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ACCESS AND QUALITY OF ELEMENTARY EDUCATION IN KARNATAKA

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----------ABSTRACT----------

The primary objectives of this study are to evaluate the access to and quality of education in Karnataka and to understand the socio-economic conditions Karnataka. Conducted in the Kalyana-Karnataka region, this study employed a primary survey method based on interview schedules. The findings reveal significant socio-economic factors affecting students, including their rural or urban backgrounds, religion, social group, land ownership, and type of ration card. Key factors influencing access and quality of education encompass the medium of instruction, type of school, infrastructure, school distance, reading ability, academic performance, and proficiency in mathematics.

KEYWORDS: *Socio-Economic condition, Access, Quality, and School infrastructure.*----------

INTRODUCTION

Primary education is the stage where education touches at every point. At this level, curiosity, creativity and activity will not confine to rigorous teaching and learning methods. For this reason, the Indian government has made education a fundamental right and it is a birthright for everyone living in the country. Since independence, both the central and state governments expanded primary formal and non-formal education to achieve the universalization of elementary education. Achieving the free and compulsory education target is a great challenge and many efforts accomplish this goal. In this direction, the Indian government has started several educational programmes, such as District Primary Education Programme (DPEP) and Sarva Shikshan Abhiyan (SSA). Nevertheless, these programs were developed post-1990s and perceive education as a good with economic value. The main emphasis was on the maximum enrolment of the children rather than improving the capabilities of children through quality education. The 86th Amendment to the Constitution, enacted in 2002, introduced Article 21-A, establishing free and compulsory education as a fundamental right for all children between the ages of six and fourteen. The Right to Education Act 2009 represents the legislation under Article 21-A to state every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school that satisfies certain essential norms and standards.

The RTE Act was implemented on April 1st 2010, it made primary education as a birthright for each person in the country. The Right to Education Act further guarantees equal educational opportunities for every child in India, particularly at the primary level. The Indian government has implicitly acknowledged that elementary education holds the characteristics of a public good. This recognition stems from the fact that the advantages of elementary education extend beyond individual students to benefit the entire society in a significant manner (Jandhyala B.G. Tilak 1996). Effective elementary education eradicates child labour and exploitation, including the phenomena like child marriage. It considers a basic need fulfilment that helps to fulfil other basic needs (Panchamukhi et al. 1995). The government of Karnataka has achieved notable advancements in the reduction of illiteracy, boosting student enrollment rates (GER), creating additional primary schools and recruiting teachers (Govt of Karnataka 2022). The Karnataka government has implemented several schemes such as free education, a Mid-day Meal Scheme, free textbooks at primary and secondary education levels, supplying free uniforms, bicycles, shoes, providing milk, scholarship and a Six-month Seasonal Bridge Program (Govt of Karnataka 2020).

REVIEW OF LITERATURE

Govinda Rangachar and Madhumita Bandyopadhyay (2010) examined social exclusion and school participation in India. They analyse the complexities among children excluded from elementary schools and focus on educational policies and actions essential to make educational expansion more equitable. The study mainly focuses on exclusion and identifies four clusters as factors influencing exclusion. The first cluster relates to gender. The second cluster concerns the outcomes from policy, legal, strategy and operational measures to address the dimensions of exclusion. The third cluster of forces that keeps children out of school, particularly girls, revolves around the location. In addition to rural-urban disparities, living in remotely located homes dampens children's ability to go to school. Lastly, the study identifies poverty as the fourth factor that keeps children out of school.

Abhiroop Mukhopadhyay and Soham Sahoo (2016) survey whether access to secondary education affects primary schooling in India. They investigate whether access to secondary school education increases primary school enrolment among children aged 6-10 years. The study uses a household-level longitudinal survey in Uttar Pradesh and explores whether access to secondary school affects primary schooling. This study reveals that the proximity of the nearest secondary school plays a significant role in shaping primary school enrollment and attendance. It emphasizes that the presence of secondary schools impacts primary education not solely due to the potential for better quality education at the primary level but primarily because it offers a path for educational continuation.

Rekha Kaul (2001), in her study with a sample of 93 schools in Karnataka and investigate the access to elementary education in terms of quality, retention and dropout rates in Karnataka. The study finds that access to primary education, the excellence of primary education, retention and dropout rates or influenced by revealing cost structure class and gender disparities in the region. The study attempted to grasp the reality and quality of children's life through access to education. The study reveals that government programs characterized by high levels of structure and centralization have not effectively addressed the practical challenges on the ground.

Ian Attfield and Binh Than Vu (2013) in their study investigate the minimum primary standards in Vietnam by using annual school audits, which measure both input (quality) and output indicators. The study finds that Vietnam's decade-long encounter with minimum school standards has yielded predominantly positive results. This is attributed to the implementation of a more comprehensive and equitable strategy for extending and strengthening the primary school system in Vietnam.

Nirmala Rao and Mami Umayahara et al. (2021), in their study Focusing on UN Sustainable Development Goal 4.2, which aims to provide equal access to quality primary education for all boys and girls, this study investigates the progress of Bangladesh, China, India and Myanmar in this regard. The study used national datasets to evaluate the equitable availability of early childhood education and in-depth analysis of country-specific policy documents was conducted to assess how these nations have approached the aspect of educational quality. The study finds large variations in access to early childhood education among Bangladesh, China, India and Myanmar. The variations in access is mainly attributed to family wealth.

Renu Singh and Sudipta Sarkar (2015) investigates how teaching quality impacts students' outcomes in public and low fee-charging private schools in India. The study is based young lives longitudinal survey data collected in 2002, 2006 and 2009. The study finds that students in private schools have a significantly higher mathematics scores than public schools. The teacher features like teaching experience, qualification on gender, content knowledge do not have significant influence on students learning outcome in both private and public schools. The indicators such as proximity of teacher's residence to the school teachers, teachers' attitude towards school and students and teaching practices such as regular checking of books, emerge as essential factors that determine student outcome.

Ravinder and Rena (2011) the study was conducted in four primary schools to evaluate the standard of primary education in Papua New Guinea (PNG). The study reveals a concerning trend of deteriorating educational quality over recent decades. It highlights the prevalent lack of classrooms, teachers and essential facilities in numerous schools across PNG. Resulting in loosing interest by children to go to school the children school dropout is higher and it is due to assist their families in households and agricultural activities. The study also reveals that the school dropout rate among girls is higher than boys due to gender disparity in the country.

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Katharina Michaelowa (2001), in her study, examine assessing the quality of primary education in the Sub-Saharan Africa region, specifically in five countries: Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal. The research relies on a comprehensive dataset generously provided by the Program on the Analysis of Education Systems, which offers a wealth of valuable information. The study assesses the individual, school level, and national characteristics determining fifth-grade students' achievement in French and Mathematics. Special consideration gives to institutional factors and further questions regarding the possibility of a trade-off between enrolment and education quality to increase the efficiency of education spending.

Subhasish Das and Amit K. Biswas (2019) in their study focuses on evaluating the quality of primary education in rural areas of India, exploring the factors influencing it. The research relies on data related to the quality of rural primary education, the Annual Status of Education Report (ASER), a comprehensive assessment conducted annually by the Pratham organization since 2005. The study identifies high and low-performing states analyses their performance over the years, especially after introducing the Right to Education (RTE) Act in 2009. It also discusses the factors that positively or negatively impact the learning outcome. The analysis unveils the retrogression of the quality parameter over the years. The policies have emphasized steady enrolment expansion without paying the required attention to the learning outcome. As a result, the quality of primary education has been comprised in the process. The diminishes the splendor of India's educational achievement.

OBJECTIVES

1. To study the socio-economic conditions in Karnataka.
2. To Measure the Access and Quality of primary education in the study area.

HYPOTHESIS

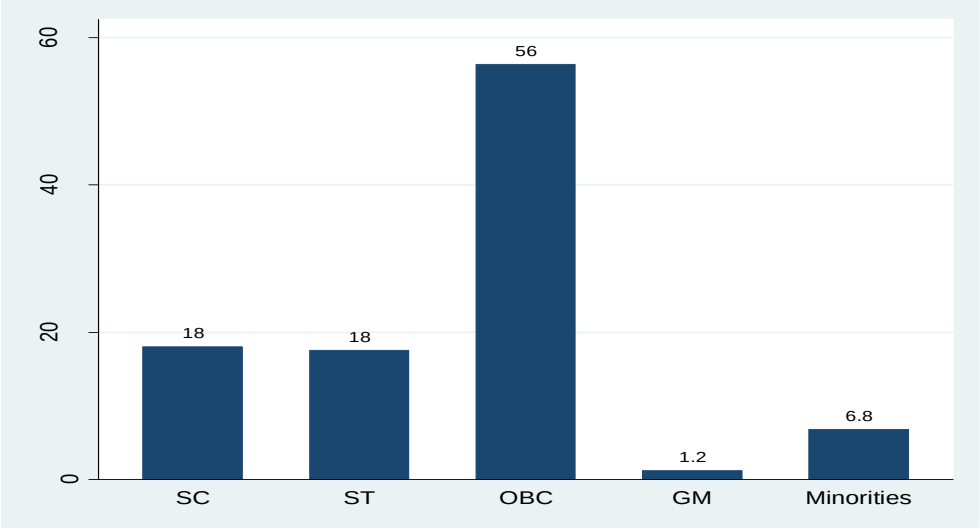
1. Primary education access and quality are significantly diverse in the study area.
2. The role of ICT in improving Quality education is negligible in the study area.

DATA & METHODOLOGY

The study uses secondary and primary data and the primary data collects through an interview schedule. The sample used stratified random sampling-overall respondents of 410 students and 123 students in Hyderabad-Karnataka. The study contains 41 schools and, in each school, ten students and three teachers from four districts and in each district, two talukas and five rural and five urban schools. In the data analysis statistical software STATA software was used in the study.

RESULTS AND DISCUSSION

1: Social Groups

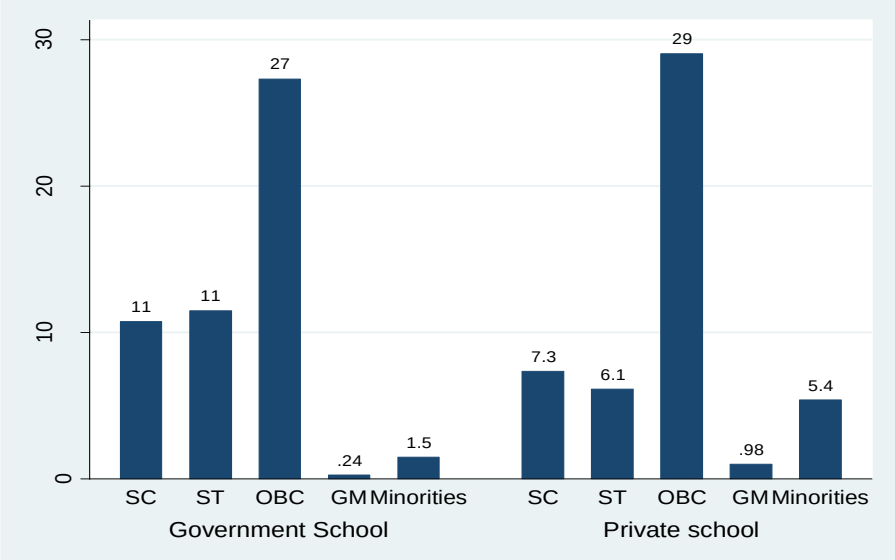


Source: Primary data (Collected by the author)

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The above picturized data in the graph illustrates the social groups of Hyderabad Karnataka as SC, ST, OBC, GM and Minorities that too in school education system. Getting the education in schools is divided into categories based on their caste for the calculation, OBCs stand with the highest 56%, other than 18% SC and 18% ST are same in numbers. The remaining social group is Minorities, which has 6.8% in the list and only 1.2% of the students are there in GM. This graph indicates that 56% of the students belong to OBC in obtaining school education.

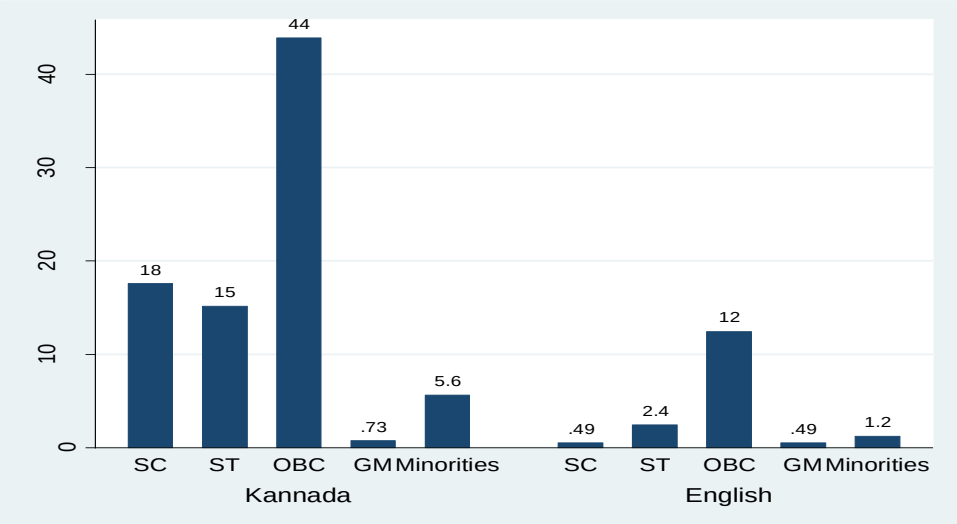
2. Social Group wise Type of School student



Source: Primary data (Collected by the author)

The above depicted data in the graph clarifies that the social group wise school student type who study in the schools but the schools are divided into types as government and private schools. About 27% OBC, 11% SC, 11% ST, 1.5% Minorities and 0.24% GM study in the government schools as well as 29% OBC, 7.3% SC, 6.1% ST, 5.4% Minorities and 0.98% GM study in Private schools. Comparatively, 29% of the OBC students gain the education in private schools but other categories are less in obtaining education private schools. Most of them depend on government schools.

3. Social Group wise Medium of School

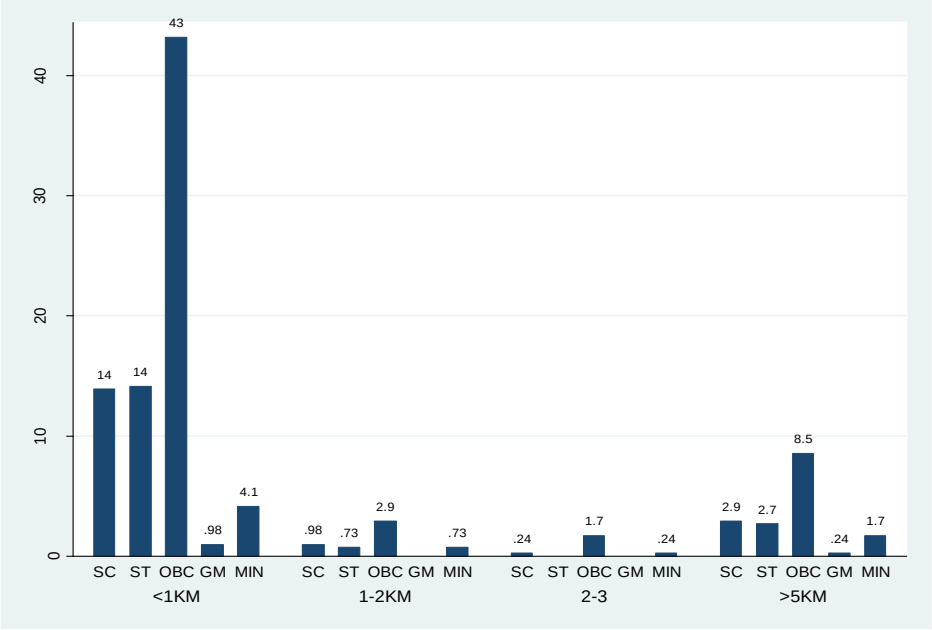


Source: Primary data (Collected by the author)

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The graph exhibits the social group wise medium schools in the study area by classifying the categories and how many students get the education in Kannada and English according to the above data, which depicts 44% OBC, 18% SC, 15% ST, 5.6% Minorities and 0.73% GM students gain the education in Kannada medium and the remaining 12% OBC, 2.4% ST, 1.2% Minorities, 0.49% SC and 0.49% GM students get education in English medium. As per the comparison of both medium of obtaining education in schools, there are a smaller number of students gain education in English medium schools.

4. Social Group wise School Distance

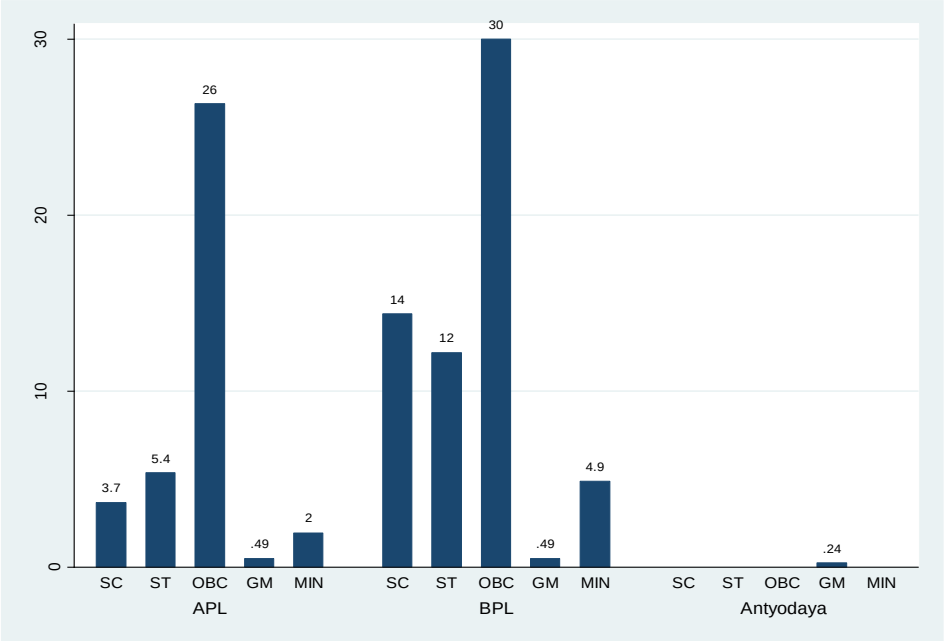


Source: Primary data (Collected by the author)

The existing demonstrated data evaluates the social group wise school distance from their dwellings. Hence, it is divided into 1km, 1-2km, 2-3km, 5km as their distance from schools to homes and homes to schools in the category wise (Social groups). About 43% OBC, 14% SC, 14% ST, 4.1% Minorities and 0.98% GM have 1km distance from the schools to their homes and followed by, 2.9% OBC, 0.98% SC, 0.73% ST, and 0.73% Minorities come between 1-2 km distance to schools but there is no student in GM in the list. Similarly, the data calculation discloses 1.7% OBC, 0.24 SC and 0.24% Minorities attend schools from 2-3 km distance during the working days but nobody is there in ST and GM in this distance. Lastly, 8.5% OBC, 2.9% SC, 2.7% ST, 1.7% Minorities and 0.24% GM attend schools from 5km distance.

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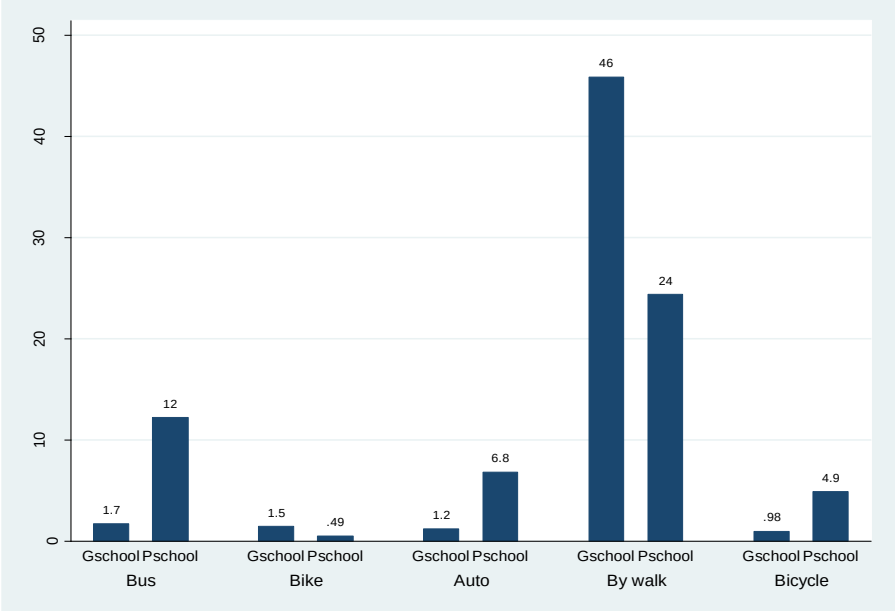
5. Social group wise ration card



Source: Primary data (Collected by the author)

The above table enunciates the social group wise ration card focusing on social categories SC, ST, OBC, GM and Minorities. Thus, about 30% OBC, 14% SC, 12% ST, 4.9% minorities and 0.49% GM access and have BPL cards, followed by 26% OBC, 5.4% ST, 3.7% SC, 2% Minorities and 0.49 GM encompass the APL cards and only 0.24 GM students' families have Antyodaya cards for ration but SC, ST, OBC and Minorities do not have Antyodaya. The ration cards are supplied based on poverty lines, while looking BPL ration cards, many of the social groups still live under below poverty line as the beneficiaries.

6. School Type Wise School Commute

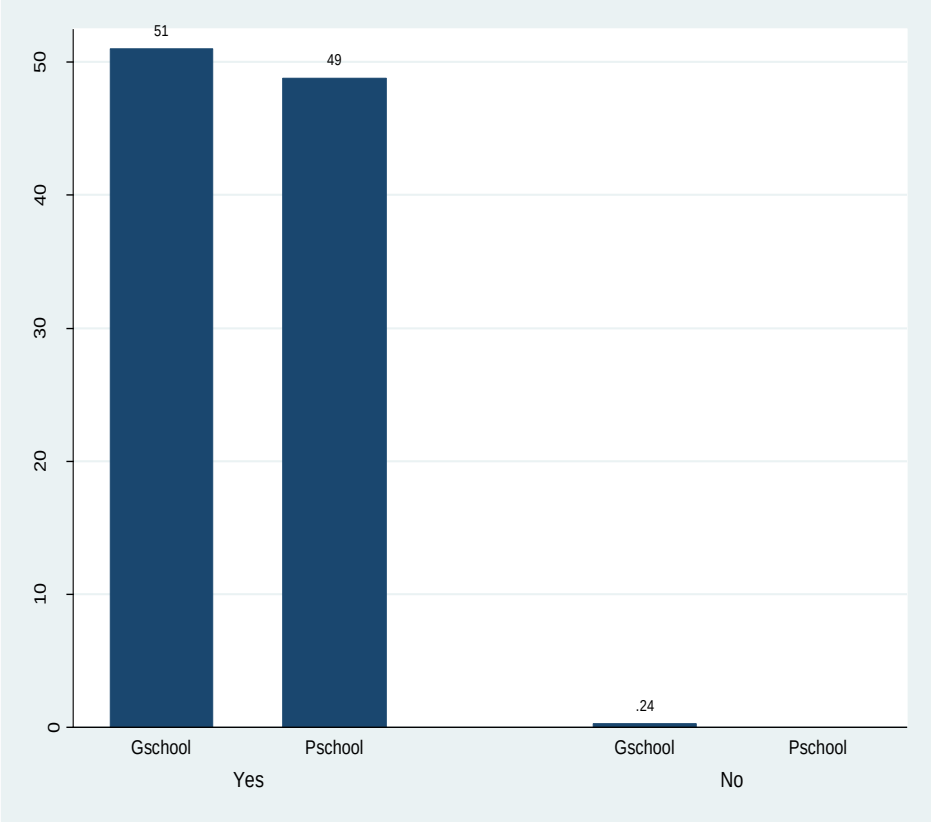


Source: Primary data (Collected by the author)

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The data describes about commuting to schools during the working days of the schools by considering government and private school through bus, bike, auto, by walk and bicycle. There are 46% government and 24% private schools' students come by walk to attend schools but 12% private and 1.7% government schools' children come by bus comparatively others like 6.8% private and government 1.2% schools' students come by auto as well as 4.9% private and 0.98% government schools' students use the bicycles to come classes and only 1.5% government and 0.49% private schools' students use the bikes too.

7. School Type Wise Reading

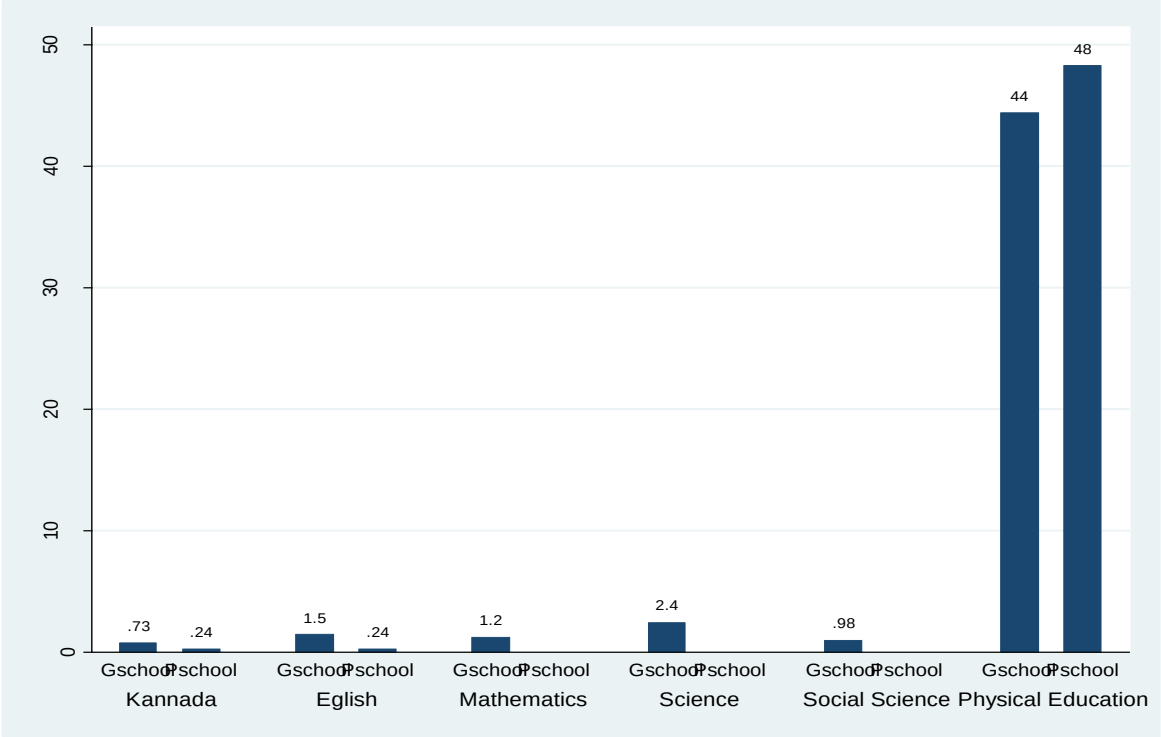


Source: Primary data (Collected by the author)

The above picturized data illustrates the school type wise reading. About 51% government and 49% private schools are in the reading as well as 0.24% government schools do not read but zero percent of the private schools. The investigation clarifies that there is huge progress in the private schools in reading process but still the government schools require to adopt such ambience in creating students' mindset.

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8. School Type Wise Lack of Teaching Staff Subjects

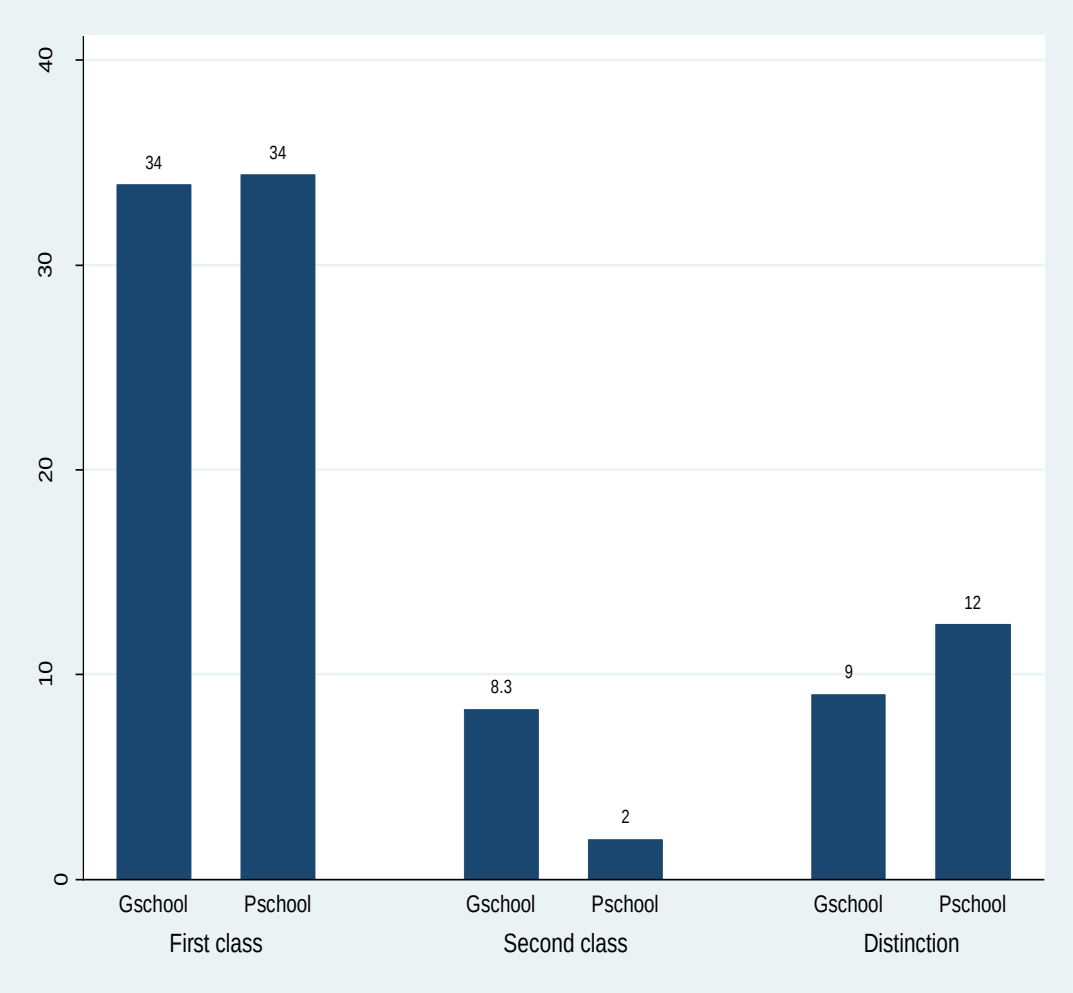


Source: Primary data (Collected by the author)

The academic staffs are essential to run any schools that too in teaching field. Sometimes, there is a predicament of lack of teaching staff and even the study also tries to show if there is lack of faculty, required to fill. Thus, many of the schools like 48% private and 44% government schools run without having physical education teacher. Apart from this, 2.4% government schools face lack of the Science staff but there is no problem for private schools that they have Science teachers. Remaining 1.5% government schools do not have English teachers and only 0.24 private schools have lack of English teachers. Followingly, 1.2% government schools unable to have Mathematics staff but there is no issue for private schools as well as 0.98% government fail to access Social Science staff but private schools have complete faculties for Social Science. At last, 0.73% government and 0.24% private schools have lack of Kannada staff. Comparatively, the private schools provide betterment of education by having faculties per each subject but the government schools require many teachers for the concerned subjects.

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9. School Type Wise Examination Result

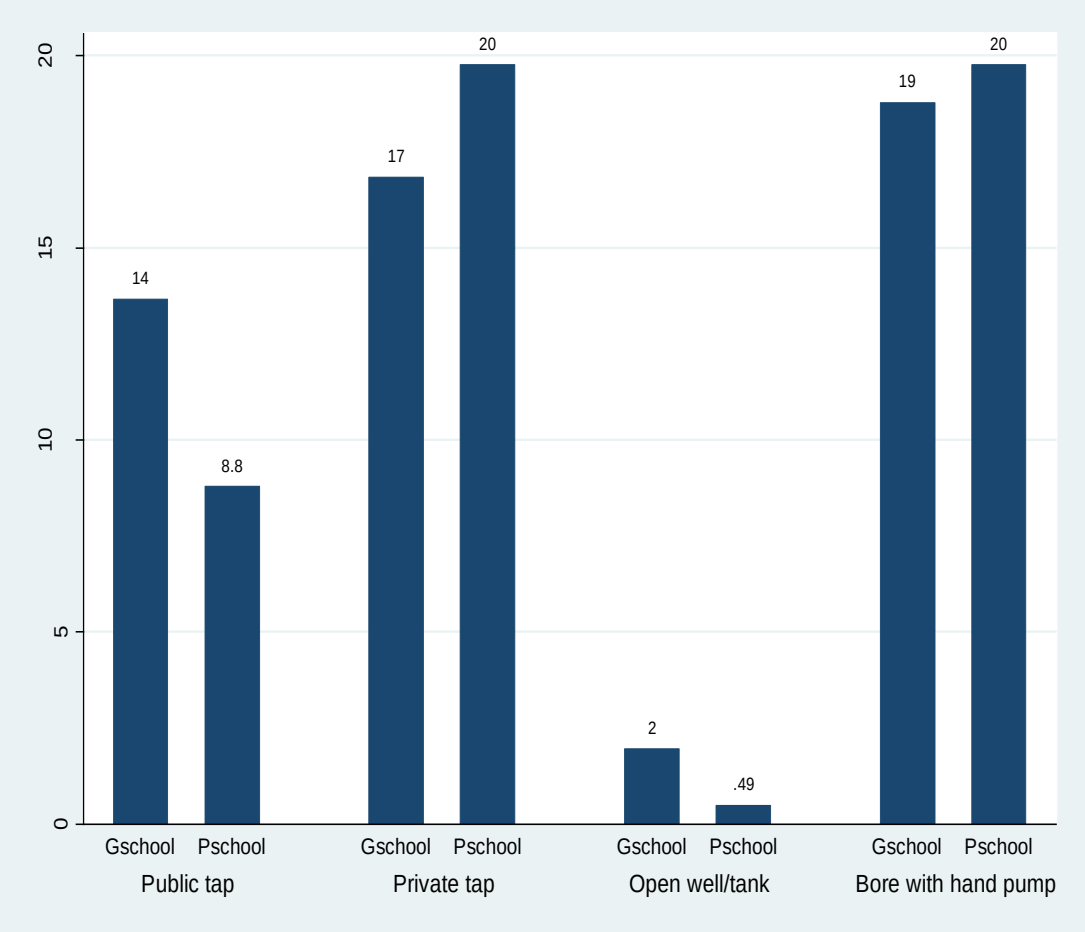


Source: Primary data (Collected by the author)

The table analysis depicts the school type wise examination result in government and private schools as 34% private and 34% government schools obtain first class in the equal level, followed by 12% private and 9% government schools gain the distinctions in the exam results and rest of the 8.3% government and 2% private schools get second classes in the exams. There are many students who score first class in their exam results.

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10. School Type Wise Drinking System

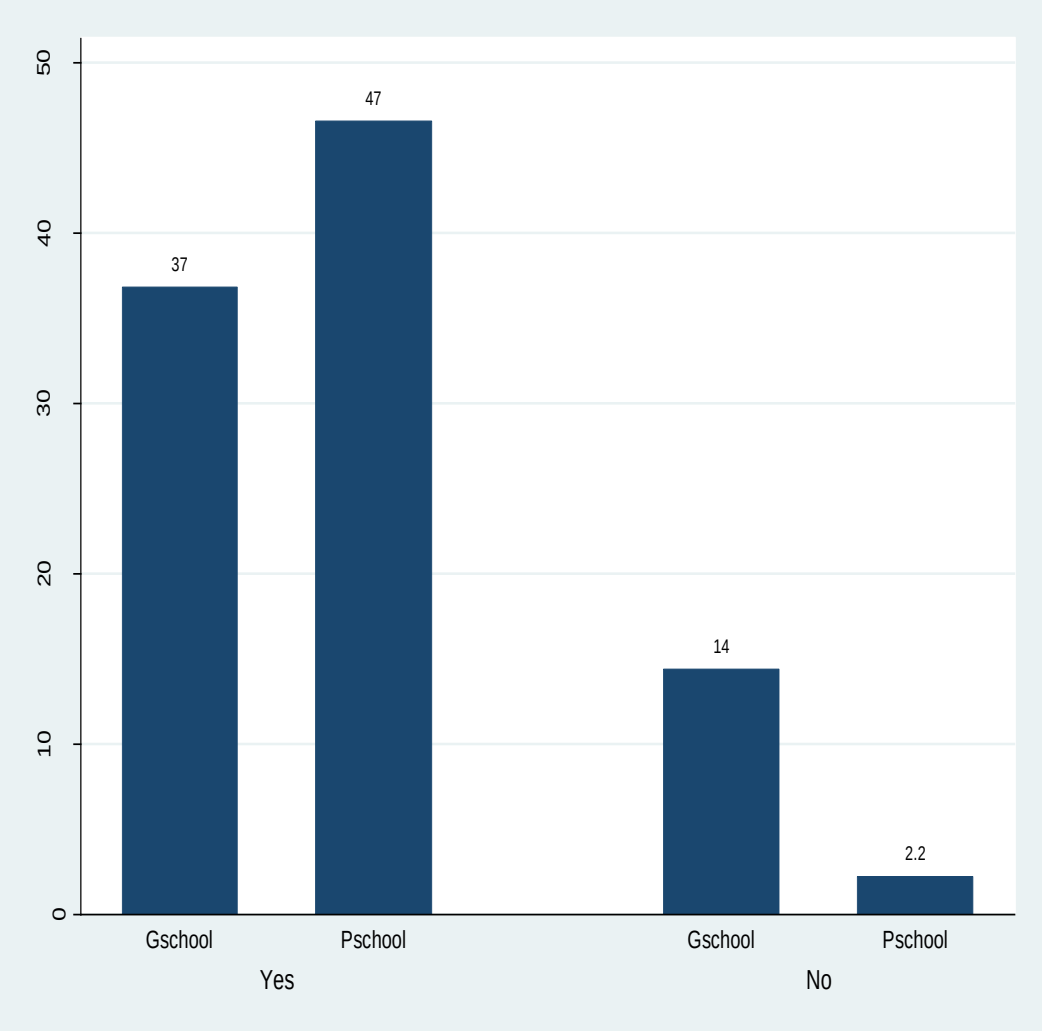


Source: Primary data (Collected by the author)

The picturized data in the graph focuses on the school type wise drinking water facilities in government and private schools. Hence, about 20% private and 17% government schools have private taps for drinking water, followed by 20% private and 19% government schools use bore the water from bore with hand pump, remaining 14% government and 8.8% private schools' students access public tap for water and only 2% government and 0.49% private schools depend on open well/tank for drinking water.

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11. School Type Wise Toilet Facilities

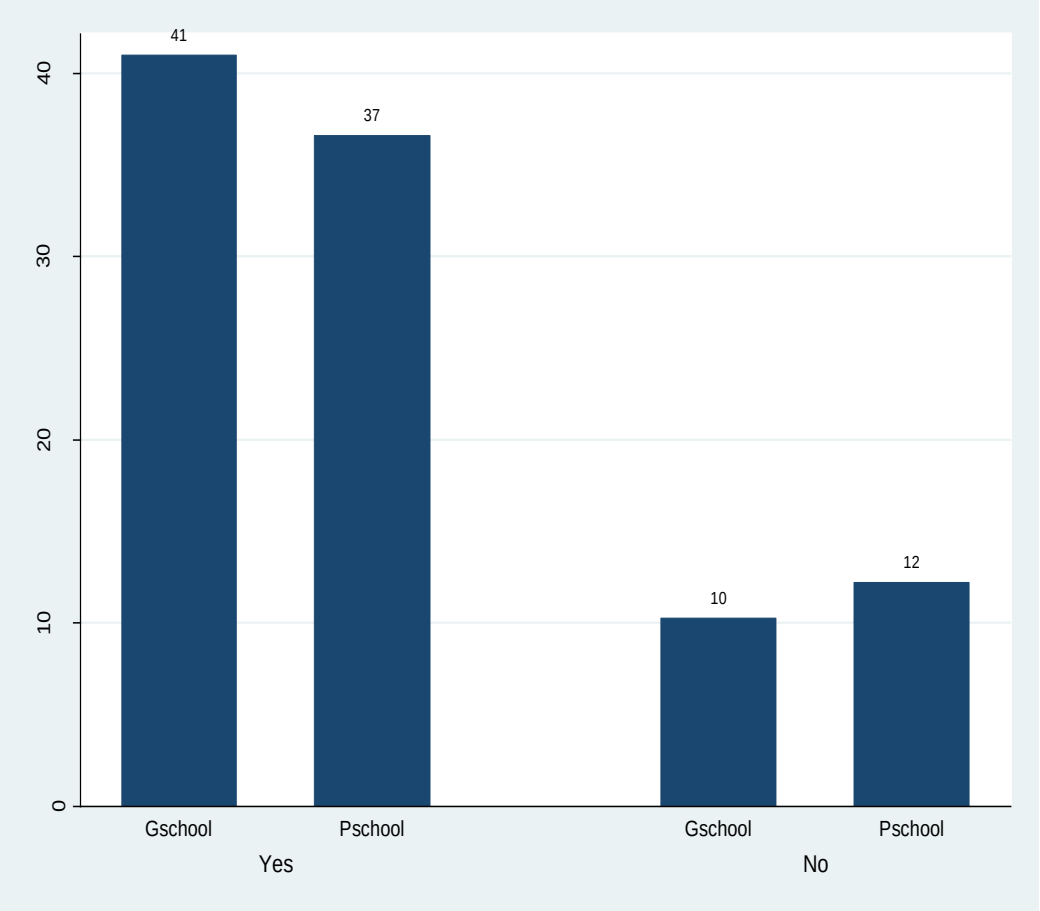


Source: Primary data (Collected by the author)

It is asked school type wise toilet facilities in both government and private schools whether they have or not but according the investigation in the schools that too in the study area, which proves approximately 47% private and 37% government schools have and maintain the toilet facilities but still 14% government and 2.2% private schools do not have toilet facilities for both boys and girls who are studying in the schools.

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12. School type wise playground



Source: Primary data (Collected by the author)

The development and reorganization of the schools' reputation depend upon the sports also. That is the reason, students should at least have playgrounds for the happy moments and practicing games. Henceforth, the investigation raises the question of playground facility for students like 41% government and 37% private schools agreed that they have playground by addressing 'yes' and only 12% private and 10% government schools say 'no' and do not have playgrounds for sports of their children.

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