

# “NEW EDUCATION POLICY (NEP) 2020 AND VALUE-BASED EDUCATION: A POLICY FRAMEWORK FOR NATIONAL INTEGRATION IN INDIA”

**Author – Shivani Gunwant Lal Thakkar (Research Scholar)**

Sardar Patel university (Department of business studies)

Guided by (Dr V M. Vanar) (Principal of Anand Commerce College)

## Abstract

**Purpose of the study:** The purpose of the study is to analyse the provisions of the National Education Policy (NEP) 2020 connected to value-based education and assess its role in promoting national integration. It aims for education as a tool for harmony in diversity, which creates national integration.

**Research methodology:** The research adopts a descriptive method approach, based on secondary sources such as government policy documents, scholarly journals, and comparative studies.

## Findings of the study

- NEP 2020 incorporates character development, ethics, and constitutional principles into the curriculum and teaching methods.
- Value-based education promotes unity in variety by cultivating empathy, tolerance, and accountability.
- Challenges include lack of teacher training, curriculum rigidity, and resource disparities.
- Opportunities exist in experiential learning, innovative pedagogy, and policy support for holistic development.

## Suggestions of the study

- Embed values across subjects and activities rather than treating them as separate modules.
- Provide continuous teacher training in value-based teaching.
- Promote experiential learning through projects, debates, and community service.
- Develop assessment tools to measure socio-emotional and ethical competencies.
- Strengthen community and parental engagement to reinforce values outside classrooms.

**Conclusion:** NEP 2020 positions value-based education as a cornerstone of educational reform and nation-building. By embedding ethics and constitutional values, it seeks to cultivate responsible citizens who uphold democratic ideals and contribute to national integration. Effective implementation requires overcoming challenges through curriculum innovation, teacher preparedness, and inclusive practices.

**Implication of the study:** The study implies that value-based education under NEP 2020 can transform India's diverse classrooms into spaces of unity, inclusivity, and shared identity. If implemented effectively, it will not only enhance academic outcomes but also strengthen social harmony and national resilience.

**Key words:** NEP 2020; Value-Based Education; National Integration; Ethics; Constitutional Values; Character Development; Holistic Learning; Unity in Diversity.

## INTRODUCTION TO NEP 2020

The Government of India (GOI) unveiled the National Education Policy (NEP) 2020, a historic reform intended to change the nation's educational system. In the Indian context, the NEP 2020 represents a vision that aims to change India's educational system. In contrast to previous programs, NEP 2020 emphasizes ethics, constitutional values, and character development, acknowledging that education is about more than just academic success but also about producing responsible people who can advance the country. NEP 2020 will explore how teachers and classrooms can integrate India's rich culture into a broad global educational context, supporting targets

One of the central pillars of NEP 2020 is value-based education, which seeks to instill moral, ethical, and social values in learners. Thus, the education required during the 21st century is one that not only adds to the cognitive or technical skills but also to the moral consciousness, emotional strength, and social responsibility. . **Rai, Pallavi, and Singh (2025)** highlight that NEP 2020 integrates value education into curriculum design and pedagogy, ensuring that students are exposed to lessons in empathy, respect, and civic responsibility alongside academic subjects. This approach is intended to bridge the gap between intellectual growth and moral development, creating a balanced educational framework. Sustainable Development Goal 4 (SDG 4) advocates for the private knowledge system, coupled with modern pedagogical practices.

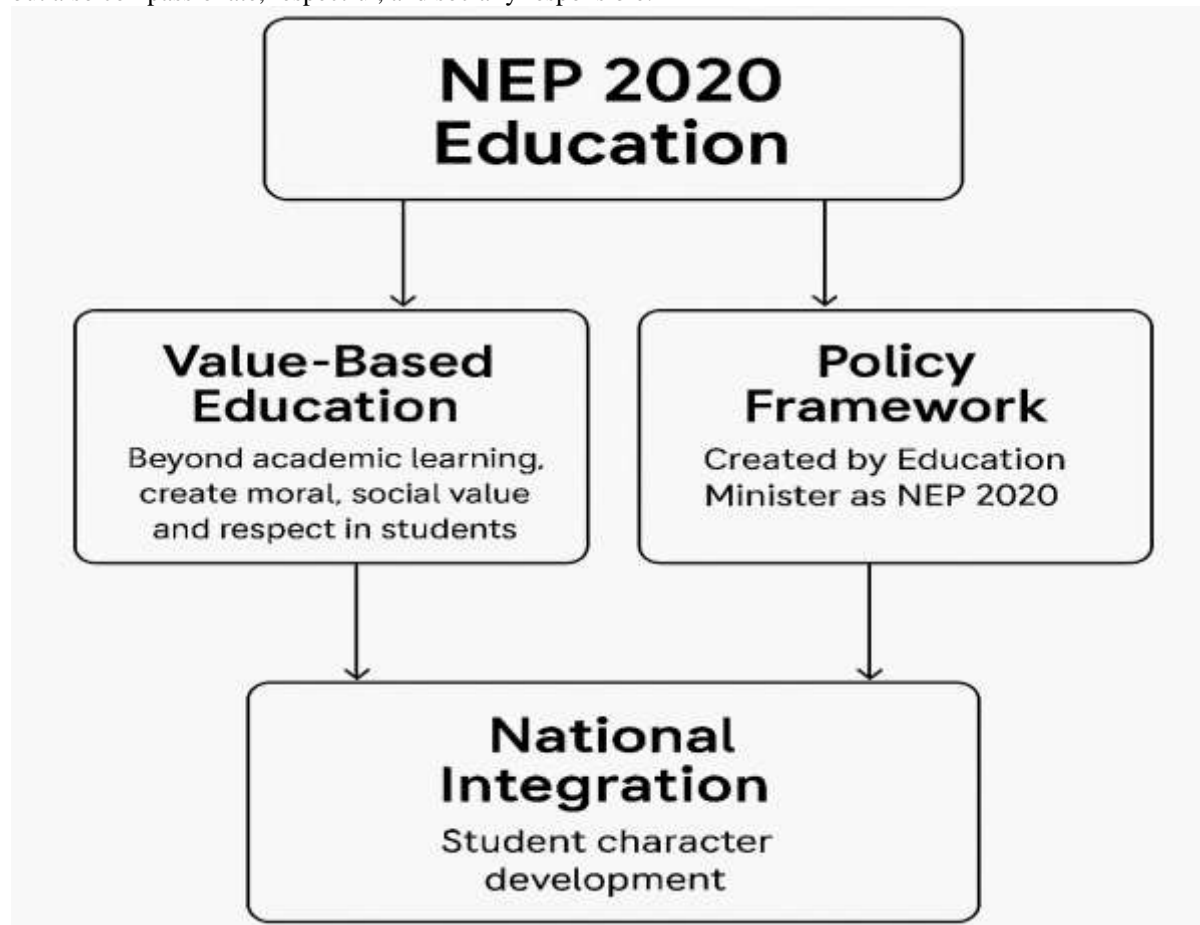
Given India's many social and cultural traditions, as well as its several languages, faiths, and groups, value-based education is especially important. National integration needs a sense of togetherness and belonging. Kaur (2025) asserts that the new education policy (NEP) 2020's focus on value education helps to create morally upright, socially conscious, and emotionally knowledgeable people who can preserve the values of unity in diversity.

Thus, the new education policy (NEP) 2020 positions value-based education as a **strategic tool for national integration**. It recognises that a cohesive community cannot be maintained by academic achievement alone; instead, education must foster

values that uphold democratic principles, foster inclusion, and foster appreciation for variety. In this way, NEP 2020 not only modernizes India's education system but also aligns it with the broader goal of building a united and resilient nation.

### VALUE-BASED EDUCATION

**Value education** is supported by all sorts of 3 Ps, such as psychological, philosophical, and pedagogical theories that guide and implement value education. **Value-Based Education (VBE)** is an approach that goes beyond academic learning to emphasize the development of ethical, moral, and social values in students. It aims to create individuals who are not only knowledgeable but also compassionate, respectful, and socially responsible.



Sources : (compiled by the author as per the objectives)

### REVIEW OF LITERATURE

**According to Shivendu Kumar (2024)**, the National Education Policy (NEP) 2020 is a comprehensive reform meant at modernizing India's education system, with a strong focus on value-based education for holistic growth and ethical development. This study reviews NEP 2020's provisions, historical context, and implications for fostering values, ethics, and character in value-based education. It highlights the challenges and opportunities in implementation while assessing its role in promoting national integration and social harmony.

**Amit Channa (2022)** represented that the National Education Policy (NEP) 2020 seeks to provide morally grounded education by instilling ethics, constitutional values, and life skills from an early age. This study disclosed its impact on value-based education, testing two hypotheses through a questionnaire survey and data analysis. Findings highlight NEP 2020's role in fostering compassion, responsibility, and social harmony among students.

**Dr. Maninder Kaur (2025)** The purpose of this study is to explore the meaning of the incorporation of value education in India's educational context, its consistency with NEP 2020 and its contribution to the formation of ethical, socially responsible, emotionally intelligent individuals. This paper focuses on the analysis of practical ways, challenges of implementation, and the strategies for the value education effectiveness in order to achieve the policy's goals. This paper stresses a transformative change in India's education system by emphasizing upon the integration of the value education as a basic part of holistic development.

### RESEARCH GAP

The National Education Policy (NEP) 2020 places a heavy focus on value-based education, the author revealed after reading some of the study articles. There is little empirical data on its practical application in schools and higher education institutions, and the majority of current research is conceptual and policy-driven. There is a notable gap in systematic studies examining teacher preparedness, pedagogical strategies, and the integration of ethics and constitutional values into everyday classroom practices. In a similar vein, it is challenging to gauge the true effects of value-based education due to the lack of frameworks for evaluating socioemotional abilities, moral reasoning, and civic duty. India's cultural and linguistic diversity also presents challenges, as few studies explore how value education can be contextualized to local traditions while still promoting national

integration. Additionally, there is a disconnect between NEP 2020's lofty goals and its actual implementation, especially in environments with limited resources. Lastly, there aren't many long-term effect studies, so it's unclear how value-based education affects students' character development, civic engagement, and long-term contributions to societal peace.

## RESEARCH METHODOLOGY

### Problem of the study

National Education Policy (NEP) 2020, emphasising value-based education as a cornerstone for culture development and national integration, there remains a significant gap between policy vision and practical implementation. Indian classrooms are focused only on exam-centric and rote-learning approaches, leaving limited space for cultivating ethics, emotional intelligence, and constitutional values. Many teachers often lack adequate training in value-based teaching, and schools face challenges in integrating values into curriculum, assessment, and daily practices.

Furthermore, India's extensive cultural and regional diversity makes it difficult to design a uniform framework for value education that resonates across contexts while still promoting unity in diversity. The measuring of results is further hampered by the lack of reliable methods for evaluating socioemotional and ethical abilities. This study raises critical questions about how NEP 2020's vision of nurturing responsible, empathetic, and socially conscious citizens can be culture development.

Thus, the problem of the study lies in understanding how value-based education under NEP 2020 can be effectively implemented to overcome practical culture development and achieve its goal of fostering national integration and social harmony.

### Objectives of the study

1. To analyze the provisions of NEP 2020 related to value-based education
2. To evaluate the role of value-based education in promoting national integration
3. To compare NEP 2020 with previous education policies
4. To study the challenges and opportunities in implementing value-based education under NEP 2020
5. To suggest strategies for strengthening value-based education for national integration

### OBJECTIVES 1: TO ANALYZE THE PROVISIONS OF NEP 2020 RELATED TO VALUE-BASED EDUCATION

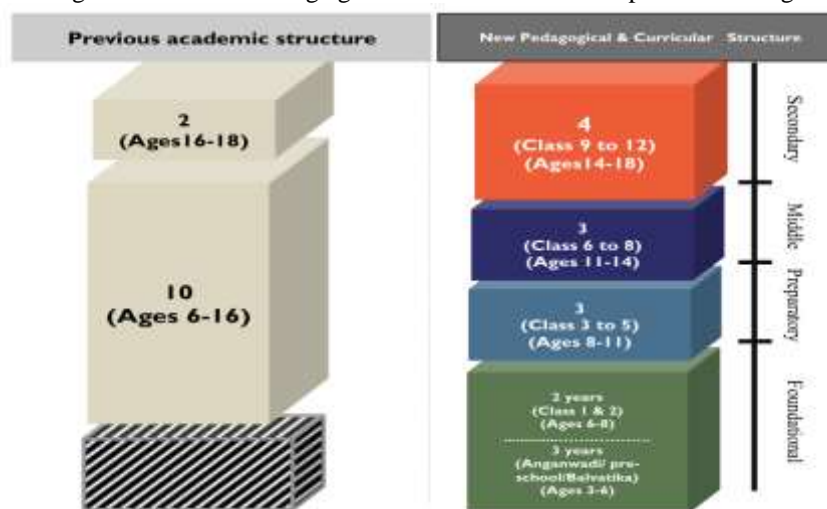
According to the first objective researcher present that the new educational policy (NEP) 2020 positions value-based education as foundational to India's education reform, some ethics, constitutional values, and character development across the curriculum, teaching method, and assessment of tests and assignments. It frames education as morally responsible citizens with sound judgment, aligning learning outcomes with social cohesion and national integration.

### Provisions of NEP 2020 Related to value-based education

The National Education Policy (NEP) 2020 introduces new provisions and laws for universal educational access, holistic curriculum reform, teacher training programme, equitable inclusion, and restructuring of higher education. Its implementation policies focus on phased rollout, institutional restructuring, capacity building, and monitoring mechanisms to ensure quality, accessibility, and national integration. The provision is divided into three parts: school education (lower classes), Higher education (upper classes) and teacher development programme.

### School Education

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure.



### Early Childhood Care and Education: The Foundation of Learning

- Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth.
- ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement.
- It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.

- A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in two parts, namely, a sub-framework for 0-3 year-olds, and a sub-framework for 3-8 year-olds, it involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. The framework will serve as a guide both for parents and for early childhood care and education institutions.
- ECCE across the country in a phased manner will be developed, and special attention to early-childhood education institutions consisting of (a) stand alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.
- It is envisaged that prior to the age of 5 every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher.
- Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE.
- there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning.
- Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1.
- A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA).
- Every literate member of the community could commit to teaching one student/person how to read, it would change the country's landscape very quickly.
- Digital libraries will also be established. School libraries will be set up - particularly in villages - to serve the community during non-school hours, and book clubs may meet in public/school libraries to further facilitate and promote widespread reading.
- Hence, the nutrition and health (including mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system.

#### Curriculum and Pedagogy in Schools

- The curricular and pedagogical structure of school education should be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively.
- The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy of ECCE as mentioned above.
- The **first Stage of the curriculum is focused on three years of education**, building on the play, discovery, and activity-based pedagogical and curricular style through textbooks as classroom learning, including groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.
- The **Middle Stage of the curriculum should** comprise **three years of education**, building on the pedagogical and curricular style of the Preparatory Stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students should be ready for at this stage across the sciences, mathematics, arts, social sciences, and humanities.
- The **Secondary Stage of the curriculum should** comprise **four years of multidisciplinary study**, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular, students would continue to have the option of exiting after Grade 10.

#### Foundational Literacy and Numeracy:

- The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.
- Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).
- Special attention will be given to employing local teachers or those with familiarity with local languages. A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1.

#### Equitable & Inclusive Education: (learning all )

- This program is a special focus on that group of student that are gender inclusive and speak regional languages. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. which discusses analogous issues of Equity and Inclusion in Higher Education.
- Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).



• According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop offs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories.

## HIGHER EDUCATION

### • **Multidisciplinary Universities:**

- Aim to establish large, holistic institutions with flexible curricula.
- moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- moving towards a more multidisciplinary undergraduate education;
- moving towards faculty and institutional autonomy;
- revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;
- establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
- governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- “light but tight” regulation by a single regulator for higher education;
- increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

### **Institutional Restructuring and Consolidation**

- The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students.
- Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education.
- This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI)
- It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum.

### **Gross Enrollment Ratio (GER):**

- The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.
- Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions.

### **National Research Foundation (NRF):**

Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe.

### **Teacher Development Programme**

#### **Continuous Professional Development (CPD): Mandatory training and certification.**

- In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.
- This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education.

### **Recruitment & Career Pathways: Transparent merit-based hiring and career progression**

## **OBJECTIVE 2: TO EVALUATE THE ROLE OF VALUE-BASED EDUCATION IN PROMOTING NATIONAL INTEGRATION**

Value-based education (VBE) plays a crucial role in strengthening national integration by instilling ethical, social, and constitutional values in learners. In a country like India, marked by diversity in religion, language, caste, and region, education must go beyond academics to foster unity in diversity. NEP 2020 recognizes this need and integrates value-based learning into its framework to build a sense of shared identity and peaceful coexistence.

### 1. Promoting Unity in Diversity

According to Sharma & Singh (2024), value-based education under NEP 2020 encourages inclusivity and mutual respect and promotes national unity. New policy reforms considered as NEP 2020 underscore developing integrity, empathy, and responsibility as explicit educational aims, linking value education to civic readiness and social harmony. NEP 2020 emphasizes teaching values such as empathy, tolerance, and respect for cultural differences.

### 2. Building Shared Identity

According to Kaur (2025), value-based education fosters ethical and socially responsible citizens who uphold democratic ideals, thereby strengthening national integration. These new reforms in education also focused on value-based education, which is framed as essential to holistic development—intellectual, emotional, and moral—so learners become ethically grounded citizens capable of sound judgment and respect their culture and tradition. By building these values—justice, liberty, equality, and fraternity—into the curriculum, NEP 2020 helps students develop a sense of belonging as Indians.

### 3. Reducing Social Divisions

According to Giri (2025), NEP 2020's emphasis on ethical development fosters communal harmony and peaceful coexistence, making education a strategic tool for reducing social divisions. The outcomes of this NEP 2020 value-based education include reduced social divisions, reduced social caste divisions, reduced discrimination against other people and increased respect to every citizen in India and an increase in national integration. Value-based education reduces prejudices by encouraging moral reasoning and emotional intelligence.

## OBJECTIVES -03 TO COMPARE NEP 2020 WITH THE PREVIOUS EDUCATION 1986 POLICIES

### Previous policy 1986 compared to the present policy 2020

| Previous policy 1986   | Present policy 2020  |
|--|--|
| The implementation of previous policies on education has focused largely on issues of access and equity. | The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper with sound ethical moorings and values. |
| Focused on education only  | Focused on value-based education   |
| It exam is oriented only   | It focused on career and life-oriented   |

### Differences Between Old and New Education Policies

| Aspect               | Old Education Policy (NPE 1986/1992)             | New Education Policy (NEP 2020)  |
|----------------------|--|--|
| Focus                | Expansion of education, literacy, and access     | Quality, holistic development, multidisciplinary learning  |
| Structure            | 10+2 system                                      | 5+3+3+4 system (Foundational, Preparatory, Middle, Secondary)  |
| Curriculum           | Rigid, exam-centric, limited vocational focus    | Flexible, competency-based, includes vocational training, coding, arts, and values                       |
| Language Policy      | Three-language formula, but weak implementation  | Strong emphasis on mother tongue/regional language as medium of instruction till Grade 5                 |
| Teacher Training     | Limited focus on pedagogy and values             | Continuous professional development, emphasis on value-based and experiential teaching                   |
| Higher Education     | Fragmented institutions, narrow specialization   | Multidisciplinary universities, flexibility with multiple entry/exit options                             |
| Values & Integration | Less explicit focus on ethics and national unity | Strong emphasis on constitutional values, ethics, and national integration through value-based education |

## OBJECTIVE 4: TO STUDY THE CHALLENGES AND OPPORTUNITIES IN IMPLEMENTING VALUE-BASED EDUCATION UNDER NEP 2020

### ❖ Various Challenges faced during NEP 2020

**1. Teacher Training and Preparedness:** According to Pareek & Pareek (2025), who disclosed in a report that adequate knowledge of teacher preparation, value-based education is at risk, so teacher training is compulsory for all school levels or college level, and is an integral part of learning.

**2. Curriculum Integration:** According to Giri (2025), highlights that value based education with competency-based assessments is still a challenge for all levels of teachers and students. Many teachers in India lack formal training in value-based teaching. NEP 2020 calls for continuous professional development, but implementation remains uneven. Even today, traditional exam-centric systems are giving priority over learning ethical learning. Embedding values across subjects requires curriculum redesign, which is one more challenge.

**3. Regional and Cultural Diversity:** India is very diverse in culture, so India's diversity in language, religion, and culture makes it difficult to design a uniform value-based curriculum.

**4. Resource Constraints:** According to Sharma & Singh (2024), emphasis on disparities in resources is a big challenge for the new education policy 2020. When talking about rural area education or an underfunded school where there are no resources available, no library, no benches, no proper school windows or ventilation, students can not experience learning activities faster and not implement

#### ❖ Opportunities in the New Education Policy 2020

**1. Holistic Development of Learners:** According to Rai, Pallavi & Singh (2025), value-based education under NEP 2020 bridges intellectual growth with moral development. It is a great opportunity for all students and teachers for increased empathy, tolerance, and responsibility and preparing students for ethical and good citizenship.

**2. Strengthening National Integration:** According to Kaur (2025) this approach fosters communal harmony and shared identity. By embedding constitutional values—justice, liberty, equality, fraternity—NEP 2020 positions education as a tool for unity in diversity.

**3. Innovative teaching and Experiential Learning:** Bhakat (2025) argues that this experiential approach increased moral reasoning and emotional intelligence. NEP 2020 encourages project-based learning, discussions, case based project, internship programme and real-world ethical scenarios, making value education practical and engaging. So the opportunity is created in life through the job process.

**4. Policy Support and Flexibility:** Priya & Srivastava (2025) highlight that NEP 2020's policies are very flexible and the framework that allows schools to adapt value-based education to local contexts; however, in rural areas, unfunded schools. New education policies are also initiatives, such as the Academic Bank of Credits (ABC) and multidisciplinary curriculum reforms, which provide flexibility to integrate values across disciplines.

#### OBJECTIVE 5: TO SUGGEST STRATEGIES FOR STRENGTHENING VALUE-BASED EDUCATION FOR NATIONAL INTEGRATION

**1. Curriculum Integration of Values:** Instead of treating courses as distinct modules, NEP 2020 promotes experience and competency-based learning. Integrate values like empathy, tolerance, honesty, and accountability throughout the curriculum.

**2. Teacher Training and Professional Development:** Teachers should get ongoing training in value-based teaching, including techniques for developing moral thinking and emotional intelligence.

**3. Experiential and Activity-Based Learning:** Encourage students to participate in community service projects, debates, role plays, and other activities that let them exercise their principles in authentic settings.

**4. Promotion of Constitutional Values:** Include the constitutional values of justice, liberty, equality, and fraternity in class discussions and school culture.

**5. Community and Parental Engagement** Involve communities and parents in school events to take value-based education outside of the classroom.

**6. Assessment and Recognition of Values** Provide evaluation instruments that gauge civic engagement, ethical reasoning, and socioemotional abilities in addition to academic achievement.

#### FINDINGS OF THE STUDY

1. According to the first objectives, NEP 2020 focus on moral and ethics, constitutional values, and character development into curriculum and teaching methods. It emphasises experiential learning, Indian Knowledge Systems, and socio-emotional skills for holistic growth and development.

2. According to the second objective, Value-based education focused in unity in diversity, builds shared identity, and reduces social divisions. It promotes respect, strengthening communal harmony.

3. According to the third objective, the old NPE 1986 policy emphasises education and marks, while the NEP 2020 policy emphasises holistic, flexible, and multidisciplinary learning with explicit focus on ethics and national integration.

4. According to the fourth objective, it finds that Challenges include a lack of teacher training, curriculum rigidity, resource constraints, and regional diversity. Opportunities include a teacher certificate development programme and holistic development, innovative pedagogy, and policy support.

5. According to the fifth objective, Value-based education can be improved and strengthened through curriculum integration, experiential learning, teacher training, and community engagement.

#### Conclusion of the Study

The study on “NEP 2020 and Value-Based Education: A Policy Framework for National Integration in India” introduces value education in the framework of education in India, paved by NEP 2020, which heightens hopes for achieving holistic development of students. NEP 2020 is a revolutionary breakthrough in Indian education, moving away from memorisation and toward transdisciplinary, flexible, and holistic learning. NEP 2020 provisions focus on moral ethics, constitutional values, and character formation, positioning value-based education for nurturing responsible citizens. Results indicate that value-based education under NEP 2020 fosters unity in diversity, and unity in education; there is no difference in societal and cultural traditions

At the same time, such challenges are faced, like as inadequate teacher training, curriculum rigidity, and resource disparities, which hinder effective implementation. However, some opportunities exist in experiential learning, innovative teaching methods, and new policy support, which can strengthen the integration of values into education. It is suggested that strategies include embedding values across subjects, continuous teacher development, community engagement, and value-based assessment tools. Together, these measures can ensure that NEP 2020 achieves its vision of education as a driver of national integration.

Overall, the research paper establishes that NEP 2020 is not just an educational reform but a nation-building framework and culture development programme also. By focusing on value-based education at its core, the policy seeks to cultivate ethical, empathetic, and socially responsible citizens who uphold constitutional values and contribute to national unity. Education under NEP 2020 is envisioned as a holistic process—developing intellectual ability, emotional intelligence, and moral reasoning—while simultaneously fostering social harmony and national integration.

Thus, the study concludes that strengthening value-based education is essential for realizing NEP 2020's goals. If implemented effectively, it can transform India's diverse classrooms into spaces of unity, inclusivity, and shared identity, ensuring that education becomes a powerful instrument for building a cohesive and resilient nation.

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