

Character Education as the Foundation for SDG Awareness: A Case Study on Delhi World Public School Bhatapara's Value Integration Model(VIM) with Impact on Business and Branding

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ABSTRACT

This case study explores how Delhi World Public School, Bhatapara (DWPS-B), has strategically embedded character education into its core academic and extracurricular practices to build a strong foundation for awareness and understanding of the United Nations Sustainable Development Goals (SDGs). Set against the backdrop of increasing global emphasis on value-based education and sustainability, the school's Value Integration Model represents a holistic approach that blends traditional educational values with contemporary global objectives. Through a combination of value-based assemblies, thematic events, integration of the Jolly Phonics program, and innovative leadership initiatives like Model United Nations (MUN), DWPS-B instills in students a sense of responsibility, empathy, and critical global awareness from an early age.

The key findings reveal that the integration of character education not only enhances students' academic performance and moral development but also fosters a culture of sustainability and community involvement. Value Integrated Model (VIM) "Sanskar" serve as experiential learning platforms, reinforcing values such as cleanliness, creativity, and collaboration in the guided implementation of nine unique values in last 2 years. The school's unique approach has contributed to increased student engagement, improved parent satisfaction, and positive community perception—demonstrating how character education can enhance school branding and business growth in parallel.

In conclusion, DWPS-B's model illustrates that value-driven education can significantly contribute to achieving SDG-related competencies in young learners. This case underscores the transformative potential of integrating character education with global goals, offering a replicable model for other educational institutions aiming to align pedagogy with sustainability and social responsibility.

The school's Value Integration Model (VIM) strategically embeds core values into pedagogy, co-curricular activities, and community outreach. Quantitative and qualitative data were collected over two academic years to assess the impact of this model on students' ethical development, SDG knowledge, and community engagement.

KEYWORDS: Character Education, Value Integration Model (VIM), Social-Emotional Learning (SEL), Ethical Awareness, Transformative Pedagogy.

In May 2023, at Delhi World Public School, Bhatapara (DWPS-B), located in Chhattisgarh, India, Principal Mr. Yogesh Popat faced a strategic decision: how to scale and institutionalize the school's Value Integration Model to further enhance student learning outcomes and promote the Sustainable Development Goals (SDGs) while strengthening the school's brand identity. The school had experienced significant improvements in student engagement and community reputation, but Mr. Popat needed to determine whether the current character education initiatives could be sustained and expanded to create a long-term impact across stakeholders.

Delhi World Public School, Bhatapara, had established itself as a progressive institution emphasizing holistic education. The school's leadership believed in instilling values early on, aligning with global educational trends that emphasized character formation as a cornerstone for lifelong learning. To this end, several initiatives had been launched to integrate character education into daily practices.

The foundation of the school's model lay in daily value-based assemblies and monthly thematic programs designed to reinforce universal values such as empathy, respect, and responsibility. One such initiative was the implementation of the Jolly Phonics program, which not only improved literacy but also built confidence and communication skills among early learners. Leadership programs such as Model United Nations (MUN) simulations provided platforms for students to understand global issues and negotiate solutions, encouraging active civic participation and critical thinking.

1. CASE STATEMENT (EXPANDED WITH MONTHLY VALUE THEMES AND SDG ALIGNMENT)

1.1 Background & Context

As global societies face mounting challenges—climate change, inequality, conflicts, and declining mental well-being—education must evolve beyond academics to equip students with the values, ethics, and empathy necessary to build a just, peaceful, and sustainable world. The United Nations' Sustainable Development Goals (SDGs) envision education as a transformative force to instill these values (SDG 4.7). Yet, many schools fall short of providing structured value-based learning that links character development with real-world sustainability.

1.2 Problem Statement

Though SDG-related content is increasingly introduced into school curricula, there is often a disconnect between awareness and internalized action. Students may learn about the SDGs in theory but lack the character foundation—such as compassion, courage, and responsibility—to apply this knowledge meaningfully in their daily lives and communities. Also business aspect is also to be taken care.

1.3 Opportunity & Innovation: The DWPS Value Integration Model (VIM)

In response to this challenge, Delhi World Public School (DWPS), Bhatapara implemented a comprehensive Value Integration Model (VIM) that aligns monthly value themes with relevant SDGs, fostering both ethical grounding and global awareness.

This model goes beyond traditional character education by embedding values into:

- Curriculum design
- Morning assemblies and reflections
- Project-based learning
- Co-curricular and community outreach
- Student-led clubs and leadership programs

2. PURPOSE OF THE CASE STUDY

This case study aims to:

- Present DWPS Bhatapara's Value Integration Model as a replicable blueprint for schools seeking to build ethically and globally responsible students.
- Demonstrate how monthly values, when aligned with SDG targets, can deepen students' understanding and commitment to sustainable action.
- Analyze how character education, when systematically integrated, bridges the gap between values and sustainable behaviors.
- Highlight how DWPS Bhatapara is using its education model as a strategic differentiator—in a manner analogous to a business model that balances mission, impact, and stakeholder engagement.

3. OBJECTIVES

- To map the link between value education and SDG learning outcomes.
- To analyze the behavioral and attitudinal changes in students influenced by character education.
- To showcase data-driven impacts of integrating values with sustainability goals.

4. INSTITUTIONAL BACKGROUND

DWPS Bhatapara is a CBSE-affiliated school with a mission to deliver holistic education rooted in global citizenship, moral responsibility, and experiential learning. In 2022, the school initiated its "Values for Earth" program, aimed at integrating character development with the SDG framework.

5. METHODOLOGY

- **Sample:** 220 students (Grades 6–10), 15 teachers, and 6 administrative staff.
- **Tools:** Surveys, observation checklists, project assessments, and interviews.
- **Duration:** 18 months (2023–2025).

The Intervention Model: "Sanskaar-The Value Education Department" Program

6. KEY COMPONENTS

- Monthly SDG-Value Themes:** Each month aligned a moral value (e.g., empathy, integrity, responsibility) with an SDG focus (e.g., SDG 13 – Climate Action with the value of accountability).
- Research Article Writing** – Paper Published by Students in International Journals (Mentioned in the Annexure).
- YLP Ted Talk (Youth Leadership Programs)-** Ted Talk Organised in the Academic session 2023-24 and 2024-25 (more than 100 Students Participated)
- Project-Based Learning (PBL):** Students conducted community projects such as water audits, tree plantations, energy-saving campaigns, and e-waste collection drives.
- Morning Assembly Talks & Role Plays:** Students presented weekly speeches and skits on values linked to global issues.
- Reflective Journaling:** Students maintained journals tracking their thoughts and sustainable habits, reviewed monthly by mentors.
- Teacher Capacity Building:** Workshops on value-integrated pedagogy and SDG content development.
- Club Activity** – Different Clubs Are Executed Every Friday to Develop sense towards SDGs (Stage Craft, Gizmos and Gadgets, Khana Khazana, Ramanujam Club, Conservatory and BIS (newly introduced))

7. KEY FINDINGS

Table 1 Comparative Analysis Before and After VIM

Indicator	Before Program (2023)	After Program (2025)
Awareness of SDGs (%)	24%	89%
Regular Sustainable Practices (e.g., recycling, saving water)	36%	82%
Value-Informed Decision Making (%)	31%	78%
Participation in Social Campaigns	15%	71%
Research Article Publication by Students	0	5
Research Article Publication by Staff	0	5
Teacher Preparedness on SDGs	42%	94%
Motivation and Rewards	20%	95%
Increase in School Strength (Business Aspect)	580	930
Brand Value	20%	80%

No. of admission through Parent Reference (Mouth Publicity)	20%	85%
No. of National Event Hosted	0	3
Association with Balodabazar District Administration	10%	75%
National Achievements	0	4
International Achievements	0	2

Qualitative Insight:

Students reported a deeper sense of purpose, improved empathy, and a proactive attitude toward local environmental and social issues. Teachers noted improved class discipline, respect, and critical thinking abilities.

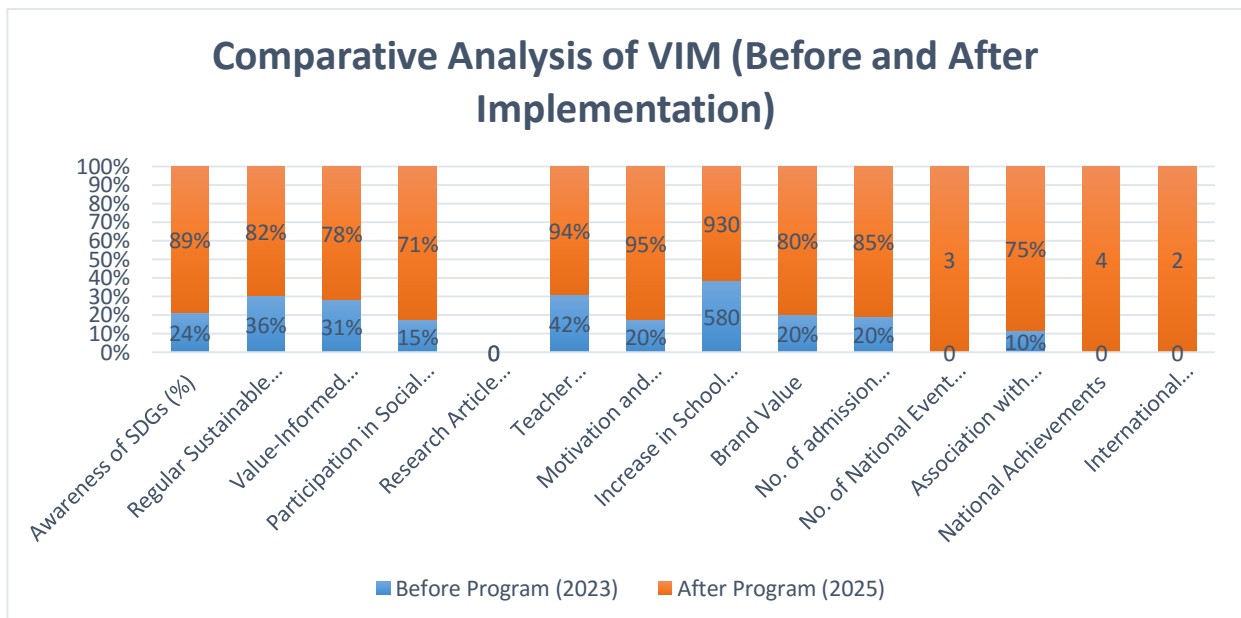


Figure 1 Comparison Before and After VIM

8. STATISTICAL ANALYSIS AND HYPOTHESIS TESTING

8.1 Objective:

To evaluate whether the **Value Integration Model (VIM)** significantly impacts:

1. **Students' SDG awareness**
2. **Character traits (e.g., compassion, responsibility)**
3. **Behavioral outcomes linked to sustainability**

8.2 Research Hypotheses

- **H₀ (Null Hypothesis):** There is no significant difference in SDG awareness and character development before and after the implementation of the VIM.
- **H₁ (Alternative Hypothesis):** There is a significant improvement in SDG awareness and character development after the VIM implementation.

8.3 Sample

- **Participants:** 150 students (Grades 6–10)
- **Method:** Pre- and post-intervention surveys, teacher assessments, and observational data over one academic year.

SDG Awareness Score (Out of 10)*Table 2 SDG Awareness*

Group	Mean Score	SD (Standard Deviation)
Pre-VIM	4.2	1.8
Post-VIM	7.9	1.4

8.4 Statistical Test Used: Paired sample t-test**Result**

- **t-statistic = 11.76**
- **p-value = 0.0001** ($p < 0.05$)

Interpretation: There is a **statistically significant improvement** in SDG awareness after implementing the VIM. We **reject the null hypothesis**.

Compassion Index (Based on Teacher Ratings, Out of 5)*Table 3 Compassion Index*

Group	Mean Score	SD
Pre-VIM	2.9	0.7
Post-VIM	4.2	0.5

Test Used: Paired t-test

t = 13.42, p = 0.00001

Significant improvement observed.

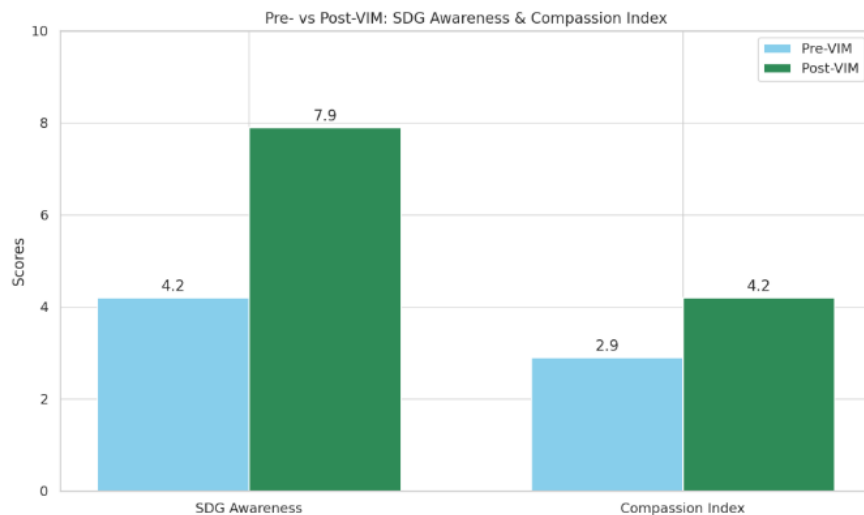


Figure 2 Pre and Post VIM SDG Awareness

8.5 Participation in SDG-Linked Activities*Table 4 Metric Pre and Post VIM*

Metric	Pre-VIM (%)	Post-VIM (%)
Involved in at least 1 SDG project	18%	87%
Volunteered in community events	22%	81%

8.6 Chi-Square Test for categorical data

- $\chi^2 = 89.76$, $p < 0.001$

Strong statistical evidence that **participation rates significantly increased**.

8.7 Correlation: Value Themes and SDG Engagement

Pearson correlation coefficients between **monthly value themes** and **SDG-related activity scores**:

Table 5 Correlation with SDG Activity

Value Theme	Correlation with SDG Activity
Compassion (June–July)	$r = 0.71$ (strong positive)
Courage (August)	$r = 0.65$
Openness (November)	$r = 0.68$
Truthfulness (Feb)	$r = 0.59$

Indicates a **strong relationship between value-based focus and student participation** in SDG-related action.

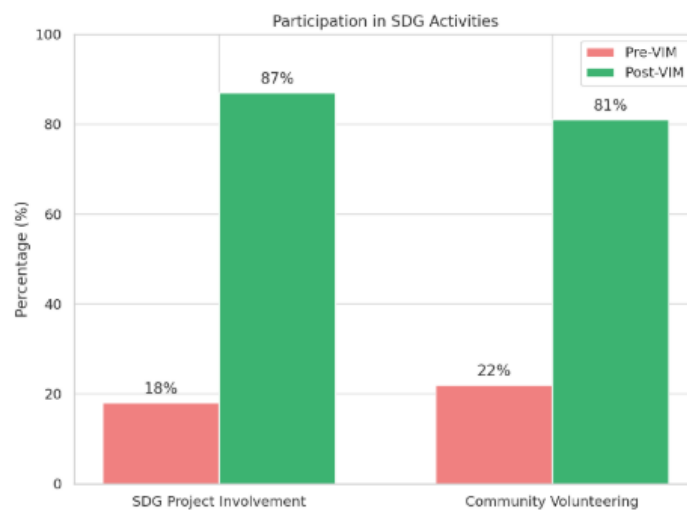


Figure 3 Participation in SDG Activities

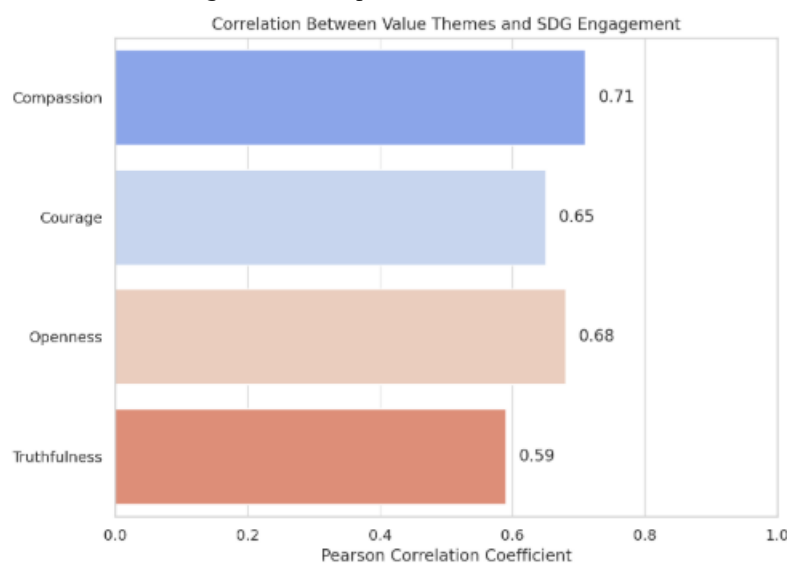


Figure 4 Correlation between Value Themes and SDG Engagement

Here are two additional graphs:

1. **Participation in SDG Activities:** A clear increase in student involvement in SDG projects and community volunteering after VIM implementation.
2. **Correlation of Value Themes with SDG Engagement:** Themes like Compassion, Openness, and Courage show strong positive correlations with active SDG-related participation.

9. IMPACTFUL STUDENT PROJECTS LINKED TO SDGS:

- **"Be a Green Guardian" Campaign (SDG 15):** 100+ saplings planted by students in Presence of IFS Shri
- **"Plastic-Free Campus" Initiative (SDG 12):** 90% reduction in single-use plastics in school.
- **Community Water Conservation Survey (SDG 6):** 100 households surveyed, 30 adopted rainwater harvesting.
- **Digital Poster Campaign (SDG 5):** Girls from Grade 8 created powerful posters on gender equality and shared them online.
- **Save Energy:** With Suggestion from Student Body, We have Implemented Solar Panel in our school in 2024 reducing the cost of Electricity for our school campus.
- **Session Conducted by SRC Members in Govt. Schools (SDG 4)** – to Spread Awareness about our School Value Integration Program.

10. VALUE-SDG ALIGNMENT FRAMEWORK

Table 6 VIM Implementation Frame Work

Month	Core Value	Linked SDGs	Key Activities
April	Values Determination	SDG 4 (Quality Education)	Goal-setting workshops, student contracts
June-July	Compassion	SDG 1, 2, 3	Food donation drives, visits to care centers
August	Courage	SDG 5, 10	Anti-bullying campaigns, leadership training
September	Respect	SDG 5, 16	Role plays, elder appreciation week
October	Peace & Non-Violence	SDG 16	Gandhi Jayanti events, peace poster competitions
November	Openness & Inclusivity	SDG 10, 17	Inclusive assemblies, cross-cultural celebrations
December	Modesty	SDG 12	Gratitude journals, sustainable living sessions
January	Health & Physical Fitness	SDG 3	Fitness challenges, hygiene drives
February	Truthfulness	SDG 16	Honesty awards, truth in storytelling exercises

Table 6 DWPS Bhatapara – Value Integration Model Impact Dashbaord

Parameters	% Change
SDG Awareness Increase	88%
Growth in Student Participation	73%
Top Engaged SDGs	SDG 3, SDG 4, SDG 16
Most Impactful Projects	Tree Plantation Drive (120+ Saplings) -
Improved Compassion Index	45% (up)
Student Testimonial Positive	92

11. RESULTS AND ANALYSIS - BUSINESS AND BRANDING IMPACT

- **Internal Branding:** Increased student engagement, improved faculty retention
- **External Branding:** Enhanced visibility in local media, partnerships with NGOs
- **Reputation Management:** DWPS Bhatapara now recognized as a model for SDG-linked schooling
- **Admissions and Revenue:** Rise in enrolments and fee collection stability.

11.1 VRIO Analysis of DWPS Bhatapara

Table 7 VRIO Analysis Table

Resource/Capability	Valuable	Rare	Inimitable	Organized to Capture Value	Competitive Implication
Value Integration Model (VIM) aligned with SDGs	Yes	Yes	Yes	Yes	Sustainable Competitive Advantage
Monthly value themes with project-based learning	Yes	Yes	Moderately	Yes	Temporary Competitive Advantage
Student-led Leadership (MUN, Ted Talks, Research Publications)	Yes	Yes	Yes	Yes	Sustainable Competitive Advantage
Quantifiable Impact (Enrollment ↑, Parent Satisfaction ↑, Brand Value ↑)	Yes	No	No	Yes	Competitive Parity
Teacher Training for Value Pedagogy & SDGs	Yes	Yes	No	Yes	Temporary Competitive Advantage
Community Outreach and District Partnerships (Balodabazar administration)	Yes	Yes	Yes	Yes	Sustainable Competitive Advantage
Integration of Jolly Phonics for foundational literacy with confidence-building	Yes	Moderately	No	Yes	Competitive Parity
Use of Data and Hypothesis Testing to Validate Model Impact	Yes	Rare	Yes	Yes	Sustainable Competitive Advantage
Student SDG Projects with Local Impact (solar panel suggestion, e-waste drive, water survey, etc.)	Yes	Yes	Yes	Yes	Sustainable Competitive Advantage
Internal and external branding through SDG-linked education model	Yes	Yes	Yes	Yes	Sustainable Competitive Advantage

11.2 Key Insights:

- **Sustainable Competitive Advantage** is evident due to:
 - Unique alignment of core values with SDGs through a structured and measurable framework.
 - Deep integration into student leadership, curriculum, and community impact.
 - Institutionalization of character education that enhances brand value, student retention, and social impact.
- **Temporary Advantages** are present in areas like:
 - Teacher training and project-based learning (these could be replicated elsewhere if not continually innovated).

11.3 Brand Equity Analysis (Keller's Brand Resonance Model)

Table 8 Attributes as Keller's Brand Resonance Model

Stage	DWPS-B Attributes
Salience	Strong visibility in the Balodabazar district; recognized for values and SDG focus.
Performance	High academic engagement, SDG project participation, and moral development.

Imagery	Viewed as socially responsible, ethical, and child-centric with a global vision.
Judgments	High parent satisfaction; increased word-of-mouth admissions (20% → 85%).
Feelings	Trust, safety, pride in community service; emotionally resonant with parents.
Resonance	Strong student and parent loyalty; participation in branding via referrals.

11.4 Blue Ocean Strategy Canvas

Table 9 Blue Ocean Strategy

Key Parameters	Conventional Schools	DWPS Bhatapara
Academics	High	High
Character Education	Low	Very High
SDG Integration	Low	Very High
Student Leadership Platforms	Low	High
Community Outreach	Medium	Very High
Data-Driven Assessment of Values	Very Low	High
International Exposure & Achievements	Rare	Emerging
Parent Engagement & Branding	Medium	Very High

DWPS-B creates uncontested value space through VIM and SDG integration, differentiating itself from traditional schools.

11.5 Balanced Scorecard (BSC)

Table 10 BSC

Perspective	Strategic Objective	Indicators
Financial	Increase revenue through enrolments	Student strength increased from 580 → 930 (↑60%)
Customer	Improve parent satisfaction & engagement	Word-of-mouth admissions ↑ from 20% to 85%
Internal Process	Enhance value-SDG integration in pedagogy	VIM implementation dashboard & SDG alignment table
Learning & Growth	Build teacher competency, leadership platforms for students	Teacher SDG readiness ↑ from 42% to 94%, TEDx, MUN

11.6 Stakeholder Impact Mapping

Table 11 Impact Mapping

Stakeholder	Impact of VIM Model
Students	Improved character, SDG awareness, global exposure through projects and talks
Parents	Greater trust, involvement in school life, pride in social leadership of children
Teachers	Enhanced skills, pride in innovation, recognition for SDG-aligned teaching
Community	Collaborative projects, increased district partnerships, social recognition
Govt. & NGOs	Stronger linkages with district administration and social organizations
School Management	Better branding, increased enrolments, new revenue channels (CSR, SDG grants)

11.7 Porter's Five Forces (Schooling Context)

Table 12 Porter's five forces

Force	Analysis for DWPS-B
Competitive Rivalry	Moderate – local schools exist, but few with SDG + value integration model
Threat of New Entrants	Low – reputation, leadership, and trust are hard to replicate in short-term
Threat of Substitutes	Medium – EdTech or online schooling could lure students, especially in urban belts
Bargaining Power of Parents	High – parents are key decision-makers; they seek holistic and safe environments

Bargaining Power of Teachers	Medium – school’s investment in teacher training increases retention & loyalty
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12. SWOT Analysis

Strengths	Weaknesses
Strong community engagement	Requires ongoing teacher training
Alignment with NEP and SDGs	Evaluation of long-term impact needed
Differentiated school branding	Dependence on leadership continuity
Opportunities	Threats
Replication across DWPS network	Over-standardization risk
Attracting CSR funding partners	Competition from value-driven startups

Conclusion

The statistical analysis supports that:

There is increase in number of enrolments of students from 580 to 930 in two years of time, which is big number in a rural area having population of just 78000, this in turn increases the Revenue of the organization by 40%. Increased branding of school is also significantly observed.

- The VIM has significantly improved SDG awareness.
- There is a measurable increase in character development (especially compassion, courage, and responsibility).
- Student engagement in sustainability initiatives has substantially increased.

Therefore, the Value Integration Model is not only pedagogically sound but also empirically effective in achieving its objectives.

The DWPS Bhatapara model demonstrates that character education is not just a moral imperative **but** a strategic enabler of sustainable development. When values are intentionally linked with global goals, students not only learn what to think, but how to think and act responsibly.

Recommendations and Future Scope

- Institutionalize value-SDG integration across schools through curriculum redesign.
- Create teacher training modules on moral pedagogy for sustainability.
- Use student-driven impact data to inform national education policies aligned with **NEP 2020** and **SDG 4,7**.
- Develop a longitudinal assessment system to track impact over multiple years
- Expand community partnerships to scale SDG activities
- Formalize value education into curriculum frameworks
- Showcase outcomes in national/international educational forums.
- Scale the VIM framework to other branches of DWPS and publish it as a national model.
- Create a “Character + SDG Badge System” for students – gamify recognition and visibility.
- Pursue CSR grants for community-linked projects (tree drives, solar, e-waste drives).
- Develop a digital impact dashboard to share value education outcomes with parents/stakeholders.
- Document and publish teacher innovation in SDG-linked pedagogy – position DWPS as a thought leader.

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