EDUCATION LEADS TO EQUALITY: COMPARISON OF KARNATAKA STATE, CBSE, AND ICSE SCIENCE CURRICULA AND OTHER FACTORS

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ABSTRACT

Education is a Universal right and the Indian constitution guarantees education as a fundamental right of every child. India's Right to education act (2009) also supports the same. Education is the only tool for changing society. India is known for its unity in diversity, similarly, we can see the diversity in different educational boards in India namely State, CBSE and ICSE, and many more. Every board has its own structure. In this paper, authors have critically analyzed all three boards' curricula by considering the 9th standard science textbooks by analyzing the content, Syllabus, Units Examination, etc. The analysis found that there is a clear inequality in terms of curriculum, examination, and fee structure of these three types of Boards. According to the paradigm, 'Education brings Equality', we need to give equal opportunities in providing experiences in learning for all children irrespective of the type of boards and curriculum. The authors also suggest that to bring equality through Education India needs to have a 'One Nation and One Education system'.

Keywords : *Karnataka State board, CBSE, ICSE, Curriculum, and One Education system.*

Introduction

Today's Indian Education system encourages students towards unhealthy competition to score marks without developing any competence. This leads young minds to be shifted at an early age when they should be asking questions, learning, gaining knowledge, and developing a thirst for knowledge. If we need to solve this problem as to why Indians for decades have not been able to create or innovate something that could revolutionize the way we live. The answer may well lie in the kind of Education system we give at schools. Our school curriculum varies from state to state. Among school children, it hardly creates disinterest that could stop ignite of scientific attitude, logical thinking, and critical analysis needed to carry out in their life. Therefore, it leads to a lack of discipline, inequality, intolerance, and loss of innovating competencies and inventing capabilities.

Education is a Universal right and the constitution of India guarantees education is a fundamental right of every child. The National Policy on Education-1986 recognized that when the school environmental conditions do not contain proper amenities and infrastructure facilities, then it would prove to be a de-motivated factor not only for students but also to other stakeholders. The NPE, therefore, calls for a drive for bringing improvements in schools and also the provision of support services.

Abhijit.Banerjee and Esther Duflo, (2011) state that, most school systems are unfair and wasteful. The poor go to inexpensive or free government schools with attaining minimal objectives whereas the children of the rich go to

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private schools that not only teach more and teach better but where they are treated with compassion and helped to reach their true potential. Hence, the Teacher and Curriculum are the most important factors of learning by the children at any school. The system of education has been divided into Elementary, Secondary, and Higher education. India is having multiple education boards such as ICSE, State, CBSE, and other Boards. These boards are having various teaching techniques, curriculums, and strategies to transfer knowledge from teachers to students (Jagannath.K.Dange and Usha. R.G, 2020).

Jagannath.K.Dange and Usha. R.G, (2021) suggests that all three boards should provide equal and same opportunities for every learner at different levels of schooling for maintaining equality in terms of learning opportunities of learners and there should be 'One education system' in the Country.

A lot of clarity can be attained through research with regard to these three boards. There exist several critical factors that are vital with regard to the comparison of these three educational boards; Boards' Syllabus, Content, General objectives and Curriculum making objectives, Units, Medium of instruction, Examination, Extra-curricular activities, Fee, etc.

Karnataka State Board

The Karnataka School Examination and Assessment Board, is a state education board of Karnataka. The board regulates and supervises the system of Secondary education in Karnataka State. KSEAB came into existence in the year 1966. The Board conducts the SSLC Examination in March / April each year and other examinations are also conducted. It executes and governs various activities; devising courses of study, prescribing syllabi, conducting examinations, granting recognitions to schools, and, providing direction, support, and leadership for all secondary educational institutions.

CBSE(Central Board of Secondary Education)

Formed in 1962 with its Headquarters in New Delhi. The most popular board in India has more than 9000 schools and falls under the Union Government of India. Started by 'NCERT' to operate central schools like Jawahar Navodaya Vidyalaya and KendriyaVidyalayas, etc. are recognized by all colleges in India. The board conducts final examinations every spring for 'The All India Senior School Certificate Examination' (AISSCE) for Classes 10 and 12.(Surabhi, 2018)

ICSE(Indian Council of Secondary Education)

Itis a private body founded in the year 1956 to set and adapt the University of Cambridge's examination system to India. Now it conducts ICSE (Indian certificate secondary education) exam for class 10, CVE (Certificate for vocational education) exam for class 12, and ISC (Indian school certificate) exam for class 12.

Science Curriculum Text Analysis

Walter A Thurber (1968) has suggested the six criteria for the evaluation of science textbooks in his book teaching science in Today's secondary schools. The same six criteria (Content, Organization, Literary style and vocabulary, Illustrations, Teaching aids, Mechanical makeup, and appearance) for choosing a good science textbook are considered for the analysis of science content of different boards of Curricula.

The critical analysis of the 9th standard science textbooks and other related factors of the Karnataka state board, CBSE, and ICSE was carried out and the reviewed components with the differences are presented in the following table.1

Table 1
Differences between State, CBSE, and ICSE Boards

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1. Board	Karnataka State board	Central Board of Secondary Education	Indian Council of Secondary Education
2. Syllabus	State syllabus will be very easy for students to follow but when it comes to cracking entrance exams, these students will have to put in some extra effort in specific subjects.	CBSE is Comparatively vast from the state syllabus. This will give a lot of weightage to project work, assignments, and sports. The students will easily crack the entrance exams.	ICSE is a vast syllabus than the state and CBSE. The students needed to put in a lot of effort to build a foundation, but once build a strong foundation, students can tackle any subject with ease.
3. Content	Quality of content is good.	Superior Quality of content to the state board.	Content of the syllabus is wide and in depth for the better understanding.
4. General Objectives	1. Encourage students to think and engage in activities, mastering skills, and competencies.	1. Provide high-quality education through a practical approach and instructive principles.	1. Providing high-quality education to students through a practical approach.
	2.Connecting students to the content of local relevance.	2. Enrich students for extended learning.	2. Encourage students to choose across diverse streams for 12th by putting equal emphasis on science, arts, and language subjects.
	3. Preparing a healthy member of a healthy society and productive citizen of this country.	3.Providing stress-free education to students by adopting innovative teaching methods and techniques.	3. Build analytical skills and practical knowledge among students.
5. Objectives of Curriculum Making	Objectives framed Based on NCF-2005:	1. Students' life at school must be linked to their life outside the school.	1. To facilitate the understanding of each the subject matter.
	Connecting knowledge to life Activities; Learning to shift from rote methods, Making examinations flexible and integrating them with classroom experiences, Enriching the curriculum beyond textbooks Caring concerns within the Democratic policy of the country, Learning experiences for the construction of knowledge, Make education relevant to the present and future needs and Smoothening the subject boundaries integrated knowledge and the joy of learning.	2. Encourage mastery learning and discourage rote learning.	2. To cultivate a sense of practicality in a student's life.
		3. Maintaining sharp boundaries between definite subject areas.	3. To provide new knowledge to students for future needs.
		4. Focus on the student-centered system through giving activity /demonstrations and experimentation.	4. To prepare students to be competitive.
		5. To encourage children to reflect on their learning and self-ideas.	
		6. To maintain daily time flexibility.	
		7. To provide hands-on experience to children.	

6. Units	Book is comprised 2 parts and 23 Units	Only one book (No parts)	All Physics, Chemistry, and Biology subjects are Separated into 23 units.
	Physics-07 (1st Part: 92-129, 2nd Part: 11-66,138-158)	Total 18 units.	Physics-8, Chemistry–9, Biology–6.
	Chemistry–08 (1st Part: 1-159, 2nd Part: 1-10, 37-45)	Total 253 pages:	Total 387 pages:
	Biology -08(1st Part: 48-91, 2nd: 67-137). Units are sufficient but more clarity for each topic is needed.	**Physics**–06(127-238)	Physics–68, Chemistry–101, Biology–118.
		Chemistry–06(32-43,44-55,56-63,64-76,239-252)	Units are sufficient, and clarity and content coverage is also better.
		Biology –06(1-31, 77-126)	
		Sufficient Units, content coverage is also clear and good.	
7. Medium of instruction	Regional language (Kannada) or English.	Hindi and English.	Only English.
8. Questions in Exams	Scoring high marks can be easy as direct questions are formed.	Scoring high marks can be a bit difficult easy as there will be no direct questions. The questions would be designed to test students' application level and logical reasoning. Students will have to refer to more books other than the regular textbooks.	Scoring high marks can be quite challenging because the syllabus is vast and the questions can be from any corner of the units and really tests meaningful learning.
9. Examination	Secondary school certified board exams (SSC)- Class 10	All Indian seminar school certificated examination for classes 10 and 12.	Conducts ISCE exam for class 10, ISCE exam for class 12, and CVE exam for class 12.
10. Duration	Total 3 Hours	Total 3 Hours	Physics and chemistry: 2 Hours, Biology: 2 Hours
11. Marks	Internal assessment: 20 marks, Board exam: 80 marks. Total – 100 marks.	Internal assessment:20 marks, Board exam: 80 marks. Total – 100 marks.	Internal assessment:20 marks, Board exam: 80 marks. Total–100 marks.
12. Result sheet	Displays both grades and marks	Displays grades only	Two result sheets, one displays grades and the other marks obtained.
13. Curricular activities	Schools lay more emphasis on academics and minimal importance on extra-curricular activities.	Extra-curricular activities vary across CBSE schools and give supreme importance to such activities and students are trained to have better social awareness.	The board believes in imparting all-around education. The activities like music, arts, drama, and sports are given prime importance.
14. Fees	Low fees/No fees	Medium to high fees	Very High fees

Conclusion

The Karnataka State board, CBSE, and ICSE are the most reputed boards where children can lay a foundation for their future. Each of these boards differs in its Objectives, Curriculum, syllabi, Examination pattern, curricular activities, content, fee structure, and the way they train the students during the course. Each of the boards has its way of concept presentation, assessing students with strong objectives.

In most of the curricula and their related components, the ICSE looks highly reputed and sound enough to assess and develop good competencies among students than the CBSE and State board. CBSE looks comparatively better than the Karnataka state board in many of these aspects. Whereas the fee structure of ICSE and CBSE is high the Poor people can't afford these schools. When syllabi are compared, the Karnataka state syllabus is more of a generic kind and very easy to comprehend for students than the other two boards.

The students who have passed out from the state board might have obtained high scores but the competency in mastery learning may be below par when compared to CBSE and ICSE boards. Because of comparison both CBSE and ICSE are the best media to learn all subjects with enhancing competencies through Co-curricular activities. Hope this comparison gives an idea about what can be expected when parents choose one of these education boards for their children for studies. However, studying under a certain board is not just enough for one's child to excel in their study phase. Education is not always about learning what is in the syllabus but it is about how a student perceives experiences and how the same can be used for the betterment of family and society. The analysis found that there is a clear inequality in terms of curriculum, examination, and fee structure among these three types of Boards.

The Paradigm of Education is all about "Education brings Equality" and the constitution of India also guarantees that education is a fundamental right of every child. So, there is a need to provide equal opportunities in giving experiences learning for all learners irrespective of the type of boards and curricula. Unless we think of bringing equality into the curriculum, equality cannot be brought through Education. Hence, to bring equality through Education; India needs to have a 'One Nation and One education system'.

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