

The Perceptions of Students, Teachers and Principals in Schools Under Different Managements in Telangana



S. Harinath



CENTRE FOR ECONOMIC AND SOCIAL STUDIES
BEGUMPET, HYDERABAD

January, 2020

The Perceptions of Students, Teachers and Principals in Schools Under Different Managements in Telangana

S. Harinath



CENTRE FOR ECONOMIC AND SOCIAL STUDIES

Begumpet, Hyderabad-500016

January, 2020

CENTRE FOR ECONOMIC AND SOCIAL STUDIES MONOGRAPH SERIES

Number - 47
January, 2020
ISBN 978-81-939917-1-8

Series Editor: C. Ramachandraiah

© 2020, Copyright Reserved
Centre for Economic and Social Studies
Hyderabad

Note: The views expressed in this document are solely those of the individual author(s).

Rs. 200/-

Published by:
Centre for Economic and Social Studies
Begumpet, Hyderabad-500 016
Ph: 040-23402789, 23416780, Fax : 040-23406808
Email: post@cess.ac.in, www.cess.ac.in

Printed by:
Vidya Graphics
1-8-724/33, Padma Colony,
Nallakunta, Hyderabad - 44

Foreword

The Centre for Economic and Social Studies (CESS) was established in 1980 to undertake research in the field of economic and social development in India. The Centre recognizes that a comprehensive study of economic and social development issues requires an interdisciplinary approach and tries to involve researchers from various disciplines. The focus of the Centre has been on policy-relevant research through empirical investigation with sound methodology. In keeping with the interests of the faculty, CESS has made important contributions to social science research in several areas; viz., economic growth and equity, agriculture and livestock development, food security, poverty measurement, evaluation of poverty reduction programmes, environment, district planning, resettlement and rehabilitation, state finances, education, health and demography. CESS has published several books, journal articles, working papers and monographs over the years. The monographs are basically research studies and project reports done at the Centre. They provide an opportunity for CESS faculty, visiting scholars and students to disseminate their research findings in an elaborate form. The present Monograph is one of the outcomes of a larger study on 'Performance of SC and ST students in schools under different managements' undertaken by the SCST Research Unit funded by Scheduled Caste Development Department, and the Tribal Welfare Department, Government of Telangana.

A strong education system is the cornerstone of any country's growth and prosperity. In this context, school education plays a key role in improving the knowledge base of students and shaping their personality. Many scholars have carried studies on the functioning of schools, but studies on the performance of schools under different managements are scanty. The present study on "**The Perceptions of Students, Teachers and Principals in Schools under Different Managements in Telangana State**", brings out strengths and weaknesses of schools selected for study. The study points out that the medium of curriculum instruction and quality education play a vital role in choice of schools by the parents and students. However, the irregularity of students is the major problem affecting the performance of the students in all the schools under the three managements. It was found that the performance of the students is relatively better in schools under Telangana Residential Education Institutions Society (TREIS)

compared to Social Welfare Residential schools (TSWRS) Constant monitoring and guidance by higher authorities, coordination between the principals and teachers, constant interaction between the teachers and students, parents' participation in school management, etc are important to understand the functioning of schools in the State. The study is an addition to the existing knowledge on the subject and I hope that it is useful to the policymakers, teachers, and other interested groups.

E. Revathi
Director, CESS

Acknowledgements

At the outset, I wish to express my sincere and heartfelt thanks to Prof. E. Revathi, Director, CESS for giving me an opportunity to work as Research Assistant in Scheduled Castes Special Development Fund Research Unit, CESS, Telangana and also permitting me to work on a research project relating to education. I also thank her for the support and encouragement in bringing out Monograph on "The Perceptions of Students, Teachers and Principals in Schools Under Different Managements in Telangana".

I also take this opportunity to thank Prof. S. Galab Director, Institute of Development Studies, Andhra Pradesh and former Director CESS for his encouragement and guidance in carrying out this research project.

Thanks are due to Secretary, Social Welfare, Government of Telangana, and Sri. P. Karunakar, Director (SCDD) and other authorities both at the state and district level for their needful help in carrying out this study. I am very much thankful to Dr. R. S. Praveen Kumar in extending support in completing the work.

I express my gratefulness to Principals, Teachers, and Students of TSWRS Wardhannapet (Boys), TSWRS (Girls) Rayaparthi, TREIS (Girls) Hasanaparthi, TREIS (Boys) Bandarupally, ZPSS Siddapur and ZPSS Rayaparthi for extending their support during the field study. Their valuable insights and suggestions have helped me to elaborate on the problems in the schools.

I would like to thank Prof. Ch. Balaramulu, for his support, encouragement, and guidance while drafting the monograph. I am indebted to Smt. Ipsita Mohanthy and Smt. K. Rama Devi for editing the draft report.

I thank Prof. Gundemeda Nagaraju, Department of Sociology University of Hyderabad for the patient guidance, encouragement and advice he has provided throughout my time as his student.

I thank SC/ST SDF Research Unit Faculty Dr. S. Laxman Rao, Dr. S. Madhukar, Dr. Pradeep Kamble, Dr. S. Naresh, Dr. P. Anjaneyulu, K. Bhaskar, G. Thilothu Rao, Bal Singh Mood, and M. Lakshman Rao for their moral support while carrying out this work.

Thanks are also due to the research investigators Dr. Vodapally Naveen, Esampalli Sunil, K. Chandra Mouli and Gajanand for their assistance in the field.

Author

CONTENTS

	Page No.
<i>Foreword</i>	iii
<i>Acknowledgements</i>	v
<i>List of Tables</i>	ix
<i>Abbreviations</i>	x
Section: I- Introduction	01
1.1. <i>Objectives</i>	04
1.2. <i>Methodology</i>	05
Section: II- Perceptions of Students in Schools under Different Managements	07
2.1. <i>Perceptions of students on socio-economic background</i>	07
2.2. <i>Perceptions of students on availability of facilities in schools</i>	08
2.3. <i>Perceptions of students on difficulties/problems faced in schools</i>	11
2.4. <i>Perceptions of students on teaching learning environment</i>	13
2.5. <i>Perceptions of students on teaching curriculum</i>	14
2.6. <i>Perceptions of students on new and innovative programmes</i>	15
2.7. <i>Perceptions of students on school environment</i>	16
2.8. <i>Perceptions of students on dropouts</i>	18
2.9. <i>Perceptions of students on teachers accountability</i>	18
2.10. <i>Perceptions of students on interaction with friends teachers and parents</i>	19
2.11. <i>Perceptions of students on extra-curricular activities</i>	21
2.12. <i>Perceptions of students on performance in studies</i>	23
2.13. <i>Perceptions of students on their future plans</i>	25
Section: III - Perceptions of Teachers in Schools under Different Managements	26
3.1. <i>Social background of teachers</i>	26
3.2. <i>Perceptions of teachers on student-teacher relationship and problems with students</i>	26
3.3. <i>Perceptions of teachers on relationship with fellow teachers and villagers</i>	27
3.4. <i>Perceptions of teachers on interaction with higher officials</i>	28
3.5. <i>Perceptions of teachers on social background of the students</i>	29
3.6. <i>Perceptions of teachers on teaching learning environment</i>	30
3.7. <i>Perceptions of teachers on teaching methods</i>	31

3.8.	<i>Perceptions of teachers on quality improvement and training programmes</i>	32
3.9.	<i>Perceptions of teachers on teachers accountability</i>	34
3.10.	<i>Perceptions of teachers on interaction with stakeholders</i>	36
3.11.	<i>Perceptions of teachers on co-curricular activities</i>	36
3.12.	<i>Perceptions of teachers on performance of students</i>	37
3.13.	<i>Perceptions of teachers on job satisfaction</i>	38
3.14.	<i>Perceptions of teachers on best practices in managing the school and improvement of quality education</i>	39
Section: IV - Perceptions of Principals in Schools under Different Managements		40
4.1.	<i>Perceptions of principals on major problems in managing the school</i>	40
4.2.	<i>Perceptions of principals on teaching learning environment</i>	45
4.3.	<i>Perceptions of principals on duties and accountability of teachers</i>	48
4.4.	<i>Perceptions of principals on interaction with stakeholders</i>	50
4.5.	<i>Perceptions of principals on extra-curricular activities</i>	51
4.6.	<i>Perceptions of principals on performance of students</i>	52
4.7.	<i>Perceptions of principals on best practices for managing the school and improvement of quality of education</i>	53
Section: V -Conclusion and Suggestions		56
	<i>References</i>	62
	<i>Appendix: I</i>	63
	<i>Appendix: II</i>	64
	<i>Appendix: III</i>	65

List of Tables

Table No.	Tables Particulars	Page No.
1.1	Details of District and schools selected for study	05
2.1	Distribution of Students under Focus Group Discussion	07
3.1	Distribution of Teachers under Focus Group Discussion	26
4.1	Details of Managements Covered Under Strategic Interview	40

ABBREVIATIONS

3Rs	Reading Writing and Arithmetic
AC	Air Conditioner
AGO	Academic Guidance Officer
APREIS	Andhra Pradesh Residential Educational Institution Society
APSWREIS	Andhra Pradesh Social Welfare Residential Educational Institutions Society
BC	Backward Caste
BPL	Below Poverty Line
CBSE	Central Board of Secondary Education
CCE	Continuous Comprehensive Evaluation
CET	Common Entrance Test
CGPA	Cumulative Grade Point Average
DCO	District Coordinator
DEO	District Education Officer
DIET	District Institute of Education Training
EAMCET	Engineering Agriculture and Medical Common Entrance Test
FAC	Full Additional Charges
FGD	Focused Group Discussion
G.O	Government Order
GPA	Grade Point Average
ISLI	Indian School Leadership Institute
ITI	Industrial Training Institute
ISRO	Indian Space Research Organization
KCR	Kalvakuntla Chandra Shekar Rao
KG	Kinder garden
KGBV	Kasturba Gandhi Baalika Vidyalaya
LCD	Liquid Crystal Display
MEO	Mandal Education Officer
NEET	National Eligibility and Entrance Test
NEP	National Education Policy

NQP	New Quality Policy
OC	Other Castes
PG	Post Graduation
PGT	Post Graduate Teacher
RCO	Regional Coordinator
RMSA	Rashtriya Madhyamika Siksha Abhiyan
RO	Reverse Osmosis
RTC	Road Transport Corporation
RTE	Right to Education Act
SAI	Sports Authority of India
SAMS	Student's Academic Management System
SC	Scheduled Castes
SCERT	State Council of Education Research Training
SCSDF	Scheduled Castes Special Development Fund
SC-SP	Scheduled Caste Sub Plan
SIDP	School Improvement Development Programme
SPACE	Special Package for Acquiring Competence in English
SSA	Sarva Siksha Abhiyan
SSC	Secondary School Certificate
ST	Scheduled Tribe
STL	School Team Leader
TGT	Trained Graduate Teacher
TLM	Teaching-Learning Methods
TREIS	Telangana Residential Educational Institutions Society
TSWREIS	Telangana Social Welfare Residential Educational Institutions Society
TSWRS	Telangana Social Welfare Residential School
TTWREIS	Telangana Tribal Welfare Residential Educational Institutional Society
UNESCO	United Nations Educational Scientific and Cultural Organization
VDC	Village Development Committee
VEC	Village Education Committee
ZPSS	Zilla Parishad Secondary School

SECTION I - INTRODUCTION

Education is one of the important needs of human life and is considered a key indicator of human development and progress of a country. It is the foundation for building an enlightened, self-reliant society and skilled workforce (Chakrabarty, 2011). The long-term economic growth and sustainable development of the nation critically depend upon the quality of the education system built on the premises of availability, accessibility, affordability and equity. Articles 45, 51A and 21A of the Constitution of India envisaged that the state shall endeavour to provide, within a period of 10 years from the commencement of the Constitution, free and compulsory education for all children until they complete the age of 14 years. With the enactment of the Right to Education Act (RTE) on 4 August 2009, India became one of the few countries in the world to make education as a fundamental right of every child between the ages of 6 and 14 years. The act came into operation from 1 April 2010.

The draft National Education Policy (NEP), 2016, envisions a credible and high-performing education system capable of ensuring inclusive, quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process and respond to the requirements of the fast changing, ever globalizing, knowledge based economy and society (National Education Policy, 2016). One of the important questions is the commitment of the state in bringing inclusive education encompassing all the communities for sustainable development of the country. The central and state governments are according to priority for bringing inclusive education.

India is a country of castes. It is surprising to know that there are around three thousand caste communities. One among them is Scheduled Castes. The total population in Telangana is 3, 50, 03, 674, in which the population of Scheduled Castes, account for 15.45% of the total population of the state. The literacy rate among SCs (58.90%) is less than the state (66.54%) and national (74.04%) averages. It is also true with respect to female literacy among SCs (49.90%). Similarly, the population of STs is (9.08%) of the total population of the state. The literacy rate among STs (49.51%) is less than the state

(66.54%) and national (74.04%) averages. female literacy among STs is (39.44%). There are inequalities in the levels of female literacy across the districts. There are also variations in the literacy levels among SC and ST groups across the districts as well as the state. Today, the educational sector is comprised by different managements such as the central government (Navodaya schools, model schools), state government (government schools, ashram schools and residential schools), registered societies (government-aided) and private entities, with each having their own methods of managing the institutions. These factors, at times, further widen the educational inequalities among the SCs.

Measuring the academic performance of students is a challenging task, as it depends on several factors such as government policy, school management, socio-economic background of the students, the medium of instruction and infrastructural facilities in terms of physical equipment and human resources. One of the major factors that determine educational standards of the students, especially SCs, is the availability of human and physical capital as well as nature of school management. There are different types of schools -government non-residential, government residential and government social welfare institutions-for catering to the educational needs of SCs in the state. The schools are managed by the Directorate of School Education, Social Welfare and Telangana Residential Educational Institution Society (TREIS), but the participation and performance of students vary across all the managements. This is partly due to the disparities in the academic facilities and leadership and partly due to the diverse socio-economic background of SC students.

The educational reforms from kindergarten to postgraduate education, residential or gurukulam schools and Scheduled Castes Special Development Fund (SCSDF) 2017 Act (promoting educational standards among the SC students) in Telangana state is in operation for five years. It is necessary to evaluate the participation and performance of the SC students across the managements and identify the gaps in the implementation of educational reforms in the state. There is hardly any study, in the recent past, which examined these aspects at a micro level in the newly formed state. The present study tries to assess the participation of students in school activities across all the schools under different managements. The study is confined to the participation of secondary-level students in school activities. The findings of the present study would provide policy inputs for the government in refurbishing the teaching and learning system across the different managements in the state.

Earlier studies on the subject highlighted several issues in the educational system. Sangeeta

Goyal (2007) in her study 'Learning Achievements in India: A Study of Primary Education in Orissa' found that determinants of learning outcomes provided a number of important insights. The students who attend the school have much impact on the quality of learning. Secondly, private schools, whether aided or unaided, outperform public schools. Thirdly, there is a large variation in the performance of public schools - a section of public schools had better test scores than the representative private school. Interaction of teachers and principal with parents is important for the overall development of the child.

Vimala Ramachandran and Taramani Naorem (2013) found the important role of attitude and behaviour of teachers. Their study reveals that the involvement of parents and community leaders is very less or absent in public schools. Availability of adequate teachers was also a big problem in government schools, which had an impact on the students' performance. They also analysed various inclusive and exclusive practices related to the Scheduled Tribes (STs) children in six states namely Andhra Pradesh, Assam, Odisha, Bihar, Madhya Pradesh, and Rajasthan for the period of 2011-2012. The study has brought out multiple hurdles faced by the tribal students: the language in which they are being taught is entirely different from their tribal language; they faced discrimination in the implementation of the mid-day meals programme and the schools had inadequate teachers and poor infrastructure. Most of the schools do not have clean toilets or sports and library facilities. The study highlighted the need to focus on these issues and find solutions to turn the schools to be more inclusive. Infrastructure facilities were poor in almost all the states. There are inadequate classrooms, and usable toilets are few. In fact, providing toilets means little unless equal attention is paid to ensure that they are usable, have running water and are cleaned regularly.

Ana *et al* (2017) analysed the classroom situation in Telangana and Andhra Pradesh for the year 2017-2018 to find out the classroom factors which are associated with the learning outcomes of the students. The study analyses the teacher-student interactions, variations in them and their effectiveness in the consequences along with that of the prevailing environment which was responsible for the learning outcomes. The study observed that there is a positive correlation between class scores and the value added by the teachers. It also pointed out the lack of support from the teacher to encourage student participation in the classroom. The failure to enhance the critical thinking skills has been traced to the classroom instructional activities, and efforts in this area seem to be the need of the hour (Ana Grijalva *et al*, 2017).

In an unequal socio-economic system, educational reforms would benefit the more privileged social and economic groups compared to other groups. However, the government's measures to establish separate residential or gurukulam schools for the benefit of marginalized sections, such as residential schools for STs, SCs, other backward castes (OBCs), minorities and women, would enable the students to have access to better learning environment to acquire quality education. It would also reduce educational inequalities among the social groups. It is hoped that over the period these institutions would enable marginalized sections to meet the global trends and also compete on par with others.

1.1. Objectives of the Study

The thrust of the study is to look at all the schools under different managements in Warangal district from the perspective of the students, teachers and principals of the respective schools. It is aimed to examine the accessibility and adequacy of quantitative factors - physical infrastructure, financial resources; equity factors - accessibility of institutions to all the SC subgroups; qualitative factors - human resources and commitment of the teachers; the governance systems and practices; participation of stakeholders - parents committees, educational committee, and Gram Panchayat which play a crucial role in promoting the equity and quality of education among the students. The study has examined the perceptions of class VIII students, teachers and principals of schools under different managements, as the outcome of the study is to make necessary corrections both at the higher classes namely classes IX and X as well as lower classes namely upper primary and primary levels.

The specific objectives of the study are as follows:

- To capture the perceptions of students, with respect to variations in the performance of SC students and ST students vis-a-vis other social groups under different managements.
- To examine the levels of participation of teachers, parents committee, village education committee, local governments, and educational society members in the governance process.
- To suggest measures to improve the quality of education and reduce the inequalities among different social groups for achieving inclusive education in the state.

1.2. Methodology

Sampling design

The present study is both qualitative and quantitative in nature. The study was conducted in the erstwhile Warangal district of Telangana state. Six schools from the district under three types of management namely, two each from Zilla Parishad Secondary Schools (ZPSS), Telangana Residential Educational Institution Society (TREIS) and Telangana Social Welfare Residential Schools (TSWRS) were selected for the study. Serial sampling technique (a method of gathering samples by a set pattern to ensure randomness) was used in the selection of students from each school. Twenty students from class VIII were selected for in-depth study. While selecting the students due weight has been given to the medium of instruction, diverse social groups and gender. Thus, 120 students were selected for the study from the six schools. Accordingly, eight to ten teachers from each school were selected for group discussions, and principals of the six schools were identified for strategic interviews. An open-ended, structured questionnaire was used in order to capture the data. Personal interviews with the students, group discussions with students and teachers and strategic interviews with principals were conducted for a broad understanding of the issues in the educational institutions. Participant observation method was adopted for overall understanding of the functioning of the schools. Table 1.1 provides the details of the selected district, schools and respondents for the study.

Table 1.1 Details of District and Schools Selected for Study

Agro-Climatic Region	District	Management		
		ZPSS	TREIS	TSWRS
Central	Warangal	Rayaparthly	Bandarupally (Boys)	Rayaparthly (Girls)
		Siddapur	Hasanparthly (Girls)	Wardhannapet (Boys)
Total Schools in Each Management		2	2	2
No of Students per School		20	20	20
Total Students		40	40	40

Note: ZPSS - Zilla Parishad Secondary School; TREIS - Telangana Residential Educational Institutions Society; TSWRS - Telangana Social Welfare Residential School.

The monograph is divided into five sections. The first section is the introduction to the subject including methodology. The second, third and fourth sections deal with the perception of students, teachers and principals of the schools regarding school activities and infrastructure respectively. The fifth section gives a summary of the study with suggestions. Few relevant case studies have also been incorporated.

SECTION II - PERCEPTIONS OF STUDENTS IN SCHOOLS UNDER DIFFERENT MANagements

2.1. Perceptions of Students on Socio-Economic Background

The perception of students in TSWRS, TREIS schools and ZPSS is presented in this section. The major focus is on the issues and challenges faced by the students in the schools. The social environment of the students, teaching-learning environment, teachers' accountability, interaction with friends, teachers' and parents' cooperative approach in education, the role of extra-curricular activities and the ambitions of the students are outlined.

Table 2.1 Distribution of Students under Focus Group Discussion

District	Management	Caste														
		SC			ST			BC			OC			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Warangal	ZPSS	6	11	17	1	2	3	9	11	20	0	0	0	16	24	40
	TREIS	6	10	16	5	2	7	6	3	9	3	2	5	20	17	37
	TSWRS	17	14	31	3	2	5	0	7	7	0	0	0	20	23	43
	Total	29	35	64	9	6	15	15	21	36	3	2	5	56	64	120

Source: Authors calculations from the field,

SC - Scheduled Castes, ST - Scheduled Tribes, BC - Backward Classes, OC - Other Castes

Table 2.1 presents the list of students selected for the study. Out of the total 120 respondents, 64 are female, and 56 are male. In caste category terms, 64 respondents are from SCs, the highest number, followed by 36 belonging to Backward Classes (BCs), 15 from STs and 5 from Other Castes (OCs), the lowest number. The student respondents from TSWRSs are in greater number when compared to other managements.

Children join a school, whether a public school or private school or any other learning environment, according to the best fit for their needs. Majority of the students studying in TREIS schools, TSWRS and ZPSS belong to marginalized communities and hail from apoor economic background. According to the students, they came to know about the welfare institutions from family members and relatives. In some cases, the parents came

to know about residential schools from newspapers. There is wide publicity for entrance examination for gurukulam schools, to which students apply and if selected, opt for TSWRS or TREIS schools as their first choice. In some cases, alumni of a school advise their siblings to study in the same school, as was the case of a student of the girls TSWRS at Rayaparthi.

Also, students of government schools are advised by their teachers to choose residential schools which provide free education with boarding. Some of them said that their relatives studying in residential schools have motivated them to join the school. In ZPSS at Rayaparthi and Siddapur, the students were admitted to the schools by their parents. One of the respondents from ZPSS, Rayaparthi, revealed that she had joined the school as there was no English-medium school near her house. According to another student from ZPSS, Siddapur, she had studied in a private school till class V, but unfortunately, her father met with an accident and her family has been facing a financial problem since then. To continue her studies, her mother advised her to join the government school. Another said that he has joined the school because the government is providing education, textbooks, mid-day meals and school uniforms free of cost. Some of the students enrolled in the school because the school is near their home.

2.2. Perceptions of Students on Availability of Facilities in the Schools

The students revealed the issues and problems they faced in their schools. There are adequate toilet facilities in both the TREIS schools at Bandarupally for boys and Hasanparthi for girls. However, in the Bandarupally school, the students take bath in the open, and in the Hasanparthi school, there is no separate place for washing clothes and no proper doors for the toilets. Similar is the case in the ZPSS at both Rayaparthi and Siddapur. In Siddapur, there is a toilet facility, but only two of them are in use and not adequate for the students. A boy revealed that they do not use the toilets in the school and go out during the interval. Same is the case in Rayaparthi, where due to inadequate toilet facility; male students go out during the interval. According to another student, there are only urinals, and students need to wait till they go home to defecate. Moreover in Rayaparthi, there is no water in the toilets, and they were dirty and foul smelling. In Siddapur, water is available in the toilets, but they are unclean.

The school environment is good according to one of the students from the girls TREIS school, but they are facing a menace with monkeys. The school buildings are very old, and during the rainy season, water seeps into the walls, and there is a chance that the

walls would collapse during heavy rains. She pointed out that it is a government residential school, and the majority of the students belong to SCs and STs. But the government is not providing the facilities that are provided in social welfare residential schools, such as free notebooks. Even physical education training (PET) dress is not provided to the students. However, students are provided with Kalvakuntla Chandrashekar Rao (KCR) kit, which is very useful for the students. In both the TREIS schools, very few computers are available, and students can use the systems on a shift basis. Another student from the girls TREIS school revealed that there is a scarcity of water in summer.

Majority of the teachers in both the TREIS schools are working on contract basis, and the students face problems like lack of interest in teaching, poorly trained and not knowledgeable with them. Similarly, in TSWRS (Boys), Wardhannapet, students are facing problems with the part-time teachers, who are very arrogant, rude and unreasonably punish students. However, the students are very cooperative and help each other. Interacting with the teacher is necessary for improving learning and development outcomes of the students. However, a student from the girls TREIS school pointed out that they are scared of interacting with male teachers. She opined that if they had female teachers, they can easily approach them regularly and share their day-to-day problems. She mentioned that in TSWRS girls' schools, only female teachers are working with whom the students can freely interact and share their problems. She appealed to the state government to appoint female teachers in all girls' institutions. However, most of the students mentioned that they interact regularly with the housemasters, duty teachers and approach the health supervisors whenever they had any kind of health problems. They also have good relations with the PET teachers. The class leaders interact with the principal regularly and report the activities of the class. One of the class leaders of the boys TREIS School said that the principal is 'student-friendly', and he patiently hears out the students and immediately tries to solve the issues.

However, in the girls TREIS School, the principal is a male. Therefore, students initially interact with the female teachers and with their help then approach the principal. But the principal takes a long time to solve the problems. In TSWRS (Girls), Rayaparthi, also the students interact regularly with the subject teachers during the study hours and clear their doubts. They share personal problems regarding health and family issues. One of the respondents who is the class leader in the girls TSWRS said that she interacts with the students and regularly briefs the principal about their problems in the school. She

said that the principal is helpful, and the issues are resolved immediately. However, in the boys TSWRS, students interact regularly with the house masters and rarely with the principal. One of the respondents pointed out that whenever they complained about the poor quality of the food provided, he did not take any action against the mess supervisor.

In both the ZPSS, the majority of the students interact with the teachers regularly. One girl from ZPSS, Siddapur, however, pointed out that she does not find time to interact with the teachers during the school hours, and if she wanted to meet the teachers after the school hours they did not give time as they immediately rushed home after the evening prayer. Another respondent of ZPSS, Rayaparthi, revealed that the teachers do not interact with them on the subject matters. Majority of the students from both the ZPSS said that they had no problems with their classmates. But one of the students from ZPSS, Siddapur, belonging to the BC-A (Dommarra) community, which has members traditionally working as sex workers, pointed out that the behaviour of male students towards her is embarrassing, and even other classmates comment on her community's occupation and that she does not need to study. However, this has stopped after she complained to the headmistress. Another girl from ZPSS, Rayaparthi, complained that sometimes the male students comment on the dress they wear on various occasions.

Majority of the students from all the schools stated that higher officials visit the school and interact with the students regularly and encourage them to utilize the facilities and score good marks in exams and get a good name for the institutions. One student from the girls TSWRS revealed that recently Deputy Chief Minister Kadiam Srihari and secretary of TSWRS R.S. Praveen Kumar had visited the school and inaugurated the state-level sports meet and opened a new dormitory. Similarly, one student from the boys TSWRS pointed out that Kishan, Director of School Education, Warangal Urban District Collector, Smt. Amrapali, the local Member of Parliament (MP), Member of Legislative Assembly (MLA) and Member of Legislative Council (MLC) had visited the school on the occasion of the state-level science exhibition which was organized by the school management. It is noticed that the district coordinator and regional coordinators of TSWRS visit the schools regularly and interact with the principal, staff members and students. In TREIS schools, the academic guidance officer (AGO), district education officer (DEO) and district collector visit the schools. In both the ZPSS also, higher officials visit the school and interact with the children and advise them to perform better in the exams.

2.3. Perceptions of Students on Difficulties/Problems Faced in Schools

Residential schools have been serving the poorest of the poor children. One of the students from the TSWRS (Girls) said that a few students had lost their parents and suffered economic hardships. However, after joining the residential school, they could forget their economic conditions as good facilities are provided to them in the school. Similarly, one student from TSWRS (Boys) remarked that after joining the residential schools, the economic condition of the students is no longer a barrier as everyone is treated equally. He pointed out that one of the students from the Madiga community has poor economic background and has lost his parents, but he is one among the toppers in the class. With the dedication that he has shown towards studies, he is the role model for all his classmates. Students from both the ZPSS feel that poor children join government schools.

Jatti Tejasri is a native of Bairanpally village of Hasanparthy Mandal of Warangal Urban District and belongs to Scheduled Caste (Mala) Community. She was studying in a private school but due to financial crisis in her family, she joined the government school. She pointed out that in the government school the teachers are highly qualified with good teaching experience. Moreover, the teachers use different teaching methods which are very handy and helpful for the students in understanding the subjects. However, she was critical about the implementation of midday meals scheme and no sports and games because of insufficient play ground in the school premises. She pointed out that, even though both primary and secondary schools are functioning in the school, adequate toilet facilities are not provided and therefore the girl students during interval have to go to their classmates houses located near the school for availing toilet facility.

In all the schools, students belonging to marginalized communities such as Mala and Madiga are not active in the class, but the students belonging to BCs and ST are good at studies and other cultural activities. A Socio-economic condition of the parents, which includes parents' academic and professional qualifications and revenue and occupational affiliation, is also associated with the academic growth of the students. One of the students from the girls TREIS school also remarked that the socio-economic and educational factors of parents play an important role in education. First-generation learners are not much active in the class and do not score good marks. She further remarked that

the students from well-established families having proper educational background are good at studies because they are encouraged by their parents and relatives and provided with moral support, which helps them to continue their studies without any problem. Moreover, the students who belong to well-settled families study well and score good marks as they are given first priority in the class and treated with special care.

Similarly, a student from the boys TREIS School felt that the socio-economic and educational backgrounds did impact the education of the students to some extent, but they utilize the facilities provided to them and try to compete with their classmates belonging to upper castes. *It is noticed that in both the schools, students whose parents have a good educational background have high aspirations and accordingly trained by the parents and the students who are from poor economic background have low aspirations and are not very confident in achieving their goals.* So there is a need to encourage and give moral support to the students of marginalized communities. The orphans who depend on their relatives face a lot of hardship in their day-to-day lives, which is the case of an orphaned student from ZPSS, Siddapur, who stays with her aged grandparents who are poor and uneducated. She is engaged in agricultural labour during holidays and sometimes during school days as well. This affects her education as she is unable to balance both academics and family commitments. Another student from ZPSS, Rayaparthi, feels that if the parents are uneducated, it affects the education of the child. But if the parents are aware of educational opportunities, they guide the children in a proper way and encourage them by providing all the facilities that are required. It is found that in both ZPSS, BC students are good in all activities.

Kanneboyina Rajitha belongs to BC-D (Yadava) Community, and is a native of Rayaparthi village and Mandal of Warangal Rural district. She feels that due to the poor status of her family with no educational background, she was forced to join a government school as it is the only available option for students like her to continue education. She lamented that there are inadequate facilities like toilets, classrooms, teaching and learning methods which are supposed to be provided by the government in the school. The school is located next to main road and there is the problem of noise pollution. Also, due to primary sections there is a lot of disturbance in the school premises which is congested. However, with the individual attention of her class teacher, she is confident that she can do well in her exam. Her ambition is to be a doctor.

2.4. Perceptions of Students on Teaching-Learning Environment

Creating a positive learning environment in the school allows the students to feel comfortable, safe and engaged in something that all students deserve. In a classroom where values and roles remain constant and focus is placed on the positive aspects of learning, students will be more open to actively participate in class. Both TSWRS and TREIS schools are located in around 10-15 acres of land with a peaceful atmosphere having a good learning environment. However, ZPSS, Rayaparthi, is located on 5 acres, and ZPSS, Siddapur, is located on just a half acre. In TSWRS (Girls), the students have all the facilities in the school and they are able to focus on the studies without any problem. The school has sufficient classrooms, good furniture, and reverse osmosis (RO) plant for drinking water, enough toilets and a large playground. However, a computer lab is not set up, and students are unable to access the internet and download the projects that are given as part of the continuous and comprehensive evaluation (CCE) method. TSWRS (Boys) is located on 12 acres of land but faces severe pollution as there are several mining quarries close by that also cause noise pollution during the school hours. The medium of instruction is the language in which the students are provided with information during any academic activity. Some institutions offer students the option of choosing their preferred medium of instruction. Earlier in residential schools, the medium of instruction was Telugu, but a radical change was brought in by R.S. Praveen Kumar when took over as the secretary of APSWREIS (now Telangana Social Welfare Residential Educational Institutions Society [TSWREIS]) in August 2012. The medium of instruction has changed to English, and now the schools are functioning effectively. Some of the students from TSWRS (Girls) said that in the beginning they faced a problem with the

Pandurala Amruth belongs to BC-A (Chakali) Community He scored good marks in the entrance exam and secured a seat under BC- Quota in Social Welfare Residential School at Wardhannapet. He noted that the balanced and good diet, provided in the hostel is facilitating him to focus on studies without any health complaints. According to him the implementation of E-Plus activity, had a tremendous impact on the communicative skills and fear of English language is no longer there. He is able to speak fluent English and confidently anchoring programmes on different occasions in the school. He is among the toppers in the class. His ambition is to become a teacher and serve the students studying in Social welfare schools.

English language. However, English-Plus (E-Plus) and Writing-Plus club activities were incorporated in the school curriculum as flagship activities, wherein the students would speak and write on a given topic in English. The children are encouraged to speak and write freely and fluently, while the teacher merely acts as a facilitator. The implementation of the E-Plus activity has had a tremendous impact on the communicative skills of the students in English. The hesitation and phobia of the English language among the boys and girls have vanished. Some of the students from TSWRS (Boys) remarked that in the present, competitive era one cannot survive without English, which is they are learning the language with deep interest. According to them, *'impossible has become possible'*.

Even students from the TREIS School (Girls) realize that students should study in English-medium schools so that they can survive in the competitive world. One student stated that although the majority of the students in the class faced initial difficulties now they are speaking well in English and able to understand the subjects. However, some students feel that it is better to also have Telugu medium because the students can understand the subjects easily and can write the exams easily. Moreover, in TREIS School (Boys), even though they are studying in English medium, the teachers do not speak in English, and the students speak in Telugu while interacting with the teachers. Students feel that those who have studied in English medium earlier in private schools are better in studies.

2.5. Perceptions of Students on Teaching Curriculum

In both the ZPSS, the students feel that English-medium instruction is desirable, but the students face difficulties in understanding the content because of which they are scoring low marks in the exams. A student of ZPSS, Siddapur, feels that it would be better to reintroduce Telugu curriculum because the teachers are unable to teach in English properly, and the students are unable to understand well. The teachers at both the ZPSS are not properly trained in English, and they teach only in Telugu. Teaching is a complex and multifaceted task. In social welfare residential schools, effective teaching methods are being followed. The teachers in TSWRS (Girls) are highly qualified and committed towards their duties. The teaching methods are learner oriented and easy for the students to understand. One of the students said that the teachers use different tools such as a projector, charts, blackboard, slides, maps, and live experiments while teaching. Even in the TREIS School (Boys), the teachers are using various kinds of teaching methods that are facilitating the students to concentrate on studies though there is a need to have e-learning facility in the schools. However in the TREIS School (Girls), students reflected

that most of the teachers are at the age of retirement and donot use any innovative teaching aids but only give lectures.

Similar is the case in both ZPSS, where the majority of the teachers believe in giving lectures. Students complained that the teachers are not teaching properly, and they are unable to understand the lessons. Moreover, the teachers do not interact with the students and just read the text. One of the students from ZPSS, Rayaparthi, said that the Hindi teacher doesnot explain the lessons clearly. Students feel that the teachers must use pictures during the demonstration so that it would be easy for the students to understand. *It is noticed that the teachers are not promoting self-learning to the students and Mana TV is not available in both the schools. Moreover, e-learning methods such as laptops and tablets are also not provided for the students in these schools.*

2.6. Perceptions of Students on New and Innovative Programmes

The secretary of TSWREIS had introduced Mana TV programmes through which students could learn new concepts as part of self-learning. The society has also provided tablets for the students, and they are utilizing them in a proper manner. The brilliant and enthusiastic students who have a flair for teaching are encouraged to teach their own peers in their respective schools. It is teaching for the students and by the students.

Kunsoth Meghana, native of Kistapuram village of Rayaparthi Mandal of Warangal Rural District belongs to Scheduled Tribe (ST) Community. After clearing the entrance exam, she joined Social Welfare Residential School for Girls at Rayaparthi of Warangal Rural District in class 5th and now is studying in class 8th. She remarked that, the school premises is very favorable with all facilities for the students, like separate classrooms, dining hall, dormitory and playground. The teachers are regular to school and teach the subjects very effectively with different teaching methods which are easy to understand and particular care is taken of the students. One among the best practices is "Green Guru" where the students are encouraged for teaching. She got selected at the district level and bagged the opportunity to teach in MANA TV, she was appreciated by Dr. R.S. Praveen Kumar, the Secretary of TSWREIS and told that it is an unforgettable moment for her. Her ambition is to become a doctor and for that she is preparing herself from the initial stages itself by referring to EAMCET and NEET books available in the library.

Teaching assistants teach their peers in the absence of teachers and also during study hours. This programme is intended for the edification of students. Similarly, one of the students from TSWRS (Boys), said that the society has introduced 'Green Guru' programme in which the students are encouraged to teach their peers. The Green Gurus are chosen from a pool of Super Students who have shown excellent teaching skills and subject knowledge in the Super Students lecture series on Mana TV. The gurus are sent to various schools facing a shortage of teaching staff and each 'Guru' teaches a specified subject for a week in a month and he/she receives an honorarium of Rs. 3,500 per month. The money is deposited in the personal bank accounts for higher education. Mana TV facility is also available in both the TREIS schools.

S. R. Sankaran Super Student Trophy is one of the unique experiments the TSREIS schools have introduced with incredible success. According to this one-of-its-kind 'Earn while you learn' programme, the brilliant students who have a talent for teaching teach their peers in a live interactive telecast on government-run Mana TV. The Super Student programme has attracted the attention of many experts in pedagogy. This programme became an inspiring model for others to emulate and has stimulated keen interest among the students in learning through teaching. The best Super Students who perform well in teaching at MANA TV are given cash prizes besides a certificate of commendation and trophy.

A student of TSWRS (Girls) was selected as a Super Student and was appreciated by R.S. Praveen Kumar, the secretary of TSWREIS, which was a memorable moment for her. She stated that group learning was also introduced where among the 40 students in the class; four members are formed into a group which includes brilliant student, good student, average and slow learner. In these groups, the students share their knowledge, learn new things and revise their lessons while teaching others, thereby improving their own teaching, reading and communication skills. The interactive teaching method is very useful for the students in understanding the subjects.

2.7. Perceptions of Students on School Environment

The school environment plays a vital role in improving the concentration of students. TREIS School (Girls) is located in a peaceful atmosphere but due to inadequate facilities, the students are unable to concentrate on studies. The classroom environment is not good where; the walls are crumbling or leaking, no proper teaching aids and disinterest of the teachers. Therefore the students do not have an interest in the lessons that are

taught in the class. The buildings of TREIS School (Boys) were built in the year 1971-1972, and they have not been painted till now and even the classrooms are not cleaned every day. There are no separate auditorium and reading rooms for the students, and the students have to read in the classroom itself and even sometimes sleep in the same room. The dormitories do not have proper furniture. Some of the students feel that the government is not showing interest in the development of the institution. Computer labs, science labs, and library lack proper equipment. A computer instructor is not available.

Goli Ashok Reddy from Koppula village of Shyampet Mandal of Warangal Rural District belongs to Other Caste (OC). Coming from a poor family, he is thankful that government residential schools are the only option the family could access in time of distress for continuing his studies or else he would have been forced to discontinue education and got engaged in agriculture along with his parents. He lamented that there is lack of new buildings; the government should take up construction of the same. There are more than 480 students in the school and they are not having sufficient dormitory to sleep and most of the senior class students sleep in their respective classes and they are scared of snakes and poisonous insects during the rainy season. He mentioned that instead of having a female nurse, it would be better to post a male nurse to stay in the hostel, because the students are facing embarrassment to approach female nurse with health issues.

The situation is similar in both ZPSS. They do not have proper infrastructural facilities in the schools. The environment of ZPSS, Siddapur, is not good as it is located in a noisy and crowded residential area. As sufficient numbers of classrooms are not available, the students are sit on the floor in the verandah. There is no proper playground, and they have to go a long way during sports hours. Computer and science labs are not available in ZPSS, Rayaparthi, and there are only a few books in the library, which are not useful for the students. Moreover, as there is no separate room for preparing mid-day meals, the classrooms are used for the purpose which disturbs the students during the class hours. In ZPSS, Siddapur, provisions are stored in the classrooms, which is distracting to the students. Moreover, the classrooms are very old and not maintained properly in both the ZPSS.

2.8. Perceptions of Students on Dropouts

Student dropouts are being seen in ZPSS and TREIS schools. During the last one year, three students (i.e., Swetha, Uma and Ramya) from ZPSS, Rayaparthi, dropped out of the school because their parents migrated to Surat in search of livelihood. In ZPSS, Siddapur, two students (i.e., Naresh and Shiva) dropped out from the school because they are not interested in studies and are now engaged in agricultural labour. Nearly seven students (Swathi, Shamisha, Srija, Harshitha, Alekya, Rashmi and Sana) have dropped out from TREIS School (Girls) due to their personal problems. However, those seats were filled by other students while there are no dropouts in TREIS School (Boys).

2.9. Perceptions of Students on Teachers' Accountability

Accountability of teachers is the measure of a teacher's dedication to the class and the students. As per the RTE Act, a teacher who is appointed under subsection (1) of Section 23 shall perform the following duties: (a) maintain regularity and punctuality in attending school; (b) conduct and complete the curriculum in accordance with the provisions of sub section (2) of Section 29; and (c) complete the curriculum within the specified time. According to the students, the teachers at the boys and girls TSWRS are regular to the class and complete the syllabus in time so that the students get time to prepare for the exam. In TREIS School (Boys), only two teachers are permanent whereas the rest are working on contractual basis. Students pointed out that although the teachers are regular in coming to the school, they do not take classes and are always engaged over the phone. One of the students complained that the Sanskrit teacher particularly does not have

Banka Nagaraju studying in government school belongs to BC - D (Yadava) Community, and hails from Rayaparthi Village and Mandal in Warangal Rural District. He lamented that the teachers don't come on time and even don't take classes regularly. Most of the time they are engaged in other activities related to school. Only Math's and English teachers take regular classes and give personal attention to the students. Math's teacher, who hails from his village, takes care of his studies by coaching and clarifying his doubts during her free time at home. Due to encouragement of said teacher he is now scoring good marks and is one of the toppers in the class. He has won Math's Olympiad at Mandal level and participated in the district level and secured third place, which gave him a lot of confidence. His ambition is to become a doctor and serve poor people.

teaching skills. In TREIS School (Girls), the majority of the teachers are permanent. But a few students pointed out that whenever the contractual teachers go on strike, it is very difficult to complete the syllabus, particularly mathematics and science, which have a vast syllabus.

In both ZPSS, the teachers are unable to complete the syllabus in time, and the students suffer during the exams. Students wish to take additional tuition, but such a facility is not available in their villages. Majority of the students from ZPSS, Rayaparthi, mentioned that the teachers are not regular and donot concentrate on teaching. Only a few teachers come on time every day and attend the morning assembly whereas the rest come late or are absent to the school. *The research team also observed that some of the teachers came around 11.30 AM, and there is no reaction from the headmistress. Moreover, there is no proper coordination among the female teachers, and they shout at each other in front of the students in the school.* There is no regular teacher for Telugu, and Telugu classes are taken by 'Vidya' volunteers. PET is not available in the school, and students are facing problem during sports hours. In ZPSS, Siddapur, even though the teachers are regular to school, they are always busy with meetings and do not take classes.

2.10. Perceptions of Students on Interaction with Friends, Teachers and Parents

Effective interaction between teachers and students is essential for promoting long-term school success across classes and improving student learning and development. Student-to-student interaction is a vital part of any course experience. In a classroom setting, this

Bokka Sravani a native of Siddapur village belongs to Scheduled Caste (Madiga) Community, and studying in Zilla Parishad Secondary School. Coming from a poor family, she has to work to support her family and hence irregular to school. She is not sure if she can continue her studies but expressed that if somebody provides financial assistance or given an opportunity in a social welfare residential school she would like to continue studies. According to her, the English teacher in her school is good, concerned about the students and gives coaching after the completion of school hours. He encourages the students in all activities and personally helps poor children by providing financial assistance for buying notebooks and stationary items. She pointed at the lack of basic facilities for the students like sufficient classrooms, toilets and playground. The teachers are not regular and don't come on time.

interaction happens naturally, as students listen to each other's comments, ask questions among each other and build rapport through frequent contact.

In social welfare schools, the majority of students belong to SCs where as others are from STs and BCs. However, all the students are treated equally. Students of TSWRS (Boys) feel that although they belong to different communities, they have a close relationship with their classmates, have mutual cooperation, share their joys and sorrows and sometimes interact with the seniors also. However, an ST girl from TSWRS (Girls) is comfortable interacting with only the children of her own community as they can share their problems freely in their own mother tongue. Students also interact with their seniors who are sometimes their relatives and who also advise them regarding various issues. Students having a similar nature usually form groups which they continue till their education is over. In both the TREIS schools, the students are friendly and help each other.

They interact with their classmates, discuss studies, clarify the doubts and sometimes even share family information. According to a student, two orphan students in TREIS School (Girls) are taken care of, given moral support and encouraged by their classmates. It is observed that the students who follow Christianity have regular interactions and devotional worship on the school premises. Majority of the students at both ZPSS interact and share their knowledge, and sometimes they also discuss family issues. The girls are shy to interact with the boys, although the boys interact well among themselves. However, a student in ZPSS, Rayaparthi, pointed out that students belonging to the same community and those who are relatives have good relations among themselves, and they also interact with the girl students.

Interaction of students with teachers helps the students to clear doubts about studies and sometimes about family problems as well. Girls of TSWRS interact with their teachers and share their problems with them. The teachers try to solve their problems. Similarly, boys of TSWRS pointed out that they interact with their concerned housemaster regularly. In both the TREIS schools, the students interact with the housemaster regularly. Students of the girl's school informed that they interact with the concerned subject teacher to clarify their doubts, and they interact with female teachers to solve their personal problems. However, in TREIS School (Boys), a student pointed out that during the class the students were unable to interact with the teachers, and the teachers go home immediately after

the school hours. Only one or two teachers who have night duty stay during the night hours, and it is not possible for all the students to interact with these teachers.

In both ZPSS, the majority of the students interact with the teachers in the class but not after the school hours, as the teachers do not give time. According to a student from ZPSS, Rayaparthi, the mathematics teacher stays near his house and so he interacts regularly after the school hours and clarifies the doubts. He also said that she guides him like a parent and encouraged her to participate in the Mathematics Olympiad. A student from ZPSS, Siddapur, said that he regularly interacts with the English teacher and learns grammar. However, the majority of the girl students from both ZPSS felt that they are not able to discuss family and personal problems with the female teachers.

The parent-child relationship is one of the most influential, important and meaningful relationships in an individual's life. In both the schools, the students also interact with their parents every second Saturday and inform about their studies. Some of the parents are educated whereas others are illiterate. One of the students from TSWRS (Boys) mentioned that his parents are well educated and guide and encourage him regarding his studies whereas another student revealed that his parents are illiterate and are not aware of the present education system and hence cannot guide him. Some of the girls of TSWRS are close to their mothers with whom they share their problems and happy thoughts as well. They sometimes look after the younger children of the family, which is appreciated by their parents.

In both the TREIS schools, parents visit the school every Sunday and second Saturday and interact with their wards. However, a student from TREIS School (Girls) is an orphan, and she is unable to share her feelings as she has no relative. One of the students from TREIS School (Boys) shared that his mother is no more, and he does not interact with his father, who is an alcoholic. Similarly, the majority of the respondents from both ZPSS stated that they regularly interact with their parents and share their views. In ZPSS, Siddapur, a student does not have parents and stays with her grandparents and interacts with them regularly but is not comfortable in sharing her views with her old grandparents. The family environment of another student is not conducive as the father is an alcoholic, and she is scared to interact with her parents.

2.11. Perceptions of Students on Extra-Curricular Activities

Schools can play a pivotal role by channelizing the normal as well as physically challenged students towards a fruitful direction of personality development through extra-curricular

activities. Extra-curricular activities comprise of sports, music, debate, dance, drama, social service and so on. In both the TSWRS, the students actively participate in various cultural activities. Majority of the students are interested in playing team sports such as volleyball, kabaddi and kho-kho as well as also sports such as athletics. They have taken part in the events that have been organized by the school management on the occasion of Independence Day. One student of TSWRS (Girls) mentioned that she has never participated in sports and cultural events because of ill health, and her teachers and friends also advised her not to take part in the events. Similarly, in both the TREIS schools, the students are very active in extra-curricular activities and take part in district- and state-level competitions. One of the students from TREIS School (Boys) has participated in the national-level athletics meet and got selected for Sports Authority of India (SAI) located at Hyderabad. Another student had participated in elocution and essay writing competitions at the district level and won first prize and received the prizes from the district collector.

Banoth Vinod Kumar is a native of Enugallu village of Parvathagiri Mandal in Warangal Rural District from Scheduled Tribe (Lambada) Community. His only aim is to become a good athlete and represent the country in international events, which is the reason for choosing a residential school and he is not at all interested in academics. After joining the school he has focused on Athletics and represented twice at junior level nationals held at Maharashtra and Visakhapatnam and won bronze medal. He points out that there is good encouragement from the Physical Training Teacher, school management, parents and classmates, but there is lack of encouragement from Telangana Residential Institutions Society at least in providing financial assistance during the sports meet.

One of the students from the TREIS School (Girls) had participated in the state-level competitions and won consolation prize in elocution. She also won the first prize in essay writing competitions at the district level. Majority of the respondents said that extra-curricular activities play a major role in shaping their all-round personality as a good student. They also improved the critical thinking, awareness and debating abilities of the students on different social issues. However, in both ZPSS, there is no proper guidance and encouragement by teachers for the students to participate in extra-curricular activities. In ZPSS, Rayaparthi, there is no PET teacher, and the duties are managed

by the Telugu teacher. However, another student, helped by the mathematics teacher, had participated in the district-level Mathematics Olympiad and won third prize. In ZPSS, Siddapur, the students are interested in taking part in sports and games, but there is no proper playground. Another student had participated in an essay writing competition at the district level on the occasion of Voter's Day and Children's Day and won the second prize. Another student stated that as she is very short, and therefore her friends do not involve her in any kind of games. Students feel that the craft teachers encourage the students for drawing, but there is no encouragement from his colleagues.

2.12. Perceptions of Students on Performance in Studies

The school environment plays an important role in enabling the students to perform better in the class. There is a difference between both the TSWRS schools. It is observed that in the girl's school, the students are good at studies, and the majority of them are scoring B grade. They are not satisfied with their grades and are trying hard to score better marks. The situation is opposite in the boys school, where the majority of the students are poor in academics and score low grades. This is because lack of interest in studies due to their personal problems, while some are not able to follow what is being taught in the class. However, in both cases, the socio-economic condition of the students has an impact on their studies. It is observed that the SC/ST students are performing better as compared to other social groups. In class VIII of TSWRS (Girls), ST students are scoring high marks, whereas SC boys are scoring high at TSWRS (Boys). However,

Donuka Ramesh qualified the entrance exam and got admission in Social Welfare Residential School at Wardhannapet. He belongs to scheduled caste (Madiga) community and both his parents are illiterates. Without any encouragement from his parents he had to discontinue studies for a year before joining the residential school. With the encouragement of some of his relatives he is now continuing his studies. Being a dropout, initially he had to face problem with English language and couldn't focus on studies. He quotes "where there is a will there is a way". He works hard, studying at least 6 hours a day, and is among the toppers in the class. He believes in self-evaluation, and compares his performance with the toppers in the class, identifies his mistakes and tries to work on it. He discusses with the top rank holders about his performance and also takes suggestions from the seniors and teachers. His ambition is to become an engineer.

some of the respondents from the TSWRS (Girls) school felt that the educated parents focus more on the children and give advice for their better performance, whereas uneducated parents do not have that kind of awareness to encourage the children. Majority of the respondents from both institutions stated that the institutions are functioning well; the management is very cooperative although there is a need to improve in studies.

A student from the boys TREIS school remarked that he is good in studies, but the school environment is not conducive for studies. There is no proper reading room, and if he wants to spend some more time in the library, the management does not allow him to do so. He pointed out that although he scored the highest marks last year, he is not satisfied. If proper facilities are provided, he can score more marks. A student from the girls TREIS is also not satisfied with her average marks, and she is facing a problem with English. Another student said that she is scoring the second-highest marks in the class and she is still trying to score more marks. It is found that majority of the students in both the schools are facing problems with mathematics and Hindi, and in the boys TREIS, some of the students are facing difficulty in Sanskrit. In both the schools, BC students (Mudiraj and Munnurukaapu communities) are scoring the top two ranks in the class. The students feel that for the better performance, facilities in the school should be improved and qualified teachers should be appointed as well as trained in proper teaching methods.

In both the ZPSS, the performance of the students is very poor. Students are not regular to school, and therefore they are not concentrating on the studies that reflect on their performance too. The main reason, according to a student from ZPSS, Rayaparthi, is that the teachers do not take classes regularly. A girl from ZPSS, Siddapur, is from a poor family staying with her aged grand parents. As she has to take care of them and also do household work and agricultural activities, her studies suffer. In both ZPSS, majority of the students are facing problems in mathematics, science, English and Hindi. In both the schools BC students are performing better and scoring high marks. One of the students from ZPSS, Rayaparthi, opined that the students from educated families and having high economic status perform better in the class because there is enough encouragement from the family in all activities. Another student said that the students who belong to marginalized communities such as SCs and ST, have the enthusiasm to perform well in the class but are not encouraged adequately by either the school management or the parents. He pointed out that education is the only remedy to reduce the inequalities between the SC/ST communities and other social groups.

2.13. Perceptions of Students on Their Future Plans

Students are powerfully motivated to give their best effort when they have a vision of what they want their future to be, and the education they are receiving moves them towards that vision. Most of the students from the TSWRS said that they wanted to become doctors and engineers. Some of them wanted to become Indian Administrative Service (IAS) and Indian Police Service (IPS) officers and serve society by implementing new policies for the welfare of the people. One student from TSWRS (Girls) said that she wanted to become an agricultural scientist and invent some new technologies for the development of the agriculture sector, whereas a boy from the TSWRS, Wardhannapet, wanted to become a bank manager.

In both the TREIS schools also, children have different aspirations. One student from the boys school was inspired by the then collector of Jayashankar Bhupalpally district, A. Murali, and wanted to become a civil servant and serve the country. Another student wanted to be a teacher and get a good name in society. Majority of the students of the girls TREIS school are motivated by Mother Teresa and wanted to become nurses. However, one wanted to be a software engineer, whereas another wanted to be an agricultural scientist. It is encouraging to observe that the head of the institutions organize awareness camps on different personalities and invite alumni of the school who have been successful to encourage the students. The teachers also guide the talented students in the proper direction. Majority of the student respondents from both ZPSS of both Rayaparthi and Siddapur wanted to become teachers. One of the students of ZPSS, Rayaparthi, wanted to pursue higher studies and then decide on his future plans. Another student wanted to become a politician, being inspired by her relative who is the president of the village, whereas another wanted to become an engineer.

SECTION III - PERCEPTIONS OF TEACHERS IN SCHOOLS UNDER DIFFERENT MANAGERMENTS

This section explores the issues and challenges faced by the teachers, quality improvement among the teachers, teaching and learning environment and performance of students as perceived by the teachers.

Table 3.1 Teachers Under Focus Group Discussion

District	Management	Caste														
		SC			ST			BC			OC			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Warangal	ZPSS	1	2	3	0	0	0	11	4	15	4	4	8	16	10	26
	TREIS	1		1	0	0	0	3	3	6	7	4	11	11	7	18
	TSWRS	0	1	1	1	0	1	7	7	14	1	4	5	9	12	21
	Total	2	3	5	1	0	1	21	14	35	12	12	24	36	29	65

Source: Authors Calculation from the field

3.1. Social Background of the Teachers

Table 3.1 presents the list of teachers selected for group discussion. A total of 65 teachers from six schools were selected to capture their perceptions on the students' performance. Out of the total 65 respondents, 29 are female, and 36 are male respondents. In terms of caste categories, 35 respondents are from BCs, which is the highest number, followed by 24 OC respondents, 5 SC respondents, and only 1 respondent from ST, being the lowest number. The teacher-respondents were the largest from ZPSS are more in number when compared to other managements.

3.2. Perceptions of Teachers on Student-Teacher Relationship and Problems with Students

The teacher-student relationship is important for the overall development of the children and the school. Teachers from TSWRS (Girls) and TSWRS (Boys) said that they face many problems with the students. The students are punctual to school according to a teacher from TSWRS (Girls), but, when they go home to attend family functions, they usually donot return to school in time and miss the classes. Another teacher was of the

opinion that some of the students do not concentrate on studies. According to a teacher from TSWRS (Boys), some parents force the teachers to send their children home even during the working days of the school. If the teacher does not send the children, parents complain to the press. As per the TSWREIS guidelines, the management should not send the students home during school days. The parents are allowed to interact with the children only on the second Saturday every month, which is during the parents committee meeting. Teachers at TSWRS (Girls) pointed out that the parents interact with the housemasters and concerned subject teachers and discuss the status and performance of the children.

In both TREIS schools, teachers remarked that they have not had any disciplinary problems with the students. In the girls TREIS school, the teachers complained that the students do not listen to the teachers, and when punished, complained to their parents. The head of the institution has received several complaints from the parents in this regard, and the teachers were asked not to punish the students. Teachers from both ZPSS also feel several problems with the students. According to a teacher from ZPSS, Rayaparthi, the students are irregular to the school and neglect studies. He pointed out that, the class strength is 30, and about 8-10 students are absent every day. In such instances, the students cannot concentrate on studies. One teacher from ZPSS, Siddapur, remarked that the students are regular, but they do not complete the homework which is assigned to them. *It was also observed that in both ZPSS the students are not punctual and do not maintain cleanliness. The teacher also remarked that in some cases, parents are careless and do not come to the school for parents meetings.*

3.3. Perceptions of Teachers on Relationship with Fellow Teachers and Villagers

Teachers from both TSWRS stated that they do not have any problem with the fellow teachers; all of them are cooperative and share their ideas about teaching among themselves. However, a teacher from TSWRS (Boys) pointed out that the society took several months to implement any government order (GO) issued. In the boys TREIS school also, the teachers are of the opinion that there is no problem among the teachers and that they work with unity for the development of students. He said that as there are no teacher unions in the school, they do not have different opinions for the development of the institution. However, in both ZPSS there are various teachers unions working with different objectives and therefore there is no coordination among the teachers. According to a teacher from ZPSS, Rayaparthi, a few teachers do not have good relations

with other teachers, and this is creating a problem for the head of the institution to implement new ideas for the development of both the school and students.

Teachers of both TSWRS informed that they do not have any problems from the villagers and politicians, and they interact regularly with the head of the institution and occasionally with the mandal education officer (MEO). Whenever teachers approach the principal with any problem, they get a positive response. The teachers from both TREIS schools also pointed out that there is no problem with the politicians and local leaders. Even though they do not have any issues with the government, they do feel that Social Welfare Residential schools and Tribal Welfare Schools do not get as much attention as compared to Telangana Residential Schools. They pointed out that Telangana Residential Schools were started in the early 1970s and have been working for the welfare of poor children. But now TREIS schools are being neglected by the government by not sanctioning sufficient budget for better functioning of the schools.

Even in ZPSS, Siddapur, teachers pointed out that the political leaders from various parties visit the school and look at the functioning of mid-day meals scheme and check the attendance registers of the teachers. One of the teachers from ZPSS, Rayaparthi, said that the majority of teachers come from far-off places due to which they are late to the school. *It is noted that there are several instances where the political party leaders have given complaints to the higher officials regarding the teacher's absenteeism and based on the complaints inspections were held and some of the teachers were cautioned to maintain punctuality.*

3.4. Perceptions of Teachers on Interaction with Higher Officials

Teachers from both the TREIS schools said that they have regular interactions with the head of the institution and discuss the completion of syllabus and the problems that they face with the students in the class. One of the teachers in TREIS (Girls) is a member of the school managing committee. She pointed out that, in the committee meetings, they discuss the developmental plans for the upliftment of the institution and to provide basic infrastructural facilities to the students. According to a teacher from TREIS (Boys), even when the issues related to the development of the institution were taken up several times with the higher officials, they have not got any positive reaction. Once a month, the MEO visit the schools and inspect their functioning. The DEO always accompanies the higher officials or ministers who visit the schools. It is noted that the school management has given a memorandum for the provision of infrastructural facilities to the school, but until now they have not been sanctioned.

In both ZPSS, the teachers interact with the head of the institution regularly, and some of the senior teachers also mentioned that they interact with the MEO and discuss the issues related to the school when the head of the institution was on leave. It is noted that in ZPSS also, the MEO visits the schools once a month and collects the information regarding issues related to the school.

3.5. Perceptions of Teachers on Social Background of the Students

The students who are admitted to social welfare residential schools belong to marginalized communities (SC/ST/BC) and hail from the poor economic backgrounds. According to a teacher at TSWRS (Girls), the schools were established for the upliftment of SC students. However, in the admission process SC students have 75% seats and the remaining 25% are for ST, BC, OC and Minority students. The children whose parental income is less than Rs. 2 lakh per year are eligible to join the institution. Teacher from both TSWRS feel that the socio-economic background of the parents certainly reflects on the performance of the students. The students who come from educated families are performing better. However, another teacher remarked that some of the students who are economically very poor are also performing well in the studies as all the students are treated equally and are provided with all facilities. He pointed out that the government spends around Rs. 1.20 lakhs per annum on each student. However, the students do not receive adequate parental support. The parents feel that once the children are admitted to the schools, they are the responsibility of the teachers. However, the teachers keep the parents informed about the children's progress.

In both TREIS schools also, the teachers informed that 98% of children studying in TREIS belong to SC, ST, BC, and Minorities communities and only 2% are from OC group. One of the teachers from TREIS (Girls) informed that these schools were started as general residential schools where 75% of the seats were reserved for upper castes and 25% of the seats for other social groups. So, the majority of the students from upper castes used to join these schools for quality education. But, with the impact of privatization and wide spread emergence of private schools, the majority of children of upper castes join private schools, and now TREIS are functioning for the welfare of marginalized communities only. One of the teachers from TREIS (Boys) said that the majority (90%) of the children studying in the school are from below poverty line (BPL) families and are the first generations having an education.

One teacher each from both ZPSS said that government schools are helpful for the poorest of the poor as it provides free textbooks, school uniforms and mid-day meals but do not provide a secured environment as is provided in residential schools. One of the teachers from ZPSS, Rayaparthi, pointed out that the majority of the children studying in government schools do not have a proper atmosphere at home to study and therefore they are not able to concentrate on their studies. They do not have parental support, either financial or encouragement, in studies.

3.6. Perceptions of Teachers on Teaching-Learning Environment

The availability of infrastructure facilities in school has considerable impact on the learning outcomes. There is strong research evidence that high-quality infrastructure facilitates better instruction which in turn improves student outcomes and reduces dropout rates, among other benefits. There are sufficient classrooms, toilets and infrastructural facilities in TSWRS (Girls). Teachers use blackboards while taking classes while some use pictures during the demonstration so that the students can easily understand the lessons. According to a teacher at TSWRS (Boys), science labs and library facilities are available, and the students are utilizing the facilities. Moreover, the society is promoting self-learning among the students with the help of Mana TV. The teachers are also promoting interaction sessions in the classroom where group learning happens. Majority of teachers said that demonstration lecture is useful for the students to understand better and pointed out that there is a need to have e-learning facility for the students. Playground and safe drinking water facility are available in both schools. They do have computer labs, but only a few systems are functioning.

In the boys TREIS school, the teachers feel that the teaching-learning environment is not conducive. Proper infrastructural facilities are not available in the school. Another teacher pointed out that, students do not have proper reading rooms and have to sit on the floor during the study hours. Dormitories do not have sufficient rooms, and sometimes the students sleep in the classrooms. During the rainy season, the dormitory is flooded. The girls TREIS school also does not have a reading room facility and faces a serious problem from monkeys. Water scarcity occurs during summer, and sometimes water is supplied through tankers. However, both schools have a good playground. Science labs are available in both TREIS schools, but proper library and computer facilities are lacking. Due to this, the students are not able to access the information from various books and internet sources. Moreover, there are no sufficient quarters for teachers because of which they

have to travel a long distance to reach the school.

In both ZPSS, the teaching and learning environment is not conducive for the students. One of the teachers from ZPSS, Rayaparthi, said that 'appearance of the school is bad', which is the major reason for the decline in the student enrolment in the school. He also mentioned that the infrastructural facilities as required by the students are not available in the school. There are not enough classrooms, and sometimes the students are made to sit in the verandah. Moreover, both Telugu and English medium are available in the school and as enough classrooms are not available, the students from both streams are made to sit together for subjects like Telugu, Hindi and English. One of the teachers from ZPSS, Rayaparthi, said that safe drinking water facility is not available in the school, and they are utilizing water from a hand pump, while in ZPSS, Siddapur, tap water is available, but playground is not available. However, at both ZPSS, teachers pointed out that computer lab, science lab and proper library facilities are not available for the students. They also expressed that due to non-availability of such facilities the students are lacking in gaining the knowledge in various subjects. Moreover, as there are primary sections in both the schools, the students of higher classes face some disturbances during class hours.

Teachers at both TSWRS felt that students should study in English medium to survive in the present scenario. The secretary of TSWRS introduced the English-medium curriculum in the residential schools in the academic year 2012-2013, and now they are functioning well. Although one of the teachers from TSWRS (Boys) pointed out that those students who come from Telugu medium found learning in English difficult. However, he also pointed out that the society has introduced various methods for easy English learning, but the students are not utilizing the facility. According to a teacher in TSWRS (Girls), some of the students are unable to express their ideas due to the language barrier. In both TSWRS, as on 30 September 2017, there are very few dropouts and that too for personal reasons. If any dropouts occur at the beginning of the academic year, the society conducts exams to fill the vacant seats in the residential schools, and the institutions have the constant student strength of around 480.

3.7. Perceptions of Teachers on Teaching Methods

Majority of the teachers at both TREIS schools follow the lecture and use the blackboard. One teacher at TREIS (Boys) said that he uses picture demonstration, which is very useful for the students in understanding the subject. During the picture demonstration,

all the students participate actively in the class, and all students get involved in the group discussions. This helps slow learners. However, this is not the case in TREIS (Girls). For teaching science, projectors would greatly help the teachers to explain concepts through pictures, but this facility is not available. Majority of the teachers are facing a problem with English-medium teaching because all the teachers are from Telugu-medium background. The students who are from English-medium background are able to follow the lessons whereas those from Telugu medium struggle to understand.

In both ZPSS, teachers do not use any picture demonstration in the class. In both the schools, Mana TV facility is not available, and students are not encouraged to follow self-learning. Teachers for computer science are not available in the schools. Moreover, as the teachers are from Telugu-medium background, they are finding difficulties in teaching in English medium. Earlier both ZPSS had functioned well with an enrolment of more than 300 students and secured good results in the SSC examinations. But, with the increase of private and social welfare residential schools in both the mandals, student strength has been declining every year. Mass campaigns are carried out in the villages about the functioning of social welfare residential schools, and parents encouraged admitting their children in TSWRS. The children who are not admitted in residential schools and do not have the proper economic status to study in private schools are enrolled in ZPSS. A few students have dropped out from both ZPSS and are engaged in agricultural labour.

3.8. Perceptions of Teachers on Quality Improvement and Training Programmes

TSWRS have been working with the aim of providing quality education to the needy and deprived children from the SC and ST communities. In fact, many teachers have been working beyond the call of their duty to provide quality education to the children on par with the other privileged children in society. Despite relentless efforts, grievances from parents and others about the poor performance of some of the teachers have become common in recent years. This is certainly a matter of concern. Against this background, the TSWRS has introduced a unique New Quality Policy (2016) under P-5 Model (2012) to empower teachers to meet the challenges of the 21st century and to uplift the academic standards of the students. The New Quality Policy (NQP) offers an opportunity for all the teachers to assess themselves with regard to the latest developments in teaching and learning practices.

Majority of the teachers from both TSWRS said that they have undergone training for one week at the district and state levels which were organized by the society. A teacher from TSWRS (Girls) informed that the society has introduced internship, which allows outstanding as well as below-average teachers to be sent to reputed national/international public schools such as Aga Khan Academy, DAV, Delhi Public School, Oakridge, Glendale, Gitanjali, Chinmaya and Sloka to observe the best teaching and learning practices. One teacher from TSWRS (Boys) had participated in the intersociety teachers conclave at the district level. The main aim of the programme was to bring all the teachers from various societies and institutions to a common platform for sharing and exploring innovative pedagogical practices. In the social welfare schools, Teacher Plus clubs are organized every Monday and Tuesday to improve the English communication skills of the teachers and staff members. The topics are communicated to the schools by the academic wing of the head office and school council and class leaders supervise the programme. Some of the teachers who are working on a part-time basis said that they havenot gone for any training.

Most of the teachers at both TREIS schools have regular training at the district level. One of the teachers at TREIS (Boys) mentioned that they share their ideas and thoughts for better classroom interaction in the district-level faculty forum meetings. They discuss tools such as reading and reflections, project works, teaching and learning methods (TLM), lab projects and academic standards. The training camps have improved the teaching methods and communication skills of the teachers. One of the teachers from TREIS (Girls) had participated in a training programme once for understanding the CCE method. She also mentioned that the society organizes training programmes during summer vacation every year. The teachers from different managements on one platform and share the innovative teaching techniques that are adopted in their schools.

Teachers should undergo regular training programmes for improving their skills. In 2006, the government introduced English medium in the government schools. In the initial stage, most of the teachers had faced many difficulties. They were trained to teach in English, but it was not adequate as they have only marginally improved their skills. Most of the teachers of both ZPSS said that they have not attended any training programme after the formation of Telangana. They pointed that earlier every year they would undergo a training programme at the district level in the District Institute of Education and Training (DIET) colleges but, nowadays such programmes are not organised. By undergoing

training every year, teachers can share their ideas and come to know about the best practices that are being followed in other institutions. District officials need to take the initiative to organize such programmes, but the teachers unions are not interested in organizing training programmes for the teachers.

3.9. Perceptions of Teachers on Teachers' Accountability

The accountability of teachers and institutions is gauged by the pass percentage of the students. Teachers, however, feel that accountability does not depend on them alone, but it also depends on the students' attitude towards studies and parents' support to the children. Teachers from both TSWRS said that they are regular to the school and very prompt towards the duties that are assigned to them. A teacher from TSWRS (Girls) confirmed that morning study, night study, Sundays and other holidays are a part of their duties. If the staff members neglect their duties, it is treated as a grave lapse and non-performance of core duties of the teacher in the society. So in view of the society's orders, they are regular and dedicated to the development of the students. A teacher from TSWRS (Boys) said that there is unity among the teachers, and they strive to the best of their abilities to improve the academic standards in the school. He also pointed out that the teachers are punctual in writing the lesson plans, teaching notes, teaching diaries, preparation of teaching aids and correction of notebooks and answer scripts. The teachers are also responsible for the preparation of progress cards, analysis of students' performance and identification of future learners and gifted children.

In the residential schools, teachers and the principals participate in review meetings every Friday, when they discuss the syllabus that has been covered and focus on the status of the slow learners and the remedies needed to be taken for their improvement. The teachers have to be well prepared before going to the class. They engage all the students in the classroom discussions and encourage the slow learners in the class. A teacher from TSWRS (Girls) informed that the teacher's performance is evaluated for 100 marks with 40 marks for proficiency in the subject, 30 marks for pedagogy and 30 marks for communication skills. The teachers who fall below 50% in assessment have to attend training. Teachers who present seminars voluntarily and those whose performance is outstanding are issued a commendation letter, recommended for best teacher awards and are given some weight points in transfers. Further, the society provides an opportunity for such outstanding teachers to attend the national and international conferences in India and abroad. The society gives preference to the outstanding and committed teachers

in administrative postings, transfers and other service-related benefits. The teachers who score more than 80% qualify as mentor teachers and master trainers. Mentor teachers are given allowance for their mentoring activities. Teachers falling under this category are exempted from seminars for two years provided that they maintain a minimum of 80% pass results in the public exams in their respective subjects.

A teacher from TSWRS (Boys) said that the society has introduced a flipped method of teaching to overcome the problem in the CCE model. It is a method which involves a high level of student-teacher interaction with a student-centric approach that revolves around the emotional involvement of students. It is a kind of teaching method which is open for all those passionate and committed teachers who would like to bring about a change in the lives of the students.

Review meetings are organized every month with the head of the institution in both TREIS schools, and they discuss about the different components of formative tests and the mistakes identified in students' written work. The senior teachers are accountable for the completion of the syllabus as per the schedule given by the society. The teachers are responsible for preparing the students to score good marks, and it is their duty to organize special classes for the slow learners. One teacher of TREIS (Girls) is involved in various committees that are meant for the development of the students. Contractual teachers working in both the schools are not helping the students as they are engaged in their own activities instead of completing the syllabus. The management is not strict in monitoring their functioning. Women teachers are not assigned duties for fear of problems that they might create.

Even in both ZPSS, most of the teachers are regular to the school and interact with the head of the institution for the activities that are assigned to them. One of the teachers from ZPSS, Rayaparthi, feels that she is doing justice to the children in her role as a teacher. She is regular to the class and completes the syllabus in time. Her students are scoring maximum marks in mathematics. She also takes private classes for the slow learners at her residence. One teacher from ZPSS, Siddapur, said that he teaches English, and he is accountable for the improvement of the English skills of his students. He pointed out that he tries to motivate the children by organizing group interaction sessions to overcome the language problem in English, and it is giving a good result. Many teachers from both ZPSS take feedback from the students regarding the teaching skills and accordingly try to improve. The students' results are evaluated and discussed by all

teachers and suitable measures for the improvement of students are taken. However, in both the schools, the teachers are not receiving any additional incentives for better performance.

3.10. Perceptions of Teachers on Interaction with Stakeholders

In both the TSWRS and TREIS schools, the teachers interact with the students regularly and clarify the doubts during the study hours. Apart from the studies, they are also aware of the health status of the children and give moral support and also try to solve their personal problems. The teachers also interact with parents once every month on the second Saturday and discuss the performance of the children.

In ZPSS, Rayaparthi, also, apart from the class hours, the teachers interact with the students and try to solve their problems. However, one of the teachers from ZPSS, Siddapur, pointed out that teachers do not find time to interact as they have the burden of correction of notebooks and projects of the students. He also mentioned that even the students do not show interest in interacting with the teachers. Another teacher from the same school said that once in four or five months they interact with the village education committee and discuss the happenings in the school. On some occasions, the village president along with his team visits the school and the school management interacts with him. Many of the educated youth and employees in both the villages are not interested in the development of the government schools.

3.11. Perceptions of Teachers on Extra-Curricular Activities

In TSWRS, the children are encouraged in various extra-curricular activities. The society has introduced literary, mathematics, science, general knowledge (GK) and other club activities and competitions for encouraging the students. The activities include vocabulary enrichment, word building, and sentence framing with the given word, quick identification of words from a dictionary, debate, elocution, spelling bee, quiz, songs and other cultural competitions/games which stimulate interest among children. The activities are conducted every Saturday. Most of the teachers at both TSWRS said that the extra-curricular activities and educational performance of the children are correlated and enhances the children's development. They pointed out that the present education system is very much useful for the development of the children.

To sharpen the skills and talents of the students, necessary books, videos, and other locally available materials are provided in both the TREIS schools. Talented teachers are

nominated as in-charge to conduct the competitions whereas other teachers help them during the programmes. Projects and model making in all subjects for individuals and groups are conducted. Students are involved in the preparation of school magazines. Opportunity is given to the students to discover their hidden talents and develop them. Sports and games like yoga and karate, NCC, Scouts and Guides and NCC activities are taken up in the schools.

Teachers from both the TREIS schools point out several differences in the functioning of the school when compared to social welfare and tribal welfare residential schools. In social welfare residential schools, the functioning of the authorities is decentralized and immediate decision is taken, which is not seen in TREIS schools. She also mentioned that TREIS schools have lower budget allocations and fewer institutions. One of the teachers from TREIS (Boys) stated that no proper inspections from the higher authorities are carried out, and no encouragement is given to the teachers. He said that in social welfare residential schools there is a good encouragement from the higher authorities and teachers are encouraged by giving awards on Teacher's Day celebrations.

In both ZPSS, academic activities like quiz, elocution and essay writing competitions as well as sports and games are organized in the schools on Independence Day and Republic Day. Teachers from both schools feel that there are many differences between ZPSS and other institutions that are functioning under societies. One of the teachers from ZPSS, Rayaparthi, said that the monitoring of the schools is not effective, and they do not find an immediate solution to their existing problems. He also mentioned that their budget allocations are meagre when compared to social welfare residential schools. Teachers concur that the present education system is useful for the development of the students. But the CCE method is burden for some of the students as they are unable to complete projects that are assigned to them. A teacher from ZPSS, Rayaparthi, said that the CCE method has a positive approach and helps the students who come from an educated family background.

3.12. Perceptions of Teachers on Performance of Students

The main aim of the schools is to enhance the performance of the children, who are from diverse social and economic backgrounds. Most of the teachers from both TSWRS are not satisfied with the performance of the students, and they organize special classes for the slow learners though not much improvement is seen among the children. ST students are doing better than SC students. Students' disinterest in studies is the main

factor for poor performance among the SC students. From a teacher's point of view, commitment and hard work from students are the only ways for the success of the students. According to a teacher from TSWRS (Girls), around 60% of the students in a class are performing well in academics and co-curricular activities; 20% are having learning abilities; and 20% are slow learners. A teacher from TSWRS (Boys) said that in class VIII, around 15% of the students are performing well in academics and are active in extra-curricular activities; 20% are having the learning skills but struggling to concentrate on studies; and 65% are slow learners.

In both the TREIS schools, the teachers are satisfied with the learning abilities of the students. The teachers take personal care of the students during the study hours and encourage the achievers by presenting some gifts to them. It is observed that, compared to SC and ST students, BC students are performing better in the class. Teachers suggested that the family members should be educated and should have an awareness of the education system. They feel that the students are punctual to the school but act as free birds when they are out of the school.

In both ZPSS also, the teachers are not satisfied with the performance of the students. According to one of the teachers from ZPSS, Rayaparthi, the students are not performing well in exams as they are not regular to the class. Special classes are being organized for such students, but they are not utilizing them in a proper way. A teacher from ZPSS, Siddapur, remarked that socio-economic conditions impact the performance of the students. The students from SCs depend on their daily wages for survival and also attend school, but they are unable to balance both. Teacher at both ZPSS mentioned about the variation in the performance of SC and ST students. Compared to SC/ST students, BC students are performing better in studies. The teachers said that SC/ST parents should be made aware. A teacher from ZPSS, Siddapur, pointed out that children do not behave well in front of the teachers nor do they listen. Counselling classes are being organized, but they do not attend such programmes.

3.13. Perception of Teachers on Job Satisfaction

In general, the teachers are happy with the teaching profession, but they are facing severe work pressure due to night duty as well as working on holidays. A teacher from TSWRS (Boys) said that teachers are not satisfied with the salaries. They do not receive the salary in time, and there is always a delay of 15-20 days when compared to the state government employees. In both the TREIS schools, the majority of the teacher does not

have job satisfaction. One of the teachers at TREIS (Girls) revealed that she had joined the society in 1992 as a Trained Graduate Teacher (TGT) and only recently, in 2016, she was promoted as a Postgraduate Teacher (PGT). She pointed out that, there are no regular promotions in the society, whereas there are regular promotions in social welfare schools. In fact, the teachers who have joined in 2007 have already got promotion as PGTs. Another teacher from TREIS (Boys) had joined in 1996 as a TGT on a contractual basis and till now there is no guarantee of the job. The contractual teachers who have joined in social welfare residential schools in 2003 are regularized and got promotions as PGT. Moreover, they are not paid as per the workload. Another teacher has been working as a guest lecturer for the past three years and there is no increase in the neither salary nor job security.

3.14. Perceptions of Teachers on Best Practices in Managing the School and Improvement of Quality of Education

In TSWRS, there is a structured plan in the implementation of new policies. Presently, several innovative models are being followed for the improvement of the students. Teachers unanimously said that education is the only remedy for the development of SC and ST students and to reduce the inequalities within the subgroups. In both the TREIS schools, the teachers implement the guidelines that are provided by the society for the improvement of quality education; however, a few teachers are not committed towards executing proper teaching methods. Teachers from both the institutions opined that the government should ensure that the developmental schemes reach the poorest of the poor at the grassroots level so that there will be a chance for reducing the inequalities among SCs/STs and other communities.

In both ZPSS, however, it is observed that the teachers are not having any kind of plans for the development of the students and merely attending the school seems to be the agenda for the teachers. One teacher from ZPSS, Rayaparthi, said that individual plans of the teachers are not applicable in the school because each teacher has different opinions on the functioning of the school. Teachers opined that the officials should identify the poorest of the poor and education should not aim for just employment but improve skills for self-employment for the target groups at the grassroots level in order to reduce the inequalities among the subgroups. Schools are functioning with the help of Vidya volunteers as no teachers have been recruited for several years.

SECTION IV - PERCEPTIONS OF PRINCIPALS IN SCHOOLS UNDER DIFFERENT MANAGERMENTS

This section looks into the perception of the principals of the schools under different managements. The social background of the respondents reveals that a majority, three are from upper castes, two from BCs and one from SC Community. For the study, a strategic plan was made with a specific set of questions to interact with the respondents. An attempt has been made to find out the issues and challenges that headmaster/principals are facing during administration, their opinion on the best teaching methods that are practiced in the school and accountability of the teachers. It highlights the notions of the head of the institutions on the performance of the students and suggestions for the development of the education system.

**Table 4.1 Details of Managements Covered Under
Strategic Interview**

Management	Caste	Gender	Qualification	Year of Joining
TSWRS(Boys) Wardhannapet	OC	M	MA,BEd	1994
TSWRS(Girls) Rayaparthi	OC	F	MSc, BEd	1995
TREIS (Boys) Bandarupally	BC	M	MSc, BEd	1996
TREIS (Girls) Hasanparthy	OC	M	MSc, BEd	1992
ZPSS Rayaparthi	BC	F	MA, BEd	1997
ZPSS Siddapur	SC	F	MSc, BEd	1987

Source: Authors Calculations from the field

4.1. Perceptions of Principals on Major Problems in Managing the School

The major problem in the schools under the three different managements is the irregular attendance of the students. The principal of TSWRS (Girls) stated that whenever students go home for some function they do not return back in time. Earlier it was a very serious problem for the principals and class teachers, but three years ago the secretary issued a circular fixing the responsibility on the principals to motivate and bring back the students

to school on reopening day. If the students are absent on the reopening day, they have to pay Rs.100/- as late fee, and if it continues for one week they have to take the permission from the concerned district coordinator (DCO). In TSWRS (Boys), the principal mentioned that they do not have a problem with the students, most of whom attend the classes regularly and only two or three students from each class have some health problems forcing them to miss classes and take rest in the hostel.

In both the TREIS schools, principals face the same problem. The students go home during the holidays and do not join on the reopening day, coming back only after 8-10 days. They pointed out that in the past admissions to the residential schools was through an entrance test. However, from 2010 to 2013, admission under RTE Act was made without entrance test that was reintroduced in 2014. The greatest difficulty is noted with students in classes IX and X; however, the students who have joined from the academic year 2014-2015 are better in studies. Addiction to social media/cell phones has also increased among the students; as a result, they neglect their studies.

According to the principals in both ZPSS also, the students are irregular to the school. The principal of ZPSS, Rayaparthi, remarked that when the majority of the students are absent, it affects the functioning of the classes. She mentioned that every day around 25-30 students are absent, among which 75% are engaged in agricultural labour whereas the others are just enjoying with their friends. She pointed that they regularly identify the absentees and with the help of the anganwadi teachers, village education committee (VEC) members and village development committee (VDC), they approach the students' families and motivate them about the importance of education. But there is no response from parents in sending their children to school. The principal of ZPSS, Siddapur, said that the students studying in the government schools belong to marginalized communities and their parents are illiterate daily wage labourers who are not aware of the present education system. Even the students who are regular to school are poor in reading, writing and lacking in communication skills. She pointed out as per the RTE Act the teachers are not supposed to punish the children, and the students take advantage of this.

In TSWRS (Boys), parents speak arrogantly and use foul language. As the principal belongs to an upper caste and the majority of the parents hail from SC community, he fears that legal action under SC/ST Prevention of Atrocities Act may be initiated against him. The principal of TSWRS (Girls) pointed out that the parents have many expectations

from the children at the time of joining the school, but they do not cooperate with the management for such results. SWAERO network also organizes meetings with parents, educating the students on issues related to education, society and personality development.

The parents of the students in ZPSS are very careless about the children, as the government provides free mid-day meals, textbooks and uniforms to their children. The principal of ZPSS, Rayaparthi, feels that the parents are least bothered about the development of the child. They do not attend parents meetings. The teachers have been educating and motivating the parents to focus on the development of the child but without any response, as most of the parents are illiterate. However, in ZPSS, Siddapur, parents meeting is organized every three months and parents committee members are invited to discuss the developmental activities. Some of the mothers who are educated and heading the self-help groups come to the school and interact with the principal and concerned teachers and enquire about the status of their children in the school. Every month they have meetings with the higher officials and they focus on problems related to the infrastructural facilities like classrooms, computer labs, science labs, separate buildings for cooking mid-day meals and the furniture that is required for the schools. They also discuss the requirements of the teachers and Vidya volunteers and the problems that the latter are facing with other teachers in the school.

The management faces a problem with the part-time teachers whenever they go on strike pressing for their demands. When the contractual workers at TSWRS (Girls) went on a strike for 15-20 days during November 2017, they faced severe difficulties in adjusting and hiring teachers from various sources for completing the syllabus. According to the principals of both the schools, the CCE method has both advantages and disadvantages. In the girls TREIS school, the principal does not have any problem with the teachers because all are senior teachers, and they are dedicated towards the development of the students.

He also said that with the help of senior teachers the guest teachers are regular to school and are doing well. However, in the boys TREIS school, the principal pointed out that the vice-principal is a regular teacher, and the rest are working on contract or part-time basis. The teachers travel a long distance to reach the school; as a result, they are always late. As per the guidelines of TREIS, the teachers are not allowed to use cell phones in the classrooms and at other duty places to avoid distractions in the school premises. But most of the teachers use their phones during the class hours. He narrated that once a

teacher had threatened to file a harassment case under the Nirbhaya Act as he had asked her not to use cellphone during class hours. He also stated that the women teachers do not follow the time table as per the guidelines of TREIS and leave the school by 4 PM, and none of them has night duties. Due to a lack of commitment among the teachers, the quality of teaching is declining, and it is affecting the students' development.

This is also the case in ZPSS, Rayaparthi, where teachers have to travel a long distance and are irregular to school. Principals of both ZPSS are women, and they face a problem with the male teachers. Around 90% of the teachers working in both the schools are senior teachers, and they belong to different teachers unions. According to the principal of ZPSS, Siddapur, the teachers who are leading the unions are irregular to the school and are focusing on their own activities. The teachers do not attend any review meetings nor do they cooperate in any activities that are taken up for the development of the school. She pointed out that as she belongs to the SC community she is facing discrimination from the fellow teachers who belong to upper castes.

The CCE is a good method for the development of the student, but the students are unable to realize the objectives. The principals of both ZPSS revealed that students are unable to apply individuality and creativity in completing the projects assigned to them. They depend on the internet and all students in the class submit similar projects. She said that CCE model is to encourage the students to think on their own and come up with a new kind of approach in finding the solution, but the students are not doing so. There is no internet facility in the village, and the students who depend on online sources are unable to complete the task within the given time.

The principals in both TSWRS regularly interact with the higher officials such as MEO and DCO whereas for serious matters they consult the Regional Coordinator. They have a video conference with the secretary twice monthly and share the innovative thoughts that are being implemented in the schools and discuss the major problems that they are facing in managing the school. Initially, the problems are addressed to the DCO and then forwarded to the regional coordinator and then to the secretary. The problems are solved immediately based on the priority of the issues and for major issues some delay occurs. Moreover, higher officials visit the school twice a month and discuss the functioning of the school and oversee the activities. In both TSWRS, however, earlier the institutions suffered due to lack of infrastructural facilities. But recently a new dormitory block was

inaugurated by TSWREIS secretary R. S. Praveen Kumar in TSWRS (Girls). A new school building with all of facilities is being constructed.

The boys TREIS school is located the mandal headquarters. The politicians and student organizations visit the school and interact with the management. If any problem is noticed, it is referred to the higher officials. The principal also said that the parents committee is very active and they interact with the management regularly and represent to the politicians and higher officials in solving the school problems. As part of inspections, A. Satyanarayana Reddy, the secretary of TREIS visited the school and inspected the science lab, computer lab and dormitories. The Telangana State Food Corporation director, Sangulal, visited the school and inspected the menu that is provided in the school. He appreciated the principal and deputy warden for following the menu in a proper manner and arranging a delicious and balanced diet in the school. As part of Haritha Haram programme, the then district collector, Murali, and sub collector V. P. Goutham visited the school and planted saplings. As part of Swachh Bharat, the students have removed the bushes and garbage in the school campus and the premises is clean and green. Once a week, the management is organizing a Swachh Bharat campaign in the presence of housemasters. The school conducts a medical check-up every month and also the 'hand wash' programme by UNESCO. On 15 August, measles and rubella vaccine programme was conducted in collaboration with state government and the Lions Club. The students have received KCR kit.

District collector Murali has adopted the school and granted Rs. 5 lakhs for the development of the school. In the first spell, about Rs. 2.5 lakhs works were completed in the school (light-emitting diode [LED] lights, fans and tube lights in the dormitories and classrooms, repairs to RO plant). An alumnus, A. Raju Naik, who is a divisional engineer in Warangal district, has contributed LED lights, and MP Seetharam Naik also donated solar street lights. The principal of TREIS (Girls) pointed out that the management is facing severe shortage of funds. Due to the lack of proper accommodation and infrastructural facilities, the students are put to hardships. He feels that there should be regular inspections which will be an encouragement for the teachers and students.

The mandal education office is located in the school premises of ZPSS, Rayaparthi, and the principal regularly interacts with the MEO and discusses the functioning of the school and requests the authorities to provide the necessary requirements for the development

of the school, but there is a delay from their side. There is a need to have transparency in the hierarchy of governance. She pointed out that the state government is not allocating sufficient funds for school education due to which the schools are lacking with infrastructural facilities that are affecting the functioning of the school. She added that developmental works were taken up only when the higher officials visited the school; for example, Rashtriya Madhyamika Shiksha Abhiyan (RMSA) building was sanctioned during the visit of DEO last year. In ZPSS, Siddapur, the DEO had visited the school and sanctioned a staff room and the construction is in progress. The principals of both ZPSS have interacted with the higher officials and discussed about the improvement of Reading, Writing and Arithmetic (3Rs) and to achieve 10/10 Grade Point Average marks (GPA) in SSC exams.

4.2. Perceptions of Principals on Teaching-Learning Environment

A peaceful atmosphere for the students to concentrate on education prevails in both the TSWRS residential schools. Students are taught with the help of liquid crystal display (LCD) projectors and motivated for self-learning with the help of Mana TV. According to the principal of TSWRS (Girls), audio video method is very beneficial for the students to understand in an easier manner. The students are provided with laptops for encouraging them to stay on par with developments in technology. The facilities like library, computer lab and science labs are available in the schools. The teachers had earlier faced problems with English-medium teaching, but the society had organized several training camps with Indian School Leadership Institute (ISLI) and State Council of Education and Research and Training (SCERT) on teaching skills in English, and now the teachers are able to manage and teach in English. Earlier, the teacher's union was active and it had a negative impact on the education of students, but now the teachers are focused on the children's education.

Moreover, the students are motivated and encouraged by the achievements of the alumni. Detailed information with their designation and photograph are printed on the notebooks that are given to the students, where they have a chance to see every day and get motivated. The 'Karadi Path' programme helps the students to learn English in an easy manner. Karadi Path relies on visuals and music to make non-native speakers pick up the English language that is often the key to a better life. The top rankers in the class are encouraged by providing a cash prize of Rs. 500/-, books and files which would be useful to the students and their names are displayed on the boards. The school does not have any

financial crunch, the budget allocations are decentralized and the budget is sanctioned as per the needs of every school. Every month Rs. 15,000/- is allocated for emergency and maintenance, where as Rs. 3,000/- is allocated for transportation and medical treatment of the children and the remaining amount is utilized for newspapers, electrical repairs, computer repairs and training for competitive exams. During the vacations, as part of the Quest programme, the principal of TSWRS (Boys) visits the students' homes and interacts with the parents to motivate the child and parents to continue education. As a result, there are no dropouts in the school, but the students who suffer from serious health problems are advised to stay at home.

TREIS schools are not just schools, but a place which the students call as their 'second home'. The environment is that of a vibrant and caring community, which creates a supportive platform from which the child can learn and progress. The teachers encourage every child to think critically, question incisively and solve the problems with growing independence. The children are guided in their endeavours by teachers who are experts in their respective fields, and who are committed to delivering the highest standard of learning across a broad, balanced and innovative curriculum. Beyond the classroom teachings also, the teachers encourage the students to participate in a vast array of extra-curricular activities for the development of every child. Fun, enthusiasm and adventure are seen among the students' activities. In both TREIS schools the 'Reading Writing and Arithmetic (3Rs) model' is followed, which is showing good results on the development of the students.

According to the principal of TREIS (Girls), the main objective of adopting CCE method is to let the child grow as a good citizen by acquiring all the appropriate and desirable qualities besides academic excellence. He pointed out that continuous assessment of a student's growth and development is a seamless process rather than an event. CCE is a holistic approach and covers both scholastic and co-scholastic areas. Emphasis of evaluation has shifted to the testing of holistic learning. Many educationalists have opined that assessing any child based on the marks achieved by him/her is not appropriate. Every child has innate abilities. CCE can be used as a tool to draw out the child's hidden talents. The teacher should be aware of the child's strengths and weaknesses and help him/her to build up his/her personality. It shifts the child from the need of learning to love of learning. It enables the child to be more resourceful, innovative, creative, adaptive and amicable. It reduces the burden of studies. It provides a non-threatening and supportive environment for learners.

To improve English language skills of students and teachers the TREIS introduced the Special Package for Acquiring Competence in English (SPACE) in 2013. The students are expected to engage themselves in multiple language activities individually and in groups, both inside and outside the classrooms. Five-day training programmes are conducted for teachers and few activities are specially designed to address the issues related to slow learners. Extensive field visitors are assigned for monitoring the classroom process and giving onsite support to the teachers. In the class, it is observed that English discourse is a cultural activity which is practiced in the school by the teacher and the students actively participate in the programme. During the picture description, the students concentrate on the lessons that are taught by the teachers. With such activity, the students are able to get over the fear of speaking in English and are engaged actively in the class discussions. As a result, there is an improvement in creative thinking, writing skills are enhanced and group activity increases the ability to prove their point. The principal of TREIS (Girls) pointed out that guest lectures are organized with eminent personalities on various themes which benefit the students to increase their awareness of education as well as society.

In both ZPSS also, teachers follow the CCE method. They encourage the students for self-learning with the help of Mana TV. As a part of classroom interactive methods, Reading, Writing and Arithmetic practice is taking place in developing the students. Digital classrooms and LCD facility are available. Regarding the medium of instruction, there are different opinions from both the principals. The principal of ZPSS, Rayaparthi, feels that Telugu medium is very important for the students because their mother tongue is Telugu and they can easily understand the lessons and can communicate in a simple way. She said that as of now the school is functioning in English medium, but the students are unable to understand the medium of instruction because they teach English only from class VI onwards. According to the principal of ZPSS, Siddapur, as per the demand of parents, it is better to implement English medium in the government schools. But it should be implemented from class I so that the students can learn the basics from lower classes and focus on English.

Enrolment in both ZPSS has declined. The principal of ZPSS, Rayaparthi, said that private schools have emerged all over the mandal, and most of the parents are sending their children to private schools. She also said that the schools like Social/Tribal/Backward Classes/Minority and Kasturba Gandhi Baalika Vidyalaya for marginalized communities have increased and parents prefer these schools over private schools.

The principal of ZPSS, Siddapur, said that the students studying in the government school are from marginalized communities and it is true that the parents preferred the social welfare residential schools which are providing quality education with free boarding and lodging facilities. She also said that there is a wider campaign about the importance of welfare schools and even the parents are motivated by the alumni of social welfare schools in the villages. The schools are financially supported by the state and central governments. The principal of ZPSS, Rayaparthi, said that they received Rs.17,000/- under Sarva Siksha Abhiyan (SSA) from the state government and Rs. 50,000/- under RMSA for infrastructural facilities. The principal of ZPSS, Siddapur, said that they had received Rs. 25,000/- under SSA from the state government and Rs. 75,000/- under RMSA. However, the principals of both ZPSS felt that the amount received from the state and central governments are not sufficient for the maintenance of the schools. The funds that are received from the RMSA are utilized for the maintenance of schools. Moreover, both the schools also receive financial support from the stakeholders for the encouragement of SSC toppers.

4.3. Perceptions of Principals on Duties and Accountability of Teachers

The teachers in social welfare residential schools are regular to the school and the teachers and students attendance are sent through Students' Academic Management System (SAMS) to their head office. The principal of TSWRS (Girls) stated that every Friday, strategy meetings are organized to discuss the topics that they would teach in the forthcoming week and strategy notes that are prepared by teachers are verified. Moreover, every Monday they organize Teacher Plus for the improvement of English communication skills among the teachers, where a topic is assigned and all the teachers speak on that topic. The principal sends a report on the teachers every month to the higher authorities. For the improvement of the students, four-member teams are formed consisting of an above average student, an average student and slow learners. These groups are formed with the help of teachers and group leaders and the good students try to help the slow learners. In this process, the teaching ability of the students is also improved. It is noted the teachers try to complete the syllabus in time and the students are given enough time for revision. The principal of TSWRS Boys said that teachers' commitment is very important for the development of the school. They must be regular to school and committed towards their duties. It is necessary for the teachers also to focus on contemporary issues. The teachers should focus on the health and hygiene of the students. The orphaned children are looked after by the respective class teachers and special care is taken.

In both TREIS, the role of the principal is to review the completion of syllabus, projects, flash tests, field trips, practical sessions, seminars and so on. Faculty meetings are conducted to get cooperation, motivation, engagement and commitment of staff and students. Demo classes of PGTs are observed by the principal along with the other subject teachers. PGTs observe the demo classes of TGTs in the school along with the principal and the report is sent to the higher officials. Faculty meetings are organized after the completion of demo classes once a month. In the first week - Telugu/Sanskrit and Hindi; second week - English and mathematics; third week - science and social studies; and fourth week - physical education, health education and co-curricular activities are reviewed. The principal of TREIS (Girls) pointed out that, every year after the reopening of the school, on the first day the staff meetings are conducted and action plans for the following three months are prepared. The plans include all the curricular and co-curricular activities and other academic programmes that are proposed to be carried out. They also review the previous year's results and identify the low achievers and take measures for their improvement.

In order to improve the teaching qualities, training camps are organized for the teachers at the district and state levels which are showing good results. The principal of TREIS (Boys) pointed out that the teachers are advised to be polite in the class and interact with every student and know the status of progress and improvement of the student. He also mentioned that the management takes the opinions from the students regarding the behaviour of the teachers and their teaching skills in the class and acts accordingly. The principal of TREIS (Girls) said that every week the review meetings are organized with the faculty to discuss the completion of the syllabus and the problems that they are facing with the students. The senior teachers usually help the teachers in the completion of the syllabus.

In both ZPSS also, regular meetings are organized with the teachers and the issues related to the children's performance and the syllabus to be covered by the teachers are discussed. In order to improve the quality of the teaching, principals advise the teachers to teach with the help of different innovative techniques so that the students can easily understand the subjects. The teachers conduct regular tests immediately after the completion of every lesson. A special focus is on slow learners and the teachers are responsible for the improvement of such students. The principal of ZPSS, Rayaparthi, pointed that she takes feedback from the students on the teaching, and if any teacher is found lacking, he

or she is helped by the senior teachers for further improvement. The principal of ZPSS, Siddapur, said that teachers who need to improve their teaching skills are identified during the class hours and advised to attend the training camps organized by the DEO. She also pointed out that occasionally fortnightly review meetings are organized with the teachers to discuss the measures that are to be taken for the improvement of the slow learners.

4.4. Perceptions of Principals on Interaction with Stakeholders

Interactions with the children and teachers are held at regular intervals. The principals of both TSWRS organize parents meeting and various issues related to the children and development of the school is discussed. Progress reports are given to the parents and they are advised to interact with the class teacher and concerned subject teachers. Sometimes the parents complain against some teachers who are very arrogant and rude with the students. The principals along with the medical staff also interact personally with the parents about the health conditions of the children.

The principals of both TREIS schools have regular interactions with the students during the study hours and personal interactions are held whenever the students face any personal problem. Health problems are brought to the notice of the principals. The principal of TREIS (Girls) said that he considered the students to be his own children. He said that special care on health is taken with the help of the resident nurse and if any serious problem is found, they consult the senior doctors and inform the parents. The principal of TREIS (Boys) interacts with students every morning to know the problems that they are facing in the day-to-day life in the school. The students are provided with sufficient proteins and that is why the students are not facing any kind of health problems and they are concentrating on the studies. He said that majority of the parents take part in the parents meetings and interacts with the teachers. He mentioned that occasionally the school management invites the village educational committee members, interacts with them and discusses the issues related to the developmental activities that are taking place on the campus.

The principals should attend the regular meetings with the higher officials whenever required, and twice a week they visit the offices of the DEO and MEO. The principal of ZPSS, Rayaparthi, said that she interacts with the students regularly, but twice a month she interacts with the parents committee to discuss the issues related to the school

development activities. The principal of ZPSS, Siddapur, said that on the occasion of Independence Day and Republic Day, she interacts with the parents and village development committee members. And once in a month the school management committee interacts with the Gram Panchayat members and discusses the various issues related to the on-going activities in the school.

4.5. Perceptions of Principals on Extra-Curricular Activities

Along with academics, sports and extra-curricular activities are also encouraged in all the schools under different managements. Time and again, individuals have been proving since generations that sports does not stand as a hurdle for education, but instead accelerates the level of focus, concentration and perseverance which in turn increase the level of quality education. In TSWRS (Girls), clean and green programmes are organized by the students. Greenery is maintained in the school, and students manage a kitchen, botanical and rose garden. On the occasion of every student's birthday, she plants a sapling and agrees to take care of it. 'Mirror project' is one of the projects that are implemented in the school, where the students have a chance to stand before the mirror and judge themselves; they practice speeches in front of it and rectify the mistakes that they are doing. She also mentioned that the society has introduced teaching assistance method which is a part of encouraging the student for enhancing teaching skills.

In 2017, TREIS (Boys), around 25 students have participated in the district-level youth festival and took part in plays, skit, tribal dance and elocution and won first prizes in the events and also participated in the state-level festival held at Hyderabad. He pointed out that B. Vinod Kumar of class VIII has participated in the state-level athletics competitions and won a gold medal and participated at the national level organized by the School Games Federation of India in 2017. Another student, R. Siddu, has participated in the state-level boxing competitions in 2017. The school team has represented at national volleyball competitions held at Allahabad, and another student, Pavan, has participated in Indian Youth Traditional Games held at Nepal and won a gold medal in volleyball in 2016. He said that around 6 members have participated in the state level "Indian Speed Star" Talent hunt organized by GAIL India in 2017. One of the students, P. Yakaiah, has participated in the national-level Kabaddi competitions in 2017 and performed well in the event and he is also good in studies and doing second-year MPC in a government junior college.

According to the principal of TREIS (Girls), the students are very active in sports and games and have participated in the various events and won medals. The students are encouraged to prepare exhibits/finished products that are suitable for their age, class and subject. They are also encouraged in class for art and painting, dance, poetry, composition, dramatization techniques and so on. Workshops are conducted to discover and develop the hidden talents of the students, where the teachers help the students to develop his/her self-esteem.

In both ZPSS, the principals organize co-curricular activities for the students on the occasion of Independence Day, Republic Day, Voters day and Children's Day. The principal of ZPSS, Rayaparthi, said that every year the students participate in science fairs by putting up innovative exhibits with the help of the teachers and they are being selected for state-level competitions. She also pointed out that the school management organizes the mandal-level workshop for the teachers working in the mandal for introducing new innovative techniques in teaching. According to the principal, vocational education should be implemented, and the students must be encouraged in arts/crafts.

Computer education should also be introduced. The principal of ZPSS, Siddapur, said that the institution is following best practices like focusing on the irregular students and counselling the students for the better functioning of the school. Now the students are regular to school. She pointed out that management of ZPSS was different when compared to TREIS schools and TSWRS. In ZPSS (managed by a local body), there is a delay in the teacher recruitment process and budget allocations are very less when compared to other managements. When the teachers retire, the positions remain vacant for many years, and they have to take the help of Vidya volunteers. She mentioned that the Vidya volunteers are supposed to be recruited from the native village and sometimes they do not even find the qualified teachers in the required subjects.

4.6. Perceptions of Principals on Performance of Students

Performance of students depends on the family background, parental care and environment at school and home. The principal of TSWRS (Girls) feels that the ST students are very active, very confident and work hard and they prove themselves in any of the activity by securing good results. The motivational levels among the ST children are good, and they interact with teachers and students and solve their problems, whereas this is not found among SC students. Also, compared to Scheduled Castes, the ST parents are well educated

and economically very sound. When compared to SC/ST students, the children who belong to BC community are better at studies and they are performing well in the class. She said that there is a need to educate SC parents and reduce inequalities among the SCs. Students who are studying in both TREIS also belong to the marginalized communities and hail from the poor economic background. It is observed that the socio-economic-educational background of the parents has a significant impact on the educational status of the students. Few students who are not performing well in the class are helped by the above-average students and taken care of by the concerned subject teachers. The students do not have any kind of attendance problem but there is a need for the students to concentrate more on studies and utilize the benefits that are provided by the state.

In ZPSS, Rayaparthi, the principal pointed out that all the students who are studying in the school belong to SC/ST/BC and Minority communities, their parents are illiterate and do not have proper awareness on the education system. She feels that if the students are regular to school they can perform better in class. The principal of ZPSS, Siddapur, mentioned that the home environment and the surroundings play a vital role in shaping the students. Almost 75% of the students are from families having one or two rooms in their homes with surroundings that are not conducive to concentrate on their studies. When students go home, they do not find a proper atmosphere for reading and writing. He tries to motivate the parents to provide the necessary requirements at home so that the children can concentrate on their studies.

4.7. Perceptions of Principals on Best Practices for Managing the School and Improvement of Quality of Education

The principals of both TSWRS said that managing their schools is much different when compared to other schools such as TREIS and ZPSS. The principal of TSWRS (Boys) said that in ZPSS, the teachers unions are very active in organizing the meetings and interact regularly with the officials and they have political influence. But such kind of activity is not seen in the TSWRS. Nearly 20%-25% absenteeism is observed among teachers at ZPSS, whereas this is not so in other managements wherein the teachers are regular and if any absenteeism is found it is immediately reported to the higher officials. In social welfare residential schools, the students are trained in different activities and encouraged for future development. Infrastructural facilities are provided as per the needs of the students but such kinds of facilities are not provided in ZPSS.

The principal of TSWRS (Boys) pointed out that secretary R.S. Praveen Kumar is taking very good care and is working hard for the development of the institutions. Earlier none of the secretaries had visited the schools at the district level but the present secretary is visiting every school and encouraging the students and staff. She mentioned that the state government has introduced Dr B. R. Ambedkar overseas fellowships for SC and ST students to avail higher studies in foreign countries and it is benefiting the students who come from poor families. In social welfare residential schools, welfare trust provides financial assistance to students coming from the poor background for higher education.

The social welfare residential schools follow 'School Improvement Development Programme' (SIDP) as per the guidelines of the society. In TSWRS (Girls), weekly plans are prepared by the teachers with the help of School Team Leader (STL). She pointed out that there is good cooperation from the faculty and they give moral support in implementing new innovative thoughts. She said that students from TSWRS (Girls) have got admission in various prestigious institutions for their higher studies. She narrated that one of the students belonging to the Madiga community was a topper in the class and got admission at Delhi University, but her parents could not send her because of poverty. But with the principal's personal commitment for providing financial assistance until the completion of higher studies, her parents let her join Delhi University. Now the student is studying BSc (Statistics). She said that the student was from Telugu-medium background but she has overcome all the hurdles and is now studying well and scored 7.2 grades in the first semester. Every month she is sending some amount for her personal use. Recently she received the Best Principal award and was appreciated by Warangal rural district collector. The principal of TSWRS (Boys) narrated that the school management is working hard in securing good results and for the past four years the students have been securing 100% results. He had a bitter experience when he worked at social welfare residential school at Ghanpur in Warangal district. One of his students has got 98 marks in economics and around 18 students from one class had got selected under merit-cum-means scholarship.

The principals at both TREIS schools follow the guidelines as per the society. The principal of TREIS (Girls) said that the staff members cooperate in implementing ideas that would benefit the students. The teachers motivate the students by using mind mapping activities and discussions, and the students are encouraged to ask questions in the class. As part of the best practices both ZPSS are trying to achieve 100% results in the SSC annual exams and score 10/10 CGPA and they are trying to reduce the absenteeism. They are planning to maintain a good library in the school.

The principal of ZPSS, Rayaparthi, said that they have formed an alumni network and they are inviting eminent personalities and organizing the interactive sessions with the students. Sometimes they organize seminars on various academic and social issues. She said that teachers are cooperative in providing moral support in organizing such events. The principal of ZPSS, Siddapur, said that they are organizing social awareness camps with various organizations to remove the caste inequalities. She opined that the government is providing various welfare schemes for the development of SCs, but they are reaching only a few of the people who are aware of the schemes. So there is a need for the state to take necessary actions at the grassroots level for utilization of the schemes by the intended beneficiaries.

SECTION V - CONCLUSION AND SUGGESTIONS

A strong education system is the cornerstone of any country's growth and prosperity. Schools under different managements, such as TSWRS, TREIS schools and ZPSS, offer education to a number of students, especially those from poor economic background and marginalized social groups. Medium of instruction and quality of teaching play a vital role in selection of schools. From the study it is observed majority of the parents from the marginalized communities prefer their children to study in TSWRS followed by TREIS and the parents who are not aware of the welfare schools have admitted their children to ZPSS.

Majority of the students studying in the schools under three managements belong to SCs, STs and BCs and are below the poverty line with low economic status. In TSWRS there are adequate infrastructural facilities whereas this is not so in TREIS schools and ZPSS. The teaching and learning environment is good in TSWRS which is attracting more and more students. Again, TREIS schools and ZPSS lag behind and have old buildings and the environment is not conducive for studies. The students of TREIS schools donot have proper accommodation; toilet facilities are inadequate in ZPSS; and there is no proper space for preparing mid-day meals and the provisions are stored in classrooms which is creating problem for the students.

The teachers in TSWRS and TREIS schools are regular. However, in ZPSS, the teachers are not regular due to which they are unable to complete the syllabus in time. Therefore, students from both TSWRS and TREIS schools are good in academics and active in other activities for development of personality skills whereas ZPSS students are not so. In both the welfare schools there is good interaction among the students, teachers and parents, but such an environment is not found in ZPSS. In all the schools under the three managements, the students are very active in extra-curricular activities and performing well in district and state level competitions. Majority of the students from three managements said that their ambition is to become doctors, engineers, teachers and agriculture scientists.

Irregular attendance is one of the major problems affecting the performance of the students. In TSWRS and TREIS schools the teachers are very cooperative and collaborate with each other for the improvement of educational and school activities. However, in ZPSS, as several teachers unions are functioning, the teachers lack a cordial relation among themselves and they do not cooperate in any of the activities that are meant for school development. The government is providing all the facilities at free of cost and the students are utilizing them in a proper way in TREIS and TSWRS managements. However, the facilities that are provided to the students in ZPSS are limited.

In TSWRS and TREIS schools, the teachers complete the syllabus in time. Their attendance is sent regularly through SAMS to the management. But such accountability is not found in ZPSS where the teachers also face problems with English-medium curriculum, as a result they cannot do justice to the students. Every year in TSWRS and TREIS schools, the teachers attend training programmes and learn new teaching methods from the experts, leading to the improvement of teachers. However, this is not the case with the teachers in ZPSS.

In TSWRS and TREIS schools, the teachers interact regularly with the parents over phone and every second Saturday they meet the parents and discuss about the issues related to the students' progress. But, this practice is not found in ZPSS. Teachers from TSWRS and TREIS schools feel that the students are trying hard to cope with studies and reach their goals. In ZPSS, the students are engaged in the household work and agricultural labour because of which they are not able to concentrate on studies.

However, in all three management, the teachers interact with the head of the institution and discuss about activities in the school. There is a regular interaction among the teachers and students in the school premises. Majority of the teachers of the schools of three managements feel that the extra-curricular activities encourage the students to concentrate on studies. In TSWRS and TREIS schools, the principals interact with the parent's committee members on a regular basis, and every month they interact with the parents. This is absent in ZPSS, and even the parents are not interested in meeting the teachers. However, ZPSS principals interact regularly with the political leaders, village development committee members and youth members, which is not found in TSWRS and TREIS schools. Principals of TSWRS and TREIS schools said that majority of the students are good in academics, and ST students are better when compared to SC

students. In ZPSS, the performance of the children is very poor because of not having proper parental care and poor economic conditions. In TSWRS, the students are confident by following the SWAERO commandments which were introduced by the secretary.

The Secretary of TSWRS with the help of state government is playing a vital role in providing the infrastructural facilities to the schools and this has motivated the students to study well. Such an initiative is not found from the concerned authorities in ZPSS and TREIS schools. In TSWRS, the DC and regional coordinator visit the schools at regular intervals and encourage the staff. But in ZPSS, the MEO visits the schools only once in a month and in case of TREIS schools the academic monitoring officer visits the schools twice in a year. But in both cases there is not much encouragement on their part.

Suggestions from Students

- Infrastructural facilities such as beds should be provided in every residential institution.
- There is a need for establishing computer labs which are very essential for the students.
- Digital classrooms are essential in every school.
- Permanent staff should be appointed at regular intervals after the retirement of teachers.
- More number of Junior and Degree Residential Colleges should be opened for the facility of students.
- In order to encourage SC/ST students towards higher education, a separate university should be opened.
- Need to come up with a new proposal for starting separate medical, nursing and engineering colleges for SCs and STs.
- There is a need to provide free notebooks and PET uniform for the students in TREIS and ZPSS.
- Financial assistance should be provided to the students who are participating in the various sports meets.
- More books should be provided in the library.
- CBSE syllabus should be introduced.

- In every mandal headquarters, semi-residential schools should be provided for the students studying in ZPSS
- Free bus facility should be provided by the government for the students studying in government schools.
- Free bicycles should be provided to the higher section students studying in government schools.
- Scholarships should be provided to all the students studying in government schools.
- English-medium schools should be strengthened with proficient faculty who are fluent in English.

Suggestions from Teachers

- The concerned authorities should take necessary actions in reducing the workload of the teachers.
- Employment assurance must be given for the contractual teachers.
- Salaries of teachers should be fixed as per the workload.
- Promotions should be given at regular intervals of time.
- During the transfers, the concerned authorities should give priority for the teachers to opt the schools which are nearer to the residence of the teachers.
- Certain measures should be taken to overcome the delay in distribution of salaries. Teachers should receive the salaries on time, by the first of every month.
- Establishment of separate university for women is necessary for encouraging them to pursue higher education.
- In order to promote the students in games and sports, there is a need to come up with a physical education institute for boys and girls.
- The government should regularize the contractual teachers who have been working for many years.
- Adequate steps should be taken for regular promotions and recruitment of teachers.
- Summer samurai camps should be organized and encourage the students in various fields in various management schools.

- A psychologist should be appointed in every school.
- In every school, there is a need to have a computer instructor as well as teachers for music and yoga.
- Proper accommodation facility should be provided for the teachers and non-teaching staff.
- There is a need to construct new school buildings.
- Proper encouragement and financial assistance is needed for the students who are taking part in various games and sports meets.
- There is a need to revise the CCE model which would be useful for the students.
- The government should take proper initiative in providing basic infrastructural facilities like toilets, drinking water and benches in every school.
- Separate budget allocations should be provided for developmental activities in every school.
- Conducive atmosphere for teaching and learning should be enabled by introducing digital technology.
- Hygienic food should be provided under the mid-day meal programme.
- Free notebooks and three pairs of school uniforms for students including shoes should be supplied in ZPSS.
- Financial assistance should be offered to all the students studying in government schools.
- Meritorious students should be encouraged through financial assistance every year.
- Free transport facility for the students studying in ZPSS will increase the enrolment.
- More non- teaching staff should be recruited in every school.
- Proper supervision at mandal and district level should be carried out for better functioning of the schools.
- Computer lab, science lab and library facilities should be added in the schools.

Suggestions from Principals

- In order to look at the functioning of the schools, the higher authorities should visit the districts once or twice in a month.
- Necessary actions should be taken for immediate promotions for teachers and recruitment at regular intervals, and they should be posted in their native places. This will reduce travel time and let them devote more time for the development of the institution.
- The employees working in the TSWRS should be treated as the regular employees similar to those working in various government sectors.
- There is a need to decentralize the administration and powers at the state level and to have regional and district coordinators at the district level in all managements.
- Sufficient budget should be allocated for better functioning of the schools.
- Faculty quarters and student dormitories should be provided on a priority basis.
- In residential schools, a separate mess supervisor should be appointed to reduce the burden over the teachers.
- Permanent four-wheeler vehicles should be provided for every school in case of emergency, for taking the students to hospitals.
- The government should take measures to bring all managements to function under one platform.
- Work load of the teachers should be rationalized, and they should not be involved in any of the government programmes.
- Earlier method of the curriculum should be reintroduced instead of the CCE method.
- The government should come up with semi-residential schools at the mandal level, which would benefit the poor students studying in ZPSS in the rural villages.
- English-medium curriculum should be introduced from class I.
- The mid-day meal scheme should be strengthened in ZPSS.
- Parental involvement in school activities should be deepened by creating awareness about the importance of education.

References

- Chakraborty Reshmi, (2011), "Choice of School and Elementary Education: A Middle-Class Perspective in an Urban Space in Assam", a paper presented in an International Seminar organized by Department of Sociology and Comparative Education Society of India, University of Hyderabad.
- Draft National Education Policy (2019), the Ministry of Human Resources Development (MHRD), Government of India, New Delhi
- Ramachandran Vimala, Taramani Naorem (2013), "What It Means to Be a Dalit or Tribal Child in Our Schools: A Synthesis of a Six-State Qualitative Study", *Economic and Political Weekly*, November 2, Vol. xlvi, no. 44, pp. 43-52.
- Right to Education Act (2009), Department of Elementary Education and Literacy, MHRD, Government of India, New Delhi.
- Sangeeta Goyal, (2007), "Learning Achievements in India: A Study of Primary Education in Orissa", *South Asia Human Development*, World Bank.
- Sangeeta Goyal, (2007), "Learning Achievements in India: A Study of Primary Education in Rajasthan", *South Asia Human Development*, World Bank.

Annexure-I

Districts are Arranged based on SC Literacy Rate in Telangana (Ascending Order) As on 31-12-2017

S.L NO	Name of the District	Development Features			Total Population and Literacy		Management Wise Schools		
		Agro Climatic	Total Population	% of SC Population	Total Literacy	% SC Literacy	ZPSS Schools	TREIS	TSWREIS
1	Peddapalli	North	795332	19.47	65.52	32.3	101	1	6
2	Medchal	North	2440073	9.39	82.49	36.3	101	1	5
3	Kamareddy	North	972625	15.76	56.51	42	178	2	11
4	Nirmal	North	709418	15.24	57.77	44.9	105	1	5
5	Jagitial	North	985417	16.7	60.26	48.9	173	2	5
6	Jayashankar	North	711434	19.47	60.33	49.2	107	1	6
7	Nizamabad	North	1571022	13.83	64.25	51.2	225	4	9
8	KomaramBheem	North	515812	15.82	56.72	52.8	51	0	5
9	Rajanna Siricilla	North	552037	18.5	62.71	53.2	109	1	7
10	Adilabad	North	708972	14.02	63.46	54.7	91	0	3
11	Mancherial	North	807037	24.72	64.35	55.1	101	1	9
12	Karimnagar	North	1005711	18.56	69.16	78.5	132	0	7
13	Jogulamba	South	609990	19.78	49.87	38.7	76	1	6
14	Mahaboobnagar	South	1486777	14.63	56.78	41.1	187	2	11
15	Wanaparthy	South	577758	16.13	55.67	42.7	98	1	5
16	Nagarkurnool	South	861766	21.32	54.38	42.9	121	0	10
17	Vikarabad	South	927140	19.39	57.91	44.8	161	2	8
18	Yadadri	South	739448	17.39	65.53	45.3	150	3	7
19	Suryapet	South	1099560	18.95	64.11	53.8	175	1	8
20	Nalgonda	South	1618416	18.1	63.75	54.1	213	2	11
21	Hyderabad	South	3943323	6.29	83.25	68.8	0	3	3
22	Rangareddy	South	2446265	13.78	71.95	73.2	235	2	16
23	Sangareddy	Central	1527628	18.13	64.08	45.3	192	4	12
24	Siddipet	Central	1012065	18.53	61.61	49.8	218	1	16
25	Medak	Central	767428	16.68	56.12	51	137	2	4
26	Mahabubabad	Central	774549	13.49	57.13	51.7	98	0	5
27	Jangaon	Central	566376	21.15	61.44	53.1	108	1	5
28	Khammam	Central	1401639	19.93	65.95	54.2	188	2	13
29	Warangal (R)	Central	718537	17.89	61.26	58.1	131	1	8
30	Warangal (U)	Central	1080858	18.14	76.17	60	81	4	5
31	Bhadradi	Central	1069261	13.42	66.4	62	95	1	8
Total			35003674	15.45	66.54	58.9	4138	47	239

SC - Scheduled Castes, ZPSS - Zilla Parishad Secondary Schools, TREIS - Telangana Residential Educational Institutions Society TSWRS - Telangana Social Welfare Residential Educational Institutions Society

Source: Census 2011 and Sarva Siksha Abhiyan - Telangana

Annexure - II

Details of Budget allocations per each school for the academic year 2017-18 in
TREIS

S.No	Head of the account	Amount Sanctioned
1	Hostel Miscellaneous	20,000
2	Examination stationary	20,000
3	Furniture	2,500
4	Liveries	5,000
5	Games equipment	10,000
6	Hot, cold and weather charges	2,500
7	Library books	2,500
8	Medicines	20,000
9	Office miscellaneous	15,000
10	Office stationary	10,000
11	Postage and telegram	6,000
12	Scout equipment	5,000
13	Teaching aids	10,000
14	Utensils	10,000
15	Water and electricity (Material)	20,000
16	Computer expenditure	10,000
17	Examination charges	3,000
18	Conveyance and cortage	6,000
19	Work experience	3,000
Total		1,80,500

Source: TREIS Annual Report 2017

Annexure - III**Particulars of KCR KIT for Girls**

S.No	Description	No
1	Salvon Soap	6
2	XXX Soap	3
3	Spinz	2
4	Dabar Red Paste	1
5	Tooth Brush	1
6	Comb	1
7	Tongue cleaner	1
8	Hair bands	2
9	Tickles	1 (Packet)
10	Coconut oil	100 ml & 175 ml
11	Ribbons	1
12	Shampoo	1 packet
13	Refills	1
14	Mosquito replies	1
15	Safety pads	1 (Packet)
16	Hand wash	1

Source: TREIS Annual Report 2018

About the Author

Dr. Silveru Harinath is a Research Assistant at the Centre for Economic and Social Studies, Hyderabad, Telangana, India. He holds Master's degree in Sociology, Master of Philosophy and Ph.D. in Sociology from University of Hyderabad, India. Besides that, he has acquired Masters in Information Systems (MSc. IS) and Social Work (MSW).

Current Monographs

Bio-fuel Production Through Jowar and Bajra Feedstock Cultivation: A Socio-Economic and Life Cycle Analysis <i>M. Gopinath Reddy and B. Suresh Reddy</i>	<i>September 2018 (CESS Monograph)</i>	46
Why Do Interstate Water Disputes Emerge and Recur? <i>Srinivas Chokkakula</i>	<i>December 2017 (RULNR Monograph - 24)</i>	45
Assessment of Implementation of Tribal sub-Plan (TSP) Act, 2013 in Andhra Pradesh Telangana States <i>M. Gopinath Reddy, Palla Trinadha Rao, G. Eedaiah</i>	<i>April 2017 (CESS Monograph)</i>	44
Economics and Technology of Soybean Cultivation in Central India <i>E. Revathi, B. Suresh Reddy</i>	<i>October, 2016 (CESS Monograph)</i>	43
Study on Medical Tourism in Three Metropolitan Cities: Hyderabad, Chennai and Mumbai <i>K.S. Babu, Ipsita Mohanty, P. Usha</i>	<i>September, 2016 (CESS Monograph)</i>	42
Improving Livelihoods or Intensifying Poverty? Coal Mining in Chhattisgarh and Jharkhand <i>M. Gopinath Reddy, Prajna Paramita Mishra</i>	<i>February, 2016 (RULNR Monograph - 23)</i>	41
Forest Rights Act - 2006: A Resurvey of Implementation and Impact Analysis in Andhra Pradesh and Telangana States <i>M. Gopinath Reddy, Ch. Nagaraju</i>	<i>October, 2015 (CESS Monograph)</i>	40
Water and Sanitation Programmes and Health of the Communities: A Study of Three Indian States- Madhya Pradesh, Odisha and Andhra Pradesh <i>K.S. Babu, M. Gopinath Reddy, S. Galab, P. Usha</i>	<i>September, 2015</i>	39
Non-Pesticidal Management of Pests: An Empirical Analysis <i>B. Suresh Reddy</i>	<i>August, 2015 (RULNR Monograph - 22)</i>	38
Socio-Economic Analysis of Bio-Fuel Feedstock Cultivation: Baseline Survey in Madhya Pradesh <i>M. Gopinath Reddy, B. Suresh Reddy, Steven Raj Padakandla, G. Eedaiah</i>	<i>June, 2015 (CESS Monograph)</i>	37
Working of Forest Rights Act 2006 and and Its Impact on Livelihoods : A Camparitive Study of Odisha and Jharkhand <i>Tapas Kumar Sarangi</i>	<i>December, 2014 (RULNR Monograph - 21)</i>	36



Centre for Economic and Social Studies

(Planning Dept, Govt. of Telangana & ICSSR-MHRD, Govt. of India)
Nizamiah Observatory Campus, Begumpet, Hyderabad - 500 016
Ph: 040-23416610-13, 23402789, 23416780, Fax : 040-23406808
e-mail : post@cess.ac.in, web : www.cess.ac.in



ISBN : 978-81-939917-1-8