

ROLE OF MORAL EDUCATION IN SOCIO ECONOMIC CONDITIONS

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Received: May 21, 2018

Accepted: June 28, 2018

ABSTRACT

Moral education teaches us how to we should behave in our society and what work we should do or leave. It develops our physical, mental and spiritual values. However, the learning of Moral Education is very necessary for all of us but after it that subject has not achieve it real position till now. Moral Education is this subject that teaches is the moral values and humanities. It creates a social behavior in pupils so that they can treat themselves as a good citizen of country.

Keywords: Moral Education, Society, Economy

INTRODUCTION

Man is a social animal. To setup himself in socially he has to adjust himself. For this purpose he always wants to develop himself in knowledge. In every society there are many moral values. To create a good society. It is important to a man to know about their value and qualities. Education especially Moral Education plays a great role in it.

The main trouble with moral education is that almost everybody is interested in it. Academicians, scholars, public men, social reformers, educationists, religious men-all are interested in Moral Education and it is very difficult to provide a definition of it which can satisfies the requirements or demands of all those who are concerned with it. It is also unclear who can be called take morally educated and how can pupils of school be morally educated. The findings of Psychology and Sociology are deeply relevant to moral Education and play a great role to clear it. Mean and values so that the aim of Moral Education may be decide.

REVIEW OF LITERATURE

Lalitha.P.R (2001) in her article titled "Value Inculcation in the context of Science" says that a need is felt to humanize science education by cultivating values through a new order based on scientific and technological training. We need to produce students of science with responsibility. If Science is to be relevant to life today and life in future, Science teachers have no alternative but to consider the relationship between science and values.

Usha Sri (1995) conducted an evaluation of value education provided in secondary schools. Teachers were asked to indicate the extent to which the listed characteristics were found in the textbooks of the teacher's subject of specialization. From the weighed scores, it was found that, in textbooks of VIII, IX and X standards, the greatest attention is paid to examples given from life situations. Special mention is made regarding the qualities of discoverers, reformers, leaders etc. Desirable values are emphasized wherever possible. A logical approach to problem solving is emphasized, questions given call for value judgment and the good and glory of all religions is highlighted.

Vijayalakshmi.G (2006) opined that values are the salient features of the individual's behaviour in the society. The concept of value is so deeply embedded in human actions and thoughts that one should make an effort to implement it. The value governed behaviour pattern is reflected in the behaviour patterns of people. But the world at present is passing through such value conflict, which is manifested in almost all fields of life. Education system followed at present is mostly materialistic rather than value based. The author reveals the results of her investigation on teacher's perception of school children's values. The data were collected from 40 teachers working in Telugu medium and 40 teachers working in English medium school. The variables included in the study were sex, level of school, medium and locality. The method adopted was sample survey. The results revealed that there is significant difference only between rural and urban teachers and no significant difference was observed between male and female, primary and secondary and Telugu and English medium school teachers.

Ramachandra Reddy & Manchala (2006) made a study on values in educational system and concluded that value inculcation should not be an additional subject. It should permeate all work and activities in educational institutions like a Guaring Anger values therefore to be inculcated through deliberate effort and not left to chance. Value has to be both caught and taught.

Vijayalakshmi.G (2006) States that since the values are deteriorating, the value development among the children is the need of the hour. The aim of the present study was the values to be developed among the schoolchildren as perceived by their teachers. The variables considered for the study were sex, level of school, medium of instruction and locality. The sample constitutes 80 teachers; the data were collected with the help of a value scale, and their biodata. The method adopted was sample survey. The results revealed that there is significant difference between rural and urban teachers. More over there was no significant difference between the mean values of teachers belonging to other categories namely male Vs female, Telugu Vs English medium schools and primary and secondary level teachers in prioritizing the values to be developed among school children.

RELATIONSHIP BETWEEN EDUCATION AND SOCIETY

We have seen education in particular as a means of cultural transmission from one generation to another. The parents are the first teachers of the child and they still maintain an educative function throughout the early and formative years of the child. In most of the developing nations of the world, including Nigeria, parents are responsible for sending their children or wards to school. Since these nations are undergoing rapid socioeconomic and political changes, they witness special problems in evolving the appropriate education system, which will be able to produce the adequate manpower needs in all the segments of the society. . Schools are established in many societies of the world so as to instill in the pupils those skill's which will afford them the opportunity of taking their rightful positions in the society; but this function cannot be adequately accomplished without the assistance of the home because both the home and the school perform complimentary functions in the moral and intellectual development of the child. This means that the child cannot be educated in a vacuum or in isolation. Therefore, for a child to be educated there must be interaction between him and his physical and social environment. By this we mean that education is the development of personality.

EDUCATION AND RELATIONSHIP WITH SOCIAL STRUCTURE

Introduction Many sociologists have observed that there is a -strong relationship between education and society. This observation is borne out of the fact that it is not possible to separate or draw any line of demarcation between the two concepts. This is because of the fact that what happens to the educational system undoubtedly affects the society, and whatever occurs in the society influences or shapes the educational system in all its ramifications. Durkheim (1956) was one of the first sociologists to appreciate the relationship between education and society. He saw education as a social phenomenon through which a society assumes its own continuity by socializing the young in its own image. The components of the educational system that constitute perfectly defined facts and which have the same reality as another social fact are interrelated. They are inter-related internally, so that a given education system has unity and consistency, and also externally so that the education system reflects a society's moral and intellectual values. Ottaway (1980) defined society as the whole range of social relationships of people living in a certain geographical territory and having a feeling of belonging to the same kind of group. In every society, whether developing or developed, complex or primitive, there is always an education system. Education systems are not the same, as no two societies are identical. Therefore, education systems differ from society to society and their aims, contents and techniques also differ from one society to another. From the foregoing, one might postulate that educational institutions are micro-societies, which mirror the entire society. This is one of the reasons why societies try to evolve education systems and policies that would meet the needs, beliefs, attitudes and the aspirations of their people. Havighurst (1968) observed that the way to understand a society's education system is to understand how it is related to the other basic institutions of that society, in particular the family, the church, mosque, the state, the polity and the economy.

OBJECTIVES OF MORAL EDUCATION

When we are to list out the aims of education, even one cannot avoid taking a position, of course with which others may agree or disagree. If we simply expound and compare the ideas of others, it becomes purely a historical view point. If we describe the views of moralists' moral philosophers' philosopher who are concerned with expounding the nature and context of moral education, it becomes a descriptive way of talent of what philosophers have said. It may be called a philosophical approach to moral education.

Philosophical approaches are many and we have no intention of adopting here just a particular philosophical method because that does not give us any comprehensive picture of Moral Education. On the other hand, we lay emphasis on various sociological and Historical approaches to Moral Education.

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