

INCLUSIVE EDUCATION TOWARDS RURAL SELF-RELIANCE

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ABSTRACT

This study investigates the inclusive education towards rural self-reliance through an empirical analysis of Tumkur District, and Karnataka. Data was collected from 65 respondents to examine various aspects, including demographic profiles, educational attainment, household incomes, employment types, perceptions of education importance, school infrastructure quality, enrolment and dropout rates, parental education levels, and challenges in accessing education. The findings reveal a predominantly agrarian community with significant educational disparities and infrastructure challenges. While there is widespread recognition of education's importance for economic and social development, concerns persist regarding the quality of education, especially regarding infrastructure and access to technology. Dropout rates increase with higher educational levels, reflecting barriers such as financial constraints and inadequate infrastructure. Parental education levels are predominantly low, potentially influencing educational opportunities for younger generations. Key challenges identified include financial constraints, distance to schools, poor infrastructure, and socio-cultural barriers, which hinder equitable access to education. These findings highlight the need for targeted interventions to improve educational infrastructure, address socio-economic disparities, and promote inclusive educational policies that cater to the diverse needs of rural communities. Addressing these challenges is crucial for fostering sustainable rural development through enhanced educational opportunities and outcomes.

Keywords: Rural development, Education, Educational disparities, Infrastructure challenges

INTRODUCTION

Education plays a crucial role in fostering development in rural areas, serving as a catalyst for individual empowerment and community advancement. The significance of education extends beyond the acquisition of knowledge, encompassing its transformative potential in improving livelihoods and social cohesion. Arakere Village, situated within Tumkur Taluk, Tumkur District, Karnataka, serves as the focal point of this study, aiming to explore how education influences rural development in this specific geographical context.

Rural communities often face unique challenges such as limited access to quality education, inadequate infrastructure, and socio-economic disparities. These challenges can impede educational attainment and hinder overall development prospects. Understanding the dynamics of education in such settings is critical for formulating targeted interventions and policies that can effectively address these barriers. This study seeks to delve into various facets of education, including demographic profiles, educational attainment levels, household incomes, employment patterns, and perceptions of education's importance among residents. Furthermore, it aims to assess the quality of educational infrastructure, enrolment and dropout rates, parental education levels, and the primary challenges residents face in accessing

education. By examining these factors comprehensively, this study aims to provide insights into the role of education as a driver of rural development. The findings are expected to inform strategies that promote inclusive and sustainable development, enhance educational outcomes, and empower individuals and communities to thrive amidst rural dynamics and challenges.

OBJECTIVES OF STUDY

- To study the role of education in rural development
- To identify challenges in accessing the education

RESEARCH METHODOLOGY

This study employs a mixed-methods approach to investigate the role of education in rural development in Arakere Village, Tumkur Taluk, Tumkur District, -Karnataka. Quantitative data collection involves surveys administered to 65 respondents selected through stratified random sampling to ensure representation across demographics. The surveys gather information on demographic profiles, educational attainment, household incomes, employment types, and perceptions of education importance, school infrastructure quality, enrolment and dropout rates, parental education levels, and challenges in accessing education. Qualitative data is gathered through semi-structured interviews with key stakeholders, including educators, community leaders, and local officials, to gain deeper insights into the qualitative aspects of education and development dynamics in the village. Data analysis includes descriptive statistics for quantitative data and thematic analysis for qualitative data, enabling a comprehensive understanding of the educational landscape and its implications for rural development in Arakere Village.

DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation in this study involve employing statistical methods to quantify trends in educational attainment, infrastructure quality, and socio-economic factors, followed by thematic analysis to uncover nuanced insights from qualitative data, thereby providing a comprehensive understanding of the educational dynamics shaping rural development in Arakere Village.

Table 1: Demographic Profile of Respondents

Category	Frequency (N)	Percentage (%)
Gender		
Male	39	60
Female	26	40
Age Group		
18-25 years	10	15.4
26-35 years	17	26.2
36-45 years	20	30.8
46-55 years	12	18.5
56 years & above	6	9.2
Total	65	100

Source- Field Survey

Table 1 provides a demographic profile of the respondents. The gender distribution shows that 60% of the respondents are male (39 individuals), while 40% are female (26 individuals). This indicates a higher participation of males in the survey. Age-wise, the largest group of

respondents falls within the 36-45 age ranges, representing 30.8% (20 individuals) of the sample. This is followed by the 26-35 age group, accounting for 26.2% (17 individuals), and the 46-55 years group at 18.5% (12 individuals). The youngest group, aged 18-25, makes up 15.4% (10 individuals), and the smallest group is those aged 56 years and above, comprising 9.2% (6 individuals). The age distribution suggests a balanced representation across various age groups, with a slight concentration in the middle-aged category. This demographic data is essential for understanding the perspectives and experiences of different segments of the village population regarding education and rural development.

Table 2: Educational Attainment of Respondents

Education Level	Frequency (N)	Percentage (%)
No formal education	13	20
Primary education	19	29.2
Secondary education	17	26.2
Higher secondary education	10	15.4
College education	6	9.2
Total	65	100

Source- Field Survey

Table 2 illustrates the educational attainment. Among the respondents, 20% (13 individuals) have no formal education, highlighting a significant portion of the population without basic literacy skills. The largest group of respondents, 29.2% (19 individuals), have completed primary education, indicating that primary education is the most common level of education attained. Secondary education follows closely, with 26.2% (17 individuals) of respondents reaching this level. Higher secondary education has been completed by 15.4% (10 individuals), while only 9.2% (6 individuals) have pursued college education. This distribution shows that while most of the respondents have at least some level of formal education, there is a drop-off in educational attainment beyond the secondary level. The data suggests that efforts to promote higher education in Arakere Village could be beneficial, as a relatively small proportion of the population has advanced beyond secondary education.

Table 3: Household Income Levels

Income Range (INR)	Frequency (N)	Percentage (%)
< 50,000	10	15.4
50,000 - 100,000	23	35.4
100,001 - 150,000	18	27.7
150,001 - 200,000	9	13.8
> 200,000	5	7.7
Total	65	100

Source- Field Survey

Table 3 details the household income levels of respondents. The income range with the highest representation is INR 50,000 - 100,000, comprising 35.4% (23 households) of the sample. This indicates that most of the village population falls within this lower-middle-income support. Following this, 27.7% (18 households) have an annual income between INR 100,001 - 150,000, showing that a sizable segment of households have moved into the middle-income range.

Households earning less than INR 50,000 per year make up 15.4% (10 households), suggesting that poverty is still a concern for a portion of the population. Additionally, 13.8%

(9 households) have an income ranging from INR 150,001 - 200,000, indicating a smaller group with slightly higher income levels. Only 7.7% (5 households) report earning more than INR 200,000 annually, highlighting that a relatively small percentage of the population belongs to the higher income levels.

Overall, the data reveals a diverse income distribution within the Village, with a concentration in the lower-middle and middle-income ranges and a notable presence of households at lower and higher extremes. This income distribution has implications for economic stability, access to resources, and the overall development of the village.

Table 4: Employment Types of Respondents

Employment Type	Frequency (N)	Percentage (%)
Agriculture	33	50.8
Non-agricultural labor	13	20
Self-employed	6	9.2
Government job	7	10.8
Private sector	6	9.2
Total	65	100

Source- Field Survey

Table 4 provides insights into the employment types of. The majority of respondents, 50.8% (33 individuals), are engaged in agriculture, indicating that farming remains the predominant occupation and a critical source of livelihood in the village. This underlines the rural and agrarian nature of Arakere Village.

Non-agricultural labour accounts for 20% (13 individuals) of respondents, reflecting a significant portion of the population involved in manual or casual labour outside the agricultural sector. This suggests a reliance on various forms of employment to supplement household income. Self-employment is reported by 9.2% (6 individuals), showing that a smaller segment of the population runs their own businesses or enterprises. Similarly, 9.2% (6 individuals) are employed in the private sector, highlighting the presence of some opportunities for formal employment outside government services. Government jobs are held by 10.8% (7 individuals) of respondents, indicating a relatively stable source of employment with benefits and job security for a portion of the population. The data reveals that while agriculture remains the backbone of the village economy, there is a diversification of employment with people engaging in non-agricultural labor, self-employment, private sector jobs, and government employment. This diversification can be crucial for economic resilience and development in the Village.

Table 5: Perceptions of Education Importance

Perception Statement	Agree	Neutral	Disagree
Education improves economic opportunities	45 (69.2%)	13 (20%)	7 (10.8%)
Education is essential for social development	42 (64.6%)	16 (24.6%)	7 (10.8%)
Quality of education in the village is good	26 (40%)	20 (30.8%)	19 (29.2%)
Girls' education is as important as boys' education	49 (75.4%)	10 (15.4%)	6 (9.2%)

Source- Field Survey

Table 5 reveals the respondents' perceptions regarding the importance of education. A significant majority, 69.2%, agree that education improves economic opportunities, while 64.6% believe it is essential for social development. However, there is some scepticism, with 20% and 24.6% being neutral on these points, respectively, and around 10.8% disagreeing. The quality of education in the village is a concern, as only 40% agree it is good, 30.8% are neutral, and 29.2% disagree. Encouragingly, 75.4% of respondents believe girls' education is as important as boys', though 15.4% are neutral and 9.2% disagree, indicating some lingering gender biases. Overall, while education is seen as crucial for economic and social progress, there are concerns about its quality and some gender disparities.

Table 6: School Infrastructure Quality

Infrastructure Aspect	Satisfactory	Needs Improvement	Poor
Classroom conditions	33 (50.8%)	20 (30.8%)	12 (18.5%)
Availability of textbooks	39 (60%)	16 (24.6%)	10 (15.4%)
Sanitation facilities	26 (40%)	23 (35.4%)	16 (24.6%)
Access to technology	13 (20%)	20 (30.8%)	32 (49.2%)
Source- Field Survey			

Table 6 provides insights into the perceived quality of school infrastructure across four key aspects: classroom conditions, availability of textbooks, sanitation facilities, and access to technology. Approximately half of the respondents find classroom conditions (50.8%) and availability of textbooks (60%) satisfactory, indicating some positive perceptions in these areas. However, there are notable concerns, with significant percentages indicating a need for improvement or poor conditions in sanitation facilities (59.4%) and access to technology (79.2%). These findings emphasize critical areas where infrastructure enhancements are necessary to ensure better learning environments and educational outcomes for students in the village. Addressing these infrastructure gaps could significantly improve the overall educational experience and quality in the Village.

Table 7: Enrolment Rates by Gender and Age Group

Age Group	Boys Enrolled	Girls Enrolled
6-10 years	21 (32.3%)	19 (29.2%)
11-14 years	19 (29.2%)	14 (21.5%)
15-18 years	12 (18.5%)	8 (12.3%)
Source- Field Survey		

Table 7 illustrates the enrolment rates of boys and girls in different age groups. In the age group of 6-10 years, 32.3% (21 boys) of boys and 29.2% (19 girls) of girls are enrolled in school, showing a relatively balanced enrollment at a younger age. For children aged 11-14 years, enrollment rates are slightly higher for boys at 29.2% (19 boys) compared to 21.5% (14 girls) for girls. In the 15-18 years age group, enrollment decreases further, with 18.5% (12 boys) of boys and 12.3% (8 girls) of girls attending school. These figures suggest a trend

of declining enrolment with age, potentially influenced by factors such as socio-economic conditions, access to secondary education facilities, and cultural norms impacting girls' education. Addressing these disparities could be crucial for promoting equitable access to education across all age groups in the Village.

Table 8: Dropout Rates by Educational Level

Education Level	Frequency (N)	Percentage (%)
Primary education	6	9.2
Secondary education	9	13.8
Higher secondary education	10	15.4
College education	12	18.5
Total	65	100
Source- Field Survey		

Table 8 presents the dropout rates among respondents across different levels of education. The data shows that dropout rates increase as educational levels progress. At the primary education level, 9.2% (6 individuals) of respondents have dropped out. This figure rises to 13.8% (9 individuals) at the secondary education level, indicating a higher attrition rate. Further, 15.4% (10 individuals) have dropped out at the higher secondary education stage, and notably, 18.5% (12 individuals) have discontinued their education at the college level.

These dropout rates highlight challenges students face as they advance through the education system, potentially influenced by economic pressures, lack of infrastructure, and societal expectations. Addressing these dropout rates is crucial for improving educational outcomes and ensuring that students from Arakere Village have equitable access to education at all levels. Efforts to support students through targeted interventions and resources could mitigate dropout rates and promote higher educational attainment in the community.

Table 9: Parental Education Levels

Education Level	Frequency (N)	Percentage (%)
No formal education	21	32.3
Primary education	25	38.5
Secondary education	12	18.5
Higher secondary education	5	7.7
College education	2	3.1
Total	65	100

Source- Field Survey

Table 9 outlines the educational levels attained by the parents of respondents. The data reveals that a significant portion of parents have lower levels of formal education. Specifically, 32.3% (21 individuals) of parents have no formal education, while 38.5% (25 individuals) have completed primary education. Secondary education is reported by 18.5% (12 individuals) of parents, indicating a smaller but notable proportion with secondary-level education. Higher secondary education is attained by 7.7% (5 individuals) of parents, and only 3.1% (2 individuals) have received a college education.

These figures emphasize the educational background of the parental generation in Arakere Village, which may influence the educational aspirations and opportunities available to their children. The predominance of lower educational attainment among parents suggests potential challenges in younger generations' access to higher levels of education. Addressing these educational gaps through targeted initiatives and support systems could help improve

overall educational outcomes and opportunities for advancement within the village community.

Table No 10: Role of Education in Rural Development

Statement	Agree	Neutral	Disagree
Education as a principal development strategy	13 (20%)	45 (69.2%)	7 (10.8%)
Education makes people conscious	42 (64.6%)	16 (24.6%)	7 (10.8%)
Education helps increase functional ability of rural people	26 (40%)	20 (30.8%)	19 (29.2%)
Education provides trained manpower from rural areas	49 (75.4%)	10 (15.4%)	6 (9.2%)
Education links rural and urban sectors	33 (50.8%)	20 (30.8%)	12 (18.5%)
Education provides employment and income opportunities	39 (60%)	16 (24.6%)	10 (15.4%)
Education increases productivity of rural labour force	26 (40%)	23 (35.4%)	16 (24.6%)
Education develops leadership in Grampanchayat	32 (49.2%)	20 (30.8%)	12 (18.46%)

Source- Field Survey

Table 10 presents the Role of Education in Rural Development, A significant majority, and 69.2%, agree that Education as a principal development strategy, while 64.6% believe Education makes people conscious. However, there is some scepticism, with 20% and 24.6% being neutral on these points, respectively, and around 10.8% disagreeing. Majority 40% agree that Education provides trained manpower from rural areas. Majority 75.4% reveals that Education provides trained manpower from rural areas. Majority 50.8% agree that Education links rural and urban sectors. A significant majority 60% agree that Education provides employment and income opportunities. A majority 40% of rural people reveals Education increases productivity of rural labour force. And majority 49.2% agree that Education develops leadership.

Table 11: Challenges in Accessing Education

Challenge	Frequency (N)	Percentage (%)
Financial constraints	26	40
Distance to schools	13	20
Poor school infrastructure	10	15.4
Lack of qualified teachers	7	10.8
Socio-cultural barriers	6	9.2
Health issues	3	4.6
Total	65	100
Source- Field Survey		

Table 10 identifies the primary challenges faced by respondents in accessing education. Financial constraints emerge as the most significant barrier, with 40% (26 individuals) citing it as a challenge. Distance to schools is another prominent issue, affecting 20% (13 individuals) of respondents. Poor school infrastructure is a concern for 15.4% (10 individuals), highlighting the impact of inadequate facilities on educational access. Lack of qualified teachers is reported by 10.8% (7 individuals), indicating a barrier to quality education provision. Socio-cultural barriers, such as gender norms and traditions, affect 9.2% (6 individuals), influencing access to education, particularly for marginalized groups. Health issues, though less prevalent, are noted by 4.6% (3 individuals) as a challenge.

These findings emphasize the multifaceted nature of barriers to ranging from economic constraints and infrastructural inadequacies to social and cultural factors. Addressing these challenges comprehensively through targeted interventions and policy initiatives could help improve educational access and equity within the community.

CONCLUSION

This study has provided valuable insights into the dynamics at play within Arakere Village, Tumkur District, Karnataka, through a comprehensive exploration of education's role in rural development. The research underlines education's dual impact on individual empowerment and community advancement, highlighting its significant influence on economic opportunities and social cohesion. Despite widespread recognition of its importance, the study revealed persistent challenges hindering educational access and attainment. These challenges include inadequate infrastructure, financial constraints, and socio-cultural barriers, disproportionately affecting educational outcomes across different age groups. Moreover, the study's findings emphasize the need for effective targeted interventions to address these barriers. Recommendations include improving educational infrastructure, enhancing parental engagement in educational initiatives, and implementing policies that promote equitable access to quality education for all residents. Such initiatives are crucial for fostering sustainable rural development in Arakere Village, empowering its residents to overcome challenges, and preparing them to navigate a rapidly evolving global landscape. By addressing these issues comprehensively, Arakere Village can build a foundation for long-term prosperity and ensure that education remains a cornerstone of its growth and development strategy.

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