CHAPTER II

METHODOLOGY OF STUDY

For the purpose of our study various educational institutions were classified into eleven different categories like primary schools, secondary schools, junior colleges, degree colleges, post-graduate departments, engineering colleges, medical colleges, law colleges, teachers' training colleges, agricultural science colleges and home-science colleges. These various educational institutions were regrouped into five broad categories namely, primary schools, secondary schools, degree colleges (which include junior colleges), post-graduate departments and professional colleges (which include all the professional colleges like, engineering, medical, law, teachers' training, agricultural sciences and home sciences). Fortunately Dharwad being an important cultural and educational centre of Karnataka State, has all the educational institutions belonging to these various categories except engineering* and medical college. So to make our sample more representative we have included engineering and medical colleges from the neighbouring city of Hubli which is situated about 17-20 K.M. south-west of Dharwad.

* At the time of our survey an engineering college was being established in Dharwad.
Having made a list of educational institutions we proceeded to draw a list of the teachers working in these various educational institutions. Official records maintained in these institutions were used for this purpose. As per the official records in 1979-80, when the data was collected, there were 1,628 teachers working in these various educational institutions. In view of the fact that caste plays an important role, a caste-wise break up of these 1,628 teachers was prepared. The following is the list of seven caste-wise categories in which the teachers were distributed under the heads of (1) Brahmans, (2) Lingayats, (3) High Caste Hindus (other than Brahmans and Lingayats consisting of such castes as Jains, Marathas, Kshatriyas, Mudaliars, Kayasthas, Bunts and the like), (4) Low Caste Hindus (consisting of all the Backward communities, Backward Castes and Backward Tribes as found in the Backward Classes Commission Report of Karnataka State prepared by Shri L.G. Havanur), (5) Harijans (the ex-untouchables who are popularly known as Scheduled Caste), (6) Muslims and (7) Christians.

Having specified the educational institutions and caste groups the next step was to draw the sample. The sampling frame was prepared in consultation with statisticians. The sample of the universe was done as follows:
A break up of all the teachers on the basis of sex, caste and the educational institutions in which they are working is given in Table 2:1. The table reveals that out of 1,628 teachers, 417 (159 males and 258 females) constituting 25.61 per cent are working in the primary schools, 336 (212 males and 124 females) constituting 20.63 per cent are working in the secondary schools, 55 (49 males and 6 females) constituting 3.37 per cent in junior colleges, 251 (219 males and 32 females) constituting 15.41 per cent in degree colleges, 269 (252 males and 17 females) constituting 16.52 per cent in the University post-graduate departments, 60 (all males) constituting 3.68 per cent in the engineering colleges, 107 (94 males and 13 females) constituting 6.57 per cent in the medical college, only 3 (all males) constituting 0.18 per cent in law college, 69 (51 males and 18 females) constituting 4.23 per cent in the teachers training colleges, 55 (54 males and 1 female) constituting 3.37 per cent in agricultural science college and only 6 (all females) constituting 0.36 per cent are working in home-science college.

Of the 1,628 teachers working in various educational institutions 462 (310 males and 152 females) constituting 28.37 per cent are Brahmins, 558 (467 males and 91 females) constituting 34.27 per cent Lingayats, 82 (61 males and 21 females) constituting 5.03 per cent High Caste Hindus, 187 (127 males and 60 females) constituting
TABLE 211

DISTRIBUTION OF TEACHERS IN DHARWAD CITY* BY SEX AND CASTE

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>Brahmans Male</th>
<th>Lingayats Male</th>
<th>High Caste Hindu Male</th>
<th>Low Caste Hindu Male</th>
<th>Harijans Male</th>
<th>Muslims Male</th>
<th>Christians Male</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primary Teachers</td>
<td>12</td>
<td>43</td>
<td>37</td>
<td>9</td>
<td>14</td>
<td>30</td>
<td>41</td>
<td>15</td>
<td>52</td>
<td>62</td>
</tr>
<tr>
<td>2. Secondary Teachers</td>
<td>79</td>
<td>63</td>
<td>27</td>
<td>10</td>
<td>4</td>
<td>23</td>
<td>10</td>
<td>5</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>3. Jr. College Teachers</td>
<td>14</td>
<td>3</td>
<td>15</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>4. Degree College Teachers</td>
<td>73</td>
<td>10</td>
<td>80</td>
<td>8</td>
<td>12</td>
<td>3</td>
<td>18</td>
<td>6</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>5. University Teachers</td>
<td>50</td>
<td>5</td>
<td>166</td>
<td>9</td>
<td>12</td>
<td>-</td>
<td>10</td>
<td>-</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>6. Engineering College Teachers</td>
<td>25</td>
<td>-</td>
<td>27</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7. Medical College Teachers</td>
<td>27</td>
<td>8</td>
<td>26</td>
<td>2</td>
<td>6</td>
<td>-</td>
<td>23</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>8. Law College Teachers</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9. Agric. Science College Teachers</td>
<td>15</td>
<td>1</td>
<td>25</td>
<td>3</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10. Teachers' Tr College Teachers</td>
<td>13</td>
<td>10</td>
<td>19</td>
<td>5</td>
<td>-</td>
<td>8</td>
<td>-</td>
<td>8</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11. Home Science College Teachers</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Male</th>
<th>Total Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>310</td>
<td>152</td>
<td>467</td>
</tr>
<tr>
<td>91</td>
<td>61</td>
<td>212</td>
</tr>
<tr>
<td>127</td>
<td>60</td>
<td>152</td>
</tr>
<tr>
<td>13</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>102</td>
<td>1,153</td>
<td>475</td>
</tr>
<tr>
<td>1,628</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* It also includes 107 teachers from Medical College Hubli and 40 Engineering College teachers from Hubli.
11.48 per cent Low Caste Hindus, 41 (26 males and 15 females) constituting 2.51 per cent Harijans, 146 (112 males and 34 females) constituting 8.96 per cent Muslims and 152 (50 males and 102 females) constituting 9.33 per cent are Christians.

Of the 462 Brahmin teachers 72 (12 males and 50 females) constituting 15.58 per cent are found working in primary schools, 131 (79 males and 52 females) constituting 28.35 per cent in secondary schools, 17 (14 males and 3 females) constituting 3.67 per cent in Junior colleges, 83 (73 males and 10 females) constituting 17.96 per cent in degree colleges, 55 (50 males and 5 females) constituting 11.90 per cent in the University post-graduate departments, 25 (all males) constituting 5.41 per cent in Engineering colleges, 35 (27 males and 8 females) constituting 7.57 per cent in the medical college, 2 (both males) constituting 0.43 per cent in law college, 23 (13 males and 10 females) constituting 4.97 per cent in the teachers training colleges, 16 (15 males and 1 female) constituting 3.46 per cent in the agricultural science college and 3 (all females) constituting 0.64 per cent in home-science college.

Of the 558 Lingayat teachers 80 (43 males and 37 females) constituting 14.33 per cent are found working in primary schools, 92 (65 males and 27 females) constituting 16.48 per cent in secondary schools, 16 (15 males and 1
female) constituting 2.86 per cent in junior colleges, 88 (80 males and 8 females) constituting 15.77 per cent in degree colleges, 175 (166 males and 9 females constituting 31.36 per cent in the University post-graduate departments, 27 (all males) constituting 4.83 per cent in engineering colleges, 28 (26 males and 2 females) constituting 5.01 per cent in medical college, only 1 male in law college, 24 (19 males and 5 females) constituting 4.30 per cent in teacher training colleges, 25 (all males) constituting 4.48 per cent in agricultural science college and only 2 females are found working in the home-science college.

Of the 82 High Caste Hindu teachers, 23 (9 males and 14 females) constituting 28.04 per cent are working in primary schools, 14 (10 males and 4 females) constituting 17.07 per cent in secondary schools, 5 (all males) constituting 6.09 per cent in junior colleges, 15 (12 males and 3 females) constituting 18.29 per cent in degree colleges, 12 (all males) constituting 14.63 per cent in the post-graduate departments, 4 (all males) constituting 4.87 per cent in engineering colleges, 6 (all males) constituting 7.31 per cent in the medical college and only 3 males constituting 3.65 per cent are in agricultural science college.
Of the 187 Low Caste Hindu teachers, 71 (30 males and 41 females) constituting 37.96 per cent are working in primary schools, 33 (23 males and 10 females) constituting 17.64 per cent in secondary schools, 2 (all males) constituting 1.06 per cent in junior colleges, 24 (18 males and 6 females) constituting 12.83 per cent in degree colleges, 10 (all males) constituting 5.34 per cent in post-graduate departments, 4 (all males) constituting 2.13 per cent in engineering colleges, 26 (23 males and 3 females) constituting 13.90 per cent in medical college, 8 (all males) constituting 4.27 per cent in teachers' training college and 9 (all males) constituting 4.81 per cent in agricultural science college.

Of the 41 Harijan teachers 23 (8 males and 15 females) constituting 56.09 per cent are working in primary schools, 5 (all males) constituting 12.19 per cent in secondary schools, 4 (all males) constituting 9.75 per cent in degree colleges, 2 (both males) constituting 4.87 per cent in post-graduate departments and 7 (all males) constituting 17.07 per cent in medical college.

Of the 146 Muslim teachers, 81 (52 males and 29 females) constituting 55.47 per cent are working in primary schools, 21 (20 males and 1 female) constituting 14.38 per cent in secondary schools, 8 (all males) constituting 5.47 per cent in junior colleges, 13 (12 males and 1 female)
constituting 8.90 per cent in degree colleges, 7 (5 males and 2 females) constituting 4.79 per cent in post-graduate departments, 5 (all males) constituting 3.42 per cent in medical college, 9 (8 males and 1 female) constituting 6.16 per cent in teachers' training colleges and 2 males constituting 1.36 per cent in agricultural science college.

Of the 152 Christian teachers 67 (5 males and 62 females) constituting 44.07 per cent are working in primary schools, 40 (10 males and 30 females) constituting 26.31 per cent in secondary schools, 7 (5 males and 2 females) constituting 4.60 per cent in junior colleges, 24 (20 males and 4 females) constituting 15.78 per cent in degree colleges, 8 (7 males and 1 female) constituting 5.26 per cent in post-graduate departments, 5 (3 males and 2 females) constituting 3.28 per cent in teachers' training colleges and 1 female in home science college.

Considering the nature of our study it was decided to select 400 teachers of different sexes, castes and educational institutions with the help of R.A. Fisher and F. Yates' Random Number Tables. The details of the sample so drawn are given in Table 2:2.

With a view to having the rural-urban comparison it was decided to study the teachers working in rural areas. For this purpose a village known as Haunsbhavi in Dharwad district was selected. Haunsbhavi which is
### TABLE 212

**LIST OF TEACHERS BY SEX AND CASTE**

<table>
<thead>
<tr>
<th>TEACHERS</th>
<th>Brahmans Male</th>
<th>Female</th>
<th>Lingayats Male</th>
<th>Female</th>
<th>High Caste Hindus Male</th>
<th>Female</th>
<th>Low Caste Hindus Male</th>
<th>Female</th>
<th>Harijans Male</th>
<th>Female</th>
<th>Muslims Male</th>
<th>Female</th>
<th>Christians Male</th>
<th>Female</th>
<th>Total Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teachers</td>
<td>3</td>
<td>14</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>38</td>
<td>96</td>
</tr>
<tr>
<td>Secondary Teachers</td>
<td>19</td>
<td>12</td>
<td>16</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>52</td>
<td>30</td>
<td>82</td>
</tr>
<tr>
<td>Under-graduate</td>
<td>21</td>
<td>4</td>
<td>23</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>65</td>
<td>13</td>
<td>78</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>12</td>
<td>1</td>
<td>40</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>62</td>
<td>5</td>
<td>67</td>
</tr>
<tr>
<td>Professional</td>
<td>27</td>
<td>5</td>
<td>25</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>67</td>
<td>12</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>(112)</td>
<td>114</td>
<td>(157)</td>
<td>16</td>
<td>(21)</td>
<td>32</td>
<td>(48)</td>
<td>16</td>
<td>(10)</td>
<td>28</td>
<td>(36)</td>
<td>8</td>
<td>12</td>
<td>26</td>
<td>284</td>
</tr>
</tbody>
</table>

Note: The numbers in parentheses are the totals for each category.
situated in the Hirekhirur taluk of Dharwad district has 3 lower primary schools, 3 higher primary schools, 2 secondary schools and 1 degree college having three faculties of arts, science and commerce. There were 76 teachers working in various educational institutions of Haunsbhavi, of whom 30 (all males) were working in degree college, 27 (22 males and 5 females) in secondary schools and 19 (13 males and 6 females) in primary schools. The Caste composition of 76 teachers in Haunsbhavi was as follows. 4 (3 males and 1 female) Brahmins, 56 (48 males and 8 females) Lingayats, 1 (male) High Caste Hindu, 9 (8 males and 1 female) Low Caste Hindu, 2 (1 male and 1 female) Harijans and 4 (all males) Muslims. None of the Christian teachers was found working in the educational institutions of Haunsbhavi. 20 teachers out of the total of 76 constituting about 25 per cent were selected for the purpose of detailed study.

Further, with a view to having a comparative picture of occupational mobility among the teaching and the non-teaching white collar workers it was decided to interview some retired teachers and white-collar workers. While choosing a sample of such retired people we encountered certain problems. Since we did not know the exact number of retired teachers and white-collar workers living in Dharwad, it was difficult to decide the size of the sample. Hence it was felt that a number of 100 retired
people which comes about 25 per cent of the main sample should be taken up for the purpose. Therefore, 56 retired teachers and 44 retired non-teaching white collar workers were selected at random for the purpose of study. The break up of the sample of the retired teachers is as follows: primary school teachers (22), secondary school teachers (15), degree college teachers (11), and University teachers (8). The 44 retired white-collar workers comprise of 9 engineers, 5 medical doctors and the remaining 30 retired from various white-collar jobs like executive, bank managers, administrators and other officials.

While the historical material and other source data was collected from census reports, district gazetteers, municipal records and published and unpublished reports, the primary data about the teachers in our sample was collected with the help of interview schedule. Before finalising the interview schedule a pilot survey was conducted to ensure the suitability of the questions and the sample. In the light of experience gained in the pilot survey the interview schedule was finalized. The following are some of the important features of interview schedule.

(A) Particulars regarding respondents:

This section includes questions on the demographic and other aspects of the respondents such as age, sex, religion, caste, marital status, native place, designation etc.
(B) **Family Background;**

In this section questions aimed at eliciting detailed information regarding the family background of the teachers were included.

(C) **Education;**

In this section questions regarding the educational career of the respondents are included. Besides this, it also contains questions that provide us information regarding the educational attainment of the respondent's close kin members such as grand parents, parents, siblings and close paternal relatives like uncles. Since it was found that very few teachers had more than 4 brothers and 4 sisters, it was decided to restrict the number of siblings, about whom the data was collected, to 8 only (4 brothers and 4 sisters). In this section a few questions were also included to collect information regarding the attitude of teachers about the educational system in general, the influence of family and parents in moulding their educational and occupational career etc.

(D) **Occupational Background;**

The study of occupational mobility being one of the main objectives of the present research, exhaustive questions such as, the traditional occupation of the family, present occupation of the kin-members like grand parents, parents, siblings, paternal uncles etc., were
included. In addition, a number of questions that help us to elicit information regarding the inter and intra-generational occupational mobility and other related questions such as job-satisfaction, attitudes towards their own and other jobs were also included.

(E) Status:

A number of scholars of Indian stratification have stressed the need for adopting a combination of objective and subjective criteria for identifying classes. In view of this fact, in our interview schedule questions relating to both these criteria were included. In the course of discussion with teachers, pointed questions were asked regarding the self-assessment of their class. And this information was matched with their material possessions (objective conditions) such as their income, the house, the household gadgets, way of life etc.

(F) Family Attitudes:

The role that family plays in the social mobility can hardly be exaggerated. Therefore special care was taken while preparing the interview schedule to include several questions on various aspects of family so as to collect exhaustive information on this subject.

(G) Teacher - Student Relationships:

This section though does not pertain directly to the research topic on hand, was included with the hope
that it might help understand the attitudes of the teachers and the taught towards each other and towards the educational system in general.

The interview schedule comprised of pre-coded answers and also a number of open-end questions. It is needless to state here that while collecting data we did not depend entirely on the interview schedule. Teachers were contacted several times and discussions were held with them on various aspects which were not covered in the form of pointed questions in the schedule. Such discussions proved to be very helpful in providing information regarding several aspects of teachers' lives. It was found necessary to draw up a separate interview schedule for retired teachers and non-teaching white-collar workers. However, our experience was that the retired people were more communicative in the form of informal discussion than merely responding to specific questions in the interview schedule.

It may not be out of place to record here some of the problems that had to be faced in the course of collecting data for this work. By and large, I found that it was not difficult to establish rapport with the teachers. When I approached the teachers with interview schedule and explained to them the nature of my research, most of them willingly agreed to spend some of their time to answer the questions in the interview schedule and
participate in the discussion. However, the only section of teachers with whom I experienced some difficulty was the medical college teachers. Somehow I felt that they had put on an air of superiority about themselves and their profession and were reluctant to spare even half an hour for answering the questions in interview schedule, let alone have a free and cordial discussion!

Collecting information regarding grand-parents, parents, their occupation and status was also not easy. Information on such subjects is a recall data for many if not most of the respondents. Therefore many teachers whom I interviewed seemed either to overstate or understate their grand parental or parental occupations.

The respondent's assessment of their status in society as teachers also posed some difficulties. By and large the teachers said that they belonged to middle class. But this obviously was a relative assessment. When the post-graduate teachers and the teachers in the professional colleges like the engineering and medical said that they belonged to middle class they were obviously comparing themselves with the rich landlords, industrialists and other elite groups. When the primary school teachers said that they were middle class people, obviously they were comparing themselves with the working classes and menial labourers. Thus we see that the middle class to which the teachers refer is an extremely wide
one having a number of rungs within itself. Thus I felt that teachers can be classified into three broad categories namely the upper-middle, the middle-middle, and the lower-middle class. While the post-graduate, college and professional college teachers can be said to belong to the upper-middle class, the teachers in the secondary schools can be said to belong to middle-middle class and the primary school teachers can be said to belong to the lower-middle class. However, it should be recorded here that the teachers as a class are above the poverty line in India.

The data was tabulated with the help of statistical techniques and the results are presented in a tabular form in suitable chapters. The statistical techniques which have been utilized mainly include simple percentage and Rogoff's methods of measuring inter-generational mobility.

Various teachers have been classified into five main categories. Namely:

1. Primary Teachers: Teachers working in Primary Schools.
3. Undergraduate Teachers: Teachers working in junior and degree colleges.
4. Post-graduate Teachers: Teachers working in the University post-graduate departments.

5. Professional College Teachers: Teachers working in different professional colleges like medical, engineering, law, education (teachers' training colleges), agricultural science and Home-science colleges.

Classification on the basis of education as follows:

1. Illiterate.
2. Below S.S.L.C.
4. Graduation completed (include all the faculties).
5. Post-graduation completed (include all the faculties).
6. Other qualifications: (include diploma, certificate courses and research degrees).

Classification on the basis of occupation as follows:

1. Agriculture: It includes agricultural landlords, owner-cultivators and tenant-cultivators.
2. Skilled: It includes technical jobs and caste occupations like Black-smithy, gold-smithy, Carpentry, weaving, pottery, masonry, leather-work etc.
3. Unskilled: It includes labourers, coolies, peons, and unclean servicemen like sweepers, cleaners etc.

4. Commerce & Trade: It includes businessmen, petty businessmen, shop keepers, traders etc.

5. White-collar: It includes medical doctors, engineers, legal practitioners, civil servants, executive and managerial, military servants and allied job holders.

6. Teaching: It includes all the category of teachers from primary to post-graduate level.