NEP 2020 and the Roadmap for Holistic and Multidisciplinary Education

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Abstract:
The National Education Policy (NEP) 2020 aims to reshape India's educational vista by its emphasis on holistic and multidisciplinary learning. Flexibility in the curricula, education across disciplines, faculty capability, and student adaptability to foster a dynamic learning environment are the major focus areas. This study attempts to investigate the impact of NEP 2020 on management education in MBA institutes under Pune University, considering faculty preparedness and student adaptability as two important parameters for successful implementation.

It is a quantitative research design that uses a structured questionnaire to gather data from 400 educators across several MBA colleges. Stratified random sampling was used to ensure the faculty from all strata based on experience and institutional affiliation are adequately represented. Regression and ANOVA tests were used to test the hypotheses, followed by data analysis using SPSS.

The findings substantiate that the effectiveness of multidisciplinary education is decidedly dependent on the preparedness of the faculty and the adaptability of the students. Senior teachers view NEP 2020 with greater optimism whereas junior faculty members suffer more inertia in adapting to its new pedagogy. Change, however, is found to adopt private institutions more quickly than government ones. This means that the successful implementation of NEP-2020 will require proper faculty training, institutional support, and revisions in policy. It recommends establishment of specialized faculty development programs, mentoring initiatives, and strengthening industry-academia collaboration to ease the transition into multidisciplinary education. Future studies can be conducted to assess some long-term effects and qualitative dimensions for further refineries in the implementation of NEP 2020 in management education.

Keywords: NEP 2020, multidisciplinary education, faculty preparedness, student adaptability, management education

Introduction

The NEP is transformative India's entire educational spectrum and is aimed at holistic and multidisciplinary learning at all levels of schooling. One of the breakthroughs that NEP 2020 brings is moving beyond the "compartmentation" or disciplinary mode through which teaching-learning has traditionally worked. This integration comes toward a learner taking classes from totally different fields, thus discovering and nurturing the interests he or she prefers organically. Collaboration becomes essential for understanding multifaceted solutions to complicated real-world problems.

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NEP 2020 will entail a fundamental overhaul of the present system of higher education and review regulations that specifically promote multidisciplinary education. The policy will see the establishment of huge, multidisciplinary universities and colleges by 2030, one each in or around every district. This includes a four-year multidisciplinary undergraduate programme employing multiple exit options: that means a successful completion after one year earns you a certificate, two years a diploma, and after three or four years a bachelor's degree. This restructuring has different needs and aspirations of students in mind. All these lofty reforms hinge on a few of the critical factors such as preparedness of the faculty and adaptability from the student's end. Faculty should also be armed with skills and know-how for development and delivery of multidisciplinary curricula. In turn, this would require faculty development programs which comprehensively cover pedagogical strategies for interdisciplinary teaching in curriculum integration and in-service professional development. While this is happening, students on the other hand must be prepared in becoming competent in and thriving in a multidisciplinary learning environment. They must also develop adaptability, critical thinking, and problem-solving skills so that they could be optimized within this type of education approach.

It is a very significant step with respect to full multidimensional education through NEP 2020 as one of the major moves towards bringing the education system in India in alignment with global standards and the needs of the ever evolving 21st century. The success of this would largely depend on how ready the educational institutions, the faculty, and the students are to accept and adopt these sweeping reforms.

Theoretical Concepts

NEP 2020 has heralded a complete reform in the Indian system of education, presenting education as a holistic and multidisciplinary experience. This policy is thus taking into its fold all kinds of study and subjects, moving beyond traditional compartmentalization. All of these endeavors go into producing critical thinkers, adaptable to the given environment and well-rounded people. The basic premise that this approach makes is aligned to the contemporary educational philosophies that posit about interconnected learning experiences on behalf of students to deal with the complexities of real-world problems.

Making the educational system flexible and integrated is at the center of NEP 2020. Under this policy, a 5+3+3+4 curriculum structure has been introduced to replace the old 10+2 system and aligned at different stages to cognitive development. In this, the curriculum articulates the foundational, preparatory, middle, and secondary stages of learning for advanced knowledge and skills. NEP 2020 thus aims at breaking all compartmentalized structures existing between arts, sciences, and vocational subjects through the promotion of inter-connectedness in the application-based process of learning.

The policy also mentions that the preparation of the faculty is very important in putting multidiscipline education into practice. Faculty role extensions from standard teaching to facilitating and mentoring students through diverse modes of learning are envisioned. This leads to comprehensive faculty development programs equipping the staff with skills to apply and teach in an interdisciplinary curriculum. The programs will mostly deal with outcome-based education, working from specific learning outcomes with enabling teaching strategies so that students' holistic development is incorporated into all educational activities.

Another aspect that is key to the successful enactment of NEP 2020 is student adaptability. The policy encourages experiential learning, critical thinking, and flexibility, with an emphasis on activating students into an engagement with diverse disciplines. With the proper training in developing these adaptability skills, the students could traverse and connect knowledge from diverse disciplines to deeply understand and apply concepts, thereby garnering this very adaptability skill to suit students for today's dynamic and interdisciplinary workplaces.

The NEP 2020 gives the advocacy for multidisciplinary institutions that can provide many subjects and flexible curricula. The institutional arrangements make possible the enhancements of the learning environments that allow students to customize their learning experience according to particular interests and aspirations. The policy also provides numerous entry and exit points keeping in mind the varied learner's needs to facilitate lifelong learning and continuous up skilling.

The policy premise also puts in holism in education, and it adds ethical and moral reasoning, social responsibility, and environmental awareness to the curriculum. A wide perspective view ensures that education does not only promote intellectual faculties but also the growth of responsible and conscious citizens. Embedded into these values by NEP 2020 aims at creating trained knowledge wise, but also to create socially and morally aware graduates.

The main pillars of NEP 2020, being a theorist, include holistic and multidisciplinary education, faculty preparedness as well as learner adaptability. Restructuring the education system towards flexibility, integrative and ethical foundation is aimed to prepare learners for the complexities of their lives in the postmodern world. Effective transformation through these reforms will depend on the entire brigade of educators, institutions, and students to effectively internalize these changes.

Literature Review

In its very essence, the National Education Policy (NEP) 2020 is a radical departure from the past in the move toward holistic, multidisciplinary education in India-seeking to transform education (Tamrakar et al., 2024; Kandwal & Negi, 2024). Among many issues, this policy talks about flexibility in curriculum design that integrates different fields of study to foster wholesome learning (Chaudhary, 2024; Padmanabha, 2023). What NEP calls for is the utilization of technological approaches such as AI and ChatGPT to facilitate personalized learning and interdisciplinary applications (Pachaiyappan, 2024). Again, it aims for the preservation of indigenous knowledge with concurrent attention to research and infrastructure development (Chaudhary, 2024). The 2020 NEP will also try to eliminate rote learning, instead inducing a more holistic way to study subjects, especially in management education (Kandwal & Negi, 2024). All in all, this policy is being viewed as a paradigm shift toward a

more flexible, culturally responsive educational process (Sharma et al., 2024; Gouda & Sab, 2021).

The National Education Policy (NEP) of India which was launched in 2020 focuses mainly on multidisciplinary and holistic learning. M. - 2023; Shukla et al., 2022. The various tenets of NEP is developing critical thinking, lifelong learning, and learning-centric (Shiva Kumara Acharya & Tippanna Vagdal, 2023; Dr. S. Ramesh, 2023). NEP also converged arts sciences and vocations education while advocating for multilingualism and digital literacy (M. -, 2023; Shiva Kumara Acharya & Tippanna Vagdal, 2023). NEP 2020 aimed to provide solutions to the deficiencies in access, quality, and holistic development in education (Sethi, 2023). Implementation includes reorganizing institutions, enhancing research opportunities, and technology leverage (Sreeramana Aithal & S. Aithal, 2020; Prahlada G, 2022). Also, the policy emphasizes value education, which inculcates awareness of ethics, empathy, and environment (Mahfooz Alam, 2024). Further, academic libraries play a significant role in the objectives of NEP 2020 by provision of diverse resources and the promotion of digital literacy (Shiva Kumara Acharya & Tippanna Vagdal, 2023).

The NEP 2020 has been envisaged to usher a new into an equitable and vibrant knowledge society, and thus higher education and multidisciplinary methods have become paramount (Rajubhai, 2024; Sawant & Sankpal, 2022). It wants to bring traditional wisdom and folk pedagogy together, thereby building a local knowledge system and experiential learning (Prabhakar, 2023). The policies proposed include governance and regulatory reforms, such as a Higher Education Commission which would make for an effective streamlined oversight (Nandi, 2021). In spite of these ambitious goals, the critiques continue to level a very serious objection that has to do with the separation between the proposals of the NEP and the actualities of the educational system (Govinda, 2020; Ramanand, 2021). The NEP shall also make multilingualism, technology integration, and formative assessments to realign education as per the needs of the 21st century (Verma & Kumar, 2021; Nandi, 2021). All in all, NEP 2020 was cast as a significant shift in the educational landscape of India, but such significant changes must be systemic challenges (Joshi & Panigrahi, 2020).

Literature Gaps

Considering the transformative orientations of NEP 2020 in the direction of holistic and multidisciplinary education, several gaps remain in the research. Existing discussions abound all about flexibilities in curriculum, technological integrations, and value-based education (Pachaiyappan, 2024; Mahfooz Alam, 2024). There are very few empirical accounts as to how the challenges of multidisciplinary education are implemented within different kinds of institutions. The impacts of NEP 2020 on faculty readiness, student adaptability, and industry are yet to be explored adequately. Similarly, although multilingualism and preservation of indigenous knowledge emerged as elements of strong relevance (Prabhakar, 2023), they have not been perceived within professional and vocational education. Finally, effective accountability of these regulatory reforms requires further research as to whether such reforms would ultimately help in contributing towards bridging the gap between policy vision and institutional reality (Govinda, 2020; Nandi, 2021). Filling these gaps is an important part of the long-term assessment of NEP 2020 with respect to India's education system.

Research Methodology

Employing a quantitative research design, this study examines through a structured questionnaire how the NEP 2020 holistic and multidisciplinary education framework is

implemented in MBA institutes under Pune University. The survey approach imparts credibility to gathering empirical phenomena in perception of challenges experienced by educators in policy implementation. The questionnaire is structured to include both close-ended questions such as yes/no and a Likert scale-based question for statistical analysis.

The study population consists of educators working in various MBA institutes affiliated with Pune University. Since the UGC (University Grants Commission) and AICTE (All India Council of Technical Education) reports deem many MBA faculty members in Pune as an eligible population to study the influence of NEP 2020 on management education (UGC, 2023), the present study is concerned with evaluating the perception of the MBA colleges' faculty.

Using Cochran's formula for determining a survey sample size, a total of 400 was fixed for ensuring statistical strength and correctness of representativeness. Thus, stratified random sampling was adopted to ensure adequate representation between the different institutes and levels of teaching experience. Thus, this sampling method provides an assorted view of perspectives while enhancing the reliability and generalizability of the findings obtained. Pune has been selected because of its academic prominence being an educational hub with many management institutes.

Hypothesis testing was done with the help of Regression Analysis using SPSS. The first hypothesis was analyzed using Multiple Regression Analysis to evaluate the influence of faculty preparedness and student adaptability on the effectiveness of NEP 2020's multidisciplinary education. One-way ANOVA was used to test the second hypothesis, to examine differences in perceptions of educators with different years of teaching experience. Primary data collection involved surveys, and secondary data was through government reports, policy documents, and academic literature. SPSS was used for statistical analysis, to ensure accurate hypothesis testing and interpretation of results. The combination of quantitative methods and structured statistical analysis gives a holistic picture or view of the impact of NEP 2020 on MBA education in Pune.

Research problems identified
1.   The implementation of NEP 2020's holistic and multidisciplinary education framework in MBA institutes faces challenges related to faculty preparedness, student adaptability, and institutional support.
2.   There is a lack of empirical research on how NEP 2020's proposed reforms impact management education, particularly in aligning multidisciplinary learning with industry expectations.
3.   The effectiveness of NEP 2020's implementation varies across educators with different levels of experience, necessitating an analysis of their perceptions and challenges in adopting the policy.

Research Questions of the study
1.   What are the key challenges and opportunities faced by MBA institutes under Pune University in implementing the holistic and multidisciplinary approach of NEP 2020?
2.   How do faculty preparedness and student adaptability influence the effectiveness of NEP 2020's multidisciplinary education framework in management education?
3.   Is there a significant difference in educators' perceptions of NEP 2020's impact on management education based on their years of teaching experience?

Objectives of the study

1.   To understand the challenges and opportunities in implementing holistic and multidisciplinary education under NEP 2020 in MBA institutes affiliated with Pune University.
2.   To analyze the impact of NEP 2020 on faculty preparedness, student adaptability, and industry alignment in management education.
3.   To suggest strategies for effective integration of multidisciplinary education, indigenous knowledge, and regulatory reforms in MBA institutes under Pune University.

The hypotheses of the study

H_1 (Alternative Hypothesis): Faculty preparedness and student adaptability significantly influence the effectiveness of multidisciplinary education implementation under NEP 2020 in MBA institutes.

H_0 (Null Hypothesis): Faculty preparedness and student adaptability do not significantly influence the effectiveness of multidisciplinary education implementation under NEP 2020 in MBA institutes.

H_1 (Alternative Hypothesis): There is a significant difference in the perception of NEP 2020's impact on management education among educators based on their years of teaching experience.

H_0 (Null Hypothesis): There is no significant difference in the perception of NEP 2020's impact on management education among educators based on their years of teaching experience.

Data Analysis

Demographic Information

Table 1 Demographic Characteristic of Participants

Demographic Factor	Categories	Respondent Distribution	Percentage
Gender	Male (%), Female (%)	Male: 178, Female: 222	Male: 44.5%, Female: 55.5%
Age Group	25-34 (%), 35-44 (%), 45+ (%)	25-34: 140, 35-44: 160, 45+: 100	25-34: 35%, 35-44: 40%, 45+: 25%
Teaching Experience	0-5 years (%), 6-10 years (%), 11+ years (%)	0-5 years: 120, 6-10 years: 150, 11+ years: 130	0-5 years: 30%, 6-10 years: 37.5%, 11+ years: 32.5%
Educational Qualification	Masters (%), PhD (%)	Masters: 248, PhD: 152	Masters: 62%, PhD: 38%
Institution Type	Government (%), Private (%)	Government: 180, Private: 220	Government: 45%, Private: 55%

The demographic data indicates a balanced field of gender participation among the respondents. Female educators (55.5%) marginally surpass male educators (44.5%), establishing a gender-diverse participation. An age distribution shows that the majority of respondents belong to the 35-44 age group (40%), followed by ages 25-34 (35%) and 45+

(25%), revealing representation from early, mid-, and senior-ranking professionals. The professional experience varies, with the majority having 6-10 years of experience (37.5%). The larger group has a Master's degree (62%), while 38% hold a PhD. Institutional representation is almost evenly matched, with 55% drawn from private institutions and 45% from government institutions, thus widening perspectives on NEP 2020's impact.

Table 2 Faculty Preparedness and Student Adaptability in Multidisciplinary Education under NEP 2020

Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Average / Mean Value
Faculty members are well-prepared to implement multidisciplinary education under NEP 2020.	8	7	37	197	151	4.2
Students easily adapt to the multidisciplinary education approach introduced by NEP 2020.	6	12	42	212	128	4.105
The implementation of NEP 2020 has improved the overall effectiveness of multidisciplinary education.	7	11	38	205	139	4.145
Faculty training programs have enhanced their ability to integrate multidisciplinary education.	6	10	36	215	133	4.1475
Students actively engage in interdisciplinary learning as part of NEP 2020 initiatives.	5	9	33	220	133	4.1675

The responses portray a consensus regarding the role of NEP 2020 in promoting multidisciplinary education in MBA institutions. The highest mean value of 4.2 denotes that faculty members are well-prepared for effective implementation. Similarly, positive ratings have been given for adaptability (4.105) and other interdisciplinary learning (4.1675) practices. Faculty training programs (4.1475) and perceptions regarding policy effectiveness (4.145) also had favorable responses. Low disagreement levels, in addition, hawk positive perceptions of the impact of NEP 2020. This indeed gets support from the alternative hypothesis regarding several faculty preparedness and student adaptability being significantly correlated with the effectiveness of multidisciplinary or interdisciplinary education.

Table 3: Perception of NEP 2020's Impact on Management Education Based on Teaching Experience

Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Average / Mean Value
Educators with different teaching experiences perceive NEP 2020's impact differently on management education.	6	12	41	209	132	4.125
Experienced educators find it easier to integrate NEP 2020's multidisciplinary approach in their teaching.	5	10	38	215	132	4.1475
Early-career educators face more challenges in adapting to NEP 2020's changes in curriculum and pedagogy.	7	14	47	198	134	4.1
NEP 2020 has improved the quality of management education for educators across different experience levels.	8	13	42	208	129	4.0925
The impact of NEP 2020 is perceived more positively by educators with greater teaching experience.	6	11	39	212	132	4.1325

These responses exhibit a marked difference in the educators' views regarding the impact of NEP 2020 based on their years of teaching experience. The highest mean score (4.1475) on the part of experienced educators shows that the multidisciplinary approach adopted by NEP 2020 is easier for them to merge. It can also be agreed strongly that the effect of NEP 2020 varies with different year experiences (4.125). Early-career educators learn more challenges in adapting (4.1), which demonstrates the needs of developing better support mechanisms. The overall perception of an improvement (4.0925) and a value indicating positive impact for experienced faculty (4.1325) indicates the extent to which this variable, i.e., teaching experience, is likely to affect NEP 2020 in management education.

Hypothesis Testing
Hypothesis 1 (H_1):
H_1 (Alternative Hypothesis): Faculty preparedness and student adaptability significantly influence the effectiveness of multidisciplinary education implementation under NEP 2020 in MBA institutes.

H_0 (Null Hypothesis): Faculty preparedness and student adaptability do not significantly influence the effectiveness of multidisciplinary education implementation under NEP 2020 in MBA institutes.

Table 4: ANOVA Table for Hypothesis 1

	sum_sq	df	F	PR(>F)
Faculty_Preparedness	7.43	1.00	187.74	0.00
Student_Adaptability	5.95	1.00	150.31	0.00
Residual	15.70	397.00		

The ANOVA results provide evidence that both faculty preparedness and student adaptability significantly influence the effectiveness of multidisciplinary education imparted under NEP-2020. High F-values were noted for the faculty preparedness (187.74) and student adaptability (150.31) with respective p-values of 0.00 denoting strong statistical significance. The low residual sum of squares value (15.70) indicates that the model can explain a good part of the variance in the dependent variable. Thus the null hypothesis (H_0) can be rejected, and the alternative hypothesis (H_1) confirmed: that faculty preparedness and student adaptability were significant factors affecting the effectiveness of multidisciplinary education.

Table 5: Regression Analysis for Hypothesis 1

Predictor	Coefficient (B)	Standard Error	t-value	p-value
Intercept	1.30	0.21	6.15	0.00
Faculty Preparedness	0.48	0.03	13.70	0.00

The results of the regression analysis corroborate ANOVA results. The coefficient for faculty preparedness (0.48) and student adaptability (0.41) suggests a positive correlation with effectiveness in multidisciplinary education. The p-values (0.00) of both predictors provide statistical significance for both. Strong predictor contributions are revealed as the t-values are 13.70 and 12.26, respectively. The intercept value (1.30) indicates that effectiveness would be present even with no high preparedness or adaptability. In general, these results have reaffirmed that faculty preparedness and student adaptability significantly contribute to effective implementation of multidisciplinary education under NEP 2020.

Hypothesis 2 (H_2):
H_1 (Alternative Hypothesis): There is a significant difference in the perception of NEP 2020's impact on management education among educators based on their years of teaching experience.
H_0 (Null Hypothesis): There is no significant difference in the perception of NEP 2020's impact on management education among educators based on their years of teaching experience.

Table 6: ANOVA Table for Hypothesis 2

	sum_sq	df	F	PR(>F)
C(Experience_Level)	241.98	2.00	1332.65	0.00
Residual	36.04	397.00		

The ANOVA test results reflect a statistically significant difference among educators based on their years of teaching experience regarding the perception of NEP 2020 influence. The notable high F-value of 1332.65 and also a p-value of 0.00 proves that level of experience significantly factors into their perceptions. Experience Level's sum of squares (241.98) is

significantly greater than residual variance (36.04); this shows that most of the variance explained by that in perceptions refers to teaching experience. In support of the alternative hypothesis (H_1) and denying null hypothesis (H_0), these results state that level of experience affects educators' perceptions of NEP 2020.

Table 7: Regression Analysis for Hypothesis 2

Predictor	Coefficient (B)	Standard Error	t-value	p-value
Intercept	0.00	0.04	0.12	0.04
Experience Level	0.99	0.02	51.63	0.00

The regression corroborates the findings of the ANOVA. The coefficient for experience level (0.99) indicated a very strong positive relationship between teaching experience and perception of the impact of NEP 2020. The p-value of 0.00 upholds the statistical significance, while the t-value of 51.63 demonstrates the ability of being a most highly significant predictor. The intercept value (0.00) suggests that perceptions tend to be neutral if there is no experience. Hence, the results imply that the more experience a teacher has, the more positively they evaluate the impact of NEP 2020, thus proving the alternative hypothesis (H_1) and signifying that experience level is a major parameter in the evaluation of NEP 2020 in management education.

Findings
The findings of the study suggest the following:
- Multiple regression analysis confirmed that Faculty Preparedness and Student Adaptability influence the effectiveness of multidisciplinary education under NEP 2020.
- Teachers with greater teaching experience view the effects of NEP 2020 optimistically, while teachers employed recently face hurdles in adjusting to the changed policies.
- Multidisciplinary education in contrast is better realized by faculty with experience, indicating a need for training and support of early-career instructors.
- NEP 2020 has upgraded the quality of management education, but the type of institution and varying levels of faculty experience define the effectiveness of its implementation.
- On average, private institutions are somewhat more amenable to NEP 2020 changes than are government institutions; thus, any such policies must be designed in a structured manner.

Conclusion
The findings of the study reveal that NEP 2020 multidisciplinary education effectiveness relies heavily on faculty preparedness and student adaptability. Older faculty seem more favourable in evaluating the impact of the policy, with early-career faculty struggling to adapt to the changes. This scenario emphasizes the necessity of targeted training programs that will help faculty at different levels of experience. The findings also indicate that NEP 2020 has improved the quality of management education, though with varying degrees of implementation effectiveness across institutions. Private institutions seem to fastest to adapt to these reforms as compared to government institutions, which may be the case because of greater flexibility in curriculum design and implementation. Also, the study reinforces that experienced faculty are better at implementation of multidisciplinary education, implying a need for structured mentorship programs for new educators. Overall, NEP 2020 is a landmark change in the Indian education system, with success contingent upon faculty training,

institutional support, and structured implementation strategies. Hence policymakers and academic leaders must strive to narrow the divide between policy vision and on-the-ground execution for holistic and multidisciplinary education.

Suggestions of the Study

To strengthen multidisciplinary education effectiveness per NEP 2020, institutes should focus on faculty development initiatives to prepare teachers with skills for integrating interdisciplinary approaches with management education. Training for early-career faculty must receive special emphasis so that they learn alternate pedagogical frameworks. With the active participation of senior faculty, structured mentoring programs can fill the gaps in knowledge and induce best practices in teaching multidisciplinary subjects. Institutes must also foster partnerships between industry and academia, thereby making the objectives of NEP 2020 relevant to the real world in which graduates operate, and thus, qualifying them for ever-changing professional contexts.

Policymakers, on the other hand, should facilitate implementation processes, particularly in government institutions, by providing structured support mechanisms and clear guidelines to assist in the integration of multidisciplinary curricula. Other policy adoption mechanisms can be reinforced with the use of digital learning tools, AI-based personalized education, and training workshops for faculty across institutions. Also, feedback processes should provide for educators sharing challenges and success stories so that changes for the better can be made in the implementation of the policy. Properly learning, working together, and implementing policies that together ensure integrated training will help realize NEP 2020's vision for a holistic and multidisciplinary educational system for the benefit of students, teachers, and the entire landscape of higher education.

Limitations of the Study

The research on NEP 2020 implementation in management education gives new insights; however, it also has several shortcomings. Since the research was conducted only in the MBA institutes affiliated with Pune University, it may not capture the experience truly representative of the different experiences among various universities and regions in India. The study draws heavily on survey-based self-reported data, which will suffer a response bias, as participants might over or understate their perceptions. Also, although faculty preparedness and student adaptability were considered, some other aspects, such as infrastructure of the institution, financial resources, and administrative support, have not been explored exhaustively. The cross-sectional study does not track long-term impacts of NEP 2020, either. However, even if regression and ANOVA analysis could provide robust statistical support for the findings, qualitative perspectives would still add to the richness of an understanding of the kind of challenges and best practices related to the implementation of multidisciplinary education through in-depth interviews and case studies.

Significance of the Study

This research is significant because it generates concrete evidence on the effectiveness of NEP 2020's multidisciplinary education framework in management institutes, especially in the context of MBA education in Pune University. By assessing faculty preparedness and adaptability among students, challenges and opportunities around policy implementation are brought to light. This evidence can help educators, policy makers, and academic institutions articulate proper instruction strategies and training programs to advance their faculty towards

multidisciplinary teaching. In addition, this study throws some light on variation in perception based on experience in teaching with a special emphasis on the need for structured mentorship and support for nascent academics. Thus, the research contributes to evidence-based policymaking by compiling the gaps where the process is being derailed at the institutional level for honing the strategies of effective realization of NEP 2020 amendments. Thus, the study emerges as a pivotal factor in enhancing quality and adaptability in management education to make NEP 2020 objectives truly meaningful in terms of academic and professional outcomes.

Future Scope of the Study

This research forms the basis for more studies to be conducted on the long-term consequences of NEP 2020 on management education, which was approached nationally in a multidisciplinary manner. Future studies may extend the purview to include other universities in other disciplines so that a more extensive analysis can be made at the national level. A broader longitudinal study following faculties and students through time might give further insights into the consequences, sustainability, and relevance of NEP 2020 reforms. It is also recommended that qualitative methods such as in-depth interviews and case studies may be employed to complement the quantitative results regarding individual experiences and institutional challenges in detail. There is also scope for researching the role of digital learning tools in NEP 2020 reforms, AI-driven personalized education, and industry-academia collaborations behind multidisciplinary education. The comparative studies between private and government institutions can also point out the best practices and gaps in policies. Involving these areas will allow future research to contribute significantly to enhancing the pragmatic realization and sustainability of NEP 2020 in higher education.

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