

# The Elementary Education of Girls in Karnataka State - An Empirical Study

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

## Abstract

This paper deal with the status of elementary education in Karnataka State and the criticality of girl elementary education in Karnataka. With great strides having been made in ensuring elementary education for girls, the new challenge is getting them into secondary and higher secondary school and making sure they don't drop out. While education of the girl child remains a key concern in the education sector and a number of girls enrolling in elementary schools have gone up in recent years, retention rates at the secondary and higher secondary levels present a dismal picture. A recent study by Child Rights and You (CRY) on 'Educating the Girl Child: Role of Incentivisation and Other Enablers and Disablers' found that girls' dependency on someone to go to school (90%) is the biggest disabler in attending schools. Reasons such as frequent absenteeism (29%), illness (52%) and being engaged in household chores (46%) were some of the other deterrents. Article 15 (1) : "The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them." For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect of purpose of impairing or nullifying the recognition, enjoy exercise by women, irrespective of their status, on a basis of equality of men and with human rights and fundamental freedom political, economic, social, cultural, civil or a field.

The constitution of India not only grants equality to all citizens including girls/women and forbids any discrimination based on religion, race, caste, sex and place of birth but also empowers the state to practice Protective Discrimination in favour of girls/women, children and any socially and educationally backward classes or the scheduled castes and scheduled tribes. In Karnataka, these are being provided in all the 58 KGBVs in operation in Educationally Backward Blocks, in co-ordination with the Ministry of Women and Child Development, Mahila Samakhya Officials and NGOs. Karnataka offers two types of bridge courses non residential and residential. Non Residential Bridge courses are offered in areas in which there are a substantial number of out of school children (10 or more). Residential courses are offered only in tribal areas. Out of the 959 residential bridge courses offered, 671 are for girls and 39201 girls have been enrolled in bridge courses in Madhya Pradesh. From instances of implementation in Karnataka, it can be seen that KGBV has much scope for participation. 27 out of the 58 KGBVs in Karnataka are run by Mahila Sanghas (Women's groups formed under the Mahila Samakhya Scheme

*Keywords— Karnataka, India, education, democracy, Incentivization, Educationally Backward Blocks*

## Introduction

Under the protective discrimination clause, the State (our country) has passed several legislations and initiated special programmes and schemes for the protection, welfare and development of girls/women and children. As per the Directive Principles of state policy, the Article 45 of our Constitution enjoins that the State shall endeavour to provide within a period of 10 years from the commencement of the Constitution, compulsory education for all children until they complete the age of fourteen years. It also tells you why girls themselves may be reluctant to go to school. The study, across the four States of Andhra Pradesh, Bihar, Gujarat and Haryana, is based on 3,000 interviews in 1,604 households. Early marriage (66 per cent), household chores (65 per cent) and cost of education (62 per cent) were hindrances for girls' education.

The underlying causes for early marriage were fear of elopement/love affair. Parents were also worried about the physical security of girls stepping out for higher education. Pre-determined gender roles and care of siblings often deterred parents from sending girls to school. This constitutional directive was interpreted by our policy planners as eight years of elementary education (five years of primary and three years of upper primary education) for all children in the age group 6-14 years as a programme of Universal Elementary Education (UEE). Article 15(3): "Nothing in this article shall prevent the State from making any special provision for women and children." Interpretation: States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women. The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely; Access to specific educational information to help to ensure the health the health and well-being of families, including information and advice on family planning. Objective-2: To Study the Important Committees and Commission on Women and Girls Education 1) The Secondary Education Commission (1952-1953) upheld opening of every type of education to women open to men. 2) Report of the Durgabai Deshmukh Committee or National Committee on Women Education (1958-59) recommended: a) Appointments of school mothers in all the schools where there is no woman teachers; b) Separate lavatory arrangement in every co- educational school; c) Help in cash or kind such as covering the cost of books and stationery; school uniform or clothing and other educational equipments to all girls upto middle level, whose parents are below certain level of income; d) Crèches for siblings; e) Schemes for awarding prizes to the villages which show the largest proportional enrolment and average attendance of girls; 152 f) Two three prizes in the form of useful articles for regular attendance; g) Attendance scholarships in the form of useful articles to poor girls; h) Creation of a strong public opinion for girls' education; i) Provisions of suitable conditions in schools rather than passing of compulsory legislation so that parents can't be encouraged to send their daughters to schools; j) Women heads in coeducation schools; k) Free and subsidised transport in order to bring middle and secondary schools, within easy reach; and l) Suitable hostel facilities.

## Objective:

The present paper plans to study the elementary education of girls in view of the superficial changes that have taken place in recent past

## Hurdles in the way

Ninety per cent of the girls are dependent on someone to go to school. Frequent absenteeism of teacher and not having a female teacher keeps away 29 per cent of the girls from school. A whopping 52 per cent drop out because of frequent illness and 46 per cent said household chores discouraged them from going to school.

Poor roads and lack of transport facilities were also disincentives, particularly for girls in Andhra Pradesh and Gujarat. In Haryana, AP and Gujarat, menstruation appeared as an important reason for missing school. The CRY report points out that though 87 per cent of schools had toilets for girls, not all were found to have running water and hand-washing facilities.

Take the case of 15-year-old Seema, a class 10 student, and the youngest of three siblings who wanted to pursue higher studies.

Her parents, having spent all their resources on their elder son's studies and elder daughter's marriage, do not have any money left for her education. Despondent, the girl flees with a 'friend' and gets married. She dreams of a better life and also an opportunity to study further. The marital bliss lasts only for a couple of months and Seema finds herself slogging in the kitchen and physically tortured.

She then returns to her maternal home and pleads with her parents to enrol her in school. The parents are not cooperative.

The NGO is still talking to the parents, offering financial support to send her back to school.

However, in the case of Rohit from West Champaran, Bihar, a brilliant student, who was sent off to work in a *zardozi* hub in Gujarat to support the family after he cleared class 10, two NGOs came together to persuade his parents to change their mind. They pointed out the exploitative nature of child labour and how they were hindering the growth of a child who had got a first class in his 10th. So, after about four years of labour work, Rohit came back and did his intermediate in the arts. He was selected for the State police service and is training at the police academy in Bhagalpur.

## Enabling environment helps

The study shows that an enabling environment, self-motivation or motivation by parents and community inspired 88 per cent of the girls to work towards their dreams of higher education and a career. Girls were also encouraged to pursue higher education because of various government schemes like the Mukhya Mantri Cycle Yojana and *Beti bachao, beti padhao*. Though there are 21 government schemes to incentivise girls' education, 12 of them monetary, 40 per cent of parents in the four States were unaware of the schemes.

The study also reveals that many girls have not been able to avail the schemes due to delay in distribution of scheme benefits and other factors like stringent eligibility criteria and conditionalities, complex processes to avail the benefits, and mismatch of the scheme benefits with the requirements of girls and their families. Also, the analysis highlights that the majority of the girls who did not receive any benefit in the school were in the age bracket of 11-14 years and belonged to lower socio-economic strata.

Every March, the spotlight falls on half the world's population, commemorating the historic journey for women's rights. Besides honouring social victories such as universal suffrage and women's greater contribution to economic activities, the month also calls for an honest reflection on their current status. While issues such as labour force participation and crime rates typically feature in the limelight, it is time we focused on the subtler manifestations of gender-related issues in one of the most critical areas for development — education. An analysis in the Indian context throws out four fascinating facts.

First, a comparison focused exclusively on learning outcomes reveals gender equity. Data from one of the largest competency-based sample surveys in school education, the National Achievement Survey (2017), covering over 22 lakh students, shows parity in learning levels between boys and girls in elementary and secondary classes across the country. For example, the average test scores in mathematics for girls and boys in Classes 3 and 5 are exactly the same at 63 and 53, respectively. In Class 10, scores are identical in both language and mathematics. In fact, the maximum difference in subject scores between the two genders across all classes rarely exceeds one percentage point. However an analysis of this kind tends to eclipse the prevalent gender discrimination in education, as evidenced below. The day boarding and lodging arrangements in these hostels should be cheap, and payment in kind should be permitted

### **Steps taken by Karnataka state government in girl education**

Towards Equality: Report of the Committee on the Status of Women in India (1962-63) suggested incentives to prevent dropouts among girls. The Committee to Look into the Causes for Lack of Public Support Particularly in Rural Areas, for Girls' Education and to Enlist Public Cooperation, 1963 and Committee on Differentiation of Curricula for Boys and Girls, 1964 focussed on appointment of women teachers; appointment of women teachers on staff should be obligatory where girls do attend a middle school ordinarily meant for boys, and grant of free books, writing materials and clothing to girls. The Education Commission (1964-66) fully endorsed the recommendations of National Committee on the Education of Women; The Commission emphasized on the following points: Educating public opinion to overcome traditional prejudices against girls' education; Appointing women teachers; Popularising mixed primary schools; and opening separate schools for girls at the higher primary stage, wherever 153 possible and demanded; Providing free books and writing materials and if needed clothing also. Towards an Enlightened and Humane Society NPE, 1986 - A Review Committee for Review of National Policy on Education 1986 in 1990 upheld the need for adequate support services (water, fuel, fodder and child care) to the promotion of girls' education and more provisions of schooling facilities like atleast one primary school in each habitation with a population of 300 or more and atleast one middle school in each habitation with a population of 500 or more.

The National Perspective Plan for Women (1988-2000) recommended for women's education on the top priority basis so that women can't attain a comparable level of education by 2000. The plan suggested that: Educational programmes need to be restructured and school curricula to be modified to eliminate gender bias. Awareness needs to be generated among the masses regarding the necessity of educating girls. The media and various forms of communication have to be geared and a fruitful rapport has to be established between the community at large and the educational personnel. Fifty percent posts in elementary schools should be reserved for women teachers. In every school, at least one woman teacher should be there. School timing? should be flexible and schools must be available within a walking distance Hence, a substantial increase is required in the number of schools for girls. The recommended distance of 3 km. for a middle school is a handicap for many girls, It is therefore, necessary to provide hostel facilities over there .

Five - Year Plans and girls education Girls'/women's education has assumed special significance in the context of our country's planned development. The First Five Year Plan advocated the need for adopting special measures to improve girls' education and provide equal opportunities to women/girls as men/boys here in respect of education and job. 154 The second Five Year Plan proposed special efforts at educating parents and make education more closely related to the needs of girls. The report of the National Committee on women's Education (1959) made a strong impact on the Third Five Year Plan. The schemes launched

included condensed school courses for adult women, Bal Sevika Training and child care programmes. Subsequent plans supported these measures and also provided incentives such as free text books and scholarships for girls. Although there was a large scale expansion of activities for education up to the Fourth Plan, vast disparities existed in the relative utilization of available facilities by boys and girls at various stages of education. Efforts were being made to implement recommendations of the Education Commission (1964-66) and the National Policy on Education (1968) regarding promotion of girls education. The major thrust in the Fifth Plan was to offer equal opportunities to both boys and girls and for improving the quality of education imparted. Incentives like free text books, mid day meal, uniforms and attendance scholarships were to be given to promote enrolment and retention of girls in backward areas and among underprivileged sections of society. Efforts were being made to improve the number of female teachers. The Sixth Plan gave special focus to initiate larger measure for equalization of educational opportunities.

### **Universalisation of elementary education for girls in Karnataka**

Major emphasis was on universalisation of elementary education, attachment of Balwadi-cum crèches, appointment of women teachers in rural areas, improving girls' participation in science and mathematics courses and increasing the number of hostels for girls of backward communities. The effort during the Seventh Plan period was an outcome of National Policy on Education (1986). It gave overriding priority to the removal of women's illiteracy, obstacles inhibiting their access to and retention in elementary and higher education. The Eighth Five Year Plan promises to ensure that the benefits of development from different sectors do not by pass women. During this plan period, the focus was on ensure that 155 women were equal partners and participants in the developmental process. This approach of the Eighth Plan marked a definite shift from 'development' to 'empowerment' of women. The Ninth Five Year Plan was the most crucial investment in women's development by improving the quality of life through investments in core sectors like health, hygiene, demographic profile and economic productivity. Education of girls and women's empowerment received significant attention as an index of human development. Since girls find it difficult to cover a long distance to attend schools, it is necessary to have schools in the vicinity of the villages.

The Tenth Five-Year Plan committed to universalizing elementary education (UEE), has, therefore, fixed following goals : 1. Universal Access 2. Universal enrolment 3. Universal retention 4. Universal Achievement 5. Equity Targets fixed in the Tenth Plan: Bridge all gender gaps in enrolment, retention and learning achievement in the primary stage by 2007 and reduce the gap to 5% in the upper primary stage by 2007.

- Use special interventions and strategies to include girls. 8) Suggested Programmes for achieving UEE for girls: The Tenth Plan focused on some women-centric programmes such as the existing Mahila Samakhya, and two new schemes, the Kasturba Gandhi Swantantra Vidyalaya (KGSV) and the National Programme for the Education of Girls at the Elementary Level (NPEGEL). An example is the Mid Day Meal Scheme. It works as an additional benefit. The NPEGEL provides free uniforms and textbooks, which causes a reduction in the costs of schooling. Moreover, the schemes also seek to set up Non Formal Schools which provide bridge courses to mainstream out of school children, especially adolescent girls. Also, vocational training is provided.

- In the Budget for 2009-10, an allocation of Rs.25.00 crore each has been proposed for the Murshidabad and Mallapuram campuses of Aligarh Muslim University.

- Maulana Azad National Urdu University (MANUU) in its XI Plan proposal envisages (1.1) Model Schools, (7) Polytechnic Courses, (3) College of Teacher Education, a College of Pharmacy and Research Centre, a College of Unani Medicine & Research

and Hospital, and a College of Nursing and Paramedical Sciences. This is subject to availability of funds during the 11th Plan.

230

- National Commission for Minority Educational Institutions (NCMEI) has been established by an Act of Parliament with the key objective of ensuring that the true amplitude of the educational rights enshrined in Article 30 (1) of the Constitution is made available to the members of the notified religious minority communities, including the Muslims. NCMEI has till date issued 3034 minority status certificates.
- National Council for Promotion of Urdu Language (NCPUL) is being strengthened and budget of Rs.20.00 crores has been sanctioned for the year 2010-11.
- The programmes of the NCPUL are now available at 1000 locations in 186 districts in 26 States of the country which includes One Year Diploma Course in Computer Applications, Business Accounting & Multilingual DTP (CABA MDTP), One Year Diploma Course in Urdu language One year Certificate Course in Arabic Language and Two Years Diploma Course in Functional Arabic.
- CABA MDTP scheme has transformed the Urdu speaking population in to employable technical work force and more than 50% diploma holders are already employed.
- Art forms like Calligraphy, Ghazals, Architecture and sculpture etc. constitute rich tradition of Urdu. New programmes of the Council are exclusively devoted to the promotion of such liberal arts and aesthetics associated with Urdu language. Scheme for Urdu Press Promotion has been strengthened to provide for capacity building of Urdu journalists.

## Conclusion

The Annual Status of Education Report (ASER) 2014 reveals that enrolment in private schools has increased from 18.7 per cent in 2006 to 30.8 per cent in 2014. But has this increase been accompanied by a proportionate inclusion of disadvantaged groups?. The National University of Educational Planning and Administration's 2011-12 report shows that only about 16 per cent of students from SCs and STs attend private schools and the average Indian household spends five times more money on each child annually if s/he is enrolled in a private school compared to a government school. It is reasonable to say that private schools are ordinarily more accessible to higher income groups.

ASER reports suggest that private schools fare only marginally better in terms of imparting quality education compared to government schools. While the ASER methodology of quantifying learning has been disputed, these statistics suggest that our education system has fared poorly on both equity and quality parameters. The Constitution provides a flexible framework for a welfare state. Article 39 directs the state to frame policies that distribute the "ownership and control of the material resources of the community" such that it serves the "common good", and "provide opportunities and facilities that enable children to develop in a healthy manner in conditions of freedom and dignity". While Directive Principles are non-justiciable, Article 37 commands that they shall be "fundamental in the governance of the country and it shall be the duty of the State to apply these principles in making laws". Initially, universal elementary education was a Directive Principle under Article 45. The fact that it was made a fundamental right vide the 86th Amendment does not jettison the egalitarian perspective that placed it in the same scheme as other Directive Principles, particularly those under Article 39. To start with there are large inter-state variations.

Karnataka's centralized cooking and delivery of cooked food to various schools is replicable in other States as well. It has been found to be rather efficient in terms of costs and time. Self Help Groups and NGOs are providing cooked food to school going children in Andhra Pradesh, Karnataka, Orissa and Uttar Pradesh. The MHRD reports the provision 178 of mid-day meals to approximately 1120 million children in 2005. However, enquiries at a colony in Dakshinpuri, Delhi and a meeting with a member of the office staff of a Government school revealed that Mid- Day meals were being provided only at Sarvodaya schools. The Planning Commission suggests that a concurrent evaluation of the Mid Day Meal Scheme should be launched in all states. State Governments should make arrangements for Public-Private Partnerships, social audit and greater accountability.

## References

1. "Socrates-Erasmus Program". Erasmus.ac.uk. Retrieved 19 June 2010.
2. "Soros Foundation". Soros.org. Retrieved 19 June 2010.
3. Sperduti, Vanessa (2017). "Internationalization as Westernization in Higher Education" (PDF). *Comparative & International Education* 9 (2017). 9: 9–12. Retrieved 6 December 2017.
4. Aleed, Yasser (2016). "Effects of Education in Developing Countries". *Journal of Construction in Developing Countries*. December 2106.
5. "African nations embrace e-learning, says new report". PC Advisor. 16 October 2012. Retrieved 24 October 2012.
6. "nabuur.com". nabuur.com. Archived from the original on 11 October 2002. Retrieved 3 October 2013.
7. "EDUSAT". ISRO. Archived from the original on 27 December 2012. Retrieved 1 January 2013.
8. "Low-cost private schools: evidence, approaches and emerging issues". Eldis. Retrieved 10 January 2014.
9. Finn, J. D.; Gerber, S. B.; Boyd-Zaharias, J. (2005). "Small classes in the early grades, academic achievement, and graduating from high school" (PDF). *Journal of Educational Psychology*. 97 (2): 214–33. CiteSeerX 10.1.1.477.3560. doi:10.1037/0022-0663.97.2.214.
10. Butler, S.; Marsh, H.; Sheppard, J. (1985). "Seven year longitudinal study of the early prediction of reading achievement". *Journal of Educational Psychology*. 77 (3): 349–61. doi:10.1037/0022-0663.77.3.349.
11. Baltes, P.; Reinert, G. (1969). "Cohort effects in cognitive development in children as revealed by cross sectional sequences". *Developmental Psychology*. 1 (2): 169–77. doi:10.1037/h0026997.
12. Richards, M.; Sacker, A. (2003). "Lifetime Antecedents of Cognitive Reserve". *Journal of Clinical and Experimental Neuropsychology*. 25 (5): 614–24. doi:10.1076/jcen.25.5.614.14581. PMID 12815499.
13. Swassing, R. H., Barbe, W. B., & Milone, M. N. (1979). *The Swassing-Barbe Modality Index: Zaner-Bloser Modality Kit*. Columbus, OH: Zaner-Bloser.
14. "Dunn and Dunn". Learningstyles.net. Archived from the original on 3 February 2009. Retrieved 20 April 2009.
15. "Biographer of Renzulli". Indiana.edu. Retrieved 20 April 2009.
16. Thomas Armstrong's website Archived 21 March 2009 at the Wayback Machine detailing Multiple Intelligences
17. "Keirse web-site". Keirse.com. Retrieved 20 April 2009.
18. "Type Delineator description". Algonquincollege.com. Archived from the original on 1 March 2009. Retrieved 20 April 2009.

19. Barbe, W. B., & Swassing, R. H., with M. N. Milone. (1979). *Teaching through modality strengths: Concepts and practices*. Columbus, OH: Zaner-Bloser
20. "Learning modality description from the Learning Curve website". [Library.thinkquest.org](http://Library.thinkquest.org). Archived from the original on 4 April 2008. Retrieved 19 June 2010.
21. "Guy Claxton speaking on What's The Point of School?". [dystalk.com](http://dystalk.com). Retrieved 23 April 2009.
22. J. Scott Armstrong (1983). "Learner Responsibility in Management Education, or Ventures into Forbidden Research (with Comments)" (PDF). *Interfaces*. 13. Archived from the original (PDF) on 20 June 2010.
23. Pashler, Harold; McDonald, Mark; Rohrer, Doug; Bjork, Robert (2009). "Learning Styles: Concepts and Evidence" (PDF). *Psychological Science in the Public Interest*. 9 (3): 105–19. doi:10.1111/j.1539-6053.2009.01038.x. PMID 26162104.
24. Ansari, D; Coch, D (2006). "Bridges over troubled waters: Education and cognitive neuroscience". *Trends in Cognitive Sciences*. 10 (4): 146–51. doi:10.1016/j.tics.2006.02.007. PMID 16530462.
25. Coch, D; Ansari, D (2008). "Thinking about mechanisms is crucial to connecting neuroscience and education". *Cortex*. 45 (4): 546–47. doi:10.1016/j.cortex.2008.06.001. PMID 18649878.
26. Goswami, U (2006). "Neuroscience and education: from research to practice?". *Nature Reviews Neuroscience*. 7 (5): 406–11. doi:10.1038/nrn1907. PMID 16607400.
27. Meltzoff, AN; Kuhl, PK; Movellan, J; Sejnowski, TJ (2009). "Foundations for a New Science of Learning". *Science*. 325 (5938): 284–88. Bibcode:2009Sci...325..284M. CiteSeerX 10.1.1.165.1628. doi:10.1126/science.1175626. PMC 2776823. PMID 19608908.
28. Ansari, D (2008). "Effects of development and enculturation on number representation in the brain". *Nature Reviews Neuroscience*. 9 (4): 278–91. doi:10.1038/nrn2334. PMID 18334999.
29. McCandliss, BD; Noble, KG (2003). "The development of reading impairment: a cognitive neuroscience model" (PDF). *Mental Retardation and Developmental Disability Research Review*. 9 (3): 196–204. CiteSeerX 10.1.1.587.4158. doi:10.1002/mrdd.10080. PMID 12953299. Archived from the original (PDF) on 27 August 2008. Retrieved 24 October 2017.
30. Gabrieli, JD (2009). "Dyslexia: a new synergy between education and cognitive neuroscience" (PDF). *Science*. 325 (5938): 280–83. Bibcode:2009Sci...325..280G. CiteSeerX 10.1.1.472.3997. doi:10.1126/science.1171999. PMID 19608907.
31. Price, GR; Holloway, I; Räsänen, P; Vesterinen, M; Ansari, D (2007). "Impaired parietal magnitude processing in developmental dyscalculia". *Current Biology*. 17 (24): R1042–43. doi:10.1016/j.cub.2007.10.013. PMID 18088583.
32. Noddings, Nel (1995). *Philosophy of Education*. Boulder, CO: Westview Press. p. 1. ISBN 978-0-8133-8429-0.
33. Frankena, William K.; Raybeck, Nathan; Burbules, Nicholas (2002). "Philosophy of Education". In Guthrie, James W. (ed.). *Encyclopedia of Education*, 2nd edition. New York, NY: Macmillan Reference. ISBN 978-0-02-865594-9.
34. Noddings 1995, pp. 1–6
35. Clark, Christopher (6 September 2007). *Iron Kingdom: The Rise and Downfall of Prussia, 1600-1947*. Penguin UK. ISBN 978-0-14-190402-3. The emancipated citizens who emerged from every level of Humboldt's educational system were expected to take an active part in the political life of the Prussian state.



36. Mommsen, Peter (Winter 2017). "The Community of Education". Plough Quarterly.
37. Christopher Winch and John Gingell, Philosophy of Education: The Key Concepts (2nd edition). London:Routledge, 2008. pp. 10–11.
38. Park, Hyunjoon; Shavit, Yossi, eds. (March 2016). "Special Issue: Education as a Positional Good". Research in Social Stratification and Mobility. 43 (supplement): 1–70. ISSN 0276-5624.
39. "Examples of subjects". Curriculumonline.gov.uk. Archived from the original on 21 August 2008. Retrieved 20 April 2009.