



Provision of No Detention in Rte Act: A Boon or Bane

KEYWORDS

School Education, RTE Act-2009, No Detention Policy

* Md. Babar Khan

Mohammad Mohafiz Hussain

Assistant Professor, Faculty of Education, R M College, Saharsa, Bihar * Corresponding Author

Senior Research Fellow, Dept. of Education and Training, MANUU, Hyderabad

ABSTRACT

It was one of the most pleasant moments for Indian school education system when it had come into the list of those 135 countries which confirms the right to free and compulsory education for the children between the age of 6 to 14 as a fundamental right on April 1, 2010. One of the major objectives of the act is to provide the quality education to the children between the said age boundaries. But the 'No Detention Policy' of this very act invites a bulk of questions about the quality of education in school education scenario of India. This paper aims to examine the attitude of teachers from Saharsa district of Bihar regarding 'No Detention Policy' of RTE Act, 2009 comprising of some specific objectives based on status (Govt./Pvt.) of School they belong, their educational qualification and the experience of teaching they have. The findings of the study highlight the attitude of teachers on NDP and will draw attention of the plan men as well as the policy makers towards the above said policy with regard to the confirmation of quality education at school level.

Introduction

RTE Act ensures good quality elementary education for all the children between 6 to 14 years of age and emphasizes the all-round development of a child by inserting a lot of instructions that must be followed by the executors. Genuinely it has lit the lamp of hope to bring all the children closer to school by making them free from all types of burden which can surely be seen by the growing graph of enrolment in recent years. Caring for the total development of a child this act favors the child centered approach to teaching learning process in a healthy environment by fulfilling all the prior facilities needed in this regard. Though there is a superb provision of continuous and comprehensive evaluation which helps to keep the children active and also motivates them to go parallel with syllabus in a given time but at the same time article 16 of the RTE Act that "No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education" invites so many questions in this regard.

No Detention Policy of RTE Act and quality education based issues

Though there is no direct insertion of the terminology 'No Detention Policy' in RTE Act -2009 but its Section 16 favors that students should surely be promoted from one to another upper class that means no detention of a child is to be done till the completion of elementary education. It should be noted that Section 30(1) of this Act says "No child shall be required to pass any board examination till completion of elementary education" but when a child enters in class 9th gets a sudden burden on him that how to promote from 9th to class 10th. By seeing the quality and some other issues related to this policy, many intellectuals have given their opinion to modify this so far.

A Sub-Committee was constituted for assessment of implementation of Continuous and Comprehensive Evaluation (CCE) in the context of No- Detention provision in the Right of Children to Free and Compulsory Education (RTE) Act, 2009 By CABE on June 6, 2012 and submitted its report in August, 2014. The recommendations of Sub-

Committee include, inter-alia, measuring Learning Level Outcomes of all children on regular basis, to catalyze a performance-driven culture and review of 'No-Detention policy' and its implementation in a phased manner. When the report of the Sub-Committee was placed before CABE in its meeting held on 19.8.2015, it was decided to request all States/UTs to share their views on the 'No-Detention policy, in writing with Ministry of Human Resource Development. It should be noted that 22 States shared their views on the No Detention policy out of which 18 have suggested to modify this policy. Another Sub-Committee under the Chairpersonship of Minister of Education Vasudev Devnani, Rajasthan constituted on 26.10.2015 inter-alia, to review the feedback received from States/UTs on the No-Detention policy and he sent recommendation on 30th December, 2015 to the central government stating the policy should be revoked.

Significance of the study

As a part of CCE the no detention policy was implemented under RTE Act 2010 to ensure holistic development of students as well as to reduce the dropout rates. But the opinions came against this policy from many parts of the country should be taken seriously. *Delhi has initiated proceedings to abolish the policy while the Rajasthan Assembly has already passed a bill amending the RTE* as reported by The Indian Express on December 1, 2015. A leading daily newspaper of India, The Hindu (Chennai) on June 14, 2012 reported *Teachers complain that students have developed a lackadaisical attitude- 'why study when there is no fear of failing?'* After going through so many opinions on No detention policy done by media, stakeholders and other intellectuals the researchers of this study planned to see it on ground reality by choosing Saharsa, one of the 38 districts of Bihar. A research tool is constructed by the researchers on 'no detention policy and attitude of teachers' to collect the genuine views on this policy. Hence a survey is conducted in this regard by picking a sample of hundred teachers from both the government and private schools and analyzed the data by using appropriate statistical techniques to reach at the possible conclusion.

Objectives of the study

The following objectives were taken into the consideration for this study:

To study the attitude of Government and Private teachers towards 'No Detention Policy' of RTE Act-2009 with respect to their teaching experience.

To study the attitude of Government and Private teachers towards 'No Detention Policy' of RTE Act-2009 on the basis of their educational qualification.

Hypotheses of the study

Based on the objectives of the study the following null hypotheses were formulated for the present study:

There would be no significant difference between the attitude of government and private teachers on No Detention Policy of RTE Act-2009 with respect to their teaching experiences.

There would be no significant difference between the attitude of government and private teachers on No Detention Policy of RTE Act-2009 with respect to the educational qualification.

Methodology

Descriptive Survey Method was employed to proceed for this study. It was designed to explore the attitude of government and private teachers in Saharsa district of Bihar towards 'No Detention Policy' of the RTE Act-2009

Sample & sampling

A self-constructed questionnaire was used on 100 government and private teachers in Saharsa district of Bihar who were selected through stratified random sampling method. Among these teacher 50 were government and rest 50 were private.

Data collection tool and techniques

The tool for this study was a self-made attitude scale which contained 10 multiple choice items related to the No Detention Policy of RTE Act-2009. The test was administered and the responses made by the selected respondents to test the attitude of government and private teachers of Saharsa district were scored, tabulated and analyzed using chi-square statistical technique.

Analysis and Discussion

Objective-1: To study the attitude of Government and Private teachers towards 'No Detention Policy' of RTE Act-2009 with respect to their teaching experience.

H₀ 1: There would be no significant difference between the attitude of government and private teachers on No Detention Policy of RTE Act-2009 with respect to their teaching experiences.

Chi-Square Tabel-1

Type of School	Teaching Experience		Total	X ²	Inference
	Below 10 yrs. Experience	Above 10 yrs. Experience			
Government	22 (24)	28 (26)	50 (50)	0.641	Not Significant
Private	26 (24)	24 (26)	50 (50)		
Total	48 (48)	52 (52)	100 (100)		

*df = 1, *level of sig. = 0.05

Since the obtained value of X², i.e. 0.641 doesn't exceed the critical value of X² at 0.05 level, the null hypothesis is retained. Hence, it may be concluded that there exist no significant difference between the attitude of government and private school teachers towards 'No Detention Policy' of RTE Act-2009 with respect to their teaching experiences.

Objective-2: To study the attitude of Government and Private teachers towards 'No Detention Policy' of RTE Act-2009 on the basis of their educational qualification.

H₀ 2: There would be no significant difference between the attitude of government and private teachers on No Detention Policy of RTE Act-2009 with respect to the educational qualification.

Chi-Square Table- 2

Type of School	Educational Qualification			Total	X ²	Inference
	Below Graduate	Graduate	Above Graduate			
Government	27 (22)	10 (10)	13 (18)	50 (50)	5.051	Not Significant
Private	17 (22)	10 (10)	23 (18)	50 (50)		
Total	44 (44)	20 (20)	26 (26)			

*df= 2, * level of sig. = 0.05

The obtained value of X², i.e. 5.051, is less than the critical value of X² at 0.05level of significance. Hence, the null hypothesis is retained and consequently it can't be rejected. Therefore we can conclude that there is no significant difference between the attitude of government and private teachers on 'No Detention Policy' of RTE Act-2009 on the basis of educational qualification.

Conclusion and Suggestions

The study reveals that both the formulated hypothesis retained as it is because of its inference came as 'not significant'. It shows that both the government and private school teachers either based on educational qualification or level of experience have mostly matched views on no detention policy of RTE Act but the way they responded the negative items of the questionnaire draws much attention towards this policy. One of the statements of the attitude scale was 'no detention policy is the barrier to provide quality elementary education to all the children' was responded as agreed by 70% of the teachers as a whole. Some of the other items like 'NDP deteriorates competition potential among the students', 'NDP reduces learning outcomes among children' and 'NDP creates careless attitude towards teachers and parents' were responded as agreed in a major percentage as a whole. Now as all students up to class VIII are automatically promoted to the next class is covered under the no detention policy of RTE Act 2009 comes under question mark. Could those scholars, stakeholder and comments came in media regarding this policy be taken right? The answer could be questioned only after making such types of studies in a bigger sample because present study is very limited thus cannot be generalized.

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