



NETAJI SUBHAS OPEN UNIVERSITY

(Accredited by NAAC with Grade 'A')

SCHOOL OF EDUCATION

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Report of the UGC-DEB funded One-Day Workshop

On

“Implementation of Reformative Structure of UG- Education Curriculum as per NEP-2020”

Date: 13th July, 2024; **Time:** 10:00 a.m. to 4:30 p.m.

Venue: School of Education, Netaji Subhas Open University, Kalyani Regional Centre, Kalyani, Nadia, Pin: 741235

Organized By: The Department of Education, School of Education, Netaji Subhas Open University.

In accordance with the letter bearing Memo No. SoE/191/2024 Dated 13/05/2024 and approval of the Hon'ble Vice Chancellor of NSOU the School of Education at Netaji Subhas Open University organized a UGC-DEB-funded NEP workshop for the UG-Education course of studies with the main theme **“Implementation of Reformative Structure of Undergraduate Education Curriculum as per National Education Policy 2020”** and its allied aspects, in relation to the efforts taken in various sectors and universities. The workshop followed the UGC's guidelines for implementing teaching and learning activities through ODL mode.

Sequence of the Program

Registration:

We invited a variety of resource persons from various institutions, universities, and colleges, such as academic counsellors from study centres, Principals, research scholars, and other teaching faculties to take part in the workshop aiming to share their thoughts and views on the implementation of 4 year UG-Education course through ODL mode.



Inaugural Sesion:

Dr. Atindra Nath Dey, the Director of the School of Education at Netaji Subhas Open University, delivered a welcome address in this session and also focused on the perspectives of this workshop.

Dr. Parimal Sarkar, Convener of the Program and Assistant Professor, School of Education, Netaji Subhas Open University, discussed the objectives of the workshop and various aspects of the undergraduate curriculum in ODL mode, in accordance with the guidelines of UGC.

Professor Indrajeet Lahiri, Honourable Vice-Chancellor at Netaji Subhas Open University, delivered the inaugural address, highlighting key aspects of UGC, including the norms, limitations, and challenges of the ODL system in implementing the reformative curriculum structure in line with NEP 2020.

Dr. Premananda Jana, the Regional Director of Kalyani Regional Centre, NSOU provided an overview of the significant facilities and scope offered by the Netaji Subhas Open University in Kalyani Regional Centre.

Dr. Papiya Upadhyay, Joint Organising Secretary and Assistant Professor, School of Education, Netaji Subhas Open University, extended a vote of thanks and compered the workshop on behalf of the School of Education, Netaji Subhas Open University.

With this, the inaugural session was ended.



Business Ssession:

Plenary Lecture: 1

Professor Bijan Sarkar, Department of Education, University of Kalyani, Kalyani, Nadia, delivered his lecture on “Modalities of Teaching and Learning Activities for a 4-year UGC degree program under ODL Mode.” He presented the reformative curriculum structure, in line with the National Education Policy NEP-2020 of Undergraduate Curriculum, which Netaji Subhas Open University will implement after completing all the formalities set by the University Grants Commission for ODL mode and receiving their approval. He comprehensively addressed all aspects related to AISHE, NEP-2020 Modalities, and NSOU activities, including the structural implementation of a 4-year UG curriculum framework. He discussed with the participants about the inclusion of (DSC) Major and (DSE) subject papers (offering following the CBCS system) MDC, AEC, VAC, and SEC, each have 4 credit, categorically starting from semester 1 to semester 8 (4-year honours degree program) along with field work, seminar presentations, internships, community engagement, and value-added activities in semesters 5 and 8.

A detailed discussion was made about the elimination of UG degree honours with research as promulgated by the UGC, in its notification through email dated 7th May 2024, based on the

recommendation of DWG Commission in its 579th meeting held on 16th April 2024 specifically regarding the ODL mode of teaching and learning activities.

All participants discussed with the notification for the discrimination of offering degrees by conventional higher educational institutions and ODL-mode. All the participants agreed to put forward the urge to appeal to the UGC for reviewing the notification and inclusion of offering Bachelor's Degree (Honours with Research) with dissertation for the students obtaining a CGPA equivalent to 75% marks after successful completion of all six semesters who might opt. for the Bachelor's Degree (Honours with Research). All the participants, including the resource person(s), opined to locate the fields, ways, and means in the subject area of research methodology to fulfil the 12 credit points following the execution of the project or dissertation thesis work. All participants, counsellors, resource persons, and distinguished delegates were urged to make equal opportunities and equivalent status of the degree, either acquired by conventional regular mode or ODL mode. Otherwise, discrimination of opportunities in ODL-mode will deprive the talents who acquired the degree through ODL-mode. It is known to all that obtaining 75% marks in ODL mode is very difficult for the learners, which is revealed from the previous records of past years, and even in the last few years, the NSOU highest mark or rank did not achieve 75% marks, and the university highest marks in different disciplines secured by the first-class first-rank learners were quite below 75%.

Therefore, the subject experts, counsellors, and resource person(s) who participated in the workshop, unanimously decided not to ignore or restrict the concerns and considerations of the ODL-mode, which involves awarding degrees to select few talented scholars, and not to limit the opportunities and equality of higher education. Moreover, they opined that the discrimination of offering degrees in conventional regular mode and ODL mode will cause frustration and humiliation among the talented learners of ODL courses for deterioration of values and opportunities in higher education in general, and employment opportunity in particular, which might be against the RTE Act, 2009.

With this, the first plenary lecture was concluded with the view of "**deliberate attempts for desirable changes**" in all aspects.



Plenary lecture 2

Professor Dibyendu Bhattacharya, from the Department of Education of the University of Kalyani, Kalyani, focused on both the curriculum framework and the credit framework, particularly in relation to the restructuring and reformative curriculum of the 4-year UG curriculum.

He elaborately discussed the transformative aspects of eight categories of both non-cognitive and cognitive aspects of the curriculum, as well as vocational aspects and skill development opportunities incorporated into the curriculum's reformative structure of curriculum.

The new curriculum, as per NEP 2020, emphasizes the correlation between industrial skills and the enhancement of cognitive knowledge in relation to the policy perspective on vocationalization education in the marketing economy.

He extended the discussion to the assessment and evaluation system, which includes percentages of marks, grade point averages, credit scores, SGPA, and CGPA. He discussed the curriculum's objectives, specific skill development activities, project tool development, and other profession-based activities to enhance it.

He also discussed the transformative features of the UG Curriculum in the context of National Education Policy 2020, as well as the feasibility of the research.

The participants unanimously recommended the 4-year UG degree (honours with research) in accordance with the general guidelines of UGC. They also urged UGC to propose the ways and means to fulfil the 12 credit points of research projects and dissertations in ODL mode for approval.



Focus Group Discussion:

After the lunch break, the participants were divided into two groups based on even and odd numbers from their registration serial numbers, and concurrently conducted two separate discussions.

Focus Group Discussion - Group 1:

Prof. D.P. Nag Chowdhury (SOE, NSOU) chaired this session, while **Prof. Khagendranath Chattopadhyay** (Dept. of Education, University of Burdwan, Burdwan) delivered a lecture on assessment related to 'ABC and Credit Transfer', as envisaged in NEP 2020. The lecture focused on the flexibility for learners to move from one institution to another, enabling them to engage in multi- and/or interdisciplinary learning, as well as the ability to switch to alternative modes of learning (offline, ODL, online, and hybrid). In accordance with the NEP 2020 Regulation for Academic Bank of Credit, which is in place to facilitate the implementation of the proposed "Curriculum and Credit Framework for

Undergraduate Programme," Prof. Chattopadhyay discussed the main objectives of ABC, the features available for students in ABC, the application, the functions of ABC, the importance of ABC, and the operation of the Academic Bank of Credits. In this context, he also discussed APAAR (Automated Permanent Academic Account Registry), which is a specialized identification system designed for all students in India. The Union Government launched the 'One Nation, One Student ID' program, which aligns with the New Education Policy of 2020.

In this context, he explained the eligibility terms of all recognized Higher Education Institutions (HEIs), the statutory approval process, the role of the National Academic Depository (NAD) in ABC, the participation of academic institutions and students, account information, identification information, exclusions, privacy, and concluding provisions.

He concluded the discussion by discussing the anticipated influence of ABC on the educational system, preparing educational institutions for NEP-2020, and highlighting the advantages of ABC for these institutions.



Focus Group Discussion: Group 2:

According to NEP-2020, Focus Group Discussion 2 on the activities constitutes the study program. The session was chaired by **Prof. Nimai Chand Maity** and **Prof. Sibaprasad De** of the NSOU School of Education. Prof. Abhijit K. Paul, Dept. of Education, W.B. State University, was the resource person and delivered his lecture on the types of courses and activities that constitute the programs of study, viz., lecture courses, tutorial courses, practicum or laboratory work, seminars, internships, studio activities, field practice/projects,

and community engagement and service, as envisaged in NEP-2020. His lecture primarily focused on "Seminar Presentation, Internship, and Community Engagement," aligning with the proposed syllabus for a four-year bachelor's degree (honours) in education at NSOU. Prof. Paul comprehensively covered all the previously mentioned fields. He eloquently explained 'what to do' and 'how to do' when presenting a seminar topic, emphasizing that the PPT slide(s) should contain the self-introduction, topic, subject, and so on. The main theme includes a concise definition, a step-by-step elucidation of its characteristics, and a discussion of the topic problems or limitations. We can make a comment or conclusion based on the seminar's goals and objectives, following methodical procedures and discussing the text context. Generally, it is not appropriate to directly comment or infer a conclusion based on the results, data, or discussion of the topic or content. He also discussed how to make a Power Point presentation effective and captivating. If necessary, he suggested using eye-catching colors, a large size, a small video, colored photography, songs, and background music.

The second phase involved a conversation about "internships for learning by doing, familiarizing oneself with various activities of the organization or institutions, and engaging in various activities." During this period, the staff and environment of the institutions demonstrated both positive and negative aspects, attitudes, cooperation, and scope.

The experience-based part of the internship includes all aspects and activities, remarks, or responses—whether positive or negative—obtained from the personnel involved with the institutions. In this context, he suggested some places to visit, available resources to become acquainted with, and the scope of being familiar with the work or activity for which the internship program has been taken up. Depending upon the social sectors of activity, social organizational activity, work-based activity-oriented entrepreneurship, vocational field activity, etc. may be encountered for such an internship activity. Prof. Paul suggested a visit to some places like the local health center, post office, jail/correctional home, judicial court, police station, fire brigade station, old age home, NIMH (National Institutes of Mentally Handicapped of VI/HI/IDD, etc.), National Museum, BITM, industrial places, Science City, historical places viz. Victoria Memorial, Bodh Gaya, Nalanda, birth places of renounced persons, Hazar Duari, Raj-Bari(s) viz. Coochbehar, Mahishadal, Krishnagar, Itachuna, etc.

He conducted the discussion about the 'community engagement' program, which aligns with the curriculum and NEP 2020. The participants also took part in the discussion. Some fields were earmarked with some novel ideas, along with common community service engagement

programs, viz., health check-up camps, eye check-ups, blood group testing camps, science in the kitchen, programs on the removal of substation, community consciousness, and awareness programs, e.g., vaccination, drug abuse, drug addiction, etc. Social organizations such as Ramakrishna Mission, Bharat Sevaashram, Lokasiksha Parishad Narendrapur, and Missionaries, among others, can assist in implementing value-added programs with the support of NGO(s), cultural organizations, government-organized sectors, programs, and projects.

Valedictory Session:

This was concluded with the distribution of certificates to the participants and formalities of vote of thanks to the resource persons and other delegates as well as to the organizers.



Outcome of the workshop:

The *points of action* as emerged from the deliberations of the speakers & resource persons of different universities and the focus group discussion including the thoughts and ideas revealed by the Hon'ble Vice Chancellor and the Regional Director, Kalyani RC, NSOU during the inaugural session on 'Implementation of Reformative Structure of UG curriculum as per NEP 2020' through ODL mode are as follows:

1. In accordance with the recommendation of UGC, the standard of teaching-learning activities would be at par with regular mode but as per notification of the UGC through email dated 7th May 2024 based on the recommendation of DWG Commission in its 579th meeting held on 16th April 2024, the research component would not be allowed in ODL mode.

All the speakers and participants disagreed with this instruction and recommended to keep the research component in the fourth year of the UG programme which will be helpful to undergo research in the post graduate as well as in the Ph.D. programme.

2. If the course on research is not included in the UG programme in ODL mode, the aspiring learners would lose their interest to be admitted in Open University and it will seriously affect the strength of the University.
3. Moreover, the talented students who deserve to secure more than 75% marks after completion of 3 years would be deprived from attaining the research experience.
4. Accordingly, to accommodate the spheres of the research component/course in its structural feasibility, separate disciplinary subject-wise areas would be located, so that 12 credit points could be incorporated to offer the 4-year UG degree Honours with research.
5. Given the above the workshop also transpired that Department of Education may organize another seminar/conference to explore further and delineate a possible roadmap for justification of accommodating the course(s) vis a vis 12 credit points in the ambit of ODL.

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