



A STUDY OF NATIONAL EDUCATION POLICY 2020 AS A DRIVER FOR IMPROVING INDUSTRY INSTITUTE LINKAGE FOR ORGANISATIONAL DEVELOPMENT

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ABSTRACT

This study attempts to investigate the industry-institute linkage for organisational development that is suggested in NEP 2020. It is considered that the caliber of research dictates the caliber of instruction and learning within a certain institution, which has an impact on the growth of industries and, subsequently, the growth of the entire country. Therefore, institute industry connection is not just restricted to academia but also has a high application rate to deal with societal and industrial issues.

The deteriorating Indian educational system was significantly improved by the National Education Policy 2020. Although this innovative and useful approach merits high praise and respect, only a small number of critical opinions and all-encompassing insights could guarantee its successful implementation. The study investigates the untapped potential that research possesses in our current lives and highlights many facets of academic research that are stated in NEP 2020. The enormous benefits of NEP 2020 for organisations would be emphasised, and the subtleties of the urgently required partnership between academia and business would be covered. Accordingly, it can be concluded from a careful analysis of the policy and the body of literature that paying attention to the aforementioned issues would help India achieve the healthier and better industry-institute linkage that is envisioned in National Education Policy 2020. Till date research was performed on the topics such as Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives (Aithal, P. S., & Aithal, Shubhrajyotsna, 2020), Interpretations and Impact of New Education Policy 2020 on Indian Higher Education for Industry 4.0 (Monika Gadre, ArunaDeoskar, 2021), Exploring the different Aspects of Academic Research as per National Education Policy 2020 (Ms. MansiBabbar and KhushiAggarwal, 2021) etc. A broad assessment of the literature as well as a careful analysis of NEP 2020 are required in order to give elaborative and critical insights from academic research. As a result, the academic researchers will be more aware of the current business concerns, making their results more applicable to the business world and policy makers. Therefore, through creating major links between industry and universities, higher education institutions are intended to promote high-quality research, innovation and development (NEP 2020). The current work is an endeavour to research the milestones, advantages, and critical analysis for the National Education Policy (NEP)2020, according to this perspective. As a result, the study's main focus will be on examining National Education Policy 2020 as a catalyst for enhancing industry-institute linkage for organisational development.

Keywords: NEP 2020, industry-institute linkage, partnership, innovation, development.

1. INTRODUCTION

Education is the process of facilitating learning and the acquisition of knowledge, skills, attitudes, beliefs, and habits that are essential for an individual's total growth. An ambitious and cutting-edge education programme called as "New Education Policy 2020" has been unveiled for the first time in Indian history. Recommendations are made to the New Education Policy 2020 under the direction of prominent scientist Dr. K. Kasturirangan, formerly the head of the Indian Space Research Organisation (ISRO) (Kumar &Nagrani, 2020). It was created with the intention of changing the educational system from primary to higher education. With the changing nature of the information landscape, the New Education Policy 2020 (NEP) would cause disruption and adjustments in the current educational system.

The Biggest Successes NEP 2020 in the Indian Education Sector (Figure 1)



Figure 1: Major Hits of NEP 2020 in the Indian Education Sector

Source:Poonam Nathani (March, 2023). National Education Policy (NEP) 2020: Hits and Misses<https://www.iitms.co.in/blog/nep-2020-hits-and-misses.html>

- 1. Dropout Rates, Enrollment, And Gender Inclusion:** Data indicates that overall school enrollment rates have increased. Additionally, data indicate that enrollment rates for girls have slightly increased, especially in higher elementary and secondary grades.
- 2. Focus on Student Skill Development to Meet Employer Needs:** The most recent educational plan is considered a bold step towards providing students with employable skills. especially in light of the projected 29 million decrease in skilled workers nationwide by 2030.
- 3. Liberal Education Encouraging Research:**The policy's emphasis on liberal education seeks to do away with discipline barriers while promoting research. This has helped to increase gross enrolment and student retention rates in higher education.
- 4. Collaboration and Internationalisation:** The National Policy of Education 2020 is devoted to promoting partnerships between eminent international institutions for research and education. This has improved communication between educational institutions and increased the mobility of both Indian and foreign students.
- 5. Increasing Inclusivity in Early Education:** NEP 2020 replaced the 10+2 educational system. Early Childhood Care and Education (ECCE) was adjusted with a new pedagogical and curriculum restructure of 5+3+3+4 encompassing ages from 3 to 18 years in order to lay a strong foundation. The Indian educational system will experience a much-needed change because to NEP 2020's inclusion of and support for studying newer and evolving technology.
- 6. Founding of The National Research Foundation (NRF):**The National Research Foundation (NRF) was established after receiving a funding allocation of INR 50,000 crore in the Union Budget 2021–22, which will be dispersed over a five-year period.
- 7. Focus on Open and Distance Learning (ODL):** According to the NEP, ODL programmes should meet the same standards of quality as on-campus programmes. This implies that students who opt to pursue their education through ODL should benefit from a comparable education to that of students who enroll in on-campus courses.

8. Equity & Inclusion: A "Gender Inclusion Fund" has been suggested to support transgender and female students in their educational endeavours. The policy recommends building new residential schools like Kasturba Gandhi Balika Vidyalaya (KGBV) or Jawahar Navodaya Vidyalaya (JNV) to increase enrollment of underrepresented minorities.

9. Focus on Large, Multidisciplinary Universities with Thousands of Students: The policy asks for a transition towards Large, Multidisciplinary Universities with Thousands of Students. The infrastructure of these universities will be more robust, and there will be more opportunities for collaboration and a more vibrant culture. The policy also advocates for the elimination of the constituent and affiliate institution structure in favour of graded autonomy and graded accreditation.

10. Multiple Entry and Exit Points in Degree Programmes: Multiple exit points, including a certificate after a year, a diploma after two years, a degree after three years, and a "Degree with Research" after four, have been established in undergraduate programmes. Because of this, students have more alternatives and flexibility in their educational journey, giving them the freedom to make choices depending on their unique goals and circumstances.

11. Continuous & Holistic Assessment: The policy aims to move away from a few, high-stakes summative tests and towards more regular formative assessments. The assessments would focus on higher-order abilities like reasoning, critical thinking, and analysis rather than rote memorization.

12. Means of Teaching & Language Education: A study found that children learn more effectively and quickly in their native language when it is used as the medium of instruction. Therefore, NEP proposes that the teaching language should, wherever feasible, be in the home language or regional language until at least grade 5, and preferably until grade 8.

13. Professors of Practice: The New Education Policy (NEP) 2020 established the idea of a "professor of practice," which enables those with real-world expertise in a particular sector to hold academic positions without having earned a Ph.D.

NEP 2020 in the Indian Education Sector: Major Misses

1. Lack of Clarity: The NEP 2020, which is primarily focused on Anganwadi Centres (AWCs) and Balwadis, does not specifically address private schools. Important details regarding their responsibilities are left unanswered. The policy is actually rather ambiguous when it comes to worries regarding private schools.

2. Considerable Disparity Between Planning and Implementation: The most noteworthy NEP 2020 components call for significant financial investment and structural adjustment. The objective of a greater enrolment ratio and getting students back into the system can be accomplished if several additional schools and institutions are built.

3. Insufficient Instructor Skill: NEP 2020 objectives require a strong commitment from skilled educators. Many teachers in India still have trouble managing their time for administrative work and don't have a strong grasp of technology. We need to improve the skills of our teachers to make them more agile.

4. The State Governments' Weak Adoption of the NEP: Under India's federal system of government, the Central and State governments have separate legal jurisdiction over a number of agencies. In a country the size of ours, passing an amendment is one thing, but seeing it fully implemented is quite another.

5. Others: Although the NEP presents a comprehensive vision for the future of education in India, the implementation process is unclear, and many institutions lack the requisite physical and intellectual infrastructure to effectively implement the NEP's proposals. Concerns exist regarding the finance, education, and resources required to put the NEP's recommendations into action, particularly in rural areas and for marginalised people.

The higher education system would be positively and sustainably impacted by the New Education Policy. To fill the gap between what we provide for students and what industries need, industry-based education is required. The dearth of attractive professional possibilities and the rising prevalence of educated unemployment in India are the main causes of brain drain. Additionally, more students are choosing to study abroad due to the high quality of the education, the very lucrative professional advantages, and the general development and growth. In order to make India a global knowledge superpower and to emphasise the value of experiential learning, creativity, and imagination, the New Education Policy 2020 was created (Akhter, 2020).

Robotics, artificial intelligence (AI), and the internet of things (IoT) are promising technologies that are revolutionising global production, industrial processes, and people. In an economy like India's that is rapidly expanding. The usage of technology has increased significantly over the last few years and has been crucial in facilitating quality and sustainability. During the abrupt COVID-19 outbreak, digital technology considerably aided many different fields (Monika Gadre, ArunaDeoskar, 2021).

The Indian manufacturing sector is being disrupted by new technology, according to smart manufacturing. Multidisciplinary higher education is essential for knowledge-based learning in order to fully benefit from smart manufacturing. A similar idea was put forth in the New Education Policy. The existing educational system needs to be reviewed with a cutting-edge and revolutionary perspective in order to stay up with the change. Students should be proficient in the rapidly evolving technologies; they should be guided rather than lectured; and material should be made available rather than spoon-fed to them. Both general and vocational education should focus on equipping students with the necessary skills to compete in the workforce. The National Education Policy's objective is to turn India into a global leader in information with an emphasis on education, research, and innovation (Monika Gadre, ArunaDeoskar, 2021).

2. REVIEW OF LITERATURE

With 845 universities and around 40,000 higher education institutions (HIEs), India is a developing liberal nation that has made educational reforms a priority (Kumar, K., 2005). This high level of fragmentation is reflected in the large number of small-sized HEIs that are connected to these universities. The expected reform to a multidisciplinary style of higher education, which is a crucial requirement for the educational reforms in the nation for the 21st century, is found to be being run by over 40% of these small sized institutions (Draught National Education Policy, 2019). It should be emphasised that only 4% of colleges enrol more than 3,000 students yearly due to regional imbalance and the high level of education they provide, while more than 20% of colleges have annual enrolment of less than 100 students, making them unviable to increase education quality.

According to Mallik, 2020; Aithal, P. S., and Aithal, Shubhrajyotsna (2020), NEP 2020 replaces the 34-year-old National Policy on Education (NPE 1968) by switching the curriculum's 10+2 framework for a 5+3+3+4 structure that emphasises Early Childhood Care and Education (ECCE). To develop the prenatal age of children belonging to each segment of society, NEP 2020 mandates the uncovered age range of 3-6 years in NPE as a required education pedagogical. This ground-breaking strategy aims to benefit the underprivileged and underdeveloped sectors of society in particular (Aithal, P. S., Aithal, Shubhrajyotsna, 2019; Aithal, P. S., Aithal, Shubhrajyotsna, 2020).

In order to fulfil the fourth SDG, Aithal et al. (2020) reported in detail on the aims and implementation of NEP 2020 in the higher education system. The NEP 2019 draught has been criticised by Tilak et al. (2019), who also analysed the policy gaps and unacceptably bad information regarding the long-term education technique and its effects at each step.

A case study on the sensitization and knowledge of the draught NEP 2019 among secondary school government, self-financed, and aided teachers of the Madurai district has been published by Maruthavanan et al. (2020). 25 variables were selected for the survey based on factors such the population, geography, gender, years of service, management techniques, and family history. They found that men instructors were more knowledgeable of the NEP 2019 draught policy than female teachers were. Similar to this, instructors in government-run schools and urban schools reported higher levels of awareness than teachers in rural and self-funded institutions. Due to a higher likelihood of interaction and the exchanging of opinions, teachers from joint families reported higher levels of awareness than those from nuclear families (Maruthavanan, M., 2020).

Quality, equity, affordability, accountability, and access are the four NEP 2020 challenges that have been reported to have an impact on the related stakeholders (students, teachers, and parents), according to Kalyani et al. (2020). NEP 2020 states that a four-year B.Ed. degree and a TET certificate will be the minimum requirements for hiring government instructors. This will enable the hiring of qualified personnel to improve the efficacy of the preschool learning programme (Kalyani, P., 2020).

According to Pianta et al. (2009), the impact of preschool education is influenced by both governmental policies and evidence-based approaches. Research and experimental approaches were used to undertake the evidence studies from head start, public school, and child care programmes. Both experimental and research-based studies have shown that preschool programmes have a long-lasting favourable effect on young children's social and cognitive development. Minor evidences suggested that preschoolers' social behaviour might be negatively impacted, however experimental confirmation was not obtained (Pianta et al., 2009).

Devi et al. (2020) and Jha et al. (2020) explained that stakeholders in the management and commerce disciplines are aware of NEP 2020. They also acknowledge the prominence of the practical methodology for developing skills in the current NEP 2020 policy as opposed to the theoretical study approach used in the past. They have come to the conclusion that the management and commerce curricula need to be reframed in a paradigm that is based on outcome-based education. Before a certain programme is implemented, stakeholders must be made aware of it in order to increase the program's effectiveness (Devi, L., Cheluvvaraju, 2020; Jha, P., Parvati, 2020).

Students, language, and course are the three key facets of NEP 2020 that Kaurav et al. (2020) have recognised. They also reported the positive elements and stakeholder perceptions of NEP 2020. (i) Concerns about education, research, institutions, and students; (ii) Anecdotes fostering policy, teaching, integrity, enablement, and innovation; and (iii) Focus constituting quality, development, university, vocational, learning, and multidisciplinary (Kaurav, R. P. S., Suresh, K. G., Narula, S., 2020). These three distinct aspects of the NEP of India.

Using 60 samples from each category, Manhas et al. (2010) described the variations in the teaching abilities of Anganwadi workers and preschool instructors from four districts in the Kashmir division. Provision of basic amenities and literature, development activities, methods and equipment to demonstrate teaching abilities to preschoolers, and infrastructure inculcating buildings and rooms were the criteria used for the study. Preschools were found to have higher outcomes than Anganwadi centres due to their superior amenities and infrastructure (Manhas, S., Qadiri, 2010).

A number of significant adjustments have been suggested by the National Education Policy 2020 to revitalise the ailing Indian educational system. This essay seeks to examine the various forms of scholarly inquiry as suggested by National Education Policy 2020. The careful and extensive analysis of policy resulted in the development of four research themes that are the focus of significant reform and adjustment. The four themes are partnership between academics and industry, service to society and the country, funding and infrastructure for research, as well as research ethics, credibility, and openness (Mansi Babbar and Khushi Aggarwal, 2021).

This report is a first attempt, according to Kumar, A. (2021), to emphasise NEP 2020 and analyse India 2.0's goal for a comprehensive transformation of the educational system to meet 21st-century challenges. It was discovered that one of NEP 2020's key goals is to boost student enrollment by 2030 throughout all educational institutions, including elementary, secondary, and higher education. It has proposed gradual reforms to the current educational and governmental structures in order to accomplish that. India's higher education is anticipated to make significant strides under NEP 2020. The goal is to develop India 2.0 for the twenty-first century, which will undoubtedly play a leading position in the international scene. The majority of NEP 2020 is a fairly forward-thinking text, with a clear understanding of the existing socioeconomic landscape and the potential to tackle future difficulties.

According to Pawan Kalyani (2020), if we compare the pre-independence and post-independence eras, we can see the progress and development in education. The third modification to the education policy would be implemented by the Indian government after 34 years. The new National Education Policy 2020 has numerous measures that would undoubtedly affect all parties involved. In this essay, the author will examine National Education Policy 2020 and its effects on the stakeholders while also attempting to raise awareness of the policy's potential future effects. To do this, the author will analyse a series of questions that have been posted on various social media platforms.

The National Education Policy 2020 is now transforming the Indian higher education system, according to Gaurav Somani (2023). This policy lays a major emphasis on promoting interdisciplinary study, providing fresh subject matter, opening up new prospects for students, and providing flexible course alternatives (Figure 2). It aims to increase the gross enrollment ratio (GER) in the higher education sector, provide a range of entry and exit points, and let students pick the courses that best suit their skills and interests.



Figure 2: National Education Policy 2020 For Higher Education

Source: Gaurav Somani (May, 2023). National Education Policy 2020 For Higher

Education <https://www.iitms.co.in/blog/national-education-policy-2020-for-higher-education.html>

By minimizing the substance of the school curriculum and putting more of an emphasis on 21st-century abilities like analytical and critical thinking, experiential learning, and creativity, the NEP 2020 seeks to

give students a holistic and flexible learning experience. The policy supports flexible learning environments that allow students to select the courses of their interest, fostering the development of well-rounded people with a wide range of skills. Additionally, starting in the sixth grade, the NEP 2020 offers vocational education that includes internships. As a result, students will be able to obtain real-world experience in a variety of industries and professions, improving their employability and preparing them for the workforce of the future. In order to provide a more engaging and participatory learning environment, this includes the use of technology, peer learning, and collaborative projects (Gurudev Somani, 2023).

3. SIGNIFICANCE OF THE STUDY

According to NEP 2020, a university is a multidisciplinary institution of higher learning that offers undergraduate and graduate courses together with top-notch instruction, research, and community involvement. Therefore, research plays a crucial role in a university, and Additionally, industry-university cooperation is crucial for fostering long overdue pragmatic research-oriented innovations in the current knowledge-dominated era. Researchers must pay attention to the knowledge economy because it is no longer a secret that it is important for economic growth (Cloete, Bailey, and Maassen, 2011; Gurukkal, 2017; Patel, 2017). Many academics have argued that partnerships and collaborations between various society stakeholders are a way to achieve societal well-being, which ultimately reflects in the growth of society and the nation (Bhattacharya, Deb, Nair, Shukla & Yadav, 2017; Centre for International Mobility CIMO & University of Tampere, 2015; Gurukkal, 2017; Sheel & Vohra, 2014); research funding and infrastructure; and research ethics, transparency, and credibility; which seek attention

In order to develop a new system that adheres to India's traditions and value systems, NPE 2020 takes on every area of the educational structure, including its rules and governance. NPE 2020 seeks to guarantee everyone access to the best education possible. The main goal was to help each person reach their full potential, regardless of their background. One of the main objectives of the policy is also full realisation. In order to realise the NPE 2020 goal of institutional industrial linkage for organisational development, higher education institutions must decide on implementation strategies. The National Research Foundation's (NRF) policies that provide funding for exceptional, peer-reviewed research and actively promote research in universities and colleges demonstrate NPE 2020's dedication to research and development of science and technology. In order to better comprehend National Education Policy 2020 as a catalyst for enhancing industry-institute linkage for organisational development, it would be beneficial to examine this study.

4. RESEARCH GAP

The National Education Policy, 2020 is very appreciative of the push for partnership between industry and academia, two fundamental foundations of growing economies. Since a nation's industry is a subset of its overall nation, knowledge creation and innovation have now become crucial factors in determining a country's level of development. However, a nation's ability to advance is hampered by a lack of research credibility and transparency as well as inadequate finance and infrastructure (Bhattacharya et al., 2017; Gurukkal, 2017; Tilak, 2019; Varughese, 2017). This situation requires immediate correction. NEP 2020 has suggested the creation of the National Research Foundation (NRF), which intends to finance and stimulate high-quality, reliable research, to address these concerns. Thus, it becomes important to comprehend the current status of Indian research with regard to institute industry linkage for organisational growth, the advantages of sound research for the country, as well as the difficulties and flaws in the system now in place for Indian research with regard to institute industry linkage.

5. SCOPE OF THE STUDY

On July 29, 2020, the National Education Policy was adopted by the Indian Union Cabinet. With this new education policy, India's school and higher education sectors are expected to undergo radical reform. NEP 2020 was introduced by the Indian government to globalise education from pre-kindergarten through secondary school. The latest 5+3+3+4 curricular structure, which corresponds to ages 3-8, 8-11, 11-14, and 14-18, will replace the current 10+2 system under NEP 2020.

National Education Policy 2020 will prove to be a milestone for Indian education, according to Kumar, K., et al (2020). A thorough foundation for elementary and higher education is provided by NEP-2020, which covers the instruction of commercial and technical subjects. Additionally, it includes support for internet-based e-learning, a paradigm shift from the established approach. NEP's core values include access, equity, affordability, accountability, and quality in line with the sustainable development goals of the UN. Although the NEP has flaws, it has a thorough understanding of the world situation. To overcome the obstacles needed to develop high-quality education for everyone, it should be undertaken with extreme prudence. Deb, P. (2020) talked about the Indian educational ethos and cultural values that were included in the National Education Policy (NEP) 2020.

India is without a doubt the global leader in information, communication, and industrial development. India launched the "Digital India Campaign" in order to establish itself as a global leader and industrial powerhouse. India is to become a knowledge-based economy and a society with digital capabilities as a result of this effort. This transformation will be largely driven by education, but technology and organizing capabilities will also have a significant impact on prelogical approaches and student learning outcomes. This demonstrates the mutually beneficial relationship between education and technology as well as between institutions and business. The goals, benefits, and critical analysis for the National Education Policy (NEP) 2020 are thus covered within the study's scope. An essential component of the current study looks at National Education Policy 2020 as a catalyst for strengthening industry-institute linkage for organisational development.

6. STATEMENT OF THE PROBLEM

Various obstacles for the stakeholders, including universities, aided and unaided institutions, colleges, schools, teaching faculties, students, parents, industrialists, etc., are emerging in the process of implementing the New Education Policy 2020 to be enacted. Since the stakeholders are unfamiliar with how NEP 2020 operates or the challenges of abruptly adopting/implementing a new NEP 2020, they may find it challenging to adjust to the changes. The entire educational ecosphere must be overhauled this year in accordance with NEP 2020. To ascertain the function of NEP 2020 in determining industry institute connection for developmental goals, potential challenges with the implementation of the New Education Policy 2020 in schools and higher educational institutions are listed below:

- Early integration of students into various fields of study.
- Due to limited access to higher education, particularly in socioeconomically underprivileged areas, the GER currently stands at barely 25%.
- Lack of teacher and institutional autonomy prevents higher education from making advances that might draw large numbers of students.
- The processes are insufficient for faculty and institutional leaders' career management and advancement.
- The knowledge and skills taught and the jobs offered consistently don't match up.
- The majority of universities and colleges lack innovation and research.
- Leadership and governance in higher education institutions are subpar.
- Since NEP 2020 makes no mention of education in rapidly developing technological areas like artificial intelligence, cyberspace, nanotechnology, etc., it was unable to verify this.

In order to compare the study with primary and secondary sources, a thorough analysis, a critical analysis, and an investigation on how the National Education Policy 2020 can improve industry-institute ties for organisational development will be conducted. Consequently, the problem statement is "A STUDY OF NATIONAL EDUCATION POLICY 2020 AS A DRIVER FOR IMPROVING INDUSTRY INSTITUTE LINKAGE FOR ORGANISATIONAL DEVELOPMENT."

7. OBJECTIVES OF THE STUDY

The objectives of the research are measurable and linked to the anticipated results. Some suggested objectives are as follows:

- To examine the existing level of Industry Institute connection in the chosen sample area (Pune city) in light of the National Education Policy 2020 (NEP 2020) and the growth of institutions.
- To determine how effectively educational institutions inspired by NEP 2020 are serving the demands of industry in terms of skills and competences required for organizational growth.
- To investigate how NEP 2020 has aided in the closing of the talent gap by strengthening cooperation between educational institutions and industry.
- To examine how NEP 2020 has assisted graduates in finding jobs and how well they fit in with industry expectations to boost company development.
- To examine how much NEP 2020 has invested in summer internship programs and how much they have contributed to the development of talented people ready to contribute to the company's growth.
- To evaluate whether NEP 2020's academic efforts and tactics have had a good influence on the connection between the Industry Institute and the organization.
- To learn how stakeholders (teachers, researchers, and businesses) perceive NEP 2020's performance in developing Industry Institute ties for the sake of company growth.
- To compare the results of Industry Institute linkages before and after the program's implementation to assess the effect of NEP 2020 on firms.
- To provide recommendations for increasing NEP 2020's capacity to bridge the gap between academics and industry for the benefit of enterprises seeking to grow as a result of the results.

- To contribute to the existing body of knowledge by offering significant insights into the influence of NEP 2020 on establishing ties between Industry Institutes, as well as the consequences for company development in the area under investigation.

Setting clear objectives enables an accurate assessment of the study's progress and success, as well as ensuring that the results are relevant to the study's emphasis. These objectives also serve as a framework for the study's data collection, analysis, and interpretation stages.

The main objective of this research is to examine the influence of the National Education Policy 2020 (NEP 2020) on building relationships between the business sector and academic institutions in order to stimulate growth. The following are the goals:

- The purpose of this study is to determine how effectively the National Education Policy (NEP) 2020 has succeeded in encouraging mutually beneficial relationships between academics and industry.
- The goal of this study is to determine how successfully the National Education Policy (NEP) 2020 has contributed to closing the skills gap between graduates and employer demands, with an emphasis on technical and people-oriented competences.
- This study will look at how well the National Education Policy (NEP) 2020 promotes academic pursuits like as research, innovation, and entrepreneurship and how well it aligns with the demands of various businesses.
- The purpose of this study is to shed light on the issues that arise during the execution of the National Education Policy (NEP) 2020, especially those that arise when the industry-institute relationship is strengthened for the sake of institutional growth.
- The purpose of this study was to provide ideas and methods for capitalizing on the possibilities given by the National Education Policy (NEP) 2020 in order to strengthen relationships between companies and schools, enhance productivity, and promote organizations.

Percentage of Organizational Development (OD) Aspects:

- **The improvement of talents accounts for 30% of the overall grade:** The goal of this study is to examine how the National Education Policy (NEP) 2020 influences students' capacity to learn new skills and adapt those talents to the demands of the labor market. This comprises a broad range of skills, from technical expertise to interpersonal awareness.
- **The Research and Innovation section will account for 25% of your overall score:** To what extent does the 2020 National Education Policy (NEP) promote research and innovation within educational institutions? What impact may such initiatives have on the creation of fresh business solutions? These are the research questions that will be investigated in this project.
- The study's purpose is to determine how effectively the National Education Policy (NEP) 2020 has assisted students and educators in developing an entrepreneurial mentality, and how well that thinking has translated into new firms that match market needs.
- **The importance of curricular relevance is weighted at 15% of the overall grade:** The goal of this research is to assess the effectiveness of the National Education Policy (NEP) 2020 in fulfilling industry requirements and adjusting to the changing demands of different sectors.
- **Collaboration is responsible for just 10% of the project:** The goal of this study is to look at how much cooperation and partnership exists between academic institutions and corporations, and how it affects the growth of both.

NEP Objectives Over 5 Years (2018-19 to 2023)

- **Raising Academic Demands:** The goal of this study is to examine the impact of the 2020 National Education Policy (NEP) on student skill development and to evaluate educational institutions' progress toward reaching those goals.
- **Improving Study and Thinking:** This study will examine the expansion of research and innovation initiatives inside academic institutions in order to assess the influence on firms and the extent of industry engagement in research programs.
- **Encouragement of New Business Creation and Entrepreneurship:** This study examines how academic institutions help students and instructors, how startup incubators thrive, and how many businesses exist within the context of the 2020 National Education Policy (NEP).
- How far have educational curriculum been updated to meet industrial demands, and what impact have these modifications had on encouraging collaboration between the corporate sector and educational institutions?
- **Increasing Industry-University Collaboration:** The amount of collaborative projects conducted by companies and schools and the results in terms of their respective institutions' growth may be used to assess how successfully they operate together.

The study's primary purpose is to provide insight on the effect and potential of NEP 2020 in establishing a strong industry-institute nexus for comprehensive business and economic growth. The key to success is to focus on these goals and other factors of organizational development.

8. HYPOTHESIS OF THE STUDY

A verifiable and provisional assertion about a problem's possible solutions is referred to as a hypothesis. "Hypothesis of no effect" is what a null hypothesis (H_0) is. In a null hypothesis, the researcher claims that there is no difference between the study's factors. A research-based prediction of an outcome or connection is stated in an Alternative Hypothesis (H_a or H_1). It goes against the null theory.

The following hypothesis developed for the current research based on the literature that is currently available:

H_0 : "National Education Policy 2020 (NEP 2020) does not have significant impact on improving industry institute linkage for organisational development."

H_1 : "National Education Policy 2020 (NEP 2020) does have significant impact on improving industry institute linkage for organisational development."

9. RESEARCH METHODOLOGY

Research Methodology is the extremely significant part of any research work. The section research methodology thus covers the method for gathering data, the data sources, and the analytical strategy used to achieve the study's goals. The method of study has been discussed under the following headings:

- **Research method:** The research method or design is the foundational plan that directs the project's data collecting and analysis phases. It is the framework that specifies the sort of data to be collected, as well as the data sources and data gathering technique. The research will be primarily carried out in three stages: creating a suitable questionnaire, data collection, and data analysis. To organise the data acquired for this investigation, an exploratory and descriptive methodology will also be used. Exploratory research looks at research questions that haven't been thoroughly examined before. Descriptive research's main goal is to describe the state of the world as it is. The primary data for this quantitative study was gathered using a well-designed and well-structured survey questionnaire.
- **Population sample & sampling:** The study will be conducted in randomly selected Pune city of Maharashtra, India. The subjects of the study will be educators, academicians and industrialists of Pune. The sample size was 150.

Population: The targeted population is the stakeholders such as educators, academicians and industrialists of Pune city, Maharashtra, India.

Sample size: 150 stakeholders such as educators, academicians and industrialists of Pune city, Maharashtra, India.

The sample size will be restricted to 150 respondents of Pune city due to paucity of time as the research had to be completed within limited time period.

- **Statistical techniques:** In order to gain the objectives of the study various statistical tools will be used as given below:
 1. Simple statistical approaches such as tabular and graphical methods will be used to analyse the data. Microsoft Excel will be used to collect, analyze, and total the data. The data would be presented using spreadsheets, bar charts, and pie charts. Tables, charts, and pictures are the most effective and visually appealing methods to convey facts. The quick comprehension of information is facilitated by the use of a graphical representation. Charts are better at helping people remember information than numbers because their impressions last much longer. A chart can be made using a graph or an illustration.
 2. Statistical tools like mean and percentage will be used to analyze the study data. The calculation of mean involves adding a set of numbers, then dividing the result by the count of those numbers. A fraction of 100 is represented by a figure or ratio known as a percentage.
 3. Hypothesis was tested using multivariate regression analysis and ANOVA. One dependent variable and many independent factors make up a multivariate regression analysis, which is an extension of multiple regression. One attempts to predict the outcome based on how many independent variables there are. A statistical formula called Analysis of Variance (ANOVA) is used to evaluate variances between the means (or averages) of various groups.

10. DATA COLLECTION

The researcher will collect primary and secondary data to study National Education Policy 2020 as a driver for improving industry institute linkage for organisational development.

A. Primary Data

These are the facts that an investigator first gathers for a particular objective. Primary data are "pure" in the sense that they are authentic and have not undergone any statistical processes. The information created for the investigation at hand's less-specific requirements makes up the primary data. As a result, the researcher must gather data for the study independently. Primary data were gathered through observation, interview and questionnaire techniques in this study.

Observation: One of the more affordable and efficient methods of data gathering is this one. This is the only way we have been able to learn so much about people. Quantifying the data and making accurate conclusions based on it are not always feasible. As a result, the observation technique is frequently used to test a hypothesis. This also allowed for the observation of stakeholders in higher education such as educators, academicians and industrialists of different industries in Pune city, Maharashtra, India. A sheet of information will be used to record details like age, gender, education, employment etc.

Questionnaire: Questionnaires are the most popular tool for data gathering. If the researcher needs to gather information on a person's preferences, social attitudes, opinions, beliefs, emotions, etc., this approach is thought to be especially pertinent. Because social scientists are placing more stress on quantitative measurement of uniformly accumulated data, questionnaire use is rising. A well-designed and well-structured survey questionnaire will be created and distributed via personal approach, email and social media to collect the main data for this quantitative investigation. Likert scale will be used in the questionnaire.

B. Secondary Data

The data that are sourced from a location where they were first collected are known as secondary data. This indicates that this type of information has already been gathered by some researchers and is either accessible in published form or is unpublished. These data refer to information that has been gathered for reasons other than the current research project by a person other than a researcher. The nature of the study, the investigator's position, the accessibility of funding, the amount of time available, and the degree of wanted results accuracy are just a few of the variables that influenced the selection of the data sources that enhanced the study's usefulness. Sources of secondary data collection:

- By studying NEP 2020 related reports and documents.
- Books, research papers, journals, magazines, newspaper, different websites etc. were also referred for the study.

11. CONCLUSION

Modern enterprises are struggling to fill high-quality jobs with educated millennials due to the exponential growth of disruptive technologies. By equipping young people with marketable skills and moving the emphasis from teaching to learning, we can change the relationship between education obtained and information gained and help meet future demand. It is necessary to evaluate educational institutions and give students the skills they need to be capable global citizens in the future. This transformation necessitates changes in learning experiences that better represent the workplace of the future as well as changes in learning content to encompass both technical and human-centric skills.

Stakeholders must be ready to design comprehensive educational systems in order to steer this change in the educational system. With the aid of effective institute-industry linkage, the process of smart manufacturing will indicate a better contribution to achieving the Sustainable Development Goals (SDG) through more efficient use of natural resources, human potential, and cutting-edge technology. One glimmer of hope for bridging the gap between what traditional education offers and what industry requires is the New Education Policy 2020. If the education policy is properly implemented, it can assist us in the future in reaching new heights.

12. PLAN OF RESEARCH

Planning for the research is as follows:

- 1) The subjects will be initially designated as the educators, academicians and industrialists in selected sample area.
- 2) After that, they will be administered questionnaire assessing their viewpoints about NEP 2020.
- 3) Finally, the percentage of the number of respondents will be compared and analysis will be carried out using graphical and tabulation statistical techniques. Hypothesis will be tested using multivariate regression analysis and ANOVA.

The questionnaire for “A Study of National Education Policy 2020 as a Driver for Improving Industry Institute Linkage for Organisational Development” will be used to collect the data from 150 respondents. The data will be collected from Pune city of Maharashtra, India using the personal contact, social media and email approach. While administering the questionnaire to the respondents, purpose of collecting data will be explained to them. The investigator will also assure that information collected from them will be kept confidential. Before conserving the test items, instructions and directions will be given to the subjects in detail. The subjects will be asked to tick one out of options against the question. The respondents will complete a self-administered questionnaire with all variables. The questionnaire will be collected from the subjects. Then analysis and interpretation will be done.

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