

A SURVEY ON ENROLLMENT OF STATE GOVERNMENT RESIDENTIAL SECONDARY SCHOOL STUDENTS IN BELAGAVI DISTRICT

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Abstract

The development of a nation depends on the ability, capability and competency of its citizens, therefore India is trying its best to educate its citizens as only education has the power to enlighten the people and take them out from darkness of illiteracy to the light of knowledge. India is a developing nation and dreams to become a developed nation and this will be possible only if each and every citizen is educated and contributes towards the nation's development by putting forward innovative ideas. To achieve 100% literacy, it is important to teach the marginalized section of the society. There are many children from this section of society who are first time learners. So, to help them and to encourage them, Government of India as well as State Governments has started several schemes. One scheme is the opening of residential schools in all the districts of the country. Government extends residential schools facilities to poor and rural students so that they can be provided education at par with the general students. For this purpose, Government of Karnataka has constituted a society called the Karnataka Residential Educational Institutional Society on October 1999. The main purpose behind the establishment of residential schools is to identify talented students belonging to the rural and poor background and provide them free education to help them in higher studies and bring them in main stream of society. The objective of this paper is to study the total enrollment and total number of boys and girls studying in residential schools run by State Government in Belagavi District of Karnataka State. This study is done by descriptive-survey method. The 35 Residential schools information is included in this paper. Investigators personally went and collected data from Social Welfare Department, Tribal Welfare Department and Minority Welfare Department. The data was analyzed and interpreted. The finding shows that the enrollment in the Residential Schools is increasing year by year. Another important finding is that the enrollment of boys is more than girls.

"In a democratic scheme, money invested in the promotion of learning gives a tenfold return to the people even as a seed sown in good soil returns a luxuriant crop." - Mahatma Gandhi



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I Introduction

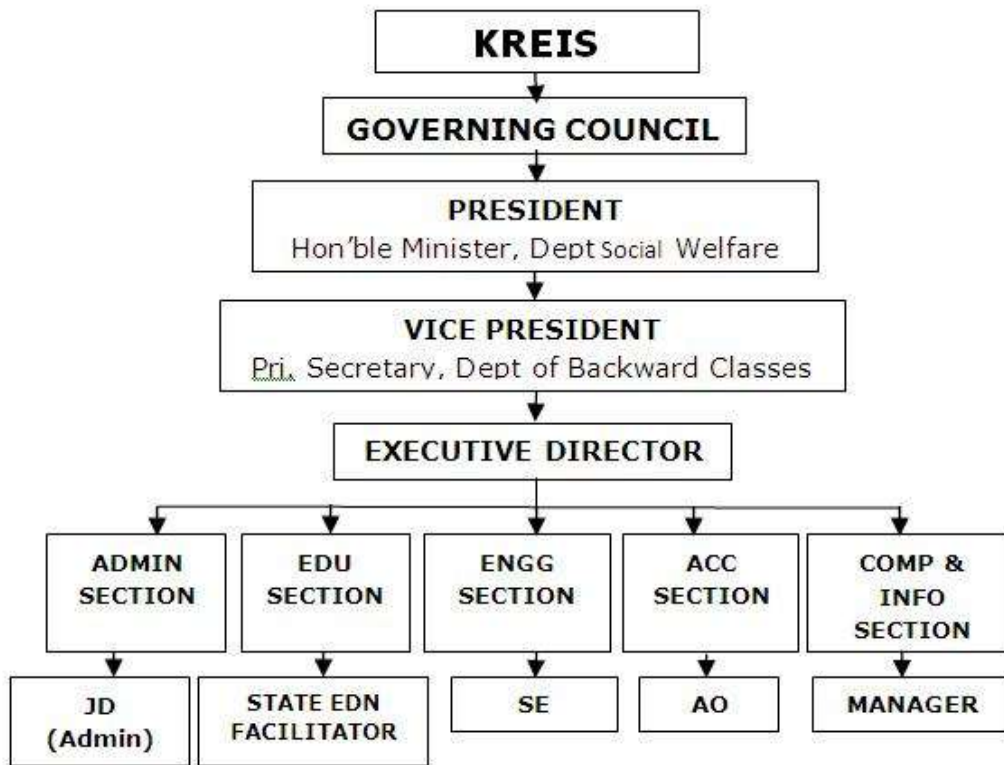
Education has been a source of illumination right from the Vedic period. Each and every country on this earth invests some part of their resources for the education of their children. This is a necessity as the development of a nation is impossible without the contribution of the educated population of that country. India since time immortal has a rich tradition of learning. The concept of residential school is not new to India. The ancient Indian

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education system was residential type where students used to live in the house of their teachers for education. These schools were called ‘Gurukuls’. In modern era, these gurukuls are replaced by residential schools.

To achieve 100% literacy, it is important to teach the marginalized section of the society. There are many children from this section of society who are first time learners. India is a developing country with literacy rate according to 2011 is 75.36%. This is not enough, as there are large sections of society who are still uneducated. Therefore the Karnataka government in 1996-97 first sanctioned Morarji Desai Residential Schools on the lines of Central Government administered Jawahar Narvodaya Vidyalaya. These schools were commissioned to provide quality education to talented SC, ST, and BC rural students. On October 1999, the Karnataka Residential Educational Institutional Society was set up to establish, administer and manage the residential educational institutions. This is an autonomous society which prepares, overlooks and alters the curricula accordingly, it recruits teaches and other staff as required, receives funds from the central and state government intended for running the society and also it construct and maintains the schools and hostels meant for the students. This society provides an efficient administrative structure with the help of which the state is able fulfill its desire of accomplishing its ambition of educating the talented rural children.

1.2 Table No. 1: Administrative Structure of the Karnataka Residential Educational Institutional Society (KREIS).



Source: kreis.kar.nic.in/

Every year through entrance examination talented rural students are identified and are provided not only free boarding and nutritious food but also other facilities like books, note-books, school-bags, stationary, uniform, etc. With education, special attention is paid toward co- curricular activities as the main aim of these schools is to develop overall personality of a child. Every year new schools are sanctioned across the state according to needs and necessities.

As many of the students studying in these schools belong to illiterate parents these schools provide them with academic environment which help them to study and develop their talent through co-curricular activities. Highly qualified teachers are appointed so that high level guidance is possible. There are five categories of schools like Morarji Desai Residential School, Kittur Rani Channamma Residential School, Hutatma Residential School, Ekalavya Residential School and Atal Bihari Vajpayee Residential School. These five categories portray the predominant category of children studying in these schools. Kittur Rani Channamma Residential Schools are exclusively meant for girls and there is one Morarji Desai Residential school which is exclusively meant for boys.

1.3 Table No. 2 Shows the Distribution of Seats of Different Categories in the Schools Administered by Karnataka Residential Educational Institutional Society.

SL. No	School name	School Category	GEN	SC	ST	C-1	2A	2B	3A	3B	Total
1.	Morarji Desai Residential School	SC	-	38	01	01	05	01	02	02	50
		ST	-	04	38	01	04	01	01	01	50
		BC	-	10	02	05	17	05	05	06	50
		GEN	25	07	02	02	07	02	02	03	50
2.	Ekalavya Residential School	ST	-	05	45	01	05	01	01	02	60
3.	Hutatma Residential School	GEN	25	10	02	01	06	02	02	02	50
4.	Kittur Rani Channamma Residential School	SC	-	30	07	02	06	01	02	02	50
		ST	-	07	30	02	06	01	02	02	50
5.	Atal Bihari Vajpayee Residential School	SC	-	30	01	01	04	01	01	02	40
		ST	-	03	30	01	03	01	01	01	40
		BC	-	08	02	04	13	04	04	04	40

Source: *kreis.kar.nic.in/*

This table exhibits that if any residential school belongs to a certain category for e.g. if a school belongs to S.C category than 75% of the students will be from S.C category and rest 25% of the seats will be distributed among other categories like S.T, C-1, 2A, 2B, 3A, 3B. This is same for all school except one Hutatma residential school which is the only school which takes the students belonging to general category. None of the other schools admit students from general category.

II Significance of the Study

Residential school is a place where students live in school premises while pursuing their formal education. Living in residential school is considered a boon as a student is surrounded by academic environment where they not only study but also learns to become self reliant. This study is intended to collect enrollment details of the students studying in state government residential schools administered by EREIS in Belagavi district, so that one may know whether these schools are popular among the students belonging to the marginalized

section of the society and whether these schools are able to fulfill those objectives for which they have been commissioned by the government.

III Objectives of the Study

1. To find out the total number of schools administered by Karnataka Residential Educational Institutional Society.
2. To find out the secondary schools under different categories administered by Karnataka Residential Educational Institutional Society in Belagavi District.
3. To find out total enrollment of students studying in class 9th and 10th of government residential secondary schools in the years 2014-2015, 2015-2016 and 2016-2017.
4. To find out the total number of boys and girls studying in class 9th and 10th of government residential secondary schools in the year 2014-2015, 2015-2016 and 2016-2017.
5. To find out the category – wise total number of boys and girls studying in class 9th and 10th of government residential secondary schools in the year 2014-2015, 2015-2016 and 2016-2017.
6. To find out the taluk- wise enrollment of students studying in class 9th and 10th of government residential secondary schools in the year 2014-2015, 2015-2016 and 2016-2017.

IV Methodology

Present study is done by descriptive-survey method. The information regarding 35 residential schools which come under Karnataka Residential Educational Institutions society is included in this paper. For this study, purposive sampling method is used in which all the residential schools of Belagavi district which are administered by Karnataka Residential Educational Institutional Society were selected. Investigators personally went and collected data from Social Welfare Department, Tribal Welfare Department and Minority Welfare Department. Secondary data was collected concerning the enrollment of students in the years 2014-15, 2015-16 and 2016-17. The investigators also went to 35 schools and checked the admission register and tallied the information given by the offices and then the data was subjected to analysis and interpretation.

V Analysis and Interpretation of Data

The present study endeavors to access the enrollment of students in government residential schools which are administered by Karnataka Residential Educational Institutional Society. The collected data was analyzed and interpreted as below.

Objective no. 1 is to find out the total number of schools administered by Karnataka Residential Educational Institutional Society. The data was subjected to analysis and the gained outcome is presented in the table no.3.

5.1 Table No. 3: Total Number of Government Secondary Residential Schools in the State of Karnataka.

SI. No	Schools/	Total
1.	Morarji Desai Residential School (MDRS)	402
2.	Kittur Rani Channamma Residential school(KRCRS)	115
3.	Ekalavya Model Residential School(EMRS)	4
4.	Atal Behari Vajpayi Residential School(ABVRS)	4
	Total number of schools	525

Source: *kreis.kar.nic.in/*

Table no. 3 shows that there are 525 residential schools in Karnataka state which come under the Karnataka Residential Educational Institutional Society. There are 402 Morarji Desai Residential School (MDRS), 4 Ekalavya Model Residential School (EMRS), 4 Atal Behari Vajpayi Residential School (ABVRS) and 115 Kittur Rani Channamma Residential school (KRCRS). All schools are English medium.

Objective no. 2 is to find out the secondary schools under different categories administered by Karnataka Residential Educational Institutional Society in Belagavi District.

5.2 Table No. 4: Total Number of Secondary Schools, Under Different Categories, Administered by Karnataka Residential Educational Institutional Society in Belagavi District.

SI No	School Name	SC	ST	BC	GEN	Total
1	Morarji Desai Residential School (MDRS)	11	02	10	01	24
2	Kittur Rani Channamma Residential schools (KRCRS)	04	03			07
3	Morarji Desai Residential School (MDRS) Hutatma				01	01
4	Morarji Desai Residential School (MDRS) Boys			01		01
5	Ekalavya Model Residential School (EMRS)		01			01

6	Atal Behari Vajpayi Residential School (ABVRS)	01	01			
	Total	15	06	12	02	35

Source: *kreis.kar.nic.in/*

Table no. 4 shows that there are five categories under which 35 government residential schools are divided. Division is done on the bases that if a school belongs to schedule caste category then 75% of the students will be from schedule caste community and rest of the 25% students will be from other communities. This table shows that there are 24 Morarji Desai Residential School (MDRS) in which 11 schools belongs to schedule caste, 02 schools belongs to schedule tribe, 10 schools belongs to backward classes and 01 school belongs to the general category. There are 7 Kittur Rani Channamma Residential schools (KRCRS) in which 04 belongs to schedule caste and 03 belong to schedule tribe. There is one Ekalavya Model Residential School (EMRS) which is meant for schedule tribe students, one Morarji Desai Residential School (MDRS) Hutatma is for students belonging to general category and one Atal Behari Vajpayi Residential School (ABVRS) which is meant for backward classes.

From this table we can find that SC category schools are more in compare to other categories and it is a good thing but mean while it is necessary to increase the other category schools in future to make education more accessible for marginalized children.

The objective no. 3 is to find out total enrollment of students studying in class 9th and 10th of government residential secondary schools in the years 2014-2015, 2015-2016 and 2016-2017. The data is subjected to analysis and found result is shown in table no 5.

5.3 Table No. 5: Total Enrollment of Students in Class 9th and 10th of State Government Residential Secondary Schools in the Year 2014-2015, 2015-2016 and 2016-2017.

Years	No. of students in class 9 th	of in students in class 10 th
2014-15	1409	1331
2015-16	1429	1358
2016-17	1577	1307

Table no. 5 presents the enrollment of the students in class 9th and 10th. In 2014-2015 the enrollment of students in class 9th and 10th was 1409 and 1331, in 2015-2016 the enrollment in class 9th and 10th was 1429 and 1358 and in the year 2016-2017 it is 1577 and 1307

respectively. There has been considerable increase in enrollment year after year except in 2016-2017 where enrollment of class 10th has decreased.

Table no. 5 points out that 10th standard enrollment is decreasing year after year in comparison to 9th standard. The reason can be the lack of proper assessment at the end of academic year. Government has to consider these minute differences and try to rectify it.

The objective no. 4 is to find out the total number of boys and girls studying in class 9th and 10th of government residential secondary schools in the year 2014-2015, 2015-2016 and 2016-2017. The found numbers has been presented in the table no. 6.

5.4 Table No.6: Total Number of Boys and Girls of State Government Residential Schools Studying in Class 9th and 10th in the Year 2014-2015, 2015-2016 and 2016-2017.

Years	Boys/Girls	No. of students in class 9 th	No. of students in class 10 th
15	2014- Boys	767	662
	Girls	642	669
16	2015- Boys	737	719
	Girls	692	639
17	2016- Boys	768	641
	Girls	809	666

Table no. 6 shows that in the year 2014-2015, 767 boys and 642 girls studied in class 9th and 662 boys and 669 girls studied in class 10th. The table shows that there are more boys in class 9th in comparison to class 10th while there are more girls in class 10th in comparison to class 9th.

In the year 2015-2016, 737 boys and 692 girls studied in class 9th whereas 719 boys and 639 girls studied in class 10th. The number of boys studying in 10th has increased in comparison to year 2014-2015, but the number of girls in class 10th has decreased in comparison to previous year.

In the year 2016-2017, 768 boys and 809 girls were studying in class 9th whereas 641 boys and 666 girls were studying in class 10th. 9th class shows an increase in the number of boys and girls in comparison to previous years but on the other hand number of boys in class 10th has decreased whereas number of girls has increased when we compared them to previous year numbers.

After studying table no. 6 it can be concluded that number of both boys and girls decreases as they enter class 10th. State government should review its policies to find out the reasons behind these dropouts.

The objective no. 5 of the study is to find out the category wise (SC, ST, BC and General) enrollment in class 9th and 10th of government residential secondary schools in the year 2014-2015, 2015-2016 and 2016-2017 . The analyzed data is given in table no. 7.

5.5 Table no. 7: Total Number of Boys and Girls Category Wise (SC, ST and BC) Studying in Class 9th and 10th of State Government Residential Secondary Schools in the Year 2014-2015, 2015-2016 and 2016-2017

SI. No	Category	Group	2014-15		2015-16		2016-17	
			9 th	10 th	9 th	10 th	9 th	10 th
1.	SC	BOYS	201	169	188	185	221	178
		GIRLS	194	191	215	193	254	229
2.	ST	BOYS	70	64	64	69	49	46
		GIRLS	74	88	114	78	82	91
3.	BC	BOYS	468	404	456	439	474	396
		GIRLS	351	365	343	344	452	325
4.	GENERAL	BOYS	28	25	29	26	24	21
		GIRLS	23	25	20	24	21	21

Table no. 7 shows that apart from year 2014-15 class 9th enrollment where number of boys belonging to SC category are more than the girls belonging to the same category, in rest of the years i.e. from 2014-15 (class 10th), 2015-16 and 2016-17 the number of enrollment of SC girls are more than that of SC boys. The table also points out that in years 2014-15, 2015-16 and 2016-17 the enrollment of girls belonging to ST category is more than that of boys belonging to same category.

In years 2014-15, 2015-16 and 2016-17 the enrollment of boys belonging to the BC category are more than the girls belonging to the same category. The figures of general

category points out that apart from 2014-15 and 2016-17 class 10th enrollment where boys and girls are enrolled in equal numbers, the rest of the figure shows that the enrollment of boys are more than girls.

After studying Table no. 7 it can be concluded that girls belonging to the marginalized sections of society are enrolling in these schools in large numbers and their numbers are increasing every year.

Objective no. 6 is to find out the taluk- wise enrollment of students studying in class 9th and 10th of government residential secondary schools in the year 2014-2015, 2015-2016 and 2016-2017. The finds are presented in table no. 8.

5.6 Table no. 8: Taluk- Wise Enrollment of Students Studying in Class 9th and 10th of State Government Residential Secondary Schools in the Year 2014-2015, 2015-2016 and 2016-2017.

S.I No	Name of taluks in Belagavi District	No. of residential schools in taluks	Total enrollment of the students		
			2014-15	2015-16	2016-17
1.	Athani	3	167	163	162
2.	Bailahongala	4	263	272	293
3.	Belagavi	2	143	150	137
4.	Chikkodi	5	358	353	372
5.	Gokak	9	789	816	848
6.	Hukkeri	5	417	419	424
7.	Khanapur	1	195	187	186
8.	Raibag	3	147	167	187
9.	Ramdurg	2	180	179	179
10.	Savadatti	2	81	81	96
Total	10 Taluks	36	2740	2787	2884

Table no. 8 shows that there are 10 taluks in Belagavi district. Khanapur taluk has just one state government residential school, Ramdurg, Savadatti and Belagavi taluks have 2 residential schools, Athani and Raibag have 3 residential schools, Bailahongala have 4 residential schools, Chikkodi and Hukkeri have 5 residential schools and Gokak have 9 residential schools.

This table also shows that there is a slight decrease in the enrollment of students in taluks like Athani, Ramdurg and Khanapur while taluks like Bailahongala, Gokak, Hukkeri,

Raibag and Savadatti shows an increase in enrollment of the students. Belagavi and Chikkodi taluks shows fluctuation in the enrollment of the students.

From the above table it can be concluded that there are few taluks like Athani, Ramdurg and Khanapur where these residential schools are not as popular as in most of the other taluks. Also the number of residential schools are less in these taluks. Government should increase the number of residential schools in these taluks so that rural students may be benefitted by it.

VI Findings

1. There are 7 Kittur Rani Channamma Residential school (KRCRS) which are exclusively for girls. As each residential schools has the capacity of 250 students, it means 1750 extra seats are exclusively meant for girls and other institutions are co- educational institutions, therefore the enrolment of girls should have been quite high but despite this we see that in year 2014-15 and 2015-16, the number of boys are more than number of girls in class 9th and 10th. It is only in year 2016-17 the number of girls exceeded the number of boys, but still it is not satisfactory.
2. The number of students in government residential schools is rising year by year.
3. There are more students in class 9th in comparison to class 10th.
4. Enrollment of students belonging to ST category is extremely low.

VII Recommendations

1. Government should increase the capacity of present schools. Instead of taking 50 students in each class the capacity should be increased to 70.
2. Government should open more schools exclusively for girls, as it has been seen that many parents hesitate to send their daughters to co-educational residential schools.
3. Government should also open more residential schools for children belonging to general category whose family comes under below poverty line (BPL).
4. To arrest the increasing dropout rate in class 10th, Government must relook in its detention policy. As pointed out by Vivek Gupta, "The no-detention policy seems to have had a deleterious impact on learning outcome."
5. Special classes should be arranged for the weak students studying in class 8th and 9th. Children should be taught to manage their time effectively. As children living in residential schools do not have their parents to guide them, this duty falls exclusively on the teachers.

6. Teachers should be given special training to deal with the students residing in school campus. Many children are unable to adjust to new atmosphere and crave for the love of their parents. Special psychological classes or workshops should be held to train teachers to manage these children efficiently. Teachers should also be given special training in guidance and counseling.
7. The curriculum should be supplemented with life skills such as computer literacy, critical thinking, creativity, health literacy and effective communication.

VIII Conclusion

Karnataka Residential Educational Institutional society is doing its best to educate the talented students belonging to marginalized section of the society. It not only seeks to provide academic environment to the marginalized students but also to develop their overall personality. A scheme however good it is, always have some room for improvement. In this ever changing world, things are changing very fast in education sector. New innovations, new methodology of teaching, management, planning everywhere we can see a sea change. Therefore, government should keep up with the latest development in this sector and reevaluate its rule and regulations regularly and make certain changes if required. This will help the government in achieving its goal of providing quality education to the marginalized section of the society.

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