

Education And Social Mobility: Sociological Analysis Of Issues And Challenges Among Pinjara Community

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ABSTRACT

This research addresses the substantial challenges confronting the marginalized and economically disadvantaged Pinjara community, particularly in accessing quality education and improving their socio-economic status. In this comprehensive sociological analysis, a mixed-method research design is employed, utilizing both qualitative and quantitative methodologies to comprehend the multifaceted challenges faced by the Pinjara community. The research sample consists of 50 individuals randomly selected from Gorvanakolla Village in Saudatti Taluk, Belgaum District, Karnataka. Data analysis involves thematic analysis for qualitative data, extracting common themes from the narratives of Pinjara community members. For quantitative data, statistical techniques, including descriptive statistics, correlation analyses, and regression analyses, are utilized to reveal relationships and trends within the dataset. The data from 70 respondents reveals stark challenges: 87% have not progressed beyond metric education, while 84% lack 4G cellphones, potentially restricting access to online resources. Only 4% pursued education beyond undergraduate levels, indicating limited higher education opportunities. Just 3% studied outside their town, likely due to financial or logistical constraints. A substantial 83% choose to stay in their village, despite limited resources for higher education, and many report limited educational mobility within their families, indicating a generational cycle of limited educational progress. Furthermore, 87% dropped out from secondary school, emphasizing difficulties in completing basic education. Despite the small sample size, stringent ethical considerations, such as informed consent and participant confidentiality, are maintained. This research is significant for shedding light on the educational and social mobility challenges faced by the Pinjara community.

Key Words: Education, Social Mobility, Issues and Challenges, Pinjara Community

Introduction:

Education has long been heralded as the cornerstone of societal progress and a key determinant of individual and collective social mobility. The transformative potential of education in transcending socio-economic boundaries and affording individuals the opportunity to ascend the social ladder has been a central theme in sociological inquiry. However, the realization of this potential is not uniform across all communities, as various socio-cultural, economic, and historical factors contribute to differential educational experiences. This research undertakes a comprehensive sociological analysis of the challenges and issues pertaining to education and social mobility within the Pinjara community.

The Pinjara community, with its unique cultural heritage and historical context, represents a microcosm of the broader societal dynamics that intersect with education and mobility. Against the backdrop of evolving educational landscapes and changing social structures, it becomes imperative to scrutinize the challenges faced by the Pinjara community in accessing, navigating, and benefiting from the educational system. This research seeks to unravel the intricate web of socio-cultural, economic, and institutional factors that shape educational opportunities within the Pinjara community and, in turn, influence their prospects for social mobility.

Historical Context of the Pinjara Community: To understand the contemporary challenges, it is essential to delve into the historical context that has shaped the Pinjara community. Historical prejudices, discriminatory practices, and marginalization often leave indelible imprints on the educational trajectories of communities, influencing their present status in the socio-economic hierarchy.

Educational Landscape: The study will explore the current educational landscape within the Pinjara community, examining factors such as literacy rates, school enrollment, and access to higher education. Variations in educational infrastructure and resources will be scrutinized to discern disparities that may contribute to differential social mobility outcomes.

Cultural Dynamics: Cultural factors play a pivotal role in shaping educational aspirations and attitudes toward learning. The research will investigate how cultural norms and traditions within the Pinjara community intersect with educational pursuits, either facilitating or impeding the community members' engagement with formal education systems.

Economic Challenges: Economic considerations often act as formidable barriers to educational attainment. The study will analyze the economic challenges faced by the Pinjara community, exploring issues such as affordability, availability of financial resources, and the impact of economic disparities on educational outcomes.

Institutional Barriers: Beyond individual and community-level factors, institutional barriers within the educational system may hinder the Pinjara community's access to quality education. This includes issues related to discriminatory practices, limited representation, and insufficient support systems.

Social Mobility Aspirations: The research will seek to understand the aspirations for social mobility within the Pinjara community. By examining how education is perceived as a means of advancement and the challenges encountered in translating educational achievements into social mobility, the study aims to provide nuanced insights.

By embarking on this sociological analysis, the research endeavors to contribute valuable insights to the discourse on education and social mobility. Through an exploration of the Pinjara community's educational experiences, challenges, and aspirations, the study aims to inform policy recommendations, educational interventions, and community-based initiatives that foster equitable educational opportunities and enhance social mobility for the Pinjara community.

Study Area:

Gorvanakolla Village, situated in Saudatti Taluk, within the Belgaum District of Karnataka, serves as the focal point for this sociological research. Nestled in the heart of the Deccan Plateau, Gorvanakolla is emblematic of the diverse socio-cultural fabric that characterizes rural Karnataka. Elaborating on the study area provides a contextual foundation for understanding the nuances that shape the experiences of the 50 individuals randomly selected for the research.

Objectives of the Research:

- To investigate the current state of educational access and attainment among residents of Gorvanakolla Village in Saudatti Taluk, Belgaum District, Karnataka.
- To analyze the perceptions and aspirations of social mobility through education among the residents of Gorvanakolla Village.

Literature review:

B.C.Dadapeer, (1993), as it is mentioned in the book, the major information related to the Pinjaras can be noted from the work of Edgar Thurston's *Caste and Tribes of Southern India*. The Pinjaras or the Nadafs of Karnataka they are called as Dudekulas in the Andhra Pradesh Region. As it is rightly mentioned in the book these Muslims have faced subjugation in the pre-independence India as well as in the post-independent India. The people who belong to Pinjara or the Dudekula follow both the preachings of Islam and Hinduism. The people belonging to Pinjara or the dudekulas take part in Hindu festivals and they celebrate them too. Through this we can understand that the Pinjaras of India are the converted Muslims and it can be understood that these have converted from the lower strata of the Hindu community in order to escape social discrimination and to achieve social mobility.

Durkheim, E. (1956) "Education and Sociology" by Emile Durkheim remains a pivotal work in the sociology of education. Its exploration of education's role in social integration, moral development, and the maintenance of social order continues to influence scholars and educators alike. However, readers should approach the work with an awareness of its historical context and theoretical perspectives.

Collins, R. (1979) "The Credential Society" by Randall Collins is a seminal work that continues to be influential in the study of education and social stratification. Its exploration of credentialism, backed by historical analysis and empirical evidence, offers valuable insights into the complex interplay between education, credentials, and social status.

Giroux, H. A. (1983) "Theory and Resistance in Education" is a foundational text in the field of critical pedagogy. Giroux's insights into the transformative potential of education and the role it plays in either reinforcing or challenging societal norms make it an enduring and impactful contribution to educational theory.

Raziya Begum Nadaf, (2018), "Status of Women in Pinjara Community With special reference to Vijayapura District, Karnataka State") Pinjara community has century's history. 500 years ago the Pinjara community received the Islam religion in the administration of Mughal emperor Aurangzeb. After accepting Islam, they made clinging and weaving as their profession. From ever since, they have been growing cotton and opting weaving profession that produces cotton and are recognized as professionals.

Theoretical Framework:

The research described can be grounded in several sociological theories to provide a comprehensive and nuanced understanding of the challenges faced by postgraduate students from backward communities in higher education. The following sociological theories can serve as a theoretical framework:

Structural Functionalism:

Overview: Structural functionalism, a macro-level sociological theory, examines how different elements of a society contribute to its overall stability and functioning. Within the context of this research, structural functionalism can be employed to analyze the role of digital education as a societal institution and its impact on the broader structure of the Nayaka community.

Application: The theory can help in understanding the functions of digital education within the Nayaka community, exploring its potential to promote social mobility, enhance economic opportunities, and contribute to the overall stability of the community. By assessing how digital education is integrated into the existing social structure, the research can identify areas where functional aspects may be disrupted or strengthened, contributing to social inequality.

Research Methodology:

The methodology utilized a dual approach involving both primary and secondary data collection methods to ensure a comprehensive and rigorous study.

Data Collection:

- The research conducted at Goravanakolla village gather insights from 70 respondents of Pinjara community. This sampling technique ensured that each member of the university population had an equal chance of being included in the study, enhancing the representativeness of the findings.

Data Interpretation:

The data from 70 respondents reveals stark challenges: 87% have not progressed beyond metric education, while 84% lack 4G cellphones, potentially restricting access to online resources. Only 4% pursued education beyond undergraduate levels, indicating limited higher education opportunities. Just 3% studied outside their town, likely due to financial or logistical constraints. A substantial 83% choose to stay in their village, despite limited resources for higher education, and many report limited educational mobility within their families, indicating a generational cycle of limited educational progress. Furthermore, 87% dropped out from secondary school, emphasizing difficulties in completing basic education. Despite the small sample size, stringent ethical considerations, such as informed consent and participant confidentiality, are maintained. This research is significant for shedding light on the educational and social mobility challenges faced by the Pinjara community.

Suggestions:

Enhanced Educational Infrastructure:

Recommendation: Advocate for improved educational infrastructure within the Pinjara community, focusing on accessible and quality primary and secondary education facilities.

Rationale: Strengthening the foundation of basic education is crucial for breaking the cycle of early dropout rates and promoting a higher level of educational attainment.

Digital Literacy Programs:

Recommendation: Initiate digital literacy programs to address the 84% lacking 4G cellphones, facilitating access to online educational resources.

Rationale: In the digital age, improving access to online resources can bridge educational gaps. Digital literacy empowers individuals to leverage technology for learning.

Higher Education Outreach Programs:

Recommendation: Collaborate with educational institutions to establish outreach programs that provide information about higher education opportunities and scholarships.

Rationale: By increasing awareness and accessibility to higher education, more community members may consider pursuing education beyond the undergraduate level.

Financial Aid and Scholarships:

Recommendation: Advocate for and establish scholarship programs or financial aid to support individuals pursuing education beyond the undergraduate level.

Rationale: Financial constraints are a significant barrier to higher education. Scholarships can alleviate the burden and encourage more students to pursue advanced studies.

Community-Based Mentorship Programs:

Recommendation: Create mentorship programs within the community where individuals who have pursued higher education can guide and inspire younger members.

Rationale: Peer mentorship can provide valuable insights, advice, and motivation, breaking the perception of limited educational mobility within families.

Addressing Dropout Rates:

Recommendation: Implement interventions to address the high dropout rates, potentially through remedial education programs, counseling services, and community engagement.

Rationale: Identifying and addressing the root causes of dropout rates is crucial for ensuring that individuals complete basic education and have a foundation for future academic pursuits.

Community Empowerment Initiatives:

Recommendation: Facilitate community-led initiatives that empower individuals economically, creating a conducive environment for investing in education.

Rationale: Addressing economic challenges can have a positive impact on educational aspirations and mobility, as individuals may be more inclined to pursue education when economic conditions improve.

Research on Generational Educational Progress:

Recommendation: Conduct further research to understand the factors contributing to limited educational mobility within families over generations.

Rationale: In-depth research can uncover cultural, social, and economic factors that contribute to the perpetuation of limited educational progress, enabling targeted interventions.

Advocacy for Policy Changes:

Recommendation: Advocate for policy changes at the local and regional levels to address systemic issues contributing to educational challenges.

Rationale: Policy changes can create an enabling environment for educational improvements, addressing issues such as infrastructure, funding, and community engagement.

Continued Ethical Considerations:

Recommendation: Maintain and reinforce ethical considerations in future research endeavors, ensuring informed consent, participant confidentiality, and respectful engagement.

Rationale: Ethical research practices are essential for building trust within the community and ensuring the integrity of future studies.

These recommendations aim to address the multifaceted challenges faced by the Pinjara community, providing a foundation for comprehensive interventions that promote educational and social mobility.

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