

Does NEP-2020 Work as a Disciplinary Measure for Students? An Issue Needs Global Attention

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Abstract:

Student indiscipline in educational institutions has been an everyday problem for all stakeholders, obstructing the teaching and learning process and increasing instructor stress levels. This issue has presented challenges to both skilled and untrained teachers. The objective of this paper is to elaborate on the disciplinary issue from a global perspective and its causes. The paper focuses on Charles' (2014) theory of behavioural disorders. Furthermore, this paper attempted to justify the key role of NEP-2020 in enriching disciplined behavior among students. This paper also stated the importance of discipline for students and how discipline can be enriched through NEP 2020 where students will be given new ways of learning through multifarious disciplines. It focuses on respect for diversity and respect for the local context in all curriculum, pedagogy, and policy. This paper also revealed how NEP 2020 ensured inclusive and equitable quality education at all levels of school education and higher education including access to education. School should implement student friendly and flexible curriculum and pedagogical methods to ensure discipline among learners. This paper proposed for educational implications like a common standard for both public and private schools should be maintained to ensure uniformity among students. Focus should be given on equity while education for socially and economically disadvantaged section is imparted. School curriculum should be designed in such a manner that will imbibe the human values among students.

Keywords: Indiscipline, discipline, NEP-2020.

I. INTRODUCTION

Indiscipline has become the cause of stress for teachers and parents. It has collapsed the dignity of educational institutions all around the globe. Teachers are living a life full of stress due to the indiscipline problems students exhibit both inside and outside classrooms. Many countries in the world have the same problems. Students are developing a lack of care and a violent attitude. They are constantly breaking the rules of society and becoming irresponsible. Indiscipline is not confined to pre-primary, primary, or elementary school. The root of indiscipline has ruined the name and fame of secondary and higher education.

II. Students' Indiscipline – From Global Perspectives

Indiscipline is spreading all over the world like a plague. All countries in the world are confronted with the problem of indiscipline. No country is free from the issue of indiscipline. Research evidence has documented that the United Kingdom and the United States of America acknowledge the problem of student indiscipline in their schools. In the United States of America, the problem of indiscipline has gone to an extreme level, as it has affected schools as well as the teaching profession of teachers in such a manner that teachers have resigned from their jobs. (Stones, 2013). In the

United Kingdom, the same problem occurred frequently, as schools’ principals couldn’t tackle the indiscipline acts of 2000 students and expelled them (Mucmahron, 2009). Again, Azizi et al. (2009) reported that in Malaysian schools, indiscipline takes on a new shape as students exhibit disruptive behaviours in different forms, which are illegal and inhuman in nature. This similar issue happened in Europe, Asia, and Africa and affected the whole teaching and learning process. In countries like Nigeria and Ghana, indiscipline among students is common. Here, the school record speaks much about the extreme level of indiscipline acts exhibited by students.

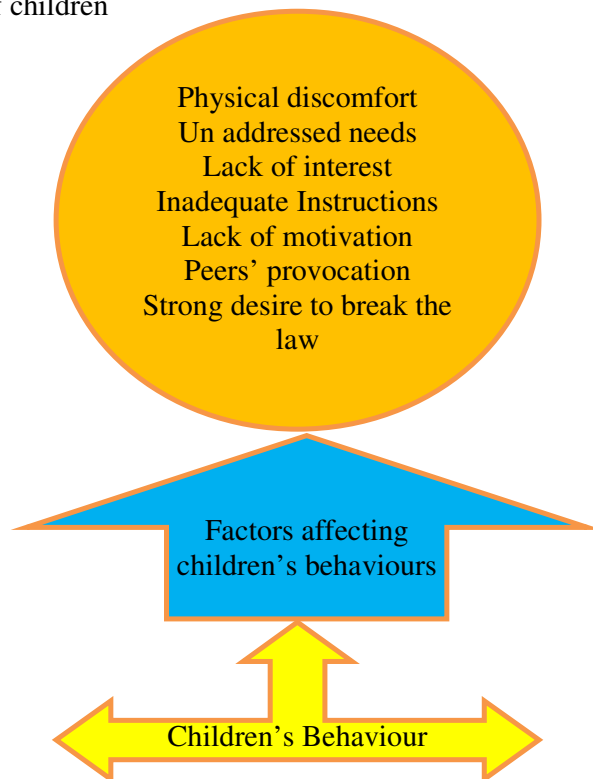
III. Causes and consequences of Indiscipline

Indiscipline behaviours relates to children's actions, such as breaking school rules and living standards with their teachers and peers. Indiscipline in schools is described as pupils' refusal to obey authority as well as institutional rules and regulations. Students grew undisciplined as a result of the teacher's harsh approach and disrespect for their challenges. Students' lack of discipline is exacerbated by peer influences, which lead to numerous delinquent acts (Ojedapo, 2011). Temitayo et al. (2013) identified various other factors that contributed to disciplinary concerns, such as high dropout rates, the school's political climate, and parents' lack of active participation in school activities. According to Ngwokabuenui (2015), there are several causes of student indiscipline, including poor teaching performance by instructors and a lack of leadership skills among administrators. (Albano, Silva, and Negreiros 2017) identified a number of causes of indiscipline, including a lack of parental direction, domestic abuse, bad attitudes and behaviors inherited from home, a lack of consistent and explicit standards, personality traits, laziness, and a lack of focus. In addition to all of these factors, technology also contributed to student indiscipline, according to Kagoiya and Kagema (2018). Indiscipline has detrimental effects on the teaching and learning process, including exam failure, dropout rates, poor memorization, and an inability to understand what

is being taught in class, according to Aliyu and Liman (2017). Ofori, Tordzro, Asamoah, and Achaia (2018) discovered that a lack of discipline causes students to become less focused, raises the possibility of leaving, and leads to poor academic performance.

IV. THEORETICAL FRAME WORK

Misbehaviour in school refers to actions that are against the law or social standards of the community, infringe upon others' rights, or break class rules. This paper centers on Charles' (2014) theory, which claims that numerous factors can encourage or result in misbehaviour among pupils. The circumstances that frequently encourage misbehaviour are intrinsic to each pupil. According to Charles (2014) students always strive to satisfy their personal demands for competence, security, satisfaction, identity, faith, respect, authority, and pleasure both inside and outside of the classroom. He also noted that children may become unruly when they don't obtain what they really want, which is another cause of misbehaviour. Charles (2014) identified a number of factors that contribute to student indiscipline in the classroom, including physical discomfort, a lack of interest, insignificance and lack of motivation. The following diagram elaborates the theory developed by Charles (2014) regarding behavioural problem of children



V. What should be done?

The above theory states various reasons for behavioural problems. Accordingly, suggestive measures should be taken to enhance discipline among students. Action should be taken to design curriculum in such a manner that it fulfils students' needs, motivates learners towards teaching and learning, and develops in them the values of Indian culture, ethics, and morality.

Students continue to be in the indiscipline zone despite the admirable efforts of academicians. Without a doubt, parents are the primary figures in teaching their children discipline. However, we can't ignore the importance of schools, where educators must apply their philosophies to influence students' behaviour. As a result, the only tool that may trigger the expected and necessary action towards societal change is education. However, a lot depends on the perspectives and temperament of the legislators. According to Kothari, D. S. (1964–1966), classrooms define the nation's destiny; hence, institutional settings should be more concerned with the future composition of the next generation. Again, emphasis should be placed on the development of discipline in educational settings. To install discipline in pupils, we must focus on the NEP-2020 policy, which provides ample opportunities for learners to study and practice diverse skills in an appropriate setting.

VI. Role of NEP for the enrichment of discipline among learners

The answer to the above question leads to the following reasons as mentioned in National Education Policy, 2020:

- NEP 2020 lays particular emphasis on the development on the development of the creative potential of each individual. It is based on that education must develop learners critical thinking, problem solving, social, ethical, and emotional capacities and dispositions.
- It develops good human beings capable of rational thought and action, possessing compassion and empathy, scientific temper and

creative imagination, with sound ethical moorings and values.

- It promotes life skills such as communication, cooperation, teamwork, and resilience.
- It focuses on respect for diversity and respect for the local context in all curriculum, pedagogy, and policy.

It promotes ethics and human & constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice.

VII. Educational Implications:

1. Emphasis should be given on the holistic development of the learners through flexible curriculum.
2. Teacher centric approach should be converted into learner centric approach where multiple talent of the learners can be explored up to their optimum level.
3. School should implement student friendly and flexible curriculum and pedagogical methods to ensure discipline among learners.
4. A common standard for both public and private schools should be maintained to ensure uniformity among students.
5. Focus should be given on equity while education for socially and economically disadvantaged section is imparted.
6. School curriculum should be designed in such a manner that will imbibe the human values.

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