

**Final Report**

On

**Quality in School Education**

*for*

**Quality Council of India**

New Delhi

**Institute for Studies in Industrial Development**

4, Institutional Area, Vasant Kunj, New Delhi

# CONTENTS

S.N.		Page No.
i	Content	i
ii	List of Tables	v
iii	List of Boxes	vi
iv	List of Figures	vi
v	Abbreviations	vii-ix
1	<b>Chapter 1: Introduction</b>	1-16
	1.1 Quality Concern in Education	
	1.2 School Education System under Different Boards	
	1.2.1 School Boards in India	
	1.3 Education system under CBSE, ICSE, IB and Delhi Govt. Schools	
	1.3.1 CBSE - Central Board of Secondary Education	
	1.3.2 Council for the Indian School Certificate Examinations (CISCE)	
	1.3.2.1 Indian Certificate of Secondary Education	
	1.3.2.2 Indian School Certificate	
	1.3.3 International Baccalaureate Organization (IBO) – International School Education Boards in India	
	1.3.3.1 IB Programmes	
	1.3.4 Delhi Board (DB)	
	1.4 Basic Items Covered Under Study	
	1.4.1 Curriculum	
	1.4.2 Extracurricular activities	
	1.4.3 Co-Curricular Activities (CCAs) & Extracurricular Activities (ECAs)	
	1.4.4 Pedagogy	
	1.4.5 Syllabi at Different Stages	
	1.4.6 Affiliation	
	1.4.6. Is School Affiliation necessary?	
	1.5 Accreditation standards	
	1.5.1 Is school accreditation necessary?	
2	<b>Chapter 2: Need for the Study</b>	17-36
	2.1 Objectives of the study	
	2.2 Review of Literature	
	2.2.1 <i>Research in Curriculum</i>	
	2.2.2 <i>General Curriculum</i>	
	2.2.3 <i>Co-curricular Activities</i>	
	2.2.4 <i>Pedagogy</i>	
	2.3 Methods of Study	
	2.3.1 <i>Area of the Study</i>	
	2.3.2 <i>Literature Survey</i>	
	2.3.3 <i>Sample Size and the list of the Schools covered under the Study</i>	
	2.3.4 <i>Study Framework</i>	
	2.4 Field study	
	2.4.1 <i>Comparative Methods</i>	
	2.4.2 <i>Tools and Techniques used for the Data Collection</i>	
	2.4.3 <i>Observation Methods</i>	
	2.5 Comparative Assessment of Good Practices (in CBSE, ICSE, IB, and	

**S.N.****Page No.**

	Delhi Govt. Schools)	
	2.5.1 School Routine Activities	
	2.5.2 School Safety and Vigilance Measures	
	2.5.3 School Governance and Monitoring Activities	
	2.5.4 School Health and Hygiene	
	2.5.5 Co-curricular Activities	
	2.5.6 School Teaching-Learning Processes	
	2.5.7 School Sanitation and Gardening Activities	
	2.5.8 Learners Performance Monitoring Activities	
	2.5.9. School Hobby Development Programme	
	2.6 School-wise Quality Percentage Achievement with Reference to Some Major Quality Indicators	
	2.6.1 <i>Infrastructure</i>	
	2.6.2 <i>Physical Environment</i>	
	2.6.3 <i>Teaching-aids</i>	
	2.6.4 Classroom Dynamics	
	2.6.5 <i>Quality Parameters</i>	
	2.6.6 <i>Work Culture</i>	
	2.6.7 <i>Monitoring and Supervision</i>	
3	<b>Chapter 3: Accreditation and Affiliation</b>	37-47
	3.1 How the affiliation bodies carry out inspection?	
	3.1.1 <i>Council for the Indian School Certificate Examination (CISCE)</i>	
	3.1.2 <i>Central Board of Secondary Education (CBSE)</i>	
	3.1.3 <i>Delhi Government Schools</i>	
	3.1.4 <i>International Baccalaureate Organization (IBO)</i>	
	3.2 Is the Inspection one time or Continuous?	
	3.2.1 <i>Council for the Indian School Certificate Examination (CISCE)</i>	
	3.2.2 <i>Central Board of Secondary Education (CBSE)</i>	
	3.2.3 <i>Delhi Board</i>	
	3.2.4 <i>International Baccalaureate Organisation (IBO)</i>	
	3.3 Actual Compliance Status of affiliated Schools	
4	<b>Chapter 4: Curriculum and Syllabus</b>	48-57
	4.1 Curriculum: CBSE, ICSE, IB and Delhi Government Schools	
	4.2 Comparative Study of Curriculum in Different Boards	
	4.2.1 <i>Curriculum of CBSE, ICSE, IB and Delhi Govt. Schools – Similarities in Objectives and Approaches</i>	
	4.2.2 <i>Curriculum of CBSE, ICSE, IB and Delhi Govt. School – Differences in Objectives and Approaches</i>	
	4.3 Syllabi of CBSE, ICSE and IB – A Comparative Study	
	4.4 What is the main Difference between ICSE, CBSE and IB syllabus?	
	4.5 Concluding Remark	
5	<b>Chapter 5: Examination and Evaluation Procedures</b>	58-91
	5.1 Examination	
	5.2 Evaluation / Assessment	
	5.3 The Concept of Continuous and Comprehensive Evaluation (CCCE)	
	5.4 CBSE Examination and Evaluation Pattern	

**S.N.****Page No.**

- 5.4.1 Evaluation Pattern
- 5.4.2 Continuous Assessment (60%)
- 5.4.3 Final Examination (40%)
- 5.4.4 MOTS to HOTS (CBSE)
- 5.4.5 Different Streams
- 5.5 Council for the Indian School Certificate Examinations (CICSE) Examination
  - 5.5.1 Classes I-VIII Examination and Evaluation System
  - 5.5.2 Indian Certificate of Secondary Education (ICSE) Examination (IX-X)
  - 5.5.3 Indian School Certificate (ISC) Examination (XI-XII)
  - 5.5.4 Different Streams
- 5.6 IB Examination and Assessment
  - 5.6.1 *Primary level* (Grade I – V)
    - 5.6.1.1 How IB PYP students are assessed?
    - 5.6.1.2 *Type of Assessment*
  - 5.7 *Middle year Programme* (Grade VI- X)
    - 5.7.1 *MYP Assessment*
    - 5.7.2 Continuous Assessment
    - 5.7.3 Final Assessment
    - 5.7.4 Validation of Grades
    - 5.7.5 How IB MYP students are assessed?
    - 5.7.6 The role of examiner
    - 5.7.7 Training
- 5.8 Diploma Programme (Grade XI-XII)
  - 5.8.1 *Nature of the Assessments*
  - 5.8.2 *Grading*
  - 5.8.3 *Assessment of Diploma programme*
  - 5.8.4 *The Diploma Programme goals provide students with:*
  - 5.8.5 *Basic skills:*
  - 5.8.6 *GPA weightage of IB Courses*
  - 5.8.7 *IB Diploma Continuous Assessment*
- 5.9 Delhi Govt. School: Examination and Evaluation Procedure
- 5.10 Examination and Evaluation in different Boards (CBSE, ICSE, IB and Delhi): A Comparative Analysis
- 5.11 Some Common Types of Questions in CBSE, ICSE, IB and Delhi Govt. Schools
- 5.12 Compliance Status of Examination and Evaluation of Studied School
- 5.13 Concluding Remarks

**References**

	<b>Annexure</b>	92-299
6	<b>Annexure 1:</b> Some Basic Queries on Curriculum (CCA, ECA and pedagogy), Syllabus, Examination, Affiliation and Accreditation Standards	92-97
7	<b>Annexure 2:</b> Norms for Affiliation as per Central Board of Secondary Education (CBSE) Affiliation Bye-Laws	98-104
8	<b>Annexure 3:</b> Affiliation Requirements according to the Council for the Indian School Certificate Examinations (CISCE) Affiliation Guidelines	105-111

<b>S.N.</b>		<b>Page No.</b>
9	<b>Annexure 4:</b> IB School Authorization Procedure	112-116
10	<b>Annexure 5:</b> Basic Items Covered under Study	117-182
11	<b>Annexure 6:</b> List of some of the Good Practices	183-191
12	<b>Annexure 7:</b> School-wise Status	192-200
13	<b>Annexure 8:</b> Study of Curricula, Pedagogy, CCA and ECA in Different Boards (Similarities)	201-204
14	<b>Annexure 9:</b> Study of Curriculum, Pedagogy, CCA and ECA in Different Boards (Differences)	205-210
15	<b>Annexure 10:</b> Class-wise CBSE Syllabus	111-219
16	<b>Annexure 11:</b> Class-wise ICSE Syllabus	220-224
17	<b>Annexure 12:</b> Class-wise IB Syllabus	225-231
18	<b>Annexure 13:</b> Different types of curricula used in schools today	232-233
18	<b>Annexure 14:</b> NABET Accreditation Checklist	234-237
19	<b>Annexure 15:</b> CBSE Examination and Evaluation Pattern	238-243
20	<b>Annexure 16:</b> CBSE Evaluation Pattern Class I-XII	244-245
21	<b>Annexure 17:</b> CISCE Examinations and Evaluation Pattern	246-248
22	<b>Annexure 18:</b> ICSE Evaluation Procedure at class IX-X	249-252
23	<b>Annexure 19:</b> "How will we know what we have learned?" Assessment in the PYP (Grade I – V)	253-255
24	<b>Annexure 20:</b> IB MYP (Grades VI-X) Assessment	256-271
25	<b>Annexure 21:</b> IB Diploma Examination and Assessment	272-291
26	<b>Annexure 22:</b> IB Examination and Evaluation Pattern	292-295
27	<b>Annexure 23:</b> Sample: (Chemistry) IB Internal Assessment Marking Scheme	296
28	<b>Annexure 24:</b> Questionnaire Examination and Evaluation System	297-299
29	<b>Annexure 25:</b> Summary of Key Features of CBSE	300
30	<b>Annexure 26:</b> Summary of Key Features of CISCE	301
31	<b>Annexure 27:</b> Summary of Key Features of IB	302

S.N.	List of Tables Title	Page No.
1	Table: 2.1 Sample size and the list of schools covered under the study	25
2	Table: 2.2 Hariharanand Public School	27
3	Table: 2.3 Konark Public School	28
4	Table: 2.4 Kendriya Vidyalaya	28
5	Table: 2.5 Sanskriti School	28
5	Table: 2.6 GBSS, R.K. Puram Sec-2	29
7	Table: 2.7 GBSS, R.K. Puram Sec-3	29
8	Table: 2.8 American School of Bombay	29
9	Table: 2.9 Poddar International School	30
10	Table: 2.10 American Embassy School, Delhi	30
11	Table: 2.11 School-wise Status (Quality %Achievement) of Some Good Practices	31
12	Table: 2.12 School-wise Status (Quality %Achievement)	36
13	Table: 3.1 The Frequency of Inspection of Schools by Different Boards	41
14	Table: 3.2 Actual Compliance Status of affiliated Schools	43
15	Table: 3.3 Comparative Study of Affiliation / Accreditation Standards of CISCE, CBSE, IB and Delhi Govt. Schools.	44-47
16	Table: 4.1 Designing Curriculum and Syllabus of Different Boards	49
17	Table: 4.2 Class- wise and school-wise pedagogy of CBSE, CISCE, IB and Delhi Govt. Schools	52-53
18	Table: 5.1 Class- Wise Distributions of Subjects, Tests and Examination (CBSE)	<b>63</b>
19	Table: 5.2 Classes X and XII: Examination and Marks Division (CBSE)	63
20	Table: 5.3 Instruction Time per Week of Teaching Time: Class X (CBSE)	64
21	Table: 5.4 Instruction Time per Week of Teaching Time: Class XII (CBSE)	64
22	Table: 5.5 Types of Questions and Value Points (CBSE)	65
23	Table: 5.6 Value Points and Grades(CBSE)	65
24	Table: 5.7 Grade point Range and Grades (CBSE)	65
25	Table: 5.8 Classes VI-VIII: Examination and Marks Division (CBSE)	66
26	Table: 5.9 Types of Subjects (CBSE)	66
27	Table: 5.10 Classes X and XII Different Dimensions of Question Papers and respective Weightage (CBSE)	67
28	Table: 5.11 Stream Wise Subjects for Classes XI-XII (CBSE)	69
29	Table: 5.12 Exam Schedule (ICSE)	70
30	Table: 5.13 Evaluation Pattern from Classes I to VIII (ICSE)	70
31	Table: 5.14 Grading Scale and Weightage System (IB)	79
32	Table: 5.15 Assessment Weight of Coursework (IB)	81
33	Table: 5.16 Evaluation Procedures in Delhi Board (Delhi Govt. Schools)	84
34	Table: 5.17 Similarities in Examination and Evaluation in Different Boards (CBSE, ICSE, IB and Delhi)	86-87
35	Table: 5.18 Differences in Examination and Evaluation in Different Boards (CBSE, ICSE, IB and Delhi)	88-89
36	Table: 5.19 Compliance Statuses of Schools Affiliated with Different Boards	90

<b>S.N.</b>	<b>Title</b>	<b>Page No.</b>
-------------	--------------	-----------------

### **Boxes**

1	Box: 1.1 Definitions of Key Concepts	3
	Box: 5.1 Key Definitions in the context of School Education	58
	Box: 5.2 Major Sources of Students' Testing by CBSE, ICSE, IB and Delhi Govt. Schools	59
	Box: 5.3 Some Key Features of Different Boards	62
	Box: 5.4 'HOTS' Questions make Students Think Before Writing Answers	68
	Box: 5.5 IB Diploma Courses for Examination	77
	Box: 5.6 IB Internal Assessment Marking Scheme	82
	Box: 5.7 Common Features of Questions in CBSE, ICSE, IB and Delhi Govt. Schools	85

### **Figure**

1	Figure: 2.1 Study Framework Flow Chart	26
---	--	----

## Abbreviations

ADB	: Asian Development Bank
AES	: American Embassy School
AIEEE	: All India Engineering Entrance Examination
AIMT	: All India Pre Medical Test
AIPDT	: All India Pre Dental Test
AIU	: Association of Indian University
ASB	: American School of Bombay
C	: Computation
CABE	: Central Advisory Board of Education
CAS	: Community, Action, Service
CBSE	: Central Board of Secondary Education
CCA	: Co-Curricular Activities
CCE	: Continuous and Comprehensive Evaluation
CISCE	: Council for the Indian School Certificate Examinations
CPF	: Contributory Provident Fund
CTSO	: Central Tibetan Schools Organization
DA	: Dearness Allowance
DF	: Discovering Facts
DIDA	: Department for International Development Authority
DIET	: District Institute for Elementary education
DOE	: Directorate of Education
DP	: Diploma Programme
DTB	: Delhi Textbook Bureau
EC	: European Commission
ECA	: Extra Curricular Activities
EE	: Extended Essay
EVS	: Environmental Studies
FN	: Forming of Numbers
GA	: Group Activity
GBSS	: Government Boys Senior Secondary School
GPF	: Gratuity and General Provident Fund
HL	: Higher Level



HOTS	: Higher Order Thinking Skills
IA	: Internal Assessment
IBO	: International Baccalaureate Organisation
ICSE	: Indian Certificate for Secondary education
ID	: Identification
IGCSE	: International General Certificate of Secondary Education
JNU	: Jawaharlal Nehru University
KPS	: Konark Public School
KV	: Kendriya Vidyalaya
KVS	: Kendriya Vidyalaya Sangathan
LA	: Long Answer
LKG	: Lower Kindergarten
MOTS	: More Of The Same
MYP	: Middle Year Programme
NABET	: National Accreditation Board for Education and Training
NCC	: National Cadet Corps
NCERT	: National Council of Educational Research and Training
NCF	: National Curriculum Framework
NCFSE	: National Curriculum Framework for School Education
NEP	: New Economic Policy
NSS	: National Service Scheme
NTT	: Nursery Teacher Training
NVS	: Navodaya Vidyalaya Samiti
OB	: Observation
OCC	: Online Curriculum Centre
PIN	: Postal Index Number
PSA	: Problem Solving Skills
PSU	: Public Sector Undertakings
PWD	: Public Works Department
PYP	: Primary Year Programme
RDCD	: Research Development and Consultancy Division
SA	: Short Answer
SC	: Scheduled Caste
SCERT	: State Council of Educational Research and Training

SEE	: Session Ending Examination
SHPS	: Swami Hariharanand Public School
SL	: Standard Level
SSA	: Sarv Shiksha Abhiyan
SSLC	: Secondary School Leaving Certificate
ST	: Scheduled Tribe
SUPW	: Socially Useful and Productive Work
TOK	: Theory of Knowledge
UBC	: Understanding Basic Concepts
UCAS	: Universities & College Admission Service
UN	: United Nations
UNDHR	: Universal Declaration of Human Rights
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UNGA	: United Nations General Assembly
UNICEF	: United Nations International Children's Emergency Fund
UT	: Union Territory
VSA	: Very Short Answer

# Chapter – I

## Introduction

*"Education is the most powerful weapon which you can use to change the world."*

*Nelson Mandela*

Education plays an important role in the progress of an individual's mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education tames the astray mind, nurturing its capabilities the same way, training builds a clever dog. Webster defines *education* as the process of educating or teaching (now that's really useful, isn't it?) 'Educate' is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

Education being one of the most important factors responsible to shape the personality of an individual has manifold functions. It is the potent source of material and human development. Quality is the most cherished goal in human endeavour and especially in the field of education. The right to education has been well recognised by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as:

- I. Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages ....
- II. Education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms.
- III. Parents have a right to choose the kind of education that shall be given to their children.

Education has now become a global concern. The world conference on 'Education For All' held in March, 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving Elementary Education for All by the 2000. India was one of the participants to the declaration. The ultimate goal affirmed by the world declaration on 'Education For All' is to meet the basic needs of all children, youth, and adults.

The government of India has launched an integrated educational programme. 'The Sarva Shiksha Abhiyan' (SSA), which is a flagship programme for universalising elementary education and a National mission constituted with the Prime Minister as its Chairman. The programme initially aims to provide eight years of quality elementary education for all children up to the age of 14 years in a mission mode with a thrust on community ownership, disadvantaged groups and quality education for girls. In order to meet the increased demand of quality education, the private institutions came up to support and work for it. The growing population pressure and

universalization of primary education also have contributed to the growth of private educational institutions.

### **1.1 Quality Concern in Education**

The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. "Quality is somewhat problematic: like beauty, it lies in the eyes – or rather the mind of the beholder" (Cliff. et al. (1987). Quality has been extensively defined by Dewney et al. (1994) as, "meeting, exceeding and delighting customer's needs and expectations with the recognition that these needs and desires will change over time."

The belief that quality goes with privilege is clearly irreconcilable with vision of participatory democracy that India upholds and practises in the political sphere. Its practice in the sphere of education demands that the education available to all children in different regions and sections of society has a comparable quality. J.P. Naik describes equality, quality and quantity as the elusive triangle' of Indian education. Dealing with this metaphorical triangle requires a deeper theoretical understanding of quality in education than has been what available in schools today. United Nations educational, Scientific and Cultural Organization's (UNESCO) recently published global monitoring report which discusses systematic standards as the appropriate context of the quality debate (see *Global Monitoring Report 2006 – Literacy for Life, UNESCO, 2006*). From this point of view, the child's performance needs to be treated as an indicator of systematic quality.

The quality dimension also needs to be examined from the point of view of the experiences designed for the child in terms of knowledge and skills. Assumption about the nature of knowledge and the child's own nature shapes the school ethos and the approaches used by those who prepare the syllabi and textbooks and by teachers as well. The representation of knowledge in text books and other materials need to be viewed from the larger perspective of the challenges facing humanity and the nation today. No subject in the school curriculum can stay aloof from these larger concerns, and therefore the selection of knowledge proposed to be included in each subject area requires careful examination in terms of socio-economic and cultural conditions and goals. Quality in education includes a concern for quality of life in all its dimensions.

For the parents and students, quality education means, "improving the quality of education invariably means raising the levels of academic performance usually measured in the test scores in the various subjects which form part of school curriculum. With reference to education quality is a relative term and hard to define and even more difficult to measure. That is why

educationists, scholars, educational policy makers and administrators do not come to same conclusion while discussing what makes good quality education or a qualitative education. However, parental aspirations for education are belied by endemic poverty and unequal social relations, and by lack of adequate provision of schooling of equitable quality.

### **Box: 1**

#### **Definitions of Key Concepts**

*Curriculum:* In formal education, a curriculum (plural curricula) is the set of courses, and their content, offered at a school or university.

*Syllabus:* A syllabus is an outline and summary of topics to be covered in a course.

*Examination:* To examine somebody or something is to inspect it closely; hence, an examination is a detailed inspection or analysis of an object or person. In an academic or professional context, examinations (or exams for short) are tests which aim to determine the ability of a student or a prospective practitioner. Exams are usually written tests, although some may be practical or have practical components, and vary greatly in structure, content and difficulty depending on the subject, the age group of the tested persons and the profession

*Extracurricular activities\*:* Extracurricular activities are those activities that do not fall within the scope of or regular curriculum and usually carry no academic credits. Activities pertinent to student life, but not part of the regular classroom study. For example: athletics, publications and social organizations. It is an organized student activity connected with school and usually carrying no academic credit, such as sports, clubs, volunteer activities, etc. Extracurricular activities exist at all levels of education, from 4th-6th, junior high/middle school, high school, college and university education.

*Curricular activities:* Curricular activities are those activities which are integral to the classroom and result in a course grade and credit.

*Co-Curricular activities:* Co-curricular activities are those activities which are in addition to classroom instruction and do not result in a grade nor credit. Any activity for which a grade is issued is not considered a co-curricular activity. The Co-Curricular activities are enforced for all students whenever they are acting as a representative of the school (e.g. practices, games, trips, camps and tours, etc.).

*Pedagogy:* Pedagogy is the scientific teaching/instruction strategy through which knowledge is imparted in the classroom. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies.

*Educational Accreditation:* "Educational accreditation is a type of quality assurance process under which services and operations of an educational institution or program are examined by a third-party accrediting agency to determine if applicable standards are met. Should standards be met, accredited status is granted by the agency." (Wikipedia)

*Affiliation:* Affiliation is one possible way of getting formally associated with an organization or agency. School affiliation as such is a kind of partnership between the school and some other educational institution.

\*Now this has been merged with Co-curricular Activities

Merely providing adequate infrastructure, teaching-learning material, adequate teaching and non-teaching staff, providing conducive atmosphere in the school for learning are not sufficient requirements towards the quality education. Along with this, components of the **curriculum, viz. syllabus, pedagogy, examination, affiliation and accreditation standards** (for brief definitions see Box: 1) are also important factors which need to be addressed while dealing with quality issues in education. These issues have been discussed separately in the light of different education boards. Some of the basic items covered under the study (see *Annexure 5*) to understand the quality concern in education.

How the different education Boards prepare their curriculum and design syllabus, conduct examination systems and evaluate/assess the student's performance, etc. has been explained systematically (see *Annexure 5*). Some of the good practices of the different schools have been listed to understand the quality concern in education system (see *Annexure 6*). In the light of quality indicators in the context of education, school-wise % achievement is measured in the 5 point Likert's Scale (see *Annexure 7*). The details about good practices and quality % achievement is discussed in Chapter II.

## **1.2 School Education System under Different Boards**

In general, Board is a council convened for business; a number of persons appointed or elected to sit on a committee. A board of education or a school board or school committee is the title of the board of directors of a school, local school district or higher administrative level. The elected council helps determine educational policy in a small regional area, such as a city, state, or province. It usually shares power with a larger institution, such as the government's department of education. The name of the board is also often used to refer to the school system under the board's control.

In educational system the formal institutional roles assigned to school boards, and the designated position board members play as representatives of the community, would lead one to believe that the school board has a decisive role in public education policy and school system administration. In the minds of many people, school boards have considerable influence over educational decisions and provide a key social and political connection to the schooling process.

In India, though there is the provision of central authority, but primary education is a state system and power officially resides with the states, concerns about efficiency and local involvement are addressed through the delegation of authority from the legislative branch to the local school board. Although the powers and duties of the education system vary by state jurisdiction, governance structure governed by an elected or appointed board. States also govern through state boards of education, administer through state departments of education,

and typically provide for an elected or appointed chief Minister for Human Resource Development. Sources of authority that influence the duties and responsibilities of the school board include state and union constitutions, legislative enactments, rules and regulations promulgated by the Government of India Department of Education and the state board of education, and legal interpretations by judges, and administrative agencies.

A school board functions locally, within the confines of the state's delegation of power and the geographical boundaries of the district, but is a legal agency of the state and thus derives its power from the state's constitution, laws, and judicial decisions. By state legislative enactment, school boards delegate power and authority to develop policies, rules, and regulations to control the operation of the schools, including system organization, school site location, school finance, equipment purchase, staffing, attendance, curriculum, co-curricular activities, and other functions essential to the day-to-day operation of schools within the district's boundaries.

### *1.2.1 School Boards in India*

In India many states have their Education Boards. In our education system there are different education boards and they differ in their structure and functioning. The following boards of education have been recognized by Government of India.

1. Andhra Pradesh Board of Secondary Education
2. Andhra Pradesh Board of Intermediate Education
3. Assam Board of Secondary Education
4. Assam Higher Secondary Education Council
5. Bihar School Examination Board
6. Bihar Intermediate Education Council
7. Central Board of Secondary Education
8. Council for the Indian School Certificate Examination
9. Goa Board of Secondary & Higher Secondary Education
10. Gujarat Secondary Education Board
11. Haryana Board of Education
12. Himachal Pradesh Board of School Education
13. J&K State Board of School Education
14. Karnataka Secondary Education Examination Board
15. Karnataka Board of the Pre-University Education
16. Kerala Board of Public Examinations
17. Madrasa boards
18. Maharashtra State Board of Secondary and Higher Secondary Education
19. Madhya Pradesh Board of Secondary Education

20. Manipur Board of Secondary Education
21. Manipur Council of Higher Secondary Education
22. Meghalaya Board of School Education
23. Mizoram Board of School Education
24. Nagaland Board of School Education
25. Orissa Board of Secondary Education
26. Orissa Council of Higher Secondary Education
27. Punjab School Education Board
28. Rajasthan Board of Secondary Education
29. Tamil Nadu Board of Secondary Education
30. Tamil Nadu Board of Higher Secondary Education
31. Tripura Board of Secondary Education
32. Uttar Pradesh Board of Education
33. West Bengal Board of Secondary Education

However, our major concern in this study is about the Central Board of Secondary Education (CBSE), Indian Council of Secondary Education (ICSE), International Baccalaureate Organizations (IBOs) and Delhi Government Schools.

Along with the government schools, the private educational institutions have come up in India in response to growing educational requirements of the pupil, expressed in terms of the desire for good quality education. The private education institutions have their own management and Board, for instance ICSE. Besides these private educational institutions, the global agencies like United Nations (UN) Bodies (World Bank, (United Nations International Children's Emergency Fund) UNICEF, etc.), Asian Development Bank (ADB), etc. have been striving for universalization of elementary education without compromising with the quality. The bilateral grants have also been obtained from a number of donors such as European Commission (EC), Department for International Development Authority (DIDA), etc. In addition to international support, private agencies and government efforts, many religious institutions, voluntary organizations have established many primary and elementary schools so that the objectives of universal enrolment, universal retention and quality type primary education is realised.

In addition to the efforts made by the central and state governments in establishing a number of schools all over the country, the different types of schools emerged in private sector too, having more or less same educational objectives. These schools normally differ in their methods of teaching, infrastructural and man power facilities, curriculum, medium of instruction, discipline, curricular and co-curricular activities, pedagogy, syllabus, examinations and evaluation procedures, their affiliations and accreditations standards, etc. In order to have an idea about the quality dimensions in primary education, these differences need to be addressed carefully.



### **1.3 Education system under CBSE, ICSE, IB and Delhi Govt. Schools**

There are 33 different educational boards in the country, including the Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE) which is the umbrella for ICSE and ISC and the various State Educational Boards. A relatively smaller number of schools in the country are affiliated to various other boards like the Madrasa boards of the various states, the Central Tibetan School Administration and so on. (*From EducationBangalore.com – Edupedia*)

#### *1.3.1 CBSE - Central Board of Secondary Education*

Central Board of Secondary Education is an eminent board of school education in India. The CBSE prepares the syllabi for Classes IX-XII for the students of affiliated schools. CBSE suggests its affiliated schools to follow syllabi of NCERT for the students from Lower Kindergarten (L.K.G) to Class VIII. It conducts India's two important board examinations: the All India Secondary School Examination for Class X and the All India Senior School Certificate Examination for Class XII, which is a school-leaving examination.

There are many private schools across India and other countries which have CBSE affiliation. The medium for education prescribed by CBSE is either English or Hindi. CBSE All India Senior School Certificate Examination for Class 12 is widely recognised internationally for direct admission to university undergraduate courses.

CBSE also conducts the All India Engineering Entrance Examination (AIEEE) which is a common entrance examination on all-India basis for admission to engineering and architecture/planning programmes in the country. Similarly Pre-medical and Pre-dental Tests AIPMT (PMT/PDT) are conducted for medical and dental colleges after the 10+2 exams.

In the process of development, significant changes took place over the years in shaping up the Board to its present status. During the British period, U.P. Board of High School and Intermediate Education was the first Board set up in 1921. It has under its jurisdiction Rajputana, Central India and Gwalior. In response to the representation made by the Government of United Provinces, the then Government of India suggested to set up a joint Board in 1929 for all the areas which was named as the 'Board of High School and Intermediate Education', Rajputana. This included Ajmer, Merwara, Central India and Gwalior.

The Board witnessed rapid growth and expansion at the level of Secondary education resulting in improved quality and standard of education in institutions. But with the advent of State Universities and State Boards in various parts of the country the jurisdiction of the Board was confined only to Ajmer, Bhopal and Vindhya Pradesh. As a result of this, in 1952, the constitution of the Board was amended wherein its jurisdiction was extended and the Board was

given its present name 'Central Board of Secondary Education'. It was in the year 1962 finally that the Board was reconstituted. The main objectives were those of: serving the educational institutions more effectively, to be responsive to the educational needs of those students whose parents were employed in the Central Government and had frequently transferable jobs.

Presently, the jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. As a result of the reconstitution, the erstwhile '**Delhi Board of Secondary Education**' was merged with the Central Board and thus all the educational institutions recognized by the Delhi Board also became a part of the Central Board. Subsequently, all the schools located in the Union Territory of Chandigarh, Andaman and Nicobar Island, Arunachal Pradesh, the state of Sikkim, and now Jharkhand, Uttaranchal and Chhattisgarh have also got affiliation with the Board. From 309 schools in 1962 the Board today has 9824 schools as on date on 11.11.2008 including Kendriya Vidyalayas, Government Schools, Independent Schools, Jawahar Novodaya Vidyalayas, and Central Tibetan Schools.

In order to execute its functions effectively Regional Offices have been set up by the Board in different parts of the country to be more responsive to the affiliated schools. The Board has regional offices in Allahabad, Ajmer, Chennai, Guwahati, Panchkula, (Patna and Bhubaneswar newly added) and Delhi. Schools located outside India are looked after by regional office Delhi. The Headquarter constantly monitors the activities of the Regional Offices. Although, sufficient powers have been vested with the Regional Offices. Issues involving policy matters are, however, referred to the head office. Matters pertaining to day-to-day administration, liaison with schools, pre and post examination arrangements are all dealt with by the respective regional offices.

The Central Board of Secondary Education was set up to achieve certain interlinked objectives:

- To prescribe conditions of examinations and conduct public examination at the end of Class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
- To fulfil the educational requirements of those students whose parents were employed in transferable jobs.
- To prescribe and update the course of instruction of examinations
- To affiliate institutions for the purpose of examination and raise the academic standards of the country.

The prime focus of the Board is on:

- Innovations in teaching-learning methodologies by devising student's friendly and student centered paradigms.

- Reforms in examinations and evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs.
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc.

### *1.3.2 Council for the Indian School Certificate Examinations (CISCE)*

The Council for the Indian School Certificate Examinations - CISCE, is a board of school education in India, like CBSE. It conducts two exams: ICSE - Indian Certificate of Secondary Education and ISC - Indian School Certificate.

The CISCE was set up in 1956. At the meeting of the Inter-State Board for Anglo-Indian Education a proposal was adopted for the setting up of an Indian Council to administer the University of Cambridge Local Examinations Syndicate's Examinations (examination under University of Cambridge) in India. It is based in New Delhi. It is an all-India, but not a government affiliated board (unlike the CBSE). Both CBSE and the CISCE, more or less, follow a similar pattern of education, though there might be significant differences in some areas. A common belief is that the CISCE syllabus is a bit tougher than the CBSE syllabus.

The CISCE does not accept private candidates, and they must come only through the (English medium) schools affiliated to the CISCE. The medium of examination is English, except the Indian language paper. Apart from the CBSE and CISCE, all states in India also have their own state boards for High School education.

#### *1.3.2.1 Indian Certificate of Secondary Education*

The Indian Certificate of Secondary Education - ICSE examination is an examination conducted by the Council for the Indian School Certificate Examinations for Class X. It has been designed to provide education and conduct examination in a general course in accordance with the recommendations of the New Education Policy 1986 (India), through the English medium. The examination allows suitable representation of Governments responsible for schools (which are affiliated to it) in their States/Territories. Private candidates are not permitted to appear for this examination.

In all subjects other than Science and Computers, students must submit compulsory coursework assignments. In groups I and II they count for 20% of the students' performance in the subject; in group III the assignments count for 50%. In Science and Computers, students are tested on their laboratory work. In subjects where there is more than one paper, the marks in the subject are calculated by taking the average of all papers in the subject. (For details *Annexure 11 & 17*)

### *1.3.2.2 Indian School Certificate*

The Indian School Certificate (ISC) is an examination conducted by the Council for the Indian School Certificate Examinations for Class XII. The examination has been designed in accordance with the recommendations of the New Education Policy (NEP) 1986 (India), through the medium of English.

Candidates therefore have to attempt the subjects of English and Environmental Education, and must also attempt three, four or five other subjects that may be chosen by the candidate from a wide range of subjects ranging from Fashion Designing to Biology to Political Science. Schools generally offer a limited number of these subjects depending upon their logistical requirements. Socially Useful and Productive Work (SUPW) is also considered important, with students getting a grade for this along with their mark sheets.

### *1.3.3 International Baccalaureate Organization (IBO) – International School Education Boards in India*

In recent times, the concept of some schools being affiliated to the International Baccalaureate (IB) too is catching on, though the number is limited to a few affluent schools. The IB, founded in 1968 by the International Baccalaureate Organisation based in Geneva, Switzerland, offers programmes of international education to over 2,257 schools in 126 countries. In 1994, in a meeting attended by the secretary general of the Association of Indian Universities (AIU) and the IBO, a revised recognition and acceptance agreement was approved of the IB Diploma as an entry qualification to all universities in India.

The IB is a non-profit making Swiss Foundation registered in 1968. The activities of the organization are determined by an Act of Foundation approved by the Swiss authorities.

#### *1.3.3.1 IB Programmes:*

Following are the 3 major programmes of studies offered by IB

##### *Primary programme*

At the primary level, the focus of the study is on the students' ability to understand connections between different phenomena taught in the curriculum for the conceptual clarity or understanding of the matter. Here the emphasis is on the students' understanding and on the reflection where student can construct meanings reflect and take action.

##### *Middle year programme*

This is more of a balanced curriculum where student is exposed to the academic vigor through more holistic and inclusive curriculum for the holistic learning. Importantly here the assessment of learning is essential part or feature in the curriculum, concept of community services is

interwoven in curriculum so that the holistic growth of student takes place. This course generates the research and reflection skills among the students.

#### *Diploma programme*

Diploma course under IB is an internationally acclaimed broad and holistic course which provides the flexibility in the structure for multi faced learning avenues in different streams. It encourages concurrency of learning with understanding of the international understanding. This course is based on the rigorous assessment along with community services, unlike other boards it emphasises on the development of the research skills along with critical thinking and reflections. On the whole diploma course focuses on the broader learning.

#### *1.3.4 Delhi Government School*

Towards the last part of 1920s and beginning of 1930s when the state boards were coming up, the jurisdiction of the CBSE shrunk. Finally, in 1952, the CBSE was reconstituted with its present name and was meant to take care of the educational needs of children of people employed in central government services across the country with transferable jobs. **During its reconstitution, the Delhi Board of Secondary Education was merged with the CBSE in 1952.**

### **1.4 Basic Items Covered Under the Study**

Some of the basic items covered under the study are Curriculum (ECA, CCA, and Pedagogy), Syllabus, Examination, Affiliation and Accreditation standards of different Boards (CBSE, ICSE, IB and Delhi Govt. Schools) are studied through a designed check list (see Annexure 5). These items have been also explained in the following section with reference to both primary and secondary sources of data collection.

#### **1.4.1 Curriculum**

Curriculum is all the planned, guided and implemented learning that occurs in a school. A school curriculum plan gives details of the what, when and how of the teaching-learning process in a particular school across the different years and phases of schooling. In formal education or schooling, a curriculum is the set of courses, course work, and content offered at a school or university. A curriculum may be partly or entirely determined by an external, authoritative body like National Curriculum Framework (NCF). Curriculum means two things: (i) the range of courses from which students choose what subject matters to study, and (ii) a specific learning program. In the latter case, the curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study. In education, a core curriculum is a

curriculum, or course of study, which is deemed central and usually made mandatory for all students of a school or school system. Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, or other administrative agencies charged with overseeing education.

According to Wikipedia, curriculum, as an idea, has its roots in the Latin word for race-course, explaining the curriculum as the course of deeds and experiences through which children become the adults they should be, for success in adult society. Furthermore, the curriculum encompasses the entire scope of formative deed and experience occurring in and out of school, and not experiences occurring in school; experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society.

The word curriculum from its early Latin origin, means literally to run a course. Oliva (1997) has analysed curriculum as:

- That which is taught in schools
- A set of subjects
- Content
- A programme of studies
- A set of materials
- A sequence of courses
- A set of performance objectives
- Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships
- Everything that is planned by school personnel
- A series of experiences undergone by learners in a school
- That which an individual learner experiences as a result of schooling (Oliva:1997:04)

Wilson's (1990) interpretation about different types of curricula used in schools today are given in *Annexure 13*.

#### **1.4.2 Extracurricular activities (Now this has been merged with the co-curricular activities)**

Extracurricular activities are activities performed by students that fall outside the realm of the normal curriculum of school or university education. Extracurricular activities exist at all levels of education, from 4th-6th, junior high/middle school, high school, college and university education. On average, in India, students are advised to participate in a minimum of one extracurricular activity throughout the course of one school year. Such activities are generally voluntary as opposed to mandatory, non-paying, tend to be athletics, social, and philanthropic as opposed to

scholastic, and involve others of the same age. Students often organize and direct these activities under faculty sponsorship; although student-led initiatives - such as independent newspapers - are common. The extra-curriculum made its first appearance in American colleges in the nineteenth century. It complemented the curriculum as much as subverted it. The students found in it a kind of laboratory for practical and vocational interests.

#### **1.4.3 Co-Curricular Activities (CCAs)**

This activities facilitate the all round development of children. Cultural programmes, sports, community service, etc. are the examples of CCA. These activities, not only, strengthens the subject-matter, they also nourish students' attitude, interest and personality.

#### **1.4.4 Pedagogy**

Pedagogy is the art of teaching. According to Wikipedia, pedagogy or paedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies. For example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harboured and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher.

Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities.

Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

#### **1.4.5 Syllabi at Different Stages**

The National Curriculum Framework (NCF) was approved by Central Advisory Board of Education (CABE) in 2005. The Syllabus Committees set up for various stages of school education involving scholars, subject experts, teachers and the NCERT faculty held several

meetings and deliberated on the ideas reflected in the NCF and formulated the syllabi. The NCF 2005 recommends that the multilingual character of our society should be treated as a resource and school teaching should focus on what the child understands. The syllabus aiming at arousing curiosities and interests in children to share their ideas and experiences, to listen patiently others ideas and relate their own experiences with listened stories and poetry, and able to express themselves orally and through paintings. At primary stage, it aims at creating interests in reading books and developing gradually the required language skills. The focus shifts to preparing children to express their views clearly and confidently about any language, person, object, place, and structure by analysing and explaining them at upper primary stage. At secondary stage the emphasis is placed on oral and written expressions. The syllabus at senior secondary stage is designed to nurture a sense of appreciation, enjoyment and critical vision towards creative literature and use of language for peace in adverse situations. The proposed syllabus tends to integrate the concerns related to environment, gender, peace, health, work and arts. Similarly the syllabuses of other subjects are formulated according to the need of the children.

#### **1.4.6 Affiliation**

Affiliation is one possible way of getting formally associated with an organisation or agency. School affiliation as such is a kind of partnership between the school and some other education institution. There are proper laws that regulate the nature and the terms of school affiliation. The most important ones are those of affiliations of school with education and examination boards such as CBSE, ICSE and State Boards.

Affiliation like partnership is based upon some specified support services and benefits rendered by the accredited institution to the one that seeks the affiliation. In Indian school system, the affiliation with the popular examination board is a popular example. The Examination Boards like CBSE and others conduct the examinations and provide the certificates that have external validity.

School affiliation also determines the standard of education in India. This is because the schools that are affiliated have to conform to the rules and regulations set forth by the body that gives the affiliation. For instance CBSE gives affiliation to those schools only that meet the requirements given in the affiliation byelaws. Since these byelaws are related to the management and the administration of the school, therefore particular norms have to be followed by the schools.

##### *1.4.6.1 Is School Affiliation necessary?*

Government schools need not to be affiliated with any institution. They get affiliated with the CBSE. But for private schools, situation is quite different. In Indian education system state



departments look after primary and secondary education. To graduate from Indian schools, the school has to have sanction from the state board or the recognized boards to conduct the examination. Therefore the choices for any school is either get affiliated with the recognised board or approach the state boards.

### **1.5 Accreditation Standards**

Accreditation means to identify (an educational institution) as maintaining standards to ensure that their certification practices are acceptable and qualify the graduates for admission to higher or more specialized institutional or for professional practice. This is a voluntary process by which educational institutions meet standards established by an accrediting body. This is the validation of a programme by an independent organisation, which has established standards for judging quality.

Accreditation also deals with evaluation of an institution by one of the registered accrediting commissions. Accrediting agencies develop evaluation criteria and conduct evaluation to assess whether or not those criteria are met. Institutions and/or programs that request an agency's evaluation and that meet an agency's criteria are then "accredited" by that agency.

So far there were no accreditation standards for primary and secondary education institutes in India. Private schools and government-aided schools have set forth their own standards regarding school governance and therefore have remained away from a universal accreditation system. However, the foremost accreditation agency of India, Quality Council of India, has started approaching the schools.

The board, called National Accreditation board and Training, has developed the procedures for schools that seek the accreditation. Schools have to apply for the accreditation process, which is followed by the inspection and assessment by a team of professional from the agency.

Schools are supposed to be fully prepared for the inspections team checks even minute details. In case the school or governance is found as non-standard the school is given suggestions to act upon. If the school succeeds in plugging the loopholes and provides the best practices, the school is awarded accreditation.

#### *1.5.1 Is school accreditation necessary?*

School accreditation is not obligatory. But by getting accredited the school can enhance and improve the quality governance and management in the school. The accreditation provides uniform standards and also helps in identifying well managed and provided schools in India. The system is based on similar patterns as those in US, Netherland, and Australia.

The agency has a checklist and awards score to the respective schools. Some important parameters in the checklist include:

- Education Quality Management
- Governance and Management
- Resource management
- Education Service Realization

## Chapter – II

### Need for the Study

Education plays an essential role in the overall personality development of individual. What is more important is provision of quality education rather than opening schools without taking care about quality issues. With the passage of time it was realized that education is necessary for all without any discrimination on the basis of caste and creed. Gradually various national, international and state boards and organizations of school education came into existence to serve some or the other purposes.

The available literature shows that though various aspects of education have been studied in the context of the quality issues, but what is lagging behind is the study on the role played by various boards offering education with special emphasis on the various components of curriculum, viz. syllabus, pedagogy, examination and evaluation, accreditation and affiliation standards. In this light an attempt is made to conduct a comparative study of four Boards CBSE, CISCE, Delhi Government Schools and IBO under certain broad aspects such as curriculum, syllabus, pedagogy, examination and evaluation, accreditation and affiliation and to find out some of the good practices in the schools.

#### 2.1 Objectives of the Study

Following are the major objectives of the study

- To analyse how the curriculum, syllabus, and pedagogy in these schools differ from one another
- To find out what is the actual compliance status of selected schools
- To study how the affiliating bodies carry out inspection
- To study evaluation and examination pattern, conducted by affiliating bodies and their actual operational status in these schools
- To make a list of good practices in each of these categories of schools and make a comparative assessment
- To measure the quality percentage achievement of studied schools through various quality indicators

The field of education, covering ethics, religion, morality, philosophy, literature, skills and general knowledge, is a very broad and very vital one. The importance of learning in enabling the individual to put his potentials to optimal use is self-evident. Without education, the training of the human minds is incomplete.

Education makes man a right thinker and a correct decision-maker. It achieves this by bringing him knowledge from the external world, teaching him to reason, and acquainting him with past history, so that he may be a better judge of the present. Without education, man, as it were, is shut up in a windowless room. With education, he finds himself in a room with all its windows open to the outside world.

Education is the process of instruction aimed at the all round development of boys and girls. Education dispels ignorance. It is the only wealth that cannot be robbed. Learning includes the moral values and the improvement of character and the methods to increase the strength of mind. Present trend of education in Indian schools is a good example of such learning in which learners are the recipients of sacred and precious values imparted regularly by the teachers. A good moral based education is also a must. As students want education by which character is formed, strength of mind and knowledge increases and makes them independent. Learners receive this kind of teaching in Indian schools and have every confidence to say that along with prosperity they will also have character due to the quality of education they received.

On the global background we are the 3rd largest higher education system, North America being the first and China second. Even though we are the second largest higher education system in Asia, we are the lowest in gross enrolment ratio of the students per lakh population and even in Human Development Index, which is an important and sensitive index of schemes reaching to common man. India is the third largest higher education system in the world but only 7% of its youth are enrolled in higher education (age group of 17-24);

## **2.2 Review of Literature**

It is a known fact that no other country has left indelible marks of great cultural heritage as India. In ancient India, religion was the main spring of one's activities (Pritam, 2004). These activities included various other things beside the prayers and worship. It encompassed the entire human intellectual endeavours such as philosophy, mortality and government. The very concept of education emanated from modesty and self-sacrifice. The teacher was the embodiment of all virtues and these virtues were transmitted from the teacher to the students. This type of education liberated the learners as they learnt to have complete control over their emotions, work and knowledge are interwoven.

Non-Brahmins were discouraged to adopt teaching profession. Religion revolved around rituals and was preached in a language not understood by the masses. It gave birth to two new religions Jainism and Buddhism. These two questioned the authority of Vedic system of education.

Unlike Gurukulas, the Budhistic institutions were a confederation of schools and monasteries comprising a large number of teachers and schools. These schools were open for all without any discrimination on the basis of caste and creed. There was incorporation of work and knowledge as the education intended to make the students as the productive members of the society. All the learning experiences whether inside the classroom or outside the school, contributed to the education of the learner. During Moghuls, the education was provided in maktabas (religious preaching) and madarasas (liberal education in arts and science)

As the literature shows, due to much focus on religion in education, the Indian education system could not keep pace with the emerging Western influence. During the sixteenth century, the missionaries openly started their educational activities and gradually Indian education system came under the influence of British. The British model of education outmoded the indigenous education system with the enactment of Macaulay's Minutes (1835) and Wood's Dispatch (1954). The western education gave much importance to the western culture and downgraded the eastern civilizations and values which are reflected in Macaulay's remarks, 'a single shelf of good European library was worth the whole literature of India and Arabia.' (as Quoted in Pritam, 2004).

The indigenous education system suffered a lot as the western education led glamour for white collar jobs and western life style, it generated hatred for manual work among the educated youth and they became indifferent to their cultural roots and national pride. This mental slavery was a matter of great concern to the national leadership which was making an effort for swaraj. Gandhiji projected his views on education in the attire of *Buniyadi Shiksha or Nai Taleem*. He put forth his concept of education as: Drawing out the best in the child, the man, body mind and spirit. His views got concretised at Wardha conference in 1937. This scheme of education was considered by Education Commission (1944) which considered reconstructing the Indian education.

The British system of education was alien to Indian values and culture. It could not meet the desire of Indian masses. There was a mismatch between the contents taught in the class and the living experience of the students. After independence it was decided to reorient its education system so that it could become an instrument of social change and fulfil the needs of the then society. The government of India appointed a series of committees, commissions and study groups. Secondary Education Commission (1952-53), for the first time took a very broad view of curriculum by emphasizing that:

*"Curriculum does not mean only academic subjects traditionally taught in the school, but it includes totality of experiences that a pupil receives through the manifold activities that go in the school, the classroom, library, laboratory, workshop, and playground and in the numerous contacts between the teachers and pupils. In this sense whole life of school becomes*

*curriculum, which can touch the life of student at all points and help him in the development of a balanced personality (Pritam, 2004).”*

Kothari Commission (1964-66) also interpreted school curriculum as totality of learning experiences provided under supervised conditions. It also emphasized on the inclusion of work experience in the school education to suit the age and maturity level of the students.

In an attempt to give the practical shape to the recommendations of Education Commission (1964-66), in 1975 National Council of Educational Research and Training (NCERT) prepared National Curriculum for 10 year schooling. However, this curriculum failed to achieve its objective at the stage of implementation due to lack of resources and regional disparities. To maintain the relevance of curriculum to the societal and individual needs of the learners it was decided by different committees and commissions appointed by government of India to revise it. As a result the revised curriculum was put forth by NCERT in 1988.

In the view of the changing scenario of education, both at national and international levels and the recommendations made in the Ninth Five Year Plan Document (1997-2002), the curriculum framework was revised by NCERT in September 1999. It involved the active participation of Regional Institutes of Education and experts in the field of education. The discussion document finalized in January 2000 was thoroughly scrutinised and discussed at different levels and the National Curriculum Framework for School Education (NCFSE) was published by NCERT in November 2000.

Despite the review of Curriculum Framework in 2000, the vexed issues of curriculum load and tyranny of examinations remained unsolved (NCF, 2005). As a result in 2004 the Executive Committee of NCERT decided to revise the existing National Curriculum Framework as it was realized that there is need to review the National Curriculum Framework for School Education (NCFSE-2000) in the light of the report, *Learning without Burden* (1993).

*National Curriculum Framework* (NCF, 2005) attempted to address the future requirements of school education. Several interrelated dimensions were kept in mind such as the aims of education at different stages of schooling, the social surroundings of children, the nature of knowledge and information in its broader sense, the nature of human development and the process of human learning. NCF (2005) proposes five guiding principles for curriculum development: i) Connecting knowledge to life outside the school ii) Ensuring that learning shifts away from rote methods iii) Enriching the curriculum so that it goes beyond textbooks iv) Making examinations more flexible and integrating them with classroom life v) Nurturing an overriding identity informed by caring concerns within the democratic policy of the country.

The NCF (2005) recommends significant changes in the four major areas of school curriculum i.e. language, mathematics, science and social science with a view to make education more relevant to the present day and future needs. It also recommends the softening of subject boundaries so that children can get a taste of integrated knowledge and the joy of understanding.

This NCF (2005) draws attention to four other curricular areas: work, the art and heritage crafts, health and physical education, and peace. In the context of system reforms it favours *Panchayati Raj* institutions to play an effective role to encourage community participation as a means of enhancing quality and accountability.

*“A variety of school-based projects pertaining to the environment could help create the knowledge base for the Panchayati Raj institutions to better manage and regenerate local environmental resources. (NCF, 2005).”*

The available literature is classified into following sections

- Research in Curriculum
- General Curriculum
- Co-curricular Activities
- Pedagogy
- Syllabus

### 2.2.1 *Research in Curriculum*

The term curriculum has been defined differently by different schools of thought. Curriculum is commonly defined by educators as the learning experiences which are planned and sponsored by the school (Jamson and Hicks, 1960). Some of the educators considered the curriculum to be comprised of the academic subjects of the school, thus excluding physical education, art and other such learning areas. Ragans (1960) has proposed that curriculum comes into actual existence only in the experiences of children, and no where else.

Albert H Shustel and Milton (1963) studied the emergence of curriculum design at elementary level of education in America. They viewed curriculum of the elementary school and discussed it as more than a plan and prescribed set of experiences. They examined curriculum as a dynamic complex which comes into existence in the opportunities for learning which are created and realized in many communities and classrooms throughout the nation. They dealt with the historical aspect of the curriculum designing and development as the effect of changing communities and their life styles on the formulation of curriculum with the passage of time.

For the historical position it has been showed that the bolder outline of the curriculum design has emerged in ever changing pattern since the beginning of the nation’s attempt to

educate its children. They also tried to distinguish between the planned and emerging curriculum. They were concerned with the proposition that the curriculum is a dynamic, evolving, emerging plan for the education of children. Emphasizing on the more effective role of teachers they argued that as a presenter of information, a custodian of children and a grade giver the teacher is easily replaceable by teaching machines but learning situations do not emerge from presentations alone, nor can they be adequately evaluated by tests and computers. *“Interaction between children and teachers, integration and reaction by children, behaviour modification- all are components in the teaching–learning environment.”*

It is no exaggeration to say that the curriculum of a country not only reflects its genius but also its ethos, philosophy, cultural heritage, as well as its concern for national development, particularly development of its most precious resource namely human resource (Dave & Dave).

The curriculum reform in India generated as a consequence of the recommendations made by various committees and commissions as well as policies. While a lot has yet to be attained, considerable success has been achieved in establishing a common structure of education throughout the country (10+2+3 pattern), common schools for girls and boys, incorporation of science and mathematics as compulsory subjects and assigning a prime place to co-curricular activities.

Research in curriculum got some impetus with the establishment of NCERT with which the Central Bureau of Text Book Research and National Institute of Basic Education merged. A major developmental research project was undertaken through its department of Science to develop a new curriculum for science at middle school stage with the assistance of UNESCO and the development of science curriculum at primary stage with the support of UNICEF. NCERT presented a model approach to curriculum development to all agencies concerned with research in curriculum.

The studies on curriculum can be classified into a variety of ways though there is always possibility of overlap. Here they have been classified under following sections;

### 2.2.2 General Curriculum

With the dawn of independence very few studies dealt with the broader aspects of curriculum. It was Gothiverkar (1947) who first made a comprehensive study of the secondary school curriculum in the province of Bombay. He criticized the then curriculum to be narrow in aim being a leftover of the British rule, and recommended reconstruction of a new curriculum catering to all aspects of development of learner. To look into the curriculum with a narrower campus is as important as to view it with a broader perspective as suggested by Gothiverkar, because different problems are brought into sharper relief that way. In this context we can put



forth the study conducted by Shrivastava (1968). He analysed the important characteristics of achievement of students in different areas of curricular learning and the effect of intelligence and sex on the achievement in different areas. Pillai (1968) investigated into the changes in the content and scope of primary as well as secondary school curriculum in Kerala during the thirty years since 1934. After examining the prescribed syllabi, question papers, examination system, textbooks prescribed for study, administration reports and reports of the expert committees he came to a conclusion that although in the light of aims and outcomes, the syllabi fulfilled the basic requirements as far as its contents were concerned, much more remained to be done for raising the standard of education. Ghosal (1973) analysed the curricular trends in secondary education in India during British rule in the context of development in England. His thesis has been that secondary school in India had failed to come up to expectations for the simple reason that its curriculum was an intimation of the British model without proper consideration of the social, economic or cultural context of the nation.

### 2.2.3 *Co-curricular Activities*

Co-curricular activities provide ample opportunities for the inculcation of democratic values and self discipline. In spite of strong recommendations of various commissions, committees and study groups in favour of co-curricular activities, they have not been given due place on the school curriculum. Some studies drew attention in this respect. Desai (1963) analysed the need for physical education for girls in India, Agarkar (1947) recommended introduction of folk dance in the school curriculum as a means of physical education, Chaturvedi (1957) discussed the role of craft as a medium of education in elementary schools. Pani (1969) found that participation and achievement of pupils in co-curricular activities help in the personal development of the pupil. Gopi (1981) explored the status of games and sports in secondary schools of Allahabad. It was observed that lack of interest among students and teachers, teachers' involvement in tuitions and financial constraints were the primary factors for the low standards of games and sports. Most of these studies substantiate that co-curricular activities have a great potential for training the students in cooperative group behavior and leadership.

### 2.2.4 *Pedagogy*

Research wing of Bombay Municipal Corporation made two experiments (1957 & 1969). In one, it studied the effect of child centred teaching practice and correlated play activities on the quality of attainment, attendance, and discipline in standard I, while in the other it attempted to find out an appropriate method of dealing effectively with failures and underachievers. Further D'Souza (1971) compared 'systematic' and 'regional' methods of teaching Geography. Gupta (1972)

developed a standard tool whereby teachers and researchers would be able to diagnose the weak areas in mathematics. Direct method and bilingual methods were compared by Murthy (1968) in teaching English. With regard to teaching of English, Shukla (1968) tested the effectivity of translation method, while Sinha (1967) identified areas of remedial work. Translation method was found to be much restricted in its applicability.

### **2.3 Methods of Study**

This study is based on a field survey, personal interview and discussion with the functionaries of different Boards (CBSE, ICSE, IB and Delhi Govt. Schools) with the help of a structured Check list (see *Annexures 1, 5, 6, 7*) and questionnaire (see *Annexure 23*). Discussions were also held with the concerned officials of NCERT, SCERT and Principals of selected schools for the purpose of the study. Data has been collected through following steps.

#### *2.3.1 Area of the Study*

In the first phase of the work the area of the study has been initially selected as Delhi but later on for the purpose to collect relevant information required for the study, the area of study has been extended further to Mumbai as the IBO regional office is located in Mumbai, Maharashtra. Due to hectic school activities in Delhi one school from Uttar Pradesh (bordering Delhi) has also been studied for the purpose of timely data collection.

#### *2.3.2 Literature Survey*

In the first phase, the preliminary work for the purpose of the study has been done with the help of selected literature review from NCERT, New Delhi, SCERT, New Delhi, CBSE, New Delhi and Jawaharlal Nehru University (JNU) Library, New Delhi and accordingly ground work has been prepared for the field study.

#### *2.3.3 Sample of the Study*

For the purpose of field study the following 9 schools (Table: 2.1) affiliated to different education Boards (CBSE, ICSE and IB) have been studied.

#### *2.3.4. Sample Selection*

After having consultations with the officers of the respective Boards, schools were randomly selected for the purpose of data collection. The schools were studied with the approval of concerned school authorities.

**Table: 2.1**  
**Sample size and the list of schools covered under the study**

<b>S.N</b>	<b>Name of the School</b>	<b>Name of the Board / Affiliating Body</b>
1	Hariharananda Public School, Old Yamuna Bazar, Delhi	ICSE
2	Konark Public School, Shahibabad, Ghaziabad, UP	ICSE
3	Kendriya Vidyalaya, JNU, New Delhi	CBSE
4	Sanskriti School, Chanakya Puri, New Delhi	CBSE
5	Govt. Boys' Senior Secondary School, R.K. Puram, Sector 2, New Delhi	School under Delhi Government
6	Govt. Boys' Senior Secondary School, R.K. Puram, Sector 2, New Delhi	School under Delhi Government
7	American School of Bombay, Mumbai	IBO
8	Poddar international School, Mumbai	IBO
9	American Embassy School, New Delhi	IBO

#### 2.3.5. Study Framework

The Study Framework Flow Chart (Figure 2.1 on page 26) shows the brief picture about the approaches of the study. Curriculum (including Pedagogy, CCA), Syllabus, Examination, Evaluation, Affiliation and Accreditation standards of each education Board (CBSE, ICSE and IB) have been studied and attempts were made for their comparative analysis.

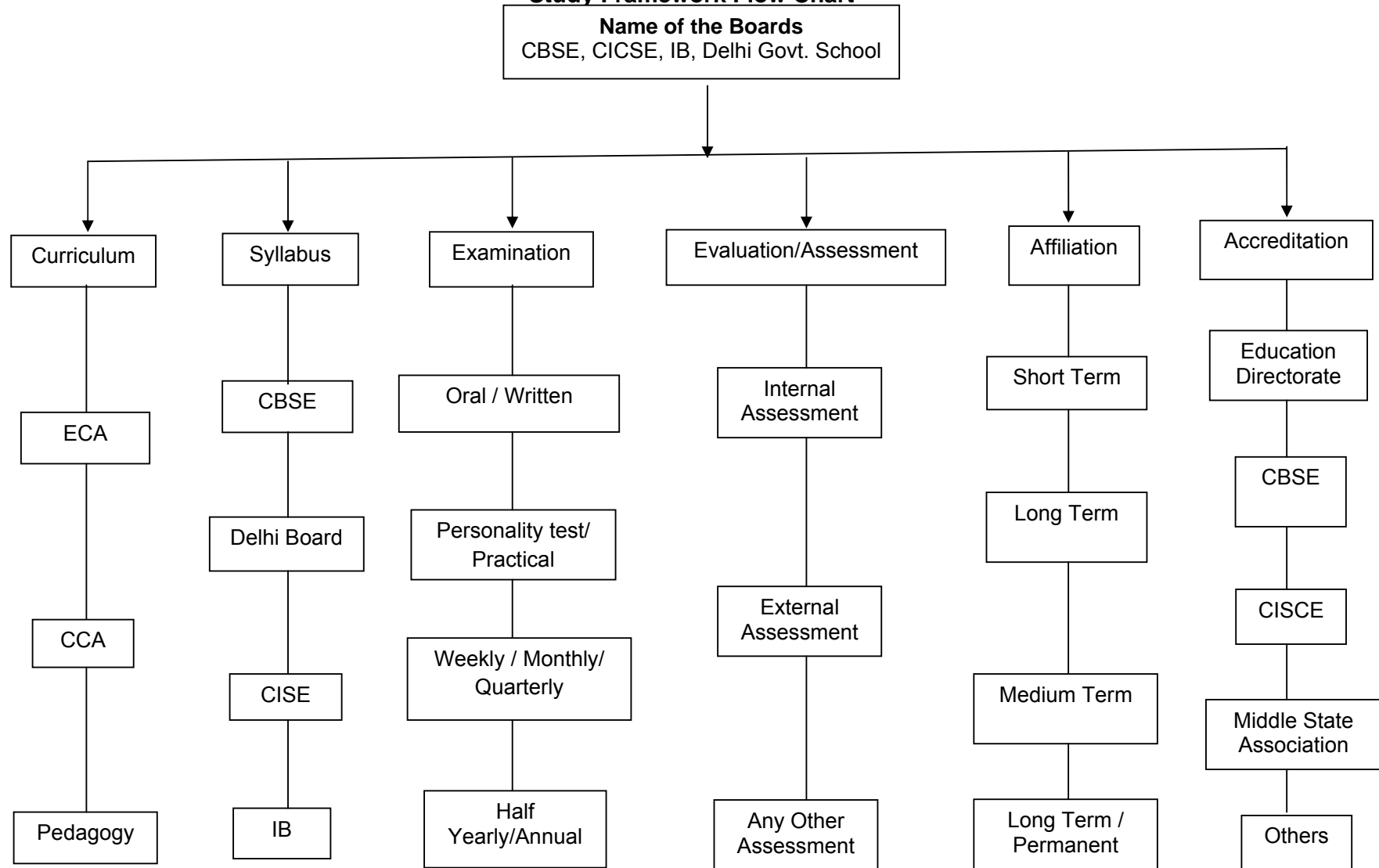
## 2.4 Field Study

In the third phase, a list of schools were selected from different Boards from Delhi, Mumbai and Uttar Pradesh for empirical study on affiliation, curriculum (including pedagogy, co-curricular activities and extracurricular activities) and syllabus, examination and evaluation system in these schools.

### 2.4.1 Comparative Methods

In the second phase of the study, the affiliation system, curriculum (including pedagogy and co-curricular activities) and syllabus have been studied from CBSE, ICSE, IB and NCERT which prepare National Curriculum Framework. Information has been collected through personal interview and discussion with the concerned officials of the different education Boards (For comparative analysis of curriculum and syllabus, etc. see *Annexure 8 & 9, Annexure 2, and Annexure 3 & Annexure 4*). For comparative understanding of affiliation and accreditation of CBSE, ICSE, IB and Delhi Government Schools see Table: 3.3.

**Figure: 2.1**  
**Study Framework Flow Chart**



#### 2.4.2 Tools and Techniques used for the Data Collection

A structured questionnaire schedule is prepared to understand the actual compliance status of affiliation and accreditation in these schools. A list of good practises that is popular in school education system has been prepared on the basis of questions and asked during the field study.

#### 2.4.3 Observation Methods

Some good practices in the schools have been formally observed during the field study. A checklist (assigned value, Yes=1, No= 0) has been used and measured the percentage achievement of the good practices in the schools (see *Annexure 6 and Table: 2.2 – 2.11*). A brief discussion on good practices has been explained in the following section.

Various questions related to quality indicators in education have been asked to the school functionaries and its applications were also observed during the field study. By employing the likert's 5 point scale quality percentage achievements in the schools have been measured (see *Annexure 7*). A brief discussion on quality percentage achievement has been explained in the following section.

### 2.5 Comparative Assessment of Good Practices (in CBSE, ICSE, IB and Delhi Government Schools)

During the field visits, some of the good practices in the school education system have been identified under the 10 common parameters. These are: School Safety/Vigilance Measures, School Governance and Hygiene, Co-Curricular Activities, Extra Curricular Activities, School Teaching-learning Processes, School Sanitation and Gardening Activities, Learners' Performance Monitoring Activities and School Hobby Development Programmes. On the basis of School visits and observation, the common ten parameters have been selected to study the good practices in the sample schools. Theses good practices have been categorically explained in the following sections:

**Table: 2.2**  
**Hariharanand Public School**

<b>S. N</b>	<b>Category</b>	<b>Value</b>	<b>% Achievement</b>
1	School routine (morning) activities	3.00	75.00
2	School Safety/vigilance measures	3.00	60.00
3	School Governance and monitoring activities	8.00	88.89
4	School Health and Hygiene	3.00	42.86
5	Co-curricular activities in the school (CCA)	3.00	75.00
6	Extra-curricular activities in the school	4.00	66.67
7	School Teaching-learning Processes	8.00	80.00
8	School Sanitation and gardening activities	1.00	20.00
9	Learner's Performance monitoring activities	3.00	75.00
10	School Hobby development programmes	2.00	40.00
<b>Total</b>		<b>38.00</b>	<b>63.33</b>

**Table: 2.3**  
**Konark Public School**

<b>S. N.</b>	<b>Category</b>	<b>Value</b>	<b>% Achievement</b>
1	School routine (morning) activities	3.00	75.00
2	School Safety/vigilance measures	4.00	80.00
3	School Governance and monitoring activities	8.00	88.89
4	School Health and Hygiene	4.00	57.14
5	Co-curricular activities in the school (CCA)	3.00	75.00
6	Extra-curricular activities in the school	4.00	66.67
7	School Teaching-learning Processes	8.00	80.00
8	School Sanitation and gardening activities	4.00	80.00
9	Learner's Performance monitoring activities	3.00	75.00
10	School Hobby development programmes	1.00	20.00
<b>Total</b>		<b>42.00</b>	<b>70.00</b>

**Table: 2.4**  
**Kendriya Vidyalaya**

<b>Sl. No</b>	<b>Category</b>	<b>Value</b>	<b>% Achievement</b>
1	School routine (morning) activities	3.00	75.00
2	School Safety/vigilance measures	4.00	80.00
3	School Governance and monitoring activities	8.00	88.89
4	School Health and Hygiene	4.00	57.14
5	Co-curricular activities in the school (CCA)	3.00	75.00
6	Extra-curricular activities in the school	4.00	66.67
7	School Teaching-learning Processes	8.00	80.00
8	School Sanitation and gardening activities	1.00	20.00
9	Learner's Performance monitoring activities	3.00	75.00
10	School Hobby development programmes	2.00	40.00
<b>Total</b>		<b>40.00</b>	<b>66.67</b>

**Table: 2.5**  
**Sanskriti School**

<b>S. N.</b>	<b>Category</b>	<b>Value</b>	<b>% Achievement</b>
1	School routine (morning) activities	3.00	75.00
2	School Safety/vigilance measures	4.00	80.00
3	School Governance and monitoring activities	8.00	88.89
4	School Health and Hygiene	6.00	85.71
5	Co-curricular activities in the school (CCA)	3.00	75.00
6	Extra-curricular activities in the school	5.00	83.33
7	School Teaching-learning Processes	9.00	90.00
8	School Sanitation and gardening activities	2.00	40.00
9	Learner's Performance monitoring activities	3.00	75.00
10	School Hobby development programmes	4.00	80.00
<b>Total</b>		<b>47.00</b>	<b>78.33</b>

**Table: 2.6**  
**GBSS, R.K. Puram, Sector-2**

<b>Sl. No</b>	<b>Category</b>	<b>Value</b>	<b>% Achievement</b>
1	School routine (morning) activities	3.00	75.00
2	School Safety/vigilance measures	3.00	60.00
3	School Governance and monitoring activities	8.00	88.89
4	School Health and Hygiene	3.00	42.86
5	Co-curricular activities in the school (CCA)	3.00	75.00
6	Extra-curricular activities in the school	3.00	50.00
7	School Teaching-learning Processes	8.00	80.00
8	School Sanitation and gardening activities	2.00	40.00
9	Learner's Performance monitoring activities	3.00	75.00
10	School Hobby development programmes	2.00	40.00
<b>Total</b>		<b>38.00</b>	<b>63.33</b>

**Table: 2.7**  
**GBSS, R.K. Puram, Sec-3**

<b>S. N.</b>	<b>Category</b>	<b>Value</b>	<b>% Achievement</b>
1	School routine (morning) activities	3.00	75.00
2	School Safety/vigilance measures	3.00	60.00
3	School Governance and monitoring activities	8.00	88.89
4	School Health and Hygiene	2.00	28.57
5	Co-curricular activities in the school (CCA)	3.00	75.00
6	Extra-curricular activities in the school	4.00	66.67
7	School Teaching-learning Processes	8.00	80.00
8	School Sanitation and gardening activities	2.00	40.00
9	Learner's Performance monitoring activities	3.00	75.00
10	School Hobby development programmes	2.00	40.00
<b>Total</b>		<b>38.00</b>	<b>63.33</b>

**Table: 2.8**  
**American School of Bombay**

<b>Sl. No</b>	<b>Category</b>	<b>Value</b>	<b>% Achievement</b>
1	School routine (morning) activities	3.00	75.00
2	School Safety/vigilance measures	4.00	80.00
3	School Governance and monitoring activities	7.00	77.78
4	School Health and Hygiene	4.00	57.14
5	Co-curricular activities in the school (CCA)	4.00	100.00
6	Extra-curricular activities in the school	4.00	66.67
7	School Teaching-learning Processes	9.00	90.00
8	School Sanitation and gardening activities	5.00	100.00
9	Learner's Performance monitoring activities	4.00	100.00
10	School Hobby development programmes	5.00	100.00
<b>Total</b>		<b>49.00</b>	<b>81.67</b>

**Table: 2.9**  
**Poddar International School**

Sl. No	Category	Value	% Achievement
1	School routine (morning) activities	4.00	100.00
2	School Safety/vigilance measures	4.00	80.00
3	School Governance and monitoring activities	6.00	66.67
4	School Health and Hygiene	3.00	42.86
5	Co-curricular activities in the school (CCA)	4.00	100.00
6	Extra-curricular activities in the school	2.00	33.33
7	School Teaching-learning Processes	10.00	100.00
8	School Sanitation and gardening activities	3.00	60.00
9	Learner's Performance monitoring activities	4.00	100.00
10	School Hobby development programmes	3.00	60.00
<b>Total</b>		<b>43.00</b>	<b>71.67</b>

**Table: 2.10**  
**American Embassy School, Delhi**

Sl. No	Category	Value	% Achievement
1	School routine (morning) activities	3.00	75.00
2	School Safety/vigilance measures	4.00	80.00
3	School Governance and monitoring activities	7.00	77.78
4	School Health and Hygiene	4.00	57.14
5	Co-curricular activities in the school (CCA)	4.00	100.00
6	Extra-curricular activities in the school	4.00	66.67
7	School Teaching-learning Processes	10.00	100.00
8	School Sanitation and gardening activities	5.00	100.00
9	Learner's Performance monitoring activities	4.00	100.00
10	School Hobby development programmes	5.00	100.00
<b>Total</b>		<b>50.00</b>	<b>83.33</b>

### 2.5.1 School Routine Activities

The school routine starts with the morning Assembly. It is an opportunity for displaying the inexhaustible talent of the children. It fosters the spirit of group activity leadership and value building. It also acknowledges the silent workers in the class who are equally participative in organizing the class assembly. The Assembly is also an opportunity for the students to show their sensitivity and social responsibility towards the school. During the field visits it was found that in all the schools affiliated with CBSE, ICSE and Delhi Government Schools, there was a proper arrangement for morning assembly, Each section has its own special day to conduct the assembly with the help of their Class Teacher in the course of the academic year. Teachers and children were found greeting each other, and discipline and punctuality were also playing an important role in the functioning of the schools. The school culture of IB schools was found to be some more different from the schools under the Indian Education Boards. In IB schools, there was no hard and fast rule for morning assembly, but the schools were found more disciplined and the students were more punctual in comparison to other schools.



**Table: 2.11**  
**School-wise Status (Quality % achievements) in some Good Practices**

Name of the Board	Quality Indicators (% achievements)											
	Name of Schools	School routine (morning activities)	School Safety vigilance activities	School Governance & monitoring activities	School health and hygiene	CCA	ECA	School Teaching - learning process	School sanitation & gardening activities	Learners performance monitoring activities	School Hobby Development Activities	Total Value
<b>CISCE</b>	Hariharanand Public School	3.00	3.00	8.00	3.00	3.00	4.00	8.00	1.00	3.00	2.00	<b>63.33</b>
<b>CISEC</b>	Konark Public School	3.00	4.00	8.00	4.00	3.00	4.00	8.00	4.00	3.00	1.00	<b>70.00</b>
<b>CBSE</b>	Kendriya Vidyalaya, JNU	3.00	4.00	8.00	4.00	3.00	4.00	8.00	1.00	3.00	2.00	<b>66.67</b>
<b>CBSE</b>	Sanskriti Public School	3.00	4.00	8.00	6.00	3.00	5.00	9.00	2.00	3.00	4.00	<b>78.33</b>
<b>Delhi Govt.</b>	GBSS R.K. Puram Sec. 2	3.00	3.00	8.00	3.00	3.00	3.00	8.00	2.00	3.00	2.00	<b>63.33</b>
<b>Delhi Govt.</b>	GBSS R. K. Puram Sec. 3	3.00	0.33	8.00	2.00	3.00	4.00	8.00	2.00	3.00	2.00	<b>63.33</b>
<b>IB</b>	American School of Bombay	3.00	4.00	7.00	4.00	4.00	4.00	9.00	5.00	4.00	5.00	<b>81.67</b>
<b>IB</b>	American Embassy School	4.00	4.00	6.00	3.00	4.00	2.00	10.00	3.00	4.00	3.00	<b>71.67</b>
<b>IB</b>	Poddar International	3.00	4.00	7.00	4.00	4.00	4.00	10.00	5.00	4.00	5.00	<b>83.33</b>

### **2.5.2 School Safety and Vigilance Measures:**

CBSE and IB schools were found to be paying more attention to the safety and vigilance in comparison to ICSE and Delhi Government schools. In both the schools of CBSE and all the three schools of IB, visitor registers and feedback forms were properly maintained and it was also taken into consideration who comes to drop and take the students. In case of the teaching of how to use Fire Extinguisher and how to remain safe from other dangers all the schools associated with the concerned boards were doing their best.

### **2.5.3 School Governance and Morning Activities:**

All the schools taken under study had code of conduct for students and teachers. Students' manuals were available in the CBSE and IB schools. In all the schools except Swami Hariharanand School (ICSE), notice boards were well maintained with the daily information. All the schools were keeping daily records of the school activities. The way records were maintained in CBSE and IB schools were better than other schools. Ragging was totally banned in all the schools under study. Uniforms were not compulsory in IB schools, while it was mandatory in other schools. All the schools were in favour of gender equality in education and in case of education for all Delhi Government Schools and CBSE schools were found to be ready to support education to all in all the difficult situations.

### **2.5.4 School Health and Hygiene:**

Sound Health with healthy brain is a prerequisite for acquiring education. The schools have very crucial role to play in this field but during the study it was observed that all the schools were not doing so well as is, required. The CBSE and IB schools and to some extent Konark Public School (ICSE) were trying to do as good as they could. Though first-aid services were available in all the schools, and health check-up facilities were also provided, but all the schools were lagging behind in the context of health insurance and accident insurance policies. Red Cross Society was active in IB schools only.

### **2.5.5 Co-curricular Activities (CCA):**

It is the responsibility of every educational institution to provide such education that leads to overall personality development of each and every student. Such kind of education includes both the academic activities as well as Co-curricular activities. During the field visits it was found that all the schools encourage students' participation in CCA. Though each school was conducting study tour, mela, science exhibition but the CBSE, ICSE and IB schools were found to be very regular and systematic in organizing these events whereas Delhi government schools were found irregular in organizing about its timing and all. The CBSE, ICSE and IB schools also conduct

various competitive programmes as essay, debate, painting, poems, creative writing and Quiz very frequently. But in Delhi Government Schools it was observed that there was lack of enthusiasm among teachers for organizing these competitions as a habit. Further though these schools were found performing well in daily news reading, NCC, SCOUT / GUIDE, RED CROSS and SUPW, CBSE, CISCE and IB schools were lagging behind in NCC, SCOUT / GUIDE and RED CROSS.

#### **2.5.6 School Teaching-Learning Processes:**

Teaching learning process is an essential activity among other school activities. Teaching without learning is of no use. During the field study it was found that in all the schools teachers were using indigenous knowledge while imparting education. CBSE and IB schools emphasise on the use of practical and innovative method, of teaching whereas the CISCE and Delhi Government Schools were found to be insisting upon the completion of given syllabi in a given period. Community participation in school activities was more common in CBSE and Delhi Government Schools. CBSE, ICSE and IB schools were also found to be regular in conducting Parent-Teacher Meetings. Online learning, use of Information Technology and Communication (ICT), and Multimedia all these facilities were available in IB schools and to some extent in CBSE and ICSE schools also. IB schools were technologically advanced in comparison to other schools. Delhi Government Schools were lagging behind in the use of ICT. In all the schools teaching-aids, maps, charts, globe, measuring rods, geometric and scientific instruments were available but the quality and number of these aids was of high standard in IB and CBSE schools in comparison to ICSE and Delhi Government Schools. In ICSE, CBSE and IB schools children were found to be interested in group learning and Group Discussion Method was very effective while in Delhi Government Schools though the students had a spirit of group learning, group discussion method was not in much use in teaching learning process.

#### **2.5.7 School Sanitation and Gardening Activities:**

Teaching learning process in the schools is closely linked with sanitation, health and school environment. Poor hygiene, poor quality of drinking water and lack of sanitation facilities cause various diseases each year. It is the responsibility of the school administration to take care of the health and hygiene of each student in its school. The basic amenities as well as the schools surroundings play very crucial role in the school activities. During the field visits it was found that the environment of CBSE, IB and Delhi Government schools was more neat and clean in comparison to ICSE schools. The CBSE, IB and Delhi Government schools were decorated with gardening activities as well as surrounded by the trees, whereas the ICSE schools were in poor condition as one of them (Swami Hariharanand School) was running by a trust in a donated

Building and the other school (Konark Public School) was under re-construction. Drinking water tank and Toilets were found very clean in CBSE, IB and one ICSE school (Konark Public School) whereas both the schools of Delhi Government Schools and one ICSE School (Swami Hariharanand School), were found in poor conditions.

#### **2.5.8 Learners' Performance Monitoring Activities:**

Monitoring and evaluation of students' daily activities in the school premises are essential to effective teaching learning in the classroom and good management and governance of school. CBSE, ICSE and IB schools had regular students' performance system; teachers were actively engaged in monitoring the learners' performance in these schools. Teachers check home work, and provide feedback and counsel the slow learners. In Delhi Government schools also various attempts are made to make the monitoring mechanism as much effective as possible, but they are lagging behind the other three categories of schools.

#### **2.5.9 School Hobby Development Programme:**

School is a place where students with different abilities and talents are admitted. It becomes the duty of the school to provide such services that give the opportunities to the students to reveal their inherent abilities. School hobby development programmes like literary club, wildlife club, nature club, sports club, theatre and movies club are some of the progressive steps in this regard. During the visit it was found that in Delhi Government Schools there were environmental clubs. In CBSE schools there were sports club, environmental club and literary club. In IB schools almost all the above mentioned clubs were functioning actively. But in both the ICSE schools there were no clubs for hobby development.

### **2.6 School-wise Quality Percentage Achievement with Reference to some Major Quality Indicators**

Some of the basic requirements in the schools are most essential for getting affiliation and accreditation with any Board. During the field visits, the school-wise quality percentage achievement has been studied with reference to some major school characteristics. Some of the quality indicators like, infrastructure, physical environment, teaching-aids, classroom dynamics, quality parameters (teacher's performance, teacher's training, and student's perception), work culture, and monitoring and supervision are studied. These items are studied as they influence the entire school education system. The selected items are studied and measured on five point Likert scale (for details See *Annexure 7*) are given in Table: 1.12. Brief discussions on the studied items are explained in the following section.

*2.6.1 Infrastructure:* all the sample schools have some basic infrastructure. Under this category the items like Classroom, Black Board, Drinking Water & Toilet facilities and availability of

playgrounds have been studied. The maintenance of basic infrastructure in the studied CISCE and Delhi govt. Schools are poor than those of CBSE and IB Schools.

*2.6.2 Physical Environment:* Under this category the items like school boundary, distance of the school from the place of residence, school surroundings and appearance of the school from inside are studied. During the field study it was found that the physical environment of Delhi Govt. Schools is poor than that of the CISCE, CBSE and IB Schools.

*2.6.3 Teaching-aids:* All the schools studied have some sorts of teaching-aids like OHP, computer, etc. The teaching-aids in IB schools are found better than those of the other 3 categories of schools.

*2.6.4 Classroom Dynamics:* Under classroom dynamics, the subjects like teaching strategy, student feedback system, student performance, and teacher's attitude have been discussed with the principals and teachers. It was found that the classroom dynamic in Delhi Govt. Schools is poorer than the other three categories of schools. The classroom dynamics in IB School is better than that of the CISCE and CBSE schools.

*2.6.5 Quality Parameters:* In this category, the overall performance of the teacher in the schools, how frequently teachers are getting training, how much teachers are satisfied with the teaching learning process in the school and students perception about the school have been studied. It is found that the studied IB and CBSE schools stand better than the Delhi Govt. Schools and CISCE Schools in terms of Quality parameter.

*2.6.6 Work Culture:* Under this the discipline in the schools has been studied. It is found that in terms of work culture, IB stands better than the other 3 categories of Schools. The work culture of Delhi Govt. School is poorer than the CBSE and CISCE Schools.

*2.6.7 Monitoring and Supervision:* Under this category, monitoring and supervision of the schools by community and their participation in the school activity, monitoring and supervision of the teaching learning activities by the school Principals in the school have been studied. The maintenance of basic infrastructure in studied CISCE and Delhi govt. Schools are poorer than those of the CBSE and IB Schools.

**Table: 2.12**  
**School-wise Status (Quality % achievements)**

Name of the Boards	Name of Schools	Quality Indicators ( % achievements)							
		Infrastructure	Physical environment	Teaching - aids	Classroom Dynamics	Quality Parameters	Work Culture	Monitoring & Supervision	Total Value
Delhi Govt.	GBSS R.K. Puram Sec. 2	70.00	56.00	70.00	60.00	56.00	60.00	70.00	<b>62.96</b>
Delhi Govt.	GBSS R. K. Puram Sec. 3	63.00	56.00	70.00	60.00	56.00	60.00	70.00	<b>61.00</b>
CBSE	K.V. JNU, New Delhi	80.00	72.00	70.00	70.00	60.00	60.00	60.00	<b>69.63</b>
CBSE	Sanskriti Public School	83.33	80.00	70.00	80.00	80.00	80.00	80.00	<b>79.26</b>
CISEC	Konark Public School	66.67	52.00	70.00	65.00	52.00	60.00	50.00	<b>60.00</b>
CISCE	Hariharanand Public School	60.00	52.00	45.00	65.00	54.00	40.00	30.00	<b>62.96</b>
IB	American Embassy School, New Delhi	90.00	84.00	85.00	80.00	84.00	80.00	80.00	<b>84.44</b>
IB	American School of Bombay	83.33	76.00	90.00	80.00	84.00	80.00	80.00	<b>82.22</b>
IB	Poddar International	76.67	64.00	85.00	80.00	80.00	80.00	60.00	<b>75.56</b>

## Chapter – III

### Accreditation and Affiliation

Brief definitions of accreditation and affiliation have already been given in the introductory chapter. This chapter deals with some specific issues related to affiliation system and accreditation standards of different education Boards (CBSE, ICSE, IB and Delhi Board).

Accreditation and affiliation are like the measuring rods for the provision of quality education in the schools. Educational accreditation is a type of quality assurance process under which services and operations of an educational institution or programme are evaluated by an external body. If the concerned schools maintain the applicable standards, accredited status is granted by the agency. On the other hand Webster dictionary defines the process of affiliation as to bring or receive into close connection as a member or branch. In the context of School affiliation, the schools are required to apply for affiliation with the desired educational bodies to become the member school of that governing body and follow the rules and regulations given by the governing bodies to maintain the accrediting standards. In India almost every state has an education board which gives affiliation to the interested schools.

Presently, there is no system of accreditation of schools by any governing body. In this context National Accreditation Board for Education and Training (NABET) under Quality Council of India (QCI) has developed “Accreditation Standard for Quality School Governance”, which has been adopted by New Delhi Municipal Corporation (NDMC), Kendriya Vidyalayas and some other agencies. NABET accreditation check list is added in *Annexure 14* of the report.

At national level there are two examining bodies Central Board of Secondary Education (CBSE) and (CISCE). Internationally there are various educational boards International Baccalaureate Organisation (IBO), Geneva, is one among them which gives authorization to the interested schools to run the desired programmes offered by IBO. These bodies provide certain terms and conditions for affiliation and accreditation which the interested schools have to follow. CBSE Affiliation Bye-laws are effective from 28 January 1988 with modification/amendment from time to time. According to these Bye-laws, “*Affiliation means formal enrolment of a school among the list of approved schools of the Board following prescribed/approved courses of studies up to class VII as well as those preparing students according to prescribed courses for the Board Examinations* (<http://www.cbseaff.nic.in/Central Board of Education, Affiliation Bye-laws, Chapter 1>).” The Affiliation Committee of CBSE issues Affiliation Bye Laws which include ten Chapters dealing with definitions, norms for affiliation, essential prerequisites to get affiliated, inspection pattern, guidelines for inspection etc. (See *Annexure 2*)

In a similar way CISCE provides the affiliation guidelines which are very helpful for the schools to find out whether they are eligible to apply for affiliation or not and what are the necessary criteria to get affiliated provisionally or permanently. (See *Annexure 3*)

Delhi Board Schools are automatically affiliated with CBSE, so all the CBSE affiliation norms are applicable for these schools. In some cases these schools are treated differently as these schools are directly governed by the Directorate of Education, Government of Delhi so the role of CBSE is limited only to the conduct of Classes IX-XII examination, Inspection is carried out by the inspectors appointed by the Directorate of Education, Government of Delhi.

The International Baccalaureate Organization (hereinafter “the IB Organization”) is a foundation that has developed and offers three programmes of international education entitled the “Primary Years Programme” (PYP), the “Middle Years Programme” (MYP) and the “Diploma Programme”. It authorizes schools to offer one or more of these programmes to its students. An IB World School is a school that has been authorized by the IB Organization to offer one or more of its programmes. Swiss law governs these Rules for IB World Schools.

The process is the same for all schools, even though it is administered slightly differently in each IB region. To become eligible for authorization, schools must fill in an interested schools *form* and successfully complete a number of stages. These include the three key stages. (1) Feasibility study and identification of resources (2) Trial implementation period: candidate status (3) Authorization visit by an IB visiting team. For Diploma programme only 1 and 3 stages are necessary. (See *Annexure 4*)

### **3.1 How the affiliation bodies carry out inspection?**

The inspection procedure in the affiliating bodies is much similar in case of CISCE and CBSE. Schools that come under Directorate of Education of Delhi are affiliated with the CBSE but the inspection is conducted by the members or the officers deputed by the Director of the Education (Government of Delhi). In case of IB the inspection pattern is quite different. The procedure of each of them is given in the sections to follow.

#### *3.1.1 Council for the Indian School Certificate Examination (CISCE):*

The schools apply for provisional / permanent affiliation following the conditions and procedure given in the guideline for affiliation by the council. The school can apply online. After the submission of the application, an inspector who is appointed by the executive committee visits the school and submits the report to the Committee. The Chief Executive may ask the management of the school to rectify the deficiencies pointed out by the inspector and if he finds the report satisfactory, he recommends to the members of the Executive Committee for the affiliation of the school. After the approval of all the members, the Executive and Secretary grants

---



provisional affiliation. Terms of provisional affiliation continues for three years which may be extended by the chief executive and secretary for one year if the chief executive and secretary find the school efficient enough for permanent affiliation. The school accorded provisional affiliation has to be ready for inspection every year. In case of approval for permanent affiliation, the chief executive arranges for special inspection to the school in which he himself visits the school and makes the recommendation to the committee. After the approval of the members of executive committee, the chief executive grants permanent affiliation.

### *3.1.2 Central Board of Secondary Education (CBSE):*

The schools apply for provisional / permanent affiliation following the conditions and procedure given in the Affiliation Bye laws of the Board. The affiliation committee of the Board prepares a team of inspectors who visit the school and inspect the school on the basis of guidelines provided by the board. The inspector(s) submit the inspection report to the Board. The Secretary may ask the management of the school to rectify the deficiencies pointed out by the inspector(s) and if the he finds the report satisfactory, he recommends to the members of the affiliation Committee for the affiliation of the school. After the approval of all the members, the Secretary grants provisional affiliation. CBSE also provides Regular affiliation but in case of such school, no inspection is conducted on behalf of the Board as the Schools falling in the category of Regular affiliation are under Central or State Department of Education.

### *3.1.3 Delhi Board:*

Delhi board was merged with CBSE in 1968. All the schools that are recognized by the Directorate of Education, Government of Delhi, are automatically affiliated with the CBSE. The inspection in these schools is carried out by the director or the members appointed by him. The director may arrange for the special inspection of any school time to time and may ask the management of the school to rectify the deficiencies pointed out by him or the inspector (s) deported by him.

### *3.1.4 International Baccalaureate Organization (IBO):*

The International Baccalaureate (IB) offers three programmes of international education for students aged 3 to 19. The Primary Years Programme (PYP) for pupils aged 3 to 12. The Middle Years Programme (MYP) for students aged 11 to 16. The Diploma Programme for students aged 16 to 19. The schools applying for formal authorization to offer PYP/MYP/DP of the International Baccalaureate Organization (IBO) are required to host an authorization visit, conducted by an IBO visiting team, after the school has prepared itself for at least one year and preferably longer. The authorization visit is intended to ensure that the school is genuinely committed to the pursuit

of excellence in international education. The IBO visiting team also ascertains the school's preparedness to offer the programme and verifies that the school's planning has been both systematic and comprehensive. The subsequent authorization visit report makes a series of professional judgments about the preparedness of the school to offer the PYP / MYP / DP and, where necessary, indicates matters warranting attention and improvement. After receiving the report, the IBO director general notifies the school whether or not it has been authorized to offer the programme. The purpose of authorization visits, more generally, is not to appraise or assess individual teachers or school administrators. Rather, it is to ensure that the educational philosophy and practices on which the PYP/MYP is founded will be maintained and furthered by such candidate schools.

The IBO visiting team checks that the criteria and conditions for schools to be authorized to teach the PYP/MYP/DP have been or will be met, within an established period of time, by the school. The aims of the authorization visit, and the subsequent authorization visit report, are to:-

1. evaluate the preparedness of the candidate school to continue to implement the PYP
2. determine whether or not the school is committed to the philosophy, aims, objectives, and standards and practices of the PYP
3. obtain a clear overview of how the philosophy of the PYP compares with the educational philosophy of the school
4. convey clearly in the report to the regional office a series of:
  - Commendations (of good practice)
  - Recommendations (items to which the school is asked to respond, but which will not be mandatory for authorization to proceed)
  - Matters to be addressed (aspects warranting attention and improvement within a certain time for authorization to be maintained)
5. assist the school management in making appropriate decisions concerning the ongoing implementation of the programme.

Following receipt of the completed PYP/MYP/DP application form part B with accompanying documentation and the application fee, the IBO arranges with the school when the authorization visit is to take place. Each visit normally lasts two days, but this may vary according to the size of the school. The focus of the visit is formal interviews and informal dialogues with individuals, teams or groups; as many as possible of those involved in the school's programme should be included in the process. The IBO visiting team primarily meets the administrators, teachers, parents and students, views the school's facilities, assesses resources and instructional materials, gathers information leading to the visit report, and visits classes.

After the visit, the visiting team produces an authorization visit report and this is sent to the regional office; the regional director then makes a recommendation to the IBO director general who makes a final decision and informs the school directly.

### 3.2 Is the Inspection one time or Continuous?

**Table: 3.1**  
**The frequency of inspection by different Boards**

S.N.	Boards	Inspection	
		One time	Continuous
1.	CISCE	-	√
2.	CBSE	√	-
3.	Delhi Board	√	-
4.	IBO	-	√

#### 3.2.1 Council for the Indian School Certificate Examination (CISCE):

The inspector deputed by the Executive Committee of the Council visits the school before granting Provisional Affiliation. The Chief Executive / Secretary visits the school before granting Permanent Affiliation

After affiliation every school is inspected on behalf of Council once in five years. If the school is under regular inspection of the State Department of Education, the Chief Executive / Secretary requests the department to send a copy of inspection report to the council. If however these schools are not inspected by the State Education Department once in three years the executive committee may arrange such inspection.

#### 3.2.2 Central Board of Secondary Education (CBSE):

The inspectors appointed by affiliation committee visit the school before granting Provisional / Permanent Affiliation. In case of Government schools they get regular affiliation without any inspection on behalf of CBSE as they are inspected by the inspection committee appointed by the State/ Central Department of Education.

#### 3.2.3 Delhi Government School:

The inspection takes place according to the Affiliation Bye-laws of CBSE.

#### 3.2.4 International Baccalaureate Organisation (IBO):

There is a regular ongoing process of programme evaluation. The first programme evaluation visit, organized by the regional office, normally takes place three years after authorization has been granted and every five years thereafter.

### **3.3 Actual Compliance Status of affiliated Schools**

Table: 3.2 shows that almost all the affiliated schools are performing as per the norms of their affiliating bodies. Only CISCE affiliated Schools under study are lagging behind in following the prescribed standards, due to some or other reasons. CISCE School 1 is presently under the process of reconstruction to get permanent affiliation, as most of the facilities are not available to the extent as per the norms prescribed by the board. School 2 is run by a religious body. It is functioning in an Ashram building, having no playground, no pleasant entry, etc. Further, though at primary level the CISCE board does not allow for any examination and homework, still both of the schools conduct written examination and give homework to the children of Classes I-V. Other schools are doing as per the norms of the concerned Boards.

In case of CBSE and Delhi Govt. Affiliated Schools the compliance status was found as per the norms. IB Schools too fulfil the compliance status and for authorization (accreditation standards) as per the norms.

Table: 3.3 shows to a comparison of Affiliation / Accreditation Standards of different categories of schools.

**Table: 3.2**  
**Actual Compliance Status of Affiliated Schools**

S.N.	ITEMS	Boards							
		CISCE		CBSE		IBO		Delhi Govt. Schools	
		School 1	School 2	School 1	School 2	School 1	School 2	School 1	School 2
1	Appropriate Land Area	Compliant	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
2	Well Constructed Building	Non-Complaint	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
3	Adequate size of Playground	Compliant	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
4	Separate labs for Science Math and Computers	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
5	Library Facilities	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
6	Medical Facilities	Non-Complaint	Non-Complaint	Compliant		Compliant	Compliant	Compliant	Compliant
7	Clean Drinking Water, Sanitation and Health Service	Compliant	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
8	Adequate size of class rooms	Non-Complaint	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
9	Sufficient Furniture and Equipments	Non-Complaint	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
10	Qualified Teaching Staff	Complaint	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
11	Maintenance of Records	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
12	Regular Inspection	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
13	Curriculum and Syllabus as per the Norms of Concerned Board	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
14	Examination and Evaluation	Complaint	Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
15	CCA and ECA*	Compliant	Non-Complaint	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant

CISCE: Council for the Indian School Certificate Examination

CBSE: Central Board of Secondary Education

IBO: International Baccalaureate Organisation

CCA: Co curricular Activities, ECA: Extra Curricular Activities

**Table: 3.3**  
**Comparative Study of Affiliation / Accreditation Standards of CISCE, CBSE, IB and Delhi Govt. Schools**

S.N	Items	Boards			
		CBSE	CISCE	IB	Delhi Govt. Schools
1	Category of Affiliation	This Board provides Provisional, Regular and Permanent Affiliation to the Schools. It also provides approval of middle class syllabus	This council provides Provisional as well as Permanent affiliation to the requesting schools. It also approves the middle class syllabus for Classes VI-VIII	There are stages to get authorization (accreditation) from IBO. (1) Feasibility study and Identification of Resources, (2) Candidate status, (3) Authorization visit by an IB visiting team. Among these 1 and 3 are essential for PYP, MYP and DP	The Schools running under Directorate of Education Government of Delhi are automatically affiliated with CBSE
2	Types of School	Schools run by registered society / trust / companies (registered under section 25 (1) (a) of the companies act 1956. It must not be run for profit	Government or Government aided schools; Schools run by autonomous, run by Government Deptt. Directly, managed directly by Public Sector Undertakings, Private unaided schools established by Societies registered under the Societies Registration Act 1860 and 1956 of the Government of India or under Acts of the State Governments as educational, charitable or religious societies having non-proprietary character or by Trusts	Private Schools, State Schools International Schools can get authorization to offer any of the programmes	Government or Government aided schools, MCD and MCD aided Schools, NDMC Schools Public Schools recognized by DOE or MCD schools run by autonomous Organisations, the Government. Schools run by Government Deptt. directly like Defence, Railways etc.
3	School Infrastructure	Minimum two acres of land with appropriate building, adequate size of playground, different rooms for administrative staff, academic staff and general teaching learning separate labs with efficient equipments and a big assembly hall	Minimum two acres of land with appropriate building, adequate size of playground, different rooms for administrative staff, academic staff and general teaching learning `separate labs with efficient equipments and a big assembly hall	Appropriate building with different rooms for different activities, suitable playground, pleasant surroundings. Well equipped classes	Fulfilling all the norms/conditions of the CBSE Affiliation Bye- Laws
4	Teaching Staff	The teachers teaching at primary class should have completed their graduation and diploma or teaching training from a recognized school. for Secondary classes teachers should be graduate in the particular subject	The teachers teaching at primary class should have completed their graduation and diploma or teaching training from a recognized school. For Secondary classes teachers should be graduate in the particular subject and B.Ed. from a recognized institute. For Higher Secondary	Teachers must have familiarity with the IBO mission statement, the standards and practices of the programme, the contents of the IB learner profile booklet well trained and attended Regional Workshop n-School Workshop and IB World School visits and various training programmes and	Primary School Teacher: Secondary school examination pass and DIET or some other Teacher Training Programme from a recognised institution. Secondary Teacher: Graduation in science, social sciences,

S.N	Items	Boards			
		CBSE	CISCE	IB	Delhi Govt. Schools
		and B.Ed. from a recognized institute. For higher Secondary classes the requirements are Master degree in the concerned subject, B. Ed, M. Ed (not compulsory) or some other equivalent qualification from a recognized or minimum three years experience (In certain subjects qualification vary as prescribed in the Affiliation Bye-laws)	classes the requirements are Master degree in the concerned subject, B. Ed, M. Ed (not compulsory) or some other equivalent qualification from a recognized Institute	conferences on regular basis.	humanities, commerce, agriculture, etc and Secondary Teacher Education Training from a recognised institution. Higher Secondary Teacher: Post Graduation in science, social sciences, humanities, commerce, agriculture, etc and Teacher Education Training from a recognised institution.
5	Curriculum and Syllabus	On the basis of the NCERT prescribed Curriculum and Syllabus the board prepares its own Curriculum and Syllabus but only for classes IX to XII. For junior classes it gives Middle Class Approval and suggests the schools to follow NCERT Curriculum and Syllabus	The Council prepares the curriculum and syllabus for classes Pre- Primary to XII. For junior classes the syllabus of some selected subjects is provided from class IX-XII syllabus of all the elective as well as compulsory subjects is provided by the council. It gives approval to the middle class syllabus.	The Curriculum and Syllabus for all the three programmes is prepared by the IBO organization Geneva, and all the authorized schools are bound to offer them only.	It follows the NCERT prescribed Curriculum and Syllabus from VI to XII. For class IX-XII, it follows CBSE syllabus curriculum and Examination and evaluation Procedure.
6	Library	Adequate size of room proper Lighting, Ventilation equipment, well arranged shelves Adequate number of books (at least 1500 for High School and 1000 for Elementary Schools) Range of Subject matter. Sufficient Range of Books, Encyclopaedias and Periodicals A record of extent of use by the teachers and students of books Newspapers, Periodicals	Well equipped and spacious library for staff and pupils. At least five books (other than text books) per student in its stock subject to a minimum of 2500 at the beginning. No stock notes, examination guides or keys of any kind. At least 15 magazines suitable for students and professional needs of teachers should be subscribed to	Facilities for both students and staff Use appropriate trained staff, collaboration between library staff and teachers in planning for programme needs The collection of books, periodicals and reference materials, including material reflecting different cultures, perspectives and languages, annual library budget, sufficient quality of audio-visual equipment and Internet access	Fulfilling all the norms/conditions of the CBSE Affiliation Bye- Laws
7	Laboratories	There should be separate labs for Science Math and Computer. And	There should be separate laboratories for Physics, Chemistry, Biology and Computer.	Appropriate facilities, equipment and materials must be readily available to	At least on science centre in a recognized School to carry out

S.N	Items	Boards			
		CBSE	CISCE	IB	Delhi Govt. Schools
		in Science itself separate labs for Physics, Chemistry and Biology at Higher Secondary Level	There should be adequate number of equipments in each lab.	support the practical work. The school administration and the science department staff must also ensure that the laboratories used for the teaching of the experimental sciences in the Diploma Programme comply with the highest professional safety and environmental standards for science education and also with local, regional or national regulations	experiments effectively all the lab requirements as per norms of the board
8	Examination and Evaluation	This Board provides curriculum and syllabus for class IX to XII examination. The Examination is conducted in theory as well as in practical, depending upon the nature of the subject(s). Marks/grades is awarded for individual subjects and the aggregate marks is not given. The qualifying marks in each subject of external examination are 33% at Secondary/ Senior School Certificate Examinations. However at Senior School Certificate Examination, in a subject involving practical work, a candidate must obtain 33% marks in the theory and 33% marks in the practical separately in addition to 33% marks in aggregate, in order to qualify in that subject	From pre-primary to V standards the council does not support any examination of children. It just suggests for qualitative assessment of students on the basis of their daily performance. The system of assessment is both continuous and comprehensive, and is so designed as to take into account the different aptitudes and abilities of the child From the 5th grade onwards, students appear for internal examination. In X examination. All candidates have to enter and sit for seven subjects and one additional as per their choice from the range of subjects offered by the school. The pass mark for each subject is 33%.At XII level CISCE offers total of 32 subjects that are externally assed among these two compulsory subjects are English and Environmental Education and the students have a choice to select other three, four, or five subjects from the list of elective subjects. The pass mark for each subject is 40%.	All assessments of students work is carried out by the teacher through Monthly Assessment Programme (MAP) at primary level. At MYP level also much importance is given to continuous internal assessment, there is no scope for formal written examination at PYP and MYP. Only in the Diploma Programme (DP) There is external exam at the end of the programme it includes both Written tests as well as personality tests. The maximum total DP points score is 45. Grading is very comprehensive and it assesses the total learning	Up to VII standard the examination and evaluation occurs as per the norms prescribed by the Directorate of education Government of Delhi. It includes weekly test, quarterly examination, Half- yearly examination and final examination. For Secondary and Senior Secondary classes the examination and evaluation is conducted by CBSE
9	Medium of Instruction	The medium of instruction must be either English or Hindi	The medium of instruction must be English only	PYP is supported in English, French and Spanish but can be taught in other languages, MYP is supported in English,	The medium of instruction can be either Hindi or English



S.N	Items	Boards			
		CBSE	CISCE	IB	Delhi Govt. Schools
				French, Spanish and Chinese but can be taught in other languages. DP is offered in English, French and Spanish only	
10	Inspection Pattern	The affiliation committee of the board appoints a team of inspectors to visit the schools who have applied for affiliation or up gradation. This team follows the guideline for inspection given by the board and on that basis it submits its report to the board, there is only one time inspection on behalf of the board that is just before granting affiliation, the affiliated schools are advised to carry out international inspection	The inspector deputed by the Executive Committee of the Council visits the school before granting Provisional Affiliation the Chief Executive and Secretary visits the school before granting Permanent Affiliation After affiliation every school is inspected on behalf of Council once in five years. If the school is under regular inspection of the State Department of Education the Chief Executive and the Secretary request the department to send a copy of inspection report to the council. If however these schools are not inspected by the State Education Department once in three years the executive committee may arrange such inspection	There is a regular ongoing process of programme evaluation. The first programme evaluation visit, organized by the regional office, normally takes place three years after authorization has been granted and every five years thereafter	As per CBSE norms

CBSE: Central Board of Secondary Education

CISCE: Council for the Indian School Certificate Examination

IBO: International Baccalureate Organisation

NCERT: National Council of Educational Research and Training

## Chapter – IV

### Curriculum and Syllabus

Brief definitions about curriculum and syllabus have been made in Chapter 1 (for some basic queries about curriculum and syllabus see Annexure 1). The present system of education in India offers students various options for their Class X examination. There are state, national and international boards like the Secondary School Leaving Certificate (SSLC), Indian Certificate for Secondary Education (ICSE), Central Board for Secondary Education (CBSE), International General Certificate of Secondary Education (IGCSE) and International Baccalaureate (IB).

#### 4.1 Curriculum: CBSE, ICSE, IB and Delhi Government Schools

Curricula and course content of three boards are different (for class-wise syllabus of three boards see *Annexure 10, 11, and 12* and for a comparative understanding of the curriculum (including pedagogy, CCA & ECA) in three boards see *Annexure 8 and 9*. ICSE syllabus is totally different from CBSE. ICSE is based on the curriculum that evolved out of the “convent school” system of British India. Whereas CBSE is based on the curriculum that is promoted by NCERT as a common platform for the wards of Central Government Employees of the Indian government who get posted all over the country, and cannot practically cope with the changing levels of the State Boards. IB designs its own curriculum through a continuous process. It is only the IB which facilitates Online Curriculum Centre (OCC). And all the Boards have specific website in which they specifically outline their curricula but do not have OCC.

ICSE is tough in the initial classes. It is learnt that, in ICSE English language and grammar is emphasized more than that of CBSE. Whereas IB School which offers IB programmes, all the languages including English are given equal importance. There are novels and books of English literature that are included in ICSE curriculum as supplements.

During the field visit an ICSE school principal stated that some students start their schooling in ICSE but migrate to CBSE in later classes. With CBSE, advantage is that the curriculum is same all over India and so if someone gets a transfer, the continuity of education of kids does not suffer. CBSE also emphasizes Hindi a lot and in 6th grade it offers two languages. CBSE gives a broad based curriculum. Whereas in IB Board one cannot frequently shift to other Boards like CBSE and ICSE usually do.

If we look at the IB curriculum carefully, the IB programme is more practical and application-based. It has a broader spectrum of subjects that lead to all-round development. It is learnt from the IB curriculum that IB examinations test students’ understanding and not their memory and speed. There are no examinations till the Middle Years Programme (MYP). The IB curriculum equips students with the tools needed to succeed in higher education, such as self-confidence,

preparedness, research skills, organizational skills and being actively engaged in self learning. Some universities even offer scholarships to IB diploma holders.

There are some similarities and differences in their objectives and methods / approaches in designing curriculum and syllabus by the different boards. Their major similar functional objectives are to prepare students for higher education and imparting knowledge to choose a particular career option. Their different functional objectives are their goal, vision and area of operation. Each board has certain objectives and they endeavour to achieve those objectives through different approaches. There are some similarities and differences in their approach (for details see *Annexure 8* and *9*). Table: 4.1 shows, how the curricula of different boards are developed.

**Table: 4.1**  
**Designing Curriculum and Syllabus of different Boards**

S.N.	Boards	Committee on Curriculum	Resources	Remarks
1.	CISCE	Has its committee on Curriculum and syllabus	Research, Development and Consultancy Division	Revises curriculum and syllabus as per the felt need
2.	CBSE	Has its own committee on Curriculum and syllabus	NCERT (Draws members from different fields and prepares National Curriculum Framework)	Though it has its own committee on curriculum it mainly uses the resources of NCERT
3.	IBO	Has its own committee on Curriculum and syllabus	Has a separate Research wing which prepares curriculum	Evolving newness in curriculum and syllabus is a continuous process
4.	Delhi Board	Merged with CBSE	CBSE, NCERT, Delhi Textbook Bureau and SCERT, Delhi	Delhi Govt. Education system is under the Education Directorate, Delhi

All the three Boards (CBSE, ICSE and IB) have their own committees on curriculum and Delhi Board is merged with the CBSE, and follows curriculum as suggested by CBSE (for details see *Annexure 8* and *9*). CBSE a statutory body under the Govt. of India uses the resources of National Council for Educational Research and Training (NCERT) an advisory body which prepares the National Curriculum Framework (NCF). And CBSE suggests its affiliated schools to follow NCF (2005). However, CBSE has its own committee members drawn from expert faculty from university or colleges or schools / educationist, member from civil society, representation from the parents, etc.

ICSE is a private body and pursues the similar goals like CBSE and has its own committee on curriculum. It emphasizes more on syllabus which is part of its school curriculum (for details

on ICSE curriculum see *Annexure 8* and *9* & for details about ICSE syllabus see *Annexure 11*). ICSE through the RDCD is involved in developing new syllabuses and curriculum frameworks. The council is a registered society under the society registration Act 1860.

Though IB is a new alternative for modern education system but now it is in infancy stage in India due to small in their number. IB has also its own committee on curriculum. IB develops its own curriculum and syllabus through a process under which the curriculum review contributes. Generally IB School has a Curriculum Coordinator who looks after the curriculum related issues and syllabus (for details about IB syllabus see *Annexure 12*).

Delhi state has no education board but it is administered by the Directorate of Education, Delhi. The Directorate of Education uses the resources of CBSE and NCERT and in addition to it SCERT, Delhi and Delhi Textbook Bureau (DTB) are the two important branches of the Delhi Govt. DTB takes care of distribution and circulation of textbooks for different schools and SCERT takes care of training for newly appointed teachers as well as in-service teacher training programmes. SCERT also takes care of designing primary education syllabus for Delhi Govt. Schools.

## **4.2 Comparative Study of Curriculum in Different Boards**

*4.2.1 Curriculum of CBSE, ICSE, IB and Delhi Govt. Schools – Similarities in Objectives and Approaches:* The philosophy behind developing the curriculum is more or less same in each board. CBSE emphasizes on evolving a national system of education capable of reducing to India's diversity, CISCE aims to serve the children through high quality of education, whereas the core philosophy of IB's curriculum is "commitment to structured, purposeful inquiry as the leading vehicle for learning. Every board has a separate committee to design the curriculum as per the requirements. Each board designs Curriculum according to the need of the children. The techniques used for teaching (pedagogy) in each board promote habits of self-learning and reduce dependence on the teacher (see Table: 4.2).

The multi-skill, learner-centred, activity based approach is adopted in all the concerned Boards. Learners are trained to read independently and intelligently, interacting actively with texts and other reference materials (dictionary, thesaurus, encyclopaedia, etc.) Students are encouraged to interpret texts in different ways, present their views of critics on a literary text and express their own reactions to them. Some projects are also assigned to students from time to time. Due importance is given to Co-Curricular Activities. The aim behind it is to make the students fit for the future and to develop a sense of competitive spirit, co-operation, leadership, diligence, punctuality, and team-spirit as well as to provide a backdrop for the development of their creative talents. Evaluation procedure for ECA and CCA at Primary level is internal and at

secondary and senior secondary level is both internal as well as external assessment. English with other languages is medium of instruction in all the boards. The aim of education is defined as providing quality education, preparing the students for higher education and competitive examinations and promoting cultural pluralism and preparing a global citizen. Syllabus of each board is designed to nurture the unique gifts of children and share their ideas and experiences so as to enable them to seek a better career option and prepare for various competitive examinations. There is a wide range of subjects at Secondary and Senior Secondary level in each board and there is flexibility of subject choice.

*4.2.2 Curricula of CBSE, ICSE, IB and Delhi Govt. Schools – Differences in Objectives and Approaches:* There are some differences in the objectives and approaches of different boards (for details see *Annexure 8* and *9*). In case of CBSE, the philosophy behind designing curriculum is to provide a flexible and competitive examination oriented curriculum that is accessible to all students. The philosophy behind designing curriculum by ICSE is to provide an extensive, flexible and competitive examination oriented curriculum, accessible to all students and can be helpful for pursuing education abroad. The main philosophy behind IB curriculum is to provide a comprehensive and flexible curriculum to encourage international awareness with emphasis on the skills, attitudes, knowledge and understanding needed to participate in a global society. It also intends to prepare students to pursue higher education abroad.

The curriculum of IBO is more comprehensive and flexible as compared to the curriculum of CBSE and CISCE. In IBO, the curriculum is expressed in three interrelated ways: the written curriculum, taught curriculum and the assessed curriculum. Further the range of courses offered at secondary and senior secondary level is more in CISCE and IBO in comparison to CBSE. The ICSE syllabus (Class X) is very lengthy. ICSE has two papers in English, whereas CBSE has only one. ICSE has three papers in Science (Physics, Chemistry & Biology) at the secondary stage, whereas CBSE has only one. Similarly ICSE has two separate papers (Paper I History & Civics and Paper II Geography) in Social Studies whereas CBSE has only one. The school bag of an ICSE student is much heavier than that of a CBSE student. Environmental Education is compulsory at the ICSE & ISC examinations whereas this is not so at the CBSE examination. The CBSE syllabus is presented in a more scientific manner. The entire syllabus is divided into units and every unit is allotted the number of periods required to cover it in the year and also the weightage of marks it will carry in the examination. Thus, the teacher and student can plan the study of the various segments of the syllabus accordingly. The pedagogy in CBSE aims at empowering students to foster a sense of inquiry, to enable them to analyse critically, so as to eventually become informed citizens.

The class-wise and subject-wise pedagogy of different boards is given in the table 4.2

**Table: 4.2**  
**Class- wise and subject-wisepedagogy of CBSE, CISCE, IB and Delhi Government Schools**

S.N.	Boards	Subject Areas	Pedagogy (Class-wise)		
			I-V	VI-VIII	IX-XII
1.	CBSE	Languages	Learner centered activity based approach (Book reading, Storytelling, recitation of Poems. Drama, picture presentation of stories)	Integrated Approach (Group discussion, Role play, effective use of news papers and literary magazines)	multi-skill, activity based, learner centered approach (silent reading, language games, debate and discussions, use of media inputs)
		Social Sciences	Child centered approach (Loud reading, project, game activities etc.)	Activity based approach Project Work, Quiz, group discussion, trip to relevant places.	Lecture method as well as integrates approach ( Project Work, Quiz, group discussion, trip to relevant places)
		Science	Child centered approach (Loud reading, project, game activities etc.)	Activity based approach Project Work, Quiz, group discussion, trip to relevant places.	Lecture method as well as integrated approach ( group discussion, exhibition of Project Work, Quiz, class presentation, trip to relevant places)
		Mathematics	Activity based approach (use of pictures, work book, simple projects etc)	Learner centered approach Problem solving methods, generalization of concepts, puzzles, games and project work)	Learner centered approach, Problem solving methods, generalization of concepts, puzzles, games and project work)
		Environmental Studies	Activity based approach (use of pictures, work book, simple projects etc)	Learner centred and activity based approach, preparation of files, project work, games, songs poems on related topics.	Learner centered and activity based approach, preparation of files, project work, games, songs poems on related topics
		Arts and craft	Practical work, work book, Project file, exhibitions etc	Practical work, work book, Project file, exhibitions etc	Practical work, work book, Project file, exhibitions etc.
2.	CISCE	Languages	Learner centered activity based approach (newspaper clippings, language games etc.)	Reading aloud, Language games, interpretation of pictures.	multi-skill, activity based, learner centered approach (silent eading, language games, debate and discussions, use of media inputs)
		Social Sciences	Games. stories, use of pictures, Art and craft project.	Enquiry Method (observation, interviews, surveys and visits etc.)	
		Science	Activity based approach (Question answer method, project work. etc.)	Activity based approach Enquiry Method,	Lecture method as well as observation method
		Mathematics	Learner centered approach (Problem solving method, games, simple projects etc.)	Learner centered approach (Problem solving method, games, projects etc.)	Learner centered approach (Problem solving method, , simple projects etc.)
		Environmental	Activity based approach (oral work,	Activity based approach (oral work,	Activity based approach (oral work, practical

S.N.	Boards	Subject Areas	Pedagogy (Class-wise)		
		<b>Studies</b>	practical scenario activities, sorting and classification activities etc.)	practical scenario activities, sorting and classification activities etc.)	scenario activities, sorting and classification activities etc.)
		<b>Arts and craft</b>	Practical work, work book, Project file, exhibitions etc.	Practical work, work book, Project file, exhibitions etc.	Practical work, work book, Project file, exhibitions etc.
<b>3.</b>	<b>Delhi Govt. Schools</b>	<b>Languages</b>	Traditional Method (Reading loud, story narration etc.)	Learner centered (Reading silently, role play, picture narration etc.)	Lecture method as well as group discussion
		<b>Social Sciences</b>	Child Centered (Book reading, collection of pictures, project work)	Activity based approach Project Work, Quiz, group discussion, trip to relevant places.	Integrated Approach (Lecture method, traditional method is also followed in most on the cases.)
		<b>Science</b>	Child centered approach (Loud reading, project, game activities etc.)	Activity based approach Project Work, Quiz, group discussion, trip to relevant places.	Lecture method as well as integrates approach ( group discussion, exhibition of Project Work, Quiz, class presentation, trip to relevant places)
		<b>Mathematics</b>	Activity based approach (use of pictures, work book, simple projects etc) traditional method is also followed in most on the cases.	Learner centered approach Problem solving methods, generalization of concepts, puzzles, games and project work)	Learner centered approach Problem solving methods, generalization of concepts, puzzles, games and project work)
		<b>Arts and crafts</b>	Practical work, work book, Project file, exhibitions etc.	Practical work, work book, Project file, exhibitions etc.	Practical work, work book, Project file, exhibitions etc.
<b>4.</b>	<b>IBO</b>	<b>Languages</b>	Learner centered activity based approach	Learner centered activity based approach	Learner centered activity based approach
		<b>Social Sciences</b>	Learner centered activity based approach	Learner centered activity based approach	Learner centered activity based approach
		<b>Science</b>	Enquiry method, practical work use of multi media.	Enquiry method, practical work use of multi media.	Enquiry method, practical work use of multi media.
		<b>Mathematics</b>	Problem solving method, project work	Enquiry method, practical work use of multi media.	Enquiry method, practical work use of multi media.
		<b>Arts and craft</b>	Practical work, work book, Project file, exhibitions and effective use of Media Inputs.	Practical work, work book, Project file, exhibitions and effective use of Media Inputs	Practical work, work book, Project file, exhibitions and effective use of Media Inputs

The teaching method used in CISCE is more instructional and memory based in comparison to others. 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. CISCE does not allow homework up to Class V but for higher classes it suggests rigorous homework and regular assessment and maintenance of homework records for each class. CBSE does not take any initiative for homework at primary level. It is more concerned about Classes IX-XII. It is more liberal as there is limited scope for homework. In IBO there are various activities involved which the students are free to complete in either school or at home. There is no division of homework or class work. Co-curricular activities have important role to play in all the Boards. Yet IBO has more scope for such activities in comparison to other boards. English is accepted as one of medium of instruction in all the boards. Except CISCE every board has more than one medium of instruction. CISCE has only English as the medium of instruction. Delhi Government Schools and CBSE allow private students to appear in the Board examination under certain conditions prescribed in the CBSE affiliation bye-laws. On the other hand CISCE and IBO have no scope for private candidates. The main objectives for setting up of CBSE were those of: serving the educational institutions more effectively, to be responsive to the educational needs of those students whose parents were employed in the Central Government and had frequently transferable jobs. Whereas The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence. International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

#### **4.3 Syllabi of CBSE, ICSE, IB and Delhi Govt. Schools – A Comparative Study**

On the basis of discussion held with the Principals, teachers, and respective Board functionaries, it can be inferred that ICSE syllabus is tougher than that of the CBSE and State Boards. ICSE / CBSE syllabi are designed to promote thinking among children, going by the way examination questions are framed (answers to questions are not directly found in textbooks but are related to the syllabus). Students who have studied either ICSE or CBSE get much chance of landing a seat in popular colleges (Engineering/Medical) since the entrance exams for these are based on CBSE and ICSE syllabus. After 10th, ICSE students can opt to switch to other K-12 certification such as CBSE, Pre-University, ISC, etc. CBSE ensures hassle-free curriculum from Classes I – XII.



IB is a newer alternative in modern education system, but very limited in availability / recognition. It is easy for students aspiring to go abroad for higher studies to choose an international board but those who wish to continue their studies in Indian universities, it is a difficult choice to make. The international boards cater as they do to a wider range of abilities. They facilitate admission to Indian as well as foreign institutions of higher learning. The international boards emphasize on thinking and encourage learning for life as opposed to learning for an exam. In ICSE, projects on various subjects are an integral part. Also, there is a clear emphasis on English literature whereas in CBSE, English is functional, communication-based. The IB is globally recognised and is designed to meet teaching and learning needs the world over, and offers a diverse, wide-ranging curriculum.

Parents in transferable jobs prefer CBSE because of its national curriculum. It is more challenging, offers in-depth views of all subjects and is constantly revised and updated. The ICSE syllabus is more extensive, CBSE is more intensive. CBSE has more objective kind of questions, and prepares students for national competitions. ICSE is more liberal and gives a choice of subjects. One can opt out of mathematics and science in ICSE at secondary level, not so in CBSE. The ICSE course develops thinking and analytical skills in a student because it is extensive. The International Baccalaureate is one of the world's popular international qualifications for 14 to 16 year-olds. It develops successful students, giving them excellent preparation for their next steps in education, including progression to higher level studies, and equips them with skills for immediate employment. IB is recognized by universities and employers worldwide.

Delhi Government Schools as suggested by the Directorate of Education, Govt. of Delhi follows CBSE syllabus. In these schools the medium of instruction is Hindi language.

There's not much difference among CBSE, ICSE and Delhi Government Schools in the primary school up to 4<sup>th</sup> standard. After that it is felt ICSE syllabus is a bit tougher than that of CBSE, especially in the high school. One can opt for CBSE syllabus if his / her parents are likely to get transferred often within India as there are more number of CBSE schools located all over India. The presence of CBSE is also seen outside India. IB Schools across the world have uniform syllabus. The number of ICSE schools is much less in comparison to CBSE schools. The number of IB schools in India is even much less. They do not even cross 3 digit number.

#### **4.5 What is the main Difference among ICSE, CBSE and IB Syllabi?**

ICSE is a private Body but recognised by the government of India and CBSE is the Govt. body. Unlike ICSE, CBSE syllabus is much better for students who have the interest in regional languages. CBSE syllabus is also designed according to the relevance of all kinds of examinations ahead. In 10<sup>th</sup> standard ICSE has an edge over CBSE, because of its extensive

syllabus. 11<sup>th</sup> onwards there is not much difference between ICSE and CBSE. Because of its medium of instruction in English language ICSE syllabus is worldwide more relevant as English is the widely known language of instruction at higher level of education. In comparison to CBSE, Computer education is better and of more practical usage in ICSE. ICSE syllabus for commerce and biology courses is more practical oriented.

IB schools offer more comprehensive and flexible syllabi. In IB, apart from the native language one can get the opportunity to learn many languages like French, Mandarin , Spanish, German, Malay, etc. IB also offers History, Geography, Economics, Anthropology, Psychology, Sociology, Business Management, etc. like ICSE and CBSE but they are pertaining to international issues of concern. But CBSE and ICSE focus more on either national or regional issues of concern. Both CBSE and ICSE also cover the wider range of theme on global concern but it has the regional and national reflections. IB syllabus is more specific and its objectives clearly reflect the international character to prepare the global citizens.

Particularly in learning English languages, IB is more detailed than the CBSE and ICSE. And ICSE is more detailed than the CBSE in this respect. If one compares text books, can see that IB and ICSE cover things in more in-depth manner. CBSE's coverage of the English language is simpler than those of IB and ICSE.

CBSE and ICSE are two different Indian education Boards. Their headquarters are located in Delhi. The Indian Certificate of Secondary Education (ICSE) examination is an examination conducted by the Council. Private candidates are not permitted to appear for this examination. The Central Board of Secondary Education (CBSE) is an eminent board of school education in India. International Baccalaureate (IB) is an International Board which admits both Indian as well as the students from different countries.

#### **4.7 Concluding Remarks**

Different people have different opinion on syllabuses and curricula of all the three Boards. ICSE and IB students have strong command over English. In all the Boards students will have to dedicate themselves in studies according to their syllabi. The IB curriculum is challenging because of the quality of assignments given to the students, not in the amount of work assigned. Learning English in ICSE and IB is convenient and help students to study or work abroad in future. For the purpose of higher education some international institutions don't recognize CBSE for undergraduate courses but UCAS (Universities & College Admission Service) an undergraduate degree programmes at British Universities, has started recognizing CBSE for admission in British universities for undergraduate courses. An additional advantage in IB schools is that they offer some international languages like French, Spanish, Portuguese, etc.

This language proficiency helps them to choose the career option for students in respective countries in which they can comfortably work.

“IB provides better opportunity for students who are aspiring to go abroad for higher studies. Those who are in CBSE Schools and wish to continue their studies in International Universities, it’s a difficult choice to make. Many academicians agree with the premise that International Boards are good only for a section (upper class and elite) of students. IB emphasises on thinking and encouraging learning for life as opposed to learning for an exam. ” said the parent of an IB school student while adding that one can use traditional Indian syllabi also for long term learning. IB emphasises on creative and logical application of knowledge. It caters to the needs of children with mixed abilities and varied interests. The programme has a huge range of subject offerings. It allows students to choose subjects on the basis of their interest within a specified framework.

Coming to Indian Boards, the difference perhaps lies in the ‘implementation. ICSE projects on various subjects are an integral part. Also, there is a clear emphasis on English literature. Whereas in CBSE English is functional, communication-based.

“Parents in transferable jobs prefer CBSE because of its national curriculum. Kendriya Vidyalayas (KV, follow CBSE Syllabus)) were established all over India to suit their needs. It offers in-depth views of all subjects which are constantly revised and updated. Students who want to take up competitive exams prefer CBSE,” said a teacher of Kendriya Vidyalaya (KV).

Contents are quite similar in each Board, what varies is that how the different Boards implement them. ICSE gives a good overall development and focus on English literature. CBSE is more maths and science driven and gives a slight edge for all the engineering competitive exams. While a broad-based syllabus is generally perceived to be good (an issue that needs to be debated in the current scenario of focused approach), it increases the load on students, thus leading to stress. The NCERT connection with CBSE makes it a very pro-active education Board and not just an examining body. The concept of “Front Line Curriculum” has been put in place in CBSE that requires syllabi be updated an on-going basis and 10 per cent of irrelevant or outdated material is replaced with more pertinent matter.

## Chapter 5

### Examination and Evaluation Procedures

Conducting examinations in education system works like a regulatory mechanism in improving quality in education. More specifically speaking, the quality of education also depends on the types of examinations and frequency of examinations conducted in schools. It has been found that conducting class / internal examination with regular intervals helps in improving the quality in school education. In school education system, the conduct of examination and evaluation for the promotion to next higher classes is an important activity. Merely transacting curriculum in the classroom is not going to help the students about their learning. Examination is helpful in keeping the records of academic achievement and progress of the student. The terms examination and assessment are closely linked. Examination means to conduct a test, whereas assessment is how to measure the test or score or give numerical value to test giver. (For key definitions of Evaluation, Assessment and Examination see Box: 5.1)

#### Box: 5.1

##### Key Definitions in the Context of School Education

**Evaluation:** Evaluation is a standard procedure to measure or scale the students' performance.

**Assessment:** Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.

**Examination:** An examination is a detailed inspection or analysis of an object or person. In an academic or professional context, examinations are tests which aim to determine the ability of a student or a prospective practitioner.

#### 5.1 Examination

For the general understanding, examination or test means to examine somebody or something i.e. to inspect closely; hence, an examination is a detailed inspection or analysis of an object or person. In an academic or professional context, examinations are tests which aim to determine the ability of a student or a prospective practitioner. Exams are usually written tests, although some may be practical or have practical components, and vary greatly in structure, content and difficulty depending on the subject, the age group of the tested persons and the profession. A person who passes an examination receives a degree, certificate, diploma, driving or professional license, depending on the examination's objectives.

In this context the examinations of CBSE, ICSE, IB and Delhi Govt. Schools have been discussed in this chapter. Some of the focused areas of these Boards have been illustrated in Box: 5.2

**Box: 5.2**

**Major Sources of Students' Testing by CBSE, ICSE, IB and Delhi Govt. Schools**

**CBSE:** Emphasizes on home work, project work, unit test, cumulative examination, monthly test, half yearly, pre-board test and annual examination. Students' performance is assessed not only from the academic point of view but also in the context of overall or holistic development of the children.

**ICSE:** Conducts similar types of examinations and emphasizes on unit test, class test, home work, project work, activity based learning, pre-board test, and session ending examination. It also emphasizes on overall growth of the children through integrative approach.

**IB:** Gives more emphasis on project work, practical, interactive and fun-based practical learning. IB aims at to promote universal brotherhood, harmony, global integration, cultural pluralism and prepares its students to become a global citizen. IB Assessment is not based simply on "how many questions can they answer?" or "what percentage have they achieved?"

**Delhi Govt. Schools:** Emphasize on home work, project work, unit test, cumulative examination, monthly test, half yearly, pre-board test and annual examination as suggested by the CBSE.

## 5.2 Evaluation and Assessment

Evaluation is a standard procedure to measure or scale the students' performance. The evaluation or assessment procedure may vary as per the nature of the test and set standards of subject.

Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Evaluation is an important aspect of any education system. Student learning can be improved through well-planned procedures of evaluation that are inbuilt in the teaching learning process. Many times teachers attempt to assess the progress of learning while teaching in the classroom – sometimes deliberate and at times spontaneous. Thus evaluation is considered as an integral part of teaching learning process. Evaluation is a process of collecting, analyzing and interpretation of the evidences about students' progress in cognitive and non-cognitive areas. On the basis of these evidences teacher could take certain decisions to improve classroom practices for enhancing the attainment levels among students. Evidences are collected, analyzed and interpreted through some tools and techniques. Tests are most prominent tools to collect evidences about the progress of learning among learners. Observation

is an important technique used to collect evidences of development in specifically co-scholastic areas. Tests provide the marks or grades and observation gives an idea or impression.

Evaluation is a decision-making process that intends to lead students towards better performance and consequently helps to bring about qualitative improvement in education. It is both process and product. When we talk about the evaluation process, it mainly focuses on teachers as the teacher has to decide why, what, when and how to evaluate and how to make sense of it. The thoughtful teacher uses the information of students' results as guide to improve his/her own teaching practices. The performance of learners in scholastic areas can either be evaluated during the process of instruction or after completion of instruction in a regular temporal sequence. The former is formative evaluation and the latter is summative evaluation. The evaluation in scholastic areas is mostly focused on the attainment of instructional as well as educational objectives. Some of the important purposes of evaluation are:

- to know the efficacy of instruction, to determine the rate of progress of learners,
- to predict success of learners in their future scholastic endeavors,
- to know the attainment of instructional and educational objectives,
- to motivate learners for better learning,
- to diagnose the weaknesses,
- to provide continuous record of achievement,
- to place students in rank order and
- to increase self confidence among students

The process of evaluation involves in selection of suitable tools and techniques for collecting evidences to know the progress of performance among learners.

### **5.3 The Concept of Continuous and Comprehensive Evaluation (CCCE)**

Evaluation is now considered as an integral part of teaching learning process. It cannot be separated from teaching as teaching includes evaluation. As child development is a continuous process, evaluation should be continuous. The progress of the learner will be evaluated quite often in continuous evaluation. Learner is subjected to schooling for scholastic and co-scholastic gains. As such evaluation should cover all the aspects of schooling and teacher should be able to assess the all round development of the child. In fact comprehensive evaluation covers the whole range of student's experiences in the context of total school activities. It includes physical, intellectual, emotional and social growth comprising of social personal qualities, interest, attitude and values. Varieties of techniques need to be executed to carry out the comprehensive evaluation. The main characteristics of continuous and comprehensive evaluation are:

- It is informal and formative in nature

- It is based on the assumption that the teacher knows his pupils best and hence he/she should only be entrusted with the responsibility of evaluation
- It provides opportunities for the use of multiple techniques of testing
- It is built into the total teaching learning programme rather than done at a specific point of time
- It provides opportunity to teacher for regular diagnosis of learning difficulties followed by remedial measures
- It involves analysis and interpretation of the evidences of achievement to arrive at right decision and make judgment

The examination and evaluation process of different education Boards looks like similar pattern but they are objectively different in many ways in regards to weightage, time allotment, question pattern, etc.

For the purpose of the study, the examination and evaluation / assessment pattern of CBSE, ICSE, IB and Delhi Govt. Schools have been discussed in sub-sequent sections in this chapter. Some of the key features of different Boards have been illustrated in Box: 5.3.

#### **5.4 CBSE Examination and Evaluation Pattern**

##### *Classes I-VIII*

The schools affiliated with the CBSE follow the NCERT syllabus as well as the suggestions provided by the Board from time to time. For primary classes the board does not provide any examination bye-laws, it is the responsibility of the affiliated schools to conduct the examination and keep the records. Basically the schools prepare their students for the board examination conducted by the Board at classes X and XII. For details about CBSE examination and evaluation procedure see *Annexure 14*.

On the basis of guidelines provided for Secondary and Senior classes, the schools prepare their own Examination and Evaluation Practices. Though the board suggests no bag up to class II, no home work up to class V, in practice it is found that the schools allow the students to bring the bag and also give homework to the students of all classes.

In the CBSE Schools (observed under the study) there is no formal examination for students of classes I and II, promotion at the end of the scholastic year depends on daily assessment. The daily assessment includes announced or unannounced written and oral work. Hence parents are requested to send their children to schools regularly unless prevented by serious illness in which case a medical care certificate should be submitted along with a leave letter within 2 days. From class III onwards there are various types of tests and a well framed scheme of examinations in a scholastic year.

**Box: 5.3**

**Some Key Features of Different Boards**

**CBSE**

- It is an examining body which conducts classes X and XII examinations.
- Private/Regular Candidates are allowed to appear for final examination of Classes X and XII.
- It provides revised syllabus and Examination Bye-laws for IX-X and XI-XII.
- The Board provides Unit wise/ Chapter wise Marks distribution for each subject of classes IX-X and XI-XII.
- The board provides the guideline to the examiners to assess each paper.
- The typology of questions has been changed. Now in place of more of the same type (MOT) questions the question papers check the critical skill of students through Higher Order Thinking Skills (HOTS) questions.

**ICSE**

- It is an examining body which conducts classes X and XII examinations.
- Along with Classes IX- X, and XI-XII, It also provides syllabi for Classes I to VIII.
- Private Candidates are not allowed to appear for final examination of Classes X and XII.
- There is no age limit for candidates to appear in classes X and XII examination.
- It does not provide Duplicate Certificate in case of Certificate Loss, only Marks are given.
- It provides revised syllabi and Examination Regulations for ICSE (IX-X) and ISC (XI-XII).
- There are three papers in Science Subject and two papers in Social Science and two papers in English in Class X.
- English Language is emphasised.
- Medium of instruction is only English.
- Environmental Education is compulsory.

**IB**

- IB is an organization. It offers Primary Year Programmes (PYP), Middle Year Programme (MYP) and Diploma Programmes to students across the world.
- Generally it does not suggest for examination at Primary and Middle levels
- There are specially trained examiners to assess the IB examination papers
- More emphasizes on project work, practical and fun-based learning
- It endeavours to promote global integration, pluralism and prepares students to become a Global citizen
- IB programmes are recognized all over the world

**Delhi Government Schools**

- Delhi Government Schools are governed by the Directorate of Education (DOE), Delhi.
- Classes X and XII examinations are conducted by CBSE, so the Schools follow the norms prescribed by CBSE.



**Table: 5.1**  
**Class- Wise Distribution of Subjects, Tests and Examination (CBSE)**

S.N.	Classes	Subjects	Type of tests	Scheme of Examination
1.	I-II	English, Hindi, Maths, E.V.S.	Oral, Written	No Examination
2.	III-V	English, Hindi, Maths, E.V.S., Computer	Oral, Written, Performance, Group Activities, Experiments, Role Play, Map Study	3 unit Tests, (July, September and January), Cumulative Exam, Session Ending Examination (SEE)
3.	VI-VIII	English, Sanskrit, Mathematics, Hindi Drawing, Computer Social Science, Science, Physical Education, General Studies. Music. Work Experience	Oral, Written, Performance, Group Activities, Experiments, Role Play, Map Study , Practical, Project work, Project File)	3 unit Tests, (July, September and January), Cumulative Exam, Session Ending Examination (SEE)

*Classes IX-X and XI-XII*

CBSE provides Curriculum for the examinations for classes IX to XII. For classes IX and XI, it is the responsibility of the school authority to conduct the examination and evaluate the students, but the scheme of examination, type of questions, pattern of evaluation etc is provided by the Board. Number of papers, duration of examination and marks for each subject/paper is specified in the curriculum for the year. (See Table: 5.2)

*Internal Examination*

The students of classes IX and XI are assessed internally in all the subjects following the norms provided by the Board. But the School also conducts the following internal examinations of the students of classes X and XII to prepare the students for the Final Examination:

**Table 5.2**  
**Classes X and XII: Examination and Marks Division (CBSE)**

Scheme of Examination	Marks
Unit Tests (3)	40 (each unit test, each subjects)
Cumulative Examination	100 (each subject)
Session Ending Examination	100 (each subject)
Monthly Tests, Selection Tests, Pre-Board Tests	Depends upon the Subject Teacher

*External Examinations*

The external examinations of classes X and XII are conducted by the Board. For details about CBSE evaluation pattern including subjects, weightage, value points, grades, instructional time, type of question, marking scheme, see Tables: 5.3, 5.4, 5.5, 5.6 and 5.7.

*Instructional Time*

Assuming an academic week consisting of 45 periods of 40 minutes duration each, the Broad distribution of periods per week is as follows:

**Table: 5.3**  
**Instruction Time per Week of Teaching Time: Class X (CBSE)**

<b>Subjects</b>	<b>Suggested periods for Class X</b>
Language I	7
Language II	6
Mathematics	7
Science	9
Social Science	9
Work Education or Pre-Vocational Education	3+3*/6
Art Education	2
Physical and Health Education	2

**Table: 5.4**  
**Instruction Time per Week of Teaching Time: Class XII (CBSE)**

<b>Subjects</b>	<b>Suggested periods for Class XII</b>
Language I	7
Language II	7
Elective I	8
Elective II	8
Elective III	8
General Studies	3
Work Experience	2+2*
Physical and Health Education	2

Note: While designing the courses it has been presumed that, given margin for vacation, public holidays and other contingencies, a minimum of 30 weeks of teaching time will be available in each session for actual instructional transaction. Accordingly the distribution of periods over units and sub-units has been done which is only suggestive in character. The schools, keeping the overall number of periods in each subject/area the same, may assign more or less number of periods to individual units according to their relative importance, if thought necessary. The distribution of marks over each unit (unit wise weightage), is however, prescriptive hence shall remain, unchanged.. \*Time Expected to be spent outside school hours.

#### **5.4.1 Evaluation Pattern**

##### *Classes I-II*

The students of classes I and II are assessed on the basis of their daily performance in the school. Grades are given to them in the five point Scale (A+, A, B, C, D,).

##### *Classes III-V*

Each subject is divided among competencies with specific weightage totaling 100 value points. There are unit tests, Cumulative test and Session Ending Examination and other examinations. There are basically three types of questions carrying a specific value as given in table 5.5 to 5.7:



**Table: 5.8**  
**Classes VI-VIII: Examination and Marks Division (CBSE)**

Scheme of Examination	Marks
Unit Tests (3)	40 (each unit test, each subjects)
Cumulative Examination	100 (each subject)
Session Ending Examination	100 (each subject)
Other Tests	Depends upon the Subject Teacher

There are three unit tests conducted in the month of July, September and January respectively. Each unit test carries 40 Marks for each subject. There is a cumulative exam (Half-Yearly) of 100 marks for each paper, conducted in the month of December. The Session Exam (Final Exam) is conducted in the month of March and April. It also carries 100 marks for each paper. There is no compulsion for weekly tests or monthly tests for the students of class VI-VIII. It depends upon the teachers of particular subject to conduct these tests.

Both the Project Work and Written Examinations are conducted for these students but there is no Practical Work up to class VIII. In the context of General Studies and Music there is provision of Oral Examination also. The subjects for which there are written tests as well as project work, assessed in terms of marks are called Scholastic subjects, whereas the subjects for which there is no written examination only the Project work is offered are called non-scholastic subjects. These subjects are evaluated in terms of 5 point Scale (A, B, C, D, E). The Scholastic and Non-Scholastic Subjects are shown in Table: 5.9.

**Table: 5.9**  
**Types of Subjects (CBSE)**

Scholastic Subjects	Non-Scholastic Subjects
English	Drawing
Sanskrit	Physical Education
Hindi	General Studies
Mathematics	Music
Social Science	Work Experience
Science	-
Computer	-

In every subject, students are assessed on the basis of certain competencies. Question papers include three types of questions (VSA, SA, LA), the difficulty level also varies as average type questions, Easy and difficult questions. Weightage is assigned according to the type of questions. Students are assessed on the basis of the selection of choice of questions attempted, project work and daily assignments.

#### *Class IX*

In order to pass Class IX level, a student must secure at least 33% marks in continuous assessment as well as in the final examination i.e. a student must secure at least 20 out of the 60

that represents continuous assessment, and at least 13 out of the 40 that represents the final examination. One has to pass in continuous assessment and final exam separately.

#### 5.4.2 Continuous Assessment (60%)

Continuous assessment is essential to measure students' progress in the acquisition of skills, particularly in listening and speaking. Unless listening and speaking skills are assessed, they will tend to be neglected. These skills should be brought under continuous assessment. Continuous assessment refers to the assessment of student's achievement through-out the year, through a variety of activities carried out within each school. Such activities may be formal, but in order to assess listening and speaking skills, it is important that a large proportion of the marks allotted should be derived from informal procedures. It is, therefore, recommended that marks should be allotted as (a) Conversation skills 20% (b) Assignments 20% (c) Formal testing 20%.

#### 5.4.3 Final Examination (40%)

It is the formal examination conducted at the end of the session.

##### *Classes X and XII*

Evaluation at classes X and XII level is based on detailed and well-defined marking schemes. The CBSE publishes these marking schemes for different subjects with the objective of making the system more transparent and to help students and teachers in their preparation for the examinations. Studying the pattern of marking schemes greatly helps students in writing the answers along the right lines. Children are inspired to read the questions properly and understand them so that they can know what is expected as answers. It is not only language but also content and organisation that are taken into account for awarding marks. Use of direct and simple language and short sentences is desirable, though appropriate vocabulary enhances the effectiveness of the answer. The weightage to marks over different dimensions of the question papers is highlighted in Table: 5.10.

**Table: 5.10**

**Classes X and XII Different Dimensions of Question Papers and respective Weightages (CBSE)**

<b>Weightage to Content Unit</b>	In every subject the syllabus is divided into certain number of units. Each unit is assigned certain marks. The allocation of marks for each unit depends upon the size and importance of that unit.
<b>Weightage to form of Questions</b>	There are basically three types of questions Very Short Answer(VSA), Short Answers (SA) and Long Answer (LA)
<b>Number of Sections</b>	In all the papers there are two or three sections.
<b>Weightage to Difficulty Level of Questions</b>	There are three types of questions in each paper easy, average and difficult questions. The percentage of average questions is high in almost all the papers. The difficult questions are assigned more weightage.
<b>Scheme of Options</b>	There is no scope for over all choices but the options for internal choice are available in each subject.
<b>Typology of Questions</b>	Open ended, Knowledge, understanding and application Based Questions and the questions that support Higher Order Thinking Skills (HOTS).

#### 5.4.4 MOTS to HOTS (CBSE)

The CBSE Class X and Class XII Board examinations incorporated a change in the pattern of questions from the year 2007-08 (to know the view of a student see Box: 5.4). Now the focus is more on understanding and analysis, rather than students' memorising ability. A key change in the pattern of papers is a move from "MOTS to HOTS". Instead of 'More of The Same' (MOTS), or questions answerable through rote learning, papers now test students' 'Higher Order Thinking Skills' (HOTS), or ability to apply knowledge, 20 per cent questions in all major subjects test HOTS. Another new entry is short answer questions. About 10 per cent of the paper starts off with 1-mark questions but some things are still the same: sample papers, for instance, still form an essential part of a student's revision. They contain the blueprint of questions, providing marking schemes and helping students learn about the pattern of questions and the weight assigned to different topics. What has changed is the design of sample papers for Class XII exams in languages, humanities, commerce and science; and in Class X for papers in language, mathematics, science and social science. Another feature: the 'cool-off time' makes a comeback. As in past years, students have time to settle their nerves for 15 minutes before commencing their papers

#### **Box: 5.4**

#### **'HOTS' Questions Make Students Think before Writing Answers**

*New Delhi: The questions based on Higher Order Thinking Skills (HOTS) triggered the CBSE board exam yesterday with few tricky questions that really made students think before writing answers. Students who appeared in the Social Science paper yesterday were surprised to see few questions from topics like tsunami and disaster management. Most students felt that source-based questions included in all the sets as part of comprehension section was difficult to attempt. "I had to think a lot about the agency that works for the safety at the state or district level during a disaster. I was surprised to see questions on democratic reforms, also found question to write the relation between politics and social division, a very tough one. I had to think twice before writing the answers," said a class X student of a capital school. The student also claimed that the marking scheme that was informed about was not followed in the paper. Some experts stated that the question paper of class X was not a child- friendly one. The paper had application based questions and those who had gone through the textbook thoroughly could only answer the questions properly. However, many school principals and subject teachers claimed that the paper was good; students who prepared from NCERT textbooks were able to attempt it with full confidence. There were some questions which needed application of the student's brain but overall the paper was fine as expected.*

### 5.4.5 Different Streams

There are three major streams for classes XI-XII. These are Science, Humanities and Commerce. Though the board does not divide the subjects but the schools divide then according to the particular stream and the students are asked to opt for any one of them. The selection for a particular stream depends upon the Cut off list of Class X results. The students ranking high can opt for Science The minimum percentage to get admitted to Science is 60% in total and more than 55% in Science and Maths, then comes Commerce up to 55%. The students, scoring below 55%, get admission in Humanities. The Schools (observed under the study) provides following courses in all the three streams viz: Science, Commerce and Humanities, to the Senior Secondary (XI-XII) students. (See Table: 5.11)

**Table: 5.11**  
**Stream Wise Subjects for Classes XI-XII (CBSE)**

<b>Science</b>	<b>Commerce</b>	<b>Humanities</b>
English	English	English
Hindi	Hindi	Hindi (elective)
Physics	Accountancy	Geography
Chemistry	Business Studies	History
Mathematics/Biology	Economics	Maths/Political Science/IP
Biotechnology	Mathematics/Hindi (Elective)	
Informatics Practice (IP)		
Computer Science		

*Note:* Students are allowed to take any five Subjects from a particular Stream. Common and Compulsory Subjects are Work Experience, Physical Education and Health Education. Cut off percentage is decided by the Head Quarter CBSE on the Basis of the total number of students appeared in the examination at class X.

### 5.5 Council for the Indian School Certificate Examinations (CISCE) Examination

The Council conducts the Indian Certificate of Secondary Education (X), the Indian School Certificate (XII) and the Certificate of Vocational Education Examinations. There is a Committee on Examinations and Subject Committee for drawing up and revising syllabuses and receiving criticisms and suggestions. The Council has its own teams of trained examiners, specialists and advisers. For details about CISCE examination and evaluation see *Annexure 16*.

#### 5.5.1 Classes I-VIII Examination and Evaluation System

The schools affiliated with ICSE strictly follow the curricula and books recommended by the council. In the context of examination and the evaluation of students from class I-IX, it is the responsibility of the respective Schools to conduct the examination and assess the performance of the students. The council has very little role in it, what it demands is the maintenance of records of each student from classes I to XII (CCE).

The students are assessed in variety of ways such as written test, oral, aural test, creative writing, project work, project files, practical etc. The type of test varies according to the subjects. As subjects like G.K. E.V.S. have more scope for project work on the other hand languages are assessed on the basis of oral, aural as well as writing skill tests. Though the Council does not permit for any type of examination for the student from classes I to V, it is rarely seen to be applicable in any school almost all the schools conduct the examination.

The Examination schedules are more or less the same in all the schools as given below in Table: 5.12.

**Table: 5.12  
Examination Schedule (ICSE)**

<b>Examination</b>	<b>Time</b>
1 <sup>st</sup> Unit Test	First Week of July
1 <sup>st</sup> Terminal	Second Week of September
2 <sup>nd</sup> Unit Test	First Week of November
Half Yearly	Second Week of December
3 <sup>rd</sup> Unit Test	First Week of February
Annual Examination	Second Week of March

Besides these tests as referred to in Table: 5.12, teachers also conduct the weekly class tests, Quiz, surprise tests to assess the performance level of students from time to time. The entire syllabus for each subject is divided into three terms I Term, II Term and III Term. The I Term includes the syllabus to be completed for I Terminal Examination; similarly the II and III Terms include the syllabi for half yearly and final examinations respectively. Minimum attendance requirement in each class is at least 75%. Table: 5.13 shows the unit-wise distribution of marks from Classes I-VIII.

**Table: 5.13  
Evaluation Pattern from Class I to VIII (ICSE)**

<b>S.N.</b>	<b>Class</b>	<b>Marks allotted for 1<sup>st</sup> Unit Test</b>	<b>Marks allotted for 1<sup>st</sup> Terminal</b>	<b>Marks allotted for 2<sup>nd</sup> Unit Test</b>	<b>Marks allotted for Half Yearly Exam</b>	<b>Marks allotted for 3<sup>rd</sup> Unit Test</b>	<b>Marks allotted for Annual Exam</b>
1	I	20	80	20	80	20	80
2	II	20	80	20	80	20	80
3	III	20	80	20	80	20	80
4	IV	20	80	20	80	20	80
5	V	20	80	20	80	20	80
6	VI	20	80	20	80	20	80
7	VII	20	80	20	80	20	80
8	VIII	20	80	20	80	20	80

*Classes IX and XI*

It is the responsibility of the school to conduct the examination and evaluate the students for classes IX and XI. The schools follow certain norms for the conduct of examination and



evaluation of students prescribed in the revised syllabus and regulations for examination, provided by the council. (See Annexure 16)

### **5.5.2 Indian Certificate of Secondary Education (ICSE) Examination (IX-X)**

The Indian Certificate of Secondary Education Examination (ICSE Examination here after) has been designed to provide an examination in a course of general education, in accordance with the recommendations of the New Education Policy 1986, through the medium of English.

ICSE Examination aims to ensure a general education without any diversification of studies as all candidates are required to *enter* and *sit* for *seven* subjects and Socially Useful Productive Work. It is a school examination and the standard of the examination pre-supposes a school course of ten year duration (Classes I-X).

### **5.5.3 Indian School Certificate (ISC) Examination (XI-XII)**

The Indian School Certificate Examination has been designed as an examination, through the medium of English, in accordance with the recommendations of the New Education Policy 1986, after a two-year course of studies beyond the *Indian Certificate of Secondary Education* (Year-10) Examination or its equivalent. Private candidates are not permitted to appear for the examination. For more details about ICSE examination (theory, practical, duration and marks) and evaluation procedure see *Annexure 17*.

### **5.5.4 Different Streams**

Though in class X there is no division of streams, there are three major streams for classes XI-XII. These are Science, Humanities and Commerce. Though the board does not divide the subjects but the schools divide the subjects according to the particular stream and the students are asked to opt for any one of them according to the marks obtained and the cut off list of particular Year.

## **5.6 IB Examination and Assessment**

### **5.6.1 Primary level** (Grade I – V)

IB does not suggest examinations in the Primary Year Programme (PYP). All student assessment is organized and conducted by the teachers in the school. Assessment in PYP is on the basis of monthly assessment programme (MAP) and in most of the time exams are practical in nature and sometimes oral exams are conducted.

Assessment is carried out by teachers according to strategies provided by the IB, and with respect to guidelines to what the students should learn specified in the curriculum model. All

assessment of student work in the primary Years Programme is carried out by teachers in participating schools; there are no externally set examinations or externally moderated work.

#### **5.6.1.1 How IB PYP students are assessed?**

Teachers assess students by selecting or designing methods of assessment appropriate to the learning outcomes they intend to capture. Teachers also take into account the diverse, complicated and sophisticated ways that individual students use to develop and demonstrate their understanding. The prime objective of assessing students' learning and performance is to give feedback to:

- students—to encourage the start of lifelong learning
- teachers—to support their reflection on what to teach and how to teach it
- parents—to highlight their child's learning and development

**5.6.1.2 Type of Assessment:** The PYP has two types of assessment, Formative and Summative. Each of which has a specific Function. Formative assessment is interwoven with daily learning and helps teachers and students. (See *Annexure 18*)

*The PYP portfolio* – a profile of student achievement and accomplishments – is an important mechanism for documenting a student's educational progress through the curriculum. The student and teachers collaborate on selections for the portfolio, which may contain examples of the student's work:

- Examples of the student's work Information about any co-curricular achievements or other activities undertaken by the student
- A self- assessment by the student. The portfolio also serves to assist in handling transfers of students between schools offering the Primary Years Programme.

#### *The PYP exhibition*

Students in the 10-12 age range who are in the final year of the PYP are expected to carry out an extended, collaborative inquiry project – The PYP exhibition— under the guidance of a teacher. There is considerable flexibility in the choice of the central idea to be explored in the exhibition. For more information about IB PYP assessment see *Annexure 18*.

#### **5.7 Middle Year Programme** (Grades VI- X)

There are no Board examinations in the IB Middle Year Programme. Instead, classroom teachers design their own examinations, using a common set of IB-designed assessment criteria to mark the examinations. The classroom teachers' marks are reviewed by a team of specially trained

MYP teachers from around the world to ensure that the assessment criteria are applied equally to the work of all MYP students.

**5.7.1 MYP Assessment:** is continuous and there is involvement of parents and teachers in the process of the assessment. This has following parts:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

Final assessment in the MYP requires teachers to make judgments based on the rigorous application of the prescribed assessment criteria defined in each subject guide. Schools may request IBO-validated grades on official MYP records of achievement and MYP certificates for students completing the programme. For schools opting for this validation procedure, standardization of assessment according to MYP world standards is ensured through a process of external moderation of teachers' internal assessment. The official MYP subject criteria and corresponding levels of achievement (described in the subject guides), must be used as the basis for results submitted to the IBO. External moderation involves trained, experienced MYP teachers, and results in the application of a moderation factor where needed, and in detailed, subject-specific advice to the school regarding the understanding of subject objectives and assessment criteria.

### **5.7.2 Continuous Assessment**

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation

- analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

### **5.7.3 Final assessment**

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project.

Teachers administer appropriate sets of assessment tasks and rigorously apply the prescribed assessment criteria defined for each subject group. The type of assessment tools available to teachers includes all forms of:

- oral work
- written work
- practical work.
- Teachers select appropriate tasks and assessment tools according to:
  - the resources available within the school
  - the subjects to which they are being applied
  - the particular objectives that are being measured.

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.

There are no formal examinations set or marked by the IB. Instead the IB validates the grades of final-year students in schools that request this service, and issues certificates to those students who reach a required standard. *Annexure 19* highlights about IB MYP assessment.

### **5.7.4 Validation of Grades**

Schools that choose to have the grades of their final-year students validated by the IB are required to submit samples of student work for external moderation. In this way, standardization of assessment according to world standards for the programme is ensured.

Grades are awarded by the school as a result of rigorously applying the prescribed subject group criteria and corresponding achievement levels to the work of students. Samples of this

work are reviewed by external moderators, appointed and trained by the IB, who applies the same criteria and achievement levels. The results of this process are:

- the application of a moderation factor where needed (i.e. where subject teachers have been too generous or too harsh)
- detailed advice for the school in relation to understanding subject-specific objectives and applying the assessment criteria.

Once the moderation process has been completed, each student receives:

- an official IB record of achievement displaying the grades achieved for each subject and for the personal project
- an official IB certificate (providing certain stated requirements have been met).

### **5.7.5 How IB MYP students are assessed?**

IB assessment is rigorous, criterion-referenced, consistent, and differentiates according to student ability.

- Assessment is used to guide teaching and as an opportunity for children to show, in a variety of ways, what they know and what they can do.
- Teachers select methods of assessment appropriate to the learning outcomes they wish to capture. Students receive feedback to encourage the start of lifelong learning.
- IBO offers schools substantial guidance for both formative and summative assessment.

IB Schools have separate evaluation procedure. IB has an expanding team of over 5,000 examiners, who play an important role in maintaining the quality of assessment for which the International Baccalaureate (IB) is known worldwide. IB Examiner who assesses the students' performance has the opportunity to gain an invaluable insight into the assessment process and enhance their professional development.

### **5.7.6 The role of examiner**

IB Examiners are well-qualified, experienced educational practitioners in their subject area and often of significant standing in their educational community. An examiner may be appointed to mark externally assessed work or to moderate internal assessment (to review the original marking of teachers). Candidates' work is assessed against prescribed and well-defined criteria or marking schemes. The role of examiner is highly valued and the IB places emphasis on the professional integrity of individuals in examining positions.

IB has 5,000 examiners in over 100 countries. Senior examiners meet in Cardiff each exam session to set grade boundaries according to established criteria. For transparency, observers are invited in many meetings.

### **5.7.7 Training**

IB provides an opportunity to Examiners for most large entry based subjects and undergo interactive online training to prepare them for their new role. It is noted that an IB Examiner must have access to email and the Internet in an environment that is suitable for marking confidential examination material.

### **5.8 Diploma Programme (Grades XI-XII)**

Diploma programme has external exam at the end of the programme apart from the internal tests, research paper and community based services. Diploma programme has all types of tests right from written to the oral personality research based dissertation and field based [practical assessment]. In this way it is one of the really tough tests with lot of the credibility being adored to the programme. See Box: 5.5 for details about IB courses for Diploma examination.

#### *5.8.1 Nature of the Assessments:*

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information
- evaluating and constructing arguments
- Solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- Applying standard methods.

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate assessment tasks are designed to support and encourage good classroom teaching and learning. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

### Box: 5.5

#### **IB Diploma Courses for Examination**

##### **Group 1**

*Language A1* (refers to the native language)

English HL (2yrs)

English SL (2yrs)

Self-taught (generally the students mother tongue) SL (2yrs)

##### **Group 2**

*Language B* (the study of language for several years in school)

French or Spanish HL (2year)

French or Spanish SL (1 yr)

French or Spanish ab initio (beginning a new language, no prior experience in that language )SL (2 yrs)

##### **Group 3**

*Individuals & Societies*

History of South Asia HL (2yrs)

History of the America (respective country other than AES) HL (2yrs)

Contemporary World History SL (1yr)

Economics SL (1yr)

Information Technology in a Global society SL (1yr)

##### **Group 4**

*Experimental Sciences*

Biology HL (2yr)

Chemistry HL or SL (2yr)

Physics or SL (2yr)

Environmental Systems SL (1yr)

##### **Group 5**

*Mathematics*

Mathematics HL (2yr)

Math Methods SL (2yr)

Math Studies SL (1yr)

Computer Science HL (2yrs)

Computer Science SL (1yr)

##### **Group 6**

*Sixth Subject*

Visual Arts HL or SL (2yrs)

Music HL or SL (2yrs)

Theatre Arts HL (2yrs)

Theatre Arts SL (1yr)

#### 5.8.2 Grading

Grading is done on the criterion basis- *Validity, reliability* and *fairness* are the watchwords of the IBO's international assessment strategy. Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total Diploma Programme points score is 45. Grading is very comprehensive in IB board as it assesses the total learning

IB Exam is one of the toughest exams with comprehensive grading pattern attached to it. IB not only tests the endurance level but also looks into the aspect of interdisciplinary themes

through the Community Action Service (CAS) and Theory of Knowledge (TOK) (High School Curriculum Guide, 2008-09, American Embassy School, New Delhi)

### 5.8.3 Assessment of Diploma Programme

The diploma is graded over 45 points giving ample scope to differentiate student ability. Diploma Programme assessment includes both final examinations and internal assessment undertaken by the teacher according to IB criteria and then externally moderated by the IB. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external examiners.

Assessment is criteria based, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. Statistically the range of scores that students have attained has remained stable and universities value the rigour and consistency of Diploma Programme assessment practice. Students can choose to study for individual subject certificates, rather than the full diploma, if the diploma combination does not best meet their individual needs or circumstances. For details about the IB Diploma programme assessment see *Annexure 20*.

All examiners are 'quality checked' through a process of moderation. The IB undertakes random inspections of school during exams.

The International Baccalaureate (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses. For more information about IB Diploma programme assessment see *Annexure 20* and for more comprehensive information about examination and assessment of IB PYP, MYP and Diploma programme see *Annexure 21*.

### 5.8.4 The Diploma Programme goals are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:



- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively

#### 5.8.5 Basic skills:

IB Diploma programme assesses the basic skills also which are:

- retaining knowledge
- understanding key concepts
- applying standard methods

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate. assessment tasks are designed to support and encourage good classroom teaching and learning.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

#### 5.8.6 GPA weightage of IB Courses

Due to the rigour and extra work required in courses designated as International Baccalaureate (IB) courses, IB courses have weighted Grades. Grade points are assigned for each letter grade according to the scales given in table: 5.14, Weightage is not shown for individual courses on the high school transcript but is used in calculating the grade point average (GPA). The Grade point for internal assessment may vary from school to school. Table 5.14 shows the grading scale and weightage system in American Embassy School, New Delhi.

**Table: 5.14**  
**Grading Scale and Weighting System (IB)**

Grade	%age	Normal Point Scale	Additional 1 Pt. Weighted Scale
A+	98-100	4.33	5.33
A	93-97	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
D+	67-69	1.33	1.33
D	63-66	1.00	1.00
D-	60-62	0.67	0.67
F	Below 60	0.00	0.00

Source: High School Curriculum Guide, 2008-09, American Embassy School, New Delhi

To receive the IB diploma, students must require fulfilling the following requirements during a two year period:

- Successfully complete six externally examined courses. At least three and not more than four courses must be completed at the higher level (HL) with the remaining at the standard level (SL). One course must be chosen from each of Groups 1-5. All IB diploma candidates must complete a course in Mathematics. A sixth course may be selected from Groups 1,2,3,4, 6 or Computer Science See Box: 5.5
- Successfully complete the Theory of Knowledge course (TOK)
- Write a 3,000 – 4,000 word extended essay (EE)
- Complete 150 hours of creative, action, and service activities (CAS)

#### 5.8.7 IB Diploma Continuous Assessment

The IB diploma subjects are examined by a combination of continuous coursework and examinations at the end of the two-year programme. The exams are in the first three weeks of May, with re-sits in November. For most southern hemisphere schools the order is reversed, with students sitting examinations in November and taking re-sit in May.

In each subject the student can gain a score of 1 (lowest) to 7 (highest). The maximum for the six subjects is thus  $6 \times 7 = 42$  points. There are up to 3 points – called *bonus points* – for both the TOK and extended essay (EE) together, but a student who fails in both TOK and the EE, or who fails to satisfy the requirements of the CAS programme, will not be awarded a diploma (s/he may instead be awarded individual subject certificates for each subject successfully completed, but as mentioned earlier, such subject certificates carry much less recognition than a full diploma).

The maximum score for a diploma is therefore 45 points (attained by about 0.2% of the worldwide cohort in May 2002 and May 2003). The minimum score needed to gain a diploma is 24 points (provided that all other requirements are satisfied). A good university will expect something like 28–36 points (about 4–6 points for each of the six subjects). Top universities might ask for 37–40 points. Students seeking scholarships need to aim for at least 36 points.

IB examiners and teachers comprising members from many continents and cultures write the syllabuses and examination papers. There is a 7-year review cycle for all subjects which aims for continual improvement and inclusion of new developments in each subject area.

Minor changes are introduced on a regular basis and major changes every 7 years. The IB diploma examination system is graded against absolute standards (with some grade adjustments if necessary) and is thus in particular not norm-referenced (i.e. there is no fixed percentage of students achieving a certain grade). This inevitably leads to a different grade distribution every year and for every subject, but the IBO has made progress in moderating these differences. Grade inflation (ever higher grades with each passing year) has not happened in the IB diploma.

Since this sets the DP apart from many other examination systems, it is expected that the IBO remains committed to keeping it that way.

All subjects, with the exception of the core, have a written examination, consisting typically of two or three papers. Students still finish their diploma within three weeks of intensive written examinations but these examinations are limited to a maximum of 5 hours per HL subject and 3 hours per SL subject (see *Annexure 20*). In addition, every subject has a coursework component, which may be internally assessed (and externally moderated by the IBO), or internally supervised but externally assessed (See Box: 5.6 for Internal Assessment Marking Scheme). The assessment percentage contributed by the coursework varies, as illustrated in Table: 5.15.

**Table: 5.15**  
**Assessment Weight of Coursework (IB)**

<b>Group Coursework</b>	<b>Group Coursework</b>
Group 1: Language A1	30%
Group 2: Second language, languages	30%
Group 3: Individuals and societies	20 - 30%
Group 4: Experimental sciences	24 - 36%
Group 5: Mathematics and computer science	20%
Group 6: The arts	30-100%
TOK	100%
Extended essay	100%

Oral and written communication is emphasized as is group work, an ability to synthesise information, and analytical skills. The IBO encourages students and schools to take the initiative, and thus favours coursework as a means of assessment; it is held back from giving coursework greater weight by the entry requirements of some universities.

The system of assessment is recognizable to anyone familiar with US or UK examination board methods: there are standardization, moderation and grade award meetings. The whole assessment process is completed six weeks after the last examination, and students can access their results by means of a secure Postal Index Number (PIN) code on the IBO website in the first week of July (or January for November candidates).

**Box: 5.6**

**IB Internal Assessment Marking Scheme**

**Grading Rubric**

- Complete (2)
- Partial (1)
- Not at all (0)
  - Each division of the rubric consists of 3 criteria
  - Each criteria is worth 0-2 points
  - Total points possible per division is 6 points

**Components of the IA**

Each of the following 3 components are evaluated twice. Each of the 3 aspects is worth a maximum of 2 points each:

3 x 2 points = 6 points x 2 evaluations: 12 possible points

- Design (D) : 12 points possible
- Data Collection and Processing (DCP) : 12 points possible
- Conclusion and Evaluation (CE) : 12 points possible

**Total Possible Points: 36**

The following components are evaluated once for each of 3 aspects:

- Personal Skills (PS) : 6 possible points
- Manipulative Skills (MS) : 6 possible points

**Total Possible Points: 12**

**Total Ia Possible Points: 36 (D, DCP, CE) + 12 (PS, MS) = 48**

Secondly, a range of different assessment instruments is used, including:

- written examination (multiple choice, short answer and extended response papers are all used where appropriate, often within the one subject)
- oral examinations (using visiting examiners, or tape recordings)
- aural examinations (written responses to taped questions)
- major assignments (such as the World Literature component of Language A and Guided Coursework in History)
- teacher assessment of clearly defined aspects of class work (eg Practical work in the sciences).

Thirdly, the bulk of the assessment in all subjects is carried out by external examiners.

The panel of Chief Examiners consists of highly qualified and experienced senior secondary and tertiary educators, and they are supported by a large number of assistant examiners stationed throughout the world.

Wherever teachers have the responsibility for components of the assessment, consistency of standards is facilitated using carefully defined grade descriptors and appropriate moderation strategies.

Except in the case of language subjects, students must complete all assessment tasks in one of the three IB Diploma working languages, English, French or Spanish. For a sample of marking scheme (Chemistry) in IB internal assessment see *Annexure 22*.

### **5.9 Delhi Govt. Schools: Examination and Evaluation Procedure**

Delhi Government Schools follow the examination and evaluation procedure suggested by CBSE. Directorate of Education (DOE), Delhi, which functions under the Govt. of Delhi has realized the examination and evaluation procedure as an important aspects of imparting quality education. According to their views students should normally be assessed on a regular basis rather than on one time examination, which prompts them towards rote learning. A number of measures have been taken by DOE to evolve a system where a child is evaluated on a regular basis. One of the major steps taken in this direction is the introduction of continuous and Comprehensive Evaluation Programme (CCEP). The methodologies adopted for implementation of this programme are as follows:

A series of examinations were planned so that inter temporal comparison can be made and improvement or deficiency can be gauged over reasonably good period of time. At the same time, the intervals between the examinations should be reasonable enough to allow corrective measures to take effect.

- Accordingly a schedule of four quarterly exams in a year was thought to be appropriate. This was reduced to three in the year 2006-07. From 2007 onwards, only two CCEP exams per year are being planned.
- In order to avoid excessive burden on the children, it was decided that the exams should be taken on a single day and only one common paper with multiple choice answers from all subjects should be administered for each class.
- The paper should be of one hour duration.
- A set of common question bank of objective type questions would facilitate random selection of questions.
- OMR answer sheets were considered appropriate so that the entire mark sheet may be prepared in a short span of time.

For implementation of the above programme, an academic group was constituted to prepare the question bank of all possible questions of multiple choice types. This was done for every class and every subject. The questions were categorized into knowledge, understanding, application based and were further subcategorized into five levels according to their difficulty level. Question papers were prepared with randomly selected questions from the question bank such that an optimal mix of questions of various categories is incorporated in that paper. The data of marks obtained by each child is subsequently transferred to a database and a thorough analysis is carried out.

The first CCEP examination was conducted in July, 2004 and was being held quarterly. Since 2007, it has been decided that CCEP exam will be administered only twice a year. In order to

ensure smooth implementation of CCEP examination Directorate of Education has uniformly divided the syllabus over the period of one year. The syllabus is divided into weekly units and is displayed on the web. All schools have to cover that syllabus in the specified time. Table: 5.16 is an example of language evaluation. Similarly other subjects are also evaluated.

**Table: 5.16**  
**Evaluation Procedure in Delhi Board (Delhi Govt. Schools)**

S.N.	Class	Evaluation
1	Pre-primary	Mainly through observation of free expression & participation of all children; storytelling, sharing of experiences
2	Primary Classes I – V	<ul style="list-style-type: none"> <li>• Reading test</li> <li>• Dictation for checking spelling, hand writing</li> <li>• Asking questions in between reading for checking comprehension</li> <li>• Story making</li> <li>• Observe identification</li> </ul>
3	Upper primary Stage Classes VI – VIII	<ul style="list-style-type: none"> <li>• Through reading, test, writing of essay on any topic extempore speech</li> <li>• Discussion and quiz on life sketches of great personalities</li> <li>• Narration of story / role play of recently read literature / stories both in regional language and English</li> <li>• Objective type tests in Grammar (oral and / or written)</li> </ul>
4	Secondary Stage Classes IX – X	Public / board examination means an examination conducted by the CBSE, CISCE or any other Board which may hereafter be established for the purpose, and recognised by the Administrator or any other officer authorised by him in this behalf; <ul style="list-style-type: none"> <li>• Achievement test</li> <li>• Practical</li> <li>• Project work</li> <li>• Written test</li> <li>• Group Discussion, works quiz sharing of literary works written by students to test self expression, creativity, etc.</li> <li>• How to write applications, official letters &amp; personal letters</li> </ul>
5	Senior Secondary Stage Classes XI - XII	Including the evaluation procedure at secondary level, following points are also a major part of evaluation procedure at higher secondary level: <ul style="list-style-type: none"> <li>• Assessment of theory/practical papers in external subjects shall be in numerical scores.</li> <li>• In addition to numerical scores, the Board shall indicate grades in the marks sheets issued to the candidates in case of subjects of external examinations.</li> <li>• In case of internal assessment subjects, only grades shall be shown.</li> </ul>

*Source: Gearing up for Inclusive Education, State Council of Educational Research & Training, 2007*

### **5.10 Examination, Assessment and Evaluation in Different Boards (CBSE, ICSE, IB and Delhi): A Comparative Analysis**

It has been studied during the field visits that all the 4 examining bodies conduct examination and assess students' performance. There are some similarities and differences in terms of type of question papers, syllabus for examinations, criteria for examinations, minimum requirements to obtain the certificate, assessment procedures, scheme of evaluation, difficulty level and pass criteria, etc. for further details see Tables: 5.17 and 5.18

Besides some similarities there are some differences as well in terms of syllabus, medium of instruction, age limit, regular or private candidate, choice of subjects for examination, internal and

external assessment, pass criteria, type of paper, marking scheme, etc. for further details see Table: 5.19.

### 5.11 Some Common Types of Questions in CBSE, ICSE, IB and Delhi Govt. Schools

There are different types of questions formulated with the objectives to test the knowledge / standards of the learner. The common feature of CBSE, ICSE, IB, and Delhi Govt. Schools is that all of them take test based on standardized questions (see Box: 5.7)

<b>Box: 5.7</b>	
<b>Common Features of Questions in CBSE, ICSE, IB and Delhi Govt. Schools</b>	
<i>True false type of questions:</i>	offer two choices i.e. true for right answer and false for wrong answer
<i>Multiple choice questions:</i>	offer a range of choices from which students select the most appropriate response.
<i>Short answer questions:</i>	require answers of up to a paragraph. The nature of the questions may vary. Some questions may test to recall of information, others may test ability to apply concepts to new situations.
<i>Essay type questions:</i>	require to write an essay type response to a topic. Essay questions may be arranged in sections in the exam paper which reflect different sections of the course.
<i>Open book questions:</i>	allow to bring and use reference materials in the exam room.
<i>Take home questions:</i>	are questions that are given to students to take away and complete and then return within a specified time.
<i>Seen questions:</i>	or open questions are given before the exam to allow time to plan responses. In the exam, students may have to answer a limited number of questions selected from the range they were given before the exam.
<i>Oral questions:</i>	are used to test oral language skills. Typically they are taken individually.
<i>Practical questions:</i>	test students' practical skills and techniques usually in laboratory, clinical or field settings.

### 5.12 Compliance status of Examination, Assessment and Evaluation of Studied Schools

Information collected from the research study revealed that all the schools of respective Boards meet some basic requirements regarding the examinations, assessment and evaluation pattern suggested by the Board. Compliance status of examination and assessment/evaluation in different schools of respective Boards are given in Table: 5.19.

**Table: 5.17**  
**Similarities in Examination and Evaluation Pattern in Different Boards (CBSE, ICSE, IB and Delhi)**

S.N.	Items	Boards			
		CBSE	CISCE	Delhi	IBO
1	Minimum attendance	Minimum 75% attendance is must.	Minimum 75% attendance is must	Minimum 75% attendance is must	Minimum hours required for course work varies from subject to subject *
2	External Examination	It Conducts External Examination at Class X and XII.	It Conducts External Examination at Class X and XII.	CBSE Conducts External Examination at Class X and XII.	Conducts External Examination at Diploma programme.
3	Internal Examination	Internal Examination is Conducted by the School authority.	Internal Examination is Conducted by the School authority.	Internal Examination is Conducted by the School authority.	For all the three (PYP, MYP and Diploma) programmes Internal Examination is Conducted by the School authority
4	Assessments	There is only internal assessment for students of Class I to IX and XI. whereas Class X and XII students are assessed internally as well as externally	There is only internal assessment for students of Class I to IX and XI. whereas Class X and XII students are assessed internally as well as externally	There is only internal assessment for students of Class I to IX and XI. whereas Class X and XII students are assessed internally as well as externally	Conducts Internal Assessment at All the three (PYP**, MYP*** and Diploma) programmes
5	Types of Test	Oral, Written, Project work, Practical Work, Case Study etc.	Oral, Written, Project work, Practical Work, Case Study etc.	Oral, Written, Project work, Practical Work, Case Study etc.	Oral, Written, Project work, Practical Work, Group assignments, Demonstrations and reports, Case Study etc.
6	Scheme of Evaluation	In Scholastic Subjects more weightage is given to theory paper than to the Practical. In Co-Curricular Subjects such as Music, Arts, Dance etc. more value is assigned to the practical Work in comparison to Theory Work	In Scholastic Subjects more weightage is given to theory paper than to the Practical. In Co-Curricular Subjects such as Music, Arts, Dance etc. more value is assigned to the practical Work in comparison to Theory Work	In Scholastic Subjects more weightage is given to theory paper than to the Practical. In Co-Curricular Subjects such as Music, Arts, Dance etc. more value is assigned to the practical Work in comparison to Theory Work	For each course there is a clear set of performance objectives. The degree to which students have achieved these objectives is measured both by internal, marked by the teachers and monitored by the IB examiners, and examinations at the end of the course, which are designed and marked by the IBO.



S.N.	Items	Boards			
		CBSE	CISCE	Delhi	IBO
7	Types of Question	There are three types of questions for each paper that are Very Short Answer, Short Answer, and Long Answer.	There are three types of questions for each paper that are Very Short Answer, Short Answer, and Long Answer.	There are three types of questions for each paper that are Very Short Answer, Short Answer, and Long Answer .	There are short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions
8	Difficulty Level	There are three types of question on the basis of the difficulty level, Average, Easy and Difficult Question. It gives an opportunity to all the students to attempt the question according to their ability.	There are three types of question on the basis of the difficulty level, Average, Easy and Difficult Question. It gives an opportunity to all the students to attempt the question according to their ability.	There are three types of question on the basis of the difficulty level, Average, Easy and Difficult Question. It gives an opportunity to all the students to attempt the question according to their ability.	Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions (limited use of these)
9	Pass Criteria	Students are required to score the required minimum marks in each Subject.	Students are required to score the required minimum marks in each Subject.	Students are required to score the required minimum marks in each Subject.	Students are required to obtain the required minimum grade points in each Subject.

*Note:* \* Diploma students are required to devote minimum 50 hrs per each subject contents in six prescribed subjects. Student must also complete 3 extra requirements the Theory of Knowledge, a 4000-word extended Essay (EE) and at least 150 hrs in CAS (Creativity, Action, Service) areas.

\*\* Formative and Summative Assessment

\*\*\* *MYP Assessment:* is continuous and there is involvement of parents and teachers in the process of the assessment. And this has following parts:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

Final assessment in the MYP requires teachers to make judgments based on the rigorous application of the prescribed assessment criteria defined in each subject guide.

**Table: 5.18**  
**Differences in Examination and Evaluation Pattern in Different Boards (CBSE, ICSE, IB and Delhi)**

S.N.	Items	Boards			
		CBSE	CISCE	Delhi	IBO
1	Syllabus for Class I-VIII	NCERT Syllabus is Recommended	Council provides syllabus	NCERT Syllabus is Recommended	IBO provides Syllabus
2	Medium of Instruction	English or Hindi	English	English or Hindi	English, French, Spanish or any other language
3	Age Limit	As per the Rule of State Government.	No age limit	As per the Rule of State Government.	As per the rule of IBO, Jeneva
4	Regular/ Private Candidate	Private candidates are permitted to appear for the examination.	Private candidates are not permitted to appear for the examination.	Private candidates are permitted to appear for the examination	Private candidates are not permitted to appear for the examination.
5	Choice of subjects for Examination	Class X students offer for two languages, there main subjects, and one additional subject, Class XII students appear for two languages, three electives and an additional elective subject	Class X students offer for three compulsory subject of Group I, two elective from Group II, and one Elective from Group III. They can also offer for an additional subject from group II and III. For Class XII students English and Environmental Education are compulsory, further they can offer for three electives, and two three or four additional subjects.	Class X students offer for two languages, there main subjects, and one additional subject, Class XII students appear for two languages, three electives and an additional elective subject	Successfully complete six externally examined courses. At least three and not more than four courses must be at the higher level (HL) with the remaining at the standard level (SL). One course must be chosen from each of Groups 1-5. All IB diploma candidates must complete a course in Mathematics. A sixth course may be selected from Groups 1,2,3,4, 6 or Computer Science See Box: 5.2.
6	Internal Assessment/ External Assessment	In class X and XII there are certain subjects which are assessed internally such as Work Experience, Art Education and Physical and Health Education. In rest of the subjects students are assessed by the external examiners in both the case theory as	In class X all subjects of Group I and II have 80% external assessment and 20% internal assessment. For subjects in Group III there is 50% external assessment and 50% internal assessment. In SUPW there is internal assessment only. For class XII. There is internal assessment in practical subjects and in SUPW.	In class X and XII there are certain subjects which are assessed internally such as Work Experience, Art Education and Physical and Health Education. In rest of the subjects students are assessed by the external examiners in both the case theory as well as practical.	In IB Diploma programme Internal Assessment vary from 20-35% for different subjects. The External Assessment also varies from 65-80% for different subjects. For details see <i>Annexure 20</i> .

S.N.	Items	Boards			
		CBSE	CISCE	Delhi	IBO
		well as practical.			
7	Papers	In class X Science and Social Science have one theory paper in Class XII papers are divided according to the stream of study.	In class X Science Subject has three separate theory papers for Physics, Chemistry and Biology. In Social Science there are two papers one includes History and Civics and second is of Geography.	In class X Science and Social Science have one theory paper in Class XII papers are divided according to the stream of study.	Papers in subjects are vary: Minimum-1 Maximum-3 (depends on the subjects) For details see <i>Annexure 20</i>
8	Marking Scheme	The Board provides a detailed marking scheme for each subject of class X and XII. Such as Unit-wise Marks Allocation, Weightage assigned to each unit etc.	The council does not provide any detailed information about Unit wise marks distribution, Weightage assigned to each unit etc.	The Board provides a detailed marking scheme for each subject of class X and XII. Such as Unit- wise Marks Allocation, Weight age assigned to each unit etc.	IB Provides A Detailed Marking Scheme For Each Subject Of Diploma Programme. Such As Subject- Wise Grade Boundaries, Weightage Assigned To Each Unit Etc. For Details About A Sample Of Marking Scheme See Box: 5.6, Table: 5.14 and <i>Annexure 23</i>
9	Pass Criteria	The students are required to get minimum 33% in each subject, in theory as well as in practical. There is no scope for over all grading.	There is overall grading but the student of class X are required to score at least 35% marks in each subject, in theory as well as in practical. The class XII students need to Score 40% marks in each subject.	The students are required to get minimum 33% in each subject, in theory as well as in practical. There is no scope for over all grading.	* The IB diploma will be awarded to a candidate whose total score is 24, 25, 26, or 27 points, provided all the following requirements have been meet.

\* provided all the following requirements have been meet.

- i. All CAS requirements have been meet.
- ii. That the grade for both TOK and the extended essay is not elementary.
- iii. There is no grade 1 in any subject.
- iii. There is no grade 2 on a higher level subject.
- iv. There is no more than one grade 2 at standard level
- v. Overall, there are no more than three grades of 3 or below.
- v. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level), vi. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- o The final award committee has not judged the candidate to be guilty of malpractice.

**Table: 5.19**  
**Compliance Status of Schools\* Affiliated with Different Boards**

S.N.	Items	Boards							
		CBSE		ICSE		IB		Delhi	
		School 1	School 2	School 1	School 2	School 1	School 2	School 1	School 2
1.	Guide lines for Primary Class <sup>1</sup>	Compliant	Compliant	Non-Compliant	Non-Compliant	Compliant	Compliant	Non-Compliant	Non-Compliant
2.	Age Limit/Relaxation	Compliant	Compliant	Non-Compliant	Non-Compliant	Compliant	Compliant	Compliant	Compliant
3.	Minimum Attendance/ Instruction Time	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
4.	Regular/Private Candidates	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
5.	Medium of Instruction as per the Norms.	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
6.	Combination of Subjects in Class X and XII.	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
7.	Selection of Subjects in Class X and XII.	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
8.	Internal Assessment in Prescribed Subjects	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
9.	CCE <sup>2</sup>	Non-Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Non-Compliant	Non-Compliant
10.	External Assessment in Prescribed Subjects	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
11.	Marking Scheme	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant
12.	Pass Criteria	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant	Compliant

\*These Schools are the sample schools taken for Study

<sup>1</sup>ICSE: No examination for students of Class I to V.CBSE: No Bag up to Class II alternative to Homework upto class V

<sup>2</sup>CCE: Continuous and Comprehensive Evaluation

### **5.13 Concluding Remarks**

The summary of the key features of CBSE, CISCE and IB are mentioned in *Annexure 25, 26 and 27*. The study reflects that all the Boards give high importance to evaluation and examination system. Though the evaluation system lays importance on examination in all the studied Boards but schools have included some additional forms of evaluation – project work, reading and writing skills, participation in co-curricular activities, attitude and behaviours, etc. It is learnt from the field study that schools give major emphasis on written examination. CBSE emphasizes on home work, project work, unit test, cumulative examination, monthly test, half yearly, pre-board test and annual examination. It aims to promote national unity and integration through cross cultural learning. Students' performance is assessed not only from the academic point of view but also in the context of overall or holistic development of the children.

ICSE also conducts similar type of examination and emphasize on unit test, class test, home work, project work, activity based learning, pre-board test, and session ending examination. It also emphasizes on overall growth of the children through integrative approach.

IB gives more emphasis on project work, practical, interactive and fun-based practical learning. It aims to promote universal brotherhood, harmony, global integration, cultural pluralism and prepares its student to become a global citizen. IB Assessment is not based simply on “how many questions can they answer?” or “what percentage have they achieved?” but rather “what skills have they learnt?” or “what level of understanding can they demonstrate?”

Now the new trend (CCE) has emerged and all the Boards emphasize on continuous and comprehensive evaluation (CCE) in the schools. In both CBSE and ICSE this practice is being tried out and is under trial. In IB this practice is followed meticulously and schools are strictly instructed to implement it.

Govt. of Delhi has also realized the importance of CCE and instructed Delhi Govt. schools to follow as suggested by the CBSE. However, this practice is under trial for implementation.