

Morally Induced Education: The Need of an Hour

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Abstract—Conflicts are fundamental part of our lives. Most conflicts are so morally ensnared that it requires normal warmth to resolve them fairly. In an age of increased hostility it is imperative to orient thus be offered occasions for vital and reflective thinking, analyse and discuss day to day problems to find workable solutions and practical skills. There is today, an unusual disconnect between education we offer our young people and what they need in order to deal with an increasingly cruel, materialistic and selfish world. Preparing children for their moral responsibility as adults is a crucial part of the education process. Schools have long being seen as organizations for preparing children for life, both academically and as moral agents in society. In order to become capable, moral citizens, children need to be provided with opportunities to learn moral values. Students are the future and most important resources of the nation. If they are healthy, patriotic, honest and truthful, the nation will progress at a much faster pace. For this reason it is very essential to have moral education in schools and colleges. To impart moral education to students there can be many ways--- telling stories, morning assemblies, preaching, group discussions, yoga and meditations. The task of the good education is to invite into the world, the capacities that children seem to have within them. The endeavour of this paper is to investigate the moral education of the child with a critical consideration paid to the allocation of responsibility. The paper tried to answer the question: "Who is responsible for teaching morality"? Is it society's responsibility including teachers to pass on the virtues civilised life to next generation? Is this strictly within parent's purviews to oversee? Who gets to decide which morals get attention and which don't? The answer is that it's not only teachers in schools that can impart moral education to the children, but that the parents also play a great role in making the children aware of the importance of leading life ethically.

1. INTRODUCTION

Morality can be created by culture and also overturned by new culture. Man is a social being. He cannot live outside society. To live peacefully it is our duty to nurture those civic virtues and values that are vital part of our life. We must acknowledge responsibility for protecting one another's right. The purpose of education is to nurture good citizenship. We should taught moral lessons at home and in school such as love fellow human beings, respect elders, no wrong things should be done, never speak lies, love your country and don't be jealous etc.

The most important assets of a nation are the citizens themselves. If the citizens are healthy, patriotic, honest and sincere, the nation will progress at a much faster pace. For this reason it a very fundamental to have moral education in schools and colleges. Dr. Kalam (2010) emphatically stated in an interview to the Times of India "There must be education along with moral values. Students must not only be taught academic subjects in school, but moral values and ethics as well" [1].

The National Policy on Education (1986) also emphatically states, that "The growing concern over the erosion of essential values and an increasing cynicism in the society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values".

Moral values by definition refer to rules of "right conduct reflecting the cherished ideals that guide our behaviour in the groups to which we belong and in our interpersonal relationships". Moral values are therefore, learned, internalized, and expressed within groups and relationships within a larger community and society context [2].

2. OBJECTIVES

1. To enable the individual to understand and appreciate the moral virtue.
2. To inculcate critical thinking or moral frame work of thought among the students.
3. To develop an understanding of parents, teachers and students for promoting and accepting their responsibility.

To understand the upliftment of students it's a dire need to introduced core place of intimacy in their development categorically their overall moral growth. When the student is step into the world of the society at a very young age they accept society and its entire gift with open arms. The people of the society in favour to the youths as they centred into soft cocoon of parent's care they received enable them to begin a new life and care themselves.

As the young child grows through the first seven or so years, a foundation for life firmly laid if she can be filled with a mood of gratitude, toward, for example the light of the sun, the fruits of the earth, or the nurturing of the adults around her.

In the middle part of childhood, this thankfulness give rise to love, gratitude does not disappear, just as the roots remain even when the stem grows from them and it must continue to be cultivated, but the " stem and leaves" of the growing child's moral life are now ready to be tended

According to Frankena (1973) [3] and Armon (1984, 1993), [4-5] moral values can be divided into five categories, the deontic, teleological, aretaic, intrinsic, and extrinsic. Deontic values are concerned with the moral right—issues of justice, fairness, rights, and responsibilities. Most educational institutions have structures in place that explicitly address issues that involve the moral right, at least in terms of the obligations and rights of students, faculty, and staff. Teleological values relate to issues of moral good, or concern over the welfare of others. These are often not explicitly addressed within American schools, though services such as school lunch programs, student counselling, and immunization drives are expressions of the moral good. Aretaic values involve judgments about the moral worth of individuals and institutions. They include motives and character qualities such as generosity, empathy, and loyalty and are often characterized as motivators for moral action. Historically, educators have emphasized the development of moral character. Intrinsic values are those ends valued for their inherent numeral good. They include such qualities as autonomy, consciousness, intelligence, and knowledge. Their advancement is viewed as the advancement of persons. Finally, extrinsic values are those means that have the potential to produce good, such as money, art, education, and travel, though they embody no inherent good.

3. IMPLICATIONS

1. Education in Enhancing quality

Moral growth is an essential as physical and intellectual growth and is nurtured in everywhere from playing toys to scientific truths.

Education is a process of enhancing quality of life through meaningful activity, thoughtful conduct and open communication and interaction with others –John Dewey.

All round or harmonious development of an individual is incomplete if moral values are neglected , Now a days we people are rushing and engaged in our hectic life/lives due to which very less time is left for our wards. When we turn the pages of newspaper in the morning, we come to know about the number of assault cases harassment, abduct and increasing number of old age homes which actually reflects the ignorance, in the society. The troubles of the whole world including India are due to the fact that education has become a

mere intellectual exercise and not the acquisition of moral values.

At present when power and knowledge are being misused for vested interest, when no one trusts one another, it is essential that moral education should be imparted not only at primary level but also in higher level.

2. Education and Morality

Morality means code ethical principles which are essential for leading a noble life. Morality is the bedrock on which character is formed. It is a well known saying “If wealth is lost nothing is lost, if health is lost something is lost but if character is lost it means everything is lost”. Morality is the only balm which can heals the wounds of humanity and education to inculcate moral values in coming generation. To be a moral person every belief and thought should be strong and determined. We must have courage to do right and fight for the right. Now, a day’s our youngsters are short of the qualities of truthfulness, honesty, respect for elders, courtesy, spirit of services, tolerance and sacrifice. One must be trained in the same from the beginning of life. Therefore moral values must be taught and should b an indispensable part of our education system. If we are good citizen and a human being in every sense then we can consider ourself a moral person and become a role model for upcoming generation. To be a moral person every belief and thought should be strong and determined.

3. Education, Religion and Curriculum

Schools, Teachers, curriculum parents and religious institutions plays vital role inculcating moral values among the children as these are the urgent need of society. Parents are vital in the moral development the child, because they are the first moral teachers and role models that young people have. This can be done by providing the necessary affective relationship and extensive interactions that facilitates moral development. Parent’s responses to children’s transgression and moral dispute and expectations may facilitate children’s moral upliftment. Following points are highly recommended for inculcating moral values among them:

- During religion ceremonies and household activities involved the child in necessary performance so that his growth and trust will generated towards God.
- Listen carefully the ideas and observation of the child and also correct them where required so that he will boost his self confidence and also the ability to interact in public.
- Various opportunities should be given to the children it will enhance their cognition power and their generosity to help poor.
- Let them serve the community it will develop an attitude of serving others.

- Caring is an important moral value and respected behaviour towards the elder should be teach to them.

It is the responsibility of every parent to retain invaluable treasure of moral ethic in their children and motivate them to pass on it to the next generation and so on.

This overall process will inbuilt good moral character among the students and give an honest, trustworthy, patriotic, reliable, adorable and accomplished human beings and that day our dreams will be accomplished in true sense.

The role of **School** is to provide an atmosphere of which challenging moral and reasoning so that children may get idea contradictions in their competitive skills. Children spend plenty of time in school its culture have a great impact on student's moral upgradation. School culture sharpens the daily behaviour and increases the attention on what is to be and valued. Children gain confidence and develop positive attitude in a positive school culture.

School rules and regulation, teaching and other staff relationships must infused with democratic principles and the quality of the physical environment must be shaped deliberately to continually and consistently provide opportunities that support and reinforce the adoption of positive values.

Apart from parents, school **teachers** plays significant role in the present scenario. Teachers help children to recognize character traits and values, they also made desirable character traits in the students both within the school setting and in the outside society. Young children often idealize their teachers, watch them closely and also try to emulate their behaviour. In fact teachers are models to the students. Teachers educate children to respect the right of others, they also promote the acceptance of responsibility for ones action. They also teaches them moral value like honesty dedication and right behaviour by organizing cultural and support events values like team spirit, sharing, spirit of cooperation, patience, courtesy etc. can be imparted. Teachers can bring about a sea change in the society. A teacher should practice what she imparts. Teachers are the icons for the student, their actions sound more effective than their teaching. Students learn the value from their teachers in actual.

The design of curriculum reflects the concepts outlined in the conceptual framework and implications for the roles of schools families, NGO's and teachers. It also attempts to respond the degree of effectiveness of traditional approaches regarding teaching of moral values. In value studies on teaching strategies for curriculum-oriented moral education. We found the following elements: problem based on learning, working in groups, discussions and using subject's topics incorporating moral issues, dilemmas and values.

Religious institutions also impart moral lessons and values. It is believed that the religious preachers' exercises a

significant level on influencing many people's thought process and decision making.

"Historically moral teachings have been central to all religions. For instance, historically speaking, since the time of the Bible, moral teachings have been central to Judaism. The Bible is, at its core, a book of ethical teachings. The same goes for the Islamic religion. Religious institutions have a way of imparting moral lessons in their adherents".

4. RECOMMENDATIONS

Moral education is not just another education trend; it is an old and holy school mission. A society whose citizens are not morally enlightened and cannot trust one another resorts to external force and can even evolve into a police state. Similarly, a school whose students are not morally enlightened is tempted to create an environment of repression. Schools must contribute to the development of morally enlightened individuals who, in turn, will help to ensure the existence of a just and caring society. It is in this spirit that we make the following recommendations:

1. Moral education as a separate subject should be introduced in primary level of learning so that pupil may develop their moral ideas and virtues.
2. We ought to recommend educators, the mass media, the business community, the courts and civic, racial, ethnic and religious groups to form a socially and cultural constructed context which supports the school effort's in developing morally enlightened individuals.
3. We are anxious to work in the light of moral education, drawing on research findings from other fields and presenting those findings to the profession forcefully and clearly.
4. Enhancing further specific values is the primary and fundamental course so it must rely on the certain emotion or attitude and must stimulate self education and ethical values. It is easy to teach students what is upright and deception, what it is difficult to train a student to be an upright man.

5. CONCLUSIONS

From the above discussion let me conclude that family or parents, schools, teachers, curriculum and religious institutions has a definite and inevitable role to play in providing moral education in a multicultural society. It is education which broadens our horizon, stimulates the thoughts and refines our reactions and makes us resourceful and creative to motivate young people into the ongoing process of moral action and reflection. The successes of our nations endeavour to educate our young person in the democratic traditions that respects and nurtures the cultural diversity. We have inherited things precariously on our ability to transmit this rich moral heritage and our common moral solutions to the future generations.

Our schools have thus to be restructured afresh, its partnership with parents, inspectors, non-governmental organizations revived and our traditional and teacher centred approach reconsidered in a bid to ensure currency and relevance in our moral education programmes.

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