

Integration of Multidisciplinary Approach in Commerce Education under NEP 2020

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Abstract: *Indian commerce education, traditionally focused on business, economics, and finance, is undergoing a significant transformation under the National Education Policy (NEP) 2020. This policy advocates for a shift from compartmentalized, discipline-specific learning to a multidisciplinary approach, aiming to equip students with the diverse skill sets needed for the modern global economy. This study investigates the implementation and impact of this multidisciplinary approach within commerce education in India. Historically, commerce education in India emphasized rote learning and specialized knowledge, limiting students' exposure to interdisciplinary perspectives. However, the increasing complexity of the global business environment and the rapid advancement of technology have highlighted the necessity for a more integrated educational model. NEP 2020 seeks to dismantle traditional academic silos, encouraging the integration of subjects like technology, data analytics, and law into commerce curricula.*

This research aims to explore the potential benefits, challenges, and outcomes of adopting a multidisciplinary approach in commerce education under NEP 2020. Key objectives include: identifying the advantages of interdisciplinary learning, analysing the barriers to implementation, assessing institutional responses to NEP 2020, and evaluating the impact on student outcomes. The study is guided by four primary research questions: how can a multidisciplinary approach enhance commerce education? what are the benefits and challenges of integrating interdisciplinary learning? how are educators and institutions responding to NEP's emphasis on multidisciplinary? and how does the integration of multiple disciplines influence student outcomes?

The significance of this research lies in its timely examination of NEP 2020's practical application within commerce education. By focusing on interdisciplinary approaches, this study addresses a crucial gap in existing literature. The findings will provide valuable insights into how commerce education can be restructured to meet the demands of the 21st century. The study examines the historical evolution of commerce education in India, the theoretical framework of NEP 2020, and global trends in multidisciplinary education. It further explores the theoretical foundations of interdisciplinary learning, including cognitive theories such as constructivism and cognitive load theory, and their application in curriculum design. The challenges and opportunities associated with implementing a multidisciplinary approach are also analysed, drawing on existing research and case studies.

This research utilizes a comprehensive review of literature, including policy documents, academic journals, and case studies, to understand the complexities of integrating diverse disciplines within commerce education. The findings will contribute to the ongoing discourse on educational reform in India, providing practical recommendations for educators, institutions, and policymakers to enhance the quality of commerce education and prepare students for success in a dynamic global environment.

Keywords: NEP 2020

