



Government of Jammu and Kashmir
School Education Department
Civil Secretariat, Srinagar

Subject: Review of Policy of "No Detention" up to elementary level, conduct of assessment and evaluation and improved implementation of Continuous and Comprehensive Evaluation (CCE)

Government Order No. 338 -Edu of 2016

Dated: 16 - 09 - 2016

Serious concerns are being expressed about deterioration in the quality of education imparted at the elementary level, most starkly manifested in very poor learning levels recorded in the National Achievement Survey (NAS) and other National and State specific studies as also apparent from the general refrain of teachers about unacceptably low academic standards of the students who reach class 9th; viz; as per NAS 2014, J&K State remained at 32nd position out of the total 34 States and UTs by scoring 56 percent in language assessment while in mathematics, the State figured at 30th position, scoring 61 percent; as per NAS 2015 for Class X, in J&K State 73% children had scores in English test less than 50%, in Mathematics 87% children scored below 50% and in Science 85% students obtained less than 50% scores; the Lakhoun Mein Ek survey (2015) by PRATHAM, in J&K has indicated that 22% of the children in class 8th cannot read Standard 2 English text and 20% of Class 8th children can't solve Grade 2 Maths problems;

2. While, undoubtedly, there are many factors responsible for this deterioration, the policy of "No Detention" of a child at the elementary level is considered as one of the principal reasons. This has been acknowledged during wide scale consultation processes across the Nation and most recently, in the State of Jammu and Kashmir, in the course of discussions on the "New Education Policy" wherein there was overwhelming participation of all stakeholders, starting from the grassroots. It has been the common lament that the present system of allowing the child to reach class 9th without any detention irrespective of performance in examination, if any, has caused irreparable harm to the society by lowering general learning levels and inculcating a false sense of achievement. It is perceived that "No Detention" policy has resulted in lack of motivation to perform amongst students along with poor attendance and indiscipline. Even for teachers, in absence of evaluation of their performance resulting in lack of quantification

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of their achievements, No- Detention policy has proved to be discouraging; this feeling of teachers has come across in meetings/ interactions held in the past one year as also during discussions on the proposed new education policy.

3. The "No Detention" policy has been much misunderstood to imply no examination when on the other hand it is concomitant upon proper and rigorous implementation of Continuous and Comprehensive Evaluation (CCE) which, as a diagnostic tool necessitates both, assessment for learning and assessment of learning. Indeed, such assessment is not meant to test what has been taught, or to bring the child under stress but, instead, for organizing remedial teaching on a sustained basis, very much as an integral part of the learning process, which is the primary objective of the education system. Systemic deficiencies on account of infrastructure, teachers' training, teaching resources, pedagogical challenges of a multi-grade class, etc. have caused half baked implementation of CCE but simultaneous enforcement of "No Detention" Policy has resulted in a completely unintended outcome of promotion of children to the next class without due effort being invested in addressing their shortcomings and achieving appropriate learning levels, which ultimately gets compounded to unmanageable proportions by the end of elementary education.

4. While it is acknowledged that "No Detention" policy has been based on sound principles of child learning which include a fear free environment that makes learning a joyous rather than onerous experience, aligned to the development stages of the child and protecting from de-motivation and adverse impact on self esteem that detention can bring about, its implementation has not led to desired results.

5. The State has also been conscious of the need to encourage the students who reach class 9th to appear for the matriculate examination as there is a continuum of the course content in class 9th and 10th.

6. The State of J&K has been participating in the deliberations on the subject and recognizes that a balance has to be struck between the concerns regarding quality and learning levels and children's motivation and stress. Accordingly, it has been decided:

- A. To review the implementation of CCE, with particular focus on regular assessment, evaluation and remedial teaching; and
- B. To introduce detention from class 5th to 8th - on the basis of performance in T1 and T2, student will be detained on provisional basis with arrangement for special remedial teaching of 2-3 months during vacations / beginning of next session followed by reassessment by SIEs for grade



appropriate competencies and in case of inability to meet the qualification criteria in such a reassessment too, the student will be detained; and

- C. To do away with detention at class 9th i.e. entitling all the students who take admission in class 9th to appear for the Class 10th Board exam. On the basis of performance in T1 and T2 exam, the school will make arrangements for remedial teaching and will have the facility for seeking reassessment evaluation; and
- D. To standardize summative assessments, i.e. T1 and T2, with external evaluation, in all classes from 5th onwards; and
- E. To establish appropriate linkages between students' performance and incentives/disincentives to teachers as also reflection in their annual assessment criteria and career progression; and
- F. To provide individual attention and specialized remedial teaching to every child by capturing the entire development of each child's learning in the Child progress monitoring tools.

7. While separate orders will be issued with regard to other decisions above, in order to implement the decisions pertaining to no-detention policy and conduct of assessments and evaluation thereof, it is ordered that:

- a) SIE will conduct T1 and T2 exams, with external evaluation under its overall supervision, from class 5th to 9th;
- b) JKBOSE will conduct T2 exam of class 11th, however, evaluation will be supervised by the SIE;
- c) Cluster principals will supervise assessment, evaluation and remedial teaching.

By order of Government of Jammu and Kashmir.

-Sd-

(Shaleen Kabra)

Commissioner / Secretary to Government
School Education Department

No:- Edu/NC-SE/37/2016

Dated:- 16-09-2016

Copy to the:-


1. Chairman, J&K Board of School Education.
2. State Project Director, SSA/ RMSA.
3. Director, School Education, Kashmir.
4. Director, School Education, Jammu.
5. Special Assistant to the Hon'ble Minister of Education, for information of the Hon'ble Minister of Education.

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6. Special Assistant to the Hon'ble Minister of State for Education, for information of the Hon'ble Minister.
7. Chief Education Officer.....
8. Private Secretary to Commissioner /Secretary, School Education Department.
9. Monday Return File (w.3.s.c)
10. Government Order File /Stock File/Incharge Website.


16.09.2016

(Mussarat Islam),

Additional Secretary to Government,
School Education Department

**Government of Jammu & Kashmir
Directorate of School Education,
Kashmir**

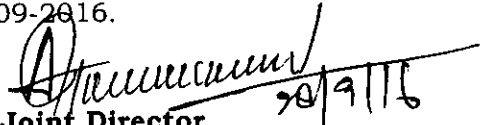
No. DSEK/IMW/G.O./Detention/1101-20 Dated:- 28-09-2016

Copy of Govt. Order No. 338 Edu of 2016 dated: - 16-09-2016 is
forwarded to the:-

1. Principal SIE, Kashmir
2. Chief Education Officer _____(All)
3. Principal DIET _____(All)

..... for information and strict implementation of the contents of Govt.
Order No. 338 Edu of 2016 dated: - 16-09-2016.

4. Notice Board for wide publicity.


20/9/16

**Joint Director
Directorate of School Education,
Kashmir**