**“An Overview Analysis of NEP 2020 for the Commerce Beneficiary”**

**PROF. KUMARI POONAMA**

**DEPARTMENT OF COMMERCE**

**SVGC GHUMARWIN**

**Email.Id: Kumari.Poonama1992@gmail.com**

Abstract:

NEP 2020 is the first education Policy of 21st century and aims to address the many growingdevelopmentalessentials of ourcountry.Theimplementationofpreviouspoliciesoneducation has focused largely on issues of access and equity. The current education policy existing in India is concentrating on theoretical aspects rather than practical aspects for the commerce beneficiary. The unfinished agenda of theNational Policy on Education 1986, Modified in 1992 is appropriately dealt within this Policy. But the NEP Policy is to develop good human beings capable ofrationalthoughtandaction,PossessingCompassionandempathy,courage and creative imagination and sound ethical values. TheNEP 2020 in which students will be given increased flexibility and choice of subjects to study,particularly in secondary School-including subject’s arts and crafts, vocational skills and some choice for retail marketing and management subjects etc. It isrecognizedthat management thinking willbeveryimportantforIndia’sfuture and India’s leadership role in the numerous upcoming filled and professions that willinvolve artificial intelligence. Hence, all the curriculum ofcommerce should be Practical based Education where the Beneficiary can know about Globalmanagementeducation anddevelopthemtomeetforthe changein industrialgrowth as well as in governance etc. quick-tempered pace of technological development allied withthesheercreativityofcommerce stakeholdersandentrepreneurs. Quality of higher education must aim to develop good thoughtful well sounded and creative individual for commerce field and others streams. Higher education must form the basis for knowledge creation and innovation there by contributing to a growing national economy from the beginning of basic educations. This research paper based on NEP 2020 that focuses the impacts on commerce beneficiary as well as emphasizing the need for planned, systematic and careful implementation of this Policy towards commerce beneficiary.

**Key Points:** NEP 2020, Commerce Beneficiary, Existing Education Policy, Higher Education, Quality Education, overview & Analysis NEP.

1. **Introduction**:

A Nation Education policy is a comprehensive structure to guide the development of education in India. India had three reforms in education system. The first policy came in 1968 and second reform in 1986, under Indira Gandhi and Rajeev Gandhi corresponding, P V NarasimhaRao has a prime Minister. The third NEP was released on 29th July 2020 Wednesday by the prime Ministership of NarendraModi.The ministry undertook a rigorous consultation process in formulating the draft policy: The draft NEP had 484 pages. The ministry undertook a rigorous consultation process in formulating the draft policy: “Over 2 lakh suggestion from 2.5 lakh gram panchayat, 6,600 blocks, 6,000 Urban Local bodies (ULBs), 676 districts were received. The 1986 policy strapped for a 10+2 structure of school education , the new NEP-2020 pitches for a “5+3+3+4” scheme corresponding to the agesets3-8years (foundational phase),8-11(preparatory),11-14 (middle), and 14-18 (secondary). The NEP declares students till class 5 should be educated in their mother tongue or regional language. The NEP recommends sweeping changes including starting up of Indian higher education sector to foreign universities, disassembling of the UGC and all India council for technical education (AICTE). NEP Establishing a four-year multidisciplinary undergraduate program with various exit options, and discontinuation of the M Phil program.The policy concentrates on “experiential learning and critical thanking”. Some vocational and management program already taught in existing education. The policy is a comprehensive framework for elementary education to higher education as well as vocational training.Quality of higher education must aim to develop good Thoughtful well sounded and creativeindividuals.Highereducationmustformthebasisforknowledgecreationandinnovationthereby contributing to a growing national economy. This Policy also recommends Phasing out of all organization offering single streams and that all Universities and colleges must aim to become multidisciplinary by 2030. The purpose of Quality higher education isthere for morethanthecreationof greateropportunitiesfor individualemployment. The Department of commerce, MAHE has established this structure in all its curriculums at UG and PG level which has been very recipient for the entire commerce beneficiary. After completed different courses in specialization such as finance, Accounting, Banking, Family business, financial marketing, HRM, Retail Marketing etc. will deliver huge innovation and change commerce and management industry. Target & timelines of NEP 2020 is that vocational training for at least 50% learners by 2025.

 **II. Review of literature**

1. **B.Venkateshwarlu(2021):**studied about issues , approaches, challenges, opportunities and criticism of NEP 2020. Higher education is an important aspect of deciding the economy an important aspect of deciding the economy, social status, technology adoption and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. NEP of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness affordability and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution.
2. **Dr. Rahualpratapsinghkaurav, Prof. K.G.Suresh, Dr. SumitNarula&Ruturaj Baber (2020):**Analysed that the NEP 2020 provides a concrete path to education in the country. Under NEP 2020, the top universities across the world will be able to start their campuses in the country. The most important thing is that there campuses in the country. The most important thing is that there will be an emphasis on teaching students all the subjects in their native language. New Policy is focus on Indenisation which will lead to developing better citizen of the country.
3. **L.Devi and Cheluvaraju (2020):** the studied that the current NEP and NEP 2020 has pointed out the benefits of the current NEP which was affecting the youths in achieving their goals. The knowledge among the stake holder which ultimately leads to adoption of NEP2020 at greater speed and lead to development of economy. The NEP2020 leads all the stakeholders to meet the industrial demands at national and global level so that the standard of living and the overall economic growth will be achieved significantly any change in the present and negative impacts, hence we must concentrate more on the positive impacts and adopt it effectively and work efficiently for the welfare of the country.
4. **Dr. Rupesh G. Sawant, Dr. UmeshB.sankpal (2020)**: studied about NEP and found that higher education is an important aspect in deciding the economy , social technology adoption and healthy behaviour in every country. Improving GER to include every citizen of the country in higher education offering is the responsibility of the education department of the country Govt. NEP of India is marching towards achieving such objective by making innovation policies. NEP-2020 is expected to fulfil its objectives by 2030. The NEP 2020 provides a concrete path to education in the country. Higher education system will transform itself as student centric with the freedom to choose core and allied subjects with in a discipline and across discipline. Faculty members also get evaluation models with the given policy framework.
5. **Panditrao, MridulMadhav, and MiinumridulPanditrao (2020)**: founded that NEP 2020 has been unveiled with lot of thought process, optimum, as well as fanfare by government of India. The proposed delivery of education is extremely broad based circumspect and all- encompassing. It starts at the grass root; school level goes through the graduate and even higher goes through the graduate and even higher level of education NEP 2020, Provide life skills such as communication, cooperation, team work and resilience.

**III. Statement of the Problem**

The NEP 2020 is a Policy formulated by Govt. of India to Promote education amongst India people. Now a day the education of Management and professional is backbone of industrial set up. The commerce stakeholder may be difficult to adopt the NEP 2020 without knowing about Positive and Negative impacts. So, hence the study target to examine the effect of NEP 2020 for commerce Beneficiary and understand the outcome of NEP 2020 to achieve the objective.

**IV. Objective of the Study**

1. To examine the outcomes of NEP 2020 and existing Education Policy for commerce beneficiary.
2. To study the overview of NEP 2020.
3. To analysis the Effects of NEP 2020 for the commerce beneficiary
4. To understand the NEP 2020

**V. Research Methodology**

The study includes the respondents of several of educational institution and persons belong to Ghumarwin Block. The study is conducted 150 sample size of respondents. The study made use of both primary and secondary data. Primary data was collected through a structured Questionnaire from the respondents. Secondary Data was collected through the ministry of education, web sources and expert opinion. The sample was taken as per convenient sampling technique. The whole data analyzed using sample Percentage Analysis, using chi-square test, Mean, Standard deviation test to find the effectiveness of the new education Policy among the commerce beneficiary.

 **VI. Hypothesis**

Two hypothesis have been framed to identify the relation between dependent and independent variable

Ho: There is no relationship between drawback of existing Education Policy and commerce beneficiary

H1: There is significant relationship between drawback of existing Education Policy and commerce beneficiary

 And

H0: There is no significant relationship between NEP and commerce Beneficiary

H1: There is significant relationship between NEP and commerce Beneficiary

.

**VII. Data Analysis**

**Table: 1 Demographic Profile of Respondent.**

|  |  |  |
| --- | --- | --- |
| **Particulars** | **frequency** | **Percentage** |
| Gender-Male | 56 | 37.3 |
| Gender-Female | 94 | 62.7 |
| Age:15-25 | 92 | 61.3 |
| Age:25-35 | 23 | 15.3 |
| Age:35-45 | 20 | 13.3 |
| Age: Above 45 | 15 | 10.0 |
| Govt Employee (Job) | 26 | 17.3 |
| Semi-Govt Employee (Job) | 16 | 10.7 |
| Private Employee (Job) | 20 | 13.3 |
| Other than Employee (Job) | 88 | 58.7 |
| Associate Professor | 15 | 10.7 |
| Assistant Professor | 20 | 13.3 |
| Lecturer | 17 | 11.3 |
| Students | 74 | 49.3 |
| Other designation | 23 | 15.3 |
| Plus Two | 21 | 14.0 |
| UG | 66 | 44.0 |
| PG | 39 | 26.0 |
| M.Phil | 16 | 10.7 |
| others | 8 | 5.3 |

 The above table. 1 presented that the Profile of 150 respondents , including students, lecturer, Associated Professor, Assistant Professor, Govt Employee, Non – Govt Employee etc, Hence the finding came from this study would be beneficiary for the adoption of NEP 2020 without any hurdle.

**Fig.1 Respondents Opinion Regarding Favour for Implementation of NEP 2020**

The above fig: 1 presented that among the 150 respondents, (73%) Respondents support to NEP in Positive side and (27 %) respondents don’t like to implementation of NEP 2020.

**Table: 2 Respondents opinion regarding Knowledge of NEP 2020.**

|  |  |  |
| --- | --- | --- |
| **Statement** | **Frequency** | **Percent** |
| Yes | 98 | 65.00 |
| No | 52 | 35.00 |
| Total | 150 | 100.0 |

**Fig: 2 Respondents opinion regarding Knowledge of NEP 2020**

Above table and graph presented that (65 %) respondents have knowledge about NEP 2020 and (35%) respondents not awareness about the NEP 2020.

**Table: 3 Respondents opinionregarding which Policy is more effective as perindustrial skillfulrequirement and Professional set up.**

|  |  |  |
| --- | --- | --- |
| Particulars | Frequency | Percent |
| NEP Policy 2020 | 111 | 74.0 |
| Existing Education Policy  | 39 | 26.0 |
| Total | 150 | 100.0 |

**Fig.3Respondents opinion regarding which Policy is more effective as per industrial skilful requirement and Professional set up.**

**.**

It is noted from the above table and fig: 3 that the chunk of the respondents i.e. (74%) belongs to Positive side that NEP will be more effective for skilful requirement among the commerce stakeholders and (26%) respondents believe that existing education most effective for industrial requirement.

**Table: 4: Respondentsopinions regarding which policy reduce the un-employability and create more jobs for the students.**

|  |  |  |
| --- | --- | --- |
| Particulars | Frequency | Percent |
| Existing Education Policy | 17 | 11.3 |
| NEP Policy 2020 | 113 | 88.7 |
| Total | 150 | 100.0 |
|  |  |  |

**Fig.4: Respondents opinions regarding which policy reduce the un-employability and create more jobs for the students.**

the above table show that out of 150 respondents (88.7 %) respondents believe that NEP 2020 will more effective for reducing the industrial unemployment and on the others side of Existing education Policy is more theoretical not fulfill the basic criteria of industrial requirement.

**Table: 5Respondents opinionfor Existing education Policy.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| statement | Observation  | Expected  | O-E (residual)  | (O-E)2/E |
| It is subject oriented  | 24 | 30 | -6 | 1.20 |
| No multidisciplinary course | 19 | 30 | -11 | 4.03 |
| Less attracting foreign students  | 37 | 30 | 7 | 1.63 |
| Less Practical work  | 51 | 30 | 21 | 14.70 |
| Less professional/ Management and vocational course  | 19 | 30 | -11 | 4.03 |
| Total  | 150 |  |  | 25.59 |

Ho:There is no relationship between drawback of existing Education Policy and commerce beneficiary

H1: There is significant relationship between drawback of existing Education Policy and commerce beneficiary

A=0.01

1-a= 0.99

Degree of freedom =(5-1)=4

Critical value (0.01, d.f.=4)= 13.28

Decision: chi-square value (25.59) is more than critical value (13.28) , Hence H0 Hypothesis rejected and H1 hypothesis accepted

**Table: 6 Respondents opinion for NEP 2020**:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statement  | Strongly disagree | Disagree | Neutral  | Agree | Strongly Agree | No. | Mean | Standard Deviation  | Chi-square |
| Build up New road map for entrepreneurship Programme | 28 | 19 | 27 | 69 | 7 | 150 | 3.0533 | 1.23586 | 72.800a |
| Helpful for skillful program and innovation thinking  | 24 | 19 | 37 | 51 | 19 | 150 | 3.14671 | 1.26590 | 25.600a |
| Integration of Vocational and professional education Education | 18 | 25 | 29 | 58 | 20 | 150 | 3.2467 | 1.23123 | 35.133a |
| Lack of More Connectivity of practical lab and others resources  | 22 | 33 | 39 | 46 | 10 | 150 | 2.7533 | 1.15239 | 27.000a |
| More opportunity for career growth  | 22 | 30 | 46 | 44 | 8 | 150 | 2.7200 | 1.10593 | 33.333a |
| It will be difficult toImplementation of this on ground level and increasing teacher workload | 26 | 34 | 32 | 48 | 10 | 150 | 2.7733 | 1.16519 | 25.333a |

Ho:There is no significant relationship between NEP and commerce Beneficiary

H1: There is significant relationship between NEP and commerce beneficiary

A=0.01

1-a= 0.99

Degree of freedom =(6-1)=5

Critical value (0.01, d.f.=5)= 1.15

Decision: chi-square value is more than critical value, Hence H0 Hypothesis rejected and H1 hypothesis accepted.

 The above table represents the chi-square analysis is non- Parametric Test which conducted to test the hypothesis of independent variable. The chi-square test proved that the (69 %) respondents agreed for NEP build up new road map for entrepreneurship programme and (51%) respondents agreed that NEP is more helpful for skilful and practical thinking, every statements has two side one is positive and others is negative, maximum numbers of respondents given positive statement regarding implementation of NEP but most of majority respondents (46 %) agreed that it will be difficult to implement without practical lab and proper resources. Maximum numbers of respondents (48%) believe that the NEP will be creating more workload on teachers without the proper resources and lab facility for commerce students.

**VIII: Conclusion**:

The comparative study on the current education policy and NEP 2020 has pointed out the drawback of existing education policy that the commerce educational not up to the mark of industrial requirement and our program is more theoretical rather than practical lab work, our existing programme is subject oriented rather than job oriented . The main drawback of existing policy is that after the completion of degree programme less career and job opportunity of commerce students in practical field i.e. banking, industry, management etc. The NEP 2020 leads all stakeholders to meet the industrial requirement and entrepreneurship programme, any change in the present scenario both positive and negative impacts for commerce beneficiary, hence we must go with positive impacts because it will be more effective and efficient work for society and country as well as revolution for skilful learning. All criticism of NEP 2020 is the outcomes of no awareness about NEP 2020.

**IX: Limitation of the Study**

1. The study is limited to Ghumarwin Block of Bilaspur District.
2. The study is restricted to only 150 respondents.
3. Time limitation.
4. Lack of secondary source.
5. The result of the study cannot be comprehensive

**X: Suggestion**:

The commerce stakeholders must start analyzing the NEP 2020 and adopt the NEP 2020 Positively. So, that leads this field faster growth of strong support to set up for new innovation and idea. These skills can be enhancing through NEP 2020 in different ways like as vocational and professional manners. NEP 2020 set up different skilful programme for commerce stakeholders. Availability of Better infrastructure and resource making the NEP 2020 will be more practicable on ground level; govt should be concentrate on proper facility for student as well as teachers strength. Some vocational and management program already taught in existing education policy but which facility only available in only selected schools. There is more need to enhance these program in every school level because that create good base for commerce stakeholders and beneficiary to choose easily commerce subjects without the confusion The NEP2020 performs numerous changes in India’s education policy.

References:

1. B.Venkateshwarlu(2020): a critical study of NEP 2020: issues, Approaches, challenges, opportunities and criticism , international journal of multidisciplinary education research , ISSN: 2277-7881,Volume:10, issue:2(5) fabruary :2021
2. Dr. Rahualpratapsinghkaurav, Prof. K.G.Suresh, Dr. SumitNarula&Ruturaj Baber (2020): New Education Policy: Qualitative (contents) analysis and twitter mining (sentiment analysis), journal of contents, community & communication , volume-12 , issue -6 dec-2020 ISSN: 2395-7514
3. L.Devi and Cheluvaraju (2020): A study on awareness about the impact of National education Policy-2020 among the stakeholder of commerce and management disciplinary, European journal of Business and management Research, Vol-5,No-6 , Dec-2020.
4. Dr. Rupesh G. Sawant, Dr. UmeshB.sankpal (2020) : National education policy 2020 and Higher Education: A Brief review, international journal of creative Research thoughts (IJCRT) , volume-9, issue-1 January 2021, ISSN 2320-2882
5. Panditrao, MridulMadhav, and MiinumridulPanditrao (2020): “National education policy 2020: what is in it for a student, a parent, a teacher, or us, as a Higher Education institution/University?.” Adesh University journal of medical sciences and research2.2(2020) 70-79
6. New Education Policy Report 2020