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Integrated Residential Schools In Telangana: A Path To Inclusive And Quality Education

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Abstract

The Telangana government's initiative to construct Young India Integrated Residential Schools (YIIRS) marks a significant shift in the state's education policy, aiming to replace Caste-segregated residential schools with a unified, inclusive model. With an allocation of ₹11,000 crore for 55 schools (₹200 crore each), the project promises international standard education while fostering social harmony. However, challenges such as land Acquisition delays, funding constraints, and equity concerns raise questions about its Feasibility. This study examines the objectives, implementation strategies, and potential impact Of YIIRS, analysing its merits, demerits, and long-term viability.

Introduction

Telangana has embarked on a transformative educational journey with the launch of the Young India Integrated Residential Schools (YIIRS). This initiative represents a fundamental rethinking of the state's approach to school education. Historically, Telangana—like many parts of India—has relied on caste-based residential schools tailored specifically for Scheduled Castes (SCs), Scheduled Tribes (STs), Backward Classes (BCs), and minority communities. While these systems have achieved notable academic outcomes for some students, they have also inadvertently reinforced social segregation. The YIIRS model proposes a structural change, wherein children from diverse social, economic, and caste backgrounds study under one

roof in state-of-the-art, inclusive campuses. This move reflects a conscious attempt by the Telangana government to blend social reform with educational modernization.

In this study, we analyze the rationale behind YIIRS, its educational and social goals, the allocation of public funds, infrastructural ambitions, and the potential long-term benefits and pitfalls of such a sweeping reform. It seeks to answer a critical question: Can integrated residential schools act as a viable model for inclusive, equitable, and high-quality education in a caste-conscious society?

Rationale and Objectives

The YIIRS scheme was born out of the understanding that while caste-specific Gurukul schools catered to the educational needs of marginalized communities, they also perpetuated social silos. The Telangana government, under the Congress leadership in 2024, thus envisioned a unified model that brings all social groups together, fostering mutual respect, empathy, and shared identity.

The core objectives of YIIRS are:

Social Integration: Dismantle the caste silos by fostering social cohesion among students from SC, ST, BC, minority, and general communities.

World-Class Education: Build smart classrooms, well-equipped science and computer labs, libraries, and implement international-standard curricula.

Infrastructure Overhaul: Replace 662 out of 1,023 temporary/rented buildings with eco-friendly, permanent campuses.

Merit with Equity: Provide merit-based admissions while preserving affirmative action to ensure representation.

Holistic Development: Emphasize physical education, vocational skills, arts, and soft skills, nurturing well-rounded individuals.

Methodology and Design

This research employs a mixed-methods approach. Qualitative insights have been drawn from policy documents, expert interviews, and media coverage, while quantitative data includes state budget allocations, student demographics, school infrastructure details, and enrollment patterns.

Research Design Highlights: Exploratory Research involved engagement with stakeholders like school administrators, teachers, and policymakers to assess feasibility.

Comparative Analysis contrasted existing residential schools (e.g., KGBV, BC/SC/ST welfare schools) with the proposed YIIRS framework.

Longitudinal Study (2024–2026) tracks land acquisition, construction progress, recruitment, and enrollment metrics.

Funding and Infrastructure

The Telangana government has sanctioned ₹11,000 crore for constructing 55 integrated residential schools, each with an investment of ₹200 crore. In the 2024–25 state budget alone, ₹5,000 crore was allocated to commence the project.

Key Infrastructure Features:

Climate-responsive architecture

Gender-segregated hostels with modern facilities

Digital classrooms with internet connectivity

Multipurpose halls and sports infrastructure

Yet, implementation challenges persist. Only 24 of the 119 constituencies have identified suitable land. Bureaucratic delays, acquisition hurdles, and district-level political friction hamper progress.

Existing Inequalities and Gaps

Telangana's existing educational ecosystem is plagued by stark disparities:

Infrastructural Backwardness: 662 schools still operate from temporary buildings.

Enrollment Gap: Just 9% of the state's ~60 lakh school-going children attend residential schools.

Resource Disparity: Gurukul students receive ₹1,25,000 annually, while others in regular schools get just ₹20,000.

Teacher Vacancies: Over 1,200 positions are vacant in SCERT, DEO, and MEO departments, affecting administrative and academic quality.

Moreover, caste-based violence and social tension within hostels hint at the deeper issues of integration that go beyond physical infrastructure.

Theoretical Insights

The initiative is rooted in several theoretical frameworks: Allport's Contact Hypothesis suggests that meaningful interaction between groups reduces prejudice. YIIRS attempts to apply this principle in an educational setting, hoping proximity and collaboration among diverse students will promote empathy and inclusivity.

Human Capital Theory positions education as an investment yielding long-term economic returns. By offering world-class education to marginalized groups, YIIRS seeks to enhance the productive potential of the population.

Equity vs. Equality: While equality ensures uniform distribution, equity emphasizes justice and need-based allocation. YIIRS promises to strike this balance via merit-based admissions and affirmative action.

Pilot Initiatives and Case Studies

The first YIIRS schools are proposed in Kodangal (Chief Minister Revanth Reddy's constituency) and Madhira (Deputy CM Bhatti Vikramarka's area). These pilots are pivotal to testing the viability of the model before statewide implementation.

Initial observations show positive parental response due to improved infrastructure and the prestige associated with integrated models. However, teacher unions have raised concerns about contractual appointments, inadequate training, and curriculum overload.

Political and Budgetary Realities

Although the government promises a 15% budget allocation for education, only 7.57% of the 2024–25 budget was actually earmarked for it. This mismatch indicates a potential funding shortfall that could derail the project's long-term goals.

There is also a political dimension. Critics argue that the scheme could be more about electoral optics than sustainable reform. The concentration of pilot schools in political constituencies suggests a vote-bank strategy rather than a purely educational mission.

Strengths: Promotes inclusivity in an education system long segmented by caste and class.

Raises infrastructure standards, aligning with private institutions.

Offers a holistic curriculum that balances academics with life skills.

May lead to social mobility among marginalized students.

Weaknesses: Land acquisition delays threaten timely implementation.

Teacher shortages could affect quality.

Risk of elite capture if reservations are diluted or ignored.

Potential for intra-campus caste conflicts, as past data shows such incidents in hostels.

Recommendations

To ensure the YIIRS initiative delivers on its transformative promise, the following steps are recommended:

Fast-track Land Acquisition: Decentralized planning involving local bodies can ease this bottleneck.

Recruit and Train Teachers: Priority must be given to hiring qualified, socially-sensitive staff.

Strengthen Monitoring Mechanisms: Independent oversight committees should assess implementation and equity.

Invest in Sensitization: Curricula and counseling should focus on intercultural harmony and caste sensitivity.

Ensure Financial Commitment: The government must meet its 15% budget target for education to sustain YIIRS without weakening existing schools.

Conclusion

The Young India Integrated Residential Schools initiative is a bold educational experiment. It reflects an ambition to move beyond tokenism and re-engineer Telangana's education system to be more just, equitable, and effective. If successfully implemented, it could serve as a national model, demonstrating that it is possible to reconcile excellence with equity.

Yet, the road ahead is not without hurdles. Infrastructure gaps, political influences, financial inconsistencies, and deep-rooted social divisions can undermine this vision. For YIIRS to achieve its goal, it requires unwavering political will, inclusive policy design, and continuous stakeholder engagement.

In essence, the success of YIIRS will not just be measured by buildings constructed or students enrolled, but by whether it can help build a generation that transcends caste lines, embraces diversity, and thrives on education.

Keywords : Holistic education , Inclusivity, Quality Education, social integration, Transformative Education, world class education, Uniform Distribution, Equity and Equality.

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