



Value-Oriented Education: A Holistic Approach

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Abstract: In the face of a growing global value crisis marked by moral degradation, social fragmentation, and spiritual emptiness, education is increasingly being recognized as a powerful tool for value inculcation and holistic human development. This research paper explores the urgency and significance of value-oriented education, especially in the context of teacher training institutions. Drawing upon the frameworks provided by the National Education Policy (NEP) 2020 and the UGC Value Education Framework 2021, the study emphasizes the transformative role of teachers as agents of moral and ethical regeneration in society. Through a comprehensive analysis of policy documents, scholarly literature, and existing pedagogical practices, the paper identifies key strategies and challenges in embedding values within teacher education. The study also offers recommendations for integrating life skills, cultural identity, inclusivity, professional ethics, and humanitarian values into the teacher education curriculum. The findings reaffirm the need for a value-infused approach to teacher preparation that is contextual, experiential, and rooted in both national ethos and global citizenship.

Keywords: Value Education, Teacher Education, Educational Reforms, Ethics in Education.

INTRODUCTION

Values represent the ideals and moral standards that shape human behaviour and provide direction to personal and social life. They form the foundation of a nation's cultural and educational philosophy, promoting the holistic development of individuals and society alike (Rokeach, 1973). In the context of education, values serve as guiding principles that go beyond academic instruction, influencing attitudes, decisions, and interpersonal relationships. In today's rapidly changing world, the gravity of value education cannot be overstated. Increasing moral erosion, social unrest, intolerance, corruption, and environmental degradation reflect a profound value crisis that threatens the fabric of modern society (Choudhury, 2018). This crisis calls for an educational response that does not merely focus on the transmission of knowledge but also fosters character development, empathy, integrity, tolerance, and a sense of shared responsibility (UNESCO, 2015). Without a strong moral compass, intellectual progress may become unoriented or even detrimental, leading to misuse of knowledge and weakening of social cohesion.

Adopting a qualitative research design with descriptive methodology, this investigation draws upon policy documents (notably NEP 2020 and UGC's Value Education Framework 2021) and scholarly discourse on value education. Thematic analysis techniques are applied to identify and interpret key patterns related to moral pedagogy, ethical frameworks, and cultural consciousness in teacher preparation. By incorporating comparative international perspectives, the study develops culturally responsive recommendations for integrating value education into teacher training curricula.

The transformative potential of value-oriented education lies in its ability to cultivate responsible, empathetic, and ethical citizens. The *S.B. Chavan Committee Report* (1999) emphasized the necessity of integrating value education into teacher training programmes, advocating for the development of the "total teacher"—an educator who is emotionally and ethically prepared to nurture students holistically. This vision is echoed in the *National Education Policy (NEP) 2020*, which stresses education rooted in Indian cultural ethos and universal human values. It promotes a system that enables the flourishing of democratic

ideals, civic responsibility, and social justice, aligning with the broader goals of national integration and global harmony. While science and technology have advanced remarkably, they have also contributed to a mechanistic worldview, often sidelining human sensitivity and traditional moral frameworks (Noddings, 2005). The overemphasis on material success and competition has distanced learners from emotional awareness, ethical reflection, and spiritual grounding. In such an environment, value education emerges as a vital corrective force, offering learners a framework to interpret complex social realities and cultivate moral reasoning (NCERT, 2005).

Historically, education has been regarded as a key instrument for character formation. John Dewey (1916) emphasized that education must nurture both intellectual growth and moral development. Values are best internalized through lived experiences and reflective engagement rather than passive instruction. Teachers play a pivotal role in this process, serving not only as facilitators of learning but as role models who embody the values they seek to instill (Kumar, 2013). Dr. A.P.J. Abdul Kalam concisely captured this sentiment, stating, “A student spends 25,000 hours in the campus. The school must have the best of teachers, who have the ability to teach, love teaching, and build moral qualities” (Kalam, 2004, p. 83). The *National Curriculum Framework (2005)* further highlights the importance of addressing themes like self-identity, responsiveness, human relationships, and emotional development in classroom practice. These principles reflect a growing consensus that value education is not a peripheral component of schooling but its very essence.

Value-oriented education, though universally acknowledged as essential, varies significantly across cultural and national contexts. A western educational framework, particularly in the United States and Europe, value education is often embedded within civic education, social-emotional learning, and ethical reasoning, focusing on individual rights, critical thinking, and democratic participation (Lickona, 1991). In contrast, Eastern philosophies, especially in countries like India, Japan, and China, emphasize collectivism, harmony, respect for elders, and spiritual development, often drawing from indigenous cultural, religious, and philosophical traditions (Aspin & Chapman, 2007). India, for example, integrates value education within the broader aim of holistic human development rooted in its rich cultural heritage and ethical teachings, as reflected in the National Education Policy (NEP) 2020, which promotes values such as empathy, respect, and responsibility alongside academic excellence (Ministry of Education, 2020). This cross-cultural examination highlights the value of context-specific strategies, without abandoning the universal aim of developing principled and community-oriented individuals.

VALUE-ORIENTED EDUCATION

Value education is not a passive or mechanical transmission of facts or moral codes. Rather, it is a dynamic, participative process involving critical thinking, emotional development, reflection, and moral reasoning (Halstead & Taylor, 2000). It requires an environment where students are encouraged to imagine, feel, question, and act. This form of education aims to develop the total personality—intellectual, social, emotional, aesthetic, moral, and spiritual (UNESCO, 1996). It cultivates emotional intelligence and moral discernment, equipping learners to make ethical judgments and translate principles into practice. Value education engages the whole person—knowing, feeling, and doing—to ensure internalization of values through both thought and action (Veugelers, 2007). The purpose is not to impose values, but to foster reflective thinking and autonomous moral judgment, which leads to responsible behaviour (Nucci & Narvaez, 2008). Education, in this sense, becomes a process of helping learners become critically aware and socially responsible individuals. Value education should align with national and global goals, focusing on democratic, secular, and ethical ideals. Contemporary teacher education frameworks must incorporate critical thematic domains including human rights education, gender equity, environmental sustainability, digital/media literacy, and social justice principles, as emphasized by leading educational authorities (UNESCO, 2015; NCERT, 2005).

Value-oriented education encompasses a holistic framework integrating moral development, ethical reasoning, intellectual growth, spiritual awareness, and physical well-being. It should not be treated as a separate subject taught during fixed periods by specialized teachers. Rather, it should be integrated across all learning experiences, interpreted imaginatively through existing curricula (Lickona, 1991). Teachers play a pivotal role in this transformation and must be adequately trained to inspire and model these values. Given the rising value crisis among today's youth, value education is not optional but essential in teacher education programs. Teachers are instrumental in shaping future generations and must be equipped to cultivate ethical, empathetic, and responsible citizens.

OBJECTIVES OF VALUE-ORIENTED TEACHER EDUCATION

The primary goal of value-oriented education is to develop dynamic, morally grounded citizens who act responsibly and ethically in society, ultimately shaping the nation in a positive direction. In the context of teacher education, the objectives are as follows:

- To enable students to appreciate and work toward the national ideals of socialism and democracy, and to actively contribute to their realization (NCERT, 2005).
- To foster awareness of socio-economic realities and inspire a commitment to their improvement.
- To develop a mindset free from prejudices related to religion, language, class, or gender, fostering inclusive and unbiased conduct.
- To cultivate positive attitudes towards the self, fellow human beings, the nation, and the global community.

These objectives align with the broader aim of education as a transformative tool for nurturing character, ethical judgment, and social responsibility among future educators (Lickona, 1991; Noddings, 2005).

COMMITTEES AND COMMISSIONS IN INDIA

Several key committees, commissions, and policies over the decades have consistently emphasized the importance of value-based education in shaping India's education system. These bodies have underlined the moral, spiritual, emotional, and social dimensions of education, particularly in teacher training programs.

- University Education Commission (1948–49), chaired by Dr. S. Radhakrishnan, this commission was one of the earliest to recognize that “education must be linked with life, and must train individuals not just for a career but also for living ethically.” It advocated the inclusion of spiritual and moral values to help students develop a sense of purpose, self-discipline, and social responsibility (University Education Commission, 1949).
- Secondary Education Commission (1952–53), emphasized that no education is complete without cultivating qualities such as discipline, cooperation, social sensitiveness, and tolerance, which are essential for meaningful human relationships and community living (Ministry of Education, 1953).
- Education Commission (1964–66) or the Kothari Commission highlighted that “of all the factors influencing the quality of education, the quality, competence and character of the teacher are the most significant.” It advocated moral and social value inculcation as part of teacher education (Kothari Commission, 1966).
- National Policy on Education (1986), expressed deep concern over the erosion of essential values and emphasized using education as a tool to cultivate social, moral, and spiritual values, particularly in a pluralistic society like India (MHRD, 1986).
- Ramamurti Committee (1990) and Core Group on Value Orientation of Education (1992), reaffirmed the need for value-laden educational curricula and encouraged the inclusion of value education in both pre-service and in-service teacher training programs (Ramamurti Committee, 1990).
- S.B. Chavan Committee (1999), strongly recommended the inclusion of value education as an essential component of teacher training, utilizing both direct and indirect methods to align with students' psychological stages (Chavan Committee, 1999).
- Parliamentary Standing Committee on Human Resource Development (1999), called for a value-based curriculum at all levels of education, particularly in teacher education, to address the increasing moral crisis in society (Government of India, 1999).
- National Curriculum Framework (2005 & 2009), advocated that teacher trainees be exposed to themes like self and identity, ethics, empathy, human relationships, and emotional intelligence to help them become value-oriented educators (NCERT, 2005; 2009).

- National Education Policy (NEP) 2020, emphasizes holistic and multi-disciplinary education, with strong integration of ethical reasoning, empathy, values, and constitutional duties. It reinforces that the purpose of education is not only cognitive development but also the cultivation of character and citizenship (Ministry of Education, 2020).
- UGC Value Education Framework (2021), advocates for a transformative curriculum that embeds value-based learning across all disciplines. It encourages higher education institutions to integrate environmental awareness, ethics, national and global responsibility, and humanistic values into the teaching-learning process (University Grants Commission [UGC], 2021).

ROLE AND SIGNIFICANCE OF TEACHERS IN IMPARTING VALUE EDUCATION

Value-oriented teacher education is a cornerstone of holistic educational reform. Teachers, as the primary facilitators of learning and character formation, occupy a central role in value inculcation. The S.B. Chavan Committee Report (1999) emphasized that value education must be an integral part of teacher training programmes, asserting that prospective teachers should be introduced to both direct and indirect methods for value inculcation suited to the psychological development of students.

The transformation from the traditional concept of teacher ‘training’ to comprehensive teacher ‘education’ signifies a paradigm shift from viewing teachers as mere conveyors of knowledge to envisioning them as humane facilitators of growth (NCTE, 2009). A value-oriented teacher education programme not only prepares teachers intellectually but also nurtures their emotional, ethical, and spiritual capacities. It integrates the development of body, mind, and intellect and cultivates in educators the noble values essential for national progress and human development (UGC, 2021). Dr. A.P.J. Abdul Kalam (1998) aptly stated, *“If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation.”* Teachers play a pivotal role in shaping not only intellects but also character and civic consciousness. Empirical evidence suggests students frequently model their behaviours and attitudes after observed teacher conduct rather than adhering to verbal instructions alone (Noddings, 1984). Therefore, educators must demonstrate integrity, empathy, fairness, and a commitment to truth—values that are essential for healthy democratic and pluralistic societies.

TEACHERS AS VALUE EDUCATORS

The role of teachers in imparting value education is multi-dimensional. Historically, teachers were primary sources of knowledge. In the contemporary educational context, however, their role has evolved to that of facilitators, mentors, and role models. In an age where books, online content, and artificial intelligence are readily accessible, the value-based guidance and moral compass provided by teachers is more crucial than ever (NEP, 2020).

Teachers can effectively foster values through storytelling, discussions of historical incidents, poetry, literature, and classroom dialogue. These methods help students reflect, reason, and act according to universally accepted ethical standards (Delors Report, UNESCO, 1996). However, values cannot merely be taught—they are imbibed. Teachers must live the values they seek to instill, creating a learning environment where values are visible in action and behaviour. A teacher who is emotionally intelligent and morally grounded holds the power to transform lives. Students learn integrity, empathy, and self-discipline more through observation than through instruction. A “value-rich” teacher, therefore, becomes the channel for character development and social change (NCTE, 2010).

SIGNIFICANCE OF VALUE-ORIENTED TEACHER EDUCATION

Value-oriented teacher education empowers future educators to:

- Promote universal brotherhood and peace through inclusive teaching.
- Foster harmony, emotional well-being, and personal fulfillment among students.
- Preserve national cultural heritage and social traditions through ethical teaching.
- Create classrooms that encourage critical thinking and responsible citizenship.
- Integrate values into all disciplines, not as a separate subject but as a transversal theme.

- Address social issues such as intolerance, environmental degradation, and corruption through moral reasoning and democratic engagement.

Moreover, such education equips student-teachers to design appropriate learning experiences that nurture moral sensibilities, ethical judgment, and civic responsibility. According to the UGC Value Education Framework (2021), teacher education institutions must instill five core values: truth, righteousness, peace, love, and non-violence. These are fundamental to developing responsible educators who contribute meaningfully to society. Teacher education institutions, therefore, play a pivotal role in grooming teachers who serve as nation builders. These institutions must not only deliver theoretical knowledge but also offer experiential opportunities to practice values. Workshops, community outreach, reflective journals, moral dilemmas, and cooperative learning can serve as potent tools for value training (NCERT, 2005).

ADDRESSING THE CONTEMPORARY VALUE CRISIS

The modern world is undergoing a profound crisis of values that is affecting societies globally. This erosion is evident across various sectors, leading to moral degradation, social unrest, and a deep sense of spiritual desolate. The Indian education system, in particular, has shifted away from its foundational cultural values, often reflecting borrowed ideologies and Western frameworks that undermine indigenous traditions of character building (Krishna, 2007). A dominant result-oriented approach in education has prioritized grades, rankings, and career success over ethics, compassion, and responsible citizenship. This imbalance has contributed to growing corruption, ethical ambiguity, and violations of human rights (Chopra, 2005). While industrialization and material advancement have led to economic growth, they have also fostered self-centeredness and weakened the spiritual and moral fabric of society (Nanda, 2011). Furthermore, mass media and the influence of Western consumerist culture frequently glorify violence, material success, and superficial lifestyles, distorting young minds' perceptions of meaningful living and identity (Kumar, 2009).

Mahatma Gandhi's "Seven Social Sins"—wealth without work, pleasure without conscience, knowledge without character, commerce without morality, science without humanity, religion without sacrifice, and politics without principles—continue to resonate as a profound critique of the moral decay witnessed in contemporary life (Gandhi, as cited in Kumar, 2009). These insights serve as a timeless reminder of the need to restore a value-based framework in personal, professional, and civic life. Without a robust foundation in value education, societies risk a crisis of character that threatens interpersonal trust, ethical leadership, and socio-economic stability. Addressing this requires integrating value education across all levels of the education system—not as an add-on, but as a core component embedded in curriculum, pedagogy, assessment, and teacher training (UGC, 2021). As emphasized by the *National Policy on Education* (1986), there is a critical need for curricular readjustment to make education a powerful instrument for cultivating social and moral values.

Teachers are central to this transformation. Effective value education begins with educators who are themselves rooted in empathy, integrity, and ethical commitment. Policies like the *National Education Policy (NEP) 2020* underscore the importance of preparing such value-driven teachers who can inspire students toward nation-building, global citizenship, and personal integrity.

NATIONAL EDUCATION POLICY (NEP) 2020: EMPHASIS ON VALUE-ORIENTED EDUCATION

The National Education Policy (NEP) 2020 recognizes the critical role of value-oriented education in shaping holistic individuals and a just, equitable society. It emphasizes the need for education to go beyond academic knowledge and equip learners with essential human values such as empathy, integrity, tolerance, compassion, and respect for others. The policy envisions the development of responsible citizens who not only possess intellectual capabilities but also exhibit moral and ethical reasoning in real-life situations. NEP 2020 calls for embedding core constitutional values—including justice, liberty, equality, and fraternity—within the teaching-learning process from the foundational to the higher education level.

NEP 2020 promotes a holistic and multidisciplinary approach to education, integrating moral and ethical values through arts, literature, sports, social work, and vocational training. By moving away from rote learning and toward experiential and discussion-based pedagogies, the policy aims to develop critical thinking, ethical decision-making, and emotional intelligence among students. It advocates for project-

based and activity-centered learning that includes community engagement, environmental awareness, and cross-cultural understanding; all contributing to the development of a strong value system.

The policy underlines the need for remodelling teacher education to make it more value-centric. It recommends that teacher training institutions prepare educators not only as subject experts but also as facilitators of values, ethics, and social responsibility. Continuous professional development, inclusion of value-based content in curricula, and the creation of supportive learning environments are all highlighted as essential. NEP 2020 also calls for involving teachers in school-level innovations and community service projects to deepen their own understanding and commitment to ethical leadership and nation-building.

UGC VALUE EDUCATION FRAMEWORK 2021: STRUCTURED IMPLEMENTATION OF VALUES

The University Grants Commission (UGC) released the *Value Education Framework for Indian Higher Education Institutions* in 2021, as a concrete step towards institutionalizing value education. This framework outlines a structured and systematic approach for integrating values across disciplines and educational levels. It proposes the infusion of life skills, emotional intelligence, national identity, democratic citizenship, and environmental consciousness into undergraduate and postgraduate programs. The framework emphasizes outcome-based education with clearly defined competencies related to ethical behaviour, civic duty, cultural pride, and personal well-being. It also encourages institutions to offer standalone courses on value education, foster service-learning, and promote reflective practices among students and faculty to create a morally grounded and socially responsible academic environment.

RECOMMENDATIONS AND CONCLUSION

Value-oriented teacher education is essential in addressing the deepening crisis of values in contemporary society, which is marked by rising individualism, moral ambiguity, and a decline in ethical standards. A comprehensive and integrated approach to teacher training must go beyond isolated value instruction and embed ethical learning throughout the curriculum and institutional culture. This involves mainstreaming values across academic subjects and co-curricular activities, fostering inclusive participation, and cultivating a culture of empathy, responsibility, and professionalism. The personality and behaviour of teacher educators, the ethos of institutions, and opportunities for experiential learning all play crucial roles in shaping future teachers as moral role models and change-makers in their communities.

Furthermore, the teacher education framework should include innovative methods for character building, life skills development, and cultural identity formation. Recognizing and rewarding value-based behaviour, leveraging local heritage, and learning from real-life role models can help reinforce ethical conduct. Visits to cultural institutions and marginalized communities, along with training in emergency response and disaster management, prepare teachers to respond to social and natural challenges with resilience and compassion. Grounded in the principles of NEP 2020 and the UGC Value Education Framework 2021, these measures aim to produce educators who not only teach but live out values such as justice, equality, cooperation, and human dignity—thereby transforming schools into nurturing grounds for holistic human development.

Education has traditionally been regarded as the most effective tool for value transmission. However, the current system often emphasizes cognitive and competitive skills while neglecting the ethical, emotional, and spiritual dimensions of human development (Nair, 2010). This gap has contributed significantly to the widening moral vacuum among the youth. John F. Kennedy once remarked, “*The Chinese use two brush strokes to write the word ‘crisis.’ One brush stroke stands for danger; the other for opportunity. In a crisis, be aware of the danger—but recognize the opportunity.*” This perspective is highly relevant to the current situation. The value crisis, though alarming, presents a unique opportunity for educators and policymakers to redefine educational priorities, fostering a renewed focus on character education and value-based learning.

As emphasized by UNESCO (1996) in its report *Learning: The Treasure Within*, the four pillars of education—*learning to know, learning to do, learning to be, and learning to live together*—must all be grounded in ethical and moral awareness. There is an urgent need to adopt a holistic approach in education that nurtures not only the intellect but also the heart and soul. Such an approach must aim at the formation of the whole person, leading to the full flowering of human potential and the development of character.

This includes nurturing the ability of learners to make ethical decisions, to distinguish between right and wrong, good and evil, justice and injustice, and to lead lives grounded in moral clarity and compassion (Sharma, 2012). Educational institutions, therefore, must take on the responsibility of fostering value-oriented education by allocating resources, designing relevant curricula, and creating school environments that actively promote core human values. These values must be woven into all aspects of school life, including classroom teaching, co-curricular activities, institutional culture, and community engagement. Education must be re-envisioned as a transformative force that goes beyond the dissemination of facts. It must equip learners not only with knowledge and skills but also with the ethical compass and social consciousness needed to navigate a complex, fast-changing world. Through such an approach, the present value crisis can be addressed, and contribute to building a just, humane, and sustainable society.

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