
NEP 2020 AND COMMERCE EDUCATION

Dr. Neha Mundhada

Assistant Professor
Hislop college, Nagpur

Mr. Gaurav Mundhada

Manager - Industry Relation, Innovation &
Incubation
Ramdeobaba University, Nagpur

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Abstract :

Nep 2020 has taken sufficient efforts to build up road map for progressive education in view of student's carrier and faculty upgradation. Also, gates are proposed for students exit during degree program. However, the pivotal factor i.e. quality of education system has not been answered. Institutions will get autonomy up to some extent still the reforms in courses their evaluation and their implementation needs to be taken periodically.

The present study based on sample of 25 teachers and 25 students from Nagpur city. Data subjected to analysis and the findings derived were government and policy makers along with educational experts need through thinking and discussion on NEP 2020. Teachers and students overall agreement and disagreement on NEP 2020 education was not observed. Hypothesis were rejected or partially accepted.

Introduction :

The education policy established by British government during 19th century was in houe for about 90 years or more. The 1st reforms in education policy were introduced during 1986. However, the major structure of education system remained unchanged. During last 5 years thought was given for policy reforms in education and the national education policy was formulated for implementation as notional education policy 2020 and the same has been announced for implementation by Indian Government. The road map for progressive education in point of view of student was given full thought with multi-disciplinary approaches for courses selection as per the student's choice. Student of any disciple or any faculty has been given choice for selecting his/ her interest courses from some other discipline, in addition to it options have been given to leave the degree program after 1 year or so. Foreign universities collaboration also has been invited by Indian government for education liberalization. Institutions have been given flexibility to design multiple variants with many combinations for degree and master degree programs.

The distance education program will be expanded to increase the gross education ratio with the online learning platform. The pivotal factor that decides the quality of an education system is its faculty with competence and commitment. The student teacher's ratio described in new education policy is 30:1. The faculty will be empowered to make curricular choices for their course and perceive their research with academic freedom. Institutions will be provided academic, administrative and financial academy with high quality education and



research and maintain academic culture amongst the teachers and students.

Rastriya Shiksha Aayog newly nomenclated as national education commission will be the custodian of vision. The higher educational institute will be vested with higher responsibility of teaching with adopting innovative methods for research promotion. The observation on NEP 2020 and recommendation there on will be much progressive and will provide an ideal view to the system by inbuilt flexibility and mark of quality i.e. capable for moulding students' knowledge to vibrant knowledge with rich cultural heritage.

In view of it the present study has been planned to focus on status of commerce education in NEP 2020 and opinions of faculty and students on reforms suggested in NEP 2020 with the following objectives -

1. Commerce education will provide broad platform to all the faculty students
2. NEP 2020 would be beneficial to faculty and students
3. Faculty and students agree with the suggestion in NEP 2020

Hypothesis :

H₀ – commerce education will be base for all faculties.

H₀- Faculty and students agree with reforms in commerce education NEP 2020

Review :

1. **Dr. Amruta Pawar¹ et.al** - Studied the NEP 2020 and its implementation, the author is of the opinion that nep 2020 is attentive to develop inventive potential and ability that can measure the necessity for international job market. Redesigning of courses will support job-oriented education and will provide education.
2. **Saharban V. 2021** - The education constitutes the principal ingredients of human development. The investment in education produces better environment ethos of economic development than investment in any activity. Education not only increases the equality of life but also makes them aware on availability on employment opportunities. Education is the fundamental achievement for human potential, it will help in target fixing and goal achievement, the requirement for skill and development are mostly covered in nep 2020.
3. **Muskan S.** - Nep 2020 focuses on segments in the sector and their effects on the economy. The challenges in implementation of nep 2020 and its adoption along with required modification as per the surroundings to be supported by policy makers.
4. **Kumar K. Etal. 2020** - Nep 2020 will prove to be a mile stone in Indian education provides comprehensive frame work for primary education about the business and technical education. Nep 2020 will provide basis for internet-based eLearning which in paradigm shift from conventical system. However, NEP 2020 is not free from loop holes. Hence, deep inside the global scenario will help in implementing and providing quality education for all.

Methodology :



The present study was conducted in Nagpur city which is mostly center of India which is well known educational center in the country. Major high lights of commerce education were sorted and opinions of faculty and commerce students were invited with the help of Google Questionnaire. A sample of 25 commerce students and 25 faculty members was fixed for study.

The data collected was tabulated for frequency distribution analysis and to the goodness of fit between the frequencies. The differences between teachers and student's opinion were tested by Z test to study the agreement or the disagreement between the faculty and the students.

Results and discussions :

The study on implementation of NEP 2020 began during pandemic situation, however, it is in the encroachment of opinions explanation and hurdles. The key persons involved or will be benefited will be students and teacher, however no reason of agreement amongst teachers' students observed about NEP 2020.

The thrust in education focuses on its quality. However, day by day it is deteriorating and the questions remains unanswered in NEP 2020. The optimistic expectation from NEP 2020 are its implementation, distribution and Governance. The experts opain that NEP 2020 doesn't cover the long run benefits, however it has centered with short runs. Carrier growth of the students and fundamental of basic research are not much focused in NEP 2020. Therefore, the student's carrier remains unanswered. In the present scenario the major students force will be absorbed in the private sector as the Government employment is consistently declining over time. Hence, the students will be protected and survived with the qualities learned. Therefore, the carrier growth of students needs to be at center of NEP 2020.

In present education system 3 to 4 base are given for 10th and 12th examination as state board, central board, international education system and skill-based education pattern run by few technical institutes. As regards the commerce education, industrial education and their needs were not taken due care in planning 2020. Identically trained and expert faculty also not available. As the present system is least practical oriented. Hence, the cultural shift will be required. Present institution and universities will have to upgrade their courses for meeting NEP 2020 courses. In Indian situation no social economic or middle socio-economic class people are highly inclined towards regular degree courses education. Hence, the comprehensive road map for these students would have been included as strategy as expert vision. Therefore, government, policy makers and educational experts need their thinking and discussions with students and faculty before implementing NEP 220. Presently no tuning about the opinions amongst the students' teachers as well as between teachers and students is observed as such NEP 2020 is hanging doll with presently proper path in its implementation.

In the present study the opinions of teachers and student's implementation of NEP 2020 were recorded and presented in table 1 and table 2. The answers required were invited in 5 points scale score from 5 to 1. The frequency and percentages along with the Chi square value, the goodness of fit is presented separately in table 1 and table 2.



Table number 1- Teacher's opinions on reforms in education

Teacher data										
	1	%	2	%	3	%	4	%	5	%
1.lack of focus	1	4	14	56	9	36	1	4	0	0
2. Subject Oriented	22	88	0	0	3	12	0	0	0	0
3.Replace 1986 policy	23	92	0	0	1	4	0	0	1	4
4.Is NEP2020 useful	1	4	18	72	4	16	2	8	0	0
5.Roadmap for Students	0	0	17	68	7	28	1	4	0	0
6.Outcome based	1	4	15	60	8	32	1	4	0	0
7. Conceptual Learning	4	16	14	56	4	16	3	12	0	0
8.Develop Skills	6	24	10	40	2	8	7	28	0	0
9.Education at Global Level	0	0	7	28	10	40	8	32	0	0
10. Combination of Subject	1	4	16	64	2	8	6	24	0	0
11. Research without Teaching	0	0	16	64	3	12	6	24	0	0
12.Fields of National Importance	1	4	11	44	8	32	5	20	0	0
13.Assessment	2	8	16	64	4	16	3	12	0	0
14.Gender Issues	16	64	6	24	3	12	0	0	0	0
15.Probation Period	20	80	2	8	2	8	1	4	0	0
16.Multiple Entry-Exit	9	36	12	48	4	16	0	0	0	0
17.New Regulatory	17	68	4	16	3	12	1	4	0	0
18.Low%Admission	9	36	9	36	3	12	4	16	0	0
19.Digital Content	6	24	12	48	3	12	3	12	1	4
20.Various Regular Courses	5	20	13	52	3	12	3	12	1	4
21 foreign universities	6	24	9	36	7	28	3	12	0	0
22. ABC	18	72	3	12	3	12	1	4	0	0
23. NEFT	5	20	15	60	3	12	2	8	0	0
24. Assessment	9	36	12	48	3	12	0	0	1	4

Table number 2 - Students opinions on reforms in education

Student Data										
	1	%	2	%	3	%	4	%	5	%



1.lack of focus	1	4	19	76	4	16	0	0	1	4
2. Subject Oriented	0	0	22	88	1	4	1	4	1	4
3.Replace 1986 policy	0	0	13	52	11	44	1	4	0	0
4.Is NEP2020 useful	3	12	14	56	5	20	2	8	1	4
5.Roadmap for Students	1	4	13	52	7	28	3	12	1	4
6.Outcome based	2	8	11	44	7	28	5	20	0	0
7. Conceptual Learning	15	60	2	8	6	24	1	4	1	4
8.Develop Skills	4	16	16	64	4	16	1	4	0	0
9.Education at Global Level	13	52	5	20	6	24	0	0	1	4
10. Combination of Subject	0	0	18	72	3	12	3	12	1	4
11. Research without Teaching	22	88	0	0	2	8	1	4	0	0
12.Fields of National Importance	8	32	12	48	4	16	1	4	0	0
13.Assessment	1	4	2	8	21	84	1	4	0	0
14.Gender Issues	1	4	13	52	1	4	10	40	0	0
15.Probation Period	1	4	16	64	8	32	0	0	0	0
16.Multiple Entry-Exit	3	12	5	20	4	16	12	48	1	4
17.New Regulatory	1	4	11	44	12	48	1	4	0	0
18.Low%Admission	10	40	13	52	1	4	1	4	0	0
19.Digital Content	5	20	17	68	2	8	1	4	0	0
20.Various Regular Courses	9	36	10	40	4	16	1	4	1	4
21 foreign universities	1	4	18	72	5	20	1	4	0	0
22. ABC	2	8	14	56	8	32	1	4	0	0
23. NEFT	1	4	17	68	6	24	0	0	1	4
24. Assessment	1	4	17	68	6	24	1	4	0	0

Ongoing through the table 1 and table 2 above it is observed that total disagreement between the frequency i.e. observed and expected was recorded for teachers and students resulting in highly significant value of Chi square. As regards the agreement amongst the teachers and students out of 25 questions in 5 questions disagreement was observed. These questions were NEP develops skill set among students to meet industrial demand, covers field of national importance, freedom to decide probation period of teachers, policy is subject oriented, allows research without teaching. the differences between the opinions are the result of disagreement amongst the teachers and students about the merits and demerits of NEP 2020. However, majority of the students and teachers agree about NEP 2020 and its implementation.



Table number 3 – Mean Scores, Standard Deviation of Z Values

The following table presents the mean score for each question based on the view expressed by teachers and students for each question separately along with standard deviation and standard error.

Teacher's Data			Student Data			Z Value
Mean	Std. dev	S.C.	Mean	Std. dev	S.C.	
3.44	1.157584	0.231517	3.8	0.816497	0.163299	1.823634
3.76	1.011599	0.20232	3.84	0.472582	0.094516	0.539018
3.52	1.004988	0.200998	4.2	0.57735	0.11547	4.297439**
3.88	0.971253	0.194251	4.2	0.763763	0.152753	1.844363
4.12	1.129897	0.225979	3.88	0.665833	0.133167	1.336504
3.88	1.129897	0.225979	3.76	0.879394	0.175879	0.597226
3.96	1.135782	0.227156	3.72	0.737111	0.147422	1.28144
4.24	0.830662	0.166132	3.84	1.027943	0.205589	2.152151**
4.12	0.832666	0.166533	3.8	0.816497	0.163299	1.940378
4.16	0.85049	0.170098	3.32	0.945163	0.189033	4.677963**
3.44	1.227464	0.245493	3.88	0.665833	0.133167	2.323989*
3.76	1.16476	0.232952	3.56	0.960902	0.19218	0.940883
3.56	1.083205	0.216641	3.36	0.860233	0.172047	1.029104
3.541667	1.141287	0.228257	3.8	0.707107	0.141421	1.39761
3.32	1.069268	0.213854	3.68	0.748331	0.149666	1.980635*
3.96	0.734847	0.146969	3.44	0.711805	0.142361	3.594506**
3.64	0.907377	0.181475	3.68	0.748331	0.149666	0.241588
3.52	0.918332	0.183666	3.8	0.763763	0.152753	1.664591
4.28	0.791623	0.158325	3.92	0.759386	0.151877	2.32107*
4.36	0.7	0.14	3.96	0.789515	0.157903	2.685439**
3.84	0.943398	0.18868	3.72	0.613732	0.122746	0.770649
4.08	0.759386	0.151877	3.84	0.8	0.16	1.539068
4	0.912871	0.182574	4.2	0.763763	0.152753	1.192867
3.72	1.137248	0.22745	3.88	0.665833	0.133167	0.88737

- * - Significant at 5% level of significance
- ** - Significant at 1% level of significance



The difference between the means was tested by 'Z' test and the values are presented below the table. The significance of z value was tested by 5% and 1% of significance. The values presented describe that out of 24 question the mean agreement level between the teachers and students was at par for the question 1,2,4, 5,6,7 9, 12, 13, 14, 17, 18, 21, 22 ,23,24. While the significant difference were observed in questions 3,8,10,11,15,16, 19, 20. The teachers score were significantly higher for the questions 3, 11,15 while the students' scores were higher for 8,10.16,19, 20 questions . It is due to their personal opinion and to arrive for concrete opinions of the students and teacher's wider area testing is necessary.

Conclusion :

1. Government, policy makers and educational experts need their thinking and discussions with students and faculty before implementing NEP 2020
2. Majority of the students and teachers agree about NEP 2020 and its implementation.
3. The teachers score was significantly higher for the questions 3, 11,15 while the students' scores were higher for 8,10.16,19, 20 questions.
4. Due to their personal opinion and to arrive for concrete opinions of the students and teacher's wider area testing is necessary.

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