

A STUDY OF MORAL EDUCATION IN SECONDARY SCHOOL STUDENTS

Taruna Kumari * & Dr. Gurmeet Singh Kachooria **

* Research Scholar, Dept of Education, OPJS University, Churu

**Research Supervisor, Dept of Education, OPJS University, Churu

Received: May 21, 2018

Accepted: June 28, 2018

ABSTRACT

The study about history of morality informs us that it is the concern of society, teacher and parents and there is no exclusive role to any one of these. But the individual who is intended to be taught about morality occupy a very significant place. Moral education and morality is not an exclusive function of an any individual. It is that process which runs all through the education.

Keywords: Moral Education, Students, Teacher

INTRODUCTION

Moral Education

Educationalist and philosophers maintained that children's education should not have any moral lessons or inculcation of ideas and rules. There is no use of blame or praise and by implication there is no any utilization of reward or punishment, no moral argument, no moral language, but by extending sympathy, love and proper attention to the need of child, outlook the problem of child with sincerity, one can get what he want to get. In fact this appears to be contemporarily prevailing view of moral education. This is 'New morality' which is expected to be practiced by society, parents and schools at large.

Some people argue that if moral education is not to be taught at the lower age, then the children grow into adolescent and at that time it would be surprise for them of social system, social order, social harmony and social relation. Any disappearance of many morality courses undesirable results. So, peoples argue for the necessity of teaching moral education at level of schools. Human experience, history and low up held by morality withstand there, where civilization have evolved. Hence, the old theorists argue that morality is a desirable phenomenon in education.

REVIEW OF LITERATURE

Ambashit, N.K. & Ajit Singh (2001) discussed the urgent need to inculcate values among our students studying at different stages of education. He claims that character training and value education have been ignored altogether in our present educational system. This leads to erosion of values and causes havoc in our society.

Daya Pant.B (2001) mentioned in his article titled "Conceptual aspects of value education" says that crisis in respect of cultural identities is a phenomenon, which follows impersonalization brought about by inter cultural exchange, made possible by science and technological advancements and the economic liberalization".

Giri.S.V. (2001) studies the traditional perspective of Indian system of education and Universal human values. He observed Truth and Right Conduct should be adhered to with pure intentions. A righteous life leads to peace. Love should find expression in non-violence. The education in human values has to begin right from early childhood and then be extended to the school stage.

Khandelwal, B.P. (2001) in his article on "Values for Human Excellence" states that the sector of education, which is intimately connected with human resource development, has to consider the ramifications of the emerging challenges and develop an educational model which is both responsive and comprehensive covering all aspects of education.

Lalitha, P.R (2001) made a mention in her article titled "Value Inculcation in the context of Science" that a need is felt to humanize science education by cultivating values through a new order based on scientific and technological training. It is necessary 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.

Nigal.S.G (2001) in his article titled “Education Management and Values” writes that education is the process through which they cultivate human values and attitudes. Because values are operative in man, character building is the major aim of education.

Nagaraju (2002) rightly said that value based education is important to the Secondary School students. For promotion of various values among students, the textbooks are given an important role. He also narrates that different textbooks promote different types of values among the students.

Chetty (2003) made a study on perspectives of value oriented education and concluded that through both teaching and practice, the teacher should aim at transforming students’ individuality into personality.

Prem Singh (2004) feels that while providing a framework that is specific to India, value education should also provide a larger context in the universal sphere. The aim of value education is to enable the student to be truly Indian, really modern, and deeply human.

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.

POSSIBILITIES IN MORAL EDUCATION

It is not wrong to say that many people who are beginning to appreciate the need for moral education, Seminar, Courses, Conferences are being held on the subject and some teachers are in try to make their own methods of teaching moral education. These are some also who at the time of disclaiming any specific overt interest in moral education, nevertheless do a super deal under moral education which come. All the people having concept of moral education and the procedure they adopt will flow from the sort of concept about moral education they have. So, various methods of moral education can be formed from moral education itself. In the sense of prof. John Wilson, Norman Williams and Berry Sugarman (24) the moral education was well understood, as the ability to have reasons for to consider interest of other people. It is the necessity, says professor Sugarman that to create these abilities the boy should be educated in corporate activities group behavior etc. Prof. Sugarman from moral education point of view argued that we should spent much time on boys to describe, explain and argue and less time to copy the matter from black board or text book. This is in real what is happening now a day and the entire situation need some rectification.

SUGGESTIONS FOR THE IMPROVEMENT OF MORAL EDUCATION

Among academic disciplines and the world of action, every research project should act as an interpreter. Our obligation cannot be exhausted by academic task of establishing a proper conceptual analysis and then getting ‘some result’. In the practice of moral education action and inaction are the two phases, it is presumed that in few circles inaction is more welcome than action, as in inaction there will be less scope. For condemnation than inaction. The traditional concept of moral education is not the same as present day concept of moral education. Breakdown in authority, delinquency, the concrete phenomenon of crime are some of moral education’s contents. But sophisticated conception involved many complex situations in rearing of child, the teacher and student relationship, atmosphere of school, the religious and moral bent of mind of the child and parental attitude to the child etc.

The prime need of the present day is the development of moral skill rather than not breaking law of being disobedient to school teachers or parents. It arise a question then what are the institution where moral skills developed and moral education can be taught? To answers these questions it is not so easy unless we know the different situation and different family background of children. To above questions some say that “everything important happen in the home”. Or all the damage is done in the first five years”, Some say it is the “ Church that ought to take care of all that”, others say, it is not the business of the parents, and they ask what for the parents sent their children to school?”. It is the statements of those peoples who are the in charge of the certain institutions say that their profession was to teacher academic education only, train teachers, conduct examination or produce more technologists.

According to Norman Williams and Barry Sugarman, all these contentions are confused. They say that these confusions primarily arise due to narrow vision and limiting the scope and function of institutions. When the people discuss about the purpose of an institution- university, college, school- as if institution were allotted functions and purposes by some type of define fiat or natural law, the worse would be the

confusion. The institute's incharge will pass on the responsibility by saying "moral education is very difficult" and by an authoritarian management it is only possible.

The practice and theory of moral education should be non-partisan and non-authoritarian. This is more important because moral education has been conceived either position or authoritarian and is vested particularly in some elder, the parents, the priests, the house master etc.

REFERENCES

1. Ambashit, N.K., & Singh, Ajit. (2001). Inculcation of values at Secondary Stage. *Journal of Value education* ,Vol (1), 20-25.
2. Daya, Pant. (2001). Conceptual Aspects of Value education . *Journal of Value education* , Vol (1).
3. Giri, S.V. (2001).Value based Education- Content and Practice *Journal of Value education* ,1(1), 1-9.
4. Khandelwal, B.P. (2001).Values for Human Excellence – *Journal of value education* , 1(1).
5. Lalitha, P.R. (2001) .Value inculcation in the context of science . *Journal of Value Education* , (1)1.
6. Nagaraju. (2002). Abstract promoting values among secondary students through the school, *Quest in Education, Educational Review* , 26 (3), 2.
7. Preamsingh, G.J. (2004).Towards value based education. *University News* , 42 (45), 11-12
8. Ramchandra, P., and Ramkumar, V. (2005). *Education in India*. Eastern Book Corporation.