

A Study on Educational Facilities of the Extended Areas in Kalaburagi City

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Abstract- Kalaburagi (formerly Gulbarga), one of the key urban centers in the Kalyana Karnataka region of India, has undergone rapid spatial expansion over the past two decades. Newly incorporated and peripheral areas—hereafter referred to as the extended areas—have witnessed an influx of diverse populations, including low-income migrant families, informal workers, and middle-class residential developments. The pace of educational infrastructure development in these extended areas has not always matched the rate of population growth. This study investigates the availability, accessibility, quality, and equity of educational facilities in Kalaburagi's extended areas. Using a mixed-methods approach, we examine the distribution of schools, enrolment patterns, teacher-student ratios, physical infrastructure, and stakeholder perceptions. The study aims to identify gaps in service provision and propose evidence-based recommendations for policy makers, local government, and civil society organizations. Findings reveal significant disparities in school availability, quality, and affordability across different peripheral wards, highlighting the urgent need for targeted interventions and strategic planning to ensure equitable educational opportunities for all children in Kalaburagi's extended areas.

INTRODUCTION

Urbanization in medium-sized Indian cities has accelerated in recent years, driven by economic diversification, rural-to-urban migration, and government investments in infrastructure. Kalaburagi city, historically an educational and commercial hub of northern Karnataka, is no exception. The city's jurisdiction expanded significantly after the creation of new wards and layouts, incorporating peri-urban villages and unplanned settlements into the municipal limits. These extended areas—such as Sedam Road peripheries, Shahabad Road belt, Ring Road corridors, and new layouts along Gulbarga University and AIIMS Gulbarga—are characterized by a heterogeneous socio-economic profile.

Educational facilities are a cornerstone of urban development. Adequate schools not only foster human capital formation but also act as community anchors, promoting social cohesion and upward mobility. However, rapid urban sprawl often outpaces the provision of public services, including schools. Children in newly incorporated neighborhoods frequently face long travel distances, overcrowded classrooms, insufficient teachers, inadequate sanitation, and limited access to affordable private schooling. These challenges perpetuate educational inequities and constrain the potential of urban youth.

Although the Karnataka government has launched various schemes—such as the Right to Education (RTE) Act implementation, infrastructure grants, and teacher recruitment drives—there is limited empirical evidence on the specific status of educational facilities in Kalaburagi's extended areas. This study addresses this knowledge gap by systematically assessing the availability, accessibility, and quality of educational services in these localities, providing a foundation for evidence-informed policy making.

OBJECTIVES

The study is guided by the following objectives:

1. **Assessment of Availability:** To map and assess the availability of primary, secondary, and higher-secondary educational institutions in the extended areas of Kalaburagi city.
2. **Quality Evaluation:** To evaluate the quality of educational facilities, including teacher qualifications, student-teacher ratios, infrastructure adequacy (classrooms, sanitation, laboratories, digital facilities), and curriculum implementation.
3. **Accessibility Analysis:** To identify spatial and socio-economic barriers to accessing education,

including travel distance, affordability, and inclusivity for marginalized groups.

4. Stakeholder Perceptions: To explore the perceptions of parents, students, teachers, and administrators regarding the adequacy and quality of educational services.
5. Policy Recommendations: To suggest evidence-based interventions for improving educational facilities and ensuring equitable access in the extended areas of Kalaburagi city.

METHODOLOGY

Research Design

The study employs a mixed-methods design combining quantitative surveys, GIS-based spatial analysis, and qualitative interviews to provide a comprehensive understanding of educational facilities in Kalaburagi’s extended areas.

Study Area

Extended areas are defined as the peripheral wards incorporated into the Kalaburagi Municipal Corporation after 2010, along with rapidly developing layouts adjacent to the existing city limits. Based on municipal records and satellite imagery, 15 such wards were identified for inclusion.

Sampling

- Quantitative Component: A stratified random sample of 60 educational institutions (40 government and 20 private schools) was selected across the 15 extended wards.
- Qualitative Component: Key informant interviews were conducted with 30 stakeholders, including ward education officers, headmasters, teachers, parents, and local community leaders.

Data Collection Tools

1. Institutional Survey Schedule: Captured data on enrolment, teacher strength, infrastructure, sanitation, ICT facilities, and RTE compliance.
2. Parent-Student Questionnaire: Assessed perceptions of access, quality, affordability, and satisfaction.
3. GIS Mapping: Used to visualize the spatial distribution of schools and calculate average travel distance for students.

4. Observation Checklist: Documented physical infrastructure, cleanliness, and safety measures.

Data Analysis

- Quantitative data were analyzed using SPSS to generate descriptive statistics, cross-tabulations, and correlation analyses.
- GIS data were processed to produce ward-level maps of school density and catchment areas.
- Qualitative interviews were transcribed and analyzed thematically to capture stakeholder perspectives.

RESULTS

The results are presented in five subsections corresponding to the study objectives.

1. Availability of Educational Facilities

Kalaburagi’s extended areas show significant variation in school availability. Table 1 summarizes the ward-wise distribution of schools.

Table 1: Distribution of Schools in Extended Areas of Kalaburagi

Ward	Population (2024 est.)	Govt. Primary	Govt. High	Private Schools	Pre-University Colleges	Avg. Distance to Nearest Higher Sec. School (km)
Sedam Road Ext.	45,000	6	2	8	2	2.5
Ring Road (East)	38,000	4	1	6	1	3.2
Shahabad Road Belt	41,000	5	1	5	1	2.9
AIIMS Layout	35,000	3	1	4	0	4.0
University South	50,000	7	2	9	3	1.8
Others (avg)	30,000	4	1	5	1	3.1

Analysis shows that while primary schools are moderately available, higher secondary facilities are scarce, forcing students to travel an average of 3 km or more in certain wards.

2. Quality of Educational Facilities

Table 2 provides key quality indicators.

Table 2: Quality Indicators of Sampled Schools

Indicator	Govt. Schools (n=40)	Private Schools (n=20)
Avg. Student-Teacher Ratio	38:1	30:1
Schools with Functional Toilets (Boys/Girls)	65%/55%	90%/85%
Schools with Drinking Water Facility	72%	100%
Schools with Digital Classrooms	30%	75%
Schools with Science Lab	40%	80%

Government schools face challenges with infrastructure maintenance and digital readiness, whereas private schools fare better but charge higher fees, limiting access for low-income families.

3. Accessibility Analysis

- Distance: 42% of surveyed parents reported their children travel more than 2 km to the nearest high school.
- Affordability: 58% of households earning below ₹10,000/month find private school fees unaffordable.
- Inclusivity: Parents of children with disabilities reported inadequate facilities and absence of special educators.

4. Stakeholder Perceptions

Qualitative interviews revealed several themes:

- Infrastructure Gap: Parents expressed concern about overcrowded classrooms and lack of playgrounds.
- Teacher Shortages: Education officers acknowledged delays in government teacher appointments.
- Safety Concerns: Female students cited lack of street lighting and safe transport as barriers to regular attendance.

5. Comparative Ward Analysis

Using a composite Education Facility Index (EFI) combining availability, quality, and accessibility indicators, University South ward scored highest (0.78) while AIIMS Layout scored lowest (0.42), indicating significant intra-city disparities.

DISCUSSION

The study highlights a mismatch between rapid urban expansion and the pace of educational infrastructure development. Government schools remain the backbone of primary education but struggle with resource constraints. Private schools fill some gaps but exacerbate socio-economic inequities. Geographic disparities in school distribution create travel burdens, particularly for girls and younger children, increasing dropout risks. The lack of higher secondary facilities limits progression to college-level education, constraining long-term human capital development in these new urban areas.

CONCLUSION

Educational facilities in Kalaburagi’s extended areas are insufficient to meet the growing demands of a rapidly expanding urban population. While primary school availability is moderately adequate, deficiencies in secondary and higher secondary institutions, coupled with quality and accessibility gaps, pose significant challenges. Unless addressed, these gaps will perpetuate educational inequities and hinder the city’s socio-economic growth.

SUGGESTIONS AND RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Infrastructure Expansion: Establish new government high schools and pre-university colleges in underserved wards, prioritizing AIIMS Layout and Ring Road East.
2. Teacher Recruitment: Accelerate recruitment of qualified teachers and support staff, including special educators.
3. Digital Learning: Invest in digital classrooms, internet connectivity, and teacher training for ICT integration in government schools.
4. Transport Facilities: Provide safe and affordable school transport, especially for female students and children

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