



From Editor's Desk: **Education Policy for Overall Development**

The University of Delhi has taken an unprecedented step in the direction to achieve the teaching-learning objectives, which can overcome the prior discrepancies in the undergraduate level of education.

When the National Education Policy, i.e., NEP-2020 was announced to visualize the country's education system according to the needs of the changing times, many people considered its implementation as the biggest challenge. But, the central government has now taken pragmatic steps towards its implementation, which was clearly visible in the general budget presented on Tuesday.

An extraordinary initiative has been submitted in the budget, to encourage teaching in the regional language or mother tongue up to class 12th. So that, a sense of self-respect concerning the national and indigenous identity, can be developed within them at the formative years of education. Some time back, University of Delhi also set an example in this matter. The University has recently prepared an Under Graduate Curriculum Framework (UGCF) for undergraduate education keeping in view the core spirit of NEP-2020. Under the new provision, students will have the option to choose subjects other than their main subject according to their aptitude or interest. That is, even if the main subject of a student is chemistry, he/she may also choose to study a subject like sociology or psychology. Through this the university can achieve its teaching learning objectives optimally. As one of the constructive aims of the University rest on the fact that the interaction between the students of different disciplines helps in developing a multidisciplinary approach amongst the students.

Education for employability: For a long time, there has been a discussion on this problem that, how can university education increase the employability level of students. This has also been mentioned in NEP-2020, and UGCF provides a solution to this problem. Under this draft, students will have the opportunity to do internships or projects for four semesters. This will equip them with practical knowledge of the outside world, and learn employability skills. Under this provision, students will get the opportunity to choose from professional courses like data processing, web designing etc., which will help them with employment opportunities. Value addition courses such as ethics and traditions of Indian epistemology have also been included under UGCF. No education system can remain original for long without taking advantage of its indigenous knowledge traditions. Therefore, this is a very important step in terms of indigenization of education. Its importance is increased by the fact that the marks of these subjects will also be counted.

An important provision in UGCF is also related to the development of dissertation writing ability amongst the students. Presently, students in various top universities are motivated to write dissertations in the final year itself at the undergraduate level. Under the new provision, students will be required to write a dissertation in the fourth year of graduation, but here too its uniqueness is the flexibility of the subjects.

A major controversy regarding the new draft is regarding the provision of multiple exit-entry system. The objection is being raised that this system cannot be implemented at the undergraduate level and the students will not get any benefit from it. However, this provision removes a grave discrepancy. In fact, the new undergraduate program will be of four years, in which arrangements have been made for multiple exit and entry. A student will receive a certificate, or a diploma, even in a case of admission withdrawal in the middle of the program due to any reason. Its aim is to make the undergraduate curriculum beneficial for the students.

India is still a country with large socio-economic disparity, and sometimes many students have to stop their studies in a year or two because of this reason. In such a situation, the doors of getting a degree again in the future are closed for them. The new provision will safeguard the interest of such students. This will also provide a safe environment to the number of students coming from different backgrounds at the undergraduate level, and will be helpful in reaching out to them.

As stated earlier, the objective of the National Policy on Education is to achieve the broad objectives of Teaching Learning. The entire draft has been made keeping the same objectives in mind. At the same time, the draft is the result of extensive discussions, suggestions and deliberations. It has been implemented only after several discussions at different levels with all the stakeholders regarding their suggestions. University of Delhi has issued the complete draft on the official website, and has requested suggestions by everyone, which includes students, teachers, parents etc. In such a situation, the process of implementing UGCF has been kept completely democratic. It includes innumerable features like curriculum, research, creative co-ordination of subjects, promotion of Indian languages and wide employment opportunities for the student.

On the whole, the real objective of education as has also been discussed by our great men is to make a holistic individual, for this the education system should not turn into an examination system, but-let the knowledge come from all four directions- then the objective can be achieved. This is the core of the current draft.

The well-being of the students is possible only through relevant and practical changes in higher education.

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