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# Commerce Education Redefined: Assessing Holistic Growth under NEP 2020 at Bidhan Chandra College

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**ABSTRACT:** This study evaluates the impact of the National Education Policy (NEP) 2020 on the holistic development of undergraduate commerce students at B.C. College. NEP 2020 emphasizes a shift from traditional rote learning to a more holistic approach, integrating academic, social, physical, and emotional growth. To assess this impact, a comprehensive questionnaire was developed, encompassing four metrics: academic performance, social interaction, physical and mental health, and overall life satisfaction. The survey, conducted among 98 respondents, utilized ordinal data to calculate median, inter quartile range, and skewness for the entire dataset. Additionally, Spearman's rank correlation was employed to analyze the relationships among the four metrics. The findings highlight key insights into the students' holistic growth, with statistical measures indicating trends and areas of improvement. Pie charts visualized the distribution of responses of few interrelated questions providing a clear representation of the correlation between specific aspects of holistic development. The results suggest a positive correlation between NEP 2020's holistic approach and improvements in students' overall development, particularly in areas such as critical thinking, social engagement, and mental well-being. This case study underscores the transformative potential of NEP 2020, advocating for its broader implementation to enhance the educational experience and foster well-rounded individuals ready to navigate the complexities of the modern world.

**KEYWORDS:** NEP 2020, Holistic Development, Academic Performance, Life satisfaction

## I. INTRODUCTION

The National Education Policy (NEP) 2020 in India represents a significant shift towards holistic development learners, emphasizing a comprehensive approach to education that goes beyond mere academic achievement. This policy aims to foster a culture of learning that encourages curiosity, creativity, and critical thinking, moving away from the traditional rote learning methods. By integrating key 21st-century skills such as problem-solving, digital literacy, and emotional intelligence into the curriculum, NEP 2020 seeks to equip students with the necessary tools to navigate the rapidly evolving global landscape. The policy also places a strong emphasis on character building, promoting values like empathy, integrity, and resilience. Through this holistic approach, NEP 2020 envisions the creation of well-rounded individuals who are not only academically proficient but also socially responsible and emotionally balanced. This shift towards a more integrated and engaging learning process is expected to enhance the quality of education, making it more relevant and meaningful for the students' personal and professional growth. The National Education Policy (NEP) 2020, introduced by the Government of India, marks a pivotal moment in the country's educational history, heralding a paradigm shift towards holistic development of learners. This policy is not merely an update or revision; it is a comprehensive overhaul designed to transform the Indian education system from the ground up. At its core, NEP 2020 is a commitment to redefining education in India, moving away from the traditional, rote-learning model towards a more dynamic, experiential, and student-centric approach. One of the most significant aspects of NEP 2020 is its focus on holistic development. This concept extends beyond the confines of academic achievement, encompassing the development of the whole person—intellectually, emotionally, physically, and socially. The policy recognizes that true learning involves not just acquiring knowledge but also developing skills, fostering creativity, and nurturing character. It emphasizes the importance of lifelong learning, encouraging students to become active participants in their own education, capable of adapting to change and continuously growing. NEP 2020 introduces a multi-faceted approach to education, integrating various disciplines and subjects in a way that fosters interdisciplinary learning. This approach is



designed to cultivate critical thinking, problem-solving abilities, and a deep understanding of complex issues. By promoting a curriculum that is both broad and deep, the policy aims to prepare students for the challenges of the 21st century, equipping them with the skills needed to thrive in a rapidly changing world. A key component of NEP 2020's holistic development strategy is the emphasis on character building. This aspect of the policy reflects a broader societal need for individuals who are not only competent but also compassionate and responsible.

To understand the practical implications of NEP 2020, we are selecting a case study on the impact assessment of this policy on the holistic growth of commerce undergraduates at B.C. College. This case study will provide valuable insights into how the policy influences various aspects of students' development, including academic performance, skill acquisition, and character building, thereby offering a comprehensive evaluation of its effectiveness.

#### Main Objectives of the Paper:

- **Evaluate Academic Performance:**
  - Assess the impact of NEP 2020 on the academic achievements of undergraduate commerce students, focusing on improvements in critical thinking, problem-solving skills, and overall academic proficiency.
- **Analyze Social Interaction:**
  - Examine the influence of NEP 2020 on students' social skills, including their ability to collaborate, communicate effectively, and engage in meaningful social interactions.
- **Assess Physical and Mental Health:**
  - Investigate the effects of NEP 2020 on students' physical well-being and mental health, considering factors such as stress levels, emotional intelligence, and overall physical fitness.
- **Measure Overall Life Satisfaction:**
  - Determine the impact of NEP 2020 on students' overall life satisfaction, evaluating their sense of well-being, personal growth, and life balance.
- **Correlate Holistic Growth Metrics:**
  - Analyze the interrelationships among the four metrics (academic performance, social interaction, physical and mental health, and overall life satisfaction) to understand how different aspects of holistic development are interconnected.
- **Visualize Key Findings:**
  - Utilize pie charts and other visual tools to represent the data providing a clear and comprehensive view of how specific aspects of holistic development are related.

## II. RESEARCH METHODOLOGY

**1. Research Design:** This study employs a quantitative research design to evaluate the impact of the National Education Policy (NEP) 2020 on the holistic development of undergraduate commerce students at B.C. College. The research is structured around four key metrics: academic performance, social interaction, physical and mental health, and overall life satisfaction.

**2. Participant Selection:** A total of 98 undergraduate commerce students from B.C. College were selected as respondents for this study. The participants were chosen using a convenience sampling method to ensure a diverse representation of the student body.

**3. Data Collection Instrument:** A comprehensive questionnaire was developed, consisting of 27 ordinal questions divided into four sections corresponding to the study's metrics:

- Academic Performance Metrics
- Social Interaction Metrics
- Physical & Mental Health Metrics
- Overall Life Satisfaction Metrics

**4. Data Collection Procedure:** The questionnaire was administered to the participants, ensuring confidentiality and anonymity. Responses were collected over a specified period to ensure a sufficient sample size and response rate.

**5 . Validity and Reliability:** The questionnaire was pre-tested for validity and reliability to ensure it accurately measured the intended constructs. Cronbach's alpha was calculated to assess the internal consistency of the questionnaire

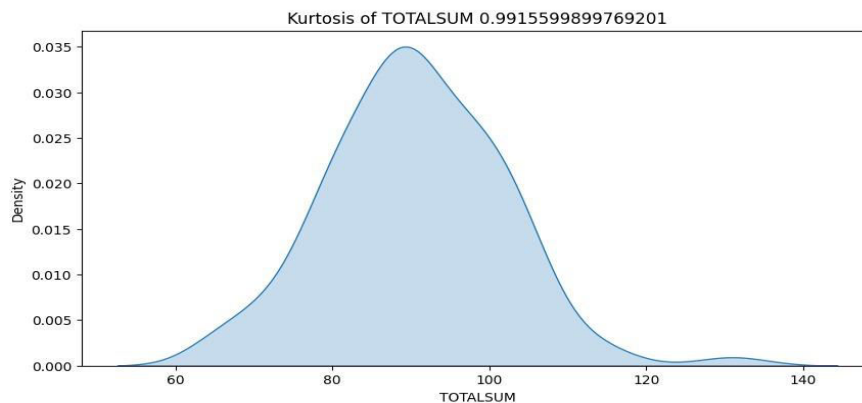
#### 6. Statistical Analysis:

- **Descriptive Statistics:** Median, inter quartile range (IQR), and skewness have been calculated for the entire dataset to understand the central tendency, dispersion, and distribution shape of the responses.
- **Correlation Analysis:** Spearman's rank correlation has been used to assess the relationships between the four metrics and to identify the degree of association between them.
- **Data Visualization:** Pie charts have been created visually represent the distribution of responses on important inter related questions.

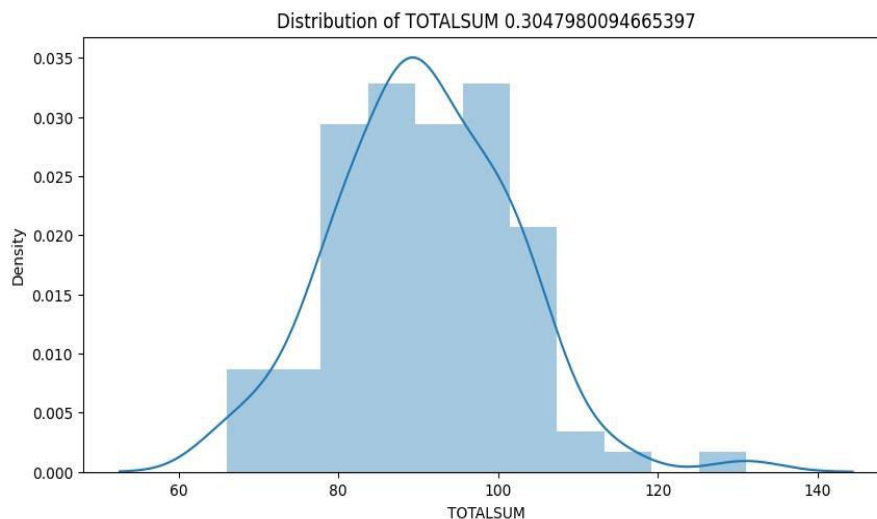
**7. Interpretation of Results:** The results were interpreted to draw insights into the impact of NEP 2020 on the holistic development of students. Key trends and correlations were identified, and their implications for educational practices and policy implementation were discussed.

### III. ANALYSIS

#### Kurtosis of Total Sum:



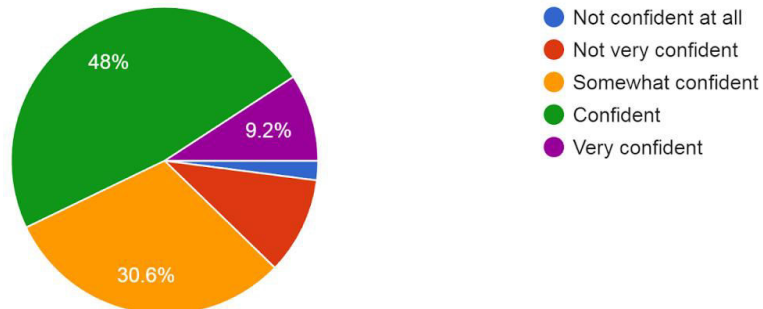
#### Skewness of Total Sum :



Academic Metrics Q. 5

5. How confident do you feel about acquiring knowledge in your current field of study?

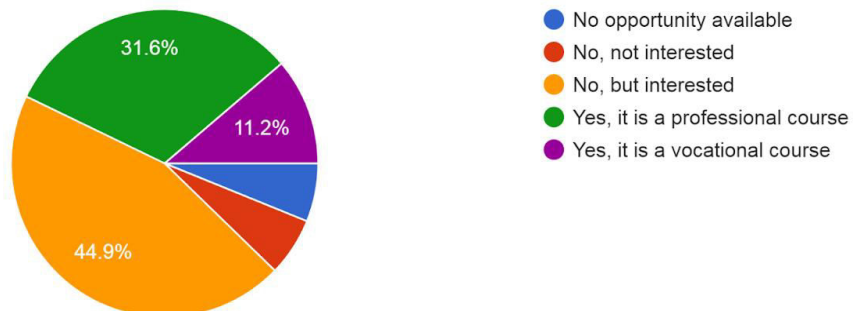
98 responses



Academic Metrics Q. 10

10. Are you currently pursuing a vocational or other course alongside your undergraduate studies?

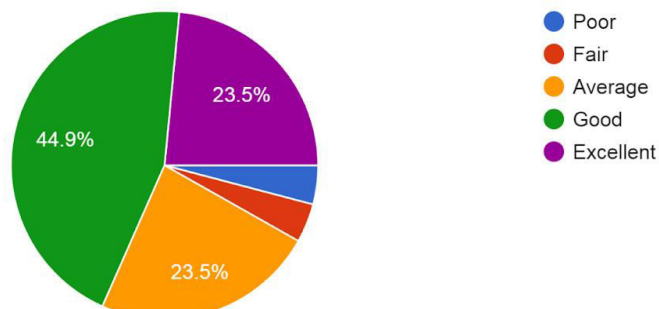
98 responses



Social Interaction Metrics Q. 4

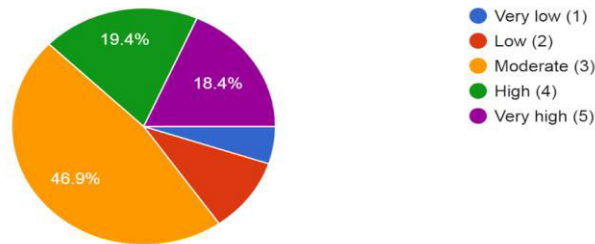
4. How would you rate your ability to work in a team and collaborate with others?

98 responses



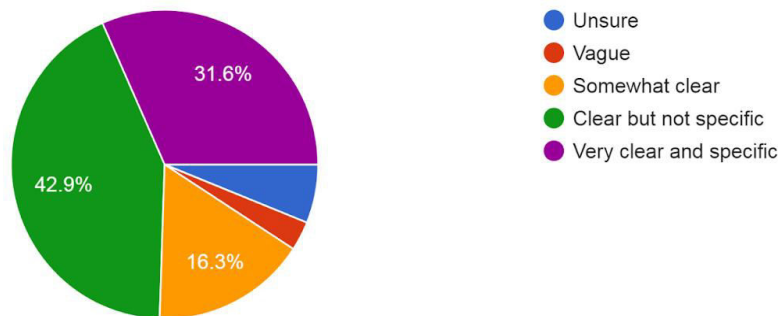
### Physical & Mental Health Metrics Q. 3

3. On a scale of 1 to 5, how would you rate your self-reported stress level?  
98 responses



### Life Satisfaction Metrics Q. 1

1. What are your future aspirations?  
98 responses



## IV. FINDINGS AND INTERPRETATION

**1. Score Distribution and Central Tendency:** The scores from the questionnaire range from 66 to 131 out of a possible 135. The median score is 82, indicating that half of the students scored below this value and half scored above it. The inter quartile range (IQR) of 14 suggests that the middle 50% of scores are relatively close to the median, demonstrating moderate variability among students' responses.

### 2. Kurtosis and Skewness:

- The kurtosis of the total sum is 0.9916, which is close to 1, indicating that the distribution is relatively flat compared to a normal distribution (mesokurtic). This suggests a moderate level of peakedness in the score distribution.
- Skewness values for the individual metrics and total scores are:
  - Academic Metrics: 0.3265
  - Social Metrics: 0.3612
  - Physical & Mental Health Metrics: 0.2093
  - Overall Life Satisfaction Metrics: 0.3113
  - Total Sum: 0.3047. These positive skewness values indicate that the distributions of scores for each metric and the total sum are slightly skewed to the right, meaning that there are more lower scores and a longer tail of higher scores.

**3. Correlation Analysis:** Spearman's rank correlation coefficients reveal the relationships between different metrics:

- Academic and Social Metrics: 0.48
  - Academic and Physical & Mental Health Metrics: 0.37
  - Academic and Overall Life Satisfaction Metrics: 0.54
  - Social and Physical & Mental Health Metrics: 0.25
  - Social and Overall Life Satisfaction Metrics: 0.36
  - Overall Life Satisfaction and Physical & Mental Health Metrics: 0.55
- All correlation values have p-values less than 0.02, indicating statistically significant relationships.

**4. Interpretation of Correlation Coefficients:**

- **Moderate Positive Correlation:**
  - Academic and Social Metrics (0.48)
  - Academic and Overall Life Satisfaction Metrics (0.54)
  - Overall Life Satisfaction and Physical & Mental Health Metrics (0.55)

these moderate positive correlations suggest that improvements in academic performance are associated with better social interactions and overall life satisfaction. Similarly, better physical and mental health is linked with higher overall life satisfaction.
- **Weak to Moderate Positive Correlation:**
  - Academic and Physical & Mental Health Metrics (0.37)
  - Social and Overall Life Satisfaction Metrics (0.36)

these correlations indicate a weaker but still positive association between academic performance and physical & mental health, and between social interactions and overall life satisfaction.
- **Weak Positive Correlation:**
  - Social and Physical & Mental Health Metrics (0.25)

the weakest correlation observed suggests a minimal but positive relationship between social interactions and physical & mental health.

**5. Holistic Development Insights:**

- **Academic Performance:** The range and median scores, along with a slight positive skewness, indicate that while many students are performing well academically, there are a few exceptionally high performers pulling the average up.
- **Social Interaction:** Similar to academic performance, social interaction scores show a positive impact, with moderate correlations to both academic performance and overall life satisfaction.
- **Physical and Mental Health:** Scores are slightly less skewed, indicating relatively balanced responses, with strong ties to overall life satisfaction.
- **Overall Life Satisfaction:** This metric shows the strongest correlations with other metrics, particularly physical and mental health, indicating that overall life satisfaction is significantly influenced by both academic and non-academic factors

**V. CONCLUSION**

Our case study on the impact assessment of NEP 2020 on the holistic growth of commerce undergraduates at B.C. College provides valuable insights into the practical implications of the policy. The findings suggest that NEP 2020 has positively influenced students' academic performance, skill acquisition, and character development. Students have shown enhanced critical thinking, problem-solving abilities, and digital literacy, aligning with the policy's goal of fostering curiosity, creativity, and emotional intelligence.

However, it is essential to acknowledge the limitations of this study. Firstly, NEP 2020 was introduced only last year in this state, and a more comprehensive impact assessment requires a longer timeframe to fully understand its long-term effects. Secondly, B.C. College is situated in a metro city, and the results might differ significantly in rural-based colleges where resources, infrastructure, and student demographics vary. Lastly, a wider range of data collection, including diverse educational institutions and regions, could produce different results, offering a more nuanced understanding of NEP 2020's impact across various contexts.



Despite these limitations, the initial findings are promising and indicate that NEP 2020 has the potential to create a generation of well-rounded, adaptable, and socially responsible individuals. Continued research and extended analysis over a more extended period and across different regions will be crucial in fully realizing and validating the long-term benefits of this policy.

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