DEVELOPMENT OF CONTRIBUTING SPIRIT FOR SELF-TRANSFORMATION IN NATION BUILDING THROUGH EDUCATION

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Abstract- The technological changes and the lifestyle of humans make it more important and vital to nurture of children to be active and engaged citizens .Every educationist is obligated to provide the support in inculcating the skills that the children need to live happily. A Revolution is needed in the education system to instill the four traits namely Individual character, social ethic characters, national character building traits, and Nature preserving characters through education. The Social Responsibilities of every teacher lies on building the four character traits among the children who then transformed as a Man of Vision with contributing spirit and universal outlook. This paper proposes the character education to support the teacher in achieving the same through teaching learning process.

Index Terms: *Character Education, Self-Transformation, Contributing Spirit, Justice and Rights, Fortitude*

I. INTRODUCTION

The "nation-building" is described as a process which leads to the formation of countries in which the citizens feel a sufficient amount of commonality of interests, goals and preferences so that people do not wish to separate from each other [1]. The Transformation of citizen or the Growth of the child with contributing spirit lay foundation for the nation formation.

"The world of tomorrow will be born from the schools of today" says M.L Jacks. As a matter of fact, teachers were the trustees of common welfare. A nation is built by its citizens, citizens are moulded by teachers and teachers are made by teacher-educators. The teacher is a judge who gives marks and ratings. The teacher differentiates children on the basis of their intellectual and often social skills in preparation for the social and occupational roles which they eventually play. The teacher does this by recommending promotions and demotions within the school, nominating children to take certain examinations and counselling children and their parents with regard to appropriate. Social roles of the teacher includes among others socializing roles which is preparing pupils to participate in the way of life of the society; A teacher is mostly selfless and believes in dissipating whatever information he/she can to make the kid wiser than yesterday. A range of nation-building policies are needed for being implemented in peripheral regions which have large minority groups across the Country through education. This Paper proposes the character education along with value education that are to be given more clearance and instilled among students to make them live a happiest life.

- Components of Character Education.

    1)Individual character education for preserving his own health and wealth and to live happily.

    2) Social Character education for preserving social culture and to live with harmony among social group in their geographical location,

3) National character education for preserving the wealth and resources of their mother country, and to have faith and pride on their nation.

4) Nature Character Education for preserving the wealth and resources of nature for their upcoming next generation and to develop love and compassion over all the creatures of the earth.
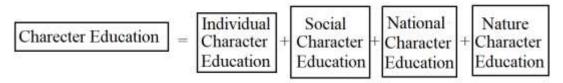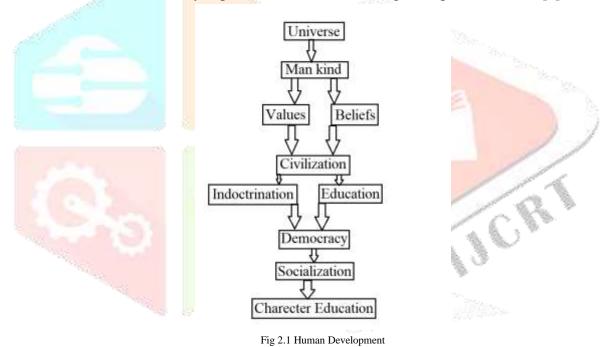
Charecter Education = Individual Character Education + Social Character Education + National Character Education + Nature Character Education

Fig 1.1   Character Education

II.   REVIEW OF LITERATURE

"There cannot be a firmly established political state unless there is a teaching body with definitely recognized principles. If the child is not taught from infancy that he ought to be a republican or a monarchist, a Catholic or a free-thinker, the state will not constitute a nation; it will rest on uncertain and shifting foundations; and it will be constantly exposed to disorder and change." Napoleon I, 18051[2]

Fig 2.1 Human Development

2.1 Values vs Beliefs

Values: Knowing the difference between your beliefs and values can be a little confusing. People use both to guide their actions and behaviour and to form their attitudes towards different things, but they are essentially different. Values are things that people deem important and can include concepts like 'equality, honesty, education, effort, perseverance, loyalty, faithfulness, conservation of the environment and many other things.

Beliefs: Are the convictions that people generally hold to be true, usually without actual proof or evidence. Beliefs are basically assumptions that one make about the world and our values stem from those beliefs.

Social Belief :that all people are created equal, which would guide us to treat everyone regardless of sex, race, religion, age, education, status etc with equal respect. Conversely someone might believe that all people are not created equal, which results in racist and sexist values and attitudes [3].

2.2. Civilization

A civilization [4] cannot rise out of a skeleton of mere ideas and abstract concepts. Civilization finds a concrete shape in the practical behaviour of a nation, based on these principles and concepts. From the history it is known that there were many civilization practiced.

Social scientists have named a number of traits that distinguish a civilization from other kinds of society. Civilizations have been distinguished by their means of subsistence, types of livelihood, settlement patterns, forms of government, social stratification, economic systems, literacy and other cultural traits.

- ✓ **Agriculture and its Importance**

    All civilizations have depended on agriculture for subsistence, with the possible exception of some early civilizations, which may have depended upon maritime resources. Grain farms can result in accumulated storage and a surplus of food, particularly when people use intensive agricultural techniques such as artificial fertilization, irrigation and crop rotation. It is possible but more difficult to accumulate horticultural production, and so civilizations based on horticultural gardening have been very rare. Grain surpluses have been especially important because grain can be stored for a long time. A surplus of food permits some people to do things besides produce food for a living: early civilizations included soldiers, artisans, priests and priestesses, and other people with specialized careers.

- ✓ **Fall of Civilization**

    Civilizations have generally ended in one of two ways; either through being incorporated into another expanding or by collapse and reversion to a simpler form, as happens in what are called Dark Ages. There have been many explanations put forward for the collapse of civilization. Some focus on historical examples, and others on general theory. Non-farmers tend to gather in cities to work and to trade.

- • **Indoctrination Vs Education**

Sl.No	Indoctrination	Education
1	Indoctrination is aimed at influencing people to believe in facts, without being able to back up these newfound facts with anything but opinion.	Education involves the seeking of facts, and learning about what is the truth, and what is not.
2	One can be indoctrinated into a political party, a cult, or a belief system. In fact, all of us are indoctrinated into a belief system as we are growing up. Whether our parents or guardians are open and understanding people, or if they are bigoted, and want nothing to do with anyone outside of their own race and affiliations, we are subtly indoctrinated into their belief system. As we grow, many of us seek education in order to develop our own belief system.	Education can be directly supported by data that is derived from facts.
3	Indoctrination poses the belief that there is only one solution to a problem	Education points out that there are different solutions, often to the same problem.
4	Indoctrination often uses statistics, but has offered no analysis of size, duration, control subjects, criteria, or duration of the gathering of those statistics. Thus, the statistics offered through indoctrination are simply misrepresented, and are used only to support the belief being posed. Any statistics that might dispute the beliefs are not brought to attention.	Education uses statistical analysis to encourage thought toward reasoning, and proposed solution finding
5	Indoctrination has an agenda. It is used to encourage the embracing of another's beliefs, and developing blinding and complete agreement with those beliefs.	Education is unbiased. It is founded in fact, and isn't there to persuade anyone to come up with a certain belief. Education is development of one's own beliefs based on the facts that are discovered throughout the process

Tab.1.1Education Vs Indoctrination

III.   NEED FOR CHANGE IN EDUCATION SYSTEM

Everybody acts differently under same condition. The personal history and upbringing of each individual play a large part in forming the person in future. The traits can originate by association and observation of positive and negative behaviour of those who are most influential in our lives.

- **Socialization**

No other job makes a person worried if a child's parent is divorced, a drunk or a wife abuser. Teachers are the ones who have full knowledge of the child's life, the environment back home, his mind set and his capabilities. They always try and strike a balance between all of these things and make sure that the kid's future doesn't get affected in a bad way.[5]

- World of Machines and Money.

The education has made every individual to transform from farmers into technological intellectual robots. The author proposes the character education with selfless love for developing the contributing spirit among children in the following aspects.

✓ Aspects of Character Education
1. Individual character Education
2. Social Character Education
3. National Character Education
4. Nature Character Education.

Otherwise, in the worst case humans become extinct creatures by their own lack of unawareness in the very high speed fast world.

- **Character Traits**

Character traits are a positive set of principles to live by. The following positive traits are provided to illustrate concepts that can be incorporated into a person's daily life beginning in early childhood [6]:

✓ **Character Development**

To be an inspiring and influencing role model for children to develop, goodness of virtue based on the fact namely,

- Affirm our human dignity
- Promote the wellbeing and happiness of the individual
- Serve the common good
- Define our rights and obligations
- Meet the classical ethical tests of reversibility
- Universal ability

- **Individual Character Education**

Every education system imparts knowledge and characters to their students to make them live happily and lead like a successful leader. More specifically the values are being practiced to enhance the stream.

1. Making the child to know and learn trust and mistrust etc.
2. Making the child to know and learn the challenge of autonomy versus doubt etc.
3. Making the child to understand the difference between initiative and guilt etc.
4. Making the child to learn about industriousness and inferiority etc.
5. Making the child to experience the challenge of gaining identity versus confusion etc.
6. Making the child to gain insight to life when dealing with the challenge of intimacy and isolation.
7. Making the child to experience the challenge of trying to make a difference and self-absorption
8. Making the child to realise self-learning about the challenge of integrity and despair

- **Social Character Education**

✓ **Self-cancellation and justification for the selfishness**

The Community development and nation progress gets self-cancelled due to the self-centredness of citizens making the nation move backward. The complaint attitude and feel of proud becoming rich makes it possible for such self-cancellation. The wrong comparing attitude and fear of insecurity is being exploited for justification for the selfishness in every individual. The bond between the people, loss its strength and make it as population of a country instead of citizens of a country. The possible way leading to solution is making the child to know and learn the types of Socialization namely Primary socialisation, Secondary socialization, Anticipatory socialization, Resocialization, Productive processing of reality, Oversocialization, Political

socialization, Negative socialization, Positive socialization, Natural socialization, planned socialization, Language socialization, Oppression socialization, racial socialization, Gender socialization, Group socialization, Organizational socialization etc.

Fig 3.1 Social ethic.

- Principle of Duality

The life is full of unpredicted timing sequence wherein, a child cannot feel comfort in differentiating the duality traits of incidents. Utmost care and concern, and fear and faith of GOD may be practiced to handle the duality with care resulting Maturity. This maturity sharpens the child about when to speak, what to speak and more specifically when to shut up.

1. Making the child to distinguish good and just.

2. Making the child to experience the world in terms of pain and pleasure etc.

3. Making the child to accept the society's Convention etc.

4. Making the child to obey and follow the rules for the social harmony etc.

5. Making the child to understand the rights and justice of every creature etc.

6. Make the children to realise the valid responsibilities to feel proud and pride

7. Making the child to bounce back from negative criticism and stopping him to criticise others negatively.

8. Making the child to reform the social ethical norms for the betterment of the society and every creatures at the large including human to feel proud.

9. The service, sacrifice, selfless love, generosity, grateful, humility, many more noble qualities are factors that influence the proud feeling.

- **National Character Education**

The Nation building character education should accomplish all economic and political plans most effectively for the development of the society and to bring out the common harmony among the future citizens of a country, in terms of thoughts, goals, and inspiration so as to build a nation.

Any democratic country with various culture definitely have different personalities. In future, the plans are made possible and executed by todays' children. Hence developing a contributing spirit to serve society and Nation at large is the expected outcome of this National character Education.

- The Goal of the nation is common to every citizen.
- The contributing spirit of every citizen should be selfless love.
- The service, sacrifice, fortitude, forbearance, selfless love, generosity and many more traits must be developed by all the citizens and every citizen.
- Every citizen must feel proud of being the passive contributor of the nation.

Personality maker
1. Making the child to develop the national trait in students, the national freedom fighter or any one personality whose contributions transform in any mode even in small size- in any one of nations development and growth.
2. The history of nation and its growth and development starting from dynasty to till date and the personalities and civilians must be made known to child.
3. The heritage and tradition must be made realizable.
4. How the nation has been carried and kept in the hands of today's citizens and the duties and responsibilities of every citizen so that the same nation can be handed over to our predecessors without damaging its wealth.
5. Make the child to learn and own the country and to preserve its values and ethic and to hand over it to the next generation.
6. In short, the capacity and knowledge to preserve and deserve the Nation as asset must be taught.
7. Make the child to Self-rating the personal experiences and to shape understanding of personal, business, social, and school relationships
8. Providing the justified family /social/Nation environment and relationships as it influences the transformation of a child into an adulthood man of vision.

Fig.3.2 contributing traits.

- **Nature Character Education**

        The nature is witnessed as trees, rivers, forest, animals, birds, five elements of nature, air, fire, water, land, and cosmos, the seen objects, the unseen miseries, so on and so forth. It should be worshiped for the livingness of all the creatures. The resources depicting the geographical uniqueness must be preserved and factors or actions affecting those resources must be avoided. The survival of fittest logic justification may sometime cause depreciation and deletion of any particular creation of nature.
1. Making the child to know the capacity and strength of oneself[7]
2. Making the child to understand the smartness of using the capacity, through self-learning.
3. Making the child to mind map using the think and apply knowledge, and differentiate among usage of the same logic for the survival and living of every creature and not for the extinction of every other creature.
4. Making the child to contribute with selfless love for the betterment of co-creations.
5. Making the child to know that, earth is the shelter for every creature.
6. Socialism supports livingness or survival of every creature.
7. Develop the awareness of taking charge and change oneself in preserving the nature

8. Develop the self-knowledge of taking charge to change and self-transform.
9. Making the child to realize, that self-transformation transforms the individual, Social, Nation and the nature at large.

IV.   ACKNOWLEDGEMENT

V.CONCLUSION

Education provides the opportunity for child to change and transform. Education does not encourage developing a take it fit granted quality in a child so as to command or expect or reinforce or change or Transform others. Instead education should provide the opportunity for a child to reinforce and develop a changing spirit, a contributing spirit, self-awareness, self-knowledge, and self-realisation within a child or student. Such education transforms the child to grow like a man of vision with selfless love, serving and sacrificing fortitude resulting nation transformation.

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