



# EduInspire-An International E-Journal

An International Peer Reviewed and Referred Journal (www.cte Gujarat.org)  
 Council for Teacher Education Foundation (CTEF, Gujarat Chapter)  
 Patron: Prof. R. G. Kothari  
 Chief Editor: Prof. Jignesh B. Patel  
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## Vasudhaiva Kutumbakam as a Value-Oriented Educational Framework for Prosperity and International Harmony: An Analysis in the Context of NEP 2020

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### Abstracts

In the contemporary global context marked by conflict, inequality, and ethical fragmentation, education plays a decisive role in fostering peaceful coexistence and sustainable prosperity. The Indian philosophical concept of Vasudhaiva Kutumbakam, which envisions the world as one family, provides a universal ethical framework for addressing these challenges. This paper presents a theoretical analysis of Vasudhaiva Kutumbakam as a value-oriented educational philosophy for promoting prosperity and international harmony. Drawing upon Indian educational thought, humanistic education theory, peace education, and global citizenship education, the study examines how this ancient wisdom can be meaningfully integrated into modern education systems. The paper further analyses the relevance of Vasudhaiva Kutumbakam in light of India's National Education Policy 2020 (NEP 2020), which emphasizes holistic development, Indian Knowledge Systems, ethical values, and global citizenship. The study argues that education grounded in universal human values can contribute significantly to inclusive development, global cooperation, and sustainable peace.

### Keywords

Vasudhaiva Kutumbakam, Value-Based Education; NEP 2020; Global Citizenship; International Harmony; Sustainable Prosperity

### Introduction

Despite unprecedented scientific and technological progress, the contemporary world continues to face persistent challenges such as armed conflict, social polarization, environmental degradation, and widening economic inequalities. These realities indicate that material advancement alone cannot ensure global harmony or sustainable prosperity. There is

a growing recognition that education must address not only cognitive and technical skills but also ethical values, empathy, and social responsibility.

Indian philosophical traditions offer a holistic worldview that emphasizes moral interconnectedness and collective welfare. The concept of Vasudhaiva Kutumbakam, derived from the Mahopanishad, articulates the vision of humanity as a single family. This paper explores the educational relevance of this philosophy and examines its alignment with the objectives of the National Education Policy 2020 (NEP 2020) in promoting prosperity and international harmony.

### **Conceptual Understanding of Vasudhaiva Kutumbakam**

Vasudhaiva Kutumbakam literally means “the world is one family.” Philosophically, it signifies the ethical unity of humanity beyond distinctions of nation, religion, race, or culture. Unlike exclusionary or competitive worldviews, this concept promotes inclusivity, mutual respect, and shared responsibility. Advocating for policies that promote environmental sustainability, social justice, and economic equity ensures that our systems reflect our values. Environmental policies should focus on reducing carbon emissions, protecting natural habitats, and promoting renewable energy sources. Social justice policies should address systemic inequalities and provide support for vulnerable populations. Economic policies should aim for fair distribution of resources, living wages, and opportunities for all to succeed.

From an educational perspective, Vasudhaiva Kutumbakam emphasizes:

Universal human dignity

Ethical interdependence

Cooperative coexistence

These values are particularly relevant in addressing global challenges that require collective action and moral sensitivity.

### **Theoretical Foundations**

#### **Indian Educational Philosophy**

Indian thinkers such as Swami Vivekananda, Rabindranath Tagore, and Mahatma Gandhi viewed education as a process of character formation and social transformation. Education, in this tradition, aims at cultivating ethical awareness, self-discipline, and service to humanity.

The philosophy of Vasudhaiva Kutumbakam extends this tradition by linking individual development with global responsibility. It reinforces the idea that education should prepare learners not only for personal success but also for contributing to social and global well-being.

**Humanistic Education Theory**

Humanistic education theory emphasizes holistic development, including emotional, moral, and social dimensions of learning. Scholars such as Maslow and Rogers argue that education should foster empathy, self-awareness, and respect for human dignity.

The values inherent in Vasudhaiva Kutumbakam resonate strongly with humanistic education, as both stress compassion, inclusivity, and the recognition of shared humanity as essential for peaceful coexistence.

**Peace Education and Global Citizenship**

Peace education conceptualizes peace as the presence of justice, cooperation, and social equity rather than merely the absence of violence. Global Citizenship Education similarly seeks to prepare learners to

engage constructively with global issues through respect for diversity and shared ethical responsibility.

Vasudhaiva Kutumbakam provides a culturally grounded philosophical foundation for these approaches, bridging indigenous wisdom and contemporary global educational discourse.

**Education and the Concept of Prosperity**

Prosperity, when viewed through an educational lens, extends beyond economic growth to include social cohesion, ethical conduct, and environmental sustainability. Education inspired by Vasudhaiva Kutumbakam promotes responsible consumption, social inclusion, and ecological consciousness.

Such an approach redefines prosperity as collective well-being rather than individual accumulation, thereby supporting sustainable development at both national and international levels.

**Education for International Harmony**

International harmony requires individuals to develop intercultural understanding, empathy, and collaborative problem-solving skills. Education plays a transformative role by

Interdisciplinary learning

Value-based curriculum

Dialogue- Oriented Pedagogy,

Experiential learning and service

Through these approaches, learners internalize the principles of mutual respect and cooperation that form the core of Vasudhaiva Kutumbakam, enabling them to engage constructively in a pluralistic global society.

**Vasudhaiva Kutumbakam in the Context of NEP 2020**

The National Education Policy 2020 envisions education as a holistic and value-oriented process aimed at creating responsible and globally aware citizens. Several aspects of NEP 2020 align closely with the philosophy of Vasudhaiva Kutumbakam.

First, NEP 2020 emphasizes holistic development, including ethical, emotional, and social capacities. This aligns with the universal compassion and moral responsibility advocated by Vasudhaiva Kutumbakam.

Second, the policy encourages the integration of Indian Knowledge Systems, thereby legitimizing indigenous philosophical concepts within modern education.

Third, NEP 2020 promotes global citizenship, sustainability, and international cooperation, reflecting the universalist outlook of Vasudhaiva Kutumbakam.

Finally, the policy recognizes teachers as ethical leaders, highlighting the importance of value-based pedagogy in nurturing social harmony.

**Challenges in Implementation**

Despite its relevance, integrating Vasudhaiva Kutumbakam into formal education faces challenges such as curriculum constraints, limited teacher preparedness, and the risk of symbolic rather than substantive inclusion. Addressing these challenges requires systematic curriculum planning, teacher training, and institutional commitment.

**Conclusion**

The philosophy of Vasudhaiva Kutumbakam offers a timeless and relevant educational framework for promoting prosperity and international harmony. When aligned with the vision of NEP 2020, it provides a culturally rooted yet globally responsive approach to education. By fostering universal values, ethical awareness, and collective responsibility, education can play a decisive role in building a peaceful, inclusive, and sustainable global society.

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