

A Comparative Study of Impact of “No Detention Policy” on Different School Boards in West Bengal

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ABSTRACT

The “Right to Education Act 2009” accommodates no confinement of any understudy till Class VIII. Be that as it may, there has been much civil argument on this condition, with surmounting weight for renouncement of the No-Detention Policy and Continuous and Comprehensive Learning. In any case, "No confinement" does not signify "no evaluation". CCE is the assessment technique under NDP, where evaluation is for learning" and not mere passing or failing.

The present study is to assess the effect of No Detention Policy on schools under four major boards in West Bengal named, State Govt. School Board, State Govt. Madrasah Board, CBSE Board and ICSE Board. To perform the same, three unique sorts of Schedules to be specific as Schedule –T, Schedule –P and Schedule –S have been set up for instructors, Parents and Students respectively to assess the effect of NDP by the relative investigation of these three schedules. After near study it is found that ICSE board is slightest affected and WBMB are exceedingly affected by this policy, rest board is in the middle of these two boards. The order in which the schools are influenced are as following ICSE board, CBSE board, WBSEB & [In ascending order]

Keywords: *No Detention Policy, CBSE Board, ICSE Board, West Bengal Secondary Board, West Bengal Madrasah Board*

“*No detention policy*” is a kind of educational policy which is mentioned in Section 16 of the RTE mandates that no child can be detained or held back in a class until the completion of his/her elementary education. In 2012, the Ministry for Human Resource Development (MHRD) crystallised its position on the NDP as follows, “The ‘no detention’ provision is made because examinations are often used for eliminating children who obtain poor marks. Once declared

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‘fail’, children either repeat grade or leave the school altogether. Compelling a child to repeat a class is de-motivating and discouraging.” It was also clarified that the CCE is “a procedure that will be non-threatening, releases the child from fear and trauma of failure and enables the teacher to pay individual attention to the child’s learning and performance”. As asserted by several educationists and academics, the no-detention policy (NDP) and CCE are based on sound principles of pedagogy and assessment, recognised world-wide. They are thus a welcome change to the exam-centric culture prevalent in Indian schools. There are also very strong equity considerations behind the NDP policy, especially for children from low-income families, and girls. Failure for these children implies dropping out, as alluded to in the MHRD position. In fact, wastage in the schooling system due to high repetition and high dropout rates has been a major concern since the 1990s. The no-detention clause in the RTE Act seeks to address that concern. Besides, research evidence indicates that detention of students by a year or more does not improve learning. Even the Geeta Bhukkal Committee—a sub-committee under CAGE set up to look into this matter—admits that there is no research anywhere in the world which establishes that repeating a year helps children perform better. But research does say that repeating has adverse academic and social effects on the child. These days the intellectuals, educationists, politicians and national press are involved in discussing the reports on the erupted controversy whether to continue with the enlightened and progressive present system of ‘No Detention’ Policy of Education or go back to old beaten track, an authoritarian system of pass-fail binary. The central government is treading sagaciously and cautiously and will take any final decision on the receipt of written responses from all the states of the country, albeit maximum Indian state governments are against the continuation of ‘No Detention’ policy of Education. According to news reports, educationists say, “Just by failing students you cannot make them good learners”. Majority of the teachers are very critical about ‘No Detention’ and ‘No Punishment’ factors of enlightened and progressive system of education and firmly hold them responsible for low standard of education and indiscipline among the students.” The educational institutes of the nation are grappling with the present system of education that is responsible for the failing of students in class XI and having a very low standard of teaching learning process being carried out especially in rural government institutes of the country”, Said an eminent educationist.

These days whereas there must have been no year wise curriculum and the child should have been allowed to move at his own speed. But it becomes necessary that when student moves from 8th class to 9th class rather from “No Detention’ to ‘Detention policy’ it is to be made sure that upto the 9th class, the knowledge, skills, and values organised in the curriculum have been learnt by the children but in actual practice this is not being done. The other factor that is marring the well thought out policy of education is the ill trained teaching personnel. It has been observed in the past few years , that the number of repeating students in class ninth is on the increase .For instance in Delhi ,the number of failing students as a percentage of total students enrolled in class ninth rose from 2.8% in 2010 to a startling 13.4% in 2014 as per DISE DATA and in

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Chandigarh 27% of class ninth students studying in government schools have failed their exams this year. What is cause of it? Major section of society believes that it is because of ‘No Detention’ policy of education brought under the RTE that ensures that no student can be failed before 9TH.

It is worthwhile to mention here that deteriorating standard of education in all the schools across the country is because of the controversial no detention policy of education.

As per above data still it is very difficult to say whether this policy is good or bad so I have decided to critically analyse the said policy in my home state (West Bengal) in concerned to four major schools boards namely , State Govt. , CBSE Board , ICSE Board and Madrasah Board .

Objective of the study

1. To Obtain views of teachers, parents and students with regard to ‘No Detention Policy’ in all the four boards in West Bengal.
2. To know reasons behind increasing inefficiency among teachers in all the four boards in West Bengal.
3. To know about performance of students in all the four boards in West Bengal.
4. To know the maximum and least affected board by this policy.

MATERIALS AND METHODS

In present work we have prepared different schedules namely as Schedule – T , Schedule – P and Schedule – S for getting response from teachers/Headmasters , Parents and Students respectively on “ No Detention Policy ” .

Survey Method have been used to test the Comparative Impact of No Detention Policy ” on different Schools boards in West Bengal in which we have placed the Schedule – T , Schedule – P and Schedule – S for getting response from teachers/Headmasters , Parents and Students respectively to know notion of Teachers , Parents and Students respectively .

Tools and technique used for data collection

In this project we made three type of Schedules namely , Schedule- T , Schedule- P and Schedule- S which have 32 , 20 and 20 questions administered to the teachers , parents and students respectively to know their view regarding the No Detention Policy

Population of the study

In my study population is students of Class – VIII of different boards are as follows

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| Sl. No | Name of Boards from population have been taken | No. of Institutions taken from each boards | Population on which study to be conducted |
|--|--|---|---|
| 01 | West Bengal Board Secondary Education | 2 Bengali Medium 2 Hindi Medium 2 Urdu medium | Students of Class – VIII |
| 02 | Central Board of Secondary Education | 2 English Medium | |
| 03 | Indian Certificate of Secondary Education | 2 English Medium | |
| 04 | West Bengal Board Madrasah Education | 2 Bengali Medium 2 Urdu medium | |
|  Total No . of Institutions taken from four boards in each District is 14 | | | |

Table 01: Details of Boards, Medium and Class

Procedure of data collection

In this project we have used three Schedules as tools for collection of data as once I have placed the Schedule – T , Schedule – P & Schedule – S in front of Teachers , Parents and Students respectively they expressed their opinion by darkening the circle [●] in respective schedules , which I needed to come at a conclusion regarding **No Detention Policy** . I have mailed questionnaire to certain schools in different districts wherever I cannot reach to get the repose.

Procedure of data analysis

After collection of data with the help of three schedules T, P & S from each institution, all the data were comparatively analysed. Every questions from all the three Schedules are comparatively matched and analysed to come at a conclusion regarding respective arena .The three schedules are as follows.

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| SCHEDULE - T | | | | | |
|--------------|---|-------------------------------|--------------------------------|--------------------------------|-------------------------------|
| 01 | Name of the Interviewer | S . REHAN AHMAD | | | |
| 02 | Name of the Institution | | | | |
| 03 | Medium of Institution | HINDI <input type="radio"/> | ENGLISH <input type="radio"/> | BENGALI <input type="radio"/> | URDU <input type="radio"/> |
| 04 | Name of Board | WBBSE <input type="radio"/> | CBSE <input type="radio"/> | ICSE <input type="radio"/> | WBMSE <input type="radio"/> |
| 05 | Class involved in the study | CLASS- VIII | | | |
| 06 | Respondent's Designation | Teacher <input type="radio"/> | Pr. / HM <input type="radio"/> | Para-Tr. <input type="radio"/> | Parents <input type="radio"/> |
| 07 | Time of the Interview | Morning | | Afternoon | |
| 08 | Is your Institution following NDP ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 09 | Is your Institution followings this NDP willingly or unwillingly ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 10 | Are you in favour of NDP ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 11 | Are you following NDP since the day of its implementation ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 12 | Do you think it is beneficial for the students | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 13 | Do you think other boards are implementing NDP better than your board | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 14 | Are NDP works equally functional in all the four Boards ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 15 | Are all the teachers still giving their best to make students learn as before NDP ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 16 | Do all the four boards implement this policy seriously | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 17 | Is NDP making the teachers careless , irresponsible and inefficient ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 18 | Is NDP failing to draw the best of teachers ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 19 | Does NDP give opportunity to teachers to be competent ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 20 | Is NDP hindering the progress of students ? | YES <input type="radio"/> | | NO <input type="radio"/> | |

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| | | | |
|-----------|--|----------------------------------|---------------------------------|
| 21 | Why failing and repeating rate of students are increasing in class IX ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 21 | Is NDP responsible for failing of students in class IX ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 22 | Is it equally good in ground reality as shown in paper ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 23 | Is it making students less attentive towards their studies ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 24 | Is it reducing competitive spirit in students ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 25 | Does this policy make the teachers more irresponsible towards their duties ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 26 | Is it increasing inefficiency among teachers ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 27 | Is it restricting teachers enhancing their knowledge ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 28 | Have the teachers become more careless in the class after NDP ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 29 | Have the teachers become less punctual in the class after NDP ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 30 | Has the Managing Committee become more lenient in academic part after NDP ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 31 | Are students not worrying about their failure in the class after NDP ? | YES <input type="radio"/> | NO <input type="radio"/> |
| 32 | Should NDP be continued as an Education Policy | YES <input type="radio"/> | NO <input type="radio"/> |

Table -02: Schedule – T for Teachers / Headmaster / Para-Teacher

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| SCHEDULE – P | | | | |
|--------------|---|-------------------------------|---------------------------------|--|
| Sl. No | Name of the Interviewer | S . REHAN AHMAD | | |
| 01 | Name of the Parent | | | |
| 02 | Medium of Institution in which his/her offspring studying . | HINDI <input type="radio"/> | ENGLISH <input type="radio"/> | BENGALI <input type="radio"/> URDU <input type="radio"/> |
| 03 | Name of Board in which his/her offspring studying . | WBBSE <input type="radio"/> | CBSE <input type="radio"/> | ICSE <input type="radio"/> WBMSE <input type="radio"/> |
| 04 | Class in which his/her offspring studying | CLASS- VIII | | |
| 05 | Respondent's Relation | Father <input type="radio"/> | Mother <input type="radio"/> | Guardian |
| 06 | Time of the PTA Meeting | Morning <input type="radio"/> | Afternoon <input type="radio"/> | |
| 07 | Are you happy with NDP? | YES <input type="radio"/> | | NO <input type="radio"/> |
| 08 | Is your offspring studying same as earlier ? | YES <input type="radio"/> | | NO <input type="radio"/> |
| 09 | Are you in favour of NDP ? | YES <input type="radio"/> | | NO <input type="radio"/> |
| 10 | Are you worrying about your offspring's pass / fail still as earlier? | YES <input type="radio"/> | | NO <input type="radio"/> |
| 11 | Do you think it is beneficial for the students | YES <input type="radio"/> | | NO <input type="radio"/> |
| 12 | Do you think other boards are implementing NDP better than your board | YES <input type="radio"/> | | NO <input type="radio"/> |
| 13 | Is this policy fruitful for your offspring's | YES <input type="radio"/> | | NO <input type="radio"/> |
| 14 | Should this policy to be continued? | YES <input type="radio"/> | | NO <input type="radio"/> |
| 15 | Is this policy good in competitive world? | YES <input type="radio"/> | | NO <input type="radio"/> |
| 16 | Do your offspring pay attention to his/her studies like earlier | YES <input type="radio"/> | | NO <input type="radio"/> |
| 17 | Do you think teachers are giving equal attention as earlier | YES <input type="radio"/> | | NO <input type="radio"/> |
| 18 | Does this policy reduces competitive spirit | YES <input type="radio"/> | | NO <input type="radio"/> |
| 19 | Is this policy necessary for your offspring's educational growth ? | YES <input type="radio"/> | | NO <input type="radio"/> |
| 20 | Should Govt. withdraw this policy ? | YES <input type="radio"/> | | NO <input type="radio"/> |

Table -03: Schedule – P for Parents

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Table -04: Schedule – S for Students

| SCHEDULE – S | | | | | |
|--------------|---|-----------------------------------|---------|---------------------------------|-----------------------------|
| 01 | Name of the Interviewer | S . REHAN AHMAD | | | |
| 02 | Name of the Parent | | | | |
| 03 | Medium of Institution | HINDI | ENGLISH | BENGALI | URDU <input type="radio"/> |
| 04 | Name of Board | WBBSE | CBSE | ICSE | WBMSE <input type="radio"/> |
| 05 | Class | CLASS- VIII <input type="radio"/> | | | |
| 06 | Time of the PTA Meeting | Morning <input type="radio"/> | | Afternoon <input type="radio"/> | |
| 07 | Are you happy with NDP ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 08 | Are you studying same as earlier ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 09 | Are you in favour of NDP ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 10 | Are you worrying of pass / fail still as earlier ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 11 | Do you think it is beneficial for you . | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 12 | Do you think other boards are implementing NDP better than your board | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 13 | Is this policy fruitful for you ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 14 | Should this policy to be continued ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 15 | Is this policy good in competitive world ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 16 | Do you pay attention to his/her studies like earlier | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 17 | Do you think teachers are giving equal attention as earlier | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 18 | Does this policy reduces competitive spirit | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 19 | Is this policy necessary for your offspring's educational growth ? | YES <input type="radio"/> | | NO <input type="radio"/> | |
| 20 | Should Govt. withdraw this policy ? | YES <input type="radio"/> | | NO <input type="radio"/> | |

DISCUSSION AND RESULT

West Bengal is highly populated state it has 20 districts excluding newly formed Asansol – Durgapur so it has more or less 6323 Institutions run by Govt. of West Bengal and state has more or less 241 Institutions affiliated by CBSE Board and 135 Institutions affiliated by ICSE Board and 710 Madrasahs run by state Govt. It is very difficult to analysis the impact of NDP in different institutions under four boards in the West Bengal but somehow we managed to travel continuously for sixty days throughout the 20 districts of West Bengal to collect the data from different institutions by taking personal interview of the teachers , Principal, Headmaster, Parents and students depending on the availability of respective personalities After a rigorous work throughout the West Bengal with concern to the Impact of “**No Detention Policy**” over the four

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boards in the said state , we come to know that the impact of “**No Detention Policy**” over the four boards in state is different from our imagination.

After the analysis of these three **Schedules T, P , & S** we summaries our result as :

General observations find in all the four board;

- ✓ **By Schedules T, P & S;** it has been revealed that the NDP is implemented successfully in all the district of West Bengal.
- ✓ **By Schedule T, P & S;** It has been revealed that the 70% academicians are not happy with this policy.
- ✓ **By Schedule T, P & S;** It has been revealed that the 30 % academicians are happy with this policy.
- ✓ **By Schedule T, P & S;** It has been revealed that the 70 % academicians think it will spoil the carrier of students. Whereas 30 % academicians believe that it will not be the carrier of student.
- ✓ **By Schedule T, P & S;** It has been revealed that the students are taking study seriously by the academicians.
- ✓ **By Schedule T, P & S ;** It has been revealed that the students of class –IX facing problems as they are used to pass the class before it without giving a stress on study now once they give test to pass class –IX and if they take it as usual as before they failed in exam .
- ✓ **By Schedule T, P & S;** It has been revealed that the students are not paying attention on study as were paid before (No Detention Policy) RTE Act 2009 .

Observations found in State Govt. board institution by schedules T, P & S

N.D.P. after being implemented successfully in all the districts of West Bengal since 2013 session doing well in papers. On the contrary it has been observed that it is student's career because they do not pay full attention to their study as they know they will be promoted to next class automatically. On the other hand teachers are becoming inefficient, less punctual and careless toward their duty as teacher as they are not teaching with full energy and enthusiasm because they know students will pass without any stress. As result students' respect towards teachers and vice versa is decreasing day by day after this policy. At the same time Managing Committees are becoming lenient regarding school functioning .In state aided institutions ,Hindi and Urdu medium schools were doing poor before N.D.P., but after this Hindi medium institutions were same as earlier but Urdu medium institutions are doing bad to worse.

Observations found in CBSE board Institutions by schedules T, P & S

By schedule It is observed that N.D.P. after being implemented successfully in all the districts of West Bengal since 2013 session doing well in papers in C.B.S.E. institutions like all other boards irrespective of the fact that it spoils the career of students as they do not pay full attention

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to their study as they know they will be promoted to next class automatically at the time of final board examination maximum students opt to take their examination as it provides them a option to take either external or internal exams. This internal examination put over them least study pressure which lead them to pass without deep study which make it difficult for them to do well in competitive examinations like IIT, JEE, PMT etc. . On the other hand teachers are becoming inefficient, less punctual and careless toward their duty as teacher as they are not teaching with full energy and enthusiasm because they know students will pass without any stress. As a result student’s respect towards teachers and vice versa is decreasing day by day after this policy. Managing committees are also becoming less careful while appointing teachers, as earlier they use to appoint teachers who are well educated , experienced whom they had to pay more but now they appoint someone who just fulfill the academic requirements and ready to work in much less salary.

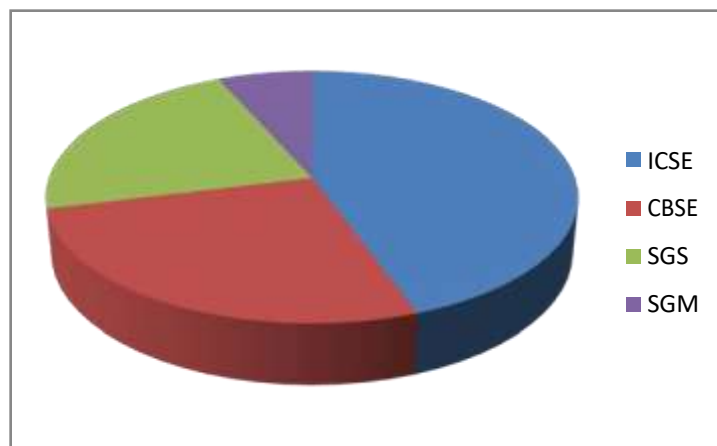
Observations fond in ICSE board Institutions by schedule T, P & S

In the case ICSE affiliated institutions, it is found that NDP is not implemented very successfully I all the districts of West Bengal, as there are certain institutions which do not follow this policy ,but this policy is doing well in paper in the institutions whichever have implemented it. I m extremely happy to say that it is the only board among the four boards which is least affected by this policy and doing well irrespective of the fact that few institutions have implemented this policy but let the students or teachers to be lenient towards their duties and responsibilities .In ICSE institutions pass and fail phenomenon is seen which leads to deep study by students, as result they can manage to do better in competitive examinations such as IIT, JEE, PMT etc. Teachers in ICSE institute are still attentive responsible and punctual in classes as earlier. Managing committees are too strict while appointing teachers, as earlier they use to appoint teachers, who are well educated, experienced in all respect.

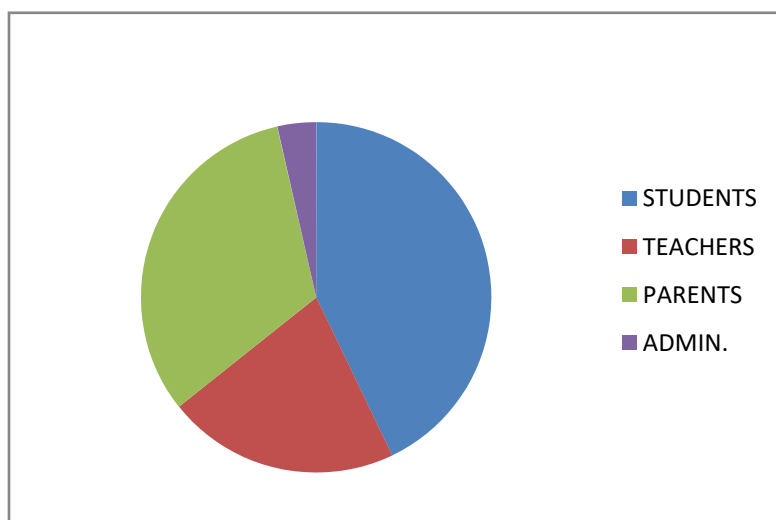
Observations fond in state Govt. Madrasahs Board

N.D.P. after being implemented in successfully in all the districts of West Bengal since 2013 session doing well in papers. On the contrary it has been observed that it is student’s career because they do not pay full attention to their study as they know they will be promoted to next class automatically. On the other hand teachers are becoming inefficient, less punctual and careless toward their duty as teacher as they are not teaching with full energy and enthusiasm because they know students will pass without any stress. As result students’ respect towards teachers and vice versa is decreasing day by day after this policy.

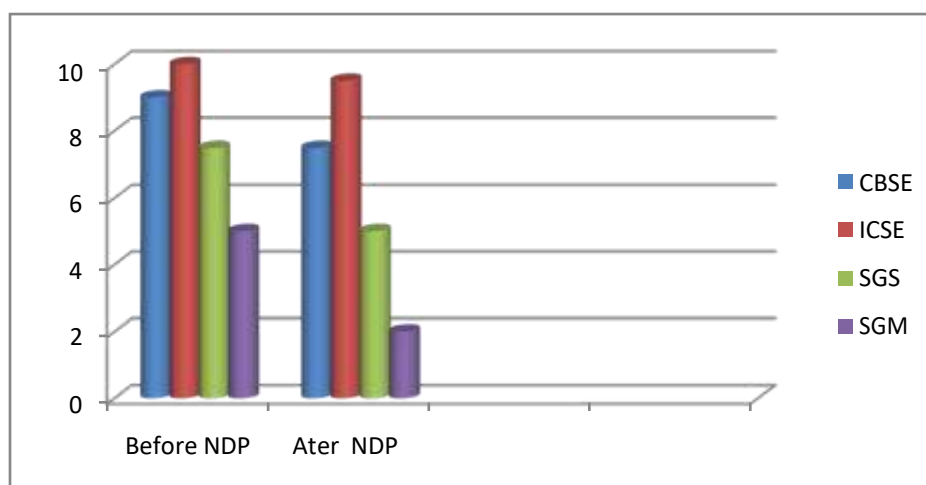
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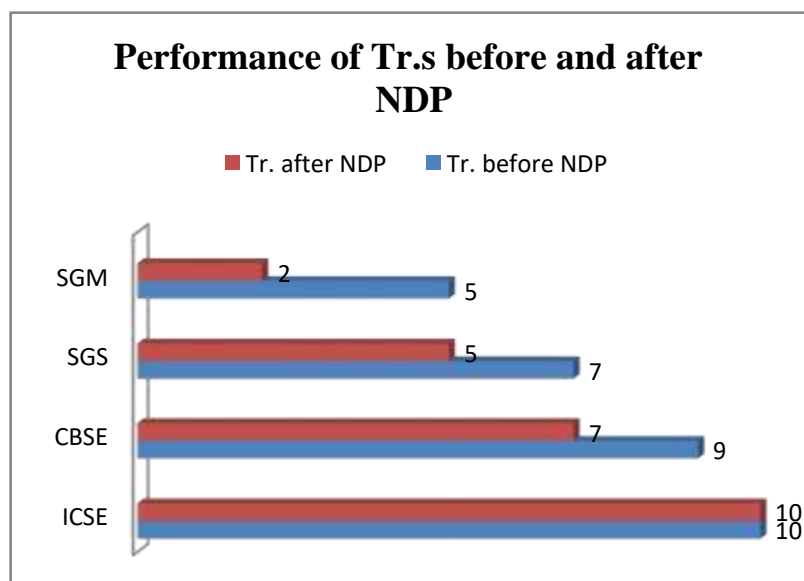
Pie Diagram showing % of success in over all after of implementation NDP



Pie Diagram Showing % of Happiness by Different Groups with this policy



Graph showing impact on different boards before and after NDP



Performance of teachers in four boards before and after NDP

CONCLUSION

“No detention policy” is a kind of educational policy which is mentioned in Section 16 of the RTE mandates that no child can be detained or held back in a class until the completion of his/her elementary education. Generally a technology made for betterment of human being, spoils the society if it is used wrongly. Same here Govt. made this programme for the betterment of students but here students take it other way and misusing it. In my work, we found that the four boards more or less implemented this programme completely. Among four boards **ICSE board** is the only board which is least affected board and this board is successfully running their academic curriculum as they were doing before the NDP. In case of ICSE board students and teachers both are giving best as they were doing before NDP. So the carrier of students will not be affected at all by this policy and teachers are also performing well to maintain their status as before NDP. However in conclusion for ICSE board I can say that their students are still performing the same as they were performing before NDP. In case of CBSE board, I can say that they are affected by the NDP somehow in respect of students as well as teachers. It was a time when students were very serious towards their studies before NDP but now they are not so serious as they were. However in conclusion for CBSE board I can say that their students are deteriorating day by day. In case of state govt. institutions the result is different in different medium, among the three medium Bengali medium institutions are least affected by this programme, Hindi medium institutions are 2nd affected and Urdu medium institutions are highly affected by this programme. Before NDP Bengali medium institutions were performing well but after implementation of said policy this medium’s students are not performing well because they are not serious as they were earlier. But Hindi medium students were slightly serious before the implementation and now after implementation of said policy they are performing bad to worse. The last but not the least the medium worse affected by this policy is Urdu medium they were

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neither performing well before the NDP nor after implementation of it. I say that they were deteriorating before NDP now after implementation of it they are going towards bad to worse condition. There are two medium in case of State Govt. Madrasahs one is Bengali and other is Urdu medium. The condition of Bengali medium Madrasahs are more or less similar to Bengali medium school and the condition of Urdu medium Madrasahs were bad before NDP and after implementation of the said policy it is worse than anything.

| Sl. No | BOARD | MEDIUM |
|--------|--------------------------------------|----------------|
| 01 | ICSE Board's Schools | English medium |
| 02 | CBSE Board's Schools | English medium |
| 03 | State Govt. & Govt.- Aided's Schools | Bengali medium |
| 04 | State Govt. & Govt.- Aided s schools | Hindi medium |
| 05 | State Govt. & Govt.- Aided Schools | Urdu medium |
| 06 | State Govt. & Govt.- Aided Madrasah | Bengali medium |
| 07 | State Govt. - Aided Madrasahs | Urdu medium |

Table – 06 List of Boards showing best to worse from top to bottom

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