



Research Paper

A Lens of Correlation between NEP-2020's Reforms and Mahamana's Vision in Education

Dr Pooja

Assistant Professor, Dept. of Commerce, AMPGC, BHU, Varanasi
ORCID ID: 0000-0002-7447-7923

Abstract:

The year 2020 is remembered as the year of the COVID-19 pandemic, which changed the education landscape from traditional to a modern digital education. However, the education sector in India witnessed an important reform change in the form of the "**National Education Policy 2020**". In NEP 2020, diverse norms and policies were framed to promote innovation in education, advance a holistic perspective, and develop creative mindsets. The policy measures were taken to endorse skill development, learning, and scientific research capabilities among students and researchers.

When the policies of NEP-2020 are viewed from the perspective of HEIs, specifically from a reputed central University, "Sarv Vidhya Ki Rajdhani" - "Banaras Hindu University", its aim always attracts creative and innovative minds: "**Knowledge Imparts Immortality**". Then, it is always a sensible attitude to remind oneself of the prestigious contribution and efforts of **Mahamana Pt. Madan Mohan Malaviya Ji**, along with great legends. Mahamana's vision remained completely dedicated to building multitalented, dynamic personalities with a perfect blend of knowledge, wisdom, and innovation.

In this sense, the NEP-2020 appears to be a positive reflection of Mahamana's vision. The vision lies in the belief that education, educators, and pupils have the potential to explore innovative and talented minds for socio-academic development in society. Moreover, learners' consciousness always links practical learning with well-known theories and proactive observations.

The field of education is wide and complex, and it is clear that the provisions of the NEP 2020 and the visions of Mahamana are of great importance. Both play a crucial role in commercial education, as all economic, business, and commercial activities are rooted in this field. That is why innovative learning maximises outreach among commerce graduates in higher education institutions. Keeping all the pivotal facts in mind, the researcher has attempted to assess and examine innovation in learning and future dimensions through pragmatic, proactive research in commerce education.

Keywords: Educational partnership, Experience Learning, Internationalisation of Education, Motivation, Skill Development, Technological education, Vocational training

Received 24 July., 2026; Revised 04 Aug., 2026; Accepted 06 Aug., 2026 © The author(s) 2026.

Published with open access at www.questjournals.org

I. Introduction

The Indian education system has historically oscillated between colonial legacies and indigenous reform. The latest NEP-2020 has been hailed as a milestone in reconciling these dichotomies. Simultaneously, Mahamana Pandit Madan Mohan Malaviya's century-old vision remains strikingly relevant, emphasising a harmonious blend of modern education with cultural and ethical values. In commerce education, which is a central field of India's economic development, the dual inspirations hold transformative potential. This paper aims to analyse and correlate Mahamana's socio-academic ideologies with the policy initiatives of the NEP-2020, providing a snapshot of their impact on the evolving landscape of commerce education.

II. Literature Review

Mahamana Pandit Madan Mohan Malaviya envisioned education as an instrument of national regeneration that harmonised scientific temper with spiritual wisdom. His educational model at Banaras Hindu University emphasised holistic development, character formation, and social responsibility, thereby integrating

moral purpose with intellectual growth (Singh & Singh, 2012). This foundational philosophy resonates with the National Education Policy 2020, which promotes multidisciplinary learning, employability, skill development, digital pedagogy, and ethical grounding in higher education (MHRD, 2020). Within this framework, commerce education—traditionally characterised by rote learning—is being transformed to incorporate entrepreneurship, fintech, sustainability, and experiential learning approaches examined by Bharvad&Bharvad(2024).

Empirical studies by Singh (2024) and Bose (2023) further strengthen this linkage. A recent analysis notes that students value the flexible curriculum and vocational integration introduced by NEP 2020. However, major barriers remain, including inadequate infrastructure, insufficient teacher training, and funding limitations, which challenge the effective implementation of these reforms. Similarly, Chaurasia and Tyagi (2025), in their study titled "Impact of NEP 2020 in Commerce in India," highlight the enhancement of critical thinking, digital integration, and experiential learning under the new policy, while recommending stakeholder-focused strategies, such as faculty training and infrastructure investment, to ensure effective implementation, as stated by Bose (2023).

Scholarly works revisiting Malaviya's philosophy underline his effort to blend the traditional Indian Takshashila–Nalanda model with modern Western scientific methods—a vision institutionalised through the establishment of BHU. Commemorative academic reflections describe him as "most modern then, ultra-modern in future vision," emphasising his opposition to colonial educational frameworks and his advocacy for a culturally rooted, science- and ethics-based system of higher education(Mishra, n.d.). Contemporary research also reexamines his emphasis on industrial and vocational education as central to national economic development, aligning with NEP 2020's focus on skill-based, practical learning. (Jan & Khurshid, 2025)

Furthermore, studies on equity and inclusivity underscore Malaviya's commitment to women's education, regional language instruction, and access for marginalised communities—principles that are mirrored in NEP 2020's inclusive education agenda. (Kumari, 2025) Revisiting Malaviya's vision through the NEP lens is thus interpreted as a progressive shift toward creativity, innovation, and the integration of moral values with modern pedagogy. (Vijaybhai& Singh, 2025) In the global context, NEP 2020's promotion of multidisciplinary flexibility—allowing students from science and arts backgrounds to pursue commerce—closely aligns with Malaviya's integrated and culture-rooted educational approach. Recent discussions on postgraduate eligibility reforms further support broader interdisciplinary access, reinforcing the philosophical continuity between Mahamana's vision and contemporary educational policy, as explained byVijaybhai& Singh (2025).

Research gap:

Despite extensive scholarly discussion of Mahamana's Vision and NEP 2020, a significant research gap persists in systematically examining their combined impact on higher education, particularly on commerce education. There is a gap in empirically examining how Mahamana's value-based education integrates with the core vision of NEP 2020. Moreover, insufficient attention has been given to inclusivity and the long-term impact of NEP-aligned reforms inspired by Malviya's vision, highlighting the need for correlative studies to bridge the gap between philosophy, policy, and practice.

Research Significance and Questions:

The study is considered significant as the correlation between Mahamana's vision and NEP 2020 is to be examined. The valuable insights are provided to align value-based, multidisciplinary, and skill-oriented commerce education with contemporary policy reforms. The study provides a clear insight into the major concern,"how the National Education Policy 2020 correlates with Mahamana's educational Vision in promoting holistic, value-based and multidisciplinary education in higher and commerce education?"

Research Objectives

- To explore the philosophical correlation between Mahamana's vision and NEP-2020.
- To identify key dimensions of innovation in commerce education as inspired by NEP-2020 and Mahamana's ideals.

Research Methodology

- **Research Design:** This study adopts an exploratory design to examine the convergence of Mahamana's educational vision and the National Education Policy (NEP) 2020, and how this collaboration is driving innovation in commerce education in India. The research integrates conceptual analysis, policy evaluation, and thematic case study review.
- **Nature of the Study:** The present study is conceptual and fundamental, as very few studies have been conducted based on a literature review. Therefore, the inductive paradigm with a socio-academic lens has

been adopted to discover new elements. The study has a broad scope, focusing on higher education reforms in commerce education in India since the NEP 2020.

- **Data Sources:** The study is based on extensive secondary data from the Policy Documents & Reports of the National Education Policy 2020 (MHRD, G.O.I.), UGC and AICTE guidelines on curriculum reforms, and institutional vision documents. Research surveys have also been drawn from the academic literature and journals, as well as from web-based resources such as the official portal of the Ministry of Education, newspaper articles, educational whitepapers, and biographical and philosophical writings on Mahamana Pandit Madan Mohan Malaviya.
- **Analytical Framework:** A thematic analysis was conducted by categorising data under ten core dimensions based on an extensive review of the literature. These dimensions include: philosophical underpinnings, curriculum & pedagogy, interdisciplinarity, value-based learning, technology integration, inclusivity, teacher training, assessment practices, institutional transformation, and global perspective in commerce. Each theme was reviewed through the lens of the correlation between NEP-2020's reforms and Mahamana's ideals.
- **Data Interpretation:** The collected secondary data was analysed through narrative and content analysis techniques.
- **Limitations:** The present study has some limitations, viz., it is limited to qualitative analysis and does not include primary data collection. A temporal limitation exists, as policy implementation is ongoing and evolving.
- **Ethical Considerations:** As the study relies solely on publicly available secondary data, there were no human subjects involved, and no ethical clearance was required

Dimensions of Mahamana's Vision and NEP 2020

Mahamana Madan Mohan Malaviya's educational vision was deeply humanistic, value-based, and holistic, rooted in India's civilisational ethos while remaining open to modern knowledge systems (Mishra, n.d.). He emphasised character formation, ethical living, self-reliance, and the integration of knowledge with practical skills (Ashokkumar et al., 2025). These ideals remain profoundly relevant in the contemporary era, where education is expected to balance employability with moral responsibility. The NEP 2020 resonates with this timeless philosophy through its core principles of flexibility, multidisciplinary learning, experiential pedagogy, and value-based education, thereby creating a strong philosophical and historical continuity between Mahamana's vision and present-day reforms (Mishra, n.d.). It is observed that **Mahamana envisioned education as humanistic, value-based, and holistic, deeply rooted in Indian culture and ethics**, as he emphasised character building, self-reliance, and the integration of knowledge with skills, which remain relevant in modern education (Mishra, 2024). The NEP 2020 promotes an integrated, innovative curriculum **by combining commerce education with skill development, ability enhancement**, and regional languages. Skill development through vocational courses, internships, and financial literacy aligns with Mahamana's practical approach to education (Chaurasia & Tyagi, 2025).

Moreover, NEP 2020 **emphasises multidisciplinary education by blending commerce with economics, psychology, data science, and liberal arts**, as Mahamana believed that **all disciplines, including science, philosophy, and commerce**, must be interconnected. This approach enables students to engage with emerging areas such as fintech, behavioural finance, and sustainable business and marketing research.

Commerce education under NEP is integrated with ethics, corporate governance, CSR, and sustainability. Mahamana's philosophy focused on shaping morally responsible and socially committed citizens. NEP 2020 reinforces constitutional values, ethical reasoning, and civic responsibility within professional education (Ashokkumar et al., 2025). Digital tools such as ERP systems, CRM simulations, financial analytics, and AI are increasingly used in commerce education. Campuses are encouraged to develop start-up and innovation ecosystems through incubation centres. It aligns with **NEP 2020's emphasis on digital literacy and innovation-driven learning**. Mahamana strongly advocated education as a **means of social upliftment and national development**. NEP 2020 focuses on inclusive education through scholarships, digital platforms, multilingual instruction, and regional equity (Kumari, 2025).

The policy measures of the NEP 2020 emphasised continuous professional development and capacity-building for commerce faculty. Mahamana's Gurukul-inspired model highlighted the ethical and mentoring role of teachers. Integration of research, innovation, and **digital pedagogy enhances teaching quality and leadership**. It also **aims to promote innovative evaluation methods, such as project work, portfolios, viva voce, and open-book examinations** (Goel, 2023). The holistic report card system evaluates cognitive, practical, and ethical learning outcomes. It ensures real-world readiness and practical competence among commerce students.

A sense of **autonomy and flexibility, along with dual-degree options**, is also provided in NEP 2020. Mahamana viewed educational institutions as "temples of knowledge" that foster holistic

development. Institutional reforms support academic innovation and responsiveness to societal needs (Mishra, 2024). NEP encouraged the **integration of global business knowledge with Indian economic realities**. Mahamana's vision of national self-reliance resonates with the concept of *Atmanirbhar Bharat*. Commerce education thus nurtures globally competent yet locally grounded entrepreneurs and professionals.

Consequences of the Convergence of Mahamana's Vision and NEP-2020

The convergence of Mahamana Madan Mohan Malaviya's vision and NEP-2020 has led to a renewed philosophical foundation of commerce education. Education is no longer viewed merely as professional training but as **a holistic process combining ethics, skills, and national responsibility**. Commerce education increasingly emphasises **conscience-driven decision-making alongside profitability**. NEP-2020's policy mandates, supported by Mahamana's emphasis on practical learning, have led to **curricula that are flexible, skill-oriented, and experiential**. Traditional rote-based instruction is giving way to business simulations, internships, entrepreneurship projects, financial laboratories, and outcome-based learning models in commerce programs.

The policy-driven encouragement of multidisciplinary education (Ahmad & Showkat, 2023), resonates strongly with Mahamana's integrated knowledge system. As a consequence, **commerce education now intersects with data science, psychology, sustainability studies, and artificial intelligence**, producing graduates with broader analytical ability and adaptability to emerging sectors. A major consequence is the reintegration of ethics into commerce education. Inspired by Mahamana's moral philosophy and NEP-2020's value framework, subjects such as business ethics, corporate governance, CSR, fair trade, and sustainable development have gained central importance, **shaping socially responsible business professionals** (Singh & Singh, 2012).

NEP-2020 operationalises Mahamana's modern outlook by **institutionalising digital transformation**. Commerce education now extensively uses ERP systems, fintech platforms, accounting software, virtual labs, MOOCs, and blended learning models, thereby **enhancing students' digital competence and innovation readiness**. The combined influence has widened access to commerce education across socio-economic groups. Multilingual content delivery, scholarships, digital learning platforms, and gender-sensitive policies **reflect Mahamana's commitment to social upliftment and to the equity goals of NEP-2020, ensuring broader participation in commerce education**.

Teachers are increasingly seen as mentors and ethical guides rather than mere content deliverers (Goel, 2023). Faculty development programs, interdisciplinary training, and digital upskilling mandated by NEP-2020 that may **revive Mahamana's Gurukul-inspired ideal of value-driven teacher-student relationships in commerce education**. Assessment reforms represent a significant consequence of this alignment. Competency-based evaluation methods such as portfolios, live projects, case analyses, start-up pitches, and open-book examinations now **measure practical understanding, ethical reasoning, and employability rather than memorisation** (Singh, 2024).

Universities and departments are experiencing greater autonomy, academic mobility, and innovation through mechanisms such as the Academic Bank of Credits and multiple exit options. It **reflects Mahamana's vision of universities as dynamic knowledge centres, as well as the NEP-2020's institutional reform agenda** (UGC, 2022). Commerce education is now integrated with global business practices and Indian economic realities. Courses focusing on Indian business models, global trade, *Atmanirbhar Bharat*, and Make in India initiatives embody Mahamana's self-reliance philosophy while aligning with the **NEP-2020's global competitiveness goals**.

Correlation between Mahamana's Educational Vision & NEP-2020

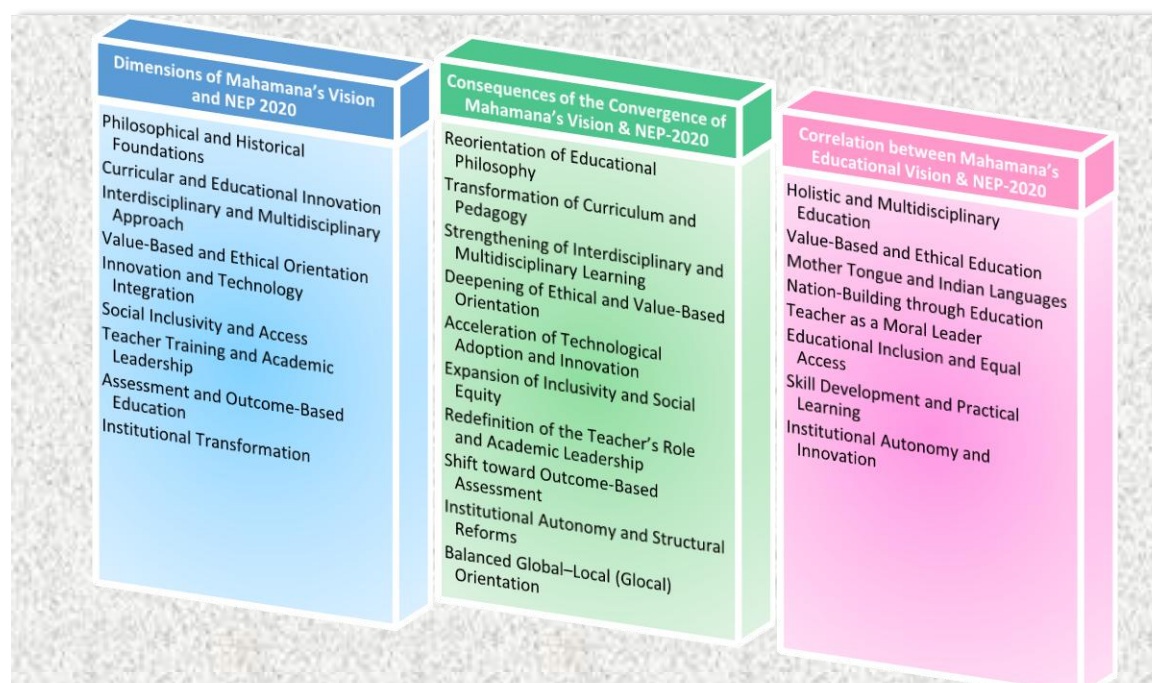
Holistic development and multidisciplinary learning are advocated in the NEP 2020 by allowing students to explore arts, commerce, science, and vocational subjects through flexible curricular structures (Kumari, 2025). Mahamana earlier practised this vision at Banaras Hindu University, where Indian knowledge traditions, such as Sanskrit and philosophy, coexisted with modern disciplines like engineering, commerce, law, and science. The correlation lies in the shared belief that **education must develop the body, mind, and soul, not merely provide employable skills**. NEP-2020 emphasises constitutional values, ethics, empathy, civic responsibility, Indian knowledge systems, yoga, and moral education. Similarly, Mahamana believed that education without character formation was incomplete (Goel, 2023). The correlation is evident in NEP's revival of Malaviya's belief that education should **contribute to moral strength and national upliftment** rather than individual material success alone (Ahmad & Showkat, 2023).

Moreover, NEP-2020 proposes the use of the mother tongue or regional language as the medium of instruction in early education. Mahamana was a strong advocate of Hindi and Sanskrit and founded BHU as an institution where Indian languages flourished alongside English. The correlation reflects **a shared commitment to linguistic empowerment and to rejecting colonial dominance over Indian education**. NEP-2020 envisions

education as a foundation for *Atmanirbhar Bharat*, aiming to create innovators, job creators, and globally competitive citizens. Mahamana founded BHU with the clear aim of producing nation-builders who would serve India in commerce, science, governance, and social reform with a spirit of *sewabhaav*. Both perspectives correlate in **treating education as a powerful instrument for national development, self-respect, and self-sufficiency**.

NEP-2020 redefined teachers as mentors, facilitators, and role models, supported through faculty development programs and ethical standards. Mahamana viewed teachers as *gurus*, the moral leaders responsible for shaping students' character and values. The correlation lies in the shared humanistic philosophy that **teachers are central to social transformation** and not merely transmitters of information (MMC, UGC).

The NEP places strong emphasis on inclusive education for rural learners, women, and students with disabilities through financial aid (Ahmad & Showkat, 2023). Infrastructure support, and digital platforms. Mahamana believed that education was a right of all sections of society and ensured that BHU was accessible to students from diverse socio-economic backgrounds, including women, a progressive stance for his time. **NEP extends its inclusive ideology using modern policy mechanisms and technology**. NEP-2020 prioritises hands-on learning, internships, vocational integration, and entrepreneurship, especially within commerce and management education. Mahamana envisioned commerce education as a means to economic self-reliance, practical skills, and entrepreneurship (Ahmad & Showkat, 2023). The correlation is visible in the shared focus on **empowering students economically and socially through applied, skill-oriented education**.



III. Concluding Remarks

The combined impact of Mahamana's ethical-philosophical vision and NEP-2020's policy framework has transformed education into a future-ready, inclusive, technology-enabled, and value-oriented system (Singh, 2024). This collaboration ensures the development of commerce graduates who are not only industry-ready but also ethically grounded and socially committed. The National Education Policy 2020 can be seen as a contemporary policy articulation of Mahamana Pandit Madan Mohan Malaviya's educational philosophy. While Mahamana provided a moral, cultural, and nationalistic foundation, NEP-2020 translates those ideals into a structured, actionable, and future-oriented framework—especially impactful in commerce and higher education.

AUTHOR CONTRIBUTION

The entire research work in the present study, from idea generation to blueprint drafting, literature review, analysis, and summary writing, has been finalised and completed by Dr Pooja. The complete study is written and presented by the Author alone.

CONFLICT OF INTEREST

The Author declares that there is no conflict of interest.

FUNDINGS ACKNOWLEDGMENT

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. The Author is a regular member of the teaching faculty of the said institution.

References

- [1]. AICTE (2023). *Handbook on Outcome-Based Education*. AICTE India.
- [2]. Ahmad, M. R., & Showkat, S. (2023). Educational philosophy of Pandith Madan Mohan Malaviya and its relevance on contemporary system of education. *International Journal for Multidisciplinary Research (IJFMR)*, 5(2). <https://doi.org/10.36948/ijfmr.2023.v05i02.2080>
- [3]. Ashok Kumar, T., Raj, T. R., Rajadurai, A., Abishini, A. H., & Anchani, A. H. (2025). Analyzing the impact of the new educational policy 2020: A comprehensive review of India's educational reforms. *Evaluation and Program Planning*, 108, 102515. <https://doi.org/10.1016/j.evalprogplan.2024.102515>
- [4]. Bharvad, G. G. & Bharvad, B. B. (2024). Transforming Commerce Education: A Comprehensive Analysis of India's National Education Policy 2020 and Its Impact on the Commerce Discipline. *International Journal of Technical Research & Science* 9(1). <https://doi.org/10.30780/ijtrs.v09.i01.001>
- [5]. Bose, A. (2023). National education policy (2020) and its overall impact on commerce education as a discipline. *International Journal of Research in Commerce and Management Studies*, 5(4), 86–100. <https://doi.org/10.38193/IJRCMS.2023.5406>
- [6]. Goel, S. (2023). Mahamana vision and NEP: Equity and inclusive education. *International Journal of Management and Social Science Research Review*, 10(5). <http://ijmsrr.com/downloads/250520235.pdf>
- [7]. Jan, M. & Khurshid, S. (2025). Integrating Vocational Education and Skill Development in Higher Education Under NEP-2020: Pathways and Prospects. *International Journal of Indian Psychology* 13(4), pp. 1226-1232. <https://doi.org/10.25215/1304.112>
- [8]. Kumari, B. (2025). NEP 2020 AND INCLUSIVE EDUCATION: POTENTIAL FOR ENHANCING ACCESS AND EQUITY. *International Education and Research Journal (IERJ)* 11(07). <https://doi.org/10.5281/zenodo.16743101>
- [9]. Malaviya Mission Teacher Training: <https://malaviyamission.org>
- [10]. Mishra, A. (2024). Exploring the role of National Education Policy 2020 in promoting equity in diversity: Insights from Mahamana's vision. *International Journal of Novel Research and Development (IJNRD)*, 9(1). <https://www.ijnrd.org/papers/IJNRD2401263.pdf>
- [11]. Mishra, A. K. (n.d.). Malaviya's vision, globalization and higher education: Concern for social science discipline. Malaviya Mission. <https://www.malaviyamission.org/AboutMahamana/Visionary-Educationist-Detail.php?id=8>
- [12]. Simran Chaurasia, Dr Pratima Devi Tyagi (2025). Impact of NEP 2020 in commerce in India. *International Journal of Applied Research* 2025; 11(3): 236-241. <https://www.allresearchjournal.com/archives/2025/vol11issue3/PartD/11-3-33-762.pdf>
- [13]. Singh, P., & Singh, S. (2012). Malaviya as a great visionary for higher education: Celebrating his 150th birthday. *International Journal of Scientific and Research Publications*, 2(3), 1–4. https://www.researchgate.net/publication/374113330_Malaviya_as_a_Great_Visionary_for_Higher_Education_Celebrating_his_150th_Birthday (Singh & Singh, 2012)
- [14]. Singh, S. (2024). From vision to reality: Evaluating Mahamana's aspirations for women empowerment in India. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 11(9). <https://www.jetir.org/papers/JETIR2409624.pdf>
- [15]. University Grants Commission (UGC). (2022). Guidelines on Four-Year Undergraduate Programme (FYUGP). https://www.ugc.ac.in/pdfnews/5294667_Guidelines-FYUGP.pdf
- [16]. Vijaybhai, C. V. & Singh, J. P. (2025). Pandit Madan Mohan Malaviya's Educational Vision and its Resonance with the National Education Policy 2020. *International Journal of Scientific and Research Publications* 15(12), pp. 245-250. <https://doi.org/10.29322/IJSRP.15.12.2025.p1682>