

Holistic Development, Multidisciplinary Education, Teacher Empowerment, and Student Well-being

Ms Subhamol V R, Research Scholar, VISTAS Chennai

Dr S Shobhana, Assistant Professor, VISTAS Chennai



<https://doi.org/10.55041/ijstmt.v2i2.004>

Cite this Article: R, S. V. (2026). Holistic Development, Multidisciplinary Education, Teacher Empowerment, and Student Well-being. International Journal of Science, Strategic Management and Technology, <i>Volume 10</i>(01). <https://doi.org/10.55041/ijstmt.v2i2.004>

License:  This article is published under the Creative Commons Attribution 4.0 International License (CC BY 4.0), permitting use, distribution, and reproduction in any medium, provided the original author(s) and source are properly credited.

Abstract

The National Education Policy (NEP) 2020 envisions an education system rooted in India's rich traditions while adapting to 21st-century needs. It emphasizes holistic development, multidisciplinary education, and the empowerment of learners through psychological, emotional, and intellectual growth. This paper explores the alignment between the NEP 2020 vision and the development of B.Ed. trainees' teaching competencies through the cultivation of multiple intelligence, self-efficacy, and psychosocial skills. By strengthening these psychological foundations, B.Ed. trainees are better equipped to create inclusive, dynamic, and learner-centered classrooms. The study highlights how integrating psychological well-being into teacher education can contribute directly to the goals of NEP 2020, building future educators who are competent, empathetic, and prepared to shape a sustainable, progressive Bharat.

Key Words

National Education Policy 2020 (NEP 2020), Multiple Intelligence, Self-Efficacy, Psychosocial Skills, Teaching Competency, Holistic Education, Sustainable Development, Teacher Empowerment

Introduction

The landscape of education in India is undergoing a transformative shift with the introduction of the National Education Policy (NEP) 2020. Rooted in the ideals of holistic development, inclusivity, and lifelong learning, NEP 2020 redefines the goals of teaching and learning for the 21st century. It calls for nurturing not just cognitive skills, but also emotional intelligence, creativity, resilience, and ethical values among learners.

Teacher education stands at the heart of this transformation. B.Ed. trainees, as future architects of young minds, must be equipped with a range of competencies that go beyond subject mastery. Multiple intelligence, self-efficacy, and psychosocial skills form the psychological foundation necessary for effective teaching in today's diverse and dynamic classrooms. This paper explores how fostering these psychological dimensions among B.Ed. trainees directly supports the vision of NEP 2020. By enhancing teaching competency through a holistic approach, we prepare educators who are capable, compassionate, and committed to building a progressive, sustainable Bharat.

Objectives of the Study

1. **To analyse** the alignment between NEP 2020's vision and the psychological development of B.Ed. trainees.
2. **To examine** the role of multiple intelligence in enhancing teaching competency.
3. **To assess** the impact of self-efficacy on effective and inclusive teaching practices.
4. **To explore** the contribution of psychosocial skills in creating holistic classroom environments.
5. **To propose** strategies for integrating psychological empowerment into teacher education programs to fulfil the goals of NEP 2020.

Need and Significance of the Study

The National Education Policy (NEP) 2020 envisions a transformative shift from rote-based learning to holistic, integrated education. To realize this vision, it is essential to prepare future educators who embody psychological strength, emotional resilience, and intellectual flexibility.

The need for this study arises from the growing understanding that teaching competency is no longer confined to subject mastery alone. It now demands a blend of multiple intelligences, self-efficacy, and psychosocial skills to manage diverse, inclusive, and dynamic learning environments effectively. B.Ed. trainees must be empowered psychologically to fulfil the role of facilitators, mentors, and life-long learners as proposed by NEP 2020.

The significance of this study lies in emphasizing psychological empowerment as a central pillar in teacher education reforms. Strengthening multiple intelligences, enhancing self-efficacy, and developing psychosocial competencies among trainees not only align with NEP 2020 but also contribute to building a sustainable, compassionate, and forward-looking education system for Bharat.

Literature Review

The National Education Policy (NEP) 2020 highlights the importance of holistic and multidisciplinary education, calling for reforms in both content and pedagogy. Recent research underscores that teaching competency is enhanced when psychological foundations such as multiple intelligence, self-efficacy, and psychosocial skills are nurtured among future educators. **Howard Gardner's Theory of Multiple Intelligences (1983)** emphasized that intelligence is not a single general ability but a collection of various cognitive capacities. Recognizing and nurturing these multiple intelligences within B.Ed. trainees helps them create more inclusive and responsive learning environments. **Albert Bandura's Self-Efficacy Theory (1997)** suggests that teachers' belief in their abilities significantly influences their motivation, resilience, and instructional effectiveness. Teachers with strong self-efficacy are better equipped to implement innovative strategies, manage classrooms proactively, and build meaningful student relationships. **Daniel Goleman's work on Emotional Intelligence (1995)** and later research by **CASEL (2013)** highlight the vital role of psychosocial skills in education. Teachers who possess emotional regulation, empathy, and interpersonal skills contribute to creating emotionally safe and motivating classroom environments. The literature supports that integrating psychological empowerment into teacher training programs is essential for achieving the goals set forth in NEP 2020. This approach not only strengthens teaching competency but also aligns with the broader vision of nurturing confident, creative, and compassionate citizens for a sustainable Bharat.

Methodology

Research Design

The study adopted a descriptive survey method to explore the relationship between multiple intelligence, self-efficacy, psychosocial skills, and teaching competency among B.Ed. trainees, in the context of the goals outlined by NEP 2020.

Population and Sample

The population consisted of B.Ed. trainees enrolled in teacher education institutions in Palakkad district, Kerala. A stratified random sample of 1000 B.Ed. trainees was selected from 12 BEER colleges, ensuring a balanced representation across different demographic groups.

Tools Used for Data Collection

- Self-Efficacy Scale
- Psychosocial Skills Assessment Tool
- Teaching Competency Scale
- Multiple Intelligence Inventory

Statistical Techniques Used

- Descriptive Statistics (Mean, Standard Deviation)
- T-test for group comparisons
- Correlation Analysis to explore relationships between psychological factors and teaching competency
- Regression Analysis to predict teaching competency based on psychological variables

Data Analysis

Data were analysed using SPSS and Excel, applying both descriptive and inferential statistics to draw meaningful conclusions aligned with the educational vision of NEP 2020.

Results

The analysis of data revealed strong positive relationships between psychological factors and teaching competency among B.Ed. trainees, highlighting the relevance of NEP 2020's holistic educational vision.

Table 1: Mean, Standard Deviation, and t-Test Results for Teaching Competency Based on Gender

Variable	Group	N	Mean	SD	t-value	p-value	Result
Teaching Competency	Male	400	72.3	8.0	2.28	0.02	Significant
	Female	600	75.1	7.6			

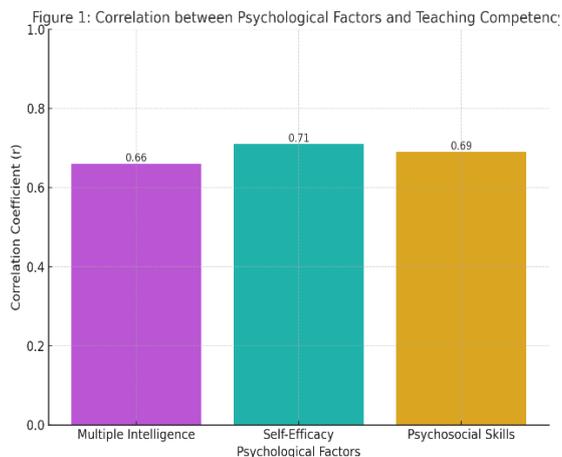
Female B.Ed. trainees demonstrated significantly higher teaching competency compared to their male counterparts.

Table 2: Correlation between Psychological Factors and Teaching Competency

Variables	Correlation Coefficient (r)	Significance (p)	Result
Multiple Intelligence & Competency	0.66	0.001	Positive Significant Correlation
Self-Efficacy & Competency	0.71	0.001	Positive Significant Correlation
Psychosocial Skills & Competency	0.69	0.001	Positive Significant Correlation

All psychological factors showed strong, positive, and statistically significant relationships with teaching competency.

Figure 1: Graphical Representation of Correlation



Discussion

The findings of the study strongly affirm the vision of NEP 2020, emphasizing that holistic development is key to effective education. The positive correlations between multiple intelligence, self-efficacy, psychosocial skills, and teaching competency highlight the essential role of psychological empowerment in preparing future educators.

Trainees with well-developed multiple intelligences are more capable of designing flexible and inclusive learning experiences, addressing the diverse needs of students. This finding aligns with NEP 2020's call for moving beyond narrow academic excellence toward nurturing a broad range of learner abilities.

Self-efficacy, as demonstrated by the high correlation with teaching competency, proves to be a critical factor in classroom effectiveness. B.Ed. trainees who believe in their capabilities show greater resilience, innovation, and adaptability — qualities needed in the evolving educational landscape envisioned by NEP 2020.

Similarly, strong psychosocial skills enable trainees to build positive classroom environments that foster emotional safety, respect, and collaboration. These skills are foundational to creating the empathetic, value-driven education system that NEP 2020 aspires to achieve.

Thus, this study confirms that by focusing on psychological foundations, teacher education programs can play a central role in achieving the goals of NEP 2020 and building a progressive, sustainable Bharat.

Conclusion

The National Education Policy (NEP) 2020 envisions an education system that nurtures not only intellectual development but also emotional, social, and ethical growth. This study reaffirms that empowering B.Ed. trainees with multiple intelligence, self-efficacy, and psychosocial skills significantly enhances their teaching competency, aligning perfectly with NEP 2020's holistic goals.

Future educators must be trained to move beyond traditional knowledge transmission and instead foster inclusive, engaging, and compassionate classrooms. Psychological empowerment strengthens their ability to innovate, connect, and inspire — qualities that are essential for shaping the progressive Bharat NEP 2020 dreams of. Thus, integrating psychological

development into teacher education is not just necessary; it is the pathway to building resilient, empathetic, and visionary educators for India's future.

Educational Implications

- **Curriculum Reform:** Teacher education programs must integrate modules on multiple intelligence, self-efficacy, and psychosocial skill development.
- **Skill-Based Workshops:** B.Ed. trainees should undergo regular workshops that focus on emotional intelligence, leadership skills, and adaptive teaching strategies.
- **Holistic Assessment:** Trainee evaluations should include measures of emotional resilience, interpersonal skills, and self-efficacy, alongside academic achievements.
- **Mentorship Programs:** Establish structured mentorships where experienced educators guide trainees in building psychological and classroom management skills.
- **Policy Recommendations:** Educational policies must prioritize holistic teacher training approaches that align with NEP 2020's vision of a vibrant, inclusive, and sustainable education system.

References

1. Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: W.H. Freeman and Company.
2. Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
3. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
4. CASEL (Collaborative for Academic, Social, and Emotional Learning). (2013). *2013 CASEL Guide: Effective Social and Emotional Learning Programs*. Chicago, IL: CASEL.
5. Government of India. (2020). *National Education Policy 2020*. Ministry of Education, New Delhi.

Appendices

Appendix A: Tools Used for Data Collection

- Multiple Intelligence Inventory
- Self-Efficacy Scale
- Psychosocial Skills Assessment Tool
- Teaching Competency Scale

Appendix B: Sample Items from Scales

Multiple Intelligence Inventory (Sample Items):

- I enjoy solving puzzles and logical challenges.
- I find it easy to understand and connect with other people's feelings.

Self-Efficacy Scale (Sample Items):

- I am confident that I can manage challenging classroom situations.
- I believe I can motivate even the least interested students.

Psychosocial Skills Assessment Tool (Sample Items):

- I can express my emotions appropriately in social settings.
- I am able to resolve conflicts peacefully and positively.

Teaching Competency Scale (Sample Items):

- I design learning activities to meet diverse student needs.
- I manage classroom behaviour effectively using positive reinforcement.

Appendix C: Graphical Representation

Figure 1: Correlation between Psychological Factors and Teaching Competency
Bar chart representing positive correlations