

## **NEP 2020 and Value-based Education: A Study in the Indian Perspective**

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### **Abstract:**

The New Education Policy 2020 (NEP 2020) is an ambitious initiative aimed at bringing fundamental and comprehensive changes in the Indian education system, with the focus on strengthening educational values. The policy particularly lays strong emphasis on moral education, inculcating deep values of Indian culture, empathy, inclusiveness, compassion, and inculcating the ability to make ethical decisions in students. These values are proposed to be not only limited to co-curricular activities but also to be integrated as an integral part of school curriculum and teaching methods. The main objective of this paper is to deeply analyse the concept of value-based education detailed in NEP 2020, in order to understand its various aspects. The study is entirely based on systematic analysis of secondary data, various policy documents, NCERT textbooks, and relevant educational reports. The findings of the study show that NEP 2020 makes a significant effort to deeply integrate value education into the mainstream curriculum of education, rather than limiting it to only supportive activities. Its long term goal is to establish value-based education as a powerful medium of moral, social and cultural reconstruction of Indian society. This research provides practical guidance to policy makers, teachers and curriculum developers for effectively implementing moral education in schools.

**Keywords:** NEP 2020, value-based education, moral education, Indian culture, education policy, NCERT curriculum.

### **Introduction:**

The historical objective of the Indian education system has been not merely to impart academic knowledge but also to develop the overall and all-round personality of the individual. The broad goal of education is to create a responsible, aware and sensitive citizen through moral, social, intellectual and emotional development, who can make a positive contribution to the society. Strengthening this fundamental philosophical idea, the

Government of India presented a far-reaching New Education Policy (NEP 2020) in the year 2020, a very important pillar of which is 'Value-based Education'. NEP 2020 lays special emphasis on the fact that education should not only be a means to get employment, but it should also become a powerful medium to develop the inherent human values within the individual. It is clearly mentioned in this policy that it is very important to include basic elements like morality, compassion, empathy, non-violence, scientific thinking and constitutional values in the education system. This policy provides a clear and effective guide towards making education “holistic, multidimensional and lifelong”.

The tradition of value-based education in India has been going on since ancient times. Gurukul system is a living example of this, where the Guru not only imparted knowledge of scriptures to his disciples, but also gave them deep teachings of the art of living, personal ethics and their responsibilities towards the society. In today's rapidly changing social, cultural and technological environment, it has become even more important that students develop the ability to make ethical decisions in complex situations, tolerance towards different cultures and ideas, deep respect for diversity and a responsible citizenship. This research will provide an in-depth analysis of how NEP 2020 defines value-based education, how it proposes to integrate it into school curriculum and teaching methods and the direction for its practical implementation. Along with this, we will also do a detailed analysis of the presence and portrayal of human values in NCERT textbooks, learning outcomes and other important educational documents.

### **Conceptual Framework:**

The conceptual framework of this research focuses on the principles of value-based education contained in the National Education Policy 2020 (NEP 2020). It emphasizes on integrating the values of Indian culture and constitutional ethics into the all-round development of students through education.

### **Review of Literature:**

The subject of value-based education in India has been extensively studied by various educationists and academic organizations, especially after the implementation of the New Education Policy 2020, it has received more attention. NEP 2020 itself links the broader

objective of education to the establishment of a “Just, Humane and Sustainable Society” (NEP 2020, MHRD, p. 5). The words “ Ethics, Human and Constitutional Values” are clearly mentioned in the policy document, which indicates that these are one of the fundamental concerns of the policy, honesty , empathy, compassion and social responsibility are clearly defined at the class-level across all subjects in the " Learning Outcomes" document published by NCERT (2021). This document clearly indicates that value-based behavioural skills must be developed among students at every stage of education UNESCO (2015) report "Global Citizenship Education: Topics and Learning Objectives" also suggests that ethics, social justice and global responsibility should be compulsorily included in modern education.

According to Sharma and Jain (Sharma & Jain, 2021), value education proposed in NEP 2020 should not be limited to the curriculum only, but it should also be implemented in the training of teachers so that practical ethics can be developed in the true sense in the students. A research (Mishra, Mishra, 2020) available on Shodhganga states that values such as compassion, respect for women and tolerance have been effectively presented in NCERT social science and Hindi books through stories, dialogues and activities in various chapters. It is clearly reflected from these contemporary sources that value-based education is a very important pillar of NEP 2020 and for its successful and effective implementation, coordinated efforts are required at all three levels i.e. policy, curricular and practical.

### **Research Gap Identified:**

Although the theoretical basis of value education is clear in NEP 2020, there is a lack of detailed studies on its effective implementation at the ground level, especially on assessment methods and practical integration into teacher training. Existing research has often been limited to policy declarations , while this study analyses its actual impact on curriculum and learning outcomes, thereby filling this gap.

### **Research Methodology:**

A combined and comprehensive approach has been adopted in this research, in which descriptive and analytical research methods have been used. The primary objective of the study is to critically analyse the concept of value-based education proposed in the New Education Policy 2020 and to deeply understand its practical aspects and possibilities of

implementation. Therefore, this research is completely based on secondary data, which means that no new data has been collected in it.

The following are the major and authentic sources from which data was collected for the research :

- National Education Policy 2020 (NEP 2020) published by the Government of India.
- Learning Outcomes” document published by NCERT (2021)
- NCERT textbooks (especially Social Science and Hindi subject books from class 6 to 10).
- Important educational reports published by UNESCO and UGC.
- Shodhganga And related research papers and theses available on academic platforms like Google Scholar.

Document analysis is the main method used for data collection. Under this method, the original text of NEP 2020, the content of NCERT books, documents related to learning outcomes and various educational research articles were studied in depth and systematically. For analysis, the content was classified under a few major categories, including " Values" , "Ethics " , "Character Building" , "Constitutional Morality" , " Indian Culture" , "Empathy " , and " Inclusiveness " , is not based on any form of primary data collection (such as field surveys, interviews or questionnaires). This study falls strictly under the category of ' Desk Research ' , where only documents that are publicly available, officially recognised and academically accepted were used. Thus, this research makes a systematic attempt to clarify the current direction and future prospects of value-based education on the dual basis of policy analysis and curriculum evaluation.

### **Data Analysis & Interpretation:**

In this study, we conducted an in-depth and systematic analysis of the core document of the National Education Policy 2020, the “ Learning Outcomes” document published by NCERT and the NCERT textbooks of Social Sciences and Hindi for classes 6 to 10. The text of NEP 2020 was analysed to understand how the policy defines value-based education and places it at the core of education.

NCERT's " Learning Outcomes" document shows how the goals of value-based teaching are defined at the classroom level. Here, values such as cooperation , honesty, empathy and social responsibility are clearly listed as learning outcomes.

In analysing the textbooks, we identified the moral, social and cultural values embedded in various chapters, stories, poems and activities. For example, Hindi stories often contain examples of compassion, honesty and altruism, while social science books present constitutional values such as equality, justice and fraternity through historical contexts and civics lessons. This content analysis helps us understand how the value-based approach of NEP 2020 is being integrated into the curriculum at the ground level. Overall, the interpretation of the secondary data obtained indicates that there is a clear link between policy provisions and curriculum content, with a special focus on value education.

### **Research Findings:**

Based on the in-depth analysis of this study, the following major research findings have emerged:

- **Value-based education is the central element of NEP 2020 :** The New Education Policy 2020 clearly directs towards making education not just knowledge-based or employment-oriented, but also value-based, sensitive and more useful for life. The policy importantly suggests integrating values such as ethics, compassion, non-violence, empathy, justice and fundamentals of Indian culture at all levels of education from kindergarten to higher education.
- **Effective integration of values in educational curriculum:** In the textbooks prepared by NCERT, especially in subjects like social sciences and Hindi, behavioral and moral values have been presented in very creative ways. These values are conveyed to the students through stories, various characters, depiction of social situations and through activities, so that they can understand these values and implement them in their lives.
- **the Learning Outcomes document:** In NCERT's "Learning Outcomes" document (for classes 3 to 8), values such as 'empathy', 'honesty', 'cooperation', 'responsibility', and 'social justice' are clearly defined as an essential part of the

behavioural development of students. This shows that value education is being linked to practical outcomes and not just theoretical ones.

- **The role of the teacher has been redefined:** NEP 2020 views the teacher not as a mere information or content provider but envisages him/her as an important 'value inculcator'. This makes it clear that the training of teachers should also be in line with value education so that they can imbibe these values themselves and inculcate them in students.
- **There are still challenges to practical implementation:** Although value-based education has been clearly defined and outlined at the policy level, its effective and widespread practical implementation still requires significant reforms in curriculum development, teacher training programmes and assessment systems.

It is clear from these findings that if the proposed value elements of the policy are implemented effectively and in a coordinated manner, then the Indian education system can prove to be more effective and powerful not only in intellectual development but also in character building and development of a responsible citizen.

### **Conclusion:**

It is insufficient to regard education as a narrow means of intellectual development, it is in fact a dynamic process of the holistic and all-round development of the individual, in which a balanced inclusion of his moral, social and emotional aspects is extremely essential. Keeping this fundamental and broad principle at the center, the Government of India has made a strong, visionary and innovative effort towards making Indian education value-based through the National Education Policy 2020 (NEP 2020).

An in-depth analysis of this research clearly reflects that value-based education has been accepted as an integral and indispensable part of the education system in NEP 2020. The policy clearly states that Indian culture, rich tradition and fundamental values enshrined in the Constitution of India should be deeply embedded in all levels of education, be it primary or higher education. The policy also clearly states that it is a primary and mandatory responsibility of the education system to develop important human values such as empathy, compassion, sensitivity, ethical decision-making ability, awareness of social justice, respect

for gender equality and environmental consciousness in students.

NCERT textbooks and " Learning Outcomes" documents also reveals that the work of integrating these values into primary and secondary education has not only begun, but it is also being given a systematic direction. Many positive efforts of value-based teaching are clearly visible especially in subjects like social sciences, Hindi, Sanskrit and arts, where these values are being conveyed to students through stories, poems and activities.

However, it has also been observed that many challenges still exist in successfully implementing the high ideals mentioned in the policy on practical grounds. There is still a need for more vigorous and coordinated action on aspects such as substantial improvements in teacher training programmes, making the evaluation system value-based, continuous revision of textbooks and availability of resources needed for value education. In addition, there is an urgent need to bring about real change in the conduct, behaviour and thinking of students by making value education not just a formal subject but a natural and spontaneous part of school life .

Therefore, in conclusion it can be said that NEP 2020 has given a new, human-centric and far-reaching direction to Indian education, where value education is not limited only to the curriculum, but its indispensable role in the all-round development of the individual and in the building of his practical life has been clearly defined. Now it depends on the teachers, policy makers, parents and the society as a whole to what extent they are successful in implementing these proposed values on practical level and inculcating these values in the future generations.

### **Suggestions & Recommendations / Future Scope:**

The following suggestions and recommendations are offered for effective implementation of value-based education and strengthening the Indian education system:

- **Compulsory inclusion in teacher training:** Incorporate value education as a compulsory and central component in teacher training programmes. Teachers should not only be given theoretical knowledge of values, but they should also be trained to adopt value-based behavior themselves and motivate students.



- **Review of Curriculum and Textbooks:** Regular and in-depth review of the current curriculum and textbooks to ensure value inculcation in all subjects. It is to be ensured that values are integrated through appropriate examples and activities in all subjects.
- **Reforms in the Assessment System:** The evaluation system should not only include academic performance but also include aspects like ethical behaviour, social attitude and sensitivity of the students in the evaluation standards.
- **Promotion of co-curricular activities:** Co-curricular activities like story-telling, drama, group discussions, service projects and community work should be promoted at the school level. These activities help in imbibing the values practically rather than learning them theoretically.
- **Future Research Direction:** Future research could look at the impact of different regional variations (e.g. urban vs. rural, different states) on the practical implementation of value education under NEP 2020 and how it can be improved in local contexts.

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