



# Telangana Social Welfare Residential Educational Institutions Society: Programs and Facilities Available for Students Empowerment

Bollam Karunakar

Research Student of Dr. B.R. Ambedkar Open University, Road No.46, Prof. G. Ram Reddy Marg, Jubilee Hills, Hyderabad, India

Corresponding author: karnab123@gmail.com

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## ABSTRACT

This article explores the programs and facilities available for student empowerment in Telangana Social Welfare Residential Educational Institutions (TSWREIS) and quality based education to the marginalized children. This paper describes the professional development of students against the background of acquisition of skills for the 21<sup>st</sup> century. Teachers and students of TSWREIS are working day and night with utmost dedication to catapult the society to the global map within six years. The TSWREIS carved a niche for itself by its seamless experimentation and syncing with the emerging trends in the education space. Residential schools achieved 96.63% in SSC, 84.31% in Intermediate, and about 85% in Degree results in the academic year 2018-19. In 2019, 53 students got admission into MBBS, 20 in IIT's, 48 in NIT besides getting admissions in professional institutions like Delhi University, Ajim Premji University, and TATA Institute of Social Sciences. Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) under the 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 268 institutions with about 1,50,000 students, has been providing quality education in English medium upto graduation. 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. The society is girl-centric, with 175 institutions giving education to 1,02,720 girls.

**Keywords:** TSWREIS, Scheduled Castes, Student empowerment, Marginalized children

Education is the key to all-round human development. The education development of its citizens determines a nation's economic, social, and cultural progress. India is a pluralist country with rich diversity reflected in the multitude of cultures, religions, and languages of various groups. There is a however significant disparity in the socio-economic parameters of multiple groups/communities residing in the country. Some groups, notably the Scheduled Castes, have been traditionally marginalized and economically backward concerning the total population of the country. Educational development is the most effective instrument for their empowerment.

Residential schools have the potential to help the marginalized and the poor to come out of the poverty trap and facilitate them to be on par with the rest of the citizens.

Residential schools provide value-based education in a stress-free environment, which enables the students to determine their inner talents and flourish them to the fullest potential. Residential schools broaden the vision and enlighten the way to the future of a child by the totality of discipline, which called Education.

The mission of the Telangana Social Welfare Residential Educational Institutions is to promote

a wide range of curricular and extracurricular activities beyond the cones of classrooms. It aimed to create a vibrant teaching and learning environment and help marginalized students realize their full potential in every sphere of life in the 21<sup>st</sup> century.

The vision of the Residential schools is to build an outstanding government educational institution that provides high quality holistic and value-based education to marginalized children on par with the other advantaged children in the country.

The Andhra Pradesh Social Welfare Residential Educational Institutions Society (APSWREIS) established under the Societies Act as an autonomous body. The TSWREI Society hitherto part of the erstwhile APSWREI Society emerged as an independent entity in June 2014 after the bifurcation of the state of Andhra Pradesh.

Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) under the aegis of the Ministry of Welfare, 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 268 institutions with 150000 students, has been providing quality education in English medium up to graduation.

### Literature Review

The residential school is an old pattern in Indian Education since the Vedic Age, which we called Gurukul. The system of Gurukul was very different from other modes of teaching or learning of any kind of education or technique. Now a day, its value or scope rises more and more. Because of the discipline among management and teaching staff; and the methodology of education, which varies and optimum from other education patterns. Residential care programs widely recognized as an integral part of child welfare programs to help marginalized children.

**Singh T. (1981)** studied the conditions of education amongst the scheduled tribes and scheduled caste students of few schools in Uttar Pradesh.

**Singh. R.R. (1981)** studied the identification of adjustment problems of the scheduled cast and scheduled tribe students in residential schools approved by the government of India under the scholarship scheme. He had contacted 140 students

through the use of questionnaires and personal interviews.

**Jain.V.K. (1960)** and **Flartym. E.J. (1966)** conducted some studies on the residential students, but in these studies, they overlooked some specific aspects of the personality of residential and non-residential students. They worked and studied only environmental conditions, but the comparison of adjustment, academic aspiration, values, needs, and motivation was left out.

**Pugalum Perumal (1966)** studied a comparative study of students with residential education and students without residential education. He concluded that the students having residential education are more socially competent and better habit patterns in comparison to students without residential education.

**Mitra. M. (1982)** designed a study to test the relative efficiency of residential and non-residential programs in the light of student's growth. He used the pre and post design for six months on more than 500 students. All the completed instruments were hand scored, and the data treated with the help of multivariate analysis of the variance.

**Bateson D.J. (1981)** Investigated residential institutions and reported that the positive changes in student-teacher relationships are one of the desirable outcomes of the residential outdoor program. He inferred that the teachers perceived the interpersonal relationships within the classes to be more unified than had been the case before the residential outdoor program.

**Dodgness C.E. (1971)** Investigated to determine resident college students' psychosocial characteristics in comparison to non-resident students. The primary focus of the study was on sociability, self-confidence, and responsibilities of the student.

The Harvard Graduate School of Education, USA chose Telangana Social Welfare Residential Institutions (TSWRI) as a case study to critically analyze the efforts and policies of the Government of Telangana.

### Research question

The primary purpose of this study is to explore the Telangana Social Welfare Residential Schools in respect of programs and facilities available for student empowerment.

The present study addressing the following research questions:

1. What are the programs and facilities available for student empowerment?
2. What are the results and achievements of TSWREIS?
3. What is the feedback on student empowerment programs?

**Objectives of the study**

The present study addressed the following objectives:

1. To explore the programs and facilities available for student empowerment;
2. To find out the results and achievements of student empowerment programs;
3. To highlight the feedback of students, teachers, and parents.

**Methodology**

*This research is done based on Qualitative research approach / Exploratory Case Study method based on collected data from primary and secondary sources. This study adopted the Survey design approach. Students, teachers, principals, parents of students are the participants of the study. The research sample selected randomly from the population.*

Data for the study collected from three sources, they are:

1. Documents available in the institutions.
2. Responses of 120 teachers and principals with the help of a questionnaire and interview schedule.
3. Feedback and response from the 300 students and 150 parents with the help of an interview schedule.

**RESULTS AND DISCUSSION**

This paper tries to analyze the efforts and policies of the state government to provide quality and equitable education to marginalized students. Several of TSWREIS students laurels for the state and country in various sports, games, and other curricular activities, and excelling in academics with seamless experimentation and syncing with the emerging trends in the global education space.

Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) (REGD. NO. 452 of 2014) is running 268 residential educational institutions (from 5th standard to Undergraduate level) in the state of Telangana under the Ministry of Scheduled Caste Development Department, Government of Telangana. The Society has been working with the noble aim of providing quality education to the needy and deprived children on par with the other advantaged children. The TSWREI Society has been maintaining a website tswreis.gov.in showing the activities of TSWR Institutions. Its primary function is to impart quality education to the poor children, most of whom belong to SC community.

There is a total of 268 social welfare residential educational institutions (from 5th standard to Undergraduate level) imparting education in English medium to 1,43,872 students. Of the total 268 institutions, girls' institutions constitute 175 (65%).

Details of the number of institutions

No of Institutions before the formation of Telangana				No of Institutions after the formation of Telangana			Degree	Total			
Boys	Girls	Co-Ed	Total	Boys	Girls	Total	Women	Boys	Girls	Co.Ed	Total
45	88	1	134	48	56	104	30	93	174	1	268

The Society also runs three elite schools and COEs:

1. School of Fine Arts, Malkajgiri, Hyderabad.
2. Social Welfare Sainik School, Rukmapur.
3. Social Welfare Armed Forces Preparatory Degree College for women, Bhongir.
4. 27 Centers of Excellence Colleges (COEs)

TSWREIS follow below procedure in the admission process:

Sl. No.	Class	Selection Method
1	Class V	Entrance Exam
2	Inter	Merit basis (SSC marks)
3	Degree	IIT Gowlidoddi and COE – Entrance
		Entrance

### Students' Strength Particulars

Sl. No.	Educational Level	Total Students for the year – 2019-20
1	Up to X Class	103866
2	Intermediate	23446
3	Degree	16560
<b>Total</b>		<b>1,43,872</b>

TSWREIS implements Rule of Reservation in Admissions process

Community	% of Reservation
Scheduled Caste (SC)	75%
SC Converted Christians	2%
Scheduled Tribe (ST)	6%
Backward Caste (BC)	12%
Minorities	3%
OC/EBC	2%

Providing quality education to the children, the government has set norms for ensuring that the quality of education is of a very high standard. Such norms are:

- (i) Teacher to student ratio should be 1:40;
- (ii) The no of classes per week, for each subject, and each class were fixed, the minimum being 24 periods/week for art/music/craft and the maximum is 30 periods/ week for subjects like Mathematics, Science.

The Society committed to the overall social, physical, educational, and emotional well-being of the students. It helps the marginalized students to overcome their economic disadvantages, and we do this by providing the following amenities:

- Free accommodation and boarding facilities.
- Diet charges: ₹ 950/-P.M. from Class V to VII.
- ₹ 1100/-P.M from Class VIII to X; ₹ 1500/-P.M for Intermediate and Degree
- Three pairs of uniforms (every year) and One Tracksuit, One Belt, One ID card.
- All Textbooks and Notebooks.
- Oxford English mini dictionary from 8th to Inter
- One pair of Shoe and Socks, Towel, Bed Sheet, Carpet, mattress
- One Plate, Glass with Katora, and one Trunk Box once in five years.

- Charges for washing, cosmetics and hair cutting
- Providing quarterly Health and Hygiene Kits instead of Cosmetic charges.

### Achievements (Academic)

Intermediate, SSC and Degree results 2018-19

Class	Pass %	State Average
SSC	96.63	92.43
Intermediate	84.31	65.00

Degree colleges for women result in 2018-19

Sl. No.	University	2018-19		
		Appeared	Pass	Pass%
1	Telangana	—	—	—
2	Mahatma Gandhi	494	410	83%
3	Osmania	629	453	72.13%
4	Palamuru	465	424	91.18%
5	Kakatiya	1036	927	89.48%
6	Satavahana	260	235	90.38%

TSWREIS students have been making the Society proud with the active support of the Telangana Government getting admission into IITs, NITs, Medical Courses, CCIP(USA), TISS.

Sl. No.	Course/Institution	No. of Seats 2014-2018	No. of Seats 2019
1	Medicine	115	53
2	BDS	—	27
3	IITs	66	20
4	NITs	96	48
5	State Engineering Colleges	239	186
6	Central Universities	120	—
7	B.Sc (Ag)	—	11
8	Azim Premji University	79	10
9	Delhi University	78	80
10	Tata Institute of Social Sciences	—	5
11	ICAR	—	12
12	Regional Institute of education	—	4
13	NISER	—	3
14	IISER	—	25
15	Indian Maritime University	—	55
16	Indian Institute of Hotel Management	—	93
17	TISS	16	—

18	CLAT	05	—
19	Indian Navy & Army Schools	06	—
20	Harvard University Summer Programme	Mr. Anand	—
21	Kennedy-Lugar Fellowship, USA	08	—
22	CCIP, USA	07	—
23	UGRAD Fellowship, USA	01	—
24	Malavath Poorna, UGRADProgramme	—	01
	Minnesota State University		
25	Nikitha, Kennedy-Lugar Students Youth-Exchange Program, USA	—	01
	M. NiKitha. Woodrow Wilson High School, Washington DC		

The Society has been striving to promote student-centered activities with a significant focus on 21<sup>st</sup> century core skills like problem-solving, innovation, collaboration, leadership, and communication skills, and these right strategies have begun to crystallize into a definite plan.

### (I) Student Centric Programmes

**Back To Basic:** The slow learners often do not remember the concepts they learnt in the lower classes by the time they reach high classes. The teachers re-teach the concepts of the lower classes with the help of teaching assistants to help students who fall in the slow learners’ category.

**Career Counseling:** The TSWREIS, in association with Nirmaan Vidya Helpline, Hyderabad, provides free career counseling services to the students of classes IX to Intermediate to select the career opportunities available and universities for higher education. Career Helplines (Toll-free numbers) set up for the students’ convenience in every school. A selected group of teachers trained in Career Counseling.

**Design for Change – Cultivating ‘I Can Do’ Mindset:** The Society has joined hands with a non-profit organization ‘Design for Change,’ Ahmedabad, to Cultivate ‘I Can do’ mindset among the students. In a mission to develop much needed scientific temperament in every student, all the

Society schools mandatorily participate in Design for Change national level competition.

**Operation Blue Crystal Program (OPBC):** The OPBC was launched in the year 2015 to fulfill the dreams of the meritorious students from the Scheduled Caste (SC) community who cannot afford to coach in private institutions. Intensive long term medical coaching is provided with free boarding and lodging facilities.

**School Councils:** School Councils are constituted in every school to promote leadership skills among students. Each council comprises a captain, vice-captain, house leaders, class leaders, and student-curators. Each of the members has a specific and well-defined duties to perform, and the leaders work for the smooth implementation of various activities in tandem with their teachers and administration.

**Star Batch:** Intensive remedial coaching and assessment program for below-average learners of SSC and Intermediate to improve academic performance and minimize failures in board exams.

**National Talent Search Examination (NTSE):** The best and talented TSWREIS teachers conduct specialized coaching classes for select class X students to avail prestigious fellowships under the National Talent Search Scheme, Government of India.

**Panacea Health Services 24x7:** Round the clock monitoring of the health of all students from a Centralized Command Centre in Hyderabad. Panacea, an NGO established Panacea Health Command Centre at the TSWREIS office headquarters, Hyderabad and conducts medical screening of students and maintains electronic health card with a unique ID.

**Swaeroes Network:** Swaeroes -The coined word derives its meaning from the telescoping of ‘SW’ standing for ‘State Welfare.’ The name ‘aeros’ has its origin in Greek, meaning the ‘sky,’ implying sky is the limit for the young boys and girls studying in the government welfare schools/hostels. Today, all the students of Social Welfare schools are proud to have the suffix Swaero to their names.

**Young Mentors:** Young graduate students from EFLU teach our students for a month as part of their teaching practice. Our school students trained to be peer mentors, and young graduates and interns

from foreign universities also visit our institutions and interact with teachers and students.

**Youth Parliament:** Youth parliament competitions are conducting at school, district, zone, and state level. It is a program to create awareness on the functioning of the parliamentary system, duties, and responsibilities of elected representatives, parliamentary proceedings.

## (II) Student Empowerment Programmes

**S.R. Sankaran Super Lecture Trophy:** ‘S.R. Sankaran Super Student Lecture Trophy’ program introduced with the concept of “Earn While You Learn.” The brilliant students who have a talent for teaching skills teach their peers in a live interactive telecast on government-run MANA TV.

**Green Gurus:** The bright and talented students who showed excellent performance in the Super Students Lecture Series selected as Green Gurus. These gurus sent to various schools facing the shortage of teaching staff. The green gurus get ₹ 3500/ per month for their efforts in teaching their peers.

**Teaching Assistants:** Brilliant and enthusiastic students who have a flair for teaching are encouraged to teach their peers in their respective schools. It is tutoring for the students and by the students. Teaching assistants teach their peers in the absence of teachers and also during study hours.

## (III) Technological Initiatives

With technological and innovative skills playing a more significant role in the future job prospects of the students, the Society set in motion Robotics, Student information kiosks, Tab Labs, and Lifeskills studios to take learning beyond textbooks.

**Robox Stem Labs:** ROBOX STEM Labs program introduced to provide children with computer programming and coding skills and make them innovators in the fields of Science, Mathematics, Technology, and Engineering.

**Student Information Kiosks:** Kiosks are installed in corridors of the dormitory, and the students can access the kiosks conveniently 24×7. The kiosk consists of a personal computer that has an interactive touch screen so that the students can access a variety of information at their fingertips in the form of videos, audios, images, animations.

**Tab Labs:** The TSWREI Society introduced the tablet-based learning program in collaboration with Edutor Technologies, India, Pvt. Ltd has for the students to give a big push to technology-enabled education in TSWREI institutions.

**Life Skills Studios:** Inside a typical Life Skills Studio, one finds a whole gamut of paraphernalia that equip the children to face day to day life with sheer confidence in a globalized world. These include a dining table to teach dining etiquette, a bed to teach proper sleeping habits, a table to teach table manners, a set of plates, a wardrobe, dressing table, personal hygiene kit, personal grooming, and telequetter.

**SAMS (Student Academic Monitoring System) -** SAMS is a comprehensive technological solution to monitor the academics in the schools. Entire attendance of students, teachers, and financial transactions in the society are recorded in online.

## (IV) English Language Acquisition Programmes

**English-Plus And Writing-Plus Clubs:** The boys and girls are studying in Society schools hail from rural areas where there is limited access to the English language and hardly any exposure to English use. The Society has introduced English-Plus (E-Plus) and Writing – Plus (W-Plus) Club activities to encourage children to speak and write English freely and fluently. At the same time, the teacher merely acts as a facilitator.

**Karadi Path:** It is language acquisition and language immersion program which lays a new foundation in English subject for V and VI class students and the English classes conducted through songs, stories, actions, audio, animation, and videos.

## (V) Literary Initiatives

**SWAERO-Authors:** A Swaero-Authors program introduced to encourage students to write stories and articles to promote creative writing skills among the students. The Society conducts competitions and workshops to provide tips on creative writing.

**Swaeroes in-House Journal:** The Society publishes Swaeroes magazine bimonthly to introduce the students to the world of literature, art, science, maths, and inspirational stories. It is the most loved magazine, and it publishes thought-provoking and

inspirational stories to motivate the students to aim high in life.

**Cultural Club:** The students are divided into four houses viz. Mars, Mercury, Jupiter, Venus with distinct identity colors. Inter-house competitions are held in various cultural and literary activities every Saturday from 7 to 9 pm to nurture and encourage the innate talents of the students.

**Ignite Fest:** Various cultural and literary activities viz. Quiz, Elocution, Essay writing, Debate (English, Hindi & Telugu), Youth parliament, Spell bee, and Science fairs are conducted at various levels to nurture, develop and channelize cultural and literary skills and scientific bent of mind among students.

### Summer Samurai Camps

The ‘*Summer Samurai*’ camps are providing a platform for the students to explore and learn skills beyond the textbook and equip the students with necessary life skills, including communication, social, collaborative, creative, and leadership skills. The Society has been conducting summer camps since 2014 involving more than 30000 students. The Society made several activities like horse riding, stock market, classical music, and film making a reality for the marginalized children.

### Summer Camps

Young Leaders	Horse Riding
Voice4girls	Hotel Management
Swaero Art	Civil Services Foundation
Abacus	CA-CPT & EAMCET
Hambanega Karodpathi (Stock Market)	Ignitors
Shooting	Swaero Craft
Spoken English	BFA Coaching
Swaero Tech	Swaero Champs
Reading & Creative Writing	Young Politicians
Basic English communication	Film Making
Indian Classical Music	Western Music
Water Sports	Vedic Maths
Young Journalists	Advanced English communication
Dance	Martial Arts
Beautician	CLAT
Judo	Wrestling
Hand Ball	Chess

Athletics	Brighter Minds
Folk Arts	Organic Farming
Theatre Arts	Anchoring and Public Speaking
Mobile Apps and Drones Making	

The TSWREIS schools hit the national headlines when one of its students Malavath Poorna from Nizamabad district, became the youngest girl in the world to scale Mount Everest on March 25, 2014, at the age of 13 years and 11 months. Bollywood director made a biopic on this girl, titled “*POORNA*” in 2017, which received critical acclaim.

**School Hackathon:** The society conducted India’s most significant “*School Hackathon*” involving 4000 students at 20 different locations across Telangana. A Hackathon, also known as a CODEFEST, is a social coding event that brings computer programmers and other interested people together to improve upon or build new software or find out a solution to a problem using technology.

**Freedom Schools:** TSWREIS introduced many novel initiatives in residential schools in the last few years. It plans to start Freedom Schools, one or two each, at each of the 31 districts from 2020-21. Freedom School will be a school where students will be learning among themselves and to encourage self-learning, managerial skills, and leadership qualities in students.

Students are learning kitchen gardening. *Organic forming* introduced in all schools. Students also get hands-on experience in working in the fields being part of cultivation, makes them sensitive to the pain of farmers and farm laborers.

In the social welfare degree institutions, *two-wheeler* and *four-wheeler driving* introduced as an extracurricular activity, especially for girls.

**Drop Everything And Read (DEAR):** DEAR is the Telangana Social Welfare Residential Educational Institutions Society’s new mantra to inculcate reading culture among students. Students have to stop whatever they are doing and read for 20 minutes on hearing a long bell during school hours— this time used for reading something other than textbooks, like newspapers, novels, or magazines.

**Drop Everything And play (DEAP)** - a new and unique initiative by the TSWREIS, which allows students to play all-day leaving their classwork. The move by the society aimed at distressing the students from the academic load and reduce cognitive burden among students. Not just students, teaching and non-teaching staff have to take up a sport or game of their choice as part of the initiative and play for an entire day.

The society runs exclusive *MILITARY SCHOOLS* for boys and girls separately, besides a music and dance school. Every summer, they run summer camps for students, where they would learn horse riding, mountaineering, and other adventure sports, besides satellite making, robotics.

## CONCLUSION

Education for the Poor is Costly. India is fourth among the top 10 nations with the highest numbers of out-of children at the school level. Furthermore, the rate of school dropouts among students is very high. One of the main reasons behind this is poverty. When earning a livelihood and taking care of the members of the family becomes a primary matter of concern in one's life, education stands a little or, very often, no chance of pursuance. For the underprivileged people in India, education perceived as a high-priced luxury, and this negative outlook continues with every new generation. However, most of the children admitted in schools came from below poverty line families. Childhood marriages are avoiding in rural areas due to the establishment of Degree Colleges.

To increase educational opportunities in rural and tribal areas, the government established residential schools for general, SC, ST, BC, and minority communities. The reforms that the State Government has revolutionized in the education system are making great strides to make the dreams of poor children come true. The unique strategy is working for different classes of students to set up various schools and enhanced their education facilities. TSWREIS, with the provision of admissions to SC, ST, BC, Minority, and General students in schools, Junior and Degree Colleges, were trying to give equitable education to all.

Own buildings, spacious courtyards, quality education, cultural and sports training, nutrition, and continuous monitoring of health are the main

features of these schools. The government-run residential schools accredited with overtaking corporate-level education in contrast to the corporate schools that financially upset the parents of the students.

It is proving that it is possible to provide quality education to the most marginalized children in society. Telangana has become a mess with residential schools set up for free education. Each student offered a quality free education ranging from KG to PG. KG to PG is laying the foundations for open learning.

All the residential schools of the state provided with corporate-level educational facilities. Desk tables, computers, digital learning materials, and kiosks for doubts set up for students in classrooms.

Students provided with all the facilities they need and providing thin rice (Sanna biyyam) to schools. With this, the number of schools leaving students (Dropouts) is decreasing annually.

The management is giving particular emphasis on student health. A team of specialists offers students immediate medical care according to the severity of their illness.

The departments are continually monitoring the progress of schools. A Co-coordinator appointed for each district to review and improve the facilities and educational facilities provided to the students. The teleconference is held weekly with the principals and officials. Retired teachers check twice a year to assess their teacher performance and provide individual training on child care.

The study reveals from received feedback from parents that Students became highly disciplined, self-reliant, and independent at residential schools. They become experts in managing time and quick learning to perform domestic chores themselves, which is extremely important in the day- to- day life of youth. Students became more focused on their work and studies and gain knowledge. The residential school provides a wholesome environment with sports, extracurricular activities, and education, which are required to maintain a well-balanced lifestyle.

Students learn brotherhood, discipline, team spirit, mutual respect, courage, self-discipline, and self-dependence where few virtues learned in residential schools.

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