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Perceived Effectiveness of Higher Education Faculty towards MMTTCs-NEP 2020 Orientation and Sensitization Programme

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ABSTRACT

The National Education Policy (NEP) 2020 provides a transformative framework for reforming India's education system. To support its effective implementation, the University Grants Commission (UGC) entrusted the Malaviya Mission Teacher Training Centres (MMTTCs)across the country to conduct NEP 2020 Orientation and Sensitization Programmes for Higher Education faculty members. The programme covers the assigned key themes of the policy by UGC and aims to strengthen faculty readiness for implementation. This study used a descriptive survey to examine faculty perceptions of the programme's effectiveness. The data was collected from 162 faculty members who successfully completed this programme by using a self-developed perception scale. The findings of the present study revealed that the NEP 2020 Orientation and Sensitization Programme conducted through MMTTCs was perceived highly effective by participating faculty members. Moreover, the programme enhanced awareness, understanding, and implementation readiness regarding key themes of the policy. The study suggests to improve research orientation and to carry out academic activities in-line with policy and recommends building institutional support mechanisms to facilitate the successful implementation of NEP 2020.

KEYWORDS: NEP 2020, MMTTP Guideline, MMTTC- Orientation & Sensitization Programme, Higher Education, Perceived Effectiveness.

1. Introduction

We all know that education serves as the strong basis for national development and the role of teachers is central to the progress of any education system. The teachers not only shape the mental, intellectual, emotional and social development of the learner but also nurtures curiosity, build critical thinking, and create conducive learning environment. As the quality of education depends on the quality of teachers, their continuous professional development becomes essential. The NEP 2020 also places emphasis on strengthening capacity building of teachers and recognises teachers as the "heart of any learning process". Thus, by prioritising teacher empowerment, the policy envisions a system where teachers are not merely transmitters of

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knowledge but also facilitators of all-round development of an individual. As the policy emphasizes competency-based teaching, digital integration, holistic and multidisciplinary education and research, there is an urgent need for large scale, and high-quality training opportunities for teachers across the country. The Malaviya Mission Teacher Training Programme directly addresses this need by creating a unified, mission-driven programmes for capacity building of higher education faculty members. The faculty perception about the usefulness and effectiveness becomes significant in the successfulness of these programmes. In this backdrop, the present study examines the perceived effectiveness of the higher education faculty towards one of the most specially designed programmes viz. NEP 2020 Orientation and Sensitization Programme.

About MMTTC-NEP 2020 Orientation and Sensitization Programme

The Malaviya Mission Teacher Training Programme is one of the crucial national initiatives in strengthening India's Faculty Development ecosystem. The main objective of this programme is to enhance teacher competencies, promoting holistic development, integrating IKS, enhancing research competencies, using technology and fostering academic leadership that are essential for implementing NEP 2020 reforms effectively. MMTTP restructures and synergizes UGC-HRDCs and PMMMNMTT Centres to create a unified national framework and national platform for Continuous Professional Development (CPD) of HE faculty members. It strengthens teacher capacity and aims to prepare faculty for India's growing global academic pressure and research output. It offers a wide range of programmes annually including NEP Orientation and Sensitization, Faculty Induction Programme (FIP), Short term/Faculty Development Programme (FDP), Refresher Courses, Teacher Connect, Academic Leadership, STEM capacity building, Cyber Security & AI, Positive Mental Health through UGC-Malaviya Mission Teacher Training Centres (MMTTCs).

Among these, NEP 2020 Orientation and sensitization Programme is one of the most important programme under MMTTP that is designed to familiarize the Higher Education faculty with the vision, reforms and key themes of NEP 2020. It provides the structured orientation for understanding policy expectations and translating them into effective classroom and institutional practice. The objectives of this programme are given below:

- to internalize NEP's transformative goals with respect to holistic education, multidisciplinary learning, equality, flexibility and learner centric pedagogy.
- to adopt competency-based teaching.
- To incorporate Indian Cultural ethos, values and traditional knowledge system in teaching and research.
- to develop leadership skills for supporting institutional references and quality.
- to sensitize towards inclusivity and student diversity.
- to orient towards improving research quality, innovation and collaboration.
- to build competencies for ICT integration in Teaching and Research.

In order to realize the aforesaid objectives, comprehensive set of themes were identified by UGC to be covered in this programme. These are Holistic & Multidisciplinary Education, Indian Knowledge System, Academic Leadership, Governance and Management, Higher Education & Society, Research & Development, Skill Development, Student Diversity & Inclusive Education. According to UGC-MMTTP Guidelines, this programme is designed as 8 days Short Term Programme (STP) of 24 hours duration, to be delivered in online mode with an intake capacity of 100-200 participants per programme. The online mode allows wider

participation, reduces holistic barriers and ensure effective implementation of NEP 2020 policy.

Conceptual Meaning of Perceived Effectiveness Programme

In educational research, perceived effectiveness is considered to an important indicator of programme quality as it reflects on real experiences, satisfaction and outcomes given by participants refers to the extent to which the participants believe that the programme has successfully achieved its intended objectives and contributed to their knowledge, skill, attitude and professional growth. The study of this concept becomes relevant in such type of programmes where the success of training initiatives depends not only on the content delivered but also on how participants interpret and utilize the provided learning experiences. It encompasses several dimensions such as relevance of content, quality of resource persons, appropriateness of instructional methods, opportunities for interactions, applicable of learning and overall satisfaction with the programme. The positive perceptions lead to increased motivation, improved teaching practices, greater confidence in handling responsibilities and enhanced institutional performance. The perceived effectiveness of a programme depends on many factors such as programme design, duration, content organization, participant engagement, learning environment, technological support and programme management. The evaluation of perceived effectiveness is done usually by using surveys, questionnaire, scales, interviews, feedback forms and reflective reports. These methods help in gathering valuable insight into participants experiences and identify strengths and area of improvement. In context of NEP 2020 Orientation and Sensitization programme, perceived effectiveness assumes special importance as successful implementation of policy depends on faculty understanding, acceptance and readiness for change. Furthermore, it serves as a useful measure of evaluating whether the programme objectives are realized from participant perspective or not. It provides evidence regarding the relevance and utility of the programme and supports decision-making related to future planning, implementation and execution of programme.

Justification of the Study

Faculty development programmes are an established means of strengthening teaching competencies and professional practice in higher education and help university teachers to improve their teaching quality and respond to evolving pedagogical demands. Phuong et al. (2018) examined their contributions and limitations in developing teacher educators' pedagogical skills and use of technology. Bélisle et al. (2024) mapped the educational development landscape and emphasised the need for nuanced approaches to advancing teaching quality and professional development in higher education. In a systematised literature review, Smith and Wyness (2025) found that university-based professional development varies in composition, design, and purpose, while underscoring the value of relevant, structured, and collaborative provision in supporting teacher engagement. More recently, Marci et al. (2026) examined the impact of faculty development on university teaching practices, identified key indicators and reported effects, and highlighted the importance of evaluating outcomes beyond self-reported improvement. Together, these studies provide a strong basis for examining higher education faculty members' perceptions of faculty development programmes. NEP 2020 represents a paradigm shift in higher education, and faculty members are the primary stakeholders responsible for implementing its reforms. Understanding their perceptions of training effectiveness is therefore essential, as positive perceptions can support the successful adoption of educational reforms. Accordingly, the present study examines faculty members' perceptions of the effectiveness of the NEP 2020 Orientation and Sensitization

Programme.

Objective of the Study

- to examine perceived effectiveness of Higher Education faculty towards NEP 2020 Orientation and Sensitization Programme.
- to identify areas requiring improvement in the NEP 2020 Orientation and Sensitization Programme
- to suggest measures for enhancing NEP 2020 Orientation and Sensitization Programme

Research Method

The present study employed descriptive survey method for examining the perceived effectiveness of higher education faculty towards a specially designed programme of UGC- MMTTC viz. NEP 2020 Orientation and Sensitization Programme.

Population and Sample

The population consisted of all Higher Education faculty members across the country who successfully completed the NEP 2020 Orientation and Sensitization Programme organized by UGC-MMTTCs across the country. The sample of faculty members were selected using purposive sampling method with sample size of 162. The sample comprised of higher education faculty members of various universities and colleges who were the participants of NEP orientation and sensitization programme organized by various MMTTCs across the country. The detailed structure of the sample included by designation 108 Assistant Professor, 21 Associate Professor, 9 Professor & Research Scholars and 15 lecturers; by social category 109 General, 30 OBC, 21 SC & 2 ST and by gender 87 female and 75 males.

Research Tool

Faculty Perception rating Scale was developed to assess participants' views of the NEP 2020 Orientation and Sensitization Programme. It comprised of 12 statements across four dimensions viz. I. NEP 2020: Orientation, Sensitization and Conceptual Understanding, II. Teaching and Research Competence in line with NEP 2020, III. Programme Delivery and resources and IV. Preparedness for Implementation of NEP 2020. Each statement was rated on a five-point scale in five categories viz. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) &Strongly Disagree (SD). The reliability was assessed using the test–retest method, which yielded a coefficient of 0.86. The tool was validated by experts.

Results

The analysis and interpretation of the data obtained from the responses collected on 12 statements in five categories viz. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD) were carried out by finding frequency count (f) and Weighted Total Score (WTS) after giving weightage of 5,4,3,2,1 respectively followed by their percentage viz. f% & WTS% along with Mean Score and Positive Response% (SA+A). The results of the study are reported in three stages viz. statement wise, level wise and dimension wise which are as follows:

A. Statement wise Perceived Perception: The details of Statement wise Perceived Perceptions of HE faculty towards NEP 2020 Orientation & Sensitization Programme in terms of frequency% and Weighted Total Score% with Mean Score & Positive Response% are presented in Table -I

Table-I Statement wise Responses in five categories with WTS, WTS%, Mean Score & Positive Response

Statement No.	Categories										Weighted Total Score	WTS%	Mean Score	Positive % (SA+A)
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree					
	f	f%	f	f%	f	f%	f	f%	f	f%				
1.	108	**67**	49	**30**	3	**2**	0	**0**	2	**1**	747	92%	4.61	96.91%
2.	100	**62**	56	**35**	4	**2**	0	**0**	2	**1**	738	91%	4.56	96.30%
3.	107	**66**	49	**30**	4	**2**	0	**0**	2	**1**	745	92%	4.6	96.91%
4.	93	**57**	62	**38**	4	**2**	1	**0.6**	2	**1**	729	90%	4.5	96.30%
5.	93	**57**	58	**36**	9	**6**	0	**0.0**	2	**1**	726	90%	4.48	95.68%
6.	98	**60**	56	**35**	6	**4**	0	**0.0**	2	**1**	734	91%	4.53	95.06%
7.	95	**59**	59	**36**	5	**3**	1	**0.6**	2	**1**	730	90%	4.51	96.30%
8.	96	**59**	60	**37**	4	**2**	0	**0.0**	2	**1**	734	91%	4.53	95.06%
9.	99	**61**	58	**36**	4	**2**	0	**0.0**	1	**1**	740	91%	4.57	96.91%
10.	91	**56**	66	**41**	3	**2**	0	**0.0**	2	**1**	730	90%	4.51	95.68%
11.	89	**55**	63	**39**	7	**4**	1	**0.6**	2	**1**	722	89%	4.46	93.21%
12.	100	**62**	55	**34**	5	**3**	0	**0**	2	**1**	737	91%	4.55	93.83%

Statement 1: Helpful in orienting about the focus areas of NEP 2020

The analysis with regard to statement-1, reveals that the participants responded 67% in Strongly Agree, 30% in Agree, 2% in Neutral, 0%in Disagree & 1% in Strongly Disagree categories. The WTS for this statement is 747 and weighted percentage is 92% with mean score of 4.61. This indicates that the faculty perceived positively towards orientation about focus areas of NEP 2020. It can be said that the programme was perceived as exceptionally successful in setting a baseline orientation and introducing the key themes of the policy.

Statement 2: Helpful in sensitizing towards the intent of NEP 2020

It is evident from the table that statement 2, participants responded 62% Strongly Agree, 35% Agree, 2% Neutral, 0% Disagree & 1% Strongly Disagree. The WTS for this statement is 738 and weighted percentage is 91% with mean score of 4.56. The strong alignment of the perceived perception indicates that the programme succeeded in conveying not just the structural shifts but also the underlying philosophy and intent of NEP 2020.

Statement 3: Helpful in enhancing conceptual understanding about the Key themes of NEP 2020

For Statement 3, 66% of faculty members responded in Strongly Agree, 30% in Agree, 2% in Neutral, none in Disagree, and 1% in Strongly Disagree categories. The weighted total score is 745, with a weighted percentage of 92% and a mean score of 4.60. The high proportion of strongly agree responses indicate that the programme significantly improved faculty members' understanding of the key themes that form the foundational pillars of NEP 2020, reflecting a highly positive perception of the programme.

Statement 4: Helpful in providing insight for designing Teaching & Assessment in line with NEP 2020

The table reveals with regard to statement-4 that participants responded 57% in Strongly Agree, 38% in Agree, 2% in Neutral,1% in Disagree & Strongly Disagree categories. The WTS is found to be 729, and weighted percentage is 90% with mean score of 4.50. It indicates that the faculty strongly perceived the programme to be valuable in designing teaching and assessment in line with NEP 2020.

Statement 5: Helpful in providing insight to carryout research work in line with NEP 2020

The percentage of responses in Strongly Agree, Agree, Neutral, Disagree & Strongly Disagree categories for statement-5 were found to be 57%, 36%, 6%, 0% and 1% respectively. The WTS is 726 and 90% with 4.48 mean score which reveals that although faculty perceived research orientation as positive but signalled that carrying out research work in line with NEP 2020 needs deeper coverage.

Statement 6: Helpful in upgrading skills for integrating and using technology in academic work

The faculty responded 60%, 35%,4%, 0% and 1% respectively in Strongly Agree, Agree, Neutral, Disagree & Strongly Disagree categories for statement-6. The WTS is found to be 734 and 91% with mean score of 4.53. This indicates that participants strongly agreed that programme helped in developing skills for integrating and using technology in teaching process thereby affirming programme's relevance for flipped and blended classrooms.

Statement 7: The programme covers the focus areas of NEP 2020 effectively

With respect to statement-7, the table depicts that the percentage of faculty responded in Strongly Agree, Agree, Neutral, Disagree & Strongly Disagree categories is 59%, 36%, 3%, 1% & 1% respectively while the WTS is 730 and 90% with mean score of 4.51. This signifies that majority of participants felt that the programme covered the NEP 2020 focus areas appropriately and effectively.

Statement 8: The Resource Persons communicated the assigned key theme effectively

The percentage of participants responded in five categories for statement-8 as evident from table-I are 59% in Strongly Agree, 37% in Agree, 2% in Neutral, Nil in Disagree & 1% in Strongly Disagree. The WTS is 734 and 91% with the mean score of 4.53. The values show that the Resource Persons of the programme communicated their assigned theme effectively thereby confirming their high perceived domain mastery, pedagogical clarity and communication skills.

Statement 9: The learning material and resources provided during the programme were useful

For Statement 9, the response percentage of participants in five categories are 61% in Strongly Agree, 36% in Agree, 2% in Neutral, none in Disagree, and 1% in Strongly Disagree. The weighted total score is 734, with a weighted percentage of 91% and a mean score of 4.53. The 96.9% positive response indicates that participants considered the presentation handouts, session recordings, and other learning materials highly useful and accessible.

Statement 10: Helpful in building competencies for implementation of NEP 2020

For Statement 10, 56% of faculty members responded in Strongly Agree, 41% in Agree, 2% in neutral, none in Disagree, and 1% in Strongly Disagree categories. The weighted total score is 730, with a weighted percentage of 90% and a mean score of 4.51. The 96.91% positive response indicates that faculty members perceived the programme as highly effective in building competencies for implementing NEP 2020.

Statement 11: Helpful in enhancing abilities to carry-out all academic works in line with NEP 2020

For Statement 11, 55% of participants responded in Strongly Agree, 39% in Agree, 4% in Neutral, 0.6% in Disagree, and 1% in Strongly Disagree categories. The weighted total score is 722, with a weighted percentage of 89% and a mean score of 4.46. As the lowest-ranked statement in the survey, the finding suggests that institutions should provide support beyond introductory orientation to help faculty translate NEP 2020 into academic practice, including curriculum design and development, credit frameworks, and governance.

Statement 12: Overall helpful in providing a strong base for successful implementation of NEP 2020

The table reveals that the faculty responses on statement 12 in five categories are found to be 62% in Strongly Agree, 34% in Agree, 3% in Neutral, 0% in Disagree and 1% in Strongly Disagree. The weighted total score is found to be 737 and its percentage 91% with mean score of 4.55. The 95.68% positive response reflects that nearly all participants perceived the programme as a stepping stone for NEP 2020 implementation.

Thus, overall responses distribution in five categories are found to be 60.13% in Strongly Agree, 35.55% in Agree, 2.98% in Neutral, 0.15% in Disagree and 1.19% in Strongly Disagree along with the positive response (SA+A) of 95.68%.

B. Level wise Perceived Perception

The individual participant response on five categories Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree were given weightage of 5, 4, 3, 2 and 1 respectively for calculating the summated score. The total score range then was divided into 3 levels viz. high, medium and low followed by finding respondent count in line with the WTS range of each level. The number of respondent and their percentage are depicted in table - II.

Table-II Perceived Levels with No. & %age of Respondents

Perceived Level	No. of Respondents	%age of Respondents
High (56-60)	87	54%
Medium (51-55)	37	23%
Low (45-54)	38	23%

It is clear from the table that the perceived effectiveness in high level is 54%, and almost similar in medium and low level i.e. 23% which shows strong perceived effectiveness of higher education faculty members towards NEP Orientation and Sensitization Programme. However, a considerable proportion in medium and low levels suggests scope for improvement in relation to building competencies for carrying out research and academic activities as per NEP2020.

C. Dimension-wise Perceived Perception

The responses in the 12 statements taken in five categories viz. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) were grouped under four dimensions viz. I. NEP 2020:

Orientation, Sensitization and Conceptual Understanding, II. Teaching and Research Competence in line with NEP 2020, III. Programme Delivery and resources and IV. Preparedness for Implementation of NEP 2020. The data was analysed through weighted total score (WTS), its percentage (WTS%), mean score and positive responses % (SA+A) which are depicted in table -III

Table-III Dimension-wise Details of Responses in five categories with WTS, WTS%, Mean Score and Positive Response

Dimensions	Statements Nos.	Categories										WTS (out of 2,430)	WTS%	Mean Score (out of 5.00)	Positive Response % (SA + A)
		SA		A		N		D		SD					
		f	f%	f	f%	f	f%	f	f%	f	f%				
D-I	1, 2, 3	315	65	154	32	11	2	0	0	6	1	**2,230**	**91.77**	**4.59**	96.50
D-II	4, 5, 6	284	58	176	36	19	4	1	0.2	6	1	**2,189**	**90.08**	**4.5**	94.65
D-III	7, 8,9	290	60	177	36	13	3	1	0.2	5	1	**2,204**	**90.70**	**4.53**	96.09
D-IV	10, 11, 12	280	58	184	38	15	3	1	0.2	6	1	**2,189**	**90.08**	**4.5**	95.47

It is evident from the table III that the WTS% of all dimensions ranged from 90 to 92% while mean score and positive response % (SA+A) from 4.50 to 4.59 and 94.65% to 96.50% respectively. Thus, WTS% is found to be highest for dimension D-I and almost similar for other three dimensions. The mean score for D-I is highest followed by D-III and similar for D-II and D-IV. The positive response % (SA+A) is highest for D-I followed by D-III, D-IV and D-II respectively. The high range of WTS% indicates excellent performance in all dimensions reflecting high satisfaction of the participants and achievement of programme objectives. Similarly, the range of mean scores signifies that participants overwhelmingly endorsed the programme's effectiveness across all dimensions with negligible variation.

Conclusion

In nutshell, it can be said that successful implementation of NEP 2020 policy depends significantly on the preparedness and commitment of faculty members. The findings of the study reveal that higher education faculty members exhibit strong and positive perceived effectiveness towards NEP 2020 Orientation and Sensitization programme organized under the aegis of MMTTC. This programme facilitated not in orienting and sensitizing the key themes of NEP 2020 but also helped in promoting conceptual understanding along with teaching and research competence in-line with the policy. In addition to this, the programme provided a strong basis for delivery and resources as well as for preparedness for implementation of NEP 2020. Thus, the finding confirms that this programme effectively achieved its primary mandate of building awareness, conceptual clarity and preparedness among higher education faculty members. The strong consensus indicates that this programme established a motivational and conceptual base for effective implementation of NEP 2020. The future training interventions should be build up on this foundation by offering workshops style sessions. The study concludes that continuous training, institutional support, and professional engagement will further strengthen the implementation process of NEP2020 and contribute to the transformation of Indian higher education.

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