

Attitude of Teachers and Students towards No-Detention Policy

Maran Bandhu Majumder* & Bijan Sarkar**

**M.Phil. Student, Department of Education, Kalyani University*

***Assistant Professor, Department of Education, Kalyani University*

ABSTRACT

Everyone has the right to education. Education should be free, at least in the elementary and fundamental stages. In Universal Declaration of Human Rights it is mentioned that Elementary education shall be compulsory (Article 26 of the 1948 Universal Declaration of Human Rights). This UN recommendation has been reinforced in the provisions of the Right of Children to Free and Compulsory Education (RTE) Act (2009), which came into effect in India on 1 April 2010, enshrining in law for the first time the rights of all Indian children aged between 6 and 14 years to free and compulsory elementary education regardless of caste, class, gender, etc. While amending this right government introduces no- detention policy and it states that until class VIII, no child can be held back or expelled from school. The objectives of the paper are to find out **the nature of attitude towards no-detention policy of teachers and students and compare the differences of attitude towards no-detention policy between teachers and students. Researcher framed three null hypotheses for the study.** 224 students & 62 teachers in the districts of Jalpaiguri & Nadia, West Bengal was considered as sample and purposive sampling was used for sample selection. Researcher developed a tool to measure attitude towards no-detention policy. The validity and reliability were estimated by applying Test-Retest Method and they were found sufficient for the study. After collection of data, 't' test was applied for testing hypotheses. One null hypothesis was accepted, hence it was found that no significant difference existed among seven grade and nine grade students. Two null hypotheses were rejected, hence it was found that significant differences existed primary and secondary school teachers, and also students and teachers.

Key words: RTE Act (2009), No-Detention Policy, Pass-Fail, School Education.

INTRODUCTION

In the Article-45 of Indian Constitution stated that the state shall endeavour to provide within a period of 10 years (1960) from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years. The 86th Constitutional amendment in 2002, which declared 'Education as a Fundamental Right' (under Article-21A) of all children in the age group of 6-14 years. This is the first time that a fundamental right has ever been added to the Constitution of India.

The Right of Children to Free and Compulsory Education Act 2009 made possible for the government to 'notify' or in other words, declare the 'coming into effect' of the new fundamental right to education articulated in Article 21A, which had been added to the Constitution of India in 2002. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4th August 2009, which describes the modalities of the importance of free and compulsory education for

children between 6 and 14 in India under Article 21A of the Indian Constitution. The bill was approved by the cabinet on 2 July 2009. Rajya Sabha passed the bill on July 20, 2009 and the Loc Sabha on August 4, 2009. It received Presidential assent and was notified as law on August 26, 2009 as the Children's Right to Free and Compulsory Education Act. The law came into effect in the whole of India except the state of Jammu & Kashmir from 1st April 2010. And the Act also provides under Article 51-A (K) that it shall be a fundamental duty of every citizen of India who is a parent guardian to provide opportunities for education to his child between the age of 6 and 14 years. The National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of this historic Right and also said in this Right that no child can be detained up to class VIII. 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. It is called 'No detention Policy'. The no detention policy, for children up to class VIII, is being implemented under 'Continuous and Comprehensive Evaluation (CCE)'. 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" Under the policy, students are not detained in any class, irrespective of their academic performance.

REVIEW OF RELATED LITERATURE

The following review had been arranged according to the merit of importance and relevance to the present study as decided by the researcher.

Barman & Bhattacharya (2012) in their study 'Attitude of teachers and students towards the system of Pass-Fail in School education' had described that teachers had favorable attitude towards the Pass-Fail system and there is no significant difference between teachers on the basis of gender and streams. But in the other side, students had not strongly favorable and unfavourable attitude towards the Pass-Fail system. It was also found that there was significant difference in the attitude of teachers and students towards the Pass-Fail system. Teachers have more favourable attitude towards the Pass-Fail system than the students.

Mee, Y. K. (2007) in his publication 'Is the Pass/Fail System Applicable to a Medical School in Korea?' had indicated that the determine whether a pass/fail system is more appropriate for medical students and faculty members of Hallym University, Korea, was taken a questionnaire was delivered to 54 junior students and 36 faculty members from a medical school in Korea. These participants, 37.7% of students and 36.1% of faculty agree to the pass/fail system, while 28.3% of students and 52.8% of faculty objected to it. The most frequent reason for objection was the potential decrease in learning achievement. A pass/fail system should be considered after persuasion of the students and faculty to think positively of this system.

Daniel, E. R., Patricia, A. B., Mathew, M. C., David, A. C., Kristin S. Vickers and Paul A. D. (2006) in their study 'The Benefits of Pass-Fail Grading on Stress, Mood, and Group Cohesion in Medical Students' had attempted that students graded with the pass-fail system

had less perceived stress (median, 15.0 vs 21.0; $p=.01$) and greater group cohesion (median, 34.5 vs 30.0; $p=.02$) at the end of their second year of coursework than their 5-interval graded peers. The pass-fail group had better mood (median, 46.5) than the graded group (median, 64.0), but this difference was not statically significant ($P=.07$). No significant differences were found between the 2 groups in test-taking anxiety or in United States Medical Licensing Examination Step 1 board scores. Pass-fail grading may reduce stress and increase group cohesion in medical students compared with traditional 5-interval grading.

OBJECTIVES

After considering these facts researcher considered the followings as the objectives of the study:

- To find out the nature of attitude towards no-detention policy of students and teachers.
- To find out the differences of attitude towards no-detention policy between students and teachers.
- To develop a tool for measuring attitude of no-detention policy of students and teachers.
- To measure the attitude of no-detention policy of students and teachers.

HYPOTHESES:

Researcher framed the following hypotheses for the study:

- $H_{O.1}$: There exists no significant difference in the mean scores of attitude towards no-detention policy between seven and nine grade students.
- $H_{O.2}$: There exists no significant difference in the mean scores of attitude towards no-detention policy between Primary and Secondary school teachers.
- $H_{O.3}$: There exists no significant difference in the mean scores of attitude towards no-detention policy between students and teachers.

METHOD AND MATERIALS:

This study was quantitative in nature and Descriptive Survey approach was applied for conducting the research.

Variables: Attitude of Teachers and Students towards No-detention Policy was considered as the variable in this study.

Sample: 62 teachers (primary-31 & secondary-31) and 224 students (seventh grade-112 & ninth grade-112) from Bengali Medium Schools in the district of Nadia and Jalpaiguri of West Bengal considered as sample and purposive sampling was used for sample selection.

Tool used: Researcher developed a tool to measure attitude towards No-detention policy. After item analysis 40 items were selected. The validity and reliability were estimated by applying Test-Retest, and they were found sufficient for the study.

ANALYSES AND INTERPRETATION:

After collecting data researcher used different descriptive and inferential statistics. At first researcher confirmed the assumptions regarding using parametric test. Then the data were analyzed by applying t-test.

Table-1: 't'-test: Attitude towards No-detention Policy between seven grade and nine grade students

Group	No. of Participants	Mean	SD	Stand. error Difference	df	't' value
Seven grade Students	112	146.17	21.63	3.135	222	1.19
Nine grade Students	112	142.43	25.16			

Not significant

The 't' value was found not to be significant, therefore the corresponding null hypothesis ($H_{0.1}$) was accepted. As such, it could be inferred that there existed no significant difference in the mean scores of attitude towards no-detention policy of seven grade and nine grade students.

Table-2: 't'-test: Attitude towards No-detention Policy between Primary and Secondary school teachers

Group	No. of Participants	Mean	SD	Stand. error Difference	df	't' value
Primary Teacher	31	129.48	15.1	5.14	60	2.95*
Secondary Teacher	31	114.32	24.3			

***Significant at 0.05 level**

The 't' value was found to be significant, therefore the corresponding null hypothesis ($H_{0.2}$) was rejected. As such, it could be inferred that there existed significant difference in the mean scores of attitude towards no-detention policy between Primary and Secondary school teachers.

Table-3: 't'-test: Attitude towards No-detention Policy between students and teachers

Group	No. of Participants	Mean	SD	Stand. error Difference	df	't' value
Students	224	144.57	23.71	3.11	284	7.37**
Teachers	31	121.66	21.05			

****Significant at 0.01 level**

The 't' value was found to be significant, therefore the corresponding null hypothesis ($H_{0.3}$) was rejected. As such, it could be inferred that there existed significant difference in the mean scores of attitude towards no-detention policy between students and teachers.

CONCLUSION

On the basis of the statistical analysis and interpretation the findings of the present study could be reiterated as below:

- There was no significant difference found in the mean scores of attitude towards no-detention policy of seventh grade and ninth grade students, wherein; the attitude scores of seventh grade students was higher than the nine grade students.
- Significant difference was found in the mean scores of attitude towards no-detention policy between Primary and Secondary school teachers, where in; the attitude towards no-detention policy of Primary teacher was significantly high.
- Significant difference existed in the mean scores of attitude towards no-detention policy between students and teachers, wherein; the scores were significantly higher in case of teachers.

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