



## EDUCATIONAL POLICIES IN KARNATAKA: A STUDY ON HK-REGION

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### ABSTRACT

**E**ducation in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. There are three kinds of schools in Karnataka viz. government (run by the government), aided (financial aid is provided by the government) and un-aided private (no financial aid is provided). In majority of these schools, the medium of instruction is either English or Kannada. The syllabus taught in the schools is either of CBSE, ICSE, NIOS or the state syllabus (defined by the Department of Public Instruction of the Government of Karnataka). The curriculum includes subjects like science, social studies and mathematics apart from language related subjects. In order to maximize attendance in schools, the Karnataka Government has launched a midday meal scheme in government and aided schools in which free lunch is provided to the students. At the end of the secondary education, the students pursuing the state syllabus have to pass an examination called as SSLC to move on to the next level.

**KEYWORDS:** Education, school, infrastructure, empowerment, educational management

### INTRODUCTION

Education leads to individual freedom and empowerment, an individual self-reliant. It is seen as the foundation of society, enabling economic wealth, social prosperity and political stability. Education is therefore increasingly being viewed as a fundamental right across the globe and essential for the exercise of all human rights. All individuals are entitled to education.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having

autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. There are three kinds of schools in Karnataka viz. government (run by the government), aided (financial aid is provided by the government) and un-aided private (no financial aid is provided). In majority of these schools, the medium of instruction is either English or Kannada. The syllabus taught in the schools is either of CBSE, ICSE, NIOS or the state syllabus (defined by the Department of Public Instruction of the Government of Karnataka). The curriculum includes subjects like science, social studies and mathematics apart from language related subjects. In order to maximize



attendance in schools, the Karnataka Government has launched a midday meal scheme in government and aided schools in which free lunch is provided to the students. At the end of the secondary education, the students pursuing the state syllabus have to pass an examination called as SSLC to move on to the next level.

The policy of the government is to see that Every child attends school, Every child attains, effectively, the minimum level of learning, every teacher is at school and the community is actively involved in the betterment of the schools, thereby encouraging a mass campaign for primary education. The government of Karnataka has some objectives such as to ensure that all 6-14 year old children are in class 1-8, to ensure that all required infrastructure and human resources for providing eight years of free, compulsory, relevant and quality education are in place, to ensure that education becomes a means of genuine empowerment of the individual to achieve his / her full potential, to ensure that the learning process is made locally relevant, child - centered activity and joyful and to ensure that educational management is decentralized to the community and that the community takes ownership to ensure children's right to education.

## ABOUT EDUCATION IN KARNATAKA

Karnataka situated in the southern part of India is best known for its rich educational background. It houses some of the prestigious higher learning institutions in India. Bangalore, the capital city of the state is a major educational hub and attracts students from all over India and abroad. According to 2001 census report, the state has a literacy rate of 67.04%. The literacy rate of males is more than the females in Karnataka. However, the city of Bangalore boasts of a literacy rate of 83.91% which is more than the overall state literacy rate. The state government has taken up a lot of initiatives for improving the scenario of primary education in Karnataka

### Number of Schools in Karnataka:-

There are several schools in Karnataka which provide primary and secondary education to the students. As per the survey conducted on March 2012, the state had 54,529 primary schools which included 8.495 million students. The 9498 secondary schools in Karnataka included 1.384 million students.

## REVIEW OF RELATED LITERATURE

Several studies have been conducted to study the educational policies of different governments particularly problems and working of private and government educational institutions in India. The implementation of several educational programs of the

Center and State governments and its evaluation reports highlighted both merits and demerits of programs of different states. A review of certain important works is quite pertinent in the context of the present study. The review of some of such literature related to the topic are:

**Beth Savan (2004)**, Community-university partnerships: Linking research and action for sustainable community development observed that Community-based research, which usually links university students and faculty with community groups in applied research projects, is gaining recognition as an effective mechanism for community-directed research and development.

Jandhyala B G Tilak ( 2012), **Higher Education Policy in India in Transition” revealed that** With the government's attention being riveted for decades on elementary or primary education, higher education was reduced to the role of playing second fiddle.

K N Panikkar ( 2011), **India's Education Policy: From National to Commercial: found that** Post independence, India's leaders, particularly Abul Kalam Azad, advocated an education policy that would be liberal and humanitarian, and set the nation on the path of progress and prosperity. This path was neither a full continuation of the colonial modern nor a restoration of the feudal-traditional.

Gitanjali Sen and Rakesh Basant (2010 ), **Who Participates in Higher Education in India? Rethinking the Role of Affirmative Action”** explores how an individual's participation in higher education is dependent on her religious affiliations, socio-economic status and demographic characteristics. The study emphasises the relevance, both for analytical examination and in policy formulation, of distinguishing between stock and flow measures of participation and of recognising the differences (or imbalances) in the eligibility for higher education across groups

**Mahmood Mamdani (2011)**, conducted a study on “Higher Education, the State and the Marketplace” Using the Science Reasoning Tasks (SRTs) attempt has been made to identify the mental development level of each pupil in a classroom situation. The identical chronological ages do not necessarily mean identical development level; at least in a piagetian framework has been ascertained in a quantifiable and discernible format. The above mentioned studies have their relevance as well as importance, based on the objectives and type of research paper they carried out.

**OBJECTIVES OF THE STUDY**

The present Study “Educational Policies in Karnataka: A Comparative Study on Status and Problems of Government and Private Institutions in Yadgiri District” has the following objectives.

- 1) To make an in-depth analysis on the policies of government of Karnataka relating to Primary, Secondary and Higher education in Karnataka.
- 2) To find out the educational policies relating to private and government educational institutions in Karnataka over a period of time.
- 3) To compare the educational policies on status of private and government educational institutions in Hyderabad Karnataka Region.

**METHODOLOGY**

The present study intends to makes an in-depth analysis on the policies of government of Karnataka relating to Primary, Secondary and Higher education. Its objectives are to examine the educational policies in Karnataka, the contribution of private and government in imparting the quality of education, status and problems of government and private schools, the role and expectations of community and to recommend policy implications for effective implementation of educational policies in the state of Karnataka. The study intends to adopt the historical, descriptive and analytical methods of research.

**The Study:-**

**Table – 1: Facilities available in LPS - Education Department Schools in 2013-14**

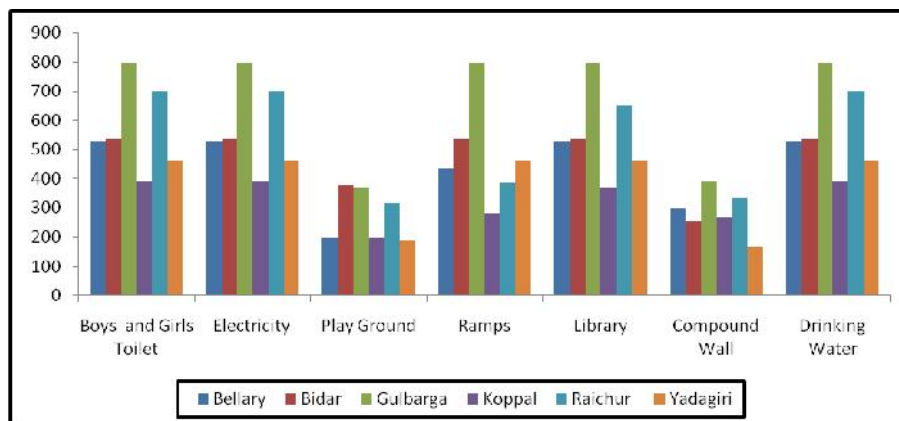
Study District	Facilities available LPS in 2013 – 14						
	Boys and Girls Toilet	Electricity	Play Ground	Ramps	Library	Compound Wall	Drinking Water
Bellary	529	529	200	433	529	301	529
Bidar	538	538	377	537	538	255	538
Gulbarga	795	795	369	795	795	389	795
Koppal	392	392	195	281	368	267	392
Raichur	699	699	317	387	652	332	699
Yadagiri	463	463	189	463	463	167	463

Source: Compiled from sarva Shikshana Abhiyan, Karnataka. – 2013-14.

Table -1 reveals that the facilities available in LPS from the education departmental schools in 2013-14 respectively. The researchers chosen study on HK region with major five district are as bellary, bidar, Gulbarga, Koppal, Raichur and Yadagiri. The facilities are toilet for

boys and girls, play ground, ramps, library, compound wall and drinking water. Government of Karnataka takes more keen interest to growth of education. It is also provides an idea that the facilities which are provided is more comfortable in all study region.

**Chart – 1: Facilities available in LPS - Education Department Schools in 2013-14**



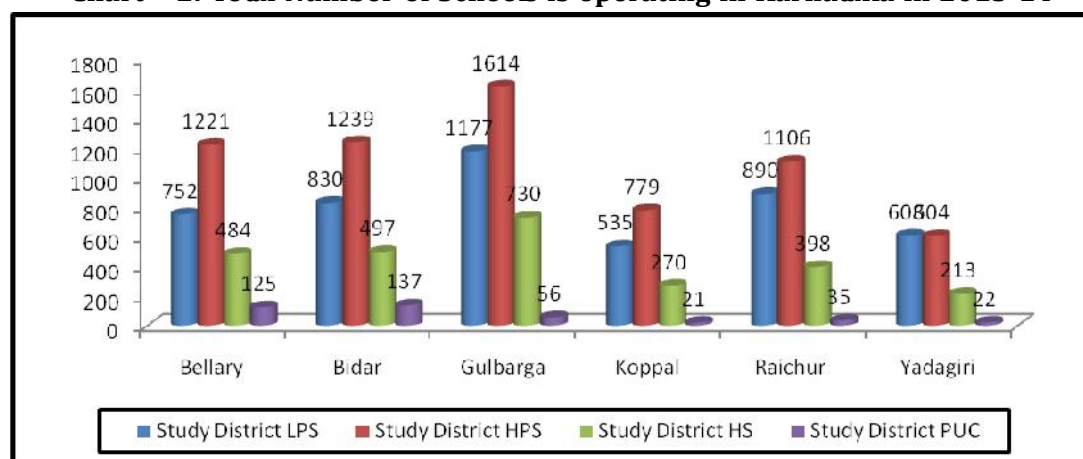
**Table – 2: Total Number of Schools is operating in Karnataka in 2013-14**

Study District	Total Number of Schools in 2013-14			
	LPS	HPS	HS	PUC
Bellary	752	1221	484	125
Bidar	830	1239	497	137
Gulbarga	1177	1614	730	56
Koppal	535	779	270	21
Raichur	890	1106	398	35
Yadagiri	608	604	213	22

Source: Compiled from sarva Shikshana Abhiyan, Karnataka. – 2013-14.

Table 2 deals with the total number of schools which are operating in Karnataka in 2013-14 on HK region respectively. In the year 2013-14 LPS are more in Gulbarga district compare to raichur and a slashed change in bellary, bidar, yadagiri and koppal. In case of HPS are more beneficial in Gulbarga and there is slight variation in bellary.

It is also reveals that HS in study areas are as Gulbarga as prime position and next is bellary and bidar. The study also depicted that the bidar as more number of pre-universities compared to Gulbarga and a very less in koppal need to be introduced more number of PUC Colleges for the support of education in rural and ruban areas.

**Chart – 2: Total Number of Schools is operating in Karnataka in 2013-14****Table – 3: Management wise LPS Under Hyderabad-Karnataka Region**

Study District	Management wise LPS			
	Education Department	Social Welfare	Aided	Un Aided
Bellary	529	02	03	218
Bidar	538	01	09	282
Gulbarga	795	04	14	362
Koppal	392	03	02	138
Raichur	699	10	04	177
Yadagiri	463	01	03	141

Source: Compiled from sarva Shikshana Abhiyan, Karnataka. – 2013-14

Table – 3 express the management wise LPS under Hyderabad Karnataka Region. The researchers are find out that some of the parameters are as education department, social welfare, aided and un aided. In Education department in HK region districts 795

management LPS in Gulbarga, secondly, raichur as education department, a very less number are in Koppal. Government of Karnataka takes important steps to developed educational department in Koppal district to improve.

**Table - 4: Management wise HS Under Hyderabad-Karnataka Region**

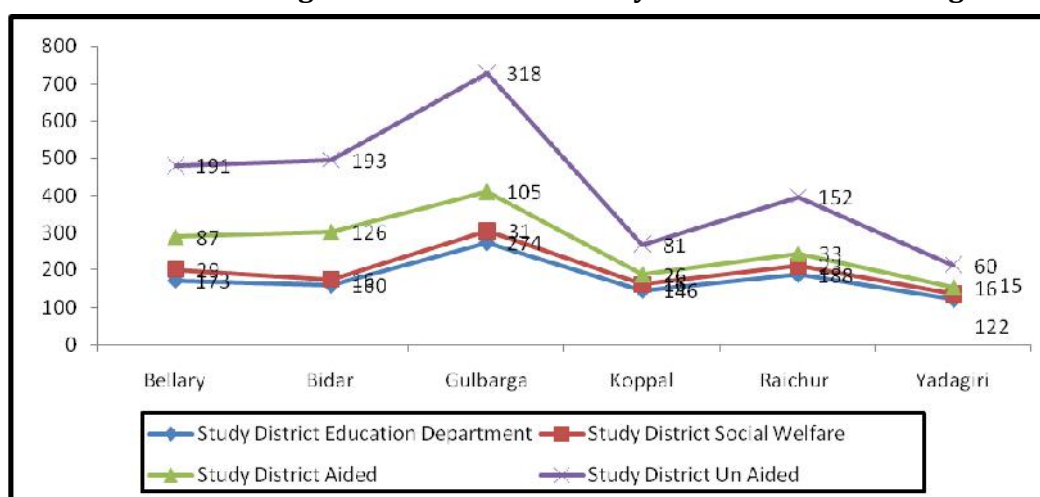
Study District	Management wise HS			
	Education Department	Social Welfare	Aided	Un Aided
Bellary	173	29	87	191
Bidar	160	16	126	193
Gulbarga	274	31	105	318
Koppal	146	16	26	81
Raichur	188	23	33	152
Yadagiri	122	15	16	60

Source: Compiled from sarva Shikshana Abhiyan, Karnataka. – 2013-14.

Table - 3 deals with the management wise HS under Hyderabad Karnataka Region. The researchers are find out that some of the parameters are as education department, social welfare, aided and un aided. The outcome of the study it is 274 HS in Gulbarga and lowest it

is 122 in Yadagiri. In Social welfare in Gulbarga it is first place and Yadagiri to shared lowest share in HS. More number of aided HS are introduced in bidar and a very slight number of HS in Yadagiri. Finally, un aided HS in HK region it is 318 in Gulbarga and 60 in Yadagiri

**Chart - 3: Management wise HS under Hyderabad-Karnataka Region**



**Table - 5: Management wise PUC under Hyderabad-Karnataka Region**

Study District	Management wise PUC			
	Education Department	Social Welfare	Aided	Un Aided
Bellary	40	00	13	67
Bidar	24	01	29	83
Gulbarga	20	00	07	29
Koppal	12	00	01	07
Raichur	11	00	03	09
Yadagiri	09	01	00	12

Source: Compiled from sarva Shikshana Abhiyan, Karnataka. – 2013-14.

Table - 4 reveals that the management wise PUC under Hyderabad Karnataka Region. The researchers are indicating that some of the parameters are as education department, social welfare, aided and un aided. The outcome of the study it is 40 PUC in Bellary and lowest it is

09 in Yadagiri. In Social welfare in Bidar it is first place and Yadagiri to shared lowest share in PUC. More number of aided HS are introduced in bidar and a very slight number of PUC in Yadagiri. Finally, un aided PUC in HK region it is 83 in Bidar and 09 in Raichur.



**Table – 6: Particulars of the student strength in last five years**

Sl.No	Year	I PUC	II PUC
1.	2006-07	427988	361807
2.	2007-08	529879	433183
3.	2008-09	534430	434425
4.	2009-10	555977	428580
5.	2010-11	517000	450000

Source: Department of Pre-University Education, Annual Report 2010-11.

Table - 6 reveals that the particulars of the student strength in last five years in First year PUC and Second year PUC during 2006-07 to 2010-11 respectively. The result of the above table it indicates that there is an

increased trend in First and Second PUC. It the outcome of this table that more number of students are received good and required education is received.

**Table – 7: District Wise PU Colleges in the State as on 2010-11**

Study District	District wise PU colleges in the state as on 2010-11			
	Govt.	Aided	Unaided	Total
Bellary	39	08	71	118
Bidar	28	28	75	131
Gulbarga	45	21	114	180
Koppal	34	07	27	68
Raichur	39	07	61	107
Yadagiri	24	02	19	45

Source: Department of Pre-University Education, Annual Report 2010-11.

The above table 7 expressed that the district wise PU Colleges in the State as on 2010-11 respectively. The government colleges are 45 in Gulbarga and a very less in Yadagiri it is 24 only. The study also reveals that the

Aided colleges are more in Bidar and it is very less number of Colleges in Yadagiri. Un aided colleges are more in Gulbarga and a very slight number of PU Colleges in Yadagiri.

**Table – 8: Number of PU Colleges Sanctioned during 2006-07 to 2010-11.**

Sl. No	Year	No. of PU Colleges Sanctioned
1.	2006-07	275
2.	2007-08	217
3.	2008-09	95
4.	2009-10	138
5.	2010-11	192

Source: Department of Pre-University Education, Annual Report 2010-11.

## CONCLUSION

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The Government of Karnataka particularly, the department of pre-university education is a very critical and important component in the education. A good foundation is laid for improving the personality of students at PU level. It is here they choose various streams, which lead to further general and professional courses. Today higher education is reaching a larger section of students and good results are also seen. Hence, there is a great demand for pre university education. All the government, private aided and private

unaided pu colleges come under the purview of the department of pre-university education in the matters of administration, academic and examination.

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