



Perspectives Of Teaching Faculty Towards the Implementation of Nep 2020 In Karnataka – An Opinion Survey from The College Teachers of Karnataka

M.S.Sanmathi^{1*}, Dr. B. Shekhar²

^{1*}Assistant Professor, Department of Commerce, Government First Garde College, Saragur, Mysuru District, Karnataka 571121, sanmathidas@gmail.com, 9964039296

²Professor, Department of Studies & Research in Commerce, Tumkur University, Tumkur Karnataka 572104
drbstut@rediffmail.com, 9620230696

Citation: M.S.Sanmathi, et al. (2024), Perspectives Of Teaching Faculty Towards the Implementation of Nep 2020 In Karnataka – An Opinion Survey from The College Teachers of Karnataka, *Educational Administration: Theory and Practice*, 30(9), 853-860
Doi: 10.53555/kuey.v30i9.9681

ARTICLE INFO

ABSTRACT

The long-awaited NEP 2020 was implemented at the Higher Education level in the state of Karnataka in August 2021, thereby the state becoming the first in the country towards implementing NEP 2020. This paper intends to analyze the opinion collected from the college teachers about its implementation. The paper focuses on the understanding of teachers on NEP and their readiness to cater to the students' needs as well as their expertise in handling the new curriculum which is multi-disciplinary. The opinion of teachers is collected in the light of students studying across disciplines and how NEP 2020, helps the students in improving themselves. The paper also aims to understand the perception of teachers on the improvements in the employability skills of the students as is claimed by the policy. The paper also contains the background of NEP 2020 and has highlighted few important aspects of NEP with reference to Higher Education, thus providing a background for the study.

Keywords: Curriculum, Education, Employability, NEP 2020, Students.

INTRODUCTION

Education plays a major role in the development of society. It acts as a medium through which the potential of the human being can be unearthed to its maximum in a right way. It helps in the development of the society, upkeep of social justice as well as maintains equality in the social surrounding through proper accommodation of scientific and cultural perspectives. To achieve this at the global level, education was placed as Goal 4 of the UN Sustainable Development Goal of the Agenda 2030. This was adopted by India in 2015 to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. With this as the agenda, the Government of India came up with National Education Policy 2020 (NEP 2020) to give a roadmap to revamp the existing education structure and system on par with the Indian values.

EVOLUTION OF POLICIES ON EDUCATION

- **National Policy on Education, 1968** came up as a result of recommendation of the Kothari Commission, which emphasised on equal opportunities in both rural and urban areas and to promote national integration. This policy also emphasised on physical education to encourage sports activities in the country.
- **National Policy on Education, 1986** focused on promoting education in the social and economic strata of the economy. This policy concentrated on developing primary education across the country especially at the rural areas through “Operation Blackboard”. The open and distance education system also took its form in this policy with the establishment of Indira Gandhi National Open University (IGNOU 1985).
- **Revision of National Policy on Education 1986 in 1992**, which adopted Common Entrance Examination for admission into All India vocational and technical training courses.

NATIONAL EDUCATION POLICY 2020

The draft on NEP 2020, was released by the Ministry of Human Resource Development in 2019, with the objective of holistic, experiential, discussion-based and analysis-based learning and to enhance critical thinking. The draft was approved by the cabinet on July 29, 2020.

NEP 2020 envisages the modification of present 10+2 structure of school education into 5+3+3+4 structure, wherein,

- The first five years covers three-years pre-school/Anganwadi and two-years of primary school consisting of Grades 1-2
- The next three years of Preparatory stage consisting of Grades 3-5
- The next three years of middle stage consisting of Grade 6-8
- The next two years of secondary education consisting of Grade 9-12 in first phase and Grade 11-12 in second phase.

NEP AND HIGHER EDUCATION

Higher Education plays an important role in maintaining the social well-being of the society. Higher Education mainly emphasises on specialized learning ensuring the development of ethical and moral values, scientific temper, creativity, critical thinking and inculcating the spirit of social service, thus contributing towards the development of a knowledgeable society with societal consciousness.

NEP 2020 at Higher Education emphasises on the establishment of multidisciplinary universities, colleges, and other Higher Education Institutions (HEIs). The Undergraduate programmes will be either a 3- or 4-year duration with multiple entry and exit options. A Certificate will be awarded to students exiting after completing 1 year with necessary credits; a Diploma will be awarded to students exiting after completing 2 years with necessary credits; a Bachelor's degree will be awarded to students exiting after completing 3 years with necessary credits; and Honours degree will be awarded to students exiting on the completion of 4-year duration with required number of credits. The two-year Postgraduate programme will focus on the research component in the second year. The students who complete four-year Bachelor's programme with Honours will be admitted for one-year Postgraduate programme. A student will be having only one exit in the Postgraduate programme at the end of first year of the Postgraduate programme. Entry to the Postgraduate programme will be based on the required entrance examination and evaluation of academic records.

Karnataka became the first state in the country to implement NEP 2020 officially in August 2021. NEP 2020 was implemented in the Higher Education Institutions in the state. In this context, this study is undertaken to know about the perspectives of teachers towards NEP 2020.

REVIEW OF LITERATURE

- **Kalyani Pawan (2020)** in their article "An Empirical Study on NEP 2020 [National Education Policy] with Special Reference to the Future of Indian Education System and Its effects on the Stakeholders" have opined that the NEP-2020 is learner-centric, where the students choose what they want to study rather than study what the education system provides them. The learner-centric system will help the students to attain greater success as they choose subjects based on their interests and skills they possess.
- **Venkateshwarlu (2021)** in the article "A Critical Study of NEP 2020: Issues, Approaches, Challenges, Opportunities and Criticism" have highlighted on the options available for students to choose the subjects of their interest and also for the teachers to choose the methodology and pedagogy within the given structure.
- **Tholath Deepa Ittimani et.al (2021)** in the research paper "Comparing and Contrasting India's NEP 2020 and UNESCO's Educational Policy using Text Analytics" have highlighted the presence of imparting holistic education along with values, leadership skills, problem solving and critical thinking. It also highlights on inclusive education to all the sections of the society.

SCOPE

The study is limited to state of Karnataka and the responses are collected from college and University teachers affiliated to University of Mysore, Kuvempu University and Bengaluru City University during the period September 2021 to March 2022.

OBJECTIVES OF THE STUDY

The objectives of this paper are:

1. To examine the perception of teachers regarding the implementation of NEP 2020 in quality enhancement of higher education.
2. To evaluate the readiness of teachers towards the implementation of NEP 2020 in Karnataka.

METHODOLOGY

Empirical research was adopted for the study. The primary data for the study is collected through structured questionnaires and the secondary data is collected through review of research articles, journals, and publication from the government.

The sample data was collected from 70 respondents using simple random sampling. The respondents are all based in the state of Karnataka. The respondents are the teaching faculty at Undergraduate colleges of Karnataka. However, four of them, are interns in the Higher Education Department of Karnataka.

SPSS is used for data analysis and ANOVA, Kendell's Tau B and Spearman's Correlation is used in testing the hypothesis.

HYPOTHESIS - I

H₀: Perception of teachers regarding the implementation of NEP differs significantly.

H₁: Perception of teachers regarding the implementation of NEP does not differs significantly.

H_{0a}: The opinion formed by the respondents on NEP as a choice-based education system differs significantly.

H_{1a}: The opinion formed by the respondents on NEP as a choice-based education system does not differ significantly.

H_{0b}: The opinion formed by the respondents on OE as providing insight of multifarious disciplines differs significantly.

H_{1b}: The opinion formed by the respondents on OE as providing insight of multifarious disciplines does not differ significantly.

H_{0c}: The opinion formed by the respondents on AECC as providing insight of multifarious disciplines differs significantly.

H_{1c}: The opinion formed by the respondents on AECC as providing insight of multifarious disciplines does not differ significantly.

H_{0d}: The opinion formed by the respondents on SEC as providing insight of multifarious disciplines differs significantly.

H_{1d}: The opinion formed by the respondents on SEC as providing insight of multifarious disciplines does not differ significantly.

H_{0e}: The opinion formed by the respondents on NEP as offering optimal learning environment and adequate student support differs significantly.

H_{1e}: The opinion formed by the respondents on NEP as offering optimal learning environment and adequate student support does not differ significantly.

H_{0f}: The opinion formed by the respondents on holistic education through NEP contributes to the society differs significantly.

H_{1f}: The opinion formed by the respondents on holistic education through NEP contributes to the society does not differ significantly.

H_{0g}: The opinion formed by the respondents on NEP curriculum enhancing the creativity of students differs significantly.

H_{1g}: The opinion formed by the respondents on NEP curriculum enhancing the creativity of students does not differ significantly.

H_{0h}: The opinion formed by the respondents on implementation of NEP increases the industry-academic linkages differ significantly.

H_{1h}: The opinion formed by the respondents on implementation of NEP increases the industry-academic linkages does not differ significantly.

H_{0i}: The opinion formed by the respondents on NEP as increasing the chances of employability among the students differ significantly.

H_{1i}: The opinion formed by the respondents on NEP as increasing the chances of employability among the students does not differ significantly.

H_{0j}: The opinion formed by the respondents on NEP restoring and enhancing the prestige and quality of teaching profession differs significantly.

H_{ij}: The opinion formed by the respondents on NEP restoring and enhancing the prestige and quality of teaching profession does not differ significantly.

H_{ok}: The opinion formed by the respondents on NEP providing opportunities for students to visit foreign universities on mutual exchange programme differs significantly.

H_{ik}: The opinion formed by the respondents on NEP providing opportunities for students to visit foreign universities on mutual exchange programme does not differ significantly.

HYPOTHESIS – II

H_o: There is no significant relationship between teaching experience and readiness towards NEP 2020.

H₁: There exists a significant relationship between teaching experience and readiness towards NEP 2020.

ANALYSIS & INTERPRETATION

The homogeneity of variance is one of the desired conditions of one-way ANOVA test. The table represents results of Levene Test (test of Homogeneity of variances), which assumes that null hypothesis of all sample variances are same. The significant value obtained for the series of statements are indicated in the table below with 95% level of confidence and 5% level of significance.

Test of Homogeneity of Variances					
	Levene Statistic	df1	df2	Sig.	Inferences
Spirit of NEP is choice based education	2.498	1	68	0.12	Null hypothesis of homogeneity of variances can be accepted
Open Electives provide the students an opportunity to get an insight of multifarious disciplines	2.986	1	68	0.09	Null hypothesis of homogeneity of variances can be accepted
Ability Enhancement Compulsory Course (AECC) introduces the students to the theory, fundamentals and tools of communication	3.102	1	68	0.08	Null hypothesis of homogeneity of variances can be accepted
Skill Enhancement Course (SEC) are focused around training the students to develop her/his skills, abilities and competencies to enhance her/his performance	7.818	1	68	0.01	Null hypothesis of homogeneity of variances cannot be accepted
NEP offers optimal learning environment and adequate student support	8.526	1	68	0.01	Null hypothesis of homogeneity of variances cannot be accepted
Holistic education accessible to the students through NEP paves way to productive contribution to the society	1.491	1	68	0.23	Null hypothesis of homogeneity of variances can be accepted
The curriculum designed on the lines of NEP enhances the creativity of students	9.082	1	68	0	Null hypothesis of homogeneity of variances cannot be accepted
There could be visible increase in the industry-academic linkages with the implementation of NEP	2.286	1	68	0.14	Null hypothesis of homogeneity of variances can be accepted
NEP increases the chances of employability potential of the programmes offered	20.903	1	68	0.000	Null hypothesis of homogeneity of variances cannot be accepted
NEP ensures restoring and enhancing the prestige and the quality of teaching profession	7.918	1	68	0.01	Null hypothesis of homogeneity of variances cannot be accepted
NEP provides opportunities for students/teachers to visit Foreign Universities on mutual exchange programmes	4.372	1	68	0.04	Null hypothesis of homogeneity of variances cannot be accepted

Perception of teachers regarding the implementation of NEP

The table below represents the results of F-test in one-way ANOVA. The p value of F statistics and the significant value are analysed and interpreted in the table, hence with 95% confidence level and 5% level of significance, the inferences are drawn and mentioned below:

ANOVA							
		Sum of Squares	Df	Mean Square	F	Sig.	Inferences
Spirit of NEP is choice based education	Between Groups	0.819	1	0.819	1.71	0.195	The calculated value of F statistic is less than the table value of 3.95 and the p value of 0.195 is greater than the level of significant value at 5%, hence null hypothesis is accepted
	Within Groups	32.553	68	0.479			
	Total	33.371	69				
Open Electives provide the students an opportunity to get an insight of multifarious disciplines	Between Groups	5.305	1	5.305	5.829	0.018	The calculated value of F statistic is more than the table value of 3.95 and the p value of 0.018 is less than the level of significant value at 5%, hence null hypothesis is rejected
	Within Groups	61.895	68	0.91			
	Total	67.2	69				
Ability Enhancement Compulsory Course (AECC) introduces the students to the theory, fundamentals, and tools of communication	Between Groups	1.489	1	1.489	1.571	0.214	The calculated value of F statistic is less than the table value of 3.95 and the p value of 0.214 is greater than the level of significant value at 5%, hence null hypothesis is accepted
	Within Groups	64.454	68	0.948			
	Total	65.943	69				
Skill Enhancement Course (SEC) are focused around training the students to develop her/his skills, abilities and competencies to enhance her/his performance	Between Groups	2.89	1	2.89	3.328	0.072	The calculated value of F statistic is less than the table value of 3.95 and the p value of 0.072 is greater than the level of significant value at 5%, hence null hypothesis is accepted
	Within Groups	59.053	68	0.868			
	Total	61.943	69				
NEP offers optimal learning environment and adequate student support	Between Groups	3.226	1	3.226	2.787	0.10	The calculated value of F statistic is less than the table value of 3.95 and the p value of 0.1 is greater than the level of significant value at 5%, hence null hypothesis is accepted
	Within Groups	78.717	68	1.158			
	Total	81.943	69				
Holistic education accessible to the students through NEP paves way to productive contribution to the society	Between Groups	6.644	1	6.644	6.036	0.017	The calculated value of F statistic is more than the table value of 3.95 and the p value of 0.017 is less than the level of significant value at 5%, hence null hypothesis is rejected
	Within Groups	74.842	68	1.101			
	Total	81.486	69				

The curriculum designed on the lines of NEP enhances the creativity of students	Between Groups	8.851	1	8.851	9.072	0.004	The calculated value of F statistic is more than the table value of 3.95 and the p value of 0.004 is less than the level of significant value at 5%, hence null hypothesis is rejected
	Within Groups	66.349	68	0.976			
	Total	75.2	69				
There could be visible increase in the industry-academic linkages with the implementation of NEP	Between Groups	3.375	1	3.375	4.438	0.039	The calculated value of F statistic is more than the table value of 3.95 and the p value of 0.039 is less than the level of significant value at 5%, hence null hypothesis is rejected
	Within Groups	51.711	68	0.76			
	Total	55.086	69				
NEP increases the chances of employability potential of the programmes offered	Between Groups	9.686	1	9.686	8.024	0.006	The calculated value of F statistic is more than the table value of 3.95 and the p value of 0.006 is less than the level of significant value at 5%, hence null hypothesis is rejected
	Within Groups	82.086	68	1.207			
	Total	91.771	69				
NEP ensures restoring and enhancing the prestige and the quality of teaching profession	Between Groups	1.732	1	1.732	1.399	0.241	The calculated value of F statistic is less than the table value of 3.95 and the p value of 0.241 is greater than the level of significant value at 5%, hence null hypothesis is accepted
	Within Groups	84.211	68	1.238			
	Total	85.943	69				
NEP provides opportunities for students/teachers to visit Foreign Universities on mutual exchange programmes	Between Groups	1.842	1	1.842	1.92	0.17	The calculated value of F statistic is less than the table value of 3.95 and the p value of 0.17 is greater than the level of significant value at 5%, hence null hypothesis is accepted
	Within Groups	65.243	68	0.959			
	Total	67.086	69				

Kendell's Tau B and Spearman's correlation between teaching experience and readiness towards NEP 2020

The output obtained from the SPSS indicate that the p values of Kendell's Tau B statistics (0.137) and Spearman's co-efficient of correlation (0.134) respectively, which are, more than 5% level of significance. This indicates that with 95% level of confidence, the null hypothesis of no significant correlation between teaching experience and readiness towards NEP 2020 is accepted. Hence, it can be concluded that teaching experience is not one of the parameters for readiness towards NEP 2020.

Correlations				
			Teaching Experience	Readiness of Teachers
Kendall's tau_b	Teaching Experience	Correlation Coefficient	1.000	.152
		Sig. (2-tailed)	.	.137
		N	70	70
	Readiness of Teachers	Correlation Coefficient	.152	1.000
		Sig. (2-tailed)	.137	.
		N	70	70
Spearman's rho	Teaching Experience	Correlation Coefficient	1.000	.181
		Sig. (2-tailed)	.	.134

		N	70	70
	Readiness of Teachers	Correlation Coefficient	.181	1.000
		Sig. (2-tailed)	.134	.
		N	70	70

Findings, Suggestions and Conclusion

Findings

- Most of the respondents rely on government reports indicates their trust on the source.
- Most of the respondents (37.14%) are happy with the policy brought out, indicating their hope for better outcome.
- Respondents feel OE, AECC and SEC help the students in accomplishing their area of interest, improves their communication skills leading to boosting confidence among them, but they are doubtful about skill enhancement, indicating necessary of optimal environment for the same.
- Respondents opine that NEP increases the industry-academia linkages.
- Respondents seems doubtful about the employability of the students, mutual exchange programmes offer to the students as it is very short period to analyse on this.
- Respondents also feel NEP alone doesn't alone increase the quality and prestige of the teaching profession as they opine they are catering their best to the students with the available facilities.

Suggestions

- A well-designed workshop is necessary for the teachers to give them a clear-cut pathway to take the new curriculum to new heights.
- There is a need for a workshop also for the parents and students to make them aware about the NEP and its uses for their wards.
- There is a need for training the teachers to get acquainted and deliver the new curriculum to the students to ensure desired outcomes, otherwise there is every chance for the NEP to become "old wine in a new bottle".

Challenges for NEP 2020

- Although the implementation of NEP 2020 is fully achieved, the teachers and the students are not able to find any sizeable variation in the curriculum, except for the examination pattern and the choice of subjects for the students as per their interest.
- Many colleges are not able to offer the combinations which the students demand due to infrastructure problems, lack of required number of qualified teachers.
- The major question which arises is whether the combinations of different subjects fetch the employment opportunities to the students, once they venture into the job market.
- The question of proper linkage between subjects of different streams is still to be analysed.
- There are concerns about multiple-entry and multiple-exit options paving for increased dropouts leading to social issues such as unemployment and early marriages especially in rural areas.

CONCLUSION

The data collected from the respondents infer that most of them consider the implementation of NEP as a good move by the state, but it still requires some time frame to assure its said outcomes. Since Karnataka is the first state in the country to implement NEP, there will be initial glitches in the implementation and many issues might need clarifications from the Higher Education Department and the Universities as well. There are challenges, that must be overcome one-by-one and over a period to achieve the objectives of NEP 2020. In spite of these issues, it is good to see that most of the teaching faculty have a positive attitude towards the change in the curriculum and also it gives them an opportunity to bring out changes in teaching pedagogy to complement with the vision of NEP 2020. The students are also provided with the flexibility in NEP and the combination of open-elective, skill-enhancement and ability-enhancement courses helps them in understanding their subjects better and gain fundamental knowledge about the subjects of their interest. The inter-disciplinary approach in NEP provides for overall personality development of the students and make them ready for several situations and circumstances based on whatever skills they have acquired.

REFERENCES

1. Aithal, P S, August 2020, "Analysis of the Indian National Education Policy 2020 Towards Achieving Its Objectives", International Journal of Management, Technology and Social Sciences (IJMTS), ISSN:2581-6012, Volume 5, No.2, Pp.20-41.

2. Kumar, Mamidala Jagadesh, August 2020, "National Education Policy: How does it Affect Higher Education in India?", IETE Technical Review 2020, Volume 37, Issue No.4.
3. Kalyani Pawan, October 2020, "An Empirical study on NEP 2020 [National Education Policy] with Special Reference to Future of Indian Education System and Its Effect on the Stakeholders", Journal of Management Engineering and Information Technology, Volume 7, Issue 5, ISSN:2394-8124, Pp.1-17.
4. Dr. Smitha S., November 2020, "National Education Policy (NEP) 2020 – Opportunities and Challenges in Teacher Education", International Journal of Management, Volume 11, Issue 11, ISSN:0976-6502, Pp.1881-1886.
5. Kaurav, Dr. Rahul Prathap Singh, Prof. K.G.Suresh, Dr. Narula Sumit, and Baber Raturaj, December 6, 2020, "New Education Policy: Qualitative (Contents) Analysis and Twitter Mining (Sentiment Analysis)", Journal of Content, Community and Communication, Volume 12, ISSN:2395-7514, Pp.4-13.
6. Beeharry, Girindre, 2021, "The pathway to progress on SDG 4 requires the global education architecture to focus on foundational learning and to hold ourselves accountable for achieving it", International Journal of Educational Development, ISSN:0738-0593, Volume 82.
7. Venkateswaralu B., "A critical study of NEP 2020: Issues, Approaches, Challenges, Opportunities and Criticism", February 2021, International Journal of Multidisciplinary educational Research, Volume 10, Issue 2(5), ISSN:2277-7881, Pp.191-196.
8. Tholath, Deepa Ittimani, Ramasubramaniam M, M.J.Xavier, 2021, "Comparing and Contrasting India's NEP 2020 and UNESCO's Educational Policy using Text Analytics", International Journal of Business and Economics, Volume 6, Issue No.1, ISSN:2545-4137, Pp.63-73.
9. Dash, Asish, 2021, "Integration of NEP with FTVET for Achieving SDG 4 Goals: Towards a Strong "Aatma-Nirbhar" Bharat", Proceedings of International Conference on Sustainable Business Management Practices and Social Innovation, ISBN:978-81-951108-5-8, Pp.256-261.
10. Kumar Alok, "New Education Policy (NEP) 2020: A Roadmap for India 2.0", Advances in Global Education and Research, 2021, Volume 4, ISBN:978-1-955833-04-2, Pp.1-8.
11. (All India Survey on Higher Education Report 2019-20, 2020)
12. National Education Policy 2020.