

# **A Study on Impact of National Education Policy 2020 on Accounting Education**

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## **Abstract**

An attempt has been made to study the impact of National education policy 2020 on the accounting education. Researcher had done online survey by using structure questionnaire. The respondents are accounting teachers registered with Ahmedabad branch and suarashtra branch of Indian accounting association. The sample size is 200 samples selected conveniently. Researcher made four type of classification of questionnaire- Impact on Curriculum- on Assessment and Evaluation-Professional development- Student's outcome. Researcher has used nonparametric test- one sample Kolmogorow and Smirnow test to examine the difference in responses. The result of the analysis shows that most of respondents are either agreed or strongly agreed with positive impact of National education policy on Curriculum, assessment and evaluation method, professional development and student's outcome. However in all cases one sample Kolmogorow and Smirnow test indicated significant difference in responses given by respondents.

*Key Words: Accounting Education, National education policy, Curriculum, Evaluation and assessment, professional development and Student's outcome.*

## **Introduction**

New education policy is called the national education policy. Sometimes we call it NEP20. After a very long time, the government of India brought national education policy 2020. We have a very good education system but there is some lacking in it. So in order to remove that lacking, the government brought a national education policy. Government formed a research team for formulating national education policy. The research team studied the education systems of many advanced countries and made a draft for national education policy. It was passed in parliament in 2020. After the policy formulation, we have one year to study Pros and

cons of national education policy. There were a number of debates and discussions among the academicians, politicians and researchers. There were some debates on national television regarding the policy. Even foreigner academicians also participated and appreciated our policy. There were some universities like Delhi University that opposed it and teachers of Delhi University did not agree to the structure of NEP but later on they understood the importance of policy and implemented policy. Experts believe that it is the first Indian education system after independence. In the policy, the Indian knowledge system was considered very important. We know that India had a glorious education system and students from across the world used to come to study in Taxila University, Nalanda University and Vallabhi Vidhyapith etc. Our Vedas, Upanishad and other religious scriptures were very important for them. Well-known professors like Panini and Chanakya are still remembered by academicians and researchers in India. Our ancient education system laid a very strong foundation for knowledge creation. But after the arrival of English people in India, they started setting up their education system. Well-known name is Lord Macaulay who brought some reforms in the education system. It is also criticized that the very education system generated only clerks, not decision makers.

We have an education system consisting of primary school, higher secondary school, college and postgraduate. We also have universities, deemed University, recognized institute, private universities, Central University, institute of national importance like IIMs, IITs and AIMS etc. There are some recognized institute by the world ranking institute and Shanghai Rankin institute.

The salient features of NEP 20 are to offer diploma certificates if a student leaves study mid-way. Moreover there are two types of graduation with honors and graduation with research. If a student completes four years, NEP20 has a multidisciplinary and interdisciplinary approach. It is believed that both the approaches are highly useful to develop students comprehensively. Besides, practical training and vocational courses are very important for improving the quality of education. There are plenty of opportunities for accounting courses. Accounting students can study some very important courses of science faculty like artificial intelligence and accounting, cloud computing and forensic science etc. Even science students can study some courses of accounting like basic accounting, basic of GST, Basic of accounting software. Industry 4.0 is a very fast industrial revolution which is technology driven. So obviously courses should be designed accordingly. Manufacturing processes have been totally changed and manufacturing technology has also been totally changed. Even the service sector has changed so much.

So accordingly NEP20 is designed. There are some vocational courses which will generate employment amongst youth. Multidisciplinary and interdisciplinary subject knowledge to the students is very important. It means that students of one branch can learn the subject of another branch like finance students can learn computer or behavioral psychology from arts faculty. Even students of science faculty can learn accounting related subjects from commerce and management faculty. Good thing is that students can have in-depth knowledge about the core subjects. Here the core subject is a major subject. The door of research is open after finishing three years of graduation with 7.5 CGPA. It is also beneficial to students that a student can acquire honors with a degree within a span of four years.

**Review of literature:** **K.Savita, Kiran Usha and Sunita M.A. (2017)** wrote an article on a study on online accounting education in which they have done research on Artha Vidhya. This is online learning platform which offers many courses to develop the skill of the registered students. But there are many students who left study in between. However this platform is very useful to accounting education. **Vishvanathan(2023)** wrote an article on Indian economy and accountancy profession with respect to global perspective. He mentioned that there is lot of changing in accounting profession in present century. He mentioned that there are some challenges like IT system, cyber security, harmonizing accounting standards, taxation system, integration of accounting profession with other profession etc. **Manoharran (2023)** wrote an article on Future of the accountancy profession in which he stated that there are some emerging areas like digital gadget, increasing the capacity of CA firms, to go for global reach, in increase value system in profession, to development ESG reporting system etc. He said that the profession can be developed only when we are able to cope with challenging environment. **Sudhir chandra das and Raj kumar Sing (2018)** did research on Accounting education in India and USA. He made comparative study. He explained that the comparative analysis of accounting syllabus of Indian and USA. He found that Indian we emphases on financial accounting and cost accounting whereas in USA they emphases on cost and management accounting. He has also given suggestions regarding how to make strong and competitive accounting syllabus which would become highly relevant to current situation. He also said that we should not compromise with accounting syllabus otherwise professional development of accounting students will be restricted. **Ambedkar Rupali and vys ashmita( 2015)** wrote an article on changing accounting education in India through MOOCs. The researcher explained the online learning for accounting professionals and also emphases that MooCs module will help to build accounting skill among the students. The researcher further stated that MOOCs should have well designed accounting curriculum and proper assessment and examination

system. However as per their opinion internet has been major hurdle for online course. Dundee S.S. (2017) wrote an article on Challenging in accounting Education in India. The researcher explained that syllabus of accounting education should not be traditionally designed but it should incorporate some changes like software based accounting learning, report writing, analytical skill, vocational skill, problem solving ability etc. Monika (2019) wrote on ethics and accounting education in India. The researcher mentioned that ethicality among accounting education is important. So whenever university designs the syllabus, ethical aspects should be included. Accounting profession with ethics can avoid corporate scandals like Enron, world com, Satyam, Sahara and kingfisher airlines etc.

**Title: A study on impact National education policy 2020 accounting education**

**Objective: The researcher has set the following objective**

- 1) To examine the impact of National education policy 2020 on curriculum of accounting education
- 2) To examine the impact of National education policy 2020 on accounting subject's assessment and evaluation
- 3) To examine the impact of National education policy 2020 on professional development of accounting teachers
- 4) To examine the impact of National education policy 2020 on accounting student's outcome
- 5) To give constructive suggestion for policy implication

**Research Methodology:** The title of the researcher paper is a study on impact NEP-2020 accounting education: A study with respect to registered accounting teachers with Indian accounting association of Gujarat. Researcher has collected primary data from the accounting teacher registered with Indian accounting association of Saurashtra Branch and Gujarat Ahmedabad branch. The researcher has prepared questionnaire to get data. The sample size is 250 respondents. The researcher has conveniently selected samples. Researcher has used five it is based on five points Likert scale. (1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree). Researcher has used One-Sample Kolmogorov-Smirnov Test to know the differences in responses of respondents.

**Data Analysis**

**Demographic Variables:**

**Table-1**

Gender	Frequency	Age	Frequency	Qualification	Frequency
Male	58	20-25	11	M.COM	28
Female	142	26-30	33	M.Phil	19
Total	200	31-35	40	Ph.D	3
		36-40	53	GSET	130
		41-45	20	UGC-NET	20
		46 - above	43	<b>Total</b>	<b>200</b>
		<b>Total</b>	<b>200</b>		
Designation	Frequency	Institute	Frequency	Experience	Frequency
Adhyapak Sahayak	49	Grant-in College	90	5-10 years	85
Assistant Professor	115	Government college	19	11-15 years	51
Associate Professor	20	Constitute College	1	16-20years	23
Professor	16	Self Finance college	60	20 years and above	41
Total	200	State run University	22	Total	200
		Private university	8		
		Total	200		

Out of the total respondents, 176 are male and 74 are female respondents. Age wise analysis shows that out of 200 respondents, 11 respondents are from 20-25 years of age group, 33 respondents are from 26-30 group, 40 respondents are from 31-35 years of age group, whereas 53 respondents are from 36-40 age group, 20 respondents belongs to 41-45 age group and 43 respondents belongs to 46 to above age group. Maximum respondents are from 36-40, 46 to above and 31-35 age groups. Qualifications of accounting teachers are shown in above table. Out of 200 respondents, 130 respondents have Ph.D degree, 28 respondents have GSET, 20 respondents have UGC-NET and 19 respondents are having only M.Com degree. Maximum respondents have Ph.D degree so they are well matured in giving their opinions. Above table also shows Qualification wise analysis, out of total 200 respondents, 115 respondents have designation of assistant professor, 49 respondents are Adhyapak Sahayak, 20 respondents are associate professor and only 16 respondents are professor. From the above table it is analyzed that out of 200 respondents, 90 respondents are from Grant-in Aid College, 60 respondents are from Self-Finance College, 22 respondents are from state run university, 19 respondents are from Government College, 1 respondent is from Constituent College and 8 respondents are from Private University. As far as experience of respondents is concerned, out of 200 respondents, 85 respondents have experience of 5-10 years, 51 respondents have the experience of 11-15 years, 41 respondents have the experience of 20 and above years and 16 respondents have the experience of 16-20 years.

**Table-2 Part-A National education policy and its impact on Curriculum of accounting subject**

Sr.No.	Impact on Syllabus	S.A	A	N	D.S	SDA	One-Sample Kolmogorov-Smirnov test Statistic	Sig.	result
1	The NEP has made the accounting syllabus more globally competitive	37	73	45	33	12	.225	.000	Significant
2	The NEP has made the accounting syllabus more equitable and inclusive.	34	79	48	33	6	.245	.000	Significant
3	The NEP has made the accounting syllabus more flexible and responsive to change	34	79	51	30	6	.247	.000	Significant
4	The NEP has made the accounting syllabus more aligned with the needs of the labor market	25	64	75	30	6	.231	.000	Significant
5	The NEP has made the accounting syllabus more student-centered and outcome-based	34	91	45	24	6	.284	.000	Significant
	The NEP has had a positive impact on the accounting syllabus	37	85	48	24	6	.268	.000	Significant
	The NEP has made the accounting syllabus more holistic and multidisciplinary	40	79	63	15	3	.261	.000	Significant
	The NEP has made the accounting syllabus more skill-based	43	73	51	24	9	.234	.000	Significant
	The NEP has made the accounting syllabus more focused on data analytics and financial modeling	34	67	78	12	9	.253	.000	Significant

NEP has made the accounting syllabus more practical	30	77	57	27	9	.242	.000	Significant
The new policy has improved the alignment of the curriculum with global accounting standards	34	79	45	33	9	.242	.000	Significant

Out of total 200 respondents regarding The NEP has made the accounting syllabus more globally competitive, 73 respondents are agree, 37 respondents are strongly agree to the statement. 45 respondents remained neutral and 33 respondents are disagreeing. Whereas 12 respondents are strongly disagree. The researcher has applied non-parametric test One-Sample Kolmogorov-Smirnov test to know differences in responses given by respondents. The level of the significance was 1% and the result of the test shows that there is significant difference in the responses by respondents.

Out of total 200 respondents regarding The NEP has made the accounting syllabus more equitable and inclusive. 34 respondents and 79 respondents are strongly agreed and agree. 48 respondents remained neutral. 33 respondents are disagreeing. So the maximum of the respondents are agreed that The NEP has made the accounting syllabus more equitable and inclusive. The researcher has applied non-parametric test One-Sample Kolmogorov-Smirnov test to know differences in responses given by respondents. The level of the significance was 1% and the result of the test shows that there is significant difference in the responses by respondents.

Out of total 200 respondents regarding The NEP has made the accounting syllabus more flexible and responsive to change. 79 respondents and 34 respondents agree and strongly agree respectively which means that The NEP has made the accounting syllabus more flexible and responsive to change. However 25.50% respondents remained neutral and 30 respondents are disagreed. The researcher has applied non-parametric test One-Sample Kolmogorov-Smirnov test to know differences in responses given by respondents. The level of the significance was 1% and the result of the test shows that there is significant difference in the responses by respondents.

Out of total 200 respondents about the statement of The NEP has made the accounting syllabus more aligned with the needs of the labor market. 64 respondents and 25 respondents are Agree and strongly agree. 75 respondents are neutral and 30 respondents are neutral. Majority Respondents are positive that the NEP has made the accounting syllabus more aligned with the

needs of the labor market. The result of non-parametric test One-Sample Kolmogorov-Smirnov test to know differences in responses given by respondents shows significant different in responses.

Out of the 200 respondents regarding the statement that The NEP has made the accounting syllabus more student-centered and outcome-based. 45.5% respondents are agreed and 17% respondents are strongly agreed. Hence it is concluded that accounting syllabus has become student centric and outcome based. However result of the One-Sample Kolmogorov-Smirnov test shows significant differences.

Out of 200 respondents regarding the statement of The NEP has had a positive impact on the accounting syllabus. 42.5% of the respondents are agreed and 18.5% respondents are strongly agreed. Only 12% respondents are disagreed. However result of one sample Kolmogorow and Smirnov test was significant which means that responses of respondents differ substantially.

Regarding the statement of The NEP has made the accounting syllabus more holistic and multidisciplinary, out of 200 respondents, 79 respondents are agreed, and 40 respondents are strongly agreed. 63 Respondents remained neutral. 15 respondents are disagreed. However result of one sample Kolmogorow and Smirnov test was significant which means that responses of respondents differ substantially.

Out of 200 respondents, 73 respondents and 43 respondents agree and strongly agree that The NEP has made the accounting syllabus more skill-based. Result of one sample Kolmogorow and Smirnov test was significant which means that responses of respondents differ substantially.

Out of total 200 respondents, 67 respondents are agreed that The NEP has made the accounting syllabus more focused on data analytics and financial modeling. 34 respondents are strongly agreed. 78 respondents are neutral and 12 respondents are disagreed. Result of one sample Kolmogorow and Smirnov test was significant which means that responses of respondents differ substantially.

Out of 200 selected respondents, 77 respondents are agreed and 30 respondents are strongly agreed which means that NEP has made the accounting syllabus more practical. However one sample Kolmogorow and Smirnov test was significant which means that responses of respondents differ substantially.

Out of 200 respondents, 79 respondents are agreed and 34 respondents are disagreed that the new policy has improved the alignment of the curriculum with global accounting standards. 45 respondents remained neutral. 33 respondents are disagreed and 9 respondents are strongly



disagreed. However one sample Kolmogorow and Smirnov test was significant which means that responses of respondents differ substantially.

From above responses it is concluded that National education policy has impacted on Accounting syllabus positive way.

**Table-3 Part-B Impact on Assessment and Evaluation**

Sr.No.	Impact on Assessment and Evaluation	S.A	A	N	D.S	SDA	One-Sample Kolmogorov-Smirnov test Statistic	Sig.	result
1	The new policy has enhanced assessment methods to better measure student learning in accounting	51	79	37	25	8	.251	.000	Significant
2	Assessment criteria are clearly defined and aligned with learning objectives.	35	97	39	26	3	.301	.000	Significant
3	The policy supports a variety of assessment methods, such as projects, presentations, and exams.	54	95	30	14	7	.304	.000	Significant
4	Timely feedback on assessments is consistently provided to students	34	95	54	10	7	.305	.000	Significant
5	The policy ensures fair and unbiased grading practices.	35	80	54	20	11	.254	.000	Significant
6	The continuous assessment methods introduced by NEP 2020 are beneficial for students' overall development.	60	84	34	13	9	.275	.000	Significant
7	The flexibility in assessment and evaluation methods under NEP 2020 supports diverse learning styles and abilities.	47	95	36	17	5	.302	.000	Significant
8	NEP 2020 adequately addresses the issue of examination stress and pressure on students.	33	70	61	27	9	.223	.000	Significant
9	NEP 2020 promotes a more well-rounded evaluation of students beyond traditional exams.	46	87	44	18	5	.267		

10	The implementation of NEP 2020 in assessment and evaluation practices has positively impacted my learning experience.	46	87	44	18	5	.279	.000	Significant
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Above table-3 shows that 79 respondents agree and 31 respondents strongly agree that the new policy has enhanced assessment methods. 37 respondents remained neutral and 25 respondents disagree and 8 respondents strongly disagree. The result of Kolmogorow Smirnov test is significant which respondents' responses are varying.

About the statement assessment criteria is consistence with learning objective for that 35 respondents strongly agreed and 97 respondents agree which means that assessment criteria is increasing learning ability. 39 respondents remained neutral that they have no experience about the assessment. Whereas 26 respondents and 3 respondents disagree and strongly disagree about that assessment criteria which are aligned with learning objectives. One-Sample Kolmogorow-Smirnov test is significant.

About third statement 54 respondents strongly agree and 95 respondents agree that this policy supports project work, presentation and examination etc. but 30 respondents believe that they do not know about that thing so they remained neutral. And 14 respondents disagree and 7 respondents strongly disagree that the assessment criteria laid down in NEP2020 supports project work, presentation and exams. One-Sample Kolmogorow-Smirnov test is significant

The good feature of NEP2020 is about timely feedback and 34 respondents strongly agree and 95 respondents agree that timely feedback is need and provided by students to improve that classroom performance. 54 respondents are neutral about this statement. Whereas 10 respondent and 7 respondents are strongly disagree and disagree that timely feedback is helpful. However the result of test says that Reponses of respondent are varying.

The experience of the accounting teachers say that grading system is unbiased for that 35 respondent strongly agree and 80 respondent agree but 54 respondents are salient and 20 respondents disagree and 11 respondents strongly disagree that there is bias in grading practices. However result of the test does not support about this statement.

60 respondents out of 200 strongly agree and 84 respondents agree that the continuous assessment is good for overall development of students but 34 respondents remained neutral and 21 respondents disagree about that overall development through continuous assessment system of NEP2020.

47 respondents strongly agree and 95 respondents strongly agree that NEP 2020 supports diverse learning styles and abilities. Whereas the 36 respondent are neutral about the support of diverse leaning style and abilities due to flexible assessment method. But the same is not support by the result of the test as the result is significant.

33 respondents out 200 total respondent strongly agree and 70 respondents agree that there is stress free assessment in NEP2020. Very small port remained on negative side. The result of test is significant.

Out of 46 respondents strongly agree and 87 respondents agree that NEP2020 offers well-rounded evaluation of students beyond traditional exams. 44 respondents are neutral and 18 respondents disagree and 5 respondents strongly disagree that NEP2020 does not provides NEP 2020 promotes a more well-rounded evaluation of students beyond traditional exams. According to the test it was found that relative frequencies of respondents are different.

Out of 200 respondents 46 strongly agree and 87 strongly agree that an assessment and evaluation practice has positively impacted my learning experience. Very small portion of the respondents are unwilling to accept that fact. According to the test it was found that relative frequencies of respondents are different.

**Table-4 Part-C NEP-2020 Impact on Professional Development**

Sl.No.	NEP-2020 Impact on Professional Development	S.A	A	N	D.S	SDA	One-Sample Kolmogorov-Smirnov test Statistic	Sig.	result
1	Faculty members are offered ample opportunities for enhancing their teaching and research skills.	50	87	32	21	10	0.262	.000	Significant
2	NEP 2020 has provided opportunities for accounting professors to enhance their teaching skills.	55	85	29	22	9	0.270	.000	Significant
3	The policy has facilitated collaboration and networking among accounting teachers	45	97	36	15	7	0.307	.000	Significant

4	NEP 2020 has contributed to the overall professional growth and development of accounting teachers	44	98	19	34	5	0.308	.000	Significant
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Impact on professional development is concerned, 50 respondents out of 200 strongly and 87 respondent out of 200 agree that NEP2020 enhancing their teaching and research skills. One-Sample Kolmogorow-Smirnov test is significant which says that the respondent's responses are different. 55 respondents strongly agree and 85 respondents strongly agree that NEP 2020 provides opportunities for accounting professors to enhance their teaching skills. 22 respondents disagree and 9 respondents strongly disagree that NEP2020 does not enhance the accounting teaching skill. The result of test proves that the responses of respondents are different.

It is said believed that NEP2020 provides opportunities to accounting teacher for collaboration and networking for this statement 45 respondent strongly agree and 97 respondents agree that yes it has an impact. But 35 respondents remain indifference for this statement. The test result is significant which means that there is difference in responses of respondents.

44 respondents strongly agree and 98 respondent agree that NEP 2020 provides overall professional growth and development of accounting teachers but 34 respondent disagree and 5 respondent strongly disagree that it does not provides overall professional growth and development of accounting teachers. The result of the test says that responses of respondents are different.

**Table-5 Part-D NEP-2020 Impact on Student's outcome**

Sr.No.	NEP-2020 Impact on Student's outcome	S.A	A	N	D.S	SDA	One-Sample Kolmogorov-Smirnov test Statistic	Sig.	result
1	The policy has encouraged a deeper understanding of accounting concepts and principles.	52	85	37	17	9	.273	.000	Significant
2	NEP 2020 has promoted critical thinking and problem-solving skills in accounting coursework.	46	85	44	15	10	.274	.000	Significant

3	The policy has facilitated a more practical and industry-relevant accounting curriculum.	43	85	39	24	9	.266	.000	Significant
4	NEP 2020 has improved my overall academic performance in accounting courses.	46	81	48	11	14	.264	.000	Significant
5	The policy has better prepared accounting students for future careers in the field.	46	80	44	22	8	.255	.000	Significant
6	The NEP 2020 has made accounting students more likely to pursue a career in accounting	42	92	37	18	11	.289	.000	Significant

The policy has encouraged a deeper understanding of accounting concepts and principles for the statement 52 respondents out of 200 strongly agree and 85 respondents agree and 37 remained neutral. Only 26 respondents did not agree with this statement. The result of the test indicates that there is difference in responses of respondent.

46 respondents strongly agree and 85 respondents agree that NEP 2020 has promoted critical thinking and problem-solving skills in accounting coursework. But 44 respondents out of 200 remained neutral.

The policy has facilitated a more practical and industry-relevant accounting curriculum, this statement is supported and accepted by 43 respondents strongly agreeing and 85 respondents agreeing whereas 39 respondents remained indifference. The small part of respondents disagrees and did not accept this statement which also supported by the result of test.

Out of 200 accounting teaching 46 strongly agree and 81 agree that NEP 2020 has improved my overall academic performance in accounting courses. But 48 accounting teacher remained neutral because they did not have experience.

The policy has better prepared accounting students for future careers in the field which supported by 46 strongly agreeing and 80 agreeing whereas 30 accounting teacher did not believe in that. The result of the test was positive which indicates significant difference in responses.

Out of 200 accounting teaching 42 strongly agree and 92 agree that The NEP 2020 has made accounting students more likely to pursue a career in accounting. 37 respondents are neutral

and 18 accounting teachers did not agree and 11 teachers strongly disagree about this statement. The same is supported by the result of the test.

**Finding: Findings for NEP-2020 impact on syllabus**

1. The findings suggest that a significant portion of respondents (18.5% strongly agree and 36.5% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more globally competitive.
2. A substantial majority of respondents (17.0% strongly agree and 39.5% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more equitable and inclusive.
3. A significant majority of respondents (17.0% strongly agree and 39.5% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more flexible and responsive to change.
4. Majority of respondents (12.5% strongly agree and 32.0% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more aligned with the needs of the labor market.
5. Majority of respondents (17.0% strongly agree and 45.5% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more student-centered and outcome-based.
6. Majority of respondents (18.5% strongly agree and 42.5% agree) believe that the National Education Policy (NEP) has had a positive impact on the accounting syllabus.
7. Majority of respondents (20.0% strongly agree and 39.5% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more holistic and multidisciplinary.
8. Majority of respondents (21.5% strongly agree and 36.5% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more skill-based.
9. A significant percentage of respondents (17.0% strongly agree and 33.5% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more focused on data analytics and financial modeling.
10. A substantial majority of respondents (15.0% strongly agree and 38.5% agree) believe that the National Education Policy (NEP) has made the accounting syllabus more practical.
11. A significant majority of respondents (17.0% strongly agree and 39.5% agree) believe that the new policy has improved the alignment of the curriculum with global accounting standards.

### **Findings for NEP-2020 Impact on Assessment and Evaluation**

1. Majority of respondents (25.5% strongly agree and 39.5% agree) believe that the new policy has enhanced assessment methods to better measure student learning in accounting
2. Majority of respondents (17.5% strongly agree and 48.5% agree) believe that assessment criteria are clearly defined and aligned with learning objectives
3. Majority of respondents (27.0% strongly agree and 47.5% agree) believe that the policy supports a variety of assessment methods, including projects, presentations, and exams
4. Majority of respondents (17.0% strongly agree and 47.5% agree) believe that timely feedback on assessments is consistently provided to students
5. Majority of respondents (17.5% strongly agree and 40.0% agree) believe that the policy ensures fair and unbiased grading practices
6. Majority of respondents (30.0% strongly agree and 42.0% agree) believe that the continuous assessment methods introduced by NEP 2020 are beneficial for students' overall development
7. Majority of respondents (23.5% strongly agree and 47.5% agree) believe that the flexibility in assessment and evaluation methods under NEP 2020 supports diverse learning styles and abilities
8. a significant percentage of respondents (16.5% strongly agree and 35.0% agree) believe that NEP 2020 adequately addresses the issue of examination stress and pressure on students
9. A significant majority of respondents (18.5% strongly agree and 43.0% agree) believe that NEP 2020 promotes a more well-rounded evaluation of students beyond traditional exams
10. Majority of respondents (23.0% strongly agree and 43.5% agree) believe that the implementation of NEP 2020 in assessment and evaluation practices has positively impacted their learning experience

### **Findings for NEP-2020 Impact on Professional Development**

1. Majority of respondents (25.0% strongly agree and 43.5% agree) believe that faculty members are offered ample opportunities for enhancing their teaching and research skills
2. Majority of respondents (27.5% strongly agree and 42.5% agree) believe that NEP 2020 has provided opportunities for accounting professors to enhance their teaching skills

3. Majority of respondents (22.5% strongly agree and 48.5% agree) believe that the policy has facilitated collaboration and networking among accounting teachers, indicating a positive impact on professional collaboration within the field.
4. Majority of respondents (22.0% strongly agree and 49.0% agree) believe that NEP 2020 has contributed to the overall professional growth and development of accounting teachers

#### **Findings for NEP-2020 Impact on Student's outcome**

1. Majority of respondents (26.0% strongly agree and 42.5% agree) believe that the policy has encouraged a deeper understanding of accounting concepts and principles, indicating a positive impact on the depth of knowledge in the field of accounting.
2. As far as critical thinking and problem-solving skills in accounting coursework statement is concerned out of 200 respondents, 85(42.5%) are agreed and 46(23%) are strongly agreed.
3. Practical and industry-relevant with accounting curriculum is concerned out of 200 respondents, 85(42.5%) respondents are agreed and 43(21.5%) respondents are strongly agreed.
4. It is also indicated by the above table that NEP 2020 has improved my overall academic performance in accounting courses because 82(40.5%) respondents are agreed and 46(23%) respondents are strongly disagreed.
5. The majority of respondents (23.0% strongly agree and 40.0% agree) believe that the policy has better prepared accounting students for future careers in the field.
6. The majority of respondents (21.0% strongly agree and 46.0% agree) believe that NEP 2020 has made accounting students more likely to pursue a career in accounting.

**Suggestion:** on the base of the data analysis it is suggested that

- 1) Each university should develop the curriculum of accounting education by following the guideline of national education policy2020.
- 2) Moreover while designing accounting syllabus, latest trend of market should be considered.
- 3) Accounting syllabus should be designed by considering technological aspect
- 4) Accounting teacher should be provided proper training
- 5) Accounting teacher should be made aware about the latest teaching equipments and methodology.
- 6) Accounting teacher should use other methods of teaching like flip learning, ICT based learning, case study based learning and problem solving technique etc.



- 7) University syllabus of accounting education should be competitive in nature so that accounting student can compete to ICAI, ICWA and CFA. Even forensic accounting and green accounting should be introduced in syllabus.
- 8) Maximum practical exposure should be given to accounting students
- 9) Students of accounting should be taught vocational course like Tally, Profit, Mehtaji and other accounting software.
- 10) Each institute should have placement cell to place the accounting students
- 11) Accounting education should be integrated with other disciplines like economics, mathematics, statistics, taxation, portfolio management and technology etc.

**Accounting education has implications with NEP 2020 with illustration:** NEP2020 has brought many reforms in the education system. Here are some implications of NEP 2020 on accounting education with illustrations: After NEP2020 Accounting curriculum is changed and case studies of companies like tata, Infosys Birla and Derivative market have been introduced in syllabus. It means that syllabus becomes practical oriented. NEP2020 emphasized skill development which includes problem solving ability of the students like managing companies virtually. It also develops the skill of critical thinking ability. It incorporates accounting software in syllabus like tally, QuickBooks and EXBRL etc. It also enables teachers to use technology in teaching and learning. NEP2020 also offers more choice of subjects like data analytics and artificial accounting to incorporate in accounting education. Ethics and value-based education is the need of an hour which is being focused in NEP2020. Hence it focuses on detecting financial frauds and scams for that case studies like Satyam, Enron and SAHAR etc. are being taught in the class. Different learning methods and pedagogies are also given importance in NEP2020 for accounting education. Accounting education is totally incomplete if there is no job in the market. Hence NEP2020 focuses on internship, guest lectures from industry and industry-specific projects for students. Thus, in conclusion it is said that NEP2020 has a totally different approach imparting education to learner. It puts emphasis on skill development, holistic knowledge through multidiscipline and inter-disciplines of subjects.

**Conclusion:** An attempt has been made to study the impact of National education policy 2020 on accounting education. Researcher had done online survey by using structure questionnaire. The respondents are accounting teachers registered with Ahmedabad branch and suarashtra branch of Indian accounting association. The sample size is 200 samples selected conveniently. Researchers made four types of classification of questionnaire- Impact on Curriculum- on Assessment and Evaluation-Professional development- Student's outcome. Researchers have used nonparametric test- one sample Kolmogorow and Smirnow test to

examine the difference in responses. The result of the analysis shows that most of respondents are either agreed or strongly agreed with positive impact of National education policy on Curriculum, assessment and evaluation method, professional development and student's outcome. However, in all cases one sample Kolmogorow and Smirnow test indicated significant difference in responses given by respondents.

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