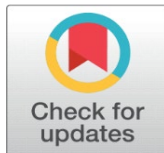
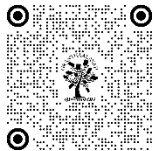


A STUDY ON INCLUSIVE GROWTH OF EDUCATION AND EDUCATIONAL PROGRESS IN RURAL AREAS – WITH SPECIAL REFERENCE TO HASSAN

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ABSTRACT

Inclusive growth in education in India and Karnataka has become a focal point in recent years, aiming to ensure equitable access for all, regardless of socio-economic status, gender, or region. According to the Ministry of Education, India's literacy rate reached 77.7% in 2021, showing steady progress, but challenges remain, particularly in rural and marginalized areas. The government's push for Universal Elementary Education, through initiatives like the Right to Education Act (RTE), has led to higher enrolment rates, especially among girls and children from disadvantaged communities. In Karnataka, significant strides have been made to improve educational access. The state's literacy rate stands at 77.2% as per the 2021 Census, with a noticeable increase in female literacy. Recent programs like "Vidya Vahini," which integrates technology into schools, and the "Karnataka State Higher Education Council," which promotes skill development, aim to bridge gaps in education. However, disparities still exist, particularly in remote rural areas, where students face challenges such as inadequate infrastructure and limited access to quality teachers. Government policies, such as the "Karnataka Education Policy 2020," emphasize digital education, vocational training, and scholarships to ensure that every child, irrespective of background, receives a quality education, fostering inclusive growth for the future.

1. INTRODUCTION

Inclusive growth in education refers to ensuring that all individuals, regardless of their socio-economic background, gender, location, or disabilities, have equal access to quality education. In the context of India and Karnataka, this idea has become crucial in addressing the disparities that exist within different regions, communities, and income groups. Education plays a pivotal role in the overall socio-economic development of any nation, and for a country as diverse as India, the need for inclusive education is particularly pressing. Karnataka, as one of India's major states, also faces its own set of challenges and opportunities in fostering inclusive educational growth.

India, with a population exceeding 1.4 billion, has a complex and diverse educational landscape. The country has made significant strides in improving its educational system, but it still faces substantial challenges, particularly with respect to inclusivity. Education in India is governed by a mix of federal and state policies, and efforts are being made to address disparities in access to and quality of education. According to the Ministry of Education's **All India Survey on Higher Education (AISHE) 2020-21**, India's literacy rate stands at approximately **77.7%** (as of 2021), with male literacy at 84.7% and female literacy at 70.3%. While this reflects progress, there remains a large gap between rural and urban areas and among different social and economic groups.

The most recent initiatives aimed at ensuring inclusive growth in education in India include:

- 1) Right to Education Act (RTE), 2009:** This act mandates free and compulsory education for all children aged 6 to 14. It emphasizes equal access to quality education and specifically targets marginalized communities, such as scheduled castes (SC), scheduled tribes (ST), and economically weaker sections (EWS).
- 2) National Institutional Ranking Framework (NIRF):** The NIRF aims to rank educational institutions based on their inclusivity, infrastructure, research, and diversity, which encourages colleges and universities to adopt more inclusive practices.
- 3) Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** Aimed at equipping youth with skills for better employment, this initiative also focuses on reaching out to underserved populations in rural and economically backward areas.
- 4) Digital Education Initiatives:** With the onset of the COVID-19 pandemic, digital education has become a major focus. The government launched various online platforms such as **Diksha** and **Swayam** to ensure continuous learning during lockdowns. The government also focuses on the Digital India initiative, which aims to enhance digital literacy, especially in rural areas.

However, India continues to grapple with substantial educational disparities, especially when it comes to gender, socio-economic status, and geographical location.

Inclusive Education in Karnataka: Challenges and Solutions

Karnataka is one of the more progressive states in India in terms of education. The state's literacy rate, according to the **2021 Census**, is **77.2%**, which is slightly lower than the national average. However, the state's education system has made notable strides in improving access to education, especially for women and marginalized communities. In Karnataka, the gap between male and female literacy rates is less pronounced compared to many other states, with female literacy at **70.1%**. While urban areas like Bengaluru have relatively high levels of educational development, rural Karnataka still faces significant challenges in ensuring inclusive education for all.

1. Government Policies and Programs in Karnataka: The Karnataka government has launched several policies and programs aimed at promoting inclusive education. Some of the most important initiatives are:

- **Karnataka Education Policy 2020:** This policy seeks to enhance the quality of education in the state by emphasizing a more inclusive, student-centered approach. It also emphasizes promoting vocational education, digital literacy, and reducing the gap between rural and urban education standards.
- **Vidya Vahini:** This is an innovative program that integrates digital technology into schools, particularly in rural areas. The initiative aims to bridge the digital divide and equip students with digital skills that are essential in the modern world.
- **Scholarships and Financial Aid:** Karnataka provides a number of scholarships to students from marginalized communities, including SC/ST students and economically weaker sections. This includes the **Post-Matric Scholarship**, **Pre-Matric Scholarship**, and **Fee Reimbursement Scheme**, aimed at ensuring that students from disadvantaged communities have the financial support they need to complete their education.
- **Mid-Day Meal Scheme:** The state has implemented the Mid-Day Meal Scheme in schools to ensure that children from low-income families are provided with nutritious food, helping them stay in school and pursue their education without the added burden of hunger.

2. Access to Education in Rural Areas : Karnataka, like many other states in India, has a significant rural population that faces challenges in accessing education. Infrastructure gaps, poor transportation, and the migration of children from rural areas to urban centers for better opportunities all contribute to educational exclusion. While the state has made progress with schemes like **Vidya Vahini**, which provides internet-enabled classrooms and digital learning materials, the disparity in infrastructure between urban and rural schools remains a concern. The Rural Development and Panchayat Raj Department has undertaken efforts to construct new school buildings, improve existing infrastructure, and improve access to transportation in remote regions of Karnataka. Additionally, the state's Karnataka State Open School (KSOS) initiative has given many students, particularly in rural areas, the flexibility to complete their schooling through alternative learning modes.

3. Gender Disparities in Education: Gender inequality in education remains a significant issue in Karnataka, although the state has made considerable progress in improving the female literacy rate. As per the 2021 Census, the female literacy rate in Karnataka is 70.1%, which is still lower than the male literacy rate. This is particularly evident in rural areas, where girls often drop out of school to help with household chores or due to early marriages. To address this issue, the government has implemented various programs, including Karnataka's Beti Bachao Beti Padhao Scheme, which focuses on empowering girls through education, awareness campaigns, and financial incentives for families to send their daughters to school. Moreover, initiatives like Sakhi (an empowerment initiative) and State-run Residential Schools for Girls provide free quality education to girls from marginalized sections of society, particularly in rural areas.

4. Inclusive Education for Children with Disabilities :Inclusive education for children with disabilities has also gained momentum in Karnataka. The government has introduced several measures to ensure that children with disabilities are not left behind in the education system. For instance, the state has implemented the Sarva Shiksha Abhiyan (SSA), which emphasizes education for children with special needs. The state has set up specialized schools for children with disabilities and provided assistive devices, such as wheelchairs and hearing aids, to ensure that students with physical disabilities can attend school.

Additionally, Karnataka's **RTE Act** ensures that schools are inclusive and that children with disabilities are given equal opportunities to enroll in mainstream schools with necessary accommodations. The state also has provisions for scholarships and financial support to help children with disabilities access education.

5. Digital Education and Skill Development : The growth of digital education in Karnataka has played a key role in making education more inclusive. As part of the Digital India initiative, the state has worked towards making online education more accessible, especially during the COVID-19 pandemic. The Vidya Vahini program, which integrates digital tools and resources into classrooms, is an example of Karnataka's efforts to enhance educational accessibility. Furthermore, the state has introduced various skill development programs, such as Skill Development and Entrepreneurship Programs, to ensure that students, particularly from rural areas, are not only educated but are also equipped with vocational skills that can improve their employability. This is especially critical in a state like Karnataka, where there is a significant disparity in the availability of employment opportunities between urban and rural areas.

6. Challenges and the Way Forward

Despite the efforts mentioned above, there are several challenges that continue to hinder the progress of inclusive education in Karnataka:

- **Quality of Education:** While enrollment rates have increased, the quality of education in many rural and underprivileged areas still lags behind. This is due to factors such as a shortage of qualified teachers, lack of proper infrastructure, and outdated teaching materials.
- **Drop-out Rates:** Although enrollment rates have improved, the drop-out rate in rural areas remains high. This is particularly the case for girls and children from marginalized communities, where social norms and economic pressures discourage them from continuing their education.
- **Urban-Rural Divide:** There is still a significant gap in the quality of education between urban and rural schools. Urban schools are better equipped with resources, while rural schools often struggle with poor infrastructure and a lack of skilled teachers.

To address these issues, the state must focus on improving teacher training, ensuring that schools are equipped with the latest technology, and strengthening policies aimed at retaining students in schools, particularly in rural areas. Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education, skill development (Vocational Education) and equivalency. With the objective of promoting adult education, a series of programmes have been introduced since the First Five Year Plan, the most prominent being the National Literacy Mission (NLM), that was launched in 1988 to impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner. By the end of the 10th Plan period, NLM had made 127.45 million persons literate, of which, 60% were females, 23% belonged to Scheduled Castes (SCs) and 12% to Scheduled Tribes (STs). 597 districts were covered under Total Literacy Campaigns of which 502 reached Post Literacy stage and 328 reached Continuing Education stage.

Formal Education: Formal education comprises of the basic education that a person receives at school. The basics, academic and trade skills are exposed to the person through formal education. Thus, this form of education is also referred to as mainstream or traditional education. Beginning with nursery education, a person learns the various

aspects as he advances towards primary, secondary and higher education. While nursery, primary and secondary education are received by a student at a school, higher education, or post-secondary education, is generally disclosed at a college or university.

Informal Education: Informal education includes educating one through informal communication and reading books. In general, informal education is edifying someone outside the basic form of education, that is, in schools, and without the use of any learning methods.

Special Education: Mentally challenged and handicapped students are educated through special learning methods, known as special education. For a student to be admitted into a special education school he is first evaluated on the various parameters of disabilities and accordingly, his eligibility is determined.

Adult Education: Adult education is the process of educating the adults as it aims towards educating an adult on literacy, other basic skills and various job skills. Also known as adult basic education, adult literacy education or school equivalency preparation, adult education can be categorized into three further categories: formal class based education, e-learning and self-directed learning.

2. IMPORTANCE OF ADULT EDUCATION

Democracy without education is meaningless. It is education and enlightenment that lifts a nation to the heights of progress and greatness. Unfortunately, the situation as it obtains in India in respect of education is not only distressing but disgraceful and deplorable. At present about 60% of the people in India are illiterate; they cannot differentiate a buffalo from a black mole. Adult education is needed because it is a powerful auxiliary and an essential incentive to primary education. No program of compulsory universal education can bear fruit without the active support and co-operation of adults.

Social education is needed in order to guide in spending their leisure in healthful recreations and useful activities. Lastly, illiteracy and ignorance is a sin; an illiterate adult is a burden on society. The difficulties have to be overcome either by cleverness, or by fact or by compromise, or may be, by intentional avoidance. Only then we can hope to spread Adult Education. The purpose of all good teaching is to produce changes in human behavior. All adult education teachers must adopt a positive approach; adult education emancipates people from the tyranny of illiteracy.

- Some people, in their early age, did not have the chance to get education for different reasons, when they are old if then, they get education and they can discover themselves in a new way.
- Learning is a continuous process, and if adult persons have the continued relationship with knowledge is also important.
- Some adult much time to take rest but if they are engaged in learning they can also have fun and friends.
- If they are busy something creative jobs, they will never feel boring rather they will feel healthier and happier.

It could be any degree that you want. Having missed out on education when you were yet young, still doing school might not look like a good option. However, there are so many adult education programs around, it would spin you in the head just thinking of it. You don't have to give up on your dreams related to their job

3. INCLUSIVE EDUCATION IN INDIA

Adult education in India is the process to provide education to the adult and aged people who, somehow, had failed to receive the elementary education during their childhood. The effort of providing adult education in India has been in existence for the past several years, as it is one of the most important things in building an educated nation. Unless the adults realize the importance of education they would never understand the need to educate their progeny. Education is one of the stepping stones for building a strong nation. Hence adult education is promoted on a large scale in the Indian sub-continent.

Adult education in India is mainly provided at night schools. These are situated in almost all the [Indian cities](#) and villages. The provision for imparting education has been made at night because most of the people are engaged during the day. Apart from the night schools, the [Government of India](#) had also set up some libraries so that the adults can study more to become educated, not just literate. Adult education is included among the most important responsibilities of the Government, as the eradication of illiteracy has been one of the major national concerns of the Government of India since

independence. The government launched the programme of Social Education, under the Community Development Programme in 1952, as part of the first Five Year Plan. In the recent times, the government has launched the programme called National Literacy Mission (NLM) for spreading adult education in India.

A large number of initiatives have been taken so far for providing adult education in India. Machinery comprising male and female Social Education Organisers at grass-roots level and a Chief Social Education organiser has been created, apart from the Social Education Organizers' Training Centres (SEOTCs). The government has also established model community centres, rural libraries, Janata Colleges, youth clubs, mahilamandals and folk schools, for spreading adult education. The Council for Rural Higher Education was established and a Standing Committee of the Central Advisory Board of Education (CABE) on Social Education was also constituted in 1956. The government also started a National Fundamental Education Centre for providing high-level training facilities to the adults.

4. OBJECTIVES

- 1) To understand the educational status by knowing male and female education in the country.
- 2) To know the role of adult education in elimination of illiteracy in the study area.
- 3) To know the response of the people towards adult education.
- 4) To understand the initiatives from the government to effective implementation of programme.

5. METHODOLOGY

The study is based on primary and secondary data, the primary data has been collected information from 50 respondents with questionnaires and observations. The secondary data has been collected from published and other sources, mainly collected from magazines, reports, the data has been collected tabulated and analyzed through the simple statistical average method and percentage method. These information uses to describe the role and importance of adult education in the study area.

6. ANALYSIS OF DATA

In the study mainly focus on Adult Education program in Belur taluk, is an important criteria to understand about the development of literacy of rural areas. The following factors describe the adult Education through by different following determinants.

7. GRAMAPANCHAYATH

The following chart is exploring regard no of villages, students and teachers among them 50 respondents were selected for collect information. As stated in the study area there were 3390 students were studying and 339 teachers are working.

Sl No	Gram panchayath	Students		Teacher	
		Total	Selected	Total	Selected
1	Doddakodihalli	870	5	87	5
2	Gonisomanahalli	820	5	82	5
3	Adaguru	630	5	63	5
4	Ganguru	590	5	59	5
5	Rajanasiriyuru	480	5	48	5
	Total	3390	25	339	25

Source: primary data

In the study area the following teachers are voluntarily working as tutors and they belong to followed age group, and found that majority of them belongs to below forty years, it would be help more to active participation by teacher s in the learning activity.

Name Gram Panchayath	No of Teachers	Age Group	No
Doddakodihalli	05	15-20	1
Gonisomanahalli	05	21-30	19
Adaguru	05	31-40	4
Ganguru	05	41-50	1
Rajanashiriyuru	05	-	-
TOTAL	25		25

Source: primary data

8. ADULT EDUCATION STUDENTS (TRINEES)

As revealed in the following table more no of female have been interested to get registration and learn, it is 72 percent female and 18 percent male have enrolled.

Gender	No	%	Age group	%
FEMALE NO	18	72	40<	10
MALE NO	07	18	41>	15
TOTAL	25	100		25

Source: primary data

9. PLACE FOR SCHOOLING AND CLASS

Based on the revealed information most of the classes would be run in the own houses and rest would be in school and temples are as class rooms. There is necessary to provide required class room s or building to lead the programme. The designed curriculum would be for 6 months, almost 60% of classes held in evening because some of aspirants as to perform in their houses to lead family and rest classes will be carried in the night.

Sl no	Place	Total	Evening	Night
1	SCHOOL	03	60%	40%
2	TEMPLE	02		
3	OWN HOUSES	20		

Source: primary data

The list of teaching aids for the adult education

- Books
- Note books
- Stationaries
- Rolling board
- Flash cards

10. PROCESS OF EXAMS AND RESULT OF ADULT EDUCATION

Adult education is a 6months training which is held in the study area, adult education is executed by the state government to achieve the given target. After the 6 months of training an examination held at one of the training center. The trainees should attend the questions properly. If a trainee fails in this examination extra training will be given to them.

year	total	Attended candidates	Passed candidates	Failed candidates
2012	1000	870	854	16
2013	1000	926	906	20
2014	2500	2356	2338	18
2015	3000	2879	2859	20
2016	2380	2307	---	----

Source: secondary data

11. OBJECTIVES OF ADULT EDUCATION PROGRAMME

- Reading
- Writing
- Accounting

Five years target to achieved adult education

YEAR	TARGET	ACHIEVEMENT
2012	1000	1000
2013	1000	1000
2014	2500	2500
2015	3000	3000
2016	2380	----

Source: primary data

Fund released for the adult education by state Government

Year	Total funded in Rs.
2012	78000
2013	85000
2014	100000
2015	150000
2016	145000

Source: primary data

Adult education is very much useful for the illiterate people; it gives a second chance for those, who are far from the education. This kind of education can be done with our common life to keep more interest to learn. It leads to enhance the percentage of total education as well as to understand the various issues have been taken place in their day today life.

12. CONCLUSION

Inclusive growth in education is critical for the future of India and Karnataka. The government has taken significant steps toward improving access to quality education, especially for marginalized groups. However, challenges remain, and there is still work to be done. By focusing on improving infrastructure, providing financial support, promoting digital education, and addressing gender and regional disparities, India and Karnataka can achieve truly inclusive educational growth that benefits all sections of society. An Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education, skill development and equivalency. In this way it has achieving its objectives in the national level by providing education or dissimilating knowledge to those, far from the formal regular education. Because the illiterate adults should realize that they should be responsible citizens in the country. An illiterate person cannot perform his duties properly and they can't enjoy all the benefits which have given by the state. In this regard state has to play more vital role to provide the required thing to make it more effective and friendly to the learners in society. There is necessary to create awareness among the people of the country to make involvement in the progrmme to reach more aspirants.

CONFLICT OF INTERESTS

None.

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None.

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