Value-Based Learning and Ethical Teaching in the Context of NEP-2020

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Abstract

The National Education Policy (NEP) 2020 envisions a transformative shift in India's education system by integrating value-based learning and ethical teaching as core components of holistic development. This paper explores how education rooted in traditional Indian values and ethics can shape individual character, promote social harmony, and prepare learners for the moral challenges of contemporary society. It delves into pedagogical frameworks that prioritize emotional, spiritual, and social dimensions alongside intellectual growth, supported by strategies like constructivist and person-centered approaches. Ethical teaching is examined not only as a domain of moral responsibility but also as a vital element in professional development and curriculum design. The paper further analyzes NEP-2020's curricular goals, structural reforms, and pedagogical innovations aimed at fostering moral reasoning, civic responsibility, and value assimilation. Challenges such as institutional resistance, cultural inertia, and inequality in access to ethical education are also critically addressed. Ultimately, the study underscores that integrating value-based and ethical education is key to building compassionate, responsible, and peace-loving citizens in alignment with India's civilizational ethos and global humanistic ideals.

Keywords:
Value-Based Learning, Ethical Teaching, NEP-2020, Indian Education, Moral Education, Pedagogical Practices, National Curriculum Framework, Character Formation, Cultural Values, Holistic Education

1. Introduction:

The New Education Policy aims to fulfill the aspirations of the youth, who can achieve great things with the right skills and guidance. Essential for this education is a disciplined approach grounded in clear Values and Ethics. Early childhood education is crucial for shaping a child's mindset, emphasizing a moral value-based system. As students' progress through formal education, incorporating traditionally defined virtues helps solidify moral understanding and fosters motivation, especially in high-pressure situations, ultimately promoting peace and harmony. For adults (ages 35-60), ethical education is vital for personal growth through self-control and emotional maturity. India's educational traditions have significantly influenced individual and societal progress, supported by extensive literature from historical sages. Some endorse a discipline-based approach, while others advocate for a subject-oriented framework. A reflective study of contributions from sage-scientists and philosophers enriches educational experience. Education in values and ethics is essential for long-term Peace and Harmony, aligning with Indo-centric and Universe-centric perspectives, as expressed in timeless wisdom from seekers and sages. (Ferrer, 2018)

2. Understanding Value-Based Learning:

Value-based learning can be integrated into education through various strategies, including developing value-based characters, aligning educational supervision with expert psychosocial staff, and administering outreach values that support character development and child psychological tasks. Establishing conducive facilities and utilizing diverse media supports values-based learning models. This approach focuses on students' traditional values by embedding them in learning materials and fostering the elaboration and construction of various senses. Enhancing student competence will improve traditional value-based character education, necessitating collaboration among teachers and stakeholders to embed these values in education. Value-based learning (VBL) cultivates students' values, attitudes, and spiritual growth, including moral values, social norms, and religious principles in learning objectives. It aims to build a value system that sustains the nation's cultural heritage. India's educational framework should highlight the country's ethos, culture, and historical context of values beyond just knowledge acquisition. Implementing a course on 'Teaching Ethics and Values' at schools and universities is advisable. VBL is crucial for distance learning and online education, requiring resource support for material development and integration. This process facilitates the teaching of desirable values, attitudes, and relationships, rooted in the principles of education established in the Constitution and endorsed by national and state educational policies. VBL addresses contemporary national and global challenges threatening human existence. (Umar Fakhruddin, 2017)

2.1. Definition and Importance:

Moral knowledge is essential in education, particularly through value-based education, which integrates moral values into the curriculum. This dynamic character development process cultivates various dimensions of personality, contributing to character formation. Good education must include moral education as part of a holistic system, fostering social cohesion, national integration, and good citizenship. The National Education Policy 2020 (NEP-2020) aims for systematic changes in Indian education, emphasizing value-based learning for holistic personality development, alongside moral education, knowledge, skills, and creativity. A key pillar of NEP-2020 is its focus on holistic development through an ethics-cantered curriculum, prioritizing value-based education and effective implementation methods. NEP-2020 promotes an integrated approach supporting six values: cultural, civic, religious, intellectual, social, and moral. However, it requires thorough explanations of each value's relevance and importance in education, coupled with research-based presentations for effective learner assimilation. Expectations for the value-based learning system in NEP-2020 are high, given the complexities and changes in the Indian education landscape. (Chakraborty, 2017)

3. Ethical Teaching Practices:

Ethics in the 21st century has evolved into a socially constructed phenomenon influenced by education, culture, and globalization. Teachers face confusion over what to teach regarding ethical dilemmas. It is crucial to raise awareness about teachers' ethical responsibilities as role models. Ethics as a Domain of Knowledge includes principles that regulate actions in society, such as the Will to Manage, Ethics as a Pragmatic Attitude, and Ethical Advice. Training ethics for professionals is vital, and understanding Ethics in Science addresses ethical issues related to research methods and procedures, forming essential ethical mindsets. The health of the community relies on the moral health of its citizens, linking individual well-being to community ethics, which must be included in educational curricula. The ethical foundation of life skills must reflect moral values of various origins and adhere to the Universal Declaration of Human Rights. Teaching skills for ethical decision-making, such as soul searching and role modelling, is necessary to foster a 'paradigm leap' amid growing global violence. Schools should incorporate skills in ethical thinking and reasoning that students can apply in real life. Effective teaching methods include the Socratic approach, moral dilemmas, and role-play exercises, complemented by in-class discussions about real-life situations with appropriate teacher interventions. (Mahmood et al., 2017) (Alberto Rivera Piragauta & Minelli de Oliveira, 2022)

3.1. Definition of Ethical Teaching:

Ethical Teaching raises the question of what it means to be an ethical teacher in higher education. Typically, this concept assumes that educators reflect on ethics and their responsibilities. However, the focus on formal

Page 28

Chaitanya Samvad Interdisciplinary Journal of Research|www.chaitanyasamvad.com   Volume 1| Issue 1 |June 2025 | Article CS 04

moral dilemmas often overshadows the importance of pedagogical practices in the classroom. To address this concern, it's essential to explore pragmatic, contextual, and emotional facets of ethical teaching for faculty members. This study aims to examine the conceptualization of ethical teaching, emphasizing procedural ethics and ethical dilemmas in pedagogical practices. Such analysis provides a framework, inspired by virtues and vices, to enhance ethical teaching in mathematics. College teaching standards vary widely, often lacking a cohesive view on values and ethics. A virtue-related perspective promotes positive outcomes rather than solely addressing misconduct. By utilizing virtues and vices linked to moral character, the study discusses how these can be applied in education. It is crucial to investigate mathematics pedagogy concerning ethical concerns and identify obstacles that educators face, ultimately aiding professionals in becoming better educators.

4. The National Education Policy (NEP) 2020:

The National Education Policy (NEP) 2020 seeks to transform India's education system, addressing long-standing challenges and implementing decisive reforms. This framework aims to improve school, college, and university education, as past policies have contributed to poor performance across various educational levels. The implementation of National Institutions of Eminence and graded Higher Education Institutions faces challenges, also applicable to many private institutions. Hence, a reevaluation of the policy framework and acknowledgment of challenges in Virtual Education, along with the identification of new niches in disciplines, is critical for addressing India's educational shortcomings. The NEP aims to increase the Gross Enrollment Ratio (GER) to 50% by 2035, promoting a holistic and multidisciplinary education system through the establishment of innovative public and private higher education institutions that uphold high standards.

4.1. Overview of NEP-2020:

India's education system is vast, encompassing numerous schools, cultures, and methods of delivery. The Ministry of Human Resource Development has initiated policy changes to align with global trends, leading to the draft of the National Education Policy-2020, prepared by Professor Dr. K. Kasturirangan. NEP-2020 aims to make school education need-based, culturally relevant, and holistic. Key features include a 5+3+3+4 school structure, covering children aged 3 to 18. Education will be provided in mother tongues, avoiding segregation by ability. Students in classes IX-XI will have access to a diverse pool of over 200 subjects, promoting educational and vocational growth. English will not be the mandatory medium of instruction. A National Educational Technology Forum will be established for knowledge exchange, and digital textbooks will be developed. By 2020, all teachers will participate in e-governance and be assessed annually based on accountability. (Nath Parajuli, 2015)

4.2. Key Principles and Goals:

The education I envision as a teacher would be universally accessible, just, and free from caste, class, and gender inequalities. It allows individuals to learn freely and teachers to share their knowledge openly. Educators can tackle challenges, explore projects, and introduce innovative ideas, offering students opportunities to share their insights. Regardless of teaching methods, ethical standards must prevail, imparting essential human values. Value-based learning (VBL) is an experiential activity focused on understanding and applying core values like harmony, love, and compassion. Ethical teaching centers around facilitating VBL, which incorporates ten interconnected processes addressing psychological, spiritual, and social engagement aspects of core values. Each process includes facilitation techniques and aims for specific outcomes. The roles of facilitators, learners, and institutions in this ethical teaching framework are outlined, emphasizing planning, action, observation, and reflection cycles to foster awareness of valuable principles and enhance ongoing processes. Goals include reducing violence, fostering compassion and tolerance, and cultivating trusting educational environments to promote overall happiness. Implementing value-based learning leads to ethical, compassionate citizens and a harmonious society, encouraging all nations to adopt principles of love, compassion, and peace.

5. Integration of Value-Based Learning in NEP-2020:

The National Education Policy (NEP) of India seeks to transform the education system by focusing on effective learning instead of rote memorization. It addresses poor learning outcomes in schoolchildren and emphasizes

Page 29

Chaitanya Samvad Interdisciplinary Journal of Research|www.chaitanyasamvad.com   Volume 1| Issue 1 |June 2025 | Article CS 04

value-based education in sections 8.3 to 8.7, highlighting its various implications on the system, teacher competencies, stakeholders, and pedagogy. Definitions drawn from lesson plans clarify value-based education, while solutions to these issues are backed by current research on systems and teaching practices. NEP-2020 outlines several educational goals, particularly regarding value-based education's implementation in schools, which has been widely discussed over the past two years. The policy underscores that an effective education system hinges on instilling core values among students, a belief echoed by significant educational commissions from 1964 to 2020. The NEP promotes values such as honesty, empathy, respect, compassion, justice, and sustainable development, among others. It emphasizes education as a means to cultivate essential values essential for harmonious societal living and personal growth, aligning with broader goals of social justice and national development.

5.1. Curriculum Framework:

The National Curriculum Framework, part of NEP-2020, establishes educational goals and offers guidance for curricular processes. It allows schools to create their own syllabuses, choose textbooks, and employ innovative teaching methods to achieve desired outcomes. The mission of learning is to promote independent thinking, achievable through asking the right questions, especially when anomalies between established norms and new realities arise. This necessitates that curriculum enable inquiry-based learning. School leaders, teachers, and policymakers must reflect on their own perspectives to foster curricula and teaching practices that encourage active learning. Subjects like civics, history, and mathematics often find themselves constrained by rigid structures. Following the COVID pandemic, schools celebrated environment day and quickly reverted to old teaching methods. Classrooms welcomed students in a decorated van that soon turned into a 'trash bin' of waste. Teacher anxiety persisted during lockdown, and school leaders needed to create fresh, uplifting themes for classes. However, teachers focused on meeting preparation deadlines rather than deep engagement. The return to previous cultural practices felt as enthusiastic as the initial welcome. Theme-based activities borrowed from culture replaced traditional textbooks, but knowledge acquisition mirrored past

practices, with old textbooks now available online. (Batra, 2021)

5.2. Pedagogical Approaches:

Value-based pedagogic approaches bridge the gap between society's expectations of quality education by promoting 21st century skills like social inclusivity, critical thinking, metacognition, self-regulation, adaptability, and contextualized knowledge. These align with constructivist pedagogy and social-emotional learning strategies such as person-centred, problem square, and value-based approaches. Constructivism illustrates how learners acquire knowledge, understanding, and skills through active involvement with their environment, engaging both mentally and physically to create meaning based on personal experiences. Person-centred pedagogies enhance learners' awareness of their thoughts and emotions, promoting effective responses to non-verbal cues. In Community Learning Centres (CLCs), the problem square approach was utilized to address social issues, integrating emotions into education. Schools A and C adopted community-based strategies to recognize learners' emotional experiences and enhance values-based education. These pedagogical approaches emphasize cognition, emotion, and behavior, helping students understand conflict situations and interpret others' perspectives. Education also integrated competencies such as cooperation, communication, and conflict resolution, enhancing knowledge building and creativity. Exploring contrasting contexts within values discussions revealed significant benefits. Participatory methods like cooperative agreements and dialogue circles promoted group inclusivity and shaped the CLCs' learning ethos, ensuring adherence to collaborative goals. (Herodotou et al., 2019)

6. Challenges in Implementing Value-Based Learning:

Value-based education is vital for civilization and humanity's future. NEP-2020 emphasizes "value-based education for human wellbeing," aiming for a just and equitable society. The nation should embody peace, truth, harmony, righteous conduct, understanding, love, compassion, and non-violence, integrating social, economic, moral, and aesthetic values. A Society Development Programme will foster tolerance and brotherhood, promoting social concern, hard work,

upliftment, patriotism, character, and selfless development in an international context. Civilizational values should be upheld in discussions to restore national dignity and historical perspectives. Promoting mutual respect, peaceful coexistence, and interest generation is essential. Nations must be viewed as communities, with diplomatic approaches prioritized for conflict resolution. Dialogue should stem from interaction, discovery, sensitivity, and respect, with war as a last resort, opposing arbitrary aggression. A violence-free world requires understanding alternatives to disputes through peaceful means. Peace-building must begin in states through education and civil society. National seminars should involve diverse advisory boards to address issues. Local bodies should implement peace education initiatives, and media should limit sensational reporting. Nonviolence must evolve to foster conflict resolution. Important debates on violence causes need to be integrated into education and society. Media should encourage sagacity in political discussions and sensitivity in social matters, highlighting the value of peace and harmony across all levels of society. Establishing peace is crucial for sustaining life, moral development, and planetary coexistence. (Elton-Chalcraft & Cammack, 2019).

6.1. Institutional Barriers:

With the approval of the National Educational Policy-2020 (NEP-2020), Indian education is undergoing significant changes beyond traditional pedagogy. Shifting from rote learning to multi-disciplinary experiences, the NEP aims to revamp schooling structures. While India's higher education is advancing, the K-12 sector remains a vast market with notable service delivery gaps. As the world's fifth-largest education sector, it is projected to become the third-largest by 2022, with a 20% growth from 2017 to 2020, reaching INR 11,85,800 Crores. Education is increasingly perceived as an aspirational good rather than a consumer right. Government initiatives, including the 86th Amendment Act (2002) and the Right to Education Act (2009), aim to ensure quality and fairness in education. However, the rise of autonomous schools with discretionary governance raises concerns about the marginalization of economically weaker sections, as they should receive subsidized admissions under the RTE Act, 2009. Moreover, the de-centralization allowing flexibility in affiliations with examination bodies like CBSE, IB, and

IGCSE could lead to hidden agendas if not monitored closely. (Lalani, 2017)

6.2. Cultural Resistance:

The Indian Education System has deep cultural roots, beginning with Gurukuls that promoted widespread knowledge dissemination. Teachers were highly respected. However, the British colonial education system prioritized technical training over intellectual development, reducing teaching to a means of livelihood rather than a learned profession. This issue remains urgent. Teachers face various societal and official pressures, navigating these in local contexts. Schools engage with broader cultural challenges, yet there is a significant lack of coherence in content and processes. Teachers often overlook students' abilities to understand complex ideologies, leading to resistance. Students may reject new notations or cultural knowledge in mathematics due to prior understanding. Addressing this resistance is crucial. Cultural knowledge must be negotiated, especially for students unfamiliar with it. An emphasis on a single epistemological approach can diminish teachers' responsiveness to students. Therefore, teachers must adapt institutional proposals to better meet student needs.

9. Role of Stakeholders in Value-Based Education:

Any community creates a culture that promotes cooperation and self-governance through shared values and priorities. This principle applies to education systems, where stakeholders—such as political organizations, families, communities, church groups, corporations, and media—impact the values and behaviors of educational clients. Families and communities bear the moral responsibility for the education of children. School systems aim to reduce inequities in access to education resulting from differing community capacities. A school functions as a community, involving not just teachers, administrators, students, and parents, but also other stakeholders in value formation processes. Parents must take responsibility for their children's education and support schools, while teachers need some control over shaping the cultural values and behavior of clients. Education systems are expected to instill appropriate behaviors and moral values in students. Despite legal enforcement, there is hope that value formation can be more effective through partnerships where stakeholders consistently

express shared values. Such partnerships foster awareness and trust, reinforcing a collective goal and accountability for moral education. Ultimately, value formation is rooted in a culture motivated by shared behavior goals. The community, composed of diverse stakeholders, collaborates to create culture, values, and educational goals. The shared aim of this educational collaboration is to promote holistic self-cultivation, enabling individuals to become self-governing, disciplined, socially responsible, and considerate of others. (Mahmood et al., 2017).

9.1. Government and Policy Makers:

The National Education Policy (NEP), released on July 29, 2020, by India's Ministry of Human Resource Development, is significant as the first education policy of the 21st century, replacing one in effect for 34 years. The NEP introduces initiatives and holistic reforms at all educational levels. However, its expansion of digital resources and profit-driven ed-tech can hinder social equality and environmental justice. New educational content and methodologies must emerge that reject current inequitable funding, promoting sustainable knowledge practices. Institutions should prioritize post-anthropocentric knowledge, focusing on marginalized perspectives and sustainable traditions to foster learning equity. Education must prepare students to navigate the implications of disruptive technologies that perpetuate power imbalances. In First Nation contexts, pedagogies emphasize diversity and inclusiveness, redesigning education to challenge colonial and exploitative systems. Schools must develop content that interrogates hegemonic, ecological patterns, and collaboratively foster decolonized, diversified, and eco-equalizing ways of knowing.

9.2. Teachers and Educators:

The Pedagogy of value-based education has been integrated into UNESCO's and the National Curriculum's development. NEP-2020 (3.3.3) and NCF, 2020 (6.0) advocate for teacher education to incorporate values, aims, and principles of value-based education. Education must focus on producing responsible individuals who consider the surrounding environment's values and needs from childhood. Educators' portfolios should reflect the strategies and principles of value-based education. They must facilitate diverse value exploration and promote integrity and wisdom aligned with

institutional values through their culture and ethos. Educators act as custodians and guardians of sustainable values essential for humanity. The dual aspects of attitude and intent play a crucial role in value enrichment to achieve educational aims. They are tasked with addressing skepticism and ignorance regarding values and institutional principles. This requires continuous orientation and intervention if necessary. Value education is an ongoing process, necessitating consistent efforts and commitment rather than occasional discussions. (Mahmood et al., 2017)

9.3. Parents and Community:

Parents must understand the significance of education and engage in school discussions. Inviting them to meetings about education quality helps them grasp school accountability and the overall concerns affecting their children. Such meetings motivate parents to get involved in their children's educational responsibilities. It's vital for parents to connect participation in education with social change, recognizing that solely focusing on business isn't sufficient. A deeper understanding of social change processes fosters sensitivity among parents. In Nepali society, it's common for grandparents to raise children, often underestimating parents' capabilities. Parents may believe financial support alone suffices for upbringing, neglecting crucial aspects of individual growth. A parental meeting revealed an issue where a parent built separate toilets for boys and girls, disregarding existing school facilities due to perceived status differences. This mindset reflects a limited view where education investment is equated solely with infrastructure rather than holistic involvement. Community groups play a vital role in enhancing local engagement and resource leveraging for educational improvement. Stakeholders should focus on actively forming community groups that promote social inclusion. Case studies indicate that such groups can significantly enhance educational outcomes, especially within existing local governance structures in regions like Afghanistan and Nepal. Empowering these communities is essential for fostering ownership of education reform initiatives and encouraging active participation.

11. Future Directions for Value-Based Learning:

The New National Education Policy-2020 highlights that the well-being of all beings is linked to oceans, which are vital for life and protection. The Bhagavadgita

emphasizes unity and values essential for global society, such as dignity, cleanliness, honesty, compassion, love, and forgiveness. Education for material gain becomes Bharam, while true education becomes Vidya, aimed at enlightenment. Institutions of Education have often turned Vidya into technology, straying from its original purpose of eliminating ignorance and fostering gradual transformation. Rabindranath criticized modern education for being tainted and ineffective, stemming from Greco-Arabic influences. He underscores the need for guiding principles in education, akin to the ten aphorisms by Hunter's Grant. (Ferrer, 2018)

11.1. Innovative Approaches:

Understanding values, ethics, and morals is crucial in education, as different regions have varying belief systems. Addressing these systems can foster value-based and ethics-aligned learning environments. The National Education Policy-2020 aims to transform the educational landscape by embedding universal values in learning. A value-based approach encourages participation in curricular and co-curricular activities, which can shift perceptions of ethics and morals and inspire innovative pedagogies. Developing such an approach can serve as a global roadmap for ethical teaching, combining pedagogy with moral values for a holistic educational experience. Pedagogy plays a key role in achieving educational goals and promoting coexistence within oneself, the family, society, and nature. Fostering ethical awareness can instill moral values, guiding individuals in their actions.

12. Conclusion:

Education is intended for producing better citizens. It shall be oriented towards socialized learning that helps students imbibe social norms. Value-based education shall produce ethical citizens wherein education works towards moulding human conduct in a favourable manner, which is conducive for individuals as well as the societies at large. (Matulić, 2005) Education is incomplete if it does not teach the student the difference between good and bad, right and wrong, virtue and vice. Value-based education aims at the moral, social, and ethical development of students. Ethical values make people good and humane. Schools should also develop social and human qualities by using effective techniques to awaken moral consciousness. In other words, it is not the quantity but the quality of education that makes a

difference in the character of people. It does not just prepare better careers but better human beings. Value-based education (VBE) is needed to a wide extent for attaining success in personal, social and corporate life. This may be solved by education that is value-oriented. This education teaches ethics and good moral values to children from a young age. Value-based education makes them responsible citizens when they grow up. (Chakraborty, 2017) It is essential to cultivate moral values for a better society, nation and world. Education aims at the development of the individual's overall personality, which is not only material development but also improvement in terms of values, attitudes, attitudes, habits and behaviour.

In this fast-paced world, most people worry about their qualifications and become bookish for success in life. Value education should be included in the curriculum in order to instill moral values in children. Value-based education instills values such as integrity, punctuality, respect, generosity, honesty and compassion. It raises good and ethical citizens with social and moral responsibilities. In moral development there are good decisions and behavioural choices. So, a value-based education system is essential both at home in the family and in schools. Schools are where values strengthen and flourish. Value-centric education can inculcate observable values and moral behaviour among children. It is essential for good character when dealing with business, economic, political and social affairs. There are rules of conduct in every society. Values are the fundaments of principles and attitudes influencing behaviour. The moral aspect of an individual is of utmost importance. Nation-building is impossible without character-building. Values define how to deal with moral dilemmas. Teaching values in education presents challenges as current education does not invite the learning of values. It may be suggested that teachers prepare well in advance those students who will not carry on the tradition of benevolence.

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