

SATYAM COLLEGE OF EDUCATION



Nymphaea house

Group-3

Presents

“Seminar (write-up) on diversities in various
boards of school education in India”

ROLES AND RESPONSIBILITIES: -

This assignment is the result of our co-ordination and team work. We all were dedicated towards this seminar writeup and are ready for presentation. Our team worked hard and help each other in completing the overall assignment. In spite of teamwork here are the list of roles in topic presentation and individual contribution in the assignment.

Role in topic presentation:

In this seminar the complete topic is divided into various parts which is going to be presented by 6 students. Kajal Mishra will start the seminar and will inform rule of asking questions & time management and then it is followed by-

- Introduction and objectives by *Pooja Sisodia*.
- CBSE board by *Soniya*.
- ICSE board by *Kajal Mishra*.
- State board by *Anjali Kumari*.
- IB board by *Sheeba*.
- Cambridge International board by *Shivani Pandey*.
- Comparison of boards by *Soniya*.
- Conclusion by *Pooja Sisodia*.
- Q&A session by *Shivani*.
- Vote of thanks by *Anjali Kumari*.

Responsibilities / Individual contribution:

- 951 Sheeba - IB board.
- 956 Anjali Kumari - State board, objectives & vote of thanks.
- 960 Kajal Mishra - ICSE board, objectives, roles & responsibilities, index, page designing, picture formatting & editing and word file compilation.
- 968 Shivani Pandey - Cambridge international board & objectives.
- 977 Soniya- CBSE board and comparison of boards.
- 1036 Pooja Sisodia - Introduction of topic and conclusion.

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INTRODUCTION OF TOPIC

As we know we all are gather here for a seminar based on "**Diversities in various boards of school education in INDIA**". The Indian education system is quite an old education system that still exists. In ancient times there was *gurukuls* as an education system where the exchange of knowledge takes place in open environment. It has produced so many genius minds like Chanakya, Aryabhata, etc. who contributed a lot in the development of country along with its education system. With passage of time various adaptations and updations occurred in educational system and now the education system is categorized under *five* different boards of education named as:



All schools of India are now run through these boards depending their choice of functionality and idea for providing new knowledge to students. These boards have their respective governing bodies or councils who sets norms, functionality and assessment system these of school education boards. Like,

- CBSE board is governed by *Union government of India* who asked affiliated schools to follow NCERT curriculum only.
- ICSE board is *ICSE Council* or CISCE i.e. *Council for the Indian School Certificate Examination*,
- State board empowers by *State government/Council*,
- IB board by *Board of Governors*, and
- Cambridge IGCSE board by *University of Cambridge*.

OBJECTIVES OF THE SEMINAR

The objectives of organizing seminar on "**Diversities in various boards of school education in India**" are as given below:

- ❖ To understand the diversity in different board of schools.
- ❖ To convey the information regarding different boards of India.
- ❖ To understand the pattern followed by the different boards of schools in India.
- ❖ To understand the norms and regulations of all the five boards
- ❖ To make correct decisions regarding the admissions of children according to their capabilities.
- ❖ To compare all five boards on the basis of their norms, assessment system and functionality.
- ❖ To clarify the difference of curriculum as well as syllabus of different boards.

Assessment parameters

The CBSE new pattern guidelines throw light on the assessment parameters for evaluation of the student's performance.

- For scholastic performances, the board awards both grades and marks on individual subjects.
- For co-scholastic performances, the board awards grades to the students under three categories – Prevocational education, health and physical education, and art education.
- As a third category, discipline in the school campus is awarded as grades.

Examination Pattern and Weight-age

The pattern of examination changes periodically by the board. The CBSE new pattern marks the following changes in the same. The assessment pattern of Class 10 applies to the Class 9 by the CBSE board. The CBSE new pattern of class 9 examination has been changed to a year end exam. Each subject has a total of 100 marks, where 80 marks is assigned toward written examination and 20 marks as internal assessment. The internal assessment marks has three disciplines,

- 10 marks periodic tests
- 5 marks for notebook submission and
- 5 marks for enrichment activity of all subjects

There are no changes in the assessment format for Classes 6 to 8. Yet, the CBSE new pattern has made changes in the number of term exams. Students from classes 6 to 8 have to appear twice in term exams. The board conducts exam at the end of each term. The exam is set based on the syllabus covered during each terms. For term 2 exam, it includes a percentage of questions from term 1 syllabus

SCHEME OF EXAMINATIONS AND PASS CRITERIA

General Conditions

- i. The Scheme of Examinations and Pass Criteria for All India/Delhi Senior School Certificate and All India/Delhi Secondary Examinations conducted by the Board, shall be as laid down from time to time.
- ii. Class XI/IX examinations shall be conducted internally by the schools themselves.
- iii. The Board will conduct the external examinations at the end of Class XII/Class X.
- iv. Class XII/Class X examinations will be based on the syllabi as prescribed by the Board for class XII/X respectively from time to time.
- v. Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- vi. The Examination would be conducted in theory as well as in practical, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- vii. Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

Merit Certificates

- a) The Board will award Merit Certificates in each subject to the top 0.1 % of candidates passing that subject, provided that they have passed the examination as per the pass criteria of the Board.
- b) The number of Merit Certificates in a subject, will be determined by rounding of the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.
- c) In the matter of a tie, if one student gets a Merit Certificate, all candidates getting that score will get the Merit Certificate.

Scheme of Examinations (Senior School Certificate Examinations)

- a) The Board shall conduct examination in all subjects except General Studies, Work Experience, Physical and Health Education, which will be assessed internally by the Schools.
- b) In all subjects examined by the Board, a student will be given one paper each carrying 100 marks for 3 hours. However, in subjects requiring practical examination, there will be a theory paper and a practical examination as required in the syllabi and courses.
- c) In Work Experience, General Studies and Physical and Health Education, the schools will maintain cumulative records of students' periodical achievements and progress during the year. These records are subject to the scrutiny of the Board as and when deemed fit.
- d) A candidate from a recognized school who has some physical deformity or is otherwise unable to take part in Work Experience and Physical and Health Education, may be granted exemption by the Chairman on the recommendations of the Head of the Institution, supported by medical certificate from a Medical Officer of the rank not below an Assistant Surgeon.
- e) Private/Patra char Vidyalaya and candidates sponsored by Adult Schools shall be exempted from Work Experience, General Studies and Physical and Health Education.
- f) A candidate may offer an additional subject which can be either a language at elective level or another elective subject as prescribed in the Scheme of Studies, subject to the conditions laid down in the Pass Criteria.

Pass Criteria (Senior School Certificate Examination)

- a) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, result of the external examination will be withheld but not for a period of more than one year.
- b) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%. In case of a subject involving practical work, a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.
- c) No overall division/distinction/aggregate shall be awarded.

Scheme of Examinations (Secondary School Examinations)

- a) Assessment in the following subjects will be undertaken by the schools themselves in terms of grades on a five-point scale (i.e. A, B, C, D & E)
 - Work Experience
 - Art Education
 - Physical and Health Education
- b) The evaluation for subjects of internal assessment shall be based on cumulative record of the candidate during his/her continuous assessment in the school.
- c) Schools are expected to maintain regular records of student's achievement and progress. These records are subject to scrutiny by the Board when it deems fit.
- d) Rest of the subjects of study not mentioned under subclause (i) shall be externally examined by the Board. Details of question papers, marks and duration will be as per the Scheme of Examinations.
- e) Heads of all affiliated institutions shall be required to issue Certificate of School-Based Evaluation; covering co-cognitive and other related areas of learning based on continuous and comprehensive evaluation of students who will be completing a course of study of ten years.

Pass Criteria (Secondary School Examinations)

- a) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, the result of the external examination will be withheld but not for a period of more than one year.
- b) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%.
- c) No overall division/distinction/aggregate shall be awarded.



INDIAN CERTIFICATE OF SECONDARY EDUCATION

ICSE BOARD

ICSE name is a misnomer as there is no such board by this name. It is an examination conducted by CISCE (Council for the Indian School Certificate Examination). It is a private non-governmental board of school education in India for class 10th.

The Council for Indian School Certificate Examinations (CISCE) has been established as an apex organization to control the system of ISC/ICSE education in India. The council was established in 1958 by the University of Cambridge Local Examinations Syndicate to ensure that its examinations become adapted to the educational needs of the country. The main purpose of setting up this council was to replace the overseas Cambridge school Certificate Examination conducted by British authorities.

The key objectives of the Council is to promote education which includes the promotion of science, literature, the fine arts and the diffusion of useful knowledge by conducting school examination through the medium of English. The Council is a non profit organization and is only meant for educational development in the country.

CISCE has manifold responsibilities. It has been constituted to secure suitable representation of governments responsibilities for schools (which are affiliated to it) in their states/territories; the Inter-State Board for Anglo-Indian Education; the Association of Indian Universities; the Association of Head of Anglo-Indian Schools, the Indian Public School Conference; the Association of Schools for the ISC Examination and eminent educationists.

FUNCTIONALITY:

The ICSE board is governed by the ICSE Council. The Council for The Indian School Certificate Examinations was established in the year 1958. It was established by the University of Cambridge Local Examinations Syndicate. The Council was mainly set up to assure the adoption of its examinations into the educational system of India. It wanted to thus control the most powerful mechanism in the country; education. It was registered under the Societies Registration Act XXI of 1860 in the year 1967. The Council holds under it the schools which are directly and indirectly affiliated to it, along with; the Inter-State Board for Anglo-Indian Education; the Association of Indian Universities; the Association of Head of Anglo-Indian Schools, the Indian Public School Conference; the Association of Schools for the ISC Examination as well as prominent scholars. The Council mainly aims at the providing education for all and promotes within its sphere interests of science, literature as well as fine arts. It believes in bringing about a revolution in the impartment of useful knowledge for all. The council basically conducts school

examinations in the English medium. It does not involve itself with any profitable purposes and is involved thoroughly with the objective of education.

ICSE is conducted by yet another board, CISCE or the Council for the Indian School Certificate Examination. It is similar to AISSE conducted by CBSE. An offshoot of the Cambridge IGCSE that existed during the British regime was taken over by the Anglo-Indian Board and is now governed by the 'Council for the Indian School Certificate Examinations'. ICSE has taken in a lot of structures from the NCERT. At Grade 10, it is as of now is the toughest board examination. ISC (Class XII) is equally difficult to crack owing to its extremely detailed syllabus.

NORMS OF CISCE BOARD:

- The private, non-governmental institution, the Council for the Indian School Certificate Examinations (CISCE) conducts three types of examinations, one of which is the Indian Certificate of Secondary Education (ICSE), exams for class 10.
- The ICSE board provides examinations of general education through medium of English and the standard of examination is a course of 10 years duration, i.e. classes I to X.
- In case you are seeking affiliation from the ICSE board, you can opt for either provisional or permanent affiliation as per your requirements. However, your school needs to fulfill certain conditions as per the guidelines of the council, in order to get the affiliation.
- The school must obtain a No-Objection Certificate (NOC) from the State Government.
- The governing body of the school must be registered as a society under the Societies Registration Act, 1860 to prove its non-profit motive.
- The medium of instruction in your school must be English as ICSE grants affiliation only to the English medium schools.
- The land area for senior secondary schools must not be less than 4,000 sq.mt. and for secondary schools it should be approximately 2,000 sq.mt., with a suitable building constructed on one part of the land and a proper playground on the remaining part.
- The school must have a well-equipped library with a minimum of 2,500 books.
- There must be separate labs for Physics, Chemistry and Biology, each equipped with all the necessary apparatus & equipment.
- The school must appoint the teachers in accordance with the minimum qualifications laid down by the council.
- The pay scale and other allowances must not be less than those of other schools in the state and employees must be entitled to other benefits like provident fund, medical, gratuity etc.
- The fee charged by the school should be equivalent to the facilities provided by the school.

- The schools must not accept donations or capitation fees for the purpose of admissions of students.
- The school must maintain a proper record of the attendance of the students and this record must be signed by the principal.

Conditions to get permanent affiliation are:

- The school must successfully fulfill all the undertakings given to council at the time of provisional affiliation.
- The school must be ready for a special inspection arranged by the chief executive, who will further make a recommendation for the permanent affiliation to the executive committee of the council.
- Only after the approval of the executive committee, you will be granted permanent affiliation by the chief executive.

So, these are certain conditions that the school needs to fulfill to be able to get the affiliation from the board. Affiliation not only provides quality education for your school but also defines the standard of education in India.

However, merely getting ICSE affiliation is not enough to run a school. To become the most preferred school in the society, you need to maintain the quality of education by continuously exploring the resources of teaching methods and learning environment.

How it is different from other boards:

Medium of Instruction: CBSE approves both English and Hindi language as the medium of instruction, ICSE does not recommend Hindi.

Regular and Private Candidates:

CBSE is affiliated to a large number of schools all over India. The board allows both regular candidates, who study in CBSE schools, as well as private candidates from non-affiliated schools to appear in the exams. Contrary to this, ICSE does not allow a candidate who has not been studying in an ICSE affiliated school to appear for the exams.

Board Recognition:

CBSE is recognized by Indian government and ICSE is not. Although the certificates provided by both of them are globally valid, yet CBSE has a better footing in the subcontinent than ICSE. CISCE is now recognized by many foreign education systems as equivalent to senior examination or high school.

Curriculum/Course Content:

The syllabus prepared by CBSE is more suitable for qualifying in various entrance examinations, including the medical and engineering professional exams. The syllabus of ICSE is more detailed and requires the student to remember a lot. CBSE is comparatively easier than ICSE. Both CBSE and ICSE (CISCE) have a slightly different focus in terms of course content. CBSE is extremely

focused on science and math's with a lot of attention paid to the application of knowledge. CISCE (ICSE) on the other hand is more balanced with equal focus on language, arts and science.

Assessments:

One more point of distinction between the two boards is the evaluation and assessment of students. In ICSE, internal assessments are vital and practical tests are aggregated with the overall scores. ICSE lays more emphasis on lab work. Also, a career in English Literature or Language is best suited for ICSE students.

Teaching Methodology:

With the changing times both the boards are aiming for active learning. CBSE and ICSE (CISCE) prescribe a certain teaching approach and both have undergone significant change over the past 10 years. The focus has majorly increased on learning through experience and experimentation rather than through one-way teaching.

Syllabus:

If you look at the syllabus, you will find that the syllabus of CBSE board will be really helpful if you are preparing for competitive exams like JEE or NEET etc. Because CBSE Syllabus is much better when it comes to theoretical knowledge. But when it comes to practical knowledge ICSE syllabus has the upper hand.

ASSESSMENT SYSTEM:

1. **Average of a candidate's best three papers marks in the board examination (A):** The average of the best three percentage marks obtained from among the papers the candidate has appeared for in the board examination.
2. **Subject internal assessment:** Total marks obtained by the candidate in the internal assessment of the papers.
3. **Percentage subject internal assessment (B):** Percentage of marks obtained by the candidate in the internal assessment of the paper. Note that it is the marks obtained for internal assessment, expressed as a percentage.

Rationale:

1. The components used to arrive at the formula to award the marks in the papers which have an internal assessment component is limited to the internal assessment marks in the papers and the performance of the candidates in the board examination in the papers that they have already appeared for so far, measured through their average marks obtained in the best three papers. While the former measures the subject proficiency of the candidates, the latter is a measure of their general academic ability.
2. The marks awarded to the candidates are taken as a weighted average of these two components as mentioned in Point 1 above.
3. To arrive at the weight, detailed analyses were performed on the data from the past board examinations from the years 2015 to 2019 as well as the year 2020 board examination. Extensive

scenario analyses were done based on different papers. Most importantly, the weights were so chosen as to ensure fairness to all the candidates appearing in the Board Examination this year to the best possible extent.

ALGORITHM TO BE USED:

1. For pending examinations having components of internal assessments i.e. Geography, Biology, Economics, Hindi and Group III papers:

- a) Obtain the Paper Board Marks Percentage (percentage of marks obtained by the algorithm which may be awarded to the candidate for the board examination in the paper) by:

$$\text{PAPER BOARD MARKS PERCENTAGE} = 0.7 A + 0.3 B$$

- b) Determine the board marks for the paper as:

$$\text{PAPER BOARD MARKS} = \text{PAPER BOARD MARKS PERCENTAGE} \times \text{WEIGHTAGE FOR BOARD MARKS}$$

For Hindi, Geography, Biology and Economics, the board marks are out of 80, and hence the weightage for board marks should be 0.8. For the Group III with internal assessment, the board marks are out of 100, hence the weightage will be equal to 1.

- c) For Art 4, use the Paper Board Marks and calculate the marks for the paper as the final marks. For all other papers with internal assessment components, obtain the final marks as:

$$\text{PAPER FINAL MARKS} = \text{PAPER BOARD MARKS} + \text{PAPER INTERNAL ASSESSMENT}$$

2. For candidates who have appeared in three papers, take the best two, and for candidates who have appeared for two papers, take the better one. For a candidate who has appeared in only one paper, that paper can be considered.

NOTE:

1. To compute any average, convert all marks to percentage scores.
2. For candidates who were registered to appear for improvement of marks but have not been able to appear for any paper, their paper board percentage marks should be obtained by replacing A in the formula given in 1 (a) by their previously obtained percentage marks in the last board paper of that subject taken by them.

STATE BOARDS



In India, Education related matters are managed by both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The provision of Education as a fundamental right is contained in various articles of the Indian constitution. Most universities in India are Union or State Government controlled. Each state across India has its own Board of Education that sets the curriculum for the schools under it.

State boards are specific to each State and follows separate syllabus and grading methodology. Every state board has its own educational approach which causes a variance in the syllabus from one state to another state in India. Regional languages and culture have a prominent place in the syllabus. It focuses on state level topics and content of local relevance which helps students in preparing for state level competitive exams.

At per details in Ministry of Human Resource Development, Govt. of India website, there were number of recognized State sanctioned boards in India. Details is given in table below:

Table 1: List of State Board in 2018 as per MHRD GOI

Sl. No.	State Name	Name of State Board
	ANDHRA PRADESH	1. Andhra Pradesh Board of Intermediate Education, Hyderabad 2. Andhra Pradesh Board of Secondary Education, Hyderabad 3. Andhra Pradesh Open School Society, SCERT Campus, Hyderabad
	ASSAM	4. Assam Higher Secondary Education Council, Bamunimaidan, Guwahati 5. Assam Board of Secondary Education, Guwahati 6. Assam State Open School, Guwahati
	BIHAR	7. Bihar Intermediate Education Council, Patna 8. Bihar School Examination Board, Patna 9. Bihar Sanskrit Shiksha Board, Patna 10. Bihar Madrasa Board 11. Bihar Board of Open Schooling and Examination
	CHHATISGARH	12. Chhattisgarh Board of Secondary Education, Raipur 13. Chhattisgarh State Board of Open School, Raipur

GOA	14. Goa Board of Secondary & Higher Secondary Education, Goa
GUJARAT	15. Gujarat Secondary & Higher Secondary Education Board, Gandhinagar
HARYANA	16. Haryana Board of Education, Hansa Road, Bhiwani 17. Haryana Open School, Bhiwani
HIMACHAL PRADESH	18. Himachal Pradesh Board of School Education, Dharamshala
JAMMU & KASHMIR	19. J&K State Board of School Education, Jammu 20. J&K State Open School, Srinagar 21. J&K State Board of technical education
JHARKHAND	22. Jharkhand Academic Council, Ranchi
KARNATAKA	23. Karnataka Board of the Pre-University Education, Bangalore 24. Karnataka Secondary Education Examination Board, Bangalore 25. Karnataka Open School, J.S.S. Maha Vidyapeeth, Mysore
KERALA	26. Kerala Board of Public Examinations, Pareeksha Bhawan, Thiruvananthapuram 27. Kerala Board of Higher Secondary Education, Thiruvananthapuram 28. Kerala State Open School, Thiruvananthapuram
MAHARASHTRA	29. Maharashtra State Board of Secondary and Higher Secondary Education, Pune
MADHYA PRADESH	30. Madhya Pradesh Board of Secondary Education, Bhopal 31. M.P. State Open School, Bhopal 32. M. P. Madrasa Board 33. Maharshi Patanjali Sanskrit Sansthan
MANIPUR	34. Manipur Council of Higher Secondary Education, Imphal 35. Manipur Board of Secondary Education, Imphal
MEGHALAYA	36. Meghalaya Board of School Education, Meghalaya
MIZORAM	37. Mizoram Board of School Education, Aizawl
NAGALAND	38. Nagaland Board of School Education, Kohima
ORISSA	39. Orissa Council of Higher Secondary Education Bhubaneswar 40. Orissa Board of Secondary Education, Cuttack

PUNJAB	41. Punjab School Education Board, Mohali
RAJASTHAN	42. Rajasthan Board of Secondary Education, Ajmer
TAMIL NADU	43. Tamil Nadu Board of Secondary Education, Chennai 44. Tamil Nadu Board of Higher Secondary Education, Chennai
TRIPURA	45. Tripura Board of Secondary Education, Agartala, Tripura West
UTTAR PRADESH	46. Madhyamika Shiksha Parishad, Uttar Pradesh
UTTARAKHAND	47. Board of School Education, Uttarakhand, Ram Nagar, Nainital
WEST BENGAL	48. West Bengal Board of Secondary Education, Calcutta 49. West Bengal Council of Higher Secondary Education, Calcutta 50. Rabindra Mukta Vidyalaya (W.B. State Open School) 51. West Bengal Board of Madrasa Education
Sylvas' and Diu	52. Gujarat State Board
Telangana	53. Telangana Board of Secondary Education 54. Telangana Board of Intermediate Education 55. Telangana Open School Society 56. Telangana State Board of Technical Education and Training

The highest authority of education at the state level is the Minister of Education appointed by the Chief Minister of a state. He is accountable to the legislature. The Minister of Education formulates the policies in consultation with the cabinet.

Characteristics of State Education Board:

- Usually teach in or include the state language as part of their curriculum
- Curriculum also focusses on the State Culture and Social background
- May hold exams at the primary and mid-level. Most state boards tend to hold only secondary exams, i.e. at the 10th and 12th grade
- Preferred by students from low income group background
- Low and affordable Cost of Education

Examples of State Education Board

I have considered two State Boards i.e., Maharashtra and Rajasthan State Board for my research.

1. Maharashtra State Board of Secondary and Higher Secondary Education, Pune (MSBSHSE)



Maharashtra State Board of Secondary and Higher Secondary Education, Pune (MSBSHSE) was established on January 1966 as per, Maharashtra State Secondary Education Boards Act 1965.

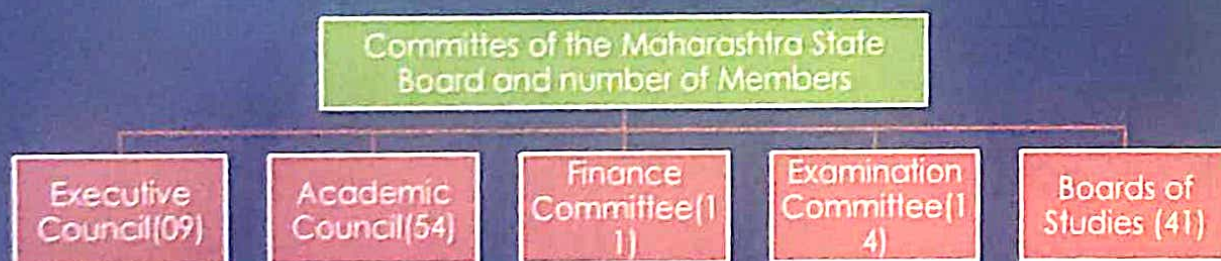
Functionality of Maharashtra State Board, its Rules and Norms

The board is responsible for formation, and implementation of the rules and regulations in accordance to the guidelines set by the state as well as central boards. The board is also responsible for creation of textbooks, scoring of the centralised tests, and conducting examinations fairly and providing unbiased justice in the event of dispute.

There are nine divisional boards with the state to represent the state board located at Amravati, Aurangabad, Kolhapur, Konkan, Latur, Mumbai, Nagpur, Nashik, and Pune.

The main duties of Maharashtra State Board and divisional bodies is detailed as under:

There are various committees of the State Board and Number of members and they have specific duties as detailed below:



Duties of the Committees of Maharashtra State Board

➤ **Executive Council**

To Prepare rules and regulations regarding the executive, financial and administrative procedures, to make amendments if necessary and take decisions regarding other matters.

➤ **Academic Council**

To prepare, syllabus and textbook to determine method of examination and sanction various educational Projects / programmers.

➤ **Finance Committee**

To give approval to financial policies.

➤ **Examination Committee**

To take decisions in the policy matters regarding conduct of examinations and maintain coordination.

Assessment system by Maharashtra State Board

Most important task of the board, among few others, is to conduct the for 10th class and for 12th class examinations. It is the most popular education board in terms of enrolment in high school in India only after the CBSE.

The Board conducts examination twice a year and the number of students appearing for the main examination is around 1,400,000 for Higher Secondary Certificate (HSC) and 1,700,000 for Secondary School Certificate (SSC) every year.

The exams are usually held in the months of March, July every year; and results are given out usually in June, and January respectively. March marks the end of educational year, and June marks beginning of the new educational year in the state of Maharashtra.

The qualifying marks for the 10th board results are 35 per cent for the Maharashtra SSC Board Exams. The qualifying marks of 35 per cent include marks of both theory and practical papers. Students who fail to secure the qualifying marks can sit for Maharashtra SSC Supplementary Exam.

Grade	Marks
Distinction	75% and above
First Division	60% and above
Second Division	45% to 59%
Pass Grade	35% to 44%
Failed	Below 35%

2. KBPE - Kerala Board of Public Examinations, Thiruvananthapuram



The Kerala Board of Public Examinations was Established in 1965, to Regulate and Supervise the System of Intermediate and Higher Education in the state of kerala and to specify the courses of study and matters connected there with students. As a government body, in the field of school education, it develops its own content and books, imparts education, corresponding to all levels of formal school system, i.e. from class I to class XII. KPBE is the main education body of kerala which is independent and functions under the ministry of secondary education, government of kerala.

Kerala Board of Public Examinations (KBPE) is located at, Thiruvananthapuram in Thiruvananthapuram district of Kerala, India.

Functionality of Kerala Board of Public Examinations, its Rules and Norms

Some of the chief functions of the KBPE- Kerala Board of Public Examination is to enforce the rules and regulations which have been set for the schools affiliated with the Kerala Board. Other functions include governing and executing activities like prescribing syllabus, developing courses of study, conducting exams, providing directions and support, and giving affiliations to colleges.

Organisation Structure of KBPE:

The secretary is the head of educational department with the three directors equally contributing well. The three directors are:

- ✚ Directorate of Public Instructions (DPI)
- ✚ Directorate of Higher Secondary Education (DHSE)
- ✚ Directorate of Vocational Higher Secondary Education (DVHSE)

Assessment system by Kerala Board of Public Examinations

It also holds public examinations, followed by grand of certificates for class X and class XII. Kerala SSLC exam for class 10 is conducted on the month of March every year and the results are generally declared on May. Grades are awarded to the students by the KSEB based on their marks in SSLC class 10 exam. The grades represent the performance of the students in the exam. The grading system of KSEB is simple and is given in the table below.

Marks Range	Grade Points	Grade	Remarks
90-100	9	A+	Outstanding
80-89	8	A	Excellent
70-79	7	B+	Very Good
60-69	6	B	Good
50-59	5	C+	Above Average
40-49	4	C	Average
30-39	3	D+	Marginal

20-29	2	D	Need Improvement
<20	1	E	Need Improvement



INTERNATIONAL BACCALAUREATE BOARD

The International Baccalaureate (IB), formerly known as the International Baccalaureate Organization (IBO), is an international educational foundation headquartered in Geneva, Switzerland, and founded in 1968. It offers four educational programmes: the IB Diploma Programme and the IB Career-related Programme for students aged 15 to 19, the IB Middle Years Programme for students aged 11 to 16, and the IB Primary Years Programme for children aged 3 to 12. To teach these programmes, schools must be authorized by the International Baccalaureate. The organization's name and logo were changed in 2007 to reflect a reorganization. Consequently, "IB" may now refer to the organization itself, any of the four programmes, or the diploma or certificates awarded at the end of a programme. International Baccalaureate (IB) World Schools in India offer three IB programmes – the Primary Years Programme, the Middle Years Programme and the IB Diploma Programme. According to the IBO website, there were 167 IB World Schools in India (up from 109 in 2014), offering one or more of the three IB programmes. Eighty-nine schools offer the Primary Years Programme, 34 schools offer the Middle Years Programme and 135 schools offer the Diploma Programme. The IB is recognized by the Association of Indian Universities as an entry qualification (equivalent to +2 qualification of an Indian Board) to all universities in India

RULES OF INTERNATIONAL BACCALAUREATE:

1. International Baccalaureate Organization (hereinafter together with its affiliates "IB") is a foundation that has developed and offers four programmes of international education: the Primary Years Programme ("PYP"), the Middle Years Programme ("MYP"), the Diploma Programme ("DP") and the Career-related Programme ("CP") (collectively hereinafter "IB programmes"). It authorizes schools (known as IB World Schools) to offer one or more of these programmes to its students (hereinafter "candidates" where registered for IB assessment).

2. This document describes the rules that apply to those schools that have been authorized to offer the MYP.

3. When used herein the term "legal guardians" encompasses parents and individuals with guardianship of any student enrolled in the MYP. If a student is of legal age, the school's duties towards legal guardians specified herein also apply towards the student.

Reference to the IB's function and its programmes:

1. The IB is independent from schools. Schools must inform the relevant authorities and legal guardians that:

a. The sole responsibility for the implementation and quality of teaching of the MYP rests with the school.

b. The sole responsibility for any shortcomings in the implementation or quality of teaching of the MYP is borne by the school.

c. The award of the MYP certificate and MYP Course Results are the sole prerogative of the IB and not of the school. 3.2 A school is entitled to present itself as an "IB World School" and to use the "IB World School" logo as per article 8.5 only in connection with the IB programme(s) that it has been authorized to implement. This right is only granted for the period of validity of the school's authorization and lapses automatically should the authorization be terminated or withdrawn. In addition, schools are never permitted to use the IB corporate logo.

RESPONSIBILITY OF SCHOOLS:

1. Schools are responsible for ensuring that they can implement the MYP in conformity with their obligations under local and national laws.

2. Schools are responsible for the teaching of the MYP, the quality of support provided for candidates, their internal assessments and their predicted grades, and they undertake to hold the IB harmless with regard to any legal action taken by candidates or their legal guardians as a result of any shortcomings.

3. Schools must ensure that they appropriately fund the MYP, deliver it effectively and administer it according to the requirements of the IB.

4. Each school must appoint a MYP coordinator to manage the implementation of the MYP. The school must ensure that the coordinator is proficient in one of the principal IB working languages (English, French or Spanish).

Compliance with the IB Organization's requirements:

1) The IB Organization's procedures, the requirements for authorization and the rules and regulations for candidate schools are contained in the following documents, which are available on the IB Organization's public website to school authorization (one for each IB programme)

2) Application for candidacy (one for each IB programme)

3) Application for authorization (one for each IB programme)

4) Rules for candidate schools (this document) rules for IB World Schools (one for each IB programme including the CP)

Name and status of schools

1) The IB Organization is the owner of registered trademarks, including its corporate logos, the "IB World School" logo, and the wordmarks "International Baccalaureate", "Baccalaureate International", "Achilleate International" and "IB". The right to describe a school as an "IB World School" and use the "IB World School" logo is provided under license exclusively to schools that have been granted authorization by the director general to teach one or more of the IB programmes.

2) No school whose name includes the words "International Baccalaureate", "IB" or "World School" in any form or language—or that has any trademarks or pending applications containing such words—shall be accepted by the IB Organization as a candidate school.

3) A school must be duly registered as a legal entity under local law—either for profit or not for profit, privately or publicly funded. It must be fit for the purposes of providing educational services and have the required accreditation by the local authorities and/or, if applicable, independent recognized accreditation agencies.

4) Schools should normally have been in existence for at least three years before they can be authorized.

ASSESSMENT SYSTEM:

Using external and internal assessment

The IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is 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 – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

HOW INTERNATIONAL BACCALAUREATE DIFFERENT FROM OTHER BOARDS

The IB programme is more practical and application-based. It has a broader spectrum of subjects that lead to all-round development.

IB examinations test students' knowledge, not their memory and speed. There are no examinations till the Middle Years Programme (Class 10). The focus of the IB pedagogy is on 'how to learn' rather than 'what to learn'.

There are no prescribed textbooks; students can choose their own books.

The purpose of IB is to produce global citizens.

But sometimes, the IB programme does use the local curriculum as a base. For example, Hindi can be offered as a second language in the IB Diploma Programme.

The IB curriculum is more challenging than educational boards like CBSE and ICSE. But the challenge is in the quality of assignments, not in the amount of work assigned. The IB Diploma has earned universal reputation for rigorous assessment, giving students access to the top colleges and universities in India and the world. IB is fast becoming the programme of choice for Indian students preparing to pursue higher education abroad.

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 own learning.

Some universities even offer scholarships to IB diploma holders.

CAMBRIDGE IGCSE BOARD

Cambridge
IGCSE

The full form of IGCSE stands for International General Certificate of Secondary Education. They help schools build a curriculum around their specific needs. Starting from a foundation of core subjects, it is easy to add breadth and cross-curricular perspectives. Encouraging learners to engage with a variety of subjects, and make connections between them, is fundamental to our approach.

For schools, Cambridge IGCSE offers a flexible and stimulating curriculum, supported with excellent resources and training. The Cambridge IGCSE curriculum offers a variety of routes for learners with a wide range of abilities, including those whose first language is not English. We help schools build a curriculum around their specific needs. Starting from a foundation of core subjects, it is easy to add breadth and cross-curricular perspectives. Encouraging learners to engage with a variety of subjects, and make connections between them, is fundamental to our approach. For schools, Cambridge IGCSE offers a flexible and stimulating curriculum, supported with excellent resources and training. For learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study.

There are over 70 subjects available at Cambridge IGCSE, including 30 languages, and schools can offer them in any combination. Cambridge IGCSE develops learner knowledge, understanding and skills.

To take into account differing abilities, there is a choice between Core and Extended curriculum papers in some subjects.

ASSESSMENT SYSTEM



The International General Certificate of Secondary Education (IGCSE) is one of the most popular certifications for Secondary school education offered by the Cambridge Assessment International Education (or simply Cambridge, formerly known as CIE -Cambridge International Examinations) which is a provider of international qualifications, offering examinations and qualifications to 10,000 schools in more than 160 countries. Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In many subjects there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities.

Grades are benchmarked using eight internationally recognized grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade.

Cambridge IGCSE examination sessions occur twice a year, in June and November. Results are issued in August and January. The assessments are done on oral examination, coursework, practical examinations, and projects, and formal written examinations. Each subject is graded, based on their performance in the subjects. The assessments are done on oral examination, coursework, practical examinations, and projects, and formal written examinations. Each subject is graded, based on their performance in the subjects.

FUNCTIONS OF CAMBRIDGE IGCSE

Educational institutions in most countries are now closed to contain the spread of coronavirus, resulting in the home-schooling of millions of students globally.



Schools in India have been working hard in partnership with the parents and educational boards in creating a comprehensive online infrastructure for the effective remote learning of their students. One such school is HVB Global Academy, a Cambridge International School in Mumbai which is working with its teachers to interact better with students.

We understand the importance of education in the cognitive and affective development of young learners and the ill effects of prolonged lack of quality instruction on the overall development of learners. Therefore, we have been hard at work in creating a comprehensive digital infrastructure for effective remote teaching.

TERMS AND CONDITIONS

International education programs are gaining ground in Indian education scenario, inevitably the number of promoters opting to start an International School in India is on the rise.

Besides distinct planning, the following four aspects must be prioritized while deliberating to open an international school (1) international education program (2) multi national student body (3) staff from across the globe and (4) world class infrastructure.



TERMS AND CONDITIONS OF ASSESSMENT SYSTEM

1. Assessments shall be criterion - related performance assessment.
2. Assessment focuses on all areas of learning in GSIS — Academics, co-curricular and extra-curricular.
3. Assessments shall be linked to the teacher and school system performance and instructional improvement.
4. Assessments shall be communicated to all the stake holders of the school (students, parents, teachers, Board)
5. Assessment for each subject must include a suitable range of tasks and instruments / components that ensure all objectives for the subject are assessed.

COMPARISON OF DIFFERENT BOARDS

Over the past few years, a number of new education systems have emerged to be popular in India. With the increased number of education boards, it's quite natural for parents to get confused about the best choice for their kids. To help them come up with a solution, we have made a thorough analysis of the learning approach and evaluation criteria followed by the different school boards. Here, we will discuss all the leading school boards in India and compare them basis their teaching and assessment methods, curriculum, difficulty level and other factors affecting a student's overall development. Here, you will get a fair idea about the features and benefits offered by different school boards in India.



Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) is the most popular board in India, controlled and managed by Union Government of India. With around 19,316 CBSE affiliated schools in India, the board also has global presence with nearly 141 affiliated schools across 21 countries.

Objective: CBSE always works with a vision to provide stress-free education to its students by adapting innovative teaching methods infused with psychological and instructive principles.

Syllabus: CBSE syllabus more or less focuses on preparing students for Engineering and Medical entrance examinations. All national entrance examinations are conducted as per the CBSE syllabus. The board emphasizes on the use of NCERT Books which form the basis of all entrance examinations conducted in India.

Examinations: The two major examinations conducted by CBSE are All India Secondary School Examination (AISSE) for Class 10 and All India Senior School Certificate Examination (AISSCE) for Class 12.

Council for the Indian School Certificate Examination (CISCE-ICSE/ISC)

The Council for the Indian School Certificate Examinations (CISCE) is a privately held national level board of school education in India.

Objective: The main objective of ICSE is to provide high quality education to students through a practical approach. It encourages students to choose across diverse streams subjects for Class 12 by putting equal emphasis on science, arts and language subjects, especially English.

Syllabus: CISCE syllabus is vaster and more comprehensive in comparison with that of CBSE. It has been structured in a way to impart practical knowledge and build analytical skills required for the overall development of a student.

Examinations: The Council for the Indian School Certificate Examinations conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE – Class X); The Indian School Certificate (ISC – Class XII) and the Certificate in Vocational Education (CVE – Year 12). The C.V.E. course is intended to prepare candidates for specific vocations.

International Baccalaureate (IB)

International Baccalaureate is a no-profit educational organization that offers prime quality programmes for children aged between 3 and 19. The IB schools are considered prestigious, at the same time expensive.

Objective: It focuses on Analytical skills, language, arts and humanities. The purpose of the IB is to produce global citizens

Syllabus: It has international curriculum where subjects are taught in an integrated way in order to avoid a fragmented approach. IB has a different approach with few textbooks. Students are free to explore the world.

Examinations: It has 3 sections, the PYP (Primary years program, KG to 5th standard), MYP (Middle years program, 6th-10th standard) and the DYP (Diploma years program, 11th-12th standard). It has no prescribed textbooks delivering a lot of freedom in learning.

Cambridge Assessment International Education (Cambridge International)

Many schools in India are now getting affiliated to Cambridge International. Cambridge International is part of the University of Cambridge. Cambridge curriculum starts from Primary, Lower Secondary and Upper Secondary to Advanced. This is called the Cambridge Pathway. Cambridge Pathway gives students a clear path for educational success from age 5 to 19.

Objective: Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning.

Syllabus: Cambridge International offers a choice of over 70 subjects at IGCSE level and over 55 subjects AS & A level, which makes it one of the most flexible education boards in India. Schools can shape the curriculum around how they want students to learn. A lot of emphasis is put on English language and students are encouraged to propel their creativity through a variety

of writings. Then there is additional focus on foreign language that is intended to help the children in the long run.

Examinations: IGCSE exams are conducted at the end of Cambridge Upper Secondary (14 to 16-year old), and AS & A Level is conducted at the end of Cambridge Advanced (16 to 19-year-old). Schools may choose to hold the examinations in June, November or March. The March series is only conducted in India to benefit students who wish to apply to Indian universities for higher education.

State Boards

State boards are specific to each State and follows separate syllabus and grading methodology. Every state board has its own educational approach which causes a variance in the syllabus from one state to another state in India.

Objective: It focuses on state level topics and content of local relevance which helps students in preparing for state level engineering and medical entrance test.

Syllabus: The syllabus is usually limited when compared to other boards. Regional languages and culture have a prominent place in the syllabus. Some state boards have ordered all their schools to follow NCERT books only which are important for students to prepare for pan India examinations.

Examinations: Exams are conducted in each class. In Class X, the students appear for Secondary School Certificate (SSC) and the Class XII students appear for the Higher Secondary School Certificate (HSC) exams.

CONCLUSION

In this seminar we covered the information of all 5 boards of school education in India, the main focus is on the norms, functionality and assessment system of all boards. After that we compared all the boards i.e. CBSE board, ICSE board, State board, IB board and Cambridge IGCSE board. The Central Board of Secondary Education (CBSE) is the most popular board in India. CBSE always works with a vision to provide stress-free education. State boards are specific to each State and follow separate syllabus and grading. It focuses on state level topics and content of local relevance which helps students in preparing for state level exam. IB programme is more practical and application-based. It has a broader spectrum of subjects that lead to all-round development. IB examinations test students' knowledge. Cambridge IGCSE exams are conducted in the months of February (India only), May and October, and the results are released in May, August and January respectively. The Cambridge examination board offers an ICE (International Certificate of Education) group qualification for candidates who achieve 7 subject. The Indian Certificate of Secondary Education (ICSE) is an examination conducted by the Council for the Indian School Certificate Examination. It is designed to fulfill the recommendation of New Education policy 1986.

This assignment gave us a live experience about the process and steps of seminar. This assignment enhanced our knowledge and research skills along with the communication skills and taught us team work, leadership, helping attitude, etc.

After the delivery of all information and knowledge about Indian school education in terms of the boards, everyone is free to ask their queries related to the diversities in various boards of school education in India.

VOTE OF THANKS

I on behalf of Nymphaea house convey my best wishes to Honorable Principal Ma'am Dr. Bineeta Agrawal, Respected HOD Ma'am Miss Preeti Goel, and all faculty members and participants

First of all, I would like to thanks Principal Ma'am to give us an opportunity to organize this event. I express my gratitude to all faculty members for their guidance and support. I also express my gratitude to all the participants for their active participation in this event. Last but not least, I thank all the students for showing their interest in this event. I once again thanks everyone for making this program successful.



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CENTRAL BOARD OF SECONDARY EDUCATION



The CBSE envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavor. The Board is committed to provide quality education to promote intellectual, social and cultural vivacity among its learners. It works towards evolving a learning process and environment, which empowers the future citizens to become global leaders in the emerging knowledge society. The Board advocates Continuous and Comprehensive Evaluation with an emphasis on holistic development of learners. The Board commits itself to providing a stress-free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace.

About Academics Unit

The goal of the Academic, Training, Innovation and Research unit of CBSE is to achieve academic excellence by conceptualizing policies and their operational planning to ensure balanced academic activities in the schools affiliated to the Board.

Some major objectives of the unit are:

- i. To define appropriate approaches of academic activities to provide stress free, child centered and holistic education to all children without compromising on quality.
- ii. To develop norms for implementation of various academic activities including quality issues; to control and coordinate the implementation of various academic and training programmes of the Board; to organize academic activities and to supervise other agencies involved in the process.
- iii. To adapt and innovate methods to achieve academic excellence in conformity with psychological, pedagogical and social principles.
- iv. To encourage schools to document the progress of students in a teacher and student friendly way.
- v. To propose plans to achieve quality benchmarks in school education consistent with the National goals.
- vi. To organize various capacity building and empowerment programmes to update the professional competency of teachers.

CBSE NORMS

The Central Board of Secondary Education (CBSE) is a Board of Education for public and private schools, under the Union Government of India. Central Board of Secondary Education (CBSE) has asked all schools affiliated to follow only NCERT curriculum. CBSE board is conducting two major board examinations in our country

- I. The All India Secondary School Examination for Class 10.
- II. The All India Senior School Certificate Examination for Class 12.

Key Elements of the CBSE New Pattern Assessment

1. Assessment Parameters
2. Examination Pattern and Weight-age