CHAPTER – I

CONCEPTUAL FRAMEWORK AND METHODOLOGY

1.1 INTRODUCTION

Development of any region is the ultimate goal of regional planning for bridging the gap between advanced and backward areas. The planning plays an important role in achieving higher levels of development and to bring in sustainability, which can be achieved by mitigating regional disparities. It can either be done through holistic approach or by focusing on a specific sector like agriculture, education, employment, environment and forests, health, industry, infrastructure or on rural development. Regional planning for education sector includes the scope of work for development of education in different stages such as pre–primary, primary, secondary, higher secondary, university and technical education in both formal and non-formal sector. In the post-independence era, several initiatives have been undertaken for improving the education sector in the country. Sections on education in the documents related to Five Year Plans of our country reflect that there has been always importance given to reduction of regional disparities for attaining overall national development. There have always been a concern for regional development by identification of Educationally Backward Districts /Blocks (EBDs and EBBs); chalking out policies and programmes for improving girls’ education, education for the children of Scheduled Castes (SC), Scheduled Tribes (ST) and Other Backward Classes (OBC) in the educational backward regions. The very First Five Year Plan (1951-56) suggested for helping backward states by giving preferential treatment to them in the matter of grants. An entire chapter on balanced regional development was the hallmark of the third five year plan document (1961-66). The avowed objective of
the fourth five year plan (1969-74) was, ‘to raise the standard of living of masses in
general and promotion of education and employment for poor in areas lagging
behind’. One of the primary objectives of Eighth Five Year plan (1992-97) was universal education. The Eleventh Plan (2007-2012) had articulated the need for expanding educational facilities and improving quality of education, as key instruments for achieving faster and inclusive growth. Approach paper of 12th Five Year Plan (2011) has focused on inclusive growth, ‘Inclusive growth should result in lower incidence of poverty, broad-based and significant improvement in health outcomes, universal access for children to school, increased access to higher education and improved standards of education, including skill development’.

The experience of the last four decades of planning has shown that educational development in India is neither homogeneous in regional spread nor neutral to social formations (Raza, Ahmad, Nuna, 1990). It has strong bias in favour of economically developed areas with strong infrastructural support and against backward regions of the country. In spite of planned efforts spread over four decades, regional disparities in educational development continue to be glaring. There are great disparities between states in the matter of educational facilities. At the same time expenditure on education compared to total revenues and population also varies in the states. Addressing regional disparities, approach paper of 12th five year plan laid stress on functional connectivity across universities and domain institutions. This would also help overcome regional disparities in the quality of education/research.

**Regional Disparities:** If one also looks into the etymological origins of these two words, ‘regional’ and ‘disparities’, one has to go back to 14th and 16th centuries respectively when these words were coined. The word ‘region’ was derived from Anglo-French word ‘regioun’ in C.1330, which literally means direction,
boundary, district, country, etc.; and the word ‘disparity’ was taken from French word, ‘disparate’ in C.1555, which ‘inequality’ (Online Etymology Dictionary, www.etymonline.com). The term disparity refers to unequal distribution of some kinds of attributes among different segments of population (Johnston, 2000). Regional disparities refer to differences between economic performance and welfare between countries or regions (ILO). It express the scope of difference of intensity in the manifestation of economic phenomena under the investigation observed within the regions of given country. Territorial disparity indicates the scope and intensity of given phenomena which differ to between regions within the country. The Organization for Economic Co-operation and Development (OECD) definitions are significantly limited in focusing only on economic phenomena and on regional disparities across the countries.

An understanding of the concept of a region is the first requirement of any regional analysis. The term ‘region’ in general, has been used to mean a geographical area or space. But in the field of regional planning, this term has been used with special focus. On the basis of homogeneity criterion, there are regions with homogeneous characteristics. Secondly, the nodality criterion analyses polarization around an urban or market centre within a given region. Finally there are regions with the system of inter-related administrative and political missionary based on programming criterion.

There are also different regions on the basis of their size for planning purposes. At the local level, there are micro regions, which are very small spatial units. In the Indian context, it consists of a village or taluk or district. Next in order is the meso-region comprises a state or group of states. At the highest order there is the macro-region composed of the previous two types of regions.
**Development and Educational Development:** Any attempt to provide a precise definition of the term ‘Development’ is rare. It varies with individual perceptions and different social sciences define it according to their own theoretical requirements. Economist describe in terms of growth. Sociologists look for progress of societies; political scientists visualize it in terms of decentralization of power, and ecologist stake concern for ecological issues and so on. Geographers are concerned with the spatial aspects of development within this continuum from growth to progress (Singh, 2010). They synthesize the concept and perceive it in holistic manner. Development in geographical parlance denotes the quality of functioning of regional system in terms of economic progress, social advancement, political maturity, and environment conservation (Krishan, 1980).

To arrive at an operational definition of the concept of educational development one needs to assess various aspects. As phenomena of education being multidisciplinary, as it has varied constructs like philosophical, sociological and psychological foundations, similarly, the educational development also needs to be looked from multiple perspectives. Educational planners may decide on the concept of educational development based on the index derived out of various indicators of educational development related to aspects of accessibility, availability, equity, quantity and quality (Raza, Ahmad, Nuna, 1990). Accessibility relates to geographical distance. The accessibility is judged from the fact of physical distance between the school and the residence of a child. Accessibility is judged from the ‘walkable’ distance, keeping in view terrain features as well as the age of children at the given stage. Literature conveys that normally 1 km is the walkable distance for primary, 3 km for upper primary, 5 km for secondary and 8 km for higher secondary stage. This distance factor is least important in urban areas where the school is situated.
within the settlement itself and alternative modes of transport are available for movement of students from residence to schools. However, the location of institutions in rural areas is a significant factor in determining accessibility. It is important criterion in adjudging the efficiency of the system of schooling for the population intended to be served in its catchment area. Accessibility reflects on educational development of a region. Availability of schooling facilities is a function of the size of school going population. It reflects the physical existence of schooling facility in relation to its requirement. Accessibility and availability relates to and reflects the supply side of schooling facilities. On the other hand, Quantity refers to actual utilization of these facilities; it is connected with the proportion of prospective children in the school and outside the schools. The socio-economic structure of the residence determines the nature and magnitude of the relationship between the supply and its utilization in a given locality. Educational development is also the product of equity in education. Concern for equity in educational development stems from the viewpoint of the needs of cohesive nation-building; Equity is different from equality, while equality is a quantitative concept; equity is essentially qualitative and relates to fairness or recourse to the principle of justice, which implies that a policy of protective discrimination has to be adopted in order to ensure social justice. Inequalities are deeply rooted in the Indian ethos. Inequalities in the sphere of Indian schooling is multilayered-scheduled as against non-scheduled, girls against boys, rural against urban, and backward regions against the relatively developed. Educational development reflects the gap between these social, gender, and locational aspects. ‘Over the years several steps have been taken by the central and state governments to bridge the gap between the SCs/STs and the rest of the population. These include reservations in educational institutions, government employment and several other
means like offering means cum merit scholarships and other incentives. Today there is some progress in improving the position of SCs, STs and OBCs in school enrolment, and in parameters such as literacy and the percentage of people below the poverty line. But gaps still persist, and further efforts are needed to reduce the gap. Scholarship schemes for Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs) and Minorities have enabled many students from these communities to continue their education. Greater effort is needed, however, to improve enrolment ratios and to reduce dropout rates especially for girl children among SCs, STs, OBCs and Minorities’ (Approach paper for 12th Five Year Plan, 2011). To synthesize the concept of educational development one can conclude that when a region has access to schooling facilities, providing equal opportunities to all for seeking education and delivering expected outcomes, in that situation one can say that the region has better educational development. (Figure 1.1)

Figure 1.1: Dimensions of Educational Development
**Secondary Education:** Education is the single most important instrument for social and economic transformation. A well educated population, adequately equipped with knowledge and skill, not only supports economic growth but is a precondition too for growth to be inclusive since it is the educated and skilled persons who stand to benefit most from the employment opportunities which growth will provide. (12th Five Year Plan, GoI:2011). In this unequal and interdependent world economy, education has a significant role to play. Education increases economic growth, attacks poverty, improves income distribution and reduces inequality (Tilak, 1986). Realizing the importance of education, with 86th Constitutional Amendment 2002, Article 21-A was inserted in Fundamental Rights of the Constitution according to which the state shall provide free and compulsory education to all the children of the age 6-14 years. Subsequently the right of children to free and compulsory education act, 2009 known as RTE Act came into existence. Education of young children had remained top priority of several governments.

Indian school education system is structured as pre-primary, primary, upper primary (together known as elementary), secondary and higher secondary stage. The higher education can be generally looked at general university education and technical education. There are several other institutions and stream other than the main stream referred earlier. These institutions provide vocational education like the Industrial Training Institutes (ITI). When it comes to Secondary education, it is a bridge between upper primary and higher secondary stage which constitutes classes IX-X in our country and classes VIII-X in Karnataka state; where the probable age group of children is 14-16 years of age. Present study focuses on education development of this stage of secondary education. Figure 1.2 provides the overall pattern of school education in our country.
At the global level, the demand for secondary education is increasing, owing to three factors; firstly, more countries are on the verge of achieving universalized primary schooling and are attempting to move to higher levels of the educational systems. The aspirations of the individuals as well as the families are pointed out towards secondary education. Secondly, tens of thousands of young people in developing country are in the secondary education and they are going to make a world of difference for their own future and for future of their countries. What was once considered as not very essential is now turning into a global opportunity by building skills, values and attitudes of young people through quality secondary education. Thirdly, the global economy needs a more sophisticated labour force armed with competencies, knowledge and workplace skills that cannot be developed in primary schools or low quality secondary programmes. Global education planners envisage provision of secondary education of good quality which is the crucial tool for generating opportunities and benefits to these third world economies. For all the
reasons cited above, secondary education assumes greater significance in policy debates and analysis worldwide. These debates attempt to respond to the dual challenges of increasing access to secondary education, and at the same time, improving its quality and relevance. Most of the educational reforms proposed and implemented throughout the world have so far focused on elementary and post elementary education. Now a sudden impetus and centrality of quality education will persist in the foreseeable future and certainly will be reinforced.

1.2 SECONDARY EDUCATION IN THE ERA OF GLOBALISATION

The world today witnesses the democratization of education. In the poorest countries of Africa, Asia and Latin America, secondary education reforms are integral part of Education for All (EFA). The democratization of education brings in enormous pressure on the public spending which is already constrained. Under globalization, the increased knowledge as a driving force in economic development and skill based nature of technical changes in the work places lay additional pressures on these governments of third-world countries to modernize and revamp their education systems in order to produce graduates who are well prepared for work and for further learning.

In addition to its contribution to economic growth, secondary education serves as the crucial bridge between primary and tertiary education. If the secondary education can’t articulates its crucial role between education and labour market, equitable expansion of educational opportunities may be permanently blocked. In fact, quality secondary education is the right interlink between primary and tertiary education that will define the overall features and priorities of school system of these developing economies. Challenges in secondary education vary from one country to another. Despite the efforts made in the recent decades in the developing world
including India, secondary education remains a bottleneck for the expansion of educational attainment. In countries like India, inequality in access to quality secondary education is a major barrier to human development, economic growth and poverty reduction.

In most of the developing countries, expansion of primary school enrolment has met with relative success. But considering the fact that these countries are still in the midst of population explosion, considerable demand for secondary education is generated. An additional source of pressures in countries like India is large proportion of girls and of the downtrodden which have yet to be enrolled in secondary education. Hence the main challenge is to improve quality; relevance and efficiency to better align their educational system with those in developed countries and to respond to the rapidly changing demands of increasingly globalized economies.

**Regional Disparities in Educational Development:** The phenomena of education have been studied from different perspectives. Psychologists, Sociologists, Economists, Philosophers, Planners and Administrators have studied domain of education from their own point of view and in different perspective. The geographical perspective is relatively recent one and is in formative stage, particularly in our country. The question arises, how a geographer must look at education? Geographers are interested in spatial patterns, spatial processes and spatial planning of education sector. The thrust of Geography applied to the study of education would be descriptive with respect to distribution of educational infrastructure, enrolment ratio or it might be aimed at measuring the spatial disparities in the distribution of these attributes. Beside the descriptive approach there are two more systems of any scientific study as explanatory and analytical system which enhance the possibility of diagnose and prescription. Over the years it was felt that as a whole the geographical
studies have lacked analytical vigour to the extent that they could be comfortably predicting and prescribing. They have been pathological in nature, in the sense that they could not indicate ‘where’ things ‘are’ and where they ‘are not’.

Education, like many other aspects of society is hierarchical in nature ranging from primary through upper primary and secondary level to the collegiate and university levels (Figure 1.2). We have realized that the location of schools has its own geography, there exist a spatial bias in availability of schooling facilities and they are not homogeneous in its growth. It would not be unreasonable to say that the various educational facilities like schools colleges and parameters such as enrolment ratios, literacy levels and levels of educational development are characterized by unequal distribution over space. The whole structure is spread over various size classes of urban and rural centre. They are biased in favour of urban areas which are relatively developed thereby creating regional disparities. To support this idea the need is to empirically examine the nature of educational development with the help of complete framework of analysis. In this connection one has to identify the areas which have been able to draw greater benefits than others in terms of allocation of educational infrastructures, against those which have been deprived from it. Further, one also have to look for reasons as to ‘why’ and ‘how ’such parameters could develop and ‘what’ are the ways through which a more balanced educational development could be achieved.

Though the emphasis of any geography is on a particular area, the unit of observation; no geography can ignore different segments of population which inhabits those areas. After all area acquires importance only with respect to its human component; inequality in education is not purely an educational issue for it cuts across the social, economic and political fabric of a particular territory or for that matter a
country. Education is the most important vehicle that humankind has evolved for her own progress. It is therefore no wonder that all dynamic and progressive nations demand equitability in education system that they will like their leadership in piloting a future which will assure a better life for all its members and to use all the intellectual and natural resources placed at their disposal. Moreover, no less important are the disparities between the males and females and expressed in space and with reference to socio-economic status. Therefore a comprehensive geographical approach would also incorporate population and its study which itself shows a high magnitude of difference in terms of material and non-material elements of being and access for the social attributes necessary for the development of its well being.

1.3 SIGNIFICANCE OF THE STUDY

The present study is proposed to study the regional disparities in secondary education in Karnataka at district and sub-district (taluk) levels. There has been no dearth of literature on the theme of regional disparities in educational development, though notwithstanding their great academic value, it suffers from various limitations including a perspective from Geography to be filled with new study touching upon all the aspects left behind in the previous studies. The present study claims to be a pioneering work in the field of educational planning as not many researchers have undertaken specialized studies in secondary education focusing on regional dimension, owing to non-availability of data and other reasons. The study will be very useful for educational planners working in the area of secondary education as it will provide the status of secondary education in the state of Karnataka so that meaningful generalizations can be drawn from the study that may benefit the educational planners working for the mission of universalization of secondary education in the state. The study unfolds patterns of educational development of secondary education at the
district and sub-district level. The study will provide inputs to bring forward a model for micro planning of secondary education at taluk level, which may also throw light on various aspects of educational planning in the state.

1.4 RESEARCH DESIGN

1.4.1 Statement of the Problem

With the background discussed in the previous section, it can be summarized that, there is a need to study the domain of regional disparities in the development of secondary education. There were enormous studies that dealt with regional disparities considering various sectors but in-depth study of a single sector was rare. As stated earlier that secondary education has rarely been on the focus and all the activities were concentrated on elementary education, it is necessary to diagnose the levels of regional disparities in secondary education in one of the largest states of India i.e. Karnataka. The problems selected for the present research is to know the nature and extent of regional disparities in secondary education at micro level in Karnataka. Thus the title of the study can be stated as ‘Regional Disparities in the Development of Secondary Education in Karnataka.’

1.4.2 Objectives of the Study

The following are the objectives of the study:

- To trace the inter-district, intra-district and inter taluk patterns of regional disparities in the development of secondary education in the state of Karnataka.

- To identify most backward districts and taluks in the development of secondary education in Karnataka.

- To diagnose the underlying factors like geographical, socio-economic and politico-administrative responsible for uneven development of secondary education in the state.
• To appraise the development of secondary education in the most advanced and most backward district and taluk of Karnataka.

• To examine the role of public policies in the development of secondary education.

• To evolve suitable strategies for most backward spatial units in secondary education in the state.

1.4.3 Research Questions

The objectives mentioned above generate certain research questions. The central focus the study is:

• What factors are associated with the perpetuation of regional disparities in different areas of the state? Other question will be,

• What is the nature and extent of regional disparities prevailing in the secondary education in secondary education?

• What kind of inter-district intra-district and inter-taluk patterns exists in the regional disparities of secondary education?

• Are there any underdeveloped areas within developed district and developed areas within under developed districts?

• Is there any perpetuation of social disparities within region in secondary education?

• What is the role of Government Policies in promoting secondary education and reduction of imbalances in these areas?

• What steps can be taken up to improve the status of secondary education in the state?
1.4.4 Hypotheses

Based on the research objectives articulated and the research questions framed the study postulates with the following hypothesis:

- Development of secondary education is uneven in the state owing to geographical, social, political and historical factors.
- Spatial units with district headquarters witness advance levels of development of secondary education.
- District as a nodal center of educational planning had reasonable influential effect on educational development of adjoining taluks.
- Spatial variation in literacy and other demographic variables (social structure) have been major factor for spatial variation in development of secondary education.
- It has strong bias in favour of economically developed regions with strong infrastructural support.
- In spite of planned efforts spread over five decades educational disparities continue to be glaring.

1.5 RESEARCH METHODOLOGY

In an exercise of development, identification of regional disparities involves three major problems: selection of appropriate and judicious indicators to present various dimensions of development; to use an objective technique for the combination of variety of data relating to all the indicators for every enumeration unit; and to evolve a systematic statistical and cartographic technique to represent the process and patterns of development (Dubey, 1992). The importance of measurement of these regional disparities may be visualized in the following figure 1.3.
Similar are the issues when we need to address regional disparities in educational development. So considering all these aspects in mind an appropriate methodology has been evolved to deal with these problems and so to reach some concrete conclusions.

1.5.1 Indicators

Selection of judicious and appropriate indicators to represent various dimensions of educational development viz. size, equity, efficiency, and quality was a crucial task. We have to choose indicators that should not be biased and which would be easily available. Other considerations were with appropriate number of indicators, efforts were made to adequately select the number of indicators so that it should not be necessarily too large to create the confusion and it should not be too small to gloss the prevailing realities. So balance was maintained while selecting the indicators for development. For identification and selection of indicators NUEPA guidelines (Secondary Education Planning and Appraisal Manual, NUEPA, 2012) was considered.
1.5.2 Basic Areal Unit of Study

An appropriate selection of the basic unit is of fundamental importance in any geographical investigation. Such a real unit must have qualities as, it should be homogeneous in terms of development level, should be capable of unfolding regional variations in the level of development in different parts of the area under study, and also should have requisite data for development indicators. All these qualities appear to be possessed by districts and taluks hence study was carried out at two levels, district and taluk. Taluks in Karnataka are co-terminus with blocks in Karnataka. Over the years planners had given lot of importance to block level planning, hence the study was an exercise in the direction of providing pre-conditions for formulating ‘micro level plans’. It encompassed all the 176 taluks spread across 30 revenue districts of Karnataka state in India. This formed the universe of the study. At the later stage the most advanced district (Bangalore Urban district), the most backward district (Yadgir), most advanced taluk (Bangalore South) and Most Backward taluk (Sindgi) in the development of secondary education were identified for in depth study.

1.5.3 Construction of Secondary Educational Development Index (SEDI)

The methodology adopted in this study is two-fold approach. One is to determine the overall level of development/backwardness of district/taluk in development of secondary education. Such an idea can help policy makers in evolving appropriate strategies for the group of districts/taluks coming under each category like backward, more backward and most backward in comparison with the relatively developed ones that are above the state average, but this in itself cannot help to identify the underlying factors, thus analyses was also done with respect to individual attributes.
The following steps were followed for constructing Secondary Education Development Index.

- In order to assess the level of development of secondary education (access, equity and quality) six attributes like; Access and Availability of Secondary Schools, Gross enrolment Ratio (Quantity), Availability of Teachers at Secondary Schools, Availability of Infrastructure, Internal Efficiency and Performance of Students (Quality) were selected.

- Under each attributes several indicators were selected. This included Access and Availability (4), Enrolment (2) Teachers (3), Infrastructure (6), Internal Efficiency (1) and Performance of Students (2).

- Each indicator was further looked into, on the basis of location (rural, urban and total), gender (males and females) and social category (scheduled castes, scheduled tribes, other backward class) etc.

- Raw scores of each indicator were standardized following the Z score method.

- Composite Index of Each Attribute was calculated separately.

- Composite Index of each attribute was summated for finalisation of Secondary Education Development Index.

1.5.4 Data Sources

This work is primarily secondary data based, so all possible efforts have been made to collect data from variety of authentic government sources particularly the Census of India publications. Census of India publication 2001 and 2011 has been utilized for the data collation. Hand Book of Karnataka, published by Karnataka gazetteer Department (2010), Karnataka Human Development Report-2005 and other such government publications had helped in data provisions. Data related to mapping provisions in recognized secondary and higher secondary schools intermediate / junior
college degree colleges collected by state government under the umbrella of NUEPA was utilized.

Apart from the reports of MHRD, NUEPA (National Flash Statistics on Secondary Education, 2009-2010), NCERT (Seventh and Eighth All India School Survey, 2002, 2009), and Planning Commission (Five Year Plans), State Education Department were consulted. For writing sketch of Karnataka’s physical and cultural setting district gazetteer were utilized. Statistical Abstract of Karnataka (2010) was also consulted.

For in-depth study related to most backward advanced, talukas structured interviews and focus group discussion were organized.

1.5.5 Study Period
As the study is status study, it was confined to one particular time frame. The data pertaining to demographic attributes from the census of India 2001 and 2011 was utilized. There was a limitation of carrying out trend analysis of the regional disparities in secondary education in the state due to non-availability of authentic time series data. Though the national level organizations conduct school surveys regularly but these are not carried at interval of fixed timeframe, moreover most of the surveys were limited to in their coverage and scope. Therefore the proposed study provided a snapshot of the development of secondary education in Karnataka in 2010-2011.

1.5.6 Techniques of Data Collection and Analysis
Raw data on secondary education in Karnataka was collected from Directorate of School Education Karnataka. Raw data was aggregated at district and taluk level, tabulation was done keeping objectives of the study in mind. With the help of component indices, aggregate index of development was worked out. There are other statistical techniques which were very helpful in spatial analysis of data. Various other relevant statistical and cartographic techniques were utilized for representation
and analysis of the data. In order to validate the reliability of the data personal visits were made to several districts like Bangalore Rural, Bangalore Urban, Mandya and Chamarajanagar in south Karnataka and Belgaum and Bijapur in North Karnataka. Moreover, personal visits were organised for the taluks of Bangalore South and Sindgi and Bangalore Urban district. Several meetings were organised with state officials and structured interviews were conducted to identify the causes of advancement and backwardness of secondary education in these areas.

1.5.7 Limitations and Delimitations of the Study

As stated in the previous sections that the study is a pioneer research area because of two main reasons, firstly as stated before secondary education in our country, always received secondary treatment by the researchers. Those who worked in the area of education, their studies were based either on elementary education or higher education. There were very few studies on secondary education. Secondly, most of the researchers used district as the spatial unit because of easily availability of the secondary data for the districts. Studies at taluk level were very rare. Moreover, researchers worked on regional disparities in general and educational development in particular used loose kind of indicators, randomly chosen from different stages. This pioneer spatial study had its own limitations.

- Non-availability of the data

It was only after the recommendation of CABE committee report in 2005, the secondary education started gaining importance, where it was stressed to generate data base on secondary education for the whole of country. Then with the upcoming of Rashtriya Madhyamik Shiksha Abhiyaan (RMSA), 2009, the states started generating data on secondary education for their plan formulation. Data collected in initials years suffered from several inconsistencies and coverage was also a big issue.
It took time to stabilize the data base, which ultimately resulted in prolong delay in taking off this research work.

- Further lack of valid time series published data had limited the scope of study to one particular year 2010. Hence the study could provide snapshot of baseline survey. In future, researchers can take up trend analyses to understand the nature of regional disparities in secondary education.

- Since the study was heavily depended on secondary data, certain indicators related to quality of school education could not be captured elaborately due to limited scope of the survey.

- The study was confined to 30 revenue districts and 176 taluks of Karnataka. Indepth study for Bangalore Urban (most developed district), Yadgir (most backward district), Bangalore South (most developed taluk), Sindgi (most backward taluk) in secondary education was carried out. These spatial units emerged from the study itself.

1.5.8 Organisation of the Thesis

The present study is organized into eight chapters. The layout of the chapter scheme is as scheme is as follows:

Chapter I: Conceptual Framework and Methodology

The chapter introduced the theme of the research problem, definition of basic concepts, conceptual framework, significance of the study, research questions, hypotheses, methodology adopted, data sources, study period, techniques of data collection and analyses and finally organization of the thesis.

Chapter II: Secondary Education – Retrospect and Prospects

The chapter facilitates for laying strong foundation for the present research work. It unfolds the importance of secondary education in the present day context. It
throws light on growth and development of secondary education in India and Karnataka. Apart from that it provides information related to issues and concerns of secondary education in our country. It highlights several initiatives taken up by the government to promote secondary education. It also provides a synoptic view of status of secondary education in the country, at the same time it helps us in fixing the relative position of Karnataka State in secondary education in our country so that concern of regional disparities in secondary education in Karnataka can be comprehend in more systematic manner.

Chapter III: Review of Literature

The chapter covers exhaustive review of literature, covering several dimensions of regional development, disparities in the levels of educational development, spatial pattern of educational development etc. About 100 studies conducted by several geographers, educationists, economists, sociologists, regional planners, educational planners have been reviewed which included books, journals, edited volumes theses and dissertations etc., which have been conducted right from early 1950 to 2013 in different parts of the world, of course main emphasis was given to studies conducted in India and Karnataka. Empirical studies are reviewed under six broad divisions on the basis of time viz., before independence, studies carried out during 1970, studies during 1980’s, studies during 1990’s and studies during 2000’s and after 2010. At the end the chapter was summarized by highlighting grey areas in research.

Chapter IV: Study Area

The chapter gives overview of the structure and composition of the study area. The chapter provides overview of Karnataka state to understand the genesis of regional disparities in educational development owing to several geographical, socio-
economic, administrative, historical profiles. There is exhaustive account of locational setting, evolution, and administrative structure, physical and cultural landscape of the study area.

**Chapter V: Regional Disparities in the Development of Secondary Education in Karnataka**

This chapter occupies core position in the entire work. It outlines the methodology part of arriving at degree of inter-district, intra-district and inter-taluk variations in the development of secondary education in Karnataka state. It portrays nature and extent of regional disparities in secondary education at region, district and taluk level. Regional disparities in secondary education are highlighted through several Choropleth maps.

**Chapter VI: Secondary Education at Two Ends of Spatial Units**

The chapter outlines the criteria of classification of districts and taluks based on secondary education development index which ultimately leads to identification of relatively most advanced and most backward district and taluk in secondary education in Karnataka. It also provides insight into the causes of their advancement or laggardness. The chapter suggests some plausible interventions for laggard district and taluk in secondary education.

**Chapter VII: Determinants of Regional Disparities in Secondary Education**

The chapter probes into the causes of regional disparities in secondary education. It gives an idea of determinants of regional disparities in secondary education. In this chapter statistical analysis of the explanatory variables of regional disparities in the development of secondary education in Karnataka is presented.
Chapter VIII: Summary and Conclusions

The chapter offers summary of research findings and the conclusions reached. It also provides certain suggestions for the new policy implications. It also raises certain new questions for further research.

Bibliography

A comprehensive bibliography has been listed.

Annexures

Data on indicators and other relevant material which has been used in this research work are presented in the form of annexure.