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## Value-Based Education in Gujarat Schools: Current Trends and Practices

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### Abstract

According to Swami Vivekananda, education is not just a process of imparting information, but a means of developing human values, ethics and a holistic personality. In present times, India, especially the state of Gujarat, is witnessing rapid development in the field of science and technology, which has resulted in new responsibilities for the inculcation of human and ethical values on school education. In this context, Value-Based Education (VBE) has emerged as an important component of school education.

After the implementation of the National Education Policy (NEP) 2020, Value-Based Education has been accepted as a central element of school education reforms in Gujarat. The present review-based research paper analyzes the current status of value-based education in schools of Gujarat based on secondary data obtained from government reports, quality assessment programs, teacher-training studies and available educational research literature. The study critically examines the challenges related to policy initiatives, integration of values in the curriculum, assessment reforms, teacher preparation and implementation.

The study results show that significant and measurable progress has been made towards integrating values such as ethics, social responsibility, cooperation, democratic values and emotional development into school education. However, uneven implementation, variations at school and district levels, and inconsistencies in the quality of teacher competence and training still remain major challenges. The study concludes that greater coherence between policy and practice, a strong teacher training system and continuous professional development are essential for the effective implementation of value-based education.

### Keywords



Value-Based Education, Gujarat School System, NEP 2020, Holistic Education, Gunotsav, Moral Education

## 1. Introduction

Values are not innate; they are gradually formed and developed within the context of the family and educational institutions. This is why since ancient times, education has been seen as an institutionalized process of transmitting the accumulated knowledge and values of a society. Mahatma Gandhi's vision of education also supports this idea. He clearly stated, "Education is preparation for a complete life—a means of adaptation to the environment, the perfection of one's nature, character building and personality development."

In the twenty-first century, the scope of education has not been limited to academic achievements alone, but includes important dimensions such as the development of moral character, ethical reasoning, social responsibility and emotional intelligence. The main aim of Value-Based Education (VBE) is to nurture all these dimensions through a coherent and systematic integration of values in the curriculum, pedagogy, school culture and assessment process. Values are shaped by culture, society and personal experiences and change over time to suit individual needs, expectations, situations and social challenges.

The state of Gujarat has one of the largest school education systems in India. The state has over 53,000 government primary schools and over 10 million students enrolled at primary and secondary levels. Keeping in mind the need for holistic development of students, the state of Gujarat has gradually incorporated value-based education more strongly into its schooling structure through policy reforms, curriculum reforms and innovative efforts in the field of assessment.

## 2. Literature Review

### Research on Value Awareness and VBE

The role of teachers is central to the successful implementation of value-based education, as they act not only as knowledge givers in the classroom but also as key agents of value transition and role models for students. Patel, J. M., & Doshi, M. J. (2017) an exploratory study conducted on 238 student-teachers in Visnagar, Gujarat assessed the awareness of value



education among teacher trainees. The study showed that teachers' understanding and awareness of value-based education is directly related to its effective implementation. Moreover, value awareness among teacher trainees has been considered as an important and critical indicator of the quality of VBE.

**Kunar J. (2024)** in his study “Value-Based Education (VBE): A Pedagogical Perspective for Holistic Development” has highlighted the theoretical and philosophical dimensions of value-based education. The article has laid special emphasis on the different types of values, the causes of the value crisis arising in modern society and the urgent need for value-based education. According to the author, education should not be limited to the mere transfer of information, but it is imperative that it achieves the purpose of transformation by educating both the mind and the heart. The study describes value-based education as a tool for preparing for global citizenship, which includes qualities such as self-control, selfless service, coexistence, harmony and love, which lead to the all-round development of an individual at the physical, intellectual, moral and emotional levels.

**Rabha R. R. (2019)** in his study on the role of value education at the secondary level has concluded that for the successful implementation of value-based education, not only the school or teachers are sufficient, but the positive behavior of parents and elders of the students is also extremely important. They act as role models for the students and contribute significantly in the transmission of values. Furthermore, the study has also emphasized that the development of social responsibility and moral consciousness in the younger generation becomes possible only when ethical behavior is followed by government officials, administrative machinery and bureaucrats.

Thus, the available literature suggests that value-based education is a multidimensional process, in which teacher awareness and preparation, school-family-society cooperation, as well as the broader moral climate play important roles. These studies provide theoretical underpinnings for the current research and point to the need for a deeper analysis of the implementation of VBE in the school context of Gujarat.

### 3. Objectives



The present review study aims to:

1. To conduct a systematic and critical examination of the current status of value-based education in schools in the state of Gujarat.
2. To analyze the policy initiatives related to value-based education and the process of integration of values in the curriculum.
3. To review the available secondary information and evaluation data reflecting holistic development and value-oriented educational outcomes.
4. To identify and analyze the challenges that arise at the school, teacher and managerial levels during the implementation of value-based education.
5. To suggest future directions and practical recommendations to make value-based education more effective and sustainable in schools in Gujarat.

#### 4. Methodology

This research is a descriptive and analytical review study, which is mainly based on secondary data sources. The study includes the following sources:

- ✓ Government policy documents, such as the National Education Policy (NEP 2020) and documents related to education reforms in Gujarat
- ✓ Data related to learning outcomes
- ✓ Published research articles on value-based education
- ✓ Teacher training and value awareness studies in Gujarat

It is worth noting that no primary data has been directly collected in this study; the entire analysis is based on the available secondary sources.

#### 4.1. Conceptual Framework of Value-Based Education

Value-based education includes the following issues:

- ✓ Moral values: honesty, truthfulness, respect
- ✓ Social values: cooperation, tolerance, equality
- ✓ Civic values: responsibility, discipline, democratic participation
- ✓ Personal values: self-discipline, empathy, emotional balance



VBE is not a separate subject but is naturally integrated into other subjects, activities, the school environment and teacher behavior.

## 4.2. Policy Framework Supporting Value-Based Education

### 4.2.1. National Education Policy (NEP) 2020

NEP 2020 emphasizes the following issues:

- ✓ All-round development: cognitive, emotional and psychological
- ✓ Moral and constitutional values
- ✓ Life skills and socio-emotional education
- ✓ Practical education and reduction of exam pressure

Gujarat has integrated its school reform experiments with NEP 2020 in a meaningful way.

### 4.2.2. Gujarat-Specific Initiatives

Important initiatives promoting VBE include:

- 360-Degree Holistic Assessment
- Gunotsav 2.0 Quality Evaluation
- Curriculum integration of ethical texts
- Strengthening School Management Committees (SMCs)

## 4.3. Curriculum Integration of Value-Based Education

### ✓ Textbook Reforms

Gujarat Secondary and Higher Secondary Education Board (GSHSEB) has introduced:

- Value-oriented lessons in languages
- Ethical and philosophical content (e.g., Bhagavad Gita-based themes)
- Stories emphasizing honesty, duty, compassion, and social harmony

These contents goal to contextualize moral values within academic subjects.

## 5. Assessment Reforms and Data Analysis

### ✓ 360-Degree Holistic Student Assessment

Gujarat's 360° assessment system evaluates students on:

- Academic learning
- Behaviour and discipline



- Cooperation and teamwork
- Emotional and social development

**Table 1: Components of 360-Degree Assessment**

Dimension	Description
Cognitive	Subject knowledge and understanding
Behavioural	Discipline, responsibility
Social	Teamwork, respect for others
Emotional	Self-control, empathy
Feedback Sources	Teacher, peer, self, parent

→ □ **Significance:** Values are formally assessed rather than treated as informal outcomes.

## 5.2 Gunotsav 2.0 Data (Quality Indicators)

Gunotsav evaluates schools on infrastructure, teaching-learning processes, co-curricular activities, and holistic development.

**Table 2: Improvement in Primary School Quality (Gunotsav Data)**

Grade Category	Before	After	% Increase
A+ Schools	109	383	+251%
A Grade Schools	1,616	4,442	+175%
Total A/A+	1,725	4,825	+180%

→ □ **Interpretation:** Improved school quality supports better environments for value-based learning, including co-curricular and life-skill activities.

## 5.3. Teacher Awareness and Capacity: Research Evidence

### 5.3.1. Teacher Education Study (Gujarat)

A study conducted on **238 B.Ed. student teachers** in Gujarat found:



**Table 3: Teacher Awareness of Value Education**

Aspect	Result
Awareness of importance of values	High
Role of teacher as value model	Strong agreement
Need for formal training	Identified gap

→ □ **Inference:** Teachers recognize the importance of VBE but require structured pedagogical training.

#### 5.4. Role of School Management Committees (SMCs)

Gujarat actively involves:

- Parents
- Community members
- Local leaders

SMCs promote:

- Discipline and attendance
- Community values
- Inclusive and ethical school culture

This strengthens **community-linked value education**.

#### 6. Challenges in Implementation

##### 6.1 Uneven Implementation

- Urban schools show stronger VBE practices
- Rural and tribal schools face resource constraints

##### 6.2 Teacher Training Gaps

- Limited in-service training focused specifically on VBE
- Lack of assessment rubrics for values

##### 6.3 Measurement Difficulty

- Values are complex and difficult to quantify



- Need for standardized evaluation tools

## 7. Discussion

This data shows that Gujarat has moved away from value education as an abstract concept and adopted it as a structural component of school reform. Assessment reforms, curriculum inclusion, and community involvement together promote the holistic development of students. However, its sustainability primarily depends on teacher capacity development and consistent implementation.

## 8. Conclusion

The current state of value-based education in Gujarat schools shows significant progress through NEP-aligned policies, curriculum reforms and holistic assessment systems. Gunotsav data and teacher awareness studies positively illuminate the school's readiness for quality and value education. Teachers play a key role in shaping the attitudes, habits, manners, character and personality of students, but integrated teacher training and consistent implementation are essential for long-term impact.

## 9. Suggestions

1. Launch a mandatory Value-Based Education (VBE) training module for teachers.
2. Develop standard rubrics for assessing values.
3. Strengthen activity-based and experiential learning practices.
4. Plan to enhance monitoring and management in rural and tribal schools.

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