

ROLE OF NEP 2020: SHAPING THE SKILL DEVELOPMENT EDUCATION TOWARD SELF RELIANT INDIA

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ABSTRACT

Purpose: A well-defined and futuristic education policy is essential for a developing country at the school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering tradition and culture and adopting different stages at school and college education levels to make it effective.

Design/Methodology/Approach: The study has been carried out using both primary as well as secondary data. The primary data has been collected through structured questionnaires and personal interview methods. While secondary data has been collected through various reports, magazines, journals, etc. on the subject for an in-depth study keeping in view the objectives. For testing the hypothesis and analysing the data various statistical tools like mean percentage, and standard deviation techniques and SPSS software have been used.

Findings: Education in Commerce and management must be outcome-based at the graduate level, with a provision for a choice-based credit system (CBCS). In outcome-based education, each programme has specific Program Educational Objectives (PEOs), Program Objectives (POs), and Course Objectives (COs), and student progress is assessed on the basis of their level of accomplishment in each of these areas. This educational system prioritizes the needs of the individual student while addressing societal and business needs. Core Subjects, Electives, including Open Electives, Specialization (major) Electives, and Internships must all be included in the CBCS Curriculum. Theory and practical topics can coexist in core areas. Students should be exposed to a variety of tools and software programmes that are pertinent to the study of commerce and management in practical areas.

Limitations: This study is only concise to the role of NEP 2020 towards skill-based education for commerce and management discipline. It has implications for future research based on the deductive positivist approach.

Practical Implications: Along with routine curriculum reviews, it's critical to roll out new programmes with content created by stakeholder demands. This will guarantee employability and

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assist in addressing social and industry needs in the shifting business environment. An urgent need exists for the establishment of multidisciplinary programmes in business analytics, financial economics, health economics, and creative and digital marketing. Offering an interdisciplinary approach to commerce and management education not only complies with NEP 2020 standards but also allows students the opportunity to learn in an environment with a variety of educational backgrounds, which supports holistic education.

Originality/Value: *The abstract submitted by me is an outcome of my independent and original work. We have duly acknowledged all the sources from which the ideas and extracts have been taken.*

Keywords: *New Education Policy, Learning Outcomes-based Curriculum Framework, Skills-based Education, Employment, Self-Reliant.*

Introduction

The Learning Outcomes-based Curriculum Framework (LOCF) Committee constituted by University Grants Commission (UGC) submitted its report concerning the curriculum of the B. Com. and BBA Programme to be implemented by Universities and Higher Education Institutions. The focus of LOCF of Commerce Education is to improve the student's abilities and help them to become competent business leaders who can contribute to nation-building. Commerce education is not related only to knowing how to organize and apply skills related to business, trade, commerce, industry, and economy, but it further pragmatically accelerates the process of thinking about nation-building and self-reliant through effective utilization of skills, resources, manpower, and one's abilities. One essential aspect of LOCF is to develop a commerce graduate who can meet industry and economy's present and future requirements. LOCF emphasizes on developing competent persons who can work as contemporary and future industry and business leaders. The core basis of LOCF is to emphasize on cultivating the ideology which promotes a sustainable economic system and encourages eco-friendly fair business practices. There is a need to provide students with appropriate skills and knowledge inputs which would make them globally competent and empower them to work in the changing business environment.

The salient features of the LOCF in B. Com. and BBA are:

- The objectives of LOCF are to mentally prepare the students to learn various courses/ subjects in the domain of Commerce and Business leading to a graduate degree.
- The learning outcomes for each course have been carefully designed to help students to have experiential learning in various domains of the Commerce discipline.
- Commerce & management itself is an interdisciplinary subject, therefore, proper care has been taken to integrate courses covering various domains like Accounting, Management, Finance, Taxation, Law, Marketing, Human resources, Economics, Statistics, Information & Communication Technologies, Entrepreneurship, etc.
- The core courses have been selected considering the need for studying Commerce management as a separate discipline and the required theoretical knowledge and practical exposure.
- To achieve the spirit of LOCF under CBCS and to empower the students, a large number of optional courses under Generic Elective (GE), Skill Enhancement Courses (SECs), and Discipline Specific Elective Courses (DSEs) have been included in the structure.

For B. Com. & BBA Programme, ten (10) CC are placed from the first to sixth semester, two (02) language courses are placed in the first and second semester, fourteen (14) GE courses are placed in the fifth and sixth semester, and thirty-two (32) DSE courses in the third, fourth, fifth, and sixth semester and sixteen (16) SEC courses in third, fourth, fifth, and sixth semester have been placed respectively along with an option to offer specific sector skill council courses are placed in the third, fourth, fifth, and sixth semester. The idea of offering sixty-two (62) optional courses and also creating space for developing more Sector Skill Council courses covering different aspects of knowledge and skills is to create opportunities for employability of a commerce graduate and also broaden the learner's horizon towards practical relevance of studying commerce discipline so that a learner can have a wide choice of

courses to have a better living and to lead a meaningful and contented life. Keeping in view the needs of the Commerce students, Ability Enhancement Compulsory Courses (AECCs) have been designed in a manner that provides relevant knowledge and skills.

An option to adopt courses offered by Sector Skill Council in the course structure of B. Com./BBA as Skill Enhancement Courses is a pioneering step where the idea is to directly embed the academic course with relevant skill enhancement courses offered by various Sector Skill Councils in India. Hence, a scope for enhancing the employability of regular Commerce graduates has been created in the proposed course structure.

Keeping in view the objectives and learning outcomes outlined in each course, proper care has been taken, to provide practical exercises for each unit in a course so that the students gain hands-on experience (learning by doing) apart from textbook-based theoretical knowledge. Business research methods and project work has been provided as a discipline-specific course in the sixth semester involving the application of knowledge in exploring/analyzing/solving issues related to a real-life situation.

The courses are designed keeping in view the employability, research, and innovation in the field of Commerce and Business, especially in Accounting, Management, Finance, Marketing, Human resources, Computer Applications in Business, Taxation, Business Laws, and Entrepreneurship.

The Faculty members are expected that while delivering a lecture in a classroom situation, they should use ICT-based teaching learning andragogy and various interactive teaching and learning techniques like case studies, simulation, role play, etc., to have a better engagement of the students and effective teaching-learning process. It is also expected that character building of students, development of holistic personality, values and ethics, etc., should be the prime focus in the teaching-learning process so that they become good global citizens.

Graduates Attributes in Commerce & Management Education

The characteristic attributes that a commerce & management graduate will be able to demonstrate through learning various courses are listed below:

- **Disciplinary Knowledge**

The capability of executing comprehensive knowledge and understanding of one or more disciplines that form part of commerce.

- **Communication Skills**

Ability to communicate long-standing unsolved problems in commerce and ability to show the importance of commerce as a precursor to various market developments since the beginning of the civilization.

- **Critical Thinking**

Ability to engage in reflective and independent thinking by understanding the concepts in every area of Commerce and Business and ability to examine the results and apply it to various problems appearing in different branches of Commerce and Business.

- **Problem-Solving**

Capability to deduce a business problem and apply the classroom learning into practice to offer a solution for the same, capabilities to analyze and synthesize data and derive inferences for the valid conclusion and ability to comprehend solutions to resolve problems originating in the diverse management areas such as Finance, Marketing, Human Resource, and Taxation.

- **Research-Related Skills**

Ability to search for, locate, extract, organize, evaluate, and use or present information that is relevant to a particular topic and ability to identify the developments in various branches of Commerce and Business.

- **Information and Communication Technology (ICT) digital literacy**

Capability to use various technical ICT tools (like spreadsheets) for exploring, analyzing, and using the information for business purposes.

- **Self-directed Learning**

Capability to work independently on diverse projects and ensure the detailed study of various facets of Commerce and Business.

- **Moral and Ethical Awareness/Reasoning**

Ability to ascertain unethical behavior, falsification, and manipulation of information and ability to manage self and various social systems.

- **Lifelong Learning**

The capability of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and reskilling in all areas of commerce & management.

Review of Literature

Geddam (2022)⁴ stated that it develop a comprehensive understanding of NEP 2020 philosophy and ideology intended for national development, researchers look at the conceptual, socio-political, and philosophical (logical, values-based) objectives of India's educational policy from the pre-British, British, and post-Independent India periods. The study assumes that the philosophy (logical, morals) behind NEP 2020 was to realize all human potential, create a fair and just society, and advance national progress. Access, equity, quality, affordability, and accountability are the main principles of NEP 2020.

Arun et al. (2022)² concentrated on how college students in India regarded NEP, 2020's challenges, including the overburdening of the curriculum, the lack of infrastructure and transportation options, the emphasis on regional languages, and the disparity in manpower and educational quality between rural and urban areas. Out of 120 respondents, 45 (37.50%) agreed with the statement "Overburden of syllabus," followed by 64 (53.33%) who agreed with the statement "Universal access to education," while 11 (9.16%) respondents disagreed, according to the study's findings.

Shukla et al. (2022)¹⁰ investigates the functions of a holistic approach and multidisciplinary education for a variety of professional options concerning its implementation in NEP 2020 for student placement and orientation to the needs of the stakeholders. The talks in the focus groups highlighted the fact that many schools have a strong system of career counselling to meet the objectives mentioned in NEP 2020. To stabilize student's psychological and emotional wellness as their transition from high school to colleges or universities, the experts also advocated for the need for robust career counselling at the institutional or university level.

Jain et al. (2021)⁶ explores the Status of National Education Policy 2020 Indians Perspective. It is evident that NEP 2020 gives Indian home schoolers and foreign colleges both a new start to work with and opens up new opportunities. Increased literacy rates and a steadfast desire to break out of the comfortable melancholy are both necessary for the new policy to be successful. It also helps to facilitate more participation of international colleges.

Devi & Chelvaraju (2020)³ comprehend National Education Policy 2020 to examine its impact on the management and commerce disciplines and assess how the education policy prior to NEP 2020 and NEP 2020 performed. The study improved our understanding of how NEP 2020 will affect business and management stakeholders more generally. The shortcomings of the education policy prior to NEP 2020, which were impeding the development of the Indian economy and preventing young people from attaining their aspirations, have been highlighted by a comparison study between prior education policy and NEP 2020.

Kalyani (2020)⁷ examines National Education Policy 2020 and its impacts on the stakeholders. He also attempted to raise an understanding of National Education Policy 2020 and its potential future effects by posing a series of queries on all the available social networking sites and examining the responses. Since students can now select their subject combinations, they will essentially learn what they want to learn. Focus has shifted in the educational system from what the system wants students to study to what the students want to learn based on their preferences and choices.

Objectives of the Study

- To study the planning of educators and teachers to follow an interactive and holistic approach for maximum skill development learning.
- To study the vision of higher education in organizing multidisciplinary activities for promoting students' learning capacity for becoming self-reliant.

Hypotheses of the Study

Ho¹: The learning outcomes of designed course are more helpful for the learners to have experiential skill learning in various domains of the commerce & management discipline.

H₀²: The capability of self-paced and self-directed learning aimed for improving knowledge/skill development and re skilling in all areas of commerce & management for becoming self-reliant.

Research Methodology and Pedagogy for Teaching Learning Outcome

The study has been carried out using both primary as well as secondary data. The primary data has been collected through structured questionnaires and personal interview methods. While secondary data has been collected through various reports, magazines, journals, etc. on the subject for an in-depth study keeping in view the objectives. For testing the hypothesis and analyzing the data various statistical tools like mean percentage, and standard deviation techniques and SPSS software have been used.

For the learning-based programs for the B. Com. (Hons.) and BBA numerous commerce and management-based courses are designed to disseminate current information, develop students' ability to use ideas and information, and enable the goal of disseminating current information, developing students' ability to use ideas and information, and enabling them to test those ideas and evidence. Additionally, the courses are designed to support students' personal growth and ability to organize and manage their learning. To ensure that the necessary learning outcomes for each of the commerce courses are achieved, innovative teaching methods and pedagogical tools must be used in place of conventional teaching techniques.

• **Assessment Outcome Measurement Methods**

Summative evaluations are used to evaluate student performance and include case study analysis, internship report evaluation, report assessment, examinations, quizzes, and some other marked classroom assignments. Since they are cumulative, they frequently show what the students have learned after a unit or a course. Summative evaluation in a course contains the formula used to determine each student's grade. Any method by which students receive messages and instructive information on their relative performance to aid in improvement is referred to as formative assessment. It can be given verbally during office hours, in writing on assignments, via rubrics, and emails. The level of learning outcome(s) for each course should be evaluated using a variety of direct and indirect methods based on the methodologies and assessment tools mentioned above, with more emphasis placed on "Formative Assessment" to ensure that the learner improves throughout the teaching and learning process. To assess how effectively students' work or reactions match institution- or program-level expectations of outcomes, direct measures call for learners to exhibit or demonstrate their learning or produce work. Exams, fieldwork, internships, lab reports, case studies, and other activities are included, as was previously discussed under Teaching Learning Outcome Methodologies and Summative Assessment. Based on an analysis of reported perceptions regarding student mastery of outcomes using the indirect measures, the observer would be able to infer student abilities, knowledge, and values using the indirect measures. It comprises exams given in class.

Table 1: NEP 2020 Teaching Learning Outcome Assessment

Teaching Learning Outcome	Strongly disagree	Disagree	Agree	Strongly Agree	Total	Mean	SD
Disciplinary Knowledge	32	38	138	177	385	1.8051	1.5187
Communication Skills	42	19	175	149	385	1.8805	1.5856
Critical Thinking	56	45	145	139	385	2.0467	1.7888
Problem-Solving	37	41	153	154	385	1.8987	1.6084
Research-Related Skills	26	37	126	196	385	1.7220	1.4288
Information and Communication Technology (ICT) Digital Literacy	18	56	175	136	385	1.8857	1.5306
Self-directed Learning	29	78	180	98	385	2.0987	1.7477
Moral and Ethical Awareness/Reasoning	75	46	121	143	385	2.1376	1.9191
Lifelong Learning	85	95	142	63	385	2.5246	2.2062

Source: (Authors Computed)

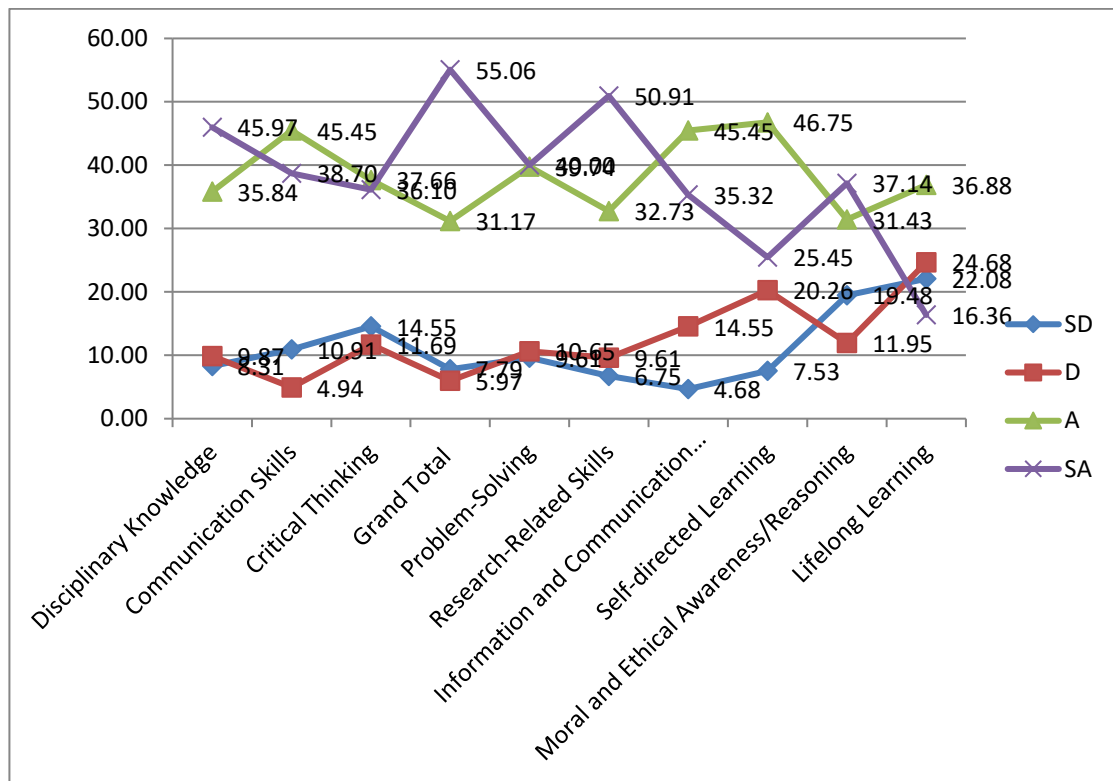


Figure 1: NEP 2020 Teaching Learning Outcome Assessment

Source: Authors (Self Computed)

From the above Table:1 and Figure:1, it is stated that NEP 2020 Teaching Learning Outcome Assessment responses received from the respondent who is a student of BBA and B.Com. out of that 201 students are boys while 184 students are girls. The first question was on disciplinary knowledge 177 strongly agree while 138 agree while 32 strongly disagree and 38 disagreed with this objective. The mean value is 1.8051 and the standard deviation is 1.5187. The second question was on communication skills 175 agree while 149 strongly agree while 42 strongly disagree and 19 disagreed with these objectives. The mean value is 1.8805 and the standard deviation is 1.5856. The third question was on critical thinking 145 is agreed while 139 strongly agree while 56 strongly disagree and 45 disagreed with this objective. The mean value is 2.0467 and the standard deviation is 1.7888. The fourth question was based on problem-solving, 154 strongly agree while 153 agree while 41 disagree and 37 strongly disagree with this objective. The mean value is 1.8987 and the standard deviation is 1.6084. The fourth question was based on problem-solving, 154 strongly agree while 153 strongly agree while 41 disagree and 37 strongly disagree with this objective. The mean value is 1.8987 and the standard deviation is 1.6084. The fifth question was based on research-related skill, 196 strongly agree while 126 agree while 37 disagree and 26 strongly disagree with this objective. The mean value is 1.7220 and the standard deviation is 1.4288. The sixth question was based on Information and Communication Technology (ICT) Digital Literacy, 175 agree while 136 strongly agree while 56 disagree and 18 strongly disagree with this objective. The mean value is 1.8857 and the standard deviation is 1.5306. The seventh question was based on Self-directed Learning, 180 agree while 98 strongly agree while 78 disagree and 29 strongly disagree with this objective. The mean value is 2.0987 and the standard deviation is 1.7477. The second last question was based on Moral and Ethical Awareness/Reasoning, 143 strongly agree while 121 agree while 75 strongly disagree and 46 disagreed with these objectives. The mean value is 2.1376 and the standard deviation is 1.9191. The final and last question was based on Lifelong Learning, 142 agree while 63 strongly agree while 95 disagree and 85 strongly disagree with this objective. The mean value is 2.5246 and the standard deviation is 2.2062. It shows that NEP 2020 teaching learning outcomes are very useful for graduate students. In the future, it will be a landmark change in higher education.



Figure 2: Programme Outcomes

Core (C) Courses

C1-Business Organisation and Management; C2-Financial Accounting; C3–Business Laws; C4-Corporate Accounting; C5-Business Mathematics and Statistics; C6-Corporate Law; C7-Income-tax Law and Practice; C8-Entrepreneurship Development; C9-Goods & Services Tax (GST), C10-Cost Accounting.

In core courses, all the subjects are there for programme outcomes number (as mentioned in Chart 1) 2, 4, 5, 6, 7, 9, 10, 12, 15, 16, 17, 18, 19 and 20.

Generic Elective (GE) Courses

GE1a-Business Economics; GE1b-Accounting for Everyone; GE1c-People Management; GE1dRural Development; GE1e-Financial Literacy; GE1f-Basics of Management; GE1h-Public Administration and Business; GE2a-Project Management; GE2b-Stock Markets Operations; GE2c-Sustainable Development; GE2d-Good Governance; GE2e-Risk Management, GE2f-Entrepreneurship Development; GE2g-Digital Marketing.

In generic elective courses, all the subjects are there for programme outcomes number (as mentioned in Chart 1) 2, 4, 5, 6, 7, 10, 12, 15, 17, 18, 19 and 20.

Discipline Specific (DSE1) Courses (A)

DSE1a-Business Economics; DSE1b-Business Data Analytics; DSE1c-Creativity and Innovation; DSE1d-Corporate Governance; DSE1e-Computer Applications in Business; DSE1f-Banking

and Insurance; DSE1g-Mind Management; DSE1h-Financial Statement Analysis; DSE2a-Indian Economy; DSE2b-Financial Technology and Analytics; DSE2c-Business Incubation; DSE2d-Advanced Financial Accounting; DSE2e-Communication & Documentation in Business; DSE2f-E-Business; DSE2g-Organisational Behaviour; DSE2h-Industrial Relations and Labour Laws.

In Discipline Specific Courses (A), all the subjects are there for programme outcomes number (as mentioned in Chart 1)2, 7, 10 and 12.

Discipline Specific (DSE3) Courses (B)

DSE3a-Fundamentals of Financial Management; DSE3b-Human Resource Management; DSE3c-Principles of Marketing; DSE3d-Auditing; DSE3e-International Business; DSE3f-Artificial Intelligence for Business; DSE3g-Yoga and Happiness; DSE3h-Personal Finance & Planning; DSE4a-Personal Tax Planning and Tax Management; DSE4b-Business Ethics and Human Values; DSE4c-Consumer Affairs; DSE4d-Management Accounting; DSE4e-Fundamentals of Investment; DSE4f-Business Tax Procedures and Management; DSE4g-Advertising and Personal Selling; DSE4h-Business Research Methods and Project Work.

In Discipline Specific Courses (B), all the subjects are there for programme outcomes number (as mentioned in Chart 1)2, 4, 6, 7, 9, 10 and 12.

Skills Enhancement (SEC1) Courses

SEC1a-Financial Arithmetic and Basics of Micro Finance and lending; SEC 1b-Financial Arithmetic and Basics of mutual fund; SEC1c-Basic financial Arithmetic and basics of insurance and life insurance; SEC 1d- Training and Development; SEC 2a- Banking product and processes; SEC 2b-Mutual fund operations, distribution and regulations; SEC 2c- Basics of Life and general insurance and sourcing customers; SEC 2d- Leadership and Team Development.

In skills enhancement courses, all the subjects are there for programme outcomes number (as mentioned in Chart 1)2, 4, 5, 6, 7, 9, 10, 12, 15, 16, 17, 18, 19 and 20.

Need for Paradigm Shift in Commerce & Management Education Curriculum

Education in Commerce and management must be outcome-based at the graduate levels, with a provision for a choice-based credit system (CBCS). In outcome-based education, each programme has specific Program Educational Objectives (PEOs), Program Objectives (POs), and Course Objectives (COs), and student progress is assessed on the basis of their level of accomplishment in each of these areas. This educational system prioritizes the needs of the individual student while addressing societal and business needs. Core Subjects, Electives, including Open Electives, Specialization (major) Electives, and Internships must all be included in the CBCS Curriculum. Theory and practical topics can coexist in core areas. Students should be exposed to a variety of tools and software programmes that are pertinent to the study of commerce and management in practical areas. Open elective courses provide knowledge and abilities in a variety of fields, allowing major topics to concentrate on a variety of functional areas and fostering a more comprehensive education. For students to better understand diverse business and commerce ideas, problem-based learning must be incorporated into the curriculum. Massive Open Online Courses (MOOCs) should be incorporated into the curriculum to support traditional classroom instruction and provide students with the opportunity to learn from professionals from various reputable institutions. The government supports both the creation of these courses and their availability on various online platforms. Open electives and supplementary (audit) courses that encourage students to try out new abilities can be offered as MOOCs.

Academia-Industry based Curriculum Development

Undergraduate students will gain a foundation in various business functional areas and focus their attention toward a career in those fields if they have the option to major in specializations like Accounting, Financial markets, Logistics, Marketing, Human resources, Insurance, Banking, and Business Analytics. If international accounting certifications like ACCA, CIMA, CMA, etc. are provided and integrated into the curriculum, students will have the opportunity to complete their degree along with a professional certification, giving them additional skills and knowledge when they enter the corporate sector. Involving industry partners in the planning and creation of a curriculum is another crucial step. With changing curricula and industry expectations, industry partners must give faculty rigorous training in areas relevant to their businesses so that the lessons learned can be transferred to the students, reducing the student's need for additional training and preparing them for the workforce.

Innovation in New Commerce & Management Programme Offerings

Along with routine curriculum reviews, it's critical to roll out new programmes with content created by stakeholder demands. This will guarantee employability and assist in addressing social and industry needs in the shifting business environment. An urgent need exists for the establishment of multidisciplinary programmes in business analytics, financial economics, health economics, and creative and digital marketing. Offering an interdisciplinary approach to commerce and management education not only complies with NEP 2020 standards but also allows students the opportunity to learn in an environment with a variety of educational backgrounds, which supports holistic education. In addition, it is essential that certain skills, such as business analysis (using Python programming and R) and digital visualization courses (using Power BI), be incorporated into the commerce and management curricula. A stable foundation in economics can help students succeed in their chosen fields and open employment options in a variety of industry areas. The department should devise and create a thorough two-year postgraduate programme on creative and digital marketing with the assistance of industry specialists to provide hands-on experience to prepare industry-ready digital marketing professionals.

There are many career opportunities in this specialized field thanks to the program's inclusion of specialized digital media modules like Social Media Marketing, Search Engine Optimization, Online Advertising, Marketing Analytics, Content Marketing, Website Designing, and Web-based Application Designing. The curriculum must include practical application of the theoretical lessons learned in the classroom and lab, in addition to offering a variety of courses. This can be accomplished through industrial internships that last at least three to four months. These internships will give students the chance to learn about business operations and real-world situations while also opening doors to corporate employment in the form of pre-placement offers. By exposing students to the world of international business, reputable student organizations like AIESEC and AIESTE can help enhance their education. Most of the programmes of the Department of Commerce include internship opportunities, which again are in line with NEP 2020's aspirations. Through these internships, our students have gained information and skills that have enriched their education and prepared them to meet the demands of the corporate world. The curriculum also includes essential field-based projects that expose students to a range of societal issues and corporate challenges to help them to better comprehend. The creation of bridging courses on professional skills with a focus on problem-solving, analytical thinking, critical thinking, and design thinking—the most desired creative imperatives that the workforce of today is expected to exhibit—might be another strategy that may be useful in ensuring a seamless transition from campus to corporate.

Academic flexibility is demonstrated when credits are easily transferred across the institutions and when students have the choice to spend a semester exploring learning opportunities at various institutions. The NEP 2020 includes this as a fundamental criterion. This option has been incorporated into the majority of our programmes at the Department of Commerce, MAHE, exposing students to foreign education on a more academic level. This is a crucial part of the curriculum since it enables students to learn about the educational systems of different countries, interact with a variety of pupils, and gain experience in other economies' business environments.

Conclusion

With the NEP 2020 in mind, commerce and management and other discipline education may require ongoing curriculum reform and revamping that will foster each person's creative potential and produce new prospects for professional advancement based on shifting industrial and societal needs. The role of ICT is more important to development of class room teaching among the student. So that student can feel the futuristic education environment system. To reflect changing stakeholder expectations and to ensure that the curriculum satisfies new educational policy criteria, the curriculum must be reviewed regularly through curriculum conclaves which include a range of stakeholders. To sum up, the vision NEP 2020 for higher education in organizing multidisciplinary activities for promoting students' learning capacity for becoming self-reliant. It is critical that any commerce and management and other discipline curriculum emphasize creating a well-designed academic structure with ongoing revisions at regular intervals and deployment of a committed faculty team that emphasize not only academic excellence but also facilitate transforming students into true leaders and team players by equipping them with the skills to succeed in the corporate world and aiming towards self-reliant India.

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