

# Importance of Karnataka State Administration in Promoting Girl Education Critical Examination

\*Basobi Nadaf, Research Scholar, Rani Channamma University, Belagavi. Karnataka.

## Abstract

This paper studies the importance of the Karnataka state administration in promoting elementary education for girls. Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, has been a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and also the study and monitoring of the educational requirements of the country. In order to achieve UEE (Universalisation of Elementary Education), the Government of India has initiated a number of programmes and projects. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with the principles of the National Policy on Education. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education. The Government of Karnataka has initiated certain schemes on its own for the purpose of enhancing access and enrolment situation for the school going girl children, and to prevent dropout incidents as far as possible. Here in this section, some of such programmes of the state are presented to indicate as to how government has been working relentlessly to make “education for all girl children” a reality.

The Kothari Commission recommended a common school system (CSS) to “bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society”. It lamented that “instead of doing so, education itself is tending to increase social segregation and to perpetuate and widen class distinctions”. This results in the “anaemic and incomplete” education of both the rich and poor as it forecloses sharing of perspectives. The CSS was adopted by both the 1968 and 1986 national policies on education. While the interventions from ‘Operation Blackboard’ to Sarva Shiksha Abhiyan brought universalisation and quality to the forefront, the CSS was somehow relegated to the background. RTE Act provides for minimum quality standards and mandates 25 per cent reservation for girl children belonging to weaker sections. This provision has caused much debate.

*Keywords— RTE Act, education, girls, National Policy on Education, Sarva Shiksha Abhiyan, Karnataka*

## Introduction

An argument for community involvement According to the Planning Commission in its Mid Term Appraisal of the Tenth Five Year Plan in 2005, the Teacher’s Education Programmes should have been merged with the SSA, Teaching and Learning Materials (TLM) should have been introduced and there was to be a greater involvement of local communities, Panchayati Raj Institutions and Non Government Organisations (NGOs) in order to check poor teaching quality and teacher absenteeism. Community involvement is usually a very good way to check teacher quality. Teachers should be hired by the School Management Committees rather than the State Government. The School Management Committees should comprise of parents and local authorities like

Panchayati Raj Institutions. This will ensure that parents have a say in how well their girl children are educated. However, though the Panchayati Raj Institutions (PRI) have been established and though elections have been instituted and are taking place, PRIs have not been empowered enough through the effective transfer of functions, funds or functionaries. To encourage a greater role for the PRIs, the Planning Commission has recommended in its Mid Term Appraisal, that a linkage should be introduced by means of which, release orders should be given to the States if and only if there is evidence that they have transferred functions, functionaries and financial resources to the PRIs. Also School Management Committees should be allowed these as well. There are also various financial allegations against the SSA.

The Indian Market Research Bureau records an instance of two districts in Jharkhand in which grants of Rs. 4.78 million were released to 2369 schools which did not exist other than on paper. In Gujarat, Rs. 0.4 million was diverted by the Gujarat Council of Educational Research and Training only to perform a Bhumipuja (a ritual that involves the worship of the land). There is also evidence on Teaching Learning Equipment Material Grants' inefficiencies.

Girl children of ages 9 to 11 in non formal schools were to be mainstreamed with the help of bridge courses and residential camps. Schools in school-less habitations were to be set up. Projects costing above Rs. 845 per child per annum for primary schools and above Rs. 1200 per child per annum would be approved by the Centre. Funding is done on a three tier system. EGS Centres and other State run Schools are funded on a 75:25 basis by the Centre and the States. Voluntary Agencies which run innovative schemes to enroll hardest-to-reach girl children into the schooling system are fully funded through Central grants. The Mid Term Appraisal of the Planning Commission recommended that EGS/AIE Centres should enroll the remaining 8.1 million out of school girl children (as of September 2004) and mainstream the 12 million girl children in formal schools. Details about programme implementation for 2006-7 are rather surprising.

It succeeded in ensuring a current enrolment of 0.8 million, which is 70.33% of the target. It also succeeded in setting up all the 15,423 EGS Centres that it had been targeting for 2006-7. Jharkhand 171 succeeded in enrolling all the 0.7 million girl children and in setting up all the 17842 EGS Centres that it had been targeting. The Andaman and Nicobar Islands, Meghalaya, Mizoram, and Rajasthan met with similar success in meeting targets both in terms of number of girl children enrolled and number of EGS Centres set up. Assam exceeded its target when it came to current enrolment (0.39 million as opposed to a target of 0.35) but it met only (in contrast) 86.58% of its target in terms of setting up EGS centres. Either the rest of the centres weren't necessary or the student-teacher ratio has increased, in which case, there has possibly been a decline in the quality of education imparted. Himachal Pradesh fulfilled its target of setting up 2659 EGS Centres but it is still short of the 7979 girl children it had been trying to enroll. In comparison, Punjab performed poorly. It met only 56.37% of its target in setting up EGS Centres and 66.53% of the current enrolment it had been aiming to achieve. The most inefficient performer was however, West Bengal. While it had established all the 19680 EGS Centres it had been aiming to, it had succeeded in enrolling merely 1.23% (0.021 out of 1.7 million) of the girl children it had targeted. Once again, it is rather doubtful as to the quality of these EGS Centres and the attendance pattern of their students. The Social and Rural Research Institute, a branch of the Indian Market Research Bureau attests that Bihar, Uttar Pradesh, West Bengal Rajasthan, Jharkhand and Andhra Pradesh have the maximum number of out of school students. MHRD's data doesn't seem consistent with IMRB's results at all. IMRB claims that the schemes under the SSA have completely failed to reach their objectives. There were to be no out of school girl children in 2005.

**Objective:**

Investigates importance of of the state government of Karnataka in promoting and harnessing the elementary education for girls and also furthering the self sufficiency of girls in their own right.

**SSA Scheme : girl child**

“Under Education for all” (SSA Scheme) All minority girl children under the age group of 5 years to 11 years should get access to Primary Education. All school less villages and habitations should have Primary Schools for minorities. The Department of Public Instruction Shall ensure 100% enrolment of Minority girl children in Primary School by 2006. To stop the increasing rate of drop out among minority girl children, the existing Lower Primary Schools be up-graded to Higher Primary Schools. Starting more number of Urdu Medium High Schools or Starting Urdu Medium sections in the existing High Schools and by providing Hostel facilities at District Headquarters exclusively for Minorities.

3. The Education Department shall take care of printing, publishing and supplying all error-free text books of minority languages to schools in time prior to the commencement of each academic year. While revising the syllabus and text books of minority languages the material should go through the subject experts belonging to minority communities should go through the proposed contents.

4. A special package of Rs. 100.00 crores from SSA may be made available for development of Govt. Urdu and other minorities schools in all the Districts of Karnataka for infrastructure facilities, teachers and for quality improvement since these Institutions have been neglected from the past 10 years while utilizing fund of DPEP, NABARD and SSA schemes.

5. A separate academy for minorities may be set up to prepare the meritorious students to face the competitive exams conducted by different Agencies for Civil Service, Defense Service, Public Service, Bank Service etc. at the State Headquarters.

6. The Govt, shall relax the rules of Grant-in-Aid to sanction Kannada Teacher Posts in Minority Institutions run by the private minority managements in order to promote Kannada among the minority girl children.

7. It is universally agreed fact that early education in mother-tongue will be more effective and interesting among the girl children. Hence it is recommended that the linguistic minority language Anganwadi Centers may be opened immediately in the Minorities concentrated areas in all Districts of Karnataka which facilitates to improve the enrolment among minorities.

8. Special provision given to admit the private schools to Grant-in- Aid rim by the SC/ST Managements on completion of one year is commendable. Similarly the economically most backward are also equally deserves to have the benefit of getting grants after completion of one year. Besides extending the benefits of admitting Institutions for Salary Grants by relaxing ban period to minorities run Institution upto 1992 as has been done in case of SC/ST managed Institutions.

9. Academic support resource units like BRC should be established at least one in each District and on CRC in each Taluk exclusively for updating the teaching competencies of Minorities Schools (Urdu) Teachers to provide effective quality education in minorities schools.

10. The Govt. Shall relax the ban order for recruitment of teachers against the existing vacancies in aided Minorities Institutions. Also Minorities run institutions be permitted to utilize the teachers post based on minimum staffing pattern and on natural growth.

11. The Govt, shall release sufficient funds to settle long pending rental arrears of rented buildings used for Minorities Schools.

12. Nomination of Minority communities be made to State Implementation Committees, District Implementation Committees and in Local Bodies wherever Minorities are not representation to supervise and monitor the benefits of Govt. Schemes particularly in Education Department in getting due share to Minorities and Minorities Schools.

13. The Govt, shall take immediate steps to recruit Urdu Lecturers/Senior Lectures against the existing vacancies to the First Grade Colleges of both Govt, and aided one.

14. The Govt, shall establish Urdu Chair and Minorities Cell in Gulbarga University with sufficient budget allocation.

15. Special package shall be devised to provide complete infrastructure facilities to all Minorities

### **Central state Karnataka schemes to promote education for girl child**

- The Centrally Sponsored Scheme of Teacher Education is under revision. Block Institutes of Teacher Education (BITEs) are proposed to be established in 196 blocks having concentration of SC/ST and Minorities.
- Due to these interventions the share of Muslim girl children enrolled at primary & upper primary level has gone up and those out of school have decreased. According to District Information System of Education (DISE) the enrolment of Muslim girl children at primary- and upper primary level for the year 2007-08 was 10.49% & 8.54% respectively which has increased from 9.4% & 7.62% in 2006-07. Similarly, the estimated number of Muslim out of school girl children has decreased from 21 lakh in 2005 to 10.69 lakh in 2009, i.e. from 9.97% to 7.67% of the population of Muslim girl children in the age groups 6-14 years. • Rs.5 crore were released under Infrastructure Development of Minority Education Institution for infrastructure development of 22 minority educational institutions.
- During the year 2009-10, Rs.50 crore was provided under Scheme for Providing Quality Education in Madarsas for 1978 Madrassa and 4961 teachers.
- The certificates/qualifications of the Madrasa Boards which have been granted equivalence by the State Education Boards to that of their Secondary and Senior Secondary qualification have been equated with corresponding levels of the Central Board of Secondary Education (CBSE), Council of Board of School Education in India (COBSE) and other School Examination Boards.' for the purpose of employment and entry to higher levels of education.
- Instructions have been issued to all organizations under MHRD to coopt one Member on the Selection Board from amongst the Minority Communities. State Governments have been requested to follow the guidelines of .DOP&T, issued in this context. The share of minorities in the recruitment by various organizations under this Ministry is being periodically monitored.
- Instructions have been issued to post teachers belonging to the minority communities in the schools in MCDs to instill confidence among minority girl children, encourage enrolment and reduce dropouts.
- UGC has sanctioned 233 Women's Hostels during 11th Plan in 90 MCD's. Out of allocation of Rs. 12278.19 lakhs, Rs.6465.75 has been released.
- The University Grants Commission (UGC) has approved the guidelines for establishment of centres in universities for study of Social Exclusion and Inclusive Policy and sanctioned these centres in 35 universities. Rs. 16.86 crores have been released during the 11th plan for the purpose.

- 1280 Centres of Equal Opportunity (CEO) have been established in 51 universities during 2009-10 and 1.345 and 1367 such centres are proposed to be established during 2010-11 and 2011-12.

- New Colleges of Excellence, Polytechnics and Community Polytechnics are being established in the districts with lower Gross Enrolment Ratio (GER) than the National Average in higher education. Under the new scheme to assist States for establishment of a model degree college in each of the 374 identified higher educationally back ward districts having Gross Enrolment Ratio (GER) in higher education lower than the national GER, Rs.782 crore has been earmarked as the Central Government share in the 11th Plan. 200 colleges are proposed to be set up during the remaining period of the 11th Plan.

- Under the Scheme of 'Sub-Mission on Polytechnics' under coordinated Action for skill development, financial assistance to the tune of Rs.12.3 crore per polytechnic is provided to various State Governments/UTs for setting up of new polytechnics in 300 in-served and under-served districts. Out of 57 minority concentration districts, 35 districts have already been covered and an amount of Rs.91.66 crore released to various State Governments and UTs for setting up of the polytechnics.

- Academies for Professional Development of Urdu Medium Teachers' have been set up in three Central Universities viz. Aligarh Muslim University, Aligarh, Jamia Millia Islamia, New Delhi and Maulana Azad' National Urdu University, Hyderabad. The Academy at JMI has trained 1247 teachers.

### **Residential Schools in Districts of Karnataka**

Residential Schools in Karnataka including those at Gulbarga, Ramanagaram, Mangalore, Bijapur, Srirangapatna and other places.

#### **II) Schemes of the Directorates of Minorities**

(a) Construction of Hostel Building for Minorities: Under this scheme Government hostels are constructed through the Deputy Commissioner or the Zilla Panchayats to provide for better environment for poor and needy minorities students. The selection of the hoteliers is done at the district level. The District Officers, Backward Class and Minorities of the District is the Nodal Officer.

Moraxji Desai Residential Schools: The department runs several Moraxji Desai residential schools for minorities to provide free residential education from standards VI to X on a co-education basis. The schools are run through the Karnataka Residential Education Institutions Society and the Zilla Panchayats. The selection of the students is done through local advertisements and tests/interviews organized at the district level. The Government of Karnataka has approved setting up of Residential School in rural areas for the welfare of minorities. These residential school were started based on the model of Jawahar Navodaya Schools run by Central Government Education from 6th standard to 10th standard is being provided in these residential schools. In every class 50 students are admitted out of which 50% seats will be reserved for girls.

The District Committee under the chairmanship of the Deputy Commissioner selects the beneficiary students. 350 (e) . New Hostels for Minorities: Upto 2006-07 there were 23 Government hostels under the minorities department to help the educational upliftment of the minorities. Government during 2007-08 has sanctioned 75 new hostels of the minorities in several districts. The District Officer, Backward Classes and Minorities is the NODAL officer to start these hostels and to pursue action for admitting the students. The District officer, Backward Classes and Minorities will issue local advertisements inviting applications from eligible and intending students. Those students who are desirous of seeking admission in these hostels may apply or contact the District Officer of the Backward Classes and Minorities Department.

Scholarship for Minority Students: In order to extend the much needed financial assistance to the girl children of the minority communities at the pre-metric level, the Department of Minorities has designed a new scheme from 2007-08 to extend scholarship.



Grant-in-Aid to Hostels run by Minority Organizations: Under scheme matching building grant, upto a maximum of Rs. One lack can be provided to minority organizations like NGOs, voluntary organizations etc., to carryout minor repairs, additions and alterations to their hostels. Interested organizations have to apply through the District Officer of the Backward Classes and Minority Department.

Occupational /Training for Minorities: Occupational training for un-employed youths in various trades such as electrical, wireman, civil work supervision, radio, TV repairs, tailoring, embroidery etc., is provided under this scheme. Training fee and stipend to candidates will be paid by the department. The scheme is under the district sector and implemented through the Zilla Panchayats. The selection of the candidates is done at the district level. The District Office, Backward Classes and Minorities is the NODAL officer and may be contacted for details.

### **Grant in Aid to Minority Orphanage:**

Under this scheme orphans and destitute girl children studying from 1st standard to 10th standard are eligible to get grant at Rs. 350/- per month per boarder. The scheme is under the district sector and implemented through the Zilla Panchayats. Those orphanages which are approved and included in the Grant-in-Aid scheme are eligible to obtain financial assistance under the scheme. The District Officer, Backward Classes and Minorities Department of the district is the NODAL officer and may be contacted for further details. Training for Law Graduates belonging to the Minority Communities: Under this scheme financial assistance in the form of monthly stipend is provided to law graduates belonging to the minority communities.

They are trained under the Government advocates or advocate with 20 years of practice and will be given Rs. 1,000/- stipend per month for four years. Stipend for Minorities: Under this scheme stipend to ITI/Diploma students is provided at the rate of Rs. 150/- per month for 10 months to minority students studying in ITI/ Diploma courses. This is a district sector scheme and implemented through the Zilla Panchayats. For further details District Officer for Backward Classes and Minorities of the respective district may be contacted. Ill) Schemes of the Minorities Welfare Department (WAKF) Karnataka State Wakf Council: The object of the scheme is to advance/loan to the Wakf Institutions for the development of prime wakf properties by construction commercial complexes, Shadi Mahals, hostels etc. to make them economically viable. The advance/ loan is granted upto 75% of the estimated cost of the project, excluding the value of land, subject to a maximum of Rs. 20.00 lakhs to be released in 3-4 installments. The loan amount is being released to the project development committee to be constituted for supervision and proper utilization of the amount.

### **Conclusion**

As the RTE Act emerges from its nascence and education statistics continue to disappoint on both quality and inclusion parameters, the government is deliberating the first education policy post-1991. Its success would depend on how it socialises the private and provides a vision for an equitable quality education.

The Ministry of Human Resource Development has clarified that “the larger objective [of this provision] is to provide a common place where girl children sit, eat and live together for at least eight years of their lives across caste, class and gender divides in order that it narrows down such divisions in our society”. Four caveats could be issued here. One, in conceiving ‘disadvantaged groups’, we must also include girl children of sex workers, transgendered groups, disabled persons and minorities. Two, equality also means the right to be treated with dignity and respect. Three, the government must not abdicate its responsibility to make its

schools inclusive. If Dalit girl children sit separately and clean toilets and girls perform stereotypical gender roles, then we have only engrafted inequality and entrenched hierarchies. Four, education itself needs to celebrate the diverse ways in which knowledge is transferred and acquired.

## References

1. Revision of the International Standard Classification of Education (ISCED), retrieved 05-04-2012.
2. "50-State Comparison: State Kindergarten-Through-Third-Grade Policies". www.ecs.org. Retrieved 6 October 2018.
3. Ross, Elizabeth Dale (1976). *The Kindergarten Crusade: The Establishment of Preschool in the United States*. Athens: Ohio University Press. p. 1.
4. United Nations Educational, Scientific and Cultural Organization "ISCED 2011"
5. UNESCO, Education For All Monitoring Report 2008, Net Enrollment Rate in primary education
6. "International Standard Classification of Education I S C E D 1997". www.unesco.org. 11 April 2013. Archived from the original on 19 March 2017. Retrieved 12 March 2017.
7. "Liberal Arts: Britannica Concise Encyclopædia". Encyclopædia Britannica.
8. Harriman, Philip (1935). "Antecedents of the Liberal Arts College". *The Journal of Higher Education*. 6 (2): 63–71. doi:10.2307/1975506. JSTOR 1975506.
9. Redden, Elizabeth (6 April 2009). "A Global Liberal Arts Alliance". *Inside Higher Ed*. Retrieved 8 January 2015.
10. *Special Education*. Oxford: Elsevier Science and Technology. 2004.
11. Lazarin, Melissa (October 2011). "Federal Investment in Charter Schools" (PDF). Institute of Education Sciences. Center for American Progress. Retrieved 2 October 2015.
12. Resmovits, Joy (10 December 2013). "Charter Schools Continue Dramatic Growth Despite Controversies". *The Huffington Post*. Retrieved 2 October 2015.
13. May, S.; Aikman, S. (2003). "Indigenous Education: Addressing Current Issues and Developments". *Comparative Education*. 39 (2): 139–45. doi:10.1080/03050060302549. JSTOR 3099875.
14. Rogoff, Barbara; Callanan, Maureen; Gutiérrez, Kris D.; Erickson, Frederick (2016). "The Organization of Informal Learning". *Review of Research in Education*. 40: 356–401. doi:10.3102/0091732X16680994.
15. Crowley, Kevin; Pierroux, Palmyre; Knutson, Karen (2014). *Informal Learning in Museums*. *The Cambridge Handbook of the Learning Sciences*. pp. 461–478. doi:10.1017/cbo9781139519526.028. ISBN 978-1-139-51952-6.
16. Mead, GH (1896). "The Relation of Play to Education". *University Record*. 1: 141–45.
17. Johnson, GE (1916). "Education through recreation". Cleveland Foundation, Ohio.
18. Jacks, LP (1932). *Education through recreation*. New York: Harper and Brothers. pp. 1–2.
19. Ullah, Sha; Bodrogi, Andrew; Cristea, Octav; Johnson, Marjorie; McAlister, Vivian C. (2012). "Learning surgically oriented anatomy in a student-run extracurricular club: an education through recreation initiative". *Anat Sci Educ*. 5 (3): 165–70. doi:10.1002/ase.1273. PMID 22434649. Archived from the original on 2 April 2013. Retrieved 3 January 2013.
20. Smolen, Paul; Zhang, Yili; Byrne, John H. (25 January 2016). "The right time to learn: mechanisms and optimization of spaced learning". *Nature Reviews Neuroscience*. 17 (2): 77–88. arXiv:1606.08370. doi:10.1038/nrn.2015.18. PMC 5126970. PMID 26806627.

21. "Free courses provided by Harvard, MIT, Berkeley, Stanford, Princeton, Duke, Johns Hopkins, Edinburgh, U.Penn, U. Michigan, U. Virginia, U. Washington". Neurobonkers.com. 2 August 2012. Retrieved 24 October 2012.
22. Harriet Swain (1 October 2012). "Will university campuses soon be 'over'?". The Guardian. London. Retrieved 24 October 2012.
23. Cloete, Elsabe. "Electronic Education System Model." Department of Computer Science and Information Systems in South Africa, 17 Oct. 2000. Web. 3 June 2015.
24. "Is the Certificate the New College Degree?". Good.is. 8 June 2012. Retrieved 24 October 2012.
25. Parry, M. (2010). "Such a Deal? Maybe Not. Online learning can cost more than traditional education". The Chronicle of Higher Education. 57 (11).
26. U.S. Department of Education, Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies, 2010
27. UNESCO (2016). Out in the Open: Education sector responses to violence based on sexual orientation and gender identity/expression (PDF). Paris, UNESCO. p. 54. ISBN 978-92-3-100150-5.
28. "School Governance, Assessments and Accountability" (PDF). Programme for International Student Assessment. OECD. 2013. Retrieved 25 June 2017.
29. Chimombo, Joseph (2005). "Issues in Basic Education in Developing Countries: An Exploration of Policy Options for Improved Delivery" (PDF). Journal of International Cooperation in Education. 8 (1): 129–152.
30. Transforming our World: the 2030 Agenda for Sustainable Development Goals. New York: UN. 2016.
31. Cracking the code: girls' and women's education in science, technology, engineering and mathematics (STEM). Paris: UNESCO. 2017. p. 14. ISBN 978-92-3-100233-5.
32. Liesbet Steer and Geraldine Baudienville 2010. What drives donor financing of basic education? London: Overseas Development Institute.
33. Addis Ababa (23 February 2010). "Poor governance jeopardises primary education in Africa". Transparency International. Archived from the original on 27 June 2010. Retrieved 21 October 2011.
34. de Grauwe, A. (2009). Capacity development strategies (Report). Paris: UNESCO-IPE. Archived from the original on 5 May 2010. Retrieved 1 October 2010..