A STUDY OF THE RELATIONSHIP BETWEEN THE QUALITY OF SCHOOLS AND THE ACHIEVEMENT OF STUDENTS OF SOME HIGHER SECONDARY SCHOOLS OF PASCHIM MEDINIPUR DISTRICT OF WEST BENGAL, INDIA

ABSTRACT

Abstract of the thesis (titled above) submitted to the University of Kalyani for partial fulfillment of the degree of Doctor of Philosophy in Education

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Secondary education is of paramount importance because it is the last stage of formal schooling for the youths. Secondary education serves as a bridge between elementary and higher education. It also opens up the world of work to a vast majority of youths. Secondary education is necessary for development of cognitive skill to become teachers, nurses, health workers, and with vocational training become technicians of myriads of jobs all over the world. Girls with secondary education in the recent times have shown reduction of population growth, child marriage and lowering of mother and neonatal mortality.

World wide it has been found that secondary education leads to development of intellectual level of the pupils. It induces desire to test, to question and to reason, to develop self-concept and to acquire moral and social values. In other words, it builds up scientific temper among the youths.

According to the National Curriculum Framework-2005 the aims of secondary education is Development of independence of thought and action, ability of value-based decision-making individually and collectively, ability to learning to learn, willingness to unlearn and relearn responding to new situations in a flexible and creative manner, and ability to participate in democratic processes of the country.

Very recently, the India Government has proclaimed universal secondary education and firstly to increase the number of secondary schools with equity in access irrespective of gender, cast, creed, and religion and secondly to improve the quality of the secondary education. Quality secondary education makes good teachers of primary education and good students for higher education respectively.
The fundamental precondition for quality improvement is introduction of an active system of internal and external evaluation.

Recently the total Quality Management (TQM) system is being used in many educational institutions. It is now well established that the beginning point of TQM of an educational institution is the assessment of the institution for total quality and quality of the Management.

Scope and Genesis of the Problem:

The conventional assessment as applied to education is the pass or fail mechanism. The plan of Action Committee (POA-1992) of Human Resource Department of India planned the establishment of an independent National Assessment and Accreditation Body for assessment of the higher education (college and universities). The National Accreditation Regulatory Authority Bill was enacted in Parliament in 2010 and it is mandatory for all colleges and universities.

But no effort was made to evaluate and accredit the secondary education in India because the secondary education is the responsibility of the states. However, the Eleventh Five Year Plan has stressed on improving the school education. It declared that “the meaning of improved quality needs to be defined through clearly identified outcome indicators for various dimensions like teachers’ competency, classroom processes, teaching-learning materials, students’ performances etc.” Despite this proclamation no machinery has yet been established to assess the secondary and Higher Secondary education in West Bengal.
According to Mukhopadhyay (2001) assessment could be of two
types: a) quantitative quality assessment consisting of perception of the
stake holders like principal, teachers, students, parents and academic
performances of the students and b) Qualitative assessment of SWOT
(strength, weaknesses, opportunities and threats) analysis and academic
performances of the students.

In this background it was considered necessary to apply TQM
approach to assess the quality and achievement of the students of
secondary and higher secondary levels of study in a few selected
schools of West Bengal.

**Statement of the Problem:**

To understand the differences in quality of Institution, the
comparative analysis of the infrastructural facilities, human resource
quality and the corresponding achievements of the students of selected
schools are to be studied. Therefore the statement of problem is : *A
Study of the Relationship between the Quality of Schools and the
Achievement of students of some Higher Secondary Schools of
Paschim Medinipur District of West Bengal*"

**Objective of the Study:**

The objectives of study were:

1. To make comparative assessment about the quality of education
provided by eight selected secondary school offering both
secondary (class IX & X) and higher secondary (class XI & XII)
courses.
(2) To make quantitative analysis of all the stakeholder like Headmasters, Teachers, Students and Parents about the functioning of the school using Mukhopadhyay’s (2001) questionnaires called MIPQ1, MIPQ2, MIPQ3 & MIPQ4.

(3) To make SWOT analysis of individual schools based on perception analysis data obtained from questionnaires MIPQ1 to MIPQ4.

(4) To assess the Human resources the educational profile and experiences of the Headmasters and that of the teachers of the schools were analysed from the school records; the teacher-student ratio was also recorded.

(5) To assess the Material resources, infrastructure facilities like school building, and other facilities were recorded (as stated in Methods and Tools).

(6) To examine the results of pass-out rates of Secondary and Higher Secondary examination of the schools as conducted by the respective Boards.

(7) To find out the relationship between the Quality of the school and the academic achievements of the students.

Certain assumptions were made and attempted to answer:

(i) Quality schools would have good academic results.

(ii) Quality of the urban schools is better than rural schools.
(iii) All urban schools are of high quality and showing better performances.

(iv) All rural schools are of poor quality and showing poor academic performance.

(v) The satisfaction of the students of urban schools are similar to that of rural schools.

(vi) Satisfaction of the boy and girl students about the school education are similar.

**Methodology Used:**

It is basically a descriptive research and survey method was used. It utilized participative technique of qualitative and quantitative assessment of the quality of the schools selected. For qualitative assessment SWOT analysis, by which members of the schools collectively decided and identified their strengths, weaknesses opportunities and threats as suggested by Mukhopadhyay (1989). For quantitative analysis Mukhopadhyay (2001) formulated tools were used.

**Tools used for Assessment:**

In this study three sets of questionnaires were used to determine the quantitative aspects of quality of the institution:

(1) Mukhopadhyay’s Institutional assessment system using questionnaires for: a) Headmasters, b. Teachers, c. Students, and c. Parents. The non-teaching stuff refused to participate in the study. The questionnaires were scaled by itemized scaling
technique using 0 to 4 scaling system. The perception of the four stakeholders were determined by calculating the percentage of satisfaction and then graded by 1 to 7 point grading.

(2) Human resources quality of the schools by examining the school records and discussion with the headmasters and teachers. The enrolment and drop-out rates and teacher:student ratios of the schools were also recorded, graded and grade point awarded.

(3) Material resources like infrastructure facilities were recorded and graded. These grading were made following arbitrary method.

Finally, the schools’ performances in the secondary and Higher Secondary examination of the respective Boards of West Bengal for 2006 to 2010 were analysed. An attempt was made to correlate the academic performances with that of quality of the school based on the above three parameters.

Significance of the Study:

This study is of great significance because it is the first non-governmental research attempt to assess the quality of some selected rural and urban schools and to examine the general concept that quality of the schools is related with that of performances of the schools. This study has shown that the above conjecture is not true in all cases.

In Chapter I is presented Review of Literature in brief. Since the universal secondary education is necessary for production of more educated and skilled labours needed for Knowledge and Technology age of 21st century, the Government of India and general public, have given stress for secondary education. As a result there has been a
significant quantitative expansion in secondary education. The governmental efforts are focused on expanding the access to secondary education irrespective of religion, cast, gender and creed as well as improving relevance and quality of the secondary education.

In the five year plans especially from the Tenth (2002-2007) to the Twelfth (2012-2017) plans, the government efforts are significantly focused to improvement of both quantity and quality of secondary education in India. The 12th plan specifically suggested development of life skills including skills of critical and constructive thinking, use of intimation and communication technology, organization and leadership, and feeling of community services of the secondary students.

An attempt has been made to define quality as a whole and especially about the quality in education. It has been shown that depending upon the goal of education, the quality in education has been variously defined. Since school quality influences the child’s occupational attainment and levels of national income, it is generally agreed that the quality of a school is best judged by quality of teaching and learning provided by the school. The Twelfth Plan ensures quality secondary education with relevant skills including basic competency in mathematics, science, language and communication, so that skills of critical and constructive thinking, use of ICT and leadership are developed.

‘Globalization’ has added a new dimension to the concept of quality of education, because it is not just the globalization of the economy but also globalization of socio-cultural institutions including
education. The need all over the world is now quality education for all at all levels so that the competency of the Indian youths would be comparable to that of the world standard.

A large number of researchers have formulated frameworks for quality improvements. All of them agree that quality is improved by the proper management. Strategic quality management is called as Total Quality Management (TQM). The views of the pioneers in this field of educational philosophy have discussed. The most basic object of TQM is Human resource Development (HRD). TQM in school education was introduced in 1988 in one high school of Alaska. Since then this concept has become increasingly popular in school education. Voluminous literature are available with respect to application of TQM in education and have been discussed.

Many educational administrators believe that quality can be achieved only with high quality infrastructure, high quality technology and high amount of capital investment. However, this needs to be proved by empirical evidence.

Quality and its assessment in schools have been discussed in details. National curriculum Framework 2005 in India has proposed guiding principles for school education. In India school assessment are performed by individual State Council of Educational Research and Training (SCERT). In West Bengal, the Directorate of School Education entrusted with the responsibility of administration. For every district the Directorate has stipulated one inspector for secondary education. Inspectorate is also entrusted to take into concern about the improvement in the quality of education and put forward suggestions.
However, the parameters of quality assessment and the tools for assessment are not clearly defined. Voluminous research has been made on these issues and a brief discussion of the issues has been made.

Most educationists are of the opinion that selection of parameters of assessment is the first stage of assessment. A clear idea about the indicators of quality, as far as possible in measureable terms is necessary. The quality of students, teachers, leadership of the principal, physical infrastructures and instructional resources like library and laboratories and sufficient funds are source of the examples of input for quality. The quality of teaching-learning as perceived by the headmasters, teachers, students, and parents are good indicators of quality. Performances in Board examination and in other external examination, zonal, district, state and national level sports and such co-curricular activities, staff morale and satisfaction of the job etc. are the indicators of quality of a school.

Qualitative assessment of Institutions could be done by SWOT Analysis of the questionnaire data of the Headmaster, teachers, students, and parents of the school.

Finally, the quality concepts of certain pioneers in the field of quality assessment of education have been presented in the text as well as in the Appendix-1, 2 and 3 at the end of the Chapter I.

In the Chapter-II, the methodology and the Tools used in the study has been presented.
Methods and Tools:

This is basically a survey method using participative technique of quantitative and qualitative assessment of the quality of the schools. Quantitative assessment was based on questionnaire data. For qualitative assessment, SWOT analysis whereby the strengths, weaknesses, opportunities and threats of the institution were assessed, based on questionnaire data.

Mukhopadhyay Institutional assessment system consisting of questionnaire for Headmasters (MIPQ1), Teachers (MIPQ2), Students (MIPQ3) and Parents (MIPQ4) were used. Scoring for all the questionnaire was done by 0 to 4 (five point) scale. For all the questionnaire item analysis was done by using Itemized (Likert) scale such as SA (strongly agree) = 4, A (Agree) = 3, NS (Not sure) = 2, D (Disagree) = 1 SD (Strongly disagree) = 0.

The assessment scores of Headmasters, teachers, students and parents of each institution were summed up, averaged and SWOT analysis of each school has been generated by averaging the averages (Av/Av). The scores higher than Av/Av is considered as strengths and the scores lower than the Av/Av are considered as weaknesses. The schools did not agree to mention their opportunities and their principal threats were drop-outs especially the girls’ and more especially Muslim girls. The differences of two institutions were analysed, when necessary, by studentized t-test. For grading of the scores of satisfaction an arbitrary scale of 1 to 7 point gradation was used in most cases and shown below :-
30-39.99% Very Low (VL) Grade point 1
40-49.99% Low (LC) Grade point 2
50-59.99% Moderate (MO) Grade point 3
60-69.99% Good (GD) Grade point 4
70-79.99% Very Good (VG) Grad point 5
80-89.99% High (HI) Grade point 6
90-100% Excellent (EX) Grade point 7

In a few cases, other arbitrary scaling and scoring principles were used and mentioned in each specific cases as foot notes of the Tables or Figures.

**In Chapter-III** presented the results and discussion of the study. The chapter has been divided into three sections. **Section 1** deals with questionnaires: MIPQ1, MPPQ2, MIPQ3, MIPQ4 respectively for Headmasters, Teachers, students, and Parents. **Section 2** deals with Material resources, Human resources and Functioning of the school. **Section 3** deals with performances of the students and a General Discussion. Each section was further sub-sectioned as mentioned in the text.

**Section 1A : Headmasters’ MIPQ1 questionnaire :**

Headmaster’s questionnaire including 35 items of seven sub-areas was administered to four rural and four urban schools of West Medinipur. All the schools are fully government aided; funds are mainly from Government and income from the fees from upper class students.
Analysis of the perception of the Headmasters about their schools indicated that Irhpala scored the lowest satisfaction of 55.00% and graded as moderate with grade point 3; Jalsara scored 74.28% and graded as very good with grade point 5; Mangrul scored 56.42% and graded moderate with grade point 3, and Tatarpur scored 73.57% and graded as very good with grade point 5. Total satisfaction of rural school was 64.81% and grade point was 4.

The Headmasters of the urban schools’ responses indicated that Daspur scored satisfaction of 67.85% and was graded Good with grade point 4; Kuapur scored 70.71% and was graded Very Good with grade point 5; Rajnagar scored 64.28% and was graded Good with grade point 4, and Rathipur scored 58.57% satisfaction and was graded Moderate with grade point 3. Total grade points of urban schools were also 16. Thus according to the Headmasters the rural and urban schools could not be differentiated. However, two of the Headmasters of rural schools, Irhpala and Mangrul and one of the urban school’s Headmaster of Rathipur were not very satisfied about the school. Majority of the Headmasters were not satisfied about the parent involvement and their lack of linkage with the outside agencies and communities.

**Section 1B: Teachers perception of the school through MIPQ2**

With respect to 11 items of MIPQ2 (row data) the teachers of different schools responded differently. The analysis of the perception of the individual teachers of a particular school (column data) also varied significantly.

Of the rural schools, Irhpala teachers considered 8 of 11 items as their strengths and others as their weaknesses. The percent satisfaction
about the items therefore, was \( [(8+11) \times 100] = 72.72\% \); grade was very good with great point 5. Out of 12 participating teachers 6 were satisfied with the functioning of the school; percent teachers satisfied therefore was 50\%, the grade was moderate with grade point 3. Total grade point earned was \( 5 + 3 = 8 \).

In the same way Jalsara teachers considered 6 of 11 items as their strengths. Percent satisfaction was 54.54\%, the grade was moderate and grade point 3. Seven out of 16 participating teachers were satisfied with the functioning of the school. The percent satisfaction was 43.75\%. The grade was low and grade point 2. Total grade point was \( 3 + 2 = 5 \).

For Mangrol 4 out of 11 items were considered as strength. Percent satisfaction was 36.36. The grade was very low and the grade point was 1. Four out of 10 participating teachers were satisfied with the functioning of the school. The percent satisfaction was 40\%. The grade was low and grade point was 2. Total grade point was 3.

For Tatarpur 5 out of 11 teachers were satisfied. Percent satisfaction was 45.45\%. The grade was low with grade point 2. Four out 15 participating teachers only were satisfied. Percent satisfaction was 26.70\%. The grade was below 30\% so the grade was very very low and the grade point 0. Total grade point was \( 2 + 0 = 2 \). The teachers’ satisfaction of the rural school was \( 8 + 5 + 3 + 2 = 18 \).

Similarly, the urban teachers’ satisfaction was analysed. It was found that:

For Daspur, 7 out of 11 items were strengths. The percent satisfaction was 63.73\%. The grade was good and grade point 4. Again 7
out of 14 teachers were satisfied about the school. The percent satisfaction was 50.00%. The grade was moderate with grade point 3. Total grade was 4 + 3 = 7.

For Kuapur 6 out of 11 items were strength. The percent satisfaction was 54.54%. The grade was moderate and grade point 3. Five out of 13 participating teachers only were satisfied. The percent satisfaction was 41.66%. The grade was low and the grade point was 2. Total grade point was 3 + 2 = 5.

For Rajnagar 5 out of 11 items were strengths. The percent satisfaction was 45.45%. The grade was low and grade point was 2. Nine out of 16 participating teachers were satisfied. The percent satisfaction was 56.26%; the grade was moderate and grade point was 3. Total grade was 2 + 3 = 5.

For Rathipur 5 out of 11 items were their strengths. The percent satisfaction was 45.45%. The grade was low with grade point 2. Nine out of 16 teachers were satisfied. The percent satisfaction was 56.26%. The grade was moderate and the grade point was 3. Total grade point was 2 + 3 = 5. The teachers’ satisfaction of urban schools was 7 + 5 + 5 + 5 = 22.

It is evident that the teachers of Irhpala (rural) were more satisfied with the school’s functioning whereas, the teachers of Tatarpur were least satisfied with school. Other schools were generally moderately satisfied. Also to be noted that urban school teachers are generally more satisfied than the teachers of the rural school as shown by t-test.
Section-1C : Students perception of the school through the MIPQ3 questionnaire:

With reference to the 24 items included in the MIPQ3, the perception of students of the eight schools varied significantly. The Questionnaire was administered to all students. Except a few mostly all students of each school responded on different specific days. Students’ satisfaction percentage also was calculated like the method applied for teachers. The perception about the 24 items of the MIPQ3 (raw data) of all the students of each school was recorded and scaled by 0 to 4 points. The perception of the individual students (column data) was also analysed and the percentage of students satisfied was determined as mentioned in Methods and Tools. The key points of students’ assessment are listed below:

Key points of Students Assessment:

1. Rural school Irhpala scored grade point 16, Jalsara scored 15, Mangrul scored 12 and Tatarpur scored 17. A total of 60 grade points were obtained by rural schools.

2. Urban school Daspur scored grade point 15, Kuapur 12, Rajnagar 15 and Rathipur scored 13. A total of 55 grade points were obtained by urban schools.

3. Mean value of satisfaction 71.56 of rural students was significantly different from that of the mean value of satisfaction 66.37 scored by the urban student as shown by t-test at 0.01 level.

4. Mean value of satisfaction of total boys (66.37) was significantly lower than the mean satisfaction value of girl student (71.13) as shown by t-test at 0.01 level.
5. Girl students of rural school of Irhpala and that of urban school Rathipur showed significantly higher level of satisfaction than the boys of the respective school. The satisfaction level of Boys and Girls of other six schools (3 rural and 3 urban) were not significantly different as indicated by t-test.

6. Almost all students were dissatisfied about the paucity of text and reference book in the library, absence of educational tours, and poor laboratory facilities of the schools.

7. Most students irrespective of rural or urban school were satisfied with co-curricular activities, organization of cultural programs, and arrangement of sport competition and encouragement by the school in participation of sports.

8. All students except a handful few considered that attendance to the school was beneficial to them.

**Section 1D : Parents’ participation of the Quality of the school as per MIPQ4**

With respect to 26 statements of MIPQ4 (row data) the parents of the different schools responded differently; the analysis of the perception of the individual parents of a particular school (column data) also varied significantly.

Analysis of the perception of parents of rural schools indicated that the parents of Irhpala School considered 15 out of 26 items as strengths. On the basis of average of averages value 2.96 for the row data, the percent satisfaction was \((2.96 \div 4) \times 100 = 74.00\%\) and the grade point was 5. The Av/Av value of column data was 2.95 and the percent satisfaction was 73.75\% and the grade point was 5. Total grade point
was $5 + 5 = 10$. In the same way Jalsara scored grade point 4 for row data and for column data at scored grade point 4. A total of $4 + 4 = 8$ grade points were scored. Jalsara parents considered 16 statements as satisfactory (strengths) and 10 items not satisfactory. Mangrul scored grade point 3 for row data and 3 also for column data. So total grade point was $3 + 3 = 6$ and Tatarpur school scored 4 grade points for raw data and 4 points for column data; a total of 8. Total grade point of rural schools was 32.

Analysis of the data of urban schools showed that the grade point of Daspur School and that of Kuapur was 8 each, Rajnagar scored 8 and Rathipur scored 6. Total grade point of urban schools was 30. Apparently parents of the rural schools satisfaction were more than the parents of urban schools.

The statements 3, 7, 8, 9, 10 of the questionnaire were dissatisfactory to the parents of almost all rural schools and that of urban Rathipur School. Furthermore, the statements 17, 19, 20, 21, 22, 23, and sometime 24 and 25 also were given poor marks by the parents of both the rural and urban schools. These weaknesses are to be given proper attention by the schools.

**Chapter-III, Section 2A : Material Resources of the School**

Material resources assessment was done by the researcher by the courtesy of the school authorities. Material resources examined were the facilities with respect to nature of building (such as mud built, semi-pucca or brick built), nature of power supply (percentage of electrification of the building), nature of drinking water supply (tube-well only, overhead tank filled with tube-well water by pump, or pipe
water of panchayet or Municipality). The other facilities examined were common room (for teachers, for boys and girls separately), toilets (for Headmaster, for staffs, separate for lady teachers, for students; separately for boys and girls). Grading scale patterns have been explained. Data revealed that Irhpala School scored 13 points, Jalsara 8, Mangrul 7 and Tatarpur 7; Total point was 35. Similar analysis of urban schools indicated that Daspur score 15, Kuapur 7, Rajnagar 17, and Rathipur scored 14; total point was 53. Urban schools’ material resources in this respect were better than the rural school.

Material resources with respect to library, librarian present or absent, presence reading room, Home issue facility and Hostel facilities of the schools were assessed and graded. Rural schools Irhpala scored 11, Jalsara 12, Mangrul 1, and Tatarpur 8; total point was 32. Urban school Daspara scored 9, Kuapur 1, Rajnagar 3 and Rathipur 10; Total point was 23. Urban schools material resources in this respect were lower than rural school.

Chapter-III, Section 2B : Human Resources of the School

In this study the profile of the Headmaster and teachers were examined. Headmasters profile study included age, experience as teacher, experience as Headmaster, academic degrees obtained by them were assessed and graded. The grading principle is explained in the text, Headmasters of the rural school scored a total of 16 points. The headmasters of urban school scored a total point of 20. The urban school headmasters were better than the rural schools.

The parameters selected for analysis of the teachers’ profile were total number of teachers sanctioned, number employed, number of
male and female teachers, percentage of female teachers, vacancy if any, number of para-teachers, and number of part-time teachers, number of PG/B.Ed. qualified teachers, percentage of such teachers, number of graduate trained teacher, number undergraduate trained teachers and the teacher: student ratio were assessed and graded. Principle of grading has been explained in the text. Total grade of rural schools was 50 and that of urban school was 34. The teachers’ profile of urban schools therefore, was lower than that of rural schools. However, both Irhpala and Rathipur teachers scored highest point of 16 each.

**Chapter III, Section 2C : Functioning of the School**

The parameter of functioning of the school was examined by assessing the enrolment and drop-out rates over five years (2006-2010).

Enrolment parameters included total enrolment of students Class V to Class XII were combined and tabulated. The basic data contained the number of boys and girls separately and total enrolment for every year. Generally enrolment and drop-out rates were more in rural school than the urban school. In some schools enrolment of girls were less than the boys and in other school enrolment of girls were more than the boys.

Drop-out rates of M.P. and H.S. students were assessed. For M.P. dropouts, students going from Class IX to Class X, and for H.S. drop-outs of the students going from XI to XII were recorded. The grading was done based on the principle that higher the drop-out rate lower is the score. By the assessment of drop-out rates of rural school were 7 whereas the urban schools scored a total of 12, evidently rural schools have higher dropout rates.
Chapter III, Section 3A: Academic Performances of the School

Assessments of M.P. results and H.S. results for five years (2006-2010) were made. Basic principles of assessment were recording of total students appeared, total students passed, total of first division with star marks, 1st division, 2nd division and 3rd division passed student. The percentage passed students, 1st division with stars, 1st division, 2nd division and 3rd division students were calculated, averaged and graded. The principle of grading has been expressed in the text and the respective tables. The total grade point of M.P. results of the rural schools was 14, whereas the grade point of urban schools was 16 slightly better than the rural schools.

Similarly the H.S. results of the rural and urban schools were assessed and it has been found that the total grade point of rural schools was 22, whereas the urban schools scored a total of 29. Performances of the urban schools were better than the rural schools.

Chapter-III, Section 3B : General Discussion :

An attempt was made to analyse the total data in terms of the quality assessment of four rural and four urban schools of similar type in terms of economic and characteristic features of government aided schools of West Bengal. Efforts were made to assess the rural and urban school about their quality as conceived by the Headmasters, teachers, students, and parent by specific questionnaires. Efforts were also made to analyse other quality factors such as material and human resources of each school and the performances of the school in M.P. and H.S. examinations. Detailed analysis was made to ascertain the quality factors of each of the schools as perceived by the stakeholders and analysis the school records of the schools. The analysis further
attempted to answer the research questions raised in the Introduction of the thesis. In conclusion it can be stated that:

1) Quality schools may not have good results examples are Irhpala (rural) and Daspur (Urban).

2) Quality of all urban schools is not better than rural schools. Examples are Irhpala which scored high grades in several quality factors than several urban schools.

3) All urban schools are neither of high quality nor showed better performances. Example is Kuapur School (urban).

4) All rural schools are not of poor quality. Examples are Irhpala and Jalsara.

5) Performances are not dependent on quality of the school alone. Other factors are to be considered.

6) Girl students generally were highly satisfied with schools teaching-learning than the boys.

7) Rural Boys were more satisfied with teaching-learning of their schools than the urban boys.

Finally, this research has led to several questions listed in general discussion that warrant deeper study along with the extension of this type of investigation to other government aided schools systematically.

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