



“Perception of Teacher’s towards No-detention Policy”

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Abstract

Government amended policies, acts for the development of children’s society, country but how successful it became and what and how it effect and fulfill its objective is actually mean a lot.

While amending right to education act, 2009- government introduces no detention policy and also enforced it. This project tries to show the coin Sides of the no detention policy i.e. we know for what objectives the government amend this policy but in this project researcher tried to know how successful the policy is and how it effects the education system.

Introduction:

RIGHT TO EDUCATION- ACT, 2009

The act provides for free and compulsory education to all children of the age of six to fourteen years

The right of children to free and compulsory education act came into force from april1, 2010. This was a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by article 21 A of the Indian constitution. Every child in the age group of 6- 14 years will be provided eight years of elementary education in an age appropriate classroom in the vicinity of his neighborhood. Any cost prevents a child from accessing school will be borne by the state which shall have the responsibility of enrolling the child as will as ensuring attendance and completion of eight years of schooling. No child shall be denied admission for want of documents; no child shall be turned away if the admission cycle in the school is over and no child shall be asked to taken an admission test.

Children with disabilities will also be educated in the mainstream schools. The Prime Minister Shri Manmohan Singh has emphasized that it is important for the young people with the right education, India's future as a strong and prosperous country is secure.

All private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25% of their enrolment, by simple random selection. No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the government schools. All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 3 years will be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an academic authority. Teachers in all schools will have to subscribe to these norms within 5 years.

The National Commission for Protection of child rights (NCPCR) has been mandated to monitor the implementation of this historic right. The special division within NCPCR will undertake this huge and important task in the coming months and years. A special toll free helpline to register complaints will be set up by NCPCR for this purpose. NCPCR welcomes formal notifications of this Act and looks forward to playing an active role in ensuring its successful implementation.

NCPCR also invites all civil society groups, students, teachers, administrators, artists, writers, government personnel, legislators, members of the judiciary and all other stakeholders to join hands and work together to build a movement to ensure that every child of this country is in school and enabled to get at least eight yrs of quality education.

RTE has been a part of the directive principles of the state policy under Article 45 of the constitution, which is a part of chapter 4 are not enforceable. For the first time in the history of India we have made this right enforceable by putting it in chapter 3 of the constitution as Article 21. This entitles children to have right to education enforced as a fundamental right.

No detention policy

In our country, children are often admitted to school for the first time when they are quite a bit older than the children in class one. For example, if a child of say 10 years of age is made to sit in a class of children of 6 years of age, he will feel humiliated, especially if the smaller children taunt or make jokes at his ignorance. One can be sure that such a child will not return to school, and will forever remain illiterate. For such children the right to education will have little meaning.

It is also not uncommon to find children being detained in class, either because they missed school due to illness, extended visits to the home of relative, or simply because, their parents did not realize that children have to be sent to school every day. Children, who thus fail

behind in their studies and are detained in a class, perhaps more than once, too tend to drop out, making the right to education of little meaning for them. Despite access to school such children can remain unschooled forever.

Sensitive to such issues and mindful of the fact that each child is an individual with her own peace of learning the RTE has mandated a new paradigm in schooling—the age appropriate class. The RTE has provision requiring age appropriate classroom, special training facilities for late entrants to a class, NO-DETENTION, no expulsion, and continuous and comprehensive evaluation of child’s understanding and ability to apply the same. Article- 16 of Right To Education Act says “no child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education”

Objectives

- To dig out whether the no-detention policy able to achieve its objectives.
- To find teacher’s level of satisfaction toward the no- detention policy.
- To analyze the challenges and problems faced by teachers in the class after the enforcement of no-detention policy.
- To know the impact of no-detention policy on the quality of education.
- To suggest measures for improving no-detention policy and ensuring greater utilisation of policy outcomes by teachers in education

Operational Definitions:

No-detention policy: 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.

Delimitation of the study

This project deals with a limited scope of data. This project is performed on small scale which included and covers only a very small area /place and sample size.

Design of the Study

The design of the study was a combination of pre- and post-test design, meetings, desk analysis of documents and focus group discussions.

Sample of the Study

Multistage stratified sampling was employed in the study. Purposive sampling procedure based on area representation .one district were selected .5 sampled schools were covered in the study. Systematic sampling technique was used to select the schools, teachers for data collection.

Tools Used

Two tools were developed to realise the objectives of the study. These were questionnaire and interview

Procedure for Data Collection

The data were collected from both primary and secondary sources by using the above mentioned tools. The impact of no-detention policy in the sampled schools was evaluated by the researcher. A desk analysis of teacher education documents, manuals, circulars, letters, reports, and policy documents, etc was carried out. In addition, interaction with teacher's school authority was held for collecting relevant data. Data were also collected from the schools and classrooms regarding the impact of no-detention policy on teachers and students by administering the tools. Case studies of students were conducted for complementing the normative data. Focus Group Discussion (FGD) was conducted to collect qualitative data regarding impact of no-detention policy on students and teachers. The FGDs were conducted with students after the observation in their classes.

Analysis Plan

The qualitative analysis was carried out in respect of content analysis of the no-detention policy, follow-on observation during meetings and focus group discussion with students and teachers.

Observation

Self observation of 3rd class of M.C.D school

Out of 39% students of the class more than 10% students being absent from the school on regular basis. They come to school for some weeks than become absent for some weeks. They came to school just because their teacher said if they did not attend classes than they will be expelled from the school.

Mostly students being absent for more than 2-3 weeks continuously from the school without any reason of their absence as they generally said that they become ill or they went to their home town or relative house but when teacher consult to children's who live nearby their house that found that the student was lying and when again she asked the reason of their absence than they remain silence.

CASE 1 :- GANESH (3rd class student)

Ganesh being absent for whole last year from the school and after one and half year, he again take admission in the same school. When researcher ask him what he did in one and half year. He said he stay at home and play with his friends. When ask him to write his name in English and Hindi, he could not able to write his own name, when asked him to try to read some words of his Hindi textbook, he unable to read, even he could not able to add, even after taking admission in the school, he came to school just one day after that did not came to school.

CASE 2—Rajesh (class 3rd student)

Rajesh is unable to write the alphabets properly and there is no provision of any remedial classes for such children in the school.

- About 36% of students could not able to read Hindi of their textbook properly.
- About 80% of the students could not read English of their N C ERT
- About 95% of students could not able to comprehend the chapter or poem they read from their English textbook and essays and even answers of their notebook. Their teacher provides them a essay on myself and explain it properly on the next day when he asked about the essay only a few children understand it, they just rote-memories it.
- 5% of the students did not write anything in their exams (mid term)
- More than 5% of the students attend school only in exam days because they were told if they did not attend exams than they did not got promoted to next class.
- Students keep asking how those children's got promoted to next class who attend school just for few days and who did not wrote a single word in exams.
- There is no provision of remedial classes for children who get promoted to higher class because of NO DETENTION and age appropriate policy.

Observation

(SENIOR SECONDARY SCHOOL)

Strength of children is very high in every class. There are around 70 to 120 students in every class. This is also a big reason that teachers face problem while teaching.

Even in elementary classes some of the students could not able to read properly.

About 10% students could not able to comprehend the Hindi properly from their NCERT book.

About 30% students of elementary class could not read English language.

About 60% students could not comprehend English language properly.

CASES – STUDENT OF ELEMENTARY CLASS

CASE 1- VI class

While writing newspaper, however she manages to write news with the help of her friends of that class but unable to write 'paper'.

CASE 2—V111 class

While playing words-game, a girl was unable to write the word "RAT"

Quality of education is also affected by the infrastructure as many times I did not get any empty class room because of which I had to take class in a noisy corridor full of distraction where Learners could not hear the teacher properly and easily get distracted.

Students of elementary class could not write a paragraph themselves properly. They were dependent on guides. They memorise the answers from them and rewrite it. They even face problem to answer questions which are not in book and guides even if u taught them about.

Analysis

Objective-wise analysis

OBJECTIVE -1 To dig out whether the no-detention policy able to achieve its objectives

(TO FIND WHETHER THE TEACHER'S WHO ACTUALLY DEALS WITH THE GROUND REALITY IN EDUCATION SYSTEM ARE SATISFIED WITH NO DETENTION POLICY OR NOT.)

ANALYSIS (QUESTIONNAIRE)

APPROXIMATELY 79% OF TEACHERS ARE NOT satisfied with no-detention policy while 21% of teachers seem satisfied with the government no-detention policy

Analysis (Interview)

Analysis of data: Question No 1 of interview helps me to analyze whether the teachers actually satisfied with the no-detention policy of right to education act. From the interview 94 % of the teachers are not satisfied with the policy and only 5.5 % of teacher are satisfied with the policy

Overall Analysis of data collected for objective-1

86.5% of teachers are not satisfied with no-detention policy and only 13.5% of teachers are satisfied.

Objective 2: To find teacher's level of satisfaction toward the no- detention policy

(To know the no-detention policy could able to fulfill its objectives I.e. to decrease of learner's burden about studies, to motivate learner's to attend school or to decrease dropout rate.)

(To reduce stress among the learners toward studies.)

Analysis of data (questionnaire)

89.5% teachers agreed that no-detention policy decrease the stress among students about studies but 10.5% teachers said that this policy not decrease stress at all

Analysis of data (Interview)

83.5% teachers agreed that no-detention policy decrease the stress among the student but 16.5 teachers said that the policy don't decrease stress.

Overall analysis

86.5% teacher agreed that no-detention policy decrease the stress among the student but 13.5 teachers said that the policy don't decrease stress. About 20% of the teacher say that stress decrease till class v111 but after that it again increased so there is no change in the behavior of student.

About teachers about 20% of teachers agreed that no-detention policy decrease the stress among the students till V111 standard but after the elementary class's tress again increased.

Over all analysis

86.7% teacher don't agreed that the policy motivate learners to attend the school but 12.3% argue that policy fulfill the objectives of motivating learners to attend school.

87% teacher who argue that policy not motivate enough students to attend the school also argue that policy motivate learners to be absent as now they don't have any restrictions.

Objective 3

- To analyze the challenges and problems faced by teachers in the class after the enforcement of no-detention policy.

Analysis of the data(questionnaire)

74% teachers argue that they face problem in the class but 26% said that they don't face such problems in the class.

Analysis of the data (interview)

89% argue that they face problem but only 11% said that they don't face such problems .when asked about type of problem faced they pointed out some of them like:

- Difficulty to control the class
- Students become careless towards their studies.
- Students were not punctual and also become irregular toward attending school.
- Student become arrogant and also some time disrespect there teachers
- Large strength of students in the classes, and lack of infrastructure.
- No arrangement for remedial classes.

Objectives: 4

- To know the impact of no-detention policy on the quality of education

Analysis of data (questionnaire)

73.6% argued that no-detention policy affects the quality of education negatively, 5.4% agreed that it positively affects the education and 21% said that policy affects in both ways.

Analysis of data (interview)

77.8% says that policy affects the quality of education negatively, 16.7% agreed that it affects both ways and rest of 5.5% said it affects the education positively.

Over Analysis of the data:

Majority says that policy affects the quality of education and also stated out the impact in two categories:

Positive effect of no-detention policy

- Student becomes more confident-this policy provide fear free environment which in results boost the confidence of the learner who were earlier unable to respond freely.
- Student gets fear free environment where they are free to explore new knowledge.

Negative effect of no-detention policy

- Student show less interest in their studies.
- Hard working student also get affected by this and developing unhealthy behavior toward their studies.
- Absenteeism also affects the quality of education negatively.
- It ruins class discipline
- Policy focuses on the quality of education.

Objective: 5

- To suggest measures for improving no-detention policy and ensuring greater utilisation of policy outcomes by teachers in education

Analysis of data (questionnaire)

73.5% teachers said that the policy must be improved or strongly be changed, 16% in the favour of policy as it is, and 10.5% gave no response on this question.

Analysis of data (interview)

72% teachers asked for the change, 5.5% not go for the change and 22.5% don't respond this question.

Over all analysis of data :

More than 70% demand for review of the document.

Some suggestion by the teachers:

- Teacher should be highly skilled to develop interest toward teaching among the students.
- Regular in-service training must be provided to teacher which equip them with the various strategies use to achieve the aim of no-detention policy.
- Enrich value education among students.
- Government should focuses on teacher-student in the classes and should provide better infrastructure facilities.

Special comment: A few teachers also argued that policy must be fully changed and there should be a healthy competition among students and government.

References

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