

## NEP to Boost Commerce Education

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### ABSTRACT

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Education is the transmission of knowledge, skills, and character traits. The purposes of education relates to social inclusion, social justice, and human progress. It is necessary for sustainable development of the country and the society. Education system is defined as are structures created by the authority to educate its people. Education was given very much importance during ancient period. Gurukul system of imparting education was prevalent in those days. Vedas were transmitted orally from one person to another. In Vedic period medium of instruction was Sanskrit. Pali became the medium of instruction during Buddhist period. During Mughal Period education system resembled ancient Indian education to a great extent. British replaced ancient Indian Education systems with English system of education. To procure necessary manpower according to their need they felt need for educating the Indians in English. Later they started abolishing the Gurukul system and started for the cultural and linguistic changes of the country. After Independence too, the British system of Education was followed but the Indian government introduced a variety of programmes to address illiteracy in rural and urban areas. On the recommendations of the Kothari Commission Prime Minister Indira

Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring". The policy proposed equal educational opportunities for all to achieve national integration and cultural and economic development. In 1986, the government led by Rajiv Gandhi introduced the 2<sup>nd</sup> National Education Policy". The new policy proposed for "special emphasis on the removal of disparities in education and to provide equal educational opportunity" for women, Scheduled Caste and the Scheduled Tribes. The third NEP was introduced on twenty ninth July 2020 by the Prime Minister of Narendra Modi. The NEP recommended sweeping changes in education.

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### **Introduction:**

“असतो मा सदगमय, तमसो मा ज्योतिर्गमयगमय, मृत्योर्मा अमृतमगमय” has been our prayer from ancient times. Knowledge is considered as “light” and ignorance as “darkness”. Education is “transfer” of knowledge, skills and other traits to some other people. It is regarded as a process or an act of giving or receiving knowledge or bestowing powers of judgment and reasoning for preparing one for having a matured and quality life. The purposes of education relates to human progress, social inclusion and social justice. It is necessary for sustainable development of the country and the society. The curriculum adopted in education has its impact on people’s life. The basic purpose of education is to develop “disciplined mind. Education system is defined as structures created by the authority to educate its people. It is why every country has its own education system. This is generally designed by the government of the country. The management and organisation differ considerably from one country to other. This is prepared for the society, keeping in view the fabric of the society that is to be served by the education system. It is, generally, sub divided into, primary, secondary, and higher education. In addition, the education system also includes for research, inventions and lifelong learning.

### **Education Systems in India:**

#### **Education systems in Ancient Period:**

Much importance was placed to Education in the Ancient times. During the Vedic period education was provided orally. Vedas were used to be taught orally by one person to other. In that period medium of instruction was Sanskrit. Latter, “Pali” language became the medium of instruction during Buddhist

period. Teaching was considered a holy work and there was much respect for teachers in the society. Education was imparted for one's character building, understanding of social issues, self control, and confidence. Education was completely free and lacked government interference. Itihasa, Anviksiki, Mimansa, Shilpashastra, Arthashastra, and Mathematics were taught in Gurukuls. Physical education, archery, war strategy and physical exercises were also taught there. In those days the Gurukula system played very important role in providing Education. At the age of 5-8, people brought their children to Gurukuls where the gurus performed their "Upnayan Sanskar" and start their education. In those days Education was imparted according to the Varnashram Dharma of the pupils, which was decided at the "Upnayan Sanskar" by Gurus keeping in view the basic traits of the Child. Education in ancient India attained higher level during Buddhist and Jainism times. Monasteries were the centre for education during the Buddhist Period. During this period education was available to all, irrespective of class and castes. Buddhist period saw some famous universities like Nalanda, Takshashila and Vikramshila etc. The education in ancient India focused not only on learning Vedas but it was concerned more with all round development of the people. Indian civilisation grew to maximum during this time.

### **Education System in Mughal Period:**

During Mughal Period education system resembled the Ancient Indian education system. There were educational centres. Education made mighty strides during the Mughal Period. It was because emperors were great educationists and patrons of learning. Akbar the great, revamped the educational curriculums taught in education centers. Moral Education, Mathematic sand other secular subjects like history, agriculture, logic, astronomy, and geometry, were also encouraged. Madarsas were meant for imparting higher education. The mosque had been provided with scholars who gave lessons of religious knowledge. During Mughal Rule regional languages languages, Sanskrit, and Persian, and found ground for development. Urdu was developed as a language for communication, during this period.

### **Education System in British Period:**

British replaced ancient Indian Education systems with English one. Initially, they did not tried for changing the education system in the India but latter when their territory grew and they gained control over administration and revenue, they felt need of educating Indians in English medium to have manpower in accordance to their need. Latter, the British started abolishing Gurukuls and paved the way for the linguistic and cultural transformation of the country.

**The Charter Act of 1813** is considered the first important move by the British towards modernising education in India. Christian missionaries were engaged in educating the people but their concern was more on conversions and religious teachings.

During William Bentick rule sufficient fund was allocated for education purpose. The policy of education was based on the recommendations of Lord Macauley minute, which is considered to be the milestone towards putting Indian Education System on the line of British system. The minute suggested that that the Government should make available resources for teaching literature and westerns sciences in English only. It also suggested to make English the medium of instruction in educational institutions. During British Period Mass education was neglected. Small portion of middle-class and upper -class Indians only were taken for education who were supposed to spread western education to the masses gradually.

Lord Curzon was of view that in universities students were growing with nationalist mind set.

**Raleigh Commission** was constituted in 1902 with a view to “review” the Indian university education system. The Universities Act 1904 was enacted and the Government took control over all Indian universities. More attention was drawn towards research and studies than political activities. Revolutionary activities were dealt firmly. Fellows were to be nominated by the government and their number was brought down. The Act also provided veto power to government on decisions of Senates of Universities.

### **Education System Post Independence:**

After Independence too, the British system of Education was followed. Multiple programmes were introduced by the Indian government to bring up literacy in rural and urban areas. Central Government put strong control over the education system in the country under the leadership of first Education Minister Maulana Abul Kalam Azad. Uniform educational system was introduced all over India. The University Education Commission was established. National Council of Educational Research and Training, an autonomous organisation was founded in 1961. UGC was meant to modernize the Indian University education system. The Indian Institutes of Technology was established for quality education in science and technology, by the then government.

### **NPE 1968**

The first National Policy on Education was introduced by Indira Gandhi, the then Prime Minister of India, on the recommendation of Dr, D S Kothari Commission in 1968. It proposed for "radical restructuring" in education system. Equal educational opportunities to all was felt necessary for national integration. It was hoped that with education, greater economic development could be attained. Indian

Constitution provides for compulsory education to all children up to the age of 14. "Three language formula" was introduced in secondary education. Hindi was regarded necessary to bridge the gap between the educated people and majority, uneducated people. That is why Hindi was promoted as common language for the country. The first education policy recommended for provision of 6 percent of GDP for education sector.

### **NPE -1986**

The 2<sup>nd</sup> Education Policy was introduced by Prime Minister Sri Rajiv Gandhi in 1986. "Removal of disparities" and "equal educational opportunities" to women, Scheduled Casts and the Scheduled Tribes were the main objectives of the 2<sup>nd</sup> Education Policy. Adult Education, providing scholarships to SC/ ST and other poor students were the policy preferences in the 2<sup>nd</sup> education Policy. "Child-Centred approach" was adopted in primary education. Besides, "Operation Blackboard" drive was introduced to improve primary education over the whole nation. Indira Gandhi National Open University was opened at national level to expand the Open Education System in 1985. Likewise state level open universities were also established after that.

### **NEP- 2020:**

The third education Policy of India came on 29th July 2020. It was introduced by Prime Minister Narendra Modi to the nation. It recommended "sweeping changes" in education arena. Indian education sector has been proposed to be opened foreign universities. UGC and AICTE have been disassembled. Four-year multidisciplinary undergraduate program has been introduced in higher education with multiple exit points. M. Phil degree has been terminated. In schools, 10+2 system has been scrapped. A new 5+3+3+4 system has been put into. Reduction in course curriculum has been proposed to lessen the burden of books on children. The child is to be admitted to school at the age of 3 year. Foundation stage (3-8 years), preparatory stage (8-11 years), middle schooling (11-14years) and Secondary stage (14-18 years) have been introduced. "Board exams" have been made easier. Thinking in education, experimental learning and research are to be promoted. Till class 5 the children are to be taught in their regional languages. Choice based credit system is to be introduced in secondary schools with continuous assessment. All organisations, providing education, are to be made multi-disciplinary by 2040 and all institutions providing single stream of education have to be phased out. It has been hoped that new education policy will come to the expectations of rising biological necessities of the nation. All students are expected to learn specialised subjects with skill development and vocational training in simple ways. In this policy a holistic approach of education has been undertaken. Although faculties like "Arts", "Science", "Commerce" and "Humanities" are to remain there but the students are expected to be

multidisciplinary. Debate, discussions, research and communication across-discipline have to be regular features of education in new education policy.

#### **NEP 2020 and Commerce and management education:**

Like all the streams of education the commerce and management education will also have impact of NEP- 2020. Complete revision of course of study will have to be prepared keeping in view the multidisciplinary nature of new education policy. All students are supposed to be having innovative potentials that have to be brought out. Students will have to be prepared keeping in view the changing industrial and social demand. Like other fields regular assessment of students will have to be planned as per the CBCS norms. Company management, Marketing, Insurance, Banking, Human Resource Management, Business analysis like all the specialisations in Business education are undergoing rapid changes, hence a practical approach towards commerce and management education is the need of hour.

#### **Review of Literature:**

Since the NEP is new, very few studies have been conducted on the impact of commerce and management education in India. Besides, it is still in the stage of implementation, there are very few literatures available in the field. Some of the literatures that the researcher could find are presented as under-

Subra Jyothsna and S.Aithal have analysed the effectiveness of NEP-2020 in achieving its objectives. The study has compared the NEP 2020 with existing education policy and have found that the existing education policy has several drawbacks which are to be addressed in New Education Policy 2020.

S.Muskan focuses on the segments of education sector with their impact on the Indian economy.

J.Praveen . and P.Pooja have also examined the New education policy and hoped that the educational institutions would focus on effective implementation of the new education policy and for that they would have to focus on the necessary changes in them.

#### **Importance of Study:**

Education system is structures and policies created by the state to educate its population. The policy and curriculum taught in schools and universities has its impact on the minds of children which grows with their age. This is why every government tries to implement education according to its philosophy. NEP 2020 is considered a paradigm shift in Indian education system. Like other education policies this policy will also impact the society in its way. The living condition of population depends on the goods and services produced in the country. Country's population is Human Resources in production process. It is

necessary that the population is trained according to the future need of the society so that it can produce the required goods and services for the society. Besides, the educated and trained population only can bring sustainable development in the society. Commerce education relate to the various aspects of business and its management which decides the living condition of the people of a country.

In this paper a humble attempt has been made to draw the impact the New National Education Policy on the commerce and Management education in the country.

**Object of Study:**

1. To Study The National Education Policy 2020
2. To Study the likely impact of Nation Education Policy 2020 on Commerce and management Education
3. To study the previous Education Policies of India
4. To study the role of commerce education in providing employment

**Methodology:**

The present study is purely empirical in nature which was conducted during August –September 2023. For collecting data the students and teachers enrolled in various college of Veer Kunwar Singh University Ara Bihar was be contacted and their view will be recorded on sample basis. There are altogether 62 degree level colleges working in Veer Kunwar Singh University Ara of Which 19 are Constituent Colleges and 43 affiliated colleges. The Colleges, teachers and students were selected randomly for recording their views. All the colleges, teachers and students were given similar weight for their view irrespective of their status, size and location. For the purpose of analysis ratio analysis method has been used in the study.

**Sampling:**

Every college Veer Kunwar Singh University Arahave been considered alike for the purposeof the study. The Veer Kunwar Singh University Are is spread over four districts of Bihar State, namely, Bhojpur, Buxar, Kaimur and Rohtas. The students who have taken admission in degree semester 1 session 2023-27 have been considered a unit of the study. This is worth to mention that from this session four Year Degree Course under NEP 2020 has been implemented in all the Universities of Bihar state.For collection of Primary data pertaining to the study random sampling method has been used. The statements of students and teachers have been recorded as and where they could have been contacted and no distinction has been made on the basis of gender, caste and age. Though efforts have been made to include all the section of stake holders in the study.

**Hypothesis:**



In this study only one hypothesis has tested along with its alternate hypothesis which has been presented as under-

H<sub>0</sub>: The NEP will boost the commerce education in India.

H<sub>1</sub>: The NEP will have no impact on commerce education in India.

### Limitations of Study:

The present study has been conducted in the geographical boundary of Bhojpur, Buxar, Rohtas and Kaimur Districts of Bihar State. The college imparting degree level education only have been studied. The students of degree Semester-1 2023-27 and teachers and students working in the college in various colleges and departments of Veer Kunwar Singh University Ara, make the additional limitation.

### Analysis of Data:

**Table 1: Profile of Respondents**

No of Respondents: 496		
Particulars	No of Respondents	Percentage
Male	305	61
Female	191	39
Student	406	82
Male Student	272	55
Female Student	134	27
Teacher	90	18
Asst. Prof	68	14
Assoc. Prof	17	03
Prof	05	07
Total Respondents	496	100

Source: data Collected during survey (Research)

The above table shows the No of respondents and their percentage from relating to the study who could have been contacted and their view obtained. The data relating to students have been grouped into Male and Female category while that of teachers have been grouped according to post they hold as Asst. Prof, Assoc Prof. and Professor for simplicity in presentation and analysis



**Table No 2**  
**Representing the view point of the respondents about awareness of NEP-2020**

Particulars	Total Respondents	Respondents with Yes		Respondents with No	
		No	Percentage	No	Percentage
Male	305	104	34	201	66
Female	191	89	47	102	53
Student	406	85	21	321	79
Male Student	272	56	21	216	79
Female Student	134	29	22	105	78
Teacher	90	64	71	26	29
Asst. Prof	68	43	63	25	37
Assoc. Prof	17	16	94	01	06
Prof	05	05	100	00	00
Total	496				

Source: Computed from data collected during Research

From the above table No-2, it is clear that in teacher category more awareness has been reported in Professors and as the post gone down, the awareness about NEP 2020 has also gone down. In students category more awareness have been found in female students (22%) in comparison to their male counterparts (21%). Overall the female have been found more aware (47%) than their male counterparts (43%). Though the awareness ratio difference not very significant but this shows the awareness of fair gender towards their career and changes in the society.

**Table No 3**  
**Representing Respondents view on “working with NEP- 2020 will be easier”**

Particulars	Total Respondents	Respondents With Yes		Respondents with No		Respondents With Can't Say	
		No	Percent	No	Percent	No	Percent



Male	305	108	35	69	23	128	42
Female	191	69	36	31	16	91	48
Student	406	143	35	90	22	173	42
Male Student	272	96	35	67	25	109	40
Female Student	134	47	35	23	17	64	47
Teacher	90	49	54	16	18	25	28
Asst. Prof	68	31	46	14	21	23	34
Assoc. Prof	17	14	82	02	12	01	6
Prof	05	04	80	00	00	01	20
Total	496	192	39	106	21	198	40

Source: Computed from data collected during Research

In response to “Whether working with NEP -2020 will be easier in comparison to the NPE- 1992” majority of respondents seem undecided as 28% teachers and 42% students did not comment on the question. On the average 49% teachers and 35% students feel that working with NEP 2020 will be easier where only 25% teachers and 22% students express the opposite view. The sentiment that working with NEP 2020 will be easier grows with the post the teachers held as the ratio for Professors is 80% where it is 82% Assoc. Professor and 46% for Asst. Professors. In the students segment both the gender have expressed the same sentiment. The sentiments of the respondents represent the earlier view as expressed in table No 2 above. The matter will become clearer in coming time with working with NEP 2020.

#### Table No 4

Representing respondents view on NEP leads to skill / overall development among students.

Particulars	No of Respondents	% Strongly Agree	%Agree	%Disagree	%Strongly Disagree	%Cannot say
NEP focus on overall development of students	496	27	11	17	02	43
NEP is subject oriented with skill	496	16	17	09	06	52

development						
NPE focuses on specialized learning	496	11	07	06	09	67
NEP will meet the industrial requirements	496	18	41	24	11	06
NEP is attracting to foreign students	496	22	46	06	22	04
Students have choice to select subjects from various disciplines	496	27	47	7	12	7
Total	496					

Source: Computed from data collected during Research

On the issue of personality development of students under NEP 2020 38% respondents feel that NEP 2020 will lead to overall development of students whereas only 19% deny it and 43% respondents are indecisive as 23% respondents strongly agree and 11% agree with the statement that “NEP focus on overall development of students” whereas 17% disagree and only 2% strongly with the statement.

The same sentiment has been expressed by the respondents when it come to matter that under “NEP 2020 it focuses on Specialised learning” as 67% respondents are un-decisive. Total 18% respondents either Strongly agree or Agree with the statement whereas 15% either disagree of strongly disagree with the statement.

On the issue of skill development under NEP 2020 majority of respondents (52%) do not have any idea whereas 33% support the view and only 15% deny it.

On the issue of employability of students under NEP 2020 majority of respondents express their view in favour of the statement “NEP will meet the industrial Requirements” as 59% of respondents either Strongly or agree with it whereas only 35% respondents reject the view point.

68% respondents feel that NEP 2020 will attract foreign students whereas only 28% hold the negative view on the point. It mean that if it happens the Indian Education industry will flourish and India will

became an education hub earning more foreign money and more employment to its people. Besides, it will help grow other sectors of the economy also.

Choice of the students was a major issue in previous education system on which the earlier education system was criticised for limited scope for the students for the selection of subjects. Once a student selects a stream of education it will have to select subjects from subjects available in that stream only. 74% respondents opine that under NEP "Students have choice to select subjects from various disciplines" whereas only 19% feel otherwise.

60%

The researcher tried also to find out the likely impact of NEP -2020 on business studies. For this purpose a set of questions was put before the student respondents, the result of which have been presented in the table below-

Table No 5

Response of students regarding commerce and Management studies.

Particulars	No of Respondents	% Strongly Agree	%Agree	%Disagree	%Strongly Disagree	%Cannot say
Commerce education is job oriented	406	40	21	8	7	24
Self-employment is easy for commerce students	406	27	49	14	7	3
Commerce syllabus needs revision to adjust recent development in industries and business	406	51	18	6	4	21
Commerce education will	406	29	41	16	9	5

develop with development of business and industries						
Total	406					

Source: Computed from data collected during Research

Majority of student respondents (61%) find the commerce and management study job oriented as 40% respondents strongly agree and 21% agree with the statement “Commerce education is job oriented” whereas, 24% respondents abstained from expressing their view by selecting “Cannot say” option .8% disagreed and 7% strongly disagreed with the statement making total 15% disagreement which is very negligible.

Sentiment of Self-employment avenues available has been supported by majority of respondents as 76% respondents either strongly agree or agree with the statement that “Self-employment is easy for commerce students” whereas only 21% respondents either disagree or strongly disagree with the statement with only 3% respondents abstaining from expressing the view point.

It is well established that the Indian economy is growing fast. It is now marching towards being 3<sup>rd</sup> largest economy in the world. For obtaining the view of students on the development of commerce and management education a question was asked from the respondents “Commerce education will develop with development of business and industries”, 69% of the respondents supported the statement as 41% being agree and 29% strongly agreeing to it, Whereas only 25% rejected the idea that commerce and management will grow with the economic development. 5% respondents did not express their view.

But majority of student feel that the course content for Commerce and management study needs revision as 51% strongly agree and 18% agree to the statement making the total 69% in favour of the revision of course content. Only 10% respondents seem to be satisfied with the course content as only 6% disagree and 4% strongly disagree with the statement. 21% respondents did not express their view.

**Critical Study of data:**

From Table No 2 it can be inferred from the analysis of data collected during research majority of students have no awareness of the NEP 2020 as in this university the NEP2020 has been implemented from 2023-27 academic session only as 79% of the students respondents have expressed their opinion in favour of their ignorance. The female students have reported more awareness of NEP 2020 in comparison to their male counterpart as the awareness ratio among female students is 36% whereas that of Male at 35%. 71% of Teachers have reported their awareness of NEP. Awareness of teachers grows

as their post goes up. 100% Professors 94% associate Professors and 63% Assistant Professors have reported their awareness about NEP.

Table No 3 presented as above shows that working with NEP will be easier as majority have reported their opinion in favour of the statement while majority of students are not decided on the matter. This confirms the status of students while expressing their awareness of NEP2020.

Table No 4 relates to skill development / overall development of students in NEP. Here also majority of students are un-decisive. It again confirms the earlier sentiment but ratio of students expressing their opinion in favour of NEP, in which all round development and skill development of students could be obtained, as in all the questions the ratio of students expressing their opinion in favour of NEP is greater than the against opinion.

Table No 5 relates to the core theme of study “whether Commerce and Management study will develop under NEP or not”. Majority of Students (61%) find the commerce and management education job oriented. 76% respondents find Self-Employment is easy for commerce students. 70% respondents are in favour of Commerce and Management education will develop with development of Business and Industries. On the basis of the above observations the Hypothesis that will find boost in NEP is accepted and the alternate Hypothesis “The NEP will have no impact on commerce education in India” is rejected.

### **Summary of conclusion and Suggestions:**

Education is the transmission of knowledge, skills, and character traits. The purposes of education relates to social inclusion, social justice, and human progress. It is necessary for sustainable development of the country and the society. Much importance was placed to Education in the Ancient India.

Education was imparted orally in Vedic period. Sanskrit was the medium of. “Pali” was introduced as the medium of instruction in Buddhist period. Teachers were paid much respect and Teaching was a holy work. Teaching was completely free and free from government interference. Arthashastra, Itihasa, Shilpashastra, Anviksiki, and Mimansa, were taught in Gurukuls. War studies, archery, and physical exercises were also the subjects taught to pupils. During Mughal Period education system resembled ancient Indian education to a great extent but British replaced ancient Indian Education systems with English one. With the acquisition of more territories and gaining control over administration and revenue they felt need for educating the Indians in English. Procurement of manpower in accordance to their need was the motive behind it. Later, the British started abolishing Gurukul system and paved the way for the linguistic and cultural transformation of the country. After Independence too the British system of Education was followed. On the recommendations of D S Kothari Commission, the Prime Minister

Indira Gandhi introduced the first National Policy on Education in 1968. In 1986, Prime Minister Rajiv Gandhi revised the education system and the 2<sup>nd</sup> education system was introduced. “Removal of disparities” and “equal educational opportunities” to women, Scheduled Casts and Scheduled Tribes were the theme objectives of the 2<sup>nd</sup> Education Policy. The third National Education Policy was introduced on twenty ninth July 2020 in the Prime Ministership Narendra Modi. It recommended “sweeping changes” in education arena. Indian education sector has been proposed to be opened to foreign universities. UGC and AICTE have been disassembled. Four-year multi-disciplinary undergraduate program has been introduced in higher education with multiple exit points for the students. NEP -2020 is considered as a paradigm shift in Indian education system. Like other education policies this policy will also impact the society in its way. In this paper a humble attempt has been made to draw the impact the National Education Policy 2020 on commerce and Management learning in the country. The study is purely empirical in nature. Data and information have been collected in various college of Veer Kunwar Singh University Ara Bihar. A questionnaire was put before the students and teachers of various colleges selected randomly to acquire the views of the students of Veer Kunwar Singh University, Ara with regard to their awareness about NEP- 2020. Whether” working with NEP -2020 will be easier”, “NEP leads to skill / overall development”, “applicability of NEP in various fields” and the “impact of NEP -2020 on Commerce and Management studies” have been the other area of concern for the researcher. During the study, it has been found that mostly the students are not aware of NEP 2020. Teachers have been found to have been aware of NEP -2020. The female students were found having more awareness of NEP than their male counterparts, though the difference between them was negligible. It has been found that the NEP is supposed to lead to overall development of Students because of having multidisciplinary nature and skill development. The students have reported that the commerce and management education will get boost in NEP and it will grow with industrial and Business development in the country. For the commerce and management education to become more popular among the students it has been suggested that the course content should be revised thoroughly.

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