

Enhancing Faculty Excellence: The Impact of NEP 2020 on Training and Development of Management Educators

Dr. Nilesh Narayan Prasad^{1*}

¹IMPACT College, Patna

DOI: [10.36347/sjebm.2024.v11i07.002](https://doi.org/10.36347/sjebm.2024.v11i07.002)

| Received: 05.06.2024 | Accepted: 13.07.2024 | Published: 16.07.2024

*Corresponding author: Dr. Nilesh Narayan Prasad
IMPACT College, Patna

Abstract

Original Research Article

The New Education Policy (NEP) 2020 has brought significant reforms to the Indian education system, particularly in the training and development of management faculty. This paper explores the impact of NEP 2020 on enhancing the skills and competencies of management educators. The study highlights the key initiatives introduced by NEP 2020, the challenges faced in implementing these initiatives, and the overall implications for the quality of management education. The findings suggest that NEP 2020 fosters a more dynamic and effective faculty development framework, although further efforts are needed to address implementation barriers.

Keywords: NEP 2020, Faculty Development, Management Education, Training, Professional Development.

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

The New Education Policy (NEP) 2020 represents a transformative approach to revitalizing the Indian education system. One of the critical areas of focus is the training and development of faculty members, particularly in management education. Effective faculty development is essential for ensuring high-quality education and fostering innovation in teaching methodologies. This paper examines the impact of NEP 2020 on the training and development of management faculty, highlighting key initiatives and their implications for educational practice.

LITERATURE REVIEW

Prior to NEP 2020, faculty development in management education in India faced several challenges, including limited access to continuous professional development, outdated training programs, and a lack of focus on interdisciplinary and experiential learning (Agarwal, 2019; Singh, 2020). The NEP 2020 aims to address these issues by promoting comprehensive and continuous faculty development initiatives that align with global standards (Ministry of Education, 2020). However, the existing literature lacks a detailed analysis of the impact of NEP 2020 on faculty training and development in management education.

METHODOLOGY

This study employs a qualitative research design, using structured interviews and surveys to collect data from management faculty members across various institutions in India. The participants were selected based on their involvement in faculty development programs post-NEP 2020. The data collected were analyzed using thematic analysis to identify key trends and insights.

RESULTS

Key Initiatives

NEP 2020 has introduced several initiatives aimed at enhancing the training and development of management faculty. These include:

- Continuous Professional Development (CPD):** Regular training programs and workshops focused on the latest pedagogical techniques and industry trends.
- Interdisciplinary Learning:** Encouragement for faculty to engage in interdisciplinary research and teaching, promoting a broader perspective in management education.
- Digital Literacy:** Training in digital tools and technologies to facilitate online and blended learning environments.
- Research and Innovation:** Support for faculty to undertake research projects and collaborate with industry partners to enhance practical knowledge and skills.

Challenges

Despite these initiatives, several challenges hinder the effective implementation of faculty development programs:

1. **Resource Constraints:** Limited financial and infrastructural resources in some institutions impede the execution of comprehensive training programs.
2. **Resistance to Change:** Some faculty members exhibit resistance to adopting new teaching methods and technologies.
3. **Administrative Barriers:** Bureaucratic hurdles and lack of institutional support can delay the implementation of faculty development initiatives.

DISCUSSION

The findings indicate that NEP 2020 has significantly impacted the training and development of management faculty by introducing comprehensive and continuous professional development programs. The emphasis on interdisciplinary learning and digital literacy has equipped educators with the skills necessary to deliver high-quality, contemporary management education. However, the challenges identified, such as resource constraints and resistance to change, need to be addressed to maximize the benefits of these initiatives.

CONCLUSION

NEP 2020 has set a robust framework for the training and development of management faculty, fostering a culture of continuous improvement and innovation in teaching practices. While the policy's impact is largely positive, concerted efforts are required to overcome implementation barriers and ensure that all faculty members can benefit from the opportunities provided. Future research should focus on longitudinal studies to assess the long-term effects of NEP 2020 on faculty development and management education quality.

REFERENCES

- Agarwal, P. (2019). Management Education in India: Challenges and Opportunities. *Journal of Management Studies*, 12(3), 45-62.
- Ministry of Education. (2020). National Education Policy 2020. Government of India.
- Patel, M. (2021). The Transformation of Management Education: Post-NEP 2020 Analysis. *Journal of Educational Policy and Administration*, 14(2), 67-84.
- Sharma, K. (2022). Evaluating the Impact of NEP 2020 on Higher Education Institutions. *Educational Reforms Journal*, 28(4), 92-110.
- Singh, A. (2020). The Role of Experiential Learning in Management Education. *Business Education Journal*, 15(1), 78-91.