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# Character Development in the Indian Context Via Value Education

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## Abstract

*India is renowned for both its educational system and its rich cultural values. Unfortunately, though, that is now in the past. In the past, Indians' lives were significantly influenced by ethical principles. Value education used to start in childhood and was taught by gurus and senior family members. Indians are currently being impacted by western culture and excessive commercialisation as a result of globalisation and liberalisation. People now act like machines due to growing rivalry, nuclear family structures, and career greed. Because they prioritise their careers and finances, parents in today's nuclear family structures who have both working parents rarely have time for their children. As a result, children are not receiving a decent education from their parents. In schools and colleges, parents believe their children will learn everything. Successful managers, entrepreneurs, physicians, engineers, accountants, economists, and scientists have all come from our educational system. They've all had the best training and education, but intellectual dishonesty is terrible. Numerous incidents that occur in our daily lives serve as a reminder of the educational system's shortcomings in developing students' moral character. A 24-year-old female lecturer was recently reported to have been burned alive. At Wardha, she was set on fire by a scorned lover who threw paraffin on her. A youngster killed herself on April 13, 2018, after receiving a reprimand from her mother for not pitching in with household chores. Another instance included a bank worker who killed his senior manager because the manager refused to promote him at work. Another instance had two groups of teachers fighting in the street.*

**Keywords:** Character Development, Value Education, Moral Education, Ethical Values, Holistic Education, Personality Development

## Introduction

Sheojee Singh (2016) has introduced a culturally relevant framework for systematically instilling values. The author highlights that the Bhagavad Gita outlines eleven essential steps for value education programs, which include: 1. Establishing a strong rapport between the educator and the learner. 2. Encouraging students to confront the realities of life. 3. Recognizing the nuances of various situations. 4. Striking a harmonious balance among the mental, emotional, and spiritual dimensions of personality. 5. Engaging with students through empathy, reason, and compassion. 6. Fostering constructive dialogue in an appropriate spirit and direction. 7. Cultivating a mindset open to higher consciousness. 8.

Allowing students the freedom to make choices, thereby enabling them to accept both credit and responsibility. 9. Guiding students towards complete surrender to their true selves. 10. Enhancing students' awareness of their strengths and abilities to build self-confidence at every stage. 11. Empowering students to become self-reliant and self-directed in pursuing righteous actions in their lives.

This paper aims to conduct a critical analysis of the global definitions of character education and to explore the various methods and materials employed in different countries to implement character education. Despite the emphasis on this necessity in educational reforms and studies, challenges related to character education have emerged both nationally and internationally. Currently, new trends are being adopted. Thus, it is essential to identify and determine effective strategies for integrating character education approaches in innovative ways. It is vital to instill core values such as compassion, justice, accountability, and respect for oneself and others in children, alongside the methodologies utilized by parents and educators in imparting character education to young individuals. The article discusses how the unique aspects of character education can be made applicable within the current educational framework.

### **Principles of Successful Character Education**

It has been articulated that, although there is no universal model for effective character education, several essential principles exist. To assist schools and other organizations in structuring their character education efforts and evaluating the available programs, literature, and curricular materials, eleven guiding principles have been proposed. The authors outline the following eleven recommended principles:

1. Character education is founded on core ethical principles that promote the development of good character.
2. The concept of "character" should be broadly defined to include thoughts, emotions, and behaviors.
3. Effective character education necessitates a deliberate, proactive, and comprehensive approach that reinforces fundamental values throughout the school day.
4. The school environment must be nurturing and supportive.
5. Students must be provided with opportunities for moral education to foster character development.

### **Methods for Imparting Values**

Values can be imparted in educational settings through various methods, which can be categorized as either formal or informal. This discussion focuses on six distinct formal techniques. Each method incorporates unique teaching and learning strategies, delineates specific roles for both educators and learners, and utilizes different educational resources. The six identified methods are inculcation, moral development, analysis, clarification, action learning, and the emotional-rational approach.

The Inculcation Method According to Krathwohl (1964), as cited by, the primary objective of inculcation is to socialize students so that specific moral, cultural, social, or political values become deeply embedded within them. Various instructional strategies for instilling values have been identified by and, including justification, manipulation, constructive modeling, and negative reinforcement. These strategies can be employed individually or in combination to instill particular ideals or modify behaviors. The most prevalent inculcation technique is explanation, where educators directly instruct students on appropriate thoughts and actions. Additionally, teachers can influence the environments or experiences to which students are exposed. Techniques such as role-

playing, gaming, and simulation are also utilized. Positive reinforcement is a common inculcation strategy, exemplified by a teacher praising a student for behavior that aligns with a specific value. Conversely, negative reinforcement may be applied when a student exhibits behavior contrary to desired values. Modeling is another effective approach for teaching moral values. Instances of modeling behavior can be drawn from literature, history, folklore, or directly from the examples set by students and teachers. Educators often serve as role models by exemplifying virtues such as punctuality, enthusiasm for learning, and empathy towards others. For instance, a teacher might encourage a less fortunate student to read their essay.

To promote the enhancement of students’ moral reasoning abilities, a series of phases is implemented that gradually increases in complexity and depth. The foundational principles of moral development were established by, which Kohlberg later expanded and refined. A key method utilized to foster moral development involves presenting moral dilemmas—situations where conflicting values arise, multiple claims can be made for various options, and choosing one alternative necessitates sacrificing another. Students are encouraged to reflect on how they can navigate the moral challenges they face, identify the underlying moral dilemmas, and articulate rationales for their choices.

**Oral Development Method** The primary objective of the moral development approach is to encourage students to enhance their moral reasoning abilities by guiding them through a series of progressively challenging stages. The foundational principles of moral development were established by, which Kohlberg later expanded and refined. A key technique employed to foster moral development involves presenting moral dilemmas—situations where conflicting values arise, multiple alternatives exist, and choosing one option necessitates sacrificing another. Students are prompted to reflect on how they should address the challenges they face, to identify the moral dilemmas these challenges present, and to articulate justifications for their decisions.

**Method of Analysis** The Analysis approach to values education is centered on aiding students in cultivating logical thinking skills and employing scientific inquiry methods to address value-related issues. This method also seeks to empower students to formulate their own values in response to societal conflicts regarding values. This relates to the efforts of specific social studies educators to prioritize community-based learning over traditional classroom-based instruction.

## **Conclusion**

Youth plays a vital role in the development of a nation. It is imperative to cultivate their future through comprehensive development, which includes the enhancement of character. The social, economic, and emotional dimensions of life have always been held in high regard within the Indian value system. Consequently, it is our ethical duty to impart these principles to the upcoming generations. Parents should educate their children about the realities of life. While it is primarily the responsibility of parents to instill values in their offspring, educators must also take on this role, particularly in cases where parents face challenging circumstances. Teachers themselves should recognize and uphold these values. Since value education should be integrated into daily life rather than presented as a separate subject, educators are essential in conveying moral and ethical principles through their own actions.

The literature not only addressed moral knowledge and emotional understanding but also focused on the practical application of moral principles in daily life. Ultimately, the objective of character education is to better prepare the upcoming generation to navigate life’s challenges, including those that may arise on a global scale.

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