

Impact of NEP 2020 on Students' Decisions Related to Management Education in Kerala

B. Akhil ^{a*}, Dr.D. Suganya ^b

^{a*} Research Scholar, Department of Management, Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu, India. E-mail: akhilvijayanb@gmail.com, Orcid: <https://orcid.org/0009-0008-7627-7117>

^b Associate Professor, Department of Management, Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu, India. E-mail: suganya.nandhagopal@gmail.com, Orcid: <https://orcid.org/0009-0000-7365-2075>

Abstract

The National Education Policy (NEP) 2020 in India aims to enhance higher education by focusing on skill development, flexibility, and employability. Nevertheless, its influence on student preferences, especially in high literacy regions such as Kerala, where a significant number of students prefer foreign universities, is not so clear. This paper statistically establishes the impact of NEP 2020 using the results of 400 management students in Kerala. A questionnaire with a 5-point Likert scale, conducted through Google Forms, demonstrated high internal reliability (Cronbach's $\alpha = 0.968$). Hypothesis testing was done through the use of SPSS software, and the results showed that NEP 2020 is a significant factor in determining the decision-making of students. t-tests, ANOVA, and Linear Regression were used to support this. The findings reveal the NEP to be in alignment with career objectives and the preference of Kerala-based programs over the foreign ones ($p < 0.001$). The analysis of the linear regression indicates that NEP training is related to the change in the employability of students ($R^2 = 0.779$, $p < 0.001$). The BBA students ($M=3.44$) responded more to NEP than MBA students ($M=2.88$). The results indicate that NEP implementation can be modeled with the help of Kerala due to its high literacy rate. However, longitudinal studies are needed to assess its effectiveness in other states. Adoption of NEP 2020 in institutions' curricula is encouraged in order to minimize student flight to foreign institutions, as well as equip the students with the industry.

Keywords: NEP 2020, Kerala, Employability, Management Education, Foreign Universities.

Introduction

Introduced by the “Government of India”, the “National Education Policy (NEP), 2020” was introduced to focus on flexible, multi-disciplinary, and holistic learning. This policy incorporates experiential learning to fill the gap between practical application and theoretical knowledge. This shift is especially relevant to management studies, where employability is based on the potential to apply the concepts of the classroom to the real world. Known for its progressive approach and high literacy rates, Kerala is positioned at the intersection of management education and the adoption of NEP 2020 (Jeny et al., 2024).

Integrating experiential learning to improve the employability of students is the major challenge here. This initiative explores experiential learning and its potential in the NEP 2020 framework, and its effect on the employability of students in Kerala (Maheshkumar & Soundarapandian, 2025; Murari, 2025; Bhatnagar, 2021). Covering methods like case studies, internships, field visits, simulations, seminars, and workshops, experiential learning provides a practical approach to understanding the principles of management.

Experiential learning in NEP 2020 cultivates problem-solving skills, critical thinking, and practical knowledge, which are valued in the job market. Irrespective of its potential, adopting experiential learning has a lot of challenges in the management education system in Kerala (Das & Barman, 2021; Nandi, 2023). These are rigid curriculum, resource limitations, collaboration of industry, and preparedness of faculty. It is important to overcome these challenges to realize NEP 2020’s vision and improve the employability of students in Kerala (Jeny et al, 2024).

NEP 2020 plays a vital role in redefining the landscape of education in India with its holistic models and approaches (Kalyani, 2020; Goswami & SAU, 2025). The need for such a model was initially recognized in 1968 and revised later in 1986. It has undergone added changes and scrutiny in 1992 to stay ahead in the changing landscape. Drastic changes have been observed both globally and within the education sector. On the other hand, the government has modernized these policies in 2020 to make them more attractive and relevant in terms of modern education. Although the overall picture of Indian education has already been covered in the existing literature, the study is also a unique empirical contribution in that the impact of NEP 2020 indicators on the career planning and decision-making of 400 management students is measured statistically. This study precisely measures the impact of experiential learning within the framework of the new policy on student employability and industry readiness through the use of t-tests, ANOVA, and linear regression.

Careful planning, proper training, and budget allocation are some of the requirements for implementing NEP 2020 successfully. These efforts eliminate quality gaps and provide more promising outcomes in education. NEP can herald a new age of education in the country, encouraging students and enabling the country to meet the needs of a constantly changing landscape across the world with a coordinated and focused effort. NEP 2020 requires improving teachers’ skills with awareness programs. The universities and government should organize conferences and seminars to raise awareness among faculty teams and students related to NEP 2020. In addition, needed steps should promote its value on social media (Rani & Tyagi, 2022).

The changing perspective and roles played by teachers encourage them to promote a collaborative culture in NEP 2020 in the education system. A study focuses on experiential learning and the importance of inquiry-based and experiential learning methods in promoting problem-solving, critical thinking, and practical skills (Sachdeva & Latesh, 2023). The traditional approaches of education may fall short in addressing the uncertainties and complex approaches of this day and age. As highlighted by the NEP, experiential learning has played a vital role in transforming education by advocating a change from a content-based to a contemporary approach. Experiential learning applies knowledge to improve the retention of concepts and the understanding of students. It helps in promoting the vision of NEP by promoting holistic growth and active participation (Josphin, 2024).

The structure of this paper is to give an in-depth analysis of these variables. After this introduction, Section 2 will give a comprehensive literature review on NEP 2020 and experiential learning models. Section 3 provides the research methodology, which includes data collection and Cronbach’s α reliability test. Section 4 shows the statistical results and visualization of data. Lastly, Section 5 discusses the implications of the results and provides strategic suggestions to educational institutions. Section 6 summarizes the findings on NEP’s transformative impact on management programs.

Literature Review

A paper explores the transformative potential of NEP 2020 on secondary school education in India (Singh & Singh, 2023; Sangeetha, 2025; Rawan, 2025). NEP 2020 has been a comprehensive policy model that can redefine the

landscape of school education against the background of ever-changing challenges and educational needs. This study focuses on the key principles and objectives of NEP 2020, determining the provisions of policy for flexibility, inclusivity, and quality improvement. The study focuses on transformative aspects covered in secondary school education, such as changes in pedagogy and curriculum, renewed focus on vocational training and skill development, and adoption of 5+3+3+4. Special attention is provided to the commitment of policy to equity and inclusivity, fixing disparities in retention and access rates, especially among marginalized groups. Professional growth and teacher training are important aspects of NEP 2020, focusing on constant improvement in skills and knowledge of educators (Michael & Pratheesh, 2025; Rawan, 2025). This study also explores the evaluation reforms and assessment of policies, reducing dependence on rote learning and competency-dependent assessments.

This paper illuminates the use of technology to enable blended and remote learning by assessing the resource allocation and infrastructure as a part of NEP 2020. The research can determine opportunities and implementation challenges through the analysis of regional best practices and policy frameworks. Finally, it offers an insightful perspective on the role of the policy in reshaping secondary education, and it gives some strategic ideas on how to sustain the reform and development. NEP 2020 presents a paradigm shift of holistic, skill-based, and multidisciplinary learning in India. Considering its high literacy level and already developed education system, Kerala presents a unique case study of the analysis of the successes and the challenges in its implementation of this new framework (Khatoon, 2025).

The "National Curriculum Framework (NCF), 2023" and the "National Education Policy (NEP), 2020" focus on vocational training and experiential learning as major strategies to improve the employability of a student. Investigated the effect of pedagogical changes on the career preparedness of higher secondary and secondary school students in the country. Based on quantitative and qualitative data from a cross-section of institutions and schools adopting the guidelines of NCF 2023 and NEP 2020, the study examines how vocational training, skill-based modules, internships, and project-based learning influence the practical competencies of students, employment, and confidence prospects (Rani & Tyagi, 2022; Aithal & Aithal, 2019). Experiential learning improves communication, problem-solving, and flexibility, and vocational training helps to bridge the divide between academia and industry (Khatoon, 2025; Sharma et al., 2024). To enhance employability, this research suggests the need to improve policy frameworks, curriculum, and teacher training. A study investigates experiential learning in components of NEP 2020, including live projects, internships, simulations, case studies, workshops, seminars, and field trips to impact job preparedness and practical skills of students (Benny et al, 2026).

The source materials on NEP 2020 reveal its transformative nature in redefining secondary education in India, with flexibility, inclusivity, and quality enhancement. The main conclusions imply that NEP 2020 fosters a transition to holistic, skill-based, and multidisciplinary education, and the emphasis on vocational training and learning experience in order to increase employability. The policy involves the integration of technology to facilitate blended and remote learning and the focus on training teachers, which are essential elements of the policy. Research also indicates that vocational training, skill-based courses, and internships have helped fill the gap between academia and industry and enhance the practical skills and career preparedness of students. Kerala is considered a special case in which the successes and challenges of the policy can be examined due to its high rate of literacy. The study emphasizes the relevance of policy frameworks, curriculum enhancement, and teacher development to the realization of the goals of NEP 2020.

Research Problem

NEP 2020 focuses on boosting management students' employability by providing flexible learning for skill development. Skill development is a major focus of NEP 2020 as a professional program to make students skilled and industry-ready. Along with NEP 2020 and its effect on improving the employability skills of students, the efficiency of management training is the major research question addressed in this study.

Research Objectives

- To determine the effect of NEP 2020 on students' decisions related to management education in Kerala.
- To determine how skill development programs led by NEP 2020 influence goal orientation and career planning of management students in Kerala.
- To determine the support provided by management programs in Kerala to students and their influence on their choices.
- To investigate the effectiveness of management training as per NEP 2020.

Research Hypotheses

H1 – There is a significant impact of NEP 2020 on students' decisions related to management education in Kerala.

H2 -There is a significant impact of skill development programs on goal orientation and career planning of students.

H3 – Students prefer management programs in Kerala more than those in foreign countries.

H4 – NEP-based management training has been effective in improving the employability and skills of students in Kerala.

Research Methodology

Research Design

This study adopts a descriptive, cross-sectional research design based on primary data collected through this online survey. It captures perceptions of students on the implementation of the NEP 2020 program by management institutions across Kerala, India.

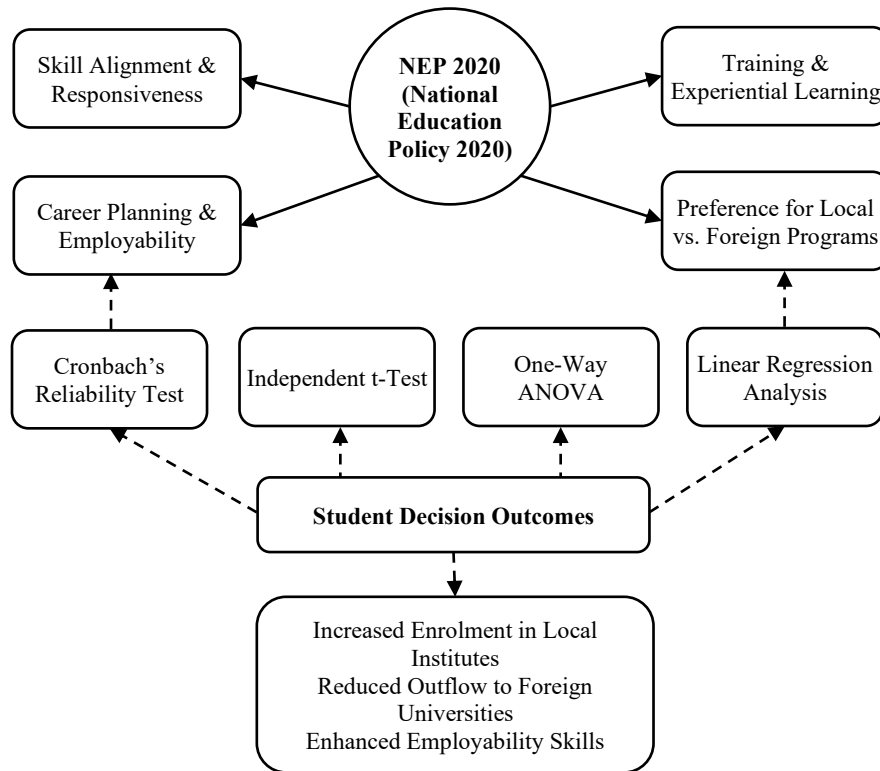


Fig. 1: Impact of NEP 2020 on Management Education Decisions in Kerala

In this fig. 1 demonstrates the NEP 2020 conceptual model of Management Education Outcomes, demonstrating the process of high-level policy goals being converted into student outcomes in Kerala. It has four pillars, one of which is curriculum-industry alignment, career employability, experiences in learning, and emphasis on the local institution to retain talents. The framework is confirmed with the help of the statistical procedures, Cronbach's α to evaluate the reliability, independent t-tests, ANOVA, and linear regressions to evaluate the demographic differences and the effect of the policy. These factors result in tangible outcomes, including higher local enrolment, decreased brain drain, and enhanced employability skills among students in the regional ecosystem.

Population and Sampling

The target population consists of "post-graduate and undergraduate" management students in institutions across Kerala, based on NEP 2020. With a random sampling method, management students were selected across Kerala with a target sample size of 400 calculated by Cochran's formula at 95% confidence level. Here, equation (1) is the Cochran's formula.

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e^2} \quad (1)$$

Here, n_0 refers to the needed sample size, Z -value refers to the standard score consistent with the needed confidence level ($Z = 1.96$ and 95% confidence), p refers to the estimated number of students with the attribute (having maximum variability of 0.5), and e refers to the margin of error (i.e., 0.05 for 5%). With 5% margin of error, 95% confidence level, and $p = 0.5$, here is the implementation of the formula in equation (2).

$$n_0 = \frac{(1.96)^2 \times 0.5 \times 0.5}{(0.05)^2} = \frac{3.8416 \times 0.25}{0.0025} = \frac{0.9604}{0.0025} = 384.16 \quad (2)$$

Hence, the estimated sample size n_0 is 385, which is rounded up to 400 students in this study, with 5% as the margin of error and 95% confidence interval.

Data Collection

A self-structured questionnaire will be developed with the following sections –

- (1) Demographics – age group, gender, and program)
- (2) Impact of NEP 2020 on selection of management programs – Likert scale questions
- (3) Impact of skill development programs - Likert scale questions
- (4) Awareness among students about education programs – Likert scale questions
- (5) Effectiveness of training programs – Likert scale questions

The questionnaire will be distributed among management students through Google Forms during the 2025-26 academic year, aiming to ensure anonymity and informed consent.

Data Analysis

This study examines the impact of NEP 2020 on students' decisions related to management education with an independent samples t-test to test differences as per demographics. In addition, the effectiveness of NEP-based management training programs is tested with Linear Regression analysis using SPSS Software.

Results

In this table 1 includes the frequency, percentage distribution, and the participants' age group, gender, program, and term of the program. Out of 400 participants, 321 (80%) are aged 18 to 21 years, and 79 (20%) are 22 to 25 years old, which shows that the majority of participants are young. In terms of gender, 240 (60%) are male, and 160 (40%) participants are female. Regarding the programs engaged by participants, 255 (64%) participants are enrolled in BBA programs, and 145 (36%) participants are enrolled in MBA programs. Most of the participants are studying in the 1st year, followed by participants in the 2nd year, and only 21 (5%) participants are engaged in PG.

Table 1: Descriptive Statistics

Category	Sub-Category	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Age Group	18 to 21 years	321	80.3	80.3	80.3
	22 to 25 years	79	19.8	19.8	100
Gender	Female	160	40	40	40
	Male	240	60	60	100
Program	BBA	255	63.7	63.7	63.7
	MBA	145	36.3	36.3	100
Term	1st Year	267	66.8	66.8	66.8
	2nd Year	112	28	28	94.8
	PG	21	5.3	5.3	100
Total		400	100	100	

Impact of NEP 2020 on Decisions Related to Management Programs

In this table 2 presents the participants' responses regarding the impact of NEP 2020 on decisions related to management programs. Those have been categorized depending on their responses, and the corresponding percentage distribution is presented in table 2.

There are only 77 (19%) participants who agree and 86 (22%) participants who strongly agree that their decision is based on NEP 2020 to pursue management training. However, a larger portion remains in the neutral category: 137 (34%) participants are neutral. There are 46 (11%) participants who disagree, and 54 (14%) participants who strongly disagree, who felt NEP 2020 did not influence their decision.

Regarding the flexibility offered by NEP 2020 in choosing specialization of management programs, there are 100 (25%) participants who agree and 63 (16%) participants who strongly agree that it is helpful. The majority of participants were neutral, that is, 159 (40%) participants. There are 47 (12%) participants who disagree, and 31 (8%) participants strongly disagree, indicating it was not find it helpful.

Table 2: Impact of NEP 2020 on Decisions Related to Management Programs

Factors	Response Category	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Decision based on NEP 2020 to pursue management training	Strongly Disagree	54	13.5	13.5	13.5
	Disagree	46	11.5	11.5	25
	Neutral	137	34.3	34.3	59.3
	Agree	77	19.3	19.3	78.5
	Strongly Agree	86	21.5	21.5	100
Flexibility in choosing a specialization is helpful	Strongly Disagree	31	7.8	7.8	7.8
	Disagree	47	11.8	11.8	19.5
	Neutral	159	39.8	39.8	59.3
	Agree	100	25	25	84.3
	Strongly Agree	63	15.8	15.8	100

Impact of Skill Development Programs

Table 3: Impact of Skill Development Programs

Factors	Response Category	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Skill development is aligned with career goals	Strongly Disagree	46	11.5	11.5	11.5
	Disagree	62	15.5	15.5	27
	Neutral	137	34.3	34.3	61.3
	Agree	100	25	25	86.3
	Strongly Agree	55	13.8	13.8	100
The current institute selected for experiential learning	Strongly Disagree	62	15.5	15.5	15.5
	Disagree	45	11.3	11.3	26.8
	Neutral	146	36.5	36.5	63.2
	Agree	76	19	19	82.3
	Strongly Agree	71	17.8	17.8	100
Career goals aligned with skill development	Strongly Disagree	54	13.5	13.5	13.5
	Disagree	69	17.3	17.3	30.8
	Neutral	129	32.3	32.3	63
	Agree	76	19	19	82
	Strongly Agree	72	18	18	100

In this table 3 shows the participants' responses to the skill development programs under NEP 2020, along with their frequency and percentage distribution. Regarding the alignment of career goals with skill-focused development by NEP 2020, 100 (25%) participants agreed, and 55 (14%) participants strongly agreed that it is positively aligned with their career goals, while 137 (34%) participants were neutral. Also, there are 62 (16%) participants who disagree, and 46 (12%) participants who strongly disagree that positive alignment was not found. In terms of their current institute being selected based on experiential learning, 76 (19%) participants agreed, and 71 (18%) participants strongly agreed,

indicating a positive influence. Considering the responses, it is found that the majority, that is, 146 (37%) participants, were neutral. Also, 45 (11%) participants disagree, and 62 (15%) participants strongly disagree. Similarly, there are 76 (19%) participants who agree and 72 (18%) participants who strongly agree that their career goals are aligned with skill development under NEP 2020, while 129 (32%) participants were neutral, 69 (17%) participants disagree, and 54 (13%) participants strongly disagree (Table 3).

Students' Support from Management Programs and their Preference

There are 83 (21%) students who agree and 72 (18%) students strongly agree that their academic decisions have influenced awareness programs related to NEP 2020, while 121 (30%) students were neutral, 77 (19%) students disagree, and 47 (12%) students strongly disagree.

In this table 4 is a summary of the participant responses in terms of awareness, attendance at seminars and workshops, preferences, and employability. Approximately 115 (29%) of students, 55 (14%) of students strongly agree, and 182 (46%) of students were neutral, 32 (8%) of students disagree and 16 (4%) students strongly disagree, that seminars, workshops and guest lectures by industry experts in all foreign universities. About 92 (23%) students agree, and 55 (14%) students strongly agree that foreign management programs over Kerala universities under NEP 2020, while the majority, 152 (38%) students, remain neutral. Also, 56 (14%) students disagree, and 45 (13%) students strongly disagree. There are 91 (23%) students who agree and 56 (14%) students strongly agree that training under NEP 2020 has made them employable and industry-ready, while 168 (42%) students were neutral, 30 (7%) students disagree, and 55 (14%) students strongly disagree (Table 4).

Table 4: Students' Support from Management Programs and their Preference

Factors	Response Category	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Academic decisions influenced awareness programs	Strongly Disagree	47	11.8	11.8	11.8
	Disagree	77	19.3	19.3	31
	Neutral	121	30.3	30.3	61.3
	Agree	83	20.8	20.8	82
	Strongly Agree	72	18	18	100
Seminars/workshops by foreign industry experts	Strongly Disagree	16	4	4	4
	Disagree	32	8	8	12
	Neutral	182	45.5	45.5	57.5
	Agree	115	28.7	28.7	86.3
	Strongly Agree	55	13.8	13.8	100
Prefer foreign management programs over Kerala universities	Strongly Disagree	45	11.3	11.3	11.3
	Disagree	56	14	14	25.3
	Neutral	152	38	38	63.2
	Agree	92	23	23	86.3
	Strongly Agree	55	13.8	13.8	100
NEP 2020 training made me employable and industry-ready	Strongly Disagree	55	13.8	13.8	13.8
	Disagree	30	7.5	7.5	21.3
	Neutral	168	42	42	63.2
	Agree	91	22.8	22.8	86
	Strongly Agree	56	14	14	100

Effectiveness of Management Training Aligned with NEP 2020

In this table 5 shows the answers of students to the elements of experiential learning under NEP 2020. On the topic of alignment of live projects and internships with the curriculum, 23% of the students answered in the affirmative, and 16% strongly in the affirmative. But the greatest proportion (42%) was neutral, and 7% disagreed, and 12% strongly disagreed. Regarding the accessibility of business simulations and case studies, 17% gave a yes, and 22% gave a yes, strong, and 44% gave a yes, no. A smaller percentage, 8%, did not agree, and 10% strongly did not agree. Likewise, 17% of students agreed, and 22% strongly agreed that industry interactions and field trips are prevalent within NEP 2020 programs. However, 46% were neutral, 10% disagreed, and 6% strongly disagreed. Generally, neutral responses prevail, moderate consensus, and low levels of disparity are observed in all aspects.

Table 5: Effectiveness of Management Training Aligned with NEP 2020

Factors	Response Category	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Live Projects and Internships Are Aligned with the Curriculum	Strongly Disagree	47	11.8	11.8	11.8
	Disagree	30	7.5	7.5	19.3
	Neutral	169	42.3	42.3	61.5
	Agree	91	22.8	22.8	84.3
	Strongly Agree	63	15.8	15.8	100
Programs Provide Business Simulations and Case Studies	Strongly Disagree	39	9.8	9.8	9.8
	Disagree	31	7.8	7.8	17.5
	Neutral	175	43.8	43.8	61.3
	Agree	68	17	17	78.3
	Strongly Agree	87	21.8	21.8	100
Industry Interactions and Field Trips are Common	Strongly Disagree	24	6	6	6
	Disagree	38	9.5	9.5	15.5
	Neutral	184	46	46	61.5
	Agree	68	17	17	78.5
	Strongly Agree	86	21.5	21.5	100

Hypotheses Testing

For testing the reliability of the questionnaire, the Cronbach's α test comes with excellent internal reliability for 12-item scales to measure the constructs related to NEP 2020, with an α value of 0.968, which is above the threshold of 0.7 for social sciences research, confirming that the scale measures the perceptions of students without redundancy problems (Table 6).

Table 6: Reliability Statistics

Cronbach's α	N of Items
0.968	12

H1 – There is a significant impact of NEP 2020 on students' decisions related to management education in Kerala

For testing H1, the Group Statistics presents differences among students pursuing BBA (n = 255) and MBA (n = 145) programs. In this, students pursuing BBA reported a higher means score (M = 3.44, SD = 1.326) when it comes to impact on decisions along with a mean value of 3.41 (SD = 1.226) for flexibility in specializing programs, in comparison to MBA students with standard errors (M = 2.88 and SD of 1.133) showing accurate estimates (Table 7).

Table 7: Group Statistics for Impact of NEP 2020

	Program	N	Mean	Std. Deviation	Std. Error Mean
My Decision is Based on NEP 2020 to Pursue Management Training	BBA	255	3.44	1.326	0.083
	MBA	145	2.88	1.133	0.094
Flexibility Provided by NEP 2020 is Helpful in Choosing a Specialization in the Management Program	BBA	255	3.41	1.226	0.077
	MBA	145	3.09	0.824	0.068

In this table 8 shows the results of the Independent Samples t-test, which shows major differences for uneven variances ($p = 0.000$; $F = 55.129$) for the influence of NEP-related decisions, with a mean difference of 0.556 for flexibility, and a p-value of 0.002 showing rejection of the null hypothesis. Hence, H1 is accepted, i.e., there is a significant impact of NEP 2020 on students' decisions related to management education in Kerala.

Table 8: Independent Samples Test for Impact of NEP 2020

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
My decision is based on NEP 2020 to pursue management training	Equal variances assumed	14.906	0	4.246	398	0	0.556	0.131	0.299	0.814
	Equal variances not assumed.			4.433	339.011	0	0.556	0.126	0.31	0.803
Flexibility provided by NEP 2020 is Helpful in Choosing a Specialization in the Management Program	Equal variances assumed	55.129	0	2.787	398	0.006	0.318	0.114	0.094	0.543
	Equal variances not assumed.			3.094	386.954	0.002	0.318	0.103	0.116	0.52

H2 -There is a significant impact of skill development programs on goal orientation and career planning of students

The Group Statistics (Table 9) suggests the results related to preference of BBA (n = 255) and MBA (n = 145) students across four programs related to skill development, with higher means (M = 3.31, SD = 1.385) against alignment of career goals (M = 2.74; SD = 0.941).

Table 9: Group Statistics for the Impact of Skill Development Programs

	Program	N	Mean	Std. Deviation	Std. Error Mean
Focus on skill development by NEP 2020 is aligned with career goals	BBA	255	3.25	1.28	0.08
	MBA	145	2.94	0.963	0.08
My current institute has been selected for experiential learning opportunities under NEP 2020	BBA	255	3.28	1.357	0.085
	MBA	145	2.84	1.059	0.088
My career goals are aligned with skill development under NEP 2020	BBA	255	3.31	1.385	0.087
	MBA	145	2.74	0.941	0.078
My academic decisions have influenced awareness programs related to NEP 2020	BBA	255	3.25	1.442	0.09
	MBA	145	2.94	0.797	0.066

In this table 10, significance is confirmed by the Independent Samples T-test irrespective of uneven variances with alignment of career goals ($p = 0.007$), institute selection ($p < 0.001$), skill development and career growth ($p < 0.001$), and awareness levels ($p < 0.007$), which rejected the null hypothesis. Hence, H2 is accepted, i.e., there is a significant impact of skill development programs on goal orientation and career planning of students.

Table 10: Independent Samples Test for the Impact of Skill Development Programs

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Focus on skill development by NEP 2020 is aligned with career goals	Equal variances assumed	34.443	.000	2.505	398	.013	.306	.122	.066	.546
	Equal variances not assumed.			2.704	367.998	.007	.306	.113	.084	.529
My current institute has been selected for experiential learning opportunities under NEP 2020	Equal variances assumed	19.187	.000	3.372	398	.001	.441	.131	.184	.698
	Equal variances not assumed.			3.607	360.425	.000	.441	.122	.201	.681
My career goals are aligned with skill development under NEP 2020	Equal variances assumed	49.738	.000	4.402	398	.000	.569	.129	.315	.823
	Equal variances not assumed.			4.874	385.503	.000	.569	.117	.339	.798
My academic decisions have influenced awareness programs related to NEP 2020	Equal variances assumed	112.527	.000	2.359	398	.019	.306	.130	.051	.561
	Equal variances not assumed.			2.734	397.751	.007	.306	.112	.086	.526

H3 – Students prefer management programs in Kerala more than those in foreign countries

There are two groups compared in the ANOVA table (students preferring foreign universities vs Kerala universities) on three items – showing large effects across groups – awareness programs ($p = 0.000$); foreign seminars ($p = 0.000$), and employability ($p = 0.000$), with variance within-group confirming significant differences across groups, which favored programs in Kerala. Hence, it is found that students prefer management programs in Kerala more than those in foreign countries, partially accepting or rejecting H3 (Table 11).

Table 11: ANOVA Test for Students' Preferences

		Sum of Squares	df	Mean Square	F	Sig.
My academic decisions have influenced awareness programs related to NEP 2020	Between Groups	312.366	1	312.366	393.679	0
	Within Groups	315.794	398	0.793		
	Total	628.16	399			
We always get seminars, workshops, and guest lectures by industry experts in foreign universities	Between Groups	219.42	1	219.42	594.976	0
	Within Groups	146.777	398	0.369		
	Total	366.198	399			
Training under NEP 2020 has made me employable and industry-ready	Between Groups	244.736	1	244.736	313.864	0
	Within Groups	310.341	398	0.78		
	Total	555.078	399			

H4 – NEP-based management training has been effective in improving the employability and skills of students in Kerala.

For testing H4, a Linear Regression test was conducted using SPSS software. The Model summary (Table 12) indicates robust regression fit to predict effectiveness from employability with an R-square value of 0.779 and a low standard error of 1.035 to explain 78% of variance.

Table 12: Model Summary for the Effectiveness of NEP Training

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.882 ^a	.779	.778	1.03524
a. Predictors: (Constant), Employability				

In addition, it is found that the model has performed better than the intercept-only model in the ANOVA table ($p = 0.000$) (Table 13).

Table 13: ANOVA Table for Effectiveness of NEP Training

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1499.765	1	1499.765	1399.400	.000 ^b
	Residual	426.545	398	1.072		
	Total	1926.310	399			
a. Dependent Variable: Effectiveness						
b. Predictors: (Constant), Employability						

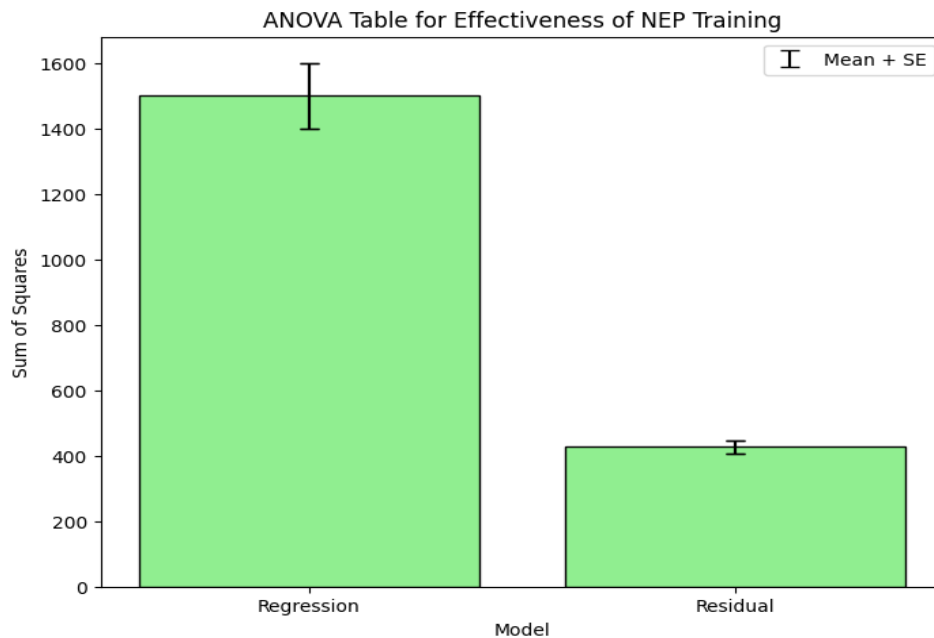


Fig. 2: ANOVA Table for Effectiveness of NEP Training

In this fig.2 shows the ANOVA results comparing the Sum of Squares for the Regression (1499.765) and Residual (426.545) models. The bigger Sum of Squares in the Regression model, including error bars (SE), shows that NEP training has a strong impact. The fact that the residual error is low implies that the regression model explains a high percentage of variation in the data.

In table 14, the coefficient table confirms that there is a positive and strong prediction of employability on the effectiveness of NEP training with $\beta_0 = 1.263$ and $\beta_1 = 0.846$ and a p-value of 0.000 for both variables (Table 14).

Table 14: Coefficients Table for the Effectiveness of NEP Training

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	1.263	.151		8.369	.000
	Employability	.846	.023	.882	37.409	.000
a. Dependent Variable: Effectiveness						

Discussion

In this study, findings provide robust empirical results that have supported all four hypotheses, showing the transformative impact of NEP 2020 on management studies in Kerala. The scale has exceptionally high levels of reliability as shown by the Cronbach's α of 0.968 with 12 items, which are considered to be very high, and the scale is the right scale to measure the career choices and skill development to give the right measurements of the constructs. This great degree of internal consistency minimizes measurement errors and enhances the validity of analyses to the requirements of high-quality research in professional management. An independent samples t-test was conducted for testing H1, which revealed that there is a significantly stronger effect of NEP among BBA students ($n = 255$) on their decisions related to management training in comparison to MBA ($n = 145$) students. Higher means ($M = 3.44$) were reported among BBA students for influence on decision-making as compared to $M = 3.41$ for flexibility in specialization, with p-value of 0.001 vs $p = 0.002$, respectively. These findings suggest flexibility of NEP in multidisciplinary approaches and various entry-exit points resonating with undergraduate students, who prefer adaptability in early choices.

MBA students in the middle or post-experience tend to see NEP 2020 as less effective, probably because of traditional professional standards or fear of new educational frameworks. According to this moderation effect, the efficiency of NEP is now most effective at the lowest level of education. These results are consistent with the existing literature in higher education, which has shown that policy implementation usually becomes much easier when dealing with early-stage students compared to those with predetermined career aspirations (Das & Das, 2024). Findings of H2 further confirm the role of NEP in skill development, with t-tests showing outperformance of BBA students over MBA students in terms of alignment of career goals ($p < 0.001$). All the p-values were under 0.05 with Confidence Intervals excluding zero, showing experiential learning based on skills to improve career planning and goal orientation. This disparity may be coming from the emphasis of BBA on foundational skills over specialization with MBAs, where internships and credit banking of NEP are better aligned with nascent career planning with undergraduates.

ANOVA results for testing H3 partially supports the preferences of management programs based in Kerala over foreign universities, with huge F-statistics for awareness programs (393.679), foreign seminars (594.976), and employability (313.864), with p-value below 0.001 for all variables. This is proving the superiority of Western education to be questioned because students are gradually showing a preference for NEP-improved local facilities, including workshops and industry-oriented seminars. Using the high literacy and sound academic system in Kerala, the policy is successful in bridging the quality gaps and matching management education with the local cultural requirements. Finally, these reforms reduce brain drain through empowering indigenous institutions and through education localization. Regression analysis was conducted for testing H4, with employability predicting the effectiveness of training under NEP 2020 (R-square value of 0.779 and $p < 0.001$). There is 78% of variance in the model related to perceived effectiveness, highlighting how skill-based training under NEP 2020 directly boosts employability. There is a dose-response relationship indicated in the standardized β variables. Training outcomes may be increased by employability, validating the bottom-up adoption of NEP 2020 programs in Kerala. These findings are aligned with the major objectives of NEP 2020 – flexible, skill-oriented, and holistic education, while revealing differences related to program stage.

Recommendations for Institutions and Policymakers

Multidisciplinary internships and courses from NEP 2020 should be adopted by institutions into their management programs, given the stronger response from undergraduates ($p < 0.001$) for H1. MBA programs should be developed to bridge the gap between experiential learning and theoretical knowledge. High exposure and employability in Kerala should be partnered with local bodies to improve employability. Funds must be allocated by policymakers for faculty training in Kerala, scaling efficient models across the state. Students may benefit from awareness campaigns related to credit banking to reduce dependence on foreign programs amid rising tuition fees abroad. Longitudinal studies will be required in the future to be conducted on larger samples to test the mediation effect of socioeconomic status.

Conclusion

NEP 2020 has greatly changed decisions regarding management education in Kerala, as demonstrated by a study of 400 students with an internal reliability of $\alpha = 0.968$ being high. Statistically independent samples t-tests indicate that BBA students ($n = 255$) have significantly higher mean scores than MBA students ($n = 145$) in the impact of NEP on decision-making ($M = 3.44$), and flexibility ($M = 3.41$), with statistical significance of $p = 0.002$. Moreover, the outcome of ANOVA revealed the significant preference to domestic Kerala-based programs over foreign ones in all the main metrics ($p < 0.001$), whereas the linear regression showed that NEP training can explain 78% of the variation in student

employability ($R^2=0.779$, $p<0.001$). NEP 2020 is transforming management education, with BBA students showing increased responsiveness to skill development and a preference for Kerala-based programs over foreign universities. The Kerala model, emphasizing flexibility and employability, offers a scalable solution for reducing student outflows. Future studies should explore longitudinal impacts and the role of digital infrastructure.

Further studies might concentrate on longitudinal studies to determine the long-term effects of NEP 2020 on the career outcomes of students, comparative studies across regions to determine the applicability of the policy to more regions, and the role of digital infrastructure in improving access to education and employability. Also, a study of faculty training programs, an analysis of the skills differences between BBA and MBA programs, and a study of the employability of NEP students in the global market may also be valuable. Studies may also be conducted on the effectiveness of certain interventions to minimize brain drain and how experiential learning is relevant in equipping students with industry challenges. These spheres would continue to enhance the knowledge and optimization of NEP 2020 in creating sustainable educational ecosystems in India.

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