

A Sociological Study on Educational Mobility of the Korama Community in Shivamogga District of Karnataka: A Descriptive Analysis

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DOI: <https://doi.org/10.51244/IJRSI.2026.1306000265>

Received: 20 June 2026; Accepted: 26 June 2026; Published: 03 July 2026

ABSTRACT

Social mobility and transformation are best achieved through the power of education. It allows people and communities to enhance their socio-economic standing, employment prospects, social position, and living conditions. The Korama community, historically linked to pastoral, agricultural, and labour-intensive occupations, has seen substantial shifts in educational achievement over the past few decades. This current research investigates educational mobility within the Korama community in the Shivamogga District of Karnataka using data gathered from 300 participants. The research examines educational circumstances, vertical educational transfer, determinants of educational progression, obstacles encountered in education access, and the socioeconomic effects of educational mobility. The results show that educational access has greatly increased among younger cohorts, which has resulted in better employment chances and enhanced social mobility. Nonetheless, economic limitations, educational gaps, and restricted access to higher education persist in affecting many households.

Keywords: Educational Mobility, Korama Community, Social Mobility, Education, Rural Development, Shivamogga District, Karnataka.

INTRODUCTION

Education stands out as a crucial measure of human development and societal advancement. It is pivotal in boosting knowledge, skills, understanding, and chances for socioeconomic development. In rural areas, education acts as a means to break the cycle of poverty, restrictive occupations, and social disadvantages.

For generations, the Korama community's economic base has been occupations like sheep rearing, agriculture, agricultural labour, and livestock-related activities. Due to economic hardship and the lack of educational resources, previous generations had low literacy rates and limited access to formal schooling. Nonetheless, advancements in modernization, educational policies by the government, reservation benefits, scholarships, and growing awareness regarding the importance of education have spurred educational progress among younger generations.

Mobility in education signifies the progression from lower educational levels to higher ones from one generation to the next. It indicates shifts in educational goals, prospects, and accomplishments within a community. This study intends to investigate educational mobility within the Korama community and its effects on social and economic progress.

Theoretical frame work

Research has indicated that educational levels among different caste and social groups in Karnataka remain quite variable. Marginalized groups, specifically Scheduled Castes and Scheduled Tribes, frequently encounter diminished educational attainment because of economic hardships, social marginalization, and unequal access to learning resources. Nevertheless, improvements in educational participation and mobility have been gradual, thanks to government interventions and growing educational awareness.

M. N. Srimanivas, an eminent Indian sociologist, highlighted the influence of education on social transformation via his theories of Sanskritization and social mobility. He contended that educational achievement offers prospects for enhancing the social standing and occupational rank of disadvantaged and marginalized groups. Education provides exposure to contemporary values and fosters a shift from caste-oriented professions.

Studies on social mobility within India show that education continues to be a critical factor influencing upward mobility. Higher education enhances job prospects, raises earnings, fosters career diversity, and boosts social standing. Research indicates that educational mobility for marginalized individuals has risen over time, though gaps persist between different social groups.

Research Gap

Reviewing the literature shows that numerous investigations have explored educational levels, social mobility, caste disparities, and rural progress in Karnataka and India. Most scholarly efforts are directed towards Scheduled Castes, Scheduled Tribes, and other marginalized communities. However, very few sociological studies have been undertaken specifically regarding the educational transitions within the Korama community in Shivamogga District.

Korama has traditionally engaged in pastoral and labour-oriented activities and has experienced profound socio-economic shifts over recent years. Despite these changes, there remains a shortage of systematic sociological examinations that investigate intergenerational educational mobility, educational ambitions, and the factors affecting educational advancement. The role of education in improving occupational opportunities for the Korama community.

Objectives of the Study

1. To study the educational background of the Korama community and to assess intergenerational educational mobility among the participants.
2. To determine factors that affect educational progress and to evaluate the influence of education on career and social mobility.
3. To explore obstacles to education and to recommend methods for improving educational access.

RESEARCH METHODOLOGY

The study utilized a descriptive research design to comprehend the educational migration trends and educational encounters within the Korama community. This design allowed for systematic gathering and analysis of both quantitative and qualitative data. The research was carried out in selected villages and semi-urban regions of Shivamogga District, Karnataka, where an appreciable number of Korama inhabitants are located. The cosmos comprised all Korama domiciles situated within the designated examination zone. Thus, 300 respondents were selected for the research. Simple and purposive random sampling were employed in the research. Significant numbers of Korama households were the basis for selecting villages. Respondents were selected from identified households using simple random sampling. To comprehend educational setups, attendance trends, and learning settings, an interview schedule and observation were utilized. The collected data were classified, tabulated, and analyzed using frequency distribution, percentage analysis, cross-tabulation, and sociological interpretation.

RESULTS AND DISCUSSION

Table 1: Educational Status of Respondents (N = 300)

The study found considerable improvement in educational attainment among the Korama community.

Educational Level	Respondents	Percentage
Illiterate	42	14.0
Primary Education	72	24.0
Secondary Education	90	30.0
PUC	45	15.0
Degree and Above	51	17.0
Total	300	100.0

The table shows that only 14 percent of respondents were illiterate, whereas 86 percent had some formal education. Secondary education, making up 30%, was significantly larger than primary education, which was 24%. A substantial number had finished PUC and advanced education, suggesting a notable educational advancement within the community.

The study indicates that younger generations have significantly enhanced their educational awareness. In comparison to previous eras that offered constrained educational prospects, the current generation exhibits increased engagement with formal schooling. Earlier sociological studies in Karnataka have reported similar educational changes among Korama communities.

Table 2: Comparison of Educational Status of Parents and Respondents

The study revealed significant differences between parental and respondent educational attainment.

Educational Level	Parents (%)	Percentage (%)
Illiterate	61.0	14.0
Primary Education	24.0	24.0
Secondary Education	10.0	30.0
PUC and Above	5.0	32.0

The analysis starkly illustrates enhanced educational attainment. Most parents lacked advanced education, whereas the respondents have attained significantly higher levels of schooling. This shift underscores the increasing significance that the community has placed on education. With increased educational opportunities, younger generations can now aspire to occupations beyond their traditional caste limits and boost their socioeconomic standing.

Table 3: Gender and Educational Attainment

Educational Level	Male	Female	Total
Illiterate	20	22	42
Primary Education	35	37	72
Secondary Education	48	42	90
PUC	24	21	45
Degree and Above	29	22	51
Total	156	144	300

There has been a notable decrease in the gender disparity in education. Female educational involvement has enhanced thanks to government grants, tuition-free programs, on-site accommodations, and increasing parental consciousness. While males still hold a slight advantage in higher education, female respondents have made significant strides in educational advancement relative to earlier times.

Table 4: Factors Influencing Educational Advancement

Factors	Respondents	Percentage (%)
Government Scholarships	81	27.0
Educational Awareness	72	24.0
Reservation Benefits	48	16.0
Economic Improvement	51	17.0
Urban Influence	48	16.0
Total	300	100.0

Government scholarships proved to be the most influential driving force behind educational advancement. Parents and members of the community demonstrated a high level of educational awareness. Policies for reservations, economic enhancements, and exposure to urban settings have motivated students to pursue higher education and aim for more promising career paths.

Table 5: Major Educational Problems Faced by Respondents

Challenges	Respondents	Percentage (%)
Poverty	93	31.0
Educational Expenses	69	23.0
Lack of Higher Education Facilities	54	18.0
Early Entry into employment	42	14.0
Family Responsibilities	42	14.0
Total	300	100.0

Even with educational advancements, poverty continues to be the primary barrier to further education. Numerous respondents indicated challenges in covering educational costs, acquiring study materials, and obtaining access to educational institutions. Family duties and the necessity to support the household forced some students to stop their education.

MAJOR FINDINGS

1. There has been a notable enhancement in educational proficiency among younger cohorts.
2. There has been a marked reduction in the number of illiterates since the parents' era.
3. Scholarships and welfare programs sponsored by the government have encouraged educational mobility.
4. The educational sector has played a crucial role in enhancing career advancement and financial prosperity.
5. Those who are well-educated tend to have enhanced social standing and career prospects.
6. The enrollment of women in education has dramatically risen.
7. Financial limitations continue to be a significant obstacle for accessing higher education.
8. Mobility in education has fueled desires for social and economic advancement.

SUGGESTIONS

1. Expand the scholarship initiatives for students from lower-income backgrounds.
2. Increase opportunities for rural students to access higher education.
3. Increase support for career guidance and counseling.
4. Encourage digital education and improve educational facilities.
5. Promote adult education programs.
6. Offer unique support for students who are first in their families to attend college.
7. Enhance understanding of available educational options and governmental programs.

CONCLUSION

The research indicates that the educational outcomes in the Korama community within Shivamogga District have improved substantially over the past few decades. Educational mobility has allowed many families to transcend their conventional occupational confines and enhance their socioeconomic standings. Government aid initiatives, educational enlightenment, reservation policies, and evolving goals have been pivotal in this shift. Despite ongoing issues like poverty and educational costs affecting some families, there is a general trend showing consistent educational progress. Education has become a vital tool for social advancement, empowerment, and community growth within the Korama community. Further investment in educational facilities, scholarships, vocational training, and opportunities for higher learning will help reinforce the educational advancement of the community. Support for this discussion also comes from earlier sociological research that observed educational changes among the Koramas community in Karnataka and highlights the increased importance of education in community development.

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