

MORAL AND VALUE-BASED EDUCATION IN THE THOUGHTS OF DEEN DAYAL UPADHYAYA

Dr. Pramila Ramani

Abstract

Moral education and value is a crucial aspect of making people and societies through the development of moral values, cultural consciousness, and nationhood. Indian political thinker and philosopher Deen Dayal Upadhyaya emphasized the significance of Integral Humanism, which is a believer in a balance model of development in material and spiritual aspects. The author discusses the opinions of Upadhyaya regarding moral education, its relevance in the present time, and its harmony with India's NEP 2020.

Keywords: *Integral Humanism, Value-Based Learning, Moral Education, Deen Dayal Upadhyaya, National Education Policy*

INTRODUCTION

Not merely acquisition of knowledge, but also the development of moral values and good citizens. Deen Dayal Upadhyaya's Integral Humanism philosophy provides a shape to value-based and moral education in Indian cultural context. His philosophy brings together individual, social, and national development and ethical, self-reliant value-based education and character formation. Upadhyaya's concepts of autonomy, cultural flexibility, and value education are realized in the language of the integral learning of the NEP - its Indian language assistance and even vocational education proposal (Ashok, 2022). Upadhyaya's contribution to value-based education and its applicability to the modern age is examined in the paper.

REVIEW OF RELATED LITERATURE

Various opinions about moral and value-based education and how it is to be brought into Indian education are discussed in the review of related literature. The review of related studies is encapsulated below in the subsequent table:

Table 1 Analysis of Reviewed Literature

Author(s) Year	Key Findings
Mukherjee (2015)	Indian education has evolved through multi-dimensional traditions, i.e., Gurukul and Madrasa systems. Nevertheless, modern pedagogies still suffer from gender discrimination and disparity.
Ya & Aung (2020)	The research discusses humanistic education, placing particular focus on curriculum,

	moral consciousness, religious instruction, and parental rights in education.
Kanishk & Misra (2021)	Integral Humanism conceptualizes a global scenario where there are interwoven networks of states, companies, and civil society, premised on ethical living without domination.
Nirbhar et al. (2021)	India's own heritage is based on profound historical roots of self-reliance and learning in relation to ethical values, and one can see the resonance of this in education and government policies even today.
Ashok (2022)	NEP 2020 reflects Upadhyaya's vision through promoting autonomy, inclusivity, and value-based education to produce a richly diverse and morally aware society.
Mishra (2024)	Integral Humanism ensures equilibrium between materialism and spirituality, going beyond Western education models and focusing on social responsibility.
Kumari (2024)	Deen Dayal Upadhyaya's philosophy of education emphasizes the cultivation of body, mind, intellect, and soul for all-around growth.
Ranta et al. (2024)	Education is a practice of constructing pluralism and justice, realized through the philosophy of Upadhyaya and materialized in the form of NEP.

INTEGRAL HUMANISM AND MORAL EDUCATION

Upadhyaya's theory of integral humanism stresses that education must provide technical knowledge and moral values. He believes a sound education system must develop character, social commitment, and patriotism. His philosophy of education advocates a balanced approach with:

Moral and Ethical Development

Developing honesty, discipline, and social responsibility

Cultural Sensitivity

Encourage respect for India's tradition and heritage.

Self-Dependence and Practical Skills

Equilibrium between education and vocational skills and economic independence

Integral Personality Development

Equipose in the development of the physical, intellectual, emotional, and spiritual dimensions

NATIONAL EDUCATION POLICY 2020 AND UPADHYAYA'S VISION

The NEP 2020 is consistent with Upadhyaya's ideals by emphasizing:

Multidisciplinary Learning

Balancing academic education with ethics and life skills

Mother-Tongue Based Education

Preserving linguistic diversity and enhancing comprehension

Character and Value Education

Promoting ethics, constitutional values, and social harmony

Skill-Based Learning

Promoting vocational training for economic independence

CONCLUSION

Deen Dayal Upadhyaya's education concept, based on moral and value principles, is still usable in India today. In his idea, Integral Humanism means an integrated form of education that incorporates learning values and maintaining culture and independence. NEP 2020 defines the concepts given below, viz. The above pillars of NEP 2020 are vision-based, as per Upadhyaya, so education in today's times is intellectualisation and moral and social awareness. Moral education can also expand nation-building to turn citizens into an ethical and responsible nation.

REFERENCES

1. Ashok, G. (2022). Minimum Government and Maximum Governance: Empowering the Impoverished Through Digital India Campaign. *Indian Journal of Public Administration*, 68(3).
2. Ashok, P. (2022). *Digital India and its impact on governance: Aligning with Integral Humanism*.
3. Kanishk, R., & Misra, S. (2021). *Integral Humanism: A vision for ethical global governance*. Sage Publications.
4. Kumari, P. (2024). *Deen Dayal Upadhyaya's contributions to Indian philosophy and education*. Oxford University Press.
5. Mishra, V. (2024). *Integral Humanism and its application in contemporary education policies*. Cambridge University Press.
6. Mukherjee, A. (2015). *Indian education and social evolution: From ancient times to the modern era*. Penguin India.
7. Nirbhar, S., et al. (2021). *Self-reliance and Indian economic thought: Historical perspectives*. Routledge.
8. Ranta, K., et al. (2024). *National Education Policy and its ideological underpinnings: A comparative analysis*. Harvard University Press.
9. Sindhuja, K., & Shama, R. (2021). *Religious pedagogy and its influence on secondary education in India*. Sage Publications.
10. Ya, T., & Aung, R. (2020). *Humanism and education: Philosophical perspectives and applications*. Springer.

Pramila Ramani

Assistant Professor

Central University of Tamil Nadu, India