
A Critical Analysis of NEP 2020 with reference to Value-Oriented Education

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Abstract

Education has a very extensive role in the development of the individual's personality and helps in changing the humans and the society. One fundamental objective of education is to inculcate desirable values among the individuals to make him/her a responsible member of society. Education for the development of values among individuals has been a primary concern in the Indian education system since the beginning of formal education. This paper reviews the recommendations of the National Education Policy (NEP) 2020 for value-oriented education of the students. NEP 2020 suggests value-oriented education for students from the earliest stages of schooling to higher levels of education. It advocates inculcating the eternal values as; truth (satya), righteous conduct (dharma), peace (shanti), love and compassion (prem), and non-violence (ahimsa) with the development of humanistic, ethical, constitutional, universal human values, citizenship values, scientific temper, as well as life skills. The policy recommended the adoption of various strategies and approaches regarding the inculcation of values in the student at various stages.

Keywords: NEP 2020, Values, Value-oriented Education, Students, Principles, Strategies.

Introduction

Education has a very extensive role in the development of the individual's personality and helps in changing the humans and the society. The fundamental objective of education is to attain all-round development of the personality of an individual which includes physical, social, intellectual, moral, and spiritual development. It also aims to inculcate desirable values to the individual to make him/her a responsible member of society. India is a country of a rich heritage of ancient and eternal Indian knowledge, and the pursuit of knowledge (*jnan*), wisdom (*pragya*), and truth (*satya*) were always considered in Indian thought and philosophy as the ultimate goal of humans. However, this knowledge and values were transmitted from

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generation through religious contexts and principles. Thus, the values developed were considered religious values.

“The purpose of education is to develop good human beings - capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.”- National Education Policy 2020

Education for the development of desirable values among individuals has been a primary concern in the Indian education system since the beginning of formal education. Generally, in India, before the introduction of formal education, education provided to the students was regarded as religious education. It is because; the educational instructions and practices were based on the principles of a particular religion. During the pre-independence period, as well as after independence, several education commissions and committees suggested and recommended character education, religious education, and moral education. In 1882 the Education Commission recommended moral education over religious education and suggested to prepare moral textbooks based on the fundamental principles of natural religion. The University Education Commission (1948-49) advocated that morality is the guiding principle of the life process for the development of human beings (Gawande, 2002). The Secondary Education Commission (1952-53) emphasized on development of moral and spiritual values or virtues through prayers and biographies of great persons for the healthy development of individuals and the society at large. The Education Commission (1964-66) considered the inculcation of values as important, alongwith the advancement of modernization and emphasized on introduction of democratic values, the concept of welfare state, socialism, and comprehensiveness of religions (*to bring about religious compassion rather than the distinction between religious education*) in the school curriculum (Gawande, 2002). In the year 1986, *the National Policy on Education (NPE-1986)* broadly and precisely defined and coined moral, character, and religious education as value education. Thus, moral education, character education, and religious education are a part of value education (Gawande, 2002). **NPE 1986, Programme of Action (POA), 1992** emphasized value education as an integral part of the school curriculum in order to make education a powerful tool for the inculcation of universal and eternal values as well as for cultivation of social and moral values among the students.

Importance of Value-Oriented Education in the Modern Digital Era

The main aim of value-based education is to build character among the individuals and to create in them holistic and well-rounded development as well as to make them responsible members in the society, equipped with the 21st century's key skills. There are universal values that must be continued and transmitted to all the ages to come. But, with the changing social environment and the development in science and technology, the challenges to instill the right aspect of values among the individuals arise. For example, nowadays there is easy access to internet and therefore the population of various social media users among the youths is growing. Studies also show that there is a positive correlation between moral degradation

and the excessive use of various online social media (Bonaya, 2015; Chukwu & Onyema, 2019; Uma & Padmalosani, 2019). The excessive availability of wrong and hoax information on the internet sometimes confuses individuals to differentiate between the ethical and unethical, and between right and wrong. Thus, it is necessary to understand the suggestions of the policy to tackle various challenges which become obstacles for the development of desirable values among the students. This paper endeavors to analyze the National Education Policy (NEP) 2020 based on the context of value-oriented education. It is an attempt to know and understand the suggestions and recommendations provided by the policy for imparting or inculcating value-based education to the students at various stages of the education.

Objectives of the Study

The objectives of the study are as follows:

- I. To find out the various principles of NEP 2020 concerning value-oriented education.
- II. To articulate the recommendations of NEP 2020 on imparting value-oriented education to the students at various stages of school education.
- III. To classify the various strategies recommended by NEP 2020 on imparting value-oriented education to the students.

Method of the Study

A qualitative research approach has been adopted for the present study. For this study, the primary data includes the document of NEP 2020 collected and retrieved from the official website (www.education.gov.in) of the Ministry of Education, Government of India and the secondary data have been collected from articles, books, and websites. The document analysis of NEP-2020 has been done based on the perspectives of value-oriented education.

Results and Findings

The findings of the study have been discussed below based on the objectives of the study:

Objective - I: To find out the various principles of NEP 2020 regarding value-oriented education.

Principles of NEP 2020 on Value-Oriented Education

NEP 2020 emphasizes that the education for the development of values among the students should be based on the following fundamental principles:

- i. Education should develop universal and human values such as empathy, respect for others, cleanliness, etiquette, courtesy, non-violence, love, and compassion, etc.
- ii. It should focus on the development of Constitutional values that involves awareness of fundamental rights and develop a deep sense of respect and responsibility towards the fundamental duties among the students.

- iii. It should develop and imbibe values like democratic spirit, scientific temper, liberty, pluralism, equality, justice, respect for diversity, and respect for local context among all students from early childhood education to higher education.
- iv. It should also develop the social life skills like cooperation, teamwork, communication, and resilience among all students.

Objective - II: To articulate the recommendations of NEP 2020 on imparting value-oriented education to the students at various stages of education.

NEP 2020 on Imparting Value-Oriented Education to the Students

The report of the Subramanian committee for the evolution of New Education Policy, 2016 cited the recommendation of the Chavan Committee report of 1999 for providing education that should contribute to character and values development among the individuals. The Chavan committee recommended that Truth (*Satya*), Righteous Conduct (*Dharma*), Peace (*Shanti*), Love and compassion (*Prem*), and Non-violence (*Ahimsa*) are the core universal values (*Source*: 81st Report on Value-Based Education presented to Rajya Sabha on 26, Para-8). The Subramanian Committee report 2016 has emphasized the recommendations of the Chavan Committee-1999 regarding the role of education for the inculcation of values and accepted its relevance even at present. Therefore, the NEP, 2020 identified these core universal values as the foundation stone for value education in India. This Policy emphasizes that the curriculum and pedagogy of the educational institutions must develop the proper and appropriate values and skills among the students from early childhood schooling to university education. NEP 2020 suggests that specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. It also advocates incorporating evidence-based reasoning and scientific methods of inquiry throughout the school curriculum for the development of scientific temperament and evidence-based learning, which will lead the students to rational, ethical, and compassionate thinking and for making good, logical, and sound decisions throughout their lives (NEP 2020).

The NEP 2020 has been reviewed and analyzed based on the inculcation of different kinds of values among the students by following the new and restructured curriculum of school education, i.e. 5+3+3+4 structure of school education. The modified curricular and pedagogical structure consists of the 5 years Foundation Stage (3 years pre-school and 2 years Grade 1-2, covering 3 – 8 years age), 3 years Preparatory Stage (Grade 3-5, covering 8-11 years age), 3 years Middle Stage (Grade 6-8, covering 11-14 years age) and 4 years Secondary Stage (Grade 9-12 in two phases, 9 and 10 in lower secondary or secondary, and 11 and 12 in senior or higher secondary, covering 14-18 age) (Draft NEP 2019, Chapter IV, Para -6 & NEP 2020, Part 1, Para 1).

Imparting Values Education at the Foundation Stage

NEP 2020 expressed the importance of the physical and health development of children at all stages of school education. The awareness of the importance of physical and health

development is very much essential at this stage. NEP 2020 recommended the incorporation of physical activities in the form of games and sports in the curriculum. At this stage the children are playful and the learning atmosphere for the children must be based on activity-oriented curriculum for the development of all kinds of values. Similarly, for the development of aesthetic values, art and music should be introduced and incorporated into the curriculum at this stage. NEP 2020 emphasizes that the children should be given an introduction to art and music, which also includes local folk music and art, about the note, scale, rages, and rhythms through the vocal exercise, singing, clapping, and performing as well. At this stage, the children should also be given exposure to both vocal and instrumental music by using simple and inexpensive hand instruments like shakers and xylophones to make them learn and experience music which also helps for the development of social and moral values among children.

Imparting Values Education at the Preparatory Stage

NEP 2020 recommended that students will be taught at a young age about the importance of “doing what’s right”, and will be introduced to logical dilemma for making ethical decisions. In later years, this would then be expanded along with themes of honesty, non-violence, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral and ethical values in conducting one’s life. At this stage, physical activity and exercise, including sports, games, yoga, martial arts, dance, gardening, and more, should be incorporated in the curriculum in accordance with local availability of teachers and facilities for the development of mind and body wellness as well as for the development of health values among children. Many studies prove that art and music are not only important for the development of aesthetic values but are also extremely beneficial for the development of creativity and innovation in children’s personalities. India has extremely rich traditions in the arts, and especially in music. Thus, NEP 2020 emphasizes that every student at every level must have the opportunity to partake in these creative activities for character-building as well.

Imparting Values Education at the Middle Stage

NEP 2020 recommended that the basic training in health, including preventative health, nutrition, personal and public hygiene, and first-aid should be incorporated in the curriculum at this stage of school education to make the children health-conscious about themselves as well as the surrounding environment. The children must also be given the opportunity to experience music and arts including theatre, poetry, painting, drawing, sculpture, and vocational arts such as carpentry, embroidery, sewing, clothes-making, etc. NEP 2020 recommended the introduction of a course on ethical and moral reasoning at this stage for all students, sometime in Grades 6-8 as suggested in NEP-2019 (Draft), where the subject of ethics and moral reasoning will be discussed in more detail and sophisticated manner. At this stage, the curriculum should also include desired values such as service (*Seva*), cleanliness (*Swacchata*), non-violence, respect and safety for women, honesty, helpfulness, tolerance, equality, fraternity, etc.

Imparting Values Education at the Secondary Stage

NEP 2020 recommended that curriculum for the development of personal and health values among the students at this stage will be the same as the middle stage, with the inclusion of proper and scientific clarification of the harmful and damaging effects of abusing alcohol, tobacco, and other drugs. At this stage, NEP 2020 also recommended the introduction of sex education regarding the significance of consent, respect and safety for women, family planning, and sexually transmitted diseases (STD) prevention as well as about gender sensitivity in society. It has also been recommended that students interested in music and art should be strongly encouraged for experimenting and learning the course of music and arts as a subject curriculum through the instrument, singing, sculpting, drawing and painting, including vocational crafts. Experiences in arts not only develop aesthetic values but also develop creativity, emotions, and innovation regardless of the specialization of the subject that they take up for study. At this stage, NEP 2020 recommended that the curriculum must include the study of more advanced semester courses on philosophy, ethics, and moral reasoning *along with the development of humanistic, constitutional, universal human values, citizenship values, scientific temper, as well as life skills for the student in order to become a productive member in the society.* This policy also discusses providing instructions and awareness on natural environments such as climate change, waste management, sanitation, conservation and management of natural resources and biodiversity, forest and wildlife conservation, and sustainable development of human beings without harming nature.

Imparting Values Education at the Higher Education Stage

As mentioned earlier, regarding the inclusion of arts and music as subjects of study at the secondary stage, NEP 2020 also recommended that the liberal arts education will not only develop the creative or artistic side and the analytic side of the students but can also greatly enhance one's scientific capabilities of aesthetic, social, and moral values. NEP 2020 recommends the inclusion of service (*Seva*) as a part of liberal education for which the universities and colleges will be the center of using multi-disciplinary repository knowledge and research to address various issues in the society such as clean water crises in urban areas, environmental protection measures, energy-saving and sustainable livelihood projects and programmes in the society. NEP 2020 recommends that all undergraduate programmes should emphasize and encourage music, visual arts, performing arts, and sports as full-fledged programmes and courses of study and should also include Yoga as an integral part of the curriculum at the higher education level. *It has also mentioned providing Global Citizenship Education (GCED) to the students of higher institutions for responding to the contemporary global challenges and should promote peace, tolerance, inclusion, security, and sustainable societies.* NEP 2020 recommended that the curricula for legal studies must include evidence-based content about the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately according to the socio-cultural contexts of the region and the country. NEP 2020 also emphasizes that students of higher education institutions must be informed and illuminated with Constitutional values.

These include the inclusion of content about justice - social, economic, and political; democratic spirit; unity in diversity; rule of law; fundamental rights and duties in the curriculum for the development of constitutional values among all students at this stage.

Objective – III: To specify the various strategies recommended by NEP 2020 on imparting value-oriented education among the students.

Strategies for Inculcation of Values

NEP 2020 directs the NCERT to identify required values and skills, and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education. The various strategies recommended by NEP 2020 on imparting value-oriented education are as follows:

1. NEP 2020 has recommended inclusion of various games, stories, songs, poetry as well as art in the curriculum at the Early Childhood Care and Education (ECCE) level of education for inculcating desirable values among children.
2. For delivering and developing the aesthetic values to the students, the teachers can use modern technology to bring the music and arts to more students by using professionally recorded classes/demonstrations by great, famous artists of the country could be played on video screens or projectors. Further, trained art and music teachers and professional artists/musicians, as well as the local artists and crafts-persons, could be hired for developing desired values and skills at various stages of school education.
3. NEP 2020 recommends that various joint sports activities and competitions could be conducted between schools within the school complex for fostering and encouraging physical health, mind-and-body wellness of the students at various stages of school education.
4. For the development of social, ethical, and moral values, NEP 2020 recommended that there should be activities, discussions, and readings in the classrooms specifically designed to address ethical and moral awareness and reasoning directly to the students. It can also be delivered indirectly through the contents of languages, literature, and the social sciences subjects which are particularly aimed at dealing with ethical and moral principles and values.
5. Further, NEP 2020 also recommended that to provide a course (*one period per week, for one session*) to the students of Grades 7 and 8 on critical and current issues of the environment such as climate change, sanitation, clean water scarcity, *Swachh Bharat* programme, etc.

Conclusion

From the analysis of the document of NEP 2020, it has been observed that the importance of providing value-oriented education has been emphasized for the holistic development of

the students from the early stage of schooling to higher education. It was also observed that NEP 2020 has suggested and recommended various strategies which the schools and teachers should follow for the inculcation of values among the students. *This policy directs to set up subject-wise implementation committees of experts in cooperation and consultation with relevant ministries at both Central and State levels to develop detailed implantation plans for each aspect of the policy.* The suggestions and recommendations of the policy on imparting value-oriented education could be achieved through the active participation and involvement of teachers at the institutional and instructional levels. Therefore, it is the teacher who makes real implementation of these suggestions at the instructional level. Thus, NEP 2020 advocates that teachers must be grounded and acquainted with Indian values, ethos, and traditions which should also include the traditions of tribal and various ethnic groups of the country. This policy also acknowledges the significance of teachers for nation-building and character development of the students. Thus, it suggests providing required opportunities for their continuous professional development which will help them to learn the innovative practices and pedagogical approaches of their professions and help them to do their jobs as effectively as possible. Further, the role of parents, informal institutions, and various social organizations has also been accepted as crucial stakeholders by the policy for the inculcation of values in the students.

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