



**AMITY BUSINESS SCHOOL**  
MADHYA PRADESH



# HAPPENINGS

## Events

30 Apr 2024 | Gwalior

FDP ON “IMPLEMENTING HOLISTIC LEARNING APPROACHES IN PRIMARY EDUCATION: A ROADMAP FOR TEACHERS UNDER THE NATIONAL EDUCATION POLICY”.





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Speaker of the FDP, Dr Shweta Saxena, Associate  
Professor, Amity Business School, Amity University  
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Madhya Pradesh giving a lecture on NEP 2020

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A One Day Faculty Development Programme was conducted by Dr Shweta Saxena, Associate Professor, Amity Business School, Amity University Madhya Pradesh on April 30, 2024 (Tuesday) at Model Convent High School, Gwalior for the teachers teaching in different classes and handling different subjects. The topic of the FDP was "Implementing Holistic Learning Approaches in Primary Education: A Roadmap for Teachers under the National Education Policy".

Objectives of the Faculty Development Programme were:

To create awareness amongst the teachers regarding the major changes brought about in the National Education Policy 2020.

To make them understand that the Ministry of HRD has now been replaced by Ministry of Education.

To make the teachers aware that the old system of 10+2 has been replaced by the new 5+3+3+4 formula. Under this new system of 5+3+3+4, a child between the age of 3- 8 years, will be studying in Nursery, LKG, UKG, I Class and II Class. Which means that for the first 5 years he will be studying in II Class till he attains the age of 8 years. This is known as Foundational Stage. Then after, for the next 3 years he will be studying in class 3rd to 5th class. This stage is known as Preparatory stage. In this stage, a student attains the age of 11 yrs. After this stage, again for 3 years, a student studies from class 5th to class 8th and attains the age of 14 years. This stage is known as Middle school. The next stage is the



Secondary school in which the student studies from class  
to class 12th. During this stage, he attains the age of 18  
(15-18 years.)

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To create awareness amongst the school teachers that the Board exams will be made easier to reduce the pressure of board exams on students and to reduce the task of memorisation and to focus on learning by doing and learning by experimentation.

To make the teachers aware that the New Education Policy 2020 focuses on playing and learning for the first 5 years of education i.e. from nurseery to class II, the child must play and learn simultaneously.

Details of the Teachers' Training Programme

The teachers were explained about the significance of the National Education Policy 2020. During the training programme, the following points were discussed with the teachers. At its core, the NEP emphasizes the shift from rote learning to holistic learning. Gone are the days of memorization without comprehension; instead, we are called to cultivate an environment where learning is immersive, experiential, and meaningful for every child. One of the key pillars of holistic learning is experiential learning. As educators, we must create opportunities for our students to engage with the material actively. Whether through hands-on activities, project-based learning, or field trips, experiential learning allows students to connect theoretical knowledge with real-world applications, fostering deeper understanding and retention. Moreover, the NEP underscores the importance of promoting critical thinking and creativity among students. In a rapidly evolving world, rote memorization is no longer sufficient. Instead, we must nurture our students' ability to think critically, analyze information, and generate innovative solutions to complex problems. Through open-ended questions, collaborative projects, and creative exercises, we can empower our students to become lifelong learners and innovative thinkers. Furthermore, holistic learning extends beyond



academic achievement to encompass socio-emotional development. As teachers, we play a crucial role in supporting our students' social and emotional well-being. By

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creating a supportive and inclusive classroom environment, practicing empathy and active listening, and teaching conflict resolution skills, we can help our students develop essential life skills that will serve them well beyond the classroom. discuss practical strategies for implementing holistic learning approaches in our classrooms. First and foremost, we must embrace a learner-centered approach to teaching. This means recognizing and catering to the diverse needs, interests, and learning styles of our students. By differentiating instruction, providing choice and autonomy, and offering personalized support, we can create an inclusive learning environment where every child can thrive. Additionally, we must leverage technology as a tool for enhancing learning experiences. Whether through interactive simulations, multimedia presentations, or online collaborative platforms, technology can enrich our lessons and engage our students in new and exciting ways. However, it's essential to remember that technology is just a means to an end – the focus should always be on the learning objectives and the needs of our students. Furthermore, we must adopt authentic assessment strategies that align with the principles of holistic learning. Instead of relying solely on standardized tests or exams, we can assess our students' progress through a variety of methods, such as portfolios, projects, presentations, and peer evaluations. These authentic assessments not only provide a more comprehensive picture of our students' abilities but also empower them to take ownership of their learning journey. In conclusion, implementing holistic learning approaches in primary education is not just a mandate; it's an opportunity to redefine the way we teach and inspire the next generation of learners. By embracing experiential learning, promoting critical thinking and creativity, fostering socio-emotional development, and adopting learner-centered practices, we can create

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classrooms where every child feels valued, empowered, and able to reach their full potential. The teachers were informed that on July 29, 2020, the Cabinet Government introduced the National Education Policy 2020 also referred to as New Education Policy or NEP 2020. They were also informed that the First Education Policy was introduced in 1968. The second education policy was introduced in 1986 which was modified in 1992. NEP 2020 has been introduced after a gap of 34 years.

### ABOUT NEP

The teachers were explained about the importance of New Education Policy 2020 and the reforms that it will bring into the Indian Education System. The teachers were informed that the New Education Policy 2020 aims to bring about a change in the pedagogy and to make it more practical and job oriented. The focus is on skill development of students so that they can easily get jobs after completing their education. In this policy, one of the major reforms in the Indian Education system is that now the students can study in their mother tongue upto 5th standard. This will help in better understanding of the subject and in developing their cognitive skills. The focus of NEP 2020 is on holistic development of students. It believes in overall development of the personality of the students. In this policy, the emphasis is on enhancing students creativity, innovative abilities and making them lifelong learners. This policy has introduced flexibility in the learning system. The stream system no longer exists. The unique feature of this policy is that there is no stream system. A student can now study Science and history together. A student of commerce can also study biology. There is flexibility in this system of education. There is 360-degree assessment of students. In this, the student gives his own feedback, his parents give his feedback as well as his teachers and his friends give their feedback regarding his performance. They were informed that another major reform is the introduction of vocational education for students so that they can get jobs easily or can become entrepreneurs. It is targeted that Gross Enrolment





ratio will be increased to 50% till 2035. Another major change brought about in this education policy is that a student will start learning coding from 6th standard. One of the major changes introduced in NEP 2020 is the multi entry and multi exit system. According to this policy, students can join any graduation course of 3-4 years and can leave it in between. If a student wants to leave his graduation course after completing first year, then he can leave it in between and he will get a certificate of that course. Similarly, if a student drops out after completing two years, then he will get a diploma and after the completion of three years they will get a degree. One very good feature of this policy is that if a student completes a four graduation with research work then he is eligible for direct admission to PhD.

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Overall, NEP 2020 aims to transform India's education system to meet the needs of the 21st century and prepare students for the challenges and opportunities of the future. It emphasizes inclusivity, flexibility, and quality in education and seeks to ensure equitable access to education for all children across the country.

The event was conducted as a part of SELF IDENTIFIED TARGETS (SIT) of Amity Business School.

The FDP was attended by 20 school teachers and appreciated by all the faculties present and they were extremely happy to be a participant of this FDP. The faculties asked the Top Management of the school to conduct a few more FDPs in future. All the faculties were extremely satisfied by the FDP. They learnt about NEP 2020 and were willing to implement it in their pedagogy. The programme ended with a Vote of Thanks by the school Principal.

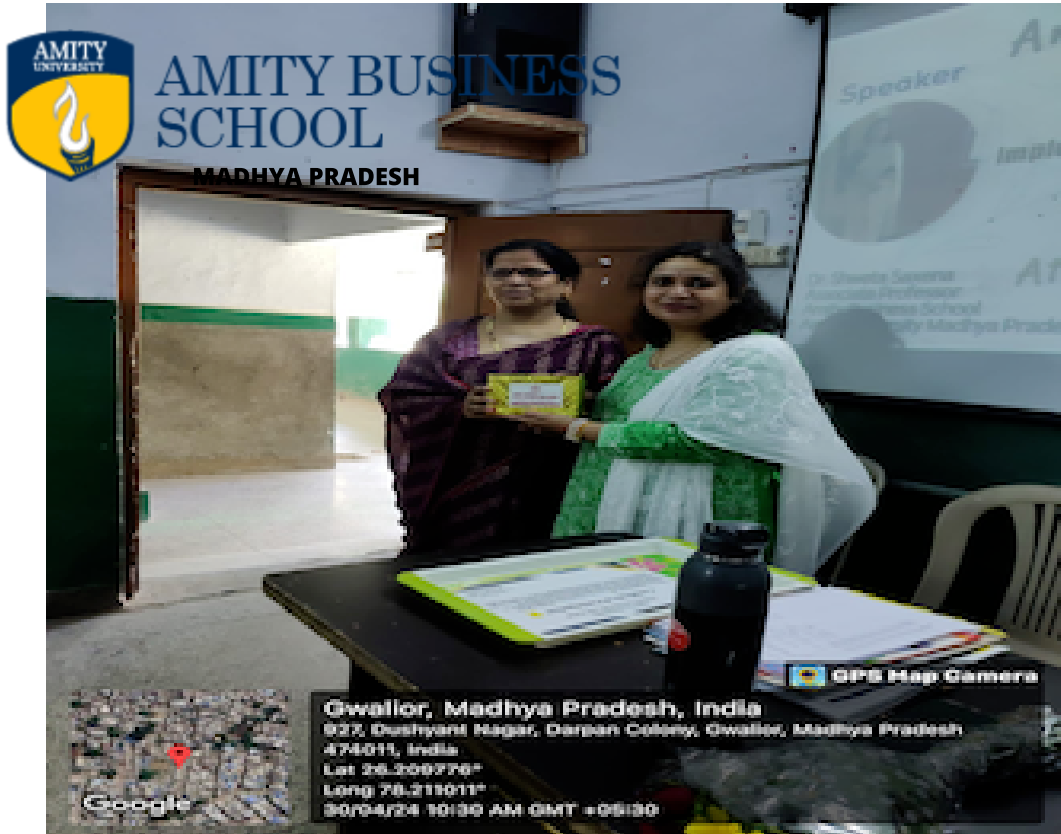


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Event at a glance- dr shweta saxena, associate prof. Abs-aump delivering a lecture at model convent high school



GLIMPSES OF THE FDP GOING ON “Implementing Holistic Learning Approaches in Primary Education: A Roadmap for Teachers under the National Education Policy”



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Dr Shweta Saxena received a memento from the head mistress of the school







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certificate distribution ceremony



BACK



Gwalior

About ABS

Research

Student Section

Institution

Happenings

Contact Us

Leadership

Faculty

Site Map

Infrastructure

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