CHAPTER 6

FINDINGS, SUGGESTIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter ends up the study. At the initial part of this chapter, the detailed findings pertaining to each objective has been enlisted. It is further succeeded by the important suggestions based upon the findings of the study. And at the last, the whole study is concluded and way forward is provided with regard to issues that can be further taken up for research studies.

6.2 FINDINGS OF THE STUDY

This section provides with important findings of the study based on the objectives of the study. They are as follows.

6.2.1 Findings of Objective 1

With regard to objective of analyzing the trends in educational indicators with regard to gender, place and SC/STs in Karnataka, the following are the main findings. They are:-

a) The state has reduced the literacy gaps between urban and rural areas by 9.15 per cent points over the period 1991-2011. Across rural areas, it showed an improvement to the tune of 21.16 per cent points over this period, while the literacy rate in urban areas improved by 12.01 per cent points. The gender gap in literacy rates in the state has declined by 8.53 per cent points during the same period. The literacy rate among Scheduled Caste population in Karnataka has improved by 27.23 per cent points and among Scheduled Tribes; improvement by 26.08 per cent points has been recorded.

b) The Eleventh Plan Approach Paper of Planning Commission had suggested a benchmark of 85 per cent literacy rate across states to be achieved by the plan end. The literacy rate of Scheduled Caste and Scheduled Tribe is far behind the goal. Further, the State's overall literacy rate, rural literacy rate, male literacy and female literacy have not yet achieved the benchmark of literacy rate. This is a cause of concern.
c) Though the literacy rate of STs is quite lower than that of SCs, but the improvement in literacy rates of STs is higher when compared to SC across rural, urban, male and female dimensions.

d) No doubt the difference between the highest and lowest literacy rate across the districts have declined over the period 1991-2011, but inter-district variations still persists. CV in the literacy rate among the districts in the state has declined from 18.05 per cent in 1991 to 11.25 per cent in 2011. The inter-district variations in literacy rates among social groups in 2011 stood highest across Scheduled tribes with the value of CV being 14.12 per cent. The inter-district variations across female SCs and STs are wider than the inter-district variation among male SCs and STs.

e) The female literacy rate of Dalits across northern backward districts of Karnataka has not crossed 50 per cent even in 2011. This is a serious cause of concern in the era of fostering inclusive growth in the state.

f) The Worker’s Participation Rate (WPR) of literates are moderately higher than the WPR of illiterates across total population and across males. The WPR of female illiterates is higher compared to WPR of female literates. There is considerable improvement in WPR of male literates over the census years and it has stood highest compared to WPR of male illiterates.

g) Total number of elementary schools in the state has progressed with a growth rate of 2.79 per cent. Across urban areas, it has risen by 5.36 per cent whereas across rural areas, it has risen by 2.16 per cent.

h) The male and female enrolment in elementary education has recorded negative growth rate over the years. Across social groups, the scheduled tribes have recorded positive increase in enrolment, wherein the growth rate stood at 2.69 per cent. On an average, the share of male enrolment to the total stood at 52 per cent and female stood at 48 per cent; share of SC and ST was 18 and 7 per cent.

i) Participation of girls is quite lower than that of boys across elementary education across the years and the participation of SCs and STs is quite higher across elementary education. The major challenge before the state is to bring 22.73 per cent of the left-out males, 23.82 per cent of left-out females, 23.14 per cent of left-out SCs and 20.72 per cent of the STs into the main-stream.
j) No doubt that the transition rates are more than 90 per cent and recorded considerable progress during eleventh five year plan, but it has seen a marginal decline in the initial year of twelfth five year plan. Therefore, there is greater urgency to sustain the transition rates in order to enhance the access to upper-primary stage of education in Karnataka. The Pupil-Teacher Ratio of the state in elementary education is below the stipulated target.

k) The Composite Infrastructure Index for primary schools across districts discloses that almost 84 per cent of the districts have attained a better Composite Infrastructure Index ranging from 0.96 points to 0.65 points.

l) Almost more than 95 per cent of the students enrolled are successfully completing their elementary level of education. The average passing share of girls is marginally higher than the boys.

m) The Worker’s Participation Rates (WPR) of males who pursued elementary level of education are higher than the WPR of females, but the improvements in the WPR of females is considerably highest when compared to males. The Gender Parity Index (GPI) of WPR across elementary education in Karnataka has seen a fair increase from 0.37 points in 1991 to that of 0.55 points in 2011.

n) Total number of lower secondary schools and pre-university institutions in the state has progressed with a growth rate of 5.10 and 7.60 per cent respectively. Similarly in the context of enrolment across secondary and pre-university institutions, it was found that the growth in female enrolment (6.80 per cent) stood highest when compared to growth in male enrolment (4.68 per cent). Further the growth in ST enrolment stood highest than the growth in SC enrolment.

o) The GER across gender and social groups is at par with the State’s GER in secondary education. Though there is positive increase in the GER across secondary education in the state, but Still GER of around 19% is needed to achieve the target of Planning Commission.

p) The Drop-Out rate across Class 9 and 10 by gender records considerable reduction over the years. Across males it has reduced by 14.98 per cent and among females, it saw a reduction of 15.26 per cent. The Pupil-Teacher Ratio of the state in secondary education is below the stipulated target. It is also found that the passing achievements of Scheduled Caste and Scheduled Tribes across 12th Grade are quite lower when compared to 10th Grade in Karnataka.
q) In most of the districts there is need for improvement in playground facilities, ramp facilities and provision for constructing compound walls across lower secondary schools. The availability of computer facilities across lower secondary schools are lagging in most of the districts. The composite Infrastructure Index for lower secondary schools across districts discloses that almost 80 per cent of the districts have attained a better Composite Infrastructure Index ranging from 0.85 points to 0.65 points.

r) Across secondary education, the WPR of males are higher than the WPR of females and the improvements in the WPR of males is considerably highest when compared to females. The overall WPR across secondary education in Karnataka has seen considerable rise by 8.60 points. The Gender Parity Index (GPI) of WPR across secondary education in Karnataka has seen a fair increase from 0.26 points in 1991 to that of 0.37 points in 2011.

s) The total higher educational institutions in the state have increased considerably with an average annual growth rate of 4.29 per cent. On an average, the share of male and female enrolment stood at 58.5% and 41.5% with a differential gap of around 17% during the reference period. On an average, the percentage share of SC enrolment stood at 11.35 percent and across STs, it remained at 3.18 per cent.

t) The GER in higher education increased by 13.91 per cent points during the period 2004-05 to 2010-11. With regard to gender, the GER across males saw an increase by 13.83 per cent points and GER across females increased by 13.98 per cent points during the same period.

u) The GER across higher education among SCs and STs in Karnataka have achieved considerable progress. The GER of SCs has increased around 11.71 per cent points and the GER among STs has recorded an increase of 13.61 per cent points over the period 2004-05 to 2010-11.

v) Across higher education, the WPR of females have declined by 6.15 points, whereas the WPR of males have increased a bit by 2.14 points during the period 1991 to 2011. The overall WPR across higher education in Karnataka has seen considerable rise by 6.53 points. The Gender Parity Index (GPI) of WPR across higher education in Karnataka has seen a considerable decline by 0.09 points.
6.2.2 Findings of Objective 2

With regard to objective of examining the pattern of expenditure incurred on different levels of education in Karnataka in context of inclusive growth, the following are the main findings. They are:-

a) The total expenditure incurred on education sector when seen as a percentage to the total expenditure of the state reveals that the share has almost dwindling around 12 to 18 per cent. It has seen a marginal decline by 2.71 percent points during the reference period 2000-01 to 2012-13

b) The total education expenditure of the state in real terms has progressed at 8.49 per cent, while the total education expenditure of the state in nominal terms has progressed with growth rate of 16.3 per cent. The share of education expenditure to the social services remained at 49.96 per cent and to the State’s GDP, it remained at 2.67 per cent.

c) The State is placing higher priority to education of women, SCs and STs in recent years. During the period 2007-08 to 2012-13, the share of Gender budget outlay on general education to the total Gender Budget Outlay has increased from 10.98 per cent to 38.14 per cent. The share of SCSP outlay on education to the total SCSP Outlay has increased from 3.97 per cent to 10.60 per cent and the share of TSP outlay on education to the total TSP Outlay has increased from 3.82 per cent to 14.91 per cent during the period 2007-08 to 2011-12.

d) The trend growth rate with regard to elementary education expenditure in Karnataka during the period 2000-01 to 2012-13 remained at 13.59 per cent; with regard to secondary education, it was around 14.05 percent and it stood at 12.63 per cent in case of higher education. In case of real expenditure, the expenditure has almost reduced to half.

e) The average share of elementary education expenditure to the expenditure incurred on social services remained at 27.31 percent during the reference period. Across secondary and higher education, it stood at 15 per cent and 7.37 per cent respectively. Similarly the average share of elementary education expenditure to the State’s GSDP stood at 1.44 per cent. Across secondary and higher education, it stood at 0.80 per cent and 0.39 per cent respectively.
f) The per-capita expenditure incurred on education in Karnataka has increased with Compound Annual Growth Rate of 11.66 per cent over the period 2001 to 2011. Across elementary education, it has seen increase by 11.36 per cent. Across secondary education, it increased by 11.55 per cent and across higher education, 12.82 per cent increase was recorded. In case of per-capita real expenditure at each level of education has reduced to half.

6.2.3 Findings of Objective 3

With regard to objective of identifying and commenting upon the government schemes and programmes in the Karnataka’s education system with special focus on inclusive growth, the following are the main findings. They are:-

a) The coverage of elementary schools under Mid-Day Meals since its start has progressed with CAGR of 1.91 per cent. It has seen a substantial increase up to 97.62 per cent in the year 2012-13 since its inception. It has managed to enhance the enrolment rates. During its initial stage, it covered around 4440375 children beneficiaries from government and aided primary schools. And now in the year 2012-13, it has covered around 6254267 children beneficiaries. It has progressed with CAGR of 3.48 per cent.

b) Sarva Shiksha Abhiyan has been successful in improving the GER to the ideal level of 100 per cent across both primary and upper-primary stage. It has been successful in reducing the drop-out rate by 31.66 per cent points i.e., from 51.21 per cent in 2000-01 to that of 19.55 per cent in 2012-13.

c) Children Census Surveys are conducted by SSA in order to identify the out-of-school children. In 2001, around 10.2 lakh children were identified as Out of School Children (OOSC). In accordance with RTE stipulation, SSA initiated major efforts to bring back the identified OOSC into the mainstream through its special enrolment drives such as Residential & Non-residential bridge courses, tent schools, Mobile schools, Madrasa support, home based education, transit homes and Chinnara Angala. It has been able to reduce 94 per cent by 2011.

d) Various incentives are being provided by the State Government at primary and upper-primary schools. These include free textbooks, free uniforms, free bicycles, free stationery, hostel facilities for SCs and STs and scholarships at upper-primary students. All children studying in government schools in classes I to VII and girl
students studying in classes VIII to X are provided with free uniforms. The number of beneficiaries under these schemes has increased considerably.

e) There is an urgent need to universalize secondary education as it serves as a medium between elementary and higher education. In the backdrop of this, the Central Government launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in the year 2009-10 for the main purpose of universalizing secondary education in the country. Rao and Swamy (2012) points out that, “Funds that are released under RMSA form a miniscule percentage of the states’ secondary education budget. Hence, it is doubtful whether the program will make any credible impact on the state’s secondary education sector.”

f) Department of Social Welfare provides myriad incentive schemes for the educational advancement of disadvantageous and marginalized groups. It provides prize money to SC students who score higher marks and ranks in secondary education. It also provides one-time financial assistance to SC students who secure admission in prestigious institutions and foreign universities. As on 2012-13, this scheme has benefitted nearly 31583 students. It also runs post matric hostels for Dalits. It also provides post-matric scholarships to SC and STs to continue their secondary education.

g) There are various types of scholarships for higher education being provided by the Central Government namely National Merit Scholarship scheme, INSPIRE, Indira Gandhi scholarship, Rajiv Gandhi National Fellowship, Indian Council of Social Science Research’s Doctoral Fellowship etc for the benefit of disadvantaged and marginal groups.

h) Department of Collegiate Education in the state has implemented a novel initiative known as “Naipunya Nidhi” in order to empower the youth by imparting the technical skills needed for facing the competition in industries. Under this scheme, skill training is provided under three modules – Communication skills, Social skills and Job skills to the under-graduate students.

i) Rashtriya Uchchatar Shiksha Abhiyan has been launched that is spread over two plan periods (12th and 13th). The funds released under RUSA for Karnataka state as on March 2014 stood at Rs. 32,500,000. Out of which 15 per cent of the amount is earmarked for Scheduled Caste and 7.5 per cent for Scheduled Tribes.
6.2.4 Findings of Objective 4

With regard to objective of identifying the challenges across different levels of education for achieving inclusive growth in Karnataka, the following are the main findings. They are:

a) The inter-district variations across female SCs/STs are wider than the inter-district variation among male SCs/STs in terms of literacy rates. Most of northern backward districts’ female literacy rate of SCs/STs has not crossed 50 per cent in 2011.

b) There is need to enhance the Gross Enrolment Ratio across all the levels of education with regard to gender and SCs/STs. Across elementary education still 22.73 per cent of males, 23.82 per cent of females, 23.14 per cent of SCs and 20.72 per cent of the STs in the state are left out. Across secondary education still 25.10 per cent of males and 21.07 per cent of females, 48.63 per cent of SCs and 49.59 per cent of STs are left out. Similarly across higher education still 73.88 per cent of males and 76.63 per cent of females, 83.70 per cent of SCs and 86.42 per cent of STs are left outs.

c) Though the state is able to enhance the retention rate of SCs and STs, but still the current retention rate of SCs is lower by 10.35 per cent and the retention rate of STs is lower by 7.35 per cent when compared to State’s retention rate across elementary level. This is quite a worrisome fact and needs to be addressed promptly for ensuring inclusion.

d) No doubt that the transition rates across elementary education are more than 90 per cent and recorded considerable progress during eleventh five year plan, but it has seen a marginal decline in the initial year of twelfth five year plan. Therefore, there is greater urgency to sustain the transition rates in order to enhance the access to upper-primary stage of education in Karnataka.

e) No doubt that the state is now in better position with regard to Pupil-Teacher Ratio as it is quite below the ideal ratio of 30:1, but there are certain districts namely Bangalore Urban, Koppal and Yadgir which have recorded adverse PTR exceeding 35. These districts need to be driven attention in this regard.
f) There is need to enhance the computer facilities across elementary schools so that children get sufficient exposure to soft analytical skills that are needed for their development. Still 71.65 per cent of the schools lack computer facilities. Further most of the districts are lagging behind in this context. Not even a single district has attained computer facilities across 50 per cent of their elementary schools. Hence, government interventions should be undertaken in this regard.

g) It reveals that almost more than 95 per cent of the students are successfully completing their elementary level of education and hence this is no longer an issue. The issue remains as to how much of the students are passing with more than 60 per cent score. It seems that on an average around 35 per cent of the students score in elementary stage is below 60 per cent. Their capabilities of scoring higher should be enhanced.

h) The number of secondary institutions per 100 sq.km and per lakh population has seen considerable improvement across the districts of the state, but the inter-district variations in terms of the number of secondary institutions per 100 sq.km have increased. This needs to be taken care.

i) Drop-out rates of boys are quite higher than the drop-out rates of girls at lower secondary stage in the state. Therefore in order to enhance retention rates at lower secondary stage, there is need to reduce the drop-out rates still further across the gender.

j) There is an urgent need to improve the quality of output of passing percentages across 12th Grade because the passing percentages have not been noteworthy. The passing percentages of Dalits have not crossed 50 per cent. Further the enrolment ratios across higher education can be enhanced if the passing percentages across 12th grade are higher.

k) The WPR of both male and female across secondary and higher education needs to be increased considerably in the light of inclusive growth. It helps in improving the Gender Parity Index of WPR in the state which is at dismal condition.
6.3 SUGGESTIONS

1) There is need to enhance the gross enrolment ratios across secondary and higher education in the state with regard to gender and SCs and STs. The major flagship programmes namely Rashtriya Madhyamik Shiksha Abhiyan at secondary level and Rashtriya Uchatar Shksha Abhiyan at higher education level should adopt the successful enrolment drive strategies that are being implemented under Sarva Shikhsha Abhiyan across the state.

2) Achieving better transition rates from lower to higher stages of education and better completion ratio across higher secondary stage are some of the major issues that need to be tackled in an effective manner so as to increase the attainment of dalits literacy rate in the state. It will go long way in sustaining the Dalits improvement in the growth process. Once the literacy rate of Dalits is improved, it will help them to utilize better economic opportunities and enhance their capabilities, there-by leading to socio-economic empowerment.

3) There is greater urgency to sustain the transition rates in order to enhance the access to upper-primary stage of education in Karnataka.

4) Certain districts namely Bagalkot, Bangalore Rural, Belgaum, Bellary, Bijapur, Chikkaballapur, Dakshina Kannada, Dharwad, Kolar, Koppal and Mysore registered adverse PTRs above 30 across Secondary education. The growth rate in number of teachers across districts was quite lower than the increase in the secondary enrolment across districts. Therefore RMSA should drive its attention toward these districts for the purpose of maintaining the ideal PTR.

5) The Worker’s Participation Rates of females in the state across secondary and higher education is very lower when compared to the male’s WPR. Further the WPR of female Dalits is dismal across these levels. Providing mere reservation in jobs has not yielded better results. Therefore Government should start specific job opportunities only to these sections of the population in order to ensure better inclusion of the disadvantaged section.
6) The share of expenditure incurred on secondary education to that of the social service expenditure is quite lower in the state. In the context of universalization of secondary education in the state, there is greater need to increase the allocation of secondary education substantially to at least 35 percent of the total educational expenditure of the state. Further RMSA programme being the major flagship programme for universalizing secondary education in the country forms only miniscule percentage of state’s secondary education budget. Its share in the state’s secondary education budget needs to be increased considerably in the context of universalizing secondary education. This should be addressed on a priority concern.

7) For bettering the inclusive growth process across higher education, Rashtriya Uchatar Shiksha Abhiyan at its initial stage should divert its funds towards addressing and resolving the access and equity issues that lead to upliftment of marginalized and socially deprived groups through its various proposed equity interventions in a pro-active manner. And in the later stage, it should focus on improving the quality aspect for strengthening the overall higher education system across the country.

8) A proper and inclusive database for secondary and higher education is the need of the hour. The study found some limitations in the database on secondary and higher education in the country as the enrolment data for OBCs and minorities were not included in the database. An inclusive database would be much helpful in undertaking ground level research in the areas of secondary and higher education. It would be beneficial in driving the higher education to the path of inclusive Growth.

9) Finally the State should adopt the Four “A” framework of the UN Special Rapporteur on Right to Education by linking it with the Inclusive Growth strategy suggested by Chief Economist Ifzal Ali in a pro-active and synergized manner at each stage of education for bettering the inclusive growth process in education sector of the state.
6.4 CONCLUSION AND WAY FORWARD

The following study has analysed the education development of Karnataka state at elementary, secondary and higher stages of education in the context of Inclusive Growth with regard to regions, gender and social groups namely Scheduled Castes and Scheduled Tribes. It revealed that enhancing dalits literacy rates across northern backward districts, enhancement of Gross enrolment ratio at secondary and higher level, sustaining the transition rates from lower to upper stages of education, improving Dalits passing percentages across 12th grade, increasing the share of Rashtriya Madhyamik Shiksha Abhiyan in the state’s secondary education budget, increasing the share of expenditure incurred on secondary and higher education to the expenditure incurred on Social services expenditure and State’s GSDP are some of the major challenges before the Karnataka state in the context of fostering inclusive growth in education sector. It suggests that the major flagship programmes namely Rashtriya Madhyamik Shiksha Abhiyan at secondary level and Rashtriya Uchatar Shksha Abhiyan at higher education level should adopt the successful enrolment drive strategies that are being implemented under Sarva Shikhsha Abhiyan across the state. It should increase the allocation of secondary education substantially to atleast 35 percent of the total educational expenditure of the state. Further the State should adopt the Four “A” framework of the UN Special Rapporteur on Right to Education by linking it with the Inclusive Growth strategy suggested by Chief Economist Ifzal Ali in a pro-active and synergized manner at each stage of education for bettering the inclusive growth process in education sector of the state.

Studies can be undertaken to seek out the underlying and hidden reasons behind the lower female literacy rates of Dalits across northern backward districts in Karnataka, because the literacy rate has not crossed 50 per cent even in 2011. Further. Due to lack of available time-series data and paucity of time, this study couldn’t analyse district-wise expenditure. Therefore studies focusing on analyzing the district-wise expenditure at each level of education are essential. It helps in assessing the regional variations in expenditure incurred and would help in suggesting the policy makers for allocating the financial resources optimally and judicially. Therefore these types of studies need to be undertaken which are most essential in the context of fostering inclusive growth across education sector in Karnataka.