

## **IMPACT OF DIFFERENCE IN EDUCATION BOARDS ON HUMAN RESOURCE- A CASE STUDY WITH REFERENCE TO VIKASH GROUP OF INSTITUTIONS, ORISSA**

**Dr.Samerendra Nath Panda1\***

Department of Chemistry, Vikash Institute of Technology

**Mrs. Sangeetarani Mishral**

Assistant teacher, Govt. girl's high school, Bargarh Orissa,

### **Abstract**

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. In our education system there are different education boards and they differ in their structure and functioning. Some boards deal with only secondary level, some other only for senior secondary whereas a few deal with both the levels. The Higher secondary educations are the important stages as they form the eligibility criteria before one can pursue higher education, including college or professional courses. UGC, NCERT and CBSE directives state qualifying ages for candidates who wish to take board exams. The existence of different curriculum bodies governing school education system make it clear that a complex system is in place and put forward many challenges with its policy dissimilarity. Disparities in education based on gender, socioeconomic status, policy can create a significant drag on growth. Additionally, a disparity in education that aligns with social, political, and economic fault lines creates resentments leading to violence, conflict, and instability. Schools and education systems can serve as channels for the development of peaceful societies or exacerbate the situation, depending on the policy insertion. So we have chosen two different boards for comparison to meet the objective of the study. The thrust area in this comparative study of Central Board of Secondary Education (CBSE) and Council of Higher Secondary Education(CHSE Orissa ) basically with reference to admission and performance evaluation and its impact on the future prospect of an individual in higher education as the ultimate effect trifles down to the human resource pool of India. In this study we are trying to analyze the impact of board operational system on students' score leading to a situation of unhealthy competition in a later stage within the country. We believe that it is also having a negative impact in overall growth of human resource of the nation.

**Key Words:** Education, Human Resource, Board, policy, curriculum

### **Introduction**

Education is the most powerful weapon which you can use to change the world." Nelson Mandela. Education plays an important role in the progress of an individual's mind and country. Webster defines education as the process of educating or teaching. 'Educate' is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop knowledge, skill, or character of students. Education being one of the imperative factors responsible for shaping the personality of an individual has manifold functions. Education has now become a global concern. The right to education has been well recognized by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR). The world conference on 'Education For All' held in March, 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving Elementary Education for All by the 2000. India was one of the participants to the declaration Human resources is the set of individuals that become a workforce of an organization, business sector, or economy. Pioneering economist John R. Commons used the term "human resource" in his 1893 book "The Distribution of Wealth " but did not further build upon it. The term "human resource" was subsequently in use during the 1910s and 1920s as was the notion that workers could be seen as a kind of capital asset. Among scholars the first use of "human resources" in its modern form was in a 1958 report

by economist E. Wight Bakke.[1].The human capital is considered a vital element for nations' progress because, without it, the other two factors, physical and financial capitals, are ineffective. Education is the primary mechanism for escalating human resources and accumulating human capital. Education is one of the most important inputs for nations' social and economic outcomes because an increased number of skilled, educated, and productive citizens contribute to increased economic output for the private sector and improved governance in the public sector. [2]Harbison and Myers famously said, "Education is both the seed and the flower of economic development." [3].Early and continued investment in education seemed to be the crucial element in creating a satisfactory threshold level of human capital accumulation, which is critical for economic growth.[4] Existence of a strong relationship between nations' development, economic growth, stability, and the education system can be established with this.

#### Indian scenario

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. The central and most state boards uniformly follow the "10+2+3" pattern of education.[5]:3 in this pattern, study of 12 years is done in schools or in colleges, and then 3 years of graduation for a bachelor's degree.[6] This pattern originated from the recommendation of the Education Commission of 1964-66.[7].In our education system there are different education boards and they differ in their structure and functioning. Some boards deal with only secondary level, some other only for senior secondary whereas a few deal with both the levels. The Curriculum bodies governing school education system[8] are

1. The state government boards: Most of the state governments have one "State board of secondary education" . However, some states like Andhra Pradesh have more than one. Also the union territories do not have a board, Dadra & Nagar Haveli, Pondicherry, Chandigarh, Lakshadweep; Daman & Diu share the services with a larger state.
2. Central Board of Secondary Education (CBSE) which conducts examinations at the 10th and 12th standards
3. The Council of Indian School Certificate Examination (CISCE)
4. The National Institute of Open Schooling (NIOS).
5. International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations. It is important to note that IB qualification is not recognized or accepted as a pre-degree examination in a number of universities and IIT's, and are therefore only suitable for children who are likely to complete their studies outside India.
6. Islamic Madrasah schools
7. Autonomous schools like Woodstock School, The Sri Aurobindo International Centre of Education

Basically Secondary education covers children aged 14 to 18, a group comprising 88.5 million children according to the Census, 2001. The final two years of secondary is often called Higher Secondary (HS), Senior Secondary, or simply the "+2" stage. The Higher secondary education is the important stages as they form the eligibility criteria before one can pursue higher education, including college or professional courses.

#### Methodology of study

To carry out the comparative study we have chosen the senior secondary wings of Vikash residential school (a CBSE based school) and Vikash junior college (CHSE based senior secondary system) of the same educational group titled as Vikash Group of Institutions, Bargarh. Both the senior secondary programs are managed by the same Board of directors with a common mission and vision. [9].The equivalence in resources is also observed. Broadly the resources can be classified as physical resource and academic resource. The physical resources include all sorts of facilities including the academic building, playground, boarding, and transport, security, medical and dining. The academic resources include faculty, structure and implementation of academic programmes, continual evaluation mechanism, and

study material. The choice of such a sample for study will give us a scope to analyze the influence of nature of board on students' career prospect and at large creating quality human resource pool. Apart from the enrollment to a particular board almost all the conditions for a student remain constant and are the critical aspects of the sample choice.

#### Profile of both the boards

Council of Higher Secondary Education, Odisha (abbreviated as CHSE (O)) is a Board of Education imparting Senior Higher Secondary (Class 11 & Class 12 Courses) for public and private schools, Colleges under the State Government of Odisha. It was established in 1982, in accordance with Odisha Higher Secondary Act 1982, which was assented by the Governor of Odisha on 23 October 1982. The Council of CHSE (O) was formed to regulate, control and develop Higher Secondary Education in the State of Odisha. The administrative function of the Council commenced from 7 September 1982, In order to cater to the needs of the people living in far distant places from the head office of the Council at Bhubaneswar, three zonal offices of the Council are functioning at Berhampur, Baripada & Sambalpur. CHSE affiliates all state and private schools and colleges in the state of Odisha. The board conducts final examinations every spring for the different streams of Arts, Science, Commerce, and Vocational Education. [10]. Central Board of Secondary Education is an eminent board of school education in India. The CBSE prepares the syllabi for Classes IX-XII for the students of affiliated schools. CBSE suggests its affiliated schools to follow syllabi of NCERT for the students from Lower Kindergarten (L.K.G) to Class XII. It conducts the All India Senior School Certificate Examination for Class XII, which is a school-leaving examination. There are many private schools across India and other countries which have CBSE affiliation. The medium for education prescribed by CBSE is either English or Hindi. CBSE All India Senior School Certificate Examination for Class 12 is widely recognized internationally for direct admission to university undergraduate courses.

CBSE also conducts the All India Engineering Entrance Examination (JEE (Main) which is a common entrance examination on all-India basis for admission to engineering and architecture/planning programmes in the country. Similarly Pre-medical and Pre-dental Tests AIPMT (PMT/PDT) are conducted for admission into medical and dental colleges after the 10+2 exams. The Board has witnessed rapid growth and expansion at the level of Secondary education resulting in improved quality and standard of education in institutions. In 1952, the constitution of the Board was amended wherein its jurisdiction was extended and the Board was given its present name 'Central Board of Secondary Education'. It was in the year 1962 that the Board was reconstituted finally. The main objectives are those of: serving the educational institutions more effectively, to be responsive to the educational needs of those students whose parents are employed in the Central Government and had frequently transferable jobs. Presently, the jurisdiction of the Board is extensive and it stretches beyond the national geographical boundaries. From 309 schools in 1962 the Board today has around 10000 schools including Kendriya Vidyalayas, Government Schools, Independent Schools, Jawahar Novodaya Vidyalayas, and Central Tibetan Schools. In order to execute its functions effectively Regional Offices have been set up by the Board in different parts of the country to be more responsive to the affiliated schools. The Board has regional offices in Allahabad, Ajmer, Chennai, Guwahati, Panchkula, Patna, Bhubaneswar and Delhi. Schools located outside India are looked after by regional office Delhi. Although, sufficient powers have been vested with the Regional Offices. Issues involving policy matters are, however, referred to the head office. [11]

#### Admission System of Both the Board

Admission is the entry point to an academic programme as the quality and quantity of input holds the key to success of the system. The admission procedure for senior secondary is different for different board though performance of the last qualifying examination i.e. percentage scored in 10th is the scale of reference apart from the policy of reservation as outlined by the government from time to time. In this case study it is observed that both

the boards differ on their operational procedure which is also creating a non equivalent selection policy. In CHSE a direct government controlled technology based centralized e- admission system is in place but in CBSE an open system mostly school centric though regulated by the board guideline is there. SAMS (Students Academic Management System) a technology based administrative tool is used by the education department for the complete academic administration. This initiative was started during the academic session 2009-10 in 60 Junior Colleges, expanded to 169 Junior Colleges (+2) and 53 Degree Colleges (+3) during the session 2010-11 and to all Junior Colleges (including +2 Self Financing Colleges) and 162 Degree Colleges (+3) during the session 2011-12.[12].The admission system in CBSE School is an open one and school centric. There is no direct involvement of the board though it is regulated by the prescribed guidelines of the Board. The guidelines basically put more stress on merit in the qualifying examination that is of class X. This is a manual process where the lawful selection and rejection of student is basically controlled by the school administration.

In this study we have analyzed the intake process and subsequent impact on quality and quantity of input in two comparative modes.

- \* Admission trend in Pre and post e-admission system of Vikash Junior college (CHSE)
- \* Admission trend in Vikash Residential School (CBSE) and Vikash Junior college (CHSE)
- \* Aptitude for preparatory training for competitive examination in Vikash Residential School (CBSE) and Vikash Junior college (CHSE)

Input analysis: Status of Application and Admission

Year	Appl.Formsold	Appl.Received	Appl.Accepted	StudentsAdmitted
2008-09	630	598	482	323
2009-10	521	445	405	380
2010-11	502	410	407	384
2011-12			329	301
2012-13			350	334

There is a gradual decrease in enrollment as observed even if the capacity utilization has dropped from almost 100% to 85-90 %. The implementation of e-admission system having the existing statutory reservation policy is the prime reason for this. This factor can be substantiated by the fact that no of student in reserved category is almost same during these years. As there is a time gap for dereservation of those seats, many bright students are getting deprived of the scope to pursue their education in such a premier institution. In case of Commerce stream the trend is almost same as that of Science.

		<b>12thSCIENCE</b>		<b>12thCOMMERCE</b>	
SL.No	Session	Student Strength	10 <sup>th</sup> First	Student Strength	10 <sup>th</sup> First Class
1	2014-15	378	378	124	124
2	2013-14	199	199	99	97
3	2012-13	152	152	80	80
4	2011-12	118	118	33	32
5	2010-11	101	101	34	34
6	2009-10	41		22	

In contrast to state board there is a sharp rise in enrollment number in the central board

school. As the school almost controls the admission mechanism it ensures quality of the input .All the students who are enrolled in the school are having 60% and above in their 10th board result. The trend is also same for both science and commerce stream

#### Enrollment for Preparatory Training

Table-3

		SCIENCE		COMMERCE	
SL.No	Session	Science (CHSE)	Science (CBSE)	Commerce(CHSE)	Commerce(CBSE)
1	2012-13	235	250	9	61
2	2013-14	216	266	1	74
3	2014-15	209	372	12	111

The institution is also having facility to impart preparatory training for competitive examinations. For this specialized programme the students from central board are showing more interest as compared to the students of state board. This can be attributed to conformity of syllabus of central board to the competitive examination as it is the conducting board for both the national level entrance examination for engineering, architecture and medical. Apart from that students of state board are having a fear psychosis for their performance in board examination as the overall scoring percentage is very low as compared to central board. Curriculum and Syllabus Of both the boards The course content or syllabus offered by the prescribed board also plays an important role in shaping the future of the student and making him/her equipped with for next level of higher education along with the success at the senior secondary level examination both board as well as competitive examination In our study we have analyzed both the course structures, [13],[14] qualitatively by taking opinion of stakeholders like students, parents and teachers. We have observed that the syllabus of central board is more scientifically planned and updated. It appears that the central board syllabus is well appreciated at all levels because of its application based approach of different concepts as compared to state board syllabus. Apart from that being the conducting board of two national level competitive examinations like JEE (main) [15] and AIPMT[16] the syllabus offered by the board appears to be more useful than any other board syllabus. This can be further substantiated by the growing interest of the state board policy makers to adopt the central board syllabus in the state.

#### Examination system of both the boards

In an academic or professional context, examinations are tests which aim at determining the ability of a student or a prospective practitioner. Examinations are usually written tests, although some may be practical or have practical components, and vary greatly in structure, content and difficulty depending on the subject, the age group of the tested persons and the profession.

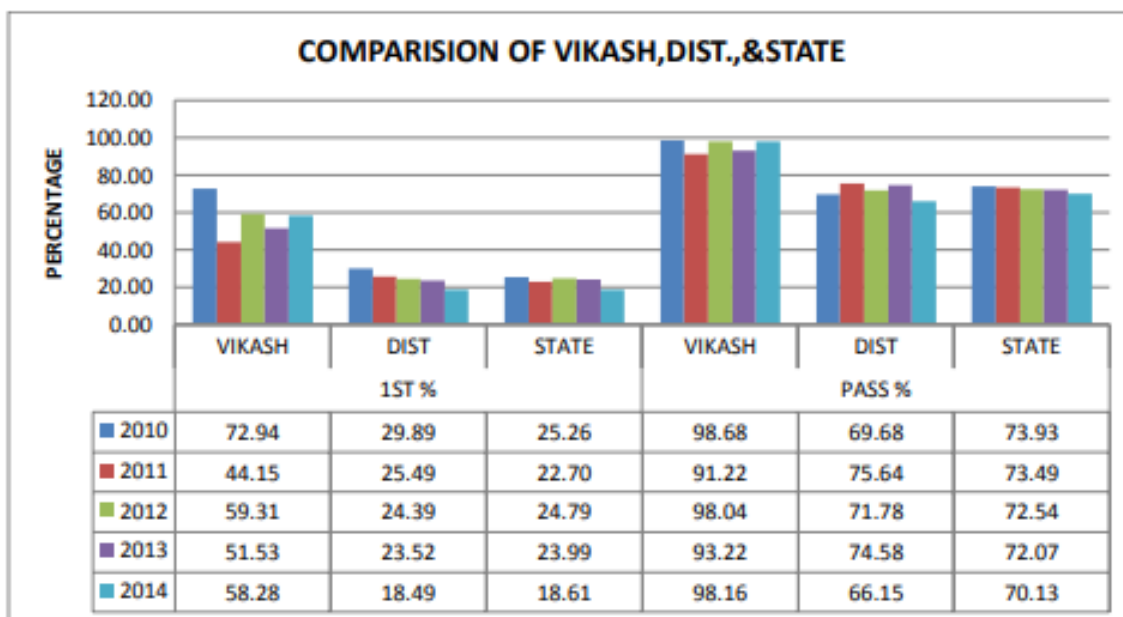
In the comparative study of examination system the following areas need attention.

1. Number of subjects
2. Allotment Maximum Marks
3. Question pattern
4. Evaluation process and evaluators' attitude.

In case of central board a student has to appear five main subjects out of which one language English is compulsory and others are elective in character as prescribed by the board. Each paper is allotted with maximum marks of 100 with or without practical component. An additional subject can be offered as

sixth subject with some advantage for the final result which is not there in the academic frame work of state board. In case of state board a student has to appear six main subjects out of which two are languages i.e. compulsory English, one Modern Indian Literature (own choice from the list given in the courses of studies) and others are elective in character as prescribed by the board. Each paper is allotted with maximum marks of 100 with or without practical component. Both the boards differ on the conducting mechanism also. The magnitude of examination of central board is very high in terms of domain , number of schools , parental expectation , number of subjects and media coverage as compared to state board . The central board is conducting examination with almost zero controversy and transparently. But in last few years the conduct of state board examination surrounded with problem of transparency and integrity though department of higher education and council of higher secondary education have been trying to find out ways and means to streamline the total operational process. The nature of question paper is also diverse. In case of central board expert says, more or less the questions revolve around NCERT prescribed books but there is no such trend in state board. The central board questions are more specific, objective and application based with less choice but the state board questions are more compartmentalized with scope of more choice but more subjective in character contrary to the prescribed guideline. The central board questions include value based question but it is not there in state board. The mindset of the evaluators is quite contrasting in character. Though it cannot be substantiated with data as it is a matter of confidential process, it is a widely accepted fact among the education fraternity. This can be established empirically with the help of result statistics. There are many debates in print and electronic media on this issue. Students Performance of both the boards

Table-4



The students' performance of VikashCollege in the Annual Higher Secondary Examination is always far better than the overall performance of the district and the state in all respects. To be more specific

- \* The percentage of students in the above 60% category (First Division) of the college is 2-times more than that of the state performance.
- \* The pass percentage is always in between 91-99% though at the state level it is around 70-75%.

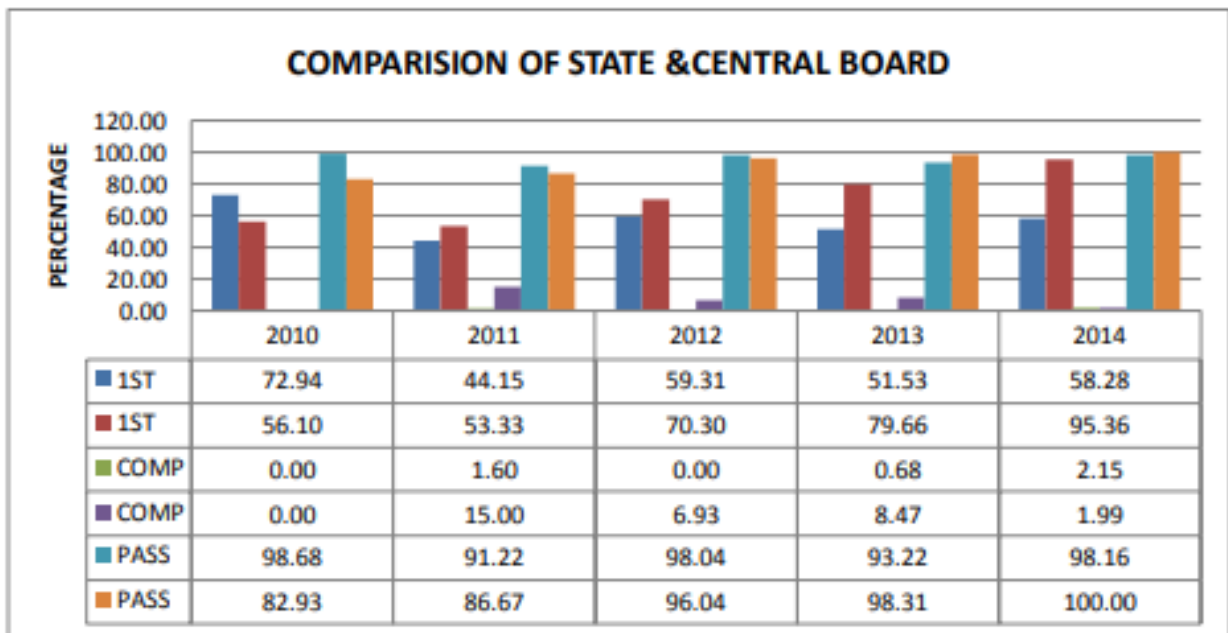
Table-5

12 <sup>th</sup> AISSCE		Vikash	Vikash	ZONE
SL.No	Annual Exam	Pass%	IstDiv%	Pass%
1	2014	100.00	95.30	86.25
2	2013	99.15	81.89	85.81
3	2012	95.00	73.19	80.19
4	2011	87.00	50.00	80.88

The performance of students of Vikash School in the All India / Delhi Senior School Certificate Examination (Class XII) is always far better than the overall performance of the Zone and all India level in all respects

In this study we have tried to establish that both the Junior college and the Residential school are having the credential, to be the sample of respective education system as their performances are much better than their respective board average at all level.

Table-6



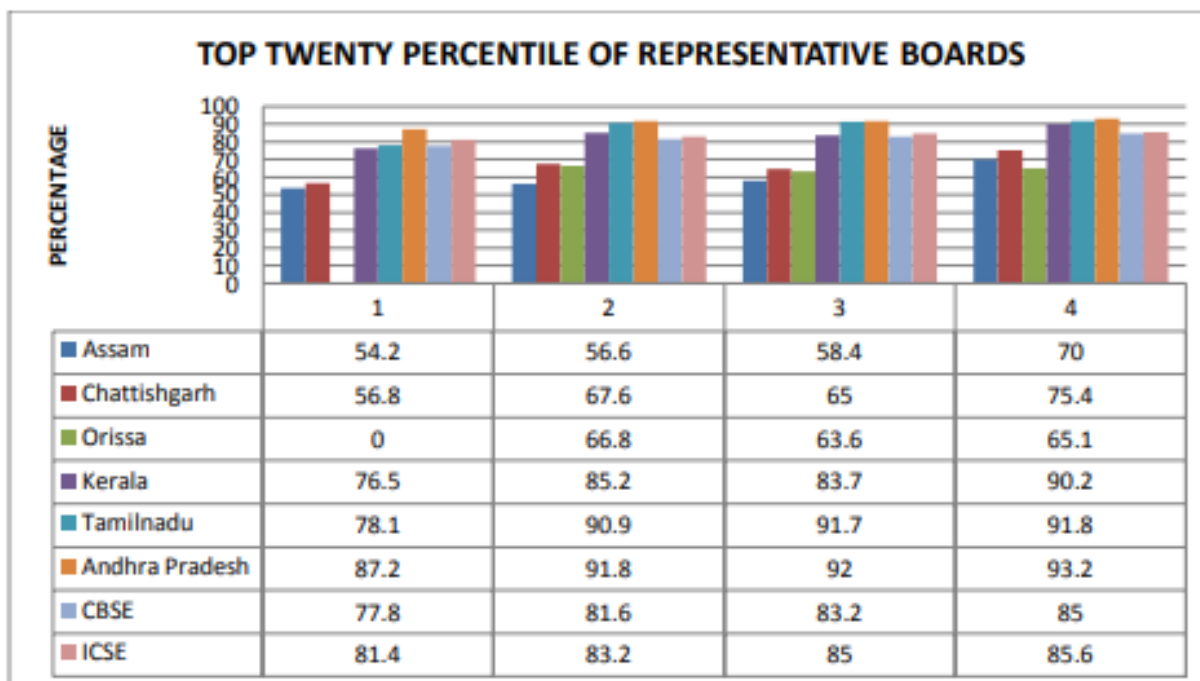
The comparison of performance of students of both the boards can reveal the impact of an educational system.

\* Except 2010 percentage of students with higher score is more in Central board and also gap is widening each year.

\* Higher percentage of Central board students in Compartmental bracket is because of the sixth optional provision.

The relevance of such a study is important as after the senior secondary stage students are competing with each other to get an opportunity for higher education in many premier institutions through a common merit list selection criteria.

Table-7



In this table two central boards and a few state boards have been chosen to represent the disparity in the scoring pattern throughout India. There are few boards with high scoring trend where as others with a low scoring trend at the same senior secondary level. This cannot be attributed to study atmosphere, student's potential level or any demographic factor because students of that low scoring state are also performing better in the central board. So educational policy adopted by different boards emerge out as the prime factor responsible for such a scenario .The top most institutions also accept the disparity as they try to provide safeguard for the students interest in some cases . So to provide a level platform many institutions like IIT's have adopted the top twenty percentile cut off system.<sup>17</sup> The statistical details of top twenty percentile confirm the claim of present study regarding the disparity in educational system in terms of students quantitative performance after the two year of senior secondary programme.

Conclusion:

The consequence of such disparity can be outlined as below.

- \* Scope of higher education at national level is getting influenced with such disproportionate systems prevailing in the country. Students are not getting equal opportunity to pursue their career only because of lack of uniform policy.
- \* Exact evaluation and recognition of the talent lack clarity.
- \* In certain cases they are losing the opportunity while seeking for employment leading to growth of underemployment or unemployment.
- \* In such a situation the nation is not able to trap the human resource with exactness, for the national growth. So the resentment among the youth is getting a start off.
- \* The rich -poor division is getting catalyzed as mostly the state board students are at the losing end.
- \* The regional disparity is also clearly evident as states like Assam, Chhattisgarh are low scoring board.
- \* In some cases as the bright students are getting deprived because of some mathematical calculation to bring equivalence among different boards, it is creating a lot of frustration in them .Nation is also losing a talented pool of human resource.



A closer look reveals that the public debates about desirable patterns of the National higher secondary education system can further unfold some dimensions of possible diversity. The views about the desirable diversity however may differ substantially in various respects:

- \* what range of heterogeneity or homogeneity is preferable,
- \* to what extent diversity should be arranged inter-institutionally or intra- institutionally,
- \* how clearly differences should be demarcated or soft and blurred.

National systems of higher secondary education should be designed substantially accommodating the nature and magnitude of diversity to provide equal opportunity to all, which in turns will catalyze the national growth.

#### **Reference**

1. Kaufman, Bruce E. (2008). *Managing the Human Factor: The Early Years of Human Resource Management in American Industry*. Ithaca, New York: Cornell University Press. p. 312n28.
2. Miemie Winn Byrd ,*Education, Economic Growth, and Social Stability: Why the Three Are Inseparable FROM APEC 2011 TO APEC 2012: American and Russian Perspectives on Asia-Pacific Security and Cooperation* Editors RoubenAzizian and ArtyomLukin
3. F. Harbison, and C. Myers, "Manpower and Education" (New York: McGraw- Hill,1965), xi; Van Renan, "The Return to Education: A Review of the Empirical Macro-Economic Literature" (London: The Institute for Fiscal Studies, 2008), 5
4. D. Adam, "Education and National Development: Priorities, Policies, and Planning" (Hong Kong: Asian Development Bank, Comparative Education Research Centre, the University of Hong Kong, 2002), 22.
5. "National Policy on Education (with modifications undertaken in 1992)" (PDF). National Council of Educational Research and Training. 10 December2012.
6. Vyas, Neena (30 June 2012). "10+2+3: A Game of Numbers?". *India Today*.10 December 2012.
7. Bamzai, Kaveree (24 December 2009). "1977-10+2+3 system of education: The new class structure". *India Today*. Retrieved 10 December 2012.
8. [https://en.wikipedia.org/wiki/ Educationin India](https://en.wikipedia.org/wiki/Education_in_India).
9. [www.orissavikash.com](http://www.orissavikash.com).
10. [www.chseodisha.nic.in](http://www.chseodisha.nic.in)
11. [www.cbse.nic.in](http://www.cbse.nic.in).
12. [www.dheorissa.in](http://www.dheorissa.in)
13. Council Of Higher Secondary Education Odisha,Bhubaneswar Courses Of Studies In Science Stream For The Higher Secondary Examination 2014 Ad
14. Senior school curriculum 2014-15 Main Subjects /volume-1 & Languages / Volume-2/Central Board of Secondary Education, New Delhi
15. [www.iitjee.org/iit-jee-syllabus](http://www.iitjee.org/iit-jee-syllabus)
16. [www.aipmt.nic.in](http://www.aipmt.nic.in)
17. [Www.admission.aglasem.com](http://Www.admission.aglasem.com)