

## **NEP Cell Report 2024–25**

### **1. Introduction**

This report presents the first National Education Policy (NEP) 2020 Implementation Status Report of the College, prepared in alignment with the UTSaH (Undertaking Transformative Strategies and Holistic Approach) framework. The reporting period covers academic initiatives and institutional reforms undertaken during 2024–25, with a focus on compliance, capacity building, and systemic transformation envisioned under NEP 2020.

The College has demonstrated a proactive and strategic commitment towards operationalizing NEP 2020 through curriculum restructuring, learner-centric pedagogies, institutional governance reforms, inclusion initiatives, and future-oriented planning mechanisms. This report summarizes key achievements, ongoing initiatives, and areas requiring focused attention.

### **2. Key Achievements and Progress**

#### **2.1 Academic Reforms and Curriculum Alignment**

A major milestone during the reporting period has been the adoption of the National Credit Framework (NCrF) across Undergraduate (UG) and Postgraduate (PG) programmes. This transition has enabled credit-based learning flexibility, interdisciplinary mobility, and alignment with national higher education standards.

In consonance with NEP 2020, the College has successfully implemented the Academic Bank of Credits (ABC) and Multiple Entry–Exit Mechanism (MEME) in both undergraduate and postgraduate programmes. These reforms ensure learner mobility, recognition of prior learning, and academic continuity, thereby enhancing access, equity, and student retention.

#### **2.2 Digital and Online Learning Integration**

The College has formally adopted a MOOCs Policy, enabling students to earn academic credits through recognized platforms such as SWAYAM. This initiative has broadened learning opportunities, promoted self-paced education, and encouraged exposure to nationally curated content.

Further, the College is actively exploring opportunities to apply for Expressions of Interest (EoI) for the development of MOOCs. As a pilot initiative, the institution proposes to develop a MOOC on Social Entrepreneurship, in collaboration with the Extension Centre. Additional courses will be considered progressively, based on institutional preparedness, logistical feasibility, and faculty expertise.

Faculty members eligible for MOOC development will be informed, and interested faculty will be encouraged to participate in content creation, instructional design, and delivery processes.

### 2.3 Skill Development and Industry Orientation

In alignment with NEP's emphasis on employability, skills, and entrepreneurship, the College has appointed a Professor of Practice. This initiative aims to bridge academia and practice by strengthening experiential learning, vocational exposure, entrepreneurship development, and industry relevance within academic programmes.

### 2.4 Research and Innovation Ecosystem

The Research Development Cell (RDC) has been rebranded to align with evolving national research priorities. The Cell is currently exploring the introduction of research internships to cultivate inquiry-based learning, research aptitude, and innovation skills among students.

### 2.5 Faculty Capacity Building

Teacher professional development has been accorded high priority. The College has initiated structured faculty capacity-building programmes, with 2 to 5 training programmes conducted annually. These initiatives focus on pedagogical innovation, outcome-based education, digital tools, research skills, and NEP-aligned teaching practices.

### 2.6 Institutional Planning and Governance

To support evidence-based decision-making and long-term transformation, the College launched its Institutional Development Plan (IDP) 2024–2029. The IDP serves as a strategic roadmap covering academic expansion, infrastructure development, research growth, digital transformation, and governance reforms.

### 2.7 Student Support, Inclusion, and Human Values

The College has robust mechanisms for student grievance redressal and an operational Internal Complaints Committee (ICC), ensuring a safe, transparent, and responsive institutional environment.

Strong emphasis has been placed on equity and inclusion, reflected through the functioning of the Equal Opportunity Cell, Women's Cell, and sustained community engagement initiatives. The promotion of ethical values, citizenship, and social responsibility is further strengthened through Mulyapravah 2.0, reinforcing NEP's vision of holistic education.

## 2.8 Indian Knowledge Systems and Language Promotion

In line with NEP 2020, Indian Knowledge Systems (IKS) have been embedded into the curriculum across relevant courses. The College has also encouraged instruction in local and regional languages at foundational levels, supporting inclusivity, cognitive accessibility, and contextual learning.

### 3. Areas Requiring Focused Attention

Despite significant progress, the following areas require strategic attention and phased implementation:

1. Policy Development and Academic Pathways
  - Formulation of formal policies for inter-institutional credit transfer
  - Extension of NCrF adoption to postgraduate diploma programmes
2. Digital Infrastructure
  - Establishment of a Digital Nodal Centre to coordinate digital learning platforms, ABC operations, MOOCs, and academic data systems
3. Institutional Expansion
  - Exploration of formal approval for off-campus centre / satellite campus status for the Goregaon Extension Centre, as per University of Mumbai provisions
4. Industry Engagement
  - Strengthening HEI–industry linkages through structured internships, collaborative projects, guest faculty, and placement partnerships
5. Faculty Development Coverage
  - Enhanced participation in the Malaviya Mission Teacher Training Programme (MMTTP), with a target of 75% faculty coverage
6. Student Wellness
  - Establishment of a Student Wellness Centre addressing physical, emotional, and mental health needs
7. Internationalisation
  - While MoUs with foreign universities have been signed, there is a need to establish an International Affairs Office
  - Introduction of twinning, joint, or dual degree programmes

## 8. Alumni Engagement

- Formation of a dedicated Alumni Connect Cell to support mentoring, fundraising, placements, and institutional branding

## 9. Multidisciplinary Transition Roadmap

- Development of a clear, phased roadmap to transform the College from a single-stream institution into a multidisciplinary college, with a targeted student strength of 3,000 by 2040

## 4. Conclusion

The College has made commendable progress in aligning its academic, administrative, and governance structures with the vision of NEP 2020 and UTSaH guidelines. While foundational reforms have been successfully implemented, the next phase will require consolidation, policy formalization, capacity enhancement, and strategic expansion to achieve long-term transformation and multidisciplinary growth.

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