

Integrating Values Education into Teaching: Perspective from Subject Teachers of IPDC

An Empirical Study on Holistic Student Transformation and Character Building under NEP 2020

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Abstract

Aim/Purpose: This study explored how subject teachers of the Integrated Personality Development Course (IPDC) integrate core human values and character education into higher education practices, examining its impacts on student holistic development within contemporary educational contexts in India. It specifically focused on how instructors implement the IPDC curriculum to foster self-awareness, digital discipline, resilience, and civic virtues among undergraduate students.

Introduction/Background: Values education is crucial for shaping students' ethical compasses and life skills in the modern era. Growing evidence suggests a concerning trend of moral decline, digital addiction, and academic stress among youth, highlighting the urgent need for structured holistic frameworks. While the National Education Policy (NEP 2020) mandates value-based education, traditional methods often treat values as detached theories. The IPDC framework solves this by providing a systematic, media-rich, and practical approach to personality development, though empirical studies on its classroom operationalization remain scarce.

Methodology: This research employed a qualitative, descriptive phenomenological approach, focusing on the pedagogical experiences of ten seasoned IPDC instructors with a minimum of five years of higher education teaching experience. The study was conducted across various affiliated colleges of a prominent technological university in Gujarat, India. Data were gathered via semi-structured interviews and subjected to thematic analysis across three operational phases: pre-teaching (planning), during-teaching (delivery), and post-teaching (reflection).

Findings: The findings revealed that in the pre-teaching phase, teachers intentionally structured value modules using relatable modern narratives, interactive workbooks, and multimedia resources. During the teaching phase, instructors connected core modules (e.g., 'Remaking Yourself', 'Facing Failures') to students' real-life challenges through cinematic case studies, open dialogues, and active mentor-mentee modeling. In the post-teaching phase, teachers observed substantial positive shifts in student behaviors, including enhanced digital discipline, resilience against failure, stronger familial bonds, and heightened civic responsibility.

Contribution & Recommendations: This study offers a replicable model for higher education institutions seeking to align with NEP 2020 goals. It underscores the power of media-driven, interactive value instruction over passive lecturing, and recommends institutionalized faculty development programs (FDPs) to sustain ethical instruction.

Keywords: IPDC, Values Education, Personality Development, Higher Education, NEP 2020, Character Building.

1. Introduction

Values education plays an indispensable role in shaping the moral, ethical, and socio-emotional framework of students, equipping them with the necessary human skills for successful careers and responsible citizenship.

In recent years, the higher education landscape has faced unprecedented challenges, characterized by rising student anxiety, severe academic stress, digital distractions, and a noticeable shift toward hyper-individualism.

These prevailing behavioral trends raise severe alerts within academic communities, indicating that if ethical and character-building interventions are not strategically embedded within the core curriculum, higher education risks producing technically competent but ethically ungrounded individuals.

In response to this critical challenge, India's National Education Policy (NEP 2020) explicitly mandates that education must move beyond pure rote-learning and cognitive skills to build character. It states that the system should enable learners to be ethical, rational, compassionate, and caring, while simultaneously preparing them for gainful, fulfilling employment.

Despite this institutional mandate, traditional attempts at character education frequently falter because they treat values as an isolated academic subject, separate from professional training or real-world application. This artificial separation causes students to view moral principles as abstract, outdated, or entirely disconnected from their immediate personal and career struggles.

To bridge this gap, the Integrated Personality Development Course (IPDC)—conceptualized and curated by global youth development experts and educators from the BAPS Swaminarayan Sanstha—was introduced as a comprehensive, credit-based academic curriculum. Adopted by over 30 universities and 600 higher education institutions across India, IPDC reimagines values education by utilizing cinematic lectures, interactive student workbooks, and structured guided reflections. The course systematically addresses the modern dilemmas faced by undergraduate students across five foundational dimensions: professional development, personal growth, health and well-being, civic virtue, and family harmony.

“The heart of education is the education of the heart.”

This foundational philosophy underpins the IPDC framework, re-centering the classroom on student character development, emotional intelligence, and resilience.

While the operational reach of IPDC has scaled significantly, there remains limited empirical evidence documenting how subject teachers translate this structured curriculum into immediate behavioral transformations. Few qualitative studies explore how educators systematically design, deliver, and reflect upon these value-based modules across sequential teaching phases. This study addresses this empirical gap by exploring the Lived experiences of ten veteran IPDC instructors, providing actionable pedagogical insights into the systematic integration of values education within modern higher education.

2. Literature Review

2.1 The Paradigm Shift in Higher Education and Character Development

Contemporary educational researchers emphasize that holistic personality development must address the cognitive, affective, and psychomotor dimensions of learning. However, traditional higher education systems have disproportionately focused on cognitive skill acquisition, largely ignoring affective outcomes such as emotional stability, integrity, and empathy. This imbalance contributes directly to the rising trends of digital dependency, mental exhaustion, and fragile interpersonal bonds observed among modern university students. Comprehensive values education addresses this critical lapse by embedding meaningful principles that guide behavior, cultivate mutual respect, and foster long-term psychological resilience.

2.2 The Architecture of the IPDC Framework

Unlike unstructured or purely theoretical moral science lectures, the IPDC curriculum is architected around actionable, relatable, and highly engaging learning units. The syllabus includes critical modules such as 'Remaking Yourself' (focusing on mindset restructuring and the science of habit formation), 'Learning from Legends' (drawing timeless lessons on discipline and trust from icons like Sachin Tendulkar, Ratan Tata, and Dr. A.P.J. Abdul Kalam), and 'Facing Failures' (cultivating adaptive thinking and the power of faith). Additionally, practical modules like 'Handling Social Media' and 'Bonding the Family' directly target immediate student vulnerabilities, equipping them with tools to navigate digital addiction and bridge generation gaps.

3. Methodology

This study utilized a qualitative, descriptive phenomenological approach to capture the rich, authentic, and lived experiences of educators tasked with delivering the IPDC curriculum. Phenomenology is uniquely suited for this inquiry as it enables researchers to explore the psychological and structural essences of how teachers experience value integration in real-world classrooms.

3.1 Participants and Context

The research focused on ten (10) purposively selected subject teachers from various affiliated institutions of a prominent state technological university in Gujarat, India. The selection criteria mandated that each participant possess a minimum of five years of continuous teaching experience within the IPDC framework and demonstrate active participation in institutional Faculty Development Programs (FDPs). The student cohorts taught by these instructors were highly diverse, representing various socio-economic, cultural, and geographic backgrounds, thus ensuring a rich baseline of qualitative perspectives.

3.2 Data Collection and Analysis

Primary data were gathered through comprehensive, semi-structured interviews, lasting between 45 to 60 minutes each. The interview protocol was structured to explore teacher experiences across three distinct operational phases: pre-teaching (planning and objective setting), during-teaching (pedagogical delivery and classroom management), and post-teaching (reflection on student behavioral shifts). All interviews were recorded, transcribed verbatim, and validated through member-checking and peer review. Thematic analysis was executed to isolate, code, and synthesize core recurring themes.

4. Findings and Discussion

The qualitative data analysis yielded profound insights into the structured operational phases through which IPDC instructors drive value integration. The synthesized themes are systematically presented across the three primary teaching phases below.

4.1 Pre-Teaching Phase: Intentional Planning and Narrative Structuring

The data indicated that successful values integration requires meticulous, intentional pre-planning rather than accidental or spontaneous moralizing. Teachers reported setting explicit moral objectives alongside technical or academic lesson goals. Instead of utilizing abstract theories, instructors systematically structured their sessions by aligning IPDC multimedia assets and case studies with real-world problems. For instance, in preparation for the 'Power of Habit' module, teachers planned micro-activities that mapped out habit loops (cue, routine, reward), allowing students to bring tangible personal challenges into the upcoming classroom space.

4.2 During-Teaching Phase: Dynamic Pedagogy and Role Modeling

The delivery phase emerged as the most dynamic component of the IPDC framework. Instructors emphasized that the integration of values cannot be accomplished via top-down passive lectures. Instead, teachers leveraged an array of student-centric pedagogies, which are detailed in the table below.

Pedagogical Approach	IPDC Module Alignment	Classroom Operationalization
Cinematic Case Analysis	Learning from Legends	Using short biographical films of icons (e.g., Ratan Tata) to prompt structured debates on professional ethics and stakeholder trust.
Digital Discipline Mapping	Handling Social Media	Students analyze their daily screen-time logs, participate in blind focus groups, and co-create collaborative digital-detox guidelines.
Resilience Simulations	Facing Failures / Power of Faith	Facilitating structured role-plays on managing academic rejection, analyzing coping mechanisms, and framing failure as a learning loop.

Crucially, teachers identified personal role modeling as an essential catalyst. Participants noted that for values like humility, active listening, and punctuality to resonate, the instructor must actively embody these behaviors during daily interactions, thereby creating a classroom culture rooted in mutual respect and psychological safety.

4.3 Post-Teaching Phase: Guided Reflection and Behavioral Shifts

During the post-teaching phase, educators shifted from facilitators to reflective mentors, evaluating long-term behavioral transformations. Rather than relying on traditional grading matrices, instructors reviewed students' reflective journals and observed classroom dynamics. Teachers reported documented evidence of increased classroom harmony, reduction in peer conflicts, enhanced empathy during group projects, and open admissions of improved relationships with parents and family members, demonstrating that the values taught were successfully transitioning from abstract theories to active daily habits.

5. Conclusion and Recommendations

This research demonstrates that the Integrated Personality Development Course (IPDC) provides a highly effective, systematic, and scalable framework for integrating essential human values into modern higher education. By breaking away from the conventional, isolated teaching of moral subjects, IPDC empowers subject teachers to engage students dynamically, facilitating measurable growth across personal, emotional, and civic domains.

5.1 Strategic Recommendations for Institutions

Based on the rich insights extracted from the study, the following strategic measures are proposed:

- **Institutionalized Faculty Development:** Universities should partner with expert bodies to conduct continuous, immersive training programs (such as the 'Change the Lens' FDP) to equip educators with advanced affective mentoring techniques.
- **Interactive Resource Allocation:** Move away from monotonous text-heavy handouts; colleges must invest in media-rich, visually compelling curriculum materials to sustain student engagement.
- **Holistic Assessment Paradigms:** Integrate formative, reflection-centric evaluation models (such as workbook submissions, self-audits, and peer-evaluations) that prioritize genuine character growth over rote memorization.

5.2 Limitations and Future Directions

While this study provides valuable insights from the perspective of experienced IPDC instructors, its scope is constrained by its focus on higher education technical institutions within a specific geographic region. Future research should undertake longitudinal, multi-centric studies that actively incorporate direct quantitative student feedback surveys, multi-source classroom observations, and comparative analyses across secular, technical, and non-technical educational institutions.

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