



Modalities as reflected in National Education Policy 2020 for imparting Value Education

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Abstract:

The world today is passing through such a chaotic phase in which it has become a herculean task to find out value driven human being. If the very aim of education system is to prepare socially appropriate manpower, it must ensure to impart value-based education to its citizens. In this direction, the national education policy [NEP] 2020 has stimulated a very sanguine aspiration among the educationists and nation too. This paper is an attempt to highlight the fabric of value education as reflected in NEP 2020. The NEP 2020 emphasizes on the fundamental principles which are considered as a constitutional value. It also upholds the holistic development of the learners. NEP 2020 focuses upon the development of values among students which are the traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity). Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. Global Citizenship Education is envisioned to address the global issues in value driven society. If the NEP 2020 is implemented in letter and spirit, it may help to realize the desired values among the citizen of the country.

Key terms: Value education, NEP 2020, constitutional values

1. The fundamental principles enshrined in NEP 2020

National Education Policy [NEP] 2020 has come with lots off hopes and aspirations among the citizens of India. It is a reflection of Indian constitutional values which needs to be embodied in every citizen of this country for humane society. It encompasses the fundamental principles like: Ethics and human, and Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice. These values can only be imprinted in people if they are practiced by all the stakeholders with its total vigor.

2. Holistic development of learners

Holistic education may ensure the holistic development of the learner. Holistic education is based on the premise that every individual will find his/her own identity, meaning and life objectives through communication and interaction with co unity, environment, and human values such as love and peace (Mayes, Maile-Cutri, Goslin, & Montero, 2016). Bringing the holistic development in learners the proper interaction with community, environment and human values has to be tuned with curriculum and pedagogy which is taken care of in NEP 2020.

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the

culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. 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. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.

Students will be taught at a young age the importance of “doing what's right”, and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as seva, ahimsa, swachhhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.

Children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. Excerpts from the Indian Constitution will also be considered essential reading for all students. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.

Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities.

3. Role of Higher Education

Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values,

intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

4. Multidisciplinary Education:

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. This entire exercise has the capacity to provide a lifelike environment where the learners at HEIs would get education wrapped with human values. If the multidisciplinary education is imparted with holistic approach, it will definitely prove an effective step for preparing a sensible human being having genuine concern for global issues.

5. Conclusion

The expectations of all the stakeholders are very high from the national education policy 2020. This policy appears to be an effective tool for characterizing the true human values among the prospective learners of India. But, the concern is at the very root of implementation of it by the different stakeholders with total vigor. If the modalities reflected in the policy are followed in letter and spirit, it will certainly uphold the constitutional values of Justice - Social, Economic, and Political and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights.

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