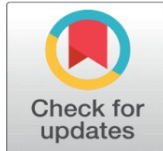
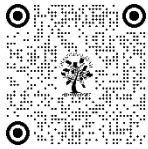


THE ROLE OF EDUCATION FOR THE DEVELOPMENT OF RESETTLED TRIBES IN MYSORE DISTRICT

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ABSTRACT

This paper examines the role of education for the development of resettled tribes in Mysore district. Resettled tribes of Mysore district are socially disadvantaged groups. Government of Karnataka has implemented several programmes for the socio economic upliftment of resettled tribes of Mysore district. Even after regular policy interventions, the literacy statuses of the resettled tribes remain deficient. The number of school drop outs is increasing while the number of girl student pursuing secondary education is dropping. There is a need to focus on the issues concerning modified and easier access to education and equity for resettled tribal communities. The need to high light the problems induced after the CORONA pandemic. Hence, there is a need to intervene. Earlier Majority of the resettled settlements are deprived of basic educational support including Anganawadi centres, Vidyagama and Ashraya schools. But, Government of Karnataka along with the support of the District administration has taken several measures to spread educational access to resettled tribes. Creating programmes to bring the tribal people to the mainstream of the society and promoting decent livelihood by creating economic opportunities through skill development, capacity building and conduction of training programmes needs to be focused.

Keywords: Resettled Tribes of Mysore, Role of Education, Tribal Development

1. METHODOLOGY

This article has adopted qualitative research approach involving theoretical analysis. This method was adopted to analyse the research topic. This method serves as a perspective to guide the authorities to frame proper guidelines based on findings. This popular research method has analysed primary data, secondary data and online media publications for researching.

PRIMARY DATA

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6. **Webinar proceedings** Education for the tribal communities, Grass Root Research Academy dated 25-10-2021
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2. INTRODUCTION

The resettled tribes include **Veerana hosahalli Haadi, Kalahari haadi, Kolli haadi, Marhi Godu haadi, Tattikere Haadi, Vadodara Modu Haadi, Mattigodu haadi Haadi, Mastigudi Haadi**. The families who were dislocated from the Nagarhole tiger reserve forest area have been replaced here. Initially 280 families were resettled by providing alternate agricultural land in nearby areas. Later remaining families were relocated under the Beneficiary Oriented Tribal Development scheme called as **LIFT**. Totally 3418 families were relocated after Nagarhole was declared as a Tiger Reserve under the Wildlife Protection Act of 1972. The Nagapura Resettlement Area is a multi tribal colony including people from Soliga, Bettakuruba ad Jenukuruba. These tribal people do traditional work such as Honey collectors, Basket weavers, Bamboo cane carvers, Cane workers, rope makers, etc.

Education system among the Resettled tribes of Mysore district There are several issues commonly defined as Relocation Challenges with which the tribal are suffering. Education is one such challenge. The literacy level is very poor, as the tribal people find it difficult to find alternate employment opportunities. Education system among the Resettled tribes of Mysore district was viewed by government more seriously and several measures were initiated accordingly.

3. GOVERNMENT MEASURES TO SPREAD EDUCATIONAL AWARENESS AMONG RESETTLED TRIBES

1. **GRAM SABHA AND THE PARTICIPATORY INVOLVEMENT**-GOVERNMENT of Karnataka have called for support of the community in its endeavours towards spread of education among resettled tribes. Community participation has been enhanced to assure quality education and school administration authorities are motivated to plan diverse activities to boost community involvement and participation of parents in school activities.
2. **ESTABLISHMENT OF ANGANAWADI CENTRES** - Anganawadi centres have been started in resettled tribal settlements on priority. Educated local tribal women are motivated to act as appointed as Anganawadi workers, assistants, and cooks. Anganawadi teachers are motivated to reside in tribal settlements and assist students and parents in creating interest towards extracurricular activities.
3. **ESTABLISHMENT OF ASHRAMA SCHOOLS** – are being run as a program and the efficiency and implementation is assessed through statistics regularly. Government of Karnataka has come up with greater schemes including Ashrama **schools** for school dropouts, scholarships, free text books, free uniforms, midday meals and such other schemes.

4. **EXTRACURRICULAR ACTIVITIES** - Anganawadi workers and assistants are involved in extracurricular activities supporting the tribal children along with academics. Anganawadi school curriculum comprises of activities reflecting tribal culture and traditional values.
5. **TRAINING SUPPORT** -Special training for Anganawadi workers and assistants is provided on tribal language, culture and lifestyles. This helps in bridging the gap between tribal students and teachers.
6. **MONITORING-** The **District Institute Of Education Training (DIET)** is monitoring and conducting regular foundation courses for school teachers. Foundation courses are designed for teachers to link the teaching and play time activities.
7. **ROLE OF SCHOOL COMMITTEE-** Education Committee of the District administration holds regular meetings with the **School Management Committee (SDMC)** and the members of the **School Management Committee (SDMC)** are regularly briefed about the measures taken for the school development
8. **REGULAR PARENTS –TEACHER MEETINGS-** Frequent parents and teachers meeting to create awareness among the parents on educational progress of the students is also monitored by the **School Management Committee (SDMC)**.
9. **CURRICULUM SUPPORT** - A curriculum which is a blend of modern education as well as tribal culture has been introduced which helps students to comprehend concepts easily.
10. **INCREASING THE ROLE OF NGOS-** The role of NGOs in tribal welfare activities has been responsible for spreading literacy awareness. This has helped to develop a healthy partnership between the government and nongovernmental organizations. NGOs such as **Samagra Grameena Ashrama Samvridhhi, Vanavasi Kalyana, Swami Vivekananda Youth Movement, Vivekananda Girijana Kalyana Kendra** are joining hands with Government in spreading education awareness.

VIDYAGAMA YOJANE -Vidyagama Yojane is a education scheme of continuous learning plan for students studying in government and aided schools. This was introduced by the Government of Karnataka to ensure consistent education for students who have no technology based gadgets to attend online classes. Due to corona virus the education of students came to a complete halt. Studies were adversely affected. Government of Karnataka unleashed this project to make students learning more continuous and constant.

INTEGRATED TRIBAL WELFARE DEVELOPMENT PROJECT (ITWDP) - Government of Karnataka has introduced **Integrated Tribal Welfare Development Project** with a vision to promote education among STs by creating improved education opportunities and establishment of quality education institutions.

4. FINDINGS

The research has following findings

1. Family income will become a decisive factor in tribals, because the parents can afford school education only when they are economically stable. When they struggle to provide basic necessities of food, housing and clothes to their children, education becomes a secondary option for them. Most of the tribal communities' think of sending their children to work instead of sending them to schools. Hence, focusing in increasing the family income of the resettled tribes is necessary. Ensuring dignity of living by providing essential adequate community infrastructure in habitats is the need of the hour.
2. The High schools and colleges are far away which makes students drop out of school education. Hence, measures to establish High schools and colleges in nearby localities.
3. Lack of transportation poses another big problem. School children of resettled areas find it difficult to move to distant High schools and colleges.
4. Girls are barred from pursuing secondary education because of social taboos.
5. Currently available teaching and learning materials are insufficient because the resettled tribes have their own tradition and life styles.
6. Most of the time, teaching faculty are not aware of the socio economic and cultural aspects of the tribal communities and they lack mastery over tribal language. The teachers also need to understand the local slang of the tribes and teach them more effectively in their own language.

5. CONCLUSION

Developing a comprehensive policy on tribal development which derives inputs from people at the grassroots level and helps to ensure sustainable development needs to be focused. There is a need to ensure greater access to education through convergence of the services of several departments including education, rural development, and labour department to monitor child labour, track school drop outs and provide sustainable employment to their parents.

CONFLICT OF INTERESTS

None

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