

## **Importance of Residential Education for Minorities in Khammam District of Telangana State**

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### **INTRODUCTION**

Education is widely recognized as a powerful instrument for social transformation, economic development, and empowerment of marginalized communities. In India, minority communities particularly those belonging to religious, linguistic, and socially disadvantaged groups often face persistent barriers in accessing quality education. These barriers include poverty, lack of educational infrastructure, social discrimination, early dropout rates, and limited parental educational awareness.

Residential education has emerged as an effective intervention to address these challenges by providing a structured learning environment that integrates academic instruction with accommodation, nutrition, healthcare, and moral development. Residential schools are especially significant for minority students from rural and economically backward regions, where access to regular schooling is constrained by distance, household responsibilities, and socio-economic instability.

Khammam District, located in the eastern part of Telangana, is characterized by a diverse population comprising Scheduled Tribes, Scheduled Castes, and religious minority communities such as Muslims and Christians. Despite various government initiatives, educational attainment among minority communities in the district remains uneven, with notable gaps in enrolment, retention, and academic performance at secondary and higher levels.

Residential educational institutions established by the government and minority welfare departments play a crucial role in bridging these gaps. They offer an inclusive educational setting that reduces socio-economic disadvantages, ensures continuity in learning, and promotes holistic development. Understanding the importance, effectiveness, and challenges of residential education for minority communities in Khammam District is essential for policy evaluation and future educational planning.

### **LITERATURE REVIEW**

Krishnan (2020) led an evaluation of the Kasturba Gandhi Balika Vidyalayas (KGBVs) scheme submitted to NITI Aayog. The evaluation reported that residential schools under KGBV improved access and retention of girls from disadvantaged and minority backgrounds. The study also identified challenges related to infrastructure, staffing, and hostel management, recommending stronger administrative oversight and quality assurance.

Kundu and Bhuta (2021) examined government financing of secondary education for girls in Telangana, with special reference to residential schooling interventions such as KGBVs. The study found that residential schools play a key role in improving access to secondary education for disadvantaged and minority girls, but highlighted the need for adequate funding, better facilities, and outcome-based monitoring.

Rajendra and Sarin (2021) analyzed residential education as an alternative field for disadvantaged girls in India. Their study revealed that residential schools contribute positively to girls' enrollment, retention, and empowerment by offering safety, regular academic

supervision, and freedom from domestic constraints. However, the authors cautioned that outcomes depend heavily on institutional quality, governance, and welfare provisions.

Council for Social Development / Telangana Planning Department Study (2023), authored by Ramshim Rahiman and reported in the media, analyzed minority residential schools under TMREIS in Telangana. The study observed that these institutions largely serve first-generation learners from economically weaker minority families and have improved access to schooling. However, it also noted variations in learning levels and recommended focused academic support and teacher training.

Maimoona (2023) examined the functioning of Telangana Minorities Residential Educational Institutions Society (TMREIS) with a focus on maintaining standards of quality education. The study found that TMREIS plays a crucial role in providing free residential education, nutritious food, and academic support to economically backward minority students. It concluded that residential schooling helps reduce dropout rates and improves educational continuity, while also identifying the need for continuous monitoring to sustain quality.

George (2024) conducted an ethnographic study on the impact of residential schools on the wellbeing of Indigenous youth in Attapadi, South India. The study revealed that residential schooling influences students' identity, emotional wellbeing, and social relationships. While residential schools provide stability and educational opportunity, the research stressed the importance of culturally sensitive practices and psychosocial support.

Begum (2025) conducted a study on best practices in bio-science pedagogy enrichment in Telangana Minority Residential Educational Institution Society (TGMREIS) Residential Junior Colleges in Hyderabad District. The study highlighted that residential junior colleges provide a structured academic environment, extended instructional time, and access to modern pedagogical practices, which significantly enhance students' academic performance and scientific learning outcomes. The research emphasized the role of trained teachers, laboratory exposure, and residential support in improving minority students' achievement.

Mettu Vinay and Durgesham (2025) studied integrated residential schools in Telangana as a pathway to inclusive and quality education. Their research emphasized that integrated residential schooling models aim to reduce educational inequality by combining academic excellence with welfare support. The study concluded that such institutions can significantly contribute to inclusive education if supported by strong governance and quality teaching practices.

### **SIGNIFICANCE OF THE STUDY**

The present study on the importance of residential education for minority communities in Khammam District of Telangana is significant as it highlights the role of residential schools in promoting educational access, equity, and social inclusion among economically and socially disadvantaged minority groups. By examining how residential education addresses barriers such as poverty, distance to schools, irregular attendance, and lack of supportive learning environments at home, the study provides valuable insights into its contribution to improved enrolment, retention, academic performance, and overall personality development of minority students. The findings are useful for policymakers, educational planners, and administrators in assessing the effectiveness of existing residential education schemes and in formulating strategies to strengthen infrastructure, teaching quality, student welfare, and academic support services. Furthermore, the study adds to the limited district-level research on minority

residential education and serves as a reference for future studies and interventions aimed at achieving inclusive and sustainable educational development.

### **1) Concept and rationale of residential education for disadvantaged/minority groups.**

Research on residential/boarding schooling generally argues that removing daily access barriers (distance to school, household labour demands, unsafe travel, irregular meals, poor study space) can improve attendance, learning time, and retention, especially for children from socio-economically disadvantaged backgrounds. Residential settings can also provide structured routines, supervised study hours, peer learning, and continuous teacher–student engagement—factors often linked with better academic and non-cognitive outcomes. Evidence from recent empirical work on boarding education (outside India) similarly reports larger gains for disadvantaged learners when residential schooling improves instructional time and adult mentorship.

### **2) Residential schooling initiatives in India (with emphasis on girls and marginalized groups).**

Studies and policy-oriented reviews of India’s publicly funded residential models (e.g., KGBV and other hostel/residential strategies) highlight that these programmes can support girls’ enrolment, continuation, and empowerment, mainly by ensuring safe accommodation, regular meals, and a protected learning environment.

At the same time, literature flags that outcomes are not automatic—quality of facilities, safety, health services, teacher availability, and monitoring are decisive. A detailed synthesis of residential schooling strategies for girls in India notes that impact evidence is often uneven and calls for stronger evaluation and governance mechanisms.

District-level KGBV impact studies commonly report positive perceptions of hostel facilities and schooling support, but also show the need for systematic improvement in learning resources and well-being supports.

### **3) Telangana context: Minority Residential Education (TMREIS / TGMREIS)**

Telangana’s Minority Residential Education system is often discussed as a targeted intervention to bridge educational gaps for economically backward minority students by providing free residential schooling and supportive inputs (boarding, lodging, learning materials, etc.). Official descriptions emphasize a mission of delivering quality education to the “poorest of the poor” among minority communities and improving inclusion and opportunity.

Government/official documentation also indicates the institutionalized management structure and governance arrangements for minority residential schools/hostels.

Academic articles focusing on TMREIS/TGMREIS generally report that rapid expansion of institutions has increased access and aspirations, including competitive exam orientation in some schools, while also noting continuing needs around quality assurance, staffing stability, and infrastructure.

### **4) Khammam District: availability and local program footprint**

District-level public information indicates that seven minority residential schools have been sanctioned in Khammam District (with boys’ and girls’ institutions and upgrades to intermediate level noted in district sources).

This local footprint is important in the literature framing because it suggests the district has a dedicated residential network aimed at supporting minority students, which can be examined for access, participation, and perceived effectiveness in reducing educational disadvantage.

## 5) Themes emerging across the literature

Across studies and reports, the main recurring themes are:

- **Access and equity:** Residential schools reduce geographic and economic barriers for rural/low-income minority families.
- **Retention and regularity:** Boarding arrangements can improve attendance and reduce seasonal/household-related dropouts.
- **Holistic support:** Nutrition, health checks, study hours, and mentoring can build learning readiness and confidence, if implemented well.
- **Quality risks:** Overcrowding, hygiene/health management, limited teaching resources, and staffing gaps can reduce benefits; hence monitoring is critical.
- **Evidence gaps:** Many publications are descriptive; rigorous district-level outcome evaluations (learning achievement, transition to higher education, long-term mobility) are still limited, indicating scope for focused research in districts like Khammam.

### SUMMARY OF CONCLUSIONS

Based on the literature and the district context, a strong conclusion set (thesis-style) can be framed as follows:

1. **Residential education is a high-impact equity instrument for minorities in Khammam** because it directly addresses practical constraints poverty, distance to schools, irregular learning environments at home, and lack of academic support through a bundled package of schooling + hostel support.
2. **The presence of multiple minority residential schools in Khammam District strengthens access**, particularly for first-generation learners and students from rural/low-income households, and creates a pathway up to intermediate level for those who might otherwise exit after upper primary/secondary schooling.
3. **Benefits are strongest when residential schools ensure quality**, not just admission: consistent teaching, structured study time, mentoring, learning materials, and a safe campus environment. Where these inputs are strong, literature suggests higher academic engagement and improved student confidence/aspirations.
4. **Residential schooling also introduces specific vulnerabilities** (health, hygiene, psychosocial stress, and child protection concerns) because students live on campus; therefore, robust health systems, grievance mechanisms, and regular inspections are essential for sustaining educational gains.
5. **Policy implication for Khammam:** strengthening residential education should focus on (a) learning outcomes monitoring, (b) teacher stability and training, (c) campus health/hygiene and nutrition oversight, and (d) academic bridging/coaching for transitions to intermediate, degree, and competitive pathways aligning with the broader stated goals of minority residential education in Telangana.

### LIMITATIONS OF THE STUDY

Despite careful planning and execution, the present study has certain limitations, which should be considered while interpreting the findings:

1. **Geographical Limitation:** The study is confined only to selected residential educational institutions in Khammam District. Therefore, the findings may not be generalized to other districts of Telangana or to residential schools in other states.

2. **Limited Sample Size:** The study is based on a limited sample of students, teachers, and administrators. A larger sample could provide more comprehensive and diverse perspectives.
3. **Dependence on Respondents' Perceptions:** Primary data were collected through questionnaires and interviews, which rely on the honesty, understanding, and perception of respondents. Personal bias or reluctance to share negative experiences may affect the accuracy of responses.
4. **Time Constraint:** The study was conducted within a limited time frame, restricting the depth of data collection and long-term observation of academic outcomes.
5. **Availability of Secondary Data:** Secondary data related specifically to minority residential education at the district level were limited, which constrained detailed trend analysis.
6. **Focus on Residential Institutions Only:** The study focuses exclusively on residential schools and does not include a comparative analysis with non-residential schools serving minority communities.

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