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Values-Based Education Systems for Developing Global Responsible Citizenship

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Abstract

Value based education is the pedagogical approach in which human values such as truth, non-violence, respect, responsibility, compassion, honesty, cooperation and sustainability are made an integral part of the curriculum, teaching method and school culture. The 21st century is called the "Age of Knowledge" and the "Age of Global Interconnectedness". On the one hand, we have unprecedented technological powers like artificial intelligence, biotechnology and digital communication. On the other hand, we face complex global challenges such as climate change, pandemics, cybercrime, social inequality, cultural conflicts, and mental health crises. In this paradoxical scenario, the question arises, are technical skills and academic marks alone sufficient to prepare the citizens of the 21st century? The biggest drawback of the current education system is that it has separated knowledge and skills from values. As a result, we are producing professionals who are intelligent but not sensitive, skilled but not responsible. UNESCO 2014 introduced the concept of "global citizenship education" for this reason, which aims to create learners who understand local problems and contribute to global solutions.

Keywords: Values Education, Global Citizenship, NEP 2020, SDG 4.7, Moral Capital, Sustainable Development, Social-Emotional and Ethical Literacy

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1. Introduction

In human history, education has always been considered the most powerful tool for building and preserving civilization. The purpose of the Gurukul system in ancient India was not just to impart knowledge of the scriptures, but to teach "character building" and "the art of living". Swami Vivekananda had said, "Education is an expression of the perfection already inherent in human beings". Mahatma Gandhi's "Nai Talim" also emphasized the coordination of "hands, hearts and minds". But in the 21st century, the nature of education has changed rapidly. Under the influence of

globalization and consumerism, the purpose of education gradually became limited to "employability". The courses were filled with facts and information, but the space for values, sensitivity, and civic responsibility diminished. Today we stand at a turning point where technology has given us unprecedented power, but at the same time unprecedented challenges. Through social media, we can connect with any corner of the world, but on the same platform, fake news and hatred also spread. Through AI, we can solve complex problems, but the same technology is also used for cyber fraud. We know the scientific causes of climate change, but still ignore the environment. What is the root cause? The reason for this is the "gap between knowledge and values". The WEF Future of Jobs 2023 report suggests that the top skills of the future include analytical thinking and creativity, as well as "leadership and social impact." The OECD Learning Compass 2030 clearly states that "responsibility" and "moral foundation" for the future are just as important as mathematics and science. In view of this concern, the National Education Policy 2020 redefined the purpose of education. According to NEP 2020, "Education should develop not only cognitive abilities, but also social, moral and emotional capacities". The policy clearly states that the goal of education is to inculcate "rational thought, humanism, ethics and responsibility". Globally, the United Nations' Sustainable Development Goal 4.7 and UNESCO's Global Citizenship Education Framework 2014 also demand the same. SDG 4.7 aims to ensure that by 2030 all learners acquire the knowledge and skills necessary to promote a culture of sustainable development, human rights, gender equality, and peace. Against this backdrop, this article focuses on the need, concept, and strategies for implementation of a "value-based education system". Its main argument is that the challenges of the 21st century will not be solved with more knowledge, but with "wise knowledge" – knowledge guided by values. Only such learners can become true "global responsible citizens" who think and act not only for themselves, but for the entire human society.

Conceptual framework

Meaning of Value-Based Education

Value-based education emphasizes the conscious teaching and practice of values such as honesty, respect, empathy, resilience, civic duty, environmental stewardship, and global mindedness. It is not a one-time lesson; it is woven into curricula, extracurriculars, school culture, and everyday interactions. The goal is to help students internalize values so they guide choices, relationships, and contributions to society.

Key features:

- Holistic integration (academic and moral)
- Active practice (service, projects, dialogues)
- Reflective learning (journals, guided conversations)

- Community involvement (families, local partners)
- Assessment of attitudes and behaviors, not just knowledge, It is the educational approach in which human virtues such as truth, non-violence, respect, responsibility, compassion and honesty are not only taught, but are inculcated in every function of the school. UGC 2018 acknowledged it as "Human Values and Business Ethics".

The trinity of Global Responsible Citizenship

According to UNESCO 2014, it has three dimensions:-

Cognitive (Knowing):- Learning about human rights, global economies, and environmental sustainability. It teaches students how the world works and why international cooperation is necessary.

Social-Emotional (Feeling):- Fostering empathy (the ability to understand and share the feelings of others), solidarity, and respect for diversity. This ensures students care about people outside their immediate community.

Behavioral (Acting):- Translating values into action. This includes building skills like critical thinking, problem-solving, and taking part in community service or sustainability drives.

Value as a bridge

Values are the bridge between knowledge and conduct. Knowledge without values can lead to misuse. Therefore, values give direction to education and responsibility to the citizen.

Theoretical Basis

1 Indian Thought: Character-oriented Education- The goal of education in the Indian tradition has been "Moksha" and "Self-Regeneration". The "Sthitaprajna" of the Gita, the "Karuna" of the Buddha and the "Anekanta" of Mahavira teach us tolerance. In modern times, Gandhi's "Nai Talim", Vivekananda's "character building" and Kalam's "call to dream" are a part of this tradition.

2 Western Thought:- The Development of Moral Conscience

Socrates' "self-reflection", Dewey's "empirical learning" and Kohlberg's "theory of moral development" prove that ethics can be developed in the classroom. King's statement "Wisdom and character" is the essence of education.

3 Contemporary Global Documents

SDG 4.7, OECD 2030, WEF 2023 and NEP 2020 all agree that "human skills" are as essential in the 21st century as "technical skills"

The Five Basic Pillars—

Pillar 1 - Coordination of Ethics in the Curriculum

Values have to be integrated into mathematics, science, history and language and not as separate

subjects. NEP 2020 advocates this "holistic education"

Pillar 2: Emotional-Social and Cultural Development

The development of "EQ" and "CQ" is necessary. Activities like "Shanti Sabha" and "Diversity Festival" infuse the students with a sense of "diversity in oneness". It joins SDG 16.

Pillar 3:- Service Learning and Citizen Participation

Knowledge should be used in social service. NAAC 2023 considers expansion works mandatory. Actions such as sanitation, literacy, and tree plantation connect students to SDGs 11 and 13.

Pillar 4:- Digital Conduct and Cyber Citizenship

Digital India requires students to teach cyber security, privacy and online etiquette. "Be the same online that is offline".

Pillar 5:- Teachers and Institutional Culture

Teachers are "role models". NEP 2020 considers him a "nation builder". School prayers, vows and "value wall" make up the culture.

Implementation Framework**1. Introduction of NEP 2020**

The National Education Policy (NEP) 2020 emphasises the value education as an essential component of the educational system. In this context, value education refers to the transmission of ethical and moral values that form students' personalities, contribute to their overall development, and prepare them to make meaningful contributions to society. Here is why value education is significant in the context of NEP 2020:

1. **Holistic Development :-** The NEP 2020 seeks to go beyond academic knowledge and focus on the development of vital life skills, creativity, and character. Value education is a critical component of this viewpoint. It ensures students not only perform academically but also develop values such as empathy, respect, integrity, and accountability.
2. **Building Responsible Citizens :-** The policy emphasises the importance of education in training students to be responsible, active, and knowledgeable citizens of the country. Value education teaches students about their social, ethical, and cultural responsibilities. It helps people to contribute significantly to society and make decisions based on sound ethical beliefs.
3. **Promoting Inclusivity and Respect for Diversity :-** In a diverse country like India, where learners come from different kinds of cultural, linguistic, and socioeconomic backgrounds, the NEP 2020 emphasises the need for cultivating respect and empathy for all. Value education encourages knowledge and respect for diversity, as well as tolerance and acceptance for different viewpoints, all of which are essential for peaceful coexistence.
4. **Focus on Emotional and Social Learning :-** NEP 2020 integrates emotional and social learning as a

key component of education. Value education is critical in this regard since it addresses emotional intelligence, social interactions, conflict resolution, and stress management skills. These aspects of learning help a student's emotional well-being and foster strong interpersonal interactions.

5. **Ethics in Technology and Innovation :-** NEP 2020 emphasises the need for ethics in digital learning. Value education promotes students utilising technology in a responsible, ethical, and accountable manner, which is critical as they navigate an increasingly digital environment. NEP 2020 presents a harmonization of "Global Approach with Indian Values". It emphasizes experience-based learning .

2. Strategies in India

- Integration of Values by NCERT
- NISHTHA/DIKSHA Teacher Training from
- Overall Evaluation by CCE

Challenges and Suggestions – In today's time, making a globally responsible citizen through value-based education has become the most difficult task. The biggest reason for this is that education now means only degrees and jobs. Schools, colleges and coaching are all in a race to get 90% of the child. In such an environment, there is neither time nor space for things like "honesty, compassion and cooperation". Teachers have also become part of this race. There is so much pressure on them of syllabus, tests and results that they are not able to sit with the children and talk about life. On the other hand, home and mobile have made the situation worse. At home, children see adults adopting shortcuts and lies, and on mobile, they easily find violence and hate content. What the school teaches for 6 hours is broken down into 18 hours. Moreover, there is no way to check character in our education system. We can take science and math papers but not the "responsibility" test. No one will take it seriously until it is evaluated. The last and deepest problem is that the "me and mine" thinking has increased too much in today's generation. Children think of global warming, war or poverty as TV news. They do not realize that every problem in the world is a common problem of all of us. Suggestion These problems will not be solved by just speeches but by changing the entire system. First of all, we have to change the way we teach. Instead of rote memorization, every subject has to be connected to life. Teaching science to children about the harm of plastic, teaching the peace efforts of Mahatma Gandhi and Nelson Mandela in history, this is real value education. Second, the teacher must be made a "maker" and not a "clerk". For this, special modules will have to be added to their training so that instead of scolding them, they can explain to them and become an example themselves. The third and most important step is "learning by doing". Reading the word "service" in the book will do nothing. Unless the child himself goes and helps someone in need, he will not have compassion. Therefore, "community service" should be made mandatory in every school and added to the marks.

Also, the report card should contain the teacher's opinion on the child's discipline, teamwork and honesty, not only the number of subjects, but also the child's discipline, teamwork and honesty. Today's child is online all day, so it's also important to make him a "good digital citizen". He has to be taught what is true on the internet, what is false. In the end, the boundary wall of the school has to be broken and it has to be connected to the world. Interacting with children from other countries through video calls, doing projects together - these will automatically inculcate the spirit of "Vasudhaiva Kutumbakam" in the children. If we take all these steps, our education will truly produce citizens who will make the world a better place.

Exam-focused thinking, lack of training, difficulty in assessment. Suggestion: Parameter "Value Education" in NAAC/NIRF Portfolio Evaluation Teacher Recruitment in "Ethical Competency" Weekly "Value Dialogue"

Conclusion - Today's greatest need is not "knowledge", but "prudent knowledge". It is value-based education that transforms knowledge into intelligence and the individual into a citizen. In Kalam's words, "Education is the biggest weapon to change the world". If it does not have value, it can also become a destroyer. Therefore, we need education that combines ethics with technology, sensitivity with globalism and well-being with success. Such youth will build a developed India and a sustainable world.

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