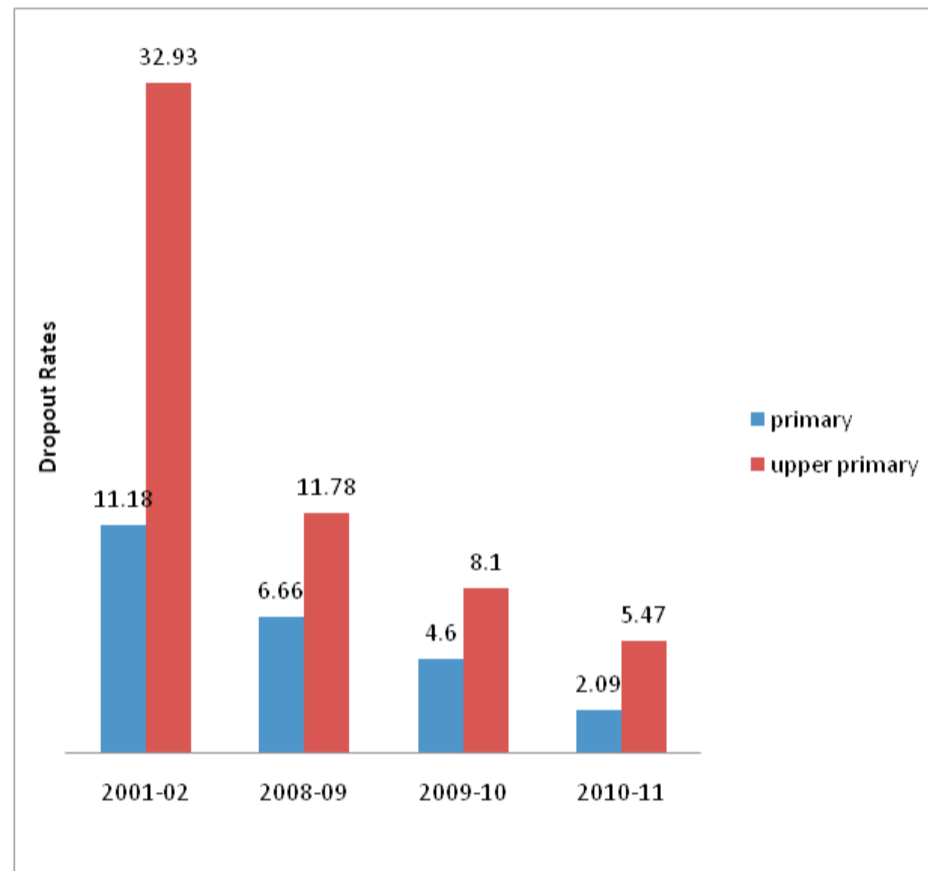
Household Survey /Out-of-School Children: In order to identify the educational status of all school-going age children in the age group of 7 to 14 years, a comprehensive child census programme was conducted during January 2010. It was seen that out of the 6626413 children in the age group of 7 to 14 years in the State, there were 111218 children who remained out of includes 80149 children who dropped out during different stages of primary school and 31069 who were never enrolled at all. Enrolment in the State is increasing .the number of never-enrolled children are quite low as compared to drop-out children. The ratio between the two is 28:72 for every 100 children. The number of OOSC as per the child census shows a decreasing trend over the years. The children of 6 +and below 7 years. Were mainstreamed during the enrolment drive conducted in June 2010.

**Table 6 : Dropout rates in lower primary and higher primary stages (2010 – 11) %**

Stage	All child ren	All (boys)	All (girls)	SC (All)	SC (boys)	SC (Girls)	ST (All)	ST (Boys)	ST (Girls)
Lower Primary	2.09	2.03	2.15	4.05	3.22	4.94	1.95	1.95	1.95
Higher Primary	5.47	5.34	5.60	8.79	8.52	9.08	7.06	6.21	8.01

Source: Economic survey of 2011-12

Fig: Cumulative Dropout Rates in lower primary and upper primary





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**Table 7: District –wise out of school Children (7-13+years as per child census-2010 in descending order)**

SL. NO	District	Dropout			Never Enrolled			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total Desc.order
1	Raichur	2712	3629	6341	1227	1551	2778	3939	5180	9119
2	Bijapur	2158	2959	5117	1538	1905	3443	3696	4864	8560
3	Bidar	3005	3096	6101	1170	1205	2375	4175	4301	8476
4	Yadagir	2654	3211	5865	1079	1274	2343	3733	4485	8218
5	Gulbarga	2770	2798	5568	1142	1187	2329	3912	3985	7897
6	Koppal	2609	2997	5606	648	715	1363	3257	3712	6969
7	Bagalkote	1908	2178	4086	966	956	1922	2874	3134	6008
8	Bangalore south	1313	1263	2576	747	593	1340	2060	1856	3916
9	Gadag	1476	1456	2932	528	447	975	2004	1903	3907
10	Chikkodi	1155	1243	2398	773	641	1414	1928	1884	3812
11	Mysore	1574	1304	2878	471	274	745	2045	1578	3623
12	Haveri	1407	1198	2605	504	448	952	1911	1646	3557
13	Bellary	1226	1426	2652	403	398	801	1629	1824	3453
14	Bangalore North	1070	890	1960	643	603	1246	1713	1493	3206
15	Shimoga	1312	1033	2345	305	418	723	1617	1451	3068
16	Davangere	1225	1162	2387	318	283	601	1543	1445	2988
17	Chamarajanagar	1217	967	2184	241	177	418	1458	1144	2602
18	Tumkur(madhugiri)	1196	838	2034	252	209	461	1448	1047	2495
19	Chikkaballapur	1034	935	1969	209	151	360	1243	1086	2329
20	Chitradurga	802	802	1604	328	274	602	1130	1076	2206
21	Belgaum	644	759	1403	381	313	694	1025	1072	2097
22	Kolar	757	759	1516	227	213	440	984	972	1956
23	Dharwad	702	555	1257	260	255	515	962	810	1772
24	Uttar kannada	626	597	1223	217	157	374	843	754	1772
25	Chickmagalur	712	524	1236	178	168	346	890	692	1582
26	Mandya	817	416	1233	198	92	290	1015	508	1523
27	Ramanagaram	389	313	702	168	83	251	557	396	953
28	Hassan	390	298	688	100	71	171	490	369	859
29	Dakshina kannada	242	185	427	145	120	265	387	305	692
30	Bangalore Rural	280	211	424	100	77	177	338	263	601
31	Kodagu	238	186	424	100	77	177	338	263	601
32	Udupi	196	145	341	83	64	147	279	209	488
Total		39816	40333	801449	15653	15416	31069	55469	55749	111218

Source: Economic survey of 2011-12

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Fig: Number of out of School children (7 to 14 years)

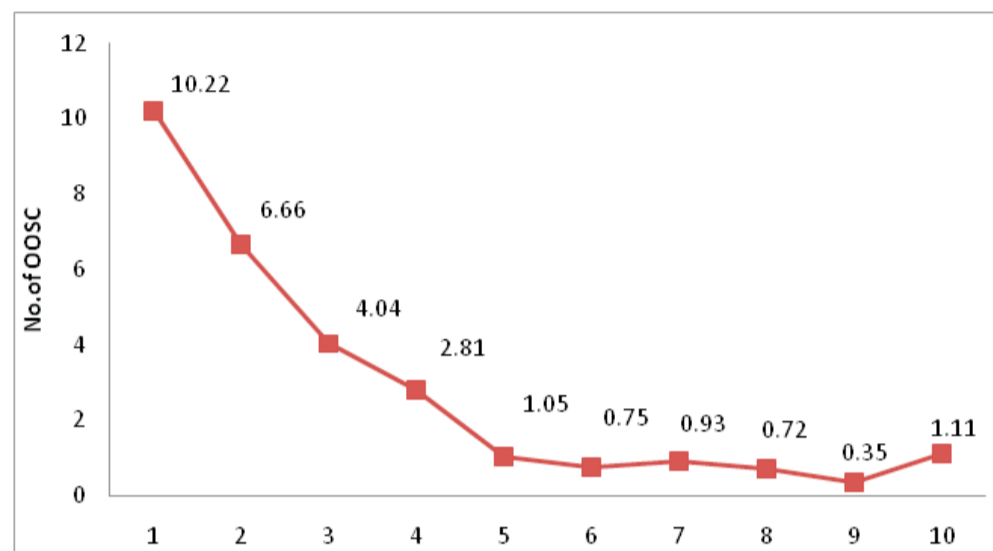


Table 8: OOSC Annual working plan & budget target different strategies (2010-11) (no's)

SL.NO	Strategies	Fresh	Coned.,	Total
1	12 months Non –residential Bridge course (NRBC)(feeder schools+ transportation facility)	1185	10293	11478
2	6 months Residential Bridge Course	0	8075	8075
3	4 months seasonal residential school	0	50	50
4	Tent schools	1060	5879	6939
5	Madarasa /Maqtab	3830	5957	9787
6	Mobile schools	400	1045	1445
7	Home Based Education	655	14065	14720
8	Bridge Course 12 months (residential)	64	0	18942
	Ashakrian	0	13297	
9	Chinnara Angala Non Residential	10000	0	10000
10	Chinnara Angala Residential	7802	0	7802
11	Special Enrolment Drive	4530	0	7802
12	National child Labour Project Schools	530	4309	4839
13	Summer Remedial Teaching (Chaitrada Chigger )	0	74470	74470
14	Alternative & Innovation (AIE ) Centers (Transportation to hard to reach children )	0	1476	1476
		35637	138916	174553

Source: Economic survey of 2011-12

There has been a steady decline in number of OOSC since the year 2001, when there were 10.22 lakh OOSC in the State. There was a marginal increase from 75000 to 93000 in 2007 census which was explained OOSC .Again, there was a decline of OOSC to 35000 in 2009. However there is again a rise in the

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figures to 111000 children during 2010 census. Food in northern Karnataka during 2009 threw up become OOSCs. Another explanation is the sensitization of the administration machinery about the Right to Education Act ( RTE) 2009, effective date being April ,2010 and the zeal that must have been infused in the system regarding children 's rights because of RTE.

**Table 9 : infrastructure provision in elementary schools of the state (DoE) %**

Year	Common Toilet	Girls' Toilet	Electricity	Play Ground	Ramps	Compound	Drinking water	Library	Total Schools (NO.S.)
2008-09	82.95	0.23	84.44	49	52.1	68.2	80.54	86.44	45476
2009-10	88.95	64.23	87.55	52.05	64.62	59.59	88.12	86.97	45648
2010-11	91.96	74.26	91.89	54.42	72.95	66.61	93.60	91.86	45677
%2010-11 change in coverage	03.95	09.60	04.34	02.37	08.33	07.02	05.48	04.89	+29

Source: Education in Karnataka 2010-11. An analytical Report, SSA, GoK, Dept. of public instruction.

Without any building facility. There are 198415 classrooms (188941 in 2008 -09 ) in 45677 elementary schools of the DoE indicating an increase of 9474 classrooms in about three years.68.04 classrooms are in good condition .20.77 classrooms need minor repairs, while 11.18 % of classrooms require major repairs. And other schools under the state Government (2010-11). In addition, 17229 of the sanction 21291 teachers are working in aided schools at the elementary stage. 49% of the teachers in Government schools at the elementary stage are female teachers' .teacher: public ratio is satisfactory in government schools. The average ratio is 1:23.18 at the elementary stage. However, variations are seen across district, black and school levels. The state has adopted a rational teacher development policy to correct such imbalances. The teacher public ratio in private aided and unaided schools is comparatively high with figures of 1:40.36 and 1:27.02 respectively. Except the teachers of unaided schools, all other teachers are given an annual grant of Rs.500 per year for preparing teaching –learning Materials. They are also considered for capacity building plans, estimates and allocations.

**INFRASTRUCTURE**

(i) Pancha Soulabhya and other Basic facilities under Sarva Shiksha Abhiyan under the national flagship programme of Sarva Shikhs Abhiyan for universalizing elementary education , the state has accorded special significance for the provision of infrastructure facilities such school building ,additional classrooms, maintenance and repairs of school buildings. The state has made efforts to of MHRD – defined 8 basic facilities comprising of common toilets, girls' toilets, electricity, playground, ramp, library, compound and drinking water for schools. The state government as identified 5 facilities as most essential for schools. These are drinking water, toilets, playground, compound wall and the school building (Pancha Soulabhya).

(ii) School buildings and classrooms (2010 -11): out of a total of 59428 of 59428 elementary schools in the state, 45677 belong to the DoE. About 98 % of schools of the Department possess own buildings. The remaining 2% include those operating in rent free or rented building and schools

**QUALITY IMPROVEMENT INITIATIVE:**

Elementary education : quality initiatives are classified based on their focus on distinct stakeholders groups: schools, students, teachers, community and administration. Programme under these initiatives serve more than one stakeholder groups simultaneously.

School- based initiatives : provision of infrastructure facilities and adequate classrooms is the basic strategy for quality Schooling. In addition, every school is given the following grants: grants for the district educational office to individual schools and jointly operated by the president of the school development and monitoring committee (SDMC) and the head teacher. School grant is used for procurement of charts, maps, specimens, newspapers. Consumable chemicals, chalks and other sundry

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items. School maintenance grants is used for paying electricity, water bills, white –washing, hygienic maintenance of school and similar heads. Major repairs grants are given on the basis of evidence – based demands and update of the grants given during 2010- 11 is shown in tables.

**Table 10: teachers in various types of schools (2010-11)**

Teachers (working)	Education Dept.	SW+LB	Aided	Unaided	Others	Total
Elementary level (No. s)	189451	3765	17229	82787	1830	29562
Teacher: Public Ratio	23.18	16.63	40.36	27.02	21.34	25.16
High schools (No.s)	37752	2941	28348	51738	1622	122401

Source: Education Karnataka 2010-11 .an analytical Reports', GoK, Dept. of public instruction.

**Table: school grants (2010-11)**

Level	Physical	Financial (lakh)	Achievement%
Primary[1to5]	48317	2375.82	98.34
Upper Primary [6to 7/8]	25061	1740.36	99.20
Total	73378	4116.18	-

Note: Rs.5000 is given to LPS and Rs.7000 is given to UPS. Government and aided schools are eligible. HPS with LPS will get for LPS also.

**Table: school maintenance grants (SMG) (2010-11)**

-	Physical	Financial (Rs.lakh)	Achievement%
Primary/Upper primary schools	63365	4752.38	94.00

Note: only government schools with own buildings are considered, No. of rooms are considered for SMG.

**SUGGESTIONS:**

The identification of inequalities and their magnitude is a first important step in planning for reduction of disparities. Having identified the disparities the development planners have to develop specific interventions so that the broad objective of overcoming disparities is achieved in a time bound manner.

1. Since Gulbarga and Belgaum divisions are more backward compared to Mysore and Bangalore divisions. D.M. Nanjundappa committee suggested that 40 per cent and 20 per cent of the special development plan fund should be spent on different sectors of these divisions to reduce regional imbalances. That work has to be done at a faster pace at present

2. To overcome disparities iniquitous allocation of resources is required :

Disparities are often the outcome of distortions in the provision or the low quality of educational facilities and associated resources. It is often seen that interior schools are most deprived in terms of teacher preparedness, buildings, instructional materials and onsite academic support. These schools also face the consequence of isolation and good teachers particularly the women teachers are not willing to work in remotely schools.

3. Protective discrimination:

The policies pertaining to protective discrimination will have to be short term in nature. These provisions should not be thought of as a permanent provision. If it is so, the policies lose its relevance and

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may even become counterproductive. Therefore, it is not difficult to find that in some countries, the fruits are exclusively cornered by the well to do groups within the groups for whom reservations are meant and their fellow citizens have failed to benefit from the legal provisions. The mechanisms of protective discrimination should be reviewed periodically and refocused to exclude those who have already benefited from such provisions.

#### **4. Offsetting the direct and indirect costs of education**

The root cause of many type of disparities in educational development relate to poverty and lack of financial resources to ensure continued participation of children in schools. Quick estimates would indicate that a large number of children belong to families living below poverty line for whom the day to day survival is the key concern. If such families are not supported for the education of their children, the consequences may be serious and the vicious circle of underdevelopment may continue forever. Therefore, in order to break this vicious circle of underdevelopment, the governments, NGOs and other organizations working for social upliftment of the poor have come forward to support education of children belonging to such families. The governments in many countries provide various types of incentives to offset the direct and indirect cost of education, especially at the primary stage. The incentives include: scholarships, noon meals program, remedial coaching, free provision of textbooks and teaching learning materials, free transport, attendance scholarships etc. A review of these measures is also required to ensure that only deserving students get it.

#### **5. Absence of inequities does not mean the attainment of objectives**

It may also be noted that the absence of inequities does not mean that the participation and achievement rates for girl or any other groups of students have reached the desired level. In fact there may be certain situations where the participation rates for both boys and girls may be very low. In such cases too, the gender or other forms of inequity may be nearly absent. In reality, the overall situation is far from satisfactory. Therefore, the indices of gender and social equity should be seen in association with the overall situation in respect of development indicators.

#### **6. Need for wider curriculum reforms:**

What is taught in formal or alternative schools is either decided nationally or at best at the regional level. The schools do not have much choice in deciding what should be taught to the students. The philosophy of having a common curriculum is based on the perceived needs of students and is assumed that all of them can be served with the same menu. To what extent is this valid when the countries are reaching near universal primary education.

#### **7. Strengthening participatory processes of decision making:**

For too long the decision making was centralized. Some attempts have been made in the recent years to decentralize educational planning. Does decentralization of educational planning automatically leads to decentralized decision making? The answer is perhaps no. Therefore, not undermining the success of decentralization, the reduction of disparities would take place when the decisions are made at the grassroots. Such decisions would be more relevant for each school than the general decision taken at the national or the state level.

8. Strengthening the educational data reporting and analysis systems many countries of the region have a long history of the collection of educational statistics. Traditionally, the educational statistics were collected for administrative control and financial management of the schools and other institutions of learning supported by the governments. Due to increased complexity of decision making and the need for implementing decentralized modes of planning and monitoring processes, the data requirements have changed considerably over a period of time. The educational management systems have failed to respond to these challenges in many countries of this region. What has been attempted in the name of modernization is mere computerization and not much attention has been given to validation and use of educational statistics for planning and monitoring. The data on many critical variables associated with the measurement of disparities is not even collected. Therefore, a thorough revision of EMIS of various countries is required so that the needed information for monitoring the performance indicators is collected and used.

The above issues are illustrative and many more aspects of inequities having bearing on EFA program can be identified. However, what is important is a clear articulation and choice of appropriate indicators to reflect the changing profiles of various types of inequities.

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**CONCLUSION**

Out of four regions, Gulbarga is found to be a backward region in the field of education. Compared to other regions, in Gulbarga the literacy rate is quite low and drop-out rate is quite high. Due to the educational programmes introduced by the government, the enrolments in the region have increased but students do not complete their education fully because of high drop-out rate. It needs immediate attention on part of government to tackle the problem. The study strongly advocates for the programmes which can increase the literacy rate and reduction in the drop-out rate simultaneously.

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