INTRODUCTION

Education is the single largest factor that shapes the destiny of a Nation. The objective of education is the ‘development of the individual’. Education is the most important issue in the world today. The often heard remark ‘The destiny of a nation is shaped by the schools and its classrooms’. In our country also education has been recognized as an instrument for national development. Education plays an important role in an individual’s mind and country. People are made aware of what is going on in the world and can understand the issues and can take necessary measures only if they are educated. Education today is becoming more customer centred and one needs to keep them satisfied. At the same time it is also important to look into the all round development of the students.

TRENDS IN EDUCATION

Newer trends are emerging in the field of education which has completely changed the traditionally held perception about education in India. With the choice of so many Boards available for school education, the recent trends in education have certainly shown a deviation from the earlier trends.

Diversified boards

Education programs are qualitatively and quantitatively being strengthened in both, private and government aided and unaided schools. Presently there are several Boards of National and International level which impart education in conventional to high-tech manner. There are International Baccalaureate schools which focus on professional development of the student and the IGCSE Board offers a wider range of subjects and encourages high academic standards through a practical approach to teaching and learning. Whereas ICSE helps the student to be extremely active and it improves their thinking ability, the CBSE focuses a lot on the extracurricular activities most of which are compulsory thus assuring an overall growth of the child. State Boards (SSC) follows a syllabus which is easier. Also there are some States which have more than one State Board operating in the state.
**CURRICULUM**

The Education System is rallying around a call to prepare students for the 21st century; every Board is embarking on large-scale school reform and providing flexible curriculum so that students can pursue their individual interests and ambitions. In the opinion of the Secondary Education Commission, the schools must work towards the whole development of the child. The schools today should concern itself not only with the intellectual (cognitive domain) process but also with the emotional and social development of the child, (affective domain), his physical health (psychomotor domain) and mental health his social adjustment and other equally important aspects of development in his life. The ultimate goal of all the Boards and the whole education system should be essentially to instil value in the students and produce good and productive human beings and also to face the dual challenges of globalization.

Moreover, we need to understand that the various Boards involved in developing the curriculum are following the above given criteria and fulfilling the basic objective of education of enabling the children to make sense of life and develop their potential. But in the present scenario there is commotion about the admission to the examination pattern and difference in quality and standard of education being imparted by different Boards. The attempt to improve the quality of education will succeed only if the objectives outlined by the Education commission from time to time are properly adhered to. Multiplicity of subsystems and least adherence to the objectives by different types of school boards tend to have a detrimental effect on the overall quality of the education system. It is therefore desirable to periodically monitor and evaluate the curriculum so as to evolve a curriculum to meet with the goals of education system that is holistic development or all round development of the students. In case of curriculum development Bloom’s taxonomy is universally accepted and very popularly used as a common scale for defining the boundaries of educational objectives, as it is very comprehensive and follows logically reasoning.

**BLOOM'S TAXONOMY**

Bloom's 'Taxonomy of Educational Objectives' was initially published in 1956 under the leadership of American academic and educational expert for an academic context, whose aim was to develop a system of categories of learning behaviour to assist in the design and assessment of educational learning in schools. Taxonomy means 'a set of classification
principles'. Bloom's Taxonomy underpins the classical 'Knowledge, Attitude, Skills' structure of learning method and evaluation.

Bloom's Taxonomy model is in three parts, or 'overlapping domains'.

- **Cognitive domain** (intellectual capability, i.e., knowledge, or 'think')
- **Affective domain** (feelings, emotions and behaviour, i.e., attitude, or 'feel')
- **Psychomotor domain** (manual and physical skills, i.e., skills, or 'do')

Bloom's Taxonomy has provided a basis for ideas which have been used since 1956 and developed around the world by academics, educators, teachers and trainers, for the preparation of learning evaluation materials. Collectively these concepts which make up the whole Bloom Taxonomy continue to be useful and very relevant in the planning and design of school education. Therefore School Boards involved in the designing of curriculum, teaching learning or evaluation of teaching, learning and lesson plans should use Bloom's Taxonomy as a template, framework or simple checklist to ensure the most appropriate teaching and learning in order to develop the all round development in students.

The learner should benefit not only from the development of knowledge and intellect (Cognitive Domain); but also the attitude and beliefs (Affective Domain); and the ability to put physical and bodily skills into effect (Psychomotor Domain).

**Rationale of the study**

Education has always played a crucial role in the society; it disseminates knowledge, provides necessary skills and helps in forming certain attitudes. The vast difference in the curriculum and the assessment pattern of the various Boards adds on to the pressure on the students. With each Board having its own syllabus, teaching learning, co-curricular and extracurricular activities and its own pattern of assessment and no mechanism to ascertain the standard.

The school Boards across the country have only added to the commotion in the admission of students in between the school years and after completion of schooling. As a solution, Common Entrance Test and standard pattern of curriculum is being considered by the Central body of school education. In the present study researcher is attempting to throw light on the possibilities of
standard curriculum by means of evaluating the present curriculum of the CBSE, ICSE and SSC Boards. Also the study will help us to understand if Boards keep up with the global standards and suggest measures for improvement in the present curriculum.

The highlights of the study are:

- Blooms taxonomy will be applied to check if the objectives are achieved.
- Reduce the vagueness and increase precision in achieving educational objectives.
- Equal opportunity for all the students keeping in mind rural, suburban and urban areas.
- Provide for the all round development of the students.
- Reduce the confusion created in the minds of the parents while selecting the Board.
- Reduce the commotion happening during the admission procedure,
- To understand the level of skill development in students.
- To make education an enjoyable experience for all the students of varied socio economic background
- Reduce the problems in the admission procedure due to transfer cases.
- Collect view points of school educators to understand the requirements and effectively achieve the objectives of secondary education.

Data which will be generated by this kind of study might bring reforms in the curriculum and developing policies to accomplish goals and objectives outlined by the National Advisory body. Periodically studies of such nature of monitoring the existing system will ensure an efficient & effective achievement of educational objectives. Scientific base to any study helps in identifying and bridging the gaps of a system in a systematic and authentic manner.

**Background of the study**

Secondary school is a period of intense physical change and identity formation for the student. It is also a period of intense vibrancy and energy. The ability for abstract reasoning and logical thinking emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge. A critical understanding of the self in relation to society also emerges during this period. The courses at this level generally aim at creating awareness of the various disciplines and introduce students to the possibilities and scope of study in them. Through such
engagement, they also discover their own interest and aptitude and begin to form ideas on what courses of study and related work they might like to pursue later. Hence the Secondary stage is the most crucial stage of school education as the students reach this stage after a certain level of maturity and thus there is a need to provide learners with sufficient practical training and conceptual background. This will make them competent to meet the challenges of the society and the world depending on the school and Board of Education selected by the child.

Presently there are several Boards of National and International level which impart education in conventional to high-tech manner. There are International Baccalaureate schools which focus on professional development and aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. And the IGCSE Board which offers a wider range of subjects and encourages high academic standards through a practical approach to teaching and learning. Assessment is not limited to conventional written papers and they consist of a variety of tests. Whereas ICSE helps the student with a lot of confidence building as there is great focus on language and literature. The curriculum is very good when it comes to general knowledge and general subjects. One important distinguishing feature in ICSE syllabus is the importance given to projects. Projects are very important and they form the basis of marking scheme in the performance of the student. This makes the student extremely active and it improves his thinking ability. Whereas CBSE prepares the students for competitive exams which are held at national level. These schools also focus a lot on the extracurricular activities most of which are compulsory thus assuring an overall growth of the child. The CBSE Board has taken a huge step forward by giving students the option do away with ‘board exam’. State Boards are comparatively limited in the content and subjects as compared to other boards. The syllabus is easier and hence less stressful to the students. The State language is compulsory.

Every Board has developed its own system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. Curriculum is the most important which ever Board the school follows as it helps in shaping the future of the students, trains them and develops their skills not only for their personal life but also for their professional life. Education system has provided each Board with the freedom to follow their own curriculum
impacting education through technology and different instructional strategies. Each Board emphasis the different aspects of the curriculum in a different manner and at a different level.

The curriculum includes the Syllabus helps in gaining knowledge through text books, along with associated rituals of examinations to assess, knowledge acquisition and marks as a way of judging competence in the subject area.

The success dynamics for the students of the 21st Century demand that the curriculum should not lock the students in the world of books but to inculcate learning in the real world with real experiences and this can be provided through the Teaching Learning. Teaching learning strategies selected by each board should be in consideration that each student learns in a different manner.

**Remedial Coaching** is offered to students who need assistance as they function at a lower than average level because of a certain learning or behavioural disorder. Remedial teaching is offered at many schools depending on the Board they follow. Some Boards provide writers for the children who have dysgraphia, extra time or a reader for children who have dyslexia and a calculator for children who suffer from dyscalculia.

Yet other Boards focus more on the **Co-Curricular Activities** like debate, art and craft, quiz, instrumental music, clay modeling, personality development, dramatics, dance, skating, yoga & meditation which form an integral part of school as these activities help to develop self-confidence and self-esteem of the students.

Some Boards focus more on the **Extra-Curricular activities** like basketball, baseball, gymnastics, tennis, aerobics, volleyball, theater, music, dance, painting, photography, creative writing etc. as they understand the influence that the extracurricular activities have on the students’ lives.

**Assessment Pattern** is yet another aspect of curriculum which provides information about the student’s progress and it is the process of determining the extent to which an objective is being attained. Though some Boards have taken cognizance of this issue and started with objective test and comprehensive continuous evaluation. A good evaluation and examination system can
become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback.

In view of all the above it is of prime importance that the curriculum needs to be handled very carefully as it makes an impact on the students overall development across Boards. Researcher strongly believes that this kind of analysis of Curriculum will help to characterize and understand the best practices of the curriculum. This can help further in framing proper syllabi, textbooks and learning resources, and also enable the teachers to plan for the all round development of the students and the gradual cumulative enhancement of abilities, competencies and concepts.

Hence for the present study the objectives of Bloom’s taxonomy is used by the researcher for critically analyzing the curriculum of CBSE, ICSE and SSC Boards to achieve the all round development of the students. The curriculum of the various Boards will be evaluated in terms of syllabus, teaching learning, remedial coaching activities, co-curricular activities, extracurricular activities and the assessment pattern by means of school educator’s perception. As teachers are the most important factor to accomplish the educational objectives hence working towards generating views of school educators for developing a curriculum which will enhance quality education and maintain the standard of education throughout the country.

**NEED OF THE STUDY**

With the advent of globalization, the education system is diversified with various kinds of Boards and each Board is trying to impart education in their own way. There is a lot of dissimilarity in each board based on the syllabus, teaching learning, extracurricular and co-curricular activities, field trip, continuous and final assessment pattern.

Situation and the trends of education are changing with different Boards operating parallel in the city and confusing its stakeholders such as the parents, teachers and students. Parents face a whole lot of trauma while deciding on to, not only which school the child will study in but also which Board of education would be good for their children. Teachers also have to face a lot of competition; each Board follows different criteria of teaching learning process accompanied by a huge disparity in their Curriculum structure. And our direct stake holders, the students face a lot of stress due to the changing policies and procedure. The ultimate common goal of all the educational board is the same but they all follow different directions to reach to a common goal
and hence we need to look into formulating a kind of curriculum so that the students are not deprived of good quality Education. Right to Education in the true sense will be implemented only with similar curriculum, pattern of education, Inclusive education and to inculcate creativity and innovation in the students careful designing and execution of the curriculum with effective teaching learning to provide proper training to the child and this is possible by carrying out thorough critical study, through the with research work and scientific data which will help to identify the gaps in the system to produce suggestions.

As school educators (principals, supervisors and teachers) are the sample for the study a general awareness among them can be created towards importance of their role in providing good quality education leading to total student development that includes the skill development wherein the students of today can be the leaders of tomorrow and become great entrepreneur, social development would help them develop into socially responsible citizen of the nation.

To fulfil our ultimate and long term goal of producing total student development, we need to formulate a curriculum on similar lines and to reduce the discrimination among the students studying through different Boards and to provide better and good quality education for all irrespective of the Board they study in.

The findings of the study will help understand the differences in the Boards and their curriculum and suggesting policy makers’ effective areas of each Board so as to work towards building a curriculum to enhance the quality and standard of education and will provide:

- **Equal opportunities to all the students**: Different Boards concentrate on different developments in the students, some produce highly skilled and knowledgeable students while the others produce theoretically strong students, while some other Board may have only skilled end product. All the Boards whatever they are, impart a particular type of education to a particular group of students, hence some remain deprived of equal right and opportunity to education.

- **Overall Development of the student**: Keeping in view equal right of education to all students for skill, knowledge and information, it is essentially required that we monitor the pattern of different boards to confirm to what extent the guidelines of Government are met to impart education for the overall development of the student.
- **Meet the Objectives of the Central Advisory body:** With the difference in the curriculum pattern of different Boards, we need to ensure that they match up with the objectives outlined by the Central Advisory body for the holistic development of the student.

- **Admission opportunity at par:** Our education system is becoming more like an examination system. Recently it has been planned to introduce a common entrance test for seeking admission at higher level. To reduce the stress of an additional exam to secure admission even though they have studied through different Boards.

Reduce the gap in curriculum in the present era, where in skill development and application of the learnt knowledge is equally important to soft skills in students. Different boards local, national or autonomous all need to produce self sufficiency in students to meet the present requirement of globalization. It is also important for the local and national Boards to compete with the international Board standards and speedup work to reduce the gap in the curriculum.