

UNIVERSITY OF CALCUTTA

Surendranath College

Sealdah

[DISSERTATION PAPER]

Semester- VI

Stream- SOCA (B.A.hons)

Paper- DSE (B-4)

CU roll no.- 182115-21-0122

CU registration no.- 115-1112-1516-18

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**APPROACH
TOWARDS
CHARACTER
BUILDING
IN URBAN
AND RURAL
BACKGROUNDS**

ACKNOWLEDGEMENT~

The dissertation paper for Semester- VI, DSE-[B-4] and chosen topic 'Approach towards character building in Urban and Rural backgrounds' has been a fair geo-social study of character-building aspects and approaches in urban and rural settlements. It took me through a colorful journey of vivid expressions of the populations and their aspirations and challenges as communities.

Let me present my sincere gratitude towards the authorities of The University of Calcutta, authorities of Surendranath college, and the dearest professors of my department (Dept. of Sociology). I would like to thank my Head of Department Dr. Biva Samadder for the constant guidance and the arrangement of guest lectures and enhancement activities to enrich our grasp of research methods and techniques. Allow me to also thank our guest lecturer Dr. Angshuman Sarkar for his valuable input on Research structures.

I would now express a hearty thankfulness for my family who supported my long and irregular work hours, a bunch of my departmental classmates who acted as proofreaders and real friends. It was a truly team effort that I was able to complete the research study and deduce proper output from it. It was lengthy but great experience overall. Thank you again to all who were involved in this journey.

ABSTRACT~

The aim of this study was to describe approach of character building based on habitation pattern to help form a collaborative and correlation aspect of character in young students. The formation of character of students is important with the expectation that students have a glorious personality as well as adequate preparation to live with the times which are increasingly exposed and dynamic. This study was a descriptive study with a mixed Qual–Quan method to describe phenomena based on the existing circumstances. The study was conducted at selected urban and rural areas of West Bengal which have a major similarity in approach to that of Dr. Iravati Karve’s research on Parent–child relation carried out in an urban sector and rural sector of Karnataka. Also, it has been carrying out movements that establish character based on habitation setting.

The results showed that the difference of approach towards

character building based on the effects of geography and infrastructure has been filling their gaps. This is for establishing the use of internet services such as search engines, online journalism, online classes and social media that the mental space of students is being fed by the same sources. Based on the results of data analysis, the basis of approach of character building in urban and rural communities does differ at certain places and in the roots, but with the advent of globalisation and mainly internet, glimpses of equal grounds and similar outlook has started to appear.

Keywords: character, collaborative, Qual-Quan, dynamic, glimpses.

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~CHAPTER- I~
INTRODUCTION

The topic of my research “Approach towards Character Building in Urban and Rural backgrounds”, in itself forms the foundation of the introductory address. The idea of the research is about character building with an insight on the typical aspects of lifestyle and society in the urban regions and the rural regions. It is fascinating how industry, agriculture, transportation, demographic density etc. shape the parameters of social life and outlook of the people. The things taken into consideration was a whole of fragments of related concepts although setting some boundaries to not complicate the focal point of the research.

1.1 Context-

Character building becomes one of the government's attentions nowadays and should be welcomed and formulated as systematic and

comprehensive. Character building should be developed within the framework of the national education system as a whole normative reference, formulated in a complete framework. Currently, the situation of the Indian people is in positions of changes among the top of world civilizations. In the process of change, character building is a necessity because, only the nation that has a strong character will be able to reach the top of world civilization. In India, there is a considerably large gap between urban civilizations and rural civilizations. This creates an existing notable difference in outlook and mindset inside the nation. To address this difference, the basics of character building become highly valuable to the cause of this nation's prosperity and unity.

Character building is placed as a foundation for realizing the vision of national development, which embodies public morals, individual morality, ethical orientation, cultural diversities, and all based on the philosophy of humanity.

There is a certain universality in influences on characters all over the globe accounting from role models, such as parents, other adults, peers, and mass media.

- legends and heroes, people we look up to.
- stories and narratives in print, film, TV, or video games.
- reinforcement (We're all more likely to continue to do what pays off or works for us).

1.2 Focus and scope~

Whether it is our growing cities and urban townships or our lush green villages, the focus is on the conditions laid out by the present-day adults for the next generation to create a life and world of theirs. It is about promoting pro-social thoughts, values, and behaviours and having students act as good citizens and developing specific desirable values. For parents in general, character building is about finding the ways to help their children develop good habits or virtues. character building is a way of doing everything in

the society. It's not one particular program or focus; it's everything we do that influences the kind of human beings we become.

A narrative of primary elements to character building as a nation—

- skills—what our students are able to do.
- knowledge—what they know.
- character—the kind of people they become as citizens.

There has been a prevailing difference in the manner of socialisation and mindset among the people living in the urban sectors and the rural areas. The problem-solving processes for helping to make choices, thinking in a way that is clear and straight, not distorted, seeing many possibilities in a situation— shades of grey instead of black and white, the ability to reflect on our experience and to learn from it. The ability to use a framework to make decisions when we genuinely don't know what to do in a tough situation.

Coping and cooperation. To understand coping skills, let us think about the moments in our lives when we have the most trouble and ask, what else was going on at the same time? Were we tired or stressed or angry? In order to build character, we have to learn to deal with the times when it's hard to be the kind of person we want to be. Those coping skills are emotional management, anger control, impulse control, stress management, and so forth. Cooperation skills include dealing with people and dealing with conflict situations.

1.3 Relevance and importance~

Children throughout the population face the same needs, the same challenges, the same realities in their lives. Perhaps more privileged youngsters have been able to struggle with them better because they've had more nurturing, better role models, wider opportunities, and so forth. But the substance is very much the same. Ethics is not about being part of any culture; it's about being human. Whatever your background, culture,

language, etc., you cannot be successful, you cannot run a society without human minimums in the way of conduct.

In spite of the overall similarities in situation, the urban child and rural child face some categorically locality issues in terms of exposure, opportunity, lifestyle and environment. The urban folks have a lot more exposure to the world as they exist in a dynamic multicultural system with large communities compared to a static multicultural system in and around the rural areas where the communities are small. In terms of opportunities, the variety of fields in the cities are clearly stated as at par in relation of that of villages or rural towns. Lifestyle is conditional and conditions of infrastructure and industry play major roles in determining them. Environment is regarded as the mutual interaction of natural sphere and the human sphere, to which there lies vast gap between urban environment consisting more of man-made organised spaces whereas the rural environment having more of naturally

organised spaces. All these elements are influential to the actions and behaviour of individuals from both the sectors and to their interpretation of the other sector.

1.4 Aims and Objectives~

The aim of the research is to manifest the approach of modern-day parents towards character building and to find out the degree of influence that the urban and rural localities impose on their thought process and outlook.

The objectives are stated as:

- 1.To understand the present-day approach towards character building.
- 2.To gain information on urban and rural aspects to character building.
- 3.To help develop a collaboration of urban and rural approaches in accordance to character building.

1. Questions and overview~

The questions that the research endeavours to know are–

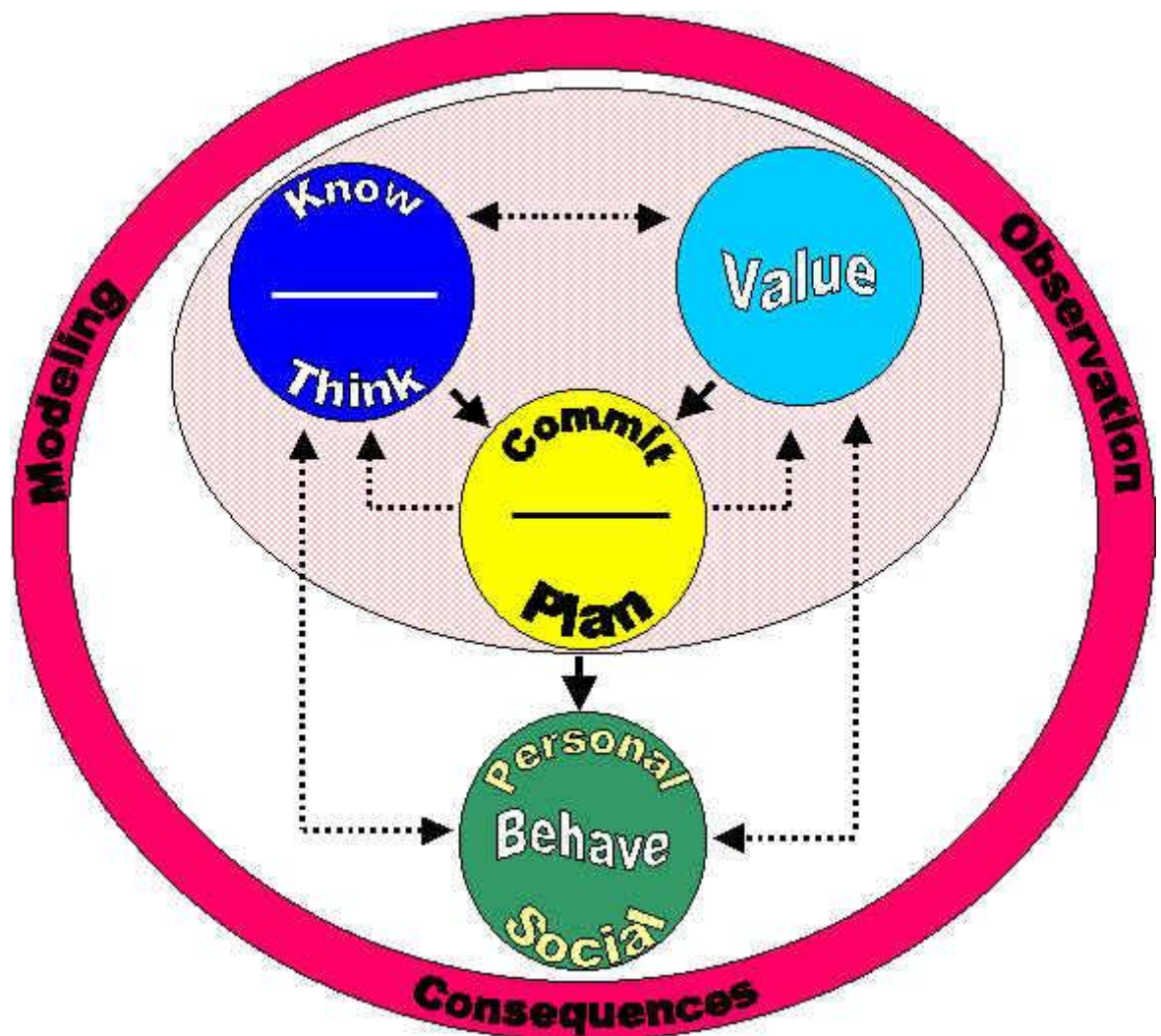
- 1.What are the aspects of character building in rural and urban setting?
- 2.What are the factors of influence in the approach of modern–day parents of both communities?

The research takes into account the family structures, the status of whether both parents are working, although not getting precise in the type of working sector they are in to keep a notion of general respect and expectancy of responsibility for all types of work. The approximation of monthly income is yet considered to back the economical aspect of lifestyle which is significant in forming standards of living as well as mindset of the population.

The following diagram 1.1 presents an overall concept of the framework of

the research in terms of character forming and relative processes of set up.

Diagram 1.1



~CHAPTER- II~

LITERATURE REVIEW

This chapter will discuss all the previous works done on the subjects of purpose to this research and create a framework for further studies into the topic.

2.1 Character building-

Aristotle's Nicomachean Ethics was written to set out the ways in which people can become better, or more able to pursue what is good. But the closest translation to the Greek *ta ethika* is not in fact 'the ethics', but rather 'matters to do with character'. The Greek words 'ethike arete' or 'arete' occur often in Aristotle's writing to indicate 'excellence of character', or simply 'excellence'. One of Aristotle's modern editors and interpreters, Jonathan Barnes, has questioned whether the Ethics is a work of 'moral' philosophy at all. 'It may, perhaps, seem either pedantic or imbecile to

ask,' he writes.¹ But Barnes is right to ask. Aristotle refused to distinguish between 'moral' and 'technical' goodness. For him, being good was a skill – or set of skills – applied to a certain end, rather than a fixed, moral attribute. Ronaldinho is a good football player and Yotam Ottelenghi is a good chef because of their skills in football and cooking. For Aristotle, the same tests apply to being a 'good' person, or having a 'good' character. Being of 'good character' means excelling at the task of pursuing a good life. This of course raises the question of what is a good life – or our definitive task as people. Aristotle described the ultimate human goal as the one which we seek for itself – for no further end. For him, our definitive task is the pursuit of eudaimonia: 'happiness' or, better, the project of living a 'flourishing' life. Aristotle was first and foremost interested in what makes us successful, flourishing people. In this sense, his account of being good had an explicitly self-interested slant. But he also believed that being 'good' in the more

altruistic sense, or acting in ‘virtuous’ ways, was what delivered that success. It just so happens that what makes us happy often fits in with our conception of what makes us ‘good’: developing caring, positive relationships, committing ourselves to our work, learning and educating ourselves. Contemporary moral philosophies conceptualise the ‘good person’ in a very different way. They are built on moral prescriptions, set out clearly by some authoritative figure or institution (e.g., Kant’s categorical imperative and the divine authority of religions). Twentieth-century conceptions of the ‘good’ person describe a self-sacrificing, altruistic individual. But this is an incomplete conceptualisation. A good life is one that is good for ourselves, too. Work in the economics and sociology of happiness, or subjective wellbeing – especially by Richard Layard, Daniel Nettle and Andrew Oswald – has drawn attention to the need for a richer understanding of the nature of a successful life.

Professor Avner Offer

argues that the ‘flow of novelty’ generated by today’s market-based, consumer societies is so strong that higher levels of commitment and self-discipline are needed to ensure that long-term wellbeing is not sacrificed for short-term gratification. As Offer puts it: ‘Affluence breeds impatience, and impatience undermines wellbeing. It is hardly shocking to suggest that the ability to stick at a task, to control emotions appropriately and to empathise and socially connect are valuable capabilities in an individual. Anti-social, feckless, egotistical behaviour has rarely been applauded. But there is reason to speculate that certain character capabilities have become more important in recent decades, in so far as they affect wellbeing, income, work, health and sociability.

Character building has been a focus of various studies in the synonymous titles of character education, character development, moral education and so forth. The theme of these kind of studies are corresponding and have added or generated

information for the cause of character building. The Education system has also put focus on providing quality education along with inculcating moral values and nurturing the talent of the students so that they contribute in development of the nation (Anat Shosani, 2019). It is said that the parents, who are considered as the first teachers, have been part of several surveys and interviews to obtain their take on character building and an increasing uniformity has started to appear owing to social media culture and internet.

The root of all bad attitudes is the loss of character. Characters have meaning as a way of thinking and behaving that is typical each individual to live and work, both within the family, community, nation and state. Character isn't inherited. One builds it daily by the one thinks and acts, thought by thought, action by action (Helen G. Douglas).

The character is a psychological trait, morals or manners that distinguish one person to another. It

is universally defined as the value of various characters living together based on a pillar; peace, respect, cooperation, freedom, happiness, honesty, humility, simplicity, tolerance, and unity.

2.2 Importance of academics and co-curricular skills–

There is some evidence that character capabilities have become more important in recent decades. In an influential report, *Freedom's Orphans*, (Julia Margo and colleagues) compared longitudinal studies from 1958 and 1970 and found that “in just over a decade, personal and social skills became 33 times more important in determining relative life chances”. The same study reported that measured capability for application at the age of 10 has a bigger impact on earnings by the age of 30 than ability in maths. The increased importance of character capabilities does not in itself have implications for social mobility or equality of opportunity. But there is also evidence that the

development of these character capabilities is related to economic background. Over the past couple of generations, material deprivation – and specifically income – has become a strong predictor of a deficit in social and emotional skills.

The education process is based on the totality of the psychological character that covers the full potential of the human individual (cognitive, affective, psychomotor) and function in the context of the totality of sociocultural interaction in the family, education and community units.

The notion is that of two virtues, respect and responsibility, which frames a public, teachable morality. Respect is the regard due to self and to all other persons on the planet by virtue of our being human. It's not honour or something we have to earn, but precisely that which we don't. Respect forms the restraint side of morality. It's what we restrain the self from doing because it might harm that which we value.

Responsibility is the positive, proactive side of morality—the things we

do because we said we would, because we ought to, because they promote the common good.

We see respect and responsibility as the two hinges of a public, teachable morality, which integrity fills in. When we say "integrity," we mean the whole person, undivided, developing all aspects of the self.

2.3 The urban and rural sphere–

What happens to family relations in the agricultural society of India under the impact of industrialization and urbanization? There are certain general assumptions as to the changes that take place (Dr. I. Karve's KINSHIP ORGANIZATION IN INDIA (G.S. Press, Mt. Road, Madras) p. 135: "Since the establishment of the British rule, government service and work in industrial areas has given rise to what appears to be single family units of husband, wife, and children on the European model. In such families the wife has a position of responsibility and respect but in a majority of cases it is not a true family because it has economic and ritual ties with a larger Patri-family whose member the husband is."), but there has been little comparative study of precisely what differences in family life and attitudes exist as between the rural and urban

setting. The writer has engaged in a general investigation of parent–child relationships among selected rural and urban families in South India. For this article, she has drawn from the larger study those findings which reveal rural–urban contrasts in certain aspects of family relations, more particularly regarding the changing roles of father and mother, their expectations of and for their children, their methods of punishments and rewards and the play activities of the children.

The Two Communities. — in the urban sector of Binnypet and in the rural Kunigal, comparisons between the urban and rural families of this study must begin with the underlying differences between their two communities as places to work and live. The differences in surroundings, facilities, and activity patterns have important consequences for family relations and values.

Both sets of parents speak in terms of that which they know and think it possible to achieve, but this results in significantly different ideals. Binnypet parents want

their children to study and get good jobs or professions; Kunigal parents want their children to develop character, their sons to study and get good jobs, preferably in agriculture, and their daughters to marry well.

This study is a parallel to our study as parent-child relation is vital in character building although our study focuses on the approach the influencing factors of that approach. Dr. Karve's study also opens a door of a comparative analysis of south Indian culture of parenting and character to that of the east Indian community.

Modern psychology teaches that children cannot be made considerate and thoughtful, but that such virtues grow out of sincere feelings, and can be encouraged by parents who make the experience satisfying to the child's ego. The higher material and educational standards and the more numerous demands of life in urban Binnypet obviously affect the tone and values of family relations. Some of these influences, such as, the equalization of the status

of girls and women and the warmer integration of the men into the life of the families are certainly to the good. About other tendencies some questions can be raised. Mothers in the rural community place an emphasis on character building, voluntary helpfulness and affection. Kunigal children are freer, more imaginative and perhaps less demanding than their cleaner more dexterous and educated city cousins. If it is true that the rural mothers studied here, more than their urban sisters show greater concern for loving their children; if they allow children greater freedom for expressing themselves; if they demand less but encourage voluntary offer of assistance; if they maintain standards for their children's development more nearly in keeping with actual performance—if these things be true, some of the basic principles of modern psychology for constructive child nurture are being observed unconsciously in rural Kunigal and neglected or violated in urban Binnypet. But it must be remembered that the psychological principles

referred to are themselves a product of modern industrial, urban society and that the observations of this study relate to an earlier stage of industrialisation. The value of this brief exploratory study is not in specific conclusions. A limited study of this kind can at best ask questions and suggest further research. Obviously other and more extensive research is needed to verify the questions raised here. Further research in this field should be made so that those who plan projects dealing with family welfare, education or industrialization in general can work more efficiently taking into consideration the human as well as the economic values. (Beth C. Kennedy)

In this context, the research aims at connecting the links between character development and rural–urban setting which is significant to have an understanding of the conflicts, correlations, challenges and compatibility in both types of the community in regard to the general approach of nurturing the future generations. We are aware of the aspects of

character building as well as the differences of the rural and urban communities. Our objective will be finding out the way these factors of locality influence on the aspects of character building and also about their seasoning on the methods involved.

~CHAPTER- III~

RESEARCH DESIGN AND METHODOLOGY

As it is indicated in the title, this chapter includes the research methodology of the dissertation. In more details, in this part the researcher outlines the research strategy through the research method, the research approach, the methods of data collection, the selection of the sample, the research process, the type of data analysis, the considerations and the research limitations of the project.

3.1 Research approach–

The approach to this research was purely descriptive although some comparisons between the urban and rural setting were made, only after their aspects to character building approach were fully described and assessed. The focus was on gaining information and knowledge on what the aspects of character building are to modern-day parents and what effect does geography,

infrastructure, interaction and demography have on these aspects of the character-building process. The approach was to make a standard enquiry about lifestyle and character-building traits of the population of each community and later compare the pattern of thought and behaviour between them.

3.2 Research method-

This research uses a mixed-method based on qualitative research design and using quantitative research measures as supplementary. Qualitative research is a research method used to examine the condition of natural objects, where the researcher is a key instrument. Technique data collecting is done by triangulation (combined), data analysis is inductive, and mixed method is used which results in further emphasize of the significance and generates more reliability rather than just generalization and bias of samples. Meanwhile, judging from the data presentation techniques, using descriptive pattern. What is meant by best descriptive pattern (as cited by

Sukardi), is a research method that seeks to describe and interpret the object in accordance with the notion of what.

3.3 Place and Time of Research–

The research was carried out in a time span of 1 month which is quite a short span for the types of objectives involved. A number of families and some other children were approached in a selected rural area and consequentially an urban area to carry out the research field work.

The rural areas happened to be Baghan GP*(Gram Panchayat) and Dalimgaon GP which are outskirts villages of Kaliyaganj municipal town, situated in the Uttar Dinajpur district of West Bengal. Both the GPs are considered the more developed among the surrounding panchayats. Some families residing in the municipality area were also taken into account as it is a developing rural township with major rural interactions and rural level infrastructures. This area is in vicinity to the Bangladesh border making it typical of a

countryside. A graphic presentation of the mentioned locations on map is given in the appendix section of the research paper. (Appendix-3)

The urban sector was the capital city of West Bengal, Kolkata. The particular area of carrying out the field work was Golpark, Gariahat and Ballygunge place. These localities are in south Kolkata which is a relatively posh residential area and a hub of shopping and eateries. (Appendix-3)

3.4 Data Collection Technique-

Data collection is the process of making efforts to obtain the data in a study. Collecting data in this study was done through several techniques, among others, as follows:

1. Questionnaire. Some questions from the questionnaire were-

- i. What type of schooling do you prefer?
- ii. What is your child's favourite hobby according to your observation?

- iii. Your opinion on role of family background in character building?
- iv. Can you share two advantages and disadvantages of the locality your child lives in.
- v. What are three characteristics of a good character?

2. Interview. Some questions that were asked in the interview of students–

- I. What are your hobbies?
- II. Who is role model?
- III. What do you like about your locality?

3. Observation.

4. Documentation.

For the purposes of this research, the tools of structured questionnaires, interviews, observation and documentation were found to be most appropriate. Questionnaire was set with a blend of both open ended and close ended questions. Interviews were personal and unstructured interviews, whose aim was to identify participant's emotions, feelings, and opinions regarding a particular research subject. The main

advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an interview. What is an advantage, is that the unstructured interviews offer flexibility in terms of the flow of the interview, thereby leaving room for the generation of conclusions that were not initially meant to be derived regarding a research subject. However, there is the risk that the interview may deviate from the pre-specified research aims and objectives. As far as data collection tools were concerned, the conduction of the research involved the use of structured questionnaire, which was used as an interview guide for the researcher. Some certain questions were prepared, so as for the researcher to guide the interview towards the satisfaction of research objectives, but additional questions were made encountered during the interviews.

Observation and documentation also formed important tools of data collection as observation helped to experience the ground reality of concerned subjects by being present among them and observing. This makes it a step towards reliability check as what was said in the questionnaire survey and interview and what is actually done. Documentation added to the study as we were able to learn the longitudinal trajectory of the subject and where the research paper stood in and contributed to. A few observations were carried out in around 5 families out of which 3 were purposely visited and 2 were informal invitations. The researcher made sure that these observations were before the time of questionnaire survey or the interviews so that the actual conduct of the families could be observed.

3.5 Sampling method–

The sampling technique used was purposive sampling of the non-probability sampling method in case of the parents who were

surveyed through questionnaire. The parents were chosen based on the factor that their child or children were students of classes between 2nd to 10th. Another sampling technique, stratified sampling of probability sampling was also used to select samples for student interviews to check validity of the research objectives. Some local fields, in each sector, were visited where children and young adolescents play. They were identified and interviewed on the criteria of the class they were studying in.

The source of the data in this study is divided into two, namely human and non-human. While the data sources that are not humans, are in the form of documents relevant to the focus of research as a list of values, images, photographs, meeting notes or writings as a data source support.

3.6 Data Analysis–

The data that was collected would be applicable to both qualitative and quantitative

analysis as we already know of the use of mixed method research design for this research–

With reference to our objective goals, which first aimed at understanding the present-day approach towards character building, out of the 40 couples that we did a questionnaire survey on, among which 20 were from the rural areas and 20 from the urban areas, most of the parents extensively stated that character building is about being disciplined and having good values in life. The values of respect, responsibility, discipline, honesty, morality and so forth. The following expression on certain values were analysed from the data collected both from parents and students:

- i. Honesty– Behaviour is based on an attempt to make himself as a person who always believed in words, actions, and work.
- ii. Tolerance– Attitude and action that respects the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who different from himself.

- iii. Discipline– Measures of orderly and oriented behaviour following the various rules and regulations of conduct.
- iv. Hard Work– Behaviours that show painstaking efforts in overcoming various barriers to learning and assignments, as well as completing the task with the best.
- v. Creativity– Thinking and doing things to make way for new results from something that has been held.
- vi. Responsibility– Attitudes and behaviour of people to carry out tasks and obligations, he should do, against oneself, society, the environment (natural, social and cultural).
- vii. Democratic way of thinking– being and acting without bias, acknowledging the rights and obligations of oneself and others.
- viii. Communicative Action– that shows a sense of positive and productive talk, associate and cooperate with others.

The approach of character building was considered to be based on these expressions and were the

most stated among both the communities. Only exception was the last two points (vii.) and (viii.) which were mainly the conscious concern of the urban folks.

The focus on academics was the most common approach of the parents. They value academics as the top priority for their children. The table 3.6.1 demonstrated the numerical response of the parents on the basis of value of academics–

	top necessity	necessity	choice	Irrelevant
Urban	17	3	–	–
Rural	13	5	2	–

Table 3.6.1

The two couples of the rural sphere were asked about the reason of their response. One of the couples expressed that they could hardly meet the expenses as they belonged to a large joint family and had conceived more than 3 children. They had to send one or more of their children to do some form of work and earn for the family. The other couple said that their girl child was in school until

class 3 but eventually had to be irregular in order to help the mother in her chores and taking care of the house. This clearly can be stated as they had no choice but to put academics as only a choice.

The majority of the parents also recognized the role of co-curricular activities in the development of character. The table 3.6.2 showed the exact numbers on the basis of the responses from each sector–

	Very important	Important	choice	Irrelevant
Urban	8	10	3	–
Rural	9	5	4	2

Table 3.6.2

The two couples whose response were ‘irrelevant’, it is the same couples to whom academics was a choice for the children. Co-curricular activities inculcate spirit of culture and arts. Except the very poor families, all the parents take stand for their children to participate in co-curricular activities. It

is a tool for discovering hidden talents and broadening the sphere of mental capacity.

Hobbies were another aspect of the character that the parents and the children were asked about. To which a lot of variety was found in the population of the urban settlement than in the rural settlement. This was because of the variety of opportunities in the urban areas, i.e., more types and places for entertainment and relaxation. Among all the varieties and monotonies, the most frequent ones that recurred during data collection were represented via chart 3.6.3–

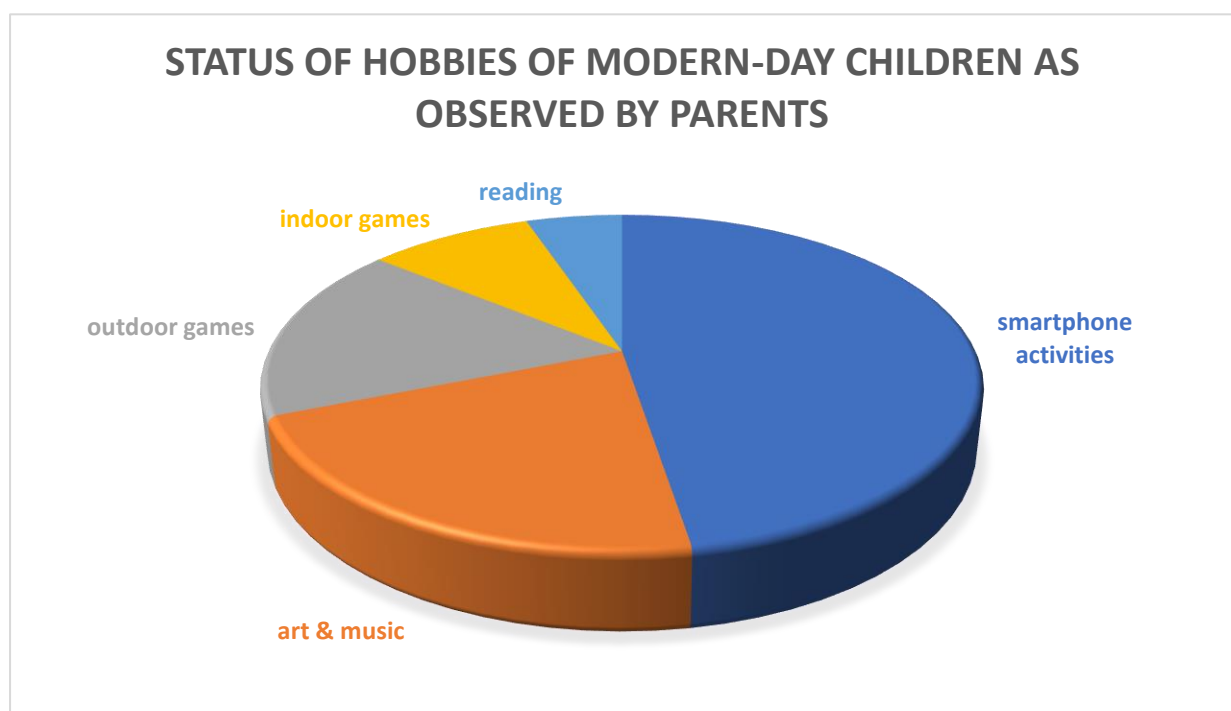


Chart 3.6.3

The influence of outdoor games was noticeably more frequent among rural area boys whereas, art and music seemed to be more of an urban thing. Another valid comparison would be about book reading and movies. The later being a part of popular entertainment culture was easily accessible through TV and smartphones and was more frequent in urban communities however, it was equally in tune with the rural communities with proper internet connections. Book reading is available online too and has been a major surge due to its economical factor and the covid pandemic restricting a huge reading and sale of real books of paper.

The aspect of type of schooling was a major theme about the approach of parents and their expectations of educational institutions. The response details were represented in table 3.6.4, on the basis of choice of school for children.

	Govt.	Private	Both are considerable
Urban	4	13	3
Rural	7	6	7

Table 3.6.4

The rural community had lesser fascination or demand for private schooling because most of the parents themselves studied in govt schools and have settled in life therefore believing on sincere work and dedication rather than the medium of schooling. The affluent families did not mind sending their kids to govt. schools which have been a part of heritage for these rural localities. It was a kind of sacred tradition. On the other hand, the selected urban population was a part of the hub of advance learning facilities and world class private schools. There was a clear temptation and motive for private schooling for their children. Only the very marginalised families considered govt schools.

The responses on role of family background in character development was a specific area of interest as it portrayed the balance

of the family and their sense of confidence. The background was ascribed to social status only. The following table showed the responses collected–

	very significant	Significant	slightly significant	not significant
Urban	2	9	6	3
Rural	4	11	5	–

Table 3.6.5

The urban community recorded almost a 50–50 stand on role of family background which is due to variety of options at access of resources for urban population and immediate cause of increasing global identity among the cities. Whereas, the rural community face the existence of caste and class–based outlook and are traditional in their approach.

The next important theme and the backbone of the research approach was the value of contribution of a locality in character building. The following table recorded the responses–

	very important	Important	slightly important	not important
Urban	2	10	8	–
Rural	3	14	3	–

Table 3.6.6

The influence of locality came up as an inevitable aspect of character formation as all of the sample parents agreed to some degree of importance. A frequent statement was, “we become what we see and interact with”.

A key element of analysis was the degree of ‘freedom of choice’ that was on offer for the children according to the parents. The table 3.6.7 showed the specifics–

	Strict	Lenient	discussed	Ignorant
Urban	6	5	9	–
Rural	9	2	9	–

Table 3.6.7

The data clearly represents an inclination of eased parameters of choice in the urban community

although space for discussion remains open in both the spheres.

Another element of value, the degree of ‘freedom of expression’ for children as considered by the parents was enquired upon and the following table states the responses–

	strict limits	Social norms	as it pleases	no barriers
Urban	3	5	10	2
Rural	5	9	6	–

Table 3.6.8

Expressions are a form of communication. The urban parents showed that they are open to greater scope of expressions, in which case the majority of rural parents were a bit timid and valued expression within the parameters of social norms and certain limits.

The next area of investigation was the opinion of the parents on children practicing religious ritual and orthodox traditions such as fasting, touching feet of elders

as a form of greeting and respect and so on. The following table represented the specifics–

	It is a must	Only the basics	A choice	Not necessary
Urban	2	5	10	3
Rural	7	6	7	–

Table 3.6.9

Some patterns of traditional rigidity were evident among the rural parents although quite a section of them regarded these practices as a choice which sparked a hint of progress. The urban opinion was much varied and owed to mainly personal orientation of the parents as cities are multicultural hubs and a mix of traditions.

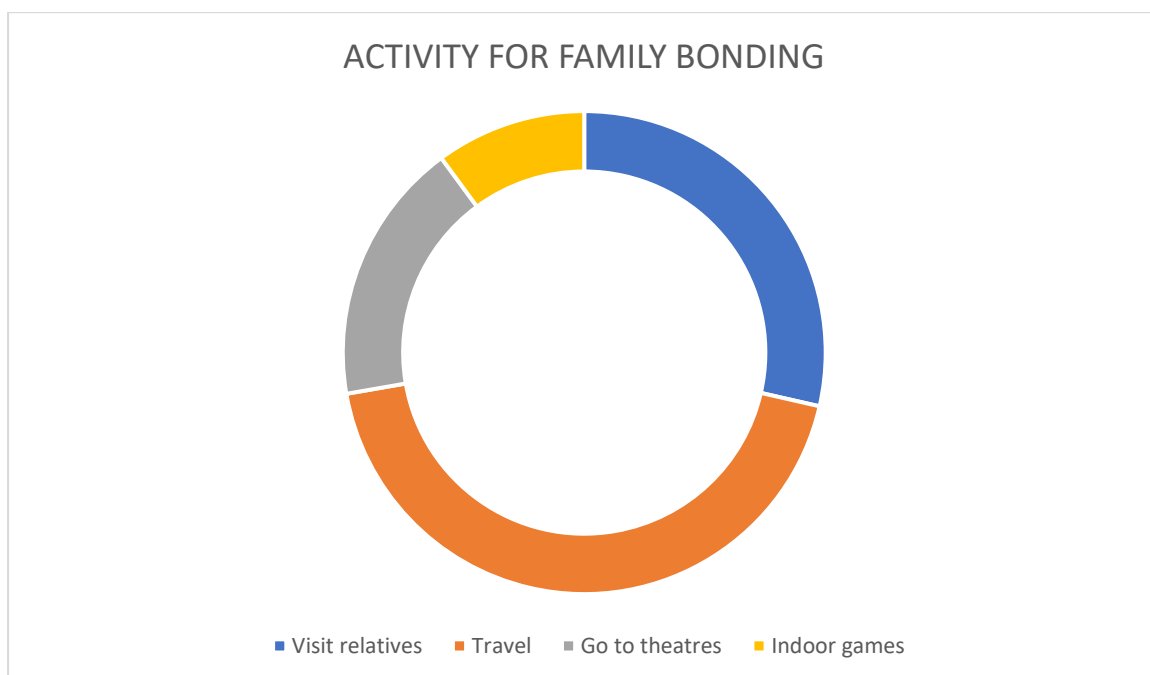
An enquiry of the degree of grip and knowledge over mother tongue or native language was formulated. The response that are recorded in table 3.6.10–

	It is a must	Only the basics	A choice	Not necessary
Urban	2	10	7	1
Rural	11	7	2	–

Table 3.6.10

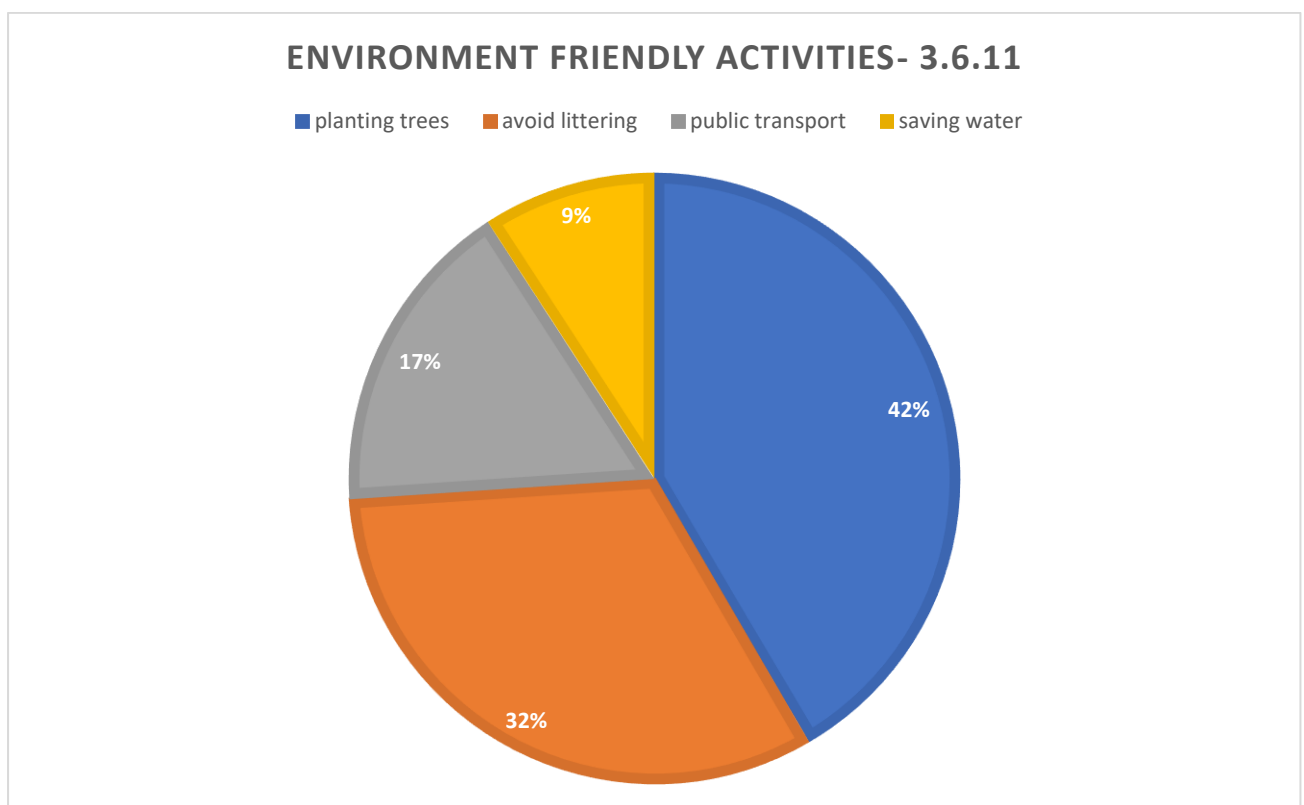
The rural population showed more value and pride when asked about significance of mother tongue and on the contrary the majority of urban people agreed on just the basic learning.

An opinion based on the form of activities for family bonding which were seen in the data collected is deduced in percentage ratio in chart 3.6.10a

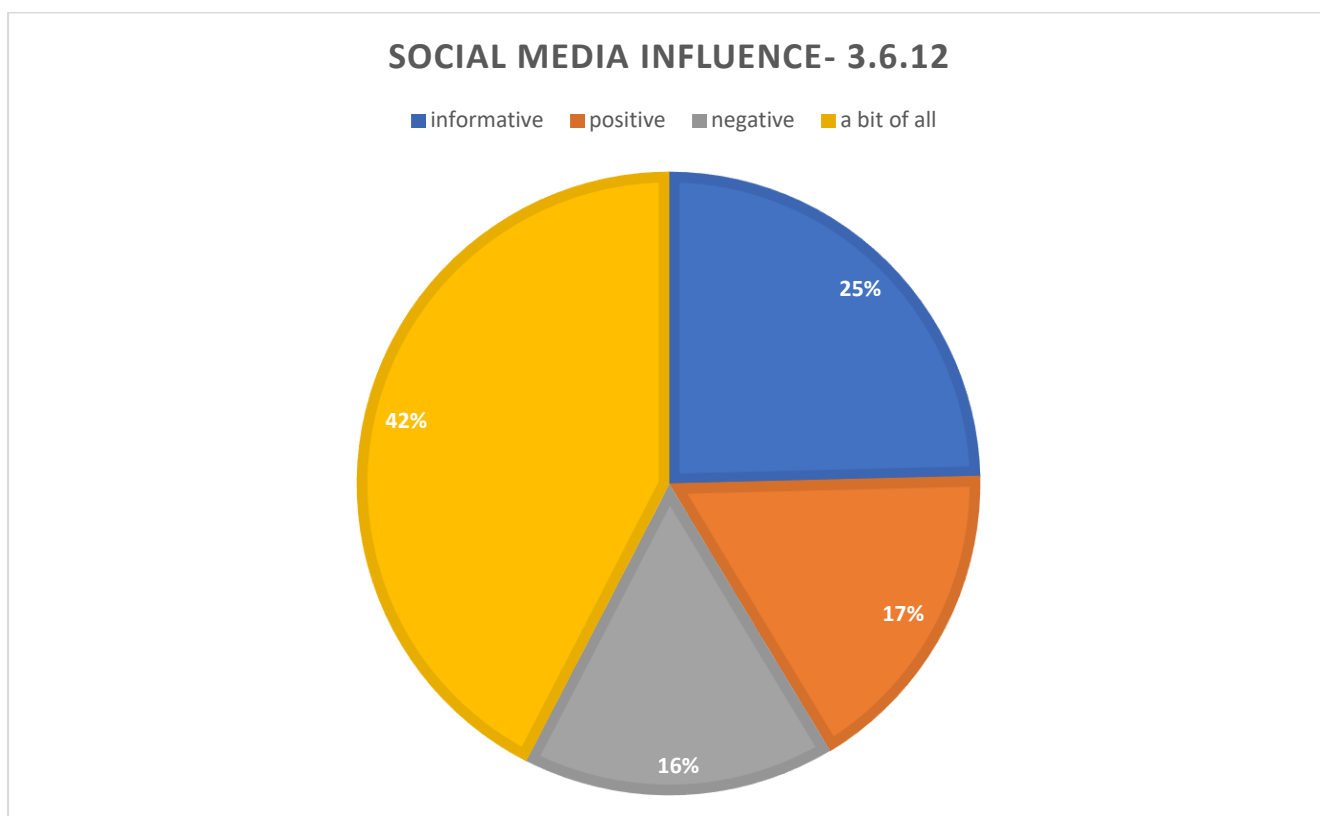


Travelling was the most popular and common activity.

The final segment of the analysis was structured in two parts, the types of environment friendly activity and the influence of social media on character. The Chart 3.6.11 displayed the forms of occurrence of environment friendly activities and the chart 3.6.12 represented the ratio of the opinion rating of influence of social media on character.



The percentages showed the priority of stating these activities as environment friendly.



The influence was perceived as more to the good side parents too use social media and have an understanding of the spaces online. This helps them to guide their children and use social media to its fruitful best. Majority of rural families now have access of smartphones which makes social media one of the most widespread mode of communication and influence.

3.7 Limitations–

The limitations of the research were–

- i. The time period of one month which is short and the sample size of 20 couples each from urban and rural backgrounds as well as 10 children from each sphere were relatively small. This curtails the reliability in the context of a widespread acceptance.
- ii. The selection of parents through purposive sampling technique which brings a certain form of bias in the selection.

~CHAPTER- IV~

RESULTS AND DISCUSSION

After going through the data collecting methods, sampling methods and data analysis from the survey questionnaires, unorganised participative observation, in-depth interview, in the previous chapter. The chapter will formulate the results and address relevant discussions from the findings. The focus is going to be to describe the aspects and mindset of approach in character building in urban and rural communities.

RESULTS-

There is a range of influential factors that affect the development of character capabilities in children – leading to better and worse life chances for children. The aim of this chapter is to investigate the relative importance of these

different factors. There are three main categorical factors that influence the development of character capabilities in the early years, relating broadly to structural circumstances, parenting style and psychology:

4.1 Structural factor: Material poverty, parental background, family structure, ethnicity, gender, disability and the other structural circumstances of children's early lives all form the background to their development and exert an influence on that development. This is the kind of 'visible' disadvantage which is most obvious to policy makers, and which drives many policy priorities in this area.

4.2 Parenting style and confidence: Parents' approach to their children – their level of warmth, responsiveness, control and discipline – are strongly influential on children's character capability development. Parents' perceived view of their competence or ability to parent well is also an important influence on the development of children's character capability.

4.3 Psychological vulnerabilities: Genetic, pre-natal and very early environmental factors can affect children's early psychological development. Some children, as a result of these varying factors, have a temperament that makes them more susceptible to weaker parenting or a less nurturing environment, or less susceptible to better parenting or more nurturing environments. These children are found across the socio-economic spectrum, but suffer more in low-income households; in this sense they are doubly disadvantaged.

4.4 Status of women:

Women enjoyed greater freedom of expression and choice in the urban areas and it made them more confident at their discourse. The mothers stated that gender role stereotypes are slowly changing and men have started to realise that household chores are not feminine but signifies independency. This change took speed in the rural areas only after the covid lockdown which increased interactions and time with family. The

urban areas were already on that path as most women are both housemakers and working too.

The above categorical results aim at serving for the development of a progressive national character.

DISCUSSION–

A lot of people are afraid of the kind society we're becoming. Oftentimes, they think there's some significant difference between kids today and kids "like we were," and they believe things are deteriorating. We've almost lost interest in raising children in this society, and a good deal of our problem comes from that. Kids today spend more time with their peers and less time with adults than has ever been true in history. The result is that kids socialize one another.

If we want to have more impact on our children's values, we have to be willing to devote more time to them. It's not about quality time; it's about time. Character education is very much from parents and schools.

The three concluding factors for discussion would be– the development of a vision for one's life that includes the discovery and/or defining of one's life mission and desired lifestyle. The second is the development of one's character, dealing with concerns of direction and quality of life. The third deals with the development of competence that deals with concerns of how well one is able to do something.

The following notions are instrumental in elaborate understanding of character building in all types of communities and settlements.

1. Heredity.
2. Early childhood experience.
3. Modelling by important adults and older youth.
4. Peer influence.
5. The general physical and social environment.
6. The communications media.
7. What is that taught in the schools and other institutions.
8. Specific situations and roles that elicit corresponding behaviour.

~CHAPTER-V~

CONCLUSION AND SUGGESTION

The previous chapters have already discussed the general introduction, provided the theoretical background, justified the methods, and analysed and discussed the finding of study. This chapter is serving as the conclusion of the whole research, and then it will cover summaries of the major findings and put forth productive suggestions for future study.

CONCLISION-

Character education is very beneficial to the school curriculum. It teaches kids about responsibility and being an all-around good person. It helps instil character traits that we want to see in our future leaders and reinforces many values the kids are learning at home. It doesn't take long to teach, but the impact on one's community makes it very

valuable. Teaching character can change the world, "the students in classroom will be the adults who shape this society in future years. And while it is important that they graduate intellectually educated, the value of students becoming citizens who interact in the world with kindness, respect, integrity, and moral behaviour is perhaps even more important"

"Intelligence plus character – that is the goal of true education. The complete education gives one not only power of concentration but worthy objectives upon which to concentrate." – Martin Luther King Jr, 'The purpose of education'. In recent years, character building has been emphasised in education from primary school all the way up to further education and beyond. Producing students with good morals, 'soft skills' and 'skills for life' is magnified as an important aim of teaching. In practice, facilitating both character building exercises as well as the national curriculum is a difficult juggling act. One element often falls by the wayside and there is not a clear way of countering the imbalance. More

often than not, character education is the forgotten element.

Character building frameworks, like the ‘Six Pillars of Character’ developed by the Josephson Institute of Ethics, help to guide our understanding of where to begin when considering character building in students. The Six Pillars are trustworthiness, respect, responsibility, fairness, caring and citizenship which cover off some of the main character criteria which theoretically make students “well-rounded”. One thing is certain, character education is preparing students for challenges, that they will face beyond exam papers.

To summarize the approach of both the communities, we have found, that the urban population lives with an objective approach towards life and on the other hand, the rural population carry a subjective approach towards life.

SUGGESTION–

The collaboration of perspectives and a channel of dialogue between the rural and urban populations to help each other's community to counter the things they lack in terms of experience, opportunities and knowledge resources. The suggestion for the future studies would be in terms of quantitative expansion of method which will enrich us with a notion that can be held reliable and valid on a widespread scale.

Despite the urban and rural divide, even within the rural areas there exist small towns or urban centres. In the urban areas, there exist centres or areas of rural lifestyle. Together, these places form important part of the socio-spatial, socioeconomic and political fabric of the rural and urban entities. Village centres and rural towns provide the functions of urban good supply within the rural areas while the rural market centres and some informal settlements provide the functions or rural areas within the urban. In the context of rural areas, these urban nodes (village

centres and rural towns) ensure that the rural place is spatially, economically and socially networked with the urban areas (bigger cities) by serving as entry points for urban goods and services for rural people.

CLOSING–

We need to think 'emotional intelligence' as well as 'academic intelligence', and 'mental well-being' alongside 'brain power'. It seems that the character and moral education have, until very recently, been the underdog. This is possibly due to very minimal measurement of character improvement and our assumption that it must be improving if academic grades are improving – this is not always the case. There was also a lot less focus on the development of character education plans and resources. Action must be taken to redistribute resources so that both communities can come to equal grounds on access to source, variety of opportunity and elements of education to enable creating productive atmosphere for each community to prosper, independently.

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APPENDICES–

Appendix 1 – sample of survey questionnaire.

Questionnaire: [Approach towards character building]

1. Your ser-name as a couple- (Mr. and Mrs.) _____
2. Are you both working parents?

3. What is your monthly family income? Approx. _____
4. What is your family structure? _____
5. What is the age of your child? _____
6. How much do you value academics for your child?
(Top necessity/necessity/a choice/irrelevant)
7. What type of schooling do you prefer? (govt/private/home schooling)
8. Rate the quality of education your child receives.
(Very satisfactory/satisfactory/average/poor/very poor)
9. Which phase of schooling is the most vital in character building?

(Primary/secondary/higher secondary)

10. Your opinion on learning of co-curricular activities?

(Very important/important/a choice/irrelevant)

11. What is your child's favorite hobby as per your observation?

12. If your child is naturally good at something other than academics, will support him/her to prioritize it as first?

13. Your opinion on role of family background in a child's character.

(Very significant/significant/slightly significant/not significant)

14. "Making mistakes is a part of learning" - your opinion.

(Strongly agree/agree/debatable/disagree/strongly disagree)

15. What should be the status of 'freedom of choice' for a child in school life? - (strict/discussed/lenient/ignorant)

16. What should be the status of 'freedom of expression' for a child in school life? - (strict limits/social norms/as it pleases/no barriers)

17. Your opinion on knowledge, love and grip over mother tongue.

(A must/only basic things/a choice/not necessary)

18. Your opinion on practice of religion, rituals, orthodox traditions. E.g., fasting, touching feet of elders etc. -

(a must/only the basic things/a choice/not necessary)

19. Role of moral education or moral science?

(Very significant/significant/slightly significant/not significant)

20. Your thoughts on role of friends in character building?

21. What activities do you perform as a family bonding venture? E.g.,
visiting relatives/go theatres/indoor games etc. -

22. Where should a child first learn about sex education and adulthood?
(Parents/teachers/family member/friends/random at society)

23. Your views on social media and how much do you support its use for
school students?

24. Has the surge of globalization shallowed the cultural beliefs and
practices among the young generation?

25. "Generation gap"- how do you deal with it when interacting with your
child?

26. Rate the importance of locality in character building?
(Very important/important/slightly important/not important)

27. Kindly share two advantages and two disadvantages of the locality
where your child lives.

28. Learning the household chores-e.g., washing plates, grocery shopping
etc. Does it hold any importance in character building?

29. Your take on pocket money and other demands of your child?

30. Your thoughts on presence of grandparents and siblings in a child's life.

31. What are the things you are most concerned about as parents?

32. Can you share some daily habits you want your child to follow?

33. What is that one principle from your life that you will pass on to your child?

34. State 3 characteristics of an ideal character according to you?

35. Effort or result- which one really matters to you as parents?

36. State some activities which are environment friendly.

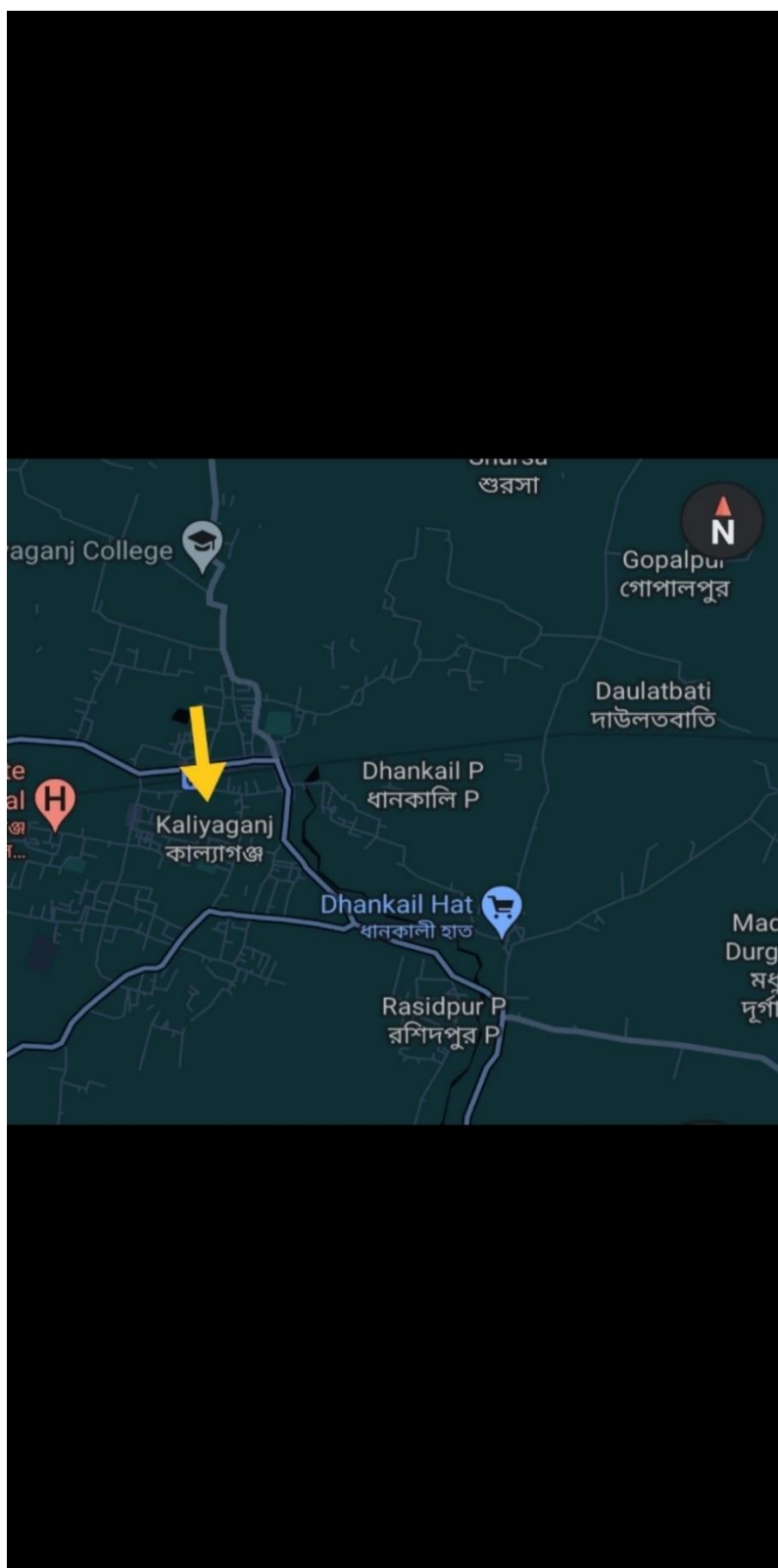
37. Your opinion on- "Charity Begins at Home".

-----THANK YOU-----

Appendix 2– Interview of students [class 2–10]

- 1.State 3 characteristics of a good person according to you.
- 2.What is your hobby?
- 3.How do you show respect to elders?
- 4.Whom do you express your problems?
5. What is your aim in life?
- 6.Choose your parent’s status on taking decisions for you–
(strict/lenient/discuss/ignore)
7. Which school are you in? Are you happy studying there?
- 8.What co–curricular activity do you perform at school?
- 9.What do you like about your locality?
10. What do you don’t like about your locality?
11. Who is your role model?

Appendix 3– Picture gallery.



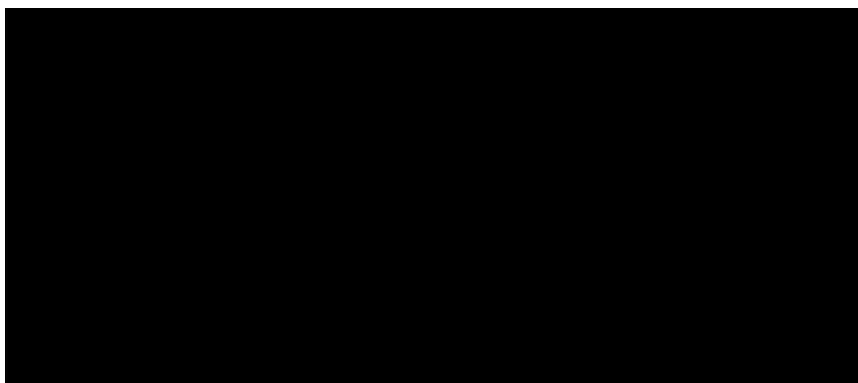
–The yellow arrow marks the geographical center of Kaliyaganj municipal town, *a rural township.*



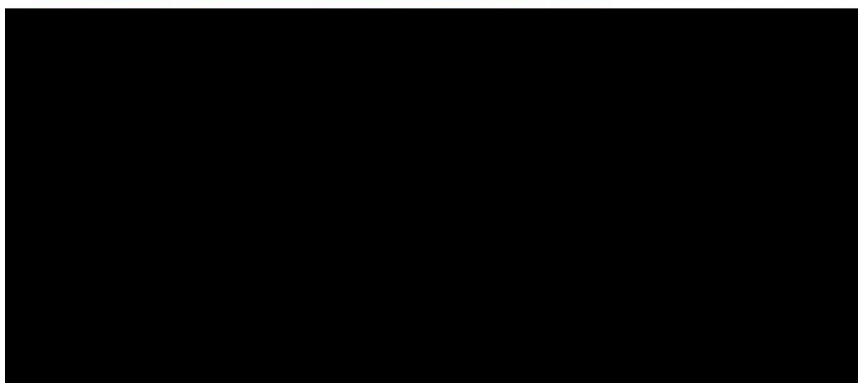
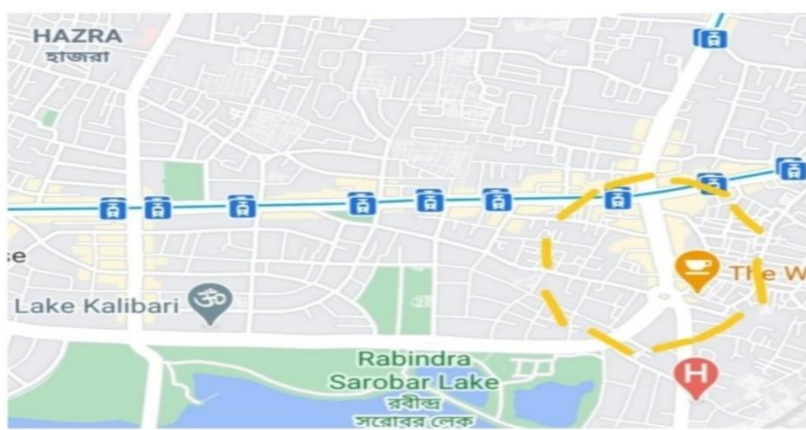
–‘KAJ’ is the railway station code of Kaliyaganj assigned by Ministry of Railways.

The yellow circle denotes Dalimgaon GP

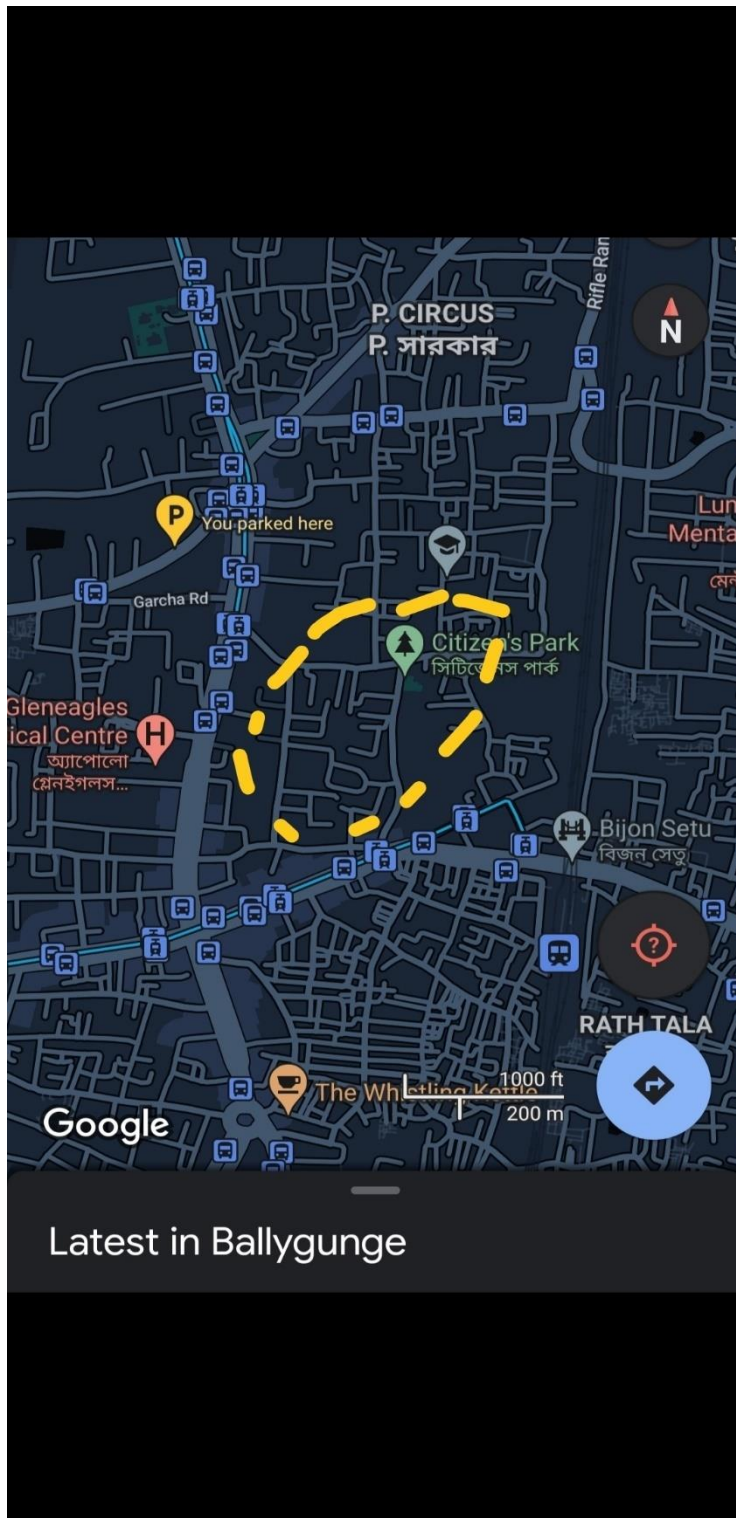
Which is 7km from KAJ as marked by the blue line.



– the marked area in yellow is the 28/1A, Golpark locality of Gariahat.



- the area marked in yellow is Ballygunge place.





At the house of Mr. and Mrs. Nandi, for questionnaire survey. They are residents of Kaliyaganj Municipal town.