A STUDY ON MANAGEMENT OF ZILLAPARISHAD HIGH SCHOOLS IN NIZAMABAD

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ABSTRACT

In India, we have three different types of schools, namely schools that follow state syllabus, schools that follow central syllabus and schools that follow International curriculum. Hence, at any class level, we end up with students who have different levels of academic knowledge. Coming to the rural villages, students who come from economically backward classes are obliged to opt for Government schools due to their financial constraints. The Government schools teach in vernacular medium. For the purpose of present study, the Zilla Parishad high school in Velpur, Armoor, Jakranpally, Bheemgal and Kammarpally mandals of Nizamabad district in Telangana are considered. The students in Zilla Parishad High schools are basically from a weak economic background. Students of these schools are beleaguered with linguistic, social, and financial problems. Teachers who teach in these Zillaparishad High schools should keep these facts in mind while teaching the students. Nelson Mandela quoted that “Education is the most powerful weapon
which you can use to change the world.” These Parshad high schools need teachers who not only can teach the subject to the students but also who are aware of the problems that students face in their daily lives so that the teachers can motivate them to excel and exceed in academics. The present study deals with the maintenance of physical facilities and academic environment in Zilla Parishad high schools. Various factors influence the performance of students in Zilla Parishad High schools which have been reflected in the present study. The study is carried out with the aim to call attention to the issues that hinder the progress of students. The paper expounds that the society also has a major role to play in the improvement of Zilla Parishad high schools. Instead of depending upon the Government alone for financial aid, society should come forward to improve rural education as these students are a part of future India.

**Kew words:** Zillaparishad high schools, Facilities, Nizamabad District.

### 1.0 INTRODUCTION

The regional and official language of Telangana is Telugu. Other linguistic groups in the state include speakers of Urdu and Hindi. Telangana education is offered through a number of institutes spread across the state. The investigators conducted this study in 5 mandals of Nizamabad District. In these mandals, most of the students come from agricultural family backgrounds who cannot afford private education. Most of the villagers work as agricultural labourers and most of the family heads work as labourers in Gulf countries for their family livelihood. The children of these villagers generally enroll in Zilla Parishad high schools. However in the recent past, the number of enrollments in these schools has gradually declined due to various factors. The schools which need to act as temples of education to students have become deserted and are being neglected. It is high time that society and Government take note of the prevailing issues and provide solutions to these problems for the betterment of quality of education. The current study is a part of such an initiative to understand the reasons and give suggestions for the better future of students and for increasing awareness about the Zilla Parishad schools. The study shows that the facilities provided at the Zilla Parishad schools are not at par with the expectations and comfort of the students and their parents.

Education is an individual’s birth right. Education shapes an individual into a wonderful human being. It teaches a person values, ethics and good behavior. Every parent wants to give his or her child most skilled and quality education. Be they educated or uneducated, every parent looks towards a bright future and career for their children. The stepping stone to right education is from the school and based on the facilities available, quality of education is assessed.

According to the Article 45 of the Directive Principles of State Policy in the Indian Constitution, all children are entitled to receive at least primary education. Indian government provides “free and compulsory education for all children until they complete the age of fourteen years.” The Indian Loksabha on 28th Nov 2001 passed the 93rd Constitutional Amendment Bill, making education a fundamental right. The responsibility of creating awareness and promoting the growth of education was given to the individual states with specific guidelines from the State Government. The intention was to provide education to every child irrespective of their financial background through formal schooling system. ²

The State Government is responsible to impart education to the masses and hence the high schools are controlled by the Government. The educational status of Indian masses according to the latest census has gone from 16% in 1941 to 75% in 2010 due to the concerted efforts of Indian Government.

Hence, this study elucidates the reasons for non-preference of Zilla Parishad schools over private schools.
Objectives: The following objectives of the present study are:

- To identify the various challenges in management of Zillaparishad high schools in Nizamabad district.
- To identify the various ways to improvise education standards in Zillaparishad high schools.
- To know the maintenance of physical facilities in Zillaparishad high schools of 5 mandals in Nizamabad district.

2.0 REVIEW OF LITERATURE

Literature survey is the documentation of a comprehensive review of the published and unpublished work from secondary data in the areas of specific interest to the researcher. The library is a rich storage base for secondary data and researchers used to spend several weeks and sometimes months going through books, journals, newspapers, magazines, conference proceedings, government publications to find information on their research topic.

Dr. Balaramulu communicated a research paper which illustrates the following: Education pattern of today is conceived not merely as vast reservoir of knowledge but also as a source of human development in all aspects leading to the highest achievement. The human search for knowledge has remained unsatisfied and has remained a key for the survival of man. It would become impossible unless he gained mastery over environment and is inversely, in order to shape his destiny on the earth, the process began in the very ancient time, may be accidentally or by mental plan. In due course the expanding universe of knowledge laid the foundation per civilizations and cultures. Man’s thoughts have motivated him to examine the going through the universe around him and understand the nature of things, Man’s ability to retain experiences and to even pass on to others. Today we find the process of knowledge doubling itself in one decade. Man tests and verifies things before he accepts them with the passage of time.

The term education means two different things to different individuals. One individual defines it as a training process that comes through study and instructions, another person says that it is a series of experiences that enable a person to understand modern experience.

3.0 METHODOLOGY

The methodology followed for conducting the study includes the specification of research design, sample design, questionnaire design, personal interview, data collection and statistical tools used for analyzing the collected data. With a view to analyze the management of Zillaparishad high schools and to identify the various ways to improvise education standards in Zilla Parishad high schools situated in Velpur, Armoor, Jakranpally, Bheemgal, Kammpally mandals of Nizamabad District in Telangana, for the present research purpose the investigator prepared a questionnaire with 15 questions. The survey questionnaire was framed in such a way that the answers reflect the ideas and thoughts of the respondents on Management of Zillaparishad high schools. The respondent has to choose their answers on the basis of ‘Yes’ or ‘No’. The questionnaire was administered for two different types of populations. They are: Headmasters and School assistants. The prime focus of this exercise was on the Management of ZPH Schools with the responses obtained by above questionnaire. Secondary data was collected through internet, journals, seminar papers and books. Random sampling technique was used to collect the data. Tools of analysis included simple percentage analysis.
4.0 DATA ANALYSIS AND INTERPRETATION

4.1.0 Availability of Infrastructure

Table 1: Availability of Infrastructure

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Attributes</th>
<th>School Assistant</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>(i)</td>
<td>Own building</td>
<td>Yes</td>
<td>85</td>
<td>100</td>
<td>15</td>
<td>100.0</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(ii)</td>
<td>Adequate Classrooms</td>
<td>Yes</td>
<td>63</td>
<td>74.1</td>
<td>12</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>22</td>
<td>25.9</td>
<td>3</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>(iii)</td>
<td>Seating arrangements</td>
<td>Yes</td>
<td>66</td>
<td>77.6</td>
<td>13</td>
<td>86.7</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>19</td>
<td>22.4</td>
<td>2</td>
<td>13.3</td>
<td>21</td>
</tr>
<tr>
<td>(iv)</td>
<td>Ventilation</td>
<td>Yes</td>
<td>78</td>
<td>91.8</td>
<td>15</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>7</td>
<td>8.2</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>(v)</td>
<td>Electrification</td>
<td>Yes</td>
<td>56</td>
<td>65.9</td>
<td>12</td>
<td>80.0</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>29</td>
<td>34.1</td>
<td>3</td>
<td>20.0</td>
<td>32</td>
</tr>
</tbody>
</table>

Graph 1

Table 1 illustrates the opinions of school assistants and head masters with regard to availability of infrastructure i.e., (i) Own Building (ii) Adequate classroom (iii) Seating arrangement (iv) Ventilation (v) Electrification with ‘yes’ or ‘no’ responses.
(i) **Own Building**: All 100 (100%) respondents opined that they are having own building for their schools.

(ii) **Adequate classrooms**: Among 100 respondents, 85 (85.0%) respondents expressed that they are having adequate class rooms and only 15 (15.0%) do not agree. Among 85 of the school assistants, 63 (74.1%) positively opined it and 22 (25.9%) negatively represented. The headmasters are 15, from them 12 (80%) accepted and 3 (20%) have not accepted.

(iii) **Seating arrangement**: With regard to Seating arrangements, out of 100 respondents, 79(79%) respondents are satisfied and 21 (21%) are not satisfied. Among 85 SAs, 66 (77.6%) are satisfied and 19 (22.4%) are not satisfied with Seating arrangements. Similarly, among 15 headmasters 13 (86.7%) are satisfied and only 2 (13.3%) are not satisfied.

(iv) **Ventilation**: Out of 100 respondents, 93 (93.0%) of the respondents have opined that the class rooms are having proper ventilation. In this regard, 7 (8.2%) school assistants are not satisfied with class room ventilation but 78 (91.8%) of the School assistants are satisfied with class room ventilation. In this regard, all headmasters have opined that class rooms are having proper ventilation.

(v) **Electrification**: Among 100 respondents, 68 (68%) of them accepted that the schools are having proper electricity facility and only 32 (32%) are of the opinion that their schools are without electrification. Both type of respondents i.e., School assistant 65.9% and Headmasters 80% accepted the same view in this regard.

### 4.2.0 Availability of physical facilities

**Table 2: Availability of Physical facilities**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Attributes</th>
<th>School Assistant</th>
<th>Head Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>Separate rooms for Headmaster/staff</td>
<td>Yes</td>
<td>63</td>
<td>74.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>22</td>
<td>25.9</td>
</tr>
<tr>
<td>(ii)</td>
<td>Computer lab facility</td>
<td>Yes</td>
<td>37</td>
<td>43.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>48</td>
<td>56.5</td>
</tr>
<tr>
<td>(iii)</td>
<td>Science laboratory</td>
<td>Yes</td>
<td>35</td>
<td>41.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>50</td>
<td>58.8</td>
</tr>
<tr>
<td>(iv)</td>
<td>Kitchen for Midday meal</td>
<td>Yes</td>
<td>79</td>
<td>92.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>6</td>
<td>7.1</td>
</tr>
<tr>
<td>(v)</td>
<td>Playground &amp; Compound wall</td>
<td>Yes</td>
<td>56</td>
<td>65.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>29</td>
<td>34.1</td>
</tr>
</tbody>
</table>
Table 2 shows the data on the opinions of School Assistants and Head Masters working in Zillaparishad high schools on availability of physical facilities dimension. The Availability of physical facilities (i) Separate rooms for Headmaster/staff, (ii) Computer lab facility (iii) Science laboratory (iv) Kitchen for Midday meal (v) Playground & Compound wall with yes or no options.

(i) **Separate rooms for Headmaster/staff**: The sample consists of 100 respondents. Among these, 75 (75%) respondents said that they are having separate rooms for head master & staff and the remaining 25 per cent are not having that facility. Among 85 School Assistants, 63 (74.1%) have opined that the head master and staff are having separate rooms, 12 (80%) of Head Masters have also opined that they are having separate rooms for head master & staff rooms followed by SAs 22(25.9%) and HMs 3(20%) have opined that they are not having separate rooms.

(ii) **Computer lab facility**: Out of 100 respondents, 41 (41.0%) of the respondents have opined that the schools are having computer lab facility. In this regard, 37(43.5%) school assistants have opined that the schools are having computer lab facility and 48(56.5%) have opined that their schools are not having computer lab facility. In this regard, Head Masters 4(26.7%) have opined that their school is having computer lab facility and 11(73.3%) are not having that facility.

(iii) **Science laboratory**: Among 100 respondents, a large number (62%) of respondents answered that they are not having science laboratory in the Zillaparishad high schools situated at Nizamabad district. In this regard, the opinion percentage of School Assistants is 58.8% and Head Masters is 80.0%.
(iv) **Kitchen for Midday meal**: The investigator wanted to know the Kitchen for Midday meal, the investigator posed a question on “Does your school have kitchen for midday meal”. With regard to this, the responses of the respondents are as follows: 93 percent agreed, 7 percent disagreed. Similarly, most of the respondents agreed with the statement and their percentages are 79% (School Assistants) and 93.3 % (Head Masters).

(v) **Playground & Compound wall**: In general, all schools are having playgrounds and compound walls. Out of 100 sample respondents, 70 per cent of them opined that their schools are having play grounds & compound walls. From the data it can be found that more number 56 (65.9%) of School Assistants and 14 (93.3%) head masters have said that their schools are having play ground and compound walls.

4.3.0 Management of Extra Curricular Activities

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Attributes</th>
<th>School Assistant</th>
<th>Head Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>(i)</td>
<td>Indoor and outdoor games</td>
<td>Yes</td>
<td>64</td>
<td>75.3</td>
</tr>
<tr>
<td>(i)</td>
<td></td>
<td>No</td>
<td>21</td>
<td>24.7</td>
</tr>
<tr>
<td>(ii)</td>
<td>Availability of Craft /drawing teacher</td>
<td>Yes</td>
<td>13</td>
<td>15.3</td>
</tr>
<tr>
<td>(ii)</td>
<td></td>
<td>No</td>
<td>72</td>
<td>84.7</td>
</tr>
<tr>
<td>(iii)</td>
<td>Availability of music teacher</td>
<td>Yes</td>
<td>12</td>
<td>14.1</td>
</tr>
<tr>
<td>(iii)</td>
<td></td>
<td>No</td>
<td>73</td>
<td>85.9</td>
</tr>
<tr>
<td>(iv)</td>
<td>Participation in tournaments</td>
<td>Yes</td>
<td>62</td>
<td>72.9</td>
</tr>
<tr>
<td>(iv)</td>
<td></td>
<td>No</td>
<td>23</td>
<td>27.1</td>
</tr>
<tr>
<td>(v)</td>
<td>Educational debates</td>
<td>Yes</td>
<td>49</td>
<td>57.6</td>
</tr>
<tr>
<td>(v)</td>
<td></td>
<td>No</td>
<td>36</td>
<td>42.4</td>
</tr>
</tbody>
</table>
Table 3 illustrate the information on School Assistants and Head Masters opinions on the aspect of Management of Extra Curricular Activities. The management of extracurricular activities depends on the following factors. Some of these are: (i) Indoor and outdoor games, (ii) Availability of Craft/drawing teacher, (iii) Availability of music teacher, (iv) Participation in tournaments and (v) Educational debates (yes/no option).

(i) **Indoor and outdoor games**: On the whole, 75 (75%) respondents said that their school is having indoor and outdoor games facilities and 25 (25%) have opined that their schools are not having indoor and outdoor games facility. The positive responses of school Assistants and Head Masters on school having indoor and outdoor games facilities are 75.3 per cent and 73.3 percent, respectively. The remaining 24.7 percent of SAs and 26.7 percent of HMs have negatively responded with regard to their school having indoor and outdoor games facilities.

(ii) **Availability of Craft/drawing teacher**: Out of 100 respondents, 15 (15%) of them accepted that their schools are having Craft and Drawing teacher. Among 85 School Assistants, 13 (15.3%) agreed and 72 (84.7%) are not in this aspect, whereas 85% Head Masters have accepted that their schools are not having craft/drawing teachers.

(iii) **Availability of music teacher**: On this aspect, majority i.e., 85% of respondents have opined that their schools are not having a music teacher. Out of 85 SA respondents, 14.1% agreed and 85.9% have not. Similarly, 80% negative response was received from the Head Masters.

(iv) **Participation in tournaments**: The responses with regard to participation in tournaments among the respondents is positive 68 (68%), negative (32%). Among School Assistants, 72.9% opined positively, 27.1% are responded negatively. Similarly out of 15 Head Masters, 40 % have opined positively and 60 % have opined negatively.
(v) Educational debates: In general schools are conducting quiz competitions and educational debates. In the present study, the responses of school assistants are 57.6% for ‘yes’ option and 42.4% for ‘no’ option. As well as the Head Masters’ opinions are 46.7% and 53.3%, respectively.

5.0 FINDINGS

(i) Availability of Infrastructure
1. All 100 (100%) respondents opined that they are having own building for their schools.
2. Among 100 respondents, 85 (85.0%) respondents expressed that they are having adequate class rooms and only 15 (15.0%) do not.
3. With regard to Seating arrangements, out of 100 respondents, 79 (79%) respondents are satisfied and 21 (21%) are not satisfied.
4. Out of 100 respondents, 93 (93.0%) of the respondents have opined that the class rooms are having proper ventilation. In this regard, 7 (8.2%) school assistants are not satisfied with class room ventilation.
5. Among 100 respondents, 68 (68%) of them accepted that the schools having proper electricity facility and only 32 (32%) have opined that their schools are without electrification.

(ii) Availability of physical facilities
1. The sample consists of 100 respondents. Among these, 75 (75%) respondents said that they are having separate rooms for head master & staff and the remaining 25% are not having that facility.
2. Out of 100 respondents, 41 (41.0%) of the respondents have opined that the schools are having computer lab facility. In this regard, Head Masters 4 (26.7%) have opined that their school is having computer lab facility and 11 (73.3%) are not having that facility.
3. Among 100 respondents, a large number (62%) of respondents answered that they are not having science laboratory in the Zillaparishad high schools situated at Nizamabad district. In this regard, the opinion percentage of School Assistants is 58.8% and Head Masters is 80.0%.
4. 93% agreed and 7% disagreed about the availability of kitchens for midday meals.
5. Out of 100 sample respondents, 70 per cent of them opined that their schools are having play grounds & compound walls.

(iii) Management of Extra Curricular Activities
1. On the whole, 75 (75%) respondents said that their school is having indoor and outdoor games facilities and 25 (25%) have opined that their schools are not having indoor and outdoor games facility.
2. Out of 100 respondents, 15 (15%) of them accepted that their schools are having Craft and Drawing teacher.
3. Regarding the availability of music teacher, majority 85% of respondents have opined that their schools are not availing music teacher. Out of 85 SA respondents, 14.1% agreed and 85.9% have not.
4. The responses with regard to participation in tournaments among the respondents is positive 68 (68%), negative (32%).
5. In the present study, the responses of School Assistants are 57.6% for ‘yes’ option and 42.4% for ‘no’ option. As well as the Head Masters’ opinions are 46.7% and 53.3%, respectively.
6.0 SUGGESTIONS

The current study has shown the main reasons for the unsuccessful running of the Zilla Parishad schools. Apart from the questionnaire collected, a few personal interviews were carried out by the investigators. These have shown that the absence of English medium, unavailability of proper infrastructural facilities and in access to take part in extra-curricular activities have resulted in the decline in strength of students joining Zilla Parishad schools. The following are a few suggestions which could improve the situation and make Zilla Parishad schools more attractive when compared to the private schools:

1. Zilla Parishad schools should offer English medium since every parent is looking for the same in the schools.
2. The private schools offer education using various modernized teaching aids which is lacking in Zilla Parishad schools. If the Government takes initiative and introduces such modernized teaching in these schools also, it would attract more number of students who cannot afford the cost of education offered at private schools.
3. Though the Zilla Parishad schools are having good infrastructural facilities, yet they are not sufficient in successful running of the school. If these facilities are taken care of, the schools will function well at par with any other private school.
4. More encouragement should be given to the students to participate in various extra-curricular activities. The same facilities should be provided for their development.
5. The Government has started these schools for the welfare of the students in rural areas who cannot afford education in private schools. The Government has taken lot of initiatives to increase the rate of literacy among the poor and Zilla Parishad schools are one such initiative. Not money, education is the prime motto of these schools. But due to the lack of awareness among the people in rural areas, they consider these schools to be low profiled. Hence awareness programmes have to be conducted through students and youth about the importance of these schools in the rural areas.

As humans, we have a tendency to blame others for the failure of anything. In case of these schools, Government is blamed most of the time. But the parents and students should realize one fact that Government is by the people, of the people and for the people. It can function well, only if proper support is extended by the general public. Hence initiatives are not the whole and sole responsibility of the Government, but the society also should come forward to help these schools to provide basic facilities to students. The youth who have taken education can propagate the importance of these schools and they can also give donations as far as their financial position permits and can help in improving the standards of these schools. So let us all come together, and take a step forward to help the future of India.

7.0 CONCLUSIONS

From the present study, it is concluded that (i) Most of the schools are not having proper electricity facilities; (ii) Maximum schools do not have computer lab facility to enhance the computer knowledge of their students; (iii) Most of the teachers opined that their schools are not having the most important science laboratories to provide practical exposure to students; (iv) Nearly all schools are not having Craft/ Drawing and Music teachers.

Though schools are running under the Government aid, still they are lagging behind in providing proper infrastructural and extra-curricular facilities to the students which is a draw back and main reason for the decrease in strength of Zilla Parishad schools. The only way to improve this
situation is that the villagers have to play a crucial role and take care of management of these schools and try to provide facilities at par with the private schools at affordable price. The society also has a major role to play in the improvement of Zilla Parishad high schools. Instead of depending upon the Government alone for financial aid, society should come forward to improve rural education as these students are a part of future India.

BIBILOGRAPHY