

***UGC Curriculum and Credit Framework for Undergraduate Programs (CCFUP)  
Roadmap for Entrepreneurship Development***

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**Abstract**

Curriculum is to provide learning paths to become the citizen of their communities, countries and of the world. Indian Knowledge System established to promote interdisciplinary research for its traditional knowledge of various domains for societal applications and to make India Self Reliant. As per National Education Policy 2020 recommendations UGC developed a new CCFUP. The CCFUP main objectives are to give equal emphasis on all disciplines for integration of general and vocational education. It aims at community learning and all-round development to meet cutting-edge Entrepreneurship Development and startups ecosystem to bring ethical, emotional balanced sustainable Society and peaceful quality life. This paper intended to reveal the importance of Curriculum Design for Entrepreneurship development in the light of SDGs. Objectives of CCFUP are Capacity to extrapolate application in unfamiliar context to generate solutions to specific problems in real life citations rather than replicate curriculum content knowledge. Outcome based education aims to achieve expected results the Universities and Schools should become a facilitator for creating entrepreneurs through support of banking and marketing system. UG Education Curriculum with Accessible, Accountable, Affordable, Quality, Equity education envisages to produce scientific, creative, service-oriented intellectuals. Current challenges for human being are global warming, climate change, antisocial trafficking, drugs, terrorism, poverty, intolerance etc. Having to deal with such complex issues proper Education Policy is required for scientific insight and knowledge intensive enterprise. Research findings applicable for decisions to decision makers and Lab to land and relevance of evidence analysis enable to apply for evaluation of polices and claims.

Keywords: Curriculum Framework, Undergraduate Programs, Qualification Framework, Digitalization, Multidiscipline, Entrepreneurship

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## **Introduction**

UNESCO International Bureau of Education (IBE), defines the Curriculum as Dynamic Transformative articulation of collective expectations about the purpose, quality and relevance of education and learning. The main goal of IBE is to transform the curriculum and improve education system to raise the standard, effectiveness, efficiency accessibility for all across the world. Each country in the world has developed its own CFW in accordance with the national needs, context and vision.

21<sup>st</sup> century skills include life planning, adaptability, self-management, entrepreneurship, social & cultural interaction, leadership etc. Curriculum is to provide learning paths to become the citizen of their communities, countries and of the world. IKS approach in problem solvation is diverse perspective, fostering creativity and scholarly agility.

Flexibility of CCFUP helps in alternative modes of learning like ODL, online and blended learning lead to develop the academic paths of the individuals of their own. Seminars focused on assigned tasks on historical current developments and events. Internship leads to participate in professional activities, work experience, cooperation with external cultural institutions & industries. Studio activities to engage the students in visual, aesthetic focused experimental work in creative activities. Regulation of Academic Bank of Credits (ABC) helps the students to multiple entry and exit and movable in Interstate and International Institutions. Projects involve in field-based learning under expert supervisor. The community engagement and service will involve actual life experience to find solutions for real-life problems.

National Higher Education Qualification Framework (NHEQF) envisages technical and vocational education and training, quality of education, work experience, critical and reflective thinking in chosen field. In addition to chosen field learning with broad multidisciplinary, interdisciplinary, transdisciplinary context and generic learning for responsible citizen in society. Capacity to extrapolate application in unfamiliar context to generate solutions to specific problems in real life citations rather than replicate curriculum content knowledge. Research skills will useful to collaborate with other institutions and Industries.

## **Curriculum Framework Followed in Various Countries**

I have thoroughly studied the major literature regarding various curriculum and its related articles. The curriculum in American Higher Education providing a unique environment for developing skills they need to become, capable of excelling in all subject areas. It gives priority on high standards of achievements and gives more creative freedom based on individual needs. British Education system is harder than that of USA. In Britan there is a strong emphasis independent learning and critical thinking. Profound changes taken place in Canada Curriculum directed towards creating a learning society preferred to accountability, high-quality education, accessibility, mobility and responsiveness to learners needs. Australian education system framed around 3 key policy pillars. High-quality world-class education, transformative partnership at home and abroad, competing globally expand to international education market.

India has its national policy on skill development which creates opportunities to acquire skills throughout life especially for youth, women and disadvantaged groups. NEP 2020 envisages

Outcome based education aims to achieve expected results to be achieved by the students. MHRD have a plan to develop job creators rather than job seekers. It is infusing entrepreneurship into education. It emphasized on the entrepreneurship development and business communication to made a part of curriculum. As per the Annual Report 2022-23 of MSDE India is becoming the Skill capital of the world with its highest young population. MSDE taken up several skill development schemes & programs like PMKVY, PMKK, NSDC, NCVET, IIE, JSS, NIESBUD, DGT, NAPS, EDP, APART. Economic growth and social development of any country depend on knowledge and skills. Better skills will cater the challenges & opportunities effectively in domestic and international platform. *“India aspires to become a 5 trillion GDP economy by 2025. It is essential to achieve excellence in education system by making it globally relevant, competitive and industry oriented while simultaneously promoting self-employment through entrepreneurship development and innovation among students as well as the faculty members”* (Fostering Entrepreneurial Ecosystem in India: p.no.7).

### **Identification of Research Gap**

I had studied the same syllabus for more than 15 years and I have been teaching the same syllabus since last 26 years. Still there is a concept of formal education which is content based and used for preparation to get through the final examinations. *“Even though after completion of 15 years of continuous of study in their Mother Tongue, the students are unable to write an application on their own Language without mistakes”* (Dr. K. Mallareddy, *Evolution of Telugu Language Teaching and Challenges to Present Curricular Trends, IOSR Journal of Humanities and Social Science (JHSS), Volume 5, Issue 1 (Nov. - Dec. 2012), PP 33-36*).

Before Christ So many foreigners came to India for their higher education. But now around 6 to 7 lakh students moving abroad every year for their education.

I was astonished when listened to the Brahma Astra, Naga Asra, Pasupatha Astra in stories but never thought the scientific background behind them. I was astonished the Lord Shri Krisna created a long Saree to save Panchali. But never imagine the entrepreneur approach behind it. Whenever I studied NIRUKTAM (Etymology in Sanskrit) written by Yaskacharya(5<sup>th</sup> Century AD) I never find its Algorithm which is basis for the modern computer Boolean Algebra.

The new Indian Education System must compete with that of Global Education System. NEP 2020 gives scope for modernization of Indian Curriculum Framework. But there should be serious action plans for implementation to get desirable output and learning objectives.

There is a great scope for Entrepreneurship Development in the Agricultural and its allied sectors in Telangana State. Pottery, Silver Filigree, Basket-Mat Making, Toy Making, Saree Designs etc. will provide very big market and solve the unemployment problems. In addition to that Documentation and Safeguard the endangered cultural expressions to create opportunities for internship with industry, business, artists, craftsmen. Research internship with researchers, research institutes provide practical learning employable skills. Preparing professionals in cutting-edge areas like AI, machine learning, data analysis, 3-D machining. Enhancing the application skills to health and employability of genomic studies, biotechnology, nanotechnology, neuroscience forensic science etc. Inclusion of credit-based

courses and projects in the area of community engagement service, environmental and value-based education.

## **Objectives**

The Hon'ble Abdul Kalam says *“the Universities and Schools should become a facilitator for creating entrepreneurs through support of banking and marketing system. This will enhance value to education and create motivation for students”*.

Undergraduate Education plays an important role to achieve UNESCO 17 SDGs and NEP 2020 objectives. Its outcome promotes cultured, social wellbeing and humanistic approach, Sustainable livelihood and all-round advanced development of the Nation. It also leads to quality education for good, thoughtful, well-rounded creative individuals to develop ethical, constitutional values. UG Education Curriculum with Accessible, accountable, affordable, quality, equity education envisages to produce scientific, creative, service-oriented intellectuals. Also, give accomplishment and enlightenment, constructive public engagement and productive contribution to the society. Majority of the industrialized countries reforming their curriculum framework according to the needs of the new demands in society and labor market. Education system changed its paradigm towards linkage between technical and vocational education and training as per industrial needs. Telangana State Government established Entrepreneurship Development Cells (EDC) to encourage students to launch their own enterprises and ventures, motivate them to become Job Creators rather than Job Seekers.

This project reveals the importance of CCFUP implementation in Telangana State GDCs and its positive outcomes.

## **Major Research Findings**

The main objective of NEP 2020 aims to develop good, thoughtful, well-rounded and creative individuals. Its importance of Flexibility in Education focuses on research against rote method of content writing. It's also emphasizing to develop intellectual, cognitive, creative and skilled students. The equitable quality education and lifelong learning is only a vehicle to achieve the current needs of the society.

The Department of Higher Education is working with Telangana Sahitya Academy for documenting the history of villages. Under the village mapping program by GDCs in Telangana roped into document cultural and socio-economic aspects of 12769 villages through the 'Mana Ooru Mana Charitra' - 'Our Village Our History' project. Telangana State Innovation Cell focused on developing physical infrastructure, program management capabilities to create sustainable funding models. Telangana Skills and Knowledge Centre (TSKC) encourages the students to improve employable skills. NEP 2020 states, Assessment of Educational Approaches in UG level integrate the Multi-Disciplinary and Holistic approach include Humanities and Arts with Science, Technology, Engineering and Mathematics (STEM). The learning outcome includes social and moral awareness besides increased creativity and innovation and Life skills such as communication, teamwork, leadership and resilience. Despite of multilingualism extensive use of technology will remove language barriers in teaching and learning.

NEP 2020 clearly talks about flexibility in Curriculum so that the students should develop their own academic paths as per their talent and interest. To remove the gaps between Arts

and Science, Academic and Vocational for Holistic education towards innovations and Entrepreneurship. The Honorable Prime Minister talks about Atmanirbhar Bharat in which the education depends upon research and critical thinking should have options for bringing within the curriculum. Education should provide the human and constitutional values and to empower the youth for improve the economy and development of our country to bring equity, accessibility and inclusion. India is a Multilingual Country have to be own cultural understanding of diverse languages.

Basic knowledge skills are necessary to enable the students to self-directed personal development, formulate management skills, guide to right direction and for pursuing lifelong learning. Require the acquisition of knowledge of facts, concepts, principles, theories processes in multidisciplinary learning context. Understanding linkages between within and across chosen field of study. Acquisition of cognitive and technical skills required for selecting and using relevant methods, tools, materials, organizational skills and time management skills to solve specific problems and find the solutions. Ability to complete the assigned individual and group tasks with desirable output. Able to apply the economic theories to design, guide and interpret social, commercial, environmental policies. Values and beliefs of multicultural competences with inclusive spirit required for global perspective to honor diversity. Capability to engage in multicultural and multilingual society respectful interact with diverse groups. Capacity to lead a diver's teams to attain tasks and goals. Create empathy towards less advantaged and adopting gender approach for respect the diversity in local context and pride in India its rich diver's heritage. Help to develop the soft skills like complex problem-solving, communication skills rigorous specialization in a chosen field of learning.

CCFUP draft prepared by UGC talks about different teaching methods (pedagogy) and teachers training. It has its focus on how to give the conceptual understanding in an analytical thinking of the students. The National Vocational Education Qualifications Framework (NVEQF) provide a Nationally integrated education and competency-based skills for multiple pathways both within vocational and general education link to progress higher levels from any starting point. The implementation is the joint responsibility of stakeholders like National Skill Development Agency (NSDA), Sector Skills Council (SSCs), Regulatory Institutions like UGC, AICTE, NCVT etc. National Skills Qualification Framework (NSQF) provides multiple pathways of learning according to series of levels of knowledge, skills and aptitude horizontal as well as vertical and links the various elements required by businesses and industry.

Most current challenges for human being are global warming, climate change, antisocial trafficking, drugs, terrorism, poverty, intolerance and so on. Having to deal with such complex issues proper Education Policy is required for scientific insight and knowledge intensive enterprise. Research is required to identify new opportunities for cost benefit to eradicate social and economic issues. The qualitative and quantitative policy relevance refers to how efficiently research findings applicable for decisions to decision makers. Lab to land research and relevance of evidence analysis enable to apply for evaluation of polices, claims. View problems from multiple perspectives to think out of box with Innovative interpersonal skills and emotional intelligence to perform tasks in better manner. The Governments are working on Curriculum Framework as a policy tool for reform to enhance the mobility of students National and International. The implementation of Frameworks has been supported by International Organizations like OECD, ILO, WB, EU etc.

## **Conclusion**

In India unorganized labor are more than formal employees. They acquire the skills on their own and lead the life on daily basis. They generally habituated to Gutka, Cigar, Alcohol, Drugs etc. and scope for involvement in antisocial activities. Most of them neither think of their own family nor society. Proper training is needed for skill enhancement and social commitment to involve them in curriculum and community development. Telangana State Innovation Cell (TSIC) was initiated by Telangana Government to build and nurture the culture of innovation. It identifies the innovators, startups, entrepreneurs to foster an inclusive innovation ecosystem with state as a whole approach. Entrepreneurship Development is possible through new approach of CCFUP to linkage between Communities, Industries and other Institutions and involvement of all types of people by Adapting a healthy attitude and social, cultural and business objectives. Awareness in Environmental education includes climate change, waste management, sanitation, pollution, conservation and management of biodiversity and its resources, conservation of forest and wild life for sustainable development. Value based education includes the development of humanistic, ethical, constitutional human values, righteous conduct, love, peace, nonviolence and scientific temper. Education for sustainable development produces tolerant, secure and active promoter for Global citizenship.

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