



A comparative study on rural and urban TMREIS (Telangana minorities residential educational institutions society) established by government of Telangana

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Abstract

Honorable Chief Minister of Telangana, Shri. K Chandrasekhar Rao has set up 204 minority residential schools (TMREIS) in 31 districts of Telangana for economically backward children. These schools are home away from home where traditional values and complete family atmosphere is maintained 24x7 by trained and responsible professionals. The objectives of the study were: a) To know the environmental acceptability, overall development and morbidity of students. b) To inspect infrastructure, hygiene practices, quality and quantity of food being served to TMREIS students and c) To know the syllabus pattern and spread awareness on TMREIS. All 5 zones of Hyderabad (North, South, East, West and Central Zones) were covered as urban areas – 11 schools and 7 zones of Telangana state (Kaleshwaram -North east, Basara– North, Rajanna and Charminar – West, Bhadradi – East, Yadadi – South west, Jogulamba – South) were covered with the selected rural areas – 11 schools. Targeted class students were high school students from VIII to X class. Sample size of 600 students (300 – urban and 300 - rural) and 22 Warden/Principals (11 – Urban and 11 – Rural) were monitored and inspected individually in order to meet the purpose of the study. The study proves that the hygienic practices of TMREIS are well maintained due to which the percentage of morbid students are less. To make students more responsible, TMR schools have scheduled an activity termed as PATHSHALA PRAGETI, once in a week in which both students and teachers participate equally. According to the results obtained, there is not much difference between urban and rural TMR schools whether it might be health practices or hygiene practices, both the sectors are equally maintained. Regarding TMR students, both rural and urban students have equal enthusiasm towards studies, extra curricular activities, competitions, sports etc. Achievements of TMREIS students includes: visit to NASA, participation in robotic workshop, development of fuel free bike, selection in Navy, excellence in rifle shooting tournament, successfully climbed Mount Kilimanjaro, Tanzania, South Africa and many more.

Keywords: TMREIS, family atmosphere, morbidity, urban, rural, extra-curricular activities, pathshala prageeti, NASA, navy, mount kilimanjaro, rifle shooting tournament, fuel free bike

Introduction

1. Telangana minorities residential educational institutional society

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 has established in the second phase.

2. Message from honourable chief minister– Telangana state

A high quality education system is at the heart of our vision for a successful Telangana State. We dependent on the field of education for a positive transformation of the country. We strongly believe that our students are the future leaders

of Telangana. They need to be given the support and encouragement required to reach their highest potential.

In keeping this ideology, in view we have initiated our much coveted project of establishing 204 Minorities Residential Schools in Telangana. Through these schools, we intend to provide the best of education to the students from various minority communities. I strongly believe that the efforts invested in this project by the Minorities Welfare Department, Education Department and other educational professionals will certainly reap benefits.

I would like to assure the people of Telangana that their government is on track in making the necessary changes that will allow the entire state including minorities to keep pace with the global developments in the field of education. We utilize the best modern technologies available in order to ensure that our students will develop their creativity and innovation. Therefore, I request all minority students to take advantage of the opportunities presented to them and become an example for others to follow suit. After 10 years, the TMR schools will become a revolutionary in education.

“Let us join hands in building a Bangaru Telangana with Ganga Jamuna Tahzeeb”

Sri. K. Chandra Shekhar Rao

3. Vision

The society aims to provide high quality and free education to the children of most economically backward minorities communities of the state of Telangana, to enable them to avail professional educational courses and jobs in the government and public and private sectors but also to have access to the best opportunities in education at par with other communities.

4. Mision

To provide a dynamic educational environment that helps children face the demands and challenges of a competitive world.

Comprehensive physical, mental and socially relevant development of all students enrolled in each and every residential school, in their homes, in their village and finally in a larger context

Focus differentially on the educational support to be made available to those standards XI and XII and those in standards VI to X, so that their distinctive needs can be met. Support the construction of infrastructure that provides education, physical, environmental and cultural needs of student's life.

5. School Infrastructure

TMREIS is providing the best of child friendly infrastructure to all schools. These facilities are on par with the International Standards. TMREIS has the best technology to help maintain the day to day affairs of running the school and to provide the services required for students education and accommodation.

1. Separate Schools for Boys and Girls.
2. Digital class rooms with multimedia facilities for effective teaching & learning process. **1.1**
3. Well equipped Science Laboratories.
4. Availability of computer Labs with internet facility to impart computer education.
5. Well equipped Library with availability of books in all disciplines.
6. Robotics & Engineering Skills Laboratories.
7. Well ventilated, spacious dormitories for students stay.
8. R.O. plant for clean and safe drinking water.

6. Hostels

The hostels at TMREIS have modern amenities with customised bunker beds in Dormitory area, comfortable Dining Tables, common and recreational rooms, a quiet area and a Library, sufficient Toilets, Bathroom facilities and Geysers for hot water bath. A hygienic and fully staffed kitchen prepares delicious dishes for our students. Hygiene and Quality are absolute priorities. The dietician plans the Menu (Daily Milk with Boost, Egg, Fruits, Snacks and 4 times Chicken and 2 times mutton every month at TMREIS which is fresh, wholesome, nutritious and plentiful R.O. Plant for clean and safe drinking water.

7. Academics

1. Focus on Personality Development
2. Develop logical and critical thinking
3. Inculcate good Human Values
4. Facilitate Creativity and Excellence
5. Appreciate and Nurture Aesthetic Sense
6. Develop Latest Information & Technology Skills
7. Practice Innovations in Learning Methodologies
8. Unique Pedagogy & Personalised Academic Supervision
9. High Academic Standard and an Excellent Teaching Learning Environment
10. TMREIS Teachers: Passionate, Well Qualified, Trained & Experienced.

8. Health

- Regular free Health check-up of students with qualified doctors.
- Availability of Regular Staff Nurse to monitor the Health of students and monitor the Hygienic conditions. Free medical treatments for sick students.

9. Students Amenities

Following amenities are provided to the students at free of cost.

- Bunker cots in the Hostel.
- Text Books, Note Books, Stationary items (Pens, Pencils, Record Books, Geometry box etc.
- Bedding material, plate & glasses
- School uniform, P.T. dress, Track suit, Sport shoe, cosmetic (Soaps, toothpaste & brush etc.

Table 1.1: Cyclic Menu Plan for TMREIS Students

Day/ Meal timings	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning	Milk with boost	Milk with boost	Milk with boost	Milk with boost	Milk with boost	Milk with boost	Milk with boost
Break fast	Chapati/ Bonda + Chutney	Rava kesari & Upma + Chutney	Pulihora + Chutney / Rasam	Khichdi + Curd + Raita	Puri + Alu curry	Idli + Chutney/Sa mbar	Rice Pongali
Lunch	Bagara rice + Veg curry + Sambar + Curd + Pickle	Rice + Veg curry + Dal with greens + Sambar + Ghee + Curd + Pickle + Egg	Rice + Veg curry + Dal with greens + Rasam + Ghee + Curd + Pickle + Egg	Rice + Veg curry + Dal with greens + Sambar+ Ghee + Curd + Pickle	Rice + Veg curry + Dal with greens + Rasam + Ghee + Curd + Pickle + Egg	Rice + Veg curry + Sambar+ Ghee + Curd + Pickle + Egg	Veg fried rice + Veg curry + Sambar+ Ghee + Curd + Pickle
Snacks	Palli chikki	Semiya	Boiled Shenagalu	Carrot halwa	Millet cookies	Boiled Pesarlu	Onion Pakoda
Dinner	Rice + Veg curry + Rasam + Buttermilk + Fruit	Rice + Veg curry + Rasam + Buttermilk + Fruit	Rice + Veg curry + Sambar + Buttermilk + Fruit	Bagara rice + Veg curry + Buttermilk + Fruit	Rice + Veg curry + Sambar + Buttermilk + Fruit	Rice + Veg curry + Rasam + Buttermilk + Fruit	Rice + Veg curry + Rasam + Buttermilk + Fruit

Non – Veg food items (Chicken and Mutton): Twice in a week							
Nutritive value approximate Calculations							
Calories (Kcals)	2350	2360	2300	2380	2317	2270	2270
Proteins (g)	88	88	38	40	89	85	85
Fats (g)	40	39	86	89	40	38	38
Carbohydrates (g)	411	413	402	416	415	397	397

10. TMREIS achievements

10.1 NASA Visit

In collaboration with Planet Society of India Six students visited NASA. Space Centre (USA).

10.2 Academics

- Activity Based Learning is being used in Teaching Learning Process.
- Organised District and State Level Literary & Cultural Spark Fest.
- Launched News Letter namely “TMREIS TIMES” to bring out the Latent Talents of Students.
- Organised accelerated Learning Programme in Mathematics and English subjects.

10.3 Sports & games and adventures activities

- In Inter Society League 2020 (ISL) TMREI Society secured 2 nd place in Overall Championship.
- Four Students climbed Mount Kilimanjaro, Tanzania, South Africa successfully scaled the height of Mt. Kilimanjaro and hoisted TMREIS Flag at Africa’s highest peak.
- Students excelled and secured Medals in Youth Nationals & Indian International Regatta Championship held at Krishnapatnam, Nellore district from 23-11-2017 to 01-01-2018.

10.4 Extra-curricular activities

- About 300 students and 35 Teachers have undergone Brighter Minds Alpha Programme at Kanha Shanti Vanam, Chegur, Kothakota Mandal, Rangareddy. It is an Educational Initiative to equip every child with tools and methods to enhance cognitive functioning for achieving personal excellence and instil confidence in oneself.
- TMREIS has launched “Self Defence” training programme for girl students of TMR Schools in collaboration with a well-known International Karate Trainer.
- Organised All India Tour Programme (Excursion) for students

Objectives

1. To know the hygiene practices of TMREIS especially during food service and management.
2. To know the morbidity rate among students.
3. To know the overall development of TMREIS students.
4. To know the quality and quantity of food being served to students.
5. To view the infrastructure and other premises of Telangana Residential Schools.
6. To know the environmental acceptability by the students.
7. To spread awareness on TMREIS.

8. To know the active participation of students in activities of TMREIS.
9. To know the syllabus pattern.

Review of Literature

1. Education is a powerful instrument that brings drastic change in the thinking process of an individual and lay foundation for the social transformation. Hence the Governments cannot neglect the health and education sectors as they are essential sectors which fuel the growth of the society. The present paper studies the education in government supported AP residential schools which are developed for children of back-ward class families. The study has been focused on the strength of systems in place, facilities and student achievement and is based on secondary data provided by the Government agencies for Public information through their websites and publications
2. The present study aimed to study and compare the intelligence of private residential school children and rural government school children. The study compares the intelligence, its gender differences and correlation with academic achievement of these two groups. Malin’s Intelligence Scale for Indian children (MISIC) by Arthur J.Malin, 1962 to measure the IQ levels, Marks obtained in English, Mathematics and Science were considered to measure the Academic achievement. Sample comprised of 120 high achieving children from each group. The study concludes that there was vast variation in the IQ levels of private residential school children and rural government school children. 85 percent of private residential school children were average and above average range in IQ levels where as 85percent of rural government school children were below average in IQ levels. There was significant gender difference in intelligence scores of private residential school children where as in rural government schools there was no significant gender difference. In private residential schools I.Q., and Academic Achievement were highly correlated where as in rural government schools, there was no significant correlation between the measures of Academic Achievement and I.Q
3. The study compares the effects of family factors contributing to the High Academic Achievement of Private Residential School Children and Rural Government School Children. Children studying in selected private residential schools and rural government schools in IX and X classes with highest ranks (first 3-4 ranks) in the previous year were selected. Total sample comprised 240 children, 120 from each setting, 60 from IX class and 60 from X class. An Interview schedule was developed by the investigator for the children to know their perceptions about family contributing factors. The study concluded

that children of Private Residential Schools and Rural Government Schools were average and similar in their perceptions regarding parental contributions for their Academic Achievement. High Parental Aspirations Expectations helped in high achievement in both groups but comparatively high in Private Residential School children. Whereas contribution of Siblings Relationship and Assistance of others was high in Rural Government School children and average in Private Residential School children. Coming to the gender and age variations in family contributing factors, there was significantly high parental contributions for Academic Achievement of boys than girls in private Residential schools and higher age group children of Rural Government schools have significantly more parental contribution for their Academic Achievement than lower age group children. Achievement in English was highly positively correlated with family's Economic status in Private Residential schools. There was significant positive correlation between achievement in mathematics and parental contribution, achievement in science and Parental Aspirations in Rural Government School children

- The aim of the study was to investigate the dynamics of health status and morbidity of children aged 11-14 years during school year. In this study, the following methods were used: methods for assessing somatic health, data extraction from medical records, methods for the assessment of morbidity, and methods of mathematical statistics. The study involved 176 children at 11 to 14 years of age. Results: The health status and indicators of morbidity were assessed. There was found a high morbidity rate with a predominance of acute respiratory viral infections and respiratory diseases. Most of the children had low and lower than average health levels.

Methodology

Purpose of the Study

The purpose of the study is to cover all the objectives of the study in the stipulated period of time by random sampling.

About data Collection

Primary source of collection is implemented as there will be a direct interaction with the Children and Supervisor of the Residential Schools through questionnaire.

Data instruments and communication approach

Structured questionnaire method was mainly used for the research. Open ended as well close ended questions are framed for the better responses. A separate questionnaire was designed for both Students and Supervisor of the Residential Schools.

Questionnaire For students

The contents in the questionnaire of students includes general information such as name, class, school name, address etc., overall development, health and food etc.

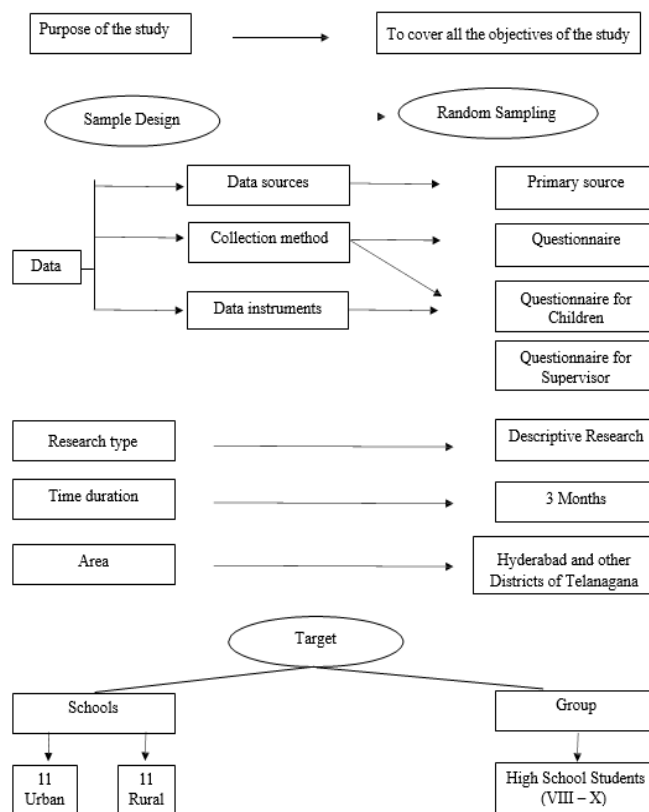
Questionnaire for principal/Supervisor/Warden:

The contents in the questionnaire of Principal / Supervisor / Warden includes general information such as school name, district, area, address etc., school staff information, food management, morbidity and on hygiene practices.

Time Duration: 3 months of duration.

Area: Hyderabad and other districts of Telangana were selected randomly.

Target: Targeted schools from both urban and rural areas of Telangana are 22 schools in total. Students from Class VIII to X (High School Students) were monitored.



Results and discussions

Table: 5.1 Stock purchase of food items

Food items		Percentages (%)				
		Daily	Weekly	Twice a week	Monthly	Twice
Non – perishable foods	Urban	--	--	--	75%	25%
	Rural	--	--	--	75%	25%
Semi – perishable foods	Urban	--	25%	75%	--	--
	Rural	62%	13%	13%	12%	--
Perishable foods	Urban	100%	--	--	--	--
	Rural	100%	--	--	--	--

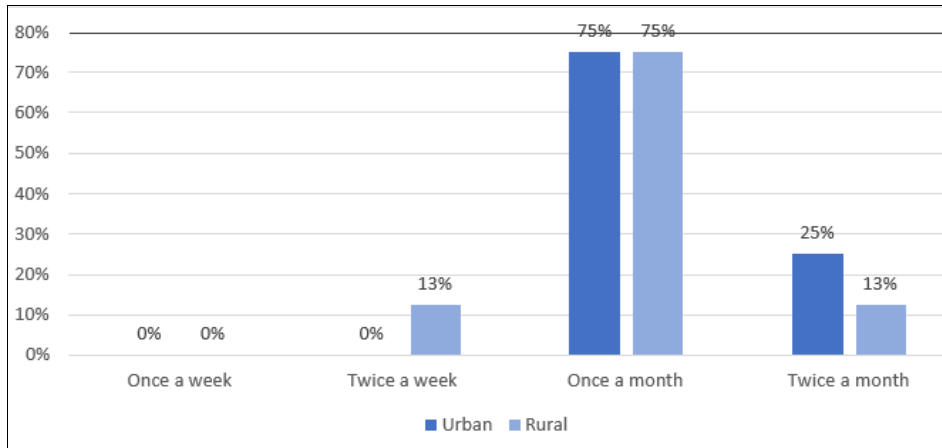


Fig 5.1: Frequency of practicing health check up at school

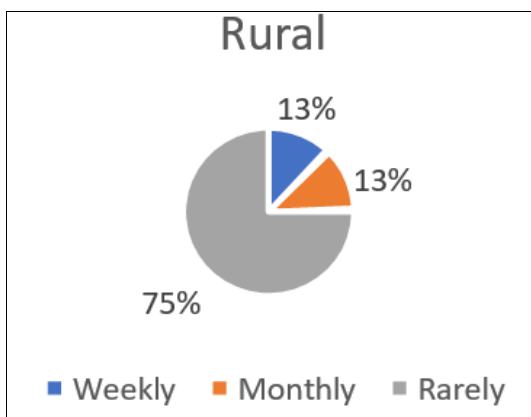
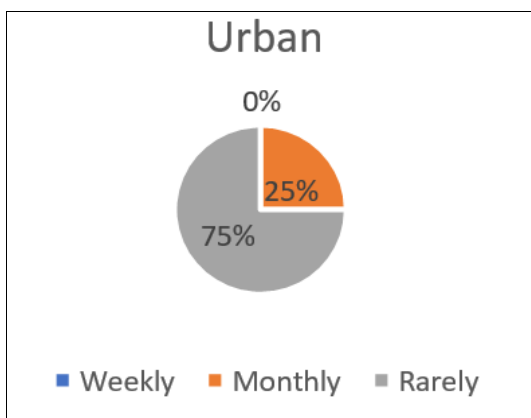


Fig 5.2: Frequency of students falling ill

Table 5.2: Common conditions which the students suffer from includes the following

Urban	Rural
Common cold, fever, skin infections, scabies, throat infections, cough, fungal infections	Common cold, cough, fever, skin infections, scabies, tonsillitis.

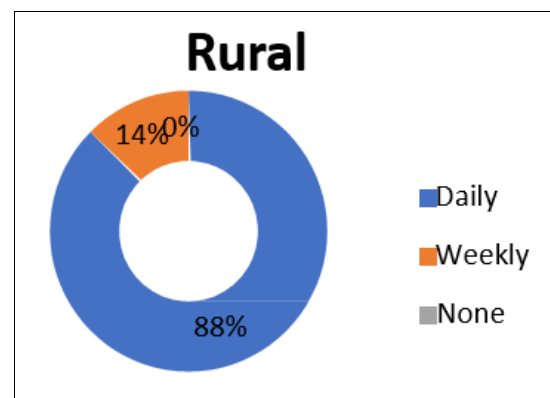
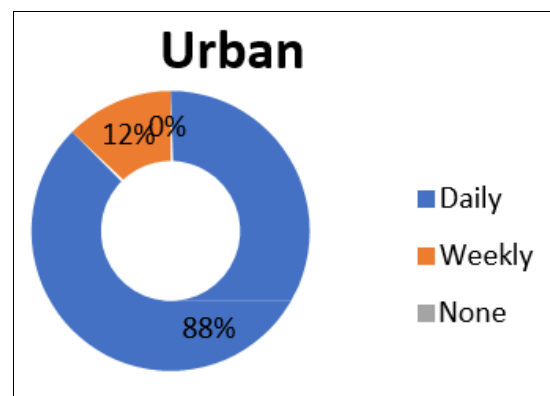


Fig 5.3: Frequency of storage area inspection

Table 5.3: Frequency of washing clothes of kitchen staff

Category	Percentages	
	Urban	Rural
Daily	88%	75%
Weekly	13%	25%
Monthly	0%	0%
Not practiced	0%	0%

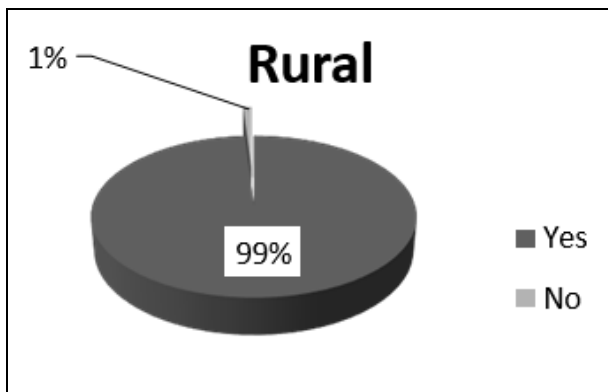
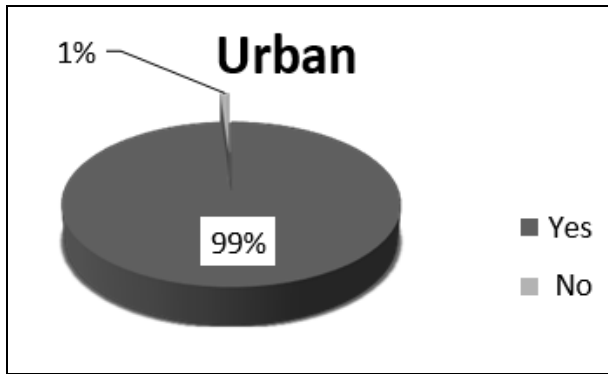


Fig 5.4: Percentage of students enjoy studying in TMREIS

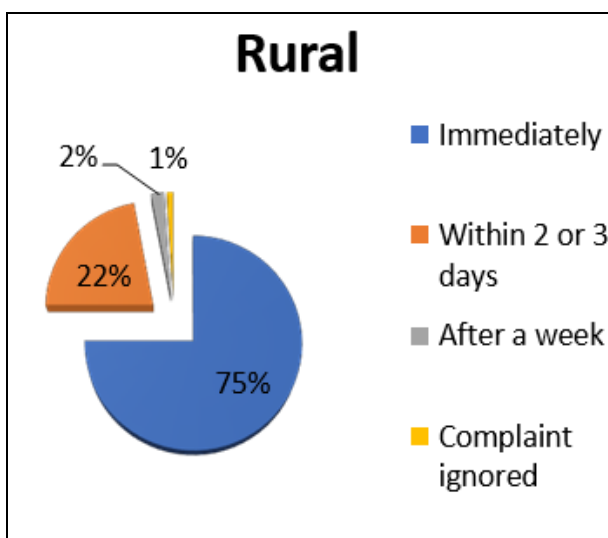
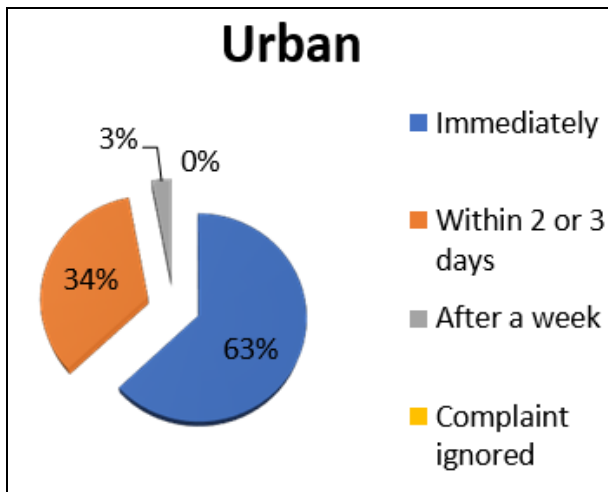


Fig 5.5: Time taken to take strict actions against filed complaints by the students

Table 5.4: Changes students see within themselves while studying in TMREIS

Category	Percentages	
	Urban	Rural
Increased confidence	2%	3%
Decreased stage fear	1%	1%
Communication skills	1%	2%
Improved manners	2%	3%
Unafraid to ask questions	1%	1%
Motivated to learn	1%	2%
All of the above	93%	88%
None	0%	0%

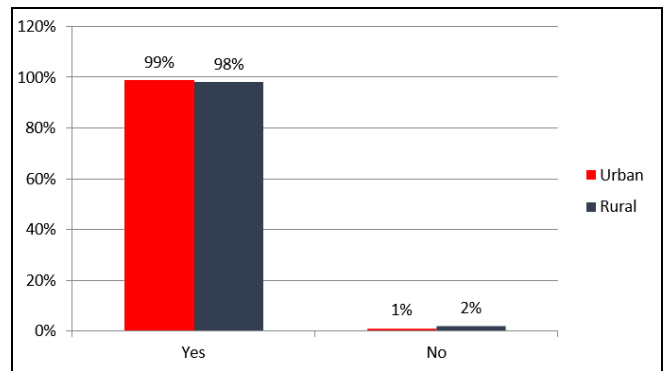


Fig 5.6: Students participation in co-curricular and extra-curricular activities

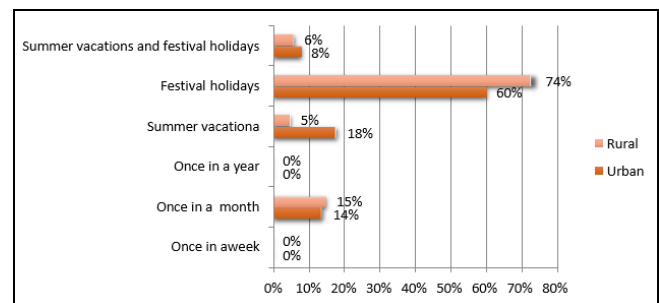


Fig 5.7: Students visit to home on official basis

Summary and Conclusion

Honourable Chief Minister of Telangana Shri. K Chandrasekhar Rao Garu has high vision of making the state "Bangaru Telangana" (Golden Telangana). He has 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. 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.

The objectives of the study were

1. To know the environmental acceptability, overall development and morbidity of students.
2. To Inspect infrastructure, hygiene practices, quality and quantity of food being served to TMREIS students.
3. To know the syllabus pattern and to spread awareness on TMREIS.

(Due to this Pandemic situation of COVID – 19 : unable to complete one objective i.e., to spread awareness on TMREIS).

The data collection was through questionnaires., one for Supervisor/Warden/Principal and the other one was filled by the

students. A sample size of 300 students from urban and 300 from rural areas were collected. All 5 zones of Hyderabad (North, South, East, West and Central Zones) were covered as urban areas – 11 schools and 7 zones of Telangana (Kaleshwaram -North east, Basara – North, Rajanna and Charminar – West, Bhadradi – East, Yadadri – South west, Jogulamba – South) were covered with the selected rural areas – 11 schools. Targeted class students -- high school students

i.e from VIII to X class.

Results obtained from the survey have shown that 99% of students like to study in TMREI schools both in urban and rural areas. 97% of the students responded that the faculty members are friendly towards them and they feel free to share their problems with them. 98%-99% have developed interest towards the subjects and have set high goals to reach. Majority students of about 93% from urban and 88% from rural areas have observed a lot many changes within themselves such as increased confidence, decreased stage fear, improved communication skills, manners etc..... and the remaining minor percentage of students are in progress.

TMREIS students are also enthusiastic towards co-curricular and extra-curricular activities as well and have already achieved awards in different categories. Activities in which students interested are 32-39% in sports, 15-17% in cultural activities, 24-31% in competitions and 19-22% are interested in each and every activities which are scheduled during academics every year. The percentage of active participation from both rural and urban areas is 98%-99%. The feedback of students towards these activities are 81%-84% of them found it very interesting and rest minor percentage of students that ranges from 12-17% gave uninterested response.

Now, the results that have shown after compiling the data of supervisor/ warder/ principal, that the maintenance of infrastructure and other premises of school were carried out on monthly basis i.e 63% (from both rural and urban areas) schools and 13% to 25% schools maintains the infrastructure twice in 6 months or yearly .The morbidity rate of students

is not much higher as it shows that 75% students rarely fall ill in both the sectors and about 13-25% of students are susceptible to common disease conditions like , skin infection, cough, cold, fever,

scabies, headache, stomach ache, rashes, fungal infection etc.. which have been taken care by the school nurse. The school authority will make sure that the student should be cured in school itself as the percentage of students went home during disease condition is very less i.e, 13-25%. To ensure students are healthy inside out, health check ups are practiced at every TMR schools once or twice in a month.

In TMREIS, 5 times meal in a day (includes 3 major and 2 minor) is provided to students. Approximate Nutritive value calculation almost meets the Recommended Dietary Allowances (RDA) of children i.e., 2190 kcals – 2750 kcals per day. It includes all five food groups which are essential for the growth of children., as shown in Table 1.1.

Coming to hygiene practices of TMREIS there is a 100% separate storage for perishable and non - perishable foods. Inspection of storage area is practice daily which shows 88% and other 12% is weekly in both the sectors so as to avoid stock damage. Though the usage of kitchen wear is practiced very less by the kitchen staff which is 50% in urban an 13% in rural areas, but the school authority ensures that the kitchen staff is wearing properly washed and cleaned clothes while working with food. The results also displays 75% to 100% of cleanliness in dining area, kitchen area, and also in premises (both hostel and school) is maintained on daily bases. Once in a week there is program called PATHSHALA PRAGETI (cleaning and washing of whole school and hostel after school hours) in which both students and teachers participates equally.

Conclusion

The study concludes that the hygienic practices of TMREIS are well maintained due to which the percentage of morbid students are less. According to the results, there is not much difference between urban and rural TMR schools whether it might be health practices or hygiene practices, both the sectors are equally maintained.

Concluding about TMR students, both rural and urban students of TMR schools have equal enthusiasm towards studies, extra curricular activities, competitions, sports etc.

CM congratulates TMREIS students for selection to NASA meet

The Hans India
13 April 2018 1:43 AM IST



HIGHLIGHTS

Chief Minister K. Chandrashekhar Rao congratulated students of Telangana Minorities Residential Educational Institutions Society (TMREIS)

Hyderabad : Chief Minister K. Chandrashekhar Rao congratulated students of Telangana Minorities Residential Educational Institutions Society (TMREIS) who got selected to attend the 2018 National Aeronautics and Space Administration (NASA) International Space Development Conference to be held at Los Angeles, California, USA.

The chair, NSS Executive Committee of National Space Society have selected in all, six Students of TMR Schools for submission of “TMREIS Fusion L5” Project which has been selected in association with Planetary Society of India and got an invitation from National Space Society to attend the 2018 International Space Development Conference (ISDC) to be held from 24th May to 27th May, 2018 at Los Angeles, California, USA.

The following students are selected to participate in the Conference: Syed Ibrahim Ali of class VIII, Mahaveen Mohammedi of class VII, Safa Maheen of class IX, Feroz Hussain of class VIII, MuskaanTabassum of class VIII and Feroz Ahmed of class VIII.

The above Team of Students is one of the highest-ranking winners attending the ISDC, and part of fulfilment of “TMREIS FUSION L5”.

The Chief Minister also congratulated B Shafiullah, Secretary, Telangana Minorities Residential Educational Institutions Society (TMREIS) for developing the students to such great heights. CM wished the students all the best and expressed the hope that in future they will achieve more and more such international recognitions.

TMREIS students develop fuel-free bike

By News Desk English February 6, 2023



Hyderabad: Minority Residential School (TMREIS) students developed fuel-free bike, said B. Shafiullah, IFS, Secretary, Telangana Minorities Residential Educational Institutions Society.

In a statement here today, Shafiullah said six students of TMR School have developed fuel-free bike "TMREIS UNIQUE". With the country gradually progressing towards eco-friendly mobility, manufacturers have been working in this direction. Keeping the same mantra in mind, students Md Saleem, J. Akash, Akil Kumar, Sd. Alam, Malikarjun and Md. Isanulla Khan of Cass X studying in TMR School Kaghaznagar has developed a fuel less bike. "It will not need petrol, diesel, charging or any kind of fuel. The bike also offers an impressive top speed of 50-60 kmph and is completely eco-friendly. The students expressed their desire to develop the fuel-free bike to the of TMREIS Secretary on his visit to Kaghaznagar with the project. In order to encourage the students, facilities were provided to them in TMRS Bahadurpura Boys 1, Hyderabad and the students were made to stay at the said school for completing the said work.

Their tremendous efforts materialized and in a short time, the gearless bike was got ready. It is powered by a permanent magnet brushless DC (or BLDC) motor, power controller, Dynamo, Batteries, MCB box. The developed bike is as conventional as the petrol engine bike.

Shafiullah said, "This is a unique innovation. It will be difficult to get petrol and diesel in the future, so this bike will be very useful." He appreciated the skills of the students and assured all kinds of support in the innovation of more such activities in the future. The scientific temper showed by students is praiseworthy. More students of TMR Schools will be encouraged to take up such activities. An exposure workshop will be held at Hyderabad during Summer Vacation to encourage this type of innovative projects by TMREIS students. Further, these students will be groomed with the help of IIT Hyderabad.

The students thanked the Chief Minister for establishing Minority Residential Schools in the State and promised that they will work hard in the future to fulfill the dream of Chief Minister K Chandrasekhar Rao. The achievement of the students is one more chapter in the success stories of TMREIS.

Hyderabad : Six TMREIS shooters excel in rifle shooting tournament

Hans News Service , 20 Aug 2019 10:28 PM 1ST



HIGHLIGHTS

Six TMREIS shooters including three boys and three girls secured medals in the Telangana Minorities Residential Educational Institutions Society-organised rifle shooting tournament for students at Sports Authority of Telangana State (SATS) Shooting Range HCU, Gachibowli on Monday.

AK Khan, IPS (Rtd), vice chairman and president of Telangana Minorities Residential Educational Institutions Society (TMREIS) and B. Shafiullah, IFS., Secretary TMREIS along with the students who participated in Telangana State Open Rifle Shooting Championship held at SATS Shooting Range HCU, Gachibowli, Hyderabad

Hyderabad: Six TMREIS shooters including three boys and three girls secured medals in the Telangana Minorities Residential Educational Institutions Society-organised rifle shooting tournament for students at Sports Authority of Telangana State (SATS) Shooting Range HCU, Gachibowli on Monday.

21 students of TMR Schools from various districts participated in the shooting championship under categories of 10 meters, 25 meters, and 50 meters range.


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TMREIS students who conquered Mt Kilimanjaro return

The four students from Telangana Minorities Residential Educational Institutions Society (TMREIS), who on Wednesday conquered Mt Kilimanjaro, the highest point in Africa at 19,341 feet

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TMREIS students pose with the Indian national flag after reaching Mt Kilimanjaro | Express photo

By Express News Service

HYDERABAD: The four students from Telangana Minorities Residential Educational Institutions Society (TMREIS), who on Wednesday conquered Mt Kilimanjaro, the highest point in Africa at 19,341 feet, returned to Telangana on Saturday afternoon. The four students included two girls — B Rani and Sidra-tul-Muntaha of class 8 — and two boys, D Bhasker of class 9, and SK Feroz of class 8. While three students went back to their homes after reaching Hyderabad, one of them, Rani, headed to Armoor in Nizamabad to participate in a sports meet in which girls from 20 TMREIS girls schools will be participating.

Speaking to Express, Rani, from the TMREIS girls school in Gajwel, said, "I love sports and have been participating in athletics, khokho and kabaddi competitions. I am glad I was among the 64 students who got selected for the Mt Kilimanjaro expedition. It was a great experience."

When asked if she felt scared or wanted to return at any point during the climb, Rani said, "There were times when I felt tired and found the climb tough. Oxygen being less at heights made it tougher. But I never felt like quitting. After achieving the aim, now I feel more confident than ever and aim to conquer Mt Everest next."

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