

Educational Inequalities in Karnataka – Districtwise Analysis

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Abstract Education leads to socio-economic transformation of the individual and society. It is recognised as an engine of social and economic development. It develops the human resources necessary for economic and social transformation. Since independence, India has come a long way to expand its literacy base and educational opportunities. The distribution of educational opportunities is far from equal and inequalities in educational opportunities are multi-layered. Naik (1975) strongly depicts different forms of inequalities, which have appeared most apparently in the field of education. In this context, the present study is an attempt to estimate inequalities in the enrolment of primary and secondary education in relation to income which is estimated with the help of Gross District Domestic Product (GDDP) across districts in Karnataka for the year 2012-13. There are many quantitative tools available for measuring inequalities. Perhaps the most commonly used measure of inequality is the Gini index which is usually defined in terms of Lorenz curve. They are the two interlinked methods of measuring inequality. The study has made use of these methods in order to estimate the inequalities in education across districts of Karnataka.

Keywords: Educational Inequality, Primary and Secondary Education, Gini Index

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INTRODUCTION

Education plays a vital role in the socio-economic transformation. It has its impact on modernisation of the society and economy. It is a necessary and sufficient condition for poverty eradication, higher income level of the people, reduction of inequalities and further economic progress¹. According to National Human Development Report 2001², education in both developing and developing economies has also played a critical facilitative role in the demographic, social, political transition of the societies, creation application and adoption of new technologies, lower

fertility, infant and child mortality, better nutritional, hygiene and health states of children, reproductive health, empowerment of women, social mobility and political freedom, all have visible linkages with educational attainment of people.

On the same lines of thought at the global level, the United Nations, Millennium Development Goals 2010 were spelt to achieve the eight anti-poverty goals by the target year 2015. It aimed at achieving the universal primary education as a poverty reduction measure to bring in equality of opportunities for living. Educational equality does not only mean an egalitarian state where educational attainment is equally distributed among the population. Instead, educational equality is also related to equality of opportunities for participating in economic growth.³

The Eleventh Five Year plan of Government of India⁴ also has emphasised on the inclusive growth strategy, which promotes the growth of all sections of the society. It advocates the socio-economic inclusion of the poor and marginalised. Education is the tool which enhances the standard of the living of the people. Any deviation from the prominence of education would tend to leave out a large component of population which is socially, educationally and economically backward like SC, ST, women, tribal, poor, rural population, minorities and people with special needs. Hence, it becomes necessary to identify and understand the educational provision and attainment levels in order to address the access and equity issues in education. This also helps to address the issues of inequalities and unbalanced socio-economic growth⁵.

An inequitable educational distribution would result in widening the gap between the poor and non-poor, amongst the rural and urban population and amongst the gender too⁶. Karnataka is one of the developed states of India. It houses 5.05% of total population. It is the seventh largest contributor of GDP. According to 2011 census, the state of Karnataka has literacy rate of 75.60%, which is above the national literacy attainment of 74%. This has been due to a well organised school education structure in Karnataka state. The School education in Karnataka comprises an elementary cycle of 7 years (4 years lower primary and 3 years upper primary from class 1 to class 7) and a secondary cycle of 3 years (from class 8 to class 10). The Karnataka Education Act of 1983, Universalization of Elementary Education (UEE) and *Sarva Shikshana Abhiyaan* (SSA) have been the road maps to direct the Education policy of the Karnataka state to ensure inclusive schooling at Primary and Secondary levels. But, an in-depth enquiry of the district wise study of educational enrolments shows larger disparities across districts and among boys and girls. This paper reviews issues related to deprivation and inequality in education across the districts of Karnataka. It highlights the educational attainment differences across the districts and the across the gender in Karnataka for the year 2012-13.

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LITERATURE REVIEW

The impact of education among the weaker sections of the society was studied by *Chitnis (1974)*. The study found that the disparity in literacy between SCs and the total population was high in urban areas than in rural areas and more with the respect to males than females.

Gangrade (1974) studied the SC students in various educational institutions and identified different kinds of discrimination and types of difficulties faced by them. The study concluded that the financial position and economic condition had a greater impact on the social life of the respondents.

The socio-economic background of the SCs and tribal students was examined by *Pimpley (1974)*. He studied the access, performance, their feeling towards social distance and their opinion about the facilities provided to them. He explores the poor economic conditions of the tribal children.

The poor family background was an important obstacle which hampered the educational aspirations of tribal children.

The scheduled castes awareness about the scheme for their educational progress was conducted by *Yadav (1999)*. It was found that the students in the urban area had higher awareness than in those in the semi urban and the rural areas and the awareness of the male students was higher than that of the female students in the total sample.

Bogdan Voicu and Marian Vasile (2010) focus on the quantitative inequalities of educational opportunities in Romania. They find that Romanian participation in tertiary sector is comparatively less than the European societies. They use logistic regression models to represent the rural-urban inequalities which initially increase later decrease but still exist. The authors identify that the historical reasons are responsible for development of inequalities in Romania.

Mylarappa (2013) in his study on Literacy and Education System in Karnataka finds that, the overall gender disparity in literacy is declining in economically less developed districts of the Karnataka state. The authors identify the positive association between literacy and improved socio-economic development indicators, demographic indicators and they also underline the crucial role of literacy in the process of human development. According to the study, the low priority given to the adult literacy and primary education in the state is the reason for the existence of such high levels of illiteracy in few districts. The study also highlights that the literacy rate in urban Karnataka is better than the literacy levels of the rural population, women, SCs and STs, and more particularly SC and ST women. This indicates that the state is far from reaching the Tenth Plan goals.

Nrupam Bajpai (2008) has addressed human resources cost and financial cost of provisioning the primary education in all the rural areas of Andhra Pradesh and Karnataka. They also enquired upon what policy, institutional and governance reforms may be necessary so as to ensure proper service delivery. The study recommends that, only setting up more schools is not going to be enough; higher

public investments in these areas needs to be accompanied by systemic reforms that will help overhaul the present service delivery system, including issues of control and oversight.

The inter-district disparities in education in Karnataka attempted to be identified by *Mallikarjun Naik (2013)*. Using secondary data, the author identifies various factors affecting the growth of disparities. The educational development of each district is measured using Composite Index Method adopting fifteen indicators for the year 2010-11. The findings state that, there is wide disparity among the districts in the state. So the planners should take appropriate policy measures to reduce the disparities.

Panduranga and Biradar (2014) finds that education influences the socio-economic development and culture of a nation but, there is a large component of population which is socially educationally and economically backward like SCs, STs and large segment of minority groups which results in high dropouts and low achievement. The study focuses itself on the problems of SC students studying in pre-university colleges in Karnataka. It highlights that, there is a huge difference in problems of SCs students studying in rural area compared to urban colleges. Specifically, the rural girl students face more problems than the boys studying in pre-university colleges.

Lakshmana (2005) gives a brief appraisal of the Index of Deprivation and Crude Literacy Development Index (CLDI) in Karnataka for the two census years 1991 and 2001. It analyses the talukwise development through literacy. The study finds that, out of 175 taluks in Karnataka, Mangalore in Dakshina Kannada District has the highest CLDI (0.873) both in 1991 and 2001. Followed by Karwar, Madikeri, Sirsi, Udupi, Sulya, Sringeri, Bantwal, and Bangalore-South taluks. Yadgir taluk of Gulbarga District has the highest IOD (0.374), followed by Shahapur, Devadurga, Manvi, Shorapur, Siruguppa, Jevargi, and Sedam taluks in the districts of Gulbarga, Raichur and Bellary respectively.

The importance of universal primary education with quality in a stipulated time has been highlighted by *Yash Agarwal (2001)*. The author advocates that in due course of attaining this objective, the care should be taken to ensure that the existing disparities do not increase further. It is also found that, deprived groups which include girls, ethnic minorities, working children, children living under difficult circumstances, children with special needs and those whose continued participation in education is at risk. The various dimensions of disparities, their measurement and implications for policy and program interventions to reduce the disparities are examined.

Thomas, Wang and Fan (2000) use the Gini index to measure the inequality in the educational attainment. They find that, higher educational attainment is more likely to achieve inequality in educational attainment by studying education in 85 countries between 1960 and 1990. They find that with few exceptions, the inequality in most of the countries has declined in three decades. The Gini-index is negatively associated with averages years of schooling. The nations with higher educational attainment are more likely to achieve equality in education than those with lower attainment. Overtime the gender gap in education has increased. The study highlights that there is negative relationship between per capita GDP and education inequality where as the labor force's average years of schooling is positively related to per capita GDP.

Lorenzo Giovanni Bellu (2006) addresses the most popular inequality index, the Gini index. They discuss its characteristics and the link with another popular graphical tool of representing inequality, the Lorenz Curve is discussed. The paper also discusses the extended version of the Gini Index with different weighting schemes.

OBJECTIVES

- To estimate the inequalities in enrolment of school education across districts in the state for the year 2012-13.

Hypothesis

H₁ : There exists equality in enrolments among all the districts in Karnataka.

METHODOLOGY

The study is related to all the districts of Karnataka. The study is related to the year 2012-13. The information on total enrolment in primary and secondary education, was compiled from the analytical report of *Sarva Shikshana Abhiyana (SSA)*, published in June 2013 by District Information System for Education (DISE), and the data on district wise gross district domestic product (GDDP) at constant prices was compiled from Economic Survey 2014-15 of Government of Karnataka (GOK).

Quantitative tools:

Lorenz curve and Gini Co-efficient

Inequality is an unfair situation. Inequality obviously suggests a departure from some ideas of equality. Inequality refers to the unequal distribution of individuals, households or some per capita measure of income among the population of a country. It measures the disparity between a percentage of population and the percentage of resources received by that population.

An inequality measure helps determine the effectiveness of policies aimed at affecting inequality and generates the data necessary to use inequality as an explanatory variable in policy analysis. Of course, an inequality measure, like any other tool, is to be judged by the kind of job that it does. There are various methods of measuring inequality in a given situation like; range, relative mean deviation, variance, log variance, Lorenz curve, the Gini's coefficient, Theil's T Statistic, Duncan's inequality index etc.

Perhaps the most commonly used measure of inequality is Gini index

(G) which is usually defined in terms of Lorenz curve⁷. They are the two

Allison P. D (1978) *Measures of Inequality*, American Sociological Review, Vol. 43, No. 06, pp. 865-880.

interlinked methods of measuring inequality. Both originate from the early years of the twentieth century. The Lorenz curve was developed by Max. O. Lorenz in 1905⁸. It is a typical graphical representation of income distribution which was published in the American Statistical Journal.

Corrado Gini developed the Gini's Index of income inequality shortly in

1914⁹. The credit for the popular dissemination and development of the original work of Lorenz and Gini goes to Sir. Tony Atkinson, whose work on poverty and income inequality in 1970s popularised the measures.

Lorenz curve is a tool used to represent income distributions; it tells us which proportion of total income is in the hands of a given percentage of population. It relates to the cumulative proportion of income to the cumulative proportion of individuals. The step by step procedure to construct a Lorenz curve is as follows:¹⁰

Lorenz Curve

Step 1	Sort the income distribution by income level
Step 2	Define the proportion of income owned by each individual and his proportion on total population
Step 3	Define the cumulative proportion of income and the cumulative proportion of population
Step 4	Define the line of equidistributed income
Step 5	Plot the cumulative proportion of income against the cumulative proportion of population

Source: Bellu Giovanni Lorenzo and Liberati Paolo (2006), *Inequality Analysis – The Gini Index: Analytical Tools*, EASTPol module 040, FAO, www.fao.org/tc/easypol

The Gini coefficient is a complementary way of presenting information

about inequality. It is the ratio of the area between the Lorenz curve and the

8 Lorenz M. O (1905) *Methods of Measuring the Concentration of Wealth*, Publications of the American Statistical Association, Vol. 9, No. 70, pp. 209-219.

9 Gini Corrado (1921), *Measurement of Inequality of Incomes*, The Economic Journal, Vol. 31, No. 21, pp. 124-126.

10 Bellu Giovanni Lorenzo and Liberati Paolo (2006), *Inequality Analysis – The Gini Index: Analytical Tools*, EASTPol module 040, FAO, www.fao.org/tc/easypol.

line of absolute equality and the whole area under the line of absolute equality. The extreme values of the Gini coefficient are 0 and 1. These can also be represented in terms of percentages; hence the corresponding extreme values would be 0% and 100%. The former implies perfect equality whereas the latter implies total inequality. These two extremes are trivial. This implies that the lower the figure that Gini coefficient takes (between 0% and 100%), the greater the degree of prevailing equality.

The present study has made use of both the tools in order to estimate the inequalities among enrolment to primary and secondary schools and income in the respective districts.

RESULTS AND DISCUSSIONS

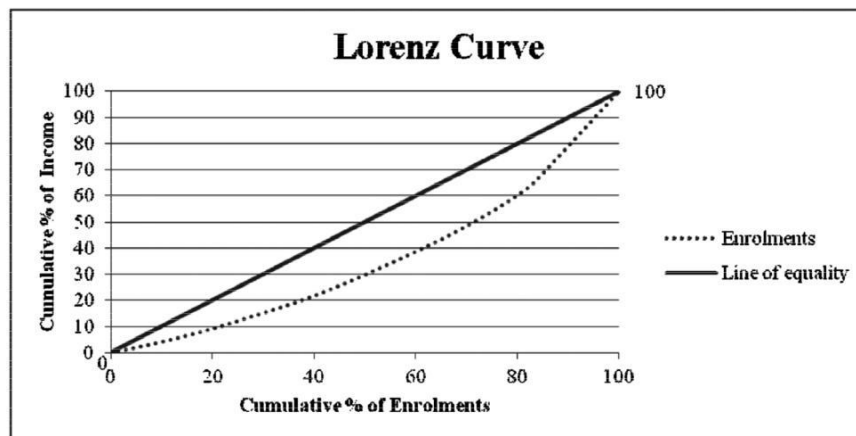
The Table 2 and Graph 3 in the Annexure depicts the percentage share of Enrolments from class 1 to 10 and percentage share of Gross District Domestic Product across the districts of Karnataka for the year 2012-13. The data in the Table-2 reflects the fact that there is a wide range of disparities in the enrolments among the various districts of Karnataka. The Graph 3 also reveals these differences among the districts. The Bengaluru urban district has the highest percentage of enrolments i.e., 16.11 per cent out of total enrolments also it has the largest share in the percentage of income distribution too. This is followed by districts like Belagavi (8.89), Kalaburgi (5.59), Mysuru (4.46) and Bidar (4.12). These are the top five districts accounting for nearly 39.17 percent of total enrolments together as against 47.80 percent of the total income. The districts like Kodagu (0.93), Chamrajnagar (1.26), Bengaluru Rural (1.42), Chikkamagaluru (1.59) and Chikkaballapur (1.91) lie at the bottom of

the range in terms of percentage of enrolments. These bottom five districts have only 7.11 percent of total enrolments together as against 7.85 percent of the total income. This implies that districts with better share of income have better enrolment percentage and vice versa. The disparities reflected here are further examined using Lorenz curve for better understanding and interpretation of inequalities in educational enrolments in Karnataka for the year 2012-13.

Lorenz Curve
Table-1: Lorenz Curve Calculation

Districts	Total Enrolments	% Total Enrolments	C % Total Enrolments	GDP (Rs. crores)	% of Income (GDP)	C % of Income (GDP)
Bagalkote	364968	3.5311434	3.5311434	5902	2.004858	2.004858
Bengaluru U	1665741	16.11640017	19.647544	99325	33.73983	35.74469
Bengaluru R	147453	1.426639288	21.074183	7557	2.567047	38.31173
Belagavi	919546	8.896804074	29.970987	15967	5.42385	43.73558
Ballari	445615	4.311420361	34.282407	10169	3.45432	47.1899
Bidar	426765	4.129042582	38.41145	4546	1.544236	48.73414
Chamarajanagar	131077	1.268197989	39.679648	2969	1.008543	49.74268
Chickballapur	198072	1.916388932	41.596037	3526	1.197751	50.94044
Chikkamagaluru	165260	1.598925819	43.194963	5223	1.774207	52.71464
Chitradurga	274572	2.656542781	45.851505	5226	1.775226	54.48987
Dakshina kannada	409636	3.963315847	49.814821	14290	4.854188	59.34406
Davangere	352265	3.40823916	53.22306	6963	2.36527	61.70933
Dharwad	375697	3.634948768	56.858009	8865	3.011363	64.72069
Gadag	197716	1.912944556	58.770954	3565	1.210999	65.93169
Kalaburagi	578306	5.595234145	64.366188	7310	2.483143	68.41483
Hassan	243362	2.354579361	66.720767	6612	2.246038	70.66087
Haveri	304351	2.94466097	69.665428	4452	1.512305	72.17317
Kodagu	97024	0.938727936	70.604156	3930	1.334986	73.50816
Kolar	247568	2.39527331	72.999429	6512	2.212069	75.72023
Koppal	254229	2.459719908	75.459149	7942	2.697828	78.41806
Mandya	232534	2.249816147	77.708966	5849	1.986854	80.40491
Mysuru	461887	4.468855439	82.177821	13648	4.636106	85.04102
Raichur	369625	3.576200871	85.754022	5213	1.77081	86.81183
Ramnagara	153780	1.487854366	87.241876	5640	1.915858	88.72769
Shivamogga	293750	2.84209403	90.08397	7586	2.576898	91.30458
Tumakuru	399284	3.863158034	93.947128	10076	3.422729	94.72731
Udupi	170923	1.653716554	95.600845	6909	2.346927	97.07424
Uttara kannada	240271	2.324673275	97.925518	6266	2.128505	99.20275
Yadagiri	214412	2.074481924	100	2347	0.797255	100
Karnataka	10335689	100		294385	100	

Graph 2 Inequalities in Total Enrolments and GDDP of Districts



The Lorenz curve for the data was plotted in order to visualise the inequalities in total enrolments and GDDP of the districts. As mentioned earlier in the methodology part, the step by step procedure was made use of to plot the Lorenz curve for the data and its calculation is presented in Table

This included entering the original data of the study into Microsoft excel. Then a column of income divided by population was obtained, this column was sorted for the whole table in the sequence of lowest to highest, thereby the cumulative percentage of total enrolments and cumulative percentage of income was calculated. Using the cumulative percentage columns, a scattered plot with data points connected by smoothed lines was inserted. By plotting the equality line into the chart the source data was added and hence the Lorenz curve (Graph 2) was obtained for the data. The dotted line indicates the cumulative percentage of total enrolments and the straight line the line of equality. The cumulative percentage of income is plotted on the vertical axis of the chart. The farther the curve from the line of equality the greater is the level of inequality. The curve of the dotted line shows the inequalities in the total enrolments across districts in relation to the income or GDDP of the districts for the year 2012-13 for Karnataka.

Gini Coefficient

The Lorenz curve just gives a visual depiction of the inequality. Given the Lorenz curve, the degree of inequality of the distribution of enrolments and income can be measured by a one dimensional number called the Gini's coefficient. The Gini coefficient was estimated for the data (Table-3 in the Annexure). The value of the Gini coefficient is 0.36 which gives evidence to the fact

that there is inequality in the total enrolments and income distribution among the districts of Karnataka.

CONCLUSION

The present study measures the education inequality among the districts of Karnataka in terms of enrolments expressed in absolute numbers and income shown in terms of Gross District Domestic product by using effective tools of inequality measurement like Gini Co-efficient and Lorenz curve. The study reveals that there is inequality among the districts in Karnataka with regard to the total enrolments from class 1st to class 10th and income for the year 2012-13. The Gini Co-efficient calculated is 0.36, which substantiates the existence of inequalities among the districts. Therefore the hypothesis that there exists equality in school education enrolments across districts in Karnataka is not accepted. This could be one of the reasons for regional imbalances observed among the districts in Karnataka, which is a challenge for further research. Hence, the government and the stake holders in educational sectors need to make efforts to increase and sustain the enrolments at school education level. This can facilitate to reduce the income generation gap and inequalities among the districts in Karnataka.

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ANNEXURE

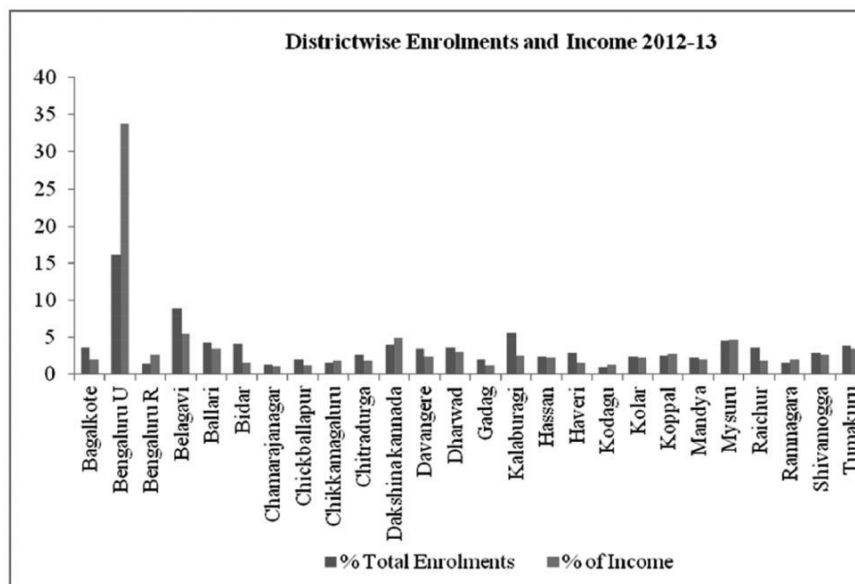
Table-2: District-wise Total Enrolments and Income for 2012-2013

Districts	% Total Enrolments	% of Income (GDDP)
Bagalkote	3.53	2.00
Bengaluru U	16.11	33.73
Bengaluru R	1.42	2.56
Belagavi	8.89	5.42
Ballari	4.31	3.45
Bidar	4.12	1.54
Chamarajanagar	1.26	1.00
Chickballapur	1.91	1.19
Chikkamagaluru	1.59	1.77
Chitradurga	2.65	1.77
Dakshina kannada	3.96	4.85
Davangere	3.40	2.36
Dharwad	3.63	3.01
Gadag	1.91	1.21
Kalaburagi	5.59	2.48
Hassan	2.35	2.24
Haveri	2.94	1.51
Kodagu	0.93	1.33
Kolar	2.39	2.21
Koppal	2.45	2.69
Mandya	2.24	1.98
Mysuru	4.46	4.63
Raichur	3.57	1.77
Ramnagara	1.48	1.91
Shivamogga	2.84	2.57
Tumakuru	3.86	3.42
Udupi	1.65	2.34
Uttara kannada	2.32	2.12
Yadagiri	2.07	0.79

Source: SSA Reports-DISE 2012-13

Note: GDDP is the Gross District Domestic Product

Graph 3 : District-wise Total Enrolments and Income for 2012-2013



Source: SSA Reports-DISE 2012-13

Table-3: Gini Coefficient

Average Enrolment	356403.07
Gini Mean Difference	256899.58
Gini Coefficient	0.360406
Gini Coefficient in %	36.040596