



Revisiting Higher Education in commerce and Management in Karnataka under National Education Policy – An Analysis

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Abstract

Education is essential for attainment of knowledge and empowerment of individual to use his or her full potential. The education system in India in the past built a model to make the people to get an awareness about the purpose of education. The system of learning methodologies and techniques were just restricted to memory retrieval and understanding. The higher order of experiential learning and opportunities for inquisitiveness among the students to enable them to create new knowledge was not the part of learning system Bloom Benjamin (1956)ⁱ. The rote learning system based on given syllabus with teacher centrist system was prevalent. Karnataka is the first state in the country to introduce National Education Policy (NEP) 2020. The NEP intends to overhaul the existing system of education with thrust on student centrist system. The syllabus, regulations, class delivery program and evaluations under NEP is designed for Outcome Based System of Education (OBE). The traditional approach of learning methodologies adopted across the level of education was pedagogy which is primarily focus on teacher centric. However, the adult students know that what they need to learn and methods of teaching for them is andragogy (Malcom Knowles)ⁱⁱ. Higher Education in India refers to the tertiary level of education imparted after 12 years schooling and hence the adult students take admissions in Higher Education. Commerce education is dynamic field which requires constant updating and reviews to bring the education outcome to suit the requirements of industry and self-employment. The present paper is explanatory and exploratory as well. The paper intends to analyze various issues concerning with transforming education from teachers centrist to students centrist in Karnataka after the implementation of NEP.

Full Paper

Higher Education in commerce and management in Karnataka has evolved over the years. Karnataka state has a well-developed Eco-system of Higher Education. The Gross Enrollment Ratio (GER) of State of Karnataka is considerably higher (32%) than National average of (27.1%). The state of Karnataka ranks third with (4047) Higher Educational Institutions (HEI)s. Karnataka is the first state to introduce National Education Policy (2020).

The Higher Education is intended to augment knowledge, skills and competencies required to perform tasks, jobs after undergoing prescribed training as per the predetermined syllabus; evaluation and assessment system students are technically qualified to get the degrees /diplomas. However, the learning methods used in the earlier system was rote learning without any amount of autonomy to the learners. Further, the system created a huge gap between industry and academy. The lack of internalization and imagination of the subject matter while learning made it difficult for the students to apply the knowledge into practical world. This necessitated huge amount of spending by the industries in the form of training. Unlearning and relearning required to the students to adopt to the practical world.

Statement of the Problem:

Learning methodologies adopted by Higher Education Institutions (HEI)s so far is teacher centric with an assumption that teacher knows what to teach? how to teach? how much to teach? what extent to teach? delivery plan and methodologies. The onus is on the teachers to teach without bothering core stakeholder of teaching learning the “students”. On the other hand, students are drawn from diverse societal background -cultural, economic and social status vary considerable among students. Learning abilities of the students are also unique to individual nature. Under such circumstances is it possible to perform the teaching role monotonously just by teacher centric chalk and talk method? Obviously, a system of learning needs to be incorporated keeping in view of the core stake holder that is “student “. Further, student at Higher Education Level are adults mature enough to decide what is required for them what method is best for them. The methodology of teaching for them is student centric- andragogy.

Objectives

1. To analyze the transformation of Higher Education Eco -system in Karnataka from knowledge retrieval to knowledge creation.
2. To analyze the transformation of Education system in Karnataka from students’ centric approach to teacher centric approach (Pedagogy to Andragogy).

Methodology: Paper is both explanatory and exploratory in nature and uses secondary data and review of existing literature to explore the possible future scenario of Higher Education system.

It is essential to analyze how the pedagogy has changed to andragogy. Pedagogy refers to the traditional method of teaching, where the teacher is the sole source of information, and students are passive learners. Andragogy, on the other hand, emphasizes on self-directed learning where the students take an active role in their learning.

The purpose of education is to create wholesome personalities in students who will be the future leaders and nation builders. To succeed in getting a full-fledged education the students have to get wholesome training. To blossom the personality of students a balanced learning approach is required. The four important areas of personality development are knowledge, skills, health and values. Mahatma Gandhi defined education as “By education I mean an all-round drawing out of the best in child and man-body, mind and spirit”. Gandhiji has called education as 3R- Reading, writing and Arithmetic and 3 H Hand, Head and Heart.

In the past, commerce and management education in Karnataka focused on rote learning and memorization, where students were expected to memorize facts and figures without understanding the underlying concepts. The teaching methods were based on lectures, where the teacher would present information and students would take notes. The evaluation was based on examinations, which tested the ability of the students to recall information. The subjects taught in the class rooms were focusing on the sums (problems) picked from past question paper and the papers were set such way that the

However, with the advancement of technology and the changing nature of the workplace, the pedagogy in commerce and management education has evolved. The focus has shifted from memorization to understanding the concepts and their practical applications. The teaching methods have also changed, with the incorporation of case studies, simulations, and experiential learning.

Now, the classrooms are more interactive, and the role of the teacher has changed from being the sole source of information to a facilitator of learning. The students are encouraged to take an active role in their learning and are provided with opportunities to apply the knowledge they acquire in real-world scenarios. The evaluation methods have also evolved, with the inclusion of assignments, presentations, and group projects. The state of Karnataka is the first state to introduce National Education Policy(NEP)2020.

The andragogy approach in commerce and management education has led to the development of critical thinking, problem-solving, and decision-making skills in students. It has also prepared them for the dynamic and ever-changing workplace, where they are expected to be self-directed learners and take ownership of their career growth.

In conclusion, the pedagogy in commerce and management education in Karnataka has evolved from rote learning to andragogy. The focus has shifted from memorization to understanding the concepts and their practical applications. The incorporation of case studies, simulations, and experiential learning has made the classrooms more interactive, and the evaluation methods have become more diverse. The andragogy approach has prepared the students for the dynamic and ever-changing workplace, where they are expected to be self-directed learners and take ownership of their career growth.

Why Andragogy is important in higher education?

Adult learners have unique learning needs: Unlike children, adult learners have a wealth of life experiences that they bring into the classroom. They have specific goals and objectives for learning and are motivated to acquire knowledge and skills that can be applied to their personal and professional lives. Andragogy recognizes and respects these unique learning needs, providing learners with the opportunity to take ownership of their learning and tailor it to their specific needs.

Adult learners are more self-directed: As adults, learners are more self-directed and motivated to learn than children. They are able to take responsibility for their own learning and are more likely to be successful in achieving their learning goals when given control over the learning process. Andragogy recognizes and supports this self-directed learning process, providing learners with opportunities to make decisions about their own learning and take responsibility for their own learning outcomes.

Active participation leads to better learning outcomes: Andragogy emphasizes the importance of active participation in the learning process. When learners are actively engaged in the learning process, they are more likely to remember what they have learned and to be able to apply that knowledge in real-world situations. By providing opportunities for learners to participate in discussions, work collaboratively with peers, and apply what they have learned in real-world contexts, andragogy helps to create a more meaningful and effective learning experience.

Andragogy promotes lifelong learning: Andragogy recognizes that learning is a lifelong process, and that adults continue to learn throughout their lives. By emphasizing self-directed learning and active participation, andragogy helps to create a learning environment that encourages learners to continue learning beyond their formal education. This is particularly important in today's rapidly changing world, where new knowledge and skills are required to keep up with advances in technology and changes in the workplace.

In conclusion, andragogy is important in Higher Education because it recognizes the unique learning needs of adult learners, promotes self-directed learning and active participation, leads to better learning outcomes, and promotes lifelong learning. By adopting an andragogical approach, higher education institutions can help to create a more effective and meaningful learning experience for adult learners.

Andragogy is important in commerce and management learning

Andragogy in commerce and management learning for several reasons:

Practical application: Commerce and management are fields that require practical application of knowledge and skills. Andragogy emphasizes the application of knowledge and skills to real-world situations, which is essential in commerce and management learning. By emphasizing the application of knowledge, andragogy helps learners to develop practical skills that can be applied to their personal and professional lives. Commerce field is dynamic it requires constant revision. Case study approach will be handy in analysing an existing business model but study of business models which paves the way for creation of new business models is that the commerce require. p

1. Self-directed learning: Commerce and management learning require learners to be self-directed and take ownership of their learning. Andragogy recognizes the importance of self-directed learning and encourages learners to take an active role in their own learning process. This approach enables learners to develop the skills required for independent learning, which is essential for success in commerce and management.
2. Critical thinking and problem-solving: Commerce and management require learners to develop critical thinking and problem-solving skills. Andragogy emphasizes these skills by providing learners with opportunities to apply their knowledge to real-world situations. This approach helps learners to develop the ability to think critically and solve problems in a practical context. While teaching the concepts of commerce it is important include practical aspects of learning by allowing students take projects/ fieldworks which encourages them to learn and earn by exposing themselves to real practical exposure.
3. Collaborative learning: Collaboration is an essential component of commerce and management learning. Andragogy emphasizes collaborative learning by providing learners with opportunities to work together on projects and assignments. This approach enables learners to develop teamwork and communication skills, which are essential for success in commerce and management. Management skills of planning organizing coordination, interpersonal skills, communication skills can be honed through practical collaborative group projects. Students may be asked to create new companies by themselves or to create new startup. The experience of doing the collective work will give ample opportunities to blossom themselves and it will create a well-knit, interwoven and interconnected with the humans who gel well with each other.
4. Lifelong learning: Commerce and management are fields that are constantly evolving. Andragogy recognizes the importance of lifelong learning and encourages learners to continue to develop their knowledge and skills throughout their careers. This approach helps learners to adapt to changes in the field and to stay ahead of the curve in their careers. Integrated approach in learning makes it possible to learn skills which enables learners to abstract the macro field of knowledge. Interdisciplinary approach of learning enriches entrepreneurial skills of the learners. Knowledge domains in commerce is dynamic which requires lifelong learning. Knowledge from the field of economics, management accounting, finance, taxation project management and basic engineering is enabler for entrepreneurship.

Administrative measures of needed to augment and transform present system to andragogy-based approach

Training the trainers/ teachers: The present system tutored the teachers as the sole authority of teaching, curriculum frame evaluation and students were bound to learn from the teachers' writing notes and memorizing the same thing and writing in the examination. The level of training under this system is restricted to make students memorize and understanding only. The higher level of learning of Bloom Taxonomy, apply, analyze evaluate and create knowledge is absent. The government of Karnataka has already established an academy called Higher Education Academy at Dharwad which is entrusted the task of training teachers teaching undergraduate level under the Department of Collegiate Education. The training of teachers on latest method of teaching keeping in mind the needs of 21st century students is already commenced. The Academy has already come up with a blueprint 25 parameters to evaluate the teachers from the point of view students. These parameters are developed based on diverse aspects. This training focuses on shifting teachers' role from teaching to academic leadership. Teacher is motivator, facilitator and his work should focus on creating interest on specific knowledge domain through involvement of students. Eliciting the views and encouraging students for their active participation in classroom is primary focus of andragogy which creates healthy and conducive environment of learning.

In conclusion, andragogy is important in commerce and management learning because it emphasizes practical application, self-directed learning, critical thinking and problem-solving, collaborative learning, and lifelong learning. By adopting an andragogical approach, commerce and management learners can develop the skills and knowledge required for success in their careers.

¹Bloom, Benjamin S. *Taxonomy of Educational Objectives* (1956). Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.

² Knowles, M. S. (1968). Andragogy, not pedagogy. *Adult Leadership*, 16(10), 350–352, 386.