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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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