



NEP CELL REPORT 2025–26

1. Introduction

This report presents the second National Education Policy (NEP) 2020 Implementation Status Report of the College of Social Work, aligned with the UTSaH (Undertaking Transformative Strategies and Holistic Approach) framework. The reporting period (2025–26) reflects a shift from foundational implementation toward consolidation, expansion, and institutionalisation of NEP-driven reforms. During this phase, the College has focused on strengthening academic flexibility, deepening digital integration, expanding research and industry linkages, and formalising governance and policy frameworks. These efforts demonstrate a systematic approach toward building a learner-centric, multidisciplinary, and future-ready higher education ecosystem.

2. Key Achievements and Progress

2.1 Academic Reforms and Curriculum Consolidation

The College has successfully consolidated the implementation of the National Credit Framework (NCrF) across undergraduate and postgraduate programmes, thereby ensuring smoother credit transfer mechanisms, interdisciplinary course selection, and clearly structured academic pathways. The Academic Bank of Credits (ABC) system is now fully operational, with a noticeable increase in student participation and a more streamlined process for credit accumulation, transfer, and redemption. The Multiple Entry–Exit Mechanism (MEME) has been further strengthened through the introduction of clear institutional guidelines, improved academic advising systems, and enhanced documentation practices to support student mobility. Efforts have also been initiated to extend the adoption of the National Credit Framework (NCrF) to postgraduate diploma programmes, with the aim of ensuring consistency and uniformity across all academic offerings of the College.

2.2 Digital and Online Learning Expansion

The College has a SWAYAM Local Chapter approved for anchoring recognised online learning, thereby expanding access to high-quality digital learning resources. The development of an in-house Massive Open Online Course (MOOC) on Social Entrepreneurship has been initiated and is currently in the process of proposal writing. Preliminary groundwork has been undertaken for the establishment of a Digital Nodal Centre, which is intended to integrate Academic Bank of Credits (ABC) operations, MOOCs, Learning Management Systems (LMS), and institutional academic data systems into a unified framework. Faculty engagement with digital pedagogy has improved considerably, resulting in the wider adoption of blended learning approaches across multiple academic programmes.

2.3 Skill Development, Employability, and Industry Engagement

The role of the Professor of Practice has been effectively institutionalised within the academic framework of the College, contributing significantly to the strengthening of practice-based learning. This initiative has facilitated the incorporation of experiential learning modules, thereby enabling students to engage more actively with real-world contexts and applied knowledge. The College has expanded structured OJT which have enhanced the practical competencies and employability skills of students. In addition, there has been a marked increase in industry engagement through internships, guest lectures, practitioner-led sessions, and collaborative activities, thereby strengthening the interface between academia and the professional sector.

2.4 Research, Innovation, and Student Engagement

The restructured Research Development Cell (RDC) has taken significant initiatives to strengthen the institutional research ecosystem and promote a culture of inquiry. The College has actively encouraged interdisciplinary research projects that integrate perspectives across domains and address complex social issues. Faculty-student collaborative research and publication efforts have been promoted, resulting in increased academic output and engagement. These initiatives have contributed to a rise in student participation in research-oriented activities and innovation-driven learning processes.

2.5 Faculty Capacity Building and Professional Development

Faculty development initiatives have been expanded both in terms of frequency and scope, with a focus on enhancing teaching, research, and digital competencies. Multiple training programmes have been conducted during the academic year, covering areas such as NEP-aligned pedagogy, digital tools for teaching and learning, and research methodologies. There has been increased participation of faculty members in national-level training programmes, including the Malaviya Mission Teacher Training Programme (MMTTP), thereby strengthening professional development outcomes. Special emphasis has been placed on outcome-based education and curriculum design, ensuring alignment with contemporary academic standards and learner needs.

Sr. No.	Title of Programme	Date(s)	Resource Person(s)
1	FDP on Teaching Learning in Higher Education for Ad-Hoc Faculty (of CSWNN)	04-06-2025 to 06-06-2025	Prof. Nasreen Rustomfram Prof. Lata Narayan Ms. Mary D'Souza
2	Workshop on Field Work Supervision for Faculty Advisors	07-07-2025	Dr. Geeta Balakrishnan
3	Pedagogical Use of Presentation Tools: From Design to Delivery	21-07-2025	Ms. Winona Pereira and Mr. Rohit Alfred

4	Community–University Partnerships and the Use of Community Contexts to Strengthen Teaching and Learning	29-09-2025	Prof. Raisuyah Bhagwan, Durban University of Technology, South Africa
5	Effective Data Presentation and Institutional Data Management Using Excel: Graphs, Dashboards and Infographics	21-11-2025	Ms. Archana Bhide, Jhunjhunwala College
6	Comprehensive Approaches to Mental Health: Student-Centred, Stakeholder-Inclusive Perspective	06-03-2026 to 07-03-2026	Dr. Konrad Noronha

2.6 Institutional Planning and Governance Strengthening

The Institutional Development Plan (IDP) 2024–2029 has moved into its implementation phase, with measurable progress observed across key strategic areas. Progress has also been achieved in digital transformation initiatives, aimed at enhancing institutional efficiency and academic administration. Furthermore, efforts have been initiated to formalise institutional policy frameworks, including those related to credit transfer, digital governance, and academic mobility.

2.7 Student Support, Inclusion, and Well-being

The College has strengthened its student grievance redressal mechanisms to ensure greater responsiveness, transparency, and accessibility. Statutory and support cells, including the Internal Committee (IC), Equal Opportunity Cell, and Women’s Cell, have continued to function actively and effectively. Planning processes have been initiated for the establishment of a dedicated Student Wellness Centre, which will address the mental, emotional, and physical well-being of students. Co-curricular and value-based initiatives, such as Mulyapravah 2.0, have been sustained to promote ethical values, citizenship, and social responsibility among students.

2.8 Indian Knowledge Systems (IKS) and Holistic Education

The integration of Indian Knowledge Systems (IKS) into the curriculum has been further strengthened, with increased emphasis on contextual relevance and interdisciplinary application. These efforts have facilitated the incorporation of indigenous knowledge, perspectives, and practices into teaching and learning processes. The College has also continued to promote the use of regional languages in academic contexts, particularly at foundational levels, thereby enhancing accessibility and inclusivity.

3. Areas Requiring Focused Attention (Roadmap)

3.1 Policy and Academic Frameworks

There is a requirement to ensure the full integration of the National Credit Framework (NCrF) across all academic programmes, including postgraduate diplomas. The development of structured academic pathways is necessary to support the transition toward a multidisciplinary institutional model.

3.2 Digital Infrastructure

The establishment and operationalisation of a Digital Nodal Centre is essential for effective coordination of digital academic systems. There is a need to integrate Learning Management Systems (LMS), Academic Bank of Credits (ABC), MOOCs, and institutional databases into a unified digital ecosystem.

3.3 Institutional Expansion and Multidisciplinarity

The College must initiate formal processes to obtain recognition for off-campus or satellite centres in accordance with university regulations. A clearly defined roadmap is required to guide the transition toward a multidisciplinary institutional framework.

3.4 Industry and Employability Linkages

There is a need to further strengthen structured partnerships with industry and professional organisations. The College should expand its placement support systems and career guidance services to enhance student employability outcomes.

3.5 Faculty Development

Efforts must be made to achieve higher levels of faculty participation in national training programmes such as MMTTP, with a target of at least 75 percent coverage. The College should also encourage international exposure and collaborative opportunities for faculty members.

3.6 Student Wellness and Support Systems

The establishment of a fully functional Student Wellness Centre should be prioritised to address student well-being comprehensively. There is a need to integrate counselling, health services, and student support systems into a cohesive framework.

3.7 Internationalisation

The College should establish a dedicated International Affairs Office to coordinate global collaborations and partnerships. Efforts should be made to operationalise existing Memoranda of Understanding (MoUs) through student exchange, joint programmes, and dual degree initiatives.

3.8 Alumni Engagement

The formation of a structured Alumni Connect Cell is necessary. Alumni networks should be leveraged for mentoring, placement support, fundraising, and institutional branding initiatives.

4. Conclusion

The academic year 2025–26 represents a significant phase of consolidation and forward progression in the College’s journey toward implementing NEP 2020. The institution has successfully transitioned from foundational reforms to deeper integration, enhanced capacity building, and systemic strengthening. With a sustained focus on policy formalisation, digital integration, research expansion, and multidisciplinary development, the College is well-positioned to advance into the next phase of transformation. Continued commitment and strategic planning will be essential to achieving the long-term vision of becoming a holistic, inclusive, and future-ready higher education institution.

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