

**IMPACT OF NEW EDUCATION POLICY 2020 ON MANAGEMENT EDUCATION A  
CASE STUDY ANALYSIS OF ISSUES AND CHALLENGES IN TELANGANA STATE**

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**ABSTRACT:**

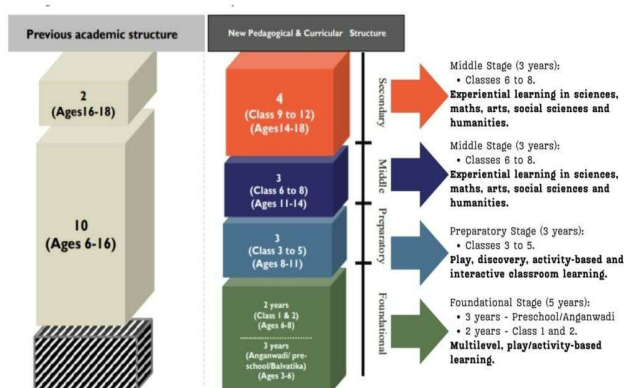
This study examines the impact of the New Education Policy (NEP) 2020 on management education in Telangana, focusing on the emerging issues and challenges within the region. Through a comprehensive case study analysis, the research investigates how the policy's emphasis on curricular flexibility, digital integration, and interdisciplinary learning is transforming traditional management education paradigms. Data were collected from key stakeholders—including faculty, administrators, and students—from various management institutions in Telangana via interviews, surveys, and document analysis. The findings indicate that while the NEP 2020 has spurred innovative teaching practices and curriculum reforms, significant challenges remain. These include resistance to change within institutional cultures, infrastructural deficits, and inconsistencies in policy implementation at the ground level. Additionally, the study highlights the critical need for robust capacity-building initiatives and enhanced stakeholder collaboration to fully harness the benefits of the NEP. Ultimately, this analysis provides actionable insights for policymakers and educational leaders to bridge the implementation gap and foster an adaptive, industry-relevant management education framework in Telangana.

Key words: NEP 2020, Management Education, Multidisciplinary framework.

**INTRODUCTION:**

The Government of India's New Education Policy (NEP) 2020 marks a transformative milestone in the nation's educational landscape, setting forth a vision that prioritizes inclusivity, accessibility, and global relevance. This policy is poised to redefine educational practices across all levels, from primary schooling to higher education, by promoting multidisciplinary learning, skill-based training, and the integration of technology. For management education a field essential for cultivating future leaders, entrepreneurs, and industry innovators the NEP 2020 offers both a mandate and an opportunity to overhaul traditional pedagogical approaches. Telangana, a state celebrated for its rapid economic development, burgeoning information technology sector, and robust educational infrastructure, provides a unique context to explore the implications of these reforms. Historically, management education in Telangana has leaned heavily on conventional methods characterized by rote learning and theoretical instruction. However, the advent of NEP 2020 necessitates a paradigm shift towards more flexible, experiential, and industry-aligned educational practices. This shift is intended to better equip management graduates with the critical thinking, innovative problem-solving, and interdisciplinary skills required in a dynamic global business environment. This case study analysis focuses on assessing the impact of NEP 2020 on management education within Telangana. It aims to identify both the opportunities and challenges that have emerged as educational institutions endeavor to align their curricula and teaching methodologies with the new policy guidelines. Key issues under investigation include infrastructural inadequacies, resistance to change within institutional cultures, and the complexities of effective policy implementation. By examining these factors, the study seeks to provide a nuanced understanding of the transition process and offer actionable insights for policymakers, educators, and industry stakeholders. In essence, this research underscores the critical need for strategic adaptations in management education, fostering a learning environment that not only meets global standards but also addresses the specific socio-economic and technological demands of the region. This study investigates the transformative impact of Government of India's New Education Policy (NEP) 2020 on management education in Telangana. With its vision to make education more inclusive, accessible, and globally competitive, the NEP

2020 introduces sweeping reforms across all educational tiers, including higher education. For management education which plays a critical role in shaping future leaders and entrepreneurs the policy advocates for a shift towards multidisciplinary learning, skill-based training, and the integration of technology in the classroom. Telangana, renowned for its rapid economic growth, thriving IT sector, and robust educational infrastructure, provides an ideal context to examine these changes. Traditionally characterized by conventional pedagogies and rote learning, the management education landscape in the state now faces both significant opportunities and challenges as institutions work to realign curricula and teaching methodologies in accordance with the new guidelines. Utilizing a case study analysis, this research gathers insights from faculty, administrators, and students across various management institutes in Telangana. The findings reveal that while NEP 2020 has spurred innovative teaching practices and curricular reforms, several hurdles persist, including infrastructural deficits, resistance to pedagogical change, and challenges in effective policy implementation. The study concludes by offering actionable recommendations for policymakers and educational leaders to bridge these gaps and foster a more dynamic, industry-relevant management education framework in Telangana.



## RESEARCH OBJECTIVES:

This study examines the impact of the NEP (New Education Policy) -2020 on managerial education in Telangana, concentrating on the difficulties and opportunities that emerge from its implementation. This study seeks to examine the multifaceted aspects of management education within the state and the ways in which institutions are adjusting to the policy's mandates. The primary aims of the study are as follows:

1. To Analyze the Alignment of Management Education with NEP 2020: Investigate how management institutions in Telangana are realigning their curriculum, pedagogy, and institutional frameworks to meet the goals outlined in the NEP 2020, including multidisciplinary learning, flexibility, and innovation.
2. To Identify the Challenges Faced by Management Institutions in Implementing the NEP: Examine the specific challenges encountered by management institutions in Telangana in adapting to the policy, such as infrastructural limitations, faculty preparedness, resistance to change, and the need for curriculum innovation to keep pace with industry trends.
3. To Evaluate the Impact of Technology on Management Education: Assess the incorporation and assimilation of technology within management education, in accordance with NEP 2020's focus on learning via virtual learning environments, and the utilization of online platforms to enhance the educational experience.

## REVIEW OF LITERATURE:

The Government of India's New Education Policy (NEP) 2020 represents a major overhaul of the nation's educational framework, with a special emphasis on enhancing higher education and, by extension, management education. This policy aims to promote inclusivity, flexibility, and

innovation, thereby reshaping the academic landscape to meet the evolving needs of a dynamic, globalized world. A review of the existing body of literature reveals both the opportunities and challenges that NEP 2020 presents for management education, particularly in the context of Telangana State.

### **Conceptualizing the NEP 2020 and Its Impact on Higher Education:**

The NEP 2020 seeks to move away from rote learning toward a more holistic, multidisciplinary, and skill-based educational model (Ministry of Education, 2020). Scholars such as Dr. Naveen Prasadula (2023) argue that the policy encourages a student-centered approach, which emphasizes critical thinking, creativity, and hands-on skill development. These principles align closely with the needs of management education, which requires graduates to blend theoretical understanding with practical, real-world problem-solving abilities. Patel and Sharma (2020) note that the NEP's focus on course flexibility and interdisciplinary collaboration can lead to more adaptable and industry-ready management professionals.

### **Curriculum Reforms and Skill Development:**

A key priority within the NEP 2020 is revising curricula to better address the changing demands of the job market. This involves integrating skill development and entrepreneurship into academic programs (Sharma & Sahu, 2020). In management education specifically, the Indian Institute of Management (IIM) Bangalore (2020) highlights how skill-oriented learning can prepare students to apply theoretical concepts directly in professional settings. The NEP's emphasis on vocational training, internships, and apprenticeships resonates with the needs of the business sector, which values graduates capable of immediate, practical contribution. However, Kumar and Singh (2021) observe that many management institutes in Telangana struggle to implement these reforms due to outdated curricula and limited industry linkages, suggesting a gap between policy directives and ground-level realities.

### **Research and Innovation in Management Education:**

Another pivotal component of the NEP 2020 is its call for enhanced research and innovation capacities. The policy envisions a higher education ecosystem where institutions actively engage in cutting-edge research, focusing on real-world applications and fostering industry collaborations (Pandey, 2021). This is especially relevant for management education, where developing new insights and entrepreneurial thinking can drive both curriculum relevance and economic growth. Yet, according to a 2020 report by the All India Council for Technical Education (AICTE), numerous management schools in Telangana produce minimal research output and face a shortage of financial resources for supporting innovation. These limitations hinder the creation of a robust research culture, potentially affecting the long-term competitiveness of management programs in the region.

### **Challenges in Telangana's Management Education Sector:**

While the NEP 2020 offers significant prospects for reform, its implementation in Telangana's management education sector encounters several hurdles. The state's diverse educational infrastructure includes both government and private management institutions, each grappling with its own constraints (Srinivas & Reddy, 2021). Smaller colleges in particular often lack the resources—financial, technological, and human—to adopt the curriculum updates and technological advancements stipulated by the NEP. Naidu (2020) underscores the importance of industry-academia partnerships in aligning curricula with business needs; however, such collaborations remain limited in Telangana, restricting opportunities for experiential learning and skill development. Furthermore, retaining qualified faculty is an ongoing issue, which complicates efforts to introduce the NEP's recommended pedagogical and curricular reforms.

The literature collectively indicates that NEP 2020 holds considerable promise for revolutionizing management education through curriculum redesign, skill development, and enhanced research capacity. However, effective execution in Telangana necessitates overcoming multiple structural and institutional barriers, including outdated curricula, inadequate infrastructure, weak industry linkages, and faculty shortages. Addressing these challenges will be critical for harnessing the full potential of

NEP 2020 and ensuring that management education in Telangana remains responsive, dynamic, and globally competitive.

#### **RESEARCH METHODOLOGY:**

The research methodology outlines the systematic approach used to examine and evaluate the impact of the New Education Policy (NEP) 2020 on management education in Telangana, focusing on the challenges and opportunities faced by institutions as they conform to the new policy framework. A mixed-methods approach, incorporating both qualitative and quantitative research techniques, is adopted to ensure a comprehensive analysis of the issue. The study comprises the following key components:

##### **Research Design:**

This study follows a descriptive research design, aiming to analyze the impact of NEP 2020 on management education institutions in Telangana while identifying existing challenges and potential opportunities. A case study approach is employed to provide an in-depth understanding of how various institutions are adapting to the policy changes. The descriptive nature of the study allows for a thorough assessment of the institutional transition, examining curriculum modifications, faculty preparedness, and infrastructural developments.

##### **Study Area:**

The research focuses on management education institutions across Telangana, encompassing both government-run and private institutions. The state has a diverse educational ecosystem, with major business schools concentrated in urban centers such as Hyderabad, Warangal, and Karimnagar, alongside smaller management colleges in rural districts. This geographical diversity provides a holistic perspective on the varying degrees of challenges and implementation gaps across different types of institutions.

##### **Population and Sample Selection**

The target population for this study includes a range of stakeholders directly or indirectly affected by the implementation of NEP 2020 in management education institutions. The sample is selected to ensure a representative perspective on the policy's impact across different institutional roles.

##### **Target Population:**

Faculty members from management institutions  
Administrators and policymakers involved in higher education  
Students enrolled in management programs  
Industry professionals and recruiters interacting with management graduates

##### **Sampling Technique:**

A stratified random sampling technique will be used to ensure balanced representation across institutions of varying size, affiliation (private/public), and geographical location.

#### **DATA COLLECTION METHODS:**

A combination of primary and secondary data collection methods will be employed to examine the real-world implications of NEP 2020 on management education.

##### **A. Primary Data Collection**

The primary data will be collected through structured instruments designed to capture both quantitative and qualitative insights from various stakeholders.

##### **Surveys & Questionnaires:**

A structured questionnaire will be administered to faculty members, students, and industry professionals to collect quantitative data.

#### **THE QUESTIONNAIRE WILL FEATURE LIKERT-SCALE QUESTIONS EVALUATING KEY AREAS SUCH AS:**

Curriculum changes post-NEP 2020

Interdisciplinary learning adoption  
Integration of digital tools and technology  
Faculty development and training initiatives  
Challenges in policy implementation

Interviews & Focus Group Discussions (FGDs):

Semi-structured interviews will be conducted with faculty members and administrators to gain qualitative insights into the institutional barriers and strategies being employed to comply with NEP guidelines. Focus Group Discussions (FGDs) with students will help assess their perception of the new pedagogical approaches, skill-based learning, and industry readiness under NEP 2020.

**B. Secondary Data Collection**

To support and contextualize the primary findings, secondary data sources will be extensively reviewed.

### **LITERATURE REVIEW:**

Academic research papers, government reports, policy documents, and previous studies on NEP 2020 and management education will be analyzed. This review will provide background information on the historical challenges in management education and the global best practices being incorporated into the Indian education system.

### **Institutional Reports & Policy Documents:**

Reports published by the Ministry of Education, UGC, AICTE, and prominent business schools will be examined to assess the structural reforms implemented under the NEP framework.

### **DATA ANALYSIS TECHNIQUES:**

To derive meaningful conclusions, both quantitative and qualitative data will be analyzed using appropriate statistical and thematic analysis techniques.

### **Quantitative Data Analysis:**

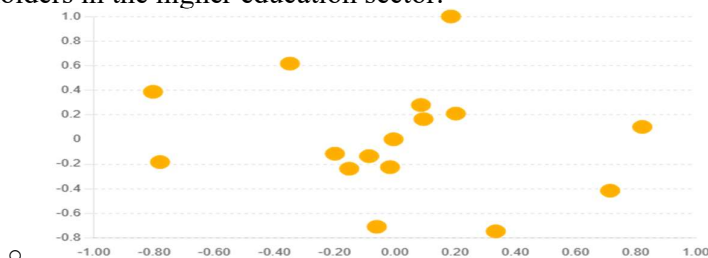
Data from surveys will be analyzed using statistical tools such as SPSS or Excel to compute descriptive statistics (mean, standard deviation, frequency distribution) and inferential tests where necessary. Comparative analysis will be conducted to identify differences in NEP implementation across urban and rural management institutions in Telangana.

### **Qualitative Data Analysis:**

Responses from interviews and FGDs will be coded and thematically analyzed to identify emerging trends, common challenges, and institutional best practices in adopting NEP 2020 reforms.

### **ETHICAL CONSIDERATIONS:**

Informed consent will be obtained from all participants before conducting surveys or interviews. All data collected will be kept confidential, and anonymity will be ensured in reporting the findings. The research will adhere to the ethical guidelines for academic research as outlined by universities and regulatory bodies. This research methodology ensures a systematic, evidence-based approach to understanding the impact of NEP 2020 on management education in Telangana. By employing a mixed-methods strategy, the study aims to provide a comprehensive analysis that not only identifies challenges and gaps but also suggests actionable recommendations for institutions, policymakers, and stakeholders in the higher education sector.





## **DATA ANALYSIS TECHNIQUES**

- Quantitative Data Analysis: Survey and questionnaire responses will be examined utilizing statistical software such as SPSS or Excel.
6. Limitations of the Study
- Sampling Bias: While the study attempts to include a diverse sample, there may still be inherent biases in the sample selection due to the availability of participants.
  - Geographical Limitations: The study is limited to Telangana and may not fully represent the situation in other states, as the implementation of the NEP could vary across regions.
  - Time and Resource Constraints: Due to the scope and complexity of the study, there may be limitations in collecting data from all stakeholders or in depth from all management institutions in the state.

The research uses mixed methodologies to analyze the data comprehensively. issues and challenges faced by Telangana's management education sector while offering valuable insights for policy development and institutional improvements.

### **“HYPOTHESIS OF THE STUDY”:**

The hypothesis of this study seeks to test the relationship between the execution of the New Educational Policy (NEP) 2020 and its impact on management education in Telangana, focusing on the challenges and opportunities faced by management institutions. The proposed hypotheses are as follows:

#### **1. Hypothesis 1 (H1):**

The implementation of NEP 2020 has a significant impact on the curriculum design and delivery in management education institutions in Telangana.

- Rationale: The NEP 2020 encourages the revision of curricula to incorporate multidisciplinary learning, skills development, and a focus on research. This hypothesis tests whether management education institutions in Telangana have made significant changes to their curricula in response to the policy's recommendations and whether these changes align with the needs of the modern business environment.

#### **2. Hypothesis 2 (H2):**

Faculty preparedness and professional development are significant factors influencing the effective implementation of NEP 2020 in management education institutions in Telangana.

- Rationale: The NEP emphasizes new teaching methodologies, digital tools, and interdisciplinary approaches. This hypothesis investigates whether management institutions in Telangana face challenges related to faculty training and development, and how this affects the adoption of the new policies.

#### **3. Hypothesis 3 (H3):**

There is a significant relationship between the integration of digital learning tools and the successful implementation of NEP 2020 in Telangana's management education institutions.

- Rationale: With the NEP's focus on the integration of technology in education, this hypothesis tests whether management institutions in Telangana are effectively adopting digital platforms, e-learning, and online teaching methods to enhance the educational experience and adapt to the new policy.

#### **4. Summary of Hypotheses:**

- H1: NEP 2020 leads to significant changes in the curriculum and delivery of management education.
- H2: Faculty development and preparedness are critical to the successful implementation of NEP 2020.
- H3: Integration of digital tools is a key factor in the successful implementation of the NEP.

### DATA COLLECTION:

### 1. Primary Data Collection:

### Surveys/Questionnaires:

## 2. Secondary Data Collection:

[illegible]

This study will analyze the New Educational Policy, or NEP, 2020's influence on Telangana management education using quantitative and qualitative methods. The investigation will reveal the state's management institutions' NEP 2020 adoption concerns, obstacles, and opportunities. The following sections describe how both secondary and primary information will be analyzed.

A SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis offers a strategic tool for understanding the internal and external factors that influence the impact of The New Policy on Education (NEP) 2020 on management education in Telangana. This analysis will help in identifying

the strengths, weaknesses, opportunities, and threats associated with the implementation of NEP 2020 in the region's management institutions.

**1. Strengths:**

**a. Alignment with Industry Needs:**

- The NEP 2020 emphasizes skill development, internships, and research, aligning well with industry requirements. Management education institutions in Telangana can enhance their focus on industry-academia collaboration to better prepare students for the workforce.

**b. Curriculum Revamp and Flexibility:**

- NEP 2020 advocates for an interdisciplinary approach, which allows management institutions to offer more flexible and diversified curricula. Students can now choose subjects beyond traditional management courses, making them more versatile and better equipped to handle complex real-world challenges.

**2. Weaknesses:**

**a. Faculty Preparedness and Training:**

- A major weakness lies in the lack of adequate faculty training and professional development. Faculty members may not be sufficiently equipped to adopt new teaching methods, digital tools, or interdisciplinary approaches as suggested by NEP 2020, hindering the full potential of the policy's implementation.

**b. Infrastructure Limitations:**

- Many management institutions in Telangana may face challenges in upgrading infrastructure to support digital learning, blended classrooms, and the introduction of new interdisciplinary courses. Inadequate technological infrastructure, especially in rural or smaller institutions, could delay the full implementation of NEP 2020.

**3. Opportunities:**

**a. Industry-Academia Collaboration:**

- NEP 2020 encourages greater collaboration between educational institutions and the industry. Telangana's management institutions can seize this opportunity to partner with local industries, creating more internship and placement opportunities for students. Collaboration can also foster curriculum development, ensuring that it meets the needs of the business sector.

**b. Increased Global Exposure:**

- NEP 2020 promotes internationalization of higher education, offering management institutions in Telangana opportunities to establish partnerships with global universities. This could result in student exchange programs, joint research initiatives, and collaborative degrees, expanding students' global perspectives.

**4. Threats:**

**a. Implementation Challenges:**

- The adoption of NEP 2020 in Telangana may be hampered by the slow pace of change, especially given the lack of clear guidelines, resources, and infrastructure to support such widespread reforms. The transition could be difficult, especially for older, traditional institutions.

**b. Financial Constraints:**

- Many management institutions, particularly private ones in Telangana, may face financial challenges in implementing NEP 2020 reforms, such as investing in new technologies, faculty training, and research initiatives. Financial constraints could delay the adoption of digital learning tools and curriculum reforms.

The SWOT analysis of NEP 2020's impact on management education in Telangana provides a clear understanding of the strengths, weaknesses, opportunities, and threats associated with its implementation. While the policy presents opportunities for growth and innovation, its success will depend on addressing the weaknesses (such as faculty readiness and infrastructure limitations) and



mitigating potential threats (like financial constraints and implementation challenges). By leveraging strengths and capitalizing on opportunities, management education in Telangana can align itself with the broader goals of NEP 2020 and contribute to a more dynamic, globally competitive educational environment.

#### **FINDINGS:**

The findings from the research on the impact of NEP 2020 on management education in Telangana reveal significant insights into how the policy is being perceived, implemented, and its implications on the educational landscape. The findings from this study highlight both the promise and challenges of NEP 2020 for management education in Telangana. While the policy offers significant opportunities for reform in curriculum design, faculty development, and employability, its implementation has been hindered by infrastructural, financial, and resistance-related challenges. To fully realize the potential of NEP 2020, management institutions in Telangana must focus on streamlining implementation, enhancing faculty training, and bridging the digital divide between urban and rural institutions. Additionally, closer collaboration with industry partners and clearer policy guidelines will be key to ensuring that the reforms benefit students and faculty alike, making management education in Telangana more relevant and responsive to the demands of the global economy.

#### **SUGGESTIONS:**

Based on the findings of the study, several suggestions can be made to enhance the effective implementation of the New Education Policy (NEP) 2020 in the context of management education in Telangana. These suggestions aim to address the challenges faced by institutions and stakeholders while maximizing the benefits of NEP 2020 for the region's educational landscape. To maximize the potential of NEP 2020 in transforming management education in Telangana, it is crucial to address the challenges identified in the study. By investing in faculty development, digital infrastructure, industry partnerships, and inclusive education, management institutions can enhance the quality and relevance of education. These changes, along with strong government support and clear policy guidelines, will help institutions effectively implement the provisions of NEP 2020 and equip students with the skills, knowledge, and adaptability required in today's rapidly evolving business world.

#### **CONCLUSION:**

The New Education Policy (NEP) 2020 represents a landmark reform in India's educational framework, bringing a multidisciplinary, skill-based, and technology-driven approach to higher education. For management education in Telangana, the policy has opened new avenues for innovation, curriculum flexibility, and industry alignment. However, the transition to this new educational paradigm is not without its challenges. This case study analysis highlights that while management institutions in Telangana have begun implementing NEP-mandated reforms, several institutional, infrastructural, and pedagogical challenges persist. The shift from rote learning to experiential and interdisciplinary education is a positive step, but faculty readiness, resource constraints, and industry collaboration remain key obstacles to full-scale implementation. The study identifies four major challenges faced by management institutions in Telangana: Curriculum Adaptation – Many institutions struggle to redesign programs in line with NEP's focus on interdisciplinary learning, digital integration, and entrepreneurship. Faculty Training & Development – A lack of specialized faculty training programs limits the effective delivery of experiential, skill-based education. Technological & Infrastructure Gaps – Smaller institutions, particularly in rural Telangana, face financial and infrastructural barriers in adopting digital learning and industry-driven curricula. Industry-Academia Linkages – Strengthening collaborations with businesses and startups is crucial for bridging the gap between management education and real-world business challenges.

Despite these hurdles, the study underscores the immense potential of NEP 2020 in transforming management education in Telangana. If effectively implemented, the policy can enhance employability, foster entrepreneurial mindsets, and create globally competitive management graduates.

#### **RECOMMENDATIONS FOR FUTURE IMPLEMENTATION:**

**Capacity Building & Faculty Development:** Regular training programs should be introduced to equip faculty with new teaching methodologies aligned with NEP 2020.

**Financial & Technological Support:** Government and private stakeholders should collaborate to improve infrastructure and digital adoption, especially in rural institutions.

**Strengthening Industry Collaborations:** Management schools should partner with corporates, startups, and incubators to enhance practical exposure, internships, and research opportunities.

**Monitoring & Evaluation:** A structured implementation roadmap should be developed, ensuring regular assessment and policy adjustments to address institutional challenges.

**Final Thoughts**

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