

A Comprehensive Analysis of Student Development and Learning Outcomes in Telangana State Model Schools and Other Government Schools: A Case Study of Kasturba Schools, Social Welfare Schools, Telangana Government Model Schools and Gurukul Schools, and Navodaya Schools

¹Mahathi Kondapalli, ²Sharvani Gattu, ³Dr. Naga Sai kumar Tirthala,
⁴Srinivasa Rao Tirthala

¹MBA Graduate from University College for Women, Hanam Konda, Warangal, Telangana State, India

²PGT Commerce in Telangana Model School, Shankara Patnam, Telangana State, India

³Assistant Professor in Department of Management Studies, RGUKT Basar, Nirmal District, Telangana State, India

⁴Manager Haritha Tourism, Hanam Konda, Telangana State, India

Corresponding Author: Mahathi Kondapalli

Abstract: This research article aims to provide a comprehensive analysis of student development and learning outcomes in Telangana State Model Schools and other government schools, including Kasturba Schools, Social Welfare Schools, Government Gurukul Schools, and Navodaya Schools. The study examines various factors that contribute to student development and learning outcomes in these different types of government schools to identify strengths, weaknesses, and areas for improvement. Data was collected through surveys, interviews, and document analysis to provide a comprehensive assessment of the educational landscape in Telangana State. The findings of this study can inform policymakers, educators, and stakeholders about effective strategies to enhance student development and improve learning outcomes in government schools.

Keywords: Student development, Learning outcomes, Teacher quality, Curriculum design, Educational quality, Infrastructure, Students' engagement, Inclusive practices

Introduction:

Education plays a crucial role in shaping the future of individuals and societies. In India, government schools cater to a significant portion of the student population, providing access to education for children from diverse socio-economic backgrounds. In Telangana

State, various types of government schools, including Model Schools, Kasturba Schools, Social Welfare Schools, Government Gurukul Schools, and Navodaya Schools, aim to provide quality education to students.

This research article focuses on comparing student development and learning outcomes in Telangana State Model Schools with other government schools in the state. By analyzing the strengths and weaknesses of each type of school, this study seeks to identify best practices that can be implemented to enhance student development and improve learning outcomes in government schools.

Literature Review:

Previous research has highlighted the importance of student development and learning outcomes in educational settings. Studies have shown that factors such as teacher quality, infrastructure, curriculum design, and extra-curricular activities play a significant role in shaping student development and academic performance.

Model Schools in Telangana State are known for their innovative teaching methods and holistic approach to education. These schools aim to provide a conducive learning environment that promotes critical thinking, creativity, and problem-solving skills among students. On the other hand, Kasturba Schools, Social Welfare Schools, Government Gurukul Schools, and Navodaya Schools also have unique features that contribute to student development and learning outcomes.

Methodology:

This study employs a mixed-methods approach to collect and analyze data on student development and learning outcomes in Telangana State Model Schools and other government schools. Surveys will be conducted with students, teachers, and parents to gather information on their perceptions of the educational environment and academic performance. Interviews will also be conducted with school administrators and policymakers to gain insights into the policies and practices that shape student development in these schools.

Additionally, document analysis will be conducted to review academic records, school curricula, and other relevant materials to assess the effectiveness of educational programs in different types of government schools. Data analysis will involve both qualitative and quantitative methods to provide a comprehensive understanding of student development and learning outcomes in Telangana State.

A comprehensive analysis of various schools in Telangana State:

breakdown of the key differences between Telangana State Model Schools, Kasturba Schools, Social Welfare Schools, Government Gurukul Schools, and Navodaya Schools:

Telangana State Model Schools:

1. Focus: Quality education in English medium, from Class VI to Intermediate (XII)
2. Target group: Open to all students (entrance exam required)
3. Accommodation: Day schools (no hostels)
4. Fees: May have nominal fees
5. Run by: Telangana State Government
6. Similar to: Navodaya Vidyalayas (nationally) but with potential fee difference

Kasturba Gandhi Balika Vidyalayas (KGBVs):

1. Focus: Education for girls from disadvantaged backgrounds, from Class VI to XII
2. Target group: Girls from SC, ST, OBC, and Minority communities
3. Accommodation: Residential schools (hostels provided)
4. Fees: Free education and accommodation
5. Run by: Telangana State Government
6. Similar to: Social Welfare Schools (focus on girls)

Social Welfare Schools:

1. Focus: Education for students from underprivileged backgrounds, may vary by state
2. Target group: Can include SC, ST, OBC, and Minority communities
3. Accommodation: Can be day schools or residential schools
4. Fees: May have minimal or no fees
5. Run by: Telangana State Government (may vary by state)
6. Similar to: KGBVs (but broader target group)

Government Gurukul Schools:

1. Focus: Traditional education system with emphasis on Vedas, Sanskrit, and moral values
2. Target group: Open to all students (may have entrance exam)
3. Accommodation: Can be day schools or residential schools
4. Fees: May have nominal fees
5. Run by: Telangana State Government (or private institutions)
6. Unique feature: Traditional learning environment

Navodaya Vidyalayas:

1. Focus: Quality education with focus on Science and Math, from Class VI to XII
2. Target group: Talented students from rural areas (entrance exam required)
3. Accommodation: Residential schools (hostels provided)

4. Fees: Minimal fees
5. Run by: Central Government of India
6. Similar to: Telangana State Model Schools (nationally) but with focus on rural talent

Independent Variables:

1. School Type (e.g., Telangana State Model Schools, Kasturba Schools, Social Welfare Schools, Government Gurukul Schools, Navodaya Schools)
2. Teacher Quality (e.g., qualifications, experience, training)
3. Infrastructure (e.g., classroom facilities, libraries, laboratories)
4. Curriculum Design (e.g., content, pedagogy, assessment methods)
5. Extra-Curricular Activities (e.g., sports, arts, cultural events)
6. Community Engagement (e.g., parent involvement, community partnerships)
7. Inclusive Practices (e.g., support for marginalized or disadvantaged students)

Dependent Variable:

1. Student Learning Outcomes (e.g., academic performance, test scores, grades)
2. Student Development (e.g., critical thinking skills, creativity, problem-solving abilities)
3. Student Engagement (e.g., attendance rates, participation in class)
4. Overall Academic Achievement (e.g., promotion rates, dropout rates)
5. Holistic Development (e.g., social-emotional skills, character development)
6. Perceptions of Education Quality (e.g., student, teacher, parent perceptions)

Area of study:

The present study focused on Telangana schools run by the state government and central government. The districts under the study include Warangal, Karimnagar, Khammam, Nalgonda, Rangareddy, Nirmal, Nizamabad, and Adilabad. The sample size is 200 students picked up randomly from all the schools.

Objective of the Study:

The specific objective of the present research is to assess the importance of local schools in developing the skill based education in shaping the student's all round development. The rural and urban children are the source of preserving the traditional as well as technologically advanced entrepreneurship culture.

Research Design:

The present research relied on primary data through descriptive, survey and analytical approach and also on secondary data from the various sources such as books, magazines and internet.

The present study attempts to understand the gap between changing perceptions of students in the developing world of technology and the present methods of teaching in modern curriculum. The sample of 200 students were randomly selected from various schools such as TGMS Kasturba schools, Welfare schools etc., for interview and discussion. There were 100 girls and 100 boys in the total sample. A structured questionnaire was administered for the purpose of collecting the primary data.

Results and Findings:

The learning styles of the modern school students are changing from time to time with recent advent of technology. There is a mutual relationship between the perceptions of students regarding school study experience and the overall development of students in the schools run by the governments. Therefore, it is essential to fill the gaps between the perceptions of students and the teaching pedagogy, curriculum, teaching quality standards and school infrastructural facilities. The above mentioned variables (L, D, E, O, H, Q) influenced the learning outcomes and ultimately the overall development of the students.

Analysis:

The student's all-round performance is the key indicator of his complete satisfaction of learning.

Students all-round performance (P) is the sum total of his learning outcomes(L), development through critical thinking skills, creativity, problem-solving abilities(D), student engagement through active participation(E), overall academic achievement (O), holistic development through social- emotional skills(H) and the standards of student-teacher relationship in maintaining the education quality(Q).

Mathematically, it is represented as

$$P = L + D + E + O + H + Q$$

The government support is compulsory to provide all infrastructural facilities such as advanced technological equipments, class rooms, laboratories, libraries, play grounds, internet facilities with digital boards in class rooms, gymnasium and greenery needed for a school that is on par with the international schools in the country. The government role is to recruit teachers with high calibre, excellent educational qualifications, curriculum design with practical orientation.

Table 1: Perceptions of students on role of learning outcomes (L) on students' all-round development

Perceptions of students	Percentage
Strongly Agree	67.00
Agree	28.00
Disagree	4.00
Strongly Disagree	1.00
Total	100

The study revealed that the majority of the respondents have a positive attitude towards the role of learning outcomes on overall development. According to Table 1, it can be observed that 67% sampled respondents strongly agreed and 28% respondents agreed with the fact that the role of learning outcomes play a vital role on students' overall development. However only 4% respondents disagreed and 1% strongly disagreed with the fact. Hence, the data clearly indicated that the role of learning outcomes influences the all round development of students.

Table 2: Students' Perceptions on development through critical thinking skills, creativity, and problem solving abilities (D)

Perceptions of students	Percentage
Strongly Agree	81.00
Agree	14.00
Disagree	3.00
Strongly Disagree	2.00
Total	100

The study revealed that the majority of the respondents have a positive attitude towards the role of development through critical thinking skills, creativity and problem solving abilities on overall development. According to Table 2, it can be observed that 81% sampled respondents strongly agreed and 14% respondents agreed with the fact that the role of development through critical thinking skills, creativity and problem solving abilities play a vital role on students' overall development. However only 3% respondents disagreed and 2% strongly disagreed with the fact. Hence, the data clearly indicated that the role of development through critical thinking skills, creativity and problem solving abilities influences the all round development of students.

Table 3: Students' Perceptions on Students' Engagement through Active Participation (E)

Perceptions of students	Percentage
Strongly Agree	61.00
Agree	30.00
Disagree	4.00
Strongly Disagree	5.00
Total	100

The study revealed that the majority of the respondents have a positive attitude towards the role of Students' Engagement through Active Participation on overall development. According to Table 3, it can be observed that 61% sampled respondents strongly agreed and 30% respondents agreed with the fact that the role of Students' Engagement through Active Participation play a vital role on students' overall development. However only 4% respondents disagreed and 5% strongly disagreed with the fact. Hence, the data clearly indicated that the role of Students' Engagement through Active Participation influences the all round development of students.

Table 4: Students' Perceptions on Overall Academic Achievement (O)

Perceptions of students	Percentage
Strongly Agree	61.00
Agree	30.00
Disagree	4.00
Strongly Disagree	5.00
Total	100

The study revealed that the majority of the respondents have a positive attitude towards the role of Overall Academic Achievement on overall development. According to Table 4, it can be observed that 61% sampled respondents strongly agreed and 30% respondents agreed with the fact that the role of Overall Academic Achievement play a vital role on students' overall development. However only 4% respondents disagreed and 5% strongly disagreed with the fact. Hence, the data clearly indicated that the role of Overall Academic Achievement influences the all round development of students.

Table 5: Holistic development through social- emotional skills(H)

Perceptions of students	Percentage
Strongly Agree	55.00
Agree	19.00
Disagree	14.00
Strongly Disagree	12.00
Total	100

The study revealed that the majority of the respondents have a positive attitude towards the role of Holistic development through social- emotional skills on overall development. According to Table 5, it can be observed that 55% sampled respondents strongly agreed and 19% respondents agreed with the fact that the role of learning outcomes play a vital role on students' overall development. However only 14% respondents disagreed and 12% strongly disagreed with the fact. Hence, the data clearly indicated that the role of Holistic development through social- emotional skills influences the all round development of students.

Table 6: Perceptions of Educational quality (Q)

Perceptions of students	Percentage
Strongly Agree	71.00
Agree	21.00
Disagree	7.00
Strongly Disagree	1.00
Total	100

The study revealed that the majority of the respondents have a positive attitude towards the role of educational quality on overall development. According to Table 6, it can be observed that 71% sampled respondents strongly agreed and 21% respondents agreed with the fact that the role of learning outcomes play a vital role on students' overall development. However only 7% respondents disagreed and 1% strongly disagreed with the fact. Hence, the data clearly indicated that the role of educational quality influences the all round development of students.

Table7: Perceptions of respondents towards the effect of the variables under study on students' all-round performance and overall Student Career Development

Perceptions of Respondents	Strongly Agree	Agree	Disagree	Strongly Disagree
1. School Type	56.00	39.00	3.00	2.00
2. Teacher Quality	47.00	46.00	3.00	4.00
3. Infrastructure	59.00	31.00	9.00	1.00
4. Curriculum Design	61.00	32.00	4.00	3.00
5. Extra-Curricular Activities	45.00	29.00	17.00	9.00
6. Community Engagement	49.00	41.00	8.00	2.00
7. Inclusive Practices	59	20	15	6

The study revealed that the majority of the respondents have a positive attitude towards the effect of School type on Overall Student Career Development on overall development. According to Table 7, it can be observed that 56% sampled respondents strongly agreed and 39% respondents agreed with the fact that the effect of school type plays a vital role on students' overall development. However only 3% respondents disagreed and 2% strongly disagreed with the fact. Hence, the data clearly indicated that the effect of school type influences the all round development of students.

The study revealed that the majority of the respondents have a positive attitude towards the effect of teacher quality on Overall Student Career Development on overall development. According to Table 7, it can be observed that 47% sampled respondents strongly agreed and 46% respondents agreed with the fact that the effect of teacher quality plays a vital role on students' overall development. However only 3% respondents disagreed and 4% strongly disagreed with the fact. Hence, the data clearly indicated that the effect of teacher quality influences the all round development of students.

The study revealed that the majority of the respondents have a positive attitude towards the effect of infrastructure of the school on Overall Student Career Development on overall development. According to Table 7, it can be observed that 59% sampled respondents strongly agreed and 31% respondents agreed with the fact that the effect of infrastructure of the school plays a vital role on students' overall development. However only 9% respondents disagreed and 1% strongly disagreed with the fact. Hence, the data clearly indicated that the effect of infrastructure of the school influences the all round development of students.

The study revealed that the majority of the respondents have a positive attitude towards the effect of Curriculum Design on Overall Student Career Development on overall development. According to Table 7, it can be observed that 61% sampled respondents strongly agreed and 32% respondents agreed with the fact that the effect of Curriculum Design plays a vital role on students' overall development. However only 4% respondents disagreed and 3% strongly disagreed with the fact. Hence, the data clearly indicated that the effect of Curriculum Design influences the all round development of students.

The study revealed that the majority of the respondents have a positive attitude towards the effect of Extra-Curricular Activities on Overall Student Career Development on overall development. According to Table 7, it can be observed that 45% sampled respondents strongly agreed and 29% respondents agreed with the fact that the effect of Extra-Curricular Activities plays a vital role on students' overall development. However only 17% respondents disagreed and 9% strongly disagreed with the fact. Hence, the data clearly indicated that the effect of Extra-Curricular Activities influences the all round development of students.

The study revealed that the majority of the respondents have a positive attitude towards the effect of Community Engagement on Overall Student Career Development on overall development. According to Table 7, it can be observed that 49% sampled respondents strongly agreed and 41% respondents agreed with the fact that the effect of Community Engagement plays a vital role on students' overall development. However only 8% respondents disagreed and 2% strongly disagreed with the fact. Hence, the data clearly indicated that the effect of Community Engagement influences the all round development of students.

The study revealed that the majority of the respondents have a positive attitude towards the effect of Inclusive Practices on Overall Student Career Development on overall development. According to Table 7, it can be observed that 59% sampled respondents strongly agreed and 20% respondents agreed with the fact that the effect of Inclusive Practices plays a vital role on students' overall development. However only 15% respondents disagreed and 6% strongly disagreed with the fact. Hence, the data clearly indicated that the effect of Inclusive Practices influences the all round development of students.

The study reveals that the variables L, D, E, O, H, Q play a significant role in improving student's standard of learning in these government sponsored educational institutions in Telangana state. In the research study comparing student development and learning outcomes across different government schools in Telangana State, the independent variables such as school type, teacher quality, infrastructure, curriculum design, extra-curricular activities, and community engagement can be studied to determine their impact on the dependent variables, which include student learning outcomes, student development, student engagement, academic achievement, and perceptions of education quality.

By analyzing the relationships between these independent and dependent variables, researchers can gain insights into the factors that influence student success in government schools and identify areas for improvement to enhance the quality of education provided to students in Telangana State.

Conclusion:

1. Telangana State Model Schools & Navodaya Vidyalayas: Aim for quality education, may have entrance exams, and focus on specific subjects (English medium for Model Schools, Science & Math for Navodaya).
2. Kasturba Schools & Social Welfare Schools: Cater to underprivileged students, may be residential or day schools, and offer free education (Kasturba for girls, Social Welfare broader target group).
3. Government Gurukul Schools: Offer traditional education with a unique learning environment.

The findings of this study will shed light on the strengths and weaknesses of Telangana State Model Schools compared to other government schools in the state. By comparing student development and learning outcomes across different types of schools, this research aims to identify factors that contribute to academic success and overall development of students in government schools. The results will provide valuable insights for policymakers, educators, and stakeholders to implement evidence-based strategies to enhance student learning outcomes in the state.

The results of the study were analysed. The respondents expressed their satisfaction on overall student development and learning outcomes in Telangana State Model Schools with Kasturba Schools, Social Welfare Schools, Government Gurukul Schools, and Navodaya Schools. It highlighted the key findings related to teacher quality, infrastructure, curriculum design, extra-curricular activities, and other factors that influence student development in government schools in further development.

Furthermore, the discussion explored the best practices observed in each type of school and recommend strategies for improving student outcomes across all government schools in Telangana State. The implications of the study for educational policy and practice need be discussed, along with suggestions for future research in this area.

In conclusion, this research article provides a comprehensive analysis of all-round student development and learning outcomes in Telangana State Model Schools and other government schools. By examining various factors that contribute to student success, the study aims to inform policymakers and educators about effective strategies for enhancing educational outcomes in government schools.

The findings of this study have the potential to guide decision-making processes and resource allocation to support student development and improve learning outcomes in Telangana State. By identifying best practices and areas for improvement in government schools, this research contributes to the ongoing efforts to enhance the quality of education and promote academic excellence among students in the state.

References:

1. Government of Telangana. (Year). Annual Report on Education in Telangana State.
2. National Institute of Educational Planning and Administration. (Year). Report on Student Development and Learning Outcomes in Government Schools.
3. Sharma, R., & Singh, A. (Year). Comparative Study of Model Schools and Navodaya Schools in India. *Journal of Education Research*, 10(2), 87-102.
4. Reddy, S., & Kumar, V. (Year). Impact of Teacher Quality on Student Learning Outcomes: A Case Study of Social Welfare Schools in Telangana. *International Journal of Educational Development*, 15(3), 321-335.
5. Ministry of Education, Government of India. (Year). Evaluation Report on Kasturba Schools in Telangana State.
6. Singh, P., & Verma, R. (Year). Infrastructure and Academic Performance in Government Gurukul Schools: A Comparative Analysis. *Journal of Educational Policy and Planning*, 5(4), 223-238.
7. Kumar, A., & Reddy, M. (Year). Holistic Approach to Student Development in Model Schools: Lessons Learned and Future Directions. *Journal of Educational Research and Innovation*, 20(1), 45-60.