

CAPACITY BUILDING IN HIGHER EDUCATION EMPOWERING TEACHERS AS CATALYSTS FOR A POSITIVE CAMPUS LEARNING ENVIRONMENT - ALIGNED WITH NEP 2020

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Abstract— In the crux of the 21st century, the education system has taken leaps and bounds in preparing the student fraternity to have an all-round holistic development to face the world. This study discusses about empowering the facilitators to fulfill that humongous task as they are the beacon of light. The National Education Policy (NEP) 2020 emphasizes a transformative shift in India's education system, placing teachers at the brink of this change. NEP Syllabus is wholesome, multifaceted, and practical based learning. Key areas of focus include Greater autonomy, dignity, and career progression for teachers and Target to ensure 50% of students have vocational exposure by 2025. First and foremost a survey is conducted to understand continuous teacher training, competency- based education, and the integration of technology in classrooms to enhance learning outcomes. The objectives starts with the study highlighting the role of 'The power of tiny grains'- 1% better every day and 1% worse every day to anticipate the change and move with the change (embrace the change)- started by optimizing the things one might expect: the weekly training program, the ergonomics of the work area, and the right comprehensive syllabus. The methodology continues with a 2 day aggressive activities on terms of the book written by" Dr Spencer Johnson who moved my cheese? An amazing way to deal with change in your work and in your life!". Aggregation of marginal gains abundance mentality & growth mindset, competition versus collaboration, interpersonal relations and emotional intelligence, Values and culture of the institute, Empowerment of faculties, knowledge about how to keep students engaged both mentally and physically in the college. Once the group discussions, outdoor activities are completed a survey for feedback is conducted where it is exhibited to the participants. Discussions are assessed through the Questionnaires and tabulated in the form of bar graphs and pie charts.

Index Terms— Abundance, growth mindset, collaboration, interpersonal relations and emotional intelligence, Higher Education, Capacity Building, Faculty Development, Institutional Strengthening, Quality Assurance, Research Innovation, Policy Reforms.

I. INTRODUCTION

In the progress educational perspective of the 21st century, the accentuation has shifted from traditional way of learning to a more comprehensive approach to fostering an environment and skill-oriented system. The role of educators has thus become more changing needs, evolving requirements, or shifting expectations, necessitating their empowerment as key aspects of evolution. The National Education Policy (NEP) 2020 visualizes a progressive transfiguration of India's education system and recognizes teachers as critical drivers of this change in education. It proponent for a fetch from content-heavy instruction to experiential and multidisciplinary learning that deals with collaboration, creativity, creative thinking and critical thinking,. This policy framework introduces structured reforms with a focus on methodology used, dignity, continuous professional faculty development, and career progression for teachers in the present arena.

The main objective of NEP is to ensure that the faculty the college and higher education systems are exposed to skill development and vocational programs. This intention can only be realized if promoter is empowered with the necessary competencies, information age, tech era tools, and institutional support. In this context, faculty development and

institutional capacity building become crucial. The present study aims to examine how systematic initiative aligned with NEP institutional foster for improved student outcomes.

The study is inspired by the concept of “The Power of Tiny Gains” – the idea is to bring consistent improvement that making every day deal in significant transformation in the span of time. This philosophy behind integrate in the design in the comprehensive motto of the faculty development program. A series of interactive sessions, group discussions, and outdoor activities were conducted over two days, embedded in the learning’s from the book “*Who Moved My Cheese?*” by Dr. Spencer Johnson. It gives a metaphorical framework to help educators in their professional resilience and the adaptability the career of professional mindset.

The methodology of the program focused on building a growth of teaching mindset, encouraging an abundance psychology and focused on building professional growth in enhancing interpersonal communication and prompting intelligence in boarder perspective. Faculty members were engaged in reflective practices to understand the value of collaboration over competition, and the importance personal teaching doctrine with the broader institutional vision.

The sequence of operation in developing and reinforcing the implementation of skills, abilities, processes, and resources that higher education institutions (HEIs) need to thrive in a rapidly evolving contextual and purposeful of educational landscape. It ensures that institutions are better competent to deliver quality education, conduct relevant research, and contribute meaningfully to national and global development goals in education horizon.

The Five Types of Diminishers and Multipliers⁽⁷⁾

| Category | Diminishers | Multipliers |
|----------------------------|--|---|
| Create Work Climate | The Tyrant – Creates a tense environment that suppresses people’s thinking and capabilities | The Liberator – Creates an intense environment that requires people’s best thinking and work |

| Category | Diminishers | Multipliers |
|-------------------------|--|---|
| Set Direction | The Know-It-All – Gives direction that showcases how much they know | The Challenger – Defines opportunities that cause people to stretch |
| Manage Talent | The Empire Builder – Hordes resources and underutilizes talent | The Talent Magnet – Attracts and deploys talent at its highest point of contribution |
| Make Decisions | The Decision Maker – Makes abrupt decisions that confuse the organization | The Debate Maker – Drives sound decisions through rigorous debate |
| Delivers Results | The Micromanager – Interferes with every detail to make sure it is done their way | The Investor – Gives other people ownership for results and invests in their success |

II. OBJECTIVES

- Enhance the quality of pedagogy and in academic and non-academic curriculum to meet present educational and Grade-Level Equivalents (GLEs), probing the standards of present generation.
- Train and professionalize faculty through the exposure to new teaching methodologies and research.
- Build institutional accomplishment to conduct staggering research and encourage innovation.
- Ameliorate facilities with Infrastructure Strengthen institutional stewardship, decision-making process and institutional leadership and sovereignty.
- Elevate global collaborations and institutional strengthening systems exchange programs for knowledge sharing. Sustain comprehensive, pliant and panoramic education models tailored to students’ benefits.

III. REVIEW OF LITERATURE

1. **According to Wiseman & McKeown (2010)**, Multipliers: How the Best commander which Make Everyone Smarter in the education perspective, the author defines that diminisher and multipliers has five types of leadership behaviors. That multipliers stimulate in innovation, and engagement, whereas diminishers extinguish the capability and independence of one's.
2. **NEP 2020 (Ministry of Education, India)**, the policy Feature teacher accreditation, professional proclivity, and continuous development—directly corresponding. With the multiplier traits of fostering ownership, collaboration, and innovation in higher education institutions.
3. **Johnson, S. (1998)**, In *Who Moved My Cheese?* Johnson imprecisely discusses adaptability and change management, foundational attributes of multiplier leaders who embrace uncertainty and support others to grow through challenges.
4. **UGC STRIDE (2021)**, Focused on research and innovation in Indian HEIs, UGC STRIDE supports the multiplier idea by building research capacity, the effective and efficient use of an organization's human resources to achieve business objectives, encouraging talent utilization, and promoting interdisciplinary collaboration.
5. **Rashtriya Uchcharat Shiksha Abhiyan (RUSA)** This initiative supports institutional transformation by augment infrastructure; sovereignty, and governance—simulate the practices of multiplier leaders who drive sustainable institutional change.
6. **NAAC Guidelines**, Accreditation standards stimulates outcomes-based education, leadership, and faculty involvement—all principles supported by multiplier leadership approaches.
7. **"The Power of Tiny Gains" Concept**, Based on continuous improvement ,this orient with multiplier thinking—leading on small but impactful growth over time.

IV. STRATEGIES

Examples of Capacity Building Initiatives

- NAAC AND NBA Accreditation
- Rashtriya Uchcharat Shiksha Abhiyan
- Capacity Building Projects.
- UGC Stride program

V. OUTCOMES

- Improve faculty Employability, retention and gratification
- Improve Ranking of institutions globally
- Improve in implementation an research and societal impact
- Improve institutional sovereignty and sustainability

VI. METHODOLOGY

- ❖ The study tells about the quantitative and qualitative collection of data techniques this involves the strategy of:
 - Initial Survey of competencies and NEP and Implementation by ICT enabled tools and research attributes.
 - Capacity-Building Workshop: A 2 day program on CBW Facilitated by Amit Soundalgekar, carried with feedback via questionnaire analyze the impact by graphical representation.
- ❖ Organization Competitiveness
 - The Grow Model, It a frame work of coaching, competing, goal setting, personal development, handing obstacles to achieve better outcome and to increase the ability. Where,
 - G- Goal-“What do you want to do?”
 - R-Reality-Current Situation-“Strategies and solution”
 - O-options-“Obstacles”
 - W-Way forward-“Actions to be taken”
 - A Module of Leader ship,
 - vision
 - Influence
 - Strategies
 - Growth Ingredients,
 - Quality of the conversation
 - Quality of the organization
 - Quality of the relationship
- ❖ Learning modules based on “*Who Moved My Cheese?*” by Dr. Spencer Johnson.
- ❖ Hands-on activities on the concepts of “*aggregation of marginal gains, growth mindset, and emotional intelligence.*”

- ❖ Group discussions on institutional values, collaborative teaching models, and faculty-student engagement.



- ❖ "The Multiplier Challenge" - Group Poster making

The activity is planned in such a way that the team is divided into group of 10 members of different streams faculties with a sub group of diminisher behaviors and multiplier alternatives. The main objective is to reinforce learning creatively, where each group should provide with a poster in simulated time and explain the same in via technology.

| How would you: | Diminisher ("They will never figure this out without me.") | Multiplier ("People are smart and will figure this out.") |
|--------------------|--|---|
| Manage talent? | Use | Develop |
| Approach mistakes? | Blame | Explore |
| Set direction? | Tell | Challenge |
| Make decisions? | Decide | Consult |
| Get things done? | Control | Support |

- ❖ **Role-Play of diminisher and multiplier leadership in teaching in styles.**

The activity is planned according to the concept of diminisher and multiplier in HEI's. Where the group is divided into small teams of 5 assigned with one scenario of "project delay", one member acts as a



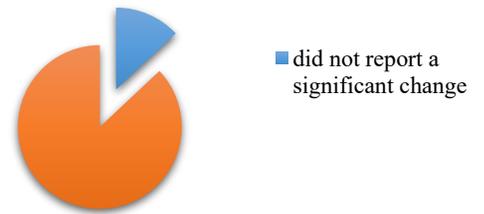
Diminisher leader and another as a Multiplier. And outcome is calculated on the situation and reflection feelings and outcomes.

VII. RESULTS AND DISCUSSION

The feedback collected post-activities revealed the following:

1. NEP-Aligned Pedagogy

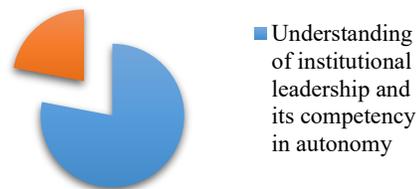
NEP-Aligned Pedagogy



Here's a pie chart visually representing that **87% of participants** showed increased confidence in adopting NEP and -aligned teaching methodologies, while the remaining **13%** did not report a significant change.

2. Understanding institutional leadership and its competency in autonomy.

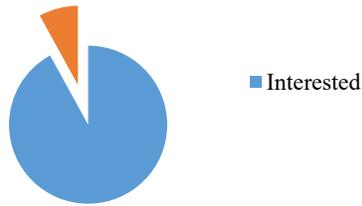
Understanding institutional leadership and its competency in autonomy



The 78 percent of the participants were increased in the understanding of institutional leadership and its competency in autonomy and 22 percent misinterpret, understanding of institutional leadership and its competency in autonomy.

3. Acceptance in collaborative learning

Acceptance in collaborative learning



Participants expressed more interest in research and collaborative learning with faculty and student’s engagement program and its strategy.

The data divulge is strong such as —

- The discussions revealed a strong parallelism between marginal behavioral shifts and large-scale institutional changes.
- The comparison of remodel to change where popularized by Johnson’s work
- Resonate deeply with participants, encourage a dynamic and adaptable mindset.

VIII. OUTCOMES

- Improved faculty employability credentials, job satisfaction, and retention
- Improvement in institutional rankings
- Strengthened research individual behaviors and social structures to economic development and environmental practices
- Improved institutional autonomy, leadership capabilities, and sustainability

IX. CONCLUSION

The NEP 2020 **endorsements** a structural and cultural shift in advance Indian higher education. Accredited educators through targeted capacity-building initiatives are important for comprehend this vision. The findings of this study reinforce the importance of sustained professional development, positive psychological shifts, and institutional collaboration in building future-ready campuses.

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