



Moral Values in Student's Life : Need and Importance

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ABSTRACT

Moral Value means primarily to prize, to respect, to assess, to calculate; its meaning is the act of cherishing something, holding it dear, and also the act of passing judgment upon the nature and amounts of values as compared with something else. Moral values are values that express ideas about the good and principled life. Moral Education is a subject introduced in the primary school and is continued further at the university level as a strategy to ensure that all students are able to choose right from wrong and make ethical decisions. Thus, the purpose of this paper is to propose implementing a community-based project as a teaching and learning model for moral education, a strategy, which facilitates student's learning and acquisition of lifelong values and also to emphasize on its needs and importance. Moral values are blend closely in all aspects of teaching in the curriculum, in the school, higher education, culture, and in teacher's behavior. In present scenario where we live, the society values material gains and profits above all. It is not an enhancement if to say that in this materialistic era of science and technology, everything except morality has reached to its level. Moral values unlike other aspects have gone into depth where human existence and its future looks dull and in dark. Attitudes based on moral values refer to being in society, being with others, and the reflective view on one's own identity. It is a process of growing into cultural practices and positioning oneself by articulating what is valuable, it is a personal reconstruction of cultural practices and narratives. It is making sense of your life. The present paper highlights need and importance of moral values in Student's life.

KEYWORDS :

I. INTRODUCTION

Students are the future of India. The future of our country depends upon the moral values imparted to them during their student life. Moral lessons should be properly implemented among students in school and colleges. Moral values are defined in literature differently from endless ideas to behavioral procedures. Thus examples of honesty and truthfulness in school and colleges are more effective than precepts or moral preaching. Students are very sensitive. They fast copy their teachers. The teachers should always behave properly and set an example to become their ideal as the students look at them as their ideal. Most often moral values refer to standards for determining levels of goodness or desirability. Moral values are generally loaded with affective thoughts about ideas, objects, behavior, etc. Moral value education is inbuilt in every tradition of Indian culture. Yet it is a matter of great regret that gradually we are losing our

values with the result that we tend to become corrupt and hypocrite. This trend must be checked urgently. Perhaps a major responsibility for the corrective action lies on our teachers, education policies and syllabus. Nevertheless educational institutions can also play a significant role in promotion of moral values. The ultimate good of human society is the good of all.

The idea has been beautifully expressed in one of our ancient prayers "Let all be happy free from diseases, let men see well of one-another, let there be no sorrow or unhappiness in this world". Value education is rooted in Indian philosophy and culture. The Vedas and Upanishads which are the source of inspiration are full of value education. Value education is important at every point of life. Vedas say: "Speak truth; fulfill your duties, never lax in self-study". The central task of value based education is to develop men of goodwill who do not cheat, or steal, or kill; universal individuals who value as one both self and mankind.

II. DEFINITIONS OF MORAL VALUE

Moral value means primarily to prize, to respect, to assess, to calculate, it means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else.

Swami Vivekananda always gave an importance on character building with value education. He said, "The character of a man is the sum total of the bent of his mind. We are what our thought made us."

Bharadwaj (2005) reiterated that without effective moral value-education the country will face crisis of character. That would adversely affect the society by degrading the quality of life.

The economy and development of a nation will stand to loose.

Mohajer (2005) opined that Indian education system has lost its direction by imparting considerable volumes of haphazardly organized information, a sizable proportion of which is either redundant or obsolete.

Moral Value education enhances the cultural factor within human being. Amartya Sen opined that the cultural factors exert a strong influence on economic choices of the individuals and business decisions and ultimately helps in the process of development. Higher Education Institutes (HEIs) could play a vital role in imparting those 'Values', without which development of a nation would be at stake.

III. NEED OF MORAL VALUE EDUCATION

It is not amplification if to say that in this materialistic era of science and technology, everything except morality has reached to its position. Moral values unlike other aspects have gone into abysses where human existence and its future looks dismal and in dark. Though every nation is worried about the continuous corrosion of moral values yet no serious action has been taken by any of the nations for the restoration of values. Even our current system of education is oriented towards giving knowledge and skills that would make students saleable products and nothing else. This education system has developed only cognitive aspect of a man and left effective and psychomotor aspects starving, which results in sordid rapes, heinous murders, treacheries, chicaneries, frauds and malpractices. Such a system of education is devoid of the primary human values of solidarity, justice, equality, brotherhood, affection, generosity, empathy, etc. Thus the problem of moral value crises seems to be inherent in the system of education itself. In the process of our gradual journey from primary to higher education two sorts of major changes, relative to our attitude towards values, occur in our life. They are external or bodily and internal or self affirming. External changes in the sense that the students bag degrees by fair or foul means and on that basis get higher job positions. During the job, they collect more and more money, cars, bungalows and manage academic awards and all that by having which they may exploit themselves and the society with the disguised repute but they fears to face the deep hollowness of their disguised selves. They ruin self to the extent of dissatisfied and meaningless life. In brief, the more they adopt the disguise premises of life, which are ultra virus in higher education, the more their leadership in system is fixed but in the same proportion they find deconstruction of self-affirming moral values. Higher education in the present era of LPG is stimulated by economic consideration without any reference to age old human values that separate man from animals. Cut throat competition to achieve material success has made man

mechanical. Results of such rat race in the field of education and economic life can be seen in terms of insecurity, distrust, lack of fellow feeling, lack of honour for human values, etc. leading to discontent and maladjustment in personal and social life and finally leading to drug abuse, maladjustment and even suicide among students, which are the current major society issues. It is here that the urgent need for value education is felt by one and all currently. Moral values in student's life make his own life and the life of his fellow beings lively and meaningful. Is there any meaning of being educated if the educated man is still away from getting a way of life and redeeming from the disastrous and life-killing ideologies? The purpose of education is self-affirmation and not self-negation. It is the process of removing the self-negating ideologies in order of self-affirmation. Moral value education alone can provide real meaning and content in life.

The following are some reasons that may be mentioned in this connection:

1. It is very essential that moral awareness is promoted to orient the progress in science and technology towards the welfare of mankind. Some common values should be re-discovered to unite human beings.
2. Role of teacher should be enhanced same to previously accepted in ancient times. It cannot be ignored that the rate of juvenile delinquency is increasing everywhere. It is a definite symptom of a crisis which today's youth undergoes in the process of his personal growth. In such a situation value education assumes a special significance. Human beings should not be treated as saleable commodity that can be disposed of when they can not help the material cause.
3. It is essential that teachers educated students not to rationalize their unprincipled behaviors and instead to use the moral-reasoning process when making decisions.
4. We have to include oath similar as the Hippocratic Oath like doctors do in the field of medicine in students curriculum, which describes the basic ethics and moral code of conduct for their future life to develop moral values and to be committed and honest throughout their life and not to follow illegal practices in their future life.

IV. FOLLOWING MORAL VALUES TO BE EMPHASIZED IN THE FORMATION OF CHARACTER OF THE STUDENTS

1. Efficiency.
2. Integrity.
3. Discipline.
4. Co-operation.
5. Good temper.
6. Responsibility.
7. Respect.
8. Kindness.
9. Courage.
10. Patience.
11. Honesty.

The Committee of Religious and Moral Instruction headed by Shri Prakash made a special mention of dignity of labour, love of humanity, patriotism and self-discipline. Moral values particularly refer, to the conduct of man towards man in various situations good manners. The Committee of Emotional Integration referred to the mutual appreciation of the various religions in the country spiritual values, national unity and the unity of mankind. It stressed the inculcation of the values of cooperation and mutual regard, honesty and integrity, discipline and social responsibility. It also stressed the development of scientific temper of mind, respect for manual labour, capacity to put in hard and responsible work, respect for an proper pride in the past faith and confidence in the future, national consciousness, spirit of social service for promoting social and national integration, equally essentials are values which help to make democracy a way of life and thereby strengthen it as a form of government, readiness to appreciate other's point of view and patience.

V. NATIONAL POLICY ON EDUCATION (1986) ON VALUE EDUCATION

Recognizing the urgent need for value education the National Policy on Education (1986), in its Chapter VIII observed that,

8.4 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 the cultivation of social and moral values.

8.5 In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

8.6 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.

VI. CONCLUSION

Current socio-economic forces of Relaxation, Privatization and Globalization have created a global society where the ancient values have been thrown into the winds. However, the general degradation of values has led only to personal discontent and heap of social-economic problems. Hence people across the globe are looking towards the system of education to infuse human values among the students so that the world remains as a place of peace, security and prosperity. As mentioned above,

we can also include oath similar to Hippocratic Oath like doctors do in the field of medicine, which describes the basic ethics, duties, and moral code of conduct to develop moral values in student's life and to be committed and honest throughout their life and avoid illegal practices in their future life. Hence we can develop moral values in the student's life by giving proper knowledge about importance and need of moral values in life like integrity, honesty, responsibility, discipline, co-operation, and respect for the development of Ethics, Morality, and Spirituality in their life for a healthy society.

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