

## A PARADIGM SHIFT IN TEACHING LEARNING UNDER NEP IN KARNATAKA

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### Abstract

*Education is one of the most important social institutions in the society. It acts an effective tool for the transformation of society. Education and development are interrelated with each other. Higher education acts as the medium to enhance human resources. The New Education Policy (NEP) has brought a paradigm shift in teaching learning system. The present article intends to know the NEP structure and changes that took place in higher education system.*

**Objectives:** 1. To analyze the NEP Structure from the perspective of the teachers.

2. To know the challenges faced by the teachers.

### Methodology:

*The present study is based on primary and secondary resources. The data was collected by a semi-structured interview schedule and goggle form was used for collecting the responses. 30 respondents were selected for the study. Assistant Professors', guest faculty from both government and government aided colleges of Dharwad city of Karnataka State were selected for the study.*

**Keywords:** Higher Education, NEP, Innovative pedagogy, Curriculum.

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### INTRODUCTION

Education plays a vital role in bringing a social, economic and political change and development of any society. It is a well-known, famous saying that teacher is the nation builder. A teacher acts as a central figure in the formal teaching learning process. The future of students depends upon the teachers and their knowledge.

Karnataka State is first to implement the NEP system in India. After 34 years., the New Education Policy (NEP) that will bring about a paradigm shift in education, Its salient features are a the choice for students to pursue eclectic subjects and a credit system that they can utilize even if they pause their studies and later continue.

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## **HIGHLIGHTS OF NEW EDUCATION POLICY (NEP)**

New Education Policy 2020 is a policy and it aims at making the education system holistic, more practical, flexible, multidisciplinary, aligned to the need of the 21<sup>st</sup> century. It has introduced 5+3+3+4 structure in education system. It has proposed the duration of undergraduate program from 3-4 years. The students in the fourth year can pursue entrepreneurship or take up research. Flexibility will be given to students to get graduation entitled to get a certificate, diploma and degree and honors. The multiple entry and exit to be allowed with appropriate certification. ABC-Academic Bank of Credit- Credits can be transferred even if they drop the college or get transferred from one college to the other.

## **KEY PRINCIPLES OF NEP**

The policy aims to improve the quality of education by focusing on the following principles.

- Conceptual understanding is more Emphasized
- Enhancing critical and creative thinking
- Principle of Equity and inclusion
- Continuous Review and assessment
- Use of technology

## **PILLARS OF DIGITAL LEARNING**

Digital teaching and learning can be, managed with various forms like Learning Management System (LMS) in a holistic way. The Smart classes, high speed internet, use of tabs, notebook, computers, multimedia projectors, educational videos, audio, animation and using various educational apps for teaching learning. Etc.

## **WHY/ WHAT KIND OF PARADIGM SHIFT IS REQUIRED?**

The traditional way of teaching Memorization and theoretical knowledge should be shifted. Need to reform and shift our educational system towards an education which connects the knowledge with real life situations. Shifting the role of teachers to Facilitators, Need of ICT for teachers, Need for multidisciplinary approach, Androgogy Approach is required.

## **PARADIGM SHIFT IN TEACHING LEARNING**

Education system is changing with changing time and necessities but the rate of change was not that fast or uniform. With the introduction of this new system of NEP, a unified education system throughout the state resulted in the shift in an education system.

This shift is a holistic one, which has its impact on teaching learning, change in structure, gradation and use of technology at various levels etc. E-content created under the Learning Management System helped majority of students to gain knowledge and the videos and course content displayed in official sites lead by the higher education like Vijaybhava and Jnananidhi really helped students to get wider knowledge about the concepts.

Access to ICT-enabled resources

Participative teaching methodologies

Physical learning environments

Education system becomes more student-centric.

Skill based courses have introduced more,

Discipline Specific Core Course, (DSC-1&2), Open Elective Course (OEC) like viz Financial Literacy from Commerce subject, Development Studies by Economics and social media by Sociology departments likewise all the subjects have their own unique papers for OEC, Skill Enhancing Course (SEC) like Digital Fluency, Environment Studies, Indian Constitution, Artificial Intelligence, Ability Enhancement Compulsory Course etc., AECC like languages of their choice and learning Kannada is compulsory in Karnataka etc.

### **ONLINE EDUCATION AND NEP 2020**

The NEP 2020 has a special focus on online education. Institutions like NITs and IGNOU and Universities will be conducting pilot research studies for maximizing the benefits of digital learning in India. Online learning tools and platforms like MOOCS, DIKSHA and SWAYAM (Study Webs of Active learning for Young Aspiring Minds) will be upgraded with new insight to give training and create content, in-class resources, provide assessment aids, profiles and allow virtual interaction for the teachers.

It helps in the creation of virtual labs, so that students can practice the theoretical knowledge and make course content easier and effective one. It is also available in different languages and regional languages too. The online teaching-learning has made significant changes among both teachers and students which inevitably made them become more technology savvy. Ample mobile and computer applications and technology-based programs have emerged. This can create as an alternative platform to regular, normal classroom teaching during and post lockdown.

**Table 1.**

General Information of the Respondents

Sl.	Variable	Frequency	Percentage (%)
1.	Age Composition (in years)		
	25-35	05	16.6
	36-45	12	40.00
	46-55	10	33.4
	55 Above	03	10.00
2.	Designation		
	Assistant Professor	22	73.4
	Guest faculty	08	26.7
3.	Nature of Occupation	17	56.7
	Government	13	43.4
	Private aided		
4.	Teachers using ICT		
	Yes	23	76.7
	No	07	23.4
Total		30	100

Table 1 indicates about the general information of the respondents. 16.6 percent of the respondents lie between 25-35 years. The overwhelming majority of 40.00 percent falls in the mean age of 36-45. 33.4 percent of them in 46-55 age group and 10.00 percent of them are 55 above. 73.4 percent of them are Assistant Professors and 26.7 percent of them are Guest faculty. 56.7 percent of them work in Government First Grade Colleges and 43.4 percent of them in Private aided

colleges. 76.7 percent of them use ICT and 23.4 percent of them said that they do not use ICT for teaching.

**Table 2.**

NEP Analyses by Teachers

NEP analyses by teachers	Frequency	Percentage
The structure and gradation of NEP is useful	28	93.4
UUCMS Software is helpful	22	73.4
Flexibility in course evaluation is good	28	93.4
OEC, SEC AECC subjects are burden some	29	96.7
Crash courses, workshops on NEP are required	18	60.0
Curriculum is so vast; evaluation process is hectic	27	90.0

93.4 percent of them said that the new structure and gradation of NEP is useful. They said that, the NEP system more student centric and is hectic for teachers. 73.4 percent of them said that the UUCMS (Unified University College Management System) Software is helpful for all the stakeholders like teachers, students, university administrators. Initially the software had created some confusion but of late it's very useful. 93.4 percent of them said that there is flexibility in the course and the evaluation system is good. The overwhelming majority of 96.7 percent said the OEC (Open Elective Course), SEC (Skill Enhancing Course) AECC (Ability enhancing course curriculum) subjects are burdensome as the course duration and curriculum is heavy. 60.0 percent of them said that they require crash courses, workshops on NEP curricula and subject related workshops are necessary for the teachers. 90.0 percent of them said the curriculum is so vast and the evaluation process is hectic.

**Table 3.**

Challenges Faced by the Teachers (N=30)

Challenges faced by the teachers	Frequency	Percentage
Overloaded Curriculum	25	83.4
Less competent teacher educators	22	73.4
Lack of use of Science and Technology	12	40.0
Traditional methods of teaching	22	73.4
Quality Concern	20	66.7
Lack of books and reading materials, proper facilities	25	83.4
Lack of Self-Time for self- development	20	66.7

Table 3 indicates the challenges faced by the teachers under NEP 83.4 percent of them opined that the Curriculum prescribed for the course is overloaded. 2 Discipline Specific Courses are prescribed for each subject. No scrutiny, screening or entrance exams for the students at the time of admission. Any candidate who posses' minimum required qualification has easily got admission in the course. So, this will create a problem for students for not coping up with the subjects. 73.4 percent of them are less competent. They have lack of subject matter mastery.

40 percent of them have lack of knowledge of use of Science and Technology. But educational programmes for teachers or teacher education have not made full use of latest technologies for developing teaching skills among students. Stereotyped and theoretical methods are still exited in the curriculum and field work, project work are less. So, 73.4 percent of them still follow the traditional methods of teaching. Students are not exposed to new innovations and experimentation. Modern classroom communication devices are found negligible in institutions.

66.7 percent of the respondents opined that they are worried about the quality concerns and outcomes because the quality of the work undertaken by a student is not up to the mark as most of the students are Corona batch students. 83.4 percent of them said they lack of books and reading materials, proper facilities. Large number of education colleges has unhealthy financial conditions. They are lacking the basic facilities such as experimental schools, laboratories, libraries, hostel, and building. Some of them even are running in the

rented buildings and reading materials are not meeting the NEP requirements as they are of old syllabus. Even there is abundance of e resources on internet it is very difficult to get them in regional languages. 66.7 percent of them said that they do not have enough Self-time for self-development. The whole day long teachers do multi-tasking for an effective teaching-learning process. Teachers are forced to neglect their own bodies. They don't take breaks or refreshments in between. There are even hectic days, where they even skip lunch. Teachers working too many roles at the same time More than a teacher, they face the role conflict where he or she should take up the role of a social worker, counselor, friend, psycho educator most of the times. They are expected to shoulder different roles throughout the day and throughout the academic year.

## **FINDINGS**

- NEP is student centric; teachers have to cope up with the changing needs.
- Overloaded curriculum and evaluation process has been tough.
- Lack of Co-curricular activities in the NEP System.
- Education system and has become hectic, less gap in between the semesters. Sometimes due to lack of time management, various co-curricular activities are ignored. Earlier, these activities played an integral part in the education for the overall development of a student.
- Lack of focus and seriousness for the professional life of teachers, the lack of time for self- development.
- Access to online education still remains to be a challenge for many due to various issues like power supply, internet connectivity and affordability of necessary devices is a problem for students (rural).
- The quality enhancement of online teaching–learning is at a very crucial stage.

## **SUGGESTIONS**

- New and innovative techniques can be used for the transformation of curriculum.
- Teacher education programmes, workshops, crash courses should enable the teachers to develop the relief skills.
- Teachers should be trained about stress management mechanism. This could help both the teachers and students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition.

- Cooperative learning, also known as collaborative learning, which consists of a range of concepts and techniques for enhancing the value of student-student interaction. Cooperative learning offers teachers ideas for helping group activities succeed among students and lead to effective results.
- New assessment instruments are being developed to replace the traditional instruments that use multiple choice, true-false and fill-in-the-blank items, use classroom exercise, seminars, group discussions, peer teaching, field works, etc.
- Teacher should make student to inculcate a creative and innovative ideas and thinking in curricula for bringing a great change. Androgogy approach is required to enhance the knowledge of the student. Like teacher should motivate students to use e-learning methods and assign projects and self-learning activities etc.

## **CONCLUSIONS**

- The NEP helps the teachers and students to build the capacity for incorporating different innovative techniques in curriculum as well as in teaching learning.
- The government's NEP aims to make teaching and learning collaborative and creative and effective. But the challenge is in the execution of the same. The higher education can only be as good as the facilitator it is up to the students to take benefit of it.
- The teachers can acts as teacher, mentor as well as facilitators by playing multiple roles for the sake of students or the system. Ultimately, the NEP offers a hope that the teaching and learning becomes fun, interesting and more divergent.

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