



CHOICE OF SUBJECTS UNDER NEP 2020 IN SHAPING THE LEADERSHIP & EMOTIONAL INTELLIGENCE OF FIRST YEAR STUDENTS: CHALLENGES & ROAD AHEAD....

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Abstract

NEP 2020 sets a paradigm change in the way subjects in specific and education at large was perceived. The sheer access to a wide arena of subjects under the banner of Open Elective courses, Vocational Skill Enhancement courses and Indian Knowledge System has opened up an all new dimension to the world of learning. Outcome based education and teaching pedagogy has undergone a 360 degree change. Choice of subjects based on the interest of the learner brings in a lot of freedom to study papers that one finds interesting. Institutions today strive to provide holistic development to students with the introduction of a variety of courses and syllabi to best suit the industry needs and requirements. The idea behind aligning innovative skill based learning is not just limited to employability, but to nurture and transform the learner into a leader with high levels of emotional intelligence. The multidisciplinary approach of the syllabus framed by the institutions helps to align with the objectives of NEP which are flexibility, accessibility and skill building. Implementation of a dynamic curriculum ensures a drift of focus from formal education to choice based education. With emphasis on practical implementation of conceptual knowledge, NEP promotes education based on various spectrums ranging from life skills. values, human rights, fundamental duties, Constitutional values and changing roles and responsibilities of an individual in a changing world.

Key words: NEP 2020, paradigm shift, outcome-based education

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Review of Literature:

Elham Shahmandi (2011) the Competencies, Roles and Effective Academic Leadership in World Class University. The author explains that situational leadership has to be developed with the help of outstanding content and research platform that has to be inculcated by the academicians. The research also highlights the importance of decision making skills that are required to transform the personality of the learner. Badrilal Gupta (2021) analyses the role of academic leaders in shaping students. The author highlights that faculties have a significant role to play in shaping the emotional intelligence of the learner. The author stated

that NEP enables the thinking ability of the learner to ensure designing, conceiving and implementation of innovative initiatives. The author emphasizes on the role of research and entrepreneurship in higher education. The author further explained that the academicians should be able to appropriately articulate the objectives of NEP guidelines.

Reshma Gunaji (2023) analyzed the linkage of emotional intelligence to the teaching pedagogy and curricular structure. The Author stated that there is very important for the student to strengthen their emotional intelligence so that a right blend of subjects are chosen and the learner can achieve the ultimate goal of

transformation through education. The research also sets a linkage of emotional intelligence with glooms taxonomy, which ensures a level wise systematic approach to achieve academic and career growth.

Objectives of the study:

- To understand the relationship between selection of subjects offered under NEP with the holistic development of the students
- To analyze the impact of choice of subjects under NEP with the transformation of the students

Research Methodology:

The research was conducted using the following sources: -

1. **Primary Source:** A structured questionnaire was developed and responses were collected.

Description of questionnaire: - The questionnaire was divided into two segments namely Section I and Section II. While Section I was pertaining to the specific information about the attitude and mindset of the students with respect to choice of subjects under NEP in shaping the leadership qualities and emotional intelligence, Section II focused on the demographic characteristics of the respondents.

2. **Secondary Source:** Data was gathered from books, journals and websites.

A structured questionnaire was developed and data was gathered.

Sample Size: 78 respondents answered the questionnaire.

Findings and Interpretations:
Figure1.1

On what basis have you opted for the subjects offered under Open Electives, Indian Knowledge System, Vocational Skill Enhancement Course?

78 responses

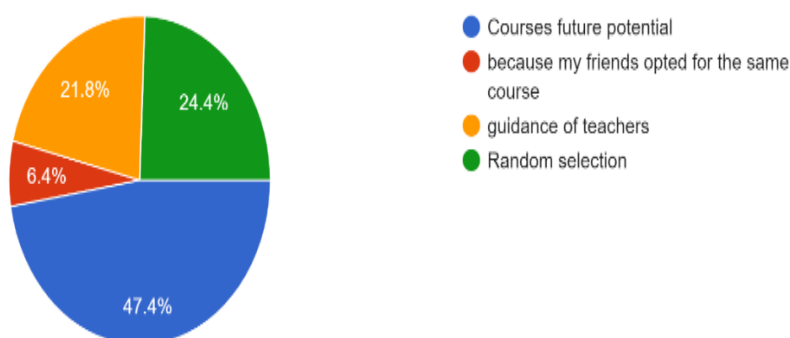


Figure 1.1 describes the basis have you opted for the subjects offered under Open Electives, Indian Knowledge System, Vocational Skill Enhancement Course. It can be observed that 47.4% respondents have opted for courses that they feel have future potential, 24.4% have chosen the courses on random basis, 21.4% respondents have opted for the courses upon being guided by the faculties and 6.4 % respondents have opted for the courses based on peer pressure.

Figure 1.2

Are you satisfied with the evaluation methods of subjects offered under NEP?
78 responses

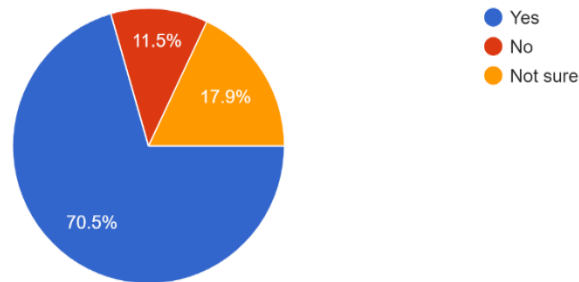


Figure 1.2 describes the satisfaction level of the students on being evaluated under the NEP subjects. It is seen that 70.5% students are satisfied with the method of evaluation, 11.5% are not satisfied and 17.9% are not sure whether it is the right method of being evaluated.

Figure 1.3

What should be the method of evaluation during the examination of subjects offered under NEP?
79 responses

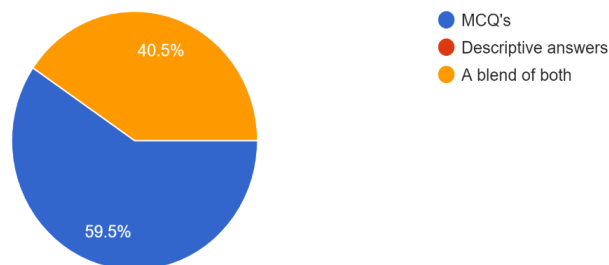


Figure 1.3 indicates the method for evaluating the students under NEP. It is observed that 59.5% of the respondents feel that MCQ is the correct way to evaluate the performance, while 40.5% feel that a blend of both MCQ's and descriptive answers is a right way for evaluation.

Figure 1.4

As per your perspective, who should be evaluating your performance?
78 responses

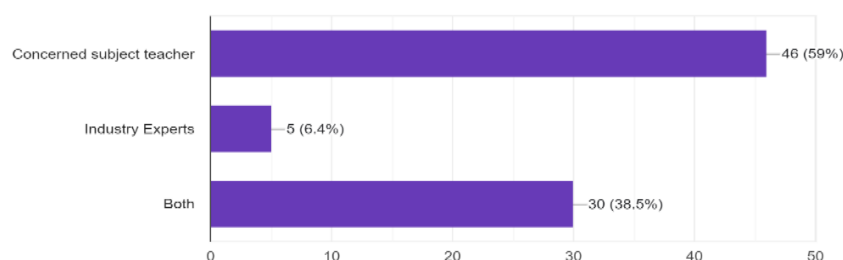


Figure 1.4 indicates the perception related to the evaluator. It can be observed that 59% respondents feel that the concerned subject teacher is an appropriate evaluator, while 38.5% respondents feel that both industry experts and concerned subject teachers are good evaluators. 6.4% of the respondents are of the opinion that only industry experts should evaluate the performance of the students.

Was emotion a parameter for you to choose the elective subjects under NEP?

Figure 1.5

Was emotion a parameter for you to choose the elective subjects under NEP?

75 responses

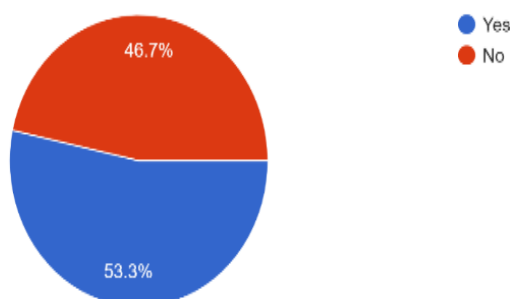


Figure 1.5 brings out the emotional quotient in choice of subjects. It is observed that 53.3% of the respondents take the subject with emotional thinking, while 46.7% respondents do not take subject decisions based on emotions.

Choice of appropriate electives under NEP can help transform me as a leader.

Figure 1.6

Choice of appropriate electives under NEP can help transform me as a leader.

78 responses

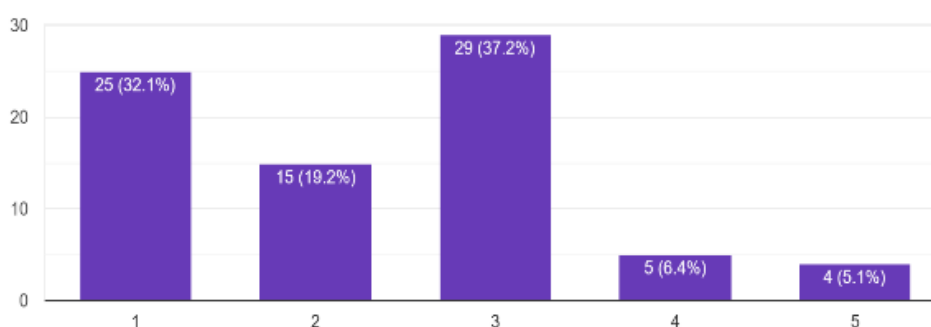


Figure 1.6 presents the co-relation between choice of subjects and transformation of the respondents as a leader. The chart indicates that 32.15% respondents feel that the choice of subjects present them an opportunity to transform them as a leader.

Figure 1.7

The most important aspect that is required to be studied to gain emotional intelligence under NEP are
76 responses

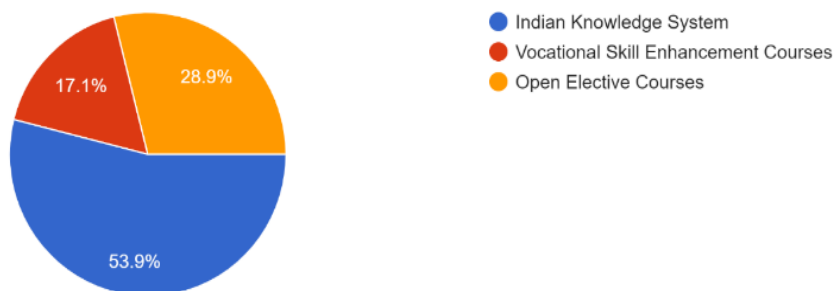


Figure 1.7 indicates the subject that the respondent feel is the most important aspect to be studied to gain emotional intelligence under NEP. As per the research, 53.9% respondents feel that Indian Knowledge System is the most important subject followed by Open Elective Courses and then with the choice of Vocational Skill Enhancement Courses.

Figure 1.8

According to ou, which skills have shaped up after studying the electives of your choice?
79 responses

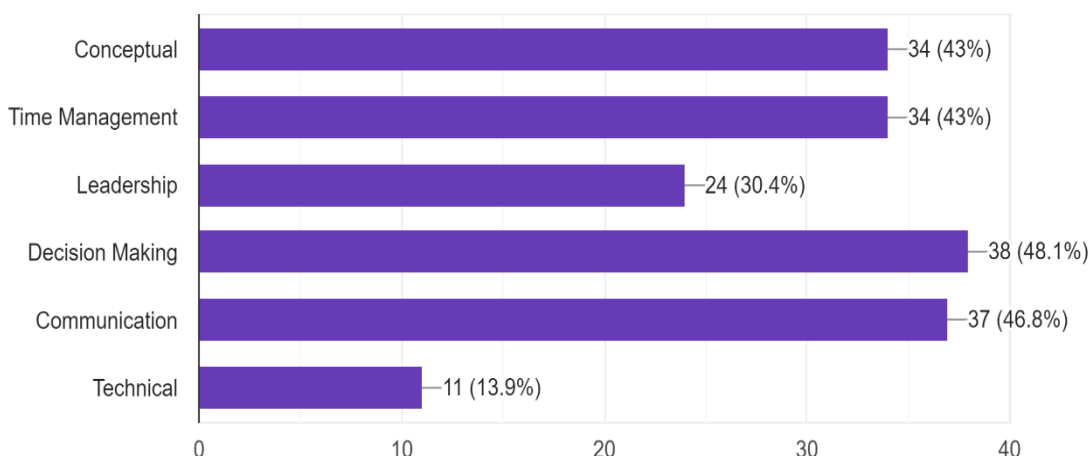


Figure 1.8 presents the skills that are required to shape the students by opting for NEP subjects. It can be observed that 48.1% respondents feel that decision making skills are the most important with 48.1% followed by communication skills at 46.8%, time management and conceptual skills at 43%, leadership skills at 30.4% and 13.9% of technical skills.

Figure 1.9

Do you think studying contemporary subjects increases the chances of employability?

79 responses

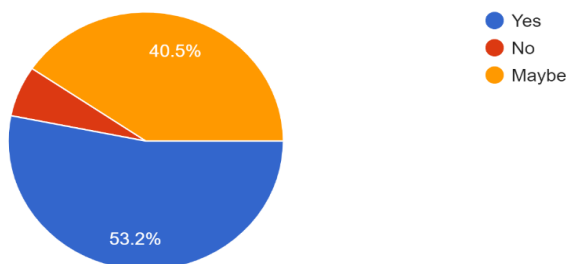


Figure 1.9 indicates the relationship between choice of contemporary subjects and perceived employability possibility. 53.2% respondents feel that choice of subjects under NEP is going to be useful in employability.

As per your understanding, which quotient does NEP subject offerings enhance?

Figure 1.10

As per your understanding, which quotient does NEP subject offerings enhance?

79 responses

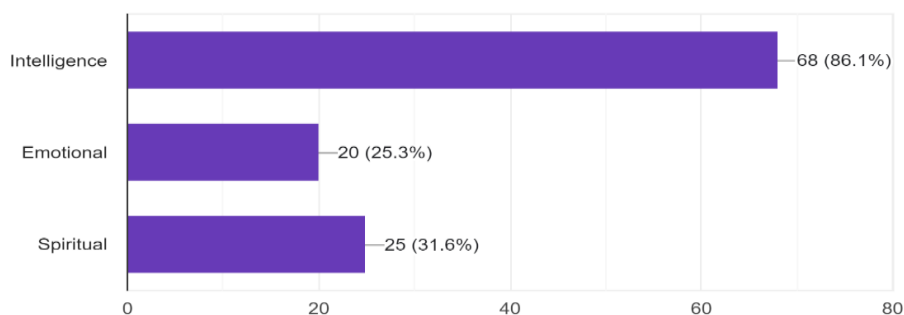
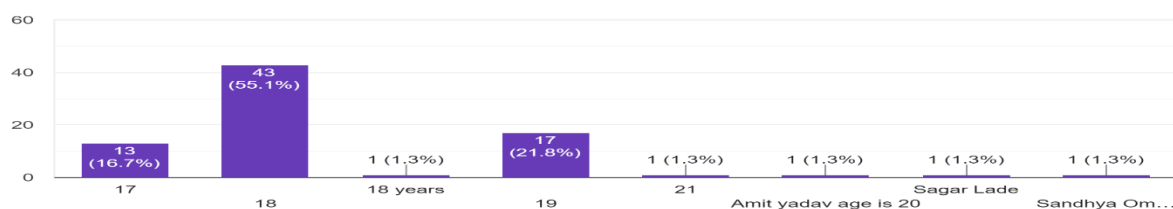


Figure 1.10 represents the most important quotient that choice of NEP subjects offer. 66% respondents feel that intelligence quotient is the most important aspect, while Spiritual quotient constitutes 31.6% and 25.3% respondents share that emotional quotient is the most important quotient.

Demographic Profile of the respondents:

Most respondents

Age
78 responses



Most respondents belong to the 18 years age group and are pursuing their first year.

Suggestions:**For Faculty Members:-Initiatives by colleges:-**

1. Colleges have to conduct orientation sessions to brief the students about the electives like OEC and VEC highlighting the long-term benefits that are going to be derived from these courses.
2. Take up personalized mentoring/ counselling.
3. Build core competency in students.
4. Design an alternative evaluation method.
5. Industry-Academia partnership at every stage, evaluation inclusive
6. Mark the upcoming opportunities during the year and embrace the change
7. Encourage live projects to foster problem solving and critical thinking.

Conclusion:

Freedom to choose subjects for the holistic development of the student is a weapon for their overall development.

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