

Concept Note for Skills Based University Course Structure

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Abstract– Indian education system is undergoing various revolutionary reforms for adopting value based and skill based higher education to contribute effectively in the demand supply of economic and social development. In the light of various guidelines and policies notified by higher and skill education regulators and government authorities, in which National Education Policy (NEP) 2020, National Credit Framework (NCrF), and National Skill Qualification Framework has provided key inputs to shape and plan the implementing direction for skill based higher education. In the present paper it is attempted to address the need of how to design the course structure of a particularly skills University or any skill based university in the light of NEP 2020, NCrF & NSQF guidelines.

Keywords-Skill Based Education, curriculum design, course structure design,

I. INTRODUCTION

Course structure of any program is the base of all academic delivery plan. After the notifications of NEP 2020, NCrF, and many other reforms in higher education framework released by bodies like MSDE, MoE, NCVET, UGC, AICTE are now playing great role in shaping the future of institutional operation and delivery. National Education Policy (NEP) 2020 : This policy is a developed after a great efforts of many intellectuals to provide a holistic education system in Bharat.

The NEP 2020 aims at making “India a global knowledge superpower”. NCrF: National Credit Framework notified in April 2023 which jointly developed by UGC,AICTE, NCVET, DoSEL & DoHE, MoE, MSDE, CBSE, NCERT, NIOS and DGT. This is meta-framework which gives a common standard for all kind of learning processes and also lays a guide to establish path for vertical and horizontal mobility. NSQF – National Skills Qualification Framework 1 st notified in 27th Dec 2013 by UGC. This guideline provides a base guidelines for how skilling in higher education can be adopted and implemented. Keeping the inputs of NEP 2020, NCrF & NSQF following is the schematic representation of proposed course structure of UG program (one Semester).

Table 1: Schematic representation of proposed structure for Skill Based course [1]

Proposed Course Structure for UG program									
Odd/Even SEMESTER									
Course Details							Credit Distribution		Total Credits
	Course Type	Course Title	Total Marks	Theory	Practical	L	T	P	
Sub - 1	Core Sub 1 (DSC - Major)	Discipline Specific/Specialization Subject	100	40	60	2		4	6

Disciplinary Core Specific Course DSC: Sub 1 A course, which should compulsorily be studied by a candidate as a core/Major requirement is termed as a Core course/Core Skill Course, with practical and immersive sessions/demonstrational/experiential activities (Not necessary Lab Work). 2. Disciplinary (Core/specialization) Specific Elective Course DSEC: Sub 2 Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Course. This specialization subject in case of skills based University will be based on NSQF NOS/Qualification files from relevant sectors of suitable applicable level (standard recommendations 1st Year – 4.5, 2nd Year – 5 & 3rd Year – 5.5, 4th Year UG Hon./PG 1st Year -6, PG 2nd year – 6.5) and hours[2]. Note – As per requirement & special

situation the applicable hours or syllabus/NoSs can be distributed preferably in 2 semesters of 1 year session. 3. Generic Elective Course (GEC): Sub 3 An elective course chosen generally from the same or any other faculty/discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective. 4. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: Sub 4[3] The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement.

They (i) Environmental Studies, (ii) English/Hindi /Languages, are mandatory for all disciplines. AEEC courses are value based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc. a. AE Compulsory Course (AECC): Environmental Science, English Communication/Communication skills, Indian Knowledge System & other recommended courses. b. AE Elective Course (AEEC).

These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction. Field Project /Apprenticeship / Internship /Community Engagement work/Dissertation FPAICE: This course is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work may be given in lieu of a discipline specific elective paper. Note: For Non-technical specialization where as such hard-physical labs are not aligned or required this course’s lab work can be implemented in the form of immersive sessions/ demonstrational/experiential activities (which may be not necessarily traditional Lab Work nature but it contributes as an experiential learning development and practices). The below mentioned table will help the Academic Deans for lecture Time Table & class -Lab Engagement planning.

Table2: Credits & Hours distribution for various teaching learning methods [1]

Teaching Learning Method	Details	Credit	Hours
L/T	Lecture/Tutorial	1	15
P	Practical	1	30
FPIACE / Immersive	Field Project, Internship, Apprenticeship, Community Engagement, immersive classes. This type of activity is also considered as practical & hands on learning.	1	40-45

Important Note: 600 Hours per semester does not include self-study hours.

- Overall, the structure is attempted and proposed to maintain minimum 60% practical pedagogy & 40% theoretical pedagogy. Which is also not restricted on the delivery nature but tried to encourage hands on experience of learning in all kinds of subjects teaching through Industry Academia collaborations, immersive activities, sessions by experts or assignments. The proposed structure is a kind of suggestive structure and tried to keep as per the standard.
- Guidelines of UGC. If any change will happen due to the new policies by NCVET, NCrF, NSQF, UGC, AICTE, or any appropriate body the same will be applicable. Conclusion: The presented concept can be considered as a practical interpretation of regulatory guidelines i.e NEP 2020, NCrF & NSQF for embedding skilling in higher education.

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