

Val II, Issue:VIII, Sept 2012

ISSN : 2230-7850

# **Indian Streams Research Journal**



**Monthly Multidisciplinary  
Research Journal**



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**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

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## Availability And Accessibility Of Education To Dalits In Gulbarga And Kolar Districts As Well As Karnataka In India

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### Abstract:

*The Dalits absolutely had no access to education in traditional India. Early efforts towards the education of the untouchables were usually associated with British rule in India. Under the British rule, the introduction of western secular education opened new vistas for varied forms of mobility only to those castes, which had access to education. Even the education did not alleviate the Dalits from their illiteracy and backwardness. The western education was also monopolized by the upper castes, SC & STs being excluded from western education until the first decade of twentieth century. They were confined to menial occupations for which formal education was felt to have little relevance and the schools in the rural areas came very late. Therefore Dalit education is very poor.*

The Literature available on educational status of Dalits reveals a gloomy picture. So lots of report, journals and books highlighted that they were not allowed to educate themselves. In ancient Brahmacharya Ashram order there were no Gurukul for children of then depressed class (Dalits). The education of Vedas and archery was completely banned. During Mughal period, there was no arrangement for the education of Dalits. The British Government started schools, but in this period only few Dalits could attain education, for the reason that education centre were located largely in urban and it was beyond the capacity of poor communities to go there for education.

After independence several steps have been taken by the central as well as state government to educate the children in general and children of scheduled caste and scheduled tribe in particular. Today in India education up to 14 years of age has made free and SC and ST children are getting food, clothes, books, meals and copies etc, free of cost; Lower schools have been started in all villages.

Therefore, today the education is available for SC and ST communities. But it still seems to be lower than other upper caste in the country.

Research studies on Dalits shows that Dalit suffer from lower access to capital assets like agricultural land and non land assets (and or) low productivity of the assets, lower level of urbanization and employment diversification away from agriculture, exceptionally high dependence on casual labour high unemployment, lower daily wage, particularly in non-farm activities and low level of literacy and education not better for health compared with non-Dalit groups in Indian society. What is the reason that the SC/ST has poor access to all resource which directly and indirectly determines the level of income and

Please cite this Article as : S M. Pote<sup>1</sup> and S T. Bagalkoti<sup>2</sup>, Availability And Accessibility Of Education To Dalits In Gulbarga And Kolar Districts As Well As Karnataka In India: Indian Streams Research Journal (Sept. ; 2012)



capability of secure of other source of income? And why the ownership of agricultural land and nonagricultural land assets is low compared with other (all). Why is the unemployment rates too high particularly among Dalits compared with non SC/ST? Why the literacy rate and education level are much lower when compared with non-Dalits? Why is the daily wage, earning of SC/ST in non-farm activities low compared with non-Dalits.

In the Hindu Social order, it is reasonable to assume that the persisting inequality in command over resource, human capabilities and lack of equal opportunity in civil and political rights, among forces can be partly attributed to the exclusion and social rights in the past and also continuing process of exclusion, discrimination of Dalits. The present research has tried to provide some empirical evidence to seem the negative role of discrimination and exclusion and denial of equal opportunity to SC/ST and their lower access to capital assets, employment, human development and high human poverty. Due to constraint of the data, I have confined my empirical evidence to SC/ST caste, drawing from diverse source to provide empirical evidence about the nature of social political and economic discrimination.

#### MAIN OBJECTIVES OF THE STUDY

1. Try to examine the present education status of Dalits in selected districts;
2. Try to find out the various problems of education dalits in study area setup;
3. To bring awareness in people, especially dalit regarding these issue;
4. To offer policy suggestions for more development in education of Dalits.

#### METHODS AND PROCEDURES OF RESEARCH

The primary data were collected through the structured interview schedules, administered to the sample respondents exclusively selected for the present study. The researcher personally visited all respondents to collect the required data. A sample of around 250 households' respondents collected from the study area. It was decided, for logistics reasons, to restrict the sample size to 250. Based on the SC-ST population, two districts, Kolar and Gulbarga with the highest SC-ST population were chosen in Karnataka State. In the same manner, from each of the two districts, one taluka with the highest SC/ST population were chosen, Thus, Shorapur taluka from Gulbarga and Bangarpet taluk from Kolar were selected. In the next phase, based on rural-urban distribution of SC-ST population in the respective talukas, the sample was allotted. In each of the phases, the sample has been proportionately allotted.

Secondary data were availed from state government sources such as Human Development Report 2005, Economic Survey, NFHS, National Sample Survey Organization (NSSO), Census of India 2001 and other published source.

#### DEMOGRAPHIC PROFILE

Dalits today not only constitute numerically an important section of the society but also represent a community still struggling to break out of the centuries of mental bondage of the oppressive and hegemonic Bramanical Hindutva order and in human existence. Table-1 provides a comparative picture of the population in Gulbarga and Kolar districts.

**Table-1**  
**Population Demographic Trends**

Districts	SC	%	ST	%	Total
Gulbarga	3,51,621	22.92	76,269	4.92	31,30,922
Kolar	3,33,233	26.49	1,01,433	8.11	25,36,069
State	3,26,23,803	16.20	8,00,76,600	6.6	5,28,50,562

Source: Census of India, 2001.

The table shows that the Kolar district had a total population 25, 36,069 of which 3, 33,233 were SC people and 1, 01,433 were ST people. Gulbarga District had a population of 31, 30,922 among whom 3, 51,621 were SCs and 76,269 were STs. The above table reflects that Kolar district has a sizable SC/ST

population, when compared to Gulbarga district, as well as Karnataka state. Kolar district had proportion of SC population is 26.49 per cent and proportion ST was 8.11 per cent in the district, and had 22.92 per cent of SC and ST was 4.92 per cent in Gulbarga district. We notice that the SC/ST population is highest in Kolar district, followed by Gulbarga district in the State.

#### EDUCATION AVAILABILITY TO DALITS

Education plays an important role in socio-economic development of a given population. Recent studies and thesis have also highlighted the significant role of education in promoting economic development. Today, education is considered as a basic need and is also accepted as an important indicator of human development. However, it is essential to promote human development to build up of human capital. Therefore it is essential to review the position of the region in field of literacy, and necessary data is given in table-2.

**Table-2**  
**Education among social groups in Kolar /Gulbarga, 2001**

Districts	SC			ST			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gulbarga	50.65	27.02	39.05	43.82	20.77	32.40	61.17	37.90	50.10
Kolar	63.70	42.09	52.98	59.07	36.25	47.80	73.17	52.23	62.84
State	63.75	41.72	52.87	59.66	36.57	48.07	76.10	56.87	66.64

Source: Karnataka Human Development Report, 2005.

Basic education continues to remain a privilege enjoyed by some and there is tremendous variation among the social groups. Universal primary schooling is still a distant goal, particularly for females amongst the socially disadvantaged groups. According to the human development report of Karnataka 2005, the literacy level among the SCs was 39.05 per cent and for STs it was 32.40 per cent in Gulbarga district. In Kolar district it was 52.98 per cent among SCs and 47.80 percent among STs. Gulbarga has lower literacy than Kolar district as well as the State.

The male female gap (gender gap) in literacy is quite high in the state. While the SCs & STs in general have a higher gap, SCs in Gulbarga and STs in Kolar report secure gender gap in literacy. This needs to be reduced to achieve an inclusive growth.

Basic education continues to remain a privilege enjoyed by some and there is tremendous variation among social groups. The literacy rate is defined as the proportion of total population aged 7 years and above, who can both read and write with understanding any language. Literacy rates are indicative of one of the means of capacity and capability building which enable individuals for common constraints and in the process enlarge their choices to attain better human development (Thorat – 2007). This section examines the experiences of SC and ST respondent households in education. The objective of the study was to identify spheres of exclusion, discrimination and opportunity in education and practices and processes in which they manifest in education and thereby deny or enable SC and ST households full access to cultural and symbolic resources and social relations, including dignity and social respect within educational institutions. Bringing in the stand point of SC and ST households, this section will focus on a) access to education b) dropout rates c) reason for dropping out.

Table-3 shows literacy rate of family member of respondents in Gulbarga and Kolar district; there is a development among the SC/ST groups in the area of education.

**Table-3**  
Literacy among SC/ST groups in Gulbarga and Kolar Districts

Gender	SC		ST		All	
	Rural	Urban	Rural	Urban	Rural	Urban
<b>Gulbarga</b>						
<b>Male</b>	80.50	100.00	67.80	60.00	74.15	80.00
<b>Female</b>	48.00	100.00	48.20	80.00	48.10	90.00
<b>Total</b>	64.25	100.00	58.00	70.00	61.12	85.00
<b>Kolar</b>						
<b>Male</b>	88.30	95.40	80.00	87.50	84.15	91.45
<b>Female</b>	73.30	78.50	60.00	75.00	66.65	76.75
<b>Total</b>	80.80	86.95	70.00	81.25	75.4	84.10

Source: Field Survey

High level of literacy rate is observed among the male and female respondents belonging to these Dalit groups. The average literacy among SC, ST male respondents in Gulbarga district in rural areas was 74.15 per cent while in Kolar district it was higher at 84.15 per cent. The literacy level among male respondents in urban areas was higher in Gulbarga and Kolar district at 80 per cent and 91.45 per cent respectively. Among the female respondents literacy rate in rural areas of Gulbarga and Kolar was 48.10 per cent and 66.65 per cent respectively. However, in urban areas the literacy rates among female respondents in Gulbarga and Kolar districts were higher at 90 per cent and 76.75 per cent respectively.

#### TYPE OF SCHOOLS

Table-4 shows details of the responses relating to the type of schools attended by the children of sample respondents.

**Table-4**  
Type of Schools in Gulbarga and Kolar Districts

Type of School	Scheduled Caste	Scheduled Tribe	All
<b>Gulbarga</b>			
<b>Rural</b>			
Government	86.76	95.83	91.29
Private	13.23	04.16	08.69
<b>Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>
<b>Urban</b>			
Government	40.00	60.00	50.00
Private	60.00	40.00	50.00
<b>Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>
<b>Kolar</b>			
<b>Rural</b>			
Government	88.04	93.75	90.89
Private	11.95	06.25	09.10
<b>Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>
<b>Urban</b>			
Government	84.25	92.85	88.55
Private	15.74	07.14	11.44
<b>Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>

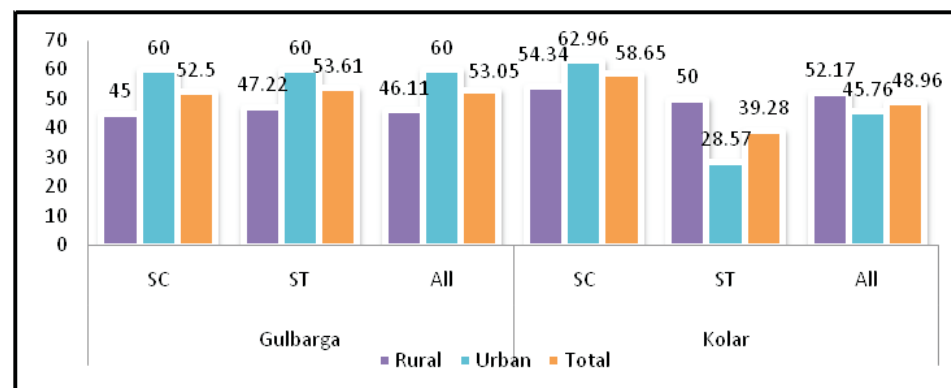
Source: Field Survey

The study has revealed that in Gulbarga and Kolar districts large majority of SC and ST respondents in the study areas have studied in Government schools both in rural and urban areas. It is found that 91.27 per cent of SC/ST respondents in rural, and 50 per cent of respondents in urban areas of Gulbarga district, and 90.89 per cent of respondents in rural and 88.55 per cent in urban areas of Kolar district have studied in Government schools. Caste wise larger number of ST respondents studied in Government schools compared to those belonging to SC respondents in the two districts of Gulbarga and Kolar.

**DROP OUT**

In this section there is discussion about dropout rate of SC and STs in Gulbarga districts, it seen from figure-1. It is clear that social and economic backwardness among the SC/ST has been largely responsible for school dropout. The incidence of school dropout is high among SC/ST children in urban areas in Gulbarga district.

**Figure-1**  
**Dropout rate of Children in Gulbarga and Kolar Districts**



Source: Primary Data

In Kolar the incidence of school dropout is almost equal in rural areas among SC and ST children, while it is high among SC children in urban areas in Kolar district. It is found that the average drop out in rural areas of SC/ST children in Gulbarga district was 46.11 per cent, while in urban areas it was high at 60.00 per cent. In Kolar district the average incidence of school dropout among SC/ST children was 52.17 per cent in rural areas and 45.76 per cent in urban areas.

**Dropout of SC/ST children – Class Level**

The data obtained through field survey about the dropout of the students at different level of education has indicated significant trends. Table-5. reflects that the in incidence of school dropout among SC/ST children in Gulbarga district is high at 49.30 per cent at I to VII class in rural areas and high i.e., 49.99 per cent at PUC level in urban areas.

**Table-5**  
Drop out of SC/ST Students Class level (in %)

Class	Gulbarga						Kolar					
	SC		ST		All		SC		ST		All	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
I to V	25.00	33.33	16.66	00.00	20.83	16.66	12.00	02.94	00.00	00.00	06.00	01.47
I to VII	37.50	00.00	61.11	33.33	49.30	16.66	04.00	23.52	00.00	00.00	02.00	11.76
I to X	25.00	00.00	16.66	33.33	20.83	16.66	68.00	58.82	80.00	100.00	74.00	79.41
P.U. C	06.25	66.66	05.55	33.33	05.90	49.99	16.00	02.94	20.00	00.00	18.00	01.47
Degree & Above	06.25	00.00	00.00	00.00	03.12	00.00	00.00	11.76	00.00	00.00	00.00	05.88
Total	100	100	100	100	100	100	100	100	100	100	100	100

Source: Primary Data

In Kolar district the dropout of SC/ST children was high at 74.00 per cent in rural areas and 79.41 per cent in urban areas from I to X class. The dropout rate was the least among SC/ST students at degree level both in Gulbarga and Kolar districts.

#### REASONS FOR DROPOUT

The sample household's children being disproportionately poor are most likely to suffer the ills of an unequal and effective in education system in India. The Indian constitution pledges to provide free and compulsory education for all children up to age fourteen; however this benefit has not reached the most deprived classes. The reason for dropping of school by the children of sample households is presented in table-6. The respondents of the sample SC/ST caste Dalits in the two districts of Gulbarga and Kolar have indicated that the high cost of education has been the major reason for dropout of children from schools. This reason was mentioned by 64.40 per cent of respondents in the rural areas of Gulbarga district and 80 per cent in Kolar district.

**Table-6**  
Reasons for Dropout of Children in Gulbarga and Kolar Districts

SL	Reasons	Gulbarga			Kolar		
		SC	ST	All	SC	ST	All
<b>Rural</b>							
1	Cost too High	59.37	69.44	64.40	60.00	100.00	80.00
2	They Can Work for Earning Income	15.62	13.88	14.75	24.00	00.00	12.00
3	Work at Home	25.00	11.11	18.05	08.00	00.00	04.00
4	No School/ College for Further study	00.00	05.55	02.77	08.00	00.00	04.00
5	Total	100.00	100.00	100.00	100.00	100.00	100.00
<b>Urban</b>							
1	Cost too High	66.66	49.99	58.32	76.47	50.00	63.23
2	They Can Work for Earning Income	00.00	16.66	08.33	23.52	50.00	36.76
3	Work at Home	33.33	33.33	33.33	00.00	00.00	00.00
4	No School/ College for Further study	00.00	00.00	00.00	00.00	00.00	00.00
5	Total	100.00	100.00	100.00	100.00	100.00	100.00

Source: Primary Data



The high cost of education leading to school dropout among SC/ST respondents in urban areas is indicated by majority of 58.32 per cent and 63.23 per cent in Gulbarga and Kolar district respectively. Among the other reasons for school dropout "work at home" was preferred to school education by an average of 18.05 per cent and 04.00 per cent in Gulbarga and Kolar districts respectively in rural areas. In urban areas the respective figures were 33.33 per cent in Gulbarga district and none in Kolar district. School dropouts preferred work to earn according to 14.75 per cent in Gulbarga and 12.00 per cent in Kolar district in rural areas and 8.3 per cent and 36.76 per cent in urban areas in Gulbarga and Kolar district respectively.

#### EXPENDITURE ON EDUCATION

The study has revealed that large majority of SC/ST respondents in Gulbarga and Kolar districts have incurred educational expenditure in the range of Rs. 0 to 1000 followed those who incurred expenditure on education in the range of Rs. 1,001 to 2,000/- and Rs. 5001/- and above.

**Table-7**  
**Expenditure on Education of Respondents in Gulbarga and Kolar Districts**

Castes	0 to 1000	1001 to 2000	2001 to 3000	3001 to 4000	4001 to 5000	5001 & above	Total
<b>GULBARGA</b>							
<b>Rural</b>							
SC	65.85	02.43	07.31	04.87	12.19	07.31	100.00
ST	80.35	10.71	00.00	01.78	03.57	03.57	100.00
All	73.10	06.57	03.65	03.32	07.88	05.44	100.00
<b>Urban</b>							
SC	40.00	20.00	00.00	00.00	00.00	40.00	100.00
ST	40.00	40.00	00.00	00.00	00.00	20.00	100.00
All	40.00	30.00	00.00	00.00	00.00	30.00	100.00
<b>KOLAR</b>							
<b>Rural</b>							
SC	80.00	11.66	00.00	00.00	03.33	05.00	100.00
ST	80.00	10.00	10.00	00.00	00.00	00.00	100.00
All	80.00	10.83	05.00	00.00	01.66	02.50	100.00
<b>Urban</b>							
SC	73.84	12.30	00.00	03.07	04.61	06.15	100.00
ST	62.50	12.50	12.50	00.00	00.00	12.50	100.00
All	68.17	12.40	06.25	01.53	02.30	09.32	100.00

Source: Primary Data

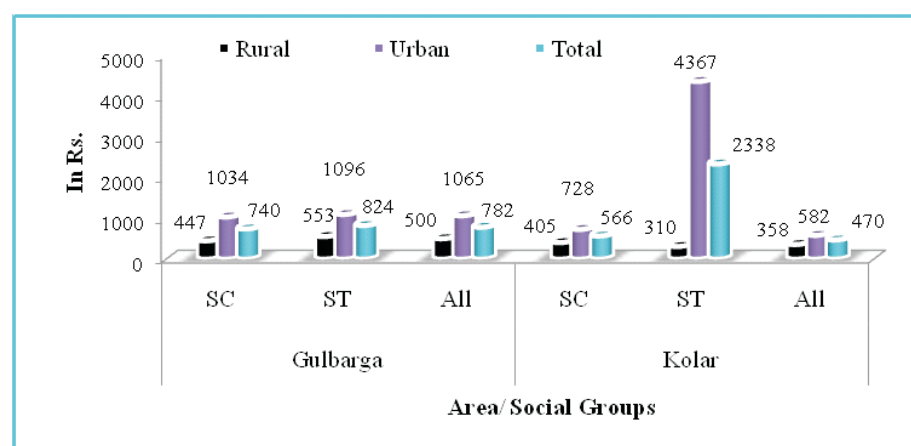
The percentage of respondent SC/ST groups incurring expenditure in the other ranges viz., Rs.2001 to 3,000/-, Rs. 3,001/- to 4,000/- and Rs. 4,001/- to Rs. 5,000/- was negligible. In the rural areas of Gulbarga district the annual expenditure on education is in the range of Rs. 0 to Rs. 1,000/- and is indicated by 73.10 per cent of SC/ST respondents and by 40 per cent in urban areas. In Kolar district educational expenditure is in the range of Rs.0 to Rs. 1,000/- and is indicated by 80 per cent in rural areas and 68.17 per cent in urban areas by SC/ST respondents (Table-7).

#### AVERAGE EXPENDITURE ON EDUCATION

The following figure-2 has revealed that in Gulbarga district SC respondents incurred an annual

expenditure of Rs. 447/- in rural areas and Rs. 1,034/- in urban areas with an annual average of Rs. 740/-. The annual expenditure of Rs. 553/- in rural areas and Rs. 1,096/- in urban areas with an average of Rs. 824/- was incurred by ST respondents. In Kolar district SC respondents incurred an annual expenditure of Rs. 405/- in rural areas and Rs. 728/- in urban areas with an average of Rs. 566/-. ST respondents in Kolar district incurred an annual expenditure of Rs. 310/- in rural areas and Rs. 4,367/- in urban areas on education with an average of Rs. 2,338/-. The details indicate that ST respondents incurred maximum expenditure in urban areas in Gulbarga and Kolar district.

**Figure-2**  
**Average Expenditure on Education of Respondents in Gulbarga and Kolar Districts**



Source: Primary Data

#### EDUCATION SCHEME

Various educational, welfare and incentive schemes have been the main thrust area in the Social Welfare Department. As much as 60 per cent of total budget of the Social Welfare Department is spent on education sector only. The facilities provided

1. Include Hostel, Aided hostel and ashram schools. (The details are annexed.)
2. Government of India post metric scholarship.
3. Reimbursement of tuition fees, examination fees for scheduled caste and Scheduled Tribe student at all level.

Other Schemes include providing Uniform, Book Bank, Special Coaching, Bagels, Attendance, allowance; etc Education is another means for overcoming the backwardness of Dalits. Education should help almost every Dalit families to overcome their illiteracy and enhance their economic status by getting salaried jobs and make other opportunities open to them.

#### CONCLUSION AND SUGGESTIONS

Education represents one way to break out cycles of poverty and distress, but it is also all-product of socio-economic conditions of population. Dalits students are facing substandard conditions; more than 90 per cent of SC/ST students come from government schools which have lack of basic infrastructure like classrooms, teachers and teaching aids. In contrast it is common for non-dalit children to seek private tutorials or to access private education of generally better quality. The motivation to do so come from the fact that most primary government schools are considered of low quality and National and State government should take effective to reduce dropout rates because dropout rate is very high in two districts. Therefore increase enrolment rates among children of affected communities at all levels of public and private schooling or financial subsidies.

Governing system of national and local should take efficacious measures to reduce dropout rates and increase enrolment rates among children of affected communities at all levels of public and private

schooling by financial aid combating classrooms segregation harassment and discrimination against pupils of affected communities ensuring non-discrimination access to such scheme including staff and quality of teaching, provision of equipment, physicals access to schools for children and remove obstacles including child labour also attention towards children and adult who are illiterate because of lack of formula education.

High incidence of school dropout among SC/ST children in the study areas is found from field survey. There is need for encouraging the SC/ST caste groups to continue education of their children instead of putting them for paid jobs as child labour. This needs proper monetary incentives to the parents who are forced to compel their children to discontinue their studies due to poverty.

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