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## “ Transforming Learning: NEP 2020’s Emphasis on Value Education for Building Academic Motivation among Learners ”

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### ABSTRACT

*Education shows us the path to grow the way we want to grow to become somebody from nobody. The power of education lies in making a person able to choose between good and evil. Future growth in any country depends on its youth. Unfortunately, youth in India are getting increasingly inclined towards violence, social evils, and a lack of respect for the world around them. Building up of values systems starts with the individual, moves on the family and community, reorienting systems, structures and institutions, spreading throughout the land and ultimately embracing the planet as a whole. The New Education Policy (NEP), 2020 emphasizes traditional Indian values including Nishkam Karma and Seva would be included in the school curriculum.*

**KEYWORDS:** Transforming Learning, Value Education, NEP 2020, and Academic Motivation

### INTRODUCTION

Education is a rigorous and continuous process. We learn everything around us. Education shows us the path to grow the way we want to grow to become somebody from nobody. The power of education lies in making a person able to choose between good and evil. However, the present scenario goes against the traditional notion of value education focusing on crafting an individual’s material prosperity.

The essence of value education lies in the development of the social, moral, aesthetic, and spiritual sides, which are often undermined in formal education. Value education teaches us to preserve

whatever is good and worthwhile in what was inherited from our culture. It helps us to accept respect, the attitude and behavior of those who differ from us. Future growth in any country depends on its youth. Unfortunately, youth in India are getting increasingly inclined towards violence, social evils, and a lack of respect towards the world around them. We are to be blamed for this. Our existing environment includes family systems, education systems, and media including newspapers, T.V., etc. is presenting them with a skewed picture. Youth see that men with values are suffering in life. Value education makes one peaceful and by his personality, he adds peace to the society. Individuals and society supplement each other. Values are like seeds that sprout, become saplings, grow into trees, and spread their branches all around.

A wide range of positive human values encouraged in schools includes patience, respect, fairness, respect, compassion and collaboration. 'What is' as with 'what ought to be' and 'what ought to be done' are the prime concepts of value education. Value education is essentially a matter of educating the feelings and emotions. To be able to think right, to feel the right kind of emotions and act in the desirable manner are the prime phases of personality development. Building up of values systems starts with the individual, moves on the family and community, reorienting systems, structures and institutions, spreading throughout the land and ultimately embracing the planet as a whole. The culture of inclusively is particularly relevant and important in the context of our society and nation.

### **1.1 VALUE EDUCATION**

Values are principles that drive behavior. They influence our actions and attitudes and become our framework for living. They influence our relationship with ourselves and others. Value education is the 'training of the heart' and consists of developing the right feelings and emotions.

The German Philosopher Friedrich Nietzsche first used the word 'values' in 1880. Until then the word value was used as a verb meaning to value something or as a singular noun meaning the measure of something, for example, the value of money, food, or labor. Nietzsche used the word 'values' in the plural to denote moral beliefs and attitudes that were personal and subjective. In modern democratic society, this concept of values has changed. The word 'values' has come to be used in plurals for over a century. As the world is becoming more civilized, education is becoming more or less materialistic and old value traditions are being slowly given up. It is an imperative need in the present context that the whole educational system should be restructured to include value education in the process of education.

Values are principles, fundamental convictions, and ideals, standards of life that act as a general guide to behavior or as a reference point in decision-making. Values are beliefs about what is right and what is wrong and what is important in life. It is a set of principles which guide the standard of behavior. Values are desirable and held in esteem. They give strength to a person's character by occupying a

central place in his/her life. It reflects one's attitude, choices, decisions, judgments, relationships, dreams, and vision.

According to **Hindzay (1966)**, "By values, we mean a person's idea of what is desirable, what he wants."

According to **John Dewey (1966)**, "values education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else."

### **EXPLICIT VALUE EDUCATION**

Explicit value education is associated with those different pedagogies, methods, or programs that teachers or educators use to create learning experiences.

### **IMPLICIT VALUE EDUCATION**

Implicit value education covers those aspects of educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum.

## **1.2 OBJECTIVES OF VALUE EDUCATION**

- To improve the integral growth of human beings.
- To create attitude and importance towards sustainable lifestyle.
- To increase awareness about our national history, cultural heritage, constitutional rights, national integration, community development, and environment.
- To create and develop awareness about the values and their significance in human beings lives.

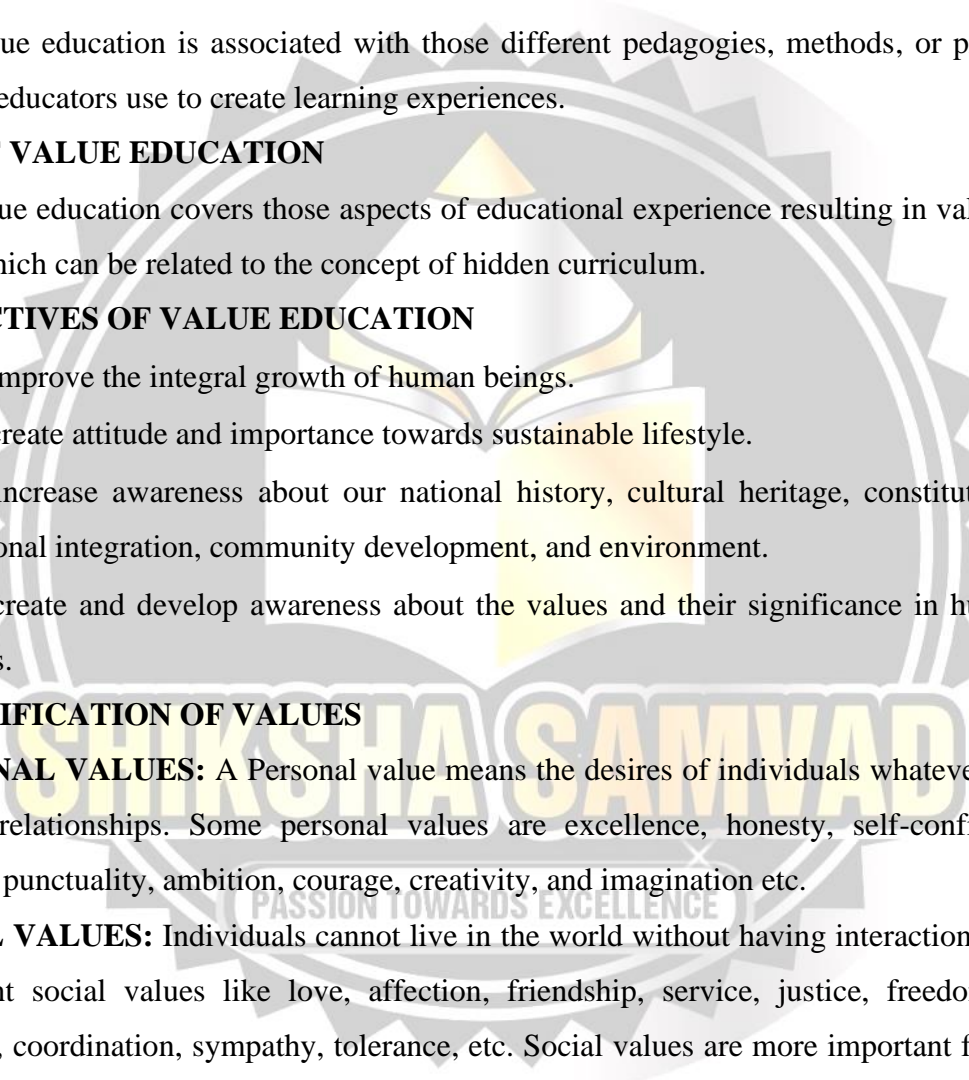
## **1.3 CLASSIFICATION OF VALUES**

1. **PERSONAL VALUES:** A Personal value means the desires of individuals whatever they are in the social relationships. Some personal values are excellence, honesty, self-confidence, self-motivation, punctuality, ambition, courage, creativity, and imagination etc.

2. **SOCIAL VALUES:** Individuals cannot live in the world without having interaction with others. People want social values like love, affection, friendship, service, justice, freedom, patience, forgiveness, coordination, sympathy, tolerance, etc. Social values are more important for a healthy, good environment for everyone.

3. **MORAL VALUES:** Moral values impart respect for others, respecting the rights of others, avoiding unnecessary problems with others, avoiding cheating and dishonesty, showing gratitude to others, and encouraging them to work.

4. **SPIRITUAL VALUES:** The ultimate ethical value is called spiritual value. Spiritual values are piety, meditation, yoga, self-discipline, control, purity, and devotion to God, etc. Spiritual values highlight the principles of self-restraint, self-discipline contentment, reduction of wants, and freedom from general greed.



5. **UNIVERSAL VALUES:** Universal values indicate the essence of the human condition. It is through universal values that we link ourselves with humanity and the cosmos. Universal values can be experienced as life, joy, brotherhood, love, compassion, service, bliss, truth and eternity.

6. **CULTURAL VALUES:** Cultural values are concerned with right and wrong, good and bad, customs and behavior. Cultural values are reflected in language, law, social hierarchy, aesthetics, education, philosophy, etc.

#### **1.4 NEED OF VALUE EDUCATION**

The most important reason for reorienting education for values is the fact that the current model of education contributes to the lopsided development of students. This model of education puts an exclusive focus on cognitive to the total neglect of the affective domain and presents alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills.

- Concerns about the degeneration of values.
- Impact of change on children and youth.
- Dis-functional families, increased crime and violence, the effect of media and information overload.
- The competitive mindset among students, parents, and teachers.
- Develop respect for authority, elders, and people.
- Develop respect for the culture of other groups.

#### **1.5 AIMS OF VALUE EDUCATION**

From an individual's perspective, the purpose is to enable students to achieve personal fulfillment for success in life and work. From societal perspectives, education aims to prepare young people to contribute to the society/nation and world around. The aims of value education are:

- Holistic development of the child.
- Revising values and making everyone aware of eroding values.
- Creating a balance between child and community.
- An education that connects the heart, head, and hand.
- Inculcating the understanding of the interdependence between family, society, nation, and the world.
- Improvement of the quality of education.

#### **1.6 ROLE OF VALUE EDUCATION IN EDUCATIONAL SETTING**

UNESCO organized a 'Values in Education' Summit in 1998, to encourage schools to review their curricula in terms of value education. The fact that world bodies like UNESCO should stress the need



to teach 'values' in the school system is in itself a statement of the gravity of the problems created by the gradual disappearance of civil society and the preservation of democracy.

**Value Education, both Formal and Informal, may encourage students to:**

- Develop their moral codes and have a concern for others.
- Reflect on experiences and search for meaning and patterns in their experiences.
- Have self-respect and respect for commonly held values such as honesty, truthfulness, and justice.
- Make socially responsible judgments and be able to justify decisions and actions.

**Value Education with regards to teachers:**

- Teachers are predominant in theoretical, social, religious, and economic values.
- Gender, educational training, and experiences do not influence teachers' values.
- Values are inculcated by the teachers to students in the form of co-curricular activities.
- Give equal importance to all students irrespective of caste, creed, gender, status, and money.
- Develop a nationalistic feeling among students.
- Create an atmosphere of love, trust, cooperation, and security in the school for the development of high ideals and values.

### 1.7 SOME INITIATIVES IN VALUE EDUCATION IN INDIA

**Education Commission (1964-66)** and the **National Policy on Education (NPE-1986)** stressed the importance of value-oriented education in our country.

**The Ramamurthy Committee Report (1990)** recommended that the imparting of value education should be an integral part of the entire educational process. Value education makes the youth powerful. They contribute a great deal to the national reconstruction and national development. The policy has considerable emphasis on value education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society, education should factor into universal and eternal values oriented towards the unity and integration of our people.

**Program of Action NPE (1992)** emphasized the value of education as an integral part of the school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations, and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation, and injustice as well as the inculcation of values.

**The National Curriculum Framework for School Education (2000)** has also given due stress to value education in schools. It has stressed that the school curriculum must contain components that may embed essential values in the fresh and pure minds of school children.

**The National Curriculum Framework (NCF), 2005** strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy, and peaceful conflict resolution. It also delineates education for peace as a significant national and global issue.

**The New Education Policy (NEP), 2020** emphasizes traditional Indian values including Nishkam Karma and Seva would be included in the school curriculum. The new education policy (NEP), 2020 provides to include in the curriculum ethical reasoning, traditional Indian values, and all basic human and constitutional values (such as Seva, Ahinsa, 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, etc.). NEP, 2020 also provides that all curriculum and pedagogy, from the foundational stage onwards, will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge.

### **1.8 EDUCATIONAL IMPLICATION**

A degree alone does not signify a person is knowledgeable nor do we consider it as education. Education is all about making a person wise; make him lead a life guided by wisdom. Education gives us values, teaches us social conduct, provides us with a platform to succeed, and helps us strengthen our character and behavior. Today, in most cases the triggering factor of education is the ‘cost to the company’. The real essence, which is the ‘value’ part of education, is not getting its real importance. Curriculum planners and policy makers integrate values in the school curriculum as it is the base value promotion among young learners.

Building values is an integral factor in the process of internalization of values because one can give what one has within. Building values is somewhat similar to building a house, bricks by bricks. That is why value education is to be recognized as a fundamental need. Value-based education for all members of society needs to be seen as a valuable investment. It creates a strong learning environment that enhances academic attainment, and develop student’ social and relationship skills that last throughout their lives. Value education promotes effective learning and underpins the continuous improvement of personal, social, moral, and economic well-being. It is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to society.

### **1.9 CONCLUSION**

India is a multilingual, multicultural, and multi-religious country. The coming decades are going to see a greater explosion of science and technology. Application of science and technology more humanely and relationally is related to moral and ethical responsibility. The values get transmitted most often are rather contrary to values desired by the family, society, and school. Value education promotes broader capabilities, attitudes and skills that matter not just in schools but also life beyond

the schools, making the world better place not just for themselves but also for their families, friends, colleagues, and others.

The importance of value education is the need of the hour. Value education is an approach to teaching that works with values. A positive learning environment is achieved through positive values. It provides social capacity to students, equipping them with social and relationship skills, intelligence, and attitudes to succeed at school and throughout their lives.

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