

KVs question no-detention till class VIII

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AFTER Pratham's Annual Survey of Education Report, 2012, Kendriya Vidyalayas too have voiced concerns about the impact of Continuous and Comprehensive Evaluation format of assessment and the no-detention policy, ushered in by the Right to Education Act, on learning levels of students.

It is learnt that Kendriya Vidyalaya Sangathan, which runs over a thousand central schools, has commissioned a report on "impact of CCE scheme on learning levels in senior secondary classes" and "implications of no-detention policy up to class VIII". The review will take into account implementation of CCE from a pedagogic perspective wherein training of teachers and remedial teaching and learning are an integral component of no detention policy and CCE.

This comes amid increasing concern that not detaining a student even if she performs badly deteriorates her learning levels and makes her ill-equipped to cope with the widening syllabi as she is promoted to higher grades.

KVS is of the view, sources told *The Indian Express*, that

with CCE and no-detention policy in place, ensuring minimum learning levels for students is a challenge.

That's not all. CCE has also come under the scanner for its impact on senior secondary classes. "While there is no hard data to substantiate that learning levels may be adversely affected due to no-detention and CCE, at classroom level there is a definite sense this may be the case. Hence, the need for a study to try and understand the implications and impact of new policies," a senior official said.

CCE and no-detention till Class VIII had earlier drawn flak from state education ministers at a meeting of the Central Advisory Board of Education in June 2012, prompting then HRD minister Kapil Sibal to announce a CABE committee to assess implementation of CCE in context of no-detention provision in the RTE Act.

Several states had argued that not "failing" students as a matter of policy was affecting quality and must be reviewed. Bihar's P K Shahi had said reading habits of students had suffered while Chhattisgarh's Brij Mohan Agarwal argued that its impact was being seen in "dwindling intellectual quality" of those clearing school.