

**Quality Education in Sanquelim, Goa:
A Comparative Study of Selected Schools under RTE**

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DECLARATION

I hereby declare that the data presented in this Dissertation report entitled, " Quality Education in Sanquelim, Goa: A Comparative Study of Selected Schools under RTE " is based on the results of investigations carried out by me in the Political Science Programme at the D.D. Kosambi School of Social Science & Behavioural Studies, Goa University under the Supervision of Mr. Ravaji Vasant Gaunkar and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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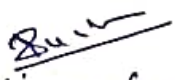
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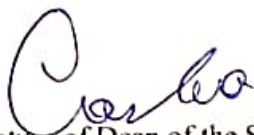
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award of the degree of **Master of Arts** in the Discipline Political Science Programme at the D.D.

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ABBREVIATIONS

RTE – Right To Education Act

P.H.S- Progress High school

PAT-Pupils Achievement Test

ICT- Information and communication Technology

PBL- Project Based Learning

GPE-Global Partnership For Education

EFA-Education for All

PTA- Parents Teachers Association

SMC- School Management Committee

PGDCET -Post Graduate Diploma in computer Education and Training

B.F.A-Bachelor of Fine Arts

P.E-Physical Education

PTR- Pupil Teacher Ratio

SCERT -State council of Educational Research and Training

CCE- Continuous and comprehensive evaluation

NCERT -National Council of Educational Research and Training

CHAPTER I

INTRODUCTION

Education is like a magical door that opens up a world of possibilities. It's not just about books and classrooms; it's about learning things that make us smart and capable. In this dissertation, I embark on a journey to explore the heart of education and how it can become a powerful force for positive change. In the grand story of life, education is like the magic carpet that takes us on thrilling adventures, helping us discover the wonders of the world. From the time we're tiny tots until we become grown-ups, education is the guiding force that shapes our understanding of ourselves and the world around us. Imagine the excitement of your first day at school, where colorful classrooms become your second home, and friendly teachers become your guides. Early education is like the opening chapter of a book, filled with stories, songs, and the joy of making new friends. Learning about numbers, letters, and the world around us begins in these lively classrooms, laying the foundation for the journey ahead.

As we grow a bit older, education becomes an even more thrilling playground. Primary school is where we dive into the fascinating world of subjects like math, science, and language. It's like being handed a treasure map, with each lesson revealing a new piece of the puzzle. Here, we not only learn facts but also discover the joy of questioning, of wondering, and of making connections between different pieces of knowledge. Fast forward to the teenage years, where education transforms into a quest. Secondary education is like climbing a mountain, with challenges and triumphs along the way. Subjects become more specialized, and we explore

literature, history, and the mysteries of the universe. It's a time of self-discovery, where we figure out what truly interests us and what sparks our passion. Now, picture stepping into the world of higher education. It's like entering a bustling marketplace of ideas, where various fields of study await exploration. Whether it's science, arts, business, or technology, tertiary education allows us to dive deeper into our chosen paths. Professors become mentors, guiding us through complex concepts, and fellow students become companions in the pursuit of knowledge. Education is not confined to classrooms and textbooks. Lifelong learning is like a never-ending story, where each day brings new lessons. It's about exploring hobbies, discovering new interests, and staying curious about the world. Learning doesn't stop when we leave school; it's a lifelong companion, accompanying us on every step of our journey.

Now, let's talk about the real magic of education—the way it transforms us. It's not just about memorizing facts; it's about learning how to think critically, solve problems, and navigate the complexities of life. Education shapes our character, instills values, and empowers us to contribute meaningfully to our communities. In this grand adventure, teachers emerge as guiding lights. They are like architects, constructing the bridges that connect our understanding. Their passion for teaching becomes the fuel that propels us forward. A good teacher is not just someone who imparts knowledge but someone who ignites a love for learning, sparking a flame that continues to burn brightly within us.

In our journey, the concept of the Right to Education (RTE) plays a pivotal role. Imagine it as a superhero cape, ensuring that every child, regardless of background or circumstance, has the right to enter the enchanting world of education. The RTE Act is like a guardian, breaking down barriers and making sure that schools are not just buildings but gateways to a brighter future. Yet, our adventure is not without challenges. Some face hurdles in accessing quality education, and

this is where our collective efforts come into play. As a society, ensuring that the magic of education reaches every corner is a shared responsibility. It's about creating a world where every child has the opportunity to unfold their potential, where education is not a privilege but a fundamental right. And so, our journey through education continues—an ever-unfolding story with chapters yet to be written. It's a story of curiosity, exploration, and growth. As we turn the pages, let's remember that education is not just a destination; it's the map that guides us, the key that unlocks doors, and the spark that lights the way.

In the exploration of education, two pivotal pillars shape the narrative of this study: the Right to Education Act (RTE Act) and the importance of quality education. These elements lie at the core of comprehending how education operates as a force for positive change. The Right to Education Act is like a Guide for Every Child. Let's start by talking about the Right to Education Act, or the RTE Act. It's like a set of rules that make sure every kid, no matter where they come from or how much money their family has, gets to go to school. Imagine it as a superhero guide, ensuring that education is not just for some people but for everyone. It's like saying, "Hey, every kid, you have the right to learn cool stuff, and we're making sure you can." This act is a big deal because it breaks down barriers that might stop kids from going to school. It says that schools can't turn away kids just because they can't pay fees or because of where they live. The RTE Act is like a friend, making sure schools have good teachers, classrooms, and things like books and computers to make learning exciting.

Now, why am I digging into this RTE Act in my study? Well, that's because I want to see how well these rules work in real life. I am not just reading about it; I will be visiting schools, talking to students, teachers, and families to see if the RTE Act is making a real difference in their lives. Now, let's talk about quality education. It's not just about reading books and passing

exams; it's about having a great experience while learning. Quality education is like having good classrooms, teachers who care, and fun things to learn from, like books and technology. In my study, I am exploring what makes education not just a routine but an exciting journey. It's about looking at classrooms and saying, "Is this a place where students enjoy learning? Are the teachers making things interesting? Is the school providing the right tools for a great education?" The importance of quality education goes beyond the basics. It's about building character, instilling values, and developing skills that help in today's complex world. Our study dives into how quality education moulds individuals, empowering them to think critically, solve problems, and contribute meaningfully to society. The RTE Act sets the stage, making sure every child has the opportunity to go to school. But that's just the beginning. Quality education steps in, making sure that the time spent in school is not just about attendance but about truly learning and growing. In simple terms, the RTE Act opens the door, and quality education ensures that what's inside is worth experiencing. My study is like a backstage pass; I'm going behind the scenes to see if these rules and ideas are translating into a fantastic education for every child. There is a need to keep in mind that it's not just about policies and theories. It's about real kids, real teachers, and real communities. I am on a mission to understand how these big ideas about education are playing out in the everyday lives of people.

In the upcoming chapters, I will be delving deeper, exploring classrooms, talking to teachers, and understanding the stories that unfold in the realm of education. The RTE Act and quality education—these are not just concepts; they're the keys to unlocking a future where every child has chance to learn and thrive. So, let's dive in and see how these keys are shaping the educational landscape, one classroom at a time. Taking a closer look at public and private schools adds an interesting twist to my exploration. I will see how the Right to Education Act and the idea of

quality education play out in different kinds of schools. AS we move forward, the stories of schools will unfold, giving a clearer picture of education and its power to make a positive Impact.

Goa has a really good literacy rate, always ranking high in India. The state is serious about education, and it shows in its impressive literacy achievements. With a literacy rate higher than the national average, Goa is like a success story for education. The government has done a lot to promote literacy with strong policies and initiatives. The high literacy rate shows that educational programs work well, and people have good access to quality schools. Goa's focus on education has helped people become well-informed and boosted socio-economic development. In Goa, there are both government and private schools, offering different learning options. Goa's education success includes ongoing efforts to improve schools, curricula, and teaching methods. The focus on education has also had a positive impact on different parts of society. As we look into this study, understanding Goa's education is important because it's different and special in India .

LITERATURE REVIEW

Free and compulsory education

The research paper by Ojha Seema S investigates the state of the Right of Children to Free and Compulsory Education (RTE) Act in rural Haryana, two years after its implementation. The study, grounded in the principles of the Universal Declaration of Human Rights, addresses the Act's provision of free elementary education for children aged six to fourteen. The findings reveal positive strides in enrollment and basic infrastructure but flag concerns about ensuring quality education. Notably, challenges persisting critical areas such as curriculum, assessment, and

teacher training. The research rightly spotlights these areas as needing immediate attention. The paper uncovers a significant gap in awareness among key stakeholders. While parents are generally aware of free education, specific benefits outlined in the Act elude them. Similarly, students lack awareness of their rights. The study advocates for targeted awareness campaigns to address this crucial gap in understanding. Acknowledging the government's positive intent, the research emphasizes the existing gap between expectations and realities. Schools manage basic infrastructure, but deeper issues around curriculum, assessment, and teacher training remain unattended. This calls for more comprehensive government interventions. The research underscores the need for concerted efforts, stressing the importance of partnerships between the state, schools, voluntary agencies, parents, and other stakeholders. It emphasizes that isolated efforts may not yield the desired results, emphasizing the importance of collaborative initiatives for effective implementation. While recognizing the achievements highlighted, the paper wisely points out that the findings do not represent the entire state of Haryana. It encourages future research with a larger sample size, covering districts from different parts of Haryana. This recommendation shows a commitment to ongoing exploration and a deeper understanding of RTE Act implementation status. The research, accessible in its language, sheds light on crucial aspects of RTE implementation in Haryana. It serves as a call to action, urging stakeholders to move beyond enrollment numbers and prioritize holistic improvements for quality education. The paper's straightforward language and practical recommendations make it a valuable resource for a wide audience concerned with the effective implementation of RTE for quality elementary education.

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In this article the author Shantha Sinha highlights pivotal shift in India's approach to education with the introduction of the Right of Children for Free and Compulsory Education Act in 2009 (RTE Act). Before this, the state lacked a wholehearted commitment to make education a fundamental right. The RTE Act changed the game, making it a state obligation to provide free and compulsory education for all children aged 6-14. However, the article points out that implementing the RTE Act is a significant challenge, as it challenges existing practices of exclusion within the education system. The system must undergo radical transformation to embrace every child, eliminating excuses for dropouts. The article emphasizes the need for a sincere state commitment to ensure the Act's comprehensive implementation, calling for deep structural changes and a shift in priorities.

RTE Act: challenges and successes

In This study Manisha Shah and Bryce Millett Steinberg examines the impact of the Right to Education (RTE) Act in 2009 on educational trends in India for children aged 6-14. Four key trends are highlighted: increased school enrollment, a significant decline in test scores post-2010, apparent improvements in school infrastructure, and a notable decrease in students repeating grades after the enactment of RTE. The study raises a puzzling observation as enrollment. Moderately increases while test scores decline, challenging the assumption that overcrowding is the primary factor. Despite a decrease in the student-teacher ratio and apparent improvements in infrastructure, the decline in test scores prompts a closer look at potential factors. The RTE Act's subsidization of historically disadvantaged students entering private schools might have influenced pedagogical strategies. Moreover, the lack of high-stakes testing and universal promotion under RIE could contribute to decreased learning incentives for both teachers and students. The study acknowledges the need for more research to understand the mechanisms behind the decline in test scores post-RTE enactment. It leaves room for exploring how the Act's provisions, such as the lack of high-stakes testing. Might influence learning outcomes in the Indian education system.

This case study conducted by Meera Nath Sarin delves into the aftermath of the Right of Children to Free and Compulsory Education Act (RTE) at a government girls' secondary school in New Delhi. Focusing on the implementation of RTE and its effects, the study uncovers the challenges posed by a high teacher-pupil ratio, particularly in the context of teacher professionalism. The research sheds light on the strain a high teacher-pupil ratio places on teachers, hindering their ability to conduct comprehensive classroom activities. Notably, this situation impacts the completion of the curriculum, compliance with educational requirements, and the overall professionalism of teachers. The consequences ripple through the teaching of

subjects like Biology, Physics, and Chemistry, where practical experiments become compromised. The study raises Concerns about the use of pedagogic coping strategies, such as the ‘lecture method, potentially Undermining the desired quality of teaching and learning. The study concludes that the challenges Presented by a high teacher-pupil ratio undermine teacher professionalism. Hargreaves’ definition.Emphasizing the quality of what teachers do, aligns with the study’s findings. The broader vision Of teachers as enablers of quality education and key implementers of reforms faces setbacks under The strain of such ratios. This research emphasizes the pivotal role teachers play in the successful Implementation of education reforms. It calls for attention to the practical challenges teachers face Due to high teacher-pupil ratios, urging a closer examination of strategies to uphold teacher Professionalism and ensure the realization of quality education for all.

The article published by Oxfam India Policy brief says that in 2009, the Right to Education ActPromised free, good-quality education for children aged six to fourteen. This report tells us about the good and not-so-good things that have happened since. Good things include more kids going to primary school, moving on to upper primary, and new schools being built. But, there’s a problem -not many schools follow all the rules of the RTE Act. Also, we’ve focused a lot on buildings, not enough on teaching quality. Many kids are not learning as much as they should. In 2013, we missed a big goal, and if we don’t act now, we might miss the next one in 2015 what we need to do is Make a clear plan to follow all the RTE rules about schools and teacher training.Give enough money to make the RTE Act work well.Set up a system to fix problems from schools to the big national group for child rights. Let schools make their own plans and help them do it. Stop treating some kids unfairly like girls, some groups, and kids with

challenges. This report tells us we've done some good things, but we need to fix the not-so-good ones fast. Time for a change!

Academic performance

This study by Sunday B. Adeyemi compares the academic performance of 240 pupils randomly selected from private and public primary schools. Utilizing a structured questionnaire and Pupils Achievement Test (PAT) in English, Mathematics, and Social Studies, the research finds that pupils in private schools outperformed their counterparts in public schools. The results highlight a performance disparity, emphasizing the need for improvements in public schools to enhance learning opportunities for the majority of pupils. The study concludes that pupils in private schools perform better, attributing this to certain factors. To address the imbalance, recommendations include adequate staffing, provision of sufficient furniture, regular inspections, and curbing extravagant spending in public school management. The call is for measures to equip public schools for effective competition with private counterparts, ensuring broader access to quality education.

This paper by the author Rashmi Pramanik & Minaketan Bag highlights concerns about the Common School System in India, emphasizing the challenges posed by the proliferation of private schools catering to elite and middle-class families. It underscores the need for inclusion and criticizes the exclusion of certain groups based on ethnicity, race, religion, caste, or location. The article references constitutional provisions and initiatives like Sarva Shiksha Abhiyan but laments that universalization of education remains elusive, particularly for marginalized tribal students. The review points out the fear of losing tribal identity due to limited access to private schools, hindering opportunities in higher education and the job market. The disconnect between

the educational curriculum and tribal culture is emphasized, and the impact of discrimination on employment and indigenous knowledge is discussed. Overall, it calls for addressing disparities And fostering inclusive, culturally sensitive education.

Quality education

This paper by Sharmila Devi Mohammad Rizwaan and Subhash Chander underscores the Transformative role of Information and Communication Technology (ICT) in education, Particularly in online, distance, and part-time learning. It emphasizes ICT's potential in improving Formal and non-formal education systems, addressing challenges, and enhancing overall quality. By highlighting benefits such as accessibility, cost-effectiveness, and improved administration Through ICT, the paper advocates for strategic implementation. The focus on teacher training and Content quality showcases the broader societal impact, emphasizing the positive influence ICT can Have on education standards, making learners more employable and contributing to social development.

This paper by Krishna Kumar talks about how schools and education have changed over time. It says that everyone should have good education, not just some people. The paper suggests a new way to think about what makes education good. It looks at examples of different ways to teach, like what Gandhi wanted and a special science program. The paper also talks about what India has learned from trying to make education good for everyone. It shares three important things to remember: we need to learn from new ideas, we should think about the culture of each school, and quality is more than just what we can see. The paper suggests that teachers and leaders should talk more and understand each other. Also, everyone should know why education is important for peace and understanding.

RESEARCH QUESTIONS

- 1.Does the implementation of RTE Act fulfill the quality education for children in the selected schools?
- 2.What are the challenges in the implementation of quality education in schools?

HYPOTHESIS

- 1.Effective implementation of RTE Act result in Quality education In schools.
- 2.Schools adhering better to RTE Act guidelines will likely exhibit higher overall educational Quality compared to those with lower adherence.

OBJECTIVES OF THE STUDY

- 1.To study the importance of RTE Act.
- 2.To study the profile of selected schools.
- 3.To study the implementation of RTE Act provisions in selected schools.
- 4.To study the people's perception on quality education in selected schools.
- 5.To study the impact of RTE Act on school education system.
- 6.To understand the challenges for the implementation of RTE on quality education in schools.

METHODOLOGY

To collect data, I will employ a field survey method, visiting both public and private schools. My observations will assess adherence to free education guidelines. Additionally, I will conduct

structured interviews with teachers and students, using a questionnaire designed to understand the Impact of free and compulsory education provisions on access and learning outcomes. During the surveys, I will compare facilities, teaching methods, and teacher qualifications. I will also examine the availability and utilization of free learning resources. This comprehensive approach aims to gather insights into the implementation of free education and its influence on the quality of education in both public and private schools.

CHAPTERISATION

Chapter 1 : Introduction

Chapter 1 introduces the research by explaining what the study is about, why it's important, and Stating the main research problem. It includes literature Review,looks at previous research, Identifies what's missing, and sets up the theory for the study. The chapter also includes hypothesis That the research aims to answer, and the objectives that the research aims to achieve.Methodology Describes how the research will be done, and chapterization gives a quick look at the whole Dissertation structure.

Chapter 2 : Overview of the Quality education

In Chapter 2, I will talk about quality education.It will explore important ideas, theories, and Models related to what makes education good. The chapter looks at things like how teaching is Done, the design of the lessons, and how students are assessed. I will also check out how quality Education is seen globally, pointing out what works well and what challenges there are. The goal Of this chapter is to give a solid understanding of the whole picture of quality education.

Chapter 3 : Profiles of the selected Public and private schools .

In Chapter 3, the close examination of the selected schools for the study will Take place. The chapter gives a detailed overview of each school, including information about their Buildings, teachers, study programs, and extracurricular offerings. The aim is to provide a complete Picture of the learning environments, emphasizing both commonalities and distinctions between the selected 2 schools. It will explore any special characteristics or difficulties these schools might face, adding valuable insights to our overall research. The intention is to create a clear and Detailed portrait of the chosen schools, enhancing the context and outcomes of the study.

Chapter 4 : Comparative Analysis

Chapter 4 looks closely at both the selected schools, comparing them in several key areas Like academic performance, teaching methods, facilities, and overall educational quality. The aim Is to find patterns, trends, and differences that help us understand the strengths and challenges of Each type of school. By making this comparison, the chapter aims to reach important conclusions That answer the research questions posed earlier. The goal is to provide valuable insights into the Educational landscape, helping us understand what works well and what challenges exist in both Types of schools.

Chapter 5 : Conclusion and Suggestions.

In Chapter 5 I will sum up what I found in the study, pointing out the important stuff we discovered During our analysis. After that, I'll give some suggestions based on what I learned, suggesting ways To make things better, recommending changes, or proposing areas for more research. The main aim Is to give a clear summary of what the research revealed and guide future steps or investigations In education. This will be the final chapter that brings everything together and provides practical recommendations

SCOPE OF THE STUDY

This dissertation zooms in on the Right to Education (RTE) Act, especially looking at how it works in the selected 2 schools in Sanquelim, Goa. I'm diving into whether these schools are following the RTE Act rules and making sure kids get free and good-quality education. I'll check things like classrooms, teachers, and learning materials to see if the RTE Act is really making education better. By exploring factors like infrastructure, teacher qualifications, and teaching methods, I aim to figure out how well the RTE Act is doing in making education fair and awesome for every child. This research isn't just about rules; it's about understanding if the RTE Act is making a real impact on how students learn in both public and private schools in Sanquelim, Goa. The insights from this study can add to the bigger conversation about how education policies like the RTE Act can make a positive difference in real schools and classrooms.

CHAPTER II

OVER VIEW OF QUALITY EDUCATION

Education is like the sunshine that brightens up our lives, guiding us towards knowledge, wisdom, and personal growth. It's not just about reading books or taking tests; it's about discovering new ideas, learning from experiences, and becoming better versions of ourselves. Education opens doors to opportunities we never knew existed, empowering us to think critically, solve problems, and chase our dreams. Beyond just academics, education shapes our values, beliefs, and how we interact with the world around us. It teaches us to respect others, appreciate diversity, and stand up for what's right. By nurturing empathy and understanding, education lays the foundation for a kinder, more compassionate society where everyone has a voice and a chance to succeed.

Education is also the great equalizer, breaking down barriers of class, race, and gender. It gives everyone a fair shot at success, regardless of where they come from or what challenges they face. Through education, individuals can rise above poverty, discrimination, and inequality, forging their paths towards brighter futures. But education isn't just about personal growth; it's also about building stronger communities and a better world. It fuels economic development, driving innovation, productivity, and progress. A well-educated workforce is the backbone of a thriving economy, powering industries, creating jobs, and lifting entire nations out of poverty.

Moreover, education promotes peace, understanding, and global cooperation. By bringing people together from different backgrounds and cultures, it fosters dialogue, mutual respect, and the exchange of ideas. In a world torn apart by conflict and division, education is the bridge that

connects us, reminding us of our shared humanity and common aspirations. In essence, education is the key to unlocking our full potential and building a brighter future for generations to come. It's not just a privilege for the few but a fundamental right for all. By investing in education, we invest in hope, progress, and the promise of a better tomorrow. So let us cherish the gift of education and work together to ensure that it reaches every corner of the globe, transforming lives and shaping destinies along the way.

Quality education

Quality education is all about learning and growing in the best possible way. It's like having the right tools to help you become your best self. Quality education means getting the chance to learn in a way that helps you become smart, creative, and confident. It's not just about memorizing facts or passing tests. It's about understanding things deeply, asking questions, and finding answers. Quality education helps you develop skills like problem-solving, teamwork, and communication, which are important for success in school and in life. Quality education is super important because it helps you reach your goals and dreams. When you have a good education, you can do so many cool things, like getting a great job, starting your own business, or helping others in your community. Plus, it's not just about you – quality education also helps make the world a better place. When everyone has the chance to learn and grow, we can solve big problems together and build a brighter future for everyone.

Quality education happens when teachers care about their students and create fun, engaging lessons that make learning exciting. It's also about having access to resources like books, computers, and learning materials that help you explore new ideas. Quality education isn't just for some people – it's for everyone, no matter where you come from or what your background is.

Everyone deserves the chance to learn and succeed. Quality education is like a superpower that helps you become the best version of yourself. It's about learning in a way that's fun, engaging, and meaningful. With quality education, you can reach your goals, make a difference in the world, and create a brighter future for yourself and others. Everyone should get the chance to experience the power of quality education.

Historical context of quality education

Quality education has a rich history that stretches back thousands of years. Throughout time, societies have recognized the importance of education in shaping individuals and advancing communities. In ancient civilizations like Egypt, Mesopotamia, Greece, and Rome, education played a crucial role in society. However, access to education was often limited to the elite classes, such as nobility and priests. Formal education focused on subjects like reading, writing, mathematics, and philosophy, with an emphasis on preparing individuals for roles in government, religion, and commerce.

During the Middle Ages in Europe, education was primarily provided by religious institutions like monasteries and cathedral schools. The curriculum centered around religious studies and Latin, with an emphasis on preparing individuals for religious service. The Renaissance period saw a revival of interest in classical learning and the arts, leading to the establishment of universities and the spread of humanistic education.

The Industrial Revolution brought significant changes to education, as societies shifted from agrarian economies to industrialized ones. The need for a skilled workforce spurred the expansion of public education systems and the introduction of compulsory schooling laws. The

focus of education shifted towards practical subjects like science, technology, and vocational training, reflecting the demands of the emerging industrial society.

In the 20th century, education underwent further transformation with the rise of mass schooling and the development of educational theories and practices. The progressive education movement, led by educators like John Dewey, emphasized hands-on learning, critical thinking, and experiential education. The establishment of universal education systems aimed to provide equal access to education for all children, regardless of their background or social status.

In the 21st century, education continues to evolve in response to technological advancements, globalization, and changing societal needs. The digital revolution has transformed the way we teach and learn, with the integration of technology into classrooms and the rise of online learning platforms. The emphasis on skills like creativity, collaboration, and digital literacy reflects the demands of the knowledge economy and the need to prepare students for success in a rapidly changing world.

The historical context of quality education reveals a journey of progress and transformation. From the ancient civilizations to the present day, education has been recognized as a powerful force for personal and societal development. By understanding the historical roots of education, we gain insight into the challenges and opportunities that shape the future of learning. Let us continue to build upon the legacy of quality education, ensuring that every individual has the opportunity to fulfill their potential and contribute to the advancement of society

Theories and Models of Quality Education

Educational philosophies are like big ideas about how we should teach and learn. They guide the way teachers and schools approach education. Two important educational philosophies are Progressivism and Essentialism.

Progressivism is all about learning by doing. It's like saying, "Let's roll up our sleeves and get our hands dirty!" In a progressive classroom, students are encouraged to explore, experiment, and discover things for themselves. Teachers act more like guides, helping students learn from their experiences and solve real-world problems. It's all about fostering creativity, critical thinking, and independence.

Essentialism, on the other hand, is more about sticking to the basics. It's like saying, "Let's focus on what really matters." In an essentialist classroom, there's a strong emphasis on core subjects like reading, writing, math, and science. Teachers follow a structured curriculum and set high expectations for students. It's all about building a solid foundation of knowledge and skills that students can use throughout their lives.

Learning Theories for Quality Education

Constructivism is all about learning by building on what you already know. It's like saying, "Let's connect the dots!" In a constructivist classroom, students are active participants in their learning. They're encouraged to ask questions, explore new ideas, and make connections between what they already know and what they're learning. Teachers act more like facilitators, guiding students on their learning journey. It's all about helping students construct their own understanding of the world around them.

Behaviourism, on the other hand, is more about learning through repetition and reinforcement. It's like saying, "Practice makes perfect!" In a behaviorist classroom, learning is based on

observable behaviours' and responses to stimuli. Teachers use rewards and consequences to shape students' behavior and encourage learning. It's all about creating a structured environment where students know what to expect and how to succeed.

Curriculum Models for Quality Education

Curriculum models are like blueprints for designing what students will learn in school. They help teachers plan lessons and activities that help students achieve their learning goals. Two important curriculum models: Tyler's Model and Taba's Model, and how they support quality education.

Tyler's Model

Tyler's Model is all about setting clear objectives and organizing curriculum around them. It's like saying, "Let's start with the end in mind!" In Tyler's Model, curriculum planning begins by identifying specific learning objectives or goals that students should achieve. These objectives guide everything else in the curriculum, from selecting content and designing learning activities to assessing student progress. The focus is on ensuring that students learn what they need to know and can do by the end of the course or program. Tyler's Model supports quality education by providing a structured framework for curriculum development. By setting clear objectives and aligning curriculum with them, teachers can ensure that students are learning important knowledge and skills that are relevant and meaningful. This helps create a focused and coherent learning experience that prepares students for success in further education, careers, and life.

Taba's Model

Taba's Model, also known as the grass-roots approach, is all about involving teachers and students in curriculum planning. It's like saying, "Let's work together to create a curriculum that meets our needs!" In Taba's Model, curriculum planning begins by gathering input from teachers, students, and other stakeholders about their interests, needs, and goals. This information is used to identify key themes or topics that will be explored in the curriculum. Teachers then collaborate to design learning experiences and activities that engage students and address their interests and needs. Taba's Model supports quality education by promoting collaboration, engagement, and relevance in curriculum development. By involving teachers and students in the planning process, curriculum becomes more responsive to the needs and interests of learners. This helps create a more meaningful and engaging learning experience that motivates students to learn and succeed. Additionally, Taba's Model encourages teachers to adapt and refine curriculum over time based on feedback and reflection, ensuring that it remains relevant and effective.

Curriculum models like Tyler's Model and Taba's Model provide frameworks for designing and implementing quality education. Tyler's Model emphasizes setting clear objectives and aligning curriculum with them, while Taba's Model promotes collaboration, engagement, and relevance in curriculum development. By utilizing these models, teachers can create learning experiences that are focused, coherent, and meaningful, preparing students for success in further education, careers, and life.

Theories of Quality Education

Bloom's Taxonomy, Maslow's Hierarchy of Needs, Vygotsky's Sociocultural Theory In understanding what makes education good, we look at different ideas and theories that help us see the big picture. One important theory is Bloom's Taxonomy, which talks about how students learn and grow. It divides learning into different levels, starting from remembering facts to creating new ideas. Another theory is Maslow's Hierarchy of Needs, which says that people have different needs, like food and safety, before they can focus on learning. This theory helps us understand that students need to feel safe and cared for before they can learn effectively. Then there's Vygotsky's Sociocultural Theory, which says that learning happens through interaction with others. This theory emphasizes the importance of social interactions and cultural context in learning. It suggests that students learn better when they work together and when their learning is connected to their real-life experiences. Bloom's Taxonomy: Think of it as a ladder with different steps of learning. Starting from remembering facts, moving up to understanding, applying, analyzing, evaluating, and finally creating new things. By following this ladder, teachers can plan lessons that help students climb higher in their learning journey. This means students not only remember facts but also understand them deeply and can use them in real-life situations.

Maslow's Hierarchy of Needs: This model is all about human needs. It says that before we can focus on learning, we need to make sure basic needs like food, safety, and belonging are met. Teachers use this idea to create a classroom environment where students feel safe, respected, and supported. When students feel secure and cared for, they're more open to learning new things.

Vygotsky's Sociocultural Theory: Vygotsky talks about how we learn from the people around us, especially in social settings. Teachers apply this by encouraging group work, discussions, and

collaboration in the classroom. When students work together, they learn not only from the teacher but also from each other. This helps them understand concepts better and see different perspectives.

These theories give us different perspectives on how students learn and what factors influence their learning. By understanding these theories, educators can better design their teaching methods and create environments that support students' learning needs. These theories help us see that education is not just about memorizing facts, but about creating meaningful experiences that help students grow and develop as individuals. These models are like roadmaps that guide teachers and educators in making learning effective and meaningful.

Effective teaching methods

Effective teaching methods are like tools teachers use to help students learn better. Some simple yet powerful strategies are:

- Active Learning:** This means getting students involved in their learning. Instead of just listening, they participate by discussing, doing group activities, or working on projects. This makes learning more engaging and helps them remember things better.
- Differentiated Instruction:** Since every student is different, teachers adjust their teaching to fit each student's needs. They might teach the same thing in different ways or give different tasks based on what each student is good at or interested in.
- Problem-Based Learning:** Instead of just memorizing facts, students solve real-life problems or challenges. This helps them think critically, solve problems, and work together with others to find solutions.
- Cooperative Learning:** Students work together in small groups to learn and solve problems. This helps them learn from each other, communicate better, and work as a team.
- Inquiry-Based Learning:** Instead of just giving students information, teachers encourage them to ask questions and explore topics on their

own. This helps them learn how to find answers and think for themselves. Technology integration : means using devices like computers, tablets, or the internet to make teaching and learning better. Engaging Lessons, Teachers can use educational apps, videos, or interactive websites to make lessons more interesting and enjoyable for students. For example, they can use online quizzes or educational games to test what students have learned. Access to Information, With technology, students can easily find a lot of information from the internet. They can research topics, read articles, or watch videos to learn more about what they're studying. Visual Learning, Technology allows teachers to show visuals like pictures, videos, or graphs to explain concepts more clearly. This helps students understand difficult topics better. Personalized Learning, Technology can be customized to fit each student's way of learning. For instance, students can use educational software that adjusts to their level of understanding or gives them extra practice in areas where they need help. Collaborative Learning, Students can work together on projects or assignments using technology. They can share documents, collaborate on presentations, or talk to each other through online chats or video calls. Remote Learning, Especially during times like the COVID-19 pandemic, technology allows teaching and learning to continue even when students and teachers can't be in the same place. They can use video conferencing tools or online learning platforms to stay connected and continue learning.

Curriculum Design for Quality Education

Curriculum design plays a crucial role in delivering quality education as it shapes what students learn, how they learn it, and how their progress is assessed. Curriculum design is like a roadmap that guides the teaching and learning process. It ensures that students receive a well-rounded education that prepares them for success in various aspects of life. A well-designed curriculum aligns with educational goals and standards, takes into account students' diverse needs and

interests, and provides a coherent and sequential progression of learning experiences. It also promotes critical thinking, creativity, problem-solving skills, and lifelong learning. Curriculum frameworks provide an overarching structure for organizing and delivering content across different subjects and grade levels. They outline the key concepts, skills, and competencies that students are expected to learn at each stage of their education. Standards, on the other hand, set specific learning objectives and benchmarks that students should meet by the end of a particular grade or course. By adhering to curriculum frameworks and standards, educators ensure consistency, coherence, and accountability in the curriculum.

Interdisciplinary Approaches:

Interdisciplinary approaches involve integrating content from multiple disciplines or subject areas to provide students with a holistic understanding of a topic or theme. This approach breaks down traditional subject boundaries and encourages connections between different areas of knowledge. For example, a history lesson about ancient civilizations could incorporate elements of geography, anthropology, and archaeology. Interdisciplinary learning fosters critical thinking, creativity, and problem-solving skills by encouraging students to make connections between different concepts and perspectives.

Project-Based Learning:

Project-based learning (PBL) is a student-centered approach where students investigate real-world problems, challenges, or questions over an extended period. PBL engages students in authentic, hands-on learning experiences that require them to apply knowledge and skills from various subjects to solve complex problems or complete meaningful projects. For example, students might design and build a sustainable garden to learn about environmental science, math,

and teamwork. PBL promotes inquiry, collaboration, communication, and self-directed learning, preparing students for success in the 21st century. Curriculum design is essential for delivering quality education as it provides a framework for organizing content, setting learning objectives, and guiding instructional practices. By incorporating curriculum frameworks and standards, interdisciplinary approaches, and project-based learning, educators can create engaging, meaningful, and relevant learning experiences that prepare students for academic success and lifelong learning.

Assessment Practices for Quality Education

Assessment is a crucial component of the educational process, providing valuable feedback on students' progress and informing instructional decisions. Assessment methods refer to the techniques or processes used to evaluate students' knowledge, skills, and understanding. These methods can vary widely and may include written tests, quizzes, projects, presentations, performances, observations, interviews, and portfolios. Each assessment method serves a specific purpose and provides unique insights into students' learning progress. Assessment tools, on the other hand, are the instruments or materials used to carry out assessments, such as rubrics, scoring guides, checklists, and standardized tests.

Formative assessment occurs during the learning process and is designed to provide ongoing feedback to both students and teachers. It helps identify areas of strength and weakness, guides instructional adjustments, and supports student learning. Examples of formative assessment strategies include quizzes, exit tickets, peer assessment, self-assessment, and classroom discussions. Summative assessment, on the other hand, takes place at the end of a unit, course, or

school year and evaluates students' overall learning outcomes. Summative assessments typically include tests, exams, projects, and performance evaluations.

Authentic assessment aims to evaluate students' knowledge and skills in real-world contexts that reflect meaningful tasks and challenges they may encounter outside the classroom. Unlike traditional assessments that focus on memorization and recall of information, authentic assessment requires students to apply their learning to authentic, relevant tasks or problems. Examples of authentic assessment include project-based assessments, case studies, simulations, exhibitions, and portfolios. Authentic assessment promotes deeper learning, critical thinking, problem-solving skills, and transfer of knowledge to real-world settings.

Alternative forms of assessment offer non-traditional approaches to evaluating students' learning outcomes and performance. These methods often prioritize students' individual strengths, interests, and learning styles, providing more flexibility and authenticity than traditional assessments. Examples of alternative assessment methods include performance assessments, peer assessments, self-assessments, interviews, reflections, and multimedia presentations. Alternative assessments offer opportunities for students to demonstrate their understanding and skills in diverse ways, fostering creativity, engagement, and personalized learning experiences.

Assessment practices play a crucial role in ensuring quality education by providing valuable feedback, guiding instruction, and promoting student learning and achievement. By incorporating a variety of assessment methods and tools, including formative and summative strategies, as well as authentic and alternative forms of assessment, educators can create inclusive, engaging, and meaningful assessment experiences that support student success and growth. Identification of Successful Practices and Challenges in Achieving Quality Education

Globally Quality education is essential for individuals and societies to thrive, but achieving it comes with its own set of successes and challenges on a global scale.

Across the globe, there are numerous examples of successful practices that have led to improvements in education. These practices encompass various aspects, including innovative teaching methods, revised curriculum frameworks, and enhanced teacher training programs. For instance, some countries have adopted project-based learning approaches, where students work on real-world projects to develop critical thinking and problem-solving skills. Additionally, advancements in technology have enabled personalized learning experiences tailored to individual student needs, fostering engagement and deeper understanding. Furthermore, community involvement and partnerships with local organizations have proven effective in addressing socio-economic disparities and promoting inclusive education.

Despite progress, challenges persist in ensuring quality education for all. Limited access to education, especially in remote and disadvantaged areas, remains a significant barrier. Many children still face obstacles such as poverty, gender inequality, and disabilities, hindering their ability to attend school regularly. Additionally, inadequate infrastructure, insufficient funding, and teacher shortages continue to impede educational progress in various regions. Furthermore, socio-political conflicts, natural disasters, and health crises like the COVID-19 pandemic exacerbate existing challenges and disrupt learning environments. Addressing these multifaceted challenges requires coordinated efforts at local, national, and international levels to provide equitable access to quality education for every child. One of the most significant challenges in achieving quality education is the lack of adequate resources. Many schools, especially in low-income communities, struggle with insufficient funding, which affects infrastructure, teaching materials, and teacher salaries. Without proper resources, it's challenging to create an

enriching learning environment that fosters academic growth and development. Socio-economic disparities play a significant role in determining educational outcomes. Children from marginalized or impoverished backgrounds often face obstacles such as limited access to educational opportunities, inadequate nutrition, and unstable home environments. These factors can negatively impact their ability to succeed in school and hinder their overall academic performance. Inadequate infrastructure, including poorly maintained school buildings, lack of sanitation facilities, and insufficient classroom resources, poses a significant challenge to quality education. Without proper infrastructure, students may struggle to focus on their studies and teachers may face challenges in delivering effective instruction.

Opportunities:

Government policies and initiatives can play a crucial role in addressing the challenges of quality education. By investing in education, implementing targeted reforms, and prioritizing resources for schools in underserved areas, policymakers can create an enabling environment for quality learning. Additionally, policies that focus on teacher training, curriculum development, and assessment practices can help improve educational outcomes. Engaging communities in the education process can unlock significant opportunities for enhancing educational quality. Parents, caregivers, and local stakeholders can contribute valuable insights, resources, and support to schools. Community-driven initiatives such as parent-teacher associations, mentorship programs, and after-school activities can complement formal education and create a supportive learning ecosystem.

The integration of technology in education presents promising opportunities for improving educational quality. Digital tools, online resources, and interactive learning platforms can

enhance student engagement, facilitate personalized learning experiences, and provide access to educational content beyond traditional classroom boundaries. Additionally, technology can support teacher professional development and streamline administrative tasks, enabling educators to focus more on student-centered instruction. While challenges exist in ensuring quality education, there are also ample opportunities for improvement. By addressing resource constraints, socio-economic factors, and infrastructure deficiencies, and leveraging policy interventions, community engagement, and technology integration, we can work towards a future where every child has access to a high-quality education that empowers them to reach their full potential.

Initiatives and Frameworks for Promoting Quality Education: International organizations like the United Nations have set ambitious goals to promote quality education worldwide. One prominent example is Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Through initiatives such as UNESCO's Education for All (EFA) and the Global Partnership for Education (GPE), efforts are underway to strengthen education systems, improve teacher training, and enhance learning outcomes globally. These initiatives emphasize collaboration among governments, non-governmental organizations, and civil society to address the complex challenges facing education systems worldwide. By identifying successful practices, acknowledging challenges, and leveraging international initiatives, we can work towards realizing the vision of quality education for all, thereby empowering individuals and societies to build a brighter future.

Implementation of RTE Act Parameters for Quality Education in India

The Right of Children to Free and Compulsory Education (RTE) Act, enacted in 2009, serves as a landmark legislation aimed at ensuring quality education for all children in India aged 6 to 14 years. The RTE Act provides specific parameters and provisions designed to enhance the quality of education imparted in both public and private schools across the country. One of the fundamental aspects emphasized by the RTE Act is the provision of adequate infrastructure in schools to support effective teaching and learning. This includes facilities such as classrooms, playgrounds, libraries, toilets, and drinking water facilities. The RTE Act mandates that every school must adhere to specified infrastructure norms to ensure a conducive learning environment. However, the implementation of these infrastructure requirements faces challenges, particularly in rural and remote areas where schools may lack basic amenities due to resource constraints and inadequate government funding. The RTE Act lays down strict guidelines regarding the qualifications and professional standards expected from teachers in both public and private schools. Teachers are required to possess the requisite academic and professional qualifications prescribed by the government, including a Bachelor of Education (B.Ed.) degree or equivalent certification. Additionally, the RTE Act emphasizes the need for continuous professional development and training for teachers to enhance their pedagogical skills and subject expertise. Despite these provisions, the implementation of teacher qualifications remains uneven, with instances of underqualified or untrained teachers prevalent, particularly in remote and marginalized communities. Maintaining optimal student-teacher ratios is essential for effective classroom management and individualized attention to students. The RTE Act stipulates specific guidelines regarding the maximum number of students per teacher to ensure quality interaction and personalized learning experiences. However, the implementation of these

student-teacher ratio norms varies across schools, with overcrowding and understaffing common in many public schools, especially in densely populated urban areas and underserved rural regions. Private schools, on the other hand, may have relatively lower student-teacher ratios due to better resource allocation and financial capabilities.

Assessing and improving learning outcomes is a key focus area of the RTE Act, aiming to enhance the overall quality of education imparted to students. The Act emphasizes the importance of regular assessments and examinations to monitor student progress and identify areas for improvement. Additionally, the RTE Act advocates for a child-centric approach to education, prioritizing holistic development and the acquisition of essential knowledge, skills, and competencies. However, the implementation of effective assessment practices and the measurement of learning outcomes face challenges related to standardized testing, teacher capacity, and curriculum alignment. Despite the progressive provisions outlined in the RTE Act, the implementation of parameters for quality education faces numerous challenges. These include inadequate funding, resource constraints, bureaucratic inefficiencies, and socio-economic disparities. However, there have been notable successes in certain areas, such as increased enrollment rates, infrastructure development, and awareness about the importance of education. Efforts to address challenges and improve implementation effectiveness require multi-stakeholder collaboration, including government agencies, educational institutions, civil society organizations, and community participation. The implementation of RTE Act parameters for quality education in India is a multifaceted endeavor that requires concerted efforts to overcome challenges and realize the vision of inclusive and equitable education for all children. While significant progress has been made, there is still much work to be done to ensure that

every child receives a high-quality education that empowers them to thrive and succeed in a rapidly changing world.

Impact of RTE Act on Quality Education Outcomes

One of the primary objectives of the RTE Act was to increase access to education, particularly for marginalized and underserved communities. Since its enactment, there has been a notable improvement in enrollment rates, with more children, especially from disadvantaged backgrounds, gaining access to formal schooling. The RTE Act's provision of free and compulsory education has contributed to reducing barriers to enrollment, such as school fees and discriminatory admission practices. The RTE Act has played a crucial role in promoting equity in education by addressing disparities and ensuring that every child has an equal opportunity to learn and succeed. The Act mandates the inclusion of children from economically weaker sections, disadvantaged groups, and children with disabilities in mainstream schools, fostering a more inclusive learning environment. By providing for reservations in private schools and prioritizing the needs of marginalized communities, the RTE Act has helped bridge the gap between privileged and underprivileged students. While the RTE Act has made significant strides in improving access and equity in education, its impact on learning achievement remains a subject of debate and scrutiny. Some studies suggest that the RTE Act has led to improvements in learning outcomes, particularly in basic literacy and numeracy skills, among primary school children. However, challenges such as learning deficits, inadequate infrastructure, and teacher quality persist, hindering the realization of optimal learning outcomes for all students.

Influence on Educational Practices and Pedagogy:

The RTE Act has supported changes in educational practices and pedagogical approaches, emphasizing child-centered and activity-based learning methodologies. Schools are encouraged to adopt innovative teaching techniques, promote interactive classroom environments, and tailor instruction to meet the diverse needs of students. Additionally, the Act's emphasis on continuous assessment and remedial teaching has led to a shift towards more holistic and comprehensive approaches to evaluating student progress and addressing learning gaps. Despite the positive impact of the RTE Act, disparities in quality education outcomes persist across different regions and socio-economic groups in India. Rural areas, tribal communities, and economically disadvantaged regions continue to face challenges such as inadequate infrastructure, teacher shortages, and learning resource deficiencies, resulting in lower educational attainment levels compared to urban counterparts. Addressing these disparities requires targeted interventions, increased investment in education, and sustained efforts to improve the overall quality of schooling. The RTE Act has had a significant impact on quality education outcomes in India, with improvements in access, equity, and educational practices. However, challenges remain in ensuring equitable access to quality education for all children, particularly those from marginalized backgrounds. Addressing these challenges requires continued commitment from policymakers, educators, and stakeholders to realize the vision of inclusive and high-quality education for every child in India.

CONCLUSION

In conclusion, this chapter has provided a comprehensive overview of quality education, exploring various theories, teaching methods, curriculum design, assessment practices, and

global perspectives. By understanding these aspects, it has helped gained valuable insights into what constitutes quality education and how it can be achieved. Understanding these foundational concepts is crucial for informing the subsequent chapters of this dissertation, which will focus on comparing the quality of education between private and public schools in Sanquelim. Moreover, this chapter has highlighted the significance of the Right to Education (RTE) Act in shaping educational practices and standards in India. By aligning my research with the parameters outlined in the RTE Act, I aim to assess the quality of education in both public and private schools in Sanquelim. This approach ensures that my study is grounded in national educational policies and contributes to ongoing efforts to improve education quality nationwide.

Moving forward, the insights gained from this chapter will serve as a framework for analyzing and evaluating the quality of education in private and public schools. By examining factors such as infrastructure, teaching methods, curriculum, and student outcomes, I seek to identify strengths, challenges, and disparities between these educational institutions. This comparative analysis will provide valuable insights into the effectiveness of different educational models and inform policy recommendations for enhancing overall education quality. To conclude this chapter lays the groundwork for my research journey, setting the stage for a comprehensive examination of education quality in Sanquelim. By building upon the foundational understanding of quality education established here, I am better equipped to address the research questions and objectives outlined in subsequent chapters. Through this holistic approach, I aim to contribute to the ongoing discourse on education quality and inform evidence-based interventions for improving educational outcomes in Sanquelim and beyond.

CHAPTER III

PROFILES OF THE SELECTED SCHOOLS IN SANQUELIM

Sanquelim is a town located in the North Goa district of the Indian state of Goa. The demographics of Sanquelim reflect a diverse population comprising individuals from various religious, ethnic, and linguistic backgrounds. While the exact demographic composition may vary, the town is generally representative of the broader demographic trends observed in the region. The population of Sanquelim includes people belonging to different religious communities, with Hindus constituting the majority. However, there is also a significant presence of other religious groups such as Christians and Muslims, contributing to the town's religious diversity.

This religious diversity is reflected in the cultural practices, festivals, and traditions observed by the residents of Sanquelim. In terms of ethnicity, the population of Sanquelim is a mix of different groups, including indigenous Goans as well as migrants from other parts of India. This diversity enriches the cultural tapestry of the town, resulting in a vibrant and dynamic community. Linguistically, the residents of Sanquelim are predominantly fluent in Konkani, which is the official language of the state of Goa. However, there is also a significant population proficient in other languages such as Marathi, Hindi, and English, reflecting the linguistic diversity of the region. The demographics of Sanquelim paint a picture of a diverse and multicultural community, where people from various backgrounds coexist harmoniously, contributing to the town's rich tapestry of culture, tradition, and identity.

The school profiles within this Dissertation plays an important role in understanding the landscape of education quality within the selected schools. By understanding the specifics of each school's infrastructure, academic programs, extracurricular activities, staffing, student demographics, achievements, challenges, and opportunities, we gain valuable insights into how these institutions operate and the environment in which students learn and grow. The primary objective of creating these school profiles is to lay the foundation for the subsequent chapter, which involves a detailed analysis of the quality of education by collecting responses from students parents and teachers. By comprehensively documenting various aspects of each school, it aims to establish a comprehensive understanding of the factors that contribute to the delivery of quality education.

Each section of the school profiles serves a specific purpose for increasing the understanding. For instance, detailing the infrastructure provides insights into the resources available to support teaching and learning activities. Understanding the academic programs sheds light on the curriculum, teaching methods, and learning outcomes. Exploring extracurricular activities offers an understanding of the holistic development opportunities provided to students beyond the academics. Examining the staffing profile helps in understanding the qualifications and experience of teachers and staff members, which significantly influence the quality of instruction and support services. Analyzing student demographics provides insights into the diversity and inclusivity of the student body, which are crucial aspects of providing quality education for all. Highlighting achievements and recognitions showcases areas of excellence and success within each school, while discussing challenges and opportunities offers a realistic view of the areas that require improvement or further development.

By synthesizing all this information, we can develop a nuanced understanding of each school's educational ecosystem, including its strengths, weaknesses, and areas for potential enhancement. This understanding forms the basis for the subsequent quality analysis, can evaluate various aspects of education quality within these schools and identify areas of best practices or areas in need of improvement. The school profiles will help in analysing the whole picture along with the responses collected. It will provide a comprehensive overview of each institution's characteristics, setting the stage for a examination of educational quality and the factors that shape it. Through this process, I aim to contribute to the ongoing dialogue on educational improvement and inform future efforts to enhance the quality of education for all students.

The criteria used for selecting the schools were based on several factors to ensure a comprehensive representation of the educational landscape in the area. Firstly, geographical proximity played a significant role in the selection process. Schools located within the immediate vicinity were considered to facilitate ease of access for data collection and on-site visits, thereby ensuring practicality and efficiency in conducting the research. The accessibility of the schools to the me and the target population was taken into account. Schools that were easily reachable by public transportation or within walking distance from the researcher's location were prioritized to minimize logistical challenges and maximize the feasibility of data collection efforts. The Information about the school profile is provided by the head of the school orally only and No documents were directly shown to me. The information I am writing is collected by interviewing the school authority orally.

PROFILE OF ATMOD'DHAR SANGH'S PROGRESS HIGH SCHOOL

Atmod'dhar Sangh's Progress High School, located in Sanquelim which is in North Goa district's Bicholim taluka, It was founded in the academic year 1963-1964. The school is recognised by Directorate of Education Panjim Goa. The school emphasizes not only academics but also focuses on extracurricular activities and instilling values such as morals, good character, nationalism, sportsmanship, discipline, and tolerance among its students. The school offers subjects like English, Hindi, Marathi, Sanskrit, Konkani, Mathematics, Science, social sciences and physical education. In addition to academic subjects, the school offers opportunities for students to participate in various extracurricular activities. These activities aim to provide students with a well-rounded education and foster their overall development. The school's vision is to create an environment where students can explore their interests and talents beyond the traditional classroom setting. The institution aims to instill values such as morals, good character, nationalism, sportsmanship, discipline, and tolerance in its students. These values are considered essential for the holistic development of individuals and are emphasized throughout the students' educational journey. The emphasis on co-curricular activities reflects the school's commitment to providing a comprehensive education that goes beyond academic instruction. By engaging in activities such as sports, cultural events, and community service projects, students have the opportunity to develop important life skills such as teamwork, leadership, and problem-solving. As per the school headmistress, Atmod'dhar Sangh's Progress High School traces its origins back to a time before India gained independence. Founded by Vaman Borkar, the school initially operated under the name "Utkarsh Shala" and consisted of a single classroom. It functioned as a Marathi medium school, catering to the educational needs of the local community. The historical context provided by the headmistress offers insights into the school's early beginnings and its

evolution over time. The transition from a modest single-classroom setup to its current status as Progress High School reflects the institution's growth and adaptation to changing educational needs and aspirations.

GENERAL BODY

The office bearers of the general body of Atmod'dhar Sangh's Progress High School are as follows:

President: Shri Shyam Pai Kuchelkar

Vice President: Shri Siddesh RS Amonkar

Secretary: Shri Vallabh Bodke and Shri Ajay Pawaskar

These individuals hold key positions within the school's administration, overseeing various aspects of governance and decision-making. Their roles involve facilitating communication, organizing meetings, and ensuring effective coordination among members of the general body. By working collaboratively, the office bearers aim to promote transparency, accountability, and the overall welfare of the school community.

MANAGING COMMITTEE

The managing committee of Atmod'dhar Sangh's Progress High School is comprised of the following members:

Chairman: Dr. Jayant Budkuley

Vice Chairman: Shri Narayan Bhatgaonkar

Secretary: Shri Shyam Bodke

Joint Secretary: Shri Shantaram B Kanekar

Treasurer: Shri Yogesh A Lawande

Member: Shri Girish Sirsat

These individuals hold key positions of leadership and responsibility within the school's administration. The chairman, vice chairman, and secretary oversee the overall management and decision-making processes of the committee, ensuring that the school operates effectively and efficiently. The joint secretary assists the secretary in carrying out administrative tasks and responsibilities. The treasurer is responsible for financial matters, including budgeting and financial reporting. Additionally, the member contributes to discussions and decision-making processes within the committee. Together, these members work collaboratively to address the needs and concerns of the school community and to ensure the smooth functioning of Atmod'dhar Sangh's Progress High School.

PARENTS TEACHERS ASSOCIATION

The Parents Teachers Association ("TA) of Atmod'dhar Sangh's Progress High School comprises the following members:

Chairman (General Body): Mrs. Surekha S Desai

Chairman: Mr. Navnath Surlakar

Vice Chairman: Mrs. Pranjali Pawar

Secretary: Mrs. Gauri Pilgaonkar

Joint Secretary: Mrs. Shilpa Pednekar

Treasurer: Mr. Sankalp Pednekar

The PTA plays a crucial role in fostering collaboration and communication between parents and teachers for the overall benefit of the school community. Its primary objective is to promote the welfare and interests of students by facilitating constructive engagement between parents and educators. The Chairman of the PTA General Body, Mrs. Surekha S Desai, leads the overall coordination and activities of the PTA, ensuring that the interests of both parents and teachers are represented and addressed. Mr. Navnath Surlakar, as the Chairman, works closely with Mrs. Surekha Desai to oversee the functioning of the PTA and provide leadership in its activities.

Mrs. Pranjali Pawar, the Vice Chairman, assists the Chairman in their duties and may also take on additional responsibilities as needed. Mrs. Gauri Pilgaonkar, as Secretary, manages the administrative tasks of the PTA, including organizing meetings, maintaining records, and communicating with members. Mrs. Shilpa Pednekar, the Joint Secretary, supports the Secretary in their duties and may assist in coordinating PTA events and initiatives. Mr. Sankalp Pednekar, as Treasurer, is responsible for managing the financial affairs of the PTA, including budgeting, fundraising, and financial reporting. The PTA serves as a platform for parents and teachers to collaborate, share perspectives, and work together to enhance the educational experience of students. Through its collective efforts, the PTA aims to create a supportive and enriching environment for students to thrive academically, socially, and emotionally.

SCHOOL MANAGEMENT COMMITTEE (SMC's)

The School Management Committee (SMC) of the school consists of 12 members, with 3 of them being female. The SMC is responsible for overseeing the management and governance of the school, ensuring that it operates effectively and meets the needs of its students. Members of

the SMC come from various backgrounds, including parents or guardians of students, teachers, and members of the local community. Their roles involve making decisions related to school policies, infrastructure, and educational programs. Having female representation in the SMC is important as it ensures diverse perspectives and voices are heard in decision-making processes, promoting inclusivity and gender equality within the school community. Overall, the SMC plays a crucial role in shaping the direction and ensuring the smooth functioning of the school. According to the school headmistress, the School Management Committee (SMC) meetings are held once a month as scheduled. However, if there's an urgent matter that needs attention, the SMC can call for an extra meeting to discuss and address the issue. These meetings provide an opportunity for SMC members to come together, discuss important matters related to the school's management and functioning, and make decisions collectively. By conducting regular meetings and being responsive to urgent needs, the SMC ensures effective communication, collaboration, and decision-making among its members, contributing to the overall well-being and progress of the school.

According to the headmistress, most of the members in our School Management Committee (SMC) are parents or guardians—about 75 percent. This means that a lot of the people in charge are parents of students at our school. It's important because it makes sure that the SMC listens to what families think and want for their kids' education. This way, decisions made by the SMC are more likely to be fair and helpful for everyone. Having parents involved also helps make sure that the school does its best to meet the needs of the students and their families. This way of having mostly parents in the School Management Committee follows the rules in the Right to Education (RTE) Act. The RTE Act says it's important for parents to be involved in making decisions about schools. It helps make sure that the school does what's best for the students and

their families. By having a lot of parents in the committee, the school is doing what the RTE Act says and making sure everyone's ideas are heard. This is important for making sure the school is fair and works well for everyone.

TEACHER QUALIFICATION

The school employs a total of 34 teachers, which includes a drawing teacher, a computer teacher, and a lab assistant. All of these teachers hold a Bachelor of Education (B.Ed.) degree, which is a standard qualification for teaching. Additionally, many of the teachers have higher qualifications such as Master of Arts (MA) or Master of Science (MSc) degrees. This indicates a strong academic background among the teaching staff. Specifically, three of the teachers who specialize in computer education possess a Bachelor of Commerce (B.Com) degree along with a Post Graduate Diploma in Computer Education and Training (PGDCET). This demonstrates their expertise in both computer science and educational technology. The drawing teacher holds a Bachelor of Fine Arts (B.F.A) degree, indicating specialization in the field of art and design. This qualification enables them to effectively teach students about various aspects of visual arts. Also, the Physical Education (P.E.) teacher possesses a Bachelor of Physical Education (B.P.Ed.) degree, which qualifies them to teach physical education and sports-related activities. This ensures that students receive proper guidance and instruction in maintaining their physical fitness and well-being.

The diverse qualifications of the teaching staff reflect a commitment to providing quality education across different subject areas and disciplines. The combination of B.Ed. degrees with higher qualifications such as MA, MSc, B.Com, PGDCET, B.F.A, and B.P.Ed. ensures that the teachers are well-equipped to deliver comprehensive instruction and support student learning

effectively. The school has nine staff members who don't teach but help with other important jobs. These jobs include office work like keeping records and organizing events. Some staff members also make sure the school is clean and safe. Even though they don't teach in classrooms, these staff members play a big role in making sure everything runs smoothly at the school. They help create a good environment for learning and make sure students and teachers have what they need to do their best.

According to the school authorities, teachers attend training sessions at least three times a year at the State Council of Educational Research and Training (SCERT) in Porvorim. These training sessions are designed to enhance teachers' skills and knowledge in various areas related to education. By participating in these sessions, teachers have the opportunity to learn new teaching techniques, stay updated on curriculum developments, and improve their professional practice. This Investment in teacher training reflects the school's commitment to providing quality education and ensuring that teachers are equipped with the necessary tools and resources to support student learning effectively.

It appears that the school follows the criteria outlined In the RTE Act of 2009 for selecting teachers. The RTE Act sets certain qualifications for teachers, such as having specific degrees and diplomas related to education. From the information provided, it seems that the teachers at the school meet these qualifications. Additionally, sending teachers for training aligns with the RTE Act's emphasis on continuous professional development. By adhering to these criteria, the school ensures that its teachers are well-qualified and equipped to provide quality education to students. This commitment to meeting the RTE Act guidelines reflects the school's dedication to providing a high standard of education while staying in line with educational regulations.

INFRASTRUCTURE OF THE SCHOOL

The school's infrastructure presents several challenges that do not align with the infrastructure guidelines outlined in the Right to Education (RTE) Act. Firstly, the school building is described as poor, indicating that it may be in a state of disrepair or inadequacy. Additionally, the condition of the toilets is reported to be unsatisfactory, and the water filters are not working, which could impact the health and hygiene of the students. Also the absence of modern technology and spacious classrooms suggests a lack of resources and facilities necessary for providing a conducive learning environment. The reported water leakage during the rainy season poses a safety hazard and may disrupt regular school activities. Additionally, the boards being in poor condition could affect teaching and learning outcomes, as they are essential for instructional purposes.

The absence of a playground deprives students of opportunities for physical activity and recreation, which are crucial for their overall development. Moreover, the poor condition of the staff facilities, such as non-functioning fans, further exacerbates the discomfort and challenges faced by teachers and staff members. Therefore the observed infrastructure deficiencies, including inadequate building conditions, lack of modern amenities, poor sanitation facilities, and absence of recreational spaces, do not align with the RTE Act's infrastructure guidelines. The RTE Act emphasizes the importance of providing adequate infrastructure and facilities to ensure a conducive learning environment for students. However, the reported conditions indicate a significant gap between the school's infrastructure and the standards mandated by the RTE Act.

Addressing these infrastructure challenges is crucial for ensuring that the school meets the requirements of the RTE Act and provides quality education in a safe and conducive

environment. Efforts to improve infrastructure should prioritize repairs and renovations to the school building, upgrading sanitation facilities, providing modern technology and amenities, and creating recreational spaces for students. By addressing these deficiencies, the school can better align with the RTE Act guidelines and provide an environment that supports the holistic development and well-being of its students.

STUDENTS DEMOGRAPHY

The total number of students are 720. Out of which 370 are boys and 350 are girls. The school has a total of 15 classrooms allocated for students in grades V to VIII. Within each grade level, from V to VIII, there are four divisions or sections. This organizational structure allows for the accommodation of a significant number of students. Each division has a class strength of 45 students, resulting in a total of 180 students in each grade level. While this arrangement helps manage the student population, it also means that each classroom may have a considerable number of students, which can pose challenges for individualized attention and effective classroom management. Additionally, larger class sizes may impact student engagement and the quality of learning experiences. It's important to consider strategies to address potential issues related to class size and ensure that all students have access to a supportive and conducive learning environment.

PUPIL TEACHER RATIO

The Pupil Teacher Ratio (PTR) is a measure used to assess the number of students per teacher in a school. It indicates how many students there are for each teacher available to teach them. For example, a PTR of 45:1 means that there is one teacher for every 45 students. According to the headmistress, the PTR at the school is 45: 1 This means that for every 45 students there is 1

teacher in the school. While this ratio might seem acceptable at first glance, it's essential to understand the implications of PTR in relation to the quality of education provided. The Right to Education (RTE) Act of 2009 provides guidelines for PTR to ensure that students receive adequate attention and support from teachers. The RTE Act recommends a PTR of 30:1 for primary schools (Classes 1 to 5) and 35:1 for upper primary schools (Classes 6 to 8). These guidelines are based on research and educational best practices, which suggest that smaller class sizes allow for better individualized instruction, student engagement, and academic achievement.

In the case of the school, with a PTR of 45 :1 , it becomes apparent that the ratio exceeds the RTE Act's recommended guidelines. This means that there are more students per teacher than what is considered ideal for providing quality education. With such a high PTR, teachers may find it challenging to give individual attention to each student, address their unique learning needs, and maintain a conducive learning environment. Also, a high PTR can impact the overall quality of teaching and learning experiences. It may lead to overcrowded classrooms, difficulty in managing student behavior, and limited opportunities for student participation and interaction. Additionally, teachers may feel overwhelmed by the large class sizes, affecting their ability to deliver effective instruction and support student learning effectively. While the PTR of 45:1 at the school may seem manageable, it does not align with the guidelines set forth by the RTE Act. The RTE Act emphasizes the importance of maintaining smaller class sizes to ensure that students receive quality education and individualized support. Therefore, efforts should be made to reduce the PTR and create a more favourable learning environment for students and teachers alike, in accordance with RTE Act guidelines.

CURRICULUM

The school follows the State Council of Educational Research and Training (SCERT) curriculum. The SCERT curriculum is a state-specific curriculum developed by educational authorities to meet the academic standards and educational objectives set by the state government. It typically encompasses subjects and topics relevant to the local context and aligned with state educational policies. In terms of compliance with the Right to Education (RTE) Act of 2009, the Act does not prescribe a specific curriculum that schools must follow. Instead, it emphasizes the provision of free and compulsory education to all children aged 6 to 14 years and outlines guidelines for ensuring quality education, inclusive practices, and holistic development. While the RTE Act does not mandate a particular curriculum, it does stress the importance of providing a curriculum that is child-centered, inclusive, and relevant to the local context. Additionally, the Act encourages flexibility and adaptation to meet the diverse learning needs of students and promote their overall development. However, it's essential to ensure that the curriculum is implemented effectively, addresses the needs of all students, and promotes inclusive and quality education for all, as mandated by the RTE Act.

CO CURRICULAR ACTIVITIES

Other activities conducted by school and other agencies based on scholastic as well as other talents of children in which they excelled are students participated in bharat vikas parishad general quiz competition, E sansakar Vatika National online workshop, kshaatra Prabhodan Magazine organized online program, value based program organised by hema foundation. According to the annual report 2021 -2022 students have participated in various such activities and won many prizes. students have won prizes in self written poetry competition, moral story

competition, best out of waste competition, impromptu speaking online competition, elocution competition. According to the annual report students also participated in sports like chess and badminton tournament, national level tennis Ball cricket tournament and won many prizes. This shows that the school is The school follows the guidelines for extracurricular activities outlined in the RTE Act of 2009. These guidelines ensure that students have opportunities to participate in activities beyond their regular academic studies. Extracurricular activities can include sports, arts, clubs, and other interests that help students develop important skills and interests outside the classroom. By following these guidelines, the school provides a well-rounded education that promotes the overall development of students.

FREE AND COMPULSORY EDUCATION

The school fees collected for each standard, as provided by the headmistress, are as follows:

5th standard: ₹29

6th standard: ₹29.50

7th standard: ₹30

8th standard: ₹42.50

To determine if these fees align with the RTE Act's guidelines for free and compulsory education, we need to consider two key aspects: the concept of free education and any permissible exceptions. According to the RTE Act, children aged 6 to 14 years are entitled to free and compulsory education. This means that schools cannot charge any fee that may prevent children from accessing education. However, the Act allows for certain exceptions, such as fees

for specific activities or facilities beyond regular education, as long as they do not pose a barrier to enrollment or attendance. In this case, the fees collected by the school appear to be relatively low and may be within the permissible range under the RTE Act. However, it's essential to consider the socio-economic context of the students and families attending the school. Even small fees could be burdensome for some families, potentially creating barriers to accessing education.

To ensure compliance with the RTE Act, the school should carefully review its fee structure to ensure that it does not impede access to education for any student. Additionally, the school should communicate transparently with parents about the purpose of the fees and provide waivers or exemptions for families facing financial hardship. While the fees collected by the school may not pose a significant barrier to education, it's essential to prioritize equity and accessibility to ensure that all students can benefit from their right to free and compulsory education as mandated by the RTE Act.

Also textbooks are given free from standard 5th to 8th standard .Also the school provides free mid-day meal to the students of 5th to 8th standard.Providing textbooks for free to students aligns with the guidelines outlined in the RTE Act of 2009. The RTE Act mandates that children aged 6 to 14 years have the right to free and compulsory education, which includes access to essential educational resources such as textbooks. By giving textbooks free of charge to students, the school ensures that all children have the necessary materials to support their learning without imposing any financial burden on their families. This practice promotes equity and accessibility in education, which are core principles of the RTE Act. Therefore, providing free textbooks to students is in line with the RTE Act's guidelines for free and compulsory education.

GURUDAS P. GAUNS MEMORIAL HIGH SCHOOL,

The Gurudas P. Gauns Memorial High School was established in 2006 in response to the requests of parents living near Sanquelim town. Many parents wanted to enroll their children in an English medium school but couldn't due to limited seats and high donation fees. To address this need, Mr. Gurudas Prabhaker Gauns, former chairman of the Vividha group and former MLA of the Pale constituency, initiated the school without charging any donation fees and with a nominal tuition fee. The school is recognized by the Directorate of Education in Panjim, Goa. Its primary goal is to provide academic, physical, and moral education to students. It aims to nurture students into responsible citizens of India by fostering qualities of cooperation and service. The subjects offered in the school are English, Hindi, Konkani, Marathi, Mathematics, Science, Social Science and Physical education. The medium of instruction is English. Unfortunately, Mr. Gurudas P. Gauns passed away in June 2008 after a short illness. In March 2009, the school's managing committee unanimously decided to rename the school as the Gurudas P. Gauns Memorial School in his honour, starting from the academic year 2009-10. This renaming was done as a token of respect for the school's founder and his contributions to education in the region.

THE MANAGING COMMITTEE

The managing committee of the Gurudas P. Gauns Memorial School comprises the following members:

Mr. Pratap Prabhakar Gauns (Chairman)

Mrs. Geeta P. Gauns (Manager)

Mrs. Laxmi B. Sinari (In-Charge Headmistress)

Mr. Ganesh V. Malik (PTA Chairman)

Mr. Hanif Shaikh (Member)

Mr. Suresh Shaba Gauns (Member)

Mr. Manikaro N. Kanekar (Member)

Mr. Arjun V. Malik (Member)

Another member from the A.D.E.I of Bicholim.

Each member plays a crucial role in overseeing the governance and management of the school, ensuring that it operates smoothly and effectively. The diverse composition of the managing committee reflects a range of perspectives and expertise, contributing to informed decision-making and the overall development of the school.

PARENT TEACHER ASSOCIATION

According to the headmistress of the Gurudas P. Gauns Memorial School, there is a Parent-Teacher Association (PTA) committee consisting of eight members. The PTA committee serves as a bridge between parents and teachers, facilitating communication and collaboration to support the educational endeavors of the students. With its diverse membership, the PTA committee works towards fostering a positive school environment, organizing events, and addressing concerns related to students' academic and personal growth. Through regular meetings and initiatives, the PTA committee aims to promote parental involvement and engagement in school activities, ultimately contributing to the overall success and well-being of the students.

SCHOOL MANAGEMENT COMMITTEE

The Gurudas P. Gauns Memorial School has a School Management Committee (SMC) consisting of a total of 10 members, with 4 female and 6 male members. The SMC plays a crucial role in overseeing the governance and administration of the school, ensuring that it operates efficiently and effectively to meet the educational needs of the students. With a balanced representation of both genders, the SMC strives to address diverse perspectives and concerns related to the school's management and development. Through collaborative efforts and decision-making, the SMC works towards enhancing the quality of education, promoting the welfare of students and staff, and fostering a conducive learning environment within the school.

TEACHER QUALIFICATION

The Gurudas P. Gauns Memorial School employs a total of 12 teachers, comprising 9 females and 3 males. All teachers hold postgraduate degrees in addition to Bachelor of Education (B.Ed) qualifications, indicating their strong academic background and training in education. Additionally, the school has 4 non-teaching staff members who contribute to various administrative and operational tasks within the school. Together, the teaching and non-teaching staff play crucial roles in ensuring the effective functioning of the school and supporting the educational needs of the students.

INFRASTRUCTURE OF THE SCHOOL

The infrastructure of Gurudas P. Gauns Memorial School comprises 11 spacious and well-ventilated classrooms equipped with functional fans, blackboards, and desks and benches in good condition. The school building itself is well-maintained and provides a suitable environment for teaching and learning activities. The school has a library but it doesn't have

proper laboratory. However, while the school authorities claim to have a playground, it does not fully meet the criteria outlined in the RTE Act playground guidelines. The designated space, though limited, is not conducive to be called a playground due to its small size, uneven terrain with rocks, and lack of proper boundaries. This falls short of the RTE Act's standards for a playground, which typically require a flat and safe area with adequate space for various outdoor activities. Therefore, while the school's infrastructure includes well-equipped classrooms and a maintained building, the inadequacies in the designated playground area highlight a need for improvement to ensure compliance with RTE Act guidelines and provide students with a suitable outdoor space for recreational and physical activities.

STUDENTS DEMOGRAPHY

The Gurudas P. Gauns Memorial School has a total of 264 students enrolled in grades V to VIII. Among these students, there are 138 boys and 126 girls, reflecting a relatively balanced gender distribution within the student population. This diversity contributes to a rich learning environment where students have the opportunity to interact with peers from different backgrounds and perspectives. Additionally, the comparable numbers of male and female students indicate an inclusive approach to education, where all students have equal access to learning opportunities and resources.

PUPIL TEACHER RATIO

The Pupil Teacher Ratio (PTR) of 1:34 at Gurudas P. Gauns Memorial School appears to meet the RTE Act PTR guidelines, which advocate for an appropriate ratio to ensure sufficient attention and quality education for students. With one teacher for every 34 students, the school can provide more personalized support and instruction, leading to enhanced learning

experiences. This ratio reflects a commitment to maintaining manageable class sizes and facilitating effective teacher-student interactions, ultimately contributing to the overall educational development of the students. Therefore, based on the provided PTR, it seems that Gurudas P. Gauns Memorial School follows the RTE Act PTR guidelines to support quality education.

CURRICULUM

The Gurudas P. Gauns Memorial School adheres to the NCERT syllabus and implements a continuous and comprehensive evaluation (CCE) scheme to assess students' academic and non-academic performance. This includes one summative and two formative assessments per semester for scholastic subjects. Each subject's total marks are capped at 200 per semester, converted into percentages, and graded using a 5-point scale with descriptive indicators. This evaluation system appears to align with RTE Act quality standards as it emphasizes a comprehensive evaluation of students' progress and development. By following the NCERT syllabus and employing a structured assessment approach, the school aims to uphold the RTE Act's mandate for quality education by providing a well-rounded learning experience for its students.

CO- CURRICULAR ACTIVITIES

Gurudas P. Gauns Memorial School excels in literary competitions like writing essays and telling stories, earning awards at local and state levels. However, the school's performance in sports is not as strong. This could be because they lack a suitable playground for students to play and practice sports. Without a proper space for physical activities, students may not have enough opportunities to develop their skills and participate in sports competitions. Having a better

playground with enough space and equipment could encourage more students to engage in sports activities, improve their physical fitness, and potentially lead to better performance in sports competitions. Providing such facilities would not only enhance the school's overall sporting culture but also promote the holistic development of its students. According to the RTE Act 2009, having a school playground which is suitable to play is mandatory to ensure quality education and overall development of the students.

FREE AND COMPULSORY EDUCATION

According to the headmistress, Gurudas P. Gauns Memorial School doesn't charge any fees, sticking to the directives from the Directorate of Education. The school's main goal, since its inception, has been to assist families who can't afford fees. According to her, free textbooks are given to students from grades V to VIII. Additionally, the school provides transportation services through Balrath buses and also free midday meal is provided. This commitment to providing free education and essential resources underscores the school's dedication to ensuring that all students, regardless of financial circumstances, have access to education. And also, It's mandatory for students to have an Aadhar card and leaving certificate for admission at Gurudas P. Gauns Memorial School. The headmistress has the authority to reject a child's admission without giving reasons. This doesn't align with the RTE Act 2009, which emphasizes minimal documentation for admitting children. Compulsory education means no child should be denied admission to school. Therefore, the school's strict admission requirements may contradict the spirit of ensuring education for all children.

CONCLUSION

In conclusion, the third chapter has provided comprehensive profiles of two schools: Progress High School and Gurudas P. Gauns Memorial High School. The profiles detailed various aspects of each school, including their infrastructure, academic programs, extracurricular activities, staffing, student demographics, and adherence to RTE Act guidelines. While Progress High School showcased strengths in certain areas, such as academics and extracurricular activities, Gurudas P. Gauns Memorial High School demonstrated a commitment to providing accessible education to all students, particularly those from underprivileged backgrounds. However, both schools also exhibited areas of concern, such as limited sports facilities and strict admission policies, which may not fully align with RTE Act standards. Moving forward, the next chapter will undertake an in-depth analysis of the data collected through surveys with students, parents, and teachers from both schools. This analysis aims to provide insights into the quality of education at each school and evaluate their compliance with RTE Act provisions. By examining stakeholder perspectives and comparing them with RTE Act guidelines, the analysis seeks to identify areas for improvement and ensure that both schools are effectively fulfilling their mandate to provide quality education that is accessible to all students, in accordance with legal requirements.

CHAPTER IV

DATA ANALYSIS

Education plays a very important role in the life of all the peoples and through the life. Education is very important to get success and happy life. It is very important to live luxurious and better life. Education develops personality of the peoples and provide physical and mental standard and transform peoples living status. Education promotes the feeling of physical mental and social well being by providing better life. Good education is very important which makes our future forever. It helps a person to improve status of mind and spirit. Education provides lots of confidence education gives bulk of knowledge in many fields Educational makes person a night thinker and correct decision makes education help person to solve all the problem education promotes good habits and awareness. Such as corruption, terrorism and other social issue an education is the fundamental right of everyone and capable of bringing and desired change and upliftment in the human mind and society.

Education is the key to success in personal and professional life. Education provides personal various types of knowledge and skill. Education not only makes person to Learn about history science, maths, geography, and other subject it makes person smart enough to learn how to live life and handle bad situation. Education helps person to be healthy save many lives boosts economic growth earn money, raise quality crop promotes peace in the society. Good education does not mean to study hard and get good result however it is to conquer new things for the betterment of whole mankind. A Person's aims of Getting education should be to help other need people of the society to get them over the weaknesses and superstition. Education has unbelievable power, helps us in making self development and provides person new possibilities

and opportunities to become a problem solver and excellent decision maker. Education helps a person to show their best by their mind and spirit; thus, education can promote national unity. Educated people can reform society; education is absolutely beneficial for society on the whole. It is a lifelong process for each person that needs to be a force throughout life.

The Right to Education Act (RTE) is a landmark legislation in India that aims to ensure every child receives free and compulsory education. Enacted in 2009, the RTE Act guarantees education as a fundamental right for children aged 6 to 14 years. Its significance lies in its mission to eliminate barriers to education, promote inclusivity, and enhance the overall quality of schooling across the country. One of the primary objectives of the RTE Act is to make education accessible to all children, regardless of their socio-economic background. By mandating free education, the Act aims to remove financial barriers that often prevent underprivileged children from attending school. This provision is crucial in breaking the cycle of poverty and ensuring that every child has the opportunity to fulfill their potential through education. Compulsory education is another key aspect of the RTE Act. By making it mandatory for children to attend school, the Act seeks to address the issue of dropout rates and ensure that all children complete at least elementary education. This not only benefits individual children by providing them with essential knowledge and skills but also contributes to the overall development of society by creating a more educated and skilled workforce.

In addition to access and compulsion, the RTE Act also focuses on improving the quality of education imparted in schools. It emphasizes the need for proper infrastructure, including classrooms, libraries, and playgrounds, to create an environment conducive to learning. Moreover, the Act emphasizes the importance of qualified and trained teachers who play a critical role in shaping the educational experiences of children. By investing in teacher training

and professional development, the RTE Act aims to enhance the quality of teaching and learning in schools across the country. Furthermore, the RTE Act is committed to promoting inclusivity and eliminating discrimination in education. It prohibits schools from denying admission to any child on grounds of religion, caste, gender, or disability. This provision is essential in fostering a more inclusive and equitable education system where every child is treated with dignity and respect. Another important aspect of the RTE Act is its emphasis on child rights and protection. It recognizes the vulnerability of children and seeks to safeguard their rights within the educational context. This includes provisions for preventing physical and emotional abuse, ensuring a safe and supportive learning environment, and promoting child-friendly practices in schools. Overall, the Right to Education Act embodies the collective aspiration of ensuring that every child in India has access to quality education. By addressing issues of access, compulsion, quality, inclusivity, and child rights, the Act lays the foundation for a more equitable and just society where every child has the opportunity to thrive and succeed.

Let's understand the impact and effectiveness of the Right to Education Act by examining data collected through surveys conducted among parents and students from two selected schools. By analyzing this data, we can gain valuable insights into how the RTE Act is being implemented on the ground and its influence on the education system. The survey aimed to assess various aspects of education, including access, quality, inclusivity, and satisfaction among parents and students. It included questions related to school infrastructure, teacher quality, availability of resources, opportunities for extracurricular activities, and perceptions of discrimination or exclusion.

AWARENESS ABOUT RIGHT TO EDUCATION ACT

Figure 4.1 - PHS

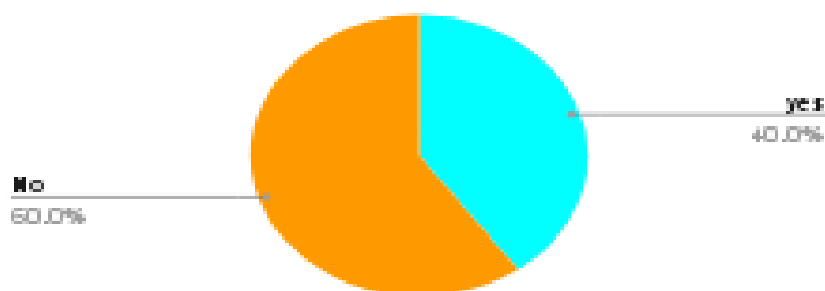
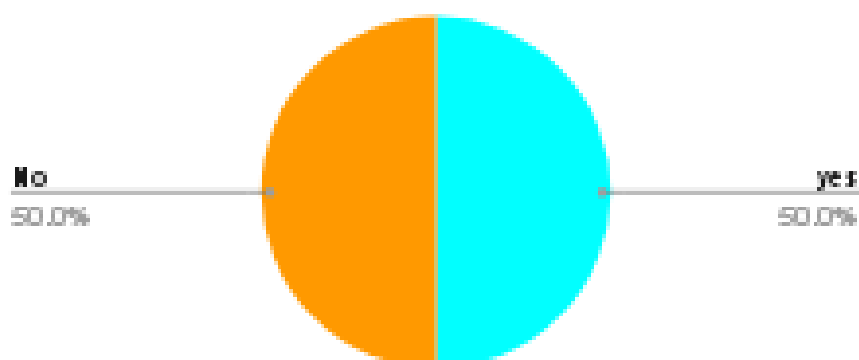


Figure 4.2 - GHS



In figure 4.1 the awareness about the Right To Education Act among the parents of Progress High school is 40% and the unaware parents constitute of 60%. Whereas figure 4.2 shows the awareness about RTE act among parents of Gurudas P Gauns Memorial high school. It shows that 50% parents are aware and 50% are unaware.

This shows that parents of students from Gurudas P Gauns Memorial high are comparatively more aware than Parents of students from Progress High school. Both institutions face a

significant portion of parents who lack awareness regarding the RTE Act. Consequently, initiatives aimed at increasing awareness about the RTE Act among parents, such as workshops, information sessions, or distributing educational materials, could prove beneficial for fostering a more informed and supportive educational environment for students across both schools.

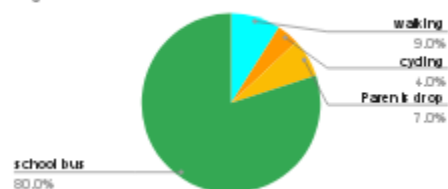
AFFORDABILITY/ACCESSIBILITY

Travelling facility

Figure 4.3- PHS



Figure 4.4- GHS



According to the above 4.3 and 4.4, figures At Progress High School, a significant portion of 60% rely on school buses to transport their children, 25% who opt for parental drop- At Gurudas P Gauns Memorial High School, and 80% of parents utilize school buses for transportation. This

suggests that school bus services are the preferred and likely most accessible mode of transportation for students at both schools.. While walking and cycling are less common overall,

Admission fees

Figure 4.5- PHS

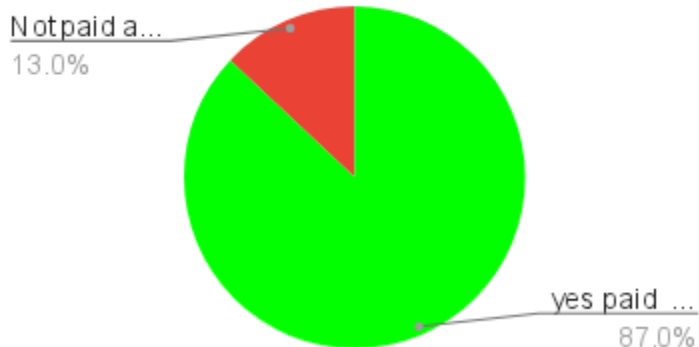


Figure 4.6- GHS

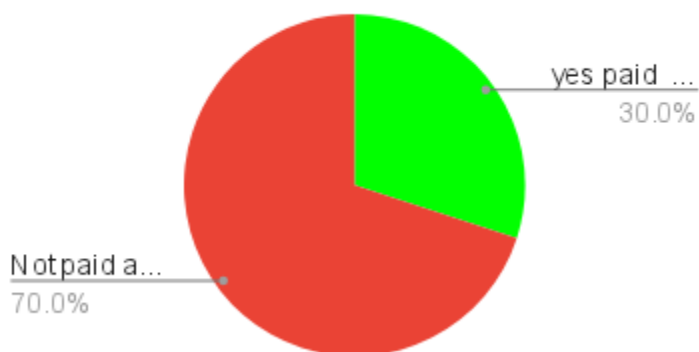


Figure 4.5 and 4.6 presents the payment status of admission fees .At Progress High School, a majority of parents (87%) have paid some amount of admission fees,. And 13% of parents at

Progress High School have not paid any fees. At Gurudas P Gauns Memorial High School, 30% of parents have paid some amount of admission fees, 70% have not paid any fees.

SCHOOL FACILITIES

Classroom Related Facilities

condition of classroom facilities like classroom space, Fans, Tubelights, benches, chairs, tables, Blackboard.

Figure 4.7-PHS

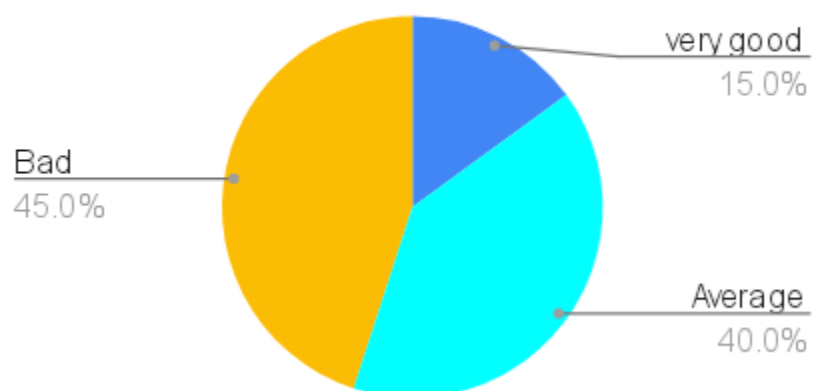
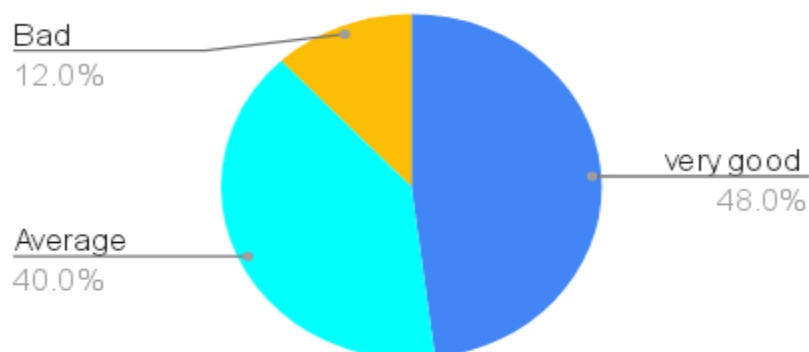


Figure 4.8-GHS



According to the above figures 4.7 and 4.8 Progress High School, 15% of parents rated the classroom facilities as “very good,” . 40% of parents, rated the facilities as “average,” suggesting room for improvement. A significant portion, 45% of parents, rated the facilities as “poor,” indicating dissatisfaction. Gurudas P Gauns Memorial High School, the majority of parents, 48%, rated the classroom facilities as “very good,” 40% of parents rated the facilities as “average,” suggesting room for improvement. only 12% of parents, rated the facilities as “bad,” indicating lower dissatisfaction compared to Progress High School. Overall, the evaluation suggests that while there is room for improvement in both schools, Gurudas P Gauns Memorial High School generally has a higher level of satisfaction with its classroom facilities compared to Progress High School.

Use of technology (smart boards and projectors)

Figure 4.9-PHS

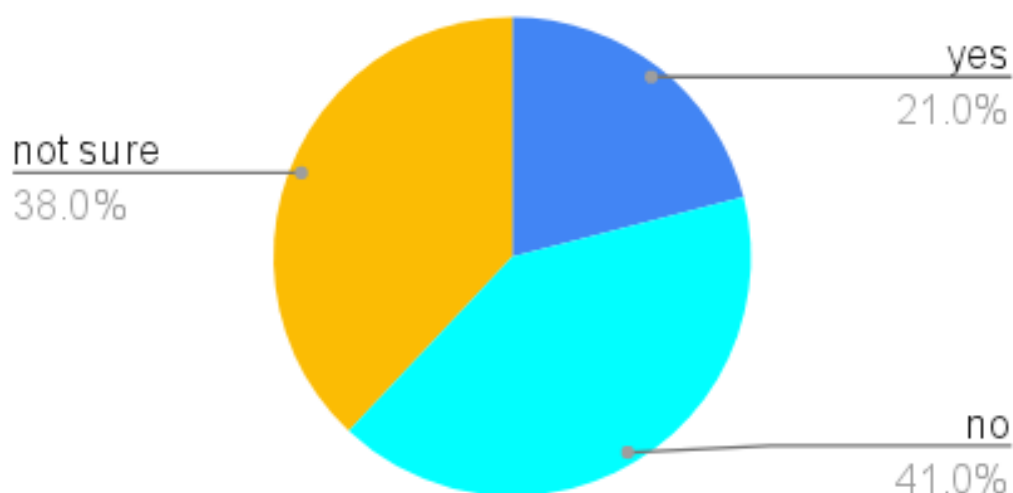


Figure 4.10-GHS

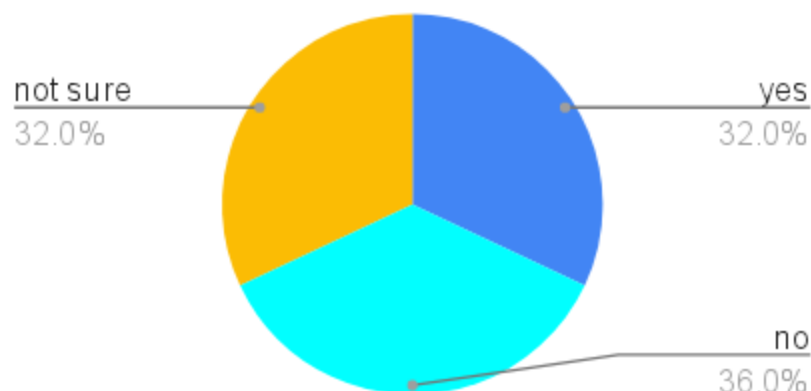


Figure no.4.9 and 4.10 represents the responses of parents from Progress High School and Gurudas P Gauns Memorial High School regarding the utilization of advanced technology, such as smart boards and projectors, to enhance teaching methods. For Progress High School, 21% of parents indicated that their child's school makes use of advanced technology. And 41% of parents, stated that their child's school does not utilize advanced technology for teaching, 38% of parents were unsure whether such technology is used, indicating a lack of clarity or communication regarding the school's technological infrastructure. Gurudas P Gauns Memorial High School, a 32%, affirmed that their child's school incorporates advanced technology like smart boards and projectors in teaching practices, 36% of parents reported that their child's school does not utilize such technology, Additionally, 32% of parents expressed uncertainty about the use of advanced technology at the school.

SCHOOL INFRASTRUCTURE

Availability of Facilities

Figure 5.1 - PHS

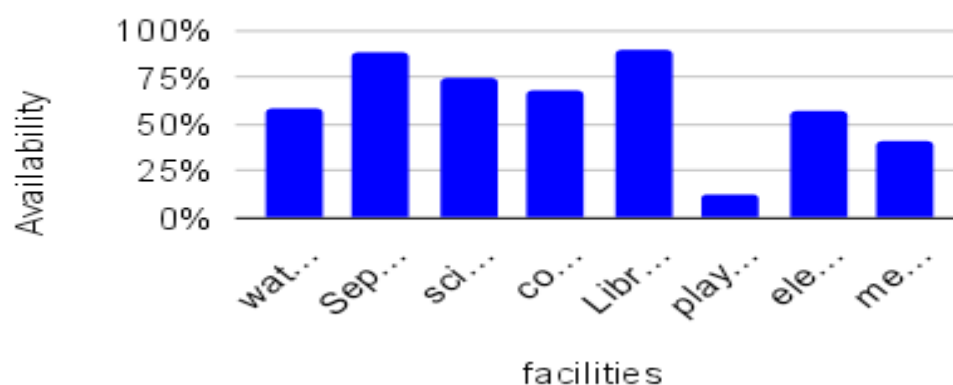


Figure No 5.1 represents the percentage of parents of Progress High school who agreed about the availability of various facilities in their children's schools.- Drinking water: 58% of parents confirmed the availability of drinking water facilities. Separate toilets for boys and girls: 88% of parents indicated the availability of separate toilets for boys and girls. Science Lab: 75% of parents acknowledged the presence of a science laboratory. Computer Lab: 68% of parents reported the availability of a computer laboratory. Library, of 89% of parents stated the presence of a library. Playground Only 12% of parents confirmed the availability of a playground, indicating a lower percentage compared to other facilities. Electricity: 57% of parents affirmed the availability of electricity. Medical Aid: 41% of parents agreed about the availability of medical aid facilities. Overall, while certain facilities such as separate toilets, library, and science lab are widely available according to the majority of parents, others like playgrounds and medical aid show lower percentages of availability based on parental responses.

Figure 5.2- GHS

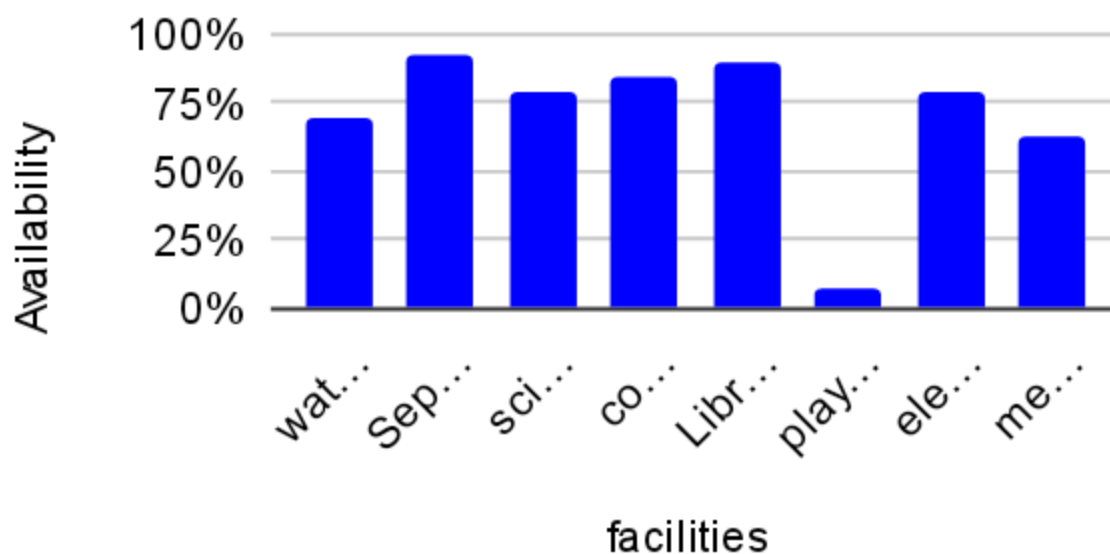


Figure 5.2 represents availability of facilities in Gurudas P Gauns Memorial high school. Drinking water: 70% of parents confirmed the availability of drinking water facilities. 92% of parents indicated the availability of separate toilets for boys and girls. 79% of parents acknowledged the presence of a science laboratory. 84% of parents reported the availability of a computer laboratory. Library: 89% of parents stated the presence of a library. Playground: Only 7% of parents confirmed the availability of a playground, Electricity: 79% of parents affirmed the availability of electricity. Medical Aid: 62% of parents agreed about the availability of medical aid facilities.

CURRICULUM AND TEACHING SPECIFICS

Availability of Qualified Teachers

Figure 5.3-PHS

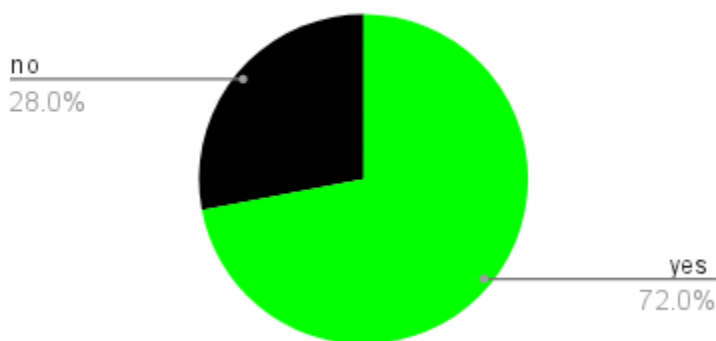
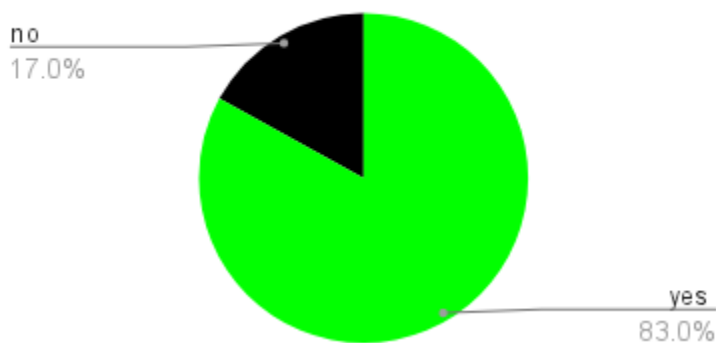


Figure 5.4-GHS



The above figures 5.3 and 5.4 represent the opinions of parents from Progress High School and Gurudas P Gauns Memorial High School regarding the qualifications of teachers in their children's schools. For Progress High School, 72% of parents expressed confidence in the qualifications of the teachers. However, 28% of parents disagreed. In Gurudas P Gauns Memorial High School, 83% of parents believed that the teachers are qualified enough. This

indicates a stronger vote of confidence in the teaching staff's qualifications compared to Progress High School. However, 17% of parents still expressed doubt regarding the qualifications of the teachers.

Medium of instruction

Figure 5.6- PHS

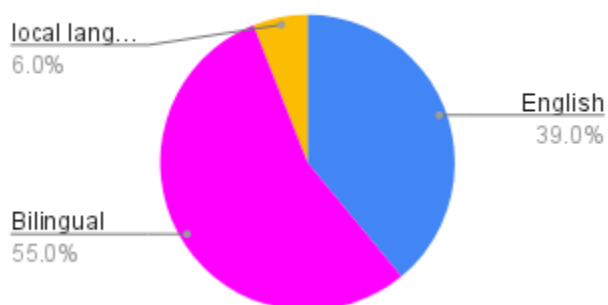
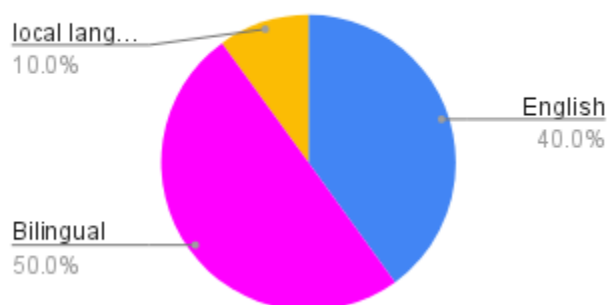


Figure 5.7- GHS



The above figures 5.6 and 5.7 , represent the medium of instruction in two different schools, Progress High School and Gurudas P Gauns Memorial High School, as reported by parents. For Progress High School, 55%, indicated that the medium of instruction is bilingual, Following this, 39% of parents reported English as the medium of instruction, while a smaller percentage of 6% stated that the instruction is in local language. Similarly, for Gurudas P Gauns Memorial High School, the most common medium of instruction reported by parents is also bilingual, with 50% . And 40% of parents who reported English as the medium of instruction. A smaller percentage, 10%, stated that the instruction is in the local language.

Free textbooks

Whether satisfied with quality of free textbooks

Figure 5.8- PHS

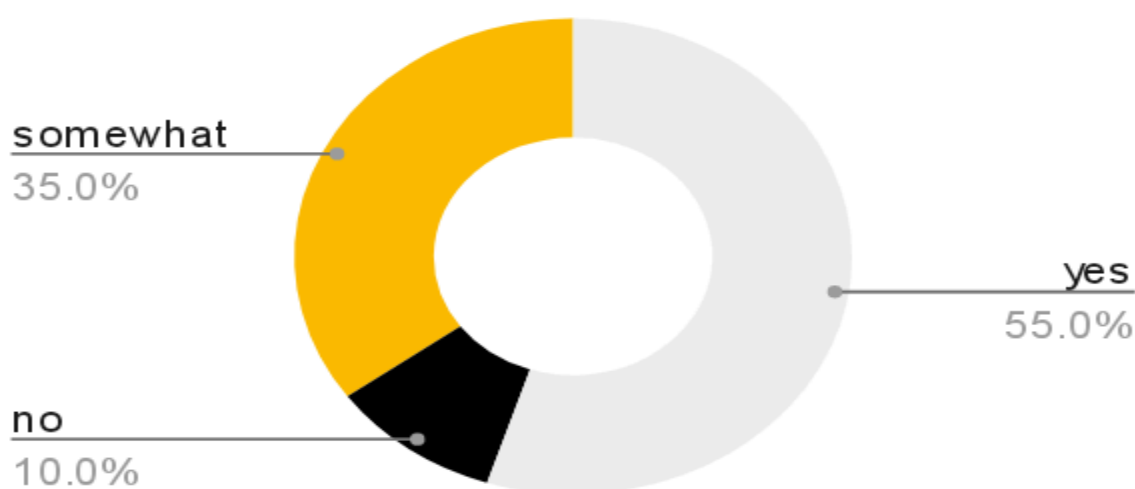
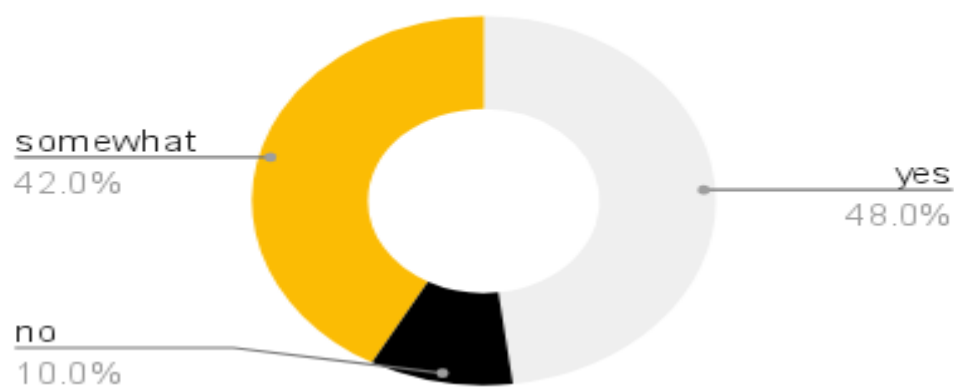


Figure 5.9- GHS



In the above figures 5.8 and 5.9 , that a majority of parents from progress high schools are generally satisfied with 55%, And 35% of parents are somewhat satisfied whereas 10% of parents are dissatisfied. In Gurudas P Gauns Memorial high school 48% of parents are satisfied, 42% are somewhat satisfied and 10% are dissatisfied. Overall both the schools shows majority of satisfaction level.

Whether the teachers makes the teaching interesting .

Figure 6.1- PHS

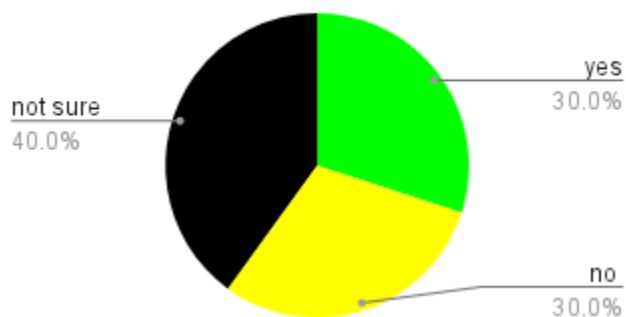


Figure 6.2- GHS



In the above figures 6.1 and 6.2 , the data shows whether teachers make teaching interesting at both Progress High School and Gurudas P Gauns Memorial High School. In progress high school 30% of parents agreed that the teachers makes the teaching interesting, equally 30% denied the same and 40% of the parents are unsure about it. In Gurudas P Gauns Memorial high school 37% parents believe that the teachers makes the teaching interesting, 30% said no and 33% parents said they are note sure.

Whether the curriculum promotes critical thinking, problem-solving skills, and creativity in children.

Figure 6.3- PHS

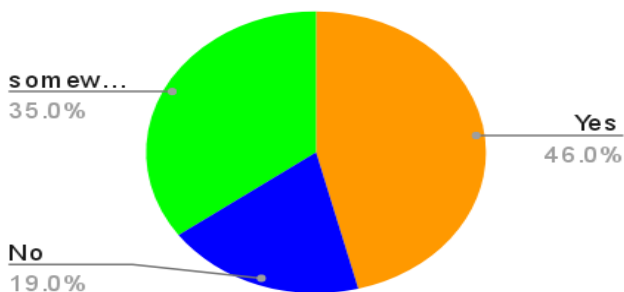
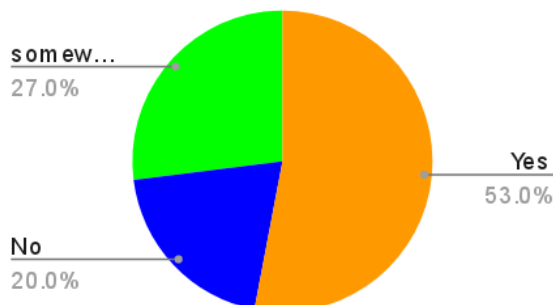


Figure 6.4- GHS



The above figures 6.3 and 6.4 represents the percentage of parents from Progress High School and Gurudas P The Gauns Memorial High School who believe that the curriculum promotes critical thinking, problem-solving skills, and creativity in their children. For Progress High School, 46% of parents indicated that they believe the curriculum effectively promotes critical thinking, problem-solving skills, and creativity in their children. Meanwhile, 19% of parents disagreed, 35% of parents stated that they feel somewhat about the effectiveness of the curriculum in promoting these skills. For Gurudas P Gauns Memorial High School, a slightly higher percentage of parents, 53%, agreed that the curriculum promotes critical thinking, problem-solving skills, and creativity in their children. Similarly, 20% of parents disagreed, and 27% of parents stated that they feel somewhat about the effectiveness of the curriculum in promoting these skills.

AWARENESS ABOUT SCHOOL MANAGEMENT COMMITTEE (SMC)

Figure 6.5-PHS

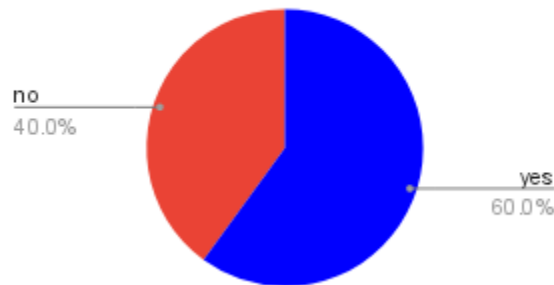
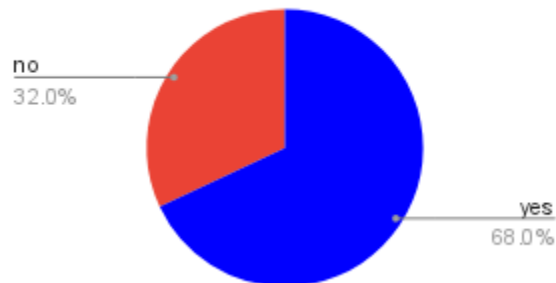


Figure 6.6- GHS



In the above figures, The data shows awareness amongst parents from both schools. Gurudas P Gauns Memorial high school shows 68% of aware parents and 32% of parents are unaware. In progress high school 60% of parents are aware about SMC's whereas 40% of the parents are not knowing about the SMC'S. However, there is still a significant portion of parents from both schools who are not familiar with the SMC, indicating a potential area for improved

communication and engagement between the schools and parents regarding the role and activities of the SMC.

Participation in SMC meetings

Figure 6.7-PHS

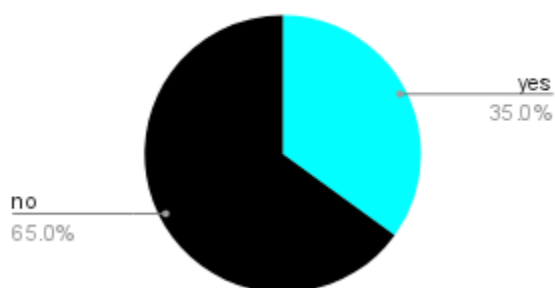


Figure 6.8-GHS



The above figures depicts the participation of parents in School Management Committee (SMC) meetings at Progress High School and Gurudas P Gauns Memorial High School. The data shows that 56% of parents from Gurudas P Gauns Memorial High School have participated in SMC meetings. Progress High School shows that only 35% of the parents are attending the SMC meetings. However, in both schools, a significant portion of parents have not participated in SMC meetings, suggesting a potential need for increased engagement efforts or better communication about the importance and benefits of parental involvement in school governance.

CO-CURRICULAR ACTIVITIES

whether the school conducts curricular activities/celebrate days.

Figure 6.9-PHS

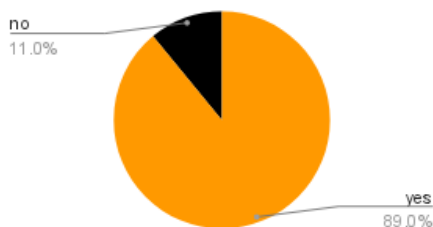
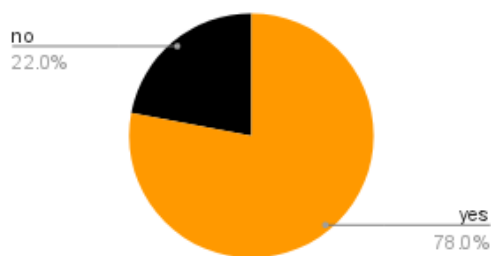


Figure 6.10-GHS



The above pie charts figured 6.9 and 6.10 depict the participation of children in co-curricular activities and celebrations of special days at Progress High School and Gurudas P Gauns Memorial High School. At Progress High School, 89% percentage of parents indicate that their child's school conducts co-curricular activities and celebrates special days whereas in Gurudas P Gauns Memorial High School 78% parents agreed that the school conducts various co curricular activities. However, both schools show a significant majority of parents confirming the presence of such activities, indicating an emphasis on holistic development and engagement beyond academic curriculum.

EVALUATION

Transparency in Teachers evaluation

Figure 7.1 -PHS

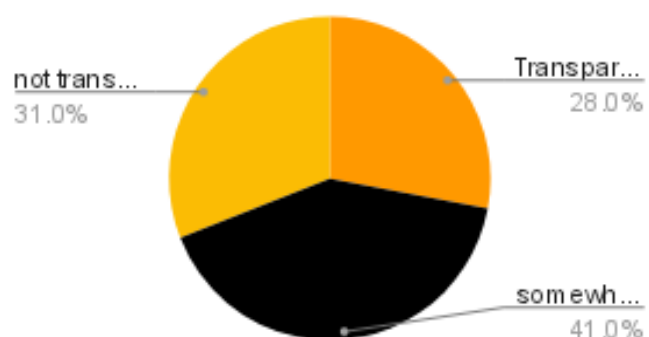
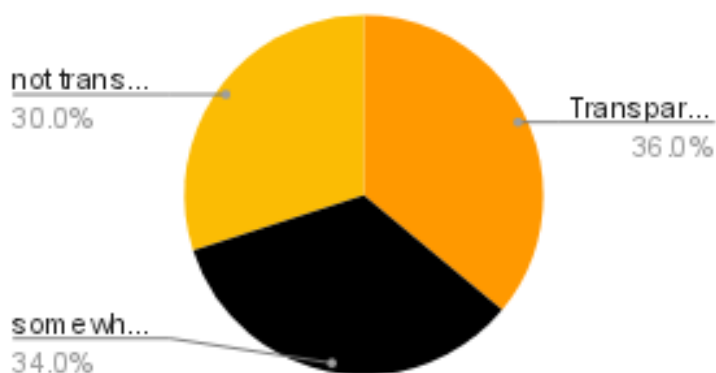


Figure 7.2 -GHS



According to the above figures. At Progress High School, 36% of parents perceive the evaluation process as transparent, 30% find it somewhat transparent, and 34% consider it not transparent. Comparatively, at Gurudas P Gauns Memorial High School, 28% of parents view the evaluation process as transparent, 41% find it somewhat transparent, and 31% regard it as not transparent. Overall, both schools have a considerable portion of parents who perceive the evaluation process as less than fully transparent, indicating a potential area for improvement in communication and clarity regarding the assessment methods and criteria used by teachers.

MID-DAY MEAL QUALITY

Figure 7.3- PHS

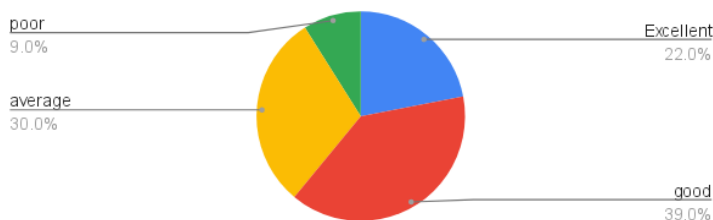
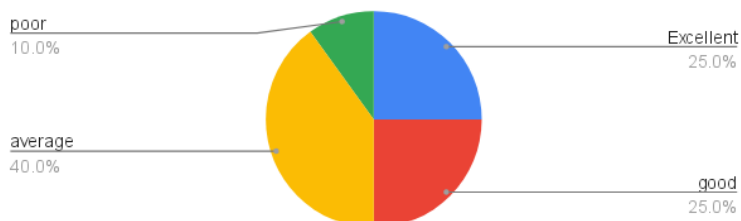


Figure 7.4- GHS



The data in the above figures 7.3 and 7.4 represents the ratings given by parents of two different high schools, Progress High School and Gurudas P Gauns Memorial High School, for the midday meal provided in their child's school. At Progress High School, 22% of parents rated the meal as excellent, 39% as good, 30% as average, and 9% as poor. At Gurudas P Gauns Memorial High School, 25% of parents rated the meal as excellent, 25% as good, 40% as average, and 10% as poor. Overall, both schools received similar ratings, with a slightly higher percentage of parents at Progress High School rating the meal as good, while Gurudas P Gauns Memorial High School had a slightly higher percentage of parents rating it as average.

STUDENTS PERCEPTION

AWARENESS ABOUT RIGHT TO EDUCATION ACT

Figure 8.1- PHS

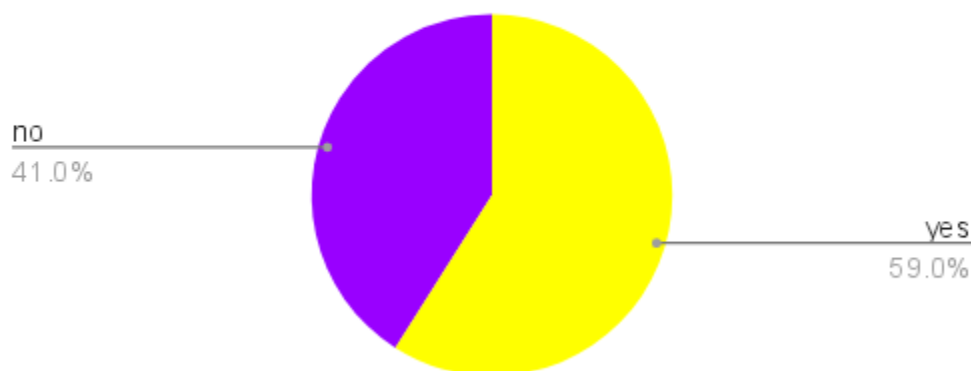
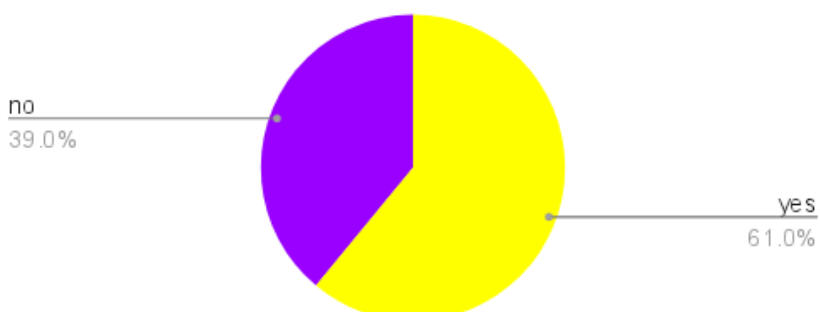


Figure 8.2- GHS



The above figures 8.1 and 8.2 shows the percentage of high school students familiar with the Right to Education Act. In Progress High School, 59% of students are aware of the act, while in Gurudas P Gauns Memorial High School, 61% are knowledgeable about it. This suggests a slightly higher awareness among Gurudas P Gauns Memorial high school students compared to Progress High School students.

AFFORDABILITY/ACCESSIBILITY

Travelling facility

Figure 8.3- PHS

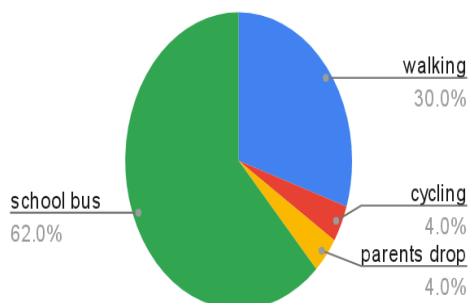
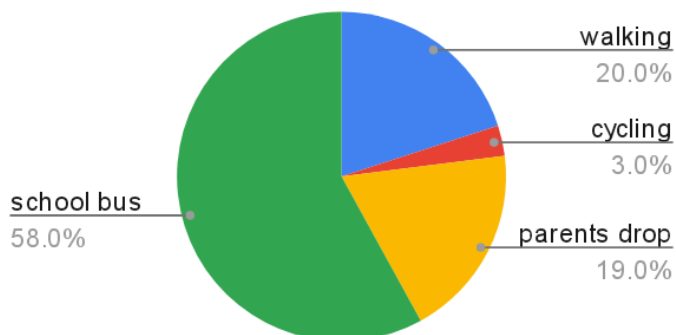


Figure 8.4- GHS



The pie chart figured 8.3 and 8.4 depicts that In Progress High School, 30% of students walk, 4% cycle, 4% are dropped off by parents, and 62% take the school bus. On the other hand, in Gurudas P Gauns Memorial High School, 20% walk, 3% cycle, 19% are dropped off by parents, and 58% take the school bus. Comparatively, a higher percentage of students at Progress High School use the school bus (62%) compared to Gurudas P Gauns Memorial High School (58%). However, a higher percentage of students at Gurudas P Gauns Memorial High School walk to school (20%) compared to Progress High School (30%).

Whether admission fees were paid

Figure 8.5- PHS

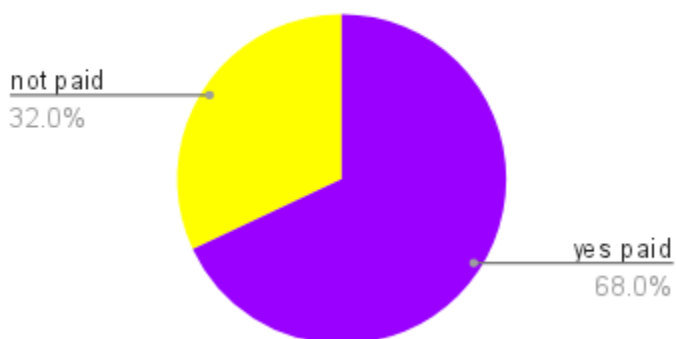


Figure 8.6- GHS



The above figures 8.5 and 8.6 represent the payment status of admission fees among high school students. At Progress High School, 68% of students have paid some amount of fees, while 32% have not paid any fees. At Gurudas P Gauns Memorial High School, 57% of students have paid some amount of fees, while 43% have not paid any fees. Comparatively, a higher percentage of students at Progress High School have paid some amount of fees (68%) compared to Gurudas P Gauns Memorial High School (57%).

SCHOOL INFRASTRUCTURE

Availability of Facilities

Figure 8.7- PHS

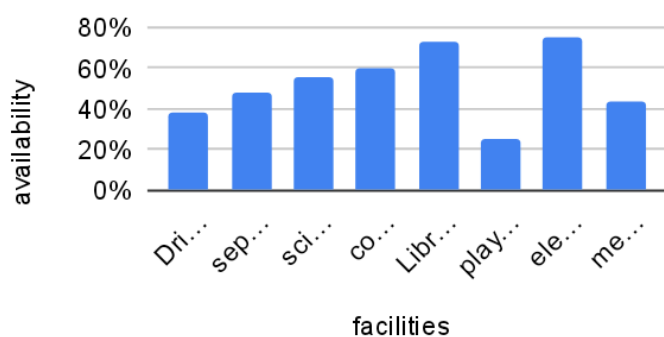
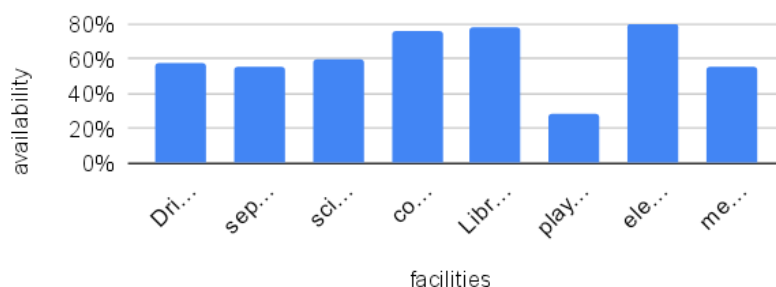


Figure 8.8- GHS



The above figures 8.7 and 8.8 depicts in progress high school that 38% of students rated the drinking water facilities positively, 48%, reported satisfaction with the availability of separate toilets for boys and girls. The school's science lab received a relatively high rating of 55%, the computer lab at 60% and the library at 73%. However, the playground received a lower rating, with only 25% of students considering it satisfactory. On the other hand, electricity facilities and medical aid services fared reasonably well, with 75% and 44% of students respectively expressing satisfaction. In comparison, Gurudas P Gauns Memorial High School, 58%, rated the drinking water facilities positively, while 56% expressed satisfaction with separate toilets for boys and girls. The science lab and computer lab both received favorable ratings of 60% and 76% respectively, indicating well-equipped and maintained facilities. The library garnered a high satisfaction rating of 78%, the playground received a lower rating, with only 28% of students considering it satisfactory, excelled in electricity facilities and medical aid services, with 80% and 56% of students respectively rating them positively.

CURRICULUM AND TEACHING SPECIFICS

Availability of Qualified Teachers

Figure 8.9-PHS

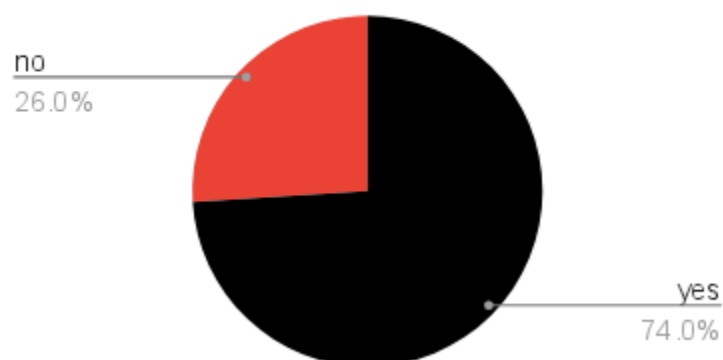
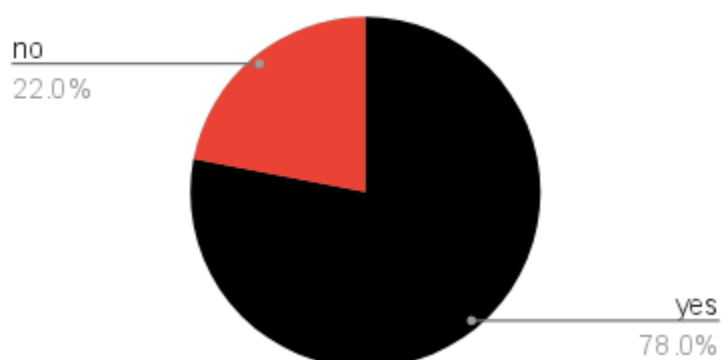


Figure 8.10-GHS



According to the above figures 8.9 and 8.10 At Progress High School, the majority of students, 74%, expressed confidence in the qualifications of their teachers, indicating that they believe the teachers are sufficiently qualified, 26% of students, disagreed and felt that the teachers were not qualified enough. In contrast, at Gurudas P Gauns Memorial High School, an even higher percentage of students, 78%, affirmed that their teachers are qualified. And a proportion of

students, 22%, still expressed doubts about the qualifications of their teachers. Overall, both schools have a majority of students who believe that their teachers are qualified, with Gurudas P Gauns Memorial High School showing slightly higher confidence in the qualifications of its teaching staff compared to Progress High School.

Medium of instruction

Figure 9.2- GHS

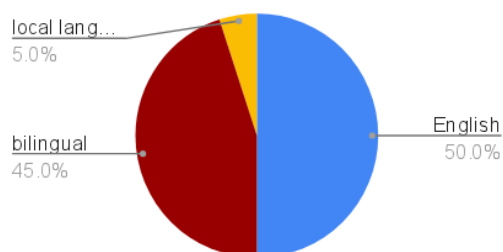
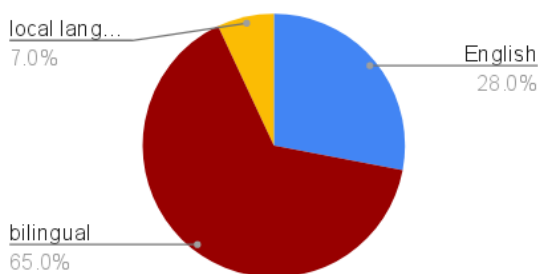


Figure 9.1- PHS



According to the data represented in the above figures 9.1 and 9.2, At Progress High School, the majority of students, 65%, reported that the medium of instruction is bilingual, Meanwhile, 28% of students stated that English is the sole medium of instruction, and a smaller proportion, 7%, indicated that the instruction is solely in the local and at Gurudas P Gauns Memorial High

School, English emerged as the predominant medium of instruction, with half of the students, 50%, reporting that classes are conducted entirely in English ,45% of students mentioned that the medium of instruction is bilingual, incorporating both English and another language. Only a minimal percentage, 5%, stated that the instruction is solely in the local language.

Whether the teacher makes the teaching interesting

Figure 9.3-PHS

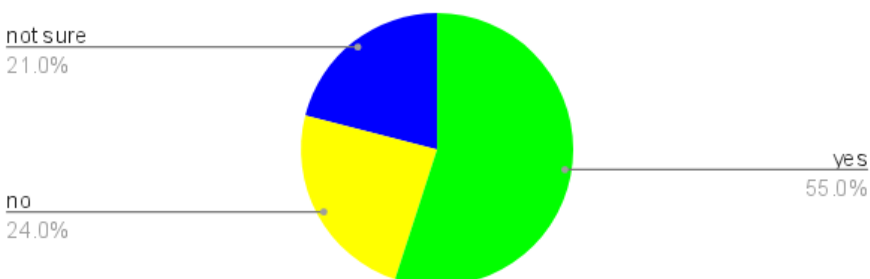
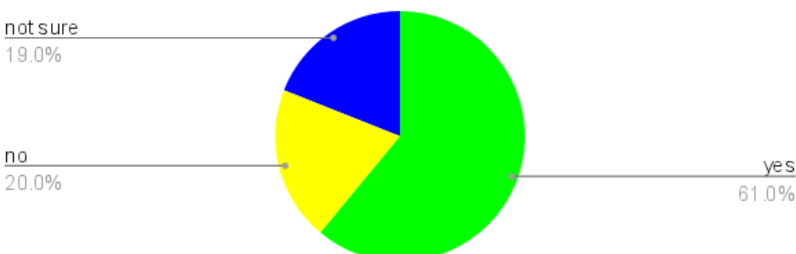


Figure 9.5-GHS



The data in the above figures 9.4 and 9.5 represents that At Progress High School 55% students reported that they believe their teachers make the teaching interesting, indicating a positive perception of the teaching methods employed, 24% of students, disagreed and felt that their teachers do not make the teaching interesting, 21% of students were unsure about the same, at

Gurudas P Gauns Memorial High School,, 61%, affirmed that their teachers indeed make the teaching interesting,A smaller proportion, 20%, disagreed and felt that their teachers do not make the teaching interesting. Meanwhile, 19% of students were unsure about this aspect.Overall, while both schools have a majority of students who believe their teachers make the teaching interesting, Gurudas P Gauns Memorial High School has a slightly higher percentage of students expressing satisfaction compared to Progress High School.

CO-CURRICULAR ACTIVITIES

Whether the school conducts co curricular activities/celebrate days.

Figure 9.6- PHS

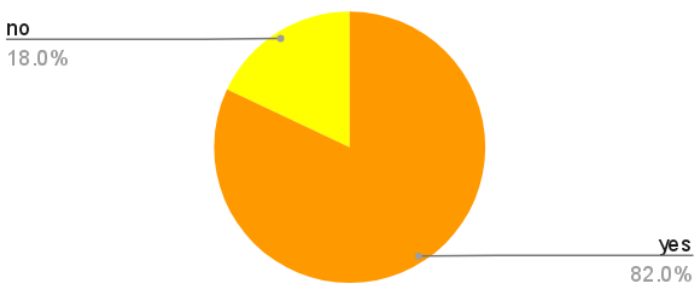
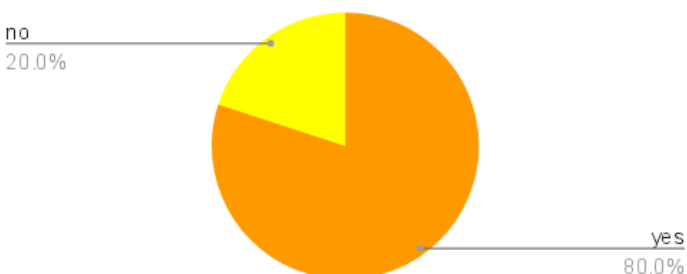


Figure 9.7- GHS



Based on the data presented in the above figures 9.6 and 9.7 , it seems that both Progress High School and Gurdas P Gauns Memorial High School conduct co-curricular activities or celebrate days, with percentages of 82% and 80% respectively. However, there's a slight difference in the percentage of students who do not participate, with Progress High School at 18% and Gurdas P Gauns Memorial High School at 20%. Overall, both schools prioritize such activities, but Progress High School has a slightly lower percentage of students not participating.

EVALUATION

Transparency in evaluation

Figure 9.8- PHS

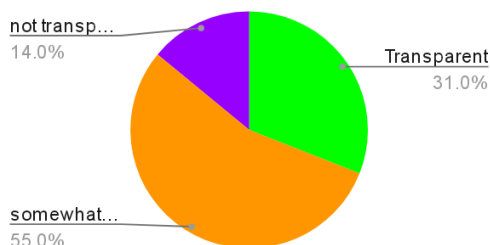
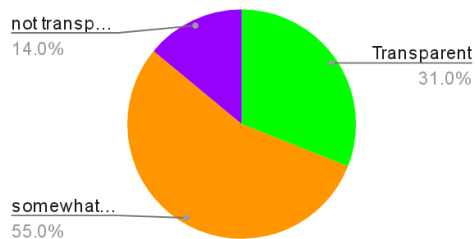


Figure 9.9- GHS



Based on the data provided in the above figures, At Progress High School, 38% of students find teacher evaluation transparent, 36% find it somewhat transparent, and 26% find it not transparent. And at Gurdas P Gauns Memorial High School, 31% of students perceive teacher evaluation as transparent, 55% as somewhat transparent, and only 14% as not transparent. In comparison, a higher percentage of students at Gurdas P Gauns Memorial High School perceive teacher evaluation as somewhat transparent, while Progress High School has a higher percentage of students finding it transparent. However, both schools have a significant portion of students who find the evaluation somewhat transparent, indicating room for improvement in clarity and communication regarding teacher evaluation processes.

MID-DAY MEAL

Rating the mid day meal

Figure 10.1-PHS

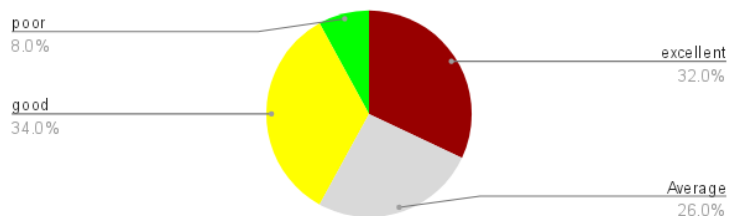
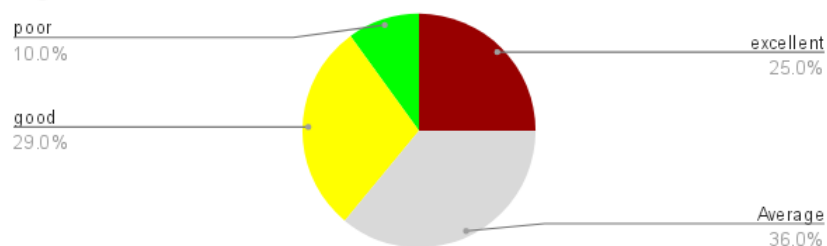


Figure 10.2-GHS



Based on the data in the above figures 10.1 and 10.2 At Progress High School, 32% of students rate the midday meal as excellent, 34% as good, 26% as average, and 8% as poor. At Gurdas P Gauns Memorial High School, 25% of students rate the midday meal as excellent, 29% as good, 36% as average, and 10% as poor. Comparing the two schools, both have a similar distribution of ratings for the midday meal, with a higher percentage of students at Progress High School rating it as excellent and good, while a higher percentage at Gurdas P Gauns Memorial High School rate it as average. However, the percentage of students rating it as poor is slightly higher at Gurdas P Gauns Memorial High School. Overall, both schools have room for improvement in ensuring satisfactory midday meals for their students.

CHAPTER 5

CONCLUSION

Education is a fundamental right that lays the foundation for individual growth, societal progress, and national development. The Right to Education (RTE) Act, implemented in India in 2009, plays a pivotal role in ensuring universal access to quality education for all children. Enshrined within the RTE Act is the principle of providing free and compulsory education to every child aged 6 to 14 years, with a focus on equity, inclusivity, and quality. The RTE Act emphasizes not only access to education but also the importance of providing a conducive learning environment, qualified teachers, and adequate resources to ensure the holistic development of every child. By prioritizing the provision of quality education, the RTE Act aims to empower individuals, break the cycle of poverty, and contribute to the overall progress of the nation. Lets understand the findings of the survey to assess how effectively these principles are being implemented in our educational institutions.

According to the collected data about awareness levels regarding the Right to Education (RTE) Act among parents and students of Progress High School and Gurudas P Gauns Memorial High School reveals that both institutions face challenges in educating their respective communities about the RTE Act. While Gurudas P Gauns Memorial High School shows slightly better awareness levels among both parents and students compared to Progress High School, there's still a significant portion of parents and students in both schools who are uninformed about the RTE Act. This indicates a need for targeted initiatives such as workshops, information sessions, and educational material distribution to enhance awareness and foster a more informed and supportive educational environment for students in both schools.

My survey has found that school buses are the predominant mode of transportation for students at both Progress High School and Gurudas P Gauns Memorial High School. However, there are notable differences in the usage of alternative transportation methods such as walking, cycling, and parental drop-offs between the two schools. Progress High School has a higher proportion of students walking and cycling, as well as parents choosing to drop off their children, compared to Gurudas P Gauns Memorial High School. Conversely, Gurudas P Gauns Memorial High School has a slightly higher percentage of students walking to school compared to Progress High School. These differences may be influenced by factors such as the availability of public transportation, residential proximity to the school, or personal preferences within each school community. Overall, understanding these variations in transportation preferences provides valuable insights into the accessibility and affordability of transportation options for students at each school.

The survey findings indicate that the amount of fees paid by parents and students at both Progress High School and Gurudas P Gauns Memorial High School is relatively low. This suggests that education is affordable and likely aligns with the guidelines outlined in the Right to Education (RTE) Act. By adhering to these guidelines and keeping fees minimal, schools can ensure that education remains accessible to all children, regardless of their economic background, thereby fostering inclusivity and promoting the principles of the RTE Act.

The data suggests that Gurudas P Gauns Memorial High School has generally succeeded in providing a more satisfactory environment in terms of classroom facilities compared to Progress High School, indicating potential areas for Progress High School to focus on for enhancement and improvement

According to the survey, Progress High School lacks infrastructure quality according to the RTE Act, as indicated by lower satisfaction levels reported by parents and students compared to Gurudas P Gauns Memorial High School. This highlights the need for Progress High School to address deficiencies in infrastructure to meet the standards outlined in the RTE Act.

The data suggests that Gurudas P Gauns Memorial High School is more aligned with RTE guidelines regarding the utilization of advanced technology compared to Progress High School. Gurudas P Gauns Memorial High School demonstrates a higher adoption rate of advanced technology, with a significant majority of both parents and students reporting its incorporation into teaching practices. This indicates a proactive approach towards leveraging technology to enhance education, which is in line with the RTE Act's emphasis on providing quality education through innovative means. Conversely, Progress High School shows lower levels of adoption and awareness of advanced technology among both parents and students, suggesting potential areas for improvement to better adhere to RTE guidelines and enhance teaching methodologies.

According to the survey data, Gurudas P Gauns Memorial High School generally follows RTE guidelines more closely in terms of facility conditions compared to Progress High School. Gurudas P Gauns Memorial High School received higher satisfaction ratings across various facility categories, including drinking water facilities, separate toilets for boys and girls, science and computer labs, library, electricity facilities, and medical aid services. These higher ratings suggest that Gurudas P Gauns Memorial High School provides better-equipped and maintained facilities, aligning more closely with the standards outlined in the RTE Act. In contrast, while Progress High School also offers satisfactory facilities in some areas, there is room for improvement across multiple categories, indicating potential deviations from RTE guidelines in ensuring quality infrastructure for students. While both Progress High School and Gurudas P

Gauns Memorial High School demonstrate efforts to adhere to RTE guidelines in various aspects of education, such as midday meal provision and teacher evaluation transparency, there are notable areas for improvement. One such area is the lack of a proper playground facility, which is essential according to RTE playground guidelines. The dissatisfaction expressed by students from both schools regarding the playground highlights the need for urgent attention to ensure that all aspects of RTE guidelines, including infrastructure and facilities, are adequately addressed. By addressing these shortcomings and continuously striving to meet RTE standards, both schools can contribute to providing a more holistic and fulfilling educational experience for their students, in line with the principles of the Right to Education Act.

Comparatively, Gurudas P Gauns Memorial High School demonstrates a higher level of adherence to RTE guidelines regarding teacher qualifications compared to Progress High School. A larger proportion of parents and students at Gurudas P Gauns Memorial High School expressed confidence in the qualifications of the teaching staff, indicating stronger trust in the quality of education provided. While both schools have a majority of stakeholders who believe the teachers are qualified, Gurudas P Gauns Memorial High School exhibits slightly higher levels of confidence in teacher qualifications, suggesting a closer alignment with RTE guidelines in ensuring well-qualified teaching staff.

The data suggests that Gurudas P Gauns Memorial High School Is more closely aligned with RTE guidelines regarding the medium of instruction compared to Progress High School. While both schools offer bilingual instruction, Gurudas P Gauns Memorial High School places a higher emphasis on English as the primary medium of instruction, with 50% of parents and 50% of students reporting English as the main language used in classes. This aligns with the RTE Act's emphasis on providing education primarily in English to facilitate access to broader educational

opportunities and improve students' proficiency in the language. In contrast, Progress High School has a slightly higher proportion of parents and students reporting bilingual instruction, indicating a potentially less pronounced focus on English language instruction. Therefore, Gurudas P Gauns Memorial High School's emphasis on English as the primary medium of instruction suggests a closer adherence to RTE guidelines in this aspect.

According to the data, Gurudas P Gauns Memorial High School appears to be more aligned with RTE guidelines regarding teacher engagement and teaching methods compared to Progress High School. Although both schools have similar proportions of parents who believe teachers make teaching interesting, Gurudas P Gauns Memorial High School has a slightly higher percentage of satisfied students in this regard. This suggests a stronger emphasis on engaging teaching methods at Gurudas P Gauns Memorial High School, which is in line with RTE guidelines emphasizing the importance of interactive and interesting teaching to enhance learning outcomes. Conversely, Progress High School may benefit from further examination and improvement of teaching methods to ensure they meet RTE guidelines for effective and engaging instruction.

According to the data, both Progress High School and Gurudas P Gauns Memorial High School demonstrate awareness of the School Management Committee (SMC) among parents and students, albeit with varying levels. While Gurudas P Gauns Memorial High School has a slightly higher percentage of aware parents, Progress High School shows slightly higher awareness among students.

In terms of RTE guidelines, awareness of the SMC is crucial as it plays a vital role in school governance and community involvement, as outlined by the RTE Act. Both schools' efforts to ensure awareness of the SMC among parents and students indicate a commitment to RTE

principles of transparency, accountability, and community participation in education. However, the significant portion of parents and students at both schools who are not familiar with the SMC suggests a need for improved communication and engagement regarding the role and activities of the SMC. Therefore, both schools could further enhance their adherence to RTE guidelines by implementing strategies to increase awareness and involvement in SMC-related matters among parents and students.

Based on the data presented, both Progress High School and Gurudas P Gauns Memorial High School demonstrate adherence to RTE guidelines regarding the provision of co-curricular activities and celebrations of special days. While Progress High School has a slightly higher percentage of parents indicating participation in such activities, both schools prioritize holistic development and engagement beyond the academic curriculum.

The RTE Act emphasizes the Importance of holistic education, including the provision of co-curricular activities to foster overall development among students. By conducting these activities, both schools align with RTE principles of providing a well-rounded education experience that goes beyond traditional academics.

Additionally, the slight difference in the percentage of students not participating in these activities suggests that both schools may need to ensure equitable access and participation opportunities for all students, further enhancing their adherence to RTE guidelines. Overall, both Progress High School and Gurudas P Gauns Memorial High School demonstrate efforts to fulfill RTE mandates related to co-curricular activities and special day celebrations.

Both Progress High School and Gurudas P Gauns Memorial High School provide free textbooks for students in accordance with RTE guidelines, with a majority of parents expressing overall

satisfaction. However, there are differences in satisfaction levels reported by students, with Progress High School showing a higher percentage of satisfied students compared to Gurudas P Gauns Memorial High School. Despite this, both schools have significant proportions of students expressing dissatisfaction or uncertainty about the quality of the free textbooks provided. Further investigation into the specific reasons behind these sentiments could help identify areas for improvement to ensure that all students receive high-quality educational resources.

Based on the data presented, both Progress High School and Gurudas P Gauns Memorial High School show areas for improvement in adhering to RTE guidelines regarding the transparency of the teacher evaluation process. While there are differences in the perception of transparency between the two schools, with Progress High School having a higher percentage of students finding the process transparent and Gurudas P Gauns Memorial High School having a higher percentage of students finding it somewhat transparent, both schools have a considerable portion of students who perceive the evaluation process as less than fully transparent. RTE guidelines emphasize transparency and fairness in assessment practices to ensure accountability and trust in the education system. Therefore, both schools could benefit from enhancing communication and clarity regarding the teacher evaluation process to address the concerns raised by students and parents. By improving transparency in assessment methods and criteria, both schools can better align with RTE principles and promote a more equitable and accountable educational environment for students.

Based on the data provided, both Progress High School and Gurudas P Gauns Memorial High School demonstrate efforts to provide midday meals for students in alignment with RTE guidelines. The ratings provided by parents and students indicate overall satisfaction with the meals, with variations in the distribution of ratings between the two schools. While Progress High

School has a slightly higher percentage of parents and students rating the midday meal as excellent or good, Gurudas P Gauns Memorial High School has a higher percentage rating it as average. However, both schools have a comparable percentage of parents and students rating the meal as poor, indicating areas for improvement in meal quality and satisfaction. RTE guidelines emphasize the provision of nutritious and hygienic midday meals to promote the health and well-being of students. Therefore, both schools could benefit from enhancing the quality and variety of meals offered to ensure that they meet RTE standards and provide a positive dining experience for students. Overall, both Progress High School and Gurudas P Gauns Memorial High School demonstrate efforts to follow RTE guidelines regarding midday meal provision, with opportunities for improvement to ensure satisfactory meal quality and student satisfaction.

Major Findings

Awareness levels about the Right to Education (RTE) Act among parents and students are relatively low in both Progress High School and Gurudas P Gauns Memorial High School, indicating a need for targeted awareness initiatives. School buses are the primary mode of transportation for students in both schools, but there are differences in the usage of alternative methods such as walking and cycling. The amount of fees paid by parents and students in both schools is relatively low, suggesting alignment with RTE guidelines for affordable education.

Gurudas P Gauns Memorial High School generally provides better classroom facilities compared to Progress High School, highlighting potential areas for improvement in infrastructure.

Gurudas P Gauns Memorial High School demonstrates higher adoption of advanced technology in teaching practices compared to Progress High School. Gurudas P Gauns Memorial High School provides better-equipped and maintained facilities overall, aligning more closely with

RTE guidelines. There are areas for improvement in both schools regarding teacher qualifications, medium of instruction, and transparency in the teacher evaluation process to better adhere to RTE guidelines. Both schools show efforts to provide midday meals for students, but there are opportunities for improvement in meal quality and student satisfaction. Both schools prioritize co-curricular activities and celebrations of special days, aligning with RTE principles of holistic education. Both schools demonstrate awareness of the School Management Committee (SMC), but there is room for improvement in increasing awareness and involvement among parents and students.

Recommendations

Enhanced Awareness Campaigns ,Both schools should prioritize initiatives such as workshops, information sessions, and distribution of educational materials to improve awareness about the RTE Act among parents, students, and the community.

Infrastructure Improvement, Progress High School should focus on addressing deficiencies in infrastructure to meet RTE standards, including classroom facilities and playgrounds. Investing in better facilities will contribute to a conducive learning environment. **Technology Integration**, Progress High School should consider increasing adoption and awareness of advanced technology among both teachers and students to enhance teaching methodologies and align with RTE guidelines. **Teacher Qualifications and Engagement** Progress High School should ensure that teachers meet RTE guidelines for qualifications and implement engaging teaching methods to enhance student learning experiences. **Medium of Instruction** .Both schools should consider placing a stronger emphasis on English as the primary medium of instruction, as it aligns with RTE guidelines and facilitates access to broader educational opportunities. **Transparency in**

Evaluation Process Both schools should work on improving transparency in the teacher evaluation process to build trust and accountability within the education system.

Quality of Midday Meals, Both schools should focus on enhancing the quality and variety of midday meals to ensure they meet RTE standards for nutritious and hygienic meals.

Inclusive Co-curricular Activities ,Both schools should ensure equitable access and participation opportunities for all students in co-curricular activities to promote holistic development.

Community Engagement,Both schools should increase awareness and involvement in School Management Committees (SMCs) to promote transparency, accountability, and community participation in school governance.
Continuous Improvement, Both schools should commit to continuous improvement efforts across all areas to better align with RTE guidelines and provide a more fulfilling educational experience for students.

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Appendix -1

Questionnaire

Greetings sir/Ma'am,

I am Tazmeen Athani_pursuing M A Degree in political science at Goa University.As a a part of my Dissertation/ research work on “ Quality education in Goa: A comparative study of selected schools in Sanquelim”. , I am conducting the field survey to collect responses from the respondents on the above topic. Requesting your valuable time to answer some of the questions. I assure you, whatever information is collected from you will be kept confidential and only be used for academic purpose .

Requesting for your kind cooperation

Name of the respondent (optional) :_____

BACKGROUND

Educational Qualification

Primary education

High school

Higher secondary school

Graduate

Post graduate

QUESTIONNAIRE

Awareness

1)Do you know about Right To Education Act?

Yes

No

2)Do you know Right To Education Act is a fundamental Right?

Yes

No

3)Do you know the benefits of Right To Education Act?

Yes

No

Accessibility/ Affordability

4) How Far is your child's school from your Residence (in kms) ?

Less than 1km

1-3 kms

More than 3 kms

5)How does your child travel to school?

Walking

Cycling

Parent drops

School Bus

6) Have you paid admission fees to the school?

Yes, I remember we paid some amount

No, not paid any fees.

Facilities Available In School

7) Classroom Related Facilities

Facility	Availability	Condition
Space sufficiency	Yes	Very good
	No	Average
		Bad
Fans, Tubelights	Yes	Very good
	No	Average
		Bad
Benches, chairs tables	Yes	Very good
	No	Average
		Bad

Blackboard /whiteboard	Yes No	Very good Average Bad
Smart boards/Projectors	Yes No	Very good Average Bad

Infrastructure

8)School Related Facilities

Facility	Availability	Condition
Drinking water	Yes No	Very good Average Bad
Separate toilets for boys and girls	Yes No	Very good Average Bad
Science Lab	Yes	Very good

	No	Average Bad
Computer Lab	Yes No	Very good Average Bad
Library	Yes No	Very good Average Bad
Playground	Yes No	Very good Average Bad
Electricity	Yes No	Very good Average Bad
Medical Aid	Yes No	Very good Average Bad

9) Curriculum And Teaching Specifics

Aspect	Response
Well Qualified Teachers	Yes No

Better Quality of textbooks	Yes No
Medium of instruction	English Bilingual Local language only

10) Does you think the teacher understands your child's needs and interests in the class?

Yes

No

Somewhat

11) Do you think the teacher makes the teaching interesting?

Yes, completely

Yes, to some extent

No, not at all

Not sure

12) School Management Committee (Smc)

Are you aware of the School Management Committee (SMC)?

Yes

No

Have you ever participated in any SMC meetings or activities?

Yes

No

Do you feel that the SMC effectively represents the interests of parents and students?

Yes

No

How satisfied are you with the communication between the SMC and parents?

Yes

No

How often does your child shares the school related issues with you?

Always

Sometimes

Never

Does your child's school conduct extra classes?

Yes

No

13)Co-Curricular Activities

Does your child's school conduct co curricular activities/ celebrate days?

Yes

No

14) Evaluation

How would you rate your teachers evaluation in your exams?

Strict correction

Linear correction

15) Mid Day Meal

How would you rate the mid day meal provided in your school?

Very good

Good

Average

Poor

Appendix -2

Questionnaire

Greetings

I am Tazmeen Athani pursuing M A Degree in political science at Goa University.As a a part of my Dissertation/ research work on “ Quality education in Sanquelim Goa: A comparative study of selected Schools Under RTE”,I am conducting the field survey to collect responses from the respondents on the above topic. Requesting your valuable time to answer some of the questions. I assure you, whatever information is collected from you will be kept confidential and only be used for academic purpose .

Requesting for your kind cooperation

Name of the respondent (optional) : _____

Standard:

V

VI

VII

VIII

Questionnaire

Awareness

1)Do you know about Right To Education Act?

Yes

No

2)Do you know Right To Education Act is a fundamental Right?

Yes

No

3)Do you know the benefits of Right To Education Act?

Yes

No

Accessibility/ Affordability

4) How Far is your child's school from your Residence (in kms) ?

Less than 1km

1-3 kms

More than 3 kms

5)How does your child travel to school?

Walking

Cycling

Parent drops

School Bus

6) Have you paid admission fees to the school?

Yes, I remember we paid some amount

No, not paid any fees.

Facilities Available In School

7) Classroom Related Facilities

Facility	Availability	Condition
Space sufficiency	Yes	Very good
	No	Average
		Bad
Fans, Tubelights	Yes	Very good
	No	Average
		Bad
Benches, chairs ,tables	Yes	Very good
	No	Average
		Bad
Blackboard/whiteboard	Yes	Very good
	No	Average
		Bad

Smart boards, projectors	Yes	Very good
	No	Average
		Bad

Infrastructure

8) School Related Facilities

Facility	Availability	Condition
Drinking Water	Yes	Very good
	No	Average
		Bad
Separate toilets for boys and girls	Yes	Very good
	No	Average
		Bad
Science Lab	Yes	Very good
	No	Average
		Bad
Computer Lab	Yes	Very good
	No	Average
		Bad
Library	Yes	Very good
	No	Average
		Bad

Playground	Yes	Very good
	No	Average
		Bad
Electricity	Yes	Very good
	No	Average
		Bad
Medical Aid	Yes	Very good
	No	Average
		Bad

9) Curriculum And Teaching Specifics

Aspect	Response
Well Qualified Teachers	Yes
	No
Better Quality textbooks	Yes
	No
Medium of instructions	English
	Bilingual
	Local language only

10) Does you think the teacher understands your child's needs and interests in the class?

Yes

No

Somewhat

11) Do you think the teacher makes the teaching interesting?

Yes, completely

Yes, to some extent

No, not at all

12) School Management Committee (Smc)

Are you aware of the School Management Committee (SMC)?

Yes

No

How often do you share the school related issues with your parents?

Always

Sometimes

Never

Does your school conduct extra classes?

Yes

No

13)Co-Curricular Activities

Does your school conduct co curricular activities/ celebrate days?

Yes

No

14) Evaluation

How would you rate your teachers evaluation in your exams?

Strict correction

Linear correction

15) MID DAY MEAL

How would you rate the mid day meal provided in your school?

Very good

Good

Average

Poor

Appendix-3

Field Visit

Figure 3.1

These Pictures I took when I visited Headmistress of Progress High School for data collection.



Figure 3.2

These pictures were clicked during my visits to Gurudas P Gauns Memorial High School.



