

# Moral Education: A Basic Need for Society & Schools

## Abstract

Through this careful observation from Books, Research dissertation, articles and other sources of information, the investigator has attempted the challenges and conditions that are existing in the Moral Education in India. Present article is a little effort to face the challenges of moral education and its conditions.

**Keywords:** Moral Education, Character formation

## Introduction

Actually man is a social animal and he have to live and react within the society. He has to learn different social habits like helping the people, gentleness, respect the elders and teachers and so many. These good habits make his a good social creature and he is known as a good person for others. When a student attains these qualities he becomes a responsible and a good students and he is able to behave gently within the society. When he learn these qualities within the school time, his homework and preparation become good.

It is true that textbooks and syllabus fulfill the needs of moral values but when a teacher wants to teach moral values he needs some other things also. Sometimes he uses moral sayings, moral stories, and different type's cultural activities to enhance the level of moral education. Cultural activities are very useful to manipulate and to teach the moral education lesson.

## Aim of the Study

In the modern age, the aim of education is all-round development of personality. In the present educational system, provision has been made for only intellectual education. For a successful life, such important human qualities as sympathy, co-operation, mercy, compassion, love, truth, sincerity, etc. have been ignored. The development of such human qualities along with intellectual development should be the aim of moral education.

## Formation of Character

Character is very important in life. Nothing is lost when wealth is lost, something is lost when health is lost but everything is lost when character is lost. Thus character development is the important aspect of personality.

Character is related to morality. The definition of a man of character is very wide. A man of character feelings which are human and are directed towards the good and happiness of others. Such a personality can be developed by moral education.

## Situation of Moral Education in India

Through discussions with over 150 teachers from various schools that include army and private schools, it was possible to draw up a table that highlighted the significance (or rather the lack of it) that is accorded to VE/LS in most schools.

	MU SIC/PT	English	Value Education/ Life Skills
No of classes per week	1-2	6+	Max 1
Standardized syllabus	No	Yes	No
Teacher training	Yes	Yes	No
Specially selected teacher	Yes	Yes	No
Teacher's interest in subject	Yes	Yes	No
Permeates through the school	No	Yes	No



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Though the NCERT and CBSE have been trying to do their bit in this area there is much that needs to be done. The first step can be to select teachers who have the aptitude and skills and train them to teach moral education.

### **Theory of Moral Education**

We have space here to offer only the briefest sketch of a theory of moral education.

1. For any society (or school) to exist, its members (students, teachers, and administrators) must share a number of moral virtues: they must be honest, responsible, and respectful of one another's well-being. We agree about this. Public schools have a vital role to play in nurturing these consensus virtues and values, as the character education movement rightly emphasizes; indeed, a major purpose of schooling is to help develop good persons.
2. If we are to live together peacefully in a pluralistic society, we must also nurture those civic virtues and values that are part of our constitutional tradition: we must acknowledge responsibility for protecting one another's rights; we must debate our differences in a civil manner; we must keep informed. A major purpose of schooling is to nurture good citizenship.
3. But when we disagree about important moral and civic issues, including the nature of morality itself, then, for both the civic and educational reasons we discussed in Chapter 2, students must learn about the alternatives, and teachers and schools should not take official positions on where the truth lies. The purpose of a liberal education should be to nurture an informed and reflective understanding of the conflicts.
4. What shape moral education should take depends on the maturity of students. We might think of a K-12 continuum in which character education begins immediately with the socialization of children into those consensus values and virtues that sustain our communities. As children grow older and more mature they should gradually be initiated into a liberal education in which they are taught to think in informed and reflective ways about important, but controversial, moral issues.
5. Character education and liberal education cannot be isolated in single courses but should be integrated into the curriculum as a whole. We also believe, however, that the curriculum should include room for a moral capstone course that high school seniors might take, in which they learn about the most important moral frameworks of thought—secular and religious, historical and contemporary—and how such frameworks might shape their thinking about the most urgent moral controversies they face.

### **Moral Education at the Various Levels**

Attention is paid to the students' age, intelligence, capacity and mental level while determining educational programmes. Similarly for moral education also, programmes should be designed to suit the students of different levels.

### **Primary Stage of Education**

At the primary stage, due attention should be paid to the interest of students. The educational programmes should be sufficiently interesting. Poems, stories and songs, etc., are able to hold the child's attention.

Considering the understanding level at the primary level, the curriculum should be brief and teaching methods should be easy. Education regarding obedience to parents, keeping of promise, love and sympathy amongst brothers may be given through quotations from Mahabharat, Ramayan, the Holy Quran, the Bible and Guru Granth Sahib.

Moral education may easily be given by selecting stories from ancient Indian books like Vedas, Purans and Panchtantra, Shraavan, Prahlad, Dhruv and Harish Chandra and Aesoph's Fables. The children may be made familiar with the different religions and societies of to-day in order to develop an international understanding.

### **Secondary Stage of Education**

At the secondary stage, the mental level of students becomes quite mature that more concrete programmes for character formation may be started. In order to make the youth successful in future life, the programme at this stage should be of various kinds.

At the secondary stage students should be given opportunities of work for the welfare of man and society and efforts should be made to inculcate in them ethical virtues. For the formation of character, illustrations and stories may be cited according to need. But care should be taken to safeguard the personal feelings of the students.

### **College and Higher Stage of Education**

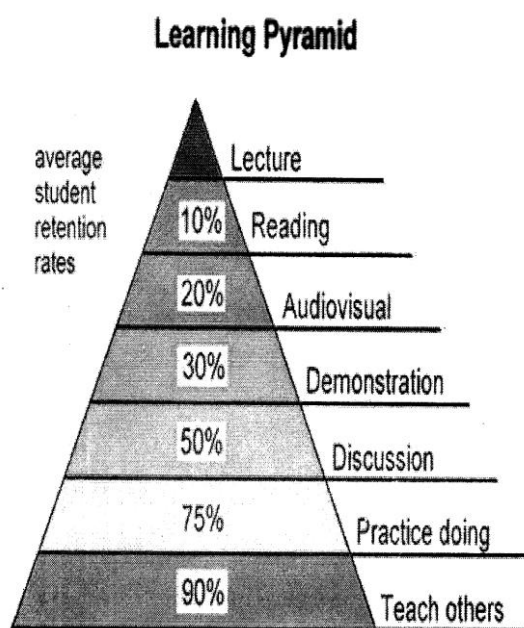
At the college and higher stage, the students prepare themselves for future life. So at this stage, the programme of moral education should be wide. A man of character, rising above the considerations of nation, community, class, religion and group, full of human sentiments.

He considers the entire world as his home and others as members of his family. At this stage, the teacher occupies an important position for moral education and he may place the character of a really great man as a mirror from which the students may imbibe many good qualities.

### **The Cognitive Perspective**

It has been said that nothing has been taught unless it is learned. So cognitive scientists focus on how learning takes place. The learning pyramid, below, shows very clearly that the traditional lecture method of teaching is practically ineffective and that it is demonstration, discussion and 'doing' that hold the key to effective learning.

In the case of teaching morals I would consider demonstration (role models) to be more effective than discussion. So if morals are taught in a structured manner by teachers who are specially selected for their interests and aptitudes, and then trained, it should have far reaching effects. Not only would students learn but teachers too would benefit and the results would have a domino effect.



Source: National Training Laboratories, Bethel, Maine

### Advantages of Moral Education

Moral education is an important part of critical thought and helping people to understand themselves, the universe and their relationships with others. Fundamentally existence, life, and especially human life acts to create meaning for itself. Understanding this meaning for yourself, for other people and for other parts of the universe requires a certain framework for thought. While development of this framework is primarily a natural result of existing/living, it can be encouraged and catalyzed by education as a specific component of that existence. This is highly relevant for humans existing with one another as part of a society so as to maintain and cultivate both the individual members of the society and the society as a whole.

Assuming that humans share, on average, certain goals and desires for themselves and for our species, moral education facilitates an understanding as described above so as to assist us in reaching those goals together.

### How can Teach Moral Values

Actually in many countries there are many festivals, days and occasions for any special idea or special event. When schools organize these festivals they have great and innovative opportunities to impart various lessons. Children assembly is a great example for this. It is a very famous and well known cultural activity for schools where each student finds an opportunity to express himself.

In several school level festivals there is a freedom for teachers to choose desired planning for any activity. Teaching moral education is not a particular topic but it can be teach under various programs and activities. Teachers can use different plays and such activities to demonstrate various moral education lessons. Cultural activities can play a great role in this. Beside cultural activities there are many interesting activities for providing moral education lesson like daily prayer where teachers can arrange a

daily activity as "The quote of the day"; where students say nice thoughts.

### Conclusion

The present study clearly established that the school has a definite and inevitable role to play in providing moral education in a multicultural society. However, this role has constantly evolved over time and the manner in which moral education was carried out previously no longer caters to the expectations and aspirations of all stakeholders

One purpose of moral education is to help make children virtuous—honest, responsible, and compassionate. Another is to make mature students informed and reflective about important and controversial moral issues. Both purposes are embedded in a yet larger project—making sense of life. On most accounts, morality isn't intellectually free-floating, a matter of personal choices and subjective values. Moralities are embedded in traditions, in conceptions of what it means to be human, in worldviews

It is a big challenge for our society and school to give moral values to our students and youths. It is going to a big question for the schools when schools have been facing different types of behavioral problems among the students. It is due to influence of modern time of it may be an effect of improper care by parents. The lack in moral values and the unhealthy attitudes of students is a main reason of many problems in several schools. These are the great reasons about teaching moral education. With the help of cultural activities, celebration of festival in schools, prayers may increase moral values in students and youths. Moral education should be taught under different subjects like, languages, literature, reading books etc.

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**Web Links**

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3. <http://education.stateuniversity.com/pages/2246/Moral-Education.html>