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A study on No-Detention Policy and its impact on the Quality Education in Government Schools of Sangareddy Mandal

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ABSTRACT: The present study focused on the No-Detention Policy and its impact on the quality Education in Government Schools. The findings of this study will have implication value in designing the curriculum. The type of the present research work is ‘Applied Research’ and uses the ‘Survey Method’ of research. ‘Convenience Method’ adopted for sampling. A self prepared and standardized questionnaire for teachers is used to collect the data. The study covered 105 government school teachers. No-Detention Policy had achieved its objectives up to maximum level. Teachers believe that there is some far negative impact of No-Detention Policy on quality education. The study concludes that, No-Detention Policy might be aiming to ensure universal enrolment and retention, but has certainly affected the quality of Education and aim of education, which cannot be ignored.

Keywords: No-Detention Policy, Right to Education Act, Government Schools.

1. Introduction:

The ‘No-Detention Policy’, under the Right to Education (RTE) Act, is one clause that a majority of the teachers resent. It states that until class VIII, no child can be held back or expelled from school. A recent proposed policy also brings up another dilemma- whether or not to fail students during elementary education year.

In India, as guaranteed by Article 21-A of The Constitution, every child between 6-14 years of age is entitled to free and compulsory education under the Right to Education Act, 2009. Therefore, to ensure universal enrolment and compulsory education to all for eight formative years, the Act does away with the detention of students till VIII standard – more popularly called the No-Detention Policy (NDP).

No-Detention Policy:

Under this policy, the students up to class VIII, even if they do not get a passing grade are automatically promoted to the next class without being held back. The policy was implemented under the RTE Act in 2010 to ensure all-round development of students, as a part of the Continuous and Comprehensive Evaluation (CCE). The concept of CCE is which emphasizes on evaluating a child through the year, and not just based on performance in one or two term exams.

- As per the No-Detention Policy under the Right to Education Act, no student can be expelled or failed from school till the completion of elementary education covering classes 1 to 8.
- The soul of the policy is that children should not be detained and ‘failed’ up to Class 8. Instead of ‘examinations’, to assess and evaluate the student’s learning, the Act mandates a process of Continuous and Comprehensive Evaluation (CCE).



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The 'No-Detention Policy' had made many changes in the educational system. This policy had strengthened the Right to Education Act. In regards to successful completion of eight years of the policy; the researcher thought that it is time to study the impact on the quality of education in government schools.

2. Statement of the problem:

Thus the Researcher has undertaken the topic as, **A STUDY ON NO-DETENTION POLICY AND ITS IMPACT ON THE QUALITY EDUCATION IN GOVERNMENT SCHOOLS OF SANGAREDDY MANDAL.**

3. Need of the study:

In the present study, the researcher makes an attempt to explore the need for No-Detention Policy and its impact on the quality education in government schools. The 'No-Detention Policy' is introduced to increase students' enrolment. Detaining a student at an elementary education level leads to damage his self-esteem and brings social dishonor attached to failing in a class. The examination fear also hurts children's self-development. Keep a child in school is also stays them away from social evils and juvenile crimes. Another side, it ends up hurting the learning interests of the other students who want to study further and teachers lose interest. The overall quality of education imparted suffers.

Thus, there is a strong need to study the impact of 'No-Detention Policy' on quality of education.

5. Objectives:

1. To find out whether the no-detention policy able to achieve its objectives.
2. To find the teacher's level of satisfaction toward the no- detention policy.
3. To know the impact of no-detention policy on the quality of education.

6. Scope of the study:

AREA: The research work is restricted to the government schools of Sangareddy Mandal of Telangana State.

POPULATION: The research work is restricted to the teachers of government schools in Sangareddy Mandal.

THEME: The research work is restricted to the theme of No-Detention Policy.

7. Limitations of the study:

1. The study is limited to secondary schools.
2. The study is limited to Government schools.
3. The study is limited to a sample of 15 secondary schools.
4. The study is limited to teachers' opinion.
5. The study is Sangareddy Mandal in Sangareddy district.

8. Methodology of the study:

The present descriptive study using the 'Survey Method' of research was undertaken to take into the No-Detention Policy and its impact on the quality education in government schools. The period covered by the study was August-2017 and September-2017.

Sample of the study:

For the present study to collect and know the attitude of secondary school teachers of Sangareddy Mandal, the investigator adopted the 'convenience sampling method'. The



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researcher through his method selected 105 Teachers from selected secondary schools of Sangareddy Mandal.

Tool for the study:

The tool is administered to 105 teachers, a Questionnaire formed with 40 objective type questions in 4 modules covering all the opinions and observations of the teacher. The reliability is 0.85 and that of validity is 0.7225.

Administration of the tool:

The tool was administered personally by the Investigator on the sample of 105 teachers working in different schools under the management of Government in Sangareddy Mandal, and information was gathered.

9. Findings of the study:

With the above analysis, we can come to know the overall opinion of the teachers who have participated in the survey. The researcher has found the below given points

1. No-Detention Policy had achieved its objectives up to maximum level.
2. Teachers are satisfied with the implementation of No-Detention policy for maximum level.
3. However the teachers facing some problems, but they are able to handle the challenges which they have faced after the implementation of the No-Detention policy.
4. Teachers believe that there is some far negative impact of No-Detention Policy on quality education.

10. Recommendations:

Considering the findings of this study the following recommendations are suggested:

1. Catalyzing a “performance-driven culture” and rewarding high performers at every level.
2. Changing stakeholders’ mindset and preparing them for the new provisions, in which parents were made responsible or accountable for full attendance of their children.
3. The policy should be implemented in a phased manner only after strengthening of infrastructure, faculty strength and faculty’s skills.

11. Suggestions for Further Study:

1. Consider the opinion of parents, students towards no-detention policy and quality education.
2. The urban, semi-urban, rural and remote areas must be covered in the study for better result and for better analyzing in different geographical areas.

12. Conclusion:

On the basis of the discussion above, we may conclude that the No-Detention Policy might be aiming to ensure universal enrolment and retention, but has certainly affected the quality of Education and aim of education, which cannot be ignored. It is now high time that the controversial clause is reviewed to maintain focus on quality education. Hence the policy should either be renovated with adequate changes to neutralize the ill effects or replaced with a new policy that would take a balanced approach.

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