

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Implementation of an Innovative, Comprehensive and Integrated Value-based Education System

Higher education has special value in the emerging knowledge society. It contributes directly as well as indirectly to the wealth of a nation. Therefore, the country's future depends on a well-structured and implemented higher education system. The way we design our education system is decided by the way we view life.

The University Education Commission 1948-49 made a number of significant recommendations on various aspects of higher education. The objectives of higher education are identified as, Wisdom and Knowledge, Aims of social order, Love for higher values in life and Training for Leadership.

The National Policy on Education – 1986 viewed higher education as, *“Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill”*.

However, the important question that needs serious consideration is how to achieve these goals. How do we encourage our youth to look at life beyond the classroom with an indomitable spirit and an undying belief in the core values? How do we find the teachers who exhibit these core values and act as role models for the young students who are at an impressionable age? How does one create an environment that exudes the spirit of Fatherhood of God and Brotherhood of Man and inculcates the same in the students who not only imbibe this spirit but also the capability to develop the same in others across the world?

The Dayalbagh Educational Policy, formulated in 1975, and implemented in DEI since 1981 provides a comprehensive solution. It anticipated and implemented several features which later found consensus in the National Education Policy, 1986, and has been widely appreciated. It is a source of perennial inspiration and innovation which has consciously and conscientiously guided the profound dynamics of its exemplary growth in the last four decades, duly propelled by the twin objectives of Value Education and Total Quality in a double-helical pattern, with the former objective serving as the prime mover for the latter objective, so as to facilitate emergence of DEI as an exemplary institution of learning and work-experience.

The Policy leads to as many as 93 elements spread over Aims and Objects (30), Educational System (33) and Organization (30). An Interpretive Structural Model (ISM) of the policy with its roots in the systems philosophy, has been shown in the attached document.

The mission objective of the Institute is to evolve a well-rounded complete person and this is supported by academic values, moral and spiritual values and social sensibilities.

The Policy makes broad coverage at the undergraduate level as per the following:

- (i) *Awareness of democratic processes and Indian constitution is provided through courses on humanities, social sciences, management and entrepreneurship.*
- (ii) *The Institute core courses include full credit courses on Indian Culture, Comparative Study of Religion, General Knowledge, Scientific Methodology and Current Affairs and Work Experience Courses, Industrial Training which provide exposure to agricultural fields, factories and commercial establishments and add to the practice of the concerned major academic subject.*
- (iii) *Co-curricular activities consist of Social Services activities, games and sports, and cultural and literary activities.*
- (iv) *There is continuous evaluation system, semester system, grading system and Choice-based Credit system.*

The courses listed under broad coverage above are credited by all UG students of DEI.

DEI's value-based experiential education learning environment stretches from the class room to sports and agricultural fields, and co-op. industrial experience. Several new Initiatives have been taken by DEI to encompass all forms of education, to benefit all sections of society.

It has acquired a multi-dimensional form by successfully undertaking the following pioneering initiatives:

- *Provide all levels of education, from pre-school to the highest spiritual education, by Integrating different forms of education, namely, school, skilling, vocational, continuing, technical and university education.*
- *Provide all modes of education to all sections of the society, i.e., conventional, open and distance, online and entrepreneurial education, especially weaker sections and underprivileged, with a zero-drop policy.*
- *Providing flexible multiple-input multiple-exit education system with provision for lateral and vertical progression, connecting modular, certificate, diploma, advanced diploma and degree programmes.*
- *Reaching all sections of society, i.e., tribals in remote areas, underprivileged and weaker sections, rural and urban masses and international communities*
- *According strong emphasis on women empowerment through education and entrepreneurship*
- *Strengthen the innovative culture of experiential education at the Institute.*
- *Educate outstanding and globally competent graduates whose skills are in high demand across the globe.*
- *Focus on niche emerging multidisciplinary areas in both teaching and research that are of vital importance for the development of India and the world at large.*
- *Expand experiential education to include service-based community activities and international programmes.*

In the last five years, DEI has made pioneering contributions in the National Missions initiated by the Government of India that includes, Digital India, Make in India, Skilling India, Swachh Bharat Abhiyan, Unnat Bharat Abhiyan and Women Empowerment. 19 B.Voc. courses are being offered in important areas of local, regional, national and global relevance, that include, Dairy Technology, Agriculture, Renewable Energy, Water, Sanitation and Waste Management, AI and Robotics, Digital Manufacturing and Internet of Things. Provision for on-campus work enables students to earn while they learn. Affordable quality education ensures that nobody misses out on education opportunities due to lack of means.

Eminent leaders, educationists and academicians that include Pandit Jawaharlal Nehru, Shri R. Venkataraman and Dr. A.P.J. Abdul Kalam, both honorable Presidents of India, Prof. Richard Ernst, Nobel Laureate, have been impressed by the novelty and the farsightedness of the Founders of the system. Most of the ideas that are part of policy documents being prepared at various levels have already been successfully implemented in DEI.

The successful implementation of this innovative, comprehensive and integrated value-education system is distinctive to its vision, priority and thrust. DEI is geared to lead and contribute to the advancement of human knowledge and attain wisdom to develop a more humane and enlightened society with its exemplary system of education.