CHAPTER 5
CONCLUSION

Today Education of a child is seen more than any investment. On one hand, older system of schooling emphasized on studies with smaller support for co-curricular activities, whereas in the present scenario schooling and education emphasizes equally to academics and extracurricular activities, a shift is the need of the hour to impart a holistic education as compared to pure academics purposes only.

The schools have great influence on young people and we cannot forget that both teachers and parents play a vital role in shaping children’s character and future hence when choosing a Best CBSE School, children's all-round development is the concern of the parent, although they certainly want the top priority for academics.

It is the goal of a school to change students attitude from “having to go to school” to “wanting to go to school.”

**Early child education**

To begin with primary schooling, a nursery classroom is an environment which begins with an observation on various other fronts. Application of learning skills in the future depends on the ability of the child to observe and use the information and instructions by the teachers. It's time to convert him/her into the smart, confident and respectful child. These abilities make the basis to improve his or her competence levels at later stages.
Scholastic Potential

Most part of the schoolwork in the classes is projected to help the student to become experts in problem-solving and also learn the skills which help in the Childs personal and professional aspects of life.

Social Skills

Ignorance by educators towards emotional and social development may lead to adults who may academically strong but find it very difficult to cope up with daily challenges of life due to lack of social skill and self-esteem.

The school is a very important role player where children learn about healthy relationship skills and lead to the development of positive approach with their peers and teachers both in the classrooms and in the playground as well.

Character Building and Self-Concept

Negligence of moral science from the school curriculum can be one the big reason as to why the students who are called citizens of tomorrow show lesser sensitivity towards society and values. Character building is not an alternate to academic achievements but a very essential and important part of it.

By the time a child leaves the school in class XII, he should have a confidence in his own beliefs, values, and his viewpoints.
School plays an important role in the development of overall personality, success and ultimately in shaping the whole life of every child and thus the schools and the teachers who are aware of their role in the development of future citizens, they are the true builder of future.

Thus the research work on CBSE school quality assessment which was made based on 7 domains covering almost all the aspects a school system should address to provide quality education.

Testing of the results was made by the statistical tests ANOVA and Chi-Square tests.

The scope of research made in each domain and our conclusions are as under:

**Domain1 (Scholastic academic process and outcomes):**

Here we were intended to know the dimensions such as

1. What are the Approaches to teaching and learning
2. Does the School encourage innovative practices through collaboration
3. Are the Courses completed as per Curriculum Planning
4. What is the Student Strength in the class
5. Does the School ensure disciplined participation of student in academics
6. What are the Approaches to assessment and feedback
7. Is the School system well versed with Formative Assessment
8. Is the school system well versed with Summative Assessment
9. Status of CCE Implementation in the school
10. What is the Teacher Student Ratio in the class
11. Does the School ensure all students achieve and progress
This domain included 10 Null hypotheses which were framed to know the scholastic process and outcomes in the schools under study and respective conclusions are as follows.

**H₀: The Annual Curriculum Plan of Schools does not include the integrated dimensions of social, emotional, cognitive and spiritual aspects?**

It is interpreted that ANOVA shows p significant value of .214 which is above alpha value of .05 and from Chi-square table p-value is .164 which is again more than alpha value of .05 which means that the hypothesis that schools do not have integrated dimensions of social, emotional, cognitive and spiritual aspects into annual curriculum plan is accepted and it can be interpreted that schools have been found lacking in emotional, cognitive and spiritual aspects.

*Thus it is highly required that the schools should make efforts to develop a proper curriculum covering all aspects of life skills as the whole academic process is based on it. A school has to develop the systems to address the needs of each child by working upon the factors such as the system of the school has to be developed by keeping in mind the following factors such as the organization of their education and life conditions. Their future and present needs, skills to be developed during the school time and the educational pattern so that they understand their values, place, and position in the society and are also answerable to their actions.*

**H₀: The curriculum does not carry mechanisms of monitoring and mentoring of student’s progress including CCE.**

It is interpreted that ANOVA shows p significant value of .036 which is less than alpha value of .05 and from Chi-square table p-value is .037 which is again less than alpha value of .05 which means that the hypothesis that there is no mechanism for monitoring and mentoring of students
through CCE and other mechanisms of progress within the curriculum is rejected and it can be interpreted that schools follow proper mechanism of monitoring and mentoring through CCE.

*Thus it can be concluded that schools are now aware of CCE pattern and it is helping the assessment process of the students effectively.*

**H₀: Schools do not follow an ideal number of teaching days and teaching hours.**

It is interpreted that ANOVA shows p significant value of 0.058 which is above the alpha value of .05 and from Chi-square table p-value is 0.311 which is again more than alpha value of .05 which means that the hypothesis that schools do not follow an optimum number of teaching days and teaching hours is accepted.

*Thus it is highly required that the schools should ensure an optimum number of teaching days and hours to ensure quality teaching by providing ample time for interaction between teachers and students.*

**H₀: Schools do not follow the student teacher ratio**

It is interpreted that ANOVA shows p significant value of 0.258 which is above the alpha value of .05 and from Chi-square table p-value is 0.611 which is again more than alpha value of .05 which means that the hypothesis that Schools do not follow the student teacher ratio is accepted.

*Thus it’s a fact that in most of the school’s classes are overcrowded and lack of good teachers which greatly prevents the interactive learning and also is a major cause of indiscipline atmosphere in the schools.*
H<sub>0</sub>: Teachers are not clear about objectives of lessons and allow no opportunities for interaction

It can be interpreted that ANOVA shows p significant value of 0.448 which is above the alpha value of .05 and from Chi-square table p-value is 0.573 which is again more than alpha value of .05 which means that the hypothesis that Teachers are not clear about objectives of the lesson and allow no opportunities for interaction is accepted.

Thus it is observed that in most of the classes interaction of the teachers with the students is found missing and also proper planning of lessons according to the objectives of the lessons need to ensure.

H<sub>0</sub>: The teacher does not follow different types of assessment in class which includes frequent testing and assigning projects for homework.

It is interpreted that ANOVA shows p significant value of 0.637 which is above alpha value of .05 and from Chi-square table p-value is 0.158 which is again more than alpha value of .05 which means that the hypothesis that Teachers do not follow up frequent testing with assigning projects for homework and do not conducts different types of assessment in class is accepted.

Thus it is observed that regular follow-up of homework and class assessments are not being followed in the schools.

H<sub>0</sub>: Schools do not have large classes with over 30-40 students per class

It is interpreted that ANOVA shows p significant value of 0.016 which is less than alpha value of .05 and from Chi-square table p-value is 0.029 which is again less than alpha value of .05 which means that the hypothesis that Schools do not have large classes with over 30-40 students per class is rejected.
Thus most of the schools are found continuing with larger classes which prevent proper interaction between teachers and students.

**H₀:** Teachers do not practices remediation methods based on diagnosis

It is interpreted that ANOVA shows p significant value of 0.091 which is above the alpha value of .05 and from Chi-square table p-value is 0.377 which is again more than alpha value of .05 which means that the hypothesis that Teachers and Students are not aware of criteria and need for remediation based on diagnosis is accepted.

Thus it is highly required that teachers should learn the diagnostic skills to be able to understand the lacking in a child and the requirements of the child so that best remedial process can be adopted to develop the child.

**H₀:** Students are not provided opportunities for self-assessment

It is interpreted that ANOVA shows p significant value of 0.316 which is above the alpha value of .05 and from Chi-square table p-value is 0.057 which is again more than alpha value of .05 which means that the hypothesis that Students are not provided opportunities for self-assessment is accepted.

Thus enough open and neutral opportunities should be provided to the students to ensure self-assessment so that they can self-plan to work on their own weaknesses.

**H₀:** Disciplined participation of the students in at least 75% classes is not ensured by the school

It is interpreted that ANOVA shows p significant value of 0.258 which is above the alpha value of .05 and from Chi-square table p-value is 0.051 which is again more than alpha value of .05
which means that the hypothesis that Schools do not ensure student participation in at least 75% classes is accepted.

Thus the schools need to develop a stronger system to ensure maximum attendance by developing attraction in the academic processes and co-curricular activities and also through disciplinary methods if required.

**Domain-2 (CO-SCHOLASTIC PROCESSES & OUTCOMES)**

Here we were intended to know the dimensions such as

1. Does the School provide proper Physical Activities (Facilities in Sports)
2. Is the school prompt on Health Care
3. Does the school has proper infrastructure for Healthcare
4. Does the school has appropriate range of activities
5. Does the school has a proper Annual curriculum plan for development of Co-Scholastic Skills

This domain included 6 sub-null hypotheses which were tested and analyzed as under:

**H₀: Schools do not have Life Skills Development Programme**

It is interpreted that ANOVA shows p significant value of 0.448 which is above alpha value of .05 and from Chi-square table p-value is 0.573 which is again more than alpha value of .05 which means that the hypothesis that schools do not have life skills development programme is accepted.

*It is very important for the schools to run the life skill programs effectively to ensure overall personality development of the students. We find a lot of students who have had an excellent academic track record but failed to face the real and bigger challenges in life. Therefore, in*
addition to an academic skill, problem-solving is an essential life skill. The problem-solving mentality encourages them to keep trying.

H₀: Schools do not have a well-integrated value systems framework

It is interpreted that ANOVA shows p significant value of 0.637 which is above the alpha value of .05 and from Chi-square table p-value is 0.158 which is again more than alpha value of .05 which means that the hypothesis that Schools do not have a well-integrated value systems framework is accepted.

The school carries a huge responsibility as they play a vital role in shaping children’s characters as school is a place where students spend a great deal of their life. Just as the school provides lessons on reading, writing, and arithmetic, from the very beginning it also focuses on helping kids learn about compassion, respect, empathy and integrity. School should have a well-integrated program to inculcate value system among student at every step of schooling years.

H₀: Students do not demonstrate positive attitudes

It is interpreted that ANOVA shows p significant value of 0.016 which is less than alpha value of .05 and from Chi-square table p-value is 0.025 which is again less than alpha value of .05 which means that the hypothesis that students do not demonstrate positive attitudes is rejected.

The monotony and stress of education can be largely reduced with a good supplement to extracurricular activities which the child may be interested in or for which the child may have a natural flair. By introducing diversity in the teaching methodologies we can make a huge difference to the approach the child develops toward education. All student take admission in a school with a dream of becoming something in their lives thus it becomes the responsibility of the school to provide them positive and supporting atmosphere so that they feel a special
affection for the school and it is just a matter of providing best environment, every child is positive.

H<sub>0</sub>: Schools doesn't implement work education programme

It is interpreted that ANOVA shows p significant value of 0.091 which is above alpha value of 0.05 and from Chi-square table p-value is 0.377 which is again more than alpha value of 0.05 which means that the hypothesis that Schools doesn't implements work education programme is accepted.

Apart from scientific knowledge children also gain practical skills or can take the best advantage of the opportunity to expertise in sports. By supporting the student through well-drafted work education program as per their interest and talent schooling can be the best foundation for not only the children's education but also for their future.

H<sub>0</sub>: Schools doesn't provide enough opportunities to participate in Literary and Creative-Skills

It is interpreted that ANOVA shows p significant value of 0.049 which is below the alpha value of 0.05 and from Chi-square table p-value is 0.017 which is again less than alpha value of 0.05 which means that the hypothesis that Schools doesn't provide facilities to participate in Literary and Creative-Skills is rejected.

Schools should develop programs to motivate the student to come forward to participate in literary activities which should be well planned throughout the year in a way that each child should have the opportunity to participate in the activities. Similarly, motivation to develop and inculcate creative skills is also very important part of planned school activities.
H0: Schools don't provide facilities for complete physical development and to develop expertise in any of the sports e.g. Swimming, Gymnastics, Yoga, Cricket, Volleyball, Tennis by choice and talent to the students and inculcate discipline through facilities of NCC, Scouting, and Guiding.

It is interpreted that ANOVA shows p significant value of 0.420 which is above alpha value of .05 and from Chi-square table p-value is 0.589which is again more than alpha value of .05 which means that the hypothesis that Schools don't provide facilities to students in Sports, NCC, Scouting and Guiding, Swimming, Gymnastics, Yoga, First Aid, Gardening etc. is accepted.

In most of the school's variety of sports facilities are found missing and in the schools, the sports facilities existed, they were found less in use by the students due to the unwillingness of teachers to train them or faulty system of sports classes. Schools should ensure that student takes the best advantage of the opportunities to expertise in sports through school only.

Domain-3

Classrooms, Library, Laboratory, Computer Labs, ICT faculties, Playground

1. Does the School has Classrooms conducive to learning
2. How is the effectiveness of School Library
3. How good are the Laboratories of the school to support learning activities
4. How effective are the Computer and ICT facility in School
5. How good is School Playground
6. How about the Usage of Smart Boards in Education
7. Does the School has proper Principal’s office, Staff room, and Administrative Offices
8 Does the School has Hobby rooms, arts, and music facilities
9 Does the School has Girls restroom, Infirmary(Medical room), Water and Sanitation, Health management facilities:
10 Does the School has Adequate Furniture and Ventilation
11 Does the School has appropriate Safety and Disaster Management Provisions
   (Fire extinguished, Emergency exit)
12 Does the School has appropriate Security Measures
13 Are Adequate provisions exist in School for differently able counselor
14 Does the School possess Eco-friendly orientation, Aesthetics Lawns, and Green Plants

This domain included 11 sub-null hypotheses which were tested and analyzed as under:

\textbf{H}_0: \textbf{Schools do not have sufficient classrooms conducive to learning}

It is interpreted that ANOVA shows p significant value of 0.752 which is above the alpha value of .05 and from Chi- square table p-value is 0.669 which is again more than alpha value of .05 which means that the hypothesis that Schools do not have sufficient classrooms conducive to learning is accepted.

*The classroom environment should be welcoming and conducive to learning and motivate through properly ventilated, lighted and spacious infrastructure of the rooms and the walls should be decorated with display boards and classroom library etc to motivate the learning atmosphere.*

*It helps to maintain a positive climate. This kind of environment ensures a sense of security among the students. It ensures the children that they are safe to take challenges without the fear of being ridiculed. It ensures a positive teacher-student relationship which improves the learning*
process. It ensures motivation to the student which is the key to the student achievement. It creates a disciplined environment which enhances the teaching-learning process.

**H₀: Schools library are not aesthetically designed**

It is interpreted that ANOVA shows p significant value of 0.181 which is above the alpha value of .05 and from Chi-square table p-value is 0.439 which is again more than alpha value of .05 which means that the hypothesis that Schools library are not aesthetically designed is accepted.

The schools need to develop the libraries as per norms with isolation from disturbances, should have an associated room for teachers reading, should have a visual display room, e-library facilities and should have enough space and reference books to ensure proper learning atmosphere in the library.

The aesthetic appearance contributes to the feeling of welcome as well as the desire for learning. The library serves as a compelling intellectually engaging place for students that motivates them to visit it as often as they can. It provides a personalized learning space for the students. It fosters pride for their virtual and physical learning space. It ensures flexible learning space that supports multiple learning and teaching styles. It invokes the passion of reading among the students.

**H₀: Laboratories are not available to support learning activities**

It is interpreted that ANOVA shows p significant value of 0.916 which is above the alpha value of .05 and from Chi-square table p-value is 0.101 which is again more than alpha value of .05 which means that the hypothesis that Laboratories are not available to support learning activities is accepted.
It was observed that school laboratories need up-gradations using ICT techniques such as virtual experimentations and LCD arrangements that offer diverse analysis of experiments from old style direct experimentation processes.

**H₀: Computer and ICT do not facilitate as resource**

It is interpreted that ANOVA shows p significant value of 0.308 which is above the alpha value of .05 and from Chi- square table p-value is 0.093 which is again more than alpha value of .05 which means that the hypothesis that Computer and ICT do not facilitate as resource is accepted.

*It improves academic performances and complements classroom education. It is easy to understand and adapt, serves as a next-gen interactive textbook, increases flexibility, student's engagement and motivation, helps in supporting innovative pedagogy, helps to develop sufficient potentials and skills in the students so that they can take full advantage of the new opportunities.*

*Also, it enhances the speed of teaching learning process, enables the students to reduce the social disparity between the pupils. It is important for the wide spectrum of knowledge that the student requires also may help in saving the resources and helping in going with the practice of green school. It is the need of the hour.*

**H₀: Playgrounds are not aesthetically designed**

It is interpreted that ANOVA shows p significant value of 0.448 which is above the alpha value of .05 and from Chi- square table p-value is 0.573 which is again more than alpha value of .05 which means that the hypothesis that Playgrounds are not aesthetically designed is accepted.

*The aesthetically designed playground will be highly accessible and would be catering to a variety of demographics and backgrounds. It encourages physical activity, social interaction,
creativity, and problem-solving as well as contact and interaction with nature, also stimulates children's imagination and activities. It will provide space for active play and provide risks and challenges.

**H₀**: Schools do not have anaesthetically designed administrative block for Principal and administrative staff and appropriate space for teaching staff.

It is interpreted that ANOVA shows p significant value of 0.032 which is less than alpha value of .05 and from Chi-square table p-value is 0.043 which is again less than alpha value of .05 which means that the hypothesis that Schools do not have sufficient space for principal, staff, and administration as per requirements is rejected.

*So it was observed that most of the school are sensitive towards keeping sufficient space for Principal, Staff, and Administration as it helps to a great deal in developing a good working environment and also help in establishing parent confidence in the school.*

**H₀**: Schools do not have an aesthetically designed administrative block for Principal and administrative staff and appropriate space for teaching staff.

It is interpreted that ANOVA shows p significant value of 0.091 which is above the alpha value of .05 and from Chi-square table p-value is 0.377 which is again more than alpha value of .05 which means that the hypothesis that Indoor and outdoor sports facilities are not available and do not support differently able students is accepted.

*It is important to also develop facilities for differently able students as sports are equally important for them to develop self-esteem and confidence which is the utmost requirement for them to be able to spend a good life.*
**H₀: Schools don't have aesthetically designed and maintained facilities of Rest Rooms, Bathrooms, Toilets, Water sources, and Healthcare.**

It is interpreted that ANOVA shows p significant value of 0.637 which is above alpha value of .05 and from Chi-square table p-value is 0.158 which is again more than alpha value of .05 which means that the hypothesis that Schools don't have aesthetically designed Rest Rooms, bathrooms, toilets, water sources and Health Management facilities is accepted.

*Well, designed student restroom can enhance student health, deter misbehavior and conserve resources. It helps in inculcating healthy habits in the students; it is a step towards green school. It ensures providing of safer, cleaner and user-friendly basic facilities to the students. It deprives students of the isolation which may embolden them to pick on another student or deface fixture or equipment.*

**H₀: Adequate furniture with design as per requirements of comfort, space and durability are not available**

It is interpreted that ANOVA shows p significant value of 0.316 which is above the alpha value of .05 and from Chi-square table p-value is 0.067 which is again more than alpha value of .05 which means that the hypothesis that adequate furniture with adequate verification and aesthetic design are not available is accepted.

“About 75% of the total body weight is supported on only four square inches of bone when humans sit up straight in a hard chair...” This is both uncomfortable and not conducive to learning. Desks or chairs need to have a flexible seating arrangement. Desks in rows are “old school.” Seating arrangements should be both formal and informal. Formal seating--desks in rows—will be for short-term direct instruction. Sometimes desks will be in a U shape; other times in clusters of 2-4; and other times in circles. An informal seating arrangement might
include bean bags, cushions or mats on the floor. Classrooms should be open with larger designated areas or “centers” to meet learner needs.

**H₀:** **Adequate provisions do not exist for Disaster Management with regular conducting of mock drills.**

It is interpreted that ANOVA shows p significant value of 0.448 which is above alpha value of .05 and from Chi-square table p-value is 0.573 which is again more than alpha value of .05 which means that the hypothesis that Adequate provisions do not exist for Disaster Management with enough practice in conducting mock drills and evacuation drills is accepted.

*The school is a densely populated place with the most vulnerable group in the society. At the time of disaster, they are mostly affected. If the schools are themselves prepared for the disaster, they can play a major role community training for disaster management.*

**H₀:** **Adequate provisions do not exist for differently able students**

It is interpreted that ANOVA shows p significant value of 0.688 which is above the alpha value of .05 and from Chi-square table p-value is 0.840 which is again more than alpha value of .05 which means that the hypothesis that Adequate provisions do not exist for differently able students is accepted.

*It is highly required to develop self-esteem and confidence in differently able students studying in the school. A little sensitiveness can easily prepare them to be able to lead a successful life.*

**Domain-4**

**HUMAN RESOURCES**

1. How does the Student’s Selection take place

2. How much is the involvement of Parents in school activities
3 Does the School recruits qualified teachers and non-teaching staff through appropriate procedures

4 School carries on staff development program and capacity building of teachers

This domain included of 7 sub-null hypotheses which were tested and analyzed as under:

**H₀: Schools don't recruit qualified teachers and non-teaching staff**

It is interpreted that ANOVA shows p significant value of 0.636 which is above the alpha value of .05 and from Chi-square table p-value is 0.082 which is again more than alpha value of .05 which means that the hypothesis that Schools don't recruit qualified teachers and non-teaching staff is accepted.

*Qualified teachers offer a warm and responsive relationship that allows children to reach their true potential. A qualified teacher knows how to stimulate the children’s learning in their classroom. A qualified teacher knows that they can fine tune their teaching through ongoing assessments and are able to identify windows of opportunity to increase effective learning for each student in their classroom. These teachers also hone their own skills to improve themselves of all the things schools can give students to help them succeed, effective teachers are the best bet. An effective teacher is a valuable commodity. In the hands of our best teachers, the effects of ignorance melt away, allowing these students to soar to the same heights.*

*The transformative power of a well-qualified teacher is something almost all of us have experienced and understand on a personal level. Well qualified teachers make school an exciting and interesting place. Such teachers possess a passion for the subjects that they teach and ensure genuine care for the students with whom they work. They inspire their students to play with ideas, think deeply about the subject matter, take on more challenging work, and even pursue careers in a particular field of study. They are the Barometer of success and motivational tool.*
H₀: Schools do not have well-developed mechanism of mentoring

It is interpreted that ANOVA shows p significant value of 0.344 which is above the alpha value of .05 and from Chi-square table p-value is 0.225 which is again more than alpha value of .05 which means that the hypothesis that Schools do not have a well-developed mechanism of mentoring is accepted.

*Individual mentoring by the teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations. We now know empirically that these effective mentoring by the teachers also have a direct influence in enhancing student learning.*

*Years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning but also that their work actually results in increased student achievement.*

H₀: Parents' Interface with school is inconsistent and not frequent

It is interpreted that ANOVA shows p significant value of 0.048 which is below the alpha value of .05 and from Chi-square table p-value is 0.037 which is again less than alpha value of .05 which means that the hypothesis that Parents' Interface with the school is inconsistent and not frequent is rejected.

*Partnership with parents in schools is increasingly recognized as contributing towards optimal outcomes for children. More positive outcomes are evident where teachers attempted to co-construct a shared reality with parents. consistent parent interface ensures better mutual understanding and shared aims and objectives, a consensual approach and equality of power as well as knowledge and skill which ensures not only better academic but emotional growth of the child as well. Taking parental contexts into account appears crucial for continued and effective interaction between both systems.*
**H₀: Parents' Interface with school is not consistent and frequent**

It is interpreted that ANOVA shows p significant value of 0.675 which is above the alpha value of .05 and from Chi-square table p-value is 0.163 which is again more than alpha value of .05 which means that the hypothesis that Structured and formal interventions for parents with their involvement for further improvement do not exists is accepted.

*The parental role as a facilitator or monitor of their child’s learning plays a pivotal role in developing an emotionally and socially balanced personality of the child as he/she is equally nurtured by both domains.*

*Parents’ confidence in their role increases when they are inconsistent touch with the school and this invariably has benefits for their relationship with their child. The outcomes include Raised self-esteem, Ability to manipulate homeschool differences, improved relationships at school and with parents at home. It also serves in improving attendance and increasing learning attainments of the student in the school. Hence constant interaction and relationship between teachers and parents positions parents as effective partners in the process of nurturing their ward as successful global citizens.*

**H₀: School does not keep track of alumni and involves them frequently for suggestions leading to further development**

It is interpreted that ANOVA shows p significant value of 0.675 which is above alpha value of .05 and from Chi-square table p-value is 0.158 which is again more than alpha value of .05 which means that the hypothesis that Schools don't have any tracking mechanisms regarding alumni and do not involves them in frequent interface leading to further development is accepted.
It is important to keep the track of alumni of the school as they are the real messengers of the school to the society and their achievements become an example to the next generations. Frequent interface with them also help the school to develop insight into the areas of improvement and also numerous new ideas can be introduced to improve the education system based on feedbacks by alumni on the other hand Alumni of the school should be called to deliver lectures on the expertise topics of them.

H0: Schools don't give equal importance for preparations of the students for performance and participation in internal examinations as external examinations.

It is interpreted that ANOVA shows p significant value of 0.316 which is above the alpha value of .05 and from Chi- square table p-value is 0.067 which is again more than alpha value of .05 which means that the hypothesis that Schools don't prepare the students for performance and participation in internal examinations is accepted.

In addition to preparations for the external exams, it is also very important to prepare them well for internal examination in order to develop a serious environment of academics in the school and also for guidance to the students to learn to be prepared for public examinations they will face in future.

H0: Schools do not support the students to participate in different competitions organized by different agencies at State/District/National/ International level

It is interpreted that ANOVA shows p significant value of 0.045 which is below alpha value of .05 and from Chi- square table p-value is 0.005 which is again less than alpha value of .05 which means that the hypothesis that Schools do not encourage the students to participate in different competitions organized by different agencies at State/District/National/ International level is rejected.
Education and competition are intimately related. Competition plays an important role in academic achievement because it often spurs students to pursue excellence. Competitions play a role in motivating students to perform and excel and offer a lot more reward than just the winning prize. Competitions offer a chance for participants to gain substantial experience, showcase skills, analyze and evaluate outcomes and uncover personal aptitude. Competitions also encourage students to adopt innovative techniques and develop their ideas and skills.

Students gain additional knowledge, they learn the way to answer and confidence to write papers. The competition tends to make participants into very sharp-minded and ‘clever’ problem solvers.

Through Competitions students recurrently go through a series of brainstorming sessions, rapid problem-solving sequences and experience a totally diverse form of learning, which they usually don’t practice in their schools or colleges. Achievements through competitions can leave great imprints on your resume.

They not just test the student’s concept but the application of those concepts. The pleasure and satisfaction of representing the state/country at the national or international level are the best rewards for the student. The awards they win boost up their morale.
Domain-5

Management and Administration

1. Does the School has an induction policy in place for the new recruits
2. Does the School conducts Staff Appraisal
3. Does the School provides staff incentive and appreciation
4. Does the School follows an optimum number of teaching days and teaching hours

This domain included of 7 sub-null hypotheses which were tested and analyzed as under:

$H_0$: The school management does not take feedback for further development and do not work with both long term and short term planning for monitoring, mentoring.

It is interpreted that ANOVA shows $p$ significant value of 0.192 which is above alpha value of 0.05 and from Chi-square table $p$-value is 0.569 which is again more than alpha value of 0.05 which means that the hypothesis that The management do not have both long term and short term planning for monitoring, mentoring and feedback for further development is accepted.

It is important that school management has a long term planning visualizing the growth, demand and infrastructural needs of the school in future similarly short term planning such as immediate needs and the planning for next few months keeps the system dynamic.

$H_0$: Schools do not keep the focus on Institutional improvement through the process of Certification and Accreditation.

It is interpreted that ANOVA shows $p$ significant value of 0.336 which is above alpha value of 0.05 and from Chi-square table $p$-value is 0.197 which is again more than alpha value of 0.05 which means that the hypothesis that Schools do not have focus on Institutional improvement and on the process of Accreditation and Certification is accepted.
The aspiration of accreditation and certification help the school management to exert to improve in the weak areas and to remind to develop ideal systems thoroughly.

H_0: The management do not ensure effective Coordination within the school

It is interpreted that ANOVA shows p significant value of 0.672 which is above the alpha value of .05 and from Chi- square table p-value is 0.236 which is again more than alpha value of .05 which means that the hypothesis that The management does not ensure effective Coordination within the school is accepted.

In order to ensure the best output from the staff, it is important that a positive working environment should be developed which keeps employees energized at the workplace with a feeling of importance of work and for their own contributions to the system.

H_0: Relationship management policies are not followed by the schools

It is interpreted that ANOVA shows p significant value of 0.028 which is below the alpha value of .05 and from Chi- square table p-value is 0.030 which is again less than alpha value of .05 which means that the hypothesis that Relationship management policies are not followed by the schools is rejected.

The key asset to any teacher is the support and security of working in a school where there is positive staff working relations. It has become increasingly important for teachers to support each other and to create a school climate which fosters positive working relations. Each staff should consider, discuss and if appropriate, review its process of decision making. All staff should be aware of and have access to the copies of school policies and procedures covering the curricular and administrative areas. Administrative policies cover such areas such as dealing with parental complaints, dealing with parents, disciplining pupils, supervision etc.
H₀: There is no maintenance of records and data

It is interpreted that ANOVA shows p significant value of 0.038 which is below the alpha value of .05 and from Chi- square table p-value is 0.048 which is again less than alpha value of .05 which means that the hypothesis that there is no maintenance of records and data is rejected.

School records are books, documents, disk and files which contain information of social, academic, non-academic activities, important events, school plant as well as other relevant information focusing on growth and development of the school.

The important data to be meticulously maintained in school involve admission and withdrawal register, Attendance Register, The Logbook, the visitors book, staff and students personal files, Cumulative record folder, students report sheet/card, Lesson note/plan, scheme and record of workbook, weekly diary, staff time book and movement book, school timetable, transfer and leaving certificates etc.

H₀: There exist no automated system of information accessible by the management, staff, students and parents within the school.

It is interpreted that ANOVA shows p significant value of 0.016 which is below alpha value of .05 and from Chi- square table p-value is 0.017 which is again less than alpha value of .05 which means that the hypothesis that There is no automated system of information sharing available within the school that can be accessed by the management, staff, students and parents is rejected.

It is the need of the hour that schools should have working automated software such as ERP system which ensures quick storage and access to students section e.g. Attendance, Examinations, assignments, transport, school fee, school inventory, staff section e.g. details, attendance, duties, time table, salary, results etc.
**H₀: The administration does not follow Standard Operating Procedures**

It is interpreted that ANOVA shows p significant value of 0.515 which is above the alpha value of .05 and from Chi-square table p-value is 0.722 which is again more than alpha value of .05 which means that the hypothesis that the administration does not follows Standard Operating Procedures is accepted.

*It is highly required that administration should be well aware of related laws, rules, and Regulations and should ensure an ideal and systematic environment in a system transparent to all.*

**Domain-6**

**Leadership**

1. Does the School has clear Visionary and mission
2. The leadership of School is Quality and Change Management
3. The School has a proper Motivational Leadership
4. Does the school has a proper Scholastic leadership
5. Does the School has traditions of Innovative practices

This domain included of 6 sub-null hypotheses which were tested and analyzed as under:

**H₀: Feedback and suggestions of all stakeholders are not given due weight age in visioning exercise.**

It is interpreted that ANOVA shows p significant value of 0.655 which is above alpha value of .05 and from Chi-square table p-value is 0.949 which is again more than alpha value of .05 which means that the hypothesis that No visioning exercise is built and shared on an ongoing basis with all stakeholders is accepted
The principal should empower the staff by engaging them in school level planning and decision making. As a Principal does not mean that he is the smartest person in the building, maybe there are brilliant co-workers on staff who could handle more than their primary role of teaching and learning.

**H₀: Schools does not follow Strategic Plans for School Improvement**

It is interpreted that ANOVA shows p significant value of 0.766 which is above the alpha value of .05 and from Chi-square table p-value is 0.610 which is again more than alpha value of .05 which means that the hypothesis that Schools does not follow Strategic Plans for School Improvement is accepted.

The principal should set high standards and expectations for all the students and ensure that they will succeed because they are enrolled in the school. Ensure that the staff contributes to this core belief and the development of school’s purpose, mission, and vision. It is easy to react immediately to challenges that crop up when Principal arrive at work, but when he do so he runs the risk of the day being consumed by his reaction to problems rather than unfolding the written plans. A plan to allow us to anticipate at least some of the challenges that he is bound to face and decide in advance how we may address them. As our student abides by daily schedules, he should also focus on instruction during school hours and reserve time before and after school for other administrative work.

Successful schools have a clear sense of direction through vision statement shared and derived through a visioning process involving all members of the school. Once affirmed, it needs to be able to be articulated by all.
When achieved, all can then align their efforts behind the vision and through self-references and development of the school will reach.

Vision Implementation Process may be Vision, Strategic Plan, Organizational Goals, Developmental Goals, Employee Goals, Job Description, and Performance Appraisal

H₀: There is no system for monitoring and reviewing the performance of the school

It is interpreted that ANOVA shows p significant value of 0.042 which is below the alpha value of .05 and from Chi-square table p-value is 0.025 which is again less than alpha value of .05 which means that the hypothesis that there is no system for monitoring and reviewing the performance of the school is rejected.

Data such as attendance, discipline academic achievements are helpful to identify trends and Patterns and outcomes of overall decisions.

H₀: Learning and the working environment is not improved through clear and practical indicators by leadership.

It is interpreted that ANOVA shows p significant value of 0.313 which is above alpha value of .05 and from Chi-square table p-value is 0.151 which is again more than alpha value of .05 which means that the hypothesis that There are no clear and practical indicators of leadership being provided to support the process of improving the learning environment and the working environment is accepted.

The school climate reflects the “mood of the school” and the school culture reflects the “lifestyle” of the school. A practice by the Principal and the teachers to greet the students in the morning and start the day with an informative, inspiring and empowering morning message sets the climate of the school for the day.
The walls of the school should inform, inspire and empower which can be done by putting positive images, quotes, students achievements, criteria for academic excellence, awards, work samples and similarly in the classrooms the environment should be neat, clean, vibrant and welcoming.

Hₐ: Collaborative and proactive methods are not implemented in Problem-solving across Scholastic and Co-Scholastic aspects.

It is interpreted that ANOVA shows p significant value of 0.316 which is above the alpha value of .05 and from Chi-square table p-value is 0.077 which is again more than alpha value of .05 which means that the hypothesis that Problem-solving across Scholastic and Co-Scholastic aspects are not conducted in a collaborative and proactive manner is accepted.

Problem-solving methods including a team spirit bring out the best of results and improve confidence level, interest level, social behavior and thinking abilities among all the stakeholders.

Hₐ: As per the need of student’s schools does not explore new ways of transacting the curriculum.

It is interpreted that ANOVA shows p significant value of 0.830 which is above alpha value of .05 and from Chi-square table p-value is 0.315 which is again more than alpha value of .05 which means that the hypothesis that Schools don't explore new ways of transacting the curriculum in addressing the needs of students is accepted.

As the prime priority of the school leader is students achievement and continued improvement of instructions, so Principal devotes ample time to observe classroom instructions and immediate feedbacks should be provided to staff for improvements. Here Principal must make every conscious and deliberate effort to establish him as primary instructional leader of the school, they should be able to trust him that he has the professional expertise to make them more
effective in the classroom. The principal should encourage veteran teachers to observe anew teacher at work and vice versa. Regular staff team meeting and appreciation and respect by principal towards staff play a good role.

Domain-7

Beneficiary Satisfaction

1. Does the School has effective School website
2. Does the School has Electronic Security and Information system
3. How often is Parent interface with School
4. Are the Students holistically developed
5. How often School interacts with Alumni

This domain included of 5 sub-null hypotheses which were tested and analyzed as under:

H_0: Students are not given liberty to express their opinions, views, and suggestions on policies

It is interpreted that ANOVA shows p significant value of 0.655 which is above the alpha value of .05 and from Chi-square table p-value is 0.949 which is again more than alpha value of .05 which means that the hypothesis that Schools don't allow students to express their opinions, views, and suggestions on policies is accepted.

It is important that schools should prepare systems for receiving opinions, views, and suggestions for the students to express opinions/views and suggestions on policies. As such a system teaches democracy by giving students the experience of practicing the complexity of political decision-making in a democracy. Additionally, while most schools include "developing responsible citizens" as part of their mission statements, few make any mention of democratic
principles or the teaching of democracy. Also, it helps develop student leadership. There is considerable evidence that student achievement and engagement in a school can be increased if students feel that they have a real voice by giving students more responsibility and demonstrating confidence in their ability to be effective, we motivate them to develop even more.

We each know some teens whose insight and wisdom make them capable of thoughtful, perceptive, well-measured decision making. Our efforts to educate would benefit from including the voices of these students.

**H_0:** NO system of feedback and follow-up is used by Management thrive on fulfilling satisfaction for both itself and others stakeholders.

It is interpreted that ANOVA shows p significant value of 0.766 which is above alpha value of .05 and from Chi- square table p-value is 0.151 which is again more than alpha value of .05 which means that the hypothesis that Management don't thrive on fulfilling satisfaction for both itself and others stakeholders with effective system of feedback and follow-up is accepted.

The reason being the fact that the opinions or stances of the students who are the first-hand recipient of the educational experience have a very significant role to play in the improvement of the entire school system.

**H_0:** Parents and the alumni are not provided any platform to share feedback on the processes of the school for improving performances

It is interpreted that ANOVA shows p significant value of 0.158 which is above alpha value of .05 and from Chi- square table p-value is 0.610 which is again more than alpha value of .05 which means that the hypothesis that Schools do not provides platforms for the parents and the
alumni to share their feedback on the ongoing processes of the school and review the same for improving performances is accepted.

It’s important to recognize changing trends and the importance of adapting to students’ needs as they evolve. One key way to tap into those changes is Alumni feedback surveys. This useful tool can be utilized to gauge your alumni satisfaction with their education and collect insights into areas for improvement.

The benefits of parent involvement are clear: Parent involvement improves not only student behavior and attendance but also positively affects student achievement.

Efficient structures for getting information out such as newsletters, Web sites, and press releases far from parents, e-mail messages and interactive phone systems, Parent meetings and workshops at the school are the effective means.

**H₀: Schools do not have a Provision for Free and Compulsory Education**

It is interpreted that ANOVA shows p significant value of 0.041 which is below the alpha value of .05 and from Chi-square table p-value is 0.025 which is again less than alpha value of .05 which means that the hypothesis that Schools do not have a Provision for Free and Compulsory Education is rejected.

As per the RTE laws, the school has to implement provisions of free and compulsory education to the poor section of the society.

**H₀: School does not organize Community outreach programmes on regular basis.**

It is interpreted that ANOVA shows p significant value of 0.038 which is below alpha value of .05 and from Chi-square table p-value is 0.031 which is again less than alpha value of .05 which
means that the hypothesis that Community outreach programmes are not conducted on regular basis is rejected.

*Students who participate in high-quality community-based service-learning enjoy a number of benefits, both in their personal and professional life, community service enhanced students’ problem-solving skills, improved their ability to work within a team and enabled them to plan more effectively.*

*It also helps students to cultivate connections between various organizations, schools and community groups, which can prove to be very useful later on in life. When volunteering, students enjoy a sense of personal satisfaction, knowing that they’re making a difference in other peoples’ lives. It also teaches them more about themselves and introduces them to new friends. They also gain a sense of connection to their community.*