



RESIDENTIAL EDUCATIONAL SYSTEM IN TELANGANA STATE

– AN OVERVIEW

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Abstract:

Ultimately the entire exercise and drive is to move towards introducing free and Quality education system with English as medium of instructions to enable the Telangana Student compete globally in all aspects. The educational policy of Government especially towards the Scheduled Castes and Scheduled Tribes is not only to discourage them to studies but also enable them to receive all types of education without getting dropped out at the middle of their studies. The Government also established the Central Social Welfare Board for assisting voluntary agencies in organising welfare programmes for women, children and physically handicapped. The State Governments also established State level Social Welfare organisations. Inclusive development of all communities, Empowerment and integration of all marginalised sections of the state is an important first step in the direction of building a Golden Telangana. As part of Minorities development and KG to PG Mission.

Keywords: Caste, Development, Education, Religion, Society, Welfare.

Introduction:

The term "Social Welfare" has a broader meaning than professional social work. Social problems, deprivations, poverty, suffering and social disorganizations have existed through history. The concept of social welfare as a scientific programme to ensure the satisfaction of basic human needs initially started in industrialised societies.

Educational inequalities have been deep rooted in Indian tradition since times immemorial. After independence the Government of India pursued a laudable aim of alleviation of all inequality through protective discrimination and provision of concessions and facilities to the socially disadvantaged sections like Scheduled Castes, Scheduled Tribes and other weaker sections. Comprehensive educational care through the establishment and running of Residential Educational Institutions providing all necessary environment and facilities to carry out their studies has been recognised as one of the inputs for the educational advancement of the weaker



sections who found their disadvantaged Homes as impediments, bottlenecks and barriers hampering their continuity in the studies. The educational policy of Government especially towards the Scheduled Castes and Scheduled Tribes is not only to discourage them to studies but also enable them to receive all types of education without getting dropped out at the middle of their studies.

Assessing the real implications of education as a vital social force, the Government of India both at the Centre and at the States have been taking several measures to accelerate the process of educational development for weaker sections in general and scheduled castes in particular. These measures include reservation of jobs, political participation through reservation of seats in democratic institutions and special facilities in the field of education in terms of scholarships, fellowships, running of welfare schools, residential schools etc.

The Indian Constitution also rightly envisaged for the development of Scheduled Castes and Scheduled Tribes. Article 46 of the Constitution declared that the State shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of Scheduled Castes and Scheduled Tribes. Art.335 provides for reservation in the services and legislative bodies. Art. 338 provides for the constitution of Office of Commissioner for Scheduled Castes and Scheduled Tribes. In this way, constitutional safeguards have been provided to secure all scheduled castes the socio-economical political justice and to look after their welfare.

Constitutional concept of social welfare seeks to create a social order in which freedom, equality and social justice are the central values. Developmental Social Welfare is a macro-level conception which aims at reducing in progressive phases the social problems, especially the problem of exploitation. Conceptualised in this broad sense, social welfare is coterminous with social development. Conceptualised in a narrow sense, Social Welfare refers to the programmes meant for the upliftment of weaker and vulnerable sections.

The history of Social Welfare in India can be studied under two periods (1) Pre-independence period and (2) Post-Independence period. The role of the Government was chiefly restricted to provision of legislative framework during the pre-independence period. The role was increased during post-independence period. The Five-year Plans contributed so much towards the development. During the Fourth Plan efforts were made to distinguish the Central and State jurisdiction for the provision of social welfare services. Department of Social Security was set up. It was redesigned as the Department of Social Welfare in 1966. The next reorganisation of Department of Social Welfare took place on September 25, 1985 and a Ministry of Social Welfare was created. The latest reorganisation took place on May 25, 1998 and the Ministry of Social Welfare was remained as the Ministry of Social Justice and Empowerment. This attempt was made to empower the weaker and socially and economically deprived sections of the Society. The Government also established the Central Social Welfare



Board for assisting voluntary agencies in organising welfare programmes for women, children and physically handicapped. The State Governments also established State level Social Welfare organisations.

The Concept of Social Welfare

The concept of social welfare is essentially dynamic. Traditions have been changing from time-to-time. Accordingly, the objectives and methods of social welfare have also been changing. The approach to social welfare work these days is more collective and aims at achieving public good. Social welfare is a specialized work undertaken for the benefit of the weaker and more vulnerable sections of the population and would include social services for the benefit of women, children, the physically handicapped, the mentally retarded and those specially handicapped in many ways. Social problems poverty, sickness suffering and social disorganization have existed throughout human history.

The constitution of India provides certain special constitutional safeguards for the welfare of Scheduled Castes and Scheduled Tribes and other weaker sections of the population, so that they could take their rightful place in community. As citizens of the republic of India, they are fully entitled to certain rights and privileges, which were denied to them in the past on the keeping in view, the constitutional mandate and the government of Telangana through Social Welfare Department. Formulated various programmes and schemes for the upliftment of Scheduled Caste and Scheduled Tribes especially for their socio-economic and educational advancement from the year 1956 onwards, prior to 1956 social welfare department was earlier called as the depressed classes department. It was headed by the commission for depressed classes along with an additional development commissioner he was change of schemes meant for the SC/ST people, denitrified tribes, nomadic and semi-nomadic tribes and economically backward people.

In 1966, the Department of Social Security was redesigned and was called Department of Social Welfare. In February 1973, work relating to the S.Cs, S.Ts and B.Cs went back to Home Affairs Ministry due to public pressure and political expediency. Although the Administrative Reforms Commission had suggested combining Social Welfare, the suggestion was not accepted. Then by 1975, Social Welfare had come to refer to Welfare of the Women & Children and the Welfare of the Physically Handicapped only. The Department of Backward Classes was formed in 1969, after bifurcation from the Adi Dravidar and Tribal Welfare Department.

The Social Welfare programmes legitimately should fall in the sub-area of Social Welfare administration. The main job of the Social Welfare administration is to identify and clarify the problems of particular territory and contribute, possible solutions to the problems. But we must be aware of the fact that the success of Social Welfare ultimately depends on the adequacy of administrative apparatus prevailing in the country.



The Social Welfare Residential Educational Institutions Society was started as a registered society in 1983 to impart quality education to poor children belonging to Scheduled Castes and other weaker sections through establishing and running free residential schools to provide education, boarding and lodging and institutional care.

Telangana Social Welfare Residential Education Institution Society TSWREIS residential schools and colleges which are started by Sri.N.T. RAMARAO former Chief Minister of united Andhra Pradesh Government in 1984 to provide quality education to poor Scheduled Caste, Scheduled Tribe, and Other Backward Caste students by establishing residential schools. At present institutions with residential schools, junior and degree colleges with good infrastructure and focus on the all-round development of students so that they can face the world with confidence. At present under the state bifurcation policy Andhra Pradesh Social welfare residential Educational Institutions Society has been divided into two separate institutions each in Telangana and Andhra Pradesh respectively.

Quality of New Education Policy

TSWREIS has been working with an aim of providing quality of education to the needs and deprived children from the Schedule Caste (SC), Schedule Tribe (ST), Backward Classes (BC), and Minority communities. In fact, may teachers have been working beyond the call of their duty to provide quality education to the children on par with the other advantaged children in the society? Despite relentless efforts, grievances from parents and others about poor performance of some of the teachers have become common in the recent years.

This is certainly a matter of huge concern. Against this background, the RSWREIS has introduced a unique QUALITY OF EDUCATION POLICY under P- 5 Model to empower teachers to meet the challenges of the 21st century and to uplift the academic standards of the students. The QUALITY OF EDUCATION POLICY offers an opportunity to all the teachers to look into themselves and also provides an idea to asses themselves with regard to the latest developments in teaching and learning practices.

Components of Quality of New Education Policy

- Group Discusses
- Project Works
- Seminars
- District and State Level
- Symposiums
- Workshop
- Conferences
- Mentoring
- Internship



- Inter Society Teacher Conclaves
- T-Plus Clubs

Salient Features of TSWREIS Institutions

- High academic standards and an excellent teaching learning environment
- High levels of teacher – student engagement
- Unique pedagogy and personalized academic supervision
- State of the art infrastructural facilities
- Well ventilated classrooms with limited strength in each class
- Exposure to wide variety of leadership and life skills
- Exciting platform for creativity and inquisitiveness
- Sprawling play grounds, excellent sports facilities
- Round the clock medical services

Achievements of Gurukula Educational Institutions

- TSWREIS passed out students getting admission into IITs, NITs, Medical Course, Community Colleges, Initiative Programmes (CCIP, USA), Azim Premji University, Tata Institute of Social Science(TISS), many other reputed State and Central Universities.
- Seventy – seven students secured top ranks in TS Eamcet III, 2016, and this is one of the major milestones in the history of TSWREIS.
- Ten students secured admission into prestigious Ajim Premji University, Bengaluru which society is ranked one of the best educational institutions in the country.
- Twenty Six students got admission in IITs/NITs.
- Twenty Four students got admission in JEE-2016 who got trained in designated college for IIT coaching at Gowlidoddi, RangaReddy.

Telangana Social Welfare Residential Education Institution Society (TSWREIS)

Telangana Social Welfare Residential Education Institution Society (TSWREIS) residential schools and colleges which were started by erstwhile Government of Andhra Pradesh in 1984 to provide quality education to poor Scheduled Caste, Scheduled Tribe, and Other Backward Caste students by establishing residential schools.

Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) under aegis of the Ministry of Scheduled Caste Development, Government of Telangana, has been passionately working to place the poorest among the Scheduled Castes in the prosperous orbit through quality education for the last 35 years. This society with 270 institutions with about 1,50,000 students has been providing quality education in English medium up to graduation. Due to its invincible position in global public residential education map, the TSWREIS continues to



attract many educators from different parts of the country and the world every year. TSWREIS with 1,49,680 students covers roughly 10% of cohorts among all SCs in Telangana. TSWREIS runs high schools, junior colleges, and degree colleges covering both arts and sciences. This is more girl-centric with 175 institutions giving education to 1,02,720 girls. This includes 14000 young women who escaped the clutches of early marriage to pursue higher education.

Schedule Tribel Residential Schools

Presently (145) educational institutions are functioning under the control of Gurukulam. Out of which (89) residential schools and (27) residential colleges are funded by the Government of Telangana. In addition to this, (29) Mini Gurukulams - the Primary Educational Complexes meant for the development of low literacy areas are smoothly functioning under the aegis of the Ministry of Tribal Affairs, Government of India and are being funded by the Ministry. Out of the 89 residential schools, 51 residential institutions were sanctioned by our Hon'ble Chief Minister and are currently operating this academic year 2016-17. These institutions cater to the students belonging to Classes V& VI unlike the 38 old residential schools which admit students from Class- V. These 38 schools are inclusive of PTGs - schools catering to the Primitive Tribal Groups in the tribal areas of Telangana State - Kerameri and Mannanur. These schools admit children for the Class- III.

BC Residential Schools

142 BC Residential Schools are functioning under the control of MJPTBCWREI Society. The residential School located at Narsapur, Medak district for fishermen girls school. The schools are located all over Telangana State with classes V to X. The medium of instruction in these institutions is English. Continuous Comprehensive and Evaluation (CCE) method is being implemented in these schools with State syllabus. 19 Junior Colleges are also functioning under the control of MJPTBCWREI Society. Residential Degree College for Women 1 Residential Degree College for Women is functioning at Jadgevpur under the control of MJPTBCWREI Society.

Minority Residential Schools

As sanctioned total 204 Minorities Residential Schools in 31 districts of Telangana and 12 Residential Junior Colleges where more than 1 lakh minority students will educate per year. This is a landmark initiative in the Indian history, which has created an opportunity to minorities and a stepping stone to educate economically backward minorities children. TMREIS has an excellent track record of establishing 204 Minority Residential Schools and 2 Residential Junior Colleges in a mere 13 months span in 31 districts of Telangana. These schools are meant for children of poor parents who have a meagre income and economically deprived communities.



The objective of having a fully residential school is to focus on the child's overall development. These schools are home away from home where traditional values and complete family atmosphere is maintained 24x7 by trained and caring professionals. It is envisioned that there would be one school in each constituency of state. It comes to 120 schools in the state. 71 residential schools (39 BOYS and 32 GIRLS) will be established in the first phase. Remaining schools will be established in the second phase.

Government have issued orders for starting of Integrated Institutions namely "Ananda Nilayams" by merging Government Orphanages and Vimukthi Schools and to provide all amenities to these students in the Ananda Nilayams on par with other schools and also for re-deployment of staff from the orphanages. These Ananda Nilayams were started from 01-11-1997. Each Ananda Nilayam has 50 seats for orphan children and 50 seats for children of those engaged in unclean occupations. The children of Ananda Nilayams are eligible for all amenities on par with the Government Hostel Boarders. There are (36) Ananda Nilayams, i.e., 20 for Boys and 16 are for Girls, and 6 child beggar homes, i.e., (3) for boys and (3) for Girls functioning in the State of Telangana.

Conclusion:

Social Welfare has a broader meaning than professional social work. Social problems, deprivations, poverty, suffering and social disorganizations have existed through history. Comprehensive educational care through the establishment and running of Residential Educational Institutions providing all necessary environment and facilities to carry out their studies has been recognised as one of the inputs for the educational advancement of the weaker sections who found their disadvantaged Homes as impediments, bottlenecks and barriers hampering their continuity in the studies. Constitutional concept of social welfare seeks to create a social order in which freedom, equality and social justice are the central values. Developmental Social Welfare is a macro-level conception which aims at reducing in progressive phases the social problems, especially the problem of exploitation. Department of Social Security was set up. It was redesigned as the Department of Social Welfare in 1966. The next reorganisation of Department of Social Welfare took place on September 25, 1985 and a Ministry of Social Welfare was created. The latest reorganisation took place on May 25, 1998 and the Ministry of Social Welfare was remained as the Ministry of Social Justice and Empowerment. In 1966, the Department of Social Security was redesigned and was called Department of Social Welfare. In February 1973, work relating to the S.Cs, S.Ts and B.Cs went back to Home Affairs Ministry due to public pressure and political expediency. TSWREIS has been working with an aim of providing quality of education to the needs and deprived children from the Schedule Caste (SC), Schedule Tribe (ST), Backward Classes (BC), and Minority communities.



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