

# A Comparative Study On Educational Standard In CBSE And State Board Schools In Tamil Nadu

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## Article Info

Volume 83

Page Number: 6681 - 6685

Publication Issue:

May-June 2020

## Abstract:

Education is a significant factor in the development of any nation. India since independence consistently centers around improving the proficiency pace of the nation. Indeed, even now, the administration acquaint numerous plans and projects with advance essential and higher auxiliary education in India. Be that as it may, with regards to the decision of education system individuals all the more frequently lead to CBSE or State board as understanding with their accommodations. There is a huge contrast in the educational standard of CBSE and state board. Indeed it is accepted that CBSE is more in theoretical, sensible and explanatory information as contrasted and State board standard. This in the end lead to absence of competency of state board understudies be the CBSE understudy in serious tests. In this context, this paper analyses the public opinion on the difference in quality of education provided by CBSE schools and state board schools in Tamil Nadu. The primary data for the study was collected from 300 sample respondents selected through simple random sampling. The independent variables considered for analysis are age and gender of the sample respondents and the dependent variable is their opinion about their opinion about the difference in standard of education in CBSE schools and State Board Schools and the reasons for differentiation in standard of education analyzed with the help of graphical representation of charts, percentages and correlation analysis. The result of the analysis observed is that there is a significant difference in the standard of education between CBSE and state board and this could be set right if there is a uniform educational standard throughout India.

## Article History

Article Received: 19 November 2019

Revised: 27 January 2020

Accepted: 24 February 2020

Publication: 18 May 2020

**Keywords:** Education, CBSE, State Board, Competency, Standard.

## INTRODUCTION

Education in India is provided by public and privately funded schools which are controlled by three levels namely Central, State and local. Apart from Public school, the private school also provides education which is controlled by a trust or an individual. Under various articles of Indian constitution, free and compulsory education is provided as a fundamental right to children between

the age of 6 to 14 years. The approximate ratio of public schools to private schools in India is 7: 5 ratio. India has made progress in increasing the attainment rate of primary education. Central Board of Secondary Education (CBSE) is an autonomous institution set up by the Central Government, originally for Kendriya Vidyalaya, but later on it expanded its scope to all public and private schools in the country. It conducts National level

examinations the AISSE in class 10th and AISSCE in class 12th. State board is a generic term which refers to any of the boards of education operated by the state government individually. The quality of standard gets different or where it is from one state to another. In terms of syllabus CBSE and state board may vary as well as be similar at the same time.

It is generally observed that CBSE curriculum, which is based on NCERT books, is of a much better quality than those of the state board syllabus. It is also considered more rigorous and has greater recognition internationally. The CBSE tests are additionally extremely helpful for a positive situation for understudies. All the endeavors are taken to guarantee that the understudies really gain from the whole procedure. They don't have to mug up things to breeze through the tests. The papers are planned so that they test how much the understudies have learnt. The outcomes are generally positive and not many understudies bomb in CBSE tests. The CBSE educational program will help you a great deal on the off chance that you are wanting to seek after future examinations from a brought together organization like an IIT or AIIMS. The fundamental tests for these organizations are sorted out by CBSE and in this way students can get an edge over others in the event that they have done your essential and optional education in CBSE board.

The CBSE confers quality information to the understudies as well as guarantees by and large physical and mental development. It urges understudies to seek after games close by contemplates, and a great deal of accentuation is given on the physical development of the kids. It likewise shows the understudies to be productive members of society of the nation or more all great people. The CBSE offers a ton of adaptability to the understudies to seek after their field of intrigue. At each phase of education, understudies are given a decision to concentrate in their field of intrigue and there is no impulse to pick a specific stream. This essentially ingrains a feeling of trust in the understudies and in the long run encourages them to

put stock in the system. The CBSE syllabus is apt for those who wish to pursue a more challenging and national curriculum such as exams are based on CBSE syllabus, and therefore many CBSE students to perform better in JEE mains. State board syllabus apt for those who wish to continue their education in the state and with greater emphasis on local language and locally relevant curriculum. In this context, this paper analyses the public opinion on the difference in quality of education provided by CBSE schools and state board schools in Tamil Nadu.

## LITERATURE REVIEW

India, with more than a billion residents as the secondary largest education system in the world after China. The study of adversity quotient of students who are going to enter higher education higher secondary is the stage from where they move from school to higher education (Hema, 2015). Growing trends and complexity of modernization and explosion of knowledge and all pervasive competitive atmosphere have negatively influenced the education of a child. (Sahu, 2013). There is a need to focus on physiological, emotional and social cultural dimensions of the adolescent during their schooling (Naraware, 2017). Physical education is perhaps the most important part of an individual's education as during this year students decide what he or she is going to take up for further education for higher secondary (Gupta, 2016). The education of sports is also one of the major requirements in the school as it provides the children with good play time and the knowledge about the sports. This creates relaxation to the students from the pressure and stress (Palel, 2016).

The secondary and higher secondary education in state board and CBSE is somewhat different. The content and logical parts in the CBSE syllabus is high when compared with state board syllabus (Raman, 2015). The NEET was initially conceptualized with two main reasons - one was to remove the burden of students writing several separate exams for admission to medical College and the second reason was to reduce the financial

inequalities that occurred during admissions in the private colleges(Vagish Kumar, 2017).

Lack of nutrition knowledge is also one of the reasons wrong food choices are made. Schools are increasing places for children to learn healthy eating habits (Sylvia Fernandez, 2014). Education has been made easy for the students so that more and more students can enter into the scope of the education system of the country (Kamlesh Gakhar and Harjeet Kour, 2012). In the modern commercial world there are many ways to impact education and to teach the student but textbooks have primary importance (Linda et al., 2019). The efficiency and the efficacy of government spending on education in the union territory of Chandigarh with special regard to elementary and secondary school of education.

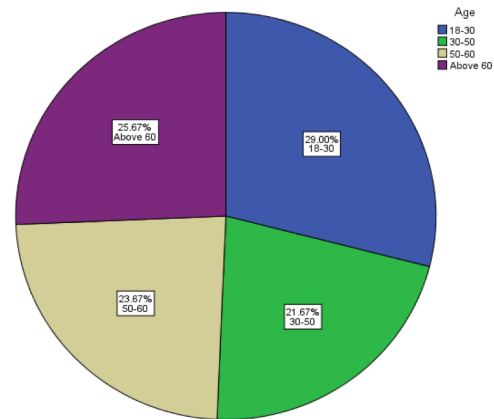
The ICT in schools provides many opportunities to teachers to transform their practice by providing them with improved educational content and more effective teaching (Albert Sangrà and Mercedes González-Sanmamed, 2010). Education being the key to empowerment of people, enhancement of its quality and accessibility is of paramount importance for all (Sujatha, 2002).

**MATERIALS AND METHODS**

This paper is based on primary and secondary data. The secondary information was collected from books and research articles pertaining to the problem and the primary data was collected from 300 sample respondents selected through simple random sampling. The independent variables considered for analysis in this paper are age and gender of the sample respondents and the dependent variable is their opinion about the difference in standard of education in CBSE schools and State Board Schools and the reasons for differentiation in standard of education analyzed with the help of graphical representation of charts, percentages and correlation analysis.

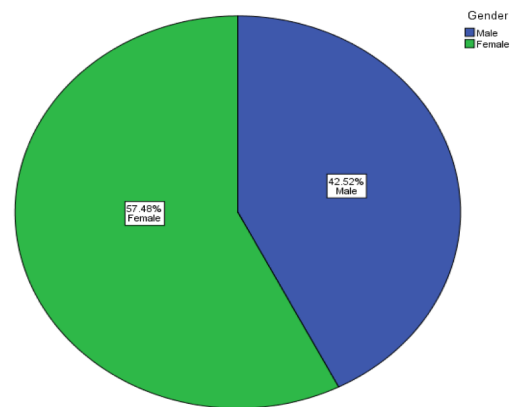
**ANALYSIS**

**Figure-1**



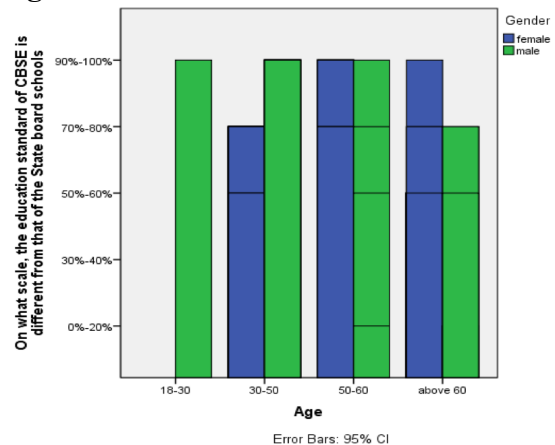
**Legend:** The figure 1 showing the distribution of the age of the respondents.

**Figure-2**



**Legend:** The figure 2 showing the distribution of gender of the respondents.

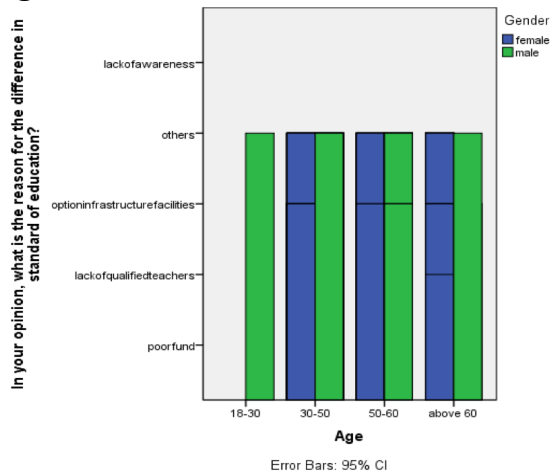
**Figure-3**



**Legend:** The figure 3 shows the age distribution in the respect of gender classification and the opinion

of sample respondents about the difference in the educational standard between CBSE State Board schools.

**Figure-4**



**Legend:** The figure 4 shows the age distribution in the respect of gender classification and the opinion of sample respondents about the the reason for the difference in standard of education between CBSC and State Board schools.

## RESULTS

The figure 1 shows that there were respondents who were classified on the basis of their age. Twenty Nine percent of the respondents are in the age group 18-30; 21.67% of the respondents belong to the age group of 30-45; 23.67% of the respondents belong to the age group of 50-60 and 25.67% of the respondents are senior citizens.

The figure 2 shows that there were respondents who were classified on the basis of their gender. The respondents were of two groups or classification, one is male and other is female. The female respondents were 56.67% and male respondents were 43.33%.

The figure 3 depicts the age and gender compared with the degree of education standard of CBSE is different from State board schools. The majority of the respondents prefer 90% to 100% on the scale which includes both the genders and the age groups. Surprisingly very few preferred it as 0%

to 20% on the scale and they were male of age group 50 to 60.

The figure 4 depicts the age and gender compared with the the reason for the difference in standard of education. Majority of the respondents stated that it is due to the lack of infrastructure facilities and other reasons unlisted in the study are the reasons for difference in educational standard between CBSC and State Board schools. Very few respondents opined that the lack of qualified teachers are the reason for the difference in standard of education.

## DISCUSSION

Based on the results of the study it is revealed that the majority (73.32%) of the respondents of the study belong to the age group of 30 - 50 (Figure 1). Further, it is revealed that 42% of total sample respondents were male and 58% of the sample respondents were female. This shows that the female respondents were the majority in the total sample respondents (Figure-2). The majority of the male as well as the female sample respondents revealed that the CBSE standard of education system is different from that of the State board syllabus and very few stated that there is no significant difference in the standard of education system between CBSE and State board. This is because the respondents are educated and able to differentiate the educational standard of both the respective board of education (Figure-3). The majority of the female and male sample respondents expressed that the lack of infrastructure facility and other reasons which unlisted in this study and to the difference in the CBSE and the state board standard of education surprisingly very few of the respondents who were females and under age group above 60 revealed that it is due to the lack of qualified teachers there is a difference in state board and CBSE standard (Figure-4).

## LIMITATIONS

The major limitation of the present study is the sample frame. The responses were collected from

the sample respondents majorly from the public places including bus stands and marketplaces have no root for the educated sample respondents. And the restrictive area of sample is also another major drawback of this study. The physical factors are the most impactful things that limited the study.

## CONCLUSION

Based on the result of the analysis it is found that most preferably the people are aware about the difference in the educational standard of the CBSE and state board system. The standard differentiation leads to difference in logical analytical and conceptual knowledge of the CBSE and state board students which lead to lack of competency of state board students with CBSE students. This could be set right if there is a uniform standard of education throughout the country.

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