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23 crore children
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India Census 2011

Total literacy rate:

74.04

Male: 82.14 %

Female: 65.46 %

Male-Female literacy

gap:16.68%

Difference from 2001

and 2011: 9.2 %

Male: 6.9 %

Female: 11.8 %

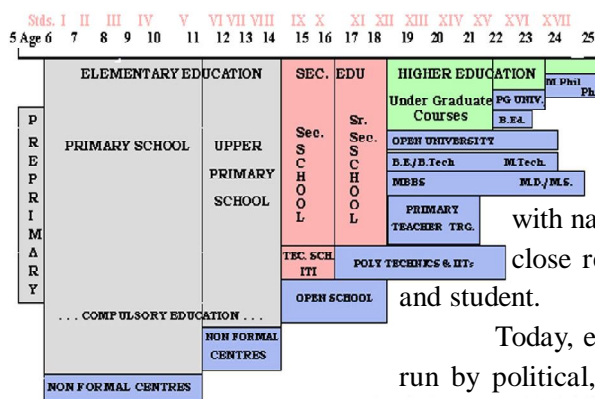
Public Expenditure
on Education

(2010):3.3% on GDP

The Concept of Education and System in India

-Arjun.R

The most common Indian word 'Shiksha' is derived from the Sanskrit verbal root 'shas' which means 'to discipline', 'to control', 'to instruct' and 'to teach'. Similarly the word 'vidya' is also derived from Sanskrit verbal root 'vid' which means 'to know'. Vidya is thus the subject matter of knowledge. This shows that disciplining the mind and imparting knowledge were the foremost considerations in India since the Vedic period (c.1300-1000 B.C.E.). In ancient Educational system the student stayed as long as he wished or until the *Guru* felt that he had taught everything he could teach in *Gurukula*.. The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to "modern" subjects such as science and mathematics, and



subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between teacher and student.

Today, education is a system that is run by political, constitutional and various administrative institutions to achieve development of individual and the society by ensuring modification of behaviour, by instruction and direction for continuous reconstruction of our experiences. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The various curriculum bodies governing school education system are, the state government boards, The Central Board of Secondary Education (CBSE), The Council for the Indian School

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Education Indicators for Development

-Nandeesh H.K.

Education constitutes one of the major indicators in HDI. It is also a tool of development.

Educational indicators are grouped into the following three main areas;

- (a) Coverage of Educational System.
- (b) Internal Efficiency of Education System.
- (c) Quality of Services and their Utilization.

Based on these aspects we can measure the educational development of a region.

1. Measuring the Educational Access and Coverage

By measuring the educational coverage, we mean interaction between demand and supply.

Demand and supply in education means children of a specific age-group utilizing the educational facilities, which is termed as supply. The Indicators of Coverage are Admission Rate and Enrolment Ratio and Transition Rate which is also known as 'Student flow analysis'. The enrolment ration has another three sub indicators they are Over-all enrolment ratio (OAER), Age-specific enrolment

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Education, Poverty and Income-a Circle

-Mahamadmusstaf.P.S

It is widely agreed that the relationship between poverty and education operates in two directions: poor people are often unable to obtain access to an adequate education, and without adequate education people are often constrained to a life of poverty and hence it becomes very important in understanding the interrelationships between poverty and education and Income.

In 1966, Education Commission realised that, Income poverty of the households does not allow them to make adequate investments in education; and low or zero levels of investment in education accentuate their income poverty. The most effective way of breaking this relationship is to begin 'Educational Reconstruction'. Table-1 shows a significant relationship between income levels and educational attainment. Basically, the higher the education level, the higher the income. For example, people with professional degrees earned 6 times as much as people who did not graduate from high school (in 2009: 128,000 vs. 20,000).

Table 1: Mean Earnings by Highest Degree Earned: 2009

Education level	Mean Earnings
Doctorate	103,000
Professional	128,000
Master's	74,000
Bachelor's	57,000
Associate's	40,000
Some college. No degree	32,000
High school graduate only	31,000
Not a high school graduate	20,000
All	42,000

Source : Indiaeducation review.com

However, this is not just an income effect. Table 2 demonstrates that Indian unemployment rates and educational attainment are also strongly related to each other. The better educated the group, the lower is the unemployment rate — and this striking result is consistent over a ten-year period and is highly significant. These figures strongly suggest weak demand in our economy — over a long period — for less educated workers, and greater demand for more educated workers. Even assuming an imperfect labour market, this indicates rising wages for workers in demand (high

educational attainment), and weak-to-flat wages for workers not in demand (low educational attainment).

Table: 2 Educational Attainment, %(BLS) Unemployment Rates

Year	Less than High School	College & above
2001	7.2	2.3
2002	8.4	2.9
2003	8.8	3.1
2004	8.5	2.7
2005	7.6	2.3
2006	6.8	2.0
2007	7.1	2.0
2008	9.0	2.6
2009	14.7	4.6
2010	14.9	4.7
2011	14.3	4.3

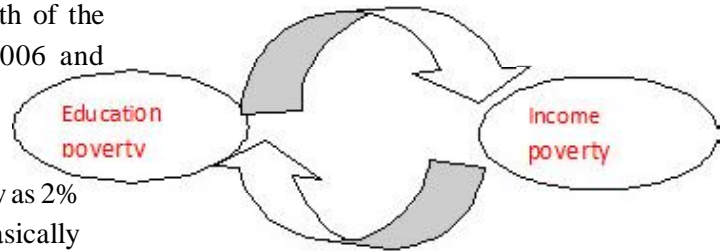
Source : Indiaeducation review.com

Additionally, these numbers suggest that our lack of highly-skilled knowledge workers is a major binding constraint on the growth of the Indian economy. In 2006 and 2007, unemployment rates for the highly-skilled group were as low as 2% — a figure viewed as basically

beyond full employment. These results also imply that further economic growth in 2007 would have resulted in even higher wages (and more income inequality) for the more highly educated group. Interestingly, it appears that high school students are already reacting to these price signals from the market. In 2000, 63% of high school completers enrolled in college. By 2009, this number approached 70%.

Education- income- poverty is mutually reinforcing relationship is also true both at macro level and at household levels including at the individual, the family, the community, the regional and the wider

nation-society levels. At macro level, nations with illiterate and less educated masses cannot progress or increase their output substantially, and the result is low standards of living. At the micro level, illiterate and less educated individuals or households are less productive, join less paying occupations, thus earn less, and remain at very low levels of living, mostly below poverty. High and rising income inequality in India has recently been widely commented upon. What has not been as widely discussed is the role of educational attainment in these disparities. It is now widely realized that investment in human capital is one of the important keys to break this cycle, to reduce income poverty — both absolute poverty and relative poverty, in addition to, of course, eliminating poverty of education.



Source:<http://mhrd.gov.in/>
<http://www.indiaeducationreview.com/>



“The economic future of India is placed in grave peril by the slow progress which mass education is making...”

Sir Mokshagundam Visvesvaraya (1931) highlighted in 1931 the pivotal role of education in economic welfare of the country and cautioned

Education Demography of India

-Vagdevi H.S.

The Literacy rate in India has improved over the last one decade. Especially, after the implementation of free education in the villages the literacy rate is increased in states like Himachal Pradesh and Rajasthan . As per the data published by the 2011 census India has managed to achieve an effective literacy rate of 74.04 per cent in 2011. In the 2001 census the country’s literacy rate stood at 64.8 percent. The most notable thing that came across in the 2011 census is the sharp rise in the literacy of females over males.

Kerala is the only state in India to have 100% literacy rate. It is followed by Goa, Tripura, Mizoram, Himachal Pradesh, and Maharashtra, Sikkim. The lowest literacy rate in India is seen in the state of Jharkhand, Rajasthan, Arunachal Pradesh & Bihar. Karnataka stands in 23rd position amongst 35 state and union territories which is much lesser than Gujarat which stands at 18th position.

Sr. No.	State	Literacy	Male	Female	% Change
-	India	74.04	82.14	65.46	8.66
1	Kerala	94.00	96.11	100.76	3.14
2	Lakshadweep	91.85	95.56	82.69	5.19
3	Mizoram	91.33	93.35	86.72	2.53
4	Gujarat	78.03	85.75	63.31	8.89
5	Karnataka	75.36	82.47	66.01	8.72
6	Rajasthan	66.11	79.19	47.76	5.7
7	Arunachal Pradesh	65.38	72.55	53.52	11.04
8	Bihar	61.80	71.20	46.40	14.8

Source: censusindia.gov.in

Expenditure on education has increased over the course of the 11th five year plan. School infrastructure has also been strengthened across tiers of education. The total number of recognized schools has increased from 1.19 million in 2007 to 1.36 million in 2011.

Indicator	2007	2011
Student Classroom ratio	36	31
Gross Enrollment Ratio	96%	118%
Net Enrolment Ratio	92.7%	99.8%
Dropout rate	35%	27%
Overall Dropout rate in all schooling years	68.6%	49.3%

The majority of the growth occurred in primary schools i.e. almost 61% of all schools are solely for primary education. The overall dropout rate in all schooling years have also decreased from 68.6% to 49.3%.

Nine basic infrastructure indicator identified by RTE act are; Common Toilet ; Girls Toilet ; Electricity ; Play Ground ; Ramps ; Compound ; Drinking Water, electrification and Library. Only

4.8 per cent of government schools have all facilities stipulated under the Act; eight of the nine facilities are present in 11.41 per cent schools; approximately one-third of the schools have up to seven facilities and about 30 per cent schools do not have even five facilities as per civil society survey conducted nationwide.

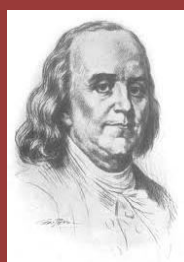
Proportion of Provision of 8 Basic Facilities: Education Dept

Sl.No	Facility	Elementary Schools	High Schools
1	Boys Toilets	97.91	88.87
2	Girls' Toilet	98.81	93.0
3	Electricity	95.49	82.69
4	Play Ground	54.34	75.01
5	Ramps	78.27	38.18
6	Library	98.66	94.05
7	Compound Wall	69.21	62.02
8	Drinking Water	99.55	97.86
	Composite Index	86.53	78.96

Source: <http://www.schooleducation.kar.nic.in>

In Karnataka, as per census 2011 literacy rate stood at 75.60%, with 82.85% of males and 68.13% of females in the state being literate. In 2001 the literacy rate of the state were 67.04%, with 76.29% of males and 57.45% of females being literate. There are 73417 schools in the State of which 25951 are lower primary (LP), 33604 are higher primary (HP) and 13862 are high schools. Schools of the DoE are relatively in higher proportion in Bangalore & Mysore divisions at the LPS stage. This proportion is quite high in Belgaum division at HPS stage. Highest proportion of DoE high schools are in Gulbarga division. Proportions of private unaided schools are 26.44, 24.78, 18.27 and 18.52 percent respectively in Bangalore, Gulbarga, Mysore and Belgaum divisions. Lowest proportions of aided schools are in Gulbarga division. Though there is lots to do in education sector, the mission of education to equip children of with specified knowledge, skills and values to enable them to become good human beings and productive, socially responsible citizens and to achieve excellence in whatever they do should help us strive for betterment of their educational infrastructure.

Source: <http://www.schooleducation.kar.nic.in/>



“An investment in knowledge pays the best interest”.

Benjamin Franklin

Achieving complete literacy: Schemes and Programmes

-Kiranbabu.P

As per Population Census of India 2011, the Literacy rate of India has shown as improvement of almost 9 percent. It has gone up to 74.04% in 2011 from 64.80% in 2001, thus showing an increase of 9 percent in the last 10 years. Government of India has taken several measures to improve the literacy rate in villages and towns of India. State Governments has been directed to ensure and improve literacy rate in districts and villages where people are very poor. There has been a good improvement in literacy rate of India in last 10 years, this may be due some of the important programmes are made remarkable changes. They are,

Sarva Shiksha Abhiyan

Government of India's flagship programme for achievement of Universalisation of Elementary Education (UEE) under 86th amendment to the Constitution of India. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. SSA seeks to provide computer education to bridge the digital divide. District Quality Education Programme, Integrated Education for disabled, EDUSAT, "Keli-Kali" (listen-learn), Pre School Education, Chinnara Karnataka Darshan, Chinnara Angala Programme Girls Education: NPEGEL, Kasturaba Gandhi Residential Schools and Elementary Education Programmes are initiated under *Sarva Shiksha Abhiyana* in Karnataka.

National Literacy Mission (NLM)

National Literacy Mission was launched on May 5, 1988 as a Technology Mission to impart functional literacy to non-literates in the country in the age group of 15-35 years in a time bound manner. This age group has been the focus of attention because they are in the productive and reproductive period of life.

DPEP (District Primary Education Programme)

The Centrally Sponsored Scheme of District Primary Education Programme, launched in 1994 as a major initiative to revitalise the primary education system and to achieve the objective of universalisation of primary education.

Jan Shikshan Sansthan (JSSs)

The scheme of Jan Shikshan Santhan (JSS) or Institute of People's Education (IPE), previously known as Shramik Vidyapeeth was initially launched as a polyvalent or multi-faceted adult education programme aimed at improving the vocational skill and quality of life of workers and their family members. The programme was evolved to respond to the educational and vocational training needs of numerous groups of adult and young people living in urban and industrial areas and for persons who have been migrating from rural to urban settings. Now, with the emergence of millions of neo-literates, thanks to the total literacy campaigns launched across the length and breadth of the country and the transformation that has taken place in the economic and social set up over the years, the role and scope of these polyvalent educational institutes have widened manifold.

Source: <http://www.educationforallindia.com/ssa.htm>

Expenditure on Education Infrastructure

-Venugopal Gowda M.K.

Education expenditures is the estimated value of expenses that are necessary to provide services for students, faculty and other education related services within' the school. Expenditure on education per student at each level of education is obtained by dividing the total expenditure on educational institutions at that level by the number of students. Expenditure in national currency is converted to US dollars by PPP exchange rates. The PPP (purchasing power parity) exchange rate is used because the market exchange rate is affected by many factors (interest rates, trade policies, expectations of economic growth, etc.) that have little to do with relative purchasing power of currencies in different countries.

Among the countries listed in the Table many developing nation's public expenditure on education as a ratio of the GDP is lower when compared with the developed nations. Especially among the South Asian countries, India accounted for 3.3 per cent, Pakistan 2.4 and Bangladesh 2.3 per cent of GDP

Public Expenditure on Education in Selected Nations (2010)

respectively in 2010. Though, the Indian National Policy on Education, 1986 recommended that public investment in education would be more that 6 per cent of the national income, it still remains a distant goal. The government investment in education in Pakistan accounts for 10.9 per cent of the total government expenditure, Bangladesh 14.2 per cent and Nepal 14.9 per cent; in the case of India it is 10.7 per cent (Human Resource development Report 2007-08). In the rankings in the Human Development Index

Countries	PEE in selected country ratio of the GDP in %
United Nation	5.6
UK	6.3
France	5.9
Sweden	7.0
Norway	6.9
Brazil	5.8
India	3.3
Pakistan	2.4
Banglade sh	2.2

Source: Global Education Digest - 2007 by UNESCO

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Gender Inequality : Impact on Income, Growth and Development

-Gayathri .R

Gender inequality refers to unequal treatment of individuals based on their gender. This stems from social structures that have institutionalised concepts of gender differences. Cultural stereotypes are engrained in both men and women across the society.

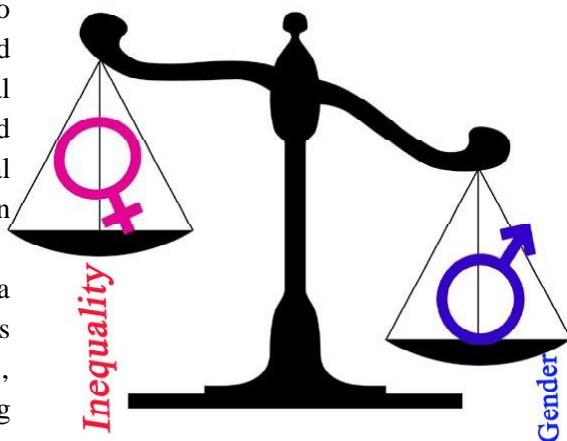
In developing countries like India women are inadequately served in terms of education, health, social status, opportunities and legal rights. According to a study in 1990 even in the richest

Quartile, only 51% of the women had some secondary education compared to 88% of Men (Dollar and Gatti, 1999)

Some of the questions that need to be answered when we speak about gender disparities in education are why is it that there is considerably lower investment on Education of girls in the society? And how does education of women /Girls impact the growth and overall development of a country? Parents simply have a preference for educating boys over girls due to various reasons associated to traditions, culture, regional beliefs etc., it is a general perception that the role of a women is to take care of her family and house and hence there is no return on the investment. Also parents believe that sons take care of their parent in their old age while daughter tend to leave and become part of different house hold after marriage is another reason for low investment on girl's education. In this context the society and parents forget the fact that the social returns gained by investing on girls are much more than boys.

However empirical studies disprove the view that low investment in girls is economically efficient. In studies from a wide range of developing countries, it is almost never found that the return to girls' schooling is less than the return to boys' schooling. On the contrary, there are quite a few middle-income countries in which the estimated return to girls' secondary schooling is far higher than the return for boys. In Thailand in 1980-81, for example, the female return was 20.1%, compared to 11.3% for boys. In Cote, the comparable figures were 28.7% and 17.0% (Schultz, 1993, p.41).

On the basis of the above empirical results, it is evident that the lower investment in girls' education is NOT an efficient economic choice. In fact by not giving onus on girls education the society tends to underutilise almost one half of their human resources. On thinking about the second question i.e., Does education of women /Girls impact the growth and overall development of a country, the answer is a sure 'Yes'. A large

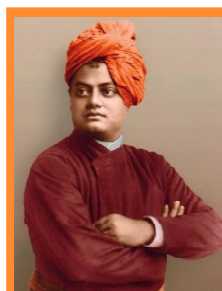


number of the studies including Klasen (1999), Dollar and Datti (1999) and King and Mason (2001) confirm that gender inequality impedes economic growth. Gender inequality in education has a direct impact on economic growth through lowering the average quality of human capital. In addition, economic growth is indirectly affected through the impact of gender inequality on investment and population growth. Gender inequality in education has a significant negative impact

on economic growth and appears to be an important factor contributing to Africa's and South Asia's poor growth performance over the past 30 years. In addition to increasing growth, greater gender equality in education promotes other important development goals, including lower fertility and lower child mortality. Since female education levels are related with under-five child mortality rate, gender inequality in education is linked to economic growth via health of the population. Female education level is also linked with fertility and thus with population growth, and this linkage is reinforced through the linkage with under five (child) mortality, which by itself is linked to fertility too. The investment on Women/Girls education can also linked to the quality of Human Capital. As intra household influences on education are linked both to sibling influences and the educational level of the mother, this provides another indirect linkage (external effect) with possible longer term influence on human capital and thus economic growth.

Thus it appears evidently that promoting gender equity in education and employment can be one of those few policies that have been termed 'win-win' strategies. It would further economic prosperity and efficiency, promote other critical human development goals such as lower mortality and fertility, increase the Health of the society and also the standard of living of the entire society hence intrinsically valuable.

Source: Online at <http://mpr.ub.uni-muenchen.de/685/MPRA Paper No. 685, posted 7. November 2006 by Ghulam Moheyuddin>.



“Education is the manifestation of perfection already existing in man.”

“You have to grow from the inside out none can teach you , none can make you spiritual. Their other teacher but you won soul”

-Swami Vivekananda

RTE Performance in Mysore district

-Shivaprasad B.M & Srinivasa .D

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 came into effect on 1 April 2010. which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Academicians and social scientists are seriously thinking about the performance of RTE across the nation. In this regard Table 1 and 2 illustrates what is the performance of RTE in the Talukas of Mysore district during 2012-2014.

Seat allotted under RTE in Mysore district.

Table: 1 Taluk wise seat allotted under RTE 2012-2013.

SL. NO.	Taluk	Under the jurisdiction of grama panchayati Neighborhood school	Neighborhood school under city limits	No of schools (unaided)	Total no. Of seats allotted under RTE unaided
1	HD taluk	299	10	21	363
2	Hunsur	261	15	33	330
3	Krishnarajanagara	202	13	48	828
	Mysore (Taluku Valaya)	35	9	65	650
4	Mysore North (2011-2012)	NA	43	103	1227
5	Mysore south	NA	71	97	1059
6	Nanjangudu	258	17	39	494
7	T- Narasipura	218	11	34	1295
8	Peryapatna	284	16	21	378
	Total	1557	192	461	6,624

Source; Primary Education, Department Of Public Instructions, Government of Karnataka.

http://www.schooleducation.kar.nic.in/Prypdfs/nschool1314/Mysore_Annex-5.pdf

SL. NO.	Taluk	Under the jurisdiction of grama panchayati Neighborhood school	Neighborhood school under city limits	No of schools (unaided)	Total no. Of seats allotted under RTE
1	HD Kote taluk	299	10		
2	Hunsur	275	16	34	343
3	Krishnarajanagara	222		34	178
	Mysore (Taluku Valaya)	35	12	91	808
4	Mysore North	NA	71	95	964
5	Mysore south	NA	34	118	564
6	Nanjangudu	252	16	39	494
7	T- Narasipura	218	11	32	1214
8	Peryapatna	454	16	22	186
	Total	1755	186	192	4,751

Source; Primary Education, Department Of Public Instructions, Government of Karnataka.

http://www.schooleducation.kar.nic.in/Prypdfs/nschool1314/Mysore_Annex-5.pdf

Analysing Table 1 and 2: Though the numbers of schools have increased from 461 in 2012-2013 to 465 in 2013-2014, the number of seats allotted under RTE has sharply reduced from 6,624 in 2012-2013 to 4,751 in 2013-2014. That is 28.27 % decrease in the total number of seats allotted for enrolment under RTE. What kind of development is this showing? Are unaided schools showing disinterest with the Act? 461 seats were allotted to students by unaided schools during 2012- 13, whereas the number of

seats allotted to students during 2013-14 drop to 192. That is 58 % drop in seat allotment. On the contrary though there is decrease in total seat allotment under RTE, the allotment of seats under the jurisdiction of Grama Panchayati Neighbourhood school is increased from 1,557 in 2012-13 to 1,755 in 2013-14.

As reported in Vijaya Karnataka on 5/03/2014 two unaided schools from Mysore and Udipi have moved to high court of Karnataka questioning 25 % reservation for backward community

children stating that they are schools coming in minority list hence they cannot give 25 % reservation. The Act provisions for a non-admitted child to be admitted to an age appropriate class and it specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

The Concept of Education and System in India

(continued from page 1)

Certificate Examinations (CISCE), The National Institute of Open Schooling (NIOS), NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education). These boards are responsible for the management of the education system and teacher accreditation. As per the 7th all India educational survey 2002 has identified 10,30,996 recognized primary, upper primary, secondary and higher secondary schools in the country. These schools are further segregated over rural and urban areas. The rural area has 8,53,184 schools, whereas the urban area has 1,77,812 schools. Of these, the percentage of primary, upper primary, secondary and higher secondary schools is 63.15, 23.79, 8.80 and 4.26 respectively. As illustrated in the page-1, the central and most state boards uniformly follow the "10+2+3" pattern of education. The 10 years is further divided into 5 years of primary education and 3 years of upper primary, followed by 2 years of high school.

Source: Ministry of Human Resource Development, Government of India.

Educational Indicators for Development

(continued from page 1)

ratio, Level enrolment ratio, Attendance Rate: and Out-of-school children.

2. Indicators of Efficiency An attempt has been made in this module to demonstrate how indicators of wastage and internal efficiency of education system are measured. Broadly, the following methods are discussed in detail:

- Apparent cohort method;
- Reconstructed cohort method; and
- True cohort method.

3. Indicators of Quality of Education

The indicators of coverage and efficiency fail to give any idea about children completing an educational level and also the level of their educational attainment. Educational attainment is measured in terms of learners' achievement. Learners' achievement is also considered one of the important indicators of quality of education. Completion rate, Gross completion rate, Net completion ratio and Graduation rate are the sub indicators for measuring the quality of Education

Indicators of Facilities

A few indicators of quality of facilities and utilization are School building related indicators, Equipments, and indicators relating to staffing conditions.

Educational indicators play a virtual role in indicating educational development of a Nation. An educational index not only focuses on educational development it also reflects on national development with good human resources and intellectual properties.

Educational Index

In India the pupil-teacher ratio of primary school is 35:1. (The number of pupils enrolled in primary school divided by the number of primary school teachers)

Source: Indicators of Educational Development with Focus on Elementary Education: Concept and Definitions- Arun C. Mehta

Expenditure on Education Infrastructure

(continued from page 4)

(HDI), Human Poverty Index (HPI), Gender Related Development Index (GDI) and Gender Empowerment Measure (GEM), the South Asian nations are far behind due to insufficient investment in education. The development of East Asian nations highlights investment in human development as a key strategy of economic growth.

Public Expenditure on Education in selected state, India - as Ratio to Budget Aggregate Expenditure

India. State	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bihar	19.7	17.6	18.5	18.1	16.3	16.6	19.5
Karnataka	13.1	14.4	16.1	14.0	15.6	15.5	14.8
Kerala	17.1	15.9	16.7	16.8	17.0	17.6	17.0
Arunachal	10.7	10.8	11.4	12.2	10.8	9.1	8.3
Assam	20.4	20.1	18.8	16.4	22.0	18.7	21.1
Uttarakhand	18.1	17.6	18.2	22.6	23.5	18.2	20.8
All States	14.0	13.8	14.3	15.3	16.6	16.6	16.5

Includes expenditure on Sports, Art and Culture under revenue expenditure and capital outlay. *Source: Global Education Digest - 2007 by UNESCO*

The above table illustrates variation in public expenditure spent in different states. The highest allocation to education is in Assam (21.1%) while the lowest is in Arunachal Pradesh (2012-8.3%) . though the states like Assam and Uttarkhand have made highest public expenditure among other states of India, when we look at to what extent there is increase in allocation

from 2006 to 2013 hardly there is 0.7% and 2.7% increase respectively. The states like Bihar, Kerala maintained optimum level of their right from 2006 to 2013. Karnataka has witnessed recreating trend from past 4 years from 16.1% to 14.8% recording 1.3% fall over all, only 2.5% increase in public expenditure on education in India from 14% in 2006-07 to 16.5% in 2012-13 is observed. What we have to understand from these statistics is that there must increasing trend in public expenditure on education. India needs to make more expenditure on education as it is fundamental for Development. Our county still lacks reserve money for educational purpose compared to other developed countries.

Source: <http://www.idfc.com>

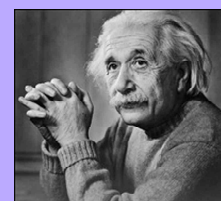


“Education is the most powerful weapon which you can use to change the world”.

-Nelson Mandela

“Any man who reads too much and uses his own brain too little falls into lazy habits of thinking”.

-Albert Einstein



Emergence of Open and Distance Education

-Deepa T.M.

The open and distance learning system in India has emerged as an important mode for providing education to diverse sections of society. Besides, the changing dynamics of the ODL system in the last six decades have been encouraging. With the proliferation in the ICT, the boundaries of classroom or campus are becoming blurred. As it is said, the temporal and spatial boundaries have disappeared (Kulandaiswamy, 2011). The impressive number of ODL institutions in the country bear testimony to the fact. Single-mode open universities have increased from four in number during the 8th Plan period to 14 in the 10th Plan period. The number of dual mode universities offering programmes through the distance mode (DEIs) has risen to more than 200. This is due to the fact that the growth in the infrastructure for face-to-face instruction is unable to match the educational demands of the ever-increasing number of aspiring students. At present nearly 25% students of higher education in the country are enrolled in the ODL system.

In the last six decades the ODL system has registered a phenomenal growth in the context of expansion and diversification of higher education. From a single institution in 1962 (Delhi University) the number of ODL institutions has reached approximately 250 including Central, State, Deemed to

be and Private Universities along with many stand alone institutions.

ODL occupies a special place in the Indian higher education system because of its major contribution in enhancing the gross enrollment ratio and democratization of higher education to large segments of the Indian population particularly to reach out to the unreached and to meet the demands of lifelong learning which has become more of a necessity in the knowledge society. The major objectives of DE system are:

- ◆ To democratize higher education to large segments of the population, in particular the disadvantaged groups such as those living in remote and rural areas, working people, women etc?.
- To provide an innovative system of university-level education which is both flexible and open in terms of methods and pace of learning; combination of courses, eligibility for enrolment, age of entry, conduct of examination and implementation of the programmes of study;
- ◆ To provide an opportunity for up-gradation of skills and qualifications; and
- ◆ To develop education as a lifelong activity to enable persons to update their knowledge or acquire knowledge in new areas.

Source: <http://www.ugc.ac.in/deb/aboutDEB.html>

Glossary

Literacy rate: The ratio of the number of literates above seven years to total population. Literacy is defined as the ability to read and write with understanding in any language. Till the 1991 Census, Literacy was canvassed for all persons above five years of age. A significant departure was made in 1991 by canvassing the question of literacy only for the population aged 7 and above. A person can merely read but cannot write is taken to be as illiterate.

Enrolment ratio (gross and net): The gross enrolment ratio is the number of students enrolled in a level of education whether or not they belong to the relevant age group for that level – as a percentage of the population in the relevant age group for that level.

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