

VUCA Environment and Competencies of Faculties in Higher Education, in the Emergence of NEP

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Abstract— Pursuing of Higher education by students largely depends on quality and adaptability of teaching faculties to the ever arising VUCA environment. Faculties are the backbone of Higher education as they possess and deliver high level of teaching aptitude and other qualities like grooming personality, broad spectrum of knowledge in internal and external environment. It is highly impossible to ignore the importance of competencies of faculties in VUCA environment.

VUCA which stands for Volatility, Uncertainty, Complexity and Ambiguity plays a dominant role in all sectors of business. It is also significant in the current Indian Education System which has introduced National Education Policy throughout India in 2021. As a research scholar, an attempt is made to analyse the role of competencies of faculties in the emergence of NEP. The emphasis is laid on the level of Awareness, Understanding, Implementation, Benefits and Competencies of faculties in the emergence of NEP 2021. This is an empirical paper in which the outcome is interpreted by taking responses from a sample of 50 faculties working in UG colleges in Bangalore. By comparing the qualitative and quantitative results, we demonstrate the relationship between competencies of faculties with the success of NEP.

Keywords- Faculties, Competencies, VUCA, NEP, Higher education.

I. INTRODUCTION

NEP which stands for National Education Policy was framed in 1986 and amended in 1992. After a gap of three decades, significant changes have been brought in NEP in 2020. Officially Karnataka is the first state in India to implement NEP at the higher educational level. NEP is a revolution in the education sector of India which demands and results in changes from minor to major in the complete education system. The executors of the Indian education system are the colleges/Institutions or Universities. However the real catalysts are the faculties who play a significant role in the actual implementation on NEP. Faculties are the ultimate link in the chain of NEP as they come in direct contact with the students. Competencies of the faculties are a matter of

importance for the successful implementation and progress of NEP.

VUCA- The managerial acronym stands for **Volatility, Uncertainty, Complexity, and Ambiguity**.

Volatility is the quality of being subject to frequent, rapid and significant changes. **Uncertainty** refers to those events and outcomes which are unpredictable and not clear. **Complexity** involves the multiplicity of issues and factors, some of which may be interconnected and also result in chaotic and confused situations. **Ambiguity** is manifested as a lack of clarity because it is hard to know what are the root causes of the problem and the difficulty of understanding exactly what the situation is.

VUCA in education sector is a continuous process in which a lot of challenges such as enhancement of competencies, adaptability to situation, Agility and Proficiency of Teaching fraternity all of which results in accomplishment of institutional objectives efficiently and effectively.

Competency refers to knowledge, skills, abilities, or personality characteristics that directly influence teaching performance of faculty.

Major competencies of faculties include Communication, Creativity, Team work, Initiative, Leadership, Professionalism, Knowledge, Collaboration, Innovation and more.

In the emergence of NEP, it is highly required for the faculties to be competent according to the demands of the new policy. Emergence of NEP, 2020 has created a VUCA environment in which the government, Universities, Colleges have implemented a structured advancement in education system.

Therefore a proper balance between the VUCA environment and competencies of faculties becomes a common strategy for the success of NEP in India. The scope of the study includes faculties teaching at UG colleges from Bangalore.

This study focuses on the objectives as follows:

- To examine the level of awareness and understanding of NEP among the faculties of higher education.
- To examine the level of understanding of NEP and problems confronting in its implementation.
- To assess the knowledge on benefits of NEP among the faculties.
- To know the relationship between the faculty competencies and success of NEP.

II. REVIEW LITERATURE

1. **David McClelland (1973)** handled the competency movement with his seminal work- **“Test for competence rather than intelligence”**. Being the founder of Hay-McBer company, he has mentioned in his article to demonstrate the behavioural traits and characteristics which are much more effective than aptitude test in determining the success of job.
2. **Jeff Steven (2005)** in his article- **‘Competency cluster validation Model’**- an Empirical Study, introduces a new competency cluster validation model- MIVF- Motivation, Attributes, Skills, Knowledge Inverted Funnel Validation Model. He has also demonstrated the various influencing factors for business survival and workforce development. His study majorly focuses on the world of employees who are undergoing rapid changes and highly complex and knowledgeable working environment.
3. **Spencer and Spencer (1993)** in the book- **Competence at work- ‘Models for superior performance’** has suggested that BEI- Behavioural Event Interviewing as the better approach for developing competency based models. A comparison between high performers to average was conducted to have a better understanding of each group and their performance at different levels of success.
4. **Bennett and J Lemoine, (2014)**, has done a research on **“What a difference a word makes? Understanding threats to performance in a VUCA world”**. In the study, they have stated that- To meet the challenges of a complex world, strategic planners need to understand the differences between the four elements of VUCA- Volatility, Uncertainty, Complexity and Ambiguity. The study also focused on understanding threats to performance in a VUCA world. These authors have explored that it is necessary for the leaders to appreciate and to overlook important differences in the conditions of VUCA in order to allocate scarce resources to preserve and enhance organizational performance. Therefore to meet the challenges of a complex world, strategic planners need to understand the differences between the four elements of VUCA.

5. **Michaela Glaser-Zikuda (2008)**, Volume 47, Issue 2, International Journal of Educational Research, Article- **‘Impact of teacher competencies on student emotions: A multi-method approach’**. Their study reveals that student’s emotions are one of the important aspects of the education process which is highly influenced by their perceived teacher competencies.
6. **Dr. Hemalatha Verma and Adarsh Kumar (2021)** in their article- **New Education Policy, 2020 of India: A Theoretical Analysis**. Their article describes the analysis of the requirements for NEP 2020 provisions and management practices at university level. They have finally suggested that if NEP is implemented successfully, then India can become one of the world’s leading countries.
7. **Bhanumathi S** from Anna University has presented a thesis on **“Faculty competencies for effective teaching and learning process in Higher educational institutions”**. The researcher has developed a model with five constructs namely Knowledge and skills of faculty members, awareness and usage of ICT, Professional development, Teaching practice, Faculty belief, attitude and learning outcomes.. All these competencies leads to professional development which further leads to positive outcomes. It is suggested that the competencies of faculties should be developed.

III. RESEARCH METHODOLOGY

Data Collection- The study conducts an in-depth investigation and incorporates both the Primary data which depends on Surveys through questionnaire and direct interview method and Secondary data depends on websites, articles, PhD thesis, newspaper and journals.

Population: The study is conducted in Bangalore for a sample of 50 faculties teaching in undergraduate colleges. Sampling technique used is Random sampling techniques.

Authors have made an attempt to determine the faculties response to the questions based on the following aspects:

- Awareness of NEP
- Understanding of NEP
- Implementation of NEP
- Benefits of NEP.
- Teaching competencies of faculties for success of NEP

The survey was based on 5 point Likert scale and some were based on Yes/No questions.

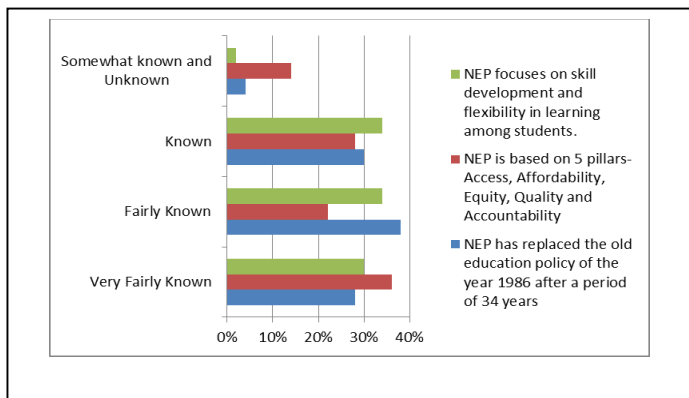
IV. FINDINGS AND ANALYSIS

The survey was conducted for a sample size of 50 consisting of Professors, Associate Professors, Assistant Professors and Lecturers randomly from Bangalore. Among which major proportion constituted Assistant Professors.

Sl.No	Designation	%
1	Assistant Professors	52%
2	Lecturers	26%
3	Associate Professors	18%
4	Professors	4%

1. Awareness of NEP-

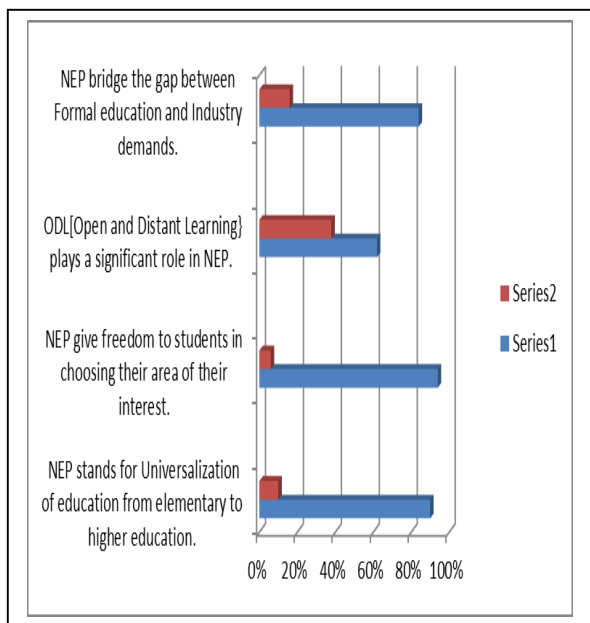
On a random basis, three aspects on NEP were asked to ascertain the awareness on NEP among the respondents.



From the above graph it is interpreted that a maximum of 94% respondents are aware about the related aspects of NEP introduced in India.

2. Understanding of NEP –

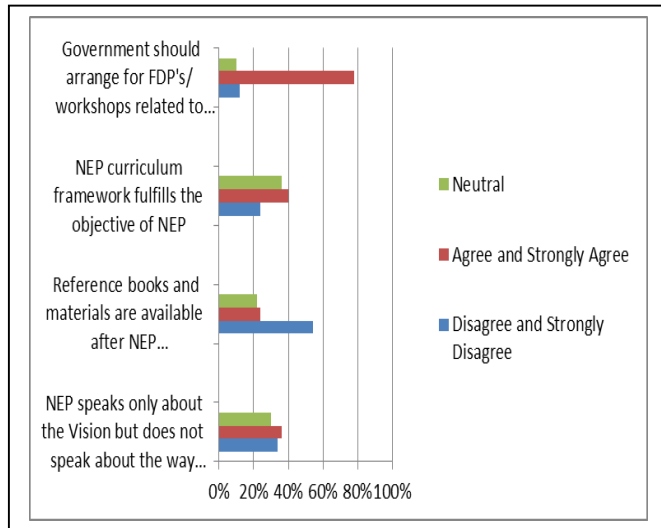
Four aspects on the functioning of NEP were asked to ascertain the understanding of NEP among the respondents.



The above graph determines that on an average of 83% of respondents are having knowledge and understanding of NEP.

3. Implementation of NEP-

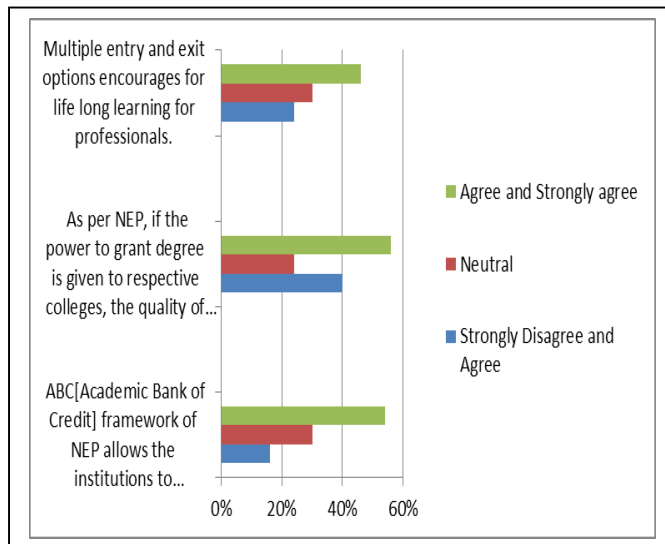
Questions were asked on problems confrontation during the implementation of NEP.



for arrangement of FDP's/ workshops related to NEP.and 54% of respondents agree that Reference books and materials are available after NEP implementation.

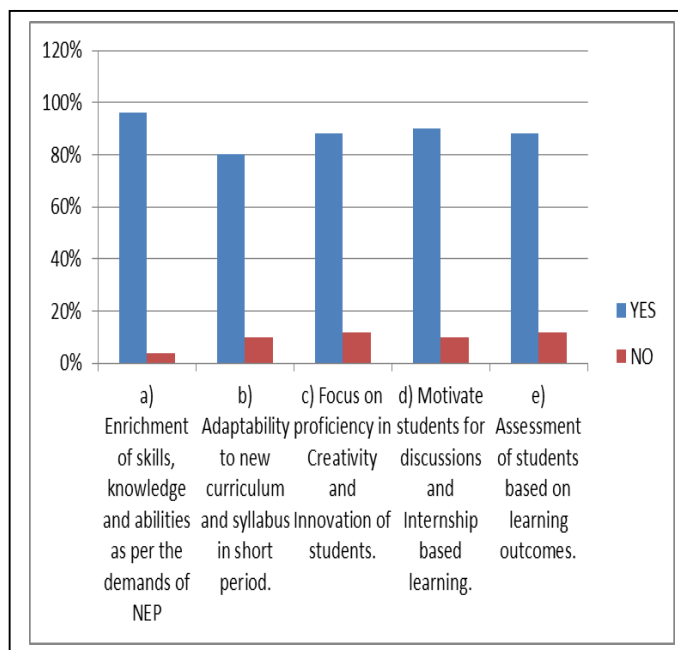
4. Benefits of NEP

Questions on benefits of NEP were asked to ascertain the knowledge of faculties regarding the benefits of NEP.



The above graph represents that 54%-56% of respondents agree with the benefits of Academic Bank of Credits and power to grant degree by colleges.

5. Relationship between Teaching competencies of faculties and the success of NEP.



V. SUGGESTIONS

- The responses from the faculties are no doubt positive in terms of Awareness and Understanding of NEP .
- Under the questions on Implementation of NEP, faculties disagree with the availability of reference books and study materials for the new curriculum and this issue needs to be addressed soon as it has the direct impact on the student fraternity.
- Even the faculties have responded that government should arrange for FDP's and workshops related to competency development that suits the NEP.
- Maximum number of respondents agree that they possess the competencies demanded by the NEP and this confirms that NEP implementation will be successful. However regular upgradation of competencies like ICT in teaching, interpersonal skills, Global knowledge, Critical thinking, Creativity and Innovation, Student understanding, motivation and Assessment skills needs to be done as a regular practice.

The following are qualitative inputs provided by the respondents:

- Implementation should happen throughout India.
- NEP may not be successful in the present situation.
- Certain skill based courses may require Infrastructure up gradation and the appropriate faculty to teach. Hence funds for such aspects should be provided if concerned colleges opt for such skill based courses.
- Certain ethics based subjects and ethical based factors should be considered at degree level.

VI. CONCLUSION

Our research objective was to find the responses of faculties towards the new change in the Indian education system. In the emergence of NEP, it is inevitable for the faculties to enhance their competencies and get adapted to the VUCA environment. Faculties also prefer support from the government or universities to arrange requisite training programs and workshops so as to increase their confidence and adaptability. Thus competency development and upgradation in the VUCA environment of NEP implementation plays a significant role.

VII. LIMITATIONS

The knowledge about NEP might be lagging among the respondents as it has been implemented recently.

Faculties may not have focused much while answering the questionnaire.

The sample size is limited to 50 respondents only.

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