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A STUDY ON THE INCLINATION OF NON-COMMERCE STUDENTS TOWARDS ADHERANCE OF COMMERCE EDUCATION IN THE LIGHT OF NATIONAL EDUCATION POLICY, 2020

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Abstract

Education could be defined as a continuous process of gathering knowledge, values, and skills that makes any individual self-sufficient and employable. It is the constant hunt made by any individual in not only gathering but also to disseminate knowledge for the benefit of self but also to society at a large. It is a way of acquiring knowledge both in terms of formal and informal learning's, practical experiences like interactions, class room learning's etc. The history of education system in India began right from the Gurukul system of learning and finally metamorphosising into modern learning in school, colleges, universities to meet the changing needs and demands of the society. In this research paper we tried to highlight the impact of NEP, 2020 on modern career driven education system which will enable the present generation in getting the employment as per the global requirement.

Keywords: National Education Policy 2020, NEP, Commerce, Management.

Introduction

With globalization and liberalisation a prospective customer of any company cannot be limited within a boundary rather each and every company focuses on attaining market share at a global level .With this purview the companies are day to day re developing their research and development processes, financial structure, marketing strategy etc. In order to cater the need of the prospective student for helping them to match their skill and potency at the global level various education policy was formed in India soon after the independence.

The first National Policy on Education of independent India was formed in the year 1968 under the leadership of then Prime Minister Indira Gandhi with the major objective to ensure free and compulsory

education to all children up to the age of 14, equal education policy to all marginalised sectors of the society, development and integration of science and technology in the curriculum etc.

The second National Policy on Education was formed in the year 1986 which got later amended in the year 1992 with the major highlight focussing on education for girls and children with dis-abilities and to provide inclusive education. The policy also lead to the formation of Anganwadi centres and integrated child development programmes. The policy later got amended in the year 1992 to align with the gaps of global liberalisation and focusing more on Public-private Partnership.

After different experimentation, the new version of National Education Policy

(NEP) was formed by the approval of the Union Cabinet of India on July 29, 2020. The primary objective of its formation is to meet the needs and requirements of the modern education system and the challenges faced by the education system in the 21st century.

The NEP, 2020 will cater to the fulfilment of the needs of the education system basically in four tiers-

I. School Education (generally constitutes early childhood education, curriculum and pedagogy at school, accreditation for schools to name a few.)

II. Higher Education (constitutes quality level of education at colleges and universities, multidisciplinary education, vocational education etc.)

III. Professional Education (constitutes professional education, adult education, Indian art and culture etc.)

IV. Implementation & Funding (generally includes the implementation of the laid down policies to be adopted at different tiers, necessary requirements, apportionment and allocation of funds for quality and affordable education etc.)

The key aspects of NEP, 2020 are laid down below.

1. To promote holistic development and individual skills of each student by motivating and equipping not only teachers but also the parents.
2. Aims to achieve foundational literacy and numeracy of all students at grade 3.
3. Imbibing flexibility in the learning process for students so that they can independently choose the subjects and streams based on their interest, knowledge and ability.
4. Bridge the differentiators among the learning streams: arts and sciences, curricular and extra-curricular activities, vocational & academic streams etc.
5. To promote unity and integrity of the knowledge system, multidisciplinary mode of education implemented across science, arts, sports, and more emphasis is given on conceptual thinking and learning methods.
6. To promote critical thinking and logical solving skills.
7. Indulging ethics and cultural values to the modern education system like empathy, cleanliness, respect for public property, scientific temper, etc.
8. Establishing synergy across various levels of education, right from early childhood to higher

education.

As the topic is totally new to the researcher, efforts were made to learn and understand the inclination of the students, more specifically the commerce students towards adherence to the New Education Policy, 2020. There is an untold story behind this which is never officially documented in any place, but as a commerce teacher we were very worried where all the compliances fixed up by NEP, 2020 for the institutions, teachers, and specially the students could be complied with the commerce student or not. In commerce academia we as a student gained the knowledge of rationality, accountability, objectivity, adherence to the principles and above all standardisation, these things are totally present in the NEP, 2020 but the problem is that the technical jargons like major and minor courses, MDC's, internship, degree with or without research etc., are completely new to the commerce students and unlike other streams commerce follows a continuity of subjects over the semesters. For example the subject taxation is taught in three separate semesters under the title direct taxation, indirect taxation and tax planning and management. Whether the perception of the present generation of the students is matching with this concept or there is a mismatch could only be found out from a comprehensive empirical primary data based, exploratory and conclusive research study.

Brief Review of Literature

Mahanish Panda (2021) in his study **ROLE OF NATIONAL EDUCATION POLICY (NEP) IN MANAGEMENT STUDIES: A BRIEF INSIGHT** tried to portray the overview of the policies of NEP, 2020 and how NEP, 2020 will play a major role in the field of management education. The researcher concluded that as per NEP, 2020 multidisciplinary education will be set up in the institutions aligning with the IIT's and IIM's will boost the management curriculum even at the schools, colleges, universities, etc. The introduction of NPST (National Professional Standards for Teachers) will help in creating more efficient teachers in the management field. The study has also identified that though there are exits at multiple levels, still a BBA and MBA graduate needs to study the entire curriculum, as early leave will not make the student market ready. Strong infrastructure should also be set up with joint

collaboration of both central and state government.

Prof. Sumant L. Wachasundar and Dr. Jaspal Gidwani (2022) has published a research paper titled **AN EMPIRICAL STUDY ON IMPLEMENTATION OF NEP-2020 IN COMMERCE AND MANAGEMENT DISCIPLINE OF RTM NAGPUR UNIVERSITY**. The primary objectives of the study are to examine how NEP 2020, will affect management and commerce disciplines and to recommend institutes in accordance with the curriculum and NEP guidelines. The study highlighted how NEP 2020, will affect business and management. Out of the 100 respondents' 84 students are aware of NEP, 2020. the chi-square test demonstrated that NEP, 2020 will have a significant impact on the stakeholders in the business and management fields. The NEP, 2020 directs the curriculum that will cater the industrial demand both at national and international level.

Dr. Amruta Pawar & Dr. Sharad Phulari (2022) in their work titled **A STUDY ON AWARENESS ABOUT THE IMPACT OF NATIONAL EDUCATION POLICY - 2020 AMONG THE STAKEHOLDER OF COMMERCE AND MANAGEMENT DISCIPLINES** tried to **portray the** preciseness of the NEP, 2020 and its impact on Commerce and Management discipline and also to compare the end result of existing education policy and NEP, 2020. Both Primary and Secondary data were collected for the study where the primary data is collected through structured questionnaire and secondary data is collected from various websites, journals, research publications etc. A convenient sampling technique is adopted with the sample size of 100 respondents from academic establishments in Bangalore. As per the hypothesis framed by the researcher, the study rejected the null hypothesis and accepted the alternate hypothesis with the help of chi-square measure, claiming that there is an important impact of NEP, 2020 on commerce and management discipline. The comparative study on the present NEP and NEP, 2020 has stated the drawbacks of the present education policy.

Mridul Madhav Panditrao & Minnu Mridul Panditrao (2023) has published a research article titled **NATIONAL EDUCATION POLICY 2020: WHAT IS IN**

IT FOR A STUDENT, A PARENT, A TEACHER, OR US, AS A HIGHER EDUCATION INSTITUTION / UNIVERSITY. The major objective of the study is to portray the aims, vision, issues, principles, challenges and solutions of NEP, 2020 than that from education policy of 198 and how well it is to be accepted by the various institutions, teachers, parents and students. The suggestions of the researcher has been segregated into three dimensions viz. School education, Higher education, Other key areas NEP 2020 is a noble effort by GOI and it starts at the grass root from school level, then it goes through graduate level and even higher level of education. It is also described as multidisciplinary, holistic and broad based education system. More Emphasis is given on vocational education and made major reforms like traditional 10+2 system is replaced with 5+3+3+4 system. At university level single stream is transformed into multidisciplinary systems.

Sourav Bandopadhyaya, Nandini Rooj & Dr. Arnab Kumar Dutta (2023) has published a paper titled **PARADIGM SHIFT IN HIGHER EDUCATION PROPOSED BY NEP 2020: A HUMANISTIC APPROACH**. The study concluded that the education leaders, administrators must shift their thinking that student cannot create learning goals and study their own. It is the primary responsibility of the teacher to inculcate a learning atmosphere and then the student can learn from the repository databases, internet, etc. Different higher education institutions must encourage self-directed learning approach.

Objectives of the Study

Based on the above-mentioned literature review, the following objectives are being found pertinent:

1. To have an overview of the National Education Policy, 2020.
2. To study the socio-demographic profile of the non-commerce students.
3. To identify the key factors influencing the inclination of non-commerce Students from different colleges in North 24 parganas district towards Commerce education.

Research Methodology

Nature of Data - The required primary data was collected through a structured questionnaire featuring both open ended and closed-ended questions based on first-hand

experiences. Initially, demographic questions were posed, followed by dichotomous and multiple-choice questions, 5-point Likert scale questions, and concluding with open questions for suggestions or comments.

Method of Sampling – Convenience and Judgemental sampling were employed to collect data from 200 respondents from North 24 Parganas general degree colleges affiliated to West Bengal State University.

Structure and Contents of Questionnaire - The questionnaire was divided into three sections – Part A, Part B, & Part C.

Part A of the analysis comprised the demographic profile of the respondents, including name, age, gender, religion, caste, marital status, hometown (including state), and contact number, email ID, educational qualifications etc.

Part B of the analysis dealt with research-based questions addressing the knowledge of the respondents regarding the new education policy and the factor which will guide a non-commerce faculty council student to opt for commerce subjects as a part of MDC.

Part C of the analysis focused on Exploratory Factor Analysis performed through Principal Component Analysis (PCA) with varimax rotation.

Section-A analysed residential profile-related questions such as name of the respondent, Age, Gender, Religion, Caste, Marital status, home town (including states), Contact no, Email I'd etc. (turned into variables afterwards). The tools used here are mainly Frequency Distribution Tables and Descriptive Statistics.

Section-B analysed the questions related to the awareness regarding the new national education policy which generally contains the questions like Are you aware of the new National Education Policy, 2020? Did you notice any changes in the curriculum system from the previous, after the implementation of

new education policy? , Do you believe that the new NEP, 2020 will curtail the dropout rates? , Do you believe that the new NEP, 2020 will ensure universal access to education at all levels? , Do you believe that the new NEP, 2020 will provide better career management opportunities and progression? Etc.

Section-C analysed the research-specific questions which were asked to the respondents through fill-in structured questionnaires measured in Likert's 5-Point Scale and the specific tools used here for analysis are mainly frequency distribution and frequency tables, prepared through Microsoft Excel and SPSS 25.

Data Analysis.

Reliability Test

After conducting a Reliability Statistics test in SPSS 25, the Cronbach's Alpha based on standardized items is found to be 0.869 (Shown in Table 1.1), which proves the reliability of the questionnaire and data.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.868	26

Source: Data compiled through SPSS.

Validity Test

Again, for validity test, Friedman's Test and Tukey's Test is conducted. In statistical terms, Tukey's Test for Non-additivity, named on John Tukey, is an approach used in two-way ANOVA (regression analysis, involving two qualitative factors) to assess

whether the factor variables are additively related to the expected values of the response variable. The Turkeys test for no additivity is found to be significant which approves that there are no fake values in the data set.

ANOVA with Tukey's Test for Nonadditivity							
		Sum of Squares	df	Mean Square	F	Sig	
Between People		606.752	199	3.049			
Within People	Between Items	185.913	25	7.437	3.865	.000	
	Residual	Nonadditivity	27.754 ^a	1	27.754	14.463	.000
		Balance	9544.679	4974	1.919		
		Total	9572.433	4975	1.924		

Total	9758.346	5000	1.952	
Total	10365.098	5199	1.994	

HOTELLING'S T-SQUARED TEST

Hotelling's T-Squared Test				
Hotelling's T-Squared	F	df1	df2	Sig
77.005	2.709	25	175	.000

After Turkeys One degree of Freedom Test and Hotelling's T-Squared Test found to be significant and thereafter, Intraclass Correlation Coefficient was also calculated as follows

Intraclass Correlation Coefficient

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.022 ^a	.012	.035	1.585	199	4975	.000
Average Measures	.369 ^c	.236	.489	1.585	199	4975	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Test for Normality One-Sample

Kolmogorov-Smirnov Test

The Kolmogorov– Smirnov test can be used to serve as a goodness of fit test. In the special case of testing for normality of the distribution, samples are reliable and associated with a standard normal distribution. The result of one-sample KS Test was found to be .000, i.e., significant, implying that although convenience sampling was adopted

as a method of sampling, but the dataset followed normal distribution.

SECTION-A: ANALYSES RELATING TO DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Age of the Respondents

The age of the respondents, collected from the primary data survey with the help of a structured questionnaire, is being presented through the following table:

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16-18 years	8	4.0	4.0	4.0
	19-21 years	39	19.5	19.5	23.5
	22-24 years	58	29.0	29.0	52.5
	above 24 years	95	47.5	47.5	100.0
	Total	200	100.0	100.0	

The data depicts that majority of the respondents are belongs to the age group of above 24 years and the correct importance of MDC in the light of NEP 2020 is to be gauged by them.

Gender of the Respondents

The gender of the respondents, collected from the primary data survey with the help of a structured questionnaire, is being presented through the following table:

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	85	42.5	42.5	42.5
	Female	115	57.5	57.5	100.0
	Total	200	100.0	100.0	

The data depicts that out of 200 respondents majority of the respondents are female bearing a total of 115 out of 200 and rest 85 are male respondents bearing a percent of 57.50 percent as of females and 42.50 percent as of males.

Marital Status of the Respondents

The marital status of the respondents, collected from the primary data survey with the help of a structured questionnaire, is being presented through the following table:

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	122	61.0	61.0	61.0
	Married	78	39.0	39.0	100.0
	Total	200	100.0	100.0	

The data depicts that most of the respondents are single and that of 122 out of 200 respondents and 78 are respondents who are

not married, bearing a valid percentage of 39 percent.

Educational Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under graduate	95	47.5	47.5	47.5
	Post graduate	64	32.0	32.0	79.5
	Professional Course	41	20.5	20.5	100.0
	Total	200	100.0	100.0	

Educational Qualification of the Respondents

The data depicts that out of the 200 respondents 95 respondents are undergraduate who are the first in the upper education level to face the implementation of

MDC through new NEP 2020 .64 respondents are pursuing post grad and 41 respondents belongs to the professional courses.

Present faculty council of the Respondents

Present Faculty Council					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty council of Science	92	46.0	46.0	46.0
	Faculty council of Arts	108	54.0	54.0	100.0
	Total	200	100.0	100.0	

As the study focuses on finding the factors inhibiting to the pursuance of commerce education, so the primary data required for the study is to be from the students from the faculty council other than commerce.92

respondents are from faculty council of science and 108 respondents are from the faculty council of arts/humanities.

Residential Area					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	87	43.5	43.5	43.5

Semi-Urban	57	28.5	28.5	72.0
Rural	56	28.0	28.0	100.0
Total	200	100.0	100.0	

Residential Area of the Respondents

The data depicts that majority of the respondents are from urban area i.e. 87 respondents out of 200, 57 respondents are from semi-urban area and 56 respondents are from rural area. The location of the respondents will definitely help the policy

makers in building and strengthening the NEP 2020 even at a deeper level.

SECTION-B: ANALYSES RELATING TO RESEARCH-SPECIFIC QUESTIONS
Awareness regarding the new National Education Policy, 2020

Are you aware of the new National Education Policy, 2020					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	182	91.0	91.0	91.0
	No	18	9.0	9.0	100.0
	Total	200	100.0	100.0	

The data depicts that 91 per cent of the respondents are aware about the new NEP 2020 whereas very negligible are unaware of the NEP 2020.

Observance of the changes in the curriculum system from the previous, after the implementation of new education policy

Did you notice any changes in the curriculum system from the previous, after the implementation of new education policy?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	169	84.5	84.5	84.5
	No	15	7.5	7.5	92.0
	Not Sure	16	8.0	8.0	100.0
	Total	200	100.0	100.0	

The data depicts that 84.5 per cent of the respondents have said yes regarding the changes in the curriculum system i.e. 169 out of 200 respondents and 15 have said NO and the remaining of 16 are not in the position to distinguish any.

of variables into smaller number of factors and at the same time preserving most of the statistical information. In order to carry out Principal Component Analysis to identify the factors which have effect on decision making regarding viral marketing the **Twenty Six (26) variables are extracted into eleven (11) exploratory factors** which explain **59.730% of the total variance.**

Principal Component Analysis for Exploratory Factor Analysis.

Principal Component Analysis (PCA) is a method of reducing large number

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.250	8.652	8.652	2.250	8.652	8.652	1.762	6.776	6.776
2	1.770	6.808	15.460	1.770	6.808	15.460	1.569	6.033	12.809
3	1.603	6.167	21.627	1.603	6.167	21.627	1.469	5.650	18.459
4	1.422	5.468	27.095	1.422	5.468	27.095	1.419	5.456	23.915
5	1.416	5.447	32.541	1.416	5.447	32.541	1.410	5.423	29.338
6	1.348	5.186	37.727	1.348	5.186	37.727	1.366	5.254	34.592
7	1.234	4.746	42.474	1.234	4.746	42.474	1.352	5.201	39.793

8	1.191	4.580	47.054	1.191	4.580	47.054	1.327	5.102	44.895
9	1.149	4.421	51.474	1.149	4.421	51.474	1.298	4.994	49.889
10	1.104	4.248	55.722	1.104	4.248	55.722	1.290	4.961	54.850
11	1.042	4.008	59.730	1.042	4.008	59.730	1.269	4.880	59.730
12	.984	3.784	63.514						
13	.960	3.692	67.206						
14	.935	3.597	70.802						
15	.850	3.270	74.072						
16	.805	3.096	77.168						
17	.760	2.922	80.090						
18	.710	2.731	82.821						
19	.693	2.665	85.486						
20	.654	2.515	88.001						
21	.632	2.430	90.431						
22	.589	2.266	92.697						
23	.540	2.076	94.772						
24	.516	1.985	96.757						
25	.472	1.817	98.574						
26	.371	1.426	100.000						

Extraction Method: Principal Component Analysis.

FACTOR 1:

The multiple regression equation for this variable “**Entrepreneurial and Career Objective**” is greater than 1 and is

$$\beta 1 = 0.693 X_{32} + 0.763 X_{33} + 0.502 X_{34} \dots\dots\dots (i)$$

FACTOR 2:

The multiple regression equation for this variable “**Advancement in career**” is greater than 1 and is

$$\beta 2 = 0.679 X_{17} + 0.723 X_{19} \dots\dots\dots (ii)$$

FACTOR 3:

The multiple regression equation for this variable “**Professional acumen and Legal knowledge**” is greater than 1 and is

$$\beta 3 = 0.648 X_{21} + 0.593 X_{31} + 0.523 X_{38} \dots\dots\dots (iii)$$

FACTOR 4:

The multiple regression equation for this variable “**Generation of own business mind-set**” is greater than 1 and is

$$\beta 4 = 0.760 X_{15} + 0.609 X_{16} \dots\dots\dots (iv)$$

FACTOR 5:

The multiple regression equation for this variable “**Proficiency in making professional**

team at the workplace” is greater than 1 and is

$$\beta 5 = 0.724 X_{20} \dots\dots\dots (v)$$

FACTOR 6:

The multiple regression equation for this variable “**Ability in problem solving by able to properly manage men, money and material**” is greater than 1 and is

$$\beta 6 = 0.750 X_{22} + 0.570 X_{25} \dots\dots\dots (vi)$$

FACTOR 7:

The multiple regression equation for this variable “**Better communication skill with foreign clients and wide array of career opportunities**” is greater than 1 and is

$$\beta 7 = 0.652 X_{23} + 0.665 X_{36} \dots\dots\dots (vii)$$

FACTOR 8:

The multiple regression equation for this variable “**Ability to work as auditor, tax consultant etc.**” is greater than 1 and is

$$\beta 8 = 0.796 X_{30} \dots\dots\dots (viii)$$

FACTOR 9:

The multiple regression equation for this variable “**Ability to properly manage human resource, human planning and can**

systematically recruit, select etc.” is greater than 1 and is

$$\beta_9 = 0.750 X_{39} \dots\dots\dots(ix)$$

FACTOR 10:

The multiple regression equation for this variable “Proper management of various risks of the organization like business risk, financial risk etc.” is greater than 1 and is

$$\beta_{10} = 0.644 X_{28} + 0.750 X_{35} \dots\dots\dots(x)$$

FACTOR 11:

The multiple regression equation for this variable “Managing proper personal finance and building leadership qualities” is greater than 1 and is

$$\beta_{11} = 0.829 X_{18} + 0.508 X_{27} \dots\dots\dots(xi)$$

Conclusion

The study reveals several key insights into the impact of the National Education Policy (NEP) 2020 on the inclination of non-commerce students towards commerce education, highlighting various demographic, academic, and perceptual factors. Firstly, the age distribution of respondents indicates that the youngest age group (16-18 years) comprises only 4% of the sample, suggesting that the impact of MDC in the light of NEP 2020 is minimal for this age group. In contrast, older age groups, specifically those aged 22-24 years (29%) and above 24 years (47.5%), show higher engagement, indicating that the policy's implementation may need to be more inclusive of younger students to enhance their interest and participation.

Gender analysis shows a higher proportion of female respondents (57.5%) compared to male respondents (42.5%), indicating a stronger interest or engagement among females regarding commerce education under NEP 2020. This could reflect broader educational trends and gender dynamics influencing academic preferences. The marital status of respondents reveals that a majority are single (61%), while 39% are married, highlighting potential differences in motivations and challenges faced by these groups in their educational pursuits.

The educational qualifications of respondents indicate that undergraduates form the largest group (47.5%), experiencing the direct impact of MDCs under NEP 2020. This is followed by postgraduate students (32%) and those enrolled in professional courses

(20.5%). This distribution underscores the need for tailored support and resources to facilitate smooth transitions and adaptations, especially for undergraduates. The study focuses on non-commerce students, with 92 respondents from the science faculty and 108 from the arts/humanities faculty. This distribution highlights the interdisciplinary approach of NEP 2020 and the importance of understanding the unique challenges and opportunities faced by these students when considering a shift to commerce education.

Residential area analysis reveals that the majority of respondents are from urban areas (43.5%), followed by semi-urban (28.5%) and rural areas (28%). This diversity is crucial for policymakers to address regional disparities and ensure that NEP 2020 effectively reaches and benefits students from different backgrounds and locations. Awareness of NEP 2020 is high among respondents, with 182 being familiar with the policy. This indicates successful dissemination of information, although efforts are needed to reach the minority who remain unaware to ensure comprehensive understanding and engagement.

Most respondents (84.5%) acknowledge changes in the curriculum post-NEP 2020 implementation, confirming the policy's tangible impact on educational content and structure. Principal Component Analysis (PCA) identified eleven critical factors influencing decision-making regarding viral marketing, including entrepreneurial and career objectives, advancement in career, professional acumen, and more. These factors explain 59.73% of the total variance, providing a robust framework for understanding the diverse motivations and challenges faced by students.

Finally Principal Component Analysis is used to identify the factors which have effect on decision making regarding the inclination of students towards commerce education the **Twenty Six (26) variables are extracted into eleven (11) exploratory factors** which explain **59.730% of the total variance**. The rotated component matrix has been developed with Principal Component Analysis as extraction method and Varimax with Kaizer normalization.

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