

Inculcation and integration of Values: An essential part of Education under NEP 2020

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ABSTRACT

All good education is, in essence, a process of developing the human personality in all its dimensions – intellectual, physical, social, moral, spiritual etc. Therefore, education in its aims, curriculum and methods should be inseparably bound up with values. Values, beliefs, assumptions are the basis (root) upon which the Learning tree is planted covering a wide variety of knowledge, skills and attitudes. NEP 2020 recognizes the importance of value education in shaping individuals and society, and it aims to provide opportunities for students to develop values such as empathy, integrity and social responsibilities. Moreover, Society expects to preserve and promote its values through education through desirable changes in the child's way of thinking, feeling and is the way one acts in accordance with ideal and acceptable life. Education aims that something morally acceptable and worthwhile is being transmitted i.e. the content and curriculum of education should be worthwhile and passed on in ways that cannot be objected by anybody at any time. Role of teacher is very significant in cultivating moral, social and spiritual values in children. The ideal personality of the teacher is very much influential on moral development of the students. Teacher is considered as friend, philosopher and guide. So, the teacher's personal activities and behaviours have tremendous bearing on students.

Keywords: Empathy, Integrity, Social responsibilities, Environmental Consciousness, Digital Literacy, Multidisciplinary, Technology Integration.

Introduction:

The National Education Policy (NEP) - 2020 of India focuses on several core values that are intended to guide the educational system toward holistic development and a more inclusive society. Some of the key values enshrined in the NEP-2020 include:

1. Inclusivity and Equity: The NEP-2020 promotes equal access to quality education for all, regardless of gender, socio-economic background, caste, religion, or physical abilities. It aims to eliminate disparities in education and ensure equitable opportunities for learning and development.

2. Quality and Excellence: The policy emphasizes the importance of providing high quality education at all levels. It seeks to enhance the learning outcomes, improve the competency of teachers, and promote excellence in educational institutions through robust academic standards and effective evaluation mechanisms.

3. Holistic Development: The NEP-2020 recognizes the need to nurture the overall development of students, including their cognitive, social, emotional,

and physical well-being. It encourages a holistic approach that focuses on knowledge, skills, values, ethics, and character building.

4. Multilingualism and Cultural Diversity: The policy recognizes the rich linguistic and cultural diversity of India and encourages the preservation and promotion of different languages and cultures. It promotes multilingual education and the integration of local knowledge and traditions into the curriculum.

5. Ethical and Moral Values: The NEP-2020 places a strong emphasis on fostering ethical values, moral character, and social responsibility among students. It seeks to inculcate values such as honesty, compassion, integrity, respect for others, and a sense of social justice.

6. Environmental Consciousness: The policy recognizes the urgent need to address environmental challenges and instills environmental consciousness and sustainability values in education. It encourages environmental education, conservation

practices, and the integration of environmental issues into the curriculum.

7. Digital Literacy and Technology Integration:

The NEP-2020 acknowledges the significance of digital literacy and technology in the modern world. It encourages the integration of technology in teaching and learning processes to enhance access, engagement, and innovation in education.

8. Critical Thinking and Creativity: The policy emphasizes the development of critical thinking, problem-solving, and creativity among students. It aims to nurture a spirit of inquiry, analytical skills, and the ability to think independently and creatively.

9. Lifelong Learning: The NEP-2020 recognizes the importance of lifelong learning and the need for continuous skill development throughout an individual's life. It promotes a flexible and multidisciplinary approach to education that prepares students for future challenges and adaptability. 1

Regarding inculcation of values Martin Luther King has expressed his well thought for the glory of a nation in the following words: “The prosperity of a country depends not on the abundance of its revenues, not on the strength of its fortifications, nor on the beauty of its public buildings; but on its cultivated citizens, in its men of education, enlightenment and character”.

The National Education Policy 2020 encourages students to develop a global outlook, cross-cultural understanding, and a sense of global citizenship. It promotes the internationalization of education, global collaborations, and exposure to diverse perspectives and experiences. These values serve as guiding principles to shape the education system and promote holistic development, inclusivity, and societal progress as envisioned by the National Education Policy - 2020.

What really is education? Education is a systematic attempt towards human learning. All learning is subjective and self-related. Educational activity starts with the individual. What can empower a nation that, in recent times, has earned the credibility of becoming an intellectual capital of the world? It is education. Education that is value-based. Education that imparts roots and also gives wings.

NEP 2020 promotes value education by emphasizing the comprehensive development of children, integration of vocational education, and the

cultivation of civic values. The policy aims to transform education by placing the learner at the center and building strong foundational skills. It also focuses on creating a national curricular and pedagogical framework that is competency-based, inclusive, and innovative. NEP 2020 recognizes the importance of value education in shaping individuals and society, and it aims to provide opportunities for students to develop values such as empathy, integrity, and social responsibility. By integrating vocational education, multidisciplinary approaches, and internationalization, NEP 2020 aims to provide students with a holistic education that prepares them for the future. Overall, NEP 2020 promotes value education by fostering the comprehensive development of students and equipping them with the necessary skills and values to contribute to society.

Inculcation Of Values:

The Inculcation of human values is a process that aims to take a person to the second stage, so that a person can lead a normal life with virtuous human values and continuously emancipate and elevate himself from that level and steadily proceed towards the first level. Values are inseparable from life of the individual. Since education is an essential requirement, an integral point of education, the aims of education, content and methodology is viewed in terms of value development. Human development cannot be conceived in the absence of values. The aim of education is growth or development both intellectual and moral. Education from the value development point of view is a scientific process of developing a desirable form of thinking and ability to deal with issues related to values. Values form a significant aspect of all the areas of development.

The phrase 'Value Education' as used in the area of school education refers to the study of development of essential values in pupils and the practices suggested for the promotion of the same. Value education is education in values and education towards the inculcation of values. In its full range of meaning, value education includes developing the appropriate sensibilities _ moral, cultural, spiritual. Value education is essentially 'Man making' and Character building'. Science and technology are leading to a change and India is a part of the change. India has always led the way and we have the capability to absorb new ideas. The challenge is to see whether globalization

can be integrated with our own value system and whether we can create a new model.

Concern for value education is increasing in recent years as a result of crisis of values that our society is currently experiencing. The issue has been projected as one of the national priority in the nation's education. The National Education Policy 1986 declares that the growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make the education a forceful tool for the cultivation of social and moral values.

The national curriculum framework for school education 2000, (NCERT) observed that schools can and must strive to restore and sustain the universal and eternal values oriented towards the unity and integration of the people their moral and spiritual growth enable them to realize the treasure with in. The school curriculum has to contain components that communicate essential values in their totality.

If moral or value education is to be effectively undertaken, it must be firmly based on the principles of value development. One of the distinguishing features of Indian philosophy is that throughout its long history, it has continuously given the foremost place to values. Our aims of value development and education are derived from this root. The content of communication media serves as the sources of values. Teachers and parents act as models for children to cultivate socially desirable behavioural patterns.

The field of value education is as broad as life itself and touches every aspect of human life, personality and education. Whether or not they offer specific programs, educational institutions provide some kind of value education. In many institutions, the curriculum of value education is formal and direct, while in large majority of schools it is informal and indirect.

The pupils learning of values in the school is a continuation of their learning in their family, community and through mass media. Therefore, the school should take into cognizance and utilize all types of social and educational influences affecting the development of values in pupils for value education purpose.

The children in the schools and colleges should be told about the religious concepts such as sin, virtue, faith and duty. The youth should be apprised of their duties in order to inspire them to contribute to the

building of a modern and vibrant nation.

Human values are closely integrated with human life. They are intertwined with our day to day chores. No human life is possible without values. Yes, every living human being lives by certain values. It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being.

The positive values are Honesty, Compassion, Integrity, Forgiveness, Love, Knowledge, Discipline, Faith, and Leadership. The negative values like prejudice, hatred, greed, selfishness, and others need not be discussed here. Every human being is born neutral and is like a clean slate and no mindset. How much of virtues and vices are filled in depends solely on the parents, teachers, circumstances, environment, and sometimes even geographic location.

However, everyone can be inculcated with human values by the parents, teachers, friends, well-wishers and even strangers. Self-education of human values is also possible by meeting, learning, and reading about, great individuals living a holistic life. This article includes a video which consists of highly enlightened conversation between two highly respected human beings and noble laureates. Which is also a good source of learning and inculcating human values?

Broadly there are three types of human beings in existence in reference to human values:

The first kind is the ones who think, what rightfully belongs to others, is other's property, and even what belongs to them is also meant for others. An attitude of supreme sacrifice and renunciation, these human beings are closer to divinity than humanity. The second kind is the one that thinks, what belongs to others is other's property, but what belongs to them is their sole property and theirs by right. These classes of humans are more of human and less of divine, but they are of no harm to the society. they are very close to being perfect human beings. The third type is the one which think that whatever exists on this planet belongs to them and they should get it by means fair or foul. These types of people are one with the least human values and they are a danger to the society.

Value literally means something that has a price, something precious, dear and worthwhile. Hence it is something for which someone is ready to suffer and sacrifice. Values are a set of principles or standards of

behaviour. In the words of John Dewey, "The value means primarily to price, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and also the act of passing judgment upon the nature and amounts of values as compared with something else."

The word "Value" is derived from the Latin word "Valerie" meaning to be strong and vigorous. To be of value is to have certain virtues. From an historical view point a value may be defined as "a thing which is good". A widely-accepted concept of value in traditional Indian philosophy is, "Truth", "Goodness" and "Beauty" i.e. 'satyam, shivam and sundaram' are considered as eternal values.

The concept of value is clarified by different Indian schools of thought in the following manner -

- a. Charvaka School- "Value is happiness and happiness is value.
- b. Jain Philosophy- "Value is celibacy, asceticism and control of senses.
- c. Buddhist Philosophy- "Value is the liberation and service of sentient beings of the world".
- d. Sankhya Philosoph - "Viveka, Jnana and Jeevan Mukti are the sole ideals.

Some other views on Value are :

Sigmund Freud (1908)-The acquisition of morality meant the installation with in the child's personality of an agency, i.e., the super- ego.

Geiger (1950) - Values are the outcomes of human choices among competing human interests.

Allport (1951) - A value is a belief upon which a man acts by preferences.

Cattle (1965) - By Values we mean the social, artistic, moral and other standards which the individual would like others and himself to follow".

Values reflect one's personal attitudes and judgments, decisions and choices, behaviour and relationships, dreams and vision influencing our thoughts, feelings and actions. They guide us to do the right or wrong things and moulds the total personality of the individual. These are nothing but the directions to live happily both at individual and societal levels. Hence, Values are like the rails that keep a train on the right track and help it to move smoothly, quickly and with direction. The fact that all

good education is, in essence a process of developing the human personality in all its dimensions-intellectual, physical, social ethical and moral is undisputed and universally accepted. Good education is inconceivable if it fails to inculcate values essential to good life and social well being. Value orientation is integral to all stages of upbringing, formal education, interaction between individuals and social groups.

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