Educational Administration: Theory and Practice
2024, 30(1), 6585-6593
ISSN: 2148-2403
https://kuey.net/

Research Article

Experiential Learning In Nep 2020: An Insight Into The Employability Of Management Education In Kerala

Ms. Jeny R. J.[1*], Dr. S. Vidhya.[2], Dr. Syamnath R. S[3]

[1*]Assistant Professor, Lourdes Matha Institute of Management Studies, Trivandrum, Kerala.
+91-9074543328; jenyrj173@gmail.com
[2]Associate Professor, Department of Management, P K R Arts College for women, Gobichettipalayam, Erode Tamilnadu; +91-9042089028; vidhyasivakumar@pkrarts.org
[3]Associate Professor & HOD, Lourdes Matha Institute of Management Studies, Trivandrum, Kerala.
+91-9447108072; syamnath.rs@gmail.com

Citation: Ms. Jeny R. J, et.al (2024). Experiential Learning In Nep 2020: An Insight Into The Employability Of Management Education In Kerala, *Educational Administration: Theory and Practice*, 30(1) 6585-6593
Doi: 10.53555/kuey.v30i1.9858

ARTICLE INFO

ABSTRACT

Education is the powerful tool that triggers the development of the nation in attaining equity, prosperity, and well-being. The progress and developments attained so far is the reflection of the educational reforms. National Education Policy 2020 (NEP 2020) a flagship initiative of Government of India transforms the traditional approach of education. NEP 2020 aligns with SDG 4 by focusing on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030. Experiential learning, a prime approach of NEP 2020 in management education, enables management graduates to get an insight to the real-world application by learning concepts by doing. This helps management graduates to accomplish their career goal by making them industry ready.

The study evaluates experiential learning in NEP 2020 components such as internships, live projects, case studies, business simulations, field trips, workshops and seminars impacts the practical skills and job readiness of management graduates. The study also examines the impact of experiential learning on the development of employability skills among management graduates and the challenges faced by management teachers in incorporating experiential learning. This descriptive study relies on primary and secondary data, primary data has been collected from 60 postgraduate management teachers in Kerala. The study shows that the application of experiential learning in NEP 2020 has a significant effect on enhancing the employability skills among management graduates. The study highlights the importance of addressing the diverse challenges that teachers in management education face in achieving the goal of inclusive and equitable education to all.

Keywords: Experiential Learning, NEP 2020, Management Education, Employability skills, Challenges.

Introduction

The National Education Policy (NEP) 2020, introduced by the Government of India, represents a transformative approach to education that emphasizes holistic, flexible, and multidisciplinary learning. The pivotal aspect of this policy is the incorporation of experiential learning, which seeks to bridge the gap between theoretical knowledge and practical application. This shift is particularly relevant to management education, where employability hinges on the ability to apply classroom concepts to real-world scenarios. Kerala, known for its high literacy rates and progressive approach to education, stands at the crossroads of implementing NEP 2020 in its management education sector. However, the challenge lies in effectively integrating experiential learning methodologies to enhance the employability of management graduates. This initiative explores the potential of experiential learning within the framework of NEP 2020 and its impact on the employability of management graduates in Kerala. Experiential learning, which encompasses methods such as internships, case studies, business simulations, field visits, workshops and seminars offers students a hands-on approach to understanding management principles. The NEP 2020 emphasizes experiential learning which aims to

cultivate critical thinking, problem-solving skills and practical knowledge that are highly valued in the job market. Despite its potential, the implementation of experiential learning in Kerala's management education system faces several challenges. These include resource constraints, curriculum rigidity, faculty preparedness, and industry collaboration. Overcoming these hurdles is crucial for realizing the vision of NEP 2020 and enhancing the employability of management graduates in the state of Kerala.

Literature Review

National education policy plays a pivotal role in shaping the educational landscape of India through its holistic approaches and frameworks. The need for such a framework was first identified in 1968 and later revised in 1986. In 1992, it underwent additional scrutiny and adjustments to keep pace with the evolving landscape. Since then, significant changes have occurred both within the education sector and globally. Consequently, in 2020, the government decided to modernize these policies to make them more relevant and attractive in the context of contemporary education (Farooq, U.,2023). The successful implementation of NEP 2020 requires careful planning, adequate budget allocation, and proper teacher training programs. These efforts will result in the most promising outcomes, effectively eliminating quality gaps in education. NEP 2020 has the potential to herald a new era of education in India, empowering students and enabling the nation to meet the demands of a rapidly changing global landscape through a focused and coordinated effort (Kumar Pal, R., & Bhakuni, S. 2024). The need of awareness programmes and enhancing the skills of teachers to meet the requirements of NEP 2020. The government and universities should organize seminars and conferences to raise awareness among students and faculty members about NEP 2020. Additionally, necessary steps should be taken to promote its importance on social media and include a chapter on NEP 2020 in the students' curriculum (Thakkar, S. B., & Meghanathi, P. D.,2023). The changing roles and the perspective of teachers in NEP 2020 empowers teachers to foster a collaborative culture within the education system (Kaushik, U., Singh, M., & Kumari, R. 2023).

Sachdeva, V., & Latesh (2023) emphasizing experiential learning highlights the value of experiential learning and inquiry-based approaches in fostering critical thinking, problem-solving, and practical skills among students. The traditional educational methods may fall short in addressing the complexities and uncertainties of today's world. Experiential learning, as highlighted by the NEP, has transformed education by advocating a shift from a content-centric approach to a competency-based one. Experiential learning, which involves applying knowledge to real-world scenarios, enhances students' understanding and retention of concepts. It plays a crucial role in NEP's vision by promoting active participation, holistic development, and the acquisition of 21st-century skills (Pandey, S., & Praveen, D. (2023).

Statement of the Problem

NEP 2020 emphasizes on strengthening the employability of graduates by imparting a flexible teaching-learning process focusing on the skill development of graduates. Management education being a professional program, skill development is the prime focus to make the graduates industry ready. Practicing the various teaching strategies which supports students' participation and involvement, and assessments at multiple points reinforce the employability of graduates. The effectiveness of practicing experiential learning in line with NEP 2020 and its impact on enhancing the employability skill of the management graduates is the research question addressed in this study. The evaluation of the various challenges faced by management teachers for the proper implementation of experiential learning and allied teaching strategies for enhancing employability of management graduates is of highly importance to attain the stated vision of NEP 2020.

Objectives of the Study

The broad objective of the study is to examine the effectiveness of experiential learning in NEP 2020 and its effect on the employability of management graduates in Kerala.

1. To examine the perception of teachers regarding the frequency of practicing experiential learning in management education of Kerala.
2. To explore the challenges faced by management teachers in incorporating experiential learning in management education of Kerala.

Hypothesis of the study

1. H0: Experiential learning is not significantly impacting the employability of management graduates in Kerala.
   H1: Experiential learning is significantly impacting the employability of management graduates in Kerala.
2. H0: Practicing experiential learning is significantly similar regarding type of institutions.
   H1: Practicing experiential learning significantly differs regarding type of institutions.
3. H0: Practicing experiential learning is significantly similar regarding designation of teachers.
   H1: Practicing experiential learning significantly differs regarding designation of teachers.

Methodology

The study is descriptive in nature. The data needed for the study is gathered from primary and secondary sources. A structured questionnaire in the form of Google forms is used to gather primary data by interviewing post-graduate management teachers in Kerala. Secondary data needed for the study has been gathered from books, research articles, government manuals, websites, etc. Management Educational institutes in Kerala have been divided into categories like university departments, Self-financing institutions, Stand-alone institutions, Deemed Universities and Autonomous institutions. A sample of 60 post-graduate management teachers from three categories of Management institutions in Kerala (University departments, Self-financing and Stand-alone institutions) were identified for the study. A five-point Likert scale is extensively used to gather data from the respondents. The data so gathered is analyzed by using the Statistical package for social sciences (SPSS).

Experiential Learning Practices in Management Education

Management education focuses on imparting employability skills by the practical application of theoretical knowledge to the students. The teaching andragogy favors self-learning among students by experiencing the theory and recent trends in practice. NEP 2020 favors experiential learning to be imparted in classroom learning to ensure students participation and interaction, and enable them to enhance a set of skills needed to get employment. Internships, field trips, case studies, business simulation, participation in workshops and seminars were the various experiential learning methods that enabled students to learn concepts by practical experience. The application of experiential learning in line with NEP 2020 is examined in the below table.

Table no. 1
Descriptive Statistics - Application of Experiential Learning in Management Education

Experiential Learning	N	Mean	Std. Deviation
Internship			
Motivate students to find suitable internship opportunities aligned with their career goals	60	4.42	0.787
Ensure the internship opportunities align with the academic curriculum	60	4.37	0.863
Provide students with necessary pre internship training	60	3.6	1.008
Internship Total		**4.13**	
Case Studies			
Encourage students to develop possible solutions to the problems identified in the case lets	60	4.4	0.651
Encourage students to think critically and analyze cases from multiple angles.	60	4.48	0.651
Providing students with supplementary materials like articles, dataset to support case analysis	60	3.93	0.831
Case Studies Total		**4.27**	
Simulation			
Providing scenarios to learning objectives and course context.	60	3.97	0.637
Encourage students to act and take decisions in predefined situations.	60	4.25	0.751
Help students link their simulation experiences to theoretical concepts	60	3.72	0.885
Simulations Total		**3.98**	
Field Visits			
Facilitating learning by encouraging observations.	60	4.03	0.837
Providing field trips to gain practical application of knowledge.	60	4.38	0.691
Reviewing the educational impact of the field visits and providing feedback.	60	4.12	0.739
Field Visits Total		**4.17**	
Workshops & Seminars			

Encourage students to participate in workshops or seminars that align with academic goals.	60	4.1	0.558
Motivate students to gain knowledge regarding the recent trends in business.	60	4.5	0.567
Provide opportunities to network with industry professionals.	60	4.15	0.622
Workshops & Seminars Total		**4.25**	

Source: Primary Data

From the above table, case studies are the widely practiced experiential learning method in management education followed by engaging students in seminars and workshops. Business simulations is the least practiced experiential learning method as the mean score is 3.98 followed by conducting field trips.

Table no. 2
Descriptive Statistics- Experiential Learning and Types of Institutions

Experiential Learning			**Internships**		**Case Studies**		**Simulations**		**Field Trips**		**Seminars & Webinars**	
Type of Institution	**N**	**Mean**	**Mean Score**	**Sig.**	**Mean Score**	**Sig.**	**Mean Score**	**Sig.**	**Mean Score**	**Sig.**	**Mean Score**	**Sig.**
University Department	17	4.1765	4.0784	**0.236**	4.0961	**0.199**	3.598	**0.002**	4.0765	**0.385**	4.4314	**0.018**
Self-financing colleges	31	4.3976	4.2366		4.4405		3.9763		4.3763		4.4731	
Stand-alone Institutions	12	4.5556	4.5833		4.5278		4.4167		4.3333		4.9167	

Source: Primary Data

The above table portraits the practice of various types of experiential learning methods such as internships, case discussions, simulations, field trips and workshops and seminars among various types of management institutions in Kerala. It is evident that based on the mean score the practice of experiential learning methods is high in stand-alone institutions followed by self-financing colleges and university departments. There is a significant difference in the practice of simulations and seminars and workshops among the types of institutes as the significant value obtained is less than the significant value 0.05, and there is no significant difference in the practice of internships, case studies and field trips as the obtained significant value is greater than the significant value 0.05

Table no. 3
ANOVA- Experiential Learning and Types of Institutions

Experiential Learning					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	1.07	2	0.535	2.434	0.47
Within Groups	11.865	54	0.22		
Total	12.934	56			

Source: Primary Data

The above-mentioned table shows the presence of a significant difference in the practice of experiential learning methods in the various types of educational institutions as the significant value obtained (.047) is less than the significant value 0.05. Hence the null hypothesis is rejected and the alternative hypothesis is accepted since there is a significant difference in the practice of experiential learning methods that exists within the various types of post graduate management institutions in Kerala.

Table no. 4
Descriptive Statistics- Experiential Learning and Teachers Designation

Experiential Learning			Internships		Case Studies		Simulations		Field Trips		Seminars & Webinars	
Designation	**N**	**Mean**	**Mean Score**	**Sig.**	**Mean Score**	**Sig.**	**Mean Score**	**Sig.**	**Mean Score**	**Sig.**	**Mean Score**	**Sig.**
Assistant Professor	29	4.1786	3.9195	**0.00**	4.2024	**0.004**	4.1034	**0.016**	4.1379	**0.001**	4.5287	**0.001**
Associate Professor	20	4.3556	4.35		4.4074		4.2833		4.3333		4.3333	
Professor	11	4.8545	5		4.8182		4.7273		4.7273		5	

Source: Primary Data

The above table highlights the practice of various experiential learning methods among the various designation of teachers. The analysis reveals that practice of experiential learnings differs about the designation of teachers as the significant value obtained is less than 0.05

Table no. 5
ANOVA - Experiential Learning and Teachers Designation

Experiential Learning					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	3.611	2	1.805	10.457	0.00
Within Groups	9.323	54	0.173		
Total	12.934	56			

Source: Primary Data

One-way ANOVA has been performed to examine the presence of a significant difference in the the practice of experiential learning methods among the various designations of teachers. It is evident that there is a significant difference as the significant value obtained (.00) is less than the significant value 0.05. Hence the null hypothesis is rejected and the alternative hypothesis is accepted since there is a significant difference in the practice of experiential learning methods that exists within the various types of teachers in the post graduate institutions in Kerala.

Role of Experiential Learning in Enhancing the Employability of Management Graduates

Management teachers in Kerala practice a wide variety of teaching methods and strategies to make students employable by imparting the required skills. The effectiveness of such teaching practices needs to be reviewed and revamped in a timely manner to ensure the effectiveness. The effectiveness of experiential learning in enhancing the employability skills of management graduates is assessed below.

Table no. 6
Descriptive Statistics - Employability Skills of Management Graduates in Kerala

Employability Skills	N	Mean	Std. Deviation	Rank Order
Generic Skill				
Communication skills	60	4.75	0.437	
Problem solving	60	4.55	0.565	
Decision Making	60	4.58	0.561	
Initiative	60	4.6	0.558	
Capacity to recover quickly from difficulties	60	4.15	0.82	
Generic Skill Total		**4.5**		**1**
Transferable Skill				
Rapport with coworkers	60	4.53	0.566	
Team work	60	4.68	0.537	
Listening	60	4.23	0.81	

Interpersonal skills	60	4.57	0.5	
Clerical skills	60	3.7	0.889	
Transferable Skill Total		**4.3**		**2**
Core Skill				
Leadership	60	4.38	0.761	
Technical skills	60	4.2	0.879	
Formulation of strategy	60	4.12	0.761	
Management skills	60	4.58	0.619	
Self-mastery (Self-control)	60	3.9	0.986	
Core Skills Total		**4.2**		**3**

Source: Primary Data

The above table showcases the teacher's perception regarding the employability skills of management graduates in Kerala. The employability skills are examined in terms of generic skills (communication skills, problem solving skills, decision making, initiative and resilience), transferable skills (rapport with coworkers, teamwork, listening, interpersonal skills and clerical skills,) and core skills (leadership, technical skills, formulation of strategy, management skills, self-mastery). Based on the mean score the analysis reveals that practicing experiential learning is highly effective in enhancing generic skills and least effective in enhancing core skills among the graduates.

Table no. 7
Model Summary - Experiential Learning in Enhancing Employability Skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.849a	0.721	0.694	3.52462

a. Predictors: (Constant), Seminars & Workshop, Internship, Case study, Field trips, Simulation

Source: Primary Data

Table no. 8
ANOVA - Experiential Learning in Enhancing Employability Skills

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1640.148	5	328.03	26.405	.000b
	Residual	633.571	51	12.423		
`1	Total	2273.719	56			

a. Dependent Variable: Skills

b. Predictors: (Constant), Seminar and Workshop, Internship, Case Study, Field Trip, Simulation

Source: Primary Data

The application of experiential learning in enhancing employability skills of management graduates is tested and it is clear from the analysis that there is a strong positive correlation between the benefits of internships and the employability skills as the R value is .849. The model is found fit as the F value is 26.405 and the obtained significant value .000 is less than 0.05. The prediction of the role of internship in enhancing employability skills of management graduates is valid and the model is 72.1% true as the R square value is 0.721.

Table no. 9
Coefficients - Experiential Learning

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	14.326	5.14		2.787	0.007		
	Internship	0.497	0.266	0.283	1.87	0.067	0.569	1.759
	Case Study	0.452	0.423	0.314	1.071	0.049	0.478	2.092
	Simulation	0.583	0.498	0.174	1.171	0.247	0.248	4.026
	Field Trip	0.741	0.512	0.171	1.447	0.154	0.389	2.567
	SeminarWorkshop	1.623	0.461	0.4	3.521	0.001	0.423	2.366
a. Dependent Variable: Skills								

Source: Primary Data

The effectiveness of experiential learning in enhancing the employability skills of management graduates in Kerala can be predicted in future by applying the equation,
Employability skill (Y) = A + (B*X1) + (C*X2) + (D*X3) + (E*X4) + (F*X5), i.e. [Employability Skill (Y) = 14.326 + (Internship * .497) + (Case Study * .452) + (Simulation * .583) + (Field trips * .741) + (Seminars & workshop * 1.623)].
There is no multicollinearity among the independent variables as the tolerance limit is less than 0.90. Further, the analysis reveals that the employability skills enhancement can be individually predicted by the application of case studies and participation in seminars and workshops as the P Value obtained is less than 0.05. But academic quality cannot be individually predicted by the application of internships, simulations and field trips as the P Value obtained is greater than 0.05.
Academic quality is derived from participation in seminars and workshops as the Beta coefficient is higher (0.400) followed by case studies (0.314) and internships (0.283).

Challenges faced by Teachers while Practicing Experiential Learning

NEP 2020 emphasizes the application of experiential learning especially in the higher education sector by anticipating its importance in skill development of students by giving them the opportunities to experience the practical application of concepts and principles. Teachers, being the practitioner of experiential learning, face certain challenges among themselves, from institution level and on the part of students. The challenges faced by teachers while practicing experiential learning are detailed in the below mentioned table.

Table no. 10
Descriptive Statistics - Challenges in Practicing Experiential Learning

	N	Mean	Std. Deviation	Rank Order
Shortage of essential resources	60	4.13	0.911	1
Existing curriculum often lacks flexibility, making it difficult to integrate experiential learning methods.	60	3.78	1.151	7
Time constraints in the academic schedule can limit opportunities for experiential learning activities.	60	3.88	1.043	5
Lack of adequate training in experiential learning	60	4.02	1.033	4
Limited partnerships with industry stakeholders restrict access to real-world projects and internship opportunities.	60	4.05	0.649	3
Reluctant approach of students	60	3.83	0.96	6
Lack of appropriate assessment tools in experiential learning.	60	4.08	0.944	2
Learning environment does not support practicing experiential learning.	60	3.58	1.078	8

Source: Primary Data

From the above table it is evident that shortage of the essential resources for practicing experiential learning is the predominant challenge faced by management teachers followed by lack of appropriate assessment tools, limited industry academia partnership, and lack of training in practicing experiential learning in order. The least challenge faced by management teachers while practicing experiential learning is the learning environment of the institution followed by lack of curriculum flexibility, reluctant approach of students and time constraints.

Suggestions

The broad vision of experiential learning - learning by doing models is to develop skills and foster lifelong learning experience. The concept of experiential learning is widely accepted in the present education system as the new educational policy NEP 2020 emphasizes more on the practical application of knowledge. The expertise of teachers regarding the practical application of experiential learning, the supporting system and learning environment prevailing in the institution, availability of resources and infrastructural facilities, academic flexibility, the approach of students and industry-academia partnership were the predominant factors leading to the successful implementation of experiential learning.

The application of experiential learning in the management education of Kerala is significant as all the factors leading to the practice of experiential learning are having adequate effect. Conducting case studies is significantly high compared to other experiential learning methods, and practicing simulations is the least significant experiential learning method applied. Institutional authorities and leaders ensure that teachers are provided with supporting materials and allied resources to enhance critical thinking and analytical thinking of students to come up with novel solutions based on facts and figures. The resources for practicing experiential learning need to be made available at institutional levels to reduce the burden of teachers in sourcing resources and supporting materials.

Providing pre-internship training and briefing regarding the importance of internships and roles and duties of interns will help students to gain the maximum benefits of internships, as the students were approaching corporates or starting internship works without any idea. Proper pre-internship training helps students in identifying the industry, their functional domain and focus on the critical employability skills needed to be developed during internship.

Practicing simulations in teaching and learning by providing opportunities for students to act or behave in each structured situation and connect the theory to practice is of immense importance in fostering a lifelong learning. The learning environment should favor teachers to practice simulations by setting scenarios and enabling students to deal with complex problems within the structure by connecting theories into practice.

Proper orientation for junior level teachers regarding the practice of experiential learning is required to train them to adopt novel teaching methods having high impact among students to gain participation and interactions and the enhancement of employability skills. Universities and accreditation agencies need to sponsor training sessions and workshops at different levels and also share needed tools, resources and material to practice experiential learning. Proper monitoring and audits need to be conducted to ensure that the experiential learning methods are adopted in all levels of institutions to ensure uniform academic quality and standards.

Conclusion

Management Education in Kerala undergoing a significant transformation in align with National Education Policy 2020, which aims to enhance multidisciplinary learning, improve academic quality, and increase students' employability. NEP 2020 emphasizes the application of experiential learning in higher education by realizing the benefits sought out in enhancing the employability of the graduates. Practicing experiential learning has a significant impact on the enhancement of the employability skills of management graduates in Kerala. Academic and curriculum flexibility is required to practice experiential learning as there exists a difference in the practice of experiential learning among types of institutions. Proper orientation and training on the practice of various experiential learning is required among teachers with a few years of experience. Support from institutional level, university level and accreditation agencies in conducting training programs and sharing needed resources and assessment tools is of immense importance for the proper implementation of experiential learning.

References

1. Rani, K., & Tyagi, T. K. (2022). Experiential Learning in School Education: Prospects and Challenges. *International Journal of Advance and Applied Research, 10*(2), 378-383.
2. Sk, M. M., & Sk, R. R. (2023). A comprehensive analysis of the new education policy 2020 in India: Implications, challenges, and opportunities for transforming the education system. *Education and Society, Vo.47 (2)*,122-129. ISSN: 2278-6864.
3. Sachdeva, V., & Latesh. (2023). NEP 2020: Emphasizing experiential learning and inquiry-based approaches in higher education. *International Journal of Applied Research*, 9(6), 179-184.

4. Kumar, S., & Bhandarker, A. (2020). Experiential learning and its efficacy in management education. *PURSHARTHA*, 13(1), 36-55.
5. Kumar, A., & Pathak, P. (2020). How Should Management Education Go In The NEP Regime?. *ADHYAYAN: A JOURNAL OF MANAGEMENT SCIENCES*, *10*(02), 17-21.
6. Das, K., & Barman, A. (2021). Posits of workplace competencies in management education research: A review triangulation for discerning NEP-2020 (India)'s relevance. *Psychology and Education, 58*(5), 2271-2287.
7. Tejashwini, K. (2022). Impact of National Education Policy 2020 on higher education. *Sumedha Journal of Management, 11*(2), 27-35.
8. Lone, S. A., & Kour, S. J. (2024). Vivification of experiential learning with reference to NEP 2020. *The International Journal of Indian Psychology, 12*(1), 1635-1640.
9. Presthold, T. & Fletcher, V. (2018). The Value of Experiential Learning: a Case Study with an Interdisciplinary Study Abroad Course. Bioscene, 44(2), 17-23.