

FROM CHARACTER TO NATION: RECLAIMING VIVEKANANDA'S EDUCATION FOR INDIA'S YOUTH DIVIDEND

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ABSTRACT

This paper argues that India's youth dividend will translate into national capability only when education forms persons of character who can convert knowledge into service and ethical leadership. Building on Swami Vivekananda's "man-making" ideal education as the integrated cultivation of body, mind, heart, and spirit the study synthesizes contemporary analyses of globalization's pressures on mass education, convergences and gaps within NEP 2020, and practice-oriented designs for teacher development, assessment, and equity. The article proposes the C3 framework Character, Competence, Contribution as co-equal, assessable outcomes operationalized through experiential and service-learning, dialogic and contemplative routines, arts and physical culture, and community partnerships. It details curricular design across school and higher education, pedagogies that humanize learning, teacher preparation and school culture reforms, performance-based assessment, equity architecture for first-generation and rural learners, and digital-era applications that marry scientific temper with responsibility and pluralism. The discussion advances "scale-with-humanization" as a system design principle, and the conclusion outlines measurable indicators and policy recommendations to align institutional incentives with well-being, civic participation, employability quality, and community impact. In doing so, it reframes nation-building as the everyday practice of strength, truthfulness, and service, where character becomes capability and personal excellence advances the public good.

KEYWORDS: Man-Making Education, Character Education, Service-Learning, Ethical Leadership, Experiential Learning, Assessment Reform, Character–Competence–Contribution (C3), Daridra Narayana (Dignity Of Labour).

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