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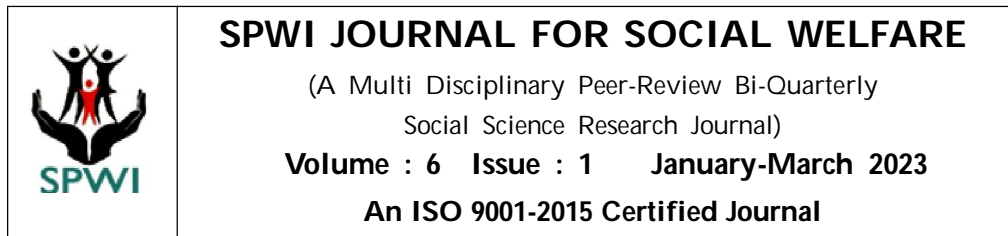
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Contents

1. Musical Instruments of Lambadi (Bhat & Dhadi) Tribes in Telangana- 1
A Study
----- *Dr. Devath Suresh*
2. Musical Instruments of Andh Tribes in Telangana State - *A Study* 13
----- *Dr. Gaddam Venkanna*
3. Social Media is There to Stay- *An Empirical Study* 20
----- *Dr. Bollam Tirupathi*
4. Telugu Linguistic Minorities in Tamil Speaking - *A Study* 31
----- *Dr. Narsingh Naik Lavudya*
5. Juvenile Justice System in India - *A Study With Referece To Functioning of Child Institutions in Telangana State* 38
----- *Kancha Prasad*
6. Role of Students in Telangana Movement - *A Study* 58
----- *Y. Suneetha*
7. AASARA Scheme - *A Detailed Study About Implementation of AASARA Scheme Under Greater Warangal Municipal Corporation* 70
----- *Ch. Swapna*
8. Implementation of MGNREGS in Telangana State - *A Study* 84
----- *D. Demudu Naidu*
9. Brand Building of Organization With Corporate Social Responsibility 88
----- *Ravindhar Kumbam*

10. Digitalization of Agriculture in India: *Challenges and Prospects* 100
----- *N. Vijay*
11. India and United States of America Relations in Modi Era: *An Overview* 111
----- *Kethavath Ravindar*



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ROLE OF STUDENTS IN TELANGANA MOVEMENT - A STUDY



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Abstract: *This paper aims to address this problem by examining the role of student organizations in the Telangana Movement. Specifically, it seeks to answer questions such as: What strategies and tactics did student organizations use to mobilize support for the Telangana Movement? What impact did their participation have on the movement's objectives and outcomes? What was the relationship between student organizations and other actors in the movement, such as political parties and civil society organizations? How did student organizations contribute to the negotiation of a separate state of Telangana from Andhra Pradesh? Answering these questions will provide valuable insights into the role of students in social and political movements, the relationship between students and political parties, and the factors that contribute to the success or failure of statehood movements in India.*

Keywords: *Telangana Movement, Role of Students*

Introduction

Indian regionalism is the expression of the socio-political components that have been ignored and have failed to find a place in the country's mainstream politics and culture. Regionalism is a manifestation of these exclusion and neglect-related feelings of dissatisfaction and frustration. Biases and narrow-mindedness leave a lasting impression on people's minds. They do not participate in politics directly, but as a psychological force, they have an impact on the party structures and political behaviour. When viewed from this angle, regionalism is something that can also be called a psychic phenomenon, both in India and elsewhere. The core of it lies in peoples' thinking.

In India, the states all have the same legal, constitutional, and administrative framework, although they operate very differently internationally. Early in the 1950s, there was a widespread movement across the nation calling for a reorganization of the states along linguistic lines. Concern over the strong sense of regional attachment and what at the time seemed to be a weak level of national identification grew as the linguistic movement spread across the nation. Then, growth inside the states received scholarly and media attention, but the emphasis was on the relationships between language groups, the views each multilingual state had toward linguistic reform, and the interaction between the state and the federal government. There was a great deal of concern that the states would be primarily focused on their development, that national authority would be undermined, and that only a tenuous tie of Nehru's leadership would hold the Union together after the reorganization of the Indian States along linguistic lines in 1956. (Weiner, 1968).

It was not long after Nehru's death that the national authority over the states began to wane and the states began to operate in an open environment, which led to the distinctive development process within the states. The intention expressed by the scholars that the Indian states would remain united under Nehru's rule also did not last long. What surfaced was the expansion of regional feelings, which exacerbated the expansion of regionalism. States can be seen as essential building blocks for the development of various forms of regionalism in India, whose boundaries cannot be taken to be inviolate. As it is founded on a strategy of division from the Indian Union, supra-state regionalism, or secession from it, might be categorized as the most hazardous type of regionalism. The Kashmir conflict is the archetypal illustration of this type of regionalism, which is based on the demand for a separate state outside of India and the Kashmiri militants' continued use of violence to further their ambitions for secession. Under India's federal system, intra-state regionalism or conflicts between states can be viewed as inter-state competition, as evidenced by the inter-state river water issue. Inter-state regionalism, or the desire for some regions to form their states, is evident in the calls for regions to achieve greater autonomy and self-identity inside the state.

India's History of Regionalism

In the Indian political system, regionalism is not a recent phenomenon. Since 1947, if not before, regionalism has likely remained India's most powerful political force. India is home to a vast array of languages, cultures, tribes, groups, and faiths, and regionalism is a result of this diversity as well as the regional concentration of these identification markers and a sense of deprivation in some areas. India has been a land of numerous nations, regions, cultures, and traditions for many years. The key idea here is that, historically and currently, regionalism in India has mostly attempted to express itself through the internal self-determination of the group, whether linguistic, tribal, religious, regional or their combinations. It was used by British imperialists in the years leading up to India's independence as they purposefully pushed people in

different regions to view their communities rather than the country to hold onto power during the national movement.

Statement of the Problem

Telangana Movement was a significant social and political movement in India that sought to create a separate state of Telangana from Andhra Pradesh. The movement lasted for several years and was marked by widespread protests, strikes, and demonstrations. One of the key features of the Telangana Movement was the active participation of students and student organizations, who played a crucial role in mobilizing support for the movement, shaping the political discourse around the issue, and negotiating with political leaders.

Despite the importance of student organizations in the Telangana Movement, there has been relatively little research into their role and impact. While there have been studies of the Telangana Movement more broadly, few have focused specifically on the contributions of student organizations. This research gap represents a significant problem, as it limits our understanding of the role that students can play in social and political movements and how they can shape public discourse and policy outcomes.

This study aims to address this problem by examining the role of student organizations in the Telangana Movement. Specifically, it seeks to answer questions such as: What strategies and tactics did student organizations use to mobilize support for the Telangana Movement? What impact did their participation have on the movement's objectives and outcomes? What was the relationship between student organizations and other actors in the movement, such as political parties and civil society organizations? How did student organizations contribute to the negotiation of a separate state of Telangana from Andhra Pradesh? Answering these questions will provide valuable insights into the role of students in social and political movements, the relationship between students and political parties, and the factors that contribute to the success or failure of statehood movements in India.

Review of Literature

"The documentation of a thorough evaluation of the published and unpublished work from secondary sources data in the areas of specific interest to the researcher," according to the definition of a literature survey. Researchers used to spend weeks or even months searching through books, journals, newspapers, magazines, conference proceedings, doctoral dissertations, master's theses, government publications, and financial reports to find information on their research topic. The library is a rich repository for secondary data. Books and libraries contain essentially all human knowledge.

Indian Social Movements by Shah Ghanshyam A Review of Literature (2004). To identify gaps in the linked works and other results that would be helpful for ongoing research work on the concerned subject, the author of this book undertook an exhaustive review of the literature that is currently available on social movements in India.

In *Regionalism in India: A Study of Telangana*, published in 1979, G.Ram Reddy and BAV Sharma discuss the Telangana region's long-standing, deeply-rooted issues ever since its admission. There are two sections to the book. The first section starts with an analysis of regionalism within the context of national and state politics. After that, the role played by political parties in the separatist movement, as well as that of the press and public gatherings in political communication, are all examined. Finally, Telangana grievances and their escalation into a mass agitation are also examined. The data are analyzed in the second section using survey data. The book discusses the widespread protests over the role of the Centre in resolving the Telangana issue and the list of lessons learned from the separatist movement while keeping regionalism in mind. In Indian politics, regionalism is seen as anti-system, anti-federal, and going against the fundamental interests of a well-integrated and well-developed polity. When viewed from the perspective of centripetal forces in India—forces that have continuously aspired to seize executive authority and power—the peripheral forces always tend to assume threatening and dangerous proportions.

Telangana People's Struggle and Its Lessons, Sundaraya Puccalapalli (1972). The Movement is highlighted, followed by the Indian Army's years spent in the forest battling the Nizam. Any description of the Telangana conflict would be lacking without citations to this authoritative source because it contains a lot of information. The main subject of this book is the crucial political lessons learned from the Telangana revolution. The movement of heroic peasant resistance is described in full.

Regional Disparities, Smaller States, and Statehood for Telangana by C.H. Hanumantha Rao (2010). The complex topic of regional inequality and tension that fuels the call for the formation of separate, smaller governments is the main emphasis of the author's work. The author also makes note of the fact that the lack of political influence in decision-making about investment and other matters, such as jobs, in the backward regions has resulted in a resurgence of local conflicts and persistent demand for separate states made up of the backward districts. A demand for separate states led to the creation of states like Uttarakhand, Jharkhand, and Chhattisgarh, among other more recent examples. The current backdrop of renewed regionalism in the nation's underdeveloped regions makes this book extremely significant.

My Telugu Roots: Telangana State Demand-A Bhasmasura Wish by Nalamotou Chakravarthy, 2009. The author of this book focuses on both the history of Andhra Pradesh and how politicians manipulate public sentiment to advance their political agendas by stoking issues like regional loyalty. However, when discussing the issue of separate statehood, there are some points that the author should have prioritised, such as the application of the 6-point formula and the gentleman's agreement, which were responsible for the revival of the demand for separate statehood; however, these flaws were ignored by the author and were not adequately addressed. However, the author concludes that Telangana's demand for independence is a Bhasmasura wish in this excellent book that contains facts and unbiased analysis.

Research Problem of Questions

1. What are the main demands and goals of the student organizations in the Telangana Movement, and how did they evolve?
2. What are the strategies and tactics used by student organizations to mobilize support for the movement, and how effective were they?
3. What role did student organizations play in shaping the political discourse around the Telangana Movement, and what impact did they have on the decision-making processes of political leaders?
4. How did student organizations negotiate their relationship with other actors in the movement, such as political parties, civil society organizations, and other social groups?
5. What lessons can be learned from the experiences of student organizations in the Telangana Movement, and how can they be applied to other political movements in India and beyond?

Objectives of the Study

1. To examine the causes and consequences of the Telangana Movement
2. To explore the factors that led to the emergence of students in the Telangana Movement.
3. To examine the demands and goals of students in the movement and how they evolved.
4. To analyze the strategies and tactics used by students to mobilize support for the movement.
5. To investigate the impact of students on the decision-making processes of political leaders and the shaping of the political discourse around the movement.
6. To assess the effectiveness of students in achieving their goals and contributing to the overall success of the Telangana Movement.

Hypothesis

1. Socio-economic and Political discriminations in the Telangana region have led to the Separate statehood movement.

Inferior treatment of the Telangana Culture, language, and traditions made the people here raise their voices against the superiority and discrimination of the Andhra people. Inadequate budget allocation, land occupation, migration, Mulki rules violation, jobs grabbing, exploitation of water resources, etc. also were the reasons for the separate Telangana movement.

2. Student participation was a key factor in the success of the Telangana Movement.

This hypothesis suggests that the active involvement of students was crucial to the success of the Telangana Movement. The research would seek to provide evidence to support this hypothesis by examining the strategies and tactics used by student groups, the impact of their participation on the movement's objectives and outcomes, and their relationship with other actors in the movement.

3. Students played a critical role in shaping the political discourse around the Telangana Movement.

This hypothesis suggests that students played an important role in shaping the political discourse around the Telangana Movement. The research would seek to provide evidence to support this hypothesis by examining how student groups contributed to the public debate around the issue, the issues and demands they raised, and the impact of their contributions on the decision-making processes of political leaders.

4. Student participation in the Telangana Movement led to a significant transformation of student politics in the Telangana region.

This hypothesis suggests that the Telangana Movement led to significant changes in the nature and organization of student politics in Andhra Pradesh. The research would seek to provide evidence to support this hypothesis by examining the emergence of new student groups and organizations, the changes in the political landscape of the state, and the impact of the movement on the relationship between students and political parties.

Research Methodology

The mixed-methods research approach has been adopted for this research to combine quantitative and qualitative data. Conducting surveys to gather quantitative data on the participation of students in the Telangana Movement and then conduct interviews to gather qualitative data on their motivations and experiences.

1. **Review of Literature:** Conduct a comprehensive literature review to identify key theories, concepts, and debates related to the role of student organizations in political movements. This review will provide a framework for analyzing the Telangana Movement and help you identify gaps in the existing literature.
2. **Case Study Analysis:** Choose a specific student organization in the Telangana Movement, such as the Telangana Students Joint Action Committee (TSJAC), and conduct a detailed case study analysis. This will involve collecting and analyzing data on the organization's goals, strategies, tactics, and impact on the movement. The analysis can be done using a qualitative research method such as content analysis, document analysis, or semi-structured interviews.

3. **Survey Research:** Survey students who participated in the Telangana Movement to gather data on their motivations for participation, their perceptions of the role of student organizations, and their assessment of the effectiveness of the movement. The survey can be designed using a mixed-methods approach, combining closed-ended and open-ended questions.
4. **Comparative Analysis:** Conduct a comparative analysis of the role of student organizations in the Telangana Movement with other political movements in India and beyond. This analysis will help you identify similarities and differences in the strategies and tactics used by student organizations, and draw broader lessons for the study of political movements.
5. **Ethnographic Research:** Conduct ethnographic research to gain an in-depth understanding of the experiences of student activists in the Telangana Movement. This can involve participating in student organization meetings and rallies, observing their activities, and conducting informal interviews with members.

Both primary and secondary sources have been utilized for this study. Here is the list of primary and secondary sources that were considered:

Primary Sources

1. **Official documents and records:** These include government reports, official correspondence, and legal documents related to the Telangana Movement.
2. **Interviews:** Interviews with key stakeholders in the Telangana Movement, including leaders of student organizations, political leaders, and civil society organizations.
3. **Letters, diaries, and personal papers:** These documents provided insights into the motivations and experiences of individuals who participated in the Telangana Movement.
4. **Speeches and public addresses:** These things provided insights into the goals and strategies of student organizations in the Telangana Movement.
5. **Photographs, videos, and other visual media:** These things provided a visual record of the Telangana Movement, including student demonstrations and other activities.

Secondary Sources

1. **Books and monographs:** These may include academic studies, biographies, and memoirs related to the Telangana Movement.
2. **Journal articles:** These articles provided an in-depth analysis of specific aspects of the Telangana Movement, including the role of student organizations.

3. **Newspaper articles and editorials:** They provided a contemporary perspective on the Telangana Movement, as well as insights into the political and social context in which it took place.
4. **Government reports and official publications:** It provide information on the government's response to the Telangana Movement, as well as the political and social context in which it took place.
5. **Online resources:** These may include websites, blogs, and social media accounts related to the Telangana Movement.

It is important to use a variety of primary and secondary sources to ensure that my research is comprehensive and accurate. When selecting sources, the research also checked the source's reliability and credibility.

Research Tools

Interviews: Interviews were conducted with key stakeholders in the Telangana Movement, including leaders of student organizations, political leaders, and civil society organizations. These interviews can provide insights into the strategies and tactics used by student organizations, as well as the impact of the movement on different actors.

Focus Groups: Focus groups were used to gather perspectives from a diverse group of participants, such as students from different universities and colleges. These focus groups can provide insights into the motivations and experiences of students who participated in the Telangana Movement.

Document Analysis: Document analysis was used to examine the official statements, press releases, and other documents released by student organizations during the Telangana Movement. These documents can provide insights into the demands and goals of the organizations, as well as the strategies and tactics used.

Surveys: Surveys were used to gather quantitative data on the participation of students in the Telangana Movement. These surveys can include questions on the frequency of participation, the reasons for participation, and the impact of the movement on the students' political beliefs and behaviours.

Limitations of the Study

There are two broad limitations to this study:

1. The research limitations
2. The researchers' limitations

Limitations are an important aspect to consider when conducting any research, and my study on the role of students in the Telangana Movement is no exception. It is important to acknowledge and address these limitations to provide a more accurate and nuanced understanding of the research topic.

However, it is important to note that this dissertation has certain limitations. For example, this research has focused primarily on the role of students in the Telangana Movement, and I have not examined the perspectives or experiences of other groups involved in the movement.

While this is an important and valuable area of research, it may not provide a comprehensive view of the movement. Other groups and individuals, such as farmers, labourers, and women, also played critical roles in the movement.

Being a faculty, I have interviewed and had formal, and informal discussions with only a few main students' leaders. If I could have interviewed and interacted with more students, I would have got much more depth information. Due to my financial restraints, I could not have travelled across the Telangana Region to find the complete data.

Findings, Conclusion Suggestions

The concluding chapter summarizes the key findings and implications of my research on the role of students in the Telangana Movement. The chapter begins by highlighting the importance of the Telangana Movement as a complex and multi-faceted social movement, with a range of different groups and actors involved. It then goes on to discuss the critical role that students played in the movement, focusing on their commitment to the cause, their involvement in organizing and mobilizing support, and their role in the development of the movement's organizational structure.

One of the key contributions of my research is its focus on the role of students in the Telangana Movement. I have shown that students played a crucial role in shaping the discourse around the movement and that they were often at the forefront of protests and demonstrations. You have also demonstrated that students were instrumental in building alliances with other groups and organizations and that they played a key role in the formation of key organizations such as the Telangana Praja Samithi and the Telangana Students Joint Action Committee.

Another important finding of my research is how students were targeted by the state government during the Telangana Movement. Despite facing various forms of repression and violence, including arrests, beatings, and even deaths, students continued to play an active role in the movement. This demonstrates their remarkable courage and resilience in the face of adversity.

In addition to highlighting the role of students in the Telangana Movement, my research also has broader implications for the study of social movements and political mobilization. You have shown the importance of youth and student activism in social movements, and how young people can play a critical role in shaping the course of history. I have also shed light on the tactics and strategies used by social movements in the pursuit of their goals, and the challenges and obstacles they face along the way.

Overall, the conclusion chapter provides a comprehensive summary of the key findings and implications of my research. It highlights the importance of the Telangana Movement, the critical role of students in the movement, and the broader implications of my research for the study of social movements and political mobilization.

Key Findings of the Study

The movement gained momentum after the Indian government announced the formation of a separate state in December 2009, but it faced objections and protests from other regions, leading to the establishment of the Sri Krishna Committee. In December 2010, the committee presented its report and recommendations, and in July 2013, the Congress Working Committee resolved to create a Telangana state. The proposed state, which includes Hyderabad, has been a long-standing demand from predominantly tribal regions, which advocates claim has been ignored by previous governments. The study aims to compare the Telangana movement with other statehood demands, but limitations include the need for a broader understanding of the region's history and evolution.

The Telangana Movement was a political and social movement in India that aimed to create a separate state of Telangana from Andhra Pradesh. The movement was launched in 1952, and its first phase lasted until 1970. It was characterized by widespread protests, strikes, and agitations, which brought issues of regional identity and discrimination to the forefront of political discourse. Although the first phase did not result in the creation of a separate state, it led to the formation of various political parties and organizations that continued to fight for Telangana's cause in subsequent decades. The movement also highlighted the economic disparities between Telangana and the rest of Andhra Pradesh and the need for greater investment in the region's economic development. The movement was marked by widespread violence and unrest, and many of its leaders were arrested and imprisoned.

The Telangana Movement was a long struggle for the creation of a separate Telangana state that began with the Osmania Graduates Association in the 1920s and continued through subsequent phases, eventually leading to the formation of Telangana as a separate state in 2014. During the first phase of the movement, students played a significant role, particularly in the Vande- Mataram Strike at Osmania University, where students were barred from singing Vande Mataram and were eventually forced to vacate the dormitories. Many students were inspired by Communist leaders and ideology during this period.

Further Suggestions

1. Comparative analysis: Conduct a comparative analysis of the Telangana movement with other regional movements in India, such as the Gorkhaland movement or the Bodoland movement. This would help in understanding the similarities and differences between these movements and provide insights into the factors that lead to their success or failure.

2. **Impact of the movement:** Analyze the impact of the Telangana movement on the political, social, and economic landscape of Telangana. This could include studying the changes in governance structures, the emergence of new political parties, or the impact on the local economy.
3. **Media representation:** Study the role of media in shaping public perception of the Telangana movement. Analyze the news coverage and editorial opinions of various media outlets and how they influenced the movement's progress.
4. **Role of civil society:** Investigate the role of civil society organizations, such as NGOs, in the Telangana movement. This would help in understanding the mobilization strategies adopted by these organizations and the role they played in the movement's success.
5. **Regional identity:** Explore the concept of regional identity and its impact on the Telangana movement. This could involve studying the historical, cultural, and linguistic factors that contribute to the development of regional identity and how it shapes political movements.
6. **Gender and the Telangana movement:** While there have been studies on the role of women in the Telangana movement, there is still a need for more research that specifically focuses on gender issues in the movement. This could include an analysis of the participation of women in various protests and movements, as well as an examination of the impact of the movement on women's rights and empowerment.
7. **The political economy of Telangana:** The creation of Telangana as a separate state has had significant economic implications for the region. Further research could explore the political economy of Telangana, including the impact of the movement on economic development, investment patterns, and job creation. Additionally, it could analyze the role of the government in shaping economic policies and the distribution of resources in the newly created state.
8. **Social media and the Telangana movement:** The Telangana movement witnessed significant use of social media platforms such as Facebook and Twitter to mobilize support and coordinate protests. A study of the role of social media in the movement, including the impact of social media on the dissemination of information, the mobilization of activists, and the overall success of the movement could be a valuable area of research.

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