

A Study of Perception of Government School Teachers towards No-Detention Policy (NDP)



Dr. Roohi Fatima

Associate Professor, Department of Teacher Training & Non-formal Education (IASE), Faculty of Education
Jamia Millia Islamia, New Delhi 110025

INTRODUCTION

Every society needs well-educated members. Education is the most important responsibility which is given by the society to the teachers for making a far better generation. Teachers play a key role to fulfill the desires and expectations of society. They give their best for the all-around development of children. Teachers are truly nation builders. A student never forgets his teachers. Many educationists, scholars, education commissions gave their contribution to achieving the aims and objectives of the nation as well as society. But to fulfill the needs of a growing population and lack of resources, our nation cannot bear wastage of resources. It is an obligation for the government to provide education to all the children up to class VIII (i.e., between the age of 6 to 14 years). Therefore, if the children do not get promoted to the next class, then new children may not be able to attend that class.

As an important part of Continuous and Comprehensive Evaluation (CCE) under the act of RTE in 2010 the policy of 'No Detention Policy' was implemented to ensure the holistic development of students. The purpose of the No detention policy was to reduce wastage of the country's resources and stagnation of children as well as to reduce the dropout rate. It also provides an environment free from fear, stress, and anxiety to elementary school students as well as allows them to learn and grow in their own space. With the help of these provisions, the no-detention and the development of a progressive and holistic evaluation framework got legal status. It was enunciated in the National Education Policy (1986) and also by the National Curriculum Framework (2005).

After the implementation of the 'No Detention Policy', the competitive attitudes and interest of the students towards their studies have decreased rapidly because they know very well that no one can detain them in the existing class. As for the teachers and parents, they have lost interest in teaching their wards. A horrible situation has been there when the parents did not pay attention to their children and did not bother about whether they are going to school or remained absent even on the day of their test or exam. Generally, it is said that education and learning come down in the schools and they have become the centers for the mid-day meal. For example, the Economic Survey done in 2015-16 pointed out that in the government schools only 42% of children of class V are able to read a text of class II level. Many teachers and educationists have a view that the children do not study and work hard if they do not detain or get an automatic promotion in the next class. It has been observed that the CCE has not been implemented properly and the level of teacher training is not adequate, hence we can say that our education system could not support the policy of no detention. The accountability of the teachers towards achieving the objectives of teaching-learning becomes low when the children are automatically promoted to the next class. The central government asked all the states to share their views on the no-detention policy in 2015. A modification in the No Detention Policy in its current form has been suggested by most of the states. Due to RTE and no-detention policy, not only is 100% enrollment at the primary level a distant dream but a high rate of dropouts of students at the secondary stage has also been observed. The highest dropout rate at the class X level is 17%. These are the main disadvantages of the no-detention policy.

But the picture has another side too. Many people are in favor of the 'No Detention policy' (NDP). They give positive arguments towards this policy. According to them, poor learning outcomes are a result of improper implementation of the RTE and the CCE and inadequate training of teachers rendering them ill-equipped for identifying and improving the weak areas of the child. The reasons for rising dropouts at the secondary level may include less awareness of their parents, economic activities for boys, and domestic work for girls due to lack of interest in education and financial problems. Therefore, the No Detention Policy may not have been responsible alone as a factor for such a high dropout rate. They added, 'No detention Policy' was a positive move as the standard examination evaluated a particular kind of ability of the child and those children who do not have these abilities may fail. Where the child is struggling, continuous and comprehensive Evaluation (CCE) was used for assessments and taking suitable remedial measures so that there is no need for detaining the child in the same class.

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RTE (RIGHT TO EDUCATION) ACT, 2009

A fundamental right of every human being is the right to education. When the creators of our constitution were making this Holy book, they saw a dream of grooming every child. So, they wanted to give the right to education to every citizen of India. But, limited sources were available for a newly independent country. Therefore, the constituent assembly has made a provision for compulsory and free education for all the children up to the age of 14 years within 10 years of proclamation of the Constitution under Article 45 (Directive principles of the state), which is a part of chapter 4 are not enforceable. But it was felt by the educationists, scholars, teachers, and decision-makers that the 21st century is truly an ocean of knowledge and our country cannot lack behind in this race. This century belongs to us and our future generation does need a fundamental right to education. So, there had been an amendment in the Constitution by the parliament, and the Right to Education was made a fundamental right under Article 21A. In 2009, the Right to Education Act was made and it was implemented in 2010. The RTE Act provides that;

- Every child has a right to free and compulsory education till the completion of elementary education in a neighborhood school.
- It clarifies the obligation of the government of every state to make an arrangement for the provision of free elementary education and also ensure every child in the age of six to fourteen years gets compulsory admission, attendance, and completion of elementary education. It is called free and compulsory education, here free means that any kind of fee, charge, or expense must not be paid by a child which may affect their right to education. There is a provision for a child who does not go to any school to be admitted to a class that is age-appropriate in any school.
- In providing free and compulsory education and sharing of financial and other responsibilities between Central and State Governments, this act stipulates the responsibilities and duties of the appropriate government, local authorities, and parents.
- In this Act, the norms and standards related to pupil-teacher ratios, buildings, and infrastructure, school working days, and teacher-working hours were made.
- It provides for the appointment of fully trained teachers having appropriate academic qualifications.
- It also provides that the teachers must be freed from non-educational work, except the election of the local authority, state legislatures and parliament, disaster relief, and population census.
- This act specifies the most important provisions of the prohibition on
 - Mental harassment and physical punishment
 - Interviews or screening procedure for admission of children.
 - Private tuition by teachers.
 - Running of public school without recognition.
 - Corrupt practice of capitation fee
- This Act also provides the all-round development of the child, enhances child's knowledge, talent and potentiality, values mentioned in our constitution, making the child free from fear, anxiety, and trauma through a sensitive system of a child-centered and child-friendly teaching-learning process.
- It aimed at using a new evaluation system for improving the knowledge and learning of children through Comprehensive and Continuous Evaluation (CCE) in place of the traditional old system of examinations used for evaluating the children.

Genesis of RTE Act 2009 and No Detention Policy- Historical perspectives

At the beginning of the 21st century, the demand for the right to education has grown widely. A democratic government and a welfare state cannot deny the justifiable demand of society. The Right to Education Act had been introduced in 2009 and implemented with effect from April 10, 2010. In Indian history, it is the first time that this right was put in chapter 3 of our constitution forcibly. With the help of this article, children get the entitlement of having a right to an education that is enforced as a fundamental right instead of earlier article 45 under the directive principle of states.

Right to Education means:-

- In 2002, Article 21-A was inserted in the 86th Amendment in the Indian constitution, which says that it is a fundamental right of all children in the age group of 6 to 14 years to get free and compulsory education.
- RTE Act 2009 was enacted to provide free and compulsory elementary education to all the children in the age group of 6 to 14 years in a neighborhood school.
- It mentioned the elementary education system as a combination of two levels, primary level i.e., classes from I to V, and upper primary i.e., classes from VI to VIII.

Need and consequences of No Detention Policy

In 2010, under the act of RTE, the policy of 'No Detention Policy' was implemented as an important part of Continuous and Comprehensive Evaluation to ensure the holistic development of students. The need for this provision was to provide a school environment free from fear, anxiety, and stress to all elementary school children that enable children to grow at their own pace and reduce the dropout rates. The idea was also to reduce wastage of the country's resources as well as the stagnation of children. Under the current provision of the RTE Act, no student can be detained up to class VIII. It was introduced as it was felt by the decision-

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makers that it is very demotivating for a child to compel him/her to repeat a class and they may drop from school without getting elementary education. The main objective of this act is to make learning joyful and remove the fear of examinations among children. The Ministry for Human Resource Development clarified its position on the No Detention Policy, in 2012 by saying that, *The 'no detention' provision is made because examinations are often used for eliminating children who obtain poor marks. Once declared 'fail', children either repeat a grade or leave school altogether. Compelling a child to repeat a class is demotivating and discouraging.*

But after the implementation of the 'No Detention Policy', the competitive attitudes of the students towards their studies decreased rapidly. The students lose their interest in studying. As for the teachers and parents, they felt disappointed. Teachers would lose interest in teaching their students and the parents did not pay attention to their children's study, they get absent from school on and off, even on the day of their test. Many kinds of other problems are faced by the school, such as students missing school due to illness, extended visits to the home of a relative, or habitual long absences without taking permission. Over-aged students who have been admitted due to the provision of the Act, also create a problem for the school administrators such as bullying younger classmates, etc. Students as well as their parents don't realize the importance of education. These are the main disadvantages of the No Detention Policy.

RATIONALE/NEED OF THE STUDY

Teachers cannot fail any student up to class VIII. If a student appeared in any of the *Formative Assessment*, s/he has a right to be promoted to the next class. Even attendance does not matter at all. It is a horrible & undesirable situation especially for the teachers when they know that future generations of India don't have a Minimum Level of Learning (MLL) / competencies to get higher education successfully. So, it is very essential to know what our future builders i.e. teachers (especially working in Government Schools) think about the No Detention Policy. Therefore, a need was felt by the author to check the perception of teachers about the No Detention Policy. Hence, she has chosen this problem i.e. *perception of government school teachers towards the No Detention Policy*, for the necessary study.

Research Questions

The key research questions, which this study aims to reflect upon, are;

1. What do our teachers think about the 'No Detention Policy'?
2. What kinds of problems are faced by the teachers in view of the 'No Detention Policy'?
3. Has the 'No Detention Policy' achieved its objectives successfully?

Objectives of the Study

The following are the objectives of the present study:

1. To study the perception of Government School teachers towards 'No Detention policy'.
2. To study the problems faced by Government School teachers after implementation of 'No Detention Policy'.
3. To study the effectiveness of the 'No Detention Policy' in a school environment.

Delimitations of the Study

This study will be delimited to the perception of government school teachers of South Delhi, teaching at upper primary level i.e. (VI-VIII) in the Directorate of Education, and the effectiveness of the 'No Detention Policy'.

METHODOLOGY

In the present study, the author used a descriptive survey method to study the perception of the government school teachers towards the No Detention Policy, as it is concerned with the conditions and relationships that exist. It is related to the prevailing practices, prevails and views, attitudes as well as perceptions that are held.

The population of the study

The population of the present study constituted all elementary school teachers working in the government schools of South Delhi.

Sample of the study

In the present investigation, the sample was drawn from the population of government elementary school teachers working in South Delhi under the Directorate of Education, GNCT of Delhi. Looking at the nature of the study, a simple random sampling technique or probability sampling method was used for selecting the required sample of teachers from the District of South Delhi. Ten secondary/elementary schools and 6 teachers from each school were selected, out of 60 teachers, 30 male teachers and 30 female teachers were selected.

Tools and techniques used for data collection

In the present study, to measure the perception of the elementary school teachers working in South Delhi under the Directorate of Education, GNCT of Delhi towards No Detention Policy, a questionnaire was constructed by the researcher. This questionnaire was

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developed after orientation and field group survey/discussion with the targeted population. Every item/question mentioned in the Questionnaire was also discussed with the eminent experts of the research field. The questionnaire has been tried out and tested on 10% of the samples. After a long discussion with the experts of NCERT, and other teacher educators, a questionnaire was weighed and prepared for actual data collection. Hence, a close-ended questionnaire was used to collect data from the target population.

At the top of the questionnaire, the purpose of the questionnaire was clearly mentioned. The questionnaire comprised demographic questions. All the questions were of objective type and mainly based on 'Yes' or 'No' answers. The type of questions on NDP (No detention Policy) ranged from its understanding to the implementation, difficulties or problems faced by the teachers in the implementation of No Detention Policy, and effectiveness of the policy. Valuable suggestions from experienced teachers were also collected and added for betterment and improvement of the 'No Detention Policy'.

The procedure of the data collection

Before administration of the questionnaire and rating scale, the purpose of the study was made clear to the sample and the researcher has given clear instructions regarding how to go through the questionnaire. The tool was given to only 6 males and 6 females in each government school. The researcher tried to balance and take views of male and female teachers of the secondary schools in equal ratio. The respondents were assured that their responses would be used for research purposes only and kept confidential.

The procedure of data analysis

After the collection of data, classification and tabulation were done for analysis and interpretation. The responses obtained from the questionnaire were converted into data through tally marks. Each of the objectives is analyzed in detail with the collected data. This analysis was followed by interpretation of data which leads to the findings of the study;

Major findings of the study

The objective wise findings of the present study were as follows:

Objective 1: *To study the perception of Delhi Government school teachers towards 'No Detention policy'.*

The main findings of the study are as follows:-

1. The majority of 32 (53%) out of 60 respondents agreed that a child feels demoralized if he/she is detained in a class.
2. 34 (56%) respondents agreed that a child should be detained if he/she hasn't attained minimum levels of learning at a particular level.
3. The majority of 26 (43%) respondents disagreed that it is never the child but the school system who is responsible for poor performance.
4. The majority of 21 (35%) out of 60 respondents disagreed and 9 (15%) respondents strongly disagreed that the only objective of tests or examinations is to decide who passes and who fails.
5. 23 (38%) respondents disagreed and 21 (35%) out of 60 respondents strongly disagreed that the quality of education has been improved after the implementation of the 'No Detention policy' (NDP).
6. The majority of 28 (46%) respondents agreed and 16 (26%) respondents strongly agreed that the quality of education has been adversely affected after the implementation of the 'No Detention policy' (NDP).
7. The interesting fact is that the majority of 26 (43%) respondents were undecided that the implementation of 'No Detention policy' (NDP) has helped in achieving the goal of universalization of retention whereas 17 (28%) respondents disagreed and 11 (18%) respondents were agreed on this issue.
8. The majority of 35 (58%) respondents agreed and 15 (25%) out of 60 respondents strongly agreed that the tests/exams are necessary for finding the learning gaps of the children and providing the necessary assistance.
9. 27 (45%) out of 60 respondents strongly disagreed and 22 (36%) respondents disagreed that the 'No Detention policy' (NDP) hasn't helped in enrolment / attracting more children into the elementary schools.
10. The majority of 29 (49%) respondents agreed and 6 (10%) respondents strongly agreed that most of the parents are very happy with the 'No Detention policy' (NDP).
11. The majority of 27 (45%) out of 60 respondents strongly disagreed and 22 (36%) respondents disagree that the teachers of secondary level are satisfied after implementation of the 'No Detention policy' (NDP).
12. 33 (54%) out of 60 respondents strongly agreed and 13 (22%) respondents agreed that students are very relaxed and happy with the 'No Detention policy' (NDP).

Objective 2: *To study the problems faced by Government School teachers after implementation of 'No Detention Policy'*

1. The majority of 42 (70%) secondary school teachers (respondents) disagreed that children fail in the annual examination because they do not receive necessary academic guidance and support.
2. 52 (87%) secondary school teachers (respondents) agreed that children show a lackadaisical (careless) attitude towards their studies.
3. The majority of 53 (88%) out of 60 secondary school teachers (respondents) agreed that if there is an automatic promotion to the next class then students often do not study and work hard.

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4. 46 (77%) secondary school teachers (respondents) disagreed that children should be promoted to the next class in spite of failing to achieve a minimum level of competencies.
5. The majority of 33 (55%) secondary school teachers (respondents) disagreed that children fail in the annual examination because they are incapable of learning.
6. A very large majority of 55 (92%) out of 60 secondary school teachers (respondents) agreed that children fail in the annual examination because they remain absent from school for a long time.
7. The majority of 33 (55%) secondary school teachers (respondents) disagreed that they have the freedom to make a decision whether the student should be detained or promoted. Although only a teacher must have to decide whether the student should be detained or promoted. Unfortunately, the present education system doesn't give independence to teachers to do so.
8. A large significant no. of majority of 57 (95%) secondary school teachers (respondents) were totally agreed that they are facing problems due to implementation of 'No Detention policy' (NDP).
9. The huge majority of 51 (85%) secondary school teachers (respondents) were strongly agreed that they are facing one or more problems of indiscipline, the tendency of absenteeism, parental non-cooperation, high strength of the class, careless behavior, and declining attention of students towards study, etc.

Objective 3: *To study the effectiveness of the No Detention Policy in the school environment.*

1. 55 (92%) out of 60 secondary school teachers (respondents) strongly disagreed that in the present Indian education scenario, they believe the 'No Detention policy' (NDP) works effectively.
2. The majority of 41 (68%) secondary school teachers (respondents) disagreed that the schools have become only the centers for the mid-day meal, as learning and education are low.
3. 50 (83%) secondary school teachers (respondents) disagreed that the 'No Detention policy' saves resources of the country.
4. The majority of 54 (90%) secondary school teachers (respondents) strongly agreed that the 'No Detention Policy' should be abolished.
5. A huge majority of 54 (90%) secondary school teachers (respondents) were strongly agreed and selected one or more one or more reasons such as 'No Detention Policy' is not in the welfare of students, the previous system of evaluation was better and should be reinstated and this policy doesn't allow teachers to detain those students who haven't the minimum level of learning.
6. Only 06 (10%) respondents found 'No Detention Policy' effective due to one or more reasons such as 'No Detention Policy' has helped in increasing enrolment, it helped in reducing drop-out rate of students and increasing teachers' respect in society.
7. The majority of 37 (62%) secondary school teachers (respondents) disagreed that the 'No Detention Policy' has helped in achieving the ultimate goals of universalization of Elementary Education (UEE).
8. 39 (65%) secondary school teachers (respondents) agreed that the 'No Detention policy' has helped in enrolment and retention of CWSN (Children with Special Needs).
9. The majority of 54 (90%) secondary school teachers (respondents) strongly disagreed that the overall quality of education and school environment has improved because of the 'No Detention policy'.
10. Significantly, a large number of the majority of 53 (88%) secondary school teachers (respondents) strongly agreed that with the 'No Detention policy' the quality of education has been compromised.

DISCUSSION OF RESULTS

This study was planned to find some curious answers related to the 'No Detention policy'. After a long process of study and review of previous research, articles, books, journals, reports, dissertations, thesis, etc. which show some relevance to provide a background to the study, researcher planned research method, selection of the sample, making of research tools and collection of data, its tabulation, interpretation, and analysis of data collected.

Mainly three objectives had been decided earlier:-

1. To study the perception of Delhi Government school teachers towards 'No Detention policy'.
2. To study the problems faced by Government School teachers after the implementation of the No Detention Policy.
3. To study the effectiveness of the No Detention Policy on the school environment.

The responses collected from the sample respondents of both male and female teachers presently working in the Directorate of Education Government of NCT of Delhi (especially South District) show some significant results and give answers to the pre-decided objectives. The main findings of the study may be useful for policymakers, educationists, and teachers as follows:-

This study reveals the *perception of Delhi Government Elementary school teachers towards 'No Detention policy'*. The majority of both male and female teachers show that respondents agreed that a child feels demoralized if he/she is detained in a class and a child should be detained if he/she hasn't attained minimum levels of learning at a particular level. The majority of respondents

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strongly agreed that the quality of education has been adversely affected after the implementation of the 'No Detention policy' (NDP) and the tests /exams are necessary for finding the learning gaps of the children and providing the necessary assistance. This study reveals the fact that the majority of respondents agreed that most of the parents are very happy with the 'No Detention policy' and students are very relaxed and happy with the 'No Detention policy'.

The majority of respondents disagreed that it is never the child but the school system who is responsible for poor performance and the only objective of tests or examinations is to decide who passes and who fails. This study is able to open educationists' eyes that the majority of respondents strongly disagreed that the quality of education has been improved after the implementation of the 'No Detention policy'.

On the basis of responses received from the respondents, it reveals the interesting fact that the majority of respondents were undecided about the fact that implementation of the 'No Detention policy' (NDP) has helped in achieving the goal of universalization of retention. Most of the respondents believed that the 'No Detention policy' (NDP) has helped in enrolment and attracting more children into the elementary schools. This study shows that a huge majority of respondents strongly disagree that the teachers of secondary level are satisfied after implementation of the 'No Detention policy' (NDP).

This research study gives an answer to the second objective which is *"To study the problems faced by Government School teachers after implementation of No Detention Policy"* as follows:-

The majority of secondary school teachers (respondents) disagreed that children fail in the annual examination because they do not receive necessary academic guidance and support and they strongly disagree children should be promoted to the next class in spite of failing to achieve a minimum level of competencies. The respondents were totally disagreed that children fail in the annual examination because they are incapable of learning. Most of them responded that children have enough to learn. A large no. of respondents disagreed that they have the freedom to make decisions whether the student should be detained or promoted. They never have been consulted about the policies. Only the higher authorities decide whether the child should be promoted or not.

The majority of secondary school teachers (respondents) agreed that children show a lackadaisical (careless) attitude towards their studies after implementation of the 'No Detention Policy' and they often do not study and work hard if there is an automatic promotion to the next class. Most of the respondents thought that children fail in the annual examination because students remain absent from school for a long time.

A very large no. of respondents were totally agreed that they are facing problems due to the implementation of the 'No Detention policy' such as problems of indiscipline, the tendency of absenteeism, parental non-cooperation, high strength of the class, careless behavior, and declining attention of students towards study.

This research study gives an answer to the third objective which is *"To study the effectiveness of the No Detention Policy in the school environment"* as follows:-

It is evident from the responses that the majority of secondary school teachers (respondents) strongly disagreed that in the present Indian education scenario, they didn't believe that the 'No Detention policy' works effectively or saves resources of the country. Most of the respondents didn't believe that schools have become only for the mid-day meal, as education and learning are low. All of them work hard to achieve the goals of education.

The majority of respondents disagreed that the 'No Detention policy' has helped in achieving the ultimate goals of universalization of Elementary Education (UEE) and they strongly disagree that the overall quality of education and school environment has improved because of the 'No Detention policy'. It is evident from the responses that the majority of the teachers (respondents) strongly agreed that with the 'No Detention policy' the quality of education has been compromised.

Educational implications and conclusions of the study

The study has implications for policymakers, administrators, curriculum framers, and teachers. The present study's findings can help the authorities implement the 'No Detention policy' in an effective manner. It may help the school administrators to identify the main problem faced by teachers in the actual classrooms and schools in the execution of the No Detention Policy. They may take appropriate steps to solve the problems of students.

From the findings of this study, we may say that there is moderate acceptability among government teachers regarding the No Detention Policy. Teachers are capable of executing the 'No Detention policy' in an effective manner if adequate training, justifiable pupil-teacher ratio, freedom to make decisions, and sympathetic support of the education system are provided to them. Problems faced by the teachers in school daily should be heard sympathetically and rectified by the authorities precisely. They should be involved in each and every step of the decision-making process. Who can deny that the goal of education can only be fulfilled by the teachers ultimately? So the pain they feel should be medicated, the inner voice of the ultimate stakeholder must be heard on a priority basis.

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SUGGESTIONS FOR FURTHER RESEARCH

Some suggestions for further educational research are given below:-

- i. The present study was limited to 10 Government secondary schools of the northwest district of Delhi. A similar study can be undertaken for drawing wider generalizations covering large no. of schools.
- ii. There can be a study of follow-up of the implementation of the 'No Detention policy' in schools to know the effectiveness of the policy.
- iii. A study can be undertaken to examine the 'No Detention policy' impact on administrators, teachers, students, and their parents.
- iv. There can also be a comparative study of the implementation of 'No Detention policy' between schools of rural and urban areas, MCD schools and Directorate of education schools, the attitude of male and female teachers or parents towards 'No Detention policy', government and public schools teachers' perception towards 'No Detention policy'.

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