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A Study on Awareness about the Impact of National Education Policy-2020 among the Management Disciplinary at Selected Districts of Tamilnadu.

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Abstract: The National Education Policy (NEP) 2020 is a comprehensive framework aimed at transforming India's education system. Approved by the government of India, it seeks to make education more inclusive, accessible, and equitable, with a strong focus on holistic development. The policy emphasizes the importance of foundational literacy and numeracy, promotes multi-disciplinary learning, and seeks to enhance vocational education and skills. It also introduces significant reforms in curriculum design, teaching methods, and assessment practices to foster critical thinking, creativity, and innovation. The NEP 2020 envisions a more learner-centered approach and strives to make education a tool for national develo pment and global competitiveness.

Keywords: (NEP), foundational literacy, learner-centered, critical thinking, strong focus on holistic development, significant reforms, NEP 2020,

INTRODUCTION:

Education is essential for realizing human potential, building a just and equitable society, and driving national development. Ensuring universal access to quality education is critical for India's continued progress and global leadership in areas such as economic growth, social justice, equality, scientific innovation, national unity, and cultural heritage. Providing high-quality education for all is the most effective way to harness our country's vast talents and resources for the benefit of individuals, society, the nation, and the world. With India set to have the largest youth population globally in the coming decade, our capacity to offer top-tier educational opportunities will shape the future of the country.

The global educational development agenda, as outlined in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development—adopted by India in 2015—aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Achieving this ambitious goal will require a comprehensive overhaul of the education system to foster and support learning, thus enabling the fulfillment of all critical targets set in the 2030 Agenda.

STATEMENT OF THE PROBLEM

The new education policy to be adopted is emerging various challenges for the stakeholders which include, universities, Colleges, Schools, Teaching faculty, students, etc. the entire educational ecosphere has to be revamped in the current year based on the NEP 2020, the stakeholders may find difficult to adapt to the changes since they are not aware of the functioning of NEP 2020. The stakeholders must understand the benefits which are listed with the NEP 2020. Hence this study aims to analyze the benefits derived from the NEP 2020 for the field of Management so that the Teaching community can understand the outcome and work with the NEP 2020 effectively to attain the objective

OBJECTIVES OF THE STUDY:

- To understand the National Education policy 2020.
- To analyze the effect of NEP 2020 on Management discipline.
- To compare the outcome of the present education system and NEP 2020.
- To create awareness about NEP 2020 among the stakeholders of the institutions.

Review of Literature:

1.	NEP 2020: Emphasizing Experiential Learning and Inquiry-Based Approaches in Higher Education.

Dr. Veena Sachdeva and Dr. Latesh (2023) studied the National Education Policy 2020, mainly concentrating the experiential learning and inquiry-based approaches in higher education. The National Education Policy (NEP) 2020 places a strong emphasis on the value of inquiry-based learning and experiential learning to help students develop their critical thinking, problem-solving, and practical skills. The policy acknowledges that conventional teaching approaches might not be adequate to deal with the complexity and unpredictability of today's reality. According to NEP 2020, education will become more multidisciplinary and holistic, encouraging students to interact with their environment and get a deeper comprehension of difficult subjects. It highlights the significance of offering chances for experiential, hands-on learning that enable students to apply their knowledge in authentic settings.

The strategy also emphasizes the value of inquiry-based learning, which entails probing, examining, and researching complicated subjects and challenges. It motivates teachers to create educational opportunities that foster students' curiosity, critical thinking, and problem-solving abilities. The NEP 2020 acknowledges the value of inquiry-based learning and experiential learning in the classroom as means of preparing students for the difficulties of a world that is becoming more complicated and changing quickly. The policy aims to facilitate the development of a generation of learners who can

effectively traverse the uncertainties and complexities of the world around them by placing an emphasis on the development of practical skills, critical thinking, and problem-solving ability.

2.   Fostering Innovation Through Transdisciplinary Collaboration: Jain Deemed-to-Be University's Experimentation With NEP Curriculum

Reddy, Rao et al (2023) studied the issues and emerging challenges for National Education Policy 2020. India passed two national education policies: the first in 1968 and the second in 1986. In 1992, the 1986 policy was revised. The third national education policy was adopted in 2020, the most recent year of its existence. The previous education regulations did not include any information regarding the condition of the schools that are run commercially throughout the country by individuals or groups. There is currently no education policy that addresses the differences in educational attainment between children from wealthy and disadvantaged families.

The shortcomings of previous educational approaches were addressed with the creation of the new National Education Policy 2020 (NEP 2020). Its basis is supported by the five pillars of accessibility, equity, quality, affordability, and accountability. This method intends to transform India into a thriving knowledge society and global knowledge superpower by making school and college education more comprehensive, flexible, multidisciplinary, adaptable to 21st century demands, and focused on bringing out the individual talents of each student. By 2030, the government's new policy aims to decrease social disparities in school participation, access, and learning outcomes by achieving a 100% Gross Enrolment Ratio (GER) or zero school dropout rate. Although the goal is lofty, its actual effectiveness in cultivating a comprehensive culture will depend on how well it is executed.

3.   Analysing the Implementation of The National Education Policy 2020: Challenges And Opportunities In Transforming India's Education Landscape.

Priyanka (2023) explores the challenges and opportunities for students and institutions in higher education. What potential difficulties might students in higher education face under the National Education Policy 2020, as suggested by the research paper that was presented, and what other chances will they have, and what obstacles might the institutions face in a similar way. Additionally, research has been done on the prospects that await them. What advantages the schools may offer the students, how they will be able to address the issues that they face, etc. What has been the education policy up to this point, what modifications are planned, and how may the education policy as it stands currently be improved. Studies have been done on the potential benefits, potential changes in education, etc.

There have been several significant developments in higher education under the new National Education Policy 2020 that are advantageous to both institutions and students. giving students the freedom to select their own courses and giving them a self-sufficient setting provided by the school. The education policy has covered equity, inclusion, teacher education in higher education, financial aid for students, activation, motivation, potential, etc. This education strategy has covered a number of topics,

including professional education, raising the standard of research, keeping education from becoming too commercialized, giving students the best environment possible to learn in, and supporting them.

4.   Analysing India's National Education Policy from the Angle of Research, IP, Innovation, and Entrepreneurship

Chowdhury and Hanumanthu (2022) analyses NEP from the angle of Research, IP, Innovation and Entrepreneurship. A just and equitable society and the advancement of the nation depend on high-quality education that instils values and competencies. The production, protection, and commercialization of intellectual property are in higher demand as India develops into one of the most developed nations in the world.

Only through creating intellectual property and breakthroughs and successfully putting them into practice has human civilization advanced and changed. The Indian government's National Education Policy is a great step in modernizing the educational system. But it does not specifically address intellectual property. To expedite the achievement of NEP 2020's objectives, the current study examined the functions of intellectual property, research, innovation, and entrepreneurship in the modern world and offered suggestions for how to incorporate them into academic curriculum.

5.   Implementation of NEP 2020 Curriculum: An Overview:

Mita Banerjee (2023) examined the issues in effectively implementing NEP 2020. By conducting a thorough examination of policy texts, expert opinions, and pertinent literature, this study aims to identify and investigate the primary barriers that prevent the policy's transformative objectives from being executed effectively. A qualitative research design is used in this study, which also includes document analysis and key informant interviews. There are several obstacles to overcome in the difficult task of implementing NEP 2020 in higher education.

These difficulties are not insurmountable, though. The results of our qualitative study and literature analysis point to the need for a thorough and cooperative strategy engaging the community at large, educational institutions, business stakeholders, and legislators to address these problems. India can revolutionise its higher education system by identifying and aggressively addressing the issues with research, technology, infrastructure, curriculum reforms, and stakeholder involvement. If NEP 2020 is successfully implemented, it will help create a workforce that is competitive and competent enough to fulfil the demands of the twenty-first century. To achieve the transformative goal articulated in NEP 2020, it is essential that the insights obtained from this study drive successful policy reform and support strategic decision making.

Research methodology:

a) Coverage:

Universe of the study: Coimbatore, Erode, Salem, and Virudhunagar Districts in Tamil Nadu.

Population of the study:

The population for this study is 1000 Faculty Members in a selected District in Tamilnadu.

Sample frame:

The respondents are faculty members from the Arts and science and Engineering colleges.

Sample size:

The sample for the study will be 50 respondents

Sampling method:

Convenience sampling method.

b) Data collection:

Both primary and secondary data will be used for the study.

Tools and techniques for collecting data:

Structured questionnaire.

c) Data analysis:

Research Design:

The present study is focused on the Empirical research design.

Statistical Techniques for the analysis:

Frequencies and reliability test.

Data analysis and Interpretation:

Table No: 1 -Age Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a. >-24 years	2	4.0	4.0	4.0
	b. 25-34 years	8	16.0	16.0	20.0
	c. 35-44 years	32	64.0	64.0	84.0
	d. 45-54 years	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Interpretation:

The majority of respondents (64%) are in the 35-44 age group, indicating this age range is highly represented in the sample. The younger (<24 years) and older (45-54 years) age groups are equally small, each representing only 4% and 16% respectively. The cumulative percent shows that by the 35-44 age.

Table No: 2- Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a. Male	23	46.0	46.0	46.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	b. Female	27	54.0	54.0	100.0
	Total	50	100.0	100.0	

Interpretation:

The gender distribution is slightly skewed in favor of females, with **54.0%** female and **46.0%** male participants. This suggests a fairly balanced representation of both genders in the study, though females constitute a slight majority.

Table No: 3 Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
	a. Master's Degree	12	24.0	24.0	24.0
	b. Doctorate (Ph.D.)	34	68.0	68.0	92.0
Valid	c. Professional Certifications	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Interpretation:

The data indicates that **68.0%** of respondents hold a Ph.D., suggesting that a significant majority of the participants are highly educated with advanced research capabilities. Respondents with a **Master's degree** make up **24.0%**, representing a smaller but substantial portion of the sample. Those with **professional certifications** account for only **8.0%** of the sample, indicating that this is the least common qualification among respondents.

Reliability Test:

Case Processing Summary

		N	%
	Valid	39	97.5
Cases	Excluded[a]	1	2.5
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items

.829	28

Interpretation:

A **Cronbach's Alpha** of **0.829** indicates good internal consistency or reliability for the scale with 28 items. Here's a detailed interpretation:

- **Cronbach's Alpha** is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. It ranges from 0 to 1.
- **0.829**: This value suggests a high level of reliability. Typically, values between 0.8 and 0.9 are considered **good**, meaning the items on the scale are measuring the same underlying construct with relatively few random errors.
- **N of Items (28)**: This means there are 28 items in your scale. A higher number of items can often increase the Cronbach's Alpha, as more items tend to capture a broader range of the underlying construct.

Findings:

- The sample comprised a balanced representation of **54% female** and **46% male** respondents, indicating a diverse gender perspective in the research findings.
- The majority of respondents held a **Doctorate (Ph.D.)** degree (**68%**), suggesting that the opinions expressed are grounded in advanced academic experience. A smaller portion had **Master's degrees** (**24%**) or **Professional certifications** (**8%**).
- A significant proportion of respondents were affiliated with **Autonomous Institutions (52%)**, while **Private Universities/Colleges** accounted for **42%**. This may reflect the perspectives of those in more flexible and innovative educational environments.
- Respondents were mainly from **Coimbatore** (**30%**) and **Virudhunagar** and **Erode** (**24% each**), suggesting a regional focus that may influence the understanding and implementation of NEP 2020.
- A notable majority, **66%**, had **11-20 years of experience** in management, indicating that the findings are based on well-informed opinions from seasoned professionals in the field.
- Most respondents identified as either **Assistant Professors** or **Associate Professors** (42% each), contributing to a well-rounded perspective from those involved in teaching and curriculum development.
- Respondents displayed varying levels of awareness about NEP 2020, with **40%** being **moderately aware** and **18%** being **very aware**. This suggests a need for enhanced communication and training regarding the policy.
- A strong majority, **60%**, believe that NEP 2020 offers **more flexibility** in curriculum design compared to past NEPs, indicating a positive reception of the policy's adaptive approach to education.

Suggestions:

- Conduct Workshops and Training: Organize regular workshops and training sessions to educate faculty, students, and administrative staff about the key provisions and objectives of NEP 2020. This will help in increasing awareness and understanding of the policy.

- Utilize Multiple Communication Channels: Leverage various communication channels (e.g., emails, newsletters, seminars, social media) to disseminate information about NEP 2020 and its benefits.

- Encourage Open Dialogue: Create platforms for open discussions where faculty and staff can express their concerns and suggestions regarding the changes brought by NEP 2020.

- Develop Interdisciplinary Programs: Encourage the development of interdisciplinary courses and programs that integrate different fields of study. This can help foster a more holistic educational experience for students.

- Facilitate Collaborative Projects: Encourage collaborative research and projects between different departments to promote a culture of interdisciplinary learning.

- Train Faculty on Technology Use: Provide training for faculty on how to effectively use technology in teaching and research, ensuring they are equipped to integrate technology into their curricula.

- Promote Research Initiatives: Foster a culture of research by providing incentives, funding opportunities, and resources for faculty and students to engage in innovative research projects.

- Support Professional Development: Encourage faculty to participate in professional development opportunities related to research methodologies and innovation in education.

- Regularly Assess Curriculum: Implement a regular review process for curricula to ensure they remain flexible and relevant to the changing educational landscape and workforce needs.

- Solicit Feedback from Stakeholders: Continuously gather feedback from students, faculty, and industry professionals regarding curriculum effectiveness and areas for improvement.

Conclusion:

The findings from the research on the National Education Policy (NEP) 2020 indicate a generally positive reception among stakeholders regarding the policy's provisions and their potential impact on management education. A significant majority of respondents perceive NEP 2020 as offering greater flexibility in curriculum design and as being more effective in promoting interdisciplinary learning compared to past policies. This reflects a growing recognition of the need for adaptable and integrated educational approaches in today's complex and dynamic environment.

Despite this positive outlook, the research also identifies some challenges, including varying levels of awareness and resistance to change among stakeholders. While many respondents acknowledge the role of technology and research in successfully implementing NEP 2020, there remains a need for effective communication, training, and support to ensure that all stakeholders are aligned with the policy's objectives.

In summary, NEP 2020 represents a significant opportunity for transformation in the education sector, and with strategic implementation and ongoing support, it can lead to improved educational outcomes and a more dynamic learning environment.

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