

**EXCELLENCE IN SCHOOL EDUCATION : A STUDY OF
NON-GOVERNMENT K-12 SCHOOLS OF INDIA**

Submitted by
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Certificate

The thesis entitled “**Excellence in School Education: A Study of Non-Government K-12 Schools of India**” being submitted by **Mr. Amit Sachdeva** to the Indian Institute of Technology Delhi, for the award of the degree of “**Doctor of Philosophy**” is a record of bona fide research work carried out by him. He has worked under my supervision in conformity with rules and regulations of the Indian Institute of Technology Delhi. The research reports and results presented in the thesis have not been submitted in part or full for the award of any degree or diploma in any other University or Institute.

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Abstract

The present research study identified gaps in what the national government policy documents such as the New Education Policy, 2016 and National Knowledge Commission Reports 2005, 2009 were stating with respect to the desired state of School Education in India (“to build excellence in the educational system to meet the knowledge challenges of the 21st century”) and the actual present performance of Schools in India (“the education system is largely sick and needs rejuvenation -- the quality of education has been the main casualty.”) The researcher also identified gaps from review of literature on school effectiveness, school quality and school excellence and found that there was no general agreement to the definition of each of these terms and the characteristics that distinguish each of these three terms. Therefore the entire research study was driven by the need to measure excellence in secondary education private unaided managed Class 12 CBSE schools, by taking into consideration the definite intrinsic characteristics from the point of view of a specific stakeholder (in this case the Class 12 teacher) and then conceptualise these characteristics into a framework.

The research adopted an elaborate research design. An extensive literature review was undertaken and 10 different Models of School Excellence were identified. With the assistance of educational experts common domains (5 in number which included “student assessment”, “ICT”, “teacher quality”, “leadership” and “school system” across Models of School Excellence were identified and then items to be included under each domain determined. A Judgemental (with stratification) Sampling technique was adopted to collect responses to a structured questionnaire from teachers across the country teaching in Class 12 CBSE schools that were unaided privately managed. Data was collected, tabulated and then using the technique of Exploratory Factor Analysis , Confirmatory factor analysis (using Structural Equation Modeling), intrinsic characteristics that define excellence in school education were identified and a framework developed ensuring the reliability and validity of the factors identified and the framework. Under “Assessment” the data analysis revealed four factors, under “ICT” five factors, under “Leadership” seven factors, under “Teacher Quality” six factors and under “School System” three factors. The overall data collected and collated from the questionnaires was clubbed as per the factors identified in the Exploratory Factor analysis and further confirmed through Confirmatory factor analysis and the overall impact of

all these factors taken together on the 'Excellence of a school' was studied through a Model validation in AMOS 20. The framework that emerged out of these factors was deemed fit with goodness of fit indicators above the acceptable limits and the standardized estimates. The analysis of this framework help to define excellence in school education as : An excelent school is one that has basic infrastructure in place and managed by a Principal who is a strong administator with exceptional capability of "people skills" and can manage "contingencies" . Such a school is supported by teachers who have great " personal orientation" and has ICT that is driven by the "outcome" to improve teaching learning process and use the "assessment" process that is helps the teachers to improve their teaching, make the students more interested in learning and helps the weaker students to improve their learning.

सार

वर्तमान शोध अध्ययन ने नई शिक्षा नीति, 2016 और राष्ट्रीय ज्ञान आयोग रिपोर्ट 2005, 2009 जैसे राष्ट्रीय सरकारी नीति दस्तावेजों में भारत में स्कूल शिक्षा की वांछित स्थिति के संबंध में बताते हुए अंतराल की पहचान की थी ("शैक्षिक में उत्कृष्टता बनाने के लिए 21 वीं शताब्दी की ज्ञान चुनौतियों को पूरा करने के लिए प्रणाली) और भारत में स्कूलों के वास्तविक वर्तमान प्रदर्शन ("शिक्षा प्रणाली काफी हद तक बीमार है और कायाकल्प की जरूरत है - शिक्षा की गुणवत्ता मुख्य दुर्घटना रही है।" शोधकर्ता ने अंतराल की पहचान भी की स्कूल प्रभावशीलता, स्कूल की गुणवत्ता और स्कूल उत्कृष्टता पर साहित्य की समीक्षा और पाया कि इन शर्तों में से प्रत्येक की परिभाषा और इन तीनों में से प्रत्येक को अलग करने वाली विशेषताओं के लिए कोई सामान्य समझौता नहीं था। इसलिए संपूर्ण शोध अध्ययन की आवश्यकता से प्रेरित था द्वितीयक शिक्षा में निजी अनियोजित प्रबंधित कक्षा 12 सीबीएसई स्कूलों में उत्कृष्टता को मापकर उत्कृष्टता को मापें एक विशिष्ट हितधारक (इस मामले में कक्षा 12 शिक्षक) के दृष्टिकोण से निश्चित अंतर्निहित विशेषताओं को आयनें और फिर इन विशेषताओं को ढांचे में अवधारणा दें।

शोध ने एक विस्तृत शोध डिजाइन अपनाया। एक व्यापक साहित्य समीक्षा की गई और स्कूल उत्कृष्टता के 10 अलग-अलग मॉडल की पहचान की गई। शैक्षणिक विशेषज्ञों की सहायता से आम डोमेन (5 संख्या में जिसमें "छात्र मूल्यांकन", "आईसीटी", "शिक्षक गुणवत्ता", "नेतृत्व" और "स्कूल सिस्टम" स्कूल उत्कृष्टता के मॉडल में पहचाना गया था और फिर वस्तुओं को शामिल किया गया था प्रत्येक डोमेन निर्धारित करता है। एक जजमेंटल (स्तरीकरण के साथ) नमूना तकनीक को कक्षा 12 सीबीएसई स्कूलों में पढ़ाए जाने वाले देश भर के शिक्षकों से एक संरचित प्रश्नावली के जवाब इकट्ठा करने के लिए अपनाया गया था, जिन्हें निजी तौर पर प्रबंधित नहीं किया गया था। डेटा एकत्रित किया गया था, सारणीबद्ध और फिर अन्वेषण की तकनीक का उपयोग कर फैक्टर विश्लेषण, पुष्टिकरण कारक विश्लेषण (संरचनात्मक समीकरण मॉडलिंग का उपयोग करके), आंतरिक शिक्षा जो स्कूल शिक्षा में उत्कृष्टता को परिभाषित करती हैं और पहचान की गई संरचनाओं की पहचान और वैधता सुनिश्चित करने के लिए एक ढांचा विकसित किया गया है। "आकलन" के तहत डेटा विश्लेषण ने चार कारकों का खुलासा किया , "आईसीटी" के तहत पांच कारक, "नेतृत्व" सात fac के तहत "शिक्षक गुणवत्ता" के तहत छह कारक और "स्कूल सिस्टम" के तहत तीन कारक। प्रश्नावली से एकत्रित और एकत्रित कुल आंकड़ों को एक्सप्लोरेटरी फैक्टर विश्लेषण में पहचाने गए कारकों के अनुसार जोड़ा गया था और पुष्टित्मक कारक विश्लेषण के माध्यम से आगे की पुष्टि की गई और 'स्कूल के उत्कृष्टता' पर एक साथ किए गए इन सभी कारकों के समग्र प्रभाव का अध्ययन किया गया था। एएमओएस 20 में मॉडल सत्यापन। इन कारकों से उभरे ढांचे को स्वीकार्य सीमाओं और मानकीकृत अनुमानों के ऊपर फिट संकेतकों की भलाई के साथ फिट समझा गया था। इस ढांचे का विश्लेषण स्कूल शिक्षा में उत्कृष्टता को परिभाषित करने में मदद करता है: एक उत्कृष्ट विद्यालय वह है जिसमें मूलभूत आधारभूत संरचना होती है और एक प्रिंसिपल द्वारा प्रबंधित किया जाता है जो "लोगों के कौशल" की असाधारण क्षमता के साथ एक मजबूत प्रशासक है और "आकस्मिकताओं" का प्रबंधन कर सकता है। ऐसा स्कूल उन शिक्षकों द्वारा समर्थित है जिनके पास "व्यक्तिगत अभिविन्यास" है और आईसीटी है जो शिक्षण सीखने की प्रक्रिया में सुधार के लिए "परिणाम" द्वारा संचालित है और "मूल्यांकन" प्रक्रिया का उपयोग करती है जो शिक्षकों को उनके शिक्षण में सुधार करने में मदद करती है, छात्रों को बनाती है सीखने में अधिक दिलचस्पी है और कमजोर छात्रों को उनकी शिक्षा में सुधार करने में मदद करता है।

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