

IMPACT OF NEP 2020 ON TEACHING AND LEARNING PRACTICES IN COMMERCE EDUCATION THROUGH A COMPARATIVE PEDAGOGICAL STUDY

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Abstract

The National Education Policy (NEP) 2020 will bring a radical reform agenda to the education sector in India with an emphasis on multidisciplinary education, learning through experience, incorporating digital learning, and competency-based assessment. This research focuses on how the NEP 2020 would affect teaching and learning activities in the field of commerce education through a comparison of the way pedagogical processes were conducted prior and after the policy was put in place. Descriptive and comparative research design is adopted and the data are gathered through 40 teachers of commerce and 160 students of commerce in higher secondary schools and undergraduate colleges using the structured questionnaires. The results show that there is a substantial change of learner-based practices to the use of ICT tools, learning activities, approach based on experience, interdisciplinary content and student involvement. Students also indicate enhanced concept clarity, applied knowledge, online learning experiences and assessment clarity. In spite of these positive changes the study has found that there are still some challenges that are persistent like lack of teacher training, poor ICT infrastructure as well as a challenge of switching rote-based evaluation system to analytical evaluation system. The study reveals that NEP 2020 has a positive impact on the field of commerce education, since it encourages modern interactive and skills-based teaching methods, but the implementation process should be sustained by institutional support and capacity building.

Keywords: NEP 2020, Commerce Education, Pedagogical Practices, Teaching–Learning Process, ICT Integration, Student Engagement.

1. INTRODUCTION

In India, commerce education is very important because it equips the students to achieve their careers in the field of business, finance, accounting, and entrepreneurship. Conventionally, teaching learning practice in commerce is largely dependent on theoretical lessons, rote learning, and pedagogy of teachers. This can usually reduce the capability of students in practicing the concepts in real life hence establishing a gap between what a student would learn in school and what the industry would need. Due to the acute pace of technological progress, globalization, and the changing skills requirement, the quality of commerce education demands the transition to more experience-driven, skill-focused, and student-oriented teaching strategies.

National Education Policy (NEP) 2020 proposes a radical vision of the Indian education system, focusing on the holistic and multidisciplinary learning, digital literacy, competency-based testing, and the ability to design the curriculum in a flexible manner. In the case of commerce education, NEP 2020 encourages activity-based learning, conceptual clarity, analytical thinking, financial literacy, entrepreneurial skills and practical exposure in form of projects, internships and case studies. The policy is also promoting the adoption of technology, blended learning settings and continuous assessment systems to render learning to be meaningful and application-based.

With institutions in India starting to implement reforms that are aligned to NEP 2020, it is necessary to comprehend the effects that these changes have on real teaching and learning among students. This paper thus aims to provide a comparative research of the pre-implementation and post-implementation of NEP 2020 in approaches to pedagogy to assess its impact on commerce education. It also analyzes how teachers and students perceive the effectiveness of NEP-driven changes, what major changes were made, and what challenges were encountered in the process.

Comparing the traditional practices with NEP-inspired pedagogical practices, this paper gives an empirical information regarding the scope of the NEP 2020 to improve teaching quality, learning results, and engagement in commerce education. The results will help to better understand the practical implications of the policy and assist educators, policymakers, and institutions in improving the implementation process.

1.1.Objectives of the Study

- To compare pre-NEP and post-NEP teaching and learning practices in commerce education.

- To assess the impact of NEP 2020 on pedagogical effectiveness, student learning outcomes, and classroom engagement.
- To identify the major challenges faced by teachers and institutions in implementing NEP 2020 reforms.

2. LITERATURE REVIEW

Jain et al. (2023) organized a comparative study which estimated the effect of NEP 2020 on the institutions of higher learning through questions of what changes occurred in pedagogical, structural, and administrative changes between the pre-implementation and post-implementation of the policy. Their results showed that NEP 2020 had a considerable positive impact on the institutional flexibility, adoption of digital learning, and multidisciplinary practices, but issues associated with infrastructural constraints and faculty preparedness persisted. The researcher presented solid empirical results that indicated that changes in educational institutions towards student-centered learning environments occurred following the introduction of the policy.

Swargiary (2023) conducted a historical and comparative study of the policies in education in India, with a trace back to the previous models to the NEP 2020. The paper has raised the issue of how NEP 2020 has deviated its traditional models of policies by focusing more on whole person learning, skills and integration of technology. The work of Swargiary proved that NEP 2020 was more compatible with modern educational trends in the world and strived to make the Indian education more competitive and inclusive. It was also highlighted that the analysis that the policies of the past did not seek to be multidisciplinary as NEP 2020 did.

Dhara (2024) examined how non-commerce students tend to prefer taking commerce since NEP 2020 influence. The research found that flexibility provided by NEP like multidisciplinary course options, credit transfer and vocational features influenced the students who did not have a commerce background to take courses related to commerce. According to Dhara, the results of NEP 2020 have expanded academic mobility of students and have opened up new opportunities to study commerce education, and consequently made it more attractive to students in other disciplines.

Mohanty (2019) conducted a comparative study of NEP 2020 and National Policy on Education (NPE) 1986/92. The paper established that NPE 1986/92 mainly addressed the aspects of access, equity, and basic

educational reforms whereas NEP 2020 focused on competence-based learning, digitalization, and global competitiveness. The analysis by Mohanty also indicated that NEP 2020 had more detailed structural reforms that encompassed flexibility in curricular and integration of skills in curricular with reforms in assessment, as compared to previous policies. This comparison has put into focus the changes in the educational priorities in India with time.

3. RESEARCH METHODOLOGY

3.1. Research Design

The research design used in the study is descriptive and comparative whereby the authors will explore the effects of NEP 2020 on the teaching and learning practices in commerce teaching. The descriptive design is used in the evaluation of the current teaching practices whereas the comparative design will allow a systematic comparison between pre-NEP teaching practices and the teaching practices after the use of NEP. These methodologies are a combination that can offer quantitative and qualitative data regarding the transformations of NEP 2020.

3.2. Population and Sample

The study population consists of commerce teachers and commerce students of higher secondary schools and undergraduate colleges where NEP 2020 changes are being introduced.

The respondents that are selected through a purposive sampling method are those who are actively engaged in teaching and learning of commerce.

The study population will include:

- **Commerce Teachers:** 40
- **Commerce Students:** 160
- **Total Respondents:** 200
- **Institutions Covered:** Government, private, and aided higher secondary schools and colleges

The sample size is a variety of educational environments hence making the results more reliable.

3.3. Data Collection Tools

Structured questionnaires serve as the primary tools for data collection. Two separate questionnaires are designed for teachers and students.

a) Teacher Questionnaire

It includes items related to:

- Pedagogical practices before and after NEP 2020
- Use of ICT and digital tools
- Application of activity-based and experiential learning
- Challenges in implementing NEP strategies

b) Student Questionnaire

It contains items on:

- Effectiveness of teaching after NEP 2020
- Practical understanding and skill development
- Experience with digital and interactive learning
- Perceptions of assessment transparency

All items use a 5-point Likert scale, along with open-ended questions for qualitative feedback.

3.4.Data Collection Procedure

The data is gathered both in an offline (printed questionnaires) format and online (Google Forms) format, based on the availability of respondents. Informed consent is obtained by providing the participants with information on the nature of the study.

Ethical issues such as confidentiality, anonymity, and voluntary participation are strictly adhered to.

3.5.Data Analysis Techniques

The obtained data are discussed by quantitative and qualitative methods.

Quantitative Analysis

- Then descriptive statistics are applied (mean, percentage and frequency).
- The comparative analysis is conducted in order to assess the shifts in the pedagogical practices prior to and following NEP 2020.
- The presentation of results is in table and interpretation forms.

Qualitative Analysis

The analysis of open-ended responses is based on the thematic analysis that reveals recurring patterns and challenges mentioned by teachers and students.

4. RESULTS AND DISCUSSION

In this section, the key findings of the study are reported and their implications discussed by comparing the pre-NEP and post-NEP teaching and learning practices in the field of commerce education.

Table 1: Comparison of Pedagogical Practices Before and After NEP 2020

Pedagogical Practice	Pre-NEP 2020 (Mean Score)	Post-NEP 2020 (Mean Score)	Change
Use of ICT tools	2.1	4.3	+2.2
Activity-based learning	2.4	4.1	+1.7
Experiential learning (projects, case studies)	2.2	4.0	+1.8
Student participation	2.8	4.5	+1.7
Use of interdisciplinary content	1.9	3.9	+2.0

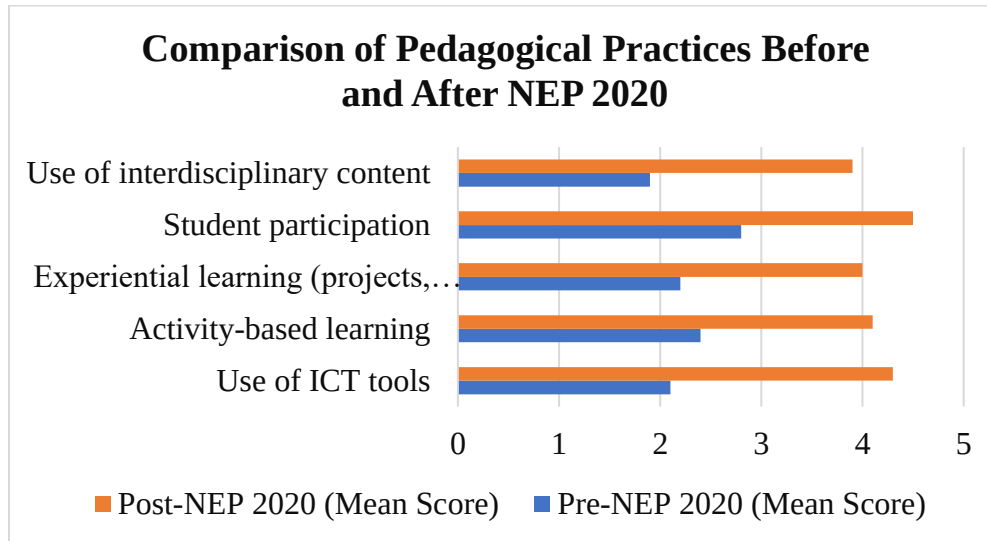


Figure 1: Comparison of Pedagogical Practices Before and After NEP 2020

Table 1 shows that, NEP 2020 has made a significant difference in pedagogical approaches to the field of commerce education. Prior to NEP 2020, the majority of approaches to teaching were moderately conventional and characterized by little application of ICT tools, little experiential learning, and little interdisciplinary content. Nonetheless, the post-NEP means scores show a significant increase in all the parameters. The application of ICT tools is increasing the most (+2.2) this indicates that the policy has a high focus on the digital integration in the classrooms. There is also a great increase in experiential learning and interdisciplinary teaching which denotes a change towards practical, real-world, holistic learning methods. Also, the student involvement and activity-based learning were both enhanced significantly, showing the shift in teacher-centered to the learner-centered pedagogy. All in all, there is a general indication that NEP 2020 has been effective in promoting more dynamic, interactive and technological-enabled commerce teaching practices.

Table 2: Student Perception of Learning Effectiveness After NEP 2020

Learning Parameter	Pre-NEP Satisfaction (%)	Post-NEP Satisfaction (%)
Conceptual clarity	52%	81%
Practical understanding	45%	78%
Digital learning experience	38%	85%

Skill development	41%	72%
Assessment transparency	55%	80%

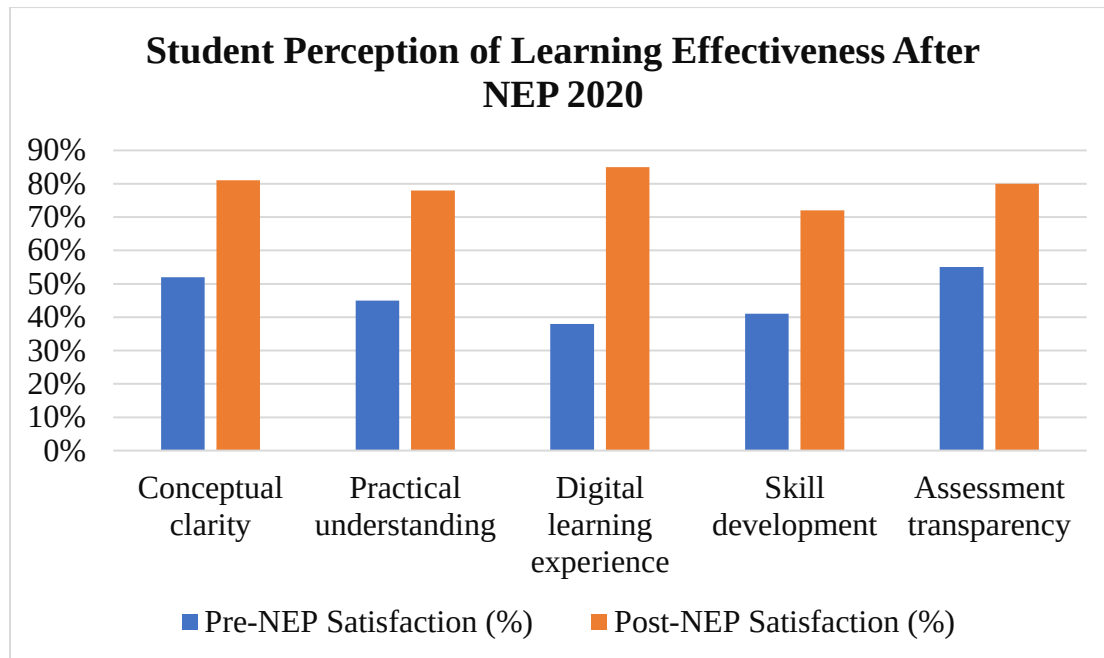


Figure 2: Student Perception of Learning Effectiveness After NEP 2020

Table 2 also indicates that the perception of students concerning the effectiveness of learning has been improved significantly after the adoption of NEP 2020. In all the parameters, the level of satisfaction improved significantly, which confirms the beneficial nature of NEP-based reforms on the learning environment. It has also been seen that conceptual clarity and practical understanding have increased significantly and this is an indication that the movement towards activity-based, experiential, and competency-based teaching methods has made students have improved capability of acquiring and applying concepts. Digital learning experience has experienced the biggest change and has increased to 85% compared to 38% as an indication of the heightened incorporation of ICT tools, online platforms, and technology-based learning. The level of skill development and transparency in assessment also increased, which means that the focus of NEP 2020 on the holistic development of skills and the use of results-oriented assessment is being achieved successfully. The table shows that NEP 2020 has contributed to the

enhancement of the learning process of the students greatly, making the process more appealing, more evident, and closer to the real-life skills.

Table 3: Challenges Faced in Implementing NEP 2020 in Commerce Education

Challenge	Teachers Reporting (%)
Lack of adequate training	64%
Insufficient ICT infrastructure	59%
Time constraints in covering syllabus	48%
Limited availability of practical resources	52%
Difficulty in shifting from rote to analytical evaluation	46%

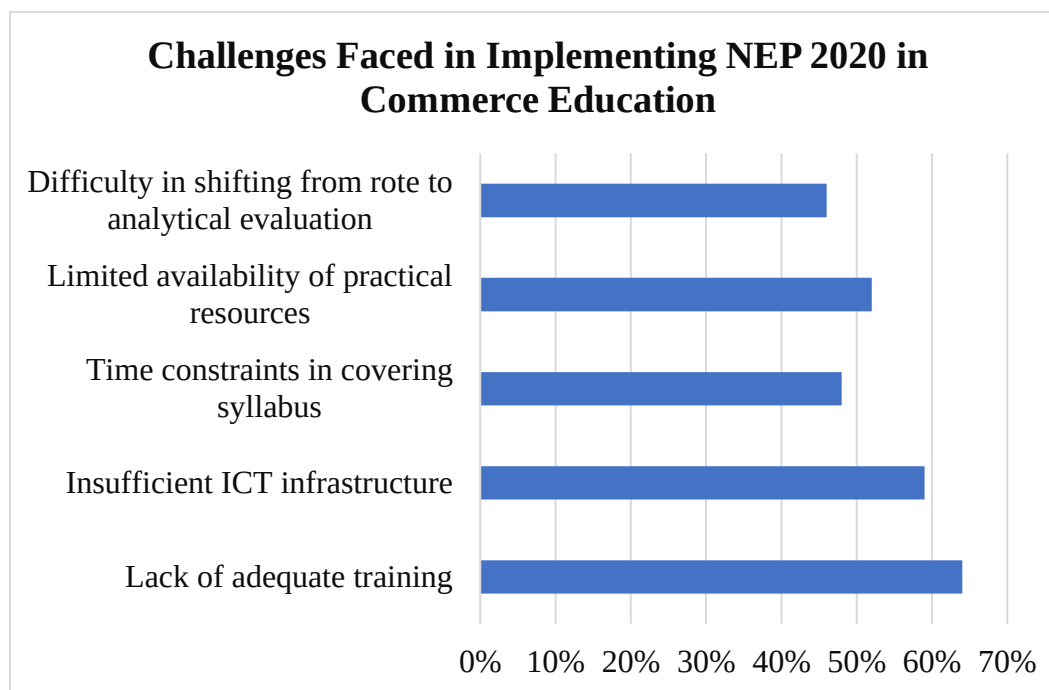


Figure 3: Challenges Faced in Implementing NEP 2020 in Commerce Education

As Table 3 shows, although NEP 2020 has brought in progressive pedagogical changes, the implementation process of the given reforms in the field of commerce education has a number of significant challenges. The greatest concern expressed by educators is insufficient training (64%), meaning that a good number of

teachers do not consider themselves prepared enough to implement new practices in terms of competency-based evaluation, online learning, and practical teaching. Lack of adequate ICT infrastructure (59%) also affects the proper integration of technology-driven learning that is one of the major elements of NEP 2020. Few practical resources (52%) and lack of time to undertake the expanded and more interactive syllabus (48%), are also a major challenge to a significant number of teachers. Also, 46 percent complain that they struggle to move away the traditional rote-based assessment to an analytical and outcome-based assessment. The table indicates that NEP 2020 has a good pedagogical potential, but its effectiveness is mainly based on better-trained teachers, better infrastructure, and support of the institutions to overcome the barriers of operations and the structure.

5. CONCLUSION

The results of this research openly reveal that NEP 2020 produces a significant and positive effect on teaching and learning activities in the field of commerce education. The pre-NEP and post-NEP pedagogical methods are comparatively analyzed and it is evident that traditional theory-based learning was replaced by pupil-centered, technology-rich, and skills-oriented learning. There is an increased use of activity-based learning, experiential learning, interdisciplinary learning content, and digital learning devices by teachers leading to better classroom learning and more meaningful experiences in learning. According to the students, there is an increased amount of conceptual knowledge, practical skills, digital skills, and being transparent in assessment following the introduction of NEP 2020. Nonetheless, even though these results are positive, there are a number of issues that still impede full achievement of the policy objectives which include lack of teacher training, lack of ICT infrastructure, and challenges during transition to competency-based assessment. Hence, professional development, resource improvement, and institutional encouragement should be pursued throughout the time to make NEP 2020 implementation more effective. In general, the paper finds that NEP 2020 has a great potential of changing the nature of commerce teaching and make it more relevant to the modern academic and industry demands.

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