



Non -Detention System a Failure Mechanism in Andhra Pradesh

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ABSTARCT: The Non Detention system has been introduced in the then Andhra Pradesh Government G.O.Ms. No.1781, education dated 27-11-1971 has been issued for the implementation of the system. The students should promote the next class only on the basis of the attendance, but not on the academic performance. The intension of the system is to reduce the drop outs and wastage and stagnation among the students. Wide range discussion have been held throughout the state. Some of the educationists have favoured the system. The system which provides education to all the children. Some of the scholars expand their, dissatisfaction over the system as the system is making the students unskilled and lazy. The issues have been highlighting in the paper.

Key words: NDS, Wastage, Examinations, Andhra Pradesh.

I. INTRODUCTION

The Non detention system is one of the important steps in the development of secondary education in Andhra Pradesh. There is no such mechanism still 1971. With a view to minimize the wastage and stagnation for the first time Andhra Pradesh government has introduced non detention system in 1971. According to the system, students should be promoted the next class on the basis of attendance but not on the basis of performance in the annual examinations. If the student secured 75% attendance he would be promoted to the next class. The parents and some of the academicians have opposed the system and some others have welcomed due to the steps forwarded by the government to reduce wastage and stagnation.

II. REVIEW OF THE LITERATURE

Mohan Ranga Rao "*Vidya Rangamlo Nuthana Pariseelna*", Telugu Vidarthi Publication, Machilipatanam, 1980 has focused on the problem of wastage and stagnation the author has mentioned a variety of causes for the wastage and stagnation, which is useful for present study [3].

M.R. Vijaya Mani "(Un Published Thesis) *A Comparative Study of the attitude of parents, Teachers and Pupils of 9th class of the Visakhapatnam District towards non-detention policy*, M.R. College of Education, Vizainagaram 1973-1974 [4]. In this thesis the research scholar has totally supported the Non detention system with some recommendations. She is of the opinion that would be a common examination at the end of lower secondary education i.e. 7th class on the basis of the academic performance of the student he should be promoted 8th class at the end of Xth standard a Board of examination should be conducted to test the overall knowledge of the student. Nirmala Jyothi *et al.*, has mainly focused the use of non detention system is of the opinion that education is the property of the all children. No child should be deprived of his right to education. Non detention system would create an interest and make the student to understand the curriculum of the next class in happy manner [6].

Prof. C. Sehadri "*Education Quarterly*" Volume XXXVI, April, 2 1984, Ministry of Human Resources New Delhi, is reviewed, implementation, progress and merits and demerits of the Non Detention system [2].

A synopsis of the report on impact on the non-detention policy: SCERT reported the attitude of the students and parents towards the non detention system and enlisted reasons for wastage and stagnation at secondary education [1].

III. OBJECTIVES OF THE STUDY

-The first objective is to bring out the intention of Andhra Pradesh Government the implementation of the non detention system.

-The second objective is study to bring out the concept of the non detention system.

-The foremost important objective is to make the reader to go through to the merits of the system.

-The last objective is to know the causes for the failures of mechanism.

IV. METHODOLOGY

The researcher has adopted the doctoral method. The researcher has consulted various articles and available to carry on research to present the paper. The researcher has visited various libraries attached to the universities particularly Dr .V.S. Krishna Library Andhra University, Visakhapatnam. Sri. Potti Sri Ramulu Telugu University Hyderabad. M.S. University Borada, Public Library, Hyderabad. The researcher has consulted the reports submitted number committees on wastage and stagnation which to the implementation of Non detention system.

One of the innovative programme was implemented by the Government of Andhra Pradesh in 1971 is the non –detention system [1]. The scheme of non-detention is to be looked at the national context of the fulfilment of the Constitutional Directive under the article 45 which lays down that free and compulsory education should be provided to all children up to the age of 14. This, as the Education Commission (1964-66) pointed out, is an educational objective of the highest priority not only on Non detention system of social justice and democracy but also for raising the competence of the average worker and for increasing national productivity [2].

Wastage is the main problem faced by the Indian Education system. The causes of wastage linked with many problems [3]. The heterogeneity of the age-composition of students, making fresh admissions every month or so of the school year, irregularity of school attendance, lack of educational equipment in the school as well as with the children, overcrowded classes, unsuitable curricula, inability of the teachers to use play way techniques, poor teaching of beginning, inadequately prepared teachers, wrong system of examinations and so on.

The modern philosophy of education underscores the importance of bringing out the multifaceted talents of the students and a holistic display of their latent intellectual abilities. So many reforms have been debated at length and new methods of monitoring the progress and advancement of students at different stages of education were implemented in our educational march. However, there are two great problems viz., wastage and stagnation which hampered our march towards the progress in school education.

One of the drastic remedies for several ills of the school education system is the Non-detention system or the Automatic Promotion Policy which was pioneered by the Government of Andhra Pradesh has been implemented in Andhra Pradesh since 1971. According to non-detention system introduction in Andhra Pradesh since 1971, any student will be promoted to the next higher class during his/her school career if he/she puts in a stipulated percentage of attendance, irrespective of his/her academic achievement. However, there will be two common examinations one at the end of the upper-primary level corresponding to class VII and the other at the end of secondary level corresponding to class X. A student may be detained only in these two classes if he/she does not pass the respective common examinations. In all other classes a student will be promoted automatically.

Generally the non-detention is nothing but to promote the students to the next classes irrespective of their performances in the examinations held at the end of the previous class. The policy of non-detention or the abolition of examination at the end of class I and the treating of classes I and II as one teaching unit within which each child can progress according to his own pace is one of the important measures recommended by the Education Commission to overcome the evil of wastage due to stagnation. The task of universalisation, as the Education Commission pointed out, does not mean universal enrolment of children in class I and is completed only when the children so enrolled are successfully retained till they complete class VII. The reduction of wastage and stagnation in class I and universal retention of pupils is thus obviously the most important element of the programme of universalisation.

The non-detention has its merits and demerits. Most of the learned men have expressed their opinion against the non-detention system. Non-detention system makes the students lazy and idle. The students do not show interest on the examinations as they will be promoted to the next class without any problem. Reading and writing and creativity would be shattered among the Non detention system of the students. But these opinions of the learned men are negated by the some sections of the people have expressed their satisfaction over non-detention system which would reduce the drop-outs and create interest among the students to study the next class.

What is the purpose of detention? The student should understand the purpose of the curriculum of the present standard .The student should appreciated each and every disipline for which it is intended .The first obvious reply one could think of for the detention of students is that student who has not been able to achieve the educational target that has been fixed for him should not be allowed to go further as he will not be in a position to cope up with and benefit from the curricular experiences that are set out for the next higher class. The educational experiences – knowledge, values, attitudes and skills – that a child is to undergo over a period of schooling say 4 or 7 or 10 years are organized in a sequence keeping in view the developmental stages and needs of the child and the increasing complexity of the curricular experiences and spread over a certain number of school years. Each school year marks in the educational life of a school going child, a certain level of accomplishment in terms of knowledge, skill and other objectives of education and unless the child has successfully gone through and mastered these experiences, it will not be able to benefit from studying in the next class. The sole purpose of annual examinations is to assess the achievement of the students in respect of the different areas of the school curriculum and separate out those who

have not been able to achieve the minimum standard stipulated for them from those who have successfully done so. The purpose of detaining the 'failures' is to give them one more chance to go over the course again and improve their result and the purpose of promoting the 'passes' is to take them on to higher levels of knowledge and understanding. That indicates that the students should be detained in the same class to give him more opportunities to learn something out the curriculum. Further the purpose is also to maintain the standards of education and its quality.

The parents send their children to schools not just for learning L.S.W.R skills (Listing, Speaking, Writing, Reading), and arithmetic but also for their physical, social and moral development. The Andhra Pradesh State expects formal institutions of learning like schools to contribute towards the development of our children in all spheres – physical, social, moral, emotional and cultural. The parents believe that their children to be in schools with their peers under the care of teachers than to be “in the streets” even if they are not able to progress well in intellectual learning [4]. This is despite the fact that school success is counted largely in terms of achievement in the cognitive learning areas.

Apart from these considerations several issues of a philosophical, sociological, psychological import can also be raised about the practice of detention. Philosophically failure and detention of students in the same class in a sense amounts to the failure of the teachers, the school and the society especially in the context of universal compulsory education [5].

Detention as such is not bad, the way it is implemented as a mechanical device to make the child repeat the same year and prevent him from going up to the next class, make it a practice of doubtful use to the students, teachers and the society at large. If detention is to serve its educational purposes, it must function as a corrective and for this purpose must be accompanied by necessary curricular adjustments like diagnosis of poor achievement, remedial teaching, additional classes and assignments etc [6]. Further, detention need not be in terms of a whole school year or even a part of it. A rational interpretation of detention should be based on the identification of the specific areas of learning in which the student has failed, the amount of time required to make up the deficiency, the necessary pedagogical strategies to be adopted by the teacher and appropriate evaluation and follow up measures. In the absence of these considerations, detention becomes a pointless practice from the point of view of the child's education and a hurdle in the way of universalisation of education.

The merits of the Non detention system. Negatives the merits of the detention system. The purpose of the non detention system is compulsory schooling [7]. It also rests on the belief that even mere exposure to curriculum is to be preferred to children escaping the educational net altogether. The enrolment is increasing and all school going age population at least exposed to the curriculum for certain duration of time.

V. RESULTS

The non detention system not all use full for the students. The system should be modified by reducing the fear of examination from the Non detention system of the students. Non detention system should be coupled with curricular and extracurricular activities. Simple examination system which would be intermingled with assignments, classroom tests seminars & group discussions. This article proposes further research to re impose the examination system in place of non detention system. How the examination should be? How the students should be attracted to the examination pattern in a happy mood?

VI. CONCLUSION

The non detention system has its both merits and demerits. The non detention system would help the students to be promoted next class with a view to make him to get proper knowledge in the next class. The students may think about their laps in the last class ones they are promoted the next class. The students may feel happy that they are became a senior to take of the next curriculum. The non detention system however has its own problem. The students become a lazy and indiscipline. They don't have fear of examinations which make them not to the growth books. This system would clearly make them idly. The purpose of the school education would be lapsed. If the students fail to learn, proper reading & writing fourfold skills are necessarily for the primary school children. However the non detention system should be re-organized partial examination system should be introduced which had been already done. That the end of 7th and end of 10th class. Debates, Assignments, weekly seminars should be conducted and some marks should be awarded for these activities. These marks should be included to the marks secured by the students or introduced in an amicable manner. The non detention system should become a boon to the students.

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