

**“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)**

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**Abstract:**

Why there is need for Re-defining Education in India? India stands tall and presently ranks 4<sup>th</sup> globally for producing 24,000 Doctoral Graduates annually. Is India really reaping the benefits of Quality Innovative Research, Patents and Inventions? India, though is emerging as a Global Leader still could not make a position in the list of most “Innovative Countries in the World”. Can India be ahead of China, US, Japan, Germany, Russia and Korea in inventions and patents by 2050? Today, India is pacing towards becoming the third largest Economies in the World. The Knowledge landscape across the Globe is changing rapidly.

**Key Words:** Innovation, Multidisciplinary Education, Patents, Education System, Student Support, Sustainable Growth & Development, Re-defining Education, Motivated Faculty.

## **I. Introduction**

In the Digital Economy the Machines are taking over Labor. The transformations with digitization, technological advancements, climate change, pandemics, employment landscape, global ecosystem and many more initiate the necessity for “Multidisciplinary Learning” for Sustainable Growth & Development. In this context, the recent National Education Policy -2020 by Ministry of Human Resource Development, Government of India is a very promising step towards reforming and restructuring the overall Education System in India.

The major focus is on Learning Environment, Multidisciplinary Education, Quality & Integrity, Motivated & Energized Faculty, Effective Governance & Leadership, and Standards for Approvals & Accreditation, Policies & Regulations, Technology Application & Integration, Curriculum & Creativity, and Support for Students Professional Career & Growth for transforming the Higher Education System in India.

Will our NEP-2020 bring Quality & Equitable Education for all considering the serious concerns of Academic Integrity? How long it will take to reform & restructure the Higher Education System in India

Will Academic Autonomy liberalize to globalize the Education System in India? Gone are the days of content Education. The demand is of being multidisciplinary and innovative. What is our present readiness for Contemporary Multidisciplinary Research & Learning?

Education is a tool for transforming life, culture and society. A phenomenal transformation outcome is only possible through discipline, dedication, commitment and extraordinary efforts collectively by any System.

Imagination is the seed of Innovation. The Personal Computer is one of the greatest innovational creations of history making its way in all walks of life. Its manifestations

are endless and continue to impact & influence everywhere in the World. The Concept of Digital Money, Smart phones, IoT (Internet of Things) and other advanced technologies application is continuously creating the Challenges & Opportunities for Sustainable Growth & Development.

Unless the Academic System thinks qualitatively with the multidisciplinary perception, imagine, innovate; the Research Based Inventions cannot spearhead in leading Ethical Transformation for Sustainable Growth & Development. The ultimate aim of Higher Education is to incite the thinking seeds of imagination in Researchers & Individuals including faculties to innovate with ideas of productive creativity.

The Global Economy is looking for creativeness which ultimately adds value to the entire supply chain struggling to achieve Sustainable Growth. Despite this critical importance of Research, the Research and Innovation investment in India is at the current time, only 0.69% of GDP; far behind the Countries topping the Global list.

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 enable to apply their Academic Knowledge in the pursuit of bettering Society & Country.

Why the Indian Academic Curriculum Culture fails to promote the potential of creativity in aspiring students? And moreover, the situation is more pathetic in Academic Research. The present Education System in India lacks creativeness in learning to sustain and uplift equitably and integrally the Socio-Economic Development Globally.

Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing field.

Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable. It is not only the “Collaboration of Technologies” but even the “Collaboration of Cultures” is equally to be addressed by the Indian Education System striving to Globalize.

## II. Review of Literature

Can India lead Research and Innovation in the 21<sup>st</sup> Century? The National Education Policy 2020 is the first education policy of the 21<sup>st</sup> Century and aims to address the many growing developmental imperatives of our Country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the inspirational goals of 21<sup>st</sup> Century Global Education; while building upon India’s traditions and value systems.

“The Multidisciplinary Learning defines that curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner”. (NEP - 2020). Moreover, the proposed Education System must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. What are the prime factors responsible for Innovating in the Education System? A new curriculum is to be innovated which can synchronize with the NEP-2020.

### **III. Research Objectives**

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. The Study attempts to examine, “Will the National Education Policy 2020 address the emerging issues of Multidisciplinary Learning?”.

### **IV. Research Methodology**

For which a thorough study of existing literature related to the Curriculum & Creativity of Educational Institutions in India as well as World has been examined and probed for the essential attributes impacting and influencing the emerging trends in Imagination and Innovation. The probable major attributes which perhaps are instrumental in derailing the Imagination & Innovation in India’s Education System based on the review of literature; identified are Learning Environment, Quality & Integrity, Reforms & Restructuring, Governance & Leadership and Motivated Faculties.

The Research design formulated here was to collect primary data on these Five (05) variables through a structured questionnaire (hard copy & electronic) based on random sampling from the targeted population of Educational Professionals (both Elementary

School and Higher Institutions) and Students Community. Understanding the limitations of the study Five (05) Education Centers each (i.e., a mix of major Schools, Colleges and Higher Educational Institutions /Universities) in Bhubaneswar and Ranchi respectively; was specifically focused, examined and considered for twenty-five (25) respondents from each Education Centre.

In total the field responses of two hundred fifty (250, @125 each from Bhubaneswar & Ranchi) respondents were recorded, examined, evaluated and analyzed co-relating with the secondary data sourced from literature review for understanding the emerging trends in failures of Indian Education System; with respect to Gap Analysis on Curriculum & Creativity in Educational Courses. Based on these findings through Quantitative Analysis using simple statistical tools of percentage the Researchers have recommended and suggested valuable remedial measures for developing Innovative Researchers.

## **V. Problem Statements**

Will “NEP-2020” create a greater revolutionary impact on India’s Education System?

Teaching & Learning are the two wheels of the bicycle Education System. The System can run effectively if only both the wheels are synchronized well in all respects.

To evaluate India’s presently ailing Education System; suffering with processes, teaching & learning experiences, effectiveness, objectives, outcomes and impacts following attributes as variables 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 is a statutory body with; the earlier name Ministry of Human Resource Development /which is now renamed as 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.

How to strike a balance between profiteering and philanthropic vision in the emerging Education Services being gradually corporatized in phased manner with the perspectives of Business Management philosophy?

### **Learning Environment**

A long-awaited reform policy after 30 years has finally struck the door of India's Education System with all apprehensions of its success of implementation within the time frame of 2040. The full & final implementation program for NEP is under preparation and hopefully it will be carried as per the timeline envisaged in the new policy. Along with appreciation; there is also criticism which focuses on the drawbacks of this New Education Policy. India's present Teaching & Learning curriculum and programs are somehow unable to bring in expected imagination and innovation capabilities in students both at School and Higher Education Levels through the Academic Knowledge acquired during the educational process being followed in the Country.

This Research Study is designed to examine the feasibility of competencies & capabilities the New Education Policy-2020 is promising; 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. Unless the Foundation of Learning in School Education is not universally accessible at all levels any policy initiative will remain futile despite transforming the Regulatory System of Higher Education and the Digital Revolution in Online Education ensuring equitable use of Technology.

### **Quality & Integrity**

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.

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 NEP-2020 to improve the Quality of Education has come up with very innovative measures like offering Multiple Entry & Exit Points to ensure imaginative and flexible curricular structures, establishing Academic Bank of Credits, incorporating of Vocational subjects & Soft Skills and Indian Knowledge Systems. How can Academic Researchers be motivated to do Quality Research? For all these things to happen many internal & external arrangements at Institutional, University, Government and Industries are to be multidisciplinary integrated with proper funding and accountability.

### **Reforms & Restructuring**

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.

Internationalization is another emerging area to restore India's role as "Vishwa Guru"; where efforts will be directed to increase the flow of foreign students to study in India making it a Global Study Destination. Will investment in Digital Infrastructure remain the major concern for successful implementation of the NEP-2020, considering the "Digital Access" scenario in remote areas in India?

By 2025, at least 50% of learners through the School and Higher Education System shall have exposure to Vocational Education and will be considered for Gross Enrolment Ratio (GER) targets. Now the question is what should be the road map for successful implementation and the time frame by which these policies get executed in reality.

### **Governance & Leadership**

The NEP-2020 has been framed through a mega consultation process involving all sections of Knowledge Society throughout the Country. In a democratic setup the idea of decentralization builds up a sense of accountability. For many the unfortunate part is that the final policy advocated the idea of Centralization. Will the recommendations of Centralization be revisited considering the societal impacts? Will the Government address the apprehensions of over Centralization, Commercialization and disseminative use of technology which may further deplete real academic strength; within a timeframe? It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions.

India is lacking Institutional Leadership. The focus is on HEI's becoming independent Self-Governing Institutions pursuing innovation & excellence. A Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals who have proven capabilities and will govern the HEIs. "The Regulatory System is in need of a complete overhaul in order to re-energize the Higher Education Sector and enable it to thrive". (NEP-2020)

### **Motivated Faculties**

The most important factor in the success of Higher Education Institutions is the quality and engagement of its faculty. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing the Education System.

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

## **VI. Analysis, Findings & Suggestions**

The (field & virtual) survey was carried out with the help of both (hard copy & electronic) questionnaires respectively and the respondents were interviewed (both in field & through Google meet mode/telephonically) for their views on the area of Research related to "Imagination is Innovation". Based on their opinions and feedback

the data was analyzed and accordingly outcomes have been worked out. The findings were then mapped with the secondary data available from the relevant review of literature in the area of study.

And it was interpreted to understand the perspectives of Educational Professionals & Students Community on the “Imagination is Innovation” in India’s Education System along with the gaps in the emerging trends in Curriculum & Creativity in NEP-2020; after analyzing both the primary and secondary data.

### **Interpretations:**

1. The percentage ratio of male is to female respondents in total sample of 250 was 56.8% is to 43.2 %. There were more male respondents which advocates the fact that still the Education Environment is dominated by male gender.
2. The percentage ratio of respondents in age category were found to be under (<) 25 (8.1%) , between 26 to 35 years (51.4%), 36 to 45 years (27%) ,46 to 55 years (10.8%) and above (>) 55 years (2.7%) respectively. The Study revealed that majority of the respondents are Youth representing the emerging minds & trends of building Global Economy.
3. Type of Educational Professional respondents surveyed are found to be distributed as; 46% majority were University Professors, 6% from Administrator/Non-Teaching Staff, 16% College Lecturers, 26% School Teacher and the rest 6% respondents were Education Consultants. It is healthy to note that the Survey received majority responses on the Problem Statements through the Questionnaire by Faculties from Higher Education Institutions & Universities. The participation of Senior Faculties as promising respondents from Research Departments brought valuable insights to study the gaps in Academic Research.

4. Earning Slabs of Educational Professionals was examined and observed that still 27% respondents earn less than Rs10,000, 22% earn in between Rs 10,000 to Rs 20,000, 27% belonged to Rs20,000 to Rs 30,000, 11% reported Rs 30,000 to Rs 40,000, 8% Rs40,000 to Rs 50,000 and only 5% aboveRs50,000.

This earning profile revealed the reasons for lack of motivated faculties at all levels of Education. The Study brought to the surface that many respondents from Higher Educational Institutions & Universities very transparently are anxiously waiting for the implementation of successive pay revisions pending since long at their Institutes. Most of them opined for restructuring and revising the pay structures both at Elementary School & Higher Institutions. The Researchers discovered that many of the University Professors are depressed, unhappy and unsatisfied being delayed and deprived of the implementation of 6<sup>th</sup> & 7<sup>th</sup> Pay Commission benefits entitled. The Researchers suggested that the Government should equally participate and take prompt measures in following up the implementation of Policies & Schemes religiously to bring benefits to all the stakeholders.

5. Type of Student respondents were distributed as 44% from University/HEI, 17% belonged to college, 27% from School, 7% represented ODL, and the rest 5% were from other categories of non-regular stream of Education. The Researchers observed that majority of Students from University/Higher Educational Institution participated in this survey to share their perception on “Imagination is Innovation”.
6. For the dimension “Imagination is the seed of Innovation”; 67.6% of the respondents Strongly Agreed and 27% Agreed. It is healthy sign to note that the Researchers identified that a vast majority around 95% of the respondents Agreed with the above Problem Statement signifying the importance of the ability to primarily imagine to ultimately innovate.
7. Is there need for Re-defining Education in India? A vast majority of 81.1% of the total respondents Strongly Agreed and 8.1% Agreed with the above Problem

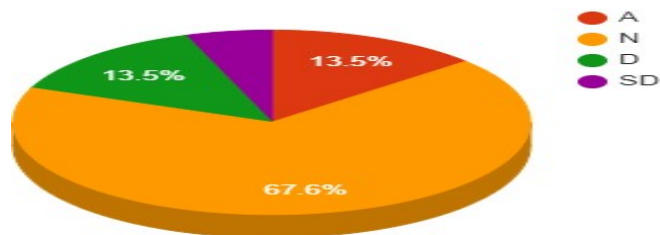
Statement. 8.1% respondents remained neutral and only 3.7% Disagreed. The Management Researchers discovered that a vast majority of 89% of the total respondents support the above dimension which is very much in line with the recent recommendations of the NEP-2020.

8. Is India really reaping the benefits of Quality Innovative Research, Patents and Inventions? 10.8% of respondents each strongly agreed and strongly disagreed. 27% of respondents Agreed, 32.4% remained Neutral and 18.9% Disagreed. The Survey revealed that in all 37.8% of the total respondents Agreed, 29.7% disagreed and 32.4% remained neutral; communicating that there is mixed opinion on the above problem statement. From the above it can be inferred that the desired level of benefits is not being reaped and majority of the respondents are not confident about the outcomes.
9. Will our NEP-2020 bring Quality & Equitable Education for all considering the serious concerns of Academic Integrity? For this dimension 56.8% respondents Agreed and 43.2% remained neutral. It is healthy to note that the Researchers could understand the positive perception of the Administrators, Educationist, Academicians, Professors, Teachers, Scholars and Students from the Education Sector despite the Academic Integrity challenges; being hopeful of the realization and success of the NEP-2020.
10. It will take a long time to reform & restructure the Higher Education System in India? 54.1% of the respondents Strongly Agreed, 16.2% Agreed, 13.5% each disagreed and Strongly Disagreed, and the rest 2.7% of the respondents remained Neutral for the above Problem Statement. The Study brought to surface through 70% majority of the respondents that it will take long time to reform & restructure the Higher Education System in India.
11. Will Academic Autonomy liberalize to globalize the Education System in India? 67.6% of the respondents Strongly Agreed and 29.7% Agreed. The rest 2.7%

respondents remained Neutral. The Researchers discovered that a vast majority 97.3% of the total respondents agree that Academic Autonomy will bring liberalization; globalizing the Education System in India.

12. The days of Content Education are gone. A vast majority 94.6% of the total respondents strongly Agreed with the above dimension. The rest 5.4% remained neutral. Thus, it can be inferred from this Research Survey that the Philosophy of Content Education is changing and contemporary trends are emphasizing on multidisciplinary learning right from School to Higher Education in Universities.
13. Unless you qualitatively think, imagine and innovate you cannot have an Invention leading to Ethical Transformation for Sustainable Growth & Development. For this dimension 100% respondents Strongly Agreed.
14. The ultimate aim of Education is to incite the thinking seeds of imagination in Researchers & Individuals including faculties to innovate with ideas of productive creativity. 81.1% of the respondents Strongly Agreed and 18.9% Agreed for the above Problem Statement.
15. The Economy is looking for creativeness which ultimately adds value to the entire supply chain struggling to achieve Sustainable Growth. 100% respondents Strongly Agreed. The Researchers discovered the need for creativeness in uplifting our Economy through participation of all disciplines and sectors in the Country.
16. The Role of Higher Educational Institutions & Universities both in Public & Private Sector becomes indispensable. 13.5% of the respondents each agreed and disagreed. 67.6% a vast majority of the respondents remained Neutral unable to decide their concrete opinion for the above Problem Statement. The rest 5.4% of the respondents Disagreed.

The Role of Higher Educational Institutions & Universities both in the Public & Private Sector becomes indispensable.



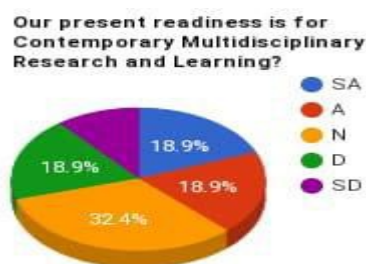
17. Though large number of Professionals are being produced annually by Higher Educational Institutions & Universities in India but very marginal of them are able to apply their Academic Knowledge in the pursuit of Bettering Society. 67.6% majority of the respondents remained Neutral, 13.5% respondents each Agreed and Disagreed, and the rest 5.4% Strongly Disagreed. The Researchers could probe that there is lot of hyped apprehension about application of Academic Knowledge rather in reality as per the survey majority of the respondents were unable to give their clarified opinion on the Problem Statement. Only 13.5% of the total respondents agreed that Academic Knowledge is being marginally applied in the pursuit of Bettering Society.

18. The Curriculum Culture fails to promote the potential of creativity in aspiring Students. 100% of the respondents Strongly Agreed for the above Problem Statement reflecting the existing gaps between Curriculum & Creativity thus signifying the importance of Creativity in Higher Educational Institutions; being the essential ingredient for Innovative Research.

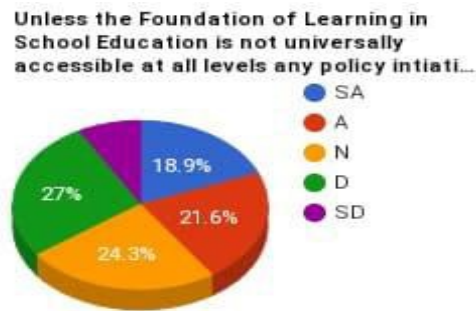


19. The situation is more pathetic in Academic Research. 27% of the respondents each Strongly Agreed and Agreed for the Problem Statement. 37.8% remained Neutral, 5.0% Disagreed and 3.2% strongly Disagreed. The Study through majority 54% of the respondents revealed that the situation is really pathetic in Academic Research.
20. The present Education System in India lacks creativeness to uplift equality and integrally the Socio-Economic Development. 100% of the respondents supported the above dimension.
21. “This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country.”, for this Problem Statement 100% of the respondents Strongly Agreed. The Researchers truly identified the concerns emerging out in India’s Education System and are hopeful that NEP-2020 has all the solutions for the problems arising due to the disruptive technologies initiating multidisciplinary research and innovation.
22. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background.
23. In the Digital Economy (AI, ML, Data Science, Business Analytics) the Machines are taking over Labour. 100% of the respondents supported the above dimension.
24. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems. 56.8% of the respondents Strongly Agreed, 24.3% Agreed and 18.9% remained Neutral for the above Problem Statement. The Study revealed that a vast majority above 81% of the total respondents are of the opinion that the Indian Education System should empower students with ability to think critically and solve problems. It is healthy to note that Education Professionals are willing to revamp and revolutionize the Education System very much in line with the mandates of NEP-2020.

25. The challenge is to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.
26. “The demand is of being multidisciplinary and innovative.”, for this Problem Statement 100% respondents Strongly Agree. The Researchers discovered that there is dire need of being multidisciplinary and innovative in India’s Education System. Now the question is how these Higher Education Institutes & Universities including all the stakeholders are going to fulfill these demands in India.
27. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and of course, enjoyable. 100% of the respondents strongly agreed with the above Problem Statement.
28. “Our present readiness for Contemporary Multidisciplinary Research and Learning”, for this dimension 18.9% of the respondents each strongly agreed and Agreed, and 18.9% Disagreed. 32.4% remained Neutral and 10.9% respondents Strongly Disagreed. The Researchers identified that 37.8% of the total respondents Agreed understanding the concern for Future Readiness for Contemporary Multidisciplinary Research and Learning.



29. Unless the Foundation of Learning in School Education is not universally accessible at all levels any policy initiative will remain futile. For this Problem Statement 27% Disagreed, 24.3% remained Neutral, 21.6% Agreed, 18.9% Strongly Agreed and 8.2% Strongly Disagreed opined the respondents respectively.



30. A new Vision for India's Higher Education System is the need of the hour. 100% of the respondents strongly agreed with the above dimension. It is healthy to note that the Researchers could discover the contemporary trend about the India's Higher Education System which is desperately waiting for a new Vision.

## VII. Conclusion

To comprehend, the NEP-2020 aims to convert India into Knowledge based Economy. The past accumulated lapses in policies, time losses in implementation, delayed decisions, and ineffective corrective measures have landed India today into major problems hindering the germination of "Imagination-Seed" in the Country. The result is being lagging behind in the philosophy of "Make in India" to scale our Economy at par with the World.

The success mantra for "Make in India" can only be by "Imagination is Innovation". India is looking forward towards becoming a Self-Reliant Country in all walks of Life through Re-defining Education System in India. It is still suffering with the less emphasis 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).

The NEP-2020 focuses on Research -Based Curriculums with priority to develop Creativeness -Based Cultures both at Schools and Higher Education Levels. An initiative for reinventing Higher Education with state of the art infrastructure that facilitates modern

Learning strategies relevant to Industry needs; globally increasing employability and better livelihood.

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. And finally, to make India – “Vishwa Guru: A Global Study Destination”.

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