



Impact Of No Detention Policy On Quality Education Of Elementary Education Of Assam

Bhaswatee Boruah Alumni, Department of Education Dibrugarh University.

Abstract

Section 16 of the Right of Children to free and Compulsory Education (RTE) Act, 2009, stipulates that “No child admitted to a school shall be held back in any class or expelled from school till the completion of elementary education i.e. up to class VIII”. Many research found that after the implementation of the No detention policy in many states the quality of education deteriorated. The objective of this paper is to analyze the perception of teachers about no detention policy (NDP) on quality education of elementary education. The study was carried out among teachers of different schools of Lakhimpur district of Assam, India. Descriptive survey method is used in this study. For collection of data, researcher used a self structure closed ended questionnaire. Pie diagram was used to analyze the data. Result shows that maximum teachers are not happy with no detention policy. According to the teachers NDP decreases the quality in elementary education.

Keywords: NDP, Quality Education, Students, Teachers.

I. Introduction

The Indian constitution came into force in 1950. By 1960, within a period of ten years, The Indian constitution proposed to achieve universal elementary education. But the goal has not yet been achieved, not even present time. Many plan and programmes have been undertaken to achieve it. Among them, one of the most significant act “the Right to Education Act 2009” was enacted that came into force on 1st April, 2010. The act introduced a revolutionary system i.e. no detention up to class VIII. It was proposed to achieve the goal of universalization of elementary education and also decreases the rate of dropouts. The no pass-fail system increase retention of children in schools. The policy states that no child can be detained in the same class for consecutive years or expelled from the class. Irrespective of students’ performance in different examinations of school, all students promoted automatically to the upper class with or without giving examination. The policy was designed to reduce school dropout rates and create stress free environment for students by removing the fear of being detained. Undoubtedly, it decreases the rate of dropout in elementary education i.e. class I to VIII but the students face tough challenges when they reach class IX.

After the implementation of the No detention policy, in many states, it was felt that the quality of education deteriorated. Kumar & Ashok [1] found that after implementation of NDP, a big share of students was not able to read and write a simple sentence and calculates simple addition and subtraction of arithmetical operations, especially in rural government schools. Therefore, after passing Class VIII, a high proportion of students failed in Class IX and X. They also found that because of NDP, students did not have any incentive or pressure to pass the examination and did not take the learning activities seriously. They went to school for the mid-day meal and came back home without any learning. Sabharwal [2] reveals that the policy has produced quantity of students in schools and deteriorated the quality of students. The basic concepts aren't clear. In fact, they are not suitable for the class they are studying in. Undoubtedly, students have cleared till class VIII but they face challenges when they enter class IX. Overall, the outcome of the NDP policy has been worse than expected.

According to Ghosh [3] after implementation of NDP, students' enrolment has increased remarkably but the improvement in their academic standard is hardly seen. Majority of the teachers are of the opinion that the "no pass-fail" system has encouraged a clear negligence and reluctance of children to study. Ahmad, Behara & Nisa [4] found that the number of repeating students in class ninth is on the increase. 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. In Chandigarh 27% of class ninth students studying in government schools have failed their exams in 2016.

From the reviews it can be said that the policy proposes to ensure quality education but the real scenario is very different. The review has also revealed that many studies were conducted on implementation of non detention policy in many states of India. But no direct study on No detention policy in Assam is available. No studies have shown a clear picture whether NDP had impacted the quality education of elementary education of Assam. As per above studies it is still very unclear whether this policy is good or bad. Thus the paper tries to see the impact of NDP on quality education of elementary education through the opinion of different teachers of Lakhimpur district of Assam.

Aim of the study

The main aim of the study is to see the impact of No detention policy on quality education of elementary education through teachers' perception.

Delimitation of the study

The study was limited to see the impact of No detention policy on quality education of elementary education of Lakhimpur district of Assam only.

II. Methodology

Descriptive survey method is used in this study. The study was conducted among different school teachers in Lakhimpur District of India. The data required for the study has been collected from the primary sources. The researcher used a self structured closed ended questionnaire having with five-point Likert scale with responses Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. The data were collected from 60 participant teachers. The researcher used simple random sampling method in this study.

III. Results and Discussion

The demographic details of teachers were collected to know their backgrounds like age, gender and teaching experiences. The following table explains the demographic background of the respondents.

Table 1: Demographic profile of the respondents

Variables	Divisions of Variables	Frequency	Percentage
Age	20 to 40 years	27	45%
	41 to 60 years	33	55%
	Total	60	100%
Gender	Male	35	58.33%
	Female	25	41.67%
	Total	60	100%
Teaching Experiences	12 years and more	40	66.67%
	Less than 12 years	20	33.33%
	Total	60	100%

Source: Field Survey, 2020

Table 1 indicates the demographic profile of the respondents, which shows that the numbers of respondents are divided in ages, i.e. from 20 to 40 years (45%) and 41 to 60 years (55%). The majority of the respondents are male teacher (58.33%) and 41.67% respondents are female teacher. The table also shows that 66.67% respondent teachers had more than 12 years teaching experiences and only 33.33% had less than 12 years teaching experiences.

Irregularity in attendance due to NDP

With the fear of failing absent in the class, students are not serious anymore towards their studies. They do not come to school regularly. Sometimes they work outside to support their family financially and enroll in the school only for the various benefits like free books, meal, uniforms, scholarships and grants, bicycles etc. Due to the long absences in classes, teaching learning process is hampered and the students learn almost nothing.

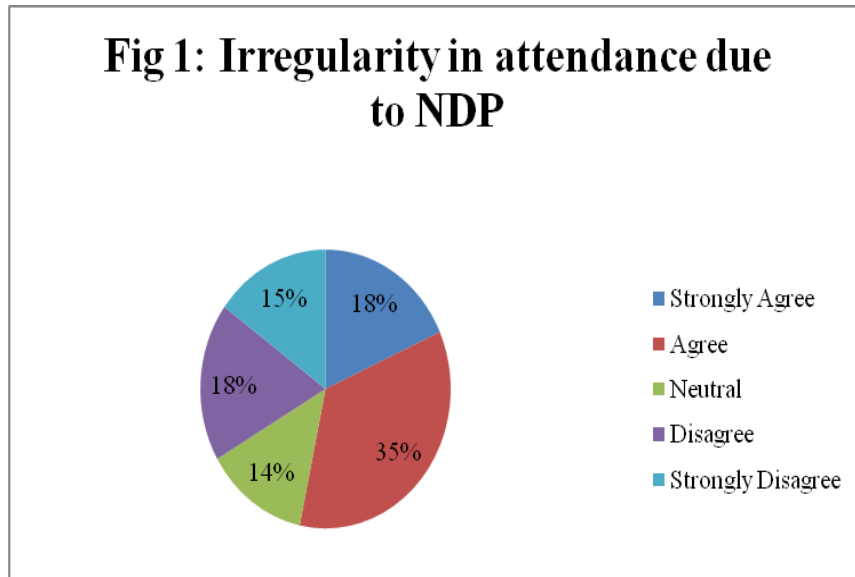


Fig 1, Source: Field survey, 2020

From fig 1, 35% respondents agreed that NDP increases irregularity in students' attendance and 18% respondents found to disagree with that. On the other hand, 14% respondents were found to be neutral. 18% respondents strongly agreed and 15% respondents strongly disagreed with this statement. Regarding this statement, total 53% respondents agreed that NDP increases irregularity in students' attendance where total 33% respondents disagreed. The result indicates that regarding the statement on NDP increases irregularity in students' attendance, most of the respondents (53%) agreed the statement in comparison to its disagreed respondents (33%).

Difficulty in maintaining discipline due to NDP

The no detention policy has greatly affected the teaching-learning process. Many students studying in a particular class do not have the required educational competence, knowledge and skill to understand the lessons properly. Because they have not studied in the previous classes seriously. Hence they find no interest and motivation in the class. They disturbed the class and vitiate the atmosphere of the school.

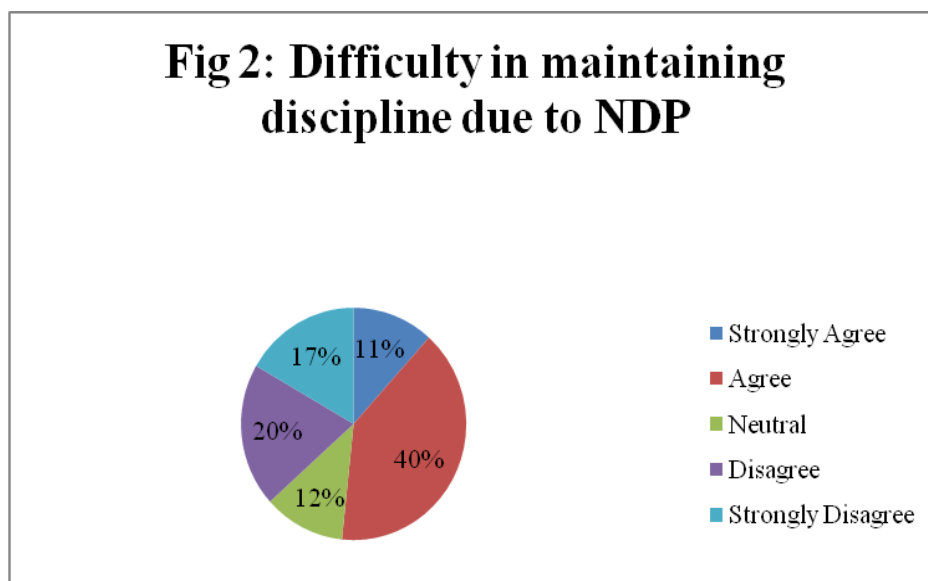


Fig 2, Source: Field survey, 2020

From fig 2, 40% respondents agreed that NDP creates difficulty in maintaining discipline in school and 20% respondents found to disagree with that. On the other hand, 12% respondents were found to be neutral. 11% respondents strongly agreed and 17% respondents strongly disagreed with this statement. Regarding this statement, total 51% respondents agreed that NDP creates difficulty in maintaining discipline in school where total 37% respondents disagreed. The result indicates that regarding the statement on NDP creates difficulty in maintaining discipline in school most of the respondents (51%) agreed the statement in comparison to its disagreed respondents (37%).

Non-serious attitude of teachers due to NDP

Many teachers developed a non – serious attitude due to no detention policy. Like students, teachers also well aware that whether teachers teach properly or not in the class does not matter much because all students will promote to the upper classes automatically. Again many teachers lose their motivation to teach when they realize that all the students even the one who did not know anything will go to the higher class. In a class where students have not any desire to study well, the teachers cannot do much.

Fig 3 : Non-serious attitude of teachers due to NDP

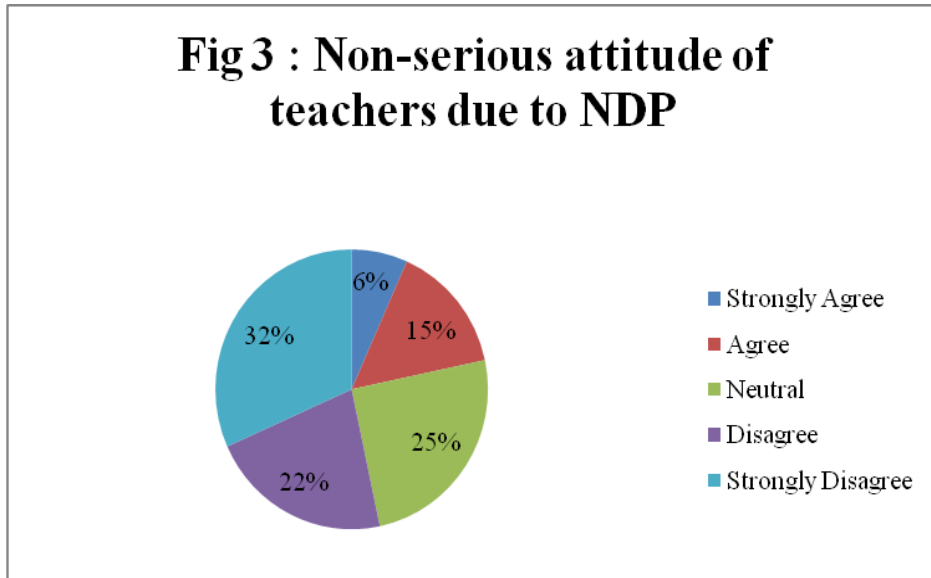


Fig 3, Source: Field survey, 2020

From fig 3, 15% respondents agreed that NDP develops a non-serious attitude among teachers regarding teaching and 22% respondents found to disagree with that. On the other hand, 25% respondents were found to be neutral. 6% respondents strongly agreed and 32% respondents strongly disagreed with this statement. Regarding this statement, total 21% respondents agreed that NDP develops a non-serious attitude among teachers regarding teaching where total 54% respondents disagreed. The result indicates that regarding the statement on NDP develops a non-serious attitude among teachers regarding teaching, most of the respondents (54%) disagreed the statement in comparison to its agreed respondents (21%).

Irresponsible attitude of parents due to NDP

Barring some conscious and educated parents, the no detention policy has been a welcome one for some parents. They are happy because their children will not be failed in any class at least to class-VIII without thinking that this would certainly affect the quality of education. Some irresponsible poor parents are now to engage their children to household chores. Some parents engage their children in child labor as well. They are contented as long as their children are enrolled in the school and enjoying the various student-supporting schemes.

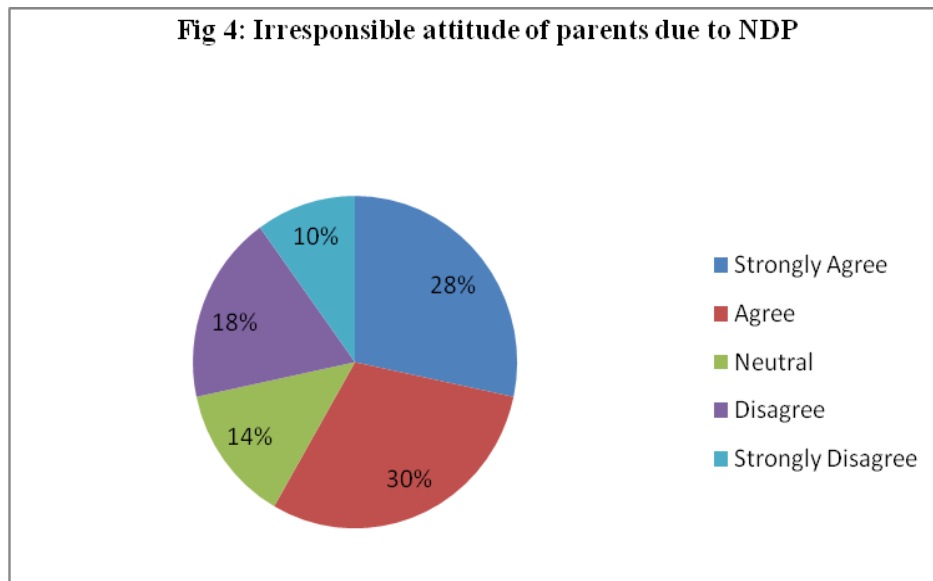


Fig 4, Source: Field survey, 2020

From fig 4, 30% respondents agreed that NDP develops a irresponsible attitude among parents and 18% respondents found to disagree with that. On the other hand, 14% respondents were found to be neutral. 28% respondents strongly agreed and 10% respondents strongly disagree with this statement. Regarding this statement, total 58% respondents agreed that NDP develops a irresponsible attitude among parents where total 33% respondents disagreed. The result indicates that regarding the statement on NDP develops a irresponsible attitude among parents, most of the respondents (58%) agreed the statement in comparison to its disagreeing respondents (28%).

Casual attitude of students due to NDP

Due to NDP, students developed a lackadaisical attitude towards teaching and learning, duty and discipline, examinations and school attendance. Students are aware that they have no risk of detaining which demean the efforts of hard working students. The policy makes no distinction between efficient and inefficient students.

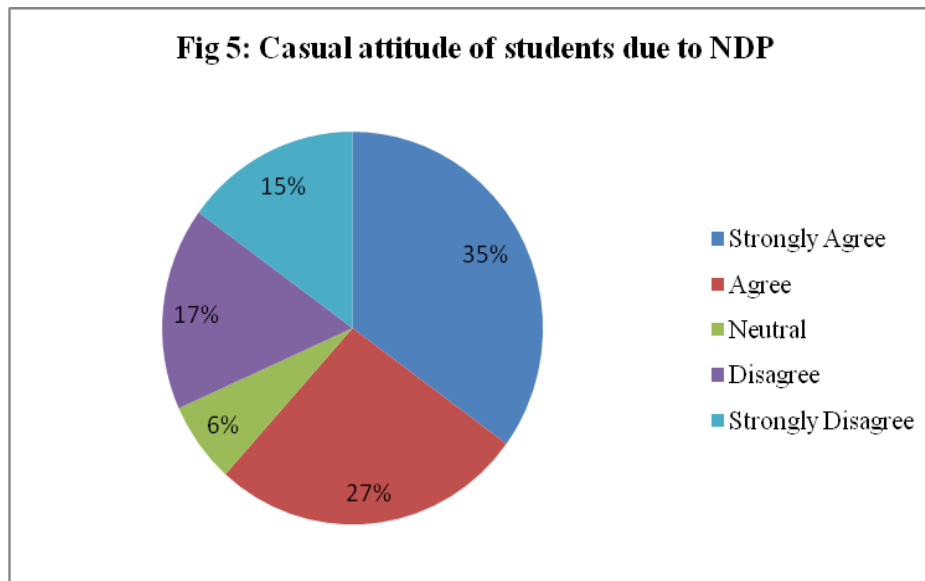


Fig 5, Source: Field survey, 2020

From fig 5, 27% respondents agreed that NDP develops a casual attitude of students and 17% respondents found to disagree with that. On the other hand, 6% respondents were found to be neutral. 35% respondents strongly agreed and 15% respondents strongly disagreed with this statement. Regarding this statement, total 62% respondents agreed that NDP develops a casual attitude of students where total 32% respondents disagreed. The result indicates that regarding the statement on NDP develops a casual attitude of students, most of the respondents (62%) agreed the statement in comparison to its disagreed respondents (32%).

IV. Conclusion

On the basis of the above result and discussion, it can be concluded that the No-Detention Policy aims to achieve universal elementary education. No doubt, it decreases the rate of dropouts but has certainly affected the quality of Education up to class VIII. To improve the education system and save the future of the country, some modifications are required in the policy. Thus the study is to place this issue for discussion to ensure quality in education and a relook at Non Detention Policy (NDP).

References

- [1] Kumar, R. & Ashok, (2019). "Right to Education and No Detention Policy". *International Journal of Economic Research*. vol. 16. no. 1. pp. 305-311
- [2] Sabharwal, K. (2018). "No detention policy: Rethinking education system of India". *International Journal of Academic Research and Development*. vol. 3. no. 1. pp. 609-614
- [3] Ghosh, A. (2015). "No Detention Policy: Rationale and Reality-An Appraisal". *International Journal of Humanities & Social Science Studies*. vol. 2. no. 1. pp. 257-261

- [4] Ahmad, S.R., Behara, A. & Nisa, M. U., (2016). "Comparative Study of Impact of No Detention Policy' on Different School Boards in West Bengal. The International Journal of Indian Psychology. Vol. 3. No. 4. Pp. 70-82
- [5] Mandala Chandrashekhar Goud, M.C. (2018). "A study on No-Detention Policy and its impact on the Quality Education in Government Schools of Sangareddy Mandal". International Journal of Education. Vol. 9. Pp. 1-4
- [6] Chakraborty, R., Tarafdar, M. & Ahmad, S.R. (2017). "A review article on no detention policy and its impacts on different schools boards in West Bengal". International Journal of Advanced Education and Research. Vol. 2. No. 3. Pp. 159-161
- [7] Asfa, M. Yasin. (2014). "Quality in Education Versus No Detention Policy". International Journal of Social Science and Humanities Research. Vol. 2. No. 3. Pp. 27-30
- [8] Aggarwal, P. (2017). "Reflections on a Qualitative Study on Teacher's Perceptions about no Detention System in Elementary Education in India". Research in Humanities & Social Sciences. Vol. 5. No. 5. pp. 28-34