



EduInspire - An International E-Journal
An International Peer Reviewed and Refereed Journal
Council for Teacher Education Foundation, (CTEF, Gujarat Chapter)

ISSN 2349-7076

www.ctegujarat.org
ISSN 2349-7076

EduInspire

- An International Peer Reviewed and Refereed Journal



VOL: XII

ISSUE: II

JUNE-2025

Council for Teacher Education Foundation,
(CTEF, Gujarat Chapter)

Shaping Character of Learners through NEP-2020: The Interplay of Ethics, Morality & Spirituality in Value Education

Ms. Hardi Pancholi

PhD Scholar, Indian Institute of Teacher Education (IITE), Gandhinagar, Gujarat

hardipancholi16@gmail.com

Mr. Umang Patel

Assistant Professor, Soorajba College of Education, Kadi, KSV University, Gujarat, email ID

umang10299@gmail.com

Abstract

Ethics, Morality and Spirituality are three foundations of value education through which the education system is being upheld. NEP-2020 suggested various pathways regarding this interplay of value education. This study is exposing 'value education' as the pioneer of the learning process of every individual. It also means knowing why ethics, morality, and spirituality are essential in education. It also covers the value education at the level of school education and higher education; at last, it reflects the value education and its interplay with the lens of the National Education Policy-2020. Indian ethos is the army force of the character development of an individual, and this leads to the building of the society. Honesty, resilience, equality, equity, social justice, humanity, patriotism, respect, diverse nature, courtesy, courage and integrity being developed in the children from the early childhood period are emphasized by NEP-2020. This study aims to achieve the respective objectives: 1) To study ethics, morality and spirituality as core dimensions of value education in the context of NEP-2020, 2) To explore the interplay and interdependence of ethics, morality and spirituality in fostering holistic development, 3) To study the importance of value education in school and higher education. The paper follows a conceptual and exploratory research design, aiming to: Interpret existing literature on value education, ethics, morality, and spirituality. Analyse policy documents, particularly NEP-2020. This study relies entirely on policy documents, academic literature like books, peer-reviewed journal articles and conference papers on ethics, morality, spirituality, and education. The study concludes the reformation of basic value education in the current scenario of young modern, technological advanced generation with new pathways of curriculum development and pedagogical practices. It uniquely positions ethics, morality, and spirituality not as isolated components but as interdependent pillars of character formation. Unlike conventional approaches that may treat values superficially, this study delves deeply into their philosophical and practical intersections.

Keywords: *Value Education, Ethics, Morality, Spirituality and NEP-2020*

Introduction

National Education Policy-2020 is the recent education policy which brings various new pathways to make strong and compatible society across the world. Education is the powerful weapon through which anybody can be made capable to achieve something from the universe; not only in terms of academics but in terms of personality as well. Due to this NEP-2020 will be proven the powerful weapon for our country to lead and attain progress across the global scenario. Value education is the significant foundation of every policy, every education system and every process of progression. Not only in NEP-2020 but numbers of previous policies like NPE-1968, NPE-1986/92, various commissions like Kothari Commission, Mudaliar Commission, Ramamurthy Committee and many more have a specific visionary about value education through the main stream education. But in this digital scenario of 21st century laid the values, ethics, morality and spirituality behind the technology in education. Every individual is forgetting about the values and running behind the western culture with short cuts to achieve the most, they lacked in the honesty, respect, values of human relationships, emotional attachments and blindly following the

competitive enhancements. This kind of people will harm the society and take other good people on bad ways of living. *Multiple sources record the erosion of the joint family system, replaced by nuclear families, and a decline in patience for traditional values and elders' guidance. (Dabhade, 2023).* To resist it and make more sufficient, valuable people and society ethics, morality and spirituality are the essentials for the building up. Even Indian ancient literature and Indian culture are also believing in the value education in the mainstream education because values are the base of the development of an individual socially, emotionally, mentally and spiritually as well. As ethics are showing the purity and legality of the deed which is thoroughly true and applicable. It shows the regulations in terms of accuracy and correctness in the depth of any work. Morality leads to the genuineness of the way of dealing with an individual, with a group of people, with a field work and so forth working-dealing patterns. Spirituality means to attain supreme power or energy through the way of knowledge and true divine expressions of an individual. It is not a religious belief but it is the way to reach or achieve an ultimate knowledge, peace and salvation. Indian philosophies are truly reflecting the value education

www.ctegujarat.org

with ethics, morality and spirituality via Vedas, Aranyakas, Upnishadas, Mahakavyas, Vedangas and thousand more ancient Indian literature. In Shrimad Bhagavad-Gita the shloka shows the true form of values;

अपि चेदसि पापेभ्यः सर्वेभ्यः पापकृत्तमः |

सर्वं ज्ञानप्लवेनैव वृजिनं सन्तरिष्यसि || 36||

(Shrimad Bhagavad Gita)

It means that in any condition you were the worst of sinners than to cross all the oceans of miseries by the medium of value education. You will be more able to tackle those miseries happily. In this scenario; the value education is taught as an individual subject, rather than this each content should have such relevance to expose the values and learners can linkage those values in real life situations. No specific separation is required for the value education but the ethics, morality and spirituality should be evolved from the content to be taught in school and higher education. This study relates to fulfil the gap by providing content which is imbibed with the social and cultural values. For example; in school education some story or poetry has given then it should have such relevance to reflect the values from it and can nurture the learners. In higher education also, if some content regarding science then it must relate with the

conservation of environment etc. NEP-2020 suggested to attain the Sustainable Developmental Goals (SDGs); which leading towards the such values like prevention of natural resources, no food wastage etc.

Objectives

1. To study ethics, morality and spirituality as core dimensions of value education in the context of NEP-2020
2. To explore the interplay and interdependence of ethics, morality and spirituality in fostering holistic development
3. To study the importance of value education in school and higher education

Research Methodology

This conceptual paper adopts a descriptive and analytical approach to study the role of ethics, morality and spirituality in value education within the framework of the National Education Policy (NEP) 2020. The study is non-empirical in nature, relying on secondary data sources and theoretical frameworks to derive insights and conclusions.

1. Research Design

The paper follows a conceptual and exploratory research design, aiming to:

- Interpret existing literature on value education, ethics, morality, and spirituality.

- Analyze policy documents, particularly the NEP-2020.

2. Sources of Data

This study relies entirely on policy documents, academic literature like books, peer-reviewed journal articles, and conference papers on ethics, morality, spirituality, and education.

3. Data Collection and Analysis

Document Analysis: Relevant texts were identified and examined to extract key themes and patterns related to the integration of value education in the NEP-2020.

Value Education: Pioneer of the Shaping Character of Learners

Values are the very first point to be learnt in the development of a child. From the womb of the mother, the child is getting and absorbing the values from the provided environment, and till the end of life, values are being absorbed by every individual. Somewhere the lack is found in the value impact due to the lack of parenthood and teaching hood. Parents are the first value makers of the child because what they are doing, speaking, dealing and receiving is being observed by the child and from that he/she is retaining it for a long time. From the development in the mother's womb, the child is receiving vibes, voice, vibrations and energy from

the surrounding area. Not only that the child is perceiving those values in its mind subconsciously or unconsciously and reacting accordingly with further situations. That is the initial learning process of the human being after birth this process will be made more complex. On the basis of real-life situations, the surrounding environment and parenthood value development is being done.

Prenatal learning, for example, is a well-documented phenomenon. Studies show that fetuses can recognize auditory stimuli such as the mother's voice or music as early as the third trimester. In a classic study, DeCasper and Spence (1986) demonstrated that newborns showed a preference for stories read aloud by their mothers during pregnancy, suggesting memory formation and learning in the womb. (DeCasper and Spence, 1986). Research in epigenetics shows that prenatal environmental factors—including maternal stress, nutrition, and emotional well-being—can affect gene expression and cognitive development (Meaney, 2001; Monk et al., 2019). These findings give scientific grounding to the traditional belief that values, temperament, or intelligence can be influenced from the prenatal stage.

The values are the impression of others to retain it in the child subconscious mind is obvious. For good value development, from the prenatal period, parents have to take care of it. It is proven that at the time of pregnancy the child can feel, can listen to the outer vibrations and sounds. From that period, values should be intercepted to the baby, and it helps in the further development of children. The behaviour of a child is dependent on this developmental stage. In Indian practices, sixteen samskaras are there, and from that one samskara is the Garbhadhana samskara, which means that at the time of pregnancy, the child is being valued by the chanting of shlokas and a positive aura, which helps it throughout life. Research proved that those who have given proper samskara to the baby in the womb will be very intelligent, active and healthy after the birth of him/her. There is one popular example in front of us; Abhimanyu the son of Arjuna and Subhadra, he has got the knowledge of entering in the Chakravyuh from his father in the womb of his mother. After it he was literally known about the Chakravyuh and applied in the field. Similarly, values work in this continuous learning process. The cultural anecdotes, such as Abhimanyu's prenatal learning and the Garbhadhana samskara, illustrate an ancient belief in

early cognitive development and intentional pedagogy even before birth. These narratives, while rooted in mythology and ritual, parallel modern scientific understandings in developmental psychology and neuroscience especially the idea that environmental stimuli can influence fetal development.

NEP-2020 again focuses on the values being imparted from the prenatal stage to natal and postnatal stage up to the end. Without value development in a person, he/she is considered as the anti-social animal only. Even it harms the society and leads to the terrorism. At every line of the current policy, it extremely flows the values and Indian ethos to be imparted in the children. Better development of the society and nation is dependent on the development of upcoming generations only. Therefore, value education is required and to fulfil this, the interplay of ethics, morality and spirituality are the essential parts.

Why Ethics, Morality & Spirituality in Education?

Ethics, morality and spirituality are the three golden pearls of education. If they are not in education then education is like a diamond without shining, a coachline without pearls and a sky without stars.

Education is not only about reading, writing and arithmetic, it is not only about literary academics but it is a holistic process of the development of humans by not only cognitive aspects but overall aspects with values, morals, ethics and spirituality. These are not only the base of the education system but it is the base of life without it the life cannot build successfully. Throughout life day by day, you are achieving something but the most important is what values you have achieved and achievement is not enough but regularly to apply it in modification of self- behaviour. A study relates the *Moral development from early childhood to adolescence: A review of the literature, concludes the reviews empirical evidence linking moral education (especially when scaffolded in schools) to outcomes like decreased aggression, increased fairness, and greater ethical reasoning.* (Schaefer, H. S., & Eisenberg, N, 2019). Ethics, morality and spirituality lead to the truth in

each phase of life and it will never let you down in any worst situation.

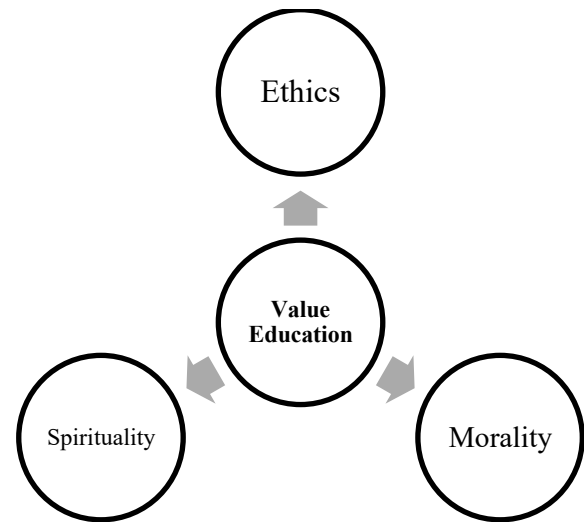


Fig:1 Tripod of Ethics, Morality, Spirituality in Value Education

Ethics involves the concept and situation in systematic manner with proper valid defence and better recommendations to deal with what is right and what is wrong. To understand it justifies the behavioural outcome of the human beings. Ethics leads to legality and through that validity of the person will be more enhancing the quality of him/her. Morality denotes the principles which support an individual to attain certain goals of the ultimate life. Moral values are lacking than the basic social human personality is lacking in the person who will mischief the society and spread negative and wrong deeds in the society. Spirituality is little different from ethics and morality; it can be said that spirituality

www.ctegujarat.org

is the inner growth of the soul, it enhances higher power in an individual and it teaches about how to be a good person in life. The term exposes the meaning; it consists of the word 'spirit' meaning 'soul'. Spirituality is the next complex and abstract level of ethics and morality values. These three values make the interplay stand on which the whole education system is upheld well.

Value Education in School Education & Higher Education

Value education is the initiation of the learning process from the inception period and day by day it is set up with the graduation of values from informal to formal. At the early childhood period of children curriculum and pedagogical practices are totally based on ethics and morality. Rhymes, indigenous stories, games, folk tales are giving and imparting such values in the children from the kindergarten. Not only that but besides it parents are waking them regarding the value development through the ordinary family rituals. Parents are the one who pours values and morals in children and direct them in the right understanding about what is right and what is wrong, what we have to do and from what we have to stay faraway. Teachers are responsible for further development and

relevance regarding value education. It is not a separate discipline but it should be rolled into each discipline in regular classrooms. Teaching learning process should be that much exclusive, from that learners are getting values in their day-to-day life and meet the ethics and morals in their characteristics. Personality is being developed through the environment and behaviour of the teachers and parents with others. Therefore, teachers and parents have to be enriched with values in their daily life that children are retaining the particular behaviour and reflect it in their own behaviour. It is usually said that, 'Children are the mirror of elders'.

In school curriculum as well, the lessons are flourished with morals and values because at the different age level person required different stimulus to learn something new; in terms of habit formation as well person requires something new in a new way. School curriculum is based on these all requirements to get the certain prescribed learning outcomes. In higher education as well the value education is very important because at that time almost the learner's age group is in adolescent period. Therefore, maximum chances are there for mislead and misguide in wrong direction of future, it will spoil the career of the

www.ctegujarat.org

adolescent and it harms to the society as well. Ethics, morality and specifically spirituality is being taught at the stage of adolescent and in higher education. Value education is the separate course available in the higher education; in teacher education it must require to train teacher trainees and teacher educators about it. Then and then only it will serve to the upcoming generation of the world. Here, some best practices, challenges and teaching strategies regarding the integration of value education in school and higher education.

Best Practices for Integrating Value Education

1. Curricular Integration

- Embed values (like honesty, empathy, environmental stewardship) into existing subjects—e.g., discussing fairness in math (equity), social responsibility in science, or empathy in literature.
- Use thematic learning around core values.

2. Experiential Learning

- Encourage activities like community service, role-plays, debates, and value-based storytelling.
- Integrate real-life moral dilemmas for discussion.

3. Whole-School Approach

- Ensure values are modelled and reinforced by all stakeholders—teachers, staff, administrators, and peers.
- Promote a school culture rooted in respect, inclusion, and fairness.

4. Use of Local Culture and Stories

- Draw on indigenous knowledge systems, local cultural narratives, and religious/philosophical traditions to make values relatable.

5. Teacher Training and Support

- Train teachers in value pedagogy, emotional intelligence, and conflict resolution so they can model and guide values effectively.

Challenges in Implementing Value Education

1. Lack of Consensus on Core Values

- Diverse cultural, religious, and political contexts may lead to disagreements on which values should be taught.

2. Curriculum Overload

- Teachers often perceive value education as an add-on, not integrated into existing syllabi, creating time and resource constraints.

3. Teacher Preparedness

- Many educators lack formal training in moral or ethical education, and may be uncomfortable facilitating sensitive discussions.

www.ctegujarat.org

4. Measurement Difficulties

- Values are intangible and difficult to assess objectively; standard assessments may fail to capture ethical growth.

5. Fragmented Implementation

- Lack of coordination between policy, curriculum, pedagogy, and school ethos leads to inconsistent outcomes.

Effective Strategies for Integration

Primary Level (School Education)

- Storytelling & Moral Fables: Use folk tales, fables, and picture books with ethical messages.
- Routine Practices: Morning assemblies, classroom norms, gratitude exercises.
- Play-Based Learning: Incorporate cooperation and fairness in games and group activities.

Secondary Level (School Education)

- Discussion-Based Learning: Facilitate debates on current ethical issues (e.g., climate change, cyberbullying).
- Service Learning: Tie values to community outreach, recycling campaigns, peer mentoring.
- Ethics Modules: Integrate into social science or civics curriculum.

Tertiary Level (Higher Education)

- Discipline-Specific Ethics: Engineering ethics, business ethics, medical humanities.

- Philosophical Inquiry: Courses in moral philosophy, logic, and critical thinking.
- Peer Dialogue & Reflection: Use group discussions, journaling, and seminars for ethical self-reflection.

Interplay of Value Education with the lens of NEP-2020

National Education Policy-2020 is emphasizing value education at each level of the education and reformation. As learners must get the ethical and authentic framework of morality and legality; from that one can easily take the correct decision. Afterwards spirituality is being enhanced as an ability to cope up with the situation. Equality, equity, honesty, respect, character building, patriotism, social justice, humanity, diverse nature, integrity, ethnicity, resilience, courage, tolerance, courtesy, team work, sharing for caring and many more values being developed in every individual is the hidden motto of the NEP-2020. Ultimate aim of the policy of value education will be fulfilled by the reconstruction of the curriculum and reformation of the teaching training program. NEP-2020 suggested the National Curriculum Framework for Foundation Stage -2022 and National Curriculum Framework for School

Education-2023 as well. These documents show the ethics, morality and spirituality in the regular classroom practices and through that Indian ethos are being poured in the learners.

NEP-2020 implicates the value education as the core of curricula of all disciplines. Curricula must include structured opportunities for ethical reflection, moral discourse, and spiritual development, integrated across disciplines. Early childhood education will need to embed value stories, moral games, and collaborative tasks to shape foundational values. Curricula must be developed that draw on India's pluralistic ethical traditions while remaining inclusive and secular. Schools and universities will need new tools to assess ethics and values; such as reflective journals, peer reviews, and portfolio assessments. Civics and social studies will shift from rote learning to interactive and experiential models of ethical decision-making and social responsibility. Universities must institutionalize mandatory ethics modules across departments and foster ethical discourse through seminars, debates, and research.

In the 21st century; a global scenario of education the young generations are lacking with value education due to

technological enhancement and loneliness of the individual. Due to modernization realms that both parents are working in the field and they can't provide sufficient time to their child for giving and waking about the certain values, ethics and morality. NEP-2020 promotes the Constitutional values as charity, cleanliness, selflessness, peace, righteousness, empathy, truth, non-violence, justice and so forth for betterment of the upcoming generations.

Conclusion

Value education is truly the essential interplay of the education system which consists ethics, morality and spirituality. Not only that but time by time it should be polished in a new form of values and it learnt by the 21st century's modern generation. In this global scenario value education is mandatory at all. From womb to tomb the grasping of values been added day by day, it will definitely help to the upliftment of the society. Why ethics, morality and spirituality are significant to live a meaningful life? The answer of this question shows the ultimate attainment of the education and shows the reality aspect of living a life. Indian philosophies and literature truly suggested about the value education to attain salvation in the real sense. It takes us far away from the materialism. For such actions to be done in

the field of education are: Design modular value curricula that evolve with students and embed both universal and context-specific ethical themes. Integrate mindfulness and SEL programs to reinforce ethical reflection and personal well-being, evaluating through observation and narrative. Develop ongoing training modules that strengthen educators' own value alignment, enabling them to model and mentor effectively. Use indigenous philosophies and spiritual concepts (secularly framed) to enrich moral reflection and cultural relevance. Not only that but to overcome such challenges like motivation and preparedness of learner, ethical teaching learning practices and do more empirical research in this field may paving the ways to attain such challenges. NEP-2020 shows the glimpse of value education with Indian ethos and gives ultimate priority to live the life in a certain way. Value education makes true valuation and true improvements with learning in the life.

References

- N. A. (2018). A study of value education programmes in the secondary schools: A Review. *BPAS Journal of education*.
- Aneja, D. N. (2014). The Importance of Value education in the Present Education system & role of teacher. *International Journal of Social Science and Humanities Research*.
- Awasthi, D. (2014). Value based education is the only Solution to the Problem of Crisis of Moral values among the Youth of India. *Global Journal for Research Analysis*.
- Behera, D. H. (2020). The importance of value education & role of teachers in the present society for the auspicious and prosperous future. *International Journal of research Culture Society*.
- Bhuyan, T. (2022). Importance of value orientd Education for inculcating human values among Degree students. *International Journal of Recent Scientific research*.
- Gul, D. S. (2017). Teacher and Value Education: an exploratory Study. *Inquiry Peer- Reviewed Journal*.
- Isser, D., Suresh, M., & Jain, A. (2024). Value-based education in NEP 2020: Fostering ethical and moral growth through Dharma. *Asian Education and Development Studies*, 13(3), 290–306. <https://doi.org/10.1108/AEDS-06-2024-0121>
- Mishra, P. (2022). Happiness and ethics in the new education policy 2020 of

www.ctegujarat.org

- India. *Education Journal*, 11(4), 153–160.
<https://doi.org/10.11648/j.edu.20221104.16>
- Patil, R., & Patil, A. (2023). Traditional Indian education values and new national education policy adopted by India. *The Journal of Educational Research*, 116(2), 198–210.
<https://doi.org/10.1177/00220574211016404>
- Rai, S., & Singh, A. (2025). Implications of NEP 2020 for value-based education. *Mass Communication and Journalism Studies*, 6(1), 99–106.
<https://www.masscomjournal.com/archives/2025.v6.i1.A.99>
- Sarangthem, P., & Shukla, N. (2023). Ethics: Major concern in NEP 2020; concerning teachers and school students. *ResearchGate*.
<https://www.researchgate.net/publication/383038635>
- Schaefer, H. S., & Eisenberg, N. (2019). In M. H. Bornstein (Ed.), *Handbook of Parenting* (Vol. 5, pp. 243–270). Routledge.
- Shrimad Bhagavad Gita*. (n.d.). Gorakhpur: Geetapress .
- Thormberg, R. (2013). Teachers' views on values education: A qualitative study in Sweden and Turkey. *Linkoping University Post Print*.
- Verma, A. (2025). Relevance of value education and spiritualism in NEP 2020. *International Education and Research Journal (IERJ)*, 11(1), 45–49.
<https://ierj.in/journal/index.php/ierj/article/view/4164>