Research Paper Education

Moral Values - A Necessary Part of the Curriculum

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ABSTRACT

In most of people talk about a school curriculum, they think about math, science, social studies and language courses. Seldom do I hear or read about moral values as being part of the curriculum. The problem is that the neglect of teaching moral values in schools, is hurting our students and causing problems in society. If a person has never learnt any moral values, how is she or he able to discern the difference between right and wrong? That is basically the essence of moral values based education. Therefore, in the present paper discusses about the 'Importance of moral values for students' curriculum and also elaborates about the ways of inculcation of moral values.

KEYWORDS values, morals, moral values, curriculum.

Introduction

The origin of word 'Value' is considered from the Latin word 'Vallere' which reveals out the utility specialty and cost of a thing. In other words, 'Value is such a code of conduct or the incorporation of virtue following which; the man develops his personality and springs up being powerful and trustworthy in society.

Values are guiding principles, or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. "The Importance of Values and Morals are the code we live by in a civil and just society. They are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behaviour. Our values and morals are a reflection of our spirituality; our character. They are what we hope to model for our children and the children around us, because children do watch us as they develop their own sense of right and wrong.

Among the types of values, moral values are the main type. moral values are those virtues which makes a human being. Moral values based education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. Moral values are the basic of our goodness and if we use them they give us unexplainable joy.

Moral values are must in a students' life since he or she has yet to face harsh realities of life. These moral values are not one sided but give immense content to those who exercise them and those for whom that exercised it helping a blind man to cross the road, giving food to the really hungry, consoling a baby like mother Teresa, consoling a really depressed person or sharing one's grief are invaluable services born from these moral values.

Why Moral Values for Students?

As parents and educators, we should all advocate the teaching of moral values in our schools for the following reasons:

1. Preparing Our Children For Future Roles In Society:

Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Our kids will need both in preparing themselves to be good parents and citizens in society.

2. Many Parents Aren't Teaching Moral Values:

If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work, The sad fact is that a lot of kids are not learning from their parents the difference between right and wrong. This is because most mothers and fathers in their busy work days spend only a few hours with their children. In many families there is only one parent and no other role models for kids to follow.

3. There is Too Much Violence and Dishonesty in Society:

Every day students are exposed to violence, dishonesty, and other social problems in the media and the real world. How many times have we heard about school shootings? What about other times when students are caught cheating on exams? Then, too, we read about bullying in school and fights between gangs. If moral values were taught in schools, we would have fewer of these problems.

4. To Counter Bad Influences in Society:

Unfortunately, many of the role models of young people are setting bad examples. These bad examples range from sexual promiscuity, degrading of women, advocacy of violence, and the condoning of dishonesty in order to succeed.

Top Seven Moral Values:

It would serve society well if the following seven moral values for students were taught in educational institutions:

1. Unconditional Love and Kindness:

In most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.

2. Honesty:

Students must be taught that dishonesty and cheating is wrong, and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.

3. Hard Work:

When I was young, I learned that success was one percent inspiration and 99 percent perspiration. Nowadays, so many students want to cheat and cut corners in their studies, because they are lazy and don't place any value on hard word. This thinking must change.

4. Respect for Others:

Unfortunately, in our highly competitive dog eat dog society, many people will trod on others to get ahead in life. Respect

for others should include respecting different religions, races, sexes, ideas, and life styles.

5. Co-operation:
To achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the end result for everyone will be a failure. I still believe in the motto, "united we stand and divided we fall."

6. Compassion:
Compassion is defined as being sensitive to the needs of people. If there were more compassion in the world, there would be less homeless, hunger, wars, and unhappiness.

7. Forgiveness:
Jesus Christ taught us to forgive our enemies or people who hurt us. Anger in most cases is caused by unwillingness to forgive. There would be less violence and fighting in school if students could learn this moral virtue.

Actually, ten percent of the student's grade is based on how well she practices moral values inside and outside the classroom. This would be an excellent policy for other schools to adopt.

Need for moral Value based Education:
The following are some reasons that may be mentioned in this connection:

(1) The progress in science and technology without simultaneous development of moral values could have serious repercussion in many areas of life. It is very essential that moral awareness is promoted to orient the progress in science and technology towards the welfare of mankind.
(2) With the general decline of traditional values, some common values should be re-discovered to unite human beings.
(3) Schools can remain hardly neutral so far value education is concerned. Teachers are always passing on some values to their students whether they are conscious of it or not through their conduct in and out of classrooms, through their selection of books to be read, through their choice of instructional strategic and so on. The need for a consciously planned value education programme, therefore is obvious.
(4) There is an increasing moral complexity in the contemporary world, and pupils are expected to face more complicated decision-making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations.
(5) 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.

Inculcation of Values:
Broadly these types of approaches have been suggested:

1. Suggestions/Including core elements in various subjects.
2. Participation/ Experience /Activities.
3. Examples.

It is possible to adopt all the three methods but more reliance should be placed on participation of the students in various activities and gaining experiences in value education and care elements. Value development should be integrated through the day-to- day activities of the school.

Direct Participation in Activities:
We attach great importance to the role of indirect influence in building up good character. The school atmosphere, the personality and behaviour of the teachers, the facilities provided in the school, will have a large say in developing a sense of values. We would like to emphasize that the consciousness of values must permeate the whole curriculum and the programme of activities in the school.

It is not only the teacher's in charge of moral instruction who are responsible for building character. Every teacher, whatever is the subject he teaches must necessarily accept this responsibility. He must ensure that in the teaching of his particular subject and in his dealings with his pupils, fundamental values such as integrity and social responsibility are brought out.

The teachers need not, we can even say that he should not try to draw out the moral all the time but if lie has given some thought to the values underlying the scope of his subjects and his work as a teacher, they will imperceptibly pass into his teaching and make an impact on the minds of his students.

The school assembly the curricular and co curricular activities, the celebration of religious festivals of all religions, work experience, team, games and sports, subject clubs, social service programmes all these can help in calculating the values of cooperation and mutual regard, honesty and integrity, discipline and social responsibility. These values have a special significance in Indian society today when young men and women are passing through a crisis of character.

Relation between Moral Values and Religion:
There will be natural points of co-relation between the moral values sought to be inculcated and the teachings of the great religions. Starics drawn from the great religions of the world will be most appropriate in a discussion of moral values and of problems in life, All religions stress certain fundamental qualities of character, such as honesty and truthfulness, consideration for others, reverence for old age, kindness to animals and compassion for the needy and the suffering. In the literature or every religion, the story of parable figures prominently as a means of impressing an ethical value on the followers. The narration of such stories by the teachers at the right moment in the programme of moral education would be most effective, particularly in the lower classes.

National Integration and Conservation of Past:
(1) The pupils may be involved in learning and singing songs in languages of various regions and states.
(2) Students may be given opportunities to learn other sc learn other scripts.
(3) Students may learn at least a few common sentences or words of few other languages.
(4) Students may be involved in the dances of other parts of the country.
(5) Students may be encouraged to found good points of things available in other regions.
(6) Students may be encouraged to take interest in the historical remains of the past and feel responsible for the maintenance of such things.

Activities Relating to Appreciation of Our Struggle for Freedom:
(1) The students may be told about the sacrifices made by the freedom-fighters in the struggle for freedom.
(2) They may be encouraged to read stories and biographies of great leaders.
(3) They may be encouraged to visit memorials connected with freedom-fighters.
(4) They may be encouraged to participate in debates, speech making and dramas etc. connected with the subject.
(5) They may be encouraged to take up various projects like stamp collecting, picture collecting etc. of great leaders.
(6) National days are celebrated.
(7) Exhibition on various themes of the freedom movement maybe organized.

Activities Relating to Respect of National Symbols:
(1) From time to time students should be reminded of the rules to be observed while hoisting the national flag and singing the national anthem.
(2) Children may be helped to prepare scrap books of flags of those countries which are similar to the Indian Nation-

al Flag. They may be asked to draw these flags, using colours.
(3) The significance and importance of the National symbols may be made clear to the students.

Activities Relating to the Protection of Environment and Conservation of Resources:
The students may be helped to undertake the study of local environment and collect the following type of information:

(1) What type of natural resources available in your area?
(2) How are these resources used?
(3) What type of natural Resources is not available in your area?
(4) How do you meet your requirements if some of the natural resources required by you are not available in your locality?
(5) Students may be helped to prepare talks, dramas etc. on the importance of conservation of resources.
(6) Students may be asked to describe the effects of stagnant pool.
(7) Students may be helped to compare a polluted and an unpolluted site in the environment.
(8) Labour weeks may be organized to keep the school campus and neighborhood clean and students involved in these programmes.

Activities Relating to Observance of Family Norms:
(1) Students may be asked to compare the facilities provided in the same income in two families, one with large number of children and the other with small number of children.
(2) Students may be asked to prepare budgets of small and big families.
(3) Students may be asked to find out the effects on the living conditions of the family in case there is an increase in the members, but no increase in income.

Conclusion: The values or moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values however are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity.

In the present time moral degeneration are occurred. The main causes of value degeneration are: --------

- Lack of respect for the sanctity of human life
- Breakdown of parental control of children in families
- Lack of respect for authority seen through the brazen breaking of the law and total disregard for rules and regulations
- Crime and corruption
- Abuse of alcohol and drugs
- Abuse of women and children and other vulnerable members of society
- Lack of respect for other people and property

To solve all these type problems it is necessary to know the main causes of the above problems. We know today children are tomorrow's citizens. If we give good education to the present day children, the future of the next generations will be well. My opinion education is the solution for all types of the problems. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things. The main object of the study is to inculcate moral and value based education in schools and colleges and to know the attitude of intermediate students towards moral education.

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