



IMPORTANCE OF MORAL VALUES IN EDUCATION AND ITS NEED IN THE PRESENT EDUCATION SYSTEM

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Abstract

For students' well-rounded growth, it is crucial for education to include moral ideals, which are the bedrock of a responsible and peaceful society. This research looks at why moral principles should be a part of schooling and how critical it is to include them into the current curriculum. The article delves into the ways in which moral education helps students develop traits like empathy, personal integrity, societal responsibility, and ethical reasoning. Overemphasis on academic success, a shortage of instructors with training in moral pedagogy, and the impact of technology and contemporary living on value development are some of the obstacles highlighted by the research. To improve moral development, methods including value-based curriculum, narratives, role modeling, interactive conversations, and community involvement are proposed. The study highlights the need of incorporating moral principles into school as a means to foster character development and produce a younger generation that is more attentive, polite, and socially conscious.

Keywords: Moral values in education, Ethical education, Character building, Value-based education, Human values, Life skills education.

INTRODUCTION

Learning about right and wrong is crucial when a person is young because their moral beliefs shape their personality and the choices they make as an adult. Instilling moral values like integrity, kindness, accountability, reverence, and empathy in pupils is an important goal of education. This is because it helps students grow into citizens who are conscientious and capable of accepting responsibility for their communities. Since the inclusion of moral education has become more important than it has ever been before in today's fast-paced and competitive world, where academic brilliance often takes priority over ethical development, the importance of moral education has increased. Considering that the present educational system focusses a significant emphasis on grades and performance, it often fails to take into account the humanistic aspect of education. As a consequence of this, there has been a rise in the number of situations in which students demonstrate a lack of empathy, intolerance, and indiscipline.

When educational institutions include moral values into their curricula, they have the potential to produce individuals who are not just academically capable but also emotionally healthy and morally sound members of society. The development of a sense of responsibility, the facilitation of peaceful conflict settlement, and the encouraging of students to make choices that are ethical and conscientious are all goals that may be achieved via the implementation of moral education. For this reason, it is of the utmost importance to promote moral concepts within the present educational system in order to overcome the growing ethical gap and to ensure a future that is more peaceful and socially equitable.

Moral Values

"Moral values" is a phrase that is used in the context of society to refer to the norms and standards of conduct that determine what is considered to be proper or inappropriate. Whenever it comes to making decisions and living in peace with other people, individuals are directed by these principles, which function as an ethical compass. Instilling in children a sense of responsibility, empathy, and respect is not only essential for the growth of their character, but it is also essential for the construction of their character. Students are provided with the fundamental qualities that provide them with the ability to grapple with the challenges of life while maintaining a clear conscience and a strong sense of purpose. Honesty, compassion, integrity, and perseverance are some of the moral concepts that are included in these attributes. Providing students with an education that emphasises the significance of moral concepts lays the groundwork for the formation of a society that is based on trust, mutual respect, and cooperation.

Importance Of Moral Values in Students' Life

When it comes to pupils' overall growth via education, the importance of moral principles cannot be overstated. Individuals' decision-making and social interactions are shaped by these principles, which function as a set of guiding principles. Students acquire the capacity to discriminate between good and wrong via the inculcation of moral concepts, which enables the development of ethical conduct in both personal and professional situations concurrently. This is a significant benefit for students. Because these values promote self-discipline, empathy, and social responsibility, they make it possible for students to cultivate meaningful relationships and make a positive contribution to society. This is because they inspire students to take responsibility for their actions. On top of that, when students are taught moral standards, they are prepared with the resilience and integrity that are essential to confront challenges and make choices that are in their best interests. To a greater extent than anything else, they serve as a compass, directing students in the path of a life that is both important and gratifying.

Value Education: Need of the Hour

This is a really important period for the human race. The massive focus placed on scientific and mechanical means of life is rapidly reducing man to the level of a machine. This is something that is happening very fast. Dismantling of religious and moral foundations is now taking place. There is a disdain for the fundamental norms that govern society. Various concepts, like etiquette and traditions, are in direct opposition to one another. In today's world, it is really important to disregard the past. When it comes to removing all of these social and global issues, value education is now the most important factor. First and foremost, educational institutions have to have as their major objective the

formation of moral principles in students and the subsequent moral conduct of those students. When it comes to questions of right and wrong, good and evil, justice and injustice, they have the ability to make decisions. Assisting a student in developing his or her own personal code of ethics is the first step in educating that student to become a good human being. You may even argue they personify humanity itself. They infuse our lives with meaning and purpose. The contemporary generation is devoid of values; hence, it is of the utmost importance that education about values be placed at the forefront of the curriculum. Educating students on ethical principles has always been a popular trend.

Role Of Teachers in Imparting Value Education

The potential to bring about significant societal change is within the hands of ordinary educators. It is important for a competent educator to set a good example. When it comes to becoming role models, students look up to their instructors. As opposed to what they say, what they do speaks far louder. When it comes to teaching kids significant life skills, what teachers really do is more important than what they say. Teachers are the most influential people in a student's life when it comes to forming their personality throughout the formative years of their life. The positive and negative characteristics that are demonstrated by these role models are absorbed by pupils without their knowledge. As a means of setting a positive example for their students to emulate, teachers should conduct themselves in a proper manner. It is important for educators to have good manners and sound moral principles. When it comes to teaching, it is very important to consider if a teacher has a positive or negative attitude towards the job that they do as an educator. There are several roles that instructors should perform, including those of friends, philosophers, and guides. A teacher's primary responsibility is to convey information to their pupils, but they also serve as a guide and a guardian for them. Because teachers who radiate confidence are more likely to be role models for their children, it is essential that this educator places a high value on her job as a teacher and has a profound attachment for her classroom. Approximately 10 years ago, the only purpose of a teacher was to pass on information to their students. Nevertheless, this position is currently shared by a variety of things, including books, coaching sessions, multimedia technology, and so on. As a consequence of this, the role of an educator is weakened.

Moral Values in Modern Education

Nowadays, "education" is hardly more than a nine-letter word, notwithstanding its superiority as a dictionary term. The educational system has also developed into a business, with the same respect afforded to other occupations. Additionally, we are the problem's origin. It is up to us to shape society. We can improve our society if we focus on improving ourselves. Neither criminals nor spoiled brats are born. Actually, it's the opposite. The child encounters an obstacle in the form of their surroundings, which hinders them from taking the right steps. Good teachers may make a difference in students' lives if they provide them a good education. Education entails not just imparting knowledge but also instilling moral values. The next generation of Americans will shape our country. At home and in the classroom, we learn values like compassion, humility, honesty, loyalty, patriotism, respect for authority, and the significance of not being jealous of others, among many others. Meanwhile, corruption and criminality are so commonplace in today's society that they can be felt just about wherever. Disregard and eviction of the elderly are commonplace. The population at large is unaware of the truth. Jealousy is now accepted as a normal part of life. For the most part, the "Gurukul" system of teaching was in use in ancient India. In a life of tutelage, the students of Gurukul absorbed their guru's teachings and put in

the time and effort necessary to perfect them. All students were treated equally at the gurukul, irrespective of their caste or financial status. In order to spend many years at the Gurukul Ashram, where they are believed to receive the guru's life lessons, the pupils are forced to leave behind their homes and loved ones. By the end of the program, the students had shown themselves to be mature, knowledgeable individuals who could handle any challenge life threw their way. One way to put it is like a potter shaping the muck into a beautiful water jug: gradual but steady.

Role of the Schools in Moral Education of the Child:

Educational possibilities for children and youth are designed to be as directly applicable as possible to the challenges they encounter in their daily lives. Their proper function as role models for ethical conduct may be realized in this way. For this purpose, schools are placed in advantageous areas. This can only happen if schools and other community organizations respond in accordance with data that reflect a comprehensive understanding of the myriad factors that influence students' maturation. They should pay special attention to forming partnerships with all social action groups that run long-term initiatives for young people. People and families in the neighborhood should be a part of this. The school's policies and procedures, as well as the relationships between teachers and other staff members, must reflect democratic principles. Furthermore, for the physical environment's quality to be consistently and continually maintained, it must be intentionally planned. In the setting of the family, the classroom, and the nation as a whole, it is critical to provide opportunities that promote and strengthen the acceptance of good values. Schools also have a duty to create an environment that challenges students' moral thinking and compels them to face the contradictions in their own moral reasoning.

Role of the Teachers in Moral Education of the Child:

The teacher is a conduit for the many norms, practices, and ways of thinking that exist within the social organization of the school (Pekausky, 1998). Some have said that schools are only a platform for "direct instruction." College teachers must be able to cultivate a dedicated student body capable of executing Morals and Value Education if schools are to carry out their duties in a realistic and significant way. These students need to have the personal and professional chops to succeed. The following skills are essential for a graduate student in teacher preparation:

- Recognize the significance of learning about the settings in which children, youth, and their families are making decisions about their health, lifestyle, and well-being;
- Acknowledge the value of gathering information on the contexts in which families, teens, and children make choices regarding their health, lifestyle, and overall welfare;
- As a method of social control, implement practices that strengthen ties and connections among the family, the school, and the community;
- Make use of suitable assessment tools, and consult with others as needed, to track how far kids and teens have come in their quest to internalize moral principles;

- Establish a routine for one's own life that will aid in keeping a positive self-image so that one may set a good example for kids.

Schoolteachers, like parents—who have been called "moral instructors"—are vital figures in children's life from the time they are very young, even in the preschool years. Within the classroom and beyond, teachers not only help students understand the importance of personal qualities and values, but they also provide a good example for the students to follow. Teachers often find that their young charges look up to them, study them carefully, and try to mimic their actions. Put another way, teachers set the tone for their students to follow. Teens and young adults may go to their teachers for advice on a wide range of issues pertaining to their ethics and values, and they may respect them as experts in their fields. Teachers may help by building lasting connections with their students and by reading aloud to them stories that teach important life lessons and feature heroic deeds. In addition to discussing topics covered in class, instructors also cover the moral principles that students should have learned at home. As part of their work with students, instructors' model good conduct in the classroom and address misbehaviour when it occurs. On top of that, they set a good example for the pupils. Teachers have a vital role to play in shaping a child's moral character, but it doesn't imply they always set a good example or teach their students ethical values.

OBJECTIVES

1. To explore the significance of moral values in shaping the character and behavior of students within the education system.
2. To examine the need for integrating moral and ethical education into the present curriculum to address contemporary social and personal challenges.

RESEARCH METHOD

Freedom Without Accountability: The Crisis of Ignored Social Duties

We were able to accomplish our political independence and construct a democratic republic that is sovereign across the board. Our Constitution contains a number of extremely significant promises that we made to our people. These promises include the proclamation that we would, through independence, address the issues and rebuild the destiny of India in accordance with our own thoughts, values, and requirements. The first major obstacle that independence brings is the fact that about half of our population is impoverished and behind in terms of development. Second, we must do something about the illiteracy that affects millions of individuals. The third challenge we confront is the harmful and polarizing caste and sectarian affiliations that undermine our democratic democracy. No one other than our people can solve all of these problems on their own. No foreign power will help us, and it's foolish to think they'll solve our issues on our behalf. We were instilled with a sense of national responsibility the moment we won our freedom, and every citizen of a free India should be able to feel the same. The role and responsibility of our educators throughout India is further brought to light by this situation. The moment we were emancipated, we were becoming citizens of India. Prior to that point in time, we were known as subjects of the British Empire. A more nuanced character and a loftier stance are hallmarks of the liberated citizen. The real ramifications of this matter should be better understood by

our lawmakers, administrators, educators, and other professionals so that they can educate our country's youth the rights and duties that accompany citizenship in a great nation.

A Child is a Spiritual Being.

A Child is a Human Being.

The modern educational system places a heavy emphasis on the material aspects of living. In most cases, people pay little attention to a child's spiritual reality. Human education, which helps individuals grow into contributing members of their communities and families, is also severely lacking. Failure to address all three of these facts in a child's education leads to an imbalanced curriculum.

Unfortunately, our schools do not often prioritize students' spiritual and moral development alongside religious teaching. Indian policymakers must act swiftly to curb the country's insatiable appetite for Western science and technology. Indian philosophy is highly esteemed in the West, and many are hopeful about its prospects for the future. The only certain way to put an end to world poverty is to expand into both the East and the West simultaneously. All of humanity's aspirations are met by Indian philosophy. It is becoming more clear to Westerners with mature minds and a commitment to serious thought that we must incorporate the most significant parts of Indian philosophy into our own civilization. Similar to how early math instruction lays the groundwork for later math instruction in elementary and secondary school, early moral and spiritual instruction in the home is essential. Because of this, one might reach the level of independent investigation after enduring several stages of moral and spiritual development. Having developed moral and religious principles before being able to critically assess one's own beliefs is distinct from this. Ability to assess things critically is distinct from that. It is impossible to prevent moral and spiritual malnutrition by denying your children the chance to get an education in these areas. God forbids that His children grow up to be ignorant, radical, and prejudiced, thus schools must be designed with their best interests in mind. There is no more admirable deed than teaching children God's perfected human qualities; it is the greatest act of adoration that one can do. The idea that children's education should be elevated to the status of worship—something that has almost become alien in our society today—is successfully elevated by this comment.

Implementing Educational Policies for Moral Value Education

Education has been a top priority for the government of India and its different states since independence because of the critical role it plays in the development and security of the nation. The difficulties of restoring educational institutions were investigated by a number of commissions and committees, the most notable of which were the University Education Commission (1948–1949) and the Secondary Education Commission (1952–1953). The recommendations of these Commissions were put into effect via a variety of initiatives spearheaded by Jawaharlal Nehru. Furthermore, there was an emphasis on advancing scientific research, technical progress, and scientific technology growth with the passing of the Resolution on Scientific Policy. Appointed to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects, the Education Commission (1964–1966) conducted a thorough review of the educational system towards the end of the Third Five Year Plan with the aim of starting a new and more determined effort at educational reconstruction.

Need To Implement Recommendations of Educational Policies in Relation to Moral Education

The rising concern over the loss of basic values and a deepening cynicism in society has brought to the forefront the need of readjustments in the curriculum in order to make instruction of social and moral values. This is according to the national policy on education, which was established in 1986. In our society, which is comprised of a diverse range of cultures, education ought to cultivate ideals that are universal and timeless, with a focus on bringing our people together and integrating them. This kind of value education ought to be able to assist in the elimination of antagonism to enlightenment, religious excitement that is misplaced, violence, and superstition. Due to the fact that our tradition has nearly always placed a high priority on intellectual and spiritual accomplishment, we are certain to be successful in accomplishing the goals that we have set for ourselves.

There is no more fundamental aspect of schooling than religion. Rather than referring to a specific kind of religion, the term "religion" refers to the fundamental nature of religion, which is the realisation of the divinity that is already present in man. There is no such thing as dogmas, creeds, or any other set of practices that make up religion. Being religious is living a life that reflects our higher nature, truth, love, and beauty in everything that we do. In their most basic form, any motivations, thoughts, and actions that bring one closer to this goal are morally and ethically sound, as well as intrinsically ennobling and harmonising. The idea of religion as the bedrock of education should be seen or understood in this light. Religion and education both work toward the same goal.

There are a number of components that make up the new educational strategy that the Union Government has implemented. The three most significant components are the following: the re-orientation of teacher-training, the universalisation of elementary education, and the emphasis on value-oriented education. Whatever contribution the government may make to that teacher-training orientation, the biggest duty lies with the instructors themselves; they are the ones who need to open their minds to the universe of fresh information that is developing every year. Western psychologists are always coming up with new concepts on human capabilities, and more and more of the Indian views on the spiritual component of man are acquiring a prominent position in these new ideas. All of these new developments may be traced back to Vedanta and Yoga as outlined in the Vedas, the Gita, and Patanjali's Yogasutras. A knowledgeable instructor will be better able to help their students learn than one who is oblivious to these developments. The Indian people have all of these things in our national history, but we don't know much about them and don't put them to good use. The fact that Westerners value and use them more than we do is a tragedy for us, but it's their good fortune.

National Responsibility and the Challenges to Indian Democracy

Issues like as poverty, backwardness, illiteracy, and affiliations to sects and castes that generate separation from one another are factors that contribute to the weakening of our democratic state. Our people are the only ones who are capable of finding answers to all of these problems on their own. No support from any foreign force will be provided in this situation. As soon as we achieved our independence, we were blessed with this sense of national responsibility, and it is something that every citizen of a free India ought to have the chance to experience before they leave their country. In order to effectively explain to the youth of our country the benefits and obligations that come along with being citizens of a great nation, our politicians, administrators, teachers, and other professionals need

to have a greater knowledge of the true significance of this issue. Simply stating that we are located in India is not sufficient; we are also the people of India, and we are in favour of India. When we look at the problems that are affecting India in the current day, many people place a premium on personal freedom and the liberties that come with it. Still, they haven't done much to highlight how important it is to recognize the significance of social duty and the responsibilities that come with it.

During the sessions of our Parliament, we expect that the government will provide the public with a new education policy and action program that is both nationally-oriented and value-oriented. This is something that we anticipate the government will offer to the country. India is now confronted with the problem of combining moral and spiritual ideas into the educational system, which is a challenging task. We need to revive that appetite for knowledge because, in today's world, we have lost that drive for information at every level of our educational system. The current state of affairs is characterised by an insatiable need for work and educational attainment. One of the key objectives of a sizeable number of undergraduate students in India is not to get joy from the experience of obtaining an education of this kind; rather, they desire to achieve success in their examinations and obtain a degree that would be advantageous in terms of securing work.

CONCLUSION

In order to produce well-rounded people capable of appropriately navigating social and ethical dilemmas, moral principles are crucial. Developing students' moral character is just as important as teaching them intellectual and cognitive abilities if our current educational system is serious about helping them become caring, honest, respectful, and responsible members of society. Implementing value-integrated curriculum, experiential learning, and community involvement are effective ways to inculcate moral ideals, even in the face of obstacles like inadequate teacher preparation and the proliferation of technology-driven distractions. School curricula that place an emphasis on moral education have the potential to create more socially and ethically conscious individuals, leading to a more peaceful and upright society as a whole. For both current and future generations, inculcating moral principles is an educational need, but it is also a social duty.

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