

A Study on Educational Profile and Analysis of Primary and Higher Educational Sector with Special References to Dakshina Kannada

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Abstract

Education is one of the key factors in building a country's Socio-economic development. It must be understood that primary and higher education are two faces of the same coin for a person to mould himself as human capital in society. It is hoped that with the passing of the 'Right of Children to Free and Compulsory Education' Act (RTE Act) 2009, children in our country would no longer be out of school as part of the labour force but would all enjoy their right to education in a full-time day school. Now it's time to focus more on higher education to create potential human capital for faster economic growth. The government must take initiatives to match the demand in the society by providing educational institutions accordingly. To bring the same into actuality it's important to render the higher education that can be accessed at affordable cost by all. Private institutions have taken over the position by establishing private colleges and universities with high cost. The paper examines and explains the existing circumstance in Dakshina Kannada.

Keywords: Primary education, Higher education, Educational growth, Privatization, cost of Higher education, Dakshina Kannada

1. Introduction

“Education is the most powerful weapon which you can use to change the world”
-Nelsons Mandela

The advancement of a nation is more than ever reliant upon the quantity and quality of education acquired by people. The element of education is more influencing and determinant for socio-economic development. Education opens-up unlimited possibilities calling for responses that are productive, creative and challenging. Instead of looking at education as a human requirement, the emphasis has to be made on the acquisition of universal literacy; its capitalization; the acquisition of education as a lifelong activity. Providing education must focus on creating skilful human recourses rather just literates. It is possible only when the primary and higher education policies are formed strongly. Primary education is building block of the society but higher education is the gate pass for a better life in a better society. Primary and higher education must be seen as the two eyes of a person which are equally important to have a good vision and this should be done by providing affordable and equal opportunities to access to all in India. At present investment in Higher education is one form of human development strategy which gained the interest of policymakers and economists all-over. It establishes human capital that creates a considerable contribution to the economic

process within the skilled labour which results in increased development and improved quality of life. But in India, higher education is not accessible as primary education moreover it is conquered by private institutions with high cost, where middle-class people are finding difficult to get into the colleges. The high cost of higher education is creating a huge gap among different Socio-economic class. Now it is required to bridge the gap between different classes of people by establishing the educational institutions required to match the demand in the society at an affordable cost. This paper is an attempt to understand the scenario of education and availability of educational institution in Dakshina Kannada.

2. The Scenario of Education in India

In most countries of the world, there is extensive acceptance of the principle that education is a fundamental human right. Article 26 of the Universal Declaration of Human Rights, proclaimed by the General Assembly of the United Nations in 1948, states in its opening paragraph that Everyone has the right to education. Education shall be free, at least in the elementary, fundamental stages and Elementary education shall be compulsory. 'Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit'. It is hoped in India that with the passing of the 'Right of Children to Free and Compulsory Education' Act (RTE Act) 2009, children in our country would no longer be out of school as part of the labour force but would all enjoy their right to education in a full-time day school. Since a few years, the govt is attempting to scale back the illiteracy in India by providing education but it's not all to bring human development within the society. To have sustained economic development it is also important to invest in higher education for preparing for the future in the present that the growing needs of society and individuals.

For a country like India, higher education is very important to promote human development. Since independence, India has been producing great scientists, engineers, technologists, physicians, educators and administrators who are in great demand all over the world. Because of this significant enrichment of manpower and tools provided by higher education, particularly, technical education India stands as one of the top ten countries in the world for its industrial and technological potential. Higher Education provides floors to people to reflect on the critical social, cultural, moral, economic and spiritual issues that humanity is facing today. Higher education provides techno-scientific knowledge and skilled persons for national development.

In the next few decades, India will have the world's largest set of youth. While the correlation between people and better education isn't up to the mark, the increasing youth community can be a great asset if the potential employability is used efficiently. Conversely, if we fail to provide Skilful education, employment will open a downside gate for the Indian economy. Education is an indispensable tool for achieving sustainability. The Kothari Education Commission 1964-66 explains the role of education in Socio-economic transformation through a statement "the destiny of a nation is shaped in its classrooms". Education generates human capital which is the core of economic progress and assumes that the externalities generated by human capital are the source of the self-sustaining economic process.

India needs more efficient and educated people to drive our economy forward. There are many Indian around the corner who known for their capabilities and skills. To develop India as an education hub or to become a prosperous partner in the global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular.

3. Objectives

1. To analyse the current scenario of higher education in India Dakshina Kannada
2. To study the student's enrolment growth between School and higher education in Dakshina Kannada
3. To look into the growth of Govt and Private institutions in Dakshina Kannada

4. Methodology

The present study has been done and analysed based on the secondary data available. The secondary data at the District level was gathered from the District statistical office D.K Mangalore publishers of Dakshina Kannada District at a glance Mangalore 2009-2018. The state-level data has been collected from the Directorate of Economics and Statistics (DES) And the Statistical Divisions in other departments of the Government (DSD). Data has been projected through graphs and tables for better understanding. The above-said levels of secondary data are authentic and reliable to make the analysis meaningfully for concluding.

Limitations of the study

The study is restricted to Dakshina Kannada Dist. The study period is constrained to 8 Years starting from 2010 -2018. Analysis has been done based on the availability of limited secondary data.

5. Review of literature

Tilak JBG (2007) articulates that “policymakers assume that secondary and higher education is not necessary for economic growth and development. On the opposite hand, it's literacy and first education that's argued to be important. Estimates on the internal rate of return also contribute to the strengthening of such presumption. Accordingly, secondary and better education don't figure on the poverty reduction agenda of the many poor countries and the international aid organisations. The Indian experience also testifies to all this. Secondary and more strikingly education has been subject to neglect by the Govt. Using most up-to-date statistics, it's attempted here to point out that the overall presumption on the weak or negligible role of secondary and better education in development isn't valid and that post-elementary education is important for a reduction in poverty, in improving infant mortality and life expectancy, and for economic growth”. Tilak (1993) articulates that “since individual returns are more than social returns into society, education has become a private commodity. Further author states, the demand for higher education has been growing faster at the same time sources from the Non-Government share is declining such as fee and voluntary contributions. Growing requirements cannot be met with public budget and funds alone efficiently. Where the private institutions are trying to meet the needs with the high cost when mass education is not able to gain the bare necessities”.

6. Data analysis and interpretation:

The country's development is measured the level of education and its literacy rate. For the purpose of the census, "a person in age limit of seven and above, who can both write and read with understanding in any of the languages is considered as a literate in India". Literacy plays a significant role in the economic development of a country. High level of literacy and education drive to greater awareness and also add to the improvement of economic and social circumstances. As per the Population Census of India 2011, the Literacy rate has shown a rise of almost 9.2 %. It has gone up to 74.04% in 2011 from 65.38% in 2001, thus recording an increase of over 9 % in the last 10 years. The nation also suffers from a wide gender disparity in literacy rate with 82.14% for men and 65.46% for women.

From the Table-1 we get to see that the literacy rate for the district works out to 88.5 %. It is above the corresponding state figures of 75.36%. The Mangalore taluk shows high 91.6 % of populations are literate and Belthangady taluk shows lowest 83.9 % of the population as literate. The table clearly shows the high level of awareness about education in the people. According to 2011 data, the male literacy (93.7%) rate is dominating against the female literacy (86.3%) rate in DK. It is found that the highest and lowest literacy difference between male and female 10.8 % and 4.2 %. Dakshina Kannada shows an overall 6% increase in the total literacy rate in the year 2001 to 2011. it is found that female literacy rate (8%) has increased better than male literacy (3%) rate in 2011 compared to 2001. We can understand that the population wants to get a good education. So, the colleges must build the necessary infrastructure to provide a good education in the district.

Taluku	2001						2011							
	Urban literacy			Rural literacy			Total literacy	Urban literacy			Rural literacy			Total literacy
	Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total	
Bantwal	90.7	75.6	83.1	87.9	72.7	80.2	80.6	95.4	86.19	90.7	92.8	80.4	86.3	86.7
Belthangady	91.3	80.2	85.7	84.9	70.3	77.5	77.7	92.6	86.6	89.6	89.9	77.7	83.7	83.9
Mangalore	94.1	85.4	89.7	89.3	75.3	82.0	87.3	98.3	92.7	95.4	87.5	84.6	86.1	91.6
Puttur	93.3	84.3	88.8	85.8	71.1	78.4	80.3	96.2	88.7	92.2	90.3	78.6	84.4	85.9
Sullya	92.9	83.5	88.4	86.6	73.7	80.1	81.2	95.3	88.5	91.8	90.7	80.2	85.4	86.3
Total Dist.	93.8	84.5	89.4	87.1	72.7	79.7	83.4	97.8	91.8	94.8	89.7	80.8	85.3	88.5

Source: DAKSHINA KANNADA DISTRICT AT A GLANCE 2009 to 2018

As per the Census of 2011, nearly 70% of the country's population still resides in rural areas. Hence, it becomes obvious that for developmental efforts to materialize into socio-economic growth, our efforts must cater to the needs and aspirations of this large populace. Table-2 reveals that the overall gap between the rural and urban population of Dakshina Kannada is 9.5%. Among the five taluks of Dakshina Kannada, more gap is found in Mangalore with 9.3% and the lowest is in Bantwal with 4.4%.

Taluks	2001(%)	2011 (%)
Bantwal	2.9	4.4
Belthangady	8.2	5.9
Mangalore	7.7	9.3
Puttur	10.4	7.8
Sullya	8.3	6.4
Total Dist.	9.7	9.5

From the Table-3 below, it can be understood that there is a huge difference between the availability of schools and colleges in the Dakshina Kannada. There is a huge number of schools compared to colleges. Moreover, most of the higher educational institutions are private. As we understand that Primary education is building block of the

society but higher education is gate pass for a better life in a better society. When we think of constructing a society with a greater number of skilled human capital, it is important to provide the required platform for students to learn. From the below table it can observe that from the year 2010 to 2018 there is a lot of difference between the growth of government and private institutions. In the current scenario, education is seen as an investment for the future, but with this high-cost privatised education how can we create an equal platform for all the students who desire to learn.

In Dakshina Kannada more private Medical, Dental, polytechnic and engineering colleges are found compared to Government institutions. In numerical terms, out of 133-Degree colleges, only 22 colleges are government institutions. This indicates the trend of private education is more in Dakshina Kannada, which needs to be thought seriously to initiate the government intuitions to encourage students to enrol into higher education at an affordable cost.

Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Total schools	1931	1944	1975	1987	2015	2,022	2,027	2054	
Total PU Colleges	166	169	169	186	190	201	200	204	
Degree colleges	Govt	18	17	17	18	19	21	22	22
	Pvt	110	126	128	130	19	122	118	111
	Total	128	143	145	148	38	143	140	133
Medical Colleges Ind System	Govt	-	-	-	-	-	-	1	1
	Pvt	-	-	-	-	4	4	5	5
	Total	-	-	-	-	4	4	6	6
Medical Colleges Allopathy	Govt	-	-	-	-	-	-	-	-
	Pvt	11	11	11	12	8	8	8	8
	Total	11	11	11	12	8	8	8	8
Dental Medical Colleges	Govt	-	-	-	-	-	-	-	-
	Pvt	5	5	5	5	5	5	3	3
	Total	5	5	5	5	5	5	3	3
Polytechnic colleges	Govt	2	2	2	2	2	3	3	3
	Pvt	6	7	7	8	7	9	7	7
	Total	8	9	9	10	9	12	10	10
Engineering colleges	Govt	1	1	1	1	1	1	1	1
	Pvt	16	14	16	17	17	17	17	17
	Total	17	15	17	18	18	18	18	18

Source: DAKSHINA KANNADA DISTRICT AT A GLANCE 2009 to 2018

The schools and colleges that are directly controlled by the State Government through the KSEEB and Director and Deputy Director of PU Education in every district, will be monitored and financed by the government. Besides Government colleges, there are private colleges which are financed by the State Government and administered by private agencies like

education trusts, education societies etc. However, these are also indirectly controlled by the State Government. Yet, there are private colleges financed and administered by private education, trusts, societies and such other management. These are respectively termed as Government Colleges, Aided colleges and unaided colleges. In Dakshina Kannada, it is observed that a greater number of Private institutions are found against government institutions, where common people with less income would find difficult and discouraging to get into higher education.

The Table-4 below depicts the number of students enrolled in schools, colleges and degree colleges of Dakshina Kannada district. There are 76,421 students studying in schools of the district, out of which 14,553 students are in government institutions and 61,868 are in private institutions. It is understood from the Table-4 students enrolled for General degree are more compared to other higher educational streams of (Medical, Dental, polytechnic and engineering college) Dakshina Kannada.

Table- 4 Total Students enrolment in School and colleges in Dakshina Kannada 2010-2018									
Year		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Students in schools		3,39,864	3,37,532	3,34,402	3,29,627	3,28,119	3,25,584	3,23,037	3,19,686
Total Students in PU Colleges	Govt	10,796	6,140	6,140	13,250	14,997	13,265	12,704	14,553
	Pvt	42,373	43,876	43,876	53,457	49,276	47,741	59,556	61,868
	Total	53,159	50,016	50,016	66,707	64,273	61,006	72,260	76,421
Total Students in Degree colleges	Govt	3,164	9,384	8,906	12,017	9,593	10,743	10,853	15509
	Pvt	14,889	35,038	38,592	47,278	9,152	39,194	40,077	20633
	Total	18,053	44,422	47,498	59,295	18,745	49,937	50,930	36,142
Total Students in Ind Medical Colleges Ind System	Govt	-	-	-	-	-	-	100	100
	Pvt	-	-	-	-	1,852	1,850	1,867	2,254
	Total	-	-	-	-	1,852	1,850	1,967	2,345
Total Students in Medical Colleges (Allopathy)	Govt	-	-	-	-	-	-	-	-
	Pvt	5,626	5,385	8,208	6,824	6,116	5,256	1,250	1,250
	Total	5,626	5,385	8,208	6,824	6,116	5,256	1,250	1,250
Total Students in Dental Medical Colleges	Govt	-	-	-	-	-	-	-	-
	Pvt	2,249	2,118	1,692	1,379	1,143	1,201	300	300
	Total	2,249	2,118	1,692	1,379	1,143	1,201	300	300
Total Students in Polytechnic colleges	Govt	1,304	1,823	1,852	1,284	1,843	830	2,369	941
	Pvt	3,895	3,507	4,472	3,815	4,537	2,376	4,605	2,268
	Total	5,199	5,330	6,324	5,099	6,380	3,206	6,974	3,209
Total Students in Engineering colleges	Govt	-	4,865	5,086	5,172	5,172	5,383	5,567	-
	Pvt	15,214	17,501	16,509	23,782	25,812	25,623	27,109	5,938
	Total	15,214	12,636	21,595	28,954	30,984	31,006	32,676	5,938

Source: DAKSHINA KANNADA DISTRICT AT A GLANCE 2009 to 2018

Above Table-3 & 4 reveals that there has been a substantial growth of the educational sector. The number of student enrolment has grown up significantly from 2001 to 2018. As a result, the number of educational institutions at the college level and school level also increased. If we compare these improving statistics with an increasing population, then we have to rethink about the availability of the educational intuitions in the society at an affordable cost to all sections of people. The growth of students' enrolment is seen more only in primary, high school

and secondary level education due to the massive investment by the government at the school level, but it is not the same with the higher educational institutions and student's enrolment.

7. Conclusions

Dakshina Kannada district can be stated as a progressive district in terms of socio-economic, and educational conditions of the people. There are large numbers of educational institutions endeavouring primary, secondary and higher education. We can also find many medical and engineering colleges in the district. So, it can be said that there is a large-scale growth of educational institutions in the district. At present investment in Higher education is one form of human development approach which has gained the interest of policy-makers and economists all-over. It builds human capital that makes a valuable contribution to economic growth in the form of skilled labour which leads to increased development and improved quality of life. Now it is important to focus on higher education to generate proficient labour.

The literacy rate has shown good improvement in 2011 compared to 2001 and female literacy is far better than the male literacy rate. This symbolises the fact that the people in the district are having more awareness in terms of safeguarding the interest of girl child and letting the girl child to access the education. There are more private educational institutions offering primary, secondary and higher education. Most of these private educational institutions are self-financed and are not receiving any grants from the Government. At the same time, the government must think of building a greater number of government educational institutions with an affordable expense which would be promoting to all class of people without many rifts.

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