CHAPTER II

REVIEW OF LITERATURE
II

REVIEW OF LITERATURE

In this chapter an attempt has been made to present the background of the Infrastructure and various studies undertaken on the topic.

BACKGROUND:

Infrastructure facilities are universally required for carrying out any kind of production yet they themselves do not produce goods for final use. Definitely they provide support to the directly productive activities and thus, in the nature of overhead cost. They are not in the nature of goods meant for final use. At the same time they are distinguished from the intermediate goods like steel and cement which are used as inputs for producing different types of goods.

Components of Infrastructure:

A very broad as well as comprehensive picture of components of infrastructure is observed in the analysis provided by Dr. V.K.R.V. Rao. The various components included in infrastructure in his analysis as follows;

1. Transport
   i. Road
   ii. Railways
   iii. Shipping Airports and Towers
2. Communication
   i. Post office
   ii. Telegraphs
   iii. Telephones
   iv. Radio
   v. Televisions
   vi. Cinema

3. Power/Energy
   i. Coal
   ii. Electricity
   iii. Wind energy
   iv. Solar energy
   v. Oil
   vi. Gas and Bio-gas

4. Production of mediatory goods
   i. Minerals
   ii. Steel
   iii. Metals other than steel
   iv. Basic chemicals
   v. Fertilizer and pesticides
   vi. Machinery machine tools

5. Increasing the productivity of Natural/Resources
   i. Relation of land
   ii. Irrigation (all types)
   iii. Drainage
   iv. Contour building and land reshaping
   v. Consolidation of holdings

15
| vi. | High yielding bovine varieties |
| vii. | Fishing boats |
| viii. | Fishing equipments and refrigeration |
| ix. | A forestation and development of commercial |

6. Science and Technology  
   i. Teaching Basic research  
   ii. National Laboratories  
   iii. Liaison with production units  

7. Information system  
   i. Mass media  
   ii. Libraries and museums  
   iii. Fairs and exhibitions  
   iv. Books, Newspapers, Magazines  

8. Finance and Banking  
   i. Saving institution (Public, private, and Co-operative sector)  
   ii. Credit and landing institutions  
   iii. Capital markets  

9. Social infrastructure:  
   i. Health  
   ii. Drinking water  
   iii. Public Health medicine facility  
   iv. Public hygiene  
   v. Family planning  
   vi. Medical facilities  
   vii. Education, Literacy
Social Infrastructure may be defined as those providing social security to its community. There are two types of security:

I. Protection social security;

II. Promotional social security.

**I. Protection social security:**

Under this category, social security will be provided to its members through a series of specified measures against the economic and social distress. For instance, old age person, provision of medical care services, provision of subsidies, etc.

**II. Promotional social security:**

It includes all such measures that aim at improving endowments, exchange entitlements, real incomes and social consumption. Poverty alleviation and employment generation programmers, provision of basic needs (Education, shelter, foods, health, drinking water, etc.) and PDS get included in this type of security. Specific measures such as old age pension, which provide relief to them or protection against deprivation, are
included under protective social security. Therefore, the social infrastructure refers to education, health, nutrition, sanitation, housing, poverty alleviation programmes (asset and employment generation) and social assistance measures such as old age pension.

**Importance of Social Infrastructure:**

Social Infrastructure, which has a long gestation period to yield and generates lots of external economies, plays an important role in economic development of a country in its varieties of ways. The importance of social infrastructure can be judged from the following facts and figures;

1. **Sustainable development:**

   The overriding objective of the development planning is towards sustainable development, self-sustaining growth process or self-propelling growth process. This can be achieved when we have a good quality of social capital like, education, health care system, adequate and good housing facilities, provision of safe drinking water and sanitation, and all that goes to improve the capabilities of the human beings. Therefore, the resources, be it human or be it natural or physical, can optimally be used and the
cost and benefits can equally be shared by inter and intra-
generation.

2. **Participatory development:**

   The participatory development approach in which people are encouraged to take active participation at different levels of development process depends on efficiency activeness, attitude, initiatives, and above all “institutional capacity” of the people. The institutional capacity can be built up though provision of good quality of education, health care services, training, skill up gradation measures, etc.

3. **Human development:**

   By way of providing education, training, good health care services, safe drinking water, housing, sanitation, nutrition the human capabilities can be enhanced. The development and provision of such social goods and services is part and parcel of the social infrastructure development. So that, we will be able to achieve the goal of human development which opens up lots of opportunities in the economic, social, cultural and political domains of life.
4. Equity and equality:

The equity and equality concept of social justice can be achieved. In a situation where social capital has not been adequately developed a large number of economically and socially disadvantaged sections of the society continued to be deprived of getting benefits from economic growth and government programmes and have limited access and opportunities to explore and exploit for their socio-economic well-being. But, by developing suitable social capital, the people’s institutions established and their capacity can be built up, so that they could be able to get equal opportunities in economic, social, and political domains of life.

5. Optimum utilization of Resource:

With increasing efficiency of human capital the resources can be optimally used and the real cost of production can be reduced. Therefore the goods produced with less cost of production will be made available at lower price and quality of goods will also be up to the mark. If we have good quality of human capital the possibility of mis-utilization of resources is very less.
6. Improve the quality of growth:

Enhancing the quality of growth and thereby life of the people has been the main focus of development planning in developing countries like India. The quality of growth can be measured in terms of improved and equitable opportunities and choices for education, jobs, better health and nutrition, cleaner and sustainable natural environment, trustworthy and transparent people's institutions, dignity, self-respect, self-esteem, freedom and liberty etc. Therefore, the social infrastructure development is regarded as a means to active this end.

7. Productive capacity of a country:

Social capital particularly education and health contribute a lot in raising the capacity of a country to produce in a number of ways: by way of upgrading the technological services; by way of improving existing indigenous technologies through learning by doing; and the knowledgeable person can also augment the productive capacity by adopting superior imparted technologies. As a result of this, a country's production possibility curve (PPC) shifts upwards implying increased capacity to produce.
8. **Overall change in the Society:**

The knowledgeable and socially and physically fit persons are in fact, powerful instruments to bring about far-reaching changes in the society. The removal of traditional values institutions, customs, and dogmatic beliefs will improve their life. The people start making rational choices of place and jobs. This leads to mobility of workers geographically and occupationally leading overall change in an economy.

9. **Linking infrastructure to all other infrastructures:**

In an economy where we have diversified activities or infrastructure, the social infrastructure development play a kingpin role in accelerating the development of different infrastructure. This can be seen through input-out table analysis which provides how much of output from social infrastructure development has gone to different infrastructure of the economy as an input and vice-versa. Since it has multiple linkages with the rest of the economy, the development of this infrastructure becomes more important, than ever before in the light of the competitive economy.
10. Generates of employment opportunities:

Developing and provision of social goods and services such as education, health care systems, housings, safe drinking water, sanitation, and implementation of poverty alleviation programmes and social security measures in a country with huge amount of human resources create lots of employment opportunities and to some extent unemployment problem can be addressed. More importantly as the investment in social infrastructure enhances the quality of human capital, labour force could be able to get jobs which match to their qualification and skills so that there could not be surplus labour force in the employment market and hence unemployment problem.

11. Improve the quality of life:

The quality of life of the people in developing countries particularly in rural areas is very poor due to non-availability of adequate and good quality of social goods and services. Therefore, the provision of education, health, safe and clean water, housing facilities, sanitation, etc., improves the quality of the life of the masses.
12. **Social security to the weaker Sections:**

The importance of the social infrastructure development can also be seen in terms of the provision of social security measures to neglected, disadvantaged and weaker sections of the society and thereby achieve the goal of social justice. For instance, under the National Social Assistance Programme (NSAP), Old Age Pension Scheme, National Maternity Benefit Scheme and National Family Benefit Scheme, and Indira Awas Yojana, etc., are certain measures to achieve the social justice.

Thus, the social infrastructure development plays an important role in economic development of a country, particularly in the countries with huge amount of poor quality of human resources-like India.

Another contribution of infrastructure is by effecting, supply of factors of production, availability size of market of encourage for development. In this direction the experts trussed role of transport and communication.
The literature pertaining to infrastructure in general and the works focused attention on various aspects like on Education, Health, Housing and Water supply, in particular, is surveyed here.

**Sachchidananda (1967)** study deals with the special problems of education of scheduled tribes with particular reference to tribal primary education, teachers of tribal schools, medium of instruction, education of tribal girls, ashram schools, hostels, educational planning and administration. The study pointed out that the numerous programs for socio-economic development of tribals undertaken in the tribal areas in India were not making much headway mainly because of the ignorance and illiteracy of the tribals. Study stressed that even to take advantage of the various development schemes, a certain degree of education among tribal is necessary. Lastly the study argued that government has to extend financial and other assistance for the educational development of the scheduled tribes, the establishment of ashram schools has been considered as an important mechanism to provide free residential primary and middle school education to tribal students living in the remote
areas and scattered hamlets where such educational facilities are not available.

Eswara Prasad's (1982) study reviewed the wastage, stagnation, and inequality of opportunity in rural primary education. The authors selected two districts each in Andhra and Telangana regions on the basis of stratified sampling method. Two samithi blocks were selected from each of the district. In this way, 45 primary schools from 40 villages were considered for the study. The village schedule, school schedule, and household schedules were employed to collect the information, the study observed that in Kurnool and Guntur districts of Andhra region, the incidence of stagnation was higher among the girls than among boys especially in the case of scheduled tribes, the study also found that dropout rate was higher among girls than boys.

Narayana Tara's (1985) study emphasized on education in a rural environment, and universalization of primary education in Tumkur district of Karnataka State. The objective of this study was to assess the extent of the problem of non-enrolment, irregular attendance and premature withdrawal of children from schools in rural areas of Tumakur district. The findings of the study are: (I) Detention rate is higher among girls than among
boys and (ii) Dropout rate is found to be higher among children of illiterate parents than among the children of literate parents. The study suggested about the strengthening of infrastructural facilities in schools, which could raise the equality of education in Tumkur district.

Veena D.R. (1985) has undertaken a study on Integration of Production of Building Materials with Construction Activities as a part of an evaluation of special programmes for low income rural housing pioneered by Ahmedabad Study Action Group (ASAG) in Dholka and Valod taluka of Gujarat State. The ASAG experiment is noteworthy in so far as it caters to the housing needs of landless and homeless families in the villages while, at the same time, speeding up the tempo of rural development in diverse ways.

The study identified disparity in the distribution pattern of health care centers with the application of nearest neighbor technique, which revealed that the distribution pattern of health. This random pattern continued up to 1981 and thereafter to 1991 also. The growth of health care institution in the study area has witnessed an increase of 33.98% from 1971 (218) to 1981 (293) and from 1981 (293) to 1991 (416) it rose up to 44.36%. This growth in the health care centers has not affected the random
distribution pattern in the study area due to the random location of new health care centers. It is also observed that, growth of health care institution is more in rural than in urban health care services. The growth of health care center is more in case of Belgaum and Bijapur districts i.e., 40.35% and 46.85% in 1971 respectively, than in the districts of Dharwad 25.35% and Uttara Kannada 28.20%. Lastly, the study opines that this may be due to the fact that the Government has given more attention to the growth of health care centers in the rural areas as well as economically and socially less developed areas than urban areas.

Chakravarthi B. (1986) in his study focused on universalisation of elementary education and the constraints on it in the form of child labour. Low literacy rates and retention rates are treated as constraints on the universalisation of primary education. The study covers two villages from Patapatnam taluk of Srikakulam district and slum areas in Visakhapatnam district. The study findings indicate that the constraints to universalisation of elementary education cannot be attributed to a single factor, though the most critical factor is poverty. The study opines that the most of the agricultural labour households press their children into various categories of economic activity. Further, the study observed that withdrawal of mid-day meal programme,
which acted as a major incentive for increasing enrolment from among the poverty stricken households, is very unfortunate.

Mongia J.N. (1986) conducted a study on Housing in India and observed that the dimensions of the current housing gap in India. Housing problems in India is multi-dimensional quantitatively. According to the study results the housing shortage as on 1-3-1981 was estimated at 21.3 million housing units 16.5 million in rural areas and 4.8 million in urban areas reckoning requirement at a minimum acceptable standard of housing and they find out that the same shortage in the southern region (comprising the states of Andhra Pradesh, Tamil Nadu, Kerala, Karnataka, and Pondichery union territory) is estimated at 4.33 million housing units which forms about 20 percent of the total housing shortage in the country.

Nageshwara Rao M. (1988) examined on rural water supply in Karnataka and author identified that the rural water supply is facing various problems. According to author, the main problems related to insufficient sources of water available in the study area and the sources were far away and the water was not fit for consumption. While distance and insufficiency was not the main hurdle in coastal region, because 40.1 percent of the households
reported that they have a previous problem of non-potable water source and 16 percent reported that even potable, such water is prone to inflict diseases. The study concludes that the Malnad region was also facing the same problem of non-potable water sources.

**Pulla Rao D. (1988)** study presented the problem of primary education with special reference to the differences in the dropout rates among scheduled tribes, scheduled castes and backward class students and the cost of wastage due to dropouts in primary education in Visakhapatnam district in Andhra pradesh. Out of 42 mandals in the district, 4 mandals were selected for the study. They include Payakaraopeta with highest concentration of scheduled castes, Chinthapalli with highest concentration of scheduled tribes, Cheedikada with sparse population and Visakhapatnam urban mandal with high density of population. The study observed that expansion of schooling facilities would positively contribute to enrolment. It also noted that the decline in the expenditure on education is specific only to Andhra Pradesh and suggested alternative policy to achieve universalisation of primary education.
Dan Olweus (1994) study presents that there is largely hidden and neglected problem in the schools-some children. Whipping boy’s are exposed over long periods of time to violence perpetrated by other children, bullies. The study covers 1000 boys between 12-16 years and reveals that the alarmingly high percentage of boys who have been classified as either whipping boys or bullies. Some aspects considered in the study include the factors of the aggressive personality and the social psychological, mechanisms that cause several boys to take part in the oppression. The study also discussed the reduction of aggression inhibitions; cognitive changes the distribution of personality the role of the school and the factors that determine pre-disposition to whipping boy or bully behavior. Lastly, the study concludes that the most significantly, a highly comprehensive program of change is proposed which is base on utilizing the existing social environment of boys. The should program consist of a series of coordinated actions on the part of the school authorities, teachers, educational and school psychologists, welfare officers, pupil and parents.

The study undertaken by Mahender Kaur (1998) analyses about the current state of primary education in Punjab, which is one of the highly developed states of India. Punjab has the highest
per capita income and the lowest proportion of population living below the poverty line, but so far as literacy is concerned it ranks 11th among the states of India. The study presents information about the students studying in the sample government primary schools and in all, 7,426 students were studying in the 45 selected government primary schools. The ratio of boy students to girls students was balanced in Sudhar Block and slightly in favor of boys in Machhiwara and Doraha Blocks. Among the sample as a whole, 47.5 per cent students were girls and 52.48 per cent were boys. The percentage of scheduled caste students was 55.36 in Sudhar, followed by 51.76 in Machhiwara, 46.65 in Doraha and 52.33 for the total sample. Nearly 10 per cent students belonged to the backward castes and the rest of students from other castes. The study concludes that a particular feature about students from other castes was that the majority of them belonged to economically weaker sections. The financial condition of these families was not better than that of same of the scheduled caste families.

**Peterson A.D.C. (1998)** examined the tendency of educational systems to change less rapidly than the social systems they are intended to serve is a well-established phenomenon. The study presents one man’s experience as a
teacher, an administrator and a politician to estimate both what changes in education are desirable and what changes are likely to take place over the next generation since successful adaptation of an educational system to the needs of a rapidly changing society depends more than anything on getting enough of the right kind of teachers and on providing them with the tools to do the job. Further, the study shows that education should enable a man to understand to accept and modify and to enjoy the actual environment in which he lives, and therefore in a rapidly changing environment educational systems need built-in accelerators not built-in brakes probably few parents teachers or educators will agree with all the changes.

Joshi B. M. (1999) conducted an in-depth study of the plan outlays for infrastructure at the All-India and the State level. The growth of infrastructure in the country has been traced meticulously over the planning period. Inter-state disparities in development have then been examined and correlated with disparities in the infrastructural facilities. The author then examined in detail the growth of and regional imbalances in infrastructure in the State of U.P. A distinctive feature of the study is the presentation of the composite indices of economic
development and infrastructure at the district level and the examination of the relationship between the two.

Lastly, the author emphasized the various issues in infrastructure planning, identifies the various deficiencies in this respect and presents a policy framework for infrastructure development.

**Darshini Mahadevia’s (2000)** study present while Gujarat has registered a significant improvement in key health statistics, the health situation in the state shows some paradoxes. A comprehensive analysis of the health status over the years, public health expenditure, the growth of health facilities in urban and rural areas and in the private and public sectors indicates that rather than technical inputs, it is the development model adopted that impinges on health status. The study discussed that it is high time that health is viewed in relation to the overall growth process of Gujarat to make health for all a reality in the near future. It would require change in the socio-cultural, economic and political structure and a system that considers prevention as important as cure. A development path is required that equate us and respects the basic rights of all including of the minorities and other weaker sections. For that to happen, the economy should be free of debt and should not pursue an unsustainable development
path. And above all, there has to be the political will to pursue a
development path that is human-centred and not economic
growth centred alone.

Lori McDougall (2000) study emphasized the gender
differences in literacy attainment in Uttar Pradesh between 1951-
91 and reveals significant regional variations in female
achievement and the gender gap. There is a strong correlation
between regions with narrowing gender gaps and those with rising
female literacy attainment. This suggests that increased attention
to female education is an effective means of improving educational
equality. Meanwhile, a closer look at UP's fastest-improving
region—the northern hills—shows that female attainment is
influenced less by population density or household income than
by civic engagement and political conscientisation. The study
concluded that as important as it is recognize diversity in local
educational needs and abilities and to encourage participation,
planners must take care not to sell the programme as an easy fix
and to remain aware that greater opportunity for participation
tends to magnify not resolve the conflicts and disharmonies
inherent to social relations. The efficiency gains of decentralized
education are dependent on the degree of equity in a community
and the scope this allows for collective action.
Peeyush Bajpai (2001) study deals with how urban households obtain water for their daily requirements. The link between economic status and access allows the analysis of issues such as water sharing, sole access, ability to pay, need for improvements, etc. The authors also put forth a strategy for levying user charges for different economic status households. The study data reveal that poor access is accompanied with low levels of expectations of the populace. The study stresses the need for a substantial consumer awareness campaign before embarking on any improvement programme. Further, the study presents that in almost all cities and towns in India many households not have access to water on tap. Of those, who do have, most have to share it with others, of those who do not have to share it, many have to transport it from outside their dwelling. It is well known that even those who have water on tap for their sole consumption within their dwelling, the supply is erratic and the quality poor.

Tripathi's R.M. (2001) study was designed to investigate in detail various dimensions of the lives of the aged and also their implications for a society with an increasing ageing population. The study results shows that 73 per cent of the aged in Allahabad
are in the age group of 60 to 69, the average age being 64.5 years. The married constitute the largest group (72.5 per cent), while 25 per cent are widowers or widows. Of the total 200 respondents, 73 are in the age group of 60 to 64, of whom 50 are married males, seven married females, five widowers and 10 widows. This survival pattern of men and women is indeed an interesting phenomenon. Another interesting finding is that, among the aged, there are more married men than women. It is also worth noting that there are no divorcees or deserted women among the aged. There is no report of remarriage after separation from their spouses because of death or desertion. None of the male respondents reported having more than one living marriage partner, though some had married more than once, even four or five times. Further, the study highlights that most of those who are single had been married but had lost their partners. The incidence of widowhood is 44.44 per cent among SCs, 29.79 per cent among OBCs, 21.26 per cent among general castes and 12.5 per cent among Muslims. Prohibition or non-approval of widow remarriage among Hindus obviously accounts for a higher incidence of widowhood among them than among Muslim, whose religious laws do not oppose widow remarriage. The high incidence of widowhood among SDs is, however, intriguing.
Ushadevi M. D. (2001) study observed the concept of consistent and strong relationships between poverty and education, and look at the database in education to find out to what extent it reflects the poverty of school children. An exercise at reducing poverty, school children, which could serve as an initial step in addressing overarching issues related to poverty at macro levels. The study shows that the poverty database thus generated by the schools at the village level may subsequently be consolidated at the block and district levels so that the minute intricacies of specificity, uniqueness and regional characteristics could be adequately captured and attended to while planning appropriate interventions for reducing poverty at macro levels.

Shailendara Singha (2002) present study on disparities across the government and private schools in two cities of Uttar Pradesh- Firozabad and Deoria. The study considered varied parameters- enrolment rates, retention rates, and gender differentials in an attempt to estimate out-of-school children in these cities. The study results highlights that the proportion of students in private schools has been consistently rising and government schools still score over private ones in several aspects, for instance attendance rates and issues of gender sensitivity. Further, study find out that the enrolment, declining
trend in class I could be attributed to two reasons, one due to decline in the intake and another due to decline in the number of children in the age group 6-11 years. In terms of the proportion of female enrolment, author observes a slow but rising trend. The proportion of minority enrolment has also witnessed growth over the study period, which is consistent with social objectives.

Jayakumar Anagol (2003) conducted a study on development of primary education in India and China, and observed that in India there are wide disparities in the literacy attainments of the rural population compared with those of the urban population further of women literacy with men literacy levels, scheduled castes and scheduled tribes compared with the population of non-scheduled and non-scheduled tribes and between the educationally advanced states and educationally backward states. These disparities are narrower in the case of China. In any case the problem of scheduled castes is peculiar in India. It is true that even in China women's literacy rates is below men's literacy rate. The study highlights that the gap between literacy rates of men and women is rapidly shrinking in China due to spread of primary education as much among girls as among boys unlike in India. One region of China namely Tibet has a lower literacy rate than the literacy rate of every state of India. At
the other extreme there is no province in China, which equals Kerala in male and female literacy rate.

Mamata Swain's. (2003) study for sustainable delivery of water and sanitation services, stressed that users should be provided services they want and are willing to pay for. However, the management of these activities should take place at the lowest appropriate level. The users should participate in planning, design, construction, operation and maintenance of the system. The bottom-up approach needs to be applied in assessing water demand and supplying the service.

Further, the study analyses an alternative approach i.e. demand curve approach has been adopted for estimating water demand. In this approach the economic factors which influence the demand for water are explicitly taken into account. The economic factors mainly include price of water and income of the consumers. The relationship between water piece and water demand is negative implying that when price of water increases, demand for it falls. Lastly the study observes that the internal generation of resources through payments by water users is not an end, but is only important in so far as it improves social welfare. Therefore, the study suggests that certain principles are

Arun C. Mehta (2004) has made an attempt to assess the contribution of formal education system to total literates produced between the period 1991 to 2001. In addition the other indicators, such as male/female differential in literacy rate and number of decades required to achieve universal literacy have also been analyzed to know more about literacy development in the country. Needless to mention the analysis undertaken is purely quantitative in nature; qualitative aspects have not been touched upon. By and large, the study analysis is confined to all-India level but wherever necessary, state specific information is also presented and analyzed.

The study result shows that during 1991-2001, the highest gain in literacy rate was recorded in case of Rajasthan (22.48 per cent) followed by Dadra & Nagarhaveli (19.32 per cent), Madhya Pradesh (19.91 per cent), Andhra Pradesh (17.02 Per cent) and Meghalaya (14.21Per cent). The improvement in literacy rates in case of Rajasthan, Madhya Pradesh and Andhra Pradesh is worth noticing, all of which are the educationally deprived states.
However, the male/female differential especially in case of Madhya Pradesh (26.57 per cent) and Rajasthan (32.12 per cent) is still very high. However, the study suggest that the goal of universal literacy can be achieved in the near future.

Khan N. A. (2004) study focused on a relationship between infrastructure development and economic development of a country. Infrastructure development may effect production and consumption directly and create many positive and negative externalities. Moreover it involves long flows of expenditure, which have a direct impact on the budget and the balance of payments. Therefore, it is essential to look at the relationship between infrastructure and of the economic development process. Further, study presents the impact of infrastructure on economic growth and quality of life. Infrastructure has strong forward and backward linkages within the economy. It affects economic development process both at production and consumption level. In the case of production, it contributes to economic growth in various ways such as by reducing input costs, by increasing the productivity of other factors like capital and labour, by providing more job opportunities and by attracting foreign and local investment; at the consumption level, it contributes to the quality of life of households through providing clean water, sanitation,
electricity, transport and communication facilities which increase the real income level of households on the one hand and to help to reduce environmental pollution on the other.

Anil K. Yadav (2005) conducted a study on Education in India and observed that the literacy rates in India has risen to 65.38 per cent (75.90 percent male and 54.20 percent males) in 2001. A significant proportion of this growth is attributed to the promotion of non-formal system of education through non-formal centers, community involvement and decentralized system for management of elementary education.

The author finds that the literacy rate in India has continuously been rising since independence. The literacy rate was 24.95 percent for male and 7.93 percent for female in 1961. The literacy rate rose to 39.45 percent for boys and 18.69 percent for girls in 1971. However, in 1991 it rose to 52.21 percent i.e., 64.13 for boys and 39.29 percent in case of girls. This means that the literacy rate increased more than three times during the period 1951-91. This period witnessed very high growth rate in girl's education. The literacy rate for girls multiplied more than five times during this period. It was 7.93 percent in 1951 to 39.29 percent in 1991. Similarly, the total literacy rate rose to 65.38
percent where as that increased to 75.90 percent for males and to 54.20 percent in the case of females.

**Madhushrivastav (2005)** study highlights that the enrolment in primary schools increased rapidly during the period 1950-51. The study results shows that 19.2 million children were going to primary schools which includes 13.8 million boys and 5.4 million girls, it seems that the fast growth of primary education facilities enhanced enrolment in primary schools to 110.9 million in 1998-99 including 62.7 million boys and 48.2 million girls. Further, study observed that the enrolment rates have been using upward for all levels of education. It is interesting to note that the total enrolment in pre-primary rose from 179 thousand in 1961 to 2704 thousands in 2000. Similarly, it has been rising for primary, middle and higher secondary levels. The degree levels have no exception. It is evident from the study that the enrolment rate has been raising over time of this male student was 60.6 percent and female was 24.8 percent.

So far not much has been studied on social infrastructure in Bijapur district in Karnataka state. Hence, this study is an additional contribution to the field of infrastructure in general and social infrastructure in particular.
REFERENCES:


