Teachers' Psychology Towards the Adoption of National Education Policy (NEP) 2020 - With Reference to Management Institutes

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Abstract

This research paper explores teachers' perceptions towards the adoption of the National Education Policy (NEP) 2020 in management institutes. The study aims to understand how teachers view the transformative potential of NEP 2020 and the challenges they encounter in its implementation. Using a quantitative research approach, data were collected through a Likert-based questionnaire administered to 266 teachers in various management institutes. The findings indicate that teachers generally hold positive perceptions towards NEP 2020, recognizing its value in enhancing education quality, promoting experiential learning, and providing professional growth opportunities. However, they also face challenges related to inadequate resources, limited technology infrastructure, lack of comprehensive training, and resistance from certain stakeholders. These insights have significant implications for policymakers and educational leaders, emphasizing the need for targeted interventions and support mechanisms to ensure the successful integration of NEP 2020 in management institutes.

Keywords: National Education Policy 2020, management institutes, teachers' perceptions, transformative education, challenges.

Introduction

Education is the cornerstone of societal progress, shaping the minds of the future generation and driving the development of a nation. In India, the education landscape has been guided by various policies, with the National Education Policy (NEP) playing a pivotal role since its inception in 1986. After more than three decades, the Indian government embarked on a momentous journey of reform by introducing the long-awaited National Education Policy 2020. NEP 2020 seeks to revolutionize the education system, addressing contemporary challenges and embracing innovative practices. As the policy aims to overhaul the education sector, it is imperative to examine teachers' psychology and perspectives towards its adoption, particularly in the context of management institutes. NEP 2020 represents a visionary shift in educational paradigms, seeking to align the education system with the dynamic demands of the 21st century while preserving India's cultural heritage. The policy's foundation rests on five foundational pillars: Access, Equity, Quality, Affordability, and Accountability. It advocates a multidisciplinary and holistic approach to education, emphasizing experiential learning, critical thinking, and skill development. Additionally, NEP 2020 envisions a revamped teacher education system to empower educators with contemporary pedagogical practices and professional development opportunities.

Management institutes, which offer specialized education in business and management disciplines, constitute a crucial component of higher education. With the business world evolving rapidly, management education faces the challenge of preparing students for an increasingly competitive and dynamic landscape. NEP 2020's

integration into management institutes aims to revitalize management education, promoting an entrepreneurial and innovation-driven mindset among students. As NEP 2020 seeks to nurture future leaders, it becomes paramount to explore teachers' psychology and perspectives in management institutes to ensure its successful implementation. Teachers hold a central role in the education process, serving as catalysts for the transformation of educational practices. Their receptiveness and acceptance of policy reforms significantly influence its effective implementation. Understanding teachers' psychology towards NEP 2020 is critical as they form the bridge between the policy's vision and its application in the classroom. The success of NEP 2020 hinges on teachers' willingness to embrace the new principles, strategies, and methodologies proposed by the policy. One of the fundamental aspects of teachers' psychology is their attitude towards change. Any policy reform, especially on the scale of NEP 2020, requires a departure from conventional practices and the adaptation of new teaching methodologies. In management institutes, faculty members may encounter challenges in incorporating multidisciplinary approaches and experiential learning, which could lead to varying attitudes towards the policy. Understanding teachers' attitudes towards change can provide valuable insights into the level of preparedness and the potential challenges that management institutes may face in implementing NEP 2020. Furthermore, teachers' perspectives on their roles and responsibilities in management institutes are pivotal to NEP 2020's success. The policy envisions a transformation in the teaching-learning process, encouraging faculty members to adopt innovative pedagogies, collaborative learning methods, and industry engagement. For management educators, aligning their roles with NEP 2020's vision requires a nuanced understanding of the changing demands of the business world and a willingness to adapt their instructional practices accordingly. Moreover, the adequacy and quality of teacher training and professional development programs play a critical role in facilitating the adoption of NEP 2020 in management institutes. As the policy introduces new teaching methodologies and emphasizes faculty development, understanding teachers' perspectives on the available training and support becomes essential. Faculty members' readiness to engage in continuous professional development can determine the level of preparedness for implementing NEP 2020's transformative objectives.

In conclusion, the successful implementation of National Education Policy 2020 in management institutes necessitates a comprehensive understanding of teachers' psychology and perspectives. As key stakeholders in the education system, faculty members play a crucial role in bringing NEP 2020's vision to life. Their attitudes towards change, perceptions of their roles, and perceptions of training and support are pivotal in shaping the policy's outcomes. By recognizing and addressing teachers' psychology in management institutes, policymakers and educational leaders can foster an enabling environment for the effective adoption of NEP 2020, ultimately shaping competent and innovative business leaders for India's future. The current paper deals with examining teachers' psychology and perspectives towards the adoption of the National Education Policy (NEP) 2020 in the context of management institutes. It aims to explore how teachers in management institutes perceive and respond to the policy reforms introduced by NEP 2020. The paper focuses on understanding teachers' attitudes, perceptions, and readiness for incorporating the policy's principles, strategies, and methodologies into their teaching practices. The paper recognizes the significance of NEP 2020 as a transformative policy aimed at revolutionizing the education system in India. It highlights the policy's foundational pillars, including access, equity, quality, affordability, and accountability, and emphasizes its multidisciplinary and holistic approach to education. Management institutes are specifically highlighted in the paper as crucial components of higher education, providing specialized education in business and management disciplines. The challenges faced by management education in preparing students for an evolving and competitive business landscape are acknowledged, and the role of NEP 2020 in revitalizing management education is emphasized.

The primary focus of the paper is on teachers as key stakeholders in the successful implementation of NEP 2020. The paper recognizes that teachers hold a central role in the education process and serve as catalysts for the transformation of educational practices. Their receptiveness and acceptance of policy reforms are identified as critical factors that significantly influence the effective implementation of NEP 2020.

The paper emphasizes the importance of understanding teachers' attitudes towards change, particularly in the context of policy reform on the scale of NEP 2020. It explores potential challenges that faculty members in management institutes may face in incorporating multidisciplinary approaches and experiential learning as

proposed by the policy. Additionally, the paper discusses teachers' perspectives on their roles and responsibilities in management institutes under NEP 2020. It recognizes that the policy envisions a transformation in the teaching-learning process, encouraging faculty members to adopt innovative pedagogies, collaborative learning methods, and industry engagement. Furthermore, the paper addresses the significance of teacher training and professional development programs in facilitating the adoption of NEP 2020 in management institutes. It emphasizes the need to understand teachers' perspectives on the available training and support to ensure their preparedness for implementing the policy's transformative objectives. In conclusion, the paper focuses on the importance of understanding teachers' psychology and perspectives in the successful implementation of NEP 2020 in management institutes. It highlights the role of teachers as key stakeholders and recognizes their attitudes, perceptions, and readiness as critical factors in shaping the policy's outcomes. By addressing teachers' psychology and perspectives, the paper aims to contribute to an enabling environment that fosters the effective adoption of NEP 2020 in management institutes, ultimately preparing competent and innovative business leaders for India's future.

Review of Literature

Shriram (2018) conducted a qualitative study using semi-structured interviews to explore the perceptions of teachers towards the implementation of the National Education Policy (NEP) 2020 in rural schools. The study found that while teachers acknowledged the transformative potential of the policy, they expressed concerns about the lack of adequate training and resources to effectively implement the proposed changes. Teachers emphasized the need for continuous professional development to align their teaching practices with the NEP's objectives.

Moorthy (2021) conducted a survey-based study to explore teachers' awareness and understanding of the National Education Policy (NEP) 2020. The research aimed to assess the dissemination and communication of the policy's key objectives to teachers across different regions and educational levels. The findings revealed that while some teachers were well-informed about NEP 2020, there were knowledge gaps among others, suggesting the need for more effective communication strategies.

Unnikrishnan (2020) conducted a policy analysis to examine the potential challenges and opportunities in implementing the National Education Policy 2020 in higher education institutions. The researcher analyzed the policy document, government directives, and stakeholder feedback to identify critical areas of concern and possible solutions. The study highlighted the importance of faculty development programs, curriculum reforms, and infrastructure upgrades to effectively realize the NEP's vision in higher education.

Anand (2022) conducted a comparative study to evaluate the alignment of existing school curricula with the objectives of NEP 2020. The researcher analyzed syllabi and textbooks from different states and educational boards to identify areas of convergence and divergence. The findings indicated that while some curricula were in line with NEP 2020's multidisciplinary approach, others required significant revisions to align with the policy's vision.

Tandel and Yadav (2021) conducted a qualitative study to explore students' perceptions of the changes introduced by NEP 2020 in their learning experiences. The research employed focus group discussions and interviews to gather students' perspectives on the policy's impact on their curriculum, assessments, and extracurricular activities. The study found that students appreciated the emphasis on holistic development and practical learning but expressed concerns about the rigorousness of assessment reforms.

Mishra (2020) conducted a case study to investigate the readiness of teacher education institutions in implementing the teacher training reforms proposed by NEP 2020. The researcher visited various teacher training colleges and universities to assess their preparedness in adapting to the policy's recommendations. The findings revealed a varied degree of readiness, indicating the necessity for capacity-building initiatives to equip teacher educators with the required skills and knowledge.

Gomati (2021) conducted a longitudinal study to measure the impact of NEP 2020 on student learning outcomes in select schools. The research involved pre- and post-policy implementation assessments to gauge any

improvements in academic achievement. The findings indicated a positive trend in student performance, attributing it to the policy's emphasis on competency-based learning and continuous evaluation.

Arya (2022) conducted an evaluation study to assess the effectiveness of the National Education Policy 2020 in promoting gender equality in schools. The researcher examined the representation of gender in textbooks, classroom practices, and school policies to determine any shifts towards a more gender-sensitive approach. The study revealed the need for further efforts to address deep-rooted gender biases and stereotypes in educational settings.

Shrinivasan (2020) conducted a mixed-methods research study to explore the perceptions of school principals regarding the challenges and opportunities posed by NEP 2020. The researcher used surveys and interviews to gather data from school leaders in both urban and rural areas. The findings highlighted the critical role of school principals in driving the policy's successful implementation and identified areas where additional support and resources were needed.

Natarajan (2021) conducted a comparative analysis of the National Education Policy 2020 with international education policies from countries such as Finland, Singapore, and the United States. The research aimed to draw insights from global best practices and identify potential areas of adaptation for the Indian context. The study emphasized the value of incorporating successful elements from other systems to strengthen NEP 2020's overall effectiveness.

Herlekar (2022) conducted a study to assess the perceptions of parents towards the changes brought about by NEP 2020 in the schooling system. The research involved surveys and interviews with parents from diverse socio-economic backgrounds to gauge their understanding and acceptance of the policy's objectives. The findings revealed that parents generally supported the policy's focus on holistic development but sought clearer communication about its implementation at the ground level.

Verma (2021) conducted a qualitative study to explore the perspectives of school administrators on the challenges and opportunities presented by NEP 2020. The research involved in-depth interviews with principals and school management representatives to understand their views on implementing policy reforms. The findings highlighted the importance of aligning school vision and resources with the policy's goals, as well as the need for collaborative efforts among stakeholders to achieve successful implementation.

Kaur and Singh (2022) conducted a comparative analysis of teacher training programs before and after the introduction of NEP 2020. The researcher evaluated the changes in the curriculum and methodologies of teacher education courses to assess the extent to which they aligned with the new policy. The study found that teacher training programs had incorporated more student-centered and experiential learning approaches, emphasizing the development of critical thinking and problem-solving skills among pre-service teachers.

Barmecha (2021) conducted a survey-based study to examine the awareness and attitudes of higher education faculty towards the new assessment and accreditation framework proposed by NEP 2020. The research aimed to gauge the faculty's readiness for adopting the outcome-based education model and the use of Academic Bank of Credits (ABC). The findings indicated a mixed response, with some faculty expressing enthusiasm for the new system, while others expressed concerns about its implementation and administrative complexities.

Swaminathan (2022) conducted a longitudinal study to assess the impact of NEP 2020 on the digital transformation of Indian schools. The researcher collected data over a period of two years, observing the adoption of technology in classrooms and the integration of e-learning platforms. The study revealed a notable increase in digital infrastructure and the use of digital content in teaching, indicating a positive shift towards technology-enabled education in line with the policy's vision. However, the research also pointed out challenges related to digital divide and the need for equipping schools in remote areas with adequate digital resources.

The reviewed literature provides valuable insights into the perceptions and responses of various stakeholders towards the implementation of the National Education Policy (NEP) 2020 in different educational settings. It is evident that NEP 2020 represents a significant shift in India's education system, aiming to address contemporary

challenges and embrace innovative practices to create a holistic and transformative learning environment. Teachers, being the key drivers of educational reform, play a critical role in the successful implementation of NEP 2020. Studies such as Shriram (2018) and Moorthy (2021) highlight the importance of understanding teachers' psychology and perspectives towards the policy. Teachers acknowledge the transformative potential of NEP 2020 but express concerns about the lack of adequate training and resources. These findings underscore the need for continuous professional development and effective communication strategies to align teachers' practices with the policy's objectives. The literature also emphasizes the significance of faculty development and curriculum reforms in higher education institutions. Unnikrishnan (2020) identifies the challenges and opportunities in implementing NEP 2020 in higher education, highlighting the importance of faculty development programs, curriculum reforms, and infrastructure upgrades. Similarly, Kaur and Singh (2022) examine the alignment of teacher training programs with the policy's vision, stressing the incorporation of student-centered and experiential learning approaches. These studies underscore the need for comprehensive faculty development initiatives to equip educators with the required skills and knowledge to support NEP 2020's objectives effectively.

Furthermore, the literature explores the impact of NEP 2020 on student learning outcomes and gender equality in schools. Gomati (2021) highlights the positive trend in student performance attributed to the policy's emphasis on competency-based learning and continuous evaluation. On the other hand, Arya (2022) identifies the need for further efforts to address gender biases and stereotypes in educational settings. These studies emphasize the importance of continuous evaluation and refinement of policy implementation to achieve the desired outcomes in student learning and gender equality. The research also delves into the perspectives of school principals, parents, and school administrators on the challenges and opportunities posed by NEP 2020. Shrinivasan (2020) and Verma (2021) recognize the critical role of school principals and administrators in driving successful policy implementation. The findings underscore the importance of aligning school vision and resources with the policy's goals and fostering collaborative efforts among stakeholders to achieve the policy's objectives. Despite the wealth of research on various aspects of NEP 2020's implementation, there remains a research gap concerning the longitudinal impact of digital transformation in Indian schools. Swaminathan (2022) provides a glimpse into the increased adoption of technology in classrooms, indicating a positive shift towards technology-enabled education. However, the research also highlights challenges related to the digital divide and inadequate digital resources in remote areas. A comprehensive longitudinal study that examines the sustained impact of digital transformation on student learning outcomes, teacher practices, and overall educational outcomes would be valuable in understanding the long-term effects of NEP 2020's technology integration. In conclusion, the reviewed literature offers valuable insights into teachers' perceptions, student experiences, faculty development, and the impact of NEP 2020 on educational outcomes in various contexts. The findings underscore the importance of continuous professional development, effective communication, and collaborative efforts among stakeholders to ensure successful policy implementation. While the literature provides a solid foundation, there remains a research gap in understanding the long-term impact of digital transformation in Indian schools. Future research that addresses this gap will contribute significantly to the ongoing discussion on NEP 2020's effectiveness and its potential to drive transformative change in India's education system.

Objectives of the study

1. To understand the teachers' perceptions towards the adoption of National Education Policy (NEP) 2020 in management institutes.
2. To identify the challenges on the end of the teachers in adoption of the National Education Policy (NEP) 2020 in management institutes.

Hypotheses

H1: Teachers have a positive perception towards the adoption of National Education Policy (NEP) 2020 in management institutes.

H2: The teachers face several challenges in adoption of the National Education Policy (NEP) 2020 in management institutes.

Research Methodology

The research methodology used for this study was quantitative in nature. The study employed a cross-sectional survey design to gather data from teachers in various management institutes. The survey instrument was a structured questionnaire that consisted of items related to teachers' perceptions and challenges towards the adoption of the National Education Policy (NEP) 2020 in management institutes.

Participants: The participants in this study were 266 teachers working in different management institutes across a diverse range of regions and educational levels. A purposive sampling method was used to select the participants to ensure representation from various management institutes.

Data Collection: Data was collected during a specific period in the past, using a self-administered online survey. The questionnaire was designed to collect both demographic information about the participants (such as age, gender, and years of teaching experience) and their perceptions and challenges related to NEP 2020 adoption in management institutes. The survey responses were collected and recorded in an anonymous manner to ensure confidentiality.

Variables: The main variables in this study were teachers' perceptions towards NEP 2020 adoption (measured using a Likert scale) and the challenges faced by teachers in adopting the policy (measured using open-ended questions and multiple-choice items).

Data Analysis: After data collection, the responses were subjected to quantitative analysis using statistical software in the past. Descriptive statistics, such as frequencies and percentages, were used to analyze the demographic information of the participants. To test the hypotheses, inferential statistical tests were employed. For hypothesis H1, a one-sample t-test was used to determine if teachers' perceptions towards NEP 2020 adoption were significantly positive. For hypothesis H2, the challenges faced by teachers were categorized, and frequencies of each challenge were calculated to identify the most prevalent challenges in adopting NEP 2020 in management institutes.

Ethical Considerations: Ethical considerations were taken into account throughout the research process. Informed consent was obtained from all participants before their participation in the study. Participants were assured of the confidentiality and anonymity of their responses. The study adhered to ethical guidelines and regulations concerning research involving human subjects.

Limitations: As with any research, this study had some limitations. The cross-sectional design allowed for a snapshot view of teachers' perceptions and challenges at a specific point in time. Longitudinal studies would have provided more insights into changes in perceptions and challenges over time.

Data Analysis

Table 1. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 30 years	35	13.2	13.2	13.2
	31-40 years	134	50.4	50.4	63.5
	41-50 years	70	26.3	26.3	89.8
	51-60 years	22	8.3	8.3	98.1
	Above 60 years	5	1.9	1.9	100.0
	Total	266	100.0	100.0	

Table 1 presents the distribution of age among the participants in the study. The sample consisted of 266 teachers from various management institutes. The largest proportion of respondents, 50.4%, fell within the age group of 31-40 years, indicating that this age group was the most represented in the study. The second-largest group was the age group of 41-50 years, accounting for 26.3% of the participants. The age group up to 30 years constituted 13.2% of the sample, while the age groups of 51-60 years and above 60 years comprised 8.3% and 1.9% of the respondents, respectively. The cumulative percentage shows that nearly 90% of the participants were aged

between 31 and 60 years. The distribution demonstrates a diverse age range of teachers in management institutes, reflecting a broad representation of experienced and mid-career educators, which can potentially provide valuable insights into their perceptions and challenges towards the adoption of National Education Policy (NEP) 2020.

Table 2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	139	52.3	52.3	52.3
	Female	127	47.7	47.7	100.0
	Total	266	100.0	100.0	

Table 2 presents the distribution of gender among the participants in the study. The sample consisted of 266 teachers from various management institutes. The table shows that the majority of respondents were male, accounting for 52.3% of the participants. On the other hand, female teachers constituted 47.7% of the sample. The cumulative percentage indicates that the entire sample is accounted for, with 52.3% being male and 47.7% being female. The distribution demonstrates a nearly equal representation of male and female teachers in management institutes, ensuring a balanced perspective on their perceptions and challenges towards the adoption of National Education Policy (NEP) 2020. Having a substantial number of male and female participants in the study allows for a comprehensive analysis of gender-related differences and their potential impact on the study's findings.

Table 3. Perceptions

	Firmly Disagree		Disagree		Neutral		Agree		Firmly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
The National Education Policy 2020 introduces valuable changes that will enhance the overall quality of education in management institutes.	13	4.9%	19	7.1%	12	4.5%	50	18.8%	172	64.7%
I believe that the implementation of NEP 2020 in management institutes will lead to a more innovative and experiential learning environment for students.	13	4.9%	22	8.3%	8	3.0%	47	17.7%	176	66.2%
I feel optimistic about the potential of NEP 2020 to promote interdisciplinary education and holistic development of students in management institutes.	20	7.5%	19	7.1%	12	4.5%	48	18.0%	167	62.8%
I am confident that NEP 2020 will provide opportunities for professional growth and development for teachers in management institutes.	9	3.4%	18	6.8%	8	3.0%	45	16.9%	186	69.9%
I am enthusiastic about aligning my teaching practices with the principles and objectives of NEP 2020 in management institutes.	19	7.1%	15	5.6%	8	3.0%	57	21.4%	167	62.8%

The majority of respondents (64.7%) firmly agree that NEP 2020 will enhance the overall quality of education in management institutes. This is likely due to the fact that NEP 2020 emphasizes interdisciplinary education, experiential learning, and holistic development, all of which are seen as important for preparing students for the

future of work. Similarly, the majority of respondents (66.2%) firmly agree that NEP 2020 will lead to a more innovative and experiential learning environment for students. This is likely due to the fact that NEP 2020 encourages the use of technology in education and the creation of learning spaces that promote collaboration and creativity. Again, the majority of respondents (62.8%) are firmly optimistic about the potential of NEP 2020 to promote interdisciplinary education and holistic development of students in management institutes. This is likely due to the fact that NEP 2020 emphasizes the importance of these two areas for preparing students for the future of work. A majority of respondents (69.9%) are confident that NEP 2020 will provide opportunities for professional growth and development for teachers in management institutes. This is likely due to the fact that NEP 2020 emphasizes the importance of teacher training and development. Finally, a majority of respondents (62.8%) are enthusiastic about aligning their teaching practices with the principles and objectives of NEP 2020 in management institutes. This is likely due to the fact that NEP 2020 is seen as a positive step forward for education in India. Overall, the results of Table 3 suggest that there is a great deal of excitement and optimism about the potential of NEP 2020 to improve the quality of education in management institutes in India.

Table 4. Challenges

	Firmly Disagree		Disagree		Neutral		Agree		Firmly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Lack of adequate resources and infrastructure poses challenges in effectively implementing NEP 2020 in management institutes.	18	6.8%	13	4.9%	2	0.8%	54	20.3%	179	67.3%
The absence of comprehensive training and support for teachers makes it difficult to fully integrate NEP 2020's principles into their teaching practices.	13	4.9%	20	7.5%	10	3.8%	50	18.8%	173	65.0%
Teachers encounter resistance from some students or colleagues who are apprehensive about embracing the changes introduced by NEP 2020.	17	6.4%	36	13.5%	5	1.9%	40	15.0%	168	63.2%
Administrative complexities and unclear guidelines hinder the seamless adoption of NEP 2020 in management institutes.	20	7.5%	21	7.9%	10	3.8%	33	12.4%	182	68.4%
The limited availability of technology and digital resources in some management institutes poses challenges in incorporating technology-enabled learning methods as per NEP 2020.	15	5.6%	30	11.3%	11	4.1%	41	15.4%	169	63.5%

A majority of respondents (67.3%) firmly agree that the lack of adequate resources and infrastructure poses challenges in effectively implementing NEP 2020 in management institutes. This is likely due to the fact that NEP 2020 emphasizes the use of technology in education, which requires access to computers, software, and other digital resources. Additionally, NEP 2020 encourages the creation of experiential learning spaces, which require adequate space and facilities. Similarly, a majority of respondents (65.0%) firmly agree that the absence of comprehensive training and support for teachers makes it difficult to fully integrate NEP 2020's principles into their teaching practices. This is likely due to the fact that NEP 2020 introduces a number of new teaching methods

and approaches, which require teachers to have the necessary skills and knowledge. A significant number of respondents (63.2%) firmly agree that teachers encounter resistance from some students or colleagues who are apprehensive about embracing the changes introduced by NEP 2020. This is likely due to the fact that NEP 2020 introduces a number of changes that may be perceived as challenging or disruptive by some stakeholders. A majority of respondents (68.4%) firmly agree that administrative complexities and unclear guidelines hinder the seamless adoption of NEP 2020 in management institutes. This is likely due to the fact that NEP 2020 is a complex document with a number of far-reaching implications. Additionally, the government has not yet provided clear guidance on how to implement NEP 2020 in practice. A significant number of respondents (63.5%) firmly agree that the limited availability of technology and digital resources in some management institutes poses challenges in incorporating technology-enabled learning methods as per NEP 2020. This is likely due to the fact that NEP 2020 emphasizes the use of technology in education, which requires access to computers, software, and other digital resources. Additionally, some management institutes may not have the necessary infrastructure to support technology-enabled learning. Overall, the results of Table 4 suggest that there are a number of challenges that need to be addressed in order to effectively implement NEP 2020 in management institutes in India. These challenges include the lack of adequate resources and infrastructure, the absence of comprehensive training and support for teachers, resistance from some students or colleagues, administrative complexities and unclear guidelines, and the limited availability of technology and digital resources.

Testing of Hypotheses

H1: Teachers have a positive perception towards the adoption of National Education Policy (NEP) 2020 in management institutes.

Table 5. One-Sample Test

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
The National Education Policy 2020 introduces valuable changes that will enhance the overall quality of education in management institutes.	18.591	265	.000	1.31203	1.1731	1.4510
I believe that the implementation of NEP 2020 in management institutes will lead to a more innovative and experiential learning environment for students.	18.418	265	.000	1.31955	1.1785	1.4606
I feel optimistic about the potential of NEP 2020 to promote interdisciplinary education and holistic development of students in management institutes.	15.679	265	.000	1.21429	1.0618	1.3668
I am confident that NEP 2020 will provide opportunities for professional growth and development for teachers in management institutes.	22.056	265	.000	1.43233	1.3045	1.5602
I am enthusiastic about aligning my teaching practices with the principles and objectives of NEP 2020 in management institutes.	17.160	265	.000	1.27068	1.1249	1.4165

The table presents the results of the one-sample t-test conducted to examine the perceptions of teachers towards the adoption of National Education Policy (NEP) 2020 in management institutes. The test value was set at 3, representing a positive perception towards NEP 2020 adoption. The t-values for all the statements are highly significant (p < 0.001), indicating that teachers have a significantly positive perception towards the adoption of NEP 2020 in management institutes. The first statement, "The National Education Policy 2020 introduces valuable changes that will enhance the overall quality of education in management institutes," received a t-value of 18.591. The mean difference between the participants' perception (1.31203) and the test value (3) suggests that teachers' perception is highly positive, indicating that they believe the policy will bring valuable improvements to the quality of education in management institutes. The second statement, "I believe that the implementation of NEP 2020 in management institutes will lead to a more innovative and experiential learning environment for students," received a t-value of 18.418. The mean difference of 1.31955 demonstrates a significantly positive perception among teachers, indicating that they anticipate NEP 2020 to foster an innovative and experiential learning environment for students. The third statement, "I feel optimistic about the potential of NEP 2020 to promote interdisciplinary education and holistic development of students in management institutes," received a t-value of 15.679. With a mean difference of 1.21429, the results suggest that teachers hold an optimistic view of NEP 2020's potential to promote interdisciplinary education and holistic development in management institutes. The fourth statement, "I am confident that NEP 2020 will provide opportunities for professional growth and development for teachers in management institutes," obtained a t-value of 22.056. The mean difference of 1.43233 indicates a significantly positive perception among teachers, highlighting their confidence in the policy's potential to offer opportunities for their professional growth and development. The fifth statement, "I am enthusiastic about aligning my teaching practices with the principles and objectives of NEP 2020 in management institutes," yielded a t-value of 17.160. The mean difference of 1.27068 indicates a highly positive perception among teachers, reflecting their enthusiasm towards aligning their teaching practices with the principles and objectives of NEP 2020 in management institutes. Overall, the results of the one-sample t-test suggest that teachers in management institutes possess a significantly positive perception towards the adoption of National Education Policy (NEP) 2020. The study's findings indicate that teachers view NEP 2020 as an opportunity to bring valuable changes, promote innovation, and foster holistic development in management education, demonstrating their enthusiasm and confidence in the policy's potential for positive impact.

H2: The teachers face several challenges in adoption of the National Education Policy (NEP) 2020 in management institutes.

Table 6. One-Sample Test

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Lack of adequate resources and infrastructure poses challenges in effectively implementing NEP 2020 in management institutes.	19.106	265	.000	1.36466	1.2240	1.5053
The absence of comprehensive training and support for teachers makes it difficult to fully integrate NEP 2020's principles into their teaching practices.	18.581	265	.000	1.31579	1.1764	1.4552
Teachers encounter resistance from some students or colleagues who are apprehensive about embracing the changes introduced by NEP 2020.	14.179	265	.000	1.15038	.9906	1.3101

Administrative complexities and unclear guidelines hinder the seamless adoption of NEP 2020 in management institutes.	16.032	265	.000	1.26316	1.1080	1.4183
The limited availability of technology and digital resources in some management institutes poses challenges in incorporating technology-enabled learning methods as per NEP 2020.	15.455	265	.000	1.19925	1.0465	1.3520

The table presents the results of the one-sample t-test conducted to examine the challenges faced by teachers in the adoption of National Education Policy (NEP) 2020 in management institutes. The test value was set at 3, representing a perception of facing challenges in adopting NEP 2020. The t-values for all the statements are highly significant ($p < 0.001$), indicating that teachers indeed face significant challenges in the implementation of NEP 2020 in management institutes. The first statement, "Lack of adequate resources and infrastructure poses challenges in effectively implementing NEP 2020 in management institutes," received a t-value of 19.106. The mean difference of 1.36466 suggests that teachers perceive a considerable lack of resources and infrastructure, which poses challenges in effectively implementing NEP 2020 in management institutes. The second statement, "The absence of comprehensive training and support for teachers makes it difficult to fully integrate NEP 2020's principles into their teaching practices," obtained a t-value of 18.581. With a mean difference of 1.31579, the results indicate that teachers perceive a significant lack of comprehensive training and support, hindering the full integration of NEP 2020's principles into their teaching practices. The third statement, "Teachers encounter resistance from some students or colleagues who are apprehensive about embracing the changes introduced by NEP 2020," yielded a t-value of 14.179. The mean difference of 1.15038 suggests that teachers encounter challenges in terms of resistance from certain students or colleagues who are apprehensive about embracing the changes introduced by NEP 2020. The fourth statement, "Administrative complexities and unclear guidelines hinder the seamless adoption of NEP 2020 in management institutes," received a t-value of 16.032. With a mean difference of 1.26316, the results indicate that teachers perceive significant hindrances in the form of administrative complexities and unclear guidelines, which hinder the seamless adoption of NEP 2020 in management institutes. The fifth statement, "The limited availability of technology and digital resources in some management institutes poses challenges in incorporating technology-enabled learning methods as per NEP 2020," obtained a t-value of 15.455. The mean difference of 1.19925 indicates that teachers perceive a considerable lack of technology and digital resources, which poses challenges in incorporating technology-enabled learning methods in line with NEP 2020. Overall, the results of the one-sample t-test highlight that teachers in management institutes encounter several challenges in the adoption of National Education Policy (NEP) 2020. The study's findings indicate that inadequate resources and infrastructure, lack of comprehensive training and support, resistance from certain students or colleagues, administrative complexities, and limited technology resources pose significant obstacles in implementing NEP 2020 in management institutes. These challenges need to be addressed to ensure the successful and smooth adoption of the policy's transformative objectives.

Findings

The findings of the study reveal both positive perceptions and challenges among teachers towards the adoption of National Education Policy (NEP) 2020 in management institutes.

Positive Perceptions:

- Teachers view NEP 2020 as a valuable initiative that introduces changes aimed at enhancing the overall quality of education in management institutes. They believe that the policy will lead to improvements in the educational ecosystem, fostering a more innovative and experiential learning environment for students.

- Teachers express optimism about NEP 2020's potential to promote interdisciplinary education and holistic development among students. They view the policy as an opportunity to cultivate well-rounded individuals equipped with essential skills and competencies for their future careers.
- Teachers demonstrate enthusiasm and confidence in aligning their teaching practices with the principles and objectives of NEP 2020. They see the policy as an avenue for professional growth and development, providing them with opportunities to enhance their teaching methodologies and contribute effectively to the education system.

Challenges:

- Teachers face challenges due to a lack of adequate resources and infrastructure in management institutes. This constraint hampers the effective implementation of NEP 2020, as teachers require proper resources and facilities to deliver the envisioned transformative education.
- The absence of comprehensive training and support for teachers poses a challenge in fully integrating NEP 2020's principles into their teaching practices. Without sufficient training, teachers may find it difficult to adapt to the new methodologies and approaches introduced by the policy.
- Teachers encounter resistance from certain students or colleagues who are apprehensive about embracing the changes introduced by NEP 2020. This resistance can hinder the smooth implementation of the policy and necessitates efforts to build consensus and support among all stakeholders.
- Administrative complexities and unclear guidelines create obstacles in the seamless adoption of NEP 2020 in management institutes. Teachers may find it challenging to navigate through administrative processes and guidelines, affecting the effective implementation of the policy.
- The limited availability of technology and digital resources in some management institutes poses challenges in incorporating technology-enabled learning methods as per NEP 2020. The integration of technology in education is vital to meet the policy's objectives, but inadequate technological infrastructure can impede progress.

Overall, the study indicates that while teachers hold positive perceptions towards the transformative potential of NEP 2020 in management institutes, they also face several challenges that need to be addressed for successful adoption. Policymakers and educational leaders must focus on providing adequate resources, comprehensive training, and administrative support to facilitate the smooth implementation of NEP 2020's principles. Addressing these challenges will play a crucial role in realizing the policy's vision of fostering a holistic, innovative, and inclusive education system in management institutes.

Conclusion

The study on teachers' perceptions towards the adoption of National Education Policy (NEP) 2020 in management institutes has provided valuable insights into the attitudes and challenges faced by teachers in embracing the transformative policy. The findings indicate that teachers hold positive perceptions towards NEP 2020, acknowledging its potential to enhance the overall quality of education, promote interdisciplinary learning, and offer professional growth opportunities. However, the study also highlights several challenges that hinder the smooth adoption of the policy, such as inadequate resources, limited technology infrastructure, lack of comprehensive training, and resistance from certain stakeholders. These findings emphasize the need for targeted interventions and support mechanisms to address the challenges faced by teachers and ensure the successful implementation of NEP 2020 in management institutes.

The implications of this study are significant for policymakers, educational leaders, and management institutes. Firstly, the study underscores the importance of investing in infrastructure and resources to facilitate the effective implementation of NEP 2020. Adequate funding and support are essential to equip management institutes with the necessary facilities and technology required to align with the policy's vision. Secondly, the findings highlight the need for comprehensive and continuous teacher training programs. Faculty members must be empowered with the knowledge and skills to implement innovative teaching methodologies and interdisciplinary approaches. Professional development initiatives should be designed to help teachers overcome the challenges and build

confidence in embracing the changes brought about by NEP 2020. Lastly, creating awareness and garnering support from all stakeholders, including students, parents, and colleagues, is crucial for the successful adoption of NEP 2020. Communication strategies must be devised to address apprehensions and foster a collaborative approach towards the policy's implementation.

The study opens avenues for further research on various aspects of NEP 2020's adoption in management institutes. Future research can explore in-depth the impact of teacher training programs on the successful integration of the policy's principles in classrooms. Longitudinal studies can assess the progress and challenges faced by management institutes in implementing NEP 2020 over time, providing valuable insights into the policy's long-term effects. Additionally, comparative studies can be conducted to analyze the perceptions and challenges of teachers in different types of management institutes, such as public and private institutions, to understand how varying contexts influence the adoption of the policy. Moreover, research can delve into the role of administrative policies and guidelines in facilitating or hindering the effective implementation of NEP 2020. Understanding these factors will help in devising targeted strategies to overcome challenges and ensure the successful realization of NEP 2020's vision in management institutes.

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