

No Detention Policy an Immediate Threat to Quality Primary Education in Jammu and Kashmir

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Abstract: Elementary education is the backbone of educational system in the whole world. From the last few decades the quality of elementary education has become the focus of attention at both central and state level. Education becomes a fundamental right in India, through the enactment of RTE act 2009 in order to make education accessible to each and every one. Sarva shiksha abhiyan was launched in 2004 to universalize education and take it to the door steps of each and every one. Midday meal scheme was the main tool behind universalization of education and making it hunger free education. Keeping in view the 2020 vision India want to become an educational leader and major provider at the global level in education, for that very purpose no detention policy was immediately introduced in all govt schools throughout India. No doubt we are witnessing a tremendous growth in the no. of students completing elementary education, but majority of them did not know the ABC of the subjects. No one would have thought that this no detention policy would defame the system of basic education. Students were promoted but did not know even the basics. The aim of the present paper is to know perception of govt school teachers towards no detention policy an aspect of (right to education 2009), because teachers are major actors, they know each and every thing about what is beneficial for students. For the present study a sample of 50 teachers were selected by using multi stage sampling technique. Data was collected by administrating self constructed tool, and interview schedule. The findings of the study have vast educational implications.

Keywords: no detention policy, quality deterioration.

I. INTRODUCTION

The foundation of the entire system of education of any nation is wholly and solely based on the quality of basic education or elementary education. The growth of better human resource development is directly based on quality education. The development of any nation is based on quality human capital resource. Those nations who are better in education are more progressive and developed at the global level than those who have poor educational standard. It was the long time objective of the Indian nation to achieve quantitative as well as qualitative growth status in education. Universalization of education was the goal of prime importance, to achieve it the govt has launched number of programmes and schemes from time to time, like national policy of education 1986, sarva shiksha abhiyan, midday meal scheme, and the major landmark was RTE 2009 in the history of education. The aim of all these schemes was to make education accessible to each and every one. No doubt India has achieved its short term goal in the form of mass number of people coming forward to receive education. Enrolment ratio has doubled but the long term objective; the ultimate aim that a nation should have has been totally neglected and demolished. Right to education (RTE, 2009) has made strong appeal to each and every elementary school to follow its guidelines, like 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”. Did we have ever thought or introspect about it that the students who have been promoted to next classes really possess capacity for that class. Are we defaming the system of education? Are we putting veil over the ultimate aim of basic

education? We must deeply think about it otherwise it will be too long to save the entire system of education in India. Students are getting intermediate degrees, but unable to right a simple application letter. I have my own personal experience; I have been gone through those people, who are, quite old and had received little education up to 10th standard in the past, but they speak and write much better English than those of the modern day graduates and post graduates. They even have better understanding related to any subject. That is actually the quality education which they have got. The aim of the present paper is to know from the teachers' point of view about the impact of no detention policy on the quality of elementary education, because teachers are the real actors they know what is good and what is bad for students. introduction of any change in the curriculum and the co- curricular activities will be useless unless and until teachers are involved in it because, Whatever policies will be laid down by policy makers, the ultimate analysis, interpretation and implementation has to be done by teachers. The status of the teacher reflects the socio cultural ethos of a society it is said that no people can rise above the level of its teachers"(Government of India 1986: 25).but this detention policy has lowered their status totally.

Objectives of the study:

1. To know whether teachers think that no detention policy has deteriorated the quality of primary education.
2. To know whether teachers think that no detention policy has lead to migration of students from govt to private schools.
3. To know whether teachers think that examination becomes a formality due to no detention policy.
4. To know whether teachers think that there is no differentiation between poor, average and intelligent students at primary level of education due to no detention policy
5. To know whether teachers think that due to no detention policy performance of the students dipped shockingly at elementary level.
6. To know whether teachers think that due to no detention policy poor students are more effected as compared to students of well off families.
7. To know whether teachers think that no detention policy should be completely abolished at elementary level.
8. To know whether teachers think that no detention policy results in dropout rate of students.

Research questions:

1. Do teachers think that no detention policy has effected primary education?
2. Do teachers in favour of RTE's no detention policy?

II. METHODOLOGY

The investigator has used descriptive survey method of research. The investigator personally visited and collected the data from the sample of schools. The population of the present study consists of govt school teachers in Gandhi nagar zone in Jammu district. For selecting the sample the researcher has used cluster random sampling. Samples of eight primary schools are selected from the total number of schools in Gandhi nagar zone by cluster random sampling. From these eight samples of schools a sample of 50 teachers has been selected through cluster random sampling. For collecting the data the researcher has prepared a self constructed questionnaire and also taken interview of some teachers.

Analysis and interpretation of data:

After the collection of data the researcher has calculated percentages of responses of teachers with respect to the effect of no detention policy on different aspects of primary education.

Table1: responses of teachers with respect to deterioration in quality education

Table2: responses of teachers in relation to migration of students from govt to private schools

Table3: responses of teachers with respect to examination as formality at primary level.

Table4: responses of teachers with respect to no differentiation between intelligent, average and poor students.

Table5: responses of teachers with respect to dipping of performance of students at primary level.

Table6: responses of teachers with respect to its impact on poor students.

Table7: responses of teachers with respect to total Abolishing of policy at primary level.

Table8: responses of teachers in relation to increasing dropout rate at primary level.

Table No 1: responses of teachers with respect to deterioration of quality education at primary level.

Responses	Number of teachers	Total %age
yes	46	92
no	3	6
can't say	1	2
Total	50	100

Table 1: shows the responses of teachers in relation to effect of no-detention policy on the quality of education at primary level. It shows that 92% teachers say yes, 6% say no while 2% remained silent.

Table No 2: responses of teachers with respect to migration of students from govt to private schools

Responses	Number of teachers	Total %age
Yes	21	42
no	20	40
can't say	9	18
Total	50	100

Table 2: shows the responses of teachers in relation to effect of no-detention policy on the migration of students from govt to private schools at primary level. It indicates that 42% teachers say yes, 40% say no while 18% remained silent.

Table No 3: responses of teachers with respect to examination as formality at primary level

Responses	Number of teachers	Total %age
yes	41	82
no	5	10
can't say	4	8
Total	50	100

Table 3: shows the responses of teachers in relation to effect of no-detention policy on the examination system at primary level. It shows that 82% teachers say yes, 10% say no while 8% remained silent.

Table no 4: responses of teachers with respect to no differentiation between intelligent, average and poor

Responses	Number of teachers	Total %age
yes	27	54
no	12	24
can't say	11	22
Total	50	100

Table 4: shows the responses of teachers in relation to effect of no-detention policy on the system of identifying different categories of students at primary level. It shows that 54% teachers say yes, 24% say no while 22% remained silent.

Table no 5: responses of teachers with respect to dipping of performance of students at primary level

Responses	Number of teachers	Total %age
yes	46	92
no	2	4
can't say	2	4
Total	50	100

Table 5: shows the responses of teachers in relation to effect of no-detention policy over the performance of students at primary level. It shows that 92% teachers say yes, 24% say no while 22% remained silent.

Table No 6: responses of teachers with respect to its impact on poor students.

Responses	Number of teachers	Total %age
yes	39	78
no	3	6
can't say	8	16
Total	50	100

Table 6: shows the responses of teachers in relation to effect of no-detention policy over poor students at primary level. It shows that 78% teachers say yes, 6% say no while 16% remained silent.

Table No 7: responses of teachers with respect to Abolishing of policy

Responses	Number of teachers	Total %age
yes	46	92
no	2	4
can't say	2	4
Total	50	100

Table 7: shows the responses of teachers in relation to complete abolition of policy at primary level. It shows that 92% teachers say yes, 4% say no while 4% remained silent.

Table No 8: responses of teachers with respect to increase in dropout rate at primary level

Responses	Number of teachers	Total %age
yes	17	34
no	18	36
can't say	15	30
Total	50	100

Table 8: shows the responses of teachers in relation to effect of no-detention on the retention of students at primary level. It shows that 34% teachers say yes, 36% say no while 30% remained silent

III. DISCUSSION

In TABLE 1, 92% of teachers replied that no detention policy has deteriorated the quality of education at primary level. Students are not serious about their studies, they feel free from any anxiety and stress in school. In my interview with the teachers of these schools, they say that mostly student's attention is more towards what is being cooked for them and when they are going to take in lunch, instead of their focus towards class work. They often look whether water is there for lunch. As my own personal experience during the data collection some teachers are unable to fill the questionnaires. What nation can expect if we have such calibre of teachers in our schools? Even some teachers say that what this no detention policy is.

In TABLE 2, 42 % of teachers replied that students migrated from govt to private schools because of this policy. It is also because of the reason that parents lose their trust over govt schools. That is why they withdraw their wards from govt schools and admit them in private schools. They don't want to risk the future of their sons.

In TABLE 3, 82 % of teachers say examination becomes a formality because of this policy. It is because of this bad policy students are promoted to next grades whether they know anything or not, in order to full fill the goal of India to become fully educated. In this matter teachers are helpless.

In TABLE 4, 54 % of teachers say that it is difficult to identify intelligent, average and poor students because of this policy. Everyone is getting promoted to next grades, with no fail and pass system in schools. There is not much difference between intelligent average and gifted which used to be, because at the end everyone is getting equal marks having little variations. So it becomes difficult to identify different categories of students with different talents.

In TABLE 5, 78% of teachers say that performance of students dipped sharply due to this policy. Students are unable to spell simple English words correctly. Even an 8th pass student fails to solve a simple mathematical problem of subtraction and division. They can't read and write correctly, it is all because of this policy which has created disharmony in schools.

In TABLE 6, 78% of teachers say that poor students are more affected by this policy as compare to rich. Poor people have other option or way out before them. They can't afford the high tuition fee charged in private schools.

In TABLE 7, 92% of teachers say that this no detention policy should be completely abolished. It should be completely abolished otherwise it will cause a big harm to the future generation of entire nation.

TABLE 8, 34 % of teachers say that dropout rate is not a cause of this policy.

IV. CONCLUSION

From the observed results we can say that no detention policy has really created a havoc in elementary education and defamed it completely. So there is an urgent need to re-think about continuing 'No Detention Policy' and its pros and cons to Maintain focus on quality of education rather than only enrolment and retention. The fact is that those children with weak foundation reach in Class IX unable to continue in higher classes. It is a serious concern that all attempts of educating children. (More specifically of rural areas and govt. schools) up to classes 8th under RTE is proving a waste in terms of time and money. In terms of quality Students are deteriorating day by day. Govt schools are decreasing in importance. Teachers are recruited in schools without any purpose. Govt schools are becoming student less schools.

Education is becoming totally student centred and the role of teacher is just passive. Teachers are totally against this faulty education policy.

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