INTRODUCTION

1.1 Background

Education is a powerful tool for bringing about suitable changes in the political, social, cultural, and technological scenario of a country. Education is renowned as requirement for the human resources development. Karnataka has been recognized as one of the nine educationally backward states in the country as per the 2011 census, there may be numerous factors that are accountable for this. But, it is essential to understand what economic factors particularly the financial resources, are responsible for not achieving this constitutional objective. It is also imperative to study whether the invested funds are really used for achieving the constitutional objective, or they merely wasted on dropouts. The process of primary education is a very big segment of the education sector and also of the economy and therefore, it is to be seen whether the benefits of scale can be reaped by organizing the system in a rational way. If questions of this type are answered, it is possible to suggest a policy to achieve the universalization of elementary education and human development in the state of Karnataka.

Education is the most important element in the development of any community. The role of education as an investment in human resources has been increasingly recognized in all countries. For all round development of the Indian Society the importance of educational development of general masses is a well established fact universally accepted? Social and religious reformers in India realized the importance of education and worked for the education upliftment of the people throughout the ages. It is imperative to factor in the country’s colonial history to grasp the larger landscape. Further, the economy has had to emerge from being primarily agrarian to one that has a growing industrial and service sector presence. Powar (2012) argues that the co-relation between higher education and employment is complex in the Indian context as a number of socio-economic and technological variables are involved; having said that, the Indian economy boasts unprecedented growth as well as one of the highest growth rates in the world. In order to be conversant with the larger picture it helps to factor in that the Indian higher education system and the economy have to grapple with a plethora of politico-administrative and sociological shortfalls. It would not be fantastic to claim that the two elements have evolved in spite of the system, and not because of it.
Although the benefits of education for development and social change have long been contemplated, the contemporary study of the role of higher education in developing countries emerged alongside post-colonial discourses and modernization theories on how best to modernize societies. In most parts of the developing world, education in general was seen as playing an indispensable role in national economic development and cultivating the necessary civic values for societal and political participation. The object of analysis usually concentrated on the way in which governments could utilize the national higher education system to train people in the skills necessary for economic growth (D’aeth 1975, 3; Hanson 1966; Chapman 2002, 6). Higher education was usually limited to universities, which often had a conception of —true education as a purely academic endeavor, and not necessarily directly relevant to local communities. Vocational training was left primarily to government programmes (Hanson 1966). In 1980s, higher education was gradually considered less important in the quest for economic growth and social change. This decline was due to three trends. First, universities failed to produce the results that were expected of them in much of the developing world. Second, many HEIs were not concerned with local, regional, or national issues and problems. The content and style of education was often divorced from the reality that surrounded them and sometimes exacerbated inequalities. Lastly, due to a highly economic view of development and the resulting methods of measuring the impact of HEIs, higher education was considered to have a —low rate of return and funding and attention were allocated to primary and secondary education (Chapman 2002, 5). This low point in the focus on the role of higher education in development facilitated the degradation of HEIs in many parts of the developing world. It also led to a decrease in studies on the subject.

More recently, the social and economic role of HEIs in development has regained prominence in the development agenda. Additionally, the analysis of this connection has expanded to incorporate new elements. For instance, the UN views higher education as integral to all aspects of development such as environmental awareness and sustainability, post-conflict resolution, poverty alleviation, cultivating values such as human rights, health care issues, and cultural preservation or change. Economic development of a country depends upon many indicators. Human Development Index (HDI) is a statistical tool used to measure social and economic dimensions of a country based on the health of people, their level of education
attainment and their standard of living. Pakistani economist Mahabub ul Haq created Human Development Index (HDI) in 1990, which was further used to measure the country’s development by United Nations Development Programme (UNDP). Madhya Pradesh was the 1st state in the country to bring out HDR in 1998.

The 2016 Human Development Report by UNDP was released in this India’s rank is 131, comes under in medium Human development. In 1999 Karnataka became the second Indian state to publish a Human development report, a balanced, analytical deconstruction of the Human Development Scenario in the Karnataka state-12th rank in India. The progress of Human Development of Karnataka state reasonably good, since the last two decades of Human Development experiences in terms of literacy, life expectancy. But lower than neighboring states like Kerala, Maharashatra, and Tamil Nadu.

Mandya district is located in south Karnataka. It is not a homogeneous entity for here too, one finds variations in levels of development between taluks. The human development (HD) story of India is unique in its kind. Through the preparation on of not only national, but also sub-national Human Development Reports (HDR), India has decentralized and integrated the human development concept into its development agenda at national, State, as well as district and municipality level. More sub-national HDRs have been produced in India than in any other country. More HDRs have been produced in India than the total number of Global HDRs. A distinctive feature of the HDR preparation on process is the firm State ownership, and multi–stakeholder partnerships. This has enabled policy dialogue on crucial HD issues.

When India became independent in 1947, Jawaharlal Nehru stressed the importance of the task that lay ahead of ending poverty, ignorance, disease and inequality of opportunity. As the 1st Five Year Plan (FYP) was launched, it however did not spell out any specific planning strategy linking sectoral investment proposals to the objective of the plan. But in the 2nd FYP the principles of ‘socialistic pattern of society’ underlay the planning strategy and emphasized social gain. It put stress on raising standards of living by raising national income through a rapid industrialization process with focus on heavy industry. This was expected to generate employment opportunities and reduce inequalities in society through trickling down to the poorer
sections in society. The plan also placed emphasis on comprehensive village planning, taking the more vulnerable parts of the population, such as landless farmers and artisans into account. It was, in addition, pointed out that national planning should always be carried out in a manner, which takes the programmes of the national, State and district plans into consideration. During the 60’s, 70’s and 80’s, most of the focus was, however, put on accelerating economic growth, savings and investments. This was nothing unique to India, but was the dominating approach to development in most developing countries, as the belief in the trickle-down effect to solve the issue of poverty was strong. The inadequacy of tackling poverty through this strategy was recognized by the Government of India: “The equity objective was sought to be pursued through redistribution of assets. But, land reforms could not be implemented effectively. The problem of poverty could not be tackled through growth, which itself was slow over a long period of time.

1.2 Statement of the Problem

Education is one of the important components of human development and it is recognized as a fundamental human right. It sustains economic growth by providing basic as well as specialized skills that ensures increased productivity and higher per capita incomes. On the other hand human development is directly depending upon universal access to education, health and income with their implications for equity and social justice. Equal opportunity, equal access to education and equally utilizing these opportunities and access leads to sustainable, health and educated society. The Right of Children to Free and Compulsory Education (RTE) Act 2009, legislating Article 21A of the Constitution of India, became operational in the country on 1 April 2010. It implies that every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The achievements till September, 2012 include opening of 3,34,340 new primary and upper primary schools, construction of 2,84,032 school buildings, 16,42,867 additional classrooms, 2,17,820 drinking water facilities and 6,18,089 toilets, supply of free textbooks to 8.32 crore children, appointment of 12.46 lakh teachers, and imparting of in-service training to 18.64 lakh teachers. Significant reduction in the number of out-of-school children on account of SSA interventions has been noted. The number of out-of-school children has come down from 134.6 lakh in 2005 to 81.5 lakh
in 2009 as per an independent study conducted by the Social and Rural Research Institute (SRI)-International Marketing Research Bureau (IMRB).

Under the MDM, cooked midday meals are provided to all children attending Classes I-VIII in government, local body, government-aided, and National Child Labour Project (NCLP) schools. Education Guarantee Scheme (EGS)/alternate and innovative education centres including madarsas supported under the SSA across the country are also covered under this programme. At present the cooked midday meal provides an energy content of 450 calories and protein content of 12 grams at primary stage and energy content of 700 calories and protein content of 20 grams at upper primary stage. Adequate quantity of micro-nutrients like iron, folic acid, and vitamin A are also recommended for convergence with the NRHM. During 2011-12, the budget allocation for this programme was 10,380 crore against which the total expenditure incurred was 9901.91 crore. About 10.54 crore children (7.18 crore in primary and 3.36 crore in upper primary stages) benefited under the programme during 2011-12. The MDM-MIS has been launched to monitor the scheme and annual data entries for about 11.08 lakh schools have been completed. The MDM-MIS will be integrated with the Interactive Voice Response System (IVRS) meant to capture the information from the schools within a span of 1 hour on daily basis to monitor the scheme.

The RMSA was launched in March 2009 with the objective of enhancing access to secondary education and improving its quality. An amount of 3124 crore was allocated to the scheme in 2012-13, of which 2264.81 crore (as on 31.12.12) had been released to 22 states for construction of new school buildings and to existing secondary schools for strengthening of infrastructure, salary of teachers and staff sanctioned under the RMSA, learning enhancement programmes, equity interventions, etc.

A scheme for setting up of 6000 high quality model schools as a benchmark of excellence at block level at the rate of one school per block was launched in November 2008 to provide quality education to talented rural children. The scheme has two modes of implementation, viz. (i)3500 schools are to be set up in as many EBBs through state governments and (ii) the remaining 2500 schools are to be set up under PPP mode in blocks which are not educationally backward. The state government component has been operational from 2009-10. Implementation of the PPP component has been
initiated from 2012-13. Under the state government component of this scheme, till 31 December 2012 setting up of 2266 model schools in 22 states had been approved. Financial sanctions had been accorded for setting up of 1880 schools in 21 states and an amount of 2215.58 crore released as the central share. Out of these, 473 schools had become functional in Punjab, Karnataka, Chhattisgarh, Tamil Nadu, Gujarat, Madhya Pradesh, and Jharkhand and 57.88 crore as recurring expenditure had also been released till 31 December 2012.

The review of the various indicators of school education in Karnataka reveals an impressive growth in terms of schools, enrolment, teachers and infrastructure facilities. The state has a total of 58,889 primary schools and 12,453 high schools of which the schools run by the Department of Education constitute 78.3 per cent and 33.5 per cent respectively. The rural areas in the state are primarily served by government schools. The state has made conscious and deliberate effort to successfully enroll school age children from all sections of the society. This is also quite evident from the recent ASER survey (2010) which has commended the states effort in this direction. The enrolment during 2010-11 in primary (class I to V) and in upper primary (class VI to VII) stage is 53.27 lakhs and 19.87 lakhs respectively. The state has a total enrolment of 100.35 lakh children in class I to X. Over 68.0 per cent of these children are enrolled in schools of the Education Department. The proportion of SC/ST children in class I to VII in the State is 27.22 percent. More than 75.0 per cent of these children are enrolled in schools run by the State department of education.

The State has enhanced its Educational Development Index (EDI) rank at the primary stage from 11th in 2007-08 to 8th in 2008-09. It has also improved its rank with regard to access and infrastructure at the upper primary stage. However, the state is required to consolidate its gain from access and infrastructure to improve its performance on outcome index both at primary and upper primary stage. The state has done exceedingly well in terms of the various interventions launched under its Quality Improvement Programme. It’s up scaling of Nali-Kali teaching methodology in primary schools, CALC, Radio Lessons, documentation and production of materials and professional literature, teacher training and teacher support, monitoring school quality, Educational Leadership Programme. Its coverage of incentives for students is also quite impressive. The state’s initiatives and other innovative programmes direct bearing on
the quality of education for enhancing girls’ participation and retention in schools through Meena Groups, Adolescent Girls’ camps and NPEGEL & KGBV interventions is praiseworthy. The gender parity index reveals a favorable trend. Similarly, the state’s yet another major innovative activity, namely, Chinnara Zilla Darshana, an educational tour programme within the district targeting SC & ST children has been a huge success. The state has covered 86, 500 children in the year 2009-10 under this programme. Similarly the state’s attempt to enhance school participation of minority children through awareness programme is commendable. The steady decline in the out of school children population is noteworthy. The state has to now address the issue relating to the successful school completion with a particular focus on the children from the marginalized groups.

With significant gains in Primary education, the state has set in motion the planning process for universalisation of secondary education, to achieve the target of 65.0 per cent enrolment in 14 to 18 age group population in class 9 to 12 by 2012 as envisaged under the eleventh five year plan. The state has a total of 12,453 secondary schools, out of which 4,504 schools are run by the department of Education, 3275 by Private Aided Management, 4579 by Private Unaided Management and 95 by others. 37 percent of the secondary schools are run by the private sector which indicates low access to higher education to the students from marginalized groups. There are altogether 1,09,503 teachers working in secondary schools. From out of this, number of teachers working in schools of Department of Education is 34,767. In addition 2392 teachers and 26771 teachers are working in schools managed by other departments of state government and private aided schools respectively. The state has a Teacher-Pupil Ratio (TPR) of 25.22 for working teachers and 23.43 for sanctioned teacher for schools of the education department. The state has a total enrolment of 25.78 lakh pupils in high schools. Of this 44.35 per cent and 32.02 per cent of students are enrolled in government and aided schools respectively. The enrolment of SC/ST children constitutes 24.52 per cent of the total enrolment in high schools. Rashitrya Madhyamika Shikshana Abhiyan (RMSA) is a new mission for secondary education. The guiding principles are universal access, equality and social justice, relevance and development and curricular structural aspects. Universalization of secondary education gives opportunity to move towards equity in higher education.
The perspective both initial education at the early stages of a person’s life prior to entry into the world of work, as well as continuing education and expansion of knowledge throughout a person’s life should be equally important, as human development concerns the expansion of capabilities. The HDI has relied on two indicators for the dimension of knowledge – adult literacy and gross enrollment ratio for school age children. The exceptions are 1990 when only literacy was used, and from 1991 to 1994, when in addition to literacy, mean years of schooling of adult population was used. The quantity and quality of education received by the population is very important in today’s society. Basic education increases the efficiency and the participation of each individual. Moreover, members of the society who have received little formal education can carry out only simple manual work and find it much more difficult to adapt to more advanced technologies. Lack of basic education can therefore become a constraint on development, with the society finding it difficult to move up through the value chain by producing and consuming more-sophisticated products and services, and thus the entire society lags behind.

In this context the present study tries to analyze the impact of education especially primary education on human development in Karnataka. It can become a useful policy guide to bring about balanced regional development in terms of human development.

1.3 Concept

Education improves literacy rate, efficiency and it brings social and political change. Education is the most important element in the development of any community.

Meaning of Human Development

Human Development is the process of widening people’s choices and their levels of well-being. It refers to leading a long and healthy life with better education and enjoying a decent standard of living. It includes other choices like political freedom, guaranteed human rights and self respect.
Definition

Amartya Kumar Sen has defined, in terms of an expansion in Capabilities and Entitlement. Capabilities refers to what a person can (not) do or can (not)be. Similarly entitlement refers to freedom from hunger, being free to participate in political process, being adequately, sheltered access to health and education etc.

Components Dimension and calculation

Human Development Index (HDI) combines 3 dimensions. The following 3 indices are used as involving steps.

- LEI – Life Expectancy Index.

- EAI – Educational Attainment Index.

- II - Income Index.

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HDI = \frac{1}{3} \quad \text{(OR)} \\
HDI = 3\sqrt[3]{\text{LEI} + \text{EI} + \text{II}}
\]

Taking the simple average indices

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I_{\text{Index}} = \frac{(\text{Actual Value} - \text{minimum Value})}{(\text{maximum Value} - \text{minimum Value})}
\]

1.4 Objectives of the Study

The following are the objectives of the study:

1. To study the role of primary education in facilitating human development.
2. To evaluate the programmes and policy initiatives to promote the growth and spread of primary education in Karnataka.
3. To study the regional variations in human development in Karnataka in general and study area in particular.
4. To analyze the impact of education programmes on human development in the study area.

1.5 Hypotheses of the Study

The following hypotheses have been framed:

1. There is positive correlation between school education programmes and reduction in drop out of the children in the study area.
2. The mid-day meal programme played a significant role in increasing the student enrollment.
3. There is positive impact of education on the human development in the study area.

1.6 Research Methodology
The present study is based on primary as well as secondary sources of data. The collection of primary data is done by consulting respondent beneficiaries of education programmes especially Mid Day Meal Programme. Thus, total of 300 respondents is selected for the study in Mandya district. Survey is conducted with the help of interview methods by simple random method at different taluks of Mandya district like; K.R. Pet, Nagamangala, Pandavapura, Maddur, Malavalli, Mandya, and Srirangapatna. This research work is mainly focused only on primary education. Statistical tools like co-efficient t-value, p-value are used for the data analysis.

1.7 Sources of Data
The sources of secondary data are collected from various reputed institutions, Panchayat Raj Institutions (ZP) documents in Mandya District, Department of Public Instructions, Mandya District, different reports, Economic Survey Reports, and Hand Book of Statistics, and also various articles, Journals and internet sources are used and interpret the data.

1.8 Chapter Scheme
The chapter scheme of the study is as follows:

Chapter – I Introduction
The first chapter is introductory in nature and spells out the objectives of the study, hypothesis and the methodology used in the study. This chapter serves as the foundation on the basis of which the other chapters of the study are developed.

Chapter - II Theoretical Framework and Review of Literature
The second chapter represents the theoretical framework and review of literature relating to the role of education in human development and finally research gaps identified based on the review of the previous studies.
Chapter - III Primary Education Programmes and Human Development in India – An Analysis

This chapter deals with the performance of primary education programmes in India. A detailed state-wise analysis is presented in this chapter.

Chapter – IV Role of Primary Education Programmes in Human Development in Karnataka – An Overview

This chapter deals with the performance of primary education programmes in the state of Karnataka.

Chapter – V Case Study Analysis

This chapter provides the socio-economic background of the sample respondents in the study area. The analysis starts with a brief profile of Mandya district. This chapter is the core chapter of the present study. A detailed case study analysis is presented in this chapter.

Chapter – VI Summary of Major Findings and Suggestions

This chapter sets out a summary, findings and policy implications of the study. It also attempts to indicate the possible changes in the primary education programmes in India in order to achieve the human development.

References

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