

Navsahyadri Charitable Trust
College of Education (M.Ed.), Chakan
Tal- Khed, Dist Pune 410501

M.Ed. 1st Year 2021-22 SEMESTER – II

PRACTICAL WORK

Course :-

**MED 204:- Pre- Service and In-
service Teacher Education**

Student Name :.....*Petronella Dutes*.....

Roll No:.....*80*.....

Practical Work Name

**Comparative study to teacher education system in
India and different countries**

Total Mark sheet		
Course Activities	Out of Marks	Obtained Marks
Practical	10	<i>08</i>
Assignment	05	<i>03</i>
Group Discussion / Seminar	05	<i>03</i>

Nav-Sahyadri Charitable Trust's

College of Education(M.Ed.), Chakan

Evaluation of Practical work 2021-22,Semister - II

Course -MED204:- Pre- Service and In-service Teacher Education

Title :- Comparative study to teacher education system in India and different countries

Student Name :-

Roll No. :-

Total Marks : 10

Sr. No.	Content	Marks	Marks Obtained
1	Introduction	1	1
2	Objectives	2	2
3	Comparative study	5	3
6	Total Impact	2	2
Total Marks		10	08

Name & Sign of The Professor -

08
10

Comparison of Teacher Education of India And Different Countries:-

Education plays an important role in the development of any nation and the objectives of education create and control the picture of the nation. They affect the problems and progress of any nation.

Comparison of Teacher Education of India with United Kingdom (U.K)

The study of the programme of teacher education in various developed countries of the world will help understand their systems and incorporate in India whatever is possible. According to world, "There is no such thing as a general license to teach there is nothing in legislation, public or local, to prevent anyone from opening a school. The standard of staffing and the qualifications of teachers are either determined by tradition, emphasised by public opinion and official pressure or are left undetermined."

tions. The Curricula of these training College is approved by the Board of Studies of their Institute of Education. Curricula are fairly wide and Comprehensive, covering all the aspects of teachers work. The Boards of Studies prescribe only the general outline of the Curriculum. The details are worked out by the training Colleges. The Curricula of training Colleges in England include the following kind of studies and practical work.

1) Academic Studies:- The Curriculum aim to impart a sound general education to the students. It is devoted to an advanced study of selected school subjects.

2) Professional Studies:- These are intended to give the students a thorough grounding in the principles and practice of teaching. These include the study of

a) Principles and practice of Teaching.

b) Health Education

c) History of Education.

d) Educational Psychology.

is necessary. Two year teaching-training in training school is available.

2) Teachers of Secondary Schools:- One year training course in university Teacher Training Department.

3) Teachers of Special Subjects:- Separate training for art, music, physical education etc. It acquires Certificate of Royal Arts College.

4) Further Education:- For them experience in their training.

Teacher Education In U.S.A.

A few key differences that would turn the attention of the academicians, teachers, students and policy makers towards the best practices adopted by USA in its education system.

education programme.

Special Features of Teacher Education In U.S.A

1) No National System:- Numerous kinds of institutions, from high schools and county normal schools to education departments of universities, are having their own programmes of teacher training with hardly any uniformity in their curricula or system.

2) Equality of Opportunity:- There is equality of opportunity and men and women from all sections of society, high and low, rich and poor have an easy access to institutions preparing teachers.

3) Co-operative Enterprise:- It is a partnership between state agencies, local organisations, teachers training colleges, universities and liberal arts colleges.

4) Education As Total Development:- Education is considered as total development of the physical

Types of Teacher Training Institutions:-

It is divided into two categories. Public-financed and Controlled by Government Private-managed and run by private organisations.

Four Distinct Types of Teacher Training Institutions:-

1) Normal School:- It is mainly concerned for the training of elementary school teachers.
Training = 1 Year.

2) Teacher's College:- This is more progressive and modern teacher training institutions. These colleges offer 4-5 yrs. integrated courses for elementary and secondary school. The integration of general and professional courses to provide sufficient grounding in the subject matter as well as the art of teaching is the main feature of these colleges.

3) Departments of Education:- The main function of these departments had been to impart all round comprehensive education for

- 1) General Education (2) Professional Education
- 3) Practice Teaching (4) ~~Professional Specialisation-~~
Subjects.

Teacher Education In Germany:-

Germany has one of the world's best and most extensive school and university systems. Teachers in Germany receive their training in two stages - a first phase at a university and a second phase as a two year practical training at teacher seminars and selected training schools. The structure of teacher training and the content varies in some aspects in the different Länder which are responsible for teacher education.

Curriculum of Teacher Education In Germany:-

1) Art Education:- Art education helps them to develop joy within experimenting, to display an open mind and a willingness to take risks. Art education evokes children's curiosity and an intrinsic interest in

introduces technological - constructive Concepts and helps them to think Creative.

4) Textile Handicrafts:- It encourages Creativity, teachers to take pleasure in experimenting and helps them to be spontaneous and flexible. They come across Culture and the arts through activities like jewellery and textile handicrafts which help them to develop aesthetic notions.

5) Optional Subjects:- The following optional subjects related to arts and Cultural education:-

- | | |
|---------------------|--|
| (i) Choral Practice | (ii) Music ensemble |
| (iii) Drama | (iv) Musical production |
| (v) Visual design | (vi) Supporting interests and talents. |

Teacher Education of China:-

China has established a teacher education system that meets the needs of basic education of different types and different levels. The Government has started

Education Institution)

2) In-Service Education:- Correspondence Education program, Evening Schools, Satellite TV Education and examination for self-directed learners.

Parts of Curriculum:-

i) Compulsory Courses:- Ideology and political Education, Chinese Mathematics, physics, chemistry, Biology, History, Geography, psychology, pedagogy for Primary Schools, Basic A.V. Education, Physical Education, Music, Fine Arts, laboring skills, Basic of Computer Education.

ii) Optional Courses:- Vocational and Technical Subjects.

iii) Teaching Practice:-

a) Visit to Primary Schools.

b) Educational Survey.

नवसहयात्री चॅरीटेबल ट्रस्टचे
अध्यापक महाविद्यालय (एम. एड.), चाकण
ता. खेड, जि. पुणे ४१० ५०१

एम. एड. द्वितीय वर्ष २०२१ - २०२२

SEMESTER - III

PRACTICAL WORK प्रात्यक्षिक कार्य

Course :- MED 301

**Early Childhood Care and Education and
Elementary Education**

छात्राध्यापकाचे नाव :..... *Anamika Singh*

हजेरी क्रमांक :..... *01*

प्रात्यक्षिक कार्य : **Case Study of Anganwadi**

मार्गदर्शक प्राध्यापक :..... *(Signature)*

Total Mark sheet

Course Activities	Out of Marks	Obtained Marks
Practical	10	<i>07</i>
Assignment	05	<i>04</i>
Group Discussion / Seminar	05	<i>04</i>

Nav Sahyadri Charitable Trust's
College of Education(M.Ed.), Chakan

Tal. Khed Dist. Pune

MED Semister : III, Year 2021-2022

**Course MED301 :- Early Childhood care and Education and
Elementary Education**

Practical Work : Case Study of Anganwadi

Student Name :- Anamika Singh

Roll No. _____

Sr. No.	Content	Marks	Obtained Marks
1	Introduction	2	02
2	Primary Information	2	01
3	Government Schemes	2	02
4	Activities of Anganwadi	2	01
5	Conclusion	2	01
	Total	10	07

Date _____


Signature of Professor in Charge

Practical work:-

Early childhood care & Education and Elementary Education:-

Case study of Anganwadis

Early childhood education, also known as Nursery education is a branch of education theory that relates to the teaching of children from birth up to the age of eight.

Traditionally, this is up to the equivalent of ~~third~~ grade. ECE is described as an important period in child development.

Early childhood education is a term to describe formal and informal educational programs that guide the growth & development of children throughout their preschool years (birth to age five).

~~The~~ power of early years' education is immense with a plethora of benefits such as better social skills, increased confidence levels, greater co-ordination & creativity & increased confidence level. we all are familiar with (kindergarten) →

In addition ECCF is essential to help children learn reading writing and arithmetic which is required to prepare children for formal school readings. ECCF is now being universally recognized as a crucial input for the overall development of the child. Learn the need and scope of child hand education.

Early childhood Education refers to the formal and informal teaching of children & informal teaching of children from birth until the age of eight. Practically, specific early childhood education programmes are available to children from birth to age of 5.

Major subject:-

1. Language & literacy
2. Mathematics
3. Science
4. Social Studies
5. Health & physical education
6. Art & creativity.

PRE SCHOOL EDUCATION:-

INTRODUCTION -

Preschool education helps in a child's emotional, social and personal growth, and development. Although a child learn how to talk while at home in preschool continuous interaction and exposure with children of same age group & teacher help them to enhance their communication skills.

PRINCIPLES:-

- 1) children always come first
- 2) every situation is a learning opportunity
- 3) well development plans build relationships and knowledge.
- 4) parents and educator partnership embrace the child
- 5) Autonomy educators heads to innovation
- 6) growth & development of child

BROAD OBSERVATION: -

Early childhood education. ECE also known as nursery education is a branch of education that relates to the teaching of children (formally & informally) from birth up to age of eight.

Traditionally this up to the equivalent of the third grade. ECE is described as an important period in child development.

ECE is emerged as a field of study during the enlightenment. Particularly in European countries with high literacy rates. It continued to grow through primary education became a norm in the western world. In recent years, early childhood education has become a prevalent public policy issue as funding for preschool and pre-K is debated by municipal, state and federal lawmakers. Governing entities are also debating the central focus of early childhood education with debate on developmental appropriate play versus strong academic preparation curriculum in reading, writing and math.

education can contribute to the betterment of society as a whole. It develops a society in which people are aware of their rights and duties.

Studies have shown that those who are more educated are more likely to live longer, live healthier lives and are even more likely to help strangers. Investing in various types of education from the time children are young ensures that they have a strong foundation and that the whole person is being educated.

BROAD OBJECTIVES:-

- ① Ensure each child is valued/respected, feels safe and secure and develops a positive self concept.
- ② Enable a sound foundation for physical and motor development of each child - as per each child's potential.

OBJECTIVES →

- ① Universal enrolment and universal retention of children up to 17 years of age.
- ② A substantial improvement in the quantity of education - it has said that pre-primary education cannot be accepted as complete unless children acquire minimum levels of learning.
- ③ list - describe, read, write
- ④ compute, discuss, explain, predict
- ⑤ apply, demonstrate, purpose, use
- ⑥ compare, create, plan, review
- ⑦ analyze & design, select, utilize.
- ⑧

The main objective of teacher education is to develop a skill to stimulate experience in the teacher.

Under an artificially created environment with material resources and more by the creation of an emotional atmosphere.

The teacher should develop a capacity to observe, judge and to generalize.

Education should provide for the development of knowledge, skill and attitude that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant, and integrated citizens.

Elementary education also called primary education the first-stage traditionally found in formal education, beginning at about age 5 to 7 and ending at 11 to 13.

~~The~~ Elementary curriculum varies by state but generally includes mathematics, science, language, arts, social studies, computer technical skills & physical education/health.

Elementary Education in India comprises education imparted to children from class 1 to VIII as per records of Census 2011 and Ministry of Human Resource Development. It includes children in the age of 6-13 years.

DIFFERENCES! ① It is usually lower kids in between 2 and 5 many years of age. A main school is an Elementary school. which is meant for kid in between ages of 5-11.

Curriculum - generally includes math, science, language, arts, social studies, computer technical skills and physical education/health.

Branches: -

- (1) - Early childhood education
- (2) ~~Primary education~~
- (3) Secondary education
- (4) Higher education, vocational education, Tertiary education
- (5) Adult-education
- (6) ~~Academy~~

~~Education throughout life is based on 4 pillars~~

- (1) Learning to know
- (2) Learning to do
- (3) Learning to live together
- (4) Learning to be.

UNESCO -

United Nations Educational, Scientific and Cultural Organization Goal.

Self actualization or helping each-student-reach his/her potential and develop ~~unique~~ talents and interests.

Understanding how the world work & how the people it affect- Especially in the area of developing perspective

The grant is intended to cover the extra costs incurred for spending time abroad.

Nav Sahyadri Charitabai Trust's
College of Education (B.Ed) Chakan

Course Code :-202 - Practical Work

Subject:-Knowledge and Curriculum Language across the curriculum.

Name of the Student: Mr./Mrs. Sheetal Thorat Roll No: 93

Practical :- Comparative study of the Curriculum of different boards (SSC, ICSE, CBSE, IB) .

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Criteria	1	2	3	4	5
1	Introduction				✓	
2	Nature & Structure of the Curriculum of Different boards					✓
3	Objective of the Curriculum of Different boards			✓	✓	
4	Weightage given subject wise				✓	
5	Accuracy of the content reference books					✓
6	Merits & demerits between the boards			✓	✓	
7	Reflection of values, core elements and Life skills				✓	
8	Evaluation scheme & nature of Results					✓
9	Critical opinion				✓	
10	Overall Impression.					✓
Total Marks-50		39				

Date-


Signature of Professor In-charge

Index.

Page No.

Date

Sr.
No

Content.

1)

Introduction

2)

Nature & structure of the curriculum of different book.

3)

Objectives of the curriculum of different boards.

4)

Weightage given subject wise

5)

Accuracy of content, Reference Book.

6)

~~Merits~~ and Demerits between boards

7)

Reflection of values, core element and life skill

8)

Evaluation scheme & Nature of result

9)

~~Critical~~ opinion

10)

Overall Impression.

* * *

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my teachers and our principal of Narshiyatri college of Education Chakan on the course B. Ed practical work "202" knowledge & curriculum which also helped me in doing a lots of research and came to know about so many new & interesting things. I really thankful to them.

Also I would like to thank my parents and friends who helped me alot in finalizing this practical within the limited time frame.



INTRODUCTION

Indian school offer both Indian and International syllabus mainly.

1. CBSE
2. IB
3. ICSE
4. State Board

1. **CBSE** :- Central Board of Secondary School Education

2. **IB** :- International Baccalaureate

3. **ICSE** :- Indian Certificate secondary Examination.

4. **State Board** :- State Board Government Recognised Board.

Indian educational institute are not among the front ranking institutions in the world though Indian students have done brilliantly outside students India and have top positions in many organisations.

Excellent Infrastructure giving a positive and challenging environment for children are inquisitive and explorative of curricular and extra curricular evaluation along with academic.

* * *

Nature and Structure of curriculum of CBSE Board :-

- 1) Provide ample scope for physical, intellectual and social development of students.
- 2) Enlist general and specific teaching and assessment objectives.
- 3) Upload constitutional values such as socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the nation by encouraging values based learning activities.
- 4) Nature, life skills of prescribing curricular and co-curricular activities to help improve self-esteem empathy towards others and different cultures etc.
- 5) Integrate innovations in pedagogy knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines.

6) Promote inclusive education by providing equal opportunities to all students.

7) Integrate environment education in various disciplines from class I-XII

8) Equally emphasize co-scholastic areas of Art Education and Health and physical Education.

Nature and Structure of State Board (SSC)

1) Every State Government provides primary, secondary and higher secondary education in its respective state. It is operated in every state and given Territory India.

2) It is favourable for parents without transferable job.

3) Easy available of textbooks transferable teachers.

4) More loaded curriculum giving options for candidates to explore more extra curriculum activities like dancing and sports.

5) Longer fees.

6) More reserved seats within the state recognised colleges.

7) Quality of education varies according to schools.

Nature and Structure of ICSE Board :-

1) The curriculum is designed in such a way that it balances academics and extra curricular activities and encourage students to pursue the skill of their choice apart from academics.

2) English is considered as the recommended language of instruction with no exception.

3) The board also includes art education as a part of its curriculum which improves visual spatial skills in the kids.

4) ICSE also implements theme - based learning a technique that identifies the skills of the child and encourages him to her to search through various projects and experiences.

5) The teaching process is quite interactive and constructive involving every child.

6) The teacher - students ratio is less compared to CBSE and State Board.

4) Nature and Structure of Curriculum of IB Boards :-

1) It focuses on holistic learning, intercultural awareness and enhancement of communication skills. More importance is given to knowledge, language and arts.

2) Its main focus is on 'how to learn' rather than what to learn. Students under IB have slight advantage in exams like CAT, SAT and GRE because of their better analytical skills. The examinations test students knowledge and not their memory and speed.



Objectives of The Curriculum

1) CBSE Board :-

The curriculum aims to -

- 1) Achieve cognitive, affective and psychomotor excellence.
- 2) Enhance self-awareness and explore innate potential.
- 3) Promote life skills goal settings, decision-making and lifelong learning.
- 4) Inculcate values and foster cultural learning and international understanding in an interdependent society.
- 5) Acquire the ability to utilize technology and information for the betterment of humankind.
- 6) Strengthen knowledge and attitude related to livelihood skills.
- 7) Develop the ability to appreciate art and showcase talents.
- 8) Promote physical fitness health and well being.

2) STATE Board :-

- 1) Every state board has its own educational approach which implies that the syllabus varies for every state in India.
- 2) Emphasis is more on state level topics and content of local relevance.
- 3) State boards are very much theoretical and due to their focus on local relevance they help students in preparing for state Board level entrance exam.

3) IB Board :-

- 1) It focuses on holistic learning, intercultural awareness and enhancement of communication skills more importance is given to knowledge language and arts.
- 2) Its main focus is on 'how to learn' rather than 'what to learn' students under IB have slight advantage in exams like CAT, SAT and GRE because of their better analytical skills. The examination tests students knowledge and not their memory and speed.

Weightage Given Subject wise

A] CBSE BOARD

ENGLISH

English is not that much difficult subject so, it is possible for student to get easy mark in this subject.

You will have exams in two parts summative Assessment I and summative Assessment II, both have equal weightage of 50% marks.

Summative Assessment	Weightage	Formative assessment	Weightage
I	30%	I	20%
II	30%	II	20%

Question paper is divided into four parts A, B, C, D making a total of 90 marks.

Long reading text - 10 marks.

MATHEMATICS :-

Summative Assessment I - This will consist questions of 90 marks, and the weightage of 30% total

Formative Assessment I :- 10 marks for the group discussion in class project work and class performance.

Summative Assessment - II - 90 marks.

Formative Assessment II - 10 marks. For project work and Class performance.

SCIENCE :-

To score good marks in science Summative Assessment I - This consist of 4 chapters of science. The overall marks by totalling of these chapters make 90 marks and this comprises of 30% of the total weightage project work consist of 10 marks.

Summative Assessment II - Comprehensive marks of 90 marks and 10 marks of project work is also added to it as

Formative assessment.

Marks for project work and class performance also matters the most as it consist of 20 marks.

HINDI:-

Summative Assessment I-

This will have 30% weightage in which consist of 20 marks textbook comprises of 40 marks writing section comprises of 10 marks.

Formative Assessment:-

20% weightage from this section makes a total of 50%.

Summative Assessment - II

This comprises of 30% of weightage in which apathit both consist of 20 marks vyakarn section comprises of 20 marks. Textbooks comprises of 40 marks, writing section comprises of 10 marks.



B] STATE BOARD:-

State board conducts both the secondary and Higher secondary Examination.

ENGLISH

Total Marks are 100 out of which 80 marks are theoretical and 20 marks are for viva / practical / oral.

Marking weightage :-

Reading Skill (Textual / Non Textual) 40%

Grammar 15%

Writing Skill 25%

Oral Test 20%

MATHEMATICS:-

In this also the pattern is 80-20. 80 marks are divided into two years.

Algebra 40 Marks

Geometry 40 Marks.

SCIENCE :-

Under this section of State Board physics, chemistry and Biology are combined as one paper.

SOCIAL SCIENCE :-

Syllabus is divided into two parts

part I - History and political science

part II - Geography and Economics.

Overall Marking Scheme.

English 100 (80+20)

Mathematics 100 (80+20)

Science 100 (80+20)

Social Science 100 (80+20)

Accuracy of The Content

CBSE BOARD

- 1) The diversity factors in school with CBSE board is high as more suitable, students from different background likely to end up in the same class.
- 2) Content and comprehensive evaluation enacted by CBSE for students of seventh - tenth class.
- 3) Easy to find tutors and Mathematics as well as application based quality.
- 4) Focus on science and Mathematics.
- 5) Recognition by every college in India - centralized system for transferring across all CBSE schools.
- 6) Many talent search examination and scholarship exam such as NSEB, SSIE etc. held on national level.

REFERENCE BOOK

Interact in English workbook -
A textbook for english communication.

Formative Assessment Manual for
teachers home science.

Teachers manual for formative
~~Assessment~~ manual for teachers -
social science.

NCERT books for physics, chemistry,
mathematics, biology, Geography, History
Economics, civics, English and Hindi

~~Recommended Books.~~



MERITS AND DEMERITS BETWEEN BOARDS :-

① CBSE BOARD :-

Merits :-

- ① Content quality in textbook is excellent.
- ② CCE a new system of education enacted by CBSE for students removes the marking system and introduced grading system based on service of curriculum.
- ③ Easy to find tutors boards and other activities for all subjects.
- ④ Focus on mathematics and science well as application based subjects.
- ⑤ Centralised system for transferring as all CBSE school.

Demerits :-

- ① Although major entrance exams syllabus is based on CBSE the fact for those course are open for all.
- ② Fees can be high of some school.
- ② These are not enough option to explore on the field of arts & literature.

② STATE BOARD :-

Merits :-

- ① International boards recognised by most of the university of the world.
- ② Student can easily apply to foreign Universities where in CBSE and ICSE board is not recognised.
- ③ Recognized by UNESCO, Can Council of Europe organisation international Francophone
- ④ Curriculum based on application and experiment.
- ⑤ Better infrastructure of school.
- ⑥ Best option for parents and NRT are planning to move abroad.
- ⑦ Lower Fees.

Demerits :-

- ① Depends totally on state government competence to maintain quality of education of state board.
- ② Teaching qualities varies according to school.
- ③ Lack of basic facilities.
- ④ Content quality may be questionable.

③ ICSE BOARD :-

Merits :-

- ① The amount of focus that is given to the English language helps students perform better in examination like TOEFL or other Scholarship exams.

Demerits :-

- ① ICSE covers even those topics which are not there in competitive exams but important from knowledge point of view.

④ IB BOARD :-

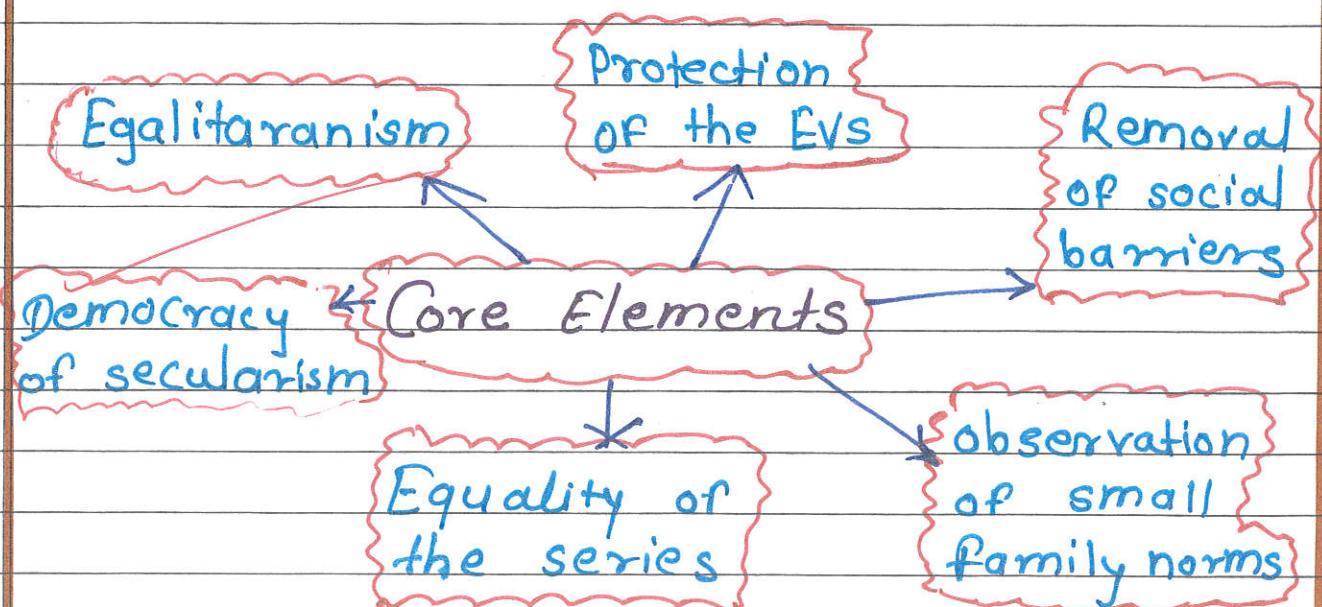
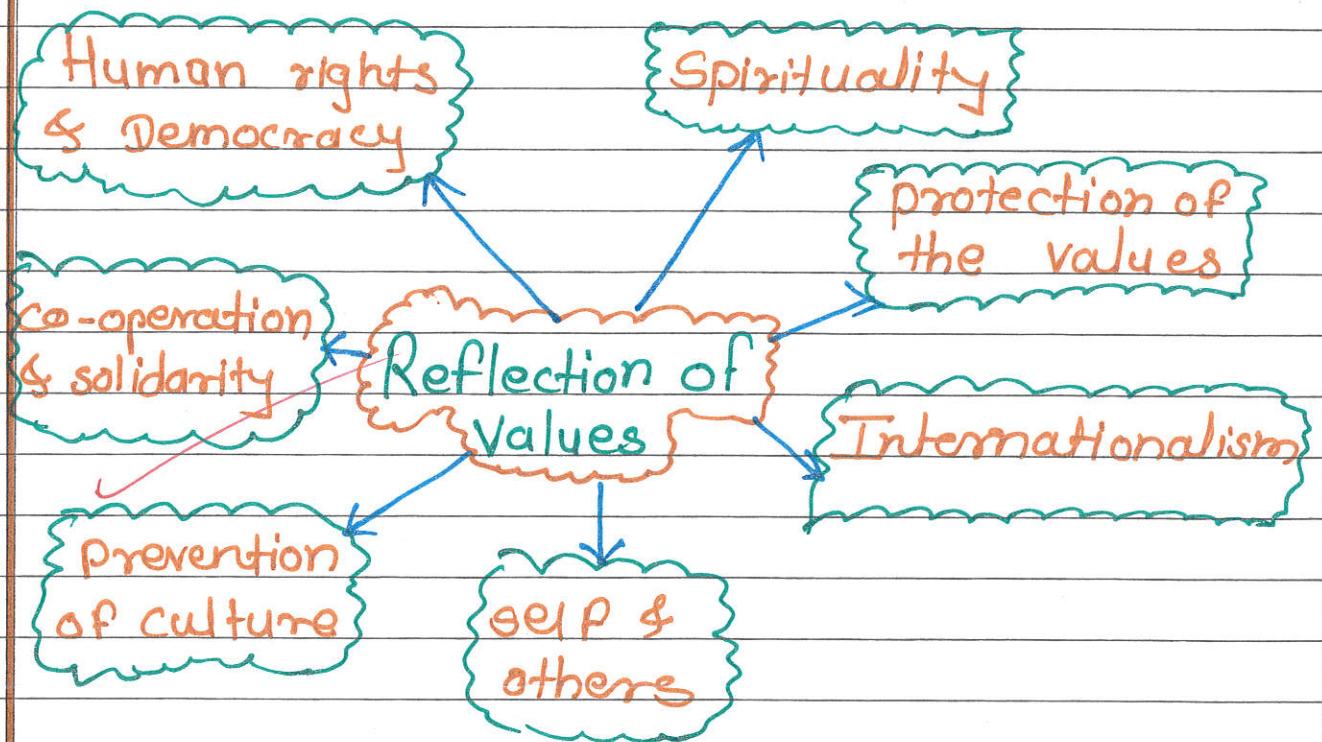
Merits :-

- ① Be encouraged to think independently and drive their own learning.

Demerits :-

- ① Does not prepare the students in the way IIT or most India Engineering institutions admit the students and hence the chances of entry is poor.

REFLECTION OF VALUES CORE ELEMENT AND LIFE SKILLS:-



EVALUATION SCHEME AND NATURE OF RESULT

Evaluation Scheme:-

Continuous and comprehensive evaluation is a process of assessment mandated by the right to education act of India. This approach to assessment has been introduced CCE for grades through the main aim of CCE is to evaluate daily aspect of the child during their presence at the school, this is believed to help reduce the pressure on the child before examinations as the student will have to go for multiple test throughout the year of which no test or the syllabus covered will be repeated at the end of the year. Whatever the CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching provided it is implemented accurately.

As a part of this new system students marks will be replaced by grades which will be evaluated through a series of curricular and extra curricular evaluation along with academics.

Nature of Result of CBSE Board:-

Students will be evaluated on a 9 point grading system. Each grade given on the basis of both formative and summative assessment will correspond to a range of marks

The nine-point grading scale is given below

Marks Range	Grade	Grade Point
91 - 100	A ₁	10.0
81 - 90	A ₂	9.0
71 - 80	B ₁	8.0
61 - 70	B ₂	7.0
51 - 60	C ₁	6.0
41 - 50	C ₂	5.0
33 - 40	D	4.0
21 - 32	E ₁	C
00 - 20	E ₂	C

CRITICAL OPINION

Today children have more chance in educational in curriculum. It can be a little confusing as to whole curriculum is right for your child as there is he/she is able to picking up a curriculum is depend on many factors appearing parents and child.

If a child has more varied interest like art and music rather than simple basic and of course the affording factors.

A good night sleep is absolute essential if and to perform well in curriculum and books will ensure that it has been said.

School and very few are 100% are satisfied with their choices. But all we need to do take a look at the success stories around us. The one who went to Finest school, the one who has went to the overall attitude towards like.

OVERALL IMPRESSION

CBSE and ICSE boards are unique from one point of view of the functionality. Curriculum, abilities and towards CBSE conducts two main examination in grade X and XII.

The Practical gives a brief insight of merits and demerits of each of the syllabus. It will help us to choose appropriate course for children.

Environment education is compulsory at the ~~ssc~~ board, where as this is ~~not~~ so at the CBSE examination

CBSE will give you grade in examination results ssc has not made such a announcement as yet.

CBSE board is approved and recognised by the Indian government

Syllabus wise both are quite different normally the CBSE is more challenging for students as compared to ~~ssc~~, since ssc syllabus is easy.

Syllabus of both the systems believe in interactive teaching than one way class teaching.

~~o o e l s~~ ~~C b s e~~
* * *