

Role of Education in Development of Moral Values

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ABSTRACT

Education main role must have life-building, man-making, character-making assimilation of ideas and moral value development. India like strong emphasis on imparting value education through well. The impacts of value education on the academic performance of the teachers' as well as the overall environment of the academic institutions where value education programmes have been explicitly put into practice. Impact of values education on teaching as well as student achievement and behaviour, be tested empirically and observed reliably. The observations of the report indicate the profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and in so doing, to stimulate student social development by strengthening relationships between students and students and teachers even though the above mentioned studies strongly indicate positive impacts of value education, there is a need to carry out more such studies in different educational settings across the globe for ascertaining the positive impact of values education on the academic achievements of the students and overall environment of the academic institutions. Need for providing a climate for the nurture of values personal, social, cultural and national values. Philosophy of three eternal values. These values can never be separated from the lives of men. They have theoretical as well as practical importance to live our life with the essence of man that is his humanity. he educator was democratic in his approach in the field of education. All students rich or poor, prince and common were treated alike. In modern Indian too, the constitution has adopted the principle of Equality in the field of education. In modern Indian too, the constitution has adopted the principle of eternal value in the field of education. Worldly values change from time to time, but the Lord's values never change.

Keywords: Value Education, Global context, Education policy, Academic Achievements, Moral Values.

Introduction

Every education is in a sense, value education. Value less education is a contradiction in terms, given the meanings of 'value' and 'education'. Education, in its aims, curriculum and methods, is inseparably linked with values. Moral Value Education in the Global Scenario Over the past two decades, colleges and institutions have devoted energy and resources to a wide range of educational programmes and initiatives designed to promote character values and behaviours in their students. Hence education as the only means of inculcating right values in the heart and soul of the youth. Moral Value education forms a part of the curriculum in different educational settings across the

globe. Countries like lay a strong emphasis on imparting value education through well defined curricula and syllabi. The need of value education in today's context cannot be overemphasised. Moreover, the social system worldwide is undergoing great transformation. In Indian scenario, for example, we are gradually moving from joint family system to nuclear family system. Also, there is a high degree of stress, especially in the younger generation, owing to fast paced modern day life-style. Factors like religious fanaticism, stockpiling of nuclear weapons and terrorist activities are posing grave threats to global peace. There is a proliferation of vast amounts of

information because of internet and media, and this may cause negative impacts, mainly in the more impressionable young minds, unless and until they have something robust to anchor upon. It is here that inculcation of values among the students can play a very important role by shielding them from all such influences. Swami Vivekananda gave importance to “man making education”, “nation building education” and “character formation education”. Values are the life blood of a civilized human society. They are the saving grace of an educated man or women.

He must be emotionally alert to sacrifice his good for the good of all. The method of eternal education teaching was the mnemonic technique of the oral tradition and covered a wide range of subjects: maths, literature, grammar, phonetics, etymology, prosody, demonology, divination, archery and other martial arts. Swami Sivananda writes: “In the days of the rishis every student in the gurukul had knowledge of pranayama, mantra, asana and the moral codes. All possessed humility, self-control, obedience, the spirit of service, self-sacrifice and the desire for higher truth.” This moral nature of man therefore cannot be divided into convenient compartments for its preservation. Liberty is also not freedom because our social ideals create the human world.

Eternal Education in self-discipline

A very important aspect of education which is practically non-existent today is discipline. Self-control, self-awareness, self-understanding and self-discipline were inculcated at a very early age in the ashrams of the rishis. Life was very strict and spartan, even for the sons of kings, who were treated just the same as the poorer children. There were only two meals daily and nothing in between. The children were trained to be physically and mentally strong, able to bear all the vicissitudes and hardships of life with ease. They slept on mats of kusha grass on the ground and performed all kinds of work, collecting and chopping wood, tending the cows, carrying water etc. When they bathed they did not dry themselves, even in winter. As a result of this comprehensive education of the whole child, society received balanced, capable, responsible citizens who saw it as their main duty to give back to family and society as much as they could

for the common good as well as for their own individual growth in accordance with dharma.

The National Policy on Education (NPE, 1986) brought out by the Ministry of Human Resource Development (MHRD) stressed the urgent need for fostering “universal and eternal values” towards the unity and integration of the people, based on heritage, national goals and universal perception. The existing schism between the formal system of education and the country’s rich and varied cultural traditions needs to be bridged. Education can and must bring about the fine synthesis between change oriented technologies and the country’s continuity of cultural tradition. The curricula and processes of education will be enriched by cultural content in as many manifestations as possible. In our culturally plural society, education should foster universal and eternal values, oriented towards Impacts of Value Education the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect. The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for cultivation of social and moral values.”

India value education helps students understand and be able to apply values such as care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility and understanding; tolerance and inclusion. In this paper, an attempt has been made to role of education in moral value development. Impacts of value education on the academic performance of the students as well as the overall environment of the academic institutions where value education programmes have been explicitly put into practice.

A good and comprehensive education system is expected to create the necessary human capital and knowledge workers who will bring the country to

greater heights. In this regards, a holistic education programme is needed which can equip students with both the hard and soft skills required as well as human values. However, the main emphasis in education today lies in acquiring large amounts of information, passing examinations and securing qualifications for future employment. This paper highlights the implementation of a programme called the “Education in Human Values” (EHV). This programme seeks to improve the teaching-learning environment that will foster character building through the incorporation of basic universal values, thus, contributing towards academic excellence.

Woods dispatch 1984 had definite objectives for the spread of education among Indians. It was its Endeavour to impart instruction in useful subjects and to enlighten them in intellectual, moral and economic fields. The key dimensions which demonstrated a continuous improvement as a result of the character education were in regard to relationships between staff and students and relationships between students. Continued improvements were also observed in relation to student playground behaviour, discipline within the institution, staff stability, enrolments and the perception of the institution as a caring community. The results demonstrated that the impact of character education was significant in relation to the provision of a positive and supportive environment, positive influence on institutional culture, increased cooperation between staff and students, creation of an atmosphere conducive to teaching and learning, improved attributes of the students and attraction of the students to the institution

Buddhist period Gautam Buddha believed in the following principles; good activities, good behavior, tolerance, non- violence. Buddha aim of education was emancipation, character formation and dignity of labor had also important place in curriculum. The impact of parental and family participation was variable. Although the impact of values education appeared to be enhanced when parents understood and shared the school values and reinforced these at home, in general, the successful implementation of values education did not appear to depend on parental support or participation nor did the introduction of

values education per se, engender greater collaboration with families. The common focus drew teachers together to create a collaborative and cohesive school community which supported teachers to do their job more effectively. This had important ramifications for students’ academic progress and wellbeing.

Role of the teacher in development of moral values:

The teacher is role model of school and society. Pestolozzy a great teacher saying give me a child for seven years, after words, let the god or devil take the child they cannot change the child. Here the teacher is potter, architect, and designer. So that the teacher must teach about obedience, truthfulness, justice, grace, compassion, brotherhood, cooperation, social service, honesty, good character. A child learns desirable character responses in accordance with principles of goal seeking and by experiencing satisfaction in connection with those responses which are ethically and socially acceptable and annoyances with those which are undesirable. Thus meaningful goals rewards and punishments are basic in character development as in all learning probably in no other form of learning however it is quite so important that they be adjusted accurately to the stage of development of the child. Therefore, within the limits imposed by the nature and timing of the study, it is evident that the central question that drove the study, namely, Can the impact of values education on teaching and school ethos, as well as student achievement and behaviour, be tested empirically and observed reliably?, The observations of the report indicated the “profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and, in so doing, to Evaluating the development of Value Education stimulate student social development by strengthening relationships between students and students and teachers. In turn there are cascading effects on student learning and behaviour, the way teachers teach and support their colleagues, teacher self efficacy and sense of self fulfillment, and communicative competency and capacity to negotiate. Thus the results have clearly demonstrated the

centrality of values education to creation of a stimulating teaching environment and thereby, enhancement of quality teaching. The teachers should promote moral values in the schools. Adequate awareness is to generate among students through conducting different activities. The school must organize different curricular and co curricular programmes. It is for the teacher to identify and select values and to decide how to integrate them naturally in the process of teaching a subject to facilitate value education. Stories, legends, anecdotes, fables and biographies have to be selected to suit the age group so that context of value and purpose to be served can be used effectively to teach language and impact of values simultaneously.

Conclusion:

In this paper, an attempt has been made to analyse the role of education in moral value development on the academic performance of the students as well as the overall environment of the academic institutions where value education programmes have been explicitly put into practice. Educational institutions are devoting energy and resources to a wide range of educational programmes and initiatives explicitly designed to promote character values and behaviours in their students. Value education forms a part of the curriculum in different educational settings across the globe. Values Education practices and quality teaching outcomes. Impact of values education on teaching and school ethos, as well as student achievement and behaviour, be tested empirically and observed reliably. The observation of the study indicate the profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and, in so doing, to stimulate student social development by strengthening relationships between students and teachers. Even though the above mentioned studies strongly indicate the positive impacts of value education, there is a need to carry out more such studies in different educational aspect across the globe for ascertaining the positive impact of moral values education on the academic achievements of the

students and teachers'. The ideal of all education, all training should be man-making. Education is not the amount of information that is put into your brain which remains undigested and runs riot-there all your life. A number of activities well planned and presented through selected context that appeal to the target group can facilitate the inculcation of moral values.

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