



Spatial Distribution Of Education Facilities In Haveri District

Dr kavita H kulkarni.
Associate professor
Department of Sociology .
Govt First Grade College Kittur. Dist.Belagavi.

Abstract

The educational facilities required for social well-being vary according to the region's general development. Therefore, analyzing the existing spatial organization of educational facilities is necessary to achieve balanced educational development. Educational facilities can be classified into primary and secondary education facilities.

Introduction:

Education and its Challenges in India

Education is a fundamental need for a healthy society, and in India, a developing country, significant efforts have been made to promote education among its citizens. Since India's independence, tremendous progress has been achieved in the field of education. The country, with its vast and diverse landscape, multi-religious, and linguistic dimensions, has worked to provide educational facilities to all sections of the population regardless of caste, class, sex, or place of residence. This is particularly true for elementary education, as it is a constitutional directive for the government to provide free and compulsory education to all children until they reach the age of 14. Special measures have been taken to support backward areas and ensure equal educational opportunities. Despite these efforts, the current education system in India still suffers from persistent inequalities.

The National Policy on Education (1986) and its Programme of Action, along with the modified version in 1992, emphasize education for equality, focusing on the removal of disparities and suggesting measures to equalize educational opportunities. The District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) are two nationwide programs that aim to reduce disparities in access to and participation in primary and secondary education.

However, inequalities continue to exist in the provision of educational opportunities at both the primary and secondary levels. Many primary and secondary schools are not accessible to all sections of the population and all habitations. According to the All India Educational Survey (2002), not all habitations have primary schools within a walking distance of one kilometer or higher primary schools within three kilometers. This uniform distance criterion is questionable in a large and diverse country like India, as it does not account for physical barriers or the availability of transport facilities.

Educational organizations play a crucial role in establishing social conduct, behavior, and living standards by engaging people in various social, cultural, and economic activities. Even tribal and backward communities have some form of primitive organization to meet their social and educational needs. The spatial form of this organizational framework manifests as a hierarchy of settlements, from small villages to market towns, trading centers, large cities, and metropolitan complexes.

Study Area:

Haveri district, located in the western sector of Karnataka State, covers an area of 485,156 hectares, between latitudes 14° 19' N and 15° 09' N and longitudes 75° 01' E to 75° 50' E. The district is roughly an inverted square shape, with its greatest length from north to south about 111 kilometers and from east to west about 87 kilometers. It is bounded by the districts of Dharwad and Gadag to the north, Davanagere and Shimoga to the south, and North Canara to the west.

Methodology:

Statistical methods were used to develop a system of weightage from the observed data matrix. This matrix was obtained by subtracting the column mean (x) from observations in their corresponding columns. Although this method has limitations, as it equalizes the variances it seeks to explain, it reveals that important development indicators tend to be mutually correlated and exhibit high dispersion in their distribution. The taluk-wise spatial distribution of educational facilities was categorized into very high, medium, low, and very low levels based on the availability of educational facilities in rural settlements. This distribution was then analyzed to examine the concentration of educational facilities across the region.

Objectives:

1. To examine the spatial distribution of primary and secondary educational facilities.
2. To identify different levels of educational development based on the different variables.

4.8 Distribution of Primary and Secondary Schools:

Primary and secondary schools in the study area play a crucial role in providing educational facilities, significantly contributing to the social well-being of the population. Despite efforts to offer universal educational services, rapid population growth, widespread poverty, and insufficient financial resources have led to an uneven distribution of schools.

Key Data:

- There are 1,515 primary and secondary schools in the district.
- 79.33% are primary schools, while over 20% are secondary schools.

Primary Education:

- Comprises three categories: lower primary (27.78%), higher primary (1.71%), and combined lower and higher primary (49.83%).
- Three taluks (Savanur, Ranebennur, and Haveri) have over 50% of combined lower and higher primary schools.
- Taluks with lower percentages of combined schools but higher lower primary schools include Shiggoan (36.31%) and Hanagal (32.66%).

Secondary Education:

- Consists of lower secondary (18.28%), higher secondary (1.12%), and combined lower and higher secondary (1.25%).
- Variations exist across the district, with the southern part having higher concentrations of lower secondary schools, particularly in Byadagi (22.06%), Haveri (19.24%), Hirekerur (18.87%), and Ranebennur (18.75%).

This distribution pattern reflects the challenges posed by large populations and rapid population growth in certain areas, leading to a higher concentration of schools in those regions.

Table No-01 Taluk wise Distribution of Primary and Secondary Schools in Haveri District-2011

Nam e of Talu ks	Pri mar y Scho ols	Upp er Pri mar y Scho ols	Pri mar y Wit h upp	Seco ndar y Scho ols	Hig her Seco ndar y Scho ols	Seco ndar y with high er	Tota l Pri mar y	Tota l Seco ndar y	Tota l Pri mar y &Se
Bya dagi	38 (26.2 0)	03 (2.07)	69 (47.5 8)	32 (22.0 6)	02 (1.37)	01 (0.68)	110 (9.15)	35 (11.1 8)	145 (9.57)
Han agal	82 (32.6)	05 (1.71)	118 (47.0)	41 (16.3)	01 (0.39)	04 (1.59)	205 (17.0)	46 (14.6)	251 (16.5)
Hav eri	57 (23.8)	05 (2.09)	127 (53.1)	46 (19.2)	0 0	04 (1.67)	189 (15.7)	50 (15.9)	239 (15.7)
Hire keru	67 (26.9)	05 (2.00)	119 (47.7)	47 (18.8)	06 (2.40)	05 (2.0)	191 (15.8)	58 (18.5)	249 (16.4)
Rane benn	76 (25.0)	02 (0.65)	168 (55.2)	57 (18.7)	53 (2.62)	01 (.032)	246 (20.4)	58 (15.5)	304 (20.0)
Sava nur	32 (23.3)	02 (1.45)	76 (55.4)	24 (17.5)	0 0	03 (2.18)	110 (9.15)	27 (8.62)	137 (9.04)
Shig goan	69 (36.3)	04 (2.10)	78 (41.0)	30 (15.7)	8 (4.21)	01 (0.52)	151 (14.5)	39 (12.4)	190 (12.5)
Distr ict	421 (27.7)	26 (1.91)	755 (49.8)	277 (18.2)	17 (1.12)	19 (1.25)	1202 (79.3)	313 (20.6)	1515 (100)

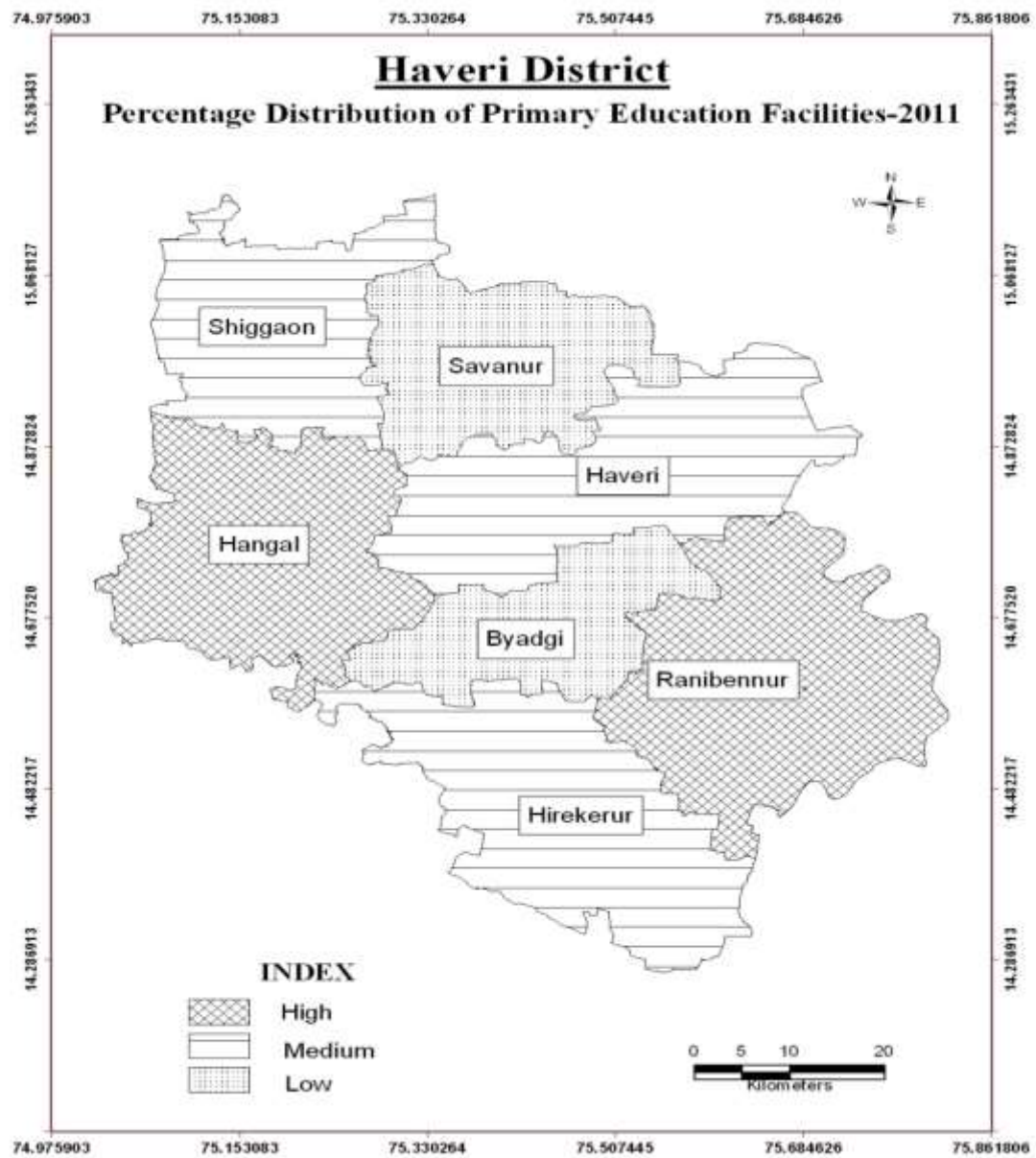


Fig-01

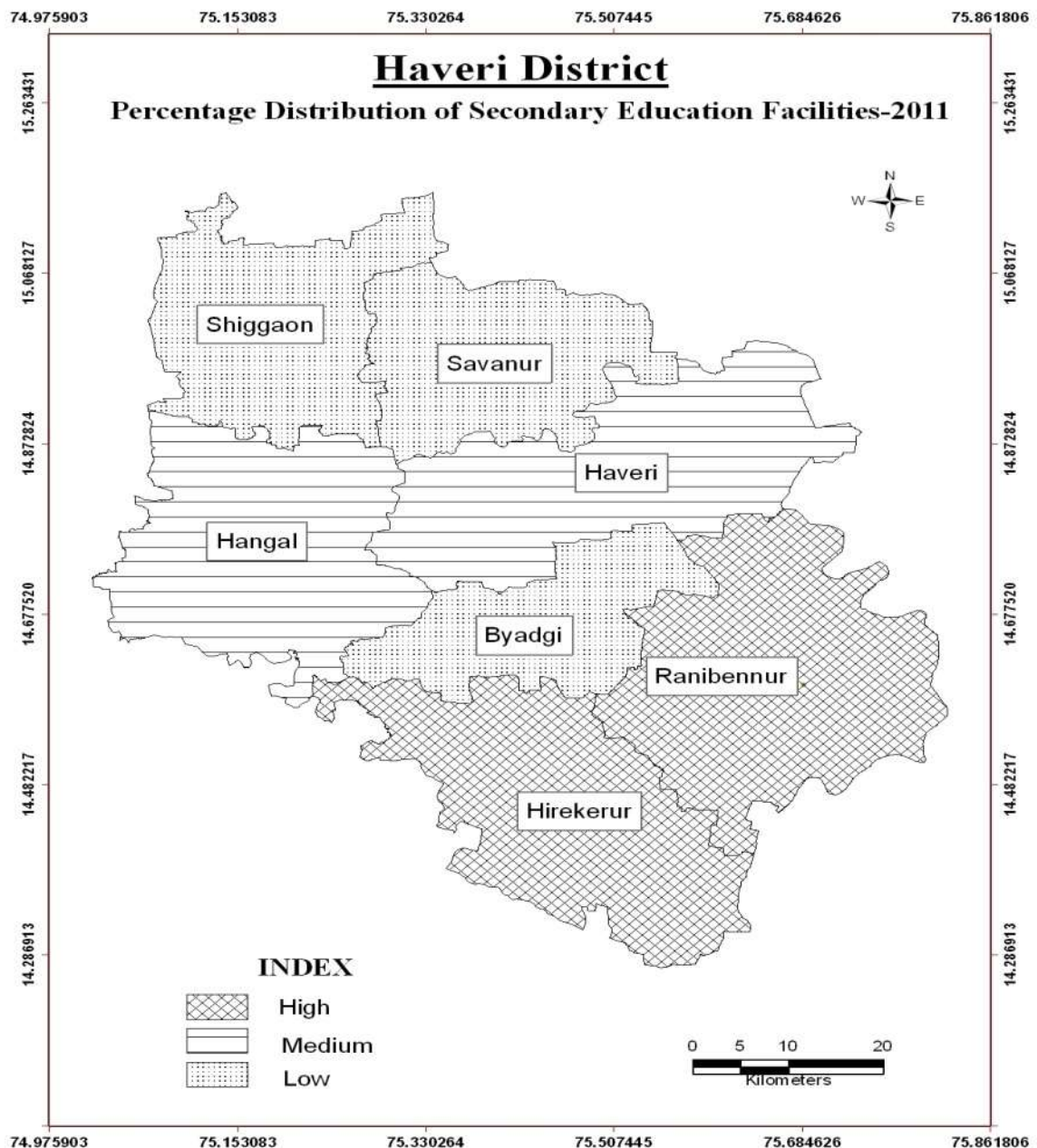


Fig-02

This region is economically prosperous, featuring urban centers like Kodiyal-Hospet and Rattihalli. In the southern taluks of the district, five to ten villages per taluk have secondary school facilities. However, the higher secondary school category has a low percentage of schools, with less than 2 percent in Hanagal, Haveri, Savanur, and Byadagi taluks. The district overall has 1.25 percent of schools with both secondary and higher secondary sections out of 20.67 percent of secondary schools.

Savanur and Hirekerur have the highest percentage of schools with both secondary and higher secondary sections, whereas Ranebennur, Shiggoan, and Byadagi have the lowest. The number of schools in a particular area determines educational access.

Educational Development Levels:

Educational development results from the interaction between primary and secondary education institutions. Effective educational planning involves creating a comprehensive plan integrating primary and secondary schools. This study measures and analyzes development levels across taluks to identify imbalances in educational facilities distribution.

Composite Index of Educational Facilities:

The educational system ranges from pre-school to various further education opportunities. Schools are central to local social life, improving literacy rates, living standards, and the ability to address social problems. The spatial distribution of educational facilities is grouped into five levels based on the percentage of the population and settlements served.

High Level:

Ranebennur taluk falls into this category with a composite score of 4.39. It has 94 percent of settlements with primary educational facilities and serves 97 percent of the population. Secondary education facilities serve 35 percent of settlements and 61 percent of the population. This high level is due to factors like major transport routes, agro-industries, agricultural market improvements, and large rural settlements.

Medium Level:

Three taluks, Haveri (4.17), Hirekerur (4.11), and Byadagi (3.94), fall into the medium level. In Hirekerur, 97 percent of settlements have primary schools, and 36 percent have secondary schools, serving 98 percent and 55 percent of the population, respectively. Byadagi has 94 percent of settlements and 93 percent of the population served by primary schools, and 34 percent of settlements and 58 percent of the population served by secondary schools. Haveri has slightly lower percentages, with 90 percent of settlements and 94 percent of the population served by primary schools, and 31 percent of settlements and 61 percent of the population served by secondary schools.

Low Level:

Savanur and Shiggoan fall into the low level, with composite scores of 3.77 and 3.70, respectively. In Shiggoan, 94 percent of settlements serve 96 percent of the population with primary education facilities, and 23 percent of settlements serve 47 percent of the population with secondary education facilities.

Table No-02. Taluk wise Availability of Educational Facilities in Rural Settlements of Haveri District-2011.

Name of Taluks	Total Rural Population	% of Primary Educ	Index Value	Total Rural	% of Primary Educ	Index Value	Total Rural	% of Sec. Education	Index Value	Total Rural	% of Sec. Education	Index Value	Composite
Byadagi	1037	93.4	0.9	60	93.7	0.6	641	57.7	1.0	22	34.3	1.0	3.9
Hanganur	2144	92.2	0.9	136	88.3	0.9	100	43.2	0.8	33	21.4	0.8	3.4
Haveri	2001	93.8	0.9	81	90.0	0.9	129	60.5	1.1	28	31.1	1.1	4.1
Hirekerur	2087	98.5	1.0	122	96.8	1.0	117	55.3	1.0	36	28.5	1.0	4.1
Ranibennur	2096	97.2	1.0	100	94.3	1.0	132	61.3	1.1	37	34.9	1.1	4.3
Savanur	1180	97.6	1.0	61	93.3	1.0	541	44.7	0.8	17	26.1	0.8	3.7
Shiggaon	1319	96.1	1.0	86	94.5	1.0	651	47.4	0.8	21	23.0	0.8	3.7
District	1186	95.5	0.9	646	92.5	0.9	662	53.3	1.0	104	27.8	0.9	3.9
		M=9			M=9			M=5			M=2		M

Source: Computed by the researcher, 2011.

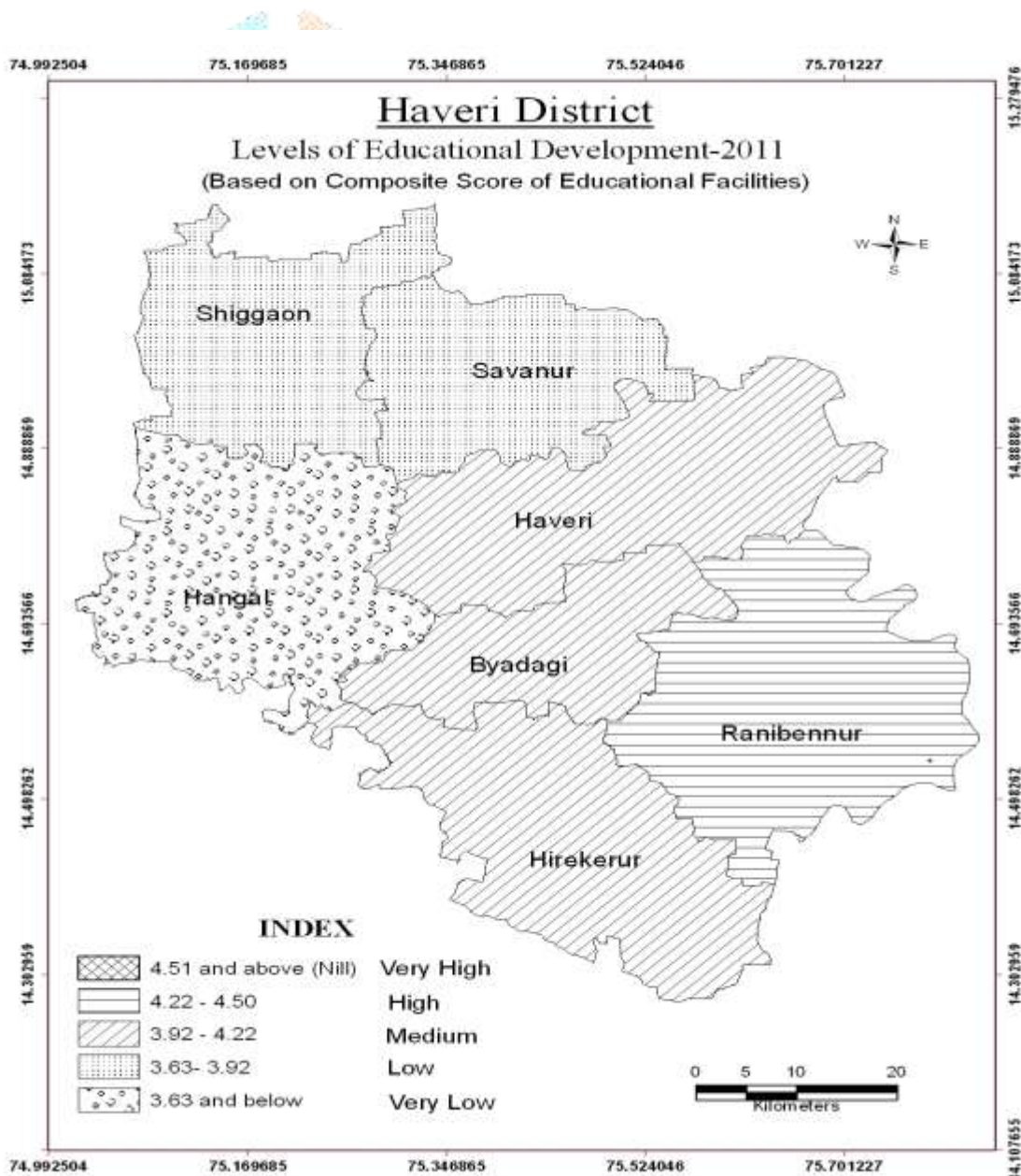


Fig-03

taluk 93 percent villages and 97 percent population is covered by primary, while 26 percent villages and 45 percent population has access to secondary education facilities.

The discussion shows that the uneven distribution of educational facilities in the study area. Minimum secondary education facilities have been observed in both the taluks. On the basis of above analysis, it reveals that educational facilities must be

Summary:

Very Low Level:

Hanagal taluk is categorized as very low in educational development with a composite score below 3.63. In this taluk, 88 percent of settlements have primary schools, covering 92 percent of the population, and 21 percent of settlements have secondary schools, serving 43 percent of the population.

Conclusion:

The analysis of educational development levels based on the availability of facilities in rural settlements reveals significant disparities. Most small settlements lack basic educational facilities, and the spatial distribution of these facilities does not follow a discernible pattern. To improve literacy rates and social development, especially in remote areas, it is essential to reduce disparities through scientific location planning of educational facilities.

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