

IMPACT OF MULTIDISCIPLINARY APPROACH AMONG THE STUDENTS WITH REFERENCE OF NEW EDUCATION POLICY 2020

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Abstract

The goal of the National Education Policy 2020 is to establish a center of learning where students may develop to their full potential by offering them a diverse curriculum that will enable them to gain and maintain 21st century skills. To communicate, one must be able to speak. Without language, it is impossible to fathom exchanging ideas, knowledge, or information. Because of this, it is essential that we possess a strong command of language in order to enable smooth communication. , being a universal language, has gained significance globally in numerous significant disciplines. For this reason, having strong communication skills opens up a person's world. In secondary education, which is seen as a transitional phase, language proficiency becomes even more crucial. But in our nation, concerns about pupils' communication skills have always existed. Proficiency in impedes the advancement of students. Language acquisition is a natural skill of humans. When taught or taught well, our natural capacity to learn languages aids in language improvement. The process of acquiring a language involves picking up the fundamentals. Speaking, listening, reading, and writing are the four fundamental components of the language. Without gaining proficiency in these four foundational language skills, one cannot become fluent in. Speaking, listening, reading, and writing are the four fundamental components of the language.

Keywords – Multi Disciplinary Approach, Speaking Skill, Developing Capability, Language

INTRODUCTION

A multidisciplinary approach to curricular integration has been suggested by the NEP policy, with consideration for the holistic approach, which aims to make connections between many fields of study in order to provide an explanation of any subject or issue. It is important to note that the interdisciplinary approach is adaptable because it incorporates academic and occupational streams, extracurricular and co-curricular activities, and the arts and sciences. In addition to science and math, a creative and diverse curriculum has been added that covers the humanities, arts, crafts, music, theater, languages, culture, and sports and health. Interpersonal abilities like integration, communication, flexibility, teamwork, and leadership are also acknowledged by the policy as "life skills." In the globalized world of today, effective communication is essential to success in all endeavors. Language serves as a communication tool. People are unable to communicate fully without the use of language. Furthermore, without employing appropriate language when communicating, people are unable to accomplish their goals, objectives, and aspirations. As a result, a language is required in order to converse with people worldwide. is used to connect with people residing in other states, countries, regions, and continents of the world because it is regarded as an international language and is spoken everywhere. The most crucial skill for acquiring a second or foreign language is speaking ability. Speaking is regarded as the most crucial ability among the four primary language abilities for acquiring a foreign or in real-world scenarios, speaking is the skill that will be used to evaluate students the most.

Speaking skills instruction has received less attention despite its significance; the majority of teachers still teach speaking skills through memorization of dialogues or repetition of exercises. The world has become a global village in the current day, with serving as the primary medium of communication amongst people. Because it is spoken so widely, is regarded as a global language. Scientific research, education, commerce, the Internet, travel and tourism, media and newspapers, software, medical, engineering, information and technology, entertainment, banking, and other professions all make extensive use of the language.

The language most frequently used online and in business correspondence is English. Since over 85% of research publications are published in English, it is the only major language used while producing scientific research articles. It is the universal tongue of business and trade. The majority of products in the IT industry are written in language, and you can even speak with coworkers and other software professionals worldwide in English. Furthermore, the majority of literature about higher education is written in language. A growing number of people are studying the language to be productive in their chosen areas. Speaking seems to be the most challenging of the four language fundamentals since speakers must construct sentences rapidly. For those learning a second or foreign language, forming sentences without mastering grammatical structures and having

sufficient vocabulary can be rather challenging. Language learners so have a difficult time pronouncing grammatically correct sentences. People work hard to develop their speaking abilities since they are crucial for effective communication with others and the global society at large.

REVIEW OF LITERATURE

For speakers, the integration of language and content across curricula is nothing new. One of the first attempts to systematically combine topic knowledge with language abilities was Mohan's "knowledge framework" from 1986. In the field of ESP, this multidisciplinary approach has grown in favor. This method does a great job of balancing the power dynamics between the teacher and the student. In topic areas, it allows the student to take the lead, while the language teacher must take on a supporting role. Learners benefit from it, and constructivists like Vygotsky and Bruner endorse it. They contend that education ought to be an active process of knowledge building that involves both the instructor and the learner. But the level at which language and subject should be combined is always up to the instructor (Dalton-Puffer, 2007, 2011).

Harish Kumar, Balvinder Shukla, Manoj Joshi, R Sujatha, and T Beena 2022. NEP 2020: Demystifying Holistic and Multidisciplinary Education Approaches for Diverse Career Opportunities. The primary aim of the article was to investigate the functions of a Holistic Approach and Multidisciplinary education for a range of professional options, considering its implementation in NEP 2020 for student placement and orientation in compliance with stakeholder expectations. Based solely on a thorough literature study, this paper offers an outline of the idea, its implications for teaching (rather than research), and its relevance to current policy.

OBJECTIVES

- 1- To study of the impact of multi disciplinary approach on learning skill between the boys and girls.
- 2- To study of the impact of multi disciplinary approach to enrich learning experiences between boys and girls.

RESEARCH HYPOTHESIS

H₁ There is a positive impact of multi disciplinary approach on learning skill between the boys and girls.

H₂ There is a positive impact of multi disciplinary approach to enrich learning experiences between the boys and girls.

RESEARCH LIMITATIONS

The primary focus of the study is on how the interdisciplinary approach has affected the boys and girls attending Jabalpur's government and private schools in the light of the new education strategy of 2020. Just the ability to speak fluently and the growing capacity to comprehend information.

RESEARCH METHODOLOGY

SAMPLE

The researcher selected 800 students from Private and government school for questionnaire response.

TOOLS

Self made questionnaire prepared and modified under the guidance of the Professors.

ANALYSIS AND INTERPRETATION OF DATA

Tools and techniques in research are the statistical methods of collection, analysis, interpretation, presentation, and organization of data. In this study self-made tool, situation based questions are used.

HYPOTHESIS 1

H₁ There is a positive impact of multi disciplinary approach on learning skill between the boys and girls.

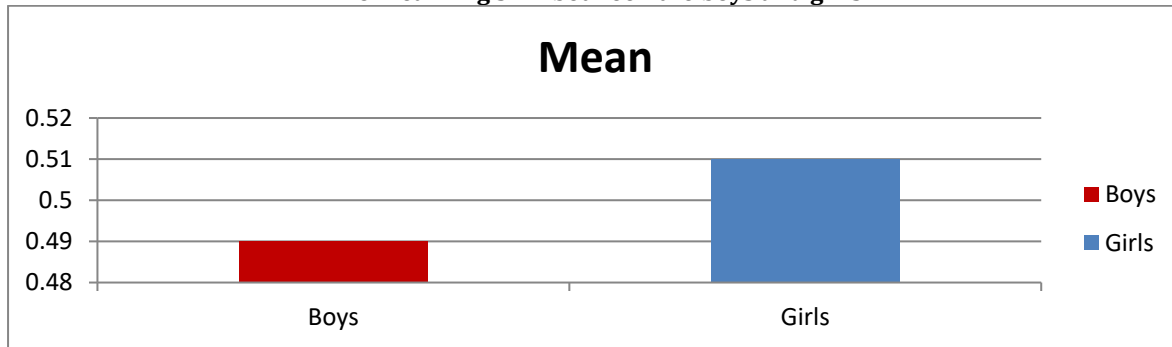
Table No. – 1

Mean & Std. Deviation on Impact of multi disciplinary approach on learning skill between the boys and girls

Group	Student's Number	Mean	S.D.	T Value	df	Level of Significance	Interpretation
Boys	400	0.49	0.26	0.62	798	1.96(0.05)	Accepted
Girls	400	0.51	0.27			2.58(0.01)	Accepted

Shown in the above table the means of Boys are 2.38 and std. Deviation is 1.17 and the means of Girls are 2.47 and std. Deviation is 1.29 respectively. The 't' value 1.069 is greater than the table value 0.05 level of confidence. It can be concluded that:- "There is no significant difference of impact of Multidisciplinary approach on developing speaking skill between the Boys and Girls." Thus, this hypothesis is accepted.

GRAPH NO- 1
Graph of Mean & on Impact of multi disciplinary approach on learning skill between the boys and girls



INTERETATION

As shown in the above Graph table the means of Boys are 2.38 and std. Deviation is 1.17 and the means of Girls are 2.47 and std. Deviation is 1.29 respectively. So, it is clear that from means & std. Deviation of HYPOTHESES Ho-1 There is no significant difference of impact of multidisciplinary approach on developing speaking skill between the boys and girls.

HYPOTHESIS No. 2

H₂ There is a positive impact of multi disciplinary approach to enrich learning experiences between the boys and girls.

TABLE No. – 2

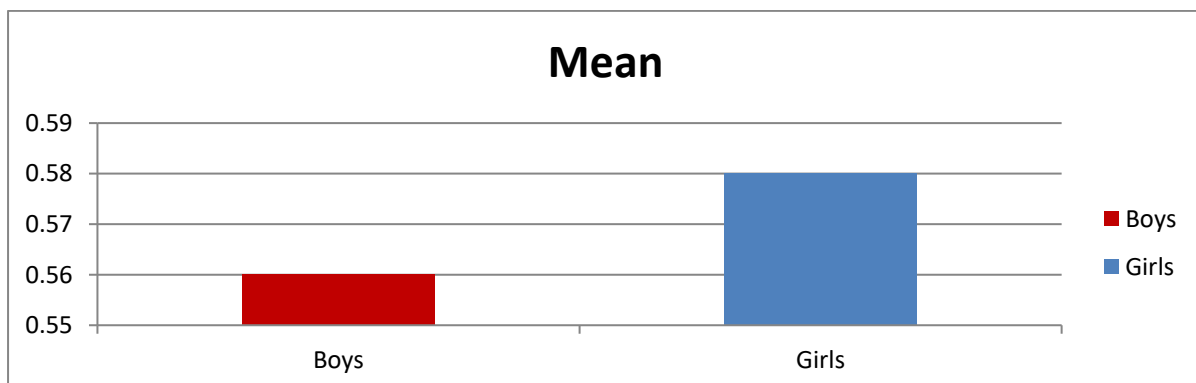
Mean & Std. Deviation on Impact of multi disciplinary approach to enrich learning experiences between the boys and girls

Group	Student's Number	Mean	S.D.	t Value	df	Level of Significance	Interpretation
Boys	400	0.56	0.27	0.90	798	1.96(0.05)	Accepted
Girls	400	0.58	0.28			2.58(0.01)	Accepted

Shown in the above table the means of Boys are 0.56 and std. Deviation is 0.27 and the means of Girls are 0.58 and std. Deviation is 0.28 respectively. The't' value 0.90 is less than the table value 0.05 level of confidence. It can be concluded that:- "There is no significant difference of Impact of multi disciplinary approach in developing capability of understanding facts between Boys and Girls." Thus, this hypothesis is accepted.

GRAPH NO- 2

Graph of Mean on Impact of multi disciplinary approach to enrich Learning experiences between the boys and girls



INTERETATION

As shown in the above Graph the means of Boys are 0.56 and std. Deviation is 0.27 and the means of Girls are 0.58 and std. Deviation is 0.28 respectively. So, it is clear that from means & std. Deviation of HYPOTHESES Ho-2 There is no significant difference of impact of multidisciplinary approach in developing capability of understanding facts between the boys and girls.

CONCLUSION

The means of Boys are 2.38 and std. Deviation is 1.17 and the means of Girls are 2.47 and std. Deviation is 1.29 respectively. So, it is clear that from means & std. Deviation of Hypotheses Ho-1 There is a positive of impact of multidisciplinary approach on learning skill between the boys and girls.

the means of Boys are 0.56 and std. Deviation is 0.27 and the means of Girls are 0.58 and std. Deviation is 0.28 respectively. So, it is clear that from means & std. Deviation of Hypotheses Ho-1-2 There is a positive of impact of multidisciplinary approach in enrich learning experiences between the boys and girls.

FINDINGS & DISCUSSION

The multidisciplinary approach is a special technique in education programs. It is a novel approach to curriculum integration that uses different subjects to highlight a theme, subject, or problem. A curriculum that is interdisciplinary uses different disciplines to study the same subject or body of knowledge. It is an effective teaching strategy that transcends disciplinary or curriculum borders to improve and enrich the subject matter. This strategy is incredibly helpful and pertinent for integrating teacher education programs and improving their acceptance and quality. As a result, the nation's multidisciplinary approach to teacher education has gained momentum thanks to the National Education Policy-2020.

Multidisciplinary approaches in teacher education programs will undoubtedly produce well-rounded people with critical 21st-century skills in a variety of academic fields, including the humanities, sciences, arts, commerce, social sciences, professional and vocational fields, and other educational fields. Almost all of the abilities and information needed to improve and expand classroom education with this strategy must be possessed by teachers.

SUGGESTIONS

As envisioned by the NEP-2020, it is recommended to establish academic institutions and multifunctional institutions across the nation. This strategy also recommended that multidisciplinary colleges and universities implement a four-year integrated teacher education curriculum. This curriculum benefits students from a variety of disciplines, including the humanities, sciences, commerce, and the arts. They will save time and have more opportunities to participate in the teaching-learning process in a way that is appropriate.

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