

# A Study on Impact of Nep 2020 on Commerce and Management Education

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**Abstract**—This study, researches on how NEP 2020 impacts the Commerce and management education. This research been only based on secondary data sources (policy documents, UGC/ministry guidance, university curriculum, action plans, published research & media articles). It brings insight on curricular changes, methods of teaching, assessment reforms, preparedness of institutions, graduates' employability. This study points out major opportunities in multidisciplinary learning, practical and project-based education & flexible learning paths and it also includes challenges in credit transfer system, training of teachers, improper implementation across institutions. This study ends with clear suggestions for government, institutions, and colleges to plan and track the progress required and which will help for future studies.

## I. INTRODUCTION

The National Education Policy (NEP) 2020 is one of the biggest changes in the Indian education system. The National Education Policy of India 2020 (NEP 2020), It was started by the Union Cabinet of India on 29 July 2020, which outlines the vision of new education system of India. It replaces the previous National Policy on Education, 1986 It is designed to make learning more practical, flexible, and it is suitable for the present-day global economy. In earlier system main focus was on exams and theory and there is less importance given to skills and industry exposure and learning.

In fast moving world student require not only subject knowledge they also need practical skills like entrepreneurship, financial awareness, digital learning, and problem-solving abilities. Instead of rote memorization NEP 2020 has addressed this need by promoting updated curriculum, hands-on learning, technology use, and continuous assessment.

NEP 2020 gives importance to employability, equal opportunities, and preparing students for both jobs and self-employment. Studying its impact on commerce and management education helps us see how these changes will improve teaching, student learning, and the overall readiness of graduates for the future.

## II. REVIEW OF LITERATURE

Jain (2021) reviewed the National Education Policy 2020 and explained that reforms like the National Educational Technology Forum (NETF), flexible course structures, and the entry of foreign universities could bring major changes in higher education. At the same time, he stressed that these reforms must be introduced gradually and carefully to be successful.

Saxena and Agarwal (2022) explored the use of artificial intelligence in the NEP framework. They found that although the policy encourages AI integration in teaching and learning, challenges such as lack of infrastructure, insufficient teacher training, and low digital literacy could slow down the process.

Jadav (2023) studied the impact of NEP on management education and noted that the policy promotes interdisciplinary learning, practical teaching methods, and entrepreneurial skills. He pointed out that these changes match international trends but also require new course designs and ongoing training for faculty.

Shinde (2023) examined the role of commerce and management faculty in applying NEP reforms. He argued that teachers are not only responsible for classroom teaching but also for mentoring students by using technology, industry knowledge, and skill-based learning to improve employability.

Mishra (2024) focused on vocational education in NEP 2020. She stated that including vocational skills in mainstream education can reduce the stigma attached to these programs while also improving employability and inclusiveness in commerce and management learning.

## III. OBJECTIVES OF THE STUDY

- A. To examine the major provisions of NEP 2020 relevant to commerce and management education.
- B. To analyse the opportunities created by the policy in areas of skills, employability, and entrepreneurship.
- C. To identify the challenges faced by institutions, teachers, and students in its implementation.
- D. To suggest practical measures for improving the effectiveness of NEP 2020 in commerce and management education.

## IV. RESEARCH METHODOLOGY

The present study is descriptive in nature and makes use of secondary data to understand the impact of the National Education Policy (NEP) 2020 on commerce and management education.

### Data Sources

The required information has been gathered from:

- NEP 2020 policy documents and related government publications.
- Guidelines and reports issued by UGC and AICTE.
- Published articles in reputed journals, books, and conference papers.

- Commentaries, editorials, and expert opinions from academic sources.

#### V. KEY POLICIES OF NEP 2020 FOR COMMERCE AND MANAGEMENT NEP 2020 POLICIES FOR COMMERCE AND MANAGEMENT

- *Multidisciplinary Learning*

Commerce students can also study subjects from management, arts, science, or technology. This helps them to combine areas like accounting with data analytics or management with psychology.

- *Tiered learning pathways*

Students can leave after 1 year (certificate), 2 years (diploma), 3 years (degree), or finish 4 years (honours/research). This helps them either start working early or continue their education.

- *Skill and Practical Training*

Policies mainly Focused on real-world skills through hands on learning, internships, business area visits, projects, and case studies. This enables learning useful for jobs and motivate for entrepreneurship.

- *Credit Transfer System*

The courses offer credit scores or points for the students for their completion of course, internship or project and the score are useful for their work in later in this the learning is continuous and flexible

- *Digital and Online Learning*

Students can use online platforms and blended classes. This supports learning in areas like e-commerce, fintech, and business analytics.

- *Encouragement for Entrepreneurship*

Mostly Courses are designed in the way to build communication, financial knowledge, and problem-solving. This makes students to start their own business.

- *Research and Innovation*

More importance is given to research in fields. Colleges are also encouraged to set up innovation labs.

- *Ethical Education*

Students are taught values, ethics, corporate governance, and social responsibility Along with business knowledge,

- *Outreach Exposure*

Students get opportunities for exchange programs, foreign university tie-ups, and international projects. This helps them learn global business.

#### VI. IMPACTS

- *Flexible Curriculum*

Curriculum have been set in the way Students can combine commerce/management with other fields like data science, law, or entrepreneurship for wider career opportunities.

- *Industry Driven skill Development*

It has impacted in providing Vocational courses, internships, and industry- linked modules to make graduates more employable.

- *Practical Teaching Methods*

Focus shifts from traditional learning to case studies, projects, and simulations, building problem-solving and leadership skills. And practical way of learning has been boomed.

- *Technology Enabled Education*

Online courses and the Academic Bank of Credits support flexible credit transfer and lifelong learning, though digital gaps persist.

- *Research and Innovation Push*

Impact on Encouraging for research projects, new start-up culture, analytical and application-based learning in commerce and management.

- *Global Standards*

It has made an impact that Collaborations with foreign universities to improve quality and also made aligned education with international practices.

- *Evolving Role of Educators*

Faculty act and plays a various role such as mentors, industry connectors, etc. Those faculties also requiring regular training and upskilling.

#### VII. CHALLENGES OF NEP 2020 IN COMMERCE AND MANAGEMENT EDUCATION

##### A. *Shortage of Learning Resource*

Many educations institution, university & colleges have shortage of modern classrooms, labs, and smart learning facilities also face Limited access to e-learning platforms and digital libraries.

##### B. *Lack of Skilled and Motivated Educators*

There is lack of trained teachers, lack of exposure to trend and global practices and insufficient motivation to adopt new method of teaching and learning

##### C. *Digital Access Inequality*

The major challenge in this digital era is equalism the rural area may lack the in speed of internet than urban area, many students may not afford laptops and smartphones and they face difficulty in online classes due to connectivity issues

**D. Inconsistent Policy Execution**

The implementation of policies has been Different in state-level priorities and funding. It has impacted that the Private institutions adopt reforms faster than government institution and there is Lack of a uniform framework

**E. Financial Constraints**

There is lack and Limited funds for industry internships and skill-based programs, setting up innovation and incubation centres.

**F. Resistance to Educational Reforms**

Faculty and administrators Hesitate to shift from rote learning to skill- oriented learning and it results in slow decision-making and reform execution

**VIII. STRATEGIES TO OVERCOME CHALLENGES**

**A. Strengthening Physical and Digital infrastructure**

Government funding should be increased for upgrading both digital and physical learning .and as side as encourage private and others to contribute for infrastructural development. Establish shared digital platforms that are accessible to all institution.

**B. Faculty Training and Development**

Regular orientation and refresher courses must be organized to keep faculty updated and to Provide faculty exchange programs with industries and foreign universities. In addition Offer incentives, promotions, or awards for innovative teaching practices.

**C. Bridging the Digital Divide**

One of the major challenges in implementing the NEP is unequal access to technology. To overcome this, subsidized or low-cost internet data packs can be provided so that students from all sections of society are able to continue their learning without interruption. Along with this, to ensure that no student is left behind due to lack of resources affordable devices such as laptops, tablets, or e-learning kits can be distributed.

**D. Strong Monitoring and Evaluation**

A strong monitoring and evaluation system is essential for the smooth implementation of NEP. A central body can oversee progress, while states prepare their own timelines and goals. Providing funds based on institutional performance will motivate faster and accountable adoption of reforms.

**E. Enhanced Financial Support**

Providing special grants to commerce and management departments will promote research, innovation, and new teaching practices. Furthermore, encouraging industries to channel their Corporate Social Responsibility (CSR) funds towards education can generate additional support for infrastructure and student development. Partnerships with companies can also create opportunities.

**F. Change Management**

Any reform requires acceptance and awareness among stakeholders. To achieve this, workshops and training sessions

can be conducted to spread awareness about the benefits of NEP and to guide institutions on how to implement changes effectively.

**IX. FUTURE OF COMMERCE AND MANAGEMENT UNDER NEP 2020**

- A. The National Education Policy (NEP) 2020 is set to reshape commerce and management education in India. It promotes a multidisciplinary approach, where commerce students can also study subjects from humanities, science, or technology. This will help them develop wider knowledge and adjust better in a changing business world.
- B. A key change is the shift to skill-based learning. Instead of just memorizing, students will focus more on practical skills like entrepreneurship, digital knowledge, leadership, finance, and problem-solving.
- C. Technology integration and development will be very important. Subjects like data analytics, artificial intelligence, fintech, and e-commerce will become common, preparing students for new business trends. Institutions will also focus on international tie-ups, faculty exchanges, and joint research, making students globally competitive.
- D. The policy also pushes for research and innovation. Which support for start-ups, incubation centres, and new projects, it enables students not only to look for jobs but also create businesses. This results in, India a centre for business innovation.
- E. The flexible system of NEP, such as Academic Bank of Credits and blended learning, will give more access to education. Even working professionals and rural learners will get a chance to study without leaving their jobs.
- F. Stronger industry-academia links like internships, live projects, and mentoring will connect classroom learning with real business practice. This will improve employability and make graduates more career-ready.
- G. Overall, NEP 2020 aims to build a system that is flexible, practical, tech-driven, and innovation-focused, producing graduates who are ready for both global opportunities and local challenges.

**X. CONCLUSION**

The National Education Policy (NEP) 2020 marks a turning point for commerce and management education in India. By focusing on flexibility, multidisciplinary learning, skill development, and technology integration, it prepares students to be globally competitive while staying relevant to local needs. The policy also promotes entrepreneurship, innovation, and closer links with industry, ensuring that graduates are ready for the demands of a digital economy. At the same time, challenges such as limited infrastructure, digital gaps, and the need for continuous faculty training must be addressed. With strong institutional support, proper monitoring, and active collaboration between government, academia, and industry, NEP 2020 can transform higher education into a system that develops critical thinkers, capable managers, and innovative leaders for the future.

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