



NEP 2020: AN APPROACH TOWARDS HOLISTIC EDUCATION

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Abstract:

The world in which we live now places a high value on the overall development of children. Our children have diverse, multitalented, and multitasking minds. Therefore, a comprehensive approach is essential if we want to succeed in every area of our life. The National Education Policy (NEP) 2020 states that all educational programmes shall offer a holistic education, including courses in the traditional arts, social sciences, and sciences as well as a variety of professional, technical, and vocational fields. This is due to NEP 2020's emphasis on the importance of holistic education for the nation's leadership in all spheres. The principle that education should be provided to people in a way that supports their entire development has long served as the foundation of Indian educational philosophy to promote the holistic development of mind, body and soul. Only by educating the whole person and attending to his physical, emotional, ethical, moral, cultural, social, and academic needs can one develop a compassionate, knowledgeable personality. Giving pupils the skills, they need to successfully manage both academic and personal issues is the aim of holistic education. The goal of this paper is to explain the holistic approach to education to the audience. Young minds are taught the principles of humanity through holistic education with the help of modern cultural elements like entertainment and music. It makes clear the biggest obstacles in life, how to go through them, succeed, and what core concepts need to be understood.

Keywords: NEP 2020, Holistic Education, Need of holistic Education

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Introduction:

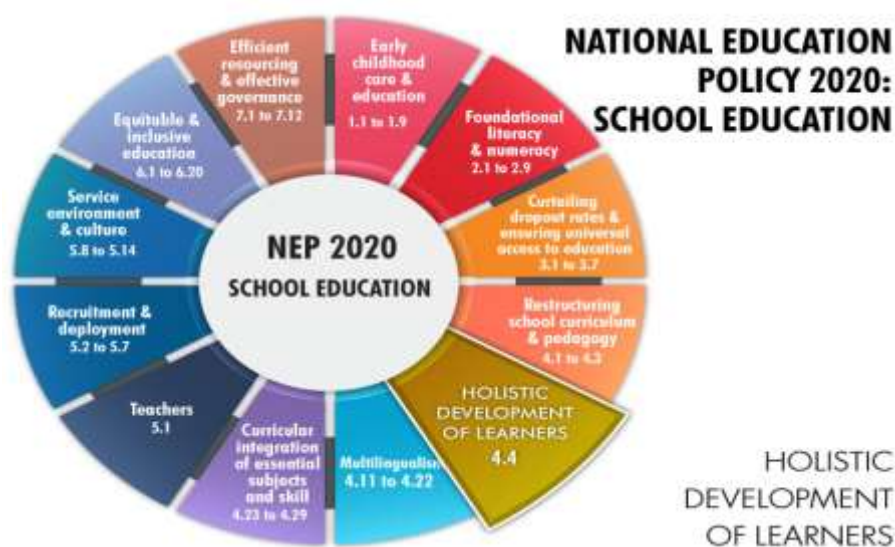
India has a long history of interdisciplinary and holistic education, from institutions like Takshashila and Nalanda to the vast body of literature in India that combines topics from all disciplines. A good education was defined as knowledge of the 64 Kalaas, or arts, in ancient Indian literature like Banabhatta's Kadambari. These 64 'arts' included not only subjects like singing and painting but also scientific fields like chemistry and mathematics, 'vocational' fields like carpentry and clothes-making, 'professional' fields like medicine and engineering, and communication skills. The basic notion that all areas of creative human endeavour, including science, math, professional and technical studies, and soft skills, should be regarded as "arts" has its roots in India. The idea of having a "knowledge of various arts," or what is commonly referred to as the "liberal arts" in modern times (i.e., a liberal understanding of the arts), must be brought back into Indian education since it is precisely the kind of education needed for the twenty-first century.

An integrated development of a person's moral, social, physical, emotional, and intellectual faculties would

be the goal of a holistic and interdisciplinary education. In addition to developing well-rounded individuals with critical 21st century skills in the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields, such an education will also foster an ethic of social engagement, soft skills like communication and debate, as well as a rigorous specialization in one or more fields. Long-term, all undergraduate programmes, including those in professional, technical, and vocational disciplines, shall have a holistic educational approach.

National Education Policy (NEP 2020):

The NEP 2020 has changed the curriculum and pedagogy of school education to a 5 + 3 + 3 + 4 design to be responsive and relevant to the interests and developmental requirements of students at various stages of development. The physical infrastructure won't need to undergo any simultaneous adjustments, though. The goal of the programme is to create citizens who are involved, productive, and willing to contribute to the development of a just, inclusive, and pluralistic society as envisioned by our Constitution.



Holistic development of learners:

1. Each subject's curriculum will be pared down to its core components in order to make room for critical thinking and more all-encompassing, discovery-based, discussion-based, and analysis-based learning. Lessons in the classroom will frequently include more enjoyable, original, and cooperative activities.
2. The new defining characteristic of secondary school education will be holistic growth and a broad selection of subjects and courses from year to year. No clear distinction will be made between "curricular," "extra-curricular," or "co-curricular" subjects, "arts," "humanities," and "sciences," or between "vocational" and "academic" streams.
3. The development of these many crucial talents in students at all levels will be pursued by concerted curricular and pedagogical initiatives at pertinent phases.
4. NCERT, SCERTs, schools, and educators shall work together to make concerted efforts to drastically



reduce the weight of school bags and textbooks that students are required to carry to and from school each day.

5. The focus of assessment in our educational system will change from one that primarily evaluates rote memorization abilities to one that is more formative, more competency-based, supports learning and growth for our students, and evaluates higher-order abilities like analysis, critical thinking, and conceptual clarity.
6. Board exams will also be "easier" in that they will primarily assess core competencies rather than months of coaching and memorization; any student who has been consistently attending and making a minimal effort in a class will be able to pass the corresponding subject Board Exam with little additional effort.
7. In addition to board exams in grades 10 and 12, all students must pass state school exams in grades 3, 5, and 8. Once more, these exams would gauge students' mastery of learning objectives through evaluation of fundamental ideas and information from local and national curricula, as well as pertinent higher-order skills and knowledge application in practical settings, as opposed to rote memorization.
8. Clubs and Circles that focus on certain topics or take on specific projects will be strongly encouraged and supported at all levels—in schools, school complexes, districts, and beyond. Science Circles, Math Circles, Music Performance Circles, Drama Circles, Debate Circles, Sports Circles, and others are some examples. When these circles or groups don't meet at their own schools, money will be made available for teachers to transport their kids there.
9. Olympiads and competitions will be strengthened across the nation, with clear coordination and progression from school to local to state to national levels, and with the required funds to guarantee that all students may participate at all levels for which they are eligible. To enable wider participation, efforts will be undertaken to make the Olympiads accessible in rural areas and in regional languages.
10. Online apps featuring quizzes, competitions, assessments, enrichment materials, and online communities for common interests will be developed and will work to improve all the programmes once internet-connected smartphones or tablets are available in all homes and/or schools (as group activities for students, with appropriate supervision of parents and teachers).

Need of Holistic Education:

I- Towards a More Holistic Education:

1. India has a long history of promoting holistic learning, from its many multidisciplinary literatures to its many universities like Takshashila and Nalanda. A good education was defined as knowledge of the 64 Kalaas, or arts, in ancient Indian literature like Banabhatta's Kadambari. These 64 'arts' included not only subjects like singing and painting but also 'scientific' fields like chemistry and mathematics, 'vocational' fields like carpentry and clothes-making, 'professional' fields like medicine and engineering, and 'soft skills' like communication, discussion, and debate. The basic notion that all areas of creative human endeavour, including science, math, professional and technical studies, and soft skills, should be regarded as "arts" has its roots in India. The idea of having a "knowledge of various arts," or what is commonly referred to as the "liberal arts" in modern times (i.e., a liberal understanding of the arts), must be brought back into Indian education since it is precisely the kind of education needed for the twenty-first century.



2. Assessments of educational strategies in undergraduate education that combine the humanities and arts with STEM have consistently demonstrated positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, and communication skills, more in-depth learning and mastery of curricula across fields, and increases in social and moral awareness. A holistic approach to education improves and enhances research.
3. An integrated approach to intellectual, aesthetic, social, physical, emotional, and moral development would be the goal of a holistic education. In addition to developing well-rounded individuals with critical 21st century skills in the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields, such an education will also foster an ethic of social engagement, soft skills like communication and debate, as well as a rigorous specialization in one or more fields. Long-term, all undergraduate programmes, including those in professional, technical, and vocational disciplines, shall adopt this approach to education.
4. In order for Indian education to guide the nation into the twenty-first century and the fourth industrial revolution, it is in fact necessary to provide a holistic education, as was so wonderfully stated in India's past. Even technical schools like the IITs will transition to a more holistic education that emphasizes the arts and humanities. Arts and humanities students will strive to learn more science, and everyone will try to include more vocational courses and soft skills.
5. Curricular frameworks that are innovative and adaptable will permit inventive combinations of disciplines for study and would provide many entry and departure points, abolishing the strict barriers that are currently in place and opening up new opportunities for lifelong learning. While offering rigorous research-based specialization, graduate-level, master's, and doctorate education in major interdisciplinary universities would also present opportunities for multidisciplinary work in academia, government, and industry.
6. The transition to high-quality holistic and multidisciplinary education will be facilitated by sizable multidisciplinary institutions and colleges. Students will have access to unique and entertaining course selections as well as flexible curriculum options in addition to rigorous specialization in one or more topics. Increased faculty and institutional autonomy in developing courses will facilitate this. Communication, discussion, debate, research, and chances for interdisciplinary and cross-disciplinary thinking will all receive more attention in pedagogy.
7. All HEIs will establish and strengthen the departments of languages, literature, music, philosophy, Indology, art, dance, theatre, education, mathematics, statistics, pure and applied sciences, sociology, economics, sports, and other similar subjects required for a multidisciplinary, stimulating Indian education and environment. Credits for these subjects will be granted in all Bachelor's Degree programmes if they are completed through such departments or through ODL mode if the HEI does not offer them in-class.
8. HEIs will have the freedom to offer a variety of Master's programme designs, including (a) a 2-year programme with the second year entirely dedicated to research for students who have completed a 3-year Bachelor's programme; (b) a 1-year Master's programme for students who have completed a 4-year Bachelor's programme with Research; and (c) an integrated 5-year Bachelor's/program. Master's Either a Master's degree

or a 4-year Bachelor's degree with Research is required to begin a Ph.D. an M.Phil. Program will be terminated.

10. MERUs (Interdisciplinary Education and Research Universities)—model public universities for holistic and multidisciplinary education on par with IITs, IIMs, etc.—will be established with the goal of achieving the highest international standards for educational quality. Additionally, they'll aid in establishing the best standards for multidisciplinary education in India.

II- Optimal Learning Environments and Support for Students:

Effective learning necessitates a comprehensive strategy that includes a suitable curriculum, interesting pedagogy, ongoing formative evaluation, and sufficient student support. The curriculum must be engaging and current, updated frequently to reflect the most recent knowledge requirements, and designed to achieve specific learning objectives. The successful delivery of the curriculum to students therefore requires high-quality teaching; pedagogical practices shape the learning experiences offered to students, directly affecting learning outcomes. The evaluation procedures must be rigorously scientific, created to test students' knowledge application and continually improve learning. Not to mention, it is essential for high-quality learning that students develop the skills that support their overall wellness, including physical fitness, excellent health, psychosocial wellbeing, and a strong ethical foundation. Thus, the foundations of high-quality learning include content, pedagogy, ongoing evaluation, and student assistance. A number of initiatives will be needed to guarantee that learning environments are engaging and supportive and enable all students to succeed, in addition to providing the necessary resources and infrastructure, such as high-quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas.

1. First a comprehensive framework of higher education qualifications will provide uniformity between institutions and programmes, as well as throughout the ODL, online, and traditional "in-class" modes, while allowing institutions and faculty the authority to innovate on issues of curriculum, pedagogy, and evaluation. In order to ensure that every student has a dynamic and engaging learning experience, institutions and committed professors will construct curriculum and pedagogy, and constant formative assessment will be employed to advance the aims of each programme. The HEI shall also make decisions on all assessment processes, including those that result in final certification. Changes will be made to the Choice Based Credit System (CBCS) to encourage creativity and adaptability. The system will be fairer and the results will be more comparable if HEIs switch to a criterion-based grading system that evaluates student progress based on the learning objectives for each programme. HEIs must also transition away from high-stakes exams and toward more ongoing, thorough review.
2. Second, each institution will incorporate its academic plans, such as those for improving the curriculum and the interaction in the classroom, into its overall Institutional Development Plan (IDP). In order to assist different student cohorts in academic and social domains both within and outside of formal academic exchanges in the classroom, each institution will be dedicated to the holistic development of students and build strong internal structures. For instance, all HEIs will offer procedures and possibilities for sponsoring topic-focused clubs and events, such as those centred on science, math, poetry, language, literature, debate,



music, sports, etc., that are run by students with the assistance of teachers and other professionals as needed. Faculty will be equipped with the skills and knowledge necessary to interact with students not just as teachers but also as mentors.

3. Third, for socioeconomically disadvantaged students to successfully move to higher education, they need help and encouragement. As a result, universities and colleges will be forced to establish top-notch support centres and will be provided with enough funding and academic resources to do so successfully. Additionally, all students will have access to expert academic and career counselling as well as counsellors to assure their physical, psychological, and emotional wellbeing.
4. Fourth, ODL and online learning offer a logical way to expand access to high-quality higher education. ODL will be revitalized through concentrated, evidence-based efforts towards expansion while guaranteeing adherence to clearly specified standards of quality in order to fully realize its potential. ODL programmes will strive to be on par with the best in-class programmes currently offered. To ensure that ODL is of a high enough standard to be recommended to all HEIs, norms, standards, and guidelines for its systematic development, regulation, and accreditation will be created.
5. Last but not least, all programmes, courses, curricula, pedagogy, in-class, online, and ODL modes, as well as student assistance, will attempt to meet international standards of quality.

III- Motivated, Energized, and Capable Faculty:

1. The quality and dedication of a faculty member is crucial to a higher education institution's success. Several initiatives have been implemented in the last several years to systematise recruiting, career progression, and to ensure equal representation from various groups in the hiring of faculty, acknowledging the importance of faculty in fulfilling the goals of higher education. The pay scales for permanent academics in public institutions have also significantly raised. Additionally, a number of initiatives have been made to offer faculty members chances for professional growth. Faculty motivation in terms of teaching, research, and service in HEIs, however, continues to be far lower than the required level despite these many advancements in the prestige of the academic profession. To guarantee that every faculty member is content, enthusiastic, engaged, and motivated to advance her/his students, institution, and profession, it is important to address the numerous reasons that contribute to low teacher motivation levels. To attain the best, most motivated, and most qualified faculty in HEIs, the policy suggests the following actions.
2. The first priority is to ensure that all HEIs have the fundamental infrastructure and amenities, such as clean drinking water, functional toilets, blackboards, offices, instructional materials, libraries, labs, and comfortable classrooms and campuses. Every classroom must have access to the most recent instructional technologies for improved learning outcomes.
3. In order to maintain a pleasant teaching environment and allow enough time for engaging with students, conducting research, and participating in other university activities, teaching responsibilities will also be kept to a minimum. For faculty to feel fully invested in, connected to, and committed to their institution and community, they will be appointed to specific institutions and typically not be transferable across institutions.



4. The option to choose their own textbooks and reading materials, assignments, and evaluations will be granted to the faculty within the framework that has been established. For the faculty to perform truly excellent, innovative work, giving them the freedom to pursue innovative teaching, research, and service as they see fit will be a crucial motivator and enabler.
5. Through suitable awards, promotions, recognitions, and advancement into institutional leadership, excellence will be further encouraged. Faculty who fail to uphold fundamental standards will be held accountable in the meantime.
6. The processes and standards for hiring faculty members at HEIs shall be clearly laid out, independent, and transparent in line with the goal of autonomous institutions empowered to drive excellence. While the current hiring procedure will be maintained, a "tenure-track," or appropriate probationary time, will be implemented to further ensure excellence. For the purpose of rewarding high impact research and contribution, a fast-track promotion system shall be in place.
7. The current situation calls for the presence of exceptional and passionate institutional leaders who foster excellence and innovation. For an institution and its faculty to succeed, outstanding and effective institutional leadership is crucial. The best professors will be selected early and developed through a ladder of leadership positions. They should have strong academic and service credentials as well as demonstrated leadership and management skills. To guarantee the seamless operation of institutions, leadership posts should not be left empty. Instead, an overlapping time period between leadership transfers should be the standard. In order to inspire and reward exceptional and cutting-edge teaching, research, institutional service, and community outreach from faculty members and all HEI leaders, institutional leaders will work to establish a culture of excellence.

Conclusion:

A holistic education aims to teach children about the difficulties of life as a whole while simultaneously preparing them for academic achievement. The fullest development of the entire person is addressed at the cognitive and emotive levels, going beyond the scope of the student's overall education. A child is prepared for lifetime learning through holistic education. As the world becomes more complex, the educational emphasis shifts to the life skills, attitudes, and personal awareness that students will require. The development of a learner's social and academic maturity to take on life's problems, deepen their understanding, and learn from their mistakes occurs through a holistic approach to education.

The ancient educational system placed a strong emphasis on a person's overall growth by attending to both their inner and outer selves. It placed a strong focus on virtues including modesty, honesty, self-control, discipline, and respect for all living things. Students were encouraged to value the harmony between nature and humans. In order for the next generation to not only appreciate and learn about the past, but also to have a future-focused perspective founded in conventional knowledge, we also need to teach them about the contributions of ancient India.

The current situation calls for the inclusion of Indian Knowledge Systems at every level. Many more institutions are entering the league of those that have already established centres related to Indian Knowledge Systems. In



order for students to feel compelled to give back to their community and to their village, district, and state, the kind of holistic education Gurudev stated is necessary. Prime Minister Narendra Modi has stated that a holistic education system is essential for achieving a national transformation in this regard.

Therefore, "Holistic Education is the Soul of National Education Policy 2020," and by carrying out NEP 2020 in its genuine spirit as our government intended, our efforts to develop Atmanirbhar Bharat and New India will be realised.

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