



## ROLE OF EDUCATION IN OVERALL DEVELOPMENT OF KARNATAKA: AN OVERVIEW

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### ABSTRACT

*Education as a catalyst plays a vital role in increasing the speed of the social change. In class based society like India it is evinced that there are social, economical and political disparities. Education plays prominent role in minimizing these disparities. The present paper is based on secondary sources. This paper emphasizes on the literacy rates of the districts in Karnataka state, it is noted that about 12 districts of Karnataka state has a literacy rate above 75.60 %. It is observed that during the decade from 2001 to 2011 there is significant growth in literacy rates in all the districts of Karnataka. The Teacher –Student ration which was 34 in 2001 has decreased to 26 in 2013. Despite of this, the Teacher-Student ration is less than prescribed standard. It can be considered as one of the remarkable progress. The credit of it goes completely too Universal Education Campaign (Sarva Shikshana Abhiyana). It was noticed that, during the period from 2000 to 2013 there was slight increase in disparities between the districts. The index recorded the the rise of 0.74 %. It is observed that, in all the districts, till 2013 there is a decrease in the rate of bringing back the school dropouts students back to the school. Therefore, it is understood that education sector has to become much more effective and adopt various educational developmental programmes in order to achieve equal growth in all the regions.*

**KEY WORDS:** Literacy, Economy, Development, Regionalism, Ratio, Children, Teachers, inequality, Education, Disparity.

### 1. INTRODUCTION:

It is observed that there exists a mutual relation between the educational progress and social change. Kerala state is an excellent example for this. The education sector in Karela has played a vital role in eradicating the caste, class, and gender based cultural disparities. But comparatively the North Indian states lagging in education have not achieved academic progress. If the economic programmes development like, economical growth opportunities, economic improvements and health which empowers the public are not efficiently adopted it is indeed impossible to empower the people. If the education is viewed in the regional perspective it is evident that from the 1991, 2001 and 2011 census that education rate of Karnataka has considerably increased which is matter of contention. Apart from the increase in the education rate, the difference in education rate between men and women has also considerably decreased in these decades. Despite the state enjoys overall increase in education rate however, there is regional disparity in the education sector which is very unfortunate and alarming aspect on the part of the state.

Education is firm platform for both economical and physical development. Education is the main source of human evolution. Since India is an agriculture based country, the people of India do not know much apart from agricultural activities. It is indeed a tough task to provide skill development training, create

scientific awareness to the people under the clutch of poverty since from several centuries. The wellness of the public is the main objective of the democratic system, as the democratic system widened it was implicit that the communication of education became one of the important duties. During the pre-independence and later farther the concept of welfare state the public education gained importance. Therefore an Amendment 21(A) was made to the 86<sup>th</sup> Article of Indian constitution. Wherein, the education to the children between the age group of 6 to 14 was made compulsory and fundamental right. Later the Education right introduced in 2010 further strengthened the education sector.

## 2. REVIEW OF LITERATURE:

D.M. Nanjundappa Report (2002): On the basis of progress of democracy there was a voice for the separate state, in this background C.M. Krishna then Chief Minister of Karnataka framed a committee "Regional Disparity Resolving Committee" under the Chairmanship of Dr. D.M. Nanjundappa in October 2000. Dr. D.M. Nanjundappa committee established with the objective of resolving the regional disparity analyzed the major aspects like population, agriculture, trade, industries, roads, education, irrigation, electricity, appointments and other various aspects and selected 35 indexes. The committee analyzed the data using these indices and submitted its final report to the government in 2002.

Venkatesh and Saroja et.al. (2006), this article includes several articles written by various experts. More importantly, the agriculture, irrigation, literacy, economy and social development, literacy pertaining to Hyderabad Karnataka region is reviewed. Further this article throws light on the Nanjundappa committee report and calls for providing special status to Hyderabad Karnataka region. The article also throws light on the various movements witnessed in Hyderabad Karnataka region.

## 3. OBJECTIVES OF THE STUDY:

To analyze the district wise educational development in the Karnataka state.

## 4. RESEARCH METHODOLOGY:

The present study completely includes secondary sources. The data is collected from District at a glance and Dr. D.M. Nanjundappa Report.

### 4.1. statistical tools:

The statistical tools like percentage; Coefficient of Variation (CV) is used in this study.

## 5. ANALYSIS AND INTERPRETATION:

### District wise educational development in Karnataka State (Results and Discussion)

The literacy rate of people in the nation plays a vital role in the development of the nation. Only people with quality education can ensure social change and economical development. Though constitution of India has provisioned free and compulsory education to the children of the age group of 6 to 14, even today the education status in some of the states is still lagging. Karnataka state is no excuse in this matter. The educational development in the state can be understood from various educational disparity indexes. Literacy rate, the student and teacher ratio in the primary school, the average number of school dropout students in the age group of 6 to 14 years are the various indexes used for analyzing the educational status.

**Table No.1. Literacy Rate (Percentage)**

Division	District	2001	2011	Difference
Banglore Division	Bengluru Urban	83.9	87.7	3.76
	Bengluru Rural	65.0	77.9	12.93
	Chikkaballapur	60.2	69.8	9.60
	Chitradurga	64.9	73.7	8.83
	Davanageri	67.7	75.7	8.07
	Kolar	63.1	74.4	11.25
	Ramanagar	64.6	69.2	4.59
	Shivamogga	74.9	80.4	5.59
	Tumakur	67.2	75.1	7.95
Mysore Division	Chamarajanagar	51.3	61.4	10.17
	Chikkamangaluru	72.6	79.2	6.62
	Dakshina Kannada	83.5	88.6	5.10
	Hasana	68.8	76.1	7.32
	Kodagu	78.2	82.6	4.44
	Mandya	61.2	70.4	9.19
	Mysore	63.7	72.8	9.10
	Udapi	79.9	86.2	6.37
Belagavi Division	Bagalkot	57.8	68.8	11.01
	Belagavi	64.4	73.5	9.06
	Dharwad	71.9	80.0	8.13
	Gadag	66.3	75.1	8.85
	Haveri	68.1	77.4	9.31
	Uttara Kannada	76.6	84.1	7.47
	Vijayapur	57.5	67.1	9.69
Gulburga Division (Hydrabad Karnataka)	Bellary	58.0	67.4	9.39
	Bidar	62.0	70.5	8.53
	Gulburga	50.7	64.9	14.20
	Koppal	55.0	68.1	13.07
	Raichur	49.5	59.6	10.02
	Yadgir	37.4	51.8	14.40
	State	67.0	75.6	8.56
	Co-efficient Variations	16.12	11.34	4.78

Source: Dr. D.M.Nanjudappa Report-2002 And District At A Glance 2013-14 ( All the Districts), Karnataka At A Glance 2015-16.

As indicated in Table 1, the literacy rate is most general and important index. This index counts and examines the literacy rate. Though Karnataka state is committed and aims to obtain complete literacy, the literacy rate in Karnataka is still lagging. The table throws light on the literacy rates at the various districts of Karnataka state. As per 2011 census the total literacy rate in Karnataka state was 75.60 %. It is evident from the data that still about 25% of the population of Karnataka state are illiterates. Further the Eleventh Five Year plan aims to achieve 85% literacy rates by the time of end of the plan. But when the present literacy rate is examined it appears to be impossible task to achieve 85% literacy rate. Presently, it is essential and need of the hour to increase the literacy rate in Karnataka. On comparison of the literacy rates at the different districts of the state it is evident that, the literacy rates are not similar throughout the state. From

the 2001 and 2011 census it is evident that in 2011 the literacy rate has improved by 4.78 % from that of 2001 census.

It is evident from table that the in about more than 12 districts of the state the literacy rate is more than 75.60 %. It is observed that there is a considerable amount of improvement in the literacy rate during the decade between 2001 and 2011. Yadagir district has a recorded 14.04 % percent rise, a maximum literacy growth in the state. Despite of this the literacy rate at Yadgir district when compared to all the districts is just 51.83%. Further during the decade between 2001 and 2011 the rise in the literacy rate in Kalaburgi and Koppal district is 14.20 % and 13.07 % respectively. When the data of 2011 is reviwed, as per the report of Dr. Nanjundappa committee report the literacy rates at various backward districts of Karnataka have increased by 10%. This is considered one of the positive moves toward education. Further, Dakshin Kannada, Bengaluru city and Udupi districts of Karnataka state attains first three positions respectively with respect to the literacy rate index. When these facts and figures are analyzed it is evident that the literacy rates in the districts of Hyderabad Karnataka regions are low when compared to other districts of Karnataka state.

**Table No.2. 1 to 10 the Class Student and Teachers Ratio**

Division	District	2000	2013	CAGR
Banglore Division	Bengluru Urban	65	22	-7.99
	Bengluru Rural	28	19	-2.86
	Chikkaballapur	31	32	0.36
	Chitradurga	33	23	-2.70
	Davanageri	34	22	-3.17
	Kolar	31	26	-1.29
	Ramanagar	26	20	-1.91
	Shivamogga	28	22	-1.73
	Tumakur	28	23	-1.51
Mysore Division	Chamarajanagar	35	28	-1.78
	Chikkamangaluru	25	17	-2.99
	Dakshina Kannada	38	27	-2.69
	Hasana	26	18	-2.79
	Kodagu	26	22	-1.24
	Mandya	33	33	0.05
	Mysore	35	23	-3.18
	Udapi	37	23	-3.45
Belagavi Division	Bagalkot	40	30	-2.28
	Belagavi	38	27	-2.55
	Dharwad	32	28	-0.97
	Gadag	37	26	-2.70
	Haveri	36	25	-2.80
	Uttara Kannada	25	21	-1.29
	Vijayapur	38	29	-2.00
Gulburga Division (Hydrabad Karnataka)	Bellary	42	28	-3.07
	Bidar	42	26	-3.75
	Gulburga	42	40	-0.35
	Koppal	45	68	3.26
	Raichur	44	27	-3.73
	Yadgir	44	32	-2.44
	State	34	26	-1.90

	Co-efficient Variations	23.44	34.22	10.78
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Source: Dr. D.M.Nanjudappa Report-2002 And District At A Glance 2013-14 (All the Districts),  
 Note: Compound Annual Growth Rate (CAGR)

As per Table 2, the student -teacher ratio of 1<sup>st</sup> to 10<sup>th</sup> schooling also forms one of the important indexes. The ratio of teachers available according to the proportion of students as per main literacy ratio is suggested in the table. As per the right to education article the prescribed Pupil-Teacher Ratio is 30:1. Higher Primary school has prescribed Pupil Teacher Ratio (PTR). The Pupil-Teacher Ratio (PTR) in various district of Karnataka is shown in Table-2. The PTR which was recorded 34 in 2001 reduced to 26 in 2013. This PTR value is less than the prescribed value. Therefore it can be considered as the remarkable achievement. The credit of this achievement goes to Universal Education Movement (Sarva Shikshana Abhiyana). Further the value of PTR recorded in 25 districts of Karnataka is 25 which is even less than 30. Gulbarga, Koppal, Yadagiri, Mandya and Chikkaballapur districts of Karnataka records PTR value more than 30. At one hand the PTR value is decreasing at some districts whilst on the other hand the disparity between inter districts has considerably increased by 10.78 points. 68:1 the highest value of PTR is recorded in Koppal district. Likewise lowest value of PTR is recorded in Chikkamagalur. The difference of PTR values between the highest and lowest recorded districts is 51 points. Therefore it is essential to reduce the inter district disparity.

**Table 3: The percentage of School dropouts between the age group of 6 to 14**

Division	District	2000	2013	Difference
Banglore Division	Bengluru Urban	2.72	2.39	-0.33
	Bengluru Rural	4.4	0.11	-4.29
	Chikkaballapur	12.2	1.52	-10.68
	Chitradurga	7.5	1.96	-5.54
	Davanageri	7.7	1.70	-6.00
	Kolar	9.81	1.78	-8.03
	Ramanagar	6.81	0.09	-6.72
	Shivamogga	6.1	0.17	-5.93
	Tumakur	4.5	1.08	-3.42
Mysore Division	Chamarajanagar	9.14	1.97	-7.17
	Chikkamangaluru	6.78	0.28	-6.50
	Dakshina Kannada	1.76	0.57	-1.19
	Hasana	5.11	0.80	-4.31
	Kodagu	8.52	2.24	-6.28
	Mandya	4.27	0.07	-4.20
	Mysore	9.01	1.92	-7.09
	Udapi	1.1	0.78	-0.32
Belagavi Division	Bagalkot	13.22	1.99	-11.23
	Belagavi	8.46	1.49	-6.97
	Dharwad	8.54	0.31	-8.23
	Gadag	10.11	2.34	-7.77
	Haveri	8.4	0.21	-8.19
	Uttara Kannada	6.89	0.92	-5.97
	Vijayapur	17.32	2.38	-14.94
Gulbarga Division	Bellary	16.75	2.81	-13.94
	Bidar	12.41	1.68	-10.73

(Hydrabad Karnataka)	Gulburga	24.37	3.42	-20.95
	Koppal	21.95	3.21	-17.74
	Raichur	26.73	1.13	-25.6
	Yadgir	35.67	4.83	-30.84
	State	10.03	1.68	-8.35
	Co-efficient Variations	73.71	74.45	

Source: Dr. D.M.Nanjudappa Report-2002 and District at a Glance 2013-14 (All the Districts).

Table 3: fetches the percentage ratio of the School dropouts between the age group of 6 to 14. The main objective of the Universal Education Scheme (Sarva Shikshana Abhiyana) is to reduce the number of School dropouts. Sarva Shikshana Abhiyan took up the survey all over Karnataka in 2000 and reported that 8,13,563 children between the age group of 6 to 14 are school dropouts. Sarva Shikshana Abhiyana took up various programmes and succeeded in bringing 90% of the school dropout children back to school. Therefore only 10% of the children between the age group of 6 to 14 are remained as school dropouts. In Karnataka during 2013 the numbers of school dropout between the age group of 6 to 14 further reduced by 1.68%. During the period between 2000 and 2013 there is a slight rise in the disparity value between the inter districts. There is a rise of 0.74% in the disparity index level between the inter districts. Till 2013 there is considerable decrease in bringing back the school dropouts children to the school. It is observed that, the school dropout children ratio in Yadagir district of Karnataka is 4.83. When the school dropout ratio is compared with other districts it is noticed that in Yadgir district the school dropout children ratio has decreased by 30.84 points during this period. It is also noticed that the ratio of the school dropout children in this region is also quite high. Further, it is also observed that school dropouts' children at other backward districts of Karnataka have also considerably decreased. Likewise, it is observed that the school dropout children ratio recorded in Raichur, Kalaburgi and Koppal is 25.60 points, 25.90 points and 17.74 points respectively. When all these aspects are reviewed it is evident that the disparity still prevails in the backward districts. Therefore it is indeed necessary for the government to implement new programmes to eradicate disparity and attain equal development.

The present study throws light on the present status of education system in various districts of Karnataka state. There is a disparity in terms of literacy rate, school dropout children and Pupil-Teacher Ratio (PTR) amongst the different districts of the state. Though disparity prevails the index evinces development. As the literacy rate has considerably increased it can be said that education sector is been developing. Government has to give priority to the regions which are termed as backward regions on the basis of fundamental infrastructure index. When the disparity in the development of education sector in the districts of Karnataka is observed it is evident for the government to adopt micro and intensive guidelines to resolve the disparity issue.

**6. CONCLUSION:**

It is indeed impossible to rule out that Education sector in Karnataka has made a remarkable progress in the last six decades after the state became reunited on the basis of common language speaking region. But if at all the governments had adopted equality in the distribution of infrastructure, atmosphere and staff required for the development in the backward regions, today the backward regions would have also achieved much more progress. Though the facts and figures have considerably progressed, there is indeed requirement of hard work and grants for achieving qualitative progress. While appointing teachers the backward regions are to be prioritized. Likewise, when providing various infrastructure facilities priority is to be given to the backward region.

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