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CHARACTER BUILDING THROUGH VALUE EDUCATION IN THE INDIAN CONTEXT

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Abstract: In today's era which we call as a 'Kali Yug' we find everyone is running behind career, money, competition, position, wish fulfillment, etc. For such materialistic things young people are ready to do anything at the cost of their values. In fact they don't even understand what values mean. The basic principles of civilization are being undermined. Family, education and community play important role in building good/bad character of every individual. In nuclear families where both parents work, it is not possible to meet all the expectations and needs of their child solely. In schools and colleges, students are members of small community that exerts a remarkable impact on their character building. Value education can help building good character of students and provide good human beings to the society. In this study, effort has been made to find out reasons behind unacceptable behavior of youth and also to provide solutions. This study has adopted both the primary and secondary data approach. The study has pointed out role of education and mainly role of teachers in character building of their students. The study strongly recommends involvement of teachers, colleges and universities in integration of value education in education system.

Key Words: Character Building, Values, Value Education, Teacher, etc.

1. INTRODUCTION

India is a country known for its rich cultural values and education system. But unfortunately now that has become past. Earlier, ethical values played a vital role in the life of Indians. The start of value education used to begin from childhood and it was inculcated by elderly people in a family as well as by gurus. Due to liberalization and globalization Indians are now getting influenced by western civilization and too much commercialization. Increasing competition, nuclear family systems and career greed have made people behave like a machine. In today's nuclear family systems where both parents work, they don't get much time to spend with their kids because they run behind career and money. Therefore kids are not getting proper value education from their parents. Parents feel their kids will learn everything in schools and colleges.

Our education system has produced successful managers, businessmen, doctors, engineers, accountants, economists, scientists. All of them have received best education and trainings, but intellectual dishonesty is horrible. There are many cases happening around us in day today life which make us realize failure of education system in building character of a student. Recently there was news of a 24 year female lecturer burnt alive. A rejected lover threw kerosene on her and set her on fire at Wardha. On 13th April 2018, a girl committed suicide after her mother chided her for not helping with the housework. Another incident was a bank employee killed his senior manager for not giving him the promotion in job. In other incident two groups of teachers were street fighting with each other.

Incidents such as fraud, rape, robbery, assault are happening every now and then. In most of these cases youths are being involved. These occurrences exhibit lack of values in an individual and leading to unharmonious society.

Youth is the backbone of any country. They play an important role in the growth of the nation; therefore preparing youth is the only way to develop a very strong nation. Education institution is no longer a place to transfer knowledge only; it is also a place to build character, form attitude and behavior of youth. There is intense requirement of a balanced educational curriculum consisting of current subject contents as well as real life values and skills as love, care and compassion, honesty and respectfulness, equality and optimistic socially responsible human being. If one is willing to create harmonious social behavior amongst individuals in a society it should be done through value education.

2. LITERATURE REVIEW

Chitra Lakshimi (2009) in her paper on value education has advocated need of inclusion of value education in technical education to help them become technically and morally strong engineers and professionals. Her study is based on secondary data collection i.e. on literature review. She has strongly suggested colleges and teachers to take interest in helping students in value education.

Cairns, J., Gardner, R., & Lawton, D. (2003) in their book have discussed issues in education; approaches to teaching values viz. 'social unity view' and 'group values view'; teacher education and values i.e. ethics in teacher's role in detail. This book has included few research papers on education in values. In addition to this it has also included comparative studies related to value education.

NCERT (2014) has come up with a framework on education for values in schools in which it has mentioned importance and need for value education. In this framework teachers' reflections on integration of values in teaching are discussed with examples. For integrating values in subject teaching it has given emphasis on requirement of willingness, commitment and ingenuity. Framework is given only for school level.

Cubukcu (2012) in his study has focused on importance of hidden curriculum to have values within the context of character education. The study has adopted pilot study to identify supporting activities that help adding values in the life of students' participated in these activities. The study has used qualitative research methods case study models. The study was done with 40 students of 5th, 6th, 7th and 8th grades from three elementary schools in the year 2009-10. It was found that student' participated in this study gained two terms which are individual benefits and social gains. Individual benefits such as cleanliness, loving and animal keeping, hardworking, responsibility and respect for nature while social gains included respect, equality, helping, trust and honesty.

Mujjen, H. (2004) has done pilot study in the faculty of earth and life sciences with sample of 80 students conducted focusing on organizational dynamics and learning processes involved in value education. The study also tried to find way of integrating ethical perspective on sustainability into curriculum. In this study author has used a dilemma – oriented learning model (DOLM). The study concluded that students need more insights into the status of values.

Mohan A (2016) has done study on role of a teacher in value education. In this paper researcher has emphasized on individual teacher's responsibility to lead students to success with a good and healthy positive life. It also suggested that being a role model of students, to inculcate values in students, teacher has to follow conduct. Paper has suggested teacher education to equip perspective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively. It has given six stages of teacher education. Paper has also suggested eight approaches to be followed by teachers for providing value education.

Sheojee Singh (2016) has presented an indigenous model for inculcating values in a very systematic way. The author has mentioned that Bhagwat Gita has suggested 11 steps of value education programs which are as follows:

1. Developing a high degree of rapport between the teacher and the student.
2. Making student face the reality of life.
3. Understanding the delicacy of the situation.
4. Making a fine balance of Mental, Emotional and Spiritual aspects of personality.
5. Approach the student with empathy, logic and Compassion.
6. Developing the dialogue in the right spirit and direction.
7. Creating a state of receptivity for higher consciousness.
8. Providing freedom of choice to the student: Let him/her learn to take credit and responsibility.
9. Showing a way to complete surrender to the self.
10. Make the student aware of his powers and capabilities in a way that instills self-confidence at every step.
11. Making the student self-dependent and self –directed for righteous action in life.

Aarya K. (2018) has studied an Indian value system and suggestions of swami Vivekananda and Gandhiji on education of values. In his paper he has presented five characteristics of religious and spiritual methods prescribed by Swami Vivekananda:

1. Control the mental capacity of a moment by practicing yoga.
2. Develop your mind with concentration and deep meditation
3. Acquire knowledge through conferences, discussions, self-experience and creative activities.
4. Imitate teacher's intelligence and character and give an example of intelligent and clear understanding.
5. Guide your teacher through individual guidance

Swami Vivekananda has well said that we need man making and nation building education. He has emphasized on teacher education first. According to him teacher should be role model of their students and through their actions and behavior they can informally inculcate values in their students. He was of opinion that school curriculum and self-motivated teachers' can play vital role in teaching moral values among students.

Grant P.S. (1988) has studied teachings of two great epics of Indian literature viz. "the Ramayana" and "the Mahabharata" in detail. Author has given explanation of the major themes in the both. These themes include good and evil and the value of integrity,

fidelity, duty, education, achievement and commitment. This study has also suggested two classroom activities. author has suggested few themes to help teachers:

1. Good prevails over evil: One can promote the good of society through one's individual actions.
2. What is good and what is evil: These epics discuss which human actions are good and which are evil,
3. Loyalty to parents: Faith in the wisdom of parents lead to successful life.
4. Importance of woman's integrity: Moral lesson of integrity in marriage.
5. Loyalty in marriage: Importance of fidelity and integrity in marriage.
6. Education and initiation into society: Role of guru in imparting moral values and skills to face challenges of life is very important.
7. Exile: A message here of learning through quiet reflection undisturbed by extraneous information.
8. Duty of commitment to one's own word: A promise made is inviolate; it becomes a part of one's duty and every person should do his own duty in life.
9. Excellence: Importance of determination of practice in pursuit of any expertise, physical or mental.
10. Heroism and nobility: Integrity and loyalty are important than selfishness. Live a life devoted to greater values.

Rather Z. and Upadehyaya V. (2015) have tried to study education in vedic period and its importance in present education system. Main objective of this research was to examine impact of holistic development inspired by the Vedantic conception of epistemology. This research is based on researchers' critical observation and literature review. Research has suggested adoption of vedic education system. In Vedic education system teachers laid stress upon character formation, personality development for development of a culture, nation and society. Objective of vedic period education was to increase social efficiency and protection and spread of national culture. According to researcher education in vedic period was of the height and comprehensive.

2.1 Research Gap in Literature Review:

Literature review gives us view of Indian value system. India is a land of values. Indian gurus, epics, four vedas, holy books and great thinkers have given lot of importance to the social, economic and emotional aspects of life. They teach us important values. NCERT has been consistently working on how to bring together value system and school education system. It has come up with workable framework as a guide to school teachers. But till date work of NCERT has been solely directed towards schools and it has not considered undergraduate curriculum.

Past studies have suggested integration of value education, role of teachers in inculcating value education, etc. but those studies mainly focused on schools and engineering stream. Few studies have provided guidelines and suggested teacher education. All researches included here are based on secondary data, other than the study of Cubukcu which was done in Turkey. All these studies taken place outside Maharashtra.

3. OBJECTIVES

1. To study the Indian value system.
2. To study the reasons behind unethical behavior of young individuals.

4. RESEARCH METHODOLOGY

4.1 Research Design: Descriptive cross sectional research design is been used.

4.2 Sample Design:

4.2.1 Population: Population consists of Parents, Teachers and students of undergraduate Commerce and Management stream.

4.2.2 Sample frame: Sample frame comprises Parents, Teachers and Students of undergraduate Commerce and Management stream from major four cities known for education in Maharashtra viz. Pune, Mumbai, Nashik & Nagpur.

4.2.3 Sample unit: It comprises students, parents, and teachers.

4.2.4 Sample size: Sample includes 200 parents, 200 teachers and 200 students.

4.2.5 Sampling method: Quota with Convenient sampling method.is been adopted.

4.3 Data Collection:

4.3.1 Primary data: Primary data was collected through structured questionnaire designed for parents, teachers and students respectively. Developed questionnaires are a combination of three-point Likert Scale statements, multiple choice questions and dichotomous questions. Teachers were asked questions to know about their problems with parents and students. Also

questions to judge their ethical values were included. Parents were asked to give their opinion for statements related to their kids and their colleges. In addition questions to judge their ethical values were involved. Students were asked questions about their experiences and expectations from college teachers and parents.

4.3.2 Secondary data: Secondary Data was collected through literature review.

5. RESULTS

This study has been based on primary data and secondary data. Primary data is being collected through hard copy of questionnaires developed separately for teachers, parents and students. Out of 600 individuals (200 teachers, 200 parents and 200 students) invited 487 individual completed the data giving 81% completion rate. 487 individuals include 168 teachers, 154 parents and 165 students. Data preparation was done by entering all the questionnaires in EXCEL in numeric form. Then for analysis purpose averages were taken for all individual results then percentage mean scores were calculated. It was found that overall results from all the four cities were near about same. Therefore analysis and findings are discussed together for all the four cities.

5.1 From Students:

Analysis shows that 83% students do not feel comfortable to discuss their problems with their teachers. Only 40% students agreed that they like their college, faculties and activities at college where as 50% disagreed. 30% students agreed that their teachers encourage them for creative thinking and 45% agreed that their teachers encourage them to participate in extra-curricular activities. When they were asked about timely and regular conduct of lecture, 45% disagreed. About syllabus completion also only 35% agreed 32% were neutral where as 30% disagreed. 75% students disagreed with the statement that all teachers work with very good coordination with each other. 50% students agreed and 25% agreed for the statement that they enjoy good facilities at college and feel that those facilities help them in learning. 35% students agreed that there are people in a college with whom they can discuss their problems and they have good relationships with faculties. 32% students agreed that they do get good career and personal guidance from their faculties. 49% agreed for the statement that their teachers are biased. 90% students feel their teacher should treat them friendly-disciplined where as 10% feel teachers should pay a lot of attention to students. When they were asked about their bad conduct/misbehavior 21% of them blamed their parents and 25% blamed their teachers whereas 26% did not agree and only 28% accepted their responsibility. 80% students do not feel comfortable to share their problems with their parents. 74% students disagreed for the statement that their parents spend time with them.

5.2 From Teachers:

They were given a situation that their boss is coming late every day then what would they do, and four choices were given to select from. 20% said they will tell others about the same, 20% said sometimes they will get chance to come late while only 60% said that whether boss is coming late or on time they will continue to go on time. Fortunately none of them selected fourth option of coming late with boss. They were asked - do they feel lack of values in their students, 88% agreed and when they asked about should students get value education all of them they said yes but 20% said it is teachers' responsibility 55% said parents' responsibility whereas 25% said both should take the responsibility. 41% said students with single parent, 45% said students from nuclear families with both the parents working, 14% said that students from rich families when they were asked about which group of students they feel gets emotionally disturbed/ psychological problems.

Around 90% teachers agreed for the statement that students need good guidance towards life and career. 58% agreed that it is responsibility of teacher to guide them. 47% disagreed for encouraging students to think creatively. About taking regular and timely lectures only 61% agreed and only 56% agreed for completing syllabus on time. 49% teachers feel extra-curricular activities distract students from studies.

68% teachers disagreed with the statement that parents do cooperate and visit college when called.

5.3 From Parents:

Parents were asked about their relation with their child, only 20% said it is affectionate, 30% - cordial, 5% said hatred and 45% said distance. 70% parents said their child does not share his/her problems with them. Out of them 80% said reason is communication gap and 20% said due to shyness. When they were asked about how often they take interest in their child's college activities, 54% said once a while, 15% - never, 27% said sometimes and only 8% said regularly. 23% parents think that severe punishments can help their problematic child, 42% said teachers can solve this problem whereas 25% think counseling is a good solution, 10% had no suggestion. Only 32% parents are giving quality time to their child everyday whereas 61% disagree and 7% were neutral on the statement. 92% parents disagree with statement that it is the sole responsibility of parents to guide their children.

About 73% parents agreed that their child is too easily led by others whereas only 27% disagreed. Around 78% parents agreed for lack of moral values in their child. 64% feel their child suffer with stress whereas 20% parents have no idea about their stress and 16% disagree. 69% do not know what their child really want. 82% parents experienced that their child cannot forget unpleasant experience. Only 8% parents agreed that their child take jobs during vacations. 76% parents disagreed for their child obey the elders. 57% parents feel their child life is the same as it was for them. 85% parents agreed that counseling and guidance is important need of their

children. More than half i.e. 65% parents said there is no cordial relationship between students and teachers. 55% said that students have lack of interest in studies. Most of the parents (62%) parents feel it is whole and sole responsibility of teachers to educate their students. 67% parents dis-agreed the statement that teachers are co-operative. 58% parents are of opinion that college do not take care of overall development of students. 70% parents were disagree with the statement that there children are happy with all subject teachers.

6. FINDINGS

Primary data study has revealed that students from families where both the parents are working have less moral values compare to students from the families where mother is not working [Out of 100 students 85% students were from families with both the parents working]. Further it is found that students feel ignorant and unimportant for their parents and teachers. Most of them are not happy with the behavior of their teachers. Many feel their parents do not understand them and don't have time for them. Students expect their teachers to treat them friendly-disciplined and avoid bias. They want their teachers to take regular lectures and finish syllabus in time. Their responses show that they do observe behavior of their teachers and parents.

It has been observed that about performance of their basic duties as a teacher and situational question depict that many teachers do lack moral and ethical values. Most of the teachers experience lack of values in their students and they feel students should get value education but they said inculcating values in students is mainly responsibility of their parents. According to them students with single parent and from nuclear families with working parents do get disturbed emotionally. Many teachers are not ready to take responsibility of their students' life and career guidance. Teachers do not get co-operation from parents.

Parents don't get time to spend with their child leading to increase communication gap between them and therefore child do not share problems with them. Most of them have negative opinion about conduct of their child and teachers also. They expect teachers to take complete responsibility of their child. They feel need of counseling their child.

7. CONCLUSION

Youth plays important role in nation building. Shaping their future through holistic development of is need of the hour which includes character building also. Indian value system has always given lot of importance to the social, economic and emotional aspects of life. It is therefore our moral responsibility to impart these values from generation to generation. Parents should explain the children facts of life. But though it is first responsibility of parents, to impart values in young generation, due to some understandable situations of parents, teachers have to take responsibility. Teachers themselves should understand and appreciate values. Teachers play important role in passing on moral and ethical value by own conduct as value education is not a subject to be taught, it should be inculcated through informal way. Therefore only qualification of a teacher is not enough; they should be dedicated, competent and full of values. Universities and colleges should take initiative to train teachers for the same. Teachers should do their duties wholeheartedly.

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