



The University Management: A review analysis of emerging Academics & Administration challenges in implementing NEP-2020. (With special reference to the Role of Leadership & Governance of State Private Universities in India).

Prof.(Dr.) Shree Raman Dubey, Professor of Management cum Registrar, Department of Commerce & Management, YBN University, Ranchi, Jharkhand.

Ms. Priyanka Roy, Research Scholar, Department of Commerce & Management, YBN University, Ranchi,

ABSTRACT

The University is “Temple of Higher Education”. It is divinely formulated on the philosophy to handle diversity with the principles of democracy. The emerging globalization in India’s Education System is propelling the redefining initiatives in every spheres of educational environment. The Higher Education segment is no exception it. Thus the influence and impact is felt on the University Management. The need is bettering of both Academics & Administration at Universities and HEIs. Who is going to do it and take both the responsibility and accountability equally?

The NEP-2020 playing the leadership role is the new prime mover to accelerate the ambitions and aspirations of educated Youth of India. The script for India’s success especially in the last decade (2014 to 2024) supported by the rolling schemes one after the other has exponentially grown beyond the national borders of the country.

India is home to poverty and population. The national and state policies are not free from politics. The economics is as dynamic as the demographic challenges for survival and sustainability. India is going to have the largest working age population in the world by 2030, but gainful employment for general stream students is a major challenge. Improving employ-ability of these aspirant students requires a new vision with curricular support for employment by the Higher Educational Institutions.

Will NEP-2020 overcome the Employment-Employ-ability gap and align with Vikshit Bharat@2047? It envisages fulfilling this objective of global economy by improving employ-ability and forming robust industry-academia linkage through the national skill development mission.

How the “Education Crisis in India” can be removed? The prime purpose of Reforming & Restructuring Education System in India is to stand at par and cope up with the emerging Digital Revolution engulfing the Global Economy for Sustainable Growth & Development without sacrificing the legacy of Indian Knowledge System.

India's integrated efforts of Government, Universities, Higher Institutions, Academics, Researchers, Educationists, Reformers, Teachers, Scholars and Students are paying off in elevating the country's ranking in the world of International Education.

Finally to conclude, NEP-2020 has been fostered for the long term vision that is where, "Young India" is going to shape our "Global Destiny" as we transition from "\$3.5 Trillion Economy to \$35 Trillion Economy", when we celebrate 100 years of independence in 2047 year.

INTRODUCTION

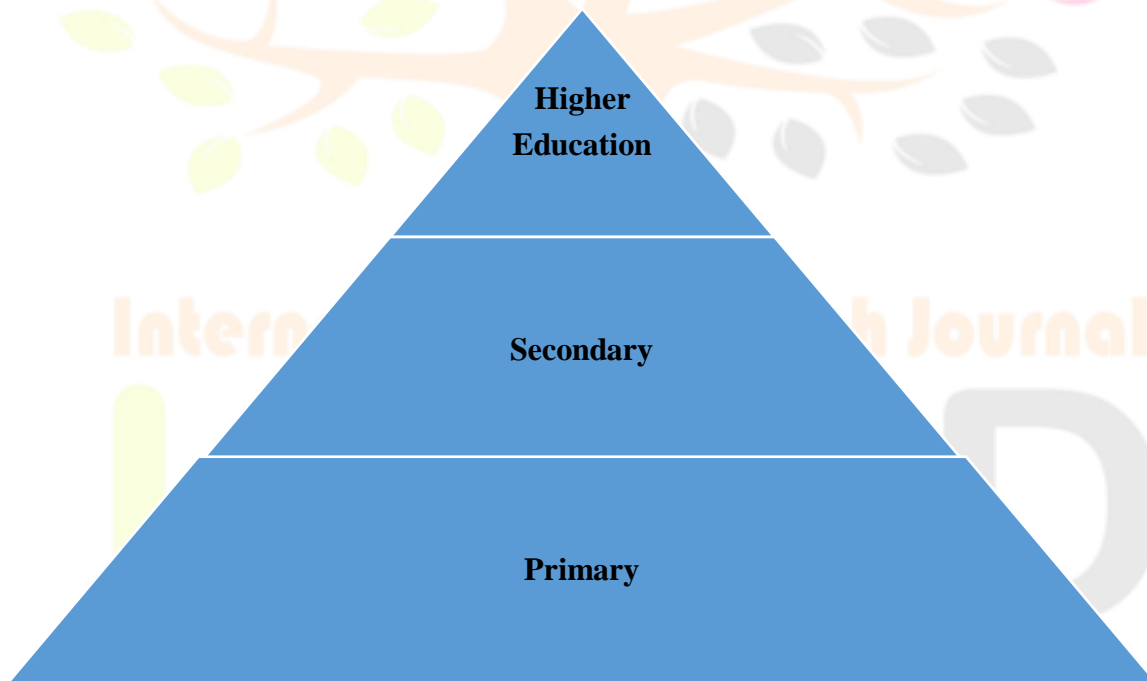
As the global community shifts its standpoint from the "Millennium Development Goals" (MDGs) to the "Sustainable Development Goals" (SDGs), the roles and responsibilities of the nations are changing accordingly.

It calls for an overall transformation and paradigm shift to align with the emerging World.

- ✓ How India is planning to capitalize its resources to position itself globally?

Education in India is governed by both central and state governments and is provided in both public and private sectors. Despite efforts to improve access to education, India still has a large population of illiterate individuals, especially in rural areas.

Pyramid-Education System in India



Census 2011 reveals that the literacy rate in India was 74.04 percent, with significant gender and regional disparities. While the literacy rate for males was 82.14 percent, it was only 65.46 percent for females. Similarly, the literacy rate in urban areas was 84.11 percent, while in rural areas, it was only 68.91 percent.

This Research Study is designed to examine the feasibility of concepts, competencies, capabilities and the cultures New Education Policy-2020 is promising from Kinder Garten (KG) to Doctor of Philosophy (PhD); in order to develop Innovative Professionals through implementation of various schemes and plans for reforming and restructuring for future readiness of the present Higher Education System in India.

To evaluate India's presently emerging Global Education System suffering with dual policies, processes,

teaching & learning experiences, effectiveness, objectives, outcomes and impacts the major attributes (mentioned below) as variables for discussion have been designed for study as Problem Statements in the present Research in the backdrop of the major initiatives undertaken by University Grants Commission (UGC) which is a statutory body under Ministry of Education, Government of India, entrusted with the task of determination, coordination and maintenance of standards of teaching, examination and research in University Education, in regulations, guidelines, amendments and recommended establishments for successful implementation of NEP-2020.

Today India houses different categories of Higher Educational Institutions like Central Universities, State Universities, State Private Universities, and Deemed to be Universities to support the Indian Higher Education System.

The need for Higher Educational Institutions (HEIs) paved way for the creation of State Private Universities in India to supplement the Government's mandate for providing Education to all.

The State Education Machinery could not cope up with the rising demands of Higher Education in India and finally had to liberalize the Government's monopoly in Educational Services welcoming participation of Private Higher Educational Institutions and Universities in India's Education System.

The State Universities under its umbrella were and still are operating chains of Constituent Colleges and Affiliated Colleges under the one roof of governance. The need for decentralization and delegation with controlled deregulation is being felt in the Governance System.

This was an opportunity for many Educationists, Industrialists, Academicians, Social Reformers, Charitable Trusts, Welfare Societies, NGO's, Corporates, and many more stakeholders, to startup Private Universities in all States of the Country.

The establishment of these Higher Institutions and Universities through the Legislative Acts, Parliament Acts, Central Acts, took place with well-defined Vision, Mission, Objectives and Goals to be fulfilled by the University Management in due course of time as the University grows and develops.

In Today's scenario a review of the State Private Universities and its Management Principles & Practices, puts all the, questions on the very decision of liberalizing Higher Education in India.

Has the conceptualization of State Private Universities been successful in India? Academics and Administration are the wheels of the by-cycle University. The teaching ride can only be balanced with the synchronization of both the wheels. The speed without destined destination is going to be futile. The purpose is to bring benefits in true sense to all its stakeholders.

On understanding the perspectives through the intensive review of literature pre and post NEP-2020 enactment; the objectives, challenges and opportunities for successful implementation can broadly be categorized into the following:

The game of "GAMES"

1. GOVERNANCE
2. ADMINISTRATION
3. MANAGEMENT
4. ENVIRONMENT
5. SUSTAINABILITY



1. GOVERNANCE

The Governance of Universities is a very tough task in the present emerging Education Mix. The Central and State Universities (Public Sector) operate in an environment which is organized and regulated. The State Private Universities established with State Legislative Acts are vulnerable in governance and administration as compared to the public institutions. The Government Universities are accountable and audited. The State Private Universities though autonomous are left with restricted freedom in governance, no authority of affiliation and are monitored by methods of compliance.

NEP-2020, was launched on 29th July. The major initiatives undertaken by UGC for implementation of NEP-2020 are Academic Bank of Credits, Multiple Entry and Exit, Apprenticeship/Internship embedded academic programs, Vocational Education, ODL and Online Education, Credit Framework through SWAYAM, Internationalization of Higher Education, Establishment of Office for International Affairs, and Alumni Connect at University Level.

The above mentioned initiatives are aimed to improve accessibility, equity, quality, affordability & accountability and thereby bringing about trans-formative reforms in the higher education sector irrespective of the category of University lying in public or private domain.

UGC (University Grants Commission, the wing of Ministry of Education) post COVID-19 Pandemic has played a historic pivotal role in revolutionizing the Higher Education System in India. It has catalyzed the entire team of institutions and universities exemplifying the ideals of Global Leadership in Education Industry.

The NEP-2020 is being successfully implemented by the HEIs across the Country. The UGC has been continually taking many initiatives at national level under the umbrella of access, equity, quality, affordability, and accountability engaging the HEIs for becoming better day by day to excel globally restoring the values of Indian Knowledge System.

Indian Network for Internationalization of Higher Education (INIHE) is a pioneering initiative of Association of Indian Universities (AIU) in line with the vision and mission of NEP-2020.

AIU has always remained a renowned national body of importance, nearly touching 100 years of establishment and is an Institution of Heritage in the landscape of Indian Higher Education.

The pursuance of NEP-2020 is promisingly improving and attaining the objectives of GER (Gross Enrolment Ratio), PTR (Pupil Teacher Ratio), VET (Vocational Education and Training), SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), MOOC (Massive Open Online Course) and Global Citizens giving a new global outlook to India's Higher Education.

The role of Governance solely as regulator is diminishing. It is becoming more of a felicitator. The new dimension of "Regulation" is not to restrict but to "Reform".

2. ADMINISTRATION

The traditional university, once a hallmark of structured lectures and sprawling libraries, is undergoing metamorphosis. The concept of hyper-hybridism in higher education which involves seamless blending of physical and digital learning environments, a trend accelerated by the COVID-19 Pandemic is creating a dynamic eco-system where cutting-edge technologies seamlessly integrate with in-person instruction to meet the needs of Generation Z and Generation Alpha learners. These generations, characterized by their technological fluency and preference for interactive, personalized learning experiences, demand innovative approaches to education.

The University Administration makes the institution disciplined creating an eco-friendly environment to breed quality learning and teaching. The welfare of teachers and students is equally important for healthy and harmony nourishment at the institution.

The Autonomy of Administration again dictates the powers of authority and its limitations to control and manage the vast organization. It begins with the policies and regulations in place.

The role of Administration solely as authority is diminishing now. The authoritative approach is being replaced by the attitudinal mind-set. In this regard State Private Universities are setting benchmarks of performance leaving behind the autocratic system of Governance at State and Central Government Universities.

3. MANAGEMENT

The role of Promoters/Sponsors is important to support the national vision and mission of a country to be implemented through State Private Universities and Higher Education Institutions. The Officers of the University have to work in close association with the Management team of the University.

Many Industrial Groups/Houses have setup Universities for the growth of community, society and national development as part of their Corporate Social Responsibility.

It is appreciable to realize the efforts of small scale promoters transforming themselves as Educationist by establishing State Private Universities throughout the different States in India.

The challenges for the Management of remote Universities in underdeveloped States is completely different than the ones situated in developed towns/urban areas.

In line with the Vision NEP-2020, "India to be made a Global Study Destination"; the prime aim must be for India to have an Education System that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. A new Vision for India's Higher Education System is the need of the hour.

The Management of Higher Educational Institution's (HEI's) have been recommended and advised to offer multidisciplinary programmes, Quality Improvement Programmes (QIP), Faculty Induction Programmes (FIP), Professional Development Programmes (PDP), Technology Inculcation Programmes (TIP), Empowering for Global Employment, orientation to new students through Student Induction

Programs (SIP), Industry- Academic Linkage, Startup Incubation Centre and inculcation of Human Values & Professional Ethics in line with the mandates of NEP-2020.

The role of Management solely as commander and controller is diminishing. It is getting aligned to the philosophy of collaboration and collective performance. Humanitarian Leadership is emerging as the new tool of bringing team together at educational organizations.

4. ENVIRONMENT

India's landscape of education is more vibrant today. The education environment is becoming global. The transformation is getting linearly aligned to the model Local-Vocal-Global (LVG). Thus the Institutions of Higher Education are not less than Global Organizations.

Education is an acknowledged "Industry" status today. It is participating in generating economy for the country. India is becoming a player of knowledge trading globally. The earlier subject of "NGO" is getting redefined.

The Indian Higher Education Institutions & Universities are looking for collaborative creativeness which ultimately will add value to the entire supply chain struggling to achieve Internalization of Higher Education. The fact is that India at present is far behind the Countries topping the Global list of rankings with their Globally Branded Institutions.

India aims to restore its status of being "A Vishwa Guru", catering to the needs of the Global Knowledge Society. The recent National Education Policy -2020 by Ministry of Education, Government of India, is a very promising step towards reforming and restructuring the Higher Education System in India in line with the Global Standards.

The major focus is on standards of Global Education without sacrificing the values of Indian Knowledge System. The philosophies of "Internationalization at Home" will certainly open doors for foreign students but the global challenges in implementation are unending. Will it not be a threat to Indian Knowledge System?

India's potential towards Learning Environment, Multidisciplinary Education, Quality & Integrity, Motivated & Energized Faculty, Effective Governance & Leadership, and Standards for Approvals & Accreditation, Policies & Regulations, Technology Application & Integration, Curriculum & Creativity, Support for Students Professional Career & Growth for transforming the Higher Education System in India; is being put to test for evaluating its Global Standards.

India is going Global. So is the educational environment. The question is, "Will, 'Global Impact and Influence sustain India's Knowledge System legacy in the era of Globalization of Education in India?"

Why the Indian Global Learning Culture fails to capitalize the potential of integrated creativity in aspiring students who are not from the native land? And moreover, the situation is more pathetic in managing the diversity of national traditions and value systems. One should not be surprised to understand that the present Education System in India lacks collaborative creativeness in learning programmes to sustain the Socio-Economic Development Globally.

The aim is to nurture the talent of Indian Youth by extending holistic education. For this the NEP-2020 has categorized three specific areas i.e., Access, Quality and Future Readiness to Reform & Restructure the existing Education System in India. In Access, the major essentials are Equity with Gender Parity, Inclusion including SEDG (Socio-Economically Disadvantaged Group), Measures for Online and ODL education and Indian languages.

Creating of an autonomous body National Educational Technological Forum (NETF); a platform for Free Exchange of Ideas, with prime aim of Decision Making on Use of Technology, maintain of inflow of

Authentic Data & Advice to Central & State Government agencies, organizing Workshops, technological interventions for improving Teaching & Learning, developing Educational Software, Teaching & Learning e-content development and uploading on more and more platforms like DIKSHA/SWAYAM. This reformative policy envisions the establishment of a National Research Foundation (NRF) for catalyzing, seeding, growing, facilitating and funding Research in India.

5. SUSTAINABILITY

In the above context the Role of Higher Educational Institutions & Universities both in the Public & Private Sector in India becomes indispensable. Though large number of Professionals are being produced annually by Higher Educational Institutions & Universities in India but very marginal of them are able to apply their Global Knowledge in the pursuit of bettering Society & Country.

The post-pandemic, post-digital era presents a transformative opportunity to re-conceptualize the role of learners, educational institutions, and citizens within the educational paradigm. Learners have transitioned from passive absorbers of information to active participants in the co-creation of knowledge.

Excellence will be further incentivized through appropriate rewards, promotions, recognitions and movement into Institutional leadership. The student-teacher ratios are to be optimized. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the framework.

HEIs (Higher Education Institutions) through Institutional Development Plan (IDP) to take care of driving excellence including performance assessment, salary increases, recognition, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and community.

Unless the Indian Academic System thinks qualitatively with the multidisciplinary perception for Sustainable Educational Growth & Development the future readiness will be incomplete with respect to Global Standards. The ultimate aim of Multidisciplinary Learning & Education is to prepare Students for a Sustainable Knowledge Society.

India's Education thus, in the pursuit of Multidisciplinary Learning must move towards less content, and more towards learning to think critically and solve emerging problems. The question is, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.

The concepts of hybrid, hybridity, and hybridization are used across various fields to describe the blending and integration of different elements, resulting in new forms and processes.

The torch bearing light "NEP-2020" is an effort by the Government of India towards providing a road-map to come out of the darkness situation prevailing in India's Education System. In the given scenario, NEP-2020 not only provides tangible and effective solutions for most of the problems ailing Higher Education in the country, but also lays a clear path for future needs. It also emphasizes on elementary education as being fundamental to human development, preparing young minds for the future.

The Ancient India started with the philosophy of "GURUKUL" and today's Modern India (Digital India) has taken off the runway to meet the standards of "GLOBAL" Education.

Higher Education in India (HEI), in the last six and a-half decades, has undergone substantial expansion both at macro and micro levels. To contribute to national well-being, Academic Research must be followed by the development of technologies to boost products and processes at the Global Levels.

Though marginal, yet the Global rankings are beginning to reflect the growth of India's Higher Education and University System and its increasing research experience in key subject areas.

India's Higher Education System is one of the world's biggest, with approximately 1500 different Universities. It is also one of the most diverse, as these institutions fall into a range of different categories thus making implementation of NEP-2020 more challenging.

Today, India is pacing towards becoming the third largest Economies in the World. The Knowledge landscape across the Globe is changing rapidly. We are prepared for globalization of education in India.

INTERPRETATION

It can be interpreted that there are issues as stated below which needs immediate attention by the team "GAMES".

- ✓ A Holistic and Multidisciplinary Approach
- ✓ Restructuring of Institutes of Higher Education
- ✓ Blended Emerging Education Mix and Model
- ✓ Re-defining Building Blocks of our Sustainable Education System
- ✓ Encouragement to Private Sector
- ✓ Spending 6% of GDP on Education
- ✓ Too much reliance on STEM courses
- ✓ New Hybrid Education Patterns
- ✓ Quality Excellence and Global Standards
- ✓ Globalization of Education System
- ✓ Challenges of creating Livelihood and Employment
- ✓ Opportunities of "Stay in India and Study in India"

Education and learning need to be life-long. There should be organizations, structure and funding directed towards that goal. Education must impart comprehensive survival skills, not just information and knowledge. Training programs may be routed through employers, private training providers and institutes of higher learning.

In India, there is too much reliance on delivering popular STEM (Science, Technology, Engineering and Mathematics) courses in most Institutes. The Institutes in India in the Government domain do not have the initiative to improve subject choices or the flexibility to change options because of a rigid centralized decision making system.

In our country, private enterprise is still in an evolving stage where entrepreneurs do not lose control of the institutions that are being driven more by money making and even profiteering mind-sets than by any broad or philanthropic considerations.

Blessing in disguise new avenues of teaching got evolved based on application of Information Technology. Thus the genesis of Virtual Classrooms was discovered to compensate the academic losses at all levels in the Education Sector. Due to the poverty in the remote/villages and underdeveloped areas of the country it was difficult for students to avail mobiles and internet access for online education. Many families could not afford to subscribe regularly to the internet services. Thus there was disruption in education services and supply in rural areas more than the urban areas. The supply of electricity also hampered the connectivity of internet services affecting the education.

This brought in competition among the teachers. Teachers with IT enabled skills were at advantage beating their peers in grabbing opportunity for Online/Video-Conferencing/Zoom Meeting based classes.

Faculty members are the key to successful implementation of blended learning. Hence, the universities should provide continuous professional development set of skills for faculty to discover and explore effective pedagogues of learning and teaching.

Quality has a price. Quality of education is based on quality of Teachers. The Quality of life of teaching professionals should not be neglected.

The Teachers are the prime resource of Education Industry. The efficiency, productivity, contribution, value addition and overall development are based on the well-being of the teachers. The Teacher's Welfare is not to be compromised and neglected by the Policy makers in India.

The Higher Educational Environment should be peaceful and harmonious for ethical and productive exchange of learning and teaching between teachers & students. The remunerations of teachers are not undergoing substantial improvement with the rise in price index.

The objective of this Research through this Case Study is to investigate and understand the emerging policies, initiatives, perspectives & measures for Developing Productive Professional Careers abridging the gaps between Curriculum and Creativity at Higher Educational Institutions & Universities in India.

Moreover, the purpose of the study is also to assess the performance of our Higher Education System in preparing Innovative Researchers. The objective is to understand the perspectives on, "How to transform the Quality & Quantity of Research in India?"

With various scientific and technological advances, the multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand in future; hence the question of "Future Readiness" is certainly going to be the subject of Innovative Research.

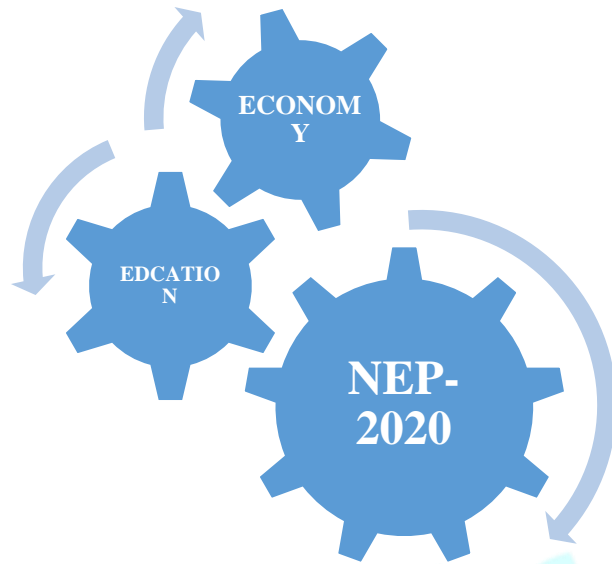
India is invariably battling to regain its lost glory and legacy status of "Vishwa Guru". The universally transforming education, learning & teaching is now a subject of Global Quality Standards. The strategy "Internationalization at Home" will open avenues to promote Indian Ethos amidst the Global Culture.

India has a rich heritage and legacy in higher education. In ancient India, Takshashila and University of Nalanda (Nalanda, the seat of knowledge, once lured outstanding scholars from abroad (China) like Hiuen Tsang) attracted many scholars from various parts of the globe.

"The Internationalization of Higher Education in India", is the prime objective of the New Education Policy. The accelerated rate of Globalization has compelled the Indian policy makers to take immediate measures for transforming the prevailing Higher Education System. The future survival in the Globalized Competitive Economy will demand multidisciplinary qualitative skills.

CONCLUSION

Universities and HEIs in the emerging era of multidisciplinary education are required to keep their doors unlatched to welcome new ideas and promote collaborative learning and collaborative research. The promising reforms under NEP-2020 with a strong emphasis on equality, relevance, inclusivity, and digital literacy seek to turn India into a knowledge powerhouse. It shall place the Indian Education System at par with the segment's global practices while building a generation that is tech-driven and future ready.



The prime challenge is how to globalize the Education System in India. Integrating the diverse education systems for effective interactions will not be free from the mobility of students and scholars from various parts of the Globe. The struggle continues as it is still suffering with the revamping measures on the development of cognitive skills, inadequate facilitation in Innovative Research and poor implementation of schemes & plans in affiliated Higher Educational Institutions & Universities (all Central, State & Private).

Universalization of education with the aim is to achieve 100 percent Gross Enrolment Ratio. The purpose is to ensure adequate Human resources, Physical resources and Digital resources. The vision is to create 100 new or out of the existing universities for world class research in front-ended fields.

In knowledge era, higher education provides tools to drive economy and quality assurance is the catalyst that powers it. In order to help develop a critical mass of intellectuals and researchers who can contribute to global knowledge pool, NEP-2020 has made several path breaking recommendations.

Higher Education in the era of hyper-hybridism is transforming the “GAMES” Model regularly to tune with the dynamics of the system. This has impacted the Governance, Administration, Management to combat the challenging environment and risk of sustainability.

The emergence of Gen Z and Gen Alpha learners, characterized by their digital nativity and preference for experiential learning, further underscores the need for innovative educational strategies to support the emerging “GAMES” Model.

Many digital platforms are being designed to connect youth with volunteering programs across various sectors. The initiative aims to foster youth engagement in the community, participation in different tasks, and the cultivation of leadership skills.

Ethical considerations are equally important in the entire cycle of operating the “GAMES” Model trying to directly connect to building India’s Sustainable Global Economy.

References:

1. Bao W. (2020), “COVID-19 and online teaching in higher education: A case study of Peking University”. Human Behaviour and Emerging Technologies. ;2(2):113-5.
2. Cahyadi A.(2020), “Covid-19 Outbreak and New Normal Teaching in Higher Education: Empirical Resolve from Islamic Universities in Indonesia”. Dinamika Ilmu.20(2):255-66.
3. Gautam, J N, Pandey, Rajesh Kumar, “National Education Policy -2020: Perspectives for Higher Education, (2021), A Weekly Journal of Higher Education, Association of Indian Universities, ISSN-0566-2257, Vol.59. No.32. August-09-15.

4. Gupta, M Sen, “Integrating Vocational Education into the Mainstream: A Policy Imperative”, (2021), A Weekly Journal of Higher Education, Association of Indian Universities, ISSN-0566-2257, Vol.59. No.32.August-09- 15.
5. Dubey, Shree Raman, (September 2022), “The Multidisciplinary Learning: A Policy Initiative of NEP-2020-Challenges & Opportunities-A Case Study for Sustainable Education in India”, International Journal of Novel Research and Development (IJNRD), Volume 7, Issue 9.
6. Dubey, Shree Raman, (January 2023), “India a Global Study Destination: “As Vishwa Guru”- A Case Study on Future Readiness for implementing NEP-2020” ,International Education & Research Journal (IERJ), E-ISSN No: 2454-9916, Volume 9, Issue-1.
7. Hoffman, A. and Holzhter, J. (2012), “The evolution of higher education: innovation as natural selection”, in Hoffman, A. and Spangehl, S. (Eds), Innovation in Higher Education: Igniting the Spark for Success, American Council on Education, Row man & Little field Publishers Inc., Lanham, MD, pp. 3-15.
8. Human Development Report (2019). Retrieved from <http://www.hdr.undp.org>
9. Jiang, L. (2015), “Why education innovation is the most important thing you could pursue”, Getting Smart, available at: <http://gettingsmart.com/2015/04/why-education-innovation-is-the-most-important-thing-you-could-pursue/> (accessed July 18, 2016).
10. Kumar D, Singh D, Parkash P. , (2021), “Psychological Well Being And Quality Of Work life Of The School Teachers During The Covid-19 Situation”. European Journal of Molecular & Clinical Medicine;7(7):6309-16.
11. Kerby, M., Branham, K. and Mallinger, G. (2014), “Consumer-based higher education: the uncaring of learning”, Journal of Higher Education Theory and Practice, Vol. 14 No. 5, pp. 42-54, available at:www.nabusinesspress.com/JHETP/KerbyMB_Web14_5_.pdf
12. Meyer, A., Rose, D. and Gordon, D. (2014), Universal Design of Learning: Theory and Practice, CAST Professional Publishing, Wakefield, MA.
13. Nanjundeswara swamy, T. S. and Swamy D. R., (2013), “Quality of Work Life of Employees in Private Technical Institutions”, International Journal for Quality Research, 7(3), PP. 431 – 442.
14. National Education Policy Report (2020). Retrieved from <https://mhrd.gov.in/> 20. NITI Aayog (2018). Strategy for New India@75, New Delhi, India: Author.
15. Nayak Subhamanasini, Dubey Shree Raman. (December 2021), “Imagination is Innovation: Re-defining Education in India-A Case Study-Gap Analysis between Curriculum & Creativity -Examining Higher Educational Institutions & Universities in India. (With special reference to selected Educational Centers in Bhubaneswar & Ranchi)”, International Journal of Humanities, Engineering, Science and Management (IJHESM), Volume II, Issue-II.
16. Nayak Subhamanasini, Dubey Shree Raman, Lenka Sanjita .(June 2022), “Quality of Work Life of Teachers in Higher Educational Institutions: Challenges & Wellness-A Comparative Study- Pre & Post Pandemic in the twin cities of Odisha (Cuttack & Bhubaneswar)”,International Journal of Humanities, Engineering, Science and Management (IJHESM), Volume III , Issue-I.
17. Serdyukov, P. (2017), "Innovation in education: what works, what doesn't, and what to do about it?",Journal of Research in Innovative Teaching & Learning, Vol. 10 No. 1, pp.4-33.
18. Sustainable Development Goal. UNESCO (2015), Retrieved from <https://en.unesco.org/sustainabledevelopmentgoals>.
19. World Development Report (2019). Retrieved from <http://documents1.worldbank.org/curated/en/81621518818814423/pdf/2019-WDR-Report.pdf>.
20. York, NY. Zhao, Y. (2012), World Class Learners: Educating Creative and Entrepreneurial Students, Corwin, Thousand Oaks, CA.