Publications
United International Journal of Multidisciplinary Research (UIJMR)
An International Peer-Reviewed and Refereed Multidisciplinary Journal
ISSN: 3048-6726 www.uijmr.in Impact Factor: 6.934 (SJIF) Vol-3,Issue-4 ;Oct,Nov& Dec;2026

Evaluating the Educational Impact of Telangana Minority Residential Schools: An Empirical Analysis

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Article Received: 01/10/2026; Article Accepted: 28/10/2026;
Published Online: 29/10/2026 DOI:10.37854/UIJMR.2026.3.4.39

Abstract

Education is widely recognised as an essential instrument of social transformation, human development and the reduction of socio-economic inequalities. However, access to quality education continues to be unevenly distributed among socially and economically disadvantaged communities. In this context, residential educational institutions have emerged as an important policy intervention intended to address educational deprivation through the provision of schooling, accommodation, nutrition and academic support within an integrated institutional environment. Telangana Minority Residential Educational Institutions Society (TMREIS) represents a significant state-level initiative aimed at expanding educational opportunities for students belonging to minority communities. The present study proposes an empirical examination of the educational impact of minority residential schools in Telangana, with particular emphasis on academic achievement, educational equity, institutional quality and social empowerment.

Keywords: Minority Education, Residential Schools, TMREIS, Academic Achievement, Educational Equity, Social Empowerment, Telangana, Educational Mobility.

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Introduction

Education constitutes one of the fundamental foundations of individual development and societal progress. Beyond the acquisition of literacy and formal qualifications, education facilitates social participation, economic mobility, critical thinking and the development of democratic citizenship. Nevertheless, educational opportunities are not distributed equally across different socio-economic groups. Poverty, geographical disadvantage, gender discrimination, parental educational background and inadequate institutional resources continue to influence the educational experiences of children from marginalised communities. In India, educational inequality has historically been associated with differences in caste, class, gender, religion and regional development. Although constitutional commitments and successive educational policies have expanded access to schooling, the question of equitable access to quality education remains significant. For economically disadvantaged minority households, educational participation may be constrained by financial insecurity, limited access to educational resources, parental illiteracy, social disadvantage and the uneven availability of quality institutions.

The National Policy on Education, the Right of Children to Free and Compulsory Education Act, 2009, and the National Education Policy, 2020, reflect the broader commitment to inclusive and equitable educational development. However, the implementation of educational equality requires institutional arrangements that address not only school enrolment but also the material, social and academic conditions necessary for meaningful learning. Residential education represents one such institutional intervention. Unlike conventional day-school arrangements, residential institutions integrate formal education with accommodation, food, supervision, academic support and extracurricular activities. This arrangement may be particularly important for children whose families experience economic insecurity or live in areas where educational infrastructure is inadequate. By reducing certain household-related barriers to schooling, residential institutions have the

potential to improve attendance, educational continuity and participation in structured learning environments.

The Telangana Minority Residential Educational Institutions Society was established in 2017, as an institutional mechanism to strengthen educational opportunities for students belonging to minority communities. Its residential education model seeks to combine academic instruction with residential facilities and student development activities. The programme therefore provides an important context for examining the relationship between welfare-oriented educational interventions and measurable educational outcomes. Currently 205 minority Residential Educational Institutions are running in Telangana. In that, 107 for boys and 98 for Girls.

Context of Minority Residential Education in Telangana

Telangana has developed a substantial network of residential educational institutions catering to different socially and economically disadvantaged communities. These institutions reflect a welfare-oriented approach in which education is integrated with accommodation, nutrition and institutional support. The minority residential education initiative is particularly significant because it addresses the educational requirements of students from minority communities through dedicated residential institutions. Its relevance extends beyond the provision of school places. The residential arrangement may reduce the financial and logistical responsibilities associated with children's education and provide a structured environment for academic engagement.

Statement of the Research Problem

Despite improvements in school enrolment and the expansion of welfare-oriented educational institutions, educational inequalities remain a significant concern in India. Students from economically disadvantaged minority households may continue to encounter barriers associated with learning resources, parental educational background, digital access and unequal

institutional opportunities. Residential schooling is intended to address some of these disadvantages through an integrated educational and residential environment. However, the actual educational impact of such an intervention cannot be established solely through enrolment figures, institutional expansion or public examination pass percentages. A comprehensive assessment requires examination of the relationship between institutional conditions and student outcomes. Academic performance, attendance, retention, teacher-student interaction, residential facilities, psychological adjustment and educational aspirations are important dimensions of this relationship. The present research therefore addresses the following central problem: To what extent does the minority residential education system in Telangana contribute to academic achievement, educational equality and the broader educational empowerment of students, and which institutional and socio-economic factors influence these outcomes?

Review of Literature

1. **Sachar Committee (2006)** examined the socio-economic, educational and employment conditions of Muslims in India. The report identified significant educational disadvantages and highlighted the need for targeted policy interventions to improve educational access and institutional opportunities. It provides an important policy foundation for understanding the relevance of minority residential education.

2. **Council for Social Development (2023)** conducted an assessment of Telangana Minority Residential Educational Institutions Society on behalf of the Telangana Planning Department. The study examined 25 minority residential schools across urban, semi-urban and rural locations. Its findings highlighted differences in the educational preparedness of students from different minority backgrounds. Particular attention was given to the academic difficulties experienced by students who had previously studied in Urdu-medium schools and madrasas. The study also identified the influence of parental educational background, family

economic circumstances and parental involvement on students' educational progression. These observations are directly relevant to understanding the relationship between educational access and actual learning outcomes in TMREIS institutions.

3. **Maimoona (2023)** examined the role of Telangana Minority Residential Educational Institutions Society in providing and maintaining quality education. The study focused on the institutional contribution of TMREIS to educational opportunities for marginalised communities. It provides a preliminary institutional perspective on the relationship between residential education and educational inclusion. However, further empirical examination is required to establish the extent to which institutional provision translates into measurable improvements in student achievement and empowerment.

Objectives of the Study

1. To examine the academic achievement of students studying in Telangana Minority Residential Schools.
2. To assess the contribution of residential education to educational access, attendance and retention.
3. To analyse the relationship between institutional facilities and students' academic performance.
4. To investigate the influence of teacher-student interaction and academic support on learning outcomes.

Research Methodology

The study will adopt a mixed-method, cross-sectional research design to examine students' academic achievement, educational experiences, institutional facilities, educational aspirations and social empowerment in Telangana Minority Residential Educational Institutions (TMREIS). The study will cover 60 students, comprising 30 students from TMREIS Warangal

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and 30 students from TMREIS Jangaon. A purposive selection of the two study institutions will be followed by stratified sampling of students, ensuring appropriate representation across gender and class levels. Quantitative data will be collected through a structured questionnaire, while qualitative insights will be obtained from students' responses and experiences. Available academic records will also be considered to assess students' academic performance and educational progress.

Data Analysis and Interpretation:

Table 1. Study Area and Sample Distribution

S. No.	Study Institution	Location	Number of Students
1	TMREIS for Boys	Warangal	30
2	TMREIS for Girls	Jangaon	30
Total			**60**

The table presents the distribution of the 60 respondents selected from two Telangana Minority Residential Educational Institutions (TMREIS). Of the total sample, 30 students (50%) were selected from TMREIS for Boys, Warangal, while the remaining 30 students (50%) were selected from TMREIS for Girls, Jangaon.

Table 2: Socio-Economic Background

Variable	Category	Frequency	Percentage
Gender	Male	30	50.00
	Female	30	50.00
Age	12–14 years	24	40.00
	15–17 years	36	60.00
Family location	Rural	38	63.33

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	Urban	22	36.67
Parents Occupation	Wage Labourers	24	40.00
	Street Vendors	29	48.33
	Any Other	07	11.67
Monthly Income	Below Rs. 10,000/-	08	13.33
	10,000-20,000	28	46.67
	20,000-30,000/-	15	25.00
	30,000/- and above	09	15.00
Total		**60**	**100.00**

Source: Field data

From the above table, the socio-economic profile of the respondents reveals that male and female students are equally represented, accounting for 30 respondents (50%) each. Regarding age, 24 respondents (40%) belong to the 12–14 years category, while 36 respondents (60%) fall within the 15–17 years category, indicating that the majority of students are in the higher age group. With respect to family location, 38 respondents (63.33%) come from rural backgrounds, whereas 22 respondents (36.67%) belong to urban areas.

Regarding parents' occupation, 24 respondents (40%) belong to wage-labour households, 29 respondents (48.33%) come from families engaged in street vending, and 7 respondents (11.67%) belong to other occupational categories. This indicates that a substantial proportion of students come from families engaged in informal and less-secure occupations.

In terms of monthly family income, 8 respondents (13.33%) belong to households earning below ₹10,000, 28 respondents (46.67%) fall within the ₹10,000–₹20,000 income group, 15 respondents (25%) belong to the ₹20,001–₹30,000 category, and 9 respondents (15%) come from families earning ₹30,000 and above.

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Table 3. Educational Background of Respondents' Parents

Educational Qualification	Father's Education	Percentage	Mother's Education	Percentage
Illiterate	14	23.33	22	36.67
Primary education	16	26.67	15	25.00
Secondary education	18	30.00	15	25.00
Intermediate	7	11.67	5	8.33
Degree and above	5	8.33	3	5.00
Total	**60**	**100.00**	**60**	**100.00**

Source: Field data

The table presents the educational qualifications of the fathers and mothers of the 60 respondents. Among the fathers, 14 (23.33%) were illiterate, while 16 (26.67%) had completed primary education. The largest group consisted of 18 fathers (30.00%) with secondary education. A further 7 fathers (11.67%) had completed intermediate education, whereas only 5 (8.33%) had attained a degree or higher qualification. Regarding mothers' education, 22 (36.67%) were illiterate, representing the largest category. A total of 15 mothers (25.00%) had primary education; while another 15 (25.00%) had completed secondary education. Only 5 mothers (8.33%) had intermediate qualifications, and 3 (5.00%) had a degree or above. The comparison indicates that the proportion of illiteracy was higher among mothers (36.67%) than fathers (23.33%).

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Table 4: Academic Performance of the Students Before and After TGMRES

Response	Before		After	
	Frequency	Percentage	Frequency	Percentage
Poor	24	40.00	07	11.67
Average	13	21.67	15	25.00
Good	16	26.67	26	43.33
Excellent	07	11.67	12	20.00
Total	**60**	**100.00**	**60**	**100.00**

Source: Field data

The table presents the academic performance of 60 students before and after joining TGMREIS. Before admission, 24 students (40.00%) were in the poor performance category, 13 (21.67%) had average performance, 16 (26.67%) were in the good category and only 7 (11.67%) demonstrated excellent performance. After joining TGMREIS, the number of students in the poor category declined to 7 (11.67%), while 15 (25.00%) were in the average category. The number of students with good performance increased to 26 (43.33%), and those with excellent performance increased to 12 (20.00%). The findings indicate a positive shift in students' academic performance, particularly through the reduction in the poor category and the increase in good and excellent performance.

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Table 5: Educational Access and Opportunities Provided by Residential Schools

Educational Opportunities	Frequency	Percentage
Access to quality education	19	31.67
Free accommodation and food	17	28.33
Availability of learning materials	11	18.33
Access to academic guidance	8	13.34
Better educational environment	5	8.33
Total	**60**	**100.00**

Source: Field data

The table indicates the educational opportunities provided by residential schools as reported by the 60 respondents. A total of 19 students (31.67%) identified access to quality education as the major benefit, while 17 students (28.33%) highlighted free accommodation and food. Another 11 students (18.33%) reported the availability of learning materials as an important opportunity, whereas 8 students (13.34%) recognised access to academic guidance. The remaining 5 students (8.33%) identified a better educational environment as the key benefit. The findings suggest that residential schools contribute to educational access by providing quality schooling, accommodation, food, learning resources and academic support.

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Table 6. Students' Satisfaction with Residential Infrastructure

Residential Infrastructure	Frequency	Percentage
Highly satisfied	15	25.00
Satisfied	27	45.00
Neither satisfied nor dissatisfied	10	16.67
Dissatisfied	6	10.00
Highly dissatisfied	2	3.33
Total	**60**	**100.00**

Source: Field data

The table reveals students' levels of satisfaction with the residential infrastructure provided by TMREIS. Among the 60 respondents, 15 students (25.00%) were highly satisfied, while 27 students (45.00%) expressed satisfaction with the available infrastructure. Another 10 students (16.67%) remained neutral, indicating that they were neither satisfied nor dissatisfied. In contrast, 6 students (10.00%) reported dissatisfaction, and 2 students (3.33%) were highly dissatisfied.

Table 7: Teacher-Student Interaction and Academic Guidance

Teacher-Student Interaction	Frequency	Percentage
Very good	18	30.00
Good	25	41.67
Average	12	20.00
Poor	5	8.33
Total	**60**	**100.00**

Source: Field data

The table presents students' perceptions of teacher-student interaction and academic guidance in residential schools. Among the 60 respondents, 18

students (30.00%) rated the interaction as very good, while 25 students (41.67%) considered it good. Another 12 students (20.00%) rated the interaction as average, whereas 5 students (8.33%) reported poor interaction. Overall, 43 students (71.67%) expressed positive views about teacher-student interaction, indicating that teachers generally provide a supportive learning environment and academic guidance. However, the 28.33% who rated the interaction as average or poor highlight the need to strengthen individual attention, regular communication, mentoring and doubt-clearing support to address students' diverse learning needs.

Table 8: Academic Support and Learning Outcomes

Academic Support Received	Frequency	Percentage
Regular remedial classes	17	28.33
Doubt-clearing sessions	15	25.00
Individual academic guidance	12	20.00
Additional study hours and supervision	10	16.67
Limited academic support	6	10.00
Total	**60**	**100.00**

Source: Field data

The table highlights the different forms of academic support received by students in residential schools. Out of 60 respondents, 17 students (28.33%) reported receiving regular remedial classes, while 15 (25.00%) identified doubt-clearing sessions as their main form of academic support. Another 12 students (20.00%) received individual academic guidance, and 10 (16.67%) benefited from additional study hours and supervision. However, 6 students (10.00%) reported receiving limited academic support. The findings indicate

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that remedial teaching, doubt clarification, individual guidance and supervised study are important components of the academic support system.

Table 9. Educational Aspirations and Expectations Regarding Higher Education

Educational Aspiration	Frequency	Percentage
General undergraduate education	18	30.00
Professional courses	26	43.33
Postgraduate education	10	16.67
Not yet decided	6	10.00
Total	**60**	**100.00**

Source: Field data

The table highlights the different forms of academic support received by students in residential schools. Out of 60 respondents, 17 students (28.33%) reported receiving regular remedial classes, while 15 (25.00%) identified doubt-clearing sessions as their main form of academic support. Another 12 students (20.00%) received individual academic guidance, and 10 (16.67%) benefited from additional study hours and supervision. However, 6 students (10.00%) reported receiving limited academic support. The findings indicate that remedial teaching, doubt clarification, individual guidance and supervised study are important components of the academic support system.

Findings of the Study

1. The study reveals equal representation of male and female students, with 30 respondents (50%) from each gender. The sample consists of 24 students (40%) aged 12–14 years and 36 students (60%) aged 15–17 years.
2. A majority of respondents, 38 (63.33%), belong to rural areas, while 22 (36.67%) come from urban areas. This indicates that the selected

residential institutions serve a considerable number of students from rural backgrounds.

3. The occupational background shows that 29 respondents (48.33%) belong to families engaged in street vending and 24 (40%) come from wage-labour households. This reflects the economically vulnerable background of a substantial proportion of the students.
4. Parental educational background indicates that 14 fathers (23.33%) and 22 mothers (36.67%) are illiterate. Only 5 fathers (8.33%) and 3 mothers (5%) have degree-level or higher education, suggesting limited formal educational exposure among many parents.
5. Academic performance shows a positive shift after students joined TGMREIS. The proportion of students in the poor category declined from 40% to 11.67%, while the good category increased from 26.67% to 43.33% and the excellent category increased from 11.67% to 20%.
6. Regarding educational opportunities, 19 students (31.67%) identified access to quality education as the major benefit, followed by free accommodation and food, reported by 17 students (28.33%). Learning materials were identified by 11 students (18.33%).
7. Residential infrastructure received favourable responses from 42 students (70%), comprising 15 (25%) who were highly satisfied and 27 (45%) who were satisfied. However, 8 students (13.33%) expressed dissatisfaction or high dissatisfaction.
8. Teacher-student interaction was rated positively by 43 students (71.67%), including 18 (30%) who rated it very good and 25 (41.67%) who rated it good. Nevertheless, 17 students (28.33%) rated the interaction as average or poor.
9. Academic support was provided through remedial classes, doubt-clearing sessions, individual guidance and additional supervised study hours. However, 6 students (10%) reported receiving limited academic support.
10. Educational aspirations were encouraging, as 26 students (43.33%) expressed an interest in professional courses, 18 (30%) preferred general undergraduate education and 10 (16.67%) aspired to postgraduate

education. Only 6 students (10%) had not yet decided their future educational plans.

Suggestions

1. TMREIS institutions should strengthen remedial teaching programmes to provide additional academic support to students who experience learning difficulties and improve their overall academic performance.
2. Regular individual mentoring and counselling should be organised to identify students' academic difficulties, personal concerns and learning requirements.
3. Residential infrastructure should be further improved by ensuring adequate hostel accommodation, hygienic sanitation, safe drinking water, proper ventilation and regular maintenance of facilities.
4. Schools should ensure the continuous availability of textbooks, reference materials, library resources, laboratory facilities and digital learning resources to support students' academic development.
5. Teacher-student interaction should be strengthened through participatory teaching methods, regular feedback, doubt-clearing sessions and individual attention to students.
6. Special attention should be given to students from families with low educational backgrounds by providing structured academic supervision and additional learning assistance.
7. Career guidance programmes should be conducted regularly to familiarise students with professional courses, competitive examinations, scholarships and higher educational opportunities.
8. Institutions should encourage parental participation through regular parent-teacher meetings, progress reports and communication regarding students' academic development.
9. Girls and boys should receive equal opportunities in academic activities, leadership programmes, sports, cultural activities and career development initiatives.

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10. A systematic monitoring and evaluation mechanism should be developed to assess students' academic progress, attendance, retention, infrastructure satisfaction and overall educational experiences.

Conclusion

The findings of the study demonstrate that Telangana Minority Residential Educational Institutions (TMREIS) play a significant role in promoting educational access, academic development and educational empowerment among students from economically and socially disadvantaged backgrounds. The socio-economic profile of respondents reveals that a considerable proportion belong to rural areas and families engaged in wage labour and street vending, while many parents, particularly mothers, have limited formal educational qualifications. These circumstances highlight the importance of residential schooling in reducing educational barriers arising from household economic conditions, geographical disadvantage and limited parental educational support. The provision of quality education, free accommodation, food and learning materials creates an integrated educational environment that supports students' academic participation and continuity. The improvement in academic performance after joining TMREIS, reflected in the decline in the poor performance category from 40% to 11.67% and the increase in the good and excellent categories, indicates encouraging academic progress among the respondents. Similarly, the favourable responses regarding residential infrastructure and teacher-student interaction demonstrate the perceived contribution of institutional facilities and supportive teacher relationships to students' learning experiences. Remedial classes, doubt-clearing sessions, individual academic guidance and supervised study further strengthen the academic support system. The growing interest in professional courses and higher education also reflects the educational aspirations of students and their expectations for improved future opportunities. However, the findings identify areas requiring greater institutional attention, particularly the quality and maintenance of residential facilities, individual academic mentoring, regular teacher-student interaction and adequate learning support for students facing academic difficulties. Therefore, TMREIS should move beyond providing

access to schooling and focus increasingly on measurable improvements in learning outcomes, critical thinking, career readiness and progression to higher education. Strengthening remedial instruction, digital and library resources, career counselling, student mentoring and institutional monitoring would enhance the effectiveness of the residential education model.

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