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Research Paper

Sociology

Education Among Valmiki Tribes of Ganadal Village In Karnataka

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The main purpose of this article is to present the profile of the respondents, of Ganadal village, Raichur district. The aspects covered in this chapter include the Education levels of the respondents, their children, and other family members. Researcher also discussed about, the problem of dropout's attitudes and aspirations of respondents towards the education of their children.

OBJECTIVE OF THE STUDY:

1. To analyses the education level of the respondents.
2. To pin point the different problems for drop outs among the respondents and their children.

MTHODOLOGY:

Universe of Data Selection:

The Researcher has conducted field work in Koppal district. According to 2001 census, In Koppal district of Gandal village in Karnataka in our study region approximately 80 per cent of the bedas were scattered in 8 - 9 kms. Hence the city away from 15 kms from the village. In this study region people from the different communities, groups living harmoniously. Most of them settled in either in agriculture, commercial or territory sectors.

Tools Of Techniques:

The study is based on both primary and secondary data. The primary data collected with the help of interview schedule. The researcher directly participated and directly interview the head of the household. The interview scheduled contained both pre-coded and open-ended questions. On an average each interview took 15 minutes. Researcher also collected secondary data from books/ articles/ magazines etc.

EDUCATION - CONFLICT PERSPECTIVES:

According to Holborn and Haralambos in Sociology – Themes and Perspectives in Seventh edition (2008: P 602-603) given a perspectives that "Functionalism assumes that education makes positive contribution to society as a whole. An effective education system is seen to benefit all members of society. By contrast, conflict perspective are based on the view that there is a conflict of interest between groups in society. In particular, the powerful are seen to gain at the expense of the less powerful. From a conflict perspective, education largely serves the interests of the powerful. It maintains their power, justifies their privilege and legitimizes their wealth.

Samuel Bowles and Herbert Gintis – Schooling in Capitalist America

The American Marxist economist and sociologists Bowels and Gintis (1976) argue that the major role of education in capitalist societies is the reproduction of labour power. In particular, they maintain that there is 'close "correspondence" between the social relationships which govern personal interaction in the work place and the social relationships of the education system'. According to Bowles and Gintis, this correspondence principle provides the key to understanding the workings of the education system. Work casts a 'long shadow' over the education system: education is subservient to the needs of those who control the workforce – the owners of the means of production.

The hidden curriculum

The first major way in which education functions is to provide capitalist with a workforce which has the personality, attitudes and values that are most useful to them. Like Marx, Bowles and Gintis regard work in capitalist societies as both Exploitative and alienating; yet, if capitalism is to succeed, it requires a hard- working, docile, obedient and highly motivated workforce, which is too divided and fragmented to challenge the authority of management.

The education system helps to achieve these objectives largely through the hidden curriculum. It is not the content of lessons and the examinations that pupils take which are important, but the form that teaching and learning take and the way that schools are organized. The hidden curriculum consist of those things that pupils learn through the experience of attending school, rather than the stated educational objectives of such institutions. According to Bowles and Gintis, the hidden curriculum shapes the future workforce in the following ways……. Hence above the perspective not much motivated in education for their work place of bedas. It may be in the long range 60 per cent of the Marx, Bowles and Gintis view comes in to the force.

Level of Education:

According to Kachroo Vijay (1990:214) Education means "developing and cultivating the various physical, intellectual, aesthetic and moral faculties". Under the lead given by Mahatma Gandhi, a program for the educational improvement of the scheduled tribes had been taken up as early as in 1937 when the popular ministries came to power in the provinces of British India. After the attainment of independence, these programs were intensified and in pursuance of the relevant provisions of the constitution, a large scale educational program was developed at the centre, state and local levels. In so far as educational facilities are concerned, the children of the scheduled tribes get their education free at some stages. The state governments also conduct or aid limited hostels for the children of scheduled tribe's communities studying at the primary and secondary stages. Grants-in-aid for such miscellaneous expenditure as purchase of books, payment of examination fees etc. are also given. At the post-matriculation stage the Government of India has instituted a very large system of scholarship. At present, almost every student of the scheduled tribes studying at the primary and collegiate state does get a scholarship. In 1947-48, the number of scholarships awarded was only 655 at a total cost of Rs.539 thousand.

Singh, Rama Shankar (1986:25) emphasized that "The very initial stage to educate and train the local people and communities and orient them towards getting involved in the new world of growing opportunities and resource building activities, they are more often than not left behind and relegated to the position of exploited and deprived people." Therefore education is a social concern. Its function is to socialize the young by imparting to them norms and values, culture and heritage and to provide them with skills and placement in the society.

The main purpose of the article is to present the educational levels of the respondents, i.e., literacy and educational levels of the respondents and their household members. The educational levels of the respondents have been classified into two categories primary and secondary.

Table 2.1
Education –wise classification of three generations

Sl. No	Level of education	Respondents	Father	Mother	Grand father	Grand mother
1	Illiterate	87	100	100	100	100
2	Primary	12	0	0	0	0
3	Middle School	01	0	0	0	0
	Total	100	100	100	100	100

It is important to find out the changes that have taken place in the educational levels of the respondents compared to their parents and their aspiration towards the education of their children. It is observed that a majority of the respondents are illiterate. Those who are literate have lowest levels of education. The data explain in table No 2.1 it shows that 87 percent of the respondents are illiterate. Among the literate, 12 percent had studied up to the level of primary school, and had the ability to read and write in Kannada language. 1 percent has studied up to the middle school. 2.1 data table also reveals that the educational position of the respondent's parents and grand parents was nil. Added to this, it is important to note that lack of education is also a major obstacle coming in the way of their socio-economic development. Approximately 60 percent of the Bedas in this village are below the poverty line. Sometimes the respondents do not have food to eat twice in a day.

Caste is deeply rooted in Hindu society. For centuries onwards Lingayats and Brahmins enjoyed a virtual monopoly over education. They were custodians of all knowledge. Today Lingayat is a dominant caste in Raichur district. They have many educational institutions. However, the educational position of the Bedas has not improved significantly.

Table 2.2
Age-wise classification of Respondents children

Sl.No	Age	Males	Females	Total
1	6-10	11 (5.94)	20 (10.98)	31 (8.44)
2	11-15	21 (11.35)	6 (3.29)	27 (7.35)
3	16-20	36 (19.42)	44 (24.18)	80 (21.79)
4	21-25	70 (37.83)	22 (12.08)	92 (25.68)
5	26-30	20 (10.80)	66 (36.26)	86 (23.43)
6	31-35	08 (4.32)	20 (10.99)	28 (7.62)
7	36-40	18 (9.72)	0.4 (02.08)	22 (5.99)
8	41-45	01 (0.54)	-	1 (0.27)
	Total	185 (100)	182 (100)	367 (100)

As regards the age-wise classification of respondent's children, there were altogether 167 children; 185 males and 182 females. It shows that majority (i.e., 25.68 percent) of them belongs to the age of 21 to 25 years, while, 23.43 percent belongs to the age of 26 to 30 years. 8.44 percent of them were in the group of 7 to 10 years, 7.35 percent belongs to the age of 11 to 15 years. 21.79 percent belongs to the age of 16 to 20 years. But the percentage of children above 31 years is only 13 percent. In this study, the children below six years of age are excluded for the purpose of analyzing the education and occupation of the respondent's children.

It is interesting to find out whether educational situation of the respondent's children has improved. It is observed that today, they (Beda/Valmiki) have realized that children's education is necessary for improving the future prospects of their children. A good number of sample respondent's education is the only remedy for overcoming their age-old disabilities. For analyzing the educational level of the respondent children, those who were below 6 years were excluded for computation purpose. It is observed that literate children constitute 33.33 percent and literature 66.66 percent.

The data reveals that out of 64 literate, 90.62 percent possess primary education 6.25 percent were educated up to high school level, 3.12 percent are having college education, and none have sought technical and professional education. It may be noted that out of total 185 boys 19.04 percent were literate and 80.95 percent were literate. Among literate 16.19 percent have education up to primary level, and 1.90 percent have up to high school level 0.95 percent have college education, while nil percent of them possess technical and professional field.

The data also reveals that out of 182 females 6.59 percent were literate. These are only educated up to primary level. 93.40 percent females were illiterate.

Table 2.3
Number of school going children

	Male					Female					
Age	Primary	Middle school	High school	College	Total	Primary	Middle school	High school	College	Total	Total of columns 5 and 10
Below 14 years	15 (16.12)	-	1 (1.75)	-	16 (17.87)	12 (19.4)	-	-	-	12 (19.4)	28 (26.41)
Above 14 years	19 (20.43)	-	3 (3.22)	2 (2.15)	24 (25.8)	-	-	-	-	-	24 (25.8)
Total	34 (36.55)	-	4 (4.97)	2 (2.15)	40 (100)	-	-	-	-	12 (19.4)	52 (100)

Table 2.4
Drop-outs among the respondent's children

Sl.No	Illiteracy		Drop-outs at Primary School level		Drop-outs at high school level		Drop-outs at College level	
	Male	Female	Male	Female	Male	Female	Male	Female
1	53 (50.96)	51 (49.03)	34 (73.91)	12 (26.08)	4 (100)	-	2 (100)	-
Total	53 (50.96)	51 (49.03)	34 (73.91)	12 (26.08)	4 (100)	-	2 (100)	-
	104 (100)		46 (100)		4 (100)		2 (100)	

The table 2.4 clearly shows that out of 156 cases of drop-outs 29.48 percent had dropped out at the primary level, followed by 2.56 percent at the high school level and 1.28 percent at the college level.

So far as boys and girls are concerned, it is understood that out of 40 boys, 85 percent had at the primary level where as 100 percent in the case of girls. At the high school level the percentage of drop-outs in case of boys is 10 percent. At the college level the percentage of drop-outs in the case of boys is 5 percent.

An interesting feature in that among boy's drop-outs at the primary level is higher than those at the high school and college level.

The above analysis shows that irrespective of age there are many drop outs among the respondent's children. They have dropped out from the school because their parents needed their service to carryout their traditional occupations. Regarding female education there is a strong feeling among illiterate parents that primary education is sufficient for girls. They have also presumption in the mind that if the girls are more educated they may not listen and to care about their parents and husbands in future.

The problem of drop-outs is a major problem among the Bedas. All those who are enrolled in schools do not remain in schools till the completion of the course.

Reasons for drop-outs:
There are various factors, responsible for the drop-outs among the respondent's children. When researcher asked the respondents to state the reasons for their children's dropped out from the school they have offered the following reasons;

(1) Firstly, 68 percent of them attributed poverty as a major factor. After dropping out for the schools they are engaged in agriculture

and other allied activities.

(2) Secondly, around 15 percent of the respondents are of the opinion that there was a lack of interest, among their children. They were less motivated inspired and encouraged.

(3) Thirdly, 10 percent of the respondents indicate that primary education is enough for their boys to know how to read and write.

(4) Fourthly, 7 percent of the respondents told that if their children are well educated, they may send their children to seek jobs. But they expressed the difficulty of getting a job.

Regarding the reasons for drop-outs among girls, 33.33 percent of the parents were not in a position to send their daughters to schools since they were required to stay at home to do the household works and to look after the younger siblings. 23.81 percent of the girls were engaged in cowherds. 1 percent of the girls were engaged in shepherd. Around 23.81 percent gave other various reasons. An interesting to note the fact is that 14.29 percent parents are asked the reverse question to researcher that, "one day or the other girls are to marry and after words they have to go out what is the use of spending money on them?"

Parental aspirations:

Out of a total of 100 respondents 60 percent were in favor of providing higher education to their children, they were also willing to send their children even to colleges. The remaining 40 percent respondents were not in favor of higher education of their children. Regarding the importance of education 26.08 percent of the respondents viewed that education is important for boys to secure jobs and 26.10 percent opined that it is useful to improve/enhance their social status. It is interesting to observe that 47.82 percent indicates that education is enough to know how to read and write. Including the above respondents 52.18 percent opined that education helps for improving their economic condition.

Regarding the attitude of the respondents towards girl's education they have given the following answers.

(1) 40.50 percent respondents opined that education is important to get good husband.

(2) 48.10 percent respondents said that it is important to know how to read and write.

(3) 6 percent parents had the ambition of sending their daughters for securing a job.

(4) Other 3 percent respondents have not specified the reasons. Its relevant data is given in Table 2.5

Table 2.5
Reasons for the importance of education for boys and girls

Sl. No	Reasons	Males	Sl. No	Reasons	Females
1	To know how to read and write	44 (47.82)	1	To get good husband	32 (40.50)
2	To secure job	24 (26.08)	2	To know how to read and write	38 (48.10)
3	To improve the status	24 (26.10)	3	To obtain the job	6 (7.60)
4	Any other	-	4	Any other	3 (3.08)
		92 (100)			79 (100)

It is observed that 23.72 percent of the respondents desired to educate their children, up to primary school and 20.45 percent respondents aspired to educate their children up to middle school level. 31.06 percent respondent desired to send their children to high school and 25 percent respondents wished that their children should study up to college levels.

In 1991 Government of India treated and declared the valmiki people in scheduled tribe category. In this context, the data was collected from them to find out whether they are aware of the benefits provided by the government.

The data also reveals that 80 percent of them were aware of the educational benefits provided by the government for scheduled tribe. Only 20 percent people of them are aware of in the negative.

The majority of respondents opined that they got information by different sources.

Table 2.6
Source of information regarding awareness of educational benefits provided by the Government for scheduled tribe

Sl.No	Source of the Information	Percentage
1	Government order through the Panchayat	21 (26.25)
2	Educated people	8 (10.00)
3	News Paper	7 (8.75)
4	Through researcher	1 (01.25)
5	Elder people	3. (03.75)
6	Any other	2 (2.5)
7	Political leaders	2 (02.50)
8	Radio	2 02.50)
9	School	34 (42.50)
	Total	80 (100)

Table No.2.8 reveals that a majority of them got the information from several sources. 26.25 percent have got the information Gram Panchayat order of Ganadal. For 10.00 percent educated among he Bedas, for 8.75 percent daily, newspaper, 1.25 percent came to know only through the researcher, for 3.75 percent elderly persons and for 2.50 percent people the source was local political leaders (M.L.A), 2.50 percent said the source was like Radio, However, for 42.50 percent of them the source was the Government school of Ganadal, only 2.5 percent of them got it through other sources.

Further, the question is asked to the respondents whether any of their children have availed the benefits from Government. It is seen that 69 percent of them said that their children have received scholarship in primary school, 31 percent of them said that their children did not receive any benefit from the Government. This way Government scholarship is not sufficient in initial stage for schedule tribe people.

Major Findings

1. The table no. 2.1 data reveals that education wise classification of three generation. It is clear that their forefather and mother, grand father and grand mother 100 percent are not educated, but respondent's level of education has been improved respectively 12 percent primary and 1 percent middle school.
2. Researcher noticed that number of school going children are increase among below 14 years 16.12 percent boys in primary level and girl's 19.4 percent.
3. Among the drop outs girls percentage is very high due to girls have to look after households and younger siblings.
4. It is evident from the data, Respondents shown much interest to send their children for higher studies, but poverty is a major obstacle.

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