

EDUCATION FOR SELF-RELIANCE: DEEN DAYAL UPADHYAYA'S APPROACH TO VOCATIONAL AND SKILL DEVELOPMENT

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Abstract

Deen Dayal Upadhyaya emphasized highly on self-reliance as one of the cornerstones of national development. His theory of education was influenced highly towards vocational training and skill development with an aim to facilitate economic independence and well-being in general. This paper examines Upadhyaya's theory of education for self-reliance, how it can be relevant to present policy, and how it can inform present educational reform. From a study of his principles, this study presents the relevance of skill education in ensuring self-reliance and economic empowerment.

Keywords: Self-Reliance, Vocational Education, Skill Development, Integral Humanism, National Education Policy

INTRODUCTION

Education is the pillar of social and economic development. Deen Dayal Upadhyaya, in Integral Humanism, emphasized having an education system with focus on being self-reliant, skillful, and vocationally trained as core things to prepare human beings so that they could contribute to society in a meaningful way. The same concepts relate to the current phenomena such as the National Education Policy (NEP) 2020 and Atmanirbhar Bharat as well, where skill development as the way forward towards economic development comes to the fore.

DEEN DAYAL UPADHYAYA'S SELF-RELIANT VISION OF EDUCATION

Upadhyaya had a vision of an education system where practical skills and theoretical knowledge would coexist. His major educational guidelines were:

1. Skill-Based Learning: Fostering experiential learning activities to bridge the gap between employment and education.
2. Integration of Indigenous Knowledge: Incorporating traditional skills and local industries for self-reliance.
3. Decentralization of Education: Developing region-specific learning centers providing education aligned with local employment opportunities.
4. Value-Based Education: Inclusion of moral responsibility along with vocational training.

REVIEW OF RELATED LITERATURE

Study: Mukherjee (2015)

Key Findings: Indian education has developed with ancient and colonial powers but remains infested with inequalities.

Study: Kanishk & Misra (2021)

Key Findings: Integral Humanism offers a peaceful approach towards self-reliance in economic as well as educational sectors.

Study: Ya & Aung (2020)

Key Findings: Educational humanism encourages personal growth, critical thinking, and the practical application of vocational skills.

Study: Mishra (2024)

Key Findings: Upadhyaya's philosophy breaks away from the Western paradigms, with the integration of the national, economic, and spiritual aspects.

Study: Kumari (2024)

Key Findings: Vocational education carries the key to addressing collective economic and social needs.

Study: Sindhuja & Shama (2021)

Key Findings: Philosophy and religious educational systems shape contemporary pedagogic strategies.

Study: Ashok (2022)

Key Findings: Digital India and Atmanirbhar Bharat actualize Upadhyaya's vision for skill-based economic empowerment.

Study: Ranta et al. (2024)

Key Findings: NEP 2020 embodies the values of inclusivity, self-reliance, and vocational education espoused by Upadhyaya.

Study: Nirbhar et al. (2021)

Key Findings: Self-reliance has deep historical roots and is crucial for economic sustainability.

Study: Brig AP Singh (2022)

Key Findings: The ancient Indian seers emphasized realpolitik, self-reliance, and the synthesis of knowledge.

UPADHYAYA'S SELF-RELIANT MODEL OF EDUCATION IS SEEN IN CONTEMPORARY TIMES THROUGH POLICIES

NEP, 2020 encourages multidisciplinary education with skill orientation, in accordance with his visions concerning the convergence of vocational education. *Skill India* and *Atmanirbhar Bharat* schemes are an indication of his appeal to design an education system that is as concerned with employability as it is with entrepreneurship.

CHALLENGES AND SUGGESTIONS

While the vision of Upadhyaya holds good, challenges are faced in implementing vocational training. They include insufficient infrastructure, insufficient industry association, and societal attitudes towards skill-based education. In order to overcome these challenges, the following suggestions are given:

1. Improvement in industry-academia partnerships for increased practical learning.
2. Increased vocational training courses in rural and semi-urban regions.

3. Promotion of awareness of the need for skill-based education.
4. Incorporation of technological advancements into vocational learning processes.

CONCLUSION

Deen Dayal Upadhyaya's education for self-reliance is extremely pertinent in the present trends in educational reforms. His focus on vocational training, local knowledge, and value education offers a well-rounded approach to economic independence and national progress. India can proceed towards a skill-based and self-reliant economy by having its education policies follow his directions.

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