



Centre Scrapped “No Detention Policy”

For Prelims: [National Education Policy 2020](#), [National Programme on Technology Enhanced Learning](#)

For Mains: **Detention Policy:** Arguments in Favour and Against, Features of [National Education Policy 2020](#), [Issues Related to the Education Sector in India](#), [Government Initiatives Related to Educational Reforms](#)

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Why in News?

- Recently, the Central Government has abolished the **"no-detention" policy** for **Classes 5 and 8** in schools governed by it including **Kendriya Vidyalayas** and **Jawahar Navodaya Vidyalayas**.
- It was done through a **gazette notification** titled **“Right of Children to Free and Compulsory Education (Amendment) Rules, 2024”**.
- This amendment allows schools to **detain students who fail to meet promotion criteria**.

No-Detention Policy

- The no-detention policy was introduced under **Section 16 of the Right to Education Act (RTE)**. **Section 16** of the Act stipulates **two key provisions**:
 - Firstly, **no child** receiving elementary education shall be **expelled from school**, and secondly, **no child shall be retained in any class**.
 - It **prohibited schools from detaining students up to Class 8** to ensure children receive a minimum level of education without the fear of failure, thereby reducing dropout rates.

What is Right of Children to Free and Compulsory Education (Amendment) Rules, 2024?

- The [Right to Education \(RTE\) Act, 2009](#), was amended in 2019 to eliminate the **no-detention policy**. The **Rules** to implement the amended Act were delayed and passed in 2024 to keep them in sync with the [National Curriculum Framework \(NCF\)](#) following the introduction of the [National Education Policy \(NEP\) 2020](#).
 - Following the **RTE amendment Act, 2019**, 18 states and UTs, including Assam, Bihar, Gujarat, and Tamil Nadu, have abolished the policy.
 - Haryana and Puducherry are yet to decide, while states like Andhra Pradesh, Maharashtra, and Uttar Pradesh continue to implement it.
- **Key Provisions Under Amended Rules:**

- **Revised Promotion Criteria:** Exams and re-exams will assess holistic development, focusing on learning rather than rote memorization.
 - **Students failing in annual exams will receive 2 months** of additional instruction and a **re-exam opportunity** to address learning gaps.
- **Retention in Case of Non-Promotion:** Students failing after re-exams will be retained in the same class.
- **Specialized Interventions for Detained Students:** Class teachers must guide detained students and their parents, **providing targeted interventions**.
 - School heads are responsible for monitoring progress and ensuring remedial effectiveness.
 - Under the NEP, students who are weak in studies should be paid special attention.
- **Inclusive Learning Approach and Safeguards:** The rules prioritize holistic development, ensuring no student is expelled before completing elementary education, in line with the RTE Act.

What are the Arguments in Favour and Against the No-Detention Policy in School Education?

▪ Arguments in Favor:

- **Reduces Dropouts:** The policy aimed to **reduce the number of students dropping out** of school due to the **fear of failure and detention**.
- **Focus on Continuous and Comprehensive Evaluation (CCE):** It emphasized CCE, which focuses on **continuous assessment of a child's progress in various aspects**, rather than a single high-stakes examination.
 - This holistic approach aimed to **reduce exam-related stress and anxiety**.
- **Inclusive Education:** The policy promoted **inclusive education** by ensuring that all children, regardless of their academic performance, stay in school and receive an education.
- **State Demands:** Several states **passed resolutions against the policy**, emphasizing the need for accountability in elementary education.
 - By 2019, the RTE Act was amended, allowing states to decide on implementing detention policies for Classes 5 and 8.
- **Alignment with NEP 2020:** The decision to scrap the policy aligns with the objectives of NEP 2020 which emphasizes **competency-based learning and accountability** in school education.
- **Global Practices:** Countries like Finland emphasize remedial measures and continuous assessment over automatic promotion.
 - **Grade retention in the US** is a common practice where **students who fail to meet grade-level standards** are required to **repeat a grade**. The policy varies across different grade levels and states.

▪ Arguments Against:

- **Low Learning Outcomes:** The no-detention policy has **led to complacency among students and educators**, resulting in a **decline in education standards** as schools focus more on administrative tasks like **mid-day meals** than on improving learning outcomes.
 - The **ASER 2022 report** highlighted that **only 20% of Class 3 students in rural India could read a Class 2-level text** and as per **2023 report** about **25% of the youth** cannot read a **Class II level text fluently** in their regional language.
 - Over half struggle with division problems, with only 43.3% of 14-18-year-olds able to solve such problems correctly.
- **High Failure Rates in Higher Classes:** As per Education Ministry **65 lakh students failed Classes 10 and 12** in 2023, reflecting **foundational learning gaps**.
 - Automatic promotion without necessary skills and knowledge in lower standards leads to **increased failure rates in secondary school**.
- **Lack of Accountability:** The policy is seen to reduce accountability among students and teachers, **as students are automatically promoted to the next grade** regardless of their performance.
- **Does Not Address Root Causes:** The policy is criticized for not adequately addressing the root causes of poor learning outcomes, such as **inadequate teacher training, lack**

of infrastructure, and socio-economic factors.

Right to Education

- **Education** was originally a state subject in India under the **Government of India Act 1935**. However, during the **42nd Amendment Constitutional Amendment 1976**, education was moved to the **Concurrent List**.
 - Thus now **both the central and state governments** can legislate on matters concerning education.
- The **Eighty-sixth Amendment Constitution Act, 2002** made the **Right to Education** a **fundamental right** under **Article 21A** for children aged **6-14 years**.
 - It added **Article 21A** under **Fundamental Rights**, making education a fundamental right for children aged six to fourteen, mandating free and compulsory education.
 - In the **Directive Principles of State Policy (DPSP)**, **Article 45** was substituted to **emphasize the state's responsibility to provide early childhood care and education** until the age of 6.
 - Additionally, **Article 51A** was amended to **include a duty for parents or guardians** to ensure **educational opportunities for their children** or wards between 6 and 14 years.
- Later, **Parliament** passed the **Right to Education Act, 2009**, enforcing RTE as a **fundamental right** under **Article 21-A**.

Government Initiatives Related to Educational Reforms

- [National Education Policy, 2020](#)
- [National Programme on Technology Enhanced Learning](#)
- [Sarva Shiksha Abhiyan](#)
- [PRAGYATA](#)
- [Mid-Day Meal Scheme](#)
- [PM SHRI Schools](#)
- [Samagra Shiksha Scheme 2.0](#)

Conclusion

The no-detention policy was a well-intentioned step towards promoting inclusive education and reducing dropouts. However, its implementation has faced challenges and criticisms. While the policy aimed to create a more child-friendly education system, it also inadvertently led to a decline in academic rigor and accountability.

Drishti Mains Question:

Discuss the implications of abolishing the 'no-detention policy' under the RTE (Amendment) Rules, 2024, and its alignment with the National Education Policy 2020.

UPSC Civil Services Examination, Previous Year Question (PYQ)

Prelims

Q. Which of the following provisions of the Constitution does India have a bearing on Education? (2012)

1. Directive Principles of State Policy
2. Rural and Urban Local Bodies
3. Fifth Schedule

4. Sixth Schedule
5. Seventh Schedule

Select the correct answer using the codes given below:

- (a) 1 and 2 only
- (b) 3, 4 and 5 only
- (c) 1, 2 and 5 only
- (d) 1, 2, 3, 4 and 5

Ans- (d)

Mains

Q1. How have digital initiatives in India contributed to the functioning of the education system in the country? Elaborate on your answer. **(2020)**

Q2. Discuss the main objectives of Population Education and point out the measures to achieve them in India in detail. **(2021)**

PDF Reference URL: <https://www.drishtiias.com/printpdf/centre-scraped-no-detention-policy>

