

# SOCIO CULTURAL INFLUENCES, PRACTICES AND POLICIES IN EDUCATION AND ITS IMPACT ON TEACHERS FOR PROVIDING SUCCESSFUL MENTAL HEALTH IN SCHOOLS AND EDUCATIONAL INSTITUTIONS

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**Abstract** As said by Aristotle several years ago Man is a social animal. Human race proved and realized the importance of the statement and is a time tested and accepted phenomenon. Humans live in groups and cannot separate themselves from being a part of a group. But Individuals strive for importance and would like to have identity of their own and a unique recognition in the group. This is a continuous struggle from birth to death of an individual and the process of making a new born child into a personality happens in the society primarily from childhood to adulthood and happens in system called education system. According to Lev. Vygotsky "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." Society plays a major role in providing such ambient environment. Schools / Educational Institutions play a major role in such process. The role of a teacher/instruction is even more important in this equation. From the time of renaissance to modern times, student and teacher are always two important pillars in education. The Teacher was never expendable in the system. The best was being retained as teachers in the institutions to train the rest. The explosion of population beyond leaps and bounds has made this already critical system of education even more critical and complex. Modern development of the society, access to information, governmental policies and demands of the community has changed the dynamics of the institutions of learning. Today these institutions of learning are exposed to several problems both internal and external. Socio cultural factors like customs, lifestyles and values that characterize a society or group. Cultural aspects include concepts of beauty, education, language, law and politics, religion, social organizations, technology and material culture, values and attitudes all have become both strength and weakness to the system. The teacher who is supposed to be the compass holder and act as a captain for this for this voyage is now at cross roads unable to navigate the system. There is confusion in the teacher on for what and why the students are approaching these institutions of learning. The teachers in these institutions of learning, who should be a captain who responsible for navigating the ship to the shores of destination have become a silent spectator of a ship and is watching the ship being drifted away by the wild winds of the sea and becoming philosophical.

## 1 INTRODUCTION

According to Medilexicon's medical dictionary, mental health is "emotional, behavioral, and social maturity or normality; the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a satisfactory integration of one's instinctual drives acceptable to both oneself and one's social milieu; an appropriate balance of love, work, and leisure pursuits."

Friedmann, E., & Gee, N. (2018) have stated that man, the human animal, must satisfy certain natural basic needs in order to survive. These needs constitute the innate nature of man. But Man cannot live alone, hence develop relationship with the community, friends, and

family to develop and maintain adequate mental and physical health. This dependency of man on others is exhibited in the continuum of the life process, with the parent-offspring relationship and with his existence within the womb and during infancy (Alberts et al. 2019). Lari, Traghella, Vassalle (2019) addressed that organism is dependent upon the maternal organism for the satisfaction of its needs. This satisfaction is the result of biological co-operation between the embryo, or the infant, and the maternal organism. The maternal organism, too, can only exist so long as the cells and tissues which comprise it act in co-operation one with the other. An individual cannot live if, among other functions, the heart does not pump blood to circulate through the body or the lungs do not supply oxygen, or blood does not reach the brain (Veraar et al. 2019). Food

must be broken down and digested so that the ingredients necessary to replace worn tissue and the supply of vitamin and mineral needs to the body is assured of the whole process of co-operation within the individual (McClements, 2020). Man's life can only continue so long as his bodily functions are co-operative, in short, where there is biological harmony.

The above brief look at man as an individual leads to examine human as a social being, the one who lives in a group, subject to the demands and pressures of modern society. The nature of this society is often based upon some conflict. That is, the strivings of one class, to maintain and extend its supremacy and control over the other class by virtue of its ownership of all the possible mechanisms (Bonds, 2020).

The society always strives from complex of superiority to complex of inferiority. What is superior today will soon be inferior or outdated in the days to come and hence, the temperament for struggle is always on. This shift is the same in all respects from education system to career orientation, household equipment to electronic goods, books of record to data storage equipment. Society today enjoys multiple gigabytes of space in small portable instruments like mobile phones which are available at throw away price.

The aspects of development of a child from birth to an adult consists of a) physical development (which is 25% of the overall development) b) Mental Development (Which is another 25%) c) Intellectual development (which is another 25%) and spiritual or complete development which is the balance of the 25% (Stålnacke, et al. 2019). In ancient days the developmental needs were based on demands of the society which are demanding the total development i.e. all four above mentioned aspects of development. Unfortunately, (Adams et al. 2000) present day's education system the demands are only upto physical and mental development. The importance on intellectual and spiritual development is totally being ignored.

As the demand for the education has been specific to materialistic needs such as becoming a doctor or an engineer or a chartered accountant, the requirement of a teacher has shifted from a facilitator to an instructor (Elena et al. 2018). Competition has increased and opportunities have been narrowed. Atuahene & Owusu-Ansah (2013) have stated descriptive assessment has been replaced with objective assessment. The art of creativity has been ignored and basic instincts have been paralyzed. Observational and Instructional Learning mechanisms have been replaced by rote learning concept

oriented teaching has been replaced with memorized instruction. Shortcut methods and leading question assessment patterns have evolved ultimately leaving no room for social emotional and cultural indicators in modern educational aspects and student development. The human instincts related to psychological factors such as social maturity, cultural maturity, emotional maturity which are closely responsible for socio cultural influence in a student have been diminished and present day education system is not able to efficiently address them.

Today educational institutions have been sandwiched between corporate and governmental policies. The division has become so crucial that it started to influence the system. A Child centered education system has been diverted to become a profession centered system. Children are being forced to get into professional courses not by selective choice but by parental whims and fancies, peer pressure, social pressure and now a days even because of the incentives offered by the government (Zaslow, et al. 2010). As the objectives of education system have changed orientation, the then concept of overall development of a child has taken the rear seat to the modern education practices.

The importance of Mental Health Physical health is important for successful personality development, whereas Intellectual health needs to be demonstrated in a person's ability to think critically, pay attention to current events, and develop creative ways to adapt to unexpected obstacles. People who are intellectually healthy are resourceful and exhibit the capacity to apply academic lessons to real-life situations, maintain an open mind, and see issues from many different viewpoints (Whitman & Gordon 2008).

Intellectual health must also be evident in a person's zest for life and hunger to continue to learn about the world (Dodge et al. 2102). Then only people enjoy challenging themselves and are able to remain positive about setbacks. They often employ a strong sense of humor to help them cope with life's difficulties. They are confident in their ability to overcome hindrances and do not give too much attention to negative thoughts. Intellectually healthy people often involve themselves in activities that test their reasoning and mental agility skills.

Recent studies in epigenetics also suggest (Scott, 2006) "non-stem adult cells can be epigenetically reprogrammed backward to a state where they can eventually give rise to neural cells, cardiac cells, skeletal muscle cells or insulin-producing cells." A Strong and a healthy brain is a first step to have a strong psychologically integrated personality. Whereas the

above practices can only help develop a strong physical infrastructure for the human to exhibit strong mental health but the strong spiritual development is the key to successfully exhibit such traits of a good mental health. Meditation is one such tool for obtaining such good mental health, mythology and religious practices around the world (Walsh, 2011), places the teacher at the highest place and gives reverence to the teacher. Ancient Sanskrit quotation says “na guroradhikam siva sasanathaha” meaning there is nothing above the guru, it is the supreme body of knowledge, one and only dictionary and book of answers for all the confusions. The question now arises, is the teachers of these modern temples upto the mark and is ready to meet such high standards. Is it the time for today’s teacher to retrospect within?

## 2 POTENTIAL SOCIO CULTURAL INFLUENCES ON PROVIDING MENTAL HEALTH AMONG SCHOOLS AND EDUCATIONAL INSTITUTIONS

The Indian society has evolved through the ages and advancements have taken place in diverse fields (Rajashree, Singai & Shimray, 2021). However, in every society there are socio-cultural issues that need to be addressed and tackled so as with respect to social reforms in the Indian society. Security of people, particularly of the vulnerable sections, such as women, children and the elderly people is a major concern in the contemporary Indian society. Understanding of major socio-cultural issues that need our immediate attention is essential, if we have to preserve our social and cultural values. Some of the important socio-cultural issues that need to be addressed today are casteism, dowry, communalism, drinking, drug addiction, etc. The issues discussed here are not comprehensive. There are many other issues faced by the nation in general and regions and communities in particular, that all of us should think about. For various reasons, the impact of all these socio cultural factors must be addressed while facilitating mental health in schools and educational institutions in India

### 2.2 Communalism:

India is a country of different religious faiths. Persons belonging to different communities such as Hindus, Sikhs, Muslims, Christians, Parsees, etc. live in India. The aggressive attitude of one community towards the other creates tension and clashes between two religious communities (Kristian, 2018). Hundreds of people die in communal riots. It breeds hatred and mutual suspicion. Communalism is an issue that needs to be tackled and eradicated. It poses a great challenge to democracy and unity of our country. It is therefore, a major obstacle in the path of our progress. Education is one very important means through which we can hope to bring peace and harmony in society. We must remember that we are all human beings first, before we belong to a religious com-

munity. We must respect all religions. Our country is secular, which means that all religions are treated equally and everyone is free to follow their own religion.

### 2.3 Issues related to women:

Our Constitution gives equal rights to both men and women in every field. Today, women enjoy voting rights, right to inheritance and property (Sonia, Rachel & Sanchari, 2020). In fact, the Constitution lay down that the government should promote with special care the interests of the weaker sections of the people. Several laws have been passed since independence to promote the interests of women. These laws relate to marriage, inheritance of property, divorce, dowry, etc. In 1976, the Equal Remuneration Act was passed to provide for equal remuneration to men and women for similar work. Recently, the government has started a scheme for the protection of girl child. The scheme is called ‘Ladli Laxmi’, in which an amount is set aside at the time of the birth of a girl child which she gets when she completes eighteen years of age. This amount is then used for the education or the marriage of the child. Similarly, there is another scheme called ‘Jaccha Baccha scheme’. Under this scheme, the state governments take care of the birth of the child and all expenditure related to medical assistance for the upbringing of the child. However, in spite of these provisions, we find a lot of discrimination against women.

In India, females are discriminated in various fields like health, education and jobs. The girls carry the liability of dowry on their head, and they have to leave their parents’ home after marriage. Besides, in order to safeguard their old age parents prefer to have male offspring. Many female babies are aborted, abandoned, deliberately neglected and underfed simply as they are girls. But now there is a great change in this direction, where girl child ratio is very low, the government has taken out many schemes to promote education of girls. Reservation of jobs for women and even six months maternity leave is provided to them besides many others.

In a majority of the countries, literacy rate for women is significantly lower than that for men. In 66 countries, the gap between the male and female literacy rates is estimated to be larger than 10 percentage points and in 40 countries; it is larger than 20 percentage points in the age group of 6-11, which corresponds to primary level education. According to 2011 census, there is a gap of 16.7 percent between the literacy rate of men and women i.e. men’s literacy rate is 82.14 percent compared to women’s literacy rate that stands at 65.46 percent. About 24.5 percent (85 million) of the girls in the world are estimated to be out of school compared to 16.4 percent (60 million) boys.

Whether it is rural or urban India, the blatant violation of this law is rampant. Not only dowry deaths, even most

of the acts of domestic violence against women including psychological as well as physical torture are related to matters of dowry. Some of the very basic human rights of women are violated almost every day. Sometimes it is heartening to see some girls stand firm to assert their rights against dowry. But there is an urgent need to strengthen such hands by taking some concrete as well as comprehensive social, economic, political and administrative measures in order to free Indian society of this disease.

### **Substance abuse and addiction:**

Sebastian, Melendez-Rhodes & Anderson (2019) have stated that the habitual use of or dependence on harmful substances like alcoholic beverages, tobacco, cigarettes, drugs called substance abuse or addiction. As the range of addictive substances continues to expand, more and more persons particularly, in the younger age groups get addicted. There are many factors that are responsible for pushing the young as well as adults into the trap of substance abuse. These factors include peer-pressure, non-conducive family environment and stress. Substance abuse is a condition which needs medical and psychological help (Ashtankar & Talapalliwar, 2017). The parents have to be considerate to children, particularly during their transition from childhood to adolescence and adulthood, when many changes occur in their physique. Adolescents are naturally curious, they are exploring new worlds, ideas, behaviors and relationships. In the process, some are exposed to drugs. Unless their environment, families, schools and friends educate them about the ill effects of using drugs, they are likely to be trapped. Drinking and smoking are the most common as well as harmful addictive actions. Drinking or intake of liquor / alcohol is a very serious problem of the society.

Smoking is a habit which is very harmful to health (Tessier, et al. 1992) even more than drinking. Not only does it harm the smokers themselves, but also the people around them who are affected by the smoke in the atmosphere. If we respect the rights of others, then we should not smoke in public places like buses, trains, markets, offices etc. Smoking is a major cause of pollution and develops deadly diseases like cancer, heart diseases, breathing problems (Chandrupatla, Tavares & Natto 2017). According to World Health Organization, tobacco use, particularly smoking, is number one killer all over the world. The Union cabinet has banned smoking in public places. It has banned the sale of tobacco products near schools and colleges. It is mandatory for manufacturers of these products to issue a warning to the consumers of its ill effects with a caption on the product itself.

### **3 ISSUES OF POVERTY AND UNEMPLOYMENT:**

India is a large country in area. It is roughly 2.4 percent

of the total area of the world. As per Census 2021, India's population is 1393 million. With such a huge population, some economic problems have developed. These are the problems of unemployment, inflation, poverty and price rise. A large section of our population lives under the poverty line. There is a huge unemployment. Inflation and price rise has added to the problem. With a significant number of people living below the poverty line, its impact on socioeconomically marginal families in the form of poor quality of life, disease, low literacy, malnutrition, and child labour becomes a serious concern. Nearly a quarter of the population that belongs to the scheduled category is almost entirely below poverty line. Poverty is a fundamental problem, hindering development objectives. Unemployment is a situation where an able bodied person, willing to work fails to find a job to earn a living (Pieter & Dercon, 2021). Chronic unemployment and the consequent poverty are responsible for the erosion of human values. Under the compulsion of poverty, parents do not hesitate even to send their children to the labour market. Millions of children miss their childhood because of this phenomenon. They remain uneducated, and ignorant - which results in their unemployment or under-employment and consequent poverty.

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## 5 GOVERNMENTAL INCENTIVE PROGRAMS:

Several governmental schemes like free education, adult education, fee reimbursement programs which are primarily designed to enhance educational facilities to the people who are actually deprived of such facilities, they have become an adobe for middle men, politicians and other parasites of the society (Gupta, 2018). These schemes are being misused by several privately funded educational institutions and are promoting admissions into schools and colleges primarily for governmental gains rather than achieving the objectives of such schemes which is education for all. The money thus being spent by government is being misused for the personal gains of these so called businessmen and the students who are supposed to attend classwork and educate themselves are abstaining from classes. Skill empowerment schemes such as "PMRY" and Certification and Monetary Rewarding Schemes (Maithreyi, et al. 2017). which are offered by the government organizations like National Skill Development Corporation are being misused and children are being used by the managements of the institutions and promoting organizations for sales and marketing of their products and some engineering colleges in Andhra Pradesh and Telangana States are using those children for selling their management quota seats in their institutions.

## 6 TEACHER QUALITY / TEACHING ENVIRONMENT:

For most of students in India, the learning environment is pretty abysmal. School consists of one room school house, one teacher covering multiple grades and 40 students per teacher. It should be noted that many rural public schools barely has the most basic facilities (a closed building, drinking water, toilets and a black board.) In addition to these challenges many rural schools are seriously under staffed, especially in the larger states of Uttar Pradesh and Bihar (Cheney, Ruzzi & Muralidharan, 2005). While one teacher may have 40 students per class on average, the unwillingness of many teachers to accept remote and rural postings means that the actual student-teacher ratio is much higher in many parts of rural India. These High student teacher ratios are exacerbated by high levels of teacher absence and low levels of teaching activity.

Without efforts to recruit large numbers of new teachers and an investment of resources to upgrade school facilities, India will be hard-pressed to scale up elementary education and improve instructional outcomes for its young children.

### Most Available Practices of the industry in Indian Education Environment

### Tools of intellectual adaptation:

Both Piaget (1964) and Vygotsky (1994) give credence to the idea that infants are born with certain tools for intellectual development. While Piaget focuses on motor reflexes and sensory functions, Vygotsky focuses on the following Elementary Mental Functions like Attention, Sensation, Perception, Memory (McLeod, 2007).

Through social interaction, these processes evolve into more developed strategies that Vygotsky terms Higher Mental Functions. McLeod (2007) mentions how various cultures employ different strategies to spur memory. For instance, primitive cultures might have tied knots in strings or carried pebbles. More modern cultural influences have given us the ability to take detailed notes. Even more recently, we have attained the ability to program data-encoded reminders into palm pilots or smart phones. Thus, Vygotsky proposed that basic tools of intellectual adaptation vary among different cultures (McLeod, 2007)

### Zone of proximal development or Scaffolding:

According to Vygotsky, the zone of proximal development "is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers." Essentially, it includes all of the knowledge and skills that a person cannot yet understand or perform on their own yet but is capable of learning with guidance.

A contemporary educational application of Vygotsky's theories is "reciprocal teaching", used to improve students' ability to learn from text. In this method, teachers and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. The teacher's role in the process is reduced over time. Also, Vygotsky is relevant to instructional concepts such as "scaffolding" and "apprenticeship", in which a teacher or more advanced peer helps to structure or arrange a task so that a novice can work on it successfully.

### Concept of Role Model:

Vygotsky proposed that children internalize thought processes first used in the social setting. He theorized that this internalization followed children in all learning settings including the classroom (Ormrod, 2006). The ability of social processes in knowledge construction to influence the development of self-gratification, use of symbols, and self-regulation in the preschool child plays an important role especially in a classroom setting. Thus we imitate not only great people but also people older than us; we imitate not only good actions but also bad actions. So we should be careful in our imitations and we

should also keep in mind that we are leading a path to others without our knowledge.

### **Conflicts in the system while implementing the practices**

#### **6.3 Regional and Cultural barriers:**

A child's ability to interact socially with their peers has a significant impact on how they progress in the classroom (Pianta, Hamre & Allen 2012). The very act of learning in a classroom environment involves interacting with other students, talking through problems and finding solutions. Discussing lessons with other students helps pupils realize their own strengths and weaknesses and enables them to improve their knowledge gaps, learning directly from their classmates.

Durlak, Weissberg, & Pachan (2010) have confirmed that school students who have poor social skills often fall behind in their learning as they aren't able to communicate as effectively as others. Of course, not all types of learning require students to be social, but in the early years in particular, the ability to listen, respond and empathize with other people are all important learning skills. Unfortunately in Indian Education System several children are facing the social conflicts.

Unfortunately, In India, not every government teacher speaks the mother tongue of their students since public school teachers are assigned to schools without much regard for language barriers or cultural clashes (Prema Clarke 2003). Those who do receive instruction in a mother tongue that is not the official language of their state find that they are at an extreme disadvantage in India if they wish to go beyond primary school. Many students from rural and tribal communities need to learn an entirely new language if they wish to continue their education as there are far fewer secondary schools than primary schools. Most of the teachers we met felt no empathy and saw no major problem with students dropping out because they were not "smart enough" to learn an entirely new language in a few months.

Going beyond secondary school poses an even bigger problem linguistically. Enhancing an already existent class gap, private schools are almost exclusively English medium while not a single public school is (Jain & Prasad 2018). Those who can afford it, learn English. Those who can't are given the "right" to be taught in languages that will all but ensure they never advance more than minimally on the educational, social, and economic ladders. Many institutions of higher learning offer "reservation seats" for scheduled caste (SC) and scheduled tribe (ST) students. These seats are meant to provide an educational opportunity to students who might not otherwise have one. Unfortunately, since there is no uniformity in the language used for medium of instruction, these students often show up needing to learn English, Hindi, or

another dominant language immediately. Their struggle to complete course work while simultaneously striving to become fluent in a foreign language leads to a perpetuation of the mistaken notion that ST and SC students are "slow" or "not very smart". It's a self-fulfilling prophecy with dire consequences.

#### **Moral and Social barriers:**

Holistic development of an individual is incomplete if moral values are neglected. Recent increase in the number of assault cases and increasing number of elder people at home are pointing fingers towards wrong in the society and its mindset. Most of the people do not have any respect for elders and females, speaking lies has become their habit and there is corruption and jealousy everywhere depleting the much desired moral values. But what are the moral values? Do our moral values directly related to the sort of clothes worn and type of life spend? It's all about not to indulge in any kind of bad habit, respect elders and females, a good citizen and a human being in every sense then you are a moral person. To be a moral person every belief and thought should be strong and determined and courageous to do right and fight for the right.

One must be trained in the same from the beginning of life. Therefore moral values must be taught and should be an indispensable part of our education system. Teachers should train every child to become responsible citizens. Apart from education, schools should indulge in activities to generate the feeling of brotherhood and love. Schools must participate in social causes and this should be the learning for the students.

Apart from teachers and schools, parents must play an active role in teaching moral values to their children. As society around us is dishonest to a great extent so expecting too much just from institutions won't solve the problem. Students must be taught the importance of honesty, hard work, respect for others, co-operation, and forgiveness (Rathi, Riddell & Worsley 2019). Parents must keep this in mind that children look upon their parents and consider them as their role model. They should display and set an example of a disciplined life.

Experts do believe that lack of moral value is the major cause of unrest and deteriorating condition of India. Restlessness among youth is the major cause of crime. Openness, easy access to unwanted elements and lack of self-control are becoming bad components of our society. Youth must be directed and shown a right path. Education (Oladipo, 2009) must focus on the all-round development of a child because moral values help in making complete human beings not just individuals. It prepares them for their future role. Even if analyzed properly then lack of moral value is the root cause of corruption. Monitoring will reduce deteriorating of moral values, if not, it may lead to the complete downfall of the society.

### **Ethical barriers:**

A fundamental part of personality that defines behavior and the way person reacts or perceives things is 'ethic'. Ethics like (Marvin & John 2000) education always remain with you as a very significant part of your character. Ethics is a Greek word that means character or manners. But unfortunately it is collapsing in each and every sphere of life, so teaching this fundamental way of life is the need of an hour.

Unethical practices may lead to major disasters. Increasing crime forced us to think if we are left with any moral values and ethics. There is no industry that is untouched by unethical practices. So it is highly important to teach importance of ethics. Deteriorating value system laid further stress on this (Taneri, Gao & Johnson 2016).

It is the responsibility of parents and teachers to impart and transmit ethical values to children and students (Campbell, 1997, Fenstermacher, Osguthorpe & Sanger, 2009). It is important to teach ethics at schools and even at college level to create better citizens and society. Ethical values do not allow you to act violently and unethically. Crime against women, theft, and other immoral issues in a society can easily be tackled by imparting ethical values.

Some people claim that ethics cannot be taught so making these a part of curricula is not practical. Even one of the editorials (Claire and Manuel, 1987) on the topic in the Wall Street Journal stated that "ethics courses are useless because ethics can't be taught". In addition to this there are no rules and standard definition of the concept. What is right for one may not be the same for the other. Cultural, religious, spiritual and many such factors make ethics and these obviously differ from person to person and community to community.

But students must be taught ethics and their importance. Students should participate in moral building activities. This should not be taught like science or math but should be taught in interactive and innovative sessions. Student level involvement and interaction can make this a very interesting issue. Schools can organize group discussions with experts, it can be taught in the form of story, or rhyme or act can be presented to clarify the concept of ethic. Aga Khan has suggested that ethics should be taught along with other subjects. A young mind is like clean slate so teaching ethics at such a tender age would be highly beneficial.

As per experts, a person crosses three levels in ethical and moral development. There is a pre-conventional level in which right and wrong of a person is guided by an authority figure like father, teacher etc. (in case of young kids). Then is the conventional level when right and wrong is based on the group loyalty level (in case of teenagers). The most desired is the post-conventional

level when no one can influence you but your decision is based on universal ideas. The outcome would appeal to a reasonable person.

### **Professional barriers:**

Educators influence students' moral development (Christine, Dana & Heather, 2021) not simply by being good role models – important as that is – but also by what they bring to their relationships with students day to day: their ability to appreciate students' perspectives and to disentangle them from their own, ability to admit and learn from moral error, moral energy and idealism, their generosity, and ability to help students develop moral thinking without shying away from their own moral authority. That level of influence makes being an adult in a school a profound moral challenge. And it means that we will never greatly improve students' moral development in schools without taking on the complex task of developing adults' maturity and ethical capacities. We need to rethink the nature of moral development itself.

Students' exquisite sensitivity to the qualities of their teachers will influence loyalty to the teachers they trust and their keen alertness to hypocrisy, injustice, and indifference. Research shows that even when schools are massively restructured, students often remain strangely oblivious to new structures and practices. When asked about the strengths and weaknesses of their schools after these reforms, students focus on the strengths and weaknesses of individual teachers (Little, 1998). In these relationships, moral qualities are shaped. Adults do not simply transmit moral qualities and beliefs to children. These qualities and beliefs emerge and continually evolve in the wide array of relationships that every child has with both adults and peers starting nearly at birth, and in children's felt knowledge of what is harmful, true, or right. In these relationships, children continually sort out, for example, what they owe others, what they should stand for, what traditions are worth keeping, whether to follow rules, how to contribute to their family, classroom, and community – in other words, how to be a decent human being.

Fair, generous, caring, and empathetic educators model these qualities and can effectively guide students in sorting out these questions. Often adults are also effective when they express how their own moral questions are related to children's moral questions and when they model how to think through moral issues and dilemmas.

Teacher-student relationships shape students' moral development in another sense – through their influence on students' emotional development. Most of the talk about moral development in school assumes that we can teach students to behave morally by instilling in them virtues and standards, a clear sense of right and wrong. This assumption ignores the fact that emotions are often the horse, values and virtues the rider trying to hang on.

Harvard child psychologist Jerome Kagan (1995) observes that violence prevention programs that explain to students the harmful consequences of violence often don't help because "children know violence is wrong – what they can't control is the shame and destructive impulses that fuel violence."

People do not usually lie, cheat, or abuse others because they don't value honesty and respect; more likely, they suffer from feelings of inferiority, cynicism, or egocentrism that blind them to others' feelings. Research suggests that such emotions as shame, anger, and cynicism in particular eat away at caring, a sense of responsibility, and other important moral qualities (Gilligan, 2003; Rozin et al., 1999). When people's moral beliefs conflict with their immoral actions, many will change their beliefs to accommodate their actions, not vice versa. They will justify stealing, for example, because "society is corrupt" or because "all people are basically self-interested."

### Assessment Systems:

It may be stated that while merely 6 per cent of Indian students who clear the secondary level, choose to pursue higher education, in absolute numbers this 6 per cent amounts to a lot of students. The dichotomy lies in the fact that India's mammoth higher education system, which is still inadequate to cater to the number of aspirants for higher education, is on the other hand churning out many more graduates from its middle and lower level institutions. Hence at every level a concept of entrance examination has been the practice since past five decades. Every student must prepare and appear for an entrance examination for securing a better seat in better institutions for higher studies. This has weakened the concept of merit in the qualifying examinations and reduced its spirit. Students are being motivated to practice and participate in entrance examinations thus the concept oriented education has taken a rear seat and entrance exam oriented education has prevailed upon. The overall development of the child has been limited to books and theories and became ineffective in practice. Sports, Moral / Value education co-curricular activities have become an event of the past. These were the areas where the student and teacher/facilitator use to get an opportunity to understand both so that facilitator could minimize negative traits in the student and maximize the positive traits. The false spirit of entrance examinations has made the students attempt for short cuts and more practice tests have given opportunity to several corporates to start coaching centers where students were forced to spend hours together ruttng the answers with little or no exposure to the society or the world around them.

### CONCLUSION

Today in India, the education system is sandwiched between society, corporates and the governments. In spite

of spending good amount by government on public schools education is still being dominated by the privately funded and corporate schools in India. Most of the government budget is being spent on government schools in rural and urban parts of India where hardly 15% of the students are approaching for education. As narrated above the teacher student ratio in some government schools is as high as 1-300. Teacher absenteeism is another growing problem in public schools. Most of the teachers would prefer to work in urban parts of India and are hesitant to go for rural areas even if they are posted. Political intrusion into education system is becoming another big threat to Indian education system. It is evident that teachers are appointed based on their political groupings rather on their knowledge of subject and teaching pedagogy. Teachers are tested for every aspect of their knowledge in their eligibility examinations but for their teaching skills, subject knowledge, their loyalty towards the teaching profession, social integrity, moral conduct etc. Whereas corporate schools have been selecting the teachers based on their economic policies and marketability. Often they are in the practice of appointing a reputed teacher and exposing them for marketing purpose and appointing low paid teachers for multiple sections and divide students based on their merit and participation and expose only those people who secure higher ranks or stands high on the merit order. Corporate schools has even prioritized the subjects and give more priority on those subjects that are suitable for higher studies and has created a void of English and Social Studies Teachers in the past few decades as most of them were polarized to become engineers and doctors and focused only on math and sciences. And ultimately the education in India has been sandwiched between the society, corporate and the governments.

The delivering mechanism in education must be student centered because no student is identical and hence no approach must be common. Hence the delivering mechanism in education must be dynamic. Unfortunately this mechanism has become inert because the practical teaching approach has become the incident of the past. Students are asked to learn only those topics which are relevant for examinations and the examination system is broadly designed for several people at large. Teachers are forced to ask only the direct questions from the text books. Students are becoming more exam intelligent than that of the subject. Entrance examinations have made the system fall from the pan to fire.

India is a union of several territories. There is a drastic change from pre independence India to post independent India. The monarchy is replaced by democracy. India is now the second largest populated country in the world and in population it is next to china. But China is considering its population as a resource whereas on the other hand India has considered as a problem. Though the governmental plans are in place unfortunately they could not reach the public and implementation was a



problem because of problems with the political whims and fancies and corruption. Regional importance in education is a biggest hurdle in India because of this several states are interested in implementing education in regional languages and all of a sudden students are facing problems by changing the medium of instruction to English. Though English is given as priority subject as one of the three languages in many states, the implementation is not upto the mark. It is observed in several surveys that teachers are not able to attend to their assigned duties because of their involvement in several governmental programs that are not related to education and other allied activities. Often it is observed that teachers from education department who are qualified to teach are involved in other programs not related to field of education which sponsored by the government. It is amazing to notice that Supreme Court of India has to interfere and ordered to recall all the government teachers who are under deputation to other departments and as officers on special duty with ministers, politicians and other ancillaries.

Lack of value education, in the past few children have entered their adolescent age and entered professional colleges, lacking morals and immediate supervision of parents or elders, lack of guidance caretakers in the hostels and professional colleges, impact of media, peer pressures, lack of coping skills most of the children are becoming victims to substance abuse, finding ways for easy money, shortcut methods such as cheating in examinations etc. Because of all the above conflicts and practices, implementation of value education which is primary source for developing good and honest citizens for the country is being hampered. The following may be few suggestions that are required to be implemented for improving or facilitating implementation of value education in schools and educational institutions. School managements must not make education system a business. Teachers should work hard to bring the desire change in the society as they mold the future. Hence school education system must include moral and social values. Ethics should be taught in schools for the complete development. Only a person with ethical value can contribute to the positive development of the society as well as nation. Initiate regular research and review of current provision of conducting moral education under supervision of a qualified psychologists and conduct interaction with people in the society who demonstrate higher standards of life exhibiting ethical and moral values. Encourage and reward students who exhibit ethical standards in situations among peers. Involving both senior staff can influence strategic others and initiate action, and staff with particular relevant expertise. Involving and consult staff and students who have direct experience of the impact of mental health difficulties. Having a clear statement of aims and outcomes with clear indications of how these will be achieved, measured and evaluated. Also address, and seek to change where necessary, relevant institutional procedures and practices, including organi-

zational structure. Addressing institutional and individual behaviour and not just the provision of information. Establishing a steering committee at senior level with working groups to implement actions and continuation strategies.

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