



E-ISSN: 2706-8927
P-ISSN: 2706-8919
www.allstudyjournal.com
IJAAS 2021; 3(3): 300-302
Received: 17-04-2021
Accepted: 26-06-2021

Dr. Vineeta Rana
Assistant Professor,
Department of Education,
Noida College of Physical
Education, Dadri, Uttar
Pradesh, India

Assessment study of admission and evaluation procedure of CBSE, UPSBIHE, ICSE and IB secondary schools

Dr. Vineeta Rana

Abstract

In the modern school system there has been the existence of various Boards of Education. These boards of Education claim to prepare the students for various forthcoming challenges in their lives. It is because of this parent are in dilemma as to which board will suit the best for the education of their child. This study attempts to explore the similarities and diversity existing, with reference to admission process and evaluation system in the schools affiliated to various boards of education. Total 23 English medium schools of various boards in Meerut City are taken as a sample for study. Two different types of tools are used to collect the data regarding admission process of students in the schools. To study the process of admission of students, a self-made questionnaire was used and an informal interview was conducted with the school authority. To study the principals was conducted with regard to the assessment of the student. Being this research a qualitative and quantitative one, the data was analyzed using simple statistical technique and classification of data based on certain parameters. The data was interpreted and conclusions were drawn.

Keywords: Admission procedure, CBSE, evaluation system, UPSBIHE, ICSE, IB

Introductions

Education is continuous process. It has various steps like input, process and output. The word 'input' refers to 'admission of students', 'output' refers to 'evaluation of students' when 'process' refers to 'learning experiences at school'. Various schools set their own priority and choices for the admission of students. Who would get the admission? And who should get the admission? Remains A million dollar question for parents seeking admission for their ward in the schools of their choice. For, institutions believe the quality of students is the base for the best result. Thus admission is a complex phenomenon not only for parents but for the schools as well. The mechanism of input, process and output can only resulted well when examined effectively. Examination is an important stage of the complete process. Now the question is what to examine? The input or the quality of students taking admission or the kind of process they pass through at the school. Many educationists have expressed different views on examining the students. "Evaluation has handicapped the education process" – Secondary Education Commission on the other side in a report submitted to NCERT on quality in school Education expresses "Evaluation is a standard procedure to measure or scale the students" performance. Conducting examinations in education system works like a regulatory mechanism in improving the quality in education. More specifically, the quality of education also depends on the credentials of whole education process. Different boards adopt different policies relating to evaluation of students such as state board adopts 'School Based Comprehensive Evaluation', CBSE and ICSE adopt 'Continuous and Comprehensive evaluation', whereas IB adopts 'Criterion Based Evaluation Model'. There is a need felt by the researcher to understand the relation in terms of similarities or difference to evaluation system in the schools of different boards. The study also focuses on the nature, principles and practice of evaluation in schools affiliated to different boards. The study also focuses on the policies and practices of student's admission in a school affiliated to a particular board of education.

Objectives

The following objective was undertaken for the present Study.

To study the admission process of students in CBSE, UPSBIHE, ICSE and IB schools.

Corresponding Author:
Dr. Vineeta Rana
Assistant Professor,
Department of Education,
Noida College of Physical
Education, Dadri, Uttar
Pradesh, India

To study the process of evaluation of students in CBSE, UPSBIHE, ICSE and IB schools.

Research questions

Following were the research questions for the present study:

1. Whether there is any difference in the admission process of students in CBSE, UPSBIHE, ICSE and IB schools?.
2. Whether there is any similarity in the admission process of students in CBSE, UPSBIHE, ICSE and IB schools?.
3. Whether there is any difference in the process of evaluation of students in CBSE, UPSBIHE, ICSE and IB schools?.
4. Whether there is any similarity in the process of evaluation of students in CBSE, UPSBIHE, ICSE and IB schools?.

Delimitations of the study

The study is delimited to CBSE, UPSBIHE, ICSE English Medium Secondary Schools of Meerut City.

Abbreviations

CBSE: Central Board of Secondary Education.

UPSBIHE: Uttar Pradesh State Board of High School and Intermediate Education

ICSE: Indian Council of Secondary Education.

IB: International Baccalaureate

Design of the study

Selection of research method is sensitive to various aspects of the study such as the nature of the problem, objective, hypothesis and the purpose of the research. Research can be classified in following three ways based on the purpose of the research. Research can be classified in following three ways based on the purpose of research. They are:

(a) Fundamental Research (b) Applied Research and (c) Action Research. According to the other classification of research, they are: (a) Historical Research (b) Descriptive Research and (c) Experimental Research. The present research is to explore the practices of schools affiliated to four different boards of education with regard to the admission and evaluation process of student the respective schools. Hence, depending on the nature of data it is a Survey Research.

Population and Sample

There were around 22 Uttar Pradesh State Education Board English Medium school in Meerut, out of which 16 school have been selected as the sample for the study, and 7 CBSE school out of which 4 school have been taken for the study, 4 ICSE schools out of which 2 have been taken and 1 IB school which has been taken as sample. In all 23 out of 34 schools have been taken as sample for the present study.

Tool

To study the process of admissions of students in CBSE, UPSBIHE, ICSE & IB schools a questionnaire consisting of 12 yes/no type of questions and 7 open ended questions was constructed. The tool consisted of items on the areas like written test, financial status of parents, and family background of parents, reservation policy, and age limit of the students at the time of admissions, preference to the same board school students and so on. This questionnaire was filled by the member of admissions committee, i.e.,

principal / senior teacher of the respective school. To study the process of Evaluation the literature was collected from the board offices. Further in formal interview was conducted with the principal and senior teachers of the schools to clarify the gaps.

Data Collection

To study the admissions process of students to CBSE, UPSBIHE, ICSE and IB schools, a self-constructed questionnaire was administered on the members of admissions committee of the schools of respective boards. For understanding the process of evaluation copies of circular from respective boards to the schools were collected. The senior teachers and principals were interviewed in order to clarify the gaps in studying the practices of schools for evaluation process of students.

Data analysis and interpretation

The collected data for the process of admissions was analyzed with the help of percentage. After studying the evaluation process of students in all the four boards of education, a comparative analysis was done based on certain aspects like Boards Wise Weight age of each.

Dimension / Area / Aspects in percentage, boards wise grading pattern, Board wise passing criteria and other norms in terms of grades, board wise theory subjects co scholars and practical activities.

Finding and Discussion

1. Regarding Admissions process it was found from the responses that although conducting a written test before admissions of a student in particular school is not a criteria given by any of the board, 75% of CBSE, UPSBIHE, ICSE schools conduct a written test before giving admission whereas IB schools do not conduct any written test before giving admissions to the students in the schools.
2. The common aspects on which CBSE, ICSE and UPSBIHE focused for conducting the tests were general knowledge, mathematical ability and logical reasoning. Beyond this, it was also found that CBSE & ICSE schools focused more on comprehension Ability and English language.
3. It was found that all the schools conduct interview before giving admission to the students in the school. The admission committee in CBSE, UPSBIHE and ICSE constituted of the Principal, Senior Teacher and Subject Teacher whereas in IB School the Committee comprised of program co-curricular, a senior teacher and a subject expert.
4. It was also revealed from the responses that 50 percent of CBSE and ICSE schools consider the board of education before giving admission while others do not consider the previous board of education of the child at that time of admission in the school.
5. It was found from the responses that in practice importance are given to the educational background of the parents of the child while no importance is given to the financial status of the parents.
6. It was found that at time of admission, 50 percent of CBSE, ICSE and UPSBIHE schools charge developmental fees whereas the responses from IB school revealed that they do not charge any developmental fees from students.

7. It was found that no school denies admission to any student on the basis of caste, creed or any religion.
8. Regarding the process of evaluation of students in CBSE, UPSBIHE, ICSE and IB schools
9. It was found that the schools affiliated to UPSBIHE follows school based comprehensive Evaluation i.e., SCE. It is of two types: Scholastic Evaluation and Co-scholastic Evaluation.
10. Scholastic Evaluation is done by three types: Formative Assessment, Summative Assessment and Indicators through observation. There are four formative assessments throughout the year carrying a weightage of 40 percent and two summative assessments carrying a weightage of 60 percentage of marks.
11. CBSE schools follow a continuous and comprehensive evaluation, which is also of two types: scholastic evaluation and Co-scholastic evaluation. Evaluation of students is done by four formative assessments carrying a weightage of 40 percent of marks and two summative assessments carrying a weight age of 60 percentages of marks.
12. ICSE schools also follow a continuous and comprehensive evaluation in which there are three unit tests, one terminal exam, a half yearly and an annual examination throughout the year. The entire syllabus for each subject is divided and three terms, first term, second term and the third term. The schools conduct examination for standard 1 to IX, whereas the council conducts examination for standard X in accordance with the recommendations of the New Education Policy 1986, through the medium of English.
13. There are no Board examinations in IB Middle Year Program. Instead, classroom teachers design their own examinations. The assessment is continuous and there is involvement of parents and teachers in the process of assessments, the assessments consists of open ended, problem solving activities, investigations organized debated, hands on experimentation, analysis and reflection of students. Final assessments is based on the judgments of teachers, further, the technique of assessment varies from subject. The marks allotted by teacher are reviewed by the expert teacher's team of IB.
14. It was found that CBSE, UPSBIHE, ICSE, and IB schools vary from each other regarding the grading system in evaluation of students. CBSE and ICSE schools follow 9 point grading system; UPSBIHE schools follow a 7 point grading system.
15. It was found that the minimum percentage for passing in UPSBIHE and CBSE schools is 33 percentages. In IB schools there is no Board Examination till standard X.
16. The evaluation in all these schools is not done only on the basis of scholastic aspects but also on coscholastic aspects and they are rated on the basis of different indicators.
17. Overall, it was found that the all the schools follow the evaluation process as instructed by the board of education.

Conclusion

Though taking a written test is not mentioned as a policy of admission in any of the board. It has been the practice of the schools to conduct a written test and interview for the students seeking admission in the school. No school denies

admission on the basis of any caste of any caste and religion. Regarding evaluation practices, it was seen that continuous and comprehensive evaluation is practised in all the four boards of education, but they vary in their grading system.

References

1. Ministry of Human Resources Development, India National Policy on Education, MHRD New Delhi; c1986, p. 42.
2. Ministry of Human Resources Development, India Secondary Education Commission, MHRD New Delhi; c1952-53.
3. Final Report on Quality in School Education for Quality Council of India New Delhi.
4. Sharma, Mohit. Educational System in India, Prerna Prakashan, New Delhi.
5. Khurana, Bhupesh. School Education and Developmental Policy, AK Publishers and Distributors, Sanjay Place, Agra, Uttar Pradesh.