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Holistic and Multidisciplinary Education Approaches in Higher Education NEP 2020

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Abstract: ***National Education Policy: 2020 is ground-breaking step taken by Indian Government in the field of Education. We are living in the post modern virtual world where the boundary of the education of a country is kaput and enriched with the affluent global thoughts. Indian education has the greatest heritage and glorious past. It has been altering its form according to the passage of time on the demand of the crisis influenced by social, political and economical issues. The present study will focus on the holistic and multidisciplinary dimension of New Education Policy: 2020. The researcher will discuss how holistic attitude of education plays an important role in the field of 'all round development' of the child; and the researcher will find out how much multidisciplinary approach is relevant in contemporary education system in the respect of global education. The researcher has gone through the report of the previous education policies, committees and studied related literature closely which are desirable for this study. The findings of this study will help its readers to understand the context to introduce NEP 2020 by Government; the reader will realize the stream of the change of education policy, he/she will aware previous history of education in brief. The researcher has taken philosophical research method to convey philosophy of education and philosophy of life as well. The novelty of this study is to recognize the importance of the approach of holistic education in modern education system and curriculum. And then the readers will be able to distinguish how much multidisciplinary educational approach is significant for survival which is the ultimate aim of all education. Keywords: holistic approach, multidisciplinary education, all round development, heritage***
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I. INTRODUCTION

New Education Policy 2020 has been introduced by the Indian government to flourish all human potentials, qualities and possibilities of the child. At the same time the policy makers has balanced between past heritage of Indian education and future possibilities of the student's career in the context of virtual and global education. The policy makers "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The policy has been made on the basis of the object so that the child can survive in his/her life after completing minimum education. According to the humanistic study, human being is the source of all possibilities in the world. The quality of the human resource determines the development and prosperity of the country where he belongs. Indian government has changed education policy and introduced several education committee and commission many a times so that the development occurs in all aspects of human possibilities. If we study properly the historical background of the education policy we surely find the reason the change the policy. Besides, Indian education has glorious past history of education. Thousands of years ago when Vedic and Gurukul education was factual truth in ancient Indian civilization then there is doubt if the western world would know how to read or not. "India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields". And the rapid change of educational system is seen because the demand and outcomes of education has been changed. An individual nurtures multiple possibility and multiple intelligence in his/her mind. An individual is the mine of every possibility; a wise person can be an artist; a mathematician can be a skilful acrobat; and an Engineer can be a philosopher. The aim of education is to 'manifestation of perfection that already in man.' And this is holistic approach of education: approach to thrive all human possibilities. As the human resource is the wealth of a country naturally he will have an important contribution to the prosperity of his motherland. So multidisciplinary approach and holistic measurement changed the view point of not only Indian contemporary education but loom of higher education. India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific 'fields,

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such as chemistry and mathematics, 'vocational ' fields such as carpentry and clothes-making, 'professional 'fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human Endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

1) Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.
2) A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmers, including those in professional, technical, and vocational disciplines.
3) A holistic and multidisciplinary education, as described so beautifully in India 's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.
4) Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.
5) Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.
6) Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI.
7) Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmers will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

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Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

8) The structure and lengths of degree programmers shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor 's degree after a 3-year program me. The 4-year multidisciplinary Bachelor's program me, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programmer may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

9) EIs will have the flexibility to offer different designs of Master's programmers:

a) there may be a 2-year programmer with the second year devoted entirely to research for those who have completed the 3-year Bachelor's program me;

b) for students completing a 4-year Bachelor's program me with Research, there could be a 1-year Master's program me; an

c) there may be an integrated 5-year Bachelor's/Master's program me. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. Program me shall be discontinued.

10) Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. They will also help set the highest standards for multidisciplinary education across India.

11) HEIs will focus on research and innovation by setting up start-up incubation centers; technology development centers; centers in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organization

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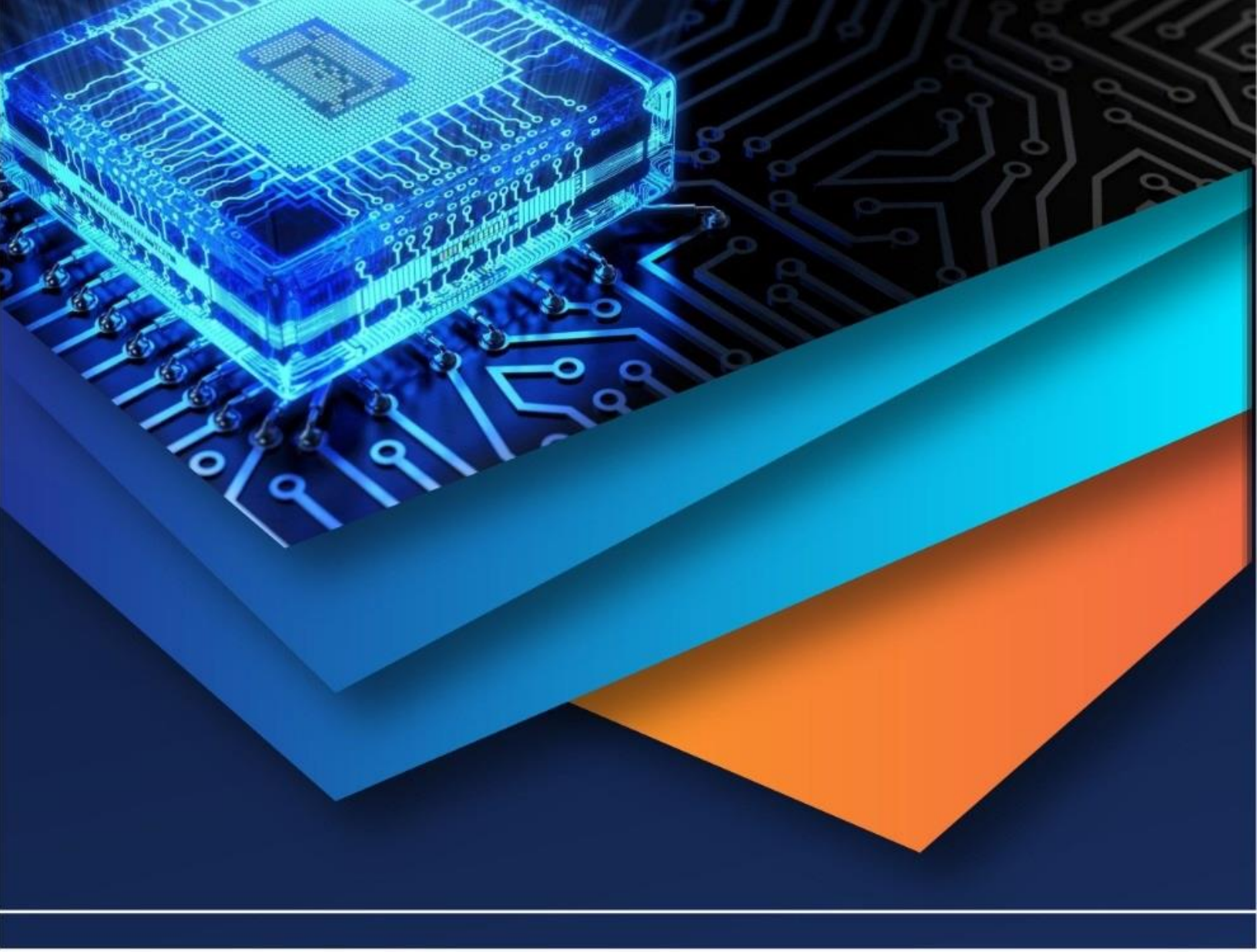
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