

Role of NEP 2020 in Management Education

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ABSTRACT

Purpose: The National Education Policy (NEP) 2020 represents a major reform initiative aimed at transforming India's higher education system to meet global standards and evolving economic demands. This study examines the implications of NEP 2020 for management education, with a specific focus on multidisciplinary learning, skill-based education, technological integration, and holistic student development. The paper critically evaluates how these reforms may reshape management curricula and contribute to the development of globally competent and socially responsible business leaders.

Design/Methodology/Approach: The study adopts a mixed-method research design combining quantitative surveys and qualitative inquiry. Survey data were collected from management students, faculty members, and academic administrators to assess perceptions of readiness and early outcomes related to skills development, employability, and curriculum redesign under NEP 2020. In-depth interviews and focus group discussions were conducted to explore stakeholder interpretations of NEP-driven reforms and the challenges associated with implementing multidisciplinary and experiential learning models. A descriptive-explanatory approach was employed to map institutional adoption patterns and implementation status.

Findings: The findings indicate a generally positive attitude among educators toward NEP reforms and a willingness to adapt to policy-driven changes. However, adoption patterns are uneven, with premier institutions progressing faster than resource-constrained colleges. Management programs are more likely to initiate NEP implementation through elective diversification and industry-linked projects, while comprehensive structural reforms remain gradual. The study also finds tangible progress toward NEP's multilingual and inclusion objectives, suggesting increasing accessibility for non-English learners and demonstrating the feasibility of implementation in large and open universities.

Originality/Value: This study offers early empirical insights into NEP 2020's implementation within management education—an area that remains underexplored in existing literature. By integrating perspectives from multiple stakeholders, the paper contributes to policy and academic discourse by highlighting both opportunities and practical constraints in operationalizing NEP reforms. The findings provide actionable implications for institutions and policymakers seeking to align management education with national reform objectives.

Paper Type: Theme Based Paper

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Introduction:

The National Education Policy (NEP) 2020 is a milestone document that represents a comprehensive reformulation of India's education system. Approved by the Union Cabinet in July 2020, NEP 2020 replaces the previous National Policy on Education, which was formulated in 1986 and subsequently it was modified in 1992. The new policy aims to address the evolving needs of a rapidly changing society and economy, with a vision to transform India into a knowledge society. While its impact is broad, one of its most significant spheres of influence lies in higher education institutions. NEP 2020 lay emphasis on a holistic transformation that not only addresses academic rigidity but also fosters innovation, research, and global competitiveness. This paper examines its salient features, practical implications, and challenges in implementation.

Literature Review

The National Education Policy (NEP) 2020 is one of India's most comprehensive reforms in education, aiming to restructure learning from foundational to higher education and align it with global standards. The policy emphasizes multidisciplinary education, skill-based learning, flexibility, technology integration, and internationalization (Ministry of Education, 2020). Management education, which prepares learners for leadership, entrepreneurship, and dynamic corporate environments, stands at the intersection of these reforms. Literature indicates that NEP 2020 brings transformative opportunities for redesigning management curricula, pedagogy, evaluation, and governance mechanisms (Rao & Joshi, 2021).

NEP emphasizes multilingual delivery and equity, which literature suggests can democratize access to management education beyond English-dominant urban environments (Dash & Panda, 2022). Initiatives such as MBA programs in regional languages by IGNOU and state universities expand opportunities for first-generation learners and rural talent, reshaping India's managerial workforce diversity (Rao & Joshi, 2021). However, studies also highlight practical challenges in translating management terminology, developing bilingual teaching resources, and ensuring faculty competency (Mukherjee, 2022).

Key Features of NEP 2020

3.1 Universalization of Education

NEP 2020 aims to achieve a 100% Gross Enrollment Ratio (GER) from preschool to secondary school by 2030. The inclusion of Early Childhood Care and Education (ECCE) in the policy emphasizes the importance of the foundational years (ages 3-6) for lifelong learning.

- **Example: Karnataka implemented ECCE programs under NEP by integrating Anganwadi centers with**

primary schools, offering holistic early education.

3.2 Multidisciplinary and Flexible Curriculum

The policy promotes a multidisciplinary approach, allowing students to pursue diverse subjects like humanities and sciences together and eliminating rigid streams.

- **Example: Universities such as Banaras Hindu University (BHU) have piloted flexible undergraduate curricula, allowing students to major in Physics while pursuing electives in Music.**

3.3 Holistic and Skill-Based Education

NEP 2020 stresses the development of critical thinking, problem-solving skills, and creativity over rote learning.

- **Example: CBSE introduced coding and data science in schools for classes 6-12, empowering students with future-ready skills.**

3.4 Integration of Technology in Education

The policy acknowledges the potential of digital tools and promotes the development of virtual labs, digital content in regional languages, and the use of artificial intelligence in teaching and assessment.

- **Example: The Diksha platform, a digital infrastructure for knowledge sharing, has been scaled up to provide digital resources to teachers and students nationwide.**

3.5. Impact on Stakeholders

3.5.1 Students

NEP 2020 empowers students by offering a more engaging and relevant curriculum. The introduction of regional languages as a medium of instruction ensures inclusivity and accessibility.

- **Example: Madhya Pradesh has introduced textbooks in tribal dialects for primary students, boosting enrollment in tribal areas.**

3.5.2 Teachers

NEP 2020 emphasizes continuous professional development, setting a target of 50 hours of training annually for teachers.

- **Example: Kerala has initiated online teacher training programs, enabling educators to adapt to technological advancements and innovative pedagogy.**

3.5.3 Higher Education Institutions

The policy envisions higher education institutions as multidisciplinary hubs offering flexibility in learning and enabling research-driven curricula.

- **Example: The establishment of the Academic Bank of Credits (ABC) allows students to accumulate and transfer credits across institutions, promoting lifelong learning.**

The structure of NEP is presented with the help of following diagram.

4. **Digital and Online Learning:** Digital integration is a core tenet of NEP 2020, promoting blended learning and accessibility through massive open online courses (MOOCs) and virtual classrooms.
5. **Industry-Academia Collaboration:** NEP 2020 emphasizes closer ties between academia and industry to ensure that students gain practical experience through internships, live projects, and mentorship programs.

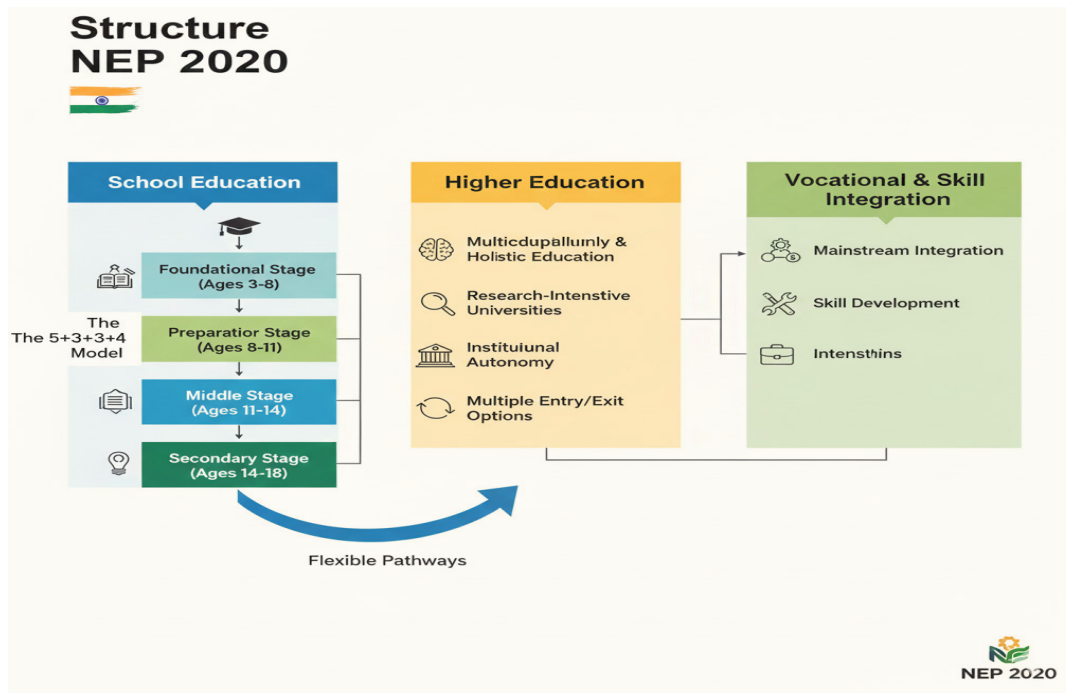


Figure 1: Structure of NEP

Key Features of NEP 2020 Relevant to Management Education

1. **Multidisciplinary Education:** NEP 2020 advocates the integration of diverse disciplines. Management education can now incorporate courses from the arts, sciences, and technology to provide students with a broader perspective.
2. **Flexible Curriculum:** The policy promotes a modular framework with multiple entry and exit points, enabling students to customize their learning journey and pursue lifelong learning.
3. **Skill Development and Employability:** A strong focus is placed on developing 21st-century skills such as problem-solving, critical thinking, communication, and collaboration, which are vital for managerial roles.

6. **Globalization and Internationalization:** The policy encourages international collaborations, exchange programs, and dual-degree opportunities to expose students to global management practices.

Impact of NEP 2020 on Management Education

1. Curriculum Transformation

NEP 2020 promotes an outcome-oriented curriculum focusing on experiential learning through case studies, simulations, and capstone projects. For example:

- Incorporating environmental, social, and governance (ESG) principles into management courses.
- Encouraging project-based learning to solve real-world business problems.

2. Pedagogical Innovations

Traditional lecture methods are being replaced with active learning techniques, such as flipped classrooms, peer learning, and problem-based teaching.

3. Research and Entrepreneurship

The policy encourages innovation and entrepreneurship through dedicated incubation centers and research grants, helping management students transform ideas into scalable businesses.

4. Inclusivity and Access

NEP 2020's emphasis on affordability and accessibility ensures that quality management education reaches underserved communities, leveraging digital tools for inclusivity.

5. Lifelong Learning and Executive Education

Management institutions are encouraged to offer modular programs and executive education for working professionals, catering to their continuous learning needs.

6 Significance of NEP 2020 in Management Education

The National Education Policy (NEP) 2020 offers transformative changes to India's education system, with a special emphasis on multidisciplinary learning, practical application of knowledge, and the integration of technology. These elements are particularly relevant to management education, which requires a balance of theoretical concepts, critical thinking, leadership skills, and industry-specific expertise.

Key Contributions of NEP 2020 to Management Education

1. Multidisciplinary Approach

NEP 2020 encourages the integration of management studies with other disciplines, such as technology, humanities, and sciences. This multidisciplinary approach fosters holistic learning and equips management students with diverse perspectives.

- **Example:**

Indian Institutes of Management (IIMs) are introducing electives in fields like artificial intelligence, behavioral economics, and environmental sustainability. For instance, IIM Bangalore has developed courses that integrate technology management and climate change studies.

- The MBA at IGNOU offers electives like Corporate Social Responsibility, Information Technology Management, and Environmental Studies, enabling students to tailor their learning to specific career goals.

2. Emphasis on Critical Thinking and Problem-Solving

The policy advocates a shift from rote learning to active, application-based education, essential for management students to address real-world business challenges.

- **Example:** Institutes like XLRI and SP Jain School of Global Management have incorporated case-based learning, simulations, and design thinking workshops as a part of their curriculum, aligning with NEP's focus on practical skills.

3. Flexibility through Credit-Based Learning

NEP 2020 introduces the Academic Bank of Credits (ABC), allowing management students to earn, store, and transfer credits across institutions and programs. This flexibility enables learners to explore diverse subjects or pause and resume their education based on personal and professional needs.

- **Example:** A student pursuing an MBA could complete credits in entrepreneurship at IIM Ahmedabad and later transfer those credits to complete a leadership program at ISB Hyderabad.

4. Integration of Technology and Digital Learning

NEP 2020 emphasizes the use of technology for education, including virtual classrooms, AI-driven tools, and online platforms for skill-building. Management education, especially in the post-pandemic era, has witnessed a significant shift toward hybrid and online learning.

- **Example:** Platforms like SWAYAM and Coursera now offer specialized management courses designed by Indian institutions. IIM Kozhikode, for instance, offers an online certification in data analytics, equipping managers with analytics skills.
- NEP 2020 prioritizes technology in education delivery. IGNOU has leveraged platforms like SWAYAM and e-Gyankosh to deliver management content online, making education accessible and affordable.

5. Industry Collaboration and Internships

The policy highlights the importance of strengthening ties between academia and industry. Regular internships, live projects, and mentorship programs ensure management students are industry-ready.

- **Example:** Symbiosis Institute of Business Management (SIBM) has partnered with companies like Deloitte and TCS to provide hands-on training and exposure to real-world business environments.



6. Focus on Entrepreneurship and Innovation

With an emphasis on creating job creators rather than job seekers, NEP 2020 supports entrepreneurship by integrating incubation centers, innovation hubs, and entrepreneurship courses in management programs.

Example:

- IIM Udaipur has established the Incubation Center for Entrepreneurship, where students can work on startups, receive mentorship, and access funding opportunities.
- IGNOU's School of Management Studies (SOMS) offers courses like "Entrepreneurship and Small Business Management" to nurture entrepreneurial skills, aligning with the NEP's vision of developing job creators.

7. Inclusivity in Management Education

NEP 2020 aims to make education inclusive and equitable. IGNOU's flexible fee structures and programs offered in multiple languages ensure that management education reaches underprivileged sections of society.

- Example: IGNOU offers its MBA program in regional languages like Hindi and Tamil, ensuring inclusivity and accessibility for non-English speaking learners.

8. Ethical and Inclusive Leadership

NEP 2020 underlines the importance of ethics and social responsibility in education. Management education has responded by integrating courses on corporate governance, sustainability, and inclusive leadership.

- Example: TISS Mumbai offers a specialized MBA in Social Entrepreneurship, focusing on creating leaders for social change.

Challenges in Implementation

1. Resource Constraints: Adapting infrastructure and faculty expertise to the new interdisciplinary and technology-driven model.

2. Equity in Access: Ensuring equal opportunities for students from rural or underprivileged backgrounds to benefit from advanced management programs.

3. Awareness and Adoption: Aligning traditional management curricula with NEP 2020 objectives across all institutions.

Conclusion

NEP 2020 offers a comprehensive roadmap to transform management education in India, emphasizing flexibility, inclusivity, and relevance. By bridging the gap between theoretical knowledge and practical application, it aims to produce future-ready leaders who can drive innovation and growth in a globalized economy. While challenges persist, a concerted effort from stakeholders can ensure that NEP 2020 becomes a milestone in reshaping management education. NEP 2020 provides a robust framework for modernizing management education in India. By fostering flexibility, innovation, and industry alignment, the policy ensures that management graduates are well-prepared to address the challenges of the global business environment. However, successful implementation will require collaboration between policymakers, educational institutions, and industry stakeholders to fully realize the transformative potential of NEP 2020 in management education.

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Annexure 17.4.7

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4	www.dailyxcellsior.com	1	Internet Data

Reviewers Memorandum



Reviewer's Comment 1: The manuscript addresses an important and contemporary policy issue, and the topic selected is highly relevant to ongoing reforms in the Indian education system. The introduction provides a general background that helps orient the reader to NEP 2020. To further strengthen this section, the authors may consider clearly articulating the specific research gap by briefly outlining what has already been studied in this area. Additionally, explicitly stating the need and significance of the study would enhance clarity. The literature review, while relevant, could be expanded by incorporating a wider range of recent and seminal studies to strengthen the theoretical foundation.

Reviewer's Comment 2: The explanation of the key features of the National Education Policy 2020 is one of the strong aspects of the manuscript. The authors have presented the features clearly and supported them with appropriate examples, which improves readability and understanding. This section could be further enriched by providing more detailed explanations of certain features and their practical relevance. Elaborating on how these features contribute to improving quality, inclusivity, and flexibility in the education system would add greater analytical depth and enhance the overall impact of the discussion.

Reviewer's Comment 3: The manuscript makes a useful attempt to discuss the challenges associated with the implementation of NEP 2020, indicating awareness of practical concerns. However, the discussion is limited to only three challenges and would benefit from a more comprehensive analysis. Additionally, the current implications of NEP 2020 for the Indian education system require further elaboration and critical examination. The study also lacks identification of future research gaps. Including clear directions for future research would enhance the academic value of the paper and provide useful insights for policymakers and researchers.



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Editorial Excerpt



The article has 08% plagiarism, which is within the accepted percentage as per the norms and standards of the journal for publication. As per the editorial board's observations and blind reviewers' remarks, the paper had some minor revisions, she was communicated promptly to the authors (Ruchi), and all necessary corrections were incorporated as and when directed. The comments related to this manuscript are closely aligned with the theme "Role of NEP 2020 in Management Education" both subject-wise and research-wise. The paper acknowledges NEP 2020's promise to create globally competent and socially conscious corporate executives while criticizing its effects on management education. The paper looks at its key characteristics, real-world applications, and implementation difficulties. After thorough reviews and the editorial board's remarks, the manuscript has been categorized and approved for publication under the "**Theme Based Paper**" category.

Acknowledgement



The acknowledgement section is an essential part of all academic research papers. It provides appropriate recognition to all contributors for their hard work and effort taken while writing a paper. The data presented and analysed in this paper by the authors (Ruchi) were collected first handily and wherever it has been taken the proper acknowledgment and endorsement depicts. The author is highly indebted to others who facilitated accomplishing the research. Last but not least, endorse all reviewers and editors of GJEIS in publishing in the present issue.

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