



“Moral Education: A Necessary Part of School Education”

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ABSTRACT

Education is not only concerned with the acquisition of knowledge but also is concerned with the development of desire attitudes, interest, skill and various personal and social qualities. So, moral education is one of the important branches of the school curriculum that prevails in school education in India. But now concerned education is given less importance than collecting data and various skill developments. Secondly, the students desire to get good marks in the examination which is the chief concern of the present system of education. In addition to that a sound system of education is one which trains up every human beings to fit into the place to occupy the social hierarchy without spoiling individuality. School is most important institution in any society. The teacher should take an initiative to grow up moral education in the child. In this paper a discussion has done by myself on the moral education in respect of environment of Indian school system.

Keywords: *moral education, Necessary of moral education, Institution related to moral education activity, role of teachers’.*

Introduction:

School is set up by society with a large number of objectives. It has to play original role in building the society the important function of developing the future citizens of society is entrusted to the society. Moral education is becoming an increasingly popular topic in the field of psychology and education. But this education is not given our priority in the present system of education. It is not included in any syllabus whether science or humanities. Our education system specially stress on mental and intellectual development of the students .In this reason, we see often in the Indian education institution the students have to strike, fight among themselves, lock the teacher in common room, beating the teacher due to unrespecting feelings and not properly growth of moral development .

The aim of education is the complete development of the child, a development in which moral development occupies an important place. Man's greatest characteristic is his character. Swami Vivekananda has defined character as the sum total of an individual’s instincts, the inclinations of his mind. Man is moulded by his thoughts. One finds that children develop characters according to ideas presented to them during their growth.



For this reason they should be initiated into the ideals of sacrifice, hard work and contemplation. Good thought leads to a sound determination and this in turn puts the man on the path of good life, and he is filled with strength of soul which inspires him to adhere to his path.

Definition of moral education:

Moral education is one of the vital educations for the development of a child. It refers to good-bad, truth-truthless, justice - injustice ideas to grow the student's mind. The crime will decrease from our society if moral education is included compulsorily in our syllabi and be functional. Moral education defines as follows:

According to Harbert: ethical is "The one and the whole work of education may be summed up in the concept- morality," said Harbert in his famous work "Aesthetic presentation". He added that moral education consists in the suppression of the lower and the primitive impulses and the cultivation of higher ideas.

According to Aurobindo : Man's intellectual development must rest upon his moral and emotional nature. Education of the intellect divorced from moral consideration and devoid of feelings is injurious to human progress. Sri Aurobindo strongly emphasizes the need of moral education in a sound system of education. He felt that to neglect moral and religious education altogether was to corrupt the race. Morality can not be taught through a fixed syllabus and moral and religious textbooks. Noble thoughts and sublime feelings lose their quality and grandeur, if taught artificially and mechanically.

According to Gandhiji; " The end of all education should be building up of character

" Character formation to Gandhiji, implies the cultivation of moral virtues such as courage, strength of conviction, purity of personal life, self-restraint and service of mankind.

Moral development is an important dimension of the education of the child. The national policy on education, 1986 expressed a great concern over the erosion of moral values. It strongly emphasized that the curriculum should be readjusted in such a way as to make education a forceful tool for the cultivation of moral and social values.

'Psychology of the child and curriculum ' published by NCERT in 1983 has pointed out the following important moral qualities which need to be developed in children. These moral qualities are honesty in words and deeds, truthfulness, self respect and so desire to respect others, righteousness, self control, duty of consciousness and compassion etc.

On this point Wilson et al. said (1967): 'A child needs to accept a certain code of behaviour, parental commands, traditional rules etc.' it is to say moral education.

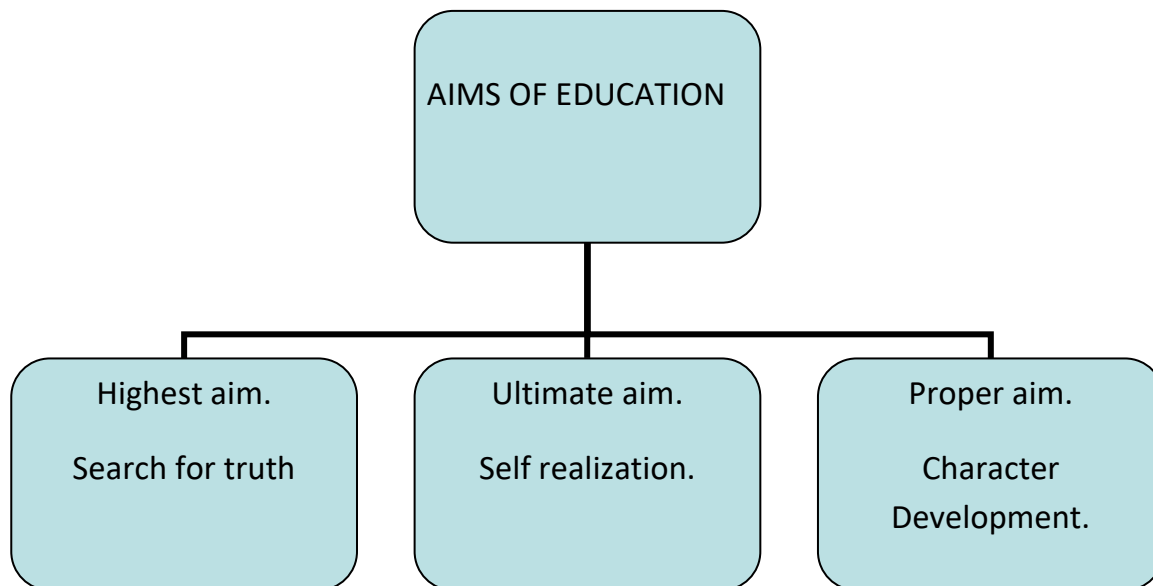
Objectives of the Study:

- ✓ To determine aims and purposes of moral education.
- ✓ To identify and discuss the kind of morality which are known to the learners.
- ✓ To discuss the meaning of values and respect, and relate them to the concept of morality.
- ✓ To learn about the behavioral rules which are explained in terms of the prescription of moral action.
- ✓ To analyse the moral education focused on the development of moral behaviour, and obey the moral character and related discourse.
- ✓ To study moral education which is very important for efficiency of moral values to discover the learner's axiological structuring, including various opportunities and operations for their readjustment.
- ✓ To develop moral character formulated by some code of conduct and different activities of the various level of education.



Aims of moral education:

At present the aim of education is all round development of personality. Now the present educational system, provision has been made for intellectual education by giving important to intellectual development



. Thus to successful life, important human qualities such as sympathy, cooperation, mercy, compassion, love, truth, sincerity etc. have been ignored. The development of such human qualities along with intellectual development should be the aim of moral education. The mother's international school stress on the moral virtues as tapasya, cheerfulness, happiness , joy , harmony, goodwill, benevolence , tolerance, freedom, truth, control of speech, honesty, aspiration , confidence, faith, self- giving, love, openness, and receptivity, purity and humility, will and perseverance etc . The concerned virtues related to the aims of moral education are required to cultivate among the students.

Importance of moral education:

At present in India moral education is walking hazardously. So we pay heed to the Importance of the priority of the students' development for moral quality. The following qualities which develop the student minds are expressed here:

Character is related to morality .It is very important in life. Nothing is lost when wealth is lost, something is lost when health is lost but everything is lost when character is lost. Thus health of character is the important aspect of personality.

The mother's International school at Pondicherry quoted: "No big creation is possible without discipline ". Discipline define in the term of the highest principle to act as a standard of truth or a rule or law of action or in obedience to a superior authority or to the highest principle discovered by the reason or intelligent will. Thus discipline is a controlled life.

The student's character should be moral. The moral character formulated by some code of conduct which had been stressed by the mother's International school in Pondicherry. The mother laid down the following code of conduct for the students.



(i) Good manners: The good manners should be always observed (ii) truth :Everyone should always speak the truth.(iii) truth in acts Truth in speech demands truth in acts too. (iv) It is forbidden for children to fight at school, in the street, in the playground and at home. (v) The child should always remember the necessity of an absolute sincerity, the certitude of truths final victory, the personality of constant progress with the will to achieve.

Institution of moral Education:

Family is the first institution of a child. Thus mother is the first teacher to the children. Family is first institution according to comenius, " Mother knee". And adding a proverb that "the hand rocks the cradle, rules the world". The children learn from his mother about the moral education. Religious institution plays a remarkable role in the field of moral education by holding the different rituals activities in the society. School and colleges have a big role in developing moral education in the students' lives. Moral education programmes should be designed to suit the students at different level. Two levels are discussed in the below:

I. Primary School: In the School drawing attention should be paid to the interest of students. The educational programmes should be sufficiently interesting. For this, poems, stories and songs etc. may be very suitable. At the primary stage curriculum should be brief and teaching methods should be easy. Education in obedience to parents, keeping of remises love and sympathy amongst brothers can be given through quotation from the great epics like Ramayana, story of Eklovya from the Mahabharata. Moral education can easily be given selecting stories from ancient Indian books like vedas, puran and panchtantra etc.

II. Secondary School: The students have mental level so much nature and more concrete programmes for character formation may be started. In order to make the youth successful in future life, the programmes at this stage should be of various kinds.

In this stage students should be given full opportunity to work for the welfare of man and society and efforts should be made to inculcate in them ethical virtues. For the formation of character, illustrations and stories may be cited according to need. But can should be taken to safeguard the personal feelings of the students as upto this age sentiments and discretion development in them.

Moral education cannot be imparted through lectures and text books because the basis of this education is the proper feelings, the proper conduct and the development of proper habits of thought, feelings and action. The task of education is to guide, direct and suggest to the child, without interfering with his activities in such a way.

Moral education related to activities in school:

Teachers have not only a task to give subject wise knowledge and skill development towards the students but also a vital task to creation of truthfulness, good citizenship in every child in schools. It is necessary to grow mental development through moral education. Democracy, Social system, religiousness, equality, Justice and unity are the aims of moral education taking place in the India constitution. There after the Indian civilization accepted only truthfulness, peace, appolize, passians, simplicity, acquire of knowledge, impitance and coopration etc. Moral values do not only establish in words among the students, but also it formulates the diffident planning of activities by the good feelings.

As I think social, moral, spiritual values do not take learners only through the oral advice but also supply some certain concrete suitable examples for the development. Some school activities are prepared in the same way if the moral development is progressing in natural and effective way in the students. To fulfill the moral objectives in the students by some activities. It may be taken and listed below:



A. Prayer/ School assembly:

All teachers and students must gather in the assembly for the community prayer before starting the school activities. Community prayer sung by the teachers and students by chorus in assembly for the peace of world. The noble words and life history of a great educator and patriot may be discussed in the assembly or community prayer. Vidyasagar, Vivekananda, Aurobindo, Rabindranath Tagore, Gandhiji, Netaji's birthdays are to be organized to focus on the ideality, self sacrifice humanitarian service, patriotism etc. before the students in order to build the sum of morality among them. Activities of community prayer should be organized in holly atmosphere with discipline.

Sometimes we may recite the important news form the newspapers on the significance of the day. Having learnt the news of country the students grow their nationality, duty of citizenship, responsibility and the feeling of unity, equality in their minds.

B. Students Self-Government:

The organization to promote self- government is known by different names in different schools, like school union, parliament, and student panchayat. Students select the members to this and teachers nominate some. By the formation of the students' self –government, it is clearly understood that the students are delegated powers in various aspects of the functioning of the school, and means a government of the students, for the students and by the students. Here, pupils are made responsible for most of the activities concerning the management of the school.

- **Self government:** Formation of student council, discipline committee through the selection of the students in school. The students are able to learn how to acquire the knowledge of democracy and its values.
- **Mock parliament:** To discuss the national problem among the students it is necessary to hold a mock parliament or debate competition in the school or Inter school basis.

At last it inculcates habits of self –reliance, independent judgment, leadership qualities, respect for law and authority, and a sense of responsibility, Students also realize the values of co-operation, adjustment, and democratic citizenship, sympathy, impartiality and tolerance.

B. Health and cleanliness programmes :

Health protection and value of cleanliness create the students to drive a cleanliness programme in the school. At least the classrooms and school surrounding led the teachers and the school captains should be cleaned every week.

Model and chart on health protection are to be kept or hung in the wall of health corner of the school and there should be kept a first aid box for the wounded or injured students. For the sound health of the students after six month or one year it is required to arrange a health checkup programme with the help of the expert doctors.

For the students health formation it is needed to different activities like games, sports, physical exercise. bratachary and pranayam in the school premises. As a result students will obviously grow up the power of ability, mentality, selftruth, selfrelaint through the constant physical exercise.

C. Fairs and Exhibitions:

Exhibitions must be an annual affair of a school. All sections of the school should contribute the exhibition. In order to achieve success, planning for the exhibition must be

done right from it beginning of the academic year. The teachers must guide the pupils in the preparation of the exhibits, an in arranging the same. Foster self –activity where individual interest, skills and talents are exhibited. It has a pedagogic value where the pupils' understanding is expressed in their exhibits.



Values like vocational values, aesthetic value, cultural value and ethical values are realized in varying degrees in organizing and conducting the exhibition.

D. Excursions and Field Trips:

The excursions can be of various types like historical, geographical, industrial, botanical, and zoological. In order to give those experiences, the pupils can be taken out on an excursion. The field trip is an educational trip undertaken, that makes it possible for the pupils to acquire real experience in a real life situation. Actually excursions and field trips objectives are to acquaint pupil with his environment, supplement and enrich teaching –learning experiences, provide opportunities for group activities and participation, bringing variety in teaching- learning, develop qualities of leadership and co operation, develop aesthetic sense and foster emotional and national integration.

E. National Day Celebrations:

Every year we celebrate the Independence Day, the 26th January, the 23rd January, the 5th September are to be observed enthusiastically by the leadership of a students in the school premises. The great educators of India like Vivekananda, Vidyasagar, Rabindra Tagore, Gandhiji, Aurobindo's birthday who paid great contributions to the field of education are to be celebrated in a grand way to discuss their valuable speech, their life style and ideality and how they sacrifice their lives for the sake of country.

The celebration of national festivals is the duty of every Indian. When these are celebrated in schools, it provides the students of today an opportunity to get an insight into how patriots had to struggle for the independence of the century. It resolves them into strengthening the nation and also cherishes the hard earned freedom. The speeches enlighten them on the rights and duties of a citizen. Talks about the great personalities inspire and motivate them into following their footsteps and working for a better and more united, secular India.

F. Tree plantation Programmes :

To make pollutant free environment the students should organise a noble programme like tree plantation in the school premises. The students should be inspired to plant the saplings and advised them to take care of them upto grown up stage.

G. Sports and Games:

Sports and games are very important for the physical as well as mental development of the child. Cultural and recreational programmes should be arranged to enjoy the students. The programmes like art, Sing, drawing, dance skills etc. will obviously increase the students' abilities. There should be arranged Sangeet, drama, folk dance, quiz and art competition in the School premises to enhance cultural activities and increase its charms.

These activities should be conducted bearing in pupils the following aspects, to develop healthy habits, qualities of leadership, self confidence, perseverance, judgment, foresight, judiciousness, co- operation, self sacrifice, personality and opportunities for training for citizenship.

H. Social service scheme:

Social service scheme helps to grow social awareness, social integration, and value of self sacrifice among the students. It also constructs them social Service programme encourages students to involve in it enthusiastically for the welfare of the society. The following social services are as follows:



- Literacy campaign: The students can drive a literacy campaign to the adjacent area of a town or a village to increase the rate of literacy in India. Even the senior students may take part in this campaign.
- Volunteers: The students can act as volunteers in the local festival to control the crowd, to supply drinking water and serve first aid for the common people through social service activities. The students can drive some programmes like tree plantation programme, blood donation camp, health check up camp, eye checkup camp, garbage cleaning operation, Flood relief fund etc. in the locality and school surrounding.

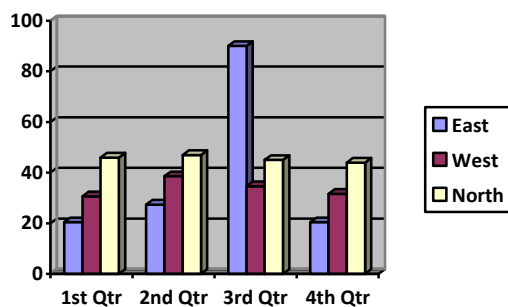
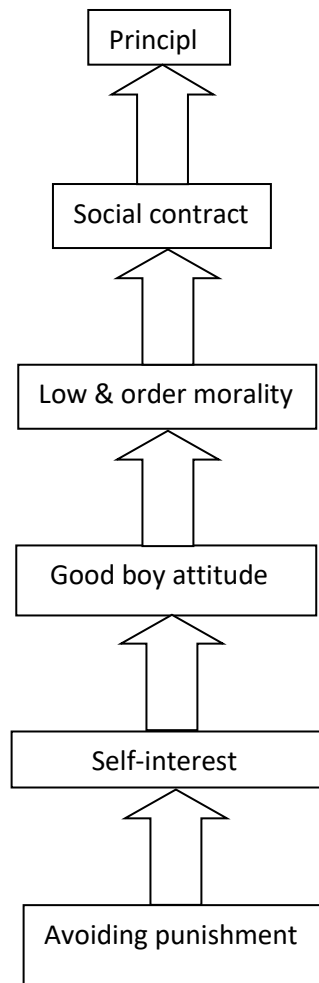
Students are facing the following issues:

- Peer pressure.
- Risk Taking.
- Finding their identity.
- Deciding what's right and wrong.
- Recognizing boundaries and rules through their own experiences.
- Self control.

Role of teacher in moral education:

There are several ways that teachers can help support students during their moral development stage. Most importantly, teachers should encourage and reward good conduct. Teachers should also discourage bad conduct and give explanation of what is happening and how students should act. Teacher can discuss real world situation with students. The teacher plays the greatest role in Indian education system from the ancient to today. Specially in moral education the most important agent in the school is obviously the teacher who has been stressed again and again that nothing can be more effective and helpful in moulding the child's moral behaviour than the teacher's own moral behaviour. Good behaviour is a significant part and powerful medium of moral education.

The teacher can foster moral qualities among the children through organizing various type of curricular and co- curricular activities in the school. In his teaching period of different subject like language and social studies etc. the teacher can stress moral qualities.



The teacher should establish and maintain clear standards of behaviour and encourage his pupils to behave towards himself, toward others and towards the whole community in an orderly and considerate way. Every school demands a certain standard of behaviour from its pupils. The teacher should develop a rational acceptance of these standards in his pupils and also the ability to discriminate right from the Wrong.

Aurobindo Stress about the teacher in the filled of moral education, "The attempt to make boys moral by the teaching of moral textbooks is a vanity and delusion ,Precisely because the heart is not the mind and to instruct the mind does not necessarily improve the heart ". Hence the teacher acts as a reinforce to enhance the innate power and moral education in the children.



Educational implication:

The importance of moral – education has been recognized long ago. Efforts are ahead to include moral and religious inst/ruction in the school programme. At present the subject of value education is becoming – increasingly prominent in educational discussions at all level

Individual development:

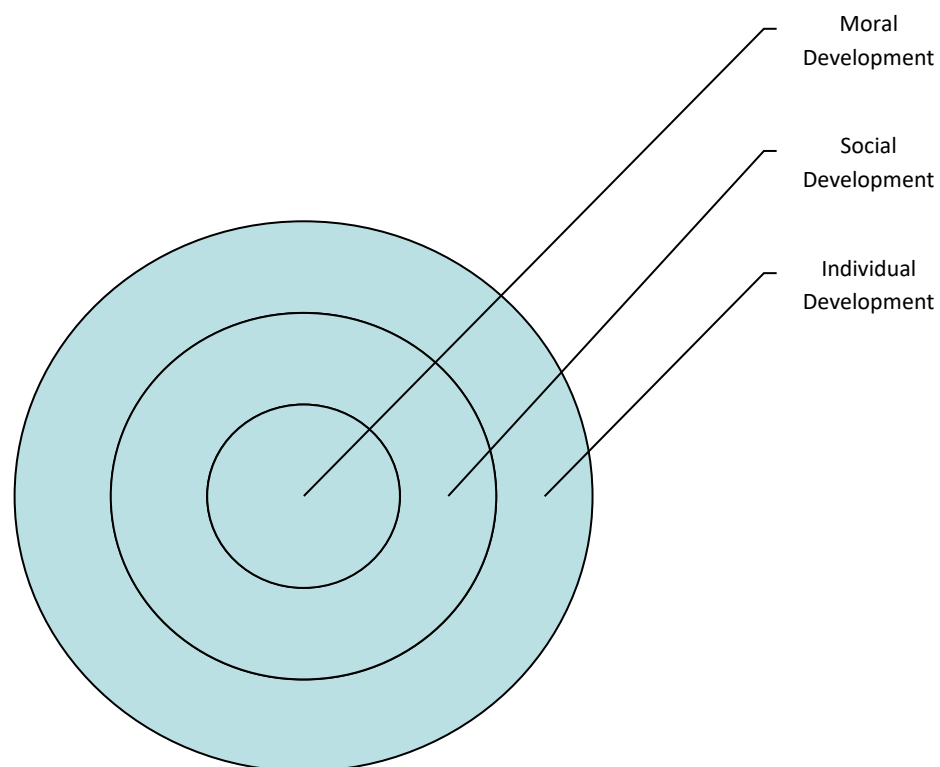
- To provide for the constructive thinking.
- To develop and enrich personality.
- To achieve self- understanding.
- To take initiative in individual responsibility and functioning.
- To provide opportunity for self- evaluation.

Social development:

- To develop democratic responsibility.
- To learn to practice good human relations.
- To understand group processes.
- To encourage and increase social contacts.

Ethical development:

- To establish bonds of understanding of each other without racial, religious, economic or intellectual differences.
- To put national ideas and values in practical use.





Conclusion:

I am finishing this article by saying that myself has endeavored to teach moral and morality to my students. I make choices for them that I consider the right ones for school situation and social spheres and forms that we inhabit. Moral values in order to learn more about children's beliefs about right or wrong. Moral values are extremely important for building a society which is free from the evils of violence, greed, hatred, avarice and jealousy. Lastly, I speak about moral education which is more important in the school curriculum to impart even in the grass root level of our children. Mental, social, intellectual, spiritual, Aesthetic values are important in the education system as considering in the same way moral values are also important to make a complete man.

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