

Issues and Challenges of B.Ed. Trainee Teachers in Adapting to Multidisciplinary and Holistic Education Under the National Education Policy 2020

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Abstract: Education is the backbone of our society. Society depends on various multidisciplinary approach in its own needs and teachers are the constructors of that. NEP 2020 provides a roadmap for creating this education system effective, accessible, and skillful for all students. As per the need of modern education system, National Education Policy-2020 focuses on the implementation of multidisciplinary and holistic education. Our future would be teachers are also the main part of this implementation, and in the future, they are going to regulate and help other students to construct knowledge to successful this system. In this study researchers focus on what the current status of multidisciplinary and holistic education and what are the problems faced by B.Ed. Trainee Teachers in Adapting this Multidisciplinary and Holistic Education System under the National Education Policy-2020. This study was taken 105 B.Ed. Trainee teachers as a sample from Asansol region to collect and analyze data. This study is going to play an important role to provide an overview of problems related to implementing multidisciplinary and holistic education.

Keywords: Multidisciplinary Education, Holistic Education, Teacher Education, National Education Policy-2020, Issues, Challenges, Opportunity, Higher Education

I. INTRODUCTION

India is becoming the upcoming 'World Guru' or 'Biswa Guru'. We as a teacher are going to help our country to achieve this massive success by adopting holistic development approach in today's fast evolving world. Our Govt. of India has already taken an innovative and one step ahead initiative that is NEP 2020. NEP 2020 is the future of our Indian Education System. It's focuses on student's sustainable holistic development to create a student into a responsible, honest, skillful, & knowledgeable citizen because the dream of 'Future India' is in those knowledgeable skillful hands. NEP 2020 is focusing on Multidisciplinary and Holistic Education which is the best way to fulfill students' needs along with the country's needs, but is it possible? In India there are so many states or places where have not sufficient infrastructure, or some of have infrastructure but lack of human resources, like that there are many obstacles and challenges already exist in India and some problems will be faced in future also.

To becoming a Biswa Guru, we all have needed first, real ideal gurus in our institutions who are going to help our students to achieve their holistic development goals. It is deeply necessary to understand that whether we have these capable Gurus or not. Teachers are the central part of this transformation, and B.Ed. trainee teachers, as our future educators, plays a vital role in implementing those reforms. However, the transition from traditional teaching methods to multidisciplinary and holistic approaches confronting several challenges. So therefore, in this study we as researchers are try to understand those challenges and problems in adopting Multidisciplinary and Holistic Education system under the NEP-2020 specifically for our B.Ed. trainee teachers who are the future gurus of our country.



II. LITERATURE REVIEW

Bashir & Wani (2024) Conducted a study on 'Multidisciplinary and Holistic Education: Achieving Academic Excellence and Bolstering All-Round Development in the 21st Century with NEP-2020'. The aim of the study was to explore the theoretical framework of holistic education under NEP 2020. In this study, researcher focusing on the shift from academic development to all-round student development. The study reveals that while the policy is visionary, B.Ed. trainee teachers faced a 'pedagogical gap' and they also struggle to balance traditional curriculum requirements with the new demanded curriculum for fostering emotional, social, and ethical capacities in students.

Chandra & Singh (2025) Conducted a study on 'NEP 2020: Teacher Education Role of Teacher in Holistic Development'. The aim of the study was to examine the evolving role of teacher educators in facilitating holistic development. This study highlights that trainee teachers feel overwhelmed by the '360-degree assessment' mandate. This study found a lack of standardized rubrics for non-academic evaluation, and leaving trainees confused about how to objectively measure a student's values, life skills, and multidisciplinary interests.

Usmani et al. (2025) Conducted a study on 'NEP 2020 Challenges to Teachers' Education'. The aim of the study was to identify systemic hurdles in teacher education colleges. This study specifically points to the 'Infrastructure-Instructional Mismatch'. The study found that most B.Ed. colleges lack the multidisciplinary labs and ICT resources needed for implementing NEP-2020.

Kumar (2025) Conducted a study on 'Embarking on a New Era: Transforming Standalone B.Ed. Colleges into Multidisciplinary Institutions in Alignment with NEP 2020'. The aim of the study was to understand the structural transition of self-regulated B.Ed. colleges into multidisciplinary clusters. The study reveals that this transition is hindered by administrative insulation and a lack of inter-departmental collaboration. In this study trainee teachers report difficulty in rigid institutional scheduling and a lack of qualified multidisciplinary faculty.

Jena (2024) Conducted a study on 'Impact of NEP 2020 on Teacher Education in India: Implementation, Challenges and Opportunities'. The aim of the study was to understand the practical implementation of the 4-year integrated B.Ed. program and find out the challenges. This study found that the primary problem is 'curriculum overload' and trainees were expected to master multiple subjects and digital pedagogy simultaneously.

Sharma (2025) Conducted a study on 'Teacher Education Programs, Teacher Challenges and Perspectives on NEP-2020'. The study was focusing on the student-teachers perspective and analyses the shift toward experiential learning. The study findings reveal a 'Digital Divide' as a major barrier and especially from rural backgrounds trainees faced lack of high-speed internet and hardware access. The study suggests to implement the digital-heavy, holistic teaching modules proposed by the NEP-2020 framework.

Patode (2024) Conducted a study on 'Imperative Role of Multidisciplinary and Holistic Approach in NEP-2020'. The study was highlighted the importance of integrating local culture and indigenous knowledge into the B.Ed. curriculum. The study found that trainee teachers feel unprepared for 'Linguistic Pluralism' and they struggle to teach complex multidisciplinary concepts in regional languages because the majority of high-quality teaching-learning materials and textbooks are still only available in English or Hindi.

Singh (2024) Conducted a study on 'Reimagining Teacher Education through NEP 2020: A Study of Policy Awareness, Institutional Readiness, and Reform Implications in Kanpur District'. The aim of the study was to evaluate policy awareness among B.Ed. students. The study findings show a high level of theoretical awareness but a low level of 'functional readiness' and it's also found that trainees understand what NEP-2020 asks for but do not know how to execute multidisciplinary lessons in a real classroom where students are still evaluated by traditional exams.

Objectives:

1. To know the understanding level among the B.Ed. Trainee teachers about the concept of multidisciplinary and holistic education.
2. To find out the perception towards multidisciplinary and holistic learning among the B.Ed. trainee teachers.
3. To identify the challenges faced by B.Ed. trainee teachers in adapting to multidisciplinary and holistic education.
4. To find out the probable measures and solutions for smoothly implementing multidisciplinary and holistic education.



III. METHODOLOGY

Nature of the Study: In this study researchers adopt descriptive cum survey method to fulfill the objectives of this study and researcher also conducted in depth literature reviewed to understand the current scenario of multidisciplinary approached under the National Education Policy-2020.

Population: Researchers confined all the B.Ed. trainee teacher of Asansol region in academic session 2025-2027 as a population.

Sample & Sampling Technique: For this present study researchers adopted simple random sampling technique to selected sample from population. Here researchers selected 105 B.Ed. trainee teachers as a sample of this study.

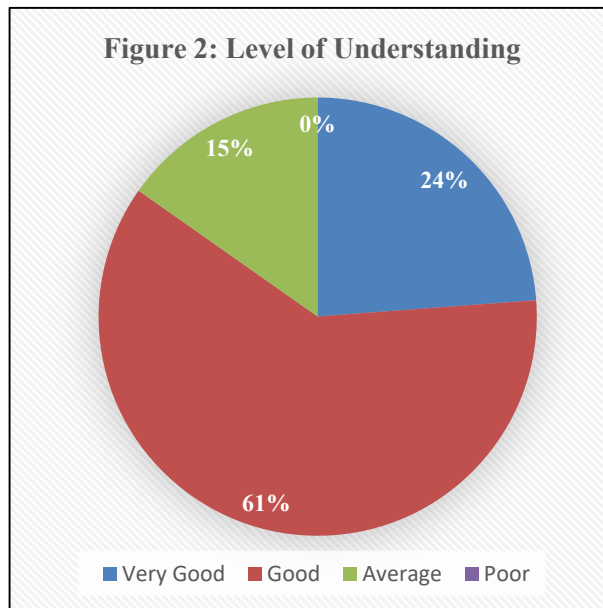
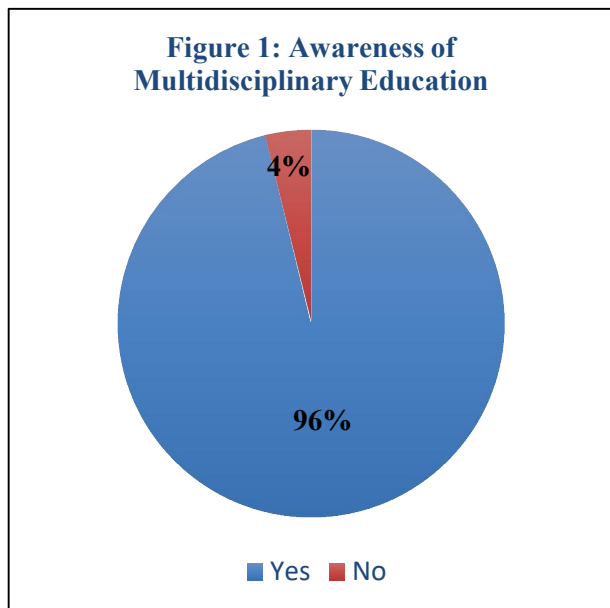
Tools: Researchers used a self-made questionnaire to collect necessary information related to this study from B.Ed. trainee teachers in adapting to multidisciplinary and holistic education in higher education in the context of National Education Policy-2020.

Data analysis and Interpretation: In this study researcher used both Qualitative and Quantitative Data and various statistical methods such as mean, SD, Percentage analysis for analyzed the objectives.

IV. RESULTS AND FINDINGS

Objective 1: To know the understanding level among the B.Ed. Trainee teachers about the concept of multidisciplinary and holistic education.

As per the data researchers identify and analysis various responses among the B.Ed. trainee teachers. Researchers found that most of the B.Ed. trainee teachers are aware about multidisciplinary education or holistic education. Based on the analysis, figure no-1 indicates that 96% students were aware of multidisciplinary education but when it comes to level of understanding, they don't have the high level of understanding about the concept related to multidisciplinary and holistic education which is represented in figure no-2. Data shows that only 24% have deeper level of understanding and 61% of them are good enough level of understanding.



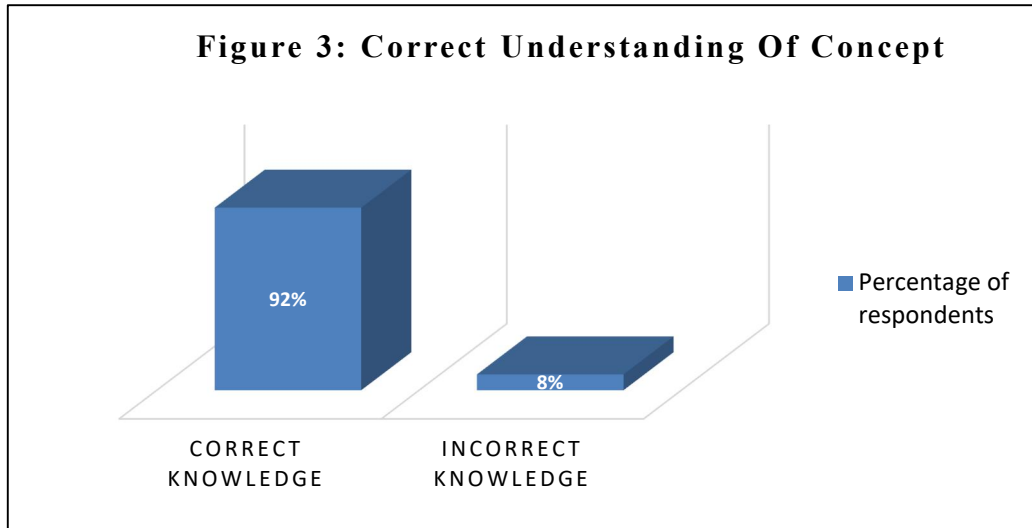
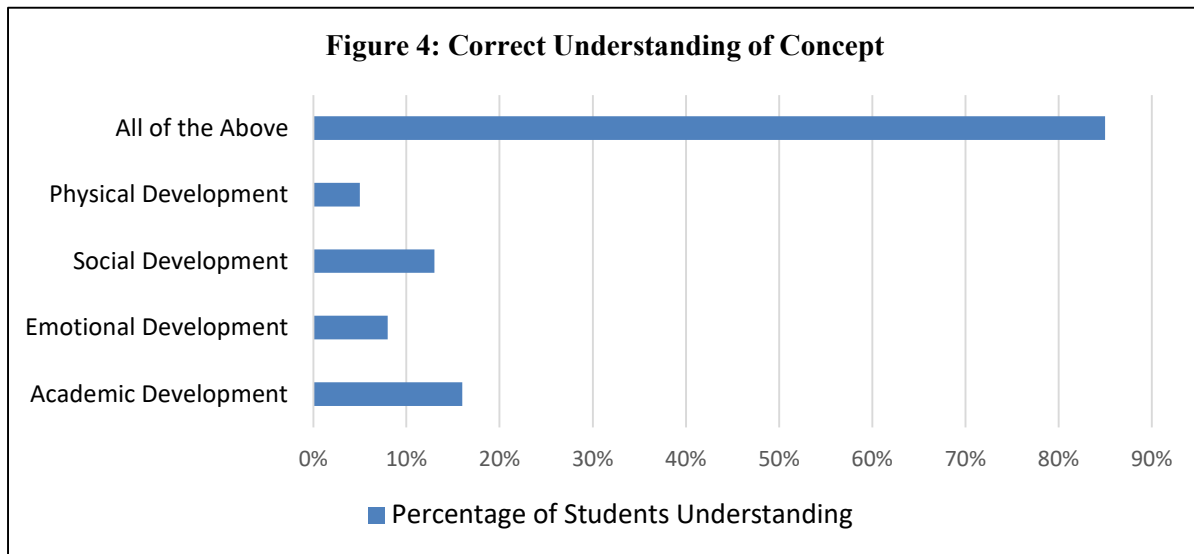


Figure no-3 and 4 represent that how many students understands the actual meaning of multidisciplinary and holistic education, where researchers find out that 92% students have the correct concept of that whereas 85% students are actually aware of its concepts and definition.



Objective 2: To find out the perception towards multidisciplinary and holistic learning among the B.Ed. trainee teachers.

Table 1: Mean and SD of the level of perception towards multidisciplinary and holistic learning among the B.Ed. trainee teachers.

Category	N	Mean	SD
B.Ed. trainee teachers	105	24.86	3.87

Calculating $M \pm \sigma$, where M = Mean and σ = Standard Deviation



$$M + \sigma = 24.86 + 3.87 = 28.73$$

$$M - \sigma = 24.86 - 3.87 = 20.98$$

Table 2: Level of perception towards multidisciplinary and holistic learning among the B.Ed. trainee teachers.

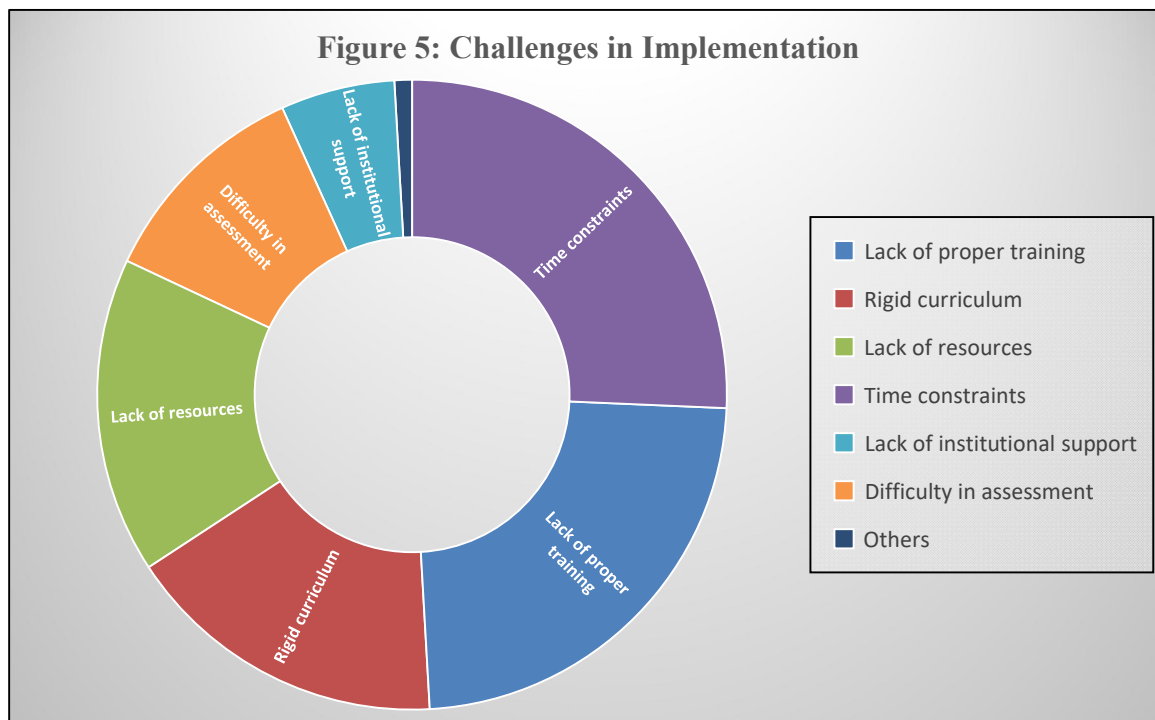
Scores	Frequency	Percentage	Perception level
Above - 28.73	20	19.05%	High
Between - 28.73 to 20.98	77	73.34%	Moderate
Below - 20.98	8	7.61%	Low
Total	105	100%	---

From the table-2, on the basis of the cut-off point, it is clear that, out of 105 B.Ed. trainee teachers, 19.05% have scored above 28.73, 73.34% have scored between 28.73 to 20.98 and 7.61% have scored below 20.98. Therefore, as the result shows that majority of the B.Ed. trainee teachers have scored between 28.73 to 20.98, which indicate the level of perception towards multidisciplinary and holistic learning among the B.Ed. trainee teachers is moderate. With these analyse we can say that perception towards multidisciplinary and holistic education of B.Ed. trainee teachers are very positive and they support its concept and ready to implement it in his life as well as in their career.

Objective 3: To identify the challenges faced by B.Ed. trainee teachers in adapting to multidisciplinary and holistic education.

- Time constraints:** Figure no 5 shows that 54% of trainee teachers are facing this problem because when we talk about multidisciplinary education it takes so much time but they have a congested time frame where they have to do lot of activities like assignments, practicums, participate in cultural programmes etc. In short, they have a bounded schedule, therefore they don't have that time to plan their teaching on multidisciplinary approach.
- Lack of training:** Figure no 5 shows that second highest percentage 52% trainee teachers have no skills or lack of training of how they will be managing time and how to cope up with the various field of knowledge. Also, data shows that 94% of trainee teachers demand proper training and guidance to accrue this skill which helps to mastery in multidisciplinary education and holistic development.
- Rigid curriculum:** To reach the goal of multidisciplinary and holistic education, trainee teachers faced a structural issues problem that is rigid curriculum. It is a difficult issue in B.Ed. course because within 2 years of the course, they have followed a rigid curriculum where they are just fulfilling the academic criteria to get the degree. It is right that curriculum allows to do creative work in their respective field but the time bound and academic workload not be able to provide that creativity where they explore more multidisciplinary approach. Although only 35% trainee teachers were facing this problem but somewhere it plays a great impact on our teacher education system.
- Difficulties in assessment:** Another big issue arises in adopting multidisciplinary and holistic education that is trainee teachers have facing difficulties in assessment. They are unaware how to assess or evaluate their own achievements, difficulties, need to improvements as results they didn't find that they have actually achieved the multidisciplinary and holistic development goal or not. Data shows that 25% trainee teachers are unable or incapable to assess their learning with multidisciplinary education.
- Lack of resources:** A large number of trainee teachers don't have the proper access of resources to adopt in multidisciplinary and holistic education system. 34% of trainee teachers stated that they don't have proper ICT support, Shortage of teaching materials, and also don't have the proper infrastructure.
- Difficulty in integrating multiple subjects:** Researchers found that a very small number of trainee teachers were facing difficulties when they try to integrate multiple subjects. Which is a good thing but although researchers found that a large number of trainee teachers not be able to integrating multiple subjects properly. So, it's a biggest concern to achieve the goal of multidisciplinary and holistic education.





g) Communication gaps among teacher educators and trainee teachers: One of the major concerns in multidisciplinary education is that limited collaboration among teachers and trainee teachers, most of the trainee teachers faced challenges in preparing of lesson plan and Issues like technological use, communication etc. There is a gap of knowledge, training and guidance among teachers and B.Ed. trainee teachers.

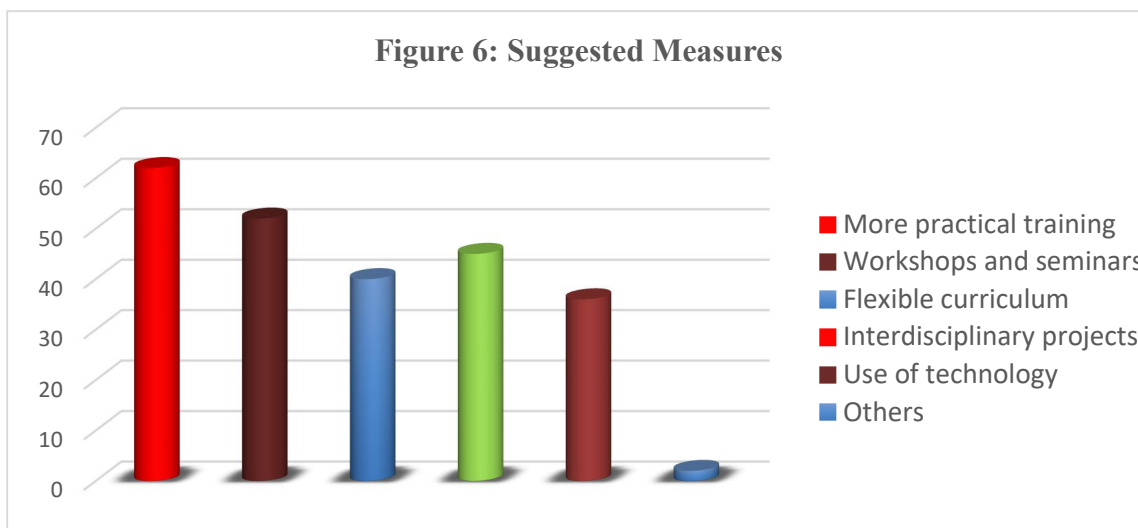
Objective 4: To find out the probable measures and solutions for smoothly implementing multidisciplinary and holistic education.

The graphical representation of Objective-4 reveals clear trends in the preferences of B.Ed. trainee teachers regarding measures for improving multidisciplinary and holistic education. The statistical distribution (in percentages) highlights the relative importance assigned to different strategies. The data indicates that more practical training such as project-based learning, experiential learning, and activity-based approaches receive the highest level of support, with approximately 85% to 95%. Similarly, Workshops and seminar, use of technology are supported by nearly 75% to 90% of trainee teachers, indicating group work, collaborative learning, and interdisciplinary integration. This reflects a strong awareness of the role of ICT in enhancing teaching-learning processes and aligning education with contemporary needs. Measures related to institutional support, such as flexible curriculum, availability of resources, and infrastructure, show lowest agreement, with approximately 50% to 65% of respondents supporting these aspects. This indicates that systemic changes are also considered essential, though slightly less emphasized than pedagogical and training-related factors. The statistical trends clearly indicate that B.Ed. trainee teachers prioritize capacity building (training), technological advancement, and innovative pedagogy as the most effective measures. 94% of trainee teachers believes that training programme is very important to established multidisciplinary and holistic education under NEP-2020.

After the analysis of open-ended questionnaire researchers found some Institutional responsibilities in promoting multidisciplinary education, they should focuses on create flexible and integrated curriculum, collaboration among teachers and departments, Proper training and workshops for teachers, provide proper resources and infrastructure, Promote of project-based and practical learning, Encouraging interdisciplinary teaching and learning, Student-centered



and active learning approaches, use of modern technology and digital tools, provides Continuous support, guidance, and feedback, more focuses on skill development, critical thinking, and problem-solving, organization of seminars, activities, and collaborative projects, encouraging innovation and creativity, create an environment of real-world application and community connection, reform in pedagogy and assessment methods and creating a supportive and inclusive learning environment. Overall, the data demonstrates a strong consensus that a combination of high-level institutional support and modern teaching practices, backed by proper training, is essential for the successful implementation of multidisciplinary and holistic education under NEP-2020.



V. DISCUSSION

The findings reveal a significant gap between policy expectations and practical implementation. While NEP 2020 promotes flexibility and innovation, the current teacher education system remains largely traditional and rigid. The lack of proper training and limits the ability of trainee teachers to implement multidisciplinary approaches effectively. However, the positive attitude among trainees is a promising indicator for future transformation. The findings are consistent with previous studies highlighting issues such as curriculum overload, digital divide, and institutional rigidity. Despite these challenges, the positive perception among trainee teachers indicates strong potential for successful implementation with proper support.

This study also found Innovative teaching method for holistic education which are the best strategies to fulfil the goal of multidisciplinary and holistic education in the teacher education field like as Project-Based Learning (PBL), activity-based and experiential learning, real-life learning approaches, collaborative learning, educational tours, field visits, and field practice, use of modern technology and digital tools, role play, case studies, storytelling, and demonstrations, Gamification, quizzes, and interactive methods, improving teacher-student interaction, available of teaching materials and resources, workshops and training for teachers, use of simple language and effective communication, encouraging creativity, critical thinking, and problem-solving.

VI. CONCLUSION

The study concludes that B.Ed. trainee teachers are aware of and positively inclined toward multidisciplinary and holistic education, but face considerable challenges in its implementation. Key barriers include lack of training, time constraints, rigid curriculum, and insufficient resources. To address these challenges, it is essential to introduce systematic reforms in teacher education, including flexible curriculum design, enhanced training programs, and improved infrastructure. The integration of innovative teaching methods and technology can further strengthen implementation. Ultimately, the successful realization of NEP 2020 depends on empowering teachers with the necessary skills, knowledge, and support



systems. With proper intervention, trainee teachers can effectively contribute to building a dynamic and future-ready education system in India.

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