Methodology and Area of the Study
CHAPTER II

METHODOLOGY AND AREA OF THE STUDY

Tribal societies in India as well as in the global context are continuously passing through the process of transition. Since change is inevitable in every society, the tribal societies are also not left in a static state. Dynamisms in the tribal societies are the result of both internal and external forces and many scholars have already been established a number of thesis in this regard. The factors like industrialization, urbanization, education, advancement in communication system and influx of traders, contractors, money lenders and the activities of the missionaries in the tribal areas are found highly responsible to bring some changes directly or indirectly in the tribal societies in India. Besides the government’s need-based action oriented plans and various welfare measures for the economic upliftment of the downtrodden tribal people along with the various non-government welfare agencies, working in tribal areas, are also bringing some changes in the tribal socio-economic conditions to a great extent. All these factors indicated above often resulted in the crisis of tribal identity, which is still a very vital issue in the domain of tribal research and understanding.

In fact, the issue of tribal identity is not something new or a very recent phenomenon. At one stage, tribals preferred to follow the upper caste Hindus in the process of sankritization, giving up many of their own traditional beliefs, values and customs just to include them in the
Hindu fold. Then, with the rapid industrialization tribals faced different types of identity crisis. Change in their traditional economic spheres because of adopting many industrial jobs, resulted into the reorientations in tribal way of life with some structural and organizational changes too. In recent times, there is a tendency of tribal revivalism i.e. an utmost urge to go back to their own traditional socio-cultural life with self esteem and pride as distinctive ethnic group is another phase of tribal identity.

Sarkar, S.S. (1965:6) says, "India has been a melting pot with varied cultural and ethnic elements. Inspite of the assimilation and integration of certain groups racial and cultural there are still many distinct and divided communities wherein reside people with peculiar customs and almost a distinct way of life. The traditional forces and the relative isolation of many tribal and backward communities have retained them under an old socio-cultural heritage. Such groups of distinct characteristics come across in different parts of the country. Even to this day and they are the groups of the tribal population. The tribals are food gatherers, hunters, artisans, shifting cultivators, settled agriculturists and labourers of various kinds. The nature of social organization also varies considerably; from simple one of nomadic and little known communities to larger and complex one of bigger and permanently settled tribals, widely studied by social researchers and others".

Therefore, the study of the scheduled tribes is as much different and complicated as it is necessary and important. Many efforts have been
put in the direction of solving the problems of the tribals by accelerating education among scheduled tribes with the help of education they are changing their life styles and improving their status in the society.

Social change is characteristic of every society. India is passing through the phases of rapid economic, political and social changes, especially from the British period. In this vast society with such a variety of people, the process of change and development has not been uniform. This may be due to various reasons such as ecological, history and social systems of the people etc. The villagers and tribals were not aware of rapid changes and modernization carried r.o meaning to the scheduled tribes. Hence, we may consider the necessity of giving sufficient attention to the most backward population of India, which is very often called a subcontinent and is characterized by its diversity of language, religion and culture.

The traditional forces and the relative isolation of many tribals have retained them under old socio-cultural heritage and they have been carrying on their traditional occupations in their sequestered areas. Only marginal number of tribal people is working in towns and cities by acquiring good jobs with the help of education. It shows the role of education, especially higher education, in changing the life style, economic pattern of the tribes.

In every society and every age, a system of education evolved according to its need and the temper of its times. Education is a process,
Indian education in its wider perspective was more inclined toward spiritual development, receiving knowledge and disciplining the mind as well, but today it is secular.

An important aspect of the modern educational society is the role played by educational system in preparing and training the members of the society for an occupation or vocation. Education is more important today than ever before. It helps people acquire the skills; they need for every day activities. It also gives them the specialized training they may need for a job or career. Education also helps people to adjust for a change and provides the skills for adjusting to newer occupations. In this regard Dubey, S.M. (1968) is of the opinion that education would help in the socialization of a child and the development of human personality, social mobility, occupational change and the rise professions.

Sharma D.K. (1988:99-100) says, "In modern, industrial societies most occupations require formal training through a regular system of learning. Today, with highly advanced technology and means of transport and communication, it has become difficult for the tribal and peasant societies to remain unaffected by the process of industrialization. Thus, education is becoming an important step for obtaining occupational opportunity. Such a formal training is of use in one's own traditional occupation as well. It leads to vertical mobility in the absence of which, it is horizontal mobility with better know how".
Similarly Gore and Desai (1967) have maintained that education, to be an effective channel for social mobility, depends upon its effective utility for occupation – income structure and its equal availability to all groups of society. Ideological – cultural factors and occupational – economic factors limit the opportunity for equalization of educational input.

Sachchidanand (1968 : 71-85) is of the opinion that, tribals are no longer confined to their native homes and occupations. The traditional tribal love for land is waning, as it is no longer a lasting source of subsistence. The educated among them leave their land and forest based occupations and seeks new jobs even outside their immediate neighborhood. They have become spatially and occupationally mobile. “Even in remote tribal areas like Oraon village in Chhotanagpur, we come across people who have gone to work in distant lands. Both men and women now go out into the wide world to take up any employment suited to their qualifications”.

Thus there is a very close link between educational qualifications and occupational level. By this it is understood that those at the top level of the occupational level are always better educated. As a society becomes more and more industrialized, there required an increased need for skilled persons. Also this is followed by a declining opportunity for “self made” men who try to rise by their sheer family or traditional
background. Education becomes imperative and people begin to realize the importance of acquiring it.

The intimate relationship between formal education and occupation in an urban-industrial society has been realized by groups of people who had neither shown a keen attitude towards acquiring it nor were traditionally kept outside the preview of it. However, now educational achievement has important repercussions and has become an important method to reach for a better status through acquiring a better occupation.

Education is a means and not an end in itself and holds good for all levels and kinds of leaning. In all the societies irrespective of whether they are tribal or highly civilized and modern, the main aim of education is to impart knowledge, to pass it on from generation to generation and to find out ways and means for improving upon the present one through different systems and institutions. The overall progress of any country depends on its progress in education.

Thus, education enhances the status of an individual in society. It is education, which is also responsible for the higher status of women today. It is education, which attempts to improve the position of the backward classes. Therefore, today by acquiring more and better education, different sections of society are improving their status in society.
The study of Rath, Rajalaxmi (1991:642-643) conducted with the objective of finding out the role of the tribal white collared job holders in the process of social change in their own community she said that they have entered a new profession which has not only given them a steady income but higher status in society. It clearly shows that the facility of reservation in public service has enabled more persons from these depressed classes to enter government services, which were otherwise out of reach for them. They have perceived themselves as successful only because of this reservation policy and there was substantial rise in their numbers. Government service has therefore given them an opportunity for higher social mobility. The presence of these members ensures a more responsive and sympathetic administration in their favour. At the same time they provide a source of inspiration for other members of their community to emulate.

In a modern society the use of the educational system as a method of ascending the hierarchical ladder, particularly in a developing and transitional society such as tribal education India is gaining importance where the distribution of education, both in terms of quantity and quality is uneven. But for the scheduled tribes in India, education is the main instrument of upward mobility. It is only education that can offer better occupation, which can free them from traditional occupations. Better occupations can lead to better and steady income leading to a better quality of life and higher standards of living. Future generations of
educated scheduled tribe people can also be better culturally and socially equipped. Hence above discussion is an attempt to show education as an instrument of upward social mobility for those sections of society who have realized the importance of acquiring education to move up in the social scale. They have realized that acquiring higher education is a passport to acquiring a high occupational and social status.

Keeping in mind the above discussion, this study aims at understanding the importance of education as a means of upward social mobility and enhancement of status among scheduled tribe students of higher education. The present study aims at understanding the perception and reaction of post-graduate scheduled tribe students toward their changing status in their own community and in society as a whole. Against this background, the researcher has identified the following aims and objectives for this study. The following are the main objectives of the study.

**Aims and Objectives**

1. The study aims at understanding the socio-economic background of the post-graduate scheduled tribe students of Karnataka.

2. The study aims at understanding the relationship between higher education and changing aspects of their status

3. An attempt has been made to understand educational achievements and inspirations
4. An attempt is made to understand the perspective of other castes students regarding scheduled tribe students.

5. The study proposes to understand the perspective of scheduled tribe students toward other castes students.

6. It aims to understand the opinion regarding scholarships, hostel facility and other facilities provided to them by the Government.

7. The study aims at understanding the prospective occupational availability of P.G. scheduled tribe students.

8. The study proposes to understand the impact of urbanization, industrialization and modernization over their traditional life and changing life styles.

9. The study aims at understanding the perception of scheduled tribe students regarding their status in the society.

10. An attempt is made to understand the perception of scheduled tribe students regarding the discrimination made against them.

11. The study proposes to understand the impact of conversion to enhance their status in the society.

**Hypothesis**

Keeping in mind the framework of this research study the following hypothesis have been formulated for testing them in the light of empirical data collected for the study.
1. Post-graduate scheduled tribe students mainly hail from poor rural families

2. Most scheduled tribe P.G. students generally have high educational and occupational aspirations and view education as a channel of higher status.

3. Post-graduation scheduled tribe students have no inferiority feeling about their status

4. Other Hindu students have no inferiority feeling towards scheduled tribe students

5. The scheduled tribe P.G. students generally aspire to obtain government job.

6. Scholarship and government facilities are the backbone of the higher education for scheduled tribe students

7. Higher the level of education, better is the perception and ambition to improve the status in the society.

8. Proselytization helps to improve the social status among scheduled tribe students.

Variables for the Study

Various sub-systems of social organization are considered as variables for the present study, such as age, sex of the students and age, sub-caste, occupation, religion, nature of the family, educational level and socio-economic status of the respective parents of the students have
been taken into consideration for analyzing and interpreting the data. These variables have greater impact on the socialization process and development of personality of the students and their parents.

Criteria of Social Class

1. **Upper Class** – Rs. 15,001/- or more per month

2. **Middle Class** – Rs. 5001/- to 15,000 per month

3. **Lower Class** – Rs. 5000/- or less per month.

Nature of Family

There are two types of families.

1. **Nuclear Family** : Includes students, their siblings, father and mother

2. **Joint Family** : Includes students, their parents, grand parents, uncles, aunts, nephews and others.

Type of house

1. Kachcha – The house built with mud and dry grass

2. Kachcha – pakka – The house is built with mud and stones and cement roofs

**Educational Status**

In this study the level of education is categorized into 7 classes. They are

1. *Illiterates*: This category refers to those who have not attended any type of formal or non-formal education

2. *Primary*: This category refers to those who have been school drop-outs.

3. *High School*: This refers to those who have attended secondary school education and completed the secondary school learning certificate examination.

4. *PUC/Diploma*: This refers to those who have completed the intermediate courses, more commonly known as the 2 year Pre-University Course and who have completed Diploma and Job Oriented Courses.

5. *Degree Level*: This refers to those who have completed graduation and who have passed Karnataka Administrative Service Examination

6. *P.G. Level*: This category refers to those who have completed post-graduation, M.Phil, Ph.D. degrees

7. *Vocational Education*: This category refers to those who have completed engineering (B.E etc.) and M.B.B.S., B.A.M.S., B.H.M.S. and other medicine examinations.
Occupation of Fathers

The main occupation of the people determines their socio-economic status. In this study, the occupations of the fathers are classified into the following 7 categories.

1. Coolie: This occupation refers to class of people who have no definite occupation and source of income and who have no land holdings and work in the farms of other farmers.

2. Agriculture: This class refers to the peasants who have their own landholdings and work in their own farms with landless labourers.

3. Small Scale Business: This class includes the people who are engaged in retail business, salesman and whose income is less than Rs. 15,000.00.

4. Large Scale Business: This class includes the people who are wholesale business, whose income is more than Rs. 15001.

5. Government Service: This class includes the government servants from peon to Administrative service, like Assistant Commissioner, Tahasildars and the like.

6. Private Service: This class contains the workers, who are working in private sectors, like factories, banks, etc.

7. Others: this class includes the pensioners, politicians, and others.
Selection of Universe

This study was conducted in the year 2004 in four different Universities of Karnataka, which represent different regions of the state. Mysore university was selected because it is representative of old Mysore region, Gulbarga university was selected, which is representative of Hyderabad Karnataka region. To represent Bombay Karnataka region Karnatak University, Dharwad was selected. Similarly Kuvempu University was selected because it is fairly representative of Western ghats and malnad region.

Sources of data collection

The main sources of empiric data collected in the present study are two, viz.,

1. Primary sources and

2. Secondary sources

Primary sources

The data from the primary sources was collected by the researcher through fieldwork to collect required information the researcher prepared structured, closed-ended interview schedules were administered to the students of the sample to elicit data for analysis in order to arrive at objective conclusions.

Further the researcher also personally met the respondents during leisure time in the University campus and hostels, and distributed the
interview scheduled among the respondents and helped them in filling the schedule. At the same time the researcher has informally discussed with the respondents, which gave the researcher the background data to understand the research field more thoroughly. The data informally collected through the interview method immensely helped the researcher at the time of analysis of data and to put the conclusions drawn on an appropriate manner.

**Technique - “Interview Schedule”**

Schedule method is one of the most important methods for the study. A schedule is like a questionnaire, which contains a set of questions. These questions are required to be replied by the respondent with the help of an investigator. Thus a schedule is a list of questions formulated and presented with the specific purpose of testing an assumption of hypotheses. Since in the schedule method an interviewer is always present and he can also provide stimuli, therefore, success of schedule is linked with ability and performance of the interviewer. Thus a schedule is a formal document for maintaining uniformity in questions.

Schedules are of different types, though the aim of all the schedules is to collect data. Among them ‘Interview schedule’ is most important. Interview schedule is used for testing as well as collecting data as well as for the collection of supplementary data. The informant takes the schedule with him and interviews the respondent and fills in the forms. Usually in this method the interviewer asks certain
standardized questions. In the present study the major part of the data is collected through structured closed-ended interview schedules.

The interview schedule contained seven parts, viz.,

1. Section 'A' – This part of interview schedule contained the questions pertaining to socio-economic characteristics of the respondents.

2. Section 'B' – This part contained the questions partitioning to academic achievements and inspiration of the respondents

3. Section 'C' – This part contained questions regarding perspectives of respondents toward other caste students

4. Section 'D' – This part contained the questions pertaining to perspectives of other castes students toward the respondents.

5. Section 'E' – This part involved the questions pertaining to perspectives of the respondents regarding conversion

6. Section 'F' – This part contained the questions pertaining to the perception of the respondents regarding scholarships and other government facilities.

7. Section 'G' – This part included the questions pertaining to occupational aspirations and prospective occupational opportunities.
Interview method

In social research interview method is becoming increasingly popular. From the sociological perspective the interview method is considered a very useful instrument to collect primary data. In this method the interviewer himself approaches the informant, puts questions to him and himself records the replies. In this system there is direct contact between the respondents and the informant. In the present study the essential primary source information was collected through this method.

There are different methods of interview. 'Individual interview' is one among them. Individual interview is very common. In this the interviewer meets one single person and interviews him. He then collects all information from him. It is believed that such a person possesses the required information and that will serve his purpose. Obviously the advantage is that the person is not under group influence and the views expressed are his own and spontaneous.

With the help of above said schedule the researcher personally visited University campuses and hostels and approached the students and collected the required information from the students. The researcher helped the respondents in filling the interview schedule, if necessary. To fill up one interview schedule it took nearly 30 minutes. The interview schedules were prepared in both Kannada as well as English version in order to assist the respondents, who are mainly Kannada medium. A
majority of the respondents provided all the information with enthusiasm.

**Sampling procedure**

The present study is confined to previous, final and Diploma courses scheduled tribes students of four universities of Karnataka, viz., University of Mysore, Kuvempu University, Shimoga, Gulbarga University, Gulbarga and Karnatak University, Dharwad. To select samples “Quota Sampling Method” was used. This method is more suitable to the present work, with the help of which it becomes easy to pick up a sample for study.

Quota sampling is a type of judgement sampling. In a quota sampling quotas are setup according to some specified characteristics such as, so many in each of several income groups, so many in each age groups, so many in particular caste category, so many in tribal groups and so on. Within the quotas the selection of sample items depends on personal judgement. In this method the researcher is free to select the respondents. This method provides satisfactory results only if the researcher is properly trained and follows instructions carefully, because the choice of samples depends exclusively on the discretion of the investigator. This sampling method is useful for a universe with smaller numbers, which covers all the important elements of research.

The differences between the people of scheduled tribes emerge mainly because of differences in life experiences as a consequence of
exposure to industrialization, urbanization, modern education and skilled occupations. Since the research deals with perception of scheduled tribe educated mass regarding their status the choice of a sample uniquely suited to the purpose of investigation of facts. Of all the segments of scheduled tribe population, the sector exposed to the highest rate of social change and modernization in postgraduate students. This is in direct contrast with the facts that the rural and marginal educated scheduled tribe population is not exposed to a similar rate of social change and modernization as the mass of scheduled tribe of higher educational institutions. The awareness regarding their status will be most apparent in this highly educated scheduled tribe population. Naturally it led to the investigation of post-graduate scheduled tribe students.

The sample group of this investigation is postgraduate scheduled tribe students. The researcher has selected this group because they are more aware of their status in their own community and in a larger society. In all, 300 postgraduate scheduled tribe students of Karnataka were selected as samples of the present study. The researcher first obtained a list of scheduled tribe students from the administrative section of each university. Often it was found that the number of scheduled tribe students was very meager in some courses and was not available at all in some of the departments. Further the female respondents were even less. The researcher visited the departments and
hostels and having selected the respondents and the interview schedules were issued to them. Thus while selecting the samples the researcher gave preference only to educational level of the scheduled tribe population. Therefore, since the survey is related to only scheduled tribes category, the researcher has selected "quota sampling method" for selecting the samples.

**Pilot Study**

In the studies, where questionnaires and interview schedules are being used it is essential that the whole schedule should be pre-tested. This is pilot study. It is therefore essential that a sample should be picked out of the universe and it should be tested. Needless to say that this sample should be representative, once the defects of the questions in the schedule have come to light these should be removed and questions modified in the light of defects identified.

Therefore before entering the field the researcher made a pilot study to test the validity of interview schedule. The researcher selected 50 post-graduate scheduled tribe students of Karnataka University, Dharwad, with the help of which the objectivity of interview schedule was tested. After making some modifications interview schedule was prepared systematically and objectively. Thus on the basis of the response obtained in the pilot study, the interview schedule was properly structured by the researcher by excluding irrelevant questions and by
including certain question which would elicit data to support the objectives of the study.

**Secondary sources**

Secondary data is also equally important with primary data. There is perhaps no useful study in which some published material is not used. The secondary data provide necessary background material for the problem under investigation. These also provide preliminary orientation and save labour by providing information about the work already done in the field. With the help of secondary data one also comes to know about the techniques of research already used and utility of each technique for a particular type of research. These materials are more useful in the preparation of questionnaire or schedule. Therefore it is said that before putting the questions in the schedule whole literature dealing with the subject matter should be clearly and carefully studied.

Therefore in the present study the secondary data was collected from libraries and statistical departments. It was collected from census reports, district census handbook, district gazetteer, books, dissertations, thesis, national and international journals and other reports, which throw more light on the subject under study.

**Scheme of chapters**

The present study is divided into seven main chapters. The chapter scheme is made for the purpose of systematic analysis and evaluation of the subject of the research.
Chapter I : deals with introduction, geographical distribution, classification and problems of scheduled tribes and welfare programmes and review of some available literature pertaining to scheduled tribes

Chapter II : deals with the methodology and locale of the study

Chapter III : throws light on the socio-economic status of the respondents

Chapter IV : deals with educational performance and inspiration of the respondents

Chapter V : makes an attempt to understand the perception and reaction of educated scheduled tribe students toward their status.

Chapter VI : analyses the occupational aspirations and prospects of the respondents

Chapter VII : summarizes the findings and gives the conclusions.

**Data Classification and Tabulation**

Classification of data collected is not only essential but it is unavoidable without such a classification whole data will remain jumbled, complex and un-understandable. Therefore, classification is necessary to arrange the data in some scientific manner. To put this data in concise, precise and logical order tabulation of the data is inevitable. Without tabulation whole data is likely to get complicated. Therefore to classify and tabulate the data the researcher edited the interview schedules for completeness, accuracy and uniformity. The classification and tabulation of the data was done with the help of computers.
Limitations of the Study

The present study is subjected to some limitations. The present study is confined only to post-graduate scheduled tribe students. The post-graduate students of all the universities of Karnataka state are not included in the framework of the study. The study covers only four universities representing different regions of Karnataka state. To represent old Mysore region Mysore University, to represent Hyderabad Karnataka Gulbarga University, to represent Bombay Karnataka, Karnataka University, Dharwad and to represent Western ghats and malnad region Kuvempu University, Shimoga were selected. These universities fairly represent Karnataka state.

The Study Area

Karnataka is one of the developed states of south India. Karnataka includes a greater portion of the eastern part of Deccan plateau. Its north latitude is in between 11°31' and 18°48'. East longitude is in between 74°12' and 78°50'. Karnataka is bound by Maharashtra and Goa in the north, Tamil Nadu and Kerala in the south, Andhra Pradesh in the east and about 350 km long coastal line of the Arabian sea in the west. The land is 2000 feet above sea level. No other state in India is at such height. The extent of present Karnataka is 1,91,773 sq. k.ms. Karnataka state includes 27 districts. The educational institutions of Karnataka state are distributed among various Universities.
Fig. 1. India and Karnataka state
Fig. 2. showing the study areas in Karnataka state
Among these universities the researcher has selected four universities for the study. They are University of Mysore, Mysore, Karnataka University, Dharwad, Gulbarga University, Gulbarga and Kuvempu University, Shimoga. All these four universities have included 443 scheduled tribe post-graduate students. Among this universe 300 scheduled tribe students were selected as samples for the present study. Before selecting 300 respondents, the researcher interested to select entire universe, but when the visited the field only 300 respondents were available and hence 300 samples were selected. The total strength of scheduled tribes in these universities is given in the following Table 2.1.

Table 2.1

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of University</th>
<th>Faculty and sex of the students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Arts M</td>
<td>M</td>
</tr>
<tr>
<td>1.</td>
<td>Mysore University, Mysore</td>
<td>47</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>Karnataka University, Dharwad</td>
<td>51</td>
<td>24</td>
</tr>
<tr>
<td>3.</td>
<td>Gulbarga University, Gulbarga</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>4.</td>
<td>Kuvempu University, Shimoga</td>
<td>63</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>193</td>
<td>86</td>
</tr>
</tbody>
</table>

* Information collected from University records 2003-04.
The following table provides the strength of samples in each university is given in the following Table 2.2

Table 2.2

Number of selected samples from four universities

<table>
<thead>
<tr>
<th>Sl. No</th>
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<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gulbarga University, Gulbarga</td>
<td>30</td>
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<td>04</td>
<td>04</td>
<td>04</td>
<td>-</td>
<td>10</td>
<td>02</td>
<td>48</td>
<td>20</td>
<td>68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Mysore University, Mysore</td>
<td>31</td>
<td>08</td>
<td>10</td>
<td>09</td>
<td>06</td>
<td>-</td>
<td>05</td>
<td>-</td>
<td>52</td>
<td>17</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Karnatak University, Dharwad</td>
<td>38</td>
<td>18</td>
<td>07</td>
<td>03</td>
<td>02</td>
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<td>10</td>
<td>08</td>
<td>57</td>
<td>32</td>
<td>89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Kuvempu University, Shimoga</td>
<td>26</td>
<td>19</td>
<td>12</td>
<td>11</td>
<td>03</td>
<td>03</td>
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<td>-</td>
<td>41</td>
<td>33</td>
<td>74</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>125</td>
<td>59</td>
<td>33</td>
<td>27</td>
<td>18</td>
<td>06</td>
<td>25</td>
<td>10</td>
<td>198</td>
<td>102</td>
<td>300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The brief information about each university is given in the following way.

**University of Mysore**

The University of Mysore is among the foremost institutions of its kind and is an enduring symbol in the sphere of higher education in India. It was founded by the then Maharaja of Mysore, Shree Krishnaraja Wodeyar IV and his Dewan Sir M. Visveswaraya, on July 27, 1916. The Maharaja of Mysore became its first chancellor. The University came into existence on the basis of a report on educational progress in the United
States and Australia, submitted by Messrs Thomas Denham and C.R. Reddy who visited these countries respectively.

The University of Mysore became the first university outside the domain of the English administration in India, the sixth university in India as a whole, and the first ever university in Karnataka. It is a state university of the affiliating type and turned autonomous on March 3, 1956, when it got recognition from the University Grants Commission.

The main campus of the University, created in 1960, lies in a picturesque area of 739 acres at the western end of the Kukkarahalli Lake. The University headquarters, the Crawford Hall, is located right across the lake on the eastern end. This inspiring locale of the campus was aptly named Manasagangotri, meaning fountain head of the Ganges of the mind, by the poet laureate, Dr. K.V. Puttappa (Kuvempu). In due course, two satellite campuses were setup in response to the demands of post-graduate education from semi-urban/rural areas; Sir M. Visveswaraya, Post-graduate center at Tubinakere in Mandya, and the Mysore University post-graduate center at Hemagangotri in Hassan.

Presently the university is confined to Mysore, Mandya, Hassan and Chamarajnagar district. This institution, incidentally, gave birth to one more university in 1996 when the Institute for correspondence courses and continuing education in the Manasagangotri campus, got transformed into the Karnataka state open university.
The university now encompasses 122 affiliated colleges and 5 constituent colleges. In addition, the university has 37 post-graduate departments, 8 specialized research and training centers and 2 post-graduate centers that together offer about 55 regular academic programmes to 3,500 students. It also runs a number of employment oriented diploma courses and certificate programmes. The post-graduate departments are reputed for excellence in advanced studies and research and it has attracted projects and grants worth crores of rupees from many national and international institutions.

The University has established a rapport with many well-known and prestigious universities and institutions abroad for academic, technical and cultural exchange.

In this region the tribes like Gowdalu, Hakkipikki, Iruliga, Hasalaru, Jenu-Kuruba, Kadukuruba, Malaikudi, meleru, kaniyan, kondu kapus, Kurumanas, Nayaka, Solaga, Koraga and Saoligaru are situated.

**Karnatak University, Dharwad**

The area of study is the Karnatak University Dharwad of Karnataka state. The Karnatak University is established in 1949 in Dharwad city. Presently the campus of the University is situated on the hill called 'Chota Mahabaleshwar'. The campus of the University is one of the finest University campuses in the world.
During British rule Dharwad was educationally very backward. For the first time Britishers opened Marathi medium school at Dharwad and Hubli during 1826. Later during 1830 Walter Elliot, Assistant Commissioner of Dharwad, opened Kannada medium school for the first time. During 1863 Bassel Mission Institution opened one high school. At that time after high school education the students had to go to Pune for college education, which was very expensive and far away for poor people.

During 1877, Sir Richard Temple, the Governor of Mumbai visited Dharwad, when the public of Dharwad requested him to open a college at Dharwad. But result was dissatisfactory. As a result of continuous efforts of Kannadigas, in 1917 a college was opened, i.e. Karnataka College Dharwad (KCD). Later efforts were made by eminent persons to open a new University at Dharwad.

As a result Mumbai Government formed a Karnataka University Committee under the Chairmanship of Justice Narayan Rao Lokur as per "Education and Industries Department Resolution No 7914 dated 17th April 1947". On the basis of recommendations made by Lokur Committee the Mumbai Government gave permission to open a new University as per "The Bombay Act of 1949: The Karnataka University Act 1949". As a result Karnataka University started in July 1949 at Town Hall of Bombay, the Justice of Bombay High Court Shri. R.A. Jahagirdar was appointed as the first Vice-Chancellor and Barrister D.P. Patrvali as Registrar of Karnataka University. During October 1949 the University was shifted to
Dharwad. Thus in 1949 Karnatak University was established. During the period of Wrangler D.C. Pawate the University reached its Zenith of its glory among all Indian Universities.

During the year 1969 June, a Branch of University was opened at Gulbarga to help the students of Hyderabad-Karnataka. Similarly in the same year 1969 a P.G. Centre was opened at Karwar. In 1982 also a branch of Karnatak University was opened at Belgaum. Thus University expanded its scope. Presently Gulbarga branch is working as an independent University.

The scheduled tribes of this region are Adiyan, Barad, Banach, Chenchu, Gamit, Hakkipikki, Iruliga, Jenukuruba, Kadukuruba, KattaNayak, Beda, Kolidor, Kondakapu, Koraga, Keya, Rajakeya, Malaikudi, Bedar, Malasar, Meda, Nayaka, Pardi, Saligaru, Valmiki, Bhil, Berad, Halge, Jas, Nyas, Myas, Khare, Durgmurgi, Kakkaram-Tokrekoli-Undi, Naikamakklu and the like.

**Gulbarga University, Gulbarga**

Gulbarga University is also one of the universities of Karnataka, which was established in 1980 by an Act of Karnataka state. Its jurisdiction extends to the five districts of Gulbarga, Bidar, Raichur, Bellary and Koppal of Hyderabad Karnataka. Earlier it was post-graduate center of Karnatak University since 1970. the main campus is situated on a 348 hectares of land, 10 kilometers east of Gulbarga city. It has 35 post-graduate departments and 4 post-graduate centers located of
Krishnadevaraya nagar, Bellary, Raichur and Bidar. Another post-graduate center at Basavakalyan is on the anvil. The University enrolls about 3500 students every year for various post-graduate, M.Phil and Ph.D. programs in various disciplines. There are 165 college affiliated this university.

The scheduled tribes situated in this region are bill, chenchu, gond, koya, thoti, nayakkod, rajgond, iruliga, jenukuruba, kadakuruba, kolidhore, benkoya, rajkoya, medha, nayakda, pardi, advichinchare, fanseparida, chenchewar, lambani, lamboda, yarakula, woddars, kaikadi, valmiki, nayaka etc.

**Kuvempu University, Shimoga**

Kuvempu University is a young affiliating University in Karnataka, established in 1987 with a distinctive academic profile. This university, located in the Malnad region, is a past developing university. It was established with a vision to meet the educational aspirations of the people of this region.

The university offers 49 post-graduate course, 27 P.G. Diplomas besides under graduate courses in four constituent colleges. The main University campus called “Jnan Sahayadri” is situated in the lap of the Sahayadri Western ghats.

This university having a global outlook provides a serene and conducive atmosphere for curricular and co-curricular activities. Holistic development of the students is the motto of this university. Jnan
Sahayadri is main campus of Kuvempu University is located at Shankar ghatta at a distance of 28 kms from Shimoga city. The campus Sprawles over an area of 230 acres, which is free from any form of pollution, the jurisdiction of this university spread over four districts of Shimoga, Chitradurga, Chckmagalore and Davanagere.

Kuvempu University has adopted the latest e-technologies in order to modernize the learning process. All the departments and sections have now been brought under the net working systems so that they have direct access of internet facilities. With the introduction of V-sat and campus wide networking it will now be possible to organize learning with the satellite facilities. This would help Kuvempu University to update its instructional modes and open new vistas of e-learning for the students.

The scheduled tribes of this region are Gowdalu, Hakkipikki, Hasalaru, Iruliga, Jenu-Kuruba, Kadukuruba, Malaikudi, Maleru, Soligaru etc.

Thus the above four universities fairly represent different regions of Karnataka state. Moreover a majority of scheduled tribes are in these regions. Hence the researcher has selected these four universities for investigation.