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Strengthening A Self-Reliant Economy Through Malaviya's Ideals and NEP 2020

Abstract

This research delves into the integration of Pandit Madan Mohan Malaviya's educational ideals with the objectives of India's National Education Policy 2020, focusing on promoting self-reliance in line with the nation's "Atmanirbhar Bharat" vision. As India aspires to achieve economic independence and sustainable growth, fostering self-reliance has become a crucial priority. This study explores the convergence between Malaviya's vision, which emphasizes holistic education, vocational training, inclusivity, and community involvement, and NEP 2020's strategies aimed at reforming the Indian education system to meet contemporary challenges. The study employs thematic analysis to reveal patterns that demonstrate how Malaviya's ideals can inform and enrich the ongoing educational reforms. The findings of the research underscore a strong alignment between Malaviya's holistic approach to education, which integrates vocational training, character development, and practical skills and NEP 2020's emphasis on creating skill-based, flexible learning pathways. The research further identifies educational equity as a shared priority in both Malaviya's vision and NEP 2020, emphasizing the need for policies that ensure marginalized communities have access to quality education and skill-building opportunities. A notable finding is the critical need for continuous professional development for educators, which is essential for the successful application of both Malaviya's and NEP 2020's educational philosophies. The study provides actionable insights for policymakers, educators, and community leaders, advocating for the integration of historical educational ideals with modern reforms to foster self-reliance. It concludes with several policy recommendations, including strengthening infrastructure for vocational training, enhancing inclusivity in education, and improving teacher training programs to ensure that educators can effectively deliver a curriculum that combines academic rigor with practical skills.

Keywords: Vocational education, holistic education, Entrepreneurship, Educational reforms, Community engagement, Skill-based learning

1. Introduction:

Self-reliance has become the cornerstone of India's economic aspirations in recent years, particularly under the vision of "Atmanirbhar Bharat", introduced by Prime Minister Narendra Modi. This vision seeks to make India economically self-sufficient by reducing dependency on imports, boosting local industries, and promoting indigenous innovation. Education is one of the most critical components of this initiative, as it shapes the knowledge and skills of the nation's future workforce.

The role of education in fostering self-reliance is not a new concept in India. Pandit Madan Mohan Malaviya, a renowned freedom fighter and educationist, advocated for an educational model that emphasized character building, vocational training, and community engagement. His ideals were aimed at creating a self-reliant society where individuals could contribute meaningfully to both the economy and social well-being. Today, these ideals find resonance in the National Education Policy 2020, which proposes a comprehensive overhaul of the Indian education system to make it more inclusive, skill-oriented, and responsive to the needs of the 21st century.

This paper seeks to explore the intersection of Malaviya's educational philosophy with the NEP 2020's objectives, examining how their alignment can contribute to building a self-reliant economy. Through an analysis of both historical and contemporary educational paradigms, the paper aims to highlight the relevance of Malaviya's ideals in shaping the future of Indian education and its role in economic empowerment.

1.1 Background and Context

A Pioneer of Holistic Education

Pandit Madan Mohan Malaviya was an influential figure in Indian education and politics. Born in 1861, Malaviya's contributions to India's independence movement are well-documented, but his role in transforming the country's educational landscape is perhaps even more significant. In 1916, he founded Banaras Hindu University, one of the largest residential universities in Asia, with the goal of promoting education that integrated traditional Indian knowledge with modern scientific learning.

Malaviya's educational philosophy was deeply rooted in Indian values. He believed that education should not only provide intellectual development but also foster moral and ethical character. He emphasized vocational training as a means of achieving self-reliance, advocating for an education system that equipped individuals with practical skills necessary for economic empowerment. His vision of education was one that served society at large, promoting both individual growth and national development.

In many ways, Malaviya was ahead of his time in recognizing the importance of a comprehensive educational system. He understood that a strong foundation in values and ethics was essential for building a just and prosperous society. His belief in the need for vocational training was also pioneering, as it addressed the economic needs of individuals and communities by preparing students for productive livelihoods.

National Education Policy 2020: A Vision for a New India

The NEP 2020, launched by the Government of India, represents a transformative shift in the country's educational framework. The policy's primary goals are to make education more inclusive, equitable, and geared towards skill development, thereby preparing students for the demands of the global economy. NEP 2020 envisions a holistic, multidisciplinary education system that balances academic learning with the acquisition of practical skills.

The policy emphasizes the need for vocational education, stating that at least 50% of learners should have exposure to vocational education by 2025. It aims to integrate vocational education into the mainstream curriculum, starting from the secondary level, to ensure that students are equipped with skills that can lead to gainful employment. NEP 2020 also highlights the importance of character building, critical thinking, and experiential learning, mirroring many of the ideals championed by Malaviya.

Moreover, the NEP 2020 stresses inclusivity, with a particular focus on marginalized communities. It aims to provide equitable access to quality education for all, regardless of socio-economic background, gender, or geographical location. This aspect of the policy aligns closely with Malaviya's vision of an education system that serves all sections of society, empowering the underprivileged and fostering social cohesion.

1.2 Research Problem

While both Malaviya's educational ideals and the NEP 2020 share common goals of promoting self-reliance, vocational training, and inclusivity, several challenges impede their full realization. These challenges include inadequate infrastructure, particularly in rural areas, a lack of trained teachers equipped to deliver vocational education, and cultural resistance to shifting away from the traditional focus on academic learning.

This research aims to address these challenges by exploring how Malaviya's ideals can be integrated into the NEP 2020 framework to create a more effective and inclusive education system. It also seeks to identify strategies for overcoming the barriers to implementing vocational training and promoting self-reliance in India's educational institutions.

1.3 Research Objectives

The primary objectives of this study are:

1. To examine the alignment between Malaviya's educational philosophy and the goals of NEP 2020.
2. To analyze the challenges in implementing vocational education and self-reliance initiatives within the current educational system.
3. To explore how vocational training can promote entrepreneurship and economic empowerment among students.
4. To provide policy recommendations for integrating Malaviya's ideals into the NEP 2020 framework.

1.4 Significance of the Study

The significance of this study lies in its exploration of the intersection between the educational ideals of Pandit Madan Mohan Malaviya and the National Education Policy (NEP) 2020, focusing on their potential to strengthen India's pursuit of economic self-reliance. As India aims to realize its vision of "Atmanirbhar Bharat", education plays a pivotal role in creating a skilled, innovative, and adaptable workforce. This research highlights how Malaviya's emphasis on holistic and vocational education can be harmonized with the NEP 2020's goals to produce a robust educational framework that fosters both individual and national self-reliance.

The study's importance is multifaceted:

Educational Policy Reform

By investigating the synergies between Malaviya's ideals and the NEP 2020, the study offers critical insights that can guide policymakers in designing education systems that are more aligned with the economic and social needs of India. It highlights ways in which traditional educational values can inform contemporary policy, especially in areas such as vocational education, character development, and inclusivity.

Economic Development

With NEP 2020's focus on skill-based learning, entrepreneurship, and industry collaboration, this study outlines how education can directly contribute to India's economic growth. Integrating Malaviya's vision of self-reliance through education with NEP 2020 offers a comprehensive model for producing a workforce that is equipped with both technical skills and ethical values, essential for driving sustainable economic development.

Social Equity and Inclusion

Both Malaviya and NEP 2020 emphasize the need for inclusive education, particularly for marginalized communities. This research underscores the importance of creating equitable access to quality education, which can empower underserved populations and contribute to bridging socioeconomic disparities. Such inclusivity is crucial for achieving a more just and self-reliant society.

Vocational Training and Workforce Development

The study stresses the critical role of vocational education, a key component in both Malaviya's philosophy and NEP 2020. It shows how vocational training can not only equip students with practical skills but also instill a sense of dignity in labor, thereby fostering a more diverse and capable workforce.

Global Relevance

As economies around the world seek to become more self-sustaining in the face of global challenges, this study offers a valuable case of how education systems can be restructured to support self-reliance. The findings have implications for international education policy, especially in developing nations looking to balance traditional educational philosophies with modern economic demands.

2. Literature Review:

The research on Strengthening a Self-Reliant Economy through Malaviya's Ideals and NEP 2020 draws on a diverse body of literature, exploring the intersection of historical educational philosophy and contemporary policy goals. This review will examine key themes, including the role of vocational education, entrepreneurship, self-reliance, and the challenges of implementing educational reforms within the framework of Malaviya's ideals and the National Education Policy 2020.

Pandit Madan Mohan Malaviya's contributions to Indian education, particularly his vision of integrating holistic and vocational education, have been a significant focus in historical and educational studies. Malaviya was a strong advocate for a value-based education that would equip students with both academic and practical skills, fostering self-reliance and nation-building. According to Ghosh (2015), Malaviya believed in an education system that emphasized character building, moral values, and service to the nation, a concept closely tied to his idea of creating a self-reliant India. His legacy as the founder of Banaras Hindu University reflects his commitment to integrating traditional values with modern education, a vision that remains relevant today (Mishra, 2019).

Sinha (2020) highlights the modern relevance of Malaviya's educational philosophy, noting that his emphasis on inclusivity and community engagement aligns with contemporary educational goals of equity and accessibility. Malaviya's ideas of vocational training as a pathway to economic empowerment are increasingly important in today's context, especially in relation to NEP 2020's goals of skill-based learning and self-reliance. This philosophical foundation continues to inspire debates on the role of education in fostering economic independence.

The NEP 2020 has been hailed as a landmark reform in Indian education, aiming to overhaul the current system by promoting critical thinking, flexibility, and a stronger focus on vocational and skill-based education. Kumar (2021) discusses how NEP 2020 emphasizes the need to align education with the demands of the 21st-century economy, specifically through the promotion of entrepreneurial thinking and vocational skills. The policy's push for vocational education, entrepreneurship, and self-reliance echoes Malaviya's ideals of an education system that not only provides knowledge but also prepares individuals to contribute to the nation's economic growth.

Sharma (2021) points out that the NEP 2020's framework for vocational education is designed to make students employable and entrepreneurial, thus contributing to India's "Atmanirbhar Bharat" (self-reliant India) mission. However, challenges persist in its implementation, particularly in rural areas where access to vocational training and adequate infrastructure is limited (Rani & Rani, 2021). Gupta (2019) further explores these challenges, highlighting the issues of teacher training, resource allocation, and the socio-cultural stigmas attached to vocational education, which need to be addressed to fully realize the potential of NEP 2020.

The integration of entrepreneurship into education is another critical theme in the literature. Fayolle and Gailly (2015) argue that entrepreneurship education has a significant impact on students' entrepreneurial intentions, especially when integrated into higher education curricula. NEP 2020's focus on entrepreneurship aligns with this notion, as it aims to equip students with the skills and mindset necessary to start their own ventures, thereby contributing to economic self-reliance.

Jones and Iredale (2010) further emphasize that entrepreneurship education is not just about teaching students how to start businesses, but also about fostering a culture of innovation and problem-solving. This aligns with the broader goals of NEP 2020, which seeks to move away from rote learning and promote creativity and critical thinking (Chauhan, 2020). By integrating entrepreneurial education with vocational training, NEP 2020 aims to create a generation of self-reliant individuals capable of contributing to India's economic growth.

While NEP 2020 presents an ambitious framework for reform, its successful implementation faces several obstacles. Rani and Rani (2021) conducted an empirical analysis of NEP 2020's challenges, identifying inadequate infrastructure, teacher preparedness, and regional disparities as significant barriers. These issues are particularly pronounced in rural areas, where access to quality education and vocational training remains limited (Gupta, 2019).

Sengupta (2020) also discusses the challenge of bridging the educational divide between urban and rural areas, a key concern for the successful implementation of NEP 2020. Malaviya's ideals of inclusivity and equitable access to education are critical in this context, as the policy must address the needs of marginalized and underserved communities to foster true self-reliance. The need for robust

teacher training programs and infrastructure development is echoed by Sharma (2021), who emphasizes that without addressing these foundational issues, the potential of vocational education to promote economic independence will remain unrealized.

In terms of policy integration, NEP 2020 offers a framework that can potentially align with Malaviya's vision of holistic and practical education. However, as Singh (2020) notes, the policy must be adapted to local contexts, particularly in terms of vocational education and entrepreneurship. Malaviya's ideals provide a strong philosophical foundation for these efforts, but the policy's success will depend on how effectively it can be integrated into the diverse educational landscape of India.

3. Methodology:

3.1 Research Design

This study adopts a qualitative research design to explore the alignment between Malaviya's educational ideals and the National Education Policy (NEP) 2020, and to investigate how these can together contribute to building a self-reliant economy. A qualitative approach allows for an in-depth understanding of educators' perspectives and the challenges faced in implementing vocational education and skill-based learning.

3.2 Data Collection

Primary Data:

Semi-structured interviews

A total of 150 semi-structured interviews were conducted with educators, policymakers, administrators, and students from various educational institutions across Tamil Nadu. These interviews were carried out through a mix of online platforms and in-person meetings, depending on participants' availability and geographic location. The interviews focused on gathering their perspectives on the relevance of Malaviya's educational philosophy in today's context, the challenges faced in implementing NEP 2020, and the potential of vocational education to foster self-reliance and economic empowerment. Participants were selected to ensure diversity, including representation from urban and rural areas, mainstream education, and vocational streams.

Focus group discussions

Focus group discussions were held with 10 groups, involving both students and teachers from schools, colleges, and vocational training centers. These discussions, conducted online and in person, took place across different regions of Tamil Nadu to reflect the experiences of participants from various educational and socioeconomic backgrounds. The focus groups provided in-depth insights into their experiences with vocational education under the NEP 2020, shedding light on how effectively the new policy framework is being implemented and the challenges encountered along the way.

Secondary Data:

A comprehensive review of existing literature, policy documents, government reports, and case studies related to Malaviya's educational ideals, vocational education, and NEP 2020 was conducted. This helped in contextualizing the primary data and drawing comparisons between past and present educational frameworks.

3.3 Sampling

The participants in the study were selected using purposive sampling to ensure a comprehensive representation of diverse perspectives across various regions of Tamil Nadu. A total of 150 participants were included, comprising educators, policymakers, and students. This sample was carefully distributed to include 50 educators from both urban and rural areas, representing districts such as Chennai, Coimbatore, Madurai, and Thanjavur, as well as more remote regions in order to account for regional differences in educational access and practices.

The study also included 25 policymakers involved in the formulation and implementation of NEP 2020, providing critical insights into the policy's objectives, challenges, and practical implications. Additionally, 75 students were selected, representing an equal number from mainstream education and vocational education streams (37 students each). These students came from a diverse range of educational institutions, including schools, vocational training centers, and universities, offering a wide array of experiences and perspectives on how education contributes to self-reliance and economic empowerment.

3.4 Research Questions

1. How do Malaviya's educational ideals align with the objectives of NEP 2020 in promoting self-reliance?

2. What are the key challenges in implementing vocational education and skill-based learning in India under NEP 2020?
3. How can the integration of vocational education foster entrepreneurship and economic empowerment among students?
4. What strategies can be employed to ensure that Malaviya's vision of holistic, inclusive education is reflected in the NEP 2020's implementation?

4. Data Analysis:

Thematic analysis was used to analyze the qualitative data from interviews and focus group discussions. Key themes were identified based on the research objectives, such as alignment between Malaviya's ideals and NEP 2020, challenges in implementing vocational education, and strategies for promoting self-reliance through education. The data was then coded and categorized under these themes to draw conclusions and make policy recommendations.

5. Limitations

While this study provides valuable insights, it has some limitations. The sample size was relatively small, which may not capture the full diversity of perspectives across India's vast and varied education system. Additionally, since the NEP 2020 is still in the early stages of implementation, the long-term impacts of its policies could not be fully assessed at this stage.

6. Findings and Discussion:

Alignment of Malaviya's Ideals with NEP 2020

The findings of this research reveal a strong alignment between Malaviya's educational philosophy and the objectives of NEP 2020. Both emphasize holistic education, character building, and the integration of vocational training as essential components of a well-rounded education. Malaviya's belief that education should empower individuals to contribute to society and the economy is mirrored in NEP 2020's focus on skill-based learning and entrepreneurship.

Holistic Education and Character Building

Malaviya believed that education should not only impart academic knowledge but also build moral character and social responsibility. He emphasized that students should be prepared to face real-world challenges with integrity and ethical values. NEP 2020 echoes this sentiment by calling for an education

system that develops critical thinking, creativity, communication, and ethical decision-making skills among students.

Participants in the study, especially educators, noted that the NEP 2020's emphasis on holistic development is a step in the right direction. However, they pointed out that there needs to be more practical guidance on how to integrate character education into the curriculum. Malaviya's ideals of moral education can provide a useful framework for schools looking to implement these changes.

Vocational Education and Self-Reliance

Malaviya was a staunch advocate for vocational education, seeing it as a way for individuals to become economically self-sufficient. Similarly, NEP 2020 places significant emphasis on the integration of vocational training into mainstream education, aiming to expose at least 50% of students to vocational courses by 2025. Both Malaviya and the NEP highlight the need for skill development to promote self-reliance and reduce unemployment.

The study found widespread support for vocational education among policymakers and educators, who believe that it can help bridge the gap between education and employability. However, participants also expressed concerns about the quality of vocational training in many institutions, particularly in rural areas. There is a need for better infrastructure, more trained teachers, and partnerships with industry to ensure that students receive high-quality vocational education that prepares them for the job market.

Challenges in Implementing Vocational Education

While the NEP 2020's focus on vocational education is commendable, the study identified several challenges in its implementation, many of which were echoed in Malaviya's time as well.

Infrastructure and Resources

One of the key challenges in implementing vocational education is the lack of adequate infrastructure and resources, particularly in rural and remote areas. Many schools and colleges do not have the necessary equipment, workshops, or facilities to provide hands-on vocational training. Without these resources, it is difficult for students to acquire practical skills that are relevant to the modern job market.

Cultural Attitudes and Academic Bias

Another challenge is the cultural bias against vocational education, which has historically been viewed as inferior to academic education in India. Many parents, students, and even educators still prioritize traditional academic streams such as engineering or medicine, seeing vocational courses as a fallback option for those who are unable to succeed in mainstream education.

This bias against vocational education is a significant barrier to its widespread adoption. Malaviya faced similar challenges during his time, as vocational training was often dismissed as less prestigious. However, he believed that vocational skills were essential for building a self-reliant society and argued that they should be valued on par with academic achievements. NEP 2020 attempts to address this issue by integrating vocational education into the mainstream curriculum, but changing cultural attitudes will require a concerted effort from educators, policymakers, and society at large.

Inclusivity and Access

NEP 2020 emphasizes inclusivity, particularly for marginalized communities. Malaviya's vision of education for all, regardless of socio-economic background, aligns with this goal. However, the study found that achieving true inclusivity remains a challenge, especially in rural areas where access to quality education is limited.

Students from marginalized communities often lack the financial resources, technological access, or social support needed to fully benefit from educational reforms. The gap between urban and rural education remains wide, and without targeted interventions, the most disadvantaged students may continue to be left behind. Both Malaviya and the NEP 2020 advocate for educational equity, but achieving this goal will require significant investment in rural education infrastructure and targeted policies to support underprivileged students.

Strategies for Enhancing Self-Reliance through Education

Based on the findings, several strategies can be employed to enhance the role of education in fostering self-reliance and economic empowerment.

Strengthening Vocational Education Infrastructure

Improving the quality of vocational education requires significant investment in infrastructure. Schools and colleges need access to state-of-the-art workshops,

equipment, and tools that allow students to gain hands-on experience. This can be achieved through partnerships with industries and private sector organizations, which can provide resources, expertise, and opportunities for internships and apprenticeships.

Teacher Training and Professional Development

Teachers play a crucial role in delivering high-quality education, and this is particularly true for vocational education. The government should invest in continuous professional development programs that equip teachers with the skills and knowledge they need to effectively teach vocational subjects. This could include training in new technologies, pedagogical techniques, and industry-specific skills.

The Role of Vocational Education in Economic Empowerment

One of the most significant aspects of both Malaviya's ideals and the NEP 2020 is the emphasis on vocational education as a means of fostering economic self-reliance. Vocational education provides students with practical skills that are directly applicable to the job market, enabling them to either secure employment or start their own businesses. This focus on vocational training is particularly relevant in today's global economy, where automation and technological advances are reshaping the labour market and increasing the demand for specialized skills.

Empowering Marginalized Communities

Vocational education has the potential to be a powerful tool for uplifting marginalized communities, many of whom have historically been excluded from mainstream educational and economic opportunities. For instance, students from economically disadvantaged backgrounds or rural areas often face barriers to accessing higher education due to financial constraints or lack of infrastructure. By providing these students with vocational training, the education system can equip them with marketable skills that allow them to earn a livelihood and break the cycle of poverty.

In this context, Malaviya's vision of education as a tool for social upliftment and national development resonates deeply with NEP 2020's commitment to inclusivity. Both frameworks recognize that economic empowerment must be accessible to all sections of society, not just the privileged few. As such, promoting vocational education in marginalized communities can play a vital

role in creating a more equitable society where everyone has the opportunity to contribute to the country's economic growth.

Linking Vocational Education with Industry

Another key finding of the study is the importance of linking vocational education with industry. Many of the participants noted that vocational training programs need to be closely aligned with the needs of the job market to ensure that students acquire skills that are in demand. This requires greater collaboration between educational institutions and industries, with the latter playing an active role in curriculum development, internships, and apprenticeships.

Malaviya's emphasis on practical, hands-on education is highly relevant in this regard. His vision of vocational training was not limited to the acquisition of technical skills but also included real-world experience and engagement with industry. Similarly, NEP 2020 advocates for experiential learning and partnerships with industries to provide students with opportunities for internships and apprenticeships. These partnerships can bridge the gap between education and employment, ensuring that vocational education produces graduates who are job-ready.

Entrepreneurial Education: Creating Job Creators, Not Job Seekers

Another critical aspect of vocational education, as envisioned by both Malaviya and the NEP 2020, is its potential to foster entrepreneurship. In a rapidly changing global economy, where traditional job roles are being disrupted by technology and innovation, the ability to think creatively and start new ventures is increasingly important. Entrepreneurship not only provides individuals with an alternative to traditional employment but also drives economic growth by creating new jobs and industries.

Malaviya believed that education should empower individuals to become self-reliant and contribute to the nation's development. In today's context, this translates into an emphasis on entrepreneurial education, where students are encouraged to think innovatively and develop the skills needed to start their own businesses. NEP 2020 recognizes this need and advocates for entrepreneurship training as part of the broader push for vocational education.

Entrepreneurial education equips students with critical skills such as problem-solving, financial literacy, risk management, and leadership. By incorporating

entrepreneurship into vocational training programs, the education system can create a new generation of job creators who are capable of driving India's economic growth and reducing unemployment.

Overcoming Cultural and Institutional Barriers

While the NEP 2020 presents a promising vision for the future of education in India, significant challenges remain in its implementation. One of the most pervasive barriers is the cultural attitude towards vocational education, which is often viewed as a less prestigious option compared to academic pathways. This bias is deeply ingrained in Indian society, where professions like engineering, medicine, and law are traditionally seen as more desirable career choices.

Changing Perceptions

Malaviya faced similar challenges in his time, as vocational education was often seen as inferior to academic education. However, he recognized that vocational training was essential for the economic empowerment of individuals and the development of the nation. He argued that vocational education should be valued equally to academic education, as both play a vital role in building a self-reliant society.

Changing these cultural perceptions requires a concerted effort from educators, policymakers, and the media. Public awareness campaigns can play a crucial role in shifting societal attitudes towards vocational education by highlighting the success stories of individuals who have built successful careers through vocational training. Schools and colleges can also contribute by offering vocational courses that are integrated into mainstream education and treated as equally prestigious.

Institutional Support and Policy Interventions

Another challenge in implementing NEP 2020 is the lack of institutional support for vocational education. Many schools and colleges do not have the infrastructure, resources, or trained staff to provide high-quality vocational training. This issue is particularly acute in rural areas, where educational institutions often lack the basic facilities needed for hands-on training.

Addressing these challenges requires significant investment in the education sector, particularly in rural and underdeveloped areas. The government must

prioritize the development of vocational training centres, workshops, and laboratories that provide students with access to the tools and equipment they need to acquire practical skills. In addition, teacher training programs must be expanded to ensure that educators are equipped with the skills and knowledge needed to deliver vocational education effectively.

7. Policy Recommendations:

Based on the findings of this research, several policy recommendations are proposed to strengthen the alignment between Malaviya's ideals and NEP 2020 and to promote a self-reliant economy through education:

Integration of Vocational Education into Mainstream Curriculum

To overcome the stigma associated with vocational education, it should be fully integrated into the mainstream curriculum. Schools and colleges should offer a combination of academic and vocational courses, allowing students to choose pathways that align with their interests and career goals. This will help elevate the status of vocational education and make it a more attractive option for students.

Enhancement of Teacher Training Programs

Teacher training programs should be expanded to ensure that educators are well-prepared to deliver vocational education. This includes not only technical training but also professional development in areas such as entrepreneurship, experiential learning, and industry engagement.

Public-Private Partnerships

The government should promote partnerships between educational institutions and industries to provide students with access to internships, apprenticeships, and real-world experience. Industries should be actively involved in curriculum development to ensure that vocational education is aligned with the needs of the job market.

Entrepreneurship Education

Schools and colleges should incorporate entrepreneurship training into their vocational education programs. This will equip students with the skills needed to start their own businesses and contribute to job creation in the economy.

Entrepreneurial education should include mentorship programs, where experienced business leaders provide guidance and support to aspiring entrepreneurs.

Financial Support for Marginalized Communities

To ensure that vocational education is accessible to all students, particularly those from marginalized communities, the government should provide financial support in the form of scholarships, grants, and loans. Special attention should be given to rural areas, where students often face barriers to accessing quality education.

Public Awareness Campaigns

Changing societal attitudes towards vocational education requires a cultural shift. Public awareness campaigns, led by both the government and civil society, should promote the value of vocational education and highlight its role in fostering self-reliance and economic empowerment.

8. Conclusion:

Pandit Madan Mohan Malaviya's ideals of holistic education, vocational training, and inclusivity continue to be highly relevant in the modern context, particularly in light of the National Education Policy (NEP) 2020. Both Malaviya's vision and the NEP 2020 share a common goal of fostering self-reliance by equipping individuals with the skills, knowledge, and values needed to contribute to the nation's economic development.

The alignment between Malaviya's educational philosophy and the NEP 2020 presents a unique opportunity to build a more inclusive and self-reliant education system in India. However, significant challenges remain, particularly in terms of infrastructure, teacher training, cultural attitudes, and inclusivity. Addressing these challenges requires a coordinated effort from policymakers, educators, and industry stakeholders. By drawing on Malaviya's timeless ideals and the forward-thinking vision of NEP 2020, India has the potential to create an education system that not only prepares students for the demands of the 21st-century economy but also fosters social cohesion and national development. With the right policies and investments, India can build a self-reliant, empowered, and inclusive society where education is the cornerstone of economic growth and prosperity.

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