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**“A COMPARATIVE STUDY OF C.B.S.E AND M.P. STATE  
BOARD EDUCATION PATTERN”**

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**ABSTRACT :**

It has found that there is an association between student socio - economic status and enrollment ratio in CBSE and State board schools. At the time of considering the socio-economic status, class, education, income, habitat, housing structure, family structure, income of family, parents occupation, communication means are used to calculated. The socio - economic status of CBSE students is found to be higher than State Board student .On concluding the educational environment of both education pattern the CBSE school has much better facilities and healthy educational environment as compared to state board schools, which results into the good academic record of CBSE education pattern .When we calculate / illustrate the academic performance of both boards education pattern the CBSE is much better than the State Board education. Pattern . CBSE board school have more quality education system there fore their students perform better than State Board students and they ranked excellent in all the field.

**INTRODUCTION :**

India was the part of the British Empire until gaining independence in 1947. The British systematically destroyed the indigenous system of education and introduced teaching of various subjects through the medium of English . During the first few years after independence ; there was serious debate between those attempting to retain the British educational system and those advocating an alternative model , particularly the one designed by the Mahatma Gandhi . The Indian constitution , promulgated in early 1950 , sets out the frame work for a federal political system and lists the sectors for which the central and state governments are respectively responsible . The education was in the state list and although by an amendment in 1976. It has been placed in the concurrent list , the responsibility for education rests essentially with the states , the central governments responsibility in mainly for the

maintenance and co - ordination of students of higher and technical education . It also provides for educational opportunity for all and special protection of religious and linguistic minorities . Soon after independence , priority was given to the introduction of Basic Education ( nai taleem in the words of Mahatma Gandhi ) . The objective of which was to develop the total personality of the child by providing instruction related to manual and productive work through M.P. State Board schools . While Gandhian basic education provided guidelines for the planning of primary education , the search for a suitable system of secondary and higher education led the government of India to appoint two commission in 1948 and 1952 respectively . Although some reforms were introduced as a result of the recommendation made by these commissions , a nationally accepted structure of education had to wait the conclusions of the education commission ( 1964-66 ) . On the basis of the recommendations of the education commission , the central government , after consultations with state government and with the approval of the parliament , announced the National policy of education in 1968. The education policy called for transformation of the system of education to relate in more closely to the life of the pupil , a continuous effort to expand educational opportunity ; a sustained and intensive effort to raise the quality of education in all stages ; and the cultivation of more and social values . In 1986 , New education policy reviewed the education system of India and recommended effective means improve the quality of education . It emphasized the needs of privatization of education . As a result a spate of private institutions has come into existence . These institutions provide instructions , through the medium of English . Now , although there is common structure of formal education in almost all the states , within this common structure , however , there are wide disparities in facilities and standards .

At one extreme of the public schools extremely well equipped and at the other extreme are the ill - quipped , insufficiently staffed and poorly supervised government rural and municipal schools . In between these extreme are a variety of private schools , the well funded central schools meant for catering the needs of selected few . Visitors to the M.P. State Board and C.B.S.E. Schools often claim that they can identify the difference between them almost as soon as they go through the front door . Some of the indices of differences are obvious decorations drawings , photo graphs , academic awards , litter , list of rules , laughter and noise others may be a little be obvious - students movement are more or less restricted ; teacher's may mix with , patronize , ignore , or command , students , the principal or the headmaster appears to emphasize his authority and status in dealing with other , and in other he gives the impression of being much to busy to give much personal attention to any individual . The subtle differences which characterise the government of these two types of the schools are the domains of organizational climate . About

organizational climate Halpin states what " Personality is to the individual , organisational climate is the organisation . One useful way to understand the various problems of these schools and the implications that these problems have for schooling in India and possibly to direct and control them more effectively to achieve the lofty ideas of education , is through scientific study of the concept of organisational climate .

Along with educational environment the socio - economic status of the students is the considering factor for getting admission in different type of education pattern . In M.P. State Board Model School System was launched to enhance same education with all the facilities to the people within their approach . C.B.S.E. based schools are very limited in number . There is one or two CBSE based central school at district or tehsil level . They may calculate on fingertips . Keeping all these things , the state government started Model school at every tehsil on district - level to provide the quality education to its population which are within their approach . At present the school of Excellence has been started from 9th class to 12th class under the roof of Model school to increase the quality of model school with the same facilities and infrastructure . The C.B.S.E. school is run and control by central govt. and they are a very few in number , the state owned model school are fulfilling their objectives as a matter of research .

#### **IMPORTANCE OF RESEARCH :**

Any one who visits the M.P. board and C.B.S.E. schools notes quickly how these schools differ from each other in some important aspects . In C.B.S.E. schools one finds that the teachers , principal and the students are the zestful and confident in what they are doing . The teachers support and involvement is at a high and as a result the students are more motivated towards academic success . In M.P. board schools , on the other hand , one finds that the teachers and principal tend to give less support to and tend to get less involved with the students and as a result they are less motivated towards self improvement and academic excellence . It has been established beyond doubt on the basis of the results of competitive and other public examinations that the students of C.B.S.E. schools are far superior than the M.P. board students as far as the academic achievement is concerned . It is also a well known fact that one of the fundamental needs of the pupils in general is the need of achievement and when it is rendered impossible , various forms of maladjustment are likely to crop up . The pupil who has failed to make adequate progress in the academic field has a tendency to adopt certain types of escape mechanism in order to gain the recognition he desires and to make situation tolerable for himself . There has been considerable evidence that the student failure in meeting out his meaningful goals , ambitions and aspirations become a contributing cause of maladjustment and all sorts of antisocial behaviour . Now the question

arises why the students of MP Board institutions do so poorly in the various examinations and why the students of C.B.S.E. Board students achieve remarkable good marks . Although no easy answer is possible to this intricate question , the difference among students with respect to their academic achievement can be sought in the differences the organisation climates of these institutions . Some studies support the notion that the classroom climate is an important factor that not only influences pupils achievement but also bring about other behaviour change in them . But not many studies of this kind which illustrates , comparison of educational pattern with socio economic back ground of students of both different pattern , are available . It is therefore , any study which proves scientifically the effect of the differences in the organizational climate on the academic achievement of the students should be of to the students as well as teachers .

It is fairly easy for children to develop intellectual and socially when they come from families that are free from trauma, but many of today's families are exposed to many negative influences. The children from such families cannot develop whole some personalities. Educators often blame for poor family situations for the students they receive and parents blame the teachers for the poor educations their children are getting in M.P. Board schools. This study will give them some insight to work together for the good of the children. It has been said many times that it is better to light one candle than to curse the darkness and the presents researcher believes in this principle. Instead of decrying problem such as lack of discipline, lack of student motivation, or lack of sufficient funds for children. The teachers and the principals should use their philosophy and the resources at hand to make a difference in the world of education. Although most of the students who attend the M.P. Board schools are much like students at CBSE board schools as far as intelligence is concerned, they do have a higher than average incidence of personal and academic problems.

#### **REVIEW OF LITERATURE :**

Parekh (1973) : Who studied the secondary school students found that the caste, monthly income of the parents and parental occupation were not found to be significantly related to academic ability of pupil.

Kumar (1973) : Found that the forward community students had significantly higher achievement than the backward community students Kumar concluded that the forward community students differ significantly in their achievement scores for the whole group. as well as different level of intelligence.

Bountra (1970) Constructed a standerdized achievement that in physical science for high school class in U.P. He found that the performance of rural students was better than the performance of urban student.

Aron, Marihal, and Malathesa (1969) who in their research did not find any significant difference in the academic scores of rural and urban boys of the same socio-economic status level.

Menta (1969) in the study did not find any difference in the academic levels of rural and urban high school boys. However one find a predominant research trust indicating the superiority of the urban students over the rural students in achievement.

Passi (1972) Found in his study that the urban students were signifacantly superior to urban students to in academic achievement.

Menon (1972) found. that urban residence was related to better achievement. Thus if is not surprising that the thrust of the research review indicates better performance on the part of the urban students. This could be because of the fact that the urban students have better schooling, better socio-economic status and better parental education in their favour.

Gupta (1987) Found that birth order and fathers profession influenced the reaching ability of children. The studies on socio-economic status revealed Some studies have revealed positive outcome relationship and in some studies no significant relationship was found between those two.

Wiseman (1982) Had made several studies concerning their relationship between socio-economic status and academic achievement. Almost all studies indicated conservable correlations.

Das (1980) Have found that whose achievements was high came from better socio-economic background compared the students whose achievement was low.

Sharman (1972) has confirmed this for school, home, social and religious area of adjustment similarly, it was found under achievement was related to social and emotional adjustment, achievement also associated with socio-economic status and personal adjustment.

A study conducted by Delhi University Scholars (1984) An investigation into the socio-economic and educational background of students offering history as in subject at senior secondary level in the school of Delhi.

#### **OBJECTIVES:**

- To assess socio-economic background of the CBSE and state boards students.
- To analyze the educational environment of CBSE and state board pattern.
- To evaluate the academic achievement of CBSE and State Board Students.

#### **HYPOTHESIS :**

- CBSE education pattern is better than State Board education pattern .

- State board education pattern is better than CBSE education pattern.
- Both education pattern are different from each other.
- There is no difference of achievements between CBSE education pattern and State Board education pattern.

**SAMPLE :**

300 students are selected randomly from both boards school .

**PRIMARY DATA :**

<b>CLASS</b>	<b>CBSE BOARD</b>	<b>M. P. STATE BOARD</b>	<b>TOTAL</b>
6	50	50	100
7	50	50	100
8	50	50	100
<b>TOTAL</b>	150	150	300

**TOOLS&TECHNIQUE :**

Primary data collection is collected through self developed questionnaires schedule. Secondary data is collected from schools principal/ headmaster, teacher's and schools office and from library too. Observation is made by attending both schools and found some others information by looking schools infrastructure etc.

**RESEARCH DESIGN :**

The basic purpose of this study is to evaluate the educational pattern of CBSE and MP state board of middle schools as related to the institutions effectiveness. Self developed interview schedule is applied for the questionnaire method of research for different field .The area selected for the study is Kendriya Vidyalaya School and government Model Higher Secondary School, where students of class 6<sup>th</sup> class 7<sup>th</sup> and class 8<sup>th</sup> from both Kendriya Vidyalaya schools and government Model Higher Secondary Schools. 300 students have selected randomly from both School. 50 students from each classie 6<sup>th</sup> class 7<sup>th</sup> class and 8<sup>th</sup> class from both schools. Simple random sampling is used for primary data collection to be covered for the present study .Chi-square test is used to analyze the collected data. Three variables namely to assess socio-economic background, Edu- cational environment and to evaluate the academic achievement have been selected for the present study.

**CONCLUSION:**

It is the final part of the research like a heart in a living creature. When we concluded it has been found that there is an association between students socio - economic status and enrollment ratio to CBSE and M.P. State Board. At the time of considering the socio - economic status, class, education, income are used to calculated. The socio - economic status of CBSE students ,it found to be higher than State Board Students.On concluding the educational environment of both education pattern the CBSE schools have much better facilities and healthy educational environment as compared to State Board schools, which results into the good academic record of CBSE education pattern.Whenwe illustrate the academic performance of both education pattern the CBSE is much better than the State Board. CBSE have quality education their students perform better than state Board students and they ranked excellent.

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