

Dialogue Paper 2: UG courses

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Beginning of UG degree in Hr.Education in independent India:

A statutory university can award degree with a generic name of B.Sc., B.A., B.Com., etc specified under Section 22 of UGC Act, 1956, with the due approval of its competent councils and statutory councils, wherever required and in accordance with the Regulations notified by UGC from time to time. No new degree course may be started by any institution..The eligibility to admission to UG is 12 year of school education as per Hr.Education commission recommendation and now it is pass in 10+2.

Till date the admission to UG is institution based and specific guidelines are issued by the concerned Govt.and universities. The UG degrees are mostly three year now and pass in UG with eligible marks differ from different state eligible for two year PG degree admission There were students who studied two year degree before 1986. They may study PG as per UGC letter 17th Aug.2015. ..

Vocationalisation: The UG degree in due course of time is attempted with vocationalisation partly to fully.A degree may include vocational subject along with academic subjects. For example the UG chemistry may have a vocational subject, Textile chemistry. The botany UG may have biotechnology as a special subject.Later the UG courses were started vocational subjects.For example B.Sc. Biotechnology with more focus on technology rather than science. At the same time vocationalisation of subjects cannot compete with same engineering and technology courses under technical education. Last few years we could see UG vocational courses as B.Voc.

CBCS (Choice Based Credit System): Over the time the course and examinations of UG have been under reforms. It moved from yearly examinations to semester exams; from external marks to internal and external marks. This system moves to Choice Based Credit System (CBCS) incorporating non core subjects to expand the knowledge other than main subjects.CBCS allows students to choose inter-

disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests, and aptitude), and more flexibility for students).CBCS is met with failures such as dilution of core subjects, no extra infrastructure and human resources for carrying out inter-disciplinary, intra-disciplinary courses and skill oriented papers.

OBCS (Outcome Based Learning Outcomes):Now UGC has recommended Outcome Based Credit System(OBCS) from 2021.The aim is to equip the students with knowledge, skill, values and attitude.

NEP-2020 and its recommendations: Some Key recommendations related to UG courses: 1) NTA to offer Common Entrance Exam for Admission to HEIs; 2) Holistic Multidisciplinary Education with multiple entry/exit options 3) Autonomous multi-disciplinary institutions.4) Establishment of Academic Bank of Credit; 5) Expansion of open and distance learning to increase GER.6) Internationalization of Education 7) Promotion Indian Knowledge System

1) NTA to offer Common Entrance Exam for Admission to HEIs: Now NTA started functioning by conducting Common University Entrance Test. This one nation one entrance test will harm diversity of school and university examination. By this school student may prefer coaching for entrance rather than regular study. The diversified school education system (urban and rural;central board and state board education; poor and rich) across the nation is not fit for **one national entrance test which will marginalize the students to get into university education.**

2) Holistic Multidisciplinary Education with multiple entry/exit options: NEP recommends Bachelor of Liberal Arts as generic name with multidisciplinary UG courses with multiple entry and multiple exit. The autonomous institutions can start new courses by themselves by its new guidelines and award degrees by themselves. The Student can study two degrees at a time either through regular college study or through on line course and leave at any year and rejoin. **This may make the students to drop out from higher education without completing a viable degree.**

3) Autonomous Multidisciplinary HEIs: All higher education institutes are proposed to become autonomous multidisciplinary institutes with all courses of studies including medical and legal studies in one institute and to have nearly 3000 students even by merger with nearby stand alone institutions. This will lead to merger and closure of smaller colleges distributed in rural and backward area defeating the very purpose of UGC. **Thus the accessibility of Higher education is prevented and pushed to non formal on line UG courses.**

4) Establishment of Academic Bank of Credit: An all India based Academic Bank Credit is established as per NEP. The students are pushed to get credits other than usual academic courses which ever they prefer through on line courses such as Swayam and Diksha which is additional burden to students. The students have to pay to access the marks from these on line courses and the HEI has to grant permission causing more expense and delay to student. **They can go about 40% credits from outside college studies some of courses are not validated and push students to pay to access the marks from these on line courses and the HEI has to grant permission causing more expenses and delay to students when free and lesser fee education is available with state**

5) Expansion of open and distance learning to increase GER: Instead of opening new colleges for rising demand of higher education NEP proposes massive open on line courses which will make the students to go for these non formal courses wherein the **quality of hr.education becomes questionable**

6) Internationalization of Education: It is part of WTO recommendation and making the higher education commercialized and HEIs are pressurized to open to foreign universities to start courses of their interest or opening courses to foreign students of Govt.interest as part of Indianisation of education.

7) Indian Knowledge System: By this it is proposed to teach so called traditional courses such as Astrology, Vastu Satra, Vedic Mathematics, etc in HEIs including professional education like medical, technical, agricultural, etc. Mingling AYUSH with Allopathy, Vasthu Satra in Architecture, Astrology with Astronomy, vedic mathematics with modern maths. **This is a great threat to secular and scientific education.**