

A Study on Educational Status and School Related Abilities in Model High School, Osmania University, Hyderabad

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Abstract

Education is a weapon to improve human life. It is probably the most important tool to change one's life. Education for a child begins at home. It is a lifelong process that ends with death. Education certainly delineates the quality of an individual's life. Education improves one's knowledge, skills and develops the personality and attitude. Most significantly, Education affects the chances of employment for people. A highly educated individual is probably very likely to get a good job. It is no secret that a good education has the power to change a life.

Keywords: Weapon, Important, Lifelong, Delineates, Personality

Introduction

Education is the key to unlock the main gate of civilization and modernization. It is the most important element in the process of development which is not only a saying but a reality. It determines the level of economic prosperity, welfare and security of the people. Education is not the only instrument to bring social, economic and political changes but it is also a solution for international peace and provides security and better understanding among the different nations. It is also an agent for transmitting, preserving and modifying the socio-cultural problems of the society.

Education in the early days was purely informal. In the past, to educate a child or to prepare a child was very simple. The parents handed down all sorts of knowledge, practical techniques along with a clearly defined highly traditional set of values. With the growth of civilization, changes took place and the way of imparting knowledge by the parents was replaced by a set of person's called teachers. But the education was static. The major emphasis was on the development of intellect. Moreover, curriculum was bookish and rigid and the discipline was authoritarian.

Objectives

- ® To analyse the school related abilities in Model high School,OU
- ® To study the welfare schemes in Study area.
- ® To

® To study the enrolment and tenth class result in Model High school.

Methodology

Primary method for data collection was used, as we went to the school for one week and observed the school.

We followed personal interview method for gathering information from the respondents (students and teachers).

For the compilation of data I used SPSS (Statistical Package for Social Sciences) software and MS Excel.

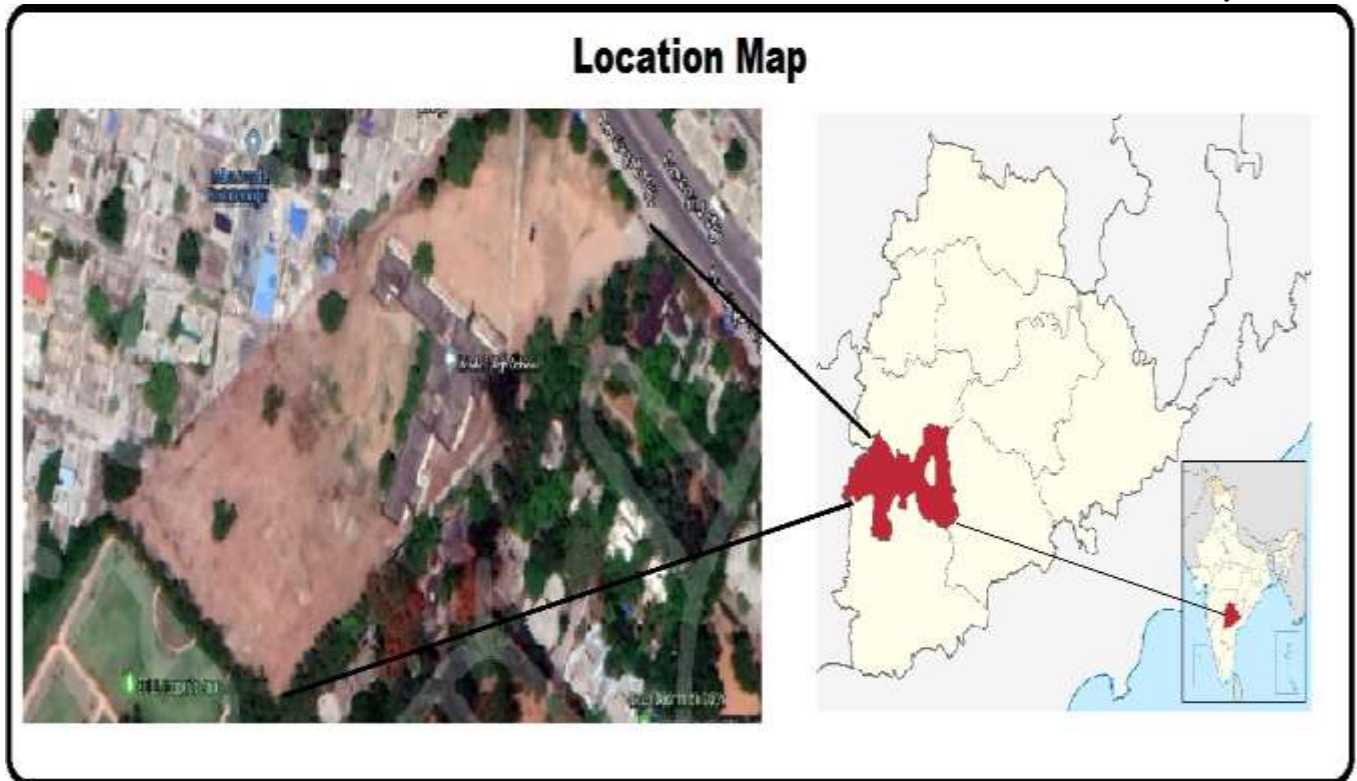
We used secondary too from school record book, journals, books, grey literature, etc.

Study Area

Model High school, Osmania University brought into existence in 1969 by Prof. Ravada Satyanarana the eleventh Vice Chancellor of Osmania University. Though the need for School was felt by University College of Education, Osmania University. One of the basic ideals of Model High School was to achieve an intellectual synthesis of Oriental and Occidental Learning of the best that has been thought.

The School has a Vision of Developing, enhancing and improving the quality of human resources to meet the challenges of regional, national and global socio-economic changes. Its mission is to achieve excellence in teaching and to create job opportunities for the students to contribute to the National and regional development.

The school is spread in an area of about 3.33 Acre, which is located inside the Osmania University campus, near Seethafalmandi. The school is recognized by government of Telangana. The average students taking admission in this school every year is about 400. Most of the children joining here are from 5Km buffer zone from the school. The school is well equipped with potential resources of students.



Review of Literature

Ambasht (1966) examined the existing system of education in the tribal area of Ranchi district with a view to understand the problems of education and gain a sense of direction for the future. He observed that the family was the basic unit of education. It was observed that number of changes in additional and material aspects of their culture which they had adopted was due to education. There were changes in the attitude towards the way of life, the social aspiration and tribal culture which would be attributed to formal education.

Alexander (1968) reported the changes in the status of Pulaya Harijans. Traditionally they were at the bottom level of the caste hierarchy. They had gained greater economic independence through education.

Chandrasekharaiah (1969) studied educational problems of Scheduled Castes in rural and urban societies in Mysore. The unfavourable attitude of Scheduled Caste parents towards education, low aspiration level of parents, poor economic conditions, irregular untimely Governmental assistance, frustrating experience of the pupils at the schools were found to be reasons pointed out for high dropout rate. The poor economic condition of the family and the negative attitude of the parents towards pre-school education had affected the participation of SC/ST children in preschool education.

Desai (1974) observed that a tremendous change in the enrolment of tribal students at all the levels of education. This was mainly due to the educational facilities in the form of hostels and scholarships granted by the government. He observed that education was an agent of change.

Govindbhai S. (1994) conducted a study on contribution of the tribal areas sub plan in the education of Adivasis of Sabarkantha district. The study focused on the problems of primary education and the effectiveness of the tribal sub plan in all round development of the advises. It accelerated student enrolment the benefit of this scheme however, did not reach the very poor, non-knowledgeable and illiterate advises the tribal sub-plan had equal impact on educational progress in four taluks of Sabarkantha district.

Bhaskaran (1995) conducted on “The impact of mid-day meal programmed in particular among Scheduled Caste students”. The objectives of the study were to assure the impact of government welfare measures on Scheduled Caste castes. To find out the extent to which the scheduled castes have availed of these welfare programmers. To find out whether different communities of schedule castes have availed of the welfare programme. The major findings of the study were The majority of the Scheduled Caste people were not getting adequate facilities in schools; Scheduled Castes were not having knowledge about reservation seats, a few responded had business or farming activities majority of the Scheduled Caste people were landless. The government under welfare schemes gives grants for housing but majority of the respondents had not received grants irrespective of their castes background and majority of the respondents reported that there was no progress due to government welfare schemes.

Sudhir M.A., Lalrinkimi (2002) conducted a study on Modernity in the Context of Education and Socio-cultural Factors, at Mizoram. The major findings of the study were modernizing influence of education on select social attitudes of Mizos was subjected to study, Social attitudes toward religion, marriage, family, status of women in society, and education were measured by a Likert-type, 80-item, 5-point forcing scale. The Mizo version of the Modernity Attitude Scale (MAS) was administered to a sample of 400 adults with varying socioeconomic and educational backgrounds. Subgroups based on subjects' level of education showed statistically significant differences in attitude toward family and education and the overall MAS scores. The educational subgroups failed, however, to discriminate among attitudes toward religion, marriage, and status of women in society. Personal factors – self-education, parental education, occupation, and age (negative) revealed considerable influence on individual modernity in attitudes. Mizo women were found to

possess relatively higher levels of modernity than their male counterparts. Media exposure, urban orientation, and religious orientation (negative) returned as significant socio-cultural factors making men modern.

Analysis

In order to achieve the objectives of the study following quantitative data was collected from the study area.

Table 1: School Enrolment

Class	2015	%	2016	%	2017	%	2018	%	2019	%
1	25	5.72	27	5.83	24	5.26	23	4.96	20	4.37
2	30	6.86	32	6.91	34	7.45	32	6.91	35	7.65
3	38	8.69	39	8.42	38	8.33	36	7.77	35	7.65
4	50	11.44	52	11.23	51	11.18	53	11.44	47	10.28
5	55	12.58	57	12.31	56	12.28	59	12.74	50	10.94
6	61	13.95	63	13.60	64	14.03	68	14.68	58	12.69
7	53	12.12	54	11.66	52	11.40	54	11.66	63	13.78
8	40	9.15	47	10.15	44	9.64	47	10.15	58	12.69
9	42	9.61	43	9.28	49	10.74	48	10.36	47	10.28
10	43	9.83	49	10.58	44	9.64	43	9.28	44	9.62
Total	437		463		456		463		457	

From the above data we can say that the rate of enrolment in primary classes (I-V) is very less compared to secondary classes (VI-X). The average rate of enrolment in class I is 5.22% from 2015-2019. But the same rate increases to 13.79% for Class VI from 2015-2019.

Table 2: Social Status wise School Enrolment

Caste	2015	%	2016	%	2017	%	2018	%	2019	%
SC	43	9.83	46	9.93	46	10.08	48	10.36	47	10.28
ST	125	28.60	139	30.02	136	29.82	137	29.58	137	29.97
BC	206	47.13	231	49.89	226	49.56	231	49.89	226	49.45
OC	43	9.83	47	10.15	48	10.52	47	10.15	47	10.28
Total	437		463		456		463		457	

From the above table we can say that most of the students in our study area are from BC community (49.18 %) such as Vadera, Gouds, Yadavs, Yerkula, etc. Most of the children admitted in the school are from the nearby Buffer zone of 2Km, which is Seethafalmandi Basti, Manikeshwar Nagar, Mettuguda, etc. The socio-Economic Condition of the students is very poor that they are not able to pay the annual fee to school. The predominant occupation of the parents is daily Wage Labour and small shops. The ST community (29.29) has the second most population in our study area. The occupation of their parents is mostly tertiary such as small shops such as Pani-puri, Bajji, retail shops, vegetable bandis, etc.

Table 3: Gender wise School Enrolment

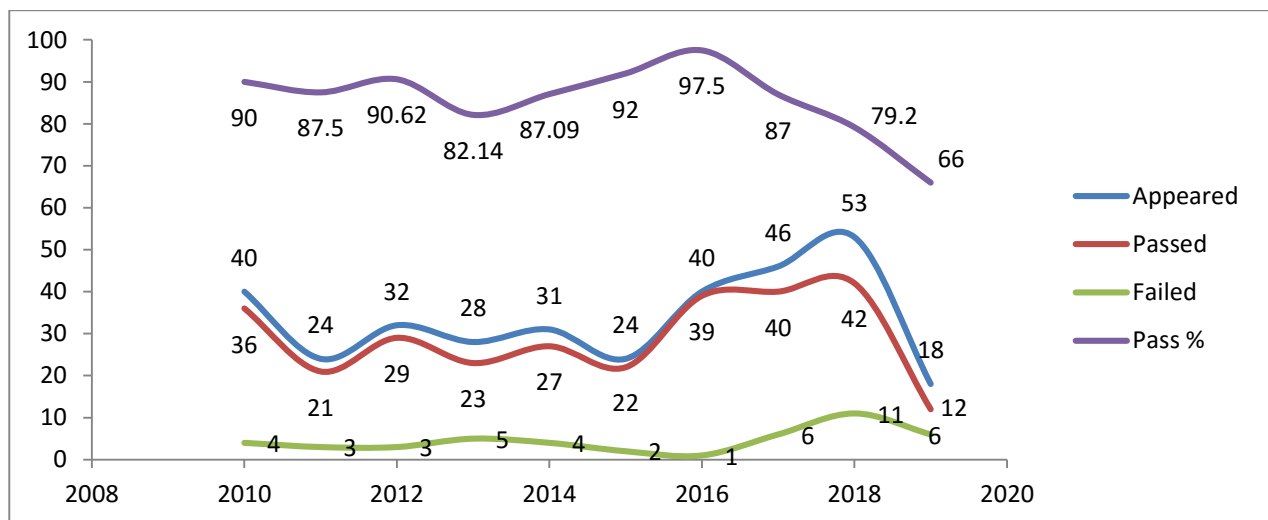
Caste	2015	%	2016	%	2017	%	2018	%	2019	%
Boys	211	48.28	242	53.07	236	51.75	241	52.05	234	51.20
Girls	226	51.71	221	46.73	220	48.24	222	47.94	223	48.79
Total	437		463		456		463		457	

There is almost gender equality in the percentage of enrolment in School as boys are having 51.27 % from 2015-2019 and girls are having 48.73% from 2015-2019. In 2015 the percentage of girl enrolment was 51.71% and boys was 48.28%. But from 2016 the percentage of Girl enrolment declined by 2%.

Table 4: Tenth Class Result

	Appeared	Passed	Failed	Pass %
2019	18	12	6	66
2018	53	42	11	79.2
2017	46	40	6	87
2016	40	39	1	97.5
2015	24	22	2	92
2014	31	27	4	87.09
2013	28	23	5	82.14
2012	32	29	3	90.62
2011	24	21	3	87.5
2010	40	36	4	90

Figure 1: Tenth Class Result



From the above Figure we can say that there is a steep decrease in students appearing for SSC exams. In 2010 it was about 40 students appeared the exam and out of it 36 (90%) passed the exam and only 4 students failed (10%). After 2010 there was a rapid decrease in number of students appearing for SSC but in 2018 it suddenly went up to 53. The pass percentage of the school is also decreasing from 2010 (90%) to 2019 (66%).

School Related Abilities

Our Heritage

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The school was well equipped with spacious area of about 3.33 acres with is very large compared to other government schools in Hyderabad city. There were about 17 teaching faculties and 5 non-teaching faculties in the school. The school has library which has 200 to 300 books. The condition of it was very pathetic as it was closed for a long period.



Figure 2: Library

The school was having one science lab (chemistry, Physics, biology and Mathematics) which was in pathetic condition as most of the instruments were not available and their was no lab attender for taking care of it.

The school had one sports room which was at its extinction stage as most of the sports equipment's were not available.

The school was having first Aid room but unfortunately the room not having anything, which was a dusty room.

The condition of washroom was very unhygienic as it was not cleaned regularly. There was an open drainage system behind the school building which is very dangerous to small children.



Figure 3: Sports Room



Figure 4: Washroom

The school also had computer lab which was equipped by Osmania University. There were about 20 desktop computers which were of 1997 edition which was not in working stage.



Figure 5: Computer lab

To some extent the school was receiving welfare schemes from both central and state government.

Some of the welfare schemes are as follows:

NMMS Scholarship: The scholarship aims at providing financial assistance to meritorious students belonging to economically weaker sections to arrest their drop out at class 8 and encourage them to continue studies at the secondary stage. The scholarship is being offered by the Department of School Education and Literacy, Government of India. A total of 1 Lakh scholarships will be disbursed under this scheme. The selected scholars will receive INR 12000 per annum (INR 1000 per month).

One girl from the school is receiving the meritorious scholarship in this academic year (2019).

Balika Aarogya Raksha (Health and Hygiene) kits: In a first of its kind in the country, the State government has distributed Balika Aarogya Raksha (Health and Hygiene) kits to about 6 lakh girl students studying in government-run educational institutions across Telangana.

The kit contains 13 products including Patanjali bathing soap, detergent soap, toothbrush, Dabur coconut hair oil, shampoo, toothpaste, Eyetex facial powder, sanitary napkins, tongue cleaner, comb, sticker 'bindi's, nylon ribbons and hairbands.

About 71 girl students received the Kits in Model High School, OU by the state Government. Apart from this both girls and boys received hand wash from the government.

Free books and uniforms: Government of Telangana is providing free books and Uniforms (2 pairs) to every student enrolled in the school. Almost 457 students got books and uniform from the school this academic year (2019-2020). This scheme is very beneficial as most of the students are from poor financial background they are not able to afford these services.

Free medical Check-up: The students of Model high School, OU have annual medical check-up by Osmania University Health Centre. They also provide general medicines to the school.

Cooked Mid-Day-Meal Programme in Schools: Cooked Mid-Day Meal Programme is one of the most important flagship programme in the country. Originally, this programme covered the children studying in Primary schools (Class: I-V) and later it has been extended to the Upper Primary stage of education (Class: VI-VIII). It covers the Govt., Govt. aided, Local Body schools besides the children studying in Madrasah, NCLP, SSK, MSK etc. the primary objective of this scheme is to:

- Ⓜ Improve the nutritional status of children in classes I – VIII in Government, Local Body and Government aided schools etc.
- Ⓜ Encourage poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.

- ® Providing nutritional support to children of elementary stage in drought-affected areas during summer vacation.

In Model high school almost 150-200 students eat the food by this scheme. But the remaining students bring their own lunch boxes as they feel that it is not tasty. Every alternate day they get eggs and out of the total eggs brought 20% are rotten eggs. Everyday food is left and the leftover is taken by the supplier.



Figure 6: Mid-Day meal food Distribution

Suggestions

The Model High school is situated at vital spot if certain changes are made it can compete with the corporate schools in the country. Some of them are mentioned below:

- ® Allotting of funds for one time infrastructure development (so that it will last for at least 5 years).
- ® Maintenance of labs by concerned faculties (person should be assigned monthly).
- ® Sudden and regular monitoring by DEO's to Schools.
- ® Funds should be provided to the school for maintaining the monthly expenses.
- ® More faculties should be recruited as of now the ratio of student-teacher is 1:27 so that the burden on teachers gets reduced.
- ® NGO's should come up to take responsibilities of schools, as schools will be backbone of Indian economy in future.
- ® Health department should take certain measures for the students as major health problems are not covered in health check-ups by Osmania University.

- ® Extra-curricular activities should be given more priority as not every student is excellent in studies, so we need to pull out the hidden talent which the student has.
- ® “Swatchh Bharat” should not only be a word it should be implemented to the ground also.
- ® Quality of Mid-day meals food should be monitored regularly.

Conclusion

Schools are the temples of humanity. If they are not properly maintained it can be injurious to the society. The students in the Model High School, OU were very talented as we were able to trace out the potential of them. If the students in the school are properly guided they will surely archive success. Students are like ground water if they are not utilized properly the future generations will feel the pain. The true aim of everyone who desires to be a teacher should not be to convey his own opinions, but should be to ignite minds.

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