

Efficient Classroom Management in the light of National Education Policy 2020 – an Exploratory Study bridging Industry-Academia Interface

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Abstract

Classroom management could be tolerably described as an operation by which teacher or moderators tends to create a constructive learning environment in the classroom. Classroom management involves various strategies, procedures, methods and techniques which are under-taken in order to conduct a smooth and steady flow of information and thereby teaching-learning process can take place without any disturbance and disruption. Effective classroom management makes the student discipline oriented and keeps them engaged. The study tried to highlight the role of NEP, 2020 in revamping the modern classroom management and how it helps in bridging the industry-academia gap. The primary objective of the study is to highlight how NEP, 2020 will bring a transformation in the old traditional classroom management, then subsequently highlighting the perception of the students regarding the transformation brought by the newest education policy of the country and finally gauging the best-fit model and test the hypothesis. The sample size of the study is 265 undergraduate students studying in under graduate govt. aided general degree colleges affiliated to West Bengal State University, West Bengal, India. The study period is approximately four months, where the primary data is collected through structured questionnaire. EFA and CFA is used in order to determine the factors and model fit of the factors. The study culminated that undergraduate students are more conscious of the opportunities that NEP, 2020 will bring in revamping the old traditional class room management into modern classroom management. As modern problems requires modern solutions, likewise modern job pattern is called for modern and heuristic based curriculum, which could only be ushered by modern classroom management, propound by NEP, 2020.

Keywords: Classroom management, NEP 2020, industry-academia linkage, EFA, CFA.

Introduction

With the passage of time the current job pattern and job requirement has changed .Now in order to cater the need of modern job requirement National Education policy of the country is formed. The new education policy of the country has metamorphosed the traditional theoretical based curriculum and teaching pedagogy into more advanced and practical based .The primary objective of the current education policy is to impart teaching; which will transform classrooms to livelihood. The effective implementation of the policy will only be achieved if it is properly managed right from the classroom level. The teachers are the key players in effective disbursement and dissemination of the modern pedagogy to the student and making the classroom more engage and interactive. A well-managed classroom makes the student more focused and builds interest for learning new things, enhances learning time due to less distraction and disruption, minimising conflicts etc. NEP, 2020 ensures more ICT and technology based education mechanism in classrooms for better concentration skill of student, different learning styles, entrepreneurial motivations, interdisciplinary and multidisciplinary educations which tends to attract more students towards classroom learning. Teachers are more like mentors than just a mere evaluator. Due to the change in the nature and requirement of learning, a strong modern classroom management is necessary. Now a days classrooms' are more technology based than just a cement brick structure, usage and application of digital and online tools are used to minimise *noise* and fosters various critical and problem solving skill. Modern classroom system enables a teacher not just to evaluate students with grade but to act as moderator, mentor, counsellor etc. NEP, 2020 has done its efforts in revamping the traditional classroom management into modern classroom management in order to bring industry academia linkage; whether being in terms of its collaborations with industries through early vocational trainings,to introduction of soft skill trainings, internship programmes; NEP, 2020 has done it all. The key highlight of NEP, 2020 classroom management can be summarised as- more student centred than previous teacher centred, flexible based curriculum choice, more hands on and application based group activity, formative and continuous assessment, ICT and technology based teaching mechanism, higher student engagement and focussed learning methods.

Review of Literature

Enaz Mahmoud and Ali Khaled Bawaneh(2025) has published a paper titled ***Best practices of effective classroom management strategies supported by digital ICT in higher education***, where the primary objective of the study is to assess the advantage of ICT tools in classroom learning and to portray the best software that increases the effectiveness of classroom management. The study concluded that ten software's like google classrooms, Microsoft teams, edmodo etc. are useful in maintaining the effective classroom learning. The usage of ICT tools leads to more student engagement and classroom participation.

Suman Bhattacharjea ,Shweta Bhutada , Akanksha Bisht (2024) has conducted a study titled, ***From policy to practice: Reflections on NEP 2020 in the classroom***, where the primary objective of the study is to analyse how NEP, 2020 is being implemented as classroom practices across different states in India. The study concluded that NEP, 2020 has a progressive way in classroom transformation across different states but still there is some inbound challenges which are need to be met by the policymakers.

Dr. Adeyemo Samuel Akinola & Edeh Emmanuel Chukwuemeka (2023) has published research work titled ***Teachers' Classroom Management Style on Learners' Academic Performance in Secondary Schools***. The primary objective of the study is to draw a relationship between teacher's classroom management style and learner's academic performance. The study concluded that classroom management style of the teachers strongly affects students' academic upliftment. The study also highlighted that democratic classroom management style is better in uplifting student's achievement.

Abu Elnasr E. Sobaih & Ahmed Hasanein (2022) has conducted a study titled ***Classroom Management: Boosting Student Success – A Meta-Analysis Review***. The primary objective of the study is to thematically study the previously published studies on classroom management and to conduct a meta-analysis to identify the most effective classroom strategy. The study concluded that effective classroom management has positive impact on student learning and engagement and teacher plays a key role in imparting classroom discipline. META analysis revealed that classroom management combined with supportive learning environment can be more predictor in student's career.

Osman Toptas Ahmet Akin (2018) has conducted a study titled ***Factor Analysis of the Classroom Management Attitude Scale Dimensions of Teacher Perspectives***, where the

primary objective of the study is to conduct exploratory factor analysis of the perspective of teachers regarding classroom management. The study concluded that teacher's classroom attitudes has four exploratory factors –classrooms rule and regulation, instructional management, time management and behavioural management. The CMAS also found to be high reliability and validity.

Citation Analysis

Title	Journal Name	Year of Publication	Reference	Total Citation	Rank
The Key to Classroom Management	Educational Leadership September 2003 Volume 61 Number 1 Building Classroom Relationships Pages 6-13	2003	Marzano, R. J., & Marzano, J. S. (2003). <i>The key to classroom management. Educational leadership, 61(1), 6-13.</i>	1243	1
Ecological approaches to classroom management	Taylor and Francis	2011	Doyle, W. (2013). <i>Ecological approaches to classroom management. In Handbook of classroom management (pp. 107-136). Routledge.</i>	791	2
Teacher classroom management practices: Effects on disruptive or aggressive student behavior	Campbell Systematic Reviews	2011	Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). <i>Teacher classroom management practices: Effects on disruptive or aggressive student behavior. Campbell Systematic Reviews, 7(1), 1-55.</i>	721	3
Digital Technologies in Education 4.0. Does it Enhance the Effectiveness of Learning?	International Journal of Interactive Mobile Technologies (IJIM) – eISSN: 1865-7923 – Vol. 15, No. 04, 2021	2021	Qureshi, M. I., Khan, N., Raza, H., Imran, A., & Ismail, F. (2021). <i>Digital technologies in education 4.0. Does it enhance the effectiveness of learning?.</i>	293	4
Digital Technologies in Education 4.0. Does it Enhance the Effectiveness of Learning?	International Journal of Interactive Mobile Technologies (IJIM) – eISSN: 1865-7923 – Vol. 15, No. 04, 2021	2021	Qureshi, M. I., Khan, N., Raza, H., Imran, A., & Ismail, F. (2021). <i>Digital technologies in education 4.0. Does it enhance the effectiveness of learning?.</i>	292	5

Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives	International Journal of Management, Technology, and Social Sciences (IJMTS), 5(2), 19-41. (2020). ISSN: 2581-6012.	2020	<i>Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. International Journal of Management, Technology, and Social Sciences (IJMTS), 5(2), 19-41.</i>	278	6
Individual entrepreneurial orientation, entrepreneurship education and entrepreneurial intention: The mediating role of entrepreneurial motivations	Industry and Higher Education 2021, Vol. 35(4) 403–418	2021	<i>Hassan, A., Anwar, I., Saleem, I., Islam, K. B., & Hussain, S. A. (2021). Individual entrepreneurial orientation, entrepreneurship education and entrepreneurial intention: The mediating role of entrepreneurial motivations. Industry and Higher Education, 35(4), 403-418.</i>	219	7
Classroom management competency enhancement for student teachers using a fully immersive virtual classroom	Computers & Education Volume 179, April 2022, 104410	2022	<i>Seufert, C., Oberdörfer, S., Roth, A., Grafe, S., Lugin, J. L., & Latoschik, M. E. (2022). Classroom management competency enhancement for student teachers using a fully immersive virtual classroom. Computers & Education, 179, 104410.</i>	131	8
Effective Classroom Management as a Quick Solution to Improve Student Participation	ZABAGS INTERNATIONAL JOURNAL OF EDUCATION	2024	<i>Abidin, Z., & Muhammad, N. . (2024). Effective Classroom Management as a Quick Solution to Improve Student Participation and</i>	50	9

and Motivation in the Learning Process			<i>Motivation in the Learning Process . Zabags International Journal of Education, 2(2), 83–97. https://doi.org/10.61233/zijed.v2i2.22</i>		
Integrating AI in Classroom Management: Improving Educational Efficiency and Teacher Workflows	Journal of Information Systems Engineering and Management 2025, 10(45s) e-ISSN: 2468-4376	2025	<i>Mounkoro¹, I., Uberas, A. D., Cadelina, F. A., Saleem, M. U., Maryam, S., Almagharbeh, W. T., ... & Hidayatallah, Z. (2024). Integrating AI in Classroom Management: Improving Educational Efficiency and Teacher Workflows.</i>	28	10
Measuring pre-service teachers' decision-making in classroom management: A video-based assessment approach	Teaching and Teacher Education Volume 138, February 2024, 104426 (ELSEVIER)	2024	<i>Weyers, J., Kramer, C., Kaspar, K., & König, J. (2024). Measuring pre-service teachers' decision-making in classroom management: A video-based assessment approach. Teaching and Teacher Education, 138, 104426.</i>	24	11
Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis	Educational Psychology Review (2024) 36:43 https://doi.org/10.1007/s10648-024-09881-2	2024	<i>Duan, S., Bissaker, K. & Xu, Z. Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis. Educ Psychol Rev 36, 43 (2024).https://doi.org/10.1007/s10648-024-09881-2</i>	20	12

Key Content of Highly Cited Papers

Effective management is essential to fostering pleasant learning environments, increasing student participation, and decreasing disruptive behaviours, according to the evaluated literature on classroom management. While empirical studies on teacher practices demonstrate their direct impact on lowering aggressive or disruptive behaviours, works like *The Key to Classroom Management* and ecological approaches highlight proactive strategies, structured routines, and teacher-student relationships as the foundation for engagement. When combined with classroom management techniques, the integration of digital technologies—especially under the framework of Education 4.0—is found to improve learning effectiveness. Analyses of the NEP 2020 in the Indian context emphasize the significance of competency-based, student-centric approaches that connect industry-aligned skills with traditional pedagogy, such as entrepreneurship education.

Key Content of Low Cited Papers

NEP 2020's revolutionary effect in redefining classroom learning by linking policy and practice to meet the demands of modern education is highlighted in the studied literature. According to studies, the policy encourages innovative teaching methods like competency-based pedagogy, student-centric learning, and technology integration to make classrooms more engaging and goal-oriented. NEP 2020 emphasizes the need to improve teacher quality through ongoing training, professional development, and pedagogical changes while also envisioning increased flexibility, trans-disciplinary learning, and global competitiveness at the higher education level. Additionally, the emphasis on multilingualism is viewed as a crucial step toward inclusivity, cultural preservation, and improved comprehension, building an ecosystem that maximizes learning in the classroom for a varied student body.

Research gap

After going through the extensive literature review, it is found that numerous studies have been made regarding the various dimensions of classroom management, its techniques, strategies, methods etc. But there is a dearth in the study found particularly highlighting the significant role of NEP, 2020 in reshaping the classroom management from traditional to modern approach in order to bridge the industry-academia gap.

Objectives of the study

- 1. To portray the role of NEP-2020 in transforming classroom management for bridging the industry-academia gap.*
- 2. To assess the perception of the undergraduate students regarding the role of NEP, 2020 in transforming traditional classroom management into modern classroom management for establishing industry-academia linkage.*
- 3. To establish the relationship and impact of 'Technology enabled classroom practices' & 'Experiential and skill based learning' on 'Modern classroom management and industry academia linkage'.*

Research Methodology

Nature of Data – Both primary and secondary data is leveraged in the study. Primary data is collected through structured questionnaires from 265 under-graduate commerce students from the colleges affiliated to West Bengal State University. Secondary sources have been collected from various published research articles, journals, govt. reports etc.

Sampling -Convenience and judgemental sampling method is adopted for the study. Total sample size is 265.

Structure of Questionnaire

The questionnaire framed for the study has been segregated into two sections.

Section A includes the demographic profile of the respondents, containing age, gender, marital status, locality of the respondents, faculty council etc.

Section B contains research specific questions (both open and closed ended) & scaling questions highlighting the perception of students regarding the role of NEP 2020, in classroom management transformation and bridging the industry academia gap.

Tools for Analysis.

- a. Frequency distribution& descriptive statistics method is adopted for analysing the demographic profile of the respondents.
- b. Exploratory Factor Analysis is conducted in SPSS 26 for highlighting the perception of students regarding the role of NEP 2020, in classroom management transformation and bridging the industry academia gap.
- c. Confirmatory Factor Analysis & SEM is conducted in AMOS 26 for establishing relationship and impact of independent variables on dependent variables and predict the best-model fit.

Data Analysis

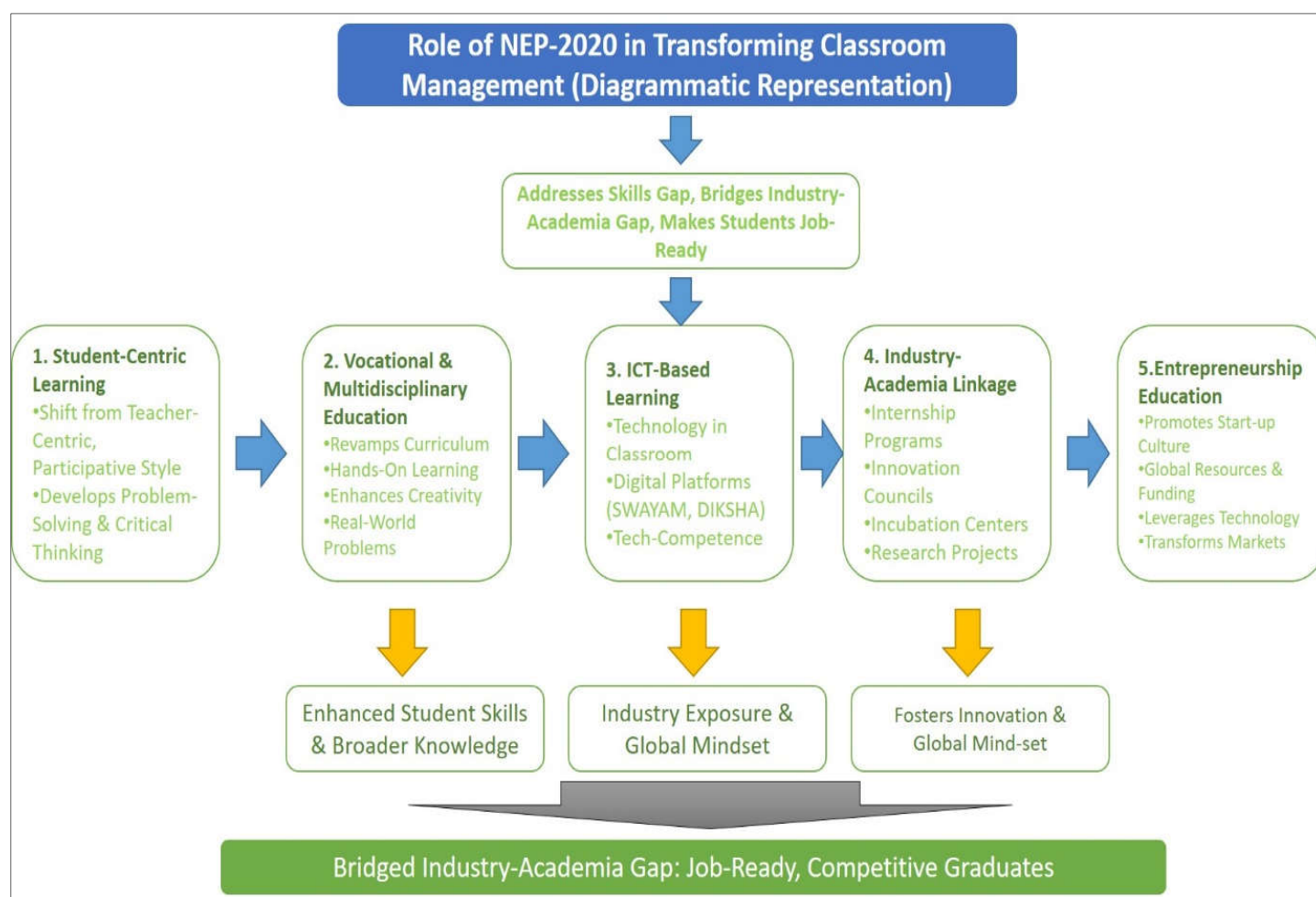
A. Thematic Content Analysis

Role of NEP-2020 in transforming classroom management for bridging the industry-academia gap.

NEP, 2020 of the country, is introduced with the primary objective of making the students more job ready in the competitive environment. The main reason for the existence of industry

academia gap is lack of skill, competencies among the graduate students. The external business environment is constantly changing and without any additional skill is strenuous to get a lucrative job. NEP, 2020 focusses in these challenges and will carb out the issues if properly implemented. After thematically analysing various literatures, several key roles played by NEP, 2020 in transforming classroom management for bridging the industry-academia gap are:-

- **Student Centric Learning-** At first, the teaching learning process should be shifted from teacher and authoritarian learning style to student centric and participative learning style. This shift under NEP, 2020 will develop the problem solving skill and critical thinking ability of the students.
- **Vocational and Multidisciplinary Education** – NEP, 2020 revamps the traditional curriculum pedagogy with introduction of various vocational and multidisciplinary courses, offering the students to participate in hands-on-learning experiences from early age. Students can study various diverse subjects which will enhance their creativity and exposure to real world complex problems.
- **ICT based learning** – NEP, 2020 focuses on technology based education in classrooms rather than a mere traditional chalk-board method. In this highly technological dependent world ,early exposure to ICT based learning will make them more technology competent .Various digital platforms like SWAYAM,DIKSHA,E-PATHSALA enables the students to learn varied courses apart from their regular core discipline subjects.
- **Industry-Academia linkage** –NEP, 2020 allows and motivates institutions to collaborate with industries through internship programmes, institutional innovation council, and formation of incubation centres etc. Designing the pedagogy with research projects allows the students to get inducted into industrial work environment at very early age.
- **Entrepreneurship Education** – NEP, 2020 motivates and encourage students towards entrepreneurship ecosystem. Effective implementation of NEP based curriculum in classroom, will make the students get familiar with the start-up culture. As internet has become necessity in this era, any problem can be addressed globally with appropriate funding agencies, venture capitalists eager to fund the promising project and ultimately converting the narrow market into global market. For example – a small pottery based manufacturer able to sell the product globally through internet with the help of various companies offering logistic services, companies engaged in advertising through social media, online payment etc.



B. Quantitative Analysis

I. Analysis of the demographic factors of the respondents

a. Regarding the gender of the respondents majority of the respondents i.e. 138 respondents out of 265 respondents are male, bearing a valid percent of 52.10% and 127 respondents are female bearing 47.90%. *The study shows a well-balanced sample representation of gender. As NEP, 2020 focuses on gender equality the distribution of sample are aligned with policy goals.*

b. Regarding the age of the respondents majority of the respondents i.e. 80 respondents out of 265 respondents are from age group of 19-21 years with a valid percent of 21.10%, 56 respondents are from age group 16-18 years with a valid percent of 21.10% , 63 respondents are from 22-24 years with valid percentage of 23.80% and 66 respondents are from age group

of above 24 years with valid percentage of 24.90%.*The data shows a direct classroom scenario as mainly student pursue undergraduate courses falls in this age range.*

c. Regarding the marital status of the respondents 256 respondents out of 265 are single bearing valid percent of 96.60% and 9 respondents are single with a valid percentage of 3.40%.*Since the majority of the data is single it reflects that the judgement and perception is genuine and free from complex possible issues.*

d. Regarding the educational qualification of the respondents 262 respondents out of 265 are pursuing undergraduate with a valid percentage of 98.86%, and only 3 respondents are found to pursue professional course. *The data primarily captures the exact group which are facing the significant reforms of NEP, 2020 in bridging the industry-academia gap i.e. the undergraduate students.*

e. Regarding the faculty council, 134 respondents out of 265 respondents are from faculty council of social science with a valid percentage of 50.60% and 131 respondents are from the faculty council of science with a valid percentage of 49.40%.*The data reveals an exact proportional distribution of the students experiencing the impact of NEP,2020 in evaluating classroom management. The data also reveals that it is free from any particular group-biasness.*

f. Regarding the residential area of the respondents 106 respondents out of 265 are from urban area with a valid percentage of 40%, 74 respondents are from semi-urban area with a valid percentage of 27.90% and 85 respondents are from rural area with a valid percentage of 32.10%.*The data reveals that urban students are more prone to urban colleges having advanced infrastructures, digital classrooms etc. The semi-urban area consists of both traditional and modern classroom mechanisms whereas rural respondents might face some challenges in ICT and technology based classrooms.*

II. Perception of students regarding the role of NEP 2020, in classroom management transformation and bridging the industry academia gap.

Reliability Test

The Reliability test is conducted in order to check the reliability index, the Cronbach's Alpha based on standardized items is found to be 0.905, which proves the reliability of the questionnaire and data.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.899	.905	22

(Researcher's own tabulation with IBM SPSS)

Validity Test

Again, for validity test, Friedman's Test and Tukey's Test is conducted. In statistical terms, Tukey's Test for Non-additivity, named after John Tukey, is an approach used in two-way ANNOVA. The Turkeys test for non additivity is found to be significant which approves that there are no fake values in the data set.

ANOVA with Tukey's Test for Nonadditivity							
			Sum of Squares	df	Mean Square	F	Sig
Between People			1827.889	264	6.924		
Within People	Between Items		8789.539	18	488.308	695.682	.000
	Residual	Nonadditivity	7.279 ^a	1	7.279	9.835	.000
		Balance	3333.771	4751	.702		
		Total	3335.485	4752	.702		
	Total		12125.024	4770	2.542		
Total			13952.912	5034	2.772		

(Researcher's own tabulation with IBM SPSS)

Hotelling's T-Squared Test				
Hotelling's T-Squared	F	df1	df2	Sig
222.000	111.000	18	247	.000

(Researcher's own tabulation with IBM SPSS)

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.318 ^a	.278	.363	9.864	264	4752	.000
Average Measures	.899 ^c	.880	.916	9.864	264	4752	.000
Two-way mixed effects model where people effects are random and measures effects are fixed.							
a. The estimator is the same, whether the interaction effect is present or not.							
b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.							
c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.							

(Researcher's own tabulation with IBM SPSS)

Hotelling's T-Squared Test and Intraclass correlation is also found to be significant

Test for Normality

One-Sample Kolmogorov-Smirnov Test can be used to serve as a goodness of fit test. The result of one-sample KS Test was found to be .000, i.e., significant, implying that although convenience sampling was adopted as a method of sampling, but the dataset followed normal distribution.

Principal Component Analysis

Principal Component Analysis (PCA) is a method of reducing large number of variables into smaller number of factors. Exploratory Factor Analysis is conducted in order to merge multiple variables into factors. **Sixteen (16) variables are extracted into three (3) exploratory factors which explain 61.780% of the total variance.**

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.416	40.098	40.098	6.416	40.098	40.098	4.080	25.497	25.497
2	2.067	12.919	53.017	2.067	12.919	53.017	3.162	19.764	45.261
3	1.402	8.763	61.780	1.402	8.763	61.780	2.643	16.519	61.780
4	.998	6.235	68.015						
5	.853	5.334	73.349						
6	.760	4.748	78.097						
7	.616	3.848	81.945						
8	.582	3.638	85.582						
9	.490	3.060	88.643						
10	.422	2.640	91.282						
11	.363	2.271	93.553						
12	.293	1.829	95.383						
13	.237	1.482	96.865						
14	.214	1.336	98.201						
15	.165	1.034	99.234						
16	.122	.766	100.000						
Extraction Method: Principal Component Analysis.									

(Researcher's own tabulation with IBM SPSS)

Rotated Component Matrix^a			
	Component		
	1	2	3
x17	.831		
x18	.783		
x11	.764		
x20	.717		
x19	.681		
x13	.670		

x21		.820	
x15		.717	
x12		.709	
x16		.612	
x10		.607	
x14			.731
x8			.711
x22			.675
x9			.644
x7			.510
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

(Researcher's own tabulation with IBM SPSS)

FACTOR 1:

Factor 1 consists of the variables- x11, x13, x17, x18, x19, and x20

The multiple regression equation for this variable “**Technology enabled classroom practices**” is greater than 1 and is represented by the equation -

$$\beta_1 = 0.764 x_{11} + 0.670 x_{13} + 0.831 x_{17} + 0.783 x_{18} + 0.681 x_{19} + 0.717 x_{20} \dots\dots\dots$$

(i)

FACTOR 2:

Factor 2 consists of the variables- x10, x12, x15, x16, and x21

The multiple regression equation for this variable “**Experiential and skill based learning**” is greater than 1 and is represented by the equation -

$$\beta_2 = 0.607 x_{10} + 0.709 x_{12} + 0.717 x_{15} + 0.612 x_{16} + 0.820 x_{21} \dots\dots\dots$$

(ii)

FACTOR 3:

Factor 3 consists of the variables- x7, x8, x9, x14, and x22

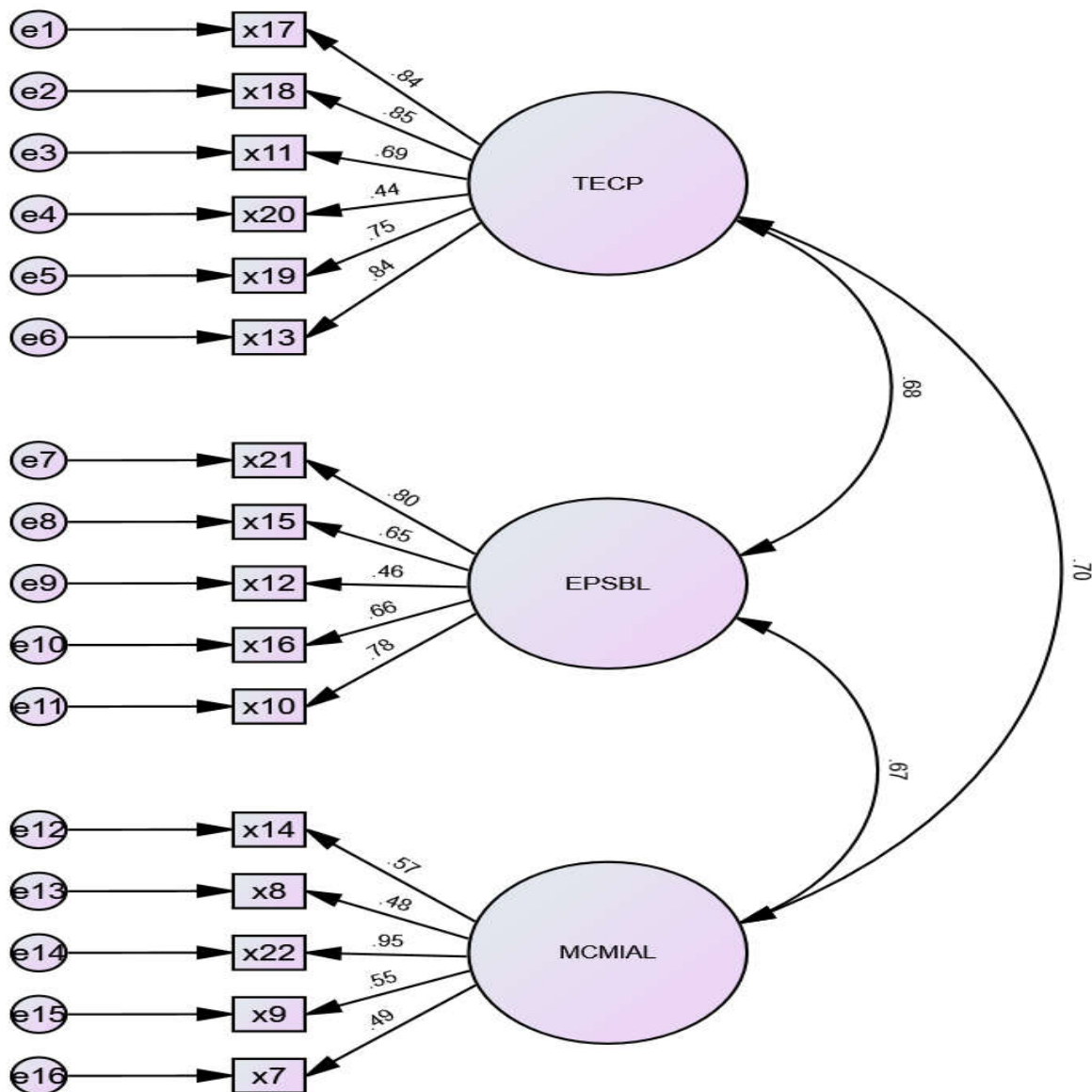
The multiple regression equation for this variable “**Modern Classroom Management and Industry Academia Linkage**” is greater than 1 and is represented by the equation-

$$\beta_3 = 0.510 x_7 + 0.711 x_8 + 0.644 x_9 + 0.731 x_{14} + 0.675 x_{22} \dots\dots\dots$$

(iii)

III. Relationship among the factors through SEM

Confirmatory Factor Analysis is used to establish affinity between the observed variables and the constructs/factors. Here in the study, the observed variables ranges from x7 to x22 and the constructs are TECP, EPSBL and MCMIAL. $TECP \leftrightarrow EPSBL$ (covariance) = **0.68** (moderately strong positive correlation), $TECP \leftrightarrow MCMIAL$ = **0.70** (strong positive correlation), $EPSBL \leftrightarrow MCMIAL$ = **0.67** (moderately strong correlation). The regression paths of the latent variables with the observed variables are positive and close to 1.0 indicating a strong positive relationships.



(Researcher's own tabulation with IBM SPSS AMOS)

Model Fit Measures

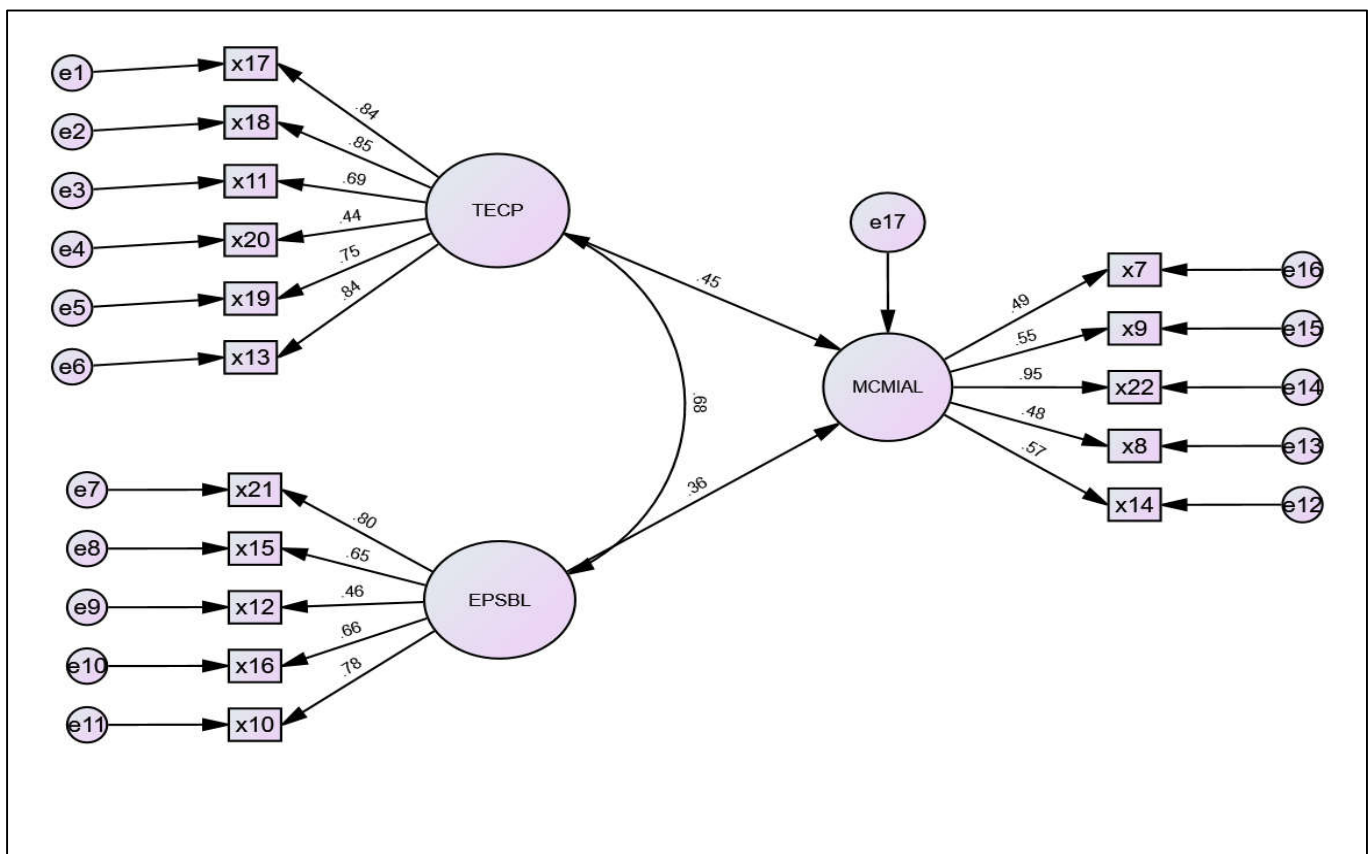
Statistic Measurement	Test Indices	Test Standard	Result	Model Fit Index
Absolute Fit Measurement	CMIN/DF	Less than 3.84	2.16	Good Fit
	RMSEA	Less than 0.08	0.043	Good Fit
	GFI	Greater than 0.9	0.952	Good Fit
	AGFI	Greater than 0.9	0.936	Good Fit
Incremental Fit Measurement	NFI	Greater than 0.9	0.912	Good Fit
	RFI	Greater than 0.9	0.952	Good Fit
	IFI	Greater than 0.9	0.886	Approximately Fit
	TLI	Greater than 0.9	0.911	Good Fit
	CFI	Greater than 0.9	1.63	Excellent Fit
Parsimonious Fit Measurement	PNFI	Greater than 0.5	0.561	Good Fit
	PCFI	Greater than 0.5	0.465	Approximately Fit
	PGFI	Greater than 0.5	0.488	Approximately Fit

(Researcher's own tabulation with IBM SPSS AMOS)

The test result shows that the model has no validity issue.

H1: Technology enabled classroom practices (TECP) has no significant and positive impact on Modern Classroom Management and Industry Academia Linkage (MCMIAL)

H2: Experiential and skill based learning (EPSBL) has no significant impact on Modern Classroom Management and Industry Academia Linkage (MCMIAL)



(Researcher's own tabulation with IBM SPSS AMOS)

Regression Weights

			Estimate	S.E.	C.R.	P	Label
MCMIAL	<---	TECP	.382	.075	1.393	***	
MCMIAL	<---	EPSBL	.328	.078	1.562	***	

(Researcher's own tabulation with IBM SPSS AMOS)

Standardized Regression Weights

			Estimate
MCMIAL	<---	TECP	.543
MCMIAL	<---	EPSBL	.634

(Researcher's own tabulation with IBM SPSS AMOS)

Acceptance/Rejection Criteria

Serial No	Hypothesis	C.R	Estimate	Decision
H1	Null Hypothesis (HO) Technology enabled classroom practices (TECP) has no significant and positive impact on Modern Classroom Management and Industry Academia Linkage (MCMIAL) Alternate Hypothesis(H1) Technology enabled classroom practices (TECP) has significant and positive impact on Modern Classroom Management and Industry Academia Linkage (MCMIAL)	Value of C.R is 1.393 which is less than 1.96	Value of Estimate is 0.543 which is greater than 0.5	Null hypothesis is rejected and alternate hypothesis is accepted
H2	Null Hypothesis (HO) Experiential and skill based learning (EPSBL) has no significant impact on Modern Classroom Management and Industry Academia Linkage (MCMIAL) Alternate Hypothesis(H1)	Value of C.R is 1.562 which is less than 1.96	Value of Estimate is	Null hypothesis is rejected and alternate

	Experiential and skill based learning (EPSBL) has significant impact on Modern Classroom Management and Industry Academia Linkage (MCMIAL)		0.634 which is greater than 0.5	hypothesis is accepted
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Findings

1. Regarding the qualitative data analysis, NEP, 2020 has a positive effect in revamping the modern classroom management which will carb out the disproportionate between the industry academia interface through Student Centric Learning, Vocational and Multidisciplinary Education, ICT based learning, Industry-Academia linkage, and Entrepreneurship education.
2. Regarding the gender of the respondent's majority of the respondents i.e. 138 respondents out of 265 respondents are male, bearing a valid percent of 52.10%.
3. Regarding the age of the respondent's majority of the respondents i.e. 80 respondents out of 265 respondents are from age group of 19-21 years with a valid percent of 21.10%.
4. Regarding the marital status of the respondents 256 respondents out of 265 are single bearing valid percent of 96.60%.
5. Regarding the educational qualification of the respondents 242 respondents out of 265 are pursuing undergraduate with a valid percentage of 91.30%.
6. Regarding the faculty council, 134 respondents out of 265 respondents are from faculty council of social science with a valid percentage of 50.60%.
7. Regarding the residential area of the respondents 106 respondents out of 265 are from urban area with a valid percentage of 40%.
8. Regarding the Exploratory Factor Analysis sixteen (16) variables are extracted into three (3) exploratory factors which explain 61.780% of the total variance.
9. Regarding the hypothesis testing, null hypothesis is rejected and alternate hypothesis is accepted indicating that both technology based learning and experiential learning has significant impact on Modern Classroom Management and Industry Academia Linkage, and the model fit is the best fit model.

Conclusion

NEP, 2020 has the constructive framework in revamping the traditional based classroom management into modern day classroom management in bridging the industry-academia linkage. If properly implemented, the policy will be the pioneer in transforming the ‘youth’ into an ‘employable youth’. However strict vigilance and governance is necessary on the part of both the governments and policy maker at the state and central level. Various laws should be brought forward forcing the local industries to collaborate with nearby colleges and universities. Banks should provide regular internship and collaboration programmes with the higher education institutions.

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