



**ORIGINAL RESEARCH PAPER**

**Sociology**

**EDUCATIONAL CHANGES AMONG VADDAR COMMUNITY OF DHARWAD DISTRICT**

**KEY WORDS:** Vaddar, Labour,

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**ABSTRACT**

In India, education is an expensive affair from the ancient to the modern for the lower castes. Only the higher castes could afford to get formal education. In the ancient past, people from lower castes were denied or banned from studying the Sanskrit language. It was the British government that changed the educational framework and gave a chance to non-Brahmin castes to get educated. But most of these facilities were available in big towns and cities. As there were no transport facilities and due to the Scheduled caste people's poor economic conditions, it was not possible for the rural backward class or lower caste population to visit cities and pursue education. This article explains the educational changes that have occurred among the Vaddar communities of the Dharwad district of Karnataka.

**DISCUSSION:**

After independence, many facilities are provided to impart education to the general public and special provisions are also made for the Scheduled Castes like free facilities in schools, colleges, universities and government hostels. In spite of all these, the education level of Scheduled caste people has not improved because of ignorance, low literacy of parents and their low socio-economic background.

**Objectives of the study:**

- To know the education level of respondents
- To study the educational level of the respondents' parents
- To examine the socio-economic changes among the respondents.

So, in the present paper researcher has made an attempt to bring out the education level and the various changes adopted by the respondents in the field.

**Research Methodology:**

Every researcher's first work is to look into the development in the research area. For this purpose, it is essential to discuss with the subject experts, teachers, research supervisors, etc. It is important to collect the data from different published and unpublished sources. The following are the sources of data for the present study.

**Sources of Data:**

The present study is empirical. The present study is mainly based on primary data collected from the Vaddar community people living in Dharwad district. Both the Vaddar community people living in rural and urban areas were interviewed and collected information from the field. Hence, the present study helps the researcher to write an article.

**Selection of Area of Study Field:**

The Vaddar community is found all over Karnataka state. But the high population of this community is found in Dharwad district in Karnataka. So, the researcher has selected the Dharwad district as an area of field study.

**Table No- 1 Education Level of Respondent**

Particulars	Respondents	Percentage
Illiterate	55	45.83
Primary/ Secondary	43	30.83
Pre-University/ Under-Graduate	13	10.83
Graduate/ PG	9	7.5
Total	120	100

In Table no-1 we discuss the education level of the respondents. 55 respondents forming 45.83 per cent have not gone to schools and are illiterates, 43 respondents forming 30.83 per cent have completed just their primary or

secondary education, 13 respondents forming 10.83 per cent have completed pre-university or under-graduation and only 9 respondents forming a percentage of 7.5 per cent have completed their graduation or post-graduation. It is concluded that the education level of the respondents is lower than other mainstream communities of society.

The educational background of parents influences the education of the respondents. In other words, the educational backgrounds of the mothers of the respondents have a considerable impact on the education of respondents. In this regard, primary data was collected from the respondents on the education of their mothers and presented in the following table.

The data shows the education level of the respondent's mother. On the education of mothers, among all the respondents surveyed, 71 respondents forming 59.16 per cent stated that their mothers are illiterate, 40 respondents forming 33.33 per cent expressed that their mothers completed primary or secondary education, 7 respondents forming 5.83 per cent mentioned that their mothers completed pre-university or under-graduation and only 2 respondents forming 1.66 per cent have remarked that their mothers have completed graduation or post-graduation. The data as stated by all the respondents proves that the Mothers' education of the respondents is also very low.

Like the mother's education, the father's education also has a considerable impact on the education of the respondents. The collected primary data on the father's education of the respondents is tabulated as under.

In the field o study, the researcher collected information about the education level of the respondent's father. On the education of their father, out of the total respondents, 62 respondents forming 51.66 per cent mentioned that their fathers have not gone to school and are illiterates, 43 respondents forming 35.83 per cent agreed that their fathers have completed only primary or secondary education, 6 respondents forming 5.0 per cent responded that their fathers completed only pre-university or under-graduation and only 9 respondents forming 7.5 per cent have stated that their fathers have completed graduation or post-graduation. It can be concluded that the education of the fathers of the respondents is also poor as a majority of fathers are illiterates or completed only primary or secondary education. Hence, due to poor educational background, the majority of the respondents covered under the present study have not got higher education.

Of course, the education of both parents has a higher impact on the education of children. In some cases, the education of the spouse also has a considerable impact on the

respondents. For instance, if the husband is educated, then after his marriage, he may encourage his wife to continue her education. The education level of the spouses of the respondents is discussed further.

Through the above table, it is clear that among the total respondents surveyed, 73 respondents forming 60.83 per cent have stated that their spouses are illiterates, 23 respondents forming 19.16 per cent mentioned that their spouses have completed primary or secondary education, 14 respondents forming 11.66 per cent remarked that their spouses have completed only pre-university education or under-graduation, 10 respondents forming 8.33 per cent have expressed that their spouses have completed graduation or post-graduation. It is clear that the education level of the respondents' spouses is also low.

As discussed already, education is the foundation for changes and development of the socio-economic life of the people. Of course, earlier people in every community were not educated or were illiterate, but with the development of educational facilities in both the Government and Private sectors, people are increasingly acquiring education. It is also not an exception for the Vaddar community people. Few of them are also getting educational facilities and are sending their children to schools and colleges. In this respect, it was asked to the respondents whether they or their family members have found any changes and development in socio-economic life due to the impact of education and the collected information is tabulated as under.

**Table No 2 Whether Found Change in Socio-economic Life as an Impact of Education**

Particulars	Respondents	Percentage
Fully Changed & Developed	50	41.66
Economic Change & No Social Change	62	51.66
No Change	08	6.66
Total	120	100

Table no- 2 shows the changes in socio-economic life as an impact of education. The above table makes it clear that, as stated by all the respondents, 50 respondents forming 41.66 per cent have mentioned that the socio-economic life of their family members is fully changed and developed due to the impact of education, 62 respondents with a percentage of 51.66 per cent remarked that there is only economic change in their family members, but their social life has not changed and the remaining 8 respondents forming 6.66 per cent expressed that there is no impact of education on their family members.

After discussion in Table No 2 an overwhelming majority of the respondents have agreed that there is a change in the socio-economic life or economic life of the respondents or their family members due to the impact of education on their family members. The nature of change due to education as furnished by the respondents is disclosed as under.

The meaning of social and economic improvement is observed through the changes in work and structure, which include getting an education, changes in their status and the different roles of changes. Education creates awareness among people, and it supports them to be economically independent persons. Dr B.R. Ambedkar tried to equip backward classes with the help of modern mass communication. He said everyone must get quality education.

**Table No- 3 Nature of Change in Socio-economic Life Due to Impact of Education on Family Members**

Particulars	Respondents	Percentage
Knowledge	30	25
Employment	41	34.16

Social Status and Respect	31	25.83
Modern Life Style	14	11.66
Not Applicable	4	3.33
Total	120	100

The above-mentioned primary data of Table no-3 shows that few of the respondents have mentioned more than one type of change in their socio-economic life due to the impact of education on family members. Particularly, there is an improvement in knowledge as stated by (30) 25 per cent of the respondents, 41 respondents forming 34.16 per cent mentioned that there is an improvement or change in employment status, 31 respondents forming 25.83 per cent remarked that there is a change or improvement in social status and respect due to change in educational level, 14 respondents forming 11.66 per cent felt that they observed the adoption of a modern lifestyle as an impact of education and it is not applicable to (4) 3.33 per cent of the respondents as they have already stated that there is no change due to impact of education.

The importance of education is already discussed in the above-stated sections. It is observed that the respondents have realized the significance of education and so are sending their children to schools and colleges to get it. When asked whether the respondents' children are going to schools and colleges to get an education, the collected information is shown as under.

If the family wants social and economic independence the only power of that family is education. Many elements are essential to bringing social change for a person or family and education is one of the important elements because, with the help of education, a family gets higher status in society. A person may lose his occupation or health, but he never loses his education. Education plays a very important role in deciding social status.

The table gives information on respondents' children going to schools and colleges to get an education. It is noted from the data collected that, only (80) 66.66 per cent of the respondents' children are going to schools and colleges to get an education, whereas (21) 17.5 per cent of the respondents' children are not going to schools and colleges to get and it is not applicable to (19) 15.83 per cent of the respondents as they don't have children.

As discussed, children of a considerable number of respondents are not going to schools and colleges and the reasons furnished by them are as follows:

**Table No- 5.27 Reasons for Not Sending Children to Schools/ College**

Particulars	Respondents	Percentage
Completed Higher Education	17	14.16
Not Interested	31	25.83
Poor & neglected	40	33.33
Any Other	5	4.16
Not Applicable	27	22.5
Total	120	100

Earlier, there were misconceptions, especially among backward communities like Vaddars that girls are for household work and not for outside work and so they don't need education. Further, girls' education is an additional economic burden along with her marriage expenses were also other misconceptions.

With the change in time and the increase in employment opportunities for girls, such misconceptions have disappeared. Hence, girls are now getting equal education and employment in all communities. Still, in a few communities like Vaddars, girls' education is not supported

by many people. Hence, it was asked to the respondents whether girls needed education and the collected primary data is shown as under.

**Major findings:**

- 1) It is noticed that the majority of the respondents belong to the below-the-poverty line in the field region of the Dharwad district.
- 2) The data reveals that 45.83 per cent of the respondents are illiterate. 30.83 per cent of the respondents went to primary/ secondary school, and 10.83 per cent of the respondents went to pre-university or are undergraduates. Only 7.5 per cent of the respondents are graduates or post-graduates.
- 3) When compared to the respondents, their parents' education level is lower.
- 4) The majority of the respondent's children's education percentage is higher.
- 5) The data proved that the education level of respondents' spouses is also lower. As 60.83 per cent of the spouse are illiterate 39.17 per cent are literate.
- 6) Due to the education it is noted that 41.66 per cent of respondents' socio-economic life has improved in the city.
- 7) It is interesting to note that, from the past three generations in the Vaddar community, children are getting the best primary education but the majority of them drop out at graduation level.

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