Shree Rahul Education Society's (Regd.)
SHREE L. R. TIWARI DEGREE COLLEGE
(Arts | Commerce | Science)
UGC Recognition under sec 2(f) of the UGC Act 1956 | Approved by Government of Maharashtra | NAAC Accredited with Grade 'A' (1st Cycle) | Affiliated to University of Mumbai | College Code -1064 | ISO Certified 9001:2015 | Hindi Linguistic Minority institution

NEP 2020: From Policy to Practice

How well do you know the New Education Policy?

Faculty Awareness Online Quiz

- Holistic Education
- Curriculum Reforms
- Research & Innovation
- Technology & Digital Learning
- Multidisciplinary Education
- Skill Development
- Indian Knowledge Systems

Test Your Awareness • Reflect • Learn • Implement

September 26, 2026

10.30 am onwards
Mode: Online

Shree L. R. Tiwari Degree College of Arts, Comm. & Sci. ★ Mira Road (East)

Shree Rahul Education Society's (Regd.)
SHREE L. R. TIWARI DEGREE COLLEGE
(Arts | Commerce | Science)
UGC Recognition under sec 2(f) of the UGC Act 1956 |
Approved by Government of Maharashtra |
NAAC Accredited with CGPA-3.14 Grade 'A' (1st Cycle) |
Affiliated to University of Mumbai |
College Code - 1064 | ISO Certified 9001:2015 |
Hindi Linguistic Minority institution

Education For All

Notice No: SLRTDC/2026-27/ **Date: 21st September, 2026**

NOTICE
NEP 2020: From Policy to Practice

All faculty members are invited to participate in an **Online Quiz on the National Education Policy (NEP) 2020**, designed to assess and strengthen awareness of its key provisions, reforms, and implementation priorities.

The activity, titled **"NEP 2020: From Policy to Practice,"** aims to provide faculty members with an engaging opportunity to reflect on their understanding of the policy and its implications for higher education.

Date: 26th September 2026
Time: 10:30 a.m. onwards
Mode: Online

Objectives

- To assess faculty awareness and understanding of the major provisions of **NEP 2020**.
- To familiarize faculty with the various **verticals and key reform areas** of the policy.
- To promote awareness of NEP 2020's implications for **teaching, learning, assessment, curriculum, research, skill development, and holistic education**.
- To encourage faculty to connect policy provisions with **institutional practices and classroom experiences**.
- To identify areas where further orientation, discussion, and capacity building may be required.
- To encourage a culture of continuous learning and active participation in the implementation of NEP 2020.

Faculty members are encouraged to participate actively and complete the Google Quiz within the stipulated time.

Dr. Saee Sawant
NEP Committee – Coordinator

Shree L. R. Tiwari Degree College of Arts, Comm. & Sci. Mira Road (East)

Dr. Anju Arya
Principal

Shree Rahul Education Society's (Regd.)
SHREE L. R. TIWARI DEGREE COLLEGE
(Arts | Commerce | Science) UGC Recognition under sec 2(f) of the UGC Act 1956 | Approved by Government of Maharashtra | NAAC Accredited with Grade 'A' (1st Cycle) | Affiliated to University of Mumbai | College Code - 1064 | ISO Certified 9001:2015 | Hindi Linguistic Minority institution

REPORT ON "NEP 2020: FROM POLICY TO PRACTICE"

Date: September 2026
Participants: 46 Faculty Members
Departments Represented: B.Com., B.Com. (Management Studies), B.Com. (Accounting & Finance), B.Com. (Banking & Insurance), BAMMC, M.Com., B.Sc. and related programmes.

A faculty assessment on **"NEP 2020: From Policy to Practice"** was conducted to assess the understanding of faculty members regarding the key provisions and implementation aspects of the National Education Policy (NEP) 2020.

The assessment covered important areas such as **multidisciplinary education, Major and Minor courses, Open Electives, AEC, SEC, VAC, Academic Bank of Credits (ABC), National Credit Framework (NCrF), Multiple Entry and Multiple Exit (MEME), Indian Knowledge Systems (IKS), experiential learning and learner-centric pedagogy.**

Participation and Assessment Performance

The assessment received responses from 46 faculty members. The overall performance was encouraging, with an average score of 18.17 out of 20, indicating a strong foundational understanding of the concepts covered.

Out of 46 participants, 29 faculty members secured a perfect score of 20/20, while 37 participants scored above 16 marks. These results indicate a high level of awareness among the participating faculty members regarding the major provisions of NEP 2020.

The assessment provided an opportunity to review faculty preparedness and identify areas where additional guidance could support effective institutional implementation.

Key Findings

Understanding of NEP 2020 and Curriculum Reforms

The assessment covered the shift towards holistic, flexible and multidisciplinary education. Faculty members were assessed on their understanding of Major and Minor courses, Open Electives, AEC, SEC and VAC. These components are important for promoting academic flexibility, skill development, communication abilities, employability and the overall development of students.

Awareness of Academic Credit Frameworks

The assessment included questions on the Academic Bank of Credits (ABC) and the National Credit Framework (NCrF). These concepts are important for understanding credit accumulation, transfer and flexible academic progression. Continued orientation in these areas can help faculty members guide students regarding credit requirements and academic mobility.

Understanding of Multiple Entry and Multiple Exit

The concept of Multiple Entry and Multiple Exit (MEME) was included to assess awareness of flexible educational pathways. Understanding this provision is important for guiding students regarding academic progression and the opportunities available at different stages of undergraduate education, in accordance with applicable regulations.

Experiential Learning and Learner-Centric Pedagogy

The assessment highlighted the importance of moving beyond conventional lecture-based teaching. Experiential learning through projects, case studies, internships, fieldwork and community engagement can help students connect theoretical knowledge with practical situations.

Awareness of Indian Knowledge Systems

Indian Knowledge Systems (IKS) formed another important area of the assessment. The inclusion of IKS in higher education promotes awareness of relevant Indian knowledge traditions, values and perspectives, contributing to a more contextualised and culturally relevant learning environment.

Faculty Preparedness and Capacity Building

The assessment results indicate a strong foundational level of faculty awareness. However, effective implementation requires more than conceptual understanding. Faculty members need practical guidance on curriculum planning, credit distribution, assessment methods, student mentoring and innovative teaching practices.

Conclusion

The faculty assessment on "NEP 2020: From Policy to Practice" was a meaningful academic and professional development initiative that helped evaluate faculty awareness of the major provisions of the National Education Policy 2020.

The overall performance was encouraging, with an average score of 18.17 out of 20. Furthermore, 29 out of 46 participants achieved a perfect score of 20/20, reflecting a strong level of conceptual understanding among a substantial proportion of the participating faculty members.

The feedback analysis also highlighted the importance of conducting further orientation programmes, particularly those focusing on practical implementation, credit distribution, curriculum structures and learner-centric teaching practices.

The findings suggest that the institution has a positive foundation for NEP 2020 implementation. However, sustained efforts are required to translate policy awareness into effective academic practices. Regular workshops, interactive training sessions, peer-learning opportunities and institution-specific guidance can strengthen faculty preparedness and contribute to improved teaching-learning processes.

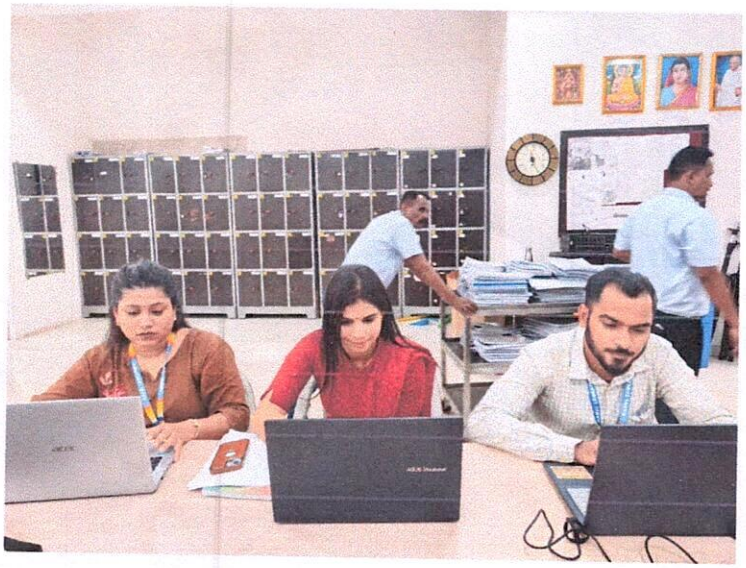
Overall, the assessment reinforced the importance of continuous professional development in ensuring the effective implementation of NEP 2020 and promoting holistic, flexible, multidisciplinary and skill-oriented higher education.

Dr. Saee Sawant
Examination & NEP Coordinator

Dr. Anju Arya
Principal

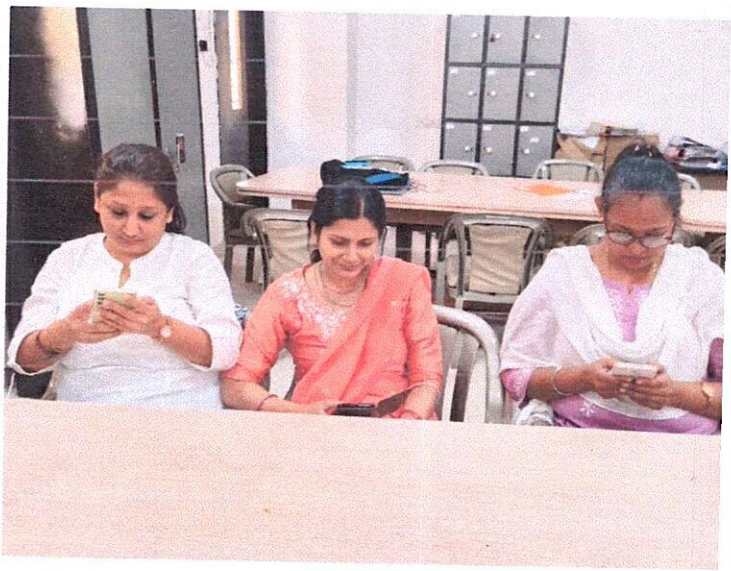
Shree L. R. Tiwari Degree College of Arts, Comm. & Sci. Mira Road (East)

Principal
Shree L. R. Tiwari Degree College of Arts, Comm. & Sci.
Kanakia Park, Mira Road (E)
Dist. Thane - 401107. Maharashtra









Shree Rahul Education Society's (Regd.)
SHREE L. R. TIWARI DEGREE COLLEGE
(Arts | Commerce | Science) UGC Recognition under sec 2(f) of the UGC Act 1956 | Approved by Government of Maharashtra | NAAC Accredited with Grade 'A' (1st Cycle) | Affiliated to University of Mumbai | College Code -1064 | ISO Certified 9001:2015 | Hindi Linguistic Minority institution

FEEDBACK ANALYSIS REPORT
"NEP 2020: FROM POLICY TO PRACTICE"

1. Introduction

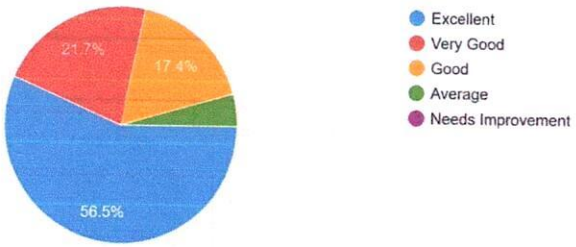
A feedback survey was conducted among faculty members following the "NEP 2020: From Policy to Practice" quiz/assessment. The purpose of the feedback was to evaluate the relevance and effectiveness of the assessment, identify areas requiring further orientation, and gather suggestions for future NEP 2020 capacity-building programmes.

A total of **46 faculty members** participated in the feedback survey. The feedback covered the relevance and clarity of the quiz, its level of difficulty, changes in self-reported awareness, areas requiring further clarification, preferred formats for future orientation programmes, and the need for follow-up sessions on NEP verticals and credit distribution.

The analysis provides useful inputs for planning future faculty development initiatives and strengthening the implementation of NEP 2020 within the institution.

2. Overall Feedback on the Relevance of the Quiz

1. How would you rate the overall relevance of the quiz to your understanding of NEP 2020?
46 responses

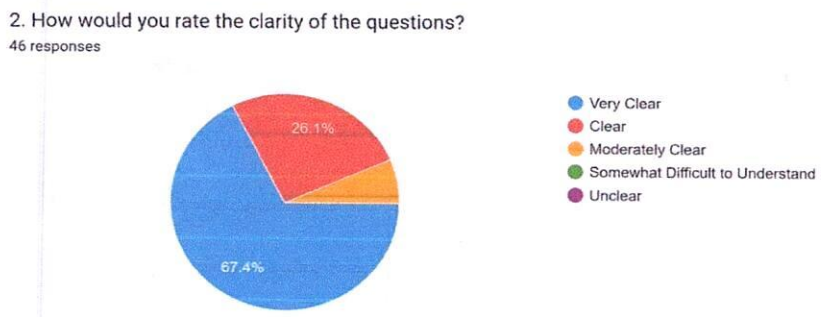


The feedback indicates that the quiz was highly relevant to faculty members' understanding of NEP 2020.

A total of **44 out of 46 respondents (95.65%)** rated the relevance of the quiz as Good, Very Good or Excellent. Among them, 26 respondents rated it as Excellent, 10 as Very Good and 8 as Good. Only 2 respondents rated the quiz as Average.

This indicates that the assessment was appropriately aligned with faculty members' needs to understand the major provisions, terminology and implementation aspects of NEP 2020.

3. Clarity of Questions

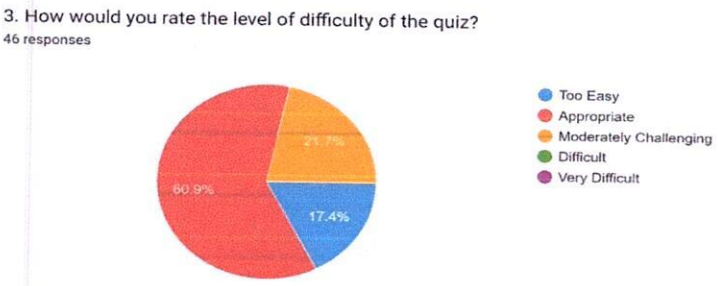


The clarity of the questions received highly positive feedback. A total of **43 respondents (93.48%)** found the questions either Very Clear or Clear. Of these, 31 respondents rated the questions as Very Clear, while 12 rated them as Clear. Three respondents considered the questions Moderately Clear.

These findings demonstrate that the questionnaire was generally easy to understand and that the language and structure of the questions were appropriate for the participating faculty members. Future assessments may continue to use clear, concise questions while incorporating practical and application-based scenarios.

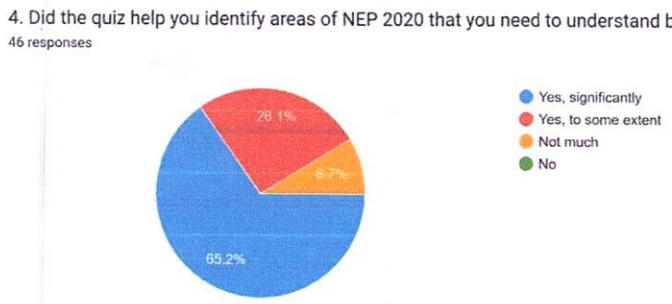
4. Analysis of the Difficulty Level

The majority of faculty members found the difficulty level appropriate or moderately challenging.



A total of **38 respondents (82.61%)** considered the quiz either Appropriate or Moderately Challenging. Among these, 28 respondents considered the difficulty level Appropriate, while 10 found it Moderately Challenging. The remaining 8 respondents considered the quiz Too Easy.
This indicates that the quiz was reasonably designed to assess faculty understanding while encouraging participants to reflect on areas where further learning may be required. Future assessments could include more practical questions and case-based scenarios to assess the application of NEP 2020 provisions.

5. Identification of Areas Requiring Further Understanding



One of the most important outcomes of the feedback was the extent to which the quiz helped faculty members identify areas requiring further clarification.

A significant **42 out of 46 respondents (91.30%)** stated that the quiz helped them identify areas of NEP 2020 that they needed to understand better. Of these, 30 respondents indicated that the quiz helped them significantly, while 12 stated that it helped them to some extent. Four respondents reported that it did not help much.

This demonstrates that the quiz functioned not only as an assessment activity but also as a self-reflection and diagnostic learning tool. It helped faculty members recognise the need for further clarification on specific provisions and their practical application.

6. Areas Requiring Further Orientation

The responses identified several NEP-related areas where faculty members would benefit from additional orientation. Since respondents could select multiple areas, the following table presents the frequency with which each area was identified.

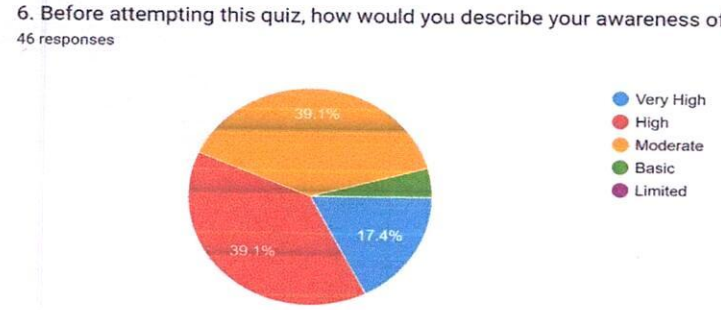
Area Requiring Orientation	No. of Responses
Major and Minor	20
Academic Bank of Credits (ABC)	16
Value-Added Courses (VAC)	14
National Credit Framework (NCrF)	13
NEP 2020 Vision and Objectives	13
Skill Enhancement Courses (SEC)	13
National Higher Education Qualifications Framework (NHEQF)	11
NEP-based Assessment and Pedagogy	11
Open Elective Courses (OEC)	11
Multidisciplinary Education	11
Ability Enhancement Courses (AEC)	9
Internship and Experiential Learning	9
Indian Knowledge Systems (IKS)	8

Multiple Entry and Multiple Exit (MEME)	7

The most frequently identified area was **Major and Minor courses**, followed by Academic Bank of Credits (ABC) and Value-Added Courses (VAC). National Credit Framework (NCrF), NEP 2020 Vision and Objectives, and Skill Enhancement Courses (SEC) were also identified as important areas requiring further clarification.

These findings suggest that future orientation programmes should focus on the practical implementation of curriculum components, credit structures and academic frameworks applicable to the institution and its affiliating university.

7. Change in Faculty Awareness Before and After the Quiz



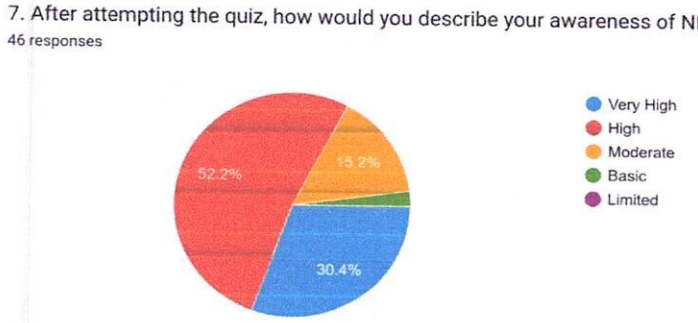
The feedback provides an indication of changes in faculty members' self-reported awareness of NEP 2020 before and after attempting the quiz.

Before the Quiz

Before attempting the quiz, 18 faculty members reported High awareness, 18 reported Moderate awareness, 8 reported Very High awareness, and 2 reported Basic awareness.

Thus, 26 respondents described their awareness as High or Very High, while 20 reported Basic or Moderate awareness

After the Quiz



Following the quiz, 24 faculty members reported High awareness, 14 reported Very High awareness, 7 reported Moderate awareness, and 1 reported Basic awareness.

The number of faculty members reporting High or Very High awareness increased from **26 to 38**, while those reporting Basic or Moderate awareness decreased from **20 to 8**.

This represents a positive shift in self-perceived awareness and suggests that the quiz helped reinforce faculty members' understanding of NEP 2020 concepts. However, these figures reflect self-reported awareness and should not be interpreted as a formal measurement of learning gain.

8. Most Useful Aspects of the Quiz

Faculty members identified several aspects of the quiz as particularly useful.

Most Useful Aspect	No. of Responses
Understanding NEP terminology and verticals	18
Understanding ABC and NCrF	8
Understanding the role of faculty in NEP implementation	6
Understanding the credit system	5
Understanding curriculum components	5
Other	3
Application-based/case-based questions	1

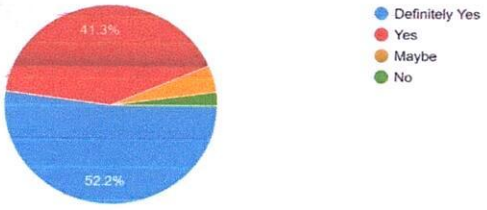
The findings indicate that **understanding NEP terminology and verticals** was the most useful aspect of the quiz. This was followed by understanding ABC and NCrF and recognising the role of faculty members in NEP implementation.

These results highlight the importance of explaining NEP-related terminology, academic frameworks and faculty responsibilities through practical examples. These areas should form an important part of future faculty orientation programmes.

9. Need for a Detailed NEP 2020 Orientation Programme

The feedback strongly supports the need for a detailed faculty orientation programme on NEP 2020.

9. Do you feel that faculty members would benefit from a detailed orientation Programme on NEP 2020 and its implementation in our institution?
46 responses



A total of **43 out of 46 respondents (93.48%)** indicated that faculty members would benefit from a detailed orientation programme. Of these, 24 respondents selected Definitely Yes and 19 selected Yes. Two respondents selected Maybe, while one respondent selected No.

This finding demonstrates substantial faculty interest in continued professional development and structured institutional support. A detailed orientation programme would help faculty members develop a clearer understanding of NEP provisions and their practical application in teaching, curriculum planning, assessment and student mentoring.

10. Preferred Format for Future Orientation Programmes

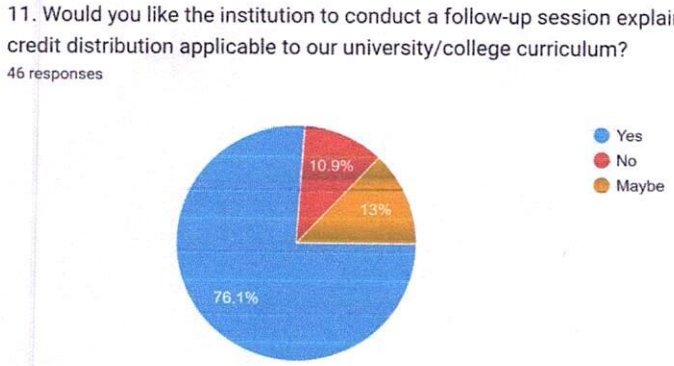
Faculty members expressed a preference for interactive and practical modes of learning.

Preferred Format	No. of Responses
Interactive Faculty Orientation	17
Workshop	13
Hands-on session on NEP curriculum and credit structure	10
Case-study-based discussion	3
Presentation followed by Q&A	1
Quiz/Assessment-based learning	1
Short module-wise sessions	1

The most preferred format was **Interactive Faculty Orientation**, followed by Workshops and Hands-on Sessions on NEP curriculum and credit structure.

These preferences indicate that faculty members value opportunities for discussion, interaction, practical application and collaborative learning. Future programmes should therefore combine presentations with demonstrations, case studies, group discussions and practical exercises rather than relying exclusively on conventional lecture-based sessions.

11. Requirement for a Follow-Up Session



Faculty members were asked whether they would like the institution to conduct a follow-up session explaining NEP verticals and credit distribution applicable to the university/college curriculum.
A total of **35 out of 46 respondents (76.09%)** specifically requested a follow-up session. Six respondents selected Maybe, while five respondents selected No.
This finding supports the need for a focused practical session on NEP verticals, credit distribution, Major and Minor courses, OEC, AEC, SEC, VAC, ABC, NCrF and other curriculum components applicable to the institution.
Such a session would help address faculty queries, improve consistency in curriculum implementation and strengthen the guidance provided to students.

12. Qualitative Feedback and Suggestions

The written feedback received from faculty members was generally positive. Several respondents described the quiz as informative, useful, appropriate and easy to understand. Faculty members also encouraged the institution to continue the initiative and organise additional learning opportunities.

The suggestions primarily focused on:

1. Conducting detailed NEP orientation workshops.
2. Providing more practical examples and demonstrations.
3. Including case studies and hands-on activities.
4. Increasing interaction during orientation programmes.
5. Conducting seminars and demonstration classes periodically.
6. Providing guidance on the implementation of NEP provisions in day-to-day teaching and academic activities.
7. Offering additional orientation on assessment practices and Continuous Internal Assessment (CIA).
8. Creating greater opportunities for student research and innovation.
9. Conducting follow-up sessions on curriculum structures and credit distribution.
10. Shifting the emphasis from theoretical explanations to practical, implementation-oriented guidance.

The qualitative responses indicate that faculty members are interested in moving beyond theoretical understanding towards the effective implementation of NEP 2020 in their academic responsibilities.

13. Major Findings of the Feedback Analysis

The overall feedback analysis reveals the following major findings:

1. **95.65%** of respondents rated the quiz relevance as Good, Very Good or Excellent.
2. **93.48%** of respondents found the questions Clear or Very Clear.
3. **82.61%** considered the difficulty level Appropriate or Moderately Challenging.
4. **91.30%** stated that the quiz helped them identify areas requiring further understanding.
5. The number of faculty members reporting High or Very High awareness increased from 26 before the quiz to 38 after the quiz.
6. Major and Minor courses, ABC and VAC emerged as the most frequently identified areas requiring further orientation.
7. **93.48%** of respondents agreed or strongly agreed that faculty members would benefit from a detailed orientation programme, selecting Yes or Definitely Yes.
8. Interactive Faculty Orientation was the most preferred format, followed by Workshops and Hands-on Sessions.
9. **76.09%** of respondents specifically requested a follow-up session on NEP verticals and credit distribution.
10. Qualitative feedback highlighted the need for practical demonstrations, case studies, interactive learning and institution-specific implementation guidance.

14. Conclusion

The feedback survey on **"NEP 2020: From Policy to Practice"** was a valuable initiative for understanding faculty perceptions of the assessment and identifying priorities for future professional development.

The feedback was highly encouraging, with 95.65% of respondents rating the quiz relevance positively and 93.48% finding the questions clear. Furthermore, 91.30% of respondents stated that the quiz helped them identify areas requiring further understanding.

The findings also indicate a positive shift in self-reported awareness following the quiz. At the same time, the responses highlight the need for further orientation on Major and Minor courses, ABC, VAC, NCrF, curriculum components and NEP-based assessment practices.

The strong preference for interactive orientation, workshops and hands-on sessions demonstrates that faculty members are interested in practical learning opportunities. The request for follow-up sessions further reinforces the importance of providing institution-specific guidance on NEP verticals and credit distribution.

Overall, the feedback suggests that the quiz served as a useful awareness-building and self-reflection activity. Regular orientation programmes, practical workshops, collaborative learning and continuous professional development will help translate faculty awareness into effective academic practices and support the successful implementation of NEP 2020.

Dr. Saee Sawant
Examination & NEP Coordinator

Shree L. R. Tiwari Degree College of Arts, Comm. & Sci. Mira Road (East)

Dr. Anju Arya
Principal

Principal
Shree L. R. Tiwari Degree College of Arts, Comm. & Sci.
Kanakia Park, Mira Road (East),
Dist. Thane - 401107. Maharashtra