

Faculty Shortage and Curriculum Overload: A Constructive Critique on the Implementation of FYUGP in Jharkhand Universities

शिक्षकों की कमी और पाठ्यक्रम का बोझ: झारखंड के विश्वविद्यालयों में FYUGP के क्रियान्वयन पर एक रचनात्मक समालोचना

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सारांश

राष्ट्रीय शिक्षा नीति (NEP) 2020 और इसके अंतर्गत प्रस्तावित चार वर्षीय स्नातक कार्यक्रम (FYUGP), जिसे झारखंड में शैक्षणिक सत्र 2025-26 से लागू किया गया है, का उद्देश्य स्नातक शिक्षा प्रणाली को बहु-विषयक, कौशल-समन्वित और अनुसंधान-आधारित दृष्टिकोणों के माध्यम से परिवर्तित करना है। हालांकि, झारखंड की राज्य विश्वविद्यालयों में इसका क्रियान्वयन एक गंभीर बाधा का सामना कर रहा है—योग्य शिक्षकों की भारी कमी। यह समीक्षात्मक लेख FYUGP प्राणीशास्त्र पाठ्यक्रम की संरचनात्मक आवश्यकताओं और संबंधित शैक्षणिक सुधारों का विश्लेषण करता है, और इनकी तुलना वर्तमान में उपलब्ध शिक्षकों की स्थिति से करता है, साथ ही शैक्षणिक गुणवत्ता पर इसके प्रभाव का मूल्यांकन करता है। इसके अतिरिक्त, यह IAP (इंटर्नशिप/एप्रेंटिसशिप/प्रोजेक्ट), MDC (मल्टीडिसिप्लिनरी कोर्सेस), और VAC (वैल्यू एडेड कोर्सेस) जैसे मूल्य-आधारित नवाचारों की संभावनाओं पर चर्चा करता है, साथ ही संसाधनों की कमी वाले शैक्षणिक वातावरण में इनके क्रियान्वयन की चुनौतियों को भी रेखांकित करता है। अंत में, यह लेख जमीनी हकीकत के अनुरूप नीतिगत दृष्टिकोण को समन्वित करने हेतु एक समूहबद्ध सुझाव प्रस्तुत करता है।

कुंजी : राष्ट्रीय शिक्षा नीति (NEP), FYUGP, झारखंड, JPSC, भर्ती, पाठ्यक्रम, क्रियान्वयन

Abstract

The National Education Policy (NEP) 2020 and its ambitious Four-Year Undergraduate Programme (FYUGP) introduced in Jharkhand from the academic session 2025-26 aim to transform undergraduate education through multidisciplinary, skill-integrated, and research-focused approaches. However, the implementation across state universities in Jharkhand faces a severe bottleneck: an acute shortage of qualified faculty. This review article critically analyzes the structural demands of the FYUGP Zoology curriculum and associated academic reforms, contrasts them with the current teacher availability, and evaluates the impact on educational quality. Furthermore, it discusses the potential of value-driven additions such as IAP (Internship/Apprenticeship/Project), MDC (Multidisciplinary Courses), and VAC (Value Added Courses) while addressing their implementation challenges in an under-resourced academic environment. The article concludes with a set of constructive recommendations for synchronizing policy vision with ground realities.

Keywords: NEP, FYUGP, Jharkhand, JPSC, recruitment, curriculum, implementation

1. Introduction

The Four-Year Undergraduate Programme (FYUGP), inspired by NEP 2020, has been hailed as a revolutionary step in India's higher education sector. It aims to develop holistic individuals with a broad knowledge base, practical skills, and research aptitude. Jharkhand, following UGC guidelines and state mandates (Notification No. JSHEC/NEP-04/2024), has rolled out the FYUGP across state universities including Ranchi University, Kolhan University, and Vinoba Bhave University from the 2025-26 session.

While the academic framework aligns with national standards, there is growing concern regarding its operational feasibility, particularly due to the lack of sufficient permanent faculty. With growing student enrolment and lack of proportional teacher recruitment, the aspirations of the NEP face an implementation crisis in Jharkhand.

2. UGC Guidelines on Faculty Requirement and FYUGP Workload

As per the University Grants Commission (UGC), the teacher-student ratio should be ideally 1:20 for undergraduate science courses. For a department offering a complete FYUGP Honours and Honours with Research track like Zoology, the following faculty are essential:

- Minimum 7-10 subject-specialized faculty for delivering core, elective, and research courses.
- Additional lab assistants and demonstrators for hands-on training and practicals.
- Faculty with Ph.D. and research experience for guiding research-based dissertation (RC-1 and RC-2).

The Ranchi University FYUGP Zoology curriculum spans 164 credits over four years, comprising core (MJ), advanced (AMJ), elective (ELC), value-added (VAC), multidisciplinary (MDC), and internship (IAP) components. This

diversified credit structure significantly increases instructional hours and faculty workload.

3. Current Status of Faculty in Jharkhand's Higher Education Institutions

As per the AISHE (2022), Jharkhand has one of the lowest teacher-student ratios in India, averaging 1:49. Field investigations and RTI responses indicate:

- Zoology departments in most state colleges have 1-3 permanent faculty members.
- Over 60% of departments rely on guest lecturers or contractual staff.
- Many colleges lack laboratory instructors for practical components.

Despite this shortage, student intake continues to rise due to open admission policies, leading to overcrowded classrooms, minimal academic interaction, and suboptimal learning.

4. Burden of New FYUGP Components: IAP, MDC, VAC

The FYUGP mandates additional pedagogic layers to enhance employability and holistic development:

- **IAP (Internship/Apprenticeship/Project):** Requires faculty to establish industry/NGO linkages, evaluate field work, and mentor individual students.
- **MDC (Multidisciplinary Courses):** Demands faculty expertise beyond core disciplines, often unavailable in smaller colleges.
- **VAC (Value Added Courses):** Includes modules on Health & Wellness, Environmental Studies, Understanding India, which require trained faculty in liberal arts and social sciences.

However, with minimal staff and no formal training, faculty are ill-equipped to design or



deliver these modules. Often, these courses are either skipped or delivered with poor pedagogic integrity.

5. Impact on Quality of Education and Student Outcomes

The mismatch between curricular demands and institutional readiness leads to:

- Superficial delivery of courses, especially practicals and field-based modules.
- Limited scope for student mentorship, project guidance, and remedial support.
- Reduced research output due to overburdened faculty.
- High dropout rates due to academic disengagement.

As a result, students graduating from these programs may lack the competencies expected under NEP.

6. Policy-Implementation Gaps and Administrative Inertia

The state government has not conducted large-scale recruitment of assistant professors for nearly a decade. Budgetary constraints and administrative bottlenecks stall the hiring process. As a result:

- Vacancies continue to rise as faculty retire.
- No provision exists for department-wise faculty augmentation before implementing a new curriculum.
- Colleges are expected to run highly structured programs without adequate human or infrastructural support.

7. Constructive Recommendations

1. **Immediate Faculty Recruitment:** Conduct fast-track recruitment drives in science disciplines, prioritizing NEP-aligned departments.

2. **Teaching Collaboratives:** Establish shared teaching clusters among nearby colleges to pool faculty expertise.
3. **Adjunct Faculty Model:** Engage retired scientists, PhD scholars, and industry experts as adjunct faculty with UGC-compliant honorarium.
4. **Modular Training Programs:** Train existing faculty in handling VAC, MDC, IKS, and digital pedagogy.
5. **Digital Infrastructure:** Expand access to SWAYAM, DIKSHA, and university-hosted LMS for hybrid course delivery.
6. **Curricular Rationalization:** Temporarily reduce non-core paper load (VAC, MDC) in institutions with <4 faculty per department.
7. **Monitoring and Auditing:** Set up an academic audit cell at the university level to ensure compliance with teaching norms.

8. Conclusion

While the FYUGP embodies the progressive spirit of NEP 2020, its ground-level implementation in Jharkhand's under-resourced universities risks undermining its core goals. Without adequate and immediate investment in human resources and academic infrastructure, the curriculum will remain a paper reform. Constructive policy actions and institutional innovations are urgently needed to ensure that the transformational vision of NEP translates into real, equitable, and quality education for the students of Jharkhand.

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