



PRIMARY EDUCATION AMONG TRIBALS IN TELANGANA STATE: PROGRESS AND CONSTRAINTS

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ABSTRACT Prosperity and growth are only possible with education. It helps someone become ready and develops their ability to think and act dynamically. A knowledgeable person obtains knowledge, which enables him to live a meaningful and purposeful life and provides him with clarity, knowledge, and the ability to obtain the things he needs. Every citizen must receive an education in order for the country to prosper in every endeavour. Education is intended to help people develop their character on all fronts. Acquiring knowledge and experience through education is just as important as developing one's skills, attitudes, and abilities, all of which contribute to a happy and fulfilling life.

KEYWORDS : Education Development, Tribal Education

INTRODUCTION:

The most incredible tool available for changing the world is education. We should not overlook training our children's hearts while instructing the personalities from our youth. "Education is for economic development," says the Dalai Lama. There are many different goals for schooling. One of its goals is to overcome the people's social, cultural, and technological backwardness in order to prepare them for economic progress. Education is a social office with a social responsibility; it is meant to change the school or bring about a societal change. Since education is a social cycle, it is essential to the organization of labor supply and to an individual's enlightenment when necessary. Getting an education helps someone become more well-acquainted with his surroundings. There is unwavering cooperation between the individual and the environment. A person's character is largely shaped by the environment in which they are born and raised. Education and culture are so related. Pedagogy has emerged from this understanding. As a result, the definition of "education" has changed in many settings. These descriptions capture it as both a general "enculturation" process and a "schooling" process. The cycle of formal education lasts for a considerable amount of time.

Primary/rudimentary, optional, and tertiary/advanced education are its three stages. Primary education refers to the period of instruction that every child ought to attend. The creation and execution of laws requiring compulsory education in many countries are bounded by different factors. Primary education, sometimes referred to as "rudimentary education," is essential for the general populace as well as the nation as a whole. Whether a country is an industrial one or not, rudimentary education is essential. Generally, rudimentary education begins from age one and ends at age ten, or the fifth grade. The main goal of essential education is to provide children with a foundational understanding of the fundamentals of a comprehensive curriculum, with a focus on reading, writing, and basic math skills. Every child has the fundamental right to get an education in primary school. Its availability and management are not only the state's responsibility; the community and guardians also bear some of the blame. Every child that suggests both boys and girls should complete fundamentally necessary education as a holy duty.

'Schooling' was not initially included as one of the main privileges in the Indian Constitution. In any event, India has now made the right to education a fundamental human right. The field of elementary education in post-autonomous India had a remarkable expansion. From 231 thousand elementary schools in 1951 to 783 thousand schools in 1955 and 6,032,231 grade schools in 2015, there has been a huge advancement in the number of foundations. Notwithstanding all of these achievements, the goal of comprehending the universalization of elementary education remains unachieved. In order to achieve the objectives of Universalization of Elementary Education, the Indian government has initiated a number of state- and partially-funded mediation programs in recent years.

Formative projects for different educational levels were planned as a result of the realization of the importance of Universalization of Elementary Education (U.E.E.) for achieving the core goals of financial development, value, quality, and independence. Several legislators have been working to achieve the goal of universalizing

elementary education (U.E.E) in the 1990s. UEE has been observed to have become a necessity program in India and to have been a major source of controversy in strategy studies recalling Public Approach for Education. A growing number of people believe that the neighbourhood drive has to be supported with an emphasis on high-quality learning and consideration for adaptation.

Everyone between the ages of 6 and 14 should get free, compulsory education, according to the law. In an effort to achieve "schooling for all," state and federal lawmakers have been working on education initiatives since the 1950s. The Indian constitution does not consider the right to education to be an essential right, but it does specifically mention it in Article 45 under the Mandate requirements of the state policy. This article commits the state to making an effort to arrange free and required education for all children up to the age of 14.

The foundations that India has acknowledged clearly support the right to education up to the elementary level or for a maximum of 14 years, keeping in mind the demonstration of support for children's freedoms and worldwide expression on financial, social, and communal rights. A key component of the social turn of events is instruction. It is assumed to play a crucial role in creating social adaptability and economic well-being. Nevertheless, a sizable portion of our population was unable to participate in an educated society for various reasons.

Through the creation of policies and programs for putting the constitutional protections afforded to Scheduled Tribes and Scheduled Areas in the State of Telangana into practice, as well as through a variety of developmental initiatives funded by the ST Special Development Fund, the Tribal Welfare Department is dedicated to the comprehensive development of Scheduled Tribes in the State.

Functions:

- Create and carry out a range of socioeconomic and developmental initiatives for the comprehensive advancement of Scheduled Tribes within the State, including educational initiatives, livelihood support programs, and contracts with tribal communities that guarantee fair compensation through Girijan Cooperative Corporation (GCC).
- Work together with different government departments to protect the provisions of the Indian Constitution granted to Scheduled Tribes, such as the Land Transfer Regulations in Scheduled Areas, the Panchayat Extension to Scheduled Areas (PESA), and the Recognition of Forests to enable Forest Dwelling Scheduled Tribes (FDSTs) to have a legitimate means of subsistence.

List Of Tribals In Telangana:

Telangana is home to a wide variety of tribal communities, each with its own unique culture, customs, and way of life. The state's well-known rich cultural past must be preserved and promoted, and this requires the indigenous communities. Telangana's tribes, which include the Gonds, one of the most well-known tribal groups in the state, and the Chenchus, who are renowned for leading nomadic lives, have a long history and a close relationship with the land they occupy. In this piece, we enumerate all of Telangana's influential tribes and provide a brief overview of their social and cultural practices.

Some prominent tribes in Telangana:

Numerous prominent tribes, each with its unique culture and way of life, can be found in Telangana. The Gonds, one of the most well-known and powerful tribes in the region, are identified by their unique music, dance, and traditions. The Koya tribe is a well-known group that is recognized for carrying on with customs related to farming and livestock rearing. With a lengthy history of migration, the Lambadi community is spread over many Telangana districts. They are identified by their unique jewellery and clothes. The colorful garments and fine craftsmanship of the traveling Banjara people are well known. The Yerukula community, which had formerly engaged in hunting, gathering, and cattle husbandry, has been uprooted and has lost its means of subsistence as a result of government policy and land acquisition.

- Gond Tribe
- Koya Tribes
- Lambada/Labbayi Tribes
- Banjara Tribes
- Kolam Tribes
- Yerukula/Yerukala Tribe
- Thoti/Thotti Tribe
- Chenchu Tribe
- Sugali/Sugalis Tribe
- Telangana government has initiative various educational programs for these tribal community, which are as follows:

Government Projects: To increase tribal populations' access to education, the Telangana government, like the governments of many other Indian states, has started a number of projects. These programs include hostels for tribal students, free textbooks, and scholarships.

Ashram Schools: Located in tribal communities, Ashram schools are residential institutions designed to give indigenous children a high-quality education. Students from tribal backgrounds are frequently provided with free education, housing, and meals at these schools.

Mid-Day Meal Program: Telangana's Mid-Day Meal Program encourages tribal children to consistently attend school. Students are fed healthy meals, which might be especially advantageous for kids from underprivileged homes.

Scholarships: To assist tribal students in pursuing higher education, a number of scholarship programs are offered. These scholarships reduce the cost of school by paying for books, tuition, and other costs.

Specialized Education: To precisely meet the needs of indigenous kids, many locations have seen the establishment of specialized educational institutions. These establishments offer a contemporary education with an emphasis on maintaining tribal cultures and languages.

Campaigns for Awareness: The government and non-governmental organizations (NGOs) have carried up awareness programs to emphasize the value of education in an effort to boost enrolment and attendance among tribal children.

Development Of Infrastructure: The government has also been focusing on enhancing the facilities at tribal communities' schools. This entails constructing new schools, outfitting appropriate classrooms, and guaranteeing that hygienic facilities and clean water are available.

Adult Literacy Programs: Efforts have been made to equip adults with basic reading and writing abilities by promoting adult literacy within tribal communities, in addition to concentrating on children's education.

Department for Tribal Welfare: The purpose of Telangana's Department for Tribal Welfare is to improve the lives of tribal communities. In order to carry out several projects and programs pertaining to welfare and education, this department is essential.

The southern Indian state of Telangana is home to numerous tribal people, each with its own distinct cultural identity and customs. Many indigenous tribes in Telangana still experience obstacles to receiving high-quality education, despite government programs and efforts to expand educational possibilities. This study examines the various obstacles that tribal groups confront in their pursuit of an education, such as economic limitations, cultural differences, insufficient

infrastructure, and remote location. Utilizing a combination of qualitative fieldwork and quantitative data analysis, the study uses a mixed-methods research technique. In order to identify differences from non-tribal populations, quantitative analysis looks at the educational attainment rates, school enrollment figures, and dropout rates among tribal kids. Surveys and interviews carried out in tribal groups are part of qualitative fieldwork aimed at comprehending the contextual elements influencing education.

In Telangana, tribal communities' access to education is a critical issue that needs to be addressed in order to protect the growth and well-being of these underprivileged populations. To sum up, the following important points might be emphasized:

Problems Persist: Tribal groups in Telangana still have a difficult time getting access to high-quality education, despite efforts made by the government and a number of organizations. These difficulties include socioeconomic inequality, poor facilities, lack of infrastructure, and remote location.

Cultural Sensitivity: It's critical to create educational initiatives that honor tribal languages and customs while also taking cultural sensitivity into account. For tribal pupils, this can contribute to a more interesting and relevant education.

Community Involvement: It is imperative that tribal tribes be included in the educational process. Involving parents and community members and empowering local tribal leaders can improve results and guarantee that education meets the needs and goals of the tribal populace.

Infrastructure Development: Improving educational access in remote tribal areas requires investments in infrastructure, such as housing, schools, and transportation. Providing necessities like sanitary facilities and clean water is part of this.

Teacher Training: Teachers who work with pupils from native communities must receive specialized training. Instructors must to possess the abilities and know-how required to deal with the particular requirements and difficulties faced by tribal students.

Scholarships & Financial Assistance: Tribal students are sometimes discouraged from seeking higher education due to financial constraints. By providing financial aid and scholarships, more tribe students can be inspired to pursue higher education beyond the primary and secondary levels.

Monitoring And Evaluation: In order to determine the success of educational programs and make the required adjustments, it is imperative to establish strong monitoring and evaluation methods.

CONCLUSION:

A multifaceted strategy that takes into account not just infrastructure and resources but also cultural and socioeconomic aspects is needed for the Telangana state to improve educational access for tribal tribes in Telangana. Ensuring equitable access to high-quality education for indigenous communities is a moral and social obligation, since it can ultimately result in their empowerment and socioeconomic advancement. The study emphasizes how critical it is to resolve Telangana's tribal communities' gaps in educational attainment. Policymakers and educational authorities can collaborate with tribal groups and apply the recommended strategies to improve educational outcomes and access for these marginalized populations. This will ultimately aid in their socioeconomic growth and empowerment.

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