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# Empowering Student Learning: Locus of Control's Influence on Holistic and Interdisciplinary Education

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*“Breakthrough innovation occurs when we bring down boundaries and encourage disciplines to learn from each other”*

The ancient education system in India was a comprehensive system that aimed to develop the physical, mental, and spiritual aspects of an individual. It was based on the guru-shishya (teacher-student) tradition, where the teacher imparted knowledge to the student through oral instruction and practical training.

The Indian knowledge system has always employed a multidisciplinary strategy for educating students. Holistic and multidisciplinary education has been a part of Indian education since the period of Takshila and Nalanda. Institutions like Takshila and Nalanda are notable examples of educational institutions with a long history in India dating back to the period of the ancients. The NEP 2020 milestone, which has been recently introduced to the Indian educational system, is a significant development for our system of education. The New Education Policy 2020 aims to revive the holistic and multidisciplinary education system of ancient India. The goal is to prepare students for the challenges of the 21st century by providing them with a well-rounded education that will enable them to succeed in all aspects of their lives. New Education Policy 2020 aims to address several challenges faced by youth in India and equip them with the skills and knowledge they need to succeed in the modern world.

## ***Concept of Holistic and Multidisciplinary Education-***

Holistic development refers to an approach that focuses on the overall growth and well-being of an individual across different aspects of their life. It involves the development of various dimensions, including, intellectual, emotional, social, and spiritual aspects in a balanced and integrated manner. Holistic development recognizes that individuals are multifaceted beings, and their development should not be limited to a single aspect of their life.

The meaning of multidisciplinary is the integration of multiple disciplines and the use of different disciplines to solve complex problems and get a deeper knowledge of topics. In other words, it provides holistic and comprehensive knowledge of the subject. or discipline.

In today's education system students are stuck in a particular type of discipline and these disciplines provide a particular type of subject bouquet but through new education policy we overcome this type of restriction and students have more choices and explore their knowledge with their interests and with more choice. It is important to note that NEP 2020 does not allow for a strict division between the arts and sciences, curricular and extracurricular activities, or vocational and academic paths. For students, the limits of one subject are not the only places where learning can occur. Realize that the standard of education should not be viewed in siloed terms but rather more broadly and holistically

## ***NEP 2020 on Holistic and Multidisciplinary Approach to Higher Education***

The NEP 2020 emphasizes a holistic and multidisciplinary approach in higher education to foster a well-rounded, inclusive, and innovative learning experience for students. Here are some key highlights of the holistic and multidisciplinary approach in higher education as outlined in the NEP 2020:

***Integrated Curriculum:*** The NEP 2020 promotes the integration of different disciplines. this encourages interdisciplinary learning and promotes a broader understanding of complex issues.

**Research and Innovation:** The NEP 2020 emphasizes the importance of research and innovation in higher education.

**Flexibility in Choice of Subjects:** NEP 2020 promotes flexibility in the choice of subjects, allowing students to choose subjects from different domains and disciplines based on their interests and aptitude. This encourages cross-disciplinary learning and helps students develop a well-rounded understanding of different subjects.

**Integration of Subjects:** This includes integrating science, arts, humanities, and vocational education to provide a comprehensive and holistic education to students.

**Curriculum Reforms:** It encourages schools and higher education institutions to redesign their curriculum to include cross-disciplinary themes and projects that foster interdisciplinary learning.

**Collaborative Learning:** This approach encourages teamwork, communication, and problem-solving skills, and prepares students for the demands of the 21<sup>st</sup>-century workforce, which often requires multidisciplinary skills.

**Skill Development:** It emphasizes the integration of skill-based courses, such as critical thinking, communication, problem-solving, and entrepreneurship, in the curriculum to prepare students for the demands of the 21st-century workforce.

**Inclusive Education:** It emphasizes the need for inclusive education in higher education, promoting diversity, equity, and social justice.

**Technology Integration:** It calls for leveraging technology to promote interdisciplinary learning, virtual labs, online courses, and other innovative pedagogical practices to enhance the learning experience of students.

## CONCEPT OF LOCUS OF CONTROL

**Locus of control-** Locus of control refers to an individual's belief about the extent to which they have control over their lives and the events that occur to them. It was first proposed by psychologist Julian B. Rotter in 1954 as a way to understand the differences in human behavior and personality.

There are two main types of locus of control: internal locus of control and external locus of control.

**Internal Locus of Control:** Individuals with a high internal locus of control believe that they have control over their lives and the outcomes they experience. They tend to attribute their successes and failures to their own efforts, abilities, and choices. They believe that they have the power to influence and shape their own destiny.

**External Locus of Control:** Individuals with a high external locus of control believe that external factors or circumstances outside of their control determine the outcomes they experience. They tend to attribute their successes and failures to luck, fate, chance, or the influence of others. They may feel that they have little or no control over their life and that events happen to them rather than being a result of their own actions.

## ROLE OF LOCUS OF CONTROL IN FOSTERING HOLISTIC AND MULTIDISCIPLINARY APPROACH

Locus of control can play a significant role in a holistic and multidisciplinary approach in higher education by influencing students' attitudes, behaviors, and outcomes in various aspects of their academic and personal development. Here are some ways in which locus of control can impact higher education:

**Academic Achievement:** Students who have a high internal locus of control are more likely to think that they can affect their own learning outcomes and that their academic success is within their control. Students with a high external locus of control, on the other hand, might be more likely to blame chance or destiny for their academic success or failure and might be less driven to take responsibility for their education.

**Personal Development:** Students with a high internal locus of control may feel more empowered and confident in making decisions, taking risks, and pursuing their interests and passions. On the other hand, students with a high external locus of control may be more passive and less likely to take initiative in their personal development.

**Career Readiness:** In a holistic and multidisciplinary approach to higher education, promoting an internal locus of control can empower students to develop career readiness skills, such as self-management, adaptability, and problem-solving, which are essential for success in the ever-changing job market.

**Interdisciplinary Collaboration:** Students with a high internal locus of control may be more proactive in contributing their ideas, taking on leadership roles, and taking ownership of their contributions to the team. They may also be more open to feedback, willing to learn from others, and resilient in the face of challenges

**Engagement and Participation:** Students with a high internal locus of control may be more likely to actively engage and participate in a multidisciplinary approach to higher education. They may believe that their efforts and contributions can make a difference and have a positive impact on their learning outcomes. As a result, they may be more motivated to actively participate in interdisciplinary discussions, projects, and activities, and may take

**Problem-Solving Skills.** Locus of control can influence students' problem-solving skills in this context. Students with a high internal locus of control may be more likely to take responsibility for identifying and solving problems, and may actively seek out solutions through critical thinking and creativity. On the other hand, students with a high external locus of control may be more passive and reliant on others to solve problems, as they may believe that external factors determine their outcomes. This can hinder their ability to develop effective problem-solving skills in a multidisciplinary approach.

**Interdisciplinary Collaboration:** Students with a high internal locus of control may be more proactive in contributing their ideas, taking on leadership roles, and taking ownership of their contributions to the team. On the other hand, students with a high external locus of control may be less likely to take initiative or contribute actively to the team and may rely more on others to take charge.

**Adaptability and Flexibility:** Students with a high internal locus of control may be more open to new experiences, willing to learn from different perspectives, and able to adapt their approaches as needed. They may be more resilient in the face of uncertainty and change and may take ownership of their learning process in a multidisciplinary approach. On the other hand, students with a high external locus of control may be less adaptable and flexible, as they may be more reliant on external factors to guide their actions. This can hinder their ability to effectively engage in a multidisciplinary approach that requires adaptability and flexibility

In conclusion, locus of control can significantly influence students' attitudes, behaviors, and outcomes in a holistic and multidisciplinary approach to higher education. Promoting an internal locus of control can empower students to take ownership of their learning, and personal development, Locus of control, which reflects an individual's belief about the extent of their control over events in their life, can impact various aspects of higher education, including engagement, problem-solving skills, interdisciplinary collaboration, and adaptability.

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