



COMPARATIVE STUDY OF SCHOOLS, IN NAGPUR, AFFILIATED TO DIFFERENT EDUCATIONAL BOARDS

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Abstract

Education is one of the most vital elements in life of a person and basic education, provided at school level, is considered to be the most important and fundamental one. With a view to provide good quality school education, various education boards – national, international and state levels – have come into existence. The major concern of this study is schools affiliated to four major education boards (out of the thirty three existing) - the Central Board of Secondary Education (CBSE), Indian Council of Secondary Education (ICSE), International Baccalaureate Organizations (IBO) and the Maharashtra State Board for Secondary & Higher Secondary Education.

Schools are also under obligation to bring certain changes on account of directives from the education board to which they are affiliated. This study aims to know and learn more on approach to education of these boards and intends to do a comparative analysis. The research also intends to understand the teaching methodology, syllabus and assessment system of schools affiliated to various boards.

Nagpur was taken as the universe of this study and data was collected from 187 respondents from 17 schools. The respondents comprised of school Principals and 10 senior Teachers of each of these 17 schools. Convenient sampling technique was used for the purpose. A questionnaire was framed and used as an instrument for collecting the desired data. Questions mainly focussed on teaching methods and tools, assessments conducted, syllabi administered to students (with differences), co-scholastic areas, preparations on competitive exams and evaluation methods.

Key Words: Education Board, State Board, ICSE, CBSE, Baccalaureate.

Introduction

Education plays a vital role in the overall personality development of human being. What is more essential is providing value oriented education rather than merely opening schools without taking care about quality issues. It is universally felt that education is indispensable for all. Gradually various national, international and state boards and organizations of school education came into existence to serve some or the other purpose. In our existing education system there are approximately 33 different educational boards differing in their structure and functioning. However, the major concern of this study is schools affiliated to four major education boards - the Central Board of Secondary Education (CBSE), Indian Council of Secondary Education (ICSE), International Baccalaureate Organizations (IBO) and the Maharashtra State Board for Secondary & Higher Secondary Education.

The study aims to know and learn more on approach to education of these boards. The study intends to do a comparative analysis. Every now and then we hear about amelioration done by boards with an aim to holistic development of students; we intend to find out how this is implemented in schools under these boards.

Nowadays every school claims of quality education, in order to prove that they are keeping pace with modern trends. The learning process depends upon basic fundamentals such as learning capacity of students, technology used for facilitating learning process, infrastructure, subject command of teacher and assessment system implemented. Ideally, schools set their own benchmark, design their strategies to achieve and evaluate them so as to ensure that they are up to date. Schools are also under obligation to bring certain changes on account of directives from the education board to which they are affiliated.

This study aims to find out working pattern of schools affiliated to various educational boards. The research also intends to understand the teaching methodology, syllabus and assessment system of schools affiliated to various boards. The study is confined to Nagpur city.

Rationale of Study

This study is an analysis of the four main education boards to which almost all schools in Nagpur are affiliated. It is not a comprehensive analysis or an exhaustive comparative study. However a sincere attempt is made to learn more about these schools in terms of teaching methodology, syllabus, assessment method and activities.

The study intends to highlight the similarities and dissimilarities of various syllabi that are prevalent in our educational system. We also know that CBSE and ICSE are the two main boards in India imparting quality education to millions of

students. There are State Boards too, under the concurrent list, which prepares curricula and syllabi for regional students. There are variety of opinions among the parents, teachers and students about the superiority of one board over the other, e.g. some consider CBSE board-based syllabus to be better than some other boards. Parents too have numerous doubts in their minds about the differences among various boards; if one board is superior than the other, then what is the basis for this? Questions like this will be answered only when we make an objective study to compare all the schools affiliated to above mentioned boards.

The study aims to study and compare the teaching methodology being adopted by schools affiliated to CBSE, ICSE, IB and State boards. It is the objective of this study to understand the differences in syllabus of various boards, their evaluation method and compare schools of various boards on the basis of educational activities being carried throughout the session by these schools.

Objectives

1. To study and compare the teaching methodology adopted by schools affiliated to CBSE, ICSE, IB and State Board (Maharashtra).
2. To understand the difference in syllabi of various education boards.
3. To analyse the student evaluation methods used by schools affiliated to different education boards.
4. To compare the schools affiliated to various education boards on the basis of activities carried throughout the academic sessions.

Research Methodology

The study has taken Nagpur as the universe. The respondents are heads of schools and senior teaching faculty members of these schools affiliated to various education boards. Sample Size for the study was 187 and was drawn as follows:
 10 schools affiliated to State Board (one Head and ten senior teachers from each of these schools) - Total=110.
 6 schools affiliated to CBSE Board (one Head of each school and ten senior teachers from each school) - Total= 66.
 1 school affiliated to ICSE Board (one Head of the school and 10 teachers) – Total 11.

The sampling technique used was convenient sampling data was collected with the help of structured questionnaire. Questions were framed to draw responses on teaching methods and tools, assessments conducted, syllabi administered to students (with differences), co-scholastic areas, preparations on competitive exams and student evaluation methods. (Co-scholastic areas include problem solving, critical thinking, interpersonal relationships, effective communication, stress handling, managing emotions, scientific skills, IT & computer knowledge, etc.)

Note: Ten CBSE schools were approached for data collection but some appeared to be non cooperative, which restricted the figure to six. Among ICSE schools, there are only two in Nagpur and one of these refused to share opinion for this study; thus the data gathered pertains to the other school. In case of schools affiliated to IB board, there is only one school in Nagpur and even this school did not share information needed. Therefore, secondary data was used in case of IB board schools.

Data Analysis and Interpretation

1. Teaching Method/ Tools Used at Schools Affiliated to Various Boards (State, CBSE, ICSE and IB)

Figure 1: Teaching Method/ Tools Used at Schools Affiliated to State Board

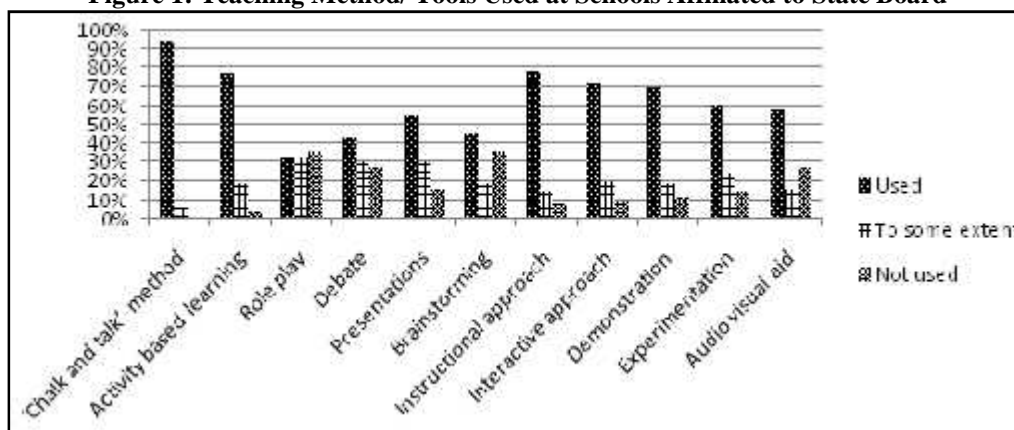


Figure 2: Teaching Method/ Tools Used at Schools Affiliated to CBSE Board

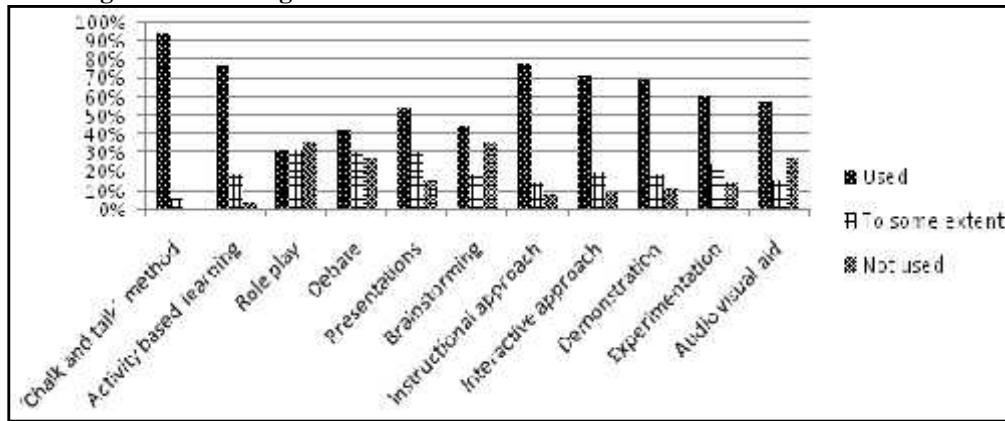
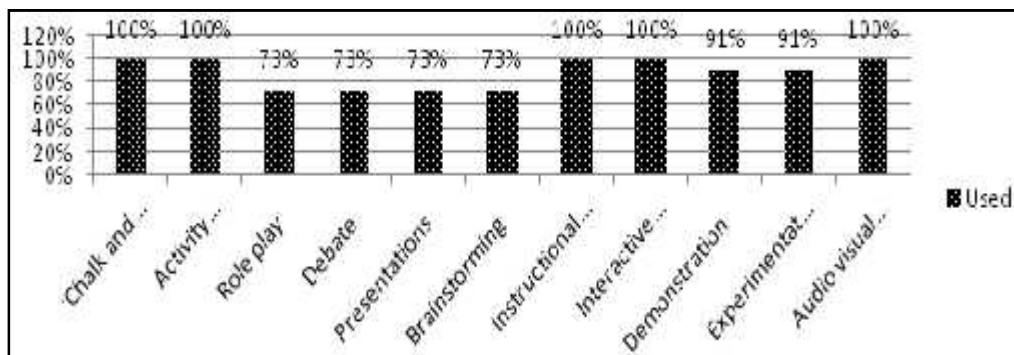
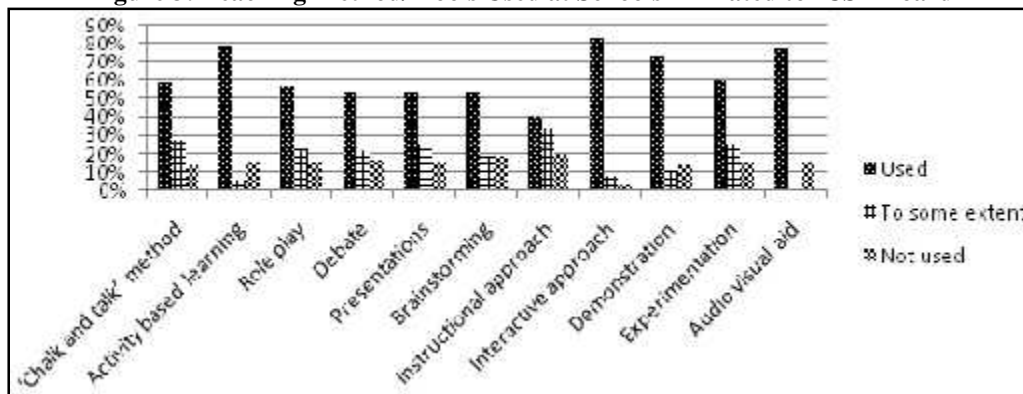


Figure 3: Teaching Method/ Tools Used at Schools Affiliated to ICSE Board



Interpretation

State Board: Figure 1 shows that 95% of respondents said that chalk and talk method is used to a large extent, 78% said instructional approach is used and 77% said activity based learning is used to a large extent & 32% of respondents said role play is used to some extent. But 36% of respondents said that brainstorming is not used at all and 27% said that audio visual is not used at all, as teaching tool.

CBSE: Figure 2 shows that 83% of respondents said that interactive approach is used to a large extent. 77% of the respondents said that audio visual method is used to a large extent and 79% said that activity based learning is used to a large extent. 33% of respondents said instructional approach is used to some extent.

ICSE: Figure 3 shows that 100% of the respondents said that chalk and talk method, audio video aid and activity based learning are used to a large extent. 100% of the respondents said that instructional and interactive approach is used to a large extent. 27% of respondents said role play, brain storming, debate and presentation is used to some extent.

2. Types of Assessment Conducted During the Teaching Period or After Completion of a Unit

Figure 4: Types of Assessment Used at Schools Affiliated to State Board

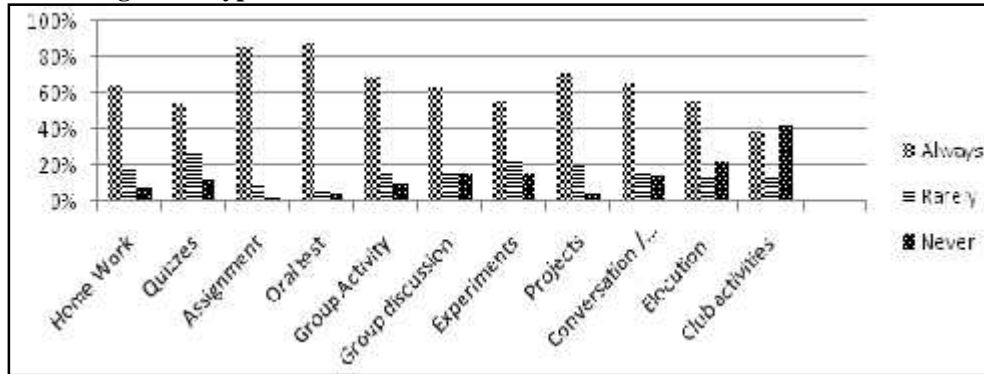


Figure 5: Types of Assessment Used at Schools Affiliated to CBSE Board

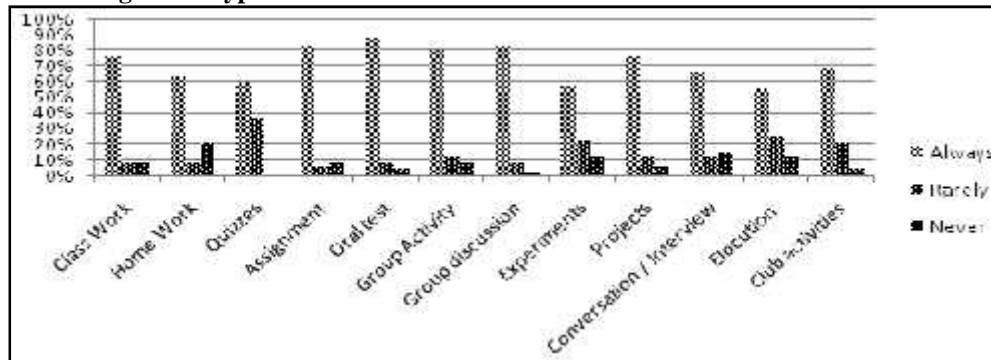
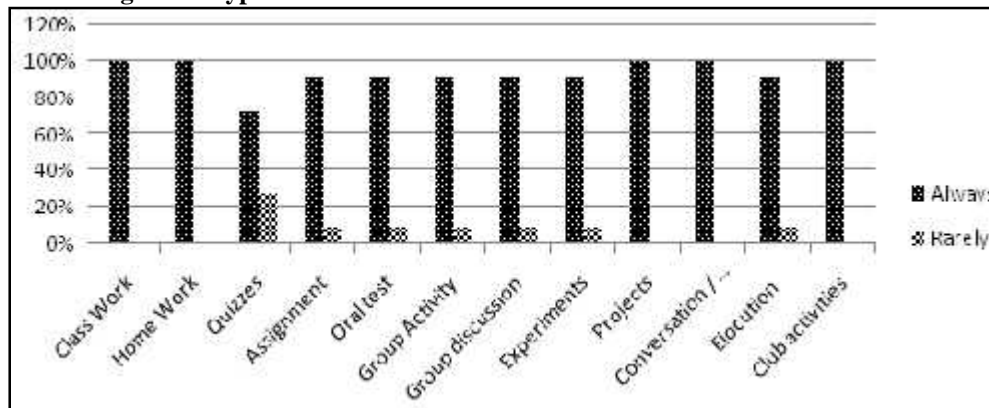


Figure 6: Types of Assessment Used at Schools Affiliated to ICSE Board



Interpretation

State Board: Figure 4 shows that 87% of the respondents said that oral test is always used for assessment and 85% of the respondents said that assignment is always used for assessing the students. 30% of the respondents said that quizzes are rarely used for assessment of students and 42% said that club activities are not never used for assessing the students.

CBSE Board: Figure 5 shows that 88% of respondents said that oral test is always used for assessment, 83% said that assignment and group discussion is always used for assessing the students. But 36% respondents said that quizzes are rarely used for assessment of students and 21% said that home works are never used for assessing the students.

ICSE Board: Figure 6 shows that 100% of the respondents said that class work, home work, project, conversation/interview and club activities is always used for assessment 27% of the respondents said that quizzes are rarely used for assessment of students.

3. Difference in Syllabus of Schools Affiliated to Various Boards

Figure 7: Syllabus of Schools Affiliated to State Board

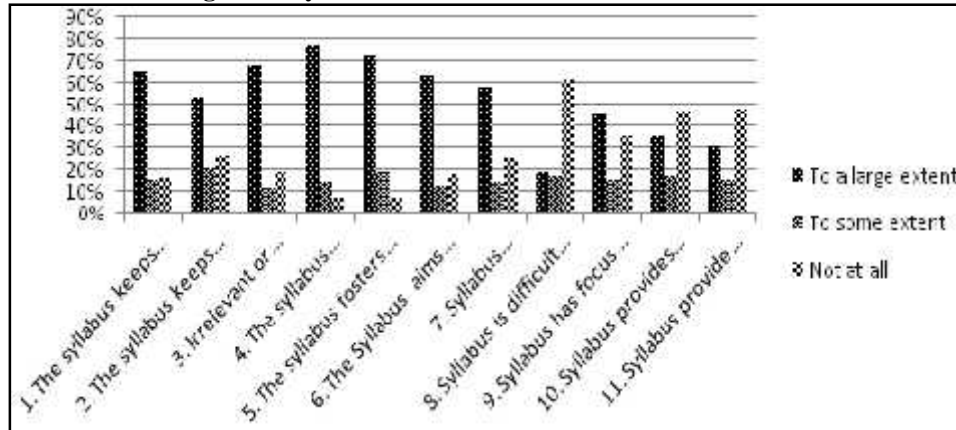


Figure 8: Syllabus of Schools Affiliated to CBSE Board

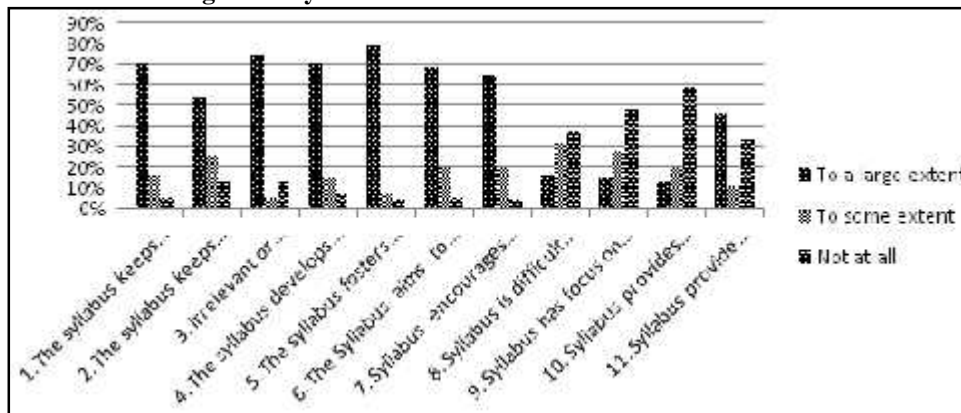
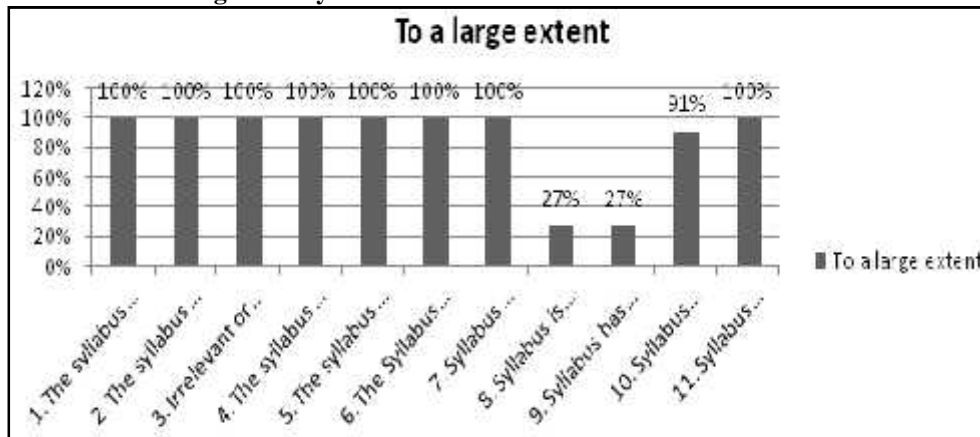


Figure 9: Syllabus of Schools Affiliated to ICSE Board



Interpretation

State Board: Figure 7 shows that 77% of respondents said syllabus develops social and life skills necessary for social interaction and 73% said that syllabus fosters innovation and creativity among students to a large extent. 21% said that the syllabus keeps track with the changing social and political forces to some extent & 62% said that syllabus is not at all difficult and stressful for students. 48% of respondents said syllabus doesn't provide good base for exams such as GRE, TOEFL, and GMAT.

CBSE Board: Figure 8 shows 82% of the respondents said that syllabus provides a competitive examination oriented curriculum and 79% said that syllabus fosters innovation and creativity among students to a large extent. 32% said that the syllabus is difficult and stressful for students to some extent and 48% respondents said that syllabus is not at all difficult and stressful for students. 48% said syllabus doesn't focus on regional language.

ICSE Board: 100% respondents said that the syllabus keeps track with changing technological and economical forces, that irrelevant or outdated contents are replaced with more pertinent matter, that syllabus develops social and life skills necessary for social interaction, that syllabus fosters innovation and creativity among student, that syllabus aims to provide a competitive examination oriented curriculum and that syllabus encourages international awareness needed to participate in a global society. 55% of the respondents felt that the syllabus focuses on regional language to some extent and 73% felt syllabus is not difficult and stressful for students.

4. Co-Scholastic Areas Which are Assessed in Schools Affiliated to Various Boards

Figure 10: Co-Scholastic Areas Which are Assessed in School Affiliated to State Board

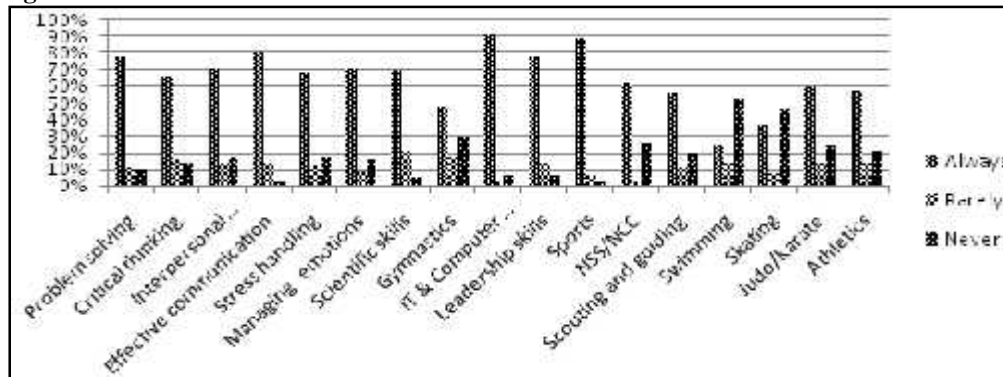


Figure 11: Co-Scholastic Areas Which are Assessed in School Affiliated to CBSE

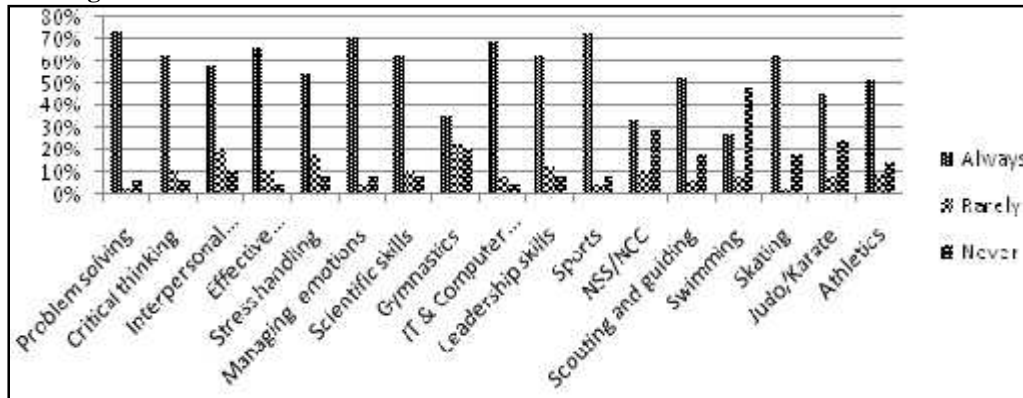
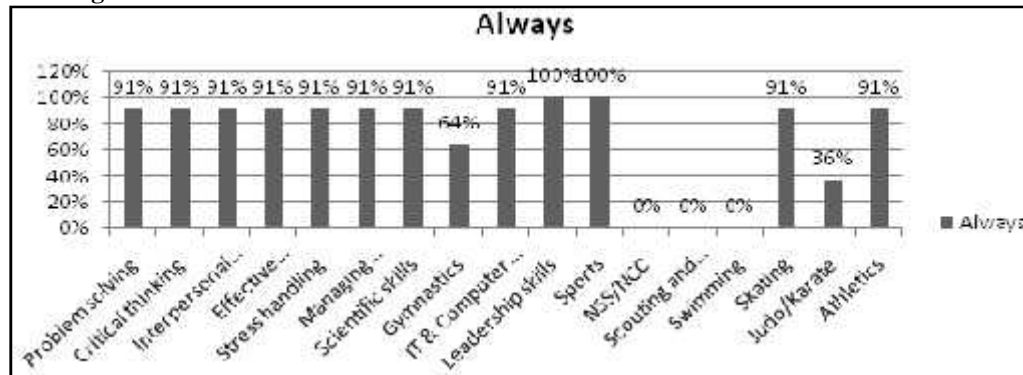


Figure 12: Co-Scholastic Areas Which are Assessed in School Affiliated to ICSE



Interpretation

State Board: Figure 10 shows 82% of the respondents said that sports and IT & Computer knowledge are always assessed. 21% of respondents said scientific skills are rarely assessed and 18% said that stress handling, Judo/Karate and managing stress are rarely assessed. 53% of respondents said that swimming is never assessed, 46% said skating and 44% said skating is never assessed.

CBSE Board: Figure 11 shows 85% of the respondents said that IT & Computer knowledge are always assessed and 83% of respondents said sports is always assessed. 21% of the respondents said that interpersonal relationships and 23 % of respondents said gymnastics is rarely assessed. 48% of respondents said that swimming is never assessed.

ICSE Board: Figure 12 shows that more than 90% respondents said that problem solving, critical thinking, interpersonal relationships, effective communication, stress handling, managing emotions, scientific skills, it & computer knowledge, skating and athletics are always assessed. All respondents said that scouts, swimming and NSS/NCC is never assessed.

5. Types of Competitive Examination in Which Students Participate from Schools Affiliated to Various Boards

Figure 13: Competitive Examinations in Which Students from State Board Affiliated Schools Participate

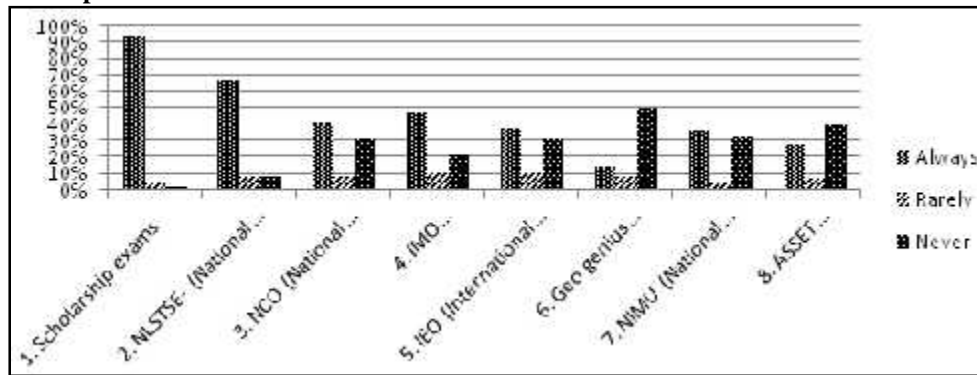


Figure 14: Competitive Examinations in Which Students from Schools Affiliated to CBSE Boards Participate

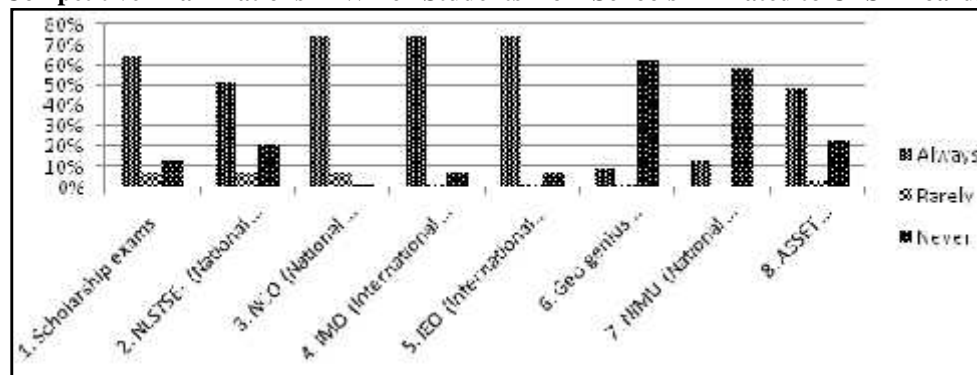
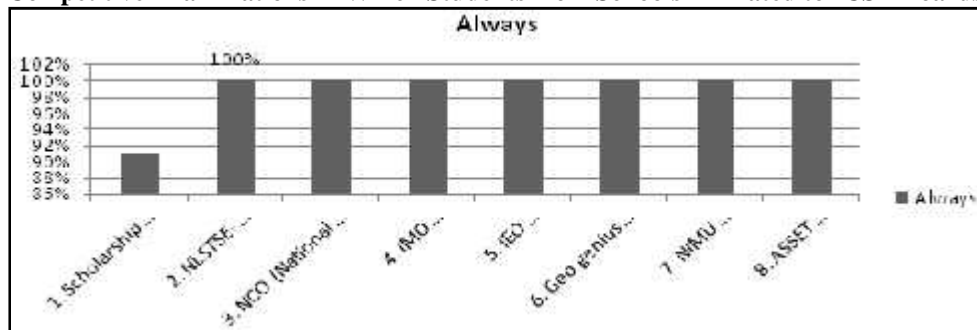


Figure 15: Competitive Examinations in Which Students from Schools Affiliated to ICSE Boards Participate



Interpretation

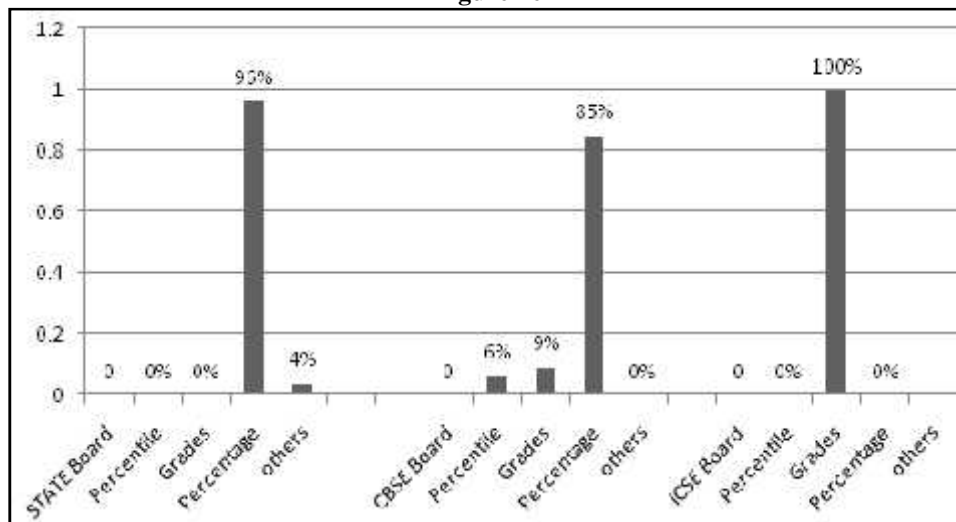
State Board: Figure 13 indicates that 94% of the respondents said that students appear in scholarship exams and 68% said they appear in NLSTSE- (National Level Science Talent Search Exam). 51% of the respondents said that students never appear in Geo genius (Indian’s Geography Olympiad) and 40% of respondents said that students never appear for ASSET (Assessment of Scholastic Skills through Educational Testing).

CBSE Board: Figure 14 shows that 74% of the respondents said that students always appear in NCO (National Cyber Olympiad), IMO (International Maths Olympiad) and IEO (International English Olympiad). 62% of the respondents said that students never appear in Geo genius (Indian’s Geography Olympiad) and 59% of respondents said that students never appear in NIMU (National Interactive Maths Olympiad).

ICSE Board: Figure 15 shows that 100% of the respondents said that students always appear in all the exams mentioned above (other than scholarship). 91 % of the respondents said that students always appear in scholarship exams.

6. How is the Evaluation Done for SSC in Schools Affiliated to Various Boards?

Figure 16



Interpretation

Students are required to score a minimum percentage of marks in each paper in schools affiliated to all three boards i.e. State Board, CBSE and ICSE. Hence it is very clear that evaluation for SSC in schools affiliated to various boards is based on the percentage system.

Schools Affiliated to IBO

Information Regarding Schools Affiliated to IBO Based on Secondary Data

IB is a new option in modern education system, but very limited in availability / recognition. It is appropriate for students aspiring to go overseas for higher studies to prefer an international board but for those willing to carry on their studies in Indian universities it is an onerous choice. The international boards provide a wider range of abilities. They give admission to Indian as well as foreign institutions of higher learning. The international boards focus on thinking and encourage learning for life as opposed to learning for an exam.

1. Teaching Method/ Tools Used at IB Schools

IB schools give more importance to project work, practical, interactive and fun-based practical learning. In IBO the objective is to develop variety of skills and attitudes in the students. The precedence is that students must understand concepts. In IBO the aim behind the pedagogy is to emphasise on how to learn rather than what to learn. The teaching learning method adopted here is more practical and fun based. It aims at understanding concepts as well as developing a variety of skills and attitudes in the students. The teaching methods used are problem-solving activities, investigations, organized debates, hands-on experimentation, analysis and reflection, enquiry method, use of multi-media, etc.



2. Type of Assessment Conducted During the Teaching Period or After Unit Completion

IB assessment is rigorous, criterion-referenced, consistent and differentiates according to student's abilities.

- Assessment aims to provide an opportunity for students to prove their learning capabilities in various ways.
- Teachers select methods of assessment suitable to the learning outcomes they intend to capture. Students obtain feedback to get encouraged for starting a lifelong learning. The types of assessments used are oral, written, project work, practical work, group assignments, demonstrations and reports, case study, etc.

3. Remarks in Regard to Syllabus of IBO

IB schools offer more comprehensive and flexible syllabi. Many languages such as French, Mandarin, Spanish, German, Malay, etc. are available under IB, apart from the native language. Some other subjects such as History, Geography, Economics, Anthropology, Psychology, Sociology, Business Management, etc. are also available similar to ICSE and CBSE but in context to international issues of concern. IB syllabus clearly reflects its international character to prepare global citizens.

International Baccalaureate (IB) is an International Board and hence it admits both Indian as well as the students from other countries. In IB schools evolving newness in curriculum and syllabus is a continuous process. IB designs its own curriculum through a continuous process. Only IB provides online curriculum centre unlike other boards which have specific websites in which they outline their curricula. The secondary data suggests that IB curriculum has a broader spectrum, is more practical and application based. Hence it tests the understanding of students and not their memory. The IB curriculum equips students with the tools such as self-confidence, preparedness, research skills, organizational skills and being actively engaged in self learning.

4. Co-Scholastic Areas Assessed in Schools Affiliated with IBO

IB schools conducts various programmes as essay, debate, painting, poems, creative writing and Quiz on regular basis. However IB schools were lagging behind in NCC and SCOUT / GUIDE.

5. Evaluation Done for SSC

Grades from 1 (lowest) to 7 (highest) are awarded to final-year students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

Conclusion

Teaching Method/ Tools Used at Schools Affiliated to Various Boards (State, CBSE, ICSE and IB)

1. It is inferred that 32% of respondents from state board schools, 58% of respondents from CBSE board schools and 73% of respondents from ICSE board said that role play method is used to a large extent.
2. Also, it is also inferred that 57% of respondents from state board schools, 77% of respondents from CBSE board schools and 100% of respondents from ICSE board said that audio visual aid is used to a large extent.
3. ICSE schools are found to implement all the teaching tools comparatively more than schools affiliated to CBSE and state board.
4. The teaching methods used in IB schools are problem-solving activities, investigations, organized debates, hands-on experimentation, analysis and reflection, enquiry method and use of multi media.

Types of Assessment Conducted during the Teaching Period or After Completion of a Unit

1. It is inferred that 69% of respondents from state board schools, 80% of respondents from CBSE board schools and 91% of respondents from ICSE board said that group activity is always used for assessment of students.
2. It is also inferred that 39% of respondents from state board schools, 68% of respondents from CBSE board schools and 100% of respondents from ICSE board said that club activity is always used for assessment of students.
3. The types of assessments used in IB schools are oral, written, project work, practical work, group assignments, demonstrations and reports, case study etc.

Difference in Syllabus of Schools Affiliated to Various Boards

1. It is evident that only 35% of respondents from state board schools, 61% of respondents from CBSE board schools and 91% of respondents from ICSE board said that Syllabus provides option of learning international languages.
2. It has been also inferred that 64% of respondents from state board schools, 82% of respondents from CBSE board schools and 100% of respondents from ICSE board said that the Syllabus aims to provide a competitive examination oriented curriculum.



3. Some other notable information from secondary data states that ICSE syllabus is tougher than CBSE and State Board syllabi in terms of difficulty level. Students who have studied in CBSE and ICSE find entrance exam of Engineering/Medical easy. Computer education is better and more practical in ICSE in comparison to CBSE.
4. In terms of learning English language, IB is more detailed than the CBSE and ICSE and challenging because of the quality of assignments given to the students.
5. Parents in transferable jobs prefer CBSE because of its national curriculum. The number of ICSE and IB schools is much less in comparison to CBSE schools.

Co-Scholastic Areas Which are Assessed in School Affiliated to Various Boards

1. Problem solving ability, critical thinking and interpersonal relationships of students are always assessed according to 43% of respondents from state board schools, 70% of respondents from CBSE board schools and 91% of respondents from ICSE.
2. 53% of respondents from state board schools said that swimming is never assessed, 46% said skating and 44% said skating is never assessed.
3. 48% of respondents from CBSE schools said that swimming is never assessed.

Competitive Exams in Which Students from Various Board Schools Participate

1. 94% of the respondents from state board schools said that students appear in scholarship exams and 68% said they appear in NLSTSE. 51% of the respondents said that students never appear in Geo genius and 40% of respondents said that students never ASSET.
2. 74% of the respondents from CBSE board schools said that students always appear in NCO (National Cyber Olympiad), IMO (International Maths Olympiad) and IEO (International English Olympiad).
3. 62% of the respondents from ICSE board said that students never appear in Geo genius (Indian's Geography Olympiad) and 59% respondents said that students never appear in NIMU (National Interactive Maths Olympiad). 100% of the respondents said that students always appear in all the exams mentioned above except scholarship.

Evaluation for SSC in Schools Affiliated to Various Boards

1. Students are required to score a minimum percentage of marks in each paper so far as schools affiliated to all three board i.e. state board, CBSE and ICSE. Hence it is very clear that evaluation done for SSC in schools affiliated to various boards except IBO is based on the percentage system.

Suggestions

1. The affiliated boards should lay guidelines for schools to give priority to evaluation in some added elements such as project work, reading and writing skills, participation in co-curricular activities, attitude and behaviour, in addition to that given to evaluation by periodic examinations for various academic subjects.
2. Schools affiliated to State board should actually consider emphasis on co-scholastic area, which they have been found to be lacking in.
3. State board schools should also adopt group activities and club activities in their academic curriculum to develop group oriented behaviour.

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