

SANKSHEPIKA **संक्षेपिका 2021**



Souvenir released on the occasion of
ONLINE NATIONAL CONFERENCE
on
Implementing NEP : Challenges and Opportunities

February 22, 2021

SHRI VAISHNAV INSTITUTE OF MANAGEMENT, INDORE

APPROVED BY AICTE, NEW DELHI & AFFILIATED TO DAVV, INDORE (M.P.)

UGC-NAAC Accredited 'A' Grade Institute

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SANKSHEPIKA -2021



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on
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ABOUT INDORE

INDORE – The City of Opportunities

The city popularly known as “Mini Bombay”, Indore is a tier 2 city, the largest city of the Indian State of Madhya Pradesh by population. Indore wields a significant impact upon commerce, finance, media, art, fashion, research, technology, education, entertainment and has been described as the commercial capital of the state. Indore is the only city in India to have both, Indian Institute of Technology and Indian Institute of Management.

It is a city which is in close proximity with two Jyotirlingas-Mahakalerhwar temple in Ujjain and Omkareshwar. Another holy city, Maheshwar situated at the banks of river Narmada is a city with prolific religious and cultural importance. MHOW, located near to Indore is amongst the major Military Headquarters of India to control important aspect of Training and Controls of Indian Army. India's most important Atomic Research, Raja Ramanna Centre for Advanced Technology (RRCAT) is a unit of Department of Atomic Energy, Government of India, engaged in R & D in non-nuclear front line research areas of Lasers, Particle Accelerators & related technologies is situated in Indore. Indore is privileged as the Present Loksabha Speaker Hon'ble Smt. Sumitra Mahajan hails from Indore.

Key Attractions:

- Cleanest city of India as per the Swachh Survekshan 2019
- One of the first 20 cities taken up to develop as smart city
- Financial Capital of Madhya Pradesh
- The Street-Food-Capital of India
- The only city in India to house both, Indian Institute of Technology and Indian Institute of Management
- Giant Indian companies such as Infosys and TCS have their campuses near Super Corridor.
- Home to Madhya Pradesh Stock Exchange
- Biggest wholesale medicine market of Central India
- Architectural Splendor: Rajwada, Chhatris, Kanch Mandir, Lal Bag Palace, Central Museum, Mahatama Gandhi hall, Nehru Park, Bijasan Mata and Bada Ganpati
- Birth place of nightingale of Bollywood legendry Lata Mangeshkar, M.F. Hussain, the legendary painter, Colonel C.K.Naidu
- Indore has been birth place of many silver screen and sports stars; The nightingale of Bollywood legendry Lata Mangeshkar, Cricketer Mushtaq Ali, Saleem Khan of “Sholay” fame and Johny Walker known as the king of comedy.
- A matter of proud to Indorians as Indore is birth place of the designer of National Emblem of India, Shri Deenanath Bhargava.



ABOUT THE INSTITUTE



Shri Vaishnav Institute of Management has glorious history under Shri Vaishnav Shaikshanik Avam Parmarthik Nyas, Indore established in the year 1987. The Nyas founded Shri Vaishnav Shikshan Samiti and under its aegis Shri Vaishnav Institute of Management is progressively leading towards success. It has conferred with the award of being the oldest Self Finance Institute of M.P. by CMAI, Asia. The institute is approved by Govt. of Madhya Pradesh as an 'A' Category Institute.

The Institute proudly announces the UGC- NAAC Accreditation with 'A' Grade in two consecutive cycles in 2012 and 2017 respectively indicating its highest commitment of quality in all aspects. During past 34 years journey, it has been serving the society by providing excellent environment for education in area of Management and Computer Science. It promotes the innovative teaching methodologies to help students gain practical knowledge and better insights about applying the theoretical knowledge. It believes in imparting education along with preparing students for corporate world. With a lush green campus spread over an area of seven acres located in the heart of the Indore city, the institute is well connected through all means of transport



ABOUT THE NATIONAL CONFERENCE 2021

Theme of the Conference

Implementing NEP: Challenges and Opportunities

Objectives of the Conference

The conference considers the need

The main purpose of the conference is to build a network and enhance collaboration by providing an ideal platform for policy makers, educationists, practitioners, researchers, industrial planners to throw light on the reforms introduced in New Education Policy 2020. Specifically, the objectives of the conference are:

- To discuss the effective role of multiple education bodies at both central and state level for implementation of NEP 2020.
- To explore opportunities for implementing NEP to fulfill its stated objectives in different avenues.
- To discuss the possible challenges and appropriate actions in the implementation of the NEP 2020.
- To identify the beneficiaries and ignored areas in NEP 2020.

Conference Takeaway

- Multiple initiatives and effective actions can be discussed for the successful implementation of NEP 2020.
- The role of various stakeholders may be conferred for the impactful execution of NEP, 2020.
- Innovative ideas may be discovered in relation to NEP for covering every aspect of education ranging from elementary to higher learning and research.
- Approaches may be proposed for setting up of well equipped educational infrastructure towards implementation of NEP 2020.

Sub-themes of the Conference

- Restructuring for Autonomy, Integration and Diversity
- Governance & Leadership
- Equitable and Inclusive Education
- Self-Employment & Employability
- Community Engagement
- Expand Research, Innovation and Entrepreneurship
- Regulatory Changes and Role of Apex Regulatory Bodies
- Funding and Financing of Educational Institutions under NEP
- Implementation strategies and role of Government
- NEP and the new Value system
- Innovative and responsive pedagogy
- Continuous Learning
- Internationalization of higher education
- Restoring integrity to teacher education
- Multidisciplinary colleges and universities
- Teacher preparation and continuous professional development

Prospects of NEP on:

- Higher Education
- Professional Education
- Artificial Intelligence and Education Management
- Assessment and Evaluation Tools
- Vocational Education for adults and youth
- 21st Century Skills and Training
- Curriculum and Instruction Design
- Significance of Mother Tongue in Teaching
- Managing Language Acquisition

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Shri Vaishnav Institute of Management, Indore

UGC- NAAC Accredited 'A' Grade Institute
Scheme No. 71, Gumasta Nagar, Indore (M.P.)

National Conference
on
Implementing NEP: Challenges and Opportunities

Inaugural Program

Presided By
Shri Purushottamdas Pasari
Honourable Chancellor
Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore and
Chairman, Shri Vaishnav Group of Trusts

Chief Guest
Dr. Renu Jain
Honourable Vice Chancellor
Devi Ahilya Vishwavidhyalaya, Indore

Keynote Speaker
Dr. P.K. Singh
Director, Indian Institute of Management Tiruchirappalli

Special Guest
Dr. Upinder Dhar
Honourable Vice Chancellor
Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

Venue: Shri Vaishnav Institute of Management, Indore (Virtual Mode)

Date: February 22, 2021

Time: 11:00 a.m.



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SHRI VAISHNAV INSTITUTE OF MANAGEMENT
SANKSHEPIKA -2021



National Conference

on

Implementing NEP: Challenges and Opportunities

Monday, February 22, 2021

Inaugural Ceremony Schedule

11:00 a.m.	Lamp Lighting and Welcome of Guests
11:05 a.m.	Welcome Address by Dr. George Thomas Director and Conference Chairman Shri Vaishnav Institute of Management, Indore
11:10 a.m.	Words of Blessings by Shri Devendra Kumarji Muchhal Chairman, Shri Vaishnav Institute of Management, Indore
11:15 a.m.	Enlightening Address by Shri Purushottamdasji Pasari Hon'ble Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya & Chairman, Shri Vaishnav Group of Trusts
11:20 a.m.	Words of Wisdom by Dr. Upindar Dhar Hon'ble Vice Chancellor, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
11:35 a.m.	Unveiling of the Conference Souvenir
11:40 a.m.	Words of Motivation by Chief Guest Dr. Renu Jain Hon'ble Vice Chancellor, Devi Ahilya Vishwavidyalaya, Indore
11:45 a.m.	Keynote Address by Dr. P. K. Singh Director, IIM Tiruchirappalli
12:15 p.m.	Vote of Thanks by Shri Girdhargopalji Nagar Secretary, Shri Vaishnav Institute of Management, Indore
	National Anthem
12:45 p.m. to 2:45 p.m.	Technical Sessions



EDITORIAL

The New Education Policy (NEP) 2020 envisages a contemporary education system that foresees to contribute directly in transforming our nation into an equitable and vibrant knowledge society, by providing high quality education to all. This policy envisions to create, transmit, use and disseminate knowledge as a part of the continuum. The NEP is ambitious and futuristic but much of its success will depend on how it is implemented. There is a need to explore challenges and opportunities in the implementation of NEP amongst academicians, students, officials, and other stakeholders in the higher education system so that they can together help India in becoming a knowledge superpower. To enhance the moral, ethics, and quality of education academicians may become leaders to provide constant guidance to academic fraternity and inspire them to join hands for making this NEP a grand success.

To be in sync with the UGC quality mandate the institute is organizing an Online Conference for exploring challenges and opportunities of New Education Policy 2020. This Conference holds the vision of engaging academic fraternity and corporate experts in meaningful assignment which will contribute towards the intellectual wealth of the nation.

As the Editorial team we are thankful to the cooperation of everyone who have contributed directly or indirectly to bring out this souvenir “Sankshepika-2021” successfully.

Editors

Dr. Kshama Paithankar
Dr. Abhijeet Chatterjee
Dr. Pragya Sharma
Dr. Ekta Agrawal
Dr. Abhikrati Shukla
Dr. Bharti Agrawal

Editor in Chief

Dr. George Thomas



Employability - The Graduate's Perspective

*Farzana M Pathan**

Being a graduate does not always qualify a student to be employable. The industry needs students who rate high on employability. Attaining good grades does not always mean that the student is good at practicing what he or she has learnt. It does not always mean that he is employable. Then what exactly is employability? Employability is "A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy". Professor Mantz Yorke (2004). The employability skills involve cognitive skills, technical skills, and/or people interpersonal skills. Few of these skills are Verbal communication, Teamwork, Commercial awareness, analyzing & investigating, Problem solving, Initiative/self-motivation, Written communication, Planning & organizing, Adaptability, Time management, Leadership, Interpersonal Sensitivity etc. Hence, employability can be discussed in two contexts. First, Job readiness of the students and secondly, their ability to continue to be employed and build their career

Time and again a lot of efforts have been put in to enhance the employability of the students from all the pertaining stake holders. The New Education Policy also has certain aspects relating to the employability of the graduates. In the light of the NEP, colleges will not only be perceived as a facilitator of degree but would also be treated as a platform for overall personality development of the students but also support them in their holistic professional growth. On the other hand, the present day students are well informed. Their perceptions and expectations from the education system have been changing. Hence the role of colleges is going to be influenced to a large extent. Accordingly, requiring them to modify their practices. According to the India Skills Report (a joint initiative of Wheebox (a global talent-assessment company), Taggd by PeopleStrong and Confederation of Indian Industry (CII) in collaboration with UNDP, AICTE and AIU) 46.21 % of the students are employable. It also says "the most employable candidates as per the courses were MBA Students at 54 per cent. B Pharm, Polytechnic, B Com and BA courses, on the other hand, saw an improvement in employability which is increased by more than 15 per cent." However, there was a decline in employability in BTech, Engineering, MCA graduates, Technical & Computer-related courses.

In the given background the present paper tries to examine the student's perception of employability in the first context and also briefly study the provisions of employability in the New Education Policy. The research was carried out on the basis of primary as well as secondary data. The analysis reveals that the students perceive employability as the ability to continue to be employed. For that they need to acquire skills like analytical, right attitude, initiative, communication skills etc. In order to enhance the same, NEP 2020 has proposed various measures like, introducing more number of autonomous colleges, single governing authorities, awarding certificates for the completion of every academic year, during graduation, making top global universities available locally, Multi exit and entry for courses, Skill-based education etc.

Keywords: Graduate, Employability, Higher Education System, Employability Skills, New Education Policy 2020

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Changing the Education Model: The Role of a Teacher

*Pooja Dubey**

Education is a crucial factor for the quality of the life of an individual as well as the growth of an economy. In every sense education is one of the elementary factors of development. It directly contributes to the process of modernization. It is well acknowledged that human resource is the key to national development and a sound human resource is created and developed by education.

Therefore, education upholds in the rising generation the knowledge, skills and attitudes which accelerate the pace of modernization. It improves the value of their lives and leads to comprehensive social benefits. In the last three decades economic research has revealed that education plays a crucial role in development.

As education is the backbone of a nation, the teachers are the foundation stone of a successful educational system. Any attempt of National modernization is not possible without active participation of teachers. A nation is constructed by its people and people are molded by teachers. The role of teacher is not limited to the classroom teaching only, but it extends to building up of human, nation and society at large through maximum utilization of their potentialities. Various studies were conducted which concludes, that “the quality teachers are most important factor affecting performance of the students and system as well.

Recognizing the importance and demand for education, major challenge for the each State is to equip a student for the capacity building, quality improvement and highly competitiveness in quick changing society in terms of knowledge and technology.

Changing the education model in our country and the increasing interconnectedness and interdependence from the global perspective of development has put pressing need on teacher for their professional development to contribute to the field of education.

Keywords: Education, Elementary factor, Teachers, Challenges, Competitiveness

*Assistant Professor, International School of Management Patna



A Study on Embedding 21st Century Skills and Training in Traditional Education System and Role of NEP to Facilitate the Same

*Prof. Nishit Sagotia**

*Bhavik Rathod***

India is a country where traditional education techniques and training are considered the best to produce effective results and the same form a base for each and every level of education. 21st century skills are something which is contemporary and complements with the traditional style of learning. These skills and training program has given a face lift to the current education system.

Communication skills, technical and computer skills, vocational and presentation skills, team building and many more on the list. Introducing more practicality into learning and education can provide a professional edge to the students and learners. It also makes the profession of the educators and trainers, an interesting one.

For some, the delivery of these skills or adding up this to the portfolio might be slightly challenging but by providing right guidance these skills can be easily inculcated in the traditional curriculum.

National Education Policy is the right platform to guide and direct the educators and trainers with necessary information and procedures. Educators and trainers can exactly find resources to include the contemporary skills in to their portfolio. They can also find ways to upgrade their personal skills and knowledge and be competent enough to deliver the right stuff to make the new generation more efficient and employable. This paper gives a brief explanation of the 21st century skills and training with benefits and concerns around them. There is a brief analysis on Train –the-Trainer method which is widely used recently to make the whole training and development more enjoyable and fruitful. The discussion will also include the contemporary management and leadership styles which enhances the performance of any organization with improved motivation.

Keywords: 21st century skills, Contemporary style, Vocational Training, Effective Communication

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National Education Policy: Incubational Models and Entrepreneurship Orientation in HEIs Based on Empirical Assessment – A Road Map for Implementation

*Dr. J. Arthi**

India's education sector is swiftly developing as the world scrambles to come to reshape to the demanding needs of the environment with new social realities in the wake of the COVID-19 pandemic. To become a true 'global knowledge hub', India urgently needs to nurture innovative and industry based skills.

With this ambition in mind, the National Education (NEP) has been designed to envision value addition in education and skill development as a continually evolving process. The NEP presents a progressive approach towards much-needed reforms in education. Our unemployment level is highest in the last 45 years and the situation becomes worse with the advent of data analytics, machine learning and use of robotics.

The serious academics-industry need-gap can be addressed firstly by creating a robust education system and empowering it with new-age skills, which consider future reality. The current system urgently requires an impetus and entrepreneurship education is the only way forward. The faster our policymakers at the top and academicians understand this reality; the more secure and successful our students' future will become.

Keeping the gaps in the implementation of NEP 2020, the author has created a new perspective in her current study with the funding of ICSSR- IMPRESS with the major objective to assess the readiness of HEIs to impart entrepreneurial skills and measures taken towards improving the entrepreneurial intention of students. NEP 2020 advocates in its chapter no.5,14, 16, 20 that entrepreneurship is the base factor to build innovative graduates starting from school level and the present paper rightly provides the challenges and the roadmap to achieve the Entrepreneurial Agenda of NEP2020.

Keywords: NEP, Entrepreneurial skills, Entrepreneurial Intention, HEIs Readiness

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Role of NEP- 2020 in Harnessing the Indian Demographic Dividend

*Sangeeta Rudra Atwe**

*Dr. George Thomas***

India at present is identified as one of the youngest nations in the world with about 61 crore young population under the age of 23. It is predicted that soon India will be having almost 20% of the world's total workforce. In order to harness the full demographic dividend, India needs an educational system which can provide quality education at an affordable cost and also guarantee flexibility and relevance to the individual's economy and to the society as a whole. It becomes all the more relevant under the present circumstances when the job creation has been going downhill due to the Covid-19 pandemic and people are required to have skills either for self-employment or to transit from one set of job into another.

Despite being world's youngest country in terms of demographic dividend, India has only 2% of the workforce skilled compared with 96% in South Korea, 45% in China, 50-55% in USA & 74% in Germany. All these years, we focused on building Higher Education and very little did we think of enhancing the Employability Quotient and produce skilled manpower through skill training interventions. This article aims to highlights the role of NEP 2020 in bridging the gap between theory and practical aspects of our education system.

The National Education Policy, 2020, promises to provide access to quality education to all. The aim of the policy is to harness demographic dividend with relevant curriculum and pedagogy. The vision envisages that the curriculum and profession of teaching of our institutions must develop among students a deep sense of respect towards the fundamental duties and constitutional values, bonding with one's country and a conscious awareness of one's roles and responsibilities in a changing world and make students more employable by increasing their Skill Quotient.

Keywords: NEP 2020, employability, skills, job readiness

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Analysis of National Education Policy on Higher Education In Achieving Objectives

*G. Shiva**

*Dr. A. Maheswari***

*K. Manoj****

The present system of education is undergoing a radical change. The National Education Policy 2020 is a new buzzword in this millennium. Traditional education has transformed into modern education with many new advancements. The educational institutions are also upgrading themselves to NAAC, NIRF and so on. This calls for up-gradation of the syllabi and curriculum with the industry and employability the so called blended learning. In this research paper the impact of national education policy on professional education.

Keywords: Advancements, Syllabi, Curriculum

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Data Mining to Assist Even in Specialization Opting: Conceptual Model of a Recommender System for Management Studies

*Janhavi Gupta**

*Isha Kumar***

*Dr. Pranjal Muley****

The MBA has almost become a prerequisite for the organization's top management positions. In today's global corporate market, it has become one of the most important credentials. It has become one of the most significant qualifications in today's world corporate section. The right selection of a B-School is crucial, but the choice of proper specialization in MBA is the most important. It focuses on various elements of educational objects, such as students, teachers, teaching materials, class organization and many others in order to provide better and effective solutions. Although selection of business management institute might be critical, however, selection of appropriate specialization has become essential. Specialization selection, sometimes, becomes the real challenge for the students to opt.

In recent years, data mining applications through Artificial Intelligence and Machine learning are emerging almost in every walk of life. Educational Data Mining (EDM) is one of them. It is an evolving area that aims to discover information using information from learning environments.

National Education Policy 2020 under the head "Technology Use and Integration" talks about Digital India Campaign that assists the entire nation to transform into a digitally empowered society and knowledge economy. It also highlights the use and integration of technology to improve multiple aspects of education. New technologies that include artificial intelligence, machine learning, block chains and many more for should be used for student development.

The present article proposes a conceptual model for developing a "*Recommender system*" which will assist students to opt for most effective specialization during their Business Management course.

Keywords: Machine Learning, Collaborative Filtering, Personality Test, Subjects' Marks, Cell Activity Performance score

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Linking Workplace Diversity, Job Satisfaction and Turnover Intention: Evidence from the Indian IT Industry

*Itinpreet Kaur**

*Dr. Geeta Mishra***

*Dr. Rahela Farooqi****

The present study aims to investigate the effect of employees' perception of workplace diversity on turnover intentions from a social identity lens' view. Also, the research analyses the mediating role of job satisfaction between the hypothesized connexion. Current research work uses a structural equation modeling approach to analyze the hypothesized connexion with 302 full-time employees working in the Indian IT industry. The convenience sampling method has been used to determine the research respondents. Results indicated that job satisfaction partially mediates the negative relationship between employees' perception of workplace diversity and turnover intentions. Further, a comprehensive discourse of the results, implications, limitations, and future directions are entailed in the research article.

Keywords–Work place diversity, Job satisfaction, Turnover intention, Social identity theory, Indian IT industry

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Unification of Vocational Education in National Education Policy: A Case Study

*Pratibha Verma**

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A well-defined future focused education policy is essential for a country at school and university level, since education leads to economic and social progress of the country. Also, the growth of the country depends on productivity and contribution of highly skilled workforce in various sectors. As per NEP 12th plan, 85% of the workforce has educational qualification up to secondary level whereas that of 55% have educational qualification up to primary level. Moreover, it is alarming that merely 2% of the workforce is trained through vocational courses. In present scenario, there is a huge gap between workforce (around 600 million every year) entering in to the market and skills required by industries in them. To bridge this gap, focus on imparting highly skill oriented education has been chosen as best option. In this regard, the policy of National Education Policy (NEP) includes this important aspect of education from School level till higher education. The vocational course aims to integrate the teaching of professionals, skill development in curriculum to increase innovation, adaptability and productivity. In this paper, we present a case study showing the impact of vocational courses in health care sector. Nutrition is the most important part of human life. It is essential to understand the importance of a variety of food available in various forms and associated scientific aspects. At the same time, there is a high demand of skilled food professionals in government and private sectors. Vocational courses comprised of various levels in Nutrition & Dietetics, Fitness Nutrition etc. are designed with the concept of multiple entry multiple exit strategy with suitable certifications. In these courses, more focus has been given on practical work i.e. more field work, updated facilities for practical learning, internship in hospitals, food industries, sports and fitness clubs etc. along with appropriate blend of core and allied subjects. Imparting such education will surely help in producing work-ready skilled manpower in related industries and more importantly to create job-providers instead of job-seekers. Overall, the skilled workforce in various sectors with industrial acumen will improve productivity and play a vital role in building a self-sufficient India.

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Evaluation of Teacher Education Program With References of NEP 2020

*Dr. Shanti Tejwani**

“Teacher Education is a program of education, research and training of persons to teach from pre-primary to higher education level” (NCTE).

The present article entitled “Evaluation of Teacher Education Program with reference to NEP 2020” is related with amendment in Teacher Education program. **Objectives:** The objectives of the article were: (i) to identify the innovations and issues of National Education Policy 2020 with reference to Teacher Education Program. (iii) to identify the issues and challenges of National Education Policy 2020 with reference to Teacher Education Program. (iii) to provide the suggestions for Teacher Education Program with reference to execution of NEP 2020, so that goal of the NEP 2020 fulfilled in effective manner. **Methodology:** Conceptual and analytical method was used for the descriptive analysis. **Conclusions:** After analyzing document of NEP 2020, it was concluded that teacher education program will be established in various ways for secondary teachers by 2030. National Education Policy has provided a tremendous alteration in teacher education program, if opportunities will be provided in teaching sectors for the youth, it will be beneficial. Also policy makers should have cleared the recruitment policy of the teachers, since there are different parallel programs of teacher education for secondary school teachers; therefore they should have specified the recruitment process. Apart from this NEP 2020 recommended credit based course in teaching/pedagogy for the Ph.D. entrants, through which they will be trained for higher education institutions, for that policy makers have to suggested that any type of short term program or degree program should be introduced for higher education teachers, which should be established under the teacher education program. This program should be compulsory for recruitment of all the higher education teachers. Also in document of NEP 2020 emphasis is given on creativity and critical thinking of the students, so that policy makers have to suggested that the curriculum and pedagogy of teacher education program should be reconstructed, also in pedagogy of teaching, innovative teaching strategies should be introduces i.e. flipped instruction strategy, CLIL and so on. As in NEP 2020 it is recommended that all teacher education programs must be conducted within composite multidisciplinary institutions, like this collaboration between school and teacher education college should be compulsory, since, in the course curriculum of the teacher education, there is compulsory internship program is organized, but due to lack of collaboration all teacher trainees could not be accommodate for the internship program, so that regulation should be reformed.

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NEP 2020– A New Phase of Education System

*Dr. Payal Jain**

Proper and good education is very important for progress and development of any country. Education is the ultimate way to get victory over all the personal and social problems. Education helps society by spreading knowledge. This certainly is one excellent contribution to Education. Through of education, the students have more opportunities to improve their skills, and also gain more knowledge in their professional field. And, in respect of country obtain a good development social, and economical, a good education system is needed. Advanced education, making a pool of gifted and talented youth who try to fabricate the country and lift the public economy, assimilating innovative arrangements and carefully engaged HEIs. The gross domestic product of 6% to be contributed for accomplishing these objectives. Weight on professional examinations and backing through subsidizing, hatching trots strengthen boosting economy through business venture. Described and futuristic training coverage is crucial for a rustic at faculty and university tiers because of the motive that training results in financial and social progress. Different nations undertake exclusive training structures with the aid of using thinking about the subculture and tradition and undertake exclusive levels at some point of their lifestyles cycle at faculty and university training tiers to make it powerful. Recently Government of India introduced its new Education coverage that is primarily based totally on the tips with the aid of using a professional committee headed with the aid of using Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on miscellaneous regulations introduced within side the better training device and examines them with the presently followed device. Various improvements and anticipated implications of NEP 2020 at the Indian better training device on the side of it deserves are discussed.

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A Review about Indian Education System

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Education is one of the crucial tools with which the efficiency and employability of the young generation are shaped and sharpened. While education by itself is not sufficient for economic transformation, it is one of the important dimensions of development of any country. An education is very important for any country's growth. Different countries adopt different education systems through their tradition and culture and adopt different steps for which they develop their education system. Union cabinet of India launched **National Education Policy 2020 (NEP 2020)** on 29 July 2020 which replaced 1986 NEP. The aim of this policy is transforming the Indian education system to meet the needs of the 21st Century. It has certain advantages and certain disadvantages towards globalization of higher education and in this paper our aim is to provide a systematic lens through which to examine the Indian education systems and its accomplishments.

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Transforming India: NEP 2020

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In India we have a new policy now, related to the education named as NEP. This policy is drafted by our renowned Prime Minister Narendra Modi and announced by MHRD. The hope and belief of many people is with the NEP. This policy will change the future of India. If we talk about our current education system, then in that scenario student is feeling bounded between the School-coaching and Marks only. But after the implementation of this policy definitely the student will feel confident and skilled. This policy has various positive points over our current educational scene. In fact when MHRD announces this new policy, it has renamed its name as the Ministry of Education. The Union Cabinet also cleared the National Education Policy 2020, also called the New Education Policy 2020 (NEP). The new policy will replace the three-decade old policy. As the NEP has launched we are waiting for its full implementation now. In this paper we will discuss the different points of NEP, What changes are included in NEP to make our educational system more strong and what types of challenges we need to face.

Keywords: MHRD, NEP, CORONA, Multi Disciplinary, Multi entry-Multi exit, Digital credit.

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Government Schemes for Elementary, Secondary & Higher Education-A Study

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*Nidhi Agrawal***

Indian Government is offering numerous incentives and has introduced various schemes to encourage education and it will prepare the students to face the challenges of the new world. Education is the most important lever for any student growth. If every student is well-educate and ready with significant skills, attitudes, and knowledge then the overall society will develop. Government has offering different schemes for different category of education. No doubt this schemes provides students various benefits, bright future and possibly a platform by utilizing that platform a student can achieve his/her future goals. These schemes are related with every aspect of education. According to category wise demand, different schemes are designed and continuously they are going to be designed for the welfare of students. In this paper we will study about different education schemes for Elementary, Secondary and Higher Education run by Indian government.

Keywords: MHRD, AICTE, UEE, NPEGEL, MINISTRY of S& T, Education

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An Analytical Study of NEP (National Education Policy) 2020

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Distinct and Innovative education policy is the need for a nation at school (pre/primary/ middle/higher grades) and college/university levels. A well defined education system well implemented leads to economic and social progress. Different education system may be adopted world over by various countries looking to their needs. Effective education system is one which adopts the application of skills and knowledge for holistic development of an individual. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, former chairman of the Indian Space Research Organization (ISRO). This paper highlights on policy announced –NEP 2020 and compare it with the present education system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Study also includes analysis and recommendations proposed for its effective implementation towards achieving its objectives.

Keywords: Higher education, National Education Policy 2020(NEP-2020), Analysis, Implementation , Strategies, Predicted Implications, Predicted impediments

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A Review on National Education Policy 2020

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In 2020, The Indian government took a commendable and a very positive step for improving country's education system. Education plays an important role to build a nation. Education decides the future of the nation. Therefore in this scenario the role of education cannot be ignored. Each country has different education system. Different stages of life at school and university education produce an individual who directly or indirectly contribute to the productivity and development of the nation. The new education policy is a step towards improvement in present education system. The most important issues aims, vision, ideology (principle) challenges and solutions have been defined in this article. The major focus has been on the higher education system and its execution along with a comparison with the present ongoing system of higher education. The study also defines other issues such as vocational education, research, online and digital education. There are many changes proposed in new education policy 2020 that would affect the major stakeholders such as all the educational institutes, students, parents and teachers. The research paper presents some suggestions for its execution and future impacts of National Education Policy 2020.

Keywords: Indian Education (Higher or Primary), National Education Policy 2020, Future of Indian Education, NEP 2020 – Students, NEP 2020 – Teachers, NEP 2020 – Parents, Overview & Analysis.

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India To Retain Its Position as Vishwaguru

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In this article we are trying to prove in higher education India will promote global study destination providing premium education by implementing “NEP-20 opportunities to restore its role as Vishwa Guru”. We will apply logical approach of validity of argument using truth table and different logical connectives. It will be proved by Tautology.

Keywords: NEP-20, Premises, Logical Connectives, Tautology.

INTRODUCTION: Higher education plays a key role not only in the development of individual but also for the development of the national's economy socially globally provided the education should be skilled based and should developed the curiosity towards the new technology adaptation. So that an individual can given valuable contribution to the development of the country as well as their own livelihood. For this it is very essential to design the curriculum according.

Today when our nation is dreaming of Aatmnirbharbharat it is very much needed to redesign the curriculum of higher education which can fulfill the needs of individual to be self dependent it also will help to create employment for other also. Our education should also develop character, ethical and constitutional value, spirit of to be dedicated towards their duties honestly which will help to reduce the crime not only in the society but also on the global platform.

This will create the healthy environment around everywhere. It will give the space to every person to grow without any fear and negativity and will provide the chance to be more focused on individual growth and on the productive contribution towards the society. Which will definitely make the dream come true of Aatmnirbhar bharat?

To achieve this goal it is very essential in cooperate the skills and values at each stage of learning from pre – school to higher education. This is possible only when at school label teachers should be trained through various teaching programs like D.Ed., B.Ed., and M.Ed. etc. It should be mandatory for every teacher to be a part of educational field at school label so that they could educate the students through latest technology and teaching adds, which will make the teaching more effective, attractive, innovative and knowledge giving. It will help to develop the creative thinking and zeal for acquiring deep knowledge about the subject of interest in students.

Also in rural areas where there are very few schools or are only government schools, teacher should be trained from government side. So that there mode of teaching can tilt towards the skills ways teaching.

At the higher label education there should be collaboration with foreign countries so that there should be exchange of ideas among faculties and students which will help to develop skills that are needed to meet the requirements of global marketed. For this it is very important that teachers should be encouraged for the research work, for their holistic development also for good quality of research faculties should be provided the funding from the institute for research and to attend the FDP's for progression of faculties. The selection of the faculties for higher education should be based on the academic record and research work etc. So that they can provide a quality education to the students. And guide them to opt the course which enhances their skills. If we really want to be the global leader in every field our education system should be designed globally. For this it is very much needed to know about the education system of developed countries like UK, USA, Japan etc and adopt their education policies and curriculum in our education system so that we can produce skilled and responsible graduates and post graduates who will give valuable contribution to the progress of nation economically and socially worldwide and represent India at global platform. It will defiantly attract the attention of world. Public and private institutes of vocational education should give admission on the basis of the skills he/she posies on the three basis

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A Conceptual Understanding of NEP 2020 on Higher Education: SWOC Analysis for Stakeholders

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'By Education, I Mean an All-Round Drawing of the Best in Child and Man in Body, Mind, and Spirit'

-----Mahatma Gandhi

The new National Education Policy 2020 is the true inspiration from the above statement by Mahatma Gandhi. It envisions contributing directly to transform a nation's sustainability into an equitable and vibrant knowledge society by providing high-quality education to all. It also highlights overall development, global acceptance of students, and blending of art and culture in our education system. Post-Independence the first educational policy, which was framed in 1968, brought perks of equal education opportunities through radical restructuring. Later in 1986, the education policy was revised to remove cultural disparities and introduce a child-centric approach. Few amendments were made in 1992 to facilitate students to opt for professional and technical courses through smoothening entrance exams. After 34 years, NEP 2020 has proposed many changes that will surely affect all the stakeholders. In this research paper main objective is to get a conceptual understanding of NEP 2020 and to do a SWOC (Strength, Weakness, Opportunities, and Challenges) analysis for stakeholders. The main focus of the paper is on higher education policies and procedures.

Keywords: Higher Education, NEP 2020, SWOC, Indian Education System, Stakeholders

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Role of Artificial Intelligence in National Education Policy

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The invention and development of Artificial Intelligence made dreams to reality now being a part of our daily routine and used in every aspects of our lives. The Prime Minister's National Education Policy (NEP) shows the utilization of AI starting from school's kindergarten level of education to the universities' doctoral programs. Though AI unable to replace teachers but it made the teachers to give optimum benefits to the students. In this era of AI, quality education is not only restricted to the urban areas but also to rural area students. This paper demonstrates how AI can prove to be useful for the future generation, if successfully incorporated as a part of the NEP. This paper also lists various educational AI tools and their utilization for implementing NEP.

Keywords: Artificial Intelligence, New Education Policy, Machine Learning, Deep Learning.

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A Comparative Study on Education Policies In India: A Review

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The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. NEP 2021 has 4 Broad parts part one School education, Second part Higher education, part third Other key areas of focus and the fourth part is Making it happen.

The study tries to highlight the comparison on Education Policies in India. The data has been collected from extensive desk research through different available published articles, journals, internet, magazines, and the official government reports. Secondary data has been collected for the study. Various advantages and disadvantages of education policies were pointed out. The study is also focusing on the history of education policy of India.

Keywords: NEP, School Education, Higher Education, Governance, Digital Education, Policy.

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A Study of Impact of NEPs on Research Area and Emerging Technologies

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As recently, NEP is proposed in 2020, it has various policies which will bring transformation of current teacher and learner in a academically well developed individual which will prove beneficial to Country in local and global aspect.

In this relative study, the aim of this paper is to study impact of NEPs on research area and technologies emerged through good research. In this aspect, I compared different Current and New policies and proposed some model relative to this Study.

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National Education Policy 2020: An Overview and Analysis

Seema Rai*

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“Education is not the learning of facts, but the training of the mind to think”
-Albert Einstein

The Indian government Wednesday replaced a 34-year-old National Policy on Education, framed in 1986, with the New Education Policy of 2020. The NEP, approved by the union cabinet, makes sweeping reforms in school and higher education including teaching. Some of the biggest highlights of the NEP 2020 are, 1) a single regulator for higher education institutions, 2) multiple entry and exit options in degree courses, 3) discontinuation of MPhil programmes, 4) low stakes board exams, 5) common entrance exams for universities.

Keywords: National Policy on Education, NEP, Education Myths, Education System.

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Impact of National Education Policy-2020 on Research and Development Activities

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With the implementation of National education policy, the scenario of Indian education system will take a quantum jump. National Education Policy (NEP) for India has been approved on 29 July 2020. The aim of NEP is to increase the Gross Enrollment Ratio in higher education from 26.3% to 50% till 2035. Apart from the other revolutionary steps taken in the policy, research is on the top priorities. New and existing Higher Education Institutions will evolve into three clear categories mainly Research Universities, Teaching Universities and Autonomous Degree Granting Colleges. NEP will bring higher education institutions and research organization together. A key highlight of NEP-2020 is to establish National Research Foundation to fund brightest, peer-reviewed research and to actively seed research in universities and colleges. The National Research Foundation (NRF) is soon to be set up as an autonomous body proposed under the New Education Policy (NEP) 2020. The policy envisions a holistic education by bringing an integration of sciences, social sciences, arts, humanities and sports to actualize multidisciplinary culture in academia. National Research Foundation (NRF) is to promote high quality research and look after funding, mentoring, and building the ‘quality of research’ in India. The NRF aims to fund researchers working across all streams in India. In order to bring non-science disciplines of research in its ambit, NRF will fund research projects across four major disciplines – Sciences, Technology, Social Sciences, and Arts and Humanities. By NRF we will be able to create responsive research ecosystem, needed to accelerate the pace of economic, social and academic pursuit in India. The NRF will be an institution specially set up to help channel systematic investment in research and innovation for India which has been low (0.69% of GDP) in comparison to the US (2.8%), China (2.1%) Israel (4.3%) and South Korea (4.2%). In this paper we will discuss the impact of NEP-2020 on the research and developmental activities mainly in Basic Research, Applied Research and Development Research in respect of National Research Foundation

The policy envisions a holistic education by bringing an integration of sciences, social sciences

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New Education Policy of India and Education System of USA: A Comparative Study

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The New Education policy of the India is a great and appreciative step to restructure, simplify and uniformly formulate the existing education pattern of the country to cater the needs of changing scenario and global demand. The changes are made right from pre-primary level to the higher education level. The study is an attempt to find out the gaps of this new policy after comparing it with the education pattern of USA. The study conveys the features of NEP in an elaborated manner then a comparison is created with the existing pattern of education, specifically for higher education in USA. The NEP facilitating the students of higher education to Swap over to different course, degree or diploma as per their convenience and interest same as Education system of USA. This kind of stretchy attitude help students to be more efficient and choose their passion as career and thus be more creative and dynamic.

Keywords: American Education System, New Education Policy.

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National Education Policy 2020: Revamping the New Dimensions in Quality Assurance

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In the digital era and the changing dimensions of employability, there is a need to revamp the higher education in the right perspectives. For the enhancing the professional skills, knowledge economy, the implementation skill development through innovative curriculum so that students can get the right direction and at the same time faculty also make efforts in building the capacity of institutions. The Government has introduced new education policy, 2020 so that higher institutions be ready to accept the challenges incurred by the technology and innovative attitude. In this study, the researcher has discussed about the new education policy that have many innovative ways to revamp the education quality so that it would be benefitted to all the walks of life. Looking at the faster rate of technology and knowledge, it is a necessary to incorporate some more ways to compete the global level. This study is descriptive and theoretical in explaining the aspects of new education policy which many added values. The new education policy has stressed four Cs in maintaining the quality assurance i.e. critical thinking, communication, collaboration, creativity.

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A Study of Assessments in Education through PARAKH under NEP 2020

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The National Education Policy 2020 focuses on 21st century skills in teaching, learning and assessment. The aim of assessment in the culture of education system will promotes students' development and learning from primarily and formative rote memorization skills to regular and formative competency based higher order skills. PARAKH is a government initiative to establish National Assessment Center for improving quality of assessment based on conceptual learning, industry related education and practical knowledge. The objective of the paper is to analyze the monitoring achievement of learning outcomes through PARAKH in the country. It emphasizes on analysis, critical thinking and conceptual clarity of the students. This paper elaborates and implements the PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development of students) for the overall improvement of the evaluation system.

Keywords: PARAKH, NEP, Assessment, Holistic Development and Evaluation System.

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New National Education Policy 2020 Emphasis on Digital Platforms and Online Education Services

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Education plays a powerful role in building nation; education decides the future of the nation, the destiny of its people. The impact will be a long-lasting one in terms of growth and development of the nation and its citizen. The vital role of education and its implications cannot be ignored in today's scenario. There are many changes proposed in new National Education Policy (NEP) 2020 that would certainly affect all the stakeholders. The NEP has emphasized the integration of technology in all levels of learning. It is proposed that the National Education Technology Forum will be created for the use of technology to enhance online learning, assessment, planning and administration. Quality of teaching and students' learning are determined by the teachers who teach them. Well trained teachers with required knowledge, skills and commitment can develop scientific and critical thinking, promote tolerance, and develop cultural and social values in them.

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Impact of NEP 2020 on Higher Education Sector

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The New Education Policy (NEP 2020) announced by Government of India was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by pandemic COVID-19. The announcement of NEP 2020 was purely unpredicted by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also highlights the prominent features of NEP and analyze how they affect the existing education system.

Keywords: New Education Policy, Higher education, HECI, HEI, Academic Bank of Credit

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NEP: The Step Forward to Strengthen GER

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Indian education system which was a benchmark in the ancient era has seen a lot of crests and trough in the recent times. The new education policy 2020 is an effort to overhaul the system and put it in the right perspective to meet the ever changing needs and make education affordable and more accessible for all the sections of the society.

The paper discusses the Gross Enrollment Ratio (GER) and Gender Parity Index (GPI) in higher education in India. It highlights the challenges in increasing the GER and also the steps the government is going to take to enhance the GER to 50% by 2035. The paper concludes by suggesting the ways the GER can be increased and making higher education more inclusive thereby realizing the dream of right to education to one and all.

Keywords: Gross Enrollment Ratio (GER), Gender Parity Index (GPI), New Education Policy (NEP), Multi disciplinary Institutes of Higher Education

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National Education Policy 2020: Major Reforms in Higher Education

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Education plays a vital role in the economic and social progress of any country; therefore a well-defined and futuristic education policy is essential for a country from elementary to higher education. Government of India recently announced its New Education Policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, former chairman of the Indian Space Research Organization (ISRO). National Education Policy 2020 will completely transform the education system of India with an objective of providing high quality education to the students with substantial availability of resources. The NEP 2020 offers a diagnosis of the challenges in the field of higher education and a vision for overhauling and re-energizing it. The foundation for the overhaul of higher education is its structural reorganization into large, multidisciplinary universities and institutions.

The present study is an attempt to explore major reforms in higher education and also focuses on the role of teachers for nation building.

Keywords: New Education Policy 2020, Major Reforms in Higher Education, Role of Teacher

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Awareness and Perception about New Education Policy 2020

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Indian education policy is 34 years old, as it was last amended in July 1986. The education system became completely obsolete and was required to be reformed to make India compete globally. NEP is a paradigm shift in the current education system which is aimed to fulfill the gap between what existing education system is and what it should be.

The new National Education policy (NEP) was sanctioned by the government of India in July, 2020. NEP focuses on the development of creative potential of each individual. NEP is trying to inculcate overall development of students and huge changes has been made in the new policy. This policy will affect not only the students but all the stakeholders of the education system like parents, teachers and educational institutions. For successful implementation of the policy all stakeholders should be aware about the norms of the policy, hence present research is designed to explore the awareness level of stakeholders viz teachers, students and parents.

Keywords: NEP 2020, Awareness, Perception

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Academic Governance: Barriers in Higher Education

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The higher education sector in India is crippled due to the lack of financial, academic and administrative autonomy granted to institutions. Overall, this has resulted in the poor quality of institutions as well as education. Under the affiliating university model, the supervisory authority for most colleges is the university or a government authority; both lack the capacity to effectively regulate their constituent colleges and hold them accountable. In contrast, autonomous HEIs are at an advantage since they have the power to constitute their own academic councils and make decisions on academic matters.

In the last three decades, the government has taken a step back from its role as the primary funder of higher education. While, there is little to no data on how the higher education sector is funded, we do know that household expenditure on higher education is now the biggest source of funding. Private HEIs are funded almost entirely by student fees.

In the paper, the authors have attempted to study the pattern of budgetary allocations as a % of GDP vis-à-vis actual spending on Education on YoY basis and based on such financial limitations identify major impediments in development of higher Education in the country in light of the National Education Policy 2020 (NEP-2020) and the measures taken in the new education policy.

Keywords: Academic Governance, Financial impediments, Higher Education Institutions (HEIs)

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National Education Policy (NEP) 2020: A Global Perspective

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The key component of a good education model is the need of the hour to ensure the development of an individual student to contribute towards economic growth of the Nation. Education system should create an environment of holistic and societal development. The Government of India had announced the National Education Policy (NEP) 2020 based upon the recommendations of an expert committee headed by Dr. Krishnaswamy Kasturirangan, Former Chairman of ISRO. The NEP focuses on learning instead of studying and goes beyond curriculum to inculcate critical thinking. In this policy, policy makers have stressed on passion, practicality and performance. NEP tries to assimilate diverse need of the country through holistic approach.

The NEP 2020 on the anvil should encourage academic talent and innovation to make the system of education more responsive to the needs of various stakeholders instead of just attempting to create a uniform and standard structure. To ensure this, political and bureaucratic interference in educational institutions, which has steadily eroded the quality of education in India, will have to be minimized; academic autonomy needs to be strengthened and diversified while building the new policy framework. This paper aims to identify the scope of NEP in the light of the education policy of other countries and also the challenges of implementing the same.

Keywords: National Education Policy 2020, holistic development, Responsive education

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A Study on the Multi-Disciplinary Approach of the National Education Policy With Reference to the Ancient Indian Education System

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From the ancient times, India has had a very unique and creative model of education. Since the time of prevalence of great universities like Takshshila and Nalanda, India has followed the theory of Inter-Disciplinary and Multi-disciplinary approach in education. The students and disciples were required to learn the concepts of Science, Technology and Arts simultaneously. Banabhatt, one of the most famous writers of contemporary times, also wrote about this in his work titled 'Kadambari'. He expressed that a good education system is one which comprises of 64 different kalas (arts), i.e a blend of fine and performing arts like singing and painting, but also scientific fields such as chemistry and mathematics, vocational fields such as carpentry and clothes-making, professional fields, such as medicine and engineering and lastly, soft skills such as communication, discussion, and debate. The present study attempts to understand the multi-disciplinary approach and various proposed models of the National Education Policy with reference to the ancient Indian education system.

Keywords: NEP, HEI, Multi-Disciplinary, Ancient, Education.

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National Education Policy 2020: A Leap Towards Skills Building

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The Indian education system needs to be revamped for the purpose of skills building and lifelong learning which is an essential preparation for career development. The revision announced by the Government in July 2020 seems to provide direction and guidelines to cover students' academic journey from school to higher education. The key transformational changes in the schooling system would bring a structural change from the present 10+2 system to 5+3+3+4 format. New National Education Policy (NEP) has a keen focus on pre-school and preparatory level with an intention to build foundation level literacy through conceptual learning methodologies. In higher education, one of the key features in the policy is to make undergraduate education broad-based through multi-disciplinary offerings with flexible curricula, integration of vocational education and students having the option of choosing a creative combination of subjects as per their area of interest. Such choice and flexibility are expected to help match youth aspirations and enable innovations expected in the workplace of the future. (Mallick, 2020) The policy also allows students multiple entry and exit options during the course of their undergraduate or postgraduate programme, with appropriate certifications. With an intent for promotion and internationalization of education through collaborations, NEP is likely to improve the quality of education and align with the needs for India's economic development.

Present study is a conceptual understanding of the proposed reforms to be brought over by the Government of India through NEP. SWOT analysis has also been applied to measure NEP's focus for inclusivity and digital literacy aiming to transform India into a knowledge superpower.

Keywords: Learning Methodology, Skill Building, Multi-Disciplinary & Flexible Curriculum and SWOT Analysis

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Structural Constraints in Digital Literacy: NEP 2020

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The COVID-19 pandemic has created unforeseen challenges in India's educational landscape. Schools and colleges have switched to remote learning and started online classes and exams. The pattern of education has changed overnight, and digital learning has emerged as the primary alternative. This sudden switch and overdependence on technology has come with its fair share of constraints. The main focus has been on the structural constraints in digital literacy in India. Due importance also has been accorded to other issues such as vocational education, research, online and digital education. Overall, it is a commendable and a very positive step forward on the part of the government. Only the time will judge, how much net effective output is actually garnered.

Keywords: Digital Learning, Technology, NEP2020

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भाषा, कला और संस्कृति की पोषक : नई शिक्षा नीति – एक दृष्टिकोण

डॉ. समता जैन*

भारतीय होने में एक गहन – गर्वित गर्व पैदा करने के लिए, न केवल विचार में बल्कि आत्मा, बुद्धि और कर्मों में, साथ ही साथ ज्ञान, कौशल, मूल्यों को विकसित करने के लिए शैक्षणिक और गैर शैक्षणिक दोनों क्षेत्रों में प्रत्येक छात्र के सर्वांगीण (बौद्धिक, चारित्रिक, सामाजिक) विकास के लिए नई शिक्षा नीति कारगर सिद्ध हो सकेगी। नई शिक्षा नीति भाषा, कला और संस्कृति की पोषक होने के साथ भारतीय समाज को समतामूलक और जीवंत ज्ञान समाज में परिणित कर भारत को एक वैश्विक ज्ञान में महाशक्ति के रूप में स्थापित करने में अनुपम, उत्कृष्ट उदाहरण स्थापित करने का सफल प्रयास सिद्ध हो सकेगी। दूरगामी सकारात्मक परिणामों पर दृष्टिबद्ध, नई शिक्षा नीति की गुणवत्ता त्रिभाषा सूत्र के माध्यम से रचनात्मक एवं सृजनात्मक विचारों से पल्लवित होकर स्थानीय कला और संस्कृति को जीवंत बनाए रखने में सहायक होगी। शिक्षा एक सार्वजनिक सेवा है: संस्कार है यदि गुणवत्ता पूर्ण शिक्षा स्कूली शिक्षा से उच्चतम शिक्षा के कमबद्ध सोपान पर बढ़ते हुए प्रदान की जाती है तो यह बहुआयामी समग्र शिक्षा मानव को बौद्धिक, सौंदर्य, शारीरिक, भावात्मक और नैतिक सभी क्षमताओं को एकीकृत ढंग से विकसित करने का लक्ष्य साध सकेगी और मानव को महामानव की श्रेणी में ला खड़ा करेगी। यह शोध आलेख नई शिक्षा नीति 2020 के संदर्भ में सफल एवं सार्थक अध्ययन है।

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A Study of Ethics and Moral Values in National Education Policy-2020

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It is obvious that ethics, moral values are values which always represent our daily lives. They reflect our activities wherever we are in society such as at school, at home, etc. In this research paper, we tried to investigate ethics, moral values proposed by the National Education Policy. This research is a descriptive qualitative study where the researcher describes in very detail information regarding with what ethics, moral values reflected in National Education Policy in India. As a result, the researcher found that of educational Ethics, moral values, seldom in the past education policies of India appear during the teaching and learning process. From those findings, it can be concluded that with this National Education Policy the participant, cares about the education because of Ethics, moral values it is transferring good ethics, moral attitudes to be sensitive and responsible individuals, as well as good citizen which facilitate towards the best nation building in the world by its great ethical and human values in education.

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Exploring Rural-Urban Education Divide in India

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This Study conducted to explore the rural-urban education divide in India, in terms of access, capability, and opportunity divide that exists between rural and concrete India. This research defines that how the socioeconomic, political, and socio-psychological variables of rural learners hinder effective educational practices in terms of providing access, nurturing capability, and securing opportunity for rural learners. The study focuses on various attempts that are undertaken both by public as well as private organizations to implement the practices which are related to ICT-driven teaching-learning in learners of rural areas, providing access to educational resources along digital lines. Aside from being irregular, such initiatives majorly lack the credibility to reinforce the potential of rural learners due to the agricultural target group's separation from the digital medium. Although these digital initiatives have attempted in improving educational practices in rural India by improving living and nonliving entities, they need mostly ignored the context of implementation and remained negligent of the external influencing factors, namely, social, economic, political, and socio-psychological, that marks the disadvantages of rural India and subsequently hamper rural educational practices.

Keywords- ICT, Privatization, NEP 2020

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Factors Influencing Perception of Under-Graduate Students Towards National Education Policy

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Education is considered as the foundation stone of any individual's and economy's growth. Without education an individual would be unable to prove himself in front of anyone. Education gives the strength and confidence to the person to stand in front of someone. Because of the change in the requirements of this dynamic world, education policy also needs to be updated from time to time. In terms of educational reforms India is considered as a liberal country. Presently India has over 51,000 higher education institutions and approximately 993 universities in 2019 which are listed on AISHE (All India Survey on Higher Education) portal. With this motive Indian Government trying to fill the gaps in India education system to make it globally accepted through new national educational policy 2020. The present study tries to study the Factors Influencing Perception of Under-Graduate Students towards National Education Policy (N.E.P.) 2020. Through this study we will try to find out the awareness among the Under-Graduate Students towards the national educational policy 2020 and also find out the factors associating with it. In this study sample size was 127 Under-Graduate Students. The reliability was found .936. Total three factors resulted in the study affecting perception of Under-Graduate Students. The overall effort of this paper is to consider the effect of the national educational policy on students and will be further considered other area as well.

Keywords: Education, Students, NEP 2020, Higher Education, Effect of the National Educational Policy, Perception of Under-Graduate Students

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Technology Integration in NEP 2020: Initiation and Challenges Ahead

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India has emerged as a world leader in Information and Communication Technology (ICT). We are moving towards a digital society and knowledge economy through 'Digital India' campaign. Role of education is vital in this transformation where usage and integration of technology at all levels will be of paramount importance. A well-defined and futuristic education policy is vital for a nation at all levels. As it is the known fact that education leads to economic and social progress. Government of India announced new education policy to strengthen the education structure and make India a global knowledge superpower. The policy "NEP:2020" consists of four parts viz, School Education, Higher education, Other Key Areas of Focus and Making It Happen. "Technology use and integration" has been included in part III "other key areas of the focus" of the policy. This present study examines the provisions of technology initiatives adopted by National Education Policy (NEP) 2020 for education sector.

Keywords: Technology integration, National Education Policy, Information & Communication Technology

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COMMITTEE

Shri Vaishnav Shayak Kapada Market Committee (1934)

TRUSTS

Shri Vaishnav Sahayak Trust (1940)

Shri Vaishnav Charity Trust (1971)

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Shri Vaishnav Vidyapeeth Trust (2002)

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Shri Vaishnav Institute of Management (1987)

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Shri Vaishnav College of Teachers Training Schools (2005)

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